



ASSESSMENT:

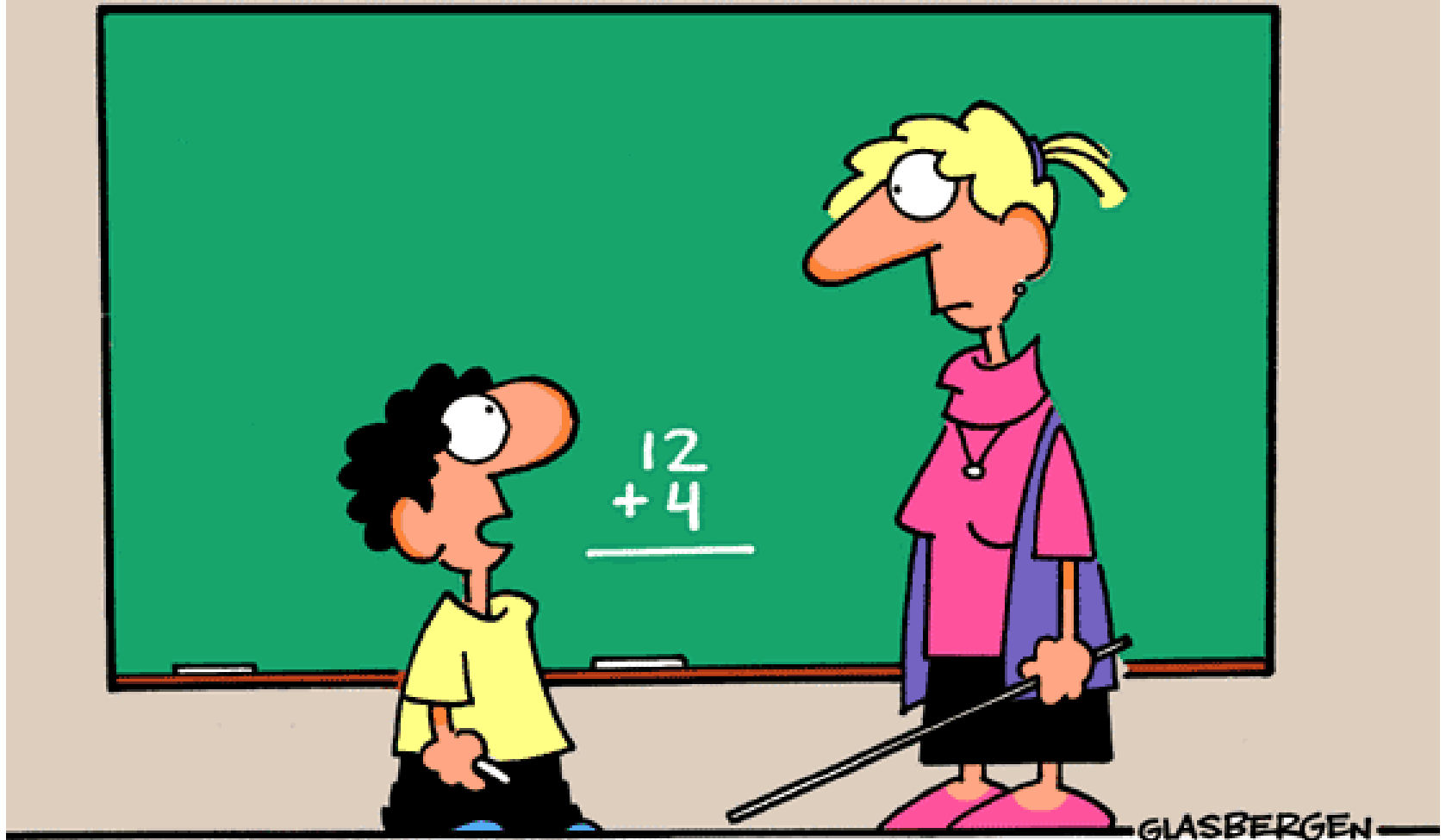
FORMATIVE & SUMMATIVE

Practices for the Co-Taught Classroom



Essential Question

- How do we think differently about assessment and grading in the co-taught classroom?




“Do I get partial credit for simply having the courage to get out of bed and face the world again today?”



What is Assessment?

The word 'assess' comes from the Latin verb '**assidere**' meaning 'to sit with'.

In assessment one is supposed to sit with the learner. This implies it is something we do 'with' and 'for' students and not 'to' students (Green, 1999).



Assessment in education is the process of *gathering, interpreting, recording, and using* information about pupils' responses to an educational task. (Harlen, Gipps, Broadfoot, Nuttal, 1992)



Values and Attitudes about Assessment

1. Teachers value and believe in students.
2. Sharing learning goals with the students.
3. Involving students in self-assessment.
4. Providing feedback that helps students recognize their next steps and how to take them.
5. Being confident that every student can improve.
6. Providing students with examples of what we expect from them.



Guiding questions for determining appropriate assessments:

1. What are your essential and enduring skills and content you are trying to assess?
2. How does the assessment allow students to demonstrate mastery?
3. Is every component of that objective accounted for in the assessment?
4. Can students respond another way and still satisfy the requirements of the assessment task?
5. Is this assessment more a test of process or content? Is that what you're after?

So, what is effective assessment?

1. Clearly identify learning goals.
2. Identify prerequisite skills.
3. Pre-assess students' existing knowledge base, understanding, and skills.
4. Identify students' interests.
5. Identify students' preferred ways of learning.
6. Use ongoing/formative assessment.



Examples of Pre-Assessments

- **Anticipation/Reaction Guide**

- Purpose: To access prior knowledge

- **Three Column Chart**

- Purpose: To access prior knowledge, identify areas needing clarification, and check for understanding

- **Squaring Off**

- Purpose: To identify where individual students are in relation to a specific topic in order to help group students for a future task

- **Yes/No Cards**

Handout



Examples of Pre-Assessments

- **Thumbs Up**

- **Pinch Cards**

- **Fist of Five**

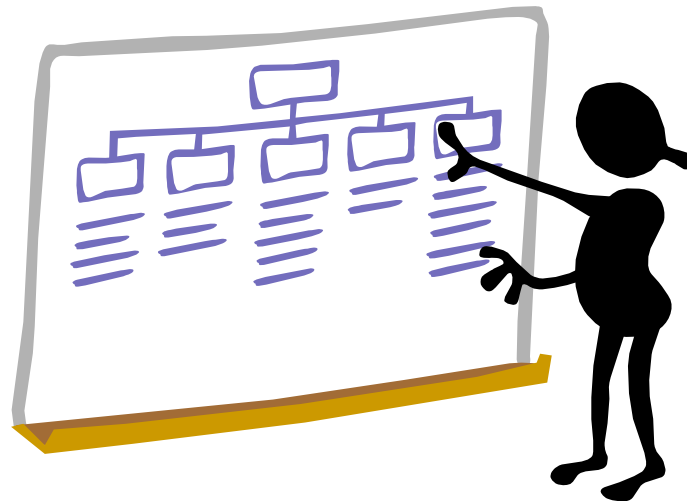
- 5 – I know it so well I could explain it to anyone
- 4 – I can do it alone
- 3 – I need some help
- 2 – I could use more practice
- 1 – I am only beginning

Handout



Victoria Bernhardt, 1998

“Data help us to understand where we are right now, where we want to go in the future, and what it is going to take to get there.”



Learning by Doing

DuFour, DuFour, and Eaker, 2006

“Frequent monitoring of each student’s learning is an essential element of effective teaching; no teacher should be absolved from that task or allowed to assign responsibility for it to state test makers, central office coordinators, or textbook publishers.”



- Formative and summative assessment are *interconnected*. They seldom stand alone in construction or effect.
- The vast majority of genuine formative assessment is informal, with interactive and timely feedback and response.
- It is widely and empirically argued that formative assessment has the *greatest impact* on learning and achievement.

What is ongoing assessment?

Of

For

Summative Assessments

- Assessment to capture learning at one point in time
- Norm-referenced standardized tests, chapter tests, etc.

Outcome:

- Improve the instrument
- Understand the extent to which students met the intended targets
- Addressing curricular changes, instructional strategies and materials

Formative Assessments

Assessment to increase student learning

- Clear information for students on their progress towards the learning target

Outcome:

- Clear feedback to offer students about their learning
- Immediate instructional changes based on students' progress towards the target

The Garden Analogy

If we think of our children as plants ...



Summative assessment of the plants is the process of simply measuring them. It might be interesting to compare and analyze measurements but, in themselves, these do not affect the growth of the plants.

Formative assessment, on the other hand, is the equivalent of feeding and watering the plants appropriate to their needs - directly affecting their growth.



Key Elements of Formative Assessment

1. The identification by teachers & learners of learning goals, intentions or outcomes and criteria for achieving these.
2. Rich conversations between teachers & students that continually build and go deeper.
3. The provision of effective, timely feedback to enable students to advance their learning.
4. The active involvement of students in their own learning.
5. Teachers responding to identified learning needs and strengths by modifying their teaching approach(es).

Summative Assessment

- Assessment *of* learning
- Generally taken by students at the end of a unit or semester to demonstrate the "sum" of what they have or have not learned.
- Summative assessment methods are the most traditional way of evaluating student work.
- "Good summative assessments--tests and other graded evaluations--must be demonstrably **reliable, valid, and free of bias**" (Angelo and Cross, 1993).

Factors Inhibiting Assessment

- A tendency for teachers to assess quantity and presentation of work rather than *quality of learning*.
- Greater attention given to marking and grading, much of it tending to lower self esteem of students, rather than *providing advice for improvement*.
- A strong emphasis on comparing students with each other, which demoralizes the less successful learners.

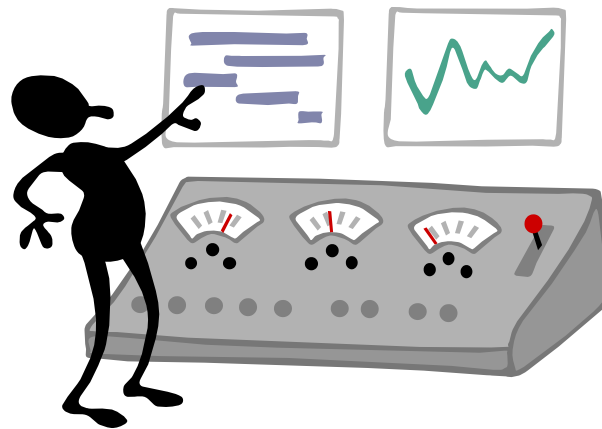


**“Class, I’ve got a lot of material to cover,
so to save time I won’t be using vowels today.
Nw lts bgn, pls trn t pg 122.”**

Ongoing formative assessment

Feedback

- Explanatory
- Journaling
- Homework
- Questioning
- Conversations with student
- Quizzes/pre-tests
- Weekly letters
- Checklists
- Clipboard notes

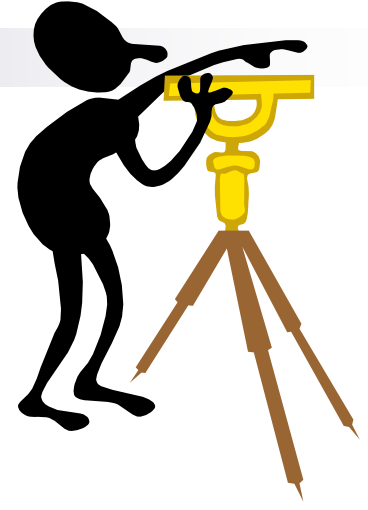


Effective formative assessment:

- Students should be able to answer three basic questions:
 - Where am I going?
 - Where am I now?
 - How can I close the gap?
 - Sadler (1989)



Where am I going?



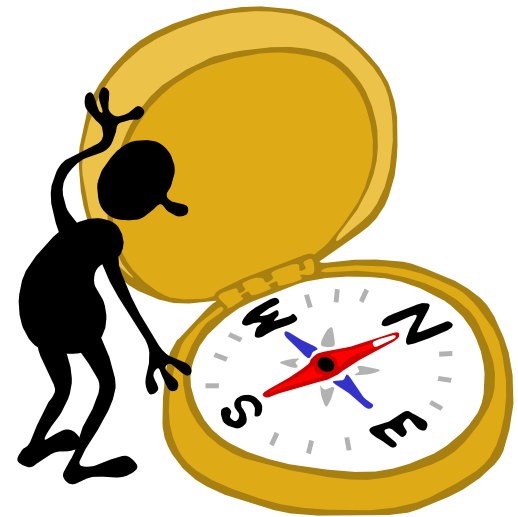
- Strategy 1: Provide a clear and understandable vision of the learning target.

“Students that can identify what they are learning significantly outscore those who cannot.” Marzano, 2005

- Strategy 2: Use examples of strong and weak work.

Where am I now?


- Strategy 3: Offer regular descriptive feedback.
- Strategy 4: Teach students to self-assess and set goals.



How do I close the gap?

- Strategy 5: Design lessons to focus on one aspect of quality at a time.
- Strategy 6: Teach students focused revision
- Strategy 7: Engage students in self-reflection and let them document and share their learning.





The fact that a range of grades occurs among teachers who grade the same product suggests that....

- Assessment can only be done against commonly accepted and clearly understood criteria.
- Grades are relative.
- Teachers have to be knowledgeable in their subject area in order to assess students properly.
- Grades are subjective and can vary from teacher to teacher.
- Grades are not always accurate indicators of mastery.

Student Essay on DNA

- Read and assign a grade
- Share grade and reasoning



Handout



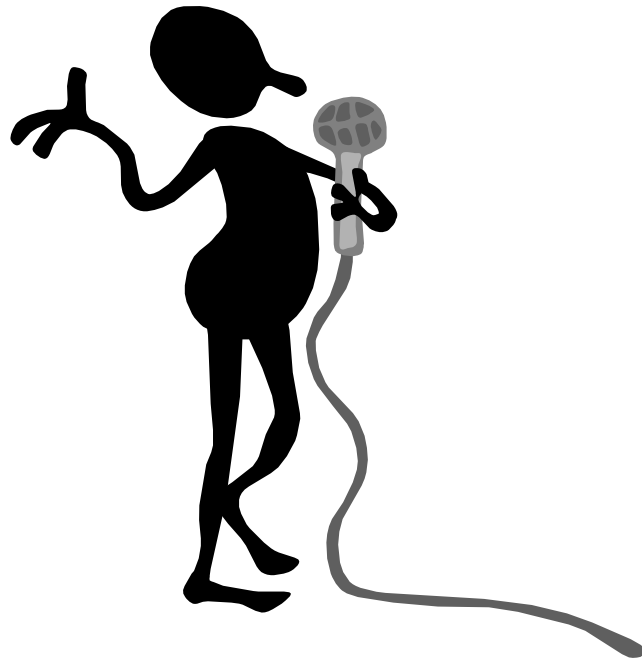


Differentiated assessment is a concept that makes it possible to maximize learning for **ALL** students.

It is a collection of instructionally intelligent strategies and assessments based on student-centered best practices that make it possible for teachers to create different pathways that respond to the needs of diverse learners.

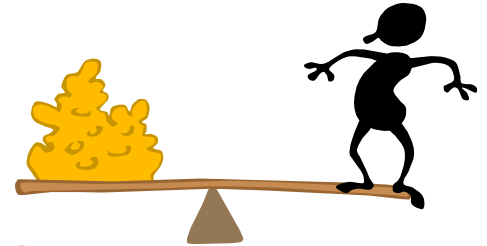
- SDE Training Manual, 2005

The primary goal of both reporting and grading is . . .



Communication! To students, parents and teachers!

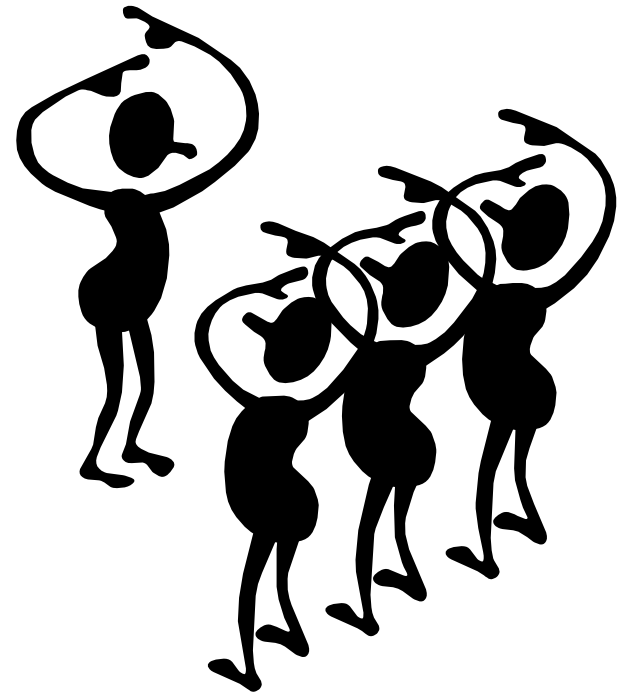
Principles of Effective Grading and Reporting



1. Grades and Reports should be based on clearly specified learning goals and performance standards.
2. Evidence used for grading should be valid.
3. Grading should be based on established criteria.
4. Not everything should be included in grades.
5. Avoid grading based on averages.
6. Focus on achievement and report other factors separately.

Principle 1:

- Grades and Reports should be based on clearly specified learning goals and performance standards.



Ken O'Connor, (2002) points out:

“In order for grades to have any real meaning

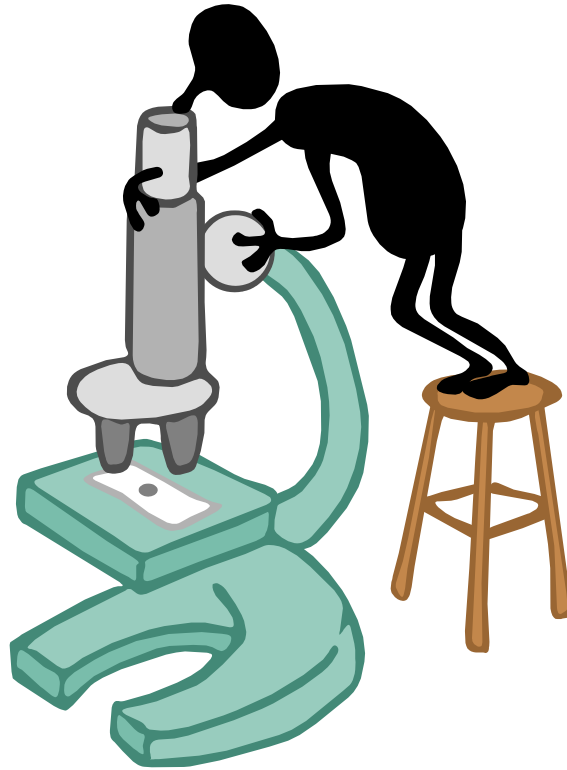
we must have more than a simple letter/number relationship;

meaningful performance standards require that there be description of the qualities in student work for each symbol in the grading scale.”



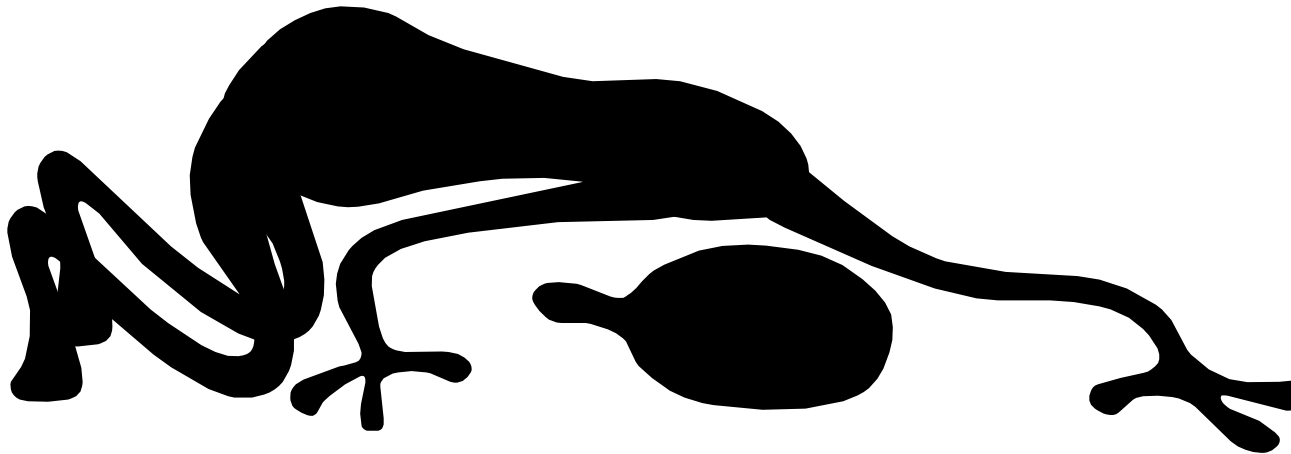
Principle 2:

- Evidence used for grading should be valid.



Principle 3:

- Grading should be based on established criteria.



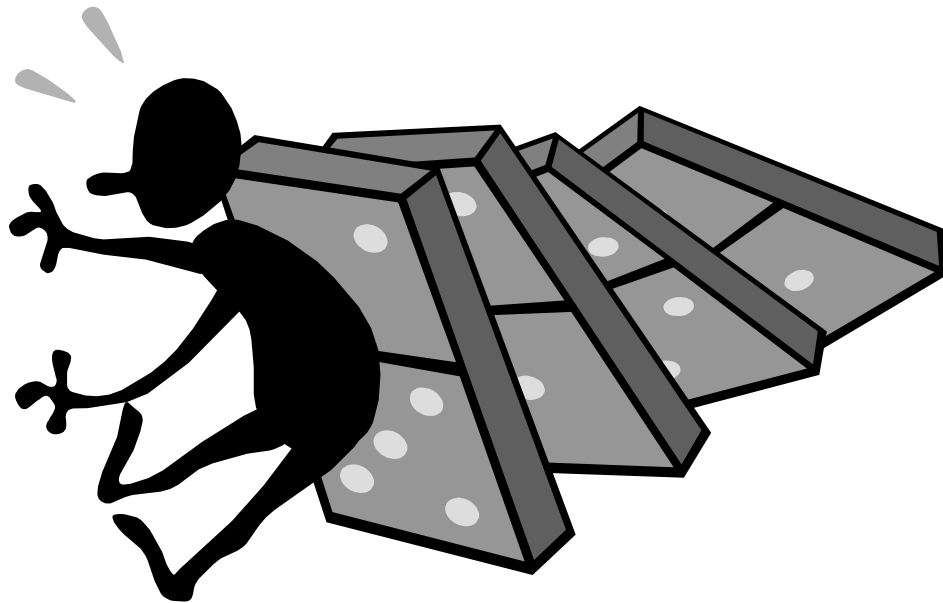
Principle 4:

- Not everything should be included in grades.



Principle 5:

- Avoid grading based on (mean) averages.



Consider this scenario:

- Students were asked to keep a record of temperatures in their town for five days and determine the average temperature for the school week.

Monday –	70
Tuesday –	68
Wednesday –	72
Thursday –	70
Friday –	<u>0</u> (Father threw newspaper out)

Average - 56

THE TERRIBLE POWER OF A ZERO

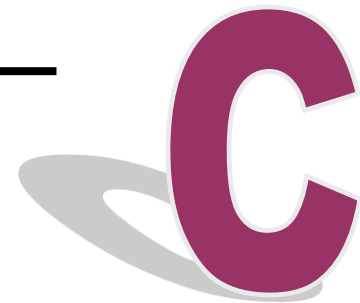
$$\begin{array}{r} 93 \\ 97 \\ 90 \\ 88 \\ 82 \\ \hline 450 \end{array}$$

$$\begin{array}{r} 93 \\ 97 \\ 0 \\ 88 \\ 82 \\ \hline 360 \end{array}$$



$$5 \overline{) 450} \begin{array}{r} 90 \end{array}$$

$$5 \overline{) 360} \begin{array}{r} 72 \end{array}$$



Are we ready for

A **B** **C** **NY ?**

**Do your teachers
require students to re-
do assignments to
ensure that they learn
the standards?**

**If they often award
Zeros and F's, do the
students begin to see
that Learning is
optional?**

Where Are We?



Assessment @ Our School	No Progress Toward	Some Progress Toward	Not Quite “There”	We Are “There”
Diagnostic Assessments				
Performance Assessments				
Common Assessments				
Dynamic Assessment				
Frequent Feedback				
Student Self Assessment				
Student Peer Assessment				
Rubrics Used				
Student Goal Setting				
Reduction of Zeros				
SB Report Card				



Standards-Based Report Cards

Achievement Key				
P = Proficient	W = Working towards Proficiency			
☐ = Not evaluated this marking period				

Reading				
Learning to Read Independently; Reading Critically in All Content Areas				
	1	2	3	4
Phonics				
Oral Reading Fluency				
Vocabulary				
Comprehension	Makes inference and draws conclusions from text			
	Generates and answers questions about text			
	Locates appropriate information in text			
	Summarizes text			
	Identifies qualities of various genre			
	Identifies main ideas and details of text			
Reading, Analyzing and Interpreting Literature				
	1	2	3	4
Story Elements				
Figurative Language				

Writing				
Types of Writing				
	1	2	3	4
Narrative Writing				
Informational Writing				
Persuasive Writing				
Quality of Writing				
	1	2	3	4
Ideas				
Organization				
Sentence Fluency				
Voice				
Word Choice				

Mathematics				
I. Numbers and Operations				
	1	2	3	4
Whole Numbers	Multiplies single-digit by multi-digit factors			
	Constructs multiplication and division fact families			
	Has mastered multiplication fact fluency			
Place Value	Reads, writes, and compares numbers to billions			
	Rounds numbers			
	Compares and orders fractions with like denominators			
Fractions/Decimals	Renames fractions as decimals			
	Adds and subtracts fractions with like denominators			
	Recognizes equivalent fractions			
	Compares and orders decimals to the hundredths place			
	Adds and subtracts decimals to the hundredths place			
Problem Solving:				
• Uses computation and reasoning skills to solve problems				

Conventions				
Spelling:				
• Applies spelling patterns				
• Spells high-frequency words				

Speaking and Listening				
Speaking and Listening				
	1	2	3	4
Uses proper speaking skills in formal and informal settings				

II. Measurement				
	1	2	3	4
Draws and measures line segments to the nearest ¼ inch and ½ centimeter				
Finds area and perimeter of polygons				
Solves elapsed time problems				

III. Geometry				
	1	2	3	4
Names, draws and labels points, line segments, lines and rays				
Names, draws and labels angles, triangles, and quadrangles				
Identifies, classifies, and compares two- and three-dimensional figures				
Identifies lines of symmetry and lines of reflection				

IV. Algebraic Concepts				
	1	2	3	4
Locates and plots ordered pairs				
Determines the missing component in a function or number sentence				
Identifies the rule for a function				

V. Data Analysis and Probability				
	1	2	3	4
Finds the landmarks maximum, minimum, median, mode, and range				
Describes, interprets, and graphs data				

Content Areas				
Science/Health				
	1	2	3	4
Understands and uses key vocabulary				
Applies concepts to solve problems				
Social Studies				
	1	2	3	4
Understands and uses key vocabulary				
Applies concepts to solve problems				

Proficient - Indicates that a student has demonstrated mastery on a given standard and is meeting or exceeding grade level expectations.
Working towards Proficiency - Indicates that a student needs continued work or support on a given standard to meet proficiency.

Putting the focus on Learning rather than Earning
 A Letter Grade or Percentage vs. Detailed
 Feedback

Where are you in regard to using the following strategies within your classroom?

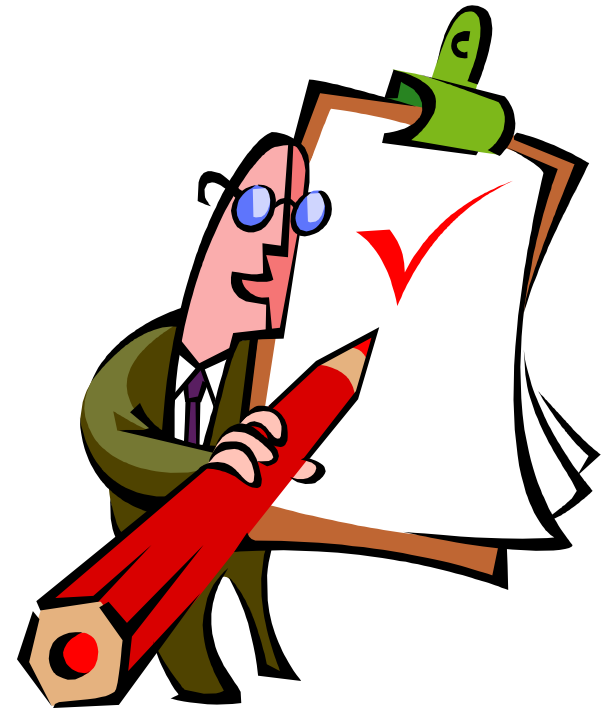
Greater weighting of most recent assessments?

Reduction of Zeros?

Common Assessments?

Double Dosing?

Standards-based Report Card?



The Power of the “I”

INCOMPLETE

Teaching and Learning to Standards:

*Reducing Zeros and Getting More Students
to Complete Work at Higher Levels*



Adapted from SREB

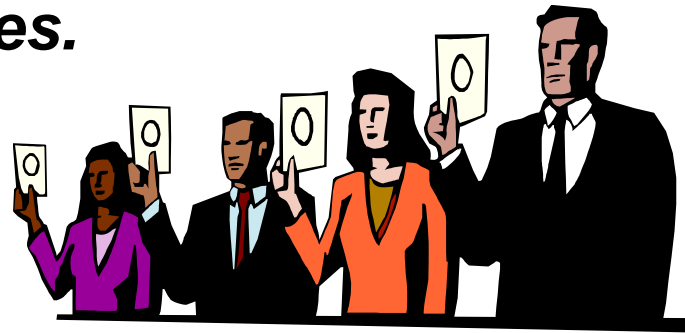
What is the Problem?

- *Students learn in the early grades, they have an option not to turn in their assignments.*
- *More and more students choose this option as it is one that requires little or no work or effort.*
- *Suddenly, Learning has become optional at your school*



Why Is there a Problem?

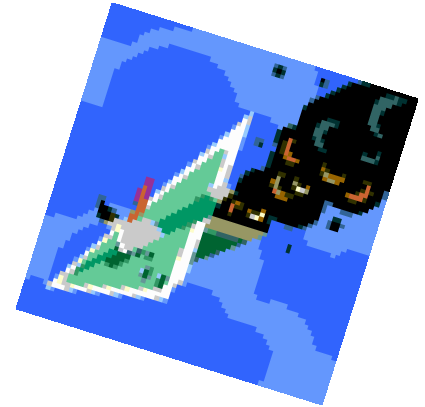
- *Teachers believe that they are setting high expectations by giving zeros to students who do not complete their work on time.*
- *Teachers believe that accepting late assignments is wrong because that learning set is over.*
- *Teachers are concerned with “fairness.”*
- *Teachers want to get students ready for real life where there are no second chances.*



What Are the Results of the Current Practice?

Awarding zeros or accepting work below standard isn't working.

- ❑ ***It fails to motivate students to make a greater effort.***
- ❑ ***Dropout rates are still unacceptable.***
- ❑ ***Teachers report that students not completing work is the number one reason for failure in the middle and ninth grades.***
- ❑ ***More students are entering ninth grade unprepared for challenging high school studies.***



What Are the Results of the Current Practice?

- *Students have learned to “dodge” hard or lengthy assignments. **They have learned to manipulate parents and teachers.***
- *Even if teachers develop engaging, real-world activities -- if students can OPT NOT TO COMPLETE THE ASSIGNMENT and simply take a zero -- the students **will not be ready for challenging work.***



Is Awarding Zeros Working?

What data do we have that giving zeros is positively impacting students? Where are the data?

- *On Responsibility*
- *On Grades and Achievement Scores*
- *On Work Ethic and Values*
- *On Learning*

If data is lacking, the current policy is not working.



Is Awarding Zeros Working?

- *It doesn't work most of the time
(It works best for A and B
students.)*
- *If it doesn't change behavior, why
do we continue this consequence?*
- *Why do we let students off the
hook for not completing work at
expected standards?*

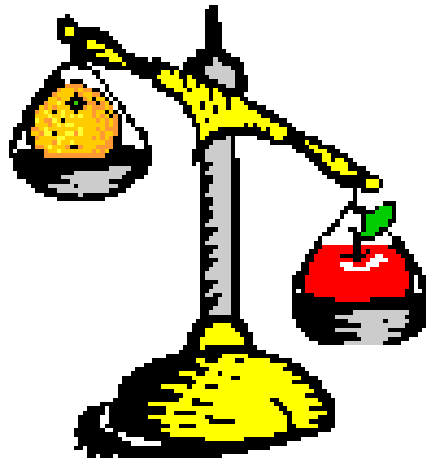


Accurate Assessment of Student Learning:

Mandatory in Standards-Based Classrooms

F	C	B	A
0 - - - - - - - 69	70 - - 79	80 - - 89	90 - - 100

Mathematically, Zeros Radically Skew Results.



Assessment vs. Grading

All three students received a “C” Grade (75 Average).

Packing a Parachute



Student 1



Student 2



Student 3

Student 1 receives mostly As and Bs at the start; but his performance drops off considerably, and she receives an F on the final performance test.

Student 2 is erratic, receiving an equal number of As and Fs.

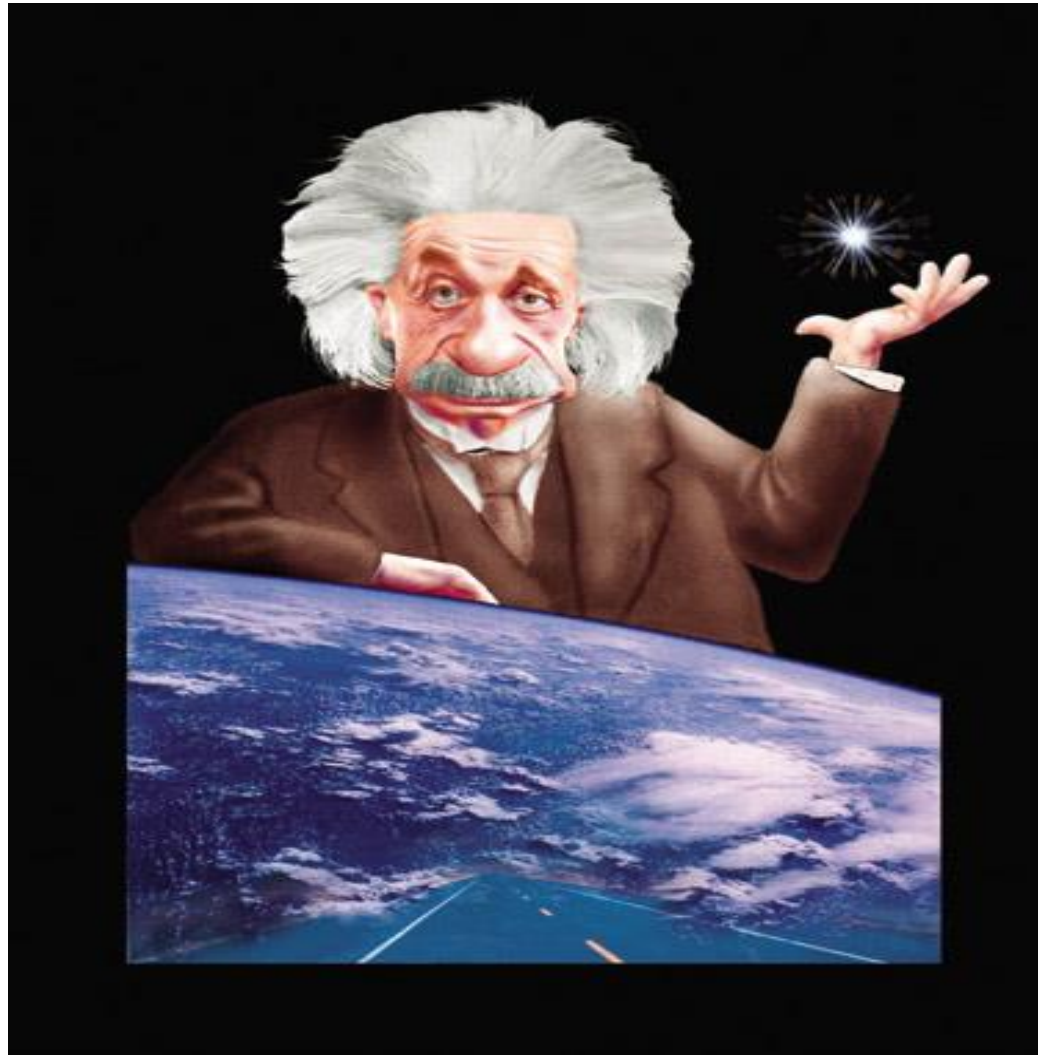
Student 3 is clueless at the beginning, but by the last few sessions, she catches on and performs flawlessly on the final performances.

Whom do you want to pack your parachute?



"You're a teacher. You should know better than to grade papers on a curve."

*“Insanity is doing the same thing over
and over again and expecting different results.”*



Albert Einstein



When assignments aren't ready, or they are incomplete or seriously below the standard and quality of expectation, teachers can use the *“The Power of the I”* :

Give a grade of INCOMPLETE.

What *“The Power of the I”* can do

IT CAN:

- *Hold students to high expectations*
- *Not let students “Off the Hook”*
 - *For learning*
 - *For delivering “quality work”*
 - *For completing hard work*
 - *For understanding the importance of EFFORT*
 - *For becoming responsible citizens*
- *Improve the Standards of Learning for all students*



What *“The Power of the X”* can do IT CAN:

- **Create a Culture of High Expectations**
 - *“No excuses!”*
 - *“You don’t get to choose not to work.”*
- **Improve the Quality of All Student Work**



What “The Power of the *I*” can do

IT CAN:

- ***Allow Teachers to Really Teach to Standards***
 - ***Teachers will finally know what students can do***
 - ***Takes the guesswork out of retention***



What “The Power of the **I**” can do

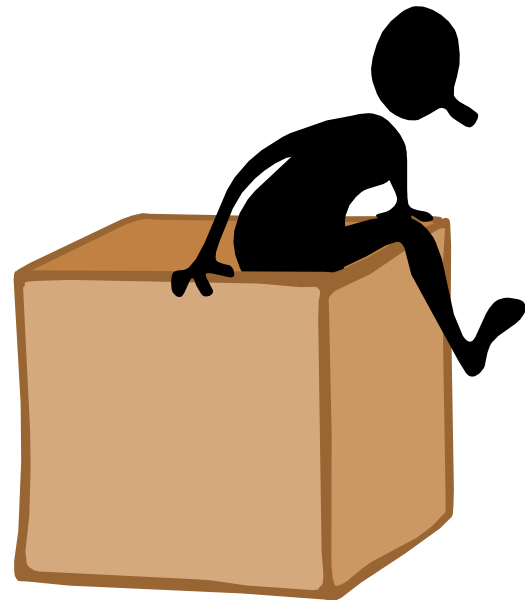
IT CAN:

- Send the Right message to students
 - The blame game points back to the student
 - When students come home with an F or a zero, they (and their parents) often blame the teacher.
 - When students come home with an “I”, only the student is to blame.



Principle 6:

- Focus on achievement, and report other factors separately.



Why?

- The clarity of communication is present.
- The impact of student motivation is protected.

Success breeds success!

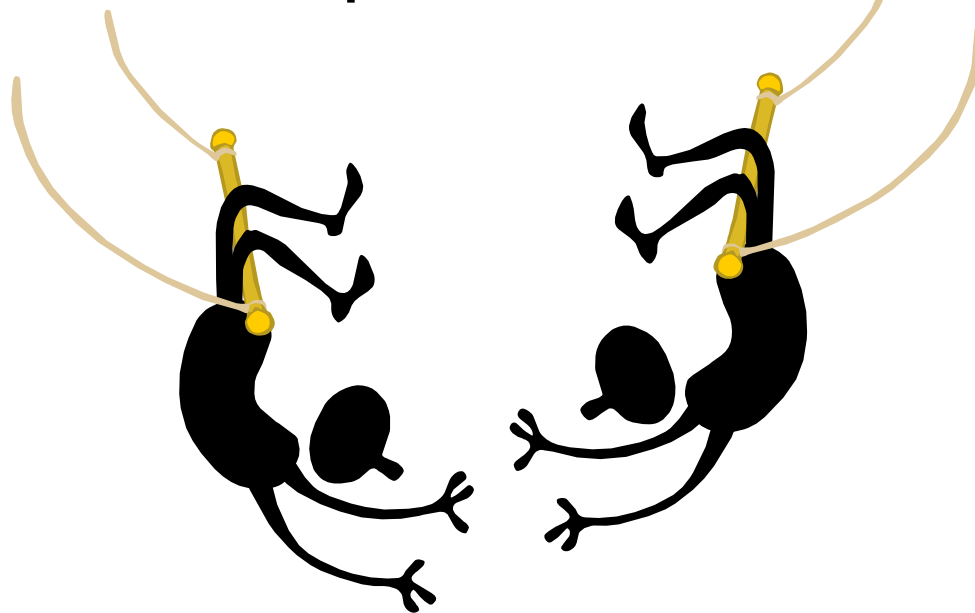


Reporting Systems

- Rather than **only** report cards
 - Include multiple methods for communication
 - Report cards
 - Checklists
 - Developmental continua for reporting progress
 - Rubrics for work habits
 - Narratives
 - Portfolios
 - Student-led conferences
 - Parent meetings

Assessment and Grading

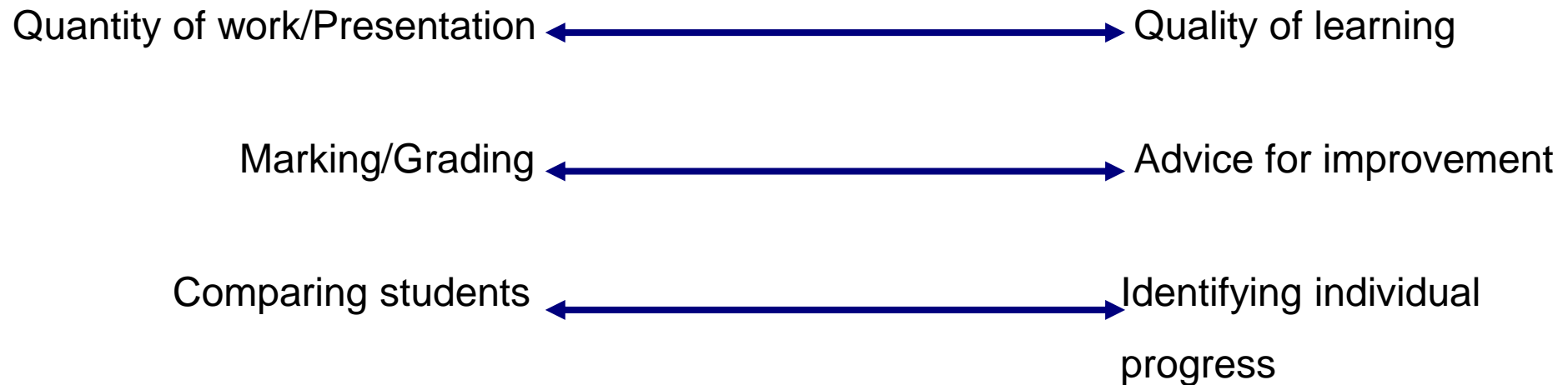
- Can it be balanced, fair AND differentiated?
- Ask yourself this question??????



Self-evaluation

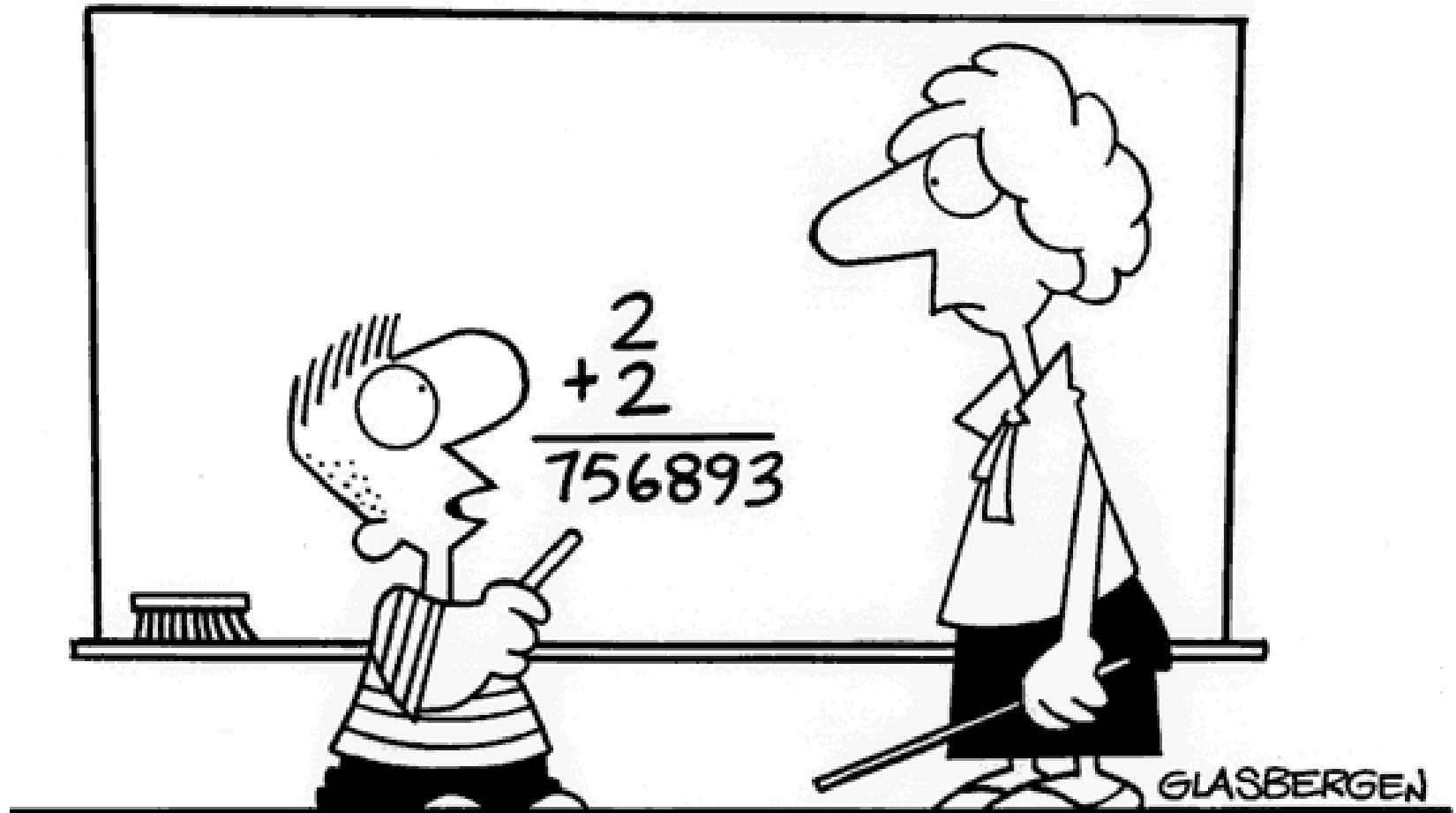
Where would you place your assessment practice on the following continuum?

The main focus is on:



Implications for classroom practice

- Share learning goals with students.
- Involve students in self-assessment.
- Provide feedback that helps students recognize their next steps and how to take them.
- Be confident that every student can improve.



**“In an increasingly complex world,
sometimes old questions require new answers.”**

Resources

- *Integrating Differentiated Instruction and Understanding by Design*; ISBN 1-4166-0284-4
- *Handbook on Differentiated Instruction for Middle and High Schools*; ISBN 1-930556-93-4
- *Assessing Student Outcomes*; ISBN 0-87120-225-5
- *Differentiated Assessment and Grading*; www.SDE.com
- *Differentiated Instruction Guide for Inclusive Teaching*; ISBN 1-8879-4364-1
- *Brain Compatible Classrooms*; ISBN 1-57517-044-2
- http://www.gu.edu.au/centre/gihe/aboutus/aboutus_rsadler.htm
- *How to Meet Standards, Motivate Students, and Still Enjoy Teaching!* ISBN: 0-7619-4615-2
- *The Mindful School: How To Assess Thoughtful Outcomes*; ISBN 0-932935-58-3
- Information from Bobby Smith DOE Assessment powerpoint