

Assessment with Technology

Area Centers for Educational Enhancement
Florida Center for Instructional Technology
Fall 1998

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Workshop on the Web:
<http://fcit.coedu.usf.edu/workshops/assessment/intro.htm>

WORKSHOP OUTLINE

Introduction to assessment:

Assessment instruments influence instruction. Trend from traditional to authentic/alternative.

Purposes of assessment:

- Revealing status of learner (Knowing what you know)
- Diagnosing weakness (Knowing what you don't know)
- Assimilating knowledge (Pulling it all together)
- Using higher order skills (Applying and synthesizing knowledge)

Technology Tools:

Technology in support of assessment makes work accessible, portable, examinable, distributable, and revisable

- Traditional assessment/grading
 - Electronic gradebooks: spreadsheets, commercial software
 - Test creation: word processing, item bank database, commercial test writing software
- Interactive/enhanced assessment
 - Rubrics: spreadsheets, commercial rubric software
 - Interactive testing: online, scripted, commercial interactive testing
Inspiration, PowerPoint, Hyperstudio
- Authentic/alternative assessment:
 - Portfolios: software to manage physical portfolios, electronic portfolios
 - Peripherals for electronic portfolios: cameras, scanners, microphones, video digitizers,

Assembling and Assessing the Portfolio

Creating the Student Portfolio

- Students generate, rather than select, responses and products. Students actively participate in decisions about their learning by making purposeful collections of their work, while developing valuable work skills. Members of the classroom community of learners share

an understanding of what constitutes good work as evidence of accomplishment.

- Determine the context: story, audience, whether the outcomes are product or process, whether the focus is snapshot or panorama, timespan represented, kinds of evidence included
- Include: guidelines, index, teacher feedback, student reflection, criteria for evaluating work (rubrics)
- File options: PDF, text, graphics, video, sound, HTML
- Goals are based on competencies, such as education benchmarks

Assessing the Student Portfolio

- Determine whether required elements are present
 - Judge the quality of the elements using tools such as a rubric
- Sample portfolio rubric from The Science Teacher

Creating the Teacher Portfolio:

- Purposes: evaluating effectiveness for graduation, certification or employment; information for improving effectiveness or professionalism
- Goals arise from Competencies: Accomplished Practices, FPMS, National Board Certification
- Working VS Presentation portfolios for different audiences
- Select evidence to represent you as demonstrations of competencies
- Select appropriate technology for creating, converting, archiving, sharing items
- Include vita, exams/certifications, statement of philosophy/goals, documentation of professional development and leadership activities, course syllabi, teaching materials, student work, recorded lessons, photos of displays and projects, student evaluations, reflection
- Organize with an index
- Record, then continually evaluate and update

Assessing the Teacher Portfolio:

- Determine whether required elements are present
- Judge the quality of the elements using tools such as a Likert scale. Categories of items may be rated.

WEBSITES

Assessment Links:

Florida Department of Education: <http://www.firn.edu/doe/doehome.htm>

Florida DOE Assessment information:

<http://www.firn.edu/doe/sas/sasshome.htm>

Florida Comprehensive Achievement Test (FCAT):

<http://www.firn.edu/doe/bin00054/fcat.htm>

Sunshine State Standards and Electronic Curriculum Planning Tool:

<http://www.firn.edu/doe/menu/sss.htm>

National Educational Technology Standards for Students:

<http://cnets.iste.org>

CRESST National Center for Research on Evaluation, Standards, and Student Testing: <http://www.cresst96.cse.ucla.edu>

Tech Tools: download/request software and resources

Course Technology Test Manager and Skills Assessment Manager:

<http://www.course.com/>

Diploma Grading and Curriculum Software demo: <http://www.brownstone.net>

Excelsior Grade demo: <http://www.gradebook.com/>

GradeBusters demo: <http://www.gradebusters.com/>

Grade Machine gradebook demo: <http://www.mistycity.com/>

GradeStar gradebook demo: <http://www.shelltech.com/s43.html>

Grady Profile: <http://www.aurbach.com>

HyperStudio/Portfolio Assessment Toolkit: <http://www.hyperstudio.com>

Intelligent Essay Assessor: http://lsa.colorado.edu/LSA-grade_main.html

HeartBeeps Skills Assessment software: <http://www.lindyinc.com>

Rubricator rubric software demo: <http://www.sltech.com/>

Scholastic Electronic Portfolio: <http://www.scholastic.com>

ThinkWave Educator Express gradebook software for Windows:

<http://www.thinkwave.com>

Assessment Rubrics on the Web:

<http://www.capecod.net/schrockguide/assess.htm>

<http://chesterfield.k12.va.us/Documents/Newsletter/volume2/hyper.htm>

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Digital Portfolios from Kodak:

<http://www.kodak.com/US/en/digital/hub/education/digitalPortfolios.shtml>

Educator Assessment:

Florida Educator Accomplished Practices:

<http://sun3.firn.edu/doe/bin00026/acco-prc.htm>

<http://soe.fgcu.edu/Internship/interviewandportfolio/portfolioEAP.html>

Technology Competencies for Educators (NC) with Self-Assessment Tool:

<http://www.state.nc.us/OFPS/hm/te/basic.htm>

Professional Development Continuum at Milken Exchange:

<http://www.milkenexchange.org/pdc/>

Electronic Teaching Portfolios, Helen Barrett, Ph.D.:

<http://transition.alaska.edu/www/portfolios/>

SAMPLE STUDENT PORTFOLIO RUBRIC

Points	Required items	Concepts	Reflection/Critique	Overall Presentation
90-100	All required items are included, with a significant number of additions.	Items clearly demonstrate that the desired learning outcomes for the term have been achieved. The student has gained a significant understanding of the concepts and applications.	Reflections illustrate the ability to effectively critique work, and to suggest constructive practical alternatives.	Items are clearly introduced, well organized, and creatively displayed, showing connection between items.
75-89	All required items are included, with a few additions.	Items clearly demonstrate most of the desired learning outcomes for the term. The student has gained a general understanding of the concepts and applications.	Reflections illustrate the ability to critique work, and to suggest constructive practical alternatives.	Items are introduced and well organized, showing connection between items.
60-75	All required items are included.	Items demonstrate some of the desired learning outcomes for the term. The student has gained some understanding of the concepts and attempts to apply them.	Reflections illustrate an attempt to critique work, and to suggest alternatives.	Items are introduced and somewhat organized, showing some connection between items.
40-59	A significant number of required items are missing.	Items do not demonstrate basic learning outcomes for the term. The student has limited understanding of the concepts.	Reflections illustrate a minimal ability to critique work.	Items are not introduced and lack organization.
0	No work submitted			

Based on Pierette Pheeny, in The Science Teacher, October 1998.