**Chapter 6 assessments and evaluations**

**-it will consume a large chunk of your time**

**-you must build a repertoire of effective strategies for assessing and evaluating their students and for understanding the standardized testing**

**Importance of assessments and evaluations**

**-sociologists have observed that schools in large, complex societies expect to help sort people for societal roles and occupational positions**

**-enduring perceptions about self-worth and self-esteem can also result from the way students are evaluated in schools**

**-has been used to maintain the dominance of certain groups in society and prevent others from advancing**

**Grade for work exchange**

**-students can be motivated to do certain things for extrinsic rewards**

**-just as adults work for a salary, students work for grades**

**Parent involvement**

**-some parents hold unrealistic expectations for their children and try to interfere with the teacher’s professional judgment about the most appropriate level of work for their child**

**-some parents seem so indifferent to their children’s academic evaluation and offer little encouragement at home for doing good work or getting good grades**

**Assessment and evaluation concepts**

**Assessment-refers to the full range of information gathered and synthesized by teachers about their students and classrooms**

**Informal assessment-observation and verbal exchange**

**Formal assessment-homework, tests, and written reports**

**Evaluation-process of making judgments, assigning value, or deciding on worth**

**Formative assessment-collected before or during instruction and are intended to inform teachers about their students’ prior knowledge and skills in order to assist with planning**

**Summative evaluations**

**-efforts to use information about students or programs after a set of instructional activities has occurred**

**-purpose is to summarize how well a particular student, group of students, or teacher performed on a set of learning goals or objectives**

**Information quality on tests**

**Reliable-assessments produces dependable results consistently**

**Test-retest reliability-measure showing whether a test procures consistent results for persons who take it more than once over a period of time**

**Alternate form reliability-indicates that two different forms of a test produce consistent results for the same group of students (be careful they are equivalent in difficulty)**

**Split-half reliability-test items on a test are divided into two halves, and student performance is compared for each half**

**Reliable test-measures a student’s abilities on some topic or trait consistently over time**

**Valid test-measures what it claims to measure**

**Fair test-offers all students the same chance of going well and if it does not discriminate against a particular group of students because of their race, ethnicity, or gender**

**Effects of assessment on student motivation and learning**

**-“if I don’t grade it-I don’t’ get it”**

**-good assessments increase student engagement and learning**

**-student achievement on final exams improves in classes in which teachers give weekly quizzes**

**-providing feedback from either formal or informal assessments increases students motivation and learning (do grades more than once a week)**

**Standardized Tests**

**Standardized tests-tests made by teachers that have been designed and validated by professional test makers for specific purposes such as measuring academic achievement or literacy levels**

**-some people believe that if the standardized tests are high than the school and teachers are effective**

**-some tests show that high-stakes tests standardized tests leads to greater achievement gains**

**-some studies show that the use of standardized tests tend to narrow the curriculum because the teacher focuses instruction only on topics that cover the tests**

**-most standardized tests only measure a small range of abilities mainly those that focus on quantitative and verbal tasks**

**-Garner’s multiple intelligences disproves that standardized tests are a good way to measure intelligence**

**-high-stakes decisions-the trend is to make these tests more important in the lives and teachers and students**

**Types of standardized tests**

**Norm-referenced tests**

**-attempt to evaluate a particular student’s performance by comparing it to the performance of some other well-defined group of students on the same test**

**-does not tell us much about how well a specified set of school or district objectives are being accomplished, nor will they tell how students are currently doing in comparison to past performance on locally derived objectives**

**Raw score-number of items on the test a student answers correctly**

**Percentile-rank score-statistical device that shows how a student compares with others-specifically the proportion of individuals who had the same or lower raw scores for a particular section on a test**

**Criterion-referenced tests**

**-measures performance against some agreed-upon level of performance or criterion**

**-can provide information about a student’s level of performance in relation to some specified body of knowledge or list of agreed-upon objectives or standards**

**-standardized tests provide information that is helpful in diagnosis and curriculum planning**

**Preparing students for standardized tests**

**-familiarize students with a test’s formats and provide practice opportunities for them to use these formats**

**-communicate a positive attitude toward standardized tests and explain to students how important it is for them to try their best**

**-“teaching to the test” is an issue that comes up among teachers and test administrators**

**Various Factors with Assessments**

**Diagnosing prior knowledge**

**-to differentiate instruction for specific students or to tailor instruction for a particular classroom group requires reliable information about students’ capabilities and their prior knowledge**

**Providing corrective feedback**

**-correct tests quickly**

**-update grades often**

**-students expect their work to be evaluated so they do academic work for grades**

**-teachers who take this work-for-grade exchange lightly or who do it poorly are normally faced with some serious classroom procedures**

**Test Construction**

**Selected responses**

**-true false and multiple choice that allows students to select their responses form alternatives**

**-sometimes hard to write higher-level cognitive skills and processes**

**True false-good if you can’t come up with distractors (rumor is new tests will have find false item and WRITE and tell why it is false)**

**Matching-used when a teacher wants to measure student recall of a fairly large amount of factual information**

**Multiple choice**

**-considered best selected response**

**-stem poses the problem**

**-right answer solves the problem**

**-distractor is the plausible but wrong statement**

**Fill in the blank-avoid ambiguity and make sure questions have no more than one correct response**

**Constructed-response items**

**-essays or short answers that require students to construct their own responses**

**-do the best job of tapping students’ higher level thought processes and creativity**

**1.write the essay question so it is clear and explains to students what should be covered in an answer**

**2.write a sample answer to the question ahead of time and assign points to various parts of the answer**

**3.use scoring rubrics**

**4.use techniques to reduce expectancy effects(don’t assume writing will be good or bad)**

**Giving a Traditional Test**

**1.find ways to deal with test anxiety which prevents students from doing as well as they could**

**2.organize the learning environment for conducive test taking(my students like the thunderstorm/rain CD playing)**

**3.make routines and instructions for the test clear**

**4.avoid undue competition and time pressure**

**5.provide students with sufficient time**

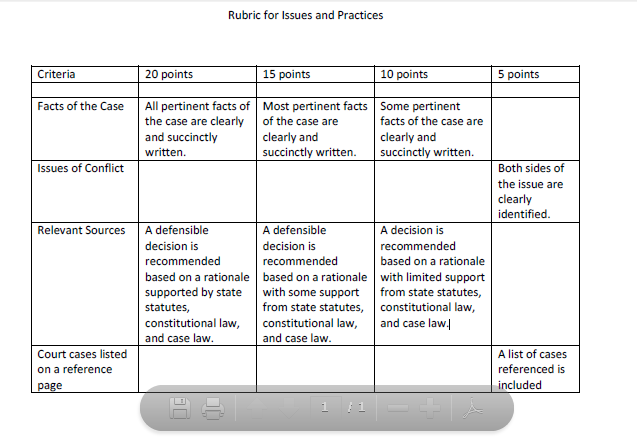
**6.provide appropriate support for students with special needs**

**Alternative assessments**

**Performance assessments-want students to demonstrate that they can perform particular tasks (lighting a Bunsen burner)**

**Authentic assessment-stresses the importance of the application of the skill or ability within the context of a real-life situation(science fair)**

**Use scoring rubric-detailed description of some type of performance**



**Student portfolios**

**-collection of student’s work that requires performance in context**

**May include the following:**

**1.tests and quizzes**

**2.prompts-evaluated work for required class assignments**

**3.performance tasks-scored work from elective and/or on demand performance tasks**

**4.projects/products/artifacts**

**Grading**

**Grading on a curve-students compete with each other for positions along a predetermined grading curve(I disagree as the grade does not reflect the accurate depiction of the student’s knowledge)**

**Grading to criterion-measures student’s performance against criterion of content and skills objectives**