

Standard 5: Uses a variety of methods to monitor student learning.

Criterion c: Understands and uses the results of multiple assessments to guide planning and instruction.

Artifact:

Formative Assessments

1. **Description:** One formative assessment that I frequently have in my classes is the review questions that I ask to start each period. Before we begin a new lesson I ask questions about the previous day's lesson to see how much the students have retained. I usually ask basic questions that have to do with main ideas and vocabulary words. I do this so that it feels like one continuous story, and so each student can see how every lesson builds off of the last lesson. It also helps students hear possible questions that might end up on a summative assessment.
2. **Description:** I frequently will ask students discussion questions if what we are studying in class applies to a current issue in today's world. Most students do not like to share their answers, so I allow them to discuss the question with a partner. This lets students bounce their ideas off of each other and hopefully gives them more confidence when answering. Discussion based lessons are very fun, but they are also very challenging. They challenge students to think critically. This requires students to not only understand the material that we have covered, but also be able to apply it to real life situations. It also gives students a chance to voice their opinions on hot topic issues that relate to our current society today.

3. **Description:** I also ask a lot of questions during my lectures. These questions range from simple questions, which check for understanding, to critical thinking questions that challenge students to analyze the material presented to them. This type of questioning is very useful because I use it as a measuring stick for how in-depth I can go on a topic. If students are grasping the larger themes of the unit then I will push them to think harder and challenge themselves. If students do not understand the main ideas then I have to re-teach them.

Summative Assessment

1. **Description:** I give chapter tests in order to summarize student's knowledge. These tests have many different types of questions, including True or False, Matching, Fill in the Blank, Short Answer, and an Essay question. I organize these tests starting with the easiest types of questions first and then working my way up to the higher level questions. I do this so that students do not get discouraged if they see a hard question at the beginning of the test and then simply give up. By putting the easier types of questions at the beginning of the test it allows students to build their confidence throughout the test.

Explanation: Constant questioning of students is necessary to track their progress. This questioning does not have to be in test form. It can simply be built into the lesson, as I have described above. This constant questioning helps the teacher to track student's progress, and it also holds students accountable for their own learning. Another benefit of constant questioning is that it pushes students to think critically and analyze the topic presented to them. Critical thinking is a skill that sometimes gets lost when teachers are forced to teach towards the test, but critical thinking questions should be built into the lesson plan. Finally, summative assessment should be used as a final measuring stick to see if any major themes or concepts need to be re-taught. Summative assessment should include an array of different questions that range from simple knowledge questions to critical thinking questions that challenge students.