

Assessment Systems

The intent of this table is to initiate a discussion around assessment types, its respective collected data, and the impact on student learning. For more information on assessment types and appropriate use, please visit: https://www.michigan.gov/mde/0,4615,7-140-28753_65803-368712--,00.html

	Planning Learning	Supporting Learning	Monitoring Learning	Verifying Learning
Formative Data/Evidence (inform instruction and student learning)	Maps out when, why, how all aspects of formative assessment will occur during learning	Informs both student and teacher in order to make immediate adjustments to teaching and learning	Allows teacher and student to see progress since last check	Confirms what the student knows and can do towards learning target
Examples*	Examples of formative assessment strategies include self-assessment, peer assessment, feedback use, activating prior knowledge, goal setting, and questioning. Formative tools are the observable application of the formative strategy and may include student conferences, learning logs, exit tickets, portfolios, concept maps, etc.			
Interim/Benchmark Data (monitor student learning)	Shows a teacher the instructional starting point for a unit, semester, or year	Shows the teacher what learning objectives have been mastered and what needs to be addressed next for each student	Tracks student progress over time, provides periodic and multiple data points against benchmarks; used to promote program improvements and instructional change	Establishes a grade or score and can be used to make program, curricular, and instructional change
Examples*	Screeners, Pre-tests, Graded Classroom Assignments, Curriculum-based Measures (CBMs)	CBMs, Positive Behavior Intervention Support (PBIS)	Portfolios, CBMs	Report Cards, Progress Reports, Benchmark Assessments
Summative Data (evaluate long-term learning)	Assists with planning future instruction or establishing the big picture within the classroom; used to promote program improvement, curricula changes, and professional learning needs	Informs classroom decisions such as groupings alteration and mapping	Provides a snapshot of what students know and can do	Provides standardized data for making decisions on macro levels about subgroups, schools, and districts
Examples*	Prior year's exam/grades	Prior year assessment data (M-STEP), Unit Assessments	Semester Grades/Exams	Accountability Scores, Top-to-Bottom Rank, Student Attendance

*Examples are used to illustrate possible assessments.

Science Assessment Systems In Support Of Student Learning

Alicia C. Alonzo, Amelia Wenk Gotwals



Science Assessment Systems In Support Of Student Learning:

Systems for State Science Assessment National Research Council, Division of Behavioral and Social Sciences and Education, Center for Education, Board on Testing and Assessment, Committee on Test Design for K-12 Science Achievement, 2006-01-28 In response to the No Child Left Behind Act of 2001 NCLB Systems for State Science Assessment explores the ideas and tools that are needed to assess science learning at the state level This book provides a detailed examination of K 12 science assessment looking specifically at what should be measured and how to measure it Along with reading and mathematics the testing of science is a key component of NCLB it is part of the national effort to establish challenging academic content standards and develop the tools to measure student progress toward higher achievement The book will be a critical resource for states that are designing and implementing science assessments to meet the 2007 2008 requirements of NCLB In addition to offering important information for states Systems for State Science Assessment provides policy makers local schools teachers scientists and parents with a broad view of the role of testing and assessment in science education

Everyday Assessment in the Science Classroom National Science Teachers Association, 2003 The second in NSTA's Science Educator's Essay Collection Everyday Assessment is designed to build confidence and enhance every teacher's ability to embed assessment into daily classwork The book's insights will help make assessment a dynamic classroom process of fine tuning how and what you teach

Developing Assessments for the Next Generation Science Standards National Research Council, Division of Behavioral and Social Sciences and Education, Board on Science Education, Board on Testing and Assessment, Committee on Developing Assessments of Science Proficiency in K-12, 2014-05-29 Assessments understood as tools for tracking what and how well students have learned play a critical role in the classroom Developing Assessments for the Next Generation Science Standards develops an approach to science assessment to meet the vision of science education for the future as it has been elaborated in A Framework for K 12 Science Education Framework and Next Generation Science Standards NGSS These documents are brand new and the changes they call for are barely under way but the new assessments will be needed as soon as states and districts begin the process of implementing the NGSS and changing their approach to science education The new Framework and the NGSS are designed to guide educators in significantly altering the way K 12 science is taught The Framework is aimed at making science education more closely resemble the way scientists actually work and think and making instruction reflect research on learning that demonstrates the importance of building coherent understandings over time It structures science education around three dimensions the practices through which scientists and engineers do their work the key crosscutting concepts that cut across disciplines and the core ideas of the disciplines and argues that they should be interwoven in every aspect of science education building in sophistication as students progress through grades K 12 Developing Assessments for the Next Generation Science Standards recommends strategies for developing assessments that yield valid measures of student

proficiency in science as described in the new Framework This report reviews recent and current work in science assessment to determine which aspects of the Framework's vision can be assessed with available techniques and what additional research and development will be needed to support an assessment system that fully meets that vision The report offers a systems approach to science assessment in which a range of assessment strategies are designed to answer different kinds of questions with appropriate degrees of specificity and provide results that complement one another Developing Assessments for the Next Generation Science Standards makes the case that a science assessment system that meets the Framework's vision should consist of assessments designed to support classroom instruction assessments designed to monitor science learning on a broader scale and indicators designed to track opportunity to learn New standards for science education make clear that new modes of assessment designed to measure the integrated learning they promote are essential The recommendations of this report will be key to making sure that the dramatic changes in curriculum and instruction signaled by Framework and the NGSS reduce inequities in science education and raise the level of science education for all students

Systems for State Science Assessment National Research Council, Division of Behavioral and Social Sciences and Education, Center for Education, Board on Testing and Assessment, Committee on Test Design for K-12 Science Achievement, 2005-12-28 In response to the No Child Left Behind Act of 2001 NCLB Systems for State Science Assessment explores the ideas and tools that are needed to assess science learning at the state level This book provides a detailed examination of K 12 science assessment looking specifically at what should be measured and how to measure it Along with reading and mathematics the testing of science is a key component of NCLB it is part of the national effort to establish challenging academic content standards and develop the tools to measure student progress toward higher achievement The book will be a critical resource for states that are designing and implementing science assessments to meet the 2007 2008 requirements of NCLB In addition to offering important information for states Systems for State Science Assessment provides policy makers local schools teachers scientists and parents with a broad view of the role of testing and assessment in science education

Seeing Students Learn Science National Academies of Sciences, Engineering, and Medicine, Division of Behavioral and Social Sciences and Education, Board on Testing and Assessment, Board on Science Education, Heidi Schweingruber, Alexandra Beatty, 2017-04-24 Science educators in the United States are adapting to a new vision of how students learn science Children are natural explorers and their observations and intuitions about the world around them are the foundation for science learning Unfortunately the way science has been taught in the United States has not always taken advantage of those attributes Some students who successfully complete their K 12 science classes have not really had the chance to do science for themselves in ways that harness their natural curiosity and understanding of the world around them The introduction of the Next Generation Science Standards led many states schools and districts to change curricula instruction and professional development to align with the standards Therefore existing assessments

whatever their purpose cannot be used to measure the full range of activities and interactions happening in science classrooms that have adapted to these ideas because they were not designed to do so Seeing Students Learn Science is meant to help educators improve their understanding of how students learn science and guide the adaptation of their instruction and approach to assessment It includes examples of innovative assessment formats ways to embed assessments in engaging classroom activities and ideas for interpreting and using novel kinds of assessment information It provides ideas and questions educators can use to reflect on what they can adapt right away and what they can work toward more gradually

Health Systems Science E-Book Susan E. Skochelak, 2020-05-06 The first textbook devoted to this emerging area Health Systems Science now brings you fully up to date with today's key issues and solutions This increasingly important branch of health care explores how health care is delivered how health care professionals work together to deliver that care and how the health system can improve patient care and health care delivery Along with basic and clinical sciences health systems science is rapidly becoming a crucial third pillar of medical science with an emphasis on understanding the role of human factors systems engineering leadership and patient improvement strategies that will help transform the future of health care and ensure greater patient safety In this 2nd Edition new chapters new exercises and new information help you acquire the knowledge and skills you need for success in today's challenging healthcare system The first comprehensive text for mastering health systems science offering practical coverage of all of the factors in the lives of patients that influence their well being the structures and processes of the health system itself societal factors communication and information technology NEW to this edition New content on systems thinking ethics and legal issues and international care models further define and address this new important component of health care education additional exercises and expanded information on the patient experience and private practice Complete coverage of patient safety quality improvement value in health care teamwork stewardship of health care resources population health clinical informatics care coordination leadership and health care financing reform Patient improvement strategies incorporate checklists information technology team training and more A consistent chapter template provides clear coverage of each topic including Learning Objectives Chapter Outline Core Chapter Content Summary Questions for Reflection and Annotated Bibliography and References Developed by the American Medical Association's Accelerating Change in Medical Education Consortium and authored by a team that includes AMA staff members working with individuals from the Consortium member schools **Learning**

Progressions in Science Alicia C. Alonzo, Amelia Wenk Gotwals, 2012-07-30 Learning progressions descriptions of increasingly sophisticated ways of thinking about or understanding a topic National Research Council 2007 represent a promising framework for developing organized curricula and meaningful assessments in science In addition well grounded learning progressions may allow for coherence between cognitive models of how understanding develops in a given domain classroom instruction professional development and classroom and large scale assessments Because of the promise that

learning progressions hold for bringing organization and structure to often disconnected views of how to teach and assess science they are rapidly gaining popularity in the science education community However there are significant challenges faced by all engaged in this work In June 2009 science education researchers and practitioners as well as scientists psychometricians and assessment specialists convened to discuss these challenges as part of the Learning Progressions in Science LeaPS conference The LeaPS conference provided a structured forum for considering design decisions entailed in four aspects of work on learning progressions defining learning progressions developing assessments to elicit student responses relative to learning progressions modeling and interpreting student performance with respect to a learning progressions and using learning progressions to influence standards curricula and teacher education This book presents specific examples of learning progression work and syntheses of ideas from these examples and discussions at the LeaPS conference

Information Engineering and Education Science Dawei Zheng, 2015-04-30 This proceedings volume contains selected papers presented at the 2014 International Conference on Information Engineering and Education Science ICIEES 2014 held June 12-13 in Hong Kong China The objective of ICIEES 2014 was to provide a platform for researchers engineers academics as well as industry professionals from all over the world to

Making it tangible. Learning outcomes in science education Sascha Bernholt, Knut Neumann, Peter Nentwig, 2012 One of the central features in current educational reforms is a focus on learning outcomes Many countries have established or revised standards to describe what teachers are supposed to teach and students are expected to learn More recently the emphasis has shifted to considerations of how standards can be operationalized in order to make the outcomes of educational efforts more tangible This book is the result of a symposium held in Kiel that was arranged by two science education groups one at the IPN Leibniz Institute for Science and Mathematics Education at the University of Kiel in Germany and the other at the University of York UK The seminar brought together renowned experts from 12 countries with different notions of the nature and quality of learning outcomes The aim was to clarify central conceptions and approaches for a better understanding among the international science education community The book is divided into five parts In Part A the organizers set the scene describing the rationale for arranging the symposium Part B provides a broad overview about different approaches challenges and pitfalls on the road to the clarification of meaningful and fruitful learning outcomes The set of papers in Part C provides deep insights into different although comparable approaches which aim to frame to assess and to promote learning and learning outcomes in science education Smaller projects are presented as well as broad coordinated national programs The papers in Part D outline the individual historical development from different national perspectives reflecting the deficits and problems that led to current reforms Finally a summary of the organizers analyses the conclusions from different vantage points

Handbook of Research on Science Learning Progressions Hui Jin, Duanli Yan, Joseph Krajcik, 2024-07-30 Gathering contributions from leading scholars around the world this handbook offers a comprehensive resource on the most recent

advances in research surrounding the theories methodologies and applications of science learning progressions Researchers and educators have used learning progressions to guide the design and alignment of curriculum instruction and assessment and to help students learn scientific knowledge and practices in a coherent and connected way across multiple years This handbook lays out the development and current state of research in this field across four sections learning progression theories and methodologies learning progressions to promote student learning teachers learning and use of learning progressions and new technology in learning progression research Featuring internationally recognized experts in learning progression research as well as up and coming voices the Handbook of Research on Science Learning Progressions offers a defining new resource for researchers teachers and teacher educators and curriculum and assessment developers in science education

A Systems Approach to Improving K-12 STEM Education United States. Congress. House. Committee on Science and Technology (2007). Subcommittee on Research and Science Education, 2010

Classroom Assessment and the National Science Education Standards National Research Council, Division of Behavioral and Social Sciences and Education, Center for Education, Committee on Classroom Assessment and the National Science Education Standards, 2001-08-12 The National Science Education Standards address not only what students should learn about science but also how their learning should be assessed How do we know what they know This accompanying volume to the Standards focuses on a key kind of assessment the evaluation that occurs regularly in the classroom by the teacher and his or her students as interacting participants As students conduct experiments for example the teacher circulates around the room and asks individuals about their findings using the feedback to adjust lessons plans and take other actions to boost learning Focusing on the teacher as the primary player in assessment the book offers assessment guidelines and explores how they can be adapted to the individual classroom It features examples definitions illustrative vignettes and practical suggestions to help teachers obtain the greatest benefit from this daily evaluation and tailoring process The volume discusses how classroom assessment differs from conventional testing and grading and how it fits into the larger comprehensive assessment system

e-Science Claudia Koschtial, Thomas Köhler, Carsten Felden, 2021-03-19 This open access book shows the breadth and various facets of e Science while also illustrating their shared core Changes in scientific work are driven by the shift to grid based worlds the use of information and communication systems and the existential infrastructure which includes global collaboration In this context the book addresses emerging issues such as open access collaboration and virtual communities and highlights the diverse range of developments associated with e Science As such it will be of interest to researchers and scholars in the fields of information technology and knowledge management

Essentials of Science Classroom Assessment Xiufeng Liu, 2010 Grounded in the constructivist inquiry approach to science teaching and learning Essentials of Science Classroom Assessment bridges science assessment research and practice and connects science assessment and learning This book will help students in science methods courses to develop essential skills in conducting science assessment

to support student learning The chapters parallel a typical structure of a science methods course making the integration of this text into a science methods course seamless Due to its practical and concise nature this book is also ideal for practicing science teachers to use as a professional development resource

Human Rights in Language and STEM Education

Zehlia Babaci-Wilhite, 2016-03-22 This volume explores the challenges of teaching and learning Science Technology Engineering and Mathematics STEM subjects in local languages and local contexts in a range of countries around the world Many countries around the world including African countries have been largely excluded from the transformation that is going on in STEM pedagogy in the USA where the emphasis is on the importance of language choice and the development of English Language Learner ELL STEM subjects in many parts of the world have been taught in a global language mainly English rather than using a local language and local curriculum This creates pedagogical challenges to the teaching of STEM The contributions to this book review evidence and arguments for the teaching of STEM subjects in local languages and several chapters make this case that this should be considered a human right both in national educational programs and in development aid Working across disciplines and domains has the potential to lead to new understanding and the removal of barriers to progress with the ultimate goal of creating solutions to persistent problems in education Cross disciplinary work in science language and literacy has shown much promise and demonstrated the importance of developing language along with disciplinary knowledge This volume provides a deep dive into this topic with articles by several scholars in the field of language in STEM Jaqueline Barber Director of the Learning Design Group at the Lawrence Hall of Science University of California Berkeley USA In an increasingly technological world STEM Education has become a priority on national agendas and in educational institutions Meaningful access to STEM education can enable or hinder young people from gaining entry into the world of work It is against this backdrop that the edited collection Human Rights and Language in STEM Education needs to be welcomed The various chapters tackle the big questions of access and many others This edited collection is required reading for all those working in STEM and for policy makers who tend to see language and STEM as binaries rather than as interdependent Zubeida Desai Professor and Dean of Education University of the Western Cape South Africa This volume by researchers from 10 countries provides a thought and action provoking multidimensional analysis of issues on the dignity of the use of STEM subjects in local education in the perspective of human rights This book is especially recommended to researchers and education policy makers in such areas as STEM Educational Theory and Praxis Human Rights Future sustainable Development Science and Technology Literacy May it inspire similar volumes in today's politically ebullient world Francisco Gomes de Matos Professor Emeritus of Linguistics human linguistic rights scholar Federal University of Pernambuco Recife Brazil

The Guidebook of Federal Resources for K-12 Mathematics and Science

, 1998 Contains directories of federal agencies that promote mathematics and science education at elementary and secondary levels organized in sections by agency name national program name and state highlights by region

What Is the

Influence of the National Science Education Standards? National Research Council, Division of Behavioral and Social Sciences and Education, Center for Education, Committee on Science Education K-12, Steering Committee on Taking Stock of the National Science Education Standards: The Research, 2002-11-05 In 2001 with support from National Science Foundation the National Research Council began a review of the evidence concerning whether or not the National Science Education Standards have had an impact on the science education enterprise to date and if so what that impact has been This publication represents the second phase of a three phase effort by the National Research Council to answer that broad and very important question Phase I began in 1999 and was completed in 2001 with publication of Investigating the Influence of Standards A Framework for Research in Mathematics Science and Technology Education National Research Council 2002 That report provided organizing principles for the design conduct and interpretation of research regarding the influence of national standards The Framework developed in Phase I was used to structure the current review of research that is reported here Phase II began in mid 2001 involved a thorough search and review of the research literature on the influence of the NSES and concludes with this publication which summarizes the proceedings of a workshop conducted on May 10 2002 in Washington DC Phase III will provide input collected in 2002 from science educators administrators at all levels and other practitioners and policy makers regarding their views of the NSES the ways and extent to which the NSES are influencing their work and the systems that support science education and what next steps are needed **Intelligent Tutoring**

Systems Roger Nkambou, Roger Azevedo, Julita Vassileva, 2018-06-01 This book constitutes the proceedings of the 14th International Conference on Intelligent Tutoring Systems IST 2018 held in Montreal Canada in June 2018 The 26 full papers and 22 short papers presented in this volume were carefully reviewed and selected from 120 submissions In the back matter of the volume 20 poster papers and 6 doctoral consortium papers are included They deal with the use of advanced computer technologies and interdisciplinary research for enabling supporting and enhancing human learning Properties of Energy

for Grades 3-5 Jennifer E. Lawson, 2022-10-07 Properties of Energy for Grades 3 5 from Hands On Science for British Columbia An Inquiry Approach completely aligns with BC s New Curriculum for science Grounded in the Know Do Understand model First Peoples knowledge and perspectives and student driven scientific inquiry this custom written resource emphasizes Core Competencies so students engage in deeper and lifelong learning develops Curricular Competencies as students explore science through hands on activities fosters a deep understanding of the Big Ideas in science Using proven Hands On features Properties of Energy for Grades 3 5 contains information and materials for both teachers and students including Curricular Competencies correlation charts background information on the science topics complete easy to follow lesson plans digital reproducible student materials and materials lists Innovative new elements have been developed specifically for the new curriculum a multi age approach a five part instructional process Engage Explore Expand Embed Enhance an emphasis on technology sustainability and personalized learning a fully developed assessment

plan for summative formative and student self assessment a focus on real life Applied Design Skills and Technologies learning centres that focus on multiple intelligences and universal design for learning UDL place based learning activities Makerspaces and Loose Parts In Properties of Energy for Grades 3 5 students investigate properties of energy Core Competencies and Curricular Competencies will be addressed while students explore the following Big Ideas The motion of objects depends on their properties Light and sound can be produced and their properties can be changed Forces influence the motion of an object Download the FREE digital resources image banks and reproducibles that accompany this book by following the instructions printed on the first page of the Appendix

Properties of Matter for Grades K-2 Jennifer E. Lawson, Rosalind Poon, Deidre Sagert, Melanie Nelson, Lisa Schwartz, 2021-06-30 Properties of Matter for Grades K 2 from Hands On Science for British Columbia An Inquiry Approach completely aligns with BC s New Curriculum for science Grounded in the Know Do Understand model First Peoples knowledge and perspectives and student driven scientific inquiry this custom written resource emphasizes Core Competencies so students engage in deeper and lifelong learning develops Curricular Competencies as students explore science through hands on activities fosters a deep understanding of the Big Ideas in science Using proven Hands On features Properties of Matter for Grades K 2 contains information and materials for both teachers and students including Curricular Competencies correlation charts background information on the science topics complete easy to follow lesson plans digital reproducible student materials and materials lists Innovative new elements have been developed specifically for the new curriculum a multi age approach a five part instructional process Engage Explore Expand Embed Enhance an emphasis on technology sustainability and personalized learning a fully developed assessment plan for summative formative and student self assessment a focus on real life Applied Design Skills and Technologies learning centres that focus on multiple intelligences and universal design for learning UDL place based learning activities Makerspaces and Loose Parts In Properties of Matter for Grades K 2 students investigate matter Core Competencies and Curricular Competencies will be addressed while students explore the following Big Ideas Humans interact with matter every day through familiar materials Materials can be changed through physical and chemical processes Matter is useful because of its properties

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