Local Assessment Design

Measuring the Board of Education Teaching and Learning Question

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Chappaqua Schools

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Overview

- The back story: the BOE question

- Overview of the Assessment Development Project

- Developing the CCSD Thinking standards

Overview (contd.)

- Assessment Design Process

  - Performance Assessment

  - Sample assessments

  - Connecting the assessments to the thinking standards

- Panel Discussion

- Next Steps

Chappaqua Thinking Standards

1. Drawing from both content knowledge and prior learning, students use supporting evidence to demonstrate creative and high-level thinking.

2. Students will be able to deepen understanding of content by applying a problem-solving process both individually and collaboratively.

3. Students will actively participate and take ownership of their learning.
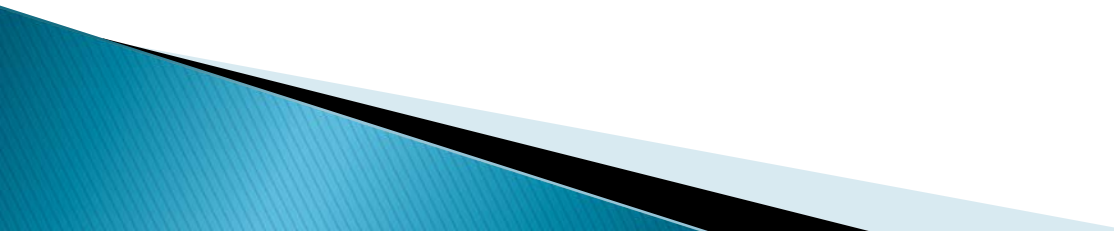
Performance Assessment

- Engages student in a real world task requiring use of key skills to communicate and apply knowledge.

- Supports and extends student learning via self, teacher, and peer feedback related to key standards.

- Includes revision based on feedback

- Both causes and measures learning

Sportsmanship Rubric – Grade 4

	Level 1	Level 2	Level 3	Level 4
Collaboration *Chappaqua Thinking Standard 3, Indicator C* *How well do team members play together and solve problems as they arise?*	• most members are working together to play the game, one or two may be disconnected • team members identify problems and go to the teacher/adult for help	• all members work together efficiently to play the game • team members identify problems and attempt to solve them together but may ask for help	• all members work together to play the game and strategize or solve problems • team members identify problems and solve them independently	• all members work together to play the game, strategize and solve problems • team members identify problems, solve them independently and plan for ways to avoid the problem in the future

Panel Discussion

- How has the assessment design process affected collegial work in your department?

- How did student results impact your thinking about the Chappaqua Thinking Standards?

- What are you thinking about for next steps?

Next Steps

- Our learning

  - A too-compressed process

  - Value of collegial design (depth, passion)

  - Logistical complications / complexities (scoring, analyzing)

  - Evidence about the thinking standards "alive and well"