

DQ1: Communicating Learning Goals and Feedback

Element 2

Strategies for Tracking Student Progress

Formative Assessments

Formative assessments can be created by designing tasks that correspond to 2.0, 3.0, and 4.0 content (as specified on the scale for each learning goal).

Appropriate Assessments Types For 2.0 Content (Selected-response or forced-choice tasks)

- Multiple-choice
- Matching, true/false
- Fill-in-the-blank items

Appropriate Assessments Types For 3.0 and 4.0 Content (short or extended constructed-response tasks)

- Short written or oral responses
- Essays
- Oral reports
- Demonstrations
- Performances

These assessments can be graded by using a simplified (without half-point scores) scale or a complete scale. The following is the generic form of the complete scale.

Figure 1: Generic Form of the Complete Scale

Score 4.0	In addition to Score 3.0 performance, in-depth inferences and applications that go beyond what was taught.
Score 3.5	In addition to Score 3.0 performance, in-depth inferences and applications with partial success.
Score 3.0	No major errors or omissions regarding any of the information and/or processes (simple or complex) that were explicitly taught.
Score 2.5	No major errors or omissions regarding the simpler details and processes (Score 2.0 content) and partial knowledge of the more complex ideas and processes (Score 3.0 content).
Score 2.0	No major errors or omissions regarding the simpler details and processes but major errors or omissions regarding the more complex ideas and processes (Score 3.0 content).
Score 1.5	Partial knowledge of the simpler details and processes (Score 2.0 content) but major errors or omissions regarding the more complex ideas and processes (Score 3.0 content).
Score 1.0	With help, a partial understanding of some of the simpler details and processes (Score 2.0 content) and some of the more complex ideas and processes (Score 3.0 content).
Score 0.5	With help, a partial understanding of some of the simpler details and processes (Score 2.0 content) but not the more complex ideas and processes (Score 3.0 content).
Score 0.0	Even with help, no understanding or skill demonstrated.

***The following scale has specific content filled in for score values 2.0, 3.0, and 4.0.

Score 4.0	Students will be able to explain why Europeans explored and established settlements on other continents including Africa, Asia, and Australia.
Score 3.5	In addition to Score 3.0 performance, in-depth inferences and applications with partial success.
Score 3.0	No major errors or omissions regarding the simpler details and processes (Score 2.0 content) and partial knowledge of the more complex ideas and processes (Score 3.0 content).
Score 2.5	No major errors or omissions regarding the simpler details and processes (Score 2.0 content) and partial knowledge of the more complex ideas and processes (Score 3.0 content).
Score 2.0	Students will be able to recognize facts about European exploration and settlement in the Americas.
Score 1.5	Partial knowledge of the simpler details and processes (Score 2.0 content) but major errors or omissions regarding the more complex ideas and processes (Score 3.0 content).
Score 1.0	With help, a partial understanding of some of the simpler details and processes (Score 2.0 content) and some of the more complex ideas and processes (Score 3.0 content).
Score 0.5	With help, a partial understanding of some of the simpler details and processes (Score 2.0 content) but not the more complex ideas and processes (Score 3.0 content).
Score 0.0	Even with help, no understanding or skill demonstrated.

Response Patterns

The teacher identifies the response patterns on an assessment by determining which items represent 2.0, 3.0, and 4.0 content. Each item is then scored using a coding scheme (for example, C=correct, I=incorrect, P=partially correct). A score can then be assigned using the following guidelines:

- All items correct=4.0
- All 3.0 and 2.0 items correct, partial credit for 4.0 items=3.5
- All 3.0 and 2.0 items correct, no 4.0 items correct=3.0
- All 2.0 items correct, partial credit for 3.0 items and/or 4.0 items=2.5
- All 2.0 items correct, no 3.0 or 4.0 items correct=2.0
- Partial credit for 2.0 items, partial or no credit for 3.0 and/or 4.0 items=1.5

If a student does not answer any items correctly or does not complete any items, the teacher should meet with that student to determine his or her score, using the following guidelines:

- Independently, no items correct; with help, partial credit for 2.0 and 3.0 items=1.0
- Independently, no items correct; with help, partial credit for 2.0 items but not for 3.0 items=0.5
- Independently, no items correct; with help, no items correct=0.0

If the pattern of responses does not fit any of the above guidelines, the teacher can possibly eliminate the flawed items from the assessment, change the value (higher or lower score) of the items (based on the class' responses), or meet with a student and question them to verify their understanding of the content from specific items they missed. The student may complete exercises or design a task that shows their understanding.

Individual score-level assessments

One level of the scale can be used to assess students' procedural knowledge (which builds on itself, and requires competency at one level before progressing to the next). These individual score level assessment can be used to allow students to progress at their own pace through the levels of a scale.

Different Types of Assessments

Obtrusive assessments – interrupt the flow of classroom activity

- Paper-and-pencil tests
- Demonstrations and performances
- Oral reports
- Probing discussions e.g. one-on-one conversations -teacher to student

Unobtrusive assessments

- Observations - when the teacher sees the student demonstrating a particular type of knowledge and records a score for that student
- Student-generated assessments - involve students planning tasks that will demonstrate their level of knowledge for a specific learning goal

Formative Grading

Teachers can use several different approaches to grading, each of which is summarized here.

Approach 1: Each assessment in a unit allows students to score at the 2.0, 3.0, or 4.0 level. The students graph their scores throughout the unit and the teacher uses that group of scores to assign a summative score at the end of the unit.

Approach 2: The first assessment in a unit allows students to score at the 2.0, 3.0, or 4.0 levels. After the first assessment, students move at their own pace, taking individual score-level assessments to move up to the next level.

Approach 3: The teacher administers individual score-level assessments to the entire class, only moving up to the next level once the majority of students in class has mastered the content at the current level.

Approach 4: Students are assigned scores at the end of each unit, but they are allowed to improve those scores at any time during the year by demonstrating their competence at higher score levels, usually using student-generated assessments.

Charting Student Progress

Student Progress Chart

Keeping Track of My Learning

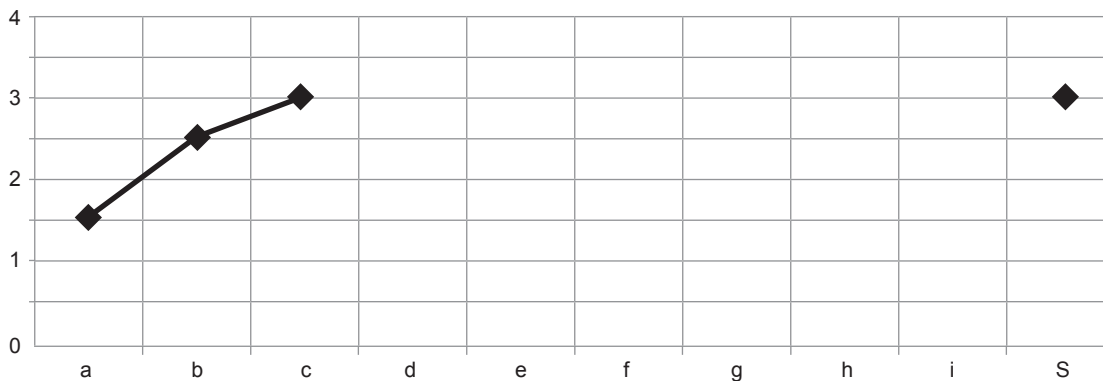
Name: Stephanie

Learning Goal: Make and defend inferences about the causes of the Civil War

My score at the beginning: 1.5

My goal is to be at 3.0 by November 17

Specific things I am going to do to improve: Work 15 minutes three times a week



- a. Sept. 12 - score 1.5
- b. Oct. 18 - score 2.5
- c. Nov. 9 - score 3.0

S = Summative Score: 3.0

The student would set a goal for the learning goal at the beginning of the unit, and then track their scores on that learning goal throughout the unit. At the end of the unit, the teacher would assign a final or summative score to the student for the learning goal being tracked (see column S in the figure).