Rationale: Standard 5

Assessments

By Emily Hunter

In order to demonstrate my proficiency in Standard 5, I selected five different assessments that I created during my three and a half years in the education program. In this section, I included a pre-test, an exit slip that required students to work problems as well as self-assess, a homework assignment, a post-test, and a project (with a rubric).

In my portfolio, I included a pre-assessment from a unit that I taught on quadrilaterals. This pre-assessment helped me determine what my students knew and what they needed to be taught. It set up the basis for the unit that I was teaching on quadrilaterals. I also included a couple different formative assessments. I included an exit slip which had a self-assessment part, but it also had a section where it would show me how well the students were able to work particular problems that we had been learning about during class. These are two different ways to determine what my students are understanding and determine areas where there are misconceptions. It is very important to provide students an opportunity to self-assess because it engages my students in taking ownership of their learning. This exit slip would help me determine the instruction for the following day. I also included a homework assignment because this too is an example of a formative assessment. It helps me determine what students do not understand so that I can address this topic during class time. I included a post-test that I gave at the end of a unit that I taught which measured how well my students understood the material taught during the unit. I also used a project to assess how well students understood the material from the unit. This was a performance assessment, so it was a little different from the other assessments, but it was good for my students who do not perform well on tests. It provides a variety of assessment tools so that I can more accurately assess student knowledge. After the completion of my unit, I completed source of evidence 1.4 which helped me organize and analyze the data from the unit. I created some tables to help me determine how many of my students achieved the unit objectives. I also filled out the remainder of the document where I described the data that I collected and reflected on how successful I thought the lesson was, based on the data. After the conclusion of the unit, I made sure to come back to the same class and communicate the results with the students. I gave them back their tests and went over some of the common problems that they had on the tests. I answered any questions that they had on the material. I also made sure that Mrs. Dicken communicated with the parents on how each student was doing. If there was a student who was struggling in the class, we made sure to notify the parents to figure out a plan for him or her to succeed. Mrs. Dicken reguarly sents out grades to the parents at the appropriately scheduled times, so parents were well informed about how the students were performing. At the end of the unit, I had my students self-assess what they had learned and give me a brief summary of the skills that they still did not feel as comfortable performing. This allowed Mrs. Dickent to target these skills in future lessons. During the unit I taught, I had a scavenger hunt where students were expected to check whether they got the right answer after working a problem. It allowed them to determine whether they were able to complete the problems on their own. I also included a self-assessment answer key in this section because self-assessment is crucial to helping students take ownership of their own learning. In my future classroom, I definitely plan to include lots of self-assessments.

I have improved so much in my creation and deliverance of assessments. The class I took that was solely based on creating and giving assessments was so beneficial to me. I never would have known all the important elements that must be included when creating tests and formative assessments. I also would not have known how to analyze the data I collected through various assessments such as pre-tests, post-tests, formative assessment, and projects. However, now I feel much more comfortable with this process. In the future, I am looking forward to working with the same students each and every day so that I can be a part of the continual assessment process which will in turn affect how I teach future lessons. In the past, I have only been able to see brief snapshots of classrooms; I have not been able to work in these classrooms for an extended time period. However, now I will be able to practice adjusting lessons based on the formative and summative assessments. I also need more experience with maintaining accurate records of my students. This is something that I determined that I needed to work on in my PPGP, and it is definitely a growth area where I plan to work on improving in the future.