

TABLE OF CONTENTS

INTRODUCTION	V
PART I - WHAT IS AUTHENTIC ASSESSMENT?	1
Section 1: Why Do We Need Thoughtful Outcomes?	3
Section 2: What Are Teacher-Made Tests?	23
Section 3: How to Use a Portfolio System	43
Section 4: How Can Performances and Exhibitions Be Used?	61
PART II - PARTICIPANT PRESENTATIONS	87
Section 5: How Can Projects Be Assessed?	91
Section 6: Logs and Journals as Assessment Tools	111
Section 7: The Value of Metacognitive Reflection	129
Section 8: How Can We Use Observation Checklists	157
Section 9: Why Graphic Organisers Enhance Thinking Skills	179
Section 10: Interviews and Conferences	201
Section 11: The Final Grade	225
Section 12: Closure to Course on How to Assess Thoughtful Outcomes	247
Section 13: Conclusion	257
Bibliography	265

INTRODUCTION

The training of trainers seminar for *How to Assess Authentic Learning* consists of two distinct parts. Part I develops your knowledge base about thoughtful outcomes and authentic assessment. During this phase, formal presentation of the information facilitates your processing of that information as an involved, interactive participant.

Part II develops your own presentation/facilitation skill with the content. During the second phase, you will join a small group of trainers, select a specific chapter of the book, plan a presentation of the authentic assessment tool, and present the tool to the remaining participants. By the end of the training of trainers session, you will be familiar with the research, rationale, and repertoires of authentic assessment tools.

Specifically, you will know how to:

1. Develop definitions of thoughtful learner outcomes and authentic assessments.
2. Establish a rationale for why authentic assessment is a critical issue in education.
3. Align thoughtful student outcomes with the assessment and evaluation processes.
4. Report on cognitive research that supports using authentic assessments instead of traditional paper-and-pencil testing.
5. Teach how to construct effective teacher-made tests that assess higher-order thinking skills.
6. Teach ten alternate assessment strategies that address students' multiple intelligences and learning styles.
7. Describe the roles of the administrators, teachers, students, and parents in the new assessment paradigm.
8. Use interactive training strategies including co-operative learning groups, graphic organisers, and metacognitive reflection.
9. Suggest resources that support work in authentic assessment.

With this training of trainers experience, you will be ready, willing, and able to give quality training on establishing thoughtful outcomes and designing assessment tools to measure these outcomes.

Activity 1

Trainer Tip:

This is a pre-learning activity that is used to stimulate dialogue about outcomes and assessments. Some of the most common misconceptions are cited in the statements.

Once they have a chance to react to the statements individually, participants will have a chance to share their ideas with a partner and then revisit and re-evaluate their ideas at the end of the training.

AGREE/DISAGREE CHART				
ASSESSING THOUGHTFUL OUTCOMES				
STATEMENTS	BEFORE		AFTER	
	Agree	Disagree	Agree	Disagree
1. Outcomes are the same as behavioral objectives.				
2. Learning nothing is better than having no learning experience.				
3. Performance assessments are objective.				
4. Students should be given the choice of assignments.				
5. All performance assessments are authentic.				
6. Students can expect the teacher to have a purpose.				
7. Students need to be graded.				
8. Learning never occurs in the real world.				
9. An individual student can't perform on the same thing.				
10. College-level assignments are more authentic than high school assignments.				
11. Student self-assessments are more authentic than teacher assessments.				

- THINK-PAIR-SHARE-COMPARE**
1. *Think* about the statements about assessment...
 2. *Pair* with one person...
 3. *Share* your opinions...
 4. *Compare* your answers...

Agree/Disagree Chart

Ask the participants to write the numbers one to eleven on a piece of paper. Place the Agree/Disagree Chart on the overhead and use a cover sheet to reveal one statement at a time.

Read each statement aloud and have participants check the agree or disagree column on their individual sheets.

After all participants have finished, instruct them to use the think/pair/share interactive model to dialogue with a partner about any items on which they have checked different columns. Participants discuss items for which they have different answers. Have them discuss their opinions and try to come to consensus on the statement. (Participants will complete their "After" column at the end of the course.)

Your Notes

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

Activity 2

COOPERATIVE GROUP ACTIVITY FOR KWL

- Formation of Groups: Alphabetical order by first names
- Role Assignments: Groups of three or four
 Organizer/Timetkeeper: First Person
 Materials Manager: Second Person
 Recorder: Third Person
 Encourager: Last Person for everyone in group!
- Task: Complete both the "K" and the "W" columns of the KWL on assessment
- Time Limit: 10 minutes
- Social Skill: Use first names
- Processing: Completion of the "L" column at the end of the training
- Encouraging Energizer: "Yes—Yes—Yes!"

COOPERATIVE GROUP ACTIVITY

- Formation of Groups: _____
- Role Assignments: _____
 Organizer/Timetkeeper: _____
 Materials Manager: _____
 Recorder: _____
 Encourager: _____
- Task: _____
- Time Limit: _____
- Social Skill: _____
- Processing: _____
- Encouraging Energizer: _____

KWL		
ASSESSMENT		
K	W	L
What do you think you know?	What do you want to learn?	What have you learned?

KWL

Ask everyone to line up in a straight line in alphabetical order by their first names. Divide the participants into groups of three or four and assign roles.

The groups will complete a KWL on what they know and want to find out about authentic assessment. Use a copy of Overhead 0-4 for future group activities.

The materials manager gets a piece of Butcher's paper and some markers, and the group spends ten minutes brainstorming columns K and W—what they think they *Know* about authentic assessment and what they *Want* to know about authentic assessment.

After each group is finished (ten minutes), ask the recorder of each group to read off a few items under the "K" column. Call on each of the groups until all the ideas are on the list. Do the same thing for the "W" column. Record group ideas on one list. Post the list for the rest of the class sessions.

Trainer Tip:

The KWL is critical because it allows you to gauge the degree of people's knowledge of assessment. You can also discover their needs and try to adjust your training to meet their goals. Trainers need to know how to pace the training based on the background or experience of the audience.

Your Notes

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

Activity 3

Trainer Tip:

Participants who will be receiving credit for the training need to know what they are expected to do.

Review the course syllabus at the first session. It is usually less threatening if it comes after a few introductory activities. Some states and universities require research as part of the requirements. Make sure you know the state's requirements and can explain them clearly.

Course Review

This section may not be necessary in some training sessions, but if this course is being given for credit, now is a good time to review the course schedule, outcomes, overview, and assignments.

These will vary depending on the training, but the following items should be addressed early in the course.

1. Course Schedule: Review dates, start and end times, break times.
2. Course Materials: Textbook, manila folder, self-addressed envelope for returned assignments.
3. Course Outcomes: Explain what students will learn in this training.
4. Course Overview: Provide syllabus and timeline.
5. Course Assignments: Review the course reading assignments as well as the written and oral assignments (a sample assignment sheet is included).

Your Notes

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....