

**Title of Session:** Classroom Assessment - What is classroom assessment and how does it relate to tests and grades?

**Moderator:** Maryann Durland

**Title of File:** 20080911assessment

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Room: Classroom Assessment Group

**MaryannDu:** welcome to classroom assessment

**DrChristo** joined the room.

**BJB2** waves hi to Elisabeth

**DrChristo:** Hi BJB!

**BJB2:** Maryann has an exciting series of discussions scheduled for us!

**MaryannDu:** great! thanks BJB

**BJB2:** Let's start by doing brief introductions

**BJB2:** please let Maryann know where you are located and what you teach or hope to teach

**MaryannDu:** I am Maryann and am in West Virginia and sometimes Chicago. I am a program evaluator with a special interest in assessment

**DrChristo:** I'm Elizabeth. I'm a high school chemistry teacher in Connecticut

**MaryannDu:** hi

**BJB2:** I'm in Pennsylvania and am a retired communications/arts teacher.

**LaraO:** I'm in MO - middle school tech teacher

**AmandaNM:** Hi I am Amanda and in south Texas and I am hoping to teach English

**MaryannDu:** hello everyone. We have a lot of diverse areas tonight!

**MaryannDu:** does anyone have anything in particular they would like to talk about?

**BJB2:** I liked the topic you posted, Maryann...

**MaryannDu:** thanks, bj

**BJB2:** what is classroom assessment and how does it relate to tests and grades

**LaraO:** I primarily teach and assess through projects - I like to let the kids create their own learning

**AmandaNM:** I'm actually new to this and I would like to know what this room is all about

**MaryannDu:** sure

**MaryannDu:** I am interested in classroom assessment - all kinds of assessment really - but am interested in the critical link between assessment and instruction and learning

**MaryannDu:** so we talk about all kinds of topics related to classroom assessment

**AmandaNM:** ok

**MaryannDu:** this year I thought I would get a little more structured in the discussions, and focus the topics more each month

**MaryannDu:** but we still go with where the interest and questions are

**AmandaNM:** I see

**MaryannDu:** how did each of you decide to visit here tonight?

**DrChristo:** I want to have more project-based tests and less paper-and-pencil tests. I'm looking for ideas.

**MaryannDu:** I know sometimes teachers come in for course requirements

**BJB2:** I always enjoy your discussions, Maryann. I always learn something new or a new way to think about assessment

**MaryannDu:** right

**TessaD:** I have some teaching experience, but would like to develop more formative assessment in the classroom...also assessments that improve metacognition

**LaraO:** I am constantly looking for different ways to really get at what kids know - more project ideas - I cant stand paper and pencil and the kids do too

**MaryannDu:** well, tonight I have posted several links and a couple of pds. What you are both talking about is the heart of classroom assessment.

**AmandaNM:** I would like to get help for teaching

**MaryannDu:** constantly evaluating and gathering information to guide instruction

**MaryannDu:** One of the things about classroom assessment, as we use the term here, is that it is more than developing a test, or doing paper pencil items

**MaryannDu:** if you look under the featured links and files, several items are interesting. one is Methods of Assessment by William Badders, and the file cats.pdf

**MaryannDu:** even though these materials are designed for professors, in many cases, the tools still apply.

**MaryannDu:** if you go to them, you can click and you will be directed to the websites.

**BJB2:** <http://www.eduplace.com/science/profdev/articles/badders.html>

**MaryannDu:** and the pdf will download

**MaryannDu:** thanks!

**MaryannDu:** Badders' article talks about assessment in relation to science, but I thought that his ideas were very good.

**BJB2:**

[http://tappedin.org/tappedin/do/FileAction?ROOM\\_ID=17384&FILE\\_ID=49176&state=doDownloadFile](http://tappedin.org/tappedin/do/FileAction?ROOM_ID=17384&FILE_ID=49176&state=doDownloadFile)

**DrChristo** 's ears perk up

**MaryannDu:** lol

**MaryannDu:** it is not an in-depth article, but it does give some good examples, and good discussion. I like how he talks about the tools of assessment and

**MaryannDu:** the development and use of classroom assessment tools, certain issues must be addressed in relation to the following important criteria.

**MaryannDu:** A. Purpose and Impact— How will the assessment be used and how will it impact instruction and the selection of curriculum?

**MaryannDu:** B. Validity and Fairness— Does it measure what it intends to measure? Does it allow students to demonstrate both what they know and are able to do?

**MaryannDu:** C. Reliability— Is the data that is collected reliable across applications within the classroom, school, and district?

**MaryannDu:** D. Significance— Does it address content and skills that are valued by and reflect current thinking in the field?

**MaryannDu:** E. Efficiency— Is the method of assessment consistent with the time available in the classroom setting?

**MaryannDu:** what he is saying is that assessment has to have a purpose and has to fit with instruction and curriculum

**MaryannDu:** and he shows why you might use some assessments

**MaryannDu:** several of the links are glossaries.

**MaryannDu:** just to get some items defined that we always run into

**MaryannDu:** the pdf cats. provides actual examples of how to assess.

**MaryannDu:** is everyone able to get it open???

**BJB2** nods

**LaraO:** I have it downloaded

**MaryannDu:** One thing I like about it, is that it focuses on dialogue in many instances. It requires students to talk about their own learning

**MaryannDu:** I think this is critical

**MaryannDu:** for example, in misperception/preconception. Research has shown that students do not change their misperceptions or preconceptions just because we tell them to.

**MaryannDu:** but often we do not really label or get into what is a misperception and why

**MaryannDu:** I could see a beginning lesson, or even a review, where students worked in teams and raced to list 10 concepts, facts, etc. then as a group, the class would decide if each was a fact, or misperception

**MaryannDu:** or you might give a list to groups and they would decide

**MaryannDu:** you could begin a lesson, but asking what do we know already, and this might be the start of the analysis

**MaryannDu:** any comments???, ideas???, on this

**MaryannDu:** anyone done anything like this?

**LaraO:** gotta go - sorry - daughter needs help with math

**DrChristo:** In science, of course, identifying misconceptions is very important. I really like this idea.

**MaryannDu:** lol

**LaraO** left the room (signed off).

**BJB2** nods to Maryann

**MaryannDu:** yes.

**AmandaNM:** We are doing this in one of my English classes right now

**MaryannDu:** how are you able to tell what misconceptions students have that is hindering their learning? Any tips for us?

**MaryannDu:** nice!

**BJB2:** students often amaze themselves when they realize what they do and don't know

**MaryannDu:** one you are taking or teaching??

**MaryannDu:** lol

**AmandaNM:** It seems like one of my teachers is taking this route

**MaryannDu:** very nice

**MaryannDu:** I feel that it adds depth.

**MaryannDu:** we learn by adding to the conceptual frameworks we have, but if we have never explored them, we really don't know what we have learned

**MaryannDu:** a bit metacognitive!

**DrChristo:** I think we don't take enough time in science to learn what misconceptions they do have before we pile more on them.

**MaryannDu:** I like to have students engaged in the conversation

**MaryannDu:** lol

**DrChristo:** Then we wonder why they don't learn.

**MaryannDu:** I think you are exactly right

**AmandaNM:** yes, being in groups seems to be effective because it allows the students to get outside information and they can add on to what they already know

**MaryannDu:** I do personally believe that depth, and taking the time will pay off in faster learning at some point.

**MaryannDu:** and doing it earlier is better than better

**DrChristo:** Sorry, Maryann. This is very interesting, but I have to head to my office hours. I will explore your links! Thanks.

**DrChristo** left the room.

**MaryannDu:** I also think that in groups, they have to explain and verbalize

**MaryannDu:** bye

**MaryannDu:** so are you in teacher ed Amanda?

**AmandaNM:** it also pushes a student to do a reading because they have to discuss it within group

**MaryannDu:** yes

**AmandaNM:** No I am taking secondary school teaching

**MaryannDu:** ok

**MaryannDu:** how do you like it so far?

**BJB2:** are you planning on teaching ESL, Amanda?

**AmandaNM:** it's great! I have so much to learn.

**AmandaNM:** yes

**MaryannDu:** yes, there is so much out there! I love seeing all the new ideas

**AmandaNM:** it's just hard because I have a newborn baby and juggling it is stressful right now

**MaryannDu:** very!~

**BJB2:** congrats on the baby, Amanda!

**MaryannDu:** are you in school full time?

**AmandaNM:** thank you

**MaryannDu:** yes, that is lovely!

**AmandaNM:** I'm taking 12 hours...I'm not sure if that's considered full

**MaryannDu:** I would think so

**AmandaNM:** I'm so sorry, but my baby's crying. I'll join this room again

**MaryannDu:** ok

**MaryannDu:** have fun and enjoy!

**AmandaNM:** thank you for the little help you gave me today

**BJB2:** take care, Amanda

**MaryannDu:** bye, see you later

**AmandaNM:** bye