

KATHY PEREZ



Katherine Perez, a professor of education at Saint Mary's College of California, has over three decades of teaching experience from the preschool level through graduate school. A frequent presenter and enthusiastic "teacher cheerleader," she offers guidance to both novice and experienced educators. Perez is an international educational consultant, author, and motivational speaker, specialising in instructional strategies and creative approaches to literacy and professional development. She integrates state-of-the-art methods and research with passion and practical insights from her own classroom experiences.

Perez has taught in many diverse environments, including in Richmond and Oakland, as a general educator, special educator, reading specialist, and curriculum and staff development coordinator. In order to "keep it real," she balances her college courses and her work as a coordinator for the California Beginning Teacher Support and Assessment program by serving as a literacy coach in a San Francisco Bay Area middle school, engaging even the most reluctant learners with brain-friendly techniques.

Perez works with teachers, administrators and parents throughout the United States, Canada, Europe, the Caribbean, New Zealand, and Australia. For the past three years, she has conducted extensive training in Singapore and Hong Kong for the Ministry of Education.

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21st Century Assessment:

Confidence, Curiosity & Cooperation



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assessment

Thinking Back And Thinking Ahead

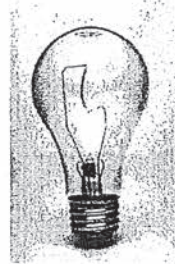
Connecting What I Know with What I Want to Know

3 Definitions:

Assessment—

Evaluation—

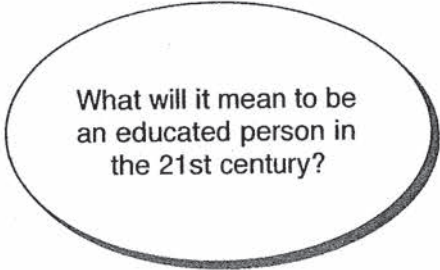
Grading—



2 Assessments most often used in my classroom are:

1 What are the biggest roadblocks that keep you from using non-traditional assessment more often in your classroom?

Idea Mapping: Create an idea map with your ideas on what it will mean to be an educated person in the 21st century.



What will it mean to be
an educated person in
the 21st century?



We're taking teaching and learning **Above & Beyond**

Today's students are moving beyond the basics and embracing the 4C's — "super skills" for the 21st century!



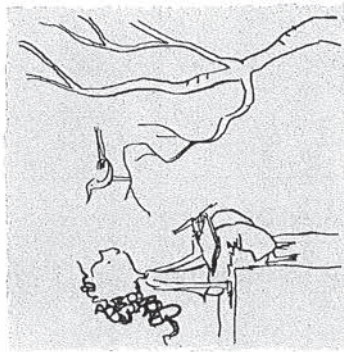
Communication

Sharing thoughts, questions, ideas, and solutions



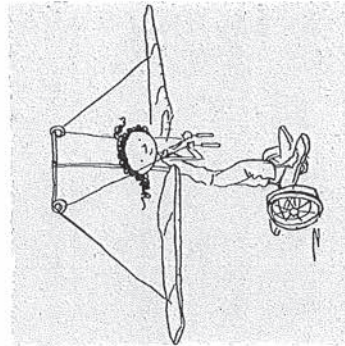
Collaboration

Working together to reach a goal — putting talent, expertise, and smarts to work



Critical Thinking

Looking at problems in a new way, linking learning across subjects & disciplines



Creativity

Trying new approaches to get things done equals innovation & invention

For more 4C resources from the Partnership for 21st Century Skills, including the animated film ABOVE & BEYOND by Peter H. Reynolds & FableVision, journey to www.p21.org/4Cs



PARTNERSHIP FOR
21ST CENTURY SKILLS

Interpersonal Capacities in the Partnership for 21st Century Skills Framework

Work Creatively with Others

- Develop, implement, and communicate new ideas to others effectively
- Be open and responsive to new and diverse perspectives; incorporate group input and feedback into the work
- Demonstrate originality and inventiveness in work and understand the real-world limits to adopting new ideas
- View failure as an opportunity to learn; understand that creativity and innovation is a long-term, cyclical process of small successes and frequent mistakes

Communicate Clearly

- Articulate thoughts and ideas effectively using oral, written, and nonverbal communication skills in a variety of forms and contexts
- Listen effectively to decipher meaning, including knowledge, values, attitudes, and intentions
- Use communication for a range of purposes (e.g., to inform, instruct, motivate, and persuade)
- Utilize multiple media and technologies, and know how to judge their effectiveness a priori as well as to assess their impact
- Communicate effectively in diverse environments (including multilingual)

Collaborate with Others

- Demonstrate ability to work effectively and respectfully with diverse teams
- Exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal
- Assume shared responsibility for collaborative work, and value the individual contributions made by each team member

Adapt to Change

- Adapt to varied roles, jobs responsibilities, schedules, and contexts
- Work effectively in a climate of ambiguity and changing priorities

Be Flexible

- Incorporate feedback effectively
- Deal positively with praise, setbacks, and criticism
- Understand, negotiate, and balance diverse views and beliefs to reach workable solutions, particularly in multicultural environments

Interact Effectively with Others

- Know when it is appropriate to listen and when to speak
- Conduct themselves in a respectable, professional manner

Work Effectively in Diverse Teams

- Respect cultural differences and work effectively with people from a range of social and cultural backgrounds
- Respond open-mindedly to different ideas and values
- Leverage social and cultural differences to create new ideas and increase both innovation and quality of work

Guide and Lead Others

- Use interpersonal and problem-solving skills to influence and guide others toward a goal
- Leverage strengths of others to accomplish a common goal
- Inspire others to reach their very best via example and selflessness
- Demonstrate integrity and ethical behavior in using influence and power



Creating High Level Learning For Students

When teachers...

- ☒ Assess prior knowledge linking to umbrella concept and questions and mutual umbrella expectations.
- ☒ Assess prior content knowledge.
- ☒ Create and capture students' attention such as an emotional or interest-driven hook.
- ☒ Link student expectations to standards and align with strategies, activities, skills, and assessments.
- ☒ Create assessments that are continuous, developmentally appropriate, and authentic and that are based on clearly defined criteria such as a scoring guide or rubric.
- ☒ Develop strategies, activities, expectations, and umbrella, essential, and guiding questions that promote higher order thinking.
- ☒ Connect learning to students' lives in a relevant and personal way.
- ☒ Provide opportunities within the activities and lessons for multiple modes of learning.
- ☒ Provide choices for students in learning and in demonstration of learning.
- ☒ Include process skills such as observing, communicating, and listening.
- ☒ Encourage discovery through research, inquiry, investigation, and testing hypothesis.
- ☒ Provide time for practice.
- ☒ Expand understanding and application by asking students to draw conclusions, design experiments, design projects, ask and answer questions, make connections, and assess self and peers.
- ☒ Embed reflection into learning for students and teacher.

...higher level learning may occur.

Hurt, J. (2003). *Taming standards: A commonsense approach to higher student achievement, K-12*. Portsmouth, NH: Heinemann.

Insights Considering Assessment *for* Learning...

- Strives to tap the confidence, motivation, and learning potential that resides in every student
- Turns day-to-day assessment into a teaching and learning process that enhances student learning
- Consistently applying the principles of assessment for learning can produce impressive gains in student achievement especially for struggling learners
- Begins when teachers share achievement targets with students in student-friendly terms accompanied by examples of exemplary student work
- Continues with frequent self-assessments with descriptive feedback so students can chart their trajectory toward achievement targets their teachers have established
- Involves students studying examples of work that vary in quality to develop their own student-friendly performance assessment scoring rubric
- Provides both students and teachers with understandable information in a form they can use immediately to improve performances
- Is more than a one-time event at the end of a unit, but rather a series of interlaced experiences (assessments) that enhance learning by keeping students encouraged and focused on their progress even when facing a setback
- Goal is not to eliminate failure, but rather to keep it from becoming chronic
- Evaluates its quality of evidence by the data they yield and the effect they have on future learning
- Abandons the thoughts that adults are the most important users of assessment data, but that students' thoughts and actions regarding assessment should be viewed as equally important.

Adapted from Rick Stiggins. Assessment through the student's eyes. *Educational Leadership*. 64(8).



How Has Assessment Changed?

Old Ideas About Assessment:

1. Students were tested on a specific day and time and graded according to their performance on a test.
2. Teachers set goals for students and designed and corrected the tests.
3. Placed importance on "right" and "wrong" answers; few options were given to students.
4. Measured limited knowledge in one area.
5. Evaluation was based on isolated tests corrected by the teacher; students received grades.
6. Benefited one type of intelligence, encouraged competition and compared students to others.

New Ideas About Assessment:

1. Students are assessed over a period of time and assessed on their progression of learning.
2. Students set their own goals and take an active role in their learning and assessment.
3. Places importance on student progression and growth; teachers, students and parents participate in portfolio assessment.
4. Assesses integrated areas of study.
5. Students select and assess their work on a regular basis and receive guidelines and feedback on their work.
6. Benefits multiple intelligences by focusing on the individual's learning style and needs.

Before You Assess, Stop and Ask "Why?"

Why? Why are you giving this assessment?

I. Purpose

- Are students meeting the learning objectives? Did they master the content/skill?
- Are you, the teacher, utilizing the information to guide instruction?

II. Authenticity

- Is this task an exemplar of real life?
- Does it include content or skills that a student will need to successfully function in society?

Danny Brassell

www.lazyreaders.com

STRATEGIES

Instructional Strategies	Checking for Understanding
Think-Pair-Share Stand Up & Share Numbered Heads Together Pairing/Partner Work Group Discussion Notetaking Outlining Choral Reading Interviewing Visuals Graphic Organizers Highlighting in Colors Three Column Chart/KWL Anticipatory Chart Questioning Brainstorming Vocabulary Cards Debates Compare & Contrast Jigsaw Peer Tutoring Posters Reports	Prediction Thumbs Up/Down Discussion Journaling Questioning Summarize White Boards TPR (Total Physical Response) Response Cards 5 Finger Check Name Sticks Name Cards Paraphrase Non-Verbal Cues Think-Pair-Share Four Corners Ticket to Leave 3-2-1 Journals Interactive Notebooks Numbered Heads Together I have the question. Who has the answer? Teacher Observation

Assessment in a Differentiated Classroom

There are multiple ways to assess students but the important thing to remember is that if we differentiate instruction, then we must differentiate assessment, otherwise there is a lack of credibility. Following is a list of possible assessment tools.

Charts, posters, diagrams	Anecdotal reports
Project presentations	Observations
Dramatic presentations	Collaborative exams
Songs to demonstrate understanding of content	Take-home exams
Multimedia presentations	Labs
Exhibitions such as storyboards or dioramas	Journals
Portfolios	Reflective papers
Written tests	Debates
Student-created tests	Photographic essays
Formal papers or essays	Artwork
Self-assessments	Questionnaires
Peer assessments	Interviews
	Daily work/selected work samples

Assessment Strategies

‘ Questioning – Asking Questions that Promote Learning for Ongoing Classroom Assessment Integrated with Instruction

Questions can be powerful tools for generating and promoting learning. They can also give us insights as to what directions our instruction should take. However, like any tool, if they are used incorrectly, they can do more harm than good. When questions expose students as wrong or not knowing, they can actually undermine the learning process, so use them carefully.

Effective questions

1. Promote learning
2. Engage all students
3. Expose student “knowledge”
4. Manage “levels of concern” and energy
5. Generate correct responses that may vary in depth and breadth
6. Promote mental engagement, practice, and/or success opportunities
7. Provide insight into students’ knowledge, understanding and/or thinking
8. Provide insights to the teacher as to likely best next steps for promoting learning
9. Give students opportunities for learner-controlled feedback at least every few minutes

Effective questions do not

1. Embarrass
2. Generate incapacitating fear
3. Fail to provide instructional guidance
4. Produce incorrect responses
5. Publicly expose students’ lack of knowledge or skills

Effective questions often include words and phrases such as

- | | | |
|----------|------------|-----------------|
| 1. Might | 3. Be | 5. Someone else |
| 2. Could | 4. What if | 6. An expert |

Effective questions often ask for

- | | | |
|------------------|------------------|-------------------------|
| 1. Benefits | 8. Similarities | 15. Critical attributes |
| 2. Solutions | 9. Differences | 16. Decisions |
| 3. Possibilities | 10. Implications | 17. Rationale |
| 4. Approaches | 11. Inferences | 18. Probabilities |
| 5. Patterns | 12. Predictions | |
| 6. Causes | 13. Extensions | |
| 7. Connections | 14. Links | |

Questions that protect students and improve depth and breadth of responses ...

effectively expose what students know, think, or believe by asking what others might say in response to a question or prompt.

Example Effective Questions

1. What are possible benefits of using effective questions?
2. What questions might others need to have answered?
3. Describe how others you know might answer question three on our study sheet.
4. Explain how you think most students in my other class would solve “this” equation.
5. What might be effective questions teachers could use to promote and assess thinking?
6. What might be the results of suddenly slowing the earth’s rotation by three hours/day?
7. What might teachers suggest are the critical attributes of effective questions that cause them to be more helpful than typical classroom questions?
8. How might experts/novices compare golf and baseball swings?

Effective questioning techniques often include asking students to first develop responses individually and then share those in small groups before developing a group response representing consensus.



Begin with the End in Mind

- ☑ **Essential Questions** – not just one correct answer and are designed to ignite thinking and interest. An example of an essential question would be “How does an airplane stay aloft?”
- ☑ **Enduring Understandings (E.U.)** – What should students be able to know, understand and do? E.U.’s are the essential knowledge that students should walk away with at the end of the study.
- ☑ **Assessments** – based primarily on essential questions and enduring understandings
 1. **Pre-Assessment** – used to indicate student readiness and to guide instructional decisions
 2. **Ongoing Assessment** – occurs along the way, feedback is provided and tweaks instruction
 3. **Self-Assessment** – occurs at various junctures; allows student to assess and appreciate their own learning
 4. **Summative Assessment** – occurs at the end, tied directly to instruction and reflect most, if not all, of the essential questions and enduring understandings
- ☑ **Instruction** – What learning experiences must occur to provide students the opportunity to achieve 100% on every assessment?

Adapted in part from Rick Wormeli, *Assessment and Grading in the Differentiated Classroom*.

Tiered Question Starters Based on Bloom's Taxonomy

<p>Knowledge: What is _____? Where is _____? How did _____ happen? Why did _____? When did _____? Who/What were the main _____? How is _____? When did _____ happen? How would you explain _____? How would you describe _____? Who was _____?</p> <p>Comprehension: How would you compare/contrast _____? What facts or ideas show _____? What is the main idea of _____? Which statements support _____? What is meant _____? Can you explain what is happening _____?</p> <p>Application: How would you solve _____? How would you organize _____? What approach would you use to _____? What would result if _____? What facts would you select to show _____?</p> <p>Analysis: How is _____ related to _____? Why do you think _____? What is the theme _____? What inference can you make _____? What conclusions can you draw _____? How would you classify _____? How would you categorize _____?</p>	<p>Analysis (continued): Can you identify the Parts _____? What evidence can you find _____? What are the functions of _____? What ideas justify _____? Can you make a distinction between _____?</p> <p>Synthesis: What would happen if _____? How would you adapt _____ to create a different _____? How would you change the plot/plan? Why? What could be done to Minimize/maximize _____? How would you test _____? Can you formulate a theory for _____?</p> <p>Evaluation: Do you agree with the actions _____? Do you agree with the outcome _____? What is the opinion of _____? How would you prove/disprove _____? Would it be better if _____? Why did _____ choose _____? How would you rate _____? What would you cite to defend the actions of _____? What choice would you have made _____? How would you prioritize _____? How would you justify _____? Why was it better that _____?</p>
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Thinking Skills for Assessment

Seeing relationships
Making inferences
Verifying inferences
Making analogies
Sequencing
Classifying
Predicting
Detecting bias
Having a point of view
Transferring
Vocabulary development
Strategy development
Creative problem solving
Data finding
Problem finding
Ideas finding
Solution finding
Organizing ideas
Visualization
Compare and contrast
Identifying connections
Brainstorming
Developing ideas
Justifying ideas
Paraphrasing
Elaborating

Combining/integrating ideas
Asking questions
Summarizing
Logical sequencing
Data organizing
Recognizing patterns
Generating solutions
Fluency
Building skills
Recalling
Comprehending
Analyzing
Applying Logical sequencing
Synthesizing
Evaluating
Persevering
Self-reflecting
Self-awareness
Self-motivation
Communicating with others
Articulating thoughts
Expanding interests
Imagining
Wondering
Developing insights
Logical sequencing

10

Reasons Student Products Make Good Assessment Tools

Student products refer to work that students have generated. Products may include journal writing, video- or audiotapes, computer demonstrations, dramatic performances, bulletin boards, debates, formal presentations, student designs and inventions, investigation reports, simulations, physical constructions, or role-playing scenarios.

Advantages of student products include the following:

1. They can show originality that goes beyond what is taught.
2. They can demonstrate knowledge in an effective and attractive manner.
3. They can reflect growth in social and academic skills and attitudes that are not reflected in paper-and-pencil tests.
4. They can engage students who are otherwise unenthusiastic about school.
5. They can bring education to life, making it memorable for students.
6. They can demonstrate to the community what students are achieving in concrete terms.
7. They can allow for the integration of reading/writing/speaking skills with other subject areas.
8. They can give students more flexible time to do thoughtful work.
9. They can permit students to work cooperatively with others.
10. They can encourage creativity.

Adapted from *Assessment Alternatives in Mathematics: An Overview of Assessment Techniques that Promote Learning* by Jean Stenmark. Berkeley, CA: Equals and Assessment Committee of the California Mathematics Council, Regents University of California, 1989. Used by permission.



Bloom Project Chart

	Optional Project Format	Verbs
KNOWLEDGE	Flash cards, rebus story, scrapbook, drawing, puzzle, tape recording, mobile, collage	Define, draw, identify, label, list, locate, match, name, recite, select, state
COMPREHENSION	Puppet show, picture dictionary, pamphlet, news story/report, diagram, essay, bulletin board, diary	Classify, demonstrate, describe, explain, generalize, give examples, group, paraphrase, put in order, retell, rewrite, show, summarize
APPLICATION	Chart/graph, model, peep show, display, interview, survey experiment, mini-center	Apply, compare/contrast, debate, diagram, draw conclusions, discover, examine, interview, investigate, keep records, make, construct, predict, produce, prove, track, translate
ANALYSIS	Textbook, transparency, oral report, movie, scroll, collection, guest speaker, letter	Analyze, deduce, determine, examine, infer, relate, compare, contrast, uncover
SYNTHESIS	Poem/song, game, speech, play, gallery/museum exhibit, choral reading	Combine, create, design, develop, imagine, invent, make up, perform, prepare, present (an original piece of work), produce, revise, tell, synthesize
EVALUATION	Written report, scroll, book cover, poster, project cube, photo/picture essay, advertisement, editorial, debate	Argue, award, choose, criticize, critique, defend, grade, judge, justify, rank, rate, recommend, support, test, validate

Performance Assessment Task Planning Form

Grade: _____ Subject: _____

Briefly describe what your task will measure (assess)? Ensure that what will be measured is directly supported by either state standards or district curriculum.

What higher order thinking skills will be required to complete the task?

What scoring criteria (e.g., rubric, checklist) will be used to score student responses?

Title of task;

Student role:

Brief synopsis of scenario:

What problem will the student solve?

Describe why you think this task is meaningful to students.

Materials need by students:

Does the task need any pictures, charts, drawings? Describe.

What information does the teacher need to administer this assessment?



Assessment & Evaluation in a D.I. Classroom

A	_____
B	_____
C	_____
D	_____
E	_____
F	_____
G	_____
H	_____
I	_____
J	_____
K	_____
L	_____
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X	_____
Y	_____
Z	_____

GO-GO-MO: Give One, Get One, Move On

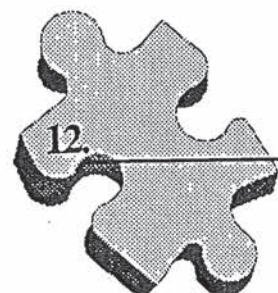
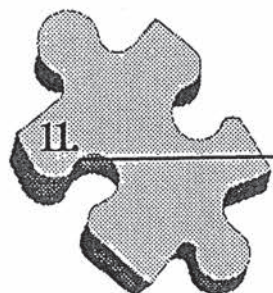
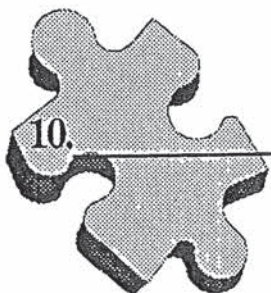
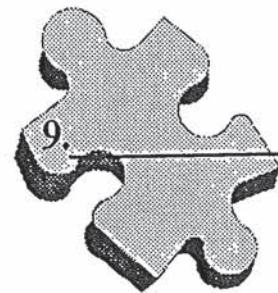
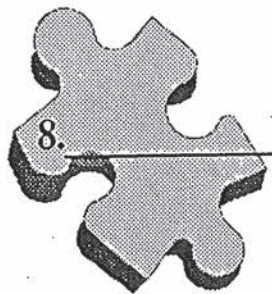
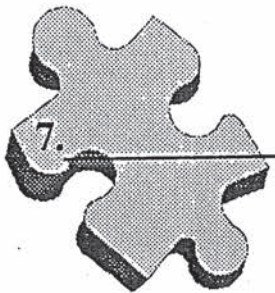
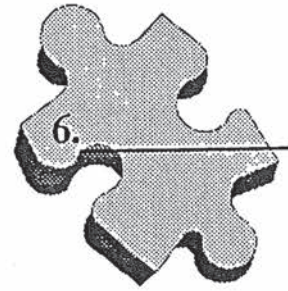
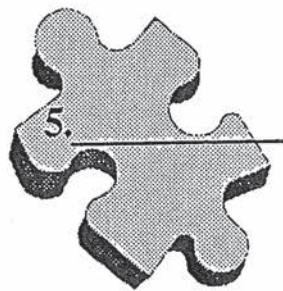
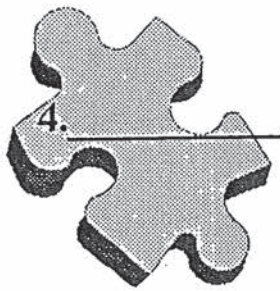
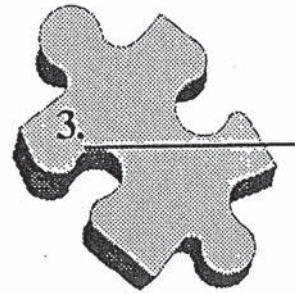
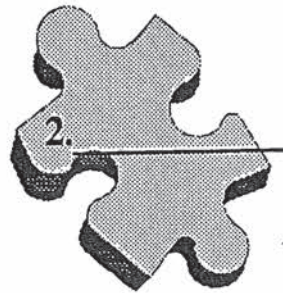
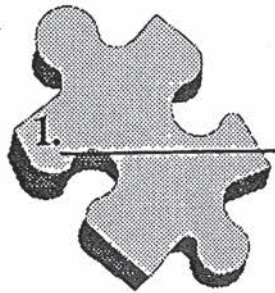
Directions: Write down three ideas related to the question in the first three squares. Next, share your ideas with others by giving away one idea and getting another idea from each person you talk to. Write down each of the ideas you get in the squares below. Continue to GO-GO-MO until you've shared with everyone or run out of squares, whichever comes first.

Question: In your opinion, what are the most important conclusions and strategies from this session on assessment and 21st century learning? How will you use the content shared in this professional development session to support the change process in your classroom, school, or other learning organization?

My Ideas

Give-One-Get-One Worksheet

MAKING CONNECTIONS





List of Citations

“Awesome and Authentic Assessment in the Differentiated Classroom”

Compiled by: Dr. Kathy Perez
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Benjamin, A. (2002). *Differentiating Instruction: A Guide for Middle and High School Teachers*. Eye on Education.

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Wormeli, R. (2006). *Fair Isn't Always Equal: Assessing & Grading in the Differentiated Classroom*. Portland, ME: Stenhouse Publishers.



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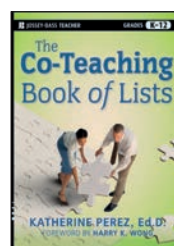
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RELATED RESOURCES

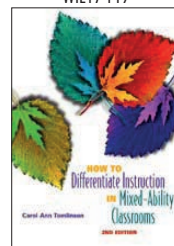


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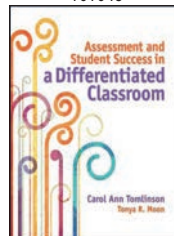
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	CO6309	More Than 100 Brain-Friendly Tools and Strategies for Literacy Instruction	\$37.95
	111021	Teaching 21st Century Skills: An ASCD Action Tool	\$69.00
	WIL17449	The Co-Teaching Book of Lists	\$37.95
	TCP2069	The New Inclusion: Differentiated Strategies to Engage ALL Students	\$32.95
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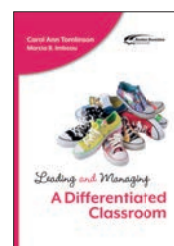
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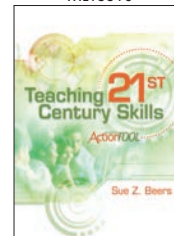
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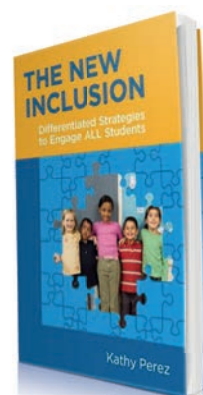
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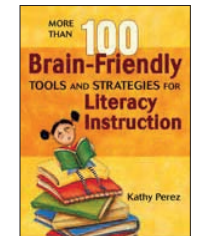
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