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

**Flexible Content and Tools**
Instructional materials allow for differentiated paths, pace, and performance tasks.

**Targeted Instruction**
Instruction aligns to specific student needs and learning goals.

**Student Reflection and Ownership**
Ongoing student reflection promotes ownership of learning.

**Data Driven Decisions**
Frequent data collection informs instructional decisions and groupings.
Our Journey...

Research & Development
- Align ELA and Math to Common Core

Adopt Core Curricula
- Schoolwide ELA K-5

Professional Development
- Develop Writing Rubrics & Assessments
- Math in Focus
- Develop Common Assessments Tools
- Align Curriculum and Prioritize Critical Concepts (Scales)

Curriculum Refinement & Realignment
- Develop Data Systems
- Develop Writing Rubrics & Assessments
- Refine Progress Monitoring and Reporting System
- Develop Student Self Assessments

Systemic Instructional Framework

2010-14
- Develop Common Assessments Tools

2014-19
- Math in Focus
- Develop Common Assessments Tools

2019-21
Multiple Measure Model

1. Safe and Collaborative Culture
2. Effective Instruction
3. Guaranteed & Viable Curriculum
4. Standards Referenced Reporting
5. Personalized Learning
Proficiency Scales:
Navigation and Calibration

- Reliable, but valid
- Reliable, not valid
- Unreliable, but valid
- Unreliable & unvalid
Personalized Learning

- **Flexible Content and Tools**: Instructional materials allow for differentiated paths, pace, and performance tasks.
- **Targeted Instruction**: Instruction aligns to specific student needs and learning goals.
- **Student Reflection and Ownership**: Ongoing student reflection promotes ownership of learning.
- **Data Driven Decisions**: Frequent data collection informs instructional decisions and groupings.
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, characters, 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

<table>
<thead>
<tr>
<th>List qualities of the setting (time and place)</th>
<th>Identify illustrations that show the setting.</th>
<th>Identify the main characters</th>
<th>Describe how a character looks, acts, and feels during a particular event.</th>
<th>Identify and describe the event(s) Retell narratives in sequential order.</th>
<th>Describe the characters</th>
<th>Describe the settings</th>
<th>Describe the events</th>
<th>Infer a character’s actions using text details, illustrations, and background knowledge</th>
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</tbody>
</table>
### Analyzing Narrative Proficiency Scale *(date when you see it)*

<table>
<thead>
<tr>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
</tr>
</thead>
</table>
| 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
<table>
<thead>
<tr>
<th></th>
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<tbody>
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</tbody>
</table>
## Constructing Viable Arguments and Critiquing the Reasoning of Others

### Progression

<table>
<thead>
<tr>
<th>Approaching</th>
<th>Meeting</th>
<th>Exceeding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Selects an appropriate strategy to solve a problem</td>
<td>Explains the use of a strategy</td>
<td>Utilizes a variety of representations to communicate and defend mathematical reasoning</td>
</tr>
<tr>
<td>Identifies the elements of a problem/representation (i.e. part/whole)</td>
<td>Justifies solutions using an appropriate strategy</td>
<td>Justifies solutions using efficient strategies</td>
</tr>
<tr>
<td></td>
<td>Applies learned mathematical vocabulary when explaining one’s thinking</td>
<td>Applies precise mathematical and varied academic vocabulary when explaining one’s thinking</td>
</tr>
<tr>
<td></td>
<td>Asks clarifying questions of others</td>
<td>Builds upon the ideas of others and provides feedback</td>
</tr>
</tbody>
</table>

### 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?

### Table

<table>
<thead>
<tr>
<th>Level</th>
<th>Conference Notes</th>
<th>Next Steps</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>
Data Driven Decisions based on Multiple Measures

<table>
<thead>
<tr>
<th>Reading Diagnostics</th>
<th>MAP Testing</th>
<th>Student Work Samples</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1.png" alt="Reading Diagnostics" /></td>
<td><img src="image2.png" alt="MAP Testing" /></td>
<td><img src="image3.png" alt="Student Work Samples" /></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Full Class Checklist</th>
<th>Conferring Sheet</th>
<th>Summative Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image4.png" alt="Full Class Checklist" /></td>
<td><img src="image5.png" alt="Conferring Sheet" /></td>
<td><img src="image6.png" alt="Summative Assessments" /></td>
</tr>
<tr>
<td></td>
<td>List qualities of the setting (time and place)</td>
<td>Identify illustrations that show the setting.</td>
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<tr>
<td>------------------------</td>
<td>---------------------------------------------</td>
<td>----------------------------------------------</td>
</tr>
<tr>
<td>Student A</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Student B</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Student C</td>
<td>✓✓</td>
<td>✓✓</td>
</tr>
<tr>
<td>Student D</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Student E</td>
<td>✓</td>
<td>✓</td>
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</tbody>
</table>
## Analyzing Narrative - Grade 1

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

<table>
<thead>
<tr>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Note that the setting is the time (when) and place (where)</strong> 3/25</td>
<td>Describe the <strong>characters</strong></td>
<td>Infer a character's actions using text details, illustrations, and background knowledge</td>
</tr>
<tr>
<td>It qualities of the setting (time and place) 3/25</td>
<td>Describe the <strong>settings</strong></td>
<td></td>
</tr>
<tr>
<td>Identify illustrations that show the setting 3/25</td>
<td>Describe the <strong>events</strong></td>
<td></td>
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<tr>
<td>Identify the main characters 3/25</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Describe how a character looks, acts, and feels Identify what a character does during a particular event.</td>
<td></td>
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<tr>
<td>Identify and describe the event(s)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tell narratives in sequential order.</td>
<td></td>
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</tbody>
</table>

### 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).

### Conference Notes

<table>
<thead>
<tr>
<th>CC</th>
<th>The Lion and The Mouse Level F</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>- Setting identified day/night/jungle</td>
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<td>- Character Lion/mouse</td>
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<td>Predict - Mouse can't help lion.</td>
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<td>- Laughed</td>
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<td>- Hole</td>
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<td>Comp - Character looks ✓</td>
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<tr>
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<td>- Character feels ✓</td>
</tr>
</tbody>
</table>

### Next Steps

 Characters act certain way |
 "How does a character act when _____?"
**Setting, Characterization and Plot**

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

**Anna’s New Glasses • Level F**

**Key Understandings**

**Beyond and About the Text**
- She is scared because 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.
- 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. She feels happy because her teacher has the same glasses.
- Sometimes seeing someone like you makes you more confident. Because they look the same.
- The picture on page 14 shows that Anna’s new teacher is wearing the same glasses that Anna picked out. The picture shows Anna and her teacher with the glasses. It’s the same teacher, but it turned out OK because other people liked it.

**Prompts**
- She wonders how others will treat her. How does Anna feel at the beginning of the story? How do you know?
- How does Anna feel at the end of the story? How can you tell?
- Why do you think Anna feels better when she sees her teacher wearing glasses?
- How does the illustration on page 14 help you predict that Anna will put on her glasses?
- Have you ever felt like Anna feels in the story? How?

**Score**
- 0 1 2 3
Multiple Measures

Data Driven Decisions

F & P

MAP

Proficiency Scale Checklist and Conferring Guide
Targeted Instruction

Formative Assessments

Data Analysis

Targeted Instruction
Reading Workshop: Exploring Theme

How does the author convey the theme of the story? Explain your thinking.

They both have empathy for each other because both of them are slow. I think the theme is finding talent and share it with others.

Targeted Instruction

Can you elaborate on... How does that connect to...? Can you give me an example from the text?
Next Steps - Looking Back to Move Ahead
Continuing Our Journey

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2019-21
- Refine Progress Monitoring and Reporting System
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- Develop Data Systems
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