Ch. 8 – "Evaluation Student Achievement"

Williams, Carl B. (2009). *No limits: A practical guide for teaching deaf and hard of hearing students.* Butte Publications, Hillsboro OR

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- **Assessment**
  - p. 164 – purpose "…procedure for collecting information about student learning."
    - Functions:
      - Diagnostic…start of a lesson
      - Formative…during lesson
      - Summative …conclusion of lesson
  - p. 164 "I cam to realize that the richest assessment sources for gathering data about students' writing abilities were not tests. Rather, they were unsolicited communications from students."

Levels of Learning… **lowest to highest**

- L-1: Knowledge
  - …...storing" and recalling what the Professor says during class sessions = fact based questions
- L-2: Comprehension
  - ..understanding vs. memorizing key concepts, facts and strategies. Indicated via...
    - Definitions
      - …convey what "x" means
    - Examples
   - …recall/share a <u>personal experience</u> re. "x"
    - Translation
      - …conveying meaning of "x" from one form to another, e.g., <u>meaning</u>…behind a carton (picture to words)
    - Interpretation
      - …summarize major <u>ideas/concepts</u> represented within a

Levels of Learning…(cont.)

- ## L-3: Application
  - ...using course based information and skills to solve a unique problem
- ## L-4: Analysis
  - …using problem based information to explain behavior and to identify insights and implications, e.g.,
    - Identifying Issues
    - Stating Implications
- ## L-5: Evaluation
  - ….using course and problem based information to provided well reasoned answers to difficult questions.
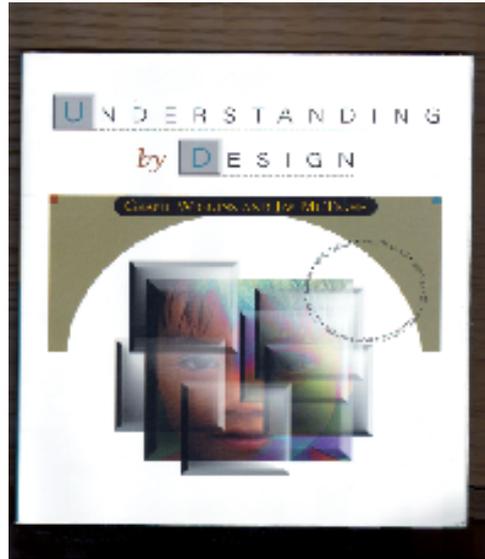
Instructional Design
Strategy

■ Wiggins, G., & McTighe, J. (2005). *Understanding by Design 2nd Edition. Association for Supervision and Curriculum Development: Alexandria, VA.*

Understanding by Design (UbD)

- Key Steps
  - 1. Identify desired results…for which students
    - Everyone Learns 'x' = "enduring understanding"
    - Most learn 'x + y' = "important to know"
    - Some learn 'x + y + z' = "worth being familiar with"
    - A few learn 'x + y + z + b' = "everything that can be learned

Key Steps (cont.)

- 2. Determine acceptable evidence
  - Six facets of understanding
    - Explain
      - …describe, express, justify, predict, synthesize
    - Interpret
      - …critique, illustrate, judge, translate, provide metaphors
    - Apply
      - …build, create, design, perform, solve
    - Perspective
      - …analyse, argue, compare, contrast, infer
    - Empathize
      - …assume role of, consider, imagine, relate, role-play
    - Self knowledge
      - …be aware of, realize, recognize, self-assess

UbD

- Key Steps (cont.)
  - 3. Plan learning experience & instruction

- p.163 – Evaluation = "…refers to the process of making judgments about student's performance on a particular assessment."

- p.164 – Types of Assessments
  - Traditional…paper and pencil assessments
  - Alternative Assessments…product & performance based assessments

- p. 165 – need to match the assessment design to the instructional goals, instructional strategies, and activities

- **p. 166 – Alternative Assessment Formats**
  - Used to monitor/track progress towards IEP goals
  - Use of "Rubrics," i.e., "scoring guides that identify the criteria that will be used to evaluate the students performance or product."
- **Steps:**
  - Instructional Goals
    - Assessment protocol
      - Instructional strategies
        - Instructional activities

Alt Assessments (cont.)

- Checklist
    - …simplest recording format
    - …'x' behavior occurred or did not occur
- Rating Scales
    - …record of frequency or quality of 'x'
    - …types
        - analytic (each item separately)
        - holistic scoring (items considered as a group)
- Anecdotal Records
    - …brief narrative descriptions of 'x'
- Event Recordings
    - …frequency or duration of 'x' occurring in 'y' context(s)

Alt Assessments (cont.)

- Questionnaires
  - …focus upon determining individual's/group's perception of 'x'
- Portfolios
  - …most popular
  - = p. 173 "…systematic collection of student work that shows growth, achievement and reflection."
  - Types
    - Process
      - Student's progress in 'x' over time
    - Showcase
      - Student's best work in 'x' at a point in time

- **Statewide Assessments**
  - ❑ = "high stakes tests"
  - ❑ = used as indicators of yearly progress, as in "adequate yearly progress" (AYP)
  - ❑ = used to make key educational decisions, e.g., student promotion the next grade, or "advanced placement" classes

- JDSDE Author's Corner:
  - When **statewide standardized assessments** are taken by students who are deaf/hard of hearing, the three most common types of accommodations are: 1) small group testing; 2) interpreting test directions; and 3) and extended time. "With the exception of interpreting or reading test items aloud, accommodations were largely used for both reading and math assessments. Participants perceived all listed accommodations as both valid and easy to use. Participants recommended that student academic level, communication mode, and additional disabilities be taken into account when choosing accommodations for students who are deaf or hard of hearing."
    - Title: *Accommodations used for statewide standardized assessments: Prevalence and recommendations for students who are Deaf or hard of hearing*

- **Test Accommodations**
  - IDEA requirement for the use of appropriate test accommodations for student's with disabilities
    - Purpose = p. 174 "…increase the validity of test scores so that the results more accurately reflect student's true mastery of the standards being assessed rather than the disability or disabilities of the student."
    - Common array of test accommodations
      - p.
  - 175, Figure 8.8

Test Accommodations (cont.)

- JDSDE Author's Corner
    - When **alternative assessment strategies** are used with students who are deaf/hard of hearing, teacher preferences and state regulations determine the format and use of the strategies. The most commonly used strategy to track student progress was student portfolios. "Out-of-level" tests were test rarely permitted due to state assessment regulations.
        - Title: *Alternate Assessment Use with Students who are Deaf or Hard of Hearing: An Analysis of Portfolio, Checklists, and Out-of-Level Formats*

- **Test Preparation**
  - Test familiarity
    - E.g., test format
    - test items
    - test language
      - e.g., commonly used words: p. 178 "…compare, contrast, criticize, define, describe, discuss, and list."
  - Test-taking guidelines
    - p. 178-179