

# Assessment: Using Analysis and Feedback to Guide Instruction and Learning



NC NCTSP 2017 Institute

## Facilitators



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## Session Objectives



**NCPTS 4:** Teachers facilitate learning for their students.

**NCPTS 5:** Teachers reflect on their practice.

**Today, we will:**

-  Create/develop a shared understanding of assessment.
-  Craft meaningful feedback utilizing the RISE model.
-  Use assessments to inform feedback and future planning.

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## Assessment: A Definition



1. Take a few moments to individually brainstorm some characteristics of assessment.

(Record on sticky note)

2. Share these characteristics with the folks at your table. Using your shared knowledge, construct a definition of assessment to share with the whole group.

(Record on chart paper)

**From The Glossary of Education Reform:**  
the wide variety of methods or tools that educators use to evaluate, measure, and document the academic readiness, learning progress, skill acquisition, or educational needs of students.



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Meaningful Feedback: What it looks like



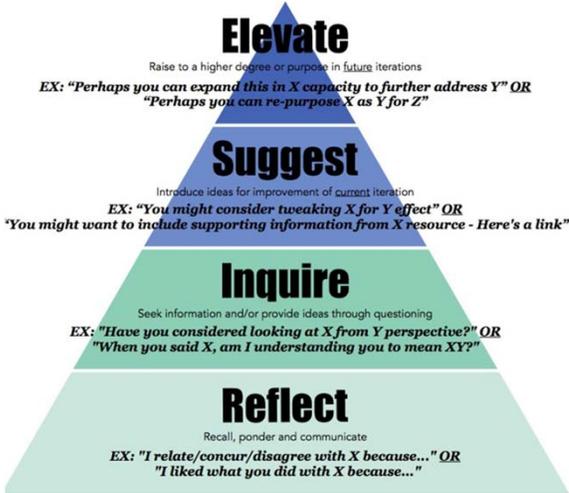


**RISE**  
MODEL FOR  
MEANINGFUL FEEDBACK

*RISE to the occasion*  
to provide meaningful feedback to peers and colleagues



ALIGNED WITH BLOOM'S TAXONOMY



**Elevate**  
Raise to a higher degree or purpose in future iterations  
*EX: "Perhaps you can expand this in X capacity to further address Y" OR "Perhaps you can re-purpose X as Y for Z"*

**Suggest**  
Introduce ideas for improvement of current iteration  
*EX: "You might consider tweaking X for Y effect" OR "You might want to include supporting information from X resource - Here's a link"*

**Inquire**  
Seek information and/or provide ideas through questioning  
*EX: "Have you considered looking at X from Y perspective?" OR "When you said X, am I understanding you to mean XY?"*

**Reflect**  
Recall, ponder and communicate  
*EX: "I relate/concur/disagree with X because..." OR "I liked what you did with X because..."*

RISE Model - Copyright © 2013 Emily Wray - www.RiseModel.com

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**Giving Feedback: Saying No to No**

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## Next Steps: Using Assessment to Inform Planning



### Turn and Table (Table talk)

- How might formative assessments inform your planning?
- How might interim assessments . . . ?
- How might summative . . . ?

When finished discussing these questions, share some ideas on how assessment helps inform construction of future lessons.

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## Session Worktime



**Use this time to work with the sets of student work you brought to the session. To begin, consider:**

- What skills(s)/Understanding(s) the work samples reflect?
- What patterns emerge in the work samples?
- How those patterns inform your feedback?
- How those patterns inform next steps you will take in your instruction?

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## Session Reflection



- After analyzing your sets of student work . . .
- What is something you learned about your students' skills and/or understandings?
- How might that new knowledge inform the next steps you will take in supporting student learning?
- Record your answers on a padlet at:  
<https://padlet.com/mrmeacha/k5mijkecv0q>