

Title of Session: Classroom Assessment

Moderator: Maryann Durland

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Room: Classroom Assessment

BJB2: This is Linda's first TI discussion

MaryannDu: yeah!!!

MaryannDu: welcome

LindaJM: yes I'm the newbie

LindaJM: thank you

MaryannDu: no problem

BJB2: Maryann is inspirational, Linda!

MaryannDu: oh, thank you...

BJB2: in case you haven't taken any tours, you might want to go to the Actions menu in the top right of your chat and select Larger Text

LindaJM: confused again

SelinaSa joined the room.

BJB2: when you detach the chat, Linda, it makes it much easier to read the scrolling text

BJB2 waves hi to Selina

LindaJM: oh ok I see

BJB2: I'm going to announce. Linda and Selina, please ignore what I say...

SelinaSa: ok

LindaJM: ok

ShayneTr joined the room.

BJB2 waves hi to Shayne!

MaryannDu: hi

ShayneTr waves

DoloresG joined the room.

BJB2: Dolores! Hi!

DoloresG: Hello, everyone

BJB2: Wait another minute, Maryann, and then you can get started

MaryannDu: hi

MaryannDu: ok

SelinaSa: hi everybody:)

BJB2: a reminder to those who are new to Tapped In to go to the Actions menu in the top right of the chat and select DETACH

JeffC joined the room.

BJB2 waves hi to Jeff

JeffC waves

MaryannDu: hi and waving

ShayneTr . o O (I'm getting sea-sick from all the waves!)

MaryannDu: lol

JeffC passes the Dramamine to Shayne

ShayneTr: Thanks!

BJB2: We usually start Tapped In discussions with introductions. Would you like to do that, Maryann?

MaryannDu: ok I will start

MaryannDu: I'm an evaluator in WV

MaryannDu: left Chicago about a year ago

MaryannDu: and I have a real interest in classroom assessment

DoloresG: Computer teacher K-8, St. Louis - Pt conferences are tonight, but hardly anyone comes to the computer Lab so I can be "here"

BJB2 . o O (interest in Maryann's case = PASSION!)

MaryannDu: lol

MaryannDu: yes, that is true

ShayneTr: Teacher in Toronto - visual art and computer literacy

MaryannDu: ok

BJB2: I'm on Tapped In helpdesk and am located in Pennsylvania

LindaJM: still in school, soon to be certified in teaching EC-6, San Antonio TEXAS

MaryannDu: ok. were you here before Linda?

LindaJM: No first time

MaryannDu: ok

SelinaSa: well I am a student at Texas A&M Kingsville

JeffC is also on TI Helpdesk and in Forest Grove Oregon.

LindaJM: I am going to A&M in San Antonio which used to be an annex of Kingsville

MaryannDu: last month I had two students from near San.

MaryannDu: so does anyone have any questions about classroom assessment?

MaryannDu: or anything to share?

JeffC: what do you know about and what are your opinions on "grading by proficiency?"

DoloresG: We are doing a lot of diversified instruction in my school.

JeffC: my oldest's high school went to it last year... personally... I hate it.

MaryannDu: ok

SelinaSa: why do you hate it?

MaryannDu: what does that mean?

DoloresG: You adjust what you have the student do based on their ability

JeffC: it basically means that students have to meet proficiency standards... and if they don't meet them at progress report time... they come home with straight F's... which means parents can't really tell if it's a "real" F or a "proficiency F"

MaryannDu: oh my

MaryannDu: yes, differentiated instruction is good

JeffC: it's more trend nonsense that apparently the state of Oregon has adopted to align to NCLB standards... something like that anyway.

MaryannDu: but grading on proficiency standards is very bad

JeffC: ok... please tell Oregon that

SelinaSa: yeah grading on proficiency is bad

MaryannDu: standards are really not created to "test" a student. they were originally designed to "assess" a school or district

MaryannDu: lol

MaryannDu: wow, that means that there is no real curriculum to guide instruction, on a test

JeffC: grading in general sux... you'd think that in the 21st century districts would be more in tune with "authentic assessment" and electronic portfolios... but politics swings atavistically to the past it seems.

MaryannDu: now, knowing how to assess and adjust teaching is different

SelinaSa: I think teaching is different every where

MaryannDu: most teachers don't know how to do authentic assessment. or the portfolios. that means you have to really know the task and all the details and to know where kids fit on the continuum

SelinaSa: and the standards as well

MaryannDu: yes, and no

MaryannDu: there are a lot of patterns out there that can be identified

MaryannDu: across a lot of locations

MaryannDu: even though there are very distinct differences between

MaryannDu: and it also depends on how well and how much data you get from the state test

MaryannDu: and how you know how to analyze it for patterns

MaryannDu: for example on a state test,

MaryannDu: maybe on one item aligned to standard xxx, only 36% of students have mastery

MaryannDu: so some places will take that as the base line of information

MaryannDu: but it is not

MaryannDu: that only gives you one piece of information and you have to take many pieces to figure out what the pattern is

SelinaSa: so why would they get it like that

MaryannDu: well, they get a summary report and the raw data and they have to figure it out.

SelinaSa: oh ok good to know

MaryannDu: some districts or schools do that for teachers or departments etc. but many do not know how to do this because it is a statistical area and that is not what people know

LindaJM: so if classroom assessment isn't really about tests and grades, what knowledge is gained from state tests scores

MaryannDu: the three things are totally different. Classroom assessment is one thing, tests and grades is 2 and state test scores is 3

MaryannDu: they all have a different purpose

LindaJM: oh I see

MaryannDu: classroom assessments are for information for instructional decisions.

SelinaSa: oh ok so what exactly is classroom assessments?

MaryannDu: and classroom assessments can be formal, or informal, continuous, or one time

SelinaSa: I see thanks

MaryannDu: classroom assessments are all the tools and methods that teachers use to help them place instructional practices.

LindaJM: it's more about understanding your students' learning and to improve your teaching right ?

MaryannDu: yes

MaryannDu: exactly

SelinaSa: like when they do hands on activities

MaryannDu: and sometimes an assessment might be to determine summative learning, could still be hands on or a test that is written. and used for a grade

MaryannDu: yes, hands on can be an assessment

MaryannDu: assessment works if teachers really know the learning to take place

SelinaSa: so mainly everything that a teacher does is a classroom assessment

MaryannDu: so that assessment informs all the time

MaryannDu: kind of

MaryannDu: I define the teaching learning relationship as a conversation

MaryannDu: so if you are in the conversation, you might be explaining, listening, or assessing

MaryannDu: gathering information

SelinaSa: oh ok now I understand what it is

ShayneTr: Students seem to expect everything to have a mark. They are always surprised when I say it so I can see how they (for example) do research on the internet (I gave them an internet treasure hunt).

LindaJM: like an analysis

MaryannDu: interesting.

MaryannDu: yes. but then students are conditioned to have a mark

MaryannDu: do you use a rubric when they do the internet?

MaryannDu: that is a form of assessment

ShayneTr: Not for the internet treasure hunt. I will give them a quiz later on in which I will ask a few questions about research.

MaryannDu: ok

ShayneTr: This was for me to "adjust my teaching."

MaryannDu: so when they were doing it, did they see a connection between the task and what they were to learn?

MaryannDu: how so?

SelinaSa: our professor always gives us rubric

ShayneTr: Yes. I had given them some advice on how to research.

MaryannDu: ok

MaryannDu: and then you had them do the research?

ShayneTr: Some of them take at face value what they find. Others weren't making use of quotes, the minus sign, etc.

MaryannDu: ok

MaryannDu: so it was a learning situation when they were doing it

ShayneTr: Yes. But also for me to see if they could apply what I had taught. Now I can fine-tune it.

MaryannDu: and your observations about what they were doing helps to know what to point out as you are teaching

MaryannDu: right

MaryannDu: that was assessment

ShayneTr nods

MaryannDu: super cool

LindaJM: I think rubrics are good for students because they know exactly what is to be expected with their final product

ShayneTr: Yes. And you can use them to justify marks!

MaryannDu: yes, and they can give them the steps, what makes one level different from another level on the rubric. what makes a product excellent.

MaryannDu: yes

DoloresG: I like to use rubrics with my older students as they appreciate knowing what will get them an A

SelinaSa: yea I think rubrics are good because when or professor gives it to us I understand more what I'm doing

MaryannDu: yes

MaryannDu: and the more they reach the a, the better you can up the standards!!!! higher expectations.

MaryannDu: any more examples of assessment in action.

MaryannDu: in the diversified school, do they create groups of classes based on the assessment, or it is more for grading?

SelinaSa: no I don't have any more examples of assessment

MaryannDu: lol

MaryannDu: any questions about assessment?

DoloresG: we do with the older students

MaryannDu: there is so much.... kinds of assessments, kinds of forced choice items, etc

MaryannDu: with the older students, they form groups?

LindaJM: I'm just wondering if there is really opportunities for teachers to do this when there is so much emphasis on students passing the state test, in Texas its called TAKS

MaryannDu: yes.

SelinaSa: yeah I think that's how older student do a better job because I am a student I prefer working n groups

DoloresG: I do not really do this in computer Lab, but based on test scores, students are grouped for math and science

MaryannDu: ok

MaryannDu: yes, teachers can use proven teaching and learning strategies, even when they say they are teaching to the test

MaryannDu: first, you have to know what to teach, and that means really understanding what is missing for a group of students - like what is it that is missing in our curriculum,, or the order of teaching something. or in what grade it is taught. etc

MaryannDu: second. teaching a standard is not the same as teaching content. a standard is representative of a point of information, and is a sample of information contained in that cluster of content.

MaryannDu: so it is the content around the standard that should be the focus. all this can be done. if someone chooses to do it

MaryannDu: addressing the information provided by the state test, or any other test, does not mean limiting teaching to an item.

MaryannDu: for example. if you are a good cook, and I want to assess you. I should be able to give you a recipe and you can make what it is

LindaJM: yea I guess it just seems that way cause it's all you hear about sometimes

MaryannDu: yes

MaryannDu: that is true

LindaJM: that's true

MaryannDu: so on your test, you don't know how to whisk the egg for an omelet

SelinaSa: but I know that back in my high school they just teach stuff that was going to be on the state test

MaryannDu: and you don't know how to turn the omelet

SelinaSa: that was their main focus

MaryannDu: etc.

LindaJM: lol I'm not a good cook then

MaryannDu: yes

MaryannDu: lol

LindaJM: but now you would know what I'm lacking

MaryannDu: so you have 5 items on cooking, and you miss the whisking one and the turning one

MaryannDu: so on this assessment, which is a performance assessment you know exactly what to fix, what to learn

MaryannDu: but state tests are samples

MaryannDu: and not all performance is included on the test.

LindaJM: so it seems like the challenge would be helping every student in the classroom

ShayneTr: But that cooking example was a test, wasn't it? So the mark goes down in the marking book. Then you can reteach turning an omelet and retest?

MaryannDu: on the state test, you have a standard that represents content, and one item (or more, etc) but it is a sample. So if you miss adding $56 + 11$

MaryannDu: why do you miss it?

MaryannDu: do you not know how to carry

MaryannDu: is the number format confusing

MaryannDu: do you subtract instead of add?

LindaJM: it could be either reason

MaryannDu: yes

LindaJM: maybe you are just not a good test taker

MaryannDu: so the fact that you missed that item means you have to go back to the content, all the reasons and see why, and you have to do this in context of everything else. at the same time,. and you may find out that this was just a stupid mistake

MaryannDu: by looking at all the data, and realizing that the student knew everything to do it, but didn't.

SelinaSa: I know that lots of student can do good in class but when it comes to taking test they blank out

MaryannDu: so I might have some lessons on the many formats that kids do one day

LindaJM: so true

MaryannDu: well, we do put a lot of pressure on them

LindaJM: last semester I observed a third grade class, and it was really sad because you had kids who knew how to pass a test but then couldn't explain how they got the right answer

SelinaSa: I don't think teacher put a lot of pressure on students when it comes to test

MaryannDu: and unless it is a really bad psychological issue, they should do well enough. Some people really do well, and some don't but there are techniques for test taking. That is what we should provide to kids.

MaryannDu: right

MaryannDu: wow that is hard, because all that they will learn will be based on nothing.

LindaJM: yup they just learn how to guess the right answer

MaryannDu: part of it is that we have to focus on learning.

MaryannDu: building a learning community and that assessment is information

MaryannDu: kids didn't build the environment we have now, adults did

MaryannDu: adults said that things had to be a certain way, not the kids

MaryannDu: so to change schools and learning, we have to change the adults.

SelinaSa: yes I do agree with you Maryann

MaryannDu: lol. Thank you. I am totally a child advocate

MaryannDu: school is not the place where teachers go to work

SelinaSa: yes by changing the adults the children will be different

MaryannDu: schools is the learning environment for learners

MaryannDu: yes

LindaJM: man I wish you had been around in my childhood, I had teachers that had no business being teachers

MaryannDu: I probably was, but not where you were!@!!!

LindaJM: lol

ShayneTr: I can see that in my art classroom -- it's sort of an open studio even when we don't have class and kids are coming in to paint, etc. but in a traditional classroom, I am not sure how to make them more involved in planning their learning, if that's what you mean... ?

MaryannDu: yes, education had been bad for several years.

MaryannDu: yes

SelinaSa: yes I had those kind of teachers also I don't know why they get that career if they don't like to help the children

MaryannDu: I don't know either

MaryannDu: but I think that is a good question

MaryannDu: you can build a learning environment in any classroom. you have to think about the purpose for the space and develop and be creative

SelinaSa: I am actually writing a paper for my English class about how teachers should change their habits

MaryannDu: like now, we have desks and rows so that teachers can see everyone and everyone can be looking at the teacher

MaryannDu: very nice

MaryannDu: do you have any ideas for us yet!!!!???

MaryannDu: I also think that we all have to be more involved in the schools. even when they don't want us as parents.

SelinaSa: I'm barely going to start on my paper so I'm still trying to put all my ideas together

LindaJM: i think teachers should take a vested interest in their students

MaryannDu: at some point we have to get back to the fact that schools have our children - not to do what they want, and ignore how we would treat our children, but to treat our children with respect

MaryannDu: I bet it will be a good paper!

BJB2 checks the clock on the wall

SelinaSa: yes hopefully I do good thank you

MaryannDu: yes, I agree about the vested interest. in a way that is what accountability is all about - if you don't get your students up to a standard then you are fired.

MaryannDu: but it is the way we are going about it.

BJB2: The next Classroom Assessment will be on December 10

MaryannDu: wow. time goes so fast

LindaJM: I agree

MaryannDu: thank you all for coming tonight

BJB2: I hope you can come back and let us know about your paper, Selina

SelinaSa: ok well I got to go nice talking to all of y'all

MaryannDu: I always enjoy hearing what students and teachers are doing

SelinaSa: yes I sure will get back on

MaryannDu: ok

BJB2: Thanks, Maryann...always inspirational

ShayneTr: Thank you Maryann

DoloresG: Thank you, Maryann, I have many things I will reflect on after I get the transcript for this session

LindaJM: Thank you!

MaryannDu: good

MaryannDu: yes, there is always so much to follow up on~!

MaryannDu: thanks BJ