

Two vertical bars, one purple and one red, are positioned on the left side of the slide.

# Assessment

A word cloud centered around the word "Assessment". The word "Assessment" is the largest and most prominent, written in a dark blue font. Surrounding it are various other words in different sizes, colors, and orientations. The words include: "outcomes" (large, dark red), "systematic" (large, dark grey), "learning" (large, dark red), "programs" (vertical, dark blue), "measurement" (vertical, green), "rubrics" (green), "mission" (dark blue), "degree" (small, dark blue), "analysis" (small, dark blue), "goals" (dark blue), "actions" (dark blue), "use" (small, green), "alignment" (dark red), "cognitive" (small, dark red), "purpose" (small, dark red), "curriculum" (green), "map" (dark red), "development" (green), "specific" (green), "surveys" (green), "behavioral" (green), "educational" (green), "student" (dark blue), "review" (dark red), "objectives" (dark blue), "improve" (vertical, dark blue), "collection" (small, dark blue), "recommended" (small, dark blue), "affective" (small, dark blue), "undertaken" (small, dark blue), "information" (small, green), "results" (large, dark blue), and "program" (vertical, green).

Assessment

outcomes systematic learning

programs measurement

rubrics mission degree analysis

goals actions use

alignment cognitive purpose curriculum map development specific surveys behavioral educational student

improve collection recommended affective

undertaken objectives

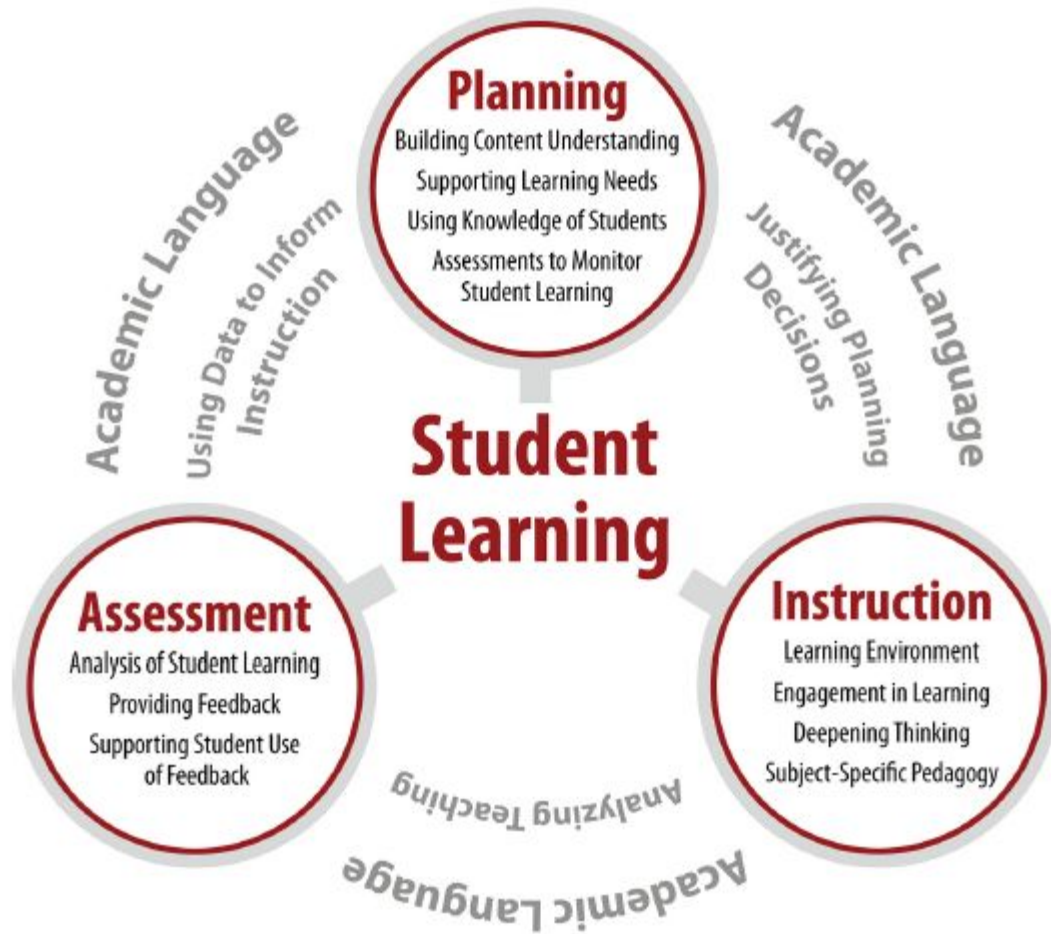
results information

I TAUGHT  
STRIPE HOW  
TO WHISTLE

I DONT HEAR  
HIM WHISTLING

I SAID I TAUGHT  
HIM. I DIDN'T SAY  
HE LEARNED IT

BLP  
BLAKE  
SE



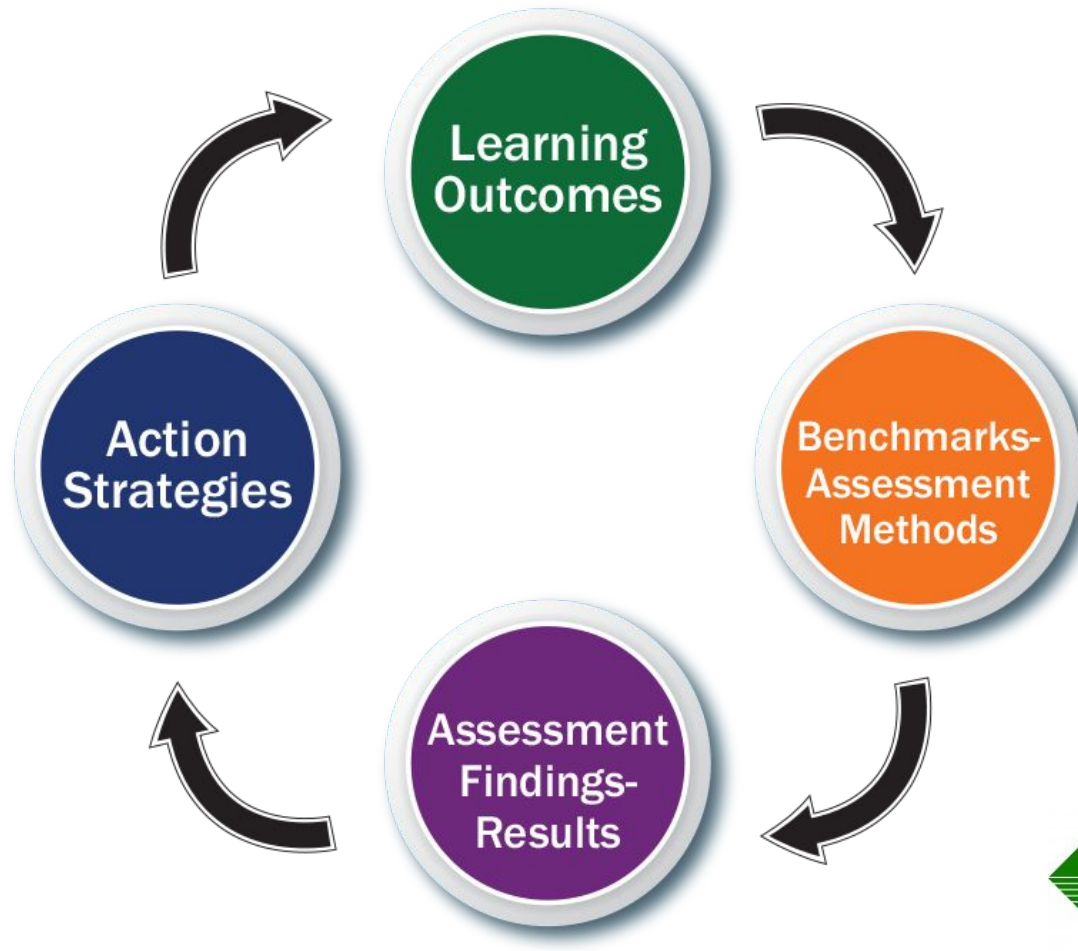


# Assessment

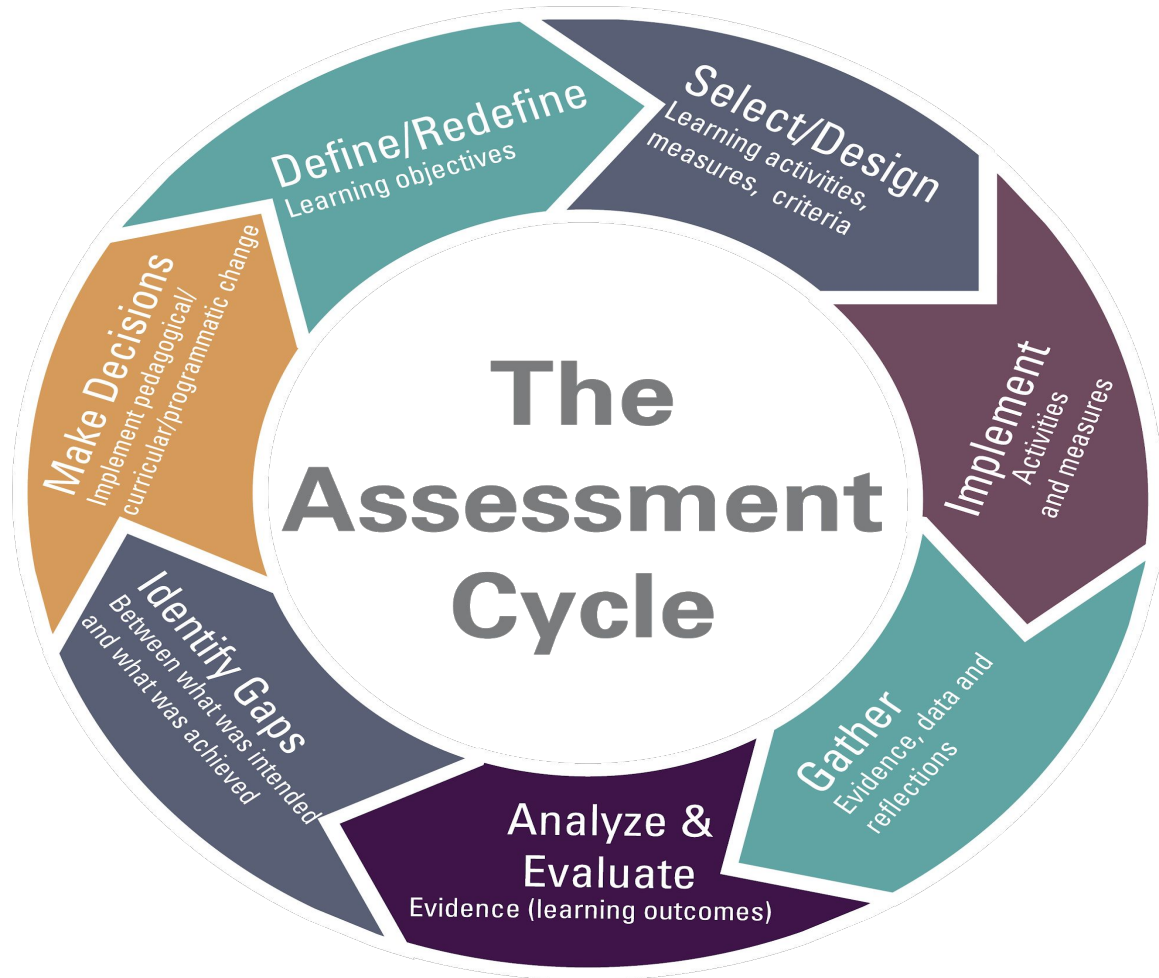
Analysis of Student Learning

Providing Feedback

Supporting Student Use  
of Feedback



**OAKLAND  
COMMUNITY  
COLLEGE®**



Northwestern  
University

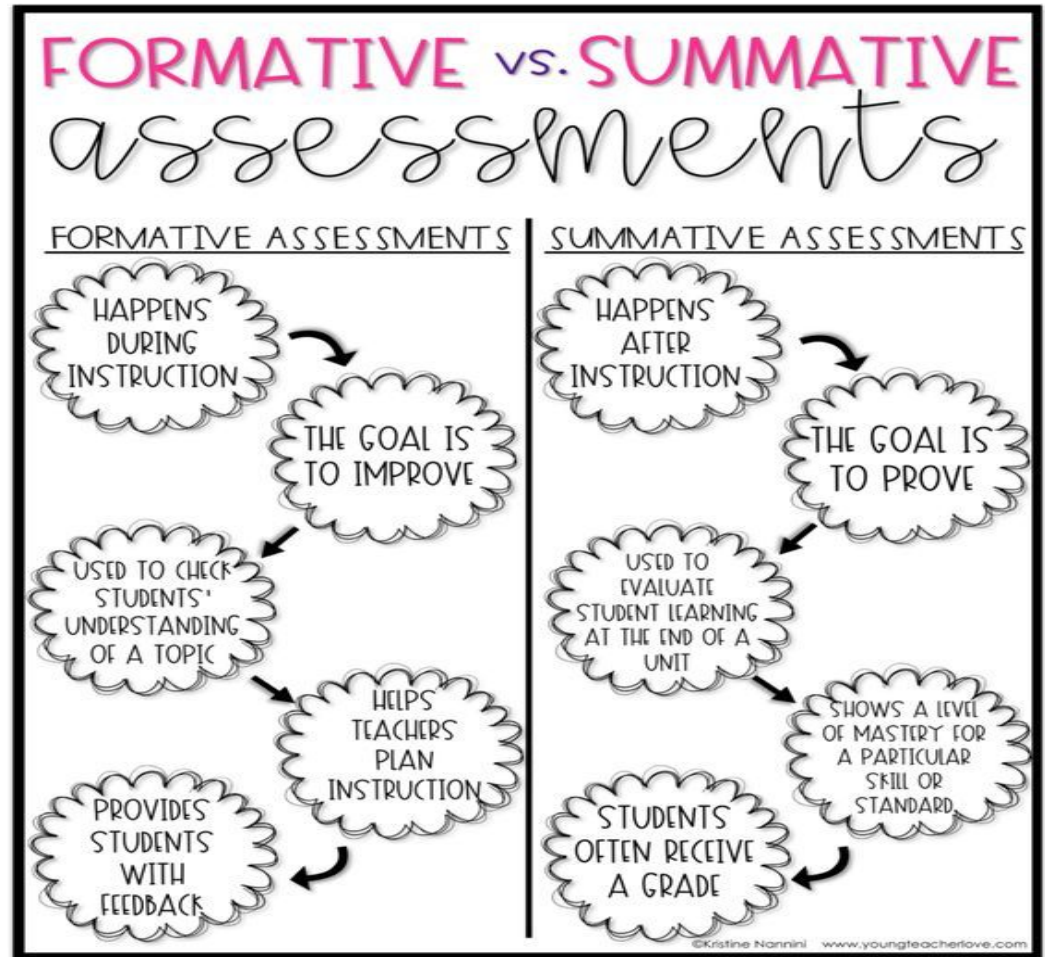


# Making an Assessment Plan

- have a plan and stick with it
- work with school's system
- support your observations
- know the “what” and “why” of each assessment
- ultimate goal is improved student performance & understanding
- set expectations and keep them
- **NO SURPRISES!**



# Pros & Cons



# Formative



# Summative

Evaluation During Learning

Monitoring Learning

Improves Learning

Provides Ongoing Feedback  
for Improving Instructions

Covers Small Content

Evaluation After Learning

Ranks and Grade Assignment

Evaluates Achievements

Comparison through  
Standardized Testing

Covers Entire Course

# THREE TIPS FOR **GREAT**

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## FORMATIVE ASSESSMENT

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# My Menu for Mexico

Use the ABC food app on your iPad to locate these foods commonly eaten in Mexico. Trace each word and draw a picture to match.



cheese



chocolate



rice



avocado



mango



tortilla



tomato



# Fall Kahuna

## Vocabulary

Write two sentences for each image using words from the word bank. Do not use the same word twice. Underline your context clues.

agenda	concede	gruesome	propaganda
anecdote	concise	hypocrite	radical
apathy	conservative	impartial	refuge
bland	dialog	imply	superficial
candid	erode	lenient	sustain
compel	erratic	morale	transition
compensate	forfeit	obstacle	urban



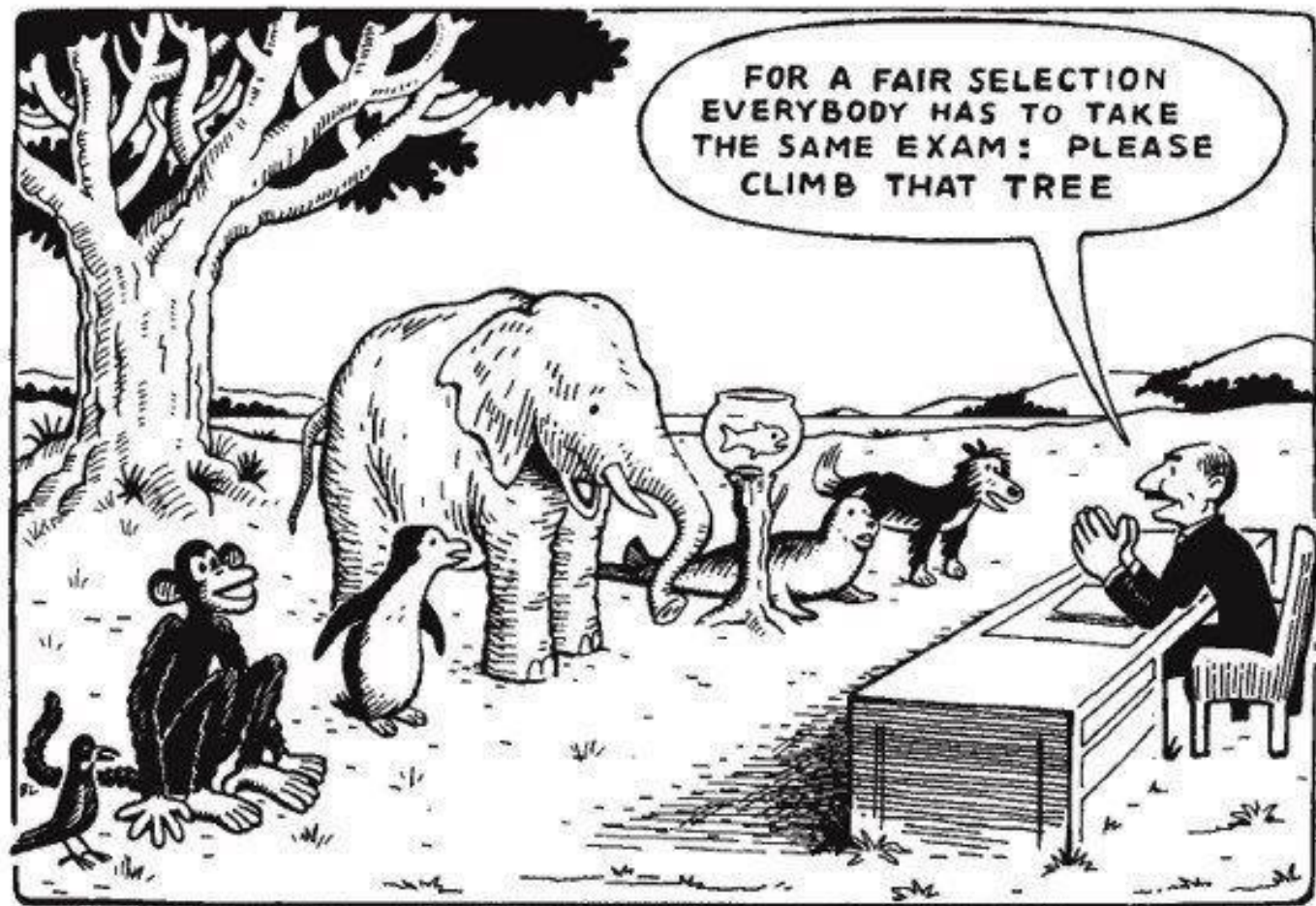
1.

2.



Does this word cloud accurately represent Scout? Why or why not?







<b>content</b>	<b>process</b>	<b>quality</b>	<b>result</b>
Describes the degree of knowledge of factual information or understanding of concepts, principles, and processes.	Describes the degree of skill/proficiency. Also refers to the effectiveness of the process or method used.	Describes the degree of quality evident in products and performances.	Describes the overall impact and the extent to which goals, purposes, or results are achieved.
accurate appropriate authentic complete correct credible explained justified important in-depth insightful logical makes connections precise relevant sophisticated supported thorough valid	careful clever coherent collaborative concise coordinated effective efficient flawless followed process logical/reasoned mechanically correct methodical meticulous organized planned purposeful rehearsed sequential skilled	attractive competent creative detailed extensive focussed graceful masterful organized polished proficient precise neat novel rigorous skilled stylish smooth unique well-crafted	beneficial conclusive convincing decisive effective engaging entertaining informative inspiring meets standards memorable moving persuasive proven responsive satisfactory satisfying significant useful understood

## Four Types of Performance Criteria

# Differences in Degree

## Degrees of Understanding

- thorough/complete
- substantial
- partial/incomplete
- misunderstanding/  
serious misconceptions

## Degrees of Effectiveness

- highly effective
- effective
- moderately effective
- ineffective

## Degrees of Accuracy

- completely accurate; all \_\_\_\_\_  
(facts, concepts, mechanics,  
computations) correct
- generally accurate; minor  
inaccuracies do not affect  
overall result
- inaccurate; numerous  
errors detract from result
- major inaccuracies;  
significant errors throughout

## Degrees of Frequency

- always/consistently
- frequently/generally
- sometimes/occasionally
- rarely/never

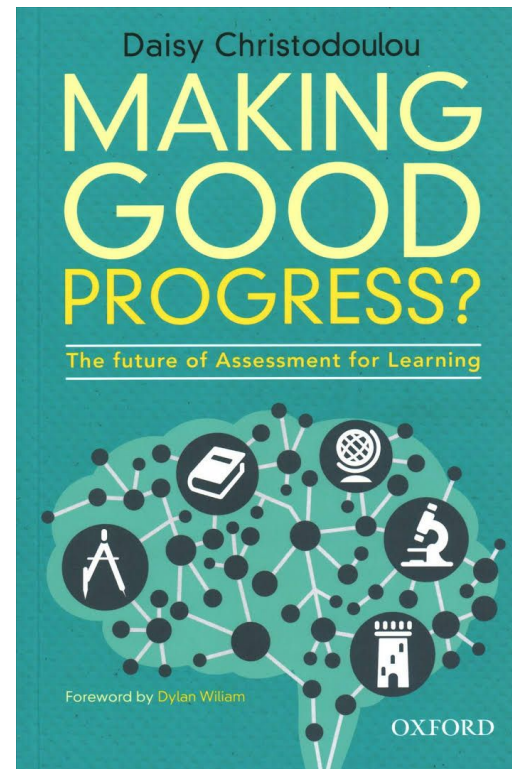
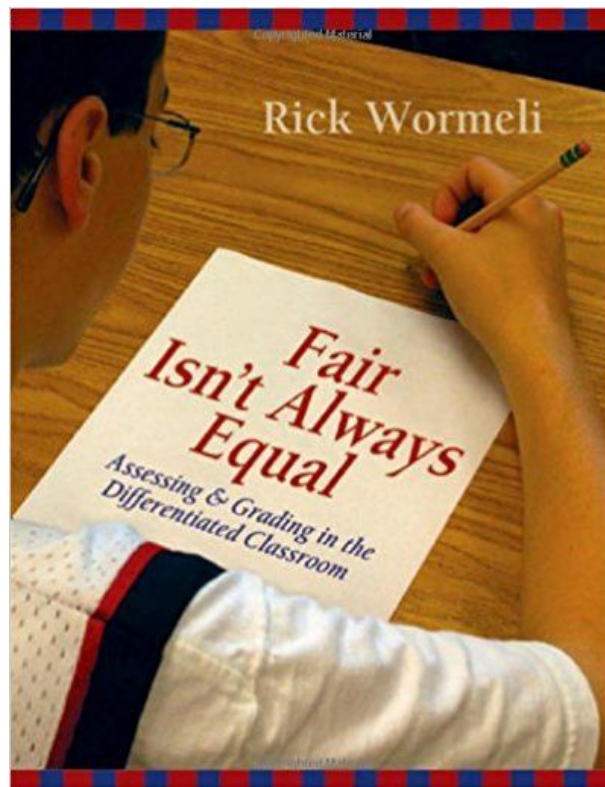
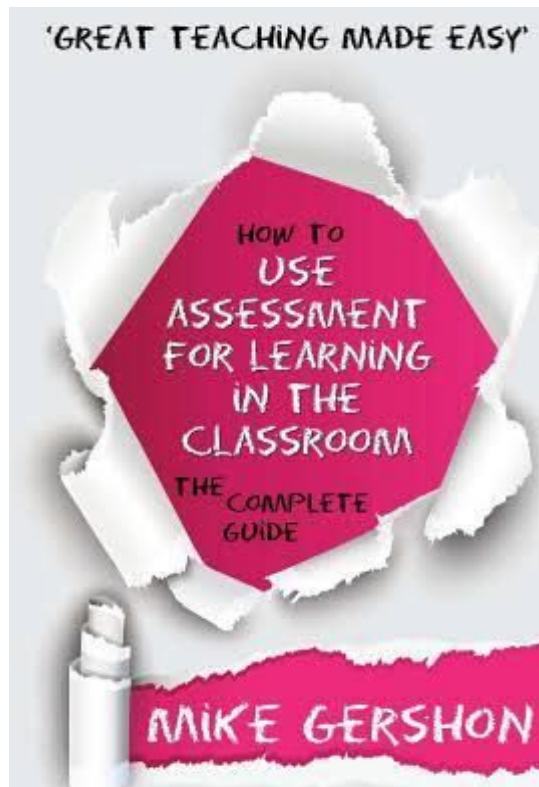
## Degrees of Independence

*student successfully completes the task:*

- independently
- w/ minimal assistance
- w/ moderate assistance
- only w/ considerable assistance

## Degrees of Clarity

- exceptionally clear; easy to  
follow
- generally clear; able to follow
- lacks clarity; difficult to fol-  
low
- unclear; impossible to follow



# Questions for your group...

- What would the assessment look like for the sample lesson you are teaching? Would there be both formative and summative?
- What is going to be the most challenging part of assessment for you? Why?
- Do you have any tips and tricks for recording keeping or tracking observations about student's performance?
- If assessment is primarily about student success, how will you use assessment to help students thrive?

	<b>Delicious</b>	<b>Good</b>	<b>Needs Improvement</b>	<b>Poor</b>
<b>Number of Chips</b>	Chocolate chip in every bite	Chips in about 75% of bites	Chocolate in 50% of bites	Too few or too many chips
<b>Texture</b>	Chewy	Chewy in middle, crisp on edges	Texture either crispy/crunchy or 50% uncooked	Texture resembles a dog biscuit
<b>Color</b>	Golden brown	Either light from overcooking or light from being 25% raw	Either dark brown from overcooking or light from undercooking	Burned
<b>Taste</b>	Home-baked taste	Quality store-bought taste	Tasteless	Store-bought flavor, preservative aftertaste – stale, hard, chalky
<b>Richness</b>	Rich, creamy, high-fat flavor	Medium fat contents	Low-fat contents	Nonfat contents



# Research Paper Rubric

inform the reader	well organized	well written
<ul style="list-style-type: none"> <li>• full of great facts and information</li> <li>• terminology is easy to understand but not written below the reader</li> <li>• writer includes enough background information to make paper interesting</li> </ul>	<ul style="list-style-type: none"> <li>• thesis statement is clear and concise                             <ul style="list-style-type: none"> <li>- roadmap or guide to paper</li> </ul> </li> <li>• evidence is in order and order makes sense</li> <li>• facts are well organized</li> </ul>	<ul style="list-style-type: none"> <li>• variety of sentence structure</li> <li>• no spelling or grammar errors</li> <li>• word choice is excellent</li> </ul>
<ul style="list-style-type: none"> <li>• has some facts but one or two missing pieces</li> <li>• one or two parts of the paper are confusing due to terminology</li> <li>• good background or history but missing a detail or two</li> </ul>	<ul style="list-style-type: none"> <li>• thesis statement is clear but not concise</li> <li>• evidence is in order but order needs to be changed - best for last</li> <li>• facts are well organized but could be re-arranged</li> </ul>	<ul style="list-style-type: none"> <li>• good variety of sentence structure but some confusing sentences</li> <li>• a few spelling or grammar mistakes</li> <li>• word choice is solid</li> </ul>
<ul style="list-style-type: none"> <li>• missing some facts in most</li> <li>• large parts of the paper are written over or under the reader's ability</li> <li>• includes some history or background information but could use more</li> </ul>	<ul style="list-style-type: none"> <li>• thesis statement is not clear or concise</li> <li>• evidence is slightly out of order</li> <li>• some facts are not relevant to their paragraphs</li> </ul>	<ul style="list-style-type: none"> <li>• too many complicated sentences or too many short sentences</li> <li>• several spelling or grammar concerns</li> <li>• word choice is adequate but could be better</li> </ul>
<ul style="list-style-type: none"> <li>• has very little factual information</li> <li>• entire paper is written above or below the audience</li> <li>• includes little or no history</li> </ul>	<ul style="list-style-type: none"> <li>• no thesis statement</li> <li>• no clear order to evidence</li> <li>• facts in some paragraphs are not relevant to the paragraph</li> </ul>	<ul style="list-style-type: none"> <li>• too many run-on sentences</li> <li>• many spelling &amp; grammar errors</li> <li>• overall poor word choice</li> </ul>