

Course 3: Assessment Practices

By:

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Online:

< <http://cnx.org/content/col10337/1.11/> >

C O N N E X I O N S

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Chapter 1

Introduction¹

So That Children May Grow



Figure 1.1: Assessment must be built into curriculum with children at the center

¹This content is available online at <<http://cnx.org/content/m13301/1.4/>>.

1.1 Learning Objective

In Course 3 you'll explore:

- A new way of designing curriculum so that you get the results you want.
- Rubrics (guidelines) that assess different aspects of student work such as mastery of the material, or the ability to apply what one has learned to real-life experiences.
- The value of - and how to create - student portfolios, so that students, their parents, and you can see a student's work over a period of time, rather than relying upon tests alone.
- How to build problem-based learning so that students can watch their own progress as they tackle an important issue.
- How to use templates and adapt them for your own classroom so that you can expand your tool-belt of assessment practices.

Resources

Course material; Conversations with global colleagues.

Assignments

Assignment 1: Identifying Outcomes - Creating Learning Objectives

Assignment 2: Understanding by Design and Learning Objectives ABCD

Assignment 3: Active Reading and Creating Dialogue

Assignment 4: Your Current and Future Assessment Tools

Assignment 5: Reflecting on What's Gathered

Assignment 6: Helping Students Reflect

Assignment 7: Designing Your Rubric

Assignment 8: Co-Creating a Rubric with Students

Assignment 9: 4 Elements of Effective Feedback

Assignment 10: Active Reading and Dialogue

Assignment 11: Survey for Course 3

Timeline

4 weeks

1.2 A-REEF

In this course, we will look at various types of assessments. We will also broaden our understanding of assessment and evaluation with an exploration of the broader process encapsulated in the acronym "A-REEF," which stands for:

A ssessment

R eflexion

E valuation

E ffective **F** eedback

And like "a reef" in the ocean, this larger process of "Assessment, Reflection, Evaluation, and Effective Feedback" is an abundant place teeming with life and possibility.

1.3 Casting the Net

To think about Assessment, imagine that you are casting a large fishing net into fertile waters. After a while, you pull in the net to see what you've "caught."

Assessment is like collecting information - taking stock or making an inventory of what you see - and then reflecting upon or processing that information.

What do you see enmeshed in the net? You reflect on what you've "caught" and use the information to help you to decide what's next. For example, if students take a test or complete a project (and with your

rubric), you find few results in the net, you might realize that individual students need help in certain areas OR if most of your students come up with a scarce or barren net, you might consider revising your original lesson plan or method of teaching.

Assessment, therefore, is about gathering information that ultimately informs your teaching and helps students reflect upon their own process of learning.

1.4 3 Things to Consider

As you begin your exploration of A-REEF - "Assessment, Reflection, Evaluation, and Effective Feedback" - consider the following:

- Decide what you will monitor.
- Decide how students can demonstrate what they know.
- Discuss with students how they did on the assessments.

Then, let this process inform your teaching practice.

HOW TO GET TO THE NEXT MODULE:

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When you click on "Outline," a screen will come up that will show you the outline for Course 3. Look for the next section to read and click on the first topic in that next section. For example, when you get to the outline now, look under the next section called "Start with the Ending in Mind" and look for the first topic in black lettering called "Overview." Click on "Overview."

Chapter 2

Start with the Ending¹



Figure 2.1: Teamwork

2.1 Overview

Think about your goals. Where do you want students to end up? What behaviors do you wish your students to be able to demonstrate as a result of your instruction?

¹This content is available online at <<http://cnx.org/content/m13302/1.4/>>.

This section is about creating clearly defined and attainable outcomes for your students.

The article below is an excellent overview of how to begin; it includes practical guidance for teachers and theory in the form of Bloom's taxonomy. The assignments that follow will help you to apply what you learn to your classroom practice.

Required Reading:

The article called "Assessing Student Learning" can be found here² and below, as a PDF file. Assessing Student Learning³

2.2 Assignment 1: Identifying Outcomes - Creating Learning Objectives

Assignment 1: Identifying Outcomes - Creating Learning Objectives⁴

HOW TO GET TO ASSIGNMENT 1:

One Way

Click on the link in color at the top of the page. When it appears, press "Save" and name the file so that you can work on this assignment "off-line." You can type right on the assignment template. Be sure to save your assignment on a disk or on your computer hard drive.

Another Way

You can also copy the text below, and save it to your disk or computer.

GOAL: To create **Learning Objectives** using the "ABCD" model and Bloom's taxonomy as described in the article on the previous page called "Assessing Student Learning."

GIVE: Feedback to others on **their** assignments at the **TWB Learning Cafe**.

Assignment 1: Identifying Outcomes - Creating Learning Objectives

Please answer the following:

1. Think of a lesson or activity that you need to teach in the coming week. Say what it is:
2. List and describe the behaviors you wish your students to be able to demonstrate as a result of your instruction.
3. Create **Learning Objectives** - clearly defined and attainable outcomes for your students. Think about your upcoming lesson through the lens of the "ABCD" model. Start by writing down: "C" (the Condition). "Under what conditions will the learning take place?" (**Use the model given in "Assessing Student Learning," the article on the previous page.**)
4. Identify "A" (Audience). "Who are you addressing?"
5. Identify "B" (Behaviors). "What skills will be demonstrated to show that learning occurred?" (**Be sure to use some of the action verbs in Bloom's taxonomy - from the article - to help you with this part.**)
6. Identify "D" (degree). "What is the expected level of accomplishment?"
7. According to Bloom's ideas about cognitive, affective and psychomotor domains, state which domain(s) your intended instruction is addressing and why?
8. Using the action verbs in Bloom's "Six Levels of Cognitive Learning" tell which action verbs and categories you are using in your lesson/activity.
9. Next to each action verb (listed in #8 above) describe how you are going to address that action verb. For example, if you write the action verb "List" write one sentence telling what your students will be doing to address that verb, i.e. "I will show students a painting and they will be asked to list 15 things they see in the painting: table, chairs, stars, a house, etc."

²<http://acrl.telusys.net/webcaset/media-library/v0008/assessment/studentlearning.html>

³<http://cnx.org/content/m13302/latest/file:assess.pdf>

⁴<http://cnx.org/content/m13302/latest/file:C3A1k.doc>

2.3 Assignment 2: Understanding by Design and Learning Objectives ABCD

Assignment 2: Understanding by Design and Learning Objectives ABCD⁵

HOW TO GET TO ASSIGNMENT 2:

One Way

To do this assignment, click on the link in color at the top of the page. When it appears, press "Save" and name the file so that you can work on this assignment "off-line." You can type right on the assignment template. Be sure to save your assignment on a disk or on your computer hard drive.

Another Way

You can also copy the text below, and save it to your disk or computer.

GOAL: To connect your **Learning Objective ABCD** model with another "start-with-the-ending" process called "Understanding by Design." This time, you will consider an entire unit of study.

GIVE: Feedback to others on **their** assignments at the **TWB Learning Cafe**.

To do this assignment, please refer to the **Understanding by Design** template below:

Understanding By Design Template⁶

Assignment 2: Understanding by Design and Learning Objectives ABCD

1. Think about an entire unit you need to teach in the next few weeks (i.e. "the Water Cycle"). Name that unit below:
2. Using the **Understanding by Design** template (above) as your guide, complete "Stage 1: Desired Results" of the **Understanding by Design** template by writing your response below:
3. Using the **Understanding by Design** template as your guide, complete "Stage 2: Assessment of Evidence" of the **Understanding by Design** template by writing your response below:
4. Expand on your initial ideas for "Stage 2: Assessment of Evidence" of the **Understanding by Design** template by doing the **Learning Objectives ABCD** model for **this unit of study** (as you did in Assignment 1 completing "C" and then "A, B, and D"; Bloom's domains - cognitive, affective, psychomotor; and action verbs) and write it below:
5. Using the **Understanding by Design** template as your guide, complete "Stage 3: Learning Activities" of the **Understanding by Design** template by writing your response below:
6. Write 1 -2 paragraphs reflecting on the process of creating a unit of study in this manner (steps 1 - 5 above).
7. How might you modify either the **Understanding by Design** template to suit your needs or the **Learning Objective ABCD** model?

2.4 Required Reading

Assessment as a Tool for Learning ⁷ (online)

This article is an excellent overview on assessment and how we can use it to inform our teaching practices, and improve communication amongst students, faculty, parents, and schools.

PDF version below:

Assessment as a Tool for Learning⁸

Toward Genuine Accountability: The Case for a New State Assessment System ⁹ (online)

Grant Wiggins, a curriculum and assessment specialist, has written about the role of assessment in learning. His argument is persuasive. He believes that teachers must connect assessment with the learning process itself, rather than serve as a judgment placed on the material and the student at the end.

⁵<http://cnx.org/content/m13302/latest/file:C3A2k.doc>

⁶<http://cnx.org/content/m13302/latest/file:bydesigning.doc>

⁷<http://www.newhorizons.org/strategies/assess/hearne.htm>

⁸<http://cnx.org/content/m13302/latest/file:assessmenttool.pdf>

⁹http://edutopia.org/php/article.php?id=Art_923&key=005

Are the Best Curricular Designs "Backward"? ¹⁰ (online)

The **Understanding by Design Exchange** ¹¹ is an excellent resource for learning more about this "start-with-the-ending" process of curriculum design.

To access an in-depth **Understanding by Design** template click here¹² .

To see how teachers have applied **Understanding by Design** to specific units of study click here¹³ .

2.5 Assignment 3: Active Reading and Creating Dialogue

Assignment 3: Active Reading and Creating Dialogue¹⁴

HOW TO GET TO ASSIGNMENT 3:

One Way

To do this assignment, click on the link in color at the top of the page. When it appears, press "Save" and name the file so that you can work on this assignment "off-line." You can type right on the assignment template. Be sure to save your assignment on a disk or on your computer hard drive.

Another Way

You can also copy the text below, and save it to your disk or computer.

GOAL: To reflect on assessment issues through the use of a tool known as "Focused Freewriting."

GIVE: Feedback to others on their assignments at the **TWB Learning Cafe**.

Assignment 3: Active Reading and Creating Dialogue

1. Read the article on the previous page called "Assessment as a Tool for Learning." ¹⁵ Find a sentence or phrase within that article that captures your attention. Re-type that sentence or phrase below and put it in quotation marks. Now, use that sentence or phrase as a trigger to do a "Focused Freewrite" (2 - 3 paragraphs in length).

NOTE: A Focused Freewrite is when you use a phrase or sentence from something you've read as a trigger for free-form writing - that is, you write any thoughts, questions, stories that come to mind as it relates to this phrase or sentence. Focused Freewrites may end up 2-3 paragraphs in length, and sometimes you'll stick to the trigger topic and sometimes your mind will wander into seemingly unrelated places. Give yourself permission to move between "wandering" and coming back to writing about the topic.

2. Read the article on the previous page called "Towards Genuine Accountability: The Case for New State Assessment System." ¹⁶ Find a sentence or phrase within that article that captures your attention. Re-type that sentence or phrase below and put it in quotation marks. Now, use that sentence or phrase as a trigger to do a "Focused Freewrite" (2 - 3 paragraphs in length).

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¹⁰<http://www.ubdexchange.org/resources/news-articles/backward.html>

¹¹<http://www.ubdexchange.org/resources.html>

¹²<http://digitalliteracy.mwg.org/curriculum/template.html>

¹³<http://www.cheney268.com/UbDUnits/CMS.htm>

¹⁴<http://cnx.org/content/m13302/latest/file:C3A3k.doc>

¹⁵<http://www.newhorizons.org/strategies/assess/hearne.htm>

¹⁶http://edutopia.org/php/article.php?id=Art_923&key=005

Chapter 3

A-REEF: Assessment¹

Reggio School



Figure 3.1: Early childhood education in Italy that fosters creativity and engagement

3.1 Overview

We started this course with the image of a reef (and the acronym A-REEF) because a reef is a place teeming with life and possibility, as is this process.

The first letter of the acronym **A** -REEF stands for **A** ssessment.

Assessment is the process of gathering information about what students know and can do. (Evaluating - the third letter in the acronym - is the process of interpreting and making judgements about that assessment

¹This content is available online at <<http://cnx.org/content/m13303/1.4/>>.

information.)

There are numerous assessment models. The three most often used are:

1. **Observations, or information**, gathered mainly through a student's daily work via assignments, etc.
2. **Performance samples, or tangible products** that serve as evidence of student achievement.
3. **Tests** and test-like procedures, or measures of student's achievement at a particular time and place.

3.2 Examples of Assessment

Asking **What do I know? What do I want to know? What have I learned?** is an informal way to assess students' knowledge and learning.

Here are some ways to approach the answers to those questions:

Student journal entries (pre and post) can be compared. If a focus question is used in the journal, the post-unit question should have the same form, but reflect time that has passed (i.e. "What do I know about [this topic]... now?")

Interpreting a picture (drawing or photograph) of a scene before and after a unit of study can be a tool of assessment. For example, students see a picture of a woodland scene and are asked, "How would this scene change if humans settled here?" Then students are asked the same question after studying ecosystems and humans impacts on them. The students' interpretations can be very revealing.

Document science attitudes and skills using a checklist system before a unit and after it. In the same way, compare student data tables or lab reports from the beginning of the year and the end.

A teacher or a student can **perform the same simple task at the beginning and at the end of a unit** and the class can use the same worksheet to explain or describe the task. The responses and explanations can be compared.

Have students create a concept map as a class and then compare it to the map students make at the end of a unit. Accept both correct and incorrect information for the first map. When the second map is created, try to reflect all information gleaned from a unit of study and ferret out all inaccurate information (without exposing students who provide incorrect information to censure). Pose this as a process of discovery, not a search for an error-free first document.

Student self-evaluations encourage self-reflection and better learning for students. They can encompass a variety of formats. The **content** of self-evaluations should never be graded. However, there is a kind of evaluation that can be graded for **depth** of analysis - i.e., how seriously did you take this task? Did you attempt to understand your own thinking and writing processes? Were you able to contextualize your own acts as a writer and thinker within course themes? The grade is for the application of insight and course themes to his/her own practice.

FOR EXAMPLES, click here²

3.3 More Examples

In addition to pre and post assessments, teachers can institute many other types of alternative assessment.

Post-unit assessments can include "lab tests." Student **interpretation of data** (especially data which they collected) can expose their understanding. **Hands-on experiments that replicate a process** used in the unit allow teachers to measure ability to use skills that were taught. Given certain materials, students can **construct a model of the current topic of study**, i.e. the cell. Students could work alone or in pairs to design and/or carry out an experiment.

A culminating activity such as a presentation, skit or teaching of others allows exhibition of student learning. The teacher should use the rehearsal for the public activity as the actual assessment, so that any nervousness won't hinder an accurate assessment of students' knowledge.

²http://www.educ.state.ak.us/tls/frameworks/mathsci/MS5_2AS1.HTM

Things to Consider

When you start using alternative assessment, start small. One example of this is to use an old multiple choice question without providing the answers. This eliminates the "guessing factor" for which multiple choice tests are famous.

Look for things that you already do to find evidence of students' thinking and learning.

Be realistic about the values of your school community.

If graded report cards are emphasized, be sure that you can translate your assessments into traditional grades.

3.4 Assignment 4: Your Current and Future Assessment Tools

Assignment 4: Your Current and Future Assessment Tools³

HOW TO GET TO ASSIGNMENT 4:

One Way

Click on the link in color at the top of this page. When it appears, press "Save" and name the file so that you can work on this assignment "off-line." You can type right on the assignment template. Be sure to save your assignment on a disk or on your computer hard drive.

Another Way

Copy the text below, and save it to your disk or computer.

GOAL: To review forms of assessment you already use. To expand upon or try a new assessment (or combination of assessments) for an upcoming lesson or unit of study.

GIVE: Feedback to others on **their** assignments at the **TWB Learning Cafe**

Assignment 4: Your Current and Future Assessment Tools

1. List 7 different types of assessment you have used in your classroom practice.
2. Next to each one listed in #1, describe it further with a one-sentence description giving a specific example.
3. Think of a unit of study or activity you have already done with your students. Say what assessment tool you used. Describe other assessment tools you think could also be useful that you may not have used for this instruction. (See examples from the previous pages to stimulate your thinking.)
4. Think of a lesson or unit of study you will be teaching in the coming weeks. List all of the assessment tools that might be helpful to use.
5. Next to each possible assessment tool you list in #4 (above), describe how it may be helpful to you and your students.

3.5 Types of Assessments

Generative

Students and their teachers create the assessment criteria and/or tools so that they are meaningful and generate knowledge. For more on this subject, as well as example, click here⁴.

Seamless and Ongoing

Instruction and assessment are integrated; assessment of the process and products occurs throughout the instruction. To read more about this subject, click here⁵.

Authentic Assessment

Authentic assessment is geared toward assessment methods that correspond as closely as possible to real world experience. The instructor observes the student in the process of working on something real; provides

³<http://cnx.org/content/m13303/latest/file:C3A4k.doc>

⁴<http://www.ncrel.org/sdrs/edtalk/newtimes.htm>

⁵<http://members.shaw.ca/tesarrc/Resources/T%20and%20E%20essay%201%20on%20assessment.txt>

feedback; monitors the student's use of the feedback; and adjusts instruction and evaluation accordingly. Authentic assessment takes this principle of evaluating real work into all areas of the curriculum.

Performance-Based

Assessments are meaningful, challenging experiences that involve presenting students with an authentic task, project, or investigation, and then observing, interviewing and/or examining their artifacts and presentations to assess what they actually know and can do. For an example using mathematics, click here⁶

Suggested Reading:

Performance Assessment⁷ : A strong overview of the field.

PDF version of Performance Assessment below:

Performance Assessment:⁸

3.6 Portfolios

When we hear the name, "portfolio," we often think of artists carrying around a large valise of their creations, or of a business-person carrying around a thin briefcase of financial papers. The portfolio in education is a powerful assessment technique, as well, and includes evidence from one's work on major topics, successes, challenges, and questions. The key word is **evidence** that can show - far more than tests - what students know and what they need to do in order to improve.

What can be in a Portfolio?

1. Examples of best work; the range of work (from satisfying to unsatisfying work); work that shows growth.
2. Samples from each theme or unit or response to a large question.
3. Work displaying progress and the value of the course in moving the student along.
4. Evidence of insight - samples that show concepts being developed.
5. Student self reflections - why the student made certain choices; how the student believes s/he is doing; what s/he wants to do in order to improve.

3.7 Portfolios and Good Questions

A good question, serving as the central core of a course, is best combined with a portfolio from individual students - or a team - to demonstrate progress.

Here are some examples of core questions:

1. How much trash is produced in a day in your community? Students would collect and carry all of the trash they produce in a 24-hour period, then organize the trash into categories, report the environmental problems that exist with each type of trash, and find solutions for these problems. They must then devise an advertising plan to increase public awareness about waste disposal. Finally, they must determine if they were correct in their calculations or in the effectiveness of their campaign.
2. A tractor has stopped running. Why? How can it be restarted again and made useful? Is it worth it? If the tractor were abandoned in favor of something else to do the work, what would that be? How would it be accomplished? And, how could you use the old tractor for other purposes? Where would it go if you're not using it?

⁶<http://www.nwrel.org/assessment/toolkit98/perform.html#Grade>

⁷<http://www.ed.gov/pubs/OR/ConsumerGuides/perfasse.html>

⁸<http://cnx.org/content/m13303/latest/file:performanceass.pdf>

3.8 Examples of Portfolios

Below is a general outline for a portfolio's contents:

1. Table of Contents.
2. A letter from student to the teacher explaining the contents.
3. Student reflections on his/her performance.
4. Best work and reason why the student has selected it.
5. Work the student is unsatisfied with, and reasons why.
6. Most improved work or work that shows growth.
7. Plan and commitment for improvement.

Portfolios are creative efforts and show the individuality of student work. They can take many forms and should tap into the cultural themes of the students themselves. Consider, too, how the forms below may fit into your subject:

- Museum exhibit
- Oral history
- Documents
- Diaries
- Songs
- Stories
- Dances
- Rituals
- Film
- Drawing
- Interviews
- Three-dimensional art work

Recommended Reading: Using Portfolios in the Classroom⁹

PDF File below

Using Portfolios in the Classroom¹⁰

This article talks about the ability to use the Internet and computers to create and edit student portfolios.

To see an example of a science-related student portfolio, click here¹¹ .

To see examples of teacher portfolios, click here¹² .

HOW TO GET TO THE NEXT MODULE:

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⁹http://www.essentialschools.org/pub/ces_docs/resources/dp/getstart.html

¹⁰<http://cnx.org/content/m13303/latest/file:digitalportfolios.pdf>

¹¹http://www.educ.state.ak.us/tls/frameworks/mathsci/ms5_2as2.htm#portfolios

¹²<http://64.78.30.9/new/myteaching.php>

Chapter 4

A-REEF: Reflection¹

Reflection



Figure 4.1: Reflection reinforces learning

4.1 A Teacher's Story

If we think about assessment as casting a net into fertile waters, reflection is about looking at what we have gathered and letting it guide us for "what's next" in our work with our students.

The best way to illustrate this is with **A Teacher's Story:**

¹This content is available online at <<http://cnx.org/content/m13304/1.4/>>.

An Example of Assessment and Reflection in Action

A fourth-grade teacher gave an end-of-the-year math test to her fourth-grade students (she cast the net). That same teacher then pulled the net in and collated the information into a meaningful format so that the fifth-grade teacher who would teach these students in the fifth-grade year could learn from what the fourth-grade teacher had gathered.

Click on the file below to see what was "gathered":

[INSERT documents here. A Teacher's Story: Math Assessment and Reflection.]

By looking at and reflecting upon the information gathered by the fourth-grade teacher (what questions students got correct and what questions they got wrong) the fifth-grade teacher could see individual student's strengths and weaknesses, and group strengths and areas the group needed to work on. The information gathered showed the fifth-grade teacher what to focus upon in the fifth-grade math program right from the start of the fifth-grade year.

4.2 Assignment 5: Reflecting on What's Gathered

Assignment 5: Reflecting on What's Gathered²

HOW TO GET TO ASSIGNMENT 5:

One Way

To do this assignment, click on the link in color at the top of the page. When it appears, press "Save" and name the file so that you can work on this assignment "off-line." You can type right on the assignment template. Be sure to save your assignment on a disk or on your computer hard drive.

Another Way

You can also copy the text below, and save it to your disk or computer.

GOAL: To experience how assessment information coupled with **R**eflection can inform "what's next" in classroom instruction.

GIVE: Feedback to others on **their** assignments at the **TWB Learning Cafe**.

Assignment 5: Reflecting on What's Gathered

1. Pretend that you are the fifth-grade teacher about to receive new students into your class. It's the beginning of the school year and you have just received the assessment documents (from the previous page) from the fourth-grade teacher along with the actual, end-of-the-fourth-grade-year math test. List 5 things you notice about the information that was gathered.
2. What might you focus on in math in the fifth-grade year knowing what you know about how the students did as a class and as individuals on the end-of-the-fourth-grade-year math assessment? Why? (1-2 paragraphs)

4.3 How Assessment and Reflection Informs Practice

By processing the information gathered by the fourth-grade teacher, the fifth-grade teacher could see how to help certain students and in what areas because the fifth-grade teacher not only had the assessment results, but the original test as well. The fifth-grade teacher could also see that as a whole, the class was strong in computation skills, but that they could use more practice with word problems involving math.

The fifth-grade teacher at this school did, in fact, create math curriculum and lesson plans right from the start of the year to address the students' strengths and needs. The fifth-grade teacher reinforced computation skills, briefly, and then quickly exposed her new fifth-grade students to "problem-solving" experiences in math involving "real-life" activities and math-based word problems.

This **Teacher's Story** is an example of how an end-of-the-year math assessment helped another colleague to shape curriculum and focus lesson plans to meet the strengths and needs of the students. This can be

²<http://cnx.org/content/m13304/latest/file:C3A5k.doc>

done throughout the school year: Casting the net to gather information; reflecting upon the information gathered and letting it inform your curriculum.

4.4 Helping Students Reflect

Research in recent years has shown that learning improves significantly if students are able to think about their thinking, or, in other words, learn about their learning. Assessment methods that inspire this kind activity result in consistently higher performance.

Here are some examples of how to help students reflect upon their own process of learning:

1. Before turning in a paper or a project, ask students to **reflect upon the process** of doing the paper or project. Have students submit their reflection in written form along with their project.
2. After a Cooperative Learning activity ask students to answer the following questions: 1) What did you notice about your participation in the cooperative learning group? 2) What did you notice about how your group worked together?
3. Once students have taken a math test, let them grade their own tests with an answer key. Have them reflect upon the types of problems they got right and the types of problems they got wrong. Ask them to write "Math Notes" in their math journal: acknowledging the types of problems they know how to do and encouraging themselves or making note of what they need to work on.
4. Invite students to participate in the making of a rubric (guidelines); then have them evaluate themselves once the paper or project is ready to be turned; ask them to provide evidence or support for the scores they give themselves. As part of the rubric, ask them to reflect upon their learning. (Do not grade content of the reflection, rather depth of analysis.)
5. Student self-evaluations encourage self-reflection and better learning for students. They can encompass a variety of formats. The content of self-evaluations should never be graded. However, there is a kind of evaluation that can be graded for depth of analysis - i.e., how seriously did you take this task? Did you attempt to understand your own thinking and writing processes? Were you able to contextualize your own acts as a writer and thinker within course themes? The grade is for the application of insight and course themes to his/her own practice.

4.5 Assignment 6: Helping Students Reflect

Assignment 6: Helping Students Reflect³

HOW TO GET TO ASSIGNMENT 6:

One Way

To do this assignment, click on the link in color at the top of the page. When it appears, press "Save" and name the file so that you can work on this assignment "off-line." You can type right on the assignment template. Be sure to save your assignment on a disk or on your computer hard drive.

Another Way

You can also copy the text below, and save it to your disk or computer.

GOAL: To develop new ways in which you can help your students reflect upon the process of their own learning.

GIVE: Feedback to others on **their** assignments at the **TWB Learning Cafe**.

Assignment 6: Helping Students Reflect

1. List 3 things you have done in your classroom practice to help your students reflect upon their own process of learning.
2. Next to each of the 3 things you listed in #1, add a sentence describing it further.
3. Think about an upcoming lesson or unit you need to teach in the next few weeks (i.e. "Nutrition"). Name that unit below:

³<http://cnx.org/content/m13304/latest/file:C3A6k.doc>

4. List and describe 3 opportunities you might give your students to reflect upon their own learning during, and/or after the instruction.
5. Describe 1 new opportunity for student reflection you can do that you have not tried before.

4.6 Appreciative Inquiry as Group Assessment and Reflection

Appreciative Inquiry is a process by which students can reflect upon a situation, their learning, or group dynamics in a way that takes stock of all of the assets and positives of a situation. In the sense that students are gathering information, Appreciative Inquiry can be considered a form of group assessment.

After students have "cast their group net" (through the Appreciative Inquiry process), together, they look to see what they have gathered. Then, they take the next step: they **reflect** upon what they have gathered and use it to inform their learning and future actions.

Here's an Example of How it Works:

1. Pose a question such as: "What is an example of an effective team experience you have had either in or outside of school?"
2. Students tell their "peak" team experience stories.
3. Ask the students what these stories have in common; what qualities made each of these teams successful or effective?
4. From these qualities and stories a rich metaphorical image might arise. You might even help students to "see" the metaphorical image such as, "I think the way we're describing our peak team experiences is like a grove of aspen trees. The trees look like distinct units, but really underground their roots are interconnected and the grove is really one living organism." From there you could talk about the strengths that each student brings to your learning environment that effects the whole. Take inventory of these strengths. List them on the board.
5. Whenever students need to work out a challenge or reflect on how they best learn as a group, they can use the "aspen grove" metaphor (or whatever metaphor arose) and apply it to the new learning moment at hand.

A Net Full of Assests

We often begin by asking "What's the problem?" When you do that, you focus energy on what we want less of and work to "fix" things. Appreciative Inquiry is about focusing on what you want more of; knowing that what you want more of already exists; and amplifying what strengths and assests a group already has.

With Appreciative Inquiry students are heard, seen, and appreciated. It also enables students to be active participants in the thinking process and encourages them to amplify what strengths or qualities they already possess towards their learning or class environment.

Suggested Readings: (Online Only)

What is Appreciative Inquiry⁴ - A consultant gives a clear introduction to what it is.

Case Western Reserve University⁵ - One school's use of Appreciative Inquiry.

Appreciative Inquiry Commons⁶ - A place to learn more about Appreciatie Inquiry and to connect with others who practice it.

TALK AT THE TWB LEARNING CAFE:

How might you apply Appreciative Learning to your classroom experience? Read what others have said. Add your thoughts. Join your global colleagues in conversation at the **TWB Learning Cafe**.

HOW TO GET TO THE NEXT MODULE:

Usually, you just click "Next" to go to the next page. When you finish a section, however, (as you're about to do when you finish reading these two paragraphs), you need to click on the "Outline" button, which is on the bottom, right-hand side of the page. Look underneath the blue bar and click on the word "Outline."

⁴<http://gervasebushe.ca/appinq.htm>

⁵<http://appreciativeinquiry.case.edu/uploads/HR%20On%20Campus%20-CWRU%202002.doc>

⁶<http://appreciativeinquiry.case.edu/>

When you click on "Outline," a screen will come up that will show you the outline for Course 3. Look for the next section to read and click on the first topic in that next section. For example, when you get to the outline now, look under the next section called "A-REEF: Evaluation" and look for the first topic in black lettering called "Overview." Click on "Overview."

Chapter 5

A-REEF: Evaluation¹

Figure Name Here

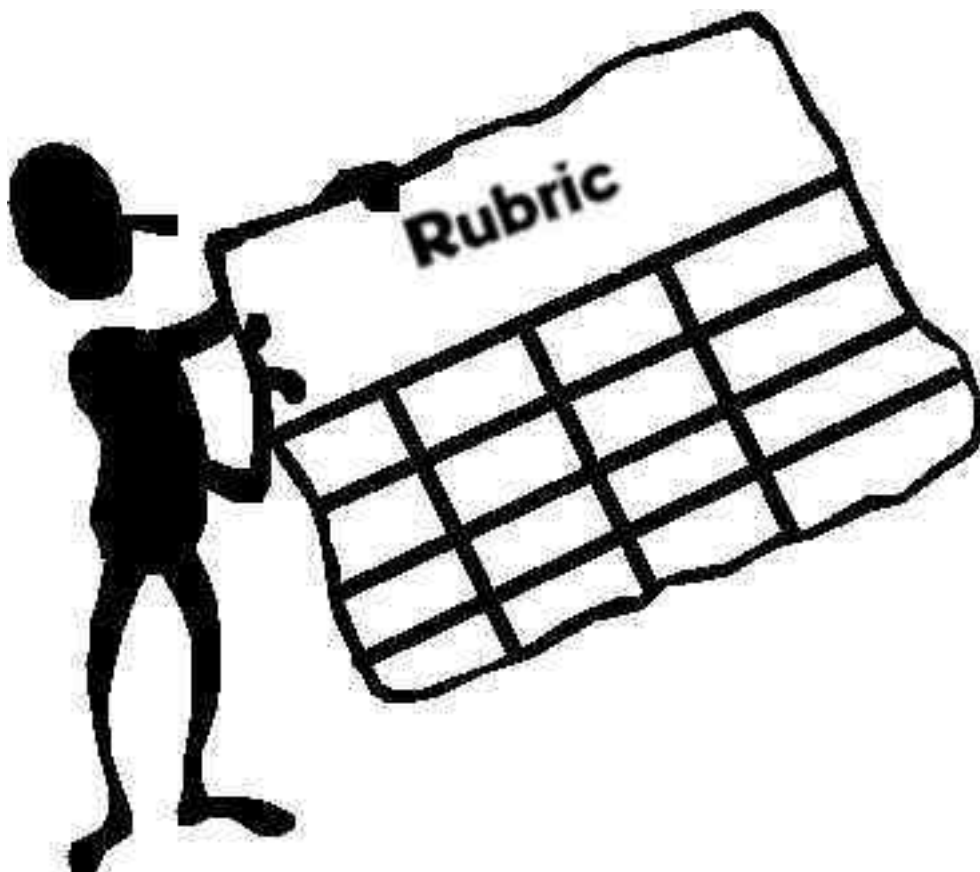


Figure 5.1: A rubric helps us see how children are progressing

¹This content is available online at <<http://cnx.org/content/m13305/1.6/>>.

5.1 Overview

As discussed earlier in this course, assessment is the process of gathering information about what students know and can do.

Evaluating is the process of **interpreting and making judgements about that assessment information**.

One simple way to interpret and make judgements about student work is to create a rubric (guidelines). In this section you will have a chance to see rubric samples and you will have an opportunity to create your own rubric.

5.2 The Eyeglasses We Create

If we think about assessment as "casting a net into fertile waters and gathering information", a rubric is like the eyeglasses we create and use when we look into the net. Rubrics help us to see; they help us to look for certain things we deem important.

A rubric can be issued from a pre-made template or inspired by school or national standards. A rubric can be created by a teacher or group of teachers. It can even be co-created with students.

A rubric can be created **before** the instruction has taken place in keeping with the "start-with-the-ending" design or **during** or **after** the instruction is complete if taking a "constructivist approach."

If a rubric is created **before** the instruction, it will dictate what we see - or what we look for in our fishing net. In this sense, the rubric becomes a bit like Escher's painting of the "hand drawing the hand" in that the very rubric we use influences the instruction and the teaching process itself.

5.3 Why Use Rubrics

The advantages of using rubrics (guidelines) in assessment are that they:

- Allow assessment to be more objective and consistent.
- Focus the teacher to clarify his/her criteria in specific terms.
- Promote student awareness about how their work will be evaluated and what is expected.
- Provide useful feedback regarding the effectiveness of the instruction.
- Provide benchmarks against which to measure and document progress.

5.4 What is it?

A rubric is a consistent form of evaluation applied to all students. Rubrics may be used "as-is" or they may be combined and modified in any way that is appropriate for your students. You may find it helpful to review the suggestions for evaluating and selecting rubrics. These items may be used as a checklist.

A rubric is the right one for your school if:

1. It addresses the aspects of student work that you feel are most important,
2. You and your colleagues can generally agree on the score that should be assigned to a given piece of student work.

A good way to find out which rubric is best for you is to pick a few likely candidates; try them out on actual examples of student work; and modify them if necessary. This is often best done in a group setting, so all of the teachers who will be using the rubric can be involved. It's worth taking your time to find a rubric that works well at your school because that rubric will make scoring your students' work easier and quicker.

Most rubrics are focused on particular subjects and grade level(s); if available, that information is often included in the rubric listing. Although subject areas and grades are specified for many of the rubrics, you may find that some rubrics can be applied to other subjects and grades with little or no modification; so if a

rubric looks promising, don't be too concerned about the stated grade level or subject. For example, reading rubrics may often be used to assess listening, and writing rubrics can be used to assess speaking content and organization (you would need to add scales for vocal delivery and physical gestures and behavior).

Rubrics for art, music, drama, and dance may sometimes be used for a different art form with little modification. For example, an art rubric that deals with the artistic sensory elements of line, shape, value, color, and texture might be used as a music rubric by substituting musical sensory elements, such as rhythm, tempo, pitch, timbre, and dynamics.

Suggested Reading:

Rubric Generators² (online only).

When you get to this site, "scroll down" to see the information on types of rubrics and how to generate templates.

5.5 Examples

Please read the following websites focusing on rubrics:

Online

Oral Communication Assessment³ (an example)

Reading Rubric⁴ (an example)

Math Rubric⁵ (an example)

Science Rubric⁶ (an example)

Social Studies Rubric⁷ (an example)

Fine Arts⁸ (an example)

Speaking⁹ (an example)

Writing¹⁰ (an example)

PDFs

Oral Communication Assessment (an example)¹¹

Reading Rubric (an example)¹²

Math Assessment¹³

Science Rubric (an example)¹⁴

Social Studies Rubric (an example)¹⁵

Fine Arts (an example)¹⁶

Speaking (an example)¹⁷

Writing (an example)¹⁸

²http://www.teach-nology.com/web_tools/rubrics/

³<http://www.nwrel.org/assessment/pdfRubrics/oralassess.pdf>

⁴http://intranet.cps.k12.il.us/Assessments/Ideas_and_Rubrics/Rubric_Bank/ReadingRubrics.pdf

⁵http://intranet.cps.k12.il.us/Assessments/Ideas_and_Rubrics/Rubric_Bank/MathRubrics.pdf

⁶http://intranet.cps.k12.il.us/Assessments/Ideas_and_Rubrics/Rubric_Bank/ScienceRubrics.pdf

⁷http://intranet.cps.k12.il.us/Assessments/Ideas_and_Rubrics/Rubric_Bank/SocialStudiesRubrics.pdf

⁸http://intranet.cps.k12.il.us/Assessments/Ideas_and_Rubrics/Rubric_Bank/FineArtsRubrics.pdf

⁹http://intranet.cps.k12.il.us/Assessments/Ideas_and_Rubrics/Rubric_Bank/SpeakingRubrics.pdf

¹⁰http://intranet.cps.k12.il.us/Assessments/Ideas_and_Rubrics/Rubric_Bank/WritingRubrics.pdf

¹¹<http://cnx.org/content/m13305/latest/file:oralcomm.pdf>

¹²<http://cnx.org/content/m13305/latest/file:readingass.pdf>

¹³<http://cnx.org/content/m13305/latest/file:mathass.pdf>

¹⁴<http://cnx.org/content/m13305/latest/file:scienceass.pdf>

¹⁵<http://cnx.org/content/m13305/latest/file:socialsass.pdf>

¹⁶<http://cnx.org/content/m13305/latest/file:artsass.pdf>

¹⁷<http://cnx.org/content/m13305/latest/file:speakingass.pdf>

¹⁸<http://cnx.org/content/m13305/latest/file:writingass.pdf>

5.6 Assignment 7: Designing Your Rubric

Assignment 7: Designing Your Rubric¹⁹

HOW TO GET TO ASSIGNMENT 7:

One Way

To do this assignment, click on the link in color at the top of the page. When it appears, press "Save" and name the file so that you can work on this assignment "off-line." You can type right on the assignment template. Be sure to save your assignment on a disk or on your computer hard drive.

Another Way

You can also copy the text below, and save it to your disk or computer.

GOAL: To create a rubric for an upcoming project, activity, or assignment.

GIVE: Feedback to others on **their** assignments at the **TWB Learning Cafe**.

Assignment 7: Designing Your Rubric

- 1) Name an upcoming project, activity, or assignment for your class.
- 2) Design a rubric using any of the rubric models from the previous two pages.

Things to Keep in Mind:

- Decide whether the rubric addresses the most important aspects of student performance.
 - Decide whether or not the rubric addresses the instructional outcome(s) to be measured.
 - Decide whether the rubric includes anything extraneous. If so, change the rubric or use a different one.
 - Don't pay too much attention to the rubric's stated grade level. It may be usable at other grades with little or no modification.
 - See if a rubric from a different subject area can be adapted to fit your needs. Reading rubrics can often be used to assess listening; writing rubrics may be adapted to assess speaking; and fine arts rubrics can sometimes be applied to several different art forms.
 - Make sure the rubric is clear.
 - Feel free to combine or modify rubrics to make them work better.
- 3) Pick one item you disagree with from the original rubric you chose. Revise it to fit your philosophy of learning. Explain the theory behind your disagreement, and how your changes will promote student learning.
 - 4) Now that you have created a rubric, try the rubric out on some actual samples of student work. What do you notice?
 - 5) Ask colleagues to use the rubric on the same samples of student work. See if you and your colleagues can arrive at consensus about what scores to assign a piece of student work. What do you notice?
 - 6) How might you revise your rubric now?
 - 7) Place your rubric below:
 - 8) Reflect upon the process of creating a rubric using steps 1 - 7 from above.
(2 - 3 paragraphs)

5.7 Creating a Rubric with Students

Steps:

1. Show students a copy of a simple rubric so that they know what a rubric is. For an example, click [here](#).
2. Give students the same rubric in #1 (above), but this time they'll see that it is an empty rubric except for the title of the assignment (i.e. "I am From" poem) and underneath the title it says, "What we are looking for." For an example, click [here](#).
3. Explain to the students that you would like their help in making a rubric and that they will not only participate in the making of the rubric, but that they will have a chance to evaluate themselves, as well.

¹⁹<http://cnx.org/content/m13305/latest/file:C3A7k.doc>

4. Tell students the name of the assignment or project you are creating a rubric for, i.e. "I am From" poem. (For the first time, it should be an assignment or project that the students have just completed.) Show them the words on the page that say, "What we are looking for," and ask the students to fill in the blanks, listing what things they think would be important to look for in evaluating this project. Have them write their responses right on the sheet.
5. After the students have been given ample time to write their responses on their individual sheets, ask students to share answers out loud with the group. List student responses on the board.
6. Add any things you would like to have on the rubric as well, so that your thinking is made visible too.
7. Tell the students that you will create a rubric using the ideas listed on the board, from their sheets, and things you'll add as well. (Be sure to collect their sheets and to copy the responses from the board.)
8. Type up the rubric using student input and your ideas. Create categories. For an example of a student and teacher co-created rubric, [click here](#).
9. Assign weighted points to the categories and then individual points for each item.
10. When the students complete the project, give them a copy of the co-created rubric and instruct them to fill it out giving a point value to each item listed and supporting evidence where asked. Also, have them write a reflection and instruct them to assign points for their reflection based - not on content, but on the depth of their analysis.
11. Collect their assignments/projects and their completed, self-scored rubrics with reflection.
12. Evaluate your students' work on a separate sheet of the same rubric and without looking at the scores they have given themselves.
13. Note the areas of similarities and differences. Do this for yourself.
14. Give each student his/hers completed rubric and your completed rubric. Ask each student to reflect on similarities in scoring and places where the scoring was different. Have them reflect on these similarities and differences in a reflective writing piece. Tell them that this is the place where "dialogue begins." If you can, conference with each student and talk to him/her about their reflection and their process of evaluating their own work.
15. To create another rubric, complete steps 1 -14. This time, however, create it together **before** an assignment or project has begun.

5.8 Assignment 8: Co-Creating a Rubric with Students

Assignment 8: Co-creating a Rubric with Students²⁰

HOW TO GET TO ASSIGNMENT 8:

One Way

To do this assignment, click on the link in color at the top of the page. When it appears, press "Save" and name the file so that you can work on this assignment "off-line." You can type right on the assignment template. Be sure to save your assignment on a disk or on your computer hard drive.

Another Way

You can also copy the text below, and save it to your disk or computer.

GOAL: To co-create two rubrics with your students - the first is **after** they have completed a project; the second is designed **before** you even start the instruction.

GIVE: Feedback to others on **their** assignments at the **TWB Learning Cafe**.

Assignment 8: Co-Creating a Rubric with Students

1. Follow steps 1 - 15²¹ from the previous page. Show the two co-created rubrics below:
2. Reflect on the process of designing these two co-created rubrics. What did you notice? (1 - 2 paragraphs)
3. What did you notice about the process of evaluating with a co-created rubric? (1 - 2 paragraphs)

²⁰<http://cnx.org/content/m13305/latest/file:C3A8k.doc>

²¹<http://cnx.org/content/m13305/latest/file:rubricsteps.doc>

HOW TO GET TO THE NEXT MODULE:

Usually, you just click "Next" to go to the next page. When you finish a section, however, (as you're about to do when you finish reading these two paragraphs), you need to click on the "Outline" button, which is on the bottom, right-hand side of the page. Look underneath the blue bar and click on the word "Outline."

When you click on "Outline," a screen will come up that will show you the outline for Course 2. Look for the next section to read and click on the first topic in that next section. For example, when you get to the outline now, look under the next section called "A-REEF: **E**ffective **F**eedback" and look for the first topic in black lettering called "Overview." Click on "Overview."

Chapter 6

A-REEF: Effective Feedback¹

Mime



Figure 6.1: Opportunities for students to mirror the teacher and then branch out on their own

6.1 Overview

Effective Feedback happens when students discover their own strengths and weaknesses.

For example, when students take a test, provide an answer key and let them correct their own tests. Ask the students to then write notes to themselves in a learning log about what they got right and what they got wrong and what they noticed.

Effective Feedback happens naturally when students are engaged throughout the evaluation process.

The very nature of Assignment 8 (from the last section) has a built-in feedback loop because the students are continually engaged in the evaluation process from beginning to end. The final student reflection is an

¹This content is available online at <<http://cnx.org/content/m13306/1.5/>>.

act of discovery and it paves the way for dialogue between teacher and student. The final student reflection, too, can serve as effective feedback when conferencing with parents.

6.2 Effective Feedback on Assignments

As teachers, we have a choice about how to offer feedback to our students on specific assignments. We can take the route of "the doubting game" the predominant western model that includes "argument, debate, criticism, and extrication of the self" as a way of knowing, or we can take the route of the "believing game," which challenges us "to listen, affirm, enter in, try to put ourselves into the skin of people with other perceptions and asks us to share our experience with others." In **Writing Without Teachers** Peter Elbow discusses these two games - the need for both, and the realms in which each game works best.

Most likely you will need to utilize a bit of both "games " in your role as a teacher. For giving feedback on assignments, however, we emphasize the "believing game."

We ask teachers to develop and use their "believing muscle" - that is "to understand ideas from the inside." As Peter Elbow writes, "The believing game is constant practice in getting the mind to see or think what is new, different...[the believing game] emphasizes a model of knowing as an act of constructing, an act of investment, an act of involvement..." (p. 173,)

6.3 The Believing Game

What does it mean to "listen, affirm, enter in" when we speak of giving feedback to students?

For starters, the important thing is to **read your student's assignment thoroughly** - perhaps two or three times to allow the words to sink in and make an impression upon you.

Then, **tell what you experienced as a reader** when you read your student's words.

6.4 4 Elements of Effective Feedback

In this spirit of engagement, we have identified **4 Elements of Effective Feedback** that can be used when giving your students feedback on assignments. The first two elements are inspired from Peter Elbow's work and are a part of exercising your "believing muscle." The other two are developed from "what works" in coaching. They are as follows:

1. Pointing
2. Summarizing
3. Posing 1 question for your Learner to consider
4. Offering 1 or 2 things for improvement

6.5 Elements 1 and 2

As you read your student's completed assignment, here are the first two elements to consider:

1. Pointing
2. Summarizing

Each are described fully by Peter Elbow in his book called **Writing Without Teachers**, a book we highly recommend. The excerpts provided here are a useful starting point, especially the section called "Giving Movies of Your Mind," which includes Pointing and Sumarizing.

Element #1 of Effective Feedback

Pointing

Elbow writes:

"Start by simply pointing to the words and phrases which most successfully penetrated your skull...somehow they rang true; or they carried special conviction. Any kind of getting through...Also point to any words or phrases which strike you as particularly weak or empty. Somehow they ring false, hollow, plastic. They bounce ineffectually off your skull." (p. 85)

"As a reader giving your reactions, keep in mind that you are not answering a timeless, theoretical question about the objective qualities of those words on that page. You are answering a time-bound, subjective but **factual** question: what happened to **you** when you read the words **this time**." (p.85)

Element #2 of Effective Feedback

Summarizing - Tell your Learner "very quickly what you found to be the main points, main feelings, or centers of gravity [in their writing]...Summarize into a single sentence; then choose one word...Do this informally. Don't plan or think too much about it. The point is to show the writer what things he made stand out most in your head." (p. 86)

6.6 Examples

How not to give feedback:

In your feedback, do not use words like "good", "great", "nice" or "bad." They are words that do not help a person improve. For example, let's say you wrote a short story and then you gave your short story to a friend or a colleague to read. If that person said, "Hey, that story you gave to me to read was really good," you might perk up and feel happy about the compliment, but it does not help you improve as a writer.

Feedback that would be more helpful is as follows:

1. "Hey, I read the short story you sent to me. The part where you talked about training your dog made me laugh out loud: 'When I commanded Spike to give me his paw, he just rolled over, yawned, and gave me his belly to rub.'" (Pointing/Movie of the Mind)
2. Another example of effective feedback is: "My mind started to wander when you started talking about the cows. I tuned out for a while and then I was listening again when you talked about crossing the river. At the description 'tree branches and rocks swirled past me like a hurricane; the sky darkened to a coal-gray' I could feel my heart starting to pound in my chest." (Pointing/Movie of the Mind)
3. An example of "summarizing" might be: "Home. The comfort of home - its foods, smells, the conversations. Home is like an anchor for your character; it keeps her from drifting off. That's what stays with me after reading your piece."

Responses 1, 2, and 3 from above are more valuable to you than the "good", "nice" or "bad" comments of ineffective feedback because you are receiving **specific** information about content - how something in your story affected that particular reader at that particular time (Note: not all readers for all eternity, simply that reader at that time). As the writer, you can then choose to re-write or keep those sections the reader pointed to. That's up to you as the writer. You listen to the feedback and then you have control over what you change or don't change.

6.7 Elements 3 and 4

A natural extension of Elbow's "Giving Movies of the Mind" - Pointing and Summarizing - are the third and fourth **Elements of Effective Feedback**:

Element #3 of Effective Feedback

Posing 1 question for your student to consider

Tell your student what philosophical question his/her writing generates for you. What does their completed assignment make you wonder about on a larger level? (Here, we are not looking for rhetorical questions, rather questions that spark your curiosity.) You might even start your question with the words "I wonder..."

An example might be: "After reading the line in your story, 'He never strayed too far from home,' I wondered if the character was helped or hurt by staying so close to home his whole life. What do you think?"

Element #4 of Effective Feedback

Offering 1 or 2 things for improvement

The reason we say to give your student one (maybe two) things is this: If you highlight one thing for improvement, then, the student can take that one thing, remember it, and incorporate it for the future. In our experience, highlighting 3, 4, or more things to improve upon can get overwhelming.

If there are more than 1 or 2 things that you think need improvement in content, keep a written record for yourself of those things that need work and as future assignments come in, check to see if those issues come up again. Chances are that the issue will come up again and you'll have an opportunity to address it at that time. Also, hopefully, you'll see that the 1 or 2 issues you highlighted for improvement have been taken care of. Highlighting 1 or 2 issues keeps things manageable for the student.

For example, if your student stays general in his/her descriptions when answering a question, your "1 idea for improvement" might be:

"When you talk about your classroom, give me a specific example to support your idea - to make your thought come alive for me," or you might point to a specific part of the writing and say "You wrote in your assignment, 'The children seemed curious.' What did that look like, feel like, sound like, taste like, smell like? Filter your description through the five senses."

Pointing to things that are effective in your Learner's completed assignment is another way to guide him or her to give you more of that kind of writing where it is lacking. For example, you could say: "When you wrote that 'Najib's hands were shaking and his voice cracked when he read his paper to the class,' I felt like I was right there with you. Do this same kind of descriptive writing - filtering through the senses - when you simply wrote, 'the children seemed curious.'"

6.8 Form for Effective Feedback

Here is a feedback form to use when giving your students the **4 Elements of Effective Feedback** for their assignments. Click on the Word icon below to access the form:

4 Elements of Effective Feedback²

If you choose **not** to use the form, you can also give feedback in 1 - 2 paragraphs, however, be sure to include in your response to your student the **4 Elements of Effective Feedback**:

1. Pointing
2. Summarizing
3. Posing 1 question for your Learner to consider
4. Offering 1 or 2 things for improvement

In the last few pages, we have discussed the **4 Elements of Effective Feedback**, a tool that you can use in your classroom for giving students feedback. However, you can also teach this form of effective feedback to your students so that they can give each other helpful feedback while working in peer editing groups. For materials, click here.

6.9 Assignment 9: 4 Elements of Effective Feedback

Assignment 9: 4 Elements of Effective Feedback³

HOW TO GET TO ASSIGNMENT 9: One Way

²<http://cnx.org/content/m13306/latest/file:Feedbackfor.doc>

³<http://cnx.org/content/m13306/latest/file:C3A9k.doc>

To do this assignment, click on the link in color at the top of the page. When it appears, press "Save" and name the file so that you can work on this assignment "off-line." You can type right on the assignment template. Be sure to save your assignment on a disk or on your computer hard drive.

Another Way

You can also copy the text below, and save it to your disk or computer.

GOAL: To use the **4 Elements of Effective Feedback** as a tool for giving effective feedback to 3 students on their writing assignments.

GIVE: Feedback to others on **their** assignments at the **TWB Learning Cafe**.

Assignment 9: 4 Elements of Effective Feedback

1. Collect completed writing assignments from 3 of your students. Use the form below to provide feedback to each of your students (or address each of the 4 elements in 1 - 2 paragraphs of written feedback for each student):

4 Elements of Effective Feedback⁴

HOW TO GET TO THE NEXT MODULE:

Usually, you just click "Next" to go to the next page. When you finish a section, however, (as you're about to do when you finish reading these two paragraphs), you need to click on the "Outline" button, which is on the bottom, right-hand side of the page. Look underneath the blue bar and click on the word "Outline."

When you click on "Outline," a screen will come up that will show you the outline for Course 2. Look for the next section to read and click on the first topic in that next section. For example, when you get to the outline now, look under the next section called "Cooperative Learning and A-REEF" and look for the first topic in black lettering called "A Constructivist Approach." Click on "A Constructivist Approach."

⁴<http://cnx.org/content/m13306/latest/file:Feedbackfor.doc>

Chapter 7

Theory Meets Practice¹

Harvesting Truth



Figure 7.1: Theory is tested "in the field"

7.1 A Constructivist Approach

The poet, Kabir, once said, "Wherever you are **is** the entry point." That quote asserts an alternative view from the "Start with the Ending" approach first offered at the beginning of this course.

For **A Teacher's Story** that does not "start with the ending", but shows how a continually engagement in the present moment helps both teacher and students to learn and grow as they also assess, reflect, evaluate,

¹This content is available online at <<http://cnx.org/content/m13307/1.5/>>.

(give and receive) effective feedback in a living curriculum, click here or on the document below:

To learn more about William Ayers and a constructivist approach to assessment and learning, click here.

7.2 Assignment 10: Active Reading and Dialogue

Assignment 10: Active Reading and Creating Dialogue²

HOW TO GET TO ASSIGNMENT 10:

One Way

To do this assignment, click on the link in color at the top of the page. When it appears, press "Save" and name the file so that you can work on this assignment "off-line." You can type right on the assignment template. Be sure to save your assignment on a disk or on your computer hard drive.

Another Way

You can also copy the text below, and save it to your disk or computer.

GOAL: To reflect on **A Teacher's Story** and a constructivist approach to assessment through the use of a tool known as "Focused Freewriting."

GIVE: Feedback to others on **their** assignments at the **TWB Learning Cafe**.

Assignment 10: Active Reading and Creating Dialogue

1. Choose a sentence or phrase within **A Teacher's Story** (on the previous page) that captures your attention. Re-type that sentence or phrase; put it in quotation marks. Now, use that sentence or phrase as a trigger to do a "Focused Freewrite" 2-3 paragraphs in length.

NOTE: A Focused Freewrite is when you use a phrase or sentence from something you've read as a trigger for free-form writing - that is, you write any thoughts, questions, stories that come to mind as it relates to this phrase or sentence. Focused Freewrites may end up 2-3 paragraphs in length, and sometimes you'll stick to the trigger topic and sometimes your mind will wander into seemingly unrelated places. Give yourself permission to move between "wandering" and coming back to writing about the topic.

2. Choose a sentence or phrase within the William Ayers article (on the previous page) that captures your attention. Re-type that sentence or phrase; put it in quotation marks. Now, use that sentence or phrase as a trigger to do a "Focused Freewrite" 2-3 paragraphs in length.

7.3 Techniques, Templates, and Strategies

Behavior assessment³

Tutorial on assessment⁴

Assessment information and resources⁵

Interviews, articles, videos and more about assessment⁶

Experienced teachers talk about assessment⁷

Innovative mathematical/visual assessment methods⁸

These files are only available online.

²<http://cnx.org/content/m13307/latest/file:C3A10k.doc>

³<http://www.teach-nology.com/tutorials/teaching/fba/>

⁴<http://www.glef.org/Assessment/index.html>

⁵http://www.awesomelibrary.org/Office/Teacher/Assessment_Information/Assessment_Information.html

⁶<http://www.glef.org/FMPPro?-db=learnlivekeywords1.fp5&-lay=layout%20%231&-Format=keyword.html&-max=200&jargonfree==Assessment&-sortfield=show%20order&-SortOrder=ascend&-sortfield=short%20title&-find>

⁷<http://www.ncrel.org/he/tot/learn.htm>

⁸<http://www.ncrel.org/toolbelt/tools/seechang.htm>

7.4 Assignment 11: Effectiveness of Course 3

Congratulations on completing Course 3: Assessment Practices!

As you know, there are several other courses for you to choose from. However, before you begin another course, please send an email to us at: ctm@teacherswithoutborders.org and let us know that you are ready to receive the "Effectiveness of Course 3 Survey." We ask that you complete this simple survey as your final assignment for Course 3.

We are eager to learn how to make this course even better. Thank you, in advance, for completing this survey as it will have an enormous impact for future versions of Course 3: Assessment Practices.

HOW TO POST TO YOUR E-PORTFOLIO

If you would like to learn how to post student reflections or other documents to your E-Portfolio, please [click here](#)⁹.

SAVE YOUR STUDENTS' WORK

Save examples of your students' work as you go through these courses. You'll be glad you did. Course 5 asks you to post samples of your students' work for your final E-Portfolio.

⁹<http://cnx.org/content/m13307/latest/file:postagain.doc>

Index of Keywords and Terms

Keywords are listed by the section with that keyword (page numbers are in parentheses). Keywords do not necessarily appear in the text of the page. They are merely associated with that section. *Ex.* apples, § 1.1 (1) **Terms** are referenced by the page they appear on. *Ex.* apples, 1

- A** A, 3, 9, 9
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In this course, you'll explore your own cultural competence in the classroom; apply multiculturalism to problem-solving; receive training on service learning; and discuss how to create and sustain connections with classrooms around the world.

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