

Title of Session: Classroom Assessment

Moderator: Maryann Durland

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Room: Classroom Assessment Group

JeffC joined the room.

MaryannDu: hi

BJB2 waves hi to Jeff

JeffC waves

BJB2: I liked your reminder, Maryann....

MaryannDu: kind of quiet!

MaryannDu: thanks!

BJB2: I used it in my twitter post reminding people about your session

MaryannDu: I hope to step this up in the fall

MaryannDu: ok cool

JeffC: our district went to a "proficiency" form of assessment where students had to pass certain standards for grades..... my son flunked algebra 2 last quarter because of it.

MaryannDu: I will have to follow you!

MaryannDu: wow

JeffC: have you heard anything about this style of assessment, Maryann?

BJB2 . o O (username tappedinorg)

MaryannDu: some.

MaryannDu: there are a lot of different versions out there.

MaryannDu: some are created by a computer program aligned to standards

MaryannDu: and just generate test after test

MaryannA joined the room.

BJB2: do you feel your son 'flunked' because he wasn't proficient or the test wasn't proficient?

JeffC: I suppose... well... yeah... I think it's something aligned to standards... something else I hate. btw... I saw something on a listserv today about how 47 states are trying to align state standards with each other.

MaryannDu: right

MaryannA: Hi

MaryannDu: lol

JeffC: I think "proficiency assessment" isn't proficient.

MaryannDu: right

JeffC . o O (there sure is a plethora of Maryann's around here!)

MaryannDu: yes!

MaryannDu: I was getting confused too!

MaryannDu: lol

BJB2: Hi, Maryann A! Thanks, Jeff, for pointing that out ;-)

MaryannA: Maryann is a good name.

MaryannDu: all of the states have standards and all of them are very similar, in that how different can you get on $2 + 2$

BJB2: welcome to the discussion, Maryann A. Have you participated in the classroom assessment discussions before?

MaryannA: no

MaryannDu: welcome

MaryannA: Thanks,

MaryannDu: I'm in WV and do independent consulting on program evaluation and have an interest in classroom assessment

MaryannA: I think the move by the 48 states to align standards is a move toward national standards

MaryannDu: yes.

MaryannDu: I think so too.

BJB2: do you think this is a good thing or a bad thing?

MaryannDu: I think it is both

MaryannDu: it is a good thing in that all the standards are very similar. the differences are in the details and how well they are constructed and how clear they are and the levels like substandards and what the assumptions are about readiness.

MaryannA: Here is a quote from the Iowa DE website: Iowa has joined the Common Core State Standards Initiative, a state-led process to develop common English-language arts and mathematics standards. The Common Core State Standards Initiative will be jointly led by the NGA Center for Best Practices (NGA Center) and the Council of Chief State School Officers (CCSSO).

MaryannDu: so in a sense, one good set would be very good. and standards are minimum

MaryannDu: yes, the csso is very proactive in this.

MaryannDu: but the bad thing is the response to standards

MaryannDu: standards are a guide

MaryannDu: minimum

MaryannDu: when they are the only guide then that is bad

MaryannA: I would assume that this would mean that a student anywhere in the country could count on the same education

MaryannDu: well, it would be nice to think that.

MaryannDu: but I think that it is in the application that makes the difference

MaryannA: It is a first step

MaryannDu: one school district may use them as they are, a minimum benchmark and another will use them as the highest level

MaryannDu: yes, it is a first step to get one good set

JeffC: I really question how uniformity (conformity) of education is a good thing.

MaryannDu: not uniformity in terms of lockstep, but consistency of what is the minimum and moving from that

MaryannA: It is a good thing when all the students in this country can count on a quality education, common content.

MaryannDu: for example. I tested schools in Iowa on a math test for a textbook implementation study

MaryannDu: yes, that would be good

MaryannA: Now it depends on where you live as to what kind of education you get.

MaryannDu: and we found that the teachers taught at the lowest level of the book, which we could tell by doing an extensive item analysis of the test, which was aligned to a format like standards

MaryannDu: and guess what? Iowa uses the Iowa basic skills test, which is geared to lower levels of standards

MaryannDu: so the kids are high on the scores, in general. but the test is a low standard aligned test

MaryannDu: if that makes sense

MaryannDu: so they look good, on a test. but not in reality of content learned

MaryannDu: I think we have to start thinking also of minimum and more.

MaryannDu: and never talk about minimum without talking about excelling

MaryannDu: also

MaryannDu: where you live and even what teacher you get in a school makes a difference

MaryannA: when was this, Iowa has made a lot of changes in the last couple of years, of course it takes a while to make a difference

MaryannDu: about two years ago, maybe three

MaryannDu: right, they had a lot to do to get to the standards, etc.

MaryannDu: what brings you to classroom assessment?

MaryannDu: we have a quiet night tonight!

MaryannDu: with the end of school and all.

MaryannDu: Jeff, one thing I would be interested in, is the match between the proficiency test and the content of the class.

MaryannDu: both in terms of content, and in terms of skills.

MaryannA: I was looking for information on formative assessment.

MaryannDu: cool

MaryannDu: like in developing tests? etc

MaryannA: checking for understanding ideas at the end of a lesson, class etc

MaryannDu: ok. are you looking for ideas for assessment items or for ways to do that?

MaryannA: ways

MaryannDu: I'm curious if you searched and we popped up or you looked while on this site?

MaryannA: I have been a member and a fan of this resource for years and check now and again on the conversation. If I have time and interest I participate

BJB2 . o O (Maryann A has been a member of TI for a LONG time!)

MaryannDu: nice.

MaryannDu: thank you for stopping in here!

MaryannA: Formative assessment is a big topic in Iowa now.

MaryannDu: right

MaryannA: It is part of the Iowa Core Curriculum

MaryannDu: is the formative paired with documenting the assessment?

MaryannA: Margaret Heritage is doing some work with the DE

MaryannDu: ok

MaryannDu: in helping them develop the framework for doing this?

MaryannA: yes

MaryannDu: very interesting.

MaryannDu: I am a strong believer in formative assessment, because I started teaching in experimental programs that were totally individualized and diagnostic in the sense that teaching was very interactive and formative assessment all along

MaryannA: Excellent

MaryannDu: so to me, the connection between formative assessment and instructional practices is a very strong bond

MaryannA: absolutely

MaryannDu: I think that it requires both a lot of information on types of assessments but also on task analysis to help drill down to specifics

MaryannDu: I think one of the best people who has written a lot about assessment at very detailed and specific levels is Anthony Nitko. He is retired now, but his texts are excellent

MaryannA: Thanks, I am new to this

MaryannDu: he really shows the connection between learning objectives and the link to assessment

MaryannA: I am googling him as we chat

MaryannDu: in one of his books he goes over all kinds of items, and other ways to assess, but in doing that he really shows what good questions or items are and how they can be at really high levels of thinking.

MaryannDu: I may have something here that was developed by him. let me look at the files.

MaryannA: Thanks

MaryannDu: he makes you think about how you are asking questions to get the information about the level of learning that you want to see.

MaryannA: The last book listed is: Assessment and grading in the classroom in 07

MaryannDu: might be. I have one from before that but I think it is the same title

MaryannA: Google says he is on facebook

MaryannDu: I have to go find him

MaryannDu: lol

MaryannDu: he is really good

MaryannDu: and very nice

MaryannA: gotta love technology

MaryannDu: there are a couple of files here. The one on item rubrics was developed from his book and from Popham's book

MaryannDu: yes!

MaryannDu: on then other things are from the web!

MaryannA: Thanks for the heads up on Anthony

MaryannA: Are the files in the office

MaryannDu: should be on the left side, of this room

MaryannA: ok, thanks, I will look for them.

MaryannDu: it is hard I think to find things on the web.

MaryannA: Thanks for all of the information and the good discussion

MaryannDu: there just doesn't seem to be much that is really good, except for consultants and books to buy, but not a lot of good websites to track down

BJB2: join us again, Maryann A on July 9

MaryannDu: no problem

MaryannA: The web has a lot of info sometimes it is hard to find what you want

MaryannDu: thanks for visiting

MaryannDu: yes,

BJB2 thinks Maryann Du should invite Anthony as a guest speaker ;-)

MaryannA: See you then

MaryannDu: lol

MaryannDu: maybe

MaryannDu: lol

MaryannA: Invite him on Facebook

MaryannDu: yes, I definitely will

MaryannA: Bye

MaryannDu: bye

BJB2: Thanks, Maryann Du. Always lovely to see you again!