

## Welcome! As you join....

- ✓ Adjust your name to include first name, last name, and school with division indicated (ES, MS, HS) – ex. Nimisha Thakore (Maywood MS)
- ✓ Make sure your video is ON and mic is OFF
- ✓ Share your response to the following questions in the chat:



**Consider your school improvement goals...**  
**Where have you seen success or improvement?**  
**What leader moves led to those changes?**

# OPPORTUNITY

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## OF A LIFETIME



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## Auditing Grade-Level Assignments

CSI Cohort Session 3

January 19, 2022

### YOU WILL NEED:

1. Pre-work (assignments)
2. Notecatcher (link in chat)
3. Workbook (linked in notecatcher)



CTP

reimagining teaching

## Housekeeping

- ✓ Recording and session materials will be available on the NDE website after the session
- ✓ Please make sure your school is indicated in your Zoom username
- ✓ We've made adjustments based on your feedback!



Feedback	Adjustment
We appreciate time collaborating with our peers	Prioritize time spent in breakout groups
We value opportunities to practice	Increase time spent on application

## Today, we will...

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**audit** assignments from your school for grade-level alignment

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**analyze** samples of student work to identify strengths and gaps in teaching and learning

# Community Agreements

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Stay Engaged

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Speak Your Truth

Expect and Accept Non-Closure

Step Up & Step Back

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Possess Growth Mindset

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# Looking back...

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## A. CONTENT

Does this assignment align with the expectations defined by grade-level standards, including a high-quality text and text-based questions?

## B. PRACTICES

Does this assignment provide meaningful practice opportunities for this content area and grade level?

## C. RELEVANCE

Does the assignment give students an authentic opportunity to connect academic standards to real-world issues and/or contexts?

## D. PERFORMANCE

**Only if students have completed the task:** Of the samples collected, how many students met expectations of the assignment and of grade-level standard(s)?



## KEY POINT:

***The assignment review tool helps us answer the question, “Does this task give students the opportunity to meaningfully engage in worthwhile grade-level content?”***

# Looking ahead...

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Consider your school improvement goals...  
**Where have you seen success or improvement?**  
**What leader moves led to those changes?**

Discuss in breakout groups.



# Agenda

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15 Opening

**15 Looking at Student Work**

30 Assignment Audit

5 BREAK

25 Assignment Audit

25 Discussion

5 Closing



**What is the purpose of looking at student work?  
How and to what extent do you currently use  
student work in your role?**

Discuss in breakout groups.

# Why we look at student work

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Student work provides evidence of both **student performance** and **teacher practice**.

## Student Work Analysis

### Potential Root Causes:

<i>Trends</i>	<i>Students</i>	<i>Teacher</i>
<i>All students use the same strategy to solve word problems</i>	<i>Students do not understand the math conceptually and are applying rote formulas</i>	<i>The teacher explicitly taught students only 1 strategy and did not encourage multiple ways of representing their thinking</i>
<i>Some students use the strategy incorrectly</i>	<i>Students applying the strategy incorrectly struggle with XYZ</i>	<i>The teacher did not model applying the strategy to a variety of problems with a clear think-aloud</i>

# Evaluating student performance

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## D. STUDENT PERFORMANCE: Of the samples collected, how many students met expectations of the assignment and of grade-level standard(s)?

D1. Which students met the expectations of the assignment, as communicated by the directions and/or scoring key?

Met:

Did not meet:

- If no directions and/or scoring key is provided, assume 80% accuracy and completion meets the assignment expectations.

D2. Which students met the expectations of the target standard(s) of the assignment?

Met:

Did not meet:

- If the assignment meets the demands of the standards (A), then student performance on the standards should match their performance on the assignment (D1).
- If the assignment does not meet the demands of the standards (A), the student performance likely won't meet the demands of the standards.

✓ **ASSIGNMENT**: Mastery of expectations set by the assignment

✓ **STANDARDS**: Mastery of expectations set by the standards

- Students **cannot** master the standards if the assignment is below grade-level.
- Student performance data can be misleading if the assignments themselves are below grade-level!

# Example: 4th grade ELA

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For internal use only. Please reach out to Sarah Orisholm if you are interested in using similar materials more broadly.

## Why Does the Moon Orbit Earth?

Cross-Curricular Focus: Earth Science

The moon orbits Earth. When it orbits, it travels in a circle around Earth. There is a force between Earth and the moon called gravity. Because of gravity, larger objects pull smaller ones toward them. Earth is larger than the moon, so Earth pulls on the moon. At the same time, Earth is being pulled by the sun. The sun is larger than Earth. The balance between those two "pulls" is what keeps the moon in orbit around Earth.

People say the moon shines. However, the moon does not actually have any light of its own. What we see as its light is really the sun's light reflecting off of the moon. As the moon orbits Earth, Earth orbits the sun. We see different amounts of light on the moon depending on its position. We call the changes in the moon's appearance Lunar phases. From one new moon to the next new moon is one complete lunar cycle.

It takes the moon between 27 and 28 days to complete an orbit around Earth. The moon's orbit is measured from one new moon to the next new moon. It starts in the west and moves toward the east. To complete one full orbit, the moon travels about 1,423,000 miles. The moon travels very fast. It moves 1,423,000 miles per hour.

Cross-Curricular Reading Comprehension Worksheets: C-20 of 36

Name: [Redacted]

Answer the following questions based on the reading passage. Don't forget to go back to the passage whenever necessary to find or confirm your answers.

1) What two spheres are being pulled by the force of gravity?  
The moon and earth

2) Why does Earth pull on the moon instead of the other way around?  
The earth pull the moon because of gravity pull the smaller object toward them

3) What's really happening when the moon is said to shine?  
Because the sun reflex the moon and the moon looks like it have light.

4) Which moves faster, your family car or the moon?  
The moon because it goes 1,423,000 miles.

5) Name one new thing that you learned about the moon or its orbit.  
I learned that the moon goes more faster than cars. Because the moon goes 2,288 miles.

- Student scored 100% (all answers are correct according to the text)
- However, the assignment is below grade-level
  - Text's Lexile in 2nd-3rd grade range
  - All questions are recall and do not allow students to support their ideas, which 4th grade standards require

This student mastered the assignment (and may be maintaining an A grade in the class!) but has not necessarily mastered grade-level standards

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# Preparing to audit

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**Pre-Work:** You should have collected at least 5 assignments and 3 student work samples per assignment for ONE priority course/grade

**Goal:** Use the ELA or Math assignment review tool to evaluate at least TWO of those assignments over the next 50 minutes

## Prepare to review:

- Have your collected assignments on hand (digital or hard copy)
- Open the [CSI Cohort Workbook](#) to capture your notes on tab 4. *Assignment Audit*
- Skim over the assignment review tool ([ELA](#) or [Math](#)) to reorient yourself to the look-fors

ELA Assignment Review Protocol			
This ELA Assignment Review Protocol is adapted from TNTP's ELA Assignment Protocol and intended to help teachers, leaders, and other stakeholders answer the question, "Does this task give students the opportunity to meaningfully engage in worthwhile grade-level content?"			
A. CONTENT	B. PRACTICES	C. RELEVANCE	D. PERFORMANCE
Does this assignment align with the expectations defined by grade-level standards, including a high-quality text and text-based questions?	Does this assignment provide meaningful practice opportunities for this content area and grade level?	Does the assignment give students an authentic opportunity to connect academic standards to real-world issues and/or contexts?	<b>Only if students have completed the task:</b> Of the samples collected, how many students met expectations of the assignment and of grade-level standard(s)?
<b>A. CONTENT: Does this assignment align with expectations defined by grade-level standards, including high-quality text and text-based questions?</b>			
<b>A1. Is this assignment based on one or more texts?</b>		Yes	No
<b>A2. If YES, are the texts high-quality and grade-appropriate?</b> <ul style="list-style-type: none"><li>• Is the <a href="#">Lexile level</a> appropriate for the grade level?</li><li>• Is the text appropriately qualitatively complex for the grade? (<a href="#">Informational</a>; <a href="#">Literary</a>)</li><li>• Is the text authentic and/or published?</li><li>• Does the text build content knowledge?</li></ul>		Yes	No
<b>A3. What grade-level standard(s) does the assignment focus on?</b>		Evidence:	
<b>A4. Does the assignment contain grade-level standard(s)?</b> <ul style="list-style-type: none"><li>• Does the assignment allow students to focus on the details in the text?</li></ul>			
Math Assignment Review Protocol			
This Math Assignment Review Protocol is adapted from TNTP's Math Assignment Protocol and intended to help teachers, leaders, and other stakeholders answer the question, "Does this task give students the opportunity to meaningfully engage in worthwhile grade-level content?"			
A. CONTENT	B. PRACTICES	C. RELEVANCE	D. PERFORMANCE
Does this assignment align with the expectations defined by grade-level standards?	Does this assignment provide meaningful opportunities for students to engage in the mathematical practices for this grade level?	Does the assignment give students an authentic opportunity to connect academic standards to real-world issues and/or contexts?	<b>Only if students have completed the task:</b> Of the samples collected, how many students met expectations of the assignment and of grade-level standard(s)?
<b>A. CONTENT: Does this assignment align with the expectations defined by grade-level standards?</b>			
<b>A1. What grade-level standard(s) does the assignment focus on?</b>			Standard(s):
<b>A2. Do all questions and/or tasks reach the depth of grade-level standard(s)?</b> <ul style="list-style-type: none"><li>• <b>Focus:</b> Does the assignment allow students to focus, avoiding over-scaffolding or emphasis on too many skills?</li><li>• <b>Coherence:</b> When multiple standards are addressed, is there a coherent connection to the same topic in a previous grade or another grade-level topic or cluster?</li><li>• <b>Rigor:</b> Does the task allow all students to demonstrate procedural skill and fluency, conceptual understanding, and/or application to real-world situations to the depth indicated by the standard(s)?</li></ul>			Yes
			No
			Evidence:
<b>A. CONTENT RATING:</b> Overall, to what extent does the assignment align with the expectations defined by grade-level standards?			
<b>0 - No Alignment</b> Less than half of the questions on the assignment reach the depth of the targeted standard(s) (A2).		<b>1 - Minimal Alignment</b> More than half (but not all) of the questions on the assignment reach the depth of the targeted standard(s) (A2).	
		<b>2 - Sufficient Alignment</b> All the questions on the assignment reach the depth of the targeted standard(s) (A2).	



# Reminders & recommendations

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- ✓ You should spend most of your time on an assignment evaluating its CONTENT (domain A), including looking up aligned standards - *don't skip this part!*
- ✓ Work through the tool in order: content → practices → relevance → student performance
- ✓ If you get stuck, collaborate with your colleagues in-person or in your breakout room!
- ✓ Reference any of the rated rubrics from our December session if needed to help calibrate

## A. CONTENT

Does this assignment align with the expectations defined by grade-level standards, including a high-quality text and text-based questions?



WHAT students are working on

## B. PRACTICES

Does this assignment provide meaningful practice opportunities for this content area and grade level?



HOW students engage with the content

## C. RELEVANCE

Does the assignment give students an authentic opportunity to connect academic standards to real-world issues and/or contexts?



WHY the work matters beyond the assignment

## D. PERFORMANCE

**Only if students have completed the task:** Of the samples collected, how many students met expectations of the assignment and of grade-level standard(s)?





**Evaluate the assignments and student work samples you collected. Aim to evaluate at least 2 of the 5 assignments by 11:30 am.**

Capture notes in tab 4. *Assignment Audit* of our [CSI Cohort Workbook](#).  
***Include your rating & evidence for each domain.***

**Be prepared to share your findings with others!**

Please return by 11:05 am

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# Agenda

LM

- 15 Opening
- 15 Looking at Student Work
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- 5 BREAK
- 25 Assignment Audit**
- 25 Discussion
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1. **What did you notice about the assignments in terms of content, practices, and relevance?**
2. **What did you notice in the student work?**
3. **Does this surprise you? Why or why not?**
4. **What do you think might be contributing to these trends, whether positive or adverse?**

# How does student performance compare to grade-level rigor?

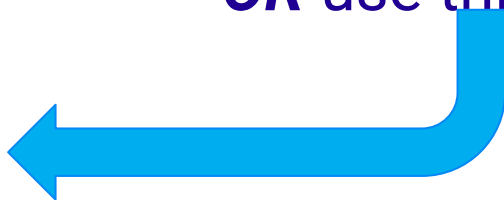
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Navigate to

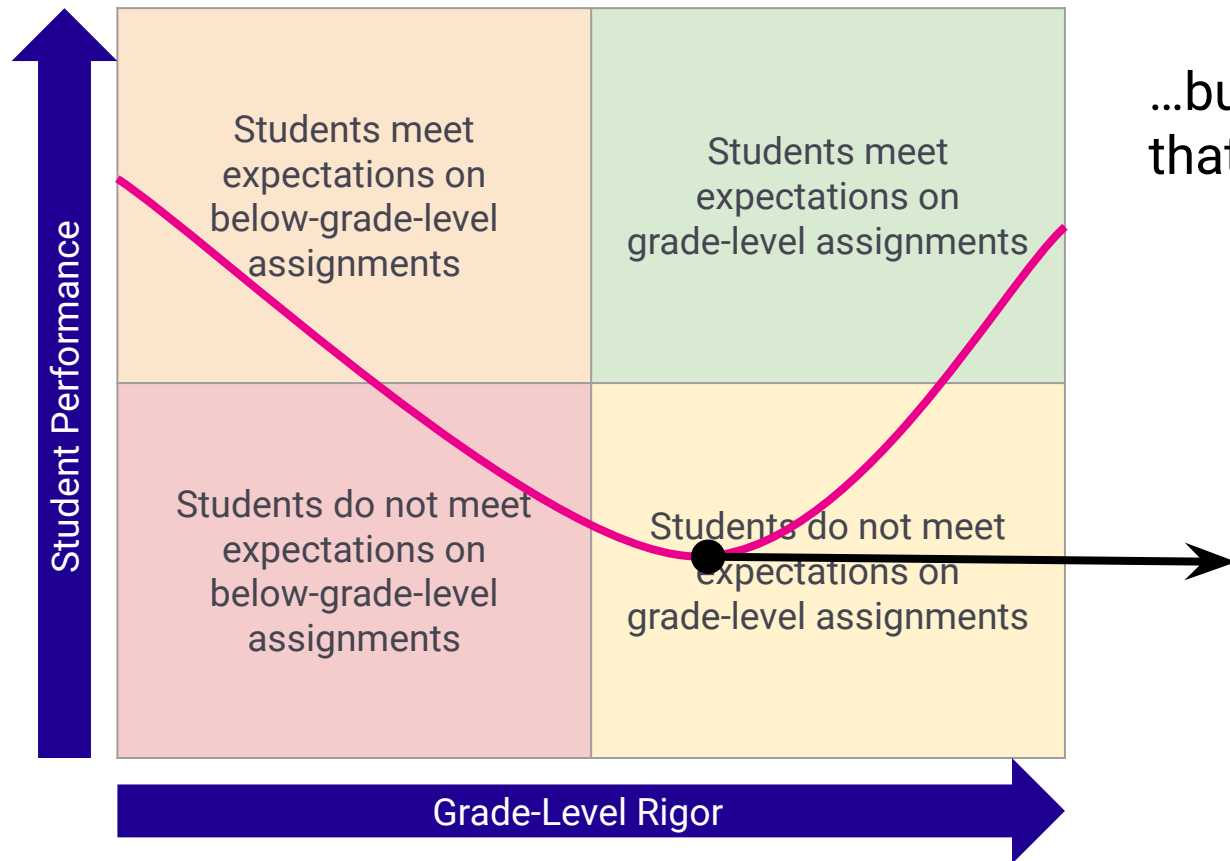
<https://www.menti.com/9axpgyhs6w>  
(link in chat)

**OR** use this QR code



# As rigor increases, performance may dip...

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...but with the right support, that dip is only temporary!

Strategic development and coaching for the teacher to increase students' access to ***strong instruction***





- 1. What did this mini-audit reveal for you about your teachers? Coaches? Students?**
- 2. What do you think might be contributing to the trends you identified, whether positive or adverse?**



**\*\*\*February's session is now virtual! Wednesday 2/16 from 10am-12pm\*\*\***

**Pework for February:** 1) Upload 2-3 of the assignments you collected to [this folder](#). 2) Evaluate the remaining assignments you collected.

***Strongly recommended:*** Evaluate another set of assignments and student work for the same or another priority course/grade.

*More qualitative data → more nuanced solutions!*

**Before you leave:** Please complete this [session survey](#). We appreciate your feedback to help us continuously improve!