Listen! Students are talking to you in their assessments.
What are they saying?

1. **Please display and tell us about the essential topics, concepts, vocabulary, and learning objectives/targets and match your assessments and instruction to the learning targets and essential content.**

Graphic Overview of the Content and Organization				Learning Targets—I can . . .
Populations	**Ecological Relationships**	**Food Chains and Webs**	**Ecosystems**	1. **Define** the vocabulary in this unit.
species	exponential growth	producer	climate	2. **Describe** the energy roles of organisms in an ecosystem.
population	boom and bust	primary consumer	weather	3. **Explain** food chains and food webs.
community	carrying capacity	secondary consumer	biotic factors	4. **Create** a food chain with a given set of animals & plants.
ecosystem	bio-magnification	decomposer	abiotic factors	5. **Construct** a food web with related food chains.
biome	extinction	scavenger	nutrients	6. **Describe** and illustrate the steps in the water cycle.
biosphere	pollution	energy flow	matter	7. **Describe** and illustrate the steps in the oxygen cycle.
	commensalism	energy pyramid	cycles	8. **Compare** the various biomes across the earth.
	mutualism			
	competition			
	predation			

2. **Please use a variety of assessments to measure the essential knowledge and skills and give us an opportunity to get feedback about our progress during the learning process.**

Types of Assessment	Short-Cycle Formative Assessment				
1. Closed-ended selected response (e.g., multiple choice, matching, true/false)	**Teach, assess, provide correctives or enrichments, re-assess**	**Teach, assess, provide correctives or enrichments, re-assess**	**Teach, assess, provide correctives or enrichments, re-assess**	**Teach, assess, provide correctives or enrichments, re-assess**	**Evaluate (Summative Test)**
2. Open-ended constructed response (e.g., fill-in-the-blank, short answer, label, graphic)	Observe progress and strategies	Observe progress and strategies	Observe progress and strategies	Observe progress and strategies	Intervene and Re-assess if necessary
3. Products (e.g., essay, model, project)					

Examples of Correctives	Examples of Enrichments/Extensions
•re-teaching using explicit teaching	•tutoring peers
•alternative textbooks	•developing practice exercises
•alternative materials	•developing related media materials
•workbooks	•completing special projects, experiments
•academic games (crossword puzzles, simulations)	•developing games, problems, and contests
•small group study sessions	•using advanced computer-assisted lessons
•individual tutoring	•locating background materials for future or current topics
•learning centers and laboratories	•developing additional formative assessments
•computer-assisted instruction	•planning to teach a mini-unit
•audio and video productions (e.g., Podcasts)	•creating bulletin boards and displays
•slide shows from lectures and demonstrations	•applying knowledge to a new situation

4. Performances (e.g., speech, recital, demonstration)

5. Process-focused (e.g., conferences, observations, logs)

6. Student Self-Assessment (e.g., journal reflection, portfolio)

7. Portfolio (e.g., collections of products, performances, artifacts, tests)

Go to www.achievementstrategies.org>Templates and Tools>Assessment for types of formative assessment

3. **Please display and tell us the product and presentation criteria (i.e., rubric) when the assignment is given, show us exemplars, and then give us feedback and frequent opportunities to self assess and adjust our strategies and work.**

Why use descriptive rubrics?	Portfolios can motivate student learning.
Rubrics . . .	**Portfolios . . .**
1. apply equally well to process and product evaluations and can be tailored to many types of performance criteria.	1. permit assessment of a broader range of thinking skills than can be evaluated through only using traditional tests.
2. provide students with expectations about what will be assessed as well as standards that need to be met.	2. result in more reliable evaluation by using more than one sample of academic performance.
3. provide student with "road signs" – information about where they are in relation to where they need to be.	3. assess not only the outcome of learning, but the process of learning.
4. increase consistency in the rating of performances, products and understandings when used by students during self/peer assessment, and by teachers.	4. result in more thorough evaluation by allowing comparisons of work over time.
5. combine observation and judgment into an easy-to-use way to provides students with feedback about their progress toward assignment goals.	5. are consistent with current educational theories of evaluation and assessment.
6. provide teachers with knowledge about next steps (e.g., coaching, re-teaching, special help) during and after the process.	6. provide valuable information to facilitate effective instruction and learning.
	7. involve students in their own assessment and provides opportunities for them to notice achievement and effort.

4. **Please item analyze our assessment results to determine strengths and needs and make necessary changes about re-teaching essential knowledge and skills as well as coaching us to effectively use learning-to-learn skills and strategies.**

Examine student assessment data to determine . . . Why is performance the way it is?	Explicitly Teach Learning-to-Learn Skills and Strategies	Student Self Assessment

1. Match (i.e., tag) your assessment items and tasks with the learning objectives/targets to make sure that you are assessing essential content and skills comprehensively.
 2. Item analyze the assessment results to determine the strengths and needs of students related to essential content and skills and make informed decisions about subsequent spiraling of content and skills as well as the need to re-teach standards that have not been mastered.
 3. Determine possible reasons for low performance.
   a. questionable assessment item(s)
   b. instruction didn't match the assessment
   c. specific content/skills were not taught frequently enough or for an appropriate duration
   d. the rigor of the item(s) differed from instruction
   e. students lack learning-to-learn strategies/skills or prerequisite knowledge
   f. too much content or too many skills were assessed
   g. Other (please specify)
	1. Memory storage and retrieval
	 2. Concept attainment/vocabulary skills
	 3. Organizing information
	 4. Writing/summarizing
	 5. Reading for information and reading literature
	 6. Self-assessment and adjustment
	 7. Collaborating/interaction— Speaking and Listening
	 8. Notemaking
	 9. Goal setting/planning
	 10. Decision making
	 11. Problem solving
	 12. Self-Advocating
		Ask students to respond to the following questions at least on a weekly basis and after completing tasks, tests, and projects.
		
		 1. What goals and tasks did you commit to and accomplish this week?
		 2. What process and strategies did you use to complete the tasks and accomplish the goals? Which strategy or step was particularly helpful? What didn't work?
		 3. What changes do you need to make in your strategies and plans?
		 4. What is your plan for making the changes?
		 5. What additional resources or assistance do you need to improve the quality of your learning/work.