Implementing and Reflecting on Sample Tools & Strategies in *A Local Assessment Toolkit*

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| **Module****Strategy/Tool** | Where can I find it?[www.karin-hess.com](http://www.karin-hess.com)  | **Toolkit pages** | **Purpose** | **When/how I might use this …** | **How I have used … reflect on use** |
| **Module 1** |  |  |  |  |  |
| **M1-Tools #1-5 –** Cognitive Rigor Matrices 8 content areas | **Resources page** | 51-60 | Examine the range of questions and tasks for each content areaAnalyze assessments and assignments |  |  |
| **M1- Kid Tool:** Collaborative Inquiry Plan | **Event Materials – Topics 1 & 8** | 77, 81 | Teamwork, Self-Assigning Team RolesPlanning, Strategizing, Peer-Assessment Developing Research SkillsLocating info/evidence |  |  |
| **M1- Photo Search Activity** | Use your own visuals and questions to research | 32-33 | Developing Research Skills (with questions to answer)Locating info from multiple sources*Verifying* evidence |  |  |
| **M1 - Kid Tools:** Turn & Talk Frames | **Event Materials – Topic 1** | 79, 88 | Consolidating learning during the lesson (every 12-15 min.) |  |  |
| **M1 - Text Decks** – SS example: “We the People…” | **Event Materials – Topic 1** | 79-80 | Developing Research Skills (with questions to answer)Locating info from sources*Verifying* evidence |  |  |
| **M1 - Kid Tool:** TBEAR | **Event Materials – Topic 1 & 2** | 83-86 | Organizing written & oral responsesStating claimsLocating info to v*erify* evidence |  |  |
| **M1- Multi-sensory Clustering** | **Event Materials – Topic 2** | 78-79, and 87 | Graphic organizer used to build vocabulary and draw on prior knowledge for writing descriptively |  |  |
| **M1- Hint Cards-video** | **Teaching channel** | 22 | Scaffolding strategy used to support executive functioning |  |  |
| **Module 2** |  |  |  |  |  |
| **M2 - Kid Tool:** Word Splash | **Event Materials – Topic 1** *In Formative ELA Sampler* | 116, 127 | Vocab development |  |  |
| **M2 - Kid Tool:** What do I know about these words | **Event Materials – Topic 2** (vocab strategies) | 117 | Vocab development |  |  |
| **Sample Frames for text-based questioning** | **Event Materials – Topic 2** | 119-120 | DOK 3 and DOK 4 sample text-based prompts; constructed response |  |  |
| **Teaching Text Structures & Signal Words** | **Karin’s Blog****Event Materials – Topic 2** | 114-115 | Resource/model for creating anchor charts with students for reading and writing |  |  |
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| **Module 3** |  |  |  |  |  |
| **M3 – Tools #9, #10, #11, #12 – Analyzing Assessments and student work** | **Formative and Performance Assessment Focus Page** | 189-195 | Analyzing or creating formative and performance assessments and rubrics:Identifying content & DOK level alignment. |  |  |
| **M3 - Kid Tool:** Artifact Analysis |  | 260 | Developing Research SkillsMaking and verifying hypothesesLocating info to v*erify* evidence |  |  |
| **M3 - Kid Tools:** Graphic Organizers 2 perspectives | **Event Materials – Topic 2** |  | Gathering evidence from multiple texts/sources (literary & informational)  |  |  |
| **M3 – Tool 20** |  | 206-209 | Step-by-step guide to develop performance assessments |  |  |
| **M3 -** Sample Extended writing prompts (any subject) | **Event Materials – Topic 1 & 2** | 218-219 | Provides contrasting examples of prompts for informational writing, and fact-based, judgment-based, and policy-based arguments |  |  |
| **Kid Tool:** Source it – The TRAAP worksheet | **Event Materials – Topic 1** | Not in Toolkit | Validating accuracy, credibility of sources |  |  |
| **Kid Tool:** Checking sources – “wwwdot” | **Event Materials – Topic 2** | Not in Toolkit | Validating accuracy, credibility of sources (similar to TRAAP, but easier to use) |  |  |
| **M3- Chocolate chip cookie taste test** | **Event Materials – Topic 3** | 213-215 | Introducing types of rubric criteria |  |  |
| **M3 - GRASPS** | **Focus Page – Formative & Performance Assessment** | 256-259 | Designing performance tasks – simulation/role plays |  |  |
| **M3 - Kid Tool:** Anticipation Guide | **Event Materials – Topic 1** *In Formative ELA Sampler* | 247 | Pre-post assessment |  |  |
| **Module 4** |  |  |  |  |  |
| **M4 - Quick Tips - Assignment Menu** | **Event Materials – Topics 1, 2, & 4** | 349-3517 | Differentiation, alternative pacing |  |  |
| **Differentiate with learning menus - video** | **Teaching Channel** | 351 | I use this video to introduce **Assignment Menus** (see above) |  |  |
| **M4 - Note Facts** |  | 351, 357 | Organizing details for writing - elementary |  |  |
| **Favorite No - video** | **Teaching channel** | 348 | Analyzing student work with students |  |  |
| **Module 5** |  |  |  |  |  |
| **M5 - Tool #29 – Basic Individual Test Blueprint** |  | 388-390 | Analyze an assessment for balance of content, DOK, score points |  |  |
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| **DOK Analysis Tool for Math Tasks** | **Event Materials – Topic 4** | Not in Toolkit | Developing performance assessments in mathematics, applying math practices |  |  |
| **M5 - Tool # 27 - Year-at-a-Glance** | **Event Materials – Topic 3** | 384-385 | Used to track what sub-areas of your content you CONSISTENTLY assess in order to look for “balance” of DOK and emphasis (e.g., in ELA: reading, writing, spelling, etc.; in Social Studies: vocab, history, geography, using artifacts and source documents, research skills, etc.) |  |  |
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| **Appen D - Kid Tool:** “What I need to do” rubric examples | **Karin’s Blog****Event Materials – Topics 1, 2, and 4** | 423-427 | Turn your “teacher” rubric into an interactive “kid” rubric; Templates for peer and self-assessment |  |  |