

***No one has ever
gotten taller just by
being measured.***



Assessment

*Assessment should distinguish between
Teaching and Learning*

We know that in a class of individuals, each will emerge from a lesson with a different understanding. It is this learning that we want to reveal through our assessment. We know what we taught. What we do not know is what each individual learned. Effective assessment reveals the differences between what was taught and what was learned.

ASSESSMENT TOOLS

Formative Assessment

- games
- warm-ups
- quizzes
- socrative
- kahoot
- poll everywhere

Summative Assessment

- tests
- project
- exam

We need to ask better questions

- forward and backwards
- thinking/reflecting questions as part of assessment
- conjecturing
- visualizing
- sorting/writing about sorting...

Making/Using Useful Resources

more than just this conversation – students need to be able to continue conversations at future dates and pick up where they left off (or close)

MID YEAR AND FINAL EXAM PREPARATION

1. Make the test as soon as possible
2. List topics that will be on the exam (you may decide to provide a list, or generate the list with their help, as a class exercise using the book and their notes)
3. Find (or have them find) page and problem numbers of problems that will be like the ones they will see on the exam
4. Gather corresponding notes, quizzes and tests
5. Begin to do sample problems using the notes and quizzes for assistance when necessary
6. Have students create a cover sheet for use during the test containing key ideas they need to remember. Students should practice choosing from previous coversheets which information they still have not memorized.
7. Students should get in pairs to explain procedures to each other
8. The day before the exam, read exam questions to the class for discussion and final review. Give a problem and see if they can anticipate what the directions would say. Give directions and see if they can anticipate what the problem would look like. See if they can predict the form and format of the answer (answers could be words, numbers, equations or graphs)

SKILLS TO EMPHASIZE

- begin preparation early (not the night before)
- study actively!
 - list topics & find page numbers
 - gather notes & quizzes
 - rewrite notes in some form
 - do practice problems
 - explain to another person

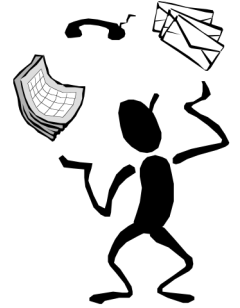


"I can't study for a math test"

YES YOU CAN!!!

How To Prepare

- 1) Find out exactly what will be on the test and write the topics down
 - find page numbers of similar problems
 - create a checklist from the topic list
 - use appropriate math vocabulary to describe the topics
- 2) Gather pertinent material including:
 - notes & handouts, vocabulary note cards
 - old quizzes
- 3) Rewrite notes (this is good ongoing additional homework every time you receive notes)
 - put together a cover sheet with essential information for the test
- 4) Explain procedures to someone else
- 5) Match specific directions to specific tasks
 - make note cards with key words on one side and examples on the other
 - predict procedures from words, name procedures from examples
- 6) Practice problems similar to those that will appear on the test
 - homework problems
 - quizzes



How To Take the Test

- 1) Take care of housekeeping immediately (name, date... complete & legible)
- 2) Scan the test by reading the directions and jotting down formulas, key words and associations in the margin
- 3) Work on easier problems first, harder ones last (or vice versa); if stuck, skip the problem (circle the number) and come back to it later... have a plan in mind
- 4) Show all work for potential partial credit, even if partial credit is not given, it will help you to diagnose and learn from errors you made
- 5) When finished scan for any unanswered questions - don't leave blanks, try something
- 6) Re-read the directions - make sure you answered the question and that the answer is reasonable



STANDARDIZED TESTING

Format of the problems –

Make sure students are comfortable with the format similar to what will be on the test long before they take the test.

- make multiple choice questions part of every test and quiz (use problems from previous testing that relate to your content)
- give a weekly “challenge problem” that will expose students to open response questions – give students feedback on how well they presented their answers to these questions.

Vocabulary –

Many times the vocabulary that is used in standardized testing is different than the vocabulary that you use in class.

- use actual test questions from the standardized test and discuss “what the problem is really asking” in class.
- from a model question, have students write a question for their neighbor - now they are test writers!

Mixture of problems –

The problems on a standardized test are all mixed up. They do not follow by unit or build by skill.

- give students a sample complete test, have them cut up the problems and sort them into categories based on skills

Students will also see that testers put different skills together (area and probability) in ways that they haven’t seen them before.

- familiarize students with problems that you have grouped by topic. Review the topic and then let them see and discuss how the tester approaches a topic that they are familiar with.

Self Reflection –

Good test taking means that a student can accurately self reflect on their skills. Did they get the problem correct? are they sure? was it a good guess? was it a pretty random guess?

- practice self reflection everyday with homework (thumbs up / thumbs down)
- practice answering sample questions from the test then have students give themselves a rating (√ - I know this answer is correct. ? - I took a good guess and I’m pretty sure this answer is correct, X - This is a guess)

SELF REFLECTION

Knowing what I know, and knowing what I don't know. Getting students to be reflective learners and evaluate their own knowledge and understanding.

Having students assess themselves gives them an opportunity to:

- communicate their feelings towards the subject
- learn to self reflect
- stop and think about something they wouldn't normally think about
- have a voice in the grading process

Examples:

Reflecting on a quiz or test immediately

- How do you think you did on this quiz?
- What did you do to study or prepare for this test?
- What could you have done differently to prepare?
- Mark problems as you go along – check/question/circle

Reflecting on quiz or test after it is graded

- analyzing test questions, looking for error patterns
- making judgments about question type/complexity

Choose work that they are proud of:

- I am proud of this piece of work because...
- I think this piece of homework represents...

Daily reflecting on homework, quizzes, classwork...

- N Need help and practice
- I In process of understanding
- M Mastery: I could teach it!

Thumbs up / thumbs down

Evaluating your work with multiple choice questions:

When you are finished, reflect on each problem and mark each problem with one of the following:

- √ I know this answer is correct.
- ? I took a good guess and I'm pretty sure this answer is correct
- X This is a guess.

Using Notes

- Predict 5 test questions
- Identify 5 holes in the notes
- Write a 5-8 sentence summary
- Develop 3 "I wonder" statements
- Make 3 connections (text to text, text to self, text to world) or observations