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• PowerPoint presentations are posted to the Resources webpage no later than the day of the presentation.
• Recordings are shared through a single link to a folder of prior webinars.
• Recordings are available a day after the live session.
• A link to the recording folder is available in the Assessment Update.
• Webinar Recordings
Using FIP Courses to Design Better Classroom-based Formative Assessments

Assessment Training Questions Log: https://forms.office.com/r/Eg5LLdHXWX

Richard Woods, Georgia’s School Superintendent  |  Georgia Department of Education  |  Educating Georgia’s Future
Using FIP Courses to Design Better Classroom-based Formative Assessments

Kelli Harris-Wright
GaDOE Specialist
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Using FIP Courses to Design Better Classroom-based Formative Assessments

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## FIP Webinar Series for 2021-2022

Registration links to participate in the live FIP webinar sessions are published in the Monthly Assessment Newsletter.

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Webinar Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wed., 11/10/2021</td>
<td>10 – 11 a.m.</td>
<td>Using Georgia FIP Webpage Resources to Support Improvement Planning</td>
</tr>
<tr>
<td>Wed., 12/8/2021</td>
<td>10 – 11 a.m.</td>
<td>Using FIP Courses to Design Better Classroom-based Formative Assessments</td>
</tr>
<tr>
<td>Thurs., 1/13/2022</td>
<td>10 – 11 a.m.</td>
<td>Creating Optimal Opportunities to Lead FIP Professional Learning</td>
</tr>
<tr>
<td>Thurs., 2/24/2022</td>
<td>10 – 11 a.m.</td>
<td>Leading Teachers to Help Students Revise their Thinking Using Formative Assessment</td>
</tr>
<tr>
<td>Thurs., 3/17/2022</td>
<td>10 – 11 a.m.</td>
<td>Organizing to Help Teachers Facilitate Student Ownership of Learning</td>
</tr>
<tr>
<td>Tues., 4/19/2021</td>
<td>10 – 11 a.m.</td>
<td>Overview of New FIP Courses</td>
</tr>
</tbody>
</table>
Review from Webinar 1: 
Formative Instructional Practices Defined

“It is not the instrument that is formative; it is the use of the information gathered.” (J. Chappuis, 2009)

Formative Instructional Practices (FIP) are intentional behaviors that teachers and students use to make decisions about learning. Formative instructional practices are the formal and informal ways that teachers and students gather and respond to evidence of student learning.

Georgia FIP is a blended model for professional learning. It provides Tier I evidenced-based interventions and practice opportunities for educators to accurately use formative instructional practices in districts and schools.

**GA FIP online professional learning has four foundational components.**

1. Creating and using Clear Learning Targets
2. Collecting, analyzing and using evidence of student learning
3. Using Evidence and Feedback to Increase Learning
4. Fostering Student Ownership of Learning
Review: Why Consider FIP for Improvement?

The Georgia School Assessment on Performance Standards (GSAPS) assesses the level of implementation on each of the five systems of Georgia’s Systems of Continuous Improvement (GSCI). FIP online courses provide professional learning that directly supports the GSCI and GSAPS.

**Coherent Instruction**: Districts and schools must have an established shared instructional guidance system (Structure 3: Use of a balanced blend of assessments)

**Professional Capacity**: In addition to effective leadership, schools, to improve, particularly in instruction, must have a coherent system to develop the capacity of the professionals in the school

**Supportive Learning Environment**: A school must design a system that organizes the efforts in the school to meet the differing needs of all students

**Family and Community Engagement**: A school must have an intentional explicit system for engaging the adults beyond the school in the core instructional work of the school

**Effective Leadership**: A major support necessary for an effective instructional guidance system is leadership in the school and at the district level

*Source: (Page 1 of Process Guide for GaDOE’s GSAPS)*
Using FIP Courses to Design Better Classroom-based Formative Assessments

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Know the purpose for assessment and how the results will be used beforehand

**Instructional**
Tell me how well students are learning each day and where to adjust teaching to close gaps or offer more challenging learning Activities?

**Predictive**
Tell me how students are likely to perform on the end-of-year assessment?

- TestPad
- DRC BEACON
- Interim Assessment

**Evaluative**
Tell me which instructional program, approach, or teacher was most successful?

- Georgia Milestones Assessment System

**Formative**
Daily

**Summative**
District’s Testing Window


Using FIP Courses to Design Better Classroom-based Formative Assessments

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Topics for Today

Share highlights from the content and Facilitation Guides in the Designing Sound Assessment Course (DSA) series

• Clarifying Assessment Expectations
• Mastering Methods of Assessment
• Designing and Critiquing Sound Assessments
• Participate in a webinar reflection scenario
FIP has 25 Courses Organized by a Series of Related Topics

- Foundations Series (6 courses)
- Clear Learning Targets (7 courses)
- Reaching Every Student (3 courses)
- Designing Sound Assessments (9 courses, including an overview)
Designing Sound Assessment Course Series

• Designing Sound Assessments Overview
• Creating and Using Rubrics
• Creating and Using Master Rubrics
• Creating and Using Assessment Blueprints
• Creating and Using Written Response Assessments
• Creating and Using Verbal Response Assessments
• Creating and Using Performance Assessments
• Creating and Using Selected Response Assessments
• Designing and Critiquing Sound Assessments: Putting the Pieces Together
Sections in the DSA Series

• Clarifying Assessment Expectations (Courses 1051, 1052, 1053)

• Mastering Methods of Assessment (Courses 1054, 1055, 1056, 1057)

• Putting the Pieces Together: Designing and Critiquing Sound Assessments (Course 1058)

Note: Overview of DSA Series is a separate course.
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Assessment Training Questions Log: https://forms.office.com/r/Eg5LLdHXWX

<table>
<thead>
<tr>
<th>Section I: Confirming Our Learning</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Activity 1:</strong> Three-level Rubrics: The 5-3-1 Design</td>
<td><strong>Activity 2:</strong> Drafting Strong Descriptors</td>
</tr>
<tr>
<td><strong>Purpose:</strong> Ensure understanding of the characteristics and benefits of creating and using three-level rubrics. <strong>Time:</strong> 15 minutes</td>
<td><strong>Purpose:</strong> Ensure that teachers know how to draft strong descriptors that represent learning at the novice, intermediate, and mastery-levels. <strong>Time:</strong> 30 minutes</td>
</tr>
<tr>
<td><strong>Activity 3:</strong> Master Rubrics: The Ultimate Organizer</td>
<td><strong>Activity 4:</strong> Using a Master Rubric as the Basis for a Blueprint</td>
</tr>
<tr>
<td><strong>Purpose:</strong> Clarify learning expectations for creating a master rubric as well as how they provide the basis for strong assessment, instruction and resource selection. <strong>Time:</strong> 45 minutes</td>
<td><strong>Purpose:</strong> Ensure understanding of the connection between master rubrics and assessment blueprints. <strong>Time:</strong> 30 minutes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Section II: Confirming Our Practice</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Activity 1:</strong> Critiquing Our Own Rubrics and Master Rubrics</td>
<td><strong>Activity 2:</strong> Critiquing Our Own Assessment Blueprints</td>
</tr>
<tr>
<td><strong>Purpose:</strong> For teachers to give and receive effective feedback on the rubrics and master rubrics they have created, providing an opportunity to discuss what the standards look and sound like at progressive levels of mastery. <strong>Time:</strong> 60 minutes</td>
<td><strong>Purpose:</strong> For teachers to give and receive effective feedback on the assessment blueprints they have created. <strong>Time:</strong> 60 minutes</td>
</tr>
<tr>
<td><strong>Activity 3:</strong> Clarifying Assessment Expectations: Where Are You Now?</td>
<td></td>
</tr>
<tr>
<td><strong>Purpose:</strong> For teachers to self-assess where they are in their practice of clarifying assessment expectations by using master rubrics and assessment blueprints. <strong>Time:</strong> 30 minutes</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Section III: Confirming Our Commitment</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Activity 1:</strong> Setting Goals for Clarifying Assessment Expectations</td>
<td><strong>Activity 2:</strong> What Comes Next in Our Learning Journey?</td>
</tr>
<tr>
<td><strong>Purpose:</strong> For the team to establish some specific and challenging individual or team goals around clarifying assessment expectations. <strong>Time:</strong> 20 minutes</td>
<td><strong>Purpose:</strong> For the team to understand what comes next in the DSA series. <strong>Time:</strong> 10 minutes</td>
</tr>
</tbody>
</table>
Clarifying Assessment Expectations - Sample In-course Content

**Assessment Challenges for Students**

1. As a student, you felt as though your teacher did not have a clear idea of what she was looking for in an essay or project. As a result, you felt as though you could have done a better job if you had only known the criteria for success.

2. As a student, you earned a 4 out of 5. The scoring guide said a 4 was a "complete" response and a 5 was a "thorough" response. You had no idea what to improve to earn the 5.

**Assessment Challenges for Teachers**

1. As a teacher, you wanted your students to take greater ownership of their own learning, but they didn’t seem able to get started on their own or to work without constantly asking, “Is this what you want?”

2. As a teacher, you found yourself using few written response items or performance tasks because they took too much time to grade.
Types of Rubrics and Purposes

Task-specific    General    Holistic    Analytic

Standards represent the knowledge and skills gained through extended interaction with the content. Identifying the concepts and skills within a standard OR a group of standards, reveal information about what is to be learned. It also raises other questions like:

(1) What underlying prior knowledge do students need to be able to learn this standard?
(2) How might the concepts and skills within the standard be sequenced in a logical way?

Learning progressions create the path to proficiency for students to master standards while success criteria provide feedback about learning progress towards proficiency.

Success criteria can be designed in different ways. Using rubrics to state learning targets, performance criteria and a rating is just one of many ways to help students know what progress looks like and judge how well they’re learning.
Task-specific Rubric

ELAGSE3RI2: Determine the main idea of a text; recount details and explain how they support the main idea.

<table>
<thead>
<tr>
<th>Learning Target, Goal or Intention</th>
<th>Student Friendly Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify main idea of a text</td>
<td>I can identify the main idea.</td>
</tr>
<tr>
<td>Recount details</td>
<td>I can recount details.</td>
</tr>
<tr>
<td>Explain how details support the main idea.</td>
<td>I can explain how details support the main idea.</td>
</tr>
</tbody>
</table>
Teaching with a Task Specific Rubric

Teacher’s Context: “We’ve been working on finding details that support the main idea. We’ll keep working on this today in our reading and writing, but we’re going to really concentrate on recounting details and explaining how they support the main idea. You guys have already shown that you are expert at finding the main idea.

Resource: Teacher gives students an article to read independently about the importance of bicycle safety. Students can write in the margins or use underlining and circling to identify details that support the main idea.

Group Task: After independent reading, students engage in partner discussion about the article to facilitate comprehension.

Independent Student Work Task: Create a piece of informational writing about bicycle safety and in your writing:

1. List three safety rules
2. Explain the importance of each rule to the main idea
3. Quote from the text to support each rule
**Task-specific Rubric**
(custom-fit rubric for one specific prompt, problem or task)

<table>
<thead>
<tr>
<th>Prompts</th>
<th>3 or Mastery</th>
<th>2 or Intermediate</th>
<th>1 or Novice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify three safety rules when bike riding</td>
<td>Cited three rules from text. Acceptable answers:</td>
<td>Cited two acceptable rules from text.</td>
<td>Cited one acceptable rule from text.</td>
</tr>
<tr>
<td></td>
<td>~Wear proper fitting helmet</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>~Wear safe clothing</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>~Understand traffic rules</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>~Understand proper hand signals</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>~Conduct regular maintenance on bike</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>~Ride facing the traffic</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>~Remove headphones</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Explain why each safety rule is important</td>
<td>Importance of each rule is explained. Example:</td>
<td>Explanation for the importance of two rules is listed.</td>
<td>Explanation for the importance of one rule is presented.</td>
</tr>
<tr>
<td></td>
<td>Helmets protect the head from brain injury.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use a quote from the text to support the</td>
<td>An accurate quote is provided to support each of the three rules listed.</td>
<td>Two accurate quotes are listed to support both rules.</td>
<td>One appropriate quote is listed for the rule presented.</td>
</tr>
<tr>
<td>importance of each rule.</td>
<td>Example: Helmets</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>&quot;Many bike accidents involve a head injury, so a crash could mean permanent</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>brain damage or death for someone who doesn’t wear one while riding.”</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**ELAGSE3RI2:**
Determine the main idea of a text; recount details and explain how they support the main idea.
General Rubric
(tailored for a set of learning expectations that are not related to a specific task or prompt and can be used repeatedly for similar learning goals)

Standard ELAGSE6RI8: Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

<table>
<thead>
<tr>
<th>Learning Target</th>
<th>5 Mastery</th>
<th>4 Intermediate</th>
<th>2 Novice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use relevant, evidence from the text to support a claim</td>
<td>Uses relevant, text-based evidence. This means: ~States evidence directly related to the claim made ~Comments about the evidence show how it supports the claim-why it's important ~Uses quotations to support claim and doesn't just restate it</td>
<td>Uses relevant, text-based evidence, but: ~Student’s connections of the claim to the evidence are missing or misinterpreted-doesn’t know why it’s important ~OR uses quotations to restate the claim.</td>
<td>~Uses prior knowledge or opinion to support claim ~OR uses text-based evidence that does not relate to the claim</td>
</tr>
</tbody>
</table>
Using FIP Courses to Design Better Classroom-based Formative Assessments
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Sample In-course Content

DSA: Creating and Using Rubrics

Holistic and Analytic Rubrics

Rubrics can be designed to make a single, overall judgment of student learning, or can be designed to make an independent judgment of each individual learning expectation.
Example of Holistic Rubric
(overall judgement of a simple learning expectation using a blended description of skills at each performance level)

<table>
<thead>
<tr>
<th>Performance Level</th>
<th>Performance Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mastery</strong></td>
<td>Dribbles fluidly with both hands, using finger pads. Keeps the height of the ball at waist or below. Looks up when dribbling. Maintains control of the ball when switching hands.</td>
</tr>
<tr>
<td><strong>Intermediate</strong></td>
<td>Dribbles fluidly with dominant hand, using finger pads. Tends to dribble the ball above waist level. Can look up when dribbling but struggles to maintain other skills. May lose control of ball when switching hands.</td>
</tr>
<tr>
<td><strong>Novice</strong></td>
<td>Dribbles with entire hand. Dribbles the ball too high or too low from waist. Tends to bounce the ball only a couple of times before losing control of it.</td>
</tr>
</tbody>
</table>
Analytic Rubric – Ball Handling Skills
(can judge more than one aspect of learning to identify strengths and gaps because each target is identified for assessment)

<table>
<thead>
<tr>
<th>Learning Target</th>
<th>5 Mastery</th>
<th>4 Intermediate</th>
<th>3 Novice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use finger pads when dribbling</td>
<td>Dribbles fluidly with both hands using finger pads</td>
<td>Dribbles fluidly with dominant hand, using finger pads</td>
<td>Dribbles with entire hand</td>
</tr>
<tr>
<td>Dribble the ball at waist height or below</td>
<td>Keeps the height of the ball at waist level or below</td>
<td>Tends to dribble the ball above the waist</td>
<td>Dribble the ball way too high or too low</td>
</tr>
<tr>
<td>Dribble ball w/o watching hands</td>
<td>Looks up when dribbling</td>
<td>Can look up when dribbling but struggles to maintain other skills</td>
<td>Looks down when dribbling</td>
</tr>
<tr>
<td>Maintain ball control when dribbling with either hand</td>
<td>Maintains control of the ball when switching hands</td>
<td>Maintains ball control when dribbling with dominant hand, but may lose control of the ball when switching hands</td>
<td>Tends to bounce the ball only a couple of times before losing control of it</td>
</tr>
</tbody>
</table>
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Sample Content from Facilitation Guide
Reminder for FIP Webinar #1:

Choose the Appropriate Assessment Method for Learning Target Type (FIP Course 003)
Using FIP Courses to Design Better Classroom-based Formative Assessments

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Sample Facilitation Guide Content

ELAGSE3RI2:
Determine the main idea of a text; recount details and explain how they support the main idea.

ELAGSE3RI2:
1. Determine the main idea of a text; 2. recount details and 3. explain how they support the main idea.
Using FIP Courses to Design Better Classroom-based Formative Assessments

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## Sample Content Facilitation Guide

ELAGSE3RI2:

1. Determine the main idea of a text;
2. recount details and
3. explain how they support the main idea.

---

### Sample Content Facilitation Guide

#### ELAGSE3RI2:

<table>
<thead>
<tr>
<th>Level</th>
<th>Learning Expectation</th>
<th>Type</th>
<th>Assessment Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mastery</td>
<td>States the main idea of a piece of informational text.</td>
<td>R</td>
<td>2 2 1 2</td>
</tr>
<tr>
<td>Intermediate</td>
<td>States the main idea (the gist):</td>
<td>K</td>
<td>2 2 1</td>
</tr>
<tr>
<td></td>
<td>of a paragraph within a piece of text.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>or when provided a list of key details from the text.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Novice</td>
<td>Identifies the main topic, or subject, of a single paragraph and multi-paragraph text.</td>
<td>K</td>
<td>2 1 1</td>
</tr>
<tr>
<td>Mastery</td>
<td>Recounts the important details that support the main idea in a logical sequence.</td>
<td>R</td>
<td>1 2</td>
</tr>
<tr>
<td>Intermediate</td>
<td>When provided a list of details from a text:</td>
<td>K</td>
<td>2 1 2</td>
</tr>
<tr>
<td></td>
<td>• distinguishes between key and minor details.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• or states all or most of the key details that relate to the main idea, but also includes minor or insignificant details.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Novice</td>
<td>Answers basic who, what, when, where, why, or how questions to show understanding of an informational text.</td>
<td>K</td>
<td>2 1 2</td>
</tr>
<tr>
<td>Mastery</td>
<td>Explain how key details support the main idea in an informational text.</td>
<td>R</td>
<td>1 2 2</td>
</tr>
<tr>
<td>Intermediate</td>
<td>Explains how key details support the main idea but may include:</td>
<td>R</td>
<td>1 1 1</td>
</tr>
<tr>
<td></td>
<td>• personal opinion;</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• faulty reasoning;</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• reliance on minor details.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Novice</td>
<td>Retells details of an informational text.</td>
<td>K</td>
<td>2 1 1 2</td>
</tr>
</tbody>
</table>

**KEY:**

- K: Knowledge Target
- R: Reasoning Target
- SR: Selected Response Assessment
- SA/ER: Written Response Assessment (short answer; extended response)
- PA: Performance Assessment
- VR: Verbal Response Assessment

# Using FIP Courses to Design Better Classroom-based Formative Assessments

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## GaDOE Examples of Assessment Blueprints 2021-2022

### Summative

[https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/Georgia-Milestones-Test-Blueprints.aspx](https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/Georgia-Milestones-Test-Blueprints.aspx)

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### Formative


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### GaDOE Mathematics Blueprint: Grades 3-8

#### Reporting Categories and Content Standards

<table>
<thead>
<tr>
<th>Reporting Category/Domain</th>
<th>Content Standards Assessed</th>
<th>Approximate # of Points</th>
<th>Approximate % of Test</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Algebra</strong> (includes Number and Quantity)</td>
<td>A-CD (1-3, 5)</td>
<td>17</td>
<td>30%</td>
</tr>
<tr>
<td></td>
<td>A-REI (1, 2, 3, 5, 7a, 7b, 7c, 9)</td>
<td>17</td>
<td>25%</td>
</tr>
<tr>
<td><strong>Functions</strong></td>
<td>F-IF (1, 2, 3, 5)</td>
<td>15</td>
<td>25%</td>
</tr>
<tr>
<td><strong>Algebra Connections to Geometry</strong></td>
<td>G-SID (1, 2, 3, 5)</td>
<td>9</td>
<td>15%</td>
</tr>
<tr>
<td><strong>Algebra Connections to Statistics and Probability</strong></td>
<td>(1, 2, 3, 5, 6a, 6c, 7a, 8)</td>
<td>58</td>
<td>100%</td>
</tr>
</tbody>
</table>

**Total**: 58 points

*The Standards for Mathematical Practice (1-6) will be embedded within items aligned to the mathematical content standards.*

#### Item Types

<table>
<thead>
<tr>
<th>Item Type</th>
<th># of Items</th>
<th># of Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-point Selected-Response and Technology-Enhanced Items</td>
<td>8</td>
<td>16</td>
</tr>
<tr>
<td>2-point Technology-Enhanced Items</td>
<td>8</td>
<td>16</td>
</tr>
</tbody>
</table>

**Total**: 8 items

#### Depth of Knowledge

Depth of Knowledge (DOK) is measured on a scale of 1 to 4 and refers to the level of cognitive demand (different kinds of thinking) required to complete an assessment item. The following table shows the expectations of the four DOK levels on the End-of-Course Algebra exam:

<table>
<thead>
<tr>
<th>Depth of Knowledge</th>
<th>Approximate # of Points</th>
<th>Approximate % of Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1</td>
<td>25 to 35</td>
<td>15 to 20</td>
</tr>
<tr>
<td>Level 2</td>
<td>26 to 32</td>
<td>35% to 55</td>
</tr>
<tr>
<td>Level 3</td>
<td>9 to 15</td>
<td>20% to 25</td>
</tr>
<tr>
<td>Level 4</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Reporting Category</th>
<th># items</th>
<th># points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Grade 3 MGSE</strong></td>
<td>3.0A1, 3.0B1</td>
<td>4.0A1, 4.0B1</td>
</tr>
<tr>
<td><strong>Grade 4 MGSE</strong></td>
<td>3.0A2, 3.0B2</td>
<td>4.0A2, 4.0B2</td>
</tr>
<tr>
<td><strong>Grade 5 MGSE</strong></td>
<td>3.0A3, 3.0B3</td>
<td>4.0A3, 4.0B3</td>
</tr>
<tr>
<td><strong>Grade 6 MGSE</strong></td>
<td>3.0A4, 3.0B4</td>
<td>4.0A4, 4.0B4</td>
</tr>
<tr>
<td><strong>Grade 7 MGSE</strong></td>
<td>3.0A5, 3.0B5</td>
<td>4.0A5, 4.0B5</td>
</tr>
<tr>
<td><strong>Grade 8 MGSE</strong></td>
<td>3.0A6, 3.0B6</td>
<td>4.0A6, 4.0B6</td>
</tr>
<tr>
<td><strong>Grade 9 MGSE</strong></td>
<td>3.0A7, 3.0B7</td>
<td>4.0A7, 4.0B7</td>
</tr>
<tr>
<td><strong>Grade 10 MGSE</strong></td>
<td>3.0A8, 3.0B8</td>
<td>4.0A8, 4.0B8</td>
</tr>
<tr>
<td><strong>Grade 11 MGSE</strong></td>
<td>3.0A9, 3.0B9</td>
<td>4.0A9, 4.0B9</td>
</tr>
</tbody>
</table>

### DRC BEACON

#### BEACON Mathematics Blueprint: Grades 3-8

<table>
<thead>
<tr>
<th>Reporting Category</th>
<th># items</th>
<th># points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Grade 3 MGSE</strong></td>
<td>3.0A1, 3.0B1</td>
<td>4.0A1, 4.0B1</td>
</tr>
<tr>
<td><strong>Grade 4 MGSE</strong></td>
<td>3.0A2, 3.0B2</td>
<td>4.0A2, 4.0B2</td>
</tr>
<tr>
<td><strong>Grade 5 MGSE</strong></td>
<td>3.0A3, 3.0B3</td>
<td>4.0A3, 4.0B3</td>
</tr>
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<td>3.0A4, 3.0B4</td>
<td>4.0A4, 4.0B4</td>
</tr>
<tr>
<td><strong>Grade 7 MGSE</strong></td>
<td>3.0A5, 3.0B5</td>
<td>4.0A5, 4.0B5</td>
</tr>
<tr>
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<td>3.0A6, 3.0B6</td>
<td>4.0A6, 4.0B6</td>
</tr>
<tr>
<td><strong>Grade 9 MGSE</strong></td>
<td>3.0A7, 3.0B7</td>
<td>4.0A7, 4.0B7</td>
</tr>
<tr>
<td><strong>Grade 10 MGSE</strong></td>
<td>3.0A8, 3.0B8</td>
<td>4.0A8, 4.0B8</td>
</tr>
<tr>
<td><strong>Grade 11 MGSE</strong></td>
<td>3.0A9, 3.0B9</td>
<td>4.0A9, 4.0B9</td>
</tr>
</tbody>
</table>

### Summary

- **Algebra** with content standards assessed in grades 3 to 8.
- **Number and Quantity** with content standards assessed in grades 7 to 8.
- **Measurement** and **Geometry** with content standards assessed in grades 8.

---

**Georgia Milestones**: [https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Pages/Georgia-Milestones-Test-Blueprints.aspx](https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Pages/Georgia-Milestones-Test-Blueprints.aspx)
Using FIP Courses to Design Better Classroom-based Formative Assessments

Assessment Training Questions Log: https://forms.office.com/r/Eg5LLdHXWX

Mastering Methods of Assessment
### DSA: Creating and Using Written Response Assessment

**LEARNING TARGETS:**
1. Understand the elements of written response assessment as well as its benefits and limitations.
2. Create high-quality written response items.
4. Understand the uses of written response to advance learning.

### DSA: Creating and Using Verbal Response Assessment

**LEARNING TARGETS:**
1. Understand the elements of verbal response assessment as well as its benefits and limitations.
2. Create high-quality verbal response prompts and the appropriate conditions for use.
4. Understand the uses of verbal response to advance learning.

### DSA: Creating and Using Performance Assessment

**LEARNING TARGETS:**
1. Understand the elements of performance assessment as well as its benefits and limitations.
2. Create high-quality performance assessment items.
4. Understand the uses of performance assessment to advance learning.

### DSA: Creating and Using Selected Response Assessment

**LEARNING TARGETS:**
1. Understand the elements of selected response assessment as well as its benefits and limitations.
2. Create high-quality selected response items.
3. Critique selected response items for quality.
4. Understand the uses of selected response to advance learning.
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Section I: Confirming Our Learning

Activity 1: Understanding the Four Methods of Assessment
Purpose: Ensure understanding of the characteristics of the four methods of assessment.
Time: 30 minutes

Activity 2: Making the Most of Verbal Response Assessment
Purpose: Ensure that teachers understand the value of verbal response to advance and measure student learning.
Time: 30 minutes

Section II: Confirming Our Practice

Activity 1: Critiquing Our Own Written Response Items
Purpose: For teachers to give and receive effective feedback on the written response items they have created.
Time: 60 minutes

Activity 2: Critiquing Our Own Verbal Response Prompts
Purpose: For teachers to give and receive effective feedback on the verbal response prompts they have created.
Time: 60 minutes

Activity 3: Critiquing Our Own Performance Assessment Items
Purpose: For teachers to give and receive effective feedback on the performance assessment items they have created.
Time: 60 minutes

Activity 4: Critiquing Our Own Selected Response Items
Purpose: For teachers to give and receive effective feedback on the selected response items they have created.
Time: 60 minutes

Activity 5: Mastering the Methods of Assessment: Where Are You Now?
Purpose: For teachers to self-assess where they are in their practice of mastering the methods of assessment.
Time: 30 minutes

Section III: Confirming Our Commitment

Activity 1: Setting Goals for Mastering the Methods of Assessment
Purpose: For the team to establish some specific and challenging individual or team goals around clarifying assessment expectations.
Time: 20 minutes

Activity 2: What Comes Next in Our Learning Journey?
Purpose: For the team to understand what comes next in the learning and prepare for the completion of the final module in the series DSA: Designing and Critiquing Sound Assessment.
Time: 10 minutes
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Putting the Pieces Together: Designing and Critiquing Sound Assessments

FACILITATION GUIDE
Using FIP Courses to Design Better Classroom-based Formative Assessments

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Richard Woods, Georgia’s School Superintendent | Georgia Department of Education | Educating Georgia’s Future

Learning Targets for Teachers and Leaders
Using FIP Courses to Design Better Classroom-based Formative Assessments

Assessment Training Questions Log: https://forms.office.com/r/Eg5LLdHXWX

Section I: Confirming Our Learning

Activity 1: Designing with the Purpose in Mind
Purpose: Ensure understanding that the purpose of an assessment should guide the design of the assessment. Time: 30 minutes

Activity 2: Serving Multiple Purposes at the Same Time
Purpose: Ensure understanding of how the different purposes of assessment can support each other when designed well. Time: 30 minutes

Section II: Confirming Our Practice

Activity 1: Critiquing Our Own Pre-Assessment
Purpose: For teachers to give and receive effective feedback on the pre-assessment designs they have created, providing an opportunity to discuss what the novice-level learning looks and sounds like and how to ensure that students start out on a winning streak from the very start of learning. Time: 60 minutes

Activity 2: Critiquing Our Own Interim Assessment
Purpose: For teachers to give and receive effective feedback on the interim assessment designs they have created, providing an opportunity to discuss how to monitor learning and help students on winning streaks as they progress through the learning. Time: 60 minutes

Activity 3: Critiquing Our Own Post-Assessment
Purpose: For teachers to give and receive effective feedback on the post-assessment designs they have created, providing an opportunity to discuss how to verify where students are exiting the learning. Time: 60 minutes

Activity 4: Putting the Pieces Together: Where Are You Now?
Purpose: For teachers to self-assess where they are in their practice of designing and critiquing pre-, interim, and post-assessment. Time: 30 minutes

Section III: Confirming Our Commitment

Activity 1: Setting Goals for Designing and Critiquing Sound Assessment
Purpose: For the team to establish some specific and challenging individual or team goals around designing and critiquing sound assessment. Time: 20 minutes
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Assessment Training Questions Log: https://forms.office.com/r/Eg5LLdHXWX

Sample In-course Content

**DSA: Designing and Critiquing Sound Assessment**

Pre-Assessment

1. Pre-Assessment

Are my students secure in their foundation learning?

I need evidence to understand where students are entering upcoming learning.

<table>
<thead>
<tr>
<th>Things I need to know:</th>
<th>My pre-assessment will need to show if:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do my students have the appropriate foundation proficiencies for the upcoming unit?</td>
<td>Students can demonstrate the novice learning of the master rubric.</td>
</tr>
<tr>
<td>Are my students rusty on content and in need of a quick review?</td>
<td>Students demonstrate familiarity with novice concepts and reasoning, but struggle with novice facts, vocabulary, and supporting details.</td>
</tr>
<tr>
<td>Do students have gaps in their learning and need focused instruction?</td>
<td>Students demonstrate limited or no familiarity with novice concepts and reasoning.</td>
</tr>
<tr>
<td>Are students ready for accelerated or enriched learning?</td>
<td>Students demonstrate fluency with novice learning. Students respond effectively to compound or complex tasks.</td>
</tr>
</tbody>
</table>
Sample In-course Content

**DSA: Designing and Critiquing Sound Assessment**

**2. Interim Assessment**

Are my students where they need to be as we move through instruction? I need evidence to understand how students are progressing during instruction.

<table>
<thead>
<tr>
<th>Things I need to know:</th>
<th>My interim assessment will need to show if:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are my students successfully reaching intermediate-level learning on our master rubric?</td>
<td>Student evidence reflects intermediate-level learning.</td>
</tr>
<tr>
<td>Have students avoided or overcome common errors or misconceptions?</td>
<td>Students identify intermediate-level errors or misconceptions in sample evidence.</td>
</tr>
<tr>
<td>Are students closing gaps in novice-level learning?</td>
<td>Students demonstrate fluency with novice learning, including compound or complex tasks.</td>
</tr>
<tr>
<td>Are students gaining fluency?</td>
<td>Students perform with increased consistency, accuracy, and speed on timed tasks.</td>
</tr>
<tr>
<td>Are students developing familiarity with and understanding of mastery-level learning?</td>
<td>Students accurately critique sample work for evidence of mastery.</td>
</tr>
</tbody>
</table>

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Sample In-course Content

DSA: Designing and Critiquing Sound Assessment

3. Post-Assessment
Have my students mastered the learning?
I need evidence to confirm where students are exiting the learning.

<table>
<thead>
<tr>
<th>Things I need to know:</th>
<th>My post-assessment will need to show if:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are students able to independently demonstrate learning at the mastery level?</td>
<td>Students engage in isolated or simple items, prompts, and tasks at the mastery level.</td>
</tr>
<tr>
<td></td>
<td>Students engage in interconnected or complex items, prompts, and tasks at the mastery level.</td>
</tr>
<tr>
<td>Are students reaching mastery on some expectations but still working at the intermediate or even novice level on other learning expectations?</td>
<td>Students can successfully respond to a range of items, prompts, and tasks that cover a progression from novice to mastery, or from intermediate to mastery.</td>
</tr>
</tbody>
</table>
Let’s Think and Reflect…

Are there opportunities in your work setting to use the information shared today?

Consider the following example…
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Assessment Training Questions Log: https://forms.office.com/r/Eg5LLdHXWX

Excerpt from Fox 5 TV News Story (7-21-2020)

Context:
Segment on student and parent preferences for virtual learning versus in-class learning during pandemic in Georgia

Direct quote from Student’s Comment:
I learn better when I’m in a classroom with the teacher. It’s hard to understand a math problem on a PowerPoint slide. I only find out what I messed up when I get a 74 on my test.
Using FIP Courses to Design Better Classroom-based Formative Assessments

Assessment Training Questions Log: https://forms.office.com/r/Eg5LLdHXWX

**Reflection Question 1:**
Was the math test used as a formative or summative assessment? Share your thinking in the chat box.

**Reflection Question 2:**
Of the four types of rubrics described during this webinar, which one could have helped the teacher AND student identify gaps in the math BEFORE the test? Share your thinking in the chat box.

(a) Task-specific
(b) General
(c) Holistic
(d) Analytic

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Opportunities to Learn more about Learning Targets and Success Criteria

- http://www.ascd.org/publications/educational-leadership/nov05/vol63/num03/Classroom-Assessment@-Minute-by-Minute,-Day-by-Day.aspx
- https://www.youtube.com/watch?v=GRLhAuaMP2g
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