
As we begin..



Reflect on the work of adapting pacing guidance that we engaged in last session. What's a key learning that has stuck with you?

Get ready to share! Add your responses to the chat.



Also, please change your Zoom Display name to read: **(District/County) First Name Last Name.**

Need help? Go to Participants in the setting bar, find yourself, click "Rename".

Restarting School

Planning Your Approach to Diagnosing Student Learning

Wednesday, September 30

Session Norms



Safety to share different perspectives



Equity of voice



Active and attentive listening



Commitment to the work

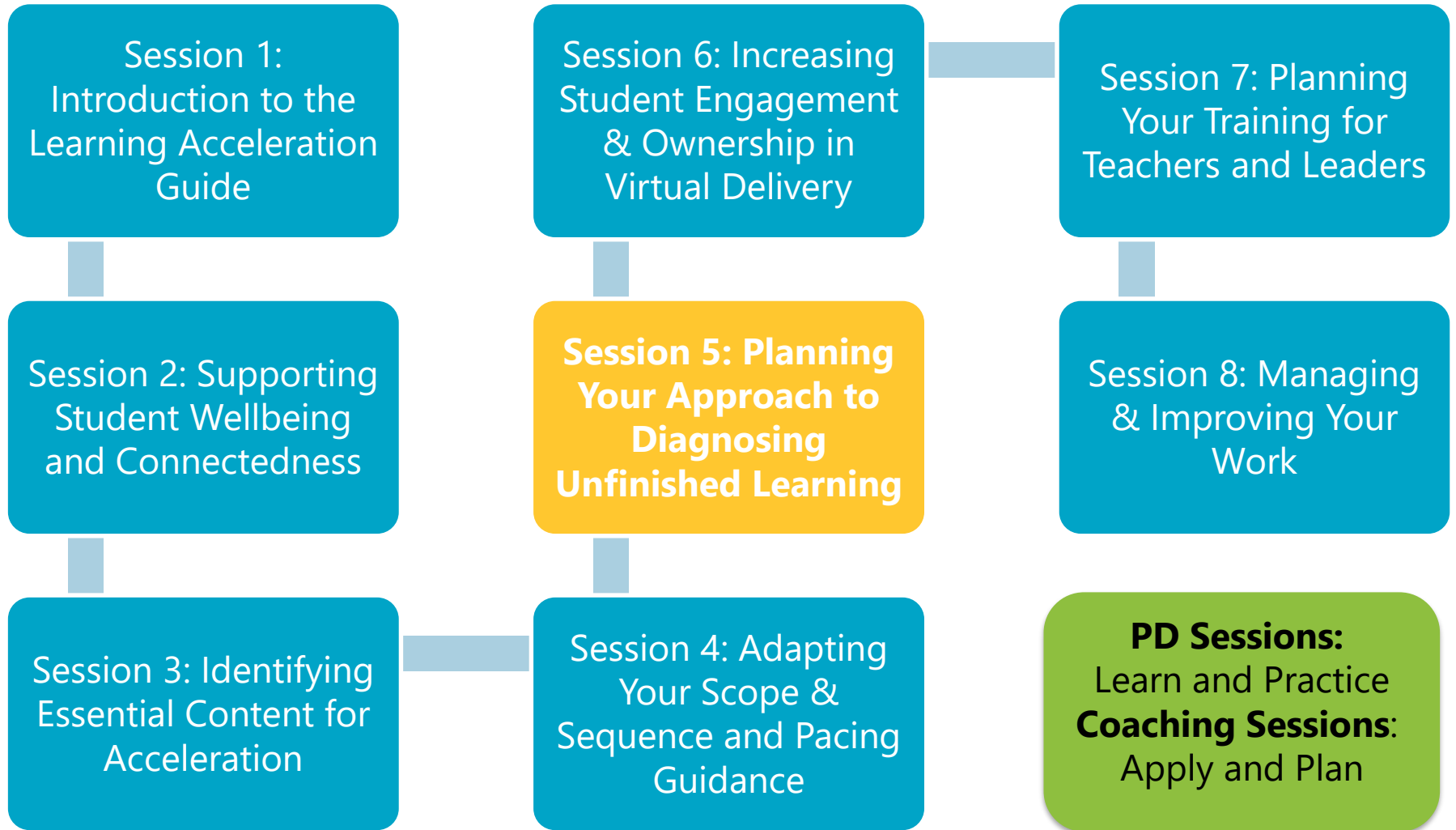


Mindful while using technology

Virtual Norms

- Be on video
- Use the chat!
- Jump in with questions
- MUTE, but unmute for verbal responses
- We are Better Together

Where are we going?



At the end of this session, you'll be able to....

1

Understand **how to approach** diagnosing unfinished learning and the **most effective tools** for doing so.

2

Explain how your district's current approach **compares to the recommended process** and if there are gaps to be addressed.

3

Analyze the links between prioritizing content, adapting scope and sequences and diagnosing learning

Making connections to the Learning Continuity and Attendance Plan

Pupil Learning Loss

How will districts diagnose unfinished learning?

What strategies will they use to accelerate learning?

How will they measure the effectiveness of the supports they are providing?

Pupil Participation and Progress

How will districts assess pupil progress through live contacts and synchronous instructional minutes?



[Learning Acceleration Series Resource Guide](#)

[Series Participant Folder](#)

Session 1: Introduction to Learning Acceleration

- [TNTP's COVID-19 School Response Toolkit](#): TNTP's collection of resources to support schools in navigating extended school closures and planning for reopening
- [TNTP's Learning Acceleration Guide](#): TNTP's guidance to schools and districts engaging in planning and executing accelerated learning plans
- [The Opportunity Myth](#): TNTP's 2018 report documenting the impact of lack of access to rigorous, grade level content and providing recommendations to school systems.
- [CCSSO's Restart and Recovery Framework](#): The Council of Chief State School Officers' guidance to school systems planning to restart schools and recover learning loss
- [CCEE's Learning Continuity and Attendance Plans Resources and Supports](#): CCEE's collection of curated resources to support LEAs in the development of LC/A plans
- [Session 1 Participant Handout](#): Includes excerpt from *Learning in the Fast Lane* (Suzy Pepper Rollins).

Agenda

Tools for Diagnosing Unfinished Learning

Diagnosing and Addressing Unfinished Learning

Putting It All Together: Academics

Planning for Next Steps

Tools for Diagnosing Unfinished Learning



All assessment tools should help teachers support **every student to move to grade-level content** as quickly as possible.



Assessments should be **connected to high-quality curricula**, tailored to the unique considerations of each content area.



Large-scale assessments are **less able to provide teachers with the instructional information** they need to support students.

System Level Screening and Benchmark Assessments



Screening and benchmark assessments give a high-level snapshot of student performance and often help systems determine how they can allocate and redistribute resources and capacity.

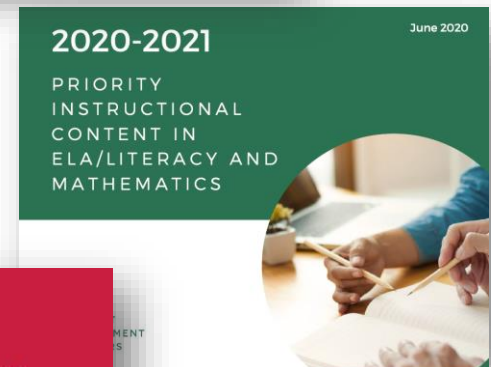
However, they do not provide teachers with the instructional information they need for day to day planning.





Use your prioritized content list to determine what data is missing or where there are gaps.

Effective Diagnostics help teachers determine a **student's individual strengths, challenges, knowledge, and skills** prior to instruction and ultimately help educators answer the question, **“What knowledge and skills does this student already possess?”**



Diagnostics and Ongoing Progress Monitoring of Skills

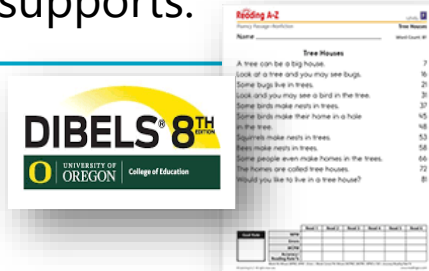


ELA K-2

Systems and school sites should conduct ongoing measures of foundational skills to support students' decoding and fluency development.

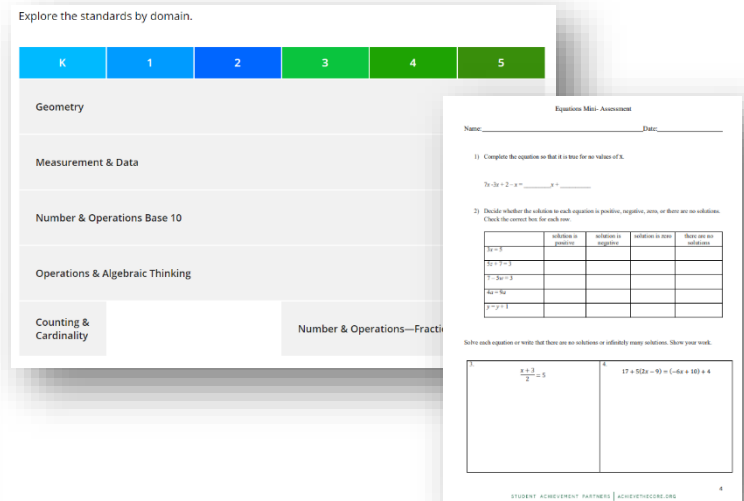
Grades 3-12

Systems and school sites should periodically measure student fluency with grade level texts to monitor progress and provide additional supports.



Math

Systems and school sites should use diagnostics included in their materials. Assessments should be aligned to an appropriate area of rigor and assess the depth of the standard.





SHOULD

Just-in-time information to help every student access grade-level learning

Specific approach based on content area and grade level that is instructionally relevant

Embed within the curriculum and assess specific skill, language or knowledge

Assess what students know to create an **asset-orientation**

Identify and **build on students' assets**

SHOULD NOT

Remediating all prior content

Assess every previous grade standard

Break coherence from grade-level curriculum to remediate

Generate a list of what students do not know to create a remediation mindset

Map all students' deficits

Act as a gatekeeper to grade-level instruction

Key Principles for Diagnosing Unfinished Learning



Use diagnostics from high-quality adopted materials as often as possible.



Plan to diagnose only your prioritized knowledge and skills.



Plan to spend no more than a few hours administering diagnostics to an individual student.



Think through diagnosis data that you can collect on an ongoing basis.

Key Principles for Diagnosing Unfinished Learning



Use diagnostics from high-quality adopted materials as often as possible.



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How will assessment tools be used similarly to previous years? How will they be used differently?

**How would you discuss the similarities and differences of how you are using diagnostic assessments with teachers?
With families?**

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Identify Just-in-Time Assessments



Set up and Communicate Assessment Process



Administer Assessments and Analyze Results



Model How to Address Unfinished Learning

Step 1



Identify Just-in-Time Assessments

Set up and Communicate Assessment Process

Administer Assessments and Analyze Results

Model How to Address Unfinished Learning



Identify Just-in-Time Assessments

Use **curriculum-embedded** assessments whenever possible.

If those are not available, prioritize publicly available resources.

Step 2



Identify Just-in-Time Assessments

Set up and Communicate Assessment Process

Administer Assessments and Analyze Results

Model How to Address Unfinished Learning



Set up and Communicate Assessment Process

Codify testing windows, data collection processes, required platforms and technology, etc.

Communicate clearly with stakeholders, provide reminders and to ensure fidelity.

Step 3



Identify Just-in-Time Assessments

Set up and Communicate Assessment Process

Administer Assessments and Analyze Results

Model How to Address Unfinished Learning



Administer Assessments and Analyze Results

Complete the task to **identify potential misconceptions**.

Administer the assessments and **sort student work** based on responses.

Identify prerequisite skills and **adapt instruction** for whole group, small group and individual students.

Step 4



Identify Just-in-Time Assessments

Set up and Communicate Assessment Process

Administer Assessments and Analyze Results

Model How to Address Unfinished Learning



Model How to Address Unfinished Learning

Provide examples of how to adapt instruction to address unfinished learning effectively.

Support moving students to **grade-level content** as quickly as possible.

Approach to Diagnosing Unfinished Learning: Recap



Use diagnostics from high-quality adopted materials as often as possible.



Plan to diagnose only your prioritized knowledge and skills.



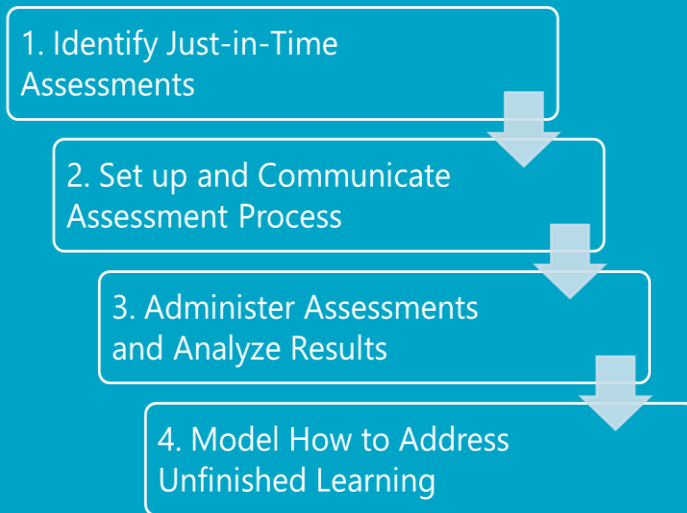
Plan to spend no more than a few hours administering diagnostics to an individual student.



Think through diagnosis data that you can collect on an ongoing basis.

5 Minute Break

Back at 10:25



Change your Zoom Participant Name
Step #, Name (Network)

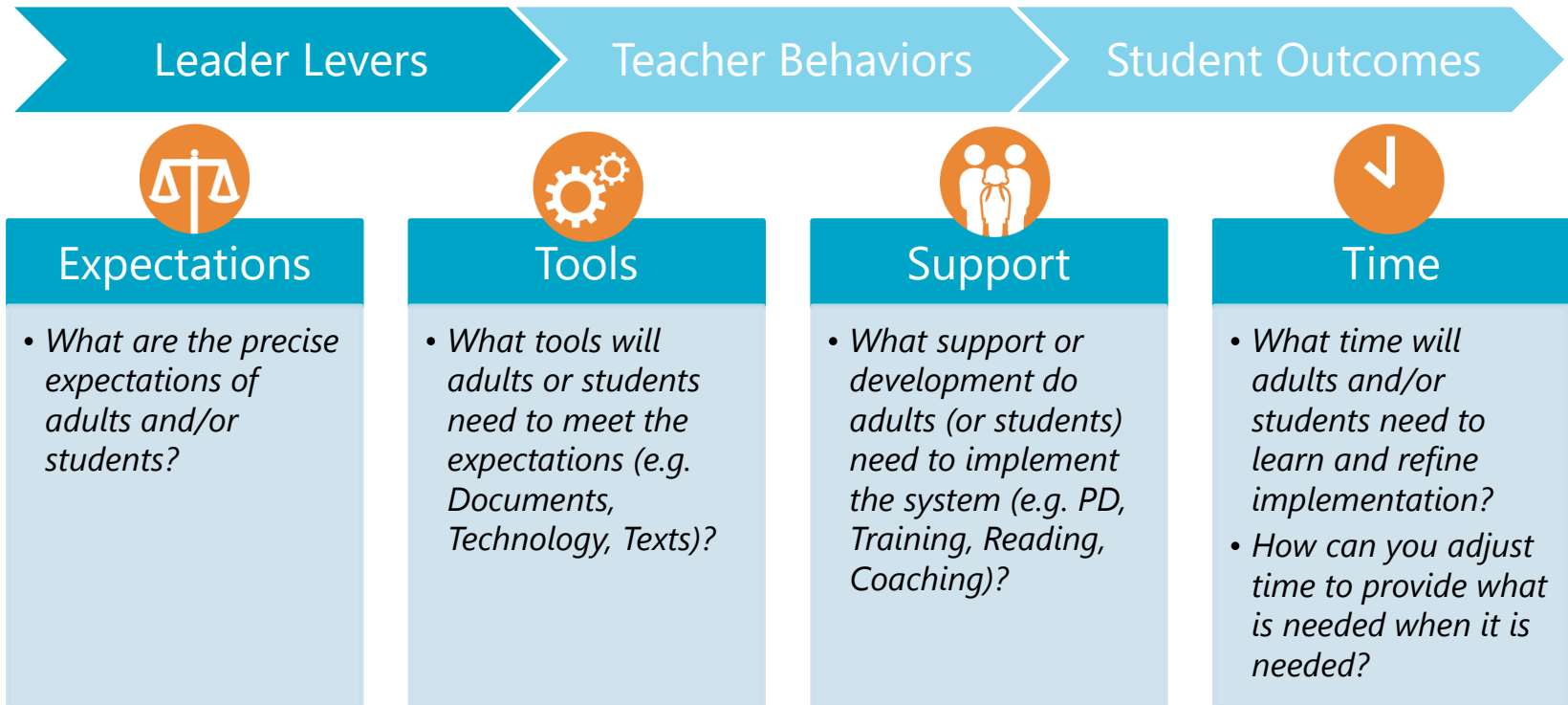
Click in upper right-hand corner, then
click on "Rename"

Breakout Groups: Evaluating Your Current Tools and Approach



What does this look like in your district now?

What are the specific leader levers you need to pull in your district to engage in this work?





What does this look like in your district now?

What are the specific leader levers you need to pull in your district to engage in this work?

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Connections to previous session: Steps and tools to identifying priority and prerequisite content

Read Text & Identify Knowledge


Conduct Qualitative Analysis

Review SAP Guidance

Consider "Just In Time" Supports

2020-2021
PRIORITY INSTRUCTIONAL CONTENT IN ELA/LITERACY AND MATHEMATICS

June 2020



TEXT COMPLEXITY: QUALITATIVE MEASURES RUBRIC
LITERARY TEXT

Text Title:		Text Author:	
MEANING			
High	Middle High	Middle Low	Low
Multiple levels/layers of complex meaning	Multiple levels/layers of meaning	Single level/layer of complex meaning	Single level/layer of simple meaning
STRUCTURE			
High	Middle High	Middle Low	Low
Narrative Structure: complex, implicit, and unconventional	Narrative Structure: some complexities, more explicit than implicit, some unconventional	Narrative Structure: lightly simple structure, more explicit than implicit, largely conventional	Narrative Structure: simple, explicit, conventional
Narration: many shifts in point of view	Narration: occasional shifts in point of view	Narration: few, if any, shifts in point of view	Narration: no shifts in point of view
Order of Events: frequent manipulations of time and sequence (not in chronological order)	Order of Events: several major shifts in time, use of flashback	Order of Events: occasional use of flashback, no major shifts in time	Order of Events: chronological
LANGUAGE			
High	Middle High	Middle Low	Low
Conventuality: heavy use of abstract and/or figurative language or irony	Conventuality: complex abstract and/or figurative language or irony	Conventuality: subtle use of figurative language or irony	Conventuality: little or no use of figurative language or irony
Clarity: generally unfamiliar, archaic, domain-specific, and/or academic language, dense and complex, may be ambiguous or potentially misleading	Clarity: somewhat complex language that is occasionally unfamiliar, archaic, domain-specific, or overly academic	Clarity: largely contemporary, familiar, conversational language that is explicit and literal, rarely unfamiliar, archaic, domain-specific, or overly academic	Clarity: contemporary, familiar, conversational language that is explicit and literal, easy to understand
KNOWLEDGE DEMANDS			
High	Middle High	Middle Low	Low
Life Experiences: explores multiple complex, sophisticated themes; multiple perspectives presented; experiences portrayed are not fantasy but are distinctly different to the common reader	Life Experiences: explores multiple themes of varying levels of complexity; experiences portrayed are not fantasy but are uncommon to most readers	Life Experiences: explores a single complex theme; experiences portrayed are common to many readers or are clearly fantasy	Life Experiences: explores a single theme; single perspective presented and everyday experiences are portrayed that are common to most readers or experiences are clearly fantasy
Cultural/Literary Knowledge: requires an extensive depth of literary/cultural knowledge; many references/allusions to other texts and/or cultural events	Cultural/Literary Knowledge: requires moderate levels of literary/cultural knowledge; some references/allusions to other texts and/or cultural events	Cultural/Literary Knowledge: requires some cultural/literary knowledge; few references/allusions to other texts and/or cultural events	Cultural/Literary Knowledge: requires only common, everyday cultural/literary knowledge; no references/allusions to other texts and/or cultural events

CCSS WHERE TO FOCUS GRADE 4 MATHEMATICS

This document shows where students and teachers should spend the large majority of their time in order to meet the expectations of the Standards.

Use all content in a given grade is emphasized equally in the Standards. Some clusters require greater emphasis than others based on the depth of the ideas, the time that may take to master, and/or relevance to future mathematics or the demands of college and career readiness. More time to these areas is also necessary for students to meet the Standards for Mathematical Practice.

Students should spend the large majority of their time on the major work of the grade. Supporting work and, where appropriate, additional work can engage students in the major work of the grade.

MAJOR, SUPPORTING, AND ADDITIONAL CLUSTERS FOR GRADE 4

Single-use or given-in-full clusters lead. Refer to the Common Core State Standards for Mathematics for the specific standards that apply to each cluster.

Key: Major Clusters Supporting Clusters Additional Clusters

Cluster	Emphasis
4.OA.A	<input checked="" type="checkbox"/> Use the four operations with whole numbers to solve problems.
4.OA.B	<input checked="" type="checkbox"/> Gen familiarity with factors and multiples.
4.OA.C	<input type="checkbox"/> Generate and analyze patterns.
4.NF.A	<input checked="" type="checkbox"/> Generalize place value understanding for multi-digit whole numbers.
4.NF.B	<input checked="" type="checkbox"/> Use place value understanding and properties of operations to perform multi-digit arithmetic.
4.NF.C	<input checked="" type="checkbox"/> Extend understanding of fraction equivalence and ordering.
4.NF.D	<input checked="" type="checkbox"/> Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.
4.NF.E	<input checked="" type="checkbox"/> Understand decimal notation for fractions, and compare decimal fractions.
4.MD.A	<input checked="" type="checkbox"/> Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.
4.MD.B	<input checked="" type="checkbox"/> Represent and interpret data.
4.MD.C	<input checked="" type="checkbox"/> Geometric measurement: understand concepts of angle and measure angles.
4.G.A	<input checked="" type="checkbox"/> Draw and identify lines and angles, and classify shapes by properties of their lines and angles.

HIGHLIGHTS OF MAJOR WORK IN GRADES K-5

Grade	Major Work
K-2	Addition and subtraction: concepts, skills, and problem solving. Place value.
3-5	Multiplication and division of whole numbers and fraction concepts, skills, and problem solving.
6	Ratios and proportional relationships, early operations and equations.
7	Ratios and proportional relationships, arithmetic of rational numbers.
8	Linear algebra and linear functions.

REQUIRED FLUENCIES FOR GRADE 4

4.NBT.A	Addition within 1,000,000
---------	---------------------------

Connections to previous session: Steps for adapting your scope and sequence

Orient to Your Instructional Calendar

Compare Prioritized Content to Instructional Calendar

Design Scope & Sequence

TNTP reimagine teaching
Adapting Your Scope and Sequence or Pacing Guidance
September 2020

Step 1: Orient to Your Instructional Calendar

		Anticipated In-Person Learning Hours if applicable	Anticipated Remote Learning Hours
SY Start Date	When will the SY2020-21 school year begin? Will this date be the same for all students?		
SY End Date	When will the SY2020-21 school year end? Will this date be the same for all students?		
Blackout Dates	Are there any days when you will not have instruction (i.e., holidays or teacher in-service days) or instruction will be optional (flexing days)?		
Social-Emotional & Academic Development (SEAD) Days	How will you re-build relationships with students and/or support students' social-emotional needs as they transition back to school? Account for those hours in your Scope and Sequence/Pacing Guidance.		
Instructional Days	How many total instructional days do you have to work with? Is this number the same for most students? Subtract any blackout dates from this count.		
	How many total hours do you have for each subject for the subject that you're focusing on today? For the year? Is this number the same for most students?		
Tier 1 Instructional Hours	How many hours (or days) are there for the first unit/module of the subject that you're focusing on today? What is the Frequency for designated ELD? How will you adapt this to meet the needs of special populations (ELL students, students with IEP)?		
Extended Learning Time	Will students receive any additional learning time (i.e., for intervention or extension)? Is this time the same for most students?		

TNTP reimagine teaching
Step 2: Compare Prioritized Content to Instructional Calendar

Gather your list of prioritized content. Place your prioritized list side-by-side with your instructional days.

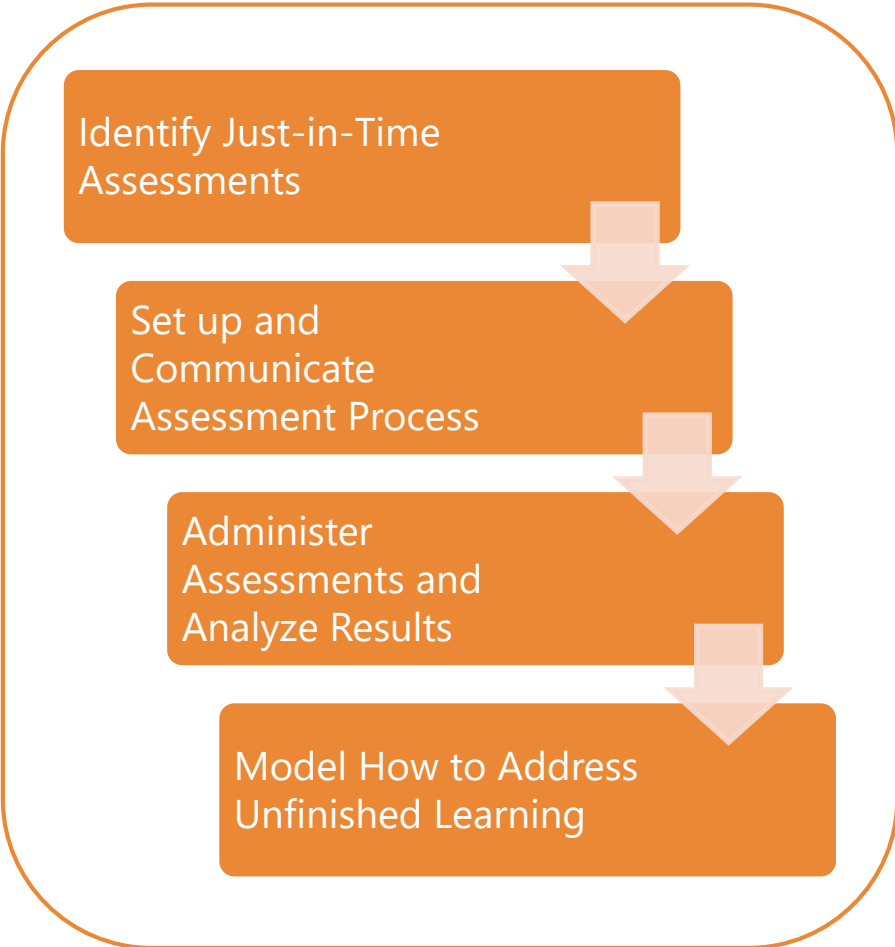
Time & Standards				
Choose 1 grade level from your selected content area.				
1. How many days are outlined in the updated materials for the first Unit/Module?				
2. How much remote content instructional time will students have each day for your identified content area?				
3. Which standards (prerequisite or prioritized grade-level) are addressed in the first Unit/Module?				
4. How might the identified instructional time in the materials need to be adjusted for remote instruction (i.e. what standards may need more time, does the time in the materials match with your remote content time each day, what could be done synchronously or asynchronously, etc.?)				
5. How many days do you anticipate this unit/module will actually take?				
Total Days Outlined for Unit/Module				
Remote Content Time/Day				
Grade-Level Standards	Prerequisite Content	Grade Level Content	Potential Adjustments for Remote Instruction	Allotted Time Based on Instructional Calendar
Total Instructional Hours Anticipated for the First Unit/Module				

TNTP reimagine teaching
Step 3: Design Scope & Sequence

Plot out your Scope & Sequence/Pacing Calendar for the rest of the Quarter/Term/Triester and focus on the prioritized prerequisite and grade-level content.

Quarter/Term					
Unit/Module	Standard Strand/Cluster	Standard(s)	Prioritized Content	Synchronous Allotted Instructional Time and Tasks	Asynchronous Allotted Instructional Time and Tasks
Total Instructional Hours Anticipated for the Unit/Module					

Connections to previous session: Steps for identifying unfinished learning



Explore the standards by domain.

K	1	2	3	4	5
Geometry					
Measurement & Data					
Number & Operations Base 10					
Operations & Algebraic Thinking					
Counting & Cardinality			Number & Operations—Fractions		

Reading A-Z
Fluency Passage—Narrative
Name _____

A tree can be a big home.
Look at a tree and you
Some bugs live in trees.
Look and you may see a bird in the tree.
Some birds make nests in trees.
Some birds make their home in a hole
in the tree.
Squirrels make nests in trees.
Bees make nests in trees.
Some people even make homes in the trees.
The homes are called tree houses.
Would you like to live in a tree house?

Student	1	2	3	4	5
Name					
Score					
Accuracy					
Reading Time					

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With your network, synthesize your learnings from the past three sessions focused on academics.

Guiding Questions

- How does prioritizing content, adapting your scope and sequence and diagnosing unfinished learning maximize student learning? How does it help ensure accelerated instruction?
- How is this approach similar or different from previous years?

Share your thinking about the process you went through today and begin planning for next steps.

Guiding Questions

- How will the key headlines and knowledge from today's session be messaged & shared with key stakeholders?
- How will you discuss the similarities, differences, and approach to acceleration with teachers? With families?
- What are the specific leader levers you need to pull in your district to engage in this work? What resources or support might be needed?

Whole-Group Reflections



What is one next step you're taking out of this session?



What is your current touchpoint to assessments in your district?

What messages do you want convey to those who are making decisions about what assessments are used?

Final Thoughts

Partner with
parents, families,
or your students'
support network

Lead with
relationships, not
assessments

Do no harm

Less is more

Communicate with
and develop
stakeholders

Assess for learning,
not accountability

Commit to the
long-game

Use curricular
materials to which
you have access

At the end of this session, you'll be able to....

1

Understand **how to approach** diagnosing unfinished learning and the **most effective tools** for doing so.

2

Explain how your district's current approach **compares to the recommended process** and if there are gaps to be addressed.

3

Analyze the links between prioritizing content, adapting scope and sequences and diagnosing learning

Please share your feedback.



Help us help you!

Feedback link provided in handout and in chat

Connect with us.



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tntp.org



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