Assessment Workshop

"To accomplish the kind of transformation envisioned, we have not only to make assessment more informative, more insightfully tied to learning steps, but at the same time we must change the social meaning of evaluation. Our aim should be to change our cultural practices so that students and teachers look to assessment as a source of insight and help instead of an occasion for meting out rewards and punishments." –Shepard (2000)

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Goals:
Although one can (and should) take courses on assessment theory, for this course these are the big ideas that we have covered so far:
- When and why should teachers use classroom assessments? (Popham, Chapter 1)
  - What is the difference between an assessment used for formative purposes and an assessment used for summative purposes?
- How do we design good (selected-response) assessments? (Popham, Chapter 6)

In this workshop, we'll explore the final things you should know about assessment: **what is the relationship between assessment and learning theory?**

Spend some time revisiting the theories and thinking about *what* kinds of knowledge they would assess and *how* they might assess them. Be specific as this will help you when working through the final and should serve as a good review of the theories. If you are unsure about links, go back to previous workshops.

Task:
Use the table on the following page.
- Choose a content standard from the Indiana State Academic Standards
  - World Languages
  - Visual Arts
  - Music
  - PE
  - Dietetics (Health & Wellness)
- In the first column, discuss the theoretical ideas generally.
- In the second column, talk about how this theory thinks about assessment.
- In the third column, write an actual assessment task for your content standard based on the first two columns.
- In the fourth column, explain how your assessment uses the ideas from the second column.

You do NOT need to reference readings in this workshop but the ideas should be accurate.
For this workshop, focus **only** on summative, end-of-unit assessments.
Be guided by the overarching question: what *change* are you looking to capture? How?

Content Standard: P.7.I.2 Sing intermediate musical selections, scales, and intervals using note names, solfège, syllables, or numbers and demonstrate sight reading at an appropriate level.				
Theory	What does "knowing something" or "having learned something" look like in this theory?	What are the implications for assessment in general? Why?	Concrete example for your content standard:	Explanation of how ideas from the "implications" column are being used in the "example" column:
Behaviorism	An appropriate behavioral response to a given stimulus without regard for the internal mental processes that may or may not be present	For behaviorist assessment, the variable measured should be the behavioral response to a given stimulus. Assessing a behavioral response includes identifying how close to the goal behavior the student response is and providing punishment or reinforcement to further shape and encourage an appropriate behavioral response.	Perform a two-octave Eb major scale in quarter notes.	This example of summative performance assessment measures the accuracy of a behavioral response to the prompt to perform a specific scale that would be contained by the content standard above. In this instance, points would be deducted for incorrect notes in the scale, and this is a form of negative punishment according to behaviorist theories. Should the test be repeated, these incorrect notes would have been discouraged by subtracted points and would be less likely to occur per behaviorism.
Social Cognitive Theory	A change in behavior and cognition based on modeling a more	In social cognitive theory-based assessments, the goal should be to	Sing a four-measure sight singing example melody	This example of performance assessment is concerned with a

	knowledgeable teacher or based on results of effective self-regulation	measure a student's ability to self-regulate when performing a given instruction or responding to a situation. Since the emphasis is more on metacognition and the individual's self-efficacy, assessment emphasis should be placed on ability to analyse one's own performance and their sense of confidence in their response.	on solfege syllables, then write down which notes you sang incorrectly. Next to the incorrect notes, write the correct notes, then sing the selection again.	student's ability to self-regulate during the performance process. The process of asking the student to self-assess and then re-perform given the data from the self-assessment allows the teacher to measure how effectively students are self-regulating, realizing and correcting their own mistakes, in real time.
Cognitive Theory	The ability to quickly and easily recall pertinent information from the long-term memory back into the working memory given a reasonably recognizable, associated prompt	For assessing from a cognitivist perspective, assessment should seek to measure the accuracy and efficiency of recall from long-term memory given a recognizable prompt. The closer to mastery a student is, the more detailed information about a given topic or schema they will be able to conjure back into the working memory when working with related materials.	Given the printed scale on a treble clef, identify the key signature and circle all notes with sharps or flats based on the key signature. Then, sing the scale on scale degree numbers.	This two-part assessment relies on cognitivist principles of recall given a related stimulus. The given key signature will have three flats, and students must recall that the first three flats are Bb, Eb, and Ab, then they must be able to recognize these notes on the treble clef (more examples of recognizing prompts and recalling appropriate information). Then, the student will sing the scale on scale degree numbers, and the given tonic and

				key signature will require the students to remember to sing in a major modality.
Constructivism	An appropriate adaptation to existing schema to accommodate or assimilate new information, an individually constructed schematic organization of material that is individually synthesized	When assessing from a constructivist perspective, it is important to identify where a student is in terms of complexity of constructed knowledge. In Bloom's taxonomy, the lowest level of knowledge is simply to remember, and assessing this is quite similar to assessing from a cognitivist's perspective. More constructively complex than remembering is understanding, and this is not yet as complex as applying, analyzing, evaluating, or creating. It is important to identify what level of construction students should have on a given subject, then assessment should make use of that mode of	On the given four measure melody printed below, write the correct solfege syllables under each note. Then, using these syllables, teach the teacher the melody one measure at a time.	This assessment requires students to construct their own aural image of what the melody sounds like given the tool of solfege syllables and their associated intervallic relationships. Being able to assign solfege syllables to an unknown melody requires students to interact with the concepts at the application level, while teaching the melody requires some elements of both analyzing and evaluating the teacher's responses. This assessment method will give the teacher an idea as to where each individual student stands on complexity of constructed knowledge.

		thinking.		
Sociocultural Theories	Fuller or increasingly legitimate peripheral participation in a given community of practice	Assessing from a sociocultural perspective should occur as a recognition of change in an individual's level of participation in a given community of practice. The fuller the participation, or the closer the zone of proximal development gets to full participation, the more the student has learned. Due to the social aspects of this theoretical camp, assessment must also encapsulate social aspects and occur over time sufficient for social change in participation to occur.	This assessment should occur once at the beginning of the unit on scales, and again towards the end. Sing a one-octave C major scale, ascending and descending, on vocalized note names. You may raise your hand to ask the teacher to sing the next note for you if you do not know it.	Adding the stipulation that a student can ask for help during a performance assessment as well as taking two assessments over time can combine to effectively assess a student from a sociocultural perspective. This assessment specifically hones in on the change in the zone of proximal development where the teacher is the more knowledgeable individual. A decrease in teacher help to complete the scale would indicate fuller participation and a heightened complexity in zone of proximal development.

Note: Up to 0.2 points per cell will be deducted for any responses that is undertheorized, inaccurate, illogical, or unclear.