

USING FORMATIVE ASSESSMENT TO MEET SLO REQUIREMENTS AND DRIVE INSTRUCTION

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REQUIREMENTS OF AN SLO:

- ◉ Data driven
- ◉ Based on Student academic growth
- ◉ Specified time interval
- ◉ Aligns with instructional standards

WHAT DID MOST PLC'S DO?

1. Chose one topic in a course students knew nothing about but typically succeeded.
 - a) Pre-tested with an end of topic assessment
 - b) Instructed traditionally
 - c) Post-tested

2. Took a final exam for a course they instructed.
 - a) Pre-tested with the final exam
 - b) Instructed traditionally
 - c) Post-tested

WHAT DOES ANY OF THIS
DO FOR US OR MORE
IMPORTANTLY...FOR
STUDENTS?

EXEMPLAR #1

PLC/Teacher use an existing
topic assessment or existing
course final exam

- Restructure your assessments so it is not just another assessment.
 - Pre-test on academic proficiencies. What is the expectation of the standard you are addressing.
 - These should be DOK 1 or DOK 2 level questions.
 - Goal: Are they already proficient on my learning objectives?

- Score the assessment on understanding, not correctness.
 - The assessment cannot be correct/incorrect.
 - What errors does the student make?
 - What objectives do they seem to understand?
 - Goal: What is this assessment telling me about what I need to teach?

◉ Alter your instruction

- This is the most important step! Without this, nothing changes.
 - ◉ Differentiate your classroom.
 - Students who were proficient should be offered something that engages them.
 - ◉ Task, project, etc...
 - ◉ Not just more problems with bigger numbers!
 - Students who struggle now get much more individualized attention.
 - ◉ This allows those who struggle to get the most help while also allowing those who succeeded to not only dig beyond the expectations of the classroom but also “listen” to instruction and fill small holes that may have been missed.
 - ◉ Encourage all students to do the practice.
 - Understand that you will need to make a leap of faith. This is well beyond the traditional classroom.

○ Formatively Assess for Learning

- Periodically assess all students on the learning goals of the topic.

○ Summative Assess for the SLO

- In theory - if we did all the steps before this correctly this is unnecessary. However, it must be done.
- Tier your assessment so students can demonstrate learning goal proficiencies and advanced levels of knowledge.
 - This will automatically lead to 4-level scale scoring
 - We can talk more about this if necessary

○ Finally, analyze your results and fix what is needed.

- This will include making notes for next year!

EXEMPLAR #2

PLC/Teacher base their SLO off
an external assessment such as
STAR Math, MAPS, etc...

- This works for an SLO because these assessments can show a “growth” score.
 - If a student reaches the goal - they have grown what is the equivalent of a year of growth.
 - Everything below happens in addition to differentiating your classroom instruction

- Step #1 - Screening test #1
- Step #2 - Analyze the results and begin tier 1 interventions as necessary.
 - If the screener is good - it has given you some ideas on where to begin or how to group your students.
 - This includes both remedial students and advanced students.
- Step #3 - Progress Monitor and Repeat



EXEMPLAR #1
OR
EXEMPLAR #2

Which is better?

THE REALITY IS THEY HAVE DIFFERENT END GOALS...

- ⦿ If a PLC chooses to focus on a topic or the final learning goals they are getting all students to maintain grade level and possibly advanced.
- ⦿ If a PLC chooses to use an external assessment they are focusing on intervention periods to enhance differentiation.