



**Illinois  
State Board of  
Education**



# Curriculum Evaluation Tool (CET) Capacity Building Series

**December 2021**

**Equity • Quality • Collaboration • Community**

# Housekeeping



- Link to slides in the chat
- Please register for the December CET Capacity Builders using this [Link](#) (also in chat)
  - All resources are archived on ISBE's [Learning Standards](#) webpage.
    - Curriculum Evaluation Tool
    - <https://www.isbe.net/Pages/Learning-Standards.aspx>



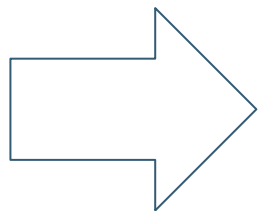
# Welcome



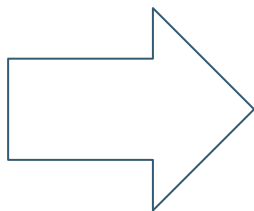
- Thank you to: Anji Garza, Shay McCorkle, Jaime Herron and Mandy Horn for their expertise with the CET Capacity Builders Series
- Thank you to you for all our continued participation
  - As we continue our deep dive into the Curriculum Evaluation Tool, I hope everyone on these calls is beginning to see that this tool can be used in a variety of ways, and is not just limited to a one time sit and get learning opportunity. Many of the indicators in this tool can lead to meaningful conversations and learning opportunities which can lead to district level change.



# Logistical Reminders

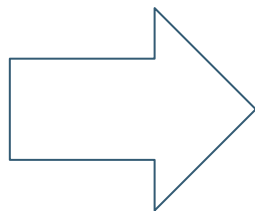


Identify districts within your region who would benefit from using the Curriculum Evaluation Tool.

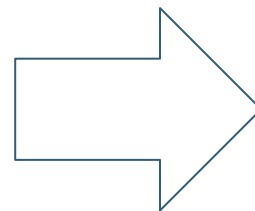


Determine how you will use the CET with the identified district. Is it through a:

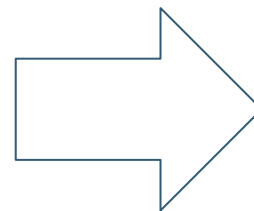
- One time overview
- PLC model
- Coaching opportunity



Work with district to complete the CET. \*\*The completed tool does NOT go to ISBE.



Complete the CET [Certification of use form](#) on behalf of the district.



ISBE and ROE 35 will use the certification of use information for (1) a data pull ISBE has to do in connection to the CET and (2) for ROE reimbursements.



# Logistical Reminders



Initially, each ROE can only receive funding for working with 25% of their districts.

	A	B	C
1	Region	25% of districts	
2	Region 1	5	
3	Region 3	5	
4	Region 4	3.25	
5	Region 5	9.25	
6	Region 6	8.25	
7	Region 7	13.75	
8	Region 8	3.5	
9	Region 9	4	
10	Region 11	6	
11	Region 12	2.75	
12	Region 13	11.25	
13	Region 15	2	
14	Region 16	2	
15	Region 17	7.25	
16	Region 19	9.75	
17	Region 20	5	
18	Region 21	5.5	



# Logistical Reminders



Additionally, ROEs can only receive funding for districts who did not test in the fall.

Region	RCDTs	Entity Name	Grades Served
03	#####	Bond/Christian/Effingham/Fayette/Montgomery ROE	6-12
03	#####	Mulberry Grove CUSD 1	P-12
03	#####	Bond County CUSD 2	P-12
03	#####	Morrisonville CUSD 1	P-12
03	#####	Taylorville CUSD 3	P-12
03	#####	Edinburg CUSD 4	P-12
03	#####	Pana CUSD 8	P-12
03	#####	South Fork SD 14	P-12
03	#####	Altamont CUSD 10	P-12
03	#####	Beecher City CUSD 20	P-12
03	#####	Dieterich CUSD 30	P-12
03	#####	Effingham CUSD 40	K-12
03	#####	Teutopolis CUSD 50	P-12
03	#####	Brownstown CUSD 201	P-12
03	#####	St Elmo CUSD 202	P-12
03	#####	Vandalia CUSD 203	P-12
03	#####	Ramsey CUSD 204	P-12
03	#####	Panhandle CUSD 2	P-12
03	#####	Hillsboro CUSD 3	P-12
03	#####	Litchfield CUSD 12	P-12
03	#####	Nokomis CUSD 22	P-12
	Total		21
	Total eligible		20
	25%		5

If you would like to know eligible districts in your region, email me at [cwalker@isbe.net](mailto:cwalker@isbe.net)



# Logistical Reminders Recap



- Workflow and Reporting back
  - ROE's work with 25% of \*eligible districts in their region
  - Districts complete the CET -ISBE will not see these
  - ROE complete the [Curriculum Evaluation Tool Certification of Use](#) on behalf of the District.
- ROE's are eligible to receive funding for their work with \*eligible\* districts who are using the CET.
  - \*Districts who opted to take IAR or SAT testing this Fall are NOT eligible to participate this year- they can participate next year.
  - If you would like to know eligible districts in your region, email Caitlyn at [cwalker@isbe.net](mailto:cwalker@isbe.net)



# From Last Month - Section A

- A.1. Curriculum is developmentally appropriate for learners (includes varying and appropriate modes of teaching and learning, such as play-based, hands-on, inquiry-based, etc.).
- A.2. Curriculum clearly denotes the learning standards that are addressed.
- A.3. Curriculum sufficiently addresses Illinois Learning Standards as needed to meet district and state grade band or course content requirements without additional supplementation.
- A.4. Curriculum integrates the diverse cultural and social backgrounds of your students.
- A.5. All curriculum materials include a balance of representation of people with multiple perspectives and identities e.g., racial/ethnic, physical or cognitive ability status, gender, spiritual orientations).
- A.6. Curriculum provides multiple ways for students of different ability and knowledge or skill levels to engage.
- A.7. Curriculum provides ancillary resources to support scaffolding for remediation and enrichment.
- A.8. Curriculum includes student tasks that are appropriately sophisticated and complex.
- A.9. Curriculum provides opportunities for expression of and sharing about student experiences.
- A.10. Curriculum provides appropriate support, accommodations, and/or modifications for numerous special populations that will support their regular and active participation in learning (e.g., bilingual, English Learners, IEP/504 accommodations, advanced learners).
- A.11. Curriculum was vetted against more in-depth content-specific tools (e.g., Ed Reports Rubrics, Equip Rubrics).
- A.12. Materials clearly demonstrate editorial professionalism (e.g., sources are properly cited and free of grammatical and factual errors).
- A.13. Curriculum provides supports for teachers in planning and learning experiences to help guide students' learning progressions.





# Breakout Room Activity



Groups of 5-6

8-10 minutes

When the timer ends, please finish your thought and return to the main room within 1 minute.

In your group:

1. Review the [Guidance Document](#) created based on conversations from last session.
2. Discuss reflections and recommendations on the document: summaries, evidence & guiding questions.
3. What additional information could be added to this tool?

Be prepared to share.

\*Are there any component or part of component that needs clarification or the need to go deeper on for future meetings?



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# Curriculum Evaluation Tool: A Deeper Dive

Section B: Assessment



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# Component B2



# Component B2



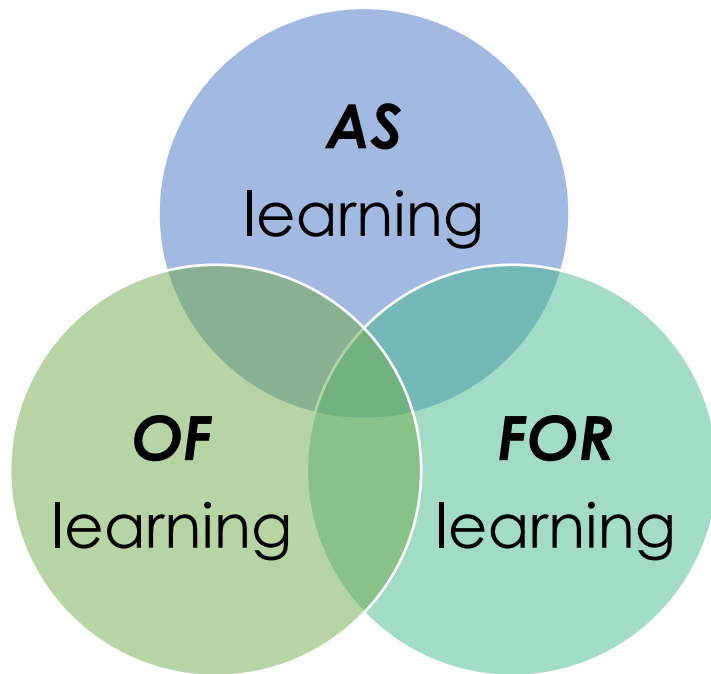
B.2. Curriculum includes **multiple opportunities** for the collection of student **growth data**.

Links to IQFSR: VII.C.4

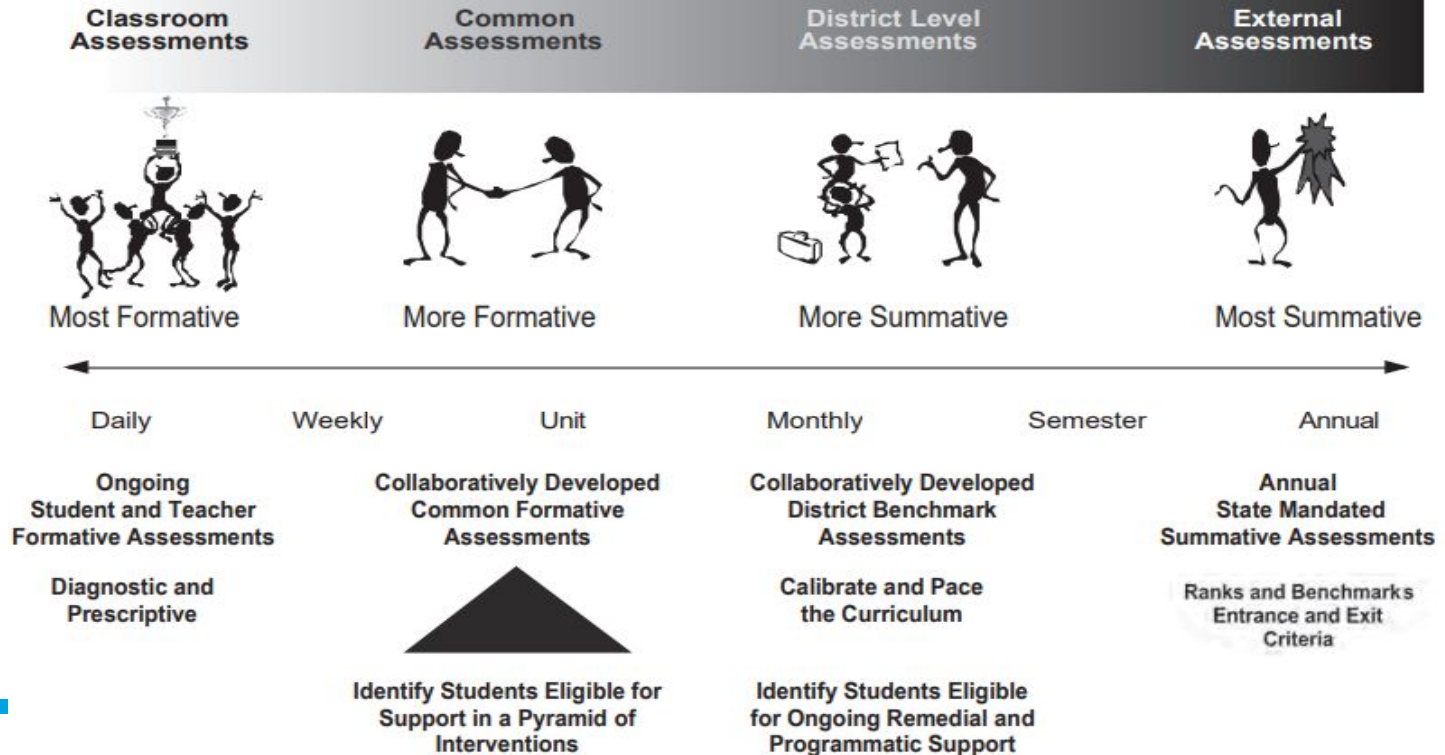


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# Balanced Assessment Framework



# A Balanced and Coherent System of Assessment



# Formative vs. Summative

“What happens after the test has been given will determine whether or not it is being used as a formative assessment. If the assessment is used to ensure that students who are experiencing difficulty are given additional time and support, as well as additional opportunities to demonstrate their learning, it is formative. If additional support is not forthcoming, the assessment is summative.”

DuFour, DuFour, Eaker & Many, *Learning by Doing* (2006)



# Pre-Assessments

- ✓ Provide information and feedback on pre-requisite content and readiness for a unit of instruction (new knowledge, skills & understandings).
- ✓ Measure students' self-awareness of content knowledge and skills.
- ✓ Measure students' level of understanding and their ability to apply that understanding.





## Performance Levels – Reading Information Text Grade 5

Standards	Level 1 <i>Minimal</i>	Level 2 <i>Partial</i>	Level 3 <i>Moderate</i>	Level 4 <i>Strong</i>	Level 5 <i>Distinguished</i>
	Student demonstrates a lack of understanding of prerequisite content for this unit.	Student demonstrates understanding of prerequisite content for this unit.	Student demonstrates understanding of the simple grade level expectations.	Student demonstrates understanding of the complex grade level expectations.	Student demonstrates understanding of content that goes beyond graded level expectations.
<b>RI 5.1</b> Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	Students cannot yet refer to details and examples when explaining what the text says explicitly and when drawing inferences from the on or above grade-level text.	Students can refer to details and examples when explaining what the text says explicitly and when drawing inferences from the on or above grade-level text.	Students can quote accurately when explaining what the on or above grade-level text says explicitly.	Students can quote accurately when drawing inferences from the on or above grade-level text.	Students can cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the on or above grade-level text.
<b>RI 5.2</b> Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	Students cannot yet determine the main idea from a on or above grade-level text and explain how it is supported by key details. Students can summarize the below grade-level text.	Students can determine the main idea from a on or above grade-level text and explain how it is supported by key details. Students can summarize the below grade-level text.	Students can determine two or more main ideas of a text. Students can summarize the on or above grade-level text.	Students can explain how two or more main ideas are supported by key details from the on or above grade-level text.	Students can determine the central idea of an on or above grade-level text and how it is conveyed through particular details. Students can provide a summary of an on or above grade level text distinct from personal opinions or judgments.
<b>RI 5.3</b> Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.	Students cannot yet explain events, procedures, events or concepts in an on or above grade-level historical, scientific, or technical text including what happened and why based on specific information in the text.	Students can explain events, procedures, events or concepts in an on or above grade-level historical, scientific, or technical text including what happened and why based on specific information in the text.	Students can quote accurately when explaining what the on or above grade-level text says explicitly. (RI 5.1)	Students can explain the relationships or interactions between two or more individuals, events, ideas, or concepts in an on or above grade-level historical, scientific, or technical text based on specific information in the text.	Students can analyze in detail how a key individual, even tor idea is introduced, illustrated and elaborated in an on or above grade-level text.



# Resources for B2



## Articles & Websites

- [Balanced Assessment Framework](#)
- [The Best Value in Formative Assessment](#)
- [Formative Assessment: What Do Teachers Need to Know and Do?](#)
- [Balanced Assessment \(Burke\)](#)
- [Formative & Summative Assessment](#)
- [Comparing Assessment \*for\* Learning and Assessment of Learning](#)
- [Guiding Principles for Classroom Assessment](#)

## Additional Resources

[Formative vs. Summative Video \(Wormeli\)](#)



# Breakout Room Activity



Groups of 5-6

8-10 minutes

When the timer ends, please finish your thought and return to the main room within 1 minute.

In your group:

1. Review components B2
2. Summarize what each component means & looks like
3. Brainstorm potential evidence on this component within district curriculum
4. Brainstorm guiding questions you might use as a capacity builder to elicit reflection and evidence of implementation.

Use the interactive slides for your group to record your thoughts.  
Be prepared to share.



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Indicator	Summary	Evidence	Guiding Questions
B.2. Curriculum includes <b>multiple opportunities</b> for the collection of student <b>growth data</b> .	A balanced use of assessments (types) is needed to collect data.	The use of both formative and summative assessments	<p>What are we learning?</p> <p>How will we know when students have learned it?</p> <p>What assessment will provide you with the most informative data?</p>

Indicator	Summary	Evidence	Guiding Questions
B.2. Curriculum includes <b>multiple opportunities</b> for the collection of student <b>growth data</b> .			<p>Are there opportunities for transfer of knowledge, skills &amp; understandings?</p> <p>What key skills are being assessed?</p>

Indicator	Summary	Evidence	Guiding Questions
B.2. Curriculum includes <b>multiple opportunities</b> for the collection of student <b>growth data</b> .	Balanced Assessment System from most formative to most summative dispersed throughout the teaching-learning process.	Performance level rubrics Anecdotal notes Performance indicators  pre/post assessments  Indicates key skills to assess  Timeline for mastery/ progression of skills  Skill monitoring tool	What level of understanding will students have?  How can we identify student growth of skills over time?  What is the retention of learning?  When should students be assessed for acceptable skill attainment (to stay on course for a year's growth)?

Indicator	Summary	Evidence	Guiding Questions
B.2. Curriculum includes <b>multiple opportunities</b> for the collection of student <b>growth data</b> .	Using formative and summative assessments in the classroom and as a district to assess if the curriculum is meeting the needs of our student growth expectations.	Assessing standards showing Students growth through the entire process.  Using multiple types of assessment to give a well rounded view of student growth.	When are you assessing? Daily, weekly, yearly.  Are your assessment items (not just an entire assessment) aligned with your standards?



# Component B3





# Component B3



B.3. Guidance is provided on the use of assessment **data** to drive the development of **tiered supports**.

“When schools create a collaborative culture around data use—**when they use data not to point fingers but to inform collective decisions—**something powerful can happen.”

—KATHRYN PARKER BOUDET  
AND JENNIFER L. STEELE,  
*DATA WISE IN ACTION*

Harvard  
Education  
Press



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# Formal vs Informal Formative Assessments

Formal and informal formative assessments are key to establishing tiered interventions. Gathering both types of data allows educators and data teams to determine areas of need and potential interventions that need to be implemented through a multi-tiered system of support such as RTI.

## Formal Formative Assessments

- Universal Screeners
- Progress Monitoring Assessments

## Informal Formative Assessments

- Checklists
- Observation Logs
- Work Samples

*\*\*Decisions regarding the placement of students in interventions should never be based off of one piece of assessment data*



# Diagnostic Assessments

Diagnostic assessments are also another type of assessment that can be used to identify academic needs.

- Not formative
- Can be formal or informal
- Can inform educators about strengths and weaknesses
- Can provide information to guide instruction and/or interventions
- Typically administered to small numbers of students and not all students



# Resources for B3



## Websites

### National Center on Intensive Intervention

- [Example Diagnostic Tools](#)
- [Academic Screening Tools Chart](#)
- [Academic Progress Monitoring Tools Chart](#)
- [Assessment Practices within a Multi-Tiered System of Supports](#)

### Center on Multi-Tiered System of Supports

- [Essential Components of MTSS](#)

### CAST

- [UDL Tips for Assessment](#)
- [UDL Assessment Video Modules](#)

## Additional Resources

### Participation in General Assessments



# Breakout Room Activity

Groups of 5-6

8-10 minutes

When the timer ends, please finish your thought and return to the main room within 1 minute.

In your group:

1. Review component B3
2. Summarize what the component means & looks like
3. Brainstorm potential evidence on this component within district curriculum
4. Brainstorm guiding questions you might use as a capacity builder to elicit reflection and evidence of implementation.

Use the interactive slides for your group to record your thoughts.  
Be prepared to share.



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Indicator	Summary	Evidence	Guiding Questions
B.3. Guidance is provided on the use of assessment <b>data</b> to drive the development of <b>tiered supports</b> .	Triangulating data to meet student needs at various levels.	Multiple assessments  Diagnostic-classroom/practice and etc. data	Are you using multiple data sources to make instructional and LEARNING decisions?

Indicator	Summary	Evidence	Guiding Questions
<p>B.3. Guidance is provided on the use of assessment <b>data</b> to drive the development of <b>tiered supports</b>.</p>	<p>Curriculum is beyond a series of books - does the whole curriculum include assessment tools for diagnostic and progress monitoring purposes aligned with key skills that indicate overall wholeness in development.</p>	<ul style="list-style-type: none"> <li>❑ Diagnostic Test</li> <li>❑ Progress Monitoring</li> <li>❑ Tiered Instructional/ Intervention Plans</li> <li>❑ Data guidelines for intensive supports and movement between/among tiers</li> </ul>	<p>Based on diagnostic information:</p> <ul style="list-style-type: none"> <li>- How effective is Tier 1 instruction?</li> <li>- What students need additional support?</li> </ul> <p>Progress Monitoring Data:</p> <ul style="list-style-type: none"> <li>- What does student growth look like?</li> <li>- Are students gaining skills?</li> <li>- Is the rate of growth acceptable?</li> <li>- Do we need to change student supports?</li> </ul>

Indicator	Summary	Evidence	Guiding Questions
B.3. Guidance is provided on the use of assessment <b>data</b> to drive the development of <b>tiered supports</b> .	<p>This is to monitor students and to address adult practices with the use of curriculum.</p> <p>Identify what tiered support means and are we looking at tier 1 instructional support.</p>	<p>Assessment data shared with teachers</p> <p>Vertical and horizontal articulation</p>	<p>Do educators have access to the data?</p> <p>What do educators do with the data?</p> <p>Do all staff understand the idea of tiered support?</p> <p>Is tier 1 being addressed first?</p> <p>Is acceleration being addressed in tiered support?</p>



Indicator	Summary	Evidence	Guiding Questions
B.3. Guidance is provided on the use of assessment <b>data</b> to drive the development of <b>tiered supports</b> .	Individualized help on a certain skill so that the weaknesses can be addressed in multiple ways with the tiered supports	<p>Talking across disciplines to support claims of individual standards and skills.</p> <p>Using the tiered supports to meet the individual needs of each student for maximum student growth.</p>	<p>When are you assessing? Daily, weekly, yearly.</p> <p>Are your assessment items (not just an entire assessment) aligned with your standards?</p> <p>To what extent are teachers discussing across disciplines to track systematic data pertaining to individual standards?</p>



# Components B1, B4, B5



# Components B1, B4, B5



B.1. **Learning targets** and **benchmarks** are clearly identified in assessments.

B.4. Assessments are **aligned** to the Illinois Learning Standards as necessary and applicable to meet district and state grade band or course requirements.

B.5. Assessments are reflective of the **depth** and **complexity** of engagement presented in the corresponding learning standards and experiences.



# Understanding Standards



1. Complexity
2. Learning Trajectories
3. Success Criteria
4. Learning Targets
5. Aligned Assessments



# Assessment



# Standards



- Standards communicate student learning expectations
- Standards can prescribe how students are expected to learn
- Standards can define how students can demonstrate what they have learned



# Understanding the Complexity of the Standards



- Bloom's Taxonomy
- Webb's Depth of Knowledge *(note: in this framework, it is NOT about the verb, rather the context)*
- Conceptual, Procedural, Application
- The Solo Taxonomy

DIFFICULTY ≠ COMPLEXITY	
DIFFICULTY	COMPLEXITY
<ul style="list-style-type: none"><li>• Amount of time and effort</li><li>• Circumstances and conditions</li><li>• Confidence and capability of the student</li><li>• Accuracy of answers</li><li>• Percentage of students answer correctly <math>(p = \frac{c}{n} \times 100)</math></li></ul>	<ul style="list-style-type: none"><li>• Kind of knowledge</li><li>• Type of thinking</li><li>• Depth and extent of knowledge, understanding, and awareness</li><li>• Abstractness of concepts</li><li>• Quality of responses</li></ul>



# Learning Trajectories: Performance Levels & Descriptors



## Performance Levels

a continuum of performances indicating progressively more understanding, skill, and depth of thinking

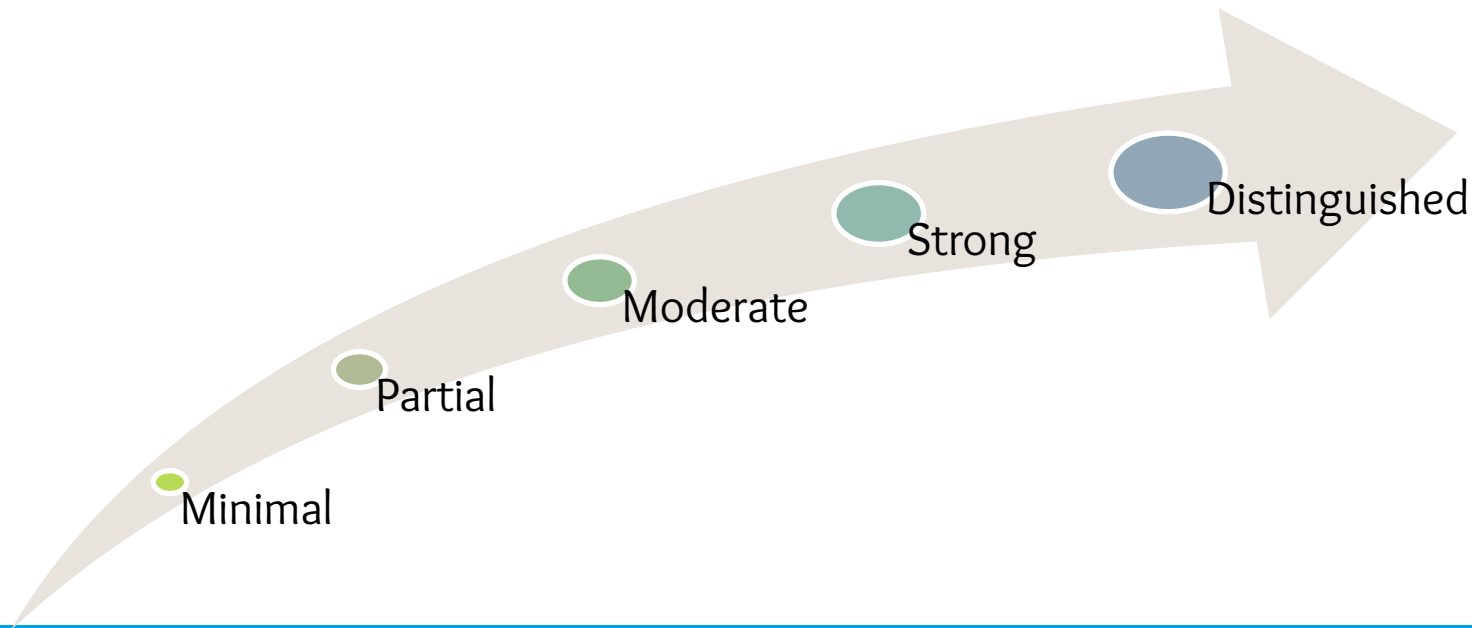
## Performance Level Descriptors

describe what students at each performance level know, understand, and do relative to grade & content standards





# Learning Trajectories: Performance Level Descriptors (PLD)



## Performance Levels – Reading Information Text Grade 5



Standards	Level 1 <i>Minimal</i>	Level 2 <i>Partial</i>	Level 3 <i>Moderate</i>	Level 4 <i>Strong</i>	Level 5 <i>Distinguished</i>
	Student demonstrates a lack of understanding of prerequisite content for this unit.	Student demonstrates understanding of prerequisite content for this unit.	Student demonstrates understanding of the simple grade level expectations.	Student demonstrates understanding of the complex grade level expectations.	Student demonstrates understanding of content that goes beyond graded level expectations.
	<b>RI 5.1</b> Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	Students cannot yet refer to details and examples when explaining what the text says explicitly and when drawing inferences from the on or above grade-level text.	Students can refer to details and examples when explaining what the text says explicitly and when drawing inferences from the on or above grade-level text.	Students can quote accurately when explaining what the on or above grade-level text says explicitly.	Students can cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the on or above grade-level text.
	<b>RI 5.2</b> Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	Students cannot yet determine the main idea from a on or above grade-level text and explain how it is supported by key details. Students can summarize the below grade-level text.	Students can determine the main idea from a on or above grade-level text and explain how it is supported by key details. Students can summarize the below grade-level text.	Students can explain how two or more main ideas are supported by key details from the on or above grade-level text.	Students can determine the central idea of an on or above grade-level text and how it is conveyed through particular details. Students can provide a summary of an on or above grade level text distinct from personal opinions or judgments.
<b>RI 5.3</b> Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.	Students cannot yet explain events, procedures, events or concepts in an on or above grade-level historical, scientific, or technical text including what happened and why based on specific information in the text.	Students can explain events, procedures, events or concepts in an on or above grade-level historical, scientific, or technical text including what happened and why based on specific information in the text.	<i>Students can quote accurately when explaining what the on or above grade-level text says explicitly. (RI 5.1)</i>	Students can explain the relationships or interactions between two or more individuals, events, ideas, or concepts in an on or above grade-level historical, scientific, or technical text based on specific information in the text.	Students can analyze in detail how a key individual, even tor idea is introduced, illustrated and elaborated in an on or above grade-level text.



Students who can identify what they are learning significantly outscore those who cannot.

~ Robert Marzano

# What is a learning target?



Describes what students are going to learn in developmentally appropriate language, connected to a specific performance of understanding

- Deepens understanding
- Aims for mastery

Learning targets guide the lesson design and formative assessment.



# It's only a learning target if...



- It is derived from the standard
- Students use it to aim for and assess their understanding
- Contains criteria that helps determine how close students have come to the target
- Provides the student and teacher with **evidence** of the student's level of understanding





Standard	Evidence Statements	“I can” Statement
<b>RI 4.2</b> Determine the main idea of a text and explain how it is supported by key details; summarize the text.	Provides a statement of the main idea of a text. (1)	I can provide a statement of the main idea of a text.
	Provides an explanation of how the main idea is supported by key details. (2)	I can provide an explanation of how the main idea is supported by key details.
	Provides a summary of the text. (3)	I can provide a summary of the text.



# What are success criteria?



- . Derived from Learning Goals, but are more specific.
- . Explicitly describe student performances of understanding or skills—what students will say, do, make, or write—to demonstrate that they have met the Learning Goals.



## Kindergarten



Developing Conceptual Understanding	Dot images/cards • Ten frames • Rekenreks • Five Manipulatives
-------------------------------------	--

Unit	Standard	Rigor	Prerequisites	Time Frame
UNIT 1- Numbers 0-5  ISBE Livebinder Unit 1-Position Language	<b>K.CC.A.3</b> -Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).	Procedural Application	None	10 Days
	<b>K.CC.B.4</b> -Understand the relationship between numbers and quantities; connect counting to cardinality.	Conceptual	None	
	<b>K.CC.B.5</b> -Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.	Application	None	

<b>K.CC.A.3</b> -Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).			
<p>About the Standard:</p> <p>One way students can learn the left to right orientation of numbers is to use a finger to write numbers in air (sky writing), on their knee or hands, or on a partner's back. Children will see mathematics as something that is alive and that they are involved.</p> <p>Students should study and write numbers 0 to 20 in this order: numbers 1 to 9, the number 0, then numbers 10 to 20. They need to know that 0 is the number of items left after all items in a set are taken away. Do not accept "none" as the answer to "How many items are left?" for this situation.</p>			
Learning Target	Success Criteria	Mathematical Model or Strategy Manipulatives	Aligned Resources & Examples
<ul style="list-style-type: none"> <li>Write numbers 0-10. (0-5)</li> <li>Write numbers 11-20. (0-5)</li> <li>Represent a group of objects, in any arrangement, with a written numeral 0-20. (0-5)</li> </ul>	Students will represent a given number 0-5 using objects and symbolic representation of the number when the teacher mentions the number verbally.	Five frame Small manipulatives	<a href="#">Task 5a: K.CC.A.3, K.CC.B.4, K.CC.B.5</a>  <a href="#">K.CC.A.3 Formative Assessment 1</a> <a href="#">K.CC.A.3 Formative Assessment 2</a> <a href="#">K.CC.A.3 Formative Assessment 3</a>



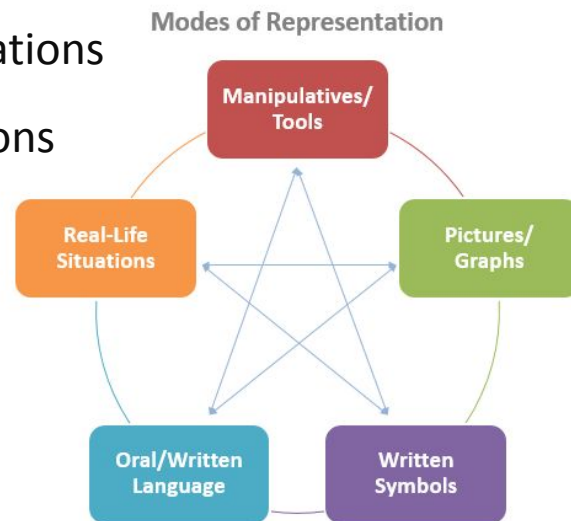


# Aligned Assessments:

## How do we assess conceptual understanding?



- May involve observation of students making representations
- May involve transfer between and among representations
- May involve explanation of thought processes
- May involve critique of others' reasoning



# Aligned Assessments:

## How do we assess procedural skill and fluency?



- May involve observation of students
- May involve examining student work



# Aligned Assessments:

## How do we assess application?



- May involve interpretation of real-world situations to represent and solve problems
- May involve description of real-world situations that correspond to representations
- May involve synthesis of multiple expectations



# Target Method Match



Target Method Match

## Key for Descriptions of Matches

- Strong:** The method works for all learning targets of this type.  
**Good:** The method works for many of the learning targets of this type.  
**Partial:** The method works in some instances for learning targets of this type.  
**Poor:** The method never works for learning targets of this type.

	Selected Response	Written Response	Performance Assessment	Personal Communication
Knowledge	<b>Good</b> Can assess isolated elements of knowledge and some relationships among them	<b>Strong</b> Can assess elements of knowledge and relationships among them	<b>Partial</b> Can assess elements of knowledge and relationships among them in certain contexts	<b>Strong</b> Can assess elements of knowledge and relationships among them
Reasoning	<b>Good</b> Can assess many but not all reasoning targets	<b>Strong</b> Can assess all reasoning targets	<b>Partial</b> Can assess reasoning targets in the context of certain tasks in certain contexts	<b>Strong</b> Can assess all reasoning targets
Skill	<b>Partial</b> Good match for some measurement skill targets; not a good match otherwise	<b>Poor</b> Cannot assess skill level; can only assess prerequisite knowledge and reasoning	<b>Strong</b> Can observe and assess skills as they are being performed	<b>Partial</b> Strong match for some oral communication proficiencies; not a good match otherwise
Product	<b>Poor</b> Cannot assess the quality of a product; can only assess prerequisite knowledge and reasoning	<b>Poor</b> Cannot assess the quality of a product; can only assess prerequisite knowledge and reasoning	<b>Strong</b> Can directly assess the attributes of quality of products	<b>Poor</b> Cannot assess the quality of a product; can only assess prerequisite knowledge and reasoning

Source: Adapted from An Introduction to Student-Involved Assessment FOR Learning, 6<sup>th</sup> ed. (p. 78), by R.J. Stiggins & J. Chappuis, 2011, Upper Saddle River, NJ: Pearson Education. Adapted by permission.  
 Chappuis, Stiggins, Chappuis and Arter, Classroom Assessment for Student Learning – Doing it Right – Using It Well, Second Edition. p. 9.4



# Resources for B1, B4, B5



## Articles & Websites

[Solo Taxonomy](#)

[Bloom's Taxonomy Graphic](#)

[Guiding Principles for Classroom  
Assessment](#)

## Samples

[Learning Goals & Success Criteria](#)

[Examples](#)

[Sample proficiency scales](#)

[ND Sample Proficiency Scales](#)



# Breakout Room Activity



Groups of 5-6

8-10 minutes

When the timer ends, please finish your thought and return to the main room within 1 minute.

In your group:

1. Review components B1, B4, B5
2. Summarize what each component means & looks like
3. Brainstorm potential evidence on this component within district curriculum
4. Brainstorm guiding questions you might use as a capacity builder to elicit reflection and evidence of implementation.

Use the interactive slides for your group to record your thoughts.  
Be prepared to share.



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Indicator	Summary	Evidence	Guiding Questions
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B.4. Assessments are <b>aligned</b> to the Illinois Learning Standards as necessary and applicable to meet district and state grade band or course requirements.			
B.5. Assessments are reflective of the <b>depth</b> and <b>complexity</b> of engagement presented in the corresponding learning standards and experiences.			

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# Resources



Curriculum Evaluation Tool  
State Strategic Plan  
EdReports



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# Meeting Dates & Times



## Upcoming Zoom Meetings 10:00 - 11:30 a.m.

Mark your calendars!

January 31

February 28

March 28

May 2

June 6



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# Monthly Outline for Capacity Building



November 22	CET Tool Deep Dive: Curriculum Component
December 20	CET Tool Deep Dive: Assessment Component
January 31	CET Tool Deep Dive: Implementation & Supports Component
February 28	CET Tool Deep Dive: Implementation & Supports Component
March 28	Networking & Problem Solving, Implementation of CET, Data Review
May 2	<ul style="list-style-type: none"><li>• Supports for identified gaps in process/policy</li><li>• Wrap-up and feedback</li><li>• Next steps</li><li>• Preview for next year's sessions</li></ul>



# Virtual Parking Lot

ask your questions, answer questions, give advise and add new slides for more room.

- Questions?

