

Gauging Student Understanding Through Self-Assessment, Cover Sheets, and Retakes

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Frankie Bruning, M.A.
Parkway School District
fbruning@parkwayschools.net

Amanda Schweissguth
School District of Washington
amanda.schweissguth@washington.k12.mo.us

Assessment For Learning

Where am I going?

To answer this question, we must start with the standards. When instructional standards are transformed into learning targets, students know the purpose of their learning and criteria for reaching proficiency. “I can” statements communicate standards in student-friendly language.

Where am I now?

Students should use self-assessment strategies, as well as feedback from formative and summative assessments, to monitor their understanding and progress toward mastering standards. Cover sheets provide a way to organize specific, meaningful feedback about a student’s understanding of each standard, including areas of success and areas for growth. Grading by standard ensures students see their successes.

How will I close the gap?

By providing support and corrective instruction, students are held accountable for standards they have not yet mastered. Opportunities for retakes ensure students have an additional chance to demonstrate their understanding of this material. These practices help create a community of learners who support one another’s academic growth.

Self-Assessment

Students rate their current level of understanding based on the work of Robert J. Marzano

Level 0: *Even with help I still don’t understand. I can’t figure out what I am doing wrong.*

Level 1: *I am starting to get it, but am confused. I am starting to learn this, but don’t understand completely.*

Level 2: *I can do this with help or an example in front of me. I kind of get it, but may make a mistake.*

Level 3: *I can do this on my own without help. I can show I understand.*

Level 4: *I can do this on my own. I can explain how to do it. I can teach someone else how to do it.*

Cover Sheets

Cover sheets are a way to strategically organize learning targets and provide feedback about mastery of standards. This provides a brief snapshot of student learning.

Standard	Objective	Lesson	Test Items	Score	Proficiency	Extra Practice
5.NF.1.	I can create equivalent fractions for a given fraction.	9-1	1 2 3 4		Advanced Proficient Basic Below Basic	

Grading

Without a Standards-Based gradebook, we needed a way to convert to a traditional “grade.”

Standard Score (out of 4)	Traditional Score (out of 100)	Proficiency Level
4	100	Advanced
3	85	Proficient
2	70	Basic
1	50	Below Basic

Recording scores by standard provides a visual breakdown of mastery both by student and by skill.

	1	2	3	4	5	Total	4.0	%
Student 1	4	1	1	3	3	12	2.4	74
Student 22	4	4	3	4	3	18	3.6	92
Student 2	3	4	4	3	2	16	3.2	84
Student 3	0	1	1	3	3	8	1.6	62
	2	2	2	3	3	12	2.4	74
	4	3	2	4	2	15	3.0	80

Retesting

By providing opportunities to retake assessments, students are given an additional opportunity to demonstrate their understanding, and they are held accountable for mastery of all standards. This shifts the focus to learning and understanding, not the letter grade.

Influence On Our Practice

Intentional Culture

- Students have become reflective practitioners
- Growth Mindset is embedded in our classroom culture
- Creates a community of learners who support one another in reaching learning goals

Instructional Excellence

- Instruction is standard-based, data-driven, and student-centered
- Clear communication with students, families, support staff, and administration
- Above all, student understanding is the goal

Recommended Readings

Mindset: The New Psychology of Success by Carol Dweck

The Art and Science of Teaching: A Comprehensive Framework for Effective Instruction by Robert J. Marzano

Seven Strategies of Assessment for Learning by Jan Chappuis

Additional Resources

More detailed samples can be downloaded from our shared Google folder:

<http://bit.ly/ICRrNmh>

- Complete Presentation Materials
- Communication
- Self-Assessment and Reflections
- Tests and Cover Sheets



Thank you for attending! Please contact us with any questions or for more information.