

Effective Assessment: What Works In Schools

Dr. Dale Moore

Dr.dmooremhs@gmail.com



KWL

- What do you already know about ASSESSMENT?
- What do you want to know about ASSESSMENT?
- What have you learned about ASSESSMENT?

-KNOW-

-WANT TO KNOW-

-LEARNED-

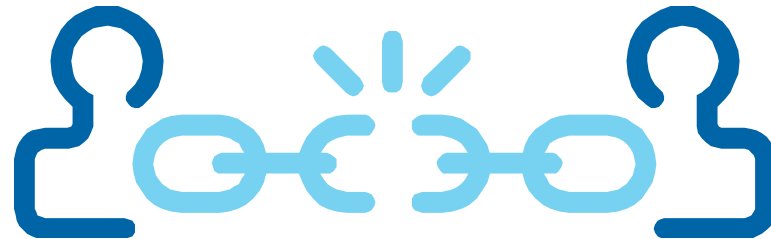
??Questions about Assessment??

- What kinds of assessments are there?
- How often do you assess students?
- What makes a good assessment?
- What do you do with the assessment data?
- What do you do with students who don't do well on assessments?
- What changes are made based on assessment data?



Assessment Anyone?

- Hills (1991, as cited in Burk, 1999, p.19) blames classroom assessment problems on the lack of training teachers receive.
- What's the missing link?
 - Assessment training
 - Administrative supports
 - Collaboration
 - Data Driven Dialogue



Objectives

1. Types of Assessments
2. How to build and use Assessments
3. Other considerations in Assessment
4. Tools for the Portfolio



TYPES OF ASSESSMENTS



PROJECTS

STATE TESTS

**ONE
SIZE
FITS ALL?**

TESTS

QUIZZES

COMMON
ASSESSMENTS

INTERVIEWS

Types of Assessments

- Summative

- Tied to accountability

- School AYP

- Teacher

- Student

- State testing, mid-term and final exams, exit tests

- Formative

- Check for understanding

- Show of hands, tests and quizzes, projects, papers

Summative Assessment

- It is an assessment OF learning.
- It answers, did the student learn?
- It is designed for accountability.

OF

Formative Assessment

- It is an assessment **FOR** learning.
- It informs both teacher and student.
- It guides instruction.
- It helps students understand their next steps.
- It supports learning.

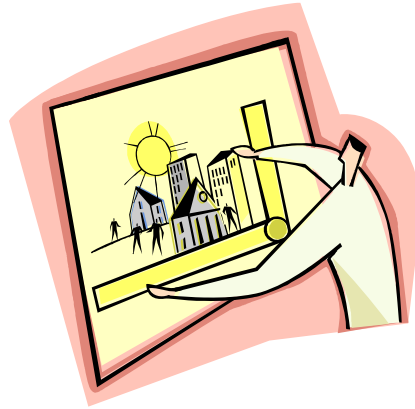
FOR

Summative and Formative Assessments

Sharing...

- Take a moment to jot down the difference between summative and formative assessments.
- Share with someone next to you.
- Share with the group.





How to Build and Use Assessments



A Balanced Assessment Program

Assessment

“OF”

- Summative
- Norm Referenced / Standardized
- A snapshot in time
- State testing

Essential Question:

- What have students already learned?



Assessment

“FOR”

- Formative
- Often teacher-made
- A moving picture
- Feedback

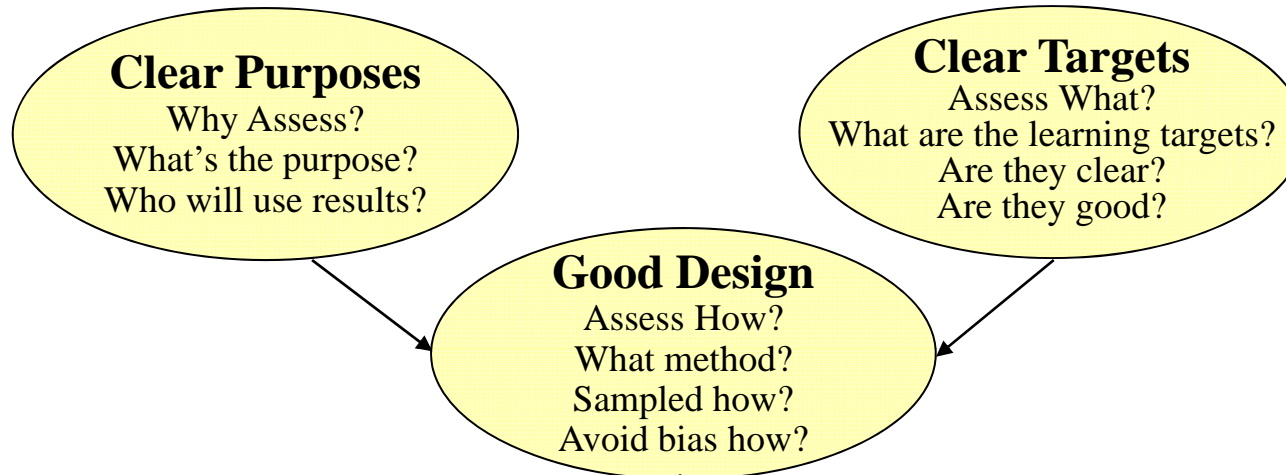
Essential Question:

- How can we help students learn more?

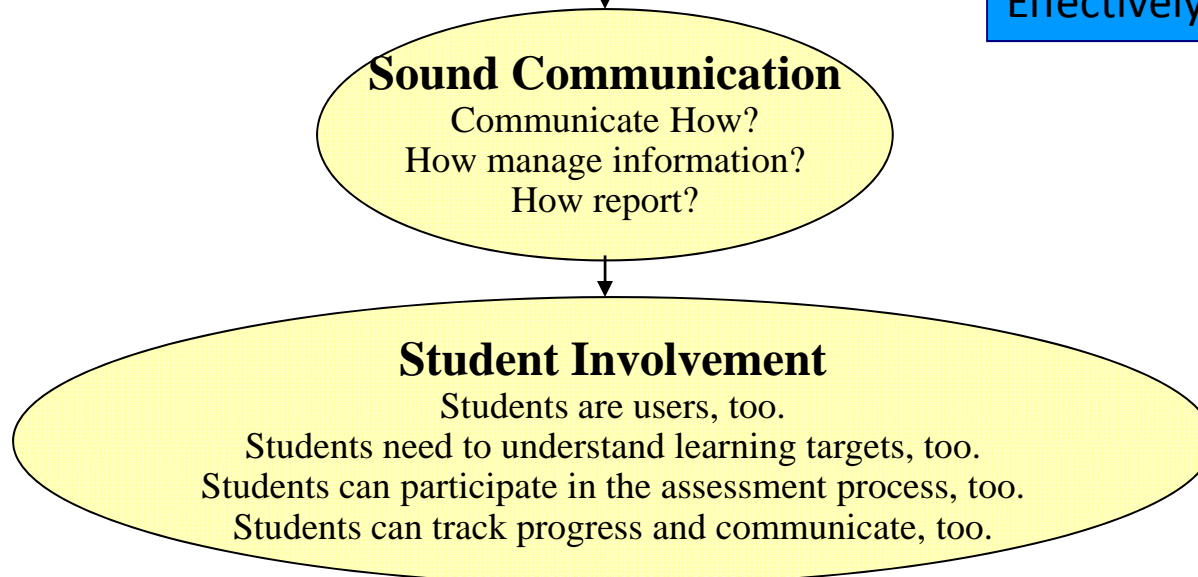
Keys to Quality Classroom Assessment

Accurate Assessment

Stiggins, 2001



Effectively Used



Align Assessments

- Align questions to Standards!
- Don't ask anything you don't need to know!
- Make it meaningful
- Involve students



Assessment Plans should. . .

- Support school mission.
- Support school improvement goals.
- Contain time frames and responsibility.
- Communicate purpose.
- Contain both “of” and “for” assessments.
- Define use of data.
- Contain ongoing review.
- Identify assessment administration and environment.

(Stiggins, 2001; Reeves, 2006)

OTHER CONSIDERATIONS IN ASSESSMENT



Influences on Assessment in U.S.

- TIMMS Project
 - Emphasis on achievement in Math and Science
- Push for High Stakes Testing
- Accountability of teachers and schools
- Influence of NCLB, AYP, teacher quality, student achievement
- Technology explosion



Data Driven Dialogue

- Beaudett, City, & Murnane (2006) advocate for teachers to:
 - Work with data
 - Ask questions
 - Experience and discuss actual tests
 - Triangulate data
- Wellman & Lipton (2004) describe the need for Data Drive Dialogue –
 - Access to student achievement, demographic, perception and process data
 - Conduct student work sample reviews
 - Multiple and variable data such as: formative, interim and common, and summative assessments

Common **ERRORS** in Assessment

- Assess, Grade, Test, and Monitor EVERYTHING
- Disregard learning styles
- Assessments not aligned to standards

Tomlinson & McTighe (2006)

Grading and Assessment are not synonymous!

Assessment focuses on gathering information about student achievement to make instructional decisions. **Grading** is an end-point judgment about student achievement.

Results of Assessments

“You can enhance or destroy students’ desire to succeed in school more quickly and permanently through your use of assessment than with any other tools you have at your disposal.”

Rick Stiggins (2007)

Student Assessment Experiences

(Stiggins, 2007)

- Quote:

“You can enhance or destroy students’ desire to succeed in school more quickly and permanently through your use of assessment than with any other tools you have at your disposal.”


- Article: *Assessment through the student’s eyes*

- Discussion:

What is the importance of dispositions in Assessment – do teachers have a responsibility to build self-esteem?

Advantages of Assessment

Tucker & Stronge (2005)

- Students know targets 
- Standards based
- Focus for instruction
 - Targeted strategies and interventions
- Enables Multi-Tiered System of Supports (Rti)
- Collaboration – students, teachers, colleagues, parents

Changing the Process of Progress Monitoring

- Days of Old:
 - *staff meetings, overheads, and reams of paper*
 - *Excel anyone? Degree in Statistics anyone?*
- Today...data at our fingertips:
 - *Data Warehousing*
 - *Student Information Systems*
 - *Course Management Systems*
 - *Online Infrastructure Systems*
 - *Online assessment and evaluation tools*



Online Tools for Data Gathering

- Data Warehousing (performance and demographic data)
 - Data Director, TetraData, Pinnacle, Pearson Inform, ClassA, etc.
- Student Information Systems (demographic data)
 - PowerSchool, Skyward, Zangle, etc.
- Course Management Systems (online classrooms)
 - BlackBoard, Moodle, Schoology, Sakai, etc.
- Online Infrastructure Systems (multiple areas)
 - SchoolCenter, EdLine, etc.
- Online Assessment & Evaluation tools
 - Google Forms, SurveyMonkey, Zoomerang, Rubistar, PollEverywhere, Quizlet, etc.

Pinnacle
by GlobalScholar

eInstruction™
Simple Solutions. Real Results.

TERADATA.

POWERED BY
EXAMVIEW®



Poll Everywhere

zoomerang™
Easiest Way to Ask, Fastest Way to Know™



SurveyMonkey.com
because knowledge is everything

RUBISTAR

Create Rubrics for your Project-Based Learning Activities

Zangle

Google
Docs BETA

moodle

Online Testing

inform PEARSON

PowerSchool 6

Bb
Blackboard

DataDirector™
Achieving results by making sense of your data.

Online Assessment & Evaluation Tools

the 21 things **21 things for the 21st Century Educator**
Technology every educator should know.

Created by the Clinton RESA, Ingham ISD, Macomb ISD & Shiawassee RESD

Welcome to
21 Things for the 21st Century Educator
Based on the
National Educational Technology Standards for
Teachers

The purpose of this resource is to provide "Just in Time" training through an online interface for K-12 educators based on the National Educational Technology Standards for Teachers (NETS-T). These standards are the basic technology skills every educator should possess. In the process, educators will develop their own skills and discover what students need in order to meet the NETS for Students, as well as the MMC Online Experience requirement. Participants who fulfill all of the requirements have the opportunity to earn SBCEU's or college credit. To learn more about the session, look under the tab "The 21 Things". We hope you take advantage of this unique opportunity.

Note: This website is best viewed with Internet Explorer 7 or higher.

Where do you rate?

NETS-T Performance Proficiency Likert Scale	1	2	3	4	5
Not familiar with tool, no knowledge	Beginning Awareness, know what it/they've used it	Somewhat experienced and worked with it a few times, somewhat knowledgeable	Active Awareness, Experienced and proficient user, Very knowledgeable	Flexible Awareness, the integration of multiple tools at a high level of functionality	
Grading Scale Percent	0-59%	60-69%	70-79%	80-89%	90-100%
Grading Scale Grade	E	D	C	B	A

In determining technology proficiency for each "thing", consider the NETS-T ratings for skill and ability levels and their comparisons to common grading scales in education. Click on the picture to access the document.

the 21 things Click on this image for a description of the 21 things project.

ISTE-NETS for Teachers

Home

Partner Agencies

Customized Professional Development

Virtual Sessions

VR Virtual Session Recordings

1 - About Basics

2 - Collaboration Tools

3 - Communication Tools

4 - Content Area Tools

5 - Differentiated Instruction and Diverse Learning

6 - Digital Citizenship

7 - Face of Your Classroom

8 - Copyright and Creative Commons

9 - Digital Images

10 - Digital Story Telling

11 - Presentation Tools

12 - Evaluation & Assessment

13 - Online Interactive Learning Tools

14 - Online Video and Audio Resources

15 - Productivity Tools

16 - Professional Learning Networks

17 - Research & Reference Tools

18 - Staying Informed

19 - Virtual Classroom

20 - Visual Learning

21 - ScreenCasting

- Survey Monkey
- Rubistar
- Zoomerang
- Google Forms
- Data Tools

21things4teachers.net

Assessment Data

- Know how to read the three scopes of summary data in DATA WAREHOUSE
 - School
 - Classroom
 - Student



What would you look for in each type of data?

Classroom Data

How did we perform by GLCEs on test questions?

Student	% Points	D.AN.07.03	N.FL.07.05	N.FL.07.03	N.FL.07.09	A.PA.07.04	G.TR.07.04	N.MR.07.08	D.RE.07.01	A.PA.07.11	N.FL.07.08	G.TR.07.05	N.MR.07.04
Total	100%	3	3	3	3	3	3	3	3	3	3	3	3
A	85%	33%	100%	100%	100%	100%	67%	100%	67%	33%	100%	100%	100%
B	65%	67%	100%	67%	100%	100%	67%	100%	0%	33%	100%	33%	33%
C	57%	0%	100%	67%	67%	100%	67%	100%	100%	33%	67%	0%	0%
D	70%	100%	100%	67%	67%	67%	33%	100%	67%	33%	100%	100%	100%
E	57%	33%	100%	100%	67%	33%	33%	67%	33%	100%	67%	67%	67%
A	85%	33%	100%	100%	100%	100%	67%	67%	33%	67%	100%	100%	100%
B	85%	100%	100%	100%	67%	67%	100%	67%	67%	67%	100%	100%	100%
C	63%	67%	100%	67%	67%	67%	33%	100%	67%	33%	67%	100%	0%
D	61%	0%	100%	100%	67%	67%	67%	33%	33%	33%	33%	33%	67%
E	61%	33%	100%	67%	67%	33%	0%	100%	33%	33%	100%	67%	67%
A	59%	33%	100%	100%	33%	67%	33%	33%	67%	67%	33%	33%	100%
B	61%	67%	67%	67%	33%	67%	100%	33%	33%	67%	67%	33%	67%
C	56%	67%	100%	100%	33%	33%	67%	67%	33%	33%	33%	33%	100%
D	74%	67%	100%	100%	100%	67%	67%	67%	33%	67%	67%	100%	67%
E	67%	100%	100%	100%	100%	100%	67%	100%	100%	33%	100%	100%	67%
A	74%	67%	100%	100%	67%	67%	67%	100%	67%	67%	100%	100%	67%
B	74%	67%	100%	100%	67%	0%	100%	100%	67%	33%	100%	100%	33%
C	72%	67%	100%	100%	33%	67%	67%	67%	67%	33%	67%	100%	67%
D	69%	67%	100%	100%	67%	67%	0%	100%	0%	33%	67%	67%	33%
E	67%	33%	100%	100%	100%	67%	33%	100%	33%	33%	100%	67%	67%
Average	69%	55%	98%	90%	70%	67%	57%	80%	50%	47%	78%	72%	65%

Student Data

What GLCEs need more emphasis?

Standard/Cluster	# Items	# Correct
CE 2.1.7 (9,10,11,12): Develop critical reading, listening, and viewing strategies., Demonstrate understanding of written, spoken, or visual information by restating, paraphrasing, summarizing, critiquing, or composing a personal response; distinguish between a summary and a critique.	3	1 / 3
CE 3.1.9 (9,10,11,12): Develop the skills of close and contextual literary reading.,Analyze how the tensions among characters, communities, themes, and issues in literature and other texts reflect human experience.	3	1 / 3
CE 3.1.2 (9,10,11,12): Develop the skills of close and contextual literary reading., Demonstrate an understanding of literary characterization, character development, the function of major and minor characters, motives and causes for action, and moral dilemmas that characters encounter by describing their function in specific works.	1	1 / 1
CE 3.1.1 (9,10,11,12): Develop the skills of close and contextual literary reading.,Interpret literary language (e.g., imagery, allusions, symbolism, metaphor) while reading literary and expository works.	7	5 / 7
CE 2.1.3 (9,10,11,12): Develop critical reading, listening, and viewing strategies.,Determine the meaning of unfamiliar words, specialized vocabulary, figurative language, idiomatic expressions, and technical meanings of terms through context clues, word roots and affixes, and the use of appropriate resource materials such as print and electronic dictionaries.	4	3 / 4
CE 3.1.4 (9,10,11,12): Develop the skills of close and contextual literary reading.,Analyze characteristics of specific works and authors (e.g., voice, mood, time sequence, author vs. narrator, stated vs. implied author, intended audience and purpose, irony, parody, satire, propaganda, use of archetypes and symbols) and identify basic beliefs, perspectives, and philosophical assumptions underlying an author's work.	4	2 / 4
CE 2.2.1 (9,10,11,12): Use a variety of reading, listening, and viewing strategies to construct meaning beyond the literal level (e.g., drawing inferences; confirming and correcting; making comparisons, connections, and generalizations; and drawing conclusions).,Recognize literary and persuasive strategies as ways by which authors convey ideas and readers make meaning (e.g., imagery, irony, satire, parody, propaganda, overstatement/understatement, omission, and multiple points of view).	4	7 / 15

Questions



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