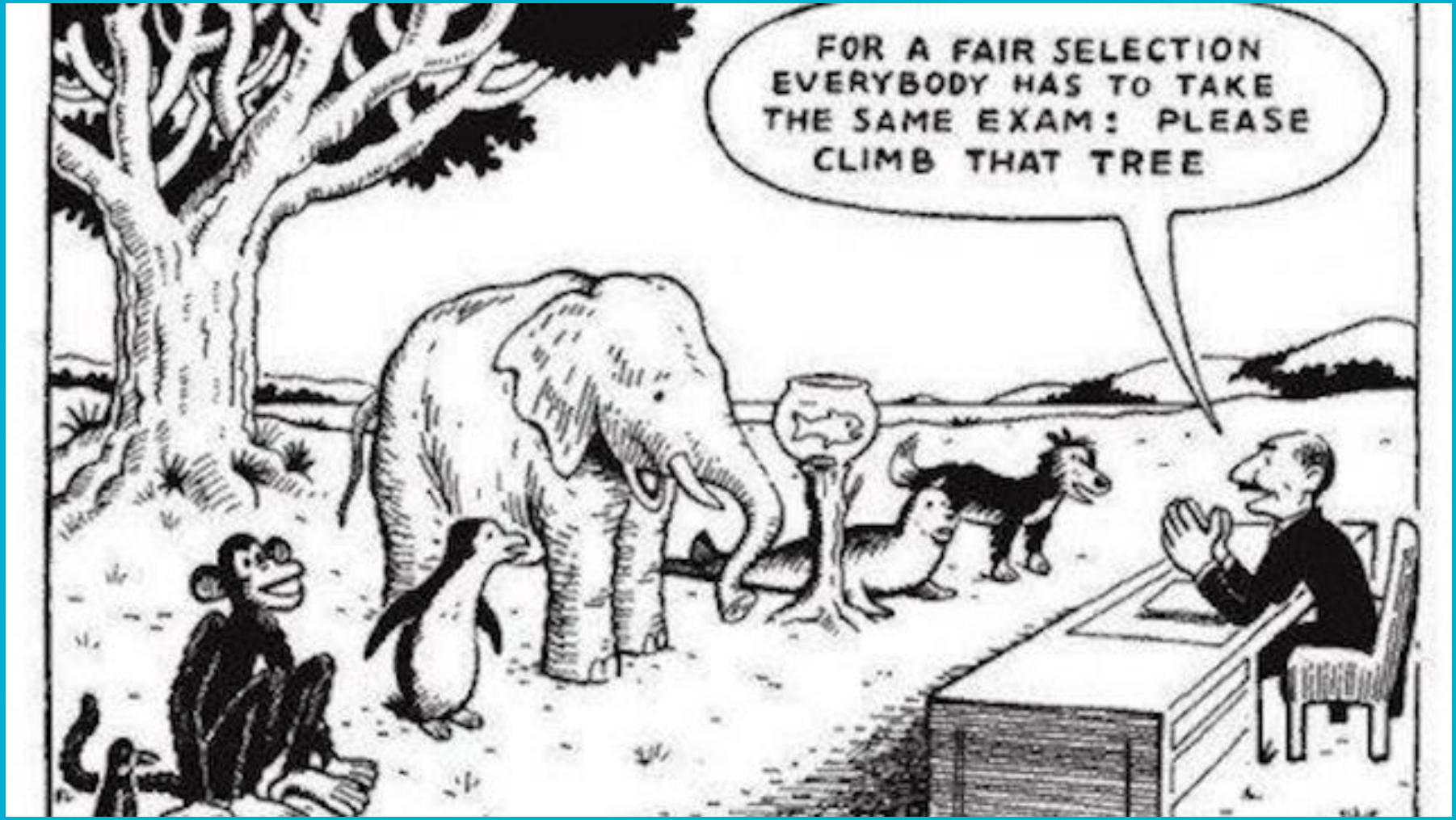
Transitions Happen:

Our Journey from Multiple Choice to Multiple Experiences


FOR A FAIR SELECTION EVERYBODY HAS TO TAKE THE SAME EXAM: PLEASE CLIMB THAT TREE

Interactive Activity

Where are you with LAAs?

https://todaysmeet.com/TransitionsHappen

The Mindset

The Administrator's Role

Creating a LAA

It takes a TEAM!

1st Step: We looked at the SOL Blueprint to see what was tested in the science category.

Grade 3 Science
Test Blueprint Summary Table

Reporting Category	Grade 2 Standards of Learning	Grade 3 Standards of Learning	Number of Items
Assessed with other SOL	2.1m	3.1m	
Scientific Investigation, Reasoning, and Logic	2.1a-l	3.1a-l	10
Force, Motion, Energy, and Matter	2.2a-b 2.3a-c	3.2a-d 3.3a-c	8
Life Processes and Living Systems	2.4a-b 2.5a-d 2.7a 2.8a-d	3.4a-b 3.5a-c 3.6a-d 3.10a	11
Earth/Space Systems and Cycles	2.6a-c 2.7b	3.7a-d 3.8a-c 3.9a-e 3.10b-d 3.11a-c	11
Excluded from Testing	None		
Subsumed Content *	Content in Kindergarten and Grade 1 SOL		
Number of Operational Items			40
Number of Field Test Items**			10
Total Number of Items on Test			50

Step 2: Create a Table of Specifications

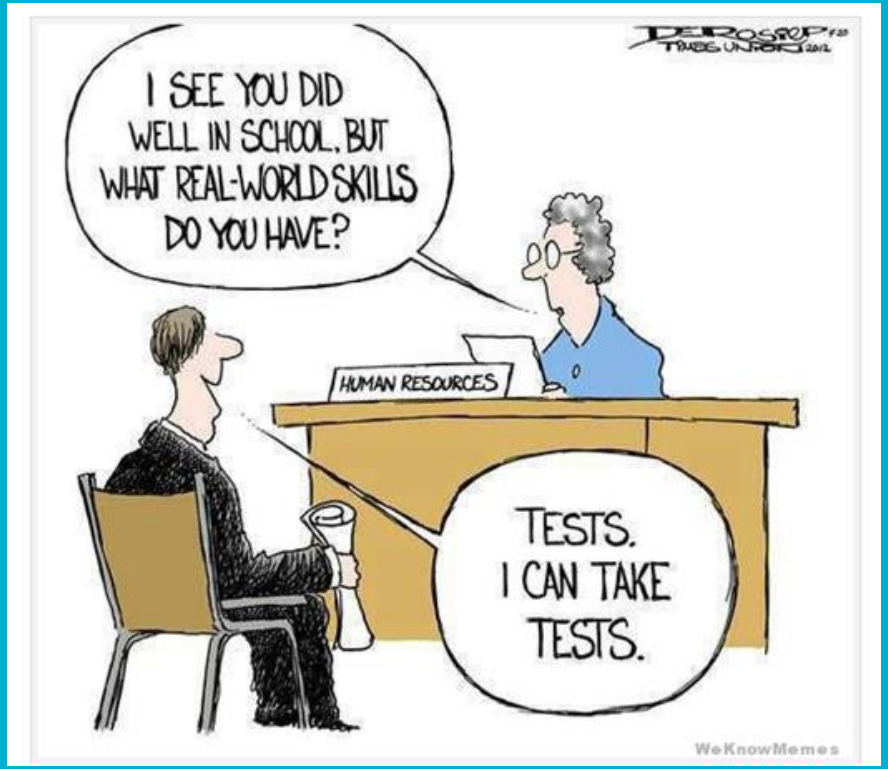
Content	Bloom's Taxonomy					
	Know	Comprehend	Apply	Analyze	Synthesize	Evaluate
3.2 b types of simple machines, identify and differentiate the six types of simple machines: lever, screw, pulley, wheel and axle, inclined plane, and wedge		Identify		differentiate		
3.2 d differentiate and classify specific examples of simple machines found in school and household items. These include a screwdriver, nutcracker, screw, flagpole pulley, ramp, and seesaw.		classify		differentiate		
3.2a purpose and function of simple machines by analyze the application of and explain the function of each of the six types of simple machines. An example would be that an inclined plane is a ramp to make it easier for a heavy object to be moved up or down.		explain		analyze		design build
3.2 c Compound Machines, identify and classify the simple machines which compose a compound machine, such as scissors, wheelbarrow, and bicycle		Identify classify				
3.1 Design and construct an apparatus that contains a simple machine.						Design construct
3.1 L Models are designed and built.						Design Built
Writing 3.9c write a clear topic sentence that focuses on the main idea.			write			

Now the Fun Begins!!!

- Come up with a project using your analyze, synthesize, analyze.
- Then differentiation options.
- Create a rubric for grading the assessment.

Example: Simple Machines PBA (take off slide show….but I will have my google drive up to show the PBA and walk through it)

Remember this!!!



Feedback

“The constructed projects were a good representation of the students’ design.”

“The directions were clear for PBA administration.”

“The students were really excited to do this PBA.”

“They loved sharing their knowledge in this creative way.”

“It's not often that students look forward to assessments!”

Framework for Local Alternative Assessment Implementation

	Readiness	Design	Develop	Administer	Use	Account	Institutionalize & Innovate
Operational Definitions of Stages	Ensuring readiness in the personnel, technical, and organizational domains of the division in order to undertake the initiative, namely with regard the development and use of performance-based assessments (PBAs).	Similar to the work of an architect, making use of required guidelines and desirable qualities of alternative assessments to conceptualize Local Alternative Assessments (LAAs).	Similar to the work of an engineer, applying expert knowledge of the relevant academic disciplines, pedagogies, characteristics of child development, needs of special populations (e.g., ELL, SPED), and principles of assessment to create technically adequate (i.e., valid & reliable) LAAs.	Teachers administer and students complete LAAs; teachers and school leaders evaluate performance on LAAs.	LAA results are used to: a. evaluate student learning (summative), b. demonstrate student progress relative to Intended Learning Outcomes (ILOs), c. make formative decisions about instruction, and d. critique and strengthen the validity and reliability of the LAAs.	LAA results are reported to constituents (parents, students, teachers), as appropriate.	Alternative assessments are incorporated within a balanced assessment system at the classroom level by teachers and at the school / division level by educational leaders; alternative assessment practices prompt innovative instruction and deeper learning.

Supplement 1: Essential Actions Relevant to the LAA Initiative

	Readiness	Design	Develop	Administer	Use	Account	Institutionalize & Innovate
Descriptions of Actions Considered Essential to Meeting the Intent of the LAA Initiative	a. Awareness of requirements of the initiative among key personnel in the division (e.g., teachers, school leaders, school board). b. Assessment literacy of LAA developers. c. Assessment literacy for administrators. d. Leaders / champions for initiative identified within the division. e. Determination of either school- or division-level implementation of the LAA initiative.	a. Create LAAs for removed SOL assessments. b. Align LAAs to SOL Strands or Reporting Categories. c. Create common language and template examples. d. Undertake a grass-roots process (i.e., teachers collaborating in designing PBAs).	a. Align LAAs to relevant SOLs. b. Identify authentic performance-based tasks. c. Create of valid and reliable prompts. d. Identify relevant and feasible student response formats. e. Create accurate and reasonably objective performance criteria (i.e., rubrics). f. Identify appropriate accommodations for the Inclusion of special populations (e.g., ELL, special education).	a. Administer LAAs in designated grades / subjects. b. Score LAAs. c. Embed LAAs into curriculum maps and/or pacing guides.	a. Evaluate student performance. b. Use results on LAA to adjust instruction and revise/ improve LAAs. c. Use results to demonstrate student growth / achievement.	a. Report results to teachers, students, and parents. b. "Substantiate" LAAs to VDOE.	Review and revise division curriculum to reflect 21st century skills (i.e., critical thinking, creativity, communication, collaboration, and citizenship), subject-specific skills, and integrated skills. Undertake initiatives through professional development and instructional supervision to align teachers' pedagogical practices to more authentic, engaging learning experiences.

Supplement 2: Documents Relevant to Substantiating Compliance with the LAA Initiative

	Readiness	Design	Develop	Administer	Use	Account	Institutionalize & Innovate
Examples of Documents and Artifacts	Professional development materials	LAA design template	Local alternative assessments Anchor responses Inter-rater reliability protocols	Written directions for administering LAAs	Student score report template Sample student score reports	Aggregate student score reports Multi-year LAA development plan	Division-level strategic plan that includes vision and action plan for LAA initiative and innovation Balanced assessment plan

Supplement 3: Illustrative Examples of Enacting the Vision of the LAA Initiative

	Readiness	Design	Develop	Administer	Use	Account	Institutionalize & Innovate
Illustrative Examples	Ensure broad-based awareness of and support for initiative among key stakeholders (e.g., teachers, students, parents, school board). Develop teacher and instructional leaders' capacity to create PBAs.	Align to broad educational aims, career and college readiness, 21st century skills (i.e., critical thinking, creativity, communication, collaboration, and citizenship), and sophisticated learning goals (e.g., scientific inquiry, jurisprudential inquiry, writing for a variety of purposes and audiences).	Develop alternative assessments in non-tested grade levels to strengthen vertical alignment. Develop alternative assessments in non-tested subject areas to strengthen interdisciplinary integration and alignment.	Engage students in metacognitive / self-assessment protocols. Embed the use of alternative assessment practices throughout the year as a regular part of instructional units.	Provide public exhibitions / showcases of student performances and products. Pilot, analyze, and revise LAAs to strengthen validity, reliability, and authenticity.	Enact capstone assessments (e.g., exiting elementary school, exiting middle school, and exiting high school) within division. Utilize LAAs for school and teacher growth goals.	Expand use of performance assessments in non-tested grade-levels and subject areas. Develop teacher and instructional leaders' capacity to create PBAs Connect assessment and pedagogy to develop instructional methods and strategies Promote teachers' collaborative analysis of student work to critique and strengthen curriculum, instruction, and assessment.

Implementation

The Teacher's Role

Sample PBA

Performance-Based Assessment Design Template

Title of PBA:
Machines for Future Planets
*Materials will need to be collected a week before administrating this PBA (donations through parents or your community)

Grade Level: 3rd

Subject Area(s): Science *writing is integrated

"Big Idea"/Subject-Specific Competency:

Students will design and create a model of a new compound machine using at least two simple machines that can be used in everyday life for their newly discovered planet. The students will be able to communicate describing the machine and the machine's purpose to make lives easier.

REAL-WORLD TASK (brief description):
Understanding the use of simple machines combined to create a new machine to help make their jobs easier.

Type(s) of Task(s):
- ☐ Verbal Reasoning
- ☐ Product
- ☐ Original Creation

TARGETED SOLs (Listed and unpacked, and/or represented in a table of specifications):

Science:
3.1 L Models are designed and built

3.2 a purpose and function of simple machines by analyze the application of and explain the function of each of the six types of simple machines. An example would be that an inclined plane is a ramp to make it easier for a heavy object to be moved up and down.

3.2 b types of simple machines, identify, and differentiate the six types of simple machines: Lever, screw, pulley, wheel and axle, inclined plane, and wedge.

3.2 c Compound Machines, identify and classify the simple machines which compose a compound machine, such as scissors, wheelbarrow, and bicyle.

3.2c Design and construct an apparatus that contains a simple machine.

Writing:
3.9 c Write a clear topic sentence that focuses on the main idea
3.9d Write a paragraph on the same topic by keeping their written paragraphs on one topic
3.9 f Include details that elaborate the main idea.

Other Targeted Learning Outcomes (e.g., Dispositions, Portrait of a Graduate), 21st Century Skills, Habits of Mind):

21st Century Skills: Critical Thinking & Problem Solving, Oral & written communication

Accountability Alignment of Locally Developed Assessment (if applicable):

- SOL Strands:
  Science: 3.1 L, 3.2 a,b,c
  Writing: 3.9 c,d,f
- SOL Reporting Categories:

  Scientific Investigation, Reasoning, & Logic
  Force, Motion, Energy, and Matter

PROJECT/PROMPT:
In the future, we will be moving to a new planet. We need to build a new community on the planet. There are no signs of civilization (no cities, towns, or villages) on our planet. You are the building engineer (the person who designs and builds buildings) and you will be creating a compound machine to build our new community. The supplies you have are limited and no other supplies are on the way.

- First, identify a building that is needed on the planet for survival.
- Next, design a compound machine using at least two simple machines to help construct the building that is needed.
- Then, construct your compound machine using supplies provided on the community supply table.
- Finally, write a friendly letter to your Engineering Supervisor about the newly designed compound machine:
  1. Tell your Supervisor what building you feel is needed in order to survive and what great compound machine you created.
  2. Tell him the purpose of the compound machine and the functions of the simple machines you used to create it.

Role: Student is the building engineer

Audience: Engineering Supervisor (teacher)

Scenario: In the future, we will be moving to a new planet. We need to build a new community on the planet. There are no signs of civilization (no cities, towns, or villages) on our planet. You are the building engineer (the person who designs and builds buildings) and you will be creating a compound machine to build our new community. The supplies you have are limited and no other supplies are on the way.

Task:
Design a compound machine using at least two simple machines to help construct the building that is needed.

PERFORMANCE CRITERIA

- ☐ Analytic Rubric

Gradations of Performance:

Pass Advance: Students that score 10 to 12 points
Proficient: Students that score 7 to 9 points
Weak: Students that score 4 to 6 points
Not Evident: Students that score 3 points or less.

Then, construct your compound machine using supplies provided on the community supply table.

Finally, write a friendly letter to your Engineering Supervisor about the newly designed compound machine:

RESPONSE FORMAT:

1. A design of your new compound machine.
2. A created model of your new compound machine.
3. A friendly letter to your Engineering Supervisor that includes: functions of the simple machines and how the simple machines work together to create the compound machine's job.

Considerations for Differentiation of PBA:

- Additional time for students who require additional time on tasks.
- ELL students may require additional scaffolding in directions and review of the prompt and response format.
- Special Need Students follow IEP accommodations. (read aloud, text to speak, dictation, graphic organizer for scaffolding and visual support, etc….)

Directions for Teachers Administering the PBA (i.e., to ensure consistency among student' experience completing the PBA):

- Materials need to be collected a week ahead of time (ask parents, churches, restaurants, etc….): straws, pipe cleaners, paper towel and toilet paper tubes, tape, bottle caps, yarn, etc… (tinker toys and legos can be used as well)
- This assessment will take 5 days (45 minutes)
- Teachers may place on board the prompt for students to see the steps and a visual aide of the friendly letter format.

Instructional Considerations Before, During, and After Administration of the PBA:

Prior Knowledge/Skills:
Vocabulary used in in prompt can be discussed before hand (civilization, primitive, and engineer)
Students need to know the 6 simple machines and how they work.
Students need to know that 2 simple machines create a compound machine and how they work.
Format of a friendly letter (a visual can be posted during administration of PBA)

Degree of Scaffolding During Completion

- ☐ *None (independent work)*
- ☐ *Prompt thinking*
- ☐ *✓Guide-on-the-side*
- ☐ *Explicit direction*

LAPBA Scoring Rubric

Provide the scoring rubric here. The scoring rubric may be a checklist, a rating scale, an analytic rubric, or a holistic rubric. The template below may be used for an analytic rubric.

	Critical Element	Not Attempted (0)	Below Proficient (1)	Pass Proficient (2)	Pass Advanced (3)
Science Standards	*Chose 2 simple machines that work together to create the compound machine (3.2a, 3.1 I)*	No simple machines are modeled.	One simple machine is modeled.	Two simple machines are appropriately modeled.	Two simple machines accurately modeled and work well together
	Description of the compound machine (3.2d)	No description of compound machine	Description is limited (one simple machine may be identified)	Description of compound machine is accurate but lacking supporting information	Description of compound machine is accurately explained with supporting information
	Purpose of the compound machine (3.2 a)	No purpose of the compound machine is present	Purpose of compound machine is limited and does not fully address the problem	Purpose of compound machine is reasonably stated and addresses the problem	Purpose of compound machine is clearly stated and thoroughly addresses the problem
Written expression	*Usage/Mechanics (Writing 3.10)*	Significant errors	Grammatical errors and/or awkward wording that inhibit reading	Some grammatical errors and/or awkward that slow down reading at times	Clearly written and easy to read; few, if any grammatical errors

LLA Documentation

Student: _____ Teacher: _____

Subject Area: Science School Year: 2016 - 2017

LAPBA Scoring Rubric

Machines for Future Planets

Critical Element	Not Attempted (0)	Below Proficient (1)	Pass Proficient (2)	Pass Advanced (3)
Chose 2 simple machines that work together to create the compound machine (3.2a, b 3.1 l)	No simple machines are identified	One simple machine is identified	Two simple machines are appropriately identified	Two or more simple machines accurately identified and work well together
The friendly letter describes the compound machine. (3.2 c,d)	No description is present	Description is limited (one simple machine may be identified)	Description is accurate but lacking supporting details	Description is accurately explained with supporting details
The friendly letter includes the purpose of the machine. (3.2 a,c, d)	No purpose is present	Purpose is limited and does not fully address the problem	Purpose is reasonably stated and addresses the problem	Purpose is clearly stated and thoroughly addresses the problem
Usage/Mechanics (Writing 3.9 c, d,f 3.10)	Significant errors and not on topic	Grammatical errors and/or awkward wording with main idea, but no supporting details	Some grammatical errors and/or awkward wording with main idea with some supporting details	Clearly written and easy to read; few, if any grammatical errors being on topic with strong supporting details
TOTAL				
Pass Advanced	Students that score 10 to 12 points			
Proficient	Students that score 7 to 9 points			
Weak	Students that score 4 to 6 points			
Not Evident	Students that score 3 points or less.			