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EDPS 340

CAP IV

1. Proficiency in TED Objectives

The purpose of Classroom Assessment Projects (CAPs) I, II, and III is to provide the student with the opportunity to demonstrate his or her proficiency in the seven TED objectives.

In this CAP IV, I will consider the extent to which I satisfied the following seven TED objectives. For each objective, I will consider both my strengths and weaknesses.

a. Demonstrates Knowledge of State and National Standards

Strengths. In my ability to demonstrate knowledge of State and National Standards, I feel that I have many strengths. Now that I have completed CAPs I, II, and III, I have the knowledge of how and where to find State and National Standards. I understand how standards and benchmarks are organized and divided within the documents. I know how to operate them, so that I may find what the information that I need quickly and efficiently. Additionally, I am able to match objectives to standards. I understand that each standard denotes a particular cognitive level, and occasionally a particular assessment type. I am able to construct an objective to coordinate with a standard. Finally, I am strong in coordinating a variety of benchmarks from multiple standards as I structure a particular learning unit, as evidenced by my blueprint of CAP I.

Weaknesses. While I feel that I have successfully met TED Objective 1 in demonstrating knowledge of State and National Standards, I feel that I still retain weaknesses. One weakness is my solitary knowledge of only Michigan Social Studies Standards for Upper

Elementary. I am unfamiliar with standards of other subjects, grade levels and states. Further, I am aware that many school districts compose an additional set of standards for its teachers to follow. I may be unprepared to manage those standards. A final weakness is my uncertainty in formulating an objective that does not clearly match to any specific standards. I remain uncertain in whether or not an objective like this may still be important for my students and worthy of teaching.

b. Establishes High Level Learning Goals

Strengths. I feel very strong in establishing high level learning goals for my students, as evidenced by the project and essay that I composed for CAPs II and III. One objective of my CAP III project reads “SWBAT construct a solution for one of Black Bottom Detroit’s urban problems.” In this objective, students must construct (high) an original solution based on their prior knowledge(low) of Black Bottom’s urban problems. Secondly, the objective for an essay question included in my Test Bank of CAP II reads “SWBAT evaluate the Constitutional rights to the functional rights that African-Americans had before the ratification of the 13th, 14th, and 15th amendments.” In this objective, students must evaluate (high) rights by engaging their prior knowledge (low) of both Constitutional rights and African-Americans’ actual functional rights. Then, they must compare(medium) these rights and finally build and defend a value statement of their findings. Finally, I am strong in this objective as evidenced in CAPs I, II, and III by my ability to compose objectives featuring complementing cognitive levels and assessments.

Weaknesses. While my CAP projects demonstrate my strengths in establishing high level learning goals, I feel that I retain weaknesses. While I am proficient at constructing high level learning goals, I may not construct them developmentally appropriately. I am not entirely

aware of the developmental abilities of the various ages of students. For example, I demonstrate that I can establish common high level learning goals, but those may be too high or too low for fourth-graders. I will need to spend time with students of all grade levels before I will feel proficient at establishing learning goals that are both high level *and* grade-level appropriate. Another weakness in regards to this TED objective is my lack of experience in writing learning goals for academic subjects other than Social Studies. Due to the nature of Social Studies topics, high level learning goals proceed easily. For subjects like spelling and geography, this may be more difficult.

c. Uses Traditional and Alternative Forms of Assessment

Strengths. My proficiency in developing both traditional and alternative forms of students is evidenced in my CAPs II and III. In CAP II's Test Bank, I demonstrate my ability to develop traditional assessments in the form of seven types of test-items for a paper-and-pencil test. These test-items include: multiple choice, short answer, matching, fill-in-the-blank, essay, binary, and interpretive items. In CAP III, I demonstrate my ability to develop alternative forms of assessment in the form of a unit-concluding project. In this project, students are required to create a newspaper circa 1940's Black Bottom Detroit. In this newspaper, students write a Letter to the Editor, a Features article, and two advertisements to demonstrate their knowledge of Black Bottom urban problems and culture. This type of assessment is an alternative to the traditional paper-and-pencil test. A third strength I possess for this objective is my ability to construct a rubric to grade objectively. I construct a rubric for my both my CAP III project, and my Test Bank Essay question. Finally, I demonstrate my ability to create alternative forms of assessment through my 9 types of adaptations for a special needs student. I was able to vary the assessment in order to cater to the specific needs of gifted students.

Weaknesses. I still have weaknesses for this TED objective as well. In using traditional and alternative forms of assessment, my uncertainties are similar to those of the prior TED Objective. I feel uncertain in creating forms of assessment that are grade-level appropriate, due to my lack of experience with students of multiple grade levels. For example, as I write a paper-and-pencil test for a second grade class, I am uncertain in the length of the test, amount of items of each kind, and the amount from each cognitive level that are appropriate for that particular grade level. Another weakness I have is the difficulty with which I formulate incorrect options for multiple choice items. I find it difficult to formulate options that are the same length, and same sentence structure, yet close enough to the correct answer to seem correct.

d. Is able to Set Realistic, High Expectations for Students

Strengths. I demonstrate that I achieved this fourth TED objective through my CAP III project, and my CAP I blueprint. For the CAP III culminating project, I require students to *create* a newspaper. I believe that all students possess the ability to be creative, inventive and resourceful. I set the set expectation of original creation, rather than a lower expectation that students simply remember and regurgitate information. Further, I expect that students research and locate for themselves the information that they need from the resources I supply, rather than providing them with exact information. On the other hand, I set realistic goals by dividing work for the entire project amongst six days. I set realistic goals by providing students with activity sheets and clear instructions to guide them through a type of project in which they may be inexperienced. I also write directions and student activity sheets in developmentally appropriate language. I demonstrate my proficiency in this TED objective in a second way through my CAP II assessment adaptations for a gifted student. I set higher, more realistic goals for a gifted

student than for his or her peers, and so explain my tailoring of the assessment to match these higher expectations.

Weaknesses. My weakness in this TED objective (set realistic, high expectations for students) is consistent with my weaknesses in the two prior objectives. I remain uncertain as to what constitutes a realistic objective for any particular grade level or student. I will need to have more experience with a variety of grade levels in order to suitably achieve proficiency in this TED objective.

e. Reflects on Teaching, Student Success, and Objectives

Strengths. I thoroughly demonstrate my strengths in this objective throughout my Student Learning Analysis (SLA). In this analysis, I compare student and class scores to analyze students' proficiency in the objectives of a math test. I reflect on student success as I complete an individual analysis of a particular student's test performance. I reflect on objectives as I compared students' responses to objectives, and find a flaw in the way that an objective was written. The flaw in the objective produced a flaw in the assessment that seemed to confuse students. I find that this flaw generated invalidity in the test. Finally, I reflect on teaching in my SLA by listing and explaining the possible causes of student confusion in teaching, and also by provided suggestions for future teaching to restore student success.

Weaknesses. As I reflect on teaching, student success and objectives, I find that I still have questions, which point to weaknesses in my completion of this TED objective. One uncertainty that remains for me is the root cause of student achievement. I am unsure of how much student achievement depends on the effort of the student, and how much depends upon the effort of the teacher. For example, if a group of students perform poorly, how should a teacher determine whether the fault is her insufficient teaching, or the students' apathy, or a certain

combination of both? This dilemma was brought to my attention when I presented the results of my SLA to my cooperating teacher. Another uncertainty that remains for me is the range of student scores that is acceptable. For example, at what class average should a teacher respond by re-teaching, and at what class average is it acceptable to assume that the students have sufficient knowledge and move on the next topic?

f. Adapts Instruction and Assessment for a Diverse Student Population

Strengths. I feel very confident in my ability to adapt both instruction and assessment for a diverse student population. First, I strategize a plan for instruction adaptation in my CAP III. In this project, I must modify my instruction for students who do not possess the prior knowledge required in order to complete the project. Some adaptations I included in my plan are: providing examples of magazines and newspapers for students to take home as they create articles, and providing direct instructions and examples for the process of writing a professional letter. Secondly, I strategize a plan for assessment adaptation in my CAP 2. In my Test Bank, I must modify the assessment for gifted students, who have differing needs. Some adaptations I included in this plan are: Student composition of test items, and assistance from professionals like museum curators, architects and scientists.

Weaknesses. While I feel mostly confident in my ability to adapt instruction and assessment for the particular needs of my students, I remain slightly uneasy here as well. Although I have taken EMU's SPGN 251 (Introduction to Special Education) I do not feel fully versed in the distinct characteristics and needs of all disabilities. For example, I felt very confident in designing an assessment adaptation plan for gifted students because I have had much experience with these students. I am familiar with their distinct needs. However, I do not feel as confident in my ability to develop plans for students with autism, hearing impairments or

traumatic brain injuries. Further, all students are different, and so I suppose that I will never be fully prepared to cater to the needs of every student I encounter. Finally, while I may be capable of developing adaptations, I still find difficulty in ensuring that the adaptations do not compromise validity and reliability.

g. Uses Technology and is Technologically Literate

Strengths. I feel that I comprehensively demonstrate skill in this TED objective in a number of ways. Firstly, since CAP directions and examples were posted on EMU's Electronic Reserves, I navigate the Internet system in order to use those resources. Secondly, I prepare my papers using Microsoft Word and Microsoft Excel computer software. I am able to manipulate fonts, margins, colors, columns and tables. I am able to format my papers to harmonize with MLA formatting. In Excel, I can create tables, charts and graphs. Thirdly, I use the Internet as a resource for the data on my Test Bank. I use the Internet websites, and also Internet library databases in order to locate physical books. A final way in which I demonstrate my technological literacy is through my successful operation of LiveText in order to post my work.

Weaknesses. As our world continues in technological literacy, I see that I still have much to learn. One weakness I have for this TED objective is my limited knowledge of computer software programs for recording student grades. This skill will be necessary for organizing complex grades, and also for emailing progress reports to parents. A second weakness is my remaining difficulty in creating computer-generated student tests. I am unfamiliar with the Autoformatting and other devices of Microsoft Word which assist in creating documents like tests. Furthermore, I am completely unfamiliar with any assessment-creating computer software programs. My final weakness in technological literacy is in my lacking

ability to locate valid and age-appropriate resources using computers. I am unfamiliar with educational children's software, and educational children's Internet websites.

2. Proficiency in Classroom Assessment

Analysis of the value of the SLA and CAP and the Most Important Things I Learned Through my Assessment Plan

The SLA and CAP are mostly valuable in my education as a classroom teacher. The SLA is valuable to me because it showcases for me the importance of well-written objectives. I learned that if an objective is written poorly, its complementing assessment is similarly poor. Therefore, the assessment is not valid. Completion of my SLA demonstrates for me the enormous results of a flawed objective. One particular student's grade could have risen from a 67% to a 93% for that test had an objective been written correctly. The SLA is also valuable because not only am I given the chance to analyze student test scores, but I am also required to consider how I would react to those scores if I were a teacher. I determine whether or not class scores for each objective were acceptable. I determine whether or not an objective requires re-teaching, and most importantly, how I would go about re-teaching. EDPS 340 has taught me that the purpose of assessment is to assess the progress of learning for students. If an assessment concludes that the students did not understand, my initial teaching was inadequate. I need to find a different way to approach the topic. SLA gave me the opportunity to consider how I would do so as the classroom teacher. This final benefit of the completion of the SLA is the one that I find to be the most imperative skill for real classroom teaching.

I found the CAP to be mostly beneficial as well. Assessment, project, and rubric creation are entirely relevant to me as a teacher. Prior to the CAP, I was unfamiliar with the proper way to write test items, but I feel confident and practiced now. I was also unfamiliar with

rubric creation. Not only did I not know how to write a rubric, but I considered them unnecessary and time-consuming to write. Completion of the CAP has showed me that a rubric is necessary for reliability, objectivity, and speed in grading. CAPs II and III are beneficial to me in that I discover the length of time and energy required to create projects, student direction sheets and tests.

Degree to Which SLA and CAP Truly Measured Skills and Knowledge

I believe that SLA and CAP measure my skills and knowledge quite well. In fact, all of the skills that I demonstrate in these projects were unknown to me before my enrollment in EDPS 340. I learn knowledge and skills for assessment during class and am given the opportunity to demonstrate what I learned through these projects.

Aspect that CAP failed to Meet my Needs

CAP fails to meet my needs on one specific way. I do not believe that CAP adequately addresses the needs of elementary school teachers for assessment creation. CAP II requires the composition of 7 basic types of test items. These seven types of test items are appropriate for middle school, high school and college students, but not always for elementary students. Because of this, CAP II seems only to provide assessment writing skills applicable to teachers of these age ranges.

While I admit knowledge of these seven types of test items is beneficial for me as an elementary teacher, I believe that I need knowledge of alternate types of assessment as well. The sole use of these seven types of items is not appropriate for first-graders. Essays, multiple choice and short answer may be too complex for six-year-olds. Further, kindergarteners and first-graders are unable to read and write. As a future teacher of students of this age, I need this class

to provide me with alternative forms of assessment more appropriate for this younger age group.

EDPS 340 should provide instruction for its future teachers of all age groups and all subjects.