

The Field Files

From The Office of Field Services

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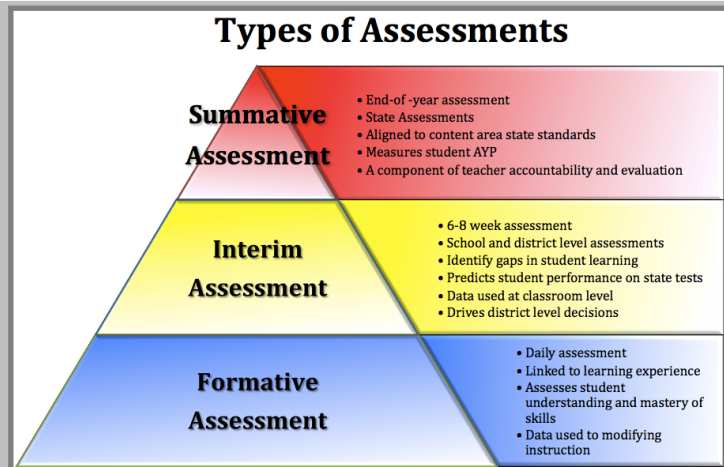
February 20, 2015

Assessing Student Learning: Where are You on the Learning Target?

Are you having trouble understanding Formative Assessment and Summative Assessment? Check out the diagrams on page 1 and follow the links to further unpack definitions of formative and summative.

Do you need help designing valid and reliable pre and post assessments as well as assessments to use throughout your lessons? Visit page 2 to review backward design, the assessment cycle and a list of helpful links to assessment resources

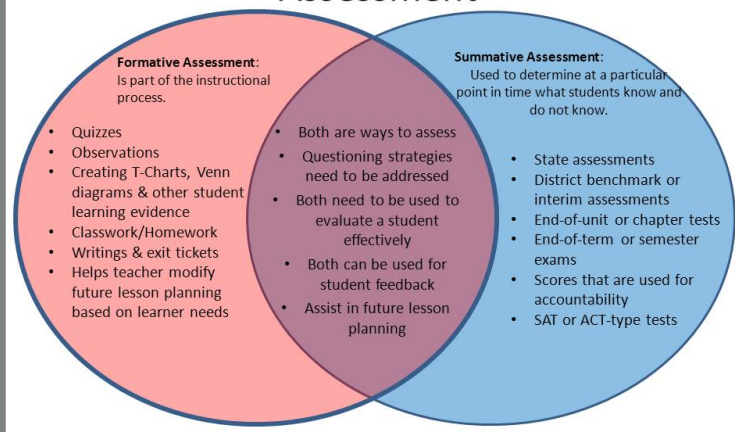
Are you proficient at designing assessments, but uncertain how to use assessment data in order to benefit learners? See page 3 to look at differentiation based upon assessment data, assessment ideas for pre-K and Kindergarten, and Resident Educator Data Collection for grouping



Visit www.edulastic.com for this assessment model ([click here](#))

- Interim Assessment as developed in the above model is grouped together with summative assessment in most districts' definitions.
- The Practicum Teacher Work Sample **DOES** require an end of the unit summative assessment
- The Student Teacher edTPA **does NOT** require summative assessment; it **DOES** require scored assessment with evidence of feedback to direct students in their learning.
- Formative assessment does not always need to be scored. You are able to check for student understanding and use the data to modify your instruction without putting a grade on it. Check out some of the strategies linked on page 2.

Formative vs. Summative Assessment



Dr. Justin Tarte says, "Formative assessments are a part of the learning process while summative assessments are an end to the learning process." Visit his website ([click here](#)) to see this model.

Formative

Definition: Formal and informal diagnostic assessment procedures teachers use during the learning process to modify and differentiate learning activities to improve student achievement.

Goal: **monitoring** student learning to provide ongoing feedback

Frequency: Part of EVERY lesson in pre-assessment, during lesson and post-assessment

Summative

Definition: Generally evaluative assessments at the end of a unit. Often high stakes measurements of whole learning such as a midterm, unit test, paper, or project.

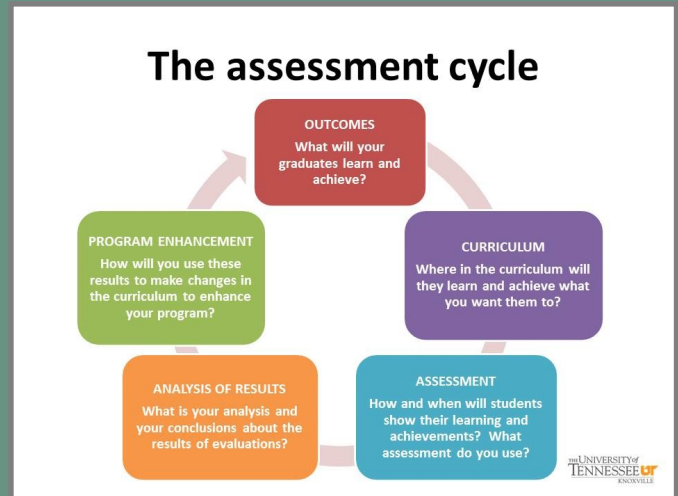
Goal: **evaluating** student learning

Frequency: Likely only 1 time per unit

Backward Design: Beginning with the End in Mind in Lesson Planning

Developing a Unit In consideration of the Assessment Cycle

1. First, consider what you want students to know and be able to do at the end of the lesson, the unit, the semester, the school year.
2. Next ask yourself how will I know that students are learning along the way and how will I know what they have learned and are able to do at the end.
3. Consider the end or **summative assessment first** and then the **key points to check for understanding throughout**.
4. You are responsible for measuring student knowledge and understanding at those key points. **The measurements are your formative assessments**; they don't have to involve pencil and paper. See the links below for many ideas.
5. Consider how much practice students need and how much evidence you need.
 - If "I can determine the central idea of a text," is my learning target, how much practice do my students need with this skill? That depends upon baseline data and text complexity. I need evidence that they are able to generalize the skill and apply it to a new text without my support before I move on. That is more than 1 lesson.
6. After you unpack the standard, develop learning targets, and prepare assessments (or at least plan them,) you are ready to build procedures. **Writing procedures without planning assessments is like getting in the car without a destination and just driving hoping to get there.**



Visit www.tenntlc.utk.edu for this diagram and some additional thoughts about the assessment cycle. The website includes many additional, helpful links that unpack the assessment cycle diagram ([click here](#)) for a direct link.

Journey through Learning Together

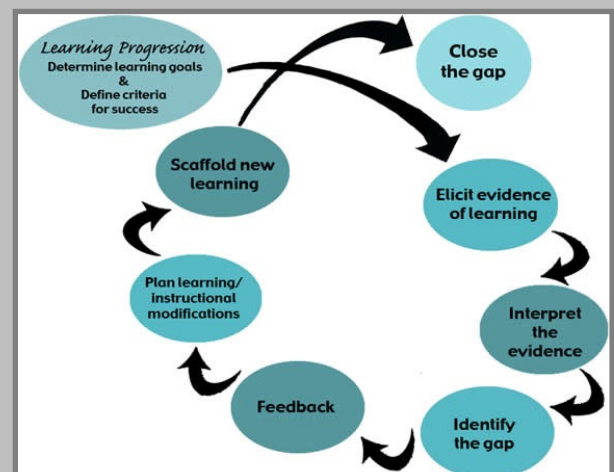
The more you know about what your students can do (from pre-assessment and baseline data) and what you want them to be able to do in accordance with your learning target, the better you can adapt your instruction to benefit student learning. When your assessments stop being about scoring performance and start being about collecting data on student growth, you will be more focused on asking the right questions. **It is possible to make the wrong assessment of student knowledge! When you design assessments, ask yourself, "Am I measuring the planned learning outcome?" "Is there a better way I can assess this student?"** If the skill you are assessing has nothing to do with reading and writing, are you able to assess students orally or through observation or another measurement?



The root of the word "assessment" is from the Latin *assidere*, which means "to sit beside."

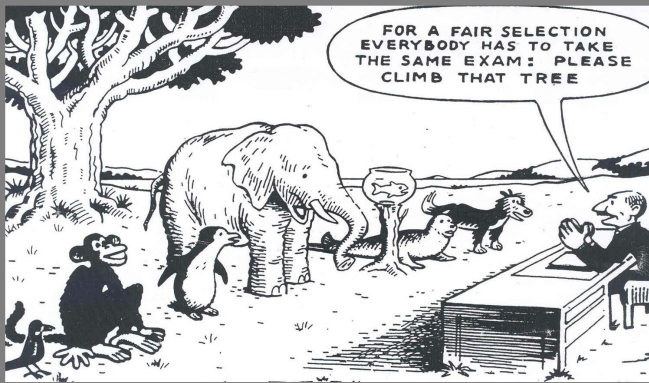
Helpful Links

- Pre-assessment Strategies ([click here](#))
- Dare to Differentiate pre-assessment ([click here](#))
- Formative Assessment for the 21st Century ([click here](#))
- Examples of Formative Assessment ([click here](#))
- What are Formative Assessments? ([click here](#))
- 90 second assessments ([click here](#))
- 22 easy formative assessments ([click here](#))
- Every day assessment strategies ([click here](#))
- Creating assignments: whys and hows of assessment ([click here](#))



Visit datause.cse.ucla.edu for a full, detailed unpacking of this formative assessment model ([click here](#))

Where Can You Begin To Differentiate for Individual Students?



1. Use the [Extended Common Core](#) (click here) as a guideline to build scaffolding toward mastery of appropriate grade level standards.
2. Consider current brain research (Read *Teaching Smarter with the Brain in Focus* by Sarah Armstrong) to learn more about the science behind moving something from information to knowledge.
3. Use Bloom's Taxonomy Verbs, Webb's Depth of Knowledge, or Costa's Levels of Questions to identify lower level skills necessary to build toward higher level skills. Next create those supports for students who need them.

Bloom's Taxonomy Verbs Chart

1	Know	2	Comprehend
Count	Read	Classify	Interpret
Define	Recall	Cite	Locate
Describe	Recite	Conclude	Make sense of
Enumerate	Record	Describe	Paraphrase
Find	Reproduce	Discuss	Predict
Identify	Select	Estimate	Report
Label	Sequence	Explain	Restate
List	State	Generalize	Review
Match	View	Give examples	Summarize
Name	Write	Illustrate	Trace
3	Apply	4	Analyze
Assess	Instruct	Break down	Examine
Change	Predict	Characterize	Illustrate
Chart	Prepare	Classify	Infer
Choose	Produce	Compare	Limit
Compute	Relate	Contrast	Outline
Construct	Report	Correlate	Point out
Demonstrate	Select	Diagram	Prioritize
Determine	Show	Differentiate	Relate
Develop	Solve	Discriminate	Separate
Establish	Use	Distinguish	Subdivide
5	Synthesize	6	Evaluate
Adapt	Invent	Appraise	Interpret
Categorize	Modify	Argue	Judge
Compose	Organize	Assess	Justify
Construct	Perform	Choose	Predict
Create	Produce	Compare & Contrast	Prioritize
Design	Propose	Conclude	Prove
Formulate	Reinforce	Critique	Rank
Generate	Reorganize	Decide	Rate
Incorporate	Rewrite	Defend	Reframe
Integrate	Structure	Evaluate	Support

How can the skills required by the standard be scaffolded for students to achieve mastery in the full standard. For example, "I can determine the central idea of a text," is a learning target with a level 3 verb- **determine**. My students must first be able to **define** central idea and **read** a text of the rigor I am providing before they can **determine** the central idea in the text. Use this chart to build scaffolding for struggling learners and to challenge those who have already met the learning outcome.

How Can I Assess Pre-K, Kindergarten, and Other Early Learners?



- Thumbs up/thumbs down
- Showing answers on whiteboards
- Anticipation guides
- Verbal communication between groups
- Think, pair, share
- Take photos of students work with a concept at beginning and again at completion with skills such as creating patterns, sorting, and gross motor skills
- Checklist for recording observation data - keep these readily available on a clipboard and whenever possible have them mirror the report cards
- Pre-assess by writing student responses on the board during class discussion about a new topic. (e.g. Anne said, "Penguins are black and white." Marcia said, "Penguins live in Florida." What can the teacher infer about Marcia's knowledge of penguins?)
- Keep a portfolio for each child to show growth over time
- [Click here](#) for a resource discussing authentic assessment in Early Childhood Education

Use Data to Form Homogenous Groups

- Visit The Ohio Department of Education website (education.ohio.gov)
- Search for **Resident Educator**.
- Select **Year 1** then **Assessment of Student Learning**.
- Next select **Class Profile** (a thumbnail is pictured above).
- Practice using this tool that will be required when you are a Resident Educator (The first 3 - 4 years of your initial license)
- Consider:
 - school wide assessments used for value-added
 - attendance
 - pre-assessment scores
 - previous unit test scores
 - previous day's exit ticket data
- Use the three data points to look for grouping techniques based on student learning needs.

