

**July 30, 2014 or September 29**

**Assessment Literacy Training Day 1**

**8:30 – 3:30**

- 8:30 Introductions, Program objectives and expectations.
- 9:30 Overview of CASL framework
- 10:00 Break
- 10:00 Overview of the Keys to Quality Classroom Assessment
- 11:30 LUNCH
- 12:45 Key 1: Clear Purpose
- 2:00 Break
- 2:15 Key 2: Clear Targets
- 3:30 Adjourn

**July 31, 2014 or September 30**

**Assessment Literacy Training Day 2**

**8:30 – 3:30**

- 8:30 Welcome, Review Group Norms, Text Based Discussion
- 9:30 Student Friendly Targets
- 10:00 Deconstruct a standard from chosen unit and put into student friendly language
- 10:30 Break
- 10:45 Report out – deconstructed standard
- 11:00 Audit Assessment
- 11:30 Lunch
- 12:30 You Be George
- 1:00 Sound Design
- 1:30 Ken Mattingly's Work
- 1:45 Break
- 2:00 Ken Mattingly's Work Continued
- 3:30 Adjourn



WISD/LESA

# Deconstructing Standards

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## Resource Guide

2012-2013

This document is a resource for all educators in Washtenaw and Livingston Counties to help them deconstruct standards into clear learning targets. Use the templates and adapt as necessary. This is copyrighted material, be sure to keep citations of all documents.

## KEY 2: Clear Targets

### Learning Target Types

#### Knowledge Targets

Knowledge targets represent the factual information, procedural knowledge, and conceptual understandings that underpin each discipline.

*Examples:*

- Recognizes acute, obtuse, and right angles
- Describes how organisms interact with each other to transfer energy and matter in an ecosystem

See *CASL* page 46 for more examples of knowledge targets.

#### Reasoning Targets

Reasoning targets specify thought processes students are to learn to do well within a range of subjects.

*Examples:*

- Uses data from a random sample to draw inferences about a population with an unknown characteristic of interest
- Draws conclusions from experiment results

See *CASL* page 51 for more examples of reasoning targets.

#### Skill Targets

Skill targets are those where a demonstration or physical skill-based performance is at the heart of the learning.

*Examples:*

- Integrates voice into character development (theater)
- Measures properties of objects using balances and thermometers

See *CASL* page 55 for more examples of skill targets.

#### Product Targets

Product targets describe learning in terms of artifacts where creation of a product is the focus of the learning target. With product targets, the specifications for quality of the product itself are the focus of teaching and assessment.

*Examples:*

- Creates an accurate, complete, and organized display of data obtained through scientific investigation
- Writes opinion pieces on topics or texts, supporting a point of view with reasons and information

See *CASL* page 58 for more examples of product targets.

#### Disposition Targets

Disposition targets refer to attitudes, motivations, and interests that affect students' approaches to learning. They represent important *affective* goals we hold for students as a byproduct of their educational experience.

*Examples:*

- Sees mathematics as important to learn
- Enjoys playing a sport

See *CASL* page 59 for more examples of disposition targets

## Deconstructing Standards – Key Words to Match Learning Targets

Target Type	Content Standards Key Words
Knowledge/Understanding	Explain, understand, describe, identify, tell, name, list, define, label, match, choose, recall, recognize, select
Reasoning	<p><i>Analyze</i>: components, parts, ingredients, logical sequence, steps, determine, dissect, examine, order</p> <p><i>Compare/Contrast</i>: discriminate between, alike and different, distinguish between, similarities and differences, juxtapose</p> <p><i>Synthesize</i>: combine into, blend, formulate, adapt, modify</p> <p><i>Classify</i>: categorize, sort, group, give examples</p> <p><i>Infer/deduce</i>: interpret, state implications, draw conclusions, predict, determine main idea, generalize</p> <p><i>Evaluate</i>: justify, support opinion, think critically, appraise, critique, debate, defend, dispute, evaluate, judge, prove</p>
Skills	Observe, focus attention, listen, perform, do, question, conduct, work, read, speak, assemble, operate, use, demonstrate, measure, investigate, model, collect, dramatize, explore
Products	Design, produce, create, develop, make, write, draw, represent, display, model, construct

Source: R. Stiggins, J. Arter, J. Chappuis, *Classroom Assessment for Student Learning: Doing it Right-Using it Well* (Upper Saddle River, NJ: Pearson Education, 2004), p. 64.

### Activity 3.3 Template for Classifying Learning Targets

Learning Target	K	R	S	P	?
Recognizes similes, metaphors, and analogies					
Measures cardio respiratory fitness accurately					
Distinguishes between historical fact and opinion					
Knows that the pitch of a sound depends on the frequency of the vibration producing it					
Produces maps, charts, and graphs to scale					
Participates in civic discussion with the aim of solving current problems					
Identifies design elements in a work of art					
Substantiates main points with examples, facts, and anecdotes					

## Template for Deconstructing a Content Standard

<b>Content Standard</b>	<p><b>W.8.3</b> Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences (pg. 43)</p> <ol style="list-style-type: none"> <li>a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</li> <li>b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters</li> <li>c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.</li> <li>d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</li> <li>e. Provide a conclusion that follows from and reflects on the narrated experiences or events.</li> </ol>
<b>Type</b>	Knowledge _____ Reasoning _____ Skill _____ Product _____

### Underpinning Learning Targets

Knowledge Targets	Reasoning Targets	Skill Targets	Product Targets

Classroom Assessment *for* Student Learning: Doing It Right—Using It Well, 2e





## Template for Deconstructing a Content Standard

<b>Content Standard</b>			
<b>Type</b>	Knowledge _____	Reasoning _____	Skill _____ Product _____

### Underpinning Learning Targets

Knowledge Targets	Reasoning Targets	Skill Targets	Product Targets

Classroom Assessment *for* Student Learning: Doing It Right—Using It Well, 2e



## Student-Friendly Learning Targets

<p><b>Knowledge Targets</b></p> <p><i>"What do I need to know?"</i></p>	<p>I can...</p>
<p><b>Reasoning Targets</b></p> <p><i>"What can I do with what I know?"</i></p>	<p>I can...</p>
<p><b>Skill Targets</b></p> <p><i>"What can I demonstrate?"</i></p>	<p>I can...</p>
<p><b>Product Targets</b></p> <p><i>"What can I make to show my learning?"</i></p>	<p>I can...</p>







Student Name: \_\_\_\_\_

Teacher Name \_\_\_\_\_

Student Birthdate: \_\_\_\_\_

Student ID Number: \_\_\_\_\_

**Assessment FOR Learning  
ELEMENTARY SCHOOL STUDENT SURVEY  
PRE**

**INSTRUCTION TO STUDENTS:**

Today you are going to complete a questionnaire to help me know more about some of your experiences in school. Your honest answers will help me make important decisions about what works best for our class.

Please fill in the bubbles completely.

	Not True	Sometimes True	Often True	Always True
1. I can learn whatever I need to learn to succeed in school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. After we take a test, we use it to show us what we are good at and what we still need to work on.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. I know if my work is good or not before I give it to the teacher.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. I can tell what I need to do to make my work better.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. When I try to learn something hard, I can learn it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. I can use samples of my work to show what I have learned.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. I keep track of how my work gets better over time.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. My teacher uses examples of good and poor work to help me understand what good work looks like	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. It is clear to me what I am expected to learn.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. My teacher tells our class what we are going to learn before we start to learn it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. I can explain why my work is good or not.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. I know how to do work and will get a good grade.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. If I decide to get good grades, I really can do it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. My teacher's system of grading is clear to me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. I do well in school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please turn over and continue →

Not True      Sometimes True      Often True      Always True

- |   |                       |                       |                       |                       |
|---|-----------------------|-----------------------|-----------------------|-----------------------|
| 16. I can compare samples of my work to show how much I have improved.      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 17. My teacher helps us judge the quality of our work before we turn it in. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 18. I am good at learning.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 19. After learning something, I can explain what I learned.                 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

20. What are the main reasons students get good grades?

**They are lucky.**

**They get along with the teacher.**

**They produce good work.**

21. When students manage to learn hard things in school, what is the main reason?

**They are lucky.**

**They get along with the teacher.**

**They produce good work.**

*Please check that you answered each question and that you filled in the bubbles completely. Thank you.*



Student Name: \_\_\_\_\_ Teacher Name \_\_\_\_\_

Student Birthdate: \_\_\_\_\_

Student ID Number: \_\_\_\_\_

**Assessment FOR Learning  
ELEMENTARY SCHOOL STUDENT SURVEY  
POST**

**INSTRUCTION TO STUDENTS:**

Today you are going to complete a questionnaire to help me know more about some of your experiences in school. Your honest answers will help me make important decisions about what works best for our class.

Please fill in the bubbles completely.

	Not True	Sometimes True	Often True	Always True
1. I can learn whatever I need to learn to succeed in school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. After we take a test, we use it to show us what we are good at and what we still need to work on.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. I know if my work is good or not before I give it to the teacher.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. I can tell what I need to do to make my work better.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. When I try to learn something hard, I can learn it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. I can use samples of my work to show what I have learned.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. I keep track of how my work gets better over time.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. My teacher uses examples of good and poor work to help me understand what good work looks like	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. It is clear to me what I am expected to learn.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. My teacher tells our class what we are going to learn before we start to learn it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. I can explain why my work is good or not.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. I know how to do work and will get a good grade.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. If I decide to get good grades, I really can do it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. My teacher's system of grading is clear to me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. I do well in school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please turn over and continue →

	Not True	Sometimes True	Often True	Always True
16. I can compare samples of my work to show how much I have improved.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. My teacher helps us judge the quality of our work before we turn it in.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. I am good at learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. After learning something, I can explain what I learned.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

20. What are the main reasons students get good grades?

**They are lucky.**

**They get along with the teacher.**

**They produce good work.**

21. When students manage to learn hard things in school, what is the main reason?

**They are lucky.**

**They get along with the teacher.**

**They produce good work.**

*Please check that you answered each question and that you filled in the bubbles completely. Thank you.*

Student Name: \_\_\_\_\_ Teacher Name: \_\_\_\_\_

Student Birthdate: \_\_\_\_\_

Student ID Number: \_\_\_\_\_

**Assessment FOR Learning  
MIDDLE/HIGH SCHOOL STUDENT SURVEY  
PRE**

**INSTRUCTION TO STUDENTS:**

Today you are going to complete a questionnaire to help me know more about some of your experiences in school. Your information will be combined with other students' responses to help determine the effectiveness of certain teaching strategies.

For each number, you will see a statement, then five bubbles, and then another statement.

1. Read both statements first.
2. Describe which one you agree with most closely.

If you strongly agree with one statement or the other, fill in the "Strongly Agree" bubble closest to the statement you agree with.

If you somewhat agree, fill in the "Agree" bubble closest to the statement you agree with.

If you could go either way or if each statement applies to your situation equally, fill in the "Uncertain" bubble.

Fill in the bubbles completely.

Please fill in the bubbles completely. Please let me know now if you have any questions.

	Strongly Agree	Agree	Uncertain	Agree	Strongly Agree	
--	----------------	-------	-----------	-------	----------------	--

- |  |                       |                       |                       |                       |                       |  |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|--|
| 1. I can explain why my work is good or not  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | I cannot explain why my work is good or not.   |
| 2. I do not have opportunities to use tests to determine what I have learned and what I still need to work on. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | I have regular opportunities to use tests to determine what I have learned and what I still need to work on. |
| 3. I can learn whatever I need to learn to succeed in this subject.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | I cannot learn what I need to succeed in this subject.   |
| 4. The grade I get depends on what my teacher does.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | The grade I get depends mainly on the quality of the work I do.  |
| 5. Last year in this subject, my grades were low.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Last year in this subject, my grades were high.  |
| 6. I am not good at learning   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | I am good at learning  |
| 7. Even if I decide to get good grades, I cannot do it.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | If I decide to get good grades, I really can do it.  |
| 8. I am good at evaluating the quality of my work.   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | I do not know if my work is good until the teacher evaluates it.   |
| 9. I understand the learning targets I am expected to learn in this class.                                     | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | I do not understand the learning targets I am expected to learn in this class.                               |
| 10. I track my improvement in learning.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | I do not track my improvement in learning.   |

**Please turn over and continue →**

	Strongly Agree	Agree	Uncertain	Agree	Strongly Agree	
11. I would have a hard time describing what I have learned.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I can describe what I have learned.
12. The teacher's system of grading is not clear to me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	The teacher's system of grading is clear to me.
13. I know how to produce the level of quality that is expected to get a good grade.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I do not know how to produce the level of quality that is expected to get a good grade.
14. I can compare samples of my work to show how much I have improved.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I cannot compare samples of my work to show how much I have improved.
15. The grade I get depends mainly on luck.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	The grade I get depends mainly on the quality of the work I do.
16. My teacher provides examples of strong and weak work to help me understand what is expected.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	My teacher does not provide examples of strong and weak work to help me understand what is expected.
17. The teacher is the only one who judges the quality of my work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I have regular opportunities to judge the quality of my own work.
18. When I try to learn something hard, I can learn it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	When I try to learn something hard, I cannot learn it.
19. I am good at using tests to determine what I have learned and what I still need to work on.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Tests do not help me see what I have learned and what I still need to work on.
20. It is clear to me what learning targets I am to learn.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I am not sure what learning targets I am responsible for learning.
21. I can use the samples of my work to show what I have learned.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I cannot use samples of my work to show what I have learned.

***Please check that you answered each question and that you filled in the bubbles completely. Thank you.***

Student Name: \_\_\_\_\_ Teacher Name: \_\_\_\_\_

Student Birthdate: \_\_\_\_\_

Student ID Number: \_\_\_\_\_

**Assessment FOR Learning  
MIDDLE/HIGH SCHOOL STUDENT SURVEY  
POST**

**INSTRUCTION TO STUDENTS:**

Today you are going to complete a questionnaire to help me know more about some of your experiences in school. Your information will be combined with other students' responses to help determine the effectiveness of certain teaching strategies.

For each number, you will see a statement, then five bubbles, and then another statement.

1. Read both statements first.
2. Describe which one you agree with most closely.

If you strongly agree with one statement or the other, fill in the "Strongly Agree" bubble closest to the statement you agree with.

If you somewhat agree, fill in the "Agree" bubble closest to the statement you agree with.

If you could go either way or if each statement applies to your situation equally, fill in the "Uncertain" bubble.

Fill in the bubbles completely.

Please fill in the bubbles completely. Please let me know now if you have any questions.

	Strongly Agree	Agree	Uncertain	Agree	Strongly Agree	
1. I can explain why my work is good or not	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I cannot explain why my work is good or not.
2. I do not have opportunities to use tests to determine what I have learned and what I still need to work on.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I have regular opportunities to use tests to determine what I have learned and what I still need to work on.
3. I can learn whatever I need to learn to succeed in this subject.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I cannot learn what I need to succeed in this subject.
4. The grade I get depends on what my teacher does.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	The grade I get depends mainly on the quality of the work I do.
5. Last year in this subject, my grades were low.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Last year in this subject, my grades were high.
6. I am not good at learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I am good at learning
7. Even if I decide to get good grades, I cannot do it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	If I decide to get good grades, I really can do it.
8. I am good at evaluating the quality of my work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I do not know if my work is good until the teacher evaluates it.
9. I understand the learning targets I am expected to learn in this class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I do not understand the learning targets I am expected to learn in this class.
10. I track my improvement in learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I do not track my improvement in learning.

**Please turn over and continue →**

	Strongly Agree	Agree	Uncertain	Agree	Strongly Agree	
11. I would have a hard time describing what I have learned.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I can describe what I have learned.
12. The teacher's system of grading is not clear to me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	The teacher's system of grading is clear to me.
13. I know how to produce the level of quality that is expected to get a good grade.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I do not know how to produce the level of quality that is expected to get a good grade.
14. I can compare samples of my work to show how much I have improved.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I cannot compare samples of my work to show how much I have improved.
15. The grade I get depends mainly on luck.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	The grade I get depends mainly on the quality of the work I do.
16. My teacher provides examples of strong and weak work to help me understand what is expected.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	My teacher does not provide examples of strong and weak work to help me understand what is expected.
17. The teacher is the only one who judges the quality of my work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I have regular opportunities to judge the quality of my own work.
18. When I try to learn something hard, I can learn it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	When I try to learn something hard, I cannot learn it.
19. I am good at using tests to determine what I have learned and what I still need to work on.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Tests do not help me see what I have learned and what I still need to work on.
20. It is clear to me what learning targets I am to learn.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I am not sure what learning targets I am responsible for learning.
21. I can use the samples of my work to show what I have learned.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I cannot use samples of my work to show what I have learned.

***Please check that you answered each question and that you filled in the bubbles completely. Thank you.***

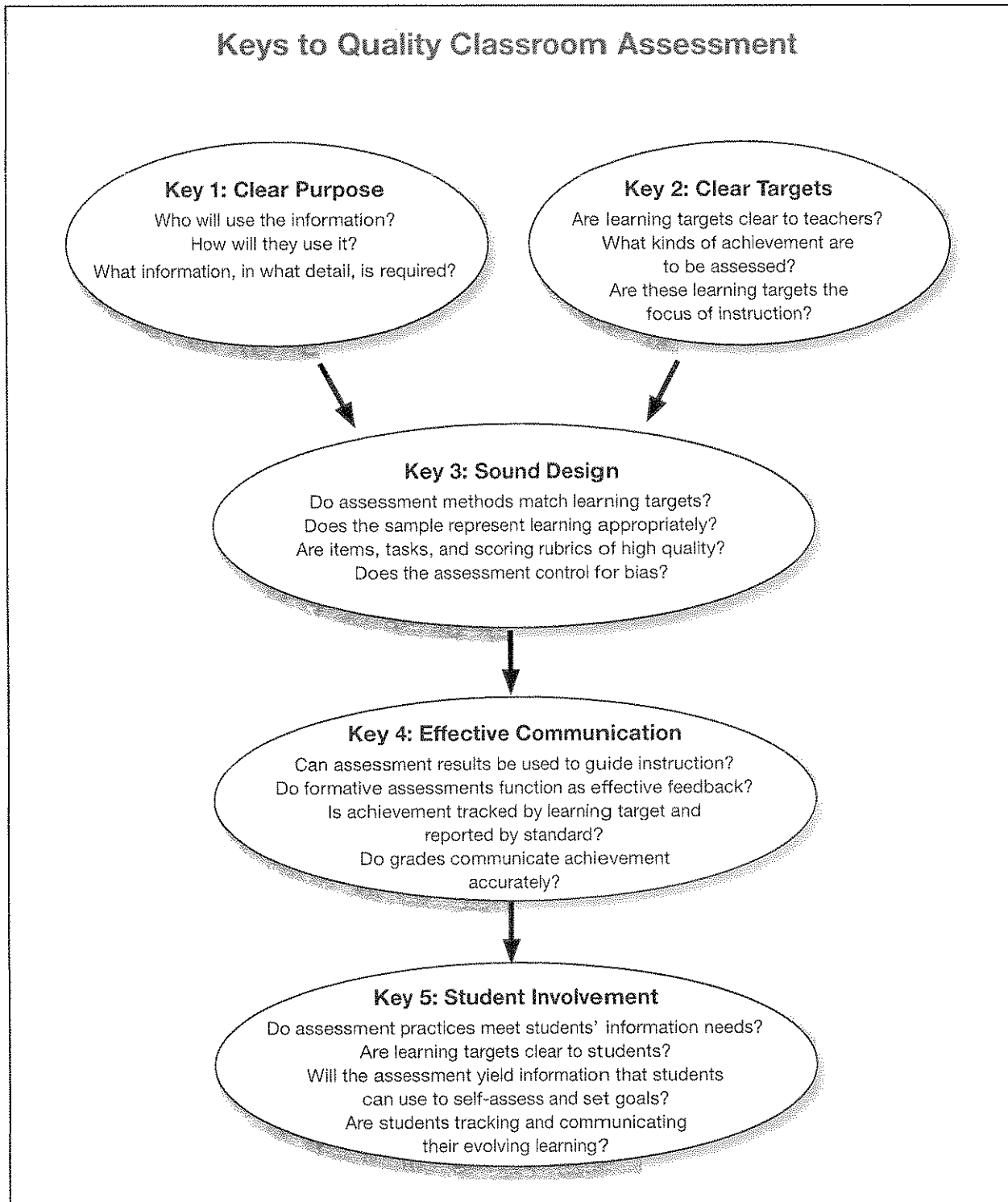
## Negative and Positive Assessment Experiences

Think of a time when you were assessed and it was a **negative** experience. What made it negative?

Next, think of a time when you were assessed and it was a **positive** experience. What made it positive?







Source: J. Chappuis, R. Stiggins, S. Chappuis, and J. Arter, *Classroom Assessment for Student Learning: Doing It Right—Using It Well*, 2nd ed. (Upper Saddle River, NJ: Pearson Education, 2012), p. 5.



## Keys to Quality Classroom Assessment

### Key 1: Clear Purpose

#### **Big Ideas**

- Different users have different information needs.
- Students are crucial decision-makers whose information needs must be met during the learning.

#### **Questions to Ask**

- Who will use the information?
- How will they use it?
- What information, in what detail, will be required?
- Do classroom assessment practices meet students' information needs if they are to be among the intended users?

My negative experience violated this key.       My positive experience reinforced this key.

### Key 2: Clear Targets

#### **Big Ideas**

- Learning targets can be classified into five categories.
- Learning targets must be clear to the teacher and to the student.
- Classroom assessments must reflect the learning targets that are the focus of instruction.

#### **Questions to Ask**

- Are learning targets clear to teachers?
- Are they clear to students?
- What kinds of achievement are to be assessed?
- Are these learning targets the focus of instruction?

My negative experience violated this key.       My positive experience reinforced this key.

### Key 3: Sound Design

#### **Big Ideas**

- Assessment methods match learning targets.
- The sample is representative of learning targets.
- Items, tasks, and scoring guides are of high quality.
- Bias is minimized.
- Assessments are designed so students can self-assess and set goals based on the results, when appropriate.

#### **Questions to Ask**

- Do the assessment methods match the kind of learning targets to be assessed?
- Does the assessment sample the learning appropriately?
- Are the items, tasks, and scoring rubrics of high quality?
- Does the assessment control for bias?
- Will the assessment yield information that students can use, when appropriate?

My negative experience violated this key.       My positive experience reinforced this key.



**Key 4: Effective Communication****Big Ideas**

- Communication differs based on assessment purpose.
- Students receive descriptive feedback during learning.
- Students track and communicate about their learning.
- Grading practices accurately communicate about student achievement.

**Questions to Ask****Formative purpose**

- Do formative assessment results function as effective feedback to teachers and students?
- Are students engaged in tracking and communicating about their evolving learning?

**Summative purpose**

- Is achievement tracked by learning target and reported by standard?
- Do grades communicate achievement accurately?

My negative experience violated this key.       My positive experience reinforced this key.

**Key 5: Student Involvement****Big Ideas**

- Students are identified as important users of assessment information.
- Students understand the learning targets and standards of quality.
- Assessments are designed so that students can use the results to self-assess and set goals for further action.
- Students keep track of and share their achievement.

**Questions to Ask**

- Are students' information needs planned for?
- Do students have a clear vision of the intended learning?
- Are students able to self-assess and set goals on the basis of their assessment results?
- Do students receive and offer effective feedback during the learning?
- Do students track, reflect on, and share their learning progress?

My negative experience violated this key.       My positive experience reinforced this key.



Think about your responses to the plus/minus activity. Which keys to quality did they address?

<b>Key</b>	<b>A Negative Experience That Violated This Key—What Happened?</b>	<b>A Positive Experience That Reinforced This Key—What Happened?</b>
<b>Key 1:</b> Clear Purpose		
<b>Key 2:</b> Clear Targets		
<b>Key 3:</b> Sound Design		
<b>Key 4:</b> Effective Communication		
<b>Key 5:</b> Student involvement		





## Formative Assessment Research

*Innovations that include strengthening the practice of formative assessment produce significant and often substantial learning gains.*

—Black & Wiliam, 1998b, p. 140

We know now that formative assessment is reported to cause gains in student achievement, but we have to dig deeper into its many variations to learn what gains to expect and which practices are likely to lead to them. For this information, we look to the research.

The most well-known body of evidence was assembled and summarized by two British researchers, Paul Black and Dylan Wiliam. They conducted a comprehensive review of studies on formative assessment practices that collectively encompassed kindergarteners to college students; represented a range of subject areas, including reading, writing, social studies, mathematics, and science; and were carried out in numerous countries throughout the world, including the United States (Black & Wiliam, 1998a).

The gains they found were among the largest reported for any educational intervention. Typical effect sizes were between 0.4 and 0.7 (Black & Wiliam, 1998b). In some studies they reviewed, certain formative assessment practices increased the achievement of low-performing students to the point of approaching that of high-achieving students. To put the standard deviation numbers into perspective, a 0.4 to 0.7 achievement gain translates to 15 to 25 percentile points on commonly used standardized test score scales. For example, a student scoring at the 45th percentile on a standardized test such as the ITBS, who then attained a 0.7 standard deviation gain, would score at the 70th percentile. These are whopping achievement gains—we don't accomplish them with a good night's sleep the night before the test, snacks on the day of the test, or a pep rally. As one might guess, these formative assessment practices were not a matter of ingenious test preparation.

*Source: J. Chappuis, R. Stiggins, S. Chappuis, and J. Arter, Classroom Assessment for Student Learning: Doing It Right—Using It Well, 2nd ed. (Upper Saddle River, NJ: Pearson Education, 2012), p. 22.*

What were the achievement gains attributable to formative assessment practices?



### What Gives Formative Assessment Its Power?

These are the reported gains that have launched a thousand “formative assessment” products. But the size of the achievement gains is only half of the story. The other half is what occurred to cause the gains. In reviewing the interventions featured in the highest-impact studies, Black and William (1998b) make the following observations:

- “Opportunities for students to express their understanding should be designed into any piece of teaching, for this will initiate the interaction through which formative assessment aids learning” (p. 143 ).
- “The dialogue between pupils and teachers should be thoughtful, reflective, focused to evoke and explore understanding, and conducted so that all pupils have an opportunity to think and to express their ideas” (p. 144 ).
- “Feedback to any pupil should be about the particular qualities of his or her work, with advice on what he or she can do to improve, and should avoid comparisons to other pupils” (p. 143 ).
- “If formative assessment is to be productive, pupils should be trained in self-assessment so that they can understand the main purposes of their learning and thereby grasp what they need to do to achieve” (p. 143 ).

*Source:* J. Chappuis, R. Stiggins, S. Chappuis, and J. Arter, *Classroom Assessment for Student Learning: Doing It Right—Using It Well*, 2nd ed. (Upper Saddle River, NJ: Pearson Education, 2012), pp. 22-23.

What formative assessment practices yielded the largest achievement gains?



## Assessment for Learning: Focusing on the Student as User of Assessment Information

A key premise is that for students to be able to improve, they must have the capacity to monitor the quality of their own work during actual production. This in turn requires that students:

- Know what high-quality work looks like
- Are able to objectively compare their work to the standard
- Have a store of tactics to make work better based on their observations

— Royce Sadler, 1989

Royce Sadler identified the progression of three requirements to define students' information needs met by effective formative assessment (above), which Atkin, Black, and Coffey (2001) paraphrased as questions:

- Where am I going?
- Where am I now?
- How can I close the gap?

The seven strategies listed below (some of which are teacher actions and some of which are student actions) are designed to help students answer those three questions. The seven strategies are explained more fully on the following pages.

Using Assessment for Learning: Seven Strategies	Question Answered
1. Provide an understandable vision of the learning target. 2. Use models of strong and weak work.	Where am I going?
3. Offer regular descriptive feedback. 4. Teach students to self-assess and set goals for learning.	Where am I now?
5. Design lessons to focus on one aspect of quality at a time. 6. Teach students focused revision. 7. Engage students in self-reflection. Let them keep track of and share what they know.	How can I close the gap?



## Activity: Seven Strategies of Assessment for Learning

### Activity directions:

1. Assign a different strategy for each person at your table to read. Continue assigning until all strategies are covered. Appoint a table monitor to pay attention to the time.
2. Read the summary of your assigned strategy(ies), making note of what is most important about that strategy. Also think of an example that illustrates the strategy. Be prepared to explain the strategy and your example to others at your table. (5 minutes)
3. Beginning with Strategy 1, share your explanations and examples with the group at your table. As you listen, note ideas that are familiar to you and those that are new. (10 minutes)

### Where Am I Going?

#### Strategy 1: Provide a Clear and Understandable Vision of the Learning Target.

Share with your students the learning target(s), objective(s), or goal(s), either at the outset of instruction or before they begin an independent practice activity. Use language students understand, and check to make sure they do understand. Ask, “Why are we doing this activity? What are we learning?”

Convert learning targets into student-friendly language by defining key words in terms students understand. Ask students what they think constitutes quality in a product or performance learning target, then show how their thoughts match with the scoring guide or rubric you will use to define quality. Provide students with scoring guides written so they can understand them. For some learning targets, you can develop scoring criteria with them.

#### Strategy 2: Use Examples and Models of Strong and Weak Work.

Use models of strong and weak work—anonymous student work, work from life beyond school, and your own work. Begin with work that demonstrates strengths and weaknesses related to problems students commonly experience, especially the problems that most concern you. Ask students to analyze these samples for quality and then to justify their judgments. Use *only* anonymous work. If you have been engaging students in analyzing examples or models, they will be developing a vision of what the product or performance looks like when it's done well.

Model creating a product or performance yourself. Show students the true beginnings, the problems you run into, and how you think through decisions along the way. Don't hide the development and revision part, or students will think they are doing it wrong when it is messy for them at the beginning, and they won't know how to work through the rough patches.

### Where Am I Now?

#### Strategy 3: Offer Regular Descriptive Feedback.

*Effective feedback* can be defined as information provided to students that causes an improvement in learning as a result. In our current system, most of the work students do is graded and often, these grades are the only formal feedback they receive. However, grades do not function as effective feedback. They deliver a coded evaluation without specific information about what students did well or what their next steps in learning might be.





Researchers and those interpreting their work have examined what causes assessment information to function as effective feedback to students—what kind of feedback will cause the most improvement in students (Ames, 1992; Butler, 1988; Hattie & Timperley, 2007; Shepard, 2001). Their major findings include the following:

- It isn't enough to be descriptive—a major contributor to effectiveness is *what* is described.
- Feedback directing attention to the learning leads to greater achievement than feedback directing attention to characteristics of the learner.
- Feedback is most effective when it points out strengths in the work as well as areas needing improvement.

With that in mind, offer descriptive feedback instead of grades on work that is for practice. Descriptive feedback should reflect student strengths and weaknesses with respect to the specific learning target(s) they are trying to hit in a given assignment. Feedback is most effective when it identifies what students are doing right, as well as what they need to work on next. All learners, especially struggling ones, need to know that they did something right, and our job as teachers is to find it and label it for them, before launching into what they need to improve.

Remember that learners don't need to know everything that needs correcting all at once. Narrow your comments to the specific knowledge and skills emphasized in the current assignment and pay attention to how much feedback learners can act on at one time. Don't worry that students will be harmed if you don't point out all of their problems. Identify as many issues as students can successfully act on at one time independently and then figure out what to teach next based on the other problems in their work.

Providing students with descriptive feedback is a crucial part of increasing achievement. Feedback helps students answer the question, "Where am I now?" with respect to "Where do I need to be?" You are also modeling the kind of thinking you want students to engage in when they self-assess.

#### **Strategy 4: Teach Students to Self-Assess and Set Goals.**

Teaching students to self-assess and set goals for learning is the second half of helping students answer the question, "Where am I now?" Self-assessment is a necessary part of learning, not an add-on that we do if we have the time or the "right" students. Struggling students *are* the right students, as much as any others. The research described previously tells us it is they who gain the most (cf. White & Frederiksen, 1998).

Self-assessment includes having students do the following:

- Identify their own strengths and areas for improvement. You can ask them to do this before they show their work to you for feedback, giving them prior thoughts of their own to "hang" it on—your feedback will be more meaningful and will make more sense.
- Write in a response log at the end of class, recording key points they have learned and questions they still have.
- Using established criteria, select a work sample for their portfolio that proves a certain level of proficiency, explaining why the piece qualifies.
- Offer descriptive feedback to classmates.
- Use your feedback, feedback from other students, or their own self-assessment to identify what they need to work on and set goals for future learning.



## How Can I Close the Gap?

### Strategy 5: Design Lessons to Focus on One Learning Target or Aspect of Quality at a Time.

When assessment information identifies a need, adjust instruction to target that need. This strategy scaffolds learning by narrowing the focus of a lesson to help students master a specific learning goal or to address specific misconceptions or problems. If you are working on a learning target having more than one aspect of quality, build competence one block at a time.

For example, mathematics problem solving requires choosing the right strategy as one component. A science experiment lab report requires a statement of the hypothesis as one component. Writing requires an introduction as one component. Look at the components of quality and then teach them one part at a time, making sure that students understand that all of the parts ultimately must come together.

### Strategy 6: Teach Students Focused Revision.

This is a companion to Strategy 5. After focusing on an area of need, instead of retesting and grading, let students practice it in small segments and offer feedback focused just on that segment. This narrows the volume of feedback students need to act on at a given time and raises their chances of success in doing so again, especially for struggling learners—a time saver for you, and more instructionally powerful for students.

Some ways to help students practice revision include the following:

- Have students work in pairs to critique an anonymous sample and revise it using their own advice.
- Ask students to write a letter to the creator of an anonymous sample they have just critiqued, suggesting how to make it stronger for the aspect of quality discussed.
- Ask students to analyze your own work for quality and make suggestions for improvement. Revise your work using their advice. Ask them to again review it for quality.

These exercises will prepare students to work on a current product or performance of their own, revising for the aspect of quality being studied. You can then give feedback on just that aspect.

### Strategy 7: Engage Students in Self-Reflection, and Let Them Keep Track of and Share Their Learning.

Engage students in tracking, reflecting on, and communicating about their own progress. Any activity that requires students to reflect on what they are learning and to share their progress both reinforces the learning and helps them develop insights into themselves as learners. These kinds of activities give students the opportunity to notice their own strengths, to see how far they have come, and to feel in control of the conditions of their success. By reflecting on their learning, they deepen their understanding and will remember it longer. In addition, it is the learner, not the teacher, who is doing the work.

Here are some examples of Strategy 7 activities:

- Students write a process paper detailing how they solved a problem or created a product or performance. This analysis encourages them to think like professionals in your discipline.
- Students write a letter to their parents about a piece of work, explaining where they are now with it and what they are trying to do next.
- Students track their own progress toward mastery of learning targets.
- Students reflect on their growth. “I have become a better reader this year. I used to . . . , but now I . . . ”
- Students help plan and participate in conferences with parents and/or teachers to share their learning.

*Source:* J. Chappuis, R. Stiggins, S. Chappuis, and J. Arter, *Classroom Assessment for Student Learning: Doing It Right—Using It Well*, 2nd ed. (Upper Saddle River, NJ: Pearson Education, 2012), p. 28–34

