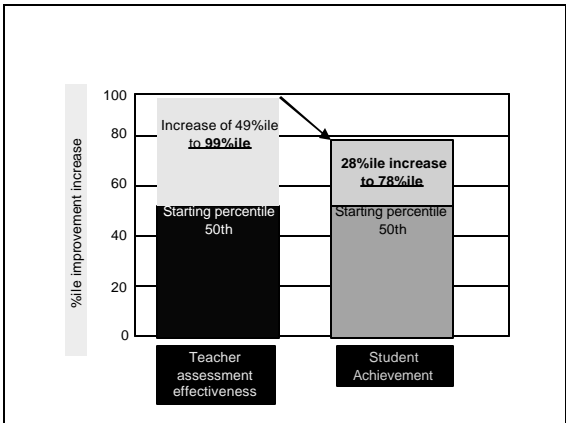
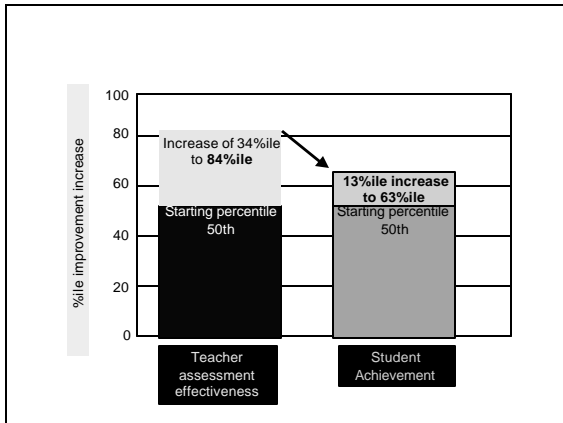


Black & Wiliam (1998)
 Assessment in Education, p. 61

- “As an illustration of just how big these gains are, an effect size of .70, if it could be achieved on a nationwide scale, would be equivalent to raising the mathematics attainment score of an ‘average’ country like England, New Zealand or the United States into the ‘top five’ after the Pacific rim countries of Singapore, Korea, Japan and Hong Kong” (Beaton et al, 1996)



John Hattie—reviewed 7,827 studies on learning and instruction.

Conclusion... “The most powerful single innovation that enhances achievement is feedback. The simplest prescription for improving education must be ‘dollops’ of feedback.”

- Like most things in education, classroom assessment enhances student achievement under certain conditions only.
- Feedback from classroom assessments should provide students with a clear picture of
 - their progress on learning goals and
 - how they might improve
 - Feedback from classroom assessment should encourage students to improve.
 - Classroom assessment should be formative in nature.
 - Formative classroom assessments should be quite frequent.

Tracking My Own Learning

Student Name _____ Date _____
 Topic _____

My score at beginning: _____ My goal: _____ by _____

Week	Score
a	48%
b	55%
c	60%
d	60%
e	60%
f	60%
g	60%
h	60%

a Pretest 2/12 (48%)
 b Quiz 2/15 (60%)
 c Quiz 2/19 (60%)
 d _____
 e _____
 f _____
 g _____
 h _____

TRACKING STUDENT LEARNING: Classroom

Teacher: Deborah Tracy Long Ms. J
 Student Period/Class: 3rd 2nd Quadrant

Learning Goal: Write paragraphs with topic sentences, supporting details, and a conclusion (Book, Biography)

Week	Percentage
a	50%
b	50%
c	50%
d	60%
e	60%
f	60%
g	60%
h	60%

a. 11.2. History Book
 b. 11.15. The Gas Book
 c. 11.18. Science Book
 d. 11.21. Math Book
 e. 11.24. Book Report
 f. _____
 g. _____
 h. _____

TRACKING STUDENT PROGRESS: School

School: YYZ Middle School
 Grade/Section: Lang. Art. 8 Tracy Period 1 Year 1 Apr. 2011

Learning Goal: Write paragraphs with topic sentences, supporting details, conclusion (Book/Biography)

Week	Percentage
a	40%
b	45%
c	45%
d	45%
e	45%
f	45%
g	45%
h	80%

a. October
 b. October
 c. November
 d. January
 e. February
 f. April
 g. _____
 h. Book Report
Book Assessment

Keeping Track of my Learning

Name: R. H.
 Learning Goal: Understand and use decimals and percents

My score at the beginning: 2 My goal is to be at 3 by Nov 30th

Specific things I am going to do to improve: Work 15 min three times a week.

Week	Score
a	2
b	2
c	2
d	2
e	2
f	2
g	2
h	3

a. Oct. 2nd
 b. Oct. 12
 c. Oct. 20
 d. Oct. 30
 e. Nov. 10
 f. _____
 g. _____
 h. Nov. 26

Tracking My Own Learning

Student Name: R. H. Date: _____

Learning Goal: Understand decimals and percents

Week	Score
a	1.5
b	1.5
c	2.0
d	2.0
e	2.0
f	2.0
g	2.0
h	2.5

a. Oct 10
 b. Oct 17
 c. Oct 21
 d. Oct 30
 e. _____
 f. _____
 g. _____
 h. _____

Learning Goal: Make use of strategies with decimals and percents

Week	Score
a	3
b	3
c	3
d	3
e	3
f	3
g	3
h	4

a. Oct 10
 b. Oct 17
 c. Oct 21
 d. Oct 30
 e. _____
 f. _____
 g. _____
 h. _____

Tracking My Own Learning

Student Name: R. H. Date: _____

Learning Goal: Understand and use decimals and percents

My score at beginning: 2 My goal is to be at 3 by Nov 30th

Week	Score
a	1.5
b	1.5
c	2.0
d	2.0
e	2.0
f	2.0
g	2.0
h	3

a. Oct 5 (a)
 b. Oct 12 (a)
 c. Oct 19 (a)
 d. Oct 26 (a)
 e. Oct 30 (a)
 f. Oct 23 (b)
 g. _____
 h. _____

1. if make no mistakes, understand completely
 2. if make no major mistakes, maybe some don't understand need to understand
 3. if make some major mistakes, my score lower if don't understand some concepts better
 4. if make many major mistakes, not yet don't understand yet.

Track Learning Goals

- Identify one grade level (or course) learning goal per quarter or per semester for each of the following subject areas: mathematic, reading, writing, science, and social studies.
- Construct a rubric, or other type of common scale, for each learning goal.
- Have teachers formally and informally assess each learning goal at least once every two weeks keeping track of each student's score on each learning goal. (Use of appropriate computer software is highly recommended)
- Have students keep track of their progress on each goal and use the data as the basis for teacher/student interactions about student progress.
- Periodically (at least, once per quarter) aggregate the data by grade level. Have teachers meet to discuss student progress and how it might be improved

Feedback from classroom assessments should provide students with a clear picture of their progress on learning goals and how they might improve

Bangert-Drowns, Kulik, Kulik, & Morgan, 1991		
# of studies	Characteristic of Feedback from Classroom Assessment	Percentile Gain/Loss
6	Right/wrong	-3
39	Provide correct answers	8.5
30	Criteria understood by student vs. not understood	16
9	Explain	20
4	Student reassessed until correct	20

Feedback from classroom assessments should provide students with a clear picture of their progress on learning goals and how they might improve

Fuchs & Fuchs 1988

49

Evaluation by rule
[uniform way of interpreting results of classroom assessments using a tight logic]

32

A. Items 1-10

Ten items that require recall of important but simpler content that was explicitly taught

Total for section=

B. Items 11-14

Four items that ask for application of complex content that was explicitly taught AND in situations similar to what was taught.

Total for section=

C. Item 15-16

Two items that asks for application in novel situations that go beyond what was explicitly taught

Total for section=

Total /100

A. Items 1-10

Ten items that require recall of important but simpler content that was explicitly taught

Total for section= /40

B. Items 11-14

Four items that ask for application of complex content that was explicitly taught AND in situations similar to what was taught.

Total for section= /40

C. Item 15-16

Two items that asks for application in novel situations that go beyond what was explicitly taught

Total for section= /20

Total /100

A. Items 1-10

Ten items that require recall of important but simpler content that was explicitly taught

Total for section= /40

All correct +

B. Items 11-14

Four items that ask for application of complex content that was explicitly taught AND in situations similar to what was taught.

Total for section= /40

Two correct +

C. Item 15-16

Two items that asks for application in novel situations that go beyond what was explicitly taught

Total for section= /20

None correct

Total /100

A. Items 1-10
 Ten items that require recall of important but simpler content that was explicitly taught

Total for section= 40/40

All correct +

B. Items 11-14
 Four items that ask for application of complex content that was explicitly taught AND in situations similar to what was taught.

Total for section= 20/40

Two correct +

C. Item 15-16
 Two items that asks for application in novel situations that go beyond what was explicitly taught

Total for section= 0/20

None correct
 Total 60/100

Name: _____

Paragraph/Essay Writing Rubric

Content	(10)	10
Paragraph	(10)	10
Sentence	(10)	10
Topic Sent	(10)	10
Details/E	(10)	10
Conclud	(10)	10
Transitions	(10)	10
Word Choice	(10)	10
Spelling	(10)	10
Total Score	(100)	86%

Nice Job!

A generic template for rubric design

4	
3	The student's responses demonstrate no major errors or omissions regarding any of the information and/or processes (THAT WERE EXPLICITLY TAUGHT)
2	
1	
0	

4	
3	The student's responses demonstrate no major errors or omissions regarding any of the information and/or processes
2	The student's responses indicate major errors or omissions regarding the more complex ideas and processes; however they do not indicate major errors or omissions relative to the simpler details and processes
1	processes
0	

4	
3	The student's responses demonstrate no major errors or omissions regarding any of the information and/or processes
2	The student's responses indicate major errors or omissions regarding the more complex ideas and processes; however they do not indicate major errors or omissions relative to the simpler details and processes
1	The student provides responses that indicate a distinct lack of understanding of the knowledge. However, with help, the student demonstrates partial understanding of some of the knowledge.
0	

4	
3	The student's responses demonstrate no major errors or omissions regarding any of the information and/or processes
2	The student's responses indicate major errors or omissions regarding the more complex ideas and processes; however they do not indicate major errors or omissions relative to the simpler details and processes
1	The student provides responses that indicate a distinct lack of understanding of the knowledge. However, with help, the student demonstrates partial understanding of some of the knowledge.
0	The student provides little or no response. Even with help the student does not exhibit a partial understanding of the knowledge.

4	In addition to exhibiting level 3 performance, the student's responses demonstrate in-depth inferences and applications that go beyond what was taught in class
3	The student's responses demonstrate no major errors or omissions regarding any of the information and/or processes
2	The student's responses indicate major errors or omissions regarding the more complex ideas and processes; however they do not indicate major errors or omissions relative to the simpler details and processes
1	The student provides responses that indicate a distinct lack of understanding of the knowledge. However, with help, the student demonstrates partial understanding of some of the knowledge.
0	The student provides little or no response. Even with help the student does not exhibit a partial understanding of the knowledge.

Scale	
4	In addition to exhibiting level 3 performance, in-depth inferences and applications that go BEYOND what was taught in class.
3	No major errors or omissions regarding any of the information and/or processes (SIMPLE OR COMPLEX) that were explicitly taught
2	No major errors or omissions regarding the SIMPLER details and processes BUT major errors or omissions regarding the more complex ideas and processes
1	With HELP, a partial knowledge of some of the simpler and complex details and processes
0	Even with help, no understanding or skill demonstrated.

Three Types of Items

- Level 2 items: *Simpler details and processes that have been explicitly taught.*
- Level 3 items: *Complex ideas and processes that have been explicitly taught.*
- Level 4 items: *Inferences and applications that go beyond what was taught*

Patterns of Responses

- Student answers L2 items correctly but not L3 and L4 items.
- Student answers L2 and L3 items correctly but not L4
- Student misses all items, but with help can answer some correctly
- Students misses all items even when helped

Patterns of Responses

- Student answers L2 items correctly but not L3 and L4 items. (2.0)
- Student answers L2 and L3 items correctly but not L4 (3.0)
- Student misses all items, but with help can answer some correctly (1.0)
- Students misses all items even when helped (0.0)

The complete scale allows for half-point scores (3.5, 2.5, 1.5, .5)

Scale

4	In addition to exhibiting level 3 performance, in-depth inferences and applications that go BEYOND what was taught in class.
3	No major errors or omissions regarding any of the information and/or processes (SIMPLE OR COMPLEX) that were explicitly taught
2	No major errors or omissions regarding the SIMPLER details and processes BUT major errors or omissions regarding the more complex ideas and processes
1	With HELP, a partial knowledge of some of the simpler and complex details and processes
0	Even with help, no understanding or skill demonstrated.

Scale

4	In addition to exhibiting level 3 performance, in-depth inferences and applications that go beyond what was taught in class. <i>3.5 In addition to exhibiting level 3 performance, partial success at in-depth inferences and applications that go beyond what was taught in class.</i>
3	No major errors or omissions regarding any of the information and/or processes (SIMPLE OR COMPLEX) that were explicitly taught <i>2.5 No major errors or omissions regarding any of the simpler information and/or processes and partial knowledge of the more complex information and processes.</i>
2	No major errors or omissions regarding the simpler details and processes BUT major errors or omissions regarding the more complex ideas and processes <i>1.5 Partial knowledge of the simpler details and processes, but major errors or omissions regarding the more complex ideas and processes.</i>
1	With help, a partial knowledge of some of the simpler and complex details and processes. <i>.5 With help, a partial knowledge of some of the simpler details and processes but not of the more complex ideas and processes.</i>
0	Even with help, no understanding or skill demonstrated.

A. Items 1-10 Level 2.0

Ten items that require recall of important but simpler content that was explicitly taught

All correct +

B. Items 11-14 Level 3.0

Four items that ask for application of complex content that was explicitly taught AND in situations similar to what was taught.

Two correct +

C. Item 15-16 Level 4.0

Two items that asks for application in novel situations that go beyond what was explicitly taught

None correct

Rubric Score:

A. Items 1-10 Level 2.0

Ten items that require recall of important but simpler content that was explicitly taught

All correct +

B. Items 11-14 Level 3.0

Four items that ask for application of complex content that was explicitly taught AND in situations similar to what was taught.

Two correct +

C. Item 15-16 Level 4.0

Two items that asks for application in novel situations that go beyond what was explicitly taught

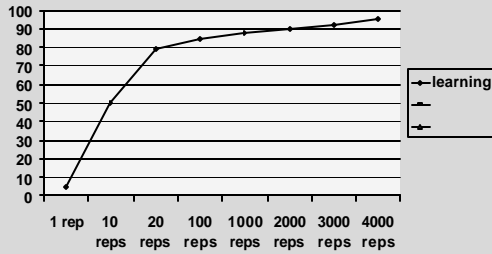
None correct

Rubric Score:2.5

Averages and Trend Scores

	Student 1	Student 2	Student 3
	2.0	3.0	2.0
	1.5	2.0	1.0
	2.0	2.0	1.5
	3.0	2.5	2.0
	2.5	3.0	2.0
	3.0	2.0	2.5
	3.0	3.0	3.0
	2.5	2.5	3.0
	3.0	3.0	3.5
	3.0	3.0	3.0
Average	2.55	2.60	2.35
Trend Score	3.00	2.71	3.00

Power Law



In search of the "true score"

- True Score = Observed Score + Error
- SAT SEM = 33 points
- GRE SEM = 45 points

1.0	2.5
1.5	2.0
2.0	2.5
2.0	
2.0	

Standard	Teacher	Performance Score
Social Studies	Mr. Jordan	2.0
Science		2.0
Math		2.0
Language Arts		2.0
Physical Education		2.0
Art		2.0
Music		2.0
Health		2.0
Character Education		2.0

Standard	Teacher	Performance Score
Social Studies	Mr. Jordan	2.0
Science		2.0
Math		2.0
Language Arts		2.0
Physical Education		2.0
Art		2.0
Music		2.0
Health		2.0
Character Education		2.0

Making Standards-Based Reporting Work

- 20 or fewer elements per subject, per grade level, per year
- a residual category for teacher supplemental content
- a uniform way of scoring assessments and assignments that is RIGOROUS

If you wanted to teach all of the standards in the national documents, you would have to change schooling from K-12 to K-22 .

- 255 standards across 14 subject areas
- 3,500 benchmarks
- 13,000 hours of class time available
- 9,000 hours of instruction available
- 15,500 hours of instruction needed to cover the 3,500 benchmarks

Language Arts Reporting Topics

- Reading
 - Comprehension
 - Word analysis
 - Genre and literary devices
 - The research process
 - Information gathering and organization
 - Technical material

Language Arts Reporting Topics

- Writing
 - The writing process
 - Overall logic and complexity of thought
 - Adaptation to audience and purpose
 - Conventions
 - Use of writing formats

Language Arts Reporting Topics

- Speaking and Listening
 - Structure and logic of presentations
 - Delivery techniques
 - Listening comprehension
 - Group discussion

Mathematics Reporting Topics

- Number Operations and Concepts
 - Basic number concepts and operations
 - Fractions, proportions, decimals, & percents
 - Exponents, roots, & factors
 - Problem solving & mathematical reasoning

Mathematics Reporting Topics

- Geometry
 - Lines and angles
 - Shapes and figures
 - Motion geometry, transformations, congruence, & similarity

Mathematics Reporting Topics

- Measurement
 - Units and systems of measurement
 - Area, perimeter, circumference, & angles
 - Capacity, weight, mass, & volume
 - Time

Mathematics Reporting Topics

- Algebra
 - Expressions, equations, & functions
 - Graphs and graphing systems

Mathematics Reporting Topics

- Data Analysis and Probability
 - Data organization and display
 - Central tendency & dispersion
 - Probability and hypothesis testing

Topic Grade 8: Atmospheric Processes & Water Cycle

4	
3	An understanding of: <ul style="list-style-type: none"> •How the water cycle processes (condensation, precipitation, surface run-off, percolation, evaporation) impact climate changes •The effects of temperature and pressure in different layers of Earth's atmosphere
2	
1	
0	

Topic Grade 8: Atmospheric Processes & Water Cycle

4	
3	An understanding of: <ul style="list-style-type: none"> •How the water cycle processes (condensation, precipitation, surface run-off, percolation, evaporation) impact climate changes •The effects of temperature and pressure in different layers of Earth's atmosphere
2	<ul style="list-style-type: none"> •Recognize and recall basic terms such as: climactic patterns, atmospheric layers, stratosphere, troposphere. •Recognize or recall isolated details such as: <ul style="list-style-type: none"> –Precipitation is one of the processes of the water cycle –The troposphere is one of the lowest portions of the earth's atmosphere
1	
0	

Topic Grade 6-8: Assignments & Work Completion

4	
3	<ul style="list-style-type: none"> •Hand in assignment that meet format requirements specified by teacher •Develop and implement basic time management plan for assignments •Complete assignments on time and provide acceptable explanation when assignments not handed in on time
2	
1	
0	

Topic Grade 6-8: Assignments & Work Completion

4	
3	<ul style="list-style-type: none"> •Hand in assignment that meet format requirements specified by teacher •Develop and implement basic time management plan for assignments •Complete assignments on time and provide acceptable explanation when assignments not handed in on time
2	<ul style="list-style-type: none"> •Be aware of format requirements for assignments •Be aware of elements of basic time management plans •Be aware of deadlines for assignments
1	
0	

Assessment Key:		A. Quiz: Sept. 10	F. Unit Test #1: Sept. 22	K. Quiz: Oct. 8
	B. Homework: Sept. 10	G. Performance Task: Sept. 24	L. Homework: Oct. 11	
	C. Homework: Sept. 15	H. Homework: Sept. 22	M. Homework: Oct. 13	
	D. Homework: Sept. 17	I. Quiz: Oct. 1	N. Quiz: Oct. 15	
	E. Quiz: Sept. 29	J. Homework: Oct. 6	O. Unit Test Performance Task: Oct. 6	

Standards:	Precipitation	Ocean Currents	Measurement of Temperature	Reading Tables	Estimation	Effort	Behavior	Attendance	
									Student:
Common Walker	A	1.5		1.0		2.0	2.5	3.0	4.0
	B	2.0			1.5		1.0	3.0	4.0
	C	1.5				2.0	2.5	3.0	4.0
	D	2.0					2.5	2.5	4.0
	E	1.5		1.5		2.0	2.0	3.0	4.0
	F	2.0		1.5	1.5		2.0	3.0	4.0
	G	2.5		1.5	1.5	2.0	1.0	3.5	4.0
	H		2.0				3.0	3.5	4.0
	I		2.0				1.0	3.0	4.0
	J			2.0	1.5		2.0	2.5	4.0
	K				2.0		2.5	3.0	4.0
	L		2.0				1.0	3.0	4.0
	M			2.5			2.0	3.5	4.0
	N			2.5			2.5	3.5	4.0
	O	2.5	2.5	2.0	2.0		1.0	3.5	4.0
Final Topic Score	2.25	2.5	1.75	1.75	2.0	1.9	3.1	4.0	

Figure 5.6. Standards-based Grade Book with Non-Achievement Factors.

Factors Mediating Leadership Behavior

Focus of the change
and
Order of the change

Leadership for Incremental Change

- Emphasize relationships
- Establish strong lines of communication
- Be an advocate for the school
- Provide resources
- Maintain visibility
- Protect teachers from distractions
- Create culture of collaboration
- Look for and celebrate successes

Leadership for Second Order Change

- Shake up the status quo
- Expect some things to seem worse
- Propose new ideas
- Operate from strong beliefs
- Tolerate ambiguity and dissent
- Talk research and theory
- Create explicit goals for change
- Define success in terms of goals