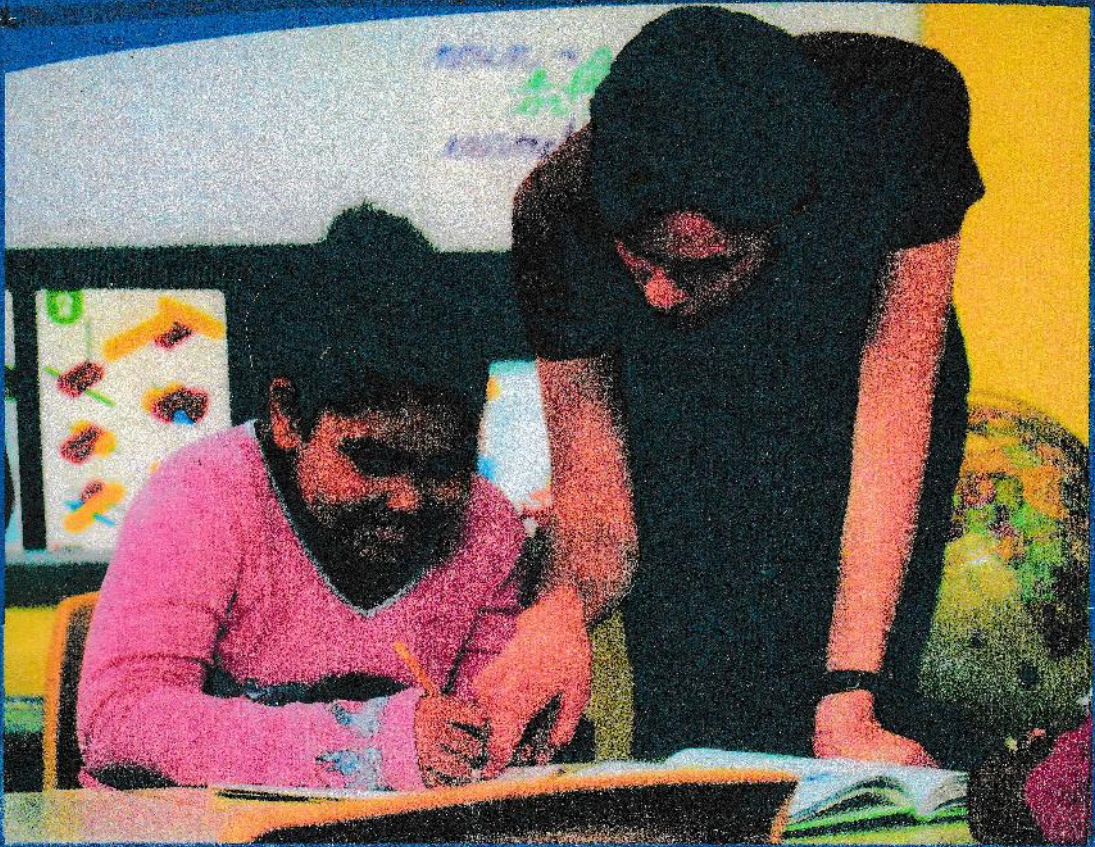


M. Cornelia Ch.



MEANINGFUL ASSESSMENT

A MANAGEABLE AND COOPERATIVE PROCESS

DAVID W. JOHNSON

ROGER T. JOHNSON

Preface xi

AFTER ONE

Learning Assessment Manageable and Meaningful	1
WHAT IS ASSESSMENT?	1
ASSESSMENT AND EVALUATION	2
ASSESSMENT ISSUES	3
MEANINGFUL ASSESSMENTS	5
MAKING ASSESSMENTS MEANINGFUL	12
MAKING ASSESSMENT MANAGEABLE	14
TYPES OF LEARNING GROUPS	19
UNDERSTANDING COOPERATIVE LEARNING	20
STANDARDS AND TESTING MOVEMENT	24
SUMMARY	27

AFTER TWO

Goal-Setting Conference	35
A FABLE WITH A SAD ENDING	35
WHY GOALS ARE IMPORTANT	35
CONFERENCING WITH STUDENTS	37
GOAL-SETTING CONFERENCES	38
THE THREE PHASES OF GOAL SETTING	40
STEPS OF TEACHER-STUDENT GOAL-SETTING CONFERENCE	40
CONFERENCING WITH COOPERATIVE LEARNING GROUPS	41
COOPERATIVE LEARNING GROUPS CONFERENCING WITH THEIR MEMBERS	42
COOPERATIVE LEARNING GROUPS CONFERENCING WITH ANOTHER GROUP	44
SUMMARY	44

AFTER THREE

Standardized Tests	53
WHAT ARE STANDARDIZED TESTS?	53
ADVANTAGES OF STANDARDIZED TESTS	54

DISADVANTAGES OF STANDARDIZED TESTS	56
HOW TO HELP YOUR STUDENTS DO BETTER ON STANDARDIZED TESTS	58
SUMMARY	59

CHAPTER FOUR

Teacher-Made Tests	62
TESTING STUDENTS	62
OBJECTIVE TESTS	62
TYPES OF OBJECTIVE TEST ITEMS	62
ESSAY TESTS	66
TEST BLUEPRINTS	67
COOPERATIVE LEARNING AND TEACHER-MADE TESTS	68
ACADEMIC TOURNAMENT	73
SUMMARY	76

CHAPTER FIVE

Compositions and Presentations	79
STUDENT PERFORMANCES AND COOPERATIVE LEARNING	79
COOPERATIVE WRITING AND EDITING PAIRS	80
WRITING TOGETHER	81
PRESENTING TOGETHER	84
PREPARATION PAPERS AND PRESENTATIONS	85
SUMMARY	87

CHAPTER SIX

Projects	95
NATURE OF PROJECTS	95
WHY USE PROJECTS?	95
HOW TO ASSIGN PROJECTS	95
INDIVIDUAL ACCOUNTABILITY	98
SUMMARY	99

CHAPTER SEVEN

Student Portfolios	103
WHAT IS A PORTFOLIO?	103
CONTENTS OF PORTFOLIOS	104

WHY USE PORTFOLIOS?	106
HOW TO USE STUDENT PORTFOLIOS	108
SUMMARY	113

CHAPTER EIGHT

Observing Students 117

ASSESSMENT THROUGH OBSERVING STUDENTS LEARN	117
THE BASICS OF OBSERVING	118
PREPARING FOR OBSERVING	124
BEING AN OBSERVER	126
SUMMARIZING OBSERVATIONS, GIVING FEEDBACK, FACILITATING ANALYSIS	131
SUMMARY	136

CHAPTER NINE

Assessing Social Skills 147

WHAT ARE SOCIAL SKILLS?	147
WHY TEACH AND ASSESS SOCIAL SKILLS?	148
HOW TO ASSESS SOCIAL SKILLS	150
TEACHING SOCIAL SKILLS	151
CREATING COOPERATIVE SITUATIONS IN WHICH SOCIAL SKILLS CAN BE USED	156
INTERVENING TO IMPROVE USE OF SOCIAL SKILLS	157
ASSESSING KNOWLEDGE OF SOCIAL SKILLS	160
SELF-ASSESSMENT OF SOCIAL SKILLS MASTERY	160
SETTING GOALS FOR CONTINUOUS IMPROVEMENT	160
REPORTING ON STUDENTS' SOCIAL SKILLS	162
SUMMARY	162

CHAPTER TEN

Assessing Student Attitudes 168

IMPORTANCE OF STUDENT ATTITUDES	168
ASSESSING STUDENT ATTITUDES	169
DECIDING WHICH ATTITUDES TO MEASURE	171
CONSTRUCTING YOUR OWN QUESTIONNAIRE	171
HOW GOOD ARE YOUR QUESTIONS?	172
DECIDING ON TYPES OF RESPONSES TO QUESTIONS	173

DECIDING ON QUESTION CONTENT	173
DECIDING ON QUESTION SEQUENCE	174
DECIDING ON PHYSICAL LAYOUT OF QUESTIONNAIRE	176
DECIDING ON OVERALL FORMAT OF QUESTIONNAIRE	176
STANDARDIZED ATTITUDE MEASURES: CLASSROOM LIFE	176
MAKING DECISIONS ON THE BASIS OF ATTITUDES	177
SUMMARY	178

CHAPTER ELEVEN

Interviewing Students 192

WHAT IS AN INTERVIEW?	192
WHY INTERVIEW STUDENTS?	193
HOW TO INTERVIEW STUDENTS	194
TYPES OF INTERVIEW QUESTIONS TO ASK STUDENTS	195
ANALYZING STUDENTS' RESPONSES	196
SUMMARY	196

CHAPTER TWELVE

Learning Logs and Journals 201

WHAT ARE LEARNING LOGS AND JOURNALS?	201
WHY USE LOGS AND JOURNALS?	201
HOW TO USE LOGS AND JOURNALS	203
HOW TO ASSESS LOGS AND JOURNALS	203
ACTION THEORIES AND JOURNALS	204
LOGS AND INFORMAL COOPERATIVE LEARNING	207
SELF- AND OTHERS' RATINGS	209
SUMMARY	210

CHAPTER THIRTEEN

Total Quality Learning and Student Management Teams 214

CONTINUOUS IMPROVEMENT OF QUALITY OF LEARNING	214
CONTINUOUS IMPROVEMENT PROCEDURE	215
STEP 1: FORM TEAMS	216
STEP 2: ANALYZE ASSIGNMENT AND SELECT A LEARNING PROCESS FOR IMPROVEMENT	216

STEP 3: DEFINE THE PROCESS	216
STEP 4: ENGAGE IN THE PROCESS	218
STEP 5: GATHER INFORMATION ABOUT THE PROCESS	218
STEP 6: PLAN FOR IMPROVEMENT	222
STEP 7: REPEAT LEARNING PROCESS IN A MODIFIED WAY	223
STEP 8: INSTITUTIONALIZE CHANGES	223
STUDENT MANAGEMENT TEAMS	223
SUMMARY	225

CHAPTER FOURTEEN

Building Teams and Assessment	227
COLLEAGIAL TEACHING TEAMS	227
CONDUCTING THE ASSESSMENT AND REPORTING PROCESS	228
CONTINUOUS IMPROVEMENT OF INSTRUCTION, ASSESSMENT, AND REPORTING	234
ASSESSMENT TEAMS	236
SUMMARY	238

CHAPTER FIFTEEN

Grading Grades	243
WHAT IS GRADING?	243
WHY GRADES MUST BE FAIR	243
SUBJECTIVE NATURE OF GRADING	246
TYPES OF GRADING SYSTEMS	246
STANDARDIZING YOUR SCORING SYSTEM	247
HOW TO GRADE	249
CHECKLISTS AND NARRATIVES	250
GIVING STUDENTS GRADES IN COOPERATIVE LEARNING	251
SUMMARY	254

CHAPTER SIXTEEN

Involving Students in Assessment	258
WHY INVOLVE STUDENTS?	258
HOW TO INVOLVE STUDENTS IN CREATING CRITERIA AND RUBRICS	259
STUDENT-LED CONFERENCES	260
SUMMARY	263

CHAPTER SEVENTEEN

Reflections 267

CONDUCTING ASSESSMENTS 267

CONFERENCING WITH STUDENTS 271

ASSESSMENT PROCEDURES 272

TOTAL QUALITY LEARNING 275

TEACHING TEAMS AND ASSESSMENT 276

GIVING GRADES 276

LOOKING FORWARD 276

Glossary 278

References 284

Index 287