

# **Assessment: Integral Not Intrusive**

Instructing students should be a carefully conceived enterprise in which decisions about what to do next are predicated on the best available information.

And the best available information about what to do next almost always flows from a determination about what students currently know and can do.

Popham, 2008

## Thinking like an Assessor

- What evidence shows that students have achieved the learning goal, the desired results?
- Does the proposed evidence enable us to infer a student's knowledge, skill, or understanding?
- What assessment tasks or other evidence will anchor our units?

adapted Wiggins and McTighe  
2005

## Evidence – Centered Design

4

- *What* knowledge do you want students to have and *how* do you want them to know it?
- What will you accept as *evidence* that a student has the desired knowledge?
- How will you analyze and interpret the evidence?
- What task(s) (situations) will the students perform to communicate their knowledge?

Jim Pelligrino  
Learning Sciences Research Institute  
*Education Week 6/13/12*

## Three kinds of Assessment

5

➤ ***Assessment of learning***

- norm-referenced
- judging performance
- summative

➤ ***Assessment for learning***

- criterion-referenced
- informing teaching
- diagnostic/formative

➤ ***Assessment as learning***

- informing learning
- becomes informative and generative for both teacher and students

Charlotte Danielson

# Formative and Summative

## Assessing for Learning

- Process oriented-occurs during learning
- Provides information for modifying teaching and learning activities
- Assists students to self-assess and learn more

## Assessing of Learning

- Designed primarily for purposes of accountability, ranking of students and/or certifying competence
- Is an event after learning
- Measures how much students have learned at a particular point in time

## **TRUTHS about DATA ANALYSIS (adapted)**

1. We are here to help the children learn.
2. Data Analysis is about improving instruction.
3. We need knowledge-driven schools, not data-driven schools.

Ronald S. Thomas  
*Education Week 6/15/11*

4. Time for data dialogues can be sacred.
5. Most Important Questions:
  - a. What do the students know?
  - b. What do they not know?
  - c. What are we going to do about it?
6. We must focus on strengthening the alignment of curriculum, instruction and assessment around standards – whether they are Common Core or not.

Ronald S. Thomas  
*Education Week 6/15/11*

## Focusing on the Text

For a narrative poem about a boy named Charlie, whose electronic toys are useless in a power outage, questions posed included:

### Questions in the Basal:

“What has happened during a bad storm you have experienced?”

“How do you feel when you can’t do your favorite things?”

Source: Student Achievement Partners  
*Education Week*  
May 14, 2012

## Common Core Questions Conceived by Educators

10

“What kinds of activities does Charlie like to spend his time doing?”

“How did Charlie react when the power went out? What are some words and phrases the author uses to describe Charlie’s reaction?”

“Use details from the poem to describe how Charlie and Isabel Jane spent the rest of the day.”

“In the last stanza, Charlie had another thought. What was this thought, and why couldn’t he explain it?”

Source: Student Achievement Partners

*Education Week*

May 14, 2012

## NYS Grade 5 Test Stem (2005)

Randa ate  $\frac{3}{8}$  of a pizza and Marvin ate  $\frac{1}{8}$  of the same pizza. What fraction of the pizza did Randa and Marvin eat?

- a.  $\frac{5}{8}$
- b.  $\frac{3}{8}$
- c.  $\frac{1}{4}$
- d.  $\frac{1}{2}$

*Journal News*

5/6/12

## Example Common Core Performance Task 5<sup>th</sup> Grade Math

### Stuffed with Pizza

Tito and Luis are stuffed with pizza! Tito ate one-fourth of a cheese pizza. Tito ate three-eighths of a pepperoni pizza. Tito ate one-half of a mushroom pizza. Luis ate five-eighths of a cheese pizza. Luis ate the other half of the mushroom pizza. All the pizzas were the same size. Tito says he ate more pizza than Luis because Luis did not eat any pepperoni pizza. Luis says they each ate the same amount of pizza. Who is correct? Show all your mathematical thinking.

A learning goal or standard is only as good as the instructor's ability to imagine what it would look like when it is being met.

Sarah Fine

Education Week

10/20/10