

Activity:

CTE Classroom Assessment Examples

Directions: Listed below are ways that career technical teachers assess what students are learning. Read all the examples and answer the following questions. Share your responses with your group.

- ❖ What is the purpose of this assessment? (Note: There may be more than one purpose.)
 - ❖ What is the assessment attempting to measure?
 - ❖ Who is the person who is doing the assessing?
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1. The automotive teacher expects his students to use good safety practices in the auto shop. He provides on-going feedback by observing the students while they are working in the lab and marking the practices he sees being used on a safety checklist. Each student gets a checklist with the teacher's observations at least once a week, noting strengths and areas for improvement. The teacher does this for the first quarter of the year until he notices that all students are consistently using the safety practices.

2. When a culinary teacher assigns a project to develop health-conscious menu items for an Italian – themed restaurant, he shares the rubric or scoring guide with the students at the beginning of the project. The rubric describes criteria for the menu items including nutritional value, cost effectiveness, feasibility of preparation in a restaurant setting, and relationship to the Italian theme. As students work on their menu items during the course of the unit, he sets up feedback sessions in which peers review each other's menu ideas and provide positive feedback and suggestions for improvement based on the rubric criteria. Students use the feedback from their fellow students to improve their menu ideas before submitting them at the end of the project.

3. During a unit on the respiratory system, the health sciences teacher must help students master a long list of complicated terms. Each day during the unit, the teacher gives students a quick quiz on the terms at the beginning of the class period, randomly selecting a few of the terms. Students score their own quizzes and keep track of words they have added to their vocabulary. The teacher keeps a progress chart where students can record how many terms they have mastered.

4. Students in a visual design and imaging class are given the assignment to create a new cover design, table of contents, sample cover story, and sample advertisement for a magazine trying to attract a new group of readers. They will present their re-design ideas to the magazine editorial staff, who will evaluate their ideas and their presentation using a rubric designed by the teacher. The rubric includes criteria such as rationale for choices made, integration of technology and visual aids, and presentation mechanics (clear voice, eye contact, and appropriate word choice).

5. Small groups in a construction technology class are working on developing a bid for a customer who wants a new heating and air conditioning system. While the groups are working on their bid, they research how the body reacts to heat, cold, humidity, and dryness; heating and cooling components and their functions; and brands and prices available for use. The teacher requires each student to complete a journal of the progress he or she is making on the project. The journal includes a summary of the activities they completed that week, questions and concerns they addressed in through research, and a summary of information and where it was discovered.

6. In a pre-engineering class, students are expected to apply mathematics. The teacher places at least one mathematics word problem related to the content on the test at the end of each unit of study. Students are assigned word problems about twice a week to practice their mathematics problem-solving ability.

7. Cosmetology students take an end-of-unit test that includes multiple choice items similar to those found on the state cosmetology licensing exam. In addition to the multiple choice items, the teacher adds several essay questions in which the students are given a scenario or real-world situation, asked to describe the way they would respond in that situation, and the rationale for their proposed actions. The teacher has a rubric for consistently scoring the students' responses.

8. The child care services teacher expects students to use teamwork and work collaboratively to work with three- and four-year old children in the child care lab. At the beginning of the school year, she shared a teamwork and collaboration rubric with the students. The teacher observes and assesses the students each week using the rubric, records the ratings in a grade book and gives the students feedback on their progress. Twice each marking period, the teacher asks students to reflect on their progress and sends a report home to parents on how the students are developing teamwork and collaboration skills, as well as other workplace readiness skills.

9. Every two weeks the students in the criminal justice class are expected to locate, read, and interpret how to use the information from a technical journal article. The students alternate presenting the interpreting the information in a written report and in an oral presentation. The teacher has a rubric for each format that describes quality work. In the case of the written report, students are expected to turn in their self-assessment on the rubric along with the report. For oral presentations, the teacher asks students to use the rubric to provide feedback to their peers about what went well and what could be improved in the next presentation.

10. Students in the automotive class have a major project to research how to set up an auto shop. At the beginning of the project, the teacher provides a list of milestones or points at which students need to have parts of the project completed to stay on track. The teacher asks students to make written project plans listing what they will do each week. At the end of each week, the students write up what they have accomplished and where they are in completing each milestone.

Notes:

Formative and Summative Assessment

Formative	Summative
Assessment <i>for</i> learning	Assessment <i>of</i> learning
Role in an effective classroom system:	Role in an effective classroom system:
Summary of Research:	Summary of Research:
Role in Driving Student Motivation:	

Activity:

Sample Unit Plan

Directions: Read the unit plan you've been given and identify what knowledge and skills students are expected to learn. Also identify the formative and summative assessments planned for the unit. Then, discuss the questions below.

Name of Unit Plan	Knowledge and Skills	Assessments

Questions

- ❖ To what degree do the assessments measure the knowledge and skills intended for this unit?

- ❖ To what degree will students get feedback on their progress so that they will learn the knowledge and skills and produce quality work on the project by the end of the unit?

- ❖ To what degree do the assessments for this unit provide information that can contribute to a student's grade for this course?

Information:

Formative and Summative Assessment Tools

SUMMATIVE		
Tool	What It Measures	Notes on Use
Paper-and-pencil test, with items such as <ul style="list-style-type: none"> ❖ Multiple choice ❖ Open-response 	Knowledge and <i>understanding</i> of technical skills, academic skills, and 21 st century skills	<ul style="list-style-type: none"> ❖ In short form, such as a quiz, can also be used as a formative assessment ❖ Depending on the design of the items, involves critical thinking
Performance—can be assigned as a part of a project and focused around a real-world problem or scenario, such as <ul style="list-style-type: none"> ❖ Oral presentation ❖ Interview ❖ Performance of task or skill 	The application of knowledge and skills—technical, academic, and 21 st century	<ul style="list-style-type: none"> ❖ Use a rubric to assess quality ❖ Practice of the performance, such as an oral presentation can be used as a formative assessment
Product—can be assigned as a part of a project and focused around a real-world problem or scenario, such as <ul style="list-style-type: none"> ❖ Real-world product ❖ Paper ❖ Brochure 	The application of knowledge and skills—technical, academic, and 21 st century	<ul style="list-style-type: none"> ❖ Use a rubric to assess quality ❖ A draft or partially completed version of the product can be used as a formative assessment
FORMATIVE		
Tool	What It Measures	Notes on Use
Journals or learning logs <ul style="list-style-type: none"> ❖ Progress journals ❖ Log of what is being learned ❖ Research log 	Self-assessment of progress and what is being learned	<ul style="list-style-type: none"> ❖ Use a journal to review where students are in completing work ❖ Design prompts for learning logs for guided reflection
Written plans such as goals, timelines, checklists	Goal setting, time management, personal accountability	Use with projects when students have to manage time and resources
Checklists or observation of performance or work completed	Progress in learning knowledge and skills or in completing work	Use in the lab to record progress Use periodically throughout a large project to let students know where they are
Homework	Knowledge and skills	Use as practice of applying knowledge and skills or as preparation for class or reinforcement of content
Classroom questions and other checks for understanding such as Exit Slips, Hand Signs, One-Minute Papers describing what was learned and what questions still remain	Understanding of what was taught or of directions to be followed	Use for quick feedback on whether students need further instruction
Peer review and feedback	Knowledge and skills	Provide guidelines for giving feedback and time to integrate the feedback into the work before the final performance or completion of the product