Quick Assessments to Differentiate Learning for All Students!

TeSean Fleming
Using Assessment to Inform Instruction
Assessments should bring about benefits for children, or data should not be collected at all.

---Lorrie A. Shepard

President of the American Educational Research Association
President of the National Council on Measurement in Education
President of the National Academy of Education
What Assessment is not...

* http://www.youtube.com/watch?v=ofn_vAhu_Lw
Entrance Ticket

What is the difference between formative and summative assessments?

Check for understanding

Fist to Five
Group Discussions

- Discuss the types of assessments you have seen in your class/course.
- What category do you think they belong in?

- Complete T-chart

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<th>formative</th>
<th>summative</th>
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Check for Understanding

What is the difference between **formative** and **summative** assessments?

Fist to Five
Types of Assessments

- Diagnostic
- Interim
- Standardized
- Progress monitoring
- Screening
- Summative
- Interim
- Performance task
- Baseline
- RTI
- Formative
- Informal
- Portfolios
- Progress monitoring
Formative Assessment

- **Formative Assessment is the most powerful type of assessment** for improving student understanding and performance.

- The results of formative assessments are used to **modify** and validate instruction; **feedback** is promptly given.

- On-going assessments, reviews, and observations in a classroom can be as **informal** as observing the learner's work or as **formal** as a written test.

- Students can use these **periodic quizzes** and **performance tasks** to monitor their progress.

- **Examples:** conferences; interactive class discussion; a warm-up, exit slip; on-the-spot performance; a quiz (teacher or student created), back to back white boards to answer questions, newspaper headline, fist to five; think-pair-share; partner retelling; three minute write, rubrics/checklists, graphic organizers, response to reading, etc.
Summative Assessment

- takes place at the end of a large chunk of learning, with the results being primarily for the teacher's or school's use.

- results may take time to be returned to the student/parent, feedback to the student is usually very limited, and the student usually has no opportunity to be reassessed.

- tends to have the least impact on improving an individual student's understanding or performance.

- students/parents can use the results of Summative Assessments to see where the student's performance lies compared to either a standard or to a group of students. (NAEP)

- teachers/schools can use these assessments to identify strengths and weaknesses of curriculum and instruction, with improvements affecting the next year's/term's students.

- Examples: standardized testing, final exams; major cumulative projects, research projects, and performances.
Show What You Know

- Exit Ticket
- What is the difference between formative and summative assessments?
  - AND
- Give an example of each.
ELA (English Language Arts):

- Reading Response Checklist
- Team Talk/Text Based Conversations
- Probing questions
Reading Conferences

- **Informal Reading Conferences-about 10 minutes**
  - Student- brings reading log, reading response book, independent reading book
  - Student-retells
  - Teacher can use questions to probe for student understanding
    - **Fiction:**
    - **Nonfiction:**
      - If child shows an understanding of the book, then the conference discontinues.
Framework for Informal Reading Conference

- Bring me a book you can read pretty well.
- Why did you choose this book?
- Tell me what the book is about so far.
- Read this part of the book for me.
- Tell me what you remember about what you read.
- Let’s discuss your strengths and what you need to work on.
- How long do you think it will take for you to complete this book?
“Child-Friendly” Goals

- **Reread** when meaning is unclear, when something doesn’t make sense.
- Make a **picture** in your mind to help you understand.
- Think about **why** characters act and behave the way they do.
- Make **connections** to your life and what you already know to help you understand the story.
- Read in your mind. Don’t **move your lips or point to text**.
- Try reading in another **genre**, or different authors.
- Push yourself to **read more**.
- When you don’t know what a word means, use **surrounding words—or read the next sentence or two** to help you figure it out.
- Use the **pictures** (graphs, charts, visual aids) to help get meaning.
- For younger children: add goals that deal with **concepts of print, handling books, using phonics strategies and other cueing systems**
VIALOGUES (Starring me!...😊)

- https://vialogues.com/vialogues/play/19075/

- https://vialogues.com/vialogues/play/19074/
MATH:

- Quick Checks
- Steps for solving word problems
- Conference notes
- Probing Questions
GO MATH!
Checklist:

Steps for solving multi-step word problems:

1. Read for the flow (to become familiar with the text)
2. Reread for understanding (Circle important #s and underline relevant words - What is the question asking you to compute?)
3. Identify the Order of Operations (\( \times \))
4. Solve and Check your work!!! (NO SILLY MISTAKES)
Teacher Tips:

- Circulation
- “Morning Check-ups”
- Whole Class assessment
- Peer Assessment
- Small group work (based on conference notes)
Q & A:
TED TALK: