Improving Performance on Task Three Assessment: Strategies and Supports

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Improving Performance on Task Three Assessment: Strategies and Supports

PREPARED FOR EDTPA CONFERENCE
MIDDLE TENNESSEE STATE UNIVERSITY
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Our Big Strategy Towards Improvement

• Changing our OWN academic language and instructional concepts to match edTPA terminology and TEAM.
• Including More Activities, Instruction, and Assignments throughout the program that help students be better prepared.
• Improving Supports during Residency I and in Seminar during Residency II.
• Getting EVERYONE on board. “These are ALL OF OUR students and their scores reflect the success of OUR program.”
What we have done to improve...

IN OUR INSTRUCTION...

• More emphasis on objectives that reflect learning outcomes.
• Greater emphasis on alignment.
• Greater emphasis on Evaluative Criteria.
• Greater emphasis on Quality Feedback.
• Greater emphasis on Assessments.
• Greater emphasis on Differentiation.
• Improved instruction on Academic Language.
• Instruction in writing using Scientific Explanation (claim + evidence + reasoning = explanation)
• Model how to support students in using feedback.

WITH ASSIGNMENTS

• Alignment Activities
• Evaluative Criteria must appear in Lesson Plan.
• Plans for Feedback must be included in Lesson Plan.
• Assessment Analysis Project (mini Task 3 in Residency 1.)
• Required Use of Thinking Organizers
• Writing Assignments that allow students to answer similar prompts with the claim + evidence + reasoning = explanation).
• And more....
Teacher Candidates MUST identify and state objectives clearly

- **Instruction**

  - Objectives for edTPA MUST specify a **Student Learning Outcome (SLO)** that can be assessed for each individual and that is suitable for meaningful, substantial, cognitive feedback.
    - Not an Instructional Activity
      - No: “The student will complete a graphic organizer on the causes of the American Civil War.”
    - Not a vague performance
      - No: “The student will score 80% or better on the chapter quiz.”
    - **YES**: “The student will explain the causes of the American Civil War.”

- Think DEEPLY about Evaluation Criteria.
<table>
<thead>
<tr>
<th>Lesson and Topic</th>
<th>List Each Objective Separately</th>
<th>Brief List of Instructional Activities</th>
<th>Informal Assessment</th>
<th>Formal/Summative Assessment</th>
</tr>
</thead>
</table>
| 1. Graphing Quadratics: Graphing Quadratics using Vertex Form | 1. TSW identify features of quadratic functions (i.e. vertex, axis of symmetry, minima/maxima). | 1. Direct instruction on key features and formulas.  
2. Student fill in graphic organizer for formulas and key features.  
3. Students work independent practice problems on identifying key features. | 1. Teacher questioning regarding key features-volunteers and non-volunteers.  
2. Teacher observation on independent practice.  
3. Notes on key features and formulas.  
4. Self-assessment throughout the lesson. | 1. Homework Assignment from textbook. Problems similar to problems worked in class.  
2. Quiz after lesson 2 on graphing quadratics in Standard and Vertex form and identifying key features.  
3. Test after lesson 4 on material from all four lessons.  
4. Exit Ticket on material from class. |
| 2. Graphing Quadratics: Graphing Quadratics using Standard Form | 2. TSW construct a graph of the quadratic functions using its key features. | 4. Teacher demonstration on how to graph quadratic using key features.  
5. Students work independent practice problems on graphing quadratics.  
6. Students partner up to compare graphs.  
7. Whole group discussion on lesson.  
8. Exit Ticket on lesson. | 1. Teacher questioning regarding graphing-volunteers and non-volunteers.  
2. Teacher observation on independent and group practice.  
4. Self-assessment throughout the lesson. | 1. Homework Assignment from textbook. Problems similar to problems worked in class.  
2. Quiz after lesson 2 on graphing quadratics in Standard and Vertex form and identifying key features.  
3. Test after lesson 4 on material from all four lessons.  
4. Exit Ticket on material from class. |

**Challenge:**
**Alignment**

**Teacher Candidates MUST GET standards, objectives, instruction, and assessments aligned.**
<table>
<thead>
<tr>
<th></th>
<th>Format – Informal</th>
<th>Format - Formal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purpose - Formative</td>
<td>Teacher Observation Thumbs Up/Thumbs Down Games Questioning</td>
<td>Homework Independent classwork Mid-unit quiz Exit Tickets</td>
</tr>
<tr>
<td>Purpose - Summative</td>
<td></td>
<td>Exam End of chapter test Project Essay Oral Presentation Recital</td>
</tr>
</tbody>
</table>
Practice classifying examples and discussion

Definitions and discussion

CHALLENGE: Confusing terms
Informal & Formal Assessment
Versus
Formative & Summative Assessment

Examples

<table>
<thead>
<tr>
<th>Examples of Assessments by Informal/Formal and Formative/Summative</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td>Purpose—Formative</td>
</tr>
<tr>
<td></td>
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<tr>
<td></td>
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<tr>
<td>Purpose—Summative</td>
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</table>

A STRICT CRITERION: Good summative assessment should enable the teacher to say for each individual student that the student:
- Attained the objective (for each objective assessed)
- Partially attained the objective OR
- Did not attain the objective

Definition from eTIPA Handbook Glossary
"assess (formal and informal).” Refers to all those activities undertaken by teachers and by their students that provide information to be used as feedback to modify the teaching and learning activities. Assessments provide evidence of students’ prior knowledge, thinking, or learning in order to evaluate what students understand and how they are thinking.

Informal assessments may include, for example, student questions and responses during instruction and teacher observations of students as they work or perform.

Formal assessments may include, for example, quizzes, homework assignments, journals, exams, and standardized tests.

Assessments versus Tests
Assessment - A process. There are a variety of forms of assessment, including both formative and summative. Summative assessments are those used to make decisions about students’ mastery of a concept or skill.

Test - A specific type of assessment that is taken under controlled conditions, such as a standardized test, final exam, or final project.
**What we did:**
We piloted a new lesson plan template that was better aligned with the edTPA. *Students who have used both the old template and the new template, report positively.*

**CHALLENGE:**
How to improve candidates’ abilities in
- Alignment
- Use of Subject Specific Pedagogy
- Emphasis on Evaluative Criteria
- Planning for Feedback

<table>
<thead>
<tr>
<th>Central Focus</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum Standards</td>
<td>This template was piloted by our program in 2016-2017. ETSU is now using a similar template college wide.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Essential Question(s)</th>
<th>Students were asked to identify which content understandings are addressed in each lesson.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject Specific Emphasis</td>
<td>Students were asked to</td>
</tr>
<tr>
<td></td>
<td>- Use backward design,</td>
</tr>
<tr>
<td></td>
<td>- number their objectives,</td>
</tr>
<tr>
<td></td>
<td>- include measurable verbs, and</td>
</tr>
<tr>
<td></td>
<td>- focus on LEARNING OUTCOMES.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lesson Objectives</th>
<th>Students were asked to</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- focus on what the teacher is doing to assess during the instruction so that they can monitor and adjust.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Informal Assessments</th>
<th>Students were asked to</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- be very detailed in their descriptions</td>
</tr>
<tr>
<td></td>
<td>- include evaluative criteria and</td>
</tr>
<tr>
<td></td>
<td>- include their plans for feedback.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Formal Assessments</th>
<th>Accommodations for Special Needs</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No student is allowed to say, “None,” or “N/A.” They must consider any student at all that could struggle with any of the assessments listed and describe appropriate modifications in either the content, process or product of the assessment.</td>
</tr>
</tbody>
</table>
Students are required to number their objectives.

Students refer to the objective by number when describing their assessments. “In order to assess Objective 1, I will...”

Description of Feedback must include Evaluative Criteria.

Students must describe the Subject Specific Emphasis of each lesson.
When assessing student learning in Task 3, the teacher candidate provides evidence of the following:

- **Analysis of student learning**, including what students did right AND wrong, and provides work samples to demonstrate patterns of learning
- **Quality feedback** to students which addresses both strengths and needs related to specific objectives
- **Explanation of opportunities for focus students to use feedback** to guide their further learning
- **Student use of academic language** to develop content understandings
- Ways the candidate will use the analysis of student learning to plan next steps in instruction
What we have found to be essential to improvement in Assessment Task 3

• Alignment is crucial.

• TC must show ability to analyze what their students did well and what they still need help with. Must be able to identify **PATTERNS OF LEARNING**.

• TC must show evidence of quality feedback. Should be specific, address both strengths and needs equally, provide a strategy and/or refer to prior learning.

• TC must have a plan for SUPPORTING students in UNDERSTANDING and USING feedback.

• TC must be able to use the information from Assessment to inform instruction.
Residency I: Assessment Analysis Project

- Supports Rubrics 11, 12, 13, 15
- Uses the same submission requirements as Task 3 of edTPA
  - Assessment
  - Evaluation Criteria
  - 3 Work Samples
  - Feedback
  - Assessment Commentary

**CHALLENGE:** How do we better prepare our candidates to make sound instructional choices based on assessment data?

The most hated assignment in Residency I. At the end of our program, it is reported by the same students to be the most helpful.
CHALLENGE: How to teach students to write in a way that is demanded by the edTPA.

1. Teach about Claim + Evidence + Reasoning = Explanation
2. Give Sentence Frames
   - “My students need ____________ because ________________. This is supported by the research of ____________ by ________________.

http://www.activatelearning.com
Rubric 11 is scored from Prompt 1, the Assessment, and the Evaluative Criteria.

- Students must check and double check for **alignment**.
- **Evaluative Criteria** must be as closely related to objective as humanly possible.
- Students should NOT graph grades but should instead make their **display student learning by objectives**.
- Find at least **THREE LEARNING PATTERNS**. Be sure to use CER!!
- Pick **work samples based on Learning Patterns**.

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### Rubric 11: Analysis of Student Learning

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
<th>Level 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>The analysis is superficial or not supported by either student work samples or the summary of student learning. OR The evaluation criteria, learning objectives, and/or analysis are not aligned with each other.</td>
<td>The analysis focuses on what students did right OR wrong.</td>
<td>The analysis focuses on what students did right <strong>AND</strong> wrong. AND Analysis includes some differences in whole class learning.</td>
<td>The analysis uses specific examples from work samples to demonstrate patterns of learning consistent with the summary. AND Patterns of learning are described for whole class.</td>
<td>The analysis uses specific evidence from work samples to demonstrate the connections between quantitative and qualitative patterns of learning for individuals or groups.</td>
</tr>
</tbody>
</table>

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**Sentence Frame Suggestion:**

“One learning trend discovered was ___. This is supported by Graph 1, where you can see __ students were ____. This is further supported by the work sample of Student A when he wrote, ‘________.’”
**CHALLENGE with Rubric 12:**
How to get students to GIVE better feedback?

**ANSWER:** Give them a template. 😊

**Important:** The Primary Source of Evidence for Rubric 12 is the **ACTUAL FEEDBACK**.

---

**Rubric 12: Providing Feedback to Guide Learning**

**What type of feedback does the candidate provide to focus students?**

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feedback is unrelated to the learning objectives <strong>OR</strong> is developmentally inappropriate.</td>
<td>Feedback is general and addresses needs <strong>AND/OR</strong> strengths related to the learning objectives.</td>
<td>Feedback is <strong>specific</strong> and addresses either needs <strong>OR</strong> strengths related to the learning objectives.</td>
<td>Feedback is specific and addresses both needs <strong>AND</strong> needs related to the learning objectives.</td>
</tr>
<tr>
<td>OR Feedback contains significant content inaccuracies.</td>
<td>OR No feedback is provided to one or more focus students.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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**Other Hints:**
- Encourage students to use their Evaluative Criteria when giving feedback.
- Encourage them to keep the focus of commentary on the learning objectives.
Challenge:
How to teach TCs to help students understand and use feedback?

Answer:
Modeling, modeling, modeling.
• **GIVE the quality of feedback** that they need to give.
• Consider requiring students to rewrite some assignments so that they can **USE feedback**.
• Have one-on-one conferences with students to model helping students **understand feedback**.

**Rubric 13: Student Use of Feedback**

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
<th>Level 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opportunities for using feedback are not described. OR Candidate provides limited or no feedback to inform student learning.</td>
<td>Candidate provides vague description of how focus students will understand or use feedback. Candidate <strong>describes how focus students will understand or use feedback related to the learning objectives.</strong></td>
<td>Candidate describes how s/he will <strong>support</strong> focus students to understand and use feedback on their strengths <strong>OR weaknesses</strong> related to the learning objectives.</td>
<td>Candidate describes how s/he will <strong>support</strong> focus students to understand and use feedback on their strengths <strong>AND weaknesses</strong> related to the learning objectives.</td>
<td>Level 4 plus: Candidate describes how s/he will <strong>support</strong> focus students to understand and use feedback on their strengths <strong>AND weaknesses</strong> related to the learning objectives.</td>
</tr>
</tbody>
</table>
Model Strong Feedback. Focus your own feedback on strengths, needs, and strategies for improvement. Model ways to help student UNDERSTAND and USE feedback. Arrange individual conferences to discuss feedback. Give students opportunities to improve their work after the feedback.

**HIDDEN PERK:** In Residency I, you can give very clear feedback on assignments that are similar to the edTPA but AREN’T the edTPA!
Thank you for having us!!!
Please email us if you would like any of our materials.

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