

**Title of Session:** Classroom Assessment

**Moderator:** Maryann Durland

**Title of File:** 20070308ca

**Date:** March 8, 2007

Room: Classroom Assessment Group

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

**BJB2:** please share where you are located and what brings you to the discussion

**BJB2:** I'm a remedial communications teacher in Pennsylvania and am on Tapped In helpdesk

**TerriG:** I'm from Laredo, TX and am interested in seeing how or if there are different methods to classroom assessment that I can incorporate

**BJB2:** thanks, Terri

**PriscilaT:** I am in Kingsville, Texas and I well they told me about this community for teacher so I just wanted to check it out. Especially this discussion.

**TeresaLP:** I teach art and writing in an elementary school in Las Vegas.

**BJB2:** thanks, Teresa!

**LizethE:** I am a last semester bilingual student teacher in Houston, Texas working in a multi age (K-1) classroom and trying to find the different ways classroom assessment is used with the younger age groups.

**BJB2:** great, Thanks, Lizeth

**BJB2:** looks like a great group here...with some different perspectives

**TeresaLP:** I am interested in how to effectively assess second language students in writing.

**BJB2:** let's start with your idea of what assessment should be...what it should look like

**BJB2:** cool, Teresa.

**BJB2:** what ages/grades. I know you said elementary

**TerriG:** a tool to utilize for evaluating how effective instruction is--how students learn

**TeresaLP:** 1st and 2nd grade

**BJB2** nods.

**MaryannDu** joined the room.

**BJB2:** anyone else have ideas about assessment?

**PriscilaT:** that is nice

**MaryannDu:** hi

**BJB2** cheers...hi, Maryann

**PriscilaT:** hello

**MaryannDu:** sorry

**BJB2:** you've got a great group here.

**MaryannDu:** technical problems

**BJB2:** we've done intros...

**MaryannDu:** but I'm finally on

**MaryannDu:** ok

**BJB2:** and started discussing what everyone thinks assessment looks like and what it is

**TeresaLP:** I think that it should show how students are performing on a daily basis.

**MaryannDu:** yes

**MaryannDu:** I posted in the whiteboard some things we talked about last time

**MaryannDu:** on how do we measure or assess "understanding"

**BJB2:** Terri also mentioned: a tool to utilize for evaluating how effective instruction is--  
how students learn

**MaryannDu:** and that is directly connected to assessment and what it looks like

**MaryannDu:** hi Terri. could you repeat?

**MaryannDu:** thanks

**TerriG:** a tool to utilize for evaluating how effective instruction is - how students learn

**MaryannDu:** do you have an example of a tool? or are you looking for a tool?

**TerriG:** looking for one

**MaryannDu:** ok

**MaryannDu:** as I have been reading about how understanding is defined, I came across this site and this quote -- I just put it on the whiteboard.

**MaryannDu:** I like the idea of "tap" flow, because that links to measures and objectives and level of learning and understanding

**TeresaLP:** Is tap flow on the whiteboard

**MaryannDu:** yes., way the bottom. I just put it on. and I am going to add another one I'll put it here.

**MaryannDu:** [www.geocities.com/clearbirds/study/glosstudy.htm](http://www.geocities.com/clearbirds/study/glosstudy.htm)

**TerriG:** are you referring to the text on the whiteboard?

**MaryannDu:** yes,

**MaryannDu:** way at the bottom

**TeresaLP:** Thanks

**MaryannDu:** the first part is some text from our last discussion about assessment and learning

**MaryannDu:** let me put up the other quote on the whiteboard. Are they showing up.

**MaryannDu:** no problem I have having a problem seeing the whiteboard.

**MaryannDu:** so the one said reality, knowing and communication

**MaryannDu:** and that made me think about the levels.

**MaryannDu:** and how we can tell if children have learned something

**MaryannDu:** Teresa, what is something you want to tell if a student has learned?

**MaryannDu:** let's play with something for a minute

**BJB2** likes to play

**PriscilaT:** ok

**TerriG:** play, ok

**YasmineGst6:** alright

**MaryannDu:** say we are in a classroom

**MaryannDu:** what are we teaching?

**SusanR . o O** ( have the students keep a reflective journal )

**MaryannDu:** great

**MaryannDu:** any experience before on doing this

**MaryannDu:** students have any experience? lets say no

**MaryannDu:** what grade

**MaryannDu:** 3,4,5???

**MaryannDu:** sound good?

**TerriG:** well, I teach at a community college

**PriscilaT:** yes, I have a friend that has her students keep a reflective j.

**TeresaLP:** If the student could show that they understand the material in various ways, then I believe that they know the information.

**SusanR :** asks students to make choices about what to focus on next in their learning

**PriscilaT:** yes, they explain how they understood the lesson and what they think about it

**MaryannDu:** ok. at any level you will still look at the same process. College may have it faster, but not necessarily

**MaryannDu:** ok. so goals are: 1. keep a reflective journal 2. use it to reflect on materials. 3. use it to reflect in various ways. 4. use it to make choices for further learning

**MaryannDu:** and 5. use it to assess understanding

**MaryannDu:** first, we have to teach what reflection is

**MaryannDu:** and how to do it

**TerriG:** ok

**MaryannDu:** so the first thing I would do is research reflection.

**MaryannDu:** what do people do when they reflect

**MaryannDu:** what does it mean

**MaryannDu:** I would look for the ways that it has been described

DavidWe . o O ( think )

**MaryannDu:** like did some poets and writers write because they were reflecting?

**MaryannDu:** I always get the big picture down to the specifics

**MaryannDu:** what words do people use when they reflect

**TeresaLP:** They think back to important events

**MaryannDu:** what can we reflect about?

**MaryannDu:** yes

**TerriG:** what we have experienced in the past

**MaryannDu:** and the first thing I would do is a whole class or small group on something like that

**TeresaLP:** The events are sequenced

**MaryannDu:** could be.

**MaryannDu:** I would be doing word charts and such as I am working with the group

**PriscilaT:** ok

**TerriG:** that's good

**MaryannDu:** then maybe do a walk through. Let's think about how we read

**MaryannDu:** maybe if there is a text involved this would be good

**MaryannDu:** and I would put everything on the board, or overhead.

**MaryannDu:** let's reflect on how we read. what does that mean?

**BJB2:** how we decode the symbols?

**MaryannDu:** and I would get the ideas

**MaryannDu:** yes and everything

**MaryannDu:** until I started to get the good stuff

**SusanR:** I was given reflective prompts for the primary students in math

**MaryannDu:** like where do I read?

**MaryannDu:** why do I read there?

**MaryannDu:** If I have to read a chapter for class tomorrow how do I do it?

**MaryannDu:** everything goes on the board.

**MaryannDu:** sound out the words

**MaryannDu:** sit on the couch

**TerriG:** those are good prompts

**MaryannDu:** yes, everything is about the prompts for me

**MaryannDu:** then, I would go back and with the class pick the ones that deal with reflection. Reflection should have feeling about it. Pertain to me, have a purpose

**PriscilaT:** ok

**MaryannDu:** lead me to think about what I am doing and why

**TerriG:** right, I like the feeling part

**MaryannDu:** and then we would cross out those that maybe didn't fit, or we might talk more about them.

**MaryannDu:** yes

**TeresaLP:** good idea

**MaryannDu:** and maybe a kid would say. I hate reading because I have to sound out all the words.

**MaryannDu:** I now know to pair this child with a good reader and do some oral reading for this

**TerriG:** or they don't comprehend what they read

**MaryannDu:** yes

**MaryannDu:** it doesn't make any sense. what is that book saying!!!

**TerriG:** right!

**PriscilaT:** yes

**MaryannDu:** so maybe one thing to practice on would be to have students as small groups take one of the statements. and reflect on it. what does it mean to us?

**MaryannDu:** say a group takes: I like to read in my bed a night before I go to sleep

**MaryannDu:** reflect on that. answer questions like why and do you read better?

**MaryannDu:** etc.

**TeresaLP:** ok

**MaryannDu:** I think that reflection is very hard because kids and adults toooooo. think that reflection is just my opinion

**MaryannDu:** and we really want it to be more -- a learning experience

**MaryannDu:** a way to make sense of things

**PriscilaT:** yes

**TerriG:** right

**TeresaLP:** It also sounds like problem solving strategies for the students.

**MaryannDu:** so that might be a first set

**MaryannDu:** yes I agree

**MaryannDu:** what else is going on?

**MaryannDu:** I also think that though it is time consuming. it is well worth it. because the next time will be so fast

**MaryannDu:** and each time they will be adding to the construct

**TerriG:** it's good networking

**PriscilaT:** that is true

**MaryannDu:** yes

**MaryannDu:** and they see how others think and what they think about --- at all levels

**MaryannDu:** I like the small group work on this because of that

**MaryannDu:** and because it makes it faster

**MaryannDu:** so sharing is possible

**TerriG:** right, good bonding

**MaryannDu:** I think that it is important to reflect on... something for a reason. which will result in.... something. I will post a file later this week on reflection

**MaryannDu:** what does anyone think might come next?

**TerriG:** good

**TeresaLP:** Have you used Kagan grouping?

**MaryannDu:** probably, but I'm not familiar with that name

**SusanR . o O** ( explain their learning to a small group )

**MaryannDu:** I have grouped everyway there is!!!

**MaryannDu:** ok

**MaryannDu:** that is good

**MaryannDu:** yes

**PriscilaT:** yes

**MaryannDu:** so, so far we have goal one covered



**MaryannDu:** goal two was purpose for reflection.

**MaryannDu:** I think that each of 2-4 are more ways to use reflection. and at each way you can teach reflective methods.

**MaryannDu:** assessment with reflection is excellent

**MaryannDu:** but it has to come when students can do the reflection fairly well and get something out of it. I think it is important that there is a standard - that the kids develop

**MaryannDu:** reflect on is not opinion

**MaryannDu:** reflect on means think about in some way

**MaryannDu:** for a reason

**MaryannDu:** that leads to something else

**MaryannDu:** and maybe more

**LizethE:** to explain how their experience has changed their present understanding of the material

**MaryannDu:** yes

**MaryannDu:** good example. today we did a lesson on... and we used... reflect on how the materials helped or did not help you to understand the material. can you tell me what changed in your learning?

**TeresaLP:** reflection means to make connection to prior knowledge

**MaryannDu:** or we did a chart, or we

**MaryannDu:** yes,

**MaryannDu:** and maybe to find that the connection needs to be better

**TeresaLP:** yes

**PriscilaT:** yes

**MaryannDu:** I always think of reflection as sorting it out, what makes sense and what doesn't

**MaryannDu:** I also think that modeling reflection is a very good idea

**TeresaLP:** modeling is a great idea

**BJB2:** we have about 5 minutes left. A reminder that the next Classroom Assessment discussion is April 5. You may want to join this group so that you can get any reminders that Maryann posts

**SusanR:** someone mentioned Kagan..

<http://www.kaganonline.com/KaganClub/FreeArticles/GroupGrades.html>

**TerriG:** I think it is important for students to understand the meaning behind the reflection and how it will impact them

**LizethE:** yes sorting it out and then building on the things that do make sense

**MaryannDu:** I would say things like, from what I am hearing, I think many of you are a little confused about the events we read about today.

**MaryannDu:** thanks for the link

**MaryannDu:** yes

**TeresaLP:** Kagan helps involve all students orally

**MaryannDu:** I think oral is the best

**MaryannDu:** the more students talk and think the more they learn

**MaryannDu:** I think that what you said Terri is really very powerful, because that is helping kids see the power of their own learning and owning it.

**TerriG:** yes, thanks

**MaryannDu:** and all of this is about getting to a level of understanding!

**MaryannDu:** though using reflection as a tool

**MaryannDu:** any other thoughts or reflections?

**MaryannDu:** anyone going to use reflective journals?

**BJB2:** I'm thinking this was a terrific discussion!

**TerriG:** yes

**PriscilaT:** yes I think I am

**MaryannDu:** I really enjoy the discussion

**PriscilaT:** it's great

**MaryannDu:** great ideas that you come with

**LizethE:** our bilingual class uses reflections on a daily basis

**MaryannDu:** very nice

**TeresaLP:** yes, I think reflective journals are a good idea.

**MaryannDu:** and how does that work?

**MaryannDu:** do the kids seem to be learning from it

**PriscilaT:** they do right?

**LizethE:** very much

**LizethE:** the teachers were doing this particularly for preparation for TAKS

**MaryannDu:** ok

**LizethE:** writing taks and they seemed to enjoy it

**MaryannDu:** do you prepare any specific questions?

**LizethE:** but learned so much from it

**MaryannDu:** yes

**PriscilaT:** This is a very good way we can get them involved and they learn really good

**MaryannDu:** yes

**PriscilaT:** they actually remember more things

**MaryannDu:** yes, another tool

**LizethE:** Most were prompts...and lots for Science content

**MaryannDu:** ok

**MaryannDu:** that is fine

**MaryannDu:** part of measuring understanding is communicating what you know, so writing is critical

**MaryannDu:** though I do believe that being able to type it, or say it is also good, as not everyone can get it down on paper

**TeresaLP:** Thank you for the discussion

**MaryannDu:** thank you!

**SusanR:** Thanks Maryann

**TerriG:** thanks