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Using Assessment in Instruction

With Karen L. Erickson

Presented by

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Agenda

Welcome and Introductions

What is Assessment?

What are tools we might use, Part I

Break

What are tools we might use, Part II

Crafting Assessments: Writing it Down

Analyzing an Assessment Tool

Lunch

Discipline Specific Breakout Groups

Final Questions Addressed

Wrap up and Evaluation

We hope by the end of today that you:

Know: ---Assessment tools you can use in a variety of situations

Understand: --- How to select assessment tools to apply to a given situation

*Do*: --- Create the first draft of an assessment tool to use in your work or with your organization

Presenter information
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CD Creative Directions®

Agreements

1. Be Fully Present

2. Expect Non Closure

3. Two before You

4. Watch Your Air Time

5. Expect Discomfort

6. Honor Silence

7. Gentle Reminders

8. Speak your Truth as you know it NOW
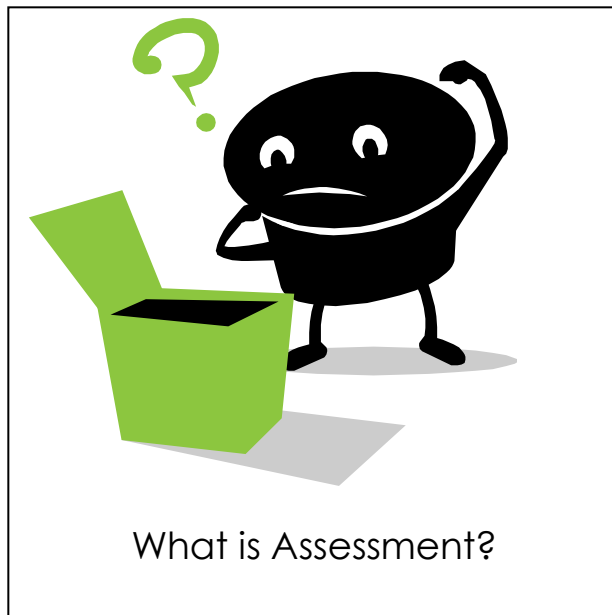
What is Assessment?

Your Ideas

It is…..	It isn't

Assessment Vocabulary

Evaluation vs. Assessment

Evaluation: Tools aiding value judgments about the success of a program, lesson, assessment, or test. An assessment can be used as one tool to make an evaluation.

Assessment: Collection of information on *individuals* to see if each is achieving an objective or the standards. Example forms: test, portfolio, performance, and/or rubric.

Forced Choice vs. Performance-based Assessment

Forced Choice: Students demonstrate knowledge on true-false, multiple choice, fill in the blank, and matching tests that force the selection of "correct" answers.

Performance-Based: Students demonstrate learning through constructed responses; activity-centered assessments where they perform or produce a product such as portfolios, essays, performances, experiments, journals, etc. Rubrics are used most often to translate work into grades.

Formative vs. Summative Assessment

Formative: This is on-going assessment often seen as a partner with instruction. These assessments are embedded into units of study and give the teacher a chance to improve instruction and aide struggling students.

Summative: Assessment that is given as a culminating "event." This is a semester, unit, or year-end collection of student progress.

Checklist vs. Rating Scale vs. Rubric

Checklist: A specific type of assessment observation tool where a student performance is marked as "completed" or "not." The student has demonstrated the task/information or they have not.

Rating Scales: There are two types "Frequency" and "Qualitative." These are not rubrics but are forma that communicate how often or to what general level of excellence a student it achieving.

Rubric: A scoring scale that specifies criteria/traits on which a student's performance will be assessed. There is a descriptor written for each level of the scale. Rubrics are also known as Scoring Guides and Likert Scales.

Analytic Rubric vs. Holistic Rubric

Analytic Rubric: This type of rubric distinguishes major concepts, skills, and/or knowledge (referred to as criteria or traits) that are the major emphases of instruction. Performance descriptors are written for each criteria/trait. This type of rubric allows a rater to gather separate scores for different traits.

Holistic Rubric: This type of rubric gives the rater a view of a student's performance as a whole. These rubrics require the teacher to assign a single score based on the overall quality of the student's work. Holistic rubrics do not let a student know their particular strengths and/or weaknesses, but give them a larger picture of their accomplishment.

Performance Based vs. Forced Choice Assessments

	Performance-Based	Forced Choice
Purpose(s)	To assess skills and/or application of knowledge	To assess knowledge
Examples	Performance, art product, essay, portfolio, extended response	Multiple choice, matching, true-false, fill in the blank
Scoring	• Check attributes present (checklist) • Rate skills demonstrated (rating scale) • Describe performance (rubric)	• Count correct answers
Influences on Learning	• Encourages thinking and use of skills and/or knowledge in a relevant context	• Emphasizes memorization and recall of information but can also encourage thinking skills if properly constructed
Pros	• Meaningful and in-depth • provides evidence of performance skills; • assesses application of knowledge; • can measure more complex cognitive outcomes	• Efficient, reliable, • Can cover a large amount of content
Cons	• Results might be difficult to generalize • Can be time consuming and expensive • Difficult to assess a large number of skills or students	• Cannot validly assess most performance skills • Tend to assess lower level thinking (recall, identification, etc.)
Common pitfalls	• Poorly written items • Vague criteria • Poor rating procedures • Poor test conditions	• Poorly written items • Poor administration
Keys to success	• Carefully develop criteria and tasks • Communicate criteria to students • Rate carefully • Allow enough time to rate performance • Check for validity, reliability, and fairness • Match assessment to instruction and essential content covered	• Construct test from clear description of content • Carefully create items • Check for validity, reliability, fairness • Match assessment to instruction and essential content covered

References

Stiggins, Richard. *ISBE Assessment Handbook*. 1987.

"Comparison on of Various Types of Assessments" – a handout from an Illinois Alliance for Ares Education workshop

Choosing the Right Assessment Tools

(Based on Fulks, Janet, "Assessing Student Learning in Community Colleges", Bakersfield College, 2004 obtained at http://online.bakersfieldcollege.edu/courseassessment/Default.htm)

Examples of various assessment tools are included in the table below. It should be noted that the categorizations may vary depending upon your perspective and the way in which you construct the assessment.

Tool	Usage Type F= Formative S=Summative	Bloom's Level K= Knowledge C= Comprehension A= Application ASE = Analysis or Synthesis or Evaluation	Pros	Cons
Forced Choice Multiple Choice, T/F, Fill in Blank, Matching, etc.	F or S	K, C If carefully instructed ASE	Easy to grade; objective	Reduces assessment to choosing or making a right or wrong answer
Performance Based *Includes everything that follows:*				
Essay	F or S	K, C, A, ASE	Displays analytical and synthetic thinking well	Time consuming to grade, can be subjective
Checklists	F or S	Variable	Very useful for skills or performances; students know exactly what is missing	Can minimize large picture and interrelatedness; evaluation feedback is basically a yes/no present/absent without detail
Oral Speech	F or S	Variable K, C, A, ASE	Easily graded with rubric; allows other students to see and learn what each student learned; connects general education goals with discipline-specific courses	Difficult for ESL students; stressful for students; takes course time; must fairly grade course content beyond delivery
Product Creation and Special Reports	F or S	Variable K, C, A, ASE	Students can display skills, knowledge, and abilities in a way that is suited to them	Must have clearly defined criteria and evaluative measures; "the look" cannot

				override the content
Flowchart or Diagram	F or S	C,A, ASE	Displays original synthetic thinking on the part of the student; perhaps the best way to display overall high level thinking and articulation abilities	More difficult to grade, requiring a checklist or rubric for a variety of different answers; difficult for some students to do on the spot
Portfolios	S	Variable	Provides the student with a clear record of their work and growth; best evidence of growth and change over time; students can display skills, knowledge and abilities in a way that is suited to them; promotes self-assessment	Time consuming to grade; different content in portfolio makes evaluating difficult and may require training; bulky to manage depending on the size or if **video**
Exit Note or Ticket	S	ASE	Provides good summative data; easy to manage data if Likert-scaled responses are used	Likert scales limit feedback, open-ended responses are bulky to manage
Collaborative Based Work	F or S	Variable K, C, A, ASE	Connects general education with discipline-specific courses	Must fairly grade individuals as well as team; grading is slightly more complicated; student interaction may be a challenge
Reflective self-assessment essay	S	ASE	Provides invaluable ability to evaluate affective growth	Must use evidence to support conclusions, not just self-opinions of students

Selecting an Assessment Strategy or Type for Your Objective/Target Learning

Strategy Chosen Should:

- Be challenging, but not out of reach for the skill/knowledge/age ability of the students
- Engage the highest order of thinking possible
- Be one of a variety of ways you are gathering data on targeted learning
- Capture the interest of the students
- Fill the allotted time frame
- Extend from past lessons strategies – don't let this be the first time the students have had to show their learning in this manner

What are tools I might use with the arts?

Here are a few of my favorite strategies:

1. **Classifying/categorizing/pattern making**

   Text, works, objects, etc. are classified by a set criteria or group of facts/information under study.

2. **Graduated difficulty**

   Present a variety of similar tasks with each one more difficult than the others. Let students select the task that they can accomplish, but is not too easy. Let them move to more difficult tasks after they complete an easier task.

3. **Graphic organizers**

   These are diagrams of information (remember diagramming a sentence?). Students are taught to use the organizers and teachers use them on active boards, overheads, or white boards to illustrate how information works together.

4. **Image making**

   Students draw images to express ideas, organize thoughts, or create new questions. Students might be asked to create an image and to list information, questions, facts, or opinions on which the drawing was based.

5. **Higher order inquiry questions**

   These are often called essential questions, have no right or wrong answer, and provide a base for long term exploration. Students answer the question in journal or on exit notes. These are gathered over time to ascertain learning.

6. **KWL**

   At the beginning of a lesson, ask students what they "know" about a subject, idea, topic; next ask them "what" they want to learn about that same subject, idea, or topic; at the end of the unit ask them what they have "learned." For older students you might add an "H" for "how" will you learn it? This makes it a KWHL. Some instructors add an "F" for "feel." How do you feel about this subject, topic, etc.?

7. **Mystery** Primary documents from an historical period or invented documents with clues imbedded are given to the students to answer key questions around inquiry questions.

Scrambled sequence, scrambled images: stories told out of order, pictures with portions missing, poems missing lines or stanzas, etc. are given to the students who must complete the work and justify their decisions.

8. **PBL (Problem Based Learning)**

- Identify an authentic problem
- Investigate and research the problem
- Innovate – design a solution to the problem
- Try the solution
- Evaluate the results and try again with a new innovation if necessary

9. **Yes/no examples**

After students are presented with criteria, facts, or general information on a topic, concept, or subject, they are shown examples which they must classify as a yes or a no. For instance, students are taught about the qualities of cubism in visual art. They are then shown some visual works in different media and must say "yes" or "no" to classifying them as cubism.

10. **Collective Drawing**

As one large group or in smaller teams students draw pictures or create a tableau of their understanding of a topic or concept being studied. These images might include maps or diagrams when used in social studies or with math. The image becomes a reference point for the teacher to use for assessment.

11. **Diaries, Letters, Journals, Messages**

These are written documents used as a means of having students reflect upon their experience, the content being studied, or their skill development. Sometimes these are kept in a portfolio and sometimes they are given to the teacher for feedback or shared with the class and/or parents.

12. **Interviews**

The teacher interviews selected students, gathering information on student understanding and learning targets. Students use their background information to answer questions.

Assessing Group/Team Projects:

Challenges of assessing group work:

- Process and product skills are both most likely involved, depending on objectives of assignment
- Group product must be translated into individual assessment or grades in a way that seems fair
- Neither collaborative process nor individual contribution is necessarily clear in final product; instructor must find a way to get this information

Recommendations:

- Reflect both process and product skills in final evaluation of students, and communicate your grading criteria for cooperation, organization, etc. to students via a rubric **in advance**.
- Ask student to self-assess their teamwork skills and their contribution to their group, emphasizing process skills (respectful listening to a different opinion, staying on track during and between work sessions, managing conflict, meeting deadlines, distributing tasks)
- Pair group assessment with individual assessment (journal reflections, content quizzes, etc.)

https://www.cmu.edu/teaching/assessment/howto/assesslearning/groupWork.html

https://www.cmu.edu/teaching/designteach/design/instructionalstrategies/groupprojects/assess.html

http://www.cshe.unimelb.edu.au/assessinglearning/03/group.html

http://www.utdc.vuw.ac.nz/resources/guidelines/groupwork.pdf

Problems with Rubrics
Can you recognize the warning signs!?

How would you advise this rubric writer?

Story Spotlight Project Rubric

Student Name: _____Room:_____

Title of Book:_____

Score:_____

CATEGORY	4	3	2	1
Content	The project shows an accurate representation and understanding of the book, characters, and/or theme.	The project shows a somewhat accurate representation and understanding of the book, characters, and/or theme.	The project shows little accuracy or understanding of the book, characters, and/or theme.	The project does not show an accurate representation or understanding of the book, characters, and/or theme.
Creativity	The project is extremely creative and original.	The project is somewhat creative and original.	The project more or less shows creativity and originality.	The project shows little creativity or originality.
Attractiveness	The project is exceptionally attractive in terms of design, layout, and neatness.	The project is attractive in terms of design, layout and neatness.	The project is acceptably attractive though it may be a bit messy.	The project is distractingly messy or very poorly designed. It is not attractive.
Effort	The project used creativity and effort was apparent.	The project used some creativity and some effort was apparent.	The project used little creativity and little effort was apparent.	The project used very little creativity and effort was not apparent.

NINE GOLDEN RULES OF ASSESSMENT

1. **Advantage the child**

2. Create assessments for objectives and standards - NOT activities

3. Determine your essential content…your learning target… (because you can't assess everything you teach!)

4. Don't use a rubric when a checklist will do or

   - Determine the best type of assessment tool for the results you want

5. Tune and polish the assessment with input from others

6. Eliminate imprecise words in your rubrics and directions.

7. Write it so students understand it – in fact, have them help write it!

8. Pilot before you implement

9. Then…teach explicitly what you are going to assess

Checklist Worksheet

Criteria	Yes	No

Frequency Rating Scale Worksheet

Criteria	Always	Sometimes	Never

Worksheet: Creating Rubrics

Step 1--Write the four categories of traits across the top of the table below.

Step 2--Write descriptors for each of the four Big Idea Traits you identified.

Step 3--Weight each of the 3 traits (Some traits might be considered more important than others. Allocate a percent weight to each Trait based on a 100% scale. Yes, they could be weighted equally at 25% each….or give traits a weight by multiplying their numbers.)

Step 4—Keep or replace the "3, 2, 1" with "Descriptive Terms for Differences in Degree" (or one of your own) to name your levels.

Big Idea Traits ⟶			
Weight ⟶	_____% or _____X	_____% or _____X	_____% or _____X
Scale	Descriptor	Descriptor	Descriptor
3 or Name			
2 or Name			
1 or Name			