

Northwestern University Center for Talent Development

Extending and Scaffolding Learning: Using Assessment to Guide Responsive Planning

Melissa Hinshaw

Assessment and School Services
Center for Talent Development
Northwestern University

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CTD exists to help young people with exceptional academic potential and demonstrated talent reach their full potential.

CTD provides a wide range of services for students PreK – grade 12, their families, and educators.

- Professional learning
- Consulting services and Advanced Learner program review
- Curriculum resources and student programming
 - Online enrichment, accelerated, credit-bearing courses
 - Enrichment curriculum
 - Custom-designed courses and Leadership and Service-Learning programs
- Assessment and guidance for advanced learners

EXPLORE EACH OF CTD'S SUBJECT AREAS



**Arts and
Humanities**



**English and
Language Arts**



**Leadership
and Service**



Mathematics



Science

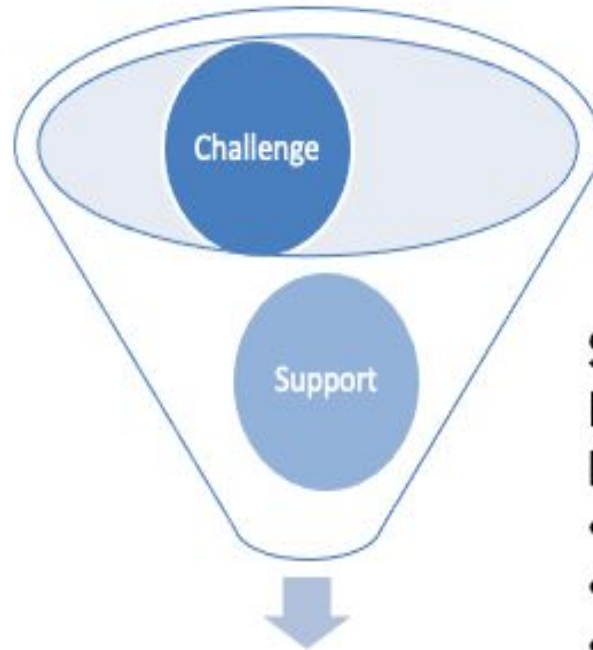


**Technology
and Engineering**

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Challenge:

- Advanced Enrichment
- Acceleration



Talent Development

Support:

- Psychosocial Skill Development
- Self-confidence
 - Mindsets
 - Resilience
 - Teachability

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Outcomes for Today's Session



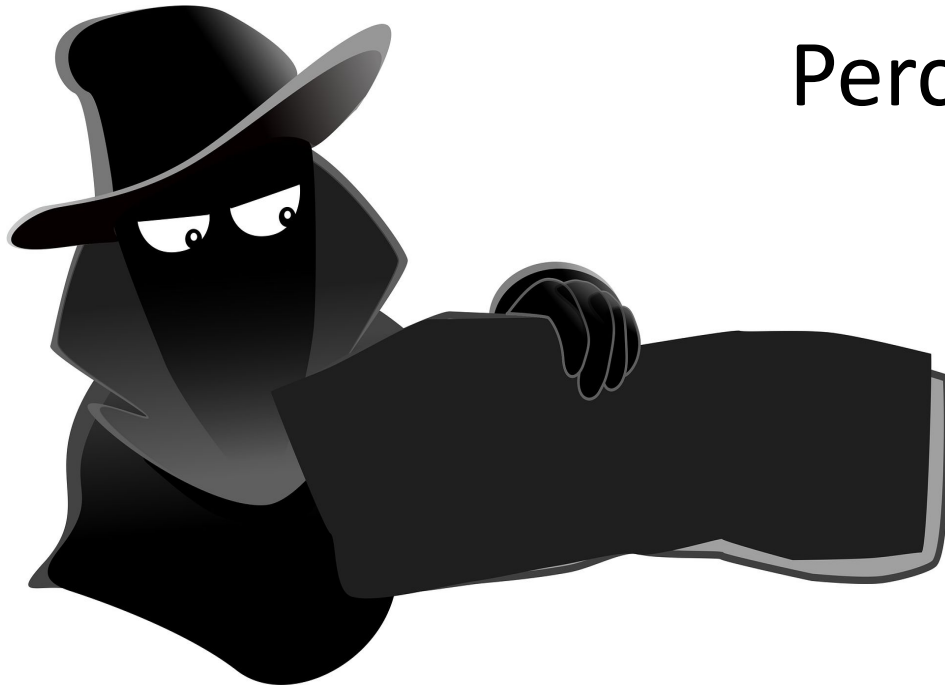
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Outcomes for Today

- Consider program and instruction needs
- Refresh assessment mindset
- Assessment and data literacy
- Responsive planning
 - Learning readiness/Informing instruction
 - Extensions/enrichments/accelerations
 - Extending time for Readiness/Front-loaded interventions

Assessment

Perception vs Reality



Purpose of Assessment

OF Learning

- Mastery of Standards
- Grades
- Over-All Achievement
- Growth Rate
- **Readiness**

FOR Learning

- Inform Instruction
- Inform Differentiation
- Inform Intervention
- Inform Extension
- Inform Enrichment

Guide Responsive Planning

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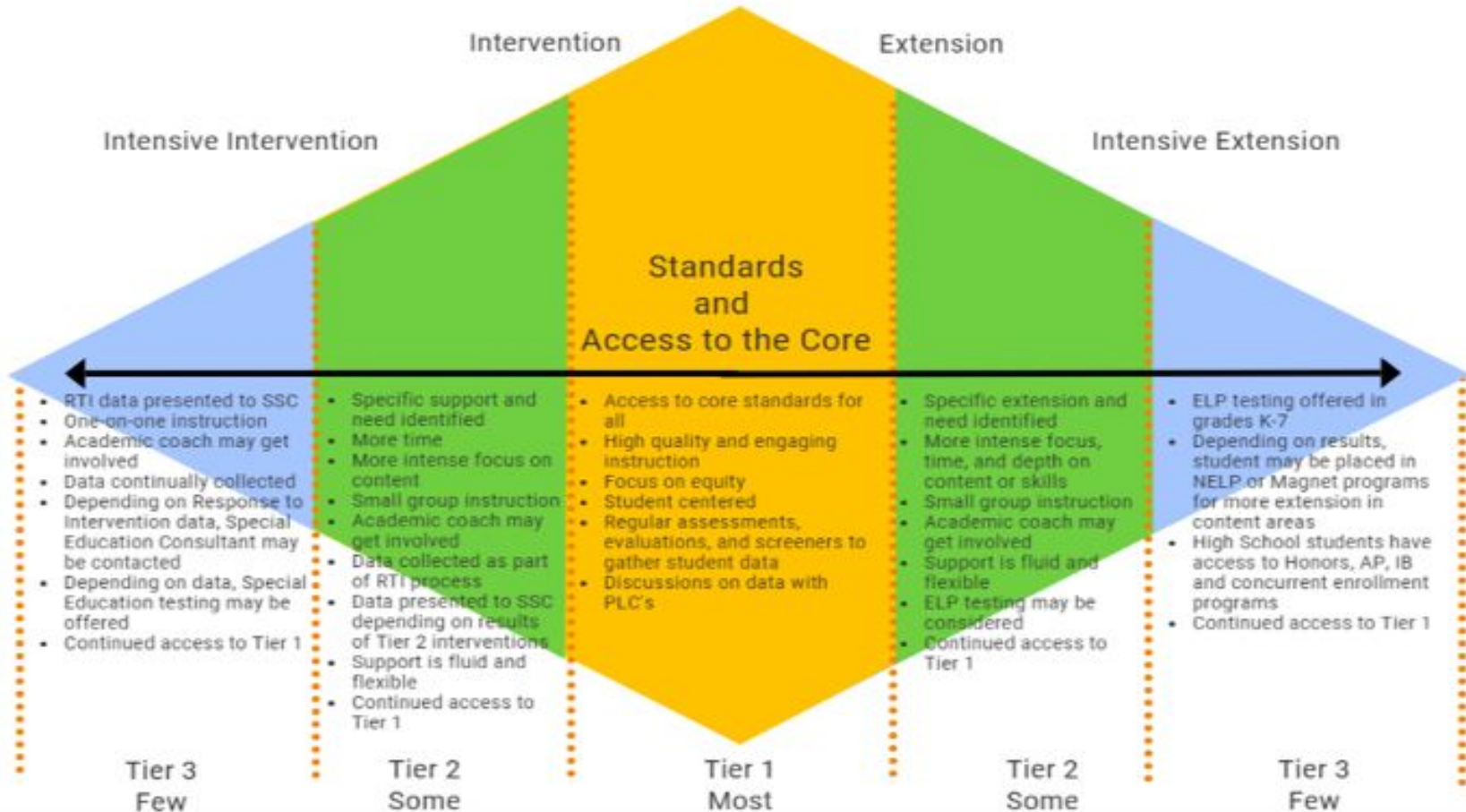
Using Assessment Beyond Identification for Special Services and Proficiency

- Placement in interventions
- Placement in advanced learner programming
- Grouping strategies
- Effect of programs / program evaluation
- Informing instruction
- Informing targeted interventions
- Informing differentiation
- Informing extensions and enrichments

Serving Learners on a Continuum?



MTSS Diamond: Academic Tiered Supports



What is Responsive Planning?

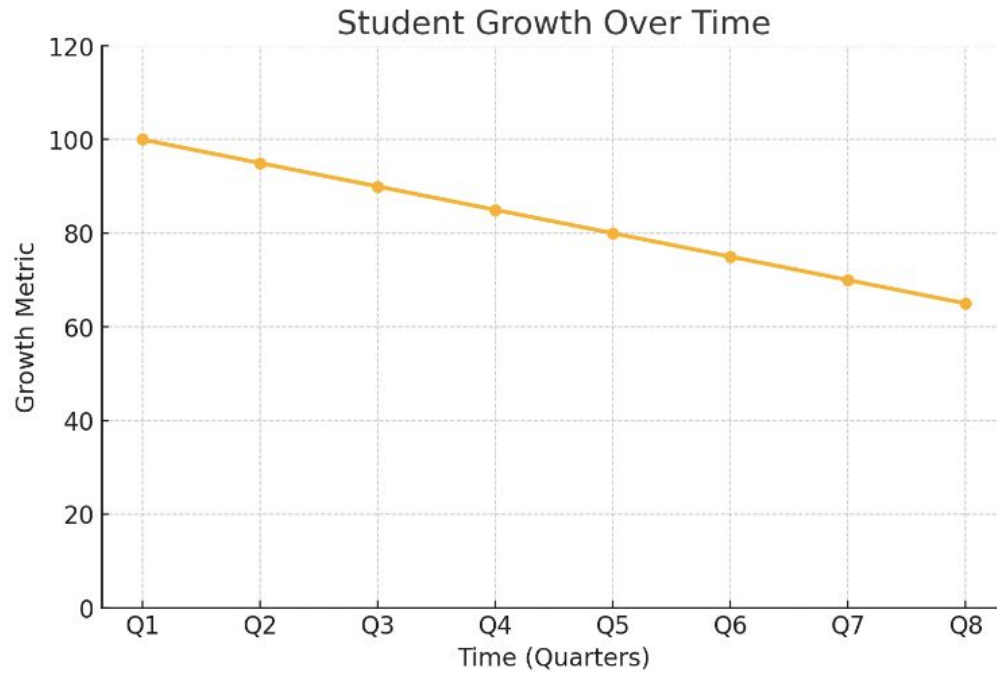
Scenario:

- 3rd year teacher
- Taught 2nd grade for two years and this year is assigned to 5th grade
- Classroom is heterogeneous
- The class is not co-taught, but has three students with IEPs and two with 504 plans
- Five students are identified as “gifted”
- One student is homeless
- One student has a behavior plan from the social worker



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What does this teacher need do in order to meet all student needs?



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What is the cost of differentiation?

When is the last time your staff had professional learning specifically for responsive planning?

When is the last time your staff had professional learning specifically for assessment practice?

How much instructional time is lost for students when lessons are not at their ZPD readiness level?

Using Assessment for Responsive Grouping for Instruction

What can we use to ensure we have students grouped appropriately for instruction?

- Interim Assessment
- **Robust Pre-Assessment**
- Formative/Ongoing Assessment
- Differentiated Assessment

What is Pre-Assessment?

Why do you pre-assess?

What does “your” pre-assessment practice look like?

What tools do you use?

WHEN do you “give” a pre-assessment?

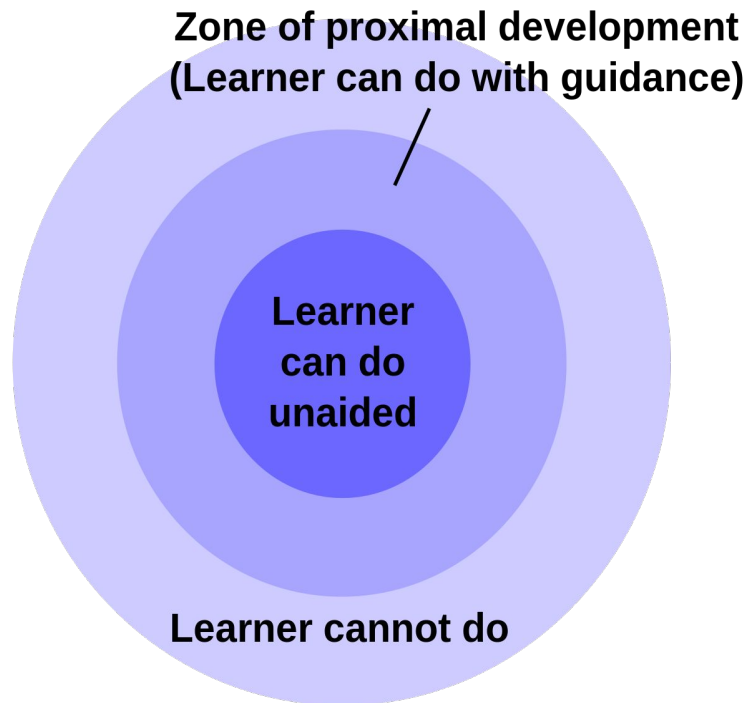
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Why Readiness Matters

- Readiness creates comfort in learning

ZPD—The Zone of Proximal Development is defined as **the space between what a learner can do without assistance and what a learner can do with adult guidance or in collaboration with more capable peers.**

- Readiness has a direct impact on GROWTH



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Is there a difference?



Engagement



Boredom



Redundant

Challenge



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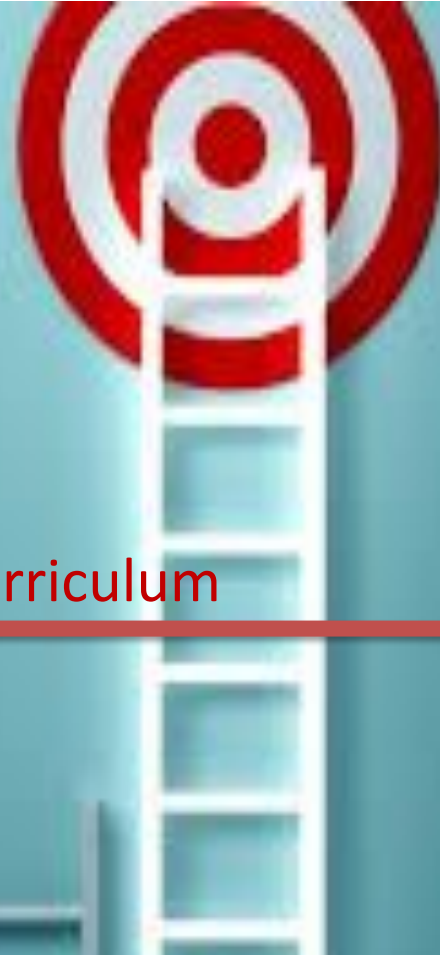
What does your data say about readiness for instruction?

Who's Ready?

Who's Under-Ready?

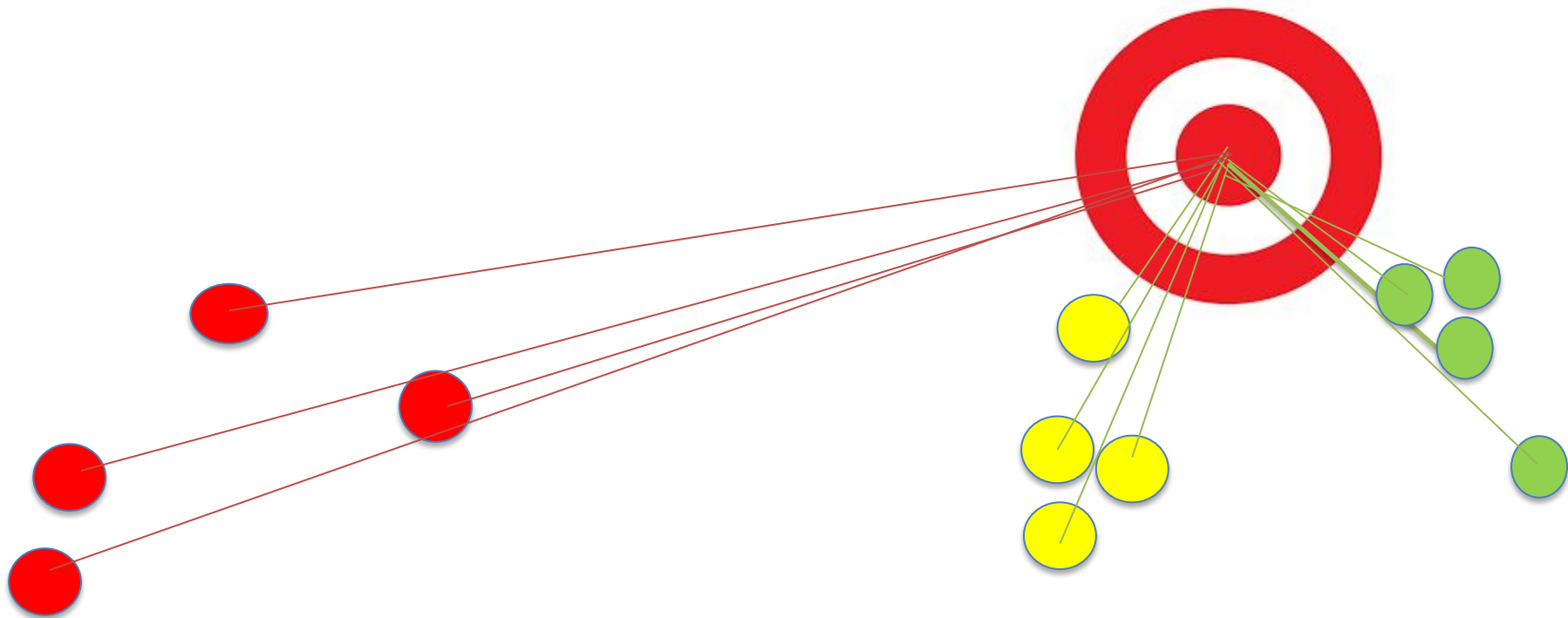
Who's Beyond-Ready?

Grade/Course Level Curriculum



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Responsive Planning: Pre-Intervention
extends a student's runway of readiness AND
allows for extended learning of standards

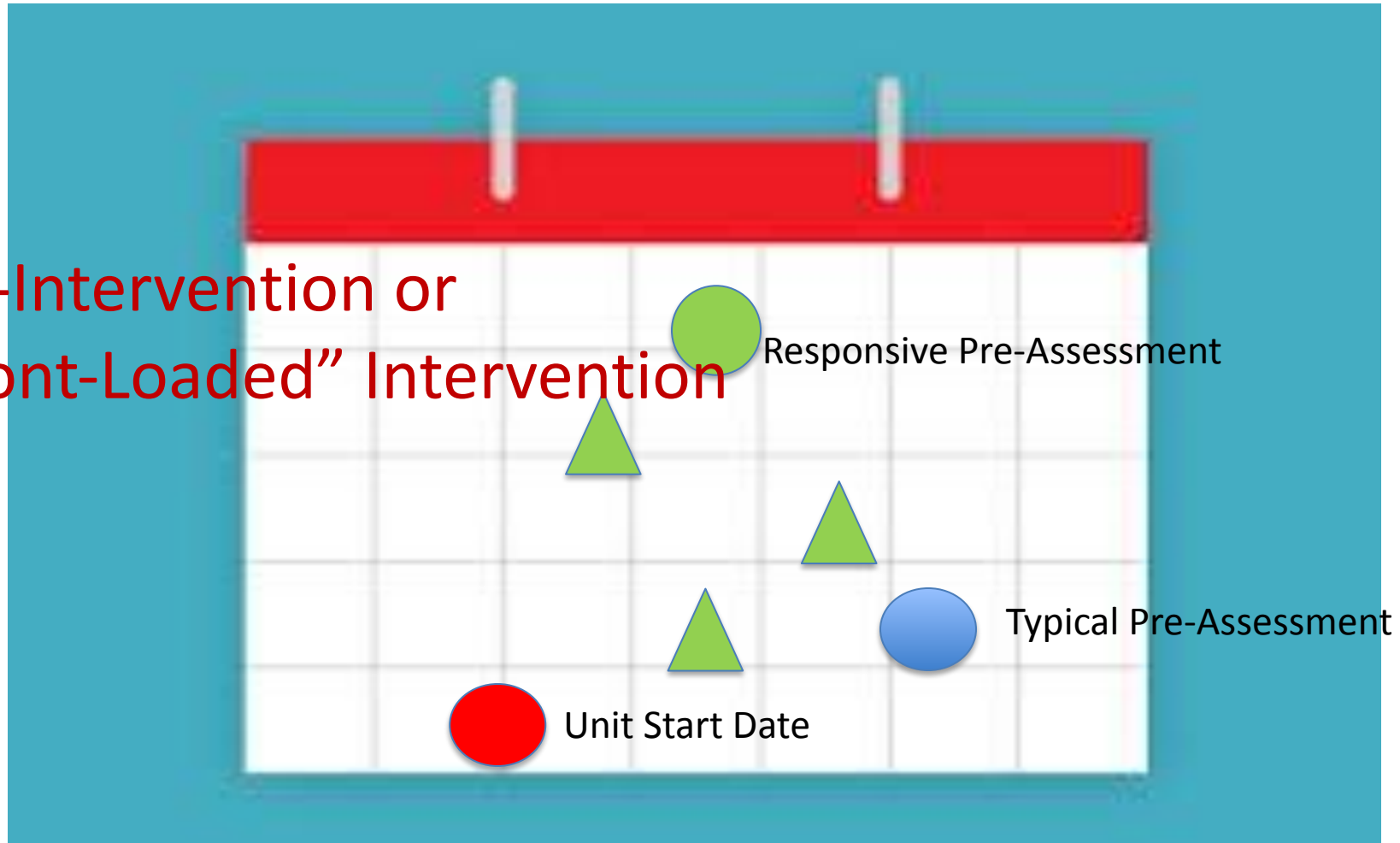


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Deliberate Pre-Assessment and Responsive Planning

When Do We Pre-Assess?

Pre-Intervention or
“Front-Loaded” Intervention



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Trading In-Class Intervention Time: PRE-ventions vs Post-ventions



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Options for Pre-intervention:

- additional discrete formative assessment
- small group mini-lesson
- center activity
- curriculum provider pathway
- provide graphic organizer
- provide “support” materials throughout the unit

Lean on multiple district intervention resources!!



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I Already Know This



What is available for students who are sometimes over-ready?



What is Extension and Enrichment?

- challenges gifted/talented/advanced students without giving extra work when they are finished with classroom work (use “compacting” strategies)
- allows students to apply new knowledge to the next level
- allows students to not do work that is repetitive.
- allow students to have their own educational experiences.

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What if a student is *frequently*
beyond-ready?



Acceleration!

Extension Example-Math

3.OA.A.3 Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.

You can use basic multiplication applications here to extend thinking. Use current curriculum as a springboard for extending thinking for all kids, leveling up as you go. Some students may not be ready for the most difficult applications, so allow the most advanced students the freedom to continue to level up.

A family of 5 monkeys eats 2 bananas each per day. How many bananas do they eat in all in one day?

- Write the number sentence: $5 \times 2 =$
- Solve the number sentence: $5 \times 2 = 10$
- Draw the number sentence. Use a picture or an array
- How many bananas would the family eat in 2 days? $10 \times 2 = 20$
- How many bananas would the family eat in 5 days? $10 \times 5 = 50$
- Make a bar graph to show how many bananas the family would eat each day of the week. How many bananas does the family eat in one week? How many in 4 weeks? How many in a year?
- If bananas cost \$.25 each or 4 for \$1.00, what does it cost to feed the monkey family for one year?
- What would happen if one of the monkeys decided to only eat half a banana a day? Would the total number of bananas get bigger or smaller. Defend your answer and explain the math.

Extension Example-ELA

RRL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

There are a few ways to tackle getting at this standard in a deep way. Once materials have been determined: story, novel, article etc.

Graphic Character Sketch: Draw a picture of a character in the story. (a fun spin on this is to use large butcher paper, have the student lay down on the paper and outline their body and use that body to develop the graphic of the character.) Use space around/or inside the body of the character to describe the character elements required at grade level (or a grade level up for advanced students). Encourage them to include physical attributes, but also focus on actions, reactions, language used, points of view, struggles, conflict, and successes the character experiences. Have students share their character sketches with each other to compare and contrast each student's perception of the character.

Extension:

- Have students evaluate if they would be friends with the character and why they think so.
- Compare and contrast this character with another character from another story/novel they have read in the past.

Setting Sketch or Tour: Have students draw a sketch of the setting as they perceive it. It may involve multiple "places". Have them pull-on descriptive language used in the story and use that language to caption the sketch.

Extension:

- If applicable to the setting: Create a travel brochure for setting using descriptive language from the story
- Imagine you lived in the setting of the story. How would you do there? Would it be enjoyable, why or why not? Write a persuasive paragraph to convince your friend to move there with you. OR a persuasive essay to help your friend avoid living in such a place.

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See this handout online
for easy access to links.

Other Extensions and Considerations



See handout.



Using Learning Readiness to Guide Tier-one Responsive Planning

Presented by Jennifer Kendall and Melissa Hinshaw

Assessment Resources:

[DAP Tool for Assessment](#)
[ASCD Article on Pre-assessment](#)
[Quick Checks for Understanding](#)
[Equity and Assessment from Columbia Teachers College](#) (The Center for Professional Education of Teachers (CPET))

Developing High Level Tasks and Questions:

[Blooms wheel](#)
[Depth of Knowledge for Math](#)
[Foundation for Critical Thinking](#)
[Bloom's Taxonomy resource from Vanderbilt University Center for Teaching](#)
[Webb's Depth of Knowledge Wheel](#)
Good to use when developing leveled tasks and leveled questions
[Types of Questions](#)

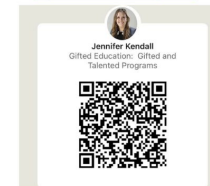
Templates

[Choice Board](#)
[Student Menu](#)

Other Extension Ideas

- Mini projects
- Options on a rubric
- Early finisher station or something like it
- Rich vocabulary tasks
- Bins or folders of extra tasks (not more of the same)

Find Jennifer on LinkedIn and reach out!
<https://www.linkedin.com/in/jenniferk>



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Reality Planning

How can one teacher swing all of this?



Reality Planning

COLLABORATION! Create a team approach to planning

- **Systemic Collaboration:** Work as a content group or grade-level to create opportunities related to the content that can be used by all who teach the content.
- **BEYOND READY:** If each unit had an enrichment or extension component, it makes this differentiation less time consuming for individual teachers and provides an equitable experience for all students who need this experience regardless of their classroom.
- **UNDER READY:** Build universal, short cycle intervention lessons and/or online modules based on content and provide small group instruction based on needs across classrooms....well before instruction in the unit begins. Combine classes and groups for these lessons.
- **FLEXIBILITY:** Ongoing data analysis and responsive assessment allows each student to demonstrate readiness throughout the year and not just once every three to four months.

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www.ctd.northwestern.edu | 847/491-3782

ctd-assessment@northwestern.edu

melissa.hinshaw@northwestern.edu

[CTD Assessment Webpage](#)

2021-2022 Assessment Guide can be downloaded [here](#)

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