

Quiz
Chapter 19 - Assessment

Name: _____

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I. Matching: Indicate who performs each task:

- A. Student
- B. Teacher
- C. Student and Teacher

- | | | | |
|----------------------------|-------|----------------------------|-------|
| 1. Provides Exemplars | _____ | 4. Sets SMART Goals | _____ |
| 2. Performs Error Analysis | _____ | 5. Plans objective | _____ |
| 3. Gives Feedback | _____ | 6. Conferences on Progress | _____ |

II. True or False:

Circle the appropriate letter to indicate if the statement is true or false and then explain why.

1. Good assessment is grounded in collaborative agreement among teachers on important learning expectations. T F

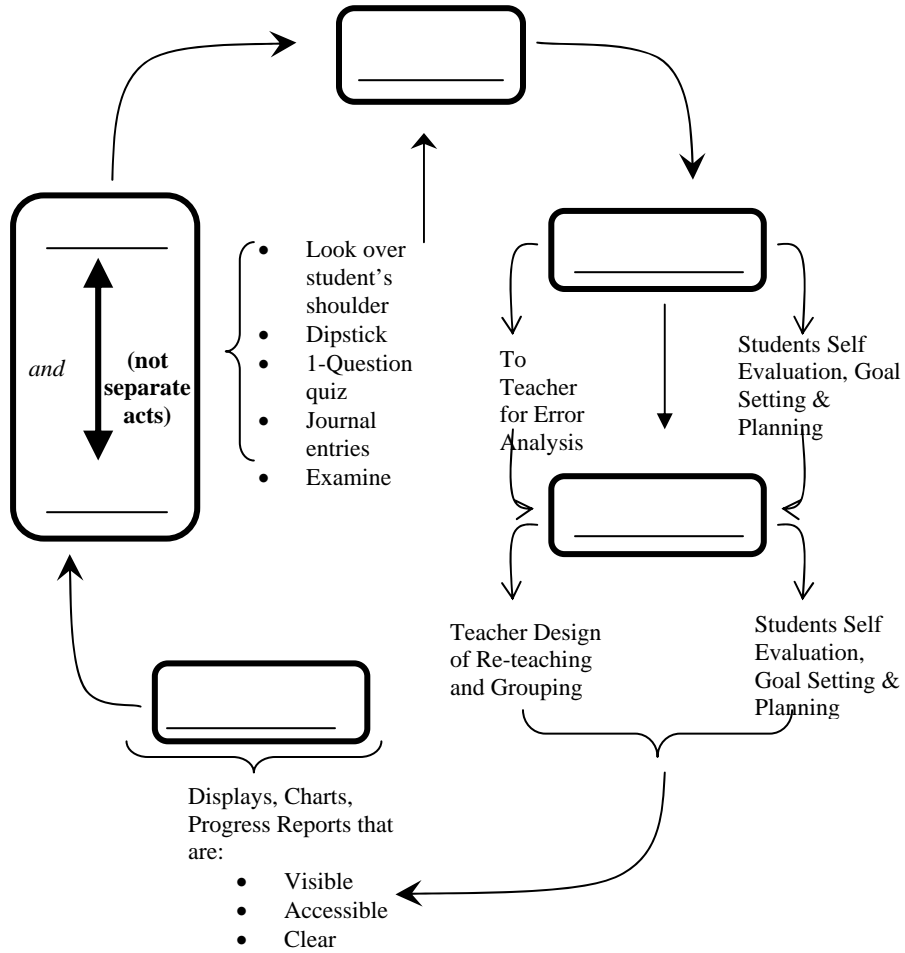
2. Error analysis means figuring out the percent wrong a student got on a test versus the percent right a student got on a test. T F

3. A daily written record is an essential part of assessment. T F

4. Using class time to re-teach a few confused students is inefficient. T F

5. Assessment and teaching go hand in hand; they are not separate acts. T F

III. Fill in the blanks: Fill in the boxes for the 24 Hour Teaching Cycle.



IV. Examining data: Look at the example and answer the questions below.

<h2>Mathematics</h2>	
1. Which list of numbers is in order from GREATEST to LEAST?	
A) 0.08, 0.4, 0.29, 0.107	13.86%
B) 0.08, 0.107, 0.29, 0.4	22.89%
✓ C) 0.4, 0.29, 0.107, 0.08	39.16%
D) 0.4, 0.08, 0.29, 0.107	24.10%

1. Explain what students who answered **B** might have been thinking:

2. Explain what students who answered **D** might have been thinking:

3. Pick either group and design a lesson to re-teach the concept to that group.

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V. Short Answer

1. What are three goals of assessment that is designed to increase student achievement?
2. In what ways might creating common assessments between teachers strengthen classroom lessons across teachers?
3. Which components of classroom assessment support active student involvement in the learning process?
4. What is “authentic” about “authentic assessment” tasks?
5. Why are authentic assessment tasks a more valid measure of student learning?
6. Define a rubric and discuss it’s purpose.
7. Describe the sequence for developing an effective rubric.
8. Why is providing students with an exemplar so helpful to them when they work towards mastery?
9. What are the benefits of assessing prior knowledge before instruction?

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10. Review the three samples of student writing with teacher comments in Exhibit 19.11 “The Impact of Teacher Comments” on pages 467-469. Identify which teacher is most likely to improve student writing skills and discuss why.