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Edu Assessment

December 1, 2014

**Assessment Philosophy**

All throughout my own schooling experiences, assessment was something that was given at the end of a unit to test whether I learned what I was supposed to. Assessments were the things that would cause college students to pull ‘all-nighters.’ I saw assessment as the way in which professors and teachers assigned me a grade in the class. It was always a very pressure-filled situation. Going into the fifth year assessment class, I expected to be educated about what assessment meant in terms on standardized tests and how to give effective assessments to meet objectives. I never expected an assessment class to change the way I taught. However, this class has and will forever change the way I think about assessments, grades, how a class should be structured and function.

 Having had been thrown into my teaching experience, I began the school year by teaching straight out of the book. I used the previous teacher’s materials as resources while I was still trying to find my feet. I taught the first unit exactly how the book suggested, followed by a multiple choice exam at the end of the unit. The test, as shown below, was in the format which I grew up being exposed to. Unfortunately-or perhaps fortunately, the results gave me a shock. After the mental breakdown following grading (almost) all failing tests, I composed myself, did some self-reflection, and took the blame on myself. I knew the students knew more than what the results were showing. Therefore, this was the first realization that an assessment was not always an accurate depiction of knowledge and ability.

 From the beginning, I had incorporated weekly vocabulary tests into both levels of the Spanish classroom. My college Spanish professor had done this, and I had appreciated and favored the frequent assessment over one big unit test. This seemed to work well in the classroom, but the large unit tests were still overwhelming for many students. I dug into the old resources once I got myself comfortable in the classroom and began experimenting. With two Spanish two classes and three Spanish one classes, I was able to differentiate the classroom instruction and the assessments I was giving them. I was doing this more for me than for them, however. The first experimental assessment I gave was with my Spanish one classes. I gave one class a multi-leveled exam that incorporated speaking, writing, listening, and culture. The other class received a test that looked very similar to the weekly quizzes. Both classes produced astoundingly better results than the first test. The students responded much better the more user-friendly questions. After I saw the results due to different types of exams, I began to do further research.

 Also at this time, I began digging into my action research topic of teaching proficiency through reading and storytelling (TPRS). Along with my research, this assessment class began opening my mind about what assessment really meant and what it was really supposed to look like. TPRS changed the way I taught and my students responded with positive reception to the different and more interactive type of teaching. TPRS emphasizes frequent, formative assessment that focuses on reading, writing, listening, and culture-but only one at a time. The first formative assessment I gave for a grade was a listening assessment in which every single person passed with a B or better. I was astounded-and ecstatic. I continued with these small formative assessments for most of the first quarter. TPRS taught me that assessments didn’t always have to be written or graded at all. Simply by asking my students questions informally, interacting with them, and watching them interact with each other, I can gain the information I need to adapt my teaching to their needs. By giving the students proper feedback-in ways more than just grades-students can continue to learn and grow and adapt their own learning to their own needs.

Nombre y apellido \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Fecha \_\_\_\_/ \_\_\_\_/ \_\_\_\_

Listening assessment: “Camina o corre”

Directions: In each set of parentheses, circle the word that correctly completes the sentence,

based on the story that you hear. You will hear the story three times You will circle three words per

sentence: one in each set of parentheses (nine total).

1. Maricruz is a (male / female) (student / teacher) that (runs / walks) to school.

2. Señorita Hernandez is a (male / female) (student / teacher) that (runs / walks) to school.

3. Agustín is a (male / female) (student / teacher) that (runs / walks) to school.

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 After the success with the formative assessments, I decided to take it one step further for the summative assessments. I wanted to bring in choice and accountability. For my middle school Spanish one class, I gave the students options to choose from which would count as their final assessment. As shown below, the students were given particular perimeters to stay within in order to meet requirements and demonstrate objectives were met.

Spanish 1 Middle School final project –Cierra la Puerta

For the unit test, you may choose to work alone, in partners, or in a group. The overall requirements are that the three target structures must be used at least 3 times throughout the project. ( Cierra la puerta, abre la puerta, son las (8).) Within your chosen group or by yourself, you are to complete one of the following projects IN SPANISH:

Cierra la Puerta childrens story- write and illustrate a short children’s story or comic book at least 10 pages/frames long.

Commercial/short video- write a script and film a commercial or short story at least 2:30 long.

Poem-write a poem or short story

Game- make a game and game board with rules that can be played by a group of people

Other- if there is a different project that you or your group would like to do-present me your idea! ☺

Choose one thing to do and write short paragraph (in English) about what your plan is!

**Due date: November 7, 2014 100 points**

The students took initiative and worked on the project at home and during the time I gave them. Students did a variety of projects-all incorporating unit vocabulary and their own creativity.