Who Owns the Learning? Engaging Students in the Assessment Process

(Slides)

Kim Bailey

Solution Tree
Who Owns the Learning?
Engaging Students in the Assessment Process

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Do not duplicate.
What do we really want students to know and be able to do?

How will we know students are learning (before it's too late)?

What are research-based practices that will lead to student learning of the Common Core, including 21st century skills?

How do we respond when they aren't learning, or if they already know it?

Meaningful Collaboration for Alignment With Common Core Standards

Identify and “unwrap” essential Common Core Standards to establish collective understanding about the skills and concepts that lead to a guaranteed and viable curriculum that prepares our students for college and career.

Using the “end in mind,” develop common summative and formative assessments that integrate the skills and concepts that are most essential, in other words, your guaranteed and viable curriculum.

Design and deliver effective instruction and assessment that lead to the attainment of the Common Core, utilizing best instructional practices, including integrated technology, inquiry, etc.

Participate in ongoing knowledge-driven decision making and implementation of curricular adjustments and/or interventions) using the data from common assessments and the examination of student work.

QUIZ TIME!
Question 2.5

What are effective strategies that we know help students learn?

Today’s goals

• Look at research related to student involvement in assessment.

• Review best practices that empower students with assessment information and serve to improve their learning.

• Examine your teams’ current practice and identify a potential action plan for increasing student involvement in the assessment process.
What makes the difference?

- The light switch is on.
  - When are students confident in their learning?

- The light switch is off.
  - What turns off our students?
  - Who is most at risk?

Black and Wiliam (1998)

The way to improve student achievement is not to do more testing or test prep, but rather to engage students deeply in the classroom assessment process and increase the specific descriptive feedback they receive while they are learning.

What does the research say?

“The biggest effects on student learning occur when teachers become learners of their own teaching, and when students become their own teachers.”


Visible teaching and learning occurs …

- When learning is the explicit goal
- When it is appropriately challenging
- When the teacher and the student (in their various ways) seek to understand whether and to what degree the challenging goal is attained
- When there is deliberate practice aimed at achieving mastery of the goal
- When there is feedback given and sought
- When there are active, passionate, and engaging people participating in the act of learning
What would this mean for …

The student?  The teacher?  The team?  The parents?

What dispositions do we want to see in our students?

• Focus
• Self-advocacy
• Confidence
• Empowerment
• Perseverance
A key premise is that for students to be able to improve, they must have the capacity to monitor the quality of their own work.

- Know what high-quality work looks like.
- Be able to objectively compare their work to the standard.
- Have a store of tactics to make work better based on their observations.


Big idea:
Learners learn best when ...

- They understand clearly what they are trying to learn and what is expected of them.
- They are given feedback about the quality of their work and what they can do to make it better.
- They are given advice about how to go about making improvements.
- They are fully involved in deciding what needs to be done next, and who can give them help if they need it.
Teacher driven

Engagement and Empowerment

- Gradual release of responsibility
- Low-threat, safe environment
- Opportunities for rehearsal and feedback

Student determined

Ownership of Learning

1

Students are clear about what they will be learning (long and short term).

What skills and knowledge will they learn during this lesson or unit? How do those relate to the big picture?

How will they use these skills and concepts?

Key words defined?

How will we know they are successful, and what is the plan to gather that evidence?

Classrooms where students understand the learning outcomes for daily lessons see performance rates 20 percent higher than those where learning outcomes are unclear.


What do clear targets look like?

- Rigorous, bite-size, and clearly stated, student-friendly goals and objectives are discussed, posted, and referenced throughout instruction.
- Sharing success criteria
- Guiding questions and big ideas are referenced.
- Language and content objectives
Clear and understandable targets

• Start with the standards.
  • Student-friendly language
  • I can statements
    • Student generated

• Common Core Math Standards, grade 7, Standard 3.4: “Plot the values of quantities whose ratios are always the same (e.g., cost to the number of an item, feet to inches, circumference to diameter of a circle). Fit a line to the plot and understand that the slope of the line equals the quantities.”

Clear and understandable targets

I can use the ratio of an equation to draw the slope.
I can identify and use regular and irregular verbs, adverbs, prepositions, and coordinating conjunctions in my writing and speaking.

(C 1.3)

How do you know it’s happening?

When students can tell you what they’re learning, why, and what they’ll be able to do as a result
It's not a solo job

Team processes:
• Unwrapping the standards to reveal learning targets (knows and dos)
• Development of student-friendly targets

Professional pause …

What is your school’s current practice for making learning targets visible for students?
Where is the bar?
What are some examples of quality work?

Students understand what quality and successful work look like.

A scaffolded process

I do. (minimal risk)
- Begin with teacher’s work.
- Show beginnings, problems you encounter, etc.
- Use think-alouds.

We do. (low risk)
- Use anonymous work with a scoring guide to evaluate strong and weak samples.
- Students can help design rubric.
- Work collaboratively.

You do. (medium risk)
- Students examine work against a scoring guide and/or anchors and identify strengths and weaknesses.
How might students become more familiar with quality work?

- Collaborative evaluation of anonymous work samples
- Anchor papers
- Rubrics
Student-generated rubrics: A suggested sequence

- Attempt after students have had experience with rubrics.
- Begin with a narrow focus on one or two indicators.
  - *Focus on describing proficiency first.*

Exemplary work

Professional pause—pick one

Discuss your previous efforts to ensure that students know what quality work looks like. What was the result?

What are some benefits of having students collaboratively develop a rubric?
Some essentials

- **Develop a supportive learning environment.**
  - Trust must be established for honest communication.
  - Consider forming collaborative teams to allow for trust and comfort to build over time.

- **Don’t assume.**
  - Refreshers, reminders, and guides

- **Don’t overwhelm.**
  - Keep things focused to one or two attributes.

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**Marzano strategy 20: Tracking progress**

“On average, the practice of having students track their own progress was associated with a 32-percentile gain in their achievement.”

Student-generated questions

- Means of assessing student understanding
- Empowers students with knowledge of what they know and what still needs to be learned
Where am I in relation to the target? My strengths? My areas of weakness? Specific areas for improvement?

Dylan Wiliam (1999)

Citing Ruth Butler’s research:
- Students given only marks or grades made no gain from the first to the second lesson.
- Students given only comments scored an average 30 percent higher.
- When marks were added to comments, they cancelled the beneficial effects of the comments.

(Willam, “Formative Assessment in Mathematics,” Equals: Mathematics and Special Educational Needs, 1999)
Ego-Driven Feedback
Versus
Task-Specific Feedback

Effective feedback

• Feedback should be corrective in nature.
• Feedback should be timely.
• Feedback should be criterion referenced.
• Students can effectively provide some of their own feedback through self-evaluation.

(Marzano, Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement, 2001)
DataDirector Classroom Exam Report
Chapter 10 Quiz

School Name: Dana Hills High
Teacher Name: Sullivan, Robert
Period: 2
Test Date: Feb 28th, 2012
# of Students Tested: 25

Average # Correct: 13.56
Average % Correct: 54.26%

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Standard/Cluster # Items % Points Points / Possible Total
Questions: 20 58.29% 478 / 700

Nicole K (1325813)
Chemistry Chapter 15/19
Correct: 35/50 - 70%

Questions Missed
Question Name Q1 Q2 Q3 Q4 Q5 Q6 Q7 Q8 Q9 Q10 Q11 Q12 Q13 Q14 Q15 Q16 Q17 Q18 Q19 Q20
Your Response A A C A C B A D C B B B A C C C C C C C
Correct Response B A D C B C A A A

Standards Missed: Standard (Grades) (Missed/Possible)
SC1.5-12.CH.6 (9, 10, 11, 12) (16): Solutions are homogeneous mixtures of two or more substances. As a basis for understanding this concept:
SC1.5-12.CH.5.e (9, 10, 11, 12) (7/16): Students know the Arrhenius, Brønsted-Lowry, and Lewis acid base definitions.
SC1.5-12.CH.5.c (9, 10, 11, 12) (2/7): Students know strong acids and bases fully dissociate and weak acids and bases partially dissociate.
SC1.5-12.CH.5 (9, 10, 11, 12) (2/7): Acids, bases, and salts are three classes of compounds that form ions in water solutions. As a basis for understanding this concept:

Nicole K (continued)
SC1.5-12.CH.6.c (9, 10, 11, 12) (1/3): Students know temperature, pressure, and surface area affect the dissolving process.
SC1.5-12.CH.6.b (9, 10, 11, 12) (2/3): Students know how to describe the dissolving process at the molecular level by using the concept of random molecular motion.
SC1.5-12.CH.5.g (9, 10, 11, 12) (1/2): Students know buffers stabilize pH in acid base reactions.
Students engage in self-monitoring, goal setting, and strategizing.

### Vocabulary Knowledge Rating Sheet

Use this rating sheet to keep a list of the academic vocabulary words you are learning. Keep this throughout the unit.

**Rating Scale:**
1 = I don’t know it at all
2 = I’ve seen it or heard it before.
3 = I think I know what it means but I could use a review.
4 = I know it well and can easily teach it to the class.

<table>
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<th>What I Think It Means Before Instruction</th>
<th>Correct Definition</th>
<th>Rating After Instruction</th>
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Where am I trying to go?

Where am I in relation to the target? My strengths?

My areas of weakness?

How might I close the gap?
Goal-setting conferences

- What aspect of your work was most effective?
- What aspect of your work was least effective?
- What specific action or actions will improve your performance?
- What will you do differently next time?
### STUDENT SELF-REFLECTION AND GOAL-SETTING - Unit 9a

As you answer each question on the test, decide whether you feel confident in your answer or are unsure about it and mark the corresponding box.

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<th>Guessed</th>
<th>Got It Right</th>
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Student-maintained portfolios

• Represent a student’s progress over time.
• Place emphasis on what students can do rather than what they cannot do.
• Engage students in establishing ongoing learning goals and assessing their progress toward those goals.
• Address improvement, effort, and achievement.

Student-led conferences

• Establish a protocol for students.
  • Introductions
  • Goals
  • Data and evidence
  • Action plan
• Make time for role-playing.
• Prepare parents.
• Monitor during conferences (if conducting several at the same time).
Finish this sentence

Involving students in the assessment process could ...
Closing thoughts

“Those of us who make motion pictures are also teachers—teachers with very loud voices. But we will never match the power of the teacher who is able to whisper in a student’s ear.”

—George Lucas

Thank You!

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