Dr. Robert Marzano
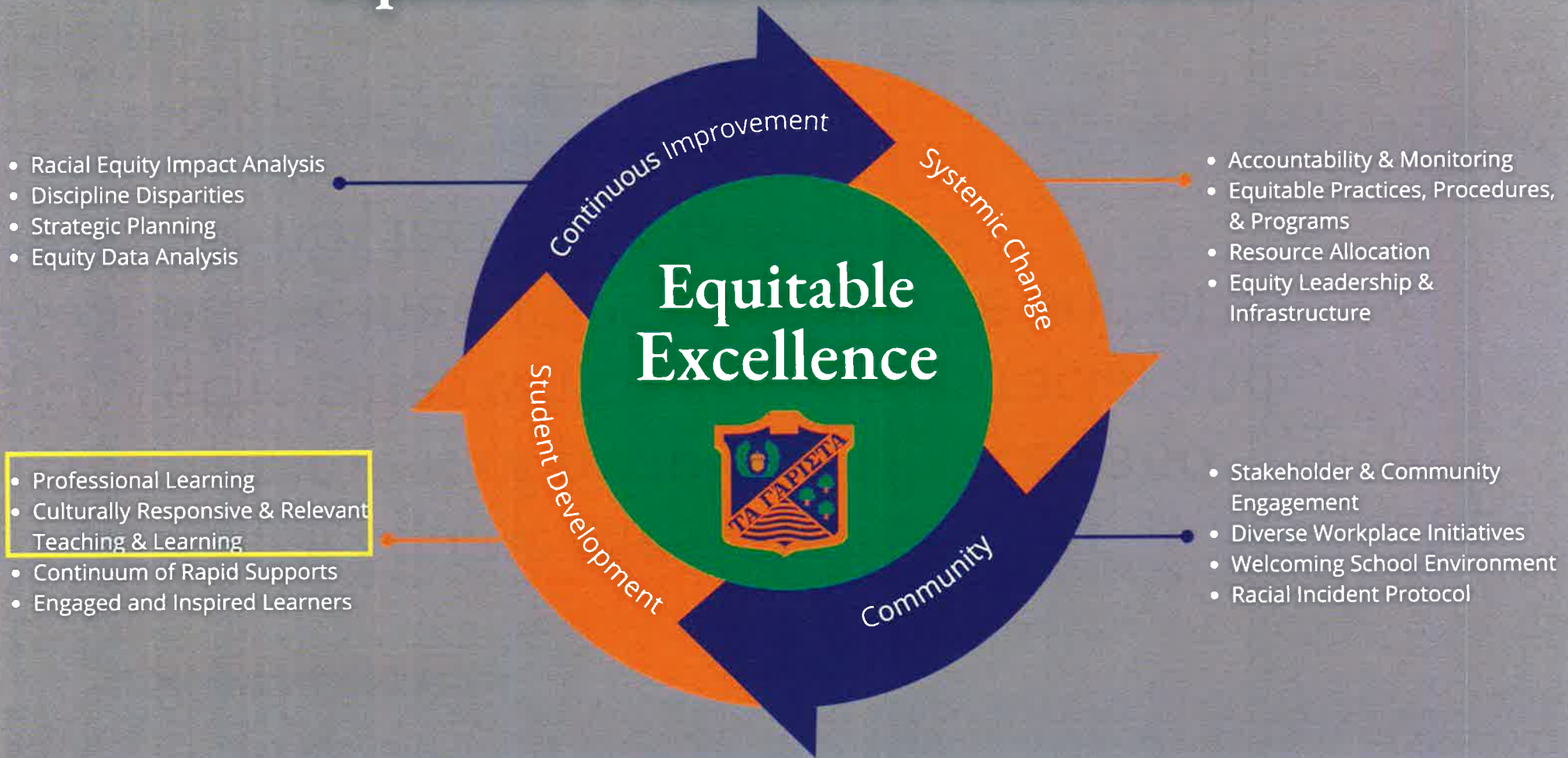
- 50+ years in education
- Researcher
- Trainer
- Speaker
- More than 50 books
- 300 articles
- Founded Marzano Academies, which he intends to be a lighthouse for what public education can and should be utilizing a systemic approach to change known as Personalized Competency-Based Education.
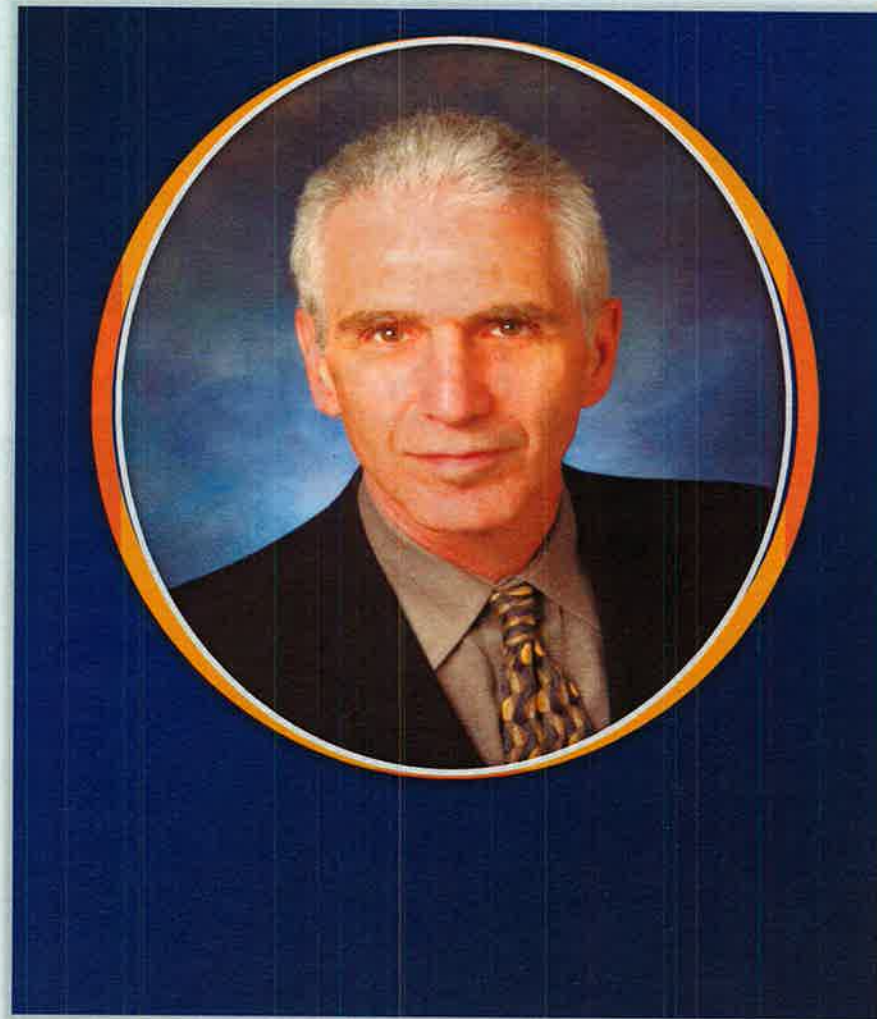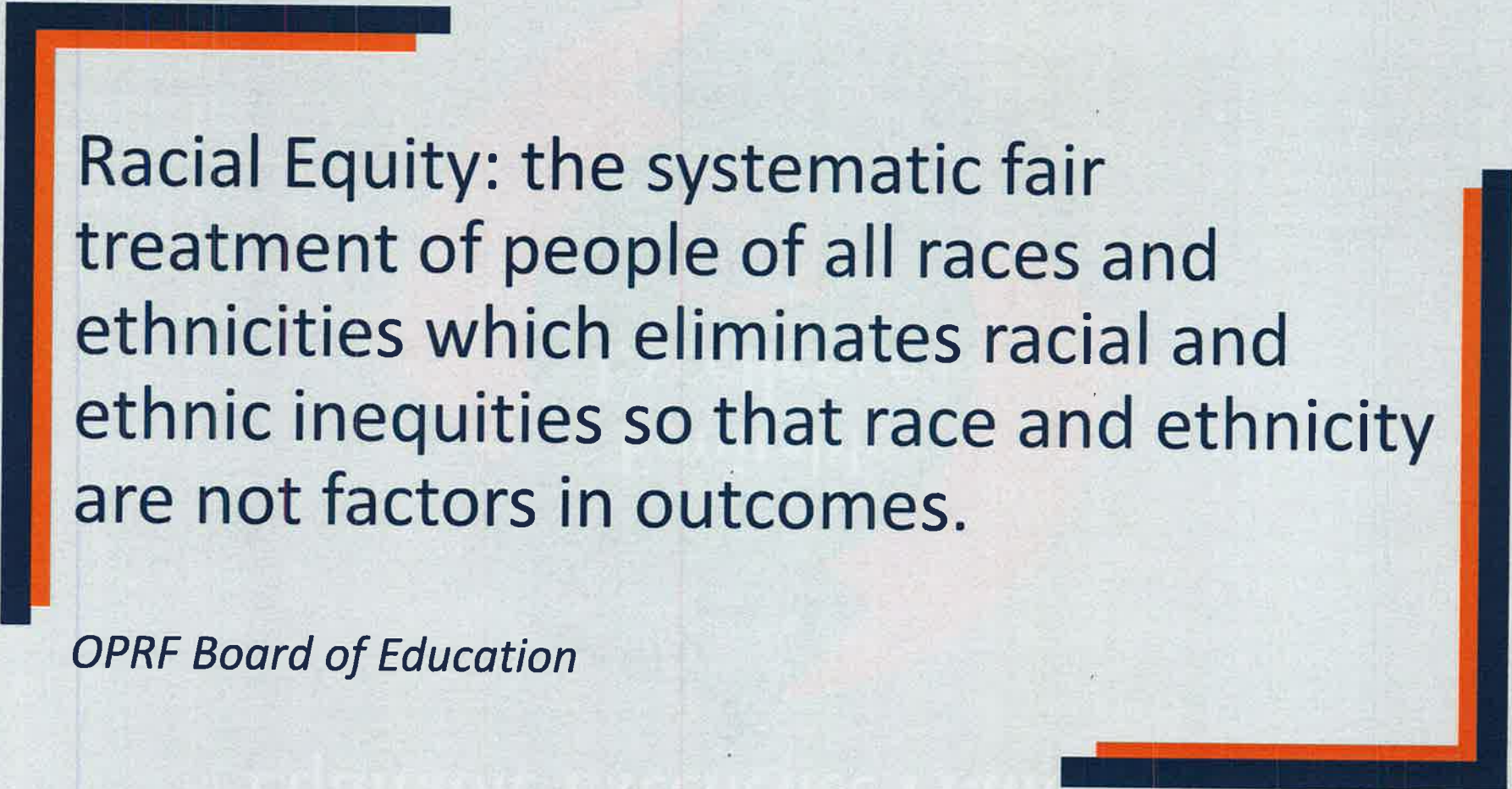
Oak Park and River Forest High School
Equitable Excellence Framework

- Racial Equity Impact Analysis
- Discipline Disparities
- Strategic Planning
- Equity Data Analysis

- Professional Learning
- Culturally Responsive & Relevant Teaching & Learning
- Continuum of Rapid Supports
- Engaged and Inspired Learners

Continuous Improvement

Systemic Change

Student Development

Community

Equitable Excellence

- Accountability & Monitoring
- Equitable Practices, Procedures, & Programs
- Resource Allocation
- Equity Leadership & Infrastructure

- Stakeholder & Community Engagement
- Diverse Workplace Initiatives
- Welcoming School Environment
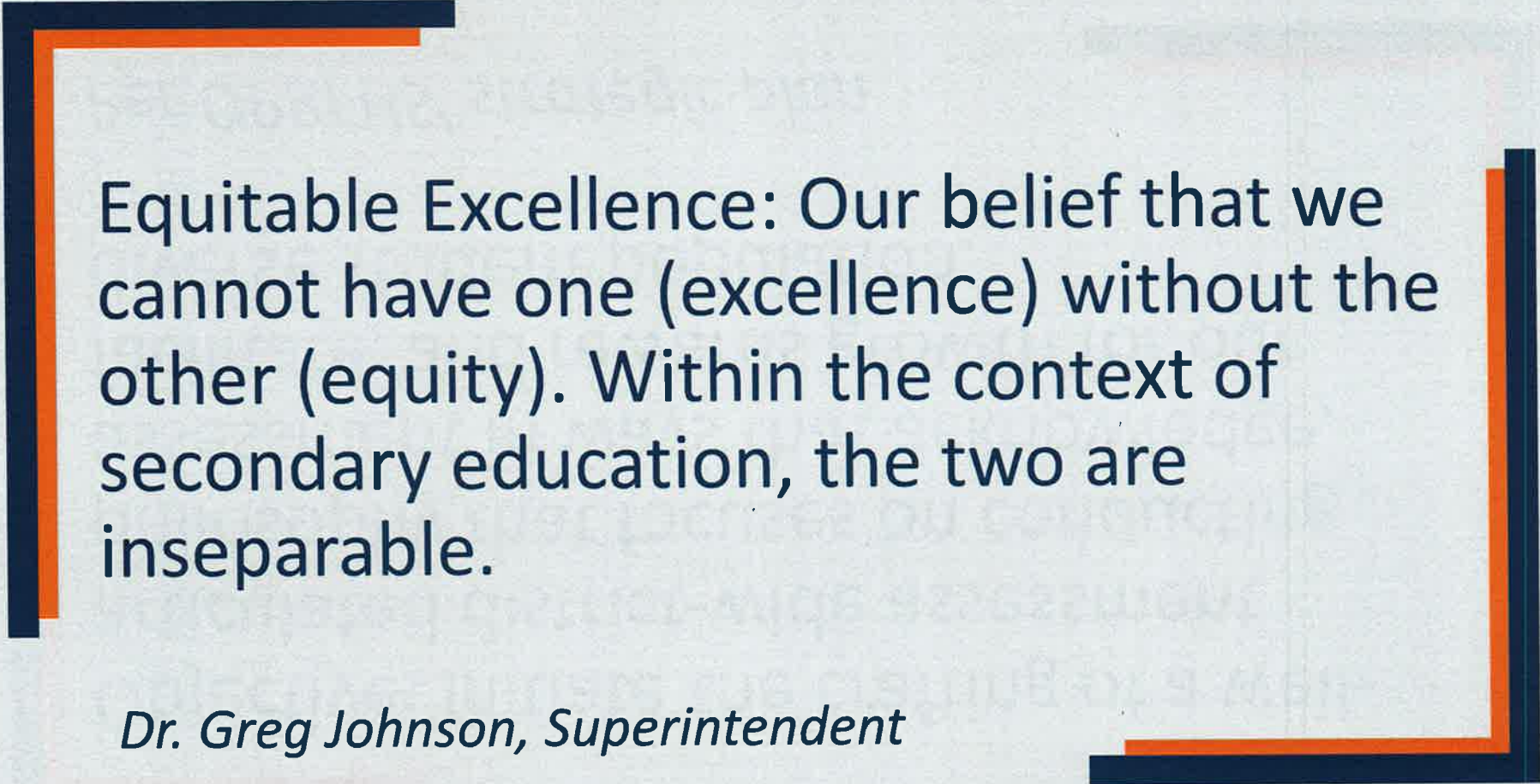- Racial Incident Protocol

Racial Equity: the systematic fair treatment of people of all races and ethnicities which eliminates racial and ethnic inequities so that race and ethnicity are not factors in outcomes.
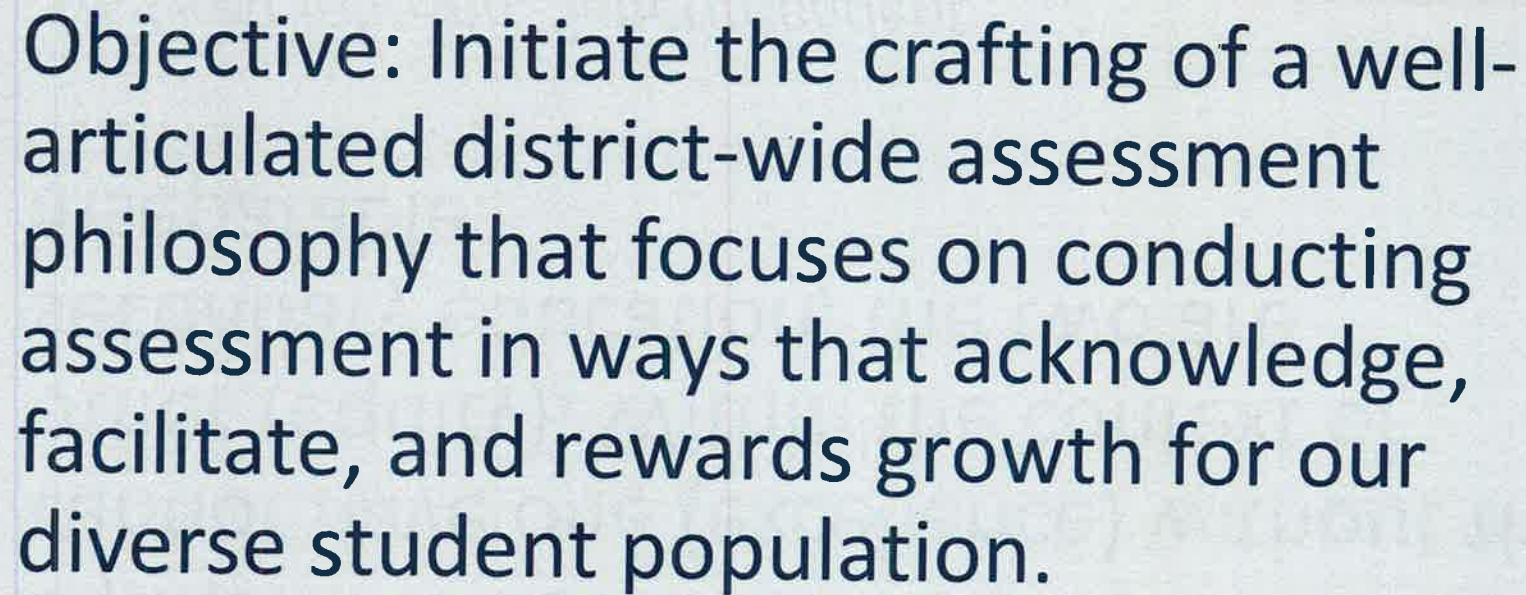
OPRF Board of Education

Equitable Excellence: Our belief that we cannot have one (excellence) without the other (equity). Within the context of secondary education, the two are inseparable.
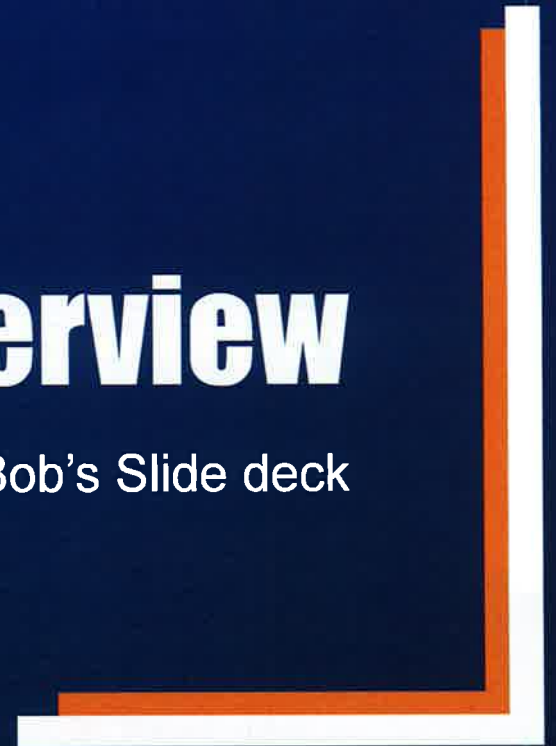
Dr. Greg Johnson, Superintendent

Objective: Initiate the crafting of a well-articulated district-wide assessment philosophy that focuses on conducting assessment in ways that acknowledge, facilitate, and rewards growth for our diverse student population.

Per OPRFHS' strategic plan

Assessment: An Overview

Go to Bob's Slide deck

Scenario:

Two teachers administer an assessment (quiz, test, unit exam, common formative, demonstration, performance, semester/final) covering 5 standards.

Teacher A

- Issued a single grade

- The assessment was weighted

- Retake available, average of two overall grades.

73 - C

Teacher B

- Issued a score for each standard
- Unweighted
- Planned to provide additional instruction for S4.
- Offered a retake, for only questions related to S4.
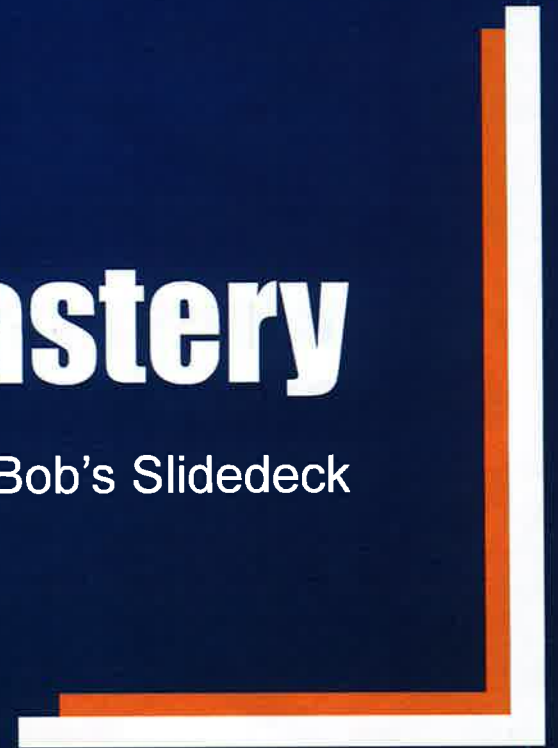
SI 85 = Score 3 (Competent)

S2 94 – Score 4 (Honors)

S3 89 – Score 3 (Competent)

S4 68 – Score 2 (Developing)

S5 87 – Score 3 (Competent)

# Measuring Mastery

Go to Bob's Slidedeck

National Institute for Learning Outcomes Assessment

Assessment, if not done with equity in mind, privileges and validates certain types of learning and evidence of learning over others, can hinder the validation of multiple means of demonstration, and can reinforce within students the false notion that they do not belong. *(Montenegro & Jankowski, 2017 & 2020)*
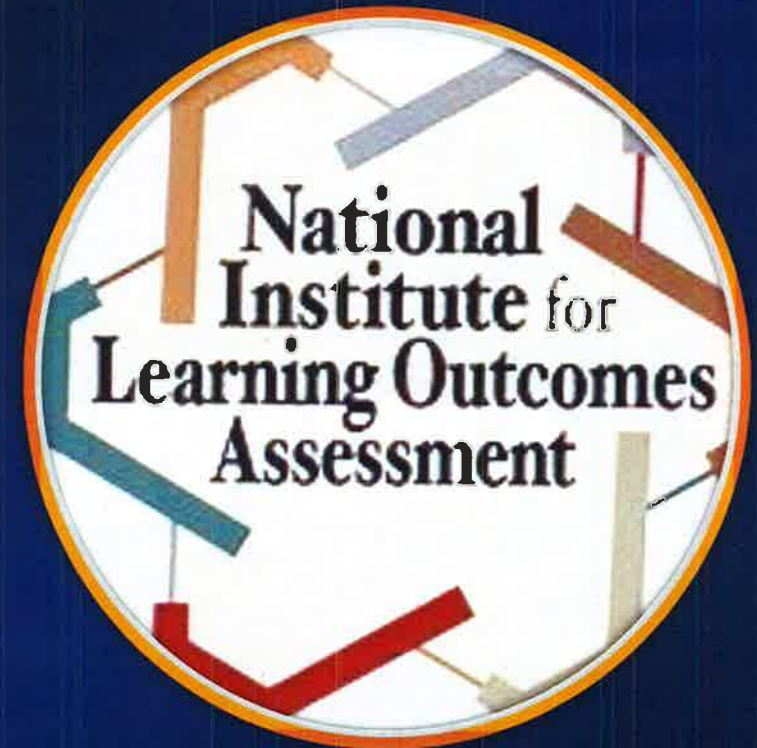
Purpose of Assessment

Learning

- Assessment *of* Learning
- Assessment *for* Learning
- Assessment *as* Learning

Instruction

- Assessment *of* Instruction
- Assessment *for* Instruction
- Assessment *as* Instruction

Function of Assessment

- Provide students with accurate information about their status and growth on specific topics and what they need to know and do to improve.

- Provide parents with accurate information about their student's status and what they can do to support progress.

- Provides teachers with precise information needed to alter instruction to facilitate each student's progress.

Explicit Learning Outcome Statements

- Student focused language
- Culturally relevant language
- Clear expectations

Diversity of Demonstration

- Multiple opportunities and methods
- Focuses on areas of deficiency
- Seeks and acknowledges growth
- Meaningful student involvement

Culturally Responsive

- Acknowledges context – student population being served
- Multiple sources of evidence that are relevant to current students
- Adults examine their racial consciousness during development

National Institute for Learning Outcomes Assessment

At its core, equitable assessment calls for those who lead and participate in assessment activities to pay attention and be conscious of how assessment can either feed into cycles that perpetuate inequities or can serve to foster equity.
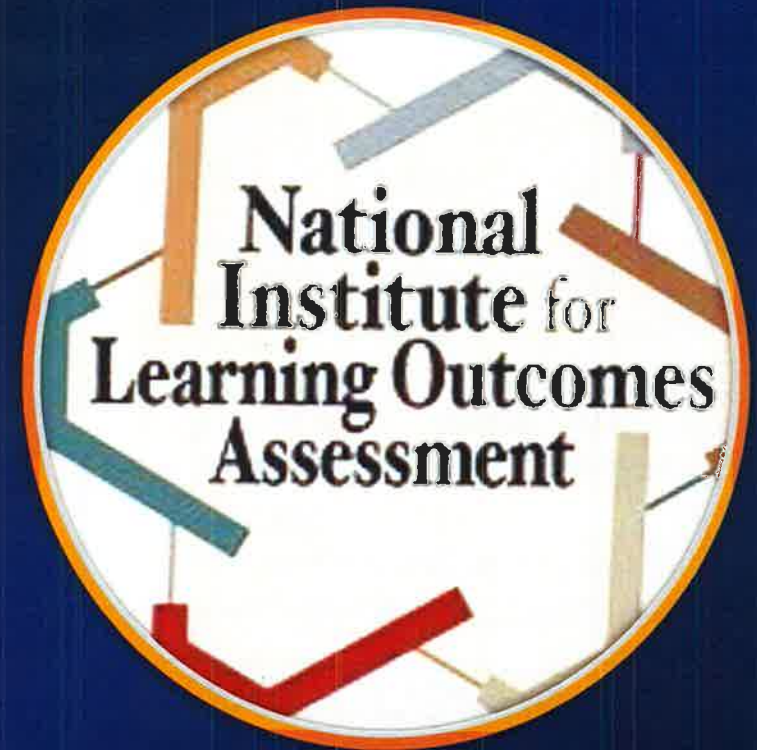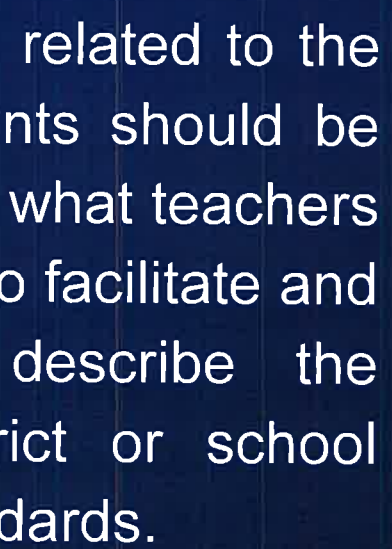
Equitable Assessment

- Promotes access to opportunity versus classroom-based meritocracy wherein students must earn their way into more challenging work (Smith, Frey, Frey, Pumpian, & Fisher, 2017)

- It is a diagnosis that builds trust, opens lines of communication, and motivates students to follow the teacher's advice (Tomlinson & Moon, 2013).

- Classroom assessments are the most crucial component of a system of assessments used to determine the status and growth of individual students (Marzano, Norford, & Ruyle, 2019)

- Treats the results (achievement, or the lack thereof) as an experience or accomplishment, not the totality of the learner's essence or human worth (Gay, 2018)

Assessment Philosophy

Describes the district's or school's principles related to the ongoing process of determining what students should be learning, what they are actually learning, and what teachers and academic support staff should be doing to facilitate and elevate student learning. It can also describe the organization's beliefs about how the district or school measures progress toward meeting high standards.

Essential Questions

In what ways can assessment acknowledge, facilitate, and reward student growth?

What information should assessment communicate to students, parents, and teachers?

What practices and strategies contribute to the development of culturally relevant assessments?

What barriers to developing equitable assessments exist within our organization?

RETURN OF THE PACK!

OPRFHS

Thank You!
Questions?

Resources

- Marzano Resources: marzanoresources.com

- Marzano Compendium for Instructional Strategies (see Marzano Resources)

- Marzano Academies: marzanoacademies.org

- Marzano Research: marzanoresearch.com

- Books:
  - *The New Art and Science of Teaching*
  - *The Art and Science of Classroom Assessment*
  - *Personal Handbook for Competency-Based Education*

High-Quality Proficiency Scales

Course Name _____

Measurement Topic (with school identifier) _____

State Assessment Skill _____

Score	Description	Activities	# of test questions
Score 4.0 (Honors) Complex Content	This level is in addition to score 3.0 performance. The Content at this level does not require explicit classroom instruction and student demonstrates in-depth inferences and applications beyond what was taught in a variety of ways.	Describe sample activities	
Score 3.5	No major errors or omissions in 3.0 content, and partial mastery of 4.0 content		
Score 3.0 Target Content	This level articulates the expectation for ALL students at the level of the essential topic(s). Remember to limit the number of learning targets at this level to no more than three limit and that each learning target requires explicit classroom instruction.	Describe sample activities	
Score 2.5	No major errors or omissions in 2.0 content, and partial mastery of 3.0 content		
Score 2.0 Simple Content	**This level** articulates the simple content, or the prerequisite knowledge and skill and it **includes critical** vocabulary terms (5 to 7) related to the topic. Targets at score 3.0 typically have related targets at score 2.0 (but not required). Limit the number of target at this level to no more than three, if possible, *not* including the vocabulary terms.	Describe sample activities	
Score 1.5	No major errors or omissions in 1.0 content, and partial mastery of 2.0 content		
Score 1.0	No major errors or omissions in 1.0 content, and partial mastery of 2.0 content		
Score 0	Even with help no success		

World History
Culture & Diversity
PEHS Characteristics of Civilization 1

4.0	The student will: • Compare the relationships among the cultural, social, economic, political, and technological features of early civilizations (for example, explain how the confluence of religion and political power influenced the character of major structures in Mesoamerica and Egypt, while the large public works of the Indus Valley Civilization reflect primarily societal and economic purposes).
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3.0	The student will: **CC1—Explain the relationship among the cultural, social, economic, political, and technological features of early civilizations** (for example, explain the connections between monumental cultural achievements, such as the Great Pyramids, and the development of state authority, aristocratic power, technological sophistication, taxation systems, and institutions of coerced labor).
2.5	No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content
2.0	CC1—The student will recognize or recall specific vocabulary (for example, *aristocracy, Bronze Age, civilization, Iron Age, kingdom, megalith, metallurgy, militarization, monumental architecture, patriarchy, pottery, social stratification, urbanization*) and perform basic processes such as: • Identify criteria used to define civilization, as distinct from other forms of social organization (for example, intensive agriculture, urbanization, social stratification, writing, metallurgy, monumental architecture). • Identify locations where civilization emerged around the world (Mesopotamia, Nile River valley, Indus River valley, Huang He River valley, Mesoamerica, Central Andes Mountains). • Describe environmental conditions that influenced the development of early civilizations (for example, the prevailing wind, current, and flooding patterns in the Tigris-Euphrates, Nile, Indus, and Huang He river valleys). • Explain the concept of a patriarchal society and the ways in which the legal and customary positions of aristocratic, urban, or peasant women may have changed in early civilizations. • Explain the emergence and characteristics of kingdoms as a form of early civilization. • Describe significant technological developments of the Bronze Age and Iron Age (for example, invention of the wheel, plow, and sail; development of pottery, weaving, and metallurgical techniques). • Explain variations in the development and diffusion of technology among various early societies.
1.5	Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content
1.0	With help, partial success at score 2.0 content and score 3.0 content
0.5	With help, partial success at score 2.0 content but not at score 3.0 content
0.0	Even with help, no success

Mrs. Avila's Extended Inquiry Project—
Swbat choose and refine a focus for research project using valid sources to define and report their findings

Steps to completion:

MAY DO:

LOOK INTO ANY TOPIC OF YOUR CHOOSING

USE ANY VARIETY OF SOURCES (PRINT, DIGITAL, ETC)

CREATE A WEBSITE, BLOG, ESSAY, FLYER, POWER POINT, OR OTHER OUTPUT TO REPORT YOUR FINDINGS

MUST DO:

FORMULATE A RESEARCH QUESTION / EDIT (AS NEEDED)

USE THE PROVIDED METHOD TO VALIDATE SOURCES

PROVIDE A LIST OF APA FORMATTED SOURCES

PROVIDES EQUAL AMOUNT OF TEACHER GUIDELINES AND STUDENT AUTONOMY

24

Active / Critical Reading assessment

SWBAT IDENTIFY, ANALYZE, AND DRAW CONCLUSIONS ABOUT A VARIETY OF TOPICS

Step One

STUDENTS CHOOSE ANY CURRENT NEWS ARTICLE (ARTICLES CAN BE PROVIDED TO CHOOSE FROM TO CREATE MORE STRUCTURE)

USE 5-STEP ANNOTATION METHOD TO IDENTIFY KEY INFO (MAIN IDEA, TOPIC SENTENCES, KEY VOCAB, KEY DETAILS, POINTS TO CLARIFY)

Step Two

STUDENTS USE NOTES FROM STEP ONE TO COMPILE INFORMATION ABOUT AUTHOR, PURPOSE, SUPPORTING EVIDENCE, AND RHETORICAL APPEALS

CHOOSE WHICH FORMAT TO REPORT OUT: FLIPGRID VIDEO OR ANALYTICAL PARAGRAPH

Step Three

STUDENTS USE INFO FROM STEP 2 TO DEVELOP POSITION STATEMENTS BASED ON ARTICLE (I.E. IS CLIMATE CHANGE REAL BASED ON EVIDENCE FOUND)

CREATE A DIGITAL FLYER OR HAND-CREATE A VISUAL AID TO SHARE POSITIONS AND KEY INFO

STEPS SCAFFOLD... UNDERSTANDING SHOULD BE ASSESSED AT EACH STEP

Chemical Reactions   Chemistry   Name: _____ Per: ____

Lead is an element. It is classified as a metal. We're going to look at lead in our environments as we learn about chemical reactions because its presence in our homes, air and water is leading to dire health effects.

What I KNOW about lead:	What I WANT to know about lead:	What I LEARNED about lead:

Info I can get from the periodic table:

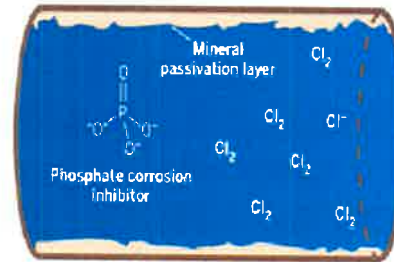Atomic number:

Atomic symbol:

Protons:

Electrons:

Neutrons:

Lewis (electron) dot diagram:

Before: Treated Detroit water

Phosphate corrosion inhibitor helps maintain a mineral passivation layer on the inside of Flint's pipes, protecting them from corrosion. With little corrosion, chlorine disinfectant levels remain stable.

After: Treated Flint River water

Lack of a corrosion inhibitor, high chloride levels, and other factors cause pipe passivation layer to dissolve and fall off, leading to increased corrosion in Flint's pipes. As the pipes corrode, chlorine disinfectant breaks down.

Oxidants such as dissolved O_2 corrode pipe and leach soluble metal

Is lead a part of my environment?

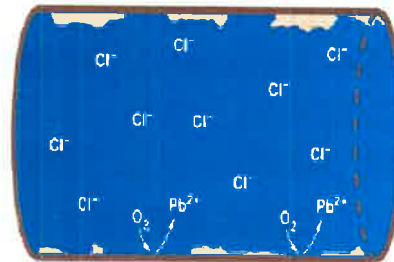We're going to investigate this in our area. First, though, we know it's all over Chicago.

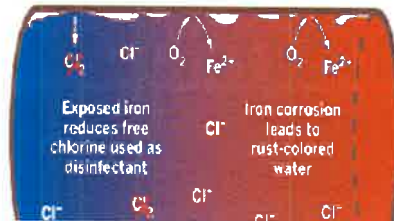https://www.chicagotribune.com/news/watchdog/ct-chicago-water-lead-contamination-20180411-htmlstory.html

How does lead move from pipes into water?

Chemical Reactions in Action

Task at hand: We are exposed to many contaminants in our daily life. One of the most detrimental elements that is commonly found in the air we breathe, water we drink, and ground we walk upon is lead. Throughout this quarter, you will research an aspect of lead contamination as well as learn about the chemical reactions that are part of the contamination process. In a 3-page essay, you will document your findings from English and Chemistry in order to develop and support a research question and thesis of your creation.

Topics:

Problems with lead contamination and federal or state law

Consequences and impact of lead in the air, water, or ground

Impact of lead contamination (Flint, Michigan; Chicago, Illinois;

Impact of lead poisoning (Communities, children)

Treating for lead poisoning

Treating for lead contamination

Local municipalities' response and action to prevent lead contamination

Impact of lead poisoning upon communities of color

Impact of lead contamination upon communities of color

Impact of lead poisoning upon impoverished communities

Impact of lead contamination upon impoverished communities

Name: _____   Period: _____

Phase One: Building Background and Research

You should begin with a broad topic and complete some reading in order to develop a question that will spark your interest and creativity for the research process.

PEG10 Sources and Research 1   Due Date _____

Developing a Research Question

1 Basic	2 Approaching	3 Proficient	4 Advanced
You were able to generate a broad topic question.	You were able to develop a narrow topic question	You were able to develop multiple narrow topic questions.	You have done everything to earn a score of Proficient, plus:
Please see feedback on your question and adjust in order to move your score.	Please see feedback and assure you have developed multiple narrowed questions and adjust in order to move your score.	Please see feedback and consider adjusting in order to move your score to a 4.0.	• You were able to use a variety of sources to narrow and develop your research questions.

Complete the items below.

Selected Topic: _____

Possible Questions:

1. _____

_____

_____

2. _____

_____

_____

3. _____