

Assessment 005

Assessment Literacy

September 12 and 13, 2006

Green River Regional Educational Cooperative



Facilitated by:
Kate Garrison



Power Point Handout

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Session Overview



- Welcome
- An Ability Task
- Formative vs. Summative:
What do we really mean?
- Methods of Assessment
- Student Involvement
- Descriptive Feedback

Session Goals:

Participants will understand:

- The importance of *Assessment Literacy*
- The difference between formative and summative assessments
- Various assessments have different purposes and provide different information
- Student involvement through feedback as a linchpin to achievement

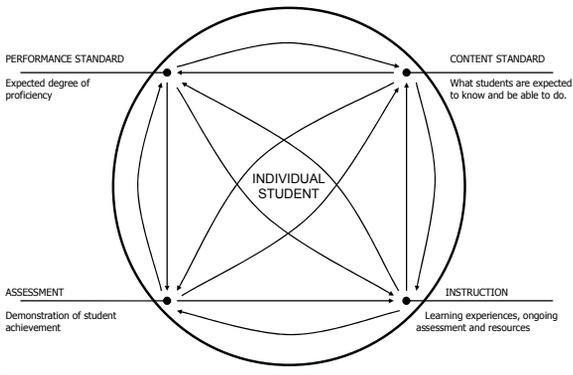
Ability Task

Tie a knot in your piece of string without letting go of the ends.

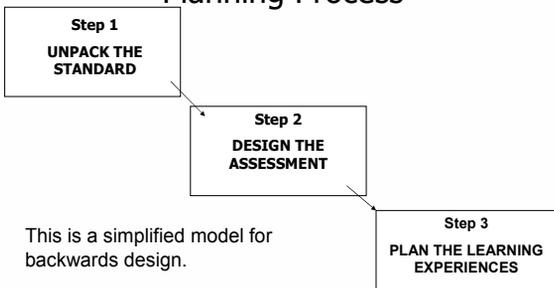


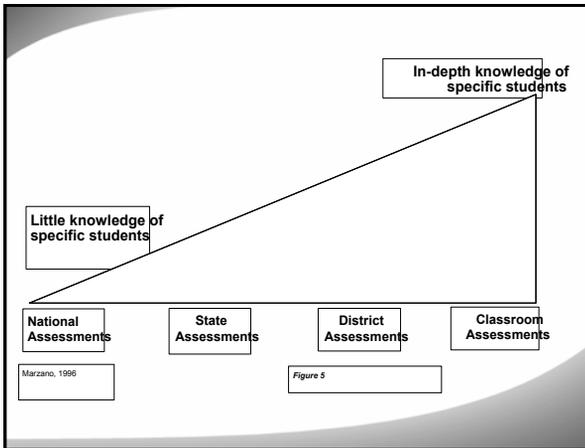
Standards-Based Planning

Interactive Curriculum, Instruction, Assessment Cycle



3-Step Standards-Based Planning Process





Areas to Balance

- Classroom and standardized assessment
- Achievement targets
- Assessment methods
- Methods of communication

Curriculum Alignment

Student and school success depends in part upon alignment. The relationship between what is specified in the content curriculum and the assessment, or what is taught, written and tested.

The greater the degree of congruence, the higher the student achievement.

Assessment Literacy

1. "What teachers and administrators need to know about testing, at least for purposes of educational accountability, relies on common sense more than statistical exotica."
2. "Educational accountability and assessment literacy are almost joined at the hip—or should be."
3. "... assessment illiteracy is professional suicide."

W. James Popham Educational Leadership, September 2004

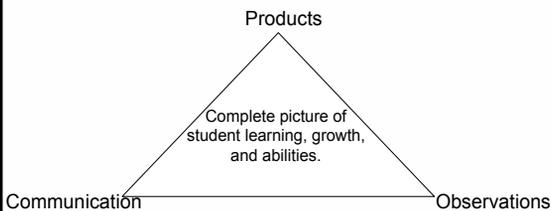
What Constitutes Effective Classroom Assessment?

Key Points

- Assessment is information, not scores (Scores are accountability)
- Assessment is best done early and often (Assessment at the end is accountability)



Triangulating Information Gathering



What Is Assessment?

- a process of collecting information
- a gathering of evidence of student learning
- a tool to inform and encourage student growth

Summative and Formative Assessment

Assessment of Learning (Summative Assessment):

How much have students learned as of a particular point in time?

Assessment for Learning (Formative Assessment):

How can we use assessments to help students learn more?

Assessment of Learning

The purpose is to

- measure student achievement for reporting and accountability;
- sort students in rank order; and
- maximize student learning through standardized tests.

Assessment *for* Learning

The purpose is to

- promote further improvement of student learning during the learning process and
- involve students in the ongoing assessment of their learning.

Primary Users

Assessment *of* Learning

- policy makers
- program planners
- supervisors
- educators
- parents
- students

Assessment *for* Learning

- students
- educators
- parents

Typical Uses

Assessment *of* Learning

- certify competence
- sort students by achievement

Assessment *for* Learning

- help students to see and hit the target(s)
- help teachers identify and respond to student needs during the instructional process

Teacher's Role

Assessment of Learning

- follow test administration procedures
- grade/score and record classroom summative assessments
- use results to determine if students meet standards

Assessment for Learning

- transform standards into classroom targets
- inform students of targets
- use formative assessments
- adjust instruction
- provide descriptive feedback
- involve students in assessment

Student's Role

Assessment of Learning

- study to meet standards
- take the test
- strive for the highest score possible
- avoid failure

Assessment for Learning

- strive to understand the target
- act on classroom assessment to improve
- take responsibility for continued success

Activity #1 Assessment of and for

Directions:

- Work in pairs
- Complete the chart according to the information we just discussed
- Be prepared to share

Assessment Cycles

Type	When	Timeline	Uses
Long Cycle	End of marking periods, quarters, semesters, years	4 weeks to a year	Program evaluation, curricula alignment, sub-group analysis
Medium Cycle	Within and between instructional units	1 to 4 weeks	Lesson revision, re-teaching
Short Cycle	Within and between lessons	24 to 48 hours 5 seconds to 2 hours	On-the-fly adjustments

Formative Assessment Short Cycle

- Cannot be separated from instruction
- Is used to track learning during the instructional process

Setting the Stage

- Establish learning goals/targets for students and setting the criteria or success
- Create effective discussions and tasks that provide information relative students' leaning
- Provide feedback that helps students move forward
- Involve students as instructional resources for each other
- Put students at the center of their own learning

Ways to Make it Happen

- Feedback
 - Not giving the correct answer. Proving students with opportunity to improve and extend
- Setting and Sharing Criteria
 - Annotated exemplars relative to rubrics or expectations of quality
- Students owning their learning
 - Providing ways for students to respond and give feedback about understanding as instructions happening
- Students as resources and support for peers
 - checklists

Taking Action

Use the evidence you gather regarding student learning to adapt your instruction to meet their needs!

This means both in remediation or re-teaching as well as accelerating or extending.

Activity #2

As a table group, create and fill out the following "T" chart

Support	Barriers

Other Forms of Classroom Assessment

Medium and Long Cycle

- Purpose
- Use and Users
- Types of Assessment

Designing Classroom Assessments

Fundamental Questions

- What standard(s) are you assessing?
- What kind of evidence are you gathering?
- What levels of performance do you expect?
- Will this assessment be used formatively or summatively?

Kinds of Achievement Targets

- Master Factual and Procedural *Knowledge*
 - To be learned outright or retrieved through reference materials
- Use Knowledge to *Reason* and Solve Problems
 - Analytical, comparative, inferential, or evaluative reasoning

Kinds of Achievement Targets

- Demonstrate mastery of Specific *Skills*
 - Speaking a second language, public presentations, working on a team, carrying out the steps in a process
- Create Quality *Products*
 - Term papers, artistic/craft products, or science exhibits

Let's investigate an example of one question in two formats designed to gather different information.

Multiple-Choice Format

A school bus holds 36 high school students. If 1,128 high school students are being bused to a special event, how many buses are needed?

- a. 12
- b. 31
- c. 31.33
- d. 32

Constructed-Response Format

A school bus holds 36 high school students. If 1,128 high school students are being bused to a special event, how many buses are needed? Explain your answer.

Student Responses to the Constructed-Response Task

1. If you have 31 buses there are 12 students left over. These 12 students can squeeze into 31 buses. So they just need 31 buses.
2. You need 31 buses, but there are 12 students left. They need to go, too. But one bus for these 12 students is too big. So you just need another mini-van. There fore, answer should be 31 buses and one mini-van.

3. Twelve students are left, another bus is needed for 12 students, so the answer is 32.

OR

4. Out of the 31 buses you can choose 12 buses to hold the 12 students, each bus holds 1 extra student. Therefore, you just need 31 buses.

How could this question be improved to elicit the desired student response?

Assessment Methods

- Selected response
 - Multiple choice
 - True/false
 - Matching
 - Fill in
- Short Answer Tasks Fall Between These Two Methods
- Writing Assessments
 - Constructed Response
 - Extended Response
 - Essays

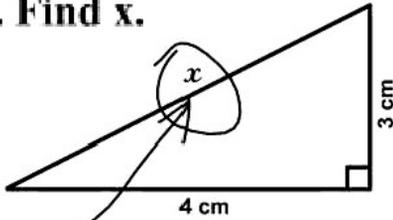
Assessment Methods

- Performance Assessments
 - Skills
 - Products
 - Demonstrations
- Personal Communication
 - Questions/Answers
 - Conferences
 - Interviews
 - Oral Examinations

Activity #3 Matching Achievement Targets & Assessment Methods

- Read the scenarios presented at the top of each page
- Answer all four questions in the order they appear
- Work with a partner

3. Find x .



Here it is

Student Involvement

- When students are involved in the assessment process they are required to think about their own learning, articulate what they understand, and what they still need to learn. Achievement improves.

(Black and Wiliam, 1998; Sternberg, 1996; Young, 2000)

- Student involvement in assessment by default changes how teachers teach.

(Davies 2001)

Student Involvement: Looks Like, Sounds Like...

- Developing criteria/attributes of a good performance
- Practice assessment design: test questions
- Scoring work: peer and self evaluation
- Knows/applies strategies for improvement
- Student-led conferences/communication
- Reflection: deciding what's next
- Record keeping re: progress

Feedback

- Feedback is most effective when it points out success and is designed to stimulate correction of errors relevant to the task. (Bloom)
- Intensive correction is completely useless. Marking all errors is no more advantageous in terms of student growth than marking none of them. (Hillocks, 1996)

Increase specific, descriptive feedback and decrease coded, evaluative feedback.

Evaluative vs. Descriptive

- Evaluative: giving rewards and punishments, expressing approval or disapproval
- Descriptive: value neutral, lacks praise/blame
 - Telling students they are right or wrong, why correct or incorrect, understandable
 - Telling what they have and have not achieved; pinpoint strengths and build
 - Specifying or implying a better way
 - Getting them to suggest their own strategies for improvement

Effective Feedback

- Marking/grading every piece of homework is misdirected. A numerical mark does not show students how to improve their work. Further, students ignore comments when marks are given. (Butler, 1988)
- The quality of feedback is what impacts learning. “Try harder” has nothing specific attached to it. How? At what? Strive for comments that generate student action.

Descriptive Feedback?

- Try harder next time.
- 70%
- Good job of getting ready for lunch.
- Students at Table 3 are ready for lunch. Their desks are clear, they are sitting down, and they are quiet.
- +
- B+. Good work
- You made some simple mistakes with multiplying three-digit numbers. Next time, take a few minutes when you've finished to check your work.
- Emerging
- Your work is consistently above average.
- Meets the standard in mathematics.
- You are so close to the standard. With a little more work, you'll be there.

Improving the Effectiveness of Teacher Feedback

Focus of three key questions

- What is the key error?
- What is the probable reason why the student made the error?
- How can I guide the student to avoid the error in the future?

(Eisner and Corno, 1985)

Activity #4 Descriptive Feedback

- Refer to the three questions on the previous slide
- Provide descriptive feedback to the student work sample
- Be prepared to share

RED Light, GREEN Light

- GREEN—What aspects of balanced assessment am I ready to GO with now?
- YELLOW—What aspect of assessment balancing will I proceed with CAUTION?
- RED—What parts of balancing made me STOP and think?



Self-survey of Assessment

In the interim, please take the time to fill in the survey regarding your current assessment practices.

In Closing

- *Assessment Literacy* is an integral part of professional growth.
- Knowing the differences between formative and summative assessments will help to balance your classroom assessment practices.
- Recognizing that various assessments have different purposes and provide different information will improve your evidence gathering.
- Involving students in their assessments through the use of descriptive feedback creates a strong learning environment.

Thank you for participating!
