

*"Each child, in each school, in each of our communities deserves to be healthy, safe, engaged, supported, and challenged." ASCD's Whole Child Initiative*

Shaping,  
Energizing,  
Customizing  
Learning  
for Maine  
Educators

## ASSESSING GUIDING PRINCIPLES

See PAGE 2

## Upcoming BOOK STUDY Group

See PAGE 5

## ASCD's WHOLE CHILD Initiative

VIDEO: *Whole School, Whole Community, Whole Child*

### Whole Child Goals

- Each student enters school healthy and learns about and practices a healthy lifestyle.
- Each student learns in an environment that is physically and emotionally safe for students and adults.
- Each student is actively engaged in learning and is connected to the school and broader community.
- Each student has access to personalized learning and is supported by qualified, caring adults.
- Each student is challenged academically and prepared for success in college or further study and for employment and participation in a global environment.

Educators know for long term development and success, students need to be healthy, safe, engaged, supported, and challenged. To accomplish these goals instruction, school climate, leadership, family engagement, and community contribute.

In its legislative advocacy work ASCD urges Congress and President Obama's administration to adopt the following recommendation: **"To be fully prepared for college, career, and citizenship, students must have access to all**

### SPRING CONFERENCE

Northeast ASCD PRESENTS

*Culture, Purpose and Structured Teaching*

**ASCD Authors Doug Fisher & Nancy Frey** present and participants plan how to **engage students** with

- *Classroom and School Culture*
- *Relevant, Purposeful Learning*
- *Scaffolds including Formative Assessments*

**Morning Fisher & Frey** streamed-in live, alternating with participants' comments and questions.

**Afternoon Fisher and Frey** begin the afternoon and you have support to plan for your classroom, school, or district.

**When:** Mar. 27, 2015

**Where:** Jeff's Catering and Event Center  
**Brewer, Maine**

[On-line Registration](#)

[Flyer and Registration Form](#)

**academic subjects, social and emotional learning, in-school mental health services, meaningful parental engagement, high-quality early childhood education, and affordable postsecondary options."**

ASCD provides a [free School Improvement Tool](#) that supports schools in strengthening their Whole Child approach.

For additional Whole Child information and resources go to <http://www.wholechildeducation.org>.

# Assessing Students' Progress on Maine Guiding Principles

For providing best education and in response to Maine's **proficiency-based diploma requirements** Maine educators are determining strategies for assessing students' progress and competence with State of Maine *Guiding Principles*.

Following are resources and information, as support, as *you determine your school's or district's needs and strategies*. Examples that follow are just a sampling of ways evidence can be gathered for the *Guiding Principles*.

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Development and formative assessment of *Guiding Principles* skills would begin in early grades. By graduation, competency could be established through formative assessments or a combination of formative assessments and culminating assessment. Formative assessments often are better indicators of student growth and learning than summative assessments.

For each of the five Guiding Principles Standards rubrics, contracts, and other lists of indicators support assessments, including students' self-assessments. Assessment criteria can be devised with students' input.

Examples of culminating/summative assessments are presentation, presentation of portfolio, debate, essay, performance, video, podcast.

## Clear and Effective Communicator

**Standard A: *Understands the attributes and techniques that positively impact constructing and conveying meaning for a variety of purposes and through a variety of modes.***

Notes of teacher observations from one-to-one short discussions with individual students, students' communications in their collaborative group and entire class discussions are formative assessment tools.

Other formative assessment tools are students' journal reflections, *Fish Bowl Discussion*, *Socratic Seminar*, and *Spider Web Discussion*. (For Assessments of *Socratic Seminar* see Edutopia in **RESOURCES**.)

Communication proficiency can also be shown in culminating activities such as presentations, debates, essays, performances, videos, podcasts.

## Self-Directed and Lifelong Learner

**Standard B: *Understands the importance of embracing and nurturing a growth mindset.***

Teacher observations of whether a student perseveres, making efforts for improvement contribute to an assessment of this standard. Students' self-assessment of their individual and collaborative work - for example, their assessment of their time management, their willingness to persevere and for group work, contribute to the group effort. For group work, peers' assessments of group members can be part of the assessment, especially with students' reflections on how their peers assessed them.

### Maine Guiding Principles Proficiencies

#### **A. A Clear and Effective Communicator**

*Standard A: Understands the attributes and techniques that positively impact constructing and conveying meaning for a variety of purposes and through a variety of modes.*

#### **B. A Self-Directed and Lifelong Learner**

*Standard B: Understands the importance of embracing and nurturing a growth mindset.*

#### **C. A Creative and Practical Problem Solver Who:**

*Standard C: Is skilled at selecting and applying a process of problem-solving to deepen understanding and determine whether redefining the goal is a better way of addressing a problem situation and continuing to consider other alternative solutions until one resonates as the best one.*

#### **D. A Responsible and Involved Citizen**

*Standard D: Understands the interdependence within and across systems and brings to each situation the appropriate actions.*

#### **E. An Integrative and Informed Thinker**

*Standard E: Is skilled at using complex reasoning processes to make meaning.*

See **PERFORMANCE INDICATORS** for each of these standards.

## ASSESSING GUIDING PRINCIPLES, cont.

A metacognitive reflection can be used as a **Self-Directed/Lifelong Learner** assessment:

- . What learnings have been most important to me?
- . What have I learned about my thinking? my feelings?
- . How do I feel about myself as a questioner? researcher? group member? [self-directed worker?]
- . What do I want to get better at (new strategy or goal setting) (Barell, p. 111)

(For online **growth mindset assessments** see *Mindset and PERT* in **Resources**, below).

**Creative and Practical Problem Solver:**  
**Standard C: Is skilled at selecting and applying a process of problem-solving to deepen understanding and determine whether redefining the goal is a better way of addressing a problem situation and continuing to consider other alternative solutions until one resonates as the best one.**

Demonstrations of problem-solving thought processes include written explanation, verbal explanation in a recording, podcast, video, or debate. Concept maps, sketches, models, essays, tables, graphs that are accompanied by written or verbal explanations can be used. When students are required to do multiple drafts of an essay, proof, design or plan, progress in their problem-solving thought process can be followed.

*Formative assessment* can include *graphic organizers* that show the student's solution pathways. For example when presented with a challenge in any subject area a *Know, Need to Know, Ideas* chart would be a starting place for students to show their problem-solving thinking. This would be followed by an explanation of their

solution and how data led them to this conclusion. Another example of a problem-solving graphic organizer is a page divided into four quadrants for *Understanding, Plan* (which often includes a sketch), *Solution, Check/Explain (U-P-S)* Though U-P-S is used in solving math word problems, a version of it can be used for students' showing their thought process in solving problems/challenges within any subject.

Students' self-assessments of their work in any of the above are another formative assessment. As a formative assessment students engage in think-out-louds while learning how to track their problem-solving process. Teachers model this to students in demonstrating how they are figuring out a teaching challenge or other challenge.

For *summative assessment* students can work to solve a real-life or simulated challenge and then present their findings, solutions, and reasoning that led to the solutions. Essays would be evaluated using a rubric that contains logical problem-solving and creativity criteria. In addition, students' presentations might be arts, performing arts, public speaking, videos, or other products. Alternatively the summative evaluation might be a combination of prior formative assessments.

### From **Maine Department of Education:**

Clear, measurable criteria for the *Guiding Principles* are important because evidence for *Guiding Principles* learning comes from a variety of learning experiences both formal and informal.

Separate assessments, designed solely to measure the *Guiding Principles*, aren't needed. Often assessments designed to measure learning in other content areas or other learning experiences can provide an opportunity to gather evidence of *Guiding Principles* - if there are clear, measurable criteria for the *Guiding Principles* and an authentic opportunity to include the *Guiding Principles* as an expectation.

Later this school year, the Maine Department of Education will share research on knowledge, skills, and dispositions embedded in the *Guiding Principles*.

An important resource is the **Proficiency-Based Learning Pyramid**, as it shows relationships and purposes for reporting different categories of learning.

For Maine Department of Education requirements and suggestions about *Guiding Principles* contact Diana Doiron, [diana.doiron@maine.gov](mailto:diana.doiron@maine.gov) phone: 624-6823.

### **Responsible and Involved Citizen**

**Standard D: Understands the interdependence within and across systems and brings to each situation the appropriate actions.**

With criteria shared with students in advance, assessment could be observation of behaviors in classes, school wide activities, community service, experiential learning that involves collaborating with peers and communicating with experts or others outside the school.

Rubrics and contracts exist for collaborative groups. (See **RESOURCES**.)

## **Integrative and Informed Thinker**

### **Standard E: *Is skilled at using complex reasoning processes to make meaning.***

Students can work to solve real life or simulated current day or historical challenges, present their findings and solutions and explain the reasoning that led to their solutions. Students can demonstrate proficiency through performances, arts, essays, documentaries, metaphors, debates, panel discussions, experiments, analysis of research they conduct, videos, and portfolios. A rubric with criteria addressing logical decision making and other logical reasoning such as understanding diverse perspectives would be used to evaluate students' proficiency in this standard.

*Formative assessments* can include students' self-assessments of steps leading to completion of any of the products and presentations listed above - especially when students' self-assessments included criteria to justify their self-assessment. Students' journals can be part of an assessment process.

In *authentic assessment* students make judgments involving critical thinking and problem solving. They are realistic since they replicate contexts in which a person's knowledge and abilities are used in real-world settings. They engage in the subject as professionals would for example, historians or scientists. They present their findings in settings where they can receive immediate feedback and can then modify their conclusions (Wiggins, 1998) (Barell, 2007).

## **RESOURCES**

Barell, J. (2007). *Problem-based learning: An inquiry approach (2nd ed.)*. Thousand Oaks, CA: Corwin Press

Buck Institute for Education. Free Rubrics. <http://bie.org/objects/cat/rubrics>

Deeper Learning. Free Rubrics. <http://dlmooc.deeper-learning.org/week-7-lens-into-the-classroom/>

EdLeader21. Rubrics for assessing Critical Thinking, Communications, Collaboration, Creativity (to purchase). <http://www.edleader21.com/order.php>

Education Week PD Directory. Assessing problem-solving in younger students. [http://www.edweek.org/media/images/audience/jan2015\\_pddirectoryqanda.pdf](http://www.edweek.org/media/images/audience/jan2015_pddirectoryqanda.pdf)

Edutech for Teachers. Creating Rubrics. <http://ow.ly/lnw0Y>

Edutopia. Socratic Seminar Assessments. <http://ow.ly/Ine2Z>

Hennigh, E. Word Problem Demonstration Using the UPS Check Graphic Organizer [https://www.youtube.com/watch?v=EGNqn\\_sDQc4](https://www.youtube.com/watch?v=EGNqn_sDQc4)

Laur, D. (2013). *Authentic learning experiences: A real-world approach to project-based learning*. Larchmont, NY: Eye On Education

Maine Department of Education *Guiding Principles*. <http://www.maine.gov/doe/proficiency/standards/guiding-principles.html>

Marzano, R. J. & Pickering D.J. (2009). *Dimensions of learning (2nd ed.)*. Alexandria, VA: ASCD

Mindset Works. Growth mindset assessment. <http://www.mindsetworks.com/assess/>

Pahomov, L. (2014). *Authentic learning in the digital age. Engaging students through inquiry*. Alexandria, VA: ASCD

PERTS. Growth mindset assessment. <http://survey.perts.net/share/toi>

Richhart, R., Church, M. & Morrison, K. (2011). *Making thinking visible: How to promote engagement, understanding, and independence for all learners*. San Francisco, CA: Jossey-Bass

Teaching Channel. Assessment of students' deeper learning. Grades 9-12 Performance Assessment. **VIDEO**. [www.teachingchannel.org/videos/college-success-portfolio-defense-structure-eeed](http://www.teachingchannel.org/videos/college-success-portfolio-defense-structure-eeed)

Teaching Channel. Formative Assessment Using the U-P-S Strategy. **VIDEO**. [https://www.teachingchannel.org/videos/ups-strategy-as-assessment-tool/?utm\\_source=newsletter20140131](https://www.teachingchannel.org/videos/ups-strategy-as-assessment-tool/?utm_source=newsletter20140131)

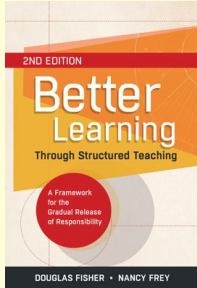
Teaching Channel. Performance as culminating activity. **VIDEO**. <https://www.teachingchannel.org/videos/greek-mythology-final-project-getty>

Teaching Channel. Student portfolio defense demonstrating mastery and growth. **VIDEO**. <https://www.teachingchannel.org/videos/success-portfolio-defense-eeed>

Wiggins, G. (1998). Ensuring authentic performance. In *Educative Assessment: Designing assessments to inform and improve student performance*. San Francisco: Jossey-Bass



### Professional Learning Opportunity!



Maine ASCD will be hosting an online discussion group for **Doug Fisher** and **Nancy Frey's** book

#### ***Better Learning through Structured Teaching - Gradual Release of Responsibility***

Check Maine ASCD's web site for future updates. For questions in the meantime, contact Mary Bellavance at [mbellavance@biddefordschooldepartment.org](mailto:mbellavance@biddefordschooldepartment.org)

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### Maine ASCD News

E-mail articles to Lee Anna Stirling at [leemandu@earthlink.net](mailto:leemandu@earthlink.net) or [lstirling@une.edu](mailto:lstirling@une.edu) with **Maine ASCD News** in the subject line.

Your feedback and suggestions for *newsletter topics* also are welcome.

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