

The Field Files

From The Office of Field Services

Volume 2, Issue 3

September 26, 2014

Using Bloom's Taxonomy Verbs to Create Assessments

(OSTP 2, OSTP 3, OSTP 4)

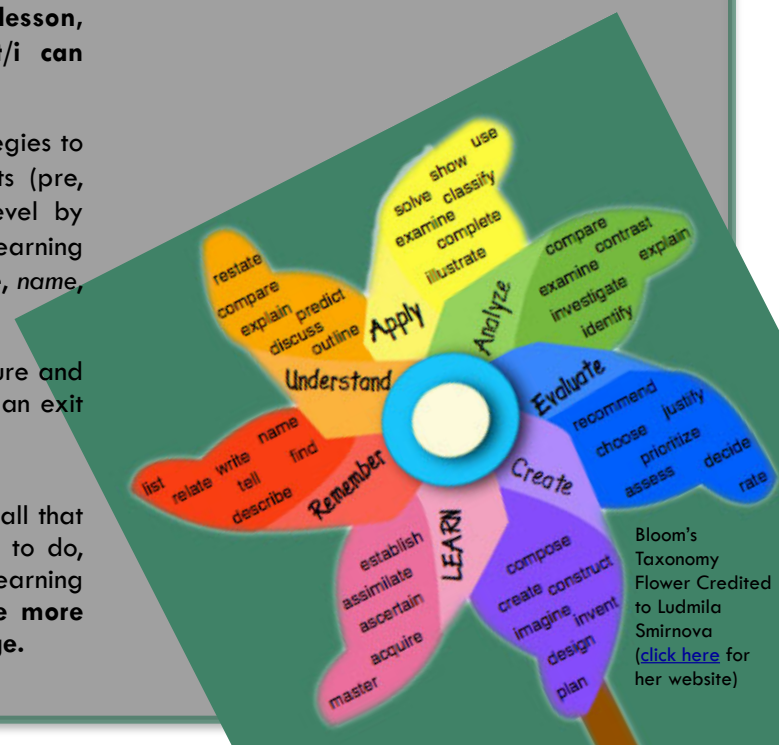
Looking back at issue 2, you can see how to unpack a standard into "I can" statements. As you are planning lessons and considering pre-assessment, formative assessment during the lesson, and post-assessment, allow these "I can" statements and Bloom's Taxonomy to guide your planning process and assist you in creation of assessments.

- If the verbs of the standard in your unit are "Describe" and "Explain" (see standard and "I Cans" in sidebar to the right), look for them on Bloom's Wheel or Bloom's taxonomy (see the pinwheel below), and find other verbs that will help you measure the same skills. *Describe* is in the Bloom's level *Remember*. Other verbs associated with this skill level include: *list, write, relate, name, tell, and find*.
- Student mastery of the learning target/ I can statement is measured by assessments. You need to gauge student skill level with **pre-assessment**, monitor learning during the lesson with **formative assessment**, and measure progress with **post-assessment**.
- **In planning the whole learning segment, you will prepare pre-assessment of the whole standard, and as you plan each lesson, you will need pre-assessments for each learning target/i can statement.** See pre-assessment ideas linked on page 2.
- Throughout each lesson, you will use formative assessment strategies to measure "I cans." Be careful to make sure your assessments (pre, during the lesson, and post) are measuring the right skill level by aligning the verb in your assessment with the verb from the learning target. "I can list characters," can be measured by *find, describe, name, write, tell, and relate*.
- Finally, at the conclusion of the lesson, you need to provide closure and again assess students' ability to hit the learning target through an exit ticket or closing activity.
- When students are able to show evidence of being able to do all that the unit "I can" statements say they should know and be able to do, there is sufficient evidence that they have hit the provided learning targets, and they are ready for a summative assessment. **See more about formative and summative assessments on the next page.**

English Language Arts Standard 3 for Reading for Literature Grade 3: Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

Learning Targets/ I Can Statements:

- I can list qualities of a character.
- I can describe why individual characters make the choices they make.
- I can describe how a character is feeling in a story.
- I can examine how character actions connect to what happens in the story.



Formative and Summative Assessment

(OSTP 3)

Formative vs. Summative Assessment

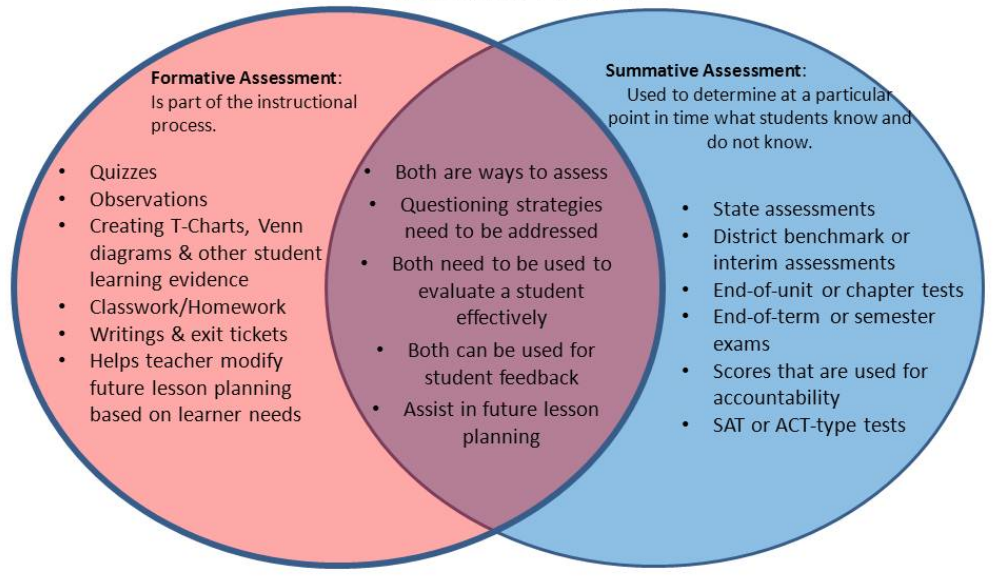


Photo credit to http://kingcolemedia.com/?page_id=1137

For a larger version of this Venn Diagram [click here](#)

Formative Assessment

Definition: Formal and informal diagnostic assessment procedures teachers use during the learning process to modify and differentiate learning activities to improve student achievement.

Goal: **monitoring** student learning to provide ongoing feedback

Frequency: Part of EVERY lesson in pre-assessment, during lesson and post-assessment

Summative Assessment

Definition: Generally evaluative assessments at the end of a unit. Often high stakes measurements of whole learning such as a midterm, unit test, paper, or project.

Goal: **evaluating** student learning

Frequency: Likely only 1 time per unit

Helpful Links

- Pre-assessment Strategies ([click here](#))
- More pre-assessment ([click here](#))
- Dare to Differentiate pre-assessment ([click here](#))
- Formative Assessment for the 21st Century ([click here](#))
- Examples of Formative Assessment ([click here](#))

Important Dates

edTPA Task 3 Information Sessions in Julka Hall computer labs

Thursday 10/9

Early Childhood 9 - noon

Middle Childhood 1 - 4

Friday 10/10

Specials and Secondary 9 - noon

Special Education and Early Childhood Special Ed 1 - 4

Open Lab for edTPA work

Saturday 10/4 from 9 - noon

Wednesday 10/22 from 5 - 8pm

Split Experience Dates

Practicum 1 and ST 1 ends 10/17
Practicum 2 and ST 2 begins 10/20

edTPA Due

Friday, November 07, 2014

Career Day

Friday, November 07, 2014

Spring 2015 Practicum and Student Teaching Pre-req packets due

Friday, November 14, 2014

University Closed

Veterans Day Tuesday, November 11



Co - Teaching Approach 3: Station Teaching

(OSTP 5, OSTP 6)

Station Teaching, also known as Centers in many elementary classrooms, involves getting students into small groups and having students rotate through each station to complete all tasks (Murawski and Spencer, 2011,p. 99). Having stations and the ability to “chunk” instruction allows for more opportunity to differentiate and individualize instruction based upon the needs of the students in each group.

True co-teaching stations does not just mean that students are in cooperative learning groups and rotating through different activities. Like the other approaches, it involves co-planning, co-instructing, and co-assessing. The co-planning piece in this approach is especially important to ensure a smooth lesson.

Co-planning:

- **Teachers need to decide upon grouping techniques.**
 - Will students be in homogenous groups or heterogeneous groups
 - Why? Provide a rationale for the choice in conjunction with the task.
- **Teachers need to consider how many stations are appropriate for their class.**

- Are students ready to have an independent work station? If not, just use two stations.
- Do the tasks for today need 4 stations - including 2 independent work stations?
- **Teachers need to consider what the pacing of the lesson will look like.**
 - How much time will students spend at each station?
 - Will the lesson start with a team teaching or one teach, one support mini lesson or another strategy?
 - How will teachers provide closure at the end of the lesson?
 - How will teachers manage the transition?
- **Teachers need to plan ground rules for all stations to be conducive for learning.**
 - What is an appropriate volume?
 - Who will check on the independent group?
 - What techniques will teachers employ if they need to check-in with each other?
 - How will students be held accountable for work at each station?
 - What is the plan for students who do not complete tasks at each station prior to moving to the next?

Use Data to Form Homogenous Groups

(OSTP 4)

- Visit The Ohio Department of Education website (education.ohio.gov)
- Search for **Resident Educator**.
- Select **Year 1** then **Assessment of Student Learning**.
- Next select **Class Profile** (a thumbnail is pictured above).
- Practice using this tool that will be required when you are a Resident Educator (The first 3 - 4 years of your initial license)
- Consider:
 - school wide assessments used for value-added
 - attendance
 - pre-assessment scores
 - previous unit test scores
 - previous day's exit ticket data
- Use the three data points to look for grouping techniques based on student learning needs.

Synthesis of Student Data: Class Profile

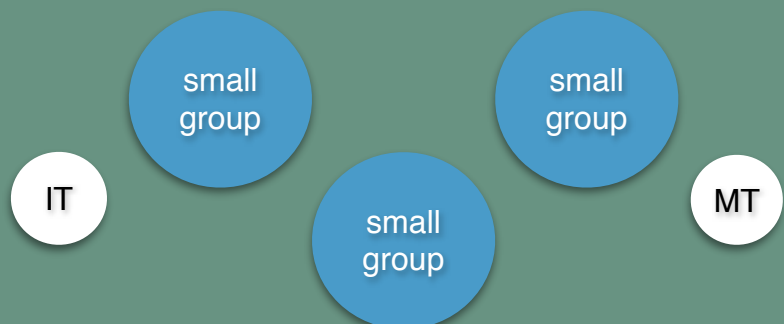
Resident Educator:

Class/Subject Area	Date Scored	Date Scored	Date Scored
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			

Station Teaching Model and Strategy *

Station Teaching Ideas

- Have music for transition
- Prepare “table tents” with station instructions in advance so that students have directions right when they arrive to station.
- Assign roles on colored cards so that each person has a pre-assigned role (Person with next birthday follows orange cards today, etc.)
- Have a video station with guided notes introducing something new or supplementing activity.
- Provide a pre-recorded lecture at one station (use screencastomatic to record and prepare your lecture)
- Have a station for test correction and essay revision



* Model and some strategies from Dr. Wendy Murawski