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EDTL 604: Unit 8

Personal Standards-Based Assessment Model

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Personal Standards-Based Assessment Model

Purpose:

To assist teachers with this standards-based assessment model, the model is designed to encourage planning and teaching improvement during a course or semester. The model can help to

- focus on students learning within the standards-based curriculum
- ensure coverage of curriculum learning expectations
- ensure that comprehensive assessments of student achievement are efficiently completed
- promote valid opportunities to produce ideal work

Audience:

- Students in 12th grade
- Special Need Students
- Teachers and Administrators
- ALL students

Educational Goals:

Teachers will be able to

- ensure covering of curriculum expectations
- support teamwork and sharing in their organization
- increases leisure time to spend with their students
- develop performance task to review student learning to cover the standards
- consistent help within school
- enable more accurate reporting to school and parents' students

Students will be able to

- see what they are learning
- develop students' awareness of performance
- earn the new knowledge, and organize them in their own way
- develop application of learning in their own personal
- become life-long learners
- apply the knowledge to struggle in real world situations

Attaining goals:

Teachers will

- identify the benchmarks for each performance assessment and standards

- read the overall and specific learning expectations for the course and highlight the key concepts, then identify and list the enduring understandings for the course
- develop essential questions to address throughout the program
- collaborate among organization and administrators to share their thoughts for building up within school
- provide the time to answer or help students
- ensure that concluding tasks reflect a balance of knowledge and skills
- make sure that the curriculum can develop knowledge students need to be successful with the end of activities

Students will

- comprehend in the objectives of curriculum, each performance assessment and standards
- produce their exemplary work from their experience
- involve more in the process of assessment
- be better to show understanding in the subjects
- prepare for the next class or the next level of learning
- share their individual assignment and evaluate their own project as group working

Measurements of goals:

- Checklists of background knowledge
- Pre-tests
- Class Participation
- Individual Assignment
- Group Presentation
- Rubrics

Performance Level:

- Did Not Meet the Standard
- Met the Standard
- Commended Performance

Entering and Completing Students Assessment

Formative Assessment

Formative assessment is often done at the beginning or during a program, thus providing the opportunity for immediate evidence for student learning in a particular course or at a particular point in a program. Classroom assessment is one of the most common formative assessment techniques. This can also lead to curricular modifications when specific courses have not met the student learning outcomes. It also can improve instructional quality by engaging the faculty in the design and practice of the course goals and objectives and the course impact on the program, such as:

- Teachers observe the students' background knowledge by pre-test
- Homework & Exercises
- Quizzes in the class
- Class discussions

Summative Assessment

Summative assessment is comprehensive in nature, provides accountability and is used to check the level of learning at the end of the program. It is given periodically to determine at a particular point in time what students know and do not know. Summative assessment at the district/classroom level is an accountability measure that is generally used as part of the grading process.

- Final test
- Standardized tests
- Individual paper
- Group project
- Group presentation
- Portfolio

Reporting:

- Standardized test results
- Community conferences: Parents, teachers and administrators
- Students' Reports
- Portfolios
- Final grade reports effect to students

Evaluation:

Formative Evaluation

The formative evaluation is used to aim instructors for teaching improvement during a course. The evaluation can be given at the end of day or weekly. The instructor is in control of how and when the evaluation occurs, and the method of eliciting feedback can be crafted to match the needs of the course. In order to conduct this formative evaluation is as follows,

1. Teachers will observe and adjust the students' knowledge at the beginning of the class to align with the learning activities.
2. The pre-test and the post-test will be observed since the beginning to ending of the project.
3. Giving handouts and schedule to students inform that what we plan to learn in the class daily.
4. To check understanding of students, assignment will be given at the end of class daily.
5. Teachers will encourage group discussion to gain feedbacks about the class activities from students.
6. Teachers will use feedback from other teachers that students incorporate knowledge in their class.
7. The feedback from students is a real advantage of the class. Therefore, teachers will let the students to evaluate their instruction at the end of class.
8. Inviting administrator or teachers to consider the class by using checklist and comment instructional design of teachers.

Summative Evaluation

The summative evaluation provides the information on the product's efficacy. It is a process of identifying larger patterns and trends in performance and judging these summary statements against criteria to obtain performance rating. Therefore, I plan to use this evaluation at the end of my course. I will use the questionnaire form students to evaluate, to ask an overview of their impression of the entire course and their learning. Students should be asked about my teaching as well. The questionnaires will contain the general questions of my project or course, as follow;

Do you think this class is helpful for you? Why or why not?

What you have learned that you hoped to learn? And what would like to learn more?

Is there anything you learned that was unexpected?

How will you use knowledge from this course?

Your comment about this class

Ongoing development:

- Attend conferences with the other teachers or community
- Guest speakers, including staff, volunteers, service users or outside experts, presenting on areas of standard model
- Reflective journal
- Exposure to service delivery activities
- Assignments that offer variety and increased responsibility and challenge
- Workshops and in-service training