2017 Assessment Outreach

**Ministry of Education
Independent Schools Branch**

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BRITISH COLUMBIA
Ministry of Education

FISABC
Federation of Independent School Associations
British Columbia

BC's Modernized Education Plan and Assessment

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Learning Targets

- I feel more comfortable with assessment design and types of assessment
- I am more confident in the facilitation of authentic student self-assessment of Core Competencies
- I feel supported with practical application methods and ways of thinking about assessment of student learning
- I can experience and reflect on a modelled process of inquiry

Rose Pillay   Educational Consultant for CISVA   @rosepillay1

Peeled Sticks…

What could we do
with these sticks?

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A central goal in education and assessment is that students become the best assessors of self.
La Costa

"Assessment is the senior partner in learning and teaching. Get it wrong and the rest collapses."
(Biggs and Tang, 2011, p.221)

Think about a time…

At what point can you say you have learned something?

- When I can repeat it.
- When I understand it.
- When I can explain it to others.
- When I can do something with it.

When it becomes a part of who I am.

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Myth
Exposure to Content = Learning

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Knowledge
Comprehension
Application
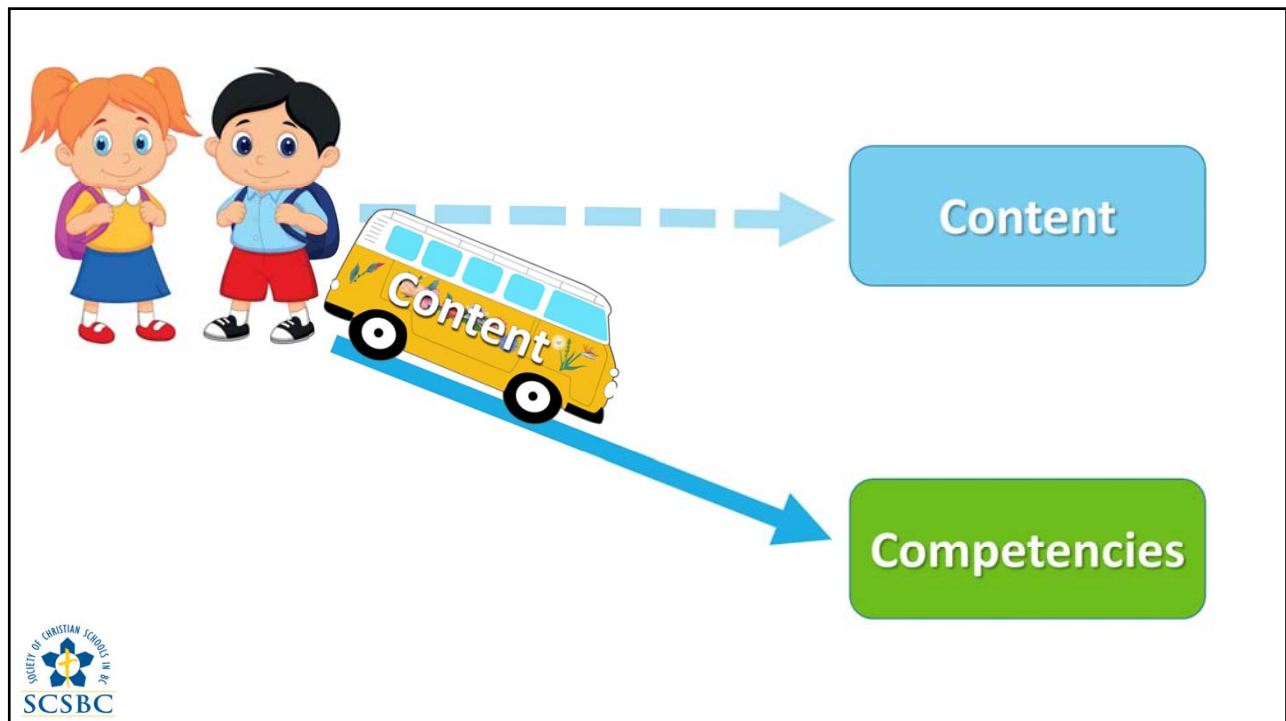# Analysis
Synthesis
Evaluation

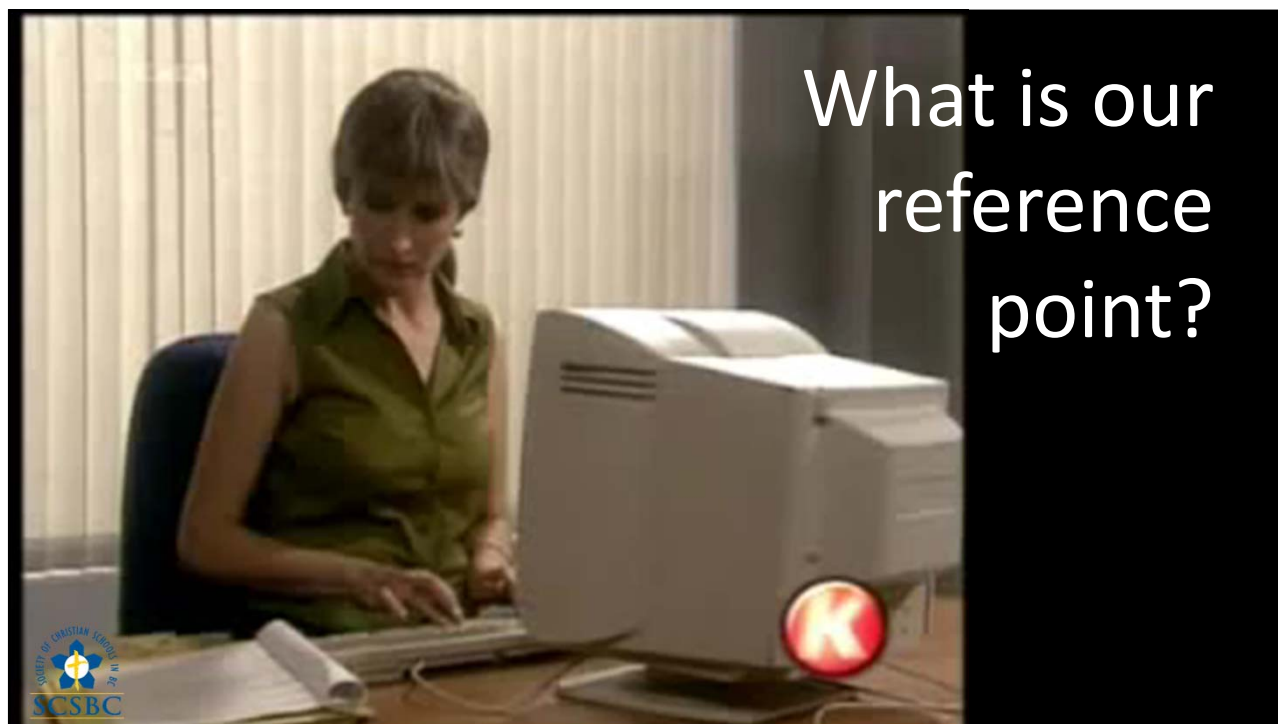Line up in two rows facing each other.

All members must remain in contact with the stick using a single index finger. The stick must rest on top of the fingers.

No pinching, grabbing or placing fingers on top of the stick.

GOAL: To lower the stick to the ground without any individual losing contact with the stick

What are people doing, thinking, and feeling that is different than before the learning process (not event)?

What is our reference point?

Webb's Depth of Knowledge Levels (DOK)

- Recall
- Skill / Concept
- Strategic Thinking
- Extended Thinking

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DOK Wheel

Level One (Recall): Draw, Identify, List, Define, Memorize, Label, Calculate, Illustrate, Arrange, Who, What, When, Where, Why, Measure, Repeat, State, Name, Report, Design, Tell, Tabulate, Use, Infer, Recall, Recognize, Quote, Categorize, Recite, Match, Collect and Display

Level Two (Skill/Concept): Identify Patterns, Graph, Organize, Classify, Construct, Separate, Modify, Cause/Effect, Predict, Estimate, Interpret, Compare, Distinguish, Relate, Use Context Cues, Make Observations, Summarize, Show, Compare

Level Three (Strategic Thinking): Revise, Assess, Develop a Logical Argument, Apprise, Construct, Use Concepts to Solve Non-Routine Problems, Critique, Explain Phenomena in Terms of Concepts, Formulate, Investigate, Draw Conclusions, Hypothesize, Differentiate, Cite Evidence, Prove

Level Four (Extended Thinking): Synthesize, Apply Concepts, Critique, Analyze, Create

Center: Describe, Explain, Interpret

Applying Webb's DOK Levels to Bloom's Taxonomy of Educational Objectives (Karin Hess)

ELA/Soc St Examples

Bloom's Taxonomy	Level 1 Recall & Reproduction	Level 2 Skills & Concepts	Level 3 Strategic Thinking/ Reasoning	Level 4 Extended Thinking
Knowledge Define, duplicate, label, list, memorize, name, order, recognize, relate, recall, reproduce, state	o List/generate ideas for writing or research o Recall, recognize, or locate basic facts, ideas, principles, concepts o Identify/describe key figures, places, or events in a particular context			
Comprehension Classify, describe, discuss, explain, express, identify, indicate, locate, recognize, report, restate, review, select, translate	o Write a simple sentence o Select appropriate word(s) to use in context when meaning is evident o Identify or describe characters, setting, plot, problem, solution o Describe or explain: who, what, where, when	o Determine or recognize main idea/generalizations o Take and organize notes around common ideas/topics o summarize ideas/events o Make basic inferences or logical predictions from text o Explain relationships/cause-effect	o Write full composition using varied sentence types & structures to meet purposes o Explain, generalize, or connect ideas using supporting evidence o Make inferences about theme or author's purpose	o Write full composition demonstrating synthesis & analysis of complex ideas o Compare multiple works by same author, across time periods, genres, etc.
Application Apply, choose, demonstrate, dramatize, employ, illustrate, interpret, practice, schedule, sketch, solve, use, write	o Apply spelling, grammar, punctuation, conventions rules in writing o Use structures (pre/suffix) or relationships (synonym) to determine word meaning o Use resources to edit/revise	o Write paragraph using a basic structure or template o Edit final draft for mechanics and conventions o Use context clues to determine meaning o Use text features to find information	o Edit final draft for meaning/progression of ideas o Apply a concept in other/new contexts o Support ideas with examples, citations, details, elaboration, quotations, text references	o Define and illustrate common social, historical, economic, or geographical themes and how they interrelate
Analysis Analyze, appraise, calculate, categorize, compare, criticize, discriminate, distinguish, examine, experiment	o Identify specific information contained in maps, charts, tables, graphs, or diagrams	o Analyze a paragraph for simple organizational structure o Determine fiction/ nonfiction; fact/opinion o Describe purpose of text features o Identify use of literary devices	o Analyze an essay o Compare information within or across text passages o Analyze interrelationships among text elements, situations, events, or ideas o Analyze use of literary devices	o Analyze multiple works by the same author, across time periods, genres, o Analyze complex/abstract themes
Synthesis Rearrange, assemble, collect, compose, create, design, develop, formulate, manage, organize, plan, propose, set up, write	o Brainstorm ideas, concepts, or perspectives related to a topic		o Synthesize information within one source or text o Develop a model for a complex situation	o Synthesize information across multiple sources or texts o Given a situation/problem, research, define, and describe the situation/problem and provide alternative solutions
Evaluation Appraise, argue, assess, choose, compare, defend, estimate, judge, predict, rate, select, support, value			o Cite evidence and develop a logical argument for concepts o Make & support generalizations using text evidence	o Gather, analyze, & evaluate information to draw conclusions o Evaluate relevancy, accuracy, completeness of information from multiple sources

5 Cognitive complexity: Applying Webb DOK Levels to Bloom's Taxonomy Karin K. Hess, National Center for Assessment, Dover, NH 2005 updated 2006
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Assessment: Growing Learning

Assessment is a critical aspect of undergraduate education because it has a range of powerful impacts on what students and teachers do. A rationale for a focus on assessment and improving assessment is its huge impact on the quality of student learning (Boud and associates, 2010). Assessment tells students what is valued and what they need to achieve to be successful in their studies; it captures their attention and study time, and may act as a spur; its results inform them of their progress, which in turn impacts on how they view themselves as individuals; and, following from these results, it may provide satisfaction or discouragement. Assessment is a major factor in the exclusion and attrition of students, so the cost of unsophisticated practice can be high (Broughan and Jewell, 2012).

Carless – *Excellence in University Assessment*, 2009, p.16)

Assessment – Learning-Oriented?

- If a major purpose of assessment is to facilitate Learning, students need to know:
  - The clear purpose for engaging with the area of study
  - That they will have opportunity to improve and apply feedback from assessments
  - That it is OK if they don't learn at the same rate as a peer

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Assessment Language

SUMMATIVE (Measurement-O)

- To measure the level of success or proficiency that has been obtained at the end of an instructional unit, by comparing it against some standard or benchmark.
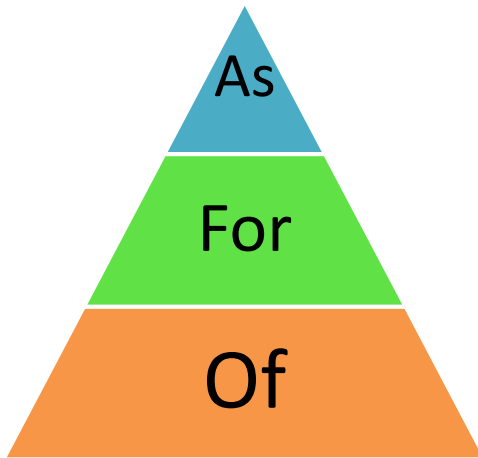
FORMATIVE (Learning-O)

- To gather feedback that can be used by the instructor and the students to guide improvements in the ongoing teaching and learning context.

Source: http://www.cmu.edu

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Assessment

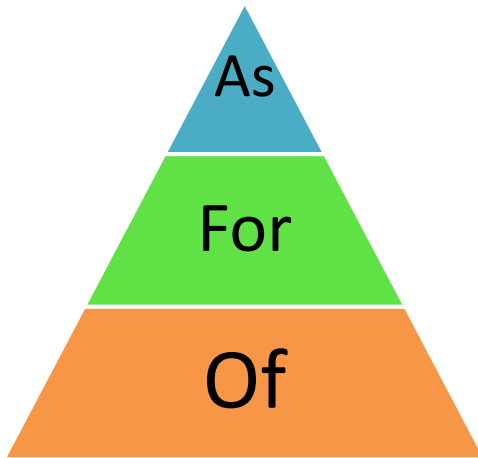Traditional Distribution/Use
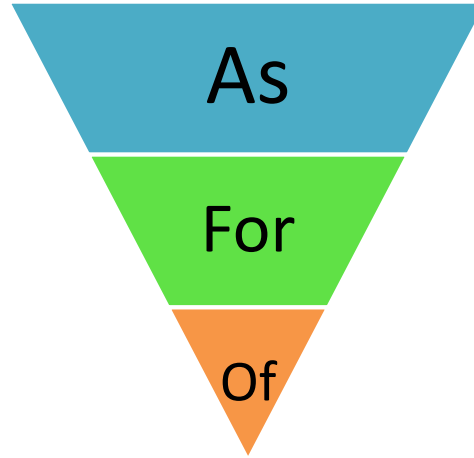
As

For

Of

You don't fatten a pig

by weighing it.

Assessment

Traditional Distribution/Use
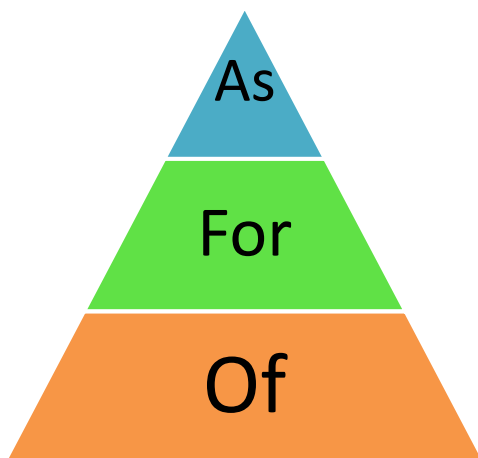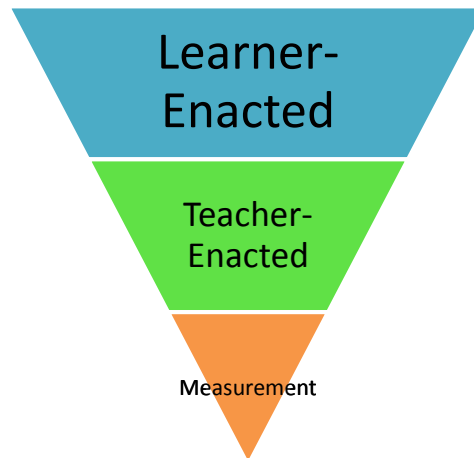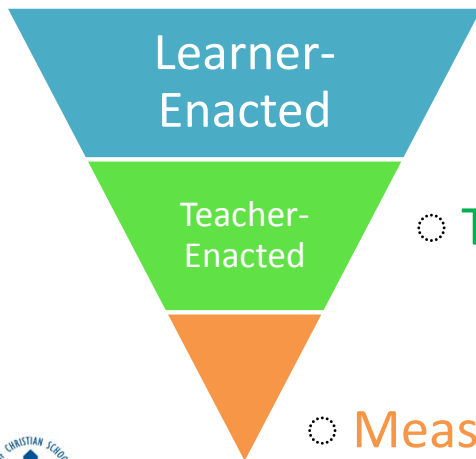
Learning-Oriented Distribution/Use

As

For

Of

As

For

Of

Assessment

Typical Distribution/Use

Learning-Oriented Distribution/Use

As

For

Of

Learner-Enacted

Teacher-Enacted

Measurement

Reframing ASSESSMENT *(Teacher Role)*

Learner-Enacted

Teacher-Enacted

○ **Learner-Enacted** formative

Self and Peer *(Coach, Facilitate)*

○ **Teacher-Enacted** formative

Gauge readiness to move, provide feedback
(Expert, Standard Setter)

○ **Measurement** summative *(Evaluator)*

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Teacher-Enacted *Learning Oriented Assessment*

- **In your table groups,** brainstorm (from experience or group creativity sources – i.e. no googling) at least **FIVE** assessment activities you might employ to gain understanding of your class' readiness to move on in their learning.

- **Choose** your table group's favourite **TWO** and be ready to *Share.*

Group Task

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Teacher-Enacted *Learning Oriented Assessment*

- **Fist of Five** – students are asked to assess and indicate their understanding on a scale of 5
- **Go, wait, no** – similar to fist of five, but with only three options indicated by thumb position (up, sideways, down)
- **Mini-whiteboards** – individuals or groups write an answer on mini-whiteboard (I prefer using dollar store plastic plates) and share either to front of class, or on desk as you walk around.
- **Bumper Stickers** – students summarize a most important learning into a bumper sticker slogan. Share or turn in.
- **Bad question, Good question** – teacher facilitates class exploration of previous knowledge by inviting questions and ideas on a topic, beginning with "bad" questions, theming to "good" questions, driving inquiry

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Teacher-Enacted *Learning Oriented Assessment*

- **Chalkboard Splash** – numerous students respond to a prompt or question on the board at the front of the room at the same time.
- **Text Highlighting** – students are asked to highlight sections of a text that illustrate a concept. Students share why they chose that text, discussions in group or as class.
- **Exit ticket (3,2,1)** – students are asked to write down 3 "things I learned today", 2 "things I found interesting", and 1 "question I still have". Hand them in.
- **Quick checks for understanding** – Plickers.com, Polleverywhere.com, Google forms (Flubaroo), MS Forms for Education, whiteboards, coloured solo cups or cards (Green, Yellow, Red)

Teacher-Enacted *Learning Oriented Assessment*

- **On the Line** – Provide a spectrum and location for each 'end' in the room. Ask students to go stand on the spectrum to indicate their response.
- **Vocal Thought Log** – students are asked to reflect on an aspect of their learning and create a 1 minute vocal recording of their thinking. Ipod recording, Vocaroo, Jing by Techsmith, Debut by NCH, etc.
- **Parking Lot** – students record questions about a learning target engagement on sticky notes and post below heading on wall. Digtial Alternatives: Linoit, Padlet
- **SEE-I** – State it, Elaborate, Exemplify, and Illustration – a structure for encouraging clarity in communication, thinking, and determining understanding. See: http://www.shorter.edu/wp-content/uploads/QEP_SEE-I_critical_thinking.pdf

SEE - I

- **State** – Clearly state the understanding or idea
- **Elaborate** – "In other words…"
- **Exemplify** – Provide an example or examples
- **Illustrate – Use a metaphor, analogy, or comparison**

What is grammar?

- *State it*: Grammar is a set of agreed upon rules for language and punctuation with the goal of clear communication.
- *Elaborate*: In other words, grammar is a way of using words and punctuation so that as many readers as possible can agree upon the meaning.
- *Example*: For example, we use grammar not just in English papers but in all oral and written communication. When that grammar is correct, we have a better chance of accurate communication.
- *Illustration*: Grammar is like the rules of the road. When we all use the same rules, we have fewer accidents (breakdowns in communication) and we all get where we're going safely (clear communication).

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Student-Enacted *Learning-Oriented Assessment*

- **In your table groups,** brainstorm (from experience or group creativity sources – i.e. no googling) at least **FIVE** assessment activities you might use to help STUDENTS gain an understanding of what they know and of how they might improve.

- **Choose** your table group's favourite **TWO** and be ready to *share.*

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Student-Enacted *Learning-Oriented Assessment*

- **Norming Protocol** – student groups engage in a structured presentation and feedback structure.

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Feedback Protocol
Evaluate

Step	Task	Sentence Starter	Time
1	If the project was/is an individual project, divide into groups of 4.		
2	Present – Presentation of project to the group.		1 min
3	Clarify - The audience asks clarifying questions to help fully understand and the presenter(s) responds.		1 min
	Presenter(s) turn around (face away from the audience)		
4	Value – Audience members discuss what they liked and say something nice about what they saw/heard. Presenter(s) take notes.	I like …	1 min
5	Concerns – Audience members discuss their concerns with each other. Presenter(s) take notes.	I wonder if… It seems to me…	1 min
	Presenter(s) turn around (face towards the audience)		
6	Reflect – Presenter(s) reflect on the feedback. Audience listens	What I heard…	.5 min
7	Suggest – Audience shares ideas and suggestions. Presenter(s) may respond and take notes.	What if… Maybe you could…	2 min

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Student-Enacted *Learning-Oriented Assessment*

- **Norming Protocol** – student groups engage in a structured presentation and feedback structure.
- **Back 2 Back** – students are asked to stand back to back, are given a question to consider in 45 seconds of silence, then asked to discuss their answers or thinking with their partner.
- **Partner quizzes** – students work on the first question together and provide each other with feedback, then work independently on a new question exercising the same concept.
- **Revision & Drafts** – students are given opportunity to revise work following self, peer, and teacher feedback with notation. Students keep the versions as evidence of progress and for reflection on how they learned. See Austin's Butterfly

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Student-Enacted *Learning-Oriented Assessment*

- **Jigsaw**
- **Think, Pair, Share**
- **Rearticulate Understanding of Essential Question**
- **Rubric Self-Assessments** – identify with felt colours: current assessment of *where they are* and *what they would like to work on next*. Summarize with action steps.