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Foreword by Rick Stiggins



TEACHING
STRATEGIES
THAT CREATE
ASSESSMENT-
LITERATE
LEARNERS

Thank you

FOR YOUR
INTEREST IN
CORWIN

Please enjoy this complimentary excerpt from *Teaching Strategies That Create Assessment-Literate Learners* by Anita McCafferty and Jeffrey Beaudry. Use these self-assessment rubrics to help you reflect on your assessment for learning practices.

LEARN MORE about this title, including Features, Table of Contents and Reviews.

Self-Assessment, Goal Setting, and Reflection Tools and Strategies








As we examined in detail in Chapter 7, engaging in ongoing self-assessment, goal-setting activities, and periods of reflection are high-impact strategies and essential to creating lifelong learners. We believe in a relentless approach to strategies and tools designed to promote the development and use of these metacognitive strategies. See Figures 11.3, 11.4, 11.5, and 11.6 for additional examples.

Simplify Sources and Displays of Evidence (Quicker Prompts)

From the outset, the use of prompts for reflection with teachers has been a very effective practice. The 3-2-1 exit ticket prompt is often thorough enough and can be informative, but even its succinct nature may be too demanding for learners who struggle with writing. We are conscious of the demands of time in a PD setting. To make this efficient and effective, we have used many variations and have most success when we simply use a couple of prompts, such as the following:








- What is one thing you learned?
- What is one question you have?

FIGURE 11.3 • Seven Strategies Self-Assessment

Seven Strategies Self-Assessment					
Directions: Reflect on your assessment for learning practices by self-assessing.					
	<i>High-impact assessment for learning strategies</i>	<i>I understand and am beginning to use the strategy.</i>	<i>I use it and can provide evidence or student work to show high-impact results.</i>	<i>I can link this strategy with other high-impact strategies, and here's how . . .</i>	<i>I have shared this strategy with other educators in my school or district.</i>
	Clear targets (deconstructed, student-friendly, "I can . . . this means") (ES = 0.75)				
	Models of weak and strong student work with rubrics (ES = 0.57)				
	Regular, descriptive feedback and feed-forward (ES = 0.75)				
	Self-assessment (ES = 0.69) and goal setting (ES = 0.50)				
	Evidence of student learning to select high-impact strategies (ES = 0.62)				
	Practice and focused revision (ES = .71)				
	Self-reflection and self-questioning to monitor progress (ES = .64), work with peers (ES = 0.55), and improve as a self-regulated learner (ES = 1.33)				



(J. Baudry and A. Stewart McCafferty, 2016)



FIGURE 11.4 ● Seven Strategies Reflective Prompts

							
	<i>Clear Learning Targets</i>	<i>Strong and Weak Examples With Rubrics</i>	<i>Descriptive Feedback</i>	<i>Self-Assessment and Goal Setting</i>	<i>Instruction Based on Learning Needs Evidence</i>	<i>Focused Practice and Revision Opportunities</i>	<i>Self-Reflection, and Tracking and Sharing Progress</i>
What instructional techniques are you using for this strategy?							
How are you including students? How does this develop self-regulated or assessment-literate learners?							
How is assessment evidence increasing transparency? Communicated by teachers? Students?							

(J. Beaudry and A. Stewart McCafferty, 2016)

FIGURE 11.5 ● Assessment Literacy (Five Keys) Next Steps Rubric



Assessment Literacy (Five Keys) Next Steps Rubric		
Standard: I possess the knowledge and skills needed to (1) gather accurate information about student growth and achievement and (2) use the assessment process and its results effectively to improve growth and achievement		
<i>What I Do Well</i> 	Criteria Five Keys to Quality Classroom Assessment This Means . . .	<i>What I Can Do Next</i>  <i>I Will . . . This is How</i>
	<p>1. Clear Purpose Assessment processes and results serve clear and appropriate purposes. <i>My assessments are designed to serve the specific information needs of intended user(s).</i></p>	
	<p>2. Clear Targets Assessments reflect clear student learning targets. <i>My assessments are based on clearly articulated and appropriate learning targets.</i></p>	
	<p>3. Sound Design Learning targets are translated into assessments that yield accurate results. <i>My assessments accurately measure student achievement.</i></p>	
	<p>4. Effective Communication Assessment results function to increase student achievement. Results are managed well, combined appropriately, and communicated effectively. <i>My assessments yield results that are effectively communicated to their intended users.</i></p>	

What I Do Well 	Criteria Five Keys to Quality Classroom Assessment This Means . . .	What I Can Do Next  <i>I Will . . . This is How</i>
	5. Student Involvement Students are active participants in the assessment process. <i>My assessments involve students in self-assessment, goal setting, tracking, reflecting on, and sharing their learning.</i>	

(Based on *Classroom Assessment for Student Learning* Rubric by: A. Stewart McCafferty and J. Beaudry, 2015 (Chappuis, Stiggins, Chappuis, & Arter, 2012))

Source: Adapted from Chappuis et al. (2012).

FIGURE 11.6 • Sound Design Next Steps Rubric

Sound Design Next Steps Rubric My assessments accurately measure student achievement.		
Standard: Learning targets are translated into assessments that yield accurate results.		
What I Do Well 	Criteria Sound Design This Means . . .	What I Can Do Next  <i>I Will . . . This Is How</i>
	I know how to design or select assessments to serve intended formative and summative purpose. I know how to select the appropriate method(s) to assess each type of learning target. I create assessment plans to map the content of my assessment. I understand and apply principles of sampling appropriately. I can write and /or select assessment items, tasks, scoring guides, and rubrics that meet standards of quality. I recognize and avoid sources of bias that can distort assessment results. I know how to apply formative assessment practices within each assessment method.	

(Based on *Classroom Assessment for student Learning* (Chappuis, Stiggins, Chappuis, & Arter, 2012))

Rubric by: A. Stewart McCafferty and J. Beaudry, 2015

Source: Adapted from Chappuis et al. (2012).