Using Formative Assessment Resources
IDEAS Summer Conference 2014

Presented by Dawn Souter, Ph.D.
GaDOE Assessment Division
Major reviews of research on the effects of formative assessment indicate that it might be one of the more powerful weapons in a teacher’s arsenal.”

(Robert Marzano, 2006)
Formative Assessment Defined

Formative assessment refers to the formal and informal ways that teachers and students gather and respond to information about learning.

The information that is collected is used to plan the next steps of the learning process.
Formative Assessment through the Lens of Learning

- Assess Current Knowledge
- Create Lesson & Assessment
- Deconstruct Standard
- Teach
- Provide Feedback
- Redesign and Teach
- Assess Learning
Formative Assessment IS...

• A process where the teacher is the facilitator of student learning
• A process where students are engaged as active participants in their learning
• A process where students reflect upon their learning and set goals
• A process that improves teaching and learning
• A process where students take ownership of their own learning
Formative Assessment is NOT...

- NOT for grades
- NOT as SLOs
- NOT as a pretest for SLOs
- NOT as criteria for program decisions (such as EIP or REP)
- NOT for any other measure other than for diagnostic and instructional planning purposes
Goals for Today

• Share formative instructional resources that are *currently available* to all teachers
  • Georgia Formative Item Bank (G-FIB)
  • Formative Instructional Practices (FIP) modules
• Share ways that teachers can plan to provide student learning experiences with challenging formative assessment
• Discuss the alignment between Formative Assessments and Formative Instructional Practices to mastery of state standards
• Discuss and reflect upon how use of formative assessment resources support the TKES standards
Georgia Formative Item Bank (G-FIB)
Resource: Formative Item Bank (G-FIB)

The purpose of the Formative Item Bank is to provide high quality and appropriately aligned items that assess students’ knowledge while they are learning the state-mandated standards.

Use of the items provides students with “hold harmless” learning opportunities to demonstrate what they know.

Use of the items during instruction helps teachers gather information about content that students still need to learn.

Available via a new online delivery platform in 2014-2015 -- the Georgia Online Formative Assessment Resource (GOFAR).
G-FIB Item Grades, Content and Types

• Aligned with state-mandated content standards in English Language Arts (ELA) and Mathematics in grades 3 through high school
  – English/Language Arts (including Reading): Grades 3 – 8; high school 9th and 10th grade literature and American Literature
  – Mathematics: Grades 3 – 8; high school Coordinate Algebra, Analytic Geometry and Advanced Algebra

• Includes multiple choice, but offers teachers *primarily* constructed response items that assess grade level standards

• Items aligned to multiple standards
  – One primary standard
  – One or more secondary standards

• Alignment verified by Georgia educators
Valuable Features of Formative Items & Passages -- ELA

- Primary standard for each item is reading (either Informational or Literary)
- Increased focus on informational reading
- Paired passages
  - Literary with Literary
  - Informational with Informational
  - Literary with Informational
- Alignment to grade appropriate Lexiles (a mixture of upper, middle and lower range reading passages based upon the Lexile bands for each grade level)
- Integration of reading content knowledge and skills with writing skills
Valuable Features of Formative Items – Mathematics

- Items include intentional focus on assessing processes used by students as well as the required content
- Items applied in a real-world context
- Writing requirements, such as explanations and reasoning
- Student responses on constructed-response items/tasks
  - make student knowledge and skills transparent to teachers
  - illuminate student misconceptions
Multiple-choice items have four (or three) response options that include distractors that represent common misconceptions.

- Distractor rationales assist teachers in planning instruction to close gaps in learning.

- 2014-2015 new formative assessment items for 1st and 2nd grade will be added and will include three distractor response options.
G-FIB Item Type: Constructed Response

Most items are Constructed-Response that can be aligned to multiple standards or multiple domain areas of the content standards

– Extended Response
– Scaffolded

• Preponderance of items at DOK 3 and 4
• Constructed-response items require students to provide explanations/rationales, provide evidence, and/or to show reasoning
• May allow for multiple correct responses or methods for correct answers
• Provide teachers with evidence of true student understanding of content and process
• Scored through use of a rubric and associated student exemplars
G-FIB Rubrics for Extended Response Items

Holistic Scoring

5-point scale (0 – 4)

- 4: Thoroughly Demonstrated
- 3: Clearly Demonstrated
- 2: Basically Demonstrated
- 1: Minimally Demonstrated
- 0: Incorrect or Irrelevant
G-FIB Exemplars & Student Anchor Papers

- Exemplars provide a prototype answer – the “ideal” response
- Student Anchor Papers are sets of responses from actual Georgia students, collected during item pilots
  - Scored by trained raters using rubric
  - Allow teachers to review and compare their own students’ work to the sample responses for each score point
  - Help standardize expectations of the standards
  - Score point and annotations provided for each sample item response

Note: The pilot was conducted using standard administration procedures in order to ensure that results were comparable across the state. When items/tasks are used during instruction, these administration rules do not have to apply and student results may vary; thus, teachers may want to modify the rubrics and even raise expectations. Rubrics and exemplars should remain focused on high expectations.
Do Students Need Experience with Constructed-Response Items and Activities?
Yes, Absolutely – to demonstrate mastery of ELA standards

The intent of the English Language Arts Standards is to ensure that all students are college and career ready in literacy no later than the end of high school.

• To demonstrate mastery, students must be able to integrate the content knowledge and skills in the domains of reading, writing, speaking, listening and language. Reading and writing skills are closely linked.
• Students must readily undertake close, attentive reading of a variety of texts.
• Student must read critically to build knowledge and expand experiences.
• Students must provide evidence of how they know and to make cogent, well-supported arguments.
• Students must be able to write well – including such skills as clearly presenting and organizing ideas for purpose and audience and adhering to standards of English grammar, syntax, and conventions.
Yes, Absolutely – to demonstrate mastery of Mathematics standards

The intent of the Mathematics Standards is to ensure that all students are college and career ready in applying mathematical concepts and skills in the context of authentic problems and understanding concepts rather than merely follow a sequence of procedures.

To demonstrate mastery of the standards, students must:

• Make sense of problems and persevere in solving them.
• Reason abstractly and quantitatively.
• Construct viable arguments and critique the reasoning of others.
• Model with mathematics.
• Use appropriate tools strategically.
• Attend to precision.
• Look for and make use of structure.
• Look for and express regularity in repeated reasoning.
• Connecting mathematical content to mathematical practice.

This list compiled by the Georgia Department of Education, based upon publications from the NCTM and National Research Council
# Overall ELA Pilot Summary Data

## Number of students and percent falling into each score point

<table>
<thead>
<tr>
<th>Grade</th>
<th>Incorrect or Irrelevant</th>
<th>Minimally Demonstrated</th>
<th>Basically Demonstrated</th>
<th>Clearly Demonstrated</th>
<th>Thoroughly Demonstrated</th>
<th>Total student N/%</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5837</td>
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<td>3</td>
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<td>HS (9th Lit)</td>
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<td>1938</td>
<td>584</td>
<td>177</td>
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</tbody>
</table>

Dr. John D. Barge, State School Superintendent
“Making Education Work for All Georgians”
www.gadoe.org
### Overall Mathematics Pilot Summary Data

<table>
<thead>
<tr>
<th>Grade</th>
<th>Number of students and percent falling into each score point</th>
<th>Total student N/ %</th>
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</thead>
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<td></td>
<td><strong>41.6%</strong></td>
<td><strong>35.2%</strong></td>
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<tr>
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<td>2118</td>
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<td><strong>41.4%</strong></td>
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<tr>
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<td>1899</td>
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<tr>
<td></td>
<td><strong>43.6%</strong></td>
<td><strong>35.9%</strong></td>
</tr>
<tr>
<td>6</td>
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<tr>
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<td><strong>57.6%</strong></td>
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<tr>
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<td>2513</td>
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<tr>
<td></td>
<td><strong>43.8%</strong></td>
<td><strong>32.0%</strong></td>
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<tr>
<td>9-12</td>
<td>4058</td>
<td>2734</td>
</tr>
<tr>
<td></td>
<td><strong>52.9%</strong></td>
<td><strong>35.6%</strong></td>
</tr>
</tbody>
</table>
Key Findings from Pilots

• Students should be earning 3s or 4s to demonstrate grade-level mastery of the standards

• Preponderance of score points 1 and 2 because of
  – Incomplete responses
  – Responses hampered by writing skills
  – Lack of understanding the distinctions between such direction words as “describe,” “explain,” “analyze,” “take a position and support,” “provide evidence,” “justify” etc.
  – Not using units of measure in mathematical responses
  – Failure to follow directions
  – Insufficient keyboarding skills
How Can I Use G-FIB Items?
Uses of G-FIB Items

- Instructional Tool
- Formative Assessment Tool
- Feedback Tool
Uses of G-FIB Items

• Instructional Tool
  – Heart of a whole group, small group, or individual instructional lesson
  – Opportunity to use state-aligned items flexibly to scaffold the teaching to match the needs of all learners (modification encouraged as necessary)

• Formative Assessment Tool
  – Determine student mastery of state mandated standards
  – Assess students’ readiness for future state assessments that will include items in an open-ended format
  – Once implemented with students, aids in the design of instructional next steps, which includes re-teaching, remediation, and differentiation

• Quality Formative Feedback Tool
  – Provide students with oral and written feedback specific to the standard, student standing in regards to the standard, and what the student needs to do to demonstrate proficiency
Instructional Tool

• Teach students both content and processes demanded by state-mandated standards
• Define and demonstrate the expectations of the standards
• Teach students how to read and approach a complex problem or question.
• Lead students through pursuing answers to items that have multiple steps and that require extended responses
• Give students examples of how to use information from a reading passage in order to respond to items about the text
• Provide opportunities to practice keyboarding skills and to respond to items online
Instructional Tool

- Direct instruction
- Demonstration lesson with active discussion
- Cooperative learning group activity
- Feedback provided by teacher
- Inclusion classes with multiple adult supervisors/coaching
- Homework (ONLY following extensive explanation and experience with open-ended items provided by the teacher in the classroom)
- Parent Night activity where parents and their children work together
- No grades----rubric score accompanied by written and/or oral feedback highly suggested
Formative Assessment Tool

Extended Response

– Student work shown demonstrates misconceptions with skills and processes of problem solving.
– Student explanations and justifications indicate strength/weaknesses in depth of thought and understanding
– Illuminates students’ ability to think at the levels indicated by state-mandated standards
– Results provide guidance to design differentiated instructional opportunities/interventions

Jumping-Off Point for Differentiation!!
Use Student Responses to Drive Differentiation

Whole Group, Small Group, and Individualized Instruction

What is differentiation?

“It means teachers proactively plan varied approaches to what students need to learn, how they will learn it, and/or how they will show what they have learned in order to increase the likelihood that each student will learn as much as he or she can, as efficiently as possible.”

Carol Ann Tomlinson, Presentation to the American School in London Learning Institute, 2013

http://www.caroltomlinson.com/Presentations/Tomlinson%20ASL%20Institute%206-13%20V2.pdf
Feedback Tool

• Student responses help teachers provide feedback to students about:
  • Where am I going? (What are the standards and what does it look like to master the standards?)
  • Where am I now? (Where the student is on the road to mastery?)
  • What is my next step? (What does the student have to do in order to go from where they are in their knowledge and understanding to where they have to be?)

• Helps teachers provide quality feedback
  • Discussions
  • Written Comments
  • Rubric descriptions
  • Combinations of feedback modes (recommended)
• A professional learning resource to teachers
• A blended model of learning
• Organized around major concepts
  1. Clear learning target
  2. Collecting and documenting evidence of learning
  3. Providing effective feedback
  4. Developing student ownership of learning

www.gadoe.org/GeorgiaFIP

Dr. John D. Barge, State School Superintendent
“Making Education Work for All Georgians”
www.gadoe.org
English/Language Arts Set
Grade 4
Standards to be Assessed

- ELACC4RL1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- ELACC4L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- ELACC4L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
This literary passage is a story about a boy named Marcus who heard a mysterious sound and he led his family in a search for the source of the sound. His sister guessed it could be a neighbor cutting down trees and his brother thought it could be someone building a house in the woods. After some sleuthing and thought, Marcus ultimately determined that his dad was the source of the noise and discovered the special reason why his dad was making the noise to get Marcus’ attention.
This task has more than one (1) part. Read each part carefully and respond.

**Part A**
What explanation does Marcus’s sister Elizabeth give him for the clanging noises? What explanation does Marcus’s brother Samuel give him for the clanging noises? Answer these questions in complete sentences.

**Part B**
Using examples from the story, explain why each of these explanations of the clanging noises is incorrect.

Be sure to complete ALL parts of the task. Answer with complete sentences, and use correct punctuation and grammar.
<table>
<thead>
<tr>
<th>Score</th>
<th>Designation</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Thoroughly Demonstrated</td>
<td>The student answers the two questions in Part A correctly. In Part B, the student thoroughly explains why each of Marcus’s sibling’s explanations is incorrect, using many specific examples from the story. The student uses complete sentences, correct punctuation and grammar in the writing.</td>
</tr>
<tr>
<td>3</td>
<td>Clearly Demonstrated</td>
<td>The student answers the two questions correctly in Part A. In Part B, the student clearly explains why each of Marcus’s sibling’s explanations is incorrect, using a few relevant details from the story; some details may be general. The student uses complete sentences, correct punctuation and grammar in most of the writing.</td>
</tr>
<tr>
<td>2</td>
<td>Basically Demonstrated</td>
<td>The student answers the two questions correctly in Part A. In Part B, the student attempts to explain why each explanation is incorrect, using minimal support from the story. Some elements of the explanation or text support may be irrelevant or incorrect. The student uses complete sentences, correct punctuation and grammar in some of the writing.</td>
</tr>
<tr>
<td>1</td>
<td>Minimally Demonstrated</td>
<td>The student answers only ONE of the two questions correctly OR The student attempts to explain why the siblings responses are incorrect, but they are not correct or there is no support. The student response has significant errors in constructing complete sentences, and/or using correct punctuation and grammar.</td>
</tr>
<tr>
<td>0</td>
<td>Incorrect or irrelevant</td>
<td>The response is incorrect or irrelevant.</td>
</tr>
</tbody>
</table>
Exemplar

Part A
Elizabeth tells Marcus that the clanging noises might be someone cutting down a tree. Samuel says that the clanging noises might be someone building a house out in the woods.

Part B
Elizabeth’s explanation of the clanging noises is incorrect because Marcus believes that if someone were cutting down a tree he would hear an axe’s sound or the buzz of a saw. Marcus believes that Samuel’s could be correct. The sounds could be coming from a hammer which is used to build the house. Marcus soon realizes that there is a repeating pattern to the sounds. If someone were using a hammer to build a house, they probably would not be hammering the same pattern over and over again.
Sample Student Response

Score 4

Part A: Elizabeth says that someone might be cutting down a tree. Samuel says someone might be building a house. Part B: Elizabeth's explanation is incorrect because a axe would make a thudding sound, and a saw could make a buzzing sound. Samuel's explanation is incorrect because it was a SOS signal that he remembered from a magazine.

The student demonstrates a thorough understanding of this response.

The student answers the two questions in Part A correctly.

In Part B, the student thoroughly explains why each of Marcus’s sibling’s explanations is incorrect, using many specific examples from the story.

The student uses complete sentences and correct punctuation and grammar in the writing.
Sample Student Response

Score 3

partA  His brother said it could be someone working in the woods. His sister said someone was cutting down a tree. partB  It would make three dings then stop then do it again. If it was a saw cutting down a tree it would have cep going. And if it was people building a house it would have cep going to.

The student demonstrates a clear understanding of the response.

The student answers the two questions correctly in Part A.

In Part B, the student clearly explains why each of Marcus’s sibling’s explanations is incorrect, using a few relevant details from the story; some details may be general.

The student uses complete sentences and correct punctuation and grammar in most of the writing.
Sample Student Response

Score 2

- His sister thought someone was chopping down trees. His brother thought someone was building a house. His sister was wrong because chopping down trees sounds like "THUD" and "BUZZ" so she was wrong. His brother was wrong cause building a house unds like "BAM" so he was wrong to.

The student demonstrates a basic understanding of the response.

The student answers the two questions correctly in Part A.

In Part B, the student attempts to explain why each explanation is incorrect, using minimal support from the story. Some elements of the explanation or text support may be irrelevant or incorrect.

The student uses complete sentences and correct punctuation and grammar in some of the writing.
Sample Student Response

Score 1

Part A

Mark said Maybe somebody is building a house. Elizabeth ignored him, because she was going to see Princess and The Pea.

The student demonstrates a minimal understanding by answering only ONE of the two questions correctly (Part A). The student response to Part A is partially correct given that Elizabeth’s guess is not addressed. There is no response to Part B.

The student uses complete sentences and correct punctuation and grammar in some of the writing.
Mathematics Set
Grade 6
Standards to be Assessed

• MCC6.NS.7 Understand ordering and absolute value of rational numbers.
• MCC6.EE.2 Write, read, and evaluate expressions in which letters stand for numbers.
• MCC6.EE.7 Solve real-world and mathematical problems by writing and solving equations of the form $x + p = q$ and $px = q$ for cases in which $p$, $q$, and $x$ are all non-negative rational numbers.
Tanya played a computer game in which the score was calculated using the equation where $s$ is the score, $t$ is the number of points Tanya earned, and $c$ is the number of points her computer opponent earned. Tanya recorded her scores for one week on the number line shown in the diagram.

The winner is determined by the highest score.

**Part A**
On Tuesday, Tanya’s computer opponent scored 33 points. How many points did Tanya score? Explain your answer or show your work.

**Part B**
On which day were the scores of Tanya and the computer the closest, but not the same? Who won that day? Explain your answer.

**Part C**
Explain what Friday’s score means about the number of points Tanya and the computer earned. Justify your answer using words and a mathematical statement.

**Part D**
On which day(s) did Tanya win? Using $t$ and $c$, write a mathematical statement to support your answer.
Exemplar Response

Part A
Tanya scored 25 points.
Substitute the values into the equation and solve.

Part B
Their scores were closest on Saturday, and the computer won.
The difference on Saturday is 6 points. Since \( t - c \) is negative, \( c \) is greater than \( t \). This means the computer’s score was higher.

Or
To compare scores, use the absolute value of the difference, which is \( |t - c| \) The absolute value of all of the scores is the smallest on Saturday. Since \( t - c \) is negative, \( c \) is greater than \( t \). This means the computer’s score was higher.

Part C
On Friday Tanya and the computer earned the same number of points (or, they tied). This is true because if \( t = c \)

Part D
Tanya won on Thursday, Monday, and Wednesday. Tanya will win whenever her score is greater than the computer’s, or whenever \( t > c \).
<table>
<thead>
<tr>
<th>Score</th>
<th>Designation</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Thoroughly Demonstrated</td>
<td>The student successfully completes all elements of the item by demonstrating an understanding of ordering and absolute value of rational numbers (6.NS.7), in particular those related to number line comparisons (6.NS.7a, 6.NS.7c). The student demonstrates the ability to write, read, and evaluate expressions in which letters stand for numbers (6.EE.2), and to solve real-world and mathematical problems by solving equations (6.EE.7).</td>
</tr>
<tr>
<td>3</td>
<td>Clearly Demonstrated</td>
<td>The student shows clear understanding of the skills listed above, but one of the explanations is weak or insufficient Or All parts of the item are correctly done except for a minor computational error Or The student successfully completes three of the four parts of the item.</td>
</tr>
<tr>
<td>2</td>
<td>Basically Demonstrated</td>
<td>The student shows basic understanding of the skills listed above, but provides insufficient explanations Or The student successfully completes two of the four parts of the item.</td>
</tr>
<tr>
<td>1</td>
<td>Minimally Demonstrated</td>
<td>The student shows minimal understanding of the skills listed above by completing only one of the four parts of the item Or The student had some correct answers, but provided no explanations.</td>
</tr>
<tr>
<td>0</td>
<td>Incorrect or irrelevant</td>
<td>The response is incorrect or irrelevant to the skill or concept being measured.</td>
</tr>
</tbody>
</table>
Student Response
Score 3 (continues on next page)

Part A has the correct answer of 25, with support.

Part B has the correct answer, Saturday, with explanation.

A. Tonya scored 25 points. She scored 25 points because she lost by 8. If $S = F - C$,

B. Tonya and her opponent were closest on Saturday. That day Tonya's opponent won. The closest score was Saturday because it can't be Friday because they got the same score. It can't be Thursday because Tonya beat her opponent by 8. So it has to be Saturday when she lost by 6.

6 is a smaller number than 8.
Part C correctly explains the meaning of a zero on the graph with a correct justification but is missing a mathematical statement.

Part D has the correct answer, with correct support.
Student Response
Score 2

Part A has a correct answer, with work shown.

Part B has the correct answer of Saturday, indicates the winner as the computer but does not provide a sufficient explanation.

Part C correctly interprets the zero score on the graph as a tie, but lacks a sufficient justification.

In order to receive a higher score point, the student needs to provide more detailed and complete explanations and statements.

Part D has the correct answer of Thursday, Monday, and Wednesday and gives mathematical statements for each day as support, but not a general statement.
Part A has a correct answer, but no explanation or work shown.

Part B is incorrect.

Part C correctly interprets the meaning of the zero score on the graph but the justification is insufficient.

Part D has the correct answer, but with no support.

In order to achieve a higher score point, the student needs to correct the response in Part B and provide explanations, justifications and work shown for all parts.
Standards to be Assessed

• RL.9.2: Determine a theme or central idea of text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
• L.9.1: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
• L.9.2: Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
• RL.9.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
• RI.9.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
Paired Passage #1: Informational Essay

Passage Summary

This passage is an informational essay produced by a fictional student to explain what she learned about the Great Barrier Reef during class. Specifically, the student describes the colorful photos presented by her teacher from her vacation to the Great Barrier Reef. The student also writes about interesting and surprising facts she learned.
Paired Passage #2: Poem

Passage Summary

This passage is a poem entitled “The Aquarium”. The author uses figurative language to describe the colors and movements of fish and objects in an aquarium.
Extended Response Item
RL.9.2; L.9.1; L.9.2; RL.9.1; RI9.1 (DOK 4)

This task has more than one (1) part. Read each part carefully and respond.

Part A
Identify and list colors mentioned in the article and poem. In your list, include the phrases in which these colors are described.

Part B
Using the above list, analyze how the authors’ use of color helps the reader imagine marine life.

Be sure to complete ALL parts of the task.
Use details from the text to support your answer.
Answer with complete sentences, and use correct punctuation and grammar.
<table>
<thead>
<tr>
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<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Thoroughly Demonstrated</td>
<td>The student demonstrates a thorough understanding of the article and poem by correctly identifying and listing colors mentioned in the texts. The student lists the phrases in which the colors are described. The student also explains how the authors’ use of color helps the reader to imagine marine life. The response includes many specific details from the texts and correct sentence, punctuation and grammar.</td>
</tr>
<tr>
<td>3</td>
<td>Clearly Demonstrated</td>
<td>The student demonstrates a clear understanding of the article and poem by correctly identifying and listing colors mentioned in the texts. The student lists most of the phrases in which the colors are described. The student states how the authors’ use of color helps the reader to imagine marine life. The response includes a few relevant details from the texts; some details may be general. The student uses mostly correct sentences, punctuation and grammar.</td>
</tr>
<tr>
<td>2</td>
<td>Basically Demonstrated</td>
<td>The student demonstrates a basic understanding of the article and poem by identifying a few of the colors mentioned in the texts. The student includes a few of the phrases in which the colors are described. The student states how the authors’ use of color helps the reader to imagine marine life. The response includes minimal support; some support may be incorrect or irrelevant. The student uses some correct sentences, punctuation and grammar.</td>
</tr>
<tr>
<td>1</td>
<td>Minimally Demonstrated</td>
<td>The student demonstrates little understanding of the article and poem by correctly identifying one color, phrase mentioned in the texts, but does not state how the authors’ use of color helps the reader to imagine marine life. The response includes no support from the texts and has significant errors in sentence construction and/or in using correct punctuation and grammar.</td>
</tr>
<tr>
<td>0</td>
<td>Incorrect or Irrelevant</td>
<td>The response is incorrect or irrelevant.</td>
</tr>
</tbody>
</table>
Exemplar Response

Part A
scarlet reds
amethyst purples
emerald greens
sapphire blues
yellow iridescence
silver shiftings
white bubbles
grey shadows
straw-coloured shimmer
smear of rose, black
gold lawn

Part B
The authors’ use of details that describe bright, radiant colors helps the reader to imagine marine life by illustrating its vividness and beauty. For example, the poet helps the reader imagine a specific type of fish by describing them as “Blue brilliance cut by black bars/An oblong pane of straw-coloured shimmer....”

In the article, the author helps the reader to imagine the coral reef’s “scarlet reds, amethyst purples, emerald greens, and sapphire blues....”

Just like a painter uses colors to bring her canvass to life, the authors describe different colors to bring their texts to life.
Part A: In the article the author describes coral and algae with colors like scarlet red, amethyst purple, emerald green, and sapphire blue. In the poem colors and phrases are used to describe fish and the ocean with, green and yellow iridescence, silver, gold, grey-green opaqueness, blue shadows against silver saffron water, oblique grey shadows, green man-eating eels, metallic blue, yellow fins like oriental fans, brilliant blue, rose black, silver, mauve, purple, green, pearl, amethyst, white jerks, and long blue waves.

Part B: The author uses many different colors and descriptions to help the reader visualize marine life. with the use of bright colors and similes to objects like metal, the sun, and gemstones gives the reader a clear picture of the bright and beautiful colors residing in the fish, coral, and algae.

The student demonstrates a clear understanding of the article and poem by correctly identifying the colors mentioned in the texts.

The student lists most of the phrases in which the colors are described. Some colors are not included with the phrases.

The student also explains how the authors’ use of color helps the reader to imagine marine life.

The response includes a few relevant details from the texts.

This item would have received a higher score had the response to Part B provided more of a comparison between the descriptions in each text and if the student had used more relevant details in Part B.

The response demonstrates a command of the conventions of standard English.
Part A: In the article, the writer describes the "bleached coral" which appears to be "sucked dry" of all its colors. The writer also explains that the pictures look as if they were drawn by an artist "with a fistful of crayons. In the poem the writer describes the "streakes of green and yellow iridescence" on the fish, "green bead eyes", and also the "blue and gold lawn" which they swim about.

Part B: When the author uses such a variety of color to describe each and every detail in coral reef, I can image it in my head. I can see the blue fish with the green eyes swimming through the "long blue waves" with colorful coral surrounding.

The student demonstrates a basic understanding of the article and poem by identifying a few of the colors mentioned in the poem and includes the phrases in which the colors are described.

The student states how the authors’ use of color helps the reader to imagine marine life.

This response would have received a higher score point had the student provided a more complete list of the phrases used to describe the vividness of the colors for Part A. The response to Part B needed more details about how the author used the color-phrases and more details about the objects in the aquarium rather than just the fish.

The response demonstrates a command of the conventions of standard English. Though there are a few minor errors in grammar and usage, meaning is clear.
part A - the colors mentioned are streaks of green and yellow, silver-gold, grey-green opaqueness, sharp white bubbles.

descendants 

part2 - the author uses the colors to help the reader visualize what the author is talking about.
Part a- is identified as the teacher showed photographs of her trip spent exploring the great barrier reef of coast of australia. the list of colors- green of steaks, yellow iridescence, sliver shiftings, sliver and gold rings, grey and green opaqneness, white bubbles, blue shadows, sliver safforn water, oblique grey shadows, green man eatings, matalic blue fish, yellow swaying, blue brillance cut by black bars,smear of black and sliver, rose black setting of bubbles, red and black flowers, blue and gold lawn, purple facuets, green pearl, white jerks, blue waves.

Part B- how all marine colorful creatures live.

The student demonstrates some understanding of the texts by correctly identifying many colors and including the phrases in which these colors were described; however, the response does not include an analysis of how the authors’ use of color helps the reader to imagine marine life.

The student’s response to Part B is irrelevant.

The response demonstrates an inconsistent command of the Conventions of standard English.
How Can Use of G-FIB and FIP Improve My Practices as a Teacher?
Formative Assessment through the Lens of Learning

- Assess Current Knowledge
- Create Lesson & Assessment
- Deconstruct Standard
- Teach
- Provide Feedback
- Assess Learning
- Redesign and Teach
The Teacher Keys Effectiveness System (TKES)
G-FIB Supports the Teacher Assessment Performance Standards (TAPS)

1. Professional Knowledge
2. Instructional Planning
3. Instructional Strategies
4. Differentiated Instruction
5. Assessment Strategies
6. Assessment Uses
7. Positive Learning Environment
8. Academically Challenging Environment
9. Professionalism
10. Communication
G-FIB and FIP Supports...

- **Professional Knowledge (1)** by providing teachers content and processes to use formative assessment appropriately
- **Instructional Planning (2)** by including use of G-FIB assessment items to assess mastery of the learning target at the end of a lesson
- **Instructional Strategies (3)** by providing information on how to help students understand and communicate their learning goals
G-FIB and FIP Supports...

- **Differentiated Instruction (4)** by providing teachers with diagnostic and formative assessment data to inform instructional interventions and enrichment

- **Assessment Strategies (5)** by providing content knowledge on how to design and align classroom formative assessments to learning targets

- **Communication (10)** by providing teachers with more accurate information on student progress for parent conferences
Georgia Web Sites to Support Use of Formative Assessment
Links

Georgia Formative Instructional Practices
Professional Learning: www.gadoe.org/GeorgiaFIP

Georgia Formative Item Bank:
http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/OAS-Resources.aspx (go to Curriculum, Instruction & Assessment; go to Assessment; look on the right hand side for link to Formative Item Bank)

Georgia Standards:
https://www.georgiastandards.org/Pages/default.aspx
Moving Forward…

• Additional formative assessment items in both ELA and mathematics will be added for 1st and 2nd grade in the both multiple-choice and constructed-response formats

• Additional formative assessment items will be added for grades 3-11 that assess students’ mastery of English conventions and writing standards

• 2014-2015 Georgia Online Formative Assessment Resource (GOFAR) will be the new online delivery platform for formative item bank (for teacher/classroom use) and benchmarks (for district use).
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