Outline

I. Importance of Assessment

Effective teachers understand assessment as a combination of state proficiency tests, national standardized tests, and the classroom tests they develop.

- ✓ **Effective teachers <u>monitor and collect evidence</u> on the day-to-day, week-to-week, and month-to-month performance of their students.**

- ✓ **Effective teachers use the evidence they collect to modify their teaching approaches and inform their <u>instructional decisions</u>.**

- ✓ **Effective teachers understand that such decisions must be based on sound evidence. Choosing sound evidence is tied to identifying and developing a <u>classroom assessment plan</u>.**

In addition, effective teachers recognize that the community has a right to know how good or bad its schools are in comparison to others (i.e., public <u>accountability</u>). Thus,

- ➢ **The effective teacher understands that part of the teaching task is to prepare students to do well on national standardized tests and state proficiency tests.**

- ➢ **The effective teacher understands the importance of the concept of "Value Added" in Ohio schools.**

- ➢ **The effective teacher strives to ameliorate the potential dichotomy between classroom instructional assessment and public accountability.**

II. Basic Terms & Concepts

<u>Assessment</u> - is the collection of data for the purpose of making a judgment.

<u>Assessment Plan</u> – is the identification of all meaningful data sources to be used in assessment. The assessment plan is determined prior to the start of class . . . prior to instruction . . . the data you will collect to help you decide to what extent learners did, in fact, learn. Note my syllabus for this class as an example; I decided what data sources would connect to my grading system (e.g., tests, activities, papers, field work, attendance)

<u>Measurement</u> – is quantifying the presence or absence of a quality, trait or attribute (e.g., test scores, points for an activity). For example, in this Found 1501 class I decided to place a point value on each selected assessment activity. I decided how much each data source was "quantitatively worth" prior to the start of class.

<u>Evaluation</u> – is making a judgment about the worth or value of something; to do this you establish criteria that allow you to interpret the raw data (scores).

- **Norm-Referenced Evaluation** – bell shaped curve; compare to others; i.e., idea of <u>percentiles (25th percentile; 50th percentile; 75th percentile)</u>; e.g., the concept of "average", the concept of "grade equivalent"

- **Criterion-Referenced Evaluation** – mastery; compare to standard; i.e., the concept of percent correct.

- **Grades** – can be based on either system above; still decide the cut-off locations (e.g., do the A grades start at 90% correct or 92% correct)

III. Basic Purposes of Assessment

<u>Placement</u> Assessment – This assessment provides data regarding questions like: "Where do the students and I begin?" or "Where does a particular student start in this task . . . activity . . . lesson . . . unit?" Included here are: pretests (e.g., weekly spelling pre-test); standardized placement tests (e.g., math); many aptitude tests

<u>Formative</u> Assessment - This assessment provides data regarding questions like: "How are the students and I doing?" or "Is Cher keeping up?" This assessment is using not "graded", included here are diagnostic assessments and oral assessments that probe for specific causes of failure.

<u>Summative</u> Assessment – This assessment provides data on questions like: "What has been accomplished by the students?" or "What grade should Sonny receive?" This type of assessment takes place at the conclusion of a lesson, unit, or program. These assessments are considered private. However, included here are the national standardized achievement tests and the Ohio Proficiency Tests. The results of these tests are communicated publicly.

IV. OUTCOMES ASSESSMENT IS THE RULE THESE DAYS

Defining and Classifying Educational Outcomes

1. Cognitive Domain – thinking associated with memory and processing (Bloom's Taxonomy – see detailed outline from previous discussion on instruction)

2. Affective Domain – attitudes, feelings, interests (Krathwohl's Taxonomy on increased internalization of an attitude, interest, or value). The example below focuses on the affective domain related to reading.

a. Receiving – willing to attend to the information (e.g., students says this is a fun book to read)

b. Responding – willing to consider, ask questions (e.g., student asks questions discovered by reading the book)

c. Valuing – begins to value (e.g., student chooses to read other books suggested by the teacher)

d. Organization – begins to expand reading into books beyond those recommended by teacher (e.g., student follows interest and connects choices to new interests)

e. Characterization – reading becomes an important regular part of the student's life.

3. Psychomotor Domain – motor skills, object manipulation; (e.g., operate a device <camera, microscope>; care for an animal; draw an object; handwriting; typing; perform a movement <dance, sports>; play an instrument)

The classifications are separated only for analysis; all successful learning involves all three simultaneously. For example, as I learn to play an instrument

✓ **I learn facts and concepts,**
✓ **I develop skills in performing and**
✓ **I value the process and outcome.**

V. Planning for Classroom Assessment

Developing Criteria – Questions to Consider
1. Are all important outcomes assessed?
2. Are the assessment procedures appropriate for the outcomes assessed? (validity)
3. Do the measurement tools meet high quality technical standards? (reliability)
4. Are the tools developmentally appropriate
5. Are the assessment measures free of bias?
6. How are the results to be interpreted and used?

A Range of Written Measurement Options to Considers
1. Selected-Response Measures (answer is there; you pick) – Teaching note: time consuming to create well; easy to grade well
   a. Two-Response Tests – true/false; fact/fiction; yes/no; work/won't work
   b. Multiple-Choice Tests – stem with (4) alternative responses, all responses should be possible answers; student picks best answer; decide if you will use a 25% correction for guessing
   c. Matching Items – use unequal lists, keep to one page, keep bank items similar
2. Free-Response Measures (answer is not there; but one is expected) – Teaching note: easy to create well; time consuming and a problem to grade well
   a. Fill in the blank (no clues via the size of the blank; no clues a lá Vanna White)
   b. Short answer
   c. Long answer (aka essay)

Some Skill or Performance Measurement Options – develop the criteria for judging performance; students should know this criteria
1. Checklists – (e.g., watch as a student demonstrates correct use a piece of equipment or correct procedures to find information)
2. Rating Scales (rubrics fit here)
3. Learner Portfolios

VI. Study Tips for Praxis II tests

Make a decision to prepare (Can you imagine any other set of professionals NOT preparing for a licensing exam . . . CPA, law, nursing . . . yet many teacher education students do not).

Plan an overall strategy for each required test. My example is based on the <u>current</u> PLT:

Find out the REAL purpose of the test - This is a competition, it is intended that a certain percentage will fail . . . this ensures we have a higher quality teacher candidate pool.

Find out the concepts tested
1. ETS handouts tell you exactly the areas of knowledge being tested
2. See PLT matrix on my web site as an example for developing a concept review plan

Assess what test taking skills you should practice by knowing how the test is constructed and skills required; the PLT has both essay & multiple choice types of questions
1. Essay breakdown and scoring
2. Multiple Choice breakdown and scoring

Formulate and envision a successful "game plan"
1. Set a review schedule
2. Obtain practice questions
3. Decide how to approach essays
4. Decide how to approach multiple choice

Execute the plan
1. Review content
2. Practice the approaches determined above
3. Practice under the time constraints
4. Practice under the physical conditions constraints