



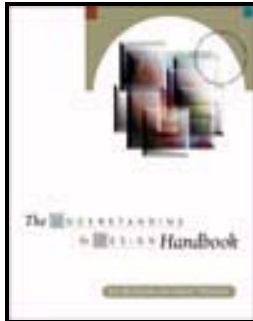
The Jewish Education Center Of Cleveland's תק"ג-- a newsletter for educators

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כ"ג ניסן, תשס"ג

Assessment



While paper and pencil tests can check student knowledge, a carefully crafted performance assessment helps evaluate whether students have sophisticated understanding that can be used in real-life contexts. **The Understanding by Design Handbook**, by Jay McTighe and Grant Wiggins (VA: Association for Supervision and Curriculum Development, 1999) offers a wonderful step-by-step method for creating a performance assessment called GRASPS (Goal, Role, Audience, Situation, Performance/Product, Standards for Success), beginning on page 135 and continuing through page 157. Although the **Understanding by Design Handbook** offers information on rubric development (see pages 161-175), a more comprehensive guide is, **A Teacher's Guide to Performance Based Learning and Assessment**, by Educators in Connecticut's Pomperaug Regional School District 15 (VA: Association for Supervision and Curriculum Development, 1996). Besides offering a clear distinction between rubrics and "performance assessment task lists" (the latter being a checklist for student work – see pages 113-115), this book is filled with examples of both forms of evaluation.



Finally, there are some wonderful **websites** to help generate rubrics; in most cases teachers need just plug in some information and the rubric is created on screen. Check out:

Rubistar (by, www4teachers, at the University of Kansas)-

<http://rubistar.4teachers.org>

Rubric Builder (by, The Landmark Project) –

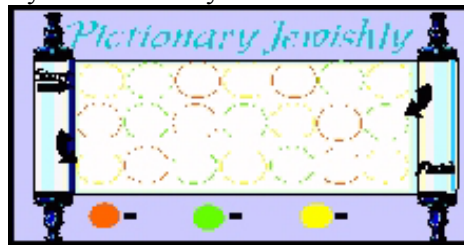
http://landmarkproject.com/classweb/tools/rubric_builder.php3

Rubric Generator (by, Teach-nology) –

http://www.teach-nology.com/web_tools/rubrics/

-Reviewed by Nachama Skolnik Moskowitz, Director of Curriculum Resources

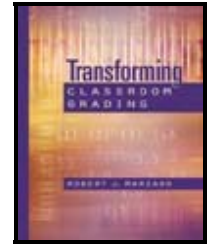
The Teacher Center can help create various assessment tools, whether using our games that can be adapted to review material, or help create rubrics for evaluating student learning. The Teacher Center is open Mondays and Wednesdays from 9:00am – 4:30pm and Tuesdays and Thursdays from 9:00am – 12:30pm.



-Ronna Fox and Marci Rogozen, Teacher Center Co-Directors

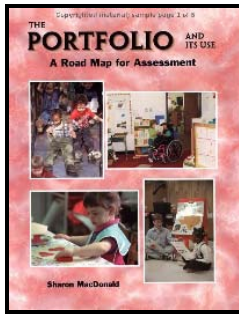
Transforming Classroom Grading, by Robert J. Marzano (Alexandria, VA: Association for Supervision and Curriculum Development, 2000).

With a “scholarly” tone, this book explores the background and effectiveness of traditional grading systems. Based on the background provided, Marzano offers alternatives (with specific examples) including rubrics, self-assessment, conferences, observations, and narratives.



The Portfolio and its Use: A Road Map for Assessment, by Sharon MacDonald (Little Rock, AR: Southern Early Childhood Association, 1997).

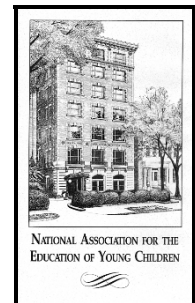
This author makes a case for abandoning the “static” grading system for young children in favor of a more dynamic portfolio process. She argues that in early childhood settings, learning is not about imparting specific pieces of knowledge to students which can later be measured and graded. Rather, MacDonald suggests that through a portfolio collection, teachers can collect snapshots of progress for comparison and analysis, indicating areas of growth. In simple language, with clear explanation and concrete ideas, this text is an interesting read for teachers in early childhood and kindergarten classrooms.



-Reviewed by Rachel Raviv, Curriculum Associ

Charting Growth – Assessment. Washington, DC, NAEYC, n.d., 25 minutes.

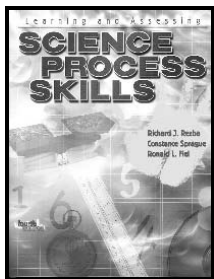
Assessment focuses on the whole child, the classroom curriculum, and communication between the parent and school. It allows instructors and caregivers to help the child grow within his own abilities. This video demonstrates strategies for assessing children: the profile of progress, the parent/teacher/child conference and early childhood assessment



-Reviewed by Bonnie Shapiro, Ratner Media and Technology Center Associate

Learning and Assessing Science Process Skills, by Richard J. Rezba, Constance Sprague, and Ronald Fiel (IA: Kendall/Hunt Publishing Company, 2003).

The guide reflects the integration of the National Science Education Standards (NSES) and the National Council of Teachers of Mathematics (NCTM) Standards by developing clear guidelines for assessment with performance tasks, rubrics, and checklists. Included are good templates for teachers to incorporate as part of an overall assessment protocol, as well as many clear ideas about developing and assessing the processes of science.



-Reviewed by Eugenia Johnson Whitt, Health and Science Specialist