

# Planning for the 2015-16 School Year Curriculum, Teaching, Learning and Assessment

## I. July-September

### **Sample Message from Principal to Staff**

This school year we are moving forward with full implantation of the Hawaii Common Core Standards. Let's show parents what is new about curriculum, teaching, learning and assessment. Some options for doing this might include preparing visuals to show students' starting points and expected ending points on the content area progressions with model student work products.

Another option is to engage parents in a rigorous task that will be part of the first quarter curriculum. Emphasize the learning practices that will build college and career readiness for students as they engage in the tasks. We want to encourage parents to design home-based tasks that engage students in real-world problems and extend their learning outside the classroom.

Finally, encourage parents to support their children's efforts to engage in self-assessment and peer assessment in your classroom. Students who fully participate in self-assessment and peer assessment are best prepared to collaborate with the teacher to interpret their evidence of understanding the standards, and to plan next steps to adjust the teaching and learning with the formative assessment process.

### **Teaching**

Teaching includes implementation of the formative assessment process to structure the teaching and learning around rigorous tasks. The formative assessment process embedded in a lesson helps to clarify the intended learning goals and success criteria; to elicit evidence of student understanding; to interpret the evidence; and to act on the evidence to adjust instruction and optimize learning.

### **Learning**

Learning is accomplished when students demonstrate their understanding and the ability to apply the knowledge and skills of the Hawaii Common Core Standards. Through the formative assessment process students can take an active role in their learning by using rubrics for self-assessment and peer assessment. Students collaborate with teachers to plan adjustments to instruction to move up the learning progression. Students are able to apply their learning to new situations to solve real-world problems.

## Instructional Program Planning

- Use data to describe the performance of all students and student subgroups. Use an inquiry process to discuss strengths and challenge areas for this school year's grade-level planning.
- Develop curriculum maps for parents and students, including learning goals and success criteria for the school year learning progressions. Show model products that meet the success criteria.
- Use data to make plans for this school year:
  - Using the inquiry process, you (or the Planning Team) identify the strengths of the instructional program and the challenge areas to be addressed to improve student learning.
  - The Evidence-Based Inquiry Process is a cyclical, five step process to help educators make informed decisions about teaching and learning.
    1. Identify a question
    2. Collect multiple sources of evidence
    3. Analyze the evidence
    4. Interpret the findings
    5. Develop a plan

## How to Use an Evidence-Based Inquiry Process

### **Multiple Measures**

A Planning Team may use an evidence-based inquiry process to structure an instructional program analysis. This process includes using data from multiple sources such as classroom progress reports, attendance rates, discipline data, support program participation rates, co-curricular participation, and interim and summative test scores. These multiple measures combine to provide a well-rounded picture of the students' learning experience.

### **Data Statements and Questions**

For each of these multiple measures, the Planning Team describes the level of performance that was expected of students and then describes the level of performance that was attained by students in data statements. These data statements are accompanied by evidence and examples from student work products. Once all the data statements are complete, the Planning Team reviews the data statements and begins to frame questions out of the data statements. These questions are the framework for the evidence-based inquiry.

## **Evidence and Findings**

Next, the Planning Team finds evidence from multiple measures that answers each question. When the team finds evidence to answer the question, the findings are interpreted and used to develop a plan for instructional program improvement in that area.

## **Plotting the Trajectory of Learning Growth**

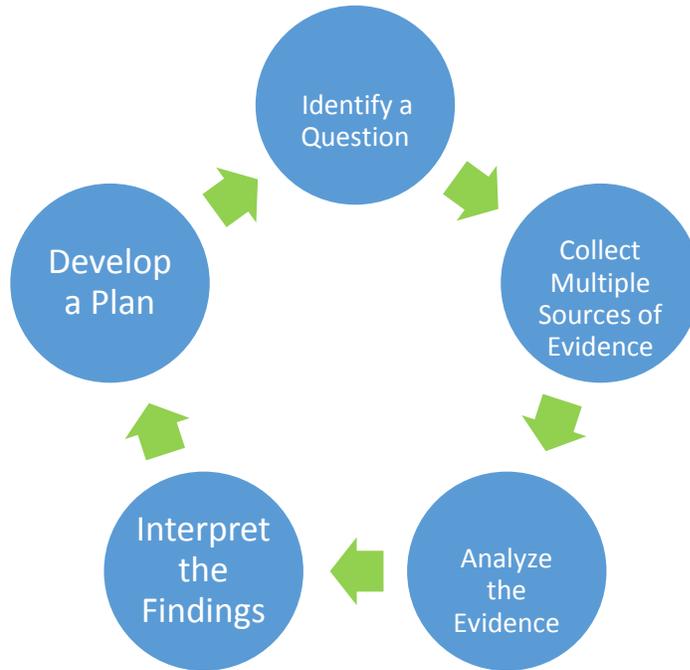
A key piece of information to plan improvement in the instructional program is the trajectory of growth of student learning using two prior years' and current-year data. There are no prior-year test results for students on the Smarter Balanced Assessments that were administered for the first time during spring 2015. Other multiple measures will be needed to show the trajectory of individual student growth to make assumptions about the trajectory of student understanding and the ability to apply the knowledge and skills of the Hawaii Common Core. The spring 2015 Smarter Balanced Assessment scores may be used to validate the assumptions generated from other measures about the status of student learning in the current 2015-2016 school year.

## **Planning Instructional Program Improvements**

The planning team prioritizes the recommendations for improvements in the instructional program by assigning ratings for each proposed improvement by level of risk and level of impact. The improvements that have the highest impact on student learning and lowest risk in implementation receive the highest combined ratings.

## The Evidence-Based Inquiry Process

This cyclical five-step process can help educators make informed decisions that support teaching and learning.



The chart below further clarifies this inquiry process. If you wish to use this process with your own data, you may use the Your Notes column to record your ideas. Remember that this process is cyclical. After developing a plan, future score report data may be used to measure the plan's effectiveness, prompt new areas of data inquiry, and re-launch the use of this five-step evidence-based inquiry process.

Step	Descriptions	Your Notes
1. Identify a Question	Identifying a question to investigate is the first step of the inquiry process. Develop clear questions that consider relationships or correlations between student achievement data and other factors.	
2. Collect Multiple Sources of Evidence	Once you have identified a question, collect multiple sources of quantitative and qualitative evidence to help answer the question.	
3. Analyze the Evidence	Once you've collected multiple sources of evidence, the next step is to analyze that evidence. Look for patterns, trends, or outliers that may indicate relationships or correlations.	
4. Interpret the Findings	The next step is to interpret the findings from the analysis. This may result in drawing conclusions. It may also lead to reformulating the question. In some cases, your interpretation of the evidence may be inconclusive. If so, you may need to collaborate with other educators, refine your question, explore additional sources of evidence, or consult educational literature before drawing any conclusions or creating a plan.	
5. Develop a Plan	The fifth step in the evidence-based inquiry process for making informed educational decisions is developing a plan. Begin the plan by identifying a goal. Then detail the steps to be taken to reach that goal, identify who will be responsible for each of the steps, outline the timeline for completing each step, and establish the indicators that will be used to monitor progress.	

**Curriculum Implementation: Key Shifts in Teaching and Learning:  
Status of Implementation Inventory**

Content Area	Grade Level	In Place	In Progress	Not Started	Comments
<b>ELA/Literacy—Evidence-based Analysis and Research in Reading, Writing, Speaking, and Listening</b>					
Intended Curriculum—State Adopted CCSS-aligned Curriculum <ul style="list-style-type: none"> <li>• Curriculum Guides</li> <li>• Instructional Resources</li> <li>• Professional Learning</li> </ul>					
Implemented Curriculum—School Grade-Level Implementation of the CCSS-aligned Curriculum <ul style="list-style-type: none"> <li>• Grade-level Planning</li> <li>• Instructional Resources</li> <li>• Progress Reports</li> </ul>					
Attained Curriculum—Classroom Evidence of Deep Understanding of the CCSS-aligned Lessons <ul style="list-style-type: none"> <li>• Student Work Products</li> <li>• CCSS-aligned Learning Goals and Success Criteria</li> <li>• Models of Student Work at All Performance Levels</li> </ul>					

Content Area	Grade Level	In Place	In Progress	Not Started	Comments
<b>Mathematics-Focus, Rigor, Coherence with Math Practices</b>					
Intended Curriculum—State Adopted CCSS-aligned Curriculum <ul style="list-style-type: none"> <li>• Curriculum Guides</li> <li>• Instructional Resources</li> <li>• Professional Learning</li> </ul>					
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## II. October

### Interim Assessments and the Digital Library

#### Sample Message in October from Principal to Staff:

This school year we are moving forward with full implementation of the Smarter Balanced Assessment System, including the Digital Library and Interim Assessments. This is a flexible online system designed to support you in implementing the Hawaii Common Core State Standards. To fully participate in the system, please access the system to verify your class roster and to identify the accessibility and accommodations supports that your students will need. In addition, in order for you to access the Digital Library and the Interim Assessments, please make sure to update your username and password, as needed. Please contact the school test coordinator if you do not have log-ins or have forgotten how to log into the systems.

#### **Digital Library**

The Digital Library has over 2,500 teacher-developed instructional and professional learning resources from teachers in member states, as well as resources from universities, foundations, state education departments, and school districts. In addition, Smarter Balanced developed 102 interactive instructional modules, assessment literacy modules, and score reporting modules to provide professional learning for teachers and administrators in member states.

These 15-minute modules feature both animated and live-action videos of classroom learning to demonstrate the formative assessment process in a Common Core Standards-aligned lesson at specific grade levels. The demonstration lessons emphasize the important shifts in the Common Core Standards.

All teachers and administrators are encouraged to provide comments and ratings on the resources in the Digital Library. This user feedback will be reviewed by the Digital Library Review Board and used to improve the resource collection. In addition, there are collaborations for each resource and on general topics. We encourage you to join a conversation with colleagues across the consortium to share ideas and engage in cross-state collaborations.

Work with the test coordinator to verify the data for your students and yourself so that you have appropriate access to the interim system with reports, the summative system with reports, and the Digital Library. Between now and December (or when you give the first Interim Assessment), work with the test coordinator to enter into the system the accessibility and accommodations supports that your students will need.

## **Interim Assessments**

There are two types of Interim Assessments: Interim Comprehensive Assessments (ICA) and Interim Assessment Blocks (IAB). These two Interim Assessments have very different purposes. Teachers should choose the Interim Assessment that will best meet the learning needs of their students.

Interim Comprehensive Assessments have the same blueprint as the Summative Assessment and provide an overview of student understanding on all of the claims in a content area. One suggested use of the ICA is to give the previous grade-level ICA to new students to find out their relative performance on the standards from last year. Another use of the ICA is to track general improvement in understanding and applying the Hawaii Common Core Standards during the school year, even though the students may not have covered some of the curriculum. As with the IAB, teachers will need to review and hand score student responses to the constructed responses and performance tasks and upload the scores to the testing system to get the final ICA score.

Interim Assessment Blocks offer the opportunity to check student progress on a defined topic in the curriculum after you have completed instruction. There are 12 to 16 items on an IAB to cover the Hawaii Common Core Standards in that topic area. Teachers will need to review and hand score the student responses to the constructed response and performance task items and upload the results to the testing system to get a final IAB score. The results from the IAB are presented in three levels to show the general progress of students.

### III. First Quarter Progress Reports

#### Sample Message to Teachers from Principal:

As we complete the first quarter of the school year, it is a good time for reflection on our students' successes in learning. When preparing progress reports for the first quarter think about your students' current status on the learning progressions and note the amount of growth that each student has made since the beginning of school. As you prepare students' progress reports, it may be helpful to create visuals to show the starting point, progress to date, and expected ending point on the content-area learning progressions with student work products. Here are some guiding questions for you to consider as you reflect on students' progress:

- Has the student moved forward on the learning progressions? Is the learning progress where you expected it to be?
- What evidence from the formative assessment process has demonstrated student understanding that meets the success criteria for the learning goals this quarter?
- Has the student participated in self-assessment and adjusted his or her learning practices to make more progress?
- What is the student's most successful learning event from the quarter?
- What changes will you make in developing learning events to help the student master new content in his or her Zone of Proximal Development (ZPD)<sup>1</sup>?
- Has the student been a positive contributor to the classroom climate? What are his or her strengths and challenges?
- Have there been opportunities to extend the student's learning to home-based performance tasks?
- What are the strengths and challenges of the home/school collaboration?

I would like to meet with you to review student progress and collaborate on how best to meet the needs of your students to maintain their progress.

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<sup>1</sup> The Zone of Proximal Development is discussed in the Assessment Literacy Module, "Understanding the Learner" in the Digital Library. The link to this module is on the Resources page.

## First Quarter Progress

### Interpret Evidence to Assess Progress

School progress reports after some weeks of instruction provide the opportunity for teachers and their students to reflect on the evidence that has been collected on each student's status in understanding and applying the knowledge and skills of the Hawaii Common Core Standards addressed by the learning goals. In addition, a teacher and each student can reflect on the student's growth along the learning progressions since the beginning of the school year by comparing evidence collected at different times during the quarter with the success criteria for the learning goals. Using evidence, the teacher may set a new ZPD to start the learning progression for the second quarter. Use the same language as the Achievement Level Descriptors (ALDs) to generate descriptions of the status of student performance on the learning goals. There are two progress reports, one filled out by the teacher and one self-assessment filled out by the student. The teacher and student collaborate to discuss the final description of student performance.

#### Progress Report (Example)

The following learning goals for the first quarter were set with the goal of understanding and being able to apply the following knowledge and skills from the Hawaii Common Core Standards: (list learning goals)

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

The student and teacher collected at least four pieces of evidence for each learning goal from learning-event tasks, classroom assessments, and extended learning tasks and compared the evidence to the success criteria. They gave more weight to the most recent and best demonstrations of understanding and application of the standards. Based on this analysis, the statement that describes the student's status on the learning goals is highlighted below.

Teacher: Choose the statement below that best describes the student's performance on the combined learning goals.

- The student thoroughly understands and is fully able to apply the knowledge and skills of the Hawaii Common Core Standards addressed in the learning goals for the first quarter.

- The student adequately understands and is able to apply the knowledge and skills of the Hawaii Common Core Standards addressed in the learning goals for the first quarter.
- The student partially understands and is partially able to apply the knowledge and skills of the Hawaii Common Core Standards addressed in the learning goals for the first quarter.
- The student minimally understands and is minimally able to apply the knowledge and skills of the Hawaii Common Core Standards addressed in the learning goals for the first quarter.

Next Steps:

# Resources for Teachers

## Smarter Balanced Digital Library

- [Assessment Literacy Module: Understanding the Formative Assessment Process](#)
- [Assessment Literacy Module: Students as Partners in Their Own Learning—Grades 6-12](#)
- [Assessment Literacy Module: Students as Partners in Their Own Learning—Grades K-5](#)
- [Assessment Literacy Module: Understanding ELA/Literacy Content Specifications](#)
- [Assessment Literacy Module: Understanding Mathematics Content Specifications](#)
- [Understanding the Smarter Balanced Interim Assessments](#)
- [Understanding the Smarter Balanced Assessment System](#)
- [Assessment Literacy Module: The Components of Effective Feedback Grades K–12](#)
- [Assessment Literacy Module: The Components of Effective Feedback Grades 6–12](#)
- [Assessment Literacy Module: The Components of Effective Feedback Grades K-5](#)
- [Assessment Literacy Module: Students As Partners In Their Own Learning Grades 6–12](#)
- [Assessment Literacy Module: Students as Partners In Their Own Learning Grades K-5](#)
- [Assessment Literacy Module: Clarify Intended Learning in the Formative Assessment Process Grades 9–12](#)
- [Assessment Literacy Module: Eliciting Evidence in the Formative Assessment Process Grades 6–8](#)
- [Assessment Literacy Module: Eliciting Evidence in the Formative Assessment Process Grades 3-5](#)
- [Assessment Literacy Module: Eliciting Evidence in the Formative Assessment Process Grades K-2](#)
- [Assessment Literacy Module: Interpreting Evidence in the Formative Assessment Process Grades 9–12](#)
- [Assessment Literacy Module: Interpreting Evidence in the Formative Assessment Process Grades 3-5](#)
- [Assessment Literacy Module: Acting On Evidence in the Formative Assessment Process Grades 6–8](#)
- [Assessment Literacy Module: Acting On Evidence in the Formative Assessment Process Grades 3-5](#)
- [Assessment Literacy Module: Evaluating Classroom Assessments](#)

## Smarter Balanced Website

- [Digital Library Modules slide deck](#)
  - [ELA/Literacy Content Specifications Appendix B: Grade Level Tables for All Claims and Assessment Targets and Item Types](#)
  - [ELA Stimulus Specifications \(PDF\)](#)
  - [Scoring Guide for ELA Full Writes \(PDF\)](#)
  - [Mathematics Content Specifications](#)
  - [Scoring Guide for Selected Short-Text Mathematics Items \(PDF\)](#)
- [Interim Assessment Statement of Purpose \(PDF\)](#)
- [Math Interim Assessment Blocks Blueprint \(PDF\) \(DocX\)](#)
- [ELA Interim Assessment Blocks Blueprint \(PDF\) \(DocX\)](#)
- [Digital Library Modules slide deck](#)
- [Getting Started in the Digital Library \(PPT\)](#)
- [Finding Resources in the Digital Library \(PPT\)](#)
- [Navigating Resources in the Digital Library \(PPT\)](#)
- [Download the Digital Library Factsheet \(PDF\)](#)
- [Download the Teacher Factsheet \(PDF\) \(DocX\)](#)
- [Achievement Level Descriptors \(PDF\)](#)
- [ELA/literacy ALDs and College Content-Readiness Policy \(PDF\)](#)
- [Mathematics ALDs and College Content-Readiness Policy \(PDF\)](#)
- [Achievement Level Descriptors Glossary of Terms \(PDF\)](#)
- [Scoring Guide for Selected Short-Text Mathematics Items \(PDF\)](#)
- [Scoring Guide for ELA Full Writes \(PDF\)](#)
- [Scoring Guides for the Practice Test \(under “Resources and Documentation”\)](#)
- [Performance Task Writing Rubrics \(under “Resources and Documentation”\) \(PDF\)](#)

## SmarterApp

### **ELA/Literacy Content Specifications Appendix B**

- [ELA/Literacy Content Specifications Appendix B: Grade Level Tables for All Claims and Assessment Targets and Item Types](#)
- [ELA Stimulus Specifications \(PDF\)](#)
- [Scoring Guide for ELA Full Writes \(PDF\)](#)

### **Mathematics Content Specifications**

- [Mathematics Content Specifications \(PDF\)](#)
- [Scoring Guide for Selected Short-Text Mathematics Items \(PDF\)](#)

## Common Core Website

- [ELA Appendix C: Samples of Student Writing \(PDF\)](#)
- [Mathematics: Designing High School Math Courses Based on the Common Core State Standards Appendix A \(PDF\)](#)