

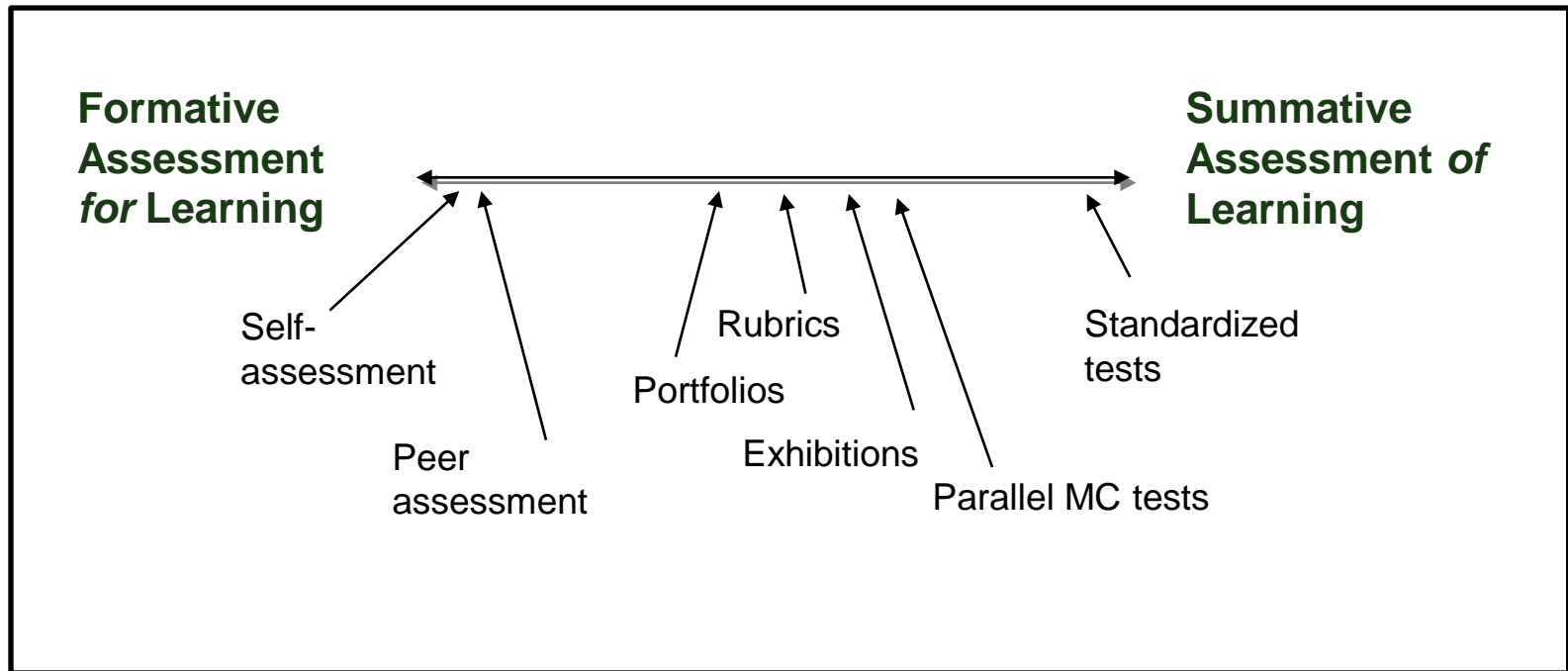
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- Where am I going? How am I going? and Where to next? An ideal learning environment or experience occurs when both teachers and students seek answers to each of these questions. Too often, teachers limit students' opportunities to receive information about their performances in relation to any of these questions by assuming that responsibility for the students.... Students, too often, view feedback as the responsibility of someone else, usually teachers, whose job it is to provide feedback information by deciding for the students how well they are going, what the goals are, and what to do next. (Hattie & Timperley, 2007, pp. 88, 101)
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Assessment as a Moment of
Learning: Using Rubric-Referenced
Self-Assessment to Promote
Achievement

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The Dual Purposes of Assessment

Assessment should serve the purposes of *learning* in addition to serving the purposes of accountability.



Assessment \neq Grading

- Summative assessment = grading or scoring
 - Formative assessment = feedback for teachers and students
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Summative Assessments

- Provide an overall measure of student performance for someone *outside* the classroom, e.g., a report card for parents, a test score for college admissions officials.
 - Consequences can be critical, e.g., being promoted or not, getting into college or not.
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Formative Assessments

- Provide feedback for someone *inside* the classroom on how well a student is doing in a given subject at a given level.
 - Consequences are more immediate, such as individualized instruction, revision, improvement.
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Formative Assessment from the Teacher's Perspective

“How can I use the assessment not merely to gauge student learning, but also to help students to learn more?”

Formative Assessment from the Student's Perspective

“How can I use this feedback to improve my own learning and performance?”

Three Key Questions for Students

1. Where am I going?
 2. How am I doing?
 3. How can I close the gap?
-

My Promise to You

If you incorporate assessment *for* learning (not just assessment *of* learning) into your teaching...

- your students will learn more;
 - understand more deeply;
 - and even get better grades.
-

A content-free demo....

APPLAUSE

Applause Rubric

	A	B	C	D/F
Volume	So loud I can't hear myself think	Loud enough that I can't hear myself speak	Loud-ish in some parts of the room but quiet in others	So quiet I can hear the toilet flush in the ladies room
Tempo	Rapid: Hands are hurriedly smacked together	Fast: Hands are quickly brought together	Leisurely: Hands are hit together at an unhurried pace	Slow: Fingers are slowly tapped together
Dynamics	Erupts suddenly, builds to a deafening crescendo that is sustained for a second or more, then fades reluctantly. May involve hooting and hollering.	Builds up for a second, peaks, then fades	No change in dynamics: Half-hearted throughout	Begins with a silent pause, pitter-pats for a second, then fizzles

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Qualities of Formative Assessment

Formative assessment promotes as well as documents understanding by:

1. revealing what counts
 2. giving feedback
 3. providing opportunities for revision and improvement
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Research on and Practice in Formative Assessment

Rubric-referenced self-assessment

Common Misconceptions about Self-Assessment

- Student self-assessment is pointless because they just give themselves As.
 - Self-generated feedback is a waste of time because students won't revise their work anyway.
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Definition of Self-Assessment

Self-assessment is *not* a matter of determining one's own grade. It is a process of formative assessment during which students

- reflect on the quality of their work and their learning,
- judge the degree to which their work reflects the standards for it,
- identify strengths and weaknesses, and
- revise.

Or, criteria-referenced feedback for oneself from oneself.

Persuasive Essay Rubric (excerpt)

	4	3	2	1
Ideas & Content	The paper clearly states an opinion and gives 3 clear, detailed reasons in support of it. Opposing views are addressed.	An opinion is given. One reason may be unclear or lack detail. Opposing views are mentioned.	An opinion is given. The reasons given tend to be weak or inaccurate. May get off topic.	The opinion and support for it is buried, confused and/or unclear.
Organization	The paper has an interesting beginning, developed middle and satisfying conclusion in an order that makes sense. Paragraphs are indented, have topic and closing sentences, and main ideas.	The paper has a beginning, middle and end in an order that makes sense. Paragraphs are indented; some have topic and closing sentences.	The paper has an attempt at a beginning &/or ending. Some ideas may seem out of order. Some problems with paragraphs.	There is no real beginning or ending. The ideas seem loosely strung together. No paragraph formatting.
Word Choice	The words used are descriptive but natural, varied and vivid.	The words used are correct, with a few attempts at vivid....	Many poorly constructed sentences....	Incomplete, run-on and awkward sentences....

Oral Reading Rubric

(elementary resource room)

Professional Oral Reader

- ❑ pronounces words correctly
- ❑ does not make mistakes
- ❑ phrasing shows understanding of story
- ❑ phrasing helps create mood of story
- ❑ has great expression

Confident Oral Reader

- ❑ pronounces words correctly
- ❑ self-corrects mistakes
- ❑ phrasing shows understanding of story
- ❑ reads with expression

Student Oral Reader

- ❑ stumbles over some words
- ❑ mispronounces some words
- ❑ repeats some words
- ❑ does not always stop at periods
- ❑ has little expression

Writing “Rubric”

1. I have a complete topic sentence.

5 4 3 2 1

2. My supporting sentences go along with my topic sentence.

5 4 3 2 1

3. I added extra support sentences to give more detail.

5 4 3 2 1

4. All of my sentences have the proper punctuation.

5 4 3 2 1

5. I have corrected all spelling mistakes.

5 4 3 2 1

6. My paragraph makes sense and sticks to one topic.

5 4 3 2 1

7. I use appropriate grammar.

5 4 3 2 1

5 = Excellent effort!

4 = Nice job, one element is missing

3 = OK, but are you sure you checked carefully?

2 = You should check carefully with a buddy again

1 = You need to review your pre-writing ideas with the teacher.

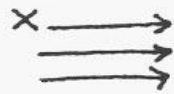
Worthless Music Research Rubric

	Good	Excellent	Superior
Content	Only a few areas listed in the research details have been completed.	Most of the research topics have been completed.	All areas have been completed.
Music Concepts	Not included.	Less than 3.	More than 3.
Presentation	Did not present effectively.	Presented somewhat effectively.	Presented effectively.

Kindergarten Self-Checklist



Does my writing make sense?



Did I start writing on the left side of the page?



Is my writing neat?

ABC

Did I start my sentences with an upper case letter?



Did I write words the way I learned them?

. ? !

Did I use punctuation?

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Research Questions

- Is there a main effect of reading a model essay, generating criteria for their own essays, and rubric-referenced self-assessment on elementary and middle school students' writing scores?
 - If so, is that effect influenced by school, gender, grade level, previous achievement in E/LA, time to write, or previous exposure to rubrics?
-

Sequence of Events for **Treatment** and Comparison Groups ($N = 212$)

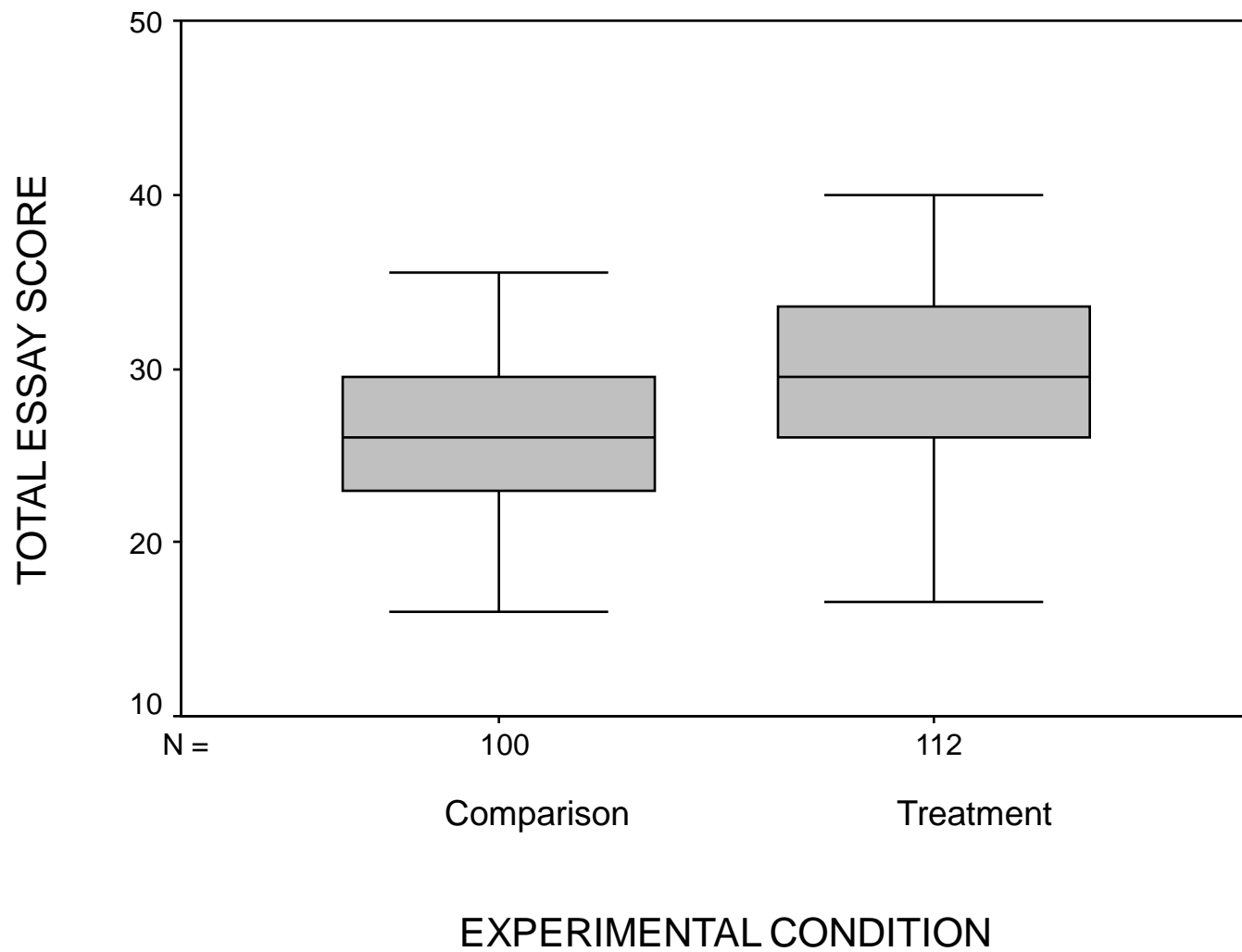
- Class Period 1: Introduce assignment, **read and discuss model essay**, generate list of qualities of an effective story or essay.
- Period 2: **Hand out and discuss written rubric**; prewriting, e.g., outlining, brainstorming; beginning of first drafts.
- Period 3 or 4: Students **use rubric to self-assess first drafts** or review drafts with an eye for improvement.
- Period 4 or 5+: Teacher gives feedback; students write final drafts.
-

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Results: Total Scores

- The average score for both groups together was 27.9, with a range of 16 to 40.
 - The treatment group's average score was 29.6.
 - The comparison group's average score was 26.02.
 - In terms of letter grades, the treatment average is a B-, and the comparison grade is a C+.
-

Results by Criteria

- The treatment was associated with higher scores on all criteria—including Ideas & Content and Voice & Tone—except Conventions, which was not self-assessed.
 - This finding undermines critiques of rubric use that claim it promotes weak writing by focusing only on the most quantifiable and least important qualities of writing.
-

You Get What You Assess

~ Lauren Resnick

Conclusion

- Having students read model papers, generate the criteria for their own writing, and self-assess with a rubric can help them become better writers.
 - Other research shows similar results in math.
 - Teaching our students to critique their own work is likely to help them learn more and get better grades/test scores.
-

Assessment As a Moment of Learning



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