Welcome to Hidden Sparks Without Walls. We will be starting shortly...

To alleviate background noise and ensure a quiet session, your phones have been automatically muted. Questions and comments can be submitted via the CHAT FEATURE.

While we are waiting, activate the chat feature by clicking in the “Chat” tab that is located below the attendees list on the right of your screen.

When chatting, please remember:

• Select “All Participants” if you would like everyone to see your message. Select “All Panelists” if you would like only the presenter and facilitator to see your message.

• If you have any clarifying questions about the format, or the topic, you may click on the “Q&A” tab located below the presenter list and enter your questions.
Hidden Sparks is a non-profit whose purpose is to help children with learning differences reach their full potential in school and life. Hidden Sparks supports professional development for Jewish day schools to help increase understanding and support for diverse learners.

Hidden Sparks’ programs combine school-based professional development in learning and positive behavioral support, classroom observation and coaching. Our philosophy is that by helping teachers meet the needs of struggling students, ultimately all students will benefit.

Now in its 10th year, Hidden Sparks has trained 190 coaches in 65 Jewish day schools in New York, New Jersey, Baltimore, Boca Raton, and Chicago, and 4 Israeli cities (Jerusalem, Modiin, Ramle, Ra’anana).
A+ for Teachers: Understanding and Creating Effective Assessments

Presented by Zipora Schuck

January 3, 2017
Overview of the Session

• Tests and quizzes are part and parcel of almost every learning environment, and information gleaned from them goes far beyond the letter or number grade.

• Teachers will learn how to use assessment information to effectively drive instruction—both for the class and for individual students.

• This webinar will help you build your skills so that you can facilitate instruction for real student retention, teach study and test taking strategies, use formative and summative assessment, and design alternatives to testing.
Zipora Schuck, MA, MS, is the founder of Pathways Consulting Services LLC, an agency providing professional development services to teachers, principals, therapists and parents. She is a NYS Certified School Psychologist holding masters degrees in both Special Education and School Psychology. Mrs. Schuck is currently the Director of the Learning Center at the Beth Rochel School, as well as the ongoing educational consultant for many schools in New York and New Jersey. She is a Catapult premium provider in NYC as well as a highly popular Torah Umesorah trainer.
Session Goals

1. Understand the difference between formative and summative assessment
2. Learn different assessment techniques and strategies
3. Help teach study skills and time organization
4. Plan alternatives to assessments and test modifications
Please fill in the blank ....

Teachers give tests in order to ________________.
Our Answers About Assessment

- Helps students concretize their learning through test preparations
- Identifies what students have learned
- Identifies student strengths and weaknesses
- Provides a method for grades, awards, and recognition
- Provides a way to measure teacher effectiveness
- Provides a basis for entry into ____
Will we need this in real life?

“Algebra class will be important to you later in life because there’s going to be a test six weeks from now.”
Our goals moving forward:

- Help students master the ability to approach, break down, and complete tasks
- Empower students with excellent time management and planning strategies
- Model and teach coping mechanisms
Formative Assessment

The goal is to monitor student learning in order to provide ongoing feedback to both the teacher about improving instruction, and to the student about improving learning.

- Helps students identify strengths and weaknesses in relation to a topic
- Helps teachers recognize where students are struggling and address those challenges through adapting the instruction
- Takes place throughout every lesson
Formative Assessment

1. White boards
2. Kleene Slates™
3. Active Student Response Cards
4. Sticky Notes
5. Index Cards
6. Graphic Organizers
7. Pair and Share
8. 3,2,1
9. Textbook Page
Summative Assessment

- Chapter tests
- Unit tests
- Midterms
- Finals
- Long term projects
The goal is to evaluate student learning at the end of an instructional unit, by comparing it against some benchmark or standard.

Generally considered high stakes, which means it has been assigned a high point value.
The Test Experience

It’s a composite

- Content
- Format
- Memory
- Time pressure
2+2=5?

Don’t Forget.....

• Triggers Stack
• The Hardship Multiplier
In-class Preparation

- Multiple choice
- Used in class as warm ups/do-nows/summaries
- True/false
- Nothing new on a test, ever!
- Fill-ins
- Definitions
- Analogies
- Short answers
- Essays
- Graphic organizers
- Reading Rashi
- Text analysis

2016 Hidden Sparks
Tricks, Hints and Clues for Format

- Brainstorm with your class

- What’s the best way to answer Multiple Choice?
  
Study Checklists

General guides for students
High school – the first time around, some will have to do more, some will have to do less

• What to study
• How to study
• When to study
• Study text and/or notes
The Three Part To-Do list:

1. **Written Homework**

2. **Nightly Prep**
   - *Younger grades – check supplies/organize*
   - *Older grades – Notes review*

3. **Test prep/Project Prep**
Mnemonics and Study Skills

- Flashcards
- Test questions
- Just the facts ma'am (*who, what, where, why, when, how*)
- HOMES/MOSHE
- Yak’nhaz/Zman Nakat
- Songs
- Teacher for a day questions
- Right before I sleep - review
Test Procedures

For everyone:
- Test position
- Clarity about questions, rules, timing, talking
- Test folders
- Positivity and support

For some:
- Alternative venue
- Scribe
- Oral test
- Modifications
We’re On The Same Team!

• This test is for both me and you
• It is another way for me to know how you are doing with the information we covered, and with preparing for a task.
• We will figure out together how we can improve:
  • Teaching
  • Learning
  • Understanding
  • Remembering
  • Studying
  • Applying

Our goal is to be successful!
Modifications

• Reductions
  • Of material assessed
  • Of questions
  • Of types of questions used

• Recognition vs. recall

• Language

• Instructions/directions
Test Folders

1. Manila folder – laminated

2. Labeled with student name

3. Test inserted by teacher, taken by student, placed back in folder, graded by teacher and returned to student in folder
Test Time

1. Open your folder
2. Write Name and Hatzala’s number
3. Unload
4. 2 box grade predictions – before and after
5. Skim through
6. Start and pace
7. Check over and return to folder
• An average student should be able to finish the test in the time allotted working diligently, it should not be impossible.

• A weaker student may need some form of reduction or modifications.

• A student who works quickly and accurately through the information can answer extra questions like:
  • What wasn’t on the test that you thought would be?
  • What information did you enjoy learning the most – why?
Parts

- **Nothing new**
- Different types of questions
- Choice of amount of questions to answer (5/6 etc.)
- Much information will be provided to the teacher by what is omitted, attempted or completed
- Some memory based, some comprehension based
Need to Know Card

1. Index card
2. Given out 5 minutes before the test
3. Students write down everything they think they need to know but will be hard to remember
4. Card is handed in with the test
5. Used when the test focus is on comprehension or expansion questions
Can’t Study for this Question!

• How did you study for this test?
• How long did you study for this test?
• What part of the material was the most interesting, or did you like the best?
• What information was challenging?
• What is a personal connection?
• What’s something you feel proud to know?
• What would you have wanted more information about?
• Where else can this be applied?
• What’s a question you’d like to ask me-about a/t?
Your Values

Do your tests reflect your values as a teacher?

What messages are you sending your students?

• Effort vs. achievement
• Coping vs. stress
• Consistent class learning vs. cramming
• Comprehension vs. memory
• Showcasing strengths vs. nitpicking
• Pride vs. defeat
Think of a test you just gave. Fast forward 20+ years…

1. Your student is a parent, studying with his or her own child for this subject!

2. What are the 5 most important things you would want them to remember easily?

3. Is that what your test stressed?
What type of mistakes were made?
What does that tell you about the student?
What does it tell you about your teaching?
How can you use the information to help the student in the future?
Grades

Need to have clear rationales and support for points earned or deducted

- *Numbers*
- *Number composites*
- *Rubrics*
- *Letters corresponding to number ranges*
The Bell Curve

LOW PERFORMERS  AVERAGE PERFORMERS  HIGH PERFORMERS
## Self-Prep Sample

<table>
<thead>
<tr>
<th>.people</th>
<th>סדרת תוארי (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seqeunce of events</td>
<td>תוארי נцепויים (5)</td>
</tr>
</tbody>
</table>

### 1 sentence summary of פרק י"א

- Pick 3 לשאלה海绵ב

- max words 20!
Test Alternatives

- Study guides/Cliff notes
- Crash course outline
- Artifacts and explanations
- Get into character
- Box projects/Dioramas
- Culminating events
- Student Prepped Reviews
- Open notes assessments
Rubrics for Grading:

...a consistent set of criteria for student work, that contains levels of descriptions of performance, often displayed on a chart or table...
From Assessment to Report Cards

• Tests are only a part of a report card grade.

• Tests should be a confirmation of student achievement, not a surprise.

• Class participation, work output, and class behavior are all factors in grades.

• What number value is assigned to each of those areas?

• Be prepared to support how you reached the grade given.
What’s one test area you want to target first?

Teaching content differently?
Test prep?
Time management?
Reducing anxiety?
Modifications?

OR

Marking?
Anxiety Books for Students

• *What to Do When Mistakes Make You Quake* by Claire Freeland
• *Smart Girls Guide to Worrying Less* by Judy Woodburn

Study Skills Books for Students

• *How to Do Homework Without Throwing Up* by Trevor Romaine
• *See You Later Procrastinator* by Pamela Espeland
Marking

As close to immediately as possible (the 48 hour rule)

- This sends an important message to your students about adults and responsibilities
- If there is a delay – apologize

Comments, communication, encouragement

- Error analysis
- Feedback finishes the learning
# Upcoming Hidden Sparks Without Walls Sessions

<table>
<thead>
<tr>
<th>Date</th>
<th>Session</th>
<th>Presenter(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wed. Feb. 8, 2017</td>
<td>For Parents: Digital Parenting Tips in the Age of Social Media Presented by Rabbi Efraim Clair &amp; Rabbi Dov Hochbaum</td>
<td></td>
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</tbody>
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If you are interested in bringing Hidden Sparks to your school or city, please contact us: 212-767-7707 or sara@hiddensparks.org
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