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 3: Lesson plan

Step 4: Inform instruction
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

<table>
<thead>
<tr>
<th>Summative</th>
<th>Formative</th>
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<tr>
<td>Summaryizes the development of</td>
<td>Monitors student progress</td>
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<td>learners at a particular time</td>
<td>Happens during every lesson</td>
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<td>(usually the end of a unit or</td>
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<td>semester)</td>
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<td>Evaluates student learning</td>
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<td>Research papers, final projects,</td>
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<td>final exams...WHAT ARE SOME OTHER</td>
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<td>TYPES OF SUMMATIVE ASSESSMENT?</td>
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Summative Assessment Models

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

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
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
• 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!