



Connecting Tests and Grades to Achievement

Category: Assessment

Workshop Overview

Following is a general overview of this workshop, including desired participant outcomes, an explanation of the workshop’s alignment with the Learning Forward Standards for Professional Learning, and resources that are included in print and electronic form.

Category: Assessment

Duration: Full workshop – 3 hours

Desired Outcomes:

Participants will...

- Identify different techniques for effectively evaluating student learning.
- Describe ways to use assessment results to improve learning and instruction.
- Apply new strategies for testing and grading.

Learning Forward Standards for Professional Learning:

- **Learning Communities:** Occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.
- **Learning Designs:** Integrates theories, research, and models of human learning to achieve its intended outcomes.
- **Implementation:** Applies research on change and sustains support for implementation of professional learning for long term change.
- **Outcomes:** Aligns its outcomes with educator performance and student curriculum standards

Resources in This Binder:

- Handouts:
 - Handout: Example Rubric
 - Workshop Agenda
 - Attendee Notes
 - 3-2-1 Evaluation Form
 - Certificate of Completion
- “Think About It” Exercise
- Ready, Set, Go Planning Activity





Topic Outline

Understanding the general flow of topics to be covered is an important part of giving a strong presentation. This allows the presenter(s) to lead effective group discussions and speak extemporaneously. Following are the main topics covered in this PowerPoint presentation. As you prepare to give the workshop, you may want to refer to this page often.



Main Topics:

1. Grading and Evaluating
2. Understanding and Utilizing Results

Subtopics:

1. Grading and Evaluating

- a. Tips for Grading and Evaluating Students
- b. Rubrics

2. Understanding and Utilizing Results

- a. Tips for Understanding and Utilizing Results

Presentation Outline



This outline is designed for you to see the PowerPoint presentation at a glance. Note that slide numbers and the approximate amount of time needed per slide are shown in the right two columns. **The times in bold print show the approximate total time needed for that topic, which includes the approximate times for the activities, shown in parentheses.** You might consider keeping this page within reach during the presentation.

Section of Presentation	Slide #	Timing (mins)
Getting Started		
Introduce self, co-teacher, participants	1-2	
Explain materials issued to participants		
Cover objectives (from Workshop Overview)	2	10
Topic 1—Grading and Evaluating		
	3-16	85
Activity —Think, Pair, Share		
	4	(10)
Discussion Point —What types of assessment, other than multiple choice, have teachers used?		
	14	(5)
Activity —Using a Rubric		
	16	(10)
Break		
Topic 2—Understanding and Utilizing Results		
	17-25	60
Activity —Paired Quick Write		
	18	(10)
Activity —Quick Write		
	25	(10)
Closing Remarks		
	27	5
Total of 2 hours and 40 minutes (not including break)		

Helpful tip!

This workshop can be broken up into shorter sessions so that you can adapt the presentation according to your time constraints.

Slide 18

PDXPERT
COLLECTION

UNDERSTANDING AND UTILIZING RESULTS

- Assessments evaluate not only students' achievement, but also our effectiveness as educators.
- What are some questions that we, as teachers, should ask ourselves after completing an assessment?
- Pair up with a partner and make a list of 3-4 questions that can help a teacher analyze the instructional method and the students' learning.

ACTIVITY: Paired Quick Write

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Activity: Paired Quick Write

Allow 10 minutes for this activity.

Have participants work with a partner to list three to four questions teachers should ask themselves after completing an assessment. For example, “Is there a pattern to areas in which students excelled or struggled?”

Ask participants to think of their students as they reflect on these questions. Have them write their responses in their notebooks or on their handouts. After the allotted time, ask several volunteers to share their questions with the whole group.

The next slide will list a few examples. Emphasize that these questions help educators take full advantage of assessments and think strategically about how the information can be used to help them and their students do better.



UNDERSTANDING AND
UTILIZING RESULTS

Tips for Understanding and Utilizing Results

- Keep grades a confidential matter between you and the student.
- Regularly diagnose and assess students.

The MASTER Teacher
Develop. Support. Inspire.

Keep grades a confidential matter between you and the student. *We should not be tempted to have students grade other students' papers, no matter what the reason. This is breaking confidentiality. It can cause undue stress and embarrassment for some students. We can build a climate of trust with students by having them check their own practice work.*

Regularly diagnose and assess students. *We should keep asking ourselves questions such as: "How does this student approach a task? At what point did this student's progress get blocked?" By doing so, we'll better understand each student's progress, and we'll have a better idea of what needs to be taught and how it should be taught to different students.*



“Think About It” Exercise



Have staff complete this exercise to begin implementing what they learned during the workshop. Distribute this document to staff by attaching the file to the Next Day Follow-Up Email, or make copies for the staff.

1. Based on the tips provided in the training, which of the areas in grading and evaluating students do you think you need to improve on? Why do you think so?

2. Are there any aspects of assessing students that the training did not cover? What are they and how would you propose we handle these aspects?

3. Which of the tips in understanding and utilizing results do you find most effective? Why do you think so?
