



Getting to the Heart of Assessment & Evaluation

Treasure Mountain 2010

**Usha James and Jo-Anne LaForty
OISE/University of Toronto**





Who Wants to be a Millionaire Quiz

1. What is the main purpose of assessment and evaluation ? -\$100.00
2. What is the difference between assessment and evaluation? - \$500
3. How can teacher-librarians support teachers in best practices of assessment? \$1,000
4. List 5 assessment strategies for learning you could use in the library to assess your students?-\$10,000
5. What is the title of new Ontario Ministry resource that is still in draft form? - \$1,000,000



Goals/Agenda



Setting the context and issues



Understanding types of assessment

Thinking about rubrics as an evaluation tool

Providing solutions: Library application

Reflecting on your role





Tappers and Listeners: instructions & reflection

Instructions:

If you are with a partner, designate A person and B person
A=Tappers and B=Listeners



- Tappers: select a common song (e.g. Happy Birthday) and tap the rhythm for the listener (no humming)
- Listeners: once hearing the song tapped out (once or twice) guess the song.
- Switch roles

If you are not with a partner, click on the speaker icon to hear the activity modelled

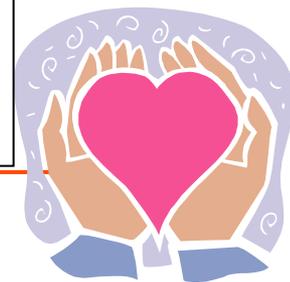


Reflection:

Listeners: Were you able to correctly identify the song?

Tappers: What were you feeling?

How might this relate to teaching and assessment?



Tappers and Listeners -debrief



It's hard to be a tapper. The problem is that tappers have been given knowledge (the song title) that makes it impossible for them to imagine what it's like to lack that knowledge.



Both of these groups rely on ongoing communication, but, like the tappers and listeners, they suffer from enormous information imbalances.



PRIMARY PURPOSE OF
ASSESSMENT—

IS TO **IMPROVE** STUDENT
LEARNING

assessment **FOR** learning





Paradigm shift . . . Assessment & Evaluation

Old paradigm – evaluation for marks

- all assessment was evaluated (marked & counted)
- focus was on “making the judgment”, deciding the mark
- not considered for student learning



New paradigm – assessment for learning

- multiple assessment opportunities
- focus on student and teacher gauging the learning, and the gaps in learning
- teacher can adjust practice to ensure success



Here's the library scenario



A new teacher comes to the library and tells you that almost half her class did poorly on the civics summative project. A number of students even plagiarized. Her department head suggested that she be pro-active and meet with you to discuss how you could support the classes next semester.



WHY?



- Think about all the possible reasons why this might have happened
- Write down each reason
- Discuss with a colleague

Strategy: Think Write Share



Sort the Reasons

- What reasons related to design of the assignment? (summative)
- What reasons related to process? (formative)
- What reasons related to not knowing the students and their needs (diagnostic)





3 types of assessment

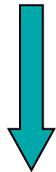
1. Diagnostic: finding out what the students already know
 - ❑ Completed at the **beginning** of unit
2. Formative: monitoring student learning throughout the process
 - ❑ Completed **throughout** unit
3. Summative:
 - ❑ Completed at **end** of unit



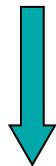
Current Practice: Backward Design



- **WHAT?** Start with the expectations (content and skills)



- **HOW?** Decide how students will show what they have learned & how you will monitor this (assessment)



- Create **lessons/activities** for student learning and student success (working backwards)



3. Summative



- assessment that **wraps up** a unit, activity, course, or semester. Focuses on the student achievement and program effectiveness

Purpose: to engage the students in showing how well they understand and apply the unit expectations



Being an Involved Citizen



You and others in the city are interested in lobbying for _____ . The mayor is undecided about this issue and decides to convene a task force to study the issue and make a public recommendation. The taskforce must be made up of people who have a stake or expertise in this issue and who bring different perspectives.

See Appendix One



Summative possible solutions



- Authentic and meaningful task
 - Invites critical thinking and judgement through exploring challenging questions or problems
 - Relevant to their world
 - Multiple perspective
- Student choice & ownership
- Clear guidelines
- Focus on process



Rubrics for Learning – evaluation tool



Compare the two rubrics

- what are two things you like
- what are two things you don't like
- what suggestions would you make

See Appendix Two: Rubric 1 & Rubric 2



Rubrics for Learning – debrief



- Issues to Action Presentation Rubric compared to
- Generic Rubric to Assess Research-based project

Further Reading:

Using Rubrics to Promote Thinking by Heidi Goodrich Andrade

http://www.smallschoolsproject.org/PDFS/coho103/using_rubrics.pdf



Consider Learning Skills/Work Habits



K - 12

- Responsibility
- Organization
- Independent Work
- Collaboration
- Initiative
- Self-regulation

http://www.edu.gov.on.ca/eng/document/forms/report/card/HS_Semester_Final.pdf

http://www.edu.gov.on.ca/eng/document/forms/report/card/ElemReport_PublicGr7to8.pdf

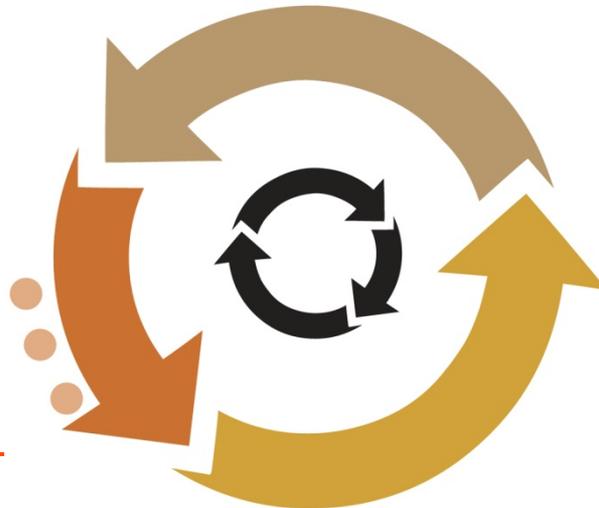




2. Formative

- **ongoing** assessment used to monitor student performance and provide feedback

Purpose: ensure student understanding and success so teacher can modify lesson, activities and teachings



Thinking about formative assessment

- Go to Appendix three
- Read each learning opportunity and decide if it is good instruction or formative assessment



See Appendix Three



Formative assessment: debrief



What distinguishes formative assessment from good instruction is the addition of specific individual feedback and comments targeted at ways of improving the student's performance or understanding and scaffolding next steps.



1. Diagnostic:

- Gather information about prior skills and knowledge



Purpose:

- ❑ Pinpoint abilities, interests, and knowledge
- ❑ Modify lessons and learning with this in mind
- ❑ Motivate students; they understand what they are going to learn and see relevance



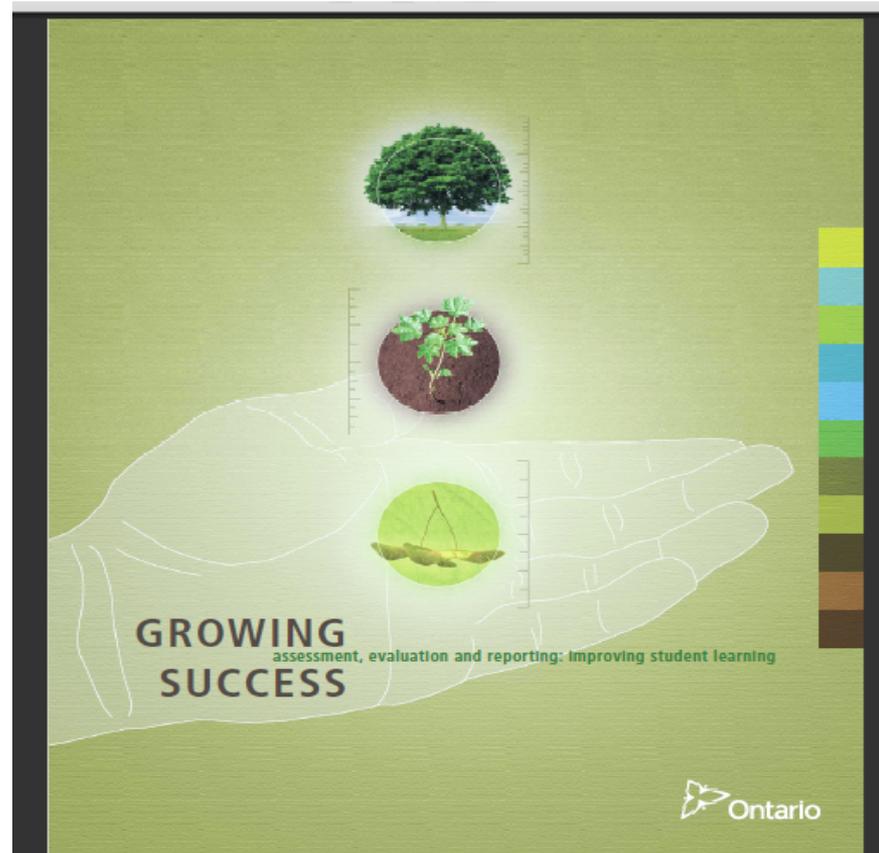


So, what does this mean in the library

- Design the learning experience considering
 - Reading level -
 - Interests
 - Kind of learners
 - Learning styles, experience with research
- Making instructional decisions
 - Tasks - relevance
 - Resources
 - Kind of instruction
 - Visual – video clips, YouTube, interactive websites
 - Kinesthetic
 - Linguistic
- Level of instruction
 - Basic, advanced, combination



New Ontario Ministry of Education document — draft only (to be released Spring/Summer 2010)



http://www.ocup.org/resources/documents/EDU_GS_binder_010708_BMv2.pdf



Reflection



1. How would you approach the teacher?
2. What questions would you ask now?
3. Think about something you are doing with a teacher this week? Is there an idea you might try?

3 Types of Assessment

Diagnostic
Formative
Summative





meets



- Library is the **heart** of the school
 - Learning commons
 - Connections with all staff
 - Influence learning

- Assessment is the **heart** of learning
 - Authentic and challenging task to engage learners
 - Clear evaluation
 - Support and feedback throughout process
 - Students' prior knowledge & skills

Student Learning &
Student Success

