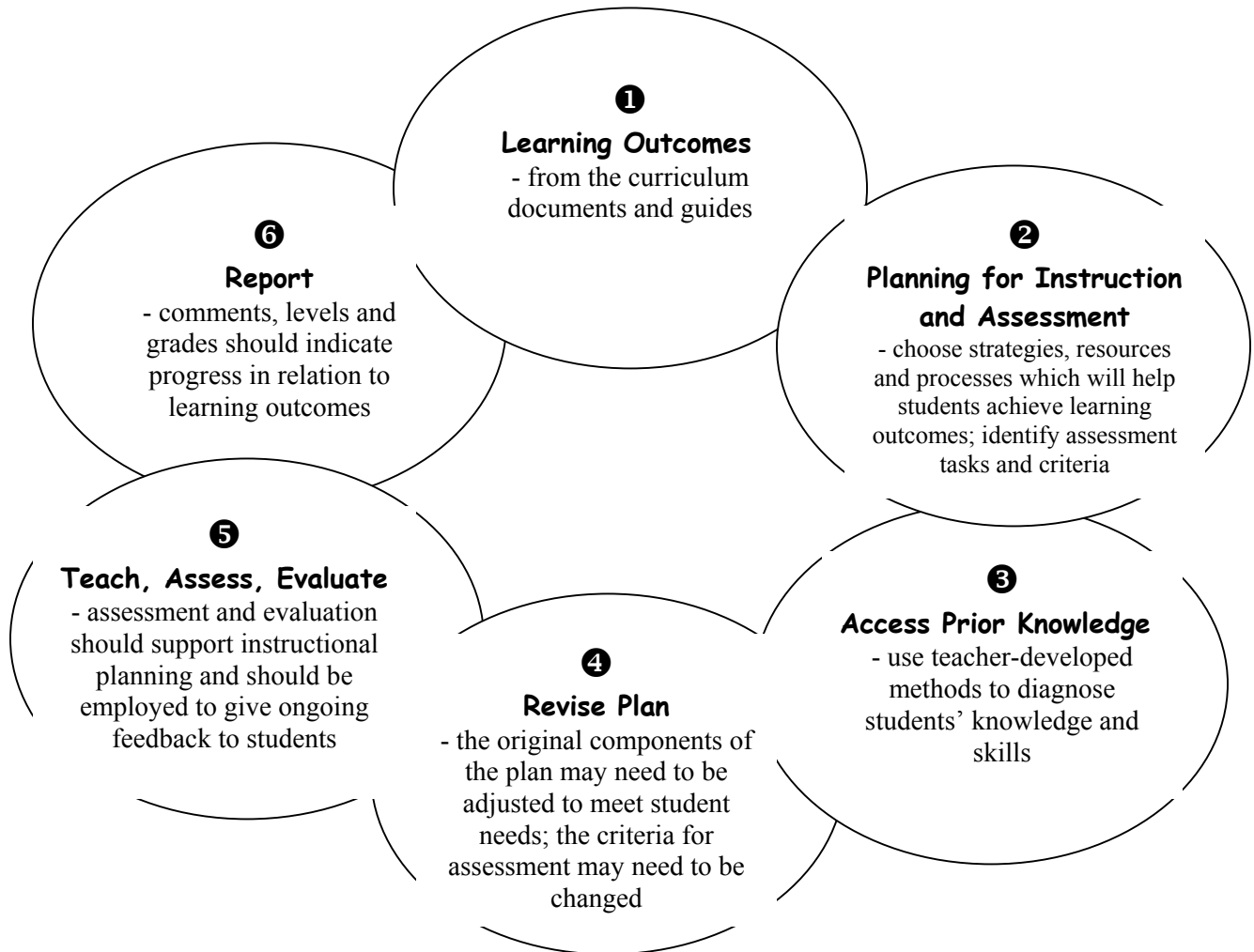




CANADIAN COUNCIL OF TEACHERS OF ENGLISH LANGUAGE ARTS

Linking Instruction and Assessment TEACHER PLANNING MODEL



This pamphlet has been created to assist teachers with strategies for linking instruction and assessment. It describes a variety of assessment strategies which allow students opportunities to demonstrate their learning in ways compatible with their learning strengths and styles.

Teachers understand that planning does not always occur in a linear fashion. The stages of planning often connect like rings in a circular chain. It is important that the planning include all the components and that instruction, content and strategies are linked with the models and methods of assessment.

PERFORMANCE ASSESSMENT

For the teacher, performance-based assessment involves observing and recording information about student progress while students are actively engaged in performing tasks that are relevant and meaningful to them. Evaluation of student achievement may occur in the process demonstrated and/or the product produced.

A performance scale acts as a target which tells students what is expected of them and provides descriptors which indicate what they need to do in order to produce high quality work. Collaborating on assessment criteria with students benefits both the teacher and students. Evaluation criteria should be clearly specified and articulated in language which students can understand. The teacher planning for instruction should focus on assisting students to meet the criteria and descriptors for level of performance.

KEY CHARACTERISTICS OF PERFORMANCE ASSESSMENT

- students have some choices in selecting or shaping the task
- the task requires the elaboration of core knowledge content and the use of key processes
- the task has an explicit scoring system
- the task is designed for an audience beyond the teacher; others outside the classroom would find value in the work
- the task is carefully crafted to measure what it purports to measure

Performance implies providing the opportunity to adapt or shape one's complete range of knowledge and experience to solve specific and multi-faceted problems that are meaningful and relevant.

EXPECTATION CHECKLIST

Expectation checklists provide students with the steps/components for successful completion of assignments. Students may also use them for self-assessment while working on assignments. Checklists also assist students with time management and process information for completing assignments and tasks. Teachers may rate each component of the checklist on a scale or on a rubric.

A sample checklist for the summary of an assigned reading could include:

1. The main idea of the passage
2. A minimum of 2 supporting details
3. Deletion of non-essential information
4. Inclusion of fewer examples
5. Reduction of words
6. Use of linking words maintains logical order
7. Correct use of grammar, spelling, and punctuation
8. Summary written in complete sentences

PERFORMANCE SCALES / SCORING RUBRICS

Assessment/evaluation charts, performance scales, or scoring rubrics list the criteria for various levels of performance. The following is an **example** of a scale for a creative response to a short story or novel:

CREATIVE RESPONSE TO READING RUBRIC

CATEGORIES	Not Meeting Expectations	Minimally Meeting Expectations	Fully Meeting Expectations	Exceeding Expectations
KNOWLEDGE Links with/relevant to text: <ul style="list-style-type: none"> • characters • plot • theme 	<ul style="list-style-type: none"> • limited links with/relevant to: <ul style="list-style-type: none"> - characters - plot - theme 	<ul style="list-style-type: none"> • some links with/relevant to: <ul style="list-style-type: none"> - characters - plot - theme 	<ul style="list-style-type: none"> • considerable links with/relevant to: <ul style="list-style-type: none"> - characters - plot - theme 	<ul style="list-style-type: none"> • highly linked with/relevant to: <ul style="list-style-type: none"> - characters - plot - theme
THINKING <ul style="list-style-type: none"> • reflecting upon/extension of original text • planning 	<ul style="list-style-type: none"> • limited to evidence of criteria • limited evidence of planning 	<ul style="list-style-type: none"> • some evidence of criteria • some evidence of planning 	<ul style="list-style-type: none"> • considerable evidence of criteria • original text's ideas are extended to a considerable degree • considerable degree of planning 	<ul style="list-style-type: none"> • evidence of criteria highly noticeable • original text's ideas are extended upon to a high degree • high degree of planning
COMMUNICATION <ul style="list-style-type: none"> • voice • clarity of articulation • clarity of diction 	<ul style="list-style-type: none"> • appropriateness/effectiveness of voice is limited • unclear articulation • unclear diction 	<ul style="list-style-type: none"> • voice somewhat appropriate/effective • articulation somewhat clear • diction somewhat clear 	<ul style="list-style-type: none"> • voice is considerably appropriate/effective • articulation has considerable clarity • clarity of diction is considerable 	<ul style="list-style-type: none"> • voice is highly appropriate/effective • articulation has high degree of clarity/effectiveness • diction has high degree of clarity
APPLICATION <ul style="list-style-type: none"> • conventions of language usage • conventions of appropriate format 	<ul style="list-style-type: none"> • minimal use of language conventions • minimal use of appropriate format conventions 	<ul style="list-style-type: none"> • some effective use of language conventions • some appropriate use of format conventions 	<ul style="list-style-type: none"> • considerably correct use of language conventions • considerably effective use of appropriate format conventions 	<ul style="list-style-type: none"> • highly effective use of language conventions • highly effective use of appropriate format conventions

TOOLS FOR ASSESSMENT

Tools for assessment range from conferences and anecdotal remarks to a variety of performance scales and checklists. Teachers are encouraged to choose the assessment tool most appropriate to the task and the needs of the students. While a rubric or checklist may provide enough assessment feedback for the majority of students, an assessment conference with the teacher often affords the one-to-one communication so necessary to assist the student who is struggling.

PORTFOLIOS

When portfolios are used to assess student learning, both teacher and students are able to chart growth in areas targeted for improvement. Portfolios may be used to diagnose learning needs and to provide ongoing assessment information for final evaluations. Students also become more actively engaged in their own improvement when they take on the process of collecting, selecting, and reflecting upon key pieces of work in the portfolio.

Portfolios may include a creative cover, a table of contents, a reflections page, a letter to the reader, a goal-setting page, and conference questions. Portfolios come in many forms: electronic or paper file-folder collections, multi-media packages, or collections of print and non-print information. Portfolios are most effectively used when they reflect development over time and when they reflect both process and product. An important component of portfolio assessment is the conference which often includes teacher, student, and the student’s parents or guardians.

TEACHER-LED CONFERENCES

Teachers who interview students find this is an excellent way to assess student strengths, weaknesses, and progress. Early conferencing provides important diagnostic information, but interviews can also be used as part of ongoing assessment or as the final evaluation. Students should be provided with some or all of the questions ahead of time in order to facilitate conference effectiveness.

a. Reading Comprehension Conferences

Some possible sample questions are:

A.	Characterization
	1. If you were the character, what would you like to say to the author about your life?
	2. Select two characters from the story whom you dislike and explain your feelings about them.
B.	Setting
	1. Choose a setting from the story that you feel is really interesting and explain your choice.
	2. Explain why the story could or could not have taken place in a different setting.
C.	Plot
	1. What is the most important event in the novel? Why?
	2. If you could change one event in the novel, what would it be? Why?
D.	Theme
	1. Explain which of the novel’s themes you think is explored most effectively.

b. Oral Reading/Retell Conferences

The teacher instructs the students to choose and prepare ahead of time a short passage for reading aloud. Students then write and edit a first draft according to a rubric of criteria. During the read aloud, teachers are able to check that students have selected appropriate material, that they read smoothly and at a good pace, that they self-check, add expression, read in phrases or chunks, and sound words out if necessary. Asking students for a quick retell of the passage indicates whether they are truly bringing meaning to the text or are merely decoding effectively.

c. Writing Conferences

These conferences occur as part of the writing process in the classroom. Students brainstorm and plan their writing piece, then write and edit it according to a rubric of criteria established by the teacher and class for that particular assignment. Before the draft is completed, individual students meet with the teacher to discuss their writing.

Student Self-Assessment

When students self-assess they reflect upon their own attitudes and strategies as learners, using various formats for differing purposes. Student self-assessment is an ongoing process which gives students opportunities to reflect on their prior knowledge, assess the processes which they have used and the quality of their own work, and set personal learning goals for the future. The following examples are intended to provide suggestions that may be adapted by teachers and students.

a. Lesson Reflections

Teachers offer the last ten minutes of class to students for reflection upon their work during the lesson or period. Useful prompts are:

- List three important ideas you learned today.
- What is one fact or idea about which you are still confused?

b. Journal Reflections

Instruct students to keep a journal of reflections throughout the course. Allow ten minutes of a specific number of weekly classes to have students reflect on their progress. Set criteria for excellent journal entries, take time to model, and use the criteria to evaluate each journal as part of the course mark. Include assessment of learning strategies, judgments about self, comments about both task processes and product.

c. Project Self-Evaluation

After the completion of a project, afford students time to think about their work, reflecting on both the product and processes involved. Students should think about the purpose/goal of the project, how well they did (or did not) achieve their purpose, both the weaknesses and strengths of the work, and how they might make changes to both the process and the product.

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WHEN PLANNING FOR INSTRUCTION AND ASSESSMENT: TEACHERS SHOULD ALSO REMEMBER

THINKING SKILLS AND BLOOM'S TAXONOMY

Knowledge	eliciting factual answers, recall, recognition
Comprehension	translating, interpreting, extrapolating
Application	using knowledge, skills in new or unfamiliar situations
Analysis	breaking into parts, relating parts to the whole
Synthesis	combining elements into a pattern not clearly there before
Evaluation	judging according to some set of criteria and stating why

HOWARD GARDNER'S MULTIPLE INTELLIGENCES

1) Linguistic Intelligence	ability to use words and language
2) Logical-Mathematical Intelligence	ability to use reason, logic and numbers
3) Spatial Intelligence	ability to perceive the visual
4) Bodily-Kinesthetic Intelligence	ability to control body movements skillfully
5) Musical Intelligence	ability to relate to pitch, rhythm, timbre and tone
6) Interpersonal Intelligence	ability to relate and understand others
7) Intrapersonal Intelligence	ability to self-reflect one's inner state
8) Naturalist Intelligence	ability to understand the world of nature

LEARNING STYLES (H. Silver, J. Hanson, C. Mamchur)

Sensing-Thinkers	prefer direct experience, immediate use, tangible results, clear models
Sensing-Feelers	prefer sharing ideas and conversation, relating personally to the content
Intuitive-Thinkers	prefer challenging questions, logical analysis and problem solving
Intuitive-Feelers	prefer creating and using imagination, thinking, divergently, designing

LEARNING MODALITIES (G. Frender)

Visual	use note-taking, colour codes, study cards, pictures, videos, charts, graphs, drawings
Auditory	use tapes, videos, music, speaking and listening to others, read aloud, debates
Kinesthetic	use "hands-on", role play, dance, write, manipulatives

