Choosing the Right Assessment Tool

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Covenant Christian Academy
Welcome to “Choosing the Right Assessment Tool”

Please fill out the survey at your table.
Introduce yourself and discuss your survey with someone at your table.
Objectives

- Teachers will be able to identify the benefits and limitations of the most common assessment tools.
- Teachers will be able to match an assessment tool to an assessment activity, and explain the choice.
- Teachers will be able to modify an assessment tool to better meet the needs of their students.
Assessment Activities vs. Assessment Tools
Assessment Activity

1. A task given to students with a purpose to demonstrate skills or knowledge

2. What are some examples?
Examples of Assessment Activities

1. Classroom discussion
2. Written essay
3. Socratic seminar
4. Poster project
5. Oral/video presentation
6. Research report
7. Portfolio
8. In-class collaborative work
9. Science lab
10. Online discussion
11. Team game
12. Journaling
Assessment Activity

Write down on your sticky notes specific assessment activities that you use in your classroom. Put one on each sticky note.
Assessment Tool

1. A instrument used to measure performance level in a quantifiable way

2. Can be used by a teacher to assign a grade or a student to self-assess
Examples of Assessment Tools

1. Single-Answer Response
2. Rubric
3. Checklist
4. Rating Scale
Single-Answer Response

Examples:

i. Multiple Choice

ii. True/False

iii. Online quizzes (Socrative/Plickers)

iv. Matching

v. Fill in the blank
### Single-Answer Response

<table>
<thead>
<tr>
<th>Benefits:</th>
<th>Drawbacks:</th>
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</thead>
<tbody>
<tr>
<td>1. Can be quick to create</td>
<td>1. Can have low validity and/or reliability</td>
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<tr>
<td>2. Can be quick to grade</td>
<td>2. Can be difficult to write good test questions</td>
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<tr>
<td>3. Can allow for student to show knowledge through recognition, rather than generation</td>
<td>3. Can’t assess higher-order thinking</td>
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<tr>
<td>4. Allows students to practice for high-stakes college-entrance exams</td>
<td>4. Allows students to guess the correct answer without mastery of the material</td>
</tr>
<tr>
<td>5. Can cover a lot of content</td>
<td>5. Can be confusing or tricky</td>
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<tr>
<td>6. Scoring requires no subjective evaluation</td>
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**Have you used this tool in your classroom? If so, how?**
Rubric

An instrument that specifies clear expectations for an assignment by listing specific criteria and levels of performance for each of several categories

Types:

i. Holistic

ii. Analytical
Rubric

Benefits:
1. Provides very clear descriptions of performance expectations
2. Allows student to take ownership of their own performance
3. Functions as both as an assignment description and a grading tool
4. Gives detailed and specific feedback with the score
5. Compares the performance level to the criteria
6. Better inter-rater reliability

Drawbacks:
1. Can be difficult to create or adapt
2. Can take a long time to score
3. Lots of language involved
4. Are not necessarily student-friendly
5. Can produce grades that are disproportionate to student effort and learning outcome

Have you used this tool in your classroom? If so, how?
Checklists

a. A list of tasks, behaviors and/or characteristics that allow for a binary choice

b. Examples:

   i. yes/no
   ii. complete/incomplete
   iii. present/absent
   iv. right/wrong
Checklist

Benefits:
1. Quick to score
2. Simple for students to understand
3. Simple for students to use for self-assessment
4. Can be easy to create
5. Very objective

Drawbacks:
1. Does not demonstrate level of mastery
2. Doesn’t allow the student to learn through targeted feedback
3. Can be difficult to turn into a numeric score

Have you used this tool in your classroom? If so, how?
Rating Scale

a. A list of categories with levels of mastery indicated for each aspect, but no descriptions of the performance levels on the scale.

b. Effective scale points use easily understood measures such as frequency (always/sometimes/never) rather than quality (good/fair/poor)

c. Examples:

   i. Strongly agree/agree/neutral/disagree/strongly disagree
   ii. Every day/once a week/once a month/once a year/never
   iii. Way too much/too much/just right/too little/way too little
Rating Scale

Benefits:
1. Quick to score
2. Simple for students to understand
3. Can be easy to create
4. Fairly objective

Drawbacks:
1. Requires precise and descriptive word choice for each scale point
2. Scoring can be fairly subjective
3. Includes very little constructive feedback

Have you used this tool in your classroom? If so, how?
Which assessment tool have you already used today?
Match the Tool to the Activity
Instructions

1. Form groups of 4-6 people.
2. Describe to your group one of the activities or tools you brought today (or wrote on your sticky note).
3. Work as a team to create a chart of assessment tools and activities (discussion/disagreement is part of the learning process!).
<table>
<thead>
<tr>
<th>Single-Answer Response</th>
<th>Rubric</th>
<th>Checklist</th>
<th>Rating Scale</th>
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“Fix That Assessment!”

Real-world Assessment Scenario: The CCA secondary math department needed a standardized grading approach for satellite work. Teachers were using a variety of approaches (completion vs. mastery, etc.).
Draft Solution #1: Holistic Rubric

Problem: Satellite assignments were not falling into a single category easily

<table>
<thead>
<tr>
<th>Met All Expectations 20</th>
<th>Met Most Expectations 15</th>
<th>Met Some Expectations 10</th>
<th>Met Few to No Expectations 0-9</th>
</tr>
</thead>
<tbody>
<tr>
<td>All problems are completed, spot check shows knowledge of content and significant effort to solve problems. Work is shown in a neat, organized format for all problems assigned. Student/parent has checked based on the answer keys and marked incorrect answers with a different colored pen. Most to all problems are reworked and/or corrected.</td>
<td>Most problems are completed. May have 1-3 questions that student struggled on or left blank. Student did not reach out to teacher for help. Work may be less organized or hard to understand. There is some evidence of checking answers, but few or no corrections.</td>
<td>Half or less of the problems are completed. Student did not reach out to teacher for help. Work may be unorganized or hard to understand. Significant lack of effort or understanding is evident. Little to no evidence of checking answers and/or corrections.</td>
<td>No homework turned in or no problems attempted</td>
</tr>
</tbody>
</table>
Draft Solution #2: Analytical Rubric

Problem: Teachers are not using the rubric because it takes too long to grade so many math assignments with this kind of rubric

<table>
<thead>
<tr>
<th>Met All Expectations</th>
<th>Met Most Expectations</th>
<th>Met Some Expectations</th>
<th>Met Few to No Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>All problems completed/attempted. 4</td>
<td>Most problems completed/attempted. 3</td>
<td>Half or less problems completed/attempted. 2</td>
<td>No problems attempted 0</td>
</tr>
<tr>
<td>Neat, organized work. 4</td>
<td>Less organized work. 3</td>
<td>Unorganized, messy work. 2</td>
<td>Unreadable work 0</td>
</tr>
<tr>
<td>All questions checked with different color pen. 4</td>
<td>Some questions checked. 3</td>
<td>Few questions checked. 2</td>
<td>No questions checked. 0</td>
</tr>
<tr>
<td>Most to all corrections are made. 4</td>
<td>Some corrections are made. 3</td>
<td>Few corrections made. 2</td>
<td>No corrections made. 0</td>
</tr>
<tr>
<td>Evidence of significant effort and understanding. 4</td>
<td>Evidence of partial effort and understanding. 3</td>
<td>Evidence of lack of effort and understanding. 2</td>
<td>Significant lack of effort evident. 0</td>
</tr>
</tbody>
</table>
Instructions

1. As a group, discuss and decide on the best assessment tool to use for CCA’s math satellite assignments (rubric, checklist, or rating scale).
2. On your chart paper, draft an assessment tool for this type of assignment.
3. Share your chart.
Exit Ticket

1. On a sticky note, write a tweet (140 characters or less) summarizing the content of our session today.
2. Share with a shoulder partner.
3. Turn in your tweet to Amanda or Andrea.