

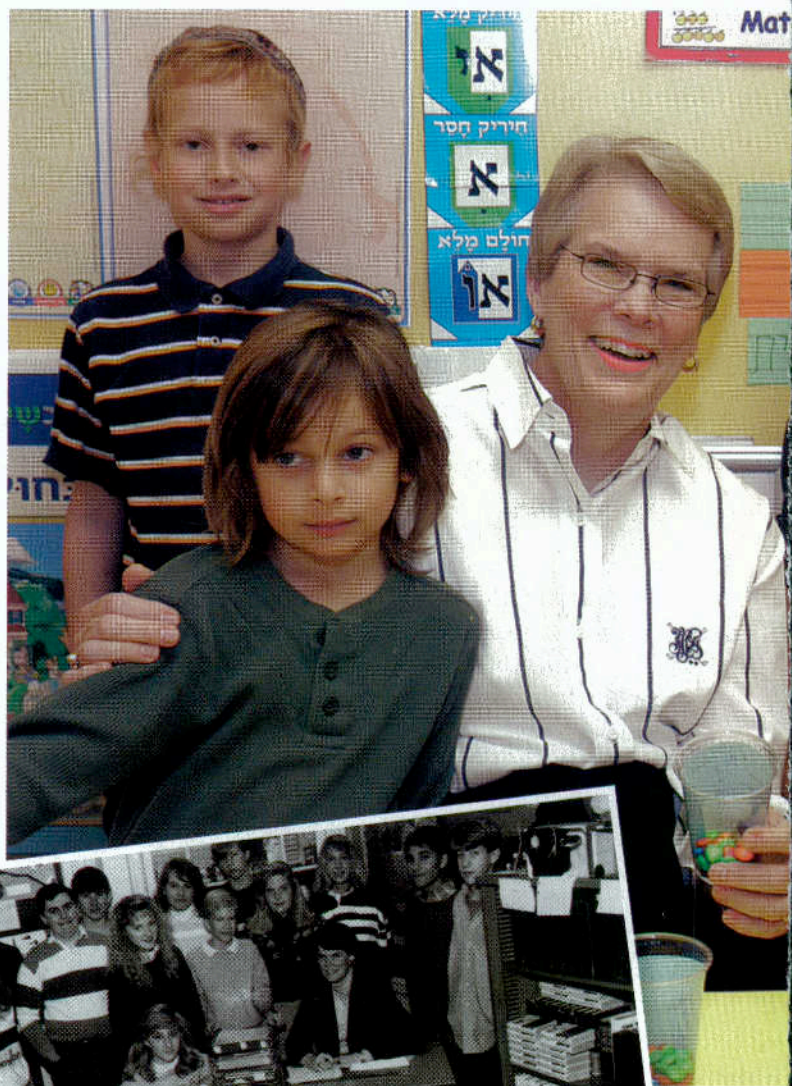
Learning to Love

From judging performance to guiding students to shaping instruction to informing learning, coming to grips with informative assessment is one insightful journey.

Carol Ann Tomlinson

When I was a young teacher—young both in years and in understanding of the profession I had entered—I nonetheless went about my work as though I comprehended its various elements. I immediately set out to arrange furniture, put up bulletin boards, make lesson plans, assign homework, give tests, compute grades, and distribute report cards as though I knew what I was doing.

I had not set out to be a teacher, and so I had not really studied education in any meaningful way. I had not student taught. Had I done those things, however, I am not convinced that my evolution as a teacher would have been remarkably different. In either case, my long apprenticeship as a student (Lortie, 1975) would likely have dominated any more recent knowledge I might have acquired about what it means to be a teacher. I simply “played school” in



Assessment



(Above) Carol Ann Tomlinson in 2007 with elementary school students at Charlottesville Community Jewish Day School in Charlottesville, Virginia. (Left) Tomlinson in the 1970s with her students at Warrenton Junior High in Warrenton, Virginia.

the same way that young children “play house”—by mimicking what we think the adults around us do.

The one element I knew I was unprepared to confront was classroom management. Consequently, that’s the element that garnered most of my attention during my early teaching years. The element to which I gave least attention was assessment. In truth, I didn’t even know the word *assessment* for a good number of years. I simply knew I was supposed to give tests and grades. I didn’t much like tests in those years. It was difficult for me to move beyond their judgmental aspect. They made kids nervous. They made me nervous. With no understanding of the role of assessment in a dynamic and success-oriented classroom, I initially ignored assessment when I could and did it when I had to.

Now, more than three decades into the teaching career I never intended to have, it’s difficult for me to remember exactly when I had the legion of insights that have contributed to my growth as an educator. I do know, however, that those insights are the milestones that mark my evolution from seeing teaching as a job to seeing teaching as a science-informed art that has become a passion.

Following are 10 understandings about classroom assessment that sometimes gradually and sometimes suddenly illuminated my work. I am not finished with the insights yet because I am not finished with my work as a teacher or learner. I present the understandings in something like the order they unfolded in my thinking.

The formulation of one insight generally prepared the way for the next. Now, of course, they are seamless, interconnected, and interdependent. But they did not come to me that way. Over time and taken together, the understandings make me an advocate of *informative assessment*—a concept that initially played no conscious role in my work as a teacher.

Understanding 1: Informative assessment isn't just about tests.

Initially I thought about assessment as test giving. Over time, I became aware of students who did poorly on tests but who showed other evidence of learning. They solved problems well, contributed to discussions, generated rich ideas, drew sketches to illustrate, and role-played. When they wanted to communicate, they always found a way. I began to realize that when I gave students multiple ways to express learning or gave them a say in how they could show what they knew, more students were engaged. More to the point, more students were learning.

Although I still had a shallow sense of the possibilities of assessment, I did at least begin to try in multiple ways to let kids show what they knew. I used more authentic products as well as tests to gain a sense of student understanding. I began to realize that when one form of assessment was ineffective for a student, it did not necessarily indicate a lack of student success but could, in fact, represent a poor fit between the student and the method through which I was trying to make the student communicate. I studied students to see what forms of assessment worked for them and to be sure I never settled for a single assessment as an adequate representation of what a student knew.

Understanding 2: Informative assessment really isn't about the grade book.

At about the same time that Understanding 1 emerged in my thinking, I began to sense that filling a grade book was both less interesting and less useful than trying to figure out what individual students knew, understood, or could do.



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My thinking was shifting from assessment as judging students to assessment as guiding students. I was beginning to think about student accomplishment more than about student ranking (Wiggins, 1993).

Giving students feedback seemed to be more productive than giving them grades. If I carefully and consistently gave them feedback about their work, I felt more like a teacher than a warden. I felt more respectful of the students and their possibilities (Wiggins, 1993). I began to understand the difference between teaching for success and “gotcha” teaching and to sense the crucial role of informative assessment in the former.

Understanding 3: Informative assessment isn't always formal.

I also became conscious of the fact that some of the most valuable insights I gleaned about students came from moments or events that I'd never associ-

ated with assessment. When I read in a student's journal that his parents were divorcing, I understood why he was disengaged in class. I got a clear picture of one student's misunderstanding when I walked around as students worked and saw a diagram she made to represent how she understood the concept we were discussing. I could figure out how to help a student be more successful in small groups when I took

the time to study systematically, but from a distance, what he did to make groups grow impatient with him.

Assessment, then, was more than “tests plus other formats.” Informative assessment could occur any time I went in search of information about a student. In fact, it could occur when I was not actively searching but was merely conscious of what was happening around me.

I began to talk in more purposeful ways with students as they entered and left the classroom. I began to carry around a clipboard on which I took notes about students. I developed a filing system that enabled me to easily store and retrieve information about students as individuals and learners. I was more focused in moving around the room to spot-check student work in progress for particular proficiencies. I began to sense that virtually all student products and interactions can serve as informative assessment because I, as a teacher, have the power to use them that way.

I began to grasp that teaching requires a plural pronoun. The best teaching is never so much about “me” as about “us.”



Understanding 4: Informative assessment isn't separate from the curriculum.

Early in my teaching, I made lesson plans. Later on, I made unit plans. In neither time frame did I see assessment as a part of the curriculum design process. As is the case with many teachers, I planned what I would teach, taught it, and then created assessments. The assessments were largely derived from what had transpired during a segment of lessons and ultimately what had transpired during a unit of study. It was a while before I understood what Wiggins and McTighe (1998) call *backward design*.

That evolution came in three stages for me. First, I began to understand the imperative of laying out precisely what mattered most for students to know and be able to do—but also what they should understand—as a result of our work together. Then I began to discover that many of my lessons had been only loosely coupled to learning goals. I'd sometimes (often?) been teaching in response to what my students liked rather than in response to crucial learning goals. I understood the need to make certain that my teaching was a consistent match for what students needed to know, understand, and be able to do at the end of a unit. Finally, I began to realize that if I wanted to teach for success, my assessments had to be absolutely aligned with the knowledge, understanding, and skill I'd designated

as essential learning outcomes. There was a glimmer of recognition in my work that assessment was a part of—not apart from—curriculum design.

Understanding 5: Informative assessment isn't about “after.”

I came to understand that assessments that came at the end of a unit—although important manifestations of student knowledge, understanding, and skill—were less useful to me as a teacher than were assessments that occurred *during* a unit of study. By the time I gave and graded a final assessment, we were already moving on to a new topic or unit. There was only a limited amount I could do at that stage with information that revealed to me that some students fell short of mastering essential outcomes—or that others had likely been bored senseless by instruction that focused on outcomes they had mastered long before the unit had begun. When I studied student work in the course of a unit, however, I could do many things to support or extend student learning. I began to be a devotee of *formative assessment*, although I did not know that term for many years.

It took time before I understood the crucial role of preassessment or diagnostic assessment in teaching. Likely the insight was the product of the embarrassment of realizing that a student had

no idea what I was talking about because he or she lacked vocabulary I assumed every 7th grader knew or of having a student answer a question in class early in a unit that made it clear he already knew more about the topic at hand than I was planning to teach. At that point, I began to check early in the year to see whether students could read the textbook, how well they could produce expository writing, what their spelling level was, and so on. I began systematically to use preassessments before a unit started to see where students stood in regard to prerequisite and upcoming knowledge, understanding, and skills.

Understanding 6: Informative assessment isn't an end in itself.

I slowly came to realize that the most useful assessment practices would shape how I taught. I began to explore and appreciate two potent principles of informative assessment. First, the greatest power of assessment information lies in its capacity to help me see how to be a better teacher. If I know what students are and are not grasping at a given moment in a sequence of study, I know how to plan our time better. I know when to reteach, when to move ahead, and when to explain or demonstrate something in another way. Informative assessment is not an end in itself, but the beginning of better instruction.

Understanding 7: Informative assessment isn't separate from instruction.

A second and related understanding hovered around my sense that assessment should teach me how to be a

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better teacher. Whether I liked it or not, informative assessment always demonstrated to me that my students' knowledge, understanding, and skill were emerging along different time continuums and at different depths. It became excruciatingly clear that my brilliant teaching was not equally brilliant for everyone in my classes. In other words, informative assessment helped me solidify a need for differentiation. As Lorna Earl (2003) notes, if teachers know a precise learning destination and consistently check to see where students are relative to that destination, differentiation isn't just an option; it's the logical next step in teaching. Informative assessment made it clear—at first, painfully so—that if I meant for every student to succeed, I was going to have to teach with both singular and group needs in mind.

Understanding 8: Informative assessment isn't just about student readiness.

Initially, my emergent sense of the power of assessment to improve my teaching focused on student readiness. At the time, I was teaching in a school with a bimodal population—lots of students were three or more years behind grade level or three or more years above grade level, with almost no students in between. Addressing that expansive gap in student readiness was a daily challenge. I was coming to realize the role of informative assess-

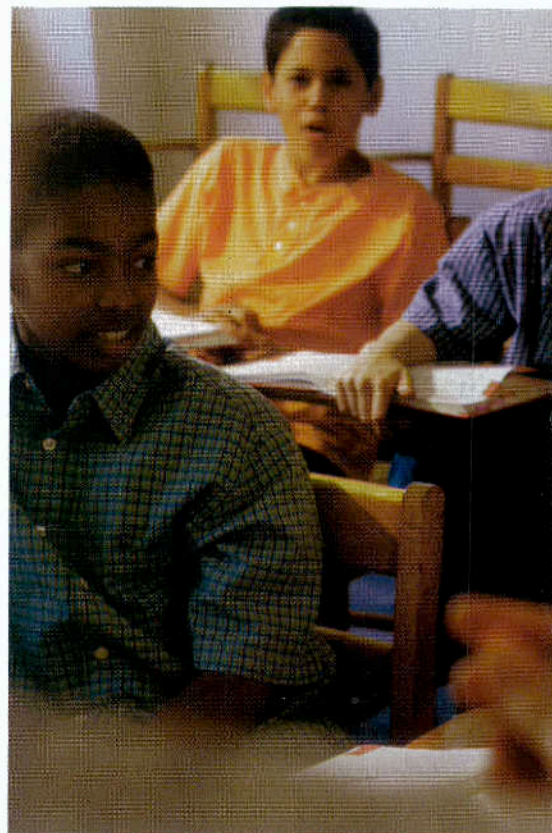
ment in ensuring that students worked as often as possible at appropriate levels of challenge (Earl, 2003).

Only later was I aware of the potential role of assessment in determining what students cared about and how they learned. When I could attach what I was teaching to what students cared about, they learned more readily and more durably. When I could give them options about how to learn and express what they knew, learning improved. I realized I could pursue insights about student interests and preferred modes of learning, just as I had about their readiness needs.

I began to use surveys to determine student interests, hunt for clues about their individual and shared passions, and take notes on who learned better alone and who learned better in small groups. I began to ask students to write to me about which instructional approaches were working for them and which were not. I was coming to understand that learning is multidimensional and that assessment could help me understand learners as multidimensional as well.

Understanding 9: Informative assessment isn't just about finding weaknesses.

As my sense of the elasticity of assessment developed, so did my sense of the wisdom of using assessment to accentuate student positives rather than negatives. With readiness-based assessments,



I had most often been on the hunt for what students didn't know, couldn't do, or didn't understand. Using assessment to focus on student interests and learning preferences illustrated for me the power of emphasizing what works for students.

When I saw "positive space" in students and reflected that to them, the results were stunningly different from when I reported on their "negative space." It gave students something to build on—a sense of possibility. I began to spend at least as much time gathering assessment information on what students *could* do as on what they couldn't. That, in turn, helped me develop a conviction that each student in my classes brought strengths to our work and that it was my job to bring those strengths to the surface so that all of us could benefit.



Understanding 10: Informative assessment isn't just for the teacher.

Up to this point, much of my thinking was about the teacher—about me, my class, my work, my growth. The first nine understandings about assessment were, in fact, crucial to my development. But it was the 10th understanding that revolutionized what happened in the classrooms I shared with my students. I finally began to grasp that teaching requires a plural pronoun. The best teaching is never so much about *me* as about *us*. I began to see my students as full partners in their success.

My sense of the role of assessment necessarily shifted. I was a better teacher—but more to the point, my students were better learners—when

assessment helped all of us push learning forward (Earl, 2003). When students clearly understood our learning objectives, knew precisely what success would look like, understood how each

Certainly a teacher and his or her students need to know who reaches (and exceeds) important learning targets—thus summative assessment, or assessment of learning, has a place in teaching. Robust learning generally requires robust teaching, and both diagnostic and formative assessments,

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assignment contributed to their success, could articulate the role of assessment in ensuring their success, and understood that their work correlated with their needs, they developed a sense of self-efficacy that was powerful in their lives

as learners. Over time, as I developed, my students got better at self-monitoring, self-managing, and self-modifying (Costa & Kallick, 2004). They developed an internal locus of control that caused them to work hard rather than to rely on luck or the teacher's good will (Stiggins, 2000).

Assessing Wisely

Lorna Earl (2003) distinguishes between assessment of learning, assessment for learning, and assessment as learning. In many ways, my growth as a teacher slowly and imperfectly followed that progression. I began by seeing assessment as judging performance, then as informing teaching, and finally as informing learning. In reality, all those perspectives play a role in effective teaching. The key is where we place the emphasis.

or assessments for learning, are catalysts for better teaching. In the end, however, when assessment is seen as learning—for students as well as for teachers—it becomes most informative and generative for students and teachers alike. **EL**

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