

Title of Session: Classroom Assessment

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Room: Classroom Assessment Group

MaryannDu: hello

JessicaSa: Hi Maryann.

SarahSal: Hello

BjB : a reminder if you are new to Tapped In to go to the Actions menu in the top right of the chat and select DETACH

MaryannDu: welcome to classroom assessment

JessicaSa: thank you

MaryannDu: have you been here before?

SarahSal: No, this is my first time. I have explored the site before with my teacher.

JessicaSa: Yes, this is my second time.

MaryannDu: welcome and welcome back!

SarahSal: Thanks

JessicaSa: Thanks

MaryannDu: lets introduce ourselves

MaryannDu: I'll start

MaryannDu: I'm Maryann Durland and I am a program evaluator with strong interest in all forms of assessment

MaryannDu: I started out in teaching and now focus on evaluation and research

BjB : I'm on Tapped In helpdesk and live in Pennsylvania

JessicaSa: Hi my name Jessica. I am intern from the University of Houston. I am currently in a 2nd grade classroom.

MaryannDu: fun

SarahSal: I'm Sarah. I teach 2nd grade in VA and I am also a Master's student who is currently taking an assessment and differentiation class.

MaryannDu: is intern like student teaching?

JessicaSa: Yes

MaryannDu: wow, we have a focus on grade level tonight!

MaryannDu: so does anyone have any questions to start off with? Or ideas they would like to explore

SarahSal: We had a debate in class about summative assessment and how it is meant to be done and then you move on.

MaryannDu: how about talking about assessment with 2nd graders!

JessicaSa: I wanted to learn about different forms of assessments for 2nd grade.

MaryannDu: move on, like once you do it, you don't go back

SarahSal: Yes, was on the disagree side and I'm not sure if it's because in second grade we come back to EVERYTHING

MaryannDu: right

MaryannDu: what you do after an assessment is not based on what it is called - formative or summative

MaryannDu: formative assessments are defined as process related - keeping track as you move forward

SarahSal: But does summative become formative if you use it to change or reteach?

MaryannDu: smaller bites of information, and directly related to instruction

MaryannDu: yes

MaryannDu: summative is designed to capture the end result, and if the end result was not meant, then that means the formative did not pick up on information that would have helped

SarahSal: right, ok.

MaryannDu: so the use of the formative is dependent on the information you get and not on the overall purpose for the assessment

JessicaSa: Maryann thank you for explaining the differences. I was not well informed about the differences.

SarahSal: That's a GREAT way to say it

MaryannDu: thanks

MaryannDu: purpose and assessment construction as to formative and summative should be different

MaryannDu: you would like for the summative to be final, everyone knows what they need to move on, but that may not be so

MaryannDu: I think that if you have very good formative, then the summative should be good

MaryannDu: sometimes the summative - a chapter test for example, is not related to the actual instruction

SarahSal: We are taught to teach with the end in sight. So we basically teach to the assessment. This doesn't always sit well with me.

MaryannDu: no

SarahSal: We look at the county tests and we touch on the things we know they have to pass. It makes things so choppy and sometime not very interesting

MaryannDu: the end in sight should be learning, which occurs through engagement with instructional practices and may be high or low, but there should be a standard

JessicaSa: Is that the correct way to use assessments?

MaryannDu: yes

MaryannDu: no

MaryannDu: there is a very great confusion about structuring learning and the structure of learning to assessment

MaryannDu: true, learning should be designed to help students get to the assessment, but designing instructional practices is more complex than item counting and test content

SarahSal: Yep

MaryannDu: for example, learning a set of basis sight words.

MaryannDu: the end - summative result is that students to third grade should be learning basic sight words every year, and the summative assessment is that they know these words and hopefully the meanings etc

MaryannDu: formative assessment looks at how the teaching of these sight words is done

MaryannDu: and there is no really right way,

MaryannDu: but for example, some teachers have word walls

JessicaSa: Yes, every classroom I [have] been in has a word walls.

MaryannDu: and then you do the rhyming words, and word groups - hope, pope, nope

MaryannDu: etc

MaryannDu: right

MaryannDu: and the spelling builds this also

MaryannDu: so formative assessment is exploring how and how well students do on the sight words - which are generally broken up over two or three years

MaryannDu: the basic 100- 200 words

MaryannDu: if you only test formative on the words - do you know them, that only gives you limited information

MaryannDu: but if you also formatively test or assess (observation of writing, sentences, etc)

MaryannDu: of do students use the words, read them and know the meaning

MaryannDu: then the formative is deeper and you have done more than teach for the assessment that is summative, but you have also gotten students ready to do well

MaryannDu: but if you do not look for the deeper level of meaning, then the students will probably not do well on the summative.,

MaryannDu: and then you have the other issues

MaryannDu: that come in the early grades

MaryannDu: like why do students have so much difficulty reading

MaryannDu: it is more than the sight words

MaryannDu: part of this is scaffolding learning to get to the summative assessment

MaryannDu: any thoughts??

JessicaSa: So it is important to teach students beyond just an assessment.

SarahSal: I completely agree. You have to scaffold to get to everyone and make them all successful

MaryannDu: yes

SarahSal: It's not always the easiest thing to do

MaryannDu: you will get to the objective

MaryannDu: no it isn't

MaryannDu: one reason it isn't is because it really is diagnostic teaching

MaryannDu: thinking about why, and what the student is thinking and then finding a match

SarahSal: and helping make connections.

MaryannDu: that is why I believe that asking students how they did what they did, what were you thinking about reading that sentence, how do you know which word fits that sentence, etc

SarahSal: I have to look at things from their socioeconomic, cultural, age, etc

MaryannDu: yes,

MaryannDu: but I also think that is one of the biggest reasons for having kids talk more

MaryannDu: understand multiple perspectives and so on,

SarahSal: Have you heard of Math Investigations?

MaryannDu: maybe

SarahSal: It's really big on how did you get that? Why did you do it that way? What other ways could we do it? How did you do it?

MaryannDu: I do a lot of math and science evaluations that are based on hands on engaged in learning

MaryannDu: yes

SarahSal: Sometimes I will get a paper with 8 different ways to get the same answer

MaryannDu: I find that this is critical for everything. not a question, like HOW but, wow, explain to me how that is done

MaryannDu: yes

MaryannDu: very exciting

MaryannDu: learning is all about building those relationships and connections in the brain and helping students get rid of the myths, and false information we all have

MaryannDu: and we do that by thinking about things and explaining

MaryannDu: that must be a fun program to teach

SarahSal: It's very controversial

MaryannDu: yes, I bet

MaryannDu: but only by those who really don't get learning

JessicaSa: I think sometimes parent don't

MaryannDu: and how learning takes place

MaryannDu: right

MaryannDu: that is true

MaryannDu: do you bring parents in for demonstrations?

SarahSal: If a student can explain what they are doing and I have a better understanding of what they know. It's the parents that are fighting it. I don't know what is offered to the parents as far as the program.

MaryannDu: when my son was in 5th grade they had to do a science experiment for the class every six weeks

MaryannDu: so he would read and read and read to find things

MaryannDu: like how to stick a pin in a balloon and it won't pop

MaryannDu: and glue from milk

SarahSal: neat. I bet it has stuck with him too

MaryannDu: and those seascapes with oil and water. I had a hundred of those as he experimented with every jar in the house

MaryannDu: yes

MaryannDu: I would really get parents involved. send home the objective for the lesson and a small paragraph of what is to be learned. one sentence

MaryannDu: then a couple of ideas of what it means, and how you know if a student has learned the information

SarahSal: The program offers letters and a book that we send home but it is not a traditional math so they don't always get it

MaryannDu: very cute, very short

MaryannDu: I would send it yourself

MaryannDu: this is one of the issues

MaryannDu: schools don't always use the great materials that are there

MaryannDu: and send one or two examples of how something is the same.

MaryannDu: like measuring

MaryannDu: in the past we did this, now we do this and here is how it helps your child learn

SarahSal: Yea

MaryannDu: I believe very strongly in getting parents on board

MaryannDu: calling, website, small notes

SarahSal: My parents are all in it with me. But I can't speak for the county

MaryannDu: and helping them make the connections

MaryannDu: what to look for

MaryannDu: great

MaryannDu: yes, throughout the country, they are not always brought in

MaryannDu: is the math and science integrated?

SarahSal: No

MaryannDu: do you have two programs?> or just the math?

SarahSal: we do 2 quarters of science and 2 quarters of ss

MaryannDu: ok

SarahSal: we don't really do much with science and ss... math and reading are huge

MaryannDu: right

MaryannDu: when I first taught I was able to integrate all subjects all the time

MaryannDu: in what ever way I wanted

SarahSal: I bring ss and science into my reading centers

MaryannDu: which was fantastic

MaryannDu: yes

MaryannDu: we were very supported to do what would help the kids learn

MaryannDu: we did team teaching as we needed

MaryannDu: regrouping

MaryannDu: between classrooms

MaryannDu: etc

SarahSal: I'm curious what forms of assessment you use in 2nd grade Jessica. New ideas...

MaryannDu: do you have to have so many assessments for grades? and what can you

use?

SarahSal: we have to have 2 grades a week anything we want really

MaryannDu: that is not much.

JessicaSa: I started just in the class two days of ago. So I have not had the chance to see much

MaryannDu: right

MaryannDu: I used to have multiple grades a day

SarahSal: I do

SarahSal: 2 grades in each subject a day

MaryannDu: sort of a running record and gradebook combined

SarahSal: a week I mean

MaryannDu: right

MaryannDu: so that I could see a pattern; some were grades, some were plus and minus, so I could look for patterns, and overall how well a student was doing. and some were things like points

MaryannDu: so over a week, I could see who was going down overall, on track, doing really well, and maybe needed more etc

SarahSal: But assessment is more than grades...

MaryannDu: oh yes,

MaryannDu: but I mean for the part that was for a grade

SarahSal: yea.... I can get a lot from thumbs up thumbs down

MaryannDu: yes

MaryannDu: and sometimes I would record that, in terms of a plus minus - for myself or to see who needed help

SarahSal: that's a good idea

MaryannDu: like at the end of the day, I would go back and see that this was well

learned

MaryannDu: and do the pluses so that I could see to keep moving on, or if one student needed help

MaryannDu: easy to do,

MaryannDu: and gives a lot of information

SarahSal: As a first year teacher I need easy. :)

MaryannDu: lol

MaryannDu: and I always liked to be able to keep track in an easy manner,

MaryannDu: I have even kept charts that the students filled in with stars or colored the spaces

MaryannDu: like really detailed out a lesson, put each part of a lesson on the title, and then let them do the rest

MaryannDu: like writing a paragraph

MaryannDu: what is the main idea

MaryannDu: do you have three or more sentences

MaryannDu: is your punctuation perfect

MaryannDu: so if I am reading as they are doing over a week, they can put the mark on when I say they are ready

MaryannDu: and it helps to break down the tasks instead of everything at once

MaryannDu: of course if it were not for spell check, I would never write

MaryannDu: lolol

MaryannDu: and then I see a pattern, that by wed everyone is confused about details

MaryannDu: so I teach that, we talk about it, and then we move forward

MaryannDu: and I haven't done any grading, only work with students individually

SarahSal: yea

MaryannDu: lol

SarahSal smiles

MaryannDu: I think it also helps students realize that learning is a process, not you get it all at once in some stroke of light

MaryannDu: it builds

MaryannDu: you do many things at once,

MaryannDu: so they then see how leaning is broken down into many pieces, some they get right away, but it also helps to see where the catches are for some kids,

MaryannDu: ok.

MaryannDu: thanks for being here Sarah

SarahSal: Thanks!

MaryannDu: I love talking about assessment

MaryannDu: lolol

BjB : thank you, Maryann!

SarahSal: Thanks!

MaryannDu: bye have a good week, Sarah!

BjB : see you next month.

MaryannDu: ok

BjB hugs bye