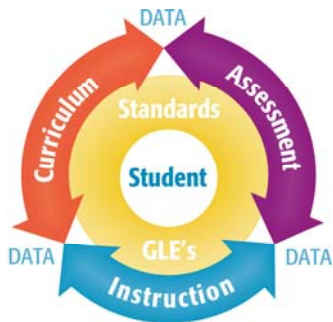


Formative Uses of Common Assessments



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Teaching and Learning Cycle



Standards-Based Education Means...

- The focus is on student learning.
- Expectations are the same for all students.
- Learning targets are aligned to standards.
- Standards are expressed through essential knowledge and skills.
- Assessment is used to guide and modify the instruction.
- The effectiveness of instruction is reflected in how the students meet the standard.
- Instructional strategies provide opportunities for students to learn expectations outlined in the standards and curriculum.

The Big Questions:

- What learning targets are you assessing?
- What kind of evidence are you gathering?

Why Use Common Assessments?

- Fosters a process for collegial dialogue
- Eliminates redundancy and focuses instruction
- Promotes consistency
- Provides equity
- Promotes continuity between grade levels and between schools

Reviewing the Learning Target Connection

What Do We Want Students to Know and Be Able to Do?

- Learning Targets:
Specific goals and objectives based on the standards
- Criteria for Success:
What does it take to be successful and what does success look like?

How is performance toward standards demonstrated at the classroom level?



What Constitutes Effective Classroom Assessment?

Assessment that:

- provides evidence of student performance relative to content and performance standards
- provides teachers and students with insight into student errors and misunderstanding
- helps lead the teacher directly to action

Practical Standards of Assessment Quality

- Serve clearly articulated *purposes*
- Arise from and reflect clear *outcomes*
- Rely on the appropriate assessment *method* given the context
- Sample* student achievement appropriately

**Constructed-Response
Tasks**

Considerations:

- Action words
- Openness
- Scaffolding

**Action Words Found in
Standards**

Describe	Explain	Identify
Illustrate	Trace	Compare
Contrast	Predict	Apply
Sort	Justify	Analyze
Evaluate	Discuss	Define
List	Differentiate	Distinguish
Defend	Conclude	Categorize

Openness

- Questions that are too *open* are difficult for students to manage, and may provide little evidence of the learning to be examined.
- Questions that are too *closed* may not provide enough breadth of performance, and may be better suited to another question type.

Scaffolding

Mr. Miller's class is having a bake sale to raise money for a class trip. They hope to raise \$100. By the day of the sale, the students will bake 550 cookies. The class is thinking about charging 15¢ per cookie.

Note: this is a third-grade problem.

Scaffolding

- If Mr. Miller's students sell every cookie they baked for 15¢, how much money will they earn? Explain your answer.
- Some students think the cookies should be sold for 20¢ each. How many cookies do they have to sell to make the same amount as they would for selling all of them at 15¢?
- Mr. Miller's students think that they will be able to sell only 400 cookies. They buy \$67.00 worth of ingredients to make the cookies. What is the least they will have to charge for each cookie to be sure to raise at least the \$100 profit they need for the trip? Explain how you got your answer.

Constructed-Response Example

The number of bacteria in a sample doubles every four hours. At the end of 24 hours there are 30,720 bacteria present in a sample.

- A. How many bacteria were present initially? Show your work.
- B. During which four-hour period will 5 million bacteria first be present? Show your work.
- C. Write a mathematical expression to determine the number of bacteria present at the end of any four-hour period.

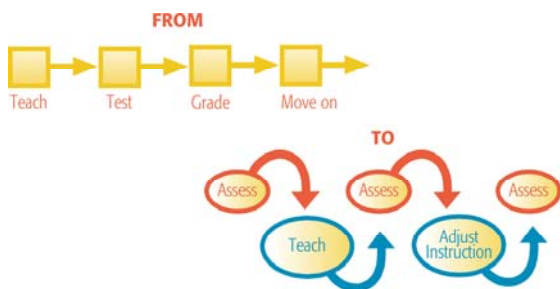
Common Assessment Used for Formative Purposes

In what ways do the assessments we use inform our instructional practices and monitor student progress at the building, classroom, and individual student levels?

Assessment in Support of Learning

- goes beyond merely providing judgments about student performance to providing rich descriptions of student performance,
 - evolves from being isolated events to becoming events that happen in ongoing series to reveal patterns, and
 - goes beyond merely informing instructional decisions of teachers to informing decisions also made by students.
- Rick Stiggins, 2006

Assessment as Instructional Feedback



Analyzing Assessments:

Take a look at the assessment samples your table has been provided.

- Are the appropriate GLEs being assessed?
- Is the assessment item scaffolded so that most students have an entry point into the content?
- How might teachers use the evidence from the assessment formatively?
