Using Common Formative and Summative Assessments

(Slides)

Sarah Schuhl
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Sarah Schuhl

Common Assessments

- What has been my experience using common assessments?
- What are benefits of using common assessments?
- What questions do I have about using common assessments?

Session Learning Targets

- I can distinguish between formative and summative assessments.
- I can use common formative assessments to inform PLC teams.
- I can help students self-reflect using common formative assessments.
Three Big Ideas

- Focus on student learning
- Collaboration
- Focus on results

(DuFour, DuFour, Eaker, & Many, 2010, p. 14)
Four PLC Questions

- What do we expect students to learn?
- How will we know students learned?
- What will we do when students do not learn?
- What will we do when students do learn?

(DuFour, DuFour, Eaker, & Many, 2010, p. 119)

What Is a Common Assessment?

"Common assessment means student learning will be assessed using the same instrument or process and according to the same criteria."

—DuFour, DuFour, Eaker, & Many, 2010, p. 63

Assessment Purposes

<table>
<thead>
<tr>
<th><strong>Summative</strong></th>
<th><strong>Formative</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>An event after learning</td>
<td>A process during learning</td>
</tr>
<tr>
<td>Chapter tests, state assessment, end-of-year</td>
<td>Descriptive feedback, use of rubrics, student self-</td>
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<tr>
<td>placement tests</td>
<td>assessment</td>
</tr>
<tr>
<td>Used to measure achievement</td>
<td>Used to support ongoing growth, improvement</td>
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</table>
Black & Wiliam (1998)

“The research reported here shows conclusively that formative assessment does improve student learning. The gains in achievement appear to be quite considerable … among the largest ever reported for educational interventions” (p. 61).

Formative Assessment Keys

Each formative assessment must:

- Be based on carefully selected standards or learning targets.
- Provide timely descriptive feedback to students.
- Be used for student learning, not a measure of student learning.

(Stiggins, Arter, Chappuis, & Chappuis, 2006)

An Assessment Is Formative When …

- It identifies students struggling to learn a standard or target.
- It gives students additional time and support to learn the standard or target.
- Students receive another opportunity to demonstrate that they have learned.

(DuFour, DuFour, Eaker, & Many, 2010, p. 63)
Purpose of Formative Assessment

- Use as a diagnostic tool.
- Plan instruction.
- Provide feedback to students and teachers.
- Involve students in their own learning.
- Motivate students.

What Do You Do With Formative Assessment Results?

- Give descriptive feedback to students.
- Encourage student self-reflection.
- Plan instruction.
  - Stop and reteach.
  - Review pieces of standards in future lessons.
- Implement interventions for students who do not get it.
- Implement extensions for students who got it.

Formative Assessment or Summative Assessment?

- Chapter Test
- Quiz
- Mile Run
- Speech
- Exit Card
The Final Word

- Read “Why Should We Use Formative Assessments?” and “Why Should We Use Common Assessments?”
- Teams of three (repeat process)
  - Two minutes: First person speaks about what resonated with them and why.
  - One minute: Second person responds to first person.
  - One minute: Third person responds to first person.

Assessment Reflection

- Rate each statement.
  
<p>| | | | |</p>
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<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
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<tr>
<td>Does not occur</td>
<td>Occurs consistently</td>
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</tbody>
</table>
- Answer each reflection question.

Track Your Progress

- What new knowledge do you related to common assessments?
- What ideas do you have for implementing common assessments classroom?
- What questions do you still have?
Keys to Quality Classroom Assessment

- Clear purpose
- Clear targets
- Sound design
- Effective communication
- Student involvement

(Stiggins, Arter, Chappuis, & Chappuis, 2006)

What Should Be Tested?

Is the standard that students learn essential?
- Does it have endurance?
- Does it have leverage?
- Does it develop student readiness for the next level of learning?

(Reeves, 2002)

Type of Targets

- Knowledge
  - Know and understand subject matter content.
- Reasoning
  - Use and apply knowledge in novel situations.
- Skills
  - Performances must be observed.
- Products
  - Tangible products show learning.

(Stiggins, Arter, Chappuis, & Chappuis, 2006)
Assessment Methods

- Selected response
  - One correct answer
- Extended-written response
  - Short answer to essay—original written answer
- Performance assessment
  - Performance or product
- Personal communication
  - Interview, oral exam, discussion

(Stiggins, Arter, Chappuis, & Chappuis, 2006)

Activity: Methods of Assessment

- Identify benefits and challenges for each method of assessment as a common assessment.
- Identify which targets are best assessed by each assessment method.

Be Careful With Assessments!

- Avoid bias.
- Carefully choose selected response distracters.
- Watch match to stem in selected response.
- Make sure question assesses students’ understanding of learning targets.
- Carefully design rubrics needed.
What Is Descriptive Feedback?

Circle the examples of descriptive feedback.

How does descriptive feedback help students?

Does the Assessment Evaluate Student Understanding of Learning Targets?

- Are learning targets clear?
- Do proficient scores indicate student learning?
- Do low scores indicate that students need intervention?

Does the Assessment Method Match the Learning Targets?

<table>
<thead>
<tr>
<th>Assessment Methods</th>
<th>Target Type</th>
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<tbody>
<tr>
<td>Selected response</td>
<td>Knowledge</td>
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<tr>
<td>Extended written response</td>
<td>Reasoning</td>
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<tr>
<td>Performance assessment</td>
<td>Skill</td>
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<tr>
<td>Personal communication</td>
<td>Product</td>
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</tbody>
</table>
Is There a Proportional Value Between Scores and Learning Targets on the Assessment?

- Is one learning target weighted more than others?
- Is one assessment method weighted more than another?
- If yes, is that acceptable?

Does the Rubric Evaluate Student Learning?

- What categories are on the rubric?
- Are students assessed using each category?
- Are scores for each category clearly defined and can they be articulated by students and teacher?

What Is Proficiency?

- Rubric: Passing in all categories?
- Scoring criteria overall score or each section?
  - PLC team determines.
  - Look at student work.
Repeating Process
- Identify standards.
- Write learning targets.
- Create the assessment.
- Analyze the assessment.
- Give the assessment.
- Look at data and student work.
- Apply interventions and extensions.
- Repeat …

Common Formative Assessment Plan
- Identify learning targets.
- Write assessment questions.
- Determine proficiency.
- Identify possible interventions.
- Identify possible extensions.

Data Chart

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<tr>
<th># Tested</th>
<th>Pre</th>
<th>Post</th>
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<th>Post</th>
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Individual Student Data Chart

Session Learning Targets

- I can distinguish between formative and summative assessments.
- I can use common formative assessments to inform PLC teams.
- I can help students self-reflect using common formative assessments.

Reflection

- What are the benefits of using common assessments in PLC teams?
- What questions are still lingering?

Thank You!

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References


Chenoweth, K. (2009). It can be done, it’s being done, and here’s how. *Phi Delta Kappan, 91*(1), 38–43.


