

Making Assessment Work for Everyone

❖ Individualism versus Collectivism

Features of Individualism	Features of Collectivism
Fostering independence and individual achievement	Fostering interdependence and group success
Understanding of physical world through direct exposure to objects	Understanding of physical world as it enhances human relationships
Promoting self-expression, individual thinking, personal choice	Promoting adherence to norms, respect for authority, group consensus
Associated with private property	Associated with shared property
Associated with egalitarian relationships and flexibility in roles (upward mobility)	Associated with stable hierarchical roles (dependent on gender, family background, or age)

Making Assessment Work for Everyone

- ❖ Sociocultural Approach to Assessment
 - Assessment takes into account student differences based on culture, gender, language...
 - Use a variety of assessment techniques and formats
 - Include more informal observations
 - formative versus summative assessment

What Makes Good Assessment?

KEY 1

What?

Clear and
Appropriate
Learning Targets

KEY 2

Why?

Clearly Focused
and Appropriate
Purpose

KEY 3

How?

Appropriate Match among
Targets, Purposes, and
Method of Assessment

KEY 4

How Much?

Sufficient Sampling of
Student Work to Make
Sound Inferences
about Learning

KEY 5

How Accurate?

Fairness and Freedom
from Biases that Distort
the Picture of Learning

What Makes Good Assessment?

- ❖ Begin with the end in mind...
 - KEY 1 > What?
 - Clear and appropriate learning goals and objectives
 - Use benchmarks, standards, etc.
 - Be specific enough to enable everyone - teacher, student, parent/caregiver - to share the same understanding of what knowledge demonstrates mastery
 - Get to know students so can develop learning targets that adequately assess their level of understanding

What Makes Good Assessment?

❖ Key 2 > Why?

- Clear and appropriate purpose of why you are assessing and how this information will be used
- Does not harm or unduly frustrate students
- Ultimately want students to direct own learning
 - Help them understand how to learn, how to evaluate their own performance, and how to undertake learning necessary to improve their work

What Makes Good Assessment?

❖ KEY 3 > How?

- Appropriate match among learning goals, purposes, and method of assessment
- Good assessment means choosing the best method for the learning goals and the population being assessed

❖ KEY 4 > How much?

- Sufficient sampling to make sound inferences about learning

What Makes Good Assessment?

- ❖ KEY 5 > How Accurate?
 - Fair and freedom from biases that distort picture of learning
 - Grade is only as good as assessment upon which it is based

What Makes Good Assessment?

- ❖ Learners are involved so a shared understanding of learning is developed;
- ❖ Learners self-assess and receive specific, descriptive feedback about the learning during the learning;
- ❖ Learners collect, organize, and communicate evidence of their learning with others;
- ❖ Instruction is adjusted in response to ongoing assessment information; and
- ❖ A safe learning environment invites risk-taking, encourages learning from mistakes, enables focused goal setting, and supports thoughtful learning.

Information adapted from...

- ❖ Making Assessment Work for Everyone: How to Build on Student Strengths
 - By P. Kusimo, M. Ritter, K. Busick, C. Ferguson, and E. Trumbell