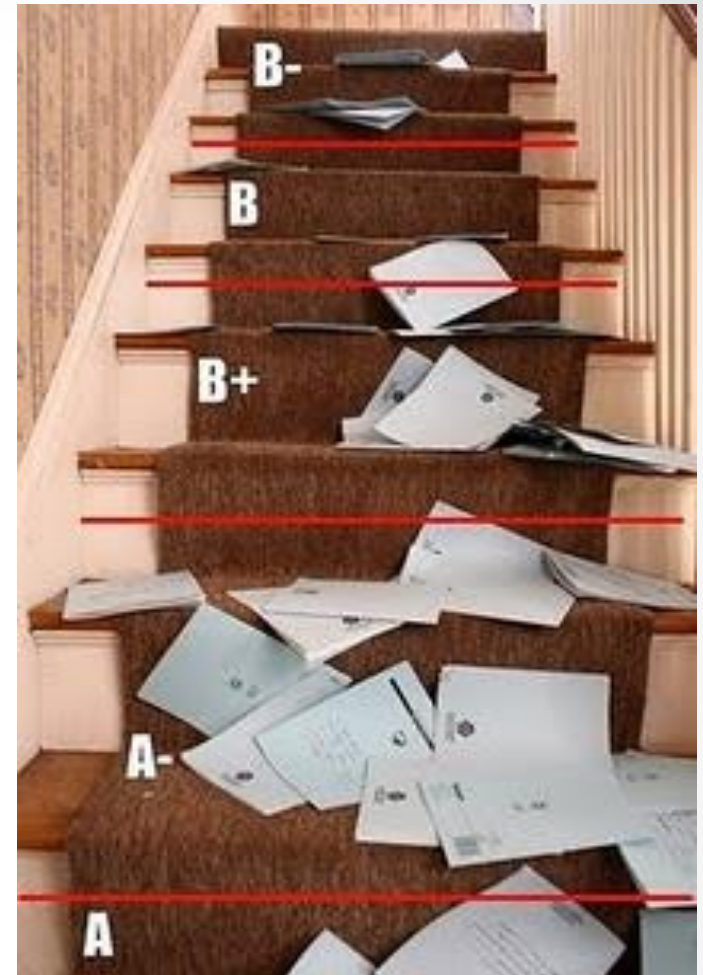


Assessment & Evaluation

Dr. Susanne Bloomfield



Methods of Evaluation

Three Waves of Writing Assessment



- 1. **Objective tests** (multiple-choice grammar test—objective and reliable results because graded the same)
- 2. **Rubrics and holistic scoring** (objective, reliable, and more valid test of writing ability)
- 3. **Portfolios** (validity, context, and interpretation override objectivity and reliability)
- However, portfolios have not gained widespread acceptance because they are not “reliable” and because of funding (49).

Even the idea of RUBRICS is controversial

Why do we evaluate students?
According to Maja Wilson in
Rethinking Rubrics it is to

- 1. Rank them against each other
- 2. Induce them to try harder
- 3. Offer feedback and encouragement

“Rubrics are, above all, a tool to promote standardization, to turn teachers into grading machines or at least allow them to pretend what they are doing is efficient, exact, and objective” (xii).

Rubrics cause teachers to read a student’s work looking at the deficits, mistakes, and inconsistencies to justify which square to put it in.

Even improving the design does not help, because just the idea of rubrics themselves causes problems. (Wilson)

How Should We Grade?

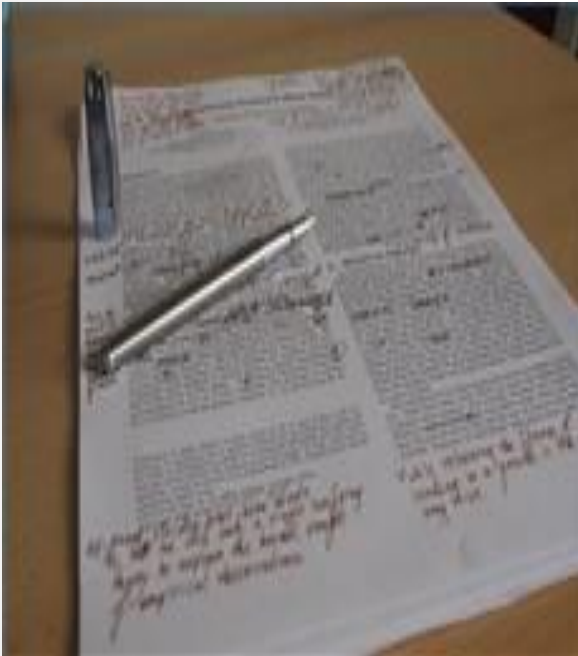
Wilson believes:

- *Emphasize process to encourage and support risk
- *Return the writing for revision if it does not represent student's best efforts or meet minimum expectation
- *Make grading point-based;
- * Use "Assessment Conversations"
- *Feedback from a variety of sources



Write Beside Them

by Penny Kittle



- Look for MEANING in first drafts
- Self Evaluation for each writing unit
- Continue revision process
- Portfolios of ranked student work
- Include books read
- Include favorite poems
- No rubrics

Inside out

by Kirby, Kirby & Liner

- Grading should be deemphasized
- Drafts should not be graded
- Develop grading criteria with students
- Students should be involved as graders and evaluators
- Grade process as well as product
- Focus your grading. Don't try to grade everything at once
- Give ideas, inventiveness, and content an import weight in your grading scale.

Alternatives

- Nongrading
- Performance
- Portfolios
- Analytic Scales
- Evaluation by Peers
- Self-evaluation
- Conferences



Layered Curriculum

by Cathie Nunley

- **C:** Student has added to their bank of general knowledge to a level deemed acceptable by the teacher.
- **B:** Student added to their bank of general knowledge plus demonstrated ability to apply that knowledge in a different field or compare it to a different arena in addition to storing it for recall.
- **A:** Student added to their general knowledge bank, applied or demonstrated use of that knowledge, and was able to critically evaluate an issue in the real world which required their ability to combine knowledge with ethics, values, morality and/or sense of global responsibility.

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In the Middle

by Nancie Atwell



- Students' portfolios and self-assessment questionnaires
- Teachers' written comments
- Student-led conferences with their parents and the teacher

