Assessment-Capable Learners: Inviting Students Into the Process

Douglas Fisher
Assessment-Capable Learners: Inviting Students Into the Process

Douglas Fisher
www.fisherandfrey.com

Assessment-Capable Learners

- Know their current level of understanding.
- Know where they’re going and are confident to take on the challenge.
- Select tools to guide their learning.
- Seek feedback and recognize that errors are opportunities to learn.
- Monitor their progress and adjust their learning.
- Recognize their learning and teach others.

Assessment-Capable Learners know their current level of understanding.

Self-Assessment
Assessment-Capable Learners know where they're going and are confident to take on the challenge.
Teacher Clarity: $d = 0.75$


- Teachers know what students need to learn.
- Teachers communicate learning intentions to students.
- Teachers and students understand success criteria.

Difficulty v. Complexity

<table>
<thead>
<tr>
<th>Difficulty</th>
<th>Complexity</th>
</tr>
</thead>
<tbody>
<tr>
<td>A measure of effort</td>
<td>A measure of the thinking, action, or knowledge that is needed to complete</td>
</tr>
<tr>
<td>required to complete a</td>
<td>the task.</td>
</tr>
<tr>
<td>task.</td>
<td>In assessment, how many different ways can the task be accomplished.</td>
</tr>
<tr>
<td>In assessment, a function of how many people can complete the task correctly.</td>
<td></td>
</tr>
</tbody>
</table>
Marc Umile is among a group of people fascinated with \( \pi \), a number that has been computed to more than a trillion decimal places. He has recited \( \pi \) to 15,314 digits.

A car odometer registered 41,256.9 miles when a highway sign warned of a detour 1,200 feet ahead. What will the odometer read when the car reaches the detour? (5,280 feet = 1 mile)

(a) 42,456.9
(b) 41,279.9
(c) 41,261.3
(d) 41,259.2
(c) 41,257.1

Did you use the calculator on this question?

☐ Yes  ☐ No
Assessment-Capable Learners select tools to guide their learning

TEACHER RESPONSIBILITY

Focus Lesson
Guided Instruction
Collaborative
Independent

“I do it”
“We do it”
“You do it together”
“You do it alone”

STUDENT RESPONSIBILITY

A Structure for Instruction that Works

Study Skills: \( d = 0.59 \)


- **Cognitive** study skills typically usually involve a task, such as notetaking or summarizing
- **Metacognitive** study skills describe self-management, such as planning and monitoring
- **Affective** study skills involve motivation, agency, and self-concept
Assessment-Capable Learners seek feedback and recognize that errors are opportunities to learn.


Feedback: $d = 0.75$
Assessment-Capable Learners monitor their progress and adjust their learning.

Sara explained the writing rubric, used reasoning to argue her status, and conveyed a set of experiences about writers at each level.

Assessment-Capable Learners recognize their learning and teach others.
Assessment-Capable Learners

- Know their current level of understanding.
- Know where they’re going and are confident to take on the challenge.
- Select tools to guide their learning.
- Seek feedback and recognize that errors are opportunities to learn.
- Monitor their progress and adjust their learning.
- Recognize their learning and teach others.

Assessment-Capable Learners: $d = 1.44$


To schedule professional development at your site, contact Solution Tree at (800) 733-6786.