

# Welcome to Hidden Sparks Without Walls. We will be starting at 8:30pm.

To alleviate background noise and ensure a quiet session, your audio connection has been muted.

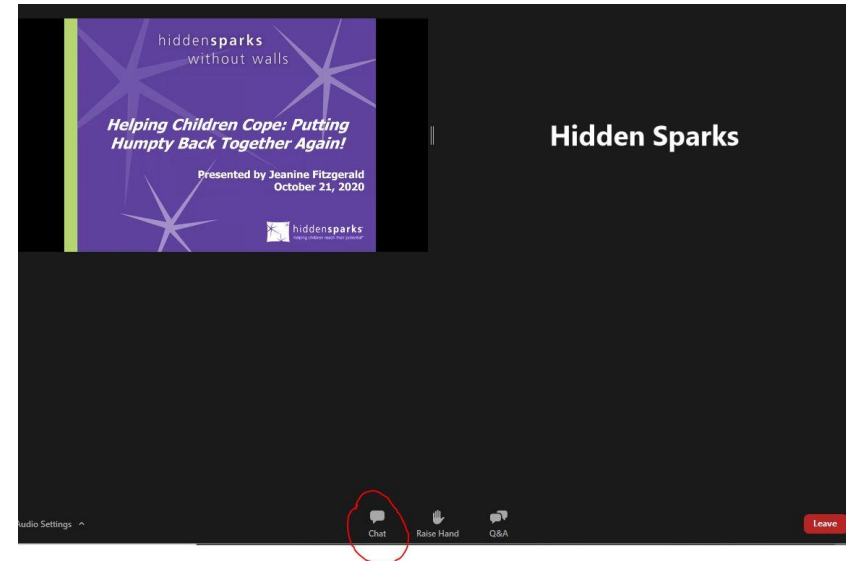
## **Chat: Asking Questions & Sharing Thoughts**

You are encouraged to ask questions and share your thoughts on the chat.

Please activate the chat feature on the bottom of the screen. You may choose to chat to panelists and all attendees or just panelists.

## **Audio:**

If you would like to call in via phone for audio, please look up the call in number, webinar id, and passcode information on your webinar invite.



# ABOUT HIDDEN SPARKS

Hidden Sparks is a non-profit that helps educators and schools nurture the Hidden Spark within each student. We do this by developing and facilitating professional development programs for Jewish day schools to help increase understanding and support for **diverse learners**.

Hidden Sparks provides an award winning **professional development** program in understanding learning and behavior, conducting classroom **observations**, **coaching teachers** and developing **peer coaches**. By helping teachers meet the needs of struggling students, **ultimately all students benefit**.

- **125 Jewish day schools** across the country with **hundreds of teachers** participate in PD programs annually.
- Impacting over **7,000 students** every year.
- Over **350 school peer coaches** have received training and mentoring.
- Hidden Sparks Without Walls international webinar program has reached thousands of teachers and parents.
- New in 2020! SEL Initiative

**Please be in touch to find out how to bring Hidden Sparks programs to your school!**



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without walls

***Taking Assessments to the  
Next Level***

**Presented by Tamar Appel  
May 2, 2023**



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helping children reach their potential™

# Our Guest:



Tamar Appel, Director of Education for Hidden Sparks, is a past Associate Principal of Ma'ayanot Yeshiva High School for Girls in Teaneck, NJ, having served there as a teacher and administrator for a combined 18 years. As an educational leader, she has created a culture of ongoing professional development, supportive and productive mentorship of faculty, and academic excellence. She has also served as a mentor for school leaders through Prizmah's YOU Lead Program and for new teachers through the Jewish New Teacher Project, and has pursued her own professional growth through programs including the Summer Institute for Principals at the Harvard Graduate School of Education. Tamar is passionate and confident about the potential for growth in every student, teacher and school, and she is excited to facilitate this as part of the Hidden Sparks team.

# Taking Assessments to the Next Level



# Essential Question:



How can assessments be part of the learning process for students?



# Overview of the Session

- **Consider aspects of assessment that can serve as barriers to student growth**
- **Explore four approaches toward crafting assessments that promote learning**

# Potential Barriers



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# Memorization

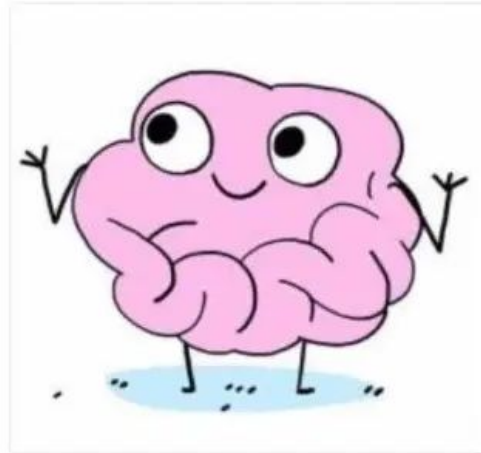
\*taking exam\*

Me: Hey Brain! Remember studying this stuff??

Brain: Yeah we totally studied that!

Me: Awesome! So what's the answer?

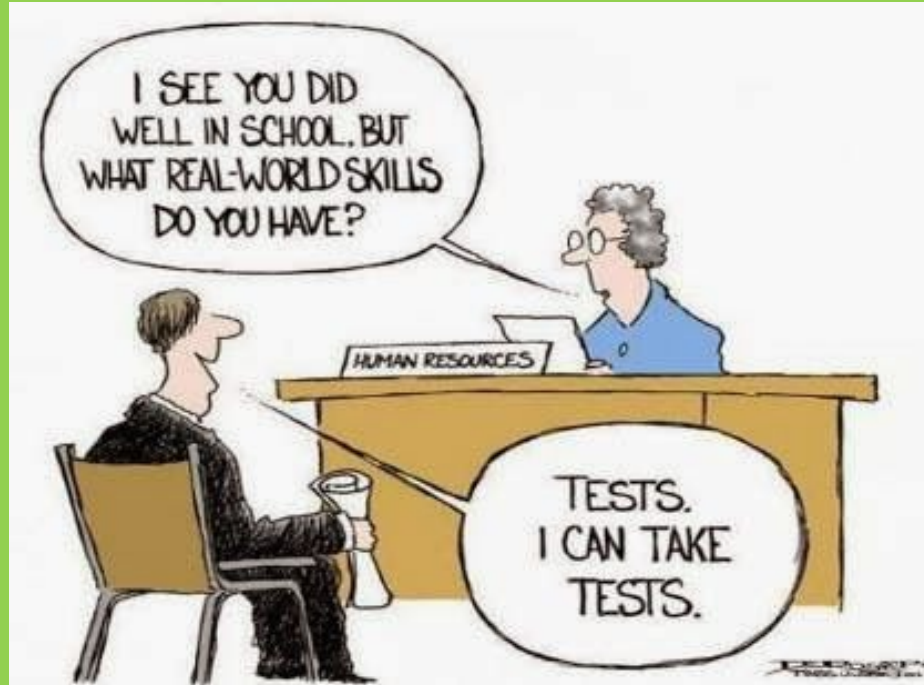
Brain:



# Grades



# Uniformity of Assessments



# Four Approaches



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## **Retrieval Practice Or, The Testing Effect**

**If testing for recall is incorporated into the learning process, the learner is more likely to retain over the long-term what s/he has learned.**

# Memory

## Short-Term Memory

Limited in capacity and duration



## Active Working Memory

Limited in capacity and duration, and accessible for planning and executing functions

## Long-Term Memory

Expansive in capacity and duration



# Studying for Memory-Based Assessments

## Goal:

**Transform information that exists in Short-Term Memory and Active Working Memory, into information that lives in Long-Term Memory**

# Research on Retrieval Practice Shows

- Repeated studying (getting information “into the brain”) may help retain information in the short term, but retrieving (getting information “out of the brain”) is more helpful in retaining it over the long term
  - The recalling itself, and not the studying, is what reinforces memory
    - Retrieval practice helps strengthen neural links that support development of long-term memory



# How Can We Use Retrieval Practice in the Classroom?

**Brain dump: What do you recall from yesterday?  
From last week?**

**Exit tickets**

**Think-Pair-Share**

**Games, Apps: Kahoot!, Quizzes, etc.**

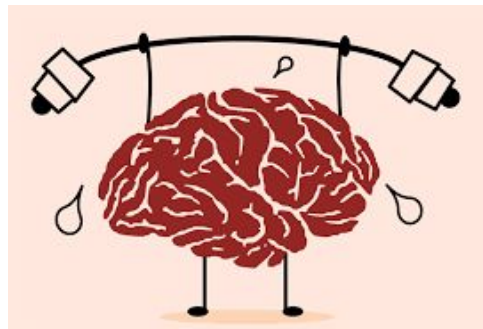
**Concept mapping with recall**

**Application of abstract ideas**



# More Research on Retrieval Practice

- Effortful retrieval, in which the mind is hard at work, is the locus of learning
  - First few retrievals are where the work really happens
  - Spaced practice demands more work than mass practice; promotes better learning



# To Consider for Retrieval Practice

- **Frequency and type of feedback**
- **No-stakes or low-stakes**
- **RP for homework?**



# Independent and At-Home Retrieval

## Flashcards

Family members test for recall as part of the process of studying for exams, quizzes

- *Multiple times over multiple days*

## Encourage interleaving

Ask kids: What did you learn today?

# Assessments with Feedback

Assessment that supports student learning incorporates specific feedback for the student on a regular basis.

# Research on Assessment Feedback Shows:

- High frequency increases its efficacy
- Most useful if on targeted and clearly articulated goals (content / skill)
  - Specificity of goal and feedback are key
- Actionable steps should be clarified
- Personal critique/praise is not constructive

# Examples of Feedback

Explanations of incorrect answers on exams

Rubrics for writing assignments, projects,  
creative work with descriptions of successes  
and areas for growth

Audio feedback

Feedback to self and  
peer feedback



# Feedback: The Student's View

- **Useful only if given with sufficient time for students to attend to it and apply it**
- **Useful only if future opportunities for application exist**
  - **Ideally, teacher provides structure, mandate**



# Feedback and Grades

- **Feedback can be more impactful on student growth when not accompanied by grades**
  - **Determine what does / not require grading**
  - **Credit students for application of feedback**
  - **Comment on application of feedback in progress reports, notes home, PTC**



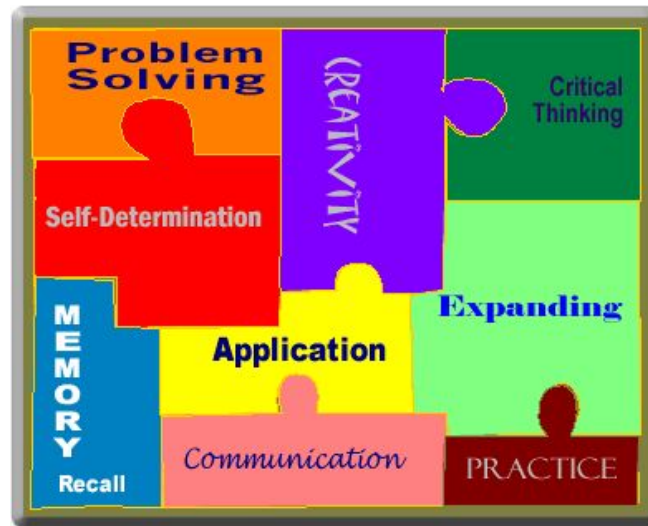
# Varied Forms of Assessment

Offering students different ways to demonstrate what they have learned will help them develop cognitive skills.

# Reasons to Vary Assessments

Foster higher-order thinking

Sustain student interest



Support subject literacy

With choice, offer personalized access points for learning

# Examples of Varied Assessments

**Open-notes tests, essays**

**Work portfolios**

**Artistic Interpretation: Visual, Material, Dramatic,  
Musical, Dance**

**Student-generated games**



**Assessments  
as  
Opportunities  
to Learn  
about  
Learning**

**Helping students understand the goals of assessments, what success looks like, and how to prepare, is invaluable to the learning process.**

# The Opportunities

- Teach about memory, studying, & strategies

<https://success.oregonstate.edu/learning-corner/memory-process>

- Explain why I choose to assess this way

- Encourage metacognition about one's own learning profile



# Questions, Reflections

**tamar@hiddensparks.org**

# Upcoming Hidden Sparks Without Walls Sessions

Tuesday, May 16, 2023	Developing a Student Centered Approach Presented by Becky Troodler
Hidden Sparks HSWOW Archive	<a href="https://www.hiddensparks.org/professional-development-programs-for-meeting-the-needs-of-diverse-learners/courses-archive/">https://www.hiddensparks.org/professional-development-programs-for-meeting-the-needs-of-diverse-learners/courses-archive/</a>

**If you are interested in bringing  
Hidden Sparks  
to your school or city, please contact us:  
[212-767-7707](tel:212-767-7707) or [sara@hiddensparks.org](mailto:sara@hiddensparks.org)**



# Contacting Hidden Sparks

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