







Session Description

How does the busy school administrator find time to meet the daily demands placed upon them as leaders while at the same time monitoring the assessment literacy of the teachers in the building as mandated by Senate Bill 1? See how one district is providing administrators with a clear understanding of quality classroom assessment and simple strategies for monitoring their effectiveness on student achievement.



Session Learner Outcomes

- I can identify the characteristics of quality student assessment
- I can identify strategies for effectively monitoring classroom formative and summative assessment.



Assessment is NOT something that is done TO students separate and apart from instruction; assessments must be—and must be seen to be—something that is done WITH students as an integral part of the learning process.

Ken O'Connor (2002)



Formative Assessment

All those activities undertaken by teachers and by their students [that] provide information to be used as **FEEDBACK to modify the teaching and learning activities** in which they are engaged.



--Black & William, 1998

The ultimate user of assessment information is the student.



Keys to Quality Classroom Assessment

Key 1: Clear Purpose

Key 2: Clear Targets

Key 3: Sound Design

Key 4: Effective Communication

Key 5: Student Involvement



Recommended Practices

- Increased descriptive feedback, reduced evaluative feedback
- Increased student self-assessment
- Increased opportunities for students to communicate their evolving learning during the teaching



Indicators of Sound Classroom Assessment Practice

- Where are our teachers with regard to these indicators?
- What support is needed to help teachers meet these indicators?



The Big 4 Questions

1. What do we expect each student to **know** and be able to **do**?
2. How will we **identify** when each student has reached mastery?
3. How will we respond when a student does **not** demonstrate mastery?
4. How will we respond when a student has **already** demonstrated mastery?

Richard DuFour



Purpose of Quality Control

To assist principals and teachers in the review of assessments and student work collected from teachers each week, to work collaboratively toward continuous improvement, and to monitor progress towards established goals.



What Is Quality Control?

A process used to:

1. monitor assessments for congruency with standards,
2. ensure expectations for student work are rigorous and consistent from teacher-to-teacher (when applicable), and
3. ensure objective scoring.



Items Looked At

- Copy of assessment (multiple-choice and open response) including standard targeted for assessment
- Teacher-written Model-4 for ORQ
- At least two random student responses (scored)
- Index for assessment—*Summary* page of goal/performance calculator or hand calculation



Process for Quality Control

1. Read the targeted standard (or part of the standard identified) to be assessed.
2. Determine whether or not assessment items are congruent with the identified standard.
3. Read the Model 4.
4. Read the student responses.
5. Determine feedback for important next steps.
6. Discuss feedback with individual teachers and/or teaching teams.



Conclusions

- Data must be sound because major decisions that affect students' well-being are made on its basis.
- Assessment data is used for many purposes beyond grading.
- Students are crucial decision-makers, whose information needs must be met.



Questions?



Reference Materials

DuFour, R.(2004). What Is a Professional Learning Community?
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