

Integrated Leadership
Course Class 1

Key Question #3
Section

1. Write an essay and explain the three ways mercantilism impacted the American revolution using evidence from the text below.

Mercantilism was based on several beliefs held by the various princes, kings, and leaders of Europe. First, they believed that the wealth of a nation came mostly from its possession of gold and silver. Second, they thought that exports to other nations were more beneficial than imports. Third, they believed that government interference in the economy was both necessary and right.

Supporters of mercantilism thought that colonial possessions such as those in the Americas should serve solely as markets for exports and suppliers of raw materials for the mother country's industries. The colonies were forbidden to engage in manufacturing, and all colonial resources, such as gold and silver, were thought to belong to the mother country.

To create capital, making goods such as machines and ships that produce or move other goods was encouraged. This provided a climate favorable to the growth of capitalism. Further, by restricting the economic activities of the 13 North American colonies, mercantilism was a factor in the American Revolution.

Read the standard for student (A).

8.22 - Analyze the social, political and economic causes of the American Revolution and the major battles, leaders and events, including: Mercantilism;

You may access the activity [here](#).

Why is this assessment a poor example for a STUDENT to demonstrate mastery towards the standard?

Additional Exemplar Assessment items

- See reference for a complete suite of information on Social Studies assessment blueprints and score guides on the second page of this section.
- Reference for exemplar ELA and Math tasks on your resources page in this section:
 - http://ifl.pitt.edu/index.php/blog/index/curriculum_embedded_formative_performance_assessments
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- Reference for exemplar ELA and Math tasks::
 - http://ifl.pitt.edu/index.php/blog/index/curriculum_embedded_formative_performance_assessments
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Turn and Talk: How can you help your teachers build assessments to measure student readiness and ensure that assessments maximize student learning?

After six months of discussions and research, the Tennessee Task Force on Student Testing and Assessment, comprised of 18 educators and education leaders from across the state, released their report. The task force was formed by Commissioner McQueen in spring 2015 as a result of feedback from the field about the amount of testing, quality of testing, and associated test preparation. The task force conducted several surveys across the state to better understand how teachers, principals, and district leadership use assessment to make instructional decisions. The task force also examined the history of testing in Tennessee, the purpose for different type of assessments, and the information parents and teachers get from each type of assessment.

Click [here](#) to access the report.

Major Findings and Recommendations:

Tennessee Task Force on Student Testing

Types of Assessments addressed in report:

- 1. Diagnostic:** often given at the beginning of the school year, this assessment allows teachers to know where each student is beginning in their understanding
- 2. Formative (interim and benchmark) assessment:** measures student learning throughout the year so educators can determine if students are making progress and how best adjust instruction for purposes of this report, formative will refer to interim and benchmark assessments as well
- 3. Summative (annual) assessments:** measures student learning at the end of the semester/year, state-level assessments are summative assessments administered to all students.

Notes:

Summative Assessment Practice Recommendations

Summative tests (annual standardized tests):

1. Show mastery of standards
2. Results are related to post secondary readiness
3. Enable schools to measure and identify needs of each child to provide feedback to parents and identify next steps in student learning for educators

These assessments should:

- Be aligned to standards
- Embody full range of standards expectations
- Show all students' culmination of understanding, strengths, and areas for improvements
- Be part of the instructional process and the cycle of learning
- Serve as a benchmark for Tennessee against other states and countries

Notes:

Formative Assessment Practice Recommendations

Formative tests (interim and benchmark tests):

1. Indicate student “standing” and progress toward both classroom-level goals and annual grade level standards for learning.
2. Provides information that leads towards daily decision making such as re-teaching, intervention, or enrichment needs.
3. Should guide instruction.
4. Facilitate student ownership of their learning.

Formative assessments should:

- Provide timely feedback
- Be used for specific decision making and next steps so teachers and students can see progress toward mastering standards and building skills
- Be carefully selected or designed to define student outcomes
- Be teacher lead as much as possible because teacher created and school/districted created best inform instructional changes.

Notes:

Assessment for Learning

Focusing on Assessment **FOR** Learning

- **Formative Assessments-(Assessments for learning)** formal and informal processes teachers and students use to gather evidence for the purpose of improving learning.
- **Summative Assessments-(Assessments of learning)** assessment information is used to provide evidence of student achievement for the purpose of making a judgment about student competence or program effectiveness.



Notes:

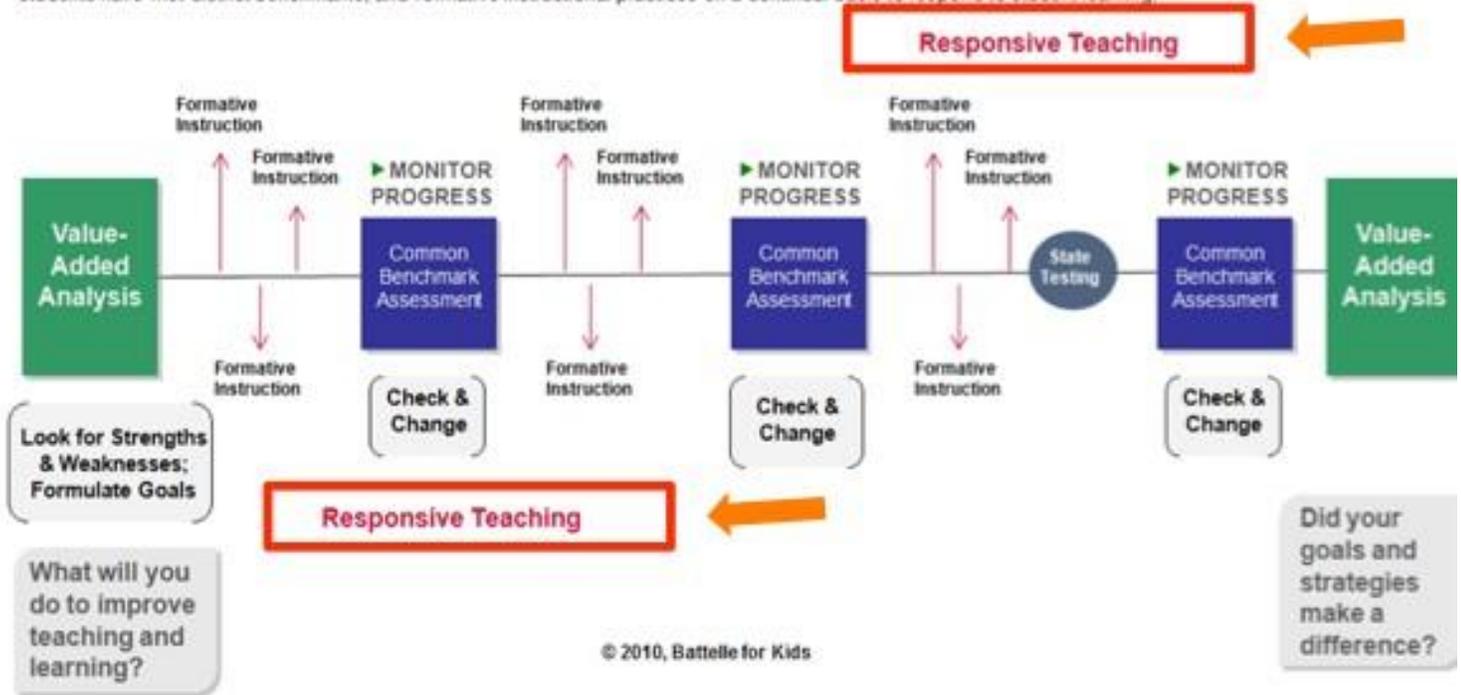
Discussion:

What kinds of strong formative assessments/activities are being used in the classrooms of your school?

Are there any summative assessments/activities being used that could/should become formative assessments?

A Balanced Assessment System

Instruction is a process and should be adjusted throughout the school year based on student needs. Formative instructional practices, part of a balanced assessment system, allow teachers to assess and respond to student learning in a timely and strategic manner. The *A Balanced Assessment System* graphic below illustrates what a balanced assessment system looks like at the district-, building- and classroom-levels. It includes formative and summative assessments: state achievement and value-added progress data to provide yearly assessments of student performance; common quarterly assessments to determine if students have met district benchmarks; and formative instructional practices on a continual basis to respond to student learning.



Visit the Tennessee Student Progress Portal at www.BattelleforKids.org/Tennessee to learn more about professional learning offerings available as part of First to the Top to help your district adopt a balanced assessment system.

Notes:

How does this graphic represent a focus on assessments as feedback on student readiness?

How can changing summative practices to formative practices build responsive teaching practices?

Reeves Leadership Model



What are the TNReady Practice Tools?

- **Sample items** in **MICA** (Measurement Incorporated **Classroom Assessment**) along with the..
- **Practice tests** delivered in **MIST** (Measurement Incorporated **Secure Testing**) make up the...
- **TNReady Practice Tools** available to educators and students.



Note: Social studies resources are located in your digital notebook.

Notes:

What is MICA?

Reminders

- **MICA** is an interactive **web-based** assessment and learning system.
- **MICA** will serve as the delivery system for the **TNReady Item Sampler**, a **bank of test items** aligned to the TN Academic Standards in English Language Arts and Math for grades 3 – 8 and high school.

What is the Purpose of MICA?

./ Give educators access to items that reflect the ***rigor and quality*** of items that will be on TNReady, the new assessment in English Language Arts and Math that will begin during the 2015-16 school year.

./ Allow teachers to use the items to create their own ***custom assessments*** to administer ***on-demand*** in their classrooms.

Provide students with an opportunity to practice with the ***same online assessment tools*** they will have on TNReady in MIST platform.

 Education

How do we leverage MICA?

Share ways that teachers have used and could use MICA to support formative assessments.

Discuss how these formative uses have allowed teachers to see student mastery and respond to students' misunderstandings of concepts.

How else could MICA be leveraged for responsive teaching?

In addition, you have 10 Ways Educators Might use MICA as additional resources to discuss with building leadership teams.

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10 Ways Educators Might Use MICA...

1. Have teachers make a test with all the test items and take it personally to better understand the content expectations of the test.
2. Use a few questions as a pre-test and/or post-test to find out what students know before and after a unit.
3. Use a question as an exit ticket after a lesson or assign problems for homework.
4. Use several questions as a center as part of center rotation.
5. Use a question to create a classroom learning probe.

Education

10 Ways Educators Might Use MICA ...

6. Assign one question to the class and walk through it together to learn the features.
7. Use problems as part of a larger formal assessment.
8. Assign problems during intervention or enrichment time.
9. Create individualized quizzes based on student areas of improvement or use relevant questions on a chapter or unit test.
10. Create a common test-let with other grade level or PLC teachers and review results together.

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How do we leverage MIST?

1. The MIST practice test provides exemplars of items that provide feedback on student readiness.

How can leaders leverage that component of MIST? (Turn and talk at your table).

2. The MIST practice test can be used for formative assessments instead of as a summative "practice" test.

How can leaders help teachers leverage the assessment feedback for responsive teaching?

MIST Practice Tests

Reminders

- **One form** for **MIST Practice Tests** available for ELA and math in grades 3-11 in 2015-16
 - **ELA mini-test form:** *A full-length* subtest with a single writing prompt for Part I and an *abbreviated Part II* that is half the administration time and questions
 - **Math mini-test form:** *A full-length* subtest for Part I including performance task in grades 3-8 and an *abbreviated Part II* that is half the administration time and questions. Part II is divided into a calculator *prohibited and permitted* subtests.
- **MIST Practice Tests** available during three windows:
 - October
 - January
 - March
- **MIST Practice Tests** will be closed during TNReady administration windows

Education

MIST Practice Tests

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Education

Task predicts performance. *What determines what students know and are able to do is **not** what the curriculum says they are supposed to do, nor even what the teacher thinks he or she is asking students to do. What predicts performance is what students are **actually doing.** - Richard F. Elmore (2008)*

Task Predicts Performance...

- MICA and MIST should be **fully exploited** so students become very comfortable with instructional technology
- MICA is available **at all times** throughout **entire year**
 - When MIST practice test is closed, MICA items can be used in everyday classroom instruction
- Student **access to technology** is critical for **personalized learning** and success after graduation
 - It's not about technology for a test. The goal is technology for learning. Students need to experience rigorous tasks.
- **Engagement** with MICA and MIST **must be a minimum expectation** for students and teachers through regular **monitoring of usage**
 - Students cannot be successful on TNReady if they are not exposed to the level of task expected on the assessment

Reflection

How do your teachers use assessment results to adapt instruction?

Do they need models and support in designing effective formative assessment?

How can you use MICA items as a model?

Would your teachers “view” testing differently if most assessments were used formatively and gave them an understanding of student readiness?

Social Studies Assessment Resources

Social Studies Blueprints for Reference:

[3rd Grade](#)

[4th Grade](#)

[5th Grade](#)

[6th Grade](#)

[7th Grade](#)

[8th Grade](#)

[US History](#)

Social Studies Scoring Guides for Reference:

[Grades 3-5](#)

[Grades 6-7](#)

[Grade 8 and US History](#)

