Utilizing Multiple Measures to Personalize Learning

Board of Education

March 27, 2019

Presenters

- Michael Greenfield: Assistant Superintendent for Curriculum & Instruction
- Jaimie Kanter, Director of English Language Arts
- Stephanie Goldman, Assistant Principal, Parsons School
- Veronica D'Andrea, Director of Mathematics
- Valerie Hymes, HAS Principal
- Jennifer Driggers, 1st Grade Teacher, Parsons School

Presentation Overview

- Our Emerging Vision: Multiple Measures & Personalized Learning
- In Practice: Utilizing Proficiency Scales in the Classroom
- Looking Ahead: Continuing our Journey

Personalized Learning

Our Journey…

Align ELA and Math to Common Core

Schoolwide ELA K-5

Develop Writing Rubrics & Assessments

Refine Progress Monitoring and Reporting System

Math in Focus

Develop Common Assessments Tools

Develop Student Self Assessments

Align Curriculum and Prioritize Critical Concepts (Scales)

Build Assessment Expertise and Classroom Assessments

Develop Data Systems

2010-14

2014-19

2019-21

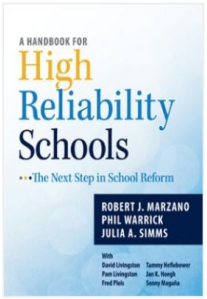
Multiple Measure Model

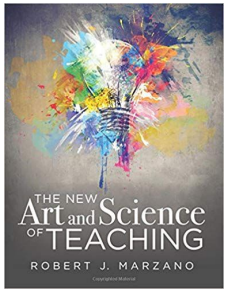
International Baccalaureate

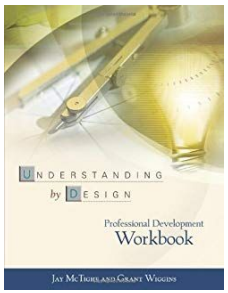
Middle Years Programme

NYS Next Generation Learning Standards

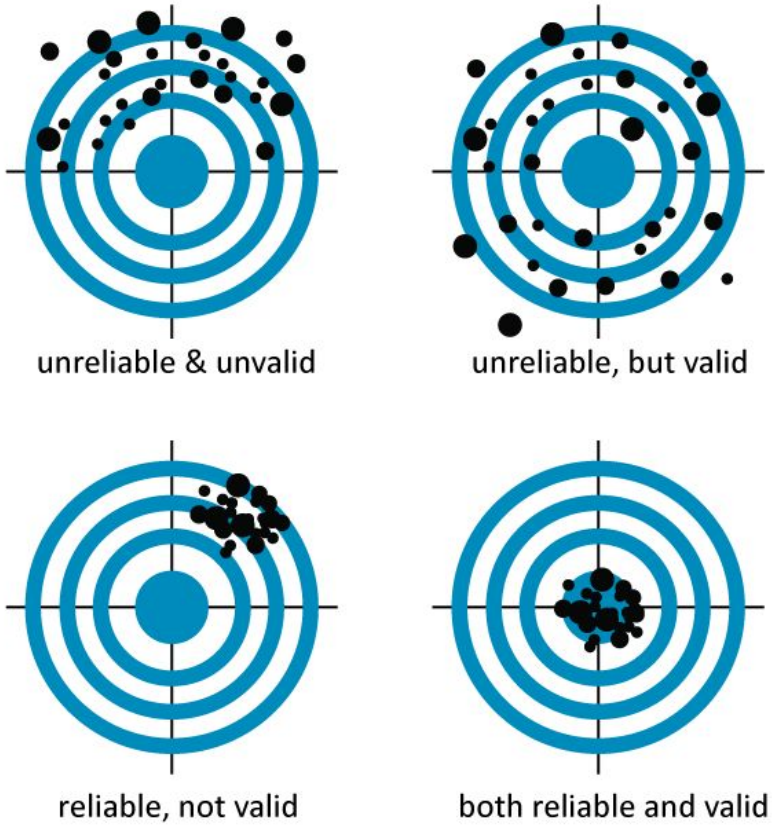
- Personalized Learning — 5
- Standards Referenced Reporting — 4
- Guaranteed & Viable Curriculum — 3
- Effective Instruction — 2
- Safe and Collaborative Culture — 1







Proficiency Scales: Navigation and Calibration



Personalized Learning

Proficiency Scale

Critical Concept →

Mastery →

Proficiency (Meeting Standard) →

Approaching Standard →

Analyzing Narratives (3 ELA)

4.0	The student will: • Decide which of a character's traits have negative consequences and create problems in a narrative (for example, describe how Odysseus' overconfidence and his men's greed lead to conflict in the book *The One-Eyed Giant* by Mary Pope Osborne).
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3.0	The student will: **AN1—Recount plots with single storylines** (for example, recount important events from *Sarah, Plain and Tall* by Patricia MacLachlan in order, including details about who is involved in the events, what times of year they occur, and what happens as a result). **AN2—Explain how character actions affect the events in a narrative text** (for example, explain how Elmer's quick-thinking and bravery help him rescue the dragon on Wild Island in *My Father's Dragon* by Ruth Stiles Gannett).
2.5	No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content
2.0	**AN1**—The student will recognize or recall specific vocabulary (for example, *character, event, impact, event, main character, order, plot, setting*) and perform basic processes such as: • Identify the settings and main characters in a text. • State events in the order they occurred in a text. • Explain how to tell the difference between important events and less important events in a text. • Identify events in a text that strongly impact the main characters. **AN2**—The student will recognize or recall specific vocabulary (for example, *action, character, character trait, description, dialogue, event, feeling, motivation, narration*) and perform basic processes such as: • Explain how an author can portray character traits, feelings, and motivations to a reader. • Annotate character actions, dialogues and/or thoughts in a text that reveal the traits, feelings, and motivations of a character. • Generate a list of descriptive words and phrases that describe a character's traits, feelings, and motivations in a text. • Describe how one character is involved in an important event in a text.
1.5	Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content
1.0	With help, partial success at score 2.0 content and score 3.0 content
0.5	With help, partial success at score 2.0 content but not at score 3.0 content
0.0	Even with help, no success

Analyzing Narratives - 1st Grade

	List qualities of the **setting** (**time** and **place**)	Identify **illustrations** that show the **setting**.	Identify the **main characters**	Describe how a **character** looks, acts, and feels Identify what a **character** does during a particular **event**.	Identify and describe the **event(s)** Retell narratives in sequential order.	Describe the **characters**	Describe the **settings**	Describe the **events**	Infer a **character's actions** using text details, illustrations, and background knowledge

Analyzing Narrative Proficiency Scale *(date when you see it)*

Level 2	Level 3	Level 4
State that the **setting** is the time (when) and place (where) List qualities of the **setting** (**time** and **place)** Identify **illustrations** that show the **setting**. Identify the **main characters** Describe how a **character** looks, acts, and feels Identify what a **character** does during a particular **event.** Identify and describe the **event(s)** Retell narratives in sequential order.	Describe the **characters** Describe the **settings** Describe the **events**	Infer a **character's actions** using text details, illustrations, and background knowledge

Overarching Questions/Entry Points

Tell me what your book is about.
Tell me what you are reading about currently.
Tell me about the character.
Tell me about the setting.
Tell me about the problem and how it is solved.
Tell me about the character, setting and main plot (problem/solution).

CC	Conference Notes	Next Steps

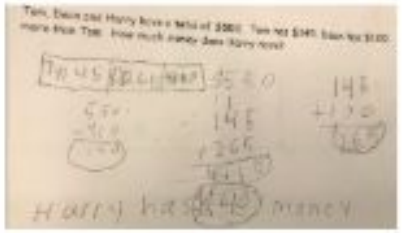
Constructing Viable Arguments and Critiquing the Reasoning of Others

Progression		
Approaching	**Meeting**	**Exceeding**
❑ **Selects** an appropriate strategy to solve a problem ❑ **Identifies** the elements of a problem/representation (i.e. part/whole)	❑ **Explains** the use of a strategy ❑ **Justifies** solutions using an **appropriate strategy** ❑ **Applies** learned **mathematical vocabulary** when explaining one's thinking ❑ Asks **clarifying questions** of others	❑ Utilizes a **variety** of representations to communicate and defend mathematical reasoning ❑ **Justifies** solutions using **efficient strategies** ❑ Applies **precise** mathematical and varied academic **vocabulary** when explaining one's thinking ❑ Builds upon the ideas of others and **provides feedback**
Overarching Questions During Conferences: Can you tell me how you solved this problem? What in the problem gave you clues about what to do? What strategy did you use? Why did you choose that strategy? How did you check to make sure you were correct?		

Level	Conference Notes	Next Steps

Data Driven Decisions based on Multiple Measures

Data Driven Decisions

Reading Diagnostics Fountas & Pinnell LITERACY	MAP Testing MAP Measures of Academic Progress	Student Work Samples 
Full Class Checklist 	Conferring Sheet 	Summative Assessments

Data Driven Decisions

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Student A	✓	✓	✓✓	✓✓					
Student B	✓	✓	✓						
Student C	✓✓	✓✓	✓✓	✓✓	✓✓	✓	✓		
Student D	✓	✓	✓						
Student E	✓	✓	✓	✓	✓				

Analyzing Narrative - Grade 1

Analyzing Narrative Proficiency Scale *(date when you see it)*

Level 2	Level 3	Level 4
te that the **setting** is the time (when) and ıce (where) 3/25 t qualities of the **setting** (**time** and **place**) 3/25 entify **illustrations** that show the **setting** 3/25 entify the **main characters** 3/25 escribe how a **character** looks, acts, and els Identify what a **character** does during a articular **event**. dentify and describe the **event(s)** etell narratives in sequential order.	Describe the **characters** Describe the **settings** Describe the **events**	Infer a **character's actions** using text details, illustrations, and background knowledge

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CC	Conference Notes	Next Steps
2	The Lion and The Mouse Level F - Setting identified day/night/jungle - Character Lion/mouse Predict - mouse can't help lion la-laed / laughed r-ing / roaring (uses beg/end coord) h-(t) hole Comp - Character looks ✓ - Character feels ✓	Characters act certain wa ↓ " How does a character act when ____?"

Data Driven Decisions

Setting, Characterization and Plot

REINFORCE these skills (151-160):	DEVELOP these skills (161-170):	Begin to INTRODUCE these skills (171-180):
Recognizes story characters	Analyzes illustrations to understand literary text	Infers character traits or attributes based on a particular event
Identifies a character based on an illustration	Locates details about characters in literary text	Understands how characters contribute to events in a literary passage
Infers character feelings or thoughts	Locates details about events in literary text	

Form **Part Two:** Comprehension Conversation *(continued)*

Anna's New Glasses • Level F

Key Understandings	Prompts	Score
Beyond and About the Text		
Anna doesn't want to wear glasses because she is probably worried how she will look in them and doesn't know how the other children will react to them.	Talk about how Anna feels at the beginning of the story. How do you know?	0 1 (2) 3
When Anna sees her teacher has the same glasses, she puts on her own glasses and smiles. She is OK with wearing her glasses now.	How does Anna feel at the end of the story? How can you tell?	
Sometimes seeing someone like you makes you more confident.	Why do you think Anna feels better when she sees her teacher wearing glasses?	
The picture on page 14 shows that Anna's new teacher is wearing the same glasses that Anna picked out.	How does the illustration on page 14 help you predict that Anna will put on her glasses?	
I didn't want to wear ____, but it turned out OK because other people liked it.	Have you ever felt like Anna feels in the story? How?	
Note any additional understandings:		

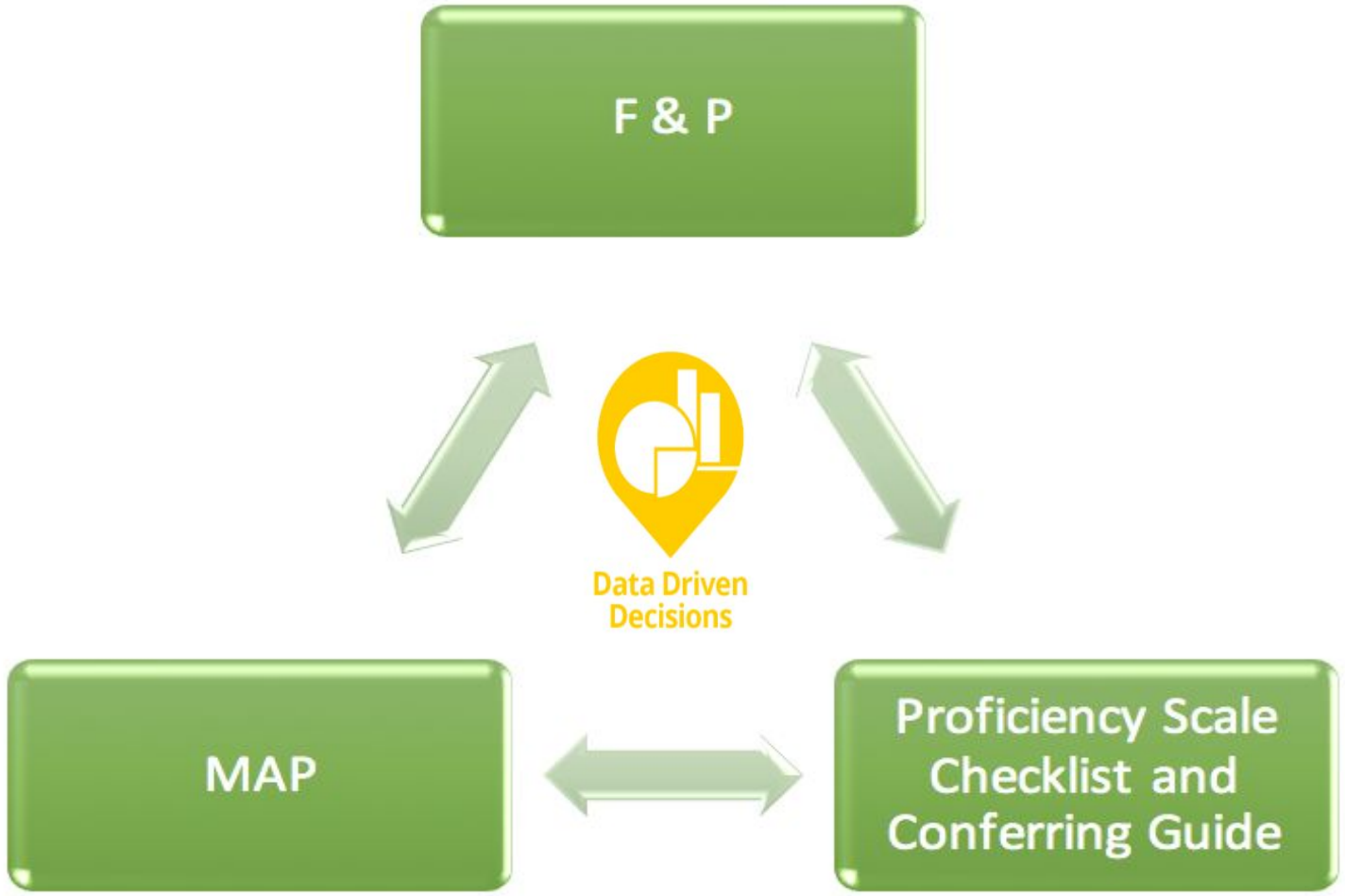
"She is scared because she wonders how others will treat her."

"Because they look the same."

"The picture shows Anna and her teacher with the glasses. It's the same."

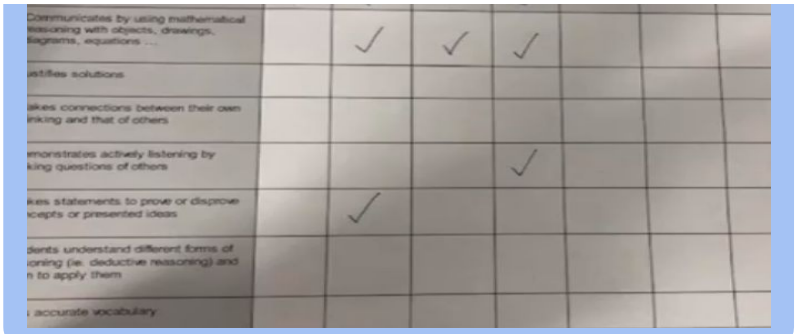
"She feels happy because her teacher has the same glasses."

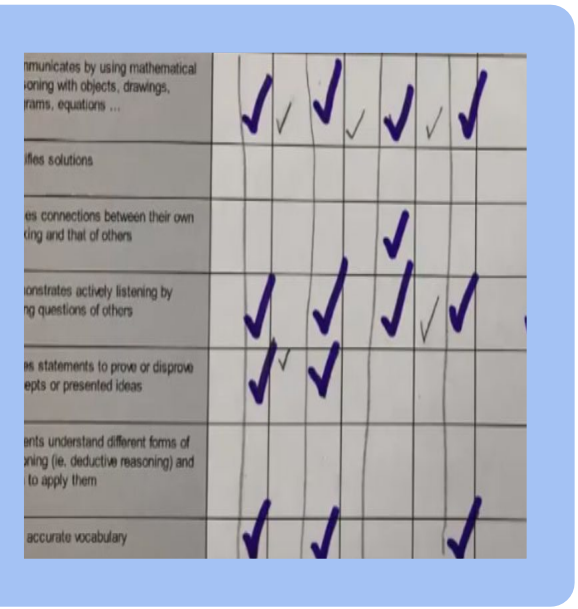
Data Driven Decisions



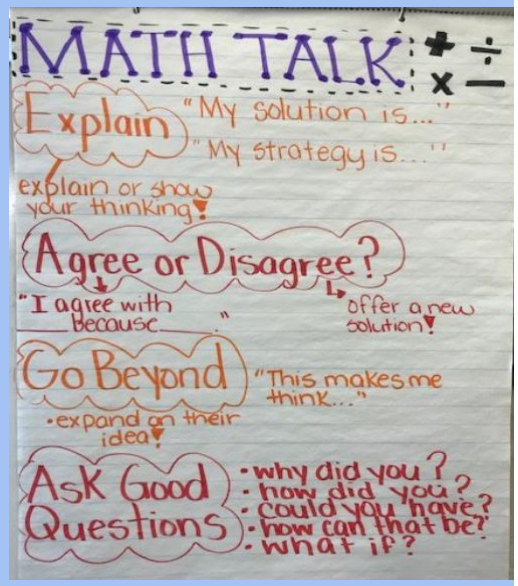
Multiple Measures

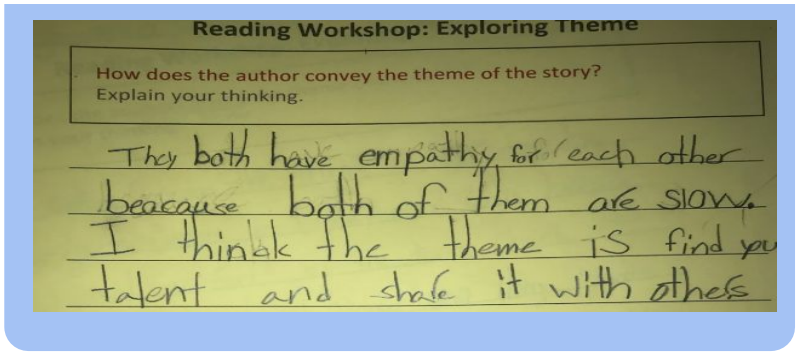
Targeted Instruction

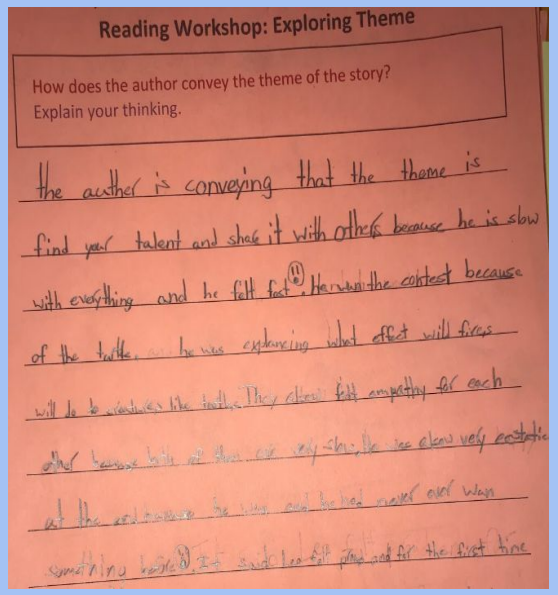




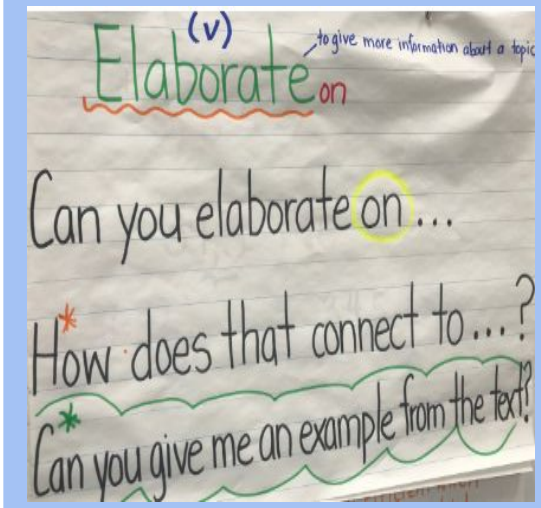
Targeted Instruction

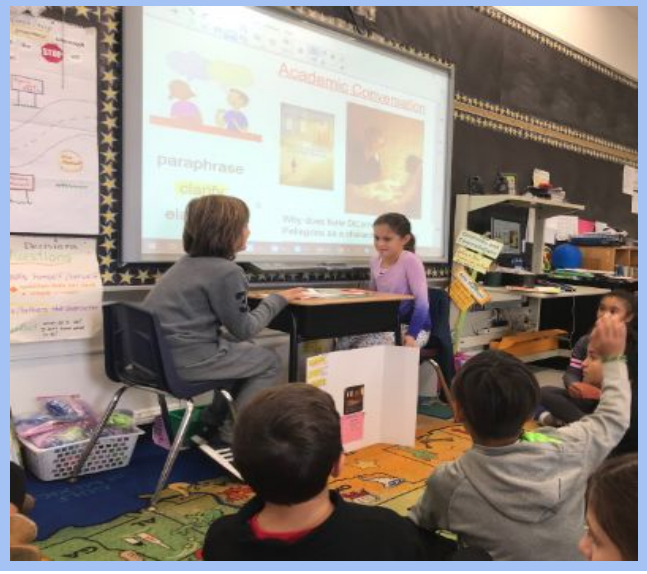






Targeted Instruction

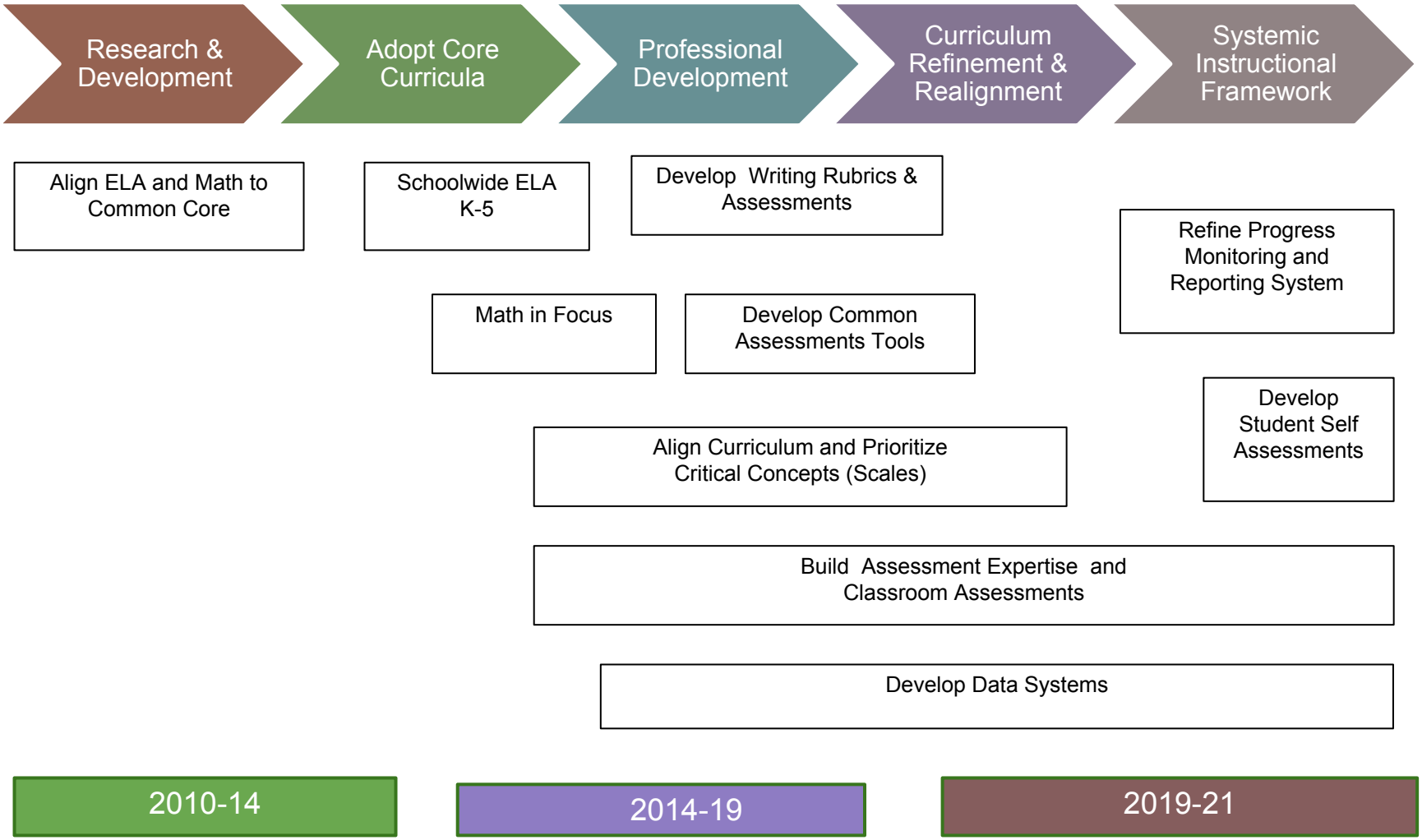




Student Reflection and Ownership

Next Steps-Looking Back to Move Ahead

Continuing Our Journey



Literacy Assessment and Design

Phase 1

- Creation of a Design Team
- Assessment and Reporting Audit

Phase 2

- Curriculum Audit (Gap Analysis)
- Deepen Capacity for Assessment Design
- Develop a Variety of Assessments

Phase 3

- Refine and Expand the Use of Proficiency Scales and Assessments
- Align Proficiency Scales and Assessments to the Reporting System

Questions & Answers