

Teaching Tools:

Alternative Assessment

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Printed in the United States of America
1 2 3 4 5 07 06 05 04

ISBN-13: 978-0-538-97380-9
ISBN-10: 0-538-97380-3

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INTRODUCTION

Parents, legislators, and employers are looking to schools to make sure that students have the foundation they need to be successful in all areas of their lives. Teachers and schools are responding to these demands by changing classroom instruction to meet students' changing needs. This also means changing the methods used to assess students. Some educators look at these changes as a revolution, but for most it is more likely an evolution.

Assessment is an integral part of any learning experience. Without assessment, there is no way to know if students are learning what they need to succeed at the next level of education or in the workplace.

Common reasons for classroom assessment include monitoring progress and achievement, identifying strengths and needs, and planning and adjusting instruction. It is important that teachers and students understand the purpose of any assessment before it is used in the classroom setting.

Good teachers have always used a variety of methods to assess their own teaching and their students' learning. In recent years, teachers have expanded and refined the ways they assess students' progress and achievement in the classroom.

While some educators advocate specific assessment methods, most agree that using a variety of assessment methods is beneficial. The use of multiple assessment methods benefits students of varying abilities and learning styles as well as students from diverse socioeconomic and cultural backgrounds. There is no one method that will meet the needs of every student, every teacher, and every curriculum.

There are many things that influence your choice of assessment. Your school or state may have requirements for the kind of assessment you use in your classroom. The subjects that you teach may lend themselves to certain assessment methods. You may have personal preferences based on your own experiences as a teacher and a student. And, of course, your students may have needs that are best met through specific assessment tools.

In the educational arena, different people use the term assessment in different ways. A host of adjectives have been added to clarify things, but everyone is still not speaking the same language. What some educators

are calling authentic assessment, others are calling alternative assessment, and still others refer to it as performance assessment. In some cases these terms are used as umbrellas to identify any assessment that is not a multiple-choice test. Paper and pencil tests are often described as traditional assessment, but in some subject areas paper and pencil tests are not the tradition.

It is unlikely that the discrepancies in terminology will be resolved anytime soon. Some states and school districts have adopted the use of specific terms. There are also terms that are commonly used in specific subject areas. Regardless of what term they use, advocates for change in classroom assessment agree teachers need to assess students in ways that are relevant to real world experiences. To make this book relevant to the widest possible audience, broad, general terms have been used whenever possible.

This book focuses on classroom assessment and provides basic information about assessment options—some you are already using and others you might want to consider. Each section provides an explanation of the assessment method and examples of how it can be used in the classroom.

ASSESSMENT TOOLS

Assessment tools should help students and teachers monitor progress and achievement. They should also be used to identify strengths and needs. In addition, assessment tools can help teachers plan and adjust instruction.

Assessment tools used in the classroom can be seen as a spectrum. At one end of the spectrum, you find selected-response items such as multiple-choice questions. At the other end, you find performance assessments that require students to construct a response, create a product, or perform a task. A brief explanation for each item depicted in Table 1 is presented in this section. Portfolios, which are considered a performance-based assessment, are addressed in a separate section starting on page 10.

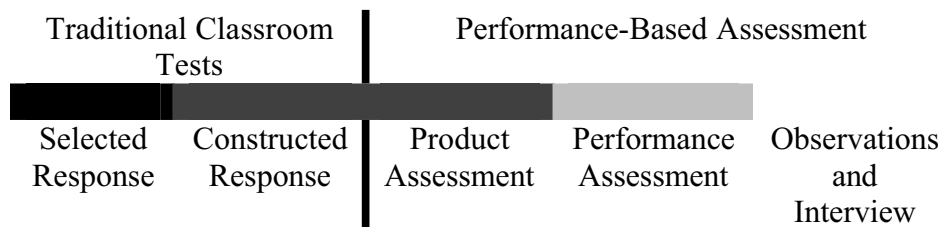


TABLE 1. Spectrum of Assessment Tools

CLASSROOM TESTS

My tests always include a significant number of multiple choice and matching to determine if students understand the basics. I also include essay-type questions that focus on more complex issues that require a detailed response.

High School Science Teacher

Many of today’s teachers and parents grew up taking tests that consisted of multiple-choice, true/false, fill-in-the-blank, short-answer, and essay questions. The same is true for many of today’s students. Millions of students are still taking classroom tests that consist of selected-response items and constructed-response items. In addition, many proficiency tests and end of course exams use multiple-choice, short answer, and/or essay questions.

SELECTED RESPONSE

Selected-response items require students to select a response. The most common forms include multiple-choice, true/false, and matching items. In general these items have one correct or best answer. Tests that include these items are relatively easy to administer and score. A large number of selected-response questions can be used on a single test to assess students’ knowledge in a relatively short period of time.

Selected-response items tend to assess knowledge and skills in isolation. They generally do not place the learning in context. It is more difficult to

Weekly current events quizzes are sort of my hallmark. The scores count for only five percent of the final grade and I let students drop the two lowest scores. I am convinced that these quizzes encourage students to keep up with current events—a must for a journalist.

Journalism Teacher

PERFORMANCE-BASED ASSESSMENT

assess application of knowledge and higher-order thinking skills using selected-response-type questions.

Although selected-response items are most frequently used to assess knowledge, they are particularly good tools for planning instruction and identifying strengths and needs. For example, single-response items can be used as pretests to help plan instruction. They are also valuable as a tool for self assessment. A quiz made up of selected-response items can be self scored and used to identify areas that need further study.

CONSTRUCTED-RESPONSE

Constructed-response items do not offer choices but require students to construct answers. In the simplest form, students construct the answer by retrieving facts from memory. Examples include items that ask students to fill in the blank, provide a short answer, or solve a problem. There is generally only one correct answer to this type of item.

More complex constructed-response items that require students to apply knowledge are considered performance-based assessment. Examples include creating a matrix, drawing a chart, labeling a map, and constructing a short answer. There may be more than one correct answer. Although constructed-response items are often more difficult to develop, administer, and score than selected-response items, they often provide more insight into what students know and what they can do.

While the use of classroom tests that include selected-response and constructed-response items is an appropriate form of assessment, it is important that they not be the only methods of assessment.

Performance-based assessment refers to assessment activities that directly assess students' understanding and proficiency. These assessments require students to construct a response, create a product, or perform a demonstration. (McTighe and Ferrara, 1994, page 15).

Performance-based assessments are appropriate for assessing a wide array of knowledge and skills in the same way these skills are used in the real world. They can assess application and integration of knowledge. They are also appropriate for assessing subject-specific skills and life skills, such as communication, decision-making, and interpersonal skills.

Performance-based assessments allow for more than one correct response. In most cases they allow for a wide range of appropriate responses. In order to identify appropriate responses, assessment must include criteria to compare students' products or performances. Checklists and rubrics are tools that can be used to judge the quality of students' work.

Checklists are generally used to determine if key elements of a product or performance are included. Rubrics, on the other hand, usually have a numeric scale and a list of criteria for each number on the scale. Examples of products or performances for each point on the scale are often included in rubrics to help students and teachers understand how the rubric is used.

Performance-based assessment is an ongoing process; it occurs before, during, and after instruction. With some assessment alternatives it is difficult to determine where instruction ends and where assessment begins. Effective performance-based assessment requires teachers to plan the assessment and communicate with students. Here are some guidelines to consider as you plan performance-based assessment:

- Match assessment tasks with what is being taught
- Share scoring rubric and assessment criteria with students
- Provide examples of excellence and models of acceptable performance
- Make self-assessment part of the process
- Compare each student's performance to standards, not to other students' performance

Performance-based assessment can be used for activities and projects for which students work in pairs, groups, or teams. In addition to the above guidelines, assessment of pairs and groups requires the teacher to decide if the assessment should relate to the performance of the group or the individual performances of students within the group. In most cases it is appropriate to assess the performance of a team as a whole.

When planning the assessment of pairs or groups consider these guidelines:

- Make peer assessment part of the process
- Include teamwork as a component of the rubric
- Make provisions for dealing with students who do not fully participate

CONSTRUCTED-RESPONSE ASSESSMENT

In Table 1 on page 3, constructed-response items fall under traditional classroom assessment. Generally constructed-response items with only one answer are not considered performance-based assessments. Table 2 on page 6, however, lists some constructed-response items that are considered performance-based assessment. These items are appropriate for assessing the ability to apply and integrate knowledge and demonstrate procedures. For example, a mathematics problem that requires students to show their work might assess the students' ability to apply the procedure for solving an equation. If a student does not get the

correct answer, this type of assessment allows the student and the teacher to review the process and identify how the error occurred.

Constructed-response items that are performance-based can be evaluated by using criteria or model responses. It is important that each student's response is evaluated using criteria or the model response and not compared to other students' work.

I frequently give students choices when it comes to essay questions. I might ask five questions and let them select the three they want to answer.

High School English Teacher

CONSTRUCTED-RESPONSE ITEMS	
TRADITIONAL (One correct response)	PERFORMANCE-BASED
<ul style="list-style-type: none"> • Fill in the blank • Provide a short answer • Answer an essay question • Solve a problem 	<ul style="list-style-type: none"> • Answer an essay question and explain your reasoning • Solve a problem and explain the process • Create a table or matrix • Draw a chart, graph, or illustration • Label a chart, diagram, graph, or map

TABLE 2. Sample Constructed-Response Items

I like it when teachers display our projects. It is interesting to see what other kids did. I usually get ideas for things I can do the next time.

High School Junior

PRODUCT ASSESSMENT

Product assessment is used to assess a final product, but in some cases you can also use observation and interviews to assess the process used to create a product. Although this kind of assessment is being hailed as new in some circles, it has been around for centuries. For example, master craftsmen have assessed their students' work, both process and product, for years. Because this kind of assessment is similar to what takes place in the real world, it can be classified as an authentic assessment.

Examples of product assessments are shown in Table 3.

Providing students with a clear picture of what they are expected to do and how their product will be assessed is important. Using a rubric to assess students' products will allow you to evaluate the product against established criteria. It will also allow your students to see how you will assess their product and to evaluate their own work. It is appropriate to share the rubric with students when the assignment is made. Samples of products that demonstrate excellence can help students to visualize what they should be striving to produce.

PRODUCT ASSESSMENTS	
<ul style="list-style-type: none"> • Art (cartoon, painting, photography, sculpture) • Brochure • Collage • Computer program • Craft (needlework, woodworking) • Creative writing (play, poem, story) • Database • Essay (homework or answer to test question) • Exhibit or display (bulletin board or table top) • Journal 	<ul style="list-style-type: none"> • Meal • Music (score, lyrics) • Newsletter • Portfolio • Presentation (audiotape, videotape, multimedia, presentation graphics software, slides) • Publication (anthology, brochure, newsletter, newspaper, magazine, yearbook) • Report (book, laboratory, research) • Spreadsheet • Web page

TABLE 3. Examples of Product Assessment

The new theater teacher gives us forms to use to grade our own performances. She uses the same form and then we compare.

High School Sophomore

A sample of a checklist used by a high school civics teacher appears on page 19. It is designed as a checklist to indicate only that items are included in the final product. A sample of a rubric for problem solving, projects, and performance assessments appears on page 20. In addition to teacher-prepared rubrics, some instructional materials include rubrics for use with their products. Other sources for rubrics include colleagues, your state's department of education, publications related to the subject areas you teach, and the Internet.

The products that students produce are often appropriate for display or exhibition. This kind of exposure adds to the authenticity of the product and encourages students to take ownership of their products.

PERFORMANCE ASSESSMENT

Under the general heading of performance-based assessment you find tools that assess actual performance. By using a performance assessment, teachers can directly observe students as they apply skills and knowledge during a performance. Performance assessments, like product assessments, are considered authentic because they involve real performances. Examples of performance assessments are shown in Table 4 on the next page.

A sample of a rubric used by a high school French teacher appears on page 21. This rubric is designed for use while listening to pair conversation in a listening lab. In addition to teacher-prepared rubrics, some commercial instructional materials include rubrics for use with their products. Other sources for rubrics include colleagues, your state's department of education, publications related to the subject areas you teach, and the Internet.

PERFORMANCE ASSESSMENTS
<ul style="list-style-type: none"> • Oral presentation • Recital (chorus, dance, music) • Competition (athletic, academic, speech, skills) • Debate • Demonstration (automotive repair, CPR, cosmetology, driving, food preparation, computer use, science lab) • Theater arts (dramatic reading, play, musical, mime, improvisation) • Speaking in a foreign language • Enactment or re-enactment • Multimedia presentations <p><i>Note: Performances may be live or videotaped.</i></p>

TABLE 4. Examples of Performance Assessment

Student performances are more authentic when an audience is present. The members of the audience can include other students, faculty, family members, and/or members of the community. It is also appropriate to include professionals from the specific performance field. In addition to making the performance more authentic, an audience often encourages students to take ownership of their performances.

OBSERVATION AND INTERVIEWS

Although observation is a key component to product and performance assessment and these assessments may also include interviews, observation and interviews may be used as a separate performance-based assessment. They are sometimes referred to as process-focused assessment. Some examples are shown in Table 5.

OBSERVATION AND INTERVIEW ASSESSMENTS
<ul style="list-style-type: none"> • Direct observation • Oral examination • Interview with student • Student-directed conferences

TABLE 5. Examples of Observation and Interview Assessments

Teachers are constantly assessing their own teaching and students' understanding. There is nothing like a room full of confused faces to let you know that you need to repeat something, offer an example, or clarify a point.

All teachers observe their students but often there is no formal documentation of what is observed. In order to make observation a more effective assessment tool it needs to be planned and organized. You need to know what you are looking for, when you are going to look for it, and what it looks like when you see it.

In some classes it may be important that you observe all students. In other classes you may want to observe students who are having particular problems or who need additional motivation. A simple checklist may be all that is needed to help you document your observations. While you can observe a great deal while you are presenting a lecture, observation is particularly useful when students are working independently or in groups. Examples of observation checklists are shown in Table 6 and Table 7.

Student's Name: _____			
KEYING POSITION CHECKLIST			
	Date:	Date:	Date:
Fingers curved and upright over home keys			
Wrists low, but not touching frame of machine or keyboard			
Forearms parallel to slant of keyboard			
Body erect and sitting back in chair			
Feet on floor for balance			

TABLE 6. Observation Checklist for Ergonomics in Keyboarding Class

Student's Name: _____			
SCIENCE LABORATORY CHECKLIST			
	Date:	Date:	Date:
Wearing protective eyewear			
Organized work area			
Lab assignment and notebook available			
Necessary equipment and supplies on hand			
Conversation limited to lab partner about assignment			

TABLE 7. Observation Checklist for Science Laboratory

PORTFOLIOS

I really had a hard time envisioning what might go in portfolios. After talking with colleagues who teach other subjects, I realized that there were many things from mathematics that are appropriate for portfolios.

*High School Algebra
Teacher*

Writers, artists, and architects have a long history of using portfolios to showcase their work. An artist might choose a work because she deems it to be one of her best pieces. A writer might include a piece for which he won an award. In addition to showcasing her best work, an architect might use drawings, technical specifications, and photographs of a project to highlight the scope of her experience. In each of these examples selection for inclusion is based on the purpose of the portfolio.

Using portfolios in the classroom is a growing trend. Some schools have integrated portfolios into every course. Other schools have left decisions about portfolios up to individual teachers and departments. Here are some questions you will need to ask yourself before you ask students to develop a portfolio. What is the purpose of the portfolio? Who will select items for inclusion? Will the portfolio be graded? How will the contents be stored?

PURPOSE

A portfolio is a collection of work that is put together to meet a specific goal or goals. The goal could be to show progress, to demonstrate achievement, or to collect items related to a specific activity or interest. The purpose of the portfolio determines the content. Some states and school districts have developed assessment programs that include the use of portfolios. Some of these programs provide guidelines for the content of the portfolio and how it is assessed.

SELECTION PROCESS

The reasons for inclusion frequently depend on what you are trying to accomplish. Some teachers develop a list of things that must be included in a portfolio. Allowing students to make choices about what they want to include in a portfolio helps them develop ownership and interest. Explaining why an item is included in a portfolio is a part of the process for selecting items for the portfolio.

ASSESSING AND GRADING

Many items that are included in a portfolio have already been assessed and/or graded and therefore do not need to be assessed again. You might want to consider assessing the overall portfolio based on organization, the appropriateness of items that are included, and creativity of presentation. Some teachers do not grade portfolios, but they do provide feedback and offer suggestions for improvement. An example of an assessment rubric for a portfolio is shown on page 23.

ORGANIZING PORTFOLIOS

As you decide what you want your students to include in a portfolio you will also need to consider how to house the contents. The content of the portfolio is more important than the container that is used to store it, but the content does need a home. The most common containers are folders and binders, but boxes and cartons are good alternatives for storing three-dimensional items.

Some things just don't fit in a portfolio. A science fair project may be a good example of a student's work, but it might present a storage problem. Rather than eliminate it from the portfolio, you can help the student find a way to accommodate the project. Suggest including a written report, photographs of the exhibit, and comments from judges. Read-write CDs are excellent media for storing the digital components of a portfolio. Videotapes, audiotapes, slides, photographs, and newspaper clippings are all appropriate for a portfolio.

EXAMPLES

Portfolios are a testament to the creativity of students and teachers. It is difficult to find two portfolios that look alike. However there are some similarities. Most portfolios fall into one of three categories: content, showcase, or progress. Examples of content portfolios appear below and on pages 12 and 13. They are followed by examples of the showcase model (page 14), and the progress model (page 15).

PORTFOLIO—PREPARING FOR THE WORKPLACE

For students who are preparing to enter the workforce a portfolio can be used to help organize a job search and offer evidence of skills to a potential employer. All or part of the portfolio can be taken to job fairs and interviews.

Purpose: To help organize a job search and offer evidence of skills to a potential employer.

Selection Process: Students and teacher can work together to develop a list of items and the reasons for their inclusion.

My daughter kept talking about her portfolio, but I didn't really understand what she was doing until she showed it to me. I was really impressed. I think she is ready for the workplace.

*Human Resources
Associate*

Self Assessment:	Students should monitor their progress in building their portfolio. They should be encouraged to set goals for completion of specific tasks and standards for the work samples that they include.
Teacher Assessment:	The focus of assessment could be the completeness and organization of the portfolio.
Rubric:	Students and teacher can develop a checklist to help determine if all key elements are included.
Future Use:	Students should be encouraged to maintain their portfolio throughout their life. Over time, some items from high school can be replaced by job-related samples.

Some of the items that could be included in this type of portfolio are shown in Table 8. An expanded version of this table that can be used as an overhead appears on page 25.

EMPLOYMENT PORTFOLIO	
•	Résumé
•	Personal information (copies of birth certificate, Social Security card, and driver's license)
•	Sample job application (can be used as a guide for completing actual applications)
•	Evidence of achievement (copies of awards, certificates, and other forms of recognition)
•	Sample letters (sample cover letters and thank you letters)
•	Reference list or letters
•	Evidence of skills needed for success in a particular job and the workplace in general
•	Background information for successful interviewing (company profiles, answers to common interview questions, networking contacts, etc.)

TABLE 8. Possible Elements of an Employment Portfolio

PORTFOLIO—PREPARING FOR COLLEGE

For students who are preparing to continue their education, a portfolio can be used to help organize their college search, the application process, and, if necessary, the application for scholarships and financial aid.

Purpose:	To help organize the college search and application process.
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Selection Process:	Students and teacher can work together to develop a list of items and the reasons for their inclusion.
Self Assessment:	Students should monitor their progress in building their portfolio. They should be encouraged to set goals for completion of specific tasks.
Teacher Assessment:	The focus of assessment could be the completeness and organization of the portfolio.
Rubric:	Students and teacher can develop a checklist to help determine if all key elements are included.
Future Use:	Students should be encouraged to maintain their portfolio throughout their education. Over time, some items from high school can be replaced by college work. A portfolio can be particularly valuable for students who plan to apply to graduate school.

Some of the items that could be included in this type of portfolio are shown in Table 9. An expanded version of this table that can be used as an overhead appears on page 27.

COLLEGE APPLICATION PORTFOLIO	
•	Résumé
•	Personal information (copies of birth certificate and Social Security card)
•	Sample college application (can be used as a guide for completing actual applications)
•	Evidence of achievement (copies of awards, certificates, and other forms of recognition)
•	Sample letters (sample cover letters and thank you letters)
•	Reference list or letters
•	Transcript of high school courses and grades
•	Background information for successful interviewing (college profiles, answers to common interview questions)
•	Copies of actual applications and all correspondence
•	College catalogs
•	SAT and ACT scores, as well as any state proficiency test scores
•	Calendar of key dates for complete the application process and choosing a college or university

TABLE 9. Possible Elements of a College Application Portfolio

PORTFOLIO—SHOWCASE MODEL

A showcase portfolio usually includes examples of a student's best work. It is often used to highlight a student's accomplishments for an entire school year. It might include samples from a single course or samples from all courses.

Purpose:	To highlight a student's accomplishments for an entire school year.
Selection Process:	Students can select items that represent their best work and explain their selections. Some teachers make a list of categories that should be included and ask students to select their best work in each category.
Self Assessment:	Students should determine which items represent their best work and offer a rationale for all items that are included.
Teacher Assessment:	The focus of assessment could be the selection process, completeness, and organization of the portfolio.
Rubric:	Students and teacher can develop a rubric to help select items for inclusion and to assess completeness and organization.
Future Use:	Students can use showcase portfolios to support information in an employment or college application portfolio.

Some of the items that could be included in this type of portfolio for an English class are shown in Table 10.

SHOWCASE PORTFOLIO
<ul style="list-style-type: none">• List of books that were read (assigned and others)• Book report• Poem• Poetry contest Honorable Mention certificate• Research paper• Test• Collage related to <i>The Color Purple</i>• Videotape of a reading from Shakespeare's <i>Merchant of Venice</i>

TABLE 10. Possible Elements of a Showcase Portfolio

PORTFOLIO—PROGRESS MODEL

A progress portfolio usually includes work collected over time that shows progress or improvement. It might include samples from a single course or a series of related courses.

Purpose:	To show progress or improvement.
Selection Process:	Students can select items that demonstrate progress. In most cases the items will be in pairs or series.
Self Assessment:	Students should set goals for areas in which they would like to make progress. They should also determine which items provide evidence of progress toward each goal.
Teacher Assessment:	Teachers should work with students in helping to identify areas where progress can be made and setting realistic goals. Making progress toward achieving goals should be the main focus of the assessment. Assessment can also include the selection process, completeness, and organization of the portfolio.
Rubric:	Students and teacher can develop a rubric to help select items for inclusion and to assess completeness and organization. A sample of a rubric that is used for portfolios in high school mathematics appears on page 23.

Some of the items that could be included in this type of portfolio are shown in Table 11.

PROGRESS PORTFOLIO
<ul style="list-style-type: none">• Essay (first draft and revision)• Pretest, mid-term examination, and final examination• Book reports (first and second books assigned)• Quizzes and subsequent test

TABLE 11. Possible Elements of a Progress Portfolio

SUMMARY

Assessment is a dynamic process in which teachers and students both participate in a process that links assessment to instruction and learning. It is an integral part of any learning experience. It is the key to helping students learn to succeed at the next level of education or in the workplace.

INTERNET RESOURCES

The Internet is home to many valuable resources related to alternative assessment. Some or all of the sites listed below may be of interest to you. Inclusion in this list should not be deemed as an endorsement of the content or ideas offered at any of the sites. Finally, because the Internet is such a dynamic environment, you may find that the sites listed in this book and any other resource material are no longer active or have been completely redesigned.

At the time of this writing (January 2004) the ERIC Digests, an excellent source of journal articles related to alternative assessments, as well as a broad range of educational topics, is being redesigned. Therefore no site address is provided. However, a search of the Internet for ERIC and alternative assessment should direct you to the appropriate site.

- ❑ Alternative Assessment in the Social Sciences
www.coe.ilstu.edu/jabraun/socialstudies/assess/socsci/
- ❑ National Center for Research on Evaluation, Standards and Student Testing
www.cse.ucla.edu/index1.htm
- ❑ National Council of Teachers of Mathematics
www.nctm.org
- ❑ National Council of Teachers of English
www.ncte.org
- ❑ National Education Association
www.nea.org
- ❑ North Central Regional Educational Laboratory
www.ncrel.org
- ❑ Northwest Regional Educational Laboratory
www.nwrel.org

RECOMMENDED READING

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ALTERNATIVE ASSESSMENT

FALL CIVICS PROJECT

Directions: Select a local candidate currently conducting an election campaign for the U.S. Senate or U.S. House of Representatives. Provide the following information as a written report, oral presentation, display, or multimedia presentation. Projects are due on November 15.

- _____ 1. Biographical information about the candidate.
 - Personal and professional background
 - Party affiliation
- _____ 2. Main campaign issues
 - Candidate's position on each issue
- _____ 3. The office
 - Requirements to hold the office
 - Duties of the officeholder
- _____ 4. The campaign
 - Examples of campaign material (literature, buttons, advertisements)
 - News coverage (newspaper and magazine clippings, video and audio segments)
- _____ 5. Election night
 - Winner
 - Voting results
- _____ 6. After the election
 - Effect on party buildup or breakdown of the House or the Senate
 - Future plans of candidate who did not win

- A = All six components completed
- B = Five components completed
- C = Four components completed
- D = Three components completed
- F = Fewer than three components completed

Final Course Grade: This assignment is worth the same as a test toward your final grade.

Late Assignments: Your grade will be lowered a letter for each day this assignment is late.

Assessment Rubric Problem Solving, Projects, Performance Assessments

	5	4	3	2	1	0
Recognizes and defines the problem	Completely understands the problem		Partially understands the problem		Misunderstands the problem	No response
Determines a problem solving strategy	Identifies appropriate steps to solve the problem		Demonstrates only partially correct strategy to solve the problem		Attempts an incorrect strategy for the problem defined	No response
Implements a strategy	Follows the identified strategy		Partially follows the identified strategy		Does not follow the identified strategy	No response
Interprets and communicates findings and conclusions	Clearly responds to question(s) posed and supports conclusion with findings		Partially responds to question(s) posed or partially supports conclusion with findings		Main idea is missing, not clear, or not related to the problem	No response

Assess the problem, project, or performance assessment in each of the four categories at the left, assigning a score from zero to 5 for each category. Scores of 4 and 2 are given at the teacher's discretion for work that falls between the score of 3 and 5 or 1 and 3. When each category has been assessed, total the points and determine an appropriate grading scale.

It is highly recommended that you share this rubric, or one that you design yourself, with your students prior to beginning the problem, project, or performance assessment. In this way, students are aware of how they will be assessed and can eventually participate in self-assessment using the same guidelines as the grader.

ALTERNATIVE ASSESSMENT

FOREIGN LANGUAGE LAB: QUESTION AND ANSWER PAIRS

One student reads prepared questions. The second student answers the questions.

	STUDENT QUESTIONER <small>Fill in name of student</small>	STUDENT RESPONDENT <small>Fill in name of student</small>			
	Pronunciation	Appropriate Response	Pronunciation	Word Choice	Grammar
Question 1					
Question 2					
Question 3					
Question 4					

Scoring:

- 3 = Consistently pronounces all words correctly.
Response is appropriate for the question asked.
Chooses most appropriate words and phrases based on vocabulary that has been introduced.
Consistently uses correct grammar.
- 2 = Pronounces all but a few words correctly.
Response includes some appropriate information, but it is not complete.
At least one word or phrase could be replaced with a more appropriate word or phrase.
Response includes one or two minor errors; no major errors.
- 1 = Mispronounces three or more words.
Response is not appropriate for the question asked.
Two or more words or phrases could be replaced with more appropriate words or phrases.
Response includes major errors.
- 0 = Did not participate.

ALTERNATIVE ASSESSMENT
PORTFOLIO ASSESSMENT FORM

Portfolio is complete, on time, and well-organized	5	4	3	2	1
Samples for each goal match the student’s capabilities	5	4	3	2	1
Student selects appropriate samples for each goal	5	4	3	2	1
Student displays steady progress in meeting goals	5	4	3	2	1
Student takes pride in working toward goals	5	4	3	2	1

Evaluation Guide

Suggested Scoring

5	Exceeds expectations	21–25	Student meets or exceeds expectations in meeting goals.
4	Meets expectations	17–20	Student meets expectations in most goals and may exceed expectations in one or two goals
3	Capable of improvement	13–16	Student is capable of improvement in meeting goals.
2	Capable of much improvement	9–12	Student is working far below capabilities.
1	Inappropriate	5–8	Work chosen is generally inappropriate. Student needs guidance in assembling portfolio.

Adapted from Gerver, Robert, et al. *Algebra 2: An Integrated Approach*. Cincinnati: South-Western Educational Publishing, 1998.

PORTFOLIO— PREPARING FOR WORK

- Résumé
- Personal information
 - copy of birth certificate
 - copy of Social Security card
 - copy of driver's license
- Sample job application
 - guide for completing actual application
- Evidence of achievement
 - copies of awards
 - copies of certificates
 - copies of other forms of recognition
- Sample letters
 - sample cover letters
 - sample thank you letters
- Reference list or letters
- Evidence of skills
 - job-specific
 - general
- Background information for interviewing
 - company profiles
 - answers to common interview questions
 - networking contacts

PORTFOLIO— PREPARING FOR COLLEGE

- Résumé
- Personal information
 - copy of birth certificate
 - copy of Social Security card
 - copy of driver's license
- Sample college application
 - guide for completing actual application
- Evidence of achievement
 - copies of awards and certificates
 - copies of other forms of recognition
- Sample letters
 - sample cover letters
 - sample thank you letters
- Reference list or letters
- Transcript of high school courses and grades
- Background information for interviewing
 - college profiles
- Copies of applications and correspondence
- College catalogs
- SAT and ACT scores, as well as relevant state proficiency test scores
- Calendar of dates for completing application process and choosing a college or university