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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

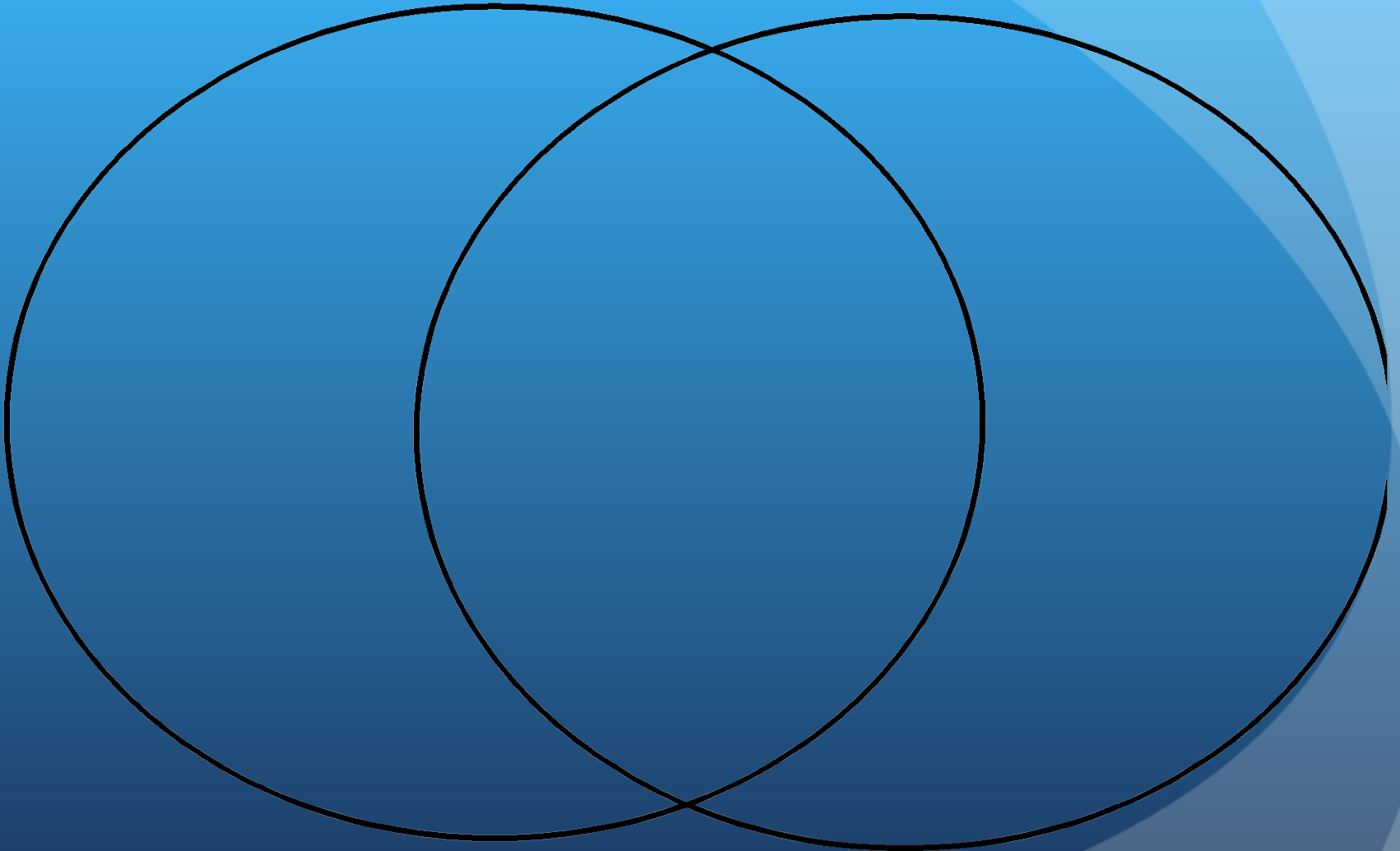
# Characteristics

- 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...



versus





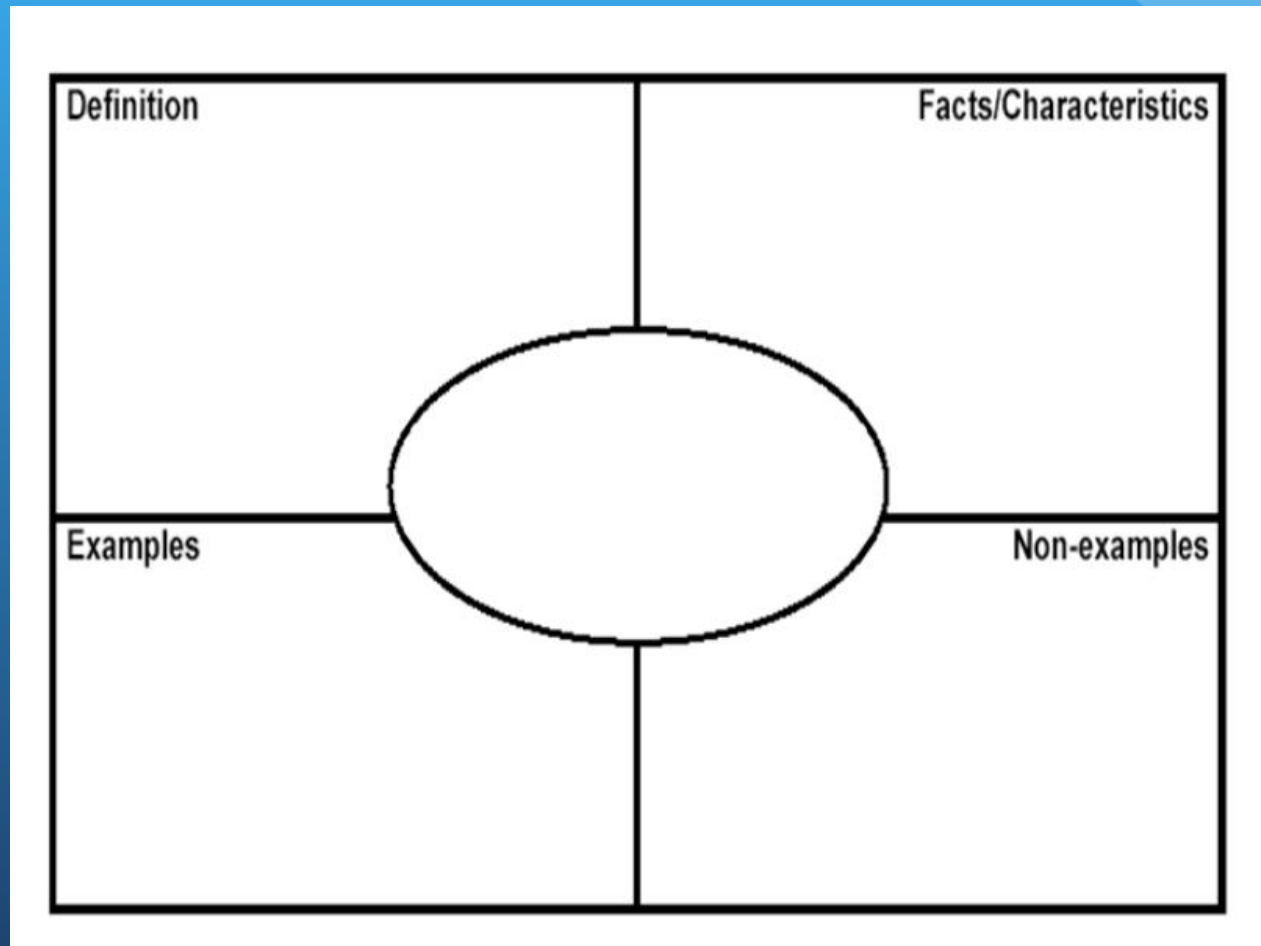
# Formative Assessment: The Three Questions

- 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

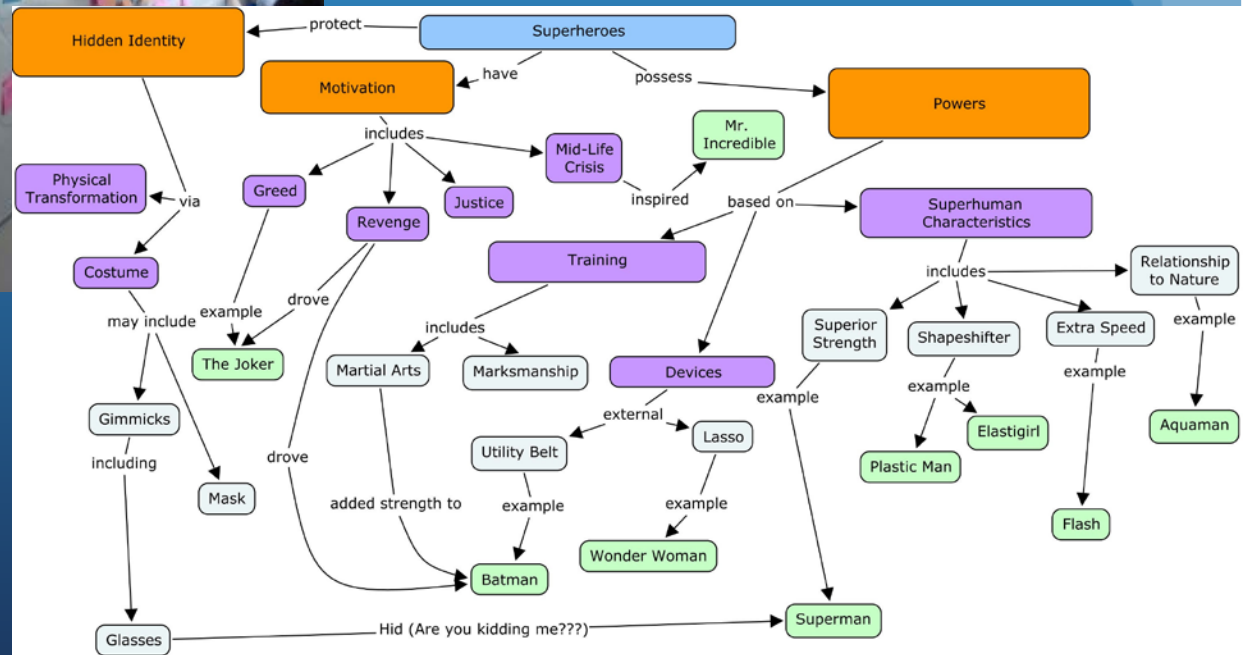
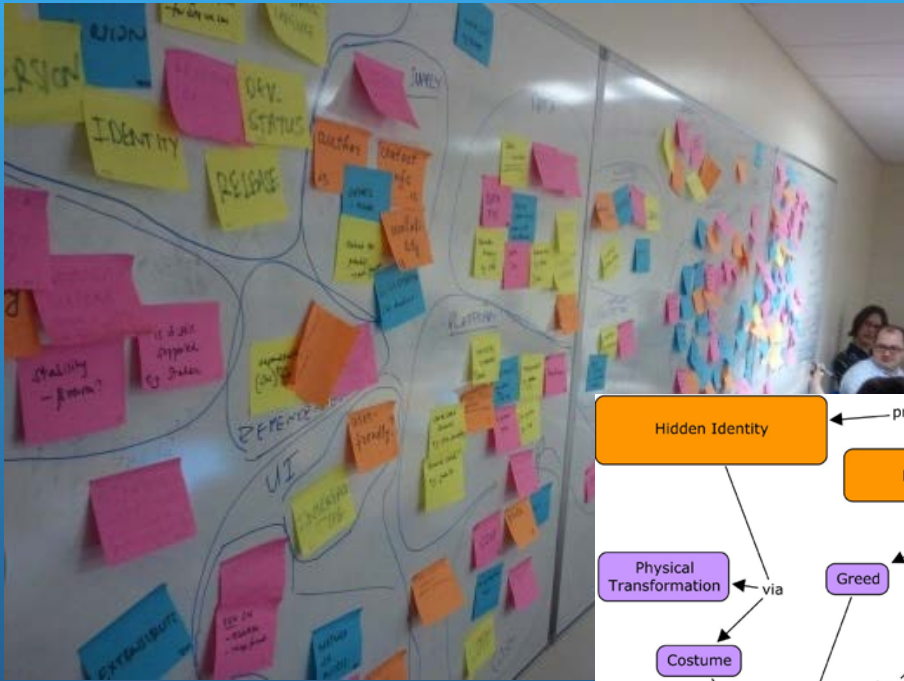
What do you think this learning goal is about?

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

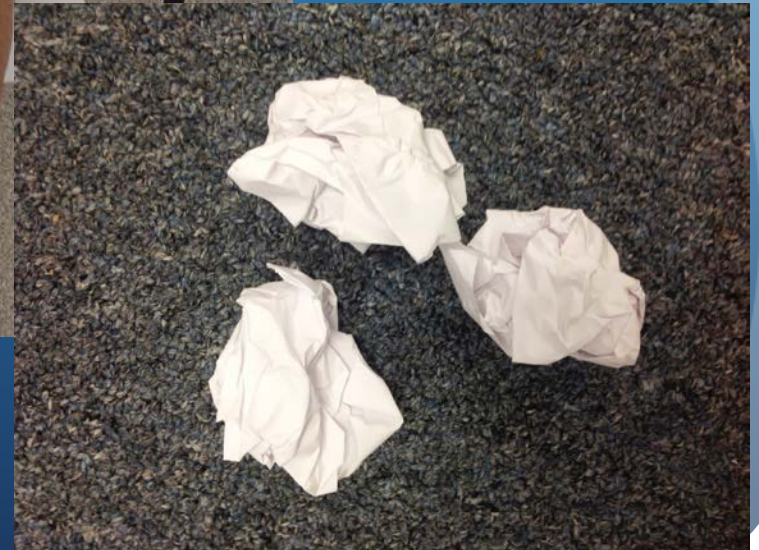
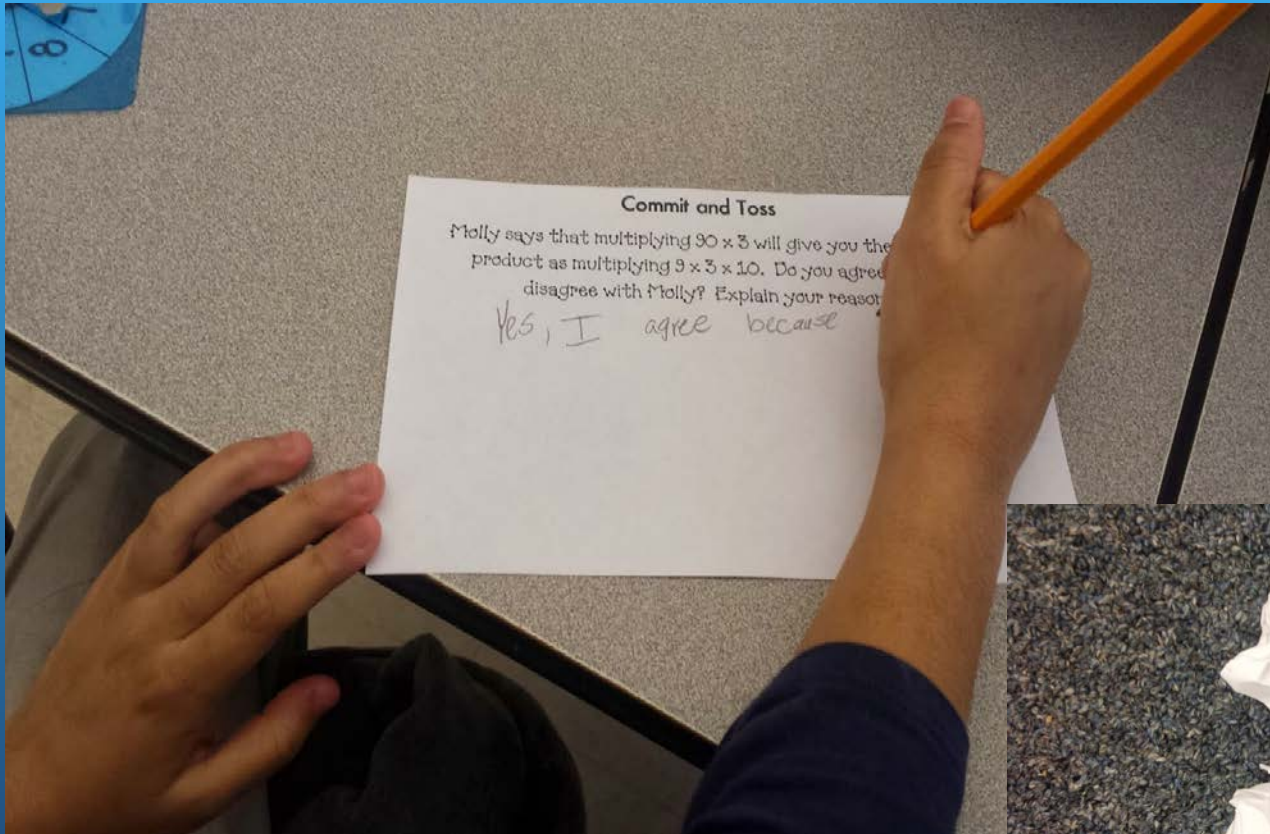
List any terminology you know of that relates to this goal:

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

<b>What I KNOW</b>	<b>What I WANT to Know</b>	<b>HOW I will find the information</b>	<b>What I LEARNED</b>

# KNWS

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