



Student Assessment

“For the evaluation to support learning, it must be meaningful to the learner.”

(From the Ground Up,
Novak in Mills & Donnelly, 2001)

How does Webster define assessment?

assess

One entry found for **assess**. Main Entry: **as sess**

Pronunciation: &- 'ses, a-

Function: *transitive verb*

Etymology: Middle English, probably from Medieval Latin *assessus*, past participle of *assidere*, from Latin, to sit beside, assist in the office of a judge -- more at [ASSIZE](#)

1 : to determine the rate or amount of (as a tax)

2 a : to impose (as a tax) according to an established rate **b** : to subject to a tax, charge, or levy

3 : to make an official valuation of (property) for the purposes of taxation

4 : to determine the importance, size, or value of <*assess a problem*>

5 : to charge (a player or team) with a foul or penalty

A few more clicks away...

- The evaluation of personality variables, achievement, skill, or ability.
- "Assessment is defined as the systematic basis for making inferences about the learning and development of students. More specifically, assessment is the process of defining, selecting, designing, collecting, analyzing, interpreting, and using information to increase students' learning and development"

(T. Dary Erwin, *Assessing Student Learning and Development*, Jossey-Bass, 1991, see pp.14-19).

- "Assessment is a means for focusing our collective attention, examining our assumptions, and creating a shared culture dedicated to continuously improving the quality of higher learning. Assessment requires making expectations and standards for quality explicit and public; systematically gathering evidence on how well performance matches those expectations and standards; analyzing and interpreting the evidence; and using the resulting information to document, explain, and improve performance."

(Angelo, *AAHE Bulletin*, April 1995, p. 11).

Types of Assessment

- **Screening** – brief assessment that will be a strong indicator of future academic behavior. (Dominie)
- **Diagnostic** - Assessment conducted at any time during the school year when more in-depth analysis of a student's strengths and weaknesses is needed to guide instruction. (Special Services analysis)
- **Progress Monitoring** - Assessment conducted a minimum of three times a year or on a routine basis (i.e., weekly, monthly, or quarterly) using comparable multiple assessment forms to
 - (a) estimate rates of reading improvement,
 - (b) identify children who are not demonstrating adequate progress and therefore require additional or different forms of instruction, and/or
 - (c) compare the efficacy of different forms of instruction for struggling readers and thereby design more effective, individualized instructional programs for those at-risk learners.
(Dominie, SCRA, Rubrics, teacher/student made tests)
- **Outcome** - Assessment for the purpose of classifying students in terms of whether or not they achieved grade level performance or improved. (PACT)
 - <http://title3.sde.state.ok.us/readingfirst/assessment.htm>

Why assess?

- Provide Diagnosis
- Set standards
- Evaluate progress
- Communicate results
- Motivate performance

The founding vision regarding assessment...

- Parents didn't want their children over assessed.
- Careful consideration was given to State Department of Education assessment requirements.
- There was a general belief and agreement that the main purpose of any assessment should be to inform instruction in a way that allows teachers to make decisions that lead toward continued growth and learning not only for students but for teachers.

What does our charter say:

Student Achievement and Progress Evaluation.

- The Palmetto Achievement Challenge Test (PACT) will be administered at state mandated grade levels as an outcome measure.
- Dominic Reading and Writing Assessment Portfolio will be used as a progress monitoring tool in all grade levels to define progress and plan individual language arts curricula.
- Informal assessments such as interim teacher tests, student observations, student portfolios, and individual conferencing will be utilized.

What does our charter say:

Assessment Table

Grade Level	Assessment	Time of Year
First grade	Dominie Reading and Writing Assessment Portfolio: text reading, sentence writing and spelling, core reading words, show me book (if necessary), inventory of letter knowledge (if necessary)	Beginning, middle and end of the year as suggested in assessment materials
	Interim teacher tests, student observations, student portfolios, and individual conferencing	As deemed necessary throughout the year
	The South Carolina Readiness Assessment will be given to determine students' readiness for first and second grade. This test relies on teacher observation and documentation.	Throughout the first grade.
Second grade	Dominie Reading and Writing Assessment Portfolio: text reading, sentence writing and spelling, core reading words	Beginning, middle and end of the year as suggested in assessment materials
Third grade	Dominie Reading and Writing Assessment Portfolio: text reading, sentence writing and spelling, core reading words	Beginning, middle and end of the year as suggested in assessment materials
	Interim teacher tests, student observations, student portfolios, and individual conferencing	As deemed necessary throughout the year
	The Palmetto Achievement Challenge Test (PACT)	As required by State Testing Guidelines in accordance with state mandates

What does our charter say:

Assessment Table continued

Fourth grade	Dominie Reading and Writing Assessment Portfolio: text reading, sentence writing and spelling, core reading words	Beginning, middle and end of the year as suggested in assessment materials
	Interim teacher tests, student observations, student portfolios, and individual conferencing	As deemed necessary throughout the year
	The Palmetto Achievement Challenge Test (PACT)	As required by State Testing Guidelines in accordance with state mandates
Fifth grade	Dominie Reading and Writing Assessment Portfolio: text reading, sentence writing and spelling, core reading words	Beginning, middle and end of the year as suggested in assessment materials
	Interim teacher tests, student observations, student portfolios, and individual conferencing	As deemed necessary throughout the year
	The Palmetto Achievement Challenge Test (PACT)	As required by State Testing Guidelines in accordance with state mandates

What does our charter say:

Performance Goals Timeline

- Students will be expected to perform at or above grade level or make one year's progress for each year enrolled.
- The expected yearly progress will meet or exceed adequate yearly progress as established in No Child Left Behind Act.
- Assessment results will address product and process.
- Profiles of student achievement will be developed that show each child's growth.
- Student achievement will be discussed and reported through conferences and written narrative reports that will communicate the child's progress toward the competencies in each given content area.

So, what are some meaningful forms of assessment in use at CSI....

- Kidwatching
- Rubrics
- Teacher/student made tests
- Portfolios
- Standardized tests

What is Kidwatching?

“Kidwatching includes direct, intentional, and systematic observations by teachers”

(O’Keefe, 1997)

Why do we do it?

Kidwatching is a term coined by Yetta Goodman in the late 1970's to describe in-depth, long-term observations of the children we teach. When we *watch kids* we bring our understanding of how children think and learn to our careful observations of how they interact with people, things, events, and experiences in the classroom, lunchroom, playground – anywhere we are able to be together.

“Attending to the details of one child at a time can develop a richer understanding of that person, of course, and it can simultaneously strengthen a deeper and more powerful understanding of all children, for it sensitizes teachers to detail, to their own ability to observe and understand, and to similarities and differences between children.”

Bill Ayers (1993)

Kidwatching Notes

STATUS OF THE CLASS Subject _Writing Workshop

Student	Monday	Tuesday	Wednesday	Thursday	Friday
Blake					
Breyon					
Carl					
Chazmon					
Cherease					
Christian					
Devin					
Emmanuel					
Jaris					
Jalen					
Jerry					
Katie					
Katraia					
Kaylee					
Kaylyn					
Payne					
Rayshawn					
Shawn					
Tyler					

What are rubrics?

In general a rubric is a scoring guide used in subjective assessments. A rubric implies that a rule defining the criteria of an assessment system is followed in evaluation. A rubric can be an explicit description of performance characteristics corresponding to a point on a rating scale. A scoring rubric makes explicit expected qualities of performance on a rating scale or the definition of a single scoring point on a scale.

Google definition

Upper Elementary student created rubric for dialogue writing assignment

Category	3 points	2 points	1 point
Complete thoughts	All thoughts were complete and understanding was not a problem.	Most of the thoughts were complete, but since not all were complete it was hard to understand.	No thoughts were complete and I did not understand anything.
Proper punctuation (other than quotation marks)	All punctuation was used correctly.	There were less than three punctuation errors	There were more than three punctuation errors.
Variety of dialogue structure	Used dialogue with punctuation in quotations and outside of quotations more than one time	Used dialogue with punctuation in quotations and outside of quotations	Used dialogue in only one way
Correct spelling	All words are spelled correctly	Most words are spelled correctly (not more than 3 spelling errors)	Many words are spelled incorrectly
Use of juicy dialogue words	Used more than 8 juicy dialogue words (not including said)	Used at least 8 juicy dialogue words	Used less than 8 juicy dialogue words
Length	Writing was more than 2 paragraphs	Writing was at least 2 paragraphs long	Writing was less than 2 paragraphs
Instances of dialogue	12 different dialogue exchanges	8 different dialogue exchanges	5 different dialogue exchanges
Dialogue Structure	Dialogue Structure rules were carefully followed	Dialogue Structure rules were followed at least 9 times	Dialogue structure rules were followed 8 times or less.
Effort	This piece of writing shows that I put forth all my effort	This piece of writing shows that I put forth a decent effort but could have done better	I put forth very little effort on this piece of writing

Upper Elementary student created rubric for dialogue writing assignment (cont.)

Level of work	My writing shows that I can work at or above an Upper Elementary level	My writing shows that I can work at a level that almost meets Upper Elementary expectations	My writing shows that during this assignment I was unable to work at an Upper Elementary Level
Peer edit cooperation	Author fully cooperated with the peer editor	Author had some troubles with the peer editor, but was able to get work completed	Author was unable to cooperate with the peer editor
Shooting for the stars	Author went above and beyond what they were asked to do and reached the stars	Author tried to go above and beyond what they were asked to do and reached the atmosphere.	Author did not go above and beyond what they were asked to do.
Personal best	Author did THEIR personal best.	Author came close to their personal best.	Author did NOT do their personal best.
Completed in a timely manner	Piece was handed in early.	Piece was handed in on time.	Piece was handed in late.
Neatness	Writing was very neat and easy to read.	Writing's lack of neatness began to impeded it's readability	Writing was messy and hard to read.
Time on task	Stayed on task each day during writing workshop	Stayed on task most days during writing workshop	Rarely stayed don task during writing workshop

Early Elementary rubric for continent project

Category	0 Points	1 Point	2 Points
Continent Name and Location	Not included as part of presentation	Included but cardinal directions not clearly communicated	Included and cardinal directions clearly communicated
# of Countries and Largest Countries	Not included	Some information included	Both # of Countries and Largest Countries included
Climate and Landforms	Not included	Some information included	Extensive Information included
Languages	Not included	Some information included	Extensive Information included
Animals	Not included	Some information included	Extensive Information included
Interesting Facts	Less than three facts included	Three facts included	More than three facts included

0-8 Pts You can do better!

9-10 Pts Good job!

11-12 Pts Great job!

Use this assessment as an opportunity to reflect on what you did well and what you can do better in the future!

What are teacher/student made assessments?

- Generally this refers to an assessment that is created by the teacher or in collaboration with the students based on a focused study or a particular topic pertinent to the students being taught. In other words the teacher thinks carefully about what he/she has learned with the children and then carefully crafts an exam that will allow children to showcase their new learning.

Example of teacher/student made assessment in Upper Elementary

What I know about the solar system

Expert _____ Date _____

What is the name of the planet that you are an expert on? _____

Tell five facts about your planet

List the planets in order from the sun

What is the equator? _____

Draw a picture if that helps you explain it better:

Example of teacher/student made assessment in Upper Elementary

What is the equinox? _____

Draw a picture if that helps you explain it better:

Match the planet with the best fact:

Mercury _____

Venus _____

Earth. _____

Mars _____

Jupiter _____

Saturn _____

Uranus _____

Neptune _____

Pluto _____

A. rings are not solid but made of ice

B. only planet that people can live on

C. now known as a dwarf planet

D. is the closest planet to the sun

E. has 21 moons

F. this planet has a black spot on it

G. this planet is the same size as Earth

H. this planet is often called the red planet

I. this is the largest planet

Draw a picture of the phases of the moon and label them:

What was one thing you learned at the Challenger Learning Center?

Is there anything else that you want to say about your understanding of space?

What are Portfolios?

one type of alternative assessment; portfolios are a representative collection of a student's work throughout an extended period of time; the aim is to document the student's progress in language learning via the completion of such tasks as reports, projects, artwork, and essays.

taesig.8m.com/createxiii.html

What is the SCRA?

- **A Performance Assessment Spanning Kindergarten and First Grade**
- **Adapted from the Work Sampling System**
- **Three Broad Domains:**
 - **Personal and Social Development**
 - **English/Language Arts**
 - **Mathematics**

What are the purposes of the SCRA?

- The SCRA serves a unique dual purpose:
- Inform instructional decision-making
- A standards-based measure of the school readiness of SC's rising first and second graders

To learn more about SCRA visit:

[http://ed.sc.gov/agency/offices/ece/documents/SCRAoverview2-Nov2005.ppt#268,12,SCRA – Content Hierarchy](http://ed.sc.gov/agency/offices/ece/documents/SCRAoverview2-Nov2005.ppt#268,12,SCRA-ContentHierarchy)

What are standardized tests?

Commercially prepared tests that assess performance in different domains. A standardized test often allows an adolescent's performance to be compared to that of other adolescents of the same age.

highereducation.mcgraw-hill.com/sites/007249199x/student_view0/chapter2/key_terms.html

PACT is the only standardized test we administer at CSI

- administered to 3-5 grade students only
- ELA and Math are assessed in all grades, science is assessed in 3rd grade and 5th grade and social studies is assessed in 4th grade.
- The PACT English language arts test and the mathematics test includes both multiple-choice and constructed-response items. Each ELA test also includes one extended writing item. The PACT Science and Social Studies tests will include only multiple-choice items for the 2006-07 test administration.

Dominie Reading and Writing Profile

“While there are many purposes for evaluation, this system is designed to help teachers observe and document children’s growth in reading and writing to improve instructional decisions.”

Dominie Reading and Writing Profile Primary Class Assessments

Six assessments are given in the Primary classes

- Sentence writing and spelling
- Spelling Inventory
- Inventory of letter knowledge
- Core reading words
- Show Me Book
- Text Reading

Primary Class Fall 2006 Results

Sentence Writing –

- kindergarten aged students scores range from 7-50 correct out of a possible 50 phonemes
- first grade aged students scores range from 12-50 correct out of a possible 50 phonemes

Spelling Inventory -

- kindergarten aged students scores range from 0-17 correct out of a possible 18 words
- first grade aged students scores range from 2-16 correct out of a possible 18 words

Primary Class Fall 2006 Results

Inventory of Letter Knowledge

- kindergarten aged students scores range from 11-52 correct out of a possible 52 letters (upper and lower case)
- first grade aged students scores range from 44-52 correct out of a possible 52 letters (upper and lower case)

Core reading words

- kindergarten aged students scores range from 1-15 correct out of a possible 15 words read
- first grade aged students scores range from 1-27 correct out of a possible 27 words read

Primary Class Fall 2006 Results

Text Reading

- Overall classroom reading level ranged from a level 1 (beginning of kindergarten) to a level 10 (middle of third grade)

Dominie Reading and Writing Profile Early Elementary Class Assessments

Four assessments are given in the
Early Elementary classes

- Sentence writing and spelling
- Spelling Inventory
- Core reading words
- Text Reading

Early Elementary Class

Fall 2006 Results

Sentence Writing/spelling –

- Second grade aged students scores range from 56-70 correct out of a possible 70 phonemes in writing and 5-11 out of 20 possible correct words
- Third grade aged students scores range from 47-70 correct out of a possible 70 phonemes in writing and 9-19 out of 20 possible correct words
- One child did not take the sentence writing and spelling assessment

Spelling Inventory -

- Second grade aged students scores range from 0-10 correct out of a possible 45 words
- Third grade aged students scores range from 0-41 correct out of a possible 45 words

Early Elementary Class

Fall 2006 Results

Core reading words

- Second grade aged students scores range from 6-24 correct out of a possible 25 words read
- Third grade aged students scores range from 3-25 correct out of a possible 25 words read
- One student is working at a first grade level

Text Reading

- Overall classroom reading level ranged from a level 1 (beginning of kindergarten) to a level 10 (middle of third grade)

Upper Elementary Class

Fall 2006 Results

Sentence Writing/spelling –

- Fourth grade aged students scores range from 56-70 correct out of a possible 70 phonemes in writing and 5-11 out of 20 possible correct words
- Third grade aged students scores range from 47-70 correct out of a possible 70 phonemes in writing and 9-19 out of 20 possible correct words
- One child did not take the sentence writing and spelling assessment

Spelling Inventory – (fourth grade test administered)

- Fourth grade aged students scores range from 0-31 correct out of a possible 45 words
- Fifth grade aged students scores range from 1-41 correct out of a possible 45 words

Upper Elementary Class

Fall 2006 Results

Core reading words (3rd grade word list)

- Fourth grade aged students scores range from 13-25 correct out of a possible 25 words read
- Fifth grade aged students scores range from 18-25 correct out of a possible 25 words read
- One student is working at a first grade reading level

Text Reading

- Overall classroom reading level ranged from a level 5 (beginning of first grade) to a level 18 (end of 8th grade)

What does all this mean for us today

- Dominic Reading and Writing Profile is administered and reported to the Board in the Fall, Winter and Spring of each school year.
- We will do the same with our mathematics assessment but for the 2006-2007 school year we will only have a winter and spring administration and report.
- Other subject areas (science and social studies) will be reported on an individual classroom basis in narrative and standards based reports to parents.
- We will experience success this year just by the nature of the educational setting that we are providing students.

Some final thoughts...

- There should be no surprises when it comes to student evaluation.
- Students should always be aware of evaluation criteria and procedures.
- They should have a role in the evaluation process.
- They should receive regular feedback as to “how they are doing.”

“All assessment is a
perpetual work in
progress.”

Linda Suske