



ASSESSMENT

WHAT ARE THE PURPOSES OF VARIOUS TYPES OF ASSESSMENTS?

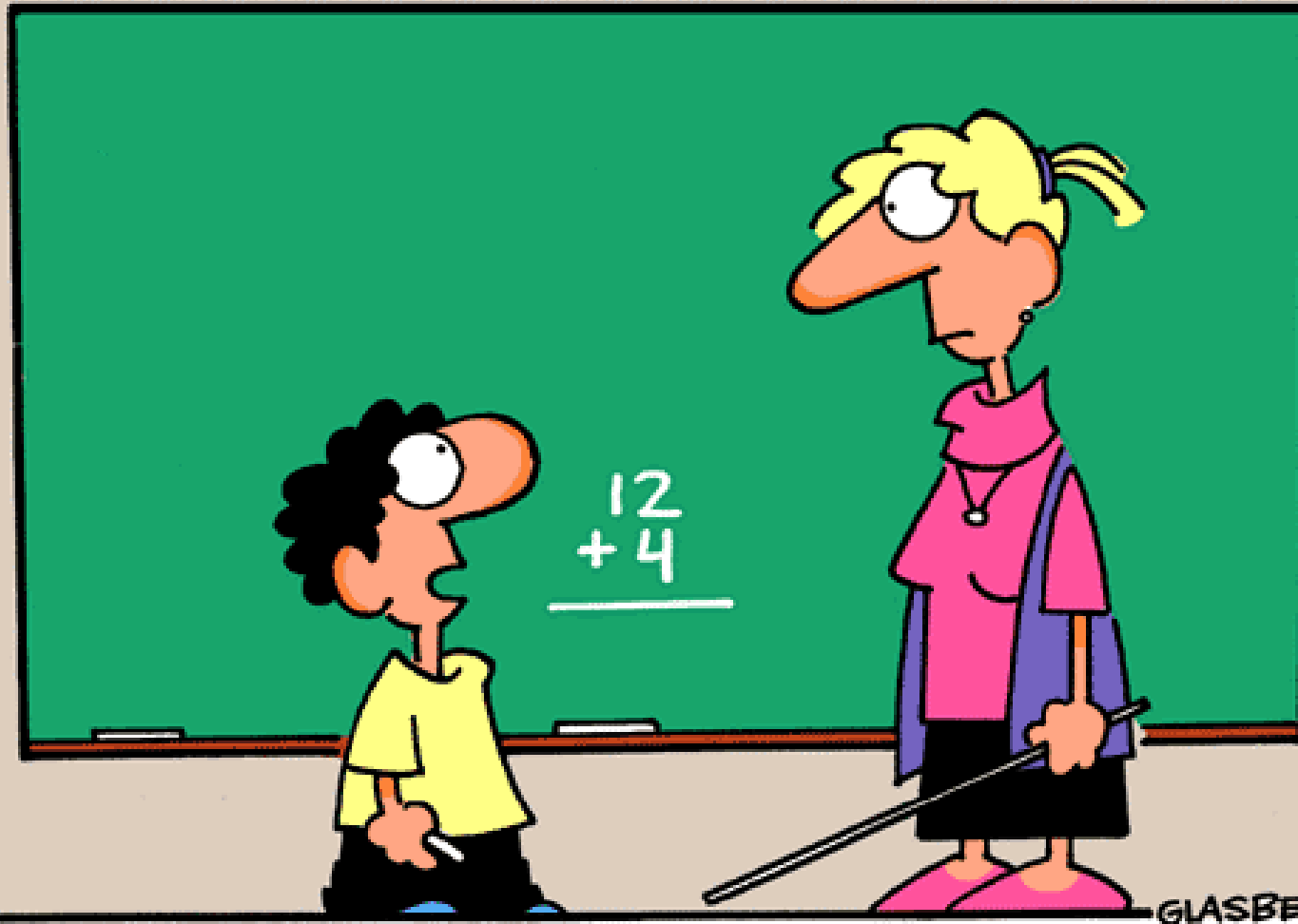
ET-ETP-11

Analyze the role of assessment as part of the learning process and the teaching process.

11.1 Explain the assessment process.

11.2 Compare a variety of assessments that foster student learning.

11.3 Utilize assessment strategies to promote personal growth and teaching improvement.



“Do I get partial credit for simply having the courage to get out of bed and face the world again today?”

WHAT IS ASSESSMENT?



The word ‘**assess**’ comes from the Latin verb ‘**assidere**’ meaning ‘to sit with’.

In assessment one is supposed to sit with the learner. This implies it is something we do ‘with’ and ‘for’ students and not ‘to’ students (Green, 1999).

PURPOSES

- Evaluate student learning
- Provide data to make decisions about how to improve education
- Evaluate teachers

The background is a dark blue gradient. In the corners, there are decorative circuit-like patterns consisting of thin white lines and small white circles, resembling a network or data flow diagram.

RANDOM VIDEO

The background is a dark blue gradient. In the corners, there are decorative white and light blue circuit-like lines with small circles at the ends, resembling a network or data flow diagram.

OR SIMPLY PUT . . .

THE METHODS USED TO GAIN
INFORMATION
ABOUT STUDENTS' LEARNING

Teaching. Sharleen L. Kato

FORMATIVE ASSESSMENT

- Assessment **FOR** learning
- Purpose: help teachers make instructional decisions
- Provides feedback on learning as it is happening
- Happens during instruction
- Not formally graded



Also
called
CATs



LET'S TAKE A LOOK AT SOME EXAMPLES OF
FORMATIVE ASSESSMENTS

In summary, formative assessment:

- “...learner-centered, teacher-directed, mutually beneficial, formative, context-specific, ongoing, and firmly rooted in good practice” (Angelo and Cross, 1993).
- Provides information on what an individual student needs
 - To practice
 - To have re-taught
 - To learn next

WATCH THESE VIDEOS

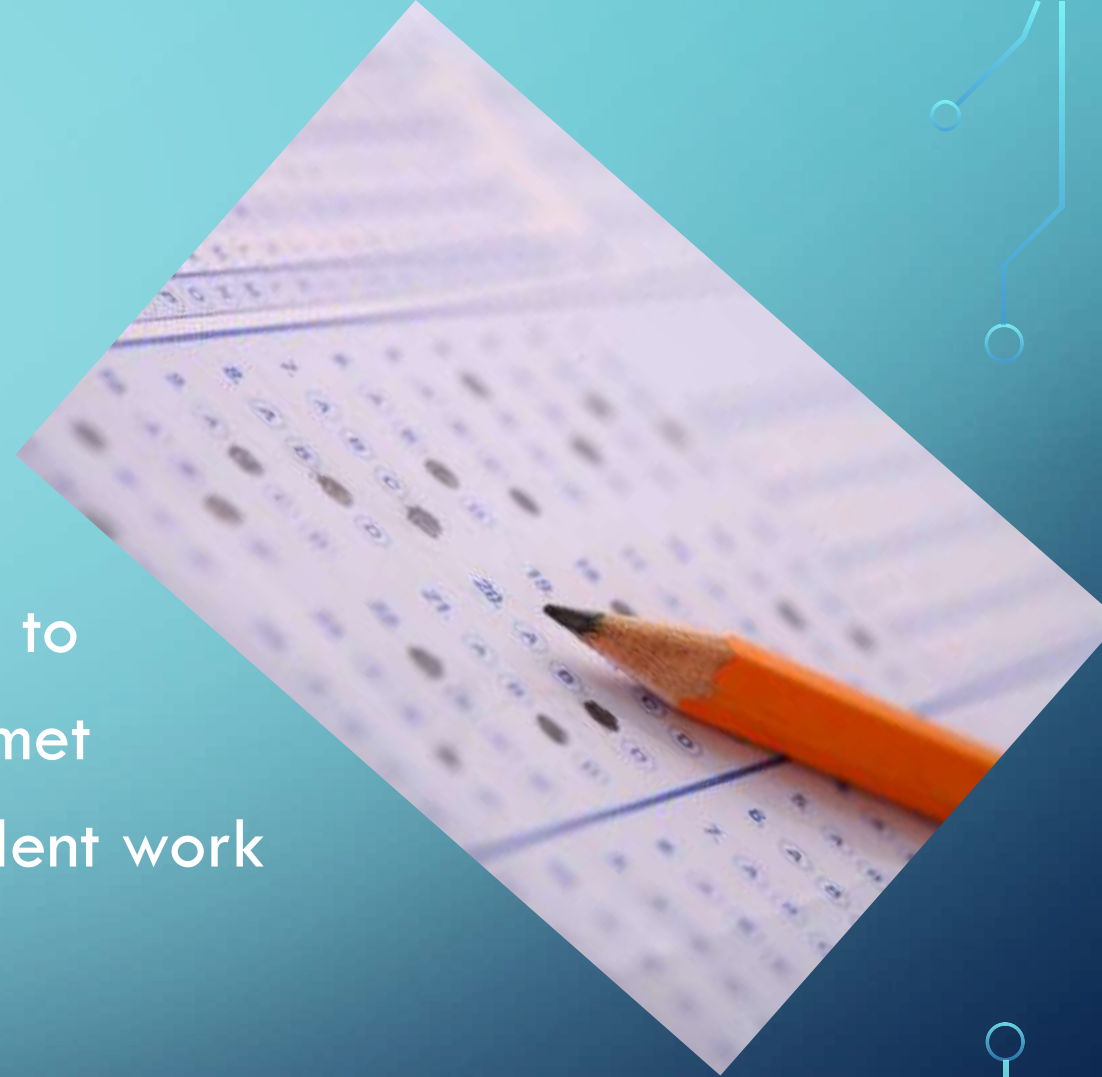
As you watch the videos, fill in your guided notes.

- Formative Assessment in Action
- Daily Formative Assessment



SUMMATIVE ASSESSMENT

- Assessment *of* learning
- Occurs at the end of a unit or semester to
- “sums” up if learning objectives were met
- most traditional way of evaluating student work
 - Scored/graded
- Tracks progress over time
- Used to judge success of academic programs



SUMMING UP SUMMATIVE ASSESSMENT . . .

- Measures student achievement of objectives
- Measures learner growth and progress over time
- Measures teacher effectiveness



Watch this short, but sweet, summary of assessment.

WHAT TEACHERS SHOULD BE DOING WITH ASSESSMENT

- Share learning goals with students.
- Involve students in self-assessment.
- Provide feedback that helps students recognize their next steps and how to take them.
- Be confident that every student can improve.



Watch this video about assessment

LET'S DO A QUICK FORMATIVE ASSESSMENT

- True or False
- 1. Formative assessment occur during the end of a unit.
- 2. Summative assessments help teachers adjust the instruction during the learning.
- 3. Formative assessments are part of a student's final/formal grade.
- 4. Teachers give summative assessments at the end of units/courses to measure whether students achieved the learning objectives.
- 5. Result from summative assessments can be used to improve educational programs.

ANOTHER QUICK FORMATIVE ASSESSMENT: WINDSHIELD CHECK



- This formative assessment can be used to have students check their own understanding of a concept just taught in a lesson. Using the analogy of a windshield, students will decide which of the following best describes what they know about the concept:
- CLEAR = I get it! I thoroughly understand the concept.
- BUGGY = I understand it for the most part, but a few things are still unclear.
- MUDDY = I don't get it at all.
- This assessment can quickly let the teacher know if there are major or minor misunderstandings, and help him/her design instruction to clarify any misconceptions before moving on.

RANDOM VIDEO

STANDARDIZED TESTING (SUMMATIVE)

The image shows a Scantron test form for 'PART 1'. The form includes a 'SUBJECTIVE SCORE INSTRUCTOR USE ONLY' section at the top left, a 'KEY' section, and a 'SCANTRON' logo. The test questions are numbered 1 through 50, and the answers are handwritten in black ink as 'THIS DOES NOT BELONG HERE'. The form also includes fields for 'NAME', 'DATE', 'SUBJECT', 'TEST NO.', 'PERIOD', and 'TOTAL'. The 'SCANTRON' logo is prominently displayed in the center.

- Norm-referenced tests
 - testing in which scores are compared with the average performance of others
- Criterion-referenced tests
 - interpreting an examinee's test performance in terms of what that person can do with regard to particular content domain.

STANDARDIZED ASSESSMENTS



NORM-REFERENCED



CRITERION-REFERENCED

- EOCT End-of-Course Test
 - EOC Milestones
 - SLOs
- CRCT Criterion-Referenced Competency Tests
- GHSGT
- Teacher tests

Georgia Milestones

- Grades 3 – 8
 - End of Grade (EOG) in language arts, mathematics, science, social studies
- High School
 - End of Course (EOC) in 9th Grade Literature & Composition, American Literature & Composition, Coordinate Algebra, Analytic Geometry, Physical Science, Biology, US History, and Economics



Georgia Milestones

Features include:

- inclusion of constructed-response items in ELA and mathematics, in addition to selected-response items
- inclusion of a writing component (in response to text) at every grade level and course within the ELA assessment;
- inclusion of norm-referenced items in every grade and content area to complement the criterion-referenced information and to provide a national comparison; and
- transition to online administration over time, with online administration considered the primary mode of administration and paper-pencil back-up until transition is completed.



Dr. John D. Barge, State School Superintendent
"Making Education Work for All Georgians"
www.gadoe.org

Addition of technology-enhanced items beginning in 2016-2017.

Georgia Milestones

Blended: Criterion-Referenced and Norm-Referenced

Georgia Milestones will provide:

- criterion-referenced performance information in the form of four performance levels, depicting students' mastery of state standards
- norm-referenced performance information in the form of national percentiles, depicting how students' achievement compares to peers nationally

Note: To provide norm-referenced information, some norm-referenced items may not align to Georgia's content standards. Only aligned NRT items will contribute to proficiency designations.



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Authentic Assessments

alternative assessment or performance-based assessment

- captures actual student performance
- encourages students to reflect on their own work
- integrated into the student's whole learning process

Require students to **synthesize** knowledge from different areas and actively use that knowledge.

Prove **mastery** (like in a sport or dance)



EXAMPLES OF AUTHENTIC ASSESSMENT

Completing a federal Internal Revenue Service Form 1040 for a family whose records you receive, working with other students in a group to ensure that everyone's IRS forms are correct, and auditing a return filed by a student in a different group.

Designing a nutritious and attractive lunch menu for the cafeteria within a specified budget and defending your definitions of nutritious and attractive.

Designing and building a wind instrument from metal pipes, then composing and performing a piece of music for that instrument.

Defining one human emotion in an essay, through examples from literature and history, and in at least three other ways (through drawing, painting, or sculpture; through film, photographs, or video; through music; through pantomime or dance; through a story or play that you create).



Let's watch this video on
authentic assessment

The background is a dark blue gradient. In the corners, there are decorative white and light blue circuit-like lines with small circles at the ends, resembling a network or data flow diagram.

READ THE HANDOUT

- Ten Takeaway Tips for Using Authentic Assessment

LET'S DO ANOTHER FORMATIVE ASSESSMENT

- I will give you an example of an assessment. You tell me the type.

- Tom has just finished putting together his PowerPoint presentation for his biology class in which he will summarize the findings of his research.

- A. Norm-referenced
- B. Criterion-referenced
- C. Authentic
- D. Summative



- Tom has just finished putting together his PowerPoint presentation for his biology class in which he will summarize the findings of his research.

- A. Norm-referenced
- B. Criterion-referenced
- C. Authentic
- D. Summative

Why both?



- Ellen is very nervous this morning. She is taking the SAT for the second time. She has been studying non-stop so that she can improve her math score and have a better chance of getting into the college of her choice.

- A. Norm-referenced
- B. Formative
- C. Authentic
- D. Summative



- Ellen is very nervous this morning. She is taking the SAT for the second time. She has been studying non-stop so that she can improve her math score and have a better chance of getting into the college of her choice.

A. Norm-referenced

B. Formative

C. Authentic

D. Summative

Why?



- Jamal is so excited. He just passed his final exam in his physics class.

- A. Norm-referenced
- B. Formative
- C. Authentic
- D. Summative



- Jamal is so excited. He just passed his final exam in his physics class.

A. Norm-referenced

B. Formative

C. Authentic

D. Summative

Why?



- Pamela and Monique are sharing their responses to a question the teacher asked during a lesson on complete sentences. They thought about their responses separately, then shared their answers with each other, and then with the class.

- A. Norm-referenced
- B. Formative
- C. Authentic
- D. Summative



- Pamela and Monique are sharing their responses to a question the teacher asked during a lesson on complete sentences. They thought about their responses separately, then shared their answers with each other, and then with the class.

A. Norm-referenced

B. Formative

C. Authentic

D. Summative

Why?



- The entire school is testing this week. Students are taking the new EOC Georgia Milestones tests.

- A. Norm-referenced
- B. Formative
- C. Criterion-referenced
- D. Summative



- The entire school is testing this week. Students are taking the new EOC Georgia Milestones tests.

A. Norm-referenced

B. Formative

C. Criterion-referenced

D. Summative

Why?



- Sam will meet with his art teacher this week to present his portfolio and discuss each piece.

- A. Norm-referenced
- B. Authentic
- C. Criterion-referenced
- D. Summative



- Sam will meet with his art teacher this week to present his semester portfolio and discuss each piece. The quality of his portfolio will determine a major part of his semester grade for the class.

A. Norm-referenced

B. Authentic

C. Criterion-referenced

D. Summative

Why?



- Mr. Smith asks the students to share three takeaways from his lesson on the Revolutionary War. They write these on a Ticket-Out-the-Door slip and hand them to him on the way out of class.

- A. Norm-referenced
- B. Formative
- C. Criterion-referenced
- D. Summative



- Mr. Smith asks the students to share three takeaways from his lesson on the Revolutionary War. They write these on a Ticket-Out-the-Door slip and hand them to him on the way out of class.

A. Norm-referenced

B. Formative

C. Criterion-referenced

D. Summative

Why?



- Ishan is taking the ACT this weekend.

- A. Norm-referenced
- B. Formative
- C. Criterion-referenced
- D. Summative



- Ishan is taking the ACT this weekend.

A. Norm-referenced

B. Formative

C. Criterion-referenced

D. Summative



WHY WOULD WE TALK
ABOUT ASSESSMENTS FIRST
IN A UNIT ON
INSTRUCTION?





Basic Understanding.



1.
Identify desired
results.



2.
Determine
acceptable
evidence.



3.
Plan learning
experiences &
instruction.

RESOURCES FOR ASSESSMENT

<http://www.edudemic.com/the-6-types-of-assessments-and-how-theyre-changing/>

<http://www.edutopia.org/assessment-guide-resources>