**Foundations of Education Chapter 11**

**Curriculum standards, assessment, and student learning**

**-Challenge-maintaining a balance between teaching and preparing students to take a state-mandated high-stakes testing**

**-The public is concerned about low test scores, U.S. students’ performance on international comparisons of achievement, and our nation’s standing in a competitive global economy.**

**-parents and guardians want to know that schools are educating their children well, and the community wants to know that its investment in school buildings, teachers’ salaries and curricular resources is returning educational dividends**

**I.What role will standards play in your classroom?**

**-the school curriculum should meet the standard of being personally relevant, interesting, and meaningful**

**-the school curriculum should help them meet the developmentally challenges of moving from childhood to adulthood**

**II.What is a standards-based education?**

**-basing curricula, teaching, and assessment of student learning on rigorous, world-class standards**

**- based on belief that all students are capable of meeting high standards**

**-in the past, expectations for students from poor families and students who are members of minority groups were sometimes lower than for other students**

**-we cannot accept low standards for some students and high standards for other students**

**A.content and performance standards**

**-content standard-term refers to the content or knowledge and skills students should acquire in various academic disciplines**

**-benchmark-content standards that are presented as specific statements of what students should understand and be able to do at specific grade levels or developmental stages**

**-performance standard-how good is good enough? And are used to assess the degree to which students have attained standards in an academic area**

**B.standards developed by professional associations**

**Performance expectations-established levels of achievement, quality of performance or level of proficiency for recommended standards as well as classroom activities related to standards**

**C.aligning curricula and textbooks with standards and curriculum frameworks**

**Curriculum alignment**

**1.horizontal alignment-occurs when teacher within a specific grade level coordinate instruction across disciplines and examine their schools’ curriculum to ensure that course content and instruction dovetail across and/or within subject areas**

**2.vertical alignment-occurs when subjects are connected across grade levels so that students experience increasingly complex instructional programs as they move through the grades**

**-curriculum framework-document usually published by a state education agency that provides guidelines, recommended instructional strategies, suggested resources, and models for teachers to use as they develop curricula that are aligned with national and state standards**

**III.What controversies surround the effort to raise standards?**

**A.arguments in support of raising standards**

**-improve achievement by clearly defining what is to be taught and what kind of performance is expected**

**-necessary for equal opportunity**

**-provides valuable coordinating function**

**-provides consumers protection by supplying accurate information to students and parents**

**-serves as an important signaling device to students, parents, teachers, employers and colleges**

**-as a mobile society, the United States needs common educational standards so that children from one area will not fall behind when they move to another**

**B.concerns about raising standards**

**-failures says new approach is necessary**

**-equal education in the United States is an illusion so comparing schools does not work**

**-we have what some people call savage inequalities**

**-imposing sanctions on low performing schools does not ensure that students in those schools are not left behind**

**Arguments against raising standards**

**-might lead to a national curriculum and an expanded role of the federal government in education**

**-the push to raise standards is fueled by conservative interest groups that want to undo educational gains made by traditionally underrepresented groups**

**-focus on higher standards diverts attention from more meaningful educational reform**

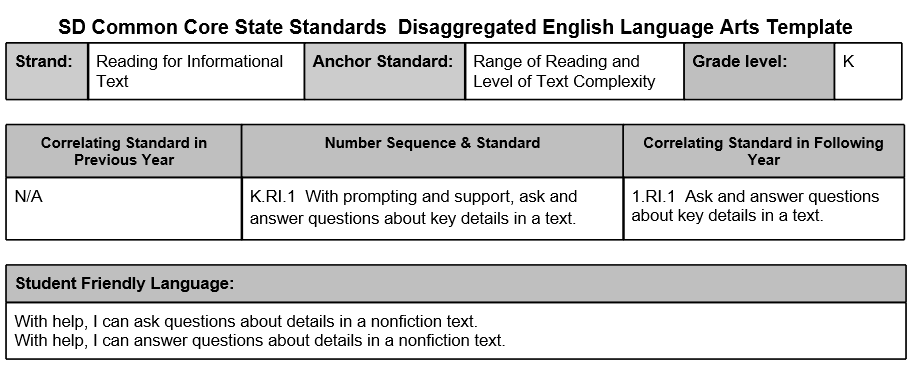
**-increased emphasis on tested subjects often results in a decrease in emphasis on subjects not tested**

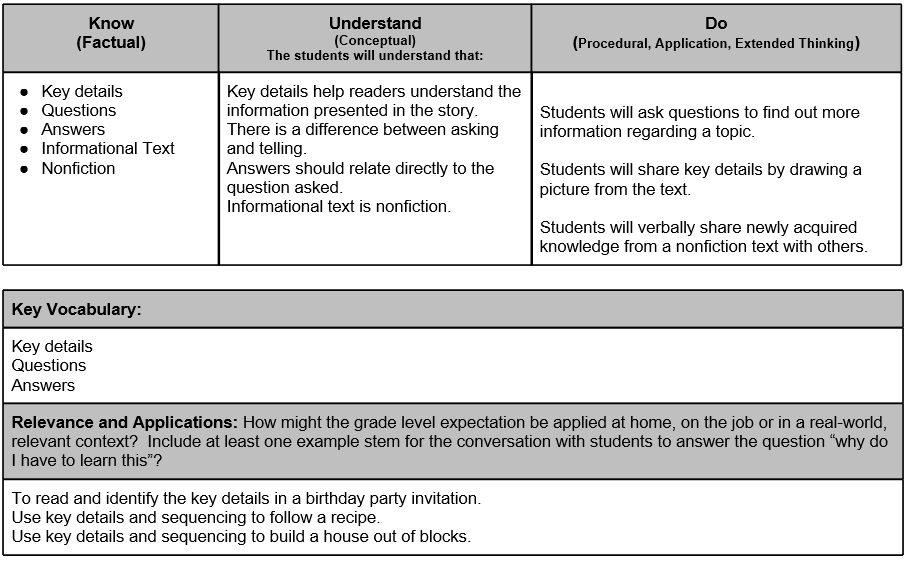
**-world-class standards are often vague and not linked to valid assessments and scoring rubrics**

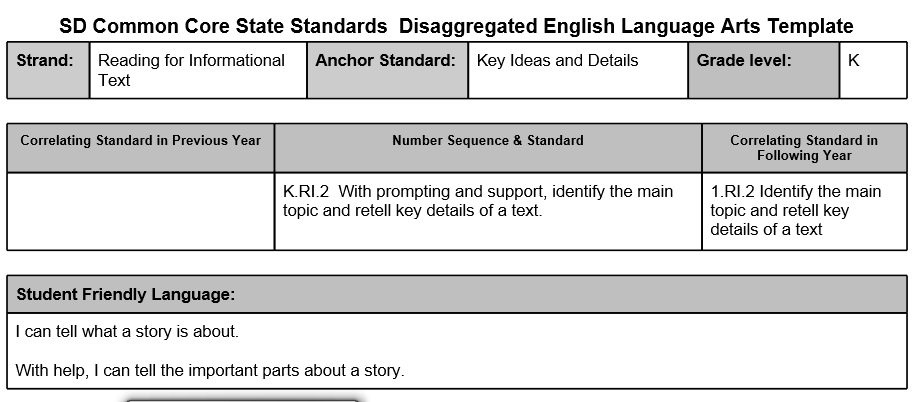
**-unclear bench-marks**

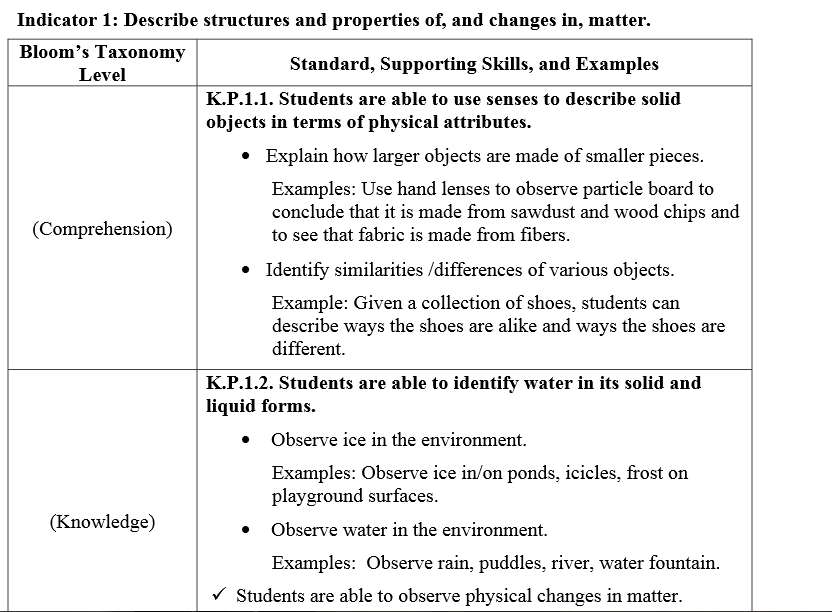
**-grade-level benchmarks have been created that are unrealistic and developmentally inappropriate for some students**

**-leads to teaching to a test**

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**C.standards, testing, and accountability**

**-accountability-today’s students and teachers are held accountable for students’ mastery of state-mandated standards**

**-some schools give bonuses if students master concepts**

**D.high stakes testing**

**-may determine whether a student can participate in extracurricular activities or graduate**

**-greater emphasis has been placed on teaching to the test**

**III.what methods can you use to assess student learning**

**-you will use assessment to evaluate your effectiveness because you recognize that the best assessments are those that inform instruction**

**-quantitative assessment-yields numerical scores that teachers use to evaluate student learning as well as the effectiveness of their teaching**

**-qualitative approaches-may include formal and informal observations of students’ performances on various learning tasks, the manner with which they approach those learning tasks, or students’ self reports of their interest and attitudes**

**-qualitative assessments-more subjective than quantitative, as teachers must interpret the meaning of the scores**

**A.challenges of assessing students’ learning**

**-the ultimate purpose of teaching is to lead the student to a greater understanding of the things and ideas of the world**

**-it may be impossible to determine precisely what another human being does or does not understand**

**B.purposes of classroom assessment**

**-it provides information for teacher to use to do the following:**

**1.determine how well students are learning the material being taught**

**2.identify the type of feedback that will enhance student learning**

**3.develop strategies for improving their effectiveness as teachers**

**4.determine if students have reached certain levels of performance**

**-Measurement-gathering of quantitative data related to the knowledge and skills students have acquired and yields scores, rankings, or rating that teachers can use to determine the degree to which students have attained specific standards**

**-evaluation-involves making judgments about or assigning values to those measurements**

**1.formative evaluation-when teachers measure students’ attainment of knowledge and skills for the purpose of making decision about their teaching**

**2.summative evaluation-when teachers use measurements to determine fades at the end of a unit, semester, or year and to decide whether students are ready to proceed to the next phase of their education**

**C.standardized assessments**

**-pencil and paper tests that are taken by large groups of students and scored in a uniform manner**

**Norm-referenced tests-students’ scores are compared with scores of other students who are similar and are used to determine where a student is compared to the typical performance of other students at the same age and grade level**

**Criterion-referenced assessments-do not indicate what is average or typical for students from the same age-group and grade level and indicate what students know and can do within a specific subject area**

**D.emerging trends in classroom assessment**

**-alternative assessments-require the active construction of meaning rather than the passive regurgitation of isolated facts**

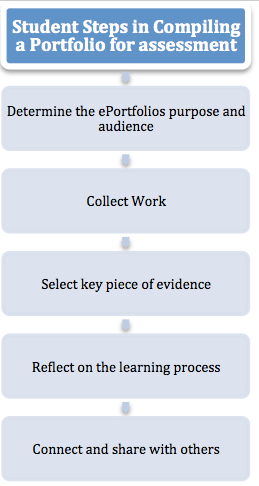
**1.alternative assessment**

**-could allow students to select projects on which they will be evaluated and requires students to use higher-level thinking skills to perform, create, or solve a real-life problems, not just choose one of several designated responses such as multiple choice tests**

**-also important on IEPs as these assessments can be designed to measure the performance of students who are unable to participate in the traditional large-scale assessments**

**(good idea but don’t use all of the time-they will need to take tests in college)**

**2.portfolio assessment-based on a collection of student work that tells a story of a learner’s growth in proficiency, long-term achievement, and significant accomplishments in a given academic area (good to have put together for an interview)**

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**3.peer assessment-students assess one another’s work-BE CAREFUL not to violate privacy of students**

**4.self-assessment-students asses their own work and their thought processes while completing work**

**5.performance-based assessment-based on observation and judgment-an example could be based on a science fair project**

**6.project-based learning-students work in teams to explore real-world problems and crate presentations to share what they have learned**

**(be careful to use this when appropriate and not base your entire room of off these projects-some students require more guidance)**

**IV. How can you develop high-quality assessments?**

**-you should be skilled in the following:**

**1.choosing and developing assessment methods appropriate for attaining instructional goals and objectives**

**2.administer, score, and interpret results of both externally produced and teacher-produced assessment methods**

**3.use assessment results when making decisions about individual students, planning teaching, developing curriculum and school improvement**

**4.develop valid grading procedures based on high-quality assessment of student learning**

**5.communicating assessment results to students, parents, other nonteaching audiences, and other educators**

**6.recognizing unethical, illegal, and otherwise inappropriate assessment methods and use of assessment information**

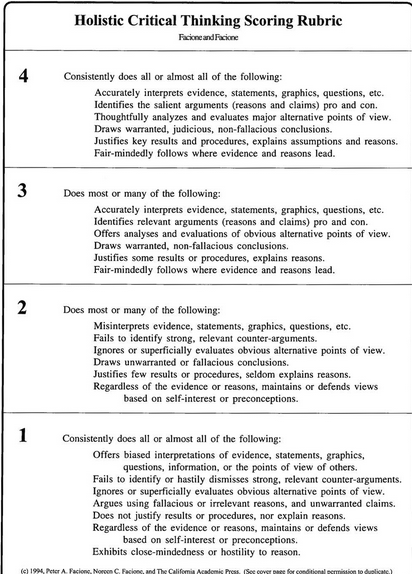
**A.validity and reliability**

**-validity-refers to the extent to which assessments measure what theya re supposed to measure and ensures that what students are asked to do is a direct reflection of stated standards, goals, expectations, and or targeted learning outcomes**

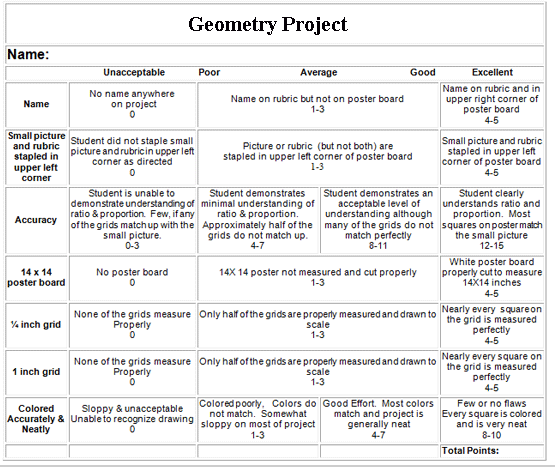
**-reliability-refers to the degree to which an assessment provides results that are consistent over time (can you give the test and get the same results with different groups of kids in different environments**

**B.scorin rubrics-rating scales that consist of reestablished performance criteria**

**-holistic rubric-requires the teacher to score the over all process or product as a whole without judging the component parts separately**

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**-analytic rubric-requires that the teacher score separate, individual parts of the product or performance according to pre-specified criteria, than add the individual scores to obtain a total score**

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**THERE IS NO SINGLE RIGHT WAY TO ASSESS STUDENT LEARNING**