Using Standards & Assessments to Improve Student Learning

Thomas R. Guskey

Systemic Change

- ✓ **Change is a Highly Complex Process**
- ✓ **Professional Development is Essential**

Change is a Prerequisite for *Improvement* !

Standards-Based Education

Four Crucial Understandings

#1 The Ideas Are *Not New*!

- **Ralph W. Tyler - 1949**
- ***"Basic Principles of Curriculum and Instruction"***
- **Two Fundamental Decisions:**
  - **A.** What do I want students to learn?
  - **B.** What evidence would I accept to verify their learning?

#2 The *Ideas* are more important than the *Vocabulary* !

Confusing Vocabulary

- ✓ **Objective**
- ✓ **Goal**
- ✓ **Outcome**
- ✓ **Standard**
- ✓ **Benchmark**
- ✓ **Competency**
- ✓ **Proficiency**
- ✓ **Performance**
- ✓ **Expectation**
- ✓ **Aspiration**
- ✓ **New Years' Resolution**

#3 *Good Ideas* Can Be Implemented *Poorly* !

- ✓ How do the ideas translate into practice**?**
- ✓ How will we know if they work**?**

#4 *Success* in Education hinges on what happens at the *Classroom Level*!

Guidelines for *Success*

#1 Think *Big*, but Start *Small*!

- ✓ **Don't require too much, too soon from teachers and administrators.**

#2 Ensure that Assessments become an *Integral Part* of the Instructional Process.

- ✓ **Quizzes and Tests should be *Learning Tools,***
- ✓ **Not Simply Evaluation Devices That Mark the End of Learning.**

Implication #1

Assessments must be *Sources of Information* for Students *and* Teachers.

Implication #2

Assessments must be followed by *High Quality Corrective Instruction*.

Implication #3

Students must be given a *Second Chance* to Show Improvement !

Quote

"Spectacular achievements are *always* preceded by unspectacular preparation."

Roger Staubach

How do I use Formative Assessments in my classes?

Questions / Concerns

- ✓ Time vs. Coverage?
- ✓ Motivation?
- ✓ After the 2nd Assessment?
- ✓ Grading?

Corrective Activities

Activity	With the Teacher	With a Friend	By Oneself
Reteaching	X		
Individual Tutoring	X	X	
Peer Tutoring		X	
Cooperative Teams		X	
Course Texts	X	X	X
Alternative Texts	X	X	X
Alternative Materials	X	X	X
Academic Games	X	X	X
Learning Kits		X	X
Learning Centers		X	X
Computer Activities		X	X

Enrichment Activities

Activity	With a Friend	By Oneself
Peer Tutoring	x	
Cooperative Teams	x	
Developing Practice Exercises	x	x
Special Projects or Reports	x	x
Games, Problems, or Contests	x	x
Advanced Computer Activities	x	x
Activities for Gifted Students	x	x

#3 Link New Assessments With Existing Classroom Assessment Practices

✓ **Blend *Traditional* Approaches With *Alternative* Assessments**

A Complex Problem:

$$\frac{2}{3} + \frac{3}{4} = \frac{5}{7}$$

Assessment Formats

**** Traditional Assessments ****

1. True / False
2. Matching
3. Multiple-Choice
4. Completion
5. Essay / Short Answer

Assessment Formats

**** Traditional Assessments ****

1. True / False
2. Matching
3. Multiple-Choice
4. Completion
5. Essay / Short Answer

Assessment Formats

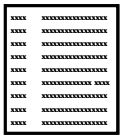
True / False Problem:

T

Solution:

T F 1. One of the ...

Matching Problem: Format



Solution:

Assessment Formats

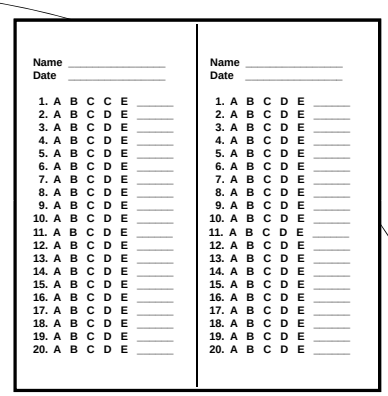
Multiple-Choice Items: ***Include Common Errors to Diagnose Learning Problems***

1. 1.2 + .23 = _____
   a. 3.5
   b. .35
   c. 1.43
   d. 14.3

Assessment Formats

Multiple-Choice Items: ***Convergence Theory***

a. Stephen Douglas
b. Abraham Lincoln
c. James Monroe
d. Robert E. Lee



Tallying Assessment Results

Assessment Analysis
(# of Errors / Item)

1. /
2. ///
3.
4. //
5. ////
6. /
7. ~~///~~ ~~///~~ ///
8. ~~///~~ ~~///~~ ~~///~~
9. ///
10. //
11. ///
12. ~~///~~ ~~///~~ ~~///~~ //
13. //
14 ~~///~~
15.
16. ///
17. ~~///~~ /
18. //
19. /
20. //

Assessment Formats

**** Alternative Assessments ****

6. Skill Demonstrations
7. Oral Presentations
8. Task Performances & Complex Problems
9. Compositions & Writing Samples
10. Laboratory Experiments
11. Projects & Reports
12. Group Tasks or Activities
13. Portfolios

The *Key To Success* with Alternative Assessments:

Clearly Specified Performance Criteria or Scoring Rubrics.

Rubrics:

1. **List the criteria for a piece of work, or "what counts."**
2. **Articulate graduations of quality for each criterion from "Excellent" to "Poor."**

See: Arter, J., & McTighe, J. (2001). *Scoring rubrics in the classroom*. Thousand Oaks, CA: Corwin Press.

Why Use Rubrics ?

1. **They are powerful tools for teaching and assessment.**
2. **They help students become more thoughtful judges of their own work.**
3. **They reduce the time teachers spend evaluating students' work.**
4. **They allow teachers to accommodate differences in heterogeneous classes.**
5. **They are easy to use and explain.**
6. **They improve objectivity in scoring.**

Tips for Designing Rubrics:

1. **Begin with Models of Excellence**
2. **Avoid Unclear Language (e.g., "A Creative Beginning")**
3. **Avoid Unnecessary Negative Language**
4. **Involve Students in the Process**

See: Arter, J., & McTighe, J. (2001). *Scoring rubrics in the classroom*. Thousand Oaks, CA: Corwin Press.

4 Provide High Quality Professional Development!

✓ **There must be active encouragement and support for *collaboration, experimentation,* and *change*.**

Remember the *Stages of Concern*

1. **Personal**
2. **Management**
3. **Impact**

From: Hall, G., Wallace, R. & Dossett, W. (1973). *A developmental conceptualization of the adaptation process within educational institutions*. Austin, TX: Research and Development Center for Teacher Education, University of Texas.

Consider the *Order of Change*

- ➔ **Teacher Attitudes and Beliefs**
- ➔ **Teaching Practices**
- ➔ **Student Learning**

From: Guskey, T. R. (1986). Staff development and the process of teacher change. *Educational Researcher, 15(5), 5-12.*

#5 Integrate *All* Programs and Innovations!

✓ **Improvement means implementing multiple innovations *simultaneously* !**

An Important Distinction:

***Managers* know how to do things right.**

***Leaders* know the right things to do!**

For Help or Additional Information:

Thomas R. Guskey
College of Education
University of Kentucky
Lexington, KY 40506

Phone: 859-257-5748
E-mail: Guskey @ uky.edu