

Design in Five

CLES Guiding Coalition

3/4/2020

3/11/2020

Today's Learning Goals

Share

Share how we collaborated at the district leadership meeting to use the Design in Five Process to prepare our teachers for the next step in assessment.

Explain

Explain how the Design in Five Process helps support the Teaching-Assessing Cycle

Guide

Guide the coalition to create goals and targets with an Essential Standard.

Produce

Create a viable calendar for instruction and assessment of an essential standard.

Design in Five



Phase One: Choose essential standard and plan engagement



Phase Two: Analyze the Standards and sketch out the learning goals



Phase Three: Identify the learning goals for the assessment; choose the method of assessment; and determine the weight and number of items for each learning goal



Phase Four: Create or revise assessment items and tasks for each learning goal; and develop student documents and gather necessary materials



Phase Five: Create a scoring scheme that reflects the learning; and choose strategies to foster student investments

Design in Five: Phase One



Choose Standard



Plan engagement



Our Essential Standard:

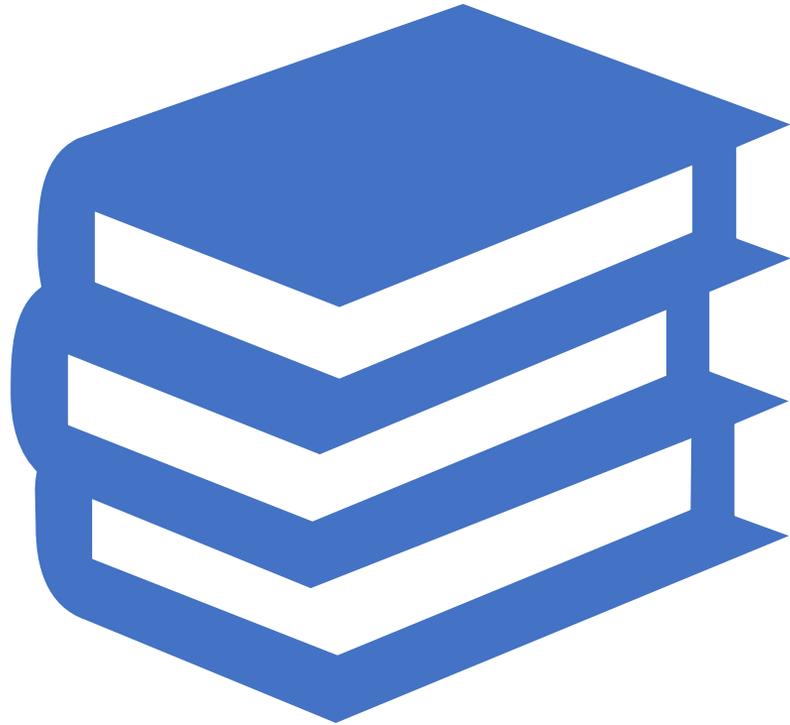
ELAGSE4W2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
- b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- c. Link ideas within categories of information using words and phrases. (e.g., another, for example, also, because).
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Provide a concluding statement or section related to the information or explanation presented.

Three vertical yellow bars of varying heights, positioned to the left of the text.

So we designed a SMART goal with the end in mind....

By the end of May 2020,
80% of our 4th grade
students will be able to
write informative texts on
a topic and convey their
ideas clearly as
determined by a common
summative assessment.



Engagement

- Spend time brainstorming authentic connections.
- The task needs to be relevant.
- For our standard, we wanted the students to select books from the media center on subjects they are interested in.
- We considered having the students research topics from the science and social studies standards.

Relevance

- Relevance is the perception that something is interesting and worth knowing
- “What am I gonna use this for?”
 - Emphasize the importance that content has for the students’ future goals — both short-term and long-term
- “What’s this have to do with me?”
 - Most students have an inherent need to feel close to the significant people in their lives – the teacher thinks it’s important, so I think it’s important
 - Genuine enthusiasm expressed during instruction is important
 - Relating the topic or text to something occurring in the lives' of the students—current events

Design in Five: Phase Two



Analyze the Standard



Sketch out learning targets



Next, we planned our learning targets

We deconstructed our essential standard to construct learning targets.



We highlighted all the verbs within the essential standard.

- **Write** informative/explanatory texts to **examine** a topic and **convey** ideas and information clearly.
 - a. **Introduce** a topic clearly and group related information in paragraphs and sections; **include** formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
 - b. **Develop** the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
 - c. **Link** ideas within categories of information using words and phrases. (e.g., another, for example, also, because).
 - d. **Use** precise language and domain-specific vocabulary to **inform** about or **explain** the topic.
 - e. **Provide** a concluding statement or section related to the information or explanation presented.
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Then we put them in order by cognitive complexity.

More Complex

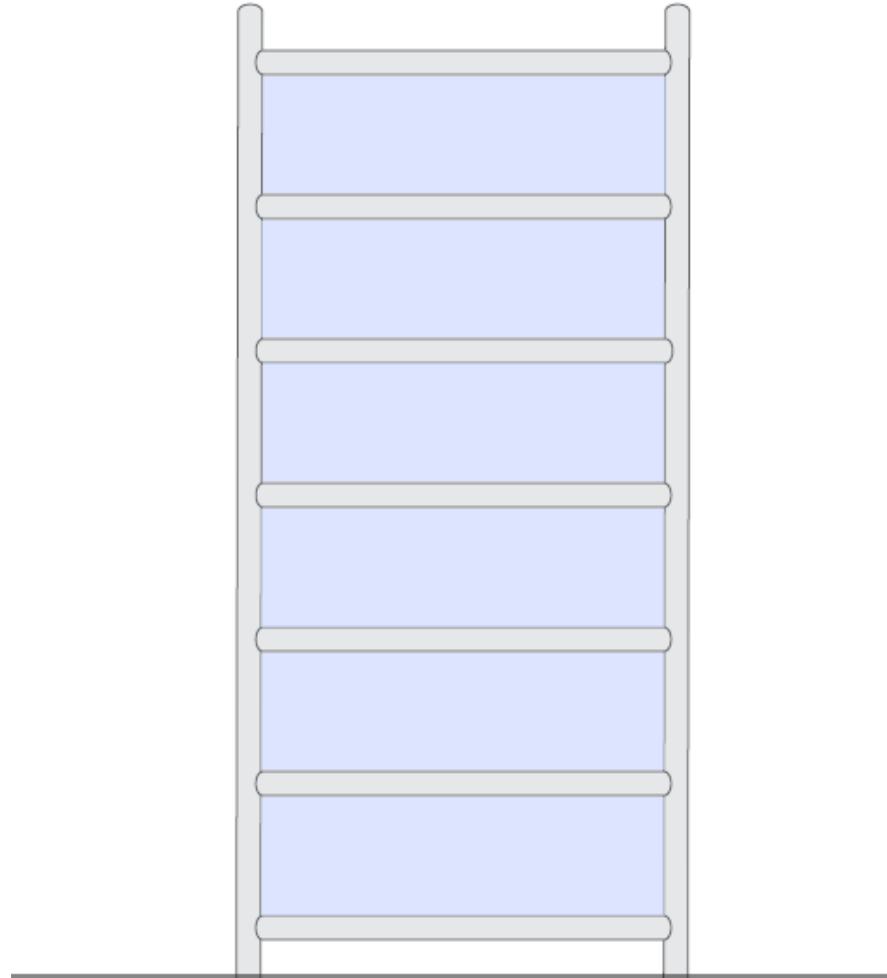
Less Complex

Write	I can write informative/explanatory texts.
Develop	I can develop a topic with facts, definitions, details, and quotations related to a topic..
Convey	I can convey ideas and information clearly.
Introduce	I can introduce a topic clearly.
Examine	I can examine a topic.
Group	I can group related information into paragraph and sections.
Include	I can include a concluding statement.
Use	I can use vocabulary words to explain a topic.
Use	I can use transition words to link information and phrases.
Include	I can include formatting, illustrations, and multimedia to help the reader comprehend.

Phase Two: Learning Goals Ladder

Learning goals are what you will eventually target in the assessment. Once you have identified the learning goals, use this ladder to determine their level of complexity and rigor.

Handout #1



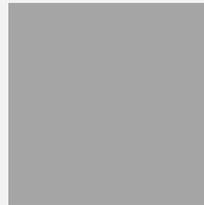
Design in Five Levels of Complexity

- **Simple:** Define, recognize, describe, explain, recall, identify, relate, label, review, memorize, state, name, summarize, computer
- **Complex:** Apply, analyze, connect, examine, appraise, categorize, distinguish, compare, infer, classify, interpret, contrast, predict, recommend, differentiate, support, defend, formulate, judge, evaluate, criticize, synthesize, investigate
- **More complex verbs that involve doing:** Operate, make, calculate, match, compose, measure, construct, plan, demonstrate, practice, show, use
- **More complex verbs that involve creating:** Produce, create, write, design, develop

Design in Five: Phase Three



Identify the learning targets for
assessment



Choose the method of
assessment

What is the best way to assess the learning targets?

In our example, a research report would be used as our Common Summative Assessment (CSA).

Throughout the Unit, we would use different types of Common Formative Assessments (CFA) to assess the learning targets.

Point values (weights) were assigned to each learning target

Weight	Learning Target	Assessment Type
20 pts.	I can develop a topic with facts, definitions, details, and quotations related to a topic. I can examine a topic.	Constructed Response
20 pts.	I can convey ideas and information clearly.	Constructed Response
20 pts.	I can introduce a topic clearly.	Constructed Response
15 pts.	I can group related information into paragraphs and sections.	Sorting Activity
10 pts.	I can include a concluding statement.	Constructed response to finish a preconstructed essay.
5 pts.	I can use vocabulary words to explain a topic.	Tiered vocabulary words activity
5 pts.	I can use transition words to link information and phrases.	Constructed Response
5 pts.	I can include formatting, illustrations, and multimedia to help the reader comprehend.	PowerPoint

Design in Five: Phase Four



Create or revise assessment items and tasks for each learning target.



Construct Assessment

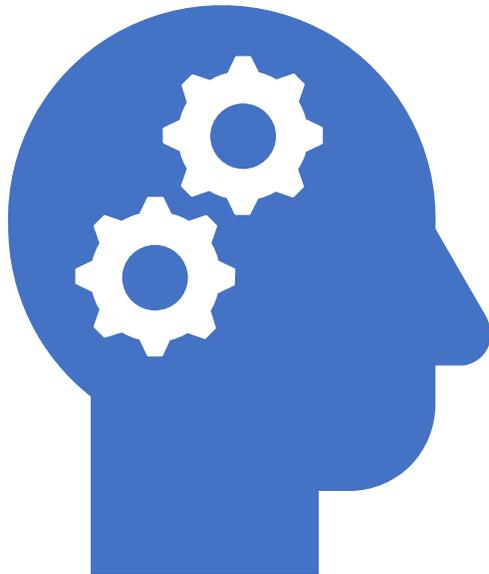
Work Backwards

- Always start with the CSA.
- Based on the learning targets, create an assessment that reflects what you want your students to know by the end of the unit.
- Build your CFAs from the CSA. This does NOT mean use the exact same questions or method. It does mean assess the target with the same level of rigor that would be expected on the CSA.

General Item and Task Characteristics

- The alignment between item or task and learning goal. (validity)
- The cognitive level of the item or task. (rigor)
- The context that sets up the item or task. (relevance)

Building Assessments

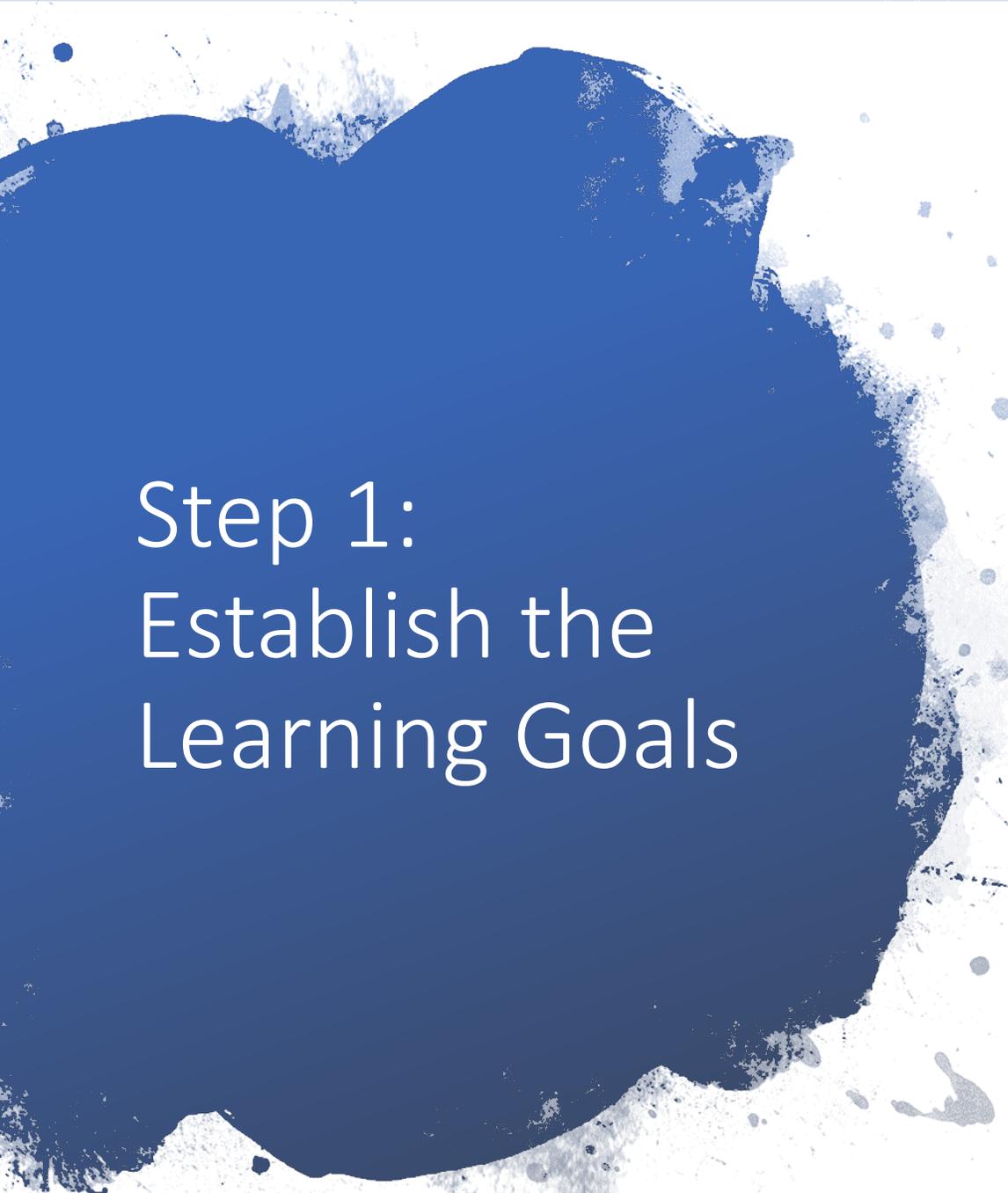


- Cognitive Levels and Methods should align. (Pg. 48, Table 4.1)
- The verbs of learning targets provide one interpretation of the cognitive level, but the work students are asked to complete, produce, create, or engage in determines the actual cognitive level.
- Compare oversimplified work versus work that meet the rigor of the learning target. (Pg. 49, Table 4.2)



Assessment Options

- Refer to Handout #2
- This list of Assessment Methods is meant to guide you toward more complex cognitive tasks when creating a CFA or CSA.
- The columns for Frequency and Viability can be used with your collaborative team to reflect on your current assessment practices.

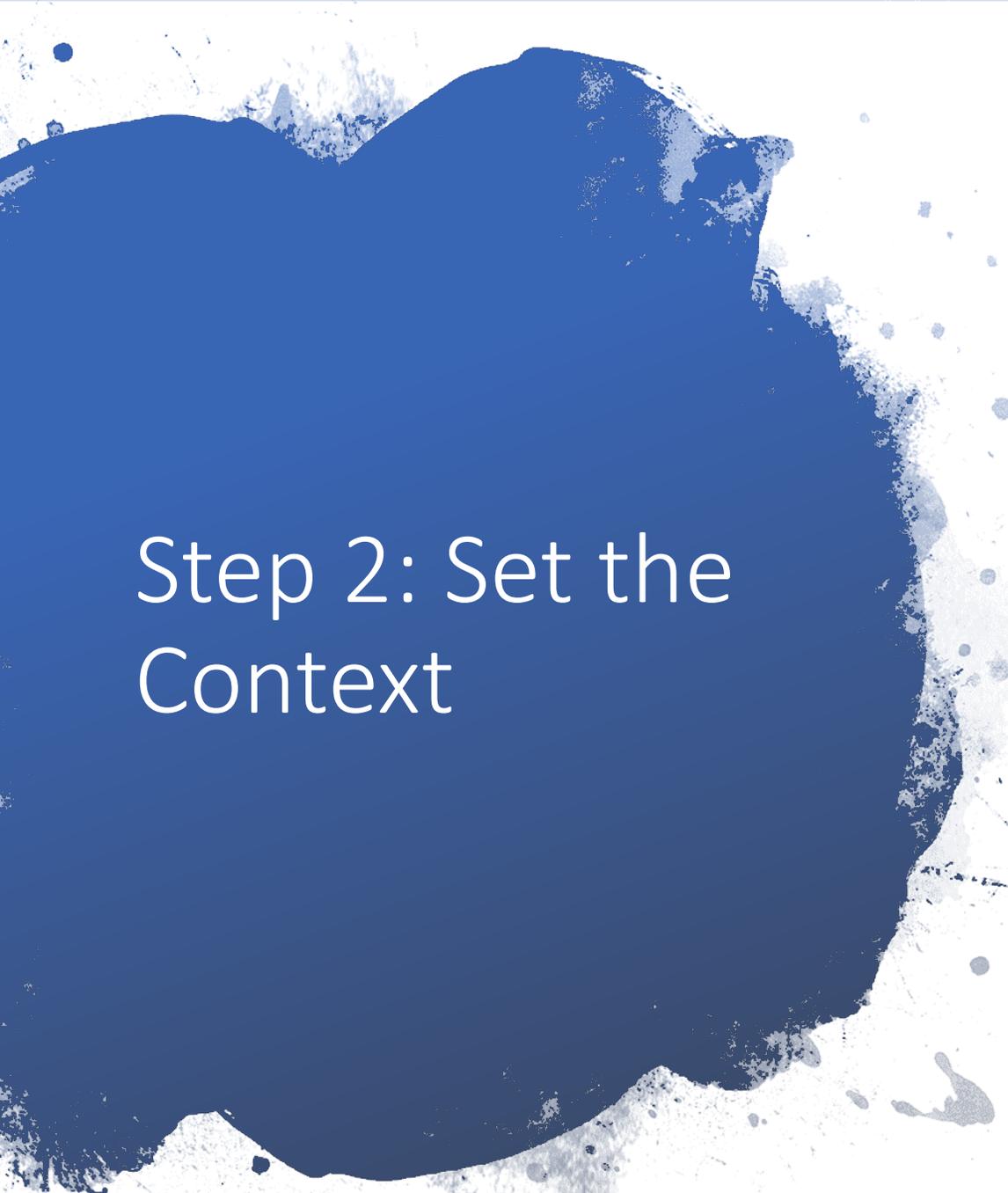


Step 1: Establish the Learning Goals

I can introduce a topic clearly.

I can develop a topic with facts, definitions, details, and quotations related to a topic. I can examine a topic.

I can use transition words to link information and phrases.



Step 2: Set the Context

The context: An extended constructed response

The Audience: A biologist

Role: After reading an article, students will write an extended constructed response on why one level of a food chain is more important than another.

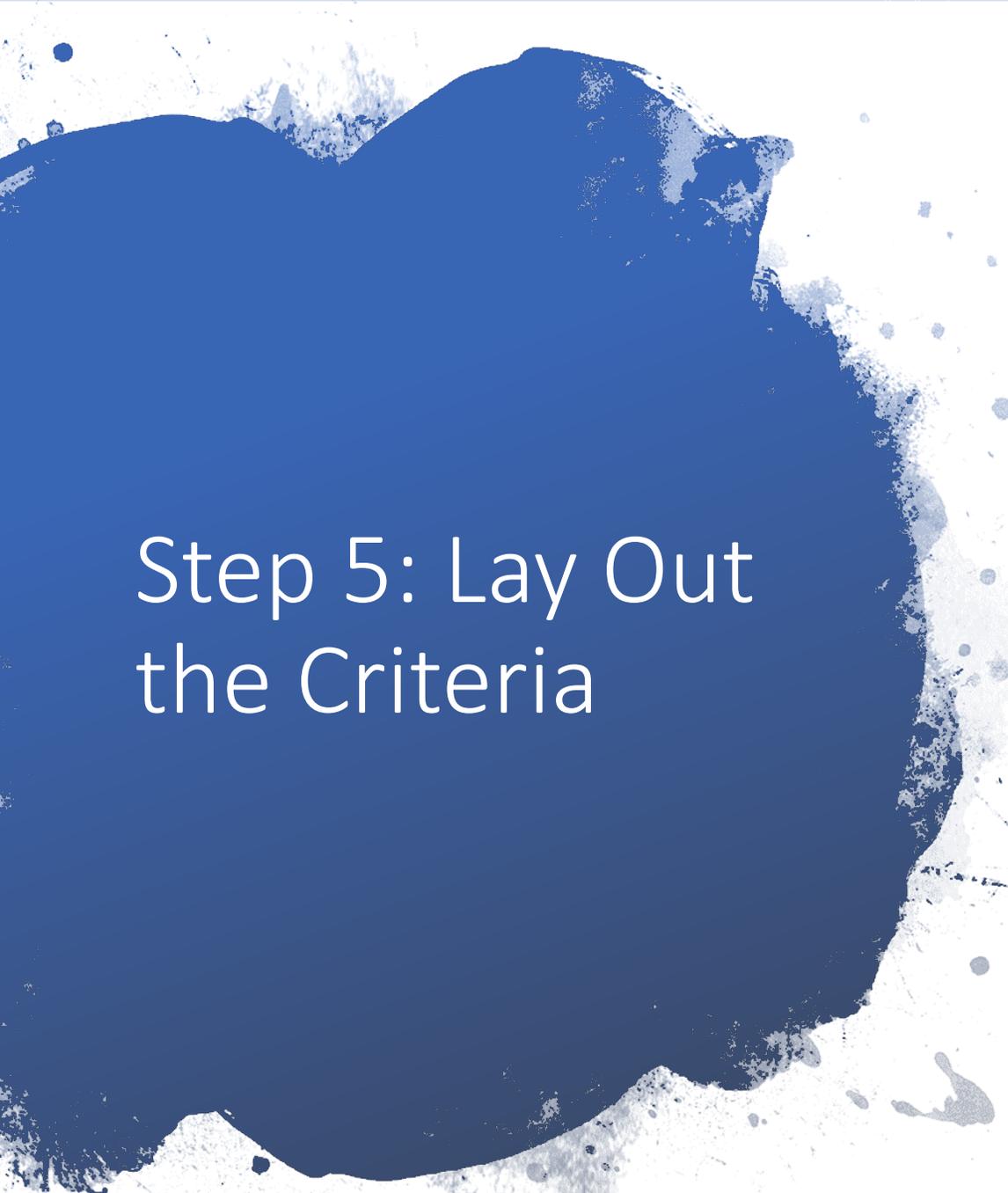
Step 3: Design the Task

- A marine biologist is conducting research for a new exhibit at the Georgia Aquarium. She is trying to understand all the levels of a food chain that need to be put into a tank. Write an introductory paragraph that explains what food chains and food webs are. Then explain each level of the food chain you read about in “Many sea plants and animals depend on each other for food”. Be sure to include transition words when moving from one level to the next.



Step 4: Lay Out the Materials

- Access to “Many sea plants and animals depend on each other for food”
- Time in class to write and revise their report



Step 5: Lay Out the Criteria

- Clear introduction of the topic “Ocean Food Chains and Food Webs”
- A developed topic with at least five to six facts from the article.
- Transition words when moving on to the next level.

Mapping Instruction and Assessment

Refer to Handout #3

We created a calendar of when we will implement the instruction, along with what type of CFA and CSA we plan to use.

Design in Five: Phase Five



Create a scoring scheme that reflects the learning.



Choose strategies to foster student investment.

Determine
the
Reporting
Method

Scale Rubric Score	Percentage Score
Beginning	<70
Developing	70-79
Proficient	80-89
Distinguished	90-100



Instruction and the Collaborative Process

- Everyone has to teach the essential standard.
- Instruction should reflect what will be seen on the CFA and the CSA.
- The method of instruction does NOT have to be the same for each teacher.
- The method of assessment MUST be the same for each teacher.
- The method of scoring the assessment MUST be the same for each teacher.



Are grades a motivator?

- How did you feel when you received an “A” on an assignment?
- How did you feel when you received a “C” on an assignment?
- How did you feel when you received an “F” on an assignment?
- What actions did you take after you received the grade?

Student Motivation



Motivation for student learning and academic achievement is multifaceted.



Students are motivated when they feel confident that their effort and hard work will equate to success in both their grades and their learning.



Students often see grades as a reflection of their self-worth.

Specific Grading Practices to Consider...

Design

Design proactive strategies and policies to connect increased proficiency with improved grades

Report

Report work habits separately from achievement

Organize

Organize grades by learning goal, standard, or task, not by assessment method

Strategies to Foster Student Investment



Have language to describe their learning



Have a clear idea of quality and not-so-quality work



Take action on descriptive feedback



Revise their work



Self-reflect on what the assessment means in terms of their learning



Set goals based on assessment information



Make an action plan to achieve their goals and improve



Share their work and plans to improve

Summary

