ASSESSMENT OF LEARNING: SAMPLES

Assessment is an integral part of the teaching and learning process. Effective assessment provides detailed, useful information for instructors, learners and other stakeholders.


The purpose of these assessment of learning samples is to help instructors see how the purposes of assessment can be applied in their classrooms.

These samples can be used:

• by individual instructors
• in a course guide or curriculum package designed to support instructors as they implement the curriculum

This tool includes four parts:

• an summary of assessment purposes
• a description of using worksheets in assessment of learning
• sample anecdotal notes
• a process for creating rubrics
Summary of Assessment Purposes

This chart summarizes the three purposes of assessment. Each purpose is described in more detail throughout this stage, with samples provided.

<table>
<thead>
<tr>
<th>Purpose</th>
<th>Also known as...</th>
<th>Characteristics</th>
</tr>
</thead>
</table>
| Assessment for learning | Formative Assessment | Assessment for learning helps instructors form a clear picture of the abilities and needs of their learners. Assessment is done for the purpose of measuring what the learners can and cannot do at any given point in the learning process, and informs instructional decisions. It:  
  • is ongoing  
  • is tied to learning outcomes  
  • provides information that informs decisions about planning and instruction  
  • allows instructors to provide immediate, descriptive feedback that guides learning  
Examples: focused questioning in class, anecdotal notes |
| Assessment as learning | Self-assessment | Assessment as learning involves the learners in the process of looking at their learning and reflecting on their own abilities. With instructor guidance and through focused activities, learners are encouraged to think about and assess their learning. It:  
  • is ongoing  
  • is tied to learning outcomes  
  • assists learners in becoming aware of their learning process  
  • involves self-monitoring and self-evaluation  
  • requires teacher direction and support  
Examples: in-class discussion of learning points, self assessment checklists, learning logs |
| Assessment of learning | Summative Assessment | Assessment of learning measures the learners’ abilities to meet outcomes after learning and practice have occurred. It can be formal or informal. Assessment of learning:  
  • is tied to learning outcomes  
  • occurs at the end of a learning theme or cycle  
  • is used to evaluate whether learners have achieved the learning outcomes, and to what degree  
  • is used to make decisions about learners’ next placement  
Examples: anecdotal notes, quizzes, writing samples marked using rubrics, documented observations |

Adapted from Western and Northern Canadian Protocol for Collaboration in Education (2006)
Using Worksheets

In this type of assessment at Foundation Phase, the instructor is assessing learners’ ability to complete a familiar task they have seen multiple times with identical context and content, and with support.

Organizational strategies:

- In classes preceding the assessment, practice the same task in class over a period of time so that it is familiar to the learners.
- Begin the assessment by recycling the task being assessed by introducing the familiar task and modeling it extensively.
- Have the class work on the task as a group with board work or the overhead.
- Hand out the familiar worksheet to be assessed, helping the learners get started on the activity as usual. Up until this point the activity should be identical to any regular activities at this level.
- From this point on, the learners should be able to complete the worksheet with only minimal guidance from the instructor. This is what is being assessed. Provided all the necessary support is in place, can the learners finish the worksheet?

Conditions for effective implementation:

- Ensure that learners are familiar with the task and that they have experienced success with it in a supported environment before the assessment.
- Provide the necessary support at the beginning of the task so that the learners are able to finish it independently.
- Remember that the task should be identical to those done previously.

Suggestions for using the assessment information effectively:

- Be mindful that the purpose of the assessment is to determine whether learners can complete a familiar task with all the support in place.
- When reviewing the assessment with the learner(s), have a visual to refer to so that learners can recall the task.
Sample Anecdotal Notes

Anecdotal notes can be used effectively in assessment of learning. You can use them to assess learners’ day to day skills and progress. They can be referred to as a way of determining overall progress. As learners complete a task in the classroom, the instructor circulates around the room and takes notes on learners’ performance. Note learners’ successes and challenges with the task on a documentation sheet.

This assessment technique is appropriate for all phases and for all aspects of learning: reading and writing, literacy strategies and habits of mind. You will need to adapt the criteria to meet the outcomes for your level.

Organizational strategies:

- In assessment of learning, it is most effective to organize anecdotal notes by learner, so that at the end of a term or unit, all of the records for each learner are on one sheet.

- On the chart, note the activity and date, support provided, strengths and areas of improvement and whether or not the outcomes were achieved.

Conditions for effective implementation:

- Do not try to assess everyone in everything, every day. Note achievement of outcomes when demonstrated.

- Take notes in point form on the charts, keeping them simple so that the assessment does not become unmanageable.

Suggestions for using the assessment information effectively:

- Provide immediate and descriptive feedback to learners so they know what they need to do to improve.

- Use the information in learning conferences to discuss skills improved and areas to work on.

- Refer to charts at the end of term or unit to determine progress when assessing learner placement or grades.

Variation:

- These documentation sheets can be used at any level, by adapting the outcomes and criteria to suit the level.

- Observations could be noted on sticky notes during class which can be transferred to each learner’s chart after class.
This is an example of using anecdotal notes in assessment of learning in a Phase I ESL literacy class.

**LEARNER ASSESSMENT RECORD**

**Level:** Phase I  
**Course dates:** Sept. – Dec.  
**Name:** Nyakul  
**Strand:** Writing

<table>
<thead>
<tr>
<th>Specific learning outcome</th>
<th>Activity and date</th>
<th>Individual support provided</th>
<th>Strengths</th>
<th>Areas for improvement</th>
<th>Demonstrated competence in outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Copy accurately</td>
<td>Personal information</td>
<td>Used ID for reference</td>
<td>Capitals</td>
<td>g, y and p on line</td>
<td>✅</td>
</tr>
<tr>
<td></td>
<td>Sept. 30</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Copy accurately</td>
<td>Calendar</td>
<td>Help to start tracking in right direction</td>
<td>Days in correct order throughout</td>
<td>-letter formation – y in day</td>
<td>✅</td>
</tr>
<tr>
<td></td>
<td>Oct. 15</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Describe and explain</td>
<td>Shopping “I like... + food”</td>
<td>Oral prompting for first sentence</td>
<td>- All correct</td>
<td>N/A</td>
<td>✅</td>
</tr>
<tr>
<td></td>
<td>Nov. 19</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fill out forms</td>
<td>Personal information form</td>
<td>No assistance</td>
<td>Doesn’t need reference for personal information</td>
<td>Write smaller to fit on lines</td>
<td>✅</td>
</tr>
<tr>
<td></td>
<td>Dec 12</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>


Process for Creating Rubrics

Rubrics are a useful method of evaluating learners’ proficiency related to specific outcomes. They can be used in assessment of learning to determine if a particular task has been completed at the benchmark level. They can also be used in assessment for learning to help the instructor determine learners’ strengths and weaknesses and plan for future teaching.

Rubrics provide the opportunity for assessment to be both descriptive and evaluative. They allow you to:

- clearly outline all of the aspects of a task to be assessed
- describe proficiency in each aspect at different levels of achievement

Descriptors in several key components of the task enable clarity of expectations. Rubrics make the task expectations clear for both the learners and instructor. They also make it easier for many classes at the same level to be evaluated equally for the same task, outlining the criteria clearly and systematically. The final score and evaluation scale on a rubric illustrate what the learner has demonstrated and the level he/she has achieved.

What to consider when planning rubrics:

Effective rubrics are tied to a specific learning outcome. There are several steps to follow in the process of designing a rubric. The steps are outlined below and followed by a visual to assist you in creating your own rubrics.

1. Consider the purpose for the assessment.

   Why am I using this assessment with my learners?

   Am I going to use it as an:

   - assessment of learning? Do I want to determine learners’ level by assessing the degree to which they have achieved the learning outcomes?
   - assessment for learning? Do I want to inform my teaching by determining the areas in which learners are strong or need more practice?

2. Determine the general learning outcome and specific learning outcome that you will measure.

   What am I assessing with this task?

   Rubrics are most effective when tied to a learning outcome.
3. **State the task.**

What will the learners do to demonstrate their ability to achieve the specific learning outcome? Make sure that the task relates directly to the outcome.

4. **Outline the conditions for the task.**

   - What will be pre-taught?
   - What supports, examples and models will be provided?
   - What amount of teacher assistance will be provided?
   - Is there a time limit for the task?
   - In what setting will the task be completed – independently, in pairs, in a group?

It is critical to include the conditions of the task in the rubric. Support will be provided at all levels, but the types of support and the amount provided will vary. A task changes dramatically in difficulty with different levels of support.

5. **Determine the holistic criteria for the task:**

What will show me that the learner understands the task?

Include one or two yes/no statements that demonstrate whether or not the purpose of the task has been achieved.

6. **Determine the analytic criteria that you want to assess in the task.**

What specific components am I looking for in this task?

List three to five specifics pertaining to the task that you will evaluate when assessing.

7. **Provide descriptors of potential achievement of the analytic criteria at four levels.**

Describe the criterion at four levels: below Benchmark, nearing Benchmark, at Benchmark and Beyond benchmark.

Begin with a description of what each criterion should look like at Benchmark level (column three). From there, move on to describing each criterion beyond Benchmark level (column 4) and nearing Benchmark (column 2) and below Benchmark (column 1).
8. **Determine the overall score for the assessment task.**

*What is the total score that can be achieved if all of the criteria are beyond Benchmark level?*

Multiply the number of analytic criteria by four (the number of columns) and subtract the number of unused squares (e.g. if the highest score for a criterion is a 3, then the fourth square –above Benchmark - will be unused in that row).

9. **List the determiners to calculate a passing grade for the task.**

*What do the learners need to achieve to be at level?*

- The response(s) to the holistic criteria must be yes.
- The score in the analytic criteria should be at least 70%.

Determine how many of the criteria need to be at 3 or above in order for the learner to achieve the Benchmark.

10. **Provide a place to indicate the level achieved for the task.**

- *How does the score for this task relate to the Benchmark level?*

For a complete list of the works cited in this document and in *Learning for LIFE: An ESL Literacy Curriculum Framework*, please refer to: [www.esl-literacy.com/workscited2](http://www.esl-literacy.com/workscited2)
Creating a Rubric

Determine the purpose of the assessment.

Name the general learning outcome and specific learning outcome.

State the task.
Outline the conditions for the task.

Include one or two yes/no statements that demonstrate that the learner has achieved the overall task.

List three to five specific criteria that contribute to the achievement of the task.

Determine the total score.

List the determiners to calculate a passing grade for the task.

Provide a place to indicate the level achieved and score ranges for the task.

To achieve Phase II Developing for this task, the learner must have:

Overall assessment below Phase at Phase above Phase

score: _________ / 20

Provide descriptors of potential achievement for each criterion at benchmark, beyond benchmark and below benchmark.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Holistic</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Analytic</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
This is an example of a rubric designed using the process described above.

**Purpose of assessment:** Assessment of learning

**General learning outcome:** Convey information and opinions

**Specific learning outcome:** Describe and explain

**Level:** Phase II Developing

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Holistic</th>
<th>Analytic</th>
<th>Analytic</th>
<th>Analytic</th>
<th>Analytic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did the learner achieve the task?</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Is the writing comprehensible?</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
</tr>
</tbody>
</table>

**Analytic**

<table>
<thead>
<tr>
<th>Score</th>
<th>1</th>
<th>2</th>
<th>3 (at level)</th>
<th>4</th>
</tr>
</thead>
</table>

**Legibility and punctuation**

- **Errors in letter formation and placement impede understanding. Punctuation errors throughout.**
- **Some errors in punctuation, letter formation and placement. Errors do not impede understanding.**
- **Prints accurately, consistently, legibly and on the line. No errors in basic punctuation or capitalization. (., ?, !)**

**Wrap-around text**

- **Does not attempt wrap-around text**
- **Attempts wrap-around texts with some errors that impede understanding (e.g. crowds margins or breaks word incorrectly).**
- **Uses wrap-around text with few errors. Errors do not impede understanding.**
- **Uses wrap-around text with no errors.**

**Vocabulary**

- **Uses inappropriate vocabulary, rather than using word bank.**
- **Uses word bank vocabulary inappropriately (e.g. word choice contradicts meaning).**
- **Uses vocabulary from word bank appropriately.**
- **Uses word bank vocabulary and adds additional vocabulary appropriately.**

**Target structure**

- **No use of target structure OR frequent errors in use.**
- **Some errors in use of target structure.**
- **No errors in use of target structure.**
- **No errors in use of target structure and uses additional structures accurately.**

**Spelling**

- **Errors in words from bank.**
- **Some errors in high-frequency vocabulary. No errors in words from bank.**
- **No errors in high-frequency vocabulary or words from bank.**
- **No errors.**

**score: __________ / 19**

To achieve Phase II Developing for this task, the learner must have:

- 2 “yes” answers in the holistic section
- A score of 14 or higher
- 3 or more scores at 3 or higher

**Overall assessment:** below Ph II Developing at Ph II Developing above Ph II Developing