

Title of Session: Classroom Assessment

Moderator: Maryann Durland

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Room: Classroom Assessment Group

MaryannDu: welcome

MaryannDu: two things to note before we start.

BJB2: a reminder that if you're new to Tapped In you may want to go to the Actions menu in the top right of the chat and select detach

MaryannDu: that is number one

MaryannDu: lol

MaryannDu: thanks!

BJB2 . o O (the wonderful resources will still be on the web window that will be behind your chat ;-))

BJB2 sits on her hands and lets Maryann do her thing

MaryannDu: no no no

MaryannDu: lol

MaryannDu: I was going to say you can increase the font in the actions window also!

MaryannDu: any questions so far?

JessicaCo: I'm okay

MarianneFS: Ready!

MaryannDu: ok

KristinaT: ready

TiffanyRD: ready

MaryannDu: lets start by introductions. I am Maryann Durland

TraciL joined the room.

MaryannDu: hi Traci

SarahEP joined the room.

TraciL: Hi Maryann

MaryannDu: hi

MaryannDu: ok we were just starting with introductions

BJB2: I teach communication in Pennsylvania

MaryannDu: I am Maryann Durland. I am a program evaluator and specialize in assessment - classroom etc

TraciL: My name is Traci I am 23 years old and I attend University of Houston In Texas. I graduate in May with an EC-4 degree I hope to teach kinder, 1st or 2nd

MaryannDu: and everyone can just jump in!

JessicaCo: My name is Jessica and I'm a student teacher. I'm currently in an eighth grade math class in Houston, Texas.

MarianneFS: I am a MEd student in Virginia, with a concentration in ESL. I'm also a former journalist.

TiffanyRD: I am Tiffany and attend Franklin College where I am studying Elementary Education

MarianneFS: Cool to meet from "across the country!"

KristinaT: I am Kristina and I am a student teacher as well, with a kindergarten class

MaryannDu: yes it is

SarahEP: Hi, I'm Sarah, a para educator in Special Education, Moorpark, California

MaryannDu: hi everyone

MaryannDu: where is Franklin College?

SarahEP: Hi

TiffanyRD: Franklin, Indiana

MaryannDu: ok

MaryannDu: so does anyone have any specific questions that you would like to start with?

MaryannDu: we are very open here and move in whatever direction you like

JessicaCo: I'm interested in learning how to implement portfolios in the classroom to use as an assessment

MarianneFS: yes, me too

MaryannDu: ok

SarahEP: Are there any categories of Assessment someone would like to talk about?

TraciL: I do not have a specific question just was hoping to get some ideas and learn more

MaryannDu: lets start with portfolios and add categories of assessment

MarianneFS: same here

TiffanyRD: Same here I just want to learn

MaryannDu: ok

SarahEP: I'm opened to the portfolio thing

KristinaT: I am up for learning anything that I can to help succeed further

MaryannDu: so first lets talk about categories of assessment

MaryannDu: great!

TraciL: so I am open for anything as well

MaryannDu: what do we think of when we think of categories of assessment?

MaryannDu: any ideas or thoughts

JessicaCo: the typical: formative, formal, informal...

TraciL: like different directions of assessment

MarianneFS : multiple choice tests, essays, open answers, discrete answers

SarahEP: Screening, Outcome progress monitoring

MaryannDu: ok. formative, formal, informal etc. are often called types of assessments.

KristinaT: items or ways that we use to see where the students learning level is at

MaryannDu: screening, progress monitoring, formative, are more purposes for assessment

SarahEP: we use a lot of informative on a daily bases in Special Ed

MaryannDu: and the mct, essays, etc are sometimes called types of assessments, but are also types of assessment items

TraciL: we use assessment in second grade I am student teaching

SarahEP: lots of running records

MaryannDu: yes, special ed is very very good about informative assessment

MaryannDu: this is also diagnostic assessment

MaryannDu: yes

MaryannDu: running records is informative and can be diagnostic

TraciL: yes, my teacher was actually doing that this week with the student one by one.

MaryannDu: when we think about portfolios. what purposes come to mind? why do a portfolio?

MaryannDu: Traci, the running records?

MarianneFS: see the "fruition" of many things the student has learned

SarahEP: Yes, I have sat in on two diagnostic assessments, very time consuming and can be affective if the parents will agree to the diagnosis. If not, it seems a waste of time.

TraciL: I think so

MaryannDu: fruition- meaning progress, or the outcomes of learning

JessicaCo: I believe it would facilitate a deeper connection to the material. It's a creative way for students to display what they have learned

MaryannDu: diagnostic assessments are different from using assessments for a diagnostic purpose

TraciL: no, I am sorry I have confused it with something else

MaryannDu: and yes, they are longer and time consuming.

MaryannDu: maybe not, maybe it is this.

MaryannDu: lol

MarianneFS: I like portfolios because they show an end product, or real life consequence, of what is learned

SarahEP: Diagnostic assessments helped to back up my beliefs about a student and hear from other professionals and see what they thought about the student.

MaryannDu: so, the purpose of our portfolio, will be to show progress, outcomes, and be a creative outlet for the student.

MaryannDu: how was that Sarah?

MarianneFS: yes, in conjunction with other types of assessment

TraciL: Portfolios are user friendly for parents also

SarahEP: We are building portfolios on the students writing now, learning the 5 different essays to write. It helps to see how much they have progressed and learned since September

MaryannDu: do you mean the data, confirmed your observations, but couldn't quite pinpoint the problem?

MaryannDu: yes.

MarianneFS: they are very labor-intensive for the teacher. we can now use them to track the progress of ESL students, it is a lot of paper!

MaryannDu: but it could also be in different formats. I believe that they should not be labor intensive for the teacher

MaryannDu: I believe that when we do things, we should also provide the learning for the students to keep up the work

MaryannDu: of course dependent on age, etc.

MaryannDu: but you would be surprised at how much kids can do

TraciL: I agree

MaryannDu: and when we can I love the computer and doing things in electronic format

JessicaCo: I don't think portfolios have to be too much work for us. But how can I make portfolios meaningful in the mathematics classroom. I want it to go beyond just a collection of worksheets

MaryannDu: right

TraciL: good question

MaryannDu: well, first if it is to show progress, then the first thing I would look for are what are the concepts that are being taught

MaryannDu: and think of the portfolio content as a way to measure that

SarahEP: For mathematics, what about higher order thinking skills on the portfolio

MaryannDu: so if at the beginning of a unit on fractions with unlike denominators

MaryannDu: yes

MaryannDu: that is what I am also working towards!

MaryannDu: lol

MaryannDu: so maybe they write or illustrate what they know with something, like blocks. etc.

SarahEP: And build toward using algebra in geometry

MaryannDu: yes, so the portfolio may be more of a reflective journal, and work

JessicaCo: I see. I like that

MaryannDu: what I know now. and what I think I need to know.

MarianneFS: yes, like an interactive notebook

MaryannDu: yes, very good idea

MaryannDu: maybe even a card file, what I can solve this week, and why.

JessicaCo: Oh, I love that!

MaryannDu: next week one problem and how it is different

MaryannDu: this gets them into talking about what they are doing, not just memorizing the rules

MaryannDu: the if they do it in teams, etc.

MarianneFS: anything that shows progress and creativity!

MaryannDu: then they share the learning and it is deeper

MaryannDu: yes,

MaryannDu: and not just busy work

MaryannDu: you don't need much to show learning, just good thoughts and ideas

SarahEP: Give them some real life hands on situations to solve- makes math more real

MaryannDu: yes

TraciL: What are some ways to do assessments in reading besides worksheet related

MaryannDu: often we think of portfolios as a folder

MaryannDu: but we just have to be more creative.

MarianneFS: good question

MaryannDu: ok, so in reading. what grade

MaryannDu: say 3-9

TraciL: k-2

MaryannDu: in general

MaryannDu: ok k-2

MaryannDu: lol

MaryannDu: so we want vocabulary, letter recognition, etc

TraciL: I think I want to stick with lower grades I will be certified in ec-4

MaryannDu: ok

SarahEP: Many things come to mind. Word Attack, fluency, frequent word sight, phonemic awareness

MaryannDu: I think that first you have to really understand the reading process and then begin observing and talking to kids

MaryannDu: lets start with phonemic awareness

TraciL: sounds like a good place to start

MaryannDu: often I hear kids read very low, or hesitant, or they do not know the letters. Lets say k. and they have a problem

SarahEP: You have to know how reading is scaffolded and learned in order to know how to assess it.

MaryannDu: I start with play activities and maybe some games on letters. like sorting 100 or more letters on cards into the right cans. etc

TraciL: Sarah I am learning all this stuff

MaryannDu: or a board and putting the letters on the right sport etc

MaryannDu: lol

MaryannDu: in your class Traci???

TraciL: well in my college classes in the past

MaryannDu: so I watch and ask questions.

SarahEP: Word Sorts are a fun way to learn phonics and sentence structure. Kids love it.

MaryannDu: generally kids tell us all we need to know

MaryannDu: yes

MaryannDu: they drive the process.

KristinaT: the teacher I am with has doll figures with the letters on them and each letter has a song on a cd that she will play. The students will study the letter for about a week

MaryannDu: right

TraciL: that sounds like a CUTE idea Kristina

MaryannDu: but do they all know that the letters are in sequence and do they all know what sequence is?

SarahEP: We are always collecting assessment data to do something with it

MaryannDu: so when the teacher starts to begin having them put them in order, they don't know how?

MaryannDu: I watch and you see a lot

MaryannDu: little things

TraciL: I have a child in my class right now that is in 2nd grade and he is still learning the alphabet and when he looks at letters he can't tell you what letter it is. What can I do to help him

SarahEP: That helps us place the students

MaryannDu: well, how long has he been in school

MaryannDu: all things being somewhat normal, and in general. I would say that he has a really poor concept of reading.

MaryannDu: and so that the letters don't; have any meaning.

TraciL: since kinder I believe

TiffanyRD: I have a 3rd grader who still can't add 100 problems in 5 mins

MaryannDu: ok

SarahEP: Needs to get his phonemic awareness under him first. Rhyming words and nursery rhymes are a great place to start

MaryannDu: so the 2nd grader. does he look at books

MaryannDu: does he know what story is

TraciL: yes he does he struggles to read

MaryannDu: if you gave him magazines and said cut out some of your favorite cars, and

trucks, and then you wrote truck and car, and blue car etc

MaryannDu: he would begin to get reading

JessicaCo: that's creative

MarianneFS: What do you think of multiple choice assessment for math?

SarahEP: Sentence charts and cards he can work and place are best.

MaryannDu: he does not get the concept of language totally. I mean, that is just me, with no other information but a lot of experience

MaryannDu: so he has some idea, but not the details yet

JessicaCo: I feel multiple choice for math is great. But I like to use answers that are estimations....

SarahEP: Special Education students do better with multiple choice, but not too many at one time

JessicaCo: that way they do the work and estimate

MaryannDu: I would make sure someone is reading to him a lot

MaryannDu: multiple choice is good. all items are good.....

MaryannDu: if

MaryannDu: they are well written

MarianneFS: do you feel there is a lot of guessing going on with spec ed or lower level ability students?

MaryannDu: it is not the item, it is the kind of information you want, and how well the item is written

MarianneFS: I see this often, although mult choice is much easier to grade!

MaryannDu: I don't know.

SarahEP: Reading 10 minutes a day, every day its so important. Can the child get a senior that needs hours or community service to read to him. just an idea.

TraciL: I think MC is easier too, but it is always good to see what they write

KristinaT: I think that there is a possibility that there is since I have worked for a month with 9 special ed students in 4th grade

MaryannDu: I think that with bad items, yes there is guessing for everyone

JessicaCo: I ask students to show their work that way they earn partial credit even if they select the wrong answer

MaryannDu: you can write very good multiple choice items.

MarianneFS: yes, although they sometimes don't do it or don't like it

MaryannDu: after we finish I will post a doc I have on writing items. it gives some ideas and a checklist for all the kinds of items

SarahEP: I think that some students can do just as well in general education class with accommodations made for them.

MaryannDu: yes, I think so too

MarianneFS: I'm thinking of the state standardized tests, mostly

MaryannDu: lol

MaryannDu: yes

SarahEP: Some get placed in special ed and are too special

MaryannDu: right

MarianneFS: what is very hard is the ESL students who is also a special needs student - hard to identify

MaryannDu: I think the most important thing about assessment is to know what you want from it ----- information, idea of progress, a grade, process

MaryannDu: etc

MarianneFS: yes

MaryannDu: yes, 2-5 years to become language proficient and 5-8 to become proficient in learning in the new language

MarianneFS left the room (signed off).

MaryannDu: we have too many esl in spec ed

MaryannDu: in many districts

MaryannDu: that I work with

SarahEP: Assessment helps me a lot with the programs I am using to know if they are valid and reliable

MaryannDu: ???

MaryannDu: what are the programs and how does it help?

TraciL: I would hope so

MaryannDu: do you mean you write tests, and then validate them and see if they are reliable?

SarahEP: Does the program does what it says it does and give results over a period of time.

MaryannDu: maybe not!

TraciL: good question Sarah

MaryannDu: a poor assessment can tell you anything

MaryannDu: and you really don't; need an assessment all the time

MaryannDu: this is getting more into program evaluation than assessment

MaryannDu: and one of the issues with a program, say a new phonic program, or a science lab, is

MaryannDu: did the teachers implement the program as it was suppose to be implemented

JessicaCo: A lot of my assessment comes from class discussions. I can usually tell who is catching on and who needs more help or examples

MaryannDu: yes

MaryannDu: that is good

MaryannDu: so the assessment may say that the program failed, but in reality the teacher did not implement the program the way it should have been implemented

MaryannDu: this is very very common

TraciL: so what do you do about that

MaryannDu: teachers think that they are teaching differently, but that are not

MaryannDu: well, it is a huge issue in program evaluation. how do you measure implementation.

SarahEP: Make sure you know and have studied the program before you use it. Also it may not be the best program that fits the needs of your students.

MaryannDu: in one study I just did, we did time on task with the program parts, and also asked the teachers to checkoff what they did everyday

MaryannDu: I think that any program generally provides some value, unless it is way off the wall. I think of progress as perspectives and ideas and not "the solution"

MaryannDu: lol

SarahEP: One thing about assessment is when you do something like that it will improve your classroom teaching.

MaryannDu: yes, absolutely

MaryannDu: what you just said, is that if I know what my students need, I can find a way to teach them that

MaryannDu: which is exactly right

MaryannDu: not the student will get it or not

SarahEP: It will tell you what a child can do and then what they need to do.

MaryannDu: but there is a way to make a connection

MaryannDu: and what steps you need to take, or make

MaryannDu: for example the student who is not reading.

MaryannDu: my questions are what is he thinking about?

MaryannDu: what does he think reading, words, etc is about

MaryannDu: that will tell you where to go next

TraciL: okay

MaryannDu: I'm sort of reviewing what we have already said!

SarahEP: After screening and assessing, small reading, math or what subject you are working on will work best and then you are meeting the students needs better I'm talking about small group instruction

BJB2 . o O (review is good ;-)

SarahEP: Review is good, but we have to keep raising the bar if we are going to meet bench marks and standards, which drives our instruction.

MaryannDu: yes, but it also applies to individual and large group. no reason why something might not also apply to everyone! when I started teaching I only knew individual and small groups; then I figured out well, a whole group is just a very large small group!!!

MaryannDu: lol. yes that is true

TraciL: I like doing small group vs whole group

SarahEP: That works well if the class is mostly on the same level or advanced students can be partnered with slower students

MaryannDu: I believe that it is the conversation we have,,,, verbal or not,,,, with our studnets --- we connect to them, where they are, what they know. sometimes we ask, observe, test, etc but we are creating a conversation link

MaryannDu: yes,

MaryannDu: and for maybe one thing!!!

MaryannDu: our students can tell us a lot if we just ask them.

MaryannDu: like, tell me what you are thinking about while you are doing those letters?

MaryannDu: or can you describe how you solved that problem

MaryannDu: what don't you get when you try to solve that problem

MaryannDu: they can tell you

TraciL: I checked out your powerpoint on assessment very useful

SarahEP: A child's writing is a window into that child's abilities

MaryannDu: and we can teach them to be partners in the process

MaryannDu: maybe!

MaryannDu: writing will be behind reading, language, and hearing

MaryannDu: for most kids

SarahEP: Sometime we use the term "elbow partner"

MaryannDu: what is that?

MaryannDu: sounds fun

TraciL: never have heard of that term before

MaryannDu: sounds interesting

SarahEP: Sometimes students always pick their friends or same person all the time. Tell them to partner with the person to their right elbow or left elbow helps that problem a lot.

MaryannDu: very nice

TraciL: oh I see

MaryannDu: kids as we all do, illustrate abilities in many different ways. and for different abilities

MaryannDu: we have to be aware of our students and how they see the world and what their strengths are as they see them

MaryannDu: then all the tools we have, in terms of assessment and teaching techniques, can be used to fit the student

MaryannDu: or we know the limitations of those tools for any student

MaryannDu: any thoughts in the last few minutes. this has been a really great discussion. and lots of information

SarahEP: It is good to apply the "IF, Then " thinking also. If a student has this learning need then try using a strategy like....

MaryannDu: you all sound like you like teaching

MaryannDu: yes

SarahEP: I love helping students learn.

MaryannDu: that is a very good key

MaryannDu: lol

TraciL: I do not have any last minute thoughts....this has been very useful. I really do enjoy teaching!

JessicaCo: It is challenging at times, but I'm really enjoying myself and the students

MaryannDu: and that is all we can do --- help them learn. learning has to be theirs, and we have to show them how

MaryannDu: and help them value it

MaryannDu: learning is hard

TraciL: yes

Kristina T: I agree, I am enjoying my time with different grade levels and helping them learn

SarahEP: My biggest thing it trying to motivate them to want to learn.

MaryannDu: yes

MaryannDu: if they are successful they will be motivated. not fake, but even little steps can be good. and encouragement and stepping back a step and then moving on

MaryannDu: kids have had so much failure in school

BJB2 looks at the clock on the wall

MaryannDu: it is hard to keep up the motivation

MaryannDu: lol

MaryannDu: but we can do that for them, create opportunities for successful learning

BJB2: the next classroom assessment will be on April 10

MaryannDu: thank you BJB!

SarahEP: Yes, helping them succeed is the key and that is where we as teachers need to

focus our teaching so they will want to do more and feel better about themselves

TraciL: cool, that is on my birthday

MaryannDu: thank you all. it has been a great discussion!

MaryannDu: great!

JessicaCo: Thank you for your time. I have enjoyed the discussions and the creative ideas

MaryannDu: we will have cake!

MaryannDu: lol

BJB2: Thanks, Maryann. Assessment is ongoing, so the discussion never ends ;-)

SarahEP: Had a great time. Bye

TraciL: thank you so much for your time! This was great. :-) see you next time. i will take you up on the cake lol

MaryannDu: yes. I will find my docs and post tonight.

MaryannDu: lol

MaryannDu: ok

BJB2 heads for the Teaching Teachers discussion

BJB2 waves bye

MaryannDu: bye

TraciL: bye bye