

Assessment and Evaluation Tips from 2nd Year Teachers & Mentors



(1) TIPS

Diversity of Learners

- All of your students are individual and have different learning styles and needs. Don't forget to always modify and accommodate
- Choose diverse ways to gather information for each subject.

Different modes of Assessment/Evaluation

- E.g., tracking Sheets, rubrics, portfolios, self and peer evaluation, anecdotal, check lists, graphic organizers (i.e., venn diagrams, t-charts, mind maps, etc.), diagnostic, LAMP document, DRA
- Different learning styles require different types of assessment i.e. not everything has to be written – can be oral

Long Range Plans

- Why? To ensure you are covering expectations in a meaningful manner
- Cluster the expectations (group expectations under key headings/topics or questions)
- Get a copy of another teacher's plans (find someone to help you!)
- Plan out each strand/unit according to the 3 terms

Backwards Design

- Think about what you want the students to learn and plan backwards (it is impossible to cover every single expectation – think of the big concepts that the students need to learn)

Assessment is not a secret

- Have students create/have input into the rubrics/assessment so they own it
- Give parents/students the rubric, or marking scheme beforehand

Share Rubrics with your Students

- Ice-cream cones to show levels 1-4 (ex: Level 1: bowl/cone with one scoop, Level 2: 2 scoops, Level 3: 3 scoops, Level 4: 4 scoops with cherries, chocolate sauce, etc.)
- Involve your students directly in the development and creation of rubrics
- Simple, written rubrics on chart paper for whole class to see during work time

Team Approach

- Work with grade partner to choose common expectations & assessment...Do your level 1 and level 4 examples look similar?
- Get kids to help develop checklist or rubric for assignments
 - teacher chooses expectations
 - students to choose the criteria and/or provide input for marking (e.g., sentence structure, presentation, organization)
- Ensure Multiple Intelligences are addressed (e.g., provide examples of various methods of demonstrating learning e.g., video, photo, written artifact)

Keep Parents Informed

- Let parents know how their child is doing (never leave it to just before report cards go home to inform a parent that their child is not doing well in particular subject area)
- Send home suggestions for improvements, tip sheets, strategies etc.
- Contact parents about successes as well as student's needs

The purpose of Assessment & Evaluation is to improve Student Learning

You can't mark EVERYTHING

You don't have to reinvent the wheel... share and use resources available

Regular feedback, both verbal and written is essential to your students

Start assessing early. Report cards will sneak up on you.



(2) SOME TOOLS

Observation

- Anecdotal notes on file cards, sticky notes, at a glance sheets, focus specifically on a couple of children each day. Observe with specific 'look fors' in mind. Observe a specific task
- Can use post-its, file folders, cue cards taped into duotangs, observation sheets on grid paper, assessment charts from textbooks (rubrics, etc.)

Diagnostic Assessment

- Reading attitude survey
- Reading conference (student-teacher reading together a book the student has chosen)
- Journal Entry (first-day)
- KWL (know, want to know, learned)

Assessment Binder

- Have a section for each child in a binder – keep anecdotal notes, work samples, notes from parents... good for use at interviews!

Discussions

- Large group discussions, one to one interviews. Allows for oral explanation of knowledge.

Checklists

- Can apply to any subject area or activity. Use as a quick check to ensure understanding.

Running Records

- Used as a student is reading to detect any errors in decoding. Need a photocopy of the text and follow it with the student reading. Note any errors, self-corrections...

DRA

- Diagnostic Reading Assessment. This is a specific program to assess reading ability. Use of specific reading texts, whereby you use running records, comprehension questions and predictions to evaluate the level that the student is reading at.
- For Junior levels see CASI

Rubrics

- Develop with the students. Use to assess any project. Refer to the rubric as a guide throughout the work
- Include Rubric on assignment handouts
- Involve students in the generation of the rubric so they understand it

Projects

- Compilation of work within a certain theme or subject area. Can be displayed in a variety of ways – Bristol board, booklet...

Peer evaluations

- Use happy face, sad face, non descript face for students to identify group members work...

Oral Presentations

- To share any project, news, show & tell
- 5 secrets in a box / suitcase – students bring 5 items from the time they were born until now that best describe them. Share these with an oral presentation and follow up with a written piece.

Summative Assessment

- Remember there are many ways to assess and evaluate students
- Be sure to honour Multiple Intelligences and Learning Styles
- Performance Tasks. Drama Presentation, Conference, Create a game, create own test, drawing, mind maps, building models, etc...

Mind Maps

- Students Mind Map what they already know about a topic (use a web with the topic in the middle and get students in groups or independently to write and draw their ideas)
- Use the mind maps to gather information to inform your planning
- Assess what they have learned at the end of a unit by having students create another mind map (compare before and after to see what they learned)

Interviews/Conferences

- One on one discussions with each student. Can tape these conversations (* check protocol around privacy first!!) Use a blanket assessment form to guide the interview. (e.g. letters, letter sounds, numbers, shapes, colours, specific expectation questions).

Student Self-Assessment/Reflection

- Example: Shape Reflections
- Triangle: 3 points that I learned
- Square: 4 things that squared with me (made sense)
- Circle: Things still going round in my mind
- Give each child a checklist to check the process in writing. Can use a happy face, sad face and a nondescript face for student to circle.

Pictures

- Carry either a digital or regular camera around the classroom when students are working, observe and take pictures of students demonstrating learning or behaviour,
- Can download the pictures and create a slideshow of student with comments that can be put on a student CD or can develop pictures and write date and comment on the back, which can be put in the assessment binder or student folder

Work Samples/Portfolios

- Journals, math workbooks, a collection of artwork from over the year, test / quizzes...
- Portfolios– can be used for any subject. Based on student chosen work and teacher chosen work to be discussed at student conference
- Work chosen should be a representation of the work the student has done - their best work and work that needs improvement. NB: this is a work in progress all year long.
- Great for use with parent / teacher interviews, open house, curriculum night, class presentations...
- Portfolio can look a variety of ways, such as a cereal box, a four pocket folder, two bristol boards stapled together, etc.



Special Education Tips

- Use classroom meetings before and after school to discuss student's progress. Also discuss unusual behaviours or abilities throughout the day as they occur.
- Tell staff ahead of time that during a specific activity you will be assessing the students. Remember you do not have to evaluate every child, everyday for every activity.
- Get a big sample of tracking tools (data collection, diagnostic checklist) to use as is or to adapt. Use your communication book notes as anecdotal records.
- Use photographs, work samples, student portfolios, video tapes, audio cassettes, or other media alternatives for assessment and evaluation.
- Have individual expectations and helpful tips or information on recipe or cue cards for specific activities that are readily accessible for E.A's, visiting consultants, principals, etc.
- Parental understanding and awareness of modified programming and goals for individual students is important. how???
 - use exemplars and compare to work produced by special needs student
 - difficult situation as parents may have difficulty accepting situation and nature of child's disability-remember that parents are sending us the best that they have....
 - have students involved in conferences, meetings so that they can take some responsibility for their learning, behaviour
- Have literature available for parents re. special needs--check with special education instructional leaders for ideas of where to obtain this

30 days until IEP, what to do????

- Go to other teachers in school or on TEL for advice; remember it's a work in process.....
- Ask co-teachers re. checklists, formal assessment tools, e.g. Dolsch word list, Brigance Diagnostic, Durham Board entrance and exit tests (math curriculum), Morrison McCall spelling test
- Reports cards, iep, assessments, observations, work samples kept in file (OSR) for each student--can be used for meetings (IPRC, parent)
- Weekly conferences with individual students at learning centres (students grouped by ability and rotate through activities/tasks)

- Notebook for each child so that adults (teachers, assistants) to record anecdotal observations about specific tasks
- Rubrics--helpful for assessing writing; gives opportunities for dialogue with students and for students to reflect on work
- Student generated rubrics, t-charts

