Be aware of the important difference between large-scale and classroom assessment. The purpose of large-scale assessments is two-fold: to help the system be accountable (Are we making the best use of our resources?) and to identify trends (Are students learning? What and how well?). To do this, large-scale assessments collect a small amount of information from a large number of students. Classroom assessment, on the other hand, collects a large amount of information from a small number of students.

Large-scale assessments are designed to give the system feedback so the system can learn; classroom assessment is designed to give individuals feedback so the individual can learn.

Large-scale assessments are designed to assess what students know and can do in relation to what is to be learned, but they do not collect enough information to give a valid picture of what individual students know and can do in a given subject area. 

Anne Davies, Ph.D.
Research on Assessment & Student Achievement

British researchers Paul Black and Dylan Wiliam completed a comprehensive review of 250 international studies exploring the connection between formative assessment practices and student achievement (1998).

Does improved formative assessment cause better learning?
Do formative assessment practices need improving?
Is there evidence about how to improve formative assessment?

Increased commitment to high-quality classroom assessments
Increased descriptive feedback; reduced evaluative feedback
Increased student involvement in the assessment process

Black and Wiliam, 1989

Needed Improvements to Realize Gains
**Needed Improvements to Realize Gains**

- Increased commitment to high-quality classroom assessments
- **Increased student involvement in the assessment process**
- Increased descriptive feedback; reduced evaluative feedback

Black and Wiliam, 1989

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**Student Involvement:**

**The Seven Strategies of Assessment for Learning**

**Where am I going?**

1. Provide a clear statement of the learning target
2. Use examples and models
3. Offer regular descriptive feedback
4. Teach students to self-assess and set goals

**Where am I now?**

5. Design focused lessons
6. Teach students focused revision
7. Engage students in self-reflection; let them keep track of and share their learning

**How can I close the gap?**

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**Assessment for Learning**


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Dr. Anne Davies
Students learn to use assessment information to manage their own learning so that they understand how they learn best, know exactly where they are in relation to the defined learning targets, and plan and take the next steps in their learning.

Stiggins and Chappuis (2002)

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**Student-Involved Assessment**

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**Student Involvement**

**SELF-ASSESSMENT AND GOAL SETTING WITH A SELECTED RESPONSE TEST**

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**Teach Students to Self-Assess and Set Goals**

- Students use test plans as a basis for evaluation of strengths and areas of study
- Students complete self-evaluation and goal-setting form on the basis of test or quiz results
WHAT THE TEACHER DOES...

- Identify what learning target each test item represents.
- Fill out the first two columns of the form “Identifying Your Strengths and Areas of Improvement”
- Marks missed items on students’ tests (no grade)

<table>
<thead>
<tr>
<th>Problem</th>
<th>Learning Target</th>
<th>Right?</th>
<th>Wrong?</th>
<th>Simple mistake?</th>
<th>Don't get it</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Write numerals in expanded...</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Write numerals in expanded...</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Write numerals in expanded...</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

WHAT THE STUDENT DOES...

- Looks over the corrected test and marks on the form “Identifying Strengths and Areas for Improvement” whether each problem is right or wrong.
- Reviews the wrong problems and decides if the error was due to a simple mistake or to not knowing how to do the problem.
### Test Plan: Identifying Your Strengths and Areas for Improvement

<table>
<thead>
<tr>
<th>Problem</th>
<th>Learning Target</th>
<th>Right?</th>
<th>Wrong?</th>
<th>Simple mistake?</th>
<th>Don't get it</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Write numerals in expanded...</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Write numerals in expanded...</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Write numerals in expanded...</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

What the student does...

Analyze the information to decide the following:

- Which learning targets s/he is good at
- Which learning targets s/he is pretty good at, but which need a little review
- Which learning targets s/he needs to improve

### “You Be George”

- George filled out the last four columns on the Test Plan. Please imagine you are George.
- Using the information on the completed Test Plan, do a self-analysis and goal setting by completing the goal setting frames on the following page.
- You will have to make some stuff up.
Advanced Process

- Make a list of learning targets tested on the assessment.
- Copy form for each student; hand it out with the test.
- Students mark “Confident” or “Unsure” after answering each problem.
- Collect the tests and correct them (no grade).

Advanced Process

- Hand back the corrected tests and the test plans.
- Students review the corrected test and mark the “Right” or “Wrong” column for each item.
- Then they focus on the wrong answers to mark the final two columns—was it a simple mistake? If not, it’s a candidate for further study.

Goal-Setting: Students set goals based on their analysis of tested learning targets.
Multiple Opportunities to Succeed

“If everything counts (is graded) there’s never time to practice – get better.”

Rick Stiggins

A Balanced Approach

“Teachers involve their students in classroom assessment, record-keeping, and communication during learning. But, when it’s time for students to be accountable for what they have learned, the teacher takes the lead in conducting assessments OF learning.”

-Richard J. Stiggins

Student Involvement

Once students become involved, assessment for learning looks more like teaching than it does testing. It takes advantage of the power of assessment as an instructional tool that promotes learning rather than an event designed solely for the purpose of evaluating and assigning grades (Davies 2000).
Students engage in assessment for learning when they use assessment information to learn how to judge the quality of their own work and set goals for their own improvement.

Flinn Elementary School
Kanawha County

Take a few minutes to reflect on what you have heard and use your graphic organizer to write down your thinking.
Increased commitment to high-quality classroom assessments
Increased student involvement in the assessment process
Increased descriptive feedback; reduced evaluative feedback

Black and Wiliam, 1989

You made some simple mistakes multiplying 3-digit numbers.

SUPER JOB!
Effective Descriptive Feedback

- Offers information about the work, product, or performance relative to the intended learning
- Is value neutral-avoids praise or blame
- Focuses on the intended learning
- Shows where the work is right or wrong and why
- Pinpoints strengths and identifies areas for improvement in terms of the intended learning
- Takes into account the amount of corrective information the learner can act on at one time
- Models the kind of thinking students will engage in when they self-assess
- Can be used by the receiver to take action to improve
- Does not cause the learner to shut down

Attributes of Effective Feedback

1. Describes features of student’s work or performance rather than expressing a judgment (ego or self-esteem related)
2. Relates directly to the learning targets and/or standards of quality
3. Points out strengths and gives specific information about how to improve
4. Is value neutral-avoids praise or blame

Effective Feedback

Directions:
- Read each of the statements on the handout, “Research on the Effects of Feedback on Student Learning” and determine which attribute(s) best reflects the idea presented.
- Write the number(s) in the box next to the statement.
- Debrief with your team
- Report out
**Descriptive Feedback**

- Specific comments about the quality or characteristics of the work itself --- has a positive impact on motivation and learning.
  - Identify strengths (what was done well)
  - Explain what student needs to improve
  - Help student generate strategies for improvement

**The Three-Minute Conference**

1. Identify focus for the feedback.
2. Before meeting with the teacher, students use a scoring guide to assess their own work by identifying their strengths and areas in need of additional work (feedback form).
3. Teacher offers feedback: Teacher points out a strength student overlooked, adds to or modifies what student needs to work on.
4. Students use their own assessment and the teacher’s feedback and decide what to do next.
5. Peer Assessment: If students have practiced giving formative feedback, encourage them to use each other as feedback providers.

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**NAME THE GRAPH**

1. What do you think this might be a graph about? Put names and numbers on the graph to show what you mean.
2. Write down everything you know from your graph.
Partner A: You are a student. You have just solved “Name the Graph” by producing “Fruits.” Describe your solution’s strengths and problems on the feedback form under “My Opinion.”

Partner B: You are Partner A’s teacher. Describe the solution’s strengths and problems in the boxes.

Conduct a three-minute conference about the student’s strengths and problems.

Let the student be the writer on the form.

How might the giving of descriptive feedback play out in your classroom?
The giving of marks and the grading function are overemphasized, while the giving of useful advice and learning function are underemphasized.

--Black & Wiliam, 1998

Feedback on Learning

Take a few minutes to reflect on what you have heard and use your graphic organizer to write down your thinking.