



ASSESSMENT & IMPLEMENTATION



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Essential Questions

1. What is an assessment?
2. Why do we need to assess?
3. How do assessments relate to classroom activities?

What assessments have you taken?

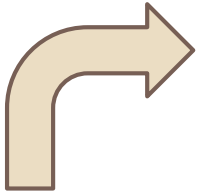
- Take a minute to freewrite about:
 - The hardest assessment you've ever taken and why
 - The worst assessment you've taken and why
 - The most enjoyable/memorable assessment you've taken and why



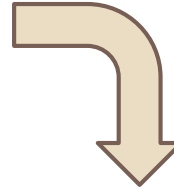
Why start with assessment?

Talk in small groups.

Backwards design

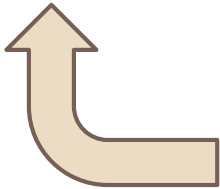


Step 1: Desired result

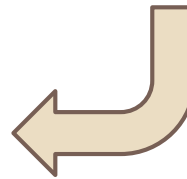


Step 2: Assessment results

Step 4: Inform instruction



Step 3: Lesson plan



Universal Design basics

- **Every learner is “special” (unique)**
- **The curriculum needs fixing, not the learner**
- **The curriculum should be flexible enough to meet the needs of diverse learners (language, ability, culture...)**

Universal Design principles

1. Multiple or flexible *representations* of information

(WHAT)

2. Multiple or flexible *options in expression* and performance **(HOW)**

3. Multiple or flexible *ways to engage learners* in the curriculum

(WHY)

Application of UDL

- 1. Set goals**
- 2. Use flexible and diverse methods**
- 3. Use flexible and diverse materials**
- 4. Use flexible and diverse assessment techniques**

Summative vs. Formative Assessments

□ Summative

- Summarizes the development of learners at a particular time(usually the end of a unit or semester)
- Evaluates student learning
- Research papers, final projects, final exams...WHAT ARE SOME OTHER TYPES OF SUMMATIVE ASSESSMENT?

□ Formative

- Monitors student progress
- Happens during every lesson
- TO BE DISCUSSED WHEN WE TALK ABOUT IMPLEMENTATION

Summative Assessment Models

Models

- Final exam/ mid-term exams
- Projects –individual and collaborative
- In-class vs. take-home
- Research papers and term papers
- Lab reports
- Portfolios
- Presentations

Strengths and Weaknesses

- Let's look at some models...
- (HINT: We are going to talk about plagiarism here...)

Remember! You will have diverse learners in your classroom



□ What does it mean to scaffold learning?

□ Let's talk about Emergent Bilinguals and students with disabilities...

Designing assessments with Emergent Bilingual Learners in mind

Scaffolds along the way

- Scaffold English language
 - Content-specific language
 - Variety of explanation (visual, oral, written, multimedia, etc.)
- Incorporate home languages
 - In discussion
 - While reading content
 - In writing process (outlines, drafts, revision)

When grading assessments

- Variety of assessments
- Focus on content
- Peer revision
 - Both revise and edit
 - Students read work aloud to partners
- Revision after teacher feedback

Students with disabilities

Scaffolds along the way

- Break tasks into manageable pieces
- Use a variety of materials and means of presentation
- Don't be afraid to repeat yourself
- Teach time management skills

Other considerations

- Students with disabilities may be entitled to specific accommodations.
- Service provider at your university

Activity

Choose one assessment type

- What are the pros and cons of this assessment type?
- How does it fit with your content?
- What kind of learning will students demonstrate?

Design a sample assessment

- Design an assessment
- Brainstorm necessary skills for this assessment
- What student knowledge will this assignment show?



Implementation



Why assess formatively?

Models of formative assessments

Models

- Weekly blog posts
- Weekly reflections
- Discussion leaders
- Exit slips
- Self-reflection on summative assessment
- Questioning (throughout lesson orally)
- Conferencing w/ small groups and individuals
- Project proposal
- Setting goals and track throughout semester
- Peer assessment
- Group posters, jigsaw

Things to consider

- Formative assessments are generally not graded (participation)
- Formative assessments should be used by you to inform your instruction
- Formative assessments help to make students aware of what they are learning

Class activities

- ❑ Reading responses
- ❑ Dialectical writing
 - ❑ Dialectical Quiz
 - ❑ Double-entry journal with student response in one column, teacher response in other
- ❑ Scenarios/ role playing
- ❑ Jigsaw activity
- ❑ Temperature –agree or disagree/ 4 corners
- ❑ Concentric circles using quotes/ideas from reading
- ❑ Fishbowl (with a seat open) (give audience a job)
- ❑ Stations (teach at some stations, students work independently at others)

Some considerations for activities

Group activities

- Everyone has a role
- Timed turn-taking
- How to avoid one person taking over?

Whole class discussions

- Difficult conversations
- Staying on track
- Coming prepared

BYOU: Build your own unit!

- Work individually or in pairs
- Decide on 3-5 skills/concepts that you will need to teach your students in order for them to successfully complete your assessment
- Choose the formative assessments and class activities that you will use to help you get there



What are you taking away from this session?



QUESTIONS/COMMENTS/CONCERNS?

THANKS EVERYONE!