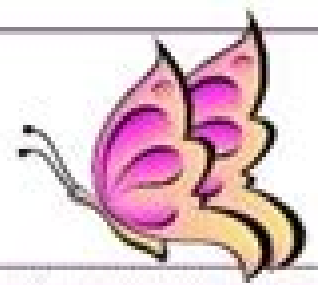


Teaching Competencies



4. Skills in assessing the outcomes of learning (evaluation of learning)

- ❑ The teacher can use the evaluation results to determine whether the concepts and skills emphasized during instruction were understood or not.
- ❑ Evaluation results can be used as bases for improving instruction through further clarification, additional explanation, or sometimes re-teaching.

Evaluating Classroom Instruction

Peter W. Airasian



Evaluating Classroom Instruction:

Evaluating Classroom Instruction James S. Cangelosi, 1991-01 This informative text presents the fundamentals of evaluating teachers It illustrates how research based principles from the field of measurement and evaluation can be integrated into evaluation programs to improve classroom instruction *Evaluating Instructional Programs* Bruce W. Tuckman, 1985 **Evaluating Classroom Instruction** Gary D. Borich, Susan K. Madden, 1977 **Classroom Assessment** W. James Popham, 2005 I have an extremely high opinion of this textbook This is the only assessment text I have ever used that students actually read consistently Students frequently comment about their enjoyment of the text and their appreciation for the humor injected throughout the chapters Marcy Blackburn Cameron University The topics are presented very clearly are very well organized and are sufficiently comprehensive for pre service teachers Brian C McKevitt Iowa State University Written in Jim Popham s characteristic witty style the Fourth Edition of Classroom Assessment addresses the range of assessments that teachers are likely to use in their classrooms The forces of accountability have changed educational assessment and this new edition now addresses the central issue of how classroom assessment can effectively benefit students when carried out in the context of accountability tests New legislation such as the No Child Left Behind Act NCLB and issues such as state standards that directly impact classroom testing and teaching are discussed to present readers with a series of practical action options In addition the text continues to analyze more traditional topics such as validity and reliability and discusses the alternative assessments used in today s classrooms MyLabSchool Discover where the classroom comes to life MyLabSchool gives you powerful insights into how real classrooms work From video clips of teachers and students interacting to sample lessons portfolio templates and standards integration we give you the tools you ll need to succeed in the classroom MyLabSchool is only available if your instructor has set up a MyLabSchool course Visit www.mylabschool.com to register all you need are your instructor s course ID and an access code FREE when packaged with a new copy of this book or available for purchase at your bookstore OR a credit card to purchase immediate online access If your instructor is not using MyLabSchool ask him or her to consider MyLabSchool to give you every chance to succeed in your course A Teacher's Guide to Classroom Assessment Susan M. Butler, Nancy D. McMunn, 2011-04-04 A Teacher s Guide to Classroom Assessment is a comprehensive guide that shows step by step how to effectively integrate assessment into the classroom Written for both new and seasoned teachers this important book offers a practical aid for developing assessment skills and strategies building assessment literacy and ultimately improving student learning Based on extensive research this book is filled with illustrative down to earth examples of how classroom assessment works in classrooms where assessment drives the instruction The authors present the Classroom Assessment Cycle Clarifying learning targets Collecting assessment evidence Analyzing assessment data and Modifying instruction based upon assessment data that demonstrates how one assessment action must flow into the next to be effective Each chapter details the kinds of assessment evidence that

are the most useful for determining student achievement and provides instruction in the analysis of assessment data

Evaluating Classroom Instruction Gary D. Borich, 1986 Making Assessment Matter Nonie K. Lesaux, Sky H.

Marietta, 2011-12-23 All too often literacy assessments are given only for accountability purposes and fail to be seen as valuable resources for planning and differentiating instruction This clear concise book shows K-5 educators how to implement a comprehensive balanced assessment battery that integrates accountability concerns with data driven instruction Teachers learn to use different types of test scores to understand and address students specific learning needs The book features an in depth case example of a diverse elementary school that serves many struggling readers and English language learners Reproducible planning and progress monitoring forms can be downloaded and printed in a convenient 8 1/2 x 11 size

Classroom Assessment Peter W. Airasian, 1993-11 Classroom Assessment Concepts and Applications views classroom assessment as an everyday ongoing part of teaching integral to everything that happens in the classroom The text is organized to follow the natural progression of teacher decision making from organizing the class as a learning community to planning and conducting instruction to the formal evaluation of learning and finally to grading Classroom Assessment presents complex concepts clearly so that pre service teachers can understand them and solidly grounds these concepts in best practice through practical well integrated examples The text conceives of classroom assessment in a broader way than many other texts It focuses not only on the assessment needs of testing grading interpreting standardized tests and performance assessments but also on assessment concerns in organizing a classroom at the start of school planning and implementing instruction and strategies of teacher self reflection

Assessment as Learning Lorna M. Earl, 2012-12-04 Your key to understanding how formative assessment improves learning Using clear explanations and poignant cases this timely resource shows how formative assessment can be used to understand student beliefs inform classroom instruction and encourage student reflection Fully revised this second edition features Discussion of the complex nature of learning Ways to use formative assessment in a variety of contexts Real life examples and case studies of assessment in action Sample rubrics and lesson plans for easy implementation Ideas for Follow up at the end of each chapter Insights into common classroom dilemmas along with viable solutions

Classroom Assessment James H. McMillan, 2007 Classroom Assessment Principles and Practice for Effective Standards based Instruction

Assessment in the Classroom Peter W. Airasian, 1996 The special mission of Assessment in the Classroom is to show how assessment principles apply to the full range of teacher decision making from organizing the class as a social system to planning and conducting instructions to the formal evaluation of learning and finally to grading The goal is to show students that assessment is an everyday ongoing part of their teaching not some esoteric affair that is divorced from their daily routine With this in mind the following features have been built into this text

Assessment in the Classroom: A Concise Approach Peter Airasian, 1999-08-30 This brief inexpensive version of the author's larger text is nearly 30% shorter and is designed either for the increasing number of brief 1-2 hour

assessment courses or for broader courses where assessment is one of several major topics covered It is ideal for those 6 9 hour block courses sometimes spanning two semesters that cover a variety of major topics such as assessment classroom management and general methods Like the bigger book this one ties assessment into every type of teacher decision making from organizing the class as a social system to planning and conducting instruction to the formal evaluation of learning and finally to grading The goal is to show students that assessment is part of their daily routine This edition features a new full chapter on sizing up assessment assessment early in the school year expanded treatment of accommodating pupils with disabilities more on state wide standards and assessments updated performance alternative assessment and descriptions of twenty Web sites related to educational assessment This is the most teacher friendly assessment text on the market

Measurement and Evaluation in Teaching Norman Edward Gronlund,1976 Teacher Evaluation that Makes a Difference Robert J. Marzano,Michael D. Toth,2013 In *Teacher Evaluation That Makes a Difference* Robert J Marzano and Michael D Toth introduce a new model of teacher evaluation that takes into account multiple data rich measures of teacher performance and student growth to ensure fair meaningful and reliable evaluations for all teachers *Designing Teacher Evaluation Systems* Thomas Kane,Kerri Kerr,Robert Pianta,2014-06-03 WHAT IS EFFECTIVE TEACHING It s not enough to say I know it when I see it not when we re expecting so much more from students and teachers than in the past To help teachers achieve greater success with their students we need new and better ways to identify and develop effective teaching The Measures of Effective Teaching MET project represents a groundbreaking effort to find out what works in the classroom With funding by the Bill Melinda Gates Foundation the MET project brought together leading academics education groups and 3 000 teachers to study teaching and learning from every angle Its reports on student surveys observations and other measures have shaped policy and practice at multiple levels This book shares the latest lessons from the MET project With 15 original studies some of the field s most preeminent experts tap the MET project s unprecedented collection of data to offer new insights on evaluation methods and the current state of teaching in our schools As feedback and evaluation methods evolve rapidly across the country *Designing Teacher Evaluation Systems* is a must read and timely resource for those working on this critical task PRAISE FOR DESIGNING TEACHER EVALUATION SYSTEMS This book brings together an all star team to provide true data driven policy relevant guidance for improving teaching and learning From student achievement to student perceptions from teacher knowledge to teacher practices the authors address key issues surrounding the elements of a comprehensive teacher evaluation and improvement system Highly recommended for anyone seriously interested in reform PETE GOLDSCHMIDT Assistant Secretary New Mexico Public Education Department This book is an invaluable resource for district and state leaders who are looking to develop growth and performance systems that capture the complexity of teaching and provide educators with the feedback needed to develop in their profession TOM BOASBERG Superintendent Denver Public Schools A rare example of practical questions driving top quality research and a must read for

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Assessment and Student Success in a Differentiated Classroom Carol Ann Tomlinson, Tonya R. Moon, 2013-09-05 Carol Ann Tomlinson and Tonya R Moon take an in depth look at assessment and show how differentiation can improve the process in all grade levels and subject areas After discussing differentiation in general the authors focus on how differentiation applies to various forms of assessment pre assessment formative assessment and summative assessment and to grading and report cards Readers learn how differentiation can Capture student interest and increase motivation Clarify teachers understanding about what is most important to teach Enhance students and teachers belief in student learning capacity and Help teachers understand their students individual similarities and differences so they can reach more students more effectively Throughout Tomlinson and Moon emphasize the importance of maintaining a consistent focus on the essential knowledge understandings and skills that all students must acquire no matter what their starting point Detailed scenarios illustrate how assessment differentiation can occur in three realms student readiness interest and learning style or preference and how it can improve assessment validity and reliability and decrease errors and teacher bias Grounded in research and the authors teaching experience *Assessment and Student Success in a Differentiated Classroom* outlines a common sense approach that is both thoughtful and practical and that empowers teachers and students to discover strive for and achieve their true potential This is PDF Format E book ISBN 978 1 4166 1773 0

Teacher Self-assessment Gerald D. Bailey, 1981 Linking Assessment to Instructional Strategies Cathleen G. Spinelli, 2010 An easy to read and useful guide to state of the art best practices in assessment This practical teacher friendly book provides step by step instructions on choosing and administering classroom assessments analyzing interpreting rating and monitoring results and reporting student progress Whether new to authentic or informal assessment or keenly familiar with traditional testing this book will interpret and guide the teaching professional on how to integrate cutting edge assessment measures seamlessly into their daily teaching schedule The book is chock full of the latest in authentic curriculum and performance based assessment measures with direct connections to instruction IEP development and methods of reporting to parents Busy teachers will appreciate the clear accessible writing style and how easily the textbook helps them to determine what test to use the specific diagnostic questions to ask the classroom materials that will be needed clearly informed administration strategies and the explicit examples that are included and can be taken straight from the page to the real classroom Remaining focused on providing teachers with a variety of assessment procedures including the why what and how of testing the text furthermore gives directions on how to construct administer and score

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