

STAGE TWO

Evidence: Assessing for Understanding

How does this help teachers?	<ul style="list-style-type: none"> • Determines whether or not established goals have been achieved • Provides feedback to students regarding their progress to improve learning • Guides teacher planning and instructional practices
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	FORMATIVE ASSESSMENT	SUMMATIVE ASSESSMENT
FORMATIVE VS. SUMMATIVE	“Formal and informal processes teachers and students use to gather evidence for the purpose of improving learning.” ~ Jan Chappuis	“Assessments that provide evidence of student achievement for the purpose of making a judgement about student competence or program effectiveness.” ~ Jan Chappuis
	Is used to check student understanding	Is used to compare student learning against established goal or criteria
	Provides teachers with information to make decisions about the next steps in instruction and allows teachers to be responsive to student needs.	Provides teachers and students with information about the attainment of knowledge, skills, and understanding.
	Frequent and ongoing throughout a learning engagement or unit	At the end of a learning engagement or unit

ROLE OF THE TEACHER	<ul style="list-style-type: none"> • Design assessment in alignment with the established goals in Stage 1 • Ensure assessment is aligned with what students are actually learning and is cohesive from start to finish • Plan for assessment to happen regularly and throughout the unit • Provide timely and ongoing feedback to students • Provide opportunities for students to demonstrate knowledge, skills, and understanding • Create assessments that emphasize both process and product • Provide a variety of assessment formats to meet student diversity and increase engagement • Use data gathered from formative assessment to adjust learning plan • Provide opportunities for students to reflect and self-assess in relation to the established goals
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ROLE OF THE STUDENT	<ul style="list-style-type: none"> • Use assessment results to determine where they are in terms of achieving the established goals • Know at the start of a unit how they will be assessed throughout the unit • Have a clear understanding of what success looks like and the steps needed to achieve success • Have opportunity for choice in types of assessment format • Reflect on their knowledge, skills, and understanding in relation to the established goals
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STRATEGIES	FORMATIVE ASSESSMENT	SUMMATIVE ASSESSMENT
	<ul style="list-style-type: none"> • Exit Slips • Thinking Routines e.g., What makes you say that? • Reflective Journals • Choral Responses • Cloze Procedures • Concept Maps • Conferences • Surveys • Demonstration Stations • Examples/Non-Examples • Five Finger Check Ins • Four Corners • Graffiti • Inside/Outside Circles • Thumbs Up/Thumbs Down • One Sentence Summaries • Teach a Friend • Three Facts and a Fib • Whip Around • Popcorn 	<ul style="list-style-type: none"> • Performance tasks • Unit tests

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Resources

- http://www.stma.k12.mn.us/documents/DW/Q_Comp/FormativeAssessStrategies.pdf
- http://www.assessmentforlearning.edu.au/professional_learning/modules/student_self-assessment/student_research_background.html
- <http://www.assessmentforlearning.edu.au/default.asp?id=912>
- [NVSD Assessment Handbook](#)
- Classroom Assessment & Grading That Work, Robert J. Marzano
- Choice Words: How our language affects children's learning, Peter H. Johnston
- Seven Strategies of Assessment for Learning, Jan Chappius
- Talk about Assessment: Strategies and Tools to Improve Learning, Damian Cooper
- Classroom Assessment for Student Learning, Chappius et al