# Professional Certification
## October 11, 2007

## Standard: Effective Teaching

**Criteria 1(b)** Using a variety of assessment strategies and data to monitor and improve instruction;

# **Questions to Answer**

1. What types of assessment do you currently use …

2. What types of assessments would you like to incorporate…

3. How and when do you use assessment …

4. How and when might you use assessment …

… to inform students?
… to inform instruction?

# Purpose

Role of Assessment in Each Classroom

- Assessment <u>for</u> learning (formative/diagnostic)
  - encourage exploration, growth, and attention to learning
  - provide feedback to students and teachers
  - adjust teaching and learning as a course proceeds
- Assessments <u>of</u> learning (summative/diagnostic)
  - based on clearly articulated and appropriate achievement targets
  - communicate specific successes and needs
  - accurately reflect student achievement at course's end

# Explicit Instruction

**I DO**      Model

**WE DO**    Interact with students trying out examples.
a. Follow with groups trying out.
b. Observe group and give generalized feedback.
c. Follow-up instruction as needed.

**YOU DO**   Individually students try and receive individual feedback.

**("WE DO"**   *Responsive instruction based on students needs)*

**YOU SHOW** Students are asked to demonstrate understanding for evaluation.

# Two Assessment Concepts

○ Assessment Planning and Design
- Clear targets
- Varied formats – body of evidence
- Assessment matching

○ Feedback and Engagement Practices
- Use of student work in instruction
- Student and Peer Interaction
- Feedback language

# Purpose

Teacher always be able to answer the question:

*Why am I having them do this work at this time?*

# Chalk Talk Challenge

**A 10 minute conversation with 40+ people and no spoken words**

**Part 1**

1.  Review the seven practices in homework article
2.  Use the yellow sticky notes to describe how the practices are used in your classroom
3.  Without talking, go to the elementary or secondary area and place your yellow sticky notes on the matching practice

**Part 2**

When you finish with Part 1:

1.  Go back to your table and grab the pink sticky notes
2.  Return to read yellow sticky notes: use the pink notes to make comments, ask questions, or even challenge the practice itself. Post next to the related yellow notes.

# Seven Practices McTighe & O'Connor

1. Use summative assessments to frame meaningful performance goals.

2. Show criteria and models in advance.

3. Assess before teaching.

4. Offer appropriate choices.

5. Provide feedback early and often.

6. Encourage self-assessment and goal setting.

7. Allow new evidence of achievement to replace old evidence.

# Purpose

Student always be able to answer the question:

*Why am I doing this work at this time?*

# Descriptors of Practice (p1)

- **Students use** a variety of assessment tools, and know how those tools measure their performance of the learning targets.
- **Students understand** the scoring criteria being used, and that the assessment tools being used are fair and equitable.
- **Students keep and review with their teacher** records of their learning progress to identify *their own* specific needs for growth
- **Students regularly use their work to examine and reflect** on their achievement of learning targets.
  - **Students set individual goals and outline the steps** required to reach those goals.

# Descriptors of Practice (p2)

- **Students are regularly guided through strategies to monitor, evaluate, and self-regulate** their process of learning and express it verbally and in writing.

  - **Students can articulate** what worked, what did not, and what they need to do differently next time.

- **Students actively work with their teacher to decide how best to demonstrate** their progress and capabilities, and to identify their best work.

- **Students participate in communication** with parents/guardians and in decision-making about their learning progress and assessment data.

- **Students create and use scoring criteria** to assess their own and others' work.

# Portfolio Evidence

- Samples of various assessments used on a variety of learning targets, student articulation of why the assessment was used to measure this particular performance of a learning target

- Survey of fairness of assessments and judgments of their work and behavior, samples of assessment tools being used by the students

- Peer assessments, artifact of peer assessment process, scoring criteria, video of students discussing each other's work

- Video of conferences with teacher, reflections of how best work is used by teacher for assessment, notes from conference with teacher about learning, journal entries about comparing records with teacher, analysis attached to every evidence chosen by student for portfolio of why this is best work

- Evaluation of data received from action research and how used to modify instruction (include several examples), observation notes on how teacher used feedback during instruction to modify instruction

- Artifact of strategies to use with variety of assessments; student work demonstrating practicing assessment of own work; portfolio entries with student reflections; written entries on what they achieved, what they learned well, what is missing, what they need to do to complete learning, what need to do differently next time

- Artifacts of record keeping by students and reflection using records

# **Questions to Answer**

1. What types of assessment do your students currently use …

2. What types of assessments would you like to incorporate to allow your students…

3. How and when do students use assessment …

4. How and when might students use assessment …

… to inform themselves?

… to inform their learning?