Using Assessment to Improve Teaching and Learning

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Training Goal

To reflect on current assessment practices.
Learn new ways to use assessment to improve teaching and learning.

How confident do you feel using formative assessment to improve teaching and learning?

Place a flag either to the right, left or middle to show confidence level.
Skills-based instruction

Use formative assessment during instruction and practice to improve teaching and learning.

Use summative assessment to grade the student performance.

Analyze data

Identify strengths and areas for improvement.

Data

Skills-based Unit

Select content and skills standards to decrease the risk factor.

Design the assessment

Plan your instruction

Design prompts to challenge and engage the students.

Students practice

Use formative assessment: Students showing proficiency in content and task.


table

<table>
<thead>
<tr>
<th>Sample of backwards design unit planning for bicycle safety</th>
</tr>
</thead>
<tbody>
<tr>
<td>87.9% of high school students rarely or never wore a bicycle helmet. (2013 CDC YRBS)</td>
</tr>
<tr>
<td>CONNOLLY, M (2010) SKILLS-BASED HEALTH EDUCATION. BOSTON. JONES AND BARTLETT</td>
</tr>
</tbody>
</table>

Assessment

- 1.12.7 Student constructs a T graph that compares and contrasts 5 benefits of and 5 barriers to practicing a variety of healthy behaviors such as wearing a bicycle helmet.
- 7.12.3 Student demonstrates a variety of behaviors that avoid or reduce health risks to self and others such as how to fit a bicycle helmet properly.

Instruction

- 1.12.7 How to compare and contrast. What is a benefit? What is a barrier? What is a healthy behavior? How do bicycle helmets protect the head?
- 7.12.3 How to properly fit a helmet.

The goal of skills-based health education is to help young people learn and demonstrate the knowledge and skill they need to be healthy.
<table>
<thead>
<tr>
<th>Standard</th>
<th>Common Health Education Content</th>
<th>CDC Risk Factors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard 1</td>
<td>Alcohol and Other Drug Use</td>
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<tr>
<td>Standard 2</td>
<td>Injury and Violence, including vehicle</td>
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<tr>
<td>Standard 3</td>
<td>Tobacco Use</td>
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<td>Standard 4</td>
<td>Poor Nutrition</td>
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<td>Standard 5</td>
<td>Sedentary Physical Activity</td>
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<td>Standard 6</td>
<td>Risky Sexual Behavior</td>
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<td>Standard 7</td>
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<td>Standard 8</td>
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</table>

“*If it is worth teaching, it is worth assessing.*”
SHAPE America's National Standards define what a student should know and be able to do as result of a quality physical education program.

States and local school districts across the country use the National Standards to develop or revise existing standards, frameworks and curricula.

**National Physical Education Standards**

**Standard 1** - The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

**Standard 2** - The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

**Standard 3** - The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

**Standard 4** - The physically literate individual exhibits responsible personal and social behavior that respects self and others.

**Standard 5** - The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.
The purpose of assessment is to improve...

Two types of assessment

**Formative**
- Assessment for learning
- Ongoing
- Determines what students know compared to the content and skill taught
- Not graded

**Summative**
- Assessment of learning
- Occurs at the end of instruction
- Represents the status of the student at a given time in meeting the standards
- Graded
Students in classrooms with rich in formative assessments, can learn in 6-7 months what would take other students 1 year to learn.

Suzy Pepper Rollins – Learning in the Fast Lane

Formative assessments give students timely feedback to their work and enables teachers to adjust their instruction to meet student need.

Suzy Pepper Rollins – Learning in the Fast Lane

Providing Effective Feedback

Health education
1.8.8 Examine the likelihood of injury or illness if engaging in unhealthy behaviors such as smoking marijuana.
4.8.2 Demonstrate refusal and negotiation skills that avoid or reduce risk factors about marijuana use.

Effective Feedback - “Your role play demonstrated that you understand five facts about the likelihood of injury or illness if smoking marijuana and that you are proficient in demonstrating refusal skills”
Providing Effective Feedback

Physical Education

Standard 5

<table>
<thead>
<tr>
<th>Level 1</th>
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<tbody>
<tr>
<td>Recognizes the value of physical activity for health, enjoyment, challenge, self expression and/or social interaction.</td>
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</table>

**S5.H1**

**Health**

Analyzes the health benefits of a self-selected physical activity. (S5.H1.L1)

**Effective feedback.** "The video demonstrated your proficiency in analyzing five benefits of the physical, mental, and social aspects of volleyball."

How do you give effective feedback?

In order to give feedback, you must have specific information about what the student is learning.

Some formative tools provide more information than others.

Let's look at some of these tools and sort them by the quality of the information they provide.

Red, green, yellow circles

**How would you use the circles to improve teaching and learning?**

- Does the assessment provide specific information or general information?
- Is there a way to learn specific information from the circles?
True/False Questions using circles or T/F cards

1. A formative assessment is graded.
2. A summative assessment is graded.
3. Several formative assessments should be given in each class.
4. Skills-based backward design starts with analyzing YRBS data.

The Target

How would you use the target to improve teaching and learning?

Does the assessment provide specific information or general information?

Is there a way to learn specific information from the circles?

I’ve got it!
Not
Lost!

Sunburst

How would you use the sunburst to improve teaching and learning?

Does the assessment provide specific information or general information?

What can you do to get specific information from this tool?

Facts about bicycle safety
Still thinking/Ready to share

How would you use this assessment to improve teaching and learning?

Does the assessment provide specific information or general information?

Still thinking
Ready to Share

Graph sort – Columns

How would you use the graph to improve teaching and learning?

Does the graph provide specific information or general information?

How could this tool be used to provide both kinds of information?

Place a dot above the standards you already teach.

Smile/Frown faces

How would you use the faces to improve teaching and learning?

Does the assessment provide specific information or general information?
**Graph sort – Hills and Valleys**

How would you use the graph to improve teaching and learning?

Does the graph provide specific information or general information?

Put a dot on the graph showing your level of proficiency of each standard:

<table>
<thead>
<tr>
<th>Proficiency Level</th>
<th>Standard 1</th>
<th>Standard 2</th>
<th>Standard 3</th>
<th>Standard 4</th>
<th>Standard 5</th>
<th>Standard 6</th>
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**The Continuum**

How would you use the continuum to improve teaching and learning?

Does the assessment provide specific information or general information?

- I don't have a clue!
- I sort of get it.
- I understand.

**Sorting – Steps of a Skill**

Hand washing steps:

- Wet your hands with clean, running water. Turn off the tap, and apply soap.
- Lather your hands by rubbing them together with the soap. Be sure to lather the backs of your hands, between your fingers, and under your nails.
- Scrub your hands for at least 20 seconds. Need a timer? Sing “Happy Birthday” song from beginning to end, twice.
- Rinse your hands well under clean, running water.
- Dry your hands using a clean towel or air dry them.
How would you use this sort to improve teaching and learning?

Does the assessment provide specific information or general information?

True False Sort

Handwashing

Steps of a skill

True False Sort

Skills-based Instruction

When planning, use only the skills performance indicator.

When teaching, it is best to break skills down into smaller parts.

The function of a unit plan is to think through the content, skills, assessment, and instruction.

The verb of the performance indicator informs the assessment and instruction.

Use summative assessment during instruction to improve teaching and learning.

Use formative assessment frequently during instruction to determine what the students know and are able to do.

Sort – True False

How would you use this assessment to improve teaching and learning?

Does the assessment provide specific information or general information?
**Thumbs up/Thumbs down**

**How would you use the thumbs to improve teaching and learning?**

**Does the assessment provide specific information or general information?**

**Crumpled Paper**

**How would you use this assessment to improve teaching and learning?**

**Does the assessment provide specific information or general information?**

1. On the paper, write down one question about the lesson content or skill.
2. Crumple the paper and throw it into a receptacle.
3. The teacher takes out the paper, reads it, and either answers it or selects a student to answer.

**White boards**

**How would you use the white boards to improve teaching and learning?**

**Does the assessment provide specific information or general information?**
How would you use the stickies to improve teaching and learning?

Does the assessment provide specific information or general information?

- Exit ticket
- Sorting
- Clarifying questions
- Splash sort

How would you use this graphic organizer to improve teaching and learning?

Does the assessment provide specific information or general information?

1. List three barriers to eating healthy snacks.
2. List three benefits of eating healthy snacks.
3. List three criteria of a healthy snack.

There/Almost There/Not Even Close

How would you use the tiles to improve teaching and learning?

Does the assessment provide specific information or general information?

There
Almost
There
Not even close

Collen Tracey, Cambridge College graduate
1.8.1. Analyze the relationship between healthy behaviors and personal health.

List five healthy behaviors:

For each healthy behavior, analyze how it effects physical health.

For each healthy behavior, analyze how it effects social health.

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**Dice**

- Prepare stacks of questions labeled 1-2-3-4-5-6
- Throw the dice or die and take a question from the same numbered pile.
- Example: Throw a 3 and take a question from pile #3.

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**Cubes**

How would you use the cubes to improve teaching and learning?

Does the assessment provide specific information or general information?

Use one or two cubes. Two cubes are used for matching.
How would you use the question ball to improve teaching and learning?

Does the assessment provide specific information or non-specific information?

How would you use the buzzers to improve teaching and learning?

Does the assessment provide specific information or non-specific information?

Hit the buzzer if you know the answer.

1. Explain the difference between assessment and grading.
2. Explain how a summative assessment could be the teacher’s formative assessment.
3. Name the four grade spans of the National Health Education Standards.
4. What needs to be decreased in order to increase healthy behaviors in youth?

Board Game

In pairs, students ask each other questions from 3x5 cards
• If the answer is correct, place the card in the green rectangle.
• If the answer is incorrect, place the card in the red rectangle.
• If the person is uncertain, place the card in the yellow rectangle.
• Continue to ask the questions in the yellow and red rectangles until they are all placed in the green space.
**Touchdown Learning**

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**Exit tickets**

How would you use the exit ticket to improve teaching and learning?

Does the assessment provide specific information or general information?

<table>
<thead>
<tr>
<th>Exit ticket</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 things you learned today</td>
</tr>
<tr>
<td>2 things you are not sure of</td>
</tr>
<tr>
<td>1 thing you learned that you can use to improve your personal health</td>
</tr>
</tbody>
</table>

**Quick Write/Clouds/Shapes**

How would you use the clouds to improve teaching and learning?

Does this assessment provide specific information or general information?

- Explain two ways the group work today helped you learn content and skill
- Explain a different way we could work in groups to present our authentic assessment
- Explain two ways the rubric helps you plan for your authentic assessment
Self Reflection

How would you use the self reflection to improve teaching and learning?

Does the assessment provide specific information or general information?

Self reflection after the authentic assessment

1. How did my performance show proficiency of Standard 1 and the skill?
2. What could I do differently to improve the performance?
3. What did I do to contribute to the performance?

What do all the exit tickets have in common if the student’s name is on the ticket?

Grouping Students

Matt Serino, Cambridge College graduate
Questions
   a. content  b. verb  c. skill  d. length
2. The following are formative assessments
   a. Unit tests  b. Sorts  c. Hills and Valleys  d. b and c
3. T F Assessment is both formative and summative.
4. T F All formative assessment provides effective feedback.

Summary
Using assessment in the classroom
Use formative assessment during every class.
Use the information gathered from formative and summative assessments to improve teaching and learning.
Ask, “Is there a more effective way I can teach this content and skill?”
Apply what was learned from training, professional development, colleagues, or even the students themselves to improve instruction.
How confident do you feel using formative assessment to improve teaching and learning?

Place a B either to the right, left or middle to show confidence level.

Wrap up – Were the goals met?
Did you......
1. Reflect on current assessment practices?
2. Learn new ways to use assessment to improve teaching and learning?

Thank you
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