

**Listen! Students are talking to you in their assessments.  
What are they saying?**

**1. Show (in written form) and tell the students about the learning objectives and match your assessment items and tasks with the learning objectives to make sure that you are assessing essential content and skills comprehensively.**

If results <u>meet/exceed</u> expectations . . .	If results are <u>below</u> expectations . . .
<ul style="list-style-type: none"> <li>• I knew what you wanted me to focus on during instruction and while preparing for the assessment.</li> <li>• I knew and understood your expectations.</li> <li>• I knew what kinds of questions to ask and assistance I needed.</li> <li>• I knew the vocabulary and content to study.</li> <li>• I trust the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>• I don't know what you want me to focus on for the test. Which "stuff" am I supposed to know?</li> <li>• I'm not sure about your expectations and how the content is organized.</li> <li>• I don't know if I should ask for help.</li> <li>• I am afraid that I am going to fail, I don't know if I am going to study next time. It won't matter.</li> <li>• I don't really feel safe or trust you.</li> <li>• I guess I am a bad guesser. I thought we were going to have more questions about . . . .</li> </ul>

**2. Assess mostly what you teach and balance assessment questions and tasks based upon the emphasis you place on content and skills during instruction.**

If results <u>meet/exceed</u> expectations . . .	If results are <u>below</u> expectations . . .
<ul style="list-style-type: none"> <li>• Boy! The test was just what I expected.</li> <li>• I really trust the teacher. He/she puts the same "stuff" on the test that they teach.</li> <li>• I am glad that we spent all that time on . . . . There were a lot of items on the test.</li> </ul>	<ul style="list-style-type: none"> <li>• I don't know why we have to watch the movies. There are never any questions on the test.</li> <li>• This test was like Trivial Pursuit.</li> <li>• Why did we spend so much time on that experiment in class, this was all just matching vocabulary.</li> <li>• I don't see how what we are doing in class matches our tests. I'm confused.</li> </ul>

**3. Use a variety of assessments to measure the curriculum standards comprehensively and assure that you have selected the best assessment tools for the objectives you want to measure. (Closed-ended selected response, Open-ended constructed response, Products, Performance, Process-focused, Student Self-Assessment, Portfolio).**

If results <u>meet/exceed</u> expectations . . .	If results are <u>below</u> expectations . . .
<ul style="list-style-type: none"> <li>• I am really good at that kind of test.</li> <li>• I am glad that the teacher gave us a demonstration to do this time. I was getting tired of . . .</li> </ul>	<ul style="list-style-type: none"> <li>• I don't always show my best work on that type of test.</li> <li>• All we do is take matching and true-false tests. I wish we can make something or do a presentation to show what we learned.</li> <li>• I just can't write essays. I wish he/she would show us how to do it.</li> </ul>

**4. Give frequent, formative assessments on smaller amounts of content material and skills (i.e., shortened cycle) rather than infrequent assessments on greater amounts of content and skills.**

If results <u>meet/exceed</u> expectations . . .	If results are <u>below</u> expectations . . .
<ul style="list-style-type: none"> <li>• I feel safer and more successful when you my learning a little at a time.</li> <li>• I am glad that you are checking for my understanding and skills. I can see how I am doing so far and what I need.</li> </ul>	<ul style="list-style-type: none"> <li>• Your tests assess too much at once. I can't do that much.</li> <li>• I thought that I was doing fine before the end-of-unit test, but we never had any quizzes.</li> <li>• I wish that we could practice more in class.</li> <li>• I did all the homework. We didn't check and correct it.</li> </ul>

**5. Show (in written form) and tell students the product and presentation criteria (i.e., rubric) and exemplars when the assignment is given and then frequently encourage students to self-assess their progress during the task completion process.**

If results <u>meet/exceed</u> expectations . . .	If results are <u>below</u> expectations . . .
<ul style="list-style-type: none"> <li>• I like when you tell me what you expect and show me examples of good work. I feel safe.</li> <li>• The rubrics are really helpful. They guide my work and then I can ask for help when I need it.</li> <li>• It was so helpful when you taught us what the rubric was actually saying.</li> </ul>	<ul style="list-style-type: none"> <li>• I don't know what you expect and I'm a bad guesser about what you are really going to grade.</li> <li>• I procrastinate a lot when I am not sure about what you want and when I don't think I can do a good job.</li> <li>• I wish I had the rubric when we started instead of at the end with your grade and ratings.</li> </ul>

**6. Item analyze the assessment results to determine the strengths and needs of students related to the objectives and make necessary changes about subsequent spiraling of content and skills and re-teaching essential objectives.**

If results <u>meet/exceed</u> expectations . . .	If results are <u>below</u> expectations . . .
<ul style="list-style-type: none"> <li>• I am glad that we would go over the test so I can see what I know or don't know related to the objectives.</li> <li>• I can tell that you looked at the class results and are going to re-teach some important content.</li> <li>• I like when you show us which questions or skills the class did well on and which ones were difficult.</li> </ul>	<ul style="list-style-type: none"> <li>• I wish my teacher would re-teach the things that I am having trouble with on the test.</li> <li>• I wish we would go over the test so I can see what I know or don't know related to the objectives.</li> <li>• I am in big trouble when we take the next unit test. I don't get that kind of problem in this unit and I know we are going to need that skill again.</li> </ul>

**7. Require students to reach a particular level of learning/performance (e.g., 70%) related to essential concepts and skills and retake/re-do assessments after they have completed a corrective activity.**

If results <u>meet/exceed</u> expectations . . .	If results are <u>below</u> expectations . . .
<ul style="list-style-type: none"> <li>• I am so glad that I was able to re-take the math test. I finally get it after I did those extra problems and you helped me before school.</li> <li>• My brochure is so much better after you gave me that feedback and had me revise it. I am proud of my hard work and I know what strategies I will have to use on the next assignment.</li> </ul>	<ul style="list-style-type: none"> <li>• I wish that I can get some help and then re-take that test. If I don't learn it now, I know I will fail the next test.</li> <li>• I sure would like to re-do my essay now that you gave us the rubric and feedback.</li> <li>• I might as well give up now. I failed the first two units. My average is destroyed.</li> </ul>

**8. Regularly encourage students to use self-assessment strategies and teacher feedback to help them reflect about their progress toward the learning objectives, effectiveness of their learning strategies, and their improvement goals.**

If results <u>meet/exceed</u> expectations . . .	If results are <u>below</u> expectations . . .
<ul style="list-style-type: none"> <li>• I am encouraged when you ask me to think about my work and to make adjustments during the process.</li> <li>• I think next time I am going to try to study a little differently like . . . . .</li> </ul>	<ul style="list-style-type: none"> <li>• I really don't think much about how good my work is during my creating process. I'm like Nike. I "just do it."</li> <li>• I wish I knew some new strategies to take tests. I guess I am just a D student.</li> </ul>

**9. Coach students for success by explicitly teaching learning skills needed to be successful on assessments.**

If results <u>meet/exceed</u> expectations . . .	If results are <u>below</u> expectations . . .
<ul style="list-style-type: none"> <li>• I love to feel that I am successful. It encourages me.</li> <li>• I trust my you when I know you really want me to do well.</li> <li>• I like when you coach me for success. I really trust you.</li> <li>• That strategy you taught us after the last assignment really worked for me this time.</li> </ul>	<ul style="list-style-type: none"> <li>• I wish my teacher wanted me to do well and showed it.</li> <li>• I really need help when I am creating products and performances.</li> <li>• How do you learn how to be more creative? I just can't win.</li> </ul>

**Listen! Students are talking to you in their assessments.**

<b>1. Clear Purpose</b>	
Assessment <i>for</i> Learning	Assessment <i>of</i> Learning
<ul style="list-style-type: none"> <li>Assessments that are done in the process of learning to help students know how they are progressing toward objectives and to supply teachers with information used to adjust ongoing teaching and to increase achievement</li> <li>These might be in the grade book, but they may not affect the grade.</li> <li><b>“PRACTICE” for the game</b></li> </ul>	<ul style="list-style-type: none"> <li>Assessments done at the end of a “unit” in class to assess mastery of learning targets/objectives (i.e., knowledge, skills)</li> <li>Recorded in grade book and make up the grade that is reported to students and parents.</li> <li><b>“The GAME”</b></li> </ul>

<b>2. Clear Targets</b>									
<b>Identify the knowledge components of the unit of study/chapter.</b>	<p>Create a visual organizer that displays the big categories/ideas, concepts, key vocabulary, and topics that are part of the unit/chapter.</p> <table border="1"> <thead> <tr> <th>Chord Properties</th> <th>Tangent Properties</th> <th>Arcs and Angles</th> <th>Circumference</th> </tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> <li>center</li> <li>perpendicular</li> <li>bisector</li> <li>equidistant</li> <li>central angle</li> <li>inscribed angle</li> <li>radius</li> <li>intercepted arc</li> <li>vertex</li> <li>congruent</li> <li>perpendicular bisector</li> <li>chord</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>tangent</li> <li>point of tangency</li> <li>perpendicular</li> <li>radius</li> <li>tangent segments</li> <li>congruent</li> <li>externally tangent</li> <li>internally tangent</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>parallel lines</li> <li>secant</li> <li>inscribed angle</li> <li>central angle</li> <li>intercepted arc</li> <li>congruent</li> <li>semicircle</li> <li>right angle</li> <li>cyclic quadrilateral</li> <li>supplementary</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>circumference</li> <li>diameter</li> <li>radius</li> <li>pi</li> <li>perimeter</li> <li>ratio</li> </ul> </td> </tr> </tbody> </table>	Chord Properties	Tangent Properties	Arcs and Angles	Circumference	<ul style="list-style-type: none"> <li>center</li> <li>perpendicular</li> <li>bisector</li> <li>equidistant</li> <li>central angle</li> <li>inscribed angle</li> <li>radius</li> <li>intercepted arc</li> <li>vertex</li> <li>congruent</li> <li>perpendicular bisector</li> <li>chord</li> </ul>	<ul style="list-style-type: none"> <li>tangent</li> <li>point of tangency</li> <li>perpendicular</li> <li>radius</li> <li>tangent segments</li> <li>congruent</li> <li>externally tangent</li> <li>internally tangent</li> </ul>	<ul style="list-style-type: none"> <li>parallel lines</li> <li>secant</li> <li>inscribed angle</li> <li>central angle</li> <li>intercepted arc</li> <li>congruent</li> <li>semicircle</li> <li>right angle</li> <li>cyclic quadrilateral</li> <li>supplementary</li> </ul>	<ul style="list-style-type: none"> <li>circumference</li> <li>diameter</li> <li>radius</li> <li>pi</li> <li>perimeter</li> <li>ratio</li> </ul>
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<b>Determine the learning targets objectives of the unit of study/chapter.</b>	<p>Create/select learning objectives that represent what you want students to know, be able to do, and understand.</p> <ol style="list-style-type: none"> <li>Define and use unit vocabulary.</li> <li>Describe properties of chords.</li> <li>Describe properties of tangents.</li> <li>Compare common tangents and tangent circles.</li> <li>Use applications of tangents.</li> <li>Describe relationships between the measure of an inscribed angle and the measure of its intercepted arc.</li> <li>Describe the relationship between the Circumference of a circle and its diameter.</li> <li>Apply the formula for circumference of a circle.</li> </ol>								

<b>3. Sound Design</b>			
<b>Close-Ended Selected Response</b> <ul style="list-style-type: none"> <li>•multiple choice</li> <li>•true-false</li> <li>•matching</li> </ul>	<b>Open-Ended Constructed Response</b> <ul style="list-style-type: none"> <li>•fill in the blank</li> <li>•short answer</li> <li>•label diagram</li> <li>•“show your work”</li> <li>•visual representation (e.g., web, concept map, flow chart, graph/table, picture)</li> </ul>	<b>Products</b> <ul style="list-style-type: none"> <li>•essay</li> <li>•research paper</li> <li>•log/journal</li> <li>•lab report</li> <li>•story/play</li> <li>•poem</li> </ul>	<ul style="list-style-type: none"> <li>•portfolio</li> <li>•art exhibit</li> <li>•science project</li> <li>•model</li> <li>•video/ Podcast audiotape</li> <li>•spreadsheet</li> </ul>
<b>Performances</b> <ul style="list-style-type: none"> <li>•oral presentation</li> <li>•dance/movement</li> <li>•science lab demonstration</li> <li>•athletic demo/competition</li> </ul>	<b>Process-Focused</b> <ul style="list-style-type: none"> <li>•oral questioning</li> <li>•observation</li> <li>•interview</li> <li>•conference</li> <li>•process description</li> <li>•“think aloud”</li> <li>•learning log</li> </ul>	<b>Student Self-Assessment</b> <ul style="list-style-type: none"> <li>•Teacher-made prompts for reflection</li> <li>•content/skills-specific conferences</li> <li>•discussion (whole-class or small-group)</li> <li>•reflection logs</li> <li>•weekly self-evaluations</li> <li>•self-assessment checklists and inventories</li> <li>•teacher-student interviews</li> </ul>	
<b>Portfolio</b>			
<ul style="list-style-type: none"> <li>•student-work artifacts</li> <li>•accomplishments</li> </ul>	<ul style="list-style-type: none"> <li>•best work selection</li> <li>•difficulties</li> </ul>	<ul style="list-style-type: none"> <li>•process documentation</li> <li>•surprises</li> </ul>	<ul style="list-style-type: none"> <li>•reflections</li> </ul>

**Design: Short-Cycle Assessment Plan**

| <b>Teach, assess, provide correctives or enrichments, re-assess</b> | <b>Evaluate (Summative Test)</b>     |
|---|---|---|---|--------------------------------------|
| Observe progress and strategies                                     | Intervene and Re-assess if necessary |

**Formative and Summative Assessment Design and Use**

<b>Designing Suggestions</b>
<ol style="list-style-type: none"> <li>1. Assess mostly what you teach and balance assessment questions and tasks based upon the emphasis you place on content and skills during instruction.</li> <li>2. Use a <b>variety</b> of assessments to measure the curriculum standards comprehensively and assure that you have selected the best assessment tool(s) for the standard(s) you want to measure?</li> <li>3. Match (i.e., tag) your assessment items and tasks with the learning objectives to make sure that you are assessing essential content and skills comprehensively.</li> <li>4. Give frequent, formative assessments on smaller amounts of content material and skills (i.e., shortened cycle) rather than infrequent assessments on greater amounts of content and skills.</li> <li>5. Create/select multiple-choice items and tasks that mirror external standardized tests to prepare students for external assessments (e.g., ACT, SAT, ISAT)</li> </ol>

<b>Tools for Formative Assessment: Techniques to Check for Understanding</b>	
<b>Index Card Summaries/Questions</b>	Periodically, distribute index cards and ask students to write on both sides, with these instructions: (Side 1) Based on our study of (unit topic), list a big idea that you understand and word it as a summary statement. (Side 2) Identify something about (unit topic) that you do not yet fully understand and word it as a statement or question.
<b>Hand Signals</b>	Ask students to display a designated hand signal to indicate their understanding of a specific concept, principal, or process: - I understand _____ and can explain it (e.g., thumbs up). - I do not yet understand _____ (e.g., thumbs down). - I'm not completely sure about _____ (e.g., wave hand).
<b>One Minute Essay</b>	A one-minute essay question (or one-minute question) is a focused question with a specific goal that can, in fact, be answered within a minute or two.
<b>Analogy Prompt</b>	Periodically, present students with an analogy prompt: (A designated concept, principle, or process) is like _____ because _____.
<b>Web or Concept Map</b>	Any of several forms of graphical organizers which allow learners to perceive relationships between concepts through diagramming key words representing those concepts.
<b>Misconception Check</b>	Present students with common or predictable misconceptions about a designated concept, principle, or process. Ask them whether they agree or disagree and explain why. The misconception check can also be presented in the form of a multiple-choice or true-false quiz.
<b>Student Conference</b>	One on one conversation with students to check their level of understanding.
<b>3-Minute Pause</b>	The Three-Minute Pause provides a chance for students to stop, reflect on the concepts and ideas that have just been introduced, make connections to prior knowledge or experience, and seek clarification. <ul style="list-style-type: none"> <li>• I changed my attitude about...</li> <li>• I became more aware of...</li> <li>• I was surprised about...</li> <li>• I felt...</li> <li>• I related to...</li> <li>• I empathized with...</li> </ul>
<b>Observation</b>	Walk around the classroom and observe students as they work to check for learning. Strategies include: <ul style="list-style-type: none"> <li>•Anecdotal Records</li> <li>•Conferences</li> <li>•Checklists</li> </ul>
<b>Self-Assessment</b>	A process in which students collect information about their own learning, analyze what it reveals about their progress toward the intended learning goals and plan the next steps in their learning.
<b>Exit Card</b>	Exit cards are written student responses to questions posed at the end of a class or learning activity or at the end of a day.
<b>Portfolio Check</b>	Check the progress of a student's portfolio. A portfolio is a purposeful collection of significant work, carefully selected, dated and presented to tell the story of a student's achievement or growth in well-defined areas of performance, such as reading, writing, math, etc. A portfolio usually includes personal reflections where the student explains why each piece was chosen and what it shows about his/her growing skills and abilities.
<b>Quiz</b>	Quizzes assess students for factual information, concepts and discrete skill. There is usually a single best answer. Some quiz examples are: <ul style="list-style-type: none"> <li>• Multiple Choice</li> <li>• True/False</li> <li>• Short Answer</li> <li>• Paper and Pencil</li> <li>• Matching</li> <li>• Extended Response</li> </ul>

<b>Journal Entry</b>	Students record in a journal their understanding of the topic, concept or lesson taught. The teacher reviews the entry to see if the student has gained an understanding of the topic, lesson or concept that was taught.
<b>Choral Response</b>	In response to a cue, all students respond verbally at the same time. The response can be either to answer a question or to repeat something the teacher has said.
<b>A-B-C Summaries</b>	Each student in the class is assigned a different letter of the alphabet and they must select a word starting with that letter that is related to the topic being studied.
<b>Debriefing</b>	A form of reflection immediately following an activity.
<b>Idea Spinner</b>	The teacher creates a spinner marked into 4 quadrants and labeled "Predict, Explain, Summarize, Evaluate." After new material is presented, the teacher spins the spinner and asks students to answer a question based on the location of the spinner. For example, if the spinner lands in the "Summarize" quadrant, the teacher might say, "List the key concepts just presented."
<b>Inside-Outside Circle</b>	Inside and outside circles of students face each other. Within each pair of facing students, students quiz each other with questions they have written. Outside circle moves to create new pairs. Repeat.
<b>Numbered Heads Together</b>	Each student is assigned a number. Members of a group work together to agree on an answer. The teacher randomly selects one number. Student with that number answers for the group.
<b>One Sentence Summary</b>	Students are asked to write a summary sentence that answers the "who, what where, when, why, how" questions about the topic.
<b>One Word Summary</b>	Select (or invent) one word which best summarizes a topic.
<b>Think-Pair- Share</b>	Students think individually, then pair (discuss with partner), then share with the class.
<b>Ticket to Leave</b>	Closing activity where students respond in writing or verbally to short assignments.
<b>Turn to Your Partner</b>	Teacher gives direction to students. Students formulate individual response, and then turn to a partner to share their answers. Teacher calls on several random pairs to share their answers with the class.
<b>Oral Questioning</b>	<ul style="list-style-type: none"> <li>- How is _____ similar to/different from _____?</li> <li>- What are the characteristics/parts of _____?</li> <li>- In what other ways might we show show/illustrate _____?</li> <li>- What is the big idea, key concept, moral in _____?</li> <li>- How does _____ relate to _____?</li> <li>- What ideas/details can you add to _____?</li> <li>- Give an example of _____?</li> <li>- What is wrong with _____?</li> <li>- What might you infer from _____?</li> <li>- What conclusions might be drawn from _____?</li> <li>- What question are we trying to answer? What problem are we trying to solve?</li> <li>- What are you assuming about _____?</li> <li>- What might happen if _____?</li> <li>- What criteria would you use to judge/evaluate _____?</li> <li>- What evidence supports _____?</li> <li>- How might we prove/confirm _____?</li> <li>- How might this be viewed from the perspective of _____?</li> <li>- What alternatives should be considered _____?</li> <li>- What approach/strategy could you use to _____?</li> </ul>

AFRE – Keys to Instructional Excellence, 2008 Standards-Based Instructional Planning and Designing, 2008

#### **4. Effective Communication and Response to Learners' Needs**

##### **After Using Assessments**

1. Item analyze the assessment results to determine the strengths and needs of students related to essential content and skills and make informed decisions about subsequent spiraling of content and skills as well as the need to re-teach standards that have not been mastered.
2. Provide correctives and interventions to assist students to reach expected levels of performance and require re-takes/re-dos on essential content and skills.
3. Regularly encourage students to use self-assessment strategies and teacher feedback to help them reflect about their progress toward the learning objectives, effectiveness of their learning strategies, and their improvement goals.
4. Inspire hope, optimism and perseverance by celebrating incremental progress and by not giving up.

#### **Why Use Rating Scales and Rubrics?**

##### **Rating Scales . . .**

1. combine the observation and judgment into an easy-to-interpret record;
2. apply equally well to process and product evaluations and can be tailored to many types of performance criteria;
3. provide a convenient tool for recording data and for summarizing and comparing assessment, observations and judgments. (Stiggins, 1987)

##### **Rating Scales (Rubrics) also . . .**

4. provide students with expectations about what will be assessed as well as standards that need to be met,
5. increase consistency in the rating of performances, products and understandings when used by students during self/peer assessment, and by teachers, and
6. provide student with "road signs" – information about where they are in relation to where they need to be.

#### **Use Assessment Results to Guide Instruction and Increase Achievement: Analyzing Results**

<b>Learning Targets/Objectives</b>	<b>Test/Rubric Items</b>
1.	
2.	
3.	

## Responding to Students' Learning Needs

<p><b>Correctives . . .</b></p> <ol style="list-style-type: none"> <li>1. teach the same material in a different way than the original method.</li> <li>2. involve students in a different way than the original involvement.</li> <li>3. provide students with successful experiences</li> </ol> <p><b>Examples of Correctives</b></p> <ul style="list-style-type: none"> <li>•re-teaching using explicit teaching</li> <li>•alternative textbooks</li> <li>•alternative materials</li> <li>•workbooks</li> <li>•academic games (crossword puzzles, simulations)</li> <li>•small group study sessions</li> <li>•individual tutoring</li> <li>•learning centers and laboratories</li> <li>•computer-assisted instruction</li> <li>•audio and video productions (e.g., Podcasts)</li> <li>•slide shows from lectures and demonstrations</li> </ul>	<p><b>Enrichments/Extensions . . .</b></p> <ol style="list-style-type: none"> <li>1. should be rewarding and exciting learning opportunities.</li> <li>2. should be challenging.</li> <li>3. should appeal to the need for achievement, affiliation, and/or control.</li> </ol> <p><b>Examples of Enrichments/Extensions</b></p> <ul style="list-style-type: none"> <li>•tutoring peers</li> <li>•developing practice exercises</li> <li>•developing related media materials</li> <li>•completing special projects, experiments</li> <li>•developing games, problems, and contests</li> <li>•using advanced computer-assisted lessons</li> <li>•locating background materials for future or current topics</li> <li>•developing additional formative assessments</li> <li>•planning to teach a mini-unit</li> <li>•creating bulletin boards and displays</li> <li>•applying knowledge to a new situation</li> </ul>
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### Sample Procedures and Policies Regarding Re-assessment

<p>___ Students must re-take the test/re-do the assignment in _____ days.</p> <p>___ Students can earn up to a _____ grade on the second attempt.</p> <p>___ Students must complete a corrective prior to re-taking the assessment /re-doing the assignment.</p> <p>___ Parents will be informed about their child's performance and expectations for improvement.</p> <p>___ Students must re-take assessments (before, during, after school, Saturday)</p>
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### Differentiate for Successful Teaching and Learning

<p><b>1. Content</b> Vary what students will learn and the materials that represent the content.</p>	<p><b>3. Product</b> Vary how students demonstrate and extend what they understand and can do as a result of a span of learning.</p>
<p><b>2. Process</b> Vary the activities through which students make sense of key ideas using essential skills.</p>	<p><b>4. Learning Environment</b> Vary the classroom conditions that set the climate, expectations for learning, and physical conditions</p>

### Explicitly Teach Learning-to-Learn Skills and Strategies

<ol style="list-style-type: none"> <li>1. Memory Storage and Retrieval</li> <li>2. Concept Attainment/Vocabulary</li> <li>3. Concept Development</li> <li>4. Writing/ Summarizing</li> </ol>	<ol style="list-style-type: none"> <li>5. Reading for Information and Reading Literature</li> <li>6. Self-assessment and adjustment</li> <li>7. Collaborating/Interaction—Speaking and Listening</li> <li>8. Notemaking</li> </ol>	<ol style="list-style-type: none"> <li>9. Goal setting/ Planning</li> <li>10. Decision making</li> <li>11. Problem solving</li> <li>12. Self-Advocating</li> </ol>
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## 5. Student Involvement

### Student Self Assessment

Ask students to respond to the following questions at least on a weekly basis and after completing tasks, tests, and projects.

1. What goals and tasks did you commit to and accomplish this week?
2. What process and strategies did you use to complete the tasks and accomplish the goals? Which strategy or step was particularly helpful? What didn't work?
3. What changes do you need to make in your strategies and plans?
4. What is your plan for making the changes?
5. What additional resources or assistance do you need to improve the quality of your learning/work.

### Additional Prompts to Increase Student Reflection and Goal Setting

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| 1. I learned/relearned . . .   | 8. I hope to accomplish _____   |
| 2. I am concerned/worried about . . .  | 9. I should quit doing _____ in order to _____.   |
| 3. One of my improvement goals is to . . .   | 10. I will need to learn how to _____<br>to accomplish/improve _____.                                   |
| 4. In order to use the information, skills,<br>strategies, I need _____.   | 11. The teacher will need to _____<br>to help me improve _____.   |
| 5. I am optimistic about _____.  | 12. I need the following resources to help me<br>reach my improvement goal(s).                          |
| 6. "The next assignment or test, I'm going to use<br>to _____  | 13. I need the other students in the class to<br>_____ to help me accomplish my<br>improvement goal(s). |
| 7. Head, Foot, Heart Strategy<br>•Head--An idea I had . . .<br>•A feeling I experienced . . .<br>•An action I will take. . . | 14. In order to evaluate my progress toward my<br>improvement goals, I need to _____.                   |

### Using Feedback from Students

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| 1. Provide immediate and frequent feedback       | 4. Identify misconceptions                    |
| 2. Engage students in the process                | 5. Provide more guided practice and exemplars |
| 3. See your teaching through your students' eyes | 6. Assess again after corrective activities   |

### Portfolios can motivate student learning.

1. provide authentic assessment by displaying actual classroom work,
2. permit assessment of a broader range of thinking skills than can be evaluated through only using traditional tests,
3. result in more reliable evaluation by using more than one sample of academic performance,
4. assess not only the outcome of learning, but the process of learning,
5. result in more thorough evaluation by allowing comparisons of work over time,
6. are consistent with current educational theories of evaluation and assessment,
7. provide valuable information to facilitate effective instruction and learning, and
8. involve students in their own assessment.

## Assessing Comprehension and Thinking

<b>Main Ideas</b>	<b>Significant Details</b>
<ul style="list-style-type: none"> <li>•The main point of the article is</li> <li>•Summarize what you read.</li> <li>•The main theme of the story is</li> <li>•List the facts regarding</li> <li>•The text is about . . .</li> <li>•The main idea is about</li> <li>•The story/article mainly tells . . .</li> <li>•Which of the following best expresses the main idea?</li> <li>•On the basis of information in the passage, we can determine that . . .</li> <li>•What would be the best title for this passage?</li> <li>•Which statement best expresses the central idea of this passage?</li> <li>•The main idea expressed in this passage is...</li> <li>•The most accurate expression of the central or controlling idea of this passage is...</li> </ul>	<ul style="list-style-type: none"> <li>•List the facts regarding</li> <li>•Describe the facts</li> <li>•Describe the characteristics of the object's properties.</li> <li>•According to the _____ which of the following is/are true</li> <li>•In the article the author explains</li> <li>•The paragraph suggests that . . .</li> <li>•In this passage, the author explains</li> <li>•In which location</li> <li>•All are true EXCEPT</li> <li>•The passages indicates that _____ does _____ for</li> <li>•According to the passages who said</li> <li>•According to the passage what happened when</li> </ul>

<b>Sequence/Order Relationships</b>	<b>Comparison Relationships</b>
<ul style="list-style-type: none"> <li>•Trace the development of</li> <li>•Sequence the events leading up to</li> <li>•What do you do first when you . . . Next</li> <li>•List the steps involved in . . .</li> <li>•What steps did _____ take to solve reach her goal.</li> <li>•Sequence the order of events.</li> <li>•What happened first in this passage? Next? Then? After? Finally?</li> <li>•The next likely event would be (predict) . . .</li> <li>•After doing _____, the character's next decision was to _____.</li> <li>•What steps did _____ take to achieve his/her goal in the story?</li> <li>•The final step in the process is . . .</li> <li>•After the hypothesis is created, what is the next step in the Scientific Method?</li> <li>•Trace the development of . . .</li> <li>•Sequence the events leading up to . . .</li> <li>•What do you do first when you . . . Next . . .</li> <li>•List the steps involved in . . .</li> <li>•What steps did you use to complete the math problem?</li> <li>•What step was omitted from this process?</li> <li>•Place the following steps in the correct order.</li> <li>•What happened in the . . .</li> <li>•What are the sub-stages in . . .</li> </ul>	<ul style="list-style-type: none"> <li>•List similarities and differences.</li> <li>•Compare and contrast the following</li> <li>•What are the significant similarities or differences between _____ and _____?</li> <li>•Which two are most similar or most different?</li> <li>•How are the two characters similar and/or different?</li> <li>•How are (two or more characters/entities) alike?</li> <li>•Details in the passages suggest that _____ and blank are alike or different.</li> <li>•_____ is better than _____ because</li> <li>•How are _____ and _____ connected?</li> <li>•Unlike _____, _____ is</li> <li>•Compared to _____, _____ is</li> <li>•The passage compares _____ to _____ because</li> </ul>
	<b>Interpreting and Applying Instructions</b>
	<ul style="list-style-type: none"> <li>•How do you do ____ if</li> <li>•How do you apply these steps in this situation?</li> <li>•What are the steps to</li> <li>•Which step would you use after you . . .</li> <li>•Apply instructions that you read in the reading materials to</li> <li>•If _____ changes, then how would you complete/make</li> <li>•Apply the instructions to (new situation) that is similar to the one described in the printed directions.</li> <li>•You would follow the directions to _____ unless</li> <li>•Explain the rationale behind the procedure to _____</li> <li>•Why would you _____ before</li> </ul>

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Cause-Effect Relationships	Drawing Conclusions/Making Generalizations
<ul style="list-style-type: none"> <li>•List the causes of _____</li> <li>•What were the effects of _____?</li> <li>•How does _____ affect _____?</li> <li>•What led up to _____?</li> <li>•The largest effect caused by _____ is _____</li> <li>•Which of the following was NOT an effect of _____?</li> <li>*What resulted from _____?</li> <li>•_____ decision resulted in what consequence?</li> <li>•Because _____ happened, it can be reasonably inferred that _____</li> <li>•_____ happened as a result of _____</li> <li>•The author claims that when _____ happens, it causes _____</li> <li>•According to the passage, _____ was _____ because _____</li> <li>•_____ is determined by _____</li> <li>•The passages indicates that _____ depends on _____</li> <li>•Why did _____ become/did _____</li> <li>•The author said that _____ pleased her because _____</li> <li>•Based on the details, _____ happens because _____</li> <li>•Based on the details you can conclude that _____</li> <li>•The main character decides not to _____ because _____</li> <li>•A person would not _____ because _____</li> </ul>	<ul style="list-style-type: none"> <li>•Can you say that most _____? Why or why not?</li> <li>•Based upon the events, what can you conclude about _____?</li> <li>•You may predict that _____</li> <li>•During the time _____ takes place, _____ is _____</li> <li>•The author's _____ can best be described as _____</li> <li>•Which of the following best describes what may happen next.</li> <li>•The main character appears to believe that _____</li> <li>•One thing that you might expect _____ to say about _____</li> <li>•It can be reasonably inferred from _____ that _____</li> <li>•One thing that you might expect would happen when _____</li> <li>•According to _____ the author suggests that _____</li> <li>•Researchers are searching for _____ that can best be described as _____</li> <li>•Which of the following bests assesses the narrator's assessment of _____</li> <li>•How is _____ a significant part of _____</li> <li>•After _____ happens, you can likely conclude that _____ will happen.</li> <li>•It can be reasonably inferred that the answer that _____ would give is _____</li> <li>•Which detail support the conclusion that _____</li> </ul>

Author's Point of View/Purpose	Problem/Solution Relationships
<ul style="list-style-type: none"> <li>•The point of view of the author _____ was _____</li> <li>•How does the author use _____ technique •How does the author get her/his point across?</li> <li>•How do you think the author feels about _____?</li> <li>•What did the author mean when he/she said _____</li> <li>•In this passage, the author was likely attempting to _____</li> <li>•Which of the following best describes the author's attitude toward _____</li> <li>•The overall message in the passage is that _____</li> <li>•A clear intent of the author in writing this passage is to describe _____</li> <li>•The narrator's point of view is that _____</li> <li>•The author's attitude toward _____ is that _____</li> <li>•Which statement by the author best supports the argument that _____</li> <li>•How does the author prove her point about _____</li> </ul>	<ul style="list-style-type: none"> <li>•What problem is identified by the author?</li> <li>•What solutions does the author suggest?</li> <li>•What is the best solution for the problem? Justify your position.</li> <li>•What would happen if _____</li> <li>•How many different ways can _____</li> <li>•_____ can be solved if a person _____</li> <li>•One thing that can be done to solve _____ is _____</li> <li>•The first step in eliminating the problem of _____ is _____</li> </ul>

Word Meanings and Phrases	
<ul style="list-style-type: none"> <li>•Define the following term _____</li> <li>•Define what is meant by _____</li> <li>•Define _____ from the context clues.</li> <li>•Provide an example and non-example of _____.</li> <li>•What does the word _____ mean?</li> <li>•As it is used, the word _____ means _____</li> </ul>	<ul style="list-style-type: none"> <li>•The quote means _____</li> <li>•The author defines _____ as being _____</li> <li>•_____ literally means _____</li> <li>•When someone says _____ he/she means _____</li> <li>•The author's use of the word _____ is meant to convey the _____</li> <li>•Which of the following best explains _____ in the quote _____</li> </ul>