



The TEACHER CENTER of Broome County
Teacher Study Group Grant Award
Summer 2009-2010
FINAL REPORT
DOCUMENT PROCESSES AND OUTCOMES

STUDY GROUP TOPIC: Varieties of Assessment

List of group members: Shannon Reardon, Linda Bucci, Cathy Fitzgerald, Paula Reynolds, Carla Liburdi

Describe the initial objectives of the group noting any adjustments that had to be made as time passed.

The main objectives of the group were to read and discuss books, on-line articles and webinars, and other various sources about Standards-Based Assessment and Curriculum-Based Assessment.

Another objective was to create a power-point presentation to share with our prospective buildings.

A blog was going to also be a forum for sharing our information with other teachers and interested colleagues.

Last, we were going to create an example assessment after learning how to integrate the standards with local content for standardized assessments.

After completion of the main objective the other objectives did change. Designing an example was not applicable. The assessments discussed were commercially produced. A power-point presentation would not be the best use of our time. We decided to use the most of our time for rich discussion and creating an informational blog that could be much more far-reaching and environment friendly.

Describe the ACTION PLAN that the group followed.

We began each meeting already having completed some reading “homework.” We wanted to use our time together for teaching, learning, discussing, and processing information.

First, a team member would summarize her reading and we would comment and discuss the content. Then, each other member would take her turn with reading summarization.

Next, we would all fill in our chart/agenda with what we had learned with each chapter/reading selection.

Then, we would take the information that we had learned and comprise a list of bulleted main points that

was “reader friendly.”

Last, we would decide which reading selection would be an appropriate choice for our next meeting. We divided up the topics and filled out our attendance sheets.

Describe how the action plan was implemented.

The action plan was implemented well because each team member fulfilled her responsibility.

We always ended each session with an additional discussion of how we felt things went throughout that meeting. We saw that some changes were necessary and made adjustments as needed.

For example, the creation of an example assessment was clearly not going to work out after we discovered through the reading that the assessments did not use classroom materials.

We then implemented a plan to discuss the outcome of each meeting and decide if changes should be made prior to the next meeting.

Each team member read her reading, came prepared with an outline, and summarized the content.

We then went around the room with everyone taking a turn at her reading.

The discussion often took a turn in various directions, but this led to a more rich and developed final write up of the material.

The next meeting was always based upon what material had been completed at the present meeting and what direction the team was headed.

The agenda was clear at the beginning of each meeting, but was modified as needed as the discussion and written work began.

Last, a new agenda was created for the next meeting.

Evaluate the impact of the study group effort on teacher/student performance.

How has this study group changed you as a teacher? Do you anticipate that any of your teaching practices will have changed?

This study group has had a great deal of influence over my teaching. For example, we discussed the notion of creating more authentic, reliable, and valid tests and quizzes on content-based information in our own classrooms. To accomplish this we have to provide students with tests that are not just multiple-choice, but tests that have an assortment of questions where the student writes the information, not the test maker.

The members of the group are prepared to look at assessment differently. Assessment is viewed as only one component or description of student knowledge.

The members are also going to try grading differently based upon some techniques described in the reading.

What evidence do you expect to see of student achievement improving as a result of your participating in this study group?

The students should improve in all assessment areas due to the grading system where teachers provide partial credit if work is done to prove knowledge has been somewhat obtained.

Students should improve in assessments due to teaching strategies for comprehension of standards-based items.

Students should improve over time with deep understanding of content with a new, improved form of assessment which asks for descriptive answers and well-developed recall of information.

The assessments provide room for the student to tell about an event or character, not just select a correct answer. There is little room for guessing or copying. Little room for invalid results.

Quick and direct feedback can be given when needed to a student is having difficulty with a topic or assessment.

What evidence is there that the objectives of the study group has/has not been met?

The original objectives of the study group were not met. After much consideration and modifications we amended many of the objectives to meet our needs of study group.

After the objectives were changed they were easily met.

Each team member came to the meeting well prepared with an outline of her reading – objective #1.

The team discussed the main themes and content of each individual's reading – objective #2.

Each team member filled out a chart pertaining to that day's information – objective #3.

The team worked collectively to design a chart with bulleted points for use in a sharing board – objective #4.

The team discussed the outcomes of the day's meeting and made adjustments and set goals/objectives for the next meeting – objective #5.

At the final meeting the team designed a culminating blog for use as an informational forum – objective #6.

Comment on the value of the study group process? Did it work for you?

The study group process went very well. It worked for all the participants. The discussions were quite valuable and many members were often jotting down notes for use in their own classroom (age appropriateness made the information vary at times.)

We have all decided to take a good look at changing some (not all) assessments of our own throughout the year. Some assessments are supposed to be consistent among the entire grade level to be valid. Some assessments can be changed in our classrooms at our own discretion and we will make changes based upon what we have learned in the study group.

How will the study group information be shared?

The study group information will be shared on the blog:

<http://theassessmentboutique.blogspot.com>