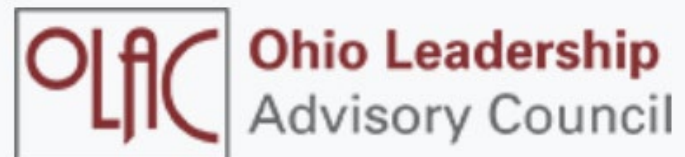# Understanding the Variety of Assessment Tools Available for Use In Instruction, Part 4 of 4

Presented by
Deb Tully
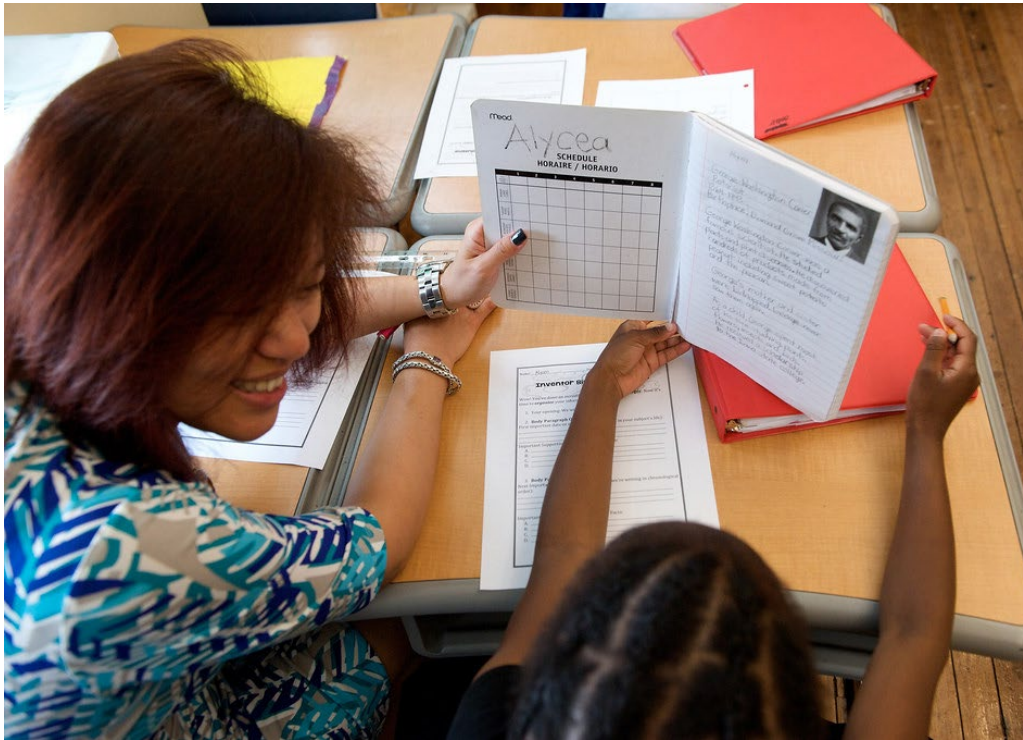### Director of Professional Issues
Ohio Federation of Teachers

Validity and Reliability

Assessments should:

- be *valid* — measure what they say they measure.

- be *reliable* — produce consistent results.

- **contain clearly written and concise** questions and directions.

- **be *fair*** to all groups of students.

Four Formative Assessment Techniques

Observation

Questioning

Feedback

Student Self-Assessment

Two Observation Strategies: Anecdotal Records

- Focus on observing 3-5 students each day
- Make notes of what you notice about each student's learning

Two Observation Strategies: Checklists

- Observe using a prepared list of competencies, criteria, or behaviors

- note students' progress or difficulties

    Checklists often are an integral part of the report card, providing parents with details of what their child knows and is able to do

    (Source: Measured Progress, 2007)
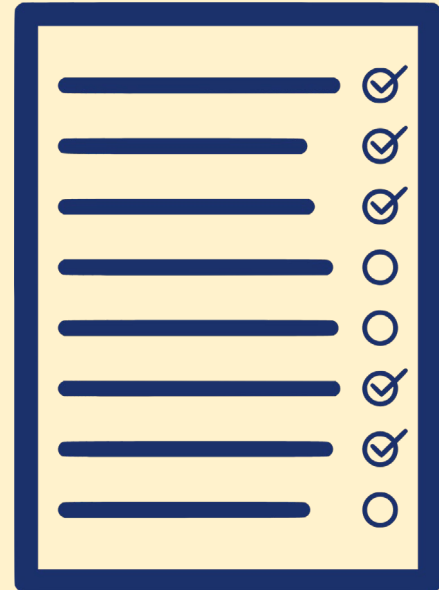
Questioning

Photo by Allison Shelley/The Verbatim Agency for EDUimages

Well designed questions

- are a way to initiate productive dialogue

- should be part of lesson plans

The type of question and how we question make a difference in how successfully we probe student understandings.

Two Types of Questions

Closed Questions (Who is the main character in the story?)
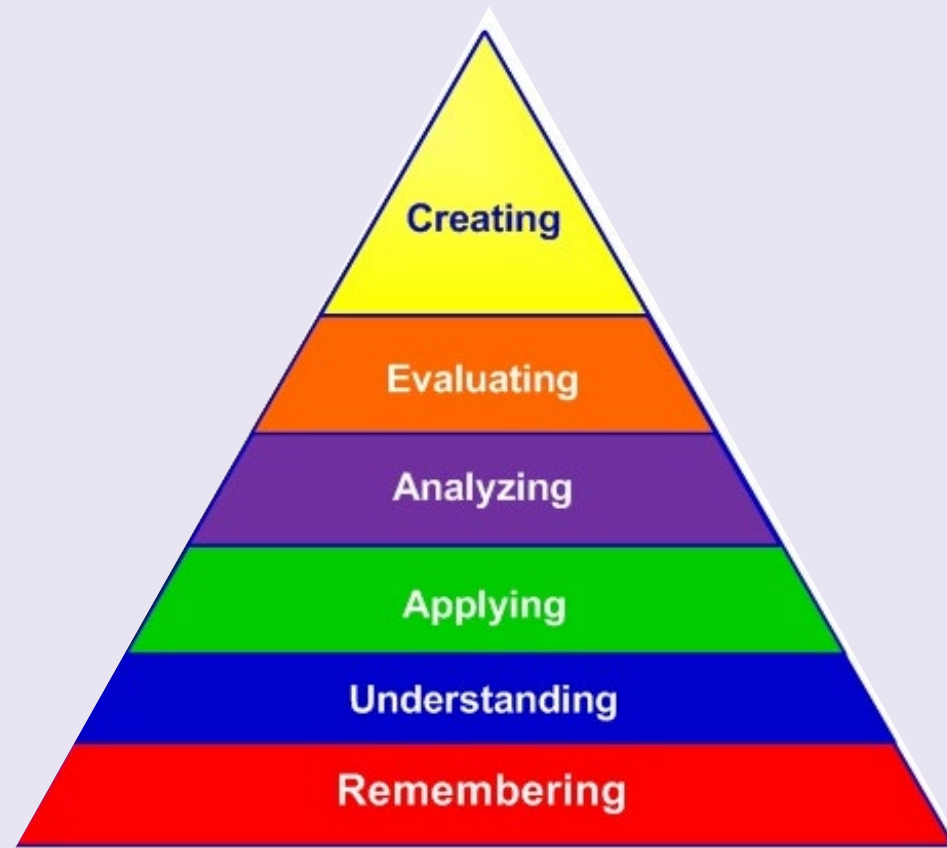
- Predetermined correct response

Open Questions (Would you rather live when the story takes place or now? Why?)

- Encourage students to think beyond the literal

Bloom's Taxonomy Action Verbs

Depth of Knowledge (DoK) Chart

Strategies that Promote Rich Discussions

- Invite students to develop more complex contributions: "Say a little more about…"
- Echo: "So you think that…"
- Make a personal contribution from your own experiences: "I remember…"
- Invite nonverbally: eye contact, tilt of head…

Learning Policy Institute: Laura E. Hernández and Crystal A. Moore

Credit: Allison Shelley/The Verbatim Age

Tips for Engaging Students

- Give students time to respond

- Discuss their thinking in pairs or small groups

- Allow students to respond in a variety of ways (writing the answers, concept map)

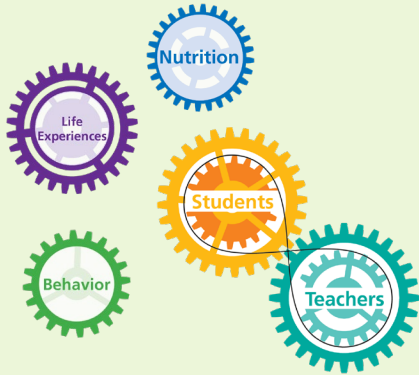- Encourage students to ask as well as answer questions

https://commons.wikimedia.org/wiki/File:Students_work_on_robots_at_Ca%C3%B1ada_College.jpg

Explaining Stretch

Achievable Stretch - Content included in your assessments should challenge *all* students, both lower and higher performing students, to demonstrate growth
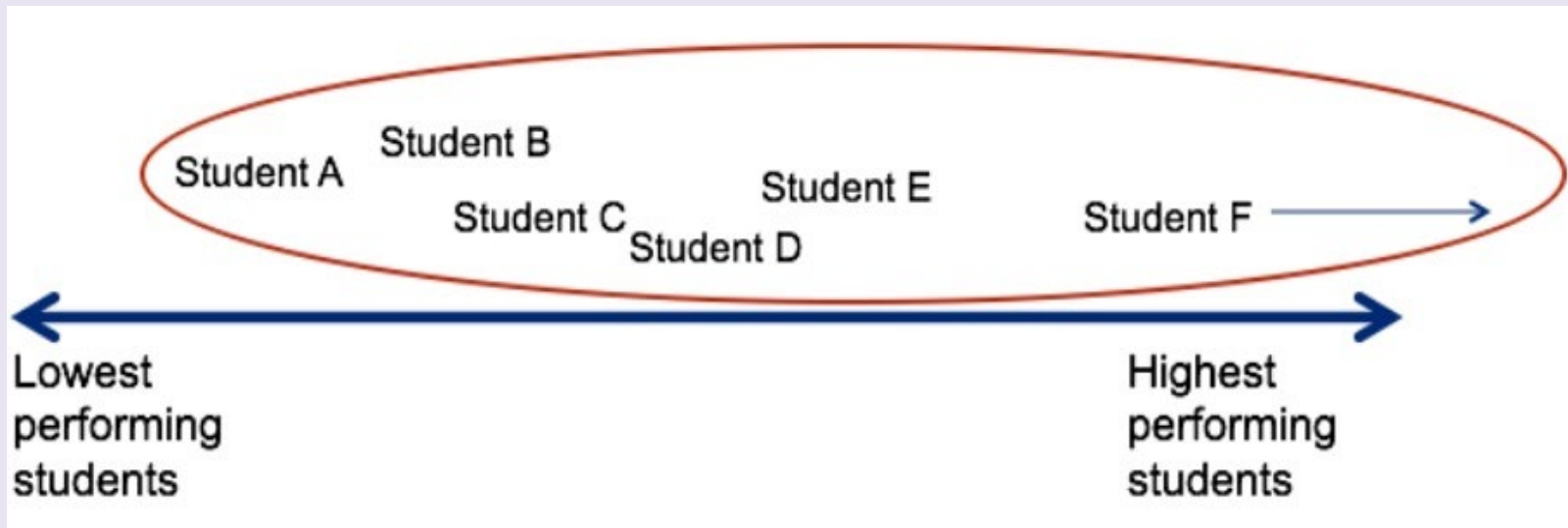
Feedback

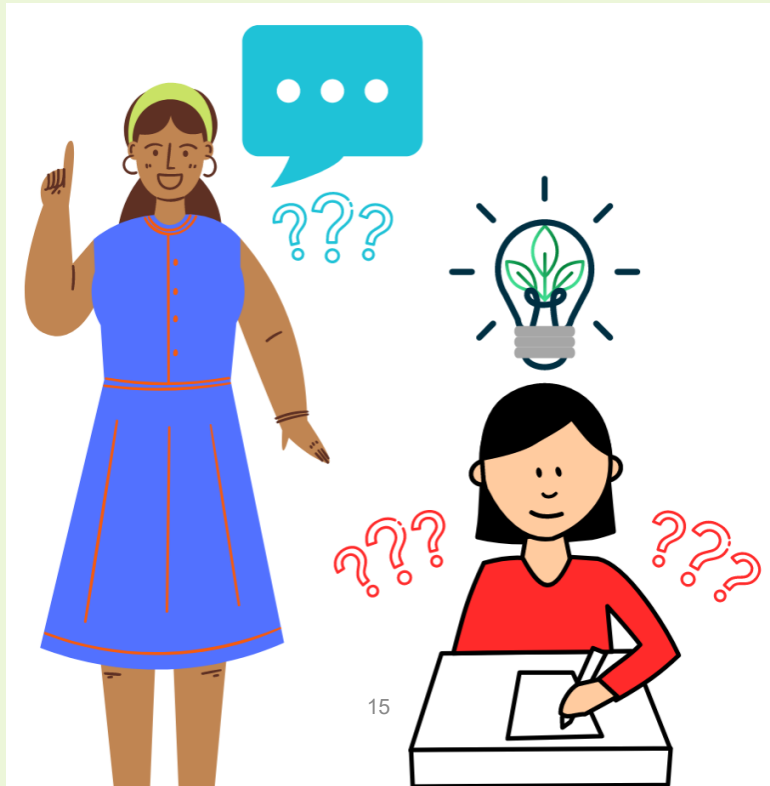Feedback is information about how we did in light of some goal

Two Types of Feedback: Evaluative Feedback

- Tells learners how they performed relative to the learning standards or goals

- Provides a judgment summarizing the quality of the learning

- Is a direct result of summative assessment

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Descriptive Feedback

- Provides specific information in written comments or conversations
- Focuses on student learning growth
- Includes next steps in learning
- Helps students "own" their learning
- Encourages students to reflect on learning
- Helps students understand how to improve or stretch themselves

Quality Feedback

Regardless of the type of feedback used, it must be:

- High quality

- Clearly written or spoken

- Age-specific

- Content-specific

- Address intended purpose

- Timely

Research on Feedback

Grades on an assignment have no positive effect on students' performance

Descriptive feedback on an assignment has a positive effect on students' performance by 30%

Grades **and** feedback on an assignment have no positive effect on students' performance – grades appear to negate the positive effects of feedback

Source: Ruth Butler

Student Self-Assessment

Definition: students critically examine their work with reference to previously established indicators—learning targets, criteria, exemplars, and/or rubrics

Self-assessment:

- May happen during a task
- May take place at the end of a task, topic, or unit of work
- Can include peer-assessment

Photos: Allison Shelley/The Verbatim Agency

Students Who Assess Their Own Learning Ask *Questions*

There are many reasons students should assess their own work.

- Students are developmental learners
- Students have the capacity to develop knowledge and skills in a given area
- Students are valued participants in learning
- Students are capable of being reflective learners through effective modeling
- Students develop skills for life-long and self-motivated learning

Benefits for teachers who use student self-assessment techniques

Photo: Aanand Srinivas

- Feedback from students adds to the information teachers already have about students

- Students' achievements, when measured against standards, are likely to be accelerated

- Students are able to work independently without continuous reliance on teacher direction

Benefits of peer assessment

- Increased student motivation
- Discussion in their language
- More acceptance of criticism from peers
- More attention by teacher to student feedback
- Strengthened student voice
- Improvements to the curriculum
- Can inform teachers of needs
- More time for observing and framing interventions
- Collaborative relationships between teacher and student

https://www.flickr.com/photos/hackny/8049800812

Examples of self-assessment

- Examining work against an exemplar (teachers need to identify quality student work or work that reflects different levels of achievement)

- Journals or logs

- Reflective Questions

- Rubrics or Criteria

- Graphic Organizers

- Group Processing

- Student-led Conferences

- Traffic Light icons

- Thumbs Up/Thumbs Down

- Ticket Out the Door/Exit Cards

Instructional strategies for implementing student self-assessment

- Pairing students to work on understanding

- Review work of peers and indicate the best parts and those needing further work

- Students justify their own work

- Joint concept papers

- Interviews

- Help boards (e.g., homework)

Formative Assessment Wrap-Up

The **best** formative assessments

- are included in the instructional planning process
- align with content standards & course content
- have stretch
- have sufficient validity & reliability
- minimize the impacts of implicit & explicit biases
- provide accurate information to guide instruction

Credit: Allison Shelley/The Verbatim Age

Reflection

How will you apply these concepts to your work with students?

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