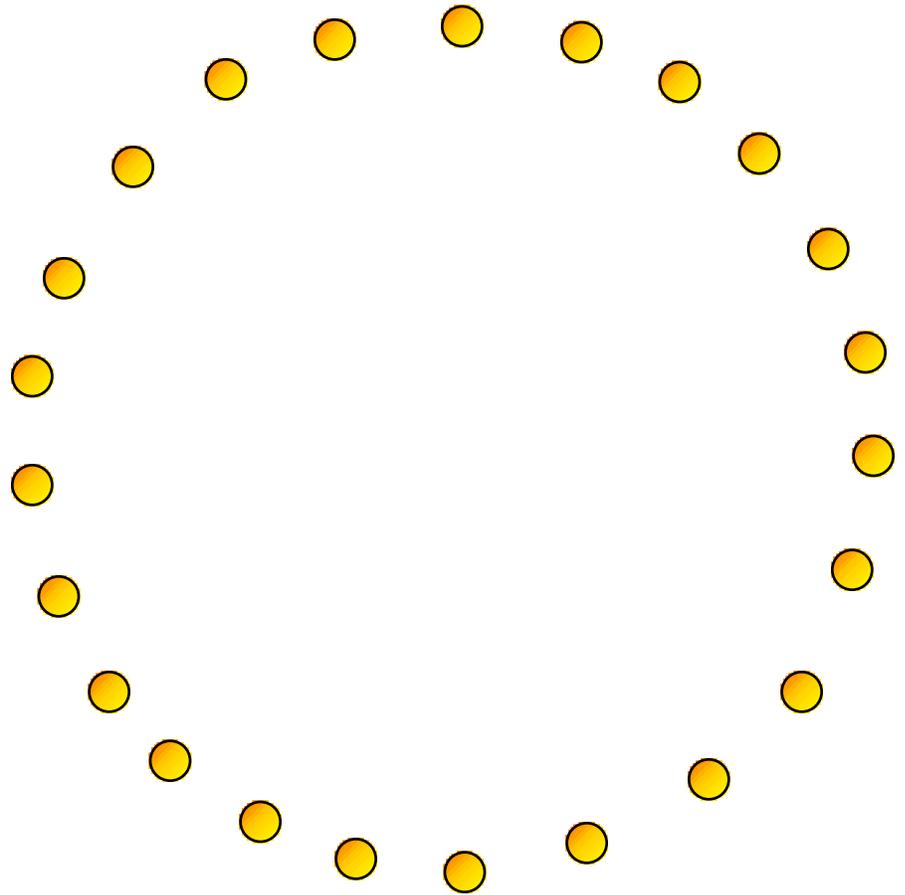


# Assessment, Evaluation and Reporting



**Mini Dindayal**

# Assessment, Evaluation and Reporting

## Supporting Beginning Teachers

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February 2005

## Objectives

- ✓ Discuss the difference between assessment and evaluation
- ✓ Identify the principles of authentic Assessment
- ✓ Discuss how to plan for Assessment and Evaluation
- ✓ Identify different types of Assessment tools and strategies
- ✓ Report Cards

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## How Do Children Demonstrate their Learning?

- ✓ Talking
- ✓ Experimenting
- ✓ Retelling
- ✓ Responding through movement and music
- ✓ Dramatizing
- ✓ Participating
- ✓ Describing
- ✓ Interacting
- ✓ Sorting/Classifying
- ✓ Measuring
- ✓ Questioning
- ✓ Reading
- ✓ Recording
- ✓ Building
- ✓ Estimating/Counting
- ✓ Writing

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## Assessment and Evaluation

There is a clear distinction between assessment and evaluation.

### ASSESSMENT

- Gathering information to inform teaching practice to help students learn more
- Involves considerable feedback during learning

### EVALUATION

- Deciding whether or not students have learned what they needed to learn by considering evidence
- Determining how well they have learned

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## Analogy

The athlete who is preparing for a race spends considerable time practicing and developing skills required in the final performance when she/he will be judged. The coach develops a number of tasks, exercises, and activities that will help the athlete prepare for the final product, the race. The activities are many and varied and might include starts from the blocks, weight training, stretching exercises, diet but they are all building towards the final product. The effective coach carefully plans the activities that will make up the training of the athlete and provides considerable feedback along the way to build on the strengths and improve the areas that require further development.

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The primary purpose of assessment is to improve student learning.



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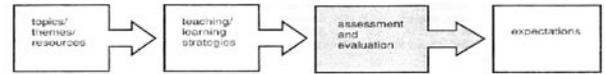
## Six Principles of Authentic Assessment

- ✓ Continuous, informing every aspect of instruction and curriculum building
- ✓ is an integral part of the curriculum
- ✓ developmentally and culturally appropriate
- ✓ focuses on students strengths
- ✓ recognizes that the most important evaluation is self-evaluation
- ✓ invites active collaboration (teacher/ student/parents)

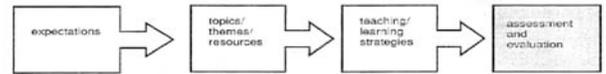
Bridges, 1995 p.8

## Shifting to Expectations Based Planning

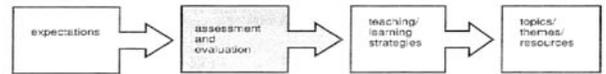
Stage One: Awareness (Functional Understanding)



Stage Two: Practice (Early Implementation)

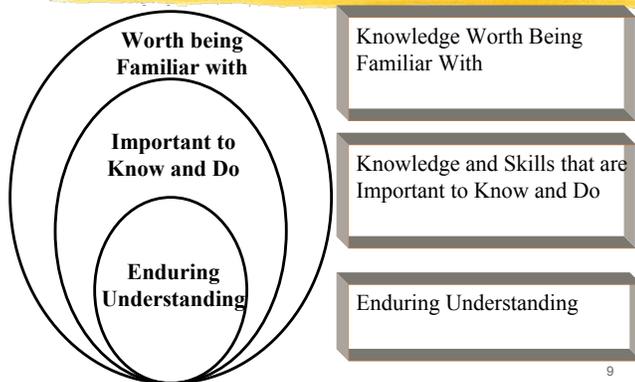


Stage Three: Integration (Lasting Implementation)



## “Design Down” Template

adapted from Understanding by Design G. Wiggins and J. McTighe



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## What is “Effective” Assessment?

Assessment is effective when it informs practice.

- ✓ *Doing* the assessing is only the first step.
- ✓ *Analyzing* what the information reveals and using this information to plan instructional experiences is the **purpose** of assessment.

Assessment is the key to effective teaching and learning.

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## When is Assessment Effective?

Assessment

- ✓ before instruction,
- ✓ during instruction, and
- ✓ after instruction

allows the teacher to make the best instructional decisions.

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## Three Categories of Assessment

Assessment is divided into three broad categories:

- ✓ Diagnostic (assessment **for** learning)
- ✓ Formative (assessment **for** learning)
- ✓ Summative (assessment **of** learning)

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## **What is the purpose of Diagnostic Assessment?**

- ✓ It gives teachers specific information about *when* and *how* to proceed with instruction.
- ✓ It establishes a baseline from which to observe growth.
- ✓ It is assessment **for** learning.

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## **What is the purpose of Formative Assessment?**

- ✓ It encourages self-directed learning by giving students specific feedback.
- ✓ It assists with programming decisions.
- ✓ It is assessment **for** learning.

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## **Role of the Student**

When students are given **specific, descriptive, and timely feedback**, they can assess their own learning and become active participants in the learning process, setting goals for improvement.

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## **What is the purpose of Summative Assessment?**

- ✓ It provides information which can be used to evaluate student achievement.
- ✓ It is used to determine an overall grade/level to students' performance.
- ✓ It provides feedback for reflection to judge the effectiveness of a unit of study.
- ✓ It is assessment **of** learning.

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## **Assessment Tools**

- ✓ **Tools** are what a teacher uses to **record** and/or **categorize** his or her observations.
- ✓ **Tools** should provide a **clear picture** of what the learning should look like (*e.g. criteria and indicators*).

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At any grade,

**OBSERVATION**

is the most powerful assessment tool.

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## Assessment Tools: Anecdotal Records

- ✓ capture and describe student performance;
- ✓ are gathered based on specific “look-fors” pre-determined by the teacher;
- ✓ are systematic and planned for opportunities.

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## What do they look like?

- ✓ A record of brief comments on a student made on a sticky note;
- ✓ An open-faced file folder with grid lines and space for each student;
- ✓ A record of comments on the reverse of student’s assessment record page in a folder or tracker;
- ✓ A legal size folder containing index cards for each student on a flip chart.<sup>20</sup>

## Example

### At-a-glance Observation Record

Focus of observation:			October.04
Sorting and classifying objects			
Alizeh A.	Sami A.	Jacob C.	Dillon F.
Autumn J.	Ziad K.	Kate M.	Jack Mc.

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## Assessment Tools: Rating Scales

- ✓ assess performance on a several-point scale ranging from low to high, which may have as few as 3 points or as many as 10.

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## What do they look like?

- ✓ A list of statements that can be used to rank, describe, or identify criteria;
- ✓ A numbered or bulleted list of key attributes of good performance to be assessed;
- ✓ A set of criteria, which allows the teacher to judge performance, product, attitude and/or behaviour along a continuum.

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## Example - Teacher

### Analysis of Retelling

Did the retelling/summary use supporting details to describe the main idea(s)?			
<input type="checkbox"/> few	<input type="checkbox"/> some	<input type="checkbox"/> most	<input type="checkbox"/> extensive
Did the child make connections to personal experiences?			
<input type="checkbox"/> no/few	<input type="checkbox"/> some	<input type="checkbox"/> many	<input type="checkbox"/> extensive

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## Example - Student

### Reading Attitude Survey

How do you feel when someone reads to you?		
		
How do you feel about sharing a book with a friend?		
		

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## Assessment Tools: Checklists

- ✓ provide a record of the presence or absence of taught/acquired concept, skill, process or attitude;
- ✓ provide a list of criteria to be looked for and assessed in the completion of a task;
- ✓ include a teacher-made list based on content and/or processes related to knowledge, skills, and/or attitudes.

*A Guide to Effective Instruction in Reading: Kindergarten to Grade 3, 2003. Page 12.24*

## What do they look like?

- ✓ A list of key attributes of good performance to be assessed;
- ✓ A descriptor that is preceded or followed by a space for entry (yes, no, √, etc.).

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## Example - Teacher

### Patterning Checklist

Student:	Sept	Oct.	Feb.
Notices patterns in the environment			
Recognizes complex patterns			
Extends simple and complex patterns			
Describes own pattern			
Describes complex patterns			

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## Example - Student

### Reading Self Assessment

Making Meaning at text level	Yes	No	Some -times
I can give an opinion about a book			
When reading, I think about things in my own life.			
When reading, I think about other pieces of text I have read.			
I can make inferences based on the information I have read.			

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## Assessment Tools: Rubrics

- ✓ include a description of specific, observable criteria in the four categories of knowledge and skills;
- ✓ use a range of levels of quality used to assess student work;
- ✓ include a scale which uses brief statements based on criteria to describe the levels of achievement.

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## What do they look like?

- ✓ A clear link between one or more categories of the achievement chart;
- ✓ A connection to the qualifiers from the achievement chart;
- ✓ A list of concise criteria;
- ✓ A brief description of each level of achievement.

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## Example - Rubric

### Reading – Reasoning

Categories /Criteria	Level 1	Level 2	Level 3	Level 4
<b>Reasoning</b> ✓ infers meaning	demonstrates a limited ability to make and support simple inferences	demonstrates some ability to make and support simple inferences	demonstrates a general ability to make and support inferences of some complexity	demonstrates a strong ability to make and support complex inferences
✓ interprets	✓	✓	✓	✓

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## When are Rubrics most effective?

- ✓ when used selectively;
- ✓ when developed by the teacher and shared with students before the performance task;
- ✓ when examples are provided at each achievement level;
- ✓ when teacher and student analyze the examples together;
- ✓ when students use the rubric to guide their work.

A Guide to Effective Instruction in Reading: Kindergarten to Grade 3, 2003, p. 12.25

## Assessment Strategies

**Strategies** are the *means* by which a teacher assesses student progress.

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## Assessment Strategies

**Strategies** provide specific ways for students to demonstrate their learning. Students can:

- ✓ SAY;
- ✓ WRITE;
- ✓ DO.

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## When Selecting an Assessment Strategy.....

Determine:

- ✓ What is to be assessed;
- ✓ Purpose for the assessment;
- ✓ The phase of the learning process at which the students are working.

Ontario Curriculum Unit Planner

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## Assessment Strategies

- ✓ Song
- ✓ Pictorial representation
- ✓ Storyboard/Poster
- ✓ Scrapbook
- ✓ Mind Map
- ✓ Mural Construction
- ✓ Scenario
- ✓ Play
- ✓ Demonstration
- ✓ Audio/video Tape
- ✓ Questionnaire
- ✓ Drama/Puppet Show/Skit
- ✓ Book Review report
- ✓ Interview/Talk show
- ✓ Newspaper/Advertisement
- ✓ Diary
- ✓ Pantomime
- ✓ Discussion Group

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## Assessment Strategies cont.

- ✓ Letter to Editor/Author/Expert
- ✓ Book
- ✓ Timeline
- ✓ Cartoon or Comic Strip
- ✓ Map
- ✓ Readers' Theatre
- ✓ Presentation/Performance
- ✓ Game
- ✓ Chart
- ✓ Reading Portfolio
- ✓ Reading Responses
- ✓ Artifact
- ✓ Puzzle
- ✓ Mobile
- ✓ Interest Inventory
- ✓ Reading Log

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## Reporting

- ✓ Determine letter or percentage grades by reviewing students' work over the term and determining their **most consistent** level of performance in each strand/subject
- ✓ Consideration must also be given to **more recent** student performances, which tasks/assignments are **more significant**, and the teacher's knowledge of the **whole student**.

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## Purpose of Report Cards

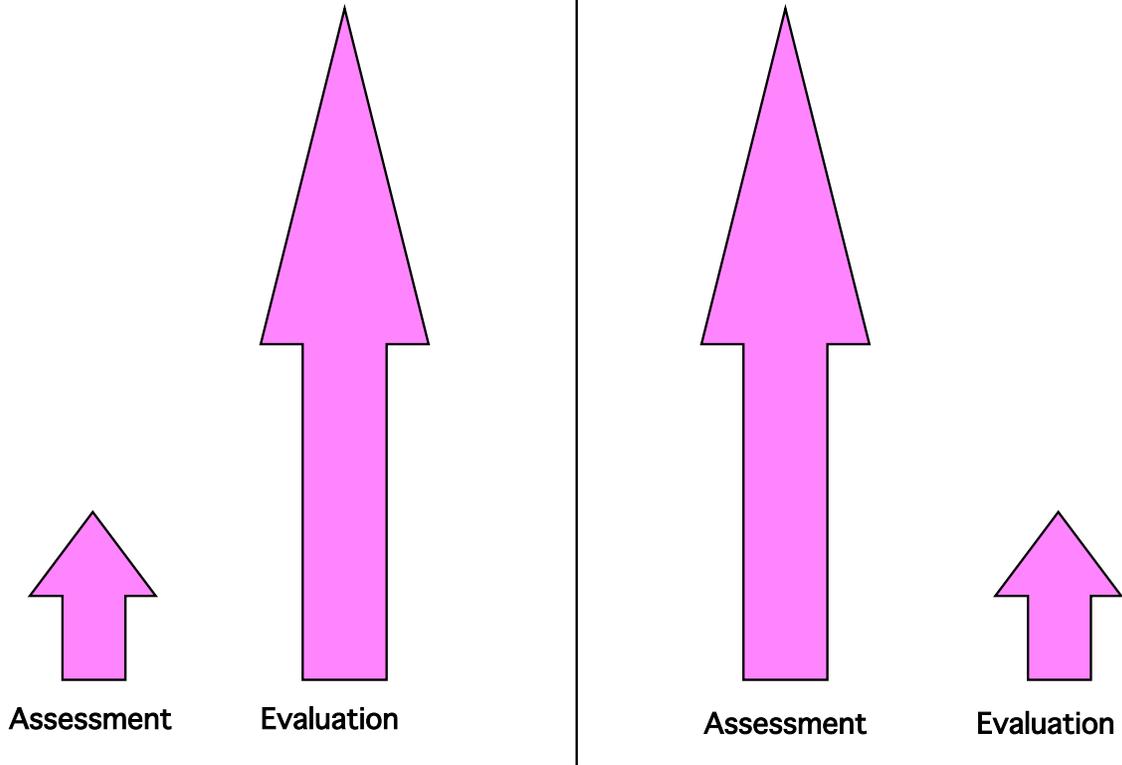
- ✓ Formal communication to parents and students
- ✓ Identify strengths, areas for growth, and next steps
- ✓ Addresses students' achievement of the curriculum expectations

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# Grading

The Past

The Present



Implications for classroom practice:

## A Closer Look at Assessment and Evaluation

Assessment:	Evaluation:
• is planned and _____	• is planned for _____ times throughout the year
• is diagnostic, _____ and summative _____	• is based on _____ assessments
• involves the systematic gathering and _____ of information about how students learn, what they have learned and how they apply their _____ and _____	• involves _____ and _____ the quality of students' work/performance
• describes students' _____ in a variety of situations	• assigns an overall _____ to students' performance
• is based on a variety of formal and informal strategies, including repeated _____, and the administration of specific assessment tools	• is based on the _____, most _____ student performance, drawing on range of assessment data that was collected using a variety of _____ and _____
• identifies students' _____ and _____, and provides students with _____ to guide their improvement	• identifies how well students have achieved the _____ for their grade
• is used by the teacher to _____ and _____ his/her programming, with the ultimate goal of improving student achievement	• provides students and parents with information about students' _____ of the _____
• is necessary for all students, and may be _____ for exceptional students	• is necessary for _____ students
• must be free from _____	• must be free from _____

## Design Down Planning

Planning Assessments based on what students must know and do at the end

### Sample Planning Template

<b>Culminating Task The end product</b>	<b>What students must know and be able to do (OE's)</b>	<b>Achievement Chart Focus</b>	<b>Tools used to evaluate students' work (e.g. Rubric)</b>

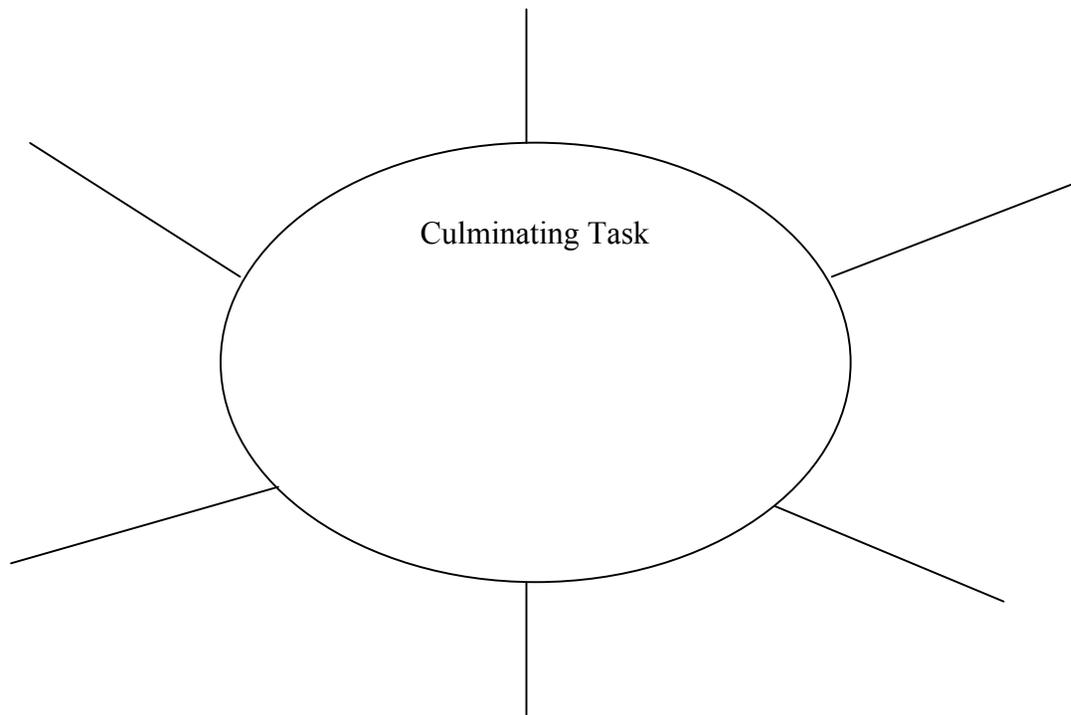
### Assessment Plan: Opportunities for students to practice skills and acquire key knowledge

<b>Learning Task (Activities that build toward the Culminating Task)</b>	<b>Knowledge gained Skills practiced through the activity</b>	<b>Achievement Chart Focus</b>	<b>Assessment tools (e.g. checklist, anecdotal record, rubric)</b>
<b>1.</b>			
<b>2.</b>			
<b>3.</b>			

**Sample Planning Template**

**Assessment Tasks**  
**Key Knowledge**

**Key Skills**



## **ASSESSMENT RESOURCE LIST**

<b>TITLE</b>	<b>AUTHOR</b>
Teaching Children to Read and Write	TDSB
What Really Matters for Struggling Readers	Allington, Richard L.
Reading in TDSB	TDSB
Assessment in the Kindergarten Program	TDSB
First Steps (Reading, Writing, Oral Language, Spelling)	Addison Wesley
Literacy Assessment Manual – Primary (LAMP)	TDSB
Learning to Teach – Not Just for Beginners	Shalaway, Linda
Classroom Beginnings: Teachers’ Guidebook	ETFO
AIR Document (Assessment, Instruction and Reporting)	TDSB
Creating a Child Centered Classroom	Pollshuke, Mindy and Schwartz, Susan
Creating a Dynamic classroom	Pollshuke, Mindy and Schwartz, Susan
Developmental Reading Assessment (DRA)	Beaver, J.
Comprehension Attitude Strategies Interests (CASI)	Nelson
The Observation Survey: Of Early Literacy Assessment	Clay, Marie
The Ontario Curriculum – Exemplars, Gr. 1-8 Reading, Writing, Math, Social Studies, Science	
Writing in the Elementary Grade: A Resource for K-8 Teachers	TDSB
Math Exit and Entry Text Gr. 1-9 **see your MART teacher for a copy	Durham District SB
Understanding By Design	G. Wiggins & J. McTighe
Assessment Continuous Learning	Bridges, Lois
Elementary and Middle School Mathematics – Teaching Developmentally	Van De Walle , John A.
TDSB website <a href="http://www.tdsb.on.ca">www.tdsb.on.ca</a>	
Ontario Curriculum Unit Planner <a href="http://ocup.org">ocup.org</a>	
The Connected Teacher website <a href="http://www.tdsb.on.ca/connected_teacher/login.asp">http://www.tdsb.on.ca/connected_teacher/login.asp</a>	
Ministry of Education <a href="http://eworkshop.on.ca">Eworkshop.on.ca</a>	
ASAP website: S&T exemplars at York U <a href="http://www.ysiste.com/asap/">http://www.ysiste.com/asap/</a> <a href="http://exemplars.ysiste.com">http://exemplars.ysiste.com</a>	User: TDSB Password: teacher