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| **Heading** | **Important Info** | **Personal Reaction** |
| Taking stock: standards, assessment, and high-stakes testing | Why students are assessed:   1. diagnosing individual student needs 2. informing information 3. evaluating programs 4. providing accountability information   Types of assessments:   1. Formal 2. standardized 3. criterion referenced 4. Informal 5. observation 6. portfolio 7. inventory 8. conference 9. self-assessment 10. survey | Teachers have to know what their students are learning. This is not just for the value of the student, but also for the teacher to know if they are being effective. Since students learn in different ways and having different learning issues, having a variety of assessment methods can reach all children. |
| Classroom assessment practices | 1. Teachers assess to see what the students know and don’t know and then plan instruction. 2. The teacher delivers the instruction and then observes how the learners respond. 3. The teacher reflects and then assesses again to see what will be taught next. 4. Teachers use this model everyday utilizing informal assessments to determine what is needed instead of always giving formal assessments. | You have to know what your students are learning. Formal testing takes to long and may not give you the information you seek. Asking questions, observing the students, and small group can give you the information that you want. |
| Selecting the right assessment | Each assessment needs to be:   1. tied to your personal philosophy of teaching 2. consistent with the state standards for the grade level 3. systematic 4. tied to instruction 5. completed in conjunction with the needs of the learner 6. the best one that fits the needs of the students, teacher, and curriculum | I agree with this philosophy. If the assessments don’t work for you then you get nothing out of them. There has to be a balance. |
| Types of informal assessments | 1. observation- most commonly used by teachers. It provides immediate information for analyzing. But you have to have a system in order for it to be effective. 2. portfolio- a collection of student work that represents progress made over time. Excellent tool for conferences. 3. inventory- lists of observable behaviors that can be easily identified and recorded by the teacher. 4. rubrics- scoring guides that give the students the expectations of the teacher for a particular assignment. 5. conference- individual and routine meetings with students to discuss learning. 6. self-assessment- a way for students to reflect upon their learning and state what they would like or need to learn. 7. survey- a way to collection information from a large group at one time. Can be on a topic or a students’ background knowledge. | Using a variety of methods can tell you useful information. Teachers can spend so much time of formally assessing and not get the information they are seeking. Devise a plan and make adjustments as needed. |
| Reading for information and its role in formal testing | 1. Educate America Act- development of standards and assessments. This is designed to make sure that all schools are on the same academic pace and goal. 49 out of the 50 have state standards. 2. No Child Left Behind- A financial incentive to get schools to meet or exceed their goals for academics. | These two acts are very important because they made schools accountable for the education of their students. NCLB is often misunderstood. |
| Concerns about testing | The testing itself and its results can cause anxiety and may impede performance. | This may be true, but if a teacher knows what and how to assess these issues can be resolved. |
| Characteristics of formal assessments | Lengthy assessments utilized by booklets for collecting the student data. Norm referenced and criterion referenced. | I don’t personally care for these types of tests because I feel that they don’t truly reflect the student’s knowledge. |
| Addressing high-stakes tests | 1. students must be motivated to do well on assessments. 2. students should be prepared for the tests | I believe that the students should be internally motivated to learn in any setting. But I feel that the teachers should properly teach to the standards and not the test |
| Test Format Practice | 1. Foster good attitudes 2. Teach good testing skills 3. Teach how to use the question for “clues” in how to answer 4. Teach how to answer multiple choice questions 5. Teach how to read for information when reading passages | I agree with this process. You are teaching the knowledge, you are teaching them how to use the knowledge during testing. |
| Reading for Information on Standardized Tests | 1. review types of questions 2. accessing prior knowledge 3. building knowledge and fluency 4. focusing thinking and recall 5. representing knowledge 6. understanding the words on the test 7. assessing content knowledge 8. comprehension strategy practice | This again is how to teach students to use the knowledge they already have instead of teaching what the test is. |
| Student engagement in reading for information | Reading for knowledge, information, and pleasure is the essential endeavor of successful and contributing members of a literate society. To ensure that students do become fluent readers, teachers must encourage reading in every subject matter and classroom, as well as outside the classroom. | Students must have a love of reading to be truly successful at it. Sure students can master the skill of reading but they don’t get the full value of it. |
| Using the results of informal and formal assessments | When assessments are given, you need to know what information you are trying to get from those assessments. If they are not useful to the school, then it is a waste of time | Don’t just give assessments to just have something for the students to do. Make it valuable and meaningful |
| Conclusion | Informal assessments should be ongoing. When giving formal assessments, make sure the students are prepared to take these tests. Ensure that your students are reading in any capacity. There must be faculty communication. | I agree that assessing students is a process that should be thought through thoroughly. |