

Overview of National, State, and Classroom Assessments

Similarities and Differences

Formative Classroom Assessment

- a systematic process of collecting and analyzing diverse types of evidence regarding individual student learning, and the use of that information to shape and adjust instruction and provide feedback to students (Brookhart, Moss, & Long, 2008).

Formative Assessment/Summative Assessment

- “Formative” and “summative” refer to purposes for using student results, not to assessment procedures or instruments
- Formative and summative purposes can be independent or commingled

(Brookhart, 2009)

Planning for Formative Use of Assessments

- Assessment with no grade
- Assessment with a grade
- Tells “where we are” relative to “where we need to be.”

Summative Classroom Assessment

- Often used for grading purposes
- Measures “where we want to be”

Write a brief summary of the story here.

The story of the lost colony is about how the English evade the Native Peoples area.

This is a topic sentence.
What do you need to add
to this to make this a
summary of the story?

Write your theory of what happened here.

I think that the Natives took the people
the people while John White went back to
some people fled on the pinnace to England

Good use of evidence to
support your inference

Write your support for your theory here.

When John White came back to Roanoke the pinnace
was gone, CRO was on the tree and it was
deserted

Large-Scale, Summative Assessments

- Standardized assessments that provide a snap shot of student performance
- Interim Assessments
- Criterion Referenced Assessments
- Norm Referenced Assessments

Interim Assessments

- Used for formative purposes
- Is the student “on track” academically in regard to mastering state standards?
- What areas need improvement?

Criterion-referenced test

- Performance compared with a standard or cut score set by teachers and stakeholders
- Based on state or national standards
- Scores related to achievement levels
- Used for accountability purposes and policy making decisions
 - compare schools within a state (e.g., PASS)
 - Compare states within a nation (e.g., NAEP)

Norm-referenced tests (NRT)

- Performance typically compared against similar students nationwide
- Students within a state on average may be lower or higher performing than students nationwide
- Scores typically reported as a percentile rank
- Terra Nova is a NRT administered to students in SC

Classroom-Based Assessment

Observations

Performance

Tasks

Essays

Portfolios

Classroom
Assessment

Journals

Questioning

Short Answer

Interviews

Multiple Choice Items

Large Scale Assessment

Observation

Multiple Choice Items

Essays

Large Scale
Assessment



Portfolios

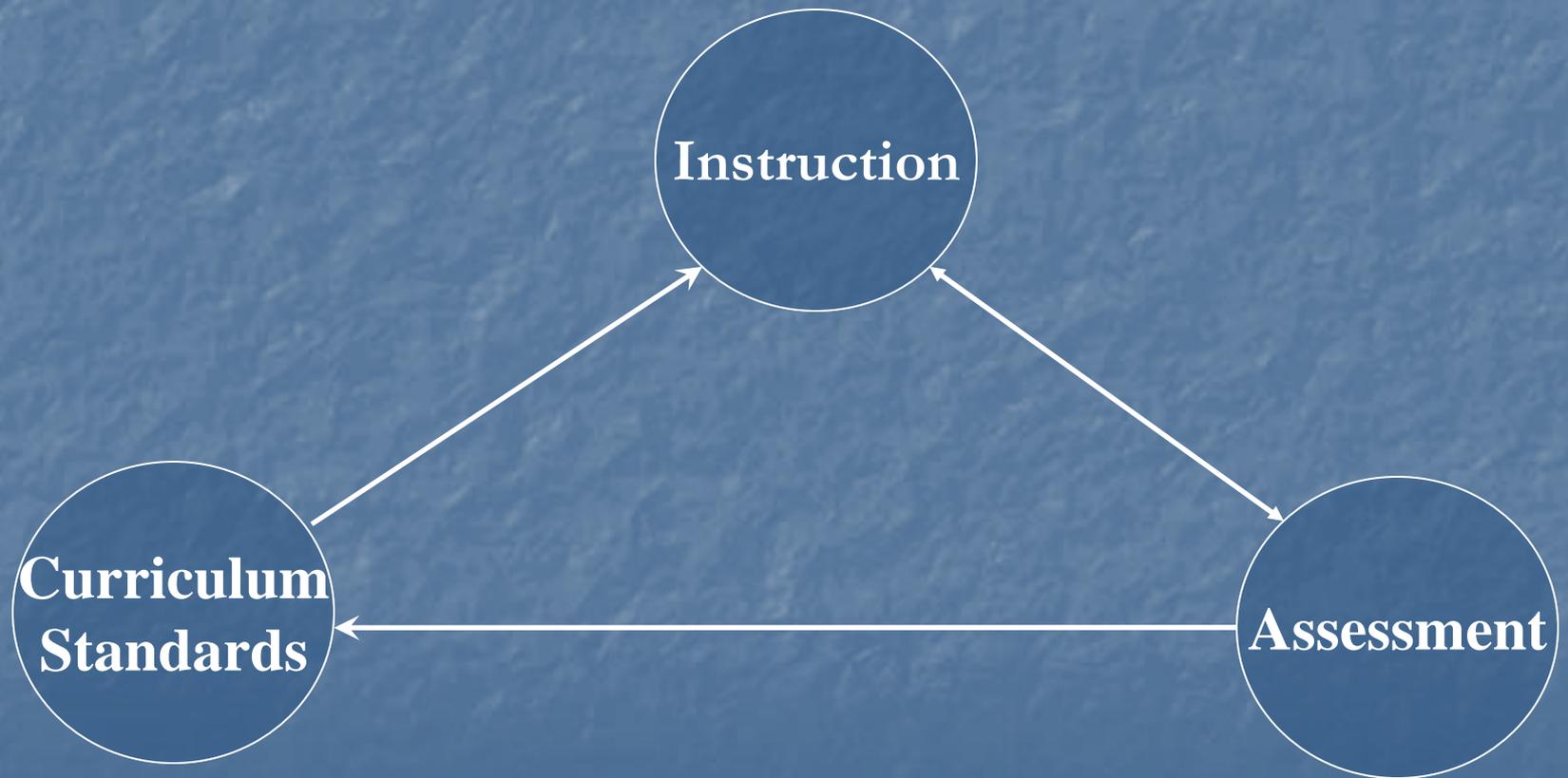
Constructed Response

Interviews

Similarities and Differences

- May be based on standards
- May use some similar techniques
- May have different purposes
- Interpretation of results may differ

Align Curriculum Standards, Instruction and Assessment



Relationship of Curriculum, Standards, Instruction, and Classroom Assessment

- Standards
 - Stipulate what students should know and be able to do

Relationship of Curriculum, Standards, Instruction, and Classroom Assessment

- Curriculum
 - sequences what students should know and be able to do
 - Suggests instructional activities designed to help teach standards

Relationship of Curriculum, Standards, Instruction, and Classroom Assessment

- Instruction

- seeks to assure that students develop the skills outlined in the objectives and sequenced in the curriculum

Relationship of Curriculum, Standards, Instruction, and Classroom Assessment

- Assessment
 - Measures what students know and can do in regard to standards/indicators

Write a brief summary of the story here.

John White was hired to go to the New World to help establish a colony, and check on the soldiers at the fort. When he got there, the fort was deserted. They started to rebuild. One day a man named George Howe went to fish for crabs, but they found him riddled with arrows. The colonists send John White back to England to get supplies. When he came back, the island was deserted once again! All that was left was on a tree. The words CRO + CROATOAN.

Write your theory of what happened here.

I think the colonists learned off of the Natives and formed their own tribe, but later adopted with the Indians.

Write your support for your theory here.

People later found Blonde haired and Blue eyes on Native Americans.

Write a brief summary of the story here.

The story of the lost colony is about how the English evade the Native Peoples area.

Write your theory of what happened here.

I think that the Natives took the people and killed the people while John White went back to England and some people fled on the pinnace to England or lost a sea

Write your support for your theory here.

When John White came back to Roanoke the pinnace was gone, CRO was on the tree and it was deserted

Inference Rubric

Score Point	Descriptor
3	<p>The 3 response fully accomplishes the task requirements. It</p> <ul style="list-style-type: none">• includes a complete interpretation that goes beyond the text,• has clear logic or reasoning,• provides specific, relevant support from the text.
2	<p>The 2 response adequately accomplishes the task requirements. It</p> <ul style="list-style-type: none">• includes an adequate interpretation,• may have minor flaws in logic or reasoning,• provides general but relevant support from the text.
1	<p>The 1 response minimally accomplishes the task requirements. It</p> <ul style="list-style-type: none">• includes a minimal interpretation,• may have gaps in understanding or flaws in logic or reasoning,• may provide sparse or irrelevant support from the text.
0	<p>The 0 response does not accomplish the task requirements. It</p> <ul style="list-style-type: none">• may provide no support from the text,• may be limited to information copied directly from the text and presented as the student's own ideas,• may be incorrect or illogical.

The Statewide Assessment

- May confirm classroom assessments – results may be similar
- May disconfirm classroom assessments – results may differ

Possible Causes for Differing Results

- Teachers and the state may conceptualize standards differently or may focus on different cognitive aspects
- Grades in the classroom may include factors not based on standards (e.g., participation, following directions)
- Homework may weight heavily into the overall student grade

Qualities of Assessments

■ Validity

- accuracy of teacher, parent, and student conclusions drawn from the results
- supported when content of the test derives from the academic standards addressed in instruction

Quality of an Assessment

- Reliability
 - consistency of results across time, tasks, and students

Research Regarding Rubric Use

- Students who are informed of grading criteria score somewhat higher than students who are not informed, but

- Student achievement is highest for students who have the opportunity to internalize and apply criteria
- To internalize and apply criteria students need to
 - help design the rubric
 - critique a range of models to practice applying criteria
 - receive 10 to 12 opportunities of working with models
 - be taught to self-assess work in progress

Effects shown in

- Middle school writing (Andrade and Boulay, 2003)
- Elementary writing (Ross, Rolheiser, and Hogaboam-Gray, 1999)
- Elementary mathematics – word problems (Ross, Hogaboam-Gray and Rolheiser, 2002)

Which techniques do you use?

Observations

Performance

Tasks

Essays

Classroom
Assessment

Journals

Portfolios

Short Answer

Interviews

Multiple Choice Items