Accurate & Effective Formative Assessment

Tom Schimmer
"The formative and summative purposes of assessment can be so intertwined that they are mutually supportive rather than conflicting. Unless this is done, formative assessment cannot achieve its full potential to improve learning.

-Paul Black (2013)

"Expectations about the likelihood of eventual success determine the amount of effort people are willing to put in. Those who are convinced that they can be successful in carrying out the actions required for a successful outcome - who have the self-efficacy - are likely to try harder and persist longer when they face obstacles."

-Rosabeth Moss Kanter
Confidence, p. 39

"It’s not mistakes that cause winners to lose, it’s panic. Panic is a sudden, anxious feeling of loss of control, and panicking can make a small fumble worse, by causing people to lose their heads and forget to think clearly."

-Rosabeth Moss Kanter
Confidence, p. 68

Inaccurate formative assessment has the potential to misinform students about what comes next.

Inaccurate summative assessment has the potential to misinform others about levels of proficiency.
Rank the essential elements from 1-3, with 1 being the element that gets the most attention and 3 being the element that gets the least attention. Explain your 1-3 order.

“Great leaders move us. They ignite our passion and inspire the best in us. When we try to explain why they are so effective, we speak of strategy, vision, or powerful ideas. But the reality is much more primal: Great leadership works through the emotions.”

-Daniel Goleman, Richard Boyatzis, & Annie McKee
Primal Leadership: Realizing the Power of Emotional Intelligence

The Three Part Framework
(Heath & Heath, 2010)

Direct the Rider:
“What looks like resistance is often a lack of clarity.”

Motivate the Elephant:
“The rider can’t get his/her way by force for very long.”

Shape the Path:
“What looks like a people problem is often a situation problem.”
Formative v. Summative Assessment

Reflect on the idea of establishing a balanced assessment system to answer the following questions:

1. What are the unique aspects/characteristics of FORMATIVE and SUMMATIVE Assessment?
2. What aspects/characteristics overlap between FORMATIVE and SUMMATIVE Assessment?
Analyzing Standards

1. Circle the verbs (and other words that indicate what students should do) in the standards.
   - “These words lead us to the cognitive level required and the type of work in which our students need to engage.” (pg. 25)

2. Underline key concepts, vocabulary words, and contextual information.
   - “Consideration of concepts and vocabulary also helps inform instruction and the type of academic language pertinent to the grade level and content area.” (pg. 26)

Webb’s “Depth of Knowledge” Chart

*Use the depth of knowledge chart to identify curricular underpinnings within the standards*

Thoughtful Assessment Choices

Under what circumstances or conditions would each of the following assessment methods be considered most appropriate?

Selected Response Assessment

Constructed Response

Performance Assessment

Common Guidelines

Selected Response Items

1. Use a complete question stem.
2. Word the question stem positively.
3. Avoid using AOTA & NOTA.
4. Keep answers choices equal in length.
5. Three (3) answer options is sufficient.
**Constructed Response**

Thomas P. Hogan (2013)

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<tr>
<th>Completion</th>
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<th>Extended Performances</th>
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<td>Fill-in</td>
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**SHORT, SIMPLE**

**LONG, EXTENDED**

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**CONSTRUCTED RESPONSE**

**SOME IMPORTANT QUESTIONS**

- Is there a more effective/efficient way for you to access the learning information you’re seeking?
- Are the students familiar with the rubric/success criteria and how it will be applied?
  - **SAME RUBRIC:** Are there any shifts in emphasis that students need to be familiar with?
  - **DIFFERENT RUBRIC:** Have you identified the differences between the “familiar” and “unfamiliar” rubrics?
- Is my question clear and thorough enough to avoid any confusion about what content to include?

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**Performance Assessment: Intent**

(Lane, 2010)

- Generalization? Then adequate sampling across the domain or discipline is required.
- Finite performance? Then more specific tasks & criteria are more appropriate.
- Formative? Then a much narrower scope is more fitting.

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**Performance Assessment: Clarity**

(Mislevy, Steinberg, & Almond, 2003)

- We must be clear on both the content and the cognitive processes that are being assessed.
- What performances will reveal a level of proficiency with that content and/or cognitive processes.
- What tasks will most likely lead to those performances.
Effective Feedback

The Three Levels of Feedback
(John Hattie, 2014)

Task Feedback
- Describes how well the student has performed on a task.
  - Right/wrong, acquiring specific information, building knowledge.

Process Feedback
- Describes the process underlying or related to tasks.
  - Strategies to detect errors, from errors.
  - Ways to establish a relationship among ideas.

Self-Regulation Feedback
- Describes how learners can monitor, direct, and regulate their own actions as they work.
- Fosters the willingness and capacity to seek and effectively deal with feedback.
- Encourages students to self-assess and self-correct.

“Feedback is most effective when it is the right kind, delivered in the right way, at the right time, and to the right person.”

- Heidi Andrade (2013)

Five Questions about Feedback

1. Does it elicit a **productive response**?
2. Does it identify **what’s next**?
3. Is it **targeted** to the learner?
4. Is it **strength-based**?
5. Does it **cause thinking**?
**Self-Assessment and Self-Regulation**

**Potential flaws of self-assessment**

- A tendency for humans to be overly optimistic about their own abilities.
- A tendency for humans to neglect crucial information.
- A tendency for humans to believe they are above average.
- A tendency for humans to have deficits in their information.

*Double Whammy!*

(source: Running, Heath, & Suls, 2004)

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**Student Self-Assessment**

(Brown & Harris, 2013)

1. Relationship between self-assessment & achievement?
2. Relationship between self-assessment & self-regulation?
3. How do students perceive & experience self-assessment?
4. Relationship between self-assessment accuracy & age/ability?
5. Relationship between task features, methods of self-assessment, and accuracy?

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“The overall effect of the use of peers as co-teachers (of themselves and others) in classes is, overall, quite powerful. If the aim is to teach students self-regulation and control over their own learning then they must move from being students to being teachers of themselves.”

-John Hattie, p. 186
Visible Learning

“Leadership is not about the leader, it is about how he or she builds the confidence of everyone else. Leaders are responsible for both the big structures that serve as the cornerstones of confidence, and for the human touches that shape a positive emotional climate to inspire and motivate people.”

-Rosabeth Moss Kanter
Confidence
References


