<u>Journal Entries</u>

What I Learned During my Time as a Teacher
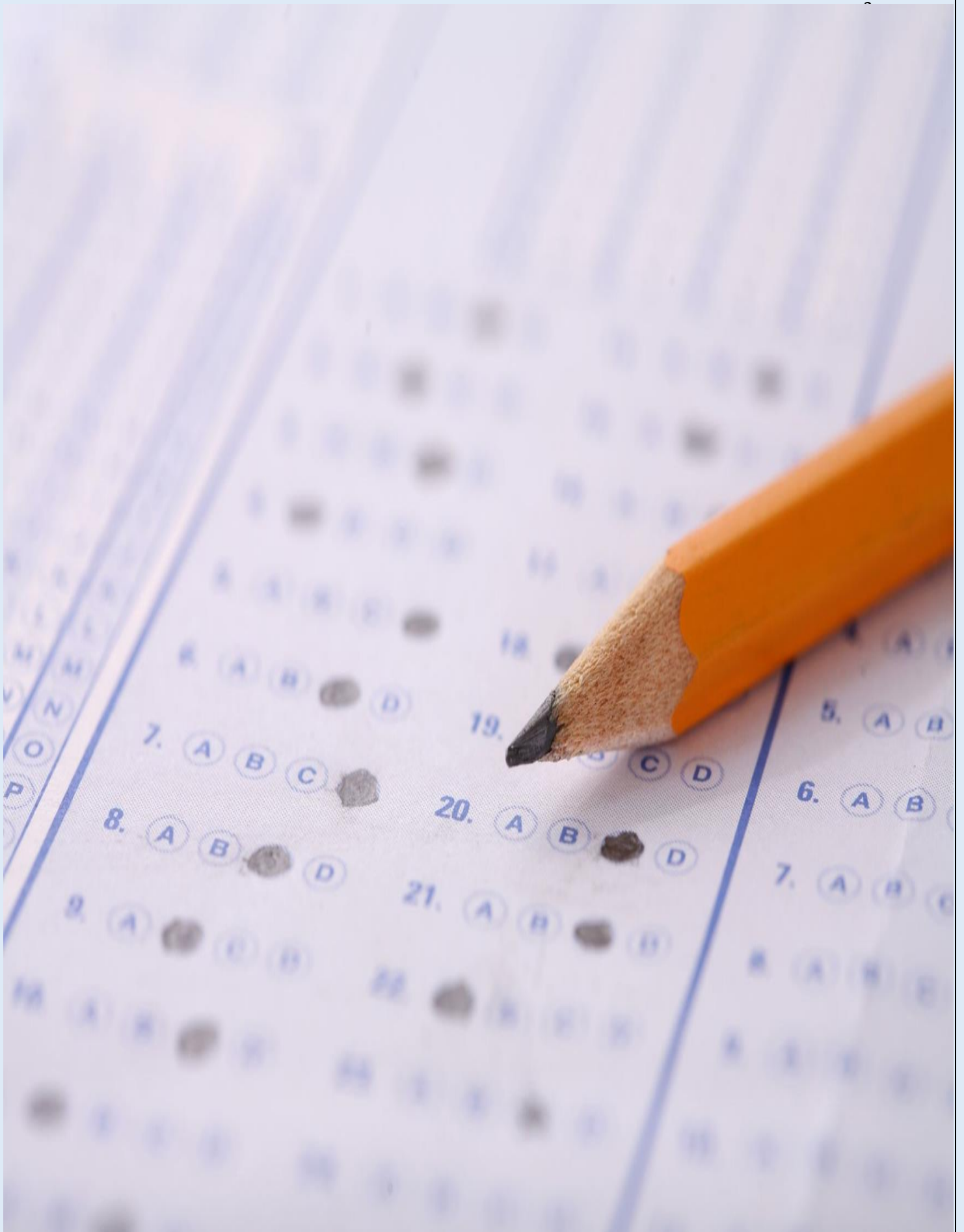
Jamil Wilson

Baldwin Wallace University

EDU-532-S01 Assessment and Data Literacy

Dr. Marzenski

May 4th 2024

MODULE 1

Backward Design and Assessment Basics

Part One

What is Backward Design?

Backward design is an instructional design methodology that begins by identifying the desired end objectives and then devises the curriculum, instructional activities, and assessments in a reverse manner to align with those goals.

Why do we use Backward Design?

Teachers use backward design because it works as an effective systematic approach to curriculum development and instructional design. Through the implementation of backward design, teachers can create a structured road map that essentially allows them to be specific about their teaching goals and guide their instructional trajectory so that their assessments, lesson plans, and activities can be in **alignment** with the desired content objectives. Consequently, teachers can build educational experiences that facilitate profound comprehension, and student organizational thinking skills.

Overall, this strategy enables educators to create an educational experience that is more intentional, captivating, and pertinent to the interests and requirements of pupils.

What are the steps to achieve backward design?

To achieve backward design teachers must plan ahead and map out their curriculum with their goals in mind. This would include the identification of desired learning objectives potentially based off state standards, determining acceptable evidence to reach said learning objectives, the creation of assessments, and the development of instructional plans. All of which should be centered around the initial learning objectives.

How can we apply this process to teaching & planning?

I think one way in which we can apply this process is by educating teachers on how this method works and putting in support systems that give teachers the time and resources to implement backwards design plans. While this can be difficult to accomplish among different types of schools and teachers, education about the subject is the first step to have teachers be more **metacognitive** about their teaching styles and organization.

Part Two

What are the three purposes for assessment?

I would say that the three main purposes for assessment would be to diagnose students' strengths and weaknesses, to document learning in a way that monitors progress, and to use that information to improve learning and motivation. However, while these three are what I consider to be the main purpose for assessments, other reasons exist. These other purposes can include the evaluation of teachers and programs, to improve instruction, to gather data, to monitor, to gauge **adequate yearly progress**, or to encourage **self- efficacy** in students.

How can I measure learning?

We can measure learning through utilizing different types of **classroom assessments** and by monitoring the results of the students taking these assessments. This continuum of assessments can include checks of understanding such as oral questions, observations and informal dialogues, traditional quizzes, low and **high stakes testing**, and open-ended prompts and performance tasks and projects. While it can only partially measure the growth and capabilities of students, this can also

be done with standardized testing. These assessments can be used to gather data and essentially measure student learning.

How can I interpret or evaluate results?

Once evidence through this variety of formal and informal assessments is gathered, teachers can use the students' responses and scores to indicate where students are doing well, what concepts they might know, where there are misunderstandings or gaps in knowledge, or if there is a complete lack of knowledge. Using these assessments can be used as a **diagnostic** tool to gauge the student's growth and **aptitude** for the desired subject.

What are the 3 main ways in which to use the data gathered from an assessment?

1. Informing Decision-Making: By analyzing assessment results, educators and administrators can identify areas of strength and weakness, determine which instructional methods are most effective, and make informed choices about where to allocate resources for improvement.

2. Monitoring Progress: Another important use of assessment data is to monitor the progress and **achievements** of students, programs, or initiatives consistently over time. By regularly collecting and

analyzing data, educators can track changes in performance, identify trends, and evaluate the effectiveness of interventions or changes in instructional practices.

3. Identifying Areas for Improvement: Assessment data can also help identify specific areas for improvement at the individual, classroom, school, or district level. This information can then be used to develop targeted interventions, implement additional support systems, or adjust instructional practices to address areas of weakness and promote student growth and success.

MODULE 2

Universal Design Learning & Differentiated Instruction

Part One

1- *What is Differentiated Instruction?*

Differentiated Instruction (DI) is an educational methodology that recognizes and adapts to the varied learning needs, requirements, preferences, and capabilities of students within a classroom setting.

2- *How can I apply differentiated instruction in my classroom?*

To successfully apply Differentiated Instruction (DI), I as the instructor might utilize a range of tactics by modifying instructional techniques, curriculum, and materials to accommodate individual learning styles and preferences. More specifically, this may entail pre- assessments, flexible grouping, choice assessments, and scaffolding. This will ensure that all my students have access to suitable and significant learning opportunities.
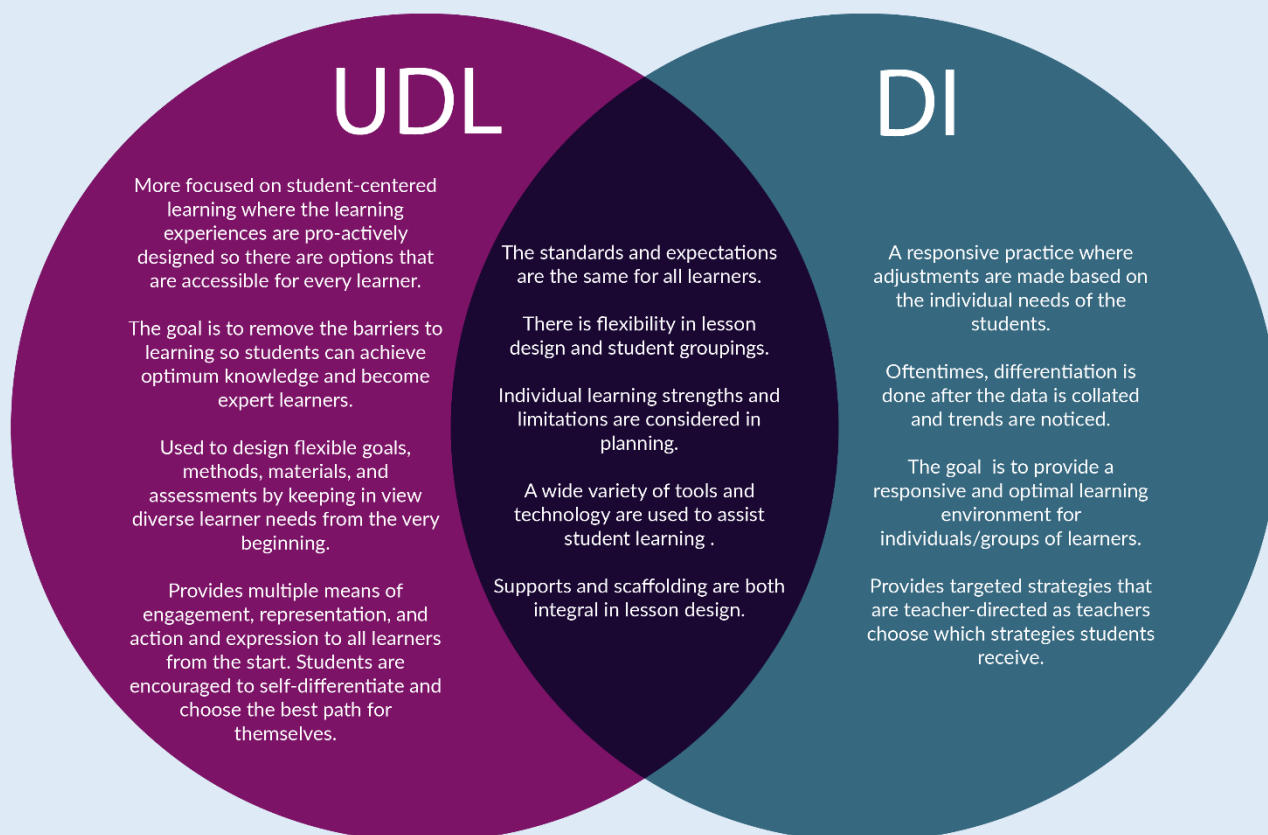
3- *What is the difference between UDL and D.I.?*

Universal Design for Learning (UDL) is a proactive method of developing learning experiences that are accessible to all students, while differentiation is a reactive process that evaluates the specific requirements of individual students and makes modifications to the learning environment accordingly.

4- *What is the role of assessment in UDL/DI?*

Assessment is vital in both Universal Design for Learning (UDL) and Differentiated Instruction (DI) since it provides valuable information for making instructional choices and tracking student progress. Within the context of DI (Differentiated Instruction), continuous formative assessments enable instructors to evaluate student comprehension and adapt their teaching methods appropriately. On the other hand, summative assessments are designed to support **self- efficacy** and therefore provide students the chance to showcase their acquired knowledge and skills. Similarly, in the context of Universal Design for Learning (UDL), assessments are intentionally created to cater to the individual requirements of varied learners. This approach enables students to showcase their comprehension using a range of methods, including presentations, projects, or written assignments.

5- *Venn Diagram of UDL vs DI*

UDL

More focused on student-centered learning where the learning experiences are pro-actively designed so there are options that are accessible for every learner.

The goal is to remove the barriers to learning so students can achieve optimum knowledge and become expert learners.

Used to design flexible goals, methods, materials, and assessments by keeping in view diverse learner needs from the very beginning.

Provides multiple means of engagement, representation, and action and expression to all learners from the start. Students are encouraged to self-differentiate and choose the best path for themselves.

The standards and expectations are the same for all learners.

There is flexibility in lesson design and student groupings.

Individual learning strengths and limitations are considered in planning.

A wide variety of tools and technology are used to assist student learning .

Supports and scaffolding are both integral in lesson design.

DI

A responsive practice where adjustments are made based on the individual needs of the students.

Oftentimes, differentiation is done after the data is collated and trends are noticed.

The goal is to provide a responsive and optimal learning environment for individuals/groups of learners.

Provides targeted strategies that are teacher-directed as teachers choose which strategies students receive.

Part Two

Describe your classroom climate. What does it look like, feel like, smell like, sound like?

My current classroom is spacious and well-lit with large windows to let in natural light, creating a bright and inviting atmosphere. When entering the class there are sturdy lab benches situated to the right of the student worktables. A

counter with cabinets lines the wall equipped with state-of-the-art scientific equipment such as microscopes, Bunsen burners, beakers, and test tubes. To the front of the classroom lies the teacher's desk and a demo desk and behind that is an interactive whiteboard or large display screens adorn the walls, ready to showcase multimedia presentations. The walls are decorated with posters illustrating student work and inspirational quotes from famous scientists. Lastly a human skeleton named Mr. Bones hangs out in the back of the class providing visual aids for learning. The class can sometimes smell like chemicals and can also sound very spooky when the wind blows. It's a beautiful classroom!

How can you encourage team building throughout the year?

To foster teamwork and camaraderie in my biology classroom throughout the school year, I hope to firstly, encourage open communication and idea-sharing within my class groups to cultivate a supportive and inclusive environment by organizing team-building exercises at the beginning of the year and periodically throughout to strengthen relationships among students. In addition, I want to provide group assignments and tasks that need student participation. I intend to prioritize the significance of every student's distinct capability and contribution to the team's achievements. I will provide

constructive feedback and commendation for collaborative efforts, while also setting an example through my own actions of teamwork and cooperation in interactions with students and colleagues, in order to reinforce positive behavior. In general, via actively supporting and enabling cooperation, I believe I can establish a classroom environment where students feel appreciated, connected, and inspired to collaborate towards shared objectives.

How can you create a classroom climate in which students are encouraged to take individual risks?

An effective method for fostering a classroom environment that promotes students to take personal risks is to generate a supportive and non-critical attitude where errors are seen as chances for growth rather than as shortcomings. Sometimes promoting transparent dialogue and engaged involvement by appreciating students' input, irrespective of its accuracy, can really facilitate an environment that encourages students to openly share their thoughts and delve into unfamiliar issues without any apprehension of being mocked or judged. Therefor I plan on commending the exertion and curiosity of students. In addition, I believe demonstrating vulnerability as an instructor by recounting personal experiences of taking risks and surmounting challenges may motivate students to go

beyond their comfort zones and embrace chances for failure and thus, personal development. Hopefully, by cultivating an environment characterized by trust, respect, and encouragement, students will be motivated to go into new territories, unlock their capabilities, and eventually excel both academically and personally.

How much wait time do you allow between thinking and answering questions?

As with many things the answer to this depends on the context and the type of question being asked. For relatively simple questions that students should know based on what we have discussed, I may give them only a few seconds. However, if it is a big question or one that requires some critical thinking, I may give them a full 3 minutes or so. Typically, I wait about half a minute before rewording the question or giving the students breadcrumbs to lead them in the right direction. Beyond that, I give them more than a minute before answering the question for them if they can't seem to come up with anything on their own. Yet, for more open-ended questions or for big idea questions, we might take several minutes to inquire about the topic in which I might ask multiple students to think about their answer and respond or have students work together for about five minutes to come up with a conceivable answer.

MODULE 3

High-Quality Assessments and Grouping Strategies

Part One

How can we match assessments with learning targets?

As teachers our assessments should match learning targets by making our assessments meaningful, clear, and within the limits of our students. It is important to make our assessments of these things while also being **reliable** and **valid** in a way that is in **alignment** with learning objectives.

What are the differences between reliability and validity?

Reliable means that the content being taught is consistent with the content being tested. On the other hand, validity means that our assessment is measuring what it is supposed to or in other words its accurate in assessing what is important based on our learning targets.

How can we ensure fairness in assessments?

Within our assessments, we as teachers can ensure fairness by excluding any sort of bias in our assessments and by once

again making sure that the assessment matches with what the students have been exposed to. Using clear direction and language is important as well. Another way to be fair is by checking to see if other methods of assessing the same skill yield the same results. This may lead to the **modification** or **accommodation** of the test or assessment for each student to be successful.

How do we determine what tools to use to measure student outcomes?

*To measure student outcomes teachers can use different types of question strategies and formats that will expose students' understanding of the learning target. Some of these types of question strategies can include using **selected responses** for simple understanding, **constructed response** for more reasoning or deeper understandings, teacher observation which is typically better for assessing student skills, and lastly **self-assessments** can be used to measure students' disposition and metacognition.*

<center>Part Two</center>

How should I group my students?

I can group my students using a variety of different methods depending on the group dynamics. For example, I can group

students in homogenous or heterogeneous groups. Randomized groups could also be utilized as well as self-selected groups. I will also say that groups based on behavioral dispositions go into consideration when making group decisions as well.

Does grouping students affect learning?

To be brief for once, yes. Grouping students certainly can have a profound impact on student learning.

What benefits can be gained from using various grouping strategies?

To give just a few examples, grouping students in homogenous groups can influence the student's participation and interest in the topic. For instance, if certain students are passionate about one aspect of the lesson, they may work better together than if they were put in another type of grouping. With a heterogeneous group a benefit could be having different types of students support each other through their different skills sets, strengths, and weaknesses. With randomized groups students can be exposed to other members of the class and other strategies other students have that they have not worked with before which can be helpful in granting outside perspective.

How can I assess my students if they are collaborating?

One straightforward approach is to monitor pupils performing collaborative activities. Paying attention to their interactions, communication style, degree of involvement, task allocation, contributions, problem-solving strategies, and general collaboration can be instrumental in properly assessing students in group settings. Also incorporating peer assessment, in which students evaluate their group member can contribute to the collaborative project. Peer assessment promotes responsibility and allows students to reflect on their own collaboration abilities. Then by Examining the end output of the collaborative effort, and the signature work from students can help the teacher assess each student's contribution to the outcome, including their ideas, effort, and execution.

MODULE 4

Formative Assessment

Part One

What are the key components of formative assessment?

The key components of formative assessments are continual feedback to students, instructional adjustments, gathering evidence of student learning, and evaluating evidence.

Provide 2 examples of formative assessment used in one of your courses that you have seen.

One example of formative assessment used in my classes would be simple observation which consists of reading body language, and gauging student participation, responses, and interest in the topic. Another formative assessment that I have used in my class is exit tickets which is a quick low stakes quiz at the end of class to assure reinforcement of the content and to check for student understanding.

What role does observation of student behavior play in assessment?

Observing student behavior offers a more holistic understanding of students' abilities, skills, and challenges. I can gather insights into students' social interactions, communication skills, problem-solving abilities, and emotional well-being, which may not be fully captured through traditional assessments. Furthermore, by observing student behavior, I can identify individual learning styles, preferences, and strengths. This information enables me to tailor instruction to meet the diverse needs of students, providing targeted support and scaffolding for learning.

How can you ask questions that effectively elicit appropriate student responses?

I think the best way to elicit appropriate student response is to be clear in your question, to align the question with the learning target, to try and engage the entire class to avoid **biased sampling** while simultaneously evoking the **Hawthorne effect** (i. e. calling on students who are hesitant to participate and humbly addressing their response) and to ask students questions that are not only relevant to them but questions that might require some critical thinking or something that could potentially spark their interest in the topic. An example of a question like this that I once asked in class was "Can plants can get cancer and if so, why have we never really heard about it

before?" This is the type of question that might draw a student in even if they are not particularly interested in the topic.

What are some guidelines to appropriately use feedback?

Part Two

What would you do? SELECT 3

Correctness of responses - Numerous students are giving incorrect responses.

For this I would take a step back and review the concepts that students are struggling with. Provide clear explanations and examples to ensure that students understand the material correctly. Furthermore, I would tailor my teaching approach to accommodate different learning styles and abilities while offering additional resources or alternative explanations to help students grasp the material.

Verbal articulation of ideas - Students are unable to explain concepts using their own words.

As a teacher, there are several strategies I might employ to help students overcome these challenges including the idea of

demonstrating how to explain concepts using simple language and clear examples using things like analogies, real-life scenarios, **anecdotal notes,** or visual aids. I may also provide structured scaffolding opportunities for students to avoid things like the **primacy** or **recency effect** and instead have them practice paraphrasing and explaining concepts starting with small chunks of information. Then I would gradually increase the complexity as students become more proficient.

Student interest in the topic - They are simply not interested in your topic.

This one is a bit tough since every student is different and their responses range from "Why do we need to learn this?" to highly emotional (or non- emotional/ noncaring) rejections of the topic at hand. In this sort of situation, I always try to first give a general sense of why the topic may be important to learn and then try to tailor that importance to what I think the students deem relevant to them based on my observations. Additionally, I might encourage students to work together and explain concepts to each other. Sometimes hearing an explanation from a peer can be more interesting and more effective than hearing it from the teacher. This also may prevent from developing **Halo effect errors**.

Module Five

Summative Assessment

Part One

How are pre-assessments used for gathering information about what students know and can do prior to determining appropriate instruction?

Pre-assessments let instructors identify students' previous knowledge, abilities, and comprehension before teaching. Pre-assessments assist teachers in determining pupils' prior knowledge. Knowing students' levels allows instructors to adjust lessons to their requirements and avoid repeating content. Pre-assessments also measure pupils' preparedness to learn. They can show whether pupils are ready for forthcoming material. This lets teachers change the speed and level of learning to avoid overwhelming or boring pupils. Therefore, teachers are able to analyze class strengths and weaknesses to build courses that meet learning goals and fill knowledge gaps.

What are the advantages and disadvantages of using different types of summative assessments to provide results that will be

used for instruction, including tests, quizzes, and large-scale assessments?

Summative assessments, including exams, quizzes, and large-scale assessments, have both benefits and drawbacks when it comes to producing outcomes for educational reasons. Tests provide a thorough assessment of students' knowledge and comprehension of a topic, enabling instructors to accurately evaluate learning results. Quizzes, in contrast, provide a rapid overview of students' understanding and may be used more regularly to track their development. Large-scale evaluations like **common assessments** (which are prepared collaboratively by a team of teachers) provide significant data on a wider scope, facilitating the evaluation of curricula and the formulation of policies. Benchmark and **interim assessments** can also be useful in helping teachers gauge their students throughout the year. However, placing exclusive dependence on examinations may encourage mechanical memorizing instead of fostering a thorough comprehension, while too frequent quizzes and assessments might potentially trigger worry, burnout, and anxiety among pupils. Large-scale assessments may encounter challenges related to standardization and ensuring congruence with classroom learning. Hence, while these evaluative evaluation techniques

provide essential perspectives on student learning, educators must maintain an equilibrium by using formative assessments to guarantee a thorough comprehension of student progress and requirements.

How can you determine effective versus ineffective student feedback that can be provided to students from tests, quizzes, and other forms of assessment.

In terms of feedback, it is important for responses to students to be explanatory, quick, and actionable. Giving responses that explain why their answer might not be correct or an answer that is specific while indicating to the student the right answer is immensely important for the overall growth of the student and actual learning of the student. Education is often about failure and learning from failure. Thus, feedback that is slow, nonspecific and non-explanatory may lead the student to never correct or understand the mistake in the first place.

Module 6

Summative Assessment

Part Two

What is the difference between formative and summative assessment?

Formative assessment and **summative assessment** serve different functions in education. Formative assessment is a continuous procedure that monitors student development and provides feedback throughout the learning process. It is formative in nature since it informs both students and instructors about areas of strength and areas for progress, allowing for changes to education and learning methodologies. Summative assessment, on the other hand, is conducted at the conclusion of a unit, course, or academic term to evaluate student learning results. Its major function is to assess pupils' mastery of certain learning objectives or standards. While formative assessment directs education, summative assessment acts as a measure of success that often influences students' grades or progress.

How can I plan to implement quality summative assessments?

To implement quality summative assessments, it is important to incorporate **validity**, and **reliability**. Firstly, ensuring validity involves aligning assessment tasks with desired learning outcomes and objectives. This can be achieved through careful design and review of the assessment by myself and other subject matter experts to confirm that the assessment accurately measures what it intends to assess. Additionally, reliability can be enhanced by standardizing assessment procedures, including clear instructions, consistent scoring criteria, and appropriate sampling of items to ensure consistency in measurement. Regular review and revision of assessments based on feedback and performance data further contribute to their reliability and effectiveness. Effective summative assessments can also be emphasized by intentional planning, meaning the avoidance of distracting dates for the assessment, announcing the date in advance and assessment mapping. By employing these strategies, I can develop summative assessments that are valid, well-structured, and consistently reliable in evaluating student learning.

How can I prepare my students for their summative assessments?

Preparing students for summative assessments involves several key strategies to ensure students are well-equipped to demonstrate their understanding and skills. As I mentioned before assessment mapping or **blueprintin**g can also be advantageous as it can involve creating a detailed plan or matrix that outlines the content and the appropriate cognitive levels that are to be included in the assessment, ensuring a more comprehensive coverage of the material. Reviewing key concepts and skills by dedicating class time or giving students study guides, review sheets, or other materials to help them organize their study efforts, provide opportunities for students to practice applying specific focused upon concepts through activities, exercises, and discussions. while avoiding **generalizability.**

Why do I need to utilize summative assessments in my classroom?

Summative evaluations in the classroom are important for a variety of reasons. For starters, summative assessments offer a complete review of students' learning outcomes and comprehension of the information presented during a certain time period, such as a unit or semester. This will enable me to

assess the efficacy of my teaching techniques and curriculum, allowing me to make the necessary changes for the benefit of my students' learning. Second, summative exams provide students with useful feedback on their performance, emphasizing both their strengths and places for development. This feedback encourages students to be metacognitive and suggest ideas for future improvement. Furthermore, summative assessments serve as a foundation for grading and academic responsibility, ensuring that students fulfill the requisite criteria and achieve their learning goals. Overall, using summative evaluations in the classroom can greatly improve both my own teaching methods and student learning experiences as well.

Module 7

Standardized Testing

Part One

How can I prepare my students for standardized testing?

I think that one great way to prepare my students for standardized testing is by making sure that the students are firstly aware of the format of the test (whether multiple choice, essay, etc.) and how to properly study for standardized exams. I'd encourage my students to map out the material by dividing study material over the time they may have. For instance, if a book has 15 chapters of content and the test is in five days then they should try and cover three chapters each day. This will help reduce anxiety amongst the students. I'd also want them to prioritize the material and make note of which sections they think they already have a good grasp on, and which parts need review. I'd also advise them to reflect on what study methods work for them and to utilize those tools to help them do well. Its also important to set and appropriate

environment for the student to take the test and let them know that the results will be used to benefit them versus critique them.

What criteria make a test standardized?

1. Uniform Administration: The test is administered under consistent and controlled conditions to all test takers. This ensures that all individuals taking the test have the same experience.

2. Standardized Scoring: There are clear guidelines for scoring the test, often with predetermined correct answers or scoring rubrics. This allows for consistent evaluation of all test-takers' performance.

3. Norm-Referenced or Criteria: Scores are compared to the performance of a norm group, typically a representative sample of the population, to determine how an individual's performance compares to that of others.

4. Validity and Reliability: The test yields consistent results when administered to the same group of individuals under similar conditions and measures what it claims to measure. This is often established through extensive research and validation studies.

5. Standardization Sample: The test has been administered to a large, diverse group of individuals (the standardization sample) to establish norms and ensure that the test is fair and unbiased across different demographic groups.

6. State Approval: Developed and approved by state officials to undergo periodic review and revision to ensure that the test remains relevant, reliable, and valid over time.

Why do we give standardized tests?

We give standardized testing to students to determine whether they are attaining the knowledge and skills deemed important by the state and recognized by educational experts. These tests are also used to collect data and to determine the strengths and weaknesses of students in certain content areas.

Types of standardized tests and definitions of each

1. **Criterion-Referenced Tests**: Criterion-referenced tests measure an individual's performance against a specific set of predetermined criteria or standards. These criteria typically represent desired levels of proficiency or mastery

in a particular subject or skill. The primary goal of criterion-referenced testing is to determine whether a test taker has achieved specific learning objectives or competencies, rather than comparing their performance to that of others.

2. **Computer Adaptive Tests**: Computer adaptive tests (CATs) are assessments administered via computer technology that adjust the difficulty level of questions based on the test taker's responses. As the test progresses, the computer algorithm adapts by presenting questions that are tailored to the individual's skill level. CATs are designed to efficiently and accurately measure a test taker's abilities by providing questions that are neither too easy nor too difficult, thereby maximizing the precision of the assessment.

3. **Benchmark Assessment**: Benchmark assessments are periodic evaluations administered throughout an academic year to gauge students' progress toward meeting specific educational benchmarks or standards. These assessments are typically aligned with curriculum objectives and may be used to identify areas of strength and areas needing improvement. Benchmark assessments provide educators with valuable data to inform

instructional decisions and interventions aimed at supporting student learning and achievement.

4. **Norm-Referenced Tests**: Norm-referenced tests compare an individual's performance to that of a norm group, which is a representative sample of test takers who have previously taken the same assessment. The results of norm-referenced tests are typically reported as percentile ranks, indicating where an individual's score falls relative to the scores of others in the norm group. These tests are often used to rank and compare individuals' performance, rather than measure their mastery of specific content or skills.

5. **Aptitude Test**: Aptitude tests measure a student's cognitive ability, potential or capacity to learn. They are determined by in school and out of school experiences and are useful in seeing the difference between aptitude and achievement.

What do I need to know about conveying information to parents?

In terms of conveying standardized test information to parents I think it is really important to have conversations with parents

/guardians about how scores their student receives. I think its important to reinforce that while the test can be helpful it is not indicative of the student's overall intelligence or ability but to still point out the strengths and weaknesses that appeared of the student. Some other things to mention are how results coincide with classroom performance, **the grade level equivalence** regarding their score, and to make suggestions as to what families can to at home to support their student's learning and growth.

Module 9

Selected-Response Items

Part 1

What are the advantages and disadvantages of using selected type items such as:

Multiple choice

Advantages

Multiple choice can be quite effective for rapidly evaluating a large body of material, particularly if using a digital forum. Also, multiple choice can be utilized (if formatted correctly) to assess different levels of understanding (Blooms taxonomy), like from memorization to analysis and assessment, and thus may test a wide range of cognitive abilities. Questions can also be formatted to help students with cognitive reasoning skills and important testing concepts like process of elimination and using the Stem or beginning portion of a multiple-choice item to help them answer the question correctly.

Disadvantages

 With multiple choice students' ability to guess the right answer on occasion does not always indicate how well they have learned the content. Also, while multiple-choice tests can measure certain forms of higher-order thinking, they may not be up to the task of gauging creative thinking or complicated problem-solving that you might get from something like a **constructed response format**. Furthermore, it may be difficult and time-consuming for teachers to come up with realistic **distractors** amongst **alternatives** that successfully assess students' knowledge. Similarly to the advantages, cueing can also be a disadvantage as well in terms of the assessment's validity. If students are unintentionally led to the right response by the question's structure, it won't be a true test of the students' knowledge and understanding.

Binary-choice

Advantages

One advantage of Binary choice is the simplicity of the assessment. Both students and teachers can easily grasp and answer **propositional** questions due to the brevity and straight

forward nature of the question. Like multiple-choice, binary-choice questions may be quickly evaluated, less subjective to interpretation, and can cover a broad variety of topics.

Disadvantages

Some Binary-choice question disadvantages is that they are limited in their ability to assess higher-order thinking skills or nuanced understanding. Also with only two options, students may be more likely to guess the correct answer. In terms of depth binary-choice questions may not be suitable for assessing certain types of content or learning objectives that require more than a simple true/false response and with that being said, they are often somewhat superficial in regard to showing what the student knows. Lastly crafting binary choices that are clear and unambiguous can be challenging to teachers, leading to confusion for students.

Matching

Advantages

Some advantages of matching types of questions are that they can effectively assess students' understanding of relationships

between concepts, terms, or ideas. Matching questions can be adapted to assess a wide range of content and learning objectives. Matchings are also easy to score objectively.

Disadvantages

In the same sense however, crafting well-designed matching questions can be time-consuming and require careful consideration to ensure clarity and fairness. Furthermore, matching can be limited to specific types of content, and often requires low level skills/ understanding, and thus restrict assessment of more complex concepts. Also depending on the structure of the matching items, students may sometimes guess the correct matches without truly understanding the relationships between the items and if not constructed carefully, matching questions can be prone to errors or ambiguities, leading to confusion for students and unreliable assessment results.

What are some best practices in constructing selected response items?

I think some of the best practices for constructing these types of response items are first and foremost making things as clear

as possible for the students so there is no ambiguity or confusion regarding what the students are expected to know and what the contents of the questions are asking. The only exception to this might be in multiple choice questions via providing a distractor answer choice. Regardless, the stem of the question being asked should be clear to the students. Another way to enact best practices would be avoiding negative wording as it can lead to confusion. If unavoidable, it would be best to ensure that negatives are highlighted (or underlined or capitalized) to avoid misinterpretation. Furthermore, organization and uniform structure should help maintain consistency for all items, including similar formatting, length, and style throughout the tests. Lastly randomizing the order of answer choices to prevent guessing based on patterns would also be ideal.

How can we best construct selected-response items that match the nature of the learning target being assessed?

To best construct selected-response questions to match learning targets I feel it is important to clearly define the learning target or objective that you want to assess and subsequently make sure we use the specific (or at least very

similar) items, content and examples used during lessons as applicable questions for the assessment. This will not only prevent students from being surprised or feeling like they studied the wrong thing, but it will inevitably force the selected-response items to match the learning targets.

What is the purpose of using an interpretive exercise or a technology-enhanced item?

The purpose of using an interpretive exercise or a technology enhanced item is to test deep understanding and reasoning of a topic. The **premise** of this type of exercise reasoning targets should be clearly defined, the introductory material should be brief, the questioning should be more authentic to real life issues or questions and there should be perhaps several questions associated with each of the exercises.

Module 10

Constructed Response Items

11 - Alternative

12 - Aptitude Test

13 - Benchmark Test

14 - Binary Choice

15 - Criterion-referenced test

16 - Distractor

17 - Reliability

18 - Stem

19 - Valid

A- the incorrect responses in a multiple-choice set 16	B - A list of terms/people/dates from which only one can be chosen 11	C- the beginning portion of a multiple-choice item. It can be in a declarative form or posed as a question 18
D- the extent to which a test yields consistent results, as assessed by the consistency of scores on two halves of the test, on alternate of the test, or on retesting 17	E- Individual's performance is measured against the mastery of curriculum criteria rather than other students 15	F- Evaluates students at periodic intervals, frequently at the end of the grading period. 13
G- a test designed to predict a person's future performance; it is the capacity to learn 12	H - the extent to which a test measures or predicts what it is supposed to 19	I- offering a choice of two possible answers 14

Module 11

Assessing Texts and Students

How does assessment help us set instructional goals?

Assessments are of the utmost importance in assisting educators in establishing instructional goals as they furnish critical insights regarding students' present knowledge, abilities, and other areas that require development. By employing a range of assessment techniques, including quizzes, tests, observations, and projects, instructors can collect data on students' comprehension and ability to apply principles Furthermore, by utilizing this information, teachers are able to determine the classrooms' strengths and shortcomings, thereby customizing instruction to meet the unique requirements of every student. This information serves as a guide for the formulation of focused instructional objectives. In addition, assessments enable educators to monitor students' progress over time and make necessary adjustments to instructional strategies in order to guarantee

sustained development and achievement for every student. In general, assessments are of immense value to educators and to students as they assist in establishing and refining instructional objectives that are most conducive to fostering student achievement and learning.

What are the differences among high-stakes and low-stakes assessments?

A high-stakes test is distingushable from a low stakes test not from their form or how it is designed but its function or how the test is used. A low stakes test would be used to measure academic progress and achievement, identify learning or teaching problems, inform teachers of potiantially neccessary instructional adjustments and to provide feedback to students for improvement. High stake assessments carry significant consequences and are used to not only hold schools accountable for helping students to reach standards but to hold students accountable for learning the material. Hence, data gathered from high stake test results can be used to improve the quality of education and lower the achievement gap between different student groups

How have state & federal policies affected assessment & students' achievement?

The impact of state and federal policies on assessment practices and student achievement in educational settings has been substantial, especially regarding the importance attributed to test preparation in classroom instruction. The curriculum has been substantially reduced in scope as a result of the implementation of standardized testing mandates, which require educators to devote more instructional time and resources to achieving test objectives. As a result, this restricted emphasis has the potential to restrict students' opportunities to explore a wide range of topics and develop crucial abilities in critical thinking. Furthermore, the imperative to rigorously adhere to standardized assessments has compelled educators to acknowledge the criticality of effectively utilizing data to guide instruction. Through the examination of student performance data, educators are able to discern areas of proficiency and deficiency, customize instruction to suit the unique requirements of each student, and execute focused interventions to bolster student learning. In addition, policies at the state and federal levels have promoted the synchronization of curricula with predetermined educational benchmarks, thereby guaranteeing that

instructional material is pertinent and directly contributes to the achievement of learning outcomes specified in the benchmarks. Consequently, these policies often dictate the standards and benchmarks against which students' performance is measured, thus affecting the design and implementation of assessment tools and methodologies. For instance, standardized testing requirements mandated by federal legislation like the Every Student Succeeds Act (ESSA) as well as the less than effective No child left Behind Act in the United States have heavily influence the content taught in schools and the emphasis placed on specific subjects and tests. These policies have impacted funding allocation and resource distribution and thus affected the availability of educational support systems and interventions aimed at improving student achievement. Other legislation and policies aimed at promoting accountability and equity in education have driven efforts to close achievement gaps among diverse student populations in regard to assessments. Overall, state, and federal policies shape the landscape of assessment practices and have significant implications for students' academic success and educational outcomes.

What informal assessments are used in content area classrooms?

Informal assessments are indispensable instruments in content area classrooms for evaluating students' comprehension and advancement. Class discussion stands out among the numerous informal assessment methods as one of the most efficacious. By involving students in candid discussions, instructors are able to evaluate their understanding while also cultivating their critical thinking and communication proficiencies. Additional essential resources include exit tickets, which are brief evaluations conducted at the conclusion of a lesson with the purpose of assessing student progress. Furthermore, observation assumes a pivotal function in informal assessment, as educators consistently oversee student conduct, involvement, and commitment throughout classroom exercises.

How can teachers involve students in assessment & self-reflection?

I think that one effective approach is to incorporate peer and self-assessment activities, where students evaluate their own work and provide constructive feedback to their peers (like a

portfolio or project display). This encourages students to take responsibility for their learning outcomes and fosters a sense of collaboration and accountability within the classroom. Additionally, teachers can integrate reflective practices into lessons by simply incorporating regular opportunities for students to reflect on their progress, strengths, and areas for improvement by asking them how they feel about their work. Providing students with structured reflection prompts or journals allows them to articulate their thoughts and insights, further enhancing their metacognitive skills. Furthermore, I think that by involving students in some sort of goal-setting process empowers them to set achievable objectives and track their progress over time, promoting a deeper understanding of their learning process.

Complete the magic square using the vocabulary

These rubrics provide a clear breakdown of performance criteria, making it easier to provide specific feedback to learners.	This is an abbreviation for Standard Nine. Levels 1-9 represent the student's performance on a bell curve	The Multiple Sources presentation for EDU 348 is an example of this type of assessment	Tamara's score on her standardized test is 4.2. This means she reads at the grade level equivalency of a fourth grader in the second month of school according to the …
It represents the total number or count of correct or achieved items, points, or criteria without any additional modifications	Examples include exit slips, thumbs up, observation, quick writes, and discussion boards	This type of grading is often used in situations where the focus is on overall performance or quality rather than specific criteria or individual components	Many publishers provide this number which tells the difficulty of the text complexity
Gathering and using multiple sources of relevant info about students for instructional purposes	Jeancarlo earned a score of 5 which means he scored higher than 5% of people who have taken the same assessment	This type of assessment compares participants to one another. There is usually a bell curve result equal numbers pass and fail	There is a consequence or reward following this assessment, It may be the BW admission exam, an essay written for a scholarship, etc.
Providing your students with a test today and the same test in two weeks would be a way to check the …	Interpreting information about students and their learning in real scenarios for example determining mastery of public speaking skills during the speech they are delivering for student council	This type of assessment is ongoing and instruction does not need to stop to use it. It is synonymous with informal	used to enhance the validity and reliability of findings by integrating multiple sources or methods of data collection and analysis

See answers on the next page.

Answers

5	*70*	*75*	*20*
60	*35*	*30*	*45*
40	*55*	*50*	*25*
65	*10*	*15*	*80*

Answers

Module 12

Noncognitive Dispositions

What are non-cognitive skills?

A wide variety of personality traits, attitudes, and actions that affect how people deal with others, control their emotions, and negotiate different life circumstances are referred to as non-cognitive abilities. Non-cognitive skills are more about interpersonal and intrapersonal talents than cognitive skills, which are akin to intellectual skills like problem-solving and critical thinking.

Which non-cognitive skills do you feel are most important?

For me personally, I feel like grit is one of the most important non-cognitive skills. Patience, strength, and

enthusiasm for the pursuit of lofty objectives are all components of grit. Success is more consistently predicted by tenacity than by IQ or skill alone, according to the research. Leading psychologist Angela Duckworth says that grit is being passionate about something and sticking with it until you reach your long-term goal. People that are grittier are able to keep going even when things become tough, never give up, and eventually succeed at what they set out to do. Grit, in contrast to other non-cognitive abilities like social intelligence or emotional intelligence, has a direct impact on a person's capacity to triumph over adversity and achieve great success. Deliberate practice, encouraging a development attitude, and building resilience may all help promote grit, which is not just a natural quality. Grit is a key success factor in today's fast-paced, unpredictable environment because it helps people overcome adversity and realize their dreams.

How can you assess a student's disposition?

Assessing a student's disposition requires a multifaceted approach encompassing observations, interviews, and self-analysis. Through keen observation, educators can discern behavioral patterns, interactions with peers, and responses to challenges, providing insights into their temperament and character. Interviews offer a direct avenue for probing into students' attitudes, values, and motivations, uncovering aspects not readily apparent in daily interactions. Moreover, encouraging students to engage in self-analysis fosters introspection and self-awareness, allowing them to reflect on their strengths, weaknesses, and personal inclinations.

What role should self-assessment play in the classroom?

I think self -assessment should play a more significant and integrated role (like with Dr. Marzenski's portfolio example) as it empowers students to take ownership of their learning journey. By engaging in self-assessment, students develop a deeper understanding of their strengths and weaknesses, fostering a sense of

metacognition and reflection. It encourages them to set personalized learning goals and devise strategies to achieve them. Moreover, self-assessment cultivates a growth mindset, where students perceive challenges as opportunities for growth rather than obstacles.

Module 13

Exceptional Needs

What are the legal mandates for educating students with special needs & how do those needs influence assessment?

In terms of legal mandates for students with special needs the All Handicapped Children Act (1975) - provided free and public education for students with special needs in the least restrictive environment. Another legal mandate used for education students with special needs was the Individuals with Disabilities Education Act (1990, ed. 1997) – this emphasized the education of students with disabilities in classrooms with typical peers. It also mandates that the general education teacher be a part of the child's individualized education program team. Also, the Individuals with Disabilities Improvement Education Act (2004) required general education teachers to gather data used to identify students who may be eligible for special education services and for developing/ implementing IEPs. These pieces of legislation were set in place to help students with disabilities be included while have an equal footing when being assessed.

What are the basic elements for identification of students with special needs? What steps need to be taken? What is your role?

As a teacher my role is to make sure every student has the best tools to succeed and thus, the first step is to conduct screenings and assessments to identify students who may have special needs. This can include standardized tests, observations, interviews, and review of academic records. Secondly teachers and other school personnel should observe students closely and document any behaviors, learning difficulties, or other indicators of potential special needs. Third, collaboration with parents/ guardians is crucial as they can provide valuable insights into the child's development, behavior, and any concerns they may have. Then a team of professionals, which may include teachers, school psychologists, therapists, and other specialists, should conduct a comprehensive evaluation of the student's needs. Once, examining the student's educational history, including any previous assessments or interventions, depending on the results an Individualized Education Program (IEP) or 504 Plan can be implemented.

assessment

● Use RTI framework

● Document progress

● Consult with team

● Complete referral forms

Why are assessment accommodation needed to ensure fair and accurate assessment for students with learning disabilities as well as for those who are gifted?

Assessment accommodations are critical to ensuring fair and accurate evaluations for both talented and learning-disabled individuals. Students with learning difficulties may need accommodations such as more time, alternate formats, or the use of assistive technology to overcome obstacles and display their actual ability. Without these modifications, their performance may suffer, resulting in erroneous judgments of their knowledge and abilities. Similarly, talented kids may benefit from modifications such as quicker pace or enrichment activities that appropriately challenge their advanced talents. By making appropriate modifications, tests may better represent all students' different needs and skills, establishing

an equitable atmosphere and supporting accurate evaluation of their academic potential.

What assessment accommodations are able to be made for students with various disabilities or talents?

- Extended Time
- Alternate Formats:
- Assistive Technology:
- Sensory Accommodations:
- Scribe or Reader
- Modified Assignments
- Flexible Scheduling:
- Environmental Accommodations:
- Language and Communication

Module 14

CLD Students

What are the characteristics of CLD students?

- Students whose culture differs from that of the dominant group - cultural diversity.

● This could be the way they understand, process or react to instruction differing from that of the dominant group - Neurodiversity

● This can include English Language Learners, English as a Second Language Students, or Limited English Proficiency Students - language diversity

● It can also include Socio-Economic Status

What type of implications may these characteristics have on classroom assessments and interpretation of student work?

The characteristics of Culturally and Linguistically Diverse (CLD) students can significantly impact classroom assessments and the interpretation of student work. First and foremost, language barriers may affect the students' ability to express their knowledge and understanding effectively, leading to misinterpretation of their abilities. Additionally, cultural differences can influence students' learning styles, preferences, and approaches to problem-solving, which may not align with traditional assessment methods. Teachers must be aware of these differences and utilize culturally responsive assessment strategies that accommodate diverse backgrounds. Furthermore, it's crucial to avoid biases in interpreting student work, as cultural nuances and linguistic variations may affect the perceived quality of responses. Ultimately, embracing the diversity of CLD students enriches the learning environment and requires

educators to adopt flexible assessment practices that honor their unique strengths and experiences.

What are the steps of acculturation?

    1. Euphoria - curiosity and enthusiasm about host culture

    2. Culture shock - reality sets in - irritability, anger, grief...

    3. Anomie - sorting out his/her role. Estranged & caught between 2 cultures

    4. Adoption/adaptation - fully replacing primary culture

How is acculturation an important influence on CLD assessment?

Acculturation plays a crucial role in Culturally and Linguistically Diverse (CLD) assessment by shaping individuals' language, cultural beliefs, and behaviors. It significantly influences how individuals understand and interact with the assessment process, impacting their

performance and results. Understanding a person's level of acculturation helps assessment professionals interpret assessment outcomes accurately, ensuring fair and culturally responsive evaluations. Moreover, acculturation informs the selection of appropriate assessment tools and strategies that align with the individual's cultural and linguistic background, enhancing the validity and reliability of assessment results. Overall, considering acculturation in CLD assessment promotes equitable and inclusive evaluation practices that respect the diversity of individuals' backgrounds and experiences.

How can we modify/accommodate assessments for various CLD students?

- Provide multiple pathways to demonstrate proficiency.
- Provide visual and graphic support
- Be aware of biases
- Allow flexible scheduling and additional time

- Provide supplemental materials to aid comprehension (dictionaries,
- Glossaries, word banks...)

Module 15:

Grading

What are the 3 purposes of grading student work?

1. Providing Feedback

2. Basis for Comparison

3. Motivation

What are some different approaches to grading and when is it appropriate to use the different modalities?

Using non-academic approaches are common in classrooms and can often be very influential in guiding, inspiring or at times even punishing the student when they continuously misbehave or otherwise. This is really only appropriate if the non-academic activity or approach.

Should effort, attendance, or improvement be taken into consideration when establishing grades?

Despite what some academic experts say I think using attitude, attendance, and effort as factors to grading are relevant approaches one could use as a tool. However, these tools just need to be used responsibly and carefully. I think only when a student is performing exceptionally on either side of the scale is when granting these types of grades. Or one would round this up in what many refer to as participation grades which is kind of an umbrella term that encompasses all of these.

What are some BEST practices when communicating grades to parents?

When expressing grades to parents, stress clarity, honesty, and empathy. One of the most effective methods is to offer extensive explanations of how the grades were obtained, including any evaluation criteria or rubrics utilized. This helps parents better comprehend their child's performance. Additionally, providing constructive commentary with grades may help parents

and kids identify areas for development. Timeliness is essential; reporting grades on time enables parents to address issues or celebrate triumphs. Furthermore, maintaining a courteous and helpful tone in all conversations promotes strong relationships among instructors, parents, and kids. Finally, providing chances for parents to discuss their child's achievement in more depth, whether via parent-teacher conferences or email contact, helps foster open discussion and participation in supporting the student's academic journey.

Constructive Feedback

Use established criteria aligned to targeted learning goals

Differentiation

Fairness

Clarity
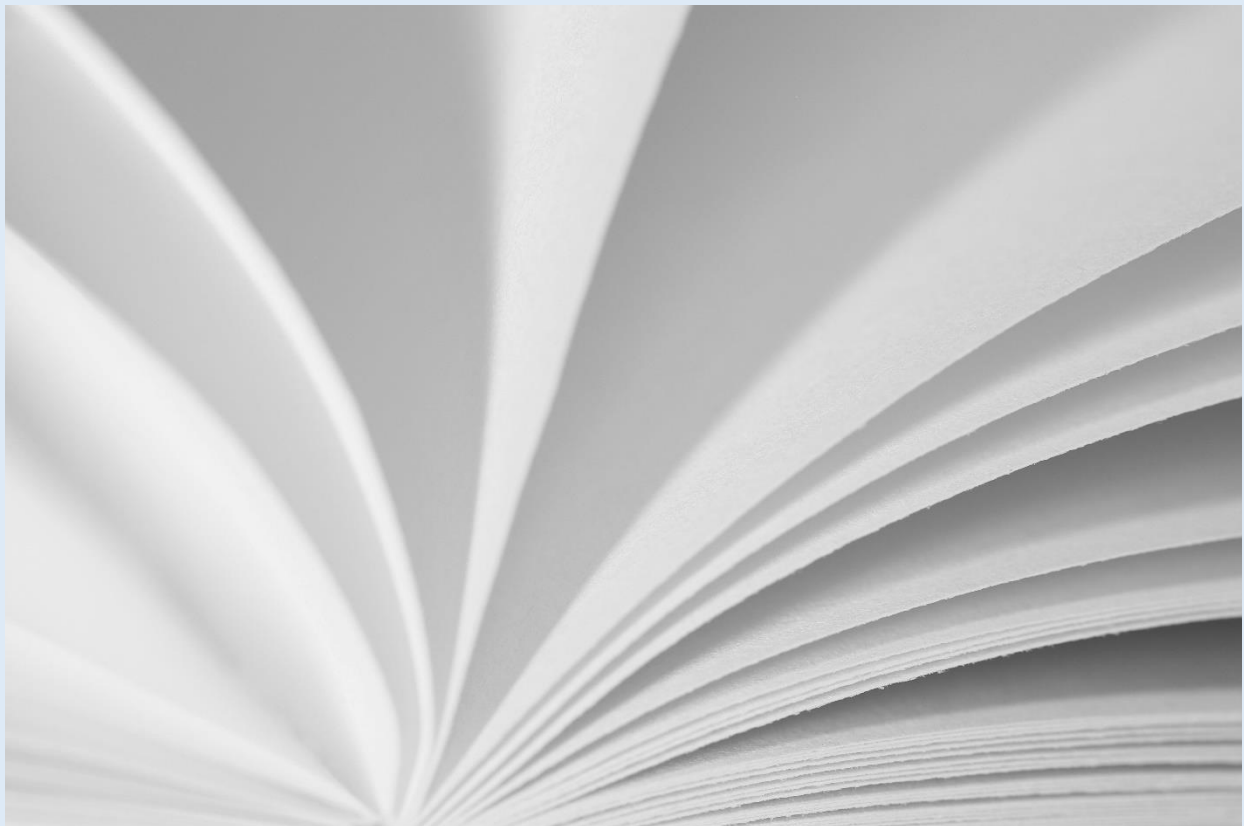
8 ESSENTIAL PRINCIPLES IN GRADING

Transparency in establishing goals.

Base grades on a collection of evidence

Consistency