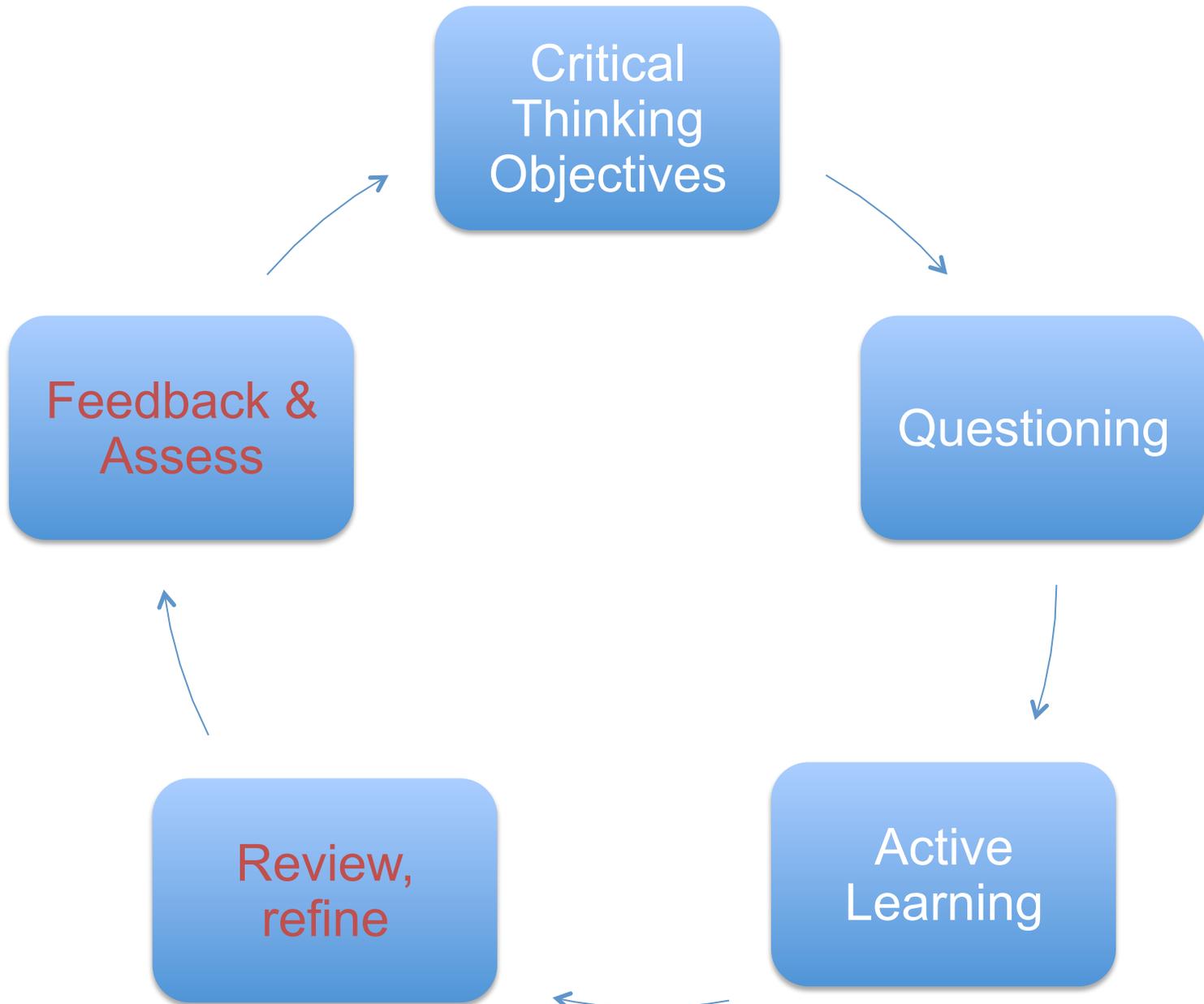


Day 3: American Center Workshop Series

Assessment & Critical Thinking



In “Refine/ Review” teachers need to monitor classroom activities and make adjustments in order to improve (CT) instruction.

What are some ways this can be done?

Summative Assessment

Periodic

Determines what students know and don't know

Examples:

State assessments

End-of unit or chapter tests

End-of-semester or year tests

Formative Assessment

Part of instructional process
Ongoing "practice"

Provides information needed to adjust teaching/learning while they are happening (back to review/refine)

Examples:

Peer and self-assessment
Teachers' descriptive feedback throughout

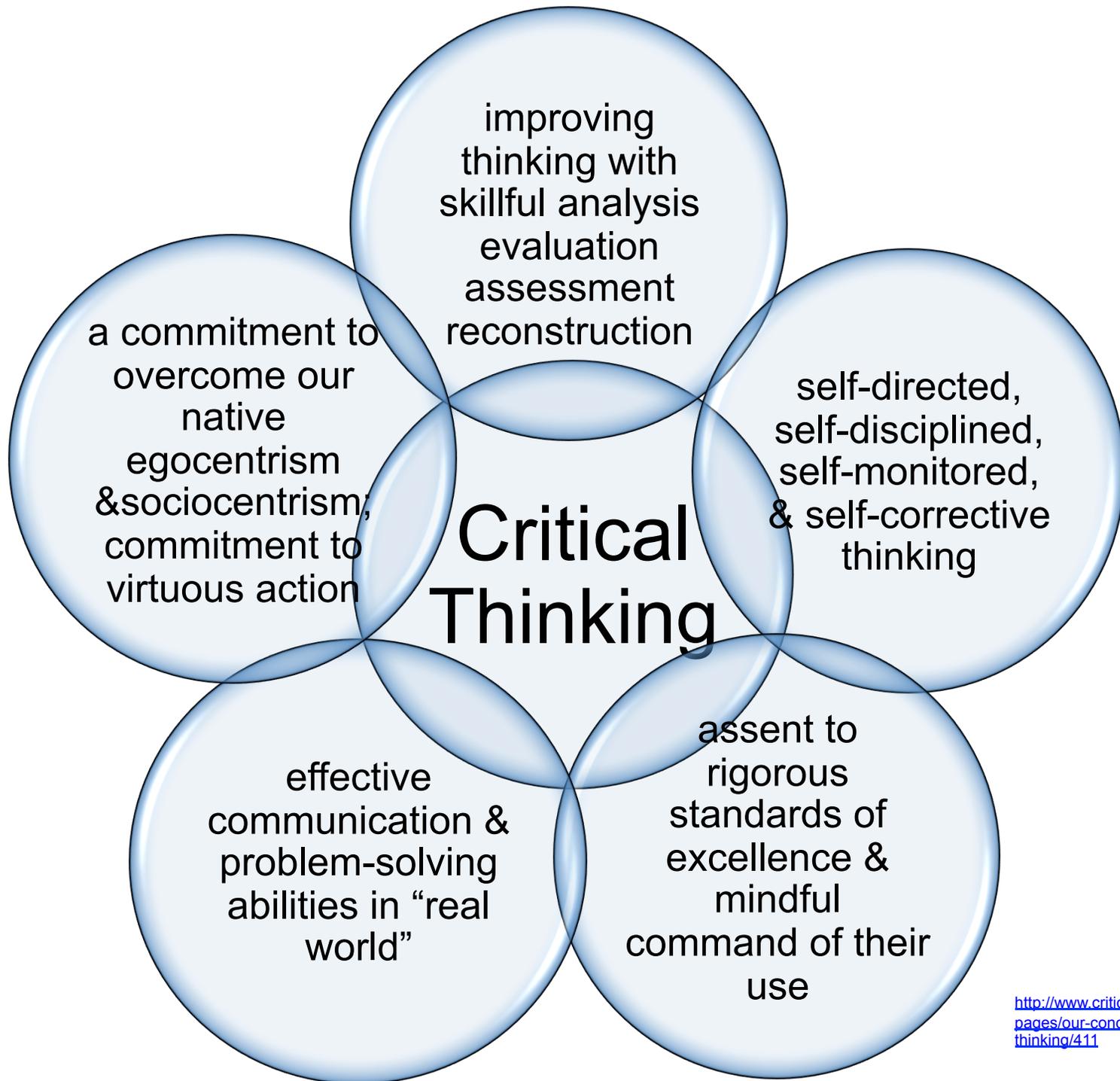
Students setting own goals

Students record keeping

(Garrison & Ehringhaus, 2007)

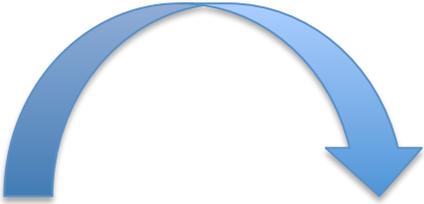
The purpose of feedback is to enhance the quality of student learning and performance, rather than to grade the performance and, importantly, it has the potential to help students learn how to assess their own performance in the future.

(Fink, 2003 in Duron, et. al. 2006)



Intellectual Standards

- | | |
|-----------|--------------|
| Accuracy | Logic |
| Clarity | Fairness |
| Precision | Significance |
| Relevance | Depth |
| Breadth | Validity |



Must be applied to

Elements of Reasoning

- | | |
|-------------|----------------|
| Purposes | Inferences |
| Questions | Implications |
| Information | Assumptions |
| Concepts | Point of Views |



Intellectual Traits

- | | |
|-----------------|---------------------------|
| Humility | Confidence in Reason(ing) |
| Autonomy | Integrity |
| Fair-mindedness | Empathy |
| Courage | Perseverance |



To develop

Assessing Affective Traits/Habits

A “How Am I Doing?” Checklist

Habit: Listening w/ understanding & empathy	Often	Sometimes	Never
Verbal Behaviors			
Restates or paraphrases a person’s idea before offering personal opinion			
Clarifies a person’s ideas, or terminology			
Expresses empathy for other’s feelings			
Nonverbal Behaviors			
Faces the person who is speaking			
Establishes eye contact if appropriate			
Nods head			

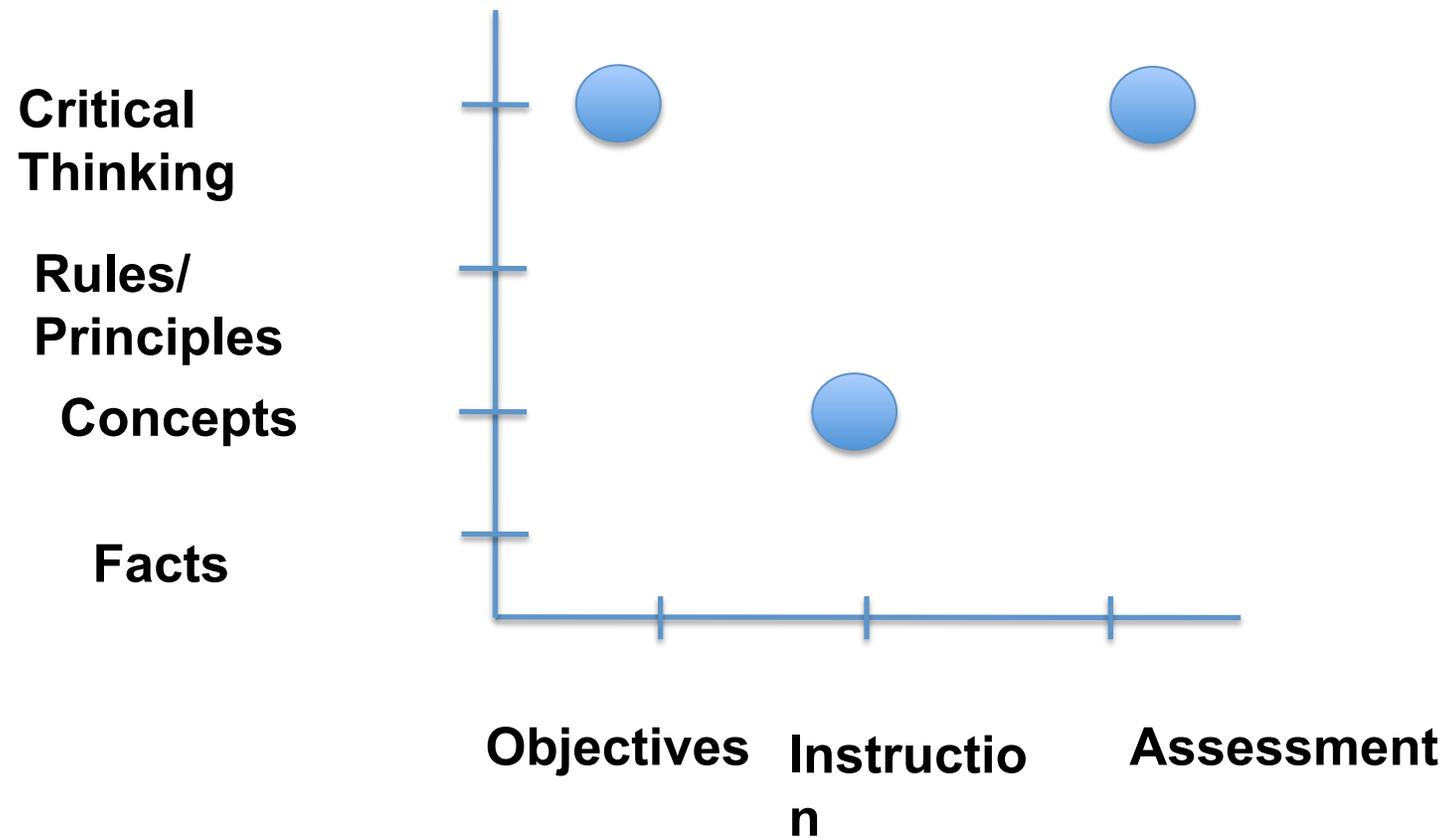
(Costa & Kallick , 2000)

Self-evaluation is a potentially powerful technique because of its impact on student performance through enhanced self-efficacy and increased intrinsic motivation.

Evidence about the positive effect of self-evaluation on student performance is particularly convincing for difficult tasks (Maehr & Stallings, 1972; Arter et al., 1994), **especially in academically oriented schools** (Hughes et al., 1985) **and among high need pupils** (Henry, 1994).

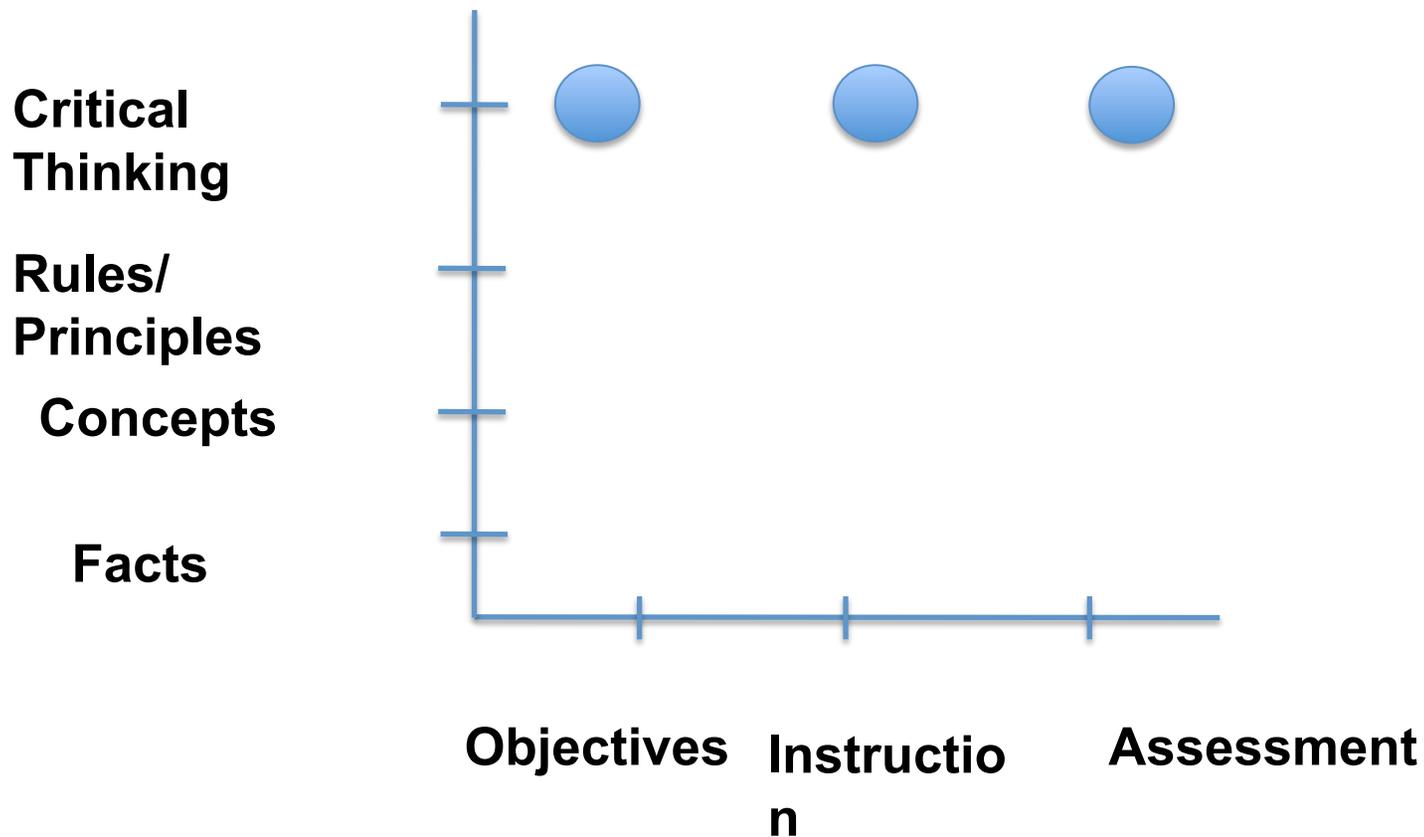
(Rolheiser & Ross)

Mismatched Content and Assessment

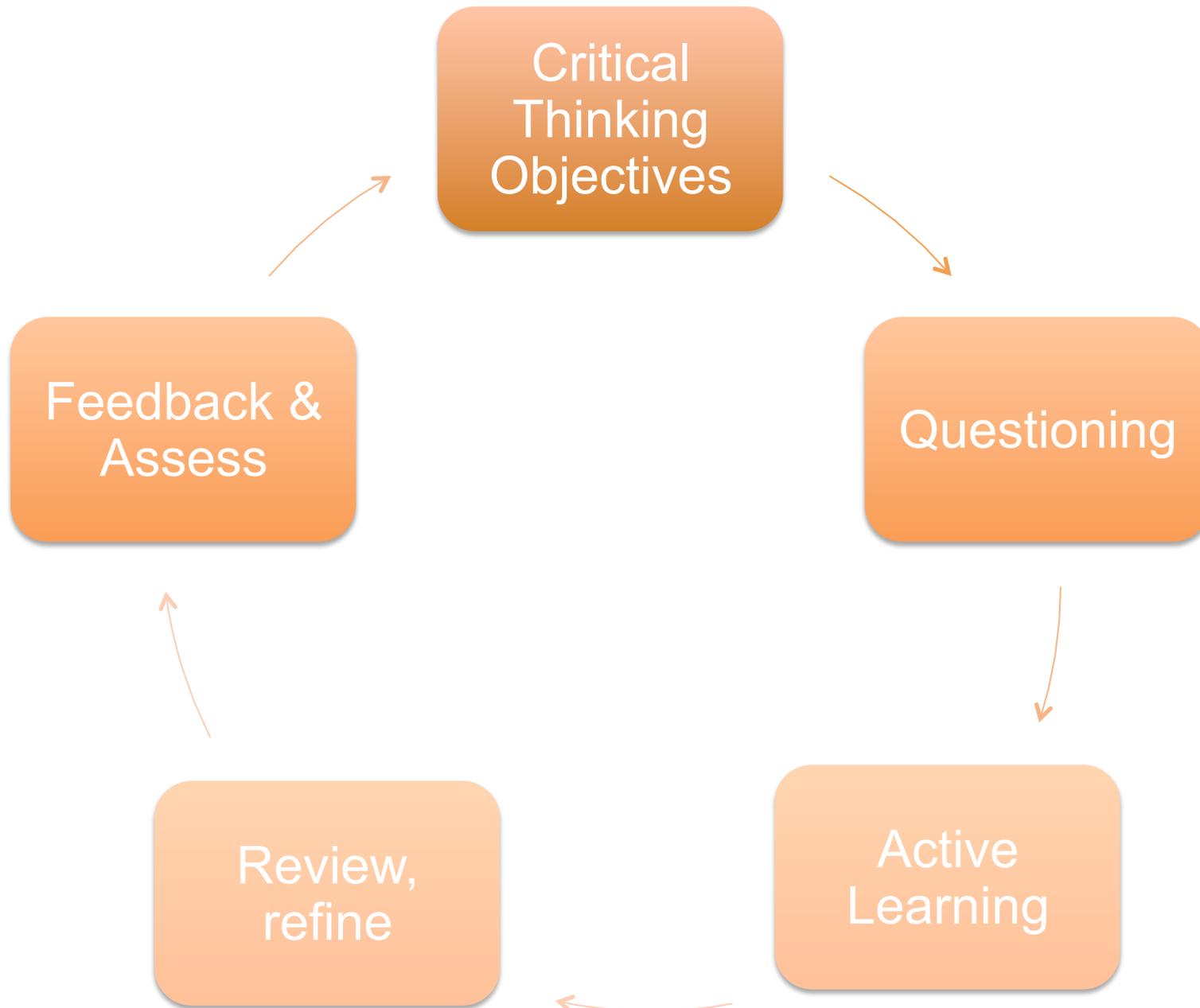


(Adapted from Dwyer 1991)

Congruent (Matched) Objectives and Assessment



(Adapted from Dwyer 1991)



(Duron, Limbach, Wauch, 2006)

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Thank you for your attendance and participation in these workshops!

Best of luck in incorporating CT into your instruction.

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