



Assessment in CTE

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● OUTCOMES

- Identify Assessment Competencies
- Examine strategies for Assessment for Learning
- Examine Target Types
- Align Assessment to Target Types
- Resources

Assessment Practices Inventory

Complete Activity 1.3

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Assessment Competencies

- Assessment Competencies

Sound Assessments have . . .

● Clear Purpose

● Clear Targets

● Sound Design

● Effective Communication

● Student Involvement



Clear Purpose

○ Clear Purpose means . . .

- The teacher identifies the key users of the assessment and knows the needs of the users (students)
- The teacher can distinguish between when to use formative and summative assessments



Clear Targets

○ Clear Targets means . . .

- The assessment reflects clear learning targets being addressed during instruction
- The teacher can discern between kinds of learning targets to identify the appropriate mode of assessment



Sound Design

○ Sound Design means . . .

- The teacher designs formative and summative assessments to serve their intended purpose
- The teacher selects assessment methods to match identified learning targets
- The teacher avoids sources of bias and methods/practices that might distort results



Effective Communication

Effective Communication means . . .

- Offers feedback to student during the learning
- Culmination of formative and summative assessment results accurately reflect and communicate level of student learning.





Student Involvement

Student Involvement means . . .

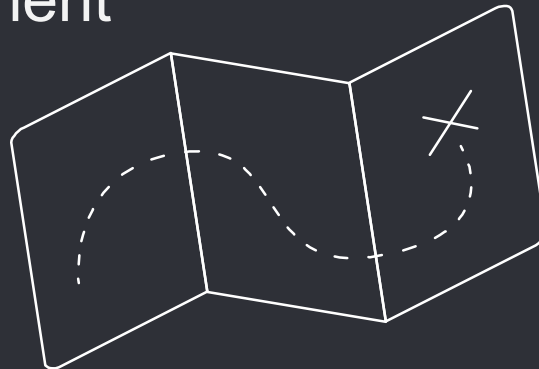
- Students are active participants in the assessment process
- Assessments are designed so that students can self-asses and set learning goals
- Students are involved in the tracking, reflection and sharing of their own learning progress



Strategies of Assessment For Learning

● Assessment For Learning

- Assessment for Learning =
Formative Assessments
 - Why start here?
- Seven Strategies for Successful Assessment
 - Use a Roadmap or Guide for design and implementation of formative assessment





Strategies: Assessment FOR Learning

→ Where am I going?

1. Provide a clear and understandable vision of the learning target.
2. Use examples and models of strong and weak work.

→ Where am I now?

3. Offer regular descriptive feedback
4. Teach students to self-assess and set goals

→ How can I close the gap?

5. Design lessons to focus on one learning target
6. Teach students focused revision
7. Engage students in self-reflection, let them keep track of their learning.

In Practice . . .

Where am I going?

- Share learning targets and objectives in student friendly language as introduction to or before they begin independent learning/practice
 - Student friendly = defining key terms, discuss what mastery 'looks/sounds like' and align to evaluation tool
- Provide students with scoring guides/evaluation tools so that they understand them
- Show students anonymous examples of strong and weak examples
 - Use models that address common misunderstandings and learning that you are especially concerned with
 - Model creating a product of performance yourself
 - Talk through/demonstrate common problems, problem solving and authentic learning

In Practice . . .

Where am I now?

- Effective feedback = information provided to students that causes an improvement in learning as a result
 - Reflects students strengths and weakness in regards to specific learning targets
 - Narrow feedback to **specific knowledge and skills** emphasized in specific learning/task → less is more
 - Identify as many issues students **can successfully act on at once**
- Student Self-Assessment & Goal Setting
 - Students identify their own strengths and areas of improvement
 - Reflect and identify own learning and lingering questions

In Practice . . .

How Can I close the gap?

- Build in opportunities for students to practice overall learning target in small logical segments and **offer feedback on each segment**
- Allow for revision of learning to deepen understanding
 - Peer revision on anonymous works
 - Letter to anonymous owner of sample with suggestions for strengthening product
 - Ask students to offer feedback to your model/sample of work
- Engage students in self -reflection, tracking and sharing of their learning
 - Student reflection of growth, letter about their growth (to parent, teacher, etc)
 - Student led conferences



Target Types

• Types of Learning Targets



● Types of Learning Targets

→ Knowledge Targets

- ◆ What we want them to know

→ Reasoning Targets

- ◆ Use what they know to reason or solve problems

→ Skill Targets

- ◆ Use knowledge and reasoning to act skillfully

→ Product Targets

- ◆ Use knowledge, reasoning and skill to create a concrete product

Examples of Learning Targets

→ Knowledge Targets

→ I can describe the function of a specific tool, I can explain the effect of a chemical leavener

→ Reasoning Targets

→ I can compare types of metals, I can analyze health information

→ Skill Targets

→ I can measure the length of an object, I can use a caliper to measure

→ Product Targets

→ I can construct a bar graph, I can construct a model of a product, I can prepare a meal

Methods of Assessment



Selected Response

Written Response

Performance Assessment

Personal Communication

● Examples of Assessment Methods

→ Selected Response

→ Multiple Choice, matching, True/False

→ Written Response

→ Short answer, extended written response

→ Performance Assessment

→ Carrying out steps in a recipe, repairing an engine, working in a group

→ Personal Communication

→ Asking questions during instruction, listening to students as they participate, journals

Target - Method Match

FIGURE 4.3 Target–Method Match

	Selected Response	Written Response	Performance Assessment	Personal Communication
Knowledge	Good Can assess isolated elements of knowledge and some relationships among them	Strong Can assess elements of knowledge and relationships among them	Partial Can assess elements of knowledge and relationships among them in certain contexts	Strong Can assess elements of knowledge and relationships among them
Reasoning	Good Can assess many but not all reasoning targets	Strong Can assess all reasoning targets	Partial Can assess reasoning targets in the context of certain tasks in certain contexts	Strong Can assess all reasoning targets
Skill	Partial Good match for some measurement skill targets; not a good match otherwise	Poor Cannot assess skill level; can only assess prerequisite knowledge and reasoning	Strong Can observe and assess skills as they are being performed	Partial Strong match for some oral communication proficiencies; not a good match otherwise
Product	Poor Cannot assess the quality of a product; can only assess prerequisite knowledge and reasoning	Poor Cannot assess the quality of a product; can only assess prerequisite knowledge and reasoning	Strong Can directly assess the attributes of quality of products	Poor Cannot assess the quality of a product; can only assess prerequisite knowledge and reasoning

Table 4.1 Links Among Achievement Targets and Assessment Methods

TARGET TO BE ASSESSED	ASSESSMENT METHOD			
	Selected response	Extended Written Response	Performance Assessment	Personal Communication
Knowledge Mastery	Good match for assessing mastery of elements of knowledge	Good match for tapping understanding of relationships among elements of knowledge	Not a good match—too time consuming to cover everything	Can ask questions, evaluate answers and infer mastery—but a time-consuming option
Reasoning Proficiency	Good match only for assessing understanding of some patterns of reasoning out of context	Written descriptions of complex problem solutions can provide a window into reasoning proficiency	Can watch students solve some problems and infer about reasoning proficiency	Can ask student to “think aloud” or can ask follow up questions to probe reasoning
Skills	Not a good match. Can assess mastery of the knowledge prerequisites to skillful performance, but cannot rely on these to tap the skill itself.		Good match. Can observe and evaluate skills as they are being performed	Strong match when skill is oral communication proficiency; not a good match otherwise
Ability to Create Products	Not a good match. Can assess mastery of knowledge prerequisite to the ability to create quality products, but cannot use to assess the quality of products themselves.	Strong match when the product is written. Not a good match when the product is not written	Good match. Can assess the attributes of the product itself	Not a good match

From: *Classroom Assessment for Student Learning: Doing It Right—Using It Well*, © 2004, Assessment Training Institute, page 100

● For Consideration

- ✓ Determine learning target type
 - ✓ Share in student friendly language
- ✓ Identify best method
- ✓ Design assessment with competencies as guide
- ✓ Determine assessment criteria
 - ✓ Especially for skill and product

Resources

PEARSON

PEARSON ASSESSMENT TRAINING INSTITUTE

Second Edition

CLASSROOM ASSESSMENT *for* STUDENT LEARNING

Doing It Right - Using It Well



Jan Chappan · Kirk Stiggum · Anne Chappan · Judith Aron



Thanks!

ANY QUESTIONS?

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