

Effective Assessment Change to Improve Student Achievement



Introductions

Your name

Where you are from (School, Country)

Your Position at your school

Last book you read or interesting place you visited

What you hope from this workshop

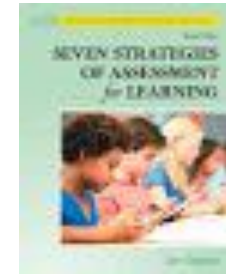
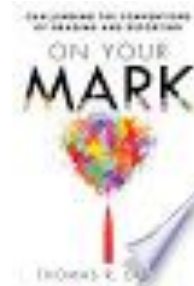
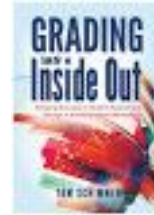
Effective Assessment Change to Improve Student Achievement

Learning Objectives:

- To consider new research and practices in assessment change
- To reflect on assessment practices and their effectiveness
 - Purpose of Grading
 - Accuracy of Grading
 - Alignment of Grading

Journey with Assessment Change

- PD 2-3 year period (bring in experts send people to conferences...(Ken O'Connor, Rick Stiggins, Jan Chappuis, Dylan Williams, Tom Schimmer, Thomas Guskey ...)
- Book studies (15 Fixes, Grading From the Inside Out, Embedded Formative Assessment...)
- School wide PLC's
- Implementation small steps changing 2 practices school wide
- Whole school divisional district changes



Six Essential Practices of Effective Schools



Key Questions To Consider:

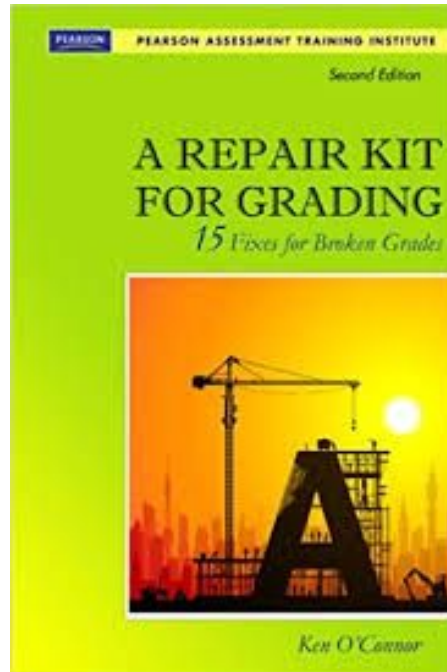
- Is what we are doing regarding assessment effective? How do you know?
- Can we consider new ideas and fix our most broken assessment practices?
- How can formative assessment help inform our teaching and move us forward to improve our practices?

Common Terms

- **Assessment** is the “planned collection and analysis of evidence about what students know and are able to do.”
- **Marks / Scores** are “the number (or letter) given to any student test, summative or performance that may contribute to later determination of a grade.” (O’Connor)
- **Reporting** is the communication to students and parents of what students know and are able to do at the end of a grading period.
- **Grades** are the descriptor or “symbol (number or letter) reported at the end of a period of time as a summary statement of student performance on a report card.” (O’Connor)

KEN O'CONNOR 15 Fixes (Video 15 Fixes **Why**)

Consider new ideas and fix our most broken assessment practices



Ken O'Connor asks these Essential Questions:

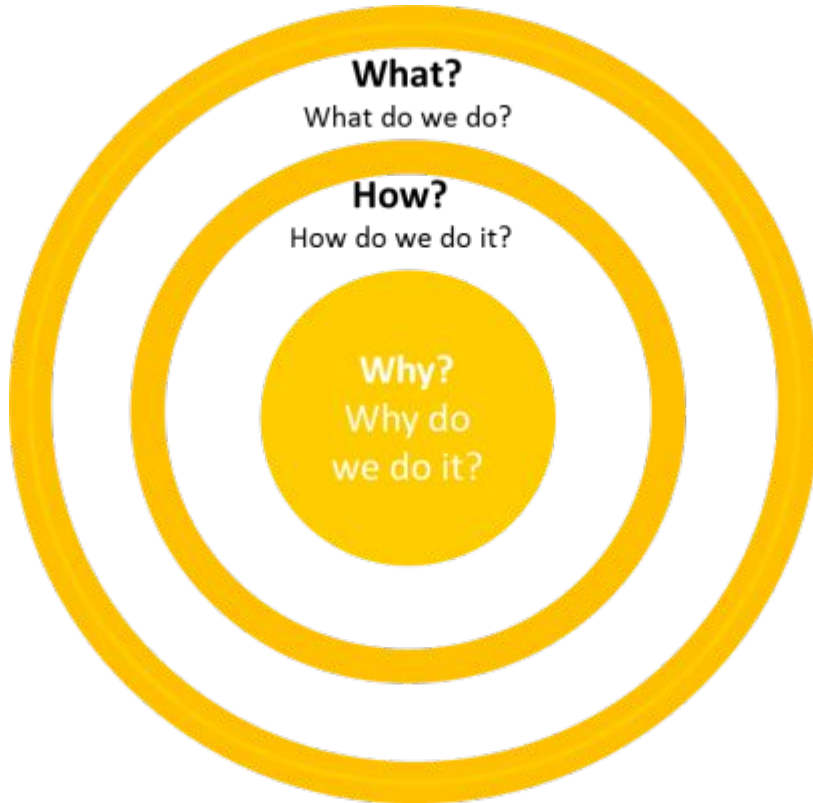
How confident are you that the grades students get in your school are:

- accurate**
- consistent**
- meaningful,**
- supportive of learning?**

If grades do not meet these four conditions of quality they are “broken,” i.e., ineffective.

Golden Circle

WHY DO WE GRADE?



Why Do We Grade?

- To **communicate** information or feedback to students and parents.
- To **describe** how well students have achieved the learning objectives or goals
- Grades should reflect students' performance on **specific learning criteria (standards)**.
- **Grading** is the evaluation of student learning based on **evidence** of what students know and are able to do.

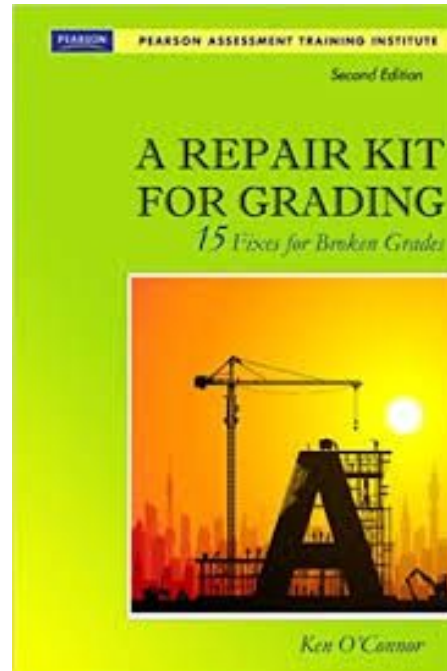
THE WHY.

When we know our why then we know how to do it and what to do.



KEN O'CONNOR 15 Fixes

Look at the handout



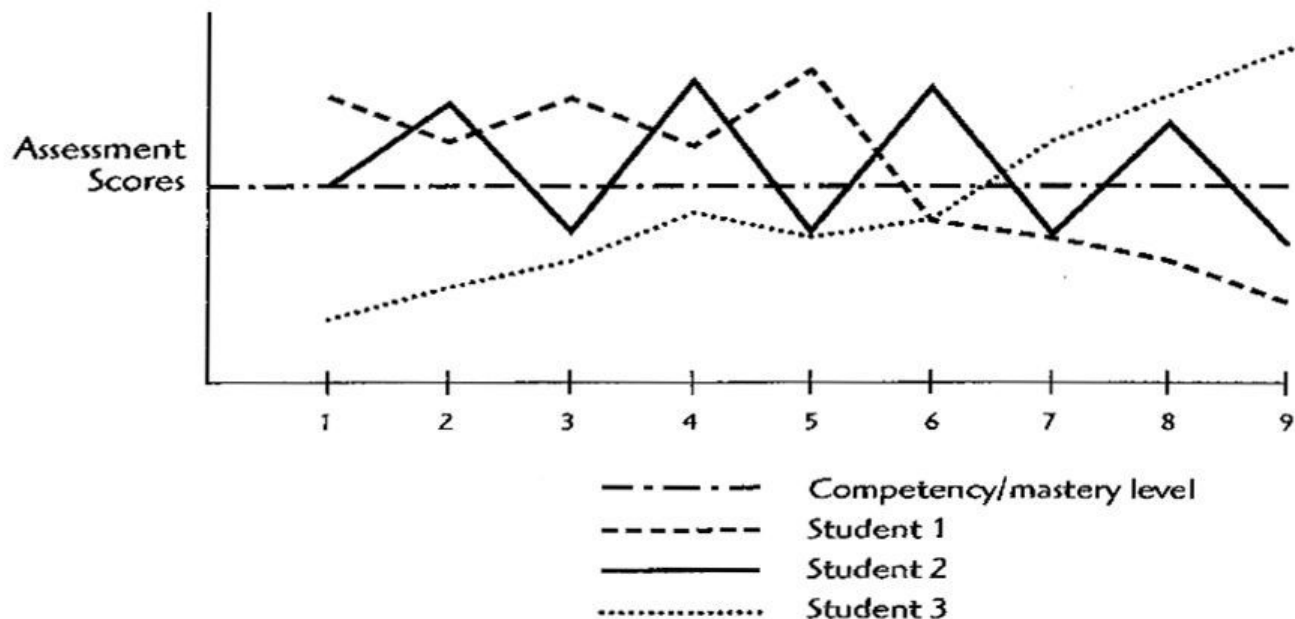
Example: Start with 3 FIXES (3 short Videos)

FIX 1 Don't include student behaviours (effort, participation, adherence to class rules etc...) in grades; include only academic achievement

FIX 2 Don't reduce marks on "work" submitted late; provide support for the learner

FIX 12 Don't include Zeros in grade determination when evidence is missing or as punishment; use alternatives, such as reassessing to determine real achievement or use "I" for incomplete or Insufficient Evidence

Parachute Packing Test Scores



O'Connor, K., *How to Grade for Learning*, Third Edition. Corwin, 2009, 31.
From Anne Davies, 2000. Originally developed by Michael Burger

FORMATIVE ASSESSMENT quick overview

Based on the *Seven Strategies of Assessment FOR Learning*, by Jan Chappuis

- Defining formative assessment
- Types of Formative feedback
- Selecting feedback options suited to students' grade level and kind of learning to be addressed

“Innovations that include strengthening the practice of formative assessment produce significant and often substantial learning gains.” --Black & Wiliam, 1998

What is Formative Assessment?

- **Formative assessment** refers to a wide variety of methods that teachers use to conduct in-process evaluations of student comprehension, learning needs, and academic progress during a lesson, unit, or course. ... In other words, **formative assessments** are for learning, while summative **assessments** are of learning.
- **Formative assessment** is "assessment **as** learning". In other words, the feedback is used to improve the learning.

1:37



Embedded Formative Assessment and Feedback

Starting Point

1. Provide students with a **clear** and **understandable** vision of the **learning target** “Where Am I Going? Clear Targets”. Use Rubrics.
2. Use examples and models of strong and weak work. (**Exemplars**)
3. “Where Am I Now? Effective Feedback” Offer **regular descriptive feedback**.
4. Selecting feedback options suited to students’ grade level and kind of learning to be addressed.

Feedback is most effective when: initiated by the student, in conjunction with self and/or peer **assessment**. ... teachers use the kind of **feedback** prompt that best meets the need of the students, at the level of support they need. teachers provide strategies to help the student to improve.

<https://faculty.londondeanery.ac.uk/e-learning/feedback/what-is-feedback>

Examples of Formative Assessment and ongoing Feedback

1. QUIZZES,
2. CLASSROOM POLLS
3. EXIT/ADMIT TICKETS
4. ROUND ROBIN CHARTS
5. THINK-PAIR-SHARE
6. **3-2-1**
 - 3 things you didn't know before
 - 2 things that surprised you about this topic
 - 1 thing you want to know more about
7. ONE-MINUTE PAPERS
 - Main point
 - Most surprising concept
 - Questions not answered
 - Most confusing area of topic

GOAL and PLAN (Form C)

Use this form to write a goal (Self Assessment)

It can be about today's session, another session or something personal you are working toward

Be prepared to share it with someone at your table

Classroom Assessment Exit Ticket

- **What do you hope or believe will be different with classroom assessment in the next 10-15 years?**

References

<https://www.generationready.com/our-services/comprehensive-needs-assessment/>

<https://www.edglossary.org/formative-assessment/>

<https://faculty.londondeanery.ac.uk/e-learning/feedback/what-is-feedback>

Start with Why: How Great Leaders Inspire Everyone to Take Action, Simon Sinek, 2011

15 Fixes for Broken Grades, Ken O'Connor, 2010

On Your Mark: Challenging the Conventions of Grading and Reporting - a book for K-12 assessment policies and practices. Thomas R. Guskey , 2014

Grading From the Inside Out: Bringing Accuracy to Student Assessment Through a Standards-Based Mindset (How to Give Students Full Credit for Their Knowledge). Tom Schimmer, 2016

Standards-Based Learning in Action: Moving from Theory to Practice (A Guide to Implementing Standards-Based Grading, Instruction, and Learning). Tom Schimmer , Garnet Hillman , 2018

Seven Strategies of Assessment for Learning (2nd Edition) (Assessment Training Institute, Inc.). Jan Chappuis , 2014