

# Summary 7 Essential Assessment Actions - Rick Stiggins Presentation

Sponsored by Lewis Cass ISD - Formative Assessment Series  
Summary provided by - MI Assessment Consortium  
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October 12, 2012

## 7 Essential Assessment Actions

These seven actions form a path to a balanced assessment system. Leadership must put the conditions in place in order to eliminate achievement gaps.

1. Balance the district assessment system to meet all key user needs.
2. Refine achievement standards to reflect clear and appropriate expectations at all levels.
3. Ensure assessment quality in all contexts to support good decision-making.
4. Help learners become assessors by using assessment FOR learning strategies in the classroom.
5. Build communication systems to support and report student learning.
6. Motivate students with learning success.
7. Provide the professional development needed to ensure assessment literacy throughout the system.

The method for creating the conditions is district self-evaluation. By using continua charts - and developing action plans to create the necessary conditions.

*Assessment Balance & Quality: An Action Guide for School Leaders*



### New Mission for Schools

All students must learn at high levels. Public school can no longer be a mechanism to create winners and losers, to sort and select students.

Our new mission is driven by an accelerating technical and ethnic evolution of our society and the need for all students to master foundational lifelong learning proficiencies.

Society is demanding universal competence for all students, not a rank order of life-long learners.

# Evolving Assessment Paradigm

## FROM:

Summative

Accountability

After

Condensed results to produce a score

Adults do the assessment to students

Notoriously neglected facet of teacher preparation

Notoriously neglected facet of school leadership

## TO:

Summative & Formative

Teaching & learning tool

During & after learning

Detailed description

Adult & student activity

Foundation of effective teacher preparation

Foundation of effective leadership

Answer Key to Questions a.-g. - last page

a.-1, b.- 7, c.-4, d.-2, e.-3, f.-6, g.-5.

	Formative	Summative
Classroom	Continuous, informs, practice, talks about progress	Periodic, Accountability
Interim	Periodic, identify strugglers or problem standards for faculty/program	Periodic, document evidence throughout the year vs. 1 time
Annual	1 time a year, help determine which standards need to change	Public accountability

Each cell to the left has assessment information and can make a contribution to the student/learner. Note however, only the shaded cell (the classroom and using assessment in a formative manner), has research that supports an effect on student learning/achievement. We have effect sizes of .4-.7 standard deviations for strategies that utilize the formative assessment process and strategies.

*You don't buy formative assessments, you can use formative assessment.*

## Learning Targets

We need more than state or national standards - we need student-friendly statements of what we expect students to learn. Standards must be refined...into learning targets.

1. Clear and appropriate expectations that represent current thinking in the field.
2. Arrayed in learning progressions: unfold in a manner over and across grade levels consistent with how learning occurs in the discipline.
3. Deconstructed into learning that is scaffolded from knowledge, to reasoning, to performances and products.
4. Comprise a realistic number.
5. Have been competently mastered by the teacher.

## A Quality Classroom Assessment

We need to ensure the assessments we develop and use in the classroom are of high quality.  $\frac{1}{4}$ - $\frac{1}{3}$ <sup>rd</sup> of a teacher's time is estimated as spent on assessment.

Design features that account for quality (yielding accurate information that can be used effectively) include:

1. Purpose is clear
2. Targets are clear
3. The assessment method matches the learning target, the method accurately reflects the target to be assessed.
4. Sampling - rules of evidence are used (assessment represents what was taught, sample size is sufficient to inform decisions)
5. Items, scoring guides, rubrics adhere to standards of quality.
6. Sources of bias and distortion are anticipated.

**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 requires students: 1. Know what quality work looks like, 2. Be able to objectively compare their work to the standard 3. Have a store of tactics to make work better based on observations. Sadler, 1989

Using Assessment for Learning: 7 Strategies	Question Answered
	Progression of 3 questions identified by Roy Sadler to define students' info needs in the FA process.
1. Provide an understandable vision of the learning target. And 2. Use models of strong and weak work.	<b>Where am I going?</b>
3. Offer regular descriptive feedback. And 4. Teach students to self-assess and set goals for learning.	<b>Where am I now?</b>
5. Design lessons to focus on #1 aspect of quality at a time. 6. Teach focused revision. 7. Engage students in self-reflection & keeping track of own work/progress.	<b>How can I close the gap?</b>

**Balanced Assessment Systems Support AND Certify Learning**  
 Assessments FOR Learning use assessment, and the assessment process to help students learn. Assessments OF Learning tell us how much students have at a particular point in time.

## Attributes of Effective Feedback ...

- Provides information about the work, not the student as a learner.
- Arrives in time to be “actionable.”
- Is descriptive to the extent it tells the learner what to do to improve.
- Is clearly understood by the learner.

*Feedback can be very powerful if done well. The power of formative feedback lies in its double-barreled approach, addressing both cognitive and motivational factors at the same time. Good feedback gives students information they need so they can understand where they are in their learning and what to do next—the cognitive factor. Once they feel they understand what to do and why, most students develop a feeling that they have control over their own learning - the motivational factor.*

Susan Brookhart *How to Give Effective Feedback to Your Students* c. 2008

Tying it together...paraphrasing Stiggins  
***We motivate learning success by assessing accurately, using results effectively to make sure students' emotional reactions are good; in this way - success breeds success.***

How students think about themselves in the learning process is critical. They will ask themselves:

- 1) Can I learn it?
- 2) Is it worth learning?
- 3) Is it worth risking failure?

*Read more in Mindset by Carol S. Dweck*

Match these essential questions to the appropriate action presented in the 10/12 presentation that would result in creating the conditions required for achieving a balanced assessment system...

- \_\_\_How can a district create a balanced assessment system without attention to quality classroom assessment & likewise, how can achievement gaps be closed if resources of the district are directed to district and building level assessment - disproportionately?
- \_\_\_How do you close the achievement gap when teachers and administrators are not assessment literate?
- \_\_\_How do you close the gap when low achievers are consistently making counterproductive instructional decisions?
- \_\_\_How do you narrow the achievement gap without curriculum maps upon which to document student's different needs?
- \_\_\_How do you close the achievement gap without dependable data upon which to differentiate instruction for students with different needs?
- \_\_\_How do you close the achievement gap when low achievers do not believe they can succeed?
- \_\_\_How do you support the use of formative assessment if you keep the grade book open for every learning activity students engage in?