Our goal is to provide a platform for teachers to share what they have done to develop rigorous instruction around standards and then assess for mastery.

In the transition, many teachers adjusted texts and classroom instruction to meet the demands of the new standards; however, classroom assessments weren’t always the focus of teacher revisions.

Revised end of year assessments at each grade level require direct attention to the method of assessing mastery of each standard at the classroom assessment level.

We believe teachers in the classroom can have the best impact on peers by sharing what has worked in their setting to prepare students for success.
This endeavor started as part of a grant project and has blossomed into a network of Louisiana teachers who are sharing assessment resources via social media to enhance learning in the classroom.

With the increased pressures that surround standardized testing, Louisiana Core Advocates decided to make use of these tools as a means to support assessment improvement.

In addition to online assessment tools, following school protocol for social media, Teachers are using Snapchat and YouTube to reach their target audience: their students.
LA Core advocates is a group of dedicated educators from across the state working together to implement higher standards for students while maintaining the support that comes from building lasting peer relationships.
1. Take a fresh look at the backwards design process as it applies to assessment creation, planning and instruction, and reflection and feedback.

2. Analyze current assessment resources that are free for teacher use.

3. Learn how to participate in ongoing virtual PD through the summer and fall in a Louisiana video blog project to share in classrooms across the state.
“This backward approach to curriculum design also departs from another common practice: thinking about assessment as something we do at the end, once teaching is completed. Rather than creating assessments near the conclusion of a unit of study, or relying on the tests provided by textbook publishers, which may not completely or appropriately assess our standards, backward design calls for us to operationalize our goals or standards in terms of assessment evidence as we begin to plan a unit or course. It reminds us to begin with the question, What would we accept as evidence that students have attained the desired understandings and proficiencies--before proceeding to plan teaching and learning experiences?”
Backwards Design Model

- Concept attributed to Wiggins and McTighe that suggests reflection on assessment should come before design of instruction
- Planning for instruction centers around these questions:
  - What standards are being assessed?
  - What evidence will demonstrate this learning?
  - How will the teacher equip the students to be successful on the assessment?
If state assessments are changing—shouldn’t classroom assessments change as well?
What have you changed? tinyurl.com/assesschanges

What is something you've changed in classroom practice this year to support changes in assessment?
**Comparing Traditional Assessment to CCSS Assessment—Literacy**

**Shift 1: Regular practice with complex text and its academic language**

<table>
<thead>
<tr>
<th>From</th>
<th>To</th>
</tr>
</thead>
<tbody>
<tr>
<td>Little emphasis on text complexity</td>
<td>Strong emphasis on text complexity</td>
</tr>
<tr>
<td>Vocabulary questions often focused on prior knowledge rather than context; little emphasis on tier 2 words</td>
<td>Vocabulary questions focused on meaning of words in context; strong emphasis on tier 2 words and words important to central ideas</td>
</tr>
<tr>
<td>Figurative language questions focused on literary terms</td>
<td>Figurative language questions focused on meaning, not terms</td>
</tr>
</tbody>
</table>
### Comparing Traditional Assessment to CCSS Assessment - Literacy

**Shift 2: Reading, writing and speaking grounded in evidence from text, both literary and informational**

<table>
<thead>
<tr>
<th>From</th>
<th>To</th>
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</thead>
<tbody>
<tr>
<td>Focus on simple recall or superficial analysis</td>
<td>Focus on careful reading and analysis of texts</td>
</tr>
<tr>
<td>Little or no emphasis on using textual evidence</td>
<td>Strong emphasis on using textual evidence</td>
</tr>
<tr>
<td>Decontextualized writing prompts</td>
<td>Writing to sources</td>
</tr>
</tbody>
</table>
### Shift 3: Building knowledge through content-rich nonfiction

<table>
<thead>
<tr>
<th>From</th>
<th>To</th>
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</thead>
<tbody>
<tr>
<td>Equal representation of informational and literary texts; limited focus on the quality of informational texts</td>
<td>More informational texts as students move through the grades; greater focus on content-rich informational texts at all grades</td>
</tr>
</tbody>
</table>
### Comparing Traditional Assessment to CCSS Assessment - Math

#### Shift 1: **Focus** strongly where the Standards focus

<table>
<thead>
<tr>
<th>From</th>
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<tbody>
<tr>
<td>Cover content that is a “mile-wide and an inch-deep”</td>
<td>Assess fewer topics at each grade (as required by the Standards)</td>
</tr>
<tr>
<td>Give equal importance to all content</td>
<td>Dedicate large majority of score points to the major work of the grade</td>
</tr>
</tbody>
</table>
Shift 2: **Coherence**: think across grades, and link to major topics within grades

<table>
<thead>
<tr>
<th>From</th>
<th>To</th>
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<tbody>
<tr>
<td>Assessment as a checklist of individual standards</td>
<td>Items that connect standards, clusters, and domains (as is natural in mathematics) as well as items that assess individual standards</td>
</tr>
<tr>
<td>Each topic in each year is treated as an independent event</td>
<td>Consistent representations are used for mathematics across the grades, and Content connects to and builds on previous knowledge</td>
</tr>
</tbody>
</table>
**Comparing Traditional Assessment to CCSS Assessment - Math**

**Shift 3**: **Rigor** in major topics pursue conceptual understanding, procedural skill and fluency, and application with **equal intensity**

<table>
<thead>
<tr>
<th>From</th>
<th>To</th>
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</thead>
<tbody>
<tr>
<td>Unbalanced emphasis on procedure or application</td>
<td>Assessment of all three aspects of rigor in balance</td>
</tr>
<tr>
<td>A lack of items that require conceptual understanding</td>
<td>Items that require students to demonstrate conceptual understanding of the mathematics, not just the procedures</td>
</tr>
<tr>
<td>Fluency items that are only routine and ordinary</td>
<td>Fluency items that are presented in new ways, as well as some that are routine and ordinary</td>
</tr>
<tr>
<td>Application of mathematics to routine and contrived word problems</td>
<td>Application of mathematics to authentic non-routine problems and real-world situations</td>
</tr>
</tbody>
</table>
Now that I understand the assessment shifts...Where can I find vetted resources?
SAP Mini Assessments

- 55 ELA/Literacy and 22 math assessments
- Can serve as formative assessment to determine student level of mastery for standards
- Aligned to assessment practices of LEAP 2025
- View Grade 7 ELA Mini Assessment “The Tomorrow Seeds” here
- View Grade 8 Math Mini Assessment “Functions” here
Literacy Mini Assessment Sorter

• Excel file that uses sort and filter function to locate specific grade level assessments that address specific standards

• Access the User Guide here

• Access the Literacy Mini Assessment Sorter here
Edulastic Certified Assessment Items

- Formative assessment items gathered from multiple sources
  - State-released test items
  - Open-Ed resource items (i.e. Engage New York)
  - Curriculum specialist submitted and vetted items
- Louisiana Core Advocate initiative to create certified assessment items
Teachers can add any assessment items to create their own online assessments.

Always select “EDULASTIC CERTIFIED” under the Collection menu to ensure you are getting standard-aligned items.

You can also use the Assessment Evaluation Tool to review items.
Edulastic in the classroom - Jessica Hunter
Q6: Which of the following techniques does President Lyndon Johnson use at the end of his speech?

A. foreshadowing
B. metaphors
C. repetition
D. similes

Standard:  
RI.9-10 - Reading: Informational Text  
RI.9-10.6 - Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that...  
RI.9-10 - Reading Standards for Informational Text  
RI.9-10.6 - Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that...

Difficulty Level: Medium  
Depth of Knowledge: Skill/Concept
Q7: Which **three** of the following **best** describe why President Lyndon Johnson uses the words “Will you join in the battle” four times at the end of his speech?

A. He wants people to join his side right then.

B. He wants to know which people in the audience will do what he is asking.

C. He wants the people in the audience to ask themselves the same questions.

D. He wants to stress to people that it will be a struggle to achieve his objectives.

E. He wants to make sure the people in the audience are paying attention to him.

F. He wants to emphasize that he needs the people in the audience to be involved.

Standard:
- **RI.9-10** - Reading: Informational Text
- **RI.9-10.6** - Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that...
Q18: Match the excerpts from *Deep Survival* with the overall points the author is trying to make.

1. “Emotions are survival mechanisms, but they don’t always work for the individual. They work across a large number of trials to keep the species alive.”
2. “To deal with reality must first recognize it as such. We have to use the reins of reason on the horse of emotion.”
3. “And if the context is one that you perceive as safe, that it’s easy to make the decision to take the risk.”

- Part of the way we react to stressful situations is based on the survival of human beings.
- Potential survivors have to accept their circumstances.
- Many people like to take risks.

Standard: RI.9-10 - Reading: Informational Text
RI.9-10.6 - Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
RI.9-10 - Reading Standards for Informational Text
RI.9-10.6 - Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

Difficulty Level: Medium
Depth of Knowledge: SKILL/Concept
How can I share what I have learned with my peers?
Improving Writing Instruction -- Lauren Trahan

Using the Instructional Practice Guide to drive writing instruction.

https://youtu.be/zA51p9oznAw
Calculating Volume--Jessica Hunter

https://youtu.be/PKAeZRSy6Sc
Using YouTube is amazing and so easy with a Gmail account! Everything is linked and can be accessed through Google.

Educators can opt for a live session, or pre-record a video to be shown at a later date.

Privacy options allow for limited access and protect the content, making it visible to only those with access.
What other resources can be used to collect formative assessment data?
Fellow teachers can be our best resources!

Your experience is valuable!

- What standard would you like to share about?
- What does your assessment format look like?
- How do you create assessments that mimic standardized test formats?
- What tool do you use to administer the assessment and review your data?
Create your own

Use one of the resources discussed today to create your own assessment or plan how you would share your assessment strategy with peers.

- Edulastic
- AchievetheCore Mini Assessments
- YouTube
How you can support the initiative

Two aspects of teacher support initiatives sponsored by Louisiana Core Advocates:

1. Teacher support videos shared on the YouTube platform. Teachers can create 10-12 minute discussion about a standard and your process for supporting student success on assessments. $50 stipend per video

2. Teacher created assessment items to be published to the Edulastic platform. Items will be vetted for alignment to standard and posted as Certified Edulastic Items. $5 for Type 1 questions, $10 for Type 2 questions

https://tinyurl.com/lacoreadvocatesgrant