

# *Types of Assessment*

**Thoughts for the 21<sup>st</sup> Century**

## *Goals of Session*

- Examine current research findings and recommendations associated with assessment practices
- Provide teachers with an overview of a variety of assessment options
- Create a shared vision for school-wide use of data from formative assessments

## *Essential Understandings*

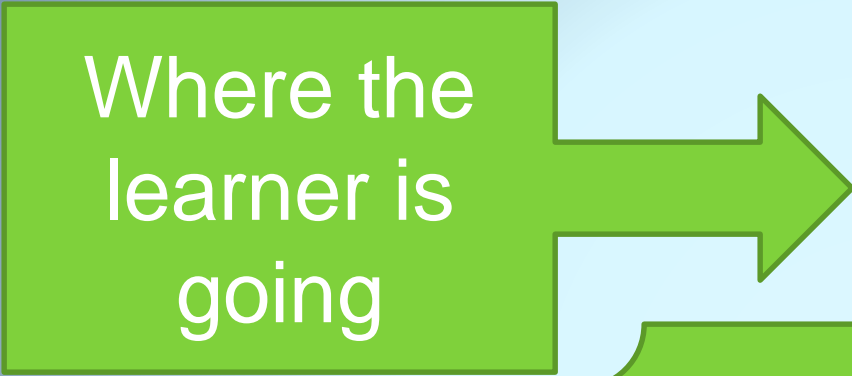
- Student learning improves through interaction with teachers skilled in the use of a variety of assessment options.
- How assessment information is used is more important than its format.
- Formative assessment has a positive effect on student learning.

## *Agree or Disagree with the Statement*

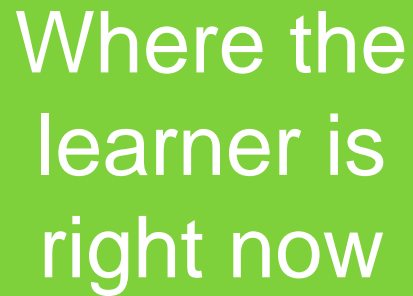
- Teacher questions posed to the class are an invaluable source of assessment data.
- Written pre-assessments provide the best evidence of student skill and knowledge.
- Nature of feedback is more important than the quantity of feedback.

## *Key Steps*

Where the  
learner is  
going



Where the  
learner is  
right now



How to get  
there



# *Where the Learner is Headed*

- Mastery of VBCPS Curriculum Goals
- Critical and Creative Thinker, Innovator, and Problem Solver
- Effective Communicator and Collaborator
- Globally Aware, Independent, Responsible Learner and Citizen
- Life-Long Learner

# *Where the Learner is Right Now*

- Mastery of learning goals, 21<sup>st</sup> Century Skills
- Diagnostic assessments
- Division-wide assessments
- Summative assessments
- Formative assessments
- Informal assessments by teacher
- Classroom assessments
- Common assessments
- Performance assessments
- Professional judgment of the teacher



# *How to Get There*

- Analysis of data from formative assessments
- Use of formative assessment to differentiate instruction
- Additional support for students who have not mastered content and skills
- Ongoing teacher assessment
- Support from peers through collaborative work
- Peer review of work
- Timely and appropriate feedback
- Variety of instructional materials and approaches
- Student understanding of learning goals and how to get there



# *Categories of Assessment*

- Summative
- Formative
- Diagnostic



# *Summative Assessment*

- Assessment of learning
- Documents student learning at the end of an instructional unit
- Provides grades for accountability purposes
- Has a weak, fleeting effect on learning

# *Summative & Formative Assessment*

What do the experts say?

James Popham provides an  
overview

# *Formative Assessment*

- Used to inform instruction
- Assessment becomes formative when it is used to adapt teaching to meet learning needs

# *Formative Assessment*

- Assessment for learning
- Identifies students' needs and guides instruction on an ongoing basis
- Provides specific, timely feedback to improve student learning
- Has a strong, positive, and long-lasting effect on learning

# *Assessment for Learning*

## A Classroom Example

# *The Power of Feedback*

Students given marks are likely to see it as a way to compare themselves with others; those given only comments see it as helping them to improve. The latter group outperforms the former.

William and Black



# *Use of Assessments*

- The same assessment can be used for a variety of purposes
- Examine the assessment on the next slide.
- Could it be used for
  - a diagnostic or pre-assessment?
  - Formative assessment?
  - Summative assessment?

*Which sentence uses correct subject-verb agreement?*

- A) The orchestra is playing all of Mozart's compositions while Jan and Natasha sings.
- B) Bacon and eggs is a breakfast that everyone on the committee enjoys.
- C) Hats and scarves are items the team wear on wintry days.
- D) Bill and Janet say the deer herd are in the garden, but nobody seems to care.

# *Role of the Teacher*

- Clarifying and sharing learning intentions and success criteria
- Engineering effective classroom discussion and tasks
- Providing feedback that moves learners forward
- Activating students as owner of their learning
- Activating students as instructional resources for one another.

# *Research Recommends*

- Questioning
- Use of formative assessment data to modify instruction
- Active involvement of students in the learning and assessment process
- Use of summative assessments formatively
- Descriptive feedback

# *Questioning*

- How does a teacher gain information about student learning by asking questions?

# *Research Recommends*

- The questions matter
- Spend more time formulating higher-level questions
- Increase wait time so students have longer think time
- Expect all students to answer questions
- Consider adopting a “no hands” policy

## *How could this be used?*

- **Circle all of the items associated with the American Revolution**

- taxation
- representation
- Robert E. Lee
- Samuel Adams
- Patrick Henry
- Boston
- Appomatox Courthouse
- Yorktown



## *A Formative Assessment?*

- After instruction have students complete some “test” items
- Review student work, but do not mark particular items as correct or incorrect
- Indicate number of correct answers on the paper
- Return the papers and have students identify and correct their work in collaborative teams

# *Scenarios*