

The BIG Picture  
Assessment for Learning: Closing the Achievement Gap

<b>World Literacy Ranking</b>	<b>Top Ranked States for Education</b>
1- <b><u>Finland</u></b>	1- Connecticut
2- <b><u>Canada</u></b>	2- <b><u>Massachusetts</u></b>
3- <b><u>New Zealand</u></b>	3- California
4- Australia	4- New Jersey
5- <b><u>Ireland</u></b>	5- New York
6- South Korea	6- Illinois
7- United Kingdom	7- Vermont
8- Japan	8- Washington
9- Sweden	9- Maine, Maryland
10- Iceland, Belgium, Austria,	11- Florida
13- France, Norway,	12- New Hampshire
<b>15- United States</b>	13- Rhode Island
	14- Texas
	15. Colorado
	16. Nevada, Oklahoma
	<b>18. Kentucky</b>
<b><u>Source</u></b> <a href="http://www.nationmaster.com/red/grap h/edu_rea_lit-education-reading-literacy">http://www.nationmaster.com/red/grap h/edu_rea_lit-education-reading-literacy</a>	<b><u>Source</u></b> <a href="http://www.usnews.com/articles/education/high-schools/2009/12/09/americas-best-high-schools-state-by-state-statistics.html">http://www.usnews.com/articles/education/high-schools/2009/12/09/americas-best-high-schools-state-by-state-statistics.html</a>

**I WONDER... Questions**- What makes these countries so smart? What do these countries and states have in common that we can utilize to help our students compete at home and abroad? What do they have to support student learning? .What do we have missing? What haven't we done that we need to do? What have they done that we still need to do?

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**Facts**

**What Are We ALL Doing?**

- ✓ Stiggins, Black and Williams, Sir Ken Robbins, Marzano, Daggett...
- ✓ Formative Assessment-FA

<b><u>Top Ranked</u></b>	<b><u>"Others"</u></b>
<b>Assessment as/for Learning</b>	<b><i>Formative Assessment</i></b>
<b>Student Centered</b>	<b><i>Teacher Driven – Teacher in charge – Student’s Interacting-Engagement.</i></b>
<b>Teacher is the coach.</b>	<b><i>Often the teacher is the judge and some working in coach mode.</i></b>
<b>Constructing Knowledge Working on Metacognition</b>	<b><i>Seeking out the misconception or the error.</i></b>
<b>Whole Education has taken a Pedagogical Shift.</b>	<b><i>? – What does the data tell us?</i></b>

### **Shared Assessment for Learning- Formative Assessment Language**

(**Australia** – The Assessment for Learning Project)

- focus on **how students learn**
- be recognized as **central to classroom practice**
- promote commitment to **learning goals** and a shared understanding of the criteria
- develop learners' capacity for **self-assessment** so they can become **reflective** and **self-managing**
- be part of effective planning of teaching and learning

(**Finland**-Kaplan, December 2008/ *The Flat World and Education: How America's Commitment to Equity Will Determine Our Future* New York: Teachers College Press. © 2010.)

- Teachers are expected to **meet with every student** and parent to **discuss the students' learning**
- **Students set their own targets** with teachers, who serve as coaches
- The main purpose of assessing students is to guide and encourage students' own **reflection** and **self assessment**
- Ongoing **feedback from the teacher** is very important. Teachers give students formative and summative reports both through **verbal and narrative** feedback.
- Students are likely to determine their **own weekly targets** with their teachers in specific subject areas **and choose the tasks they will work on** at their **own pace**

(**New Zealand**- OECD/CERI International Conference – Center for International Research)

- Formative assessment is a means to meeting the goals of ***lifelong learning***
- guide students toward development of their own **“learning to learn” skills** – skills that are increasingly necessary as knowledge is quickly outdated in the information society
- Placing emphasis on the process of teaching and learning, and **actively involving students in that process.**
- Building students' skills for **peer- and self-assessment and reflection.**
- Helping students understand their own learning, and develop appropriate strategies for **“learning to learn”**
- Establishment of **learning goals**, and tracking of individual student progress toward those goals.

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- Read the Stiggin’s Article  
<http://www.grec.ky.gov/MathAlliance/handout1formative%20assessment.pdf>
- What language/message is repeated over and over?

<p><i>Creating Independent Student Learners: A Practical Guide to Assessment for Learning</i> Copyright c 2006 by Pauline Clarke, Thompson Owens, and Ruth Sutton. (N-3; 4-8)</p>	<p><i>Knowing What Counts Series: Conferencing and Reporting; Self Assessment and Goal Setting; Setting and Using Criteria</i> (Middle High School) by Kathleen Gregory, Caren Cameron, and Anne Davies Copyright c 1997 by Kathleen Gregory, Caren Cameron, and Anne Davies.</p>	<p><i>Seven Strategies of Assessment for Learning</i> by Jan Chappius – Pearson Training Institute Copyright c 2009 Pearson Education, Inc.</p>
<p style="text-align: center;"><b>8 Steps</b></p> <p><u>Set</u> goals. <u>Share</u> with students. <u>Enabling</u> tasks. <u>Assessment</u> criteria. <u>First</u> attempt. <u>Invite</u> comparison. <u>Identify</u> next steps. <u>Second</u> attempt. <u>Students</u> looking back.</p>	<p style="text-align: center;"><b>6 Parts</b></p> <p>Begin with end in mind: <b><u>Explain</u></b> purpose <b><u>Show</u></b> samples <b><u>Talk</u></b> about evidence <b><u>Set/Use</u></b> criteria <b><u>Self-assess</u></b> <b><u>Seek</u></b> feedback FOR learning <b><u>Set</u></b> goals <b><u>Collect</u></b> evidence <b><u>Select</u></b> and reflect on evidence <b><u>Present</u></b> evidence of learning</p>	<p style="text-align: center;"><b>7 Strategies</b></p> <p><b><u>Provide</u></b> students with a clear and understandable learning target.</p> <p><b><u>Use</u></b> examples and models of strong and weak work.</p> <p><b><u>Offer</u></b> regular descriptive feedback.</p> <p><b><u>Teach</u></b> students to self-assess and set goals.</p> <p><b><u>Design</u></b> lessons to focus on one learning target or aspect of quality at a time.</p> <p><b><u>Teach</u></b> students focused revision.</p> <p><b><u>Engage</u></b> students in self-reflection, and let them keep track and share their learning.</p>

**THIS IS THE GIG** - Black and William –

Formative assessment does improve learning. The gains in achievement appear to be quite considerable, and as noted earlier, among the largest ever reported for educational interventions. As an illustration of just how big these gains are, an effect size of 0.7, if it could be achieved on a nationwide scale, would be equivalent to raising the mathematics attainment score of an ‘average’ country like England, New Zealand or the United States into the ‘top five’ after the Pacific Rim countries of Singapore, Korea, Japan and Hong Kong.” (Beaton et al., 1996, Black and Wiliam, 1998, p. 61)

\*\*\*\*\*I’ve compiled resources into one website with just Assessment for Learning Resources. Just type this into your url: <http://independentlearner.weebly.com/>