
Module: Supporting Decisions with Assessment

Exercise for Periodic Check-in Assessment

Example Prompt Response and Commentary

When engaging in self-assessment, reminders of learning goals and visions of success are important components. We will start with re-stating our learning objectives, and then illustrate model responses, providing commentary for each.

Learning objectives for the module:

- 1) Identify different forms of assessment that intersect with the classroom space.
- 2) Articulate defining features of different forms of assessment in terms of their timing, origin, and information provided.
- 3) Align decisions (e.g., instructional, programmatic, grading) with appropriate forms of assessment.
- 4) Develop a strategy for using different forms of assessment together in a systematic way.

Short Summary (10-15 words)

Strategic leveraging of varied forms of assessment can drive student learning.

This summary identifies the main theme of the module through a simple statement. In that way, it demonstrates an ability to evaluate and synthesize individual pieces of content presented in the module. The summary does not explicitly address decision-making responsibilities or teachers or administrators, nor does it say how assessment forms vary. The learning objectives can be seen in the statement, but it does not attend to any one of them very directly or thoroughly. The use of a form of the word, *strategy*, is carried through from learning objective #4.

Medium Summary (30-50 words)

Effective educators leverage varied forms of assessment to maximize student progress and make sound judgments about student achievement. They consider the timing, origin, and grain size of the information provided by each form of assessment. Alignment of assessments and decisions is key.

The medium-length response demonstrates further evaluation of module content by what it includes and does not include. This response starts to add detail to the idea of “driving student learning”. It also identifies the three characteristics the module used to distinguish forms of assessment (i.e., timing, origin, and grain size of the information), reflecting learning objective #2. The summary states the key takeaway of fitting the right assessment to the decision, reflecting learning objective #3. The summary does not yet provide detail on decision types or classifications of assessment forms.

Long Summary (75-100 words)

Effective educators leverage varied forms of assessment to maximize student progress. They consider timing, origin, and nature of the information when planning assessments that will inform decisions, such as those regarding curriculum, instruction, placement, interventions, pacing, grading, and motivation. Major milestone, interim, unit/module, periodic check-in, and in-the-moment assessments, ordered here by decreasing grain size, each have strengths and limitations. No single form of assessment can support every decision a teacher must make. Strategic leveraging of all forms is necessary in development of a comprehensive and balanced assessment system, in which assessments and decisions are aligned.

This longest response extends the summary to specifically name different forms of assessment, reflecting learning objective #1. It maintains the reflection of learning objective #2 by stating the distinguishing characteristics of assessment forms. The summary deepens the reflection of learning objective #3 by naming specific types of decisions. The way the summary ties grain size to strengths and weaknesses and introduces the idea of comprehensive and balanced assessment systems expands the demonstration of learning objective #4 and what it means to strategically use different forms of assessment.

Self-reflection/assessment

Your responses to the 3x Summarization prompt will, of course, vary from these model responses, but you can use them to critically examine your work. As you compare your work to the models and self-assess, reflect upon the following questions:

- 1) Is there anything contradictory between your response and the model that might signal a misconception and a need to review module content?
- 2) Do your responses reflect a similar emphasis as the model responses, with varying degrees of elaboration?
- 3) Have you emphasized more extraneous information than the model? (The learning objectives and model responses emphasize the different forms of assessment and strategic alignment to decisions.) If yes, revisiting the Foundations section of the module or reviewing the structure of the Assessment Classifications section will help you align in emphasis.
- 4) Do you see ways in which your writing mirrors the writing of the model responses? Do you see, in the models, examples of how you could more elegantly and effectively convey information? Try building assessment literacy by revising your summaries with particular turns of phrase in mind.

Shifting to the perspective of a teacher using 3x Summarization in their classroom, you can think about supporting students to engage in this same kind of reflection and direction of their learning. You will also be able to look across students, and see if there are patterns in misconceptions, what students emphasize, and how they articulate their understandings. From this examination, you can adjust upcoming lesson plans to cater to whole-class or differentiated student needs.