

**Title of Session:** Classroom Assessment - PBL

**Moderator:** Maryann Durland

**Title of File:** 20100211assessmentPBL

**Date:** February 11, 2010

Room: Classroom Assessment Group

**BJB2:** Maryann should be here shortly

**PhylisC:** thanks

**TonyahJ:** ok

**BJB2** hopes Maryann isn't stuck in a snowdrift somewhere!

**PhylisC:** Oh dear hope not

**TonyahJ:** I hope not

**BJB2:** one problem we do have to be concerned with is that Maryann may not have electricity

**PhylisC:** I was thinking that....she is from Illinois

**BJB2:** if she isn't here in a few minutes, I'll lead the discussion with your help

**PhylisC:** okay great

**PhylisC:** thanks

**TonyahJ:** ok

**PhylisC:** I suppose we will need to get background information about you since that is part of our assignment

**PhylisC:** if you are going to lead

**BJB2:** I showed you how to ID me...can you get that info from there?

**PhylisC:** yes

**PhylisC:** that will work

**TonyahJ:** I can also

**MiaK:** got it

**PhylisC:** we can use the information from her page about the description of classroom assessment

**BJB2:** yes, good idea

**MiaK:** what type of class assessments will we discuss?

**BJB2:** Maryann covers different types of assessments. What kind are you using in your classrooms?

**PhylisC:** I am a technology facilitator and am not in a classroom actually

**TonyahJ:** I am not either!

**PhylisC:** My school is all project based learning

**MaryannDu** joined the room.

**MiaK:** I am not a classroom teacher, but I would like to know more about new tech assessment in order to collaborate with teachers

**BJB2:** btw, for those of you new to Tapped In, you can go to the Actions menu in the top right of your screen and select DETACH

**MaryannDu:** wow. I have been lost

**BJB2** breathes a DEEP sigh of relief!

**TonyahJ:** Hello

**PhylisC:** hello there Maryann

**BJB2** hugs Maryann warmly

**MaryannDu:** I didn't have a chat box and have been just searching and searching

**MaryannDu:** hi Phylis

**MaryannDu:** couldn't get to anyone!

**PhylisC:** I do not feel so bad about getting lost on here

**PhylisC:** lol

**MiaK:** glad u made it

**MaryannDu:** thank you BJB for being here

**BJB2:** let's introduce ourselves to Maryann, please.

**MaryannDu:** thanks

**BJB2:** Tell her where you are located and what you do

**MaryannDu:** hello everyone

**PhylisC:** I am from Bogalusa, LA and this is my second year as a technology facilitator and am enrolled in an EIT online course

**MaryannDu:** oh I have been there!

**TonyahJ:** I am Tonyah Jefferson. I am located in Bogalusa, La and I am the Tech Facilitator at Northside Tech Middle

**MaryannDu:** I lived in LA for many many years!

**PhylisC:** a small world

**MaryannDu:** yes

**MiaK:** I am an employee with the Bogalusa City School System, and a Tech Facilitator for two elementary schools

**PhylisC:** Tonyah and I are both in our 5th month of a new learning environment in our school system.....Project Based Learning

**MaryannDu:** I am in WV

**MaryannDu:** exciting

**MaryannDu:** so what brings everyone to classroom assessment

**MaryannDu:** I love project based learning!

**PhylisC:** I want to learn more about assessments that can be used in our new world of Project Based learning

**PhylisC:** to assist my teachers

**MaryannDu:** are you working with teachers to do project based learning?

**TonyahJ:** We had to join a group for our EIT class and wanted to learn about Classroom Assessment

**PhylisC:** It is marvelous....a lot of work at first....being our first year

**MaryannDu:** lol

**MaryannDu:** yes

**PhylisC:** yes

**MaryannDu:** nice

**MaryannDu:** where are you in school?

**MiaK:** this class caught my eye

**MaryannDu:** good

**PhylisC:** State Dept. of Education....online course

**MaryannDu:** nice

**PhylisC:** we three are in our 5th week of the EIT1 course

**MaryannDu:** so you are working to implement project based learning with teachers, and I would assume through technology resources

**MaryannDu:** ok

**PhylisC:** yes, exactly

**TonyahJ:** yes

**MaryannDu:** what has been the biggest questions that teachers have had about the process

**MiaK:** my school does not work with PB learning

**MaryannDu:** ok

**MiaK:** Pre-K through 4th for me

**MaryannDu:** ok

**MaryannDu:** good

**PhylisC:** I am in the high school level, 9-12

**MaryannDu:** what are your biggest questions?

**MaryannDu:** ok

**TonyahJ:** I am in the middle school

**MaryannDu:** big range but the principles still apply

**PhylisC:** the biggest questions my teachers are asking is how to properly assess their presentations

**MaryannDu:** right

**TonyahJ:** I am in that same boat

**MaryannDu:** do they mean the students presentations? created from projects?

**PhylisC:** work ethics, content, technology,

**MaryannDu:** right

**PhylisC:** yes the student presentations

**TonyahJ:** that's right

**PhylisC:** yes from projects

**BJB2** wonders if rubrics are too simplistic an answer?

**MiaK:** Although I am not at a PB school, my daughter is at a PB learning school; therefore, I would like the info as well

**MaryannDu:** well, the first thing is what are the objectives of the project or lesson. I do what Wiggins calls backward mapping

**PhylisC:** they do use rubrics

**TonyahJ:** we use rubrics

**MaryannDu:** right, but often the rubrics are not aligned to the objectives

**MiaK:** explain, please

**PhylisC:** that is interesting.....Wiggins ....backward mapping

**TonyahJ:** right

**MiaK:** explain backwards mapping, please

**MaryannDu:** objectives first, assessment, then instructional practices and learning activities next then implementation

**MaryannDu:** so, for one project there are many objectives. such as writing standards to meet, maybe cause and effect, main idea

**PhylisC:** our teachers introduce with a posing question after discussing the project and then expectations

**PhylisC:** yes all of those

**TonyahJ:** we have a driving question

**MaryannDu:** and the project is one way to learn these skills and materials

**MaryannDu:** right

**PhylisC:** right on driving question

**PhylisC:** yes

**MaryannDu:** but usually the driving question is complex

**MaryannDu:** not just one thing

**PhylisC:** true

**TonyahJ:** right

**PhylisC:** I find that confuses the students at times because it is too complex

**MaryannDu:** in backward mapping you are looking at all the pieces, and many even assess each objective

**PhylisC:** and they are not clear on the expectations

**MiaK:** students work better when things are simple

**PhylisC:** yes indeed

**TonyahJ:** ok that makes sense

**MaryannDu:** yes, there are many things at play here. one the teachers are not clear

about expectations, and the end results in terms of learning. and students are not familiar with complexity

**PhylisC:** I find that to be so true and explain especially to one of the teachers that I feel the introduction and driving question is too complex

**MaryannDu:** students can do the complex things, but they have to be structured to learn to get there. We have had many years of simplicity and the kids are there

**PhylisC:** because students say over and over that they do not understand what they are to do

**TonyahJ:** any suggestions around this?

**MaryannDu:** right

**MaryannDu:** right

**MaryannDu:** I get that all the time too

**MaryannDu:** first you have to be clear yourself

**PhylisC:** well as I say we are only in our 5th month and many students are where they are expected to be at this time

**MaryannDu:** and then you have to be very willing to work through it

**MaryannDu:** yes

**MaryannDu:** you are early in the process

**PhylisC:** but then I find too that the students that are not adjusting to PBL are still wanting to be hand fed

**MaryannDu:** yes, but you have to keep after it

**MaryannDu:** I get that all the time. "I don't get it, what am I suppose to do... etc"

**PhylisC:** oh yes and those students need to have the process broken down easier for them until they get it



**MaryannDu:** part of it is also going through it with them, so that they get the feel for it.

**MaryannDu:** not telling, but doing

**PhylisC:** I agree

**MaryannDu:** showing and labeling

**PhylisC:** exactly

**MiaK:** How can the process be broken down without actually doing the work for them?

**MaryannDu:** like in think alouds

**MiaK:** brainstorming?

**MaryannDu:** well, you have to be very specific and do things in order

**PhylisC:** because of different learners....visual and audio

**MaryannDu:** for example I am teaching a class now, and the first thing I do, is do what I want them to do.

**MaryannDu:** the differentiation comes next

**PhylisC:** we are trying that approach more for those who are showing difficulties....brainstorming

**MaryannDu:** teachers are brainstorming?

**PhylisC:** no the students

**MaryannDu:** and the students are having trouble brainstorming?

**PhylisC:** well not really....there are those who still want others to think for them

**TonyahJ:** Our students have a problem with trying to get to the final product

**MaryannDu:** one issue is that the teacher has to really know that they want the students to do and how they will do it, and what it looks like in detail

**PhylisC:** that is true and I think that is the level where ours are really at.....

**MiaK:** I agree

**MaryannDu:** anticipating issues that students will have

**PhylisC:** examples

**MaryannDu:** yes

**PhylisC:** of their expectations and the final product

**MaryannDu:** in the planning, this is part of the details

**MiaK:** they can visualize better with examples

**MaryannDu:** yes

**MaryannDu:** if teachers really know the project and how to work through all the issues, the students usually do better. It is really structuring the lessons, and being ready for everything

**MaryannDu:** for example. in project based learning

**MaryannDu:** the outcome is a project

**PhylisC:** right

**TonyahJ:** right

**MaryannDu:** so the first discussions I would have are about what is a project

**MaryannDu:** what does it look like

**MaryannDu:** could look like

**MiaK:** exactly

**MaryannDu:** what you can do and not do

**PhylisC:** we have some really great presentations and they follow the rubrics and complete each expectation then we have some students who just do to get by

**MaryannDu:** right, but that is with every student

**MiaK:** when the pupils complete science projects, they are given explicit directions, and they understand

**PhylisC:** and then expect to receive the same levels of grades

**MaryannDu:** that is why you have the rubric and not just about spelling and typing but about content and students clearly know what is at each level

**MaryannDu:** too often the rubrics are way too broad and not applicable to the content

**TonyahJ:** right

**PhylisC:** That is what I am finding

**MaryannDu:** like it is neat, all words are spelled correctly, each slide is numbered

**MaryannDu:** that is not a content rubric, that is a rubric for how to do a specific kind of project

**PhylisC:** we are working on simplifying the rubrics for one of our teachers

**MiaK:** how can the pupils understand the rubrics if they are not specific?

**MaryannDu:** it should be a rubric on the side!!

**PhylisC:** right

**MiaK:** good idea

**MaryannDu:** specific but specific about what

**PhylisC:** well for one thing we have changed her range of points

**MaryannDu:** how it should be done is different from a rubric on cause and effect and main idea

**PhylisC:** exactly

**MaryannDu:** right

**MiaK:** what details are you looking for in the project?

**MaryannDu:** so you may have many rubrics for different objectives. It gets back to the objectives and what you want students to learn. For example, students will be able to list the causes of .....

**MiaK:** ask specific questions or give a list of what you are looking for in the assignment

**PhylisC:** one teacher had a lot of failures last semester and upon looking at her range of points they were not broad enough

**MaryannDu:** and if it is project based you have to realize that a rubric may not fit for everything

**PhylisC:** so true

**MaryannDu:** project based means the product is something other than a test

**TonyahJ:** that's what we are finding

**PhylisC:** EXACTLY

**MaryannDu:** but you still want the ability to determine if the student knows the information

**TonyahJ:** right

**PhylisC:** yes

**MaryannDu:** now, if students can do a presentation and discuss xy and z and have a conversation about it and answer questions then they are showing they know the content as well as the technology skills to create a good product

**MaryannDu:** objectives come first

**MiaK:** that can be determined during the presentation

**MaryannDu:** they guide what you want to happen

**PhylisC:** right

**PhylisC:** that is happening a great deal

**MaryannDu:** which guides the instructional practices and learning activities

**MaryannDu:** if objectives are guiding the instructional practices and learning activities that is good

**PhylisC:** I agree

**TonyahJ:** I agree

**MaryannDu:** then students are also more clear on what to do.

**MaryannDu:** students have been conditioned to just feed info back.

**TonyahJ:** yes they hate to think

**PhylisC:** I know and that is so traditional

**MaryannDu:** it takes time for them to learn to be creative and open and think

**PhylisC:** so true

**MaryannDu:** but they can do it

**PhylisC:** oh we are seeing improvement every day

**MaryannDu:** yes

**PhylisC:** other students are re-enforcing their peers

**MaryannDu:** and it has to be mutual - kids have to be a part of this also

**MaryannDu:** yes

**PhylisC:** to think outside the "box"

**MaryannDu:** that is really good

**PhylisC:** they have to have ownership

**MaryannDu:** they have to be able to say that they don't get it

**MaryannDu:** and the teacher has to be willing to think about it and be more clear

**PhylisC:** and that is ok

**PhylisC:** exactly

**MiaK:** You need to also make sure the content is relevant, and somewhat interesting or something they can relate to outside of the classroom

**TonyahJ:** yes

**PhylisC:** real life

**PhylisC:** 21st Century skills for sure

**MaryannDu:** yes

**MaryannDu:** and teachers able to see the teaching learning as a communication relationships not one sided

**TonyahJ:** I agree

**MaryannDu:** students asking and teachers figuring out how to be more specific and clear

**PhylisC:** some of the GLE's (standards) have to be covered and some of boring to them

**MaryannDu:** right

**MiaK:** my daughter is working on a project about the Korean War. She is going to call my Father because he lived in Korea

**MaryannDu:** but any standard can be covered in many lessons in fun ways

**PhylisC:** right

**MaryannDu:** wow that is cool

**MaryannDu:** and I bet there are standards that could fit under that asking pertinent questions

**MaryannDu:** searching for details

**PhylisC:** that class is dual taught....ELA and Social Studies teachers

**MiaK:** I think so also. He can tell her first hand about the surroundings and the people

**MaryannDu:** yes

**MiaK:** yes. She is excited

**MaryannDu:** and a standard would be to summarize and use quotes, etc

**MaryannDu:** boring, but in the context of this project would fit right in

**MiaK:** good idea

**MaryannDu:** that is really nice

**PhylisC:** there are so many neat ideas and sharing with other teachers as well

**MaryannDu:** right. You have to take something, and see how standards fit and make sense so that students see that it makes sense and has meaning

**MaryannDu:** that is so fun

**MaryannDu:** there are so many things that can be done

**MiaK:** Phylis, would it be a good idea for Kaitlyn to bring a pic of my parents? It was painted in Korea.

**MaryannDu:** I think yes!

**MaryannDu:** lol

**PhylisC:** Yes that would be wonderful

**PhylisC:** real life

**PhylisC:** application

**PhylisC:** tangible

**MaryannDu:** yes and meaningful

**TonyahJ:** something she can relate to

**MiaK:** good....I will make sure she is able to tie it in with her project

**MaryannDu:** right. the objectives of the project help to focus attention

**MaryannDu:** but not strangle it

**PhylisC:** I am getting excited to see their projects and presentations

**MaryannDu:** lol

**MaryannDu:** so much fun

**PhylisC:** I get so involved and they kids think I have lost it sometimes

**PhylisC:** when I observe



**MaryannDu:** it is interesting to see how they decide to put things in and how to organize things

**MaryannDu:** lol

**MaryannDu:** thinking is very powerful and fun

**MaryannDu:** and it has a lot of energy attached to it

**PhylisC:** you are not kidding

**MaryannDu:** once kids begin to do these things, they can see how content is important, like good writing,

**MaryannDu:** interesting writing

**MaryannDu:** clear points

**PhylisC:** I love PBL and used it when I taught before being tech facilitator....my students went wild over it

**MaryannDu:** but it can only happen when teachers really think freely

**TonyahJ:** I do to

**MaryannDu:** yes

**MaryannDu:** it is very exciting

**PhylisC:** I am wild about it and allows so many freedoms for students to use their minds

**MaryannDu:** as you said before - the students own the learning

**PhylisC:** yes indeed

**TonyahJ:** yes and not teacher directed

**MiaK:** meanwhile, we can learn from them also

**PhylisC:** EXACTLY

**PhylisC:** we do everyday

**PhylisC:** only teacher guided

**PhylisC:** coaching

**MaryannDu:** it doesn't take much to get them there. yes, it has to be two way. what do they ask and need, and how to I get it for them, in terms of guided them, right

**MiaK:** what assessments would you recommend for pupils in lower elementary?

**MaryannDu:** objectives determine the assessments or the level of assessment. and there are many ways to measure the attainment of an objective

**MiaK:** the 2nd, 3rd and 4th graders are taking their Reading tests online using ThinkCentral

**MaryannDu:** for example.

**MaryannDu:** cool!

**MiaK:** next month, they will be introduced to Scranton testing

**MaryannDu:** for example. objective is write whole numbers to 100. so the assessment has to be "write". but write can be write on board, with a partner, or not, fill in the blanks, having a contest in class with two groups. And a new person going to the board when the teacher rings a bell...

**MaryannDu:** oh boy about the Scranton!!!

**MiaK:** We purchased Accelerated Math

**MaryannDu:** the objective determines the level of learning - students will list, compare, etc. but the form of the assessment can vary.

**MaryannDu:** you can write a true false question that captures that objective of "list"

**MiaK:** ok. I need to share that with the teachers since they will plug in their objectives for the Accelerated math

**MaryannDu:** you don't just have to say ok, test item one -- list...

**MaryannDu:** but the accelerated math is already set up in one format, so you don't have the same flexibility

**MiaK:** uhoh.

**MaryannDu:** the program has a specific purpose and intent

**MaryannDu:** which is fine

**BJB2** looks at the clock on the wall. The next Classroom Assessment will be on March 11 if it stops snowing and the creek don't rise!

**MiaK:** I am not familiar with the product. First time using it

**MiaK:** thanks

**MaryannDu:** right

**MaryannDu:** but what teachers do after the accelerated math and how closely they look at the objectives will help

**MiaK:** good session!

**PhylisC:** Okay so we can access the March 11 th

**MaryannDu:** I don't know it in detail but that is something to think about as you review it, etc.

**PhylisC:** so helpful

**MiaK:** that's the task....what they will do next

**MaryannDu:** ok

**TonyahJ:** I have learned a lot, thanks

**PhylisC:** very helpful

**MaryannDu:** so as they look at the materials in the program and their objectives, they will see what fits and what doesn't

**MaryannDu:** thank you

**BJB2** hugs Maryann. Thanks so much for leading this discussion!

**PhylisC:** will we get an email of this session

**MaryannDu:** thank you!

**MiaK:** ditto

**MaryannDu:** it goes sooooo fast

**PhylisC:** it has

**TonyahJ:** yes

**MaryannDu:** you all have such good ideas here

**BJB2:** see you in March...and I hope to see Phylis and Mia and Tonyah too

**MaryannDu:** see you then

**PhylisC:** I will be here

**TonyahJ:** ok see you then

**BJB2:** yes, when you log out you will automatically be emailed a transcript

**MiaK:** got it

**PhylisC:** thank you so much

**MiaK:** good night all

**PhylisC:** same time in March?

**MaryannDu:** yes

**PhylisC:** I look forward to it

**PhylisC:** All stay warm

**MaryannDu:** yes

**TonyahJ:** you too