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## Using Assessment to Improve Teaching and Learning

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# Formative and Summative Assessment Assessment in Action Conference

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# How have you been assessed?

- What were the predominant methods in which you were assessed as a student?
- What types of assessment were most meaningful to you in terms of improving your learning experience?
- What types of assessment were less meaningful for you?

Think, Pair, Share

# Objectives:

- To recognize the difference between summative and formative assessments, yet understand how they work together to provide evidence of understanding
- To articulate the main characteristics of formative assessment and what this means in terms of teaching and learning
- To provide examples of formative assessments that can be used in the classroom
- To test our working knowledge of formative and summative assessments

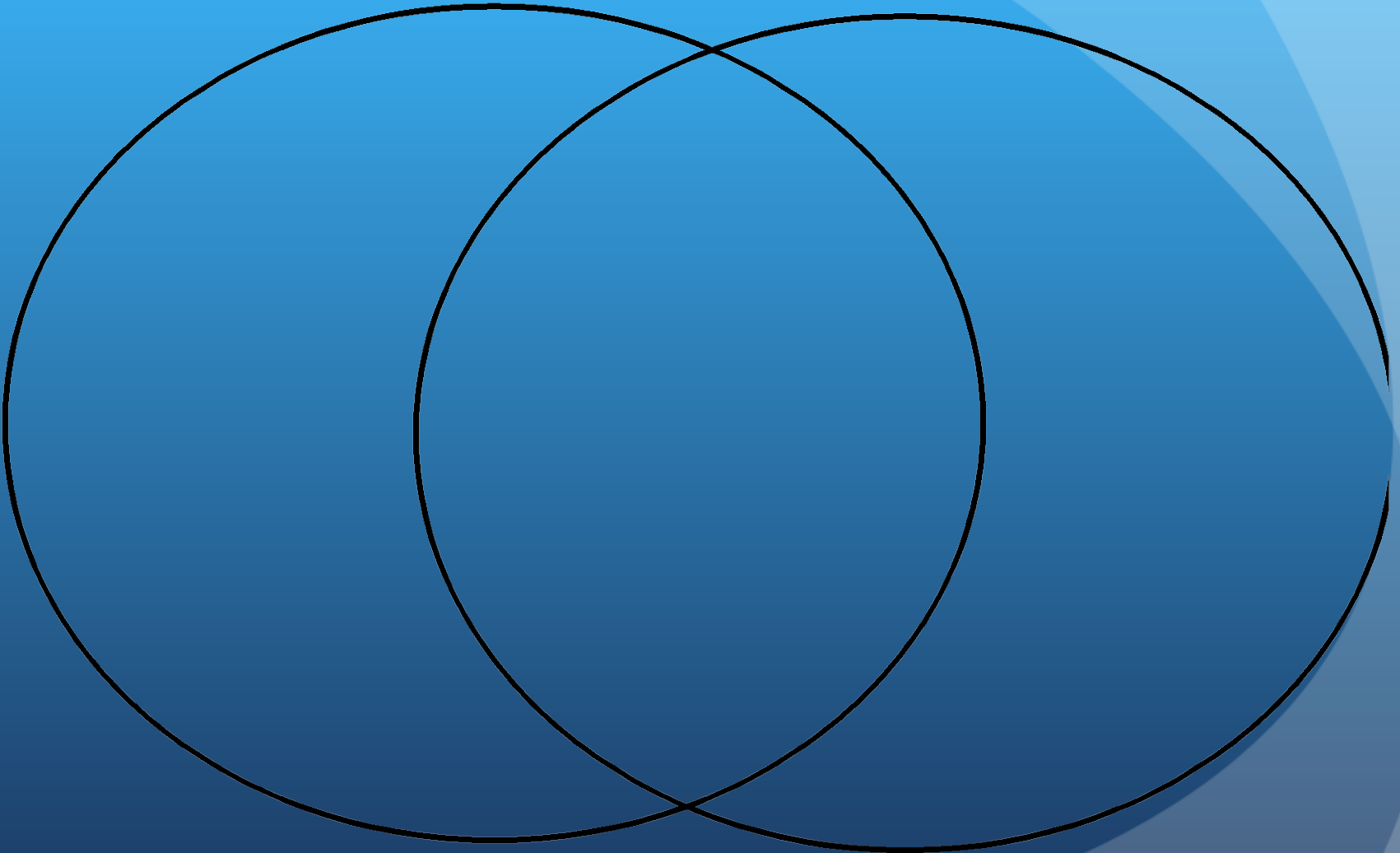
# Characteristics

- What do we know about formative and summative assessment?
- Brainstorm a list of characteristics that describe both formative and summative assessments. Use the Venn Diagram to help you organize your thoughts.

## Venn Diagram

**Formative Assessment**

**Summative Assessment**



## Venn Diagram

**Formative Assessment**

**Summative Assessment**



To summarize...

A Venn diagram consisting of two overlapping circles. The left circle is labeled 'Formative Assessment' and the right circle is labeled 'Summative Assessment'. The text 'To summarize...' is centered in the overlapping region of the two circles.



versus





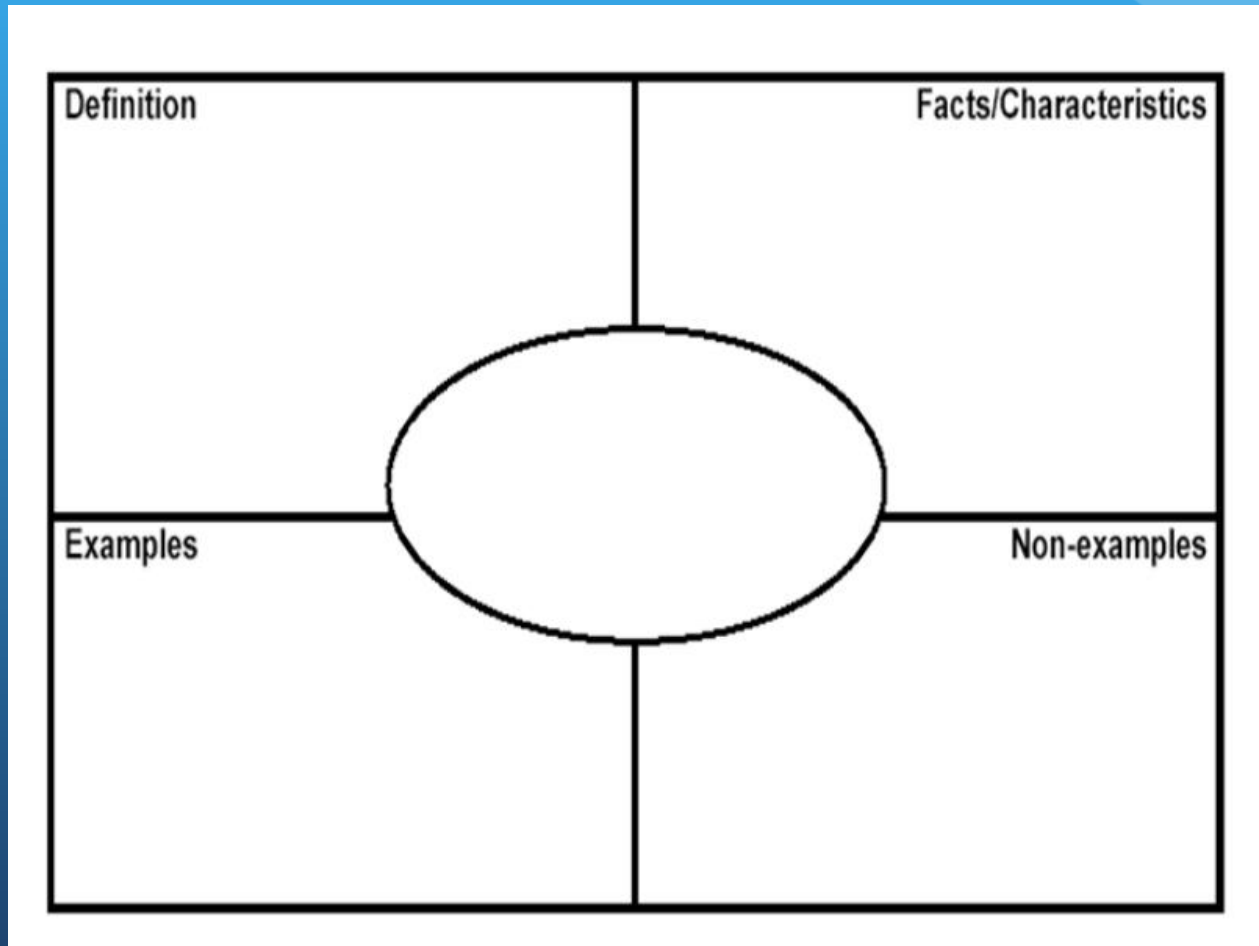
# Formative Assessment: The Three Questions

- 1. Where is the learner right now?
- 2. Where is the learner going?
- 3. How will the learner get there?

# 1. Where is the learner right now?

- Frayer Model
- Learning Goal Inventory
- Concept Card Mapping
- Commit and Toss
- I Think - We Think
- KWL

# Frayer Model



# Learning Goal Inventory

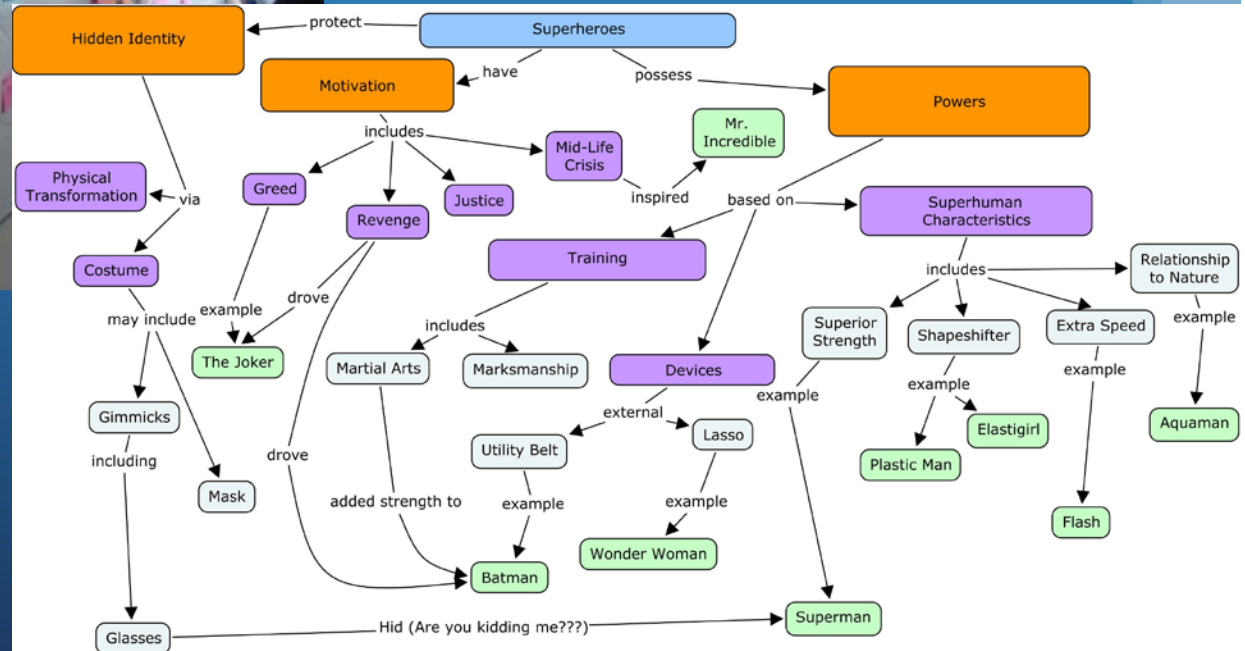
What do you think this learning goal is about?

List any facts, concepts, or ideas you are familiar with related to this learning goal:

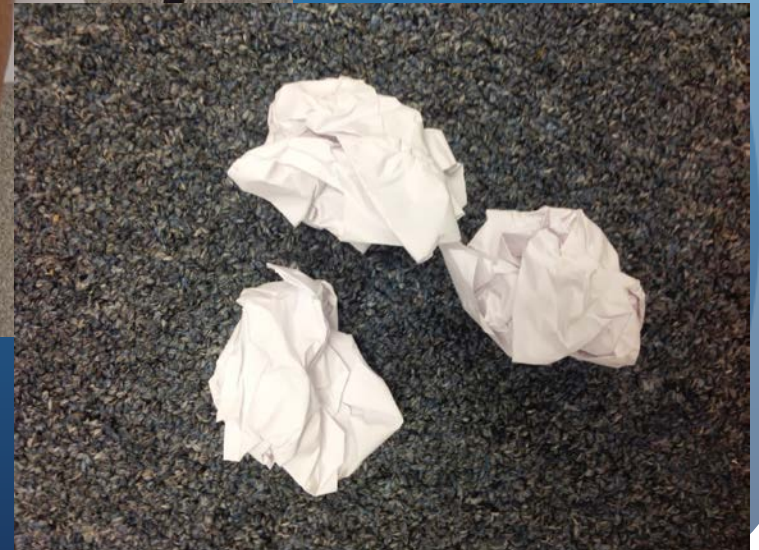
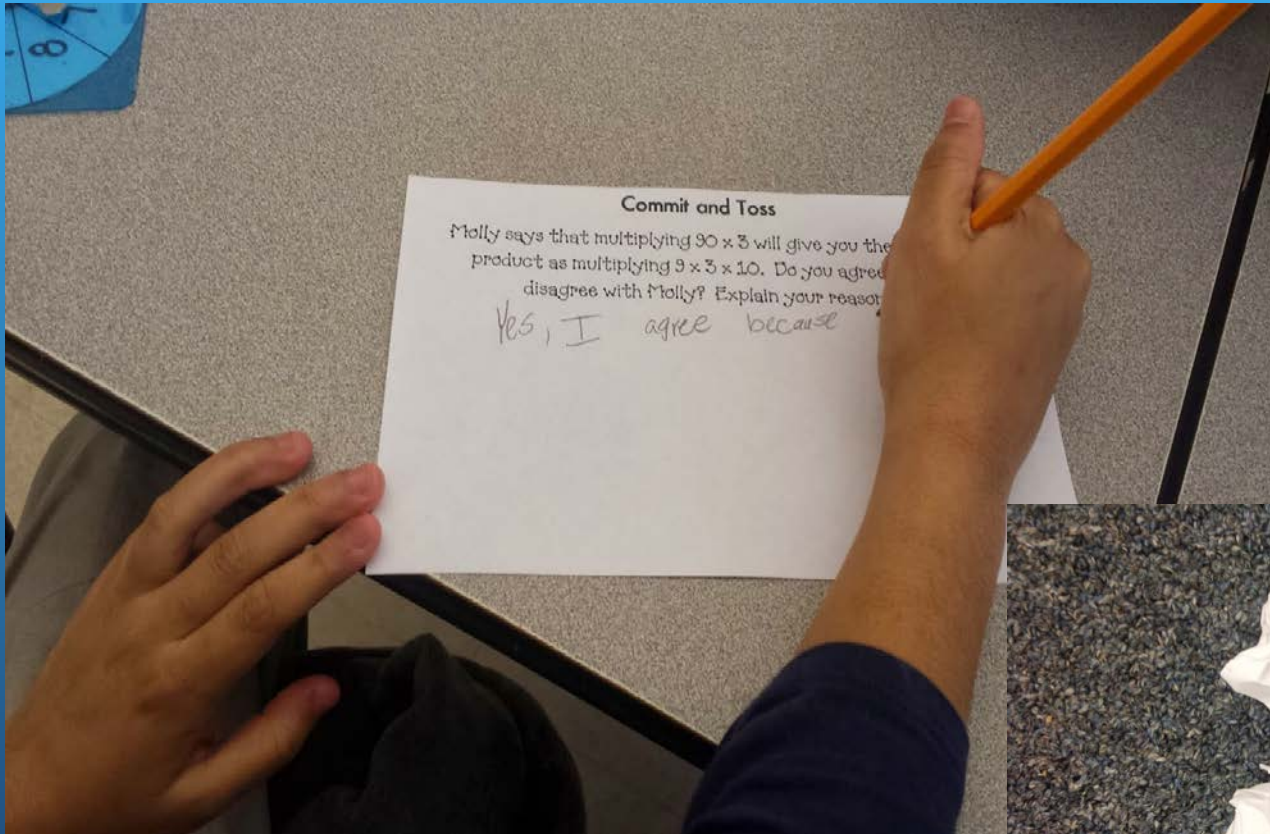
List any terminology you know of that relates to this goal:

List any experiences you have had that may have helped you learn about the ideas in this learning goal:

# Concept Card Mapping



# Commit and Toss



# I Think – We Think





# KWL

What I think I <b>Know</b>	What I <b>Want</b> to Know	What I <b>Learned</b>



# KWHL

What I KNOW	What I WANT to Know	HOW I will find the information	What I LEARNED

# KNWS

<b>K</b> What do I KNOW from the information stated in this problem?	<b>N</b> What information do I NOT need in order to solve this problem?	<b>W</b> WHAT exactly does this problem ask me to find?	<b>S</b> What STRATEGY or operation will I use to solve this problem?

2. Where is the learner going?
3. How will the learner get there?



# Formative Assessment Characteristics

- 1. Clarifying and sharing learning intentions and criteria for success
- 2. Engineering discussions and tasks that elicit evidence of student learning
- 3. Providing feedback to improve learning
- 4. Activating students as peer- and self-assessors of learning

(William and Thompson, 2007)

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## 2. Where is the learner going?

### Purpose of Communicating our Learning Expectations

- Why are they important?
- How do the expectations help instruction?
- How do we communicate them to our students?

# I Cans

- Unpack - what do students need to know (nouns) and be able to do (verbs)
- Align/Chunk
- Student friendly language
- How will you use them?

# Examples

- I can unpack the state standards to determine the skills and knowledge my students need to know.
- I can make connections between concepts in order to group similar ideas and produce a more congruent road map for learning.
- I can design assessments to that will provide me with valid evidence of student understanding.
- I can create multiple assessments that require students to demonstrate their understanding through different facets.



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### 3. How will the learner get there?

#### Evidence of Understanding

- Evidence directly relates to the learning expectations
- Activities require higher-order thinking and transferability
  - Debate Circles/Four Corners
  - Performance Tasks/Competency Based Assessments

# Performance Based Tasks

- Evidence of understanding is demonstrated through a performance or product
- Evaluates how a range of skills, knowledge and understandings are combined together to successfully complete “real world” tasks
- Assessed performance is outcome-oriented and based on pre-defined, criterion-referenced methods
- Utilizes/promotes demonstration of learning through a variety of facets (application, explanation, interpretation, perspective, empathy, self-knowledge)

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# Feedback must be...

- timely
- understandable

- specific
  - directive
- } From the feedback you have provided, can learners tell what their strengths and weaknesses are and what they need to do in the future to improve?

# Feedback is not...

- a letter grade, a number, or a score
- personal
  - Feedback should be about the work, *not* the learner.
- Avoid the “Good work!” trap!

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# Self-Assessment

- Self-Assessment:
  - Two-minute paper (muddiest point, point of most significance, predetermined prompt)
  - 3-2-1 (3 key ideas, 2 things I'm struggling with, 1 thing that will help me tomorrow)
  - 10-2 (10 minutes of instruction, 2 minutes to reflect on and summarize content)
  - Knowledge Surveys



# Peer-Assessment

- Peer assessment skills need to be taught...and revisited
  - Provide criteria
  - Provide examples and model the process
  - Follow the rules for effective and appropriate feedback

# Examples of what not to say!

- The only downfall to this essay is the introduction and conclusion. Other than that, nicely done.
- Written somewhat blandly, but accomplishes goals.
- Although more details could have been used, a perfectly good paper overall.
- Introduction needs to be re-worded, but besides that it was a good essay.
- Very good. Just a few problems
- The author has much to learn about writing papers.
- Too much like a list for my taste.
- There are some very good thoughts here, but the writer itself doesn't express them to their fullest potential.

# Peer-Assessment

- Benefits of peer-assessment:
  - Provides students with an opportunity to see other product examples
  - Improves students ability to assess their own work
  - Ideally allows students to improve their work prior to turning it in to the teacher

# Peer-Assessment Opportunities

- Projects/Performances linked to a rubric
- Skill-based activities
- Museuming
- Writings