



Seven Assessment Practices for Learning

Seven Assessment Practices that
can ENHANCE LEARNING




1

Essential Question 


*In what ways can
classroom assessment
practices enhance learning,
not simply measure it?*

2

Seven Assessment Practices 

1. Use assessments as learning targets.
2. Share rubrics with students.
3. Show models and exemplars.
4. Assess *before* teaching.
5. Use on-going assessments for feedback.
6. Engage students in self assessment and goal setting.
7. Use results to guide *team* planning for improvement.

8

Needed: Clear
and Stable Targets 

**“Students can hit any
target that they can see
and that stands still for
them.”**

Richard Stiggins

11

Worthy Learning Targets 

**“Think of learning targets not
simply as discrete knowledge
and skills to be acquired.
Think of learning in terms of
desired *performances* of
understanding.”**


Jay McTighe

12

Teaching for Authentic Performance



13




knowledge

skills

understandings
(strategies)

14

example:


State Tour 

The State Department of Tourism has asked your help in planning a four-day tour of (*your state*) for a group of visitors. Plan the tour to help the visitors understand the state's history, geography and its key economic assets.

You should prepare a written itinerary, including an explanation of *why* each site was included on the tour.

15

example:

What's Wrong with Holden? 


You are a member of Holden Caulfield's case-review committee at the hospital from which Holden is telling his story. Your task is to write:

- 1) a diagnostic report for the hospital OR
- 2) a letter to Holden's parents explaining what's wrong with him.

Cite Holden's own words and actions from the text to support your analysis.

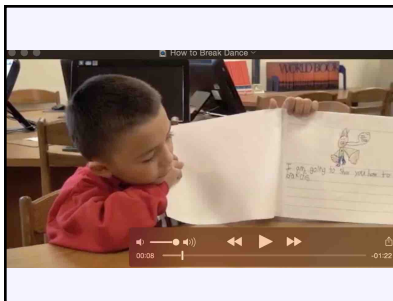
16

example:
A “How To” Guide




Since you are an accomplished _____, you have been asked to develop a **step-by-step guide** to help **other kids** learn how to do it. Your directions should include **words** and **pictures** to help others learn how to _____ like you.

18



19

example:
What’s the Pattern?



Interpret the data on **Coronavirus infection on 2 (selected) continents** for the past **12 months**. Prepare a **Podcast** or **newspaper article** to help policy makers and citizens understand:
 • the **patterns of infection rates over time**
 • **variables** (e.g., lockdowns, mask mandates, travel restrictions) that were **influential**

21



22


example:
Mail-Order Friend



Imagine that you could order a friend from a mail-order friends catalog. Before ordering, think about the qualities that you value in a true friend. Then, make sure that you speak clearly so that the salesperson will know exactly what type of person to send you.

23

example:
Making the Grade



Your math teacher will allow you to select the measure of central tendency – **mean, median or mode** – by your quarterly grade will be calculated.
 Review your grades for quizzes, tests, and homework to decide which measure of central tendency will be best for your situation. Write a note to your teacher explaining **why** you selected that method.

24

To what extent is this practice evident in your:

- classroom?
- school?
- district?

never occasionally regularly

25

This article makes the case for the increased use of performance-based assessments in order to assess ALL of our valued learning outcomes – not just those that are easiest to test and grade!

EL EDUCATIONAL LEADERSHIP

Home | Current Issue | Archives | Buy | Contact

February 2018 | Volume 75 | Number 5
 Measuring What Matters Pages 14-20
 Issue Table of Contents | Read Article Abstract

Three Key Questions on Measuring Learning

Joy McTighe

To gauge different types of learning, we need a broader collection of measures, with a greater emphasis on authentic, performance-based projects.

BUY THIS ISSUE

26

This article describes the use of performance assessments to assess deep learning.

ASCD EXPRESS

Impaired & Remaking: Leadership for Change
 June 18, 2021 | Volume 56 | Issue 19

Assessing Deeper Learning After a Year of Change

Joy McTighe and Chris Goretz

The profound disruptions to traditional schooling this past year leave educators with a unique opportunity to redefine school when we resume in the fall. Though it may be tempting to try to teach faster to “catch up” on missed content, we contend that the best course of action is to slow down and go into greater depth to ensure that students learn the most important ideas and skills deeply and are able to apply them in meaningful ways.

27

Needed: Clear Targets



“Students can hit any target that they can see and that stands still for them.

Dr. Rick Stiggins

31

Scoring Rubric



An evaluation tool consisting of:

- ♦ evaluative criteria
- ♦ a fixed scale (e.g. 4-points)
- ♦ a description of the characteristics for each score point

33

Did you know...?



The term, rubric, originated from the Latin, *rubrica*, meaning “red clay.”

The red clay was used to mark items of significance.

34

Benefits of Using Rubrics



Rubrics provide *teachers* with...

- specific criteria for judging student performances
- a “tool” for increasing the consistency of judgments among teachers
- clear targets for instruction

35

Benefits of Using Rubrics



Rubrics provide *students* with...

- ✓ clear performance targets
- ✓ descriptions of elements of quality
- ✓ expectations about how their work will be judged
- ✓ criteria for evaluating and improving their work

36

Analytic Rubric for Graphic Display of Data

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37

Common Rubric for Mathematical Problem Solving

	Problem Solving	Reasoning and Proof	Communications	Representation
4 Expert	An effective strategy is chosen, and a logical sequence of steps is followed. Adjustments in strategy, if necessary, are made along the way, and / or alternative strategies are considered. Evidence of analyzing the situation in mathematical terms, and extending prior knowledge to present.	Defensible arguments are made to justify decisions and support decisions made and conclusions reached. The use of logic in generating and extending the solution to other cases.	A series of audience or purpose is communicated. Communications of argument supported by mathematical properties. Precise math language and symbols are used to communicate ideas.	Mathematical representations are constructed to analyze relationships, extend thinking, and clarify or compare phenomena.
3 Practitioner	A common strategy is chosen based on mathematical situation in the task. Planning or monitoring of strategy is evident. Evidence of utilizing prior knowledge and applying it to the problem. A correct answer is achieved.	Arguments are constructed with logical mathematical basis. A systematic approach to the problem is evident. Evidence of extending prior knowledge and applying it to the problem. A correct answer is achieved.	A series of audience or purpose is communicated. Communications of an approach to the problem are evident. Evidence of extending prior knowledge and applying it to the problem. A correct answer is achieved.	Mathematical representations are constructed and related to the problem or problem situations.
2 Apprentice	A partially correct strategy is chosen, or a correct strategy is only partially used. Evidence of planning or monitoring of strategy is present, showing some relevant information in the task.	Arguments are made with some mathematical basis. Some logical reasoning or justification for extending prior knowledge and applying it to the problem is evident.	Some audience or purpose is communicated, and only take place in the form of a partial communication. Communications of an approach to the problem are evident through verbal or written communication, and symbols, writing, and using mathematical symbols.	An attempt is made to construct mathematical representations to model and communicate ideas, but they are incomplete or inappropriate.
1 Novice	No strategy is chosen, or a strategy is chosen that will not lead to a correct solution.	Arguments are made with no mathematical basis. No logical reasoning or justification for extending prior knowledge and applying it to the problem is evident.	No audience or purpose is communicated. Communications are incomplete or inappropriate.	No attempt is made to construct mathematical representations.

38

Performance List for Writing Fiction Primary Level

	Terrific	O.K.	Needs Work
1. I have an interesting setting and characters for my story.	😊😊😊	😊😊	😊
2. The problem in my story will be clear to my readers.	😊😊😊	😊😊	😊
3. My story events are in order.	😊😊😊	😊😊	😊
4. The solution will be clear to my readers.	😊😊😊	😊😊	😊
5. I used many describing words to tell what is happening.	😊😊😊	😊😊	😊
6. My words “paint a picture.”	😊😊😊	😊😊	😊
7. I have a title that goes with my story.	😊😊😊	😊😊	😊

39

How to Provide Better Feedback Through Rubrics

This article offers suggested ways of using rubrics to provide feedback to enhance learning.



41

Models of Excellence

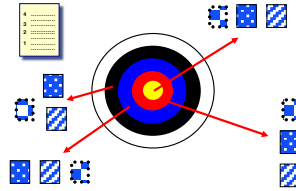


“If we expect students to do excellent work, they have to know what excellent work looks like.”

Dr. Grant Wiggins

45

A “model” bulletin board



47

Models of Excellence



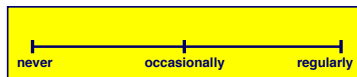
One of my jobs as a teacher, I feel, is to be an historian of excellence. Wherever I am, I am on the lookout for models of beautiful work, powerful work, important work.”

Ron Berger – *An Ethic of Excellence: Building a Culture of Craftsmanship with Students*

48

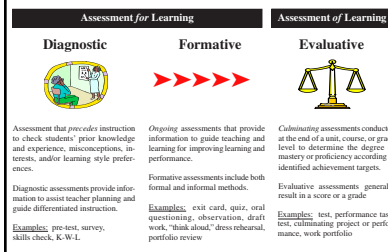
To what extent is this practice evident in your:

- classroom?
- school?
- district?



49

Three Purposes for Classroom Assessment



54

research on Learning and Cognition



“The contemporary view of learning is that people construct new knowledge and understanding based on what they already know and believe.”

-continued

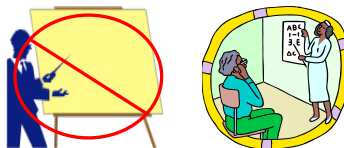
55

New learning is built upon...



58

No teaching before pre-assessment



59

Diagnostic Assessments...



- ✓ precede instruction
- ✓ assess students' prior knowledge
- ✓ check for misconceptions
- ✓ reveal interests and/or learning styles
- ✓ provide information to assist teacher planning and guide differentiation

Examples: pre-test, survey, skills check, K-W-L

60

Diagnostic Assessments...



1. K-W-L
2. Skills Check
3. Pre-test (non graded)
4. Web/Concept Map
5. Misconception Check

61

Informal Checks for Understanding



K-W-L Chart

What do you Know about...?	What do you Want to know?	What have you Learned?

62

True-False Check

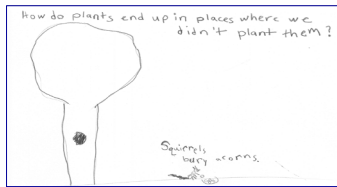


1. Analytic rubrics provide more detailed feedback than holistic rubrics.
2. Teachers should not give rubrics to students. That's like giving away the answer key.
3. Rubrics should not be used for grading.
4. An even-numbered rubric scale will help guard against "gravitation to the mean."
5. Students can use rubrics for self assessment.

71

Why do plants grow in places where people haven't planted them?

First Response



76

Science



Misunderstanding

"When dropped from a tall building at the same time, a bowling ball will hit the ground much sooner than a marble."

80

Mathematics



Misunderstanding

"An equals sign (=) means that you have to find the answer."

81

History/ Social Studies



Misunderstanding

"If it's written down (in a textbook or a newspaper) it must be true."

82

History/ Social Studies



Misunderstanding

"People are either telling the truth or they are lying."

83

Art, Music, Phys. Ed.



Misunderstanding

"You're either born with ability (e.g., drawing, singing, eye-hand coordination) or you're not. If you don't have natural talent, you might as well just give up."

84

Misunderstanding...

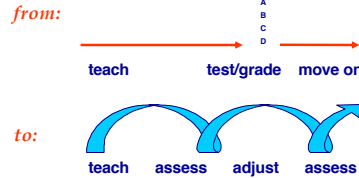


Consider...

1. What are some ideas that typically confuse students?
2. Develop a targeted pre-assessment to check for potential *misconceptions* that students bring to school?

85

Assessment as Feedback...



91

Formative Assessments...



- ✓ ongoing assessments provide feedback to teachers and students
- ✓ inform adjustments – the key to improvement

Examples: quiz, questioning, observation, draft work, “think aloud,” concept map, dress rehearsal, portfolio review

92



Something to think about...

“The big point—it comes up over and over again as crucial—is the importance of quick and detailed feedback. Students overwhelmingly report that the single most important ingredient for making a course effective is getting rapid response on assignments and quizzes. Students suggest that it should be possible in certain courses to get immediate feedback...”

94

They suggest that the professor should handout an example of an excellent answer. Secondly, an overwhelming majority are convinced that their best learning takes place when they have a chance to submit an early version of their work, get detailed feedback and criticism, and then hand in a final revised version... Many students observe that their most memorable learning experiences have come from courses where such opportunities are routine policy.”

Survey of Harvard graduates

95

8 Quick Checks for Understanding

Formative assessment is a proven technique for improving student learning, and the strategies shared here by Jay McTighe work both in the classroom and remotely.

Jay McTighe January 28, 2021

Formative Assessment



This article describes eight efficient formative assessment techniques.

96

Informal Checks for Understanding



Hand Signals

- I understand and can explain _____. (thumbs up)
- I do not yet understand _____. (thumbs down)
- I am not sure about _____. (wave hand)

97

Informal Formative Assessments



White Boards



- Student write responses on white boards.
- T - F
- A, B, C, D
- Short answer

99


Informal Checks for Understanding



I.Q. Exit Cards

- Side 1 - List an *idea* or *insight* you have about _____.
- Side 2 - List a *question* you have about _____.


101

Informal Checks for Understanding 

I.Q. Exit Cards

- Side 1 - List an *idea or insight* you have about rubrics.
- Side 2 - List a *question* you have about rubrics.

102

Informal Formative Assessments 

Exit Card Responses


What works: when you give a "real" example after teaching a concept

What doesn't: when you give us 2 different ways to solve the same problem - it's confusing!

What works: when you gives an example on the board, make helpful drawings and tell us how you are thinking when solving the problem

What doesn't: making me do math in my head because I need to draw pictures or write out a problem to solve it

103


Informal Checks for Understanding 

Analogy Prompt

X _____ is *like* _____
because _____


X _____ is *unlike* _____
because _____

104


Informal Checks for Understanding 

1 minute essay

✎ Write a *brief summary* of the key idea as you understand it.



105


Informal Checks for Understanding 

Misconception Check

Present students with common misconceptions to see if they can:

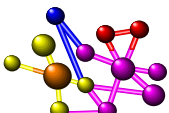
1. Identify the error.
(Use true-false or multiple choice items.)
2. Explain why it is wrong.
(Students respond orally or in writing.)

106


Informal Checks for Understanding 

Web/Concept Map

◆ Create a *web* or *concept map* to show how the parts or elements are related.



107

Informal Checks for Understanding 

Web/Concept Map

Create a *web* or *concept map* to show how the following are related.


analytic rubric

criteria

grades

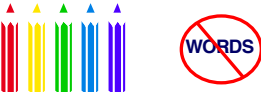
holistic rubric

108

Informal Checks for Understanding 

Think & Draw

◆ Draw a *picture or visual representation* of the key idea (s).
Be prepared to explain your visual.



110

Feedback is Key to Learning

"It is not teaching, per se, that causes learning. Attempts by the learner to perform cause learning. ...and improved performance depends on the quality of feedback and the opportunities to use it."

Grant Wiggins

117

Feedback is not...



- ✗ *praise* -- “good work”
- ✗ *grades* -- B+, D
- ✗ *encouragement* -- “Keep at it. You can do it.”
- ✗ *criticism* - “unacceptable”

118

The most effective feedback is:

- ✓ *specific*
- ✓ *descriptive*
- ✓ *understandable*
- ✓ *timely*

119

Analytic Rubric for Graphic Display of Data

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Goals/Actions: _____

121

Coaches use “scrimmages” (formative assessment with feedback) to prepare their players for the game!



123

This classic article by Grant Wiggins describes what makes feedback most effective.

September 1, 2012 • 16 min

Seven Keys to Effective Feedback

Grant Wiggins



Advice, evaluation, grades—none of these provide the descriptive information that students need to reach their goals. What is true feedback—and how can it improve learning?

125

Assessment for Learning



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128

something to think about...



“We don’t learn from experience. We learn from *reflecting* on our experience.”

Dr. John Dewey

129

Encouraging Self Evaluation, Reflection and Goal Setting

- ♦ What do you *really* understand about ___?
- ♦ What are you most proud of?
- ♦ How could you improve ___?
- ♦ What would you do differently next time?
- ♦ What grade do you deserve? Why?
- ♦ How does what you’ve learned connect to previous learnings? ... the real world?

130

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Goals/Actions: *I need to double check my calculations. Next time, I will use a ruler!*

132


Performance List for Cooperative Learning
Primary Level

	Terrific	O.K.	Needs Work
1. Did I do my job in my group?			
2. Did I follow directions?			
3. Did I finish my part on time?			
4. Did I help others in my group?			
5. Did I listen to others in my group?			
6. Did I get along with others in my group?			
7. Did I help my group clean up?			

What will you try to do better the next time you work in a group?

133


Assessment for Learning



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137

Student Work as Data




"We don't have to wait for the once-a-year test score report to begin school improvement planning. We have the most authentic evidence of student performance all around us – student work."

Jay McTighe

138

Evaluating student work in teams.



140


Cornerstone Assessments in Writing (6-12)

GREECE CENTRAL SCHOOL DISTRICT, NY

GRADE	Expository	Persuasive	Literary Analysis	Creative/ Expressive
Grade 6	Research report	Position paper	Literary essay on setting or conflict	Original myth
Grade 7	Autobiography	Policy evaluation	Literary essay on character	Persona writing
Grade 8	Research report	Problem/ solution essay	Literary essay on symbolism	Narrative fiction
Grade 9	Cause/effect essay	Editorial	Analysis of multiple literary elements	Poetry
Grade 10	Research report	Social issue essay	Critical Lens essay	Historical Persona
Grade 11	Definition essay	Argumentative essay	Comparative genre essay	Parody/satire
Grade 12	Research paper	Position paper	Response to literary criticism	Irony

142

Examining Student Work



requires:

- ✓ common assessments or assignments linked to important standards
- ✓ agreed-upon evaluative criteria/ rubric
- ✓ an established process, including an inter-rater reliability protocol

145

ANNOTATED EXEMPLAR

GRADE 6

he even realizes he is making an error when he reads the chapter and sees a red line that says "conflict" in the margin. He is confused by the red line.

Conflicts can not be avoided. In life, without conflict things would be very dull. In the book *Spidey Grabs the Reilly*, Kill You, this is what the author, Barthe DeClement, demonstrates. Helen is the protagonist with a learning disability that triggers problems and conflicts—conflicts at home, conflicts at school, conflicts with herself.

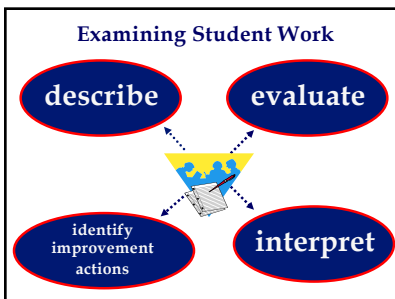
The most crucial conflicts of the book are the ones she has with herself. Worrying, talking, frowning, Helen fears that she will flunk the sixth grade. Her mother has warned her parents of this. Helen finds her report card and her grades on it. She knows what is coming because of her troubles in school. "I didn't lift a book until report cards came back."

When Helen worries about school, she creates conflicts with herself. Helen worries that Mr. Marshall does not want her anymore because of the freckles she sets off at the end of the book. She worries and frowns, making more problems and conflicts. Most of Helen's major conflicts stem from school and her reading difficulties.

Helen has conflicts with her mom that emphasize her reading difficulty. Helen argues with her mom about reading. "She kept telling me to please try and read without using my finger (Helen talking about mom). I kept telling her that if I didn't I would lose my place." Helen again tries to get out of reading practice with her mom. And then the reader finds Helen and mom arguing about some thing. Without a doubt, Helen's relationship is affected by her reading problem.


The writer's topic is Helen's reading difficulties. The writer's main purpose is to show how Helen's reading difficulties affect her life. The writer's audience is the reader. The writer's point of view is from the author's perspective.

146



147

Benefits of involving teachers in scoring the PBAs:



- Deeper understanding of the Standards.
- Better understanding of the qualities of *understanding* and *proficiency*.
- Greater awareness of the patterns of strengths and weaknesses in student performance.
- Sharing of instructional ideas and resources to address the areas of weakness.

149

150

152

154

156