Essential Questions

• What does it mean to think like an assessor?
• How can assessment serve to promote learning, not simply measure it?

Session Topics

- Key assessment principles
- Seven classroom assessment practices to promote learning
Three-Minute Pause

Meet in groups of 3 - 5 to...
✓ summarize key points.
✓ add your own thoughts.
✓ pose clarifying questions.

To what extent is this practice evident in your:
• classroom?
• school?
• district?

never  occasionally  regularly

Recognizing the limits of assessment...

“Evaluation is a complex, multi-faceted process. Different tests provide different information, and no single test can give a complete picture of a student’s academic development.”

from CTB/McGraw-Hill Terra Nova Test Manual
Think “Photo Album” versus “Snapshot”

Sound assessment requires multiple sources of evidence, collected over time.

Gather evidence from a Range of Assessments

- authentic tasks and projects
- academic exam questions, prompts, and problems
- test and quiz items
- informal checks for understanding
- student self-assessments

Match the Assessment Evidence with the Learning Goals

=
Three-Minute Pause

Meet in groups of 3 - 5 to...
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Assessment for Learning

1. Use assessments as learning targets.
2. Share rubrics with students.
3. Show models and exemplars.
4. Assess before teaching.
5. Use on-going assessments for feedback.
6. Engage students in self assessment and goal setting.
7. Use results to guide team planning for improvement.
Needed: Clear and Stable Targets

“Students can hit any target that they can see and that stands still for them.”

Richard Stiggins

Worthy Learning Targets

“Think of learning targets not simply as discrete knowledge and skills to be acquired. Think of learning in terms of desired performances of understanding.”

Jay McTighe

What is Understanding?
Consider a judicial analogy

Students should be presumed *innocent* of understanding until convicted by evidence.

Wiggins and McTighe

Evidence of Understanding...

*requires the student to:*

- **Apply** to novel situation ('authentic' context)
- **Explain** support, justify theorize, defend

Think “Photo Album” versus “Snapshot”

*Sound assessment requires multiple sources of evidence, collected over time.*
Authenticity Matters...

Therefore:

- Understanding is revealed through contextualized performance.
- Students apply knowledge in meaningful, “real-world” contexts to show that they really understand.

Inauthentic vs. Authentic (Examples)

<table>
<thead>
<tr>
<th>Inauthentic</th>
<th>Authentic</th>
</tr>
</thead>
<tbody>
<tr>
<td>fill in the blank</td>
<td>purposeful writing</td>
</tr>
<tr>
<td>select an answer from a set of given choices</td>
<td>scientific investigation</td>
</tr>
<tr>
<td>answer the ?s at end of chapter</td>
<td>issues debate</td>
</tr>
<tr>
<td>solve contrived problems</td>
<td>primary research</td>
</tr>
<tr>
<td></td>
<td>interpret literature</td>
</tr>
<tr>
<td></td>
<td>solve “real-world” problems</td>
</tr>
</tbody>
</table>

Important Distinction!

Sideline drills
Practicing and testing
- discrete skills
- de-contextualized

Playing the Game
Requires “putting it all together”
- authentic
- contextualized
example:

**State Tour**

The State Department of Tourism has asked your help in planning a four-day tour of (your state) for a group of foreign visitors. Plan the tour to help the visitors understand the state’s history, geography and its key economic assets.

You should prepare a written itinerary, including an explanation of why each site was included on the tour.

example:

**You Are What You Eat**

Since our class has been studying nutrition, the first grade teachers have asked us to help their students learn about healthful eating. Your job is to create a picture book to use in explaining what a ‘balanced diet’ is. Include pictures to show health problems that result from poor eating habits.

example:

**Mail-Order Friend**

Imagine that you could order a friend from a mail-order friends catalog. Before ordering, think about the qualities that you value in a true friend. Then, make sure that you speak clearly so that the salesperson will know exactly what type of person to send you.
example:

**World Languages**

You have been selected by the members of the World Languages Club to plan their annual trip to two of the countries whose languages are studied in your school. You must plan an itinerary that will include at least five places of cultural and historic importance. You must include at least one site/activity that might be of particular interest to teenagers (e.g. Euro-Disney, a bull fight or a soccer game). Use public transportation wherever possible. Create a brochure to advertise the trip and be prepared to give a presentation to those students who may be interested in traveling with you.

example:

**Teach a Lesson**

You have been asked to help a third grader understand the concept of “supply and demand.” Design a plan for a 5-minute lesson. You may use stories, models, visuals, and/or manipulatives to help them understand the concept.

example:

**What’s Wrong with Holden?**

You are a member of Holden Caufield’s case-review committee at the hospital from which Holden is telling his story. Your task is to write:
1) a diagnostic report for the hospital OR
2) a letter to Holden’s parents explaining what’s wrong with him.
Base your analysis on Holden’s own words.
As a fitness trainer, your task is to design a personalized plan to help a client meet their fitness goal. (Client goals and characteristics are provided.) Your fitness plan should include aerobic, anaerobic and flexibility exercises along with a proposed nutrition regimen.

**Example:**

**Personal Trainer**

As a fitness trainer, your task is to design a personalized plan to help a client meet their fitness goal. (Client goals and characteristics are provided.) Your fitness plan should include aerobic, anaerobic and flexibility exercises along with a proposed nutrition regimen.

Your math teacher will allow you to select the method by which measure of central tendency – mean, median or mode – your quarterly grade will be calculated. Review your grades for quizzes, tests, and homework to decide which measure of central tendency will be best for your situation. Write a note to your teacher explaining why you selected that method.

**Example:**

**Making the Grade**

Your math teacher will allow you to select the method by which measure of central tendency – mean, median or mode – your quarterly grade will be calculated. Review your grades for quizzes, tests, and homework to decide which measure of central tendency will be best for your situation. Write a note to your teacher explaining why you selected that method.

**Anticipating Concerns**

“Put we have to prepare for the state test.”

“AYP requires us to keep raising our test scores.”

“Yes, but…”

“Our state tests don’t assess this way.”

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Assessment for Learning

Beware: Mistaking the measures for the goals!

“Practicing for a standardized test is like practicing for your annual physical exam!”

something to think about...

“What is assessed signals what is important to learn. How it is assessed signals how it should be learned.”

Jay McTighe

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Wanted: Clear Targets

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Richard Stiggins

Scoring Rubric

An evaluation tool consisting of:
- evaluative criteria
- a fixed scale (e.g. 4-points)
- a description of the characteristics for each score point

Benefits of Using Rubrics

Rubrics provide teachers with...
- specific criteria for judging student performances
- a “tool” for increasing the consistency of judgments among teachers
- clear targets for instruction
Benefits of Using Rubrics

Rubrics provide students with...

- clear performance targets
- descriptions of elements of quality
- expectations about how their work will be judged
- criteria for evaluating and improving their work

Implications for Rubrics

Include 2 traits to distinguish between:

- Content Understanding
- Product/Performance Quality
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Models of Excellence

“If we expect students to do excellent work, they have to know what excellent work looks like.”

Grant Wiggins – Educative Assessment

Where example – a ‘model’ bulletin board
Models of Excellence

“One of my jobs as a teacher, I feel, is to be an historian of excellence. Wherever I am, I am on the lookout for models of beautiful work, powerful work, important work.”

Ron Berger -- An Ethic of Excellence: Building a Culture of Craftsmanship with Students

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"The contemporary view of learning is that people construct new knowledge and understanding based on what they already know and believe."

-continued

“A logical extension of this view is that teachers need to pay attention to the incomplete understandings, the false beliefs, and the naïve renditions of concepts that learners bring with them.”

- Bransford, et. Al., How People Learn, p 10

No teaching before pre-assessment
Diagnostic Assessments...

- precede instruction
- assess students’ prior knowledge
- check for misconceptions
- reveal interests and/or learning styles
- provide information to assist teacher planning and guide differentiation

Examples: pre-test, survey, skills check, K-W-L

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Diagnostic Assessments...

1. K-W-L
2. Skills Check
3. Pre-test (non graded)
   - fact/concept test
   - “transfer” test
4. Web/Concept Map
5. Misconception Check

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Informal Checks for Understanding

K-W-L Chart

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<th>What do you Want to know?</th>
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<tr>
<td>- A rubric is a way to evaluate performance.</td>
<td>- Are there different types of rubric?</td>
<td>- How do you translate rubric scores into letter grades?</td>
</tr>
<tr>
<td>- Some rubrics use a 4-point scale.</td>
<td>- When should you use rubrics? When don’t you need them?</td>
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True–False Check

1. Analytic rubrics provide more detailed feedback than holistic rubrics.
2. Teachers should not give rubrics to students. That’s like giving away the answer key.
3. Rubrics should not be used for grading.
4. An even-numbered rubric scale will help guard against “gravitation to the mean.”
5. Students can use rubrics for self assessment.
True–False Check

1. Analytic rubrics provide more detailed feedback than holistic rubrics.  **T**
2. Teachers should not give rubrics to students. That’s like giving away the answer key.  **F**
3. Rubrics should not be used for grading.  **F**
4. An even-numbered rubric scale will help guard against “gravitation to the mean.”  **T**
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Considering Misunderstanding
Science

Misunderstanding

“Plants make their own sugar. So, we can help plants grow faster by pouring sugar on them.”

Mathematics

Misunderstanding

“An equals sign (=) means that you have to find the answer.”

History/ Social Studies

Misunderstanding

“If it’s written down (in a textbook or a newspaper) it must be true.”
Art, Music, Phys. Ed.

Misunderstanding

“You’re either born with ability (e.g., drawing, singing, eye-hand coordination) or you’re not. If you don’t have natural talent, you might as well just give up.”

Teaching

Misunderstanding

“The only way to maintain discipline in the classroom is to have strict rules and harsh punishments for breaking them.”

UbD Unit Planning

Misunderstanding

“You must begin at the top of the UbD Template and fill in all of the boxes from top to bottom (i.e., no ‘jumping around’).”