

Assessment:
Diagnosis? Measurement?
Feedback?
Which One? When? How?

St. Ignatius College Prep
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Mel Levine's Five Forms of Higher Thinking

Conceptual Thinking A collection of features that go together to create a category of ideas. eg compare socialism w capitalism (essential questions, concept mapping, stating it in your own words)

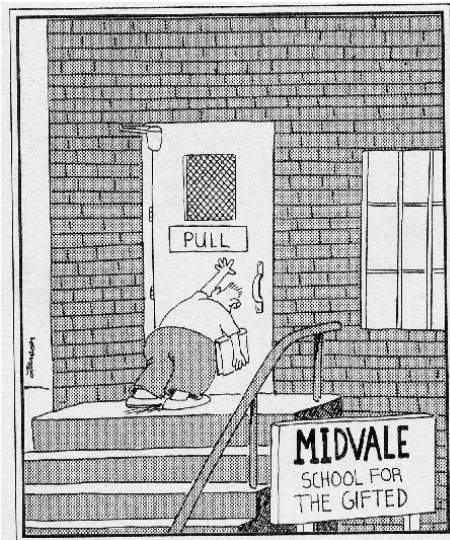
Problem-Solving How to settle a disagreement. Systematic, planned, step-by-step process thinking. Tough to measure. Impulsive responders struggle w this.

Critical Thinking Deciding which course is best. Not accepting things at face value. Step-by-step approach works. Takes practice. eg editorials

Rule-Guided Thinking Changing a verb to past tense. "If...then..." process --must keep (or remember) rules. Many rules in math, English,...

Creative Thinking Allows/ Requires thinking that is not constrained by many of the previous 4 categories' guidelines. Composing a poem, a painting, etc

Be sure you're assessing what you think you're assessing...



Black & William, 1998

“Teachers’ feedback to pupils seems to serve social and managerial functions, often at the expense of learning functions.”

Standards Are a Start...

The cornerstone of the school improvement movement was the adoption of content and performance standards as the means to ensure that all students receive a rigorous and relevant education.

...but standards alone are not enough

“To bring about significant improvement in education, [educators must] translate standards into specific classroom experiences that facilitate student learning and ensure that classroom assessments effectively measure that learning.”

--Thomas Guskey, 2005

Wiggins & McTighe's Stage Two of Unit Design: Determine Acceptable Evidence of Learning

- Is Homework evidence of learning?
- Is Extra Credit evidence of learning?
- Is Work Submitted Late evidence of learning?
- Is Group Work evidence of learning?

Cizek's (1995) study of teachers' assessment practices in determining students' grades revealed...

- 89% use academic achievement
- 52% use students' ability.
- 43% used the performance of the entire class
- 42% considered effort
- 52% used attendance & class participation
- 61% used nonachievement factors like effort and teamwork.

How Do Assessments Get Translated into Grades?

Traditional Grade-Book Categories...

- Quiz, Test, Lab, Paper, Presentation, Performance

Grade-Book Categories Framed Essential Learnings:
Key Knowledge and Skills

- Factual Knowledge, Reasoning, Writing (Technique), Critical Thinking, Conceptual Understanding, Oral Presentations