ASSESSMENT FOR LEARNING

A shift in why we assess and a shift in how students respond to assessment
Dylan Wiliam

“It is not about being right or wrong, it is about the learning.”
Our Learning TARGETS

• Participants will…
  • Identify the difference between doing and learning
  • Understand what is a quality learning target
  • Be able to communicate learning targets to students
  • Be able to provide formative feedback to students through a variety of means
# Self Reflection

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A BRIEF REVIEW

Formative Assessment Attributes
Formative Assessment

• “Assess”
  • From the Latin *assidere*—**to sit beside**.
• …include all activities undertaken by teachers and/or students which provide information to be used as feedback to modify the teaching and learning activities in which they engage (Black and Wiliam).
• The most effective provide frequent, immediate, and specific feedback.
Formative vs. Summative

- **Summative** assessments show if the student has mastered the concept/material/task/standard.
- **Formative** assessments show the student and teacher where the student is on the continuum of learning.
- It can show where they have been, where they are, and where they need to go.
Formative Assessments

- Should provide information to
  - Student
  - Teacher
  - Parents
  - Admin/District

- The most important are the students and the teachers
5 Attributes of formative Assessment

- Learning Progressions
- Learning Goals/Targets and Criteria for Success
- Descriptive Feedback
- Self- and Peer-Assessment
- Collaboration
2. Learning Goals/Targets

• Identify and communicate the instructional goals to the student.
• Provide the criteria by which learning will be assessed.
• Understood by students
3. Descriptive Feedback

- Students should be provided evidence-based feedback linked to the Goal/Target
- Where is the student, where do they need to go, what can they do to close the gap.
Four Levels of Implementation

Popham (2008) describes four levels...

- Level 1 calls for the teacher to use formative assessments to collect information to make instructional decisions*
- **Level 2 calls for the student to use formative information to make decisions about learning**
- Level 3 classroom climate shift
- Level 4 school wide implementation
The biggest impact on student achievement...

- The student
Crucial Components

• Communicate the learning target (unit, lesson, activity, assignment, assessment)
  • Attribute #2

• Provide descriptive, specific, and timely feedback to the student about their progress toward that target
  • Attribute #3

• Use the collected formative information to make decisions about instruction and learning

• Provide Information to the student about his or her progress and mastery

• Allow and encourage students to continue to learn and show you when they have
Research on Student Affect

- Research showed a strong statistically significant correlation between Academic Efficacy and:
  - Progress Monitoring Feedback
  - Clear Learning Targets

- Research showed a strong statistically significant correlation between Eagerness to Learn and:
  - Progress Monitoring Feedback
  - Clear Learning Targets
A design

• Unit consists of several learning targets
• Each lesson identifies the learning target
• Provide several lessons on learning target
• Use formative assessments to inform your instruction
• Use formative assessment to provide feedback to students to inform progress
• Differentiate instruction/practice for students based on formative assessment/evidence
• Provide instruction
• Administer summative assessment when the majority of your class has reached success
• What about the few who still haven’t progressed?
LEARNING TARGETS
Learning Targets

- Students should know what they are learning
- Identify a body of knowledge, application of knowledge, skill, or concept to the student
- Good “I can” statements can be student friendly targets
- Common Core
- UbD
- Bad example: Target: Chapter 2
- Good example: Target: today we are learning how to convert units of measure to the metric system
- Ask a student what did you learn as opposed to what did you do
Learning Targets

• It is important that students **understand** the target
• Ask them to explain in their own words
• Video
• Targets should build in a progression
  • Think ladder or scaffold
• Assess the learning target
  • Be careful not to assess “other things” instead
  • Examples—Grad class
Guided Practice

• Unit Target
  • Classroom Management

• In groups, create Building Block Targets
  • What are the building block targets that you would teach a new teacher to help him or her master classroom management?
DESCRIPTIVE
FEEDBACK
Descriptive Feedback

• What formative feedback does a student receive about his or her progress or achievement?
• Is it day by day, minute by minute?
• Does it show the student where on the continuum of learning they are (where have I been, where am I now, where do I need to go)?
Grades as descriptive feedback?

- Grades only provide feedback and motivation to those motivated by grades—usually our high achieving/motivated students
- Grades are summative—determine if students have or have not mastered skill/concept
  - Are they accurate?
  - Can students find the loophole?
  - Can they be formative?
Student Feedback: Grades and Homework

• Averages can be confusing
• Zero versus the D-
• When a grade is attached it becomes summative. Trashcan effect
• Students response to feedback
  • “I understand where I am, where I need to go, and I choose to keep trying.”
Descriptive Feedback

… to gather formative data and involve students in their learning

• Think about a learning progression as a continuum
• Feedback should show where they are on the continuum and where they are headed
• GPS
Accurate feedback

- Feedback should identify where the student is on the continuum
- Aligned to the learning target
- Provide direction as to what needs work and how to work on it
- Identify targets for instruction and practice and assignment and assessments (especially formative)
Guided Practice

• Take learning targets and create feedback methods
  • What is the criteria for success?
  • What is the method to give feedback
  • Rubric—below, at, above?
Strategies for student feedback…

• …to help students gather information about their learning and where they are on the continuum of learning
• Homework=practice and feedback
  • Allow students to make mistakes and learn from them without fear
• Target/Standard aligned pretest drives student study and homework
• Target aligned assessments show what the student has mastered and what they need to work on.
Some more ways

- ActiveVotes
- Polleverywhere.com
- Practice quizzes
- Observation
- Summative as Formative
- Retakes
- Other ideas?
Student Feedback Continued

• Have students track progress on targets through visual means.
  • Bar charts (www.nikerunning.com)
  • Graphs
  • Etc
• Video Game Effect: Level versus Points
• Video
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Remember

• How do you learn?
• Fixing the sink
• When you try something different in the classroom and it doesn’t work well and your students didn’t get it--do you get a grade and move on?
• Or, do you learn from that?
• So should our students
A challenge today

- Work together to find ways to increase the formative feedback to your students.
- What are you doing that others can try?
- What are ways we can help students understand where they are on the learning continuum, where they need to go, and what that looks like?
- It shouldn’t be a surprise to them
- What will help you?
“Don’t ask ‘Do I have buy-in from all the adults?’, rather you should ask… ‘Is it the right decision for students?’”

—Douglas Reeves
The goal...

• The goal is to refocus students’ attention to learning and not points and “playing the game”.
• The goal is to provide students with a clear understanding of what they should be learning and not just doing.
• The goal is student *learning*. 
Resources

Resources


Contact Information

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