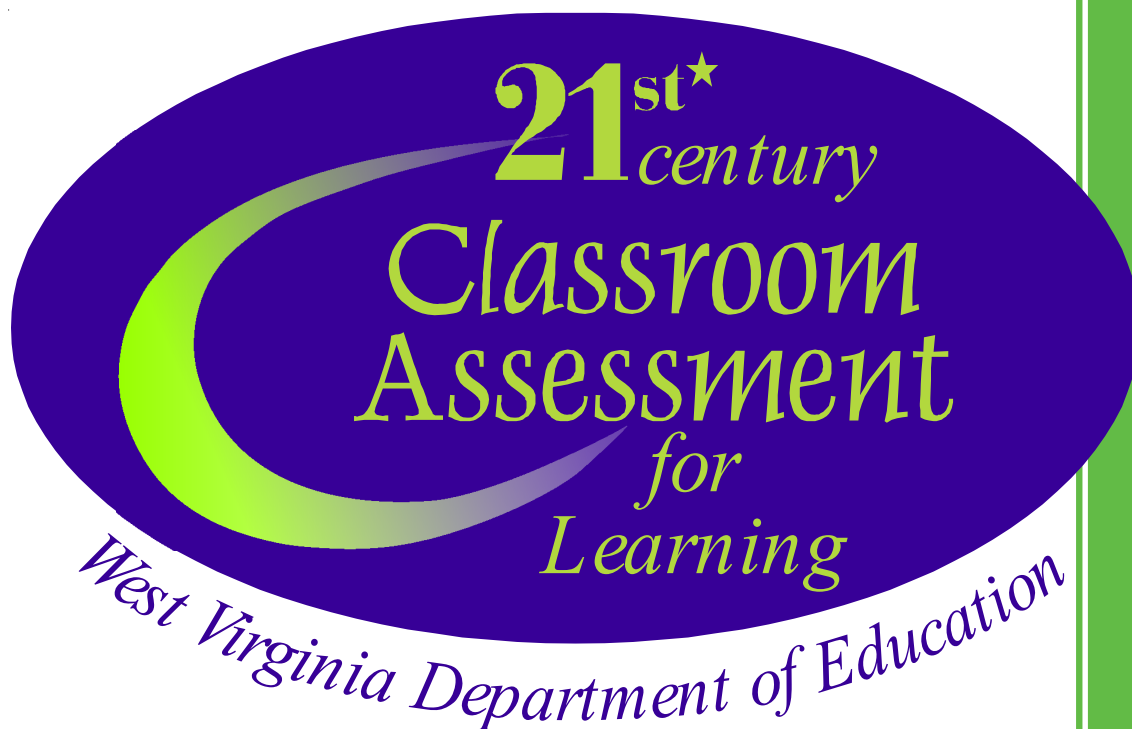


# Classroom Assessment for Learning

## *A Journey to Assessment Literacy*

*“If we are finally to connect assessment to school improvement in meaningful ways, we must come to see assessment through new eyes.”*

*- Rick Stiggins*



## From the State Superintendent . . .

The topic of assessment and the way we assess student learning has moved to the forefront as we continue on our journey of transforming teaching and learning in the 21<sup>st</sup> century. The research is clear: when the principles of classroom assessment *for learning* are consistently applied, unprecedented student achievement gains result (Black & Wiliam, 1998). The positive effects on student achievement are even greater when educators become assessment literate and use assessments accurately and appropriately. This means providing students with frequent descriptive feedback and engaging students in self-assessment, goal setting and communicating about their own learning. So, we understand the necessity of balancing our 21<sup>st</sup> century assessment practices to include student-involved classroom assessment *for learning* which transforms day-to-day assessment practices into a teaching and learning *process* that supports and advances student learning.

As educators, most of our assessment experiences have been, and continue to be, summative in nature. Summative assessment, sometimes referred to as assessment *of learning*, is designed to measure how much students have learned and whether standards are being met by students, schools and districts. Summative assessments certainly have a place and a purpose in our system; however, they cannot diagnose student needs as learning unfolds or provide the minute-by-minute and day-by-day feedback that is needed to make critical instructional decisions. Our beliefs and consequently our practices have been heavily influenced by our assessment past. A history of summative assessment has led us to believe that assessment is solely about measurement and accountability. Therefore, we have failed to recognize the powerful role assessment can play in supporting and promoting learning.

As a result of this need to balance our assessment practices, I propose that we begin to build a foundation of assessment literacy at all levels of our system. This document can serve as the basis for a common assessment language. Secondly, we must ensure that educators get the time and support they need to develop classroom assessment expertise. A team approach to professional learning can provide the support necessary to initiate and sustain change. Providing a team structure for ongoing, job-embedded collaborative learning will increase the likelihood that teachers will translate new learning into classroom practice. The challenge I put before you is to find a way to create this collaborative structure within each school. The success of our students depends on our willingness to do so.



Steven L. Paine  
State Superintendent of Schools

# Components of West Virginia Classroom Assessment for Learning

*Effective Practices Acquired Through a Team Approach*

Defining  
and  
Assessing  
**21<sup>st</sup>** Century  
Skills

Link Between  
Assessment  
and  
Student  
Motivation

Designing  
and  
Evaluating  
Performance  
Assessments

Clear  
Learning  
Targets

**Team  
Approach  
to  
Professional  
Growth**

Student  
Involvement

Selecting  
Appropriate  
Assessment  
Methods

Effective  
Communication

# Assessment FOR Learning

	<b>Classroom Assessment FOR Learning: (A Process During Learning)</b>	<b>Formative Assessment: (A Process During Learning)</b>
<b>Primary Users</b>	Decision Makers: <ul style="list-style-type: none"> <li>• Classroom teacher</li> <li>• Student</li> </ul>	Decision Makers: <ul style="list-style-type: none"> <li>• Classroom teacher</li> </ul>
<b>Typical Uses</b>	To: <ul style="list-style-type: none"> <li>• Support learning</li> <li>• Reflect progress toward mastery of objectives</li> <li>• Help teachers diagnose and respond to student needs</li> <li>• Adjust instruction based on results</li> <li>• Understand which building blocks (foundations/learning targets) require attention</li> <li>• Provide descriptive feedback to students</li> <li>• Support ongoing student motivation and growth</li> <li>• Enable students to take responsibility for their own learning by engaging in self-assessment, reflection, goal-setting, monitoring and communicating their own progress</li> <li>• Help students act on the results in order to improve</li> </ul>	To: <ul style="list-style-type: none"> <li>• Support learning</li> <li>• Reflect progress toward mastery of objectives</li> <li>• Help teachers diagnose and respond to student needs</li> <li>• Adjust instruction based on results</li> <li>• Understand which building blocks (learning targets) require additional attention</li> <li>• Provide descriptive feedback to students</li> </ul>
<b>Assess What</b>	<ul style="list-style-type: none"> <li>• Small Explicit Learning Targets: Instructional objective(s) that are broken down into component parts that enable students to build toward mastery of objectives</li> <li>• Learning targets identify:                             <ul style="list-style-type: none"> <li>○ Knowledge required</li> <li>○ Patterns of reasoning</li> <li>○ Performance skills</li> <li>○ Product development</li> </ul> </li> <li>• Key: Focus on one aspect of quality at a time</li> </ul>	<ul style="list-style-type: none"> <li>• Small Explicit Learning Targets: Instructional objective(s) that are broken down into component parts that enable students to build toward mastery of objectives</li> <li>• Learning targets identify:                             <ul style="list-style-type: none"> <li>○ Knowledge required</li> <li>○ Patterns of reasoning</li> <li>○ Performance skills</li> <li>○ Product development</li> </ul> </li> <li>• Key: Focus on one aspect of quality at a time</li> </ul>
<b>Assess How</b>	<ul style="list-style-type: none"> <li>• Requires the use of many assessment methods to provide a continuous stream of accurate evidence of students' mastery of knowledge, reasoning, performance skills and product development.</li> <li>• Learning Target – Accuracy in classroom assessment requires matching the kinds of learning targets to the appropriate assessment method:                             <ul style="list-style-type: none"> <li>○ Selected Response</li> <li>○ Constructed Response</li> <li>○ Extended Written Response</li> <li>○ Performance/Product (demonstrated and observed)</li> <li>○ Personal Communication (finding out what students have learned through interacting with them)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Requires the use of many assessment methods to provide a continuous stream of accurate evidence of students' mastery of knowledge, reasoning, performance skills and product development.</li> <li>• Learning Target – Accuracy in formative assessment requires matching the kinds of learning targets to the appropriate assessment method:                             <ul style="list-style-type: none"> <li>○ Selected Response</li> <li>○ Constructed Response</li> <li>○ Extended Written Response</li> <li>○ Performance/Product (demonstrated and observed)</li> <li>○ Personal Communication (finding out what students have learned through interacting with them)</li> </ul> </li> </ul>
<b>Assess When</b>	<ul style="list-style-type: none"> <li>• Continuous - ongoing, interconnected series so that patterns in student learning are revealed</li> </ul>	<ul style="list-style-type: none"> <li>• Continuous - ongoing, interconnected series so that patterns in student learning are revealed</li> </ul>

# Assessment OF Learning

<b>Benchmark Assessment: (An Event After Learning)</b>	<b>Summative Assessment: (An Event After Learning)</b>	
<b>Decision Makers:</b> <ul style="list-style-type: none"> <li>• District</li> <li>• School</li> <li>• Classroom teacher</li> </ul>	<b>Decision Makers:</b> <ul style="list-style-type: none"> <li>• State</li> <li>• District</li> <li>• School</li> </ul>	<b>Primary Users</b>
<b>To:</b> <ul style="list-style-type: none"> <li>• Verify individual and group mastery of specific objectives</li> <li>• Identify students who require additional support</li> <li>• Provide instructional feedback to teachers</li> <li>• Identify objectives not yet mastered (gaps) early enough to enable teachers to make adjustments in the instructional program</li> <li>• Communicate evidence of performance to students</li> </ul>	<b>To:</b> <ul style="list-style-type: none"> <li>• Verify individual and group mastery of standards and objectives</li> <li>• Measure achievement status at a point in time for purposes of reporting and accountability</li> <li>• Make decisions about district and school programs and resources</li> <li>• Communicate evidence of performance to parents and students</li> </ul>	<b>Typical Uses</b>
<ul style="list-style-type: none"> <li>• Specific Instructional Objectives (fewer in number-usually determined by local curriculum maps or pacing guides)</li> </ul>	<ul style="list-style-type: none"> <li>• West Virginia Content Standards and Objectives</li> </ul>	<b>Assess What</b>
<ul style="list-style-type: none"> <li>• Selected response (multiple choice)</li> <li>• Constructed response (short answer)</li> <li>• Often generated from test item banks that are aligned with West Virginia Content Standards and Objectives</li> </ul>	<ul style="list-style-type: none"> <li>• Selected response (multiple choice)</li> <li>• Constructed response (short answer)</li> </ul>	<b>Assess How</b>
<ul style="list-style-type: none"> <li>• Periodic (three or four times during the year)</li> </ul>	<ul style="list-style-type: none"> <li>• Annual</li> </ul>	<b>Assess When</b>

# 21<sup>st</sup> Century Skills Assessment

## *Why do we need assessment of 21<sup>st</sup> century skills?*

Student assessment, whether by standardized test or classroom-based measures, is a cornerstone of effective teaching and learning. Taken as a whole, good assessments can not only provide a reliable and valid measure of student's learning and understanding, but also help guide both teachers and students on a day-to-day basis.

Most K through 12 assessment in widespread use today, whether they be of 21<sup>st</sup> century skills and content or of traditional core subject areas, measure a student's knowledge of discrete facts, not a student's ability to apply knowledge in complex situations. High stakes assessments alone do not generate evidence of the skill sets that the business and education communities believe will ensure success in the 21<sup>st</sup> century.

## *Assessment of 21<sup>st</sup> Century Skills*

- Supports a balance of assessments, including high-quality, standardized testing along with effective classroom formative and summative assessments
- Emphasizes useful feedback on student performance that is embedded into everyday learning
- Requires a balance of technology-enhanced, formative and summative assessments that measure student mastery of 21<sup>st</sup> century skills
- Enables development of portfolios of student work that demonstrate mastery of 21<sup>st</sup> century skills to educators and prospective employers
- Enables a balanced portfolio of measures to assess the educational system's effectiveness at reaching high levels of student competency in 21<sup>st</sup> century skills

# 21st Century Learning Skills are the skills students need to succeed in work, school and life. They Include:

<p><b>INFORMATION AND COMMUNICATION SKILLS</b></p>	<p><b>INFORMATION AND MEDIA LITERACY</b> The understanding of how words, images and sounds influence the way meanings are created, shared and analyzed in a contemporary society so that a person can assign value, worth and meaning to information through a variety of media forms.</p> <p><b>VISUAL LITERACY</b> The ability to interpret, use, appreciate, and create images and video using both conventional and 21st century media in ways that advance thinking, decision-making, communication and learning.</p> <p><b>COMMUNICATION SKILLS</b> The skills needed to generate and convey messages with meaning and understanding within and across various contexts, cultures and media.</p>
<p><b>THINKING, REASONING AND INNOVATION SKILLS</b></p>	<p><b>CRITICAL THINKING</b> The clear, precise and purposeful process of using specific cognitive skills and strategies to guide belief and action in accomplishing goals.</p> <p><b>SYSTEMS THINKING</b> The ability to see and understand the whole, to recognize patterns and interrelationships of parts, and to determine how to structure those interrelationships in more effective, efficient ways.</p> <p><b>PROBLEM SOLVING</b> The ability to apply appropriate processes, including problem identification, information gathering, problem analysis, generating and testing alternate solutions, and evaluating results in order to generate resolutions to problems.</p> <p><b>CREATING AND INNOVATING</b> The act of bringing an idea, product or performance into existence that is genuinely new, original and of value either personally and/or culturally.</p>
<p><b>PERSONAL AND WORK PLACE PRODUCTIVITY SKILLS</b></p>	<p><b>INTERPERSONAL AND COLLABORATION SKILLS</b> The ability to read and to manage the emotions, motivations and behaviors of oneself and others during social interactions or in a social-interactive context. Collaboration means cooperative interaction between two or more individuals working together to solve problems, create novel products, or learn and master content.</p> <p><b>INITIATIVE AND SELF-DIRECTION</b> The ability to set goals, plan for achievement, initiate action, manage time and effort, and independently monitor and assess one's own effort.</p> <p><b>FLEXIBILITY AND ADAPTABILITY</b> The ability to modify one's thinking, attitudes or behaviors to be better suited to current or future environments, as well as the ability to handle multiple goals, tasks and inputs with understanding and adhering to constraints of time, resources and systems.</p> <p><b>ETHICAL BEHAVIOR</b> The ability to act with integrity according to the principles of right and/or moral conduct.</p> <p><b>SOCIAL/PERSONAL AND CROSS-CULTURAL SKILLS</b> The acceptance of responsibility for personal actions, including responsibility for learning, and to initiate or support actions that resolve issues in the interest of the common good.</p> <p><b>LEADERSHIP AND RESPONSIBILITY</b> The process of influence or example by which an individual induces a group to pursue objectives held by the leader or shared by the leader and his or her followers.</p> <p><b>PROJECT PLANNING AND DEVELOPMENT</b> The ability to organize and achieve the goals of a specific initiative or problem with efficiency and effectiveness.</p> <p><b>PRODUCTIVITY AND ACCOUNTABILITY</b> The ability to set and meet high standards for delivering quality work on time and to demonstrate diligence and a positive work ethic.</p>

Adapted from publications of the Partnership for 21<sup>st</sup> Century Skills  
[www.21stcenturyskills.org](http://www.21stcenturyskills.org)



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