

**getting there
together:
assessing
student
learning**

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librarylinkNJ, the new jersey library cooperative**

Poll Question 1



How often do you as the school librarian assist in assessment of student work in your collaborative work with classroom teachers?



**“I don’t have time to
grade or evaluate
student work.”**

**“I have to teach the same
lessons time after time
because the students
don’t learn.”**




Let's Talk: Challenging Assumptions and Beliefs



- Assessment is not my job – it's the teacher's job
- Assessment is done for a grade
- Assessment is separate and distinct from learning

Source: DuPre, 2008 from *challenges identified by Dr. Violet H. Harada, AASL Fall Forum 2006*

The image features three clear, rectangular ice cubes resting on a highly reflective surface. The cubes are arranged in a slightly overlapping cluster, with one in the foreground and two behind it. The surface they sit on is so reflective that it creates a clear, inverted mirror image of each cube. The background is a solid, vibrant blue, which provides a strong contrast to the clear, crystalline ice. The lighting is bright, highlighting the facets and internal refractions of the ice cubes.

“are we invisible *or*
visible and
indispensable teaching
partners?”

Source: DuPre, 2008 from *challenges identified by Dr.
Violet H. Harada, AASL Fall Forum 2006*



**“do we view
assessment as
intuitive and
incidental *or*
integral and
intentional to
learning?”**

Source: DuPre, 2008 from *challenges*
identified by Dr. Violet H. Harada, AASL Fall
Forum 2006



“do we simply spout rhetoric on the importance of assessment, *or* can we demonstrate results?”

Source: DuPre, 2008 from *challenges identified by Dr. Violet H. Harada, AASL Fall Forum 2006*



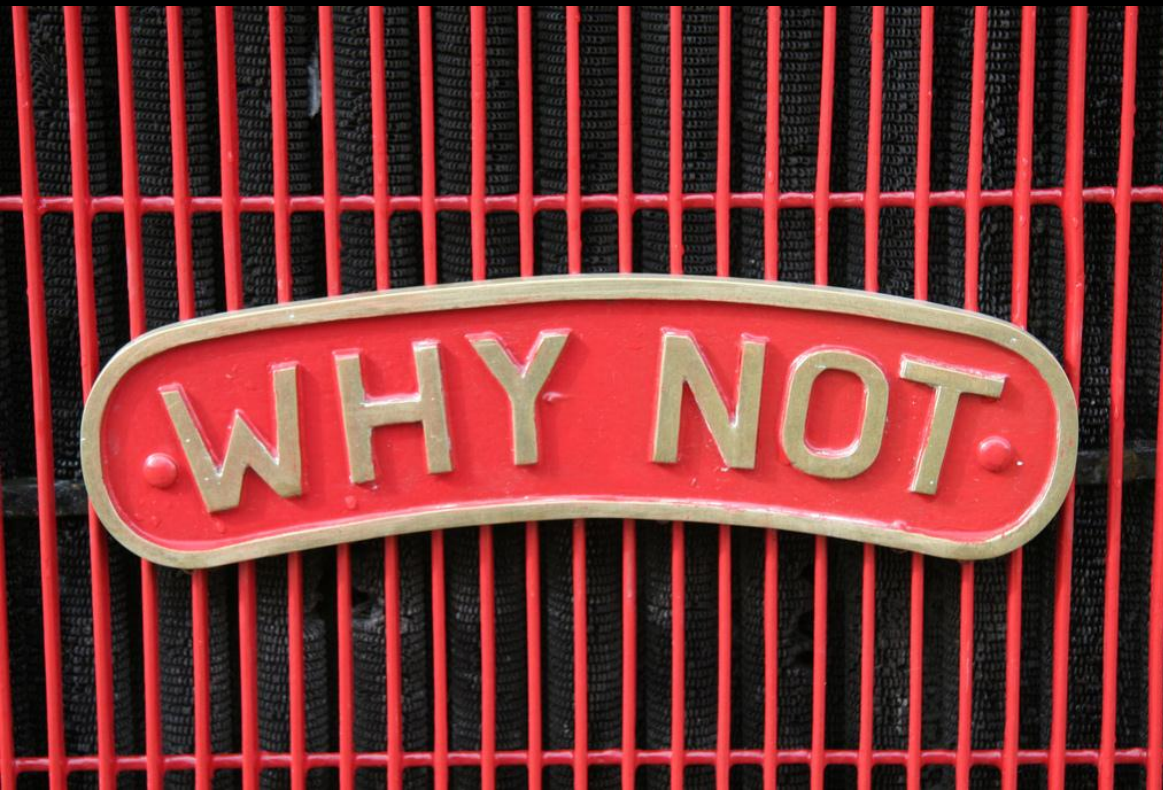
Why should school librarians participate in assessment of student learning?

What forms of assessment might we use and how do they differ?

How do we incorporate backwards design into the collaboration process?

rationales for participating in assessment of student learning

1

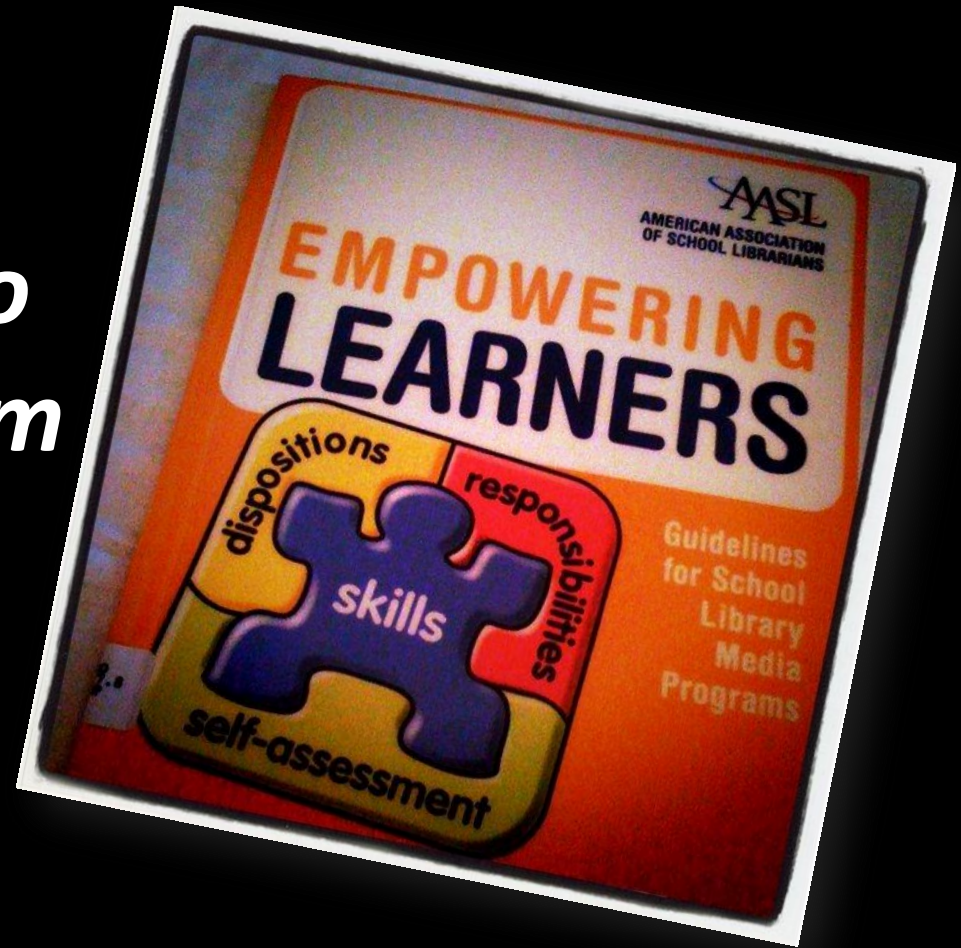


why should school library
media specialists play an *active*
role in the **assessment**
of student *learning*?

we cannot truly claim our role as teacher or provide direct evidence of the impact of library programs on student achievement without playing an active role in the assessment of student learning



“The school library media program is guided by regular assessment of student learning to ensure the program is meeting its goals.”



Assessment for Teaching in Learning



- **Uses formative assessment that give students feedback and the chance to revise their work**
- **Uses summative assessments of process and product in collaboration with teachers**
- **Uses performance based assessments (rubrics, checklists, portfolios, journals, observation, conferencing, self-questioning)**

Assessment for Teaching in Learning



- **Creates rubrics for student work that integrate curricular, informational, and critical thinking standards**
- **Documents student progress through portfolios that demonstrate growth**
- **Implements critical analysis and evaluation strategies**

Assessment for Teaching in Learning



- **Solicits student input for the assessment of inquiry based instructional units upon their completion**
- **Solicits student input for post-assessment of inquiry based instructional units**
- **Solicits student input for post-assessment of inquiry-based instructional units**

“Library media specialists who reframe themselves as learning specialists will find the recognition, respect, and collaboration they seek when they put an end to “bad business” practices that divert focus from the mission”

Harada & Zmuda, 2008

<http://goo.gl/zOFNw>

“good library business” is about plotting and sticking to the library’s commitment to student learning

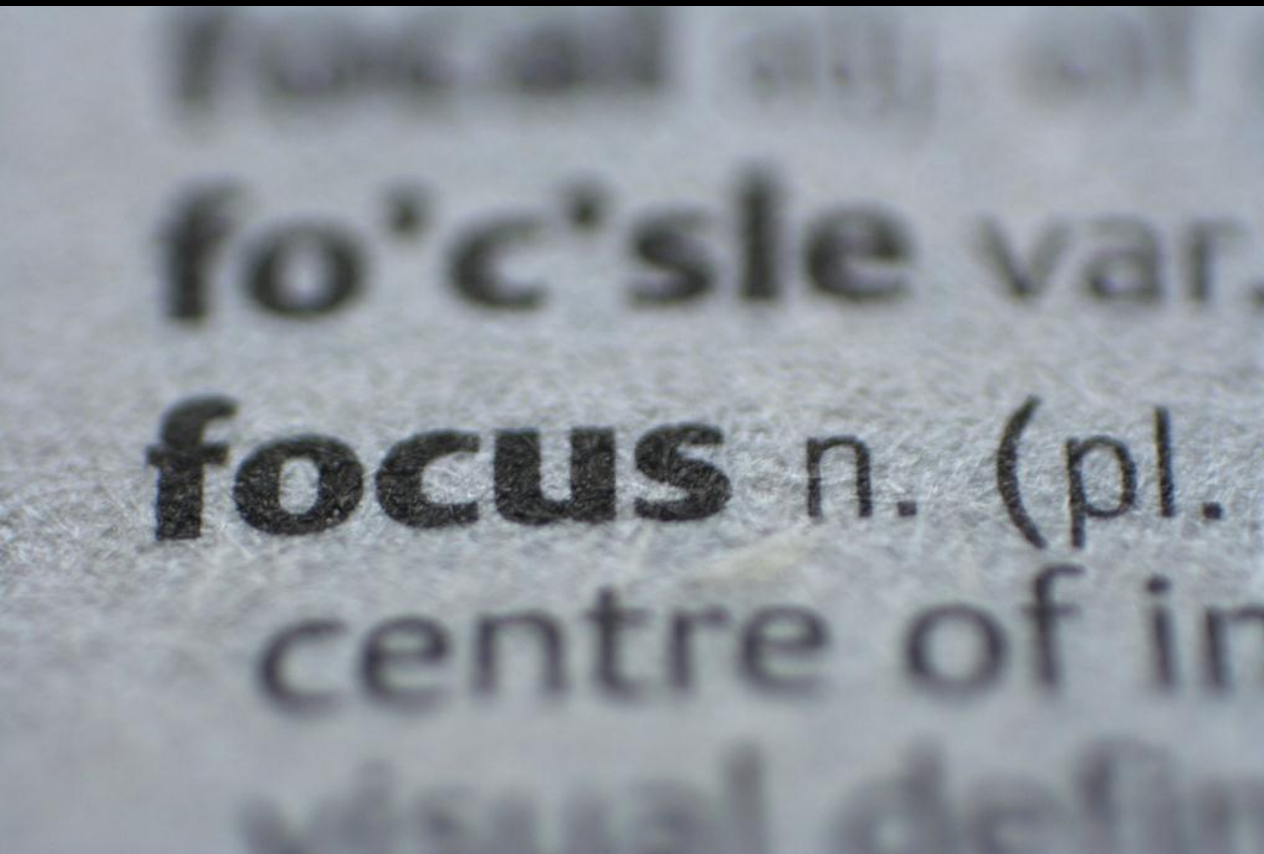


assessment is often the missing piece in
our collaborative efforts with classroom
teachers



forms of assessment

2





***formative
assessment:***

**the
measurement
of knowledge
and skills during
the process of
learning**

Formative Assessment



- **Formative assessments engage the school library media specialist, classroom teacher, and student in thinking about the learning process while it is happening so that adjustments can be made if needed**
- **Ongoing and reflective in nature**
- **Frames teachers and students as partners in learning**

Source: Stripling, 2007/2009, pp. 167-68


Examples of Teacher Led Formative Assessments



- **Checklists**
- **Rubrics**
- **Exit cards or slips**
- **Observation checklists**
- **“Consultations” or mini-interviews**

Source: Stripling, 2007/2009, pp. 167-68

Examples of Student Led Formative Assessments

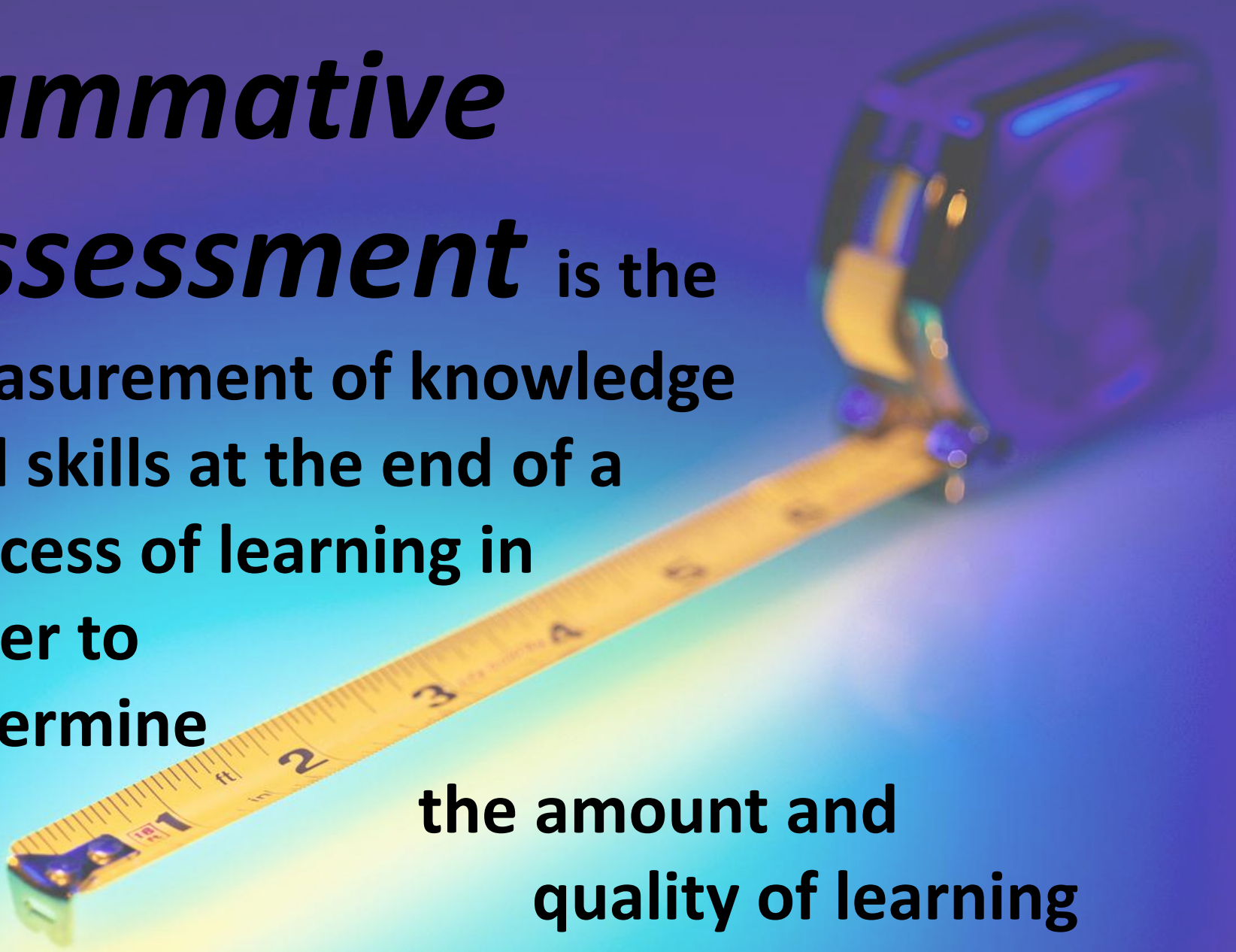
- 
- **Reflecting (learning logs or blogs, notetaking)**
 - **Video recorded reflections/narratives**
 - **Graphic organizers (KWL charts, concept maps/mind mapping, idea webs)**
 - **Questions**
 - **Sharing, Reciprocal Teaching**
 - **Peer Review**

Source: Stripling, 2007/2009, pp. 167-68

summative

assessment is the
measurement of knowledge
and skills at the end of a
process of learning in
order to
determine

**the amount and
quality of learning**



Summative Assessments



- **Presentations**
- **Portfolios**
- **Text based papers**
- **Reflective narratives**
- **Multimedia creations (Voice Thread, Video, Glogster)**
- **Tests/Exams**
- **Performance based tasks**

Poll Question 2



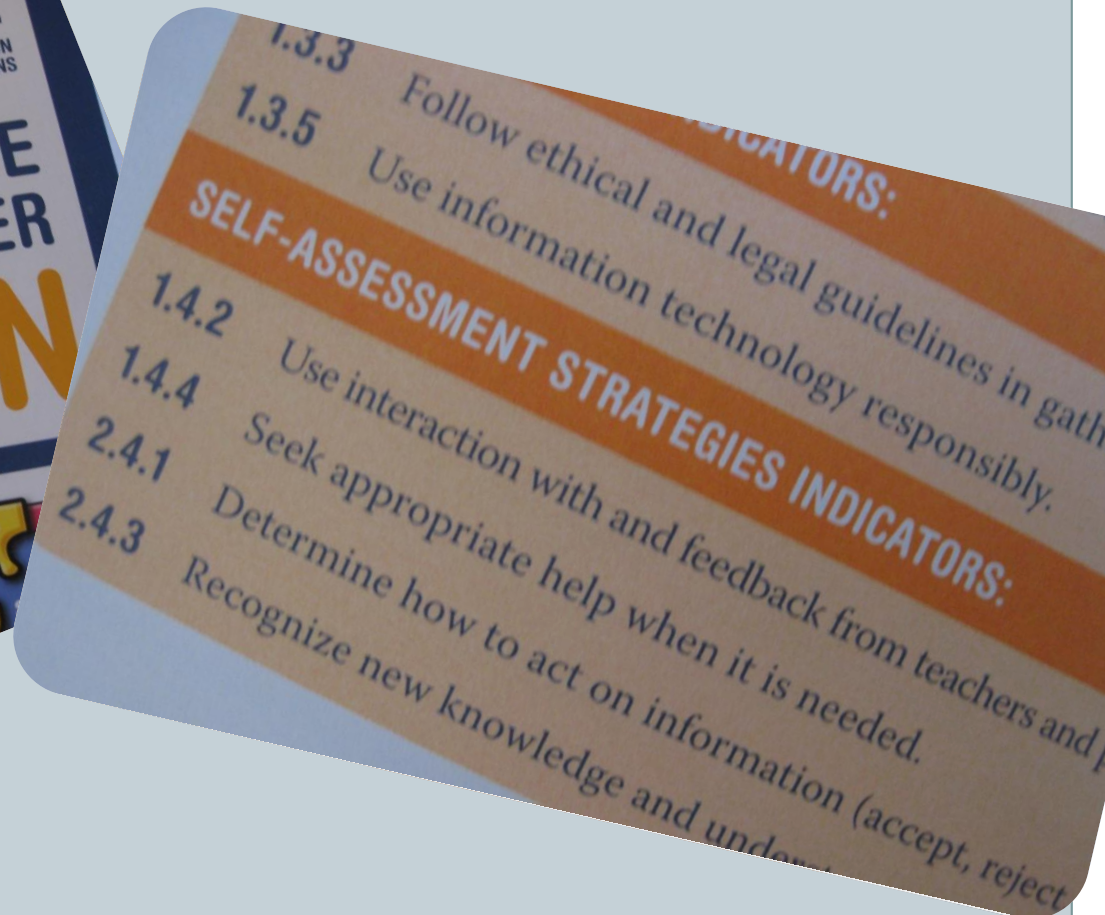
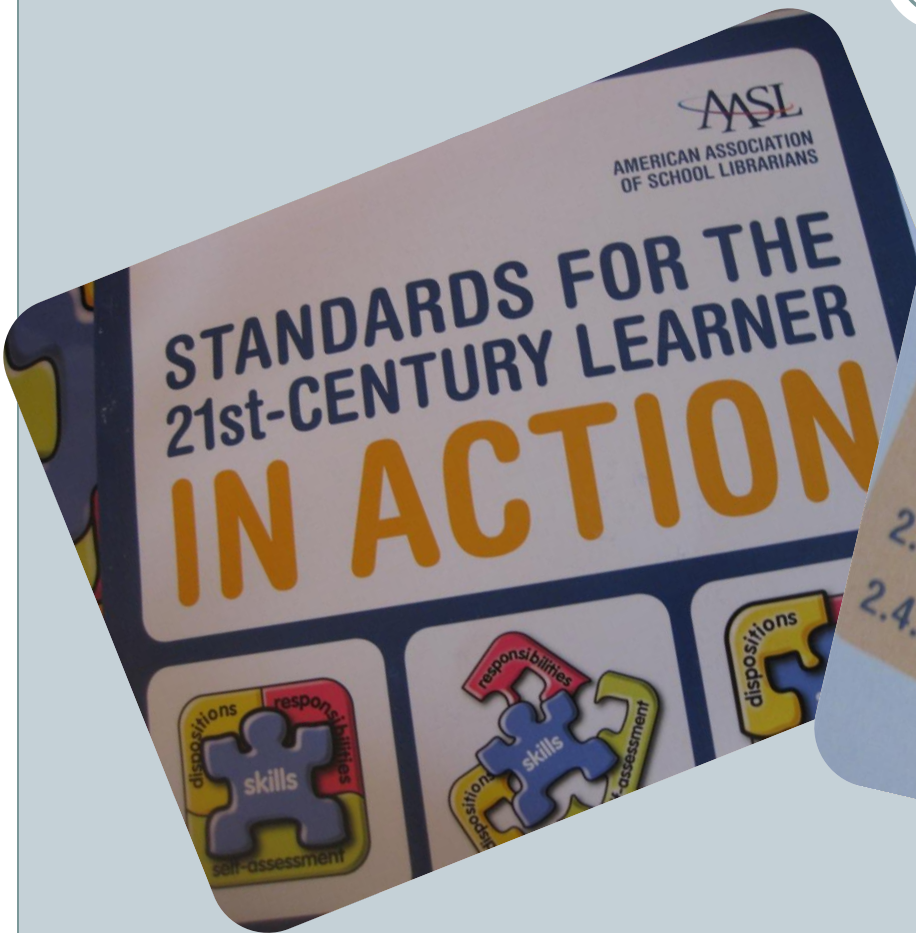
How often do students engage in formative or summative self-assessments?



student self-assessment:
who is in charge of
your
learning?



Standards for the 21st Century Learner in Action



Benefits of Student Self-Assessment



- Encourages participatory learning
- Increases intrinsic motivation
- Helps students construct new meanings
- Helps cultivate a sense of ownership of learning and agency over learning environment

Possibilities for Self Assessments



- Forms of formative assessment can be adapted
- Students can participate in evaluating themselves with a rubric
- Transforming traditional types of self-assessment tools into virtual learning spaces

SHARE YOUR IDEAS

A collection of handwritten ideas on sticky notes pinned to a board. The ideas include:

- Stop USING this paper you killing trees
- NATURE
- ACTIVIST MARKET TO 350
- USE A BIKE!
- STAY ON THE...
- BE SILLY MORE OFTEN
- BIOS bring the...
- I will start...
- Bicycles are nice idea
- STOP USING...
- STOP...
- SHOW TOGETHER
- Business and government can deal with some parts of the climate challenge—but just as important are the things we do within our families and communities

incorporating assessment into the collaborative instructional design process

3





f o c u s

“the shift from a teaching focus to a learning focus is a crucial one”

violet harada

school librarians must engage in evidence based practice



identify specific learning *targets*



Source: Harada &
Yoshina, 2006



look for criteria to help us assess how well students achieve the targets and state the criteria clearly in terms of desired behavior using language students can understand



Source: Harada &
Yoshina, 2006



select a strategy or tool to conduct the assessment



design a performance task for students demonstrating their achievement of a learning target

Source: Harada & Yoshina, 2006



these “snapshots” of student work provide us concrete evidence to adjust our instruction and better meet learner needs



how does this process look in real world practice?

Designing Learning with Backwards Design



- What do we want students to learn?
(standards and objectives)
- How will we know if learning has taken place? (**Assessment tools or strategies**)
- How will we facilitate the learning process?
(Shared responsibility of the school librarian, classroom teacher, and student)

Contents of a Lesson/Unit Template



- Title of Lesson
- Grade Level/Subject Area
- Content standards, including benchmarks
- Information literacy standards

Contents of a Lesson/Unit Template



- Specific learning targets
- Criteria to assess achievement of the learning target
- Performance task or object that will be assessed
- Tool to use in assessing how well students achieve the learning target

Contents of a Lesson/Unit Template



- Lesson procedure
- Resources for the lesson
- Assessment results
- Reflection on what worked and ways to improve this lesson

Lesson/Unit Plan Templates

Google docs Learning Plan Anyone with the link

File Edit View Help

UNIT TITLE

Stage 1 - Desired Results: What are your Goals?

Content Standards:

-

Understandings	Essential Questions
•	
I know...	
•	

Stage 2 - Assessment

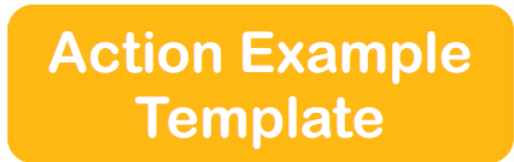
Final Product (Describe Below)

-

Stage



An initiative of the American Association of School Librarians



Google document may be accessed at <http://goo.gl/mIAJT>

Grade:

Library Context:

- Fixed
- Flexible
- Combination
- Individualized Instruction
- Stand-alone lesson
- Lesson in a unit
- Multiple lessons in a unit

Collaboration Continuum:

- None
- Limited
- Moderate
- Intensive

Content Topic:

STANDARDS FOR THE 21ST-CENTURY LEARNER GOALS

STANDARD:

BENCHMARK(S):

DISPOSITIONS INDICATOR(S):

RESPONSIBILITIES INDICATOR(S):

SELF-ASSESSMENT STRATEGIES INDICATOR(S):

TABLE 2.
Contents of Lesson Template

Designing the learning plan

1. Title of lesson
2. Grade level
3. Content standards addressed—including benchmarks
4. Information literacy standards aligned with content standards
5. Specific learning target for the lesson
6. Criteria to assess achievement of the learning target
7. Performance task or object that will be assessed
8. Tool to use in assessing how well students achieve the learning target
9. Lesson procedure
10. Resources for the lesson

During and after implementation

11. Assessment results
12. Reflection on what worked and ways to improve this lesson

Image credit: School Library Media Activities Monthly, Nov2007, Vol. 24 Issue 3, p21-25, 5p, 2 Illustrations, 2 Charts. Chart; found on p22

AASL Learning4Life Action Example Template may be accessed at <http://goo.gl/qHHhm>



let's work *together*

**collaboration
time**



carousel of *ideas*





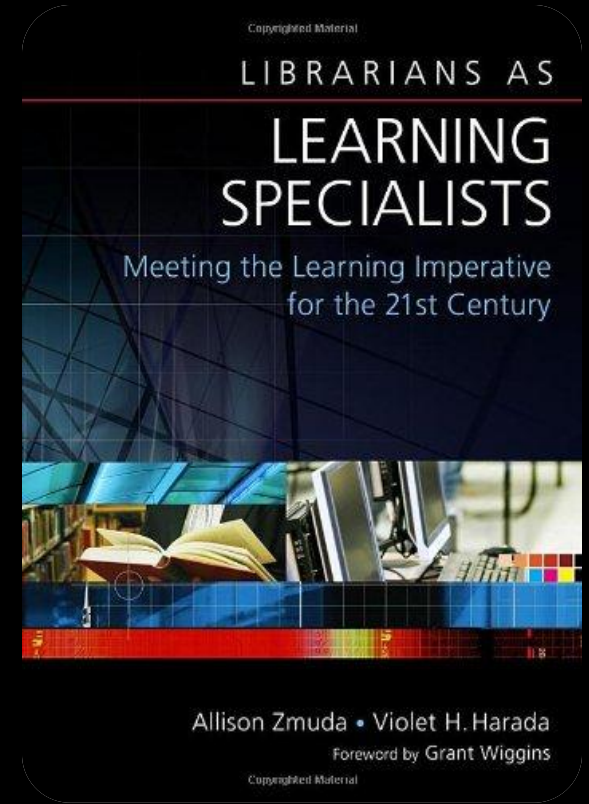
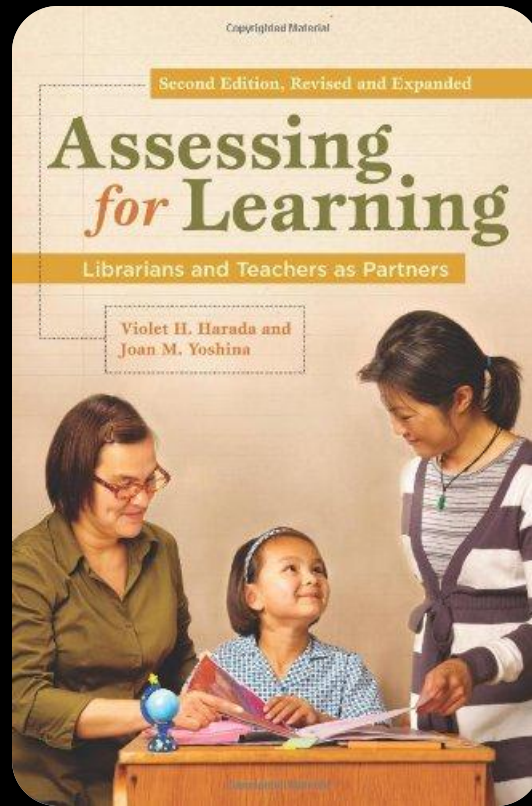
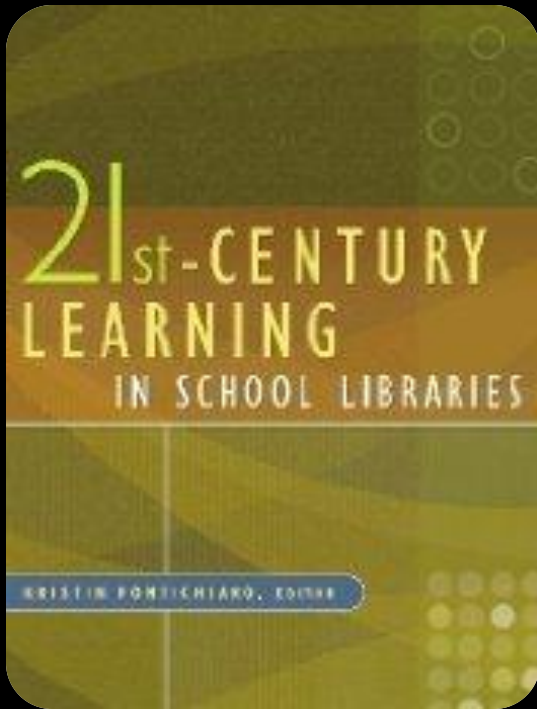
closing reflections and conversation


Reflection and Discussion



- What are you already doing?
- What questions are going through your mind?
- What connections do you see in your own situation?
- What might be your next steps?

recommended reads



Thank You! 

Than

References

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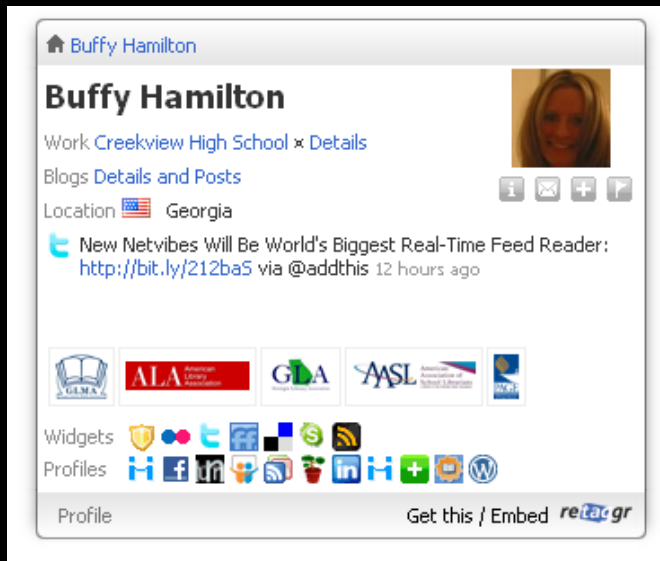
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contact information



A screenshot of a social media profile for Buffy Hamilton. The profile includes a home icon, the name "Buffy Hamilton", a profile picture of a woman with blonde hair, and a work location of "Creekview High School". It also shows a recent tweet about Netvibes and various social media and organizational logos.

🏠 Buffy Hamilton

Buffy Hamilton

Work Creekview High School × Details

Blogs Details and Posts

Location 🇺🇸 Georgia

🐦 New Netvibes Will Be World's Biggest Real-Time Feed Reader:
<http://bit.ly/212ba5> via @addthis 12 hours ago

Logos: ALA, GSA, ASL, etc.

Widgets: 📧, 📺, 📱, etc.

Profiles: 🌐, 📧, 📺, etc.

Profile Get this / Embed *reTagr*

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<http://theunquietlibrarian.wordpress.com>

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