Read the *Introduction* (pp. xxv-xxxv) and respond to these two questions:

(1a) Describe your own classroom assessment processes and reflect on how they lead to student learning. Do they?

My classroom assessment process is chaotic. My first few years teaching I focused on the sciences, and I was just starting to feel confident in my teaching, enough so that I was starting to take a closer look at my assessments, when I had to start teaching ELA as well. I really love rubrics as a way to give more ownership to students about their own grades, plus it provides some helpful organization to students who struggle, but creating rubrics for every assignment is so time consuming.

(1b) Think about your school district or a district you are familiar with. Is there an emphasis on classroom assessment? If so, is the approach effective?

My school program (GNETS) operates, at least somewhat, independent of the school district in which we reside (our fiscal agent), but I know that in the past 5 years or so the district has moved to a standards-based system, developed an official Rigorous Curriculum, and is all about mastery of the priority standards, with lots of pre and post tests (which, from what I've seen, are primarily multiple choice). One of the reasons I love GNETS is that this focus, focus, focus on the standards and testing doesn't really jive with my educational philosophy, so I appreciate the freedom of not teaching to a test.

Read *Chapter 1: Understanding the Varieties of Assessment* (pp. 1-11) and *Chapter 2: Unpacking Standards and Benchmarks* (pp. 15-30), and address these questions:

(1a) Can you think of a classroom assessment you use that is clearly authentic for the students? How do you know? (Ch1)

For my science classes, I try to do as many labs as possible, and I would consider these to be authentic. For my ecology class, we build little closed-system (as much as possible) ecosystems after investigating food webs and nutrient cycling. Later we try and take what we observed and make predictions about what would happen if, for example, the snails were removed, or all of the plants died. Then you can tie that into habitat destruction and species loss in the real world. For our social-emotional learning, we have lots of skills on how to interact with peers, so when we model and role-play those skills, that would be authentic.

(1b) Competent assessment involves aligning the assessment with the learning targets. Give an example from your classroom or from your own learning/training experiences when the learning target and the assessment used to measure student achievement of that target were misaligned. (Ch2)

I'm sure I have a million examples, but one area I really struggle with is making assessments that match the difficulty of the benchmark. For example, many of the GSE benchmarks for biology include "Plan and carry out investigations" but my students have never "planned" a lab on their own, but they will complete them. Similarly, another benchmark is "Construct an argument supported by empirical evidence to compare and contrast the characteristics of viruses and organisms." Is it really constructing an argument supported by evidence if we fill out a venn diagram together? My assessments lack those higher level thinking skills.

Read *Chapter 3: Defining Student Expectations* (pp. 31-42), *Chapter 4: Understanding and Selecting Assessment Methods* (pp. 45-62), and *Chapter 5: Written Product, Portfolio, and Project Assessments*

(pp. 63-76), and address these questions:

(1a) Butler and McMunn (2014) realize that constructed-response assessment if not new to the classroom. What is often missing in constructed-response assessments you have created or used? (Ch4)

Higher-order thinking skills, by far. I feel like too many of the constructed-response assessments don't require students to actually "construct" anything as opposed to regurgitating we learned. Like "what are the characteristics of terrestrial planets?" A better constructed response would probably be something like "compare and contrast the characteristics of terrestrial and gaseous planets." but I'm not totally convinced that either response would really meet the benchmark of "*a. Construct an explanation of the origins of the solar system from scientific evidence including the composition, distribution and motion of solar system objects.*"

(1b) and What are some examples of projects you use with your students or projects you have personally experienced? What made these special or not so special to your learning? How do projects enhance learning? (Ch5)

The hurricane season of 2017 -- while totally devastating on many levels -- gave a lot of real-life data and examples to work with to meet the benchmark of "Construct an explanation that describes the conditions that generate extreme weather events (e.g., hurricanes, tornadoes, and thunderstorms) and the hazards associated with these events." We used real-time data to weather track and used news articles and science reports to read about different hazards as they occurred, and then finished it all up with a hurricane safety presentation. What I enjoyed about it (and I think my students did too) is that it allowed for students to present their knowledge in a variety of ways -- the creative students got to shine when they made up the safety posters or pamphlets, the students with good organization got to be the data trackers, etc. Plus, since they were working as a group and pulling together what could have been several separate assignments (read this weather map, list the hazards) it was more reflective of real life and how, for example, scientists at NOAA were operating.

Read *Chapter 6: Designing Quality Classroom Assessment Tasks* (pp. 77-91) and *Chapter 7: Creating Useful Scoring Guides* (pp. 93-110), and address these questions:

(1a) What are some of the tasks you were asked to perform as a student that seemed purposeful and exciting? Why do you remember these? (Ch6)

In 9th grade gifted biology we had to learn about classification in general for all of the kingdoms. I know that at some point we had to learn about dichotomous keys because we would have used them for classification bacteria, protists, and fungi. However, for the plant kingdom, we had to make our own tree leaf collection. In order to do so, we had to be able to read dichotomous keys in field guides, make our collection, and then make our own dichotomous key to our personal leaf collection.Even though that was cough cough a few decades ago cough cough I can still identify all of the species of oak native to Georgia.
It was an authentic task. We had to go walk through the woods and natural areas. The teacher had been at the school for a long time, so older students passed down knowledge of where uncommon trees were located in the area. You felt like a scientist. If I remember correctly, there was no set way we had to do our dichotomous key, as in we were allowed to come up with the categories that we wanted to use. I have no idea how aligned it was to Georgia state standards at the time, but it very much required some higher order thinking skills.

(1b) Have you experienced using a holistic of analytical rubric or both? Which one do you find the most beneficial for you? For your students? (Ch7)

I didn't realize holistic rubrics were a thing. I love analytical rubrics with an undying passion, but almost all of the ones that I've constructed were task-specific and took time to construct, etc. Are rubrics beneficial to my students? I'm sure they could be if they read them (and I'm sure some do, but not all) but they are beneficial for ME because I do have to take a hard look at what I want to assess, figure out how it will be done, what is acceptable, what isn't, etc. This year has been especially hard and I feel so frazzled. I know I'm teaching "stuff" and kids are learning "things" but it does start to reach the end of the unit and I'm like . . . ok, I could do X assessment, but shoot, we didn't cover that. So maybe Y? But can they do that? What about . . ." etc. But if I started with the end goal in mind and defined FOR MYSELF what a good assessment would look like, that would be better for me.

Read *Chapter 8: Tracking and Analyzing Results* (pp.113-127) and *Chapter 9: Revising Feedback and Instructional Plans* (131-157), and address these questions:
(1a) In your practice as a teacher, school librarian, or instructional technology specialist, what are specific patterns of performance or trends in student thinking that you look for in your assessment evidence? (Ch8)

Mostly I look for spikes of high(er) achievement and when students stop doing work, period. One major example would be the reading and math diagnostic and remediation online program that we use, iReady. Students take diagnostics three times a year to provide snapshots of where they are instructionally, and complete lessons to increase their skills. Many of the high schoolers will rush through these diagnostics, so the results they get are lower than their actual skill. If last year, they were a level 1 at the start of the year, 6 at the middle, and K at the end, I'm going off of the 6. The other pattern I really pay attention to is the student who stops completing any work, for long periods of time, because at that point I really need to figure out what is up and how can I get that student back on track.

(1b) Are your assessment practices modeled on ways you were assessed ast a student? What are the similarities and differences in your practice and those you have experienced? (Ch9)

In high school, I remember a lot of scantrons and essays. There were some great projects, and I had to write lab reports in my science classes, but mostly I remember a lot of multiple choice tests, and there are whole courses that I don't think I did anything besides multiple choice tests for assessment. I don't remember many rubrics with the exception of my AP English classes, and that was more to acquaint us with how the essays were scored on the AP test. Units were clearly defined by a test at the end. I don't think I remember taking many pre-tests as diagnostics. Fast forward to today, I have never given a scantron assessment ever. I don't even think there is a scantron in my building. I barely ever do any multiple choice assessments*. I don't do pre-tests either, even though the Rigorous Curriculum my county developed has very clear pre and post tests. I'd rather do a probe that looks more like an easy worksheet than a multiple choice pre-test. In high school, it seemed like there was a pretty clear understanding that if you were turning in work, it was for a grade, and the grade would be based on an answer being right or wrong. I try to be very clear with my students when activities/assignments are being used to let me know what they already know, or what they are thinking, so I can see if I'm doing a good enough job as a teacher.
　　　* and this just made me realize that most of the special education assessment accommodations are made for these types of selected response assessments, like reduce number of choices for multiple choice items, or turn a constructed response into a selected response, like provide a word bank. I have Thoughts and Opinions on this, but I can't put them into words yet.

Read *Chapter 10: Using Assessment to Motivate Students* (pp. 159-174), and address these questions:
(1a) Briefly note any useful takeaways related to motivation of K-12 students.
- The list of characteristics of "non-motivated" students is the profile of most of my EBD

students, and for so many of my kids, it's not a matter of "won't", it's a matter of "can't"
- I like to think that I'm on the path of the three C's of Content, Collaboration, and Choice.
- In terms of ability vs. effort, I am strongly pro-effort, which is why I don't do true standards mastery in my classroom. If I have a 9th grader who reads and writes and really thinks at a 3rd grade level, and by the end of the year they are at a 3.75 or 4th grade level because they worked really hard, in terms of ability, they would fail the course because they haven't mastered 9th grade standards, but in terms of effort, they pass.
- The example on page 167 bothers me because there are more than 3 kingdoms. That's not a useful takeaway.
- It seems like 5E may have some similarities with the scientific learning cycle
- It never ceases to amaze me how much choice acts as a motivator. Even when it's as simple as "which should we do first, activity A or activity B."

(1b) Does this chapter offer any insights related to your role in motivating adult learners (say, in the role of designing/leading professional development with adult colleagues)?
In terms of my collaboration with the distance ed teacher I worked with, it failed the three C test -- I determined for her what content was going to be taught and gave strong suggestions on materials to use, the assessments, etc. My effort at collaboration was poor in the respect that I didn't get a ton of input/involvement from her when designing the assessment. In my defense, this was a weird scenario and she wanted me to give her exactly what she needed to do, but I can very much see how her not having choices or input could very well decrease her motivation because then there is minimal ownership.

Read *Chapter 11: Rethinking Grading Practices* (pp. 177-196), and address this question:
From the perspective of a leader of professional development in a school setting (i.e., school librarian, teacher leader, IT specialist, etc.), what do you think the role of grading is when supporting teachers in assessing technology-enhanced instruction?

I know that my views on grading are very much based on my experience with a rather unique population, and thus may not translate very well for the gen-ed population who probably can meet standards, but I fall very distinctly into the growth category of growth vs. proficiency, and favor process and progress over product. Honestly, I'm not super keen on the idea that the purpose of education is just to prepare students for the workforce, but if that IS the case, then students should be assessed and receive feedback on soft skills. Considering the 4 C's of 21st century learning -- collaboration in particular -- looking at the example gradebook in the chapter, why couldn't being a team player contribute to the final grade? I do very much agree with the concept of not giving zeros (which is a practice I'm starting NOW) and I'm going to start looking at the median instead of the mean. In my mind, I view grading as a way of tracking the acquisition of skills, but that means that a student who starts off at a level 2 and moves to a level 3 would receive the same grade as a student who starts off at a level 9 and moves to a level 10.

Read *Conclusion: An Appeal for Change* (pp. 213-218), and address this question:
Thinking about what we've explored this semester in terms of designing assessment in technology-enhanced instruction, what short-term (1 year) and long-term (2-5 years) goal(s) can you set for improving either (a) how you assess your students or (b) how you support others in assessing students

Short term goal
give more feedback on assignments and assessments. Especially since I don't do a lot of multiple choice or selected responses, students need feedback to understand where their thinking was spot on, and where their thinking was not all there.

Long term goals

Rubrics -- for someone who claims to love rubrics so much (I do, I really do!) I need to put my money where my mouth is and develop more of them! I think it's because I try to get my rubrics so specific when it might be ok to use more holistic rubrics on some assignments. I love rubrics because they do give students a very clear idea of what to shoot for, but mostly because almost everything I do is constructed response and I am lazy at grading, so it would be nicer if I could just check off as I go and/or have students grade themselves.

Tying assessments to learning targets -- in science, it is (in my mind) MUCH EASIER to make sure the assessments match the learning targets*, but that doesn't mean I'm always the best at it, and I'm horrible at it in my ELA classes (because ELA has a million billion standards). Honestly, for my ELA classes, I should back up and put as my goal: develop learning targets.
* except when I did my EdTPA because the standard for my lesson was about energy cycling and the standard was "construct a food web showing energy flow" and the assessment I had was a student made a food web and added the arrows showing energy flow, and according to EdTPA the assessment didn't match the standard.Never could figure that one out.