

Assessment Practices to Enhance Learning

July 10, 2007

Things that make you go “Hmmm...”

None of President Bush's goals for Iraq are likely to be met, so instead they're coming up with "alternative evidence of progress"

- July 8, 2007
Fark.com

Questions?

- Planning
 - Working with all subject areas
 - Working across grade levels
 - Working as a co-teacher
 - Working at the primary level
- Designing assessment
 - Which comes first? Goal or type of assessment?

Standard/Performance Indicator

Use specific evidence from stories to identify themes, describe characters, their actions, and their motivations; relate a sequence of events

For your grade level, what is an appropriate instructional target that meets this standard/PI?

Summative Assessment

What **summative assessment** might you give to determine whether students have met the instructional target?

- What format might it take?
- Recall, product, performance, process

Diagnostic Assessment

Knowing what you want kids to know and how you plan to assess them – what diagnostic would be appropriate to determine what they know **BEFORE** you teach?

Formative Assessments

- Design your teaching – adapting to the data your diagnostic provides.
- What formative assessments could you use to assess progress of students?

Involve students along the way

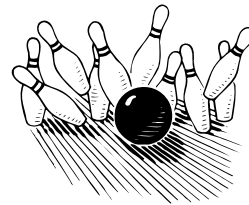
Helping Students Understand Assessment

- Where am I going?
- Where am I now?
- How can I close the gap?

Meet Rick Stiggins



Let's Go Bowling!



Bowling

What are the criteria for success in this assignment?



Teacher Criteria

- Demonstrate understanding of central tendency and spread of data
- Effective, cooperative group work – **EVERYONE** participates
- Perseverance – willingness to keep trying
- Problem solving
- Communication in math

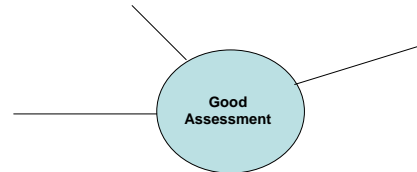


Debrief Questions

- How did your actions change once you knew the criteria?
- How would you have felt if you had gotten the criteria after you completed the task?
- What are the advantages of having the criteria “up front”?
- What work do your students do know that you could give them the criteria in advance?

What is “good” assessment?

Complete the graphic organizer using as many “spokes” and words as you need to answer the prompt



What have you learned?

- As you look at the two concept maps – what have you learned about assessment?
- How do you know?

Developing Rubrics

- Examine the rubric samples provided
 - What do you like?
 - What don't you like?
- Create a checklist of quality attributes
- Using that list – create a rubric

Involving Students in Recognizing Quality



Authentic Assessments

What do these assessments have in common?

Authentic Assessment : A Graduation Exam

**Read each question thoroughly.
Answer all questions.
Time limit: four hours.
Begin immediately.**

Final Exam

- **HISTORY:** Describe the history of religion from its origins to the present day, concentrate specifically but not exclusively, on its social, political, economic, religious, and philosophical impact on Europe, Asia, America and Africa. Demonstrate your understanding by creating your own religion and describing its likely impact on world affairs. Be brief, concise and specific.

Final Exam

- **LITERATURE:** Compose an epic poem based on the events of your own life in which you see and footnote allusions from T.S. Eliot, Keats, Chaucer, Dante, Norse mythology and the Marx brothers. Critique your poem with a full discussion of its metrics.

Final Exam

- **MUSIC:** Write a piano concerto. Orchestrate it and perform it with flute and drum. You will find a piano under your seat.



Final Exam

- **BIOLOGY:** Create life. Estimate the differences in subsequent human culture if this form of life had developed five hundred years earlier, with special attention to the probable effects on the English Parliamentary system. Prove your thesis.

Final Exam

- **MATHEMATICS:** Give today's date, in metric.



Final Exam

**** EXTRA CREDIT ****

Define the Universe. Give two examples.

Reflections

