

INFORMATIVE ASSESSMENTS: ASSESSMENTS FOR STUDENTS' LEARNING

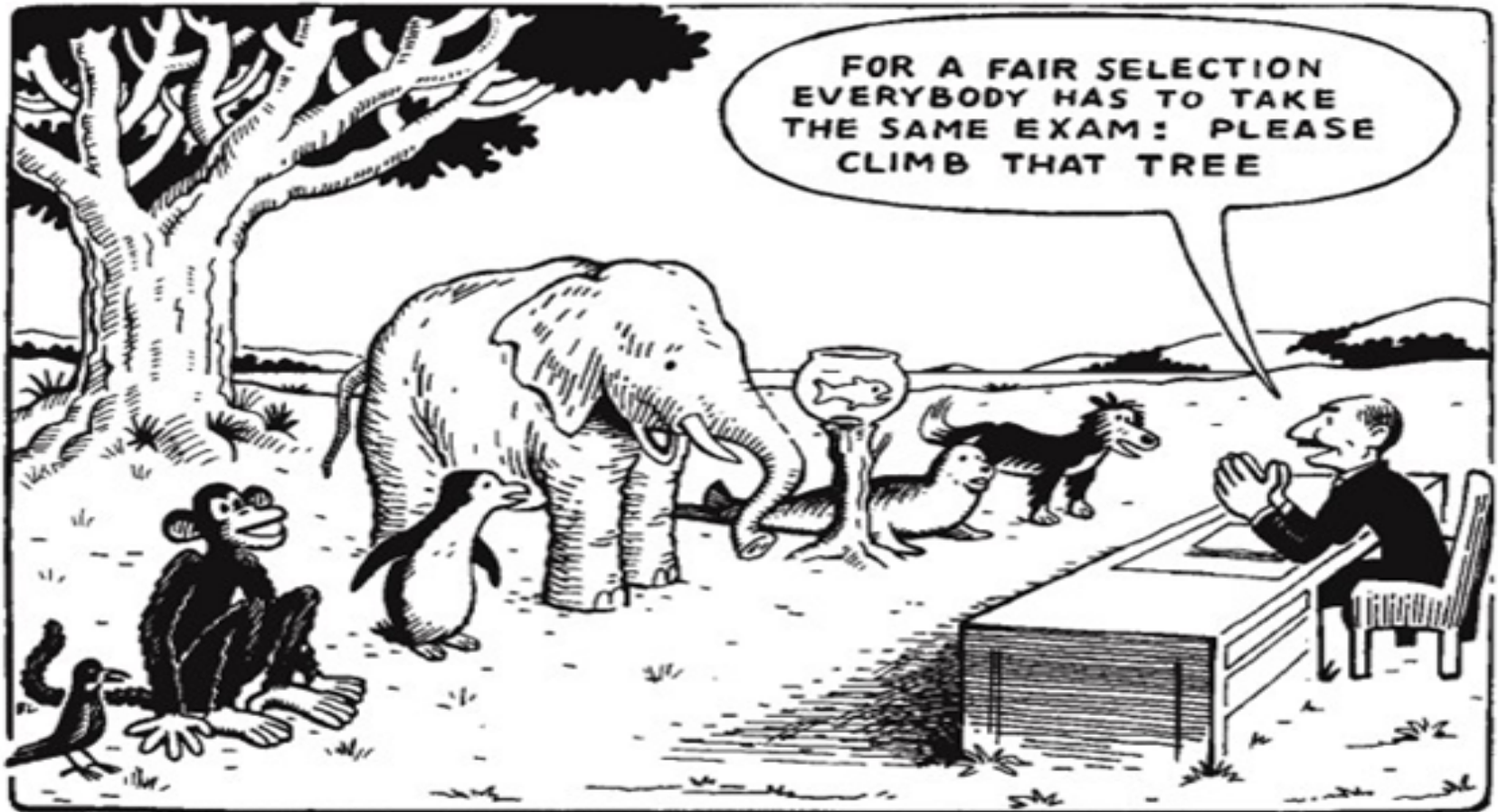
District 8 Professional Development

March 22, 2014

Linda Thornton

Penn State

What do we think of?



Three Themes

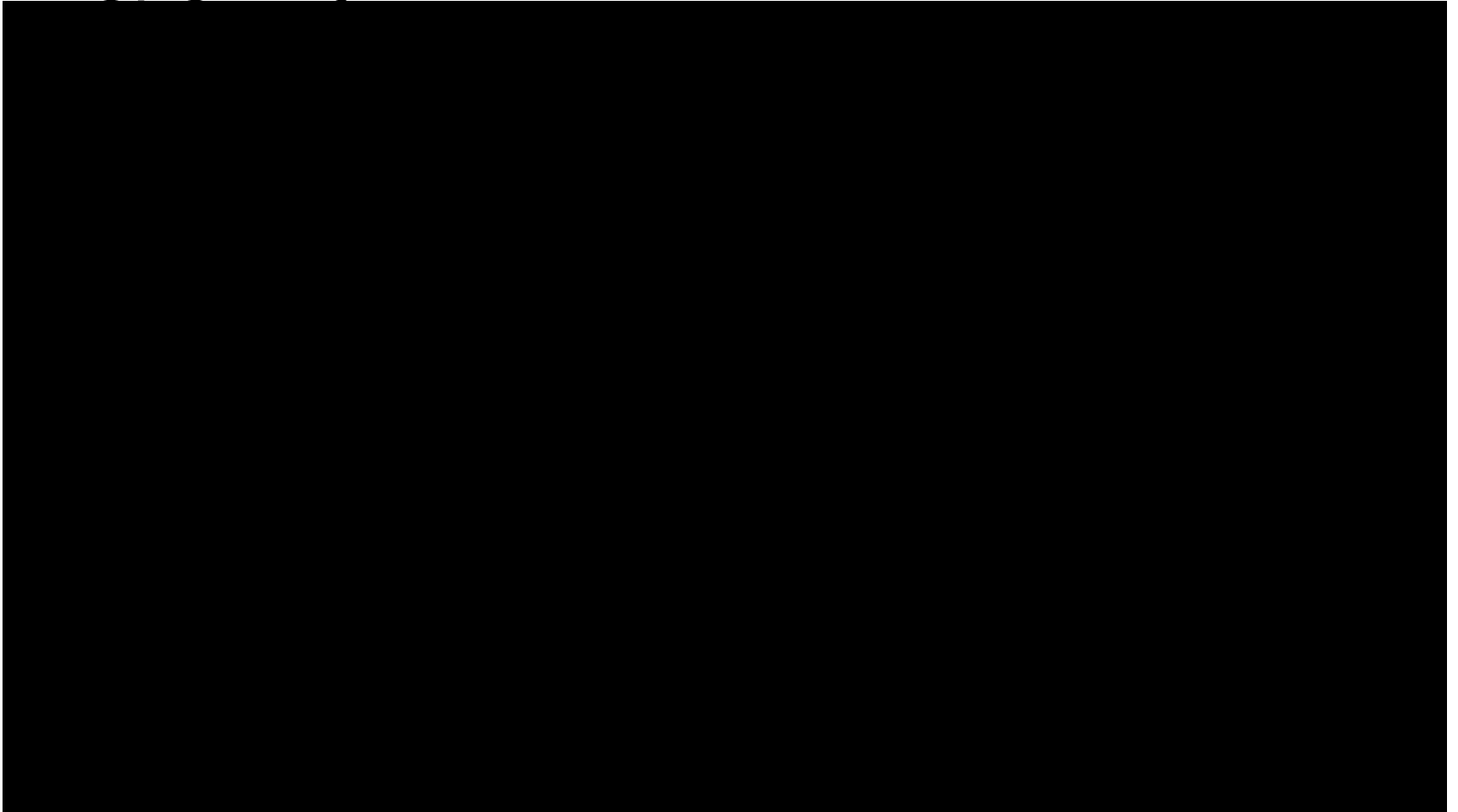
- Assessments are associated with GOALS
- Assessments should be authentic
- Assessments should reflect your values

Some Practical Challenges

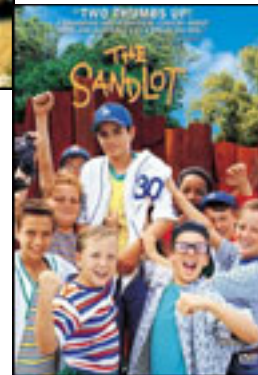
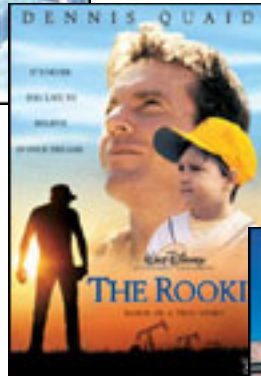
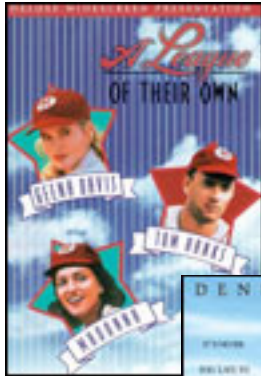
- Expectations
 - ▣ Parents
 - ▣ Students/college admission
 - ▣ PSSAs
- Time and Energy (theirs and yours!)
- Numbers of students
- And . . .



Some Practical Challenges

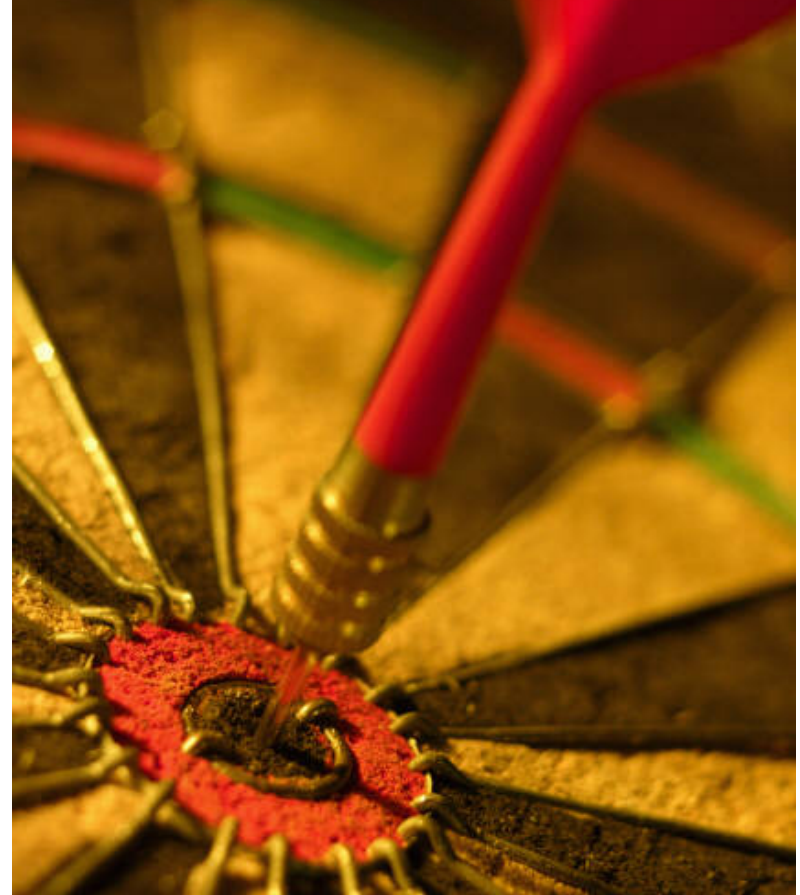


Live the Passion/ Feel the Passion

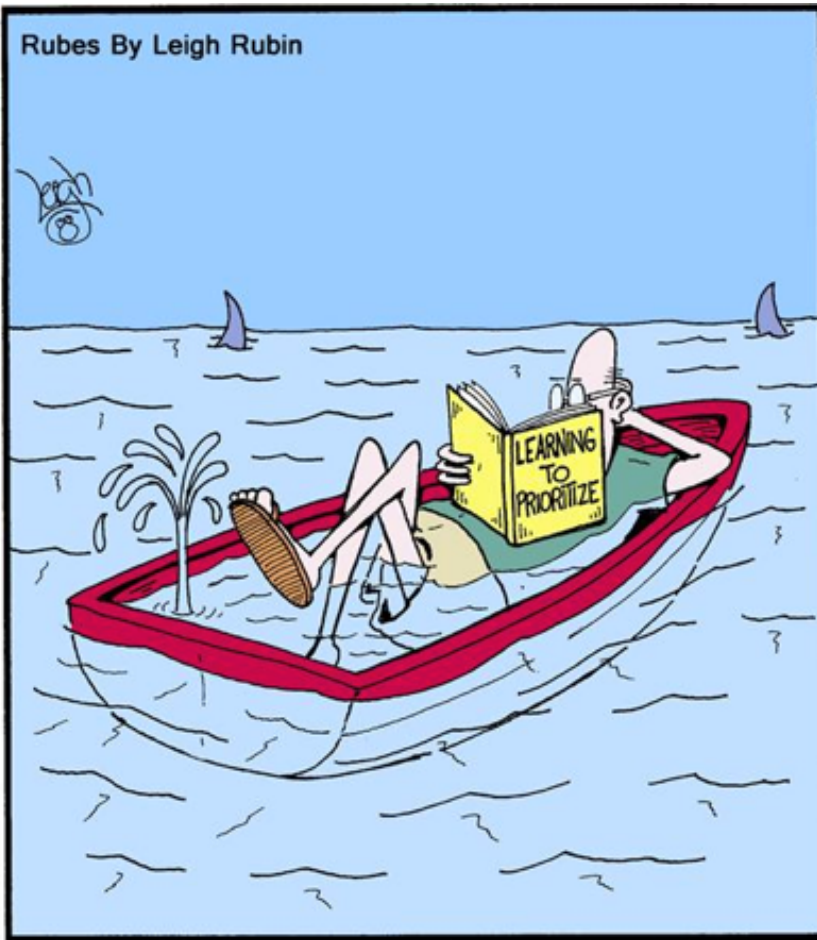


Theme 1: Assessments are associated with goals

- What are the goals you have for your students?
 - ▣ Content
 - ▣ Life skill
 - ▣ Educational



Theme 1: Assessments are associated with goals



- What are your priorities for these goals?

Theme 1: Assessments are associated with goals



- How are those priorities reflected in your assessments?

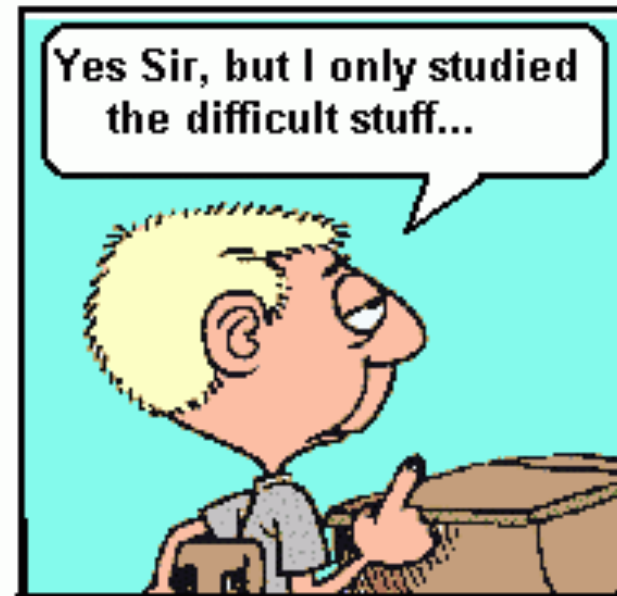
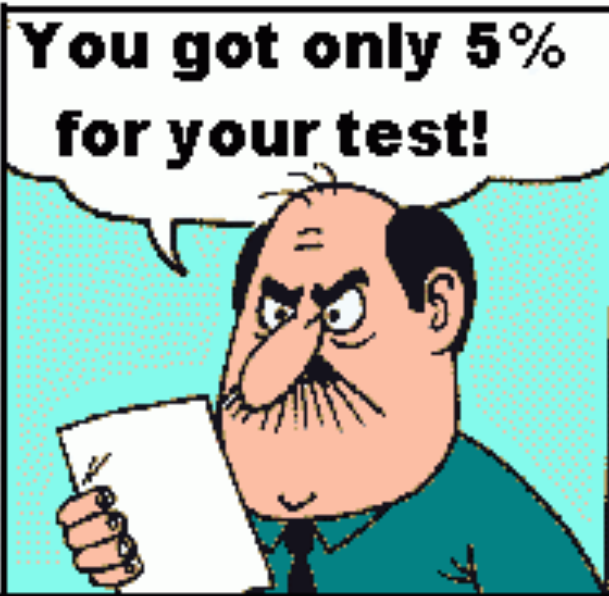
Theme 1: Assessments are associated with goals

- Although 91% of teachers stated they use Performance/Skill as part of the criteria for assessment that part of the grade only received 28% of the grade on average
- Attendance averages 25% of the grade
- Attitude averages 27% of the grade
- Knowledge average only 12% of the grade

According Russell, J., & Austin, J. (2010) *“Assessment Practices of Secondary Music Teachers” Journal of Research in Music Education.*

Theme 1: Assessments are associated with goals

SIR



Danie Cronjé

Theme 1: Assessments are associated with goals

If you don't assess it,
it must not be
important

Theme 2: Tasks should be Authentic

- Extend over a time period like portfolios or a “season” of games
- Recur – are *worth* practicing for, rehearsing, redoing
- Are enabling – constructed to point the student toward more sophisticated uses of the skills or knowledge
- Involve open-ended tasks of a problem-solving nature

(from Farrell, S. R. “Tools for Powerful Student Evaluation”)

Theme 2: Tasks should be Authentic

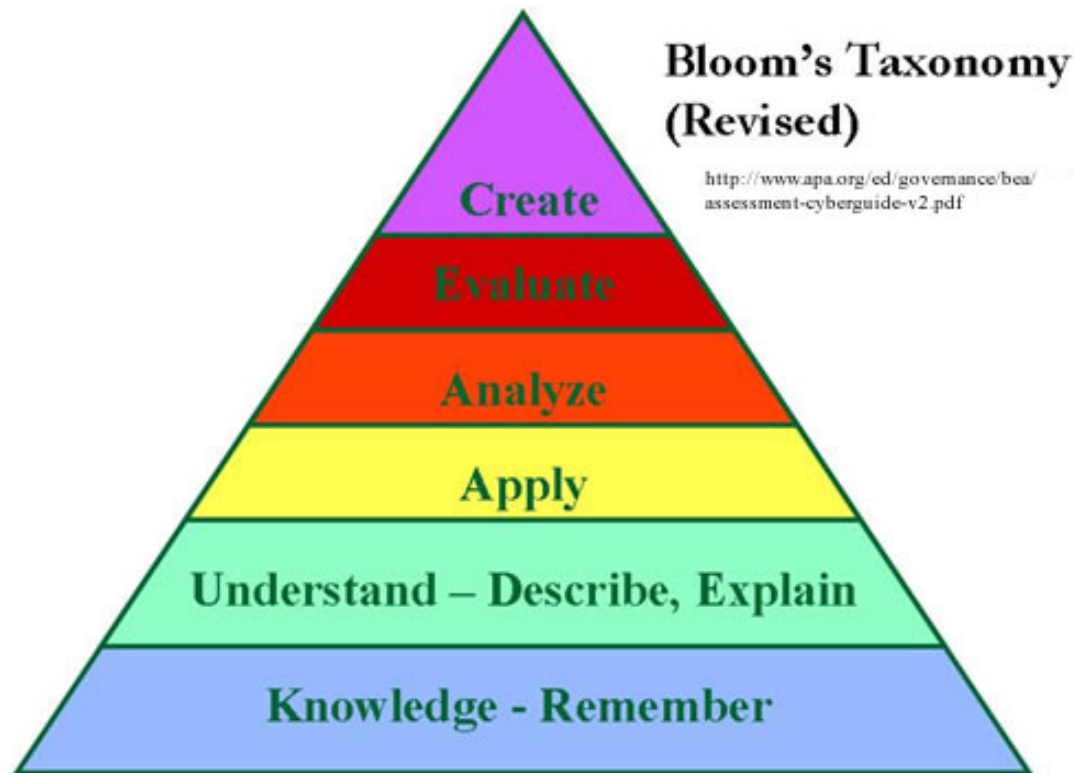
- Make use of assessment as a moment of learning

Theme 3: Assessments should reflect your Values



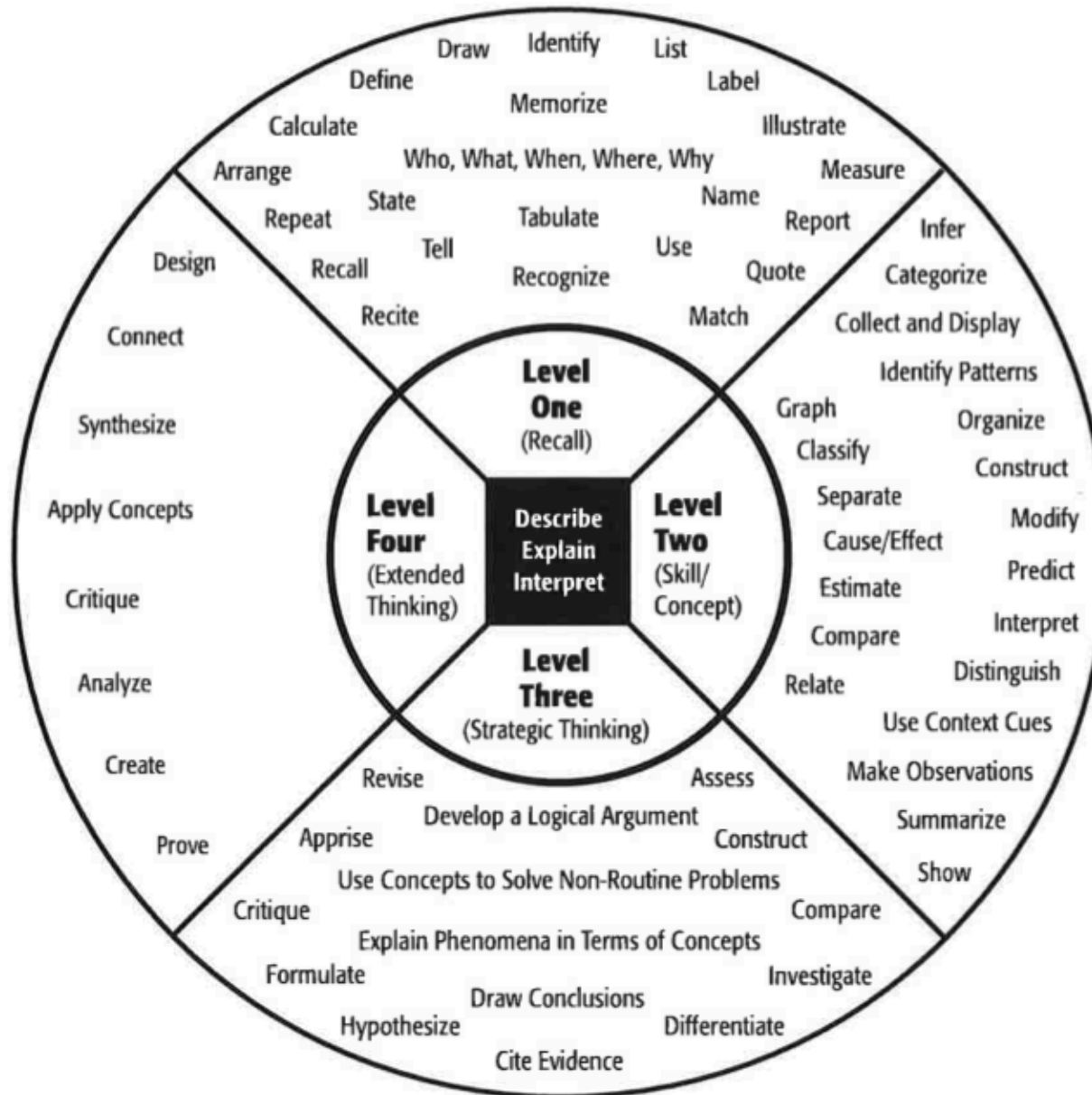
Bloom's Taxonomy

Source: <http://officeport.com/edu/blooms.htm>

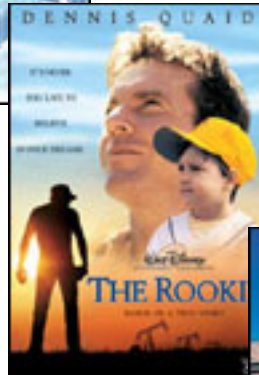
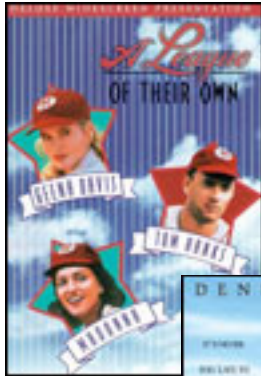


Based on an APA adaptation of Anderson, L.W. & Krathwohl, D.R. (Eds.) (2001)

Webb's Depth of Knowledge Levels



Live the Passion/ Feel the Passion



But Those Darn SLOs . . .

Workbook for Building and
Evaluating Effective Music
Education in General Music



2013 Edition

 National Association
for Music Education
Music Education • Orchestrating Success

Workbook for Building and
Evaluating Effective Music
Education in the School Ensemble



2013 Edition

 National Association
for Music Education
Music Education • Orchestrating Success

Those Darn SLOs . . .

Workbooks Goal: “To provide individual teachers, groups of teachers, and principals/supervisors (especially the non-musicians) with a helpful tool for focusing on teacher assessment with the context of the entire process of professional development.”

Those Darn SLOs . . .

WORKBOOK CONTENT


- Sec 1: Supporting Structures
- Sec 2: Curricular Goals & Measures
- Sec 3: Observations (& other measures of Professional Practice)
- Sec 4: Other Outcomes (desired outcomes, but not necessarily part of professional evaluation)

Those Darn SLOs . . .


The screenshot displays the SAS (Standards Aligned System) website interface. At the top left, the logo for the Department of Education's SAS is shown. A search bar is located at the top right. Below the search bar is a navigation menu with categories: Standards, Assessment, Curriculum Framework, Instruction, Materials & Resources, and Safe & Supportive Schools. Under the 'Assessment' category, there are sub-links for Project Based Assessment, Keystone Exams, Assessment Creator, Reference Materials, and Classroom Diagnostic Tools. The 'Assessment Creator' link is highlighted. Below the navigation, the page title 'Assessment Creator' is displayed. A paragraph explains that assessment is a process used by teachers and students to provide feedback and adjust teaching and learning. At the bottom, there is a list of assessment types: Summative Assessment, Formative Assessment, Benchmark Assessment, and Diagnostic Assessment, each with a plus sign icon.

DEPARTMENT OF EDUCATION

SAS Standards Aligned System

Search 
Advanced Search

Standards Assessment Curriculum Framework Instruction Materials & Resources Safe & Supportive Schools

 Project Based Assessment Keystone Exams **Assessment Creator** Reference Materials Classroom Diagnostic Tools

Assessment Creator

Assessment is a process used by teachers and students before, during, and after instruction to provide feedback and adjust ongoing teaching and learning to improve student achievement and to provide appropriate challenge for all students at their instructional levels.

- + **Summative Assessment**
- + **Formative Assessment**
- + **Benchmark Assessment**
- + **Diagnostic Assessment**

Those Darn SLOs . . .

- Backward design – create the assessment before the instruction!
- Consider how peer and self assessments can assist you
- Consider progressing similar skills through grade levels



Tools

The Medium is the Message



Marshall McLuhan
1911-1980

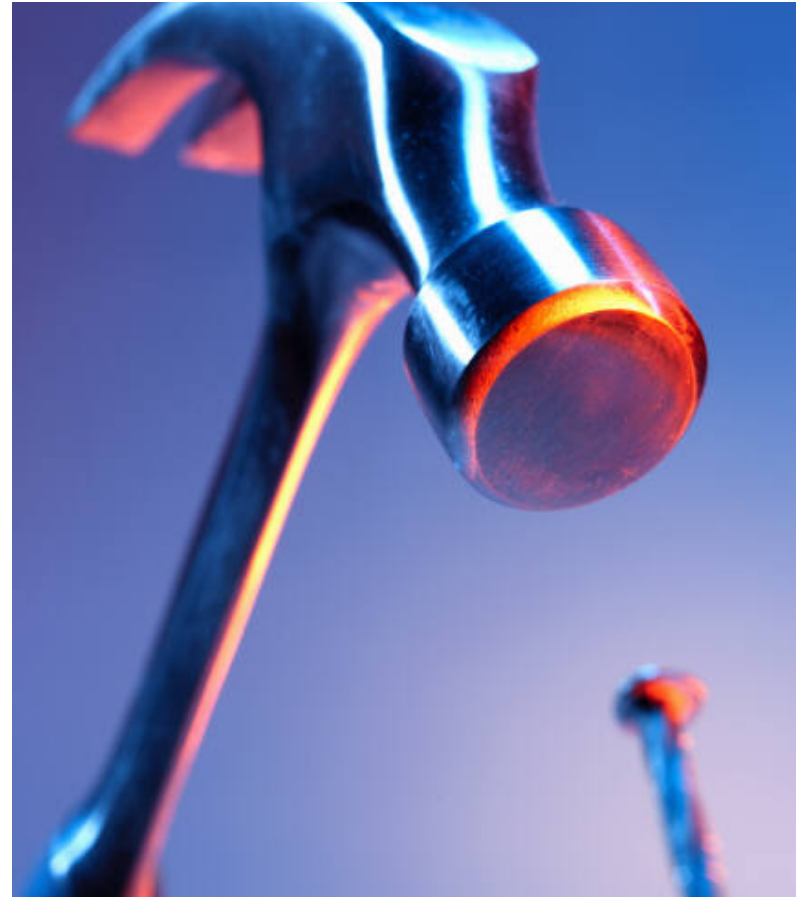
Tools

OMD=
Observable
Measurable
Demonstrable
...but also
satisfying



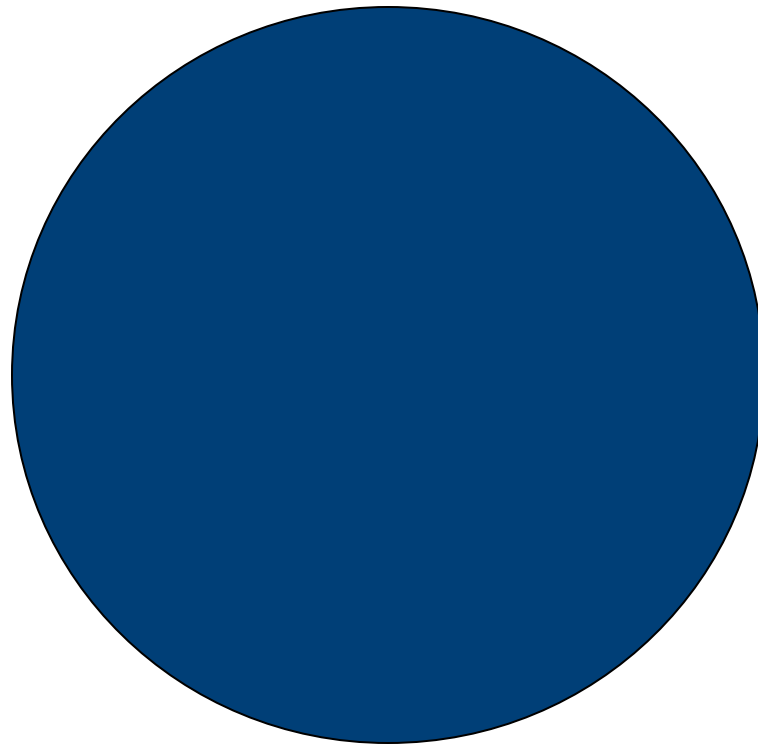
Creating SLO Assessment Tools

- Terms for our purposes today:
- Construct
- Prompts
- Feedback choices



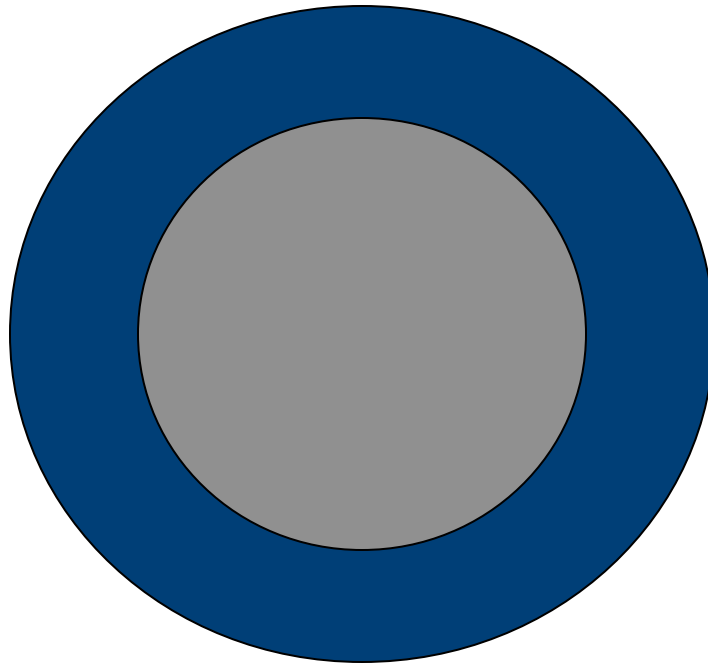
Assessment Development Process

- Define the Construct
 - ▣ An idea, concept, knowledge set



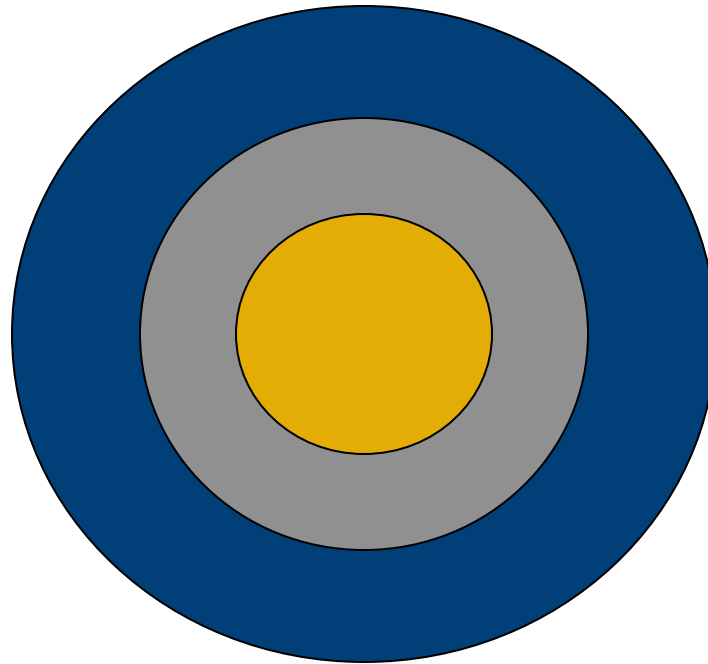
Assessment Development Process

- Select evidence for the Construct
 - ▣ How do students demonstrate achievement within the construct



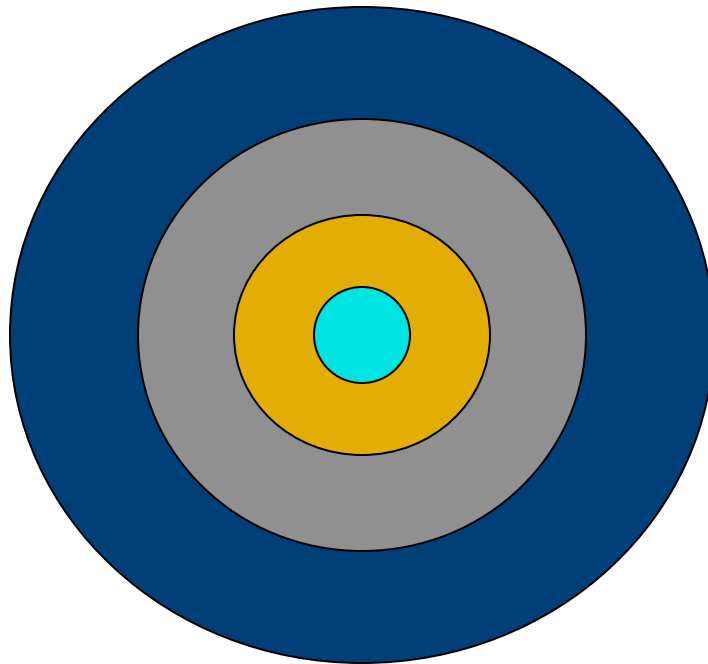
Assessment Development Process

- Select feedback for the construct
 - ▣ How will you communicate progress to the student?



Assessment Development Process

- Develop instruction for the evidence
 - ▣ What do students need to know or what experiences should they have to prepare them to produce evidence?



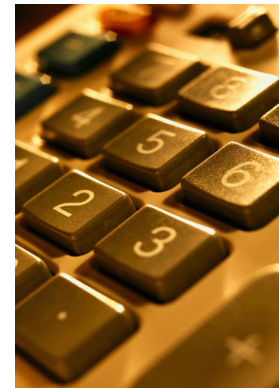
Example Construct or, perhaps, SLO



- What is a good driver?

SLOs

Zoom in or Zoom out



Assessment Tool Design

3 general options

- Checklist
 - ▣ Requirements met or not
 - ▣ Yes or No responses
- Advantage:
 - ▣ Simple
 - ▣ Quick
- Disadvantage:
 - ▣ Less communicative for progress
- Example items:
 - ▣ Performed with appropriate tone throughout performance
 - ▣ Correct length
 - ▣ Included required components
 - ▣ (What expectations are being communicated?)

Assessment Tool Design

3 general options

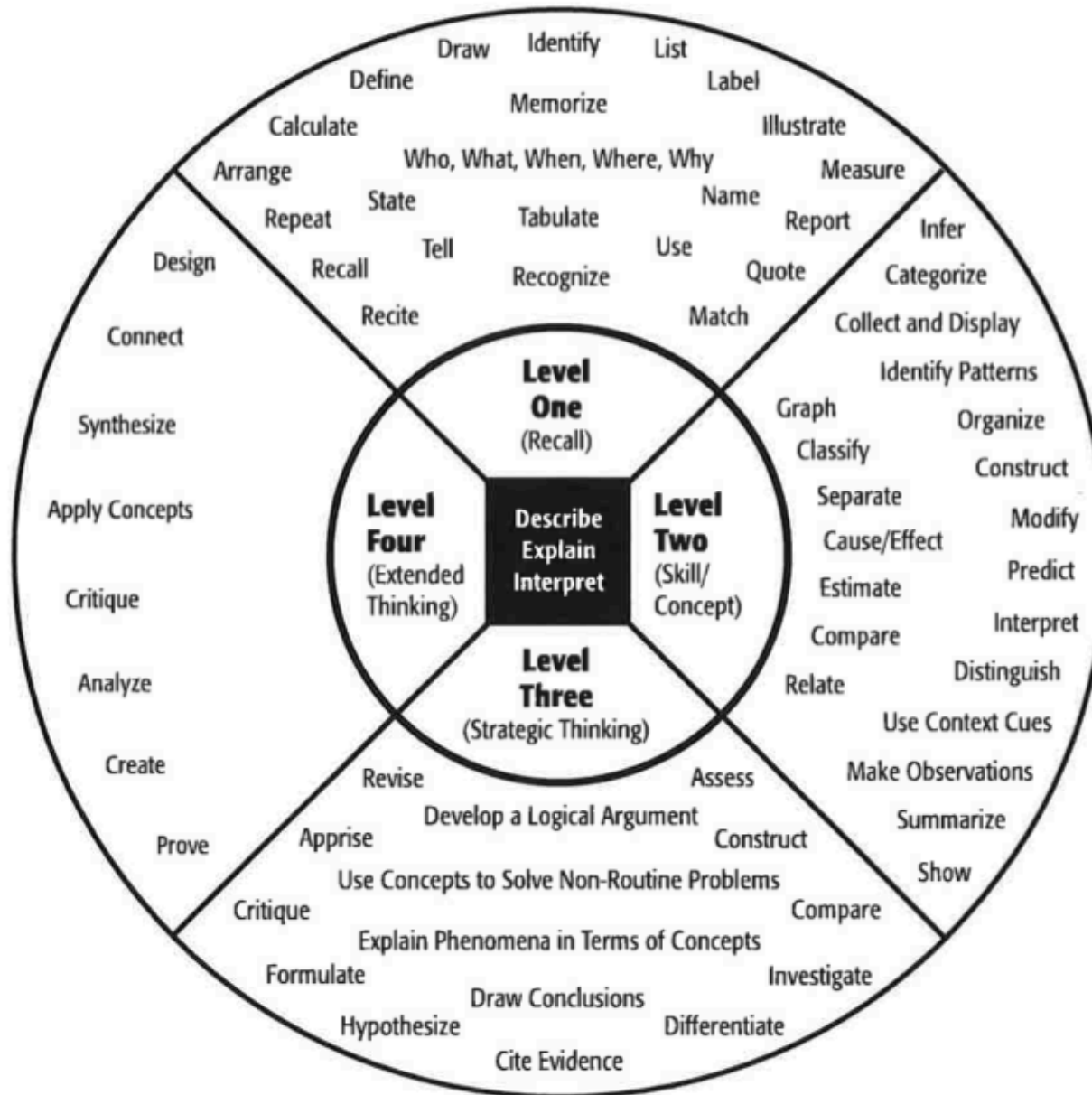
- **Rubric “Chart”**
 - Each component includes a detailed description of different levels of work
- **Advantage:**
 - Clear expectations communicated
- **Disadvantage:**
 - Students sometimes meet some aspects but not all; takes experience to create effective descriptions
- **Example items:**
- **Tone:**
 - Student performed with a characteristic tone, maintained throughout dynamic and articulation changes (“A” level)
 - Student’s tone was not completely characteristic, and sometimes varied during dynamic or articulation changes (“B level”)

Feedback choices

3 general options

- Rating Scale
- Select feedback wording for several items
- Advantage
 - ▣ Flexible feedback
 - ▣ Transparency
- Disadvantage
 - ▣ More time-consuming
- Example
- Clarity of articulation
 - ▣ Novice, Developing, Controlled, Excellent
- OR
 - ▣ Rarely clear, sometimes clear, mostly clear, consistently clear

Webb's Depth of Knowledge Levels



Prompts

- Developed from your construct
- Do not need to be exhaustive
- Weighting matters!
- Should be consistent with your assignment
(What was the goal?)
- Communicates what matters

Types of Language:

Quantitative

or

Qualitative

- 1= Did not complete
- 2 = Present, but with more than 10 errors
- 3 = Present, with 10 or fewer errors
- 4 = Present, virtually no errors

- 1 = Not present
- 2 = Many errors
- 3 = Few errors
- 4 = Virtually no errors

- 1= Poor, weak, unacceptable, etc.
- 2 = Tentative, below average, insufficient, limited, etc.
- 3 = Very good, adequate, strong, acceptable, shows growth, etc.
- 4 = Excellent, extensive, impressive, exceptional, etc.

Check!

- Does your choice of description or standards reflect what you want to communicate?
- Do the words you use reflect the value of the task?
- Do they match the purpose of the assessment?

Considering Scales/Ranges

- How many choices (scale of 1-4, 1-5, etc.)?
- Will you use them all?
- How fine are the distinctions between the different scores? (Is there a difference between 2 and 3?)
- Use logical a logical progression (poor, weak, and excellent is not logical)

Assessment



Process that is:

- Goal-oriented
- Task-related
- Worthwhile
- Reflect your values
- For students' learning

Many ideas were based on information in:

- Reynolds, C. R., Livingston, R. B., Willson, V. (2006). Measurement and Assessment in Education. Pearson Education, Inc. ISBN: 0-205-37602-9.
- Farrell, S. R. (1997). Tools for Powerful Student Evaluation. Meredith Music, Publisher. ISBN 0-9698982-0-7.

Other Suggested References

- Articles and workshops available through Project Zero:
<http://www.pz.harvard.edu>
- The Pig Don't Get Fatter the More You Weigh It: Classroom Assessments that Work (Jones, Carr, Ataya; Teachers College Press, 2007).

Other Suggested References

- Asmus, E. P. (1999). Music assessment concepts. *Music Educators Journal*, 86(2), p. 19-24. (This issue of MEJ was a feature issue on assessment).
- Johnson, D. & Johnson, R.T. (2004). *Assessing Students in Groups: Promoting Group Responsibility and Individual Accountability*. Newbury Park, CA: Corwin.

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