Park East Pecha Kucha

A rundown of all assessment strategies from the past year and a half

Pecha Kucha Overview

Pecha Kucha is a presentation style in which 20 slides are shown for 20 seconds each (6 minutes and 40 seconds in total).

The format is designed to keep presentations concise and fast-paced.

We will break from the mold a bit and give each presenter a little more time. We will do 20 slides for 60 seconds each.

Completion & Accuracy Grading

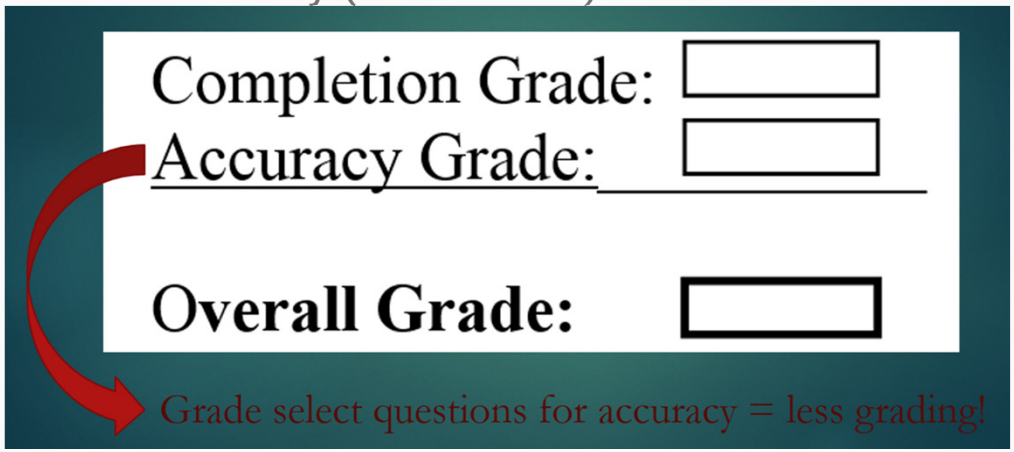
Teachers grade HW for completion (in color #1).

Select a few key problems to grade for accuracy (in color #2).

Average = overall grade.

Hone in important concepts

Cut down on grading time



On-the-Spot Assessments

Planning moments to assess student-understanding during class, right in the moment

It's a strategy for how to assess, but the most important element is how to respond.

Step 1: Ask a quick question and have all students respond to it (ideally using clickers, plickers, something else quick)

Step 2: If students as a whole have less than 70% correct, have them turn and talk and "teach" each other

Fist to Five

Show of hands - 5 Fingers = strongly. Fist = don’t get it or like it at all

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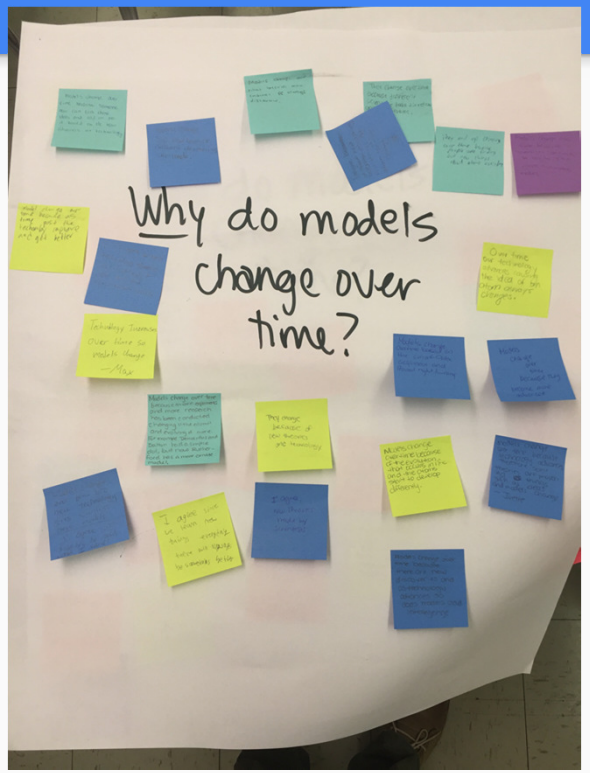
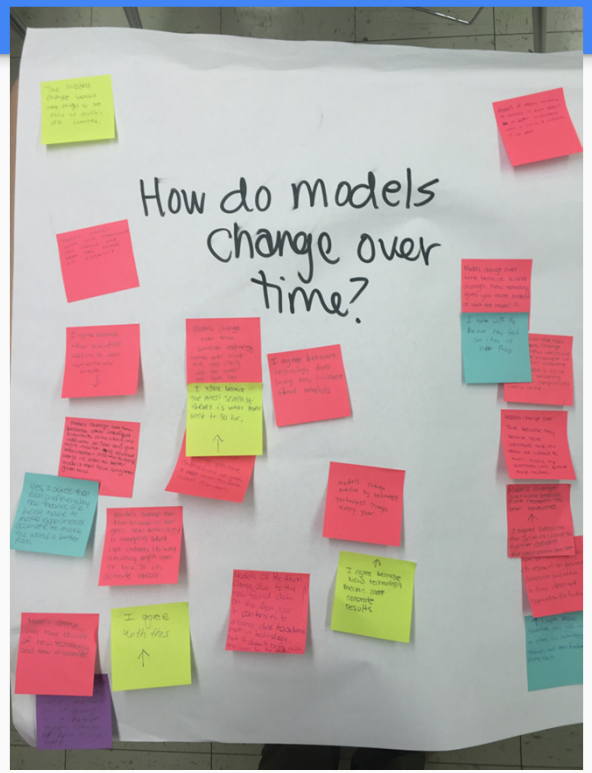
Cards

Use cards to have students respond to multiple choice questions.

Waterfall





Students respond to an open-ended question or essential question and walk silently around the room, eventually responding to each other's comments/ideas directly.

Group work with Multiple Tasks

Assign students different tasks by which to approach in the same content.

May be based on student strength, level, learning style, skill, etc.

Tasks may be questions or tasks

A spinoff of the Jigsaw Method
(https://www.teachingchannel.org/videos/jigsaw-method)

Benefits: Students help one another to accomplish the goal. Teacher is able to create targeted assignments. Each student is responsible for his/her

The Wingman

In each small group assign one quiet student (or one you want to be quiet) to be the listener/observer/assesser. Have student report out to class or to you using guide sheet or other instructions

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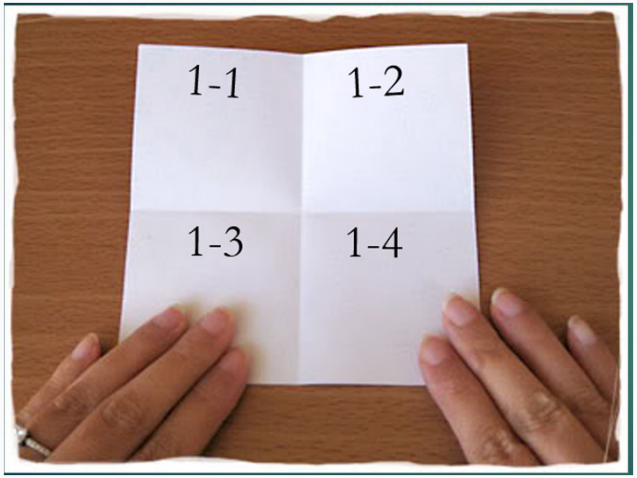
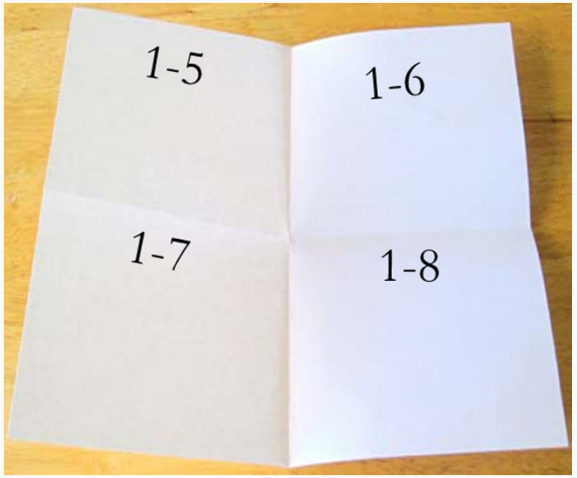
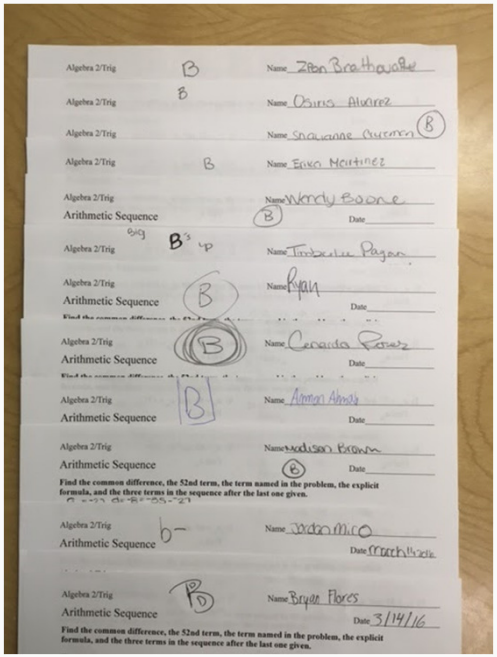
Consolidated notes

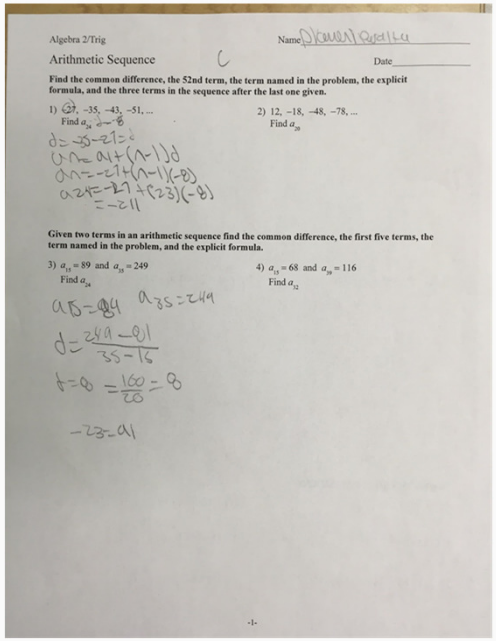
Students summarize each lesson on a folded, colored sheet of paper (one lesson per box).

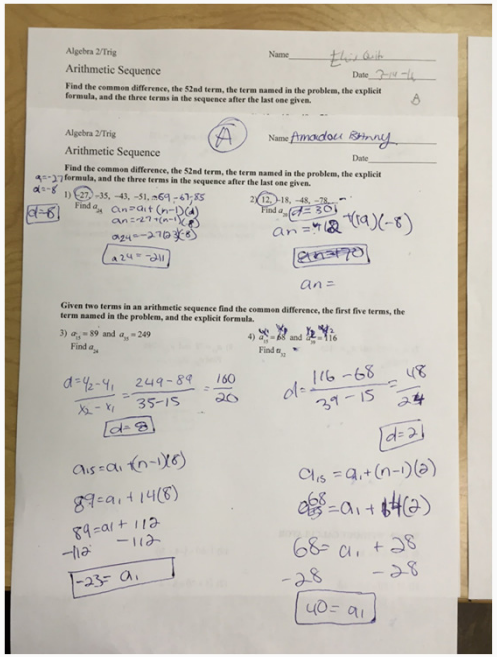




Differentiation through Self-Assessment







A - can work independently

B - needs more examples/clarifications

C - reteach / 1 on 1 tutoring

Flipped Classroom *for a lesson, unit, or full year*

Students watch lectures (9-14 min for HW, & discuss/practice content in class

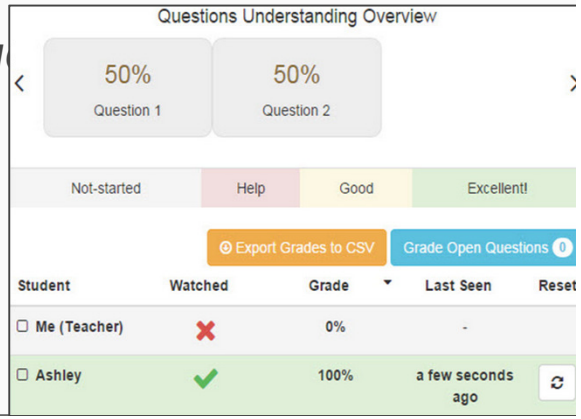
Tools for recording:

Screencast-O-Matic (records your screen + image of teacher on corner) ***FREE***

Plenty of apps for iPad (*Knowmia, Doceri, Show Me, Edu*

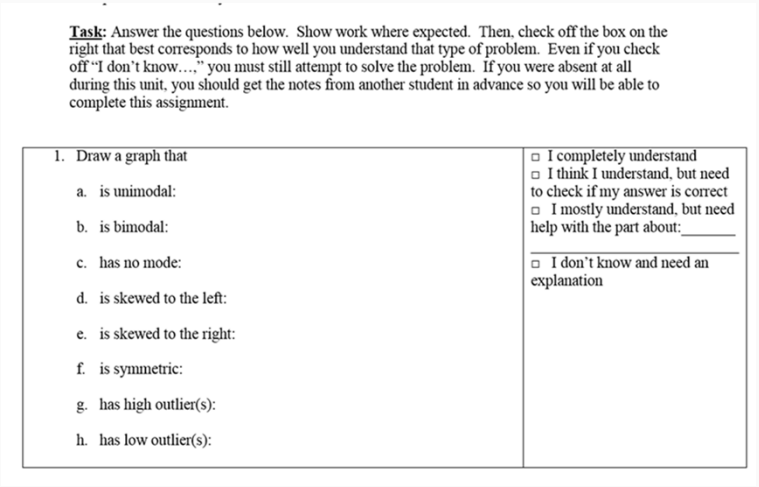
Tools for publishing & Assessing

Edpuzzle.com -very easy for students to sign up, questions, provides stats, quick for Bees...Wolves?



Exam Review Guided by HW Self-Assessment

Students answer unit review questions for HW and self-assess their comprehension. Students then generate questions to guide the exam review session the following day.



Task: Answer the questions below. Show work where expected. Then, check off the box on the right that best corresponds to how well you understand that type of problem. Even if you check off "I don't know…," you must still attempt to solve the problem. If you were absent at all during this unit, you should get the notes from another student in advance so you will be able to complete this assignment.

1. Draw a graph that a. is unimodal: b. is bimodal: c. has no mode: d. is skewed to the left: e. is skewed to the right: f. is symmetric: g. has high outlier(s): h. has low outlier(s):	□ I completely understand □ I think I understand, but need to check if my answer is correct □ I mostly understand, but need help with the part about:_____ _____ □ I don't know and need an explanation

Structured discussion with cards

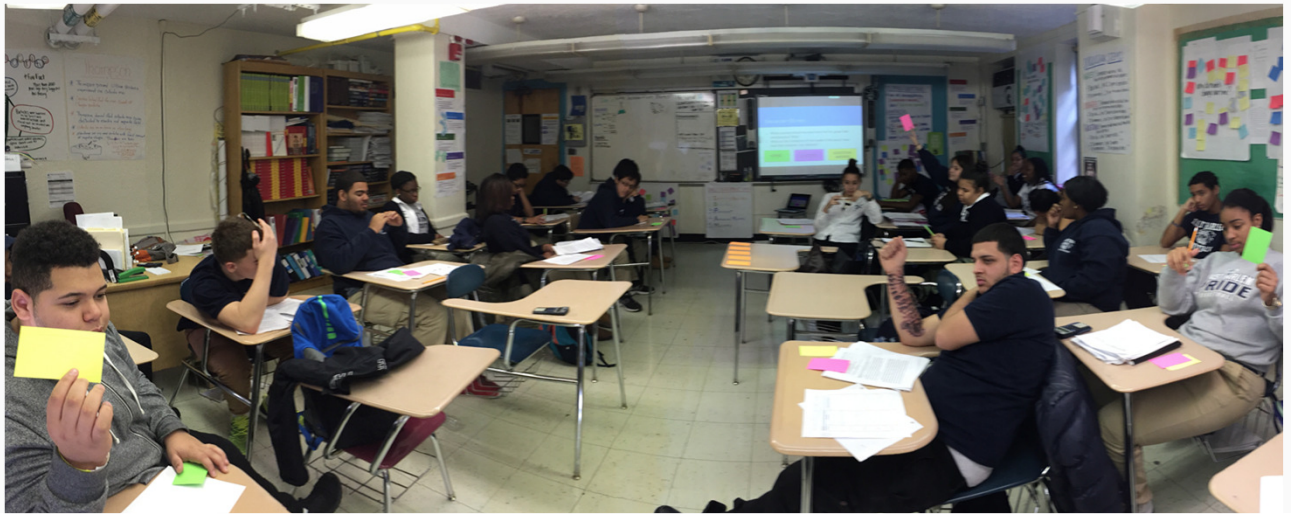
DISAGREE

AGREE

QUESTION/ ANSWER

COMMENT

Students have three (or four) cards representing each time they are able to participate in a discussion. Watched live video of Kubiak's classroom.



Catch - n - release

After students have worked in groups or individually independently and teacher has been circulating, “catch” the students back to whole group, highlight some noticings or pose pointed questions, and then “release” the students back to work with the new lense of the noticings. Rinse and repeat frequently. Can be used often.

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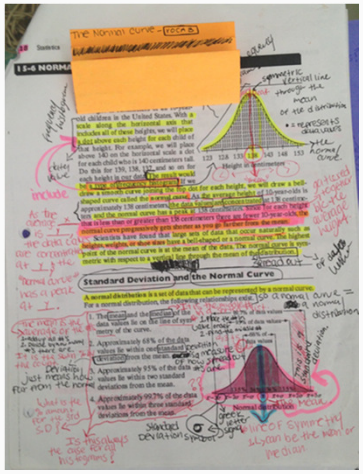
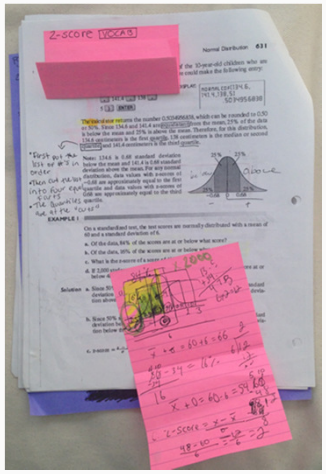
Pre-HW

Students independently learn material from a textbook and answer questions on the topic as HW before it is taught in class.

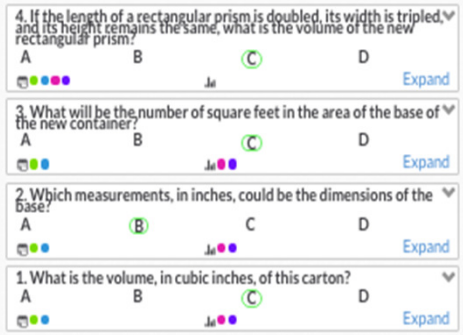




Plickers www.plickers.com

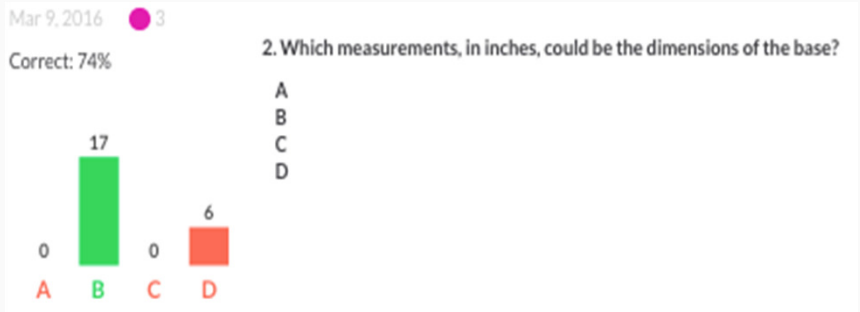
1. Add your class

2. Add your questions



3. Scan Responses

4. View Results



Clipboards

Walk around with a clipboard or list of students' names and use it as a checklist for students who understand or don't understand. Can do as yes/no or on a quality scale. Targeted, thoughtful questions are most effective

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My favorite no

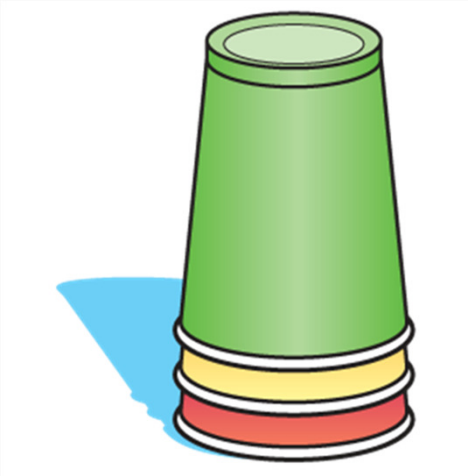
Analyze students responses looking for an interesting or a common/frequent misconception. Begin follow up lesson by clarifying the misconception.
Flip HW on its head by looking for the NOs

teaching channel

Colored Cups

Use traffic light - colored cups to facilitate assessment in multiple contexts:

- Self-assessment of understanding
  - inform teacher circulation
- Multiple choice assessment
- Class survey
- Hypotheses
- Opinions



Exit Tickets

Assign a final question or task that allows you to assess student mastery of class objective.

Be sure to…

To make Professional Learning beneficial to me, I need to be sure to…

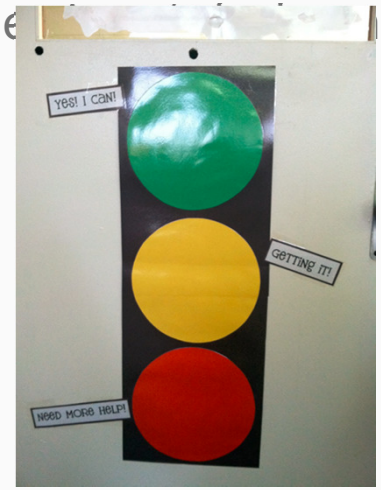
Have students write one thing they must “be sure to do” in order to complete a given task.

teaching channel: https://www.teachingchannel.org/videos/student-goal-setting

End of class sticky stoplight

Have students self-assess mastery of an objective by putting a sticky note in red, yellow or green of traffic light.

Can also use light to check for que ling stopped/what they learned



Highlighting mistakes as an assessment strategy

Return a test without a grade but with errors highlighted. Spend class discussing common errors and post the grades later. This creates more focus on learning from mistakes vs getting a grade

teaching channel

Co-Planning

For the remaining time, break out with your co-planner(s) and complete the "Commitment Sheet:"

- What strategy/strategies do you wish to commit to in your class?
- Do you request any resources (cups, cards, et cetera) in order to best implement the strategy?
- Are there any other strategies you would like PL to cover?
    - If so, would you be willing to present? Do you know of someone on staff who utilizes it? Know a video we can watch together?