**Notes from Touchstone Workshop- Day 1**

* Traffic Jam Game- at the beginning of the year to discuss safety zones, having a voice in the classroom, etc.
* Always more than one way to solve a problem
* Know different ways in which students think
* Collaboration is a powerful strategy
* Failing and starting over is party of the learning process
* Activity- take a tarp and make everyone get on the tarp; they have to flip it over but can’t get off the tarp (purpose is team work and solving a problem)

**Standards and Targets**

* Draw a penny in detail- similar to standards, we touch them every day but don’t know every detail, we all need a common understanding of them
* Star activity- students must be on the same level as teachers with what the standards are –“You need to be able to do this” , this is exactly what the goal is
* Curriculum, Instruction, and Assessment are not isolated, they are all related and impact each other
* Does not really matter where you start b/c all three are related

**Mastery**

* What does mastery look like?
* Chart on Achievement Level Descriptors
* Break down standards and see what each level of learner would be able to do for the standard
* Beginning learners-need substantial academic support
* Developing learners- need support
* Proficient learners- are prepared to move on to the next grade level
* Distinguished learners-students are well prepared for the next grade level
* The state draws a line after the beginning learners, so the developing learners are not necessarily good to go for the next grade level

**Types of Learning Targets**

* Process and product is the hardest for the teacher based on what the teacher says
* Knowledge Targets- basic information that kids have to know to be able to do anything higher level, but not where standards stop
* Reasoning Targets- Comparing/Contrast, taking basic knowledge and doing something with it- a lot of standards have reasoning targets
* Performance/Process- have the hardest time figuring out what the standards say for this (know, do, understand) – looking for a process or a skill, a performance (most of our standards don’t live here) \*\*\*\*speaking and listening, perhaps some writing
* Products- using the knowledge and reasoning to actually create a tangible product-most standards don’t say your students will produce this
* Instructional flexibility is how you get to the product
* PROCESS AND PRODUCT are hardest to understand
* Even if they aren’t being assessed by the EOC, if the standard says they have to do it they have to do it (write a speech, research, etc)

**Deconstructing the Standards**

* Choose standards that are very involved, general and broad and may need to be deconstructed- you have to find the learning targets for the standard
* Perhaps look at the standards on the Touchstone, or ones that students struggled on from EOC
* For sure, look at standards that are unclear
* Step 1: Choose a standard/objective for which the learning targets might be hard to find
* Step 2: Circle/underline verbs to identify key skills
* Step 3: Identify the LEARNING TARGETS in the standard by asking these questions:
* 1: What knowledge do students need? What reasoning proficiencies (if any) do students need? What performance/process skills (if any) do students need? What products (if any) do students need to practice creating?
* Step 4: Think about the academic language the students need to understand and include this language in your learning targets.
* Step 5: Identify which type of learning target: Knowledge, reasoning, performance/process skill, or product best aligns with the level of rigor included in the standard

**FOR EXAMPLE, if the learning target for a standard is reasoning, you MUST assess reasoning and not recall.**

**Google: GADOE Assessment**

**Go to Georgia Milestones**

**Scroll down to find Georgia Milestones EOC Resources**

[**https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/Georgia-Milestones-ALD.aspx**](https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/Georgia-Milestones-ALD.aspx)

**Rigor and Complexity**

* Hell’s Kitchen-2 \*\*already know they are going to cook
* Top Shelf- 2
* Jeopardy-1
* Shark Tank-4 \*\*it’s an open book, you have no idea what they are going to ask you
* The Apprentice-3
* Who Wants To Be A Millionaire-1
* Survivor- have a task, and know you will have a task, but how you get there is up to you

\*\*Put these shows in the appropriate rank for DOK

Go up if they are adjacent (if you have a 2 and I have a 3, we go to 3)

Difficulty- associated with how many students answer the question correctly (look at P values) LOOK AT DATA FROM TESTS

Difficulty is separate from Rigor (think of Jeopardy)

**Same Verb: Three DOK Levels**

* Describe three characteristics of metamorphic rocks (recall)
* Describe the difference between metamorphic and igneous rocks (compare/contrast)
* Describe a model that you might use to represent the relationships that exist within the rock cycle (requires a deep understanding of the rock cycle and a determination of how best to represent it).

**DOK 1: Recall and Reproduction-** basic rote memorization of facts and details, well-known procedures, recalling elements and details of story structure, character, plot, setting, recall the features of places or people; label, list, identify

**DOK 2: Skills and Concepts-** engage in some kind of mental process beyond recall, make some decisions as to how to approach the question or problem: compare/contrast, explain, interpret, justify, analyze, etc. Identify and summarize the major events in a narrative. Describe the cause the cause/effect of a particular event. Identify patterns in events or behavior. Organize, represent, and interpret data.

**DOK 3: Strategic Thinking** – requires a deep understanding as exhibited through planning, using evidence, and more demanding cognitive reasoning, an assessment item that has more than one possible answer and requires students to justify the response they give. Support ideas with details and examples. Determine the author’s purpose and describe how it affects the interpretation of a reading selection. Apply a concept in other contexts.

**DOK 4: Extended Thinking-** An investigation or application to real world problems with unpredictable outcomes; something conducted over a period of time, not really something you can do with multiple choice questions. No DOK 4 on milestones because it’s going to be something over time, but the extended writing is a DOK 4 because you are writing something over an extended period of time. Synthesize information across multiple sources or texts. Conduct a project that specifies a problem, identifies solution paths, solves the problem, and reports results. Research tasks that involve formulating and testing hypotheses over time

**Notes from Workshop Day 2**

**Universal Design:**

* Assessments are universally designed if they:
* Are accessible to a wide variety of students
* Have items that are clearly related to intended assessment constructs
* Are minimally biased
* Can be presented with accommodations for students with disabilities (if you have a student that is deaf/hard of hearing or has visual issues, that this can be presented to this student)
* Have clear instructions and procedures \*\*
* Are comprehensible to a wide audience
* Are legible

\*\* be mindful of prior knowledge for students, passages that might evoke emotions from certain students (for example, 911) and also be mindful of passages that might impact a group of students in a certain way (female, male, race, socioeconomic status, etc). Have the conversation about whether or not the question is a fair question; might not be the best for EVERY student but questions should benefit a WIDE VARIETY of students

Four parts to a question:

1. Stimulus (sets the context, but you don’t have to have a stimulus)
2. Visual (any pictures, graphs, charts, tables, etc)- visuals have to be purposeful
3. Stem (your question-should always be in question format)
4. Choices (ONE correct answer, but all other choices should be plausible based on misconceptions)

Item Specifications:

* Based on guidelines of Universal Design
* Provide consistency among item writers
* Passages should be grade level appropriate
* Vocab words used from passages in stem should be bold and underlined
* Stimulus should be necessary to answer the question
* Should appear before the question (or visual)
* Visuals have to be clear and legible
* In the stem, avoid negative stems such as all of the following except or “not”
* Avoid using directional words such as above or below
* You don’t want to have only 1 or 2 questions for a passage, because kids might not read passage for only 1 question

Distractor Answer Choices:

* Only one correct answer
* Use of common misconceptions as distractors
* Plausible distractors provide information for instructional decisions and next steps
* Don not use choices such as not enough information, cannot determine, none of these, or all of the above

Distractors and Rationales:

* Distractors should have rationales and should represent common misconceptions

Assessments Building Blocks:

* Blueprints
* Item and Test Specifications
* Style Guides
* Alignment to Standards
* Learning Targets
* Universal Design
* Depth of Knowledge
* Bias/Sensitivity

Purpose:

* Think about the purpose of your test
* Pre-instructional tests tend to cover a broad range of skills and topics, but mastery tests tend to be brief and specific

Key Considerations for building assessments:

* Is the item aligned to the selected standard or target?
* Does the DOK level assigned match the level of rigor required by the standard or target?
* Is there on and only one correct answer?
* NOT ABOUT PERSONAL PREFERENCE!!