



A Union of Professionals

AFT Teachers

Welcome to

Reclaiming Assessment:

Using a Balanced Classroom
Assessment System to Strengthen
Student Learning

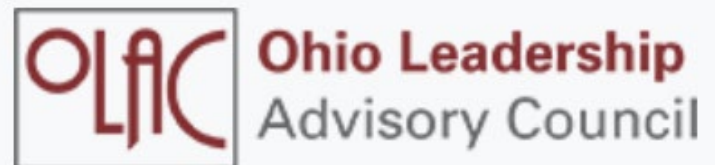


**Ohio Leadership
Advisory Council**

Using a Balanced Classroom Assessment System to Strengthen Student Learning, Part 1 of 4

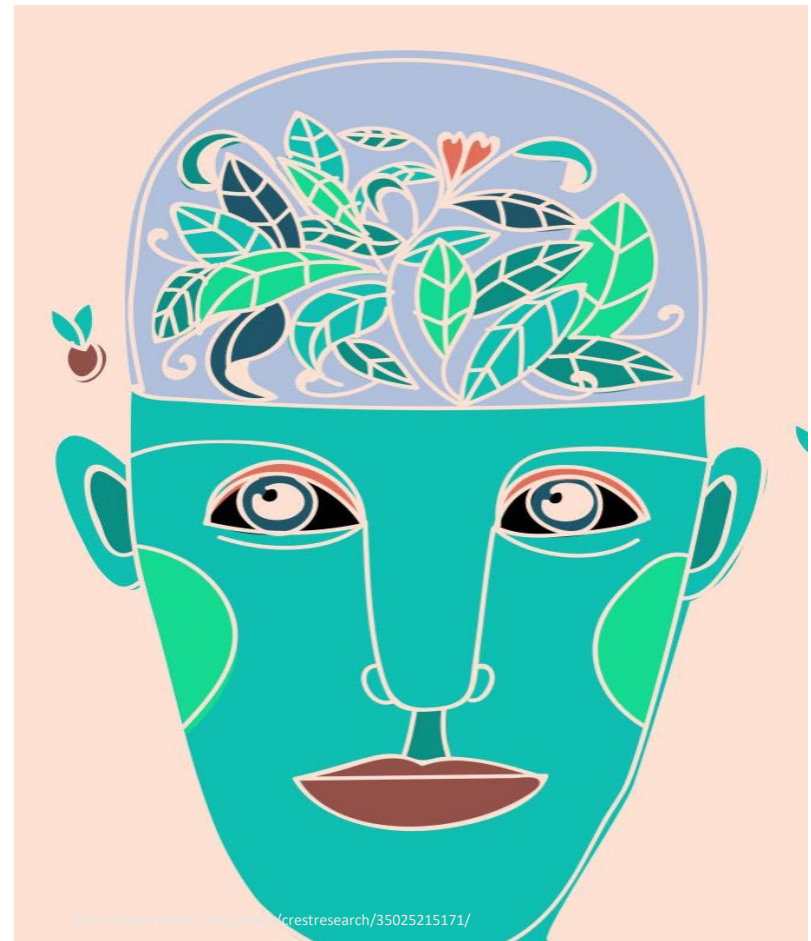
Presented by
Deb Tully

Director of Professional Issues
Ohio Federation of Teachers



What Does the Research Say About Formative Assessment?

- (Black and Wiliam, 1998)
a “more **profound effect on learning**” than other educational interventions
 - Effect sizes between .4 and .7
- (Black and Wiliam, 1998)
helps students develop **metacognitive skills** and enhance **motivation**
 - Impacts on low-achieving students
- (White and Frederickson 2000)
teaches students to **self-assess** and **self-monitor** their own learning
 - Increased conceptual understanding



Assessment



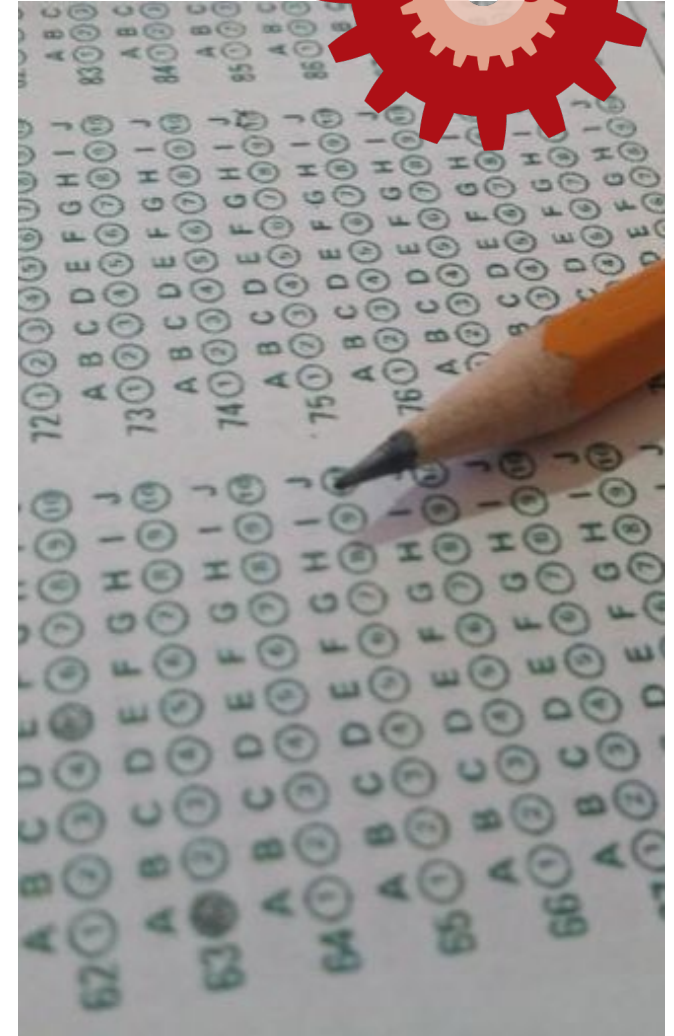
- System to measure knowledge and skills
- Formative assessment takes many forms
- Administered at any time in the learning process
- Provides information to determine next steps in instruction.



Image Credit: Tetra Images - Jamie Grill

Standardized Test

- One form of assessment
- Paper and pencil or computer-based
- Typical pattern of asking questions students answer
- Generally, done at the end of a unit, semester or year
- Tend to be summative in nature



Comprehending the Uses and Limitations of Formative and Summative Assessments, Part 2 of 4

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Why is it important for everyone to have a common understanding of data and how they are used?

Teachers and school staff who are data literate:

- Understand sound data use practices
- Know the types of data to use to generate dependable student achievement information
- Use report card grades, test scores, portfolios, conferences, etc., to effectively communicate achievement results to intended users

Source: Stiggins, R. (1999). "Teams." Journal of Staff Development, National Staff Development Council.

Two Data Categories



Assessment Data

- Data produced by directly measuring student learning

Contextual Data

- Data related to all aspects of the classroom, staffing, school, or students, *except* student learning
- Instead it has an *impact* on student learning



Let's Get Your Reaction...

- Are you in a district that administers standardized formative assessments?
- Are you in a district that requires teachers to post or give grades on formative assessments?
- Are you in a district that tells teachers to use the district/state test results for diagnostic purposes or to inform instruction?

Begin with the End in Mind: Know Your Tools



Diagnostic

(aka **pre-assessment**)

Provide instructors with information about student's prior knowledge and misconceptions before beginning a learning activity



Formative

Help students identify their strengths and weaknesses and target areas that need work.



Summative

Evaluate student learning, skill acquisition, and academic achievement at the conclusion of a **defined** instructional period—typically at the end of a project, unit, course, semester, program, or school year.

Classroom Assessments

- Balanced classroom assessment systems must include diagnostic, formative and summative assessments.
- All assessment types are interconnected. They provide different levels of information on student learning at different points in time.
- The key question to ask: **“What are the purposes or uses of the data?”**



(Source: S. Marion, National Center for the Improvement of Educational Assessment)

Diagnostic Assessments



Diagnostic (also known as **pre-assessments**) assessments provide instructors with information about student's prior knowledge and misconceptions before beginning a learning activity.

A Diagnostic Assessment

Gives baseline information of the students

Provides data to determine the starting point for instruction





Formative Assessments



Take place in the classroom

Among the daily responsibilities of the teacher

Routine part of classroom activity

Can not be separated from instruction

Used to track learning during the instructional process

Help you to understand where to go next

Do not result in a grade

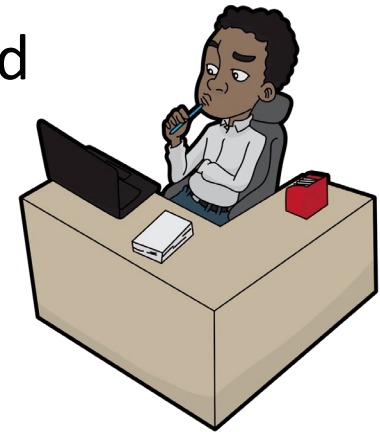
Are usually informal

(Source: Measured Progress, 2007)

Formative Assessments

As teachers become comfortable with formative assessment techniques, they tend to develop expertise in knowing:

- when a lesson is going well,
- when to stop a lesson,
- when to stretch a lesson,
- when to review,
- when to ask deeper questions.



(Source: Measured Progress, 2007)



Summative Assessments



- Conducted at end of unit of study
- Administered periodically
- Used to inform the teacher and others about what the student has learned
- Used to make judgments about students

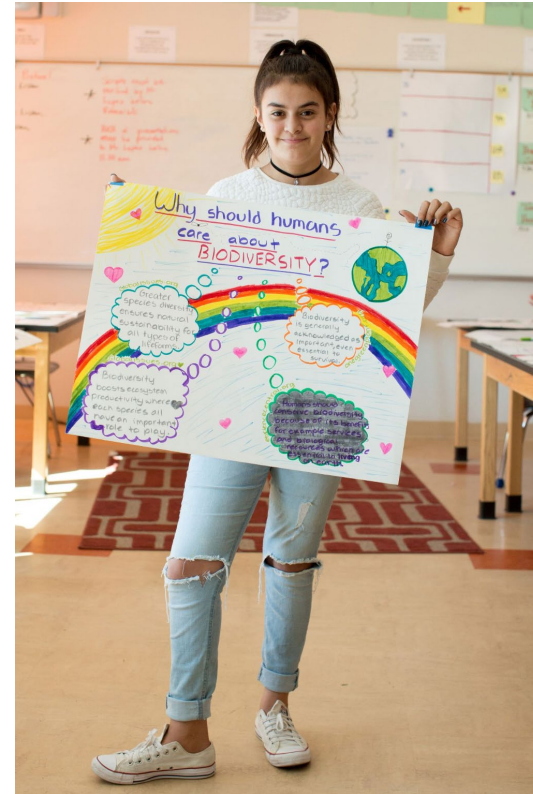


Photo by Allison Shelley/The Verbatim Agency for EDUimages

Teacher Practice vs. Vendor Language

Assessment

- May take many forms
 - Formative assessment may be formal or informal
- Administered at any time in the learning process to determine student understanding
- Provides information to determine next steps in instruction

Test

- One form of assessment
- Paper and pencil or computer-based
- Typical pattern of asking questions students answer
- Generally done at the end of a unit, semester or year
- Tend to be summative in nature

Standardized Test Cautions

- Do not use for diagnostic purposes
- Do not use to determine mastery of individual standards
- Do not use item analysis or test item banks without professional development



Recognizing Bias and Creating Culturally Responsive Pedagogy and Assessment, Part 3 of 4

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Director of Professional Issues
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Bias in Standardized Testing

Strong research base documenting **bias** and **unfairness** in standardized tests

- Foundation in IQ testing and eugenics movement
- Test question bias

Are you measuring what a child learns in school, or things a child brings with them to school?



Activity: Solve the math problem



Yvonne is trying to decide whether she should buy a weekly bus pass. On Monday, Wednesday, and Friday she rides the bus to work. On Tuesday and Thursday, she rides the bus to work but gets a ride home with friends. Which type of bus pass should she buy?

A. One-way \$1.00

B. Weekly pass \$9.00

Acknowledging Our Biases: Why?



Photo: Adam Jones https://commons.wikimedia.org/wiki/File:Students_Living_Central_High_School_at_End_of_School_Day_-_Little_Rock_-_Arkansas_-_USA.jpg

Educators, more than any other group, deny that they have racial biases.

In Student Learning



- Stereotype Threat
- Confirmation Bias



**Ultimate goal
of teaching:
Help your
students learn
and grow**

Cultural Responsiveness



Credit: Allison Shelley/The Verbatim Agency

Being *culturally aware* helps educators . . .

- draw from students' identities and cultures to create lessons and assessments that pique student **interest**;
- **engage** students more fully into their own learning;
- provide opportunities for students to grow through lessons, activities, and assignments that are **relevant** to them.

IMPACTS

When POC students have access to Culturally Relevant Curriculum, their **attendance, performance, and achievement** improves.

Attendance improved
by

21

percentage points

Overall GPA increased by

1.4^{points}

23

more credits earned

source: Dee, Thomas S., and Emily K. Penner. "The causal effects of cultural relevance: Evidence from an ethnic studies curriculum." *American Educational Research Journal* 54.1 (2017): 127-166.



Culturally Relevant Pedagogy

The term “Culturally Relevant Pedagogy” was first penned by Dr. Gloria Ladson-Billings in 1995 to describe the practices of successful teachers of Black children. Her work:

- ❖ Surveyed parents, students, and educators
- ❖ Interviewed teachers (of multiple races) and observed and studied their classroom practices
- ❖ Found that these teachers engaged in 3 critical pedagogical practices



Culturally Relevant Pedagogy

According to Dr. Ladson-Billings



“All instruction is culturally responsive. The question is: To which culture is it currently oriented?”

Photo by Allison Shelley/The Verbatim Agency for EDUimages

Culturally Relevant Pedagogy: 3 Components

Academic Achievement:

Students learn to think more deeply and critically.



**All 3
components
must be present**

Cultural

Competence:

Value and build on students' home culture; help them acquire skills of academic culture.

Critical

Consciousness:

Students learn to critique current power structures and imagine more equitable alternatives.

Students *Can Share Responsibility* for Their Learning



- Engaging in and practicing self-assessment
- Valuing who they are
- Giving them responsibility for their own learning



Creating Culturally Responsive Lessons



- Identify what is important to the students
- Create lessons to satisfy the standards you are teaching based on students' lived experiences, identity, culture, and interests.
- Examples: project-based learning, tiered activities, multiple modalities, connecting to current events.



Creating Culturally Responsive Assessments



Photo by Allison Shelley/The Verbatim Agency for EDUimages

- Scoring guides and rubrics
- Assess **process & product**
- Distinguish assessment of language proficiency from **assessment of content**
- Grade/assess against **standards**, not other students

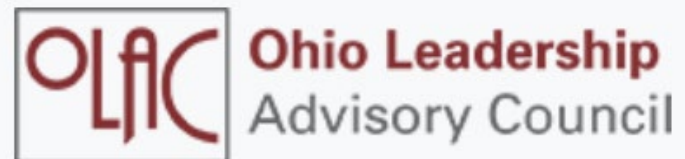


Review: Creating Culturally Responsive Lessons & Assessments

- Identify what is important to students
- Create lessons to satisfy the standards you are teaching based on students' lived experiences, identity, culture, and interests
- Examples: project-based learning, tiered activities, multiple modalities, connecting to current events
- Scoring guides and rubrics
- Assess process **and** product
- Distinguish assessment of language proficiency from assessment of content
- Grade/assess against standards, not other students

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

Presented by
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Director of Professional Issues
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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

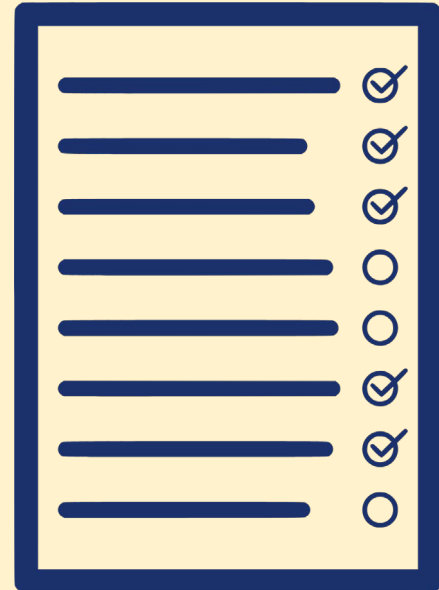


Two Observation Strategies: Checklists

- 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

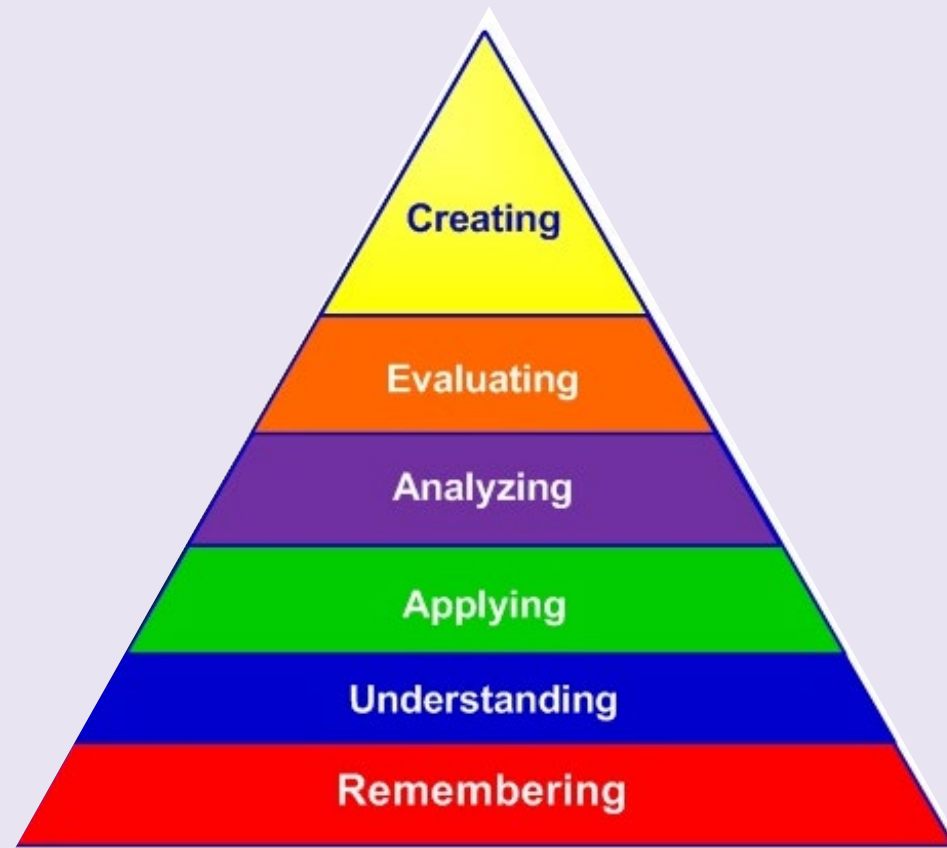
Open Questions (Would you rather live when the story takes place or now? Why?)

- Encourage students to think beyond the literal



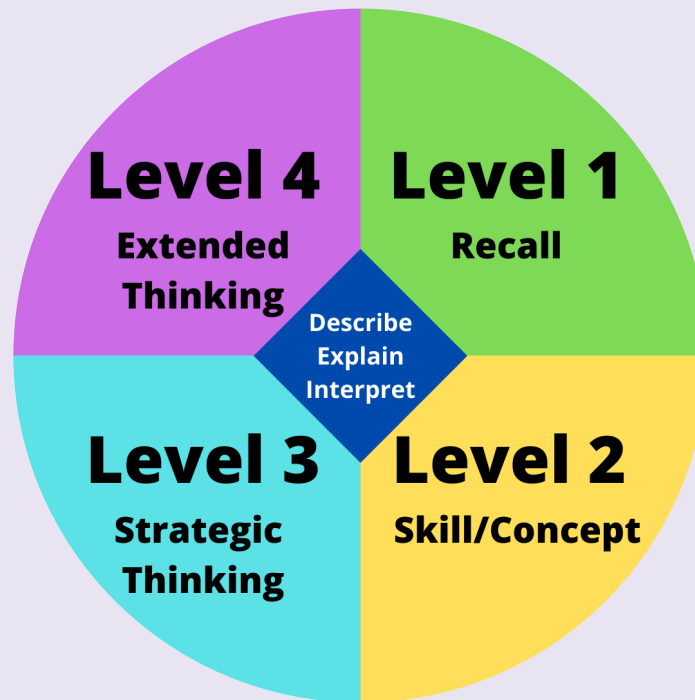
Bloom's Taxonomy

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

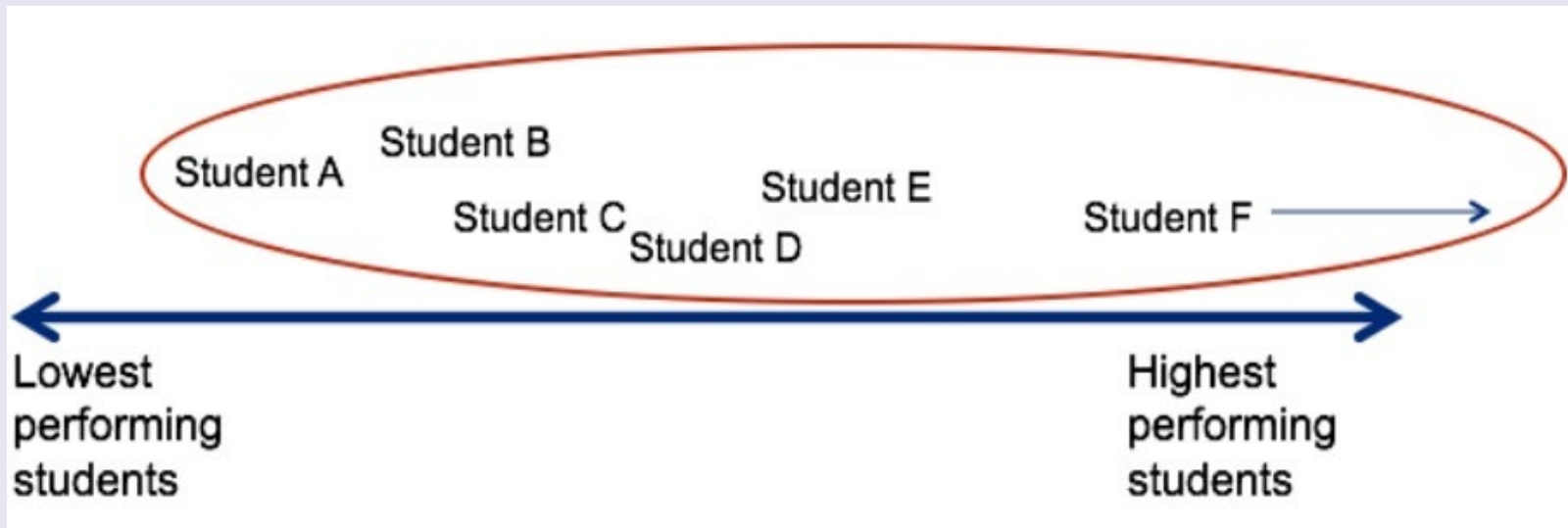
- Give students time to respond
- Discuss their thinking in pairs or small groups
- Allow students to respond in a variety of ways (writing the answers, concept map)
- Encourage students to ask as well as answer questions



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



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

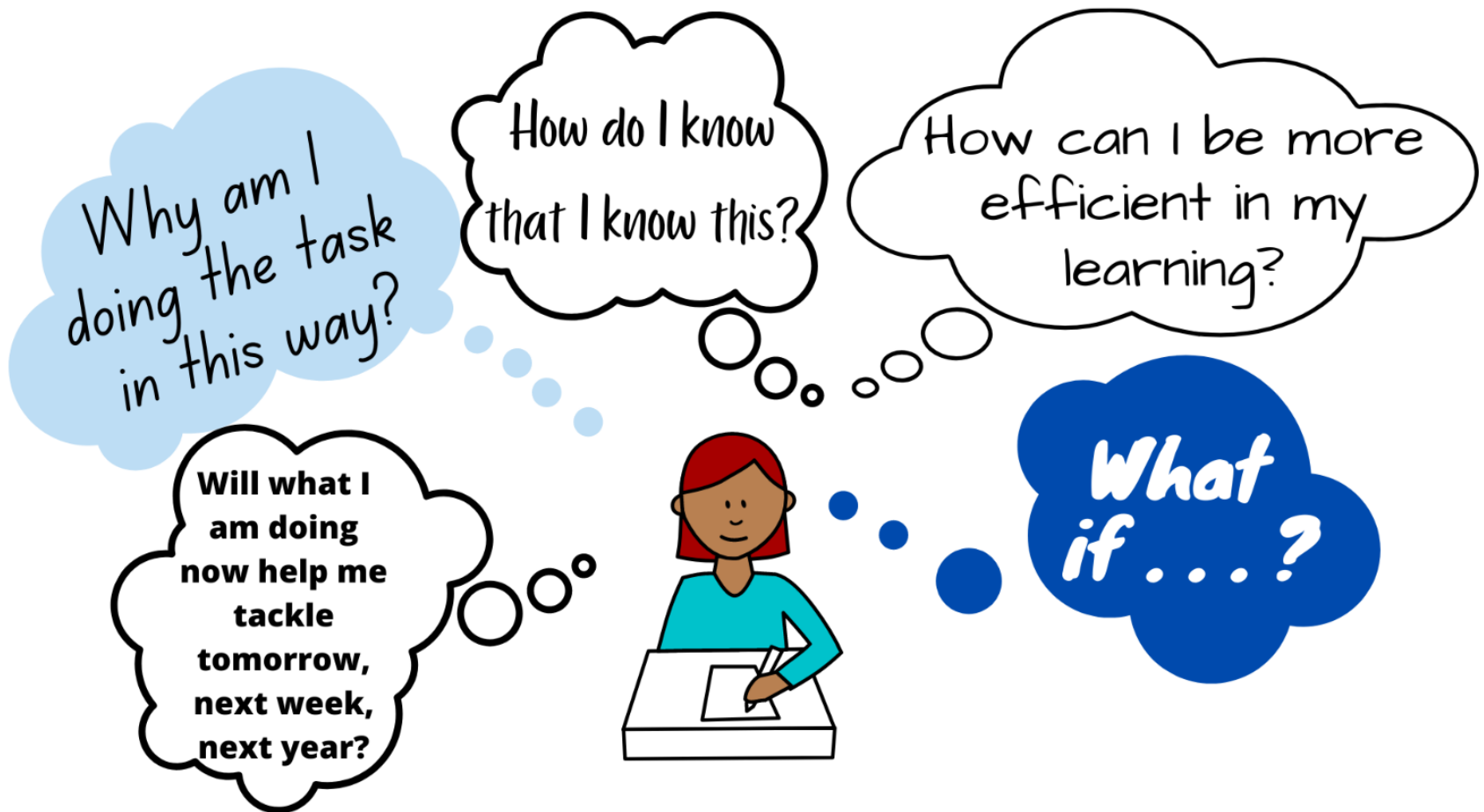
Definition: students critically examine their work with reference to previously established indicators—learning targets, criteria, exemplars, and/or rubrics

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



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



[Anand 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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