



# Assessing for Success

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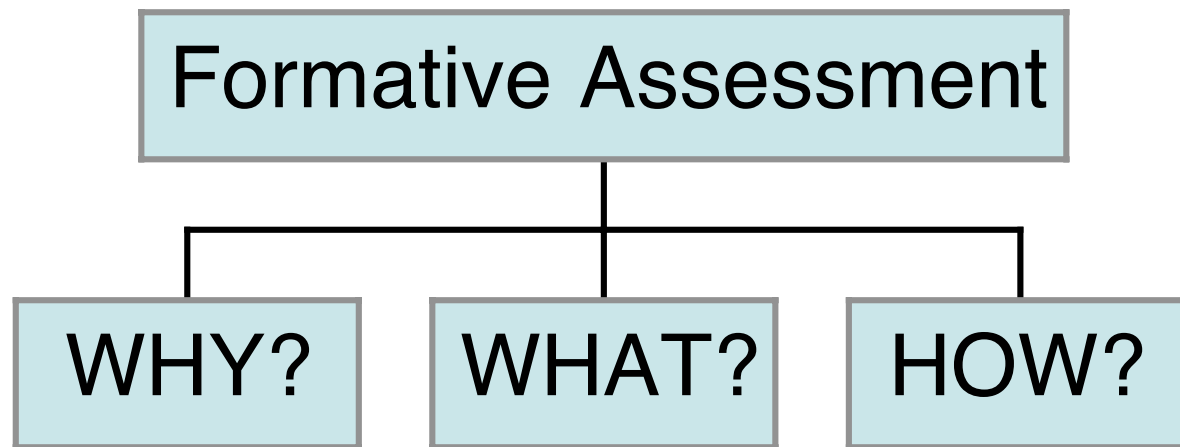
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# What is success?

# Summative vs. Formative Assessment



# WHY?

Formative assessment...

- Gives a better indication of what students **KNOW** and are able to do
- Helps teachers to better understand students' thinking and reasoning

# And...

- Helps teachers pinpoint students' errors or misunderstandings
- Informs further instruction

# WHAT?

Formative assessment can be...

- Performance-based assessments
- Inquiry-style discussions
- Interviews

# And/or...

- Student projects, portfolios, presentations
- Teacher observations
  - Students' work
  - Students at work
- Questions that encourage students to think, discuss their ideas and strategies

# HOW?

Getting ready...

- Plan assessments while planning instruction. Ask yourself, “How will I know if they have learned this?”
- Gather good assessment tasks, and sort them according to units or goals.
- Keep assessment in mind as you teach. Make it ongoing, part of the daily routine.

(from Bush & and Stenmark (2001, p. 16)

# HOW?

To begin...

- Ask students to show all their work
- Ask students to explain their thoughts and strategies in writing as well as during discussions
- Think of questions to ask students that help them demonstrate what they know

# Questions and Directions to Elicit Explanations

- Tell (or explain) how you know.
- Show with pictures, numbers, and words...
- Show all your work.
- Explain how you found your answer.
- Solve the problem in more than one way.
- What can you say?

# Tasks and Open-Ended Questions

- Change a problem by adding a probing question or asking for extensions
- Try unstructured problems
- Share different solutions

# Scoring Rubrics

- Holistic
  - Single score for level achieved
  - Overall quality of response
  - Usually 3 or 4 levels
- Analytic
  - Scores assigned to components of the task

# HOW?

To continue...

- Share successes and struggles with other teachers.
- Try a different method of record-keeping or scoring.
- Don't try to do everything at once!