

Title of Session: Classroom Assessment

Moderator: Maryann Durland

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Room: Classroom Assessment Group

DavidBes: I think we have solved all the problems

DavidBes: and will band together to write a best selling book

MaryannDu: wonderful I want a first edition!

DavidBes: lol

NancyK: You can print it off for \$50.00.

DavidBes: did you have anything specific in mind for the session

MaryannDu: cheap for solving all the assessment problems we have!

DavidBes: lol

MaryannDu: no I usually go with the questions the group has and we explore from there

NancyK: Yep, if you will send all the rubrics I need I will send the \$50.00.

MaryannDu: lol

NancyK: What about Webquest.

DavidBes: there are lots that teachers have prepared online

MaryannDu: as a way to do assessment?

MaryannDu: for rubrics?

NancyK: Yes. another way besides a rubric?

MaryannDu: yes, but you need to evaluate the rubric!

DavidBes: what about journaling?

KellyS: It's really storming at my home right now and I'm getting off before I'm disconnected again. It's been a pleasure chatting with you all. See ya.

DavidBes: bye Kelly

MaryannDu: bye

NancyK: Bye, Kelly.

CharlotteR: I have created a few, but they are mainly used for a project breakdown. The WebQuests themselves have rubrics to grade the project

KellyS left the room (signed off).

MaryannDu: right

NancyK: Do you always give a pre and post test?

NancyK: Sorry, post test?

MaryannDu: when you do a rubric, how do you decide on what the items in the rubric should be and the scales to use?

DavidBes: uh oh, the rough questions now!

MaryannDu: lol

DavidBes: lol

NancyK: I try to use [rubrics]to evaluate what I want the students to learn.

DavidBes: assess the assessment tool

MaryannDu: yes.

MaryannDu: like the objectives and goals?

DavidBes: based on standards?

CharlotteR: I do not. Sometimes pretest I do an open discussion or have the students create a vocabulary list of words they might know for the topic before we go through the chapter

CharlotteR: Sorry mine was saying that I do not always give a post test.

MaryannDu: good way to get a very good idea of what students know

CharlotteR: I think it is important to have the students help create the rubric and what

they wanted graded

DavidBes: have you ever tried using a concept map at the beginning ?

MaryannDu: do you use the rubric as a guide to the learning - ie in place of a post test?

DavidBes: and then again at the end?

MaryannDu: love it!

CharlotteR: Know some of the basics but guide the students in the direction of what you want the assessment rubric to be

DavidBes: it's amazing to see how much more they can fill in after the unit

MaryannDu: yes

CharlotteR: I have used concept maps before

DavidBes: I love them.

NancyK: I have never used them but a few times.

DavidBes: check out Inspiration.com. great program

MaryannDu: I like them for getting students to deep thinking

DavidBes: and Kidspiration for younger grades

NancyK: How about debates?

DavidBes: I ask the kids to help me make up rubrics

DavidBes: sometimes

CharlotteR: Rubrics help the students to know what they are going to be graded ahead of time before they begin the project. They take a lot of time to create though.

NancyK: That is a good idea.

NancyK: I think I am falling behind.

DavidBes: they do take time, that's for sure.

MaryannDu: but once done, they get faster and faster to do, as you are in that mode of thinking

DavidBes: no you're not, trust me. the fact that you're discussing it is a lot more than many do.

CharlotteR: However, when the students have them they do much better on the assignment

MaryannDu: yes

MaryannDu: and remember, everything takes time.

DavidBes: true. they know exactly what they need to strive for.

MaryannDu: learning does not happen in an instant for them or us

MaryannDu: it just looks like that at the end!

DavidBes: especially me!

MaryannDu: lol

NancyK: I love to get the students going on a discussion. I believe they really learn you can see the gears moving.

MaryannDu: we can stay as long as we want

MaryannDu: yes

DavidBes: I can squeeze a few more minutes

NancyK: I will sign off now too. Bye everyone and thanks.

MaryannDu: conversation is how we put our thoughts into what makes sense

DavidBes: bye, Nancy. thanks

MaryannDu: bye

NancyK left the room (signed off).

MaryannDu: and no thought is complete without a lot of verbal hashing

MaryannDu: and clarifying.

MaryannDu: etc.

MaryannDu: discussion and talk helps us frame our thoughts and adjust and add

MaryannDu: what do you teach David?

DavidBes: it does take time, that's true. I get general ideas from the kids, then go off and refine it, then bring it back. but sometimes I use online rubric generators, like rubristar?

MaryannDu: yes

DavidBes: I have been teaching French and Drama, history in the past, and next year I'll be the school's director of curriculum

MaryannDu: nice

CharlotteR: I have used Rubistar too.

MaryannDu: how many grades in your school

DavidBes: so I am busy looking for anything and everything related to assessment. learning, etc.

MaryannDu: do you both find that rubistar is flexible>

CharlotteR: My biggest problem is allowing students to self assess?

DavidBes: we are K -Grade 12 school

MaryannDu: what are your main questions>

MaryannDu: ok

DavidBes: not all the time

MaryannDu: problem in doing it? or problem in how to do it?

DavidBes: for some general stuff it's ok. but when you want to get specific, it can take as much time as doing it on your own

MaryannDu: right.

CharlotteR: Problem is how to get the students to really self assess themselves.

CharlotteR: Honestly

DavidBes: ya. I try to give them some ideas, how to be honest,

MaryannDu: right

DavidBes: how to really look at the effort they have put into it

DavidBes: and the areas where they slacked off

MaryannDu: I think also that it is not a skill we have. we are asking for reflection.

MaryannDu: no judgment

MaryannDu: but to value what they are and who and to add to that

DavidBes: people confuse them

MaryannDu: assessment has a judgment connotation

MaryannDu: yes

DavidBes: sure.

MaryannDu: so to reflect and select what to improve is what we want

DavidBes: I think that's why the rubric and quality and clarity of the assessment are so important

MaryannDu: we do not have to be perfect, just moving and learning in ways that are meaningful

CharlotteR: right

MaryannDu: I think all that is part of the conversation and discussion about why and how and then the doing it.

MaryannDu: the tone we set, the expectation, and the model we show

MaryannDu: I think that when we talk to kids honestly, as people, they respond seriously and like that we value them

MaryannDu: so the rubric is not just something to finish

DavidBes: ah, but most teachers think it is

MaryannDu: yes.

DavidBes: the pressure to get a grade for the kids

MaryannDu: so it is a big problem

CharlotteR: If I can show students a comparison of two tests they have taken seriously and they see improvement they seem more motivated

MaryannDu: yes

DavidBes: it's great if we can do that

MaryannDu: and if they can talk about what they knew and how and what they learned and what made sense, that is good

MaryannDu: adds to the understanding of learning

MaryannDu: I don't think we really talk or define what learning is

MaryannDu: so that kids can make sense of it

MaryannDu: back to teachers....

DavidBes: I find the problem with students here is that there is such indifference among students in the HK international schools

MaryannDu: why do you think that is?

DavidBes: the parents put such importance on doing well (not necessarily learning)

MaryannDu: are there choices?

MaryannDu: right

MaryannDu: just like here!

CharlotteR: How do we get students to self assess themselves?

DavidBes: depends on the school.

DavidBes: well, we have lots of examples in French, where they do lots of informal self assessments, couple with peer assessments

MaryannDu: I also think that even with the external goals and values, that we can teach students to do reflection and

CharlotteR: There is not a whole lot of parental involvement here.

DavidBes: I think the research says kids should self and peer assess

CharlotteR: Students are more focused on basketball.

MaryannDu: what the kids experience and what the parents expect ends up in the same place, but are different

MaryannDu: start with basketball,

MaryannDu: I believe that if you start at an interest, every skill you need comes up

DavidBes: example?

MaryannDu: and many things -- facts, etc that are important

CharlotteR: I was just thinking about that when I was typing it.

DavidBes: ah, they are interrelated

MaryannDu: in a class we will only study basketball for a month. or so

DavidBes: and it gives intrinsic motivation

MaryannDu: everyone has to take an interest for the first 3 days, and read

CharlotteR: Maybe they can self assess there skills on dribbling the basketball

MaryannDu: we brainstorm ideas

MaryannDu: scoring, players, history, the ball, the court, the clothes,

CharlotteR: shots that they take

MaryannDu: coaches, umpires, fans, stadiums,

MaryannDu: yes

DavidBes: lots of interdisciplinary possibilities there

CharlotteR: percentage of free throws

MaryannDu: then we pick a topic or two and read and come back in two days and do a report or something on what I learned, and what I need to know. yes

MaryannDu: and it goes on. deeper and deeper.

DavidBes: I guess the biggest fear for teachers is time

MaryannDu: and as we get into the percentage of free throws, we see that hmmm. we need to know this.

MaryannDu: we have time to throw content and hope it sticks. why not a little time to test out getting motivation up,.. even a week

DavidBes: they fear lack of breadth, and sacrifice depth

MaryannDu: how much can we learn about what we need to know to learn basketball

MaryannDu: yes

MaryannDu: no creativity

DavidBes: yes

MaryannDu: no real understanding of what will get learning to occur

DavidBes: too much pressure to cover content

MaryannDu: take a risk and do it, and see what happens --- no risk

DavidBes: no time to investigate or do some reading

MaryannDu: but you can convert the content, faster and easier in other ways,

DavidBes: I am sorry, but my students are arriving. I really would like to stay

MaryannDu: teachers select the pacing....

CharlotteR: teach the concepts in an interesting way and creative

MaryannDu: come again!

DavidBes: will you be doing this again sometime?

MaryannDu: every second Thursday

DavidBes: so, in 2 weeks?

MaryannDu: 4

MaryannDu: May

MaryannDu: lol

DavidBes: oh, sorry!

DavidBes: I am ahead in time, so it's next week! haha

CharlotteR: what other assessments have you discussed with others before

MaryannDu: no problem. should have said, once a month

DavidBes: take care.

MaryannDu: ok

DavidBes: thanks, Charlotte, and Dr. Durland

MaryannDu: you can always contact me at mdurland@durlandconsulting.com

DavidBes: thank you

MaryannDu: we have discussed types of questions, and portfolios,

MaryannDu: hummm trying to remember

MaryannDu: where are you Charlotte?

CharlotteR: are there any websites that you have suggested in your instructions?

CharlotteR: I am in Illinois.

MaryannDu: ok. I will be in Chicago next week

MaryannDu: I would have to look. what are you looking for>

CharlotteR: Southern Illinois near, MO

MaryannDu: ok

CharlotteR: nothing in particular

MaryannDu: I will be posting some on this site during the next two months.

CharlotteR: just curious of other topics you might have discussed

MaryannDu: I would like to do more with the assessment group

MaryannDu: did you look in the files?

MaryannDu: I think there may be one or two things there

CharlotteR: This has been my first week on Tapped In and I would like to start using the site more often

CharlotteR: I find it very interesting.

CharlotteR: I have not looked in all of the information just yet.

MaryannDu: I plan on posting files, and links. so that in the summer and fall it will have more for participants

CharlotteR: I did see some powerpoints and ideas for assessing.

MaryannDu: are you student teaching?

MaryannDu: what would you like to find that would be useful?

MaryannDu: I would like to put things up that people are looking for

CharlotteR: No I learned about this site as part of the PBS Capstone Course

MaryannDu: ok

CharlotteR: At our school we have a Standards Aligned Classroom Committee. Have you ever heard of this?

MaryannDu: no

MaryannDu: what is it

CharlotteR: the committee doesn't meet often but you are trying to create assessments with the end in mind

MaryannDu: ok

MaryannDu: aligned to the standards

CharlotteR: making sure that the standards align with the assessment and project

MaryannDu: so for a project or a curriculum unit, with an assessment, seeing how the standards fit?

CharlotteR: they have a method where they use Knowledge, Reasoning, Skills, and Products during the lesson

CharlotteR: Yes

MaryannDu: ok, that are standards based?

CharlotteR: Yes

MaryannDu: that sounds like it might be helpful

MaryannDu: sounds like a good approach

MaryannDu: how is it working out

CharlotteR: The students become more familiar with the standards this way.

MaryannDu: does that help?

CharlotteR: They begin to see where they have been, where they are going, and what is coming

MaryannDu: yes,

CharlotteR: The high school is having more success with it.

MaryannDu: yes, they are ready for that kind of thinking

CharlotteR: The middle school students seem less motivated or interested in caring

MaryannDu: I would think that for middle and elem, they do not need the details so much, but that the organization would help the teacher

MaryannDu: they are not ready for that level of organization about learning

CharlotteR: I am beginning to think that myself

MaryannDu: they are more into just doing things

CharlotteR: Are there any assessment ideas to get students to start thinking more?

MaryannDu: yes, the framework is good, but more for the teacher. it helps to move them along. they don't get that totally yet. they just want to be moving along!!!

CharlotteR: Thank you for your help. I think I will be back in a few weeks for your May course.

MaryannDu: well, first they have to be able to do the thinking required, and any learning

strategy will do that. the assessment is really can they do it or not. an assessment may ask them to do it, but if they don't know how, then they will not do it well

MaryannDu: ok

MaryannDu: this is a good topic and I will work on it

CharlotteR: Assessment is very interesting to me and I think it can always be changed for your students.

MaryannDu: yes

MaryannDu: you have brought up some interesting points that I think are good. and I want to explore them. like what do students need and what do they think about assessment

MaryannDu: and why do they think the way they do!

CharlotteR: Thank you I need to go now

MaryannDu: ok. thanks for staying!

MaryannDu: hope to see you next time

MaryannDu: bye

BjB hugs Maryann. Thanks!

MaryannDu: thanks!