

Creating Meaningful Assessments Presentation Notes and Activity

Slide #	Notes
1	"Meaningful Assessments" are informative, appropriate, and fair.
2	More detail on each type of assessment will follow.
3	
4	Generally with an essay there is no strictly "right" or "wrong" answer. Teachers are looking to see how students can think and apply their knowledge. Answers are usually multi-paragraph.
5	These are different from essays in that the answers are usually no more than 1 or 2 paragraphs, and there is a definite "right" or "wrong" answer.
6	The main drawback of oral responses is that they take a lot of time – both for the student to construct a response, and for the teacher to listen to each student.
7	Portfolios are more than work folders. Generally they include a student's reflection on his work, or a justification of why a given piece of work was selected.
8	We tend to undervalue informal observations, however they can be extremely informative – especially when used with some sort of log or check list to record student responses/behaviors.
9	Before deciding which kind of assessment to use, the teacher needs to think about the answers to 4 main questions: Why, what, how, and how much.
10	"Why" refers to the <u>purpose</u> of giving the assessment in the first place. "What" refers to the <u>content</u> of the assessment. Generally speaking, the targets are the standards addressed. Specifically, the targets are the criteria for awarding points.
11	"How" refers back to the 6 types of assessment. In terms of "how much," the trick is to have enough questions to determine that the students know the material, but not so much that the test/assessment is needlessly redundant.
12	This chart helps identify the most appropriate type of assessment for different sorts of learning targets. Generally speaking, the chart sorts learning targets according to the type of <u>thinking skills</u> you want the students to demonstrate (i.e., knowledge of facts versus the ability to compare/contrast).
13	These questions are designed to help the teacher analyze the standards to determine the type of information you want the assessment to illustrate.
14	More information on each of these situations follows on the next 3 slides.
15	Your audience may appreciate suggestions on how to mitigate each of these problems. On the other hand, you may wish to solicit suggestions from the audience that you can chart on the board or chart paper.
16	Brain research indicates that students are better able to recall information in the room where they learned it. That is, students tend to

	score better on English tests when they are in the room where they have English instruction. Also, students tend to score better when the person who gave the instruction is present during the test. It has to do with the way the brain stores and retrieves information.
17	It's a good idea to have a friend or colleague read through the test before you give it to students to help ensure the directions are clear and the questions are worded well.
18	Wish them good luck and send them on their way!

Activity

- Show slide #12 (“Link Assessment Methods to Assessment Targets”) again.
- Divide the teachers into pairs or small groups by grade level or department.
- Ask the members of each group to select a Standard (or Standards) and use the chart on slide #12 to identify the learning objectives most appropriate to that Standard (i.e. Knowledge Mastery, Reasoning Proficiency, Performance Skills, Ability to Create Products).
- Then have them develop an assessment that would enable them to determine whether or not students have mastered the Standard.
- If time permits, have the groups share their results.