A Focus on Informed Assessment Practices

WebCast # 4

February 13, 2008

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Assessment For Learning

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LEARNING INTENTIONS

- ✓ I can understand and explain to others the concept of assessment for learning (AFL) and assessment of learning.
- ✓ I can identify six big AFL practices and describe classroom examples.
- ✓ I can determine a next step.

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ORGANIZATION

- ✓ Power point
- ✓ Handouts (2)
- ✓ Reference sheets for the 6 Practices

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KEY MESSAGE

Assessment For Learning is one of the most powerful tools teachers can use.

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KEY MESSAGE

Together we can make a difference in student learning.

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AGENDA

1. Review AFL and AOL
2. Examples of Six Big AFL practices
3. Summarize and next steps

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TURN AND TALK

1. Turn to a person next to you and tell each other
   a) one thing you have tried since beginning our work on AFL.
   b) One thing you noticed (either about yourself or your students)when you experimented with AFL.

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AFL and AOL

1. Purpose
2. Audience
3. Form
4. Timing
5. Teacher's Role
6. Student's Role

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PURPOSE

Assessment FOR…	Assessment OF…
✓ to improve learning	✓ to measure/report on student learning ✓ a snapshot of learning

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AUDIENCE

Assessment FOR…	Assessment OF…
✓ students ✓ teachers and students using information together	✓ public/parents ✓ information provided to parents ✓ others to inform on group progress or program effectiveness

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FORM

Assessment FOR…	Assessment OF…
✓ descriptive ✓ what works? ✓ what doesn't? ✓ what next? ✓ information on how to improve	✓ symbols ✓ grades ✓ percentages, etc. ✓ report cards, exams, final projects ✓ summary statistics

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TIMING

Assessment FOR…	Assessment OF…
✓ continuous information throughout learning ✓ day by day, minute by minute	✓ an event ✓ usually at the end of learning ✓ periodically

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TEACHER'S ROLE

Assessment FOR…	Assessment OF…
✓ guide ✓ coach ✓ collaborator with student about individual learning	✓ evaluator ✓ interpreter of data

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STUDENT'S ROLE

Assessment FOR…	Assessment OF…
✓ active participant in self and peer assessment ✓ understand own learning, sets goal, criteria	✓ study and demonstrate knowledge or learning at a given time ✓ can be passive

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A balanced assessment system takes advantage of assessment OF learning and assessment FOR learning; each can make essential contributions. When both are present in the system, assessment becomes more than just an index of school success. It also serves as the cause of that success.

Chappuis,Stiggins, Arter and Chappuis 2004

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STAND AND DISCUSS

Keeping the quote in mind…

1. Find a person you have not talked to today.
2. Discuss the quote as it pertains to how AFL and AOL can work together .

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Assessment explicitly designed to promote learning is the single most powerful tool we have for raising achievement.

credit Black and Wiliam (1998)

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6 BIG AFL PRACTICES

1. Learning Intentions
2. Criteria
3. Descriptive Feedback
4. Questions
5. Self and Peer Assessment
6. Ownership

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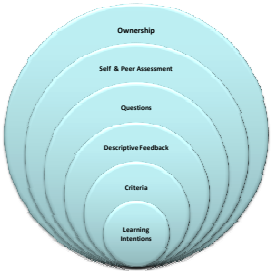
6 BIG AFL PRACTICES



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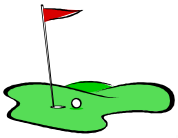
#1 LEARNING INTENTION

Let students know (in language they can understand) what they are expected to learn.



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SAMPLE FROM Grade 4 Sc
Lauren Parker Winnipeg #1

Traffic Lights about Magnets	
1. I know what a Force is.	
2. I can explain what Gravity is.	
3. I know what the job of a magnet is.	
4. I can show that opposite poles attract to each other and poles that are alike repel each other.	
5. I know that magnets have good uses and bad uses.	
6. I know what Static Electricity is.	

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SAMPLE FROM Grade 12 Math
Marc Garneau Surrey

Sample 1:
Given the graph or equation of a sine function, I can analyze it to determine the amplitude, phase shift, vertical displacement, period, domain and range of the sine function.

Sample 2:
Given the graph of a function, I can sketch a graph of its reciprocal.

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PLAY WITH LEARNING INTENTIONS

1. Form groups of 3 or 4
2. Using the Prescribed Learning Outcome sheet, rewrite them to become learning intentions that students can understand.
3. Try the 'I can' stem.

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#2 CRITERIA

Provide learners with or work with learners to develop criteria so they know what quality looks like

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Communicating assessment criteria involves discussing them with learners using terms that they can understand, providing examples of how the criteria can be met in practice and engaging learners in peer and self-assessment.

Assessment Reform Group, 2002

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#3 FEEDBACK

Increase the amount of descriptive feedback and decrease evaluative feedback.

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Good feedback contains information a student can use.

Brookhart

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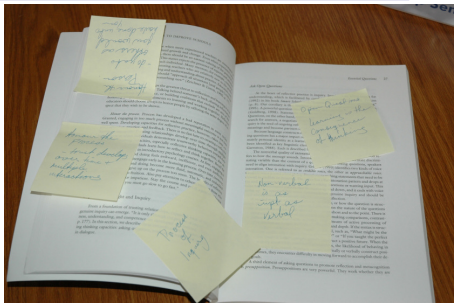
FEEDBACK



Credit Developing Readers

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Quick Scale: Grade 8 Writing Reports and Procedure

Aspect	Not Yet Within Expectations	Minimally Meeting Expectations	Fully Meeting Expectations	Exceeds Expectations
Meaning • Purpose • Ideas & information • Use of details	• Purpose is unclear; writing is unfocused • Information is often inaccurate, incomplete, copied, or from an inappropriate source • Inappropriate, trivial, or simplistic details • Generalizations or conclusions omitted, illogical, inappropriate	• Purpose is clear; may lose focus • Information is generally relevant and accurate; may be vague or from limited sources • Some relevant examples and details • May over generalize or omit generalizations or conclusions	• Purpose is clear; focus is generally sustained • Information is accurate, complete, from appropriate source(s) • Specific relevant examples, details • Some generalizations and conclusions	• Purpose and focus are effective and sustained • Information is accurate and complete; may use multiple sources • Uses specific relevant examples and details to elaborate and clarify • Logical insights, generalizations, and conclusions

What next / what might help.....

- *Check your sources*
- *Try to find one more source*

TURN AND TALK

Think criteria and descriptive feedback…

How do we help students recognize that descriptive feedback will help their learning?

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#4 QUESTIONS

Increase quality questions to show evidence of learning.

Moving from limited recall questions to questions that make children think.

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More effort has to be spent in framing questions that are worth asking: that is, questions which explore issues that are critical to the development of children's understanding.

Black et al., 2003

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STRATEGIES:

1. Provide a range of answers…

   Example:
   What does a plant need to grow?

   Air, lemonade, water, light, heat, sand, soil, milk

   Discuss why some of these answers are right and some are wrong.

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STRATEGIES:

What is 5 squared?

Discuss these possible answers:
3, 7, 10, 25, 125

Give possible reasons for the wrong ones.

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STRATEGIES:

2. Agree or disagree and why?

   Example:

   All exercise improves the efficiency of the heart.

   Do you agree or disagree and why?

Credit S. Clark

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STRATEGIES:

Why did goldilocks go into the three bears' cottage?

Goldilocks was a burglar. Do you agree or disagree, and why?

Credit S. Clark

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STRATEGIES:

3. Give the answer and ask how it was achieved.

   Example:

   $4(3x^2 - 7) - (x^2) - 2(x + x^2) = 9x^2 - 2x - 28$

   What strategies did you use to come up with the answer?

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STRATEGIES:

What are the properties of plastics?

Why is plastic a good material for modern toys?

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CREATING THINKING QUESTIONS

1. Form groups of 3 or 4
2. Using the Learning Intentions that you created earlier, formulate some questions that promote thinking.
3. Share some of your questions with others.

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STRATEGIES:

4. Student Questions

   Once students are familiar with 'thinking' questions – they are brilliant at formulating them.

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When using “thinking” questions consider:

- ✓ Learning partners / learning teams
- ✓ ‘wait time’
- ✓ a safe collaborative environment – no put downs.

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#5 SELF AND PEER ASSESSMENT

Involve learners more in self and peer assessment

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One of the reasons peer assessment is so valuable is because children often give and receive criticisms of their work more freely than in the traditional teacher/child interchange. Another advantage is that the language used by children to each other is the language they would naturally use, rather than “school” language.

Black et al, 2003

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STRATEGIES:

1. Pause and check

   Have students pause in their work and check that they are meeting 1 or 2 of the criteria.

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STRATEGIES:

2. Pause and check x 2

   Have students highlight.

   Teacher can check the highlight quickly.

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STRATEGIES:

3. Double Check

   Students work together to identify where their work meets criteria and help each other determine where it does not and what is next.

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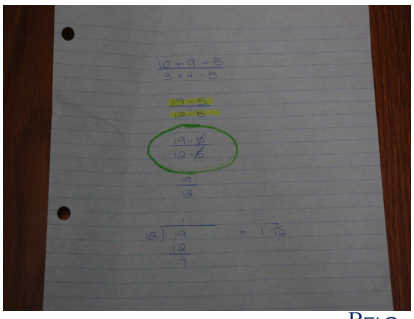

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LAURA'S STORY

- ✓ Students were given project and criteria
- ✓ Peer coaches were set up from last year's students
- ✓ The personal coaches checked with their partners throughout the working of the project

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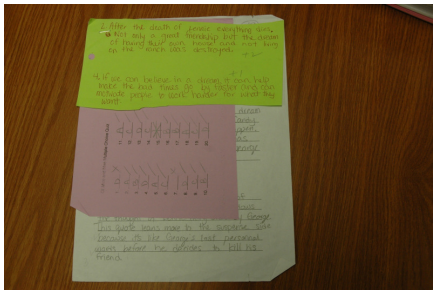
SECOND CHANCE



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LEARNING WALK

1. Find a Learning Partner
2. Talk about how you might involve the learner and peers in the ongoing assessment of their work

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#6 STUDENT OWNERSHIP

Have students communicate and discuss their own learning with others.

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Independent learners have the ability to seek out and gain new skills, new knowledge and new understandings. They are able to engage in self-reflection and to identify the next steps in their learning. Teachers should equip learners with the desire and the capacity to take charge of their learning through developing the skills of self-assessment.

Assessment Reform Group, 2002

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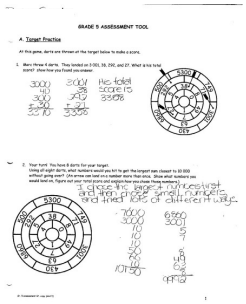

GRADE 5 ASSESSMENT TOOL

A Target Practice

Credit: S. Millar, S. Ball & M. Garneau

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SECOND CHANCE -- DARREN'S STORY

- ✓ All assignments and exams could be rewritten
- ✓ Students were required to take responsibility for their own learning by:
  - Finishing all homework
  - Completing a review assignment
  - Attending Math tutorial before or after school (twice)

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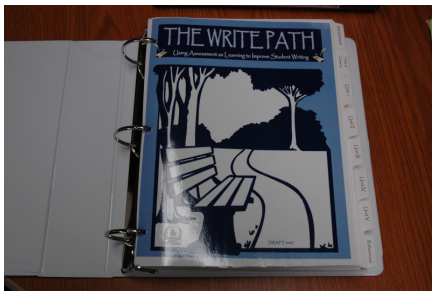

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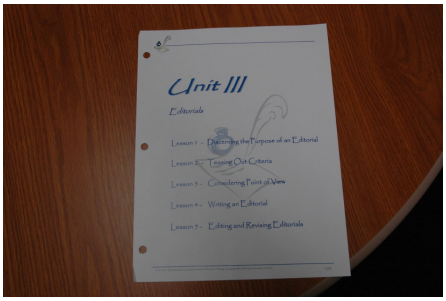

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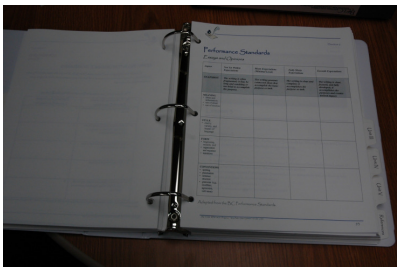

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RECALL & NEXT STEPS

- ✓ Turn to a Learning Partner
- ✓ Take turns reflecting on our work together today
- ✓ Discuss:
  - What you are willing to try
  - How you will share your learning

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SUMMARY – KEY MESSAGE

- ✓ Assessment For Learning is one of the most powerful tools teachers can use.
- ✓ Together we can make a difference in student learning.

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AFL WebCasting—See you next time

- ✓ April 16, 2008 3:30 – 6:00 Pacific
- ✓ May 7, 2008 3:30 – 6:00 Pacific