



Assessing the Gifted Student



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Thinking about Assessment

Why is assessing gifted learners challenging?


Agenda

- Introduction
- Roles of Assessment
- The Power of Self-Assessment
- Unique Assessment Strategies
- Reliability
- Validity
- Table of Specifications
- Questions





Assessment Challenges

- Lack of teacher training in assessment
- High stakes assessment
- “The Gifted Grand Canyon”
- Distorted perceptions of abilities and weaknesses
- The abundance of inappropriate assessments and scarcity of appropriate assessments



Introduction




“There is no evidence that increasing the amount of testing will enhance learning. Instead the focus needs to be on helping teachers use assessment, as part of teaching and learning, in ways that will raise pupils’ achievement.”

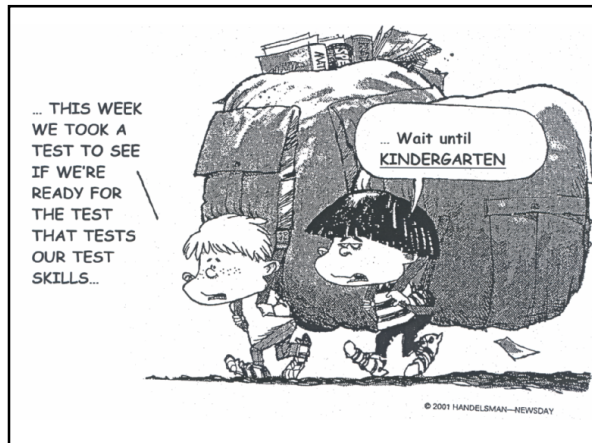
(Assessment Reform Group, 1999)

How do you measure up?

- “Teachers should be skilled in using assessment results when making decisions about individual students, planning teaching, developing curriculum, and school improvement.”
- “Teachers should be skilled in developing valid pupil grading procedures that use pupil assessments.”
- “Teachers should be skilled in communicating assessment results to students, parents, and other lay audiences, and other educators.”
- “Teachers should be skilled in recognizing unethical, illegal, and otherwise inappropriate assessment methods and uses of assessment information.”

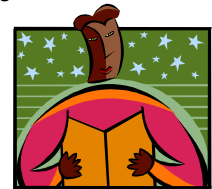
(Gronlund, 2006, p. 11)

(Standards for Teacher Competence in Education Assessment of Students, 1990)



Purposes of Classroom Assessment

- To **judge** student learning
- To **improve** student learning



How do you measure up?

- “Teachers should be skilled in choosing assessment methods appropriate for instructional decisions.”
- “Teachers should be skilled in developing assessment methods appropriate for instructional decisions.”
- “The teacher should be skilled in administering, scoring, and interpreting the results of both externally produced and teacher-produced assessment methods.”

(Gronlund, 2006, p. 11)

(Standards for Teacher Competence in Education Assessment of Students, 1990)

Rationale for Assessment


- Aids instructional decision-making
- Increases student motivation
- Improves retention and transfer of learning
- Boosts self-awareness
- Evaluates instructional effectiveness

(Gronlund, 2006)

Roles of Assessment



Pre-assessment is only valuable if you do something with the information!



Roles of Assessment



- Pre-assessment (before instruction)
- Formative assessment (during instruction)
- Summative assessment (after instruction)

Formative Assessment



- Plan next step of instruction
- Gain useful feedback about learning

Pre-Assessment



- Determine readiness to learn
- Placement and/or grouping
- Develop curriculum
- Plan instruction

Summative Assessment



- Evaluate degree of learning
- Determine curricular effectiveness
- Evaluate instructional effectiveness
- Evaluate appropriateness of assessments

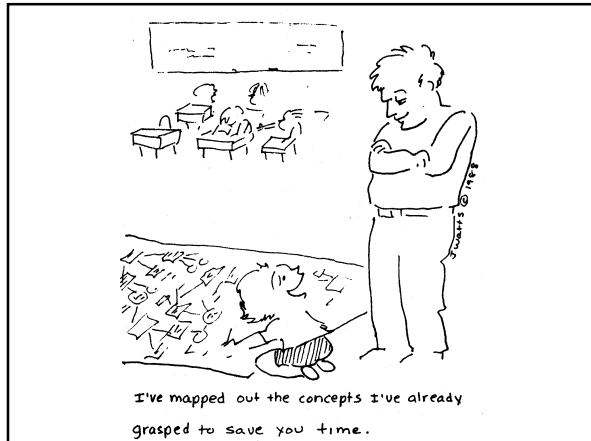
The Power of Self-Assessment



Self-Assessment Example



- Administer pre-assessment
- Reflect on performance
 - Analyze strengths and weaknesses
- Set goals for learning
- Contract for group and independent instruction
- Administer post-assessment
- Evaluate/reflect on learning



Self-Assessment Expectations



- Ask meaningful questions
- Respond to feedback appropriately from others
- Provide feedback to others
- Reflect on learning
- Monitor learning

“We must constantly remind ourselves that the ultimate purpose of evaluation is to enable students to evaluate themselves. Educators may have been practicing this skill to the exclusion of the learners. We need to shift part of this responsibility to students. Fostering students' ability to direct and redirect themselves must be a major goal - or what is education for?”

(Art Costa, 1989)

Unique Assessment Strategies



Unique Assessment Strategies



- Provide focused feedback without the final grade
- Create a common classroom language
 - "In-depth, thorough, and unique"
 - "Solid, accurate, and appropriate"
- Use rubrics for both goal-setting and reflection
- One-sentence response
 - Who does what to whom, when, where, how, and why? (WDWWWWHW)

Reliability



Unique Assessment Strategies



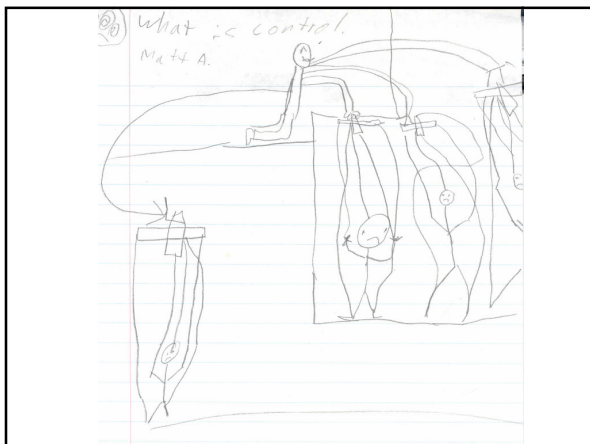
- Include the objective on the assessment
- Graphing learning
- Exit tickets
 - Muddiest point
 - Circle, square, triangle
- Consens-a-grams
- Non-linguistic representations

Why be concerned with reliability and validity?

"If the measures selected or constructed to assess students are reliable and valid, then decisions made based on the data collected from such measures will contribute to better instructional planning and more accurate communication of the results of instruction. When correctly executed, such data-based decision making creates an effective instructional model."



(Callahan, 2006, p. 10)



Reliability in a Nutshell



Discriminate between those who know and those who do **not** know



Formal Definition of Validity

“Validity is concerned with the **interpretation** and **use** of assessment results.”

(Gronlund, 2006, p. 202)

Reliability

- Consistency in results
 - Consistency among groups of learners
 - Consistency between an individual's scores
 - Consistency among scorers
- Reducing error in assessments

Validity Evidence

- Content-related
 - Does the assessment adequately sample the content?
- Criterion-related
 - How does the assessment compare to another given assessment that intends to measure the same content?
- Construct-related
 - How accurately does the assessment align with the theoretical framework of the intended learning outcome?
- Consequences
 - Are the intended and unintended consequences of the assessment appropriate?

Validity

Table of Specifications

Table of Specifications

- A blueprint for an assessment
 - What sample of content is suitable?
 - What level of cognition should be required?
- The process
 - Examine your intended learning outcomes (standards)
 - List the content vertically
 - List the cognitive behaviors horizontally
 - Determine the number of assessment items based on the relative importance of the content

Typical Action Verbs (cont.)

- **Analysis:** breaking down into parts, identifying motives or causes, making inferences, finding evidence to support generalizations
 - Characterize, classify, compare, contrast, debate, discriminate, distinguish, examine, research, and organize
- **Synthesis:** combining elements into a pattern not clearly there before
 - Compose, construct, create, design, develop, invent, make, perform, plan, produce, and propose
- **Evaluation:** according to a set of criteria, and state why
 - Argue, assess, conclude, decide, defend, judge, justify, support, prove, rate, recommend, and select

Sample Table of Specifications

	Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
Causes of the Rev. War						
Rev. War Critical Events						
Key Figures in the Rev. War						
Implications of Rev. War						

Questions

Typical Action Verbs

- **Knowledge:** factual answers, recognition, recall
 - Define, describe, draw, find, identify, label, list, match, name, quote, recall, record, recite, and sequence
- **Comprehension:** translating and interpreting
 - Explain, discuss, demonstrate, paraphrase, predict, report, summarize, infer, and locate
- **Application:** to situations that are new
 - Use, solve, teach, show, explain, transfer, predict, determine, develop, and demonstrate

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