

**Title of Session:** Classroom Assessment

**Moderator:** Maryann Durland

**Title of File:** 20060914assessment

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Room: Classroom Assessment Group

**MaryannDu:** do either of you use other technology? like blackboard or course connect in you classes?

**BJB2** waves hi!

**MaryannDu:** hi BJ

**MaryannDu:** where are you from Jeanine?

**AngelitaG:** Yes!

**JeanineMH:** I have seven outdated iMacs in my classroom!

**MaryannDu:** that is so sad

**JeanineMH:** I teach third grade in San Marcos, CA.

**MaryannDu:** ok

**MaryannDu:** I love third grade. That was the first grade I ever taught

**JeanineMH:** this is my fifth year of teaching, and all in third grade. I love it!

**MaryannDu:** they are the best.

**JeanineMH:** I am working on my masters at Cal State San Marcos. I am taking a technology class.

**MaryannDu:** I am in Chicago

**MaryannDu:** great

**MaryannDu:** what is your master's in?

**JeanineMH:** I am from Pittsburgh originally.

**BJB2:** Maryann, I'll announce in a couple minutes and then you can start, ok?

**JeanineMH:** My masters is in science, math and technology

**MaryannDu:** I went to Pitt as undergrad!!!!

**MaryannDu:** ok

**JeanineMH:** Wow! Do you like the Steelers?

**BJB2:** . o O ( and perhaps repeat brief intros )

**MaryannDu:** ok

**MaryannDu:** have to

**MaryannDu:** Jeanine, your combo is great

**JeanineMH:** Thanks.

**JeanineMH:** What grade do you teach?

**EmilyW** joined the room.

**MaryannDu:** I have my own business. I am a program evaluator

**BJB2:** welcome to today's Classroom Assessment discussion!

**MaryannDu:** thanks!

**BJB2:** This is the first time this group, led by Maryann, is meeting.

**BJB2:** I'm looking forward to learning lots of interesting things

**JeanineMH:** I am also!

**MaryannDu:** lol

**BJB2:** we usually start all Tapped In discussions with introductions

**MaryannDu:** welcome

**MaryannDu:** ok

**BJB2:** so please humor me and introduce yourself for the transcript

**MaryannDu:** should I start

**JeanineMH:** yes

**EmilyW:** I am Emily, and I am not sure how long I'll be able to stay, I am on helpdesk at Tapped In

**BJB2:** I'm a communication teacher in Pennsylvania (nw of Harrisburg)

**BJB2:** . o O ( yay, Steelers )

**MaryannDu:** I am Maryann Durland, in Chicago and I am an independent program evaluator

**MaryannDu:** ok

**JeanineMH:** I'm Jeanie. I teach third grade in San Marcos, CA

**DavidWe** joined the room.

**DavidWe** waves

**AngelitaG:** I attend the University of Houston and doing my student teaching this semester.

**MaryannDu:** Hi David

**BJB2:** welcome, David. We're just doing intros

**BJB2:** and then I'll turn the virtual floor over to Maryann.

**MaryannDu:** David, where are you?

**MaryannDu:** ok, are we ready?

**MaryannDu:** well, I'll start with a little of my interest

**BJB2:** Can you please tell us what you hope to accomplish with the group?

**MaryannDu:** ok

**MaryannDu:** my focus has always been - from the very beginning of my teaching --- one question.... if we know so much about learning, why do so many children fail to learn

**BJB2:** . o O ( and we'd like to hear what your interests are too )

**MaryannDu:** I started in the classroom with a program called IPI, individually prescribed instruction

**MaryannDu:** from there I learned that knowing what children know is the beginning of instruction

**JeanineMH:** that's such a great question. I [am] always asking myself what am I doing wrong if they're not learning

**MaryannDu:** yes,

**MaryannDu:** but I see it as "not doing something wrong" as not having enough info to know where to go and what to do

**BJB2** agrees with Maryann

**MaryannDu:** I believe that the planning for the integrating of assessment - any kind of assessment - and instruction is the key.

**JeanineMH:** As in pretesting?

**MaryannDu:** I put up a ppt. that has some points in it, for anyone who is interested.

**MaryannDu:** yes

**MaryannDu:** pretesting

**MaryannDu:** and all kinds of ways of knowing

**MaryannDu:** often teachers say gut level- but that gut level can be measured

**MaryannDu:** or described

**MaryannDu:** in fact, if you can't put some parameters on it, how do you know what to do with gut level insights?

**MaryannDu:** what kinds of questions or thoughts do you have?

**JeanineMH:** one thought that comes to mind is why types of assessments give you the best measure?

**MaryannDu:** right

**JeanineMH:** for instance, a multiple choice test might not tell you anything.

**MaryannDu:** choicing a type is depending on many things

**MaryannDu:** yes,

**JeanineMH:** just designing assessments can be difficult

**MaryannDu:** and also there is the whole issue of writing good items. which is very difficult

**MaryannDu:** yes

**JeanineMH:** using the assessment given with the curriculum may not be appropriate either

**MaryannDu:** you can actually write multiple choice items at a very high syntheses level,

**MaryannDu:** yes

**MaryannDu:** it may only be a guide for some things

**MaryannDu:** and not touch on other things at all

**JeanineMH:** yes

**MaryannDu:** I see that it creates a framework for decision making - the connection between content, instructional practices and assessment

**JeanineMH:** I have many second language learners and sometimes I struggle with how to assess them if they have difficulty with English

**MaryannDu:** yes

**MaryannDu:** and how they learn best

**MaryannDu:** it takes 2-4 years to be language proficient and 3-6 to be learning proficient ( I think that is right???)

**MaryannDu:** anyone have a particular question?

**MaryannDu:** or something to explore?

**JeanineMH:** You were talking about the high synthesis multiple choice question. What did you mean?

**MaryannDu:** you can write almost any kind of an item (multiple choice, true false, etc) at any level of comprehension (blooms, for example) if you know how. so I could write a multiple choice at a knowledge level, a comprehension level, an analysis level etc. what the learning objective would be for the student. I can match an item to that

**JeanineMH:** Oh, I see what you are saying

**MaryannDu:** for the most part

**JeanineMH:** I use a strategy in my classroom where the students write their own multiple choice questions. They really enjoy that

**JeanineMH:** I use it for the literature they are reading

**MaryannDu:** so often we think we need an essay, but five good items would work

**MaryannDu:** great.

**MaryannDu:** are you able to tell at what level the students are writing the items --- knowledge (facts, find, etc.)

**MaryannDu:** comprehension - ex define \_\_\_\_\_

**JeanineMH:** Yes, I have different levels of questions that they ask

**MaryannDu:** do you give them the levels?

**JeanineMH:** for example, knowledge, comprehension, apply and analyze

**JeanineMH:** yes, I give them the levels

**MaryannDu:** right. and how do they know which questions get at which levels?

**JeanineMH:** I have an overhead. Level 1 is who is the main character or where does the story take place

**MaryannDu:** very good

**JeanineMH:** level 2 is questions like which of these events happened first/last

**MaryannDu:** perfect for that age

**JeanineMH:** Level 3 is How do you think the character felt when \_\_\_\_\_

**JeanineMH:** It is a strategy I got from training our district received through Nancy Fetzer. Have you ever heard of her?

**MaryannDu:** then they take this template and after answering it, they write a multiple choice item?

**MaryannDu:** yes

**JeanineMH:** She is based out here in California.

**JeanineMH:** Yes. They use the template and write the question

**JeanineMH:** They get quite good at it by the end of the year

**MaryannDu:** ok

**MaryannDu:** yes

**MaryannDu:** that is what I do with teachers!!!

**JeanineMH:** I teach them how to write the answer choices

**MaryannDu:** right

**JeanineMH:** Cool!!!!

**MaryannDu:** do you use a list of verbs?

**JeanineMH:** No. Please tell me.

**MaryannDu:** well, for each level there are many different verbs that pertain primarily to that level,. like knowledge - list, which one is, circle, etc

**JeanineMH:** okay

**MaryannDu:** at the other levels you have things like define, rewrite, match, group,

**MaryannDu:** these tell you what the objective is, and what the assessment should be on

**JeanineMH:** I think I've seen something like that before, but I can't remember where

**MaryannDu:** so you can't do math facts in class and then test with word problems to solve, if the objective is to learn math facts. The assessment doesn't match the objective of the lesson or the level

**JeanineMH:** I see. That makes sense

**MaryannDu:** you can go online under bloom or others and find tons of lists by a variety of learning levels.

**JeanineMH:** okay

**MaryannDu:** it helps to focus the instructional activity so that what you assess matches what you taught.

**MaryannDu:** that is why I go crazy with "cute" activities that are great, but really don't teach at the level of the lesson and are not an appropriate assessment.

**JeanineMH:** that kind of goes along with what I learned last semester. I read backwards design where you figure out what you want to assess first

**MaryannDu:** yes

**MaryannDu:** though to me they are forward

**MaryannDu:** !!!

**JeanineMH:** then you apply your lessons!

**JeanineMH:** LOL

**MaryannDu:** start at where you want to go

**MaryannDu:** lol

**MaryannDu:** and do task analysis, etc

**JeanineMH:** I've been trying to use that design more this year

**MaryannDu:** the assessment is the key, as that is why we do the instructional activities and strategies

**MaryannDu:** so they need to be aligned to getting the students there

**MaryannDu:** great practice

**MaryannDu:** !

**MaryannDu:** what else do you do?

**AngelitaG:** What is the best way to assess students in kindergarten?

**JeanineMH:** I've been trying to do more problem-based learning in math. Like you said, you can't have them do math facts, and then give them word problems

**MaryannDu:** I think that there are many ways to assess at any level.

**MaryannDu:** yes



**MaryannDu:** for example, in kindergarten, much is oral

**MaryannDu:** or observation

**MaryannDu:** I look for the same thing as in older grades. What do I want the student to do, and what do they need to know to get there.

**MaryannDu:** in order to count to 5, students need to understand quantity, the relationship between number and amount, that words mean something, etc

**MaryannDu:** so if I get a student who does not understand quantity - much, less, more, some, that one, many, etc

**MaryannDu:** then I know that they are not ready to count.

**AngelitaG:** Ok

**MaryannDu:** what I have loved is Ann Boehm's materials from about the 70-80's on concept development

**JeanineMH:** what is that about?

**MaryannDu:** that helped me to see how much concepts were related to learning - spatial concepts, like top, bottom, some, around, between,

**MaryannDu:** many students enter school without these concepts, so when we say get in the front of the line they don't know what that means --- front, line???

**MaryannDu:** that is why play, and language as so critical for early childhood.

**JeanineMH:** My second language learners have difficulty with before, after, and between.

**MaryannDu:** how many cars do you have, wow. can you find me some cars that are all alike

**MaryannDu:** yes,

**BJB2:** may I interrupt for a moment, Maryann?

**MaryannDu:** yes

**BJB2:** two things...one is that Maryann has a very nice ppt under featured items above this chat window

**JeanineMH:** okay

**BJB2:** and two, go to the Actions menu in the top right of this chat window and either click on larger text or detach to make this chat easier to read

**AngelitaG:** Ok

**BJB2** apologizes for the interruption

**MaryannDu:** no problem

**MaryannDu:** helps us all learn

**DavidWe** smiles

**JeanineMH:** okay

**MaryannDu:** as this is my first time doing this

**MaryannDu:** hi David

**JeanineMH:** me too

**DavidWe:** It's going well, Maryann

**MaryannDu:** thank you

**BJB2** agrees

**MaryannDu:** did everyone get the ppt?

**AngelitaG:** Yes

**JeanineMH:** I see where it is

**DavidWe** nods

**BJB2** . o O ( Why Assess.pdf is the name of the ppt )

**MaryannDu:** it is just some ideas on why planning for integrating assessment and instruction are important and reasons for assessment

**BJB2:** nice intro to this group, Maryann...that's why I wanted to point it out

**MaryannDu:** in the backwards planning, you say here is what I want at the end.... problem solving with addition numbers to 25, in word problems. and you say what do you need to know to get there.

**MaryannDu:** thanks

**MaryannDu:** so often getting there is the small steps..... math facts, understanding addition, carrying, word problems, each is a different concept

**JeanineMH:** I try to make it real world to them too, like banking and shopping

**MaryannDu:** yes

**MaryannDu:** that is so fun

**MaryannDu:** and kids get so engaged

**JeanineMH:** sometimes the path to get to the assessment is a difficult one

**MaryannDu:** yes,

**MaryannDu:** any examples?

**MaryannDu:** lol

**JeanineMH:** for example, with my new class, I want them to be able to problem solve, but many do not have number sense, so I have to go backwards in my backwards planning

**MaryannDu:** I think that what planning does, is help a teacher see where informal assessment and formal can fit

**MaryannDu:** yes,

**MaryannDu:** and that is the key

**JeanineMH:** maybe I should design just a number sense unit?

**MaryannDu:** yes,

**JeanineMH:** I think maybe I make my units too large

**MaryannDu:** you can also tell kids that this is where we are going, and how we will get there

**JeanineMH:** oh, that's a great idea

**MaryannDu:** yes, I often find that is the problem

**MaryannDu:** and too much at once

**MaryannDu:** even though we are all under the gun to move,

**JeanineMH:** Yes, I feel the pressure and go too fast

**JeanineMH:** then they don't learn

**MaryannDu:** 10 little steps, with learning, take as much time as one big one over the same space

**MaryannDu:** but with learning

**MaryannDu:** and the learning will then be faster

**MaryannDu:** we learn more about that which we already know

**MaryannDu:** so it is like a puzzle, the more I have it together the more I can finish the objective

**JeanineMH:** yes

**MaryannDu:** otherwise we are trying to memorize where a puzzle piece belongs, with no sense of the big picture

**AngelitaG:** So let kids know what they are going to be assessed on and ask them how maybe help them set goals to achieve them?

**MaryannDu:** yes,

**MaryannDu:** this is what we will have to do..... how many feel that they are ready for step one?

**MaryannDu:** what do you already know?

**MaryannDu:** how do you think it will fit with the second step

**MaryannDu:** and repeat

**JeanineMH:** I think I did that today when I asked my students to tell me what they knew about paragraph writing

**MaryannDu:** learning is iterative

**AngelitaG:** Ok.

**MaryannDu:** I believe that teaching and learning is a relationship that is grounded in conversation

**DavidWe** agrees strongly

**AngelitaG:** I agree!

**MaryannDu:** conversation gets to the thinking, the forming of ideas. the relationships among, speaking, listening, reading and writing. all help process and guide learning.

**MaryannDu:** I believe that kids can describe what doesn't work.

**MaryannDu:** that is assessment

**JeanineMH:** I think I need to have my students do more talking than they do

**MaryannDu:** yes

**MaryannDu:** I believe that kid talk is great

**MaryannDu:** !!!

**JeanineMH:** It will help them learn English and the standards at the same time!

**MaryannDu:** they learn to chat, help coach and put it into words

**MaryannDu:** I used to use a bell (for being highly creative, I am also highly structured!!) and would just ding the bell to freeze in place for any thing I need to say, or remind them of, or get the tone down

**MaryannDu:** they would freeze, until the bell rang again.

**AngelitaG:** I let my kindergarteners talk to each other about their work and let them help each other out.

**MaryannDu:** excellent

**AngelitaG:** I see that they learn from each other.

**JeanineMH:** I use the freeze too! But I just count down. I need to get a bell!

**MaryannDu:** once I had my third graders not talk for the day - a project they wanted to do. only write notes, etc. it was great

**MaryannDu:** bell is great

**MaryannDu:** once a visiting teacher sat on the bell, and the kids wouldn't unfreeze to tell her!!!! it was very funny

**JeanineMH:** lol

**MaryannDu:** even when the principal visited, they wouldn't talk. all wrote a note. Hello Mr. Wilson.

**MaryannDu:** or waved

**JeanineMH:** lol

**MaryannDu:** it was very hard, but fun

**JeanineMH:** I want to get an easy button from staples. maybe I'll use that.

**JeanineMH:** do you have staples there (an office supply store)?

**MaryannDu:** because I like the conversation, the planning is really helpful, as I can keep notes

**MaryannDu:** yes

**BJB2:** we are almost at the end of our hour, Maryann....

**MaryannDu:** wow

**JeanineMH:** that went fast!

**MaryannDu:** yes

**AngelitaG:** Very fast.

**BJB2:** would you like me to tell Jeanine and Angelita how to join this group?

**MaryannDu:** yes

**MaryannDu:** please

**BJB2:** when you join a group, you will be subscribed to the discussion board and can communicate with Maryann between monthly discussions

**MaryannDu:** that would be fun

**JeanineMH:** cool

**BJB2:** if you have detached your chat window, please attach

**AngelitaG:** cool

**JeanineMH:** okay

**MaryannDu:** ok

**BJB2:** and look above this chat window in the middle for the Welcome note

**JeanineMH:** got it

**BJB2:** go to the green i in the sentence THIS IS THE GROUP ROOM FOR CLASSROOM ASSESSMENT

**BJB2:** and click on the green i

**JeanineMH:** k

**BJB2:** at the top of the screen you will see JOIN THIS GROUP

**BJB2:** that's all there is to it!

**JeanineMH:** did it!

**BJB2:** when you're done, click on Room View at the top of the screen

**AngelitaG:** Got it

**MaryannDu:** great. this has been super fun

**BJB2:** to bring you back to the welcome screen

**DavidWe:** Thank you, Maryann, for leading the discussion

**BJB2:** come back and take a look and see if Maryann has added any resources

**MaryannDu:** you're welcome

**JeanineMH:** thank you, Maryann

**AngelitaG:** Thanks for the great info.

**BJB2:** Thanks, Maryann...well done

**MaryannDu:** thank you for joining. this was super.

**BJB2** heads for the WriteTalk discussion

**BJB2** . o O ( great for integrating writing across the curriculum )

**MaryannDu:** yes

**DavidWe** waves

**AngelitaG:** Good bye!