



CREATING DYNAMIC LEARNING COMMUNITIES
at school • at home • at work



Summer Institute

June 14-16, 2009

Hit the Target with Assessment


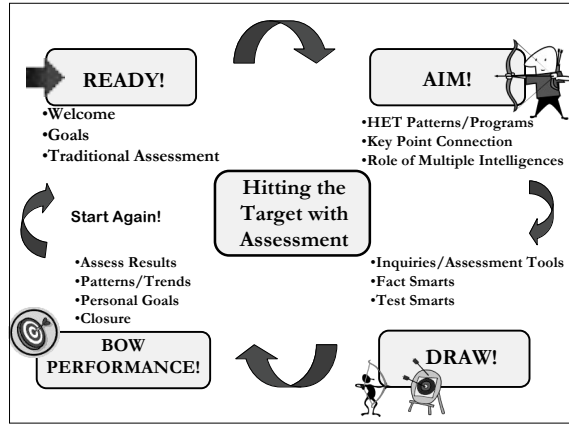
Presented by Sue Pearson

2009 Summer Institute – Granlibakken, Lake Tahoe, California

Susan Kovalik & Associates, Inc.
dba **The Center for Effective Learning**
930 S. 336th Street, Suite A, Federal, WA 98003
253.815.8800 Fax 253.815.8816
www.theCenter4Learning.com



How To Hit the Target with Assessment

Brain-compatible Strategies
 Summer Institute 2009





Traditional Assessment

- Standardized test requirements distort our view of what is valuable for students.
- Most traditional assessments ignore how learning takes place. Traditional evaluation and grading is brain-antagonistic.
- Selecting from A, B, C, or D on a multiple choice test to choosing between T/F options, doesn't indicate understanding or mastery nor is it enough to create useful programs.








Would you want a . . .

- Pilot that received a "c" on landing airplanes?
- Surgeon who got a "d" in his/her surgical residency?
- A bus driver who barely passed the driver's test?
- An engineer who got a "C" in calculus designing/building a critical bridge in your town?

Kindergarten IQ Test Sample

1 2 3

Kids Write the Darndest Things!

- H₂O is hot water; C₂O is cold water.
- Iron was discovered because someone smelt it.
- The people who followed the Lord were the 12 opossums.
- Syntax is all the money collected at church from the sinners.
- The four seasons are salt, pepper, mustard and vinegar.
- The inhabitants of Moscow are called mosquitoes.
- The parts of speech are lungs and air.
- The climate is hottest next to the Creator.
- A census taker is a man who goes from house to house increasing the population.
- A virgin forest is a forest where the hand of man has never set foot.
- Oliver Cromwell had a large red nose but under it were deeply religious feelings.
- Water is composed of two gins. Oxygen and hydrogen. Oxygen is pure gin. Hydrogen is gin and water.
- We do not raise silk worms in the US because we get our silk from rayon. He is a larger worm and gives more silk.

http://www.suite101.com/article.cfm/poetry_stories_kids/25490

What is Learning?

- Learning is the acquisition of useful programs. (Hart)
- Information that does NOT become embedded in a mental program is information that is irretrievable. (Hart)
- All students can achieve mastery of meaningful content when provided with adequate time and immediate feedback.



Human Brain and Human Learning, Leslie A. Hart, Books for Educators

Your Task as Educator. . .

- First step is to ensure that the curriculum you ask students to master is authentic.
- In HET, this means that the curriculum MUST be conceptually stated rather than a collection of factoids, be based in the real world, and be age-appropriate.*

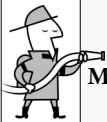


* See slide (#34) for learning age-inappropriate curriculum

Highly Effective Teaching Goal

Goal in an *Highly Effective Teaching* classroom is MASTERY!

Mastery, not in the sense of “mastery learning” of each 876 skills of reading but rather mastery as in competence: capacity, sufficiency, possession of required skills, knowledge, qualifications; sufficient means for a modest livelihood.

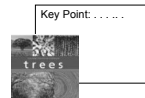


EE v. 3, p.19.1

What’s Important . . ?

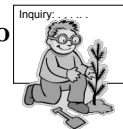
What do you want your students to understand?

(as defined in the key points)



What do you want them to do with what they understand?

(as described in the inquiries)



Two Kinds of Assessment

- **External Assessment:** e.g., state or district assessment, communicates to students, teachers, parents, and the public what the state or district considers important to teach and learn in school; often “*high stakes*” testing.
- **Classroom Assessment:** the day-to-day assessment of students by teachers in the classroom, communicates to students and parents what the school and teacher value in student performance.

Patience is a virtue . . .









- Learning doesn’t happen overnight.
- Recall Leslie Hart’s definition of learning as a “two-step process”:



1. the extraction from confusion of meaningful patterns
2. the development of mental programs for using what is understood



Gardner's MULTIPLE INTELLIGENCES

 Logical-mathematical (logic/number smart)	 Linguistic (word smart)
 Spatial (picture smart)	 Bodily-kinesthetic (body smart)
 Musical (music smart)	 Intrapersonal (self smart)
 Interpersonal (people smart)	 Naturalist (nature smart)

© Exceeding Expectations, Susan Kovalik & Karen D. Olsen, Vol. 1, p.
 © Susan Kovalik & Associates, 2009

Engagability*

The most important element of assessment is *engagability*.
 Were your students:


- Engrossed in challenging learning?
- Learning by doing?
- Making connections to real life examples and problem-solving situations?
- Able to communicate their learning?
- Able to teach the skill or knowledge to someone else?

*Ability to engage in learning a task, solving a problem, communicating information

HET Assessments Build in Choice

All of the following strategies help to ensure that students have “choice” in their learning:

- Begin with a variety of action verbs
- Address the Multiple Intelligences
- Focus on Bloom’s Taxonomy*
- Allow students (grade 3 and up) to develop their own inquiries




The A-B-C-D’s of Writing Inquiries

- **A**lways start with the action in mind (action verbs, E.E. Vol. 3, p. 13.10)
- **B**e specific with your directions so that students can see the outcome or finished product in their mind.
- **C**onnect to the key point.
- **D**on’t stop writing until you have enough inquiries for each key point to take students through mastery to long-term memory.
- **S**tretch to include all of the MI’s in some way.

The Role of Inquiries


Some inquiries will be for pattern-recognition and practice in learning the pattern.

Research to identify four attributes trees need for survival. Compare your list with a partner. As a class, come to agreement on three or more attributes. Post the final list by our SK Key Point about trees.



Some inquiries will be for program-development and assessment.

Identify four kinds of trees that thrive in our geographic hardness zone. Vote as a class for the one most likely to survive on the school grounds. Plan a fund-raiser to purchase the tree. Present it to the school and offer to plant/take care of it.














Inquiry Products

<ul style="list-style-type: none"> • Verbal-Linguistic: Debate, speech, A-B-C-book, lyrics, letter, play, word puzzles, scripts, commercials • Logical-Mathematical: Data, codes, logic problems, sequencing, math problems, experiment, graphic organizers 	<ul style="list-style-type: none"> • Musical-Rhythmic: song, lyrics, rap, poem, instrument, singing, performance, dance, music in history • Visual-Spatial: mobiles, posters, graphic organizers esp. mindmaps, illustrations, videos, Power Point
---	--

Inquiry Products

- **Bodily-Kinesthetic:**
Act out role, perform, pantomime, ASL, skits, plays, dance, models
- **Interpersonal:**
Work with team-project, presentation, debate, discuss, interview, group social/ political action
- **Intrapersonal:**
Diary, journal, "to-do" list, goal setting, action plans, individual social/political action
- **Naturalist:**
Outdoor projects with plants/animals, hike, track observations, videos, nature sounds, journal/log, record changes

FACT SMARTS

MATH	SCIENCE/SS	LA
Division Hand Jive 	3 Kinds of Rock 	D.T.T. <input checked="" type="checkbox"/>  Current curriculum in test format
$\frac{1}{2}$ Equivalent fractions	Songs Weather, rocks, etc. 	Shake & Learn Products 
Multiplication Songs=rap, country, 	"Continents" Frere Jacques 	Poetry/songs/rhyme to memorize skills 
Multiplying by 9's on fingers 	Songs/poems to learn Presidents/capitals 	Spelling rhymes "I before e except after o..." 

Draw




Reflection



"It is not enough to be busy.
 The question is,
 what are we busy about?"
 ~Henry David Thoreau~











Nutritional Factors

- Get oxygen to the brain; 2-3 minutes of exercises/movement. 
- Eat sugar; something high in fructose-raisins, berries, apples, pears. 
- Drink 8 oz. of water. This gets the food into the system. 
- Effect lasts for about 40 minutes. Repeat as needed for longer tests.

Dr. David Sousa, Seminar, August 2002

High Stakes Test ~ Smarts

Active Listening 	Asking Questions 	Test Format Practice	Keeping Place & Pace
Focus 	Common Sense 	Nonsense Answers Out!	Sound Familiar?
Gut Feeling 	Watch the Time 	Educated Guess 	Personal Best 

Draw

Test Taking Tips



* Most Common Errors

1. Read! Read! Read!	2. Read like a writer-point of view	3. Read variety of books/magazine	4. Build reading stamina	5. Visuals Are part of text
6. Use details in written responses	7.* Read questions first-spec. info	8. # of test items hold in memory	9.* Identify all parts of a question-multiple pts.	10. Paraphrase test items/questions into statements

Draw

Test-Taking Strategies

<ul style="list-style-type: none"> • Attitude! • Diet/Sleep • Place marker • Process of elimination • Turning page back • Idea of "trick" • Game show! • Self-questioning • Timing 	<ul style="list-style-type: none"> • Post-its • Check alignment (numbers & answers) • Length of directions • Signals (arrows/Go on/STOP signs) • Pictures related to story/problem • Graph/charts • Skip and go on
---	---

Vocabulary Terms

<ul style="list-style-type: none"> • "item" • "in which" • Use of italics • "best explains" • "mainly" • fact/opinion • "best names" • commas • "numbered blank" • "in the heavy type" 	<ul style="list-style-type: none"> • "numeral" • "mark the space" • fill in with dark mark • "fill in space with dark mark" • "shaded space" • "divide in half" • "phrase" • "clause" • "numbered paragraph"
--	---

Practice Test Styles

- Multiple Choice
- Essay
- Fill-in the blank
- Matching
- Reading graphs, charts, timelines, etc
- Play "What might this look like on the test?"
- Invite Students to make up questions; partner share and answer someone else's
- Discuss right and wrong answers-what makes them right or wrong
- DTT-Daily Test-taking strategies

Draw

Taking the Short Answer Test

Step One: Read the question carefully to understand what it asks. Underline key words.

Step Two: Start your answer by making a **PROMISE** that includes key words from the question and your general answer-main idea.

Step Three: Keep the promise with a **REASON, EXAMPLE** or **EXPLANATION.**


Step Four: **REINFORCE** the logical train of thought that the first two steps establish with a **MORE SPECIFIC EXAMPLE, REASON** or **EXPLAN.**

Draw

Strategies for Multiple Choice Tests

<ul style="list-style-type: none"> • Narrow choices down-eliminate wrong ones • Try to decide answer before reading choices • Change an answer if you feel strongly about it • Can't answer a question? Move on-answer may be in another question • Beware of "no," "not" and "none"-change meaning of question 	<ul style="list-style-type: none"> • Have to guess? Then: <ul style="list-style-type: none"> *Reject answers with determiners-always, etc. *Look for grammatical inconsistencies-may help eliminate wrong answer • Choose <ul style="list-style-type: none"> *longest, most precise answer *answer in the middle *answers w/qualifiers - often, most *answer which caught your eye
--	--

Words to Learn for Essay Tests

COMPARE similarities	CONTRAST differences	CRITICIZE Positive, negative, Evidence of both	DEFINE Formal meaning of word
DESCRIBE Tell in detail about something	DIAGRAM Make a drawing and label it	DISCUSS Positive, negative and evidence	ENUMERATE List and number 1, 2, 3, ...
EVALUATE Positive, negative and your judgment	ILLUSTRATE Give examples	INTERPRET Give the meaning of something	JUSTIFY Give reasons for something
LIST Give a series of points and # them	OUTLINE Give main points and secondary-indent	PROVE Show to be true by giving facts, reasons	RELATE Show connections between things
STATE Give the main points	SUMMARIZE Condensed account of main points	TRACE Describe the development	

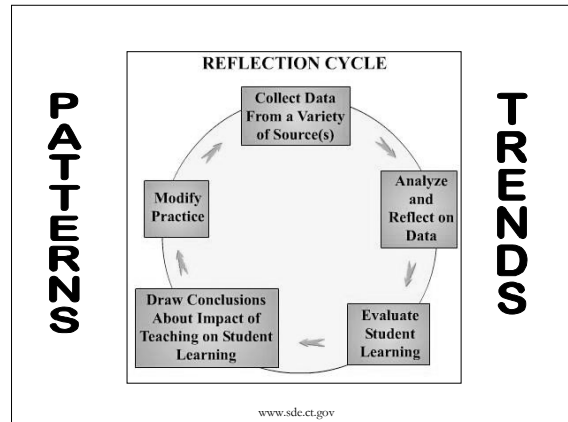
HIGH STAKES Testing Strategy

Using INDEX CARDS, create one for:

- Each student (use for all tests)
- Each test

Take notes/make notations:

- Illness
- Lost place
- Outside factors (e.g., roof, fire department)
- Behaviors-crying, upset, absence
- Keep for one year



My Assessment Goals

Write 1-3 goals you will work towards when you are assessing your students in the future.

When you get home, write an action plan for each goal (steps you will take to reach that goal).

Implement!



A Thought . . .

“No student should be expected to meet an academic requirement that a cross section of successful adults in the community cannot.”

~Deborah Meier~

