Don’t Assume...Assess

By Lauren Eckman
2013 Georgia Teacher of the Year
What’s This All About?

- Understanding the value of formative and summative assessments

- Creating and administering engaging and effective assessments

- Using assessment results to increase student learning and achievement
What Are We Doing?

Today we will…

- explore types of assessments,
- explore methods for creating and administering assessments,
- explore assessment data analysis,
- delve into the world of pop culture to make assessments engaging and relevant to students,
- and, ultimately, discover the value of assessment
What’s the Big Deal?

- Answer the following question on your Reflection document:
  - Why is assessment *so* important?
- Share/discuss your answer with your neighbors.
- Designate a “spokesperson” to share your answers.
Why Is Assessment *So* Important?
Don’t Assume...Assess

- Unfortunately (or sometimes fortunately), we are not mind readers.

- We cannot assume...
  - that our students possess background knowledge/skills
  - that our students learned concepts
  - that our students can perform skills

- So, we must assess so that we can know what they know (and don’t know)
Types of Assessment
Today, We’ll Explore...

- Summative Assessments
- Formative Assessments
- Self-Assessments
Backward Design

- Study the standards
- Create the assessments
- Design the lessons
- Make the materials
Design Assessments with the End in Mind

- Summative
- Formative
- Self
Assessment Cycle

1. Define intended learning objectives
2. Measure selected learning outcomes
3. Compare outcomes with intended objectives
4. Redesign to improve learning
Summative Assessments
Let’s Review

- Summative assessments...
  - occur after instruction
  - are cumulative evaluations
  - are a means to gauge student learning, at a particular point in time, relevant to standards
  - often happen too late in the instructional process to make adjustments and provide interventions
Summative Assessments
Categories

- State Assessments
- District Benchmark or interim assessments
- End-of-unit or chapter tests/projects/performance tasks
- End-of-term or semester exams
Summative Assessment Types

- Selected response items
  - Multiple choice
  - True/false
  - Matching

- Short answer
  - Fill-in-the-blank
  - 1 or 2 sentence response

- Extended written response
  - Paragraph-length response
  - Essays

- Performance assessments
  - Projects
  - Collaborative tasks
  - Portfolios
Performance-Based Assessments (PBA)

- Students can demonstrate mastery of...
  - Content knowledge
  - Process skills
  - Work Habits
PBA Categories

- Projects
- Performances
- Portfolios
Designing PBAs

- Use Backward Design to select standards/objectives
- Create Performance Descriptors
- Create Performance Criteria
PBA Ideas

Experiments  Games
Skits  Portfolios  Artwork
Models  Story Boards
Puppet  Documentaries
Shows  Website  Photos
Simulations  Collections
Original Stories
Performance Descriptors

- Clearly define the task
- Tell them:
  - who they should work with
  - what they should do
  - when they should do it
  - where they should do it
  - how they should do it
  - why they should do it
Sample P.D.

- **Who**: You and your partner
- **What**: will create a Venn diagram comparing Poet 1 and Poet 2’s treatment of theme X
- **When**: over the next 2 days
- **Where**: in the Media Tech Lab
- **How**: using Paint and at least 4 pieces of textual evidence, with APA citations, and 4 pieces of original commentary in each section of the diagram
- **Why**: so that you can demonstrate your analytical abilities understanding of the theme.
Performance Criteria

- Explicitly list the assessment criteria
  - rubrics
  - assessment lists
- Make sure that it is measurable
Rubrics

- Allow objective/consistent evaluation

- Come in 2 varieties

  1. Analytical
     - Assess final product in parts

  2. Holistic
     - Assess final product as a whole
Designing Rubrics

- Determine expected learning outcomes
- Keep it short (15 items/elements max)
- Use short statements
- Concentrate on student development
- Include measurable criteria
- Use the language of the standards
  - Exceeds, Meets, Approaching, Does Not Meet
<table>
<thead>
<tr>
<th></th>
<th>Exceeds the Standard</th>
<th>Meets the Standard</th>
<th>Approaches the Standard</th>
<th>Does Not Meet the Standard</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Integrate textual evidence</td>
<td>Integrates 5+ pieces of textual evidence per section of the Venn diagram that support thematic analysis</td>
<td>Integrates 4 pieces of textual evidence per section of the Venn diagram that support thematic analysis</td>
<td>Integrates 2 to 3 pieces of textual evidence per section of the Venn diagram that support thematic analysis</td>
<td>Integrates 0 or 1 pieces of textual evidence per section of the Venn diagram that support thematic analysis, or evidence does not support analysis</td>
<td></td>
</tr>
</tbody>
</table>
Assessment Lists

- Similar to a rubric in verbiage and structure
- Each element has a point-value
  - Points are based on learning objectives
  - High values signal importance/focus
    - Can aid in time management
- Can be determined by teacher, student, or class
Assessment Lists

- Students receive at onset of performance task to guide work/progress
- Provide exemplars to serve as benchmarks
- List can be used for self-assessment as well as final evaluation
- Conference to discuss/resolve discrepancies
## Sample List

<table>
<thead>
<tr>
<th>Element</th>
<th>Points Possible</th>
<th>Points Earned: Self-Assessment</th>
<th>Points Earned: Teacher Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>APA Citations</td>
<td>15</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Textual Evidence</td>
<td>20</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Original Commentary</td>
<td>25</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Analysis/Appropriate Placement in Diagram</td>
<td>40</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Activity

- Design a Performance-Based Assessment
  - Who: With your table-mates
  - What: Select a skill or standard
    - Write Performance Descriptors
    - Design either a Rubric or an Assessment List
      - 2 elements (you don’t have to create the entire thing…this is just practice 😊)
  - When: Over the next 15 minutes
  - Where: At your tables
  - How: Using the PBA Activity Sheet and pen/paper or electronic device
  - Why: to practice your assessment and collaboration skills
Victims...I Mean Volunteers

I will do it! I will take the ring into Mordor!
Formative Assessments
Let's Review

- Formative assessment is...
  - ongoing throughout instruction
  - practice...not punitive
  - informative to students and teacher
Formative Assessment

- Reveals…
  - Strengths
  - Areas of Need
  - Misconceptions
  - Areas for improvement in your instruction
Observations

- Go beyond walking around the room
- Must be intentional
- Must yield data
- Must be shared with students
Ticket-Out-The Door

- Ask students 2 questions
  1. Question requiring a factual answer about the big idea of the lesson
  2. Question requiring a more in-depth explanation of a concept

- Give them 3 to 5 minutes

- Analyze tickets to discover
  - how many students understood the big idea
  - what misconceptions are present

- Address misconceptions in the following lesson
One-Minute Papers

- Ask an open-ended question
- Give students 1 to 3 minutes to answer
- Collect and analyze for
  - understanding
  - misconceptions
- Examples
  - What was the most important thing we discussed today?
  - What was the most confusing thing we discussed today?
Concept Mapping

- Give students a blank outline or concept map
- Give students a list of 10 to 15 words
- Give students sticky-notes
  - Have students write words on notes
- Have students create a concept map by moving notes until they are a logical sequence
  - Model how to find connections between words
More Examples

Think, Pair, Share  321

Conference
KWL
Hand Signals
Idea Spinner
Journal Entry
Self-Assessments
Why?

- Self-assessment allows individuals to...
  - learn more about themselves
    - strengths
    - areas of need
  - set personal goals
    - learning
    - progress
    - achievement
  - enhance learning capabilities
    - independence
    - autonomy
    - participation
Rubrics

- Students can use the assessment rubric to self-assess their work
  - complete it after each draft/attempt
  - compare it with your copy in a conference
  - use the comparison to
    - set goals
    - make revisions
    - improve the final product
## Student Progress Cards

- Define short-term goals
- Students check-off when they perform successfully
- Teachers check-off when students reach mastery

<table>
<thead>
<tr>
<th>Ability</th>
<th>Student</th>
<th>Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sort laundry by color groups</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Load laundry in washer</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Measure detergent</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Set appropriate wash cycle</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Remove laundry and place in bin</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fold laundry</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Rating Scales, Check Lists, and Questionnaires

- Students rate their perceived proficiency or ability level
- Comprised of Ability Statements
  - I + verb + skill

<table>
<thead>
<tr>
<th>Rating</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>I can independently navigate an unfamiliar environment using my cane.</td>
</tr>
<tr>
<td>3</td>
<td>I can navigate an unfamiliar environment using my cane with 1 to 4 verbal prompts.</td>
</tr>
<tr>
<td>2</td>
<td>I can navigate an unfamiliar environment with constant verbal prompts.</td>
</tr>
<tr>
<td>1</td>
<td>I cannot navigate an unfamiliar environment.</td>
</tr>
</tbody>
</table>
Learner Diaries

- Student keep a diary detailing:
  - what they’ve learned
  - their perception of mastery
  - what they can/will do with their skills

Dialog Journals

- Content is the same as the diary
- Teachers and/or classmates can comment
- Can be done as a blog
Videos

- Students can record their work sessions
- Students can use the videos to inform their self-assessments
  - They may be unaware of their strengths or needs until they see/hear them
- Almost every child has a Smart Phone... so they have cameras 😊
Help Them Help Themselves

- Students often want to take ownership of their work...they just don’t know how.

- So, you can help by...
  - providing them with exemplars
  - demonstrating the process
Self-Assessment—Part 2

- It’s not just for students!
- Assess each assessment you design and administer
- Make notes and improvements
The Most Difficult Activity... EVER!
Eating Chocolate

- Please take a 5-minute break
- Stretch...move around
- Eat chocolate
Data Analysis
Why?

- You can identify students’
  - strengths
  - needs
  - misconceptions

- You can adjust instruction to
  - address misconceptions
  - enhance student learning
  - increase student achievement
Data Analysis Is Easier When You’re Organized!

Go From…

Yor data organishun

is harrible

To…

His only superpower was

organization
Plan It...Don’t Panic!

- Make a data analysis plan
  - Decide what you want to know?
  - Decide how you are going to record/organize data?
  - Schedule time to analyze data
Recording Data

- Create a chart, graph, and/or spreadsheet
  - Skills attained/concepts mastered
  - Misconceptions / areas of need
- Disaggregate the data
  - class
  - individual results
  - various sub-groups
Analyzing Data

- Look for patterns and percentages
  - Which students making / not making progress across learning opportunities?
  - Are certain groups achieving / not achieving?
  - What instructional methods, strategies, interventions yielded strong / weak results?
Reflect

- What went well?

- What needs to be addressed/revamped?
  - Why?
  - How?
  - With Whom?

- Which students need more time?

- How will I address their needs?
  - Create action steps
Share

- Share pertinent results with...
  - students
  - parents
  - fellow teachers
  - administrators

- Share via...
  - conferences
  - emails
  - notes
  - graphs/charts
Tips
Two Heads are Better Than One!

- Variety is the spice of life, so work with teachers from different grade levels and disciplines.

- Collaborate to:
  - Create assessments
  - Plan interventions, accommodations, modifications
  - Analyze assessment data
  - Discuss student progress
  - Strategize

- Include your paraprofessionals
It Takes a Village

- Remember to collaborate with:
  - Occupational Therapists
  - Physical Therapist
  - Speech Language Pathologist
  - Itinerant Vision and Hearing Teachers
  - Orientation and Mobility Specialists
  - School Psychologists
  - School Nurses

- Work with related service providers to:
  - find solutions
  - provide access
  - design differentiated assessments
Share and Share Alike

- Share great assessments you’ve created because…
  - it encourages further collaboration
  - more students can benefit from your hard work
  - principals, vice principals

- Share the not-so-great assessments you’ve created because…
  - you can ask for advice and support
  - another teacher may have an idea to “fix” it
  - someone may offer you their great assessment
Student/Guardian Questionnaire

- At the beginning of the year, ask questions to gather the following info:
  - Areas of strength and need
  - Hobbies and interests
  - Skills/information they would like to target
    - Academic and social/behavioral
    - Pertinent health info (i.e. allergies, asthma, seizures, etc.)
  - You can use this info to design more effective assessments
Different Strokes for Different Folks

Ineffective

- Designing assessments that appeal only to your preferred mode of learning
- This results in a majority of students who are…
  - bored
  - lost
  - unsuccessful

Effective

- Designing assessments that appeal to all learning styles present in the classroom
- This results in a majority of students who are…
  - engaged
  - comprehending
  - successful
Appeal to Different Learning Styles

- **Visual**—use pictures and visuals
- **Aural**—use sound and music
- **Verbal**—use spoken and written words
- **Physical**—use hands and sense of touch
- **Logical**—use logic, reasoning, and systems
- **Social**—use groups and collaborative projects
- **Solitary**—use independent activities and self-study
Give 'Em Choices

To reach your students...

- design assessments that appeal to all learning styles
- create several options from which students can choose when showing mastery of the standards

Examples:
- Venn Diagrams for visual learners
- Rapping for aural learners
- Collaborative simulations for group learners
Progress, Not Perfection

- Don’t try to be perfect…no one is

- Try to make progress so that each assessment is better than the one before

- Apply this motto to your students’ performance as well

- Aim for Mary Poppins’ Perfect—“Practically Perfect in Everyway”
  - This give you and your students room to be human
Do You Know What They Know?

- Always do a pre-assessment to…
  - Check for prior knowledge
  - Adjust your lesson plans

- Always do a post-assessment to…
  - Check for progress and understanding
  - Adjust your lesson plans
Be Crystal Clear

- Be explicit when discussing expectations
  - Your expectations may be different from previous teachers’

- Explain...
  - what you want them to do
  - when they should do it
  - how they should do it
  - why they should do it
Tips for Evaluating Student Work

- Be kind, but be honest
  - Tell them what they did well and why
  - Tell them what they need to correct, how to do it, and why

- Use a variety of evaluation methods
  - Student/teacher conferences
  - Emails
  - Written notes
Encourage Students to “Think,“ Not Just “Feel”

- “Think” and “Feel” are NOT synonyms
- Thoughts can be discussed, argued, tested
- Feelings can only be discussed
- Both should be valued, but thoughts should be the primary focus during assessments
Answer the following question on your Reflection document:

- What assessment tips would you share with novice and veteran teachers?

- Share with your neighbors.

- Designate a “spokesperson” to share your tips.
Tricks of the Trade
Designing Engaging Assessments
You must be current, not just in best practices...

...but in their practices!
How?

- Know “sup?”
- Stay current with your students’ interests…
  - Study their pop culture
“Oh My Gosh, That is Like So Old!”

There is one basic fact we must all accept:

We’re all old to our students!
Warning!
You will get an “education” when you delve into the world of pop culture!

Yikes!
POP CULTURE POP QUIZ

Put Your Pop Culture Savvy to the Test
1. Who Sings This Song?
Answer

- Justin Bieber
  - Famous for...
    - Singing (sappy) pop songs
    - Being a teen heart-throb
    - Dating Selena Gomez
2. Who Am I?
Answer

- Future
  - Famous for...
    - Rap songs
      - “Tony Montana”
      - “Magic”
    - Rated “R” is an understatement
  - Club appearances in Atlanta
3. Name My Show
Dog with a Blog

Stan the dog stars in this Disney Channel sitcom

Stan blog about his owners, the Jennings, especially the step-sons who are often at odds

Sample blog: Showers

I roll around in grass and stick my face in toilets and trash cans, and I only get a bath every month (which is more than enough, in my opinion). What are you people doing that gets you so dirty that you have to shower every day? What are you rolling around in? ...And why are you selfishly keeping it all to yourselves?
4. What’s My Character’s Name?
Answer

- Katniss Everdeen
  - Character in the *Hunger Games* series
  - Known for her archery skills
  - Played by Jennifer Lawrence
5. Who Sings This Song?
Answer

- Pitbull
  - Real Name: Armando Perez
  - A.K.A.: Mr. Worldwide, Mr. 305
  - Famous for...
    - Pop/rap songs
      - “Back in Time”
      - “Hotel Room Service”
      - “Pass at Me”
    - Blending English and Spanish in song
6. Name This Tween
Answer

- Miranda Cosgrove

- Star of Nickelodeon's *iCarly*

  - Series showcases a tween who starts her own web show and becomes a “cyber celebrity”

  - Covers “family issues,” as Carly is raised by her older brother while her parents are overseas
7. Who Are These Creatures?
Answer

- Bubble Guppies

- Preschool-aged aquatic characters learn about topics ranging from dinosaurs and colors to basic literacy and counting skills
8. Name My TV Show
Answer

- **Family Guy**
  - Created by Seth MacFarlane
  - Off-color satire
9. Name This Band
Answer

• One Direction

• Popular boy band (This generation’s New Kids on the Block or Backstreet Boys)

• Famous songs include:
  • “What Makes You Beautiful”
  • “Kiss You”
  • “One Thing”
10. Name This Character
**Answer**

- **Mable “Madea” Simmons**
  - Played by Tyler Perry
  - Movies:
    - “Madea Goes to Jail”
    - “Diary of a Mad Black Woman”
    - “Madea’s Family Reunion”
  - The character can be crude, but the movies always have a good moral
Bonus: Name My TV Show
Answer

- **Awkward**
  - Series on MTV: Chronicles the awkward escapades teenager Jenna Hamilton
Barney Fife Level

- 0 to 3 correct
- You are so not pop culture savvy.
- The last time you actually had a chance to watch television Barney Fife was making a citizen’s arrest.
Access Hollywood Level

- 4 to 6 correct
- You know a little about pop culture.
- However, like Access Hollywood, you often make mistakes and get confused by the ever-changing nature of the celebrity universe.
Perez Hilton Level

- 7 to 9 correct
- You know a lot about pop culture.
- You could probably make a living by joining the ranks of Perez Hilton and starting your own celebrity blog.
TMZ Level

- 10+ correct
- Wow! You know way too much about pop culture.
- Either you have a teen or tween at home, or you spend all of your free time cyber stalking celebrities in an attempt to be on the TMZ staff.
Using Pop Culture in the Classroom
A Word to the Wise: Know Your Audience

- Little kids, tweens, and teens have different interests

- Stay current in cultural trends for your age group
Reach 'Em with relevance

- You can use pop culture to engage students...
  - in conversations with you
  - in interactions with their peers
  - in curriculum, instruction, and assessment
Engaging in Conversations

**Slang**

- Know key phrases
  - Hint: They change constantly!

- Use them!!!
  - Caution: You will never be “cool” or “gansta” when you do this.
  - Hint: It’s okay if they laugh at you…they get to be the expert here.

**Name-Dropping**

- Mention artists you’ve heard.

- Comment on shows that aired the night before.

- See movies on opening weekend…then be the first to give a review.
Fostering Peer Interactions

- Listen to their conversations
  - Hint: Don’t be obvious…they will never get quiet faster than if they catch you!

- Casually mention a student’s interests to his/her peers
  - Hint: Don’t force the issue…kids don’t like being forced to be friends with others.
    - They will have willing partners for performance-based assessment

- Provide cultural hints to help students for whom social interactions are a challenge
  - Hint: Encourage them to study the culture and apply it to start or enter conversations
Engagement in Assessment

You can use pop culture in every subject…

…if you are creative!
Examples of Pop Culture in Assessment
Use Their Language

• When kids lack vocabulary to grasp concepts…
  • use current slang to get your point across
  • use slang to explain
  • make sure you build vocabulary as well
Reading

- Write an essay or create a Venn diagram comparing contemporary and classic characters
  - Example: Star-crossed lovers
    - Romeo (Montague) and Juliet (Capulet) = Edward (vampire) and Bella (human)
Writing/Research

- Students can write songs/raps to demonstrate mastery
  - Hint: Allow students to perform their compositions

- Students can demonstrate research skills by allowing students to research their favorite actor/singer
  - Hint: Instruct them to include the steps their actor/singer took to achieve fame
  - they often think everyone is “discovered” overnight
  - this activity can be a “wake-up call”
Science

• Becoming Sheldon
  • Students can reenact the *Big Bang Theory* flow chart scene by creating their own chart and explaining it like Sheldon in a skit
Math

- “Popin’ Tags”
  - Play the intro to “Thrift Shop” (clean version)
  - Give students a budget
  - Direct them to select pictures of vintage clothing with various prices marked on the tags
Social Studies

- Compare/contrast *Harry Potter* and WWII
  - Harry and Hogwarts Friends = Allied Forces
  - Voldemort and Death Eaters = Axis of Evil
Resources

Pop Culture Savvy Requires Constant Research
**Resources**

**MTV**
- **Music:**
  - Mainly pop music
  - Some rap
- **Shows:**
  - “Awkward”
  - “Teen Mom”
  - “Jersey Shore”
  - “Ridiculousness”
  - “True Life”

**BET**
- **Music:**
  - Rap
  - R&B
- **Shows:**
  - “106 & Park”
  - “BET Star Cinema”
  - “Real Husbands of Hollywood”
  - “The Game”
Resources

- “Family Guy” and “American Dad”
  - Watch new episodes on FOX
  - Catch-up with reruns on…
    - TBS
    - Cartoon Network
    - HULU
Resources

- Tweens
  - Nickelodeon
  - ABC Family

- Little Ones
  - Nick Jr.
  - Disney Channel
Resources

• YouTube
  • Search for music videos
    • Hint: enter “clean version” after the song title
      • use an online mp3 converter if you just want the music
        • www.youtube-mp3.org
  • Search for video clips
    • Hint: use an online mp4 converter to add clips to PPT
      • www:youtubeinmp4.com
      • www.clipconverter.cc
Resources

- Urban Dictionary
  - www.urbandictionary.com
- Provides definitions of
  - Slang
  - Text-speak
- Hint: New slang terms appear every day, so listen to your students closely and look up what they say
Your Most Precious Resource

- Your Students

- Ask them about their interests

- Ask them to recommend
  - Books
  - Movies
  - TV shows
  - Music

- Let them assign you homework!
The Value of Assessments
Value?

- Answer the following questions on your Reflection document:
  - How can assessment be a valuable asset in your classroom?
  - What action steps will you take to enhance your assessment design?
- Take this with you to use for the 2013-2014 school year 😊
Ultimately, the Value of Assessment Lies in Increased Student Achievement!
Questions

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Contact Information

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