Implementing Balanced Systems of Assessment to Accelerate Student Learning
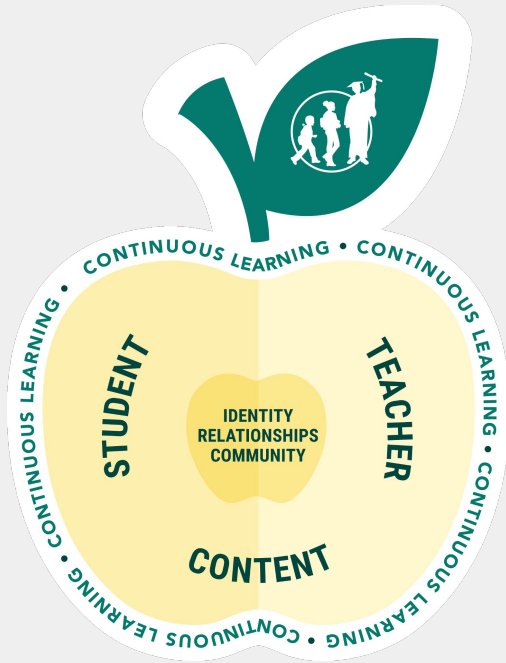
Chicago Public Schools
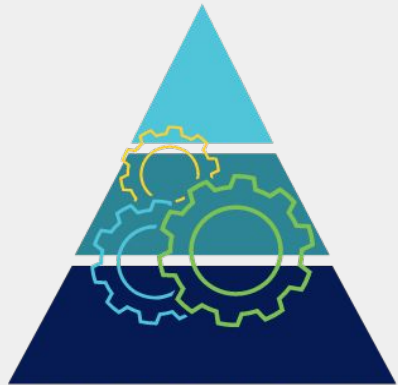
STUDENT ASSESSMENT & MTSS
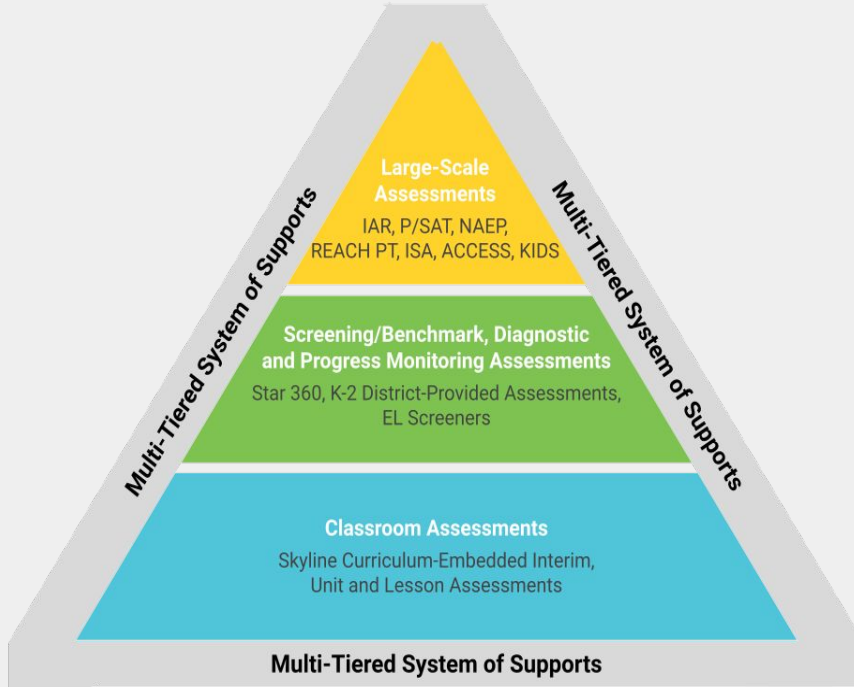
Council for Great City Schools

10/27/23

CPS Instructional Core Vision

To **educate for equity**, the CPS Instructional Core centers on **identity**, **community**, and **relationships**.

Students must experience core instruction that is responsive to and sustaining of who they are and what they bring, and empowers them to connect, imagine, and act as ethical, critical actors that shape the world.

Balanced Assessment System

Large-Scale Assessments

IAR, P/SAT, NAEP, REACH PT, ISA, ACCESS, KIDS

Screening/Benchmark, Diagnostic and Progress Monitoring Assessments

Star 360, K-2 District-Provided Assessments, EL Screeners

Classroom Assessments

Skyline Curriculum-Embedded Interim, Unit and Lesson Assessments

Multi-Tiered System of Supports

A balanced assessment system…

- Measures the depth and breadth of student learning and monitors student progress towards college and career readiness.

- Produces actionable data to inform planning for instruction, academic supports, and resource allocation.

- Includes multiple measures and is responsive to the needs of students, including diverse learners and English learners.

Assessment Plan Development Guides

SY24
High School
Assessment Plan
Development Guide

Chicago
Public
Schools

SY24
Elementary School
Assessment Plan
Development Guide

Chicago
Public
Schools

Recommendations can be found in the
ES & HS assessment plan development guide.

1. Common Unit Assessments

2. Skyline Interim Assessments

3. Screening/Benchmark Assessments

4. Diagnostic/Progress Monitoring Assessments

5. Assessments for Special Programs
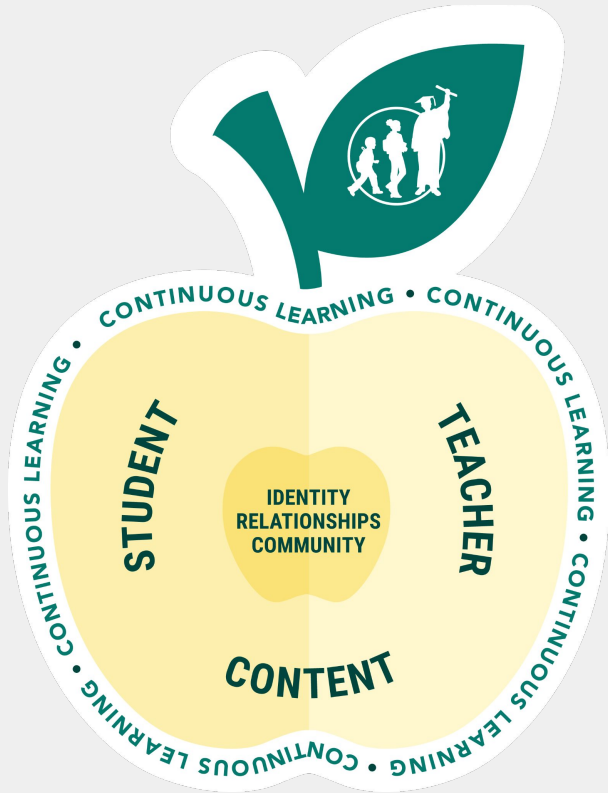
6. Fall PSAT

Assessment Plan Improvement Opportunities

To support schools in building a balanced assessment plan, Student Assessment & MTSS provided customized assessment plan recommendations based on schools' SY23 assessment plans.

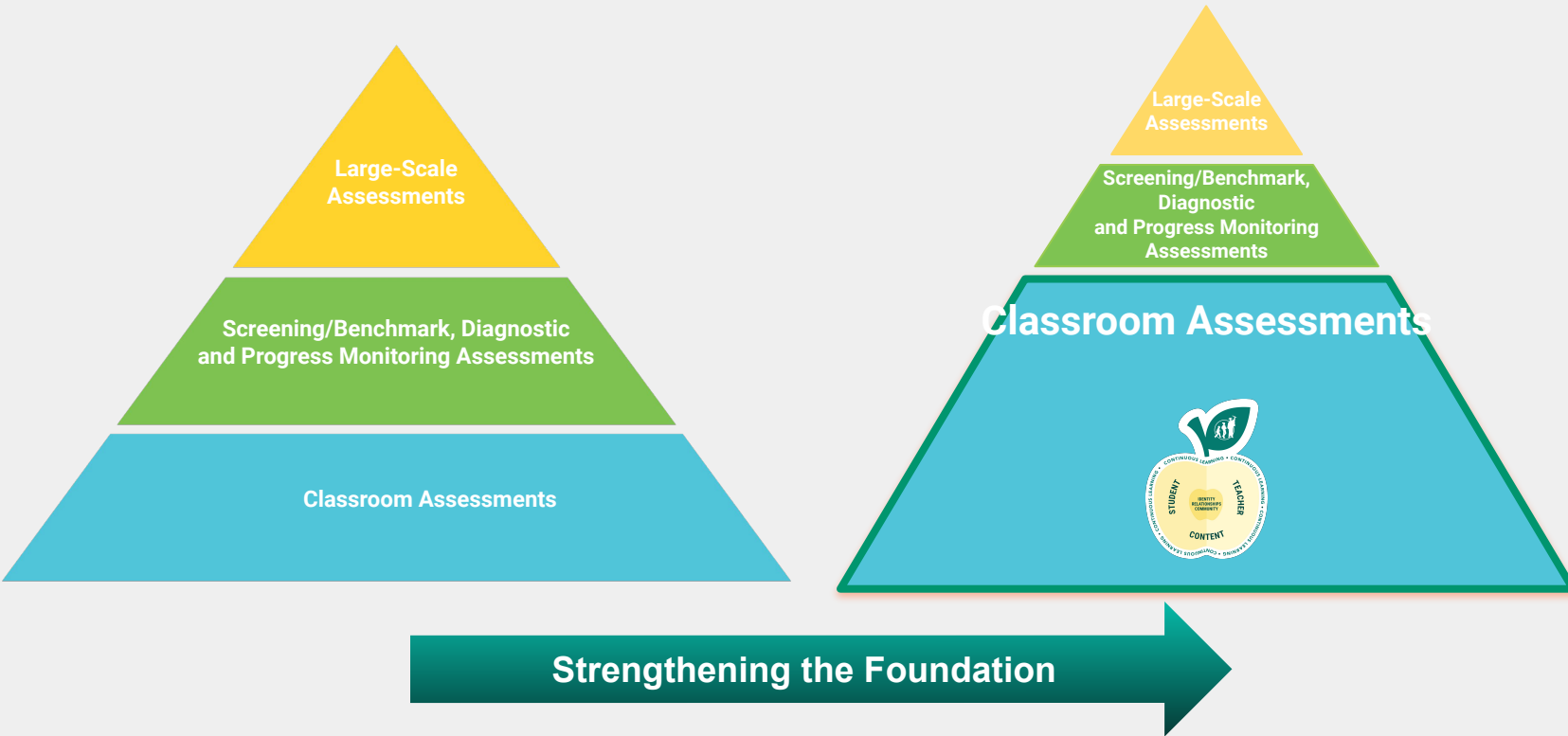| Customized Assessment Plan Recommendation		
District Recommendation	**SY23 Assessment Plan**	
Common Unit Assessments	Fully Meeting	100%
Interim Assessments	Partially Meeting	60%-80%
Screening/Benchmark Assessments	Fully Meeting	100%
Diagnostic/Progress Monitoring Assessments	Not Meeting	0%
Assessments for Schools with Specific Programs	Fully Meeting	100%
Fall P/SAT Assessments	Partially Meeting	20-40%

Ranges indicate proximity to meeting the recommendation.

One Single Focus: The CPS Instructional Core

CONTINUOUS LEARNING · CONTINUOUS LEARNING

STUDENT

TEACHER

IDENTITY
RELATIONSHIPS
COMMUNITY

CONTENT

Go Deeper.

Expand Opportunities.

Bringing Assessment Closer to the Learning

Skyline Curriculum Adoption

Overall Skyline Implementation, SY24		
Skyline Content Areas	**Schools**	**% of CPS Schools**
ELA	367	70.04%
SLA	168	32.06%
Math	244	46.56%
Science	375	71.56%
Social Science	380	72.52%
WL Spanish	138	26.34%
WL French	33	6.30%
Number of schools adopting Skyline Overall, SY24	**471**	**89.89%**
Number of schools adopting Skyline Overall, SY24: Curriculum Plan Completion	**471**	**89.89%**
# of schools who completed the Curriculum Plan	521	

Classroom Assessment Adoption Data

- Schools adopting Common Unit Assessments in SY24 by subject area

Common unit Assessments					
Adoption by subject area	**Grade band served**	**Skyline**		**Non-skyline**	
Subject area		**#s**	**%age**	**#s**	**%age**
ELA (At Least One Grade)	K-12	117	22.72	336	65.24
Math (At Least One Grade)	K-12	79	15.34	376	73.01
Science (At Least One Grade)	K-12	136	26.4	309	60
Social Studies (At Least One Grade)	K-12	140	27.18	299	58.06
World Languages (At Least One Grade)	K-12	50	9.71	198	38.45
Arts (At Least One Grade)	K-12	0	0	334	64.85
Health/PE (At Least One Grade)	K-12	0	0	355	68.93

*Total number of schools serving K-12 grade band = 515

Assessment in Service of Instruction

" *Curriculum Embedded Assessments (CEAs) offer fine-grained instructional insights that teachers can use to make small, more frequent adjustments to student needs. A key benefit of CEAs is that they perfectly match the curriculum, so you can be certain that what you assess aligns to what you taught.*

(Achievement Network, 2018) "

Modeling an Example: ELA- Grade 8

Unit Overview and Standards

Building Background Knowledge: Analyze, Interpret, Respond

What is Home?" Students begin to read the novel *Inside Out & Back Again* by Thanhhà Lai, analyzing how incidents and dialogue reveal the dynamic nature of the main character, Hà, a 10-year-old Vietnamese girl whose family is deciding whether to flee during the fall of Saigon. Students build their abilities to infer and analyze text, both in discussion and through writing. Additionally, students practice analyzing how central ideas develop over the course of an informational text and relate to supporting ideas.

Unit 1a Standards Alignment

- Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. Determine the impact word choice and dialogue have on meaning and tone. **RL.8.1, RL.8.3, RL.8.4, RL.8.10**
- Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; cite text evidence to determine meaning and make inferences. **RI.8.1, RI.8.2**, RI.8.10,
- Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Produce clear and coherent writing and draw on evidence to support analysis. **W.8.2, W.8.4**, W.8.5, **W.8.7, W.8.9, W.8.10**
- Engage effectively in a range of collaborative discussions with diverse partners building on others' ideas and expressing their own clearly. **(SL.8.1) SL.8.1, SL.8.1.c**
- Demonstrate understanding of multiple meanings of words. **8.4, L.8.4.a, L.8.5, L.8.5.b**

Unit Essential Questions & Skill Mastery

Essential Questions

Theme-Based Essential Question:
- What is home?

Disciplinary Essential Questions:
- How do incidents and dialogue reveal aspects of character?
- How do central ideas develop over the course of an informational text and relate to supporting ideas?
- How does word choice impact meaning and tone in informational and literary texts?

Skill Mastery

Literature:
- **RL.8.1:** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- **RL.8.4:** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

Writing:
- **W.8.2:** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- **W.8.9:** Draw evidence from literary or informational texts to support analysis, reflection, and research.

Language:
- **L.8.5:** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
  - **L.8.5.b:** Use the relationship between particular words to better understand each of the words.

Unpacking a Priority Standard

RL.8.4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

Knowledge:	Skills:
analogy – *a comparison drawn between two things for the sake of clarification or explanation*	•*Determine how the author's use of words and phrases controls the meaning/tone of the text*
analyze – *to critically examine the components of a subject to understand its meaning and/or nature as a whole*	•*Explain how the author's use of figurative language further illustrates/expands the tone and meaning of the text*
allusion – *an indirect reference to a person, place, object, literary work, historical event, etc. from an external context*	•*Explain how analogies further expand an author's ideas and attitude about the topic*
phrase(s) – *a small group of words representing a conceptual unit, containing either a subject or a verb, but not both.*	•*Explain allusions within a text, and how allusions add background knowledge and depth to a text*
text – *anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more*	•*Explain how the author's use of connotative meanings conveys the author's stance/tone within a text*
	•*Know tone is the author's attitude toward the topic conveyed through words and phrases*

Unpacking the Unit Assessment

End-of-Unit Assessment

- The assessment for today's lesson is a Reader-Response Theory Paragraph.

- In this assessment, you will write a paragraph analyzing the impact of word choice and figurative language on meaning and tone, through the lens of your personal experience, background, and culture.

How do students demonstrate their mastery of RL 8.4?

GRADE 8 UNIT 1a EOU Writing Rubric Reader Response Theory

Unit 8.1a: End-of-Unit Teacher Rubric:
Reader Response Theory Paragraph

Directions: Use this rubric to evaluate students' 8.1a end-of-unit Reader-Response Theory Paragraphs. Provide targeted support as they continue to develop as writers.

Written Expression	Exceeds 10	Meets 8	Approaching 6	Does Not Meet 4
Ideas and Purpose **W.8.9** **W.8.2** **RL.8.1**	The student's paragraph develops the topic, drawing at least two relevant text connection, integrating personal anecdotes related to: - Culture/World - Background - Experiences	The student's paragraph develops the topic, drawing at least one relevant text connection, integrating personal anecdotes related to: - Culture/World - Background	The student's paragraph attempts to develop the topic, drawing at least one connection, without personal anecdotes **OR** unrelated to meaning or tone	The student's paragraph does not draw a text connection **OR** connection is unrelated to meaning, tone, or selected poem

How do students build their understanding of R.L. 8.4 during the learning sequence?

Explore the Stations

- You may move freely about the stations as you complete activities.
- If one station is full, choose your next choice.

CONTINUED

Check-in with students in stations, review station task responses on figurative language

Lesson Assessment

- The assessment for today's lesson is your teacher's observations throughout the lesson
- In this assessment, your teacher will assess how you approach a task; how you interact with your classmates; your comfort level in whole-class discussions vs. small-group discussions; how you choose to express yourself—in words, pictures, doodles, etc.

Interpret information from student observations by tracking with student tracker to support discussion/writing skills

Grade 8.1a Lesson 5 OAC Annotation Handout

(RL.8.10)

The Observe, Ask, Connect (OAC) Annotation System is a simple way to organize your notes in your book as you This makes it easier to find important evidence when writing, remember important questions, and track connections between important events, information and characters.

Use sticky notes to track your thinking as you read:

- OBSERVE: Attach sticky notes along the top of the text to record important details you observe.
- ASK: Attach sticky notes along the side of the text to record questions you think of as you go.
- CONNECT: Attach sticky notes along the bottom of the text to record your understanding.

Use student annotations to review student thinking surrounding meaning and use of specific words

OAC Note-Taking

- Read pages 42–56 and take notes
- Access your OAC Note-Taking Handout, as needed.

Students practice asking and recording what words mean within the context of the text.

Observe
- Character details, mood, personality
- Key events and plot development
- Important evidence
- Key page numbers to cite

Ask
- What does this word mean?
- Why did the character do that?
- Why did the author include this detail?

Connect
- events that lead to new developments or opinions
- patterns that affect the plot
- relationships between characters

Formative Assessment Opportunities

Skyline Terminology	Assessment Description & Purpose
*Include terminology referenced in TFG	*Include assessment description, typically when does this assessment opportunity take place in a lesson, information gained from assessment
Lesson Level Assessments	
Campfire Discussion	Students engage in discourse protocol
Google Classroom Discussion	Students engage in GC discussion prompts
OAC Annotations	Students engage in annotating texts
Student Data Tracker	Teacher monitors student discourse with tracking tool
Unit Level Assessments	Students engage in an End of Unit task

Assessment *for* Learning
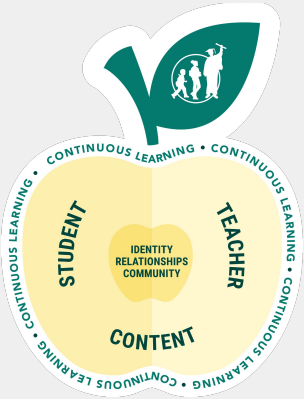
"True formative assessment takes many forms, from peer conversations and sharing out of group work to classroom quizzes and exit tickets, but a core feature is that it is grounded in the classroom curriculum and makes visible useful information for guiding day-to-day instruction. **Often, students do not know they are being assessed—they are simply sharing their thoughts and participating in activities as a normal part of the learning process."**

- Dr. Lorrie Shepard

Ambitious Teaching and Equitable Assessment

NCME Special Conference on Classroom Assessment

Fall 2024 - Date TBD

The 2024 NCME Special Conference on Classroom Assessment will be held in Chicago. The conference will be co-hosted by the Chicago Public Schools and the Center for Urban Education Leadership at the University of Illinois--Chicago.

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Thank you!

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