



Course Follow-up Activities

Standards Based Assessment and Report Cards

Activity 1:

A Study Group or work team is a great way to share information and to learn new things in a collaborative way. This structure brings a greater professionalism to the group. Each person grows from the experiment if they contribute to the total outcome of the process, which should be to increase teacher effectiveness, knowledge, and skill.

The presentation provided information for looking at assessment data and making decisions. The Parachute Case is a good one to share with a study group or grade level team. Use the Follow-up PowerPoint of the Parachute Experiment and make a presentation to your peers. There are handout files for use with these follow-up activities available on this same web site. The Parachute Charts are single documents taken from the slide presentation and may be used as handouts for conducting this activity. Ask your colleagues the following questions during the presentation. If you need additional assistance, review the video for a model of how to conduct the activity.

You will need:

- Follow-up PowerPoint
- Parachute Chart
- Summative Assessment Chart
- Assessment Pacing Guide
- Outline Assessment Guide

The questions below are also in the PowerPoint presentation as part of the Parachute Case.

Question 1:

Which student will you choose to pack your parachute? Why?

Question 2:

If these were scores in a typical teacher's grade book, which students would pass? Which students would fail?

Question 3:

Is there any discrepancy between your answers to questions 1 and 2? If so, why does this discrepancy occur?

Question 4:

What are the implications of this for the way you calculate student grades?

Your Follow-up Questions:

- A. After you have shared this presentation with others what kind of feedback did you get from your colleagues?
- B. In what ways can you describe the impact of your presentation on your peers?
- C. How did your colleagues relate this presentation to the current situation in their classrooms concerning grading practices?

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Activity 2:

Review the materials given in the presentation referring to the different aspects of anchoring report cards in the performance based assessment scheme. There are some additional materials available from the Center for Research on Evaluation and Standards, and Student Testing. The specific site we will use is at the URL <http://www.cse.ucla.edu/products/teachers.html> . There are other resources available on this page and others at the CRESST site.

Please download the documents below and share them with your study group or grade level team.

- ◆ The *Measuring Up for the Future* discusses performance assessment and is a good resource for research behind the process. You may want to have your study group read this document before meeting and then discuss the salient points when you meet.
- ◆ Review the scoring guide before hand and lead the group through the performance scoring routines. The book is a training guide to scoring performance based assessments. The *Measuring Up for the Future* document is a good background for this training guide.
- ◆ The standards exhibited in the second document are from Los Angeles Schools and were used as a model in developing the scoring guide. When reviewing the standards document, you will see it is probably similar to the standards for your state.
- ◆ The third document is an accommodations handbook for working with students with disabilities. It is important to consider accommodations in this process.
- ◆ This site also has grade specific guides with sample performance items for your reference.

*Measuring Up for the Future: The Standards
And Measurements of Student Achievement*

By: Eva L. Baker

<http://www.cse.ucla.edu/products/teachers/ADOPTSC.PDF>

Performance Assessment Scoring Guide Book

<http://www.cse.ucla.edu/products/teachers/ScoringHandbook.pdf>

Supplement to Performance Scoring Guide (Standards)

<http://www.cse.ucla.edu/products/teachers/SUPPLEMENT.pdf>

Performance Assignments Accommodations Reference Guide

<http://www.cse.ucla.edu/products/teachers/ACCOMMODATIONS.pdf>

Other assessment web sites: This site is on the Florida Department of Education Site but lists assessment web sites nationally. (Very convenient)

<http://www.fldoe.org/asp/othrhome.htm>

Your Follow-up Questions:

- E. What is the significance of student readiness, interest, and learning profile in planning for effective Standards Based Assessment?
- F. How will you make the appropriate accommodations and modifications?
- G. Describe your experience providing training on the scoring guide to your peers.
- H. What was their reaction?

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I. What was the most interesting idea in the *Measuring Up for the Future* document?

Activity 3:

Review the materials you have used and the information from the video and work with your study group to review the grading practices in your team's classrooms. Discuss the impact of implementing the recommendations in this program.

J. How do current practices compare with those suggested in the materials provided to you?

K. What plan does your team have for moving to more performance assessments based on standards?

L. How will you relate those grading practices to student report cards in your school?

M. Describe how you feel Standards Based Assessment and Student Report Cards has impacted your work in grading your students?