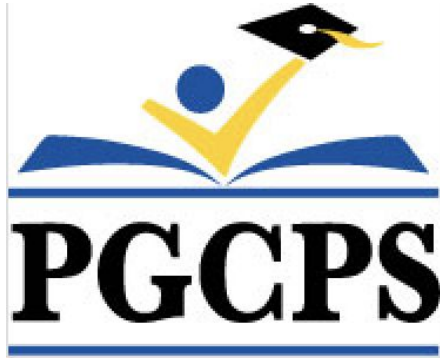# Pre-Assessment

Use two blue dots to assess where feel you currently are on the bulls-eye.

Bull's-eye: Hitting Learning Targets Using Student Self-Assessments

Monique Jeffers & Jeffrey Pearson
Secondary Mathematics Numeracy Coaches
Prince George's County Public Schools

Prince George's County Public Schools is one of the nation's 25 largest school districts

- 208 schools and centers,
- more than 130,000 students and nearly 19,000 employees.

OBJECTIVES

Teachers will:

- Compare and contrast learning targets to mathematical standards.
- Use the Self-Assessment to determine tasks to meet student expectations.
- Create Self-Assessments from Common Core State Standards.

Annotate the Text

Circle the direction verbs.

Underline any key words or context.

Middle School – Mathematics   Grade: Eighth

(CCSS.Math.8.NS.A.1): Know that numbers that are not rational are called irrational. Understand informally that every number has a decimal expansion; for rational numbers show that the decimal expansion repeats eventually and convert a decimal expansion which repeats eventually into a rational number.

(CCSS.Math.8.NS.A.2): Use rational approximations of irrational numbers to compare the size of irrational numbers, locate them approximately on a number line diagram, and estimate the value of expressions (e.g., π^2).

"Students have a right to know what they're supposed to learn, and why they're supposed to learn it."

(Hattie, 2017)

Think.Ink.Pair.Share.

What do you do daily in your classroom to ensure that students know what they are supposed to learn and why they are learning it?

Think.Ink.Pair.Share.

Promoting Reasoning in the Mathematics Classroom

Mathematical Discourse

I think_____ because _____ .

I agree/disagree with _____ because _____ .

_____ 's idea reminds me of _____ .

Something that is important to remember is _____ .

Can you explain how _____ ?

July 2017

PGCPS

What is the difference between:

learning targets   standards

[Left circle label: blank box]

- What we want students to be able to know and do at the end of any given time (long-term).
- Provided by the state.
- Answers where I am going in my learning.
- Can be ambiguous.

[Center overlap]

- Learning targets are created based on the standards.
- Sometimes use the same verbs.
- Can be tiered.
- Taught/assessment in unison/clusters.
- Progress should be monitored.

[Right circle label: blank box]

- Clear kid friendly language.
- Specific to the lesson for the day or concept (short term goals-accomplished in a few days).
- Directly connected to assessment.
- Written as "I can" statements.
- Addresses cognitive demands of the standard (DOK).
- Include measurable objectives that can be seen through formative. assessment/instructional activities.
- Answers how I am going to get there.
- Sequence of accomplished goals.
- Students know the essential information to be learned and how they will demonstrate that learning to achieve mastery.

Characteristics of Learning Targets

- Not neat or linear.
- Can be grouped.
- What we intend for the students to learn.
- Written in student-friendly language.

Learning Targets in PGCPS

Originates from the Common Core State Standards and the PARCC Performance Level Descriptors.

PARCC	Performance Level Descriptors - Algebra 1			
	Algebra I: Sub Claim A The student solves problems involving the Major Content for the grade/course with connections to the Standard for Mathematical Practice.			
	Level 2: Partially Meets Expectations	**Level 3: Approaches Expectations**	**Level 4: Meets Expectations**	**Level 5: Exceeds Expectations**

Algebra I: Sub Claim A			
The student solves problems involving the Major Content for the grade/course with connections to the Standard for Mathematical Practice.			
Level 2: Developmental	**Level 3: Surface**	**Level 4: Deep**	**Level 5: Transfer**
	Building initial understanding of concepts.	Establishing connections between and among concepts.	Applying concepts to new contexts and situations.
	Developing labels (vocabulary) for the concepts.	Extending concepts in order to make generalisations.	Recognizing patterns and relating them to parallel concepts.
	Correcting misconceptions and errors.	Collaborating and solving authentic complex problems.	Consolidating competencies and processes through metacognitive awareness.
	Consolidating new learning.	Applying and practicing procedural skills.	

Learning Stations (15 minutes)

- Assignment Makeover

- Create and critique formative assessments.

- Create a student self-assessment for at least one standard.

Implementation

- Should be shared with students and parents.

- Administer the Student Self-Assessment three times per unit.
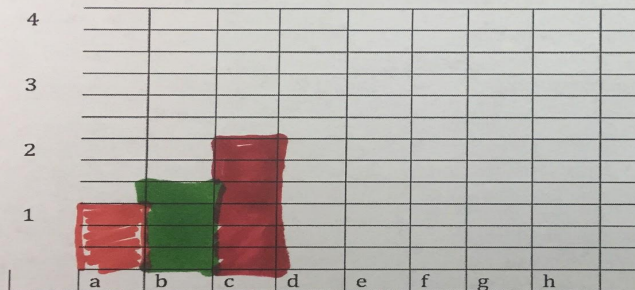
- Best Practices (Handout)

Progress Monitoring:

Student Progress Monitor

Student Name __Michael Bennett__

Learning Target: __I can create and use equations with one variable__

My Score at the beginning: __1__   My Goal __4__   by __Oct 23__

a) __Sept 17__
b) __Sept 24__
c) __Oct 3__
d) _____
e) _____
f) _____
g) _____

4 | I can create, solve, t use an one variable equation in a real-life situation.
3 | I can solve and use an equation with one variable in a real life situation.
2 | I can solve a complex one variable equation when given.
1 | I can solve a linear one variable equation when given.

Jeffrey Pearson and Monique Jeffers PGCPS

Next Steps:

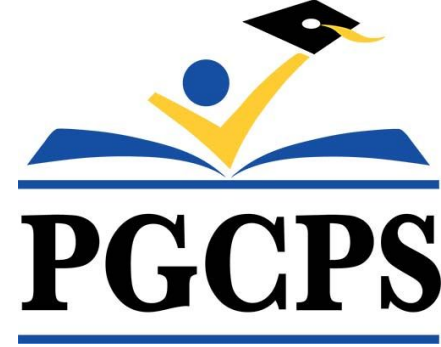Data Conferences

Response to Intervention

Descriptive Feedback

Post-Assessment

Use two yellow dots to assess where you currently are on the bulls-eye after receiving training.

Any Questions?

Facilitators email:

monique.jeffers@pgcps.org

jeffrey.pearson@pgcps.org

Create a Student Self-Assessment Station

Create a Student Self-Assessment for:

- Elementary (4th Grade): Standard 4.OA.1

- Middle (8th Grade): Domain Functions

- High (Algebra 1): Cluster A.SSE.A.1

SELECT ONE GRADE LEVEL!!

Critique and Create Formative Assessment Station

- Match the learning targets to its corresponding assessment question.

- Then, create a Level 4 formative assessment question that corresponds to your curriculum of choice.

Assignment Makeover Station

- Identify the level of each assignment using the student self-assessment and justify your reasoning as to why you chose this level.

- How would you modify the assignment and/or design a new assignment to advance your students to the next self-assessment level?

ull AT&T

10:03 AM

94%

639 - Bull's-Eye: Hitting Learning Targets Using Student Self-Assessments

✓

04/06/2019 09:45 AM - 11:00 AM

✏ Session Evaluation

Room : Aqua 314 Hilton Bayfront

Description	Audience

What tool will hit the target every time? Participants will build student self-assessments and use them to establish student-centered instruction via learning targets. Through a learning station model, participants will explore hands on activities for utilizing this valuable tool as a means of reflection, progress monitoring, and feedback.

Session Speaker(s):

Ralph Hameni Bieleu   >

Monique Jeffers   >

Jeffrey Pearson   >

Track(s):

Assessment: Eliciting and Using Student Thinking