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Dear Teacher or Parent,

If you pick up this book, you are probably involved in one of the most pervasive, influential educational changes to impact our profession in the last decade . . . *The Assessment of Higher Standards*.

One cannot separate the *assessment* part from the *higher standards* part in this educational paradigm. The public is clamoring for higher standards in the curriculum and higher standards for student performance of the standards, and they want proof, in the form of ongoing assessment.

Your job, more and more, will demand the ability to design, select, use, gather and report assessment. In fact, some studies suggest that teachers spend up to 40 percent of their time engaged in some form of *assessment*. Consider your own day. How much time do you spend . . .

- ✓ monitoring student work
- ✓ assigning or reviewing homework
- ✓ asking yourself, "Does this student understand something?"
- ✓ making or giving tests
- ✓ giving parents feedback on students' grades or progress
- ✓ reviewing student progress on objectives before moving on to new material
- ✓ making study guides
- ✓ doing assessment for a grant or project in the school
- ✓ asking questions to see if students are on task
- ✓ putting work into portfolios
- ✓ using checklists or rubrics to evaluate student work

A Checklist for Everything! Simple Assessment Tools for Student Projects, Grants and Parent Communication can help to make your job easier by saving time and by providing simple, straightforward assessment tools that are aligned with national standards and that meet the guidelines for good assessment tools set forth in the latest research.

The next time you assign a student project; prepare a grant proposal; sit on a committee for curriculum change or reach for a fresh, direct way to inform parents, you will probably be able to find exactly what you need in this book.

On the following pages, you will find suggestions and directions for using this book to your advantage. Take a few minutes to review these ideas. They can help you to make assessment consistent and valid.

Assessment is not a product. Assessment is not an end result. Assessment is not a "grade." Rather, assessment is a living, active process through which teachers, students and parents can look at learning and determine its depth and breadth. Many folks like to link assessment with accountability, as if any one person can "make another learn." Assessment, viewed in such terms, becomes punitive to teachers and students.

Instead, I prefer to think of assessment as activity, an act of "thinking about thinking." Viewed in that way, assessment is not punitive. It is exciting.

Happy Teaching,



Linda Karges-Bone, Ed.D.

Part 1

Questions and Answers About Checklists

Assertion is no proof.

German Proverb





Are checklists for use by students or teachers?

A checklist is *both* a reporting tool and an assessment tool. Therefore, the checklists in this book can be *and probably should be* used by both teachers and students. Older students (grades 4 and up) can use a checklist, such as the Persuasive Writing Checklist (p. 21) prior to turning in a product to be evaluated. He or she will be able to “check” for errors, completion and content of the project or paper (Assessment). The teacher then can use the same checklist to report back to the student on his or her performance (Reporting).

It is a good idea to give students the checklist when you give them the directions for the project. This makes the student accountable for his or her own learning and accomplishments.

Are checklists designed to be graded?

Not usually. A checklist is most often used to give a “rating,” “review” or “rate,” not a grade. However, you can easily adapt a checklist to a grading scale by assigning points or weights to the criteria on the checklist. For example, if a checklist has 10 criteria, you might weight each one 10 points and end up with a traditional 100% for the checklist.

Are checklists used for reporting on one product or for use over time?

The answer is . . . both. Some of the checklists in this book are specifically designed to “check out” a product, such as an entry for a Science Fair Project (p. 44) or for an Oral Presentation (p. 20). Other checklists are best used over time, such as the Anecdotal Record (p. 82) or the Language and Speech Development Checklist (p. 18) or the Problem-Solving Skills Checklist (p. 35). Most of the checklists in the student performance section are meant to be used over the course of a chapter, unit of study or grading period. These checklists can be tucked into a traditional report card to let parents know “why” a grade was determined. These checklists can also be handy for use as an “interim” report, to let parents or students know how things are going *before* they are surprised by a grade. The most important thing to know about use over time is that you, the teacher, must decide and let the students know what the checklist is for ahead of time.

Notes

Part 2 Checklists for Student Work and Projects

The stairs are mounted step by step.

Turkish Proverb

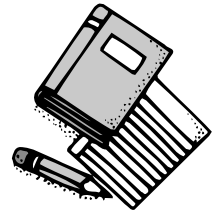
There are seven sections in Part 2 dealing with all areas of academic and special area instruction.

- ✓Language Arts
- ✓Mathematics
- ✓Science
- ✓Social Studies and Geography
- ✓Creative Arts
- ✓Physical Education and Wellness
- ✓Special Areas of Instruction
 - Cooperative Learning
 - Gifted Education
 - Learning Styles
 - Multiple Intelligences
 - School to Career Soft Skills
 - Service Learning Skills

Checklist for a Book Report

Student: _____ Date of Evaluation: _____

Book Title: _____ Author: _____



Important Elements	Degree of Completion and Development		
	Weaknesses	Adequate	Competent
Spelling and grammar			
Summary of the book			
Character analysis			
Description of plot and setting			
Understanding of key themes and ideas			
Appropriate reading level for the student. Overall effort shown in the product			
Other elements: _____			

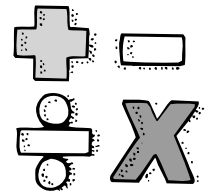
Grade or score: _____
 Explanation and Recommendations for future work: _____

Notes

Checklist for Geometry 1

Mathematician: _____ Evaluation Period: _____ to _____

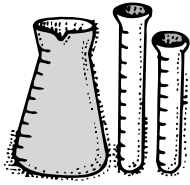
Grade Level: _____ Evaluator: _____



Skills Observed	Level of Mastery (Low to High)			
	1	2	3	4
Identifies geometric shapes including circle, cone, cube, cylinder, pyramid, hexagon, oval, parallelogram, rectangle, square				
Identifies center, radius, diameter of a circle				
Classifies shapes by the number of sides				
Sorts and identifies shapes by attributes				
Locates coordinate points on a grid				
Uses models to reproduce shapes				
Recognizes triangles including scalene, isosceles, equilateral				
Identifies angles including acute, right and obtuse				

Notes

Recommendations for review or enrichment: _____



Checklist for Environmental Science

Based on tests, projects and class participation.

Student: _____ Year: _____

Unit of Study Major Concepts	Knowledge Level			Comments
	Low	Average	High	
Natural resources and renewable energy sources				
Endangered species of plant life and animals				
Pollution and recycling				
Man and the environment				
Erosion and using soil wisely				
Natural foods and medicines				
Ecosystems and habitats				

Notes

Checklist for a Current Events Project

Reporter: _____ Date: _____

Grade Level: _____ Publisher: _____



Criteria	Newspaper Rating		
	Holes in the Story	Makes Sense	Well-Researched
Uses facts from the source to make a statement about current events			
Draws conclusions about how history, culture, law or economics are shaped by the event			
Brings in pictures or clippings to support the story			
Displays knowledge of map or globe in showing where the event takes place			
Pronounces names and places correctly			
Follows directions for the report or project			
Connects the current event to his or her own situation			

Notes

Checklist for a Fine Arts Project

Artist: _____ Date: _____

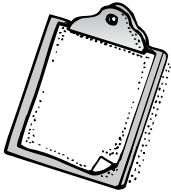
Instructor: _____ Project Description: _____



The student artist demonstrated . . .	Level of Mastery and Creativity Circle one.		
Skill in using the medium chosen (paint, crayon, clay, glass, paper)	Sometimes	Overall	With Great Skill
Skill in using his or her eyes and hands to create a project that was appealing and interesting	Sometimes	Overall	With Great Skill
A unique way of looking at the world through this project	No	Yes	Highly Creative
The ability to follow directions and formats in preparing the project	No	Yes	Professional
Interesting use of color, texture and perspective	No	Yes	Highly Creative
Enthusiasm for the project	No	Yes	Artistic Promise
Other: _____			

Recommendations: _____

Notes



Checklist for Documenting Accommodations for Special Needs Students

Teacher: _____ Student: _____

Week of: _____ Grade Level: _____

Monday

Accommodations for Reading: _____ Tutoring/Coaching: _____

Accommodations for Math: _____ Different Materials: _____

Use of Technology: _____ Extra Time Provided: _____

Remediation or Review Provided: _____

Physical Environment Changed: _____

Use of Manipulatives: _____ Differentiated Instruction: _____

Shorter Assignment: _____ Special Test: _____

Tuesday

Accommodations for Reading: _____ Tutoring/Coaching: _____

Accommodations for Math: _____ Different Materials: _____

Use of Technology: _____ Extra Time Provided: _____

Remediation or Review Provided: _____

Physical Environment Changed: _____

Use of Manipulatives: _____ Differentiated Instruction: _____

Shorter Assignment: _____ Special Test: _____

Wednesday

Accommodations for Reading: _____ Tutoring/Coaching: _____

Accommodations for Math: _____ Different Materials: _____

Use of Technology: _____ Extra Time Provided: _____

Remediation or Review Provided: _____

Physical Environment Changed: _____

Use of Manipulatives: _____ Differentiated Instruction: _____

Shorter Assignment: _____ Special Test: _____

Notes

