



Assessment Practices that Move Learning Forward

Alaska Summer Leadership Institute 2012

Measured Progress ©2012

A stage with red curtains and spotlights. The stage floor is wooden, and there are four spotlights on the floor. The curtains are red and have tassels. The stage is set within a white archway.



Measured Progress ©2012

Activating Prior Knowledge:

Which of the following pictures best describes you current feelings about assessment data? Why?



1



2



3

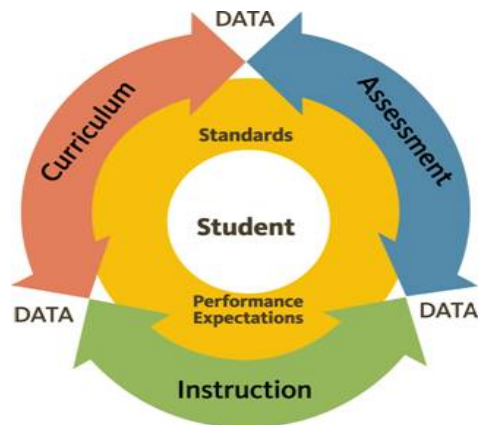


4

Aligned Assessment Practices

- Match and inform instruction
- Provide evidence of students' learning, knowledge, thinking, and problem solving
- Should be direct measures of specific skills and strategies needed for success in the classroom

Teaching and Learning Cycle



Data Used To Identify Gaps

Large scale test data can identify major areas of curricular concern, sub-group analysis, and patterns over time.

Benchmark or interim test data can identify areas of concern with programs, staffing, sub-groups, and more specific curricular alignment or gap issues.

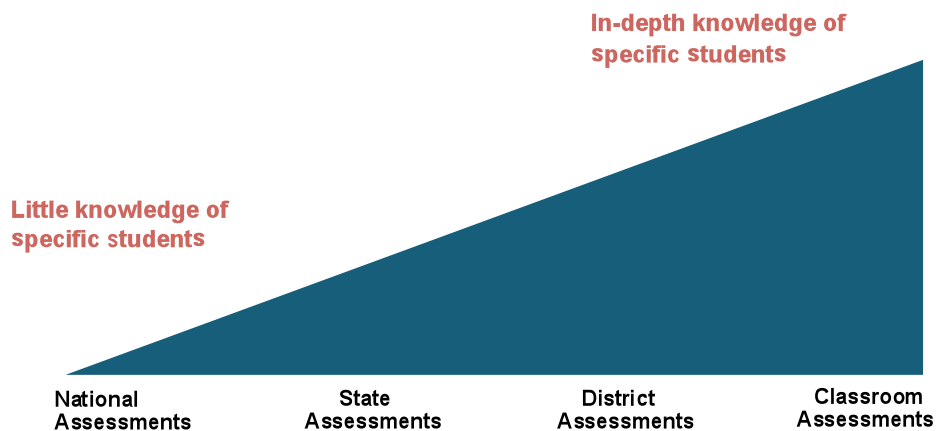
Classroom summative assessment data can identify which students have not learned specific chunks of content or skills and will need to have these become part of their personal learning goals.

Formative assessment can identify specific students' learning gaps at a time when the learning is still taking place and timely interventions can be made.

Formative Summative

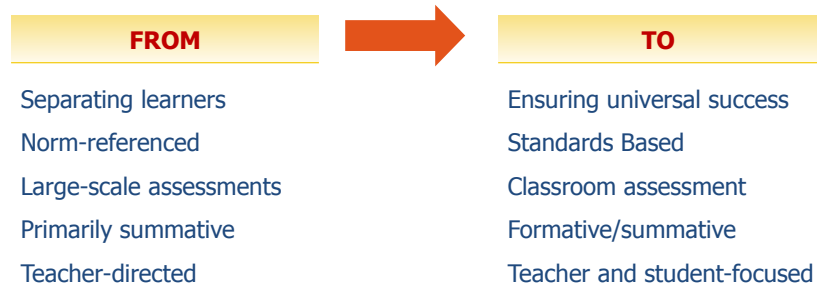
Type	Classroom Formative	Classroom Summative	District-Level Summative	State/National Summative
When	Daily	Unit Monthly Weekly	Monthly Each semester Each trimester	Annually
Purpose	To provide student and teacher feedback toward ongoing learning and adjustment of instruction	To determining grades, and achievement toward proficiency of standards	To identify groups of at-risk students; to determine PD and/or programmatic needs	To fulfill accountability requirements, Establish rank, and to determine school improvement goals
What	Sharing criteria, evidence collection through discussion techniques, student self-assessment and involvement, descriptive feedback, peer-to-peer learning, etc.	Teacher-developed and/or curriculum-embedded, end-of-unit tests, projects, and performance tasks	Common, benchmark, and interim assessments, including NWEA, MAPPS, Aims Web, district-created pre/post tests, and/or writing samples collected at the district level	Examples: SBA, ACT, SAT, NAEP, TIMMS

Assessment Data Knowledge

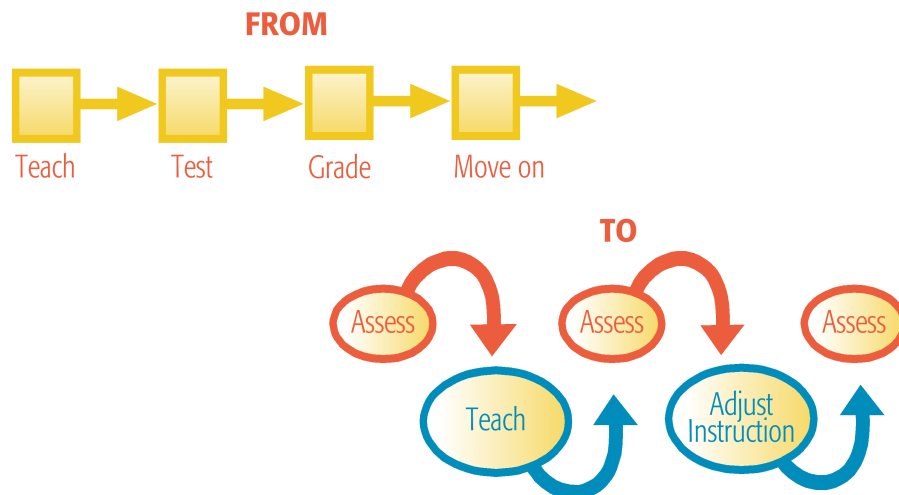


Adapted from R. J. Marzano & J.S. Kendall. (1996). *A comprehensive guide to designing a standards-based district, school, or classroom*. Alexandria, VA: Association for Supervision and Curriculum Development.

Shifts in Assessment Practices



Shift in Assessment Use



Formative Assessment is a Process- NOT An Event

Formative assessment is a continuous instructional process used by teachers as part of a balanced assessment system to obtain evidence of student understanding.

This evidence provides feedback to teachers and students, enabling teachers to make informed, constructive changes to instruction and learning in the classroom to deepen student knowledge and skills.

Formative Assessment is typically not graded.

The Attributes of Formative Assessment

- Sharing measureable learning targets/outcomes with students.
- Planning for opportunities to collect data.
- Creating effective discussions and tasks in order to collect evidence of learning.
- Involving students in their own learning with self-assessment and peer-to-peer learning.
- Providing descriptive feedback instead of grades.

Learning Targets ARE:

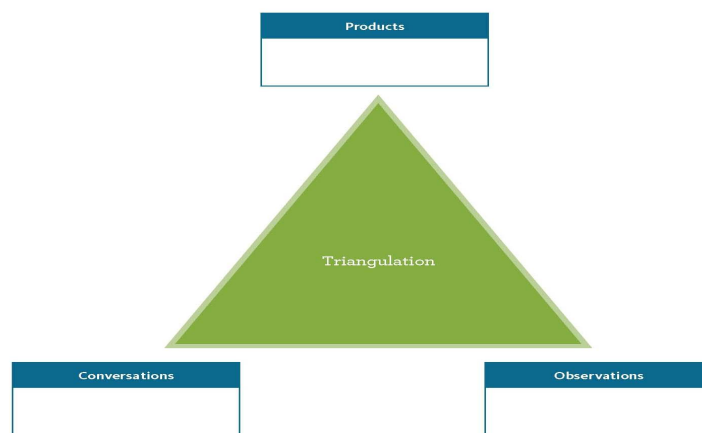
1. Measureable performance expectations
2. Assessed both Formatively and Summatively



The Clapping Institute



Purposeful Collection of Evidence



Alice's Planning Clip

Alice is meeting with her colleague, Laura, to plan the next day's lesson based on formative assessment data.



Questions and Answers



THANK YOU!

Clapping Institute

Directions

1. Invite eight volunteers to sit in groups of four facing the audience. They should also be able to view each other easily.
2. Have on hand an overhead projector or a chart to record criteria.
3. Explain to the audience that we are about to see a demonstration of our history as assessors. Each example occurs over time. Note that it is not helpful to compare one to the other as if they are all happening at the same point in time.
Explain that the job of the audience is to listen and become involved only when asked.
Then, name one group of four “Judges” and the other group “Participants.”
4. Number each group from one to four.
5. Ask Participant #1 to clap.
6. When #1 finishes, say, “thank you.” (Participant looks surprised. Let it be. I usually quietly check back with this one later to make sure the person is still okay. The person is always fine and later ends up debriefing and talking about how it feels to not know what to do or how to do it.)
7. Ask the judges to award 1, 2, 3, or 4 points, with 4 being the highest. Discourage discussion.
Ask the judges to not report out to others.
8. Ask #2 to clap.
When #2 is finished, say, “thank you,” and send #2 from the room for a few minutes.
9. Ask the judges to score the clapping 1 to 4.
Invite the judges to discuss the scoring quietly among themselves.
Ask for individual scores.
Add all the scores together.
Invite #2 back into the room and announce the combined score.
10. Turn to #3 and hesitate.
Ask the audience to list all the characteristics of a really good clap.
Record their responses.
11. Turn to #3 again and say, “Number 3, knowing all this, could you clap for us please?”
When #3 finishes, say, “thank you.”
12. Ask the judges, “Given the criteria and the performance, what score would you give and why?”
13. When the judges have reported, turn to #4 (who is very, very nervous by now) and ask #4 to tell about a situation in which he or she has needed to clap, such as at a sports or music event.
Ask clarifying questions.
14. Draw attention to the criteria set for #3 and ask #4 if there are any criteria that need to be changed.
15. Ask the judges if there are any criteria that need to be changed.
16. Once you have agreement from the judges, invite #4 to imagine an amazing performance, and to clap.
17. Ask #4 to self-assess the clapping.

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Assessment Audit

1. List all the different assessments and assessment practices you use in your district, school, and/or classroom.

2. Categorize the list of assessments into the table below:

Summative	Interim/Benchmark	Formative Assessment Practices	Other

3. Is there consistency or inconsistency in the number or types of assessments being used...

- ...between schools within your district?
- ...between grade levels within your schools?
- ...between classrooms?

4. Does this reflect a comprehensive assessment system?

- Why or why not?
- What are your needs?
- What would you recommend?

continued...

5. How is the information from these assessments communicated and used?
Draw a diagram to show the flow of information for the assessments listed in the table.