

Using Tech Tools to Connect Assessment and Instruction in the 21st Century Classroom



*Using Assessment as a
Teaching and Learning Tool*

THE CENTERS FOR QUALITY TEACHING AND LEARNING

Helping teachers reach every student, every day.





21st Century Tech Tools





21st Century Classrooms

- ✓ Project based
- ✓ Inquiry based
- ✓ Portfolios
- ✓ Podcasts
- ✓ Videos
- ✓ Animations
- ✓ Digital Storytelling
- ✓ Social media





21st Century Assessments

- ✓ Authentic – Real World Tasks
- ✓ Performance Based
- ✓ Application
- ✓ Collaborative
- ✓ Higher Order Thinking Skills





High Quality Assessment

- ✓ Variety of formats used to measure each skill area.
 - ✓ Multiple Choice
 - ✓ True False
 - ✓ Matching
 - ✓ Short Answer/Fill in the Blank
 - ✓ Essay/Product/Performance
- ✓ Represent a variety of thinking levels.
 - ✓ Revised Bloom's Taxonomy





Assessment – Heart of Education?





Defining Assessment

Assessment is an on-going process whose goal is understanding and improving student learning.

- Donna M. Qualters, 2001





Informal Assessment

- ✓ Teachers collect data about student performance *all day, every day.*
- ✓ Class discussion, practice sessions, verbal question and answer, and observation provide *much more data than any test or quiz could collect.*

The question is, how do you quantify this data?





Mandatory Engagement

Step 1 - *Make it mandatory.*

- ✓ Don't let students choose whether they will engage in learning.
- ✓ Eye contact is not proof of engagement.





Overt Responses

Step 2 - *Make it overt, not covert.*

- ✓ All
- ✓ Overt (measurable)
- ✓ During





Collecting Informal Data

Step 3 – *Collect and Record Data*

- ✓ White boards
- ✓ Voting
- ✓ 4 Corners
- ✓ **Personal Response Systems (Clickers)**
- ✓ Signal Cards
- ✓ Exit Slips
- ✓ Running Records





Tech Tools for Assessment

Personal Response Systems (aka clickers)

- ✓ Engage all students
- ✓ Provide real time assessment data
- ✓ Make data collection easy





21st Century Assessments

21st Century assessments
are focused on both
the **learning process** and
the **assessment outcome** .





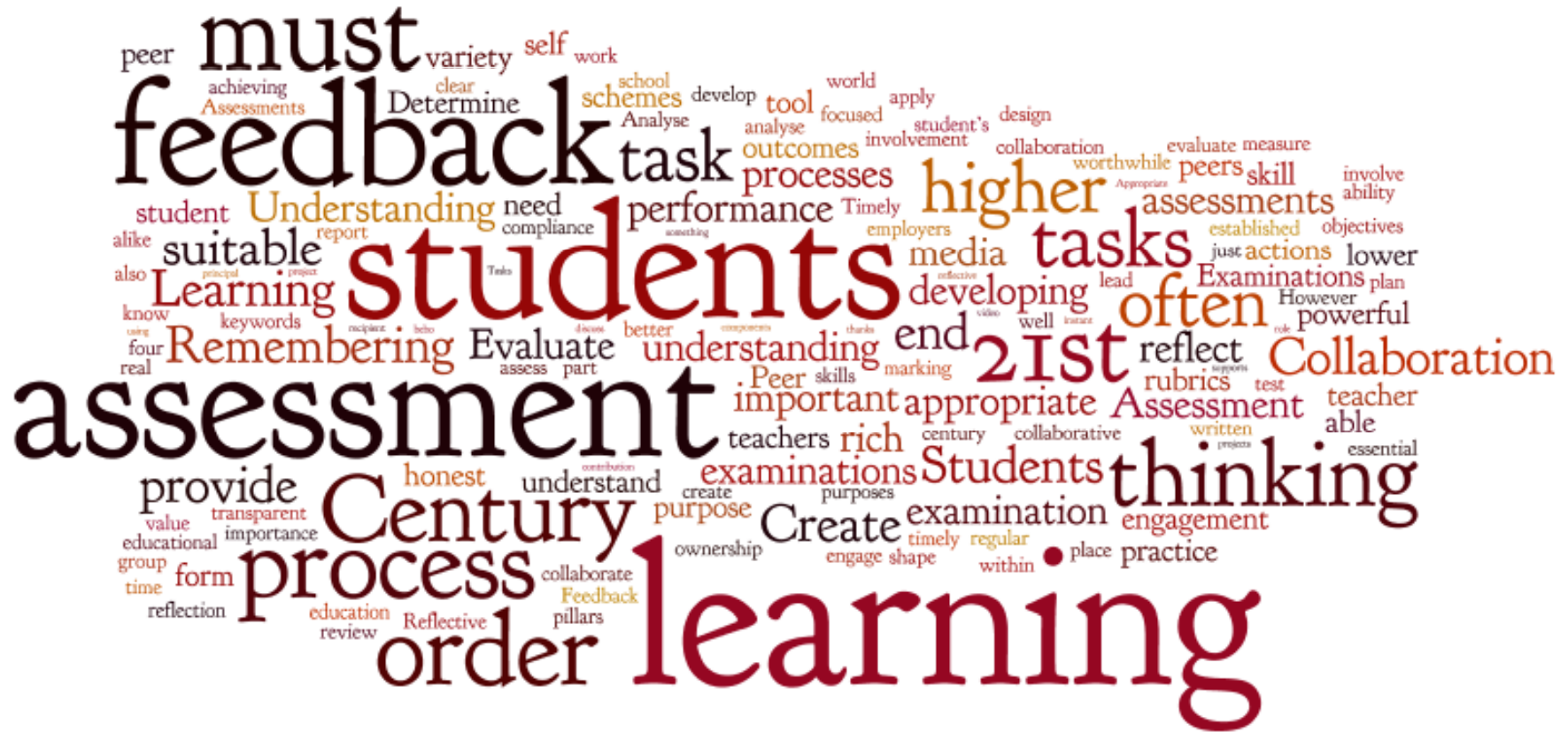
Holistic Assessment

- ✓ **Assessment *for* Learning**
- ✓ **Assessment *as* Learning**
- ✓ **Assessment *of* Learning**





21st Century Assessment Wordle



<http://edorigami.wikispaces.com/21st+century+Assessment/>





Defining Assessment

Primary Purposes of School Assessment:

- ✓ Support learning
- ✓ Report achievement of individuals for certification, progress or transfer
- ✓ Satisfy demands for public accountability

- Paul Black, 1998





Formative Assessment

You can't know where you
are going unless you know
where you are!





Key Questions

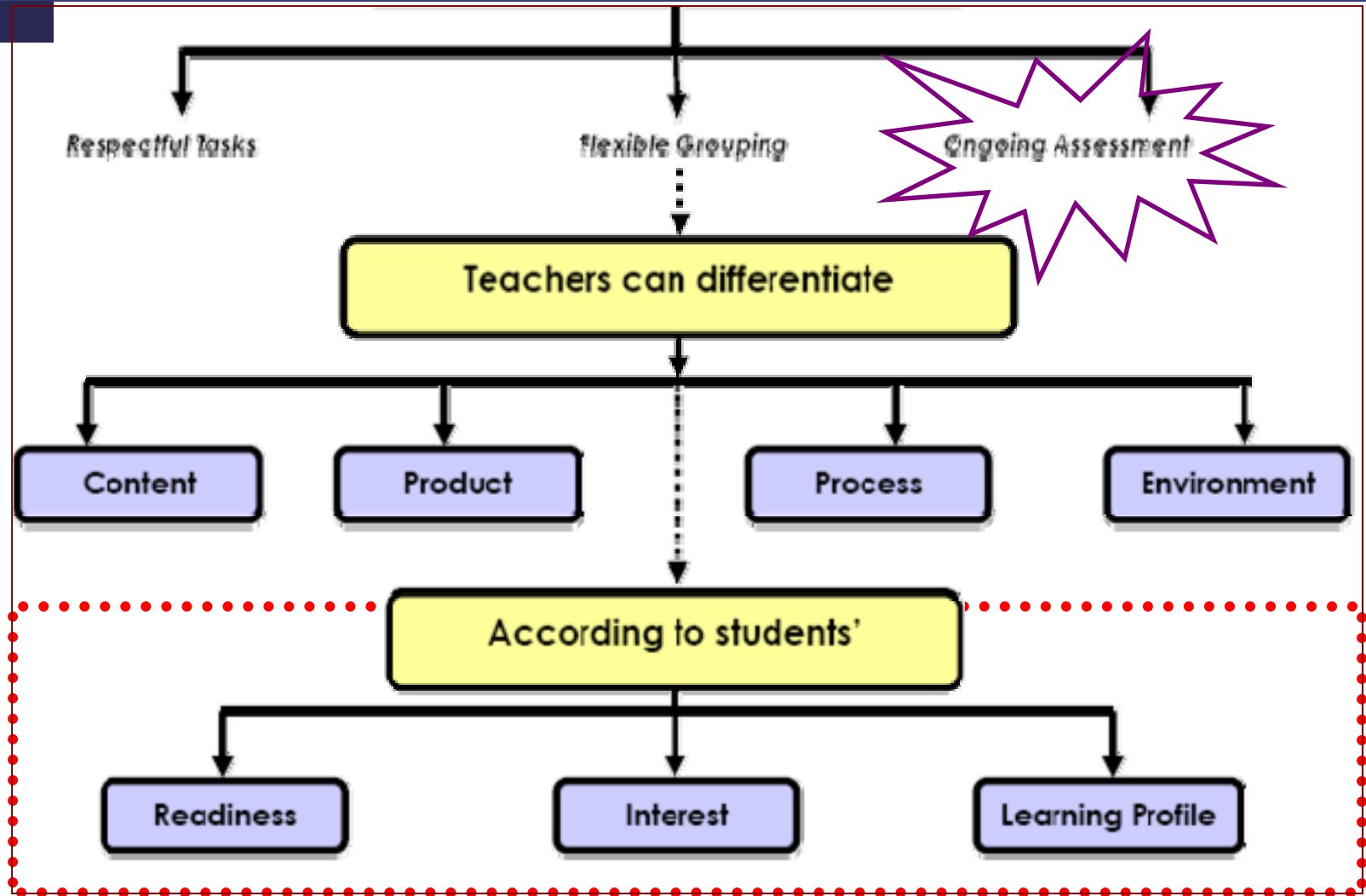
- ✓ What do we want our students to know?
- ✓ How will we know they have learned it?
- ✓ What do we do when they do not learn it or already know it?

Rick DuFour Learning By Doing





Assessment and Differentiation





Holistic Assessment

- ✓ Assessment *for* Learning
- ✓ **Assessment *as* Learning**
- ✓ Assessment *of* Learning





Using Classroom Student Data

During the Lesson:

- ✓ Performance feedback
 - ✓ Abundant
 - ✓ Immediate
 - ✓ Specific
- ✓ Midcourse corrections

Planning Instruction:

- ✓ Pacing
- ✓ Emphasis
- ✓ Investing time, effort
- ✓ Differentiation





Tech Tools & Assessment

OVERT RESPONSES:

- ✓ Performance Feedback
- ✓ Midcourse Corrections
- ✓ Differentiated Instruction





Performance Feedback

- ✓ Specific
- ✓ Abundant
- ✓ Immediate

Performance feedback, especially during **first-time learning**, helps learners make appropriate **connections** in the brain as part of a rich and complex **neural schema**.





What will we do when they do not learn?

Midcourse Corrections:

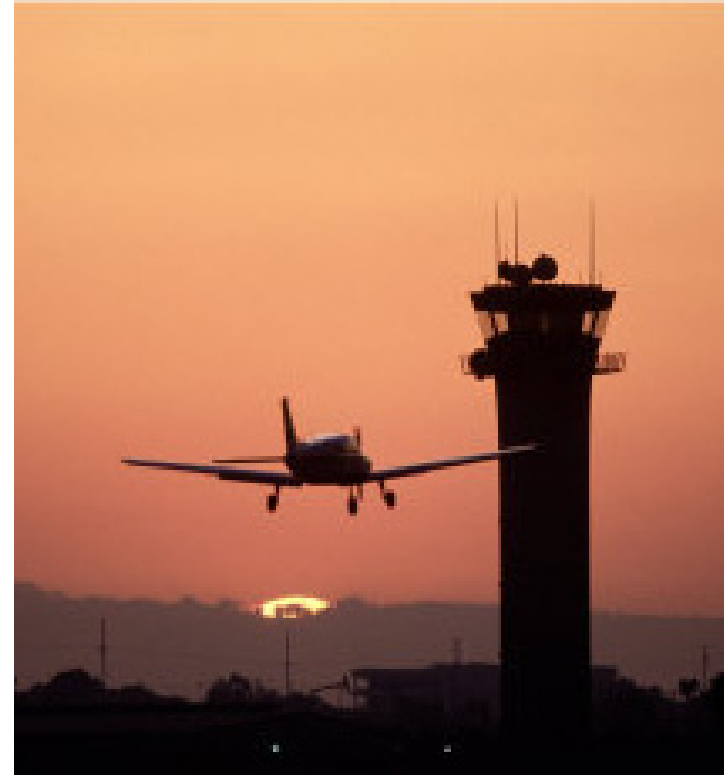
- ✓ Overt responses are key to effective midcourse corrections
- ✓ Teacher uses data to be flexible and to know to stop, speed up, slow down or come back to a subject later, based on knowledge of the students' performance





Midcourse Corrections

- ✓ Practice
- ✓ Re-teach
- ✓ Move on
- ✓ Abandon
- ✓ Extend
- ✓ Connect





What will we do when they do not learn?

Assessment

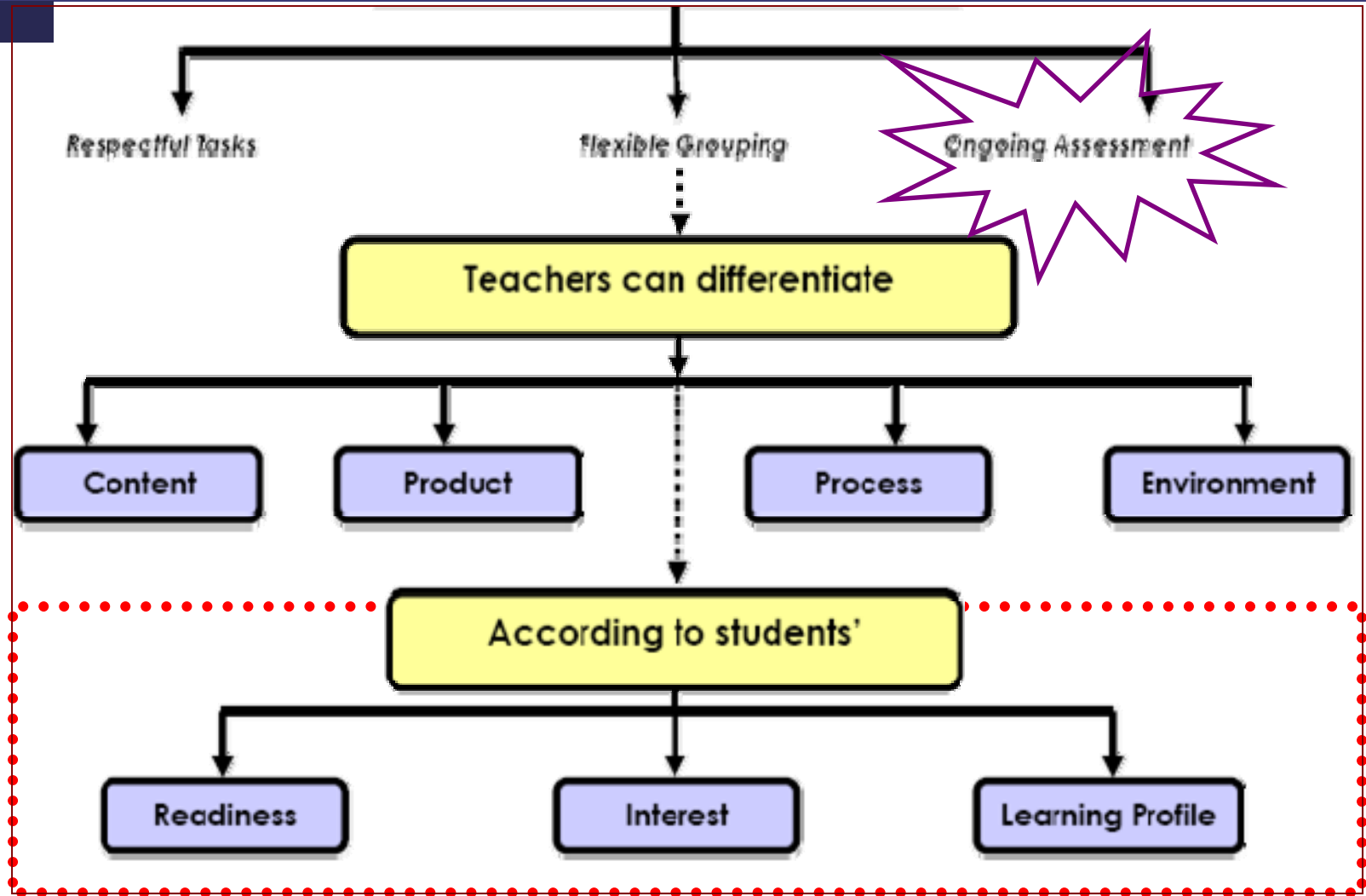


Differentiated Instruction





Assessment and Differentiation





Holistic Assessment

- ✓ Assessment *for* Learning
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Using Rubrics

A Trip Through Space Multimedia Project : Multimedia Project

CATEGORY	4	3	2	1
Content	All assigned space concepts presented in-depth with accurate details and examples. Subject knowledge is excellent. More than six slides were used.	One of assigned topics may be weak, but knowledge is in depth and accurate in other space topic areas. Six or more slides were used.	More than 2 pages do not include accurate space information Six slides were used.	Content is minimal in most sections. OR there are several factual errors. Less than six slides were used.
Organization	Content well organized. Creative headings were used to group material.	Content is somewhat organized with adequate headings chosen.	Some slides seem out of order. Subject headings may not match information.	No clear organizational structure, just lots of facts.
Attractiveness	Excellent use of font, color, graphics, effects to enhance the presentation.	Good use of font, color, graphics, effects, to enhance the presentation.	Uses font, color, graphics, effects, but occasionally these detract from the presentation content.	Font, color, graphics, or lack of often distract the presentation content.
Images	Every page includes 2 or more images which are directly related to page content.	Every page includes 1 or 2 images. Majority of images are directly related to page content.	Every page has at least one image, but many do not relate to page content.	Some pages are missing images.





Creating and Using Rubrics

“A rubric is a scoring tool that lists the criteria for a piece of work, or “what counts”; it also articulates gradations of quality for each criterion, from excellent to poor.”

-Heidi Goodrich, Ed Leadership 54(4), 1997

*Rubrics are **NOT** simple **checklists**, but rubrics can be created from a checklist or accompanied by one.*





Creating and Using Rubrics

- ✓ Get students in on the process.
- ✓ Give the rubric to students *before they begin*.
- ✓ Use the rubric not only as an assessment, but as a **guide** that helps students understand expectations.





Reflecting on Assessment

Was the assessment high quality?

- ✓ Did it measure student learning that aligned with the standards?
- ✓ Was the type of assessment the most appropriate for what it was measuring?
- ✓ Did it assess both lower and higher order thinking skills?
- ✓ Did it require students to demonstrate learning in a variety of ways?
- ✓ Did it provide opportunities for students to be involved in their own learning?
- ✓ Was it valid, reliable and fair?





“Not everything that can be counted counts, and not everything that counts can be counted.”

- Albert Einstein





Quality Teaching & Learning

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