

# Bourne Public Schools

Opening Day  
2014-2015





*3 Rules to Spark Learning* ~Ramsey Musallam

Which of the 3 rules that Ramsey talks about resonates with you and why?

*Think~Pair~Share*

# Goal for 2014-2015

**Staff will be expert in developing formative and summative assessments that are explicitly linked to the mapped curriculum and accurately measure student growth in understanding and transfer of skills and knowledge.**

## EDUCATOR EVALUATION

- Provides evidence of learning and teaching
- Educators engaged in self-assessment and self-reflection
- Collaboration throughout learning communities
- DDMs linked to mapped curriculum - formative and summative assessments
- Data collection and analysis
- Feedback loops

## ASSESSMENT

- Formative and summative assessments linked to mapped curriculum
- Performance/problem-based authentic assessments
- Common Grade level/like discipline unit assessments
- District Determined Measures (DDMs)
- Data collection and analysis

# STUDENT GROWTH

## DATA

- Effective collection and informative analysis
- Gauge efficacy of instructional practices
- Determination of student needs
- Evidence of student learning and growth

## CURRICULUM

- Clearly articulated, aligned (mapped in ATLAS)
- Focused enduring understandings and essential questions to guide learning
- Roadmap of what students should "know and be able to do, understand and transfer"
- Includes Common Unit Assessments
- Data collection and analysis

*Everything we do is interconnected!*



*Check your Knowledge!*

WHAT YOU  
NEED TO  
PLAY







*“Look to the cookie Elaine. Look to the cookie.”*



# Problem Based Learning/Assessment

**How can you divide the cookie so that each person has equal amounts of black and white?**





*The Cookie - 8th Grade Math Class*

How is the teacher  
utilizing Formative  
Assessment throughout  
the lesson?

How can learning  
activities such as  
the “cookie  
problem” support  
student growth?

What kind of  
questions does the  
teacher use to foster  
inquiry and  
understanding?

How can we develop  
Performance  
Assessments for use as  
DDMs

A silhouette of a human head in profile, facing left. Inside the head, a brain is depicted with a vibrant, multi-colored pattern in shades of blue, red, yellow, and green. Several small, empty thought bubbles are scattered around the head, some connected to the larger thought bubbles containing text.

STUDENT GROWTH

# Lessons from the Cookie...

- **Frequent Formative Assessment**
  - Teacher makes adjustments/provides support based on formative assessment
- **Highly Engaging Performance Tasks**
  - Address multiple learning standards and CCSS practices
  - Encourage self-reflection by students
  - Lead to student readiness on Summative Assessments and DDMs
- **High Quality Summative Assessments**
  - Aligned to multiple standards
  - Provide valid data
  - Can be used as DDMs



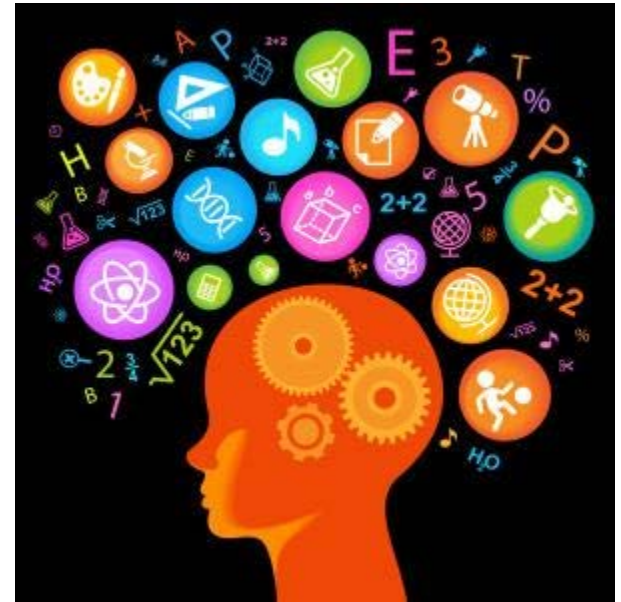
# Continuing On...

How can utilizing multiple forms of assessment help to increase student growth in the classroom and as measured by DDMs?



# District Determined Measures

- Measure multiple standards as mapped in ATLAS and long-term learning
- Performance-Based, Portfolio, Standardized Test, or teacher-created test
- Does not need to be the same format for pre and post assessment; must measure the same standards
- Must use same protocol across grades/disciplines



For continued work on DDMs and Assessment...

Professional  
Development

Content  
Area  
Meetings

Team/Grade  
Meetings

Curriculum  
Time

Faculty  
Meetings

In-Service  
Days







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