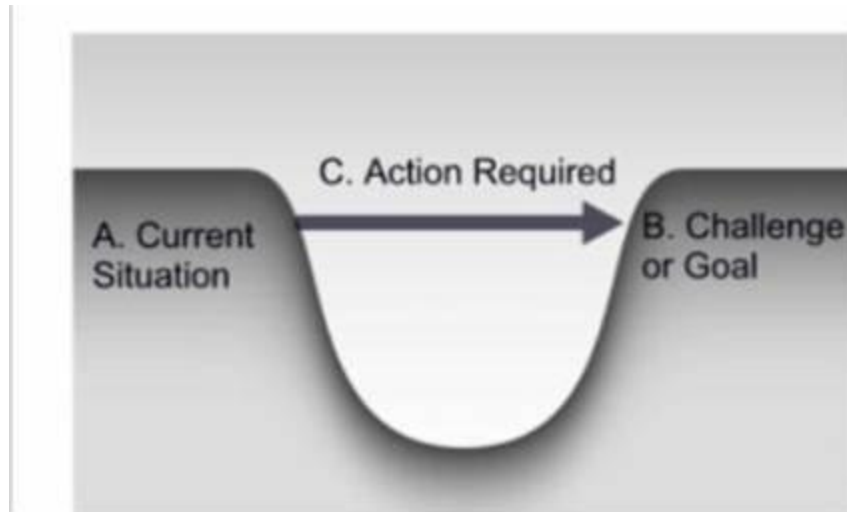


Where Are We? Where Are We Going? How Do We Close the Gap?



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Audience: Grades 6-12, Administration

Presentation Description:

We have all heard the terms: formative and summative assessment. How do we define them and how do we currently implement them in our classrooms to promote student learning? How do we close the gap between our expectations and student performance on assessments? Participants will come away with a look at the philosophy of formative and summative assessment as well as ideas of what they can do in their own classrooms to improve student learning.

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Objectives

A better understanding of Summative versus Formative Assessment

Practical Ideas of how to Support Student Learning with Assessment

Standards Based Grading

“... achievement being defined as performance measured against accepted published standards and learning outcomes” O’Connor

Teachers and students have a list of outcomes that students need to achieve; teachers assess students on how proficiently they demonstrate learning on the outcomes

Formative Assessments

The assessments on the work that students do, that a teacher provides feedback on, so the students can reach proficiency on the Standards and Benchmarks

Students need to know that **FORMATIVE** grades are **Assessments for Learning**

Summative Assessments

Assessments that are done after students have received feedback and the learning has occurred. These assessments determine if learning occurred.

Students need to know that **SUMMATIVE** grades are **Assessments of Learning**

Summative Assessments are the finish line. They tell us the results of the race. Formative Assessments are the coach giving the runner advice on how to run the race to have the best finish.

Clear Communication

Backwards Design – Students and teachers need to know the goal they are trying to achieving. If you implement the practices of Backwards Design you define the goal first.

Student Friendly Language – Make it age appropriate, copies of curriculum documents are not appropriate for students.

Feedback – It needs to be timely, meaningful and descriptive. Not just what the student has done wrong, but how to do it correctly or to do it better.

Rubrics – Students need to have clearly defined expectations. The finish line can not keep moving, they need to know what it means to meet expectations or exceed expectations. It is not relative to the performance of other students in the class.

Exemplars – Students need to have examples of what it means to meet expectations, exceed expectations. This takes time to build a library. Start now.

Implementation

To make grades consistent they must reflect what students know not what students “do”

No Zeros on a Summative Assessment, Late Penalties, Plagiarism/Cheating

If you award a student a zero or assess a penalty you are not assessing what the student has done but rather a student behavior. Although that behavior is important to change, it is not the Standard or Benchmark that you want to evaluate.

Use an academic intervention to change the behavior rather than a grade to change the behavior.

Due Dates

Due dates need to be negotiated with students to make them reasonable. Suggestions on how to deal with students who miss due dates.

- Establish a Due Date
- Collect all work on the Due Date

- If a student misses a due date check in with them and set conditions
- If a student fails to meet conditions, then academic intervention

Study Support

Pre-testing

Allows students to access prior knowledge and informs teacher. The teacher can then adjust the instruction to meet the needs of the students. It allows for differentiation.

Retesting

It is not just a second chance. It allows the student to demonstrate mastery of the skills and content that they need to demonstrate. Students learn to identify strengths and weaknesses.

Homework

Homework is not a classroom management tool.

Homework should not necessarily be a daily requirement it must be beneficial.

Homework is:

- Preparation
- Practice
- Extension
- Integration

Practical Examples

Further Resources

Books

Ken O'Connor, **A Repair Kit for Grading**, 2007 (short and easy to read)

Robert Marzano, Debra Pickering and James McTighe, **Assessing Student Outcomes**, 1993

Robert Marzano, **Classroom Assessment and Grading that Works**, 2006

Robert Marzano, **Transforming Classroom Grading**, 2000

Grant Wiggins and Jay McTighe, **Understanding by Design**, 2005

Videos

Rick Wormeli - Formative Assessment (5 minute video on Formative Assessment)

http://www.youtube.com/watch?v=rJxFXjfB_B4