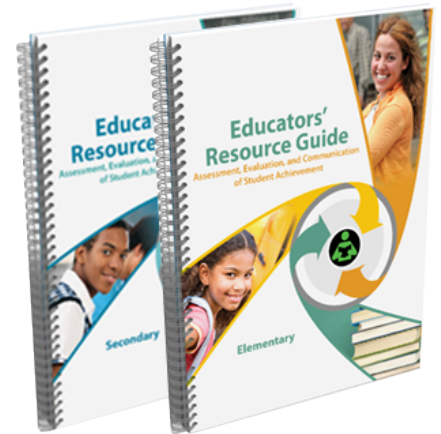# Educators' Resource Guide Assessment OF Learning (Chapter 3)

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NIAGARA CATHOLIC
DISTRICT SCHOOL BOARD

Assessment OF learning refers to those assessments – oral, performance, and written, as well as assessments combining two or more of these modes – that occur at or near the end of an instructional unit, term, or semester.

– Damian Cooper

The marks, scores and achievement levels that students receive on these assessments OF learning are used to generate report card grades.

Report card grades must not include data gathered from assessments FOR learning since these assessments represent students' early attempts...

– Damian Cooper

Effective Practices

To ensure valid and fair assessment OF student learning, follow these guidelines:

Gather evidence (write/do/say) to determine grades within the appropriate categories.

Gather evidence using a variety of assessment strategies so that all students can demonstrate learning.

Allow student choice within assessment tasks to address individual needs.

Provide timely descriptive feedback.

Effective Practices

Use professional judgment to review a student's learning over time (most consistent, more recent levels of evidence gathered)

Use numerous and varied opportunities to contribute to the concept of most consistent.

Review inconsistencies in performance to determine the reason for the occurrence.

Use recent evidence when looking for growth over time.

It is inappropriate to average student marks to determine an overall level of achievement.

Professional Judgment

The knowledge and skills teachers use to make informed decisions about student performance in relationship to the expectations and achievement categories.

◦ *How can I justify the grades/marks I have given?*
◦ *Have I examined evidence that is consistent over the reporting period with consideration of more recent evidence , when applicable?*
◦ *Is there sufficient balance among the categories?*

Academic Integrity

As with most behavioural concerns, there are two main issues: how to prevent it and what to do about it when it happens. "If teachers focus on proactive strategies in their assessment practices, then there will be fewer situations where behavioural consequences are necessary."
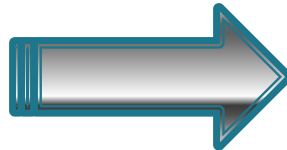
– Ken O'Connor

Missed Task and Teacher Response
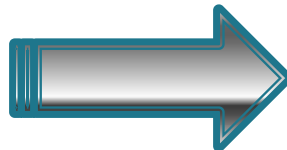
Student does not complete task by **due date**

→
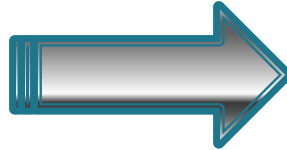
- Student Reminders
- Inform Parents and Seek Support

Student does not complete task by **end-of-unit** date

→

- Record "incomplete"
- Student Reminders
- Alternative Task(s)
- Additional Support
- Parent Communication

Student does not complete task by the **end of the term/semester/year**

→

- Sufficient Evidence?
- Determine Grade (use professional Judgment)
- Note in Learning Skills
- "R" or Failing Grade
- Credit Recovery

Defining Tools and Strategies

Assessment Tools

(use assessment tools to record the assessment information gathered using various strategies)

- Anecdotal Records
- Rating Scales
- Checklists
- Rubrics

Assessment Strategies

(use assessment strategies to assess student performance and progress)

- Observation
- Responses (written and Oral)
- Analysis of Student Work
- Conference with Students

The teacher will consider all evidence collected through observations, conversations, and student products.

The teacher will consider that some evidence carries greater weight than other evidence; for example, some performance tasks are richer and reveal more about students' skills and knowledge than others.

– Growing Success (p.39)

The following slides provide examples of tools, strategies, and tasks that teachers may use to collect evidence of student achievement.

Write…Do…Say

Categories Tools and Strategies	Paper and Pencil Tasks (WRITE)	Performance Tasks (DO)	Personal Communication Tasks (SAY)

Knowledge, Understanding
 	
Action Words:
 	
ask   evaluate
calculate   generalize
check   identify
classify   interpret
compare   justify
complete   label
compute   locate
connect   list
contrast   organize
correct   prioritize
decide   rate
define   recognize
detect   solve
differentiate   structure
distinguish   test
estimate   write
	• quiz
	• tests:
	  • multiple choice
	  • true/false
	  • matching
	  • fill-in-the-blanks
	  • short answer
	• organizers (webs)
	• visuals (tables)
	• examinations
		• open-ended questions
		• essay
		• organizers
		  (concept maps, webs, flowcharts)
		• visuals (tables, graphs, illustrations)
		• journals
			• in-class question and answer
			• in-class discussion
			• student-teacher conferencing
			• oral "test" or "examination"

	• Best choice for focusing on mastery of basics of knowledge	• Can determine students' understanding of relationships between concepts	• Can ask probing questions • Allows for evaluation of depth of understanding • May be time-consuming

Write…Do…Say

Thinking, Problem Solving	Write	Do	Say
Action Words: analyze find appraise gather ask (evidence) assess inquire challenge inspect classify investigate collect monitor compute predict conclude prioritize conduct pursue contrast question decode reason decide reflect derive research differentiate retrieve establish review examine search experiment seek explore	• open-ended questions on tests, examinations • organizers (webs) • visuals (tables)	• essays • videotapes • articles • debates • editorials • stories • poems • dioramas • lab reports • plays • oral presentations • research papers • creation of products	• in-class question and answer • in-class discussion • student-teacher conferencing • oral examination
	• Allows for assessing basic critical and creative thinking skills, inquiry skills • Allows for written description of problem-solving solutions	• Allows for teacher evaluation of complex critical, creative and inquiry skills	• Allows for in-depth questioning • Encourages students to explain their reasoning

Write…Do…Say

| Categories | Paper and Pencil Tasks | Performance Tasks | Personal Communication Tasks |
Tools and Strategies	(WRITE)	(DO)	(SAY)
Communication, Aesthetic Expression, Personal Development Action Words: articulate give reasons challenge induce clarify instruct compare interact decode justify defend present describe propose discuss reflect engage respond explain teach express write	• open-ended questions on tests, examinations • essays • organizers (webs) • visuals (tables)	• essays • videotapes • articles • debates • editorials • stories • poems • dioramas • research papers • plays • oral presentations • lab reports • creation of products	• in-class question and answer • in-class discussion • student-teacher conferencing
	• Allows for clarity of thought and expression in written form	• Many performance tasks allow for communication in all forms — written, oral, and visual	• Allows for expression of thought and communicating ideas verbally

Write…Do…Say

Application, Technological Competence	· open-ended questions allowing for knowledge to be applied to a new situation/problem	· essays · videotapes · articles · debates · editorials · stories · poems · dioramas · research papers · models · design projects · plays · oral presentations · lab reports · creation of products · computer programs	· interviews · student-teacher conferencing
Action Words: adapt · integrate adjust · invent apply · make combine · modify connect · participate correct · perform create · prioritize demonstrate · produce develop · represent devise · retrieve display · revise estimate · show evaluate · support exhibit · synthesize help · use incorporate · utilize		· Preferred method for authentic or simulated real world performance	· Not the preferred method to get at authentic and real world contexts

Observation is one of the most important strategies for gaining assessment information about a student.

As a strategy it is purposeful and focused on only one or two behaviours at a time.

Selecting one or two students to observe at a time makes this strategy manageable.

– Ontario Ministry of Education

Exemplars

Samples of student work that reflect different levels of quality.

Rubrics and exemplars used together help students better understand what quality looks like.

Effective way of defining quality to students

Works of **DIFFERENT QUALITY** and **DESCRIPTORS** are connected