

Assessment

Assessment: Teachers know how to test for student progress. The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the pupil.

Date Experience Completed: Fall 2010

Describe your educational artifact: This artifact is a reflection of the types of formal and informal assessments I gave my students. While student teaching I used multiple forms of assessment. I attached a formal midterm, and a PowerPoint which were both evaluated for the completion of a unit.

Alignment: Wisconsin Teaching Standard 8: Assessment – Teachers know how to test for student progress. *The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development in the pupil.*

In writing formal assessments I firmly believe that students will not or cannot know everything there is to know in agriculture. I realized this through the experiences of my supervising teacher. I know that if students do not do their homework they will not succeed on tests. I did not grade homework during my student teaching experience. Instead I made homework and study guides to directly correlate with the material on the test. All of my formal assessment pieces were open note test. The mentality is that students would do their homework since they could use it on the test. In reality some students put forth little effort in getting their homework done and therefore do poorly on the tests and evaluations. I feel I have formerly assessed students by the online tests they have taken which were not open note to open note midterms and unit tests. While most tests should reflect a bell curve, one of the first open note test I gave where half the class put little effort into taking notes and learning the material, the test scores reflected a U curve. I feel that it was the students' choice to do poorly on the test. During the unit test which reflected a U curve, I taught the corn and soybeans plants with every learning style from naturalist to audio. Making formal assessments and measuring statistics as to how students did and the percentages of A's B's C's D's and F's was a great way to see what my students were learning.

When formally assessing students I used a variety of methods of assessment. Most chapter tests students took electronically, while some tests, which required pictures and details, I created a hardcopy for. I feel open book tests continuously influence intellectual development for students to try and get their work done and a reward to being able to use it on the test. I have used formal authentic assessment through giving students rubric's to evaluate them on what they have learned. I have also used games such as the farming game to formally assess students to evaluate their record books on income and expense sheets. These sheets can also be used for later more advanced assessments.

I have used informal assessments through having students make PowerPoint's over the cereal crops and different bodily systems like muscular and respiratory. Students had to present their PowerPoint's to the class while other students evaluated their peers. Another way to informally evaluate students in classes like animal science or agronomy class is to have students dissect an animal or dissect corn/soybean plants in order to measure their knowledge. Students can then list all organs and parts of their dissection and identify the importance and functions of

the dissected objects. Students could discuss what growth stage the plant/animal is at and what happens at prior or future growth stages. I have also used informal assessment with students by playing jeopardy with my students. I think using questioning techniques during class discussions is also a great way to measure the amount of material students know. I feel that informal assessment helps students reach social growth more than formal assessment. I feel this way because with informal assessment students can think outside the box in better ways than they can on a formally assessed test. By giving informal verbal and discussion evaluations, students develop social skills in learning how to think about the correct response and come up with a professional sounding and correct answer.

UW-Platteville - Knowledge, Skills, and Disposition Standards: KSD1.b –Demonstrates knowledge of resources

I feel that through my student teaching experience and while making test I used my knowledge of accurate resources other than the text book to teach students. To teach my units I used free handouts from extension offices, creditable and often interactive websites, the course textbook and any other sources I can find. A few great websites I have found include web seminars, lessons, Ag curriculum, PowerPoint's, Rubistar for rubric makers and Moodle an online classroom. I also often talked to other teachers and my supervising teacher to see what resources they had or any particular websites they had found helpful in the past

Secondary KSD Alignments:

- KS2.b Establishes a Culture for Learning
- KS3.b Uses Questioning and Discussion Techniques
- KSD3.d Provides Feedback to Students
- KSD4.c Communicates with Families

Explain what you learned about teaching/learning from this experience:

From this experience I learned that teaching can be difficult. I learned that students may be influenced by their peers and therefore give up at putting effort into a class. When a student cannot even draw and label eight parts of a corn and soybean plant or do not attempt to after teaching the student corn and soybeans through all the learning styles but music I learn that they are lazy and do not care about their grades. I found this frustrating and that I need to find ways to engage a large group of the students in the class. I found the best way to get students to learn and pay attention was to divide them into 4 groups. At first it was difficult to keep students teaching themselves but I found students actually worked better and enjoyed what they were learning.

Explain what you learned about yourself as a prospective educator because of this experience.

As a prospective educator, I learned that just because a test or quiz reflects a student's abilities, doesn't mean the assessment is accurate. I also learned that for some classes large groups do not work. I learned how to create activities that students can be in small groups and teach themselves through learning activity. I learned how to multitask while teaching; I learned

how to teach two small groups at once. By teaching two different activities I had to teach myself how to teach students two different topics like soil interpretation online and how to make Christmas wreaths. I feel this experience was great because I learned how to manage multiple groups of students and keep them occupied and learning.