

How Do We Know Instruction is Working?



Making Sure the Lights Come On

mdek12.org



MISSISSIPPI
DEPARTMENT OF
EDUCATION

October 2021



VISION

To create a world-class educational system that gives students the knowledge and skills to be successful in college and the workforce, and to flourish as parents and citizens



MISSION

To provide leadership through the development of policy and accountability systems so that all students are prepared to compete in the global community



1

ALL Students Proficient and Showing Growth in All Assessed Areas



2

EVERY Student Graduates from High School and is Ready for College and Career



3

EVERY Child Has Access to a High-Quality Early Childhood Program

EVERY School Has Effective Teachers and Leaders

4



EVERY Community Effectively Uses a World-Class Data System to Improve Student Outcomes

5



EVERY School and District is Rated “C” or Higher

6



- Silence your phones
- Please check and/or reply to emails during the scheduled breaks
- Be an active participant
- Do not hesitate to ask questions



Quick Progress Checks (QPC):



- learn how to build instruction with QPC as formative assessments
- explore different formats of QPC
- analyze the procedure for creating QPC
- review examples
- practice creating our own QPC
- evaluate your QPC

Activity: How Do You Know? 6



- Teachers: Name two ways you know if your instruction is working. How do you know if the ‘lights are coming on’ for students?
- Coaches/Administrators: Name two ways the teachers you support know if their instruction is working.
- Write your answers on a sticky note and place on the anchor chart.

Building our Instruction



Planning Instruction and Assessments from
the Ground Up



- **Quick Progress Checks** = light switch



- **Learning Targets, Success Criteria, Learning Progressions** = installation (plumbing/electricity)



- **Unpacked Priority Standard** and rigor levels = frame



- **Priority Standard** = foundation

Anderson, K., The Brilliance Project



Quick Progress Checks:

- short, in the moment formative assessments
- students complete daily, or at the end of instruction period

Learning Progressions:

- the sequenced building blocks of daily instruction that scaffold student learning
- utilize MDE Scaffolding Document

Unpacked Standard:

- how student is supposed to acquire the skill, what the skill is, and rigor level
- utilize MDE Scaffolding Document

Priority/Focus Standard(s):

- essential skills that warrant more time and attention; what is most important
- may be defined by your local school district or school

Activity: How is Your House? 10



- **Teachers:** Where is your grade level in this process? Are all of the layers solid in your house? Tell which layers are in place, and how. Tell which layers are not yet in place.
- **Coaches/Administration:** Where is your school in this process? Are all of the layers solid in your house? Tell which layers are in place, and how. Tell which layers are not yet in place.

Formative Assessments

Using Quick Progress Checks





When the cook tastes the
soup, that's formative.
When the guests taste the
soup, that's summative. Robert Stake

- Providing formative assessments is the most effective strategy for increasing student achievement (Hattie, 2009).
- The effect size was shown to be .9.
- Formative assessments increase equity of student outcomes and improve students' ability to learn.
- Schools that utilize formative assessment show not only general gains in academic achievement but also particularly high gains for previously underachieving students (OECD, 2005).

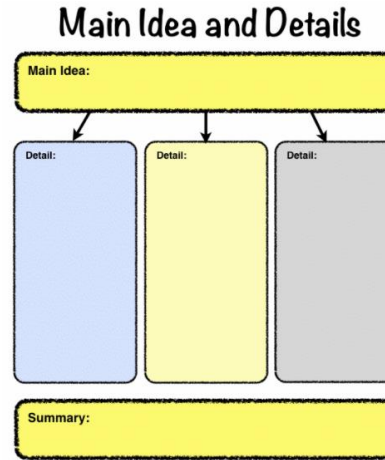


Quick Progress Checks help us answer the following questions as teachers:

- Where are my students in relation to learning goals?
- What is the gap between students' current learning and the goal?
- What individual misconceptions or difficulties are my students having?
- Are there any missing building blocks in their learning?

(Heritage, 2010)

- Multiple Choice
- Short Answer
- Performance Task
- Demonstration
- Graphic Organizer
- Verbal Response
- Drawing



- 10 Research completed in 1982 found that in the United States soil erosion
- A reduced the productivity of farmland by 20 per cent.
 - B was almost as severe as in India and China.
 - C was causing significant damage to 20 per cent of farmland.
 - D could be reduced by converting cultivated land to meadow or forest.
- 11 By the mid-1980s, farmers in Denmark
- A used 50 per cent less fertiliser than Dutch farmers.
 - B used twice as much fertiliser as they had in 1960.
 - C applied fertiliser much more frequently than in 1960.
 - D more than doubled the amount of pesticide they used in just 3 years.



Four Corners

Students walk to corner of the room with the correct answer.

Hand It In, Pass It Out

Students 'grade' and discuss each other's papers.

Polls and Quizzes

Sites like Socrative, Quizlet, Kahoot, Plickers, or Flippity are used.

Talk it Out

Students host their own talk show and discuss the important points of lesson.

Roll the Dice

Students respond to a prompt according to the number rolled.

Tools

- Animoto
- Flipgrid
- Seesaw
- Yes/No
- Pear Deck
- Video
- JamBoard

Dipsticks

Students use an emoji, a thumbs up/down, or hold up a sticky note.

Digital Journals

Students respond after a lesson and teacher can access.

Videos

Students record reflection on work or teaching the concept.

Art

Students can write a poem, a song, act out a chapter or scene, or a drawing



According to Kristin Anderson of The Brilliance Project:

Whatever form of Quick Progress Check you choose, it should:

- fit within the framework of the identified standard,
- assess the learning you are trying to cause, and
- be the ‘light switch’ at the top of your instructional ‘house’.



Quick Progress Checks

Procedure for Creating



1. Text

- Read the text
- Determine the complexity of the text
- Consider the prior knowledge of the students

2. Instructional Focus

- Identify the component of reading or writing

3. Priority Standard

- Select a priority standard from the Mississippi College and Career Standards
<https://bit.ly/2ROeRIW>



4. Unpack the Priority Standard Using the Graphic Organizer and Identify the Level of Rigor

- Underline the nouns and capitalize all the letters in the verbs
- Use the Hess Cognitive Rigor Matrix for the appropriate content area to identify the DOK and Bloom's match

<https://bit.ly/3bfeYh2>



TOOL 1				
HESS COGNITIVE RIGOR MATRIX (READING CRM): Applying Webb's Depth-of-Complexity Levels to Bloom's Cognitive Process Dimensions				
Devised Bloom's Taxonomy	Webb's DOK Level 1 Recall & Reproduction	Webb's DOK Level 2 Skills & Concepts	Webb's DOK Level 3 Strategic Thinking/Reasoning	Webb's DOK Level 4 Extended Thinking
Remember Access knowledge from long-term memory; recognize, recall, locate, identify	<ul style="list-style-type: none"> Recall, recognize, or locate facts, facts, events, or dates Identify a fact Describe an event as connected with history or science 	Use these Hess CRM curricular examples with most close reading or listening assignments or assessments in any content area.		
Understand Construct meaning; clarify, describe, compare, contrast, explain, describe, explain, summarize, describe, give an example, illustrate, compare, contrast, predict, compare a related event with the given subject, compare events	<ul style="list-style-type: none"> Identify or describe history elements (dates, events, locations, etc.) List appropriate verbs when creating a response (define or describe) Describe/compare why, what, when, where, or how Describe/compare facts, events, items, people Use appropriate content ideas 	<ul style="list-style-type: none"> Define, explain, show relationships, compare/contrast, cause/effect Use cause-and-effect/compare/contrast Compare/contrast, identify, describe Describe how and when, what, why, where, or how after the student understands it first Use appropriate content ideas 	<ul style="list-style-type: none"> Define, generalize, or connect ideas using appropriate content (facts, events, items, etc.) Compare/contrast, identify, describe Describe how and when, what, why, where, or how after the student understands it first Use appropriate content ideas 	<ul style="list-style-type: none"> Define how concepts fit into specific roles in their content domains (e.g., social political historical or scientific) Compare/contrast of the world Describe how concepts fit into their content domains
Apply Only use or use a procedure in a given situation; apply an idea, skill, or technique; use, transfer, or use	<ul style="list-style-type: none"> Use language structure (pre/postfix) Identify a procedure (technology, scientific, or historical) Apply skills or materials to add, follow, practice, substitute, compare, contrast, or use Apply how to use for demonstration 	<ul style="list-style-type: none"> Use content to identify the meaning of words/phrases Draw and interpret information using a map Identify a skill that may be linked to an assignment Apply a skill to a given situation (e.g., paragraph, sentence topic in writing) 	<ul style="list-style-type: none"> Apply a concept in a new context Describe a skill or technology or procedure of their own Identify the skill or technology or procedure of their own Apply a skill to a given situation (e.g., paragraph, sentence topic in writing) 	<ul style="list-style-type: none"> Illustrate how multiple domains (historical, scientific, literary, etc.) apply to their content domains (e.g., social political historical or scientific) Apply or draw an approach using one alternative to research a novel problem
Analyze Break into constituent parts; determine how parts relate; differentiate between related-concepts; distinguish form; identify, separate, categorize, analyze, differentiate, deconstruct, etc.	<ul style="list-style-type: none"> Identify a specific history element (date, event, location, etc.) Identify a specific history element (date, event, location, etc.) Identify a specific history element (date, event, location, etc.) Identify a specific history element (date, event, location, etc.) 	<ul style="list-style-type: none"> Compare/contrast history elements (dates, events, locations, etc.) Compare/contrast history elements (dates, events, locations, etc.) Compare/contrast history elements (dates, events, locations, etc.) Compare/contrast history elements (dates, events, locations, etc.) 	<ul style="list-style-type: none"> Compare/contrast history elements (dates, events, locations, etc.) Compare/contrast history elements (dates, events, locations, etc.) Compare/contrast history elements (dates, events, locations, etc.) Compare/contrast history elements (dates, events, locations, etc.) 	<ul style="list-style-type: none"> Analyze multiple content of content, or analyze multiple content of content, or analyze multiple content of content, or analyze multiple content of content Analyze multiple content of content, or analyze multiple content of content, or analyze multiple content of content, or analyze multiple content of content
Evaluate Make judgments based on criteria; check; defend; defend or criticize; justify; critique	<ul style="list-style-type: none"> Use an established procedure Using an opinion of their own Using an opinion of their own 	<ul style="list-style-type: none"> Use an established procedure Using an opinion of their own Using an opinion of their own 	<ul style="list-style-type: none"> Use an established procedure Using an opinion of their own Using an opinion of their own 	<ul style="list-style-type: none"> Use an established procedure Using an opinion of their own Using an opinion of their own
Create Generate ideas from one perspective; generate ideas from multiple perspectives; design, plan, construct	<ul style="list-style-type: none"> Generate ideas from one perspective; generate ideas from multiple perspectives; generate ideas from multiple perspectives; generate ideas from multiple perspectives 	<ul style="list-style-type: none"> Generate ideas from one perspective; generate ideas from multiple perspectives; generate ideas from multiple perspectives; generate ideas from multiple perspectives 	<ul style="list-style-type: none"> Generate ideas from one perspective; generate ideas from multiple perspectives; generate ideas from multiple perspectives; generate ideas from multiple perspectives 	<ul style="list-style-type: none"> Generate ideas from one perspective; generate ideas from multiple perspectives; generate ideas from multiple perspectives; generate ideas from multiple perspectives

4. (cont.) Unpack the Priority Standard Using the Graphic Organizer and Identify the Level of Rigor
- Place the information in the graphic organizer

Concepts (nouns)	Skills (verbs)	DOK/Rigor level

5. Write the Learning Target

- Rewrite the priority standard into a student friendly “I can” statement

6. Plan Learning Progressions in a Suggested Sequence for Instruction

- Use the Mississippi Scaffolding Document on the Mississippi Department of Education website (<https://www.mdek12.org/ese/ccr>) to plan the learning progressions





College- and Career-Readiness Standards for English Language Arts

Third Grade			
CCR.R.6: Assess how point of view or purpose shapes the content and style of a text.			
<p>RI.3.6</p> <p>Distinguish their own point of view from that of the author of a text.</p>	<p>A student should know (Prerequisite Knowledge)</p> <ul style="list-style-type: none"> • Authors write from different points of view. • Authors write for a variety of purposes (e.g., to inform, to persuade, to entertain, to describe, to explain, to answer a question). 	<p>A student should understand (Conceptual Understanding)</p> <ul style="list-style-type: none"> • The author's point of view may be different from that of the reader. • Readers recognize their point of view may differ from the author's point of view. • The author's point of view is how they view or interpret the information that they are writing about. • Readers decipher an author's point of view, opinions, hypotheses, assumptions, and possible bias. 	<p>A student should be able to do (Evidence of Knowledge)</p> <ul style="list-style-type: none"> • Identify the author's purpose for writing a text. • Identify the reader's point of view about the topic of the text. • Identify the author's point of view in a text. • Distinguish between an author's viewpoint and the reader's viewpoint based on an informational text topic.
<p>KEY LANGUAGE/VERBS/TERMS RELATED TO THE STANDARD: distinguish, point of view, author's viewpoint, reader's viewpoint, author's purpose</p>			

7. Select a learning progression as a learning target for the lesson
 - Write the learning target in the form of an “I can” statement.

8. Create a Quick Progress Check
 - Develop Quick Progress Checks that align to the Learning Progressions and the identified rigor

Quick Progress Checks

Example



1	<p>Text</p> <ul style="list-style-type: none">• Read the text• Determine the text complexity• Consider the students' prior knowledge
2	<p>Instructional Focus:</p> <ul style="list-style-type: none">• Reading Comprehension (Informational Text)
3	<p>Priority Standard:</p> <ul style="list-style-type: none">• RI.3.6: Distinguish their own point of view from that of the author of a text.

4 Unpack Priority Standard:

RI.3.6: Distinguish their own point of view from that of the author of a text.

Identify DOK/rigor level: 3

4	Unpack Priority Standard (Cont.):		
	Concepts	Skills	DOK/Rigor Level
	<ul style="list-style-type: none">• point of view• author• text	DISTINGUISH	DOK 3: Analyze or interpret author's craft (literary devices, viewpoint, or potential bias) to create or critique a text

5	<p>Write the Learning Target:</p> <ul style="list-style-type: none">● I can compare my own point of view about a topic to the author's point of view about a topic in a text.
6	<p>Plan Learning Progressions in a Suggested Sequence for Instruction:</p> <ul style="list-style-type: none">● Define <i>point of view</i> and <i>distinguish</i>● Identify an author's purpose for writing a text● Recognize their own point of view● Identify the author's point of view about the topic of a text by using details in the text● Distinguish between an author's viewpoint and the reader's viewpoint based on an informational text topic

7	<p>Select Learning Progression(s) as Learning Target for the lesson:</p> <ul style="list-style-type: none">Identify the author’s point of view about the topic of a text by using details in the text						
8	<p>Write a Quick Progress Check; Match Rigor to Learning Progression:</p> <table border="1" data-bbox="258 521 1688 860"><thead><tr><th data-bbox="258 521 973 692">Words Describing the Painting</th><th data-bbox="973 521 1688 692">Author’s Point of View on the Painting</th></tr></thead><tbody><tr><td data-bbox="258 692 973 776"></td><td data-bbox="973 692 1688 776"></td></tr><tr><td data-bbox="258 776 973 860"></td><td data-bbox="973 776 1688 860"></td></tr></tbody></table>	Words Describing the Painting	Author’s Point of View on the Painting				
Words Describing the Painting	Author’s Point of View on the Painting						

Time to Build



Create a Quick Progress Check

1	<p>Text</p> <ul style="list-style-type: none">• Read the text• Determine the text complexity• Consider the students' prior knowledge
2	<p>Instructional Focus:</p> <ul style="list-style-type: none">• Reading Comprehension (Literature)
3	<p>Priority Standard:</p> <ul style="list-style-type: none">• RL.3.2: Recount stories, including fables, folktales, and myths from diverse cultures; Determine the central message, lesson, or moral, and explain how it is conveyed through key details in the text.

- 4 Unpack Priority Standard:
- RECOUNT stories, including fables, folktales, and myths from diverse cultures; DETERMINE the central message, lesson, or moral, and EXPLAIN how it is conveyed through key details in the text.

4	Unpack Priority Standard (cont.):		
	Concepts	Skills	DOK/Rigor Level
	Stories <ul style="list-style-type: none">● fables● folktales● myths Central message <ul style="list-style-type: none">● lesson or moral How central message is conveyed <ul style="list-style-type: none">● key details in text	RECOUNT DETERMINE EXPLAIN	DOK 1: Identify or describe literary elements DOK 3: Identify/make inferences about explicit or implicit themes DOK 3: Explain, generalize, or connect ideas using supporting evidence

- | | |
|---|--|
| 5 | <p>Write the Learning Target:</p> <ul style="list-style-type: none">● I can tell in my own words the life lesson (moral) we have learned from the story using key details in the text. |
| 6 | <p>Plan Learning Progressions in a Suggested Sequence for Instruction:</p> <ul style="list-style-type: none">● Understand characteristics of fables, folktales, and myths● Retell a story in their own words● Determine the moral of the story● Locate and list the supporting details in the story that lead to the central message● Provide a statement of the central message● Provide an explanation of how a central message is conveyed through details in a text |

7	Select Learning Progression(s) as Learning Target for the lesson:
8	Write a Quick Progress Check; Match Rigor to Learning Progression:

Check Your Lights

Evaluate your Quick Progress Check



Does your Quick Progress Check:

- match the learning progression of the lesson?
- clearly state what students are to do?
- use student-worded language?
- include academic vocabulary used in the lesson?
- match the identified level of rigor?

Student responses should:

- provide evidence of student learning.
- enable teacher to appraise what student knows.
- inform next-steps for instruction (reteach, new strategy, intervention, enrichment, etc.).
- show student where to improve.

Quick Progress Checks



What?	Why?	When?	Now What?



Kristen Anderson - The Brilliance Project
<https://www.thebrillianceproject.com>

Dr. Karin Hess - Hess Cognitive Rigor Matrix
www.karin-hess.com/free-resources

Mississippi Department of Education - MS CCRS Scaffolding Document
<https://www.mdek12.org/ese/ccr>

15 Assessment Activities that are Fast, Fun and Formative
Wabasablearning.com


Organization for Economic CoOperative Development (OECD)
formativeassessmentpractice.org

7 Ways to Do Formative Assessment in Your Virtual Classroom
edutopia.org

Cohen, M. (2015, December). The Visible learning effect of formative assessment and feedback. maureenmcohen.com

Heritage, M. (2010). Formative Assessment: Making it Happen in the Classroom. Corwin.

Sailor, J. & Sellenrick, D. *Moving from content standards to student friendly learning targets.*
<https://blog.masteryconnect.com/four-steps-unpacking-standards/>



Statewide public awareness campaign promotes literacy, particularly among PreK-3 students

Campaign aims to equip parents and community members with information and resources to help children become strong readers

Visit strongreadersms.com for more information!





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