

The background is a collage of four images: top-left shows a stack of papers on a purple background; top-right shows a clock face on a pink background; bottom-left shows a stack of books on a green background; bottom-right shows a clock face on a yellow background. A white box with a black border is centered over the collage, containing the title and subtitle.

ASSESSMENT

Alternative Pathways
Spring 2005
D. Lemon



Reflecting on Assessment

- 1. Why should teachers assess?*
- 2. How did you feel about tests and grades when you were in school?*
- 3. Did you ever receive a grade you thought was unfair?*

Why is Assessment Important?

- It is an integral part of instruction determining whether or not the goals have been met
- It measures the current knowledge a student has and is used to plan further instruction
- It determines the effectiveness of a lesson in terms of student learning
- Provides corrective feedback to students on performance



Purpose for Assessment

- Provides feedback to the teacher about what strategies are working and what content needs to be revisited
- Tells us how well we are doing when compared with district, state, national, and international levels
- Assist parents in monitoring their children's progress



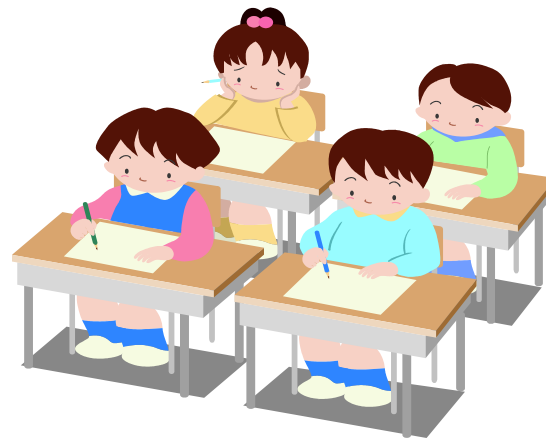
Elements of Effective Assessment

- Use tests that measure learner outcomes of importance
- Use diverse types of classroom assessments to clarify the nature of any learning outcome you seek
- Make student responses central to your instructional decision making
- Regularly assess to make inferences about groups of students





The easier a test is to grade,
the less information it will
provide about the student.



Different Types of Assessments

- Forced-choice items (multiple-choice, matching, alternate choice, true/false, fill in the blank, etc)
- Essays
- Short written response
- Performance tasks/Authentic tasks
- Portfolios
- Observations
- Student self-assessment



Monitoring Student Progress

- Enables students to track their own performance
- Provides oral and written corrective feedback
- Documents student progress/achievement
- Makes instructional decisions based on student achievement data
- Considers multiple assessments to determine whether a student has mastered a skill/concept
- Gives assessments on a regular basis





- Makes use of a variety of assessments
- Uses rubrics for student assignments, products, and projects
- Practices differentiated instruction based on assessment analysis
- Communicates with informal progress reports
- Holds teacher-parent-student conferences
- Maintains accurate records



“Assessment is used to determine the effectiveness of a lesson in terms of student learning and student engagement, to evaluate student progress, and as a basis for continuing instruction. The effective teacher uses assessment efficiently to monitor student progress and to plan further instruction.”

Qualities of Effective Teachers
James Strong



Your Turn

- You are teaching advanced high school algebra and begin the first day with a basic review of equations. After 20 minutes, you notice that 2 students are staring out the window. Other students appear confused and unable to follow the review. Three others are writing furiously about the lecture.



Your Turn

- One student raises his hand and says, “I don’t remember any of this stuff from last year. I am already lost. Could you repeat everything you just said?”
- How would you determine and then teach to the students’ level? What type of assessment would you design?

Clarifying Learning Targets

- What is it I want my students to understand and be able to do?
- How will I know when they understand and can do those things?
- What instructional activities will best teach my students these things?

Knowing what is to be learned is the starting point! (Backward Design)





Types of Learning Targets

- Content knowledge, factual or conceptual

Examples: vocabulary, concepts and big ideas, historical facts, symbols for chemicals/elements



Types of Learning Targets

Reasoning/Problem Solving

Examples:

analyzing, comparing, inferring,
evaluating

Types of Learning Targets

- Skills/processes

Examples:

reading strategies, speaking, interacting with others, motor skills, science lab procedures, applying mathematical formulas



Types of Learning Targets

- Products and applications

Examples:

writing samples with specific attributes to be created, research reports, videos, art products, woodshop products





Types of Learning Targets

- Attributes or disposition

Examples:

curiosity, open-mindedness,
perseverance, responsibility

Share Bloom's Taxonomy
Activities

Guiding Questions

- What type of learning targets am I establishing (i.e., knowledge? Reasoning? Skills? Etc)
- Am I communicating clearly and precisely what I want my students to be able to do?
- What are the intermediate steps along the way to becoming proficient with the content?
- What are the likely misconceptions students may have?
- How will I use the results of this assessment?
- How will my students use the results of this assessment?





“Good instruction and assessment begin with clear learning targets for both the teacher and the student. This means that students can not only identify learning targets, they can also describe them and visualize what mastery of the target would look like.”

Linking Instruction and Assessment
DPI

Creating Effective Assessments

1. What kinds of assessments will you use to get a balanced picture of student achievement?
2. What steps will you take to integrate assessment and instruction?



Creating Effective Assessment

- Work with a partner to create two different types of assessment for the following objective:
 - *Students will be able to demonstrate an understanding of fractional parts of a whole.*





References

- Classroom Instruction and Assessment, Public Schools of North Carolina
- Qualities of Effective Teachers, James H. Strong
- Transforming Classroom Grading, Robert Marzano
- Succeeding with Standards, Carr and Harris