

Formative Assessment & Standards-Based Record-keeping & Reporting

Session Summary-Robert Marzano

Sponsored by Lewis-Cass ISD -
Formative Assessment Series
Summary provided by MI Assessment Consortium

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Seven Recommendations: from the field

Session Opening Remark... “Unless we put the emphasis on classroom assessment it will become obsolete, because accountability is here to stay and the one time per year test could take over.” Marzano 11/16/2012

1. Individual assessment scores are always imprecise by definition. We need multiple sources of information to make decisions over time to see patterns.
2. Eliminate use of the omnibus grade; the overall A. B. C. D. Like a baseball card that provides discreet data, we need to break standards into smaller chunks and keep track of how students do against the smaller chunks.
3. If you can't get rid of the omnibus grade, provide it along with bar graphs showing growth.
4. Expand the types of assessments teachers use. The three terms/types Marzano refers to are: obtrusive, unobtrusive and student-generated.
5. Increase the use of assessments to track student growth and progress - this tracking is strong instructional feedback.
6. Start moving to competency-based systems; this would necessitate schooling with “levels” vs. grade bands. Proficiency would be reported against a level.
7. Provide teachers with multiple options for accruing summative scores.



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Strand:		
Topic:		
Grade:		
Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	Sample Activities
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	The student: The student exhibits no major errors or omissions.	
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	There are no major errors or omissions regarding the simpler details and processes as the student: - recognizes or recalls specific terminology, such as: - performs basic processes, such as: However, the student exhibits major errors or omissions regarding the more complex ideas and processes.	
	1.5 Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
	0.5 With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.	

Marzano Research Lab 2010

Attending to Quality in Assessments Teachers

Create: through the development of Proficiency Scales

Marzano suggests development and use of proficiency scales provides a clearer picture of student achievement against “smaller chunks of knowledge and skills” vs. large standards.

Before Proficiency Scales are developed a Quality Assessments are developed. The proficiency scale describes levels of achievement.

The proficiency scale above is a template, a starter Proficiency Scale - found at:

http://www.marzanoresearch.com/Free_Resources/itbank.aspx

Marzano indicated in *Recommendation 4* we should expand the use of all types of classroom-based assessment. He indicated Formative Assessment is a process and according to IES the construct of formative assessment varies a great deal. He advocated for the use of proficiency scales as applied to all three types of assessment he identifies...

1. Obtrusive
2. Unobtrusive
3. Student-Generated

Formative Assessment and Standards-based Grading - videoconference presented January 2011 - available on mistreamnet until April 2013 link available below

<http://www.michiganassessmentconsortium.org/resources>