Using Assessment Data To Improve Learning

Balancing Quality Formative and Summative Assessments

Essential Questions

How might using data from multiple sources help you to revise and improve your unit designs?

How might entering these data into your maps inform next year's teacher about the ways that you have encouraged students to become self-directed learners?

Collecting and Using Data

A Balanced System From Multiple Sources

Sources of Data

- Summative Data from
  - Common assessments
  - State tests
  - End of unit, mid-term, final exams
  - Curriculum maps
- Formative Data from
  - Student work
  - Conferences
  - Observations
  - Portfolios
  - Student self-assessments
  - Classroom based regular assessments
  - Curriculum maps

Examples of what we can learn from students' self-assessments

Self-Assessment

LETTER TO PARENTS

Here are some things to celebrate about my work:

➢ I am good at…

➢ What I am excited about…

➢ My best accomplishment…

SELF-REFLECTION

➢ **What am I learning?**

➢ **How am I learning?**

➢ **Why am I learning?**

➢ **Who am I becoming?**
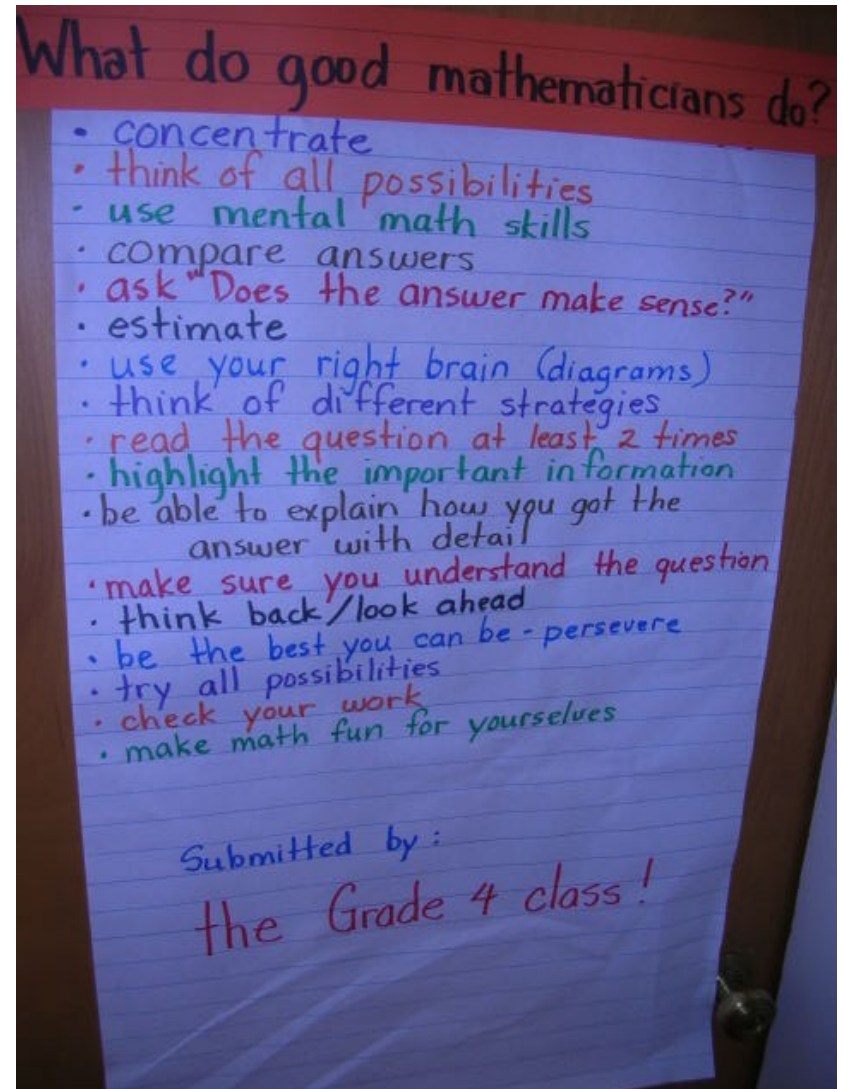
Linda Bacta, Winnetka, IL

Student Self Reflection

Kindergarten template – Think Back….

This form has been used with students in Kindergarten. The information has to be scribed for the children.

1. What is working well?

2. What is not working well?

3. What would you change next time?

Essential Questions Inspire Thinking!

- What do good **thinkers** do?

- What do good **readers** do?

- What do good **mathematicians** do?

- What do good **artists** do?

- What do good **musicians** do?

- What do good **evaluators** do?

What do good mathematicians do?

- concentrate
- think of all possibilities
- use mental math skills
- compare answers
- ask "Does the answer make sense?"
- estimate
- use your right brain (diagrams)
- think of different strategies
- read the question at least 2 times
- highlight the important information
- be able to explain how you got the answer with detail
- make sure you understand the question
- think back/look ahead
- be the best you can be - persevere
- try all possibilities
- check your work
- make math fun for yourselves

Submitted by:
the Grade 4 class!

Grade 2 Daily Thinking Question

Thinking Question

If you were asked to give some advice to adults about how to play and have more fun, what would you say? Why?

- try not to bring too much work home at night
- use coloured bubbles to wash dishes to make it more fun
- instead of early dismissal meetings have an hour of play time for everyone
- babysit kids more often so you are forced to play more
- have a water fight while washing your car
- stop saying no as often when your own children ask you to play
- sing as often as you can... in the shower, in the car, while doing dishes- singing is fun!

Name: _____   Date: _____

Think Back...Look Ahead

Glenora School Evaluation Statement

Think Back...

What are the excellent or very good things you want people to notice about this piece of work?

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

How does this_____compare to other_____
completed this year?

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

Look Ahead...

If asked to improve upon this piece of work, explain what you would do and **WHY**?

To improve this piece I would _____

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

Self Evaluation: Excellent_____   Proficient_____   Adequate_____   Limited_____
Teacher Evaluation: Excellent   Proficient   Adequate   Limited

Think Back...Look Ahead

Rubric

After reflecting on a completed task, the student
thinks back and looks ahead...

EXCELLENT	PROFICIENT	ADEQUATE	LIMITED
-specifically states the strengths of their work and gives detailed reasons to support it	-clearly states the strengths of their work and gives reasons to support it	-partially states the strengths of their work and gives limited reasons to support it	-unable to state the strengths of their work
-specifically states the areas that need improvement in their work and gives detailed reasons to support it	-clearly states the areas that need improvement in their work and give reasons to support it	-partially states the areas that need improvement in their work and give limited reasons to support it	-unable to state the areas that need improvement in their work
-clearly explains using specific examples what they should have done or did do	-explains using general examples what they should have done or did do	-explains what they should have done or did do without examples	-unable to explain or provide examples as to what they should have done or did do
-refers to specific criteria and strategies learned in class to improve or compare their work	-refers to general criteria or strategies learned in class to improve or compare their work	-partially refers to general criteria and strategies to improve their work	-does not refer to criteria or strategies learned in class to improve their work
-specifically answers the question WHY after each statement when looking ahead	-answers the question WHY after most statements when looking ahead	-partially answers the question WHY after some statements when looking ahead	-is unable to answer the question WHY after each statement when looking ahead

Student Self Reflection

Kindergarten template – Think Back….

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3. What would you change next time?

Student Self Reflection

I would like you to reflect on your work.

What is working well with this project/assignment? What would you like me to notice? __I like the size.__ __I like the shape. I like writeing__ __every day.__

If you could improve this project/assignment, what would you do?

__I would put ^writeing carrots.__

How does this project/assignment compare to other projects and assignments completed this year? __This writeing is__ __as good as The jrnl.__

Process Reflection

My Research Process

At first I looked through some books and visited some web sites. → Next I found a question - then I met with my teacher and we made it better.

Then I looked in some other books and web sites. → And I went to the library and went to meetings with my teacher and Miss. Bernstein.

Finally I answered my questions and will work on a poster.
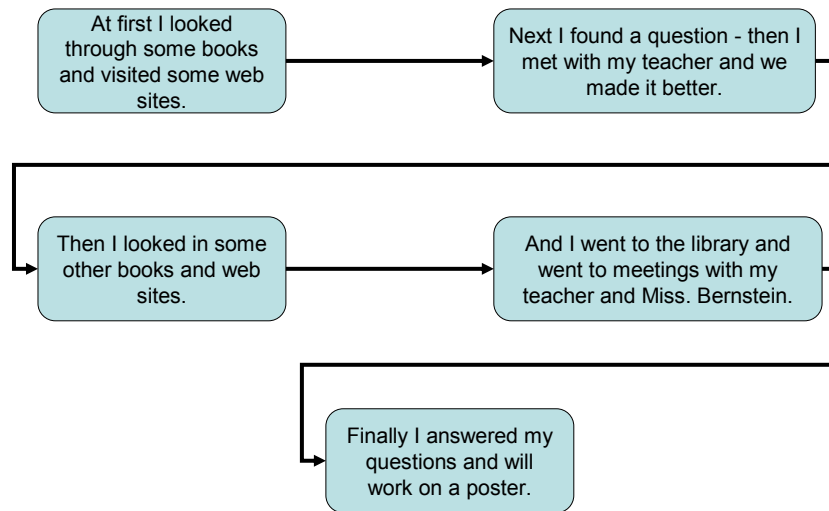
Research in Second Grade   Name: Nora Egloff

NOTICING NOTEBOOKS REFLECTION:

As you reflect on your Noticing Notebook entries, what insights are you gaining?

Feedback!

Conferences

Report Cards

Peer Observations

Teacher Observation

Goal Setting

Think Assignment
Incorporating self assessment

Think Back, Look Ahead
Making Better Choices

My name is _____

Date: _____

Today I am working on making better choices.

What happened: _____

_____

_____

What I did: _____

_____

_____

Why I did it: _____

_____

_____

How I felt:

     ! Mad   ! Frustrated   ! Anxious

     ! Lonely   ! Confused   ! Hurt

Next time I will try to: _____

_____

_____

Student's signature: _____

Teacher's signature: _____

Parent's signature: _____

Grade 2 Number Operations Unit   Name: _____

Learning Outcomes	Evidence	Date
I can use manipulatives, to show and describe addition to 100 without regrouping.	Use manipulatives to show 33 +25 create another problem of your own to demonstrate your understanding	
I can use manipulatives, show and describe subtraction to 100 without regrouping.	Use manipulatives to show 45 - 21 create another problem of your own to demonstrate your understanding	
I can use manipulatives, to show and describe addition to 100 with regrouping.	Use manipulatives to show 53 +28 create another problem of your own to demonstrate your understanding	

Grade 3: Patterns and Relations   Name: _____

Learning Outcomes	Evidence	Date
1.I can extend or find a missing element in a pattern	Create a pattern with buttons. Partner with another student and give them the challenge to extend your pattern. Leave one element of your pattern out and challenge your partner to fill in the missing element. Now reverse and have your partner challenge you. Each of you should write your reasoning to show how you solved the problems presented. What was the rule for the pattern?	

Learning Outcomes: Showing Respect	Evidence:	Not Yet, but I will try…
1. I wait until someone is finished before I take my tern to speak.		
2. I show respect to the speaker by facing them.		
3. I show that I am listening by making eye contact with the individual who is speaking.		
4. I show that I am listening by nodding and shaking my head.		

Learning Outcomes: Demonstrating Understanding	Evidence:
I Make connections between what you say and what the person directly before you (and before them) has said.	
I ask relevant questions	
I agree to disagree and justify my answer with reference to the text.	

Objective	Evidence
I can ask questions about the story as I am reading.	
I can draw from past knowledge to make connections to the story.	
I can wonder about how this story tells me something more about myself.	
I can identify what the problem was for the main character in the story.	

ASSESSMENT STRATEGIES:

CHECKLISTS

DEFINING OPERATIONALLY

Dear God,

Please save me from the sin of intellectual arrogance.....

Oh, and God, intellectual arrogance is defined as.......

Finding humor

- Creates things that are funny
- Uses humor to entertain, delight, and surprise others
- Recognizes, creates, and evaluates whimsical ideas/situations

Metacognition: thinking about thinking

- Understands how one thinks
- Gathers and organizes resources before beginning a task
- Develops plans to progress from one point to the next
- Reflects on effectiveness of solutions/ products

Questioning and Posing Problems

- Asks questions on topics of interest
- Gathers information from multiple perspectives
- Asks complex questions to create new problems to explore
- Initiates further exploration on a topic in order to expand understanding

Creating, Imagining, and Innovating

- Explores educational resources
- Tries to complete tasks in imaginative ways
- Analyzes ideas in new ways using fluency and flexibility
- Reflects on products and ideas by analyzing and evaluating

Persisting

- Stays on task a reasonable length of time
- Looks for multiple ways to accomplish a task
- Analyzes and evaluates task by seeking new knowledge while verifying results
- Demonstrates diligence despite obstacles

ASSESSMENT STRATEGIES:

RUBRICS

STUDENT DEVELOPED RUBRIC FOR CLASSROOM BEHAVIOR

4   Don't talk. Sits on chair and lissens to teacher. Works hard. Good.

3   Talks a little. Sits on chair and mostly lissens to teacher. Works. Pretty good.

2   Talks a lot. Sits on knees and maybe lissens. Works a little bit. Bad.

1   They talk loud and never lissens. Walk all around. Don't write a thang.
   Bad to the bone!

SAMPLE RUBRIC FOR PERSISTING

EXPERT:	**Stays on task no matter how difficult it is to find the answers to solutions. Evaluates the use of a variety of strategies to solve the problem. Searches for and draws on wide range of resources.**
PRACTITIONER:	**Stays on task when trying to find answers or solutions to problems. Draws on available resources**
APPRENTICE:	**Tries to complete tasks when the answers or solutions are not readily available, but gives up when task is too difficult. Gets off task easily. Draws on limited range of resources.**
NOVICE:	**Gives up easily and quickly on difficult tasks. Is unaware of resources.**

ASSESSMENT STRATEGIES:

PORTFOLIOS

PORTFOLIOS
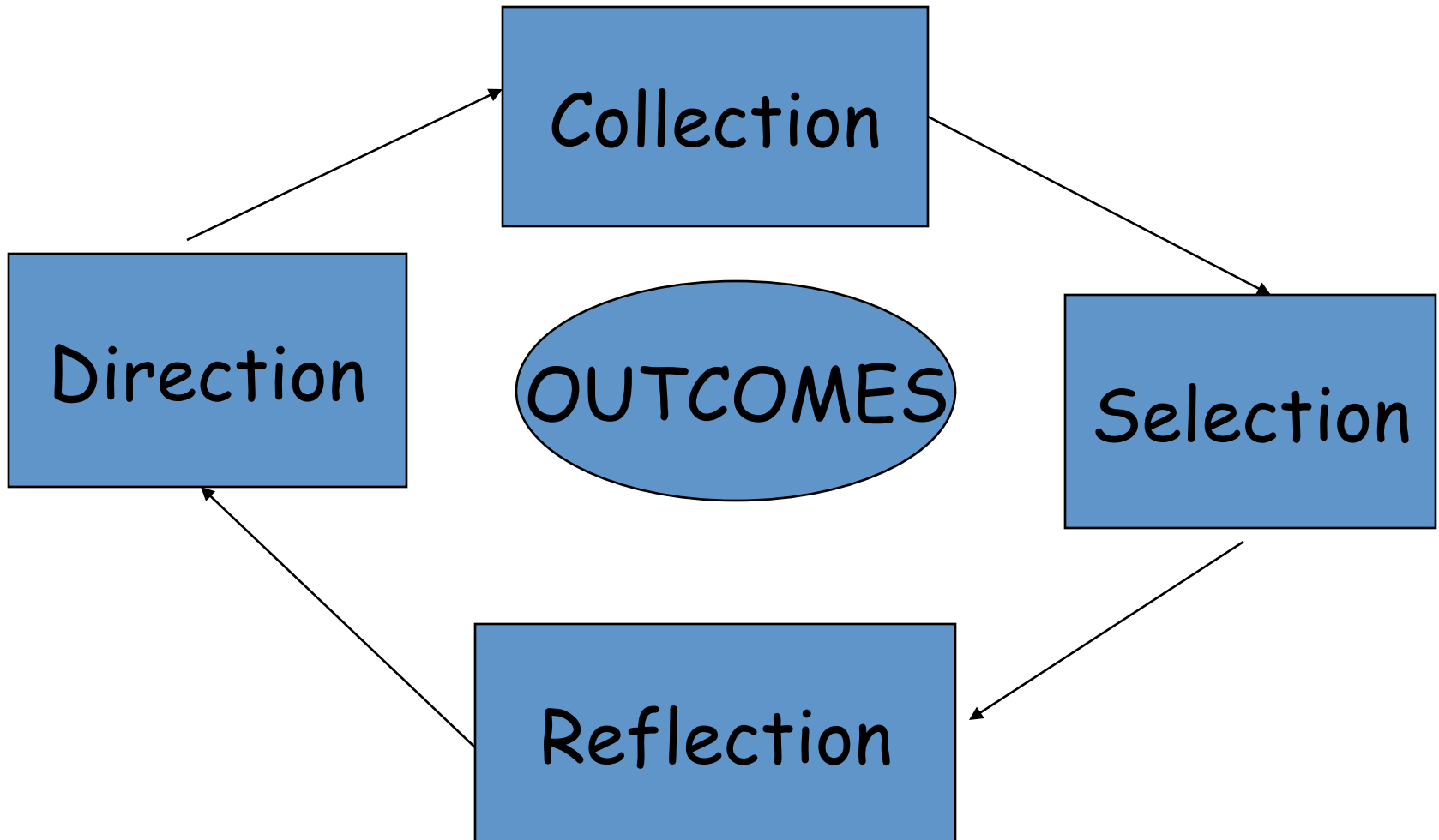
Upgrading Your Maps With Attention to Data Collection

How might using data from some of these sources help you to revise and improve your unit designs?

How might entering these data into your maps inform next year's teacher about the ways that you have encouraged students to become self-directed learners?