
ASSESSMENT LITERACY

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Where We are Headed

ASSESSMENT LITERACY AS AN INITIATIVE IN

Achievement Initiatives: 7-10 Year Plan

WASHITENAW COUNTY

ACHIEVEMENT INITIATIVE 7-10 YEAR PLAN

Goal: By 2020, 1 highly skilled teacher leader for every 10 teachers.
This means 500 teacher leaders in both counties



ASSESSMENT LITERACY 2014-2015

- Last May Amy Olmstead and Kristi Shaffer gave a presentation about Assessment Literacy and the benefits they had seen in their classroom during the 2014-2015 school year.
 - Tests were re-written to be more closely aligned to standards. These tests represented truly important learning that students should know and retain.
 - Learning targets (written according to standards) were made more transparent to students. Learning targets that would be tested were emphasized in instruction and re-taught when necessary.
 - Formative classwork and homework was given feedback and grades did not count for or against students so no penalty was given when student learning was in formation.
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ASSESSMENT LITERACY 2014-2015

- Students were trained to be more effective peer and self evaluators so timely feedback could be given more frequently in class. Teachers continued to act as a resource, but students were asked to self-identify what they needed to work on and set goals.
 - Students were given examples of excellent work, good work, and work that approached expectations. Students evaluated this work in advance of assessments.
 - Teachers gave more specific feedback tied to learning targets. Feedback became more personalized to students with the use of rubrics and teacher commentary (both oral and written).
 - Amy and Kristi found that their students' attitudes toward learning in class improved in the units in which they implemented assessment literacy practices.
 - Students' engagement and grades on assessments improved in the units in which these practices were implemented as well.
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AP US History

Benefits of incorporating Assessment Literacy into my class:

- ❖ I feel like students have a better understanding of the purpose behind every assignment.
 - ❖ I feel like every assignment has more meaning.
 - ❖ Every assignment is more clearly tied to my assessments and the AP Exam they take in *May*.
 - ❖ There is more of a focus on meaningful skills and fewer assignments that students would term “busy work.”
 - ❖ Fewer assignments are collected but at the same time, I feel the quality of student work has gone up.
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AP US History Feedback

Current Weighting: 80% Summative

- ❖ 93% felt their grade was fair.
- ❖ 69% would keep same weighting.
- ❖ 23% would want 70% summative.
- ❖ Less than 1% wanted more weight on summative.

Typical Comment:

“I think it is a fair system because the tests show how much we know and that should be most of our grade, but the formative should still count for something.”

Someone who wanted 90% - 100% summative:

“Tests show one’s understanding of the material more than homework which sometimes felt like busywork.”

Comment on Pop Quizzes (not calculated into grade) *“I like that if there is a quiz that we didn’t know about it won’t change the grade.”*

Comment on the classroom tests overall:

“It was a good representation of what I’d do on the AP test. It showed what needed to be worked on and helped if I didn’t do so hot.”

Food and Nutrition Services

Students have a clear understanding of why we are doing specific lessons in class.

Students who took test retakes were able to learn skills on their own time then could transfer skills from test to practical uses in the room.

During Formative Assessments:

Students were able to identify what the learning targets were easier.

Student motivation was a huge factor during this unit. Students who were unmotivated saw a decrease in test scores.

During Labs:

Feedback is easier to individualize during labs.

Students are able to self evaluate labs on own.

Psychology

Benefits of incorporating Assessment Literacy into my class:

- ❖ It seems as if students & parents had a better understanding of the purpose behind every assignment because all formative assignments were clearly linked to summative assessments. PowerSchool reflected the link also.
- ❖ Summative assignments were focused more on meaningful skills and concepts and there were fewer formative assignments that students would term “busy work.”
- ❖ Fewer assignments were collected. Students received consistent and immediate feedback, which resulted in a higher quality of student work.
- ❖ ALL students passed their summative assignments, if they completed the formative work and completed a retake.

Psychology: Student Feedback

100% Summative Assessment

“I liked being able to practice without having it be graded. I also like being able to reassess.”
- unknown

“The opportunity to reassess is very comforting and lowers stress before tests.” - B

“I liked that we got choice to reassess b/c honestly I think I retained the info longer than just studying once for it. I also UNDERSTOOD IT better the second time!” - A

80% Summative & 20% Formative

“Homework helps grades.” - A

“I think it’s easier to get favorable grades.” - A

“It would have been easier to get a good grade.” - C

Semester Results

~ 35% favored the change

Zero failures for the semester

Lowest grade was a ‘B’ for students who completed all FAs & reassessed



- . Learning targets are spelled out.
 - . Benchmarks are clear
 - . Homework sheets / self analyzing (0 - 4)
 - . True indicator of student's grade.
 - . Students understand how they are graded.
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2015-2016

Grade was 100% based on summative work



Comments on formative work receiving feedback (not a grade)

“I like that you can take more risks and really learn the content.”

“It doesn’t artificially lower grades and it stops homework copying.”

“I don’t have to worry about whether I can do something perfectly on the 1st day we start learning about it.”

“I can try new things with the language that I otherwise wouldn’t.”

“There is no pressure to get things right and you can focus on learning from mistakes without consequences.”

“I like that formative work is **really** practice.”

“It helps you be creative and makes it casual, less pressure.”

Alignment of formative and summative work

“Practicing Spanish was fun and we used real examples in practices and tests.”

“We use real life and current information. Most practice is similar to the tests.”

“We practice in many different ways and they all prepare us for the test. Speaking is the most useful for me.”

Results during S2

95% of 98 Spanish 1 students met or exceeded expectations, with a grade between 78-100% in the class. 4 of 98 finished with 68-77%. 1 student failed this required class.

100% of 52 Spanish 4 students met or exceeded expectations. No students dropped Spanish 4 at the semester.

Grades reflect a true standard of proficiency because they are aligned with standards and benchmarks. Term grades and exam grades are remarkably similar. Os did not artificially lower grades for 149 of my 150 students.
