Using Assessment to Drive Instruction

Key Principles of a Differentiated Classroom

- Assessment and instruction are inseparable.

Two Views of Assessment -

Assessment is for:  
- Gatekeeping  
- Judging  
- Right Answers  
- Control  
- Comparison to others  
- Use with single activities

Assessment is for:  
- Nurturing  
- Guiding  
- Self-Reflection  
- Information  
- Comparison to task  
- Use over multiple activities

Assessment in a Differentiated Classroom

- Assessment drives instruction. (Assessment information helps the teacher map next steps for varied learners and the class as a whole.)
- Assessment occurs consistently as the unit begins, throughout the unit and as the unit ends. (Pre-assessment, formative and summative assessment are regular parts of the teaching/learning cycle.)
- Teachers assess student readiness, interest and learning profile.
- Assessments are part of “teaching for success.”
- Assessment information helps students chart and contribute to their own growth.
- Assessment MAY be differentiated.
- Assessment information is more useful to the teacher than grades.
- Assessment is more focused on personal growth than on peer competition.

With your group, take 5 minutes to discuss the reasons you assess students.

"Assessment is today's means of understanding how to modify tomorrow's instruction."

Carol Tomlinson

**ONGOING ASSESSMENT**

<table>
<thead>
<tr>
<th>Some teachers talk about</th>
<th>Some teachers talk about</th>
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<tbody>
<tr>
<td>LEARNING VS. GRADES</td>
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</table>

- Can these two coexist peacefully?
- Should one receive emphasis over the other?

Too often, educational tests, grades, and report cards are treated by teachers as autopsies when they should be viewed as physicals.

(Reeves 2000, 10)
Take a moment to list some ways you typically assess students in your classroom.

Assessment has more to do with helping students grow than with cataloging their mistakes.

--- Carol Ann Tomlinson

Most teachers assess students at the end of an instructional unit or sequence. When assessment and instruction are interwoven, both the students and the teacher benefit. The next slide suggests a diagnostic continuum for ongoing assessment.
On-going Assessment: A Diagnostic Continuum

- Preassessment (Finding Out)
- Formative Assessment (Keeping Track & Checking up)
- Summative Assessment (Making sure)

Preassessment Is...
Any method, strategy or process used to determine a student’s current level of readiness or interest in order to plan for appropriate instruction.
- provides data to determine options for students
- helps determine differences before planning
- helps teacher design activities that are respectful and challenging
- allows teachers to meet students where they are
- identifies starting point for instruction
- identifies learning gaps
- makes efficient use of instructional time

Another Veteran Teacher’s Epiphany about Pre-assessment

High School Unit on The Agricultural Revolution
- Major Emphasis to Lay Groundwork for Rest of Year
- Reading, Lecture, Videos, Journal Entries, Homework, etc.
- Three Weeks into the Unit… “So…what’s agriculture?”

Pre-Assessment
- What the student already knows about what is being planned
- What standards, objectives, concepts & skills the individual student understands
- What further instruction and opportunities for mastery are needed
- What requires reteaching or enhancement
- What areas of interests and feelings are in the different areas of the study
- How to set up flexible groups: whole, individual, partner, or small group
Formative Assessment Is...

A process of accumulating information about a student's progress to help make instructional decisions that will improve his/her understandings and achievement levels.

- Depicts student's life as a learner
- used to make instructional adjustments
- alerts the teacher about student misconceptions
  "early warning signal"
- allows students to build on previous experiences
- provides regular feedback
- provides evidence of progress
- aligns with instructional/curricular outcomes

--- Susan Brookhart

The power of formative assessment lies in its double-barreled approach, addressing both cognitive and motivational factors at the same time.
Key Elements of Formative Assessment:

• Establishment of a classroom culture that encourages interaction and the use of assessment tools.
• Establishment of learning goals and tracking of individual student progress toward those goals.
• Use of varied instruction methods to meet diverse student needs.
• Use of varied approaches to assessing student understanding.
• Feedback on student performance and adaptation of instruction to meet identified needs.
• Active involvement of students in the learning process.

—Organisation for Economic Cooperation and Development

Summative Assessment Is...

A means to determine a student’s mastery and understanding of information, skills, concepts, or processes.

• Should reflect formative assessments that precede it
• Should match material taught
• May determine student’s exit achievement
• May be tied to a final decision, grade or report
• Should align with instructional/curricular outcomes
• May be a form of alternative assessment

How Do You Assess?

Take a moment to list some ways you typically assess students in your classroom.

On-going Assessment:

A Diagnostic Continuum

Preassessment (Finding Out) Formative Assessment (Keeping Track & Checking -up) Summative Assessment (Making sure)

Pre-test Graphing for Greatness Inventory Field Checklist Observation Self-evaluation Questioning

Conference Peer evaluation 3-minute pause Observation Discussion Questioning

Unit Test Portfolio Check Quiz Journal Entry Self-evaluation
Ongoing Assessment Strategies
Work alone or with a partner.
• Read over the examples in the next 10 slides.
• Make note of any questions you may have.
• How could you use these strategies to drive instruction?
• How will ongoing assessment help you teach for success?

Quick Tools for Assessing Student Understanding
• Exit Cards
• 3-2-1 Cards
• Whip Arounds
• Windshield Check
• Journal Entries
• Frayer Diagrams
• POE Exercises (Predict, Observe, Explain)
• Socratic Seminars
• Hand Signals
• KWL
• White Boards
• Clickers
• Dip Stick Groups
• Quick Writes
• Random Response
  – Yes/No
  – Numbers/Colors for Clarity
  – Answer Options

Windshield Check
• CLEAR – “I get it!”
• BUGS – “I get it for the most part, but I still have a few questions.”
• MUD – “I still don’t get it.”
Or: Dip Stick—Full, Half Full, Need Oil

DOUBLE ENTRY JOURNAL (Basic)
CONTENT
• Key phrases
• Important words
• Main ideas
• Puzzling passages
• Summaries
• Powerful passages
• Key parts
• Etc.
RESPONSE
• How to use ideas
• Why an idea is important
• Questions
• Meaning of key words, passages
• Predictions
• Reactions
• Comments on style
• Etc.
DOUBLE ENTRY JOURNAL
(Advanced)

CONTENT
Key passages
Key vocabulary
Organizing concepts
Key principles
Key patterns

RESPONSE
Why ideas are important
Author’s development of elements
How parts and whole relate
Assumptions of author
Key questions

ANOTHER VOICE
Teacher
Author
Expert in field
Character
Satirist
Political cartoonist
Etc.

THINKING ABOUT
ON-GOING ASSESSMENT

STUDENT DATA SOURCES
1. Journal entry
2. Short answer test
3. Open response test
4. Home learning
5. Notebook
6. Oral response
7. Portfolio entry
8. Exhibition
9. Culminating product
10. Question writing
11. Problem solving

TEACHER DATA MECHANISMS
1. Anecdotal records
2. Observation by checklist
3. Skills checklist
4. Class discussion
5. Small group interaction
6. Teacher – student conference
7. Assessment stations
8. Exit cards
9. Problem posing
10. Performance tasks and rubrics

Assessment Strategies to Support Success

1. Whip Around: (Assessment)
   - Teacher poses question
   - Students write response
   - Students read written responses rapidly, in specified order.
   - Teacher takes notes
   - Develop closure / clarification / summary

2. Status checks: (Assessment)
   - Thumbs up/thumbs down/ wiggle palm
   - Colored cards (red, green, yellow)
   - Windshield

3. Quartet Quiz: (Assessment)
   - Teacher poses question
   - Students write/prepare response
   - Students meet in quads and check answers
   - Summarizer reports, “We know/ We wonder”
   - Teacher records on board
   - Closure/clarification/next steps
**Assessment Strategies to Support Success**

4. **Jigsaw Check:** (Review/Assessment)
   - Teacher assigns students to groups of 5-6
   - Teacher gives each student a question card, posing a Key understanding question
   - Students read their question to group
   - Scorecard Keeper records # of students for each question who are:
     - Really sure
     - Pretty sure
     - Foggy
     - clueless
   - Students scramble to groups with same question they have/prepare solid answer
   - Go back to original groups, share answers
   - Re-read questions
   - Re-do scoreboard
   - Report before and after scoreboards

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**Squaring Off**

1. **Whole Group Assessment**
   1. Place a card in each corner of the room with one of the following words or phrases that are effective ways to group according to learner knowledge.
      - Rarely ever
      - Sometimes
      - Often
      - I have it!
      - Dirt road
      - Paved road
      - Highway
      - Yellow brick road
   2. Tell the students to go to the corner of the room that matches their place in the learning journey.
   3. Participants go to the corner that most closely matches their own learning status and discuss what they know about the topic and why they chose to go there.

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**Directions:** Complete the chart to show what you know about MAGNETISM. Write as much as you can.

<table>
<thead>
<tr>
<th>Definition</th>
<th>Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Magnetism</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Examples</th>
<th>Non-Examples</th>
</tr>
</thead>
</table>

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**Knowledge Rating Chart**

1. I’ve never heard of this before
2. I’ve heard of this, but am not sure how it works
3. I know about this and how to use it
   - _____ Direct object
   - _____ Direct object pronoun
   - _____ Indirect object
   - _____ Indirect object pronoun
   - _____ Object of a preposition
   - _____ Adjective
   - _____ Interrogative adjective

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**An example of pre-assessment of readiness**
Exit Cards

List
• 3 things you learned today
• 2 things you’d like to learn more about
• 1 question you still have

Exit Cards

Explain the difference between simile and metaphor. Give some examples of each as part of your explanation.

Exit Cards

We have been learning about patriotism. Use words and/or pictures to show your understanding of what it is. What questions do you have about this topic?

EXIT CARDS

Today you began to learn about hyperbole.
• List three things you learned.
• Write at least one question you have about this topic.
We have begun a study of author’s craft.
List and identify three examples of figurative language used in the novel Morning Girl by Michael Dorris.

On your exit card---
Explain the difference between simile and metaphor. Give some examples of each as part of your explanation.

3-2-1 Summarizer
After reading over my rough draft---
3 revisions I can make to improve my draft.
2 resources I can use to help improve my draft.
1 thing I really like about my first draft.
3-2-1 Card

Name:

• 3 things I learned from the friction lab...
• 2 questions I still have about friction...
• 1 thing way I see friction working in the world around me....

EXIT CARD GROUPINGS

Group 1
Students who are struggling with the concept or skill

Group 2
Students with some understanding of concept or skill

Group 3
Students who understand the concept or skill

Four Criteria of Quality Feedback

1. It must be timely.
2. It must be specific.
3. It must be understandable to the receiver.
4. It must allow the student to act on the feedback (refine, revise, practice, and retry).

Wiggins, 1998
We know that more frequent feedback is associated with improved student work ethic, motivation, and performance.

WILL WE CHANGE THE TIMING OF OUR FEEDBACK?

Douglas B. Reeves
Accountability for Learning

Creating a Powerful Product Assignment

1. Identify the essentials of the unit/study
   What students must:
   • Know (facts)
   • Understand (concepts, generalizations)
   • Be able to do (skills)
   As a result of the unit/study
2. Identify one of more format or "packaging options" for the product:
   • Required (e.g. poetry, an experiment, graphing, charting)
   • Hook
   • Exploratory
   • Talent/passion driven
3. Determine expectations for quality in:
   • Content (information, ideas, concepts, research materials)
   • Process (planning, goal-setting, defense of viewpoint, research, editing)
   • Product (size, construction, durability, expert-level expectations, part

Ways to Differentiate Product

• Choices based on readiness, interest, and learning profile
• Clear expectations
• Timelines
• Agreements
• Product Guides
• Rubrics
• Evaluation

Creating a Powerful Product Assignment, cont'd

4. Decide on scaffolding you may need to build in order to promote success:
   • Brainstorming for ideas
   • Developing rubric/criteria for success
   • Timelines
   • Planning/goal-setting
   • Storyboarding
   • Critiquing
   • Revising/editing
5. Develop a product assignment that clearly says to the student:
   • You should show you understand and can do these things
   • Proceeding through these steps/stages
   • In this format
   • At this level of quality
6. Differentiate or modify versions of the assignments based on:
   • Student readiness
   • Student interest
   • Students learning profile
7. Coach for success!
   It is your job, as teacher, to make explicit That which you thought was implicit

Tomlinson, C.
A **good product** is not just something students do for enjoyment at the end of the day. It must cause students to think about, apply, and even expand on all the key understandings and skills of the learning span it represents.
### Ensuring Quality by Defining Performance Expectations

#### Rubrics: Demystifying Products and Assessment

Stipulating how students will meet standards for:

- **Content** (sharing information, ideas, concepts, research, expertise)
- **Process** (planning, goal-setting, defense of viewpoint, research, editing, work quality)
- **Product** (size, construction, delivery, accuracy, authenticity)

### Designing a Generic Rubric

The following 4 elements have implications for students in a broad range of subjects, grades, and readiness levels. To create a generic rubric, you might consider some of the indicators for each element listed below. Edit them by adding items to the list, eliminating or combining items, or rewording them so the language is appropriate for your learners. Then, develop the indicators at three or four levels of proficiency, such as: Outstanding, Strong, Acceptable or Expert, Advanced, Intermediate, Novice.

**Quality of Thought:**
- Evidence of insight
- Makes unexpected & useful connections
- Poses and seeks answers for important questions
- Looks at ideas from multiple viewpoints
- Seeks creative approaches
- Logical development of ideas
- Draws valid and supported conclusions
- Balances big picture & details (meaning & fact)
- Uses enough information to support or extend ideas

**Quality of Research**
- Uses an appropriate range of resources/authentic & reliable resources
- Gives credit appropriately
- Makes ideas his/her own – doesn’t copy
- Offers evidence for positions from varied sources
- Uses research to extend and develop own understanding
- Carefully logs research process and resources
- Blends ideas from multiple sources

Sandra W. Page
**Quality of Expression**
- Clear flow of ideas – easy to follow
- Powerful word choices
- Effective use of imagery, examples, figures of speech
- Varied sentence structure
- Effective use of transitions
- Develops own voice/seems like author cares about the ideas
- Effective beginning, well-developed middle, powerful ending
- Care and accuracy with mechanics

**Habits of Mind**
- Is aware of and talks about own thinking
- Demonstrates persistence – doesn’t give up
- Plans and uses time effectively
- Respects varied perspective
- Shows open-mindedness
- Is effective in evaluating own quality of work
- Seeks quality more than comfort and ease
- Thinks before acting
- Strives for accuracy
- Asks important questions
- Shows appreciation/awe/wonder with learning
- Applies knowledge to problems/new solutions

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<table>
<thead>
<tr>
<th>Habit of Mind</th>
<th>Description</th>
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<tbody>
<tr>
<td>Applies knowledge to problems/new solutions</td>
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<table>
<thead>
<tr>
<th>Student</th>
<th>Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name</td>
<td>Date</td>
</tr>
<tr>
<td>John Doe</td>
<td>09/01/2023</td>
</tr>
<tr>
<td>Jane Smith</td>
<td>09/02/2023</td>
</tr>
</tbody>
</table>

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**Literature Journal Reflection - Part 1**

- I did MORE than was expected of me.
- I did EVERYTHING that was expected of me.
- I did MOST of what was expected of me.
- I did LITTLE of what was expected of me.
- I did NOTHING of what was expected of me.
**Literature Journal Reflection – Part 2**

Place an X on the line to show your overall achievement for this project.

<table>
<thead>
<tr>
<th>You're Out</th>
<th>Getting By</th>
<th>Extraordinary</th>
<th>X Factor</th>
</tr>
</thead>
</table>

How did making connections help you understand a passage? Explain.

What strategies did you use to help your comprehension when you came across a
new or interesting word? Tell what you did.

Explain what you are most proud of in your Literature Journal.

Tell at least one thing that you would do differently the next time to improve
your journal.

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**Assessment & Differentiation**

- It’s about guiding students, not judging them.
- It’s about informing instruction, not filling grade books.
- It’s about before, during, & after—not just after.
- It’s about teaching for success—not gotcha teaching.

**What’s Different?**

Tomlinson 08

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**GOAL SETTING**

Challenging – Measurable – Attainable

- Goal Bank of academic and personal quality goals is determined by students, teachers, and parents
- Daily/Weekly goals
  - Usually no more than 2-3
  - Individual and/or whole class
  - Maintained by student and teacher
  - Self-reflection on a regular basis
  - Shared with parents
- Work/Study/Project Logs and Goals
  - Individual or group objectives for short in class work period.
  - Process journal entries indicate accomplishments, difficulties, and/or questions.

**Goal Setting for _____________
First Semester 2004-2005**

Look through the lists we brainstormed and circle 2 or 3 areas that you feel you must need to work on this semester:

**LEARNING:**
- Reading
- Writing
- Spelling
- Math
- Technology
- Science
- Handwriting
- Social Studies
- Listening
- Speaking
- Research
- Home Learning

**PERSONAL QUALITIES:***
- Organization
- Leadership
- Participation
- Self-control
- Motivation
- Listening
- Respect
- Cooperation
- Empathy
- Curtail
- Effort
- Focus
- On Task
- Creative
- Helpful
- Personal Best
- Responsibility
- Productive
- Appreciation

Use your goal bank to list specific things you can do to improve in each area you circled. Be sure that they are **challenging and achievable**.

Based on Jeanne Gibbs, *Tribes*
Goal Setting for _____________  
First Semester 2004-2005

Look through the lists we brainstormed and circle 2 or 3 areas that you feel you must need to work on this semester.

LEARNING IN ALGEBRA:
- Reading
- Notation
- Justification
- Demonstration
- Technology
- Graphing
- Representation
- Calculations
- Math Properties
- Communication
- Research
- Homework

PERSONAL QUALITIES:
- Organization
- Listening
- Effort
- Attitude
- Leadership
- Respect
- Focus
- Personal Best
- Participation
- Cooperation
- On Task
- Responsibility
- Self-control
- Empathy
- Creative
- Productive
- Motivation
- Curious
- Helpful
- Appreciation

Use your goal bank to list specific things you can do to improve in each area you circled. Be sure that they are challenging and achievable.

Based on Joanne Gibbs, Tribes

Goal Bank for _____________  
First Semester 2004-2005

Learning goal: Reading comprehension
I can make predictions before and while I am reading.
I can retell the story to a partner or someone at home.
I will make connections while I am reading.
I will use highlighter tape to identify the main ideas.

Personal Quality goal: Organization
I will put my papers in my binder.
I will bring all necessary supplies to class.
I will keep a calendar of assignments, tests and due dates.
I will use a "To Do" list at school and at home.

Goal Bank for _____________  
First Semester 2004-2005

Learning goal: Justification
I can explain why each of my steps when solving a problem is correct and valid.
I can justify why my answer is reasonable.
I can use multiple representations to justify my process.

Personal Quality goal: Organization
I will put my papers in my folders or study skills notebook.
I will write down home learning and get my supplies before I leave school.
I will clean my cubby on Mondays and Fridays.
I will use a "To Do" list at school and at home.

HOW ARE YOU DOING?

Learning goal: _____________________________________________
Personal quality goal: ______________________________________

Monday
1. Learning goal
2. Personal quality goal
3. Classroom agreements
Classroom Cue: _____________________________
Comments: _____________________________

Tuesday
1. Learning goal
2. Personal quality goal
3. Classroom agreements

Wednesday
1. Learning goal
2. Personal quality goal
3. Classroom agreements

Thursday
1. Learning goal
2. Personal quality goal
3. Classroom agreements

Friday
1. Learning goal
2. Personal quality goal
3. Classroom agreements

Student Signature _____________________________
Teacher Signature _____________________________
Parent Signature _____________________________
Process Journal

- Write at least two goal reflections per week.
- Your job is to reflect thoughtfully and completely on the goals that you have set.
- Record the goals that you are reflecting on and what specifically you have done to meet them.
- Include any difficulties you have encountered and what support you may need.

Goal Setting for ___________________

Date _____________

My goal(s) for today is (are) ____________________________
_________________________________________________

Here's what I will do to accomplish my goal(s):
_________________________________________________
_________________________________________________

Here's how I did today:

Nonaccountability

Possible Causes:
- Unable to set personal goals and carry them out
- Lacking self-confidence, assertiveness, responsibility

Teacher Actions
- Monitor the student frequently.
- Privately find out if the problem is inability to perform the work or lack of motivation and a sense of responsibility.
- Give students small goals and praise for accomplishing them.
- Set a new goal immediately after completion of the first goal.
- Establish a chart or record book to record accomplishments.
- Make students accountable to parents and other adults in the school.
- Make sure the student understands that everyone is accountable for their actions and their work.
- Get outside help from the counselor or principal when necessary.