



Best Assessment Practices

Why well-scaffolded formative assessments are so important for Collaborative Arts integration

From Bob Marzano's (2006) Review of Research Literature on Productive Assessment

Four Findings based on research in improving student learning:

- 1) Classroom assessment should be formative in nature
- 2) Formative classroom assessments should be frequent
- 3) Feedback on classroom assessments should encourage students to improve
- 4) Feedback from classroom assessments should give students a clear picture of their progress on learning goals and how they might improve

“For classroom assessment to be encouraging it must have two characteristics.

- 1) Teachers must provide students with a way to interpret even low scores in a manner that does not imply failure
- 2) Teachers must provide students with evidence that effort on their part results in higher success

Students who tend to be success oriented also tend to believe in the effort attribution. They perceive that working hard will bring them success, even when faced with challenging tasks. One of the more encouraging aspects of attribution theory is that students (including children and adults) who do not believe their efforts produce success can learn over time that they do.” (pp. 7-8)

This is why we use the large processes in the arts, and in other content areas to scaffold (build incremental steps) for student success with assessment activities.

When we build authentically scaffolded assessment activities we are more likely to address these features of effective formative assessment strategies, described by Bell, Steinberg, William and Wylie (2008). When formative assessments are effective “teachers:

- 1) Engineer effective classroom discussions, questions, and learning tasks that elicit evidence of student learning
- 2) Clarify and share learning intentions and criteria for success
- 3) Provide feedback that moves learners forward
- 4) Activate students as the owners of their own learning
- 5) Activate students as instructional resources for one another”

Bell, C., Steinberg, J., William, D., & Wylie, C. (2008). *Formative assessment student achievement: Two years of implementation of the Keeping Learning on Track® program*. Paper. New York, NY: National Council on Measurement in Education

Marzano, R.J. (2006). *Classroom assessment & grading that work*. Alexandria, VA: ASCD.