GOFAR and Formative Assessment Practices (FIP)

Data Conference

August 22, 2018
Combining Resources

• Formative Assessment Toolbox: Item and test content in GOFAR
• GOFAR: Benchmark Development Tool for use with GaDOE test items
• TestPad: Tool for item creation
• Formative Instructional Practices (FIP): online professional learning for teachers
Formative Assessment Toolbox

• An expansive bank of formative instructional assessment items/tasks in ELA and Mathematics as a teacher resource

• A set of benchmark assessments in ELA and Math for grades 3 through HS

• An assessment literacy professional learning opportunity that focuses on implementation of evidence-based formative instructional practices (FIP)
  
  • [http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/GeorgiaFIP.aspx](http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/GeorgiaFIP.aspx)
Item Formats

• Multiple Choice
• Constructed-Response
  – Extended Response
  – Scaffolded
• Constructed-response items require students to provide explanations/rationales, provide evidence, and/or to show work
• Provide teachers with evidence of true student understanding of content and process
Example of Extended Response Item
ELA—Grades 9 – 10

9th/10th Grade ELA Standards RI.9.8; RI9.1; L9.1; L9.2; DOK 4

Passage Title: Juliette Gordon Lowe

Part A
Identify at least two arguments Juliette Gordon Low used as reasons to begin the Girl Scouts.

Part B
Evaluate whether or not these arguments are valid and whether there is enough evidence in the article to support them.

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.
Sreeja and Brandon solved the equation shown in different ways.

\[ \frac{x^2 - 3x + 2}{x - 1} = 2x \]

**Part A**
Before solving the equation, what solution could Sreeja and Brandon identify as extraneous? Explain your reasoning.

**Part B**
Sreeja solved the equation by creating the proportion \( \frac{x^2 - 3x + 2}{x - 1} = \frac{2x}{1} \).
Demonstrate how Sreeja used the proportion to solve the equation. In each step, explain the properties she used to determine the solution.

**Part C**
Brandon solved the equation by simplifying the left side of the equation first.
Demonstrate how Brandon simplified the expression on the left and then solved the equation. In each step, explain the properties he used to determine the solution.

Be sure to complete ALL parts of the task.
Write your answer and show your work on the paper provided.
Do NOT type your answer in the text box below.
# Example of Rubric
## Mathematics—Grade 5

<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 knowledge and application of measuring volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units (5.MD.4), applying the formulas ( V = l \times w \times h ) and ( V = b \times h ) for rectangular prisms to find volumes of right rectangular prisms with whole number edge lengths in the context of solving real world and mathematical problems (5.MD.5b), and adding, subtracting, multiplying, and dividing decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relating the strategy to a written method and explain the reasoning used (5.NBT.7).</td>
</tr>
</tbody>
</table>
| 3     | Clearly Demonstrated      | The student shows clear understanding of the standards listed above, but one of the explanations or work shown is insufficient or weak  
 Or  
 All parts of the item are correctly done except for a minor computational error  
 Or  
 The student successfully completes two of the three parts of the item and partially completes the other part. |
| 2     | Basically Demonstrated    | The student shows basic understanding of the standards listed above, but two of the explanations or work shown are insufficient or weak  
 Or  
 The student successfully completes one of the three parts of the item and partially completes the other parts. |
| 1     | Minimally Demonstrated    | The student shows minimal understanding of the standards listed above and completes only one of the three parts  
 Or  
 The student partially completes two of the three parts. |
| 0     | Incorrect or irrelevant   | The response is incorrect or irrelevant to the skill or concept being measured.                                                             |
Exemplar Papers

• Prototype answer – the “ideal” response
• Set of responses from actual Georgia students, collected during item pilots
• Samples scored by trained raters using rubric
• Papers allow teachers to review and compare their own students’ work to the sample responses for each score point
  – Helps 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.
**Exemplar Paper**
**Mathematics—Grade 5**

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**Exemplar**

**Part A**
32 cubic inches.

24 cubes; \( \frac{3}{4} \times 32 = \frac{3}{4} \times \frac{32}{8} = \frac{24}{1} = 24 \) or \( \frac{1}{4} \times 32 = 8 \rightarrow 32 - 8 = 24 \)

**Part B**
First shoebox: \( V = lwh \), so \( 4 \times 4 \times 2 = 32 \); 32 is the volume of the first shoebox.
Possible dimensions for the second shoebox are \( 8 \) by \( 2 \) by \( 2 \) OR \( 16 \) by \( 2 \) by \( 1 \).
\( 8 \times 2 \times 2 = 32 \); \( 16 \times 2 \times 1 = 32 \).

**Part C**
\( 5 \times 5 \times 14 = 25 \times 14 = 350 \) cubic inches. A total of 350 inch cubes would be needed to fill a real shoebox.
Student Anchor Papers

Student Response

Scorer’s Annotation

Score based upon rubric

Score 2

The student demonstrates basic understanding of the standards by performing correct work and getting correct totals on Parts A and C. Both parts are missing the designation of "cubic inches", however this does not lower this response to a 1. Part B has no correct work, and therefore does not add to the score.
Student Anchor Papers

I believe that the best way(s) to protect people from harmful bacteria is by using both external germ killers and by removing germs from spreading from our food. The way we can do this is by washing your hands and using hand sanitizer and to reduce the spread of germs from our food. Using both articles above you will learn that these benefits have their pros; but overall they help us greatly.

They keep our food from getting contaminated and reducing the spread of bacteria. They also help preserve food we need for shipping across seas and long travels for long term preserving. Some may think that radiation is very harmful to the body but researchers have found that there is so little radiation used that there is no need to worry. So embrace the new ways to preserve food and keeping hands clean because it has helped a lot of people so far.

Families all around the world are desperate to protect their children from the horrible outcome of bacteria. But do you ever know the best ways to protect your family from it? In this article I will give you some handy tips on making your home a more welcoming and bacteria free place to live. First thing you need to know is that not all bacteria are bad for you, there are many bacteria that help support and function your body. Some of the bacteria that live within the food that we eat. But, sometimes people aren’t aware of these bacteria and so when they take medicines and pills they are killing the useful bacteria that is why you have to be very cautious about the medicines you give to your family because they may kill the good bacteria in your body. You can also eat irradiated foods, in this process scientists use a small amount of radiation in order to kill harmful bacteria. The food then undergoes cautions to the food that is lost over time. In this process, irradiation food helps slow down the growth of ripening fruit and the fruit lasts longer. It also helps with processed foods such as meat, chicken, fish, and other poultry. Products that you and your family love.

The student demonstrates a clear understanding of writing an informative text by using relevant details from both “Bacterial Warfare” (“The way we can do this is by washing your hands and using hand sanitizer and to reduce the spread of germs from our food”) and “Irradiated Food”. … help preserve food we need for shipping across seas and long travel for long term preserving. Some may think radiation is very harmful to the body and organizing them into two detailed paragraphs on the topic of protecting people from harmful bacteria. Some of the supporting details are general, particularly for students from “Bacterial Warfare.” The response demonstrates command of the conventions of standard English. There are a few spelling errors, but meaning is clear.

The student demonstrates basic understanding of writing an informative text. While the student provides some detailed and general support from both “Bacterial Warfare” … not all bacteria are bad for you, there are many bacteria that help support and function your body. Some of the bacteria that live within the food. This causes the food to last longer. In this process, irradiation food helps slow down the growth of ripening fruit and the fruit lasts longer. It also helps with processed foods such as meat, chicken, fish, and other poultry products. The student would need multiple paragraphs and a better command of the conventions of standard English.

Score 3

Score 2
District, School and Teacher Functions
1. Log on to your Student Information System (SIS).
2. Select the State Longitudinal Data System (SLDS) link. The SLDS main window opens.
3. Click GOFAR on the menu. The GOFAR main window appears.

This is the default view for the Teachers dashboard. The Teacher may view a variety of reports related to the test assessments in this window.
GOFAR Main Window

This is the landing page for teachers using the GOFAR system.

The **Item Bank** contains all the items available for a teacher to create a student test. The **Item Bank** tab is the default view when accessing the GOFAR system.
Viewing the Metadata in the Item Bank

- Click the arrow next to the item title to expand and view the metadata for that item.
- Click the arrow again to collapse the filter information.

Click the arrow to expand or collapse the filter data for the test item.
Viewing a Test Item

- Click **Preview** to view a test item. The test item appears in the **Question Preview** box.
Preview a Selected Response Test Item

- View the contents of Question Preview box to see the test item.
- Click the X to close the Question Preview box.

Click the X to close the Question Preview window.
Preview a Constructed Response Test Item

- From the **Item Bank** under **Search Filters**, select **Constructed Response** from the **Item Style** list.
- Click **Search**.
- Under the **Search Result** list, click **Preview** in the desired row.

Click Preview to view the Constructed Response item.
The Constructed Response question is shown in the Question Preview box.

Scroll down to view the rubric.

Click the X to close the Question Preview box.

Score Designation | Description
--- | ---
4 | Thoroughly Demonstrated
3 | Clearly Demonstrated
2 | Basically Demonstrated
1 | Minimally Demonstrated
0 | Incorrect or Irrelevant

Exemplar File

The Waterfall
View Exemplar File

An Exemplar file contains a set of responses from actual Georgia students, that were scored by trained raters using the rubric posted. These papers allow teachers to review and compare their own students’ work to the sample responses for each score point which will help standardize expectations of the standards.

To view an Exemplar File, perform the following tasks.

- From the Item Bank window, under Search Filters, select the Constructed Response option from the Item Style.
- Click Search.
- Click Preview in any row of the Search Results list. The Question Preview window appears.
- Scroll down to the bottom of the question until you see a link for the Exemplar File.
- Click the Exemplar File link. A window opens with the Exemplar file.
Create a Test using TestPad
Landing Page
Create an Item
Item Detail Screen
Item Preview Screen
Item Bank
Add Items to Test
Assign Test
Finding Assessment Resources
Assessment Resources

• Georgia Milestones Item and Scoring Samplers
  • [www.gadoe.org/milestones](http://www.gadoe.org/milestones)

• EngageNy – Released test items
  • Terms of use
    • [https://www.engageny.org/terms-of-use](https://www.engageny.org/terms-of-use)
Family of Potters

Today, I'm going with my friend Elia to visit her grandmother, Larena. She is a Native American potter who lives in a small village in New Mexico. Elia and her family are descendants of the Hopi, and they continue their traditional pottery-making tradition in a way that is handed down from generation to generation.

Grandmother Larena has a passion for pottery. She works in her studio, where she creates unique pieces that represent her culture. She is known for her beautiful pottery, which is often used in ceremonies and celebrations.

1. Explain how the author supports the theme that items found in nature can be useful.

Use details from the story to support your answer. Type your answer in the space provided.

Scoring Guide

Item Information

Standard: ELAGSE5RL2
Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

Item Depth of Knowledge: 3
Strategic Thinking
Student uses reasoning and develops a plan or sequence of steps; process has some complexity.
# Item and Scoring Sampler

**ENGLISH LANGUAGE ARTS**

## ITEM-SPECIFIC SCORING RUBRIC

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
</table>
| 2     | - Gives sufficient evidence of the ability to explain how the author supports the theme that items found in nature can be useful  
- Includes specific examples/details that make clear reference to the text  
- Adequately explains and supports the explanation with clearly relevant information based on the text  

Exemplar Response:  
*Explains the different items from nature and how they are used to create clay pots (e.g., clay from the canyons, a leaf from the yucca plant for painting, decorations from colored rocks that are ground down and mixed with spinach juice). The response explains how the different items from nature are all used to create a pot.*  

| 1     | - Gives limited evidence of the ability to explain how the author supports the theme that items found in nature can be useful  
- Includes vague/limited examples/details that make reference to the text  
- Explains and supports the conclusion with vague/limited information based on the text  

| 0     | - Gives no evidence of the ability to explain or support a conclusion from the text |
Item and Scoring Sampler

STUDENT RESPONSES

ELAGSE5RL2

Response Score: 2 points

1. Explain how the author supports the theme that items found in nature can be useful. Use details from the story to support your answer. **Type your answer in the space provided.**

The author supports the theme that items in nature can be useful by talking about all the things from nature and how they are used to make pottery. For example, in the story they use a leaf from a tall plant, the yucca, to paint designs on pots instead of a paintbrush. Her grandmother also uses a rock to make her pots shiny and will decorate them with a mixture of ground rock and spinach juice called guaco. All of these things can be found in nature.

- The response gives sufficient evidence of the ability to explain how the author supports the theme that items found in nature can be useful ("all the things from nature and how they are used to make pottery").
- The student supports the explanation with clearly relevant, specific details from the text ("use a leaf from a tall plant, the yucca, to paint designs," "uses a rock to make her pots shiny," "will decorate them with a mixture of ground rock and spinach juice called guaco").
Excerpt from

Your Question for Author Here

by Kate DeCamilla and Jan Sei

1 Dear Maureen O’Toole,
2 What's the hook kind of author letter was that! I am sq
3 supposed to send back the author answers. That's how it
4 have to do.
5 There's nothing in the assignment about writing a Par
6 some extra credit because I did that, too.
7 So here are the questions, right off the board, just how
8 I'm not kidding.
9 Joe Jones
EngageNY Item

Possible Exemplary Response:
A theme developed in “Excerpt from ‘Your Question For Author Here’” is the human desire for connection.

This theme is expressed in paragraph 10 by the character Maureen O’Toole, who writes that, “No one gets credit for writing Perfunctory Letters. They are an insult to the human spirit. What we humans crave is connection.” Joe writes to Maureen with a set of questions he has been assigned. He has read none of her books and has no interest in her at all. He only picked her to annoy a classmate who loves this author. However, when he sends the author a list of questions that he explains are only for a grade, the author surprises him by asking him questions. She asks him how he feels about lightning, a question that surprisingly gets a genuine response from Joe. As their communication continues, their growing relationship demonstrates their mutual desire to bond.

Without realizing it, Joe has been tricked by the author into responding in a way that creates a real connection. Joe responds to Maureen by saying, “I am kind of afraid of thunderstorms. Not the rain part. That sounds great on the roof. It’s the part between the flash of lightning and the BAM of thunder. It’s waiting for the BAM that weirds me out. You just don’t know when it’s going to happen.” Joe admits a fear of storms. Joe’s genuine response is the opposite of how he began, which was a communication focused solely on getting a grade, not on connecting with someone.

Maureen O’Toole responds to Joe’s honesty in a way that reveals something of her inner self as well. In addition to answering Joe’s first author question, she provides her own answer to her question about thunderstorms. She writes, “I too, like the sound of the rain on the roof. I also like the lightning. It’s like some great cosmic flashlight.” Though O’Toole initially mocked Joe’s letter by calling it a “Perfunctory Letter”, her honest response to Joe’s feelings about thunderstorms demonstrates her desire to connect meaningfully with Joe.

Through their correspondence, both the author Maureen O’Toole and the young student Joe Jones illustrate the theme of human connection in the passage “Excerpt from “Your Question For Author Here”.

Possible Details to Include:

- Other relevant text-based details

Score Points:
Apply 4-point holistic rubric.
What is a theme of the “Excerpt from Your Question For Author Here”? How is this theme developed in the story? Use details from the story to support your response.

In your response, be sure to:
- identify a theme of the story
- explain how the theme is developed in the story
- use details from the story to support your response

The theme of “Excerpt from Your Question For Author Here” is that no matter what you get, you have to keep trying to achieve your goal. In the story, Joe never stopped trying even though he could have because he was determined to get a better grade.

The theme of this passage is to always keep trying even if things went wrong before. In the passage, Joe got a bad grade on a previous assignment. The passage reads, “Please send me some good answers or Mrs. Burns will give me another C- and then my mom will freak out again and say I’m not applying myself and dad will ground me and I will miss my baseball team playoffs.” Clearly, Joe was frustrated and everyone pressuring him to do better, so he had...
GUIDE PAPER 1c

Score Point 4 (out of 4 points)

This response clearly introduces a topic in a manner that follows logically from the task and purpose (The theme of “Excerpt from “Your Question for Author Here” is that no matter what you get, you have to keep trying to achieve your goal. In the story, Joe never stopped trying even though he could have because he was determined to get a better grade). The response demonstrates insightful comprehension and analysis of the text (Clearly, Joe was freaked out. Everyone pressing him to do better, so he had to be persistent to get an answer from the author; Joe had to beg because he needed some answers badly. If Joe had not kept pushing, the author probably would not have given him any answers. Not only that, but Joe would not have learned anything interesting about Maureen O’Toole). The response develops the topic with relevant, well-chosen details from the text (“Please send me some good answers or Mrs. Bund will give me another C- and then my mom will freak out again and say I’m not applying myself and dad will ground me and I will miss my baseball team playoffs”; “So please send me some authors answers. As soon as you can.”; “That’s the way a good book makes me feel, as if I have been found, understood, seen.”). The response exhibits clear, purposeful organization, skillfully linking ideas using grade-appropriate words and phrases (In the passage, The passage reads, Clearly, For example, Even though, Finally, The author says, Not only that, In conclusion, In the end). The response uses grade-appropriate stylistically sophisticated language and domain-specific vocabulary (determined, pressing, beg, stubborn). The response provides a concluding statement that follows clearly from the topic and information presented (In conclusion, the theme of “Excerpt from ‘Your Question for Author Here’ is to keep trying no matter what. Joe never gave up even though so much was happening and kept trying just to be better. In the end, he succeeded and got the answers he needed for his assignment). The response demonstrates grade-appropriate command of conventions, with few errors (acheive, succeeded, Everyone pressing him do better).
Released Item Activities

• Share with students
• Create mini benchmarks
• Create your own test items
• Develop standard schoolwide scoring
• Design and develop rubrics
GA FIP: Online Professional Learning

Classroom-based Formative Assessment

2018 GaDOE Data Collections Conference
August 22, 2018
Today’s Topics

• Engaging Scenario - Video
• Define GaDOE’s Formative Instructional Practices (FIP) online professional learning
• State location to download district and school FIP access codes
• Discuss options for implementing FIP so leaders and teachers can improve their practice to increase student learning
• Share that the appendix section of this PPT provides data and anecdotal feedback from Georgia teachers who participated in FIP professional learning in 2017-2018
Take mental notes when you watch the clip ...

Link to Video: Learning How To Drive

My First time riding in the car with my 16 yr. old daughter driving

Teaching my Teenage Daughter to Drive. First day.
Is this video a good example of formative assessment?

SHE HAD THREE TWO HOUR CLASSES WITH A DRIVING SCHOOL PRIOR TO THIS
Key Observations from Video

What aspects make this video a good example of formative assessment?

- Dad: “Brake...you’re doing good.”
- Daughter: “I’m going, like zero.”
- Dad: “See the car on the left.”
- Dad: “Turn a little slower.”
- Dad: “Stay on the other side of the divider.”
- Daughter: “I am scared to go and dip into that lane.”
- Dad: “Go into that lane.”
- Daughter: “I can’t.”
- Dad: “You can’t go so wide.” “Relax a little bit.”
- Dad: “Nothing happened, it was close...they have breaks too.”
- Dad: “Give it a little gas...you’re almost home, girl!”
What is GA FIP?
GA FIP Online Professional Learning

- GA FIP (formative instructional practices) is an online professional learning resource with 26 individual course options for K-12 educators and USG faculty and students to learn how to use the practices with students.

- FIP refers to the formal and informal ways that both teachers and students collect and respond to evidence of student learning during instruction and use the evidence to facilitate greater student learning.

- Key professional learning content includes: (1) using clear learning targets, (2) collecting, analyzing and using evidence of student learning, (3) using effective feedback, and (4) developing student ownership of learning.

<table>
<thead>
<tr>
<th>Organization</th>
<th>Individual Online Learning Accounts</th>
<th>Accounts with Actual Course Enrollments</th>
</tr>
</thead>
<tbody>
<tr>
<td>K-12 Districts</td>
<td>53,340</td>
<td>53,545</td>
</tr>
<tr>
<td>Colleges of Education</td>
<td>1,631</td>
<td>1,632</td>
</tr>
<tr>
<td>GaDOE</td>
<td>106</td>
<td>120</td>
</tr>
</tbody>
</table>
How will the assessment results be used?

<table>
<thead>
<tr>
<th>Instructional</th>
<th>Predictive</th>
<th>Evaluative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tell me how well my students are learning and how to improve my next lesson?</td>
<td>Tell me how students are likely to perform on the end-of-unit or end-of-year assessment?</td>
<td>Tell me which instructional program, approach or teacher was most successful this year?</td>
</tr>
<tr>
<td>GA FIP</td>
<td>GOFAR</td>
<td>GA Milestones Assessment System</td>
</tr>
</tbody>
</table>

Formative  
160 days  
10 days  
Your Testing Window

Formative Instructional Practices Course Series

Foundations of Formative Instructional Practices
Learn the essential components of FIP to establish a common vocabulary in your district or school. The five-course foundations series are designed to help educators implement FIP by providing an understanding of the basics of FIP and how it can be applied in the classroom. The courses combine theory and practical classroom application, and include examples and exercises to help educators develop the skills they need to support students in the classroom.

Leading FIP (part of the Foundations course series)
School leaders, instructional coaches, and teacher leaders learn how to make FIP part of the school culture. Teachers are encouraged to implement formative instructional practices in their classrooms. Leaders and coaches have essential roles in supporting teachers as they develop new practices in the classroom, and they play a vital role in supporting the school or district so that FIP lasts.

Reaching Every Student
Increase learning for all students. These courses provide specific examples of how to use FIP while teaching English language learners, students with disabilities, and gifted students.

Creating Clear Learning Targets
Go deeper with deconstruction of standards in a grade band and subject area. The six-course series provides examples of more complex standards, and gives teachers opportunities to practice deconstructing standards with support and feedback.

Designing Sound Assessment
Ensure classroom assessment is efficient and produces accurate evidence to make instructional decisions and measure student growth. This nine-course series demonstrates how to create sound assessment items and tasks, as well as how to make wider use of assessment as a teaching and learning tool.

Implementing Evidence-Based Grading
Learn how to implement a systematic approach to grading that is accurate, consistent, efficient, and doable. This module discusses an evidence-based approach to grading and prompts thoughtful reflection on grading practices.
Where is the “HOW?” Many of my fellow teachers and I understand the need for more rigor and challenging our students to help them achieve. We get it. What is lacking is the “how.” How is teaching with the new standards different from teaching with the old?

Teachers need models and training to help them step back to the role of skilled facilitators, to guide students to take ownership of their own learning.


http://www.marzanocenter.com/essentials/mini-whitepaper-dl/?mkt_tok=3RkMMJWWf9wsRokv63BZKXonjHpfsX54%2BwoXKe0lMI%2F0ER3fOvrPUfGjl4CSMNMl%2BSLDwEYGJlv6SgFQrbFMbRh0LgKXhY%3D
Deeper Look at Example of FIP Online Learning Content: Creating, Using and Assessing Clear Learning Targets

Clear Learning Targets
Learning Progression

Step #3: Organize learning targets into a logical progression.

The Grade 6 standard we just deconstructed determines the mastery learning.

Learning targets and the learning sequence come from the standards.

Mastering the Standard
• I can evaluate, or judge, the argument and its specific claims in a text. This means I can tell whether the reasons and evidence provided for a claim are logical and sufficient (enough) to support that claim.
• I can determine whether a claim is supported by evidence or not.
• I can trace, or follow, an argument and specific claims in a text. This means I can find the claim made, find the reasons and evidence that support the claim, and explain how the reasons and evidence link to the claim.
• I can find the reasons and evidence that support (back up) a claim.
• I can find a claim made in a text.
• I can define claim.
• I can define argument.

Each learning target is intentionally planned for instruction and formative assessment.
FIP Course Participation Data

• From July 1, 2017 to May 30, 2018, there were 14,078 course completions out of 15,086 course enrollments (93%).

Note: Each year since 2015, the annual FIP course completion rate has increased.
Accessing FIP Online Learning
Revised FIP Courses

http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/GeorgiaFIP.aspx

(unique access codes per district and school (in the GaDOE Portal account of the district’s Test Coordinator of record with GaDOE), and for each College of Education in the USG system)
Where are My FIP Access Codes?
GaDOE Portal Account

• Go to District Assessment. Look in the “Custom Folder” for zip files of FIP Administrative and Learner Access Codes.
Two Types of FIP Access Codes
(FIP portal populates when accounts are created with the appropriate role-based access code and the educator’s district email address)

- FIP Access codes are **unique** to each district and each school.

- Codes have the three-digit district code and/or the four-digit school code embedded in the location-specific FIP access code.

- **Administrative Access Codes** end with “-P” (999-0575-B81-P)

- **Administrative** accounts allow the leader to take FIP courses and engage in online monitoring of the faculty’s course progress through the “Management and Reports” tab that IS NOT available FIP Learner accounts.

- **Learner Access Codes** end with “-FP” (999-0575-FP)

- Central Office has a FIP Administrative Access Code, and a Learner Access Code.
Original 2013-2015 FIP Modules can also be accessed through the PD tab in the SLDS without using unique access codes.
GA FIP - “How to do it”
Implementing FIP

Option 1: RESA-facilitated:

- 14 RESAs opted to partner with GaDOE in 2018-2019 for FIP professional learning using PLCs. Educators take and complete online courses prior to PLC meetings with RESA FIP Facilitators. RESA-led discussions and group activities clarify and deepen FIP course content for teachers, coaches and leaders. Goal setting allows educators the opportunity to plan use of FIP processes in their district or school. Contact your RESA regarding this option. RESAs most often facilitate the five (5) FIP Foundations Courses, but also embed content from any of the other 21 course options into PLCs as needed. RESAs can also support targeted PLCs, such as, Gifted and TAPP teachers.

Option 2: District or School-Determined:

- The district and/or school independently plans an implementation based on needs. GaDOE can provide guidance and feedback about the plan, if requested.
Tier 1 evidenced-based research tells us that the best way to improve student learning is to help teachers learn to use formative instructional processes well.

http://www.dylanwiliamcenter.com/webinars

**Bottom-up: research on formative assessment**

- Fuchs & Fuchs (1986)
- Natriello (1987)
- Crooks (1988)
- Dempster (1991)
- Dempster (1992)
- Elshout-Mohr (1994)
- Kluger & DeNisi (1996)
- Black & Wiliam (1998)
- Brookhart (2004)
- Allal & Lopez (2005)
- Köller (2005)
- Brookhart (2007)
- Wiliam (2007)
- Hattie & Timperley (2007)
- Shute (2008)
Georgia Department of Education
FIP Team

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Appendix
2017-2018
FIP Teacher Feedback Survey
2017-2018 FIP Teacher Feedback Survey (10 Questions)

1. Please identify the Regional Education Service Agency (RESA) that supports your school district.

2. Please select one answer choice below that best describes your role as an educator.*

3. How were you initially made aware of Georgia FIP online professional learning?

4. Please check the appropriate box to indicate your current status in GA FIP professional learning OR identify ALL GA FIP online learning courses that you have completed.*

5. Please rate your perception of the usefulness of the content in Georgia FIP to your classroom work with students. *

6. Please rate your perception of the usefulness of learning about FIP through a professional learning community (PLC)?

7. Please list any changes that you've made in your work that is a direct result of participating in Georgia FIP professional learning. If you have not made any changes to your teaching practice, write N/A. *

8. If you serve as the Instructional Coach/Teacher-leader for Georgia FIP professional learning, please rate your experience using the Facilitators' Guides and Resources.

9. Please share any additional feedback about your experience with Georgia FIP professional learning in the comment box below. If you have not taken FIP courses, enter N/A.

10. What suggestions can you share that would enhance GA FIP professional learning?
**Teacher Participation in 2017-2018 FIP Feedback Survey (in progress)**

N = 460

**Q2: Please select one answer choice below that best describes your role as an educator.**

<table>
<thead>
<tr>
<th>Answer Choices</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Kindergarten Teacher</td>
<td>4</td>
</tr>
<tr>
<td>Elementary Teacher</td>
<td>164</td>
</tr>
<tr>
<td>Middle School Teacher</td>
<td>79</td>
</tr>
<tr>
<td>High School Teacher</td>
<td>120</td>
</tr>
<tr>
<td>Special Education Teacher</td>
<td>47</td>
</tr>
<tr>
<td>Special Area Teacher (Title I, Intervention, Gifted, Music, CTAE)</td>
<td>22</td>
</tr>
<tr>
<td>Instructional Coach or Teacher-Leader</td>
<td>12</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td>448</td>
</tr>
</tbody>
</table>

**Note:** 12 other educators used the comment field to self-identify as either a District Administrator, Curriculum Director, ELL Teacher, RESA Staff, CTI Coordinator, Media Specialist or Paraprofessional.
Q4: Please check the appropriate box to indicate your current status in GA FIP professional learning OR identify ALL GA FIP online learning courses that you have completed. *

<table>
<thead>
<tr>
<th>ANSWER CHOICES</th>
<th>RESPONSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am enrolled in a course(s), but have not completed any to date</td>
<td>3.04%</td>
</tr>
<tr>
<td>I have not enrolled in any FIP courses, but I made an online learning account</td>
<td>3.48%</td>
</tr>
<tr>
<td>Module 1: Introducing Formative Instructional Practices</td>
<td>75.55%</td>
</tr>
<tr>
<td>Module 2: Creating Clear Learning Targets</td>
<td>73.70%</td>
</tr>
<tr>
<td>Module 3: Collecting and Documenting Evidence of Student Learning</td>
<td>65.87%</td>
</tr>
<tr>
<td>Module 4: Using Evidence and Providing Effective Feedback</td>
<td>66.62%</td>
</tr>
<tr>
<td>Module 5: Fostering Student Ownership of Learning</td>
<td>60.22%</td>
</tr>
<tr>
<td>Module 6: Leading Formative Instructional Practices (Coaches &amp; Teacher-Leaders)</td>
<td>20.65%</td>
</tr>
<tr>
<td>Creating Clear Learning Targets for ELA in Elementary School</td>
<td>7.83%</td>
</tr>
<tr>
<td>Creating Clear Learning Targets for ELA in Middle School</td>
<td>0.30%</td>
</tr>
<tr>
<td>Creating Clear Learning Targets for ELA in High School</td>
<td>4.79%</td>
</tr>
<tr>
<td>Creating Clear Learning Targets for Math in Elementary School</td>
<td>5.43%</td>
</tr>
<tr>
<td>Creating Clear Learning Targets for Math in Middle School</td>
<td>3.04%</td>
</tr>
<tr>
<td>Creating Clear Learning Targets for Math in High School</td>
<td>4.35%</td>
</tr>
<tr>
<td>Non-core: Creating Clear Learning Targets in Physical Education</td>
<td>1.74%</td>
</tr>
<tr>
<td>FIP: Reaching Students with Disabilities</td>
<td>10.87%</td>
</tr>
<tr>
<td>FIP: Reaching English Language Learners</td>
<td>7.39%</td>
</tr>
<tr>
<td>FIP: Reaching Gifted Students</td>
<td>25.00%</td>
</tr>
<tr>
<td>Creating and Using Rubrics</td>
<td>14.57%</td>
</tr>
<tr>
<td>Creating and Using Master Rubrics</td>
<td>11.52%</td>
</tr>
<tr>
<td>Creating and Using Assessment Blueprints</td>
<td>7.83%</td>
</tr>
<tr>
<td>Creating and Using Written Response Assessments</td>
<td>5.43%</td>
</tr>
<tr>
<td>Creating and Using Verbal Response Assessments</td>
<td>5.22%</td>
</tr>
<tr>
<td>Creating and Using Performance Assessments</td>
<td>6.52%</td>
</tr>
<tr>
<td>Creating and Using Selected Response Assessments</td>
<td>5.65%</td>
</tr>
<tr>
<td>Designing and Critiquing Sound Assessments: Putting the Pieces Together</td>
<td>9.57%</td>
</tr>
<tr>
<td>Implementing Evidence-based Grading</td>
<td>4.35%</td>
</tr>
</tbody>
</table>

Total Respondents: 460
2017-2018 Teacher Survey about FIP (still in progress)

Q5: Please rate your perception of the usefulness of the content in Georgia FIP to your classroom work with students. *

91% of 460 teachers reported that FIP professional learning has been useful to their classroom work with students as of 5-31-18.

<table>
<thead>
<tr>
<th>Answer Choices</th>
<th>Responses</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Highly useful to my classroom practice</td>
<td>41.30%</td>
<td>190</td>
</tr>
<tr>
<td>Moderately useful to my classroom practice</td>
<td>49.78%</td>
<td>229</td>
</tr>
<tr>
<td>Not useful to my classroom practice</td>
<td>6.96%</td>
<td>32</td>
</tr>
<tr>
<td>Not applicable because I serve in another role</td>
<td>1.96%</td>
<td>9</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td>460</td>
</tr>
</tbody>
</table>
Sample Teacher Comments Q5

• My students were able to see how they were going to be scored in a real life situation. They are served in an MID classroom and are on a modified rubric for their grades.

• The information was excellent, presented in a quality manner, and directly applicable to what I am doing. Now, I just have to incorporate it into my teaching practices.

• By using formative practices, I am able to tell how successful the students are with the current standard/element which is being taught. By providing effective feedback, the students are able to learn from their mistakes and we are able to discuss what they do not understand. Students are able to show ownership in what they have learned by verbalizing their reasons for choosing their answers which allows for discussion with effective feedback being utilized.

• This course should be presented before a new teacher steps into the classroom. Great material.
Sample Teacher Comments Q5

• I made a rubric for a semester project using the three column style, and it is very clear on where I should grade.

• I have used what I learned in FIP to write student friendly Learning Targets that I use everyday. In addition, I wasn't sure how to collect or use data. I have created a tracking sheet for students to track their data, but for me to use to guide instructions. Furthermore, I would not create rubrics for assignments but find them extremely helpful when assigning projects.

• I found the content in Georgia FIP to be useful in my classroom practice; however, with co-teaching I also have to adapt and work with the general education teacher (who may not be as receptive to new ideas).

• I found the information very helpful, but am still struggling to find a way to incorporate the use of rubrics in high school mathematics with my students. My students have issues with communication and social interactions and therefore, peer assessment and self-assessment are also difficult for them.

• The information is good, but we do not have time to plan and use the modules correctly. Our time only allows for compliance.

• I wish there was more time to implement.
Q7: Please list any changes that you’ve made in your work that is a direct result of participating in Georgia FIP professional learning. If you have not made any changes to your teaching practice, write N/A.

Of the 460 responses received as of 5-31-18 for Q7, 35 participants or 6% indicated that they have not made changes in their teaching practice as a direct result of participating in FIP online professional learning.

<table>
<thead>
<tr>
<th>Response</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>13</td>
</tr>
<tr>
<td>“None”</td>
<td>21</td>
</tr>
<tr>
<td>“Not Much”</td>
<td>1</td>
</tr>
</tbody>
</table>
Q7: Please list any changes that you've made in your work that is a direct result of participating in Georgia FIP professional learning. If you have not made any changes to your teaching practice, write N/A.

- I have created more specific learning targets. Scaffold learning targets for SPED students.
- I have including more opportunities for student to self assess their work.
- I make sure my students are aware of the learning targets and what goals we are trying to achieve. I am also trying to do a better job about making the students think and reflect on their learning.
- Students in my class often peer and self assess their work because FIP has taught me the importance of student buy in.
- I changed the way I created rubrics and what assignments needed rubrics.
- Returned assignments more promptly with more appropriate and detailed feedback.
- I have modified my formative assessments to be more explicitly aligned with learning targets.
- Better helping students to take ownership of learning, also a better understanding of student friendly learning targets, documenting evidence of student learning.
- I am looking into changing the way I create assessments. I plan to start grouping questions by learning target to help myself and students see what they know and what they need help with.
- It has made me more aware of how decisions in my lessons affect my students.
- After participating, I have made sure to really break down my standards to the students and place a greater role on each one to track their understanding.
Questions Regarding GA FIP Online Professional Learning contact:
  • Kelli Harris-Wright
  • 404-463-5047
  • kharris-wright@doe.k12.ga.us

Questions Regarding GOFAR’s Content & School/System Usage contact:
  • Joseph Blessing
    • 404-232-1208
    • jblessing@doe.k12.ga.us

Questions Regarding GOFAR’s Functionality/Technical Support contact:

GaDOE Help Desk
  • 1-800-869-1011
  • gofar.support@doe.k12.ga.us
Questions