Title of Session: Classroom Assessment
Moderator: Maryann Durland
Title of File: 20061214classassess
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Room: Classroom Assessment Group

BJB2: Shall we be formal and start with intros, Maryann?

MaryannDu: yes, thanks

MaryannDu: I'm Maryann Durland, and I am an independent consultant. I work with schools and with evaluation and understanding and using data

MaryannDu: including developing assessments

BJB2: I'm a communications teacher in Pennsylvania

MaryannDu: good assessments is a passion of mine!

FredK: I am a literacy tutor in SE Oklahoma

DavidWe: I'm David Weksler. I'm a HelpDesk volunteer and I lead a discussion on math education and technology. I'm in New Jersey, near New York City

BJB2: you have a very varied audience tonight, Maryann!

MaryannDu: yes.

BJB2: Anna, are you a teacher?

MaryannDu: any particular questions anyone has?

AnnaGst4: Sorry, I'm not fast at this.   I'm working on LMS certification.

MaryannDu: not a problem

BJB2: great, Anna!

MaryannDu: we have had several discussions on assessment in the classroom over the last few months

MaryannDu: we took a small survey, which is posted in the files. it was online and the results were immediately available

MaryannDu: sort of just looking over what everyone has been doing and what issues people want to address

FredK: It is the word "classroom" that doesn't quite fit me

MaryannDu: anyone have anything special to bring up?

MaryannDu: right

FredK: We do one-on-one tutoring

MaryannDu: right

MaryannDu: same things apply

BJB2 agrees

FredK: good

MaryannDu: I used classroom, just to note that this is teachers developing assessments for students, but the range is from whole class to one to one

MaryannDu: and all kinds of assessments

MaryannDu: and actually more than assessments

MaryannDu: almost like all uses of evaluation and assessment rolled into one

MaryannDu: I think of it as for the purposes of decision making and also for guiding and facilitating instruction and for tapping into the conceptrual frameworks of where kids are

MaryannDu: and then of course --grades

MaryannDu: I put up a new pdf tonight on planning and blueprints.

MaryannDu: it is a few templates and also some examples of how to write quesitons such as true false

MaryannDu: I think that sometimes we think they are too easy but I think that if they are well written, they can really also be good prompts and oral kinds of assessments as lessons are ongoing

MaryannDu: anyone interested? or ...

FredK . o O (thinking)

MaryannDu: right

MaryannDu: lol

BJB2: I'd like to take a look, Maryann

MaryannDu: I can tell because as I look up I see the names.... just like being in the classroom and seeing people there   lol

FredK: assessments are needed to measure progress

MaryannDu: yes

FredK: and to correct direction if necessary

MaryannDu: yes

FredK . o O (good thing we don't have a spelling assessment here)

MaryannDu: I always thing in terms of learning - has there been progress, and in what ways, maybe not how I thing. and what needs more

MaryannDu: yes!!!

BJB2: Fred, you probably do what special ed people call an individualized education plan or IEP

FredK: We use a Wide Range Assessment Test (WRAT-3)

MaryannDu: yes

MaryannDu: as a pre and post?

FredK: both

MaryannDu: right

MaryannDu: and align curriculum to test standards?

FredK: It is a state requirement if we get any grants

MaryannDu: ok

FredK: Besides it gives a place to start

MaryannDu: yes

MaryannDu: shall I talk about the plan and blueprint? or are there comments or questions?

AnnaGst4: I would like to hear about the plan and blueprint. Also, what were the results of the survey?

FredK: Come on folks

MaryannDu: lol

MaryannDu: the survey is where the assessment plan and blueprint are, in the files. It is the survey report.

FredK: Do we have time for both?

MaryannDu: sure

AnnaGst4: got it, thanks.

MaryannDu: as you will see in the survey, I used an online survey tool, and you can see the questions and the responses.

MaryannDu: it was very general and just a way to see what we do and think

BJB2: I assume the surveyconsole is not a free service?

MaryannDu: the results are immediate

MaryannDu: no, I pay for a simple plan and it is about $29 a month

MaryannDu: but I can have many surveys out there

BJB2 nods

MaryannDu: and it is very easy

MaryannDu: you can copy and paste and click and you are done

MeiYaL joined the room.

BJB2: welcome, MeiYa

MeiYaL: Hi

MaryannDu: from the survey you can see that most people were teachers and that they use a variety of assessment tools

MaryannDu: hi

BJB2: we're looking at the survey under featured Items/Links

MaryannDu: one of the first questions I asked about was the blueprint.

MaryannDu: and then we asked about concerns, and everyone has them, but the one that has the most percent is " the difficulty level of the item -- too hard?? too easy?

MaryannDu: I find that a blueprint helps with all of those issues, as you are mapping out the item according to each of the issues, - standards, difficulty level, etc. and then using the guidelines for writing items to write excellent items

MaryannDu: ok, what is everyone thinking.??

FredK: The survey doesn't seem to fit our program

BJB2: MeiYa, the link to the blueprint is under featured items/files

MaryannDu: yes

MeiYaL: Yes, I see it

AnnaGst4: I'd like to know more about the blueprint

MaryannDu: MeiYa, are you a teacher?

MaryannDu: ok

MeiYaL: yes

MaryannDu: the blueprint starts with the content

MaryannDu: welcome

MaryannDu: broadly, and in the form of objectives at first

MaryannDu: for example. on a cloud unit

MaryannDu: be able to name the clouds, describe and identify

MaryannDu: demonstrate cloud and water relationship -

MaryannDu: etc

MaryannDu: now, name tells me that is a knowledge item

MaryannDu: and I think it is high priority

LeighS joined the room.

BJB2: hi, Leigh. Welcome

MaryannDu: so I may have several knowledge and comprehension items that would get at this.

MaryannDu: hi Leigh

LeighS: hi everyone

BJB2: we're looking at the Assessment Plan and blueprint under featured Items/files

LeighS: ok let me look

MaryannDu: on the plan, I might put some of these in, like a pretest or after a specific lesson or as a review.

MaryannDu: now for this one objective, I start to write several items

MaryannDu: I can also combine knowledge levels, such as a definition or drawing which would be higher than knowledge and comp with the knowledge of the name

MaryannDu: one item may be name a drawing

MaryannDu: one might be matching

MaryannDu: one might be matching def

MaryannDu: but if you look at the item development examples, you see that we could write true false, and also other kinds of items

MaryannDu: how are we doing so far?

MaryannDu: does this make sense?

BJB2: does observation and oral questioning fit in here?

MaryannDu: yes

BJB2: Fred, do you use other assessments in addition to the WRAT?

MaryannDu: that would be the technique or method for application of the assessment

BJB2: I agree and think it's very important to offer this kind of alternative assessment

MaryannDu: I might say that the matching will be oral in class, just a kind of spot check

FredK: We use observation and intuition

BJB2 . o O (especially for reluctant readers)

MaryannDu: yes, and what you are saying about intuition is right.

MaryannDu: but the intuition comes from observing something...

MaryannDu: but not always a test!

MaryannDu: we hear and see the clues

MaryannDu: because we have an idea of what should be appropriate

FredK: With one to one you can see where they are stumbling and you want them to take steps

MaryannDu: yes,

MaryannDu: it is for me totally assessment all the time

MaryannDu: with the one on one, you are more focused

MaryannDu: I think

FredK: We try

BJB2 . o O (I could probably be focused if I could do one on one!)

MaryannDu: lol

MaryannDu: it is hard

MaryannDu: almost too focused!!!

BJB2 nods...it's hard either way.

MaryannDu: on the pdf towards the end, there are examples of ties, one is the experiment interpretation

MaryannDu: this gets at higher end kinds of thinking, but also in a written format for assessments for grades, etc.

MaryannDu: and for the application

FredK: When tutoring is over, we don't have to keep track of their activities like in a class room

MaryannDu: what is good about an item blueprint is that you think about the variety of what you are asking. and you being to assess more informally

MaryannDu: true

MaryannDu: so that if I have 10 items, I am more likely to use one in classroom discussion with kids to engage thinking

MaryannDu: I may say it differently but I will use it as an informal measure

MaryannDu: also, with the item blueprint you then have to teach to the test

MaryannDu: lol

MaryannDu: in that, if I want to do to the exp interp I have to teach so the kids can do that kind of thinking, not teach and then write the test the night before and assume that they can do it.

MaryannDu: so it makes learning activities much more targeted at learning behavior.

MaryannDu: ideas...

MaryannDu: thoughts

MaryannDu: comments

MaryannDu: jokes

AnnaGst4: I'm quiet because I'm new to assessment...

FredK: Teaching test taking?

MaryannDu: lol

MaryannDu: no reason to be quiet

MaryannDu: me?

AnnaGst4: And I know I won't use it to the extent of a classroom teacher, ...

MaryannDu: I think that what is also good, is that it helps you think about learning and breaking it down

AnnaGst4: but I like the blueprint and will plan to use it

MaryannDu: good

MaryannDu: were you asking if I was teaching test taking?

FredK: It helps with the planning

MaryannDu: yes

FredK: That is for sure

MaryannDu: what kinds of planning do you have to do Fred? for each child?

MaryannDu: do you have to develop the activities, etc

FredK: I hope this doesn't disappoint you, but some of my children are over 40

MaryannDu: I thought that as I was writing!!!!

MaryannDu: but clicked too fast

MaryannDu: lol

FredK: They still have a low level of reading

MaryannDu: yes, and learning is learning at any age

FredK: They need success

FredK: and encouragement

MaryannDu: we hear a lot about the adult learning and the learning needs of adult learners now, but I believe that those needs are the same from all of the ages-- interest, on level, conceptually aligned,

MaryannDu: yes

MaryannDu: I agree

DavidWe: motivations might be different in adult learners

MaryannDu: I think the planning helps us see the missing steps that we sometimes don't think of unless we are analyzing the content and the needs for getting to where we want to go

MaryannDu: yes I can see that

MaryannDu: I always think of assessment as a way of having a conversation with the learner about where we are heading.

MaryannDu: how much are we on the same page, because we will not be on the same lines or words, as each of us brings something different to the learning

FredK: I am not sure I understand your blueprint form, it will take some study itself

MaryannDu: yes, I probably have too much in it. also

MaryannDu: and it is just a tool to make sure that assessment is not narrow or off track

MaryannDu: like if I want the students to do an essay word problem in math, then all I teach is the multiplication facts. not a match

MaryannDu: but I can map out how to get there

MaryannDu: as the facts are important

MaryannDu: what do each of you find the best way to understand if you know something for yourselves?

DavidWe isn't sure about the question

MaryannDu: I have to make a graphic organizer and see how everything fits

FredK: I get concerned about the process

MaryannDu: if I can't do it, then I don't know it

MaryannDu: such as??

FredK: Math

MaryannDu: ok, like doing the problems correctly,

MaryannDu: ??

FredK: Understanding the process.

MaryannDu: ok

MaryannDu: for me, I would have to do a graphic organizer, or a graphic to see the process so that I could remember it

MaryannDu: I am like that too, I want to have the process understood and why and how, etc.

MaryannDu: or I don't get it,.

MaryannDu: others??

MaryannDu: how do you know you've learned something?

DavidWe: if I can teach someone something, I understand it

BJB2 . o O (my brain hurts?)

MaryannDu: lol.

MaryannDu: yes, that is very high on the list

MaryannDu: both

DavidWe looks at the clock on the wall

MaryannDu: lol

MaryannDu: ok

FredK: Sort of a program chart with activities and events?

MaryannDu: yes

MaryannDu: thanks for being here.

AnnaGst4: Thanks Maryann

MaryannDu: any final comments?

FredK: It has been stimulating and I will study it more. Thanks

MaryannDu: not a test!!!! just a question...

MaryannDu: lol

MaryannDu: great

FredK: thanks

MeiYaL: thanks

BJB2: I think the topic is one that is always relevant...great ideas, Maryann. Thanks

DavidWe: Thanks for leading the discussion, Maryann

MaryannDu: and so important... and ever changing!!!

MaryannDu: thank you. I have enjoyed it

FredK: Me too

MaryannDu: any ideas for discussions?

BJB2: multiple intelligences? Learning styles?

BJB2 . o O (both teacher and student)

DavidWe agrees with BJ

MaryannDu: yes, those are great paired with assessment

FredK: I like the Gardner MI

MaryannDu: yes

MaryannDu: thanks for your help BJ

BJB2: Next Classroom Assessment will be January 11

MaryannDu: hope to see you next time

FredK: I'll try

MaryannDu: bye