



Standards Based and Assessment for Learning Savvy: Growing Leaders at All Levels

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By the end of this session, you will...

- Consider key points from Research on Assessment and Learning
- Recognize the power of a Standards-based and Assessment FOR Learning approach to
 - Support Student Learning and Progression
 - Grow Leaders at All Levels
- Begin to formulate ideas for how to lead others to
 - Balance Accountability with Support
 - Focus on Learning as Much as on Achievement
 - Engage All Students Actively in Learning

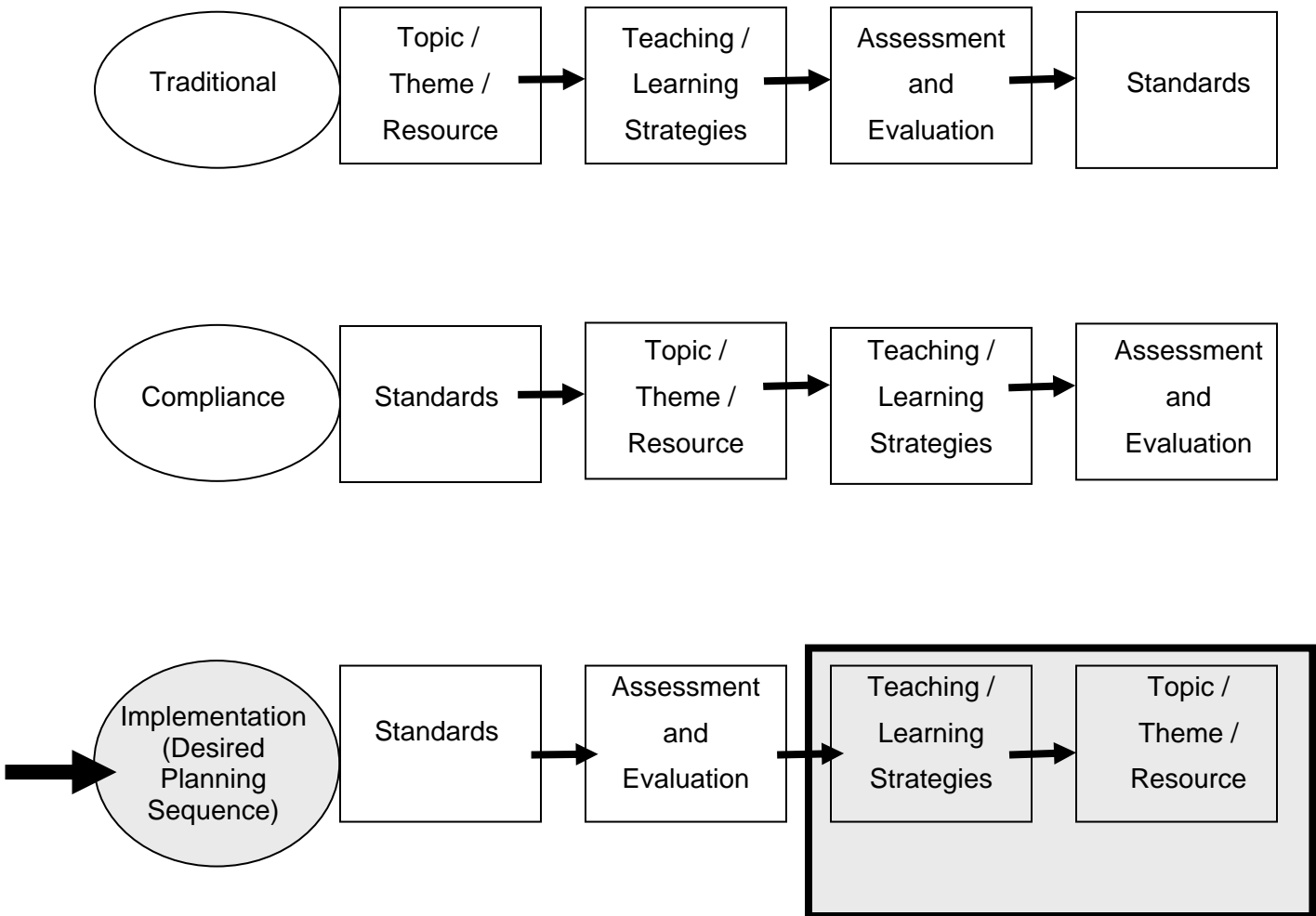
Critical questions that will frame our conversation:

- 1) What is performance standards-based? How is it different from where we are now?
- 2) What is the relationship of assessment to improved student learning and achievement? What are the lessons from research? What is assessment for learning? What does it look like?
- 3) How can we better involve students in the learning process in ways that both achievement and learning improve?
- 4) What is the connection to benchmark assessments and common performance tasks? What does balance in assessment really look like? What is triangulation and why does it matter?
- 5) What has all of this got to do with standards based grading?
- 6) What is the work of leadership (teachers and principals and central office support) in this arena? What should leaders be looking for? What can leaders do? What are the next steps?

Standards-Based

What is standards-based?
How different is that from where we are now?

Making the Shift to Standards-Based Planning (adopted from Thames Valley District School Board, Ontario)



Destinations and Evidence

Teaching Target	Possible Evidence
<i>Read a wide range of materials in different genres</i>	
<i>Write responses that show an understanding of what they have read</i>	
<i>Demonstrates a command of the rules and conventions of writing (spelling, punctuation, grammar, sentence structure)</i>	
<i>Uses the writing process</i>	
<i>Demonstrates fluency as an oral reader</i>	

Assessment OF vs. FOR

Unprecedented Gains

- Unprecedented gains have been seen for over a decade in meta-analysis of assessment studies
- Effect sizes of typical formative assessment experiments equal .4 to .7 standard deviation, or
 - 15% percentile points (mid-range)
 - 2 grade equivalents
 - England's place in TIMMS ranking from 21st to 5th
- **The greatest boost is seen in low achievers** – more so than for other students!

Black and William (as well as meta analyses before and since) concluded that...

- **Involving students in assessment,**
- **Increasing the amount of descriptive feedback, and**
- **Decreasing evaluative feedback**

...have a more powerful, positive impact on learning than any education innovation ever documented.

Assessment OF Learning

- Looks at learning to decide how much has been learned...
- And to report on it
- A “rear-view mirror” perspective



Assessment FOR Learning

- Criteria and feedback that helps the learner learn
- Anything that makes learning more possible

Assessment FOR Learning: 3 Steps

(Based upon the work of Anne Davies, Classroom Connections © 2003)

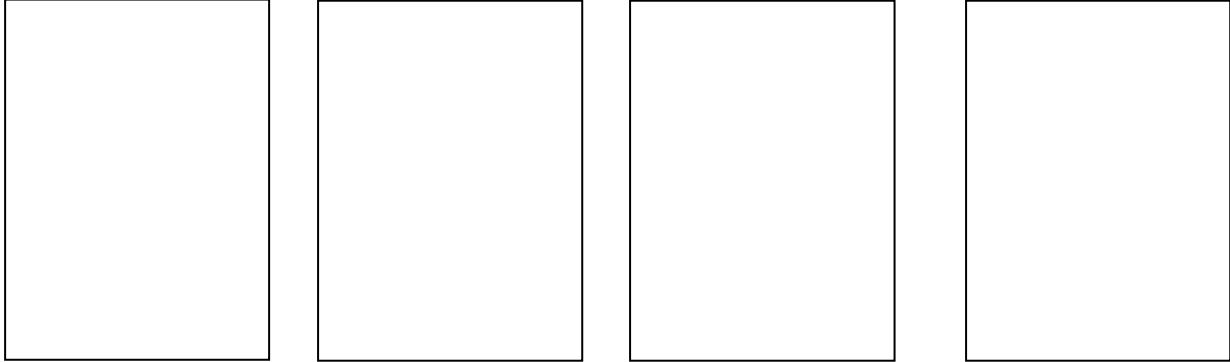
Assessment FOR Learning has three simple steps that encompass it all:

1 _____, with the support of _____, wrap their arms around what the _____ really expect for each grade level / subject...

2 Once the _____ is established, they work with _____ to bring them into the _____.

3 _____ take on a more active role and become partners in a continuous _____ cycle that supports their _____.

Beth's Blocks



Video Clips:

Notes:

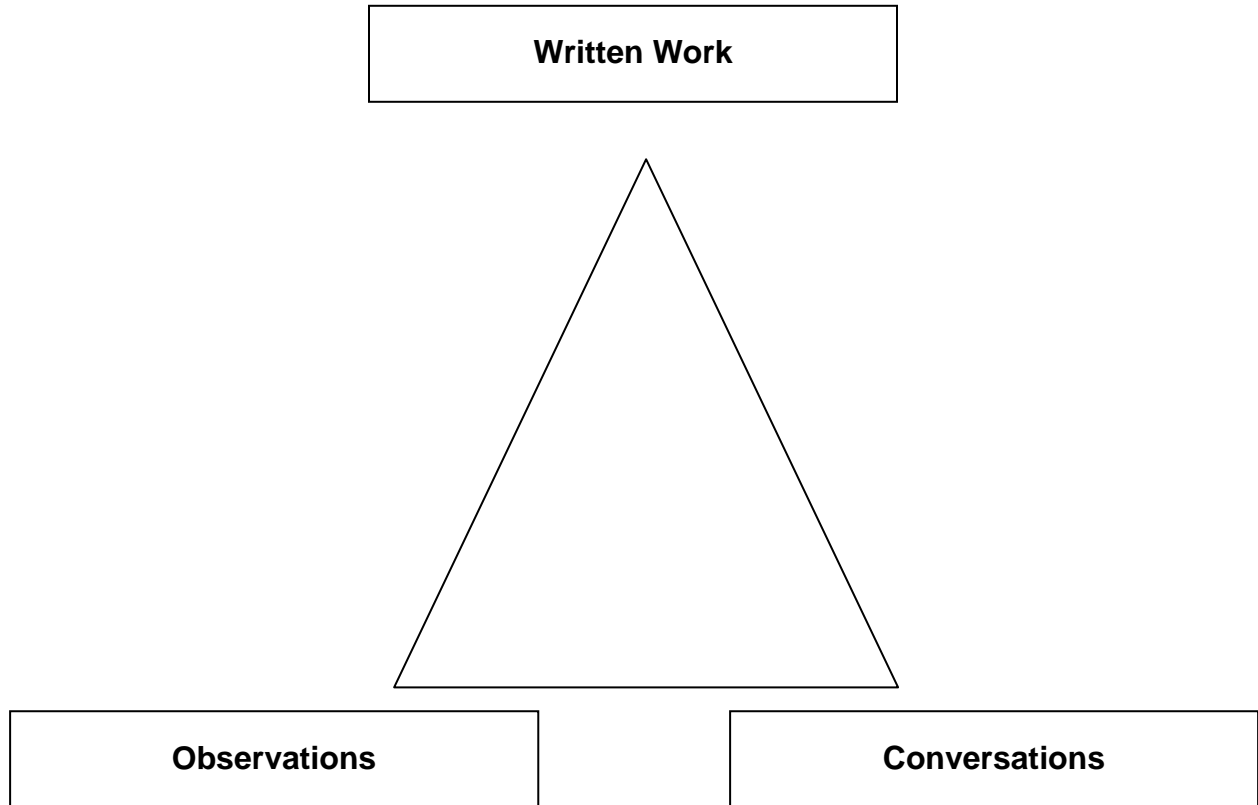
AFL: Student Involvement as Partners

- Talk about _____;
- Show them _____; discuss what evidence might look like
- Set _____ with learners
- Provide them _____ against criteria
- Teach them to _____
- Give them _____ to learn

Students, in partnership with teachers:

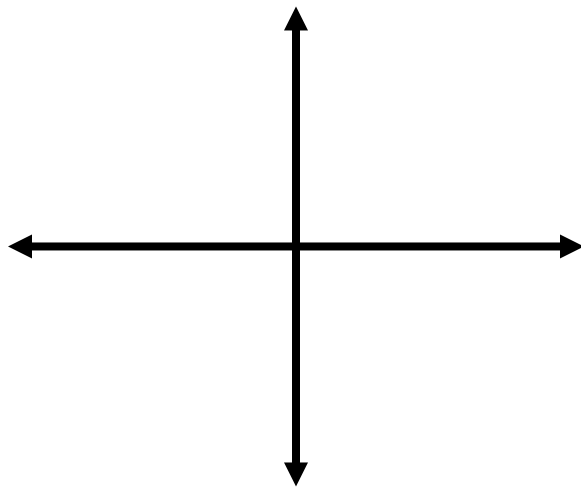
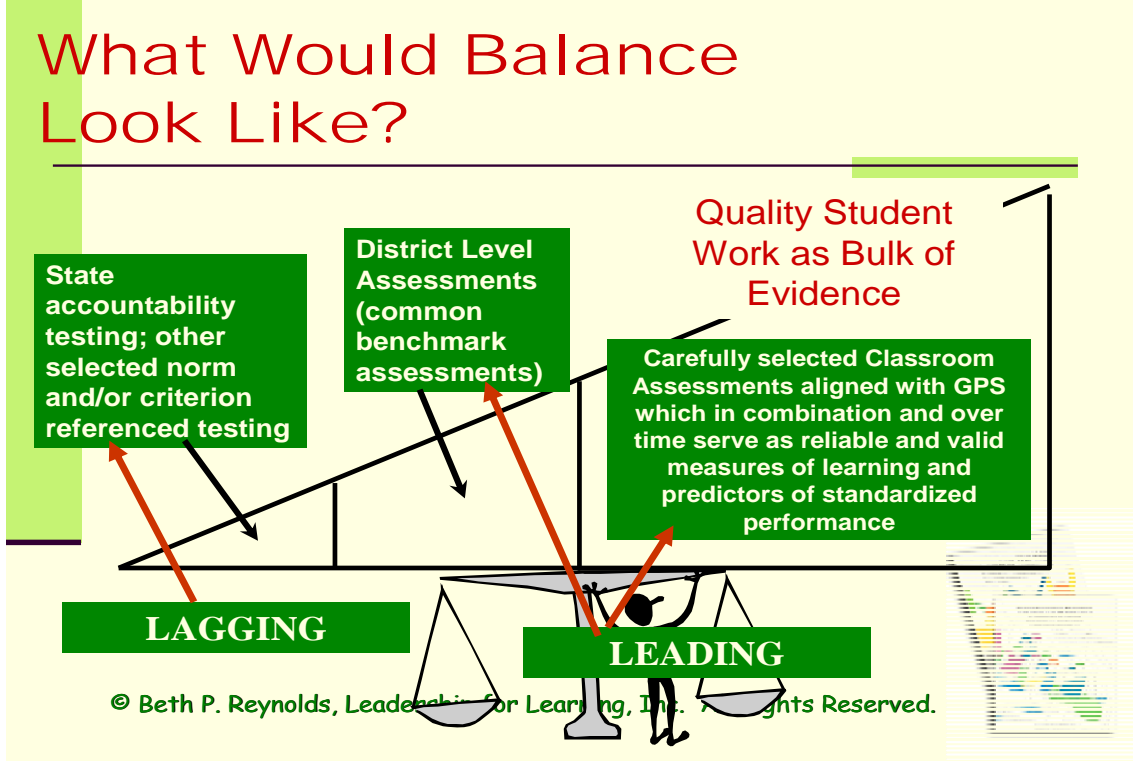
- Are able to articulate the learning **target** / destination
- Receive and give **specific**, _____ feedback as they learn
- Debrief their learning with _____ and others
- Self assess and set **goals**
- Revisit and reset _____ as they learn more
- Collect **evidence** of their own learning
- Present their **evidence** of learning to others
and receive _____
- Have time to learn

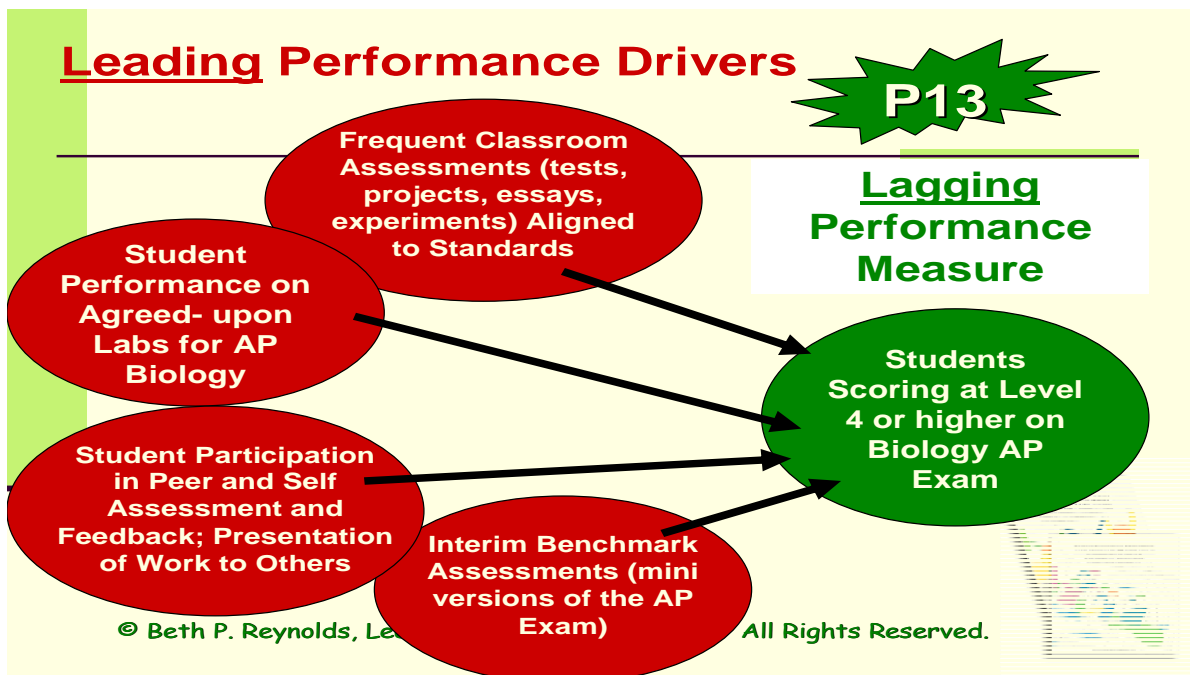
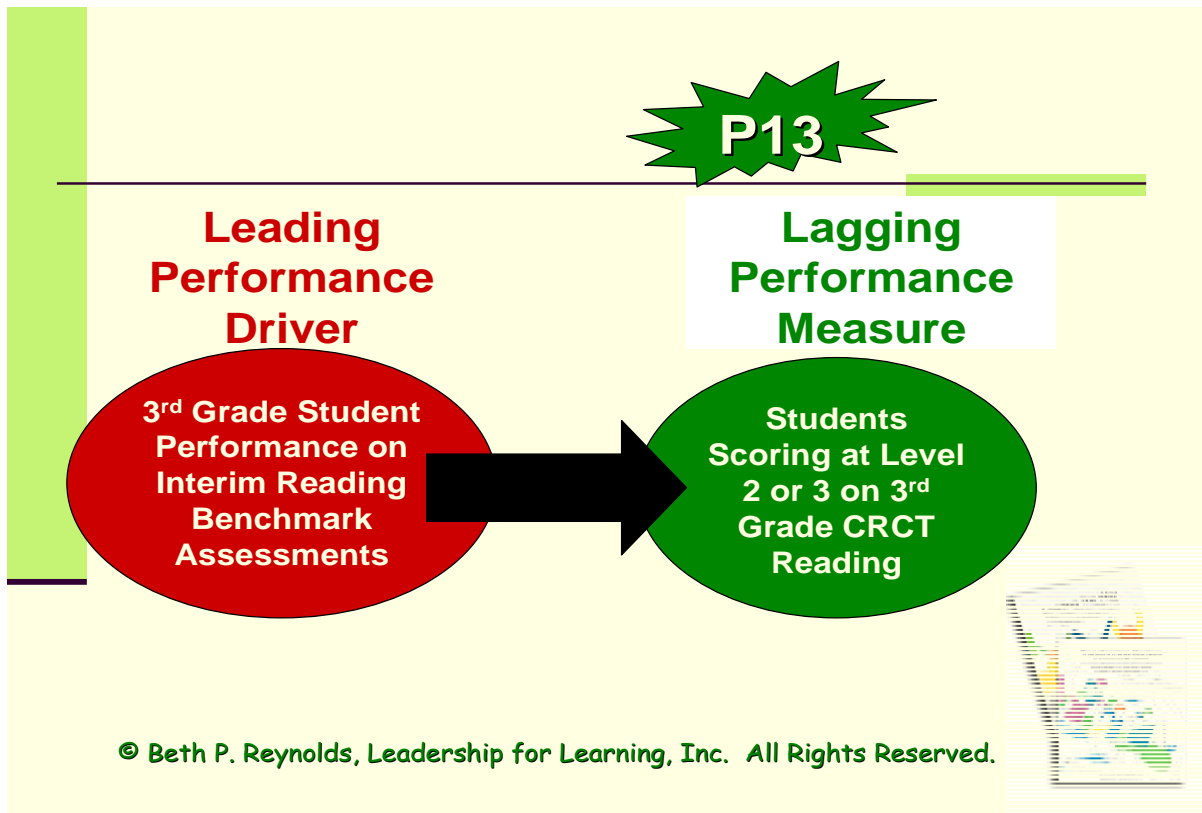
Triangulation of Evidence



Assessment Balance

What's the big deal about balance? What would balance look like if we tried to create it?





The Leader's Role

How many teachers in your schools know why to, know how to, and routinely do these things?

- Involve students in creating criteria
- Teach students to self- and peer- assess
- Involve students in choosing assessment methods and work/tasks that align with the standards
- Plan deliberately to triangulate data
- Provide descriptive feedback for learning, not just grades
- Make judgments based upon most consistent / more recent performance

How many school and district leaders know why to, know how to, and routinely do:

- Understand the **essential elements** of **quality classroom assessment**
- **Recognizes AFL** when they see it
- Create structures for encouraging and supporting teacher growth in assessment
- **Focus staff learning** upon the use of AFL strategies
- **Monitor the strategies** in classrooms
- **Provide teachers descriptive feedback** regarding use of these strategies
- **Models the use of AFL principles** in their own work

The Leader's Role

What's in it for me and my colleagues?

What are our next steps?

Tap the Power of Assessment Through Leadership

If you wish to **appear accountable** ...

... *test* your schools.

If you wish to **improve schools**...

...*teach teachers* to assess their students.

If you wish to **maximize learning**...

...*teach students* to assess themselves.

-- Annual Assessment FOR Learning Conference, Portland, OR, 2001

Just a Phone Call Away

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Recommended Resources

School Leadership That Works: From Research to Results by Marzano, R.J., Waters, T. & McNutty, B. (2005).

What Works in Schools: Translating Research into Action by Marzano, R. J. (2003).

NASSP (2004). Breaking Ranks II: Strategies for Leading High School Reform

NASSP (2006). Breaking Ranks in the Middle: Strategies for Leading Middle Level Reform.

Schools That Learn: A Fifth Discipline Resource by Peter Senge

Leading the Way to Making Classroom Assessment Work by Davies, Herbst-Luedtke, and Reynolds

Assessment for Learning: An Action Guide for School Leaders by Stiggins, Arter, & Chappuis

Understanding by Design by McTighe and Wiggins

How To Grade for Learning, 3rd Edition by O'Connor

Classroom Instruction That Works by Robert Marzano

Leading by Design by Grant Wiggins and Jay McTighe

Stirring the Head, Heart, and Soul, 2nd Edition by H. Lynn Erikson

Mapping: The Big Picture by Heidi Hayes Jacobs

How to Give Effective Feedback to Your Students by Brookhart

Together is Better by Davies, Cameron, Politano, and Gregory

The Knowing What Counts Series by Gregory, Cameron, and Davies

Transforming Barriers to Classroom Assessment by Davies, Herbst, and Reynolds

Learner Centered Assessment on College Campuses by Huba and Freed

Classroom Assessment Techniques: A Handbook for College Teachers Second Edition by Angelo and Cross

Classroom Instruction That Works: Research-based Strategies for Increasing Student Achievement. Marzano et. al.

Pomperaug Regional School District 15, A Teacher's Guide to Performance-Based Learning and Assessment, 1996, ISBN 0-87120-261-1

Making Standards Work: How to Implement Standards-Based Assessments in the Classroom, School, and District. Reeves.