

# Balanced Assessment

## A Conversation on Meaningful Assessment Use

*Presented and Facilitated by  
Nicole Vagle*



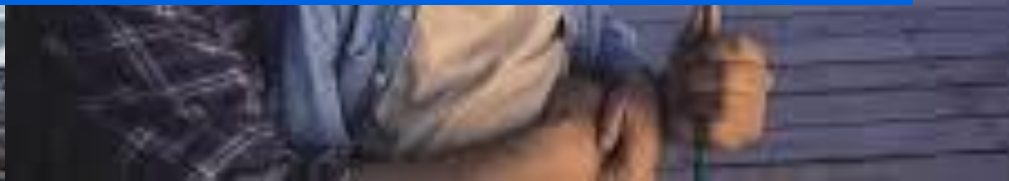
# Goals of This Session

---

- What are the best uses and biggest challenges of various types of assessments in a balanced system?
- How do we align our assessment types, purposes and practices?
- What are key elements of quality classroom assessment?

# Let's talk fishing...

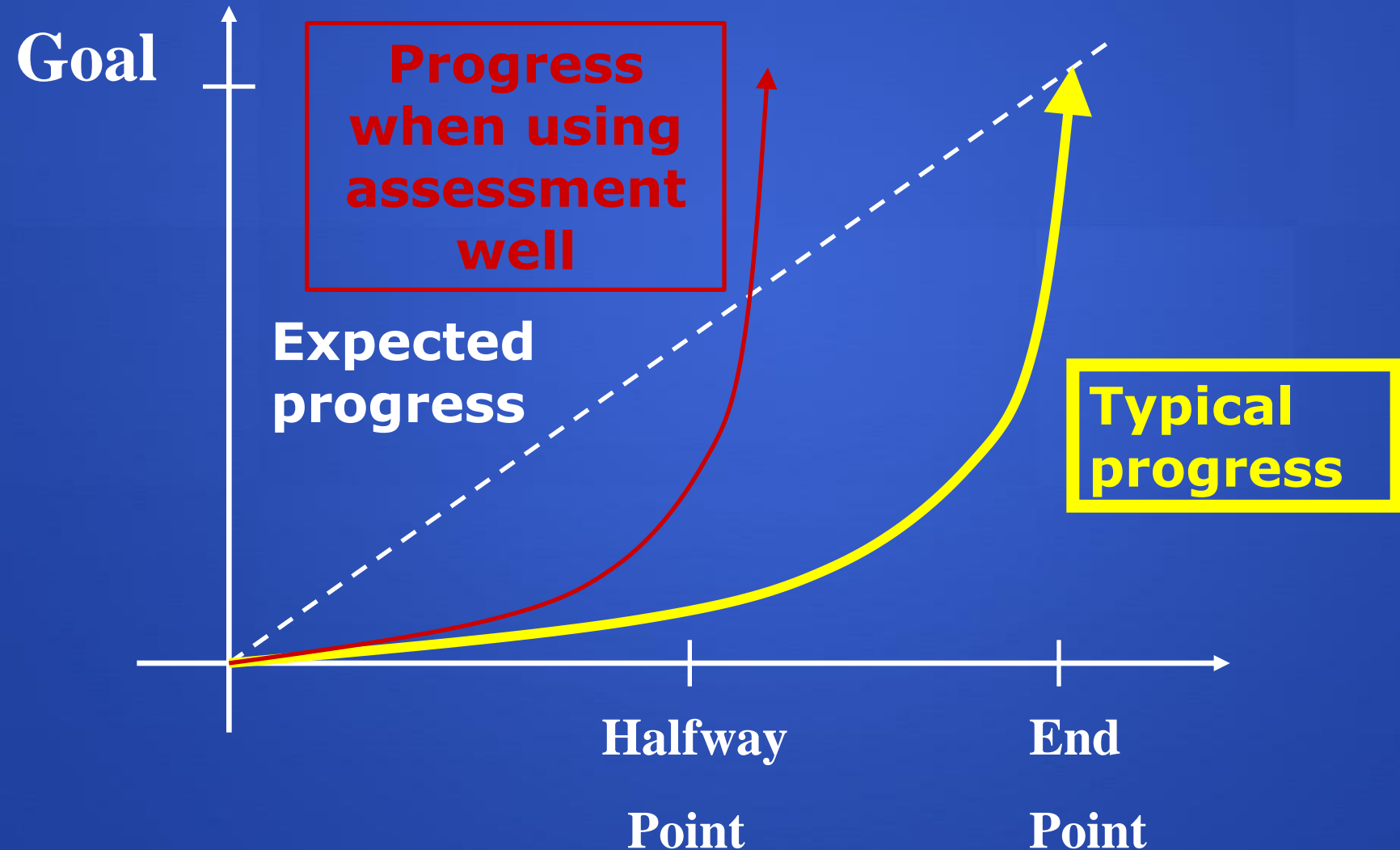
- What do you like or not like about fishing?
- Why do they call fishing "fishing" instead of "catching"?



---

**The journey is the  
destination...**

# We can get a little distracted... and can feel FRAGMENTED...

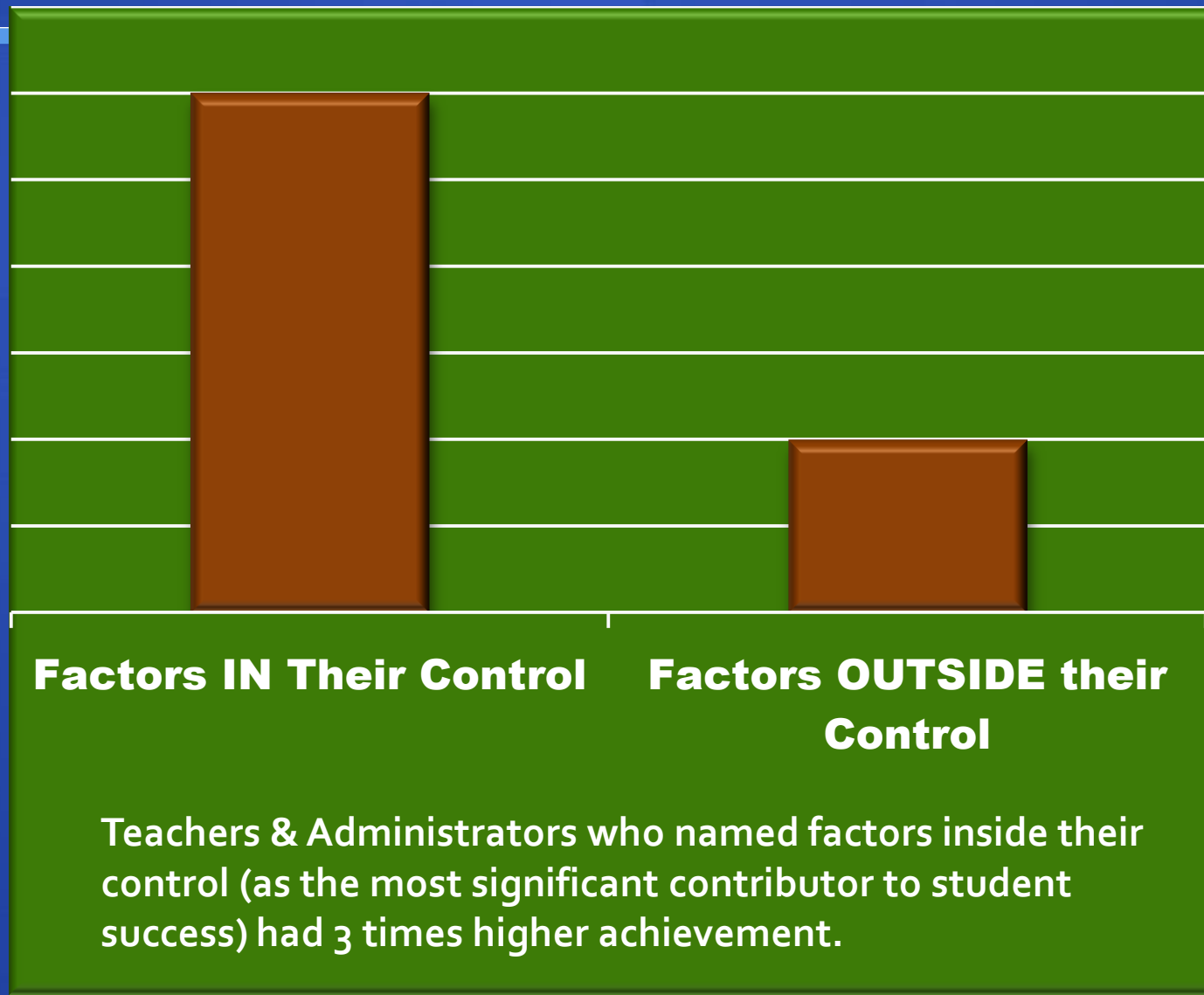


**Over 3000 Teachers and Administrators were asked...**

**What is the single biggest factor that influences student learning?**

-Reeves, D. (2007). Ahead of the Curve. Bloomington, IN: Solution Tree Press.

# Student Achievement Comparison By Teacher & Administrator Responses



**Factors IN Their Control**

**Factors OUTSIDE their Control**

Teachers & Administrators who named factors inside their control (as the most significant contributor to student success) had 3 times higher achievement.

Factors Outside  
Your Control

Factors in Your  
Control





**How do we prepare  
students for a world  
we cannot imagine?**

**-Dylan Wiliam**

## Purpose & Types of Assessment

adapted from *Finding the Meaning in Numbers*, Vagle, 2009, in *Principal as Assessment Leader Anthology*, edited by Thomas Guskey

What % of your time do you spend focused on this type of assessment?	Assessment Format	Type of Data Dialogue: Who Uses the Information and How?	What is the best use of this data?	How Often Is the Assessment Given?	Timeframe for Analysis	Timeframe for Response
	Standardized Tests	<i>Policy Conversations, District, Whole School, Department, or Grade-Level Team Conversations</i>				
	Benchmark Assessments	<i>District/System, Whole School, Department, Grade-Level Team, or Individual Teacher Analysis</i>				
	End-of-Course Assessments	<i>Whole School, Department, Grade-Level Team, or Individual Teacher Analysis</i>				
	Summative Assessments (Common or Individual)	<i>Department, Grade-Level Team, or Individual Teacher Analysis</i>				
	Common Formative Assessments	Department, Grade-Level Team, Individual Teacher, and/or Student Analysis		Determined by how often teams meet		
	Formative Assessments	Individual Teacher and Student Analysis				

# Purpose & Types of Assessment

adapted from *Finding the Meaning in Numbers*, Vagle, 2009, in *Principal as Assessment Leader Anthology*, edited by Thomas Guskey

What % of your time do you spend focused on this type of assessment?	Assessment Format	Type of Data Dialogue: Who Uses the Information and How?	What is the best use of this data?	How Often Is the Assessment Given?	Timeframe for Analysis	Timeframe for Response
	Standardized Tests	<i>Policy Conversations, District, Whole School, Department, or Grade-Level Team Conversations</i>				
	Benchmark Assessments	<i>District/System, Whole School, Department, Grade-Level Team, or Individual Teacher Analysis</i>				
	End-of-Course Assessments	<i>Whole School, Department, Grade-Level Team, or Individual Teacher Analysis</i>				
	Summative Assessments (Common or Individual)	<i>Department, Grade-Level Team, or Individual Teacher Analysis</i>				
	Common Formative Assessments	Department, Grade-Level Team, Individual Teacher, and/or Student Analysis		Determined by how often teams meet		
	Formative Assessments	Individual Teacher and Student Analysis				

# How do students perceive their school experience?



“If it weren’t for the CRCT, we wouldn’t even need school.”

- CRCT is the GEORGIA STATE STANDARDIZED TEST

## Purpose & Types of Assessment

adapted from *Finding the Meaning in Numbers*, Vagle, 2009, in *Principal as Assessment Leader Anthology*, edited by Thomas Guskey

What % of your time do you spend focused on this type of assessment?	Assessment Format	Type of Data Dialogue: Who Uses the Information and How?	What is the best use of this data?	How Often Is the Assessment Given?	Timeframe for Analysis	Timeframe for Response
	Standardized Tests	<i>Policy Conversations, District, Whole School, Department, or Grade-Level Team Conversations</i>				
	Benchmark Assessments	<i>District/System, Whole School, Department, Grade-Level Team, or Individual Teacher Analysis</i>				
	End-of-Course Assessments	<i>Whole School, Department, Grade-Level Team, or Individual Teacher Analysis</i>				
	Summative Assessments (Common or Individual)	<i>Department, Grade-Level Team, or Individual Teacher Analysis</i>				
	Common Formative Assessments	Department, Grade-Level Team, Individual Teacher, and/or Student Analysis		Determined by how often teams meet		
	Formative Assessments	Individual Teacher and Student Analysis				

# Purpose & Types of Assessment

adapted from *Finding the Meaning in Numbers*, Vagle, 2009, in *Principal as Assessment Leader Anthology*, edited by Thomas Guskey

What % of your time do you spend focused on this type of assessment?	Assessment Format	Type of Data Dialogue: Who Uses the Information and How?	What is the best use of this data?	How Often Is the Assessment Given?	Timeframe for Analysis	Timeframe for Response
	Standardized Tests	<i>Policy Conversations, District, Whole School, Department, or Grade-Level Team Conversations</i>				
	Benchmark Assessments	<i>District/System, Whole School, Department, Grade-Level Team, or Individual Teacher Analysis</i>				
	End-of-Course Assessments	<i>Whole School, Department, Grade-Level Team, or Individual Teacher Analysis</i>				
	Summative Assessments (Common or Individual)	<i>Department, Grade-Level Team, or Individual Teacher Analysis</i>				
	Common Formative Assessments	Department, Grade-Level Team, Individual Teacher, and/or Student Analysis		Determined by how often teams meet		
	Formative Assessments	Individual Teacher and Student Analysis				



# Purpose & Types of Assessment

adapted from *Finding the Meaning in Numbers*, Vagle, 2009, in *Principal as Assessment Leader Anthology*, edited by Thomas Guskey

What % of your time do you spend focused on this type of assessment?	Assessment Format	Type of Data Dialogue: Who Uses the Information and How?	What is the best use of this data?	How Often Is the Assessment Given?	Timeframe for Analysis	Timeframe for Response
	Standardized Tests	<i>Policy Conversations, District, Whole School, Department, or Grade-Level Team Conversations</i>				
	Benchmark Assessments	<i>District/System, Whole School, Department, Grade-Level Team, or Individual Teacher Analysis</i>				
	End-of-Course Assessments	<i>Whole School, Department, Grade-Level Team, or Individual Teacher Analysis</i>				
	Summative Assessments (Common or Individual)	<i>Department, Grade-Level Team, or Individual Teacher Analysis</i>				
	Common Formative Assessments	<i>Department, Grade-Level Team, Individual Teacher, and/or Student Analysis</i>		Determined by how often teams meet		
	Formative Assessments	<i>Individual Teacher and Student Analysis</i>				

## Purpose & Types of Assessment

adapted from *Finding the Meaning in Numbers*, Vagle, 2009, in *Principal as Assessment Leader Anthology*, edited by Thomas Guskey

What % of your time do you spend focused on this type of assessment?	Assessment Format	Type of Data Dialogue: Who Uses the Information and How?	What is the best use of this data?	How Often Is the Assessment Given?	Timeframe for Analysis	Timeframe for Response
	Standardized Tests	<i>Policy Conversations, District, Whole School, Department, or Grade-Level Team Conversations</i>				
	Benchmark Assessments	<i>District/System, Whole School, Department, Grade-Level Team, or Individual Teacher Analysis</i>				
	End-of-Course Assessments	<i>Whole School, Department, Grade-Level Team, or Individual Teacher Analysis</i>				
	Summative Assessments (Common or Individual)	<i>Department, Grade-Level Team, or Individual Teacher Analysis</i>				
	Common Formative Assessments	Department, Grade-Level Team, Individual Teacher, and/or Student Analysis		Determined by how often teams meet		
	Formative Assessments	Individual Teacher and Student Analysis				



## Purpose & Types of Assessment

adapted from *Finding the Meaning in Numbers*, Vagle, 2009, in *Principal as Assessment Leader Anthology*, edited by Thomas Guskey

What % of your time do you spend focused on this type of assessment?	Assessment Format	Type of Data Dialogue: Who Uses the Information and How?	What is the best use of this data?	How Often Is the Assessment Given?	Timeframe for Analysis	Timeframe for Response
	Standardized Tests	<i>Policy Conversations, District, Whole School, Department, or Grade-Level Team Conversations</i>				
	Benchmark Assessments	<i>District/System, Whole School, Department, Grade-Level Team, or Individual Teacher Analysis</i>				
	End-of-Course Assessments	<i>Whole School, Department, Grade-Level Team, or Individual Teacher Analysis</i>				
	Summative Assessments (Common or Individual)	<i>Department, Grade-Level Team, or Individual Teacher Analysis</i>				
	Common Formative Assessments	Department, Grade-Level Team, Individual Teacher, and/or Student Analysis		Determined by how often teams meet		
	Formative Assessments	Individual Teacher and Student Analysis				

# BALANCING The System

**State and  
Provincial  
Testing**

R  
W  
M  
S  
SS

**District Testing**

R  
W  
M  
S  
SS

R  
W  
M  
S  
SS

R  
W  
M  
S  
SS

**Building and  
Team Testing**

F F S F F S F F S


**Classroom  
Testing**

X X X X X X X X X X X X X X X X X X X

# Pause & Ponder

## **Pause & Ponder:**

- ✓ What is the best use and biggest challenge of each type of assessment?
- ✓ How much time do educators (teachers, administrators) spend on each of these types of assessment?
- ✓ How much time do students spend engaged in each type of assessment?
- ✓ What are the implications? What should a balanced system of assessment look like and feel like?
- ✓ How balanced is our system? Where do we spend too much time? Just enough? What gives us the best information in supporting students learning? How do we know?



# What are standards-based benchmark assessments?

How are they effectively and efficiently analyzed and used?

## Purpose & Types of Assessment

adapted from *Finding the Meaning in Numbers*, Vagle, 2009, in *Principal as Assessment Leader Anthology*, edited by Thomas Guskey

What % of your time do you spend focused on this type of assessment?	Assessment Format	Type of Data Dialogue: Who Uses the Information and How?	What is the best use of this data?	How Often Is the Assessment Given?	Timeframe for Analysis	Timeframe for Response
	Standardized Tests	<i>Policy Conversations, District, Whole School, Department, or Grade-Level Team Conversations</i>				
	Benchmark Assessments	<i>District/System, Whole School, Department, Grade-Level Team, or Individual Teacher Analysis</i>				
	End-of-Course Assessments	<i>Whole School, Department, Grade-Level Team, or Individual Teacher Analysis</i>				
	Summative Assessments (Common or Individual)	<i>Department, Grade-Level Team, or Individual Teacher Analysis</i>				
	Common Formative Assessments	Department, Grade-Level Team, Individual Teacher, and/or Student Analysis		Determined by how often teams meet		
	Formative Assessments	Individual Teacher and Student Analysis				

# What are benchmark assessments?

Working definition: A standards-based benchmark assessment is a tool (usually in the form of a test or piece of writing) used to gather information about a current level of proficiency on a specified set of standards that are essential to student success (future coursework, standardized assessment, ongoing skills).

# What are benchmark assessments?

Working definition: A standards-based benchmark assessment is a **tool (usually in the form of a test or piece of writing)** used to gather information about a current level of proficiency on a specified set of standards that are essential to student success (future coursework, standardized assessment, ongoing skills).

# What are benchmark assessments?

Working definition: A standards-based benchmark assessment is a tool (usually in the form of a test or piece of writing) used to **gather information about a current level of proficiency** on a specified set of standards that are essential to student success (future coursework, standardized assessment, ongoing skills).



# What are benchmark assessments?

Working definition: A standards-based benchmark assessment is a tool (usually in the form of a test or piece of writing) used to gather information about a current level of proficiency on a **specified set of standards** that are essential to student success (future coursework, standardized assessment, ongoing skills).

# What are benchmark assessments?

Working definition: A standards-based benchmark assessment is a tool (usually in the form of a test or piece of writing) used to gather information about a current level of proficiency on a specified set of standards that are **essential to student success** (future coursework, standardized assessment, ongoing skills).

# Benchmark assessments often serve four interrelated but distinct purposes:

- Communicate expectations for learning
- Plan curriculum and instruction
- Monitor and evaluate instructional and/or program effectiveness
- Predict future performance

# Which purpose(s) does it serve?

- In this district there are 4 elementary schools, 1 middle school, and 1 high school.
- Writing scores have been low across the board.
- A benchmark writing assessment was implemented at 4<sup>th</sup>, 7<sup>th</sup> and 10<sup>th</sup> grade. Teams of teachers score these assessments, make revisions to the rubric, and recommend professional learning and action steps.
- Ongoing work was done K-12 to create, align and use writing rubrics.
- Elementary grades K-3 write three types of writing each trimester (narrative, informative, opinion).

# 10<sup>th</sup> Grade Writing Benchmark Assessment Data

Count of Students at Each Level				
	Focus	Development	Organization	Language
1	22	46	66	17
2	59	110	99	65
3	130	61	55	124
4	13	8	6	19
5	2	1	0	1
<u>na</u>	0	0	0	0
<u>blank</u>	109	109	109	109
Total Students	335	335	335	335

% of Students at Each Level				
	Focus	Development	Organization	Language
1	6.6%	13.7%	19.7%	5.1%
2	17.6%	32.8%	29.6%	19.4%
3	38.8%	18.2%	16.4%	37.0%
4	3.9%	2.4%	1.8%	5.7%
5	0.6%	0.3%	0.0%	0.3%
<u>na</u>	0.0%	0.0%	0.0%	0.0%
<u>blank</u>	32.5%	32.5%	32.5%	32.5%
Total Students	335	335	335	335

# Data by Teacher



Count of Focus	Focus						
Teacher	1	2	3	4	5	(blank)	Grand Total
Teacher A	3	13	24				40
Teacher B	7	20	44	3	1		75
Teacher C	12	24	57	10	1		104
Grand Total	22	57	125	13	2		219



Count of Development	Development						
Teacher	1	2	3	4	5	(blank)	Grand Total
Teacher A	13	19	7	1			40
Teacher B	15	32	25	2	1		75
Teacher C	18	52	29	5			104
Grand Total	46	103	61	8	1		219

# Data by Teacher and Student



<b>Teacher</b>	<b>Students</b>	<b>Focus</b>	<b>Development</b>	<b>Organization</b>	<b>Language</b>
Teacher A	Student 4	1	1	1	2
Teacher A	Student 34	1	1	2	2
Teacher A	Student 35	1	2	2	2
Teacher A	Student 2	2	1	1	3
Teacher A	Student 3	2	2	1	2
Teacher A	Student 11	2	1	3	3
Teacher A	Student 13	2	1	2	3
Teacher A	Student 14	2	1	3	3
Teacher A	Student 23	2	2	1	2
Teacher A	Student 28	2	1	2	3
Teacher A	Student 30	2	2	2	2
Teacher A	Student 43	2	1	1	3
Teacher A	Student 47	2	1	1	3
Teacher A	Student 50	2	1	1	2
Teacher A	Student 51	2	1	1	3
Teacher A	Student 53	2	1	1	3
Teacher A	Student 1	3	3	3	4
Teacher A	Student 5	3	3	1	3
Teacher A	Student 6	3	2	3	2
Teacher A	Student 7	3	2	1	2

# High School Writing Scores

Student Name	Teacher	Development	post	Organization	post	Language	post	Focus	post
Student 1	Teacher A	1	3	1	3	2	3	2	2
Student 2	Teacher A	1	3	1	3	2	3	3	4
Student 3	Teacher B	2	4	2	4	3	4	3	5
Student 4	Teacher B	3	4	3	5	4	5	3	5
Student 5	Teacher C	2	3	4	5	2	3	3	5
Student 6	Teacher C	2	3	3	4	2	3	2	4
Student 7	Teacher C	2	3	3	3	2	3	2	4
Student 8	Teacher D	4	4	3	3	4	5	3	4
Student 9	Teacher D	4	4	3	3	3	3	1	3
Student 10	Teacher D	1	2	1	2	3	3	1	3



## **Key Implementation Questions to Consider in Standards-based Benchmark Assessment**

1. What is the purpose of the assessment? How will the information be used?
2. What standards should be assessed? (Those already taught? Directly aligned to the standardized assessment? Focused on essential skills such as writing?)
3. How will it support current curriculum and assessment work?
4. Who will design it? What process will we use? What materials do we need to consider?
5. How will the results be recorded? How will the results be shared?
6. How will students and families makes sense of the information?
7. How often will a benchmark assessment be given? When will it be given?
8. What time and professional development will be allocated to ensure the most meaningful implementation and use? How will the use of the results be facilitated? \*\*Craft a plan that outlines time for designing, administering, analyzing and responding to the data.
9. How will we communicate the standardized benchmark process to key stakeholders?

# Pause & Ponder

- What ideas resonate? What questions emerge? What ideas are generated?
- Take a glance at the Key Questions that help create a balanced, cohesive, effective & efficient benchmark assessment practice.
- Assessing strengths and weaknesses of your current work.





**Common  
Assessments At a  
Glance**

# Purpose & Types of Assessment

adapted from *Finding the Meaning in Numbers*, Vagle, 2009, in *Principal as Assessment Leader Anthology*, edited by Thomas Guskey

What % of your time do you spend focused on this type of assessment?	Assessment Format	Type of Data Dialogue: Who Uses the Information and How?	What is the best use of this data?	How Often Is the Assessment Given?	Timeframe for Analysis	Timeframe for Response
	Standardized Tests	<i>Policy Conversations, District, Whole School, Department, or Grade-Level Team Conversations</i>				
	Benchmark Assessments	<i>District/System, Whole School, Department, Grade-Level Team, or Individual Teacher Analysis</i>				
	End-of-Course Assessments	<i>Whole School, Department, Grade-Level Team, or Individual Teacher Analysis</i>				
	Summative Assessments (Common or Individual)	<i>Department, Grade-Level Team, or Individual Teacher Analysis</i>				
	Common Formative Assessments	<i>Department, Grade-Level Team, Individual Teacher, and/or Student Analysis</i>		Determined by how often teams meet		
	Formative Assessments	<i>Individual Teacher and Student Analysis</i>				

## Purpose & Types of Assessment

adapted from *Finding the Meaning in Numbers*, Vagle, 2009, in *Principal as Assessment Leader Anthology*, edited by Thomas Guskey

What % of your time do you spend focused on this type of assessment?	Assessment Format	Type of Data Dialogue: Who Uses the Information and How?	What is the best use of this data?	How Often Is the Assessment Given?	Timeframe for Analysis	Timeframe for Response
	Standardized Tests	<i>Policy Conversations, District, Whole School, Department, or Grade-Level Team Conversations</i>				
	Benchmark Assessments	<i>District/System, Whole School, Department, Grade-Level Team, or Individual Teacher Analysis</i>				
	End-of-Course Assessments	<i>Whole School, Department, Grade-Level Team, or Individual Teacher Analysis</i>				
	Summative Assessments (Common or Individual)	<i>Department, Grade-Level Team, or Individual Teacher Analysis</i>				
	Common Formative Assessments	Department, Grade-Level Team, Individual Teacher, and/or Student Analysis		Determined by how often teams meet		
	Formative Assessments	Individual Teacher and Student Analysis				

# Common Assessments Defined

- A common assessment is any assessment (formative and summative) that is *team created* (entire team) with consistent learning targets *in advance of instruction* and administered in close proximity by all instructors to *collaboratively examine* the results for *instructionally sensitive* responses in the following areas:
  - Shared learning
  - Error Analysis and appropriate instructional planning for individual students
  - Curriculum, instruction, and/or assessment modifications

# Process for Collaborative Common Assessments

## Establishing the Context for Common Assessments

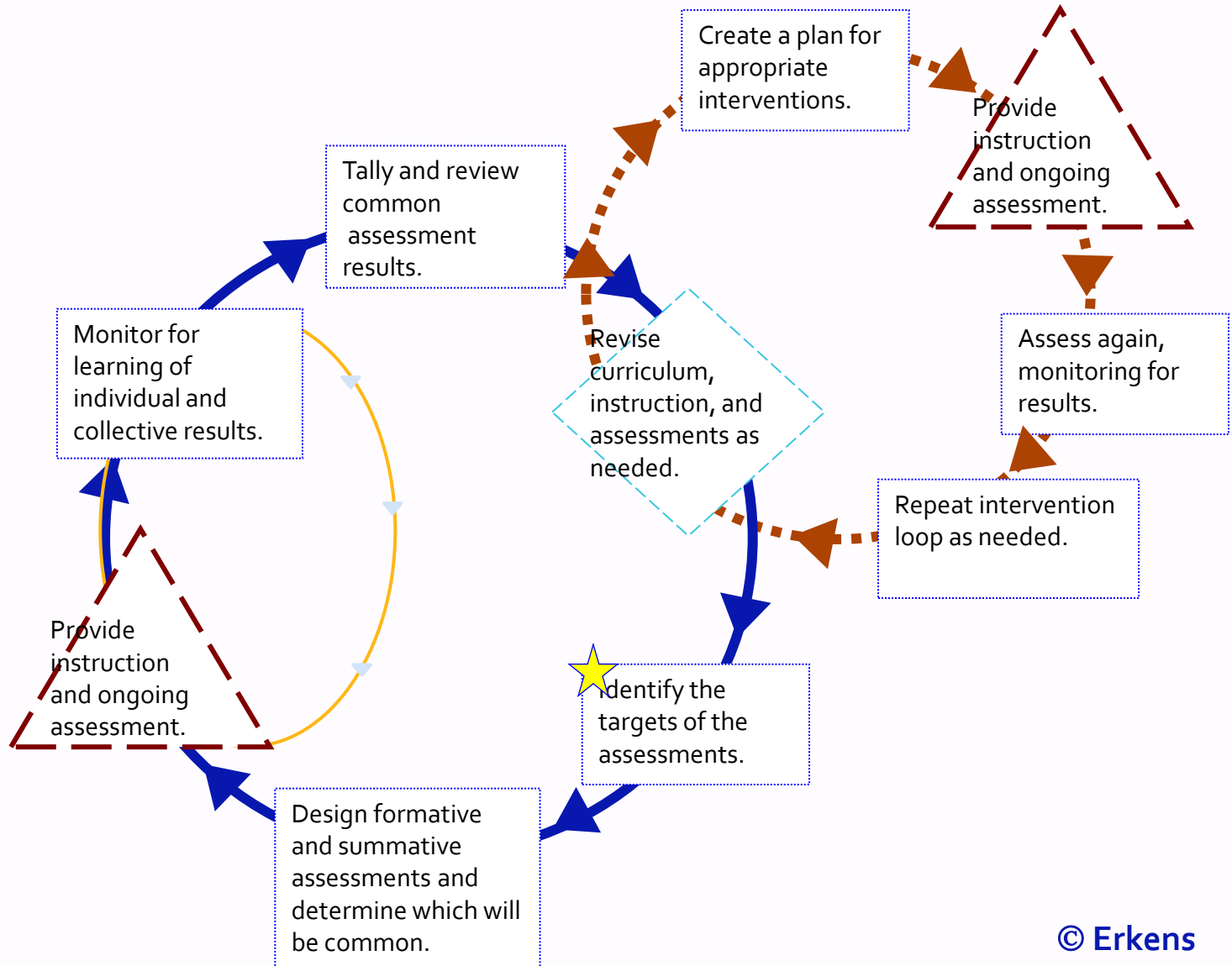
Establish team norms for collaboration.

Identify priority standards.

Examine school data and establish SMART goals.

Create a road map of CAs and targets.

Monitor progress on SMART goals.





# Mapping an Assessment Plan

- RI.8.1. **Target 1:** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as **Target 2:** inferences drawn from the text.
- RI.8.2. **Target 3:** Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; and, **Target 4:** provide an objective summary of the text.
- RI.8.3. **Target 5:** Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

	H 1	H 2	Q 1	H 3	H 4	Q 2	H 5	Project	Final
Target 1	X	X	X					X	X
Target 2		X	X	X			X	X	X
Target 3				X	X	X		X	X
Target 4		X			X	X	X	X	X
Target 5				X	X	X	X	X	X



# Mapping an Assessment Plan

- RI.8.1. **Target 1:** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as **Target 2:** inferences drawn from the text.
- RI.8.2. **Target 3:** Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; and, **Target 4:** provide an objective summary of the text.
- RI.8.3. **Target 5:** Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

	H 1	H 2	CF Q 1	H 3	H 4	CF Q 2	H 5	CS Project	Final
Target 1	X	X	X					X	X
Target 2		X	X	X			X	X	X
Target 3				X	X	X		X	X
Target 4		X			X	X	X	X	X
Target 5				X	X	X	X	X	X

# Mapping an Assessment Plan

- RI.8.1. **Target 1:** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as **Target 2:** inferences drawn from the text.
- RI.8.2. **Target 3:** Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; and, **Target 4:** provide an objective summary of the text.
- RI.8.3. **Target 5:** Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

	H 1	H 2	Q 1	H 3	CF H 4	Q 2	H 5	Project	CS Final
Target 1	X	X	X					X	X
Target 2		X	X	X			X	X	X
Target 3				X	X	X		X	X
Target 4		X			X	X	X	X	X
Target 5				X	X	X	X	X	X

**What is the worst thing that could happen when we collaborate?**

**What is the best thing that could happen when we collaborate?**



# Pause & Ponder

## **Pause & Ponder:**

- ✓ How do we understand common assessment practices? What is the main goal of common summative assessment?
- ✓ What is the main goal of common formative assessment?
- ✓ What do we have in place with regard to common assessment practice?
- ✓ In what ways does or could common assessment practice empower teachers and students?
- ✓ What are the biggest challenges with common assessment practice?
- ✓ How could we address these challenges?
- ✓ What could be our next step in moving this work forward?



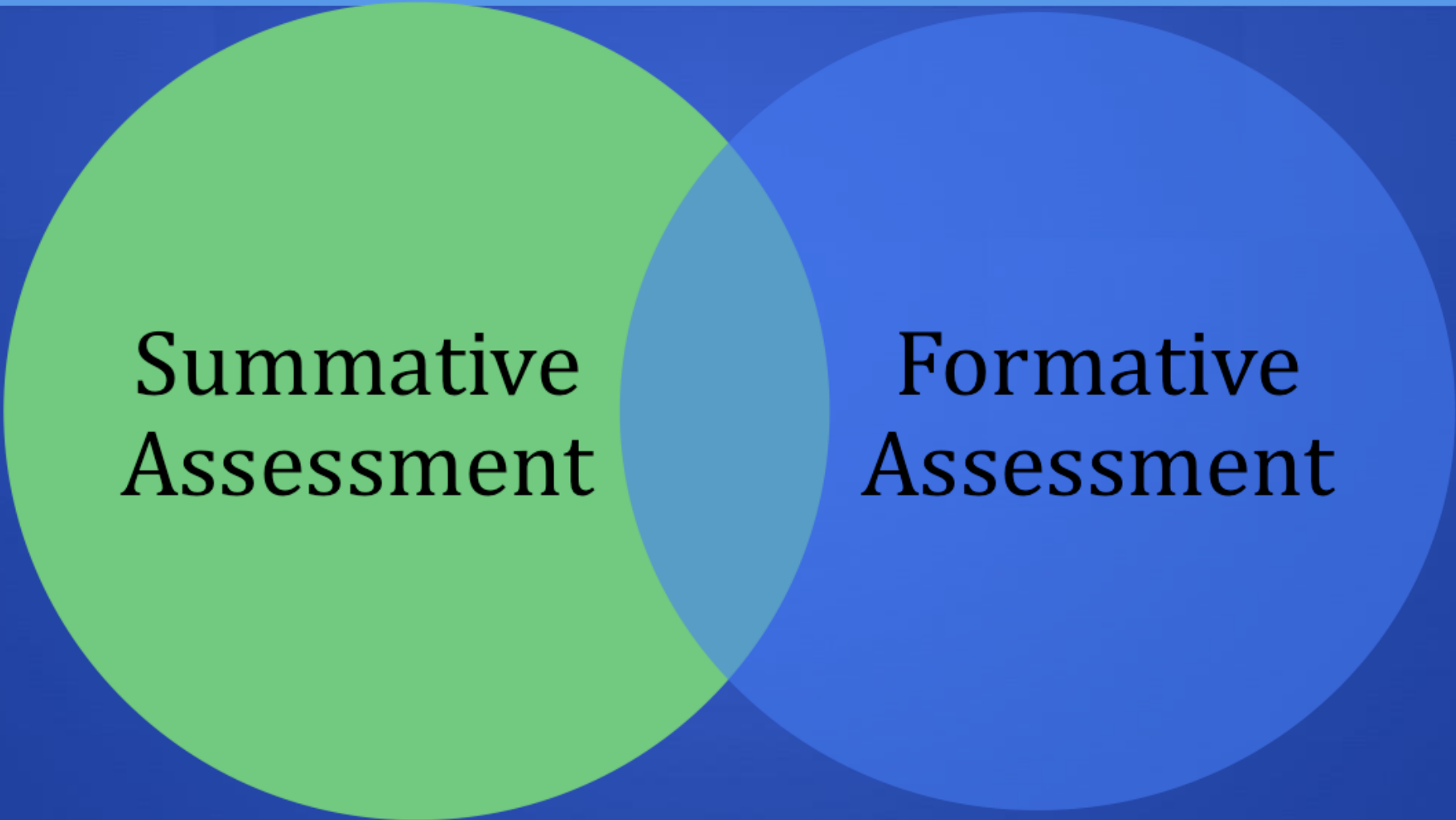
# The Power of Formative Assessment

# formative assessment

“...assessment functions formatively when the evidence of student learning is used to improve and inform the instructional decisions that are made by teachers, learners, and peers to improve outcomes for students. These decisions can be immediate, on-the-fly decisions or longer term”

-adapted from Wiliam, 2012, p. 45 (*Embedded Formative Assessment*)  
Wiliam and Rose

# THE RELATIONSHIP BETWEEN FORMATIVE & SUMMATIVE ASSESSMENT

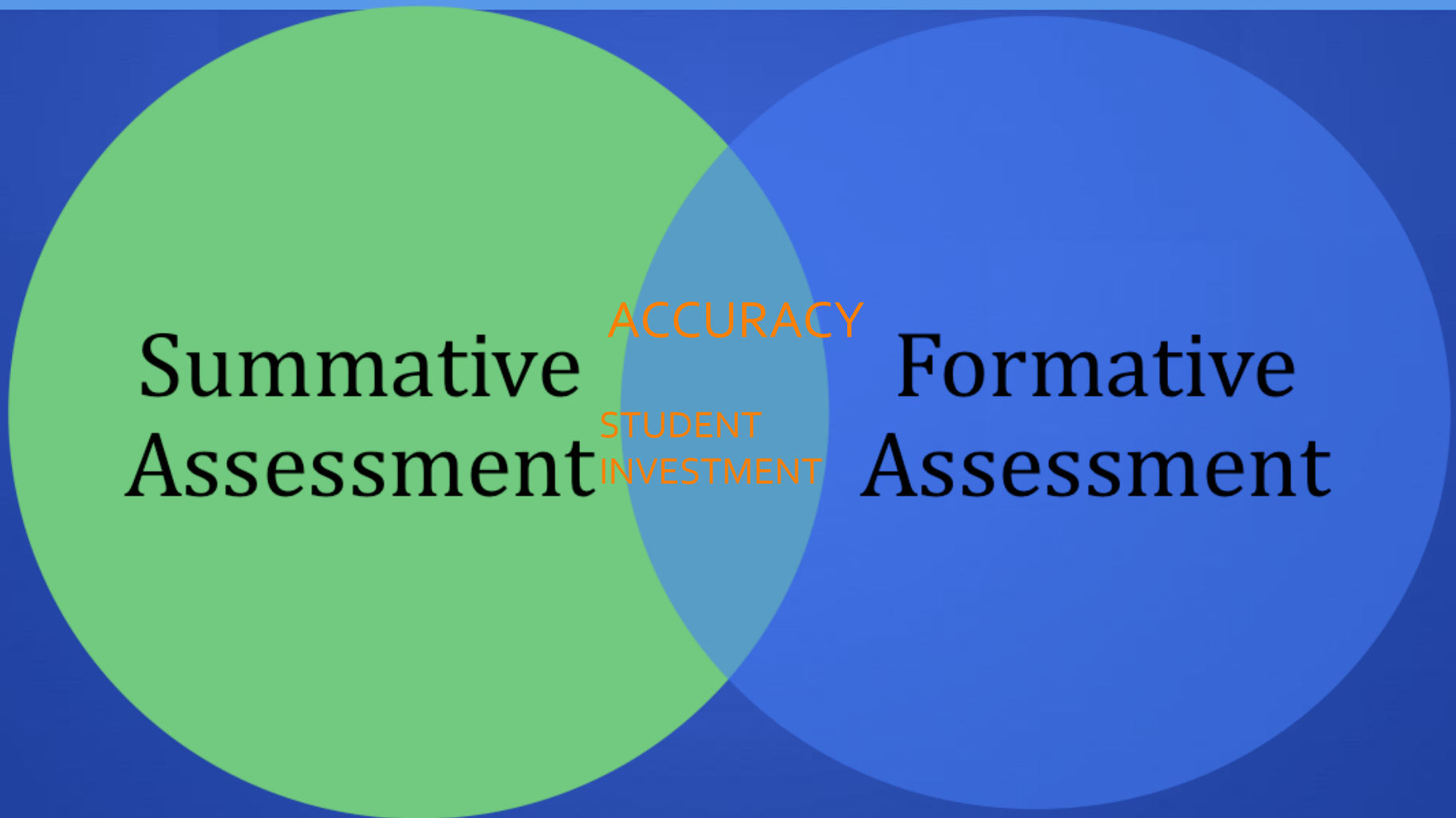


A Venn diagram consisting of two overlapping circles. The left circle is light green and contains the text 'Summative Assessment'. The right circle is blue and contains the text 'Formative Assessment'. The overlapping area in the center is a lighter shade of blue.

Summative  
Assessment

Formative  
Assessment

# THE RELATIONSHIP BETWEEN FORMATIVE & SUMMATIVE ASSESSMENT



Summative  
Assessment

ACCURACY  
STUDENT  
INVESTMENT

Formative  
Assessment



# THE RELATIONSHIP BETWEEN FORMATIVE & SUMMATIVE ASSESSMENT

HOW MUCH HAVE I  
LEARNED AS OF RIGHT  
NOW?

WHAT DON'T I  
UNDERSTAND? HOW DO I  
GET BETTER?

Summative  
Assessment

Formative  
Assessment

ACCURACY

STUDENT  
INVESTMENT

# THE RELATIONSHIP BETWEEN FORMATIVE & SUMMATIVE ASSESSMENT

HOW MUCH HAVE I  
LEARNED AS OF RIGHT  
NOW?

QUANTIFIES LEARNING  
GRADE-SCORE-PERCENT

Summative  
Assessment

WHAT DON'T I  
UNDERSTAND? HOW DO I  
GET BETTER?

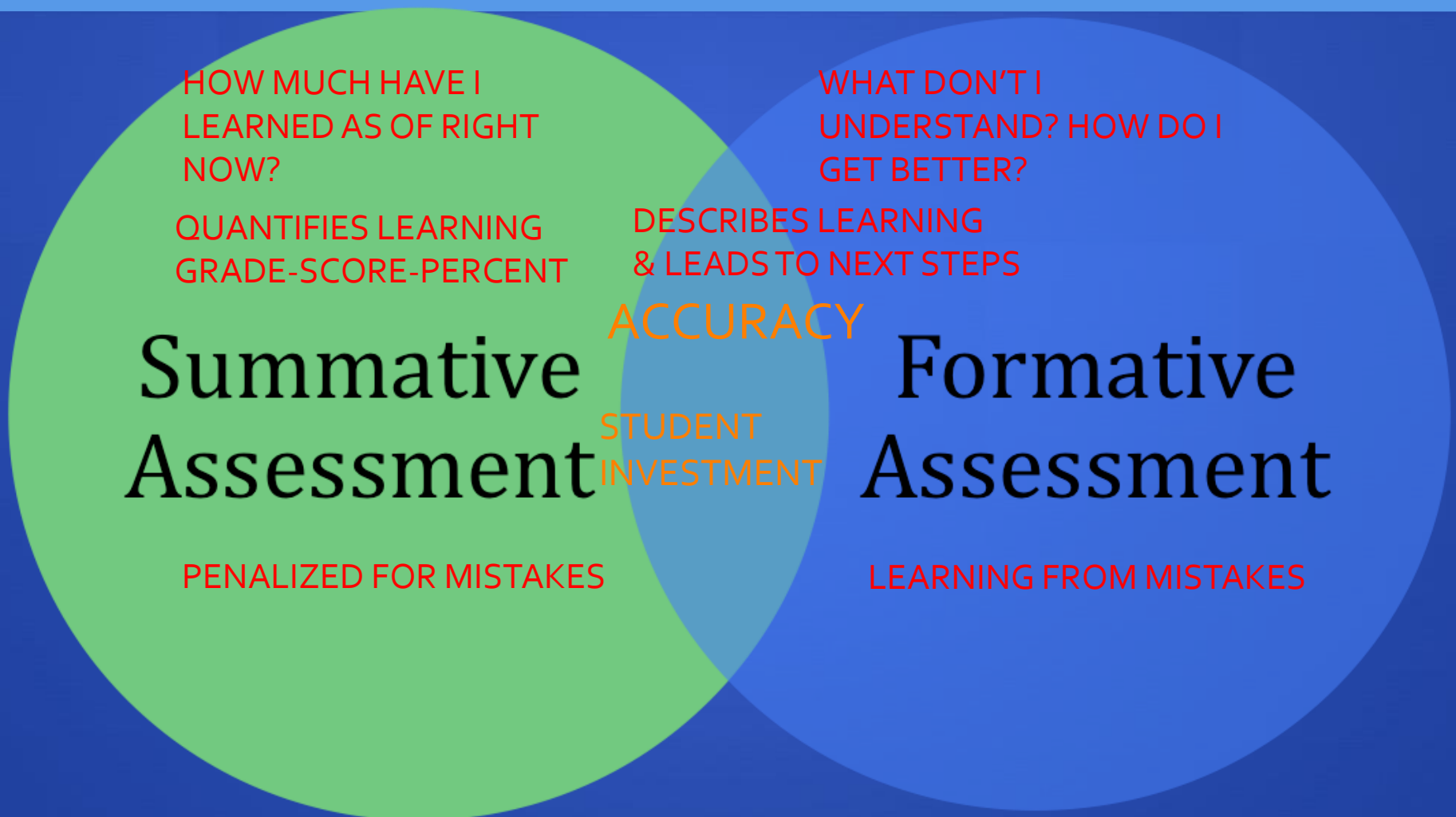
DESCRIBES LEARNING  
& LEADS TO NEXT STEPS

Formative  
Assessment

ACCURACY

STUDENT  
INVESTMENT

# THE RELATIONSHIP BETWEEN FORMATIVE & SUMMATIVE ASSESSMENT



HOW MUCH HAVE I  
LEARNED AS OF RIGHT  
NOW?

QUANTIFIES LEARNING  
GRADE-SCORE-PERCENT

Summative  
Assessment

PENALIZED FOR MISTAKES

WHAT DON'T I  
UNDERSTAND? HOW DO I  
GET BETTER?

DESCRIBES LEARNING  
& LEADS TO NEXT STEPS

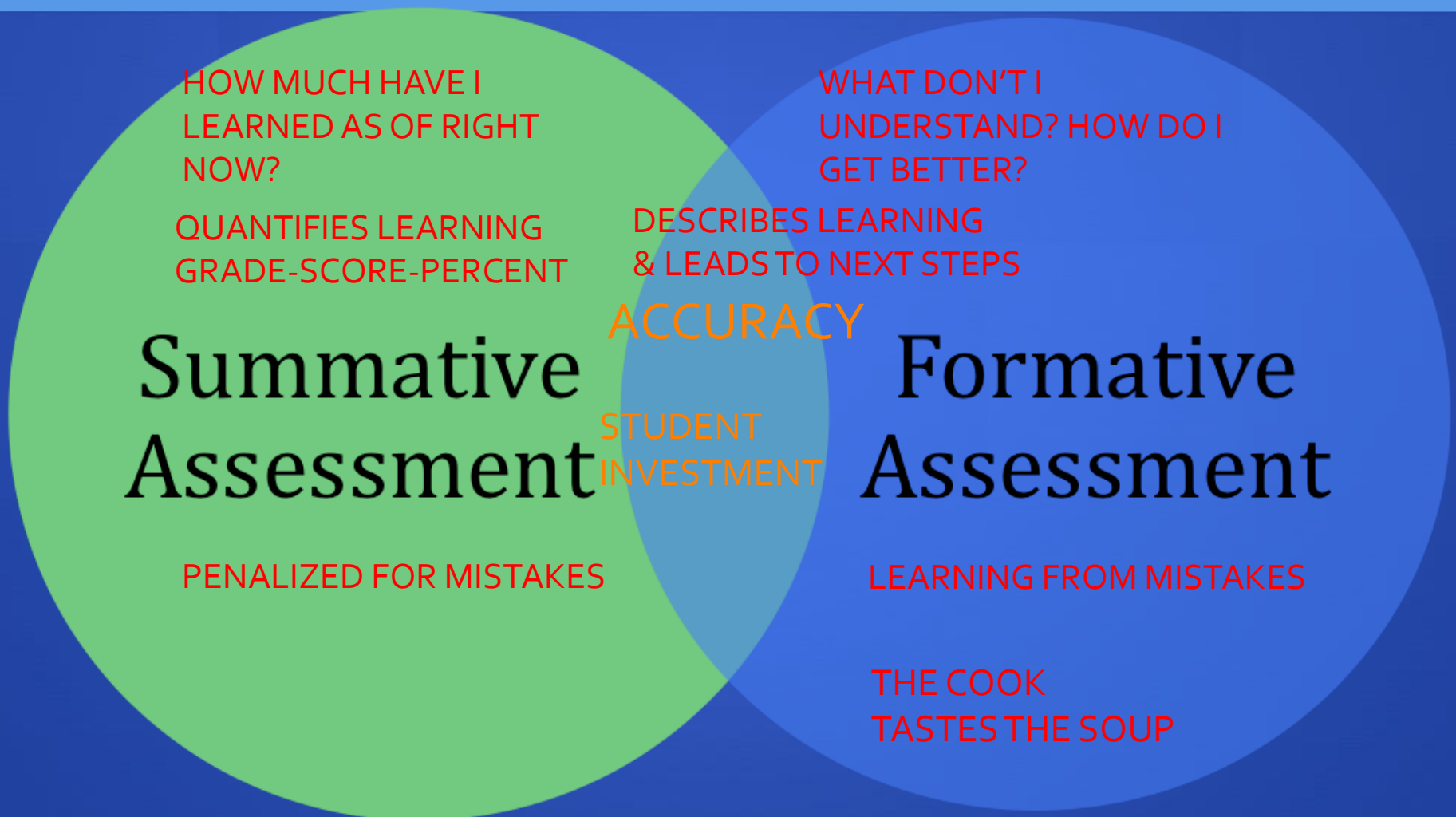
Formative  
Assessment

LEARNING FROM MISTAKES

ACCURACY

STUDENT  
INVESTMENT

# THE RELATIONSHIP BETWEEN FORMATIVE & SUMMATIVE ASSESSMENT



HOW MUCH HAVE I  
LEARNED AS OF RIGHT  
NOW?

QUANTIFIES LEARNING  
GRADE-SCORE-PERCENT

Summative  
Assessment

PENALIZED FOR MISTAKES

WHAT DON'T I  
UNDERSTAND? HOW DO I  
GET BETTER?

DESCRIBES LEARNING  
& LEADS TO NEXT STEPS

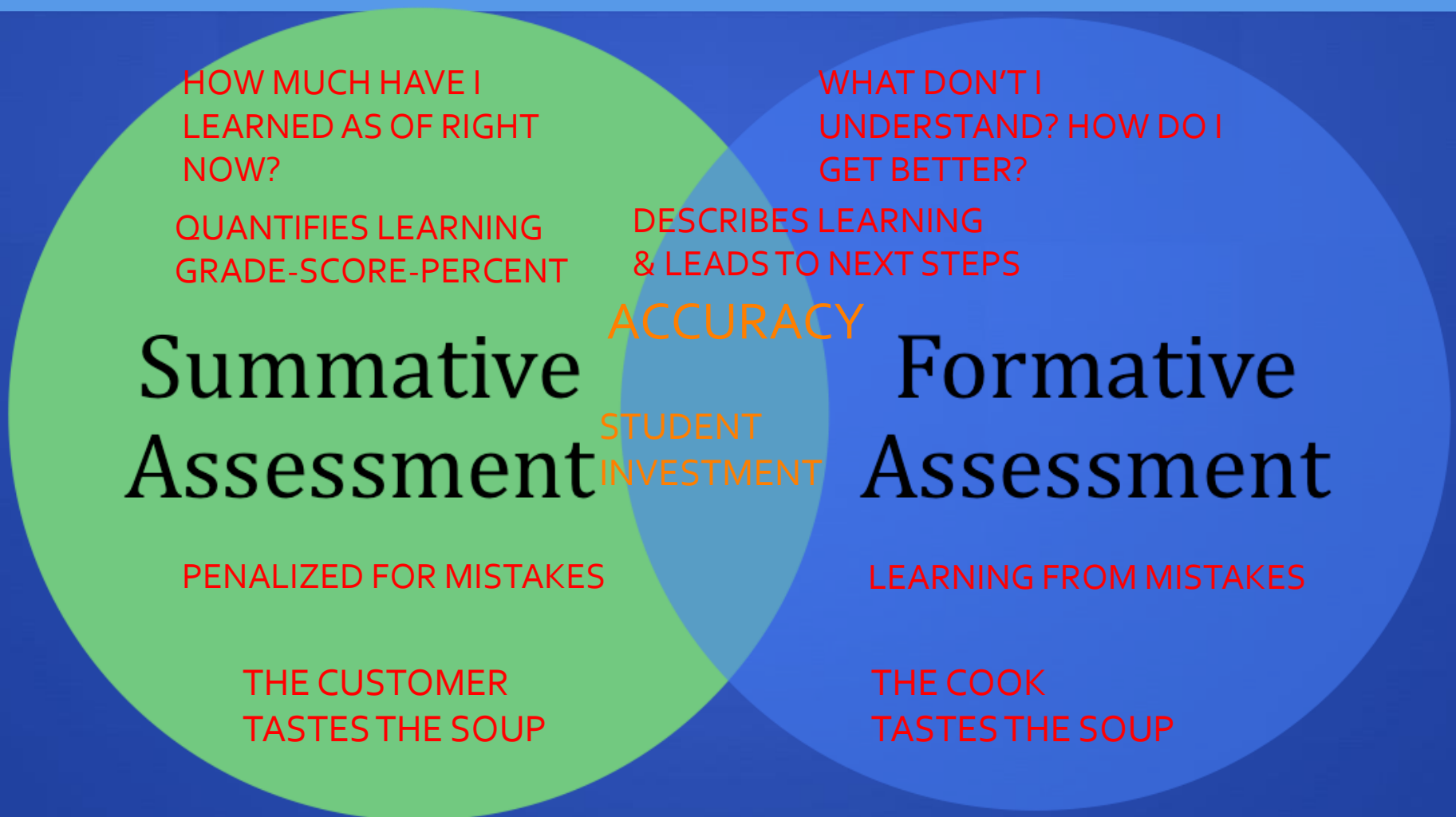
Formative  
Assessment

LEARNING FROM MISTAKES

THE COOK  
TASTES THE SOUP

ACCURACY  
STUDENT  
INVESTMENT

# THE RELATIONSHIP BETWEEN FORMATIVE & SUMMATIVE ASSESSMENT



HOW MUCH HAVE I  
LEARNED AS OF RIGHT  
NOW?

QUANTIFIES LEARNING  
GRADE-SCORE-PERCENT

**Summative  
Assessment**

PENALIZED FOR MISTAKES

THE CUSTOMER  
TASTES THE SOUP

WHAT DON'T I  
UNDERSTAND? HOW DO I  
GET BETTER?

DESCRIBES LEARNING  
& LEADS TO NEXT STEPS

ACCURACY

STUDENT  
INVESTMENT

**Formative  
Assessment**

LEARNING FROM MISTAKES

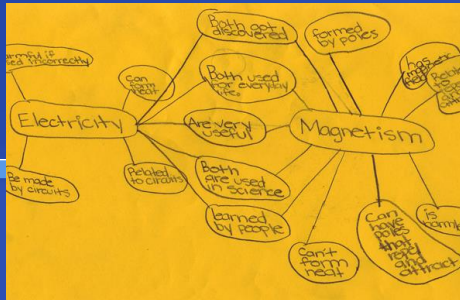
THE COOK  
TASTES THE SOUP







# Characteristics of Formative Assessment



- **\*Accuracy**

- -Teachers Use Assessment Information to Plan (
- -Students connect their work to their learning



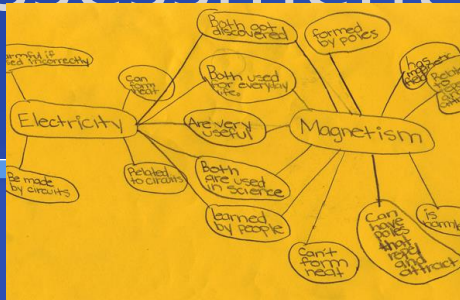
- **\*Learning From Mistakes**







# Characteristics of Formative Assessment



- **\*Accuracy**

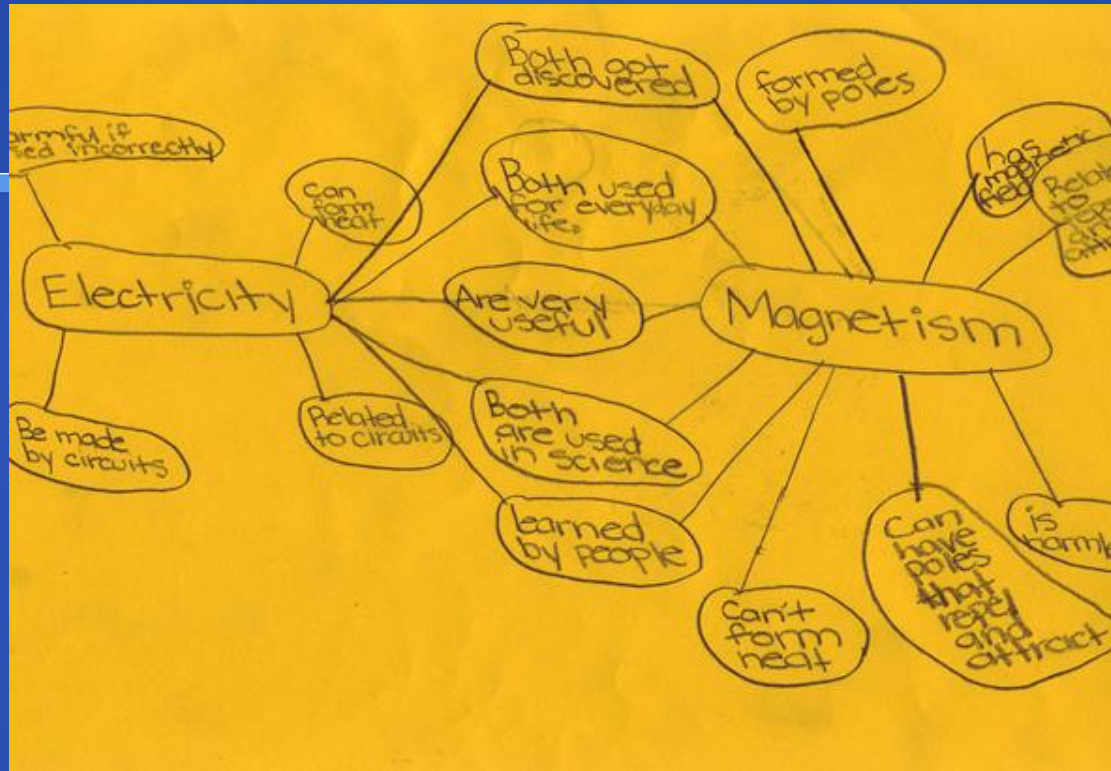
- -Teachers Use Assessment Information to Plan
- -Students connect their work to their learning

- **\*Learning From Mistakes**

- **\*Descriptive Feedback**

- **\*Student Investment**

- -Reflection, Goal Setting, Action
- -Evidence of growth/improvement

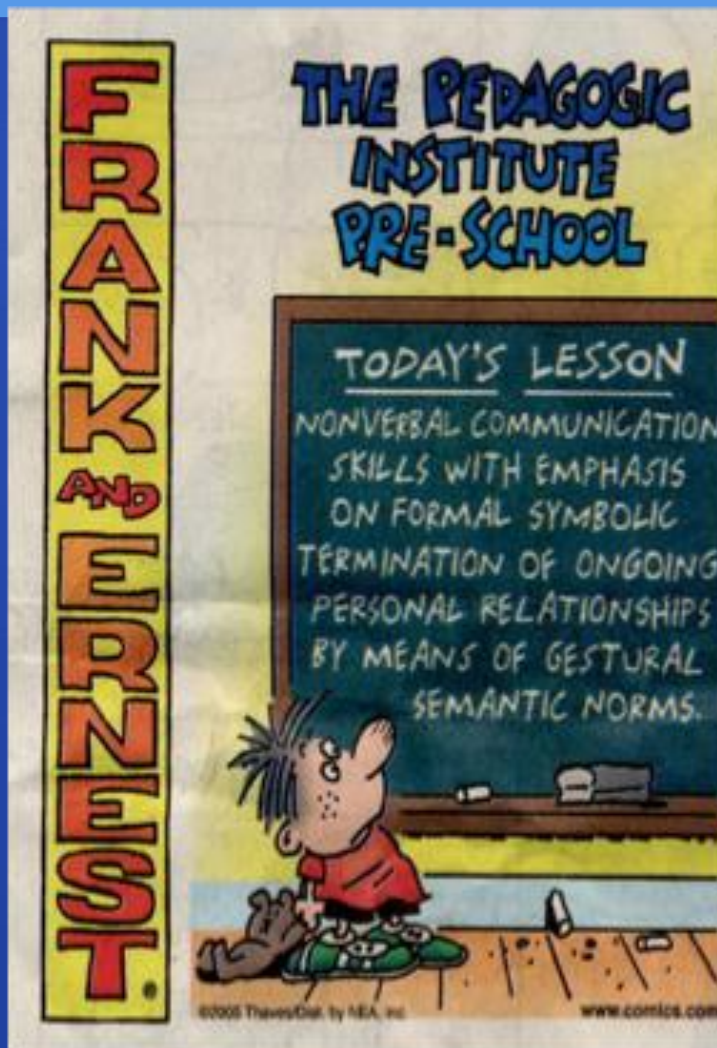


# ACCURACY

# Accuracy...

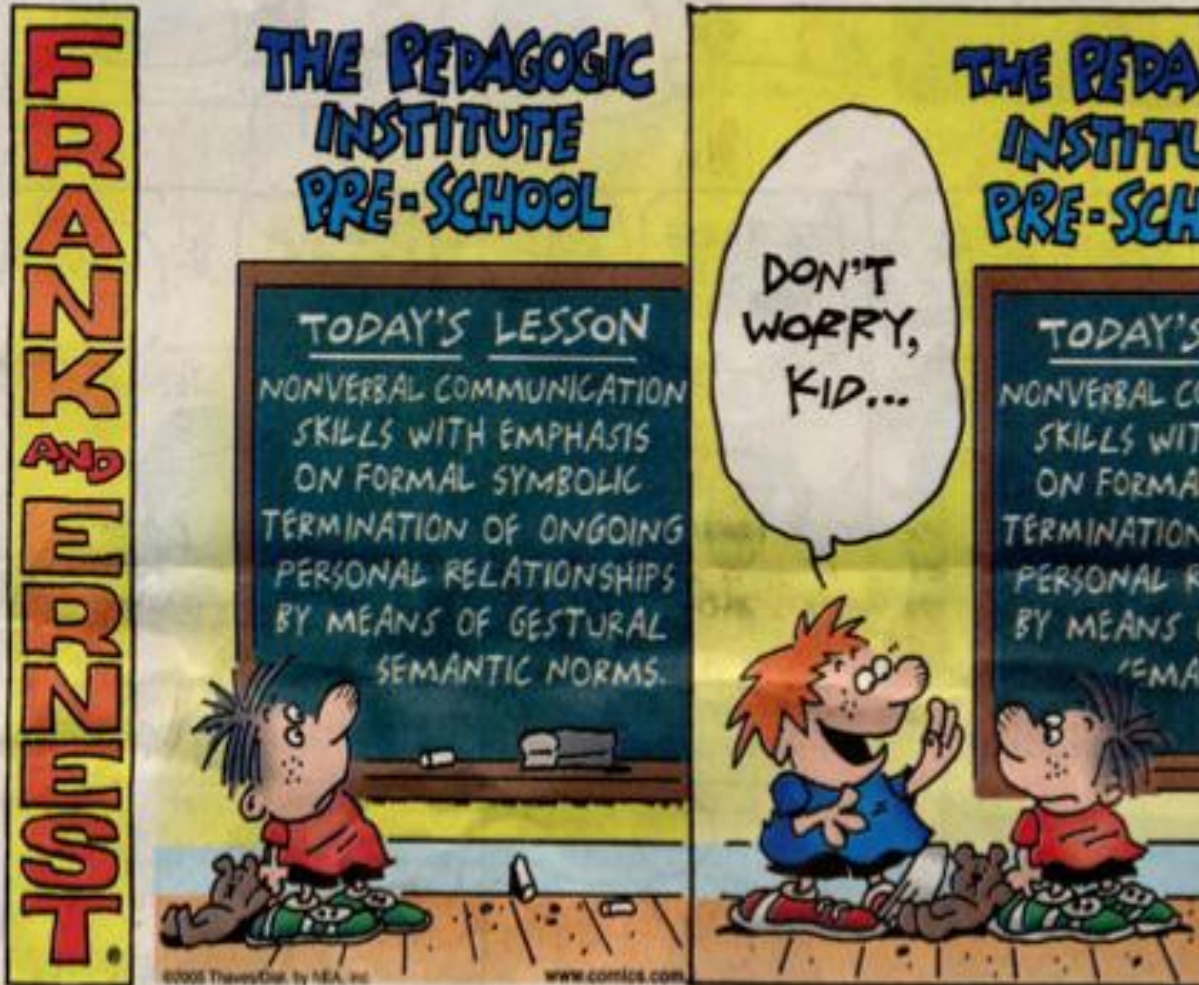


# Accuracy...

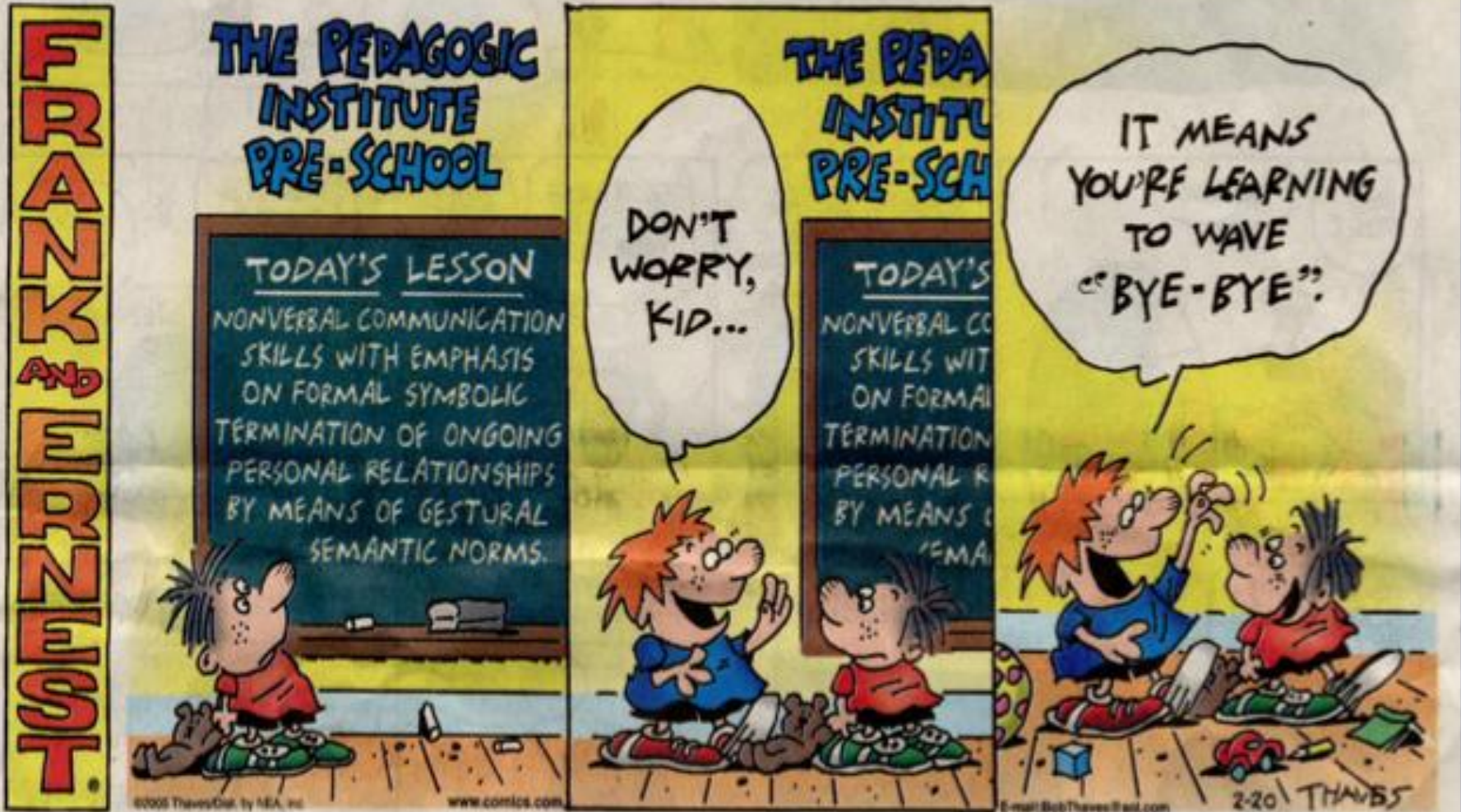




# Accuracy...



# Accuracy...



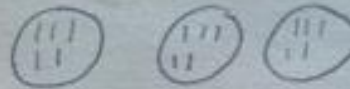


# Grade 1 Math

array



Picture



I can use repeated addition,  
arrays, and skip counting to  
multiply 1 digit numbers.

Repeated Addition

$$5 + 5 + 5 = 15$$

Problem

$$3 \times 5 = 15$$



# Formative Assessment: Grade 4

# Math

Learning Targets on this quiz:

- I know what each number in a fraction means. This means I can write a fraction with the correct numerator and denominator.
- I know how to problem solve. This means I can take information from a problem and figure out what the answer is.
- I know the value of different coins and can count money. This means I can figure out how many coins it takes to make a total amount of money.

**1. In a group of 8 people, 5 are wearing hats. What fractional part of the group is wearing hats?**

- A.  $\frac{8}{5}$
- B.  $\frac{5}{8}$
- C.  $\frac{3}{5}$
- D.  $\frac{2}{8}$

**2. Oliver went fishing. He caught 2 pike, 1 muskie, and 3 bass. What fraction of Oliver's total catch was bass?**

- A.  $\frac{1}{6}$
- B.  $\frac{2}{6}$
- C.  $\frac{3}{6}$
- D.  $\frac{5}{6}$

**3. Last year a basketball player scored 513 points. This year he has scored 466 points. How many more points must he score to have the same score as last year?**

- A. 47
- B. 57
- C. 153
- D. 157

Explain how you got your answer.

**4. Maria gave a store clerk \$10.00 for a purchase that cost \$9.19.**

**Part A.** What is the total amount of change Maria should have received from

## Learning from Our Mistakes: 4<sup>th</sup> Grade Math Assessment

Vagle (2009) in *Teacher as Assessment Leader*, Solution Tree

\*I know what each number in a fraction means. This means I can write a fraction with the correct numerator and denominator.

\*I know how to problem solve. This means I can take information from a problem and figure out what the answer is.

**Directions:** Read the problem, select an answer, and then explain how you got your answer (Students would have already responded to this question if they took the quiz.)

1. In a group of 8 people, 5 are wearing hats. What fractional part of the group is wearing hats?

- A.  $\frac{2}{8}$
- B.  $\frac{3}{5}$
- C.  $\frac{5}{8}$
- D.  $\frac{8}{5}$

Explain.

In pairs, discuss how you might get each possible answer:

Letter	Explain how someone may have arrived at each answer
A	
B	
C	
D	

3. Which is the right answer? \_\_\_\_\_

4. What two (2) tips would you offer your classmates in order to help them solve

# Science Exit Slip

## **EXAMPLE**

**Learning Target: I can use what I know about photosynthesis to make sense of real life problems.**

## **EXIT SLIP:**

A plant in a chamber is exposed to moonlight. The amount of CO<sub>2</sub> increases in the chamber. What can you conclude from this experiment?

- a) Plants use moonlight to do photosynthesis
- b) Plants cannot use moonlight to carry out photosynthesis
- c) Plants use moonlight to do photosynthesis and respiration

Choose an answer and then explain your response.

# Learning from mistakes



# Interpreting Mistakes

## Assessment Information

What do the numbers mean?

Names	# Correct	Percentage
Student A	29	97%
Student B	19	63%

# Mistakes as Opportunity

Students Need Info: What kind of information do your assessments give students?

Name	% Correct	Learning Target #1	Learning Target #2	Learning Target #3	Learning Target #4	Learning Target #5
<b>Student A</b>	<b>97%</b>	<b>100%</b>	<b>67%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>
<b>Student B</b>	<b>63%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>33%</b>	<b>0%</b>

# Descriptive Feedback

A photograph of a piece of lined paper with the words "Super Job." written in purple ink. The paper is tilted and set against a blue background. The handwriting is cursive and somewhat informal. The word "Super" is written on one line, and "Job." is written on the line below it. There is a small mark above the "J" in "Job."

Super Job.

A study of **1,571 students in 84 mathematics classrooms** from 5th to 12th grades found that students provided with **positive constructive feedback** by their teachers were more likely to focus on learning rather than performance.

(Deevers, 2006 cited in William, 2011, *Embedded Formative Assessment*, p. 151)



<b>Groups of Students</b>	<b>Your Guess in the Gain in Performance by percentage</b>	<b>Actual Gain in the performance</b>
Marks/grades only		
Comments only		
Marks/grades and comments		

<b>Groups of Students</b>	<b>Your Guess in the Gain in Performance by percentage</b>	<b>Actual Gain in the performance</b>
Marks/grades only		<b>NONE</b>
Comments only		
Marks/grades and comments		

<b>Groups of Students</b>	<b>Your Guess in the Gain in Performance by percentage</b>	<b>Actual Gain in the performance</b>
Marks/grades only		NONE
Comments only		30%
Marks/grades and comments		

<b>Groups of Students</b>	<b>Your Guess in the Gain in Performance by percentage</b>	<b>Actual Gain in the performance</b>
Marks/grades only		NONE
Comments only		30%
Marks/grades and comments		NONE

Dylan Wiliam (2011) summarizes all the research on feedback with this phrase (Embedded Formative Assessment, p. 127):

---

**Feedback should  
cause thinking.**

And Nicole extends this notion to include:

---

... generate action  
and lead to student  
investment.

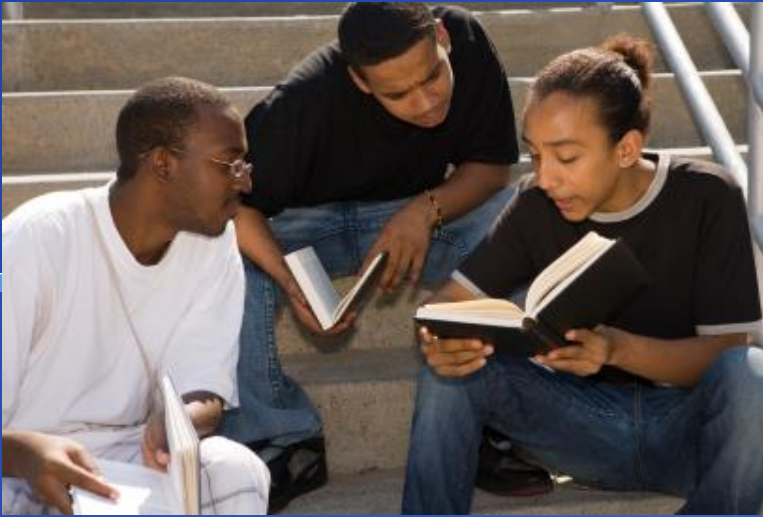
# Characteristics of Feedback

---

- Describes learning; it doesn't quantify or evaluate it.
- Describes strengths in terms of the learning criteria.
- Provides next steps for specific action.
- Is focused and manageable.
- Is timely.



# Student Investment



WHERE AM I GOING?  
WHERE AM I NOW?  
HOW CAN I CLOSE THE GAP?

SADLER, 1989



# Cycles of Formative Assessment

SHORT	Minute to minute During instruction	Observations, Discussions, Exit Slips, Thumbs up/down, Clickers, Questions
MEDIUM	Day to Day Planning Instruction	Intentional, yet more formal A quiz Feedback on Writing
LONG	Month to Month, Unit to Unit, year to Year	Curriculum Changes Unit Changes or emphasis

Adapted from *Finding the Meaning in Numbers*, Vagle, 2009, in *Principal as Assessment Leader Anthology*, edited by Thomas Guskey

## The Purpose & Types of Assessment

Assessment Format	Type of Data Dialogue: Who Uses the Information and How?	How Often Is the Assessment Given?	Timeframe for Analysis	Timeframe for Response	Questions to Consider During Analysis
Standardized Tests	Policy Conversations Whole School, Department, or Grade-Level Team Conversations	Usually once a year; sometimes twice a year (in fall and spring)	Four to six months after the assessment, as it takes a significant amount of time to receive data	Usually none—unless teachers are examining standardized assessment data of current students, data only reflects the effectiveness of	<p>Consider these questions when examining whole school and subgroup data:</p> <ul style="list-style-type: none"> <li>• What strengths do the data reflect?</li> <li>• What are the patterns of learning that need improvement?</li> </ul>

---

**Thank you!**  
**Nicole Vagle**  
**[nvagle@gmail.com](mailto:nvagle@gmail.com)**