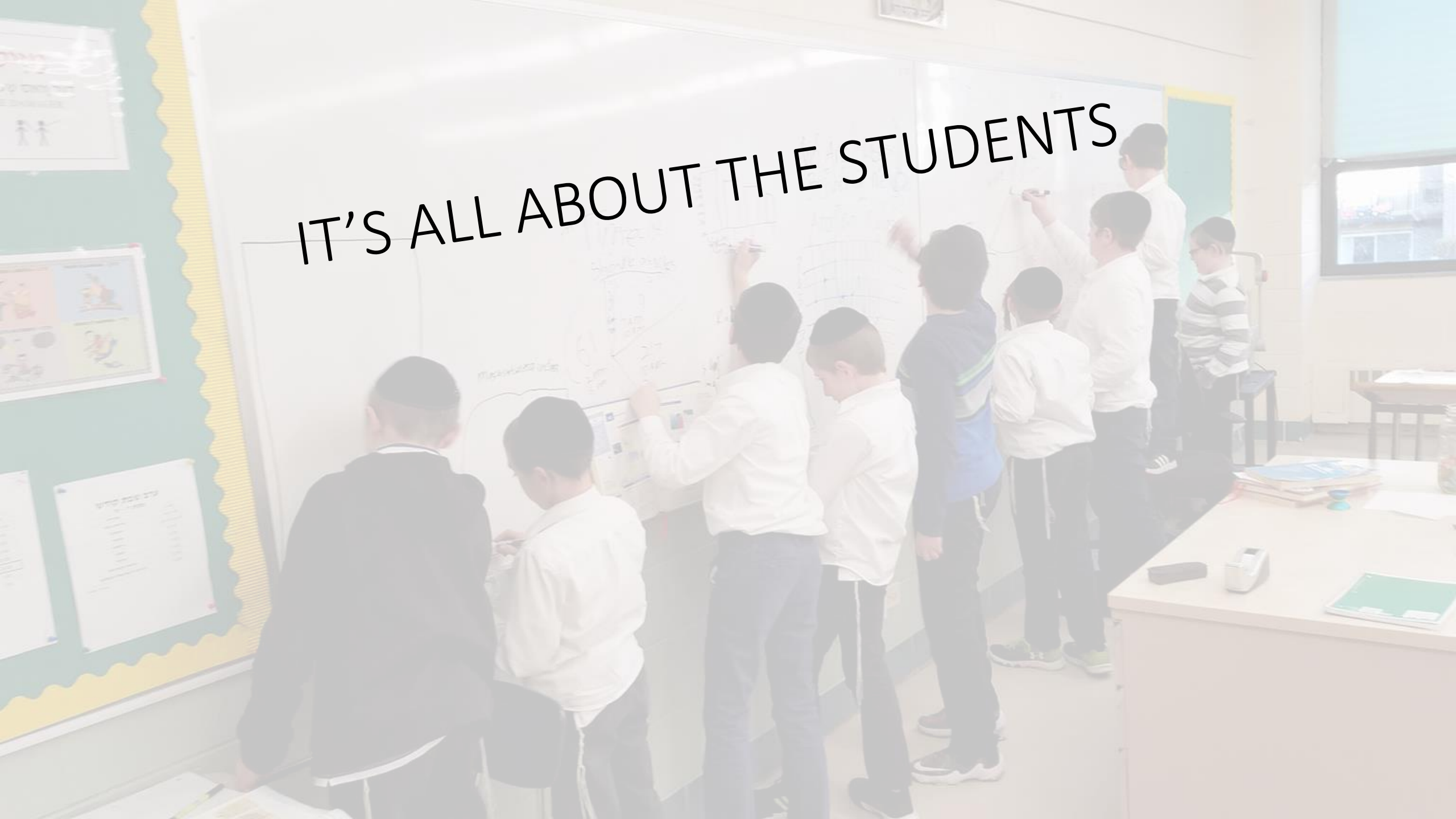
A classroom scene where several students in white shirts and dark trousers are gathered around large whiteboards. They appear to be engaged in a collaborative learning activity, possibly a group project or a lesson. One student is writing on a whiteboard, while others are looking at the boards or talking. The room has a bulletin board on the left with various papers and a desk on the right with books and a printer. The overall atmosphere is one of active learning and teamwork.

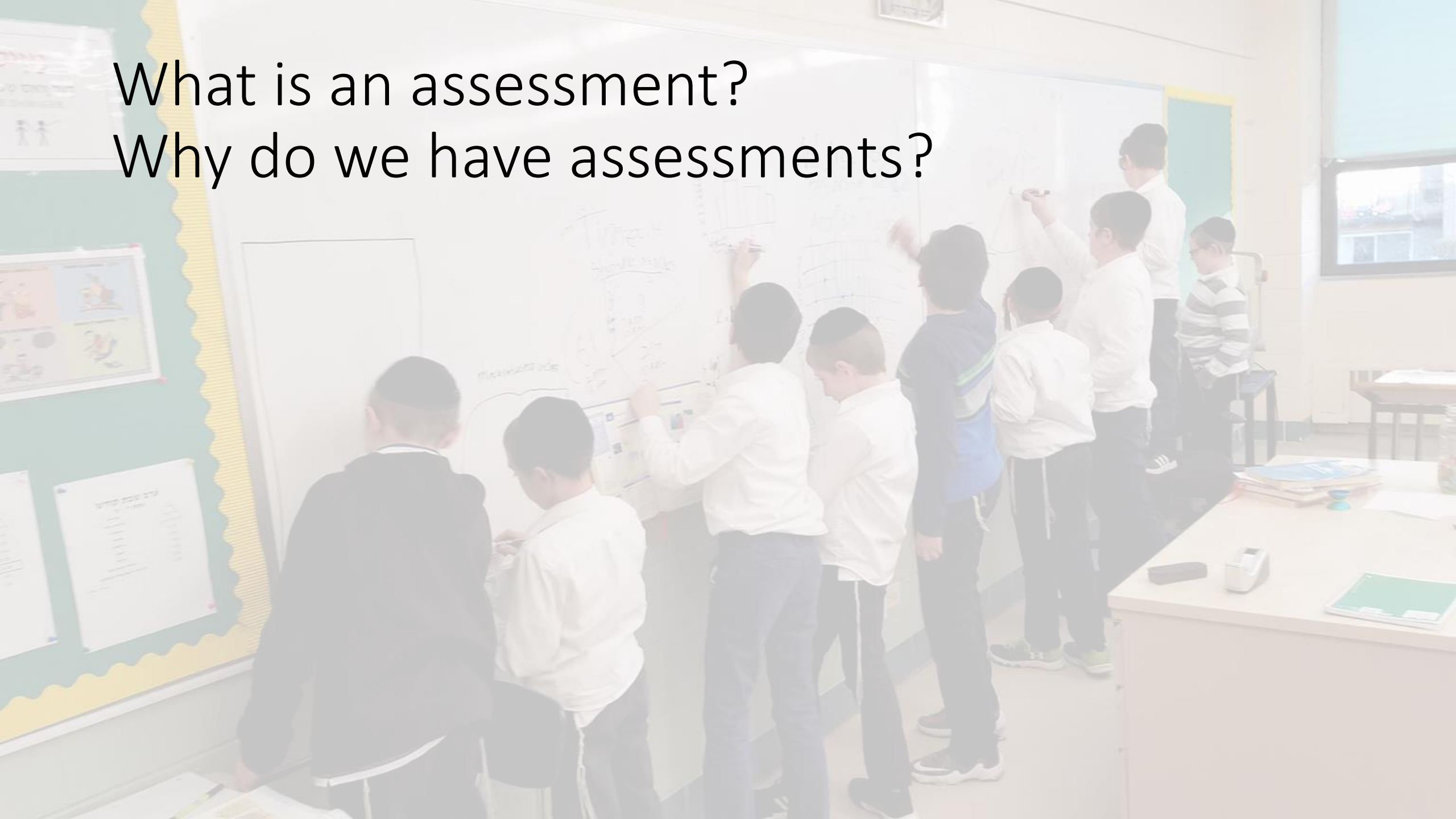
What do you know?

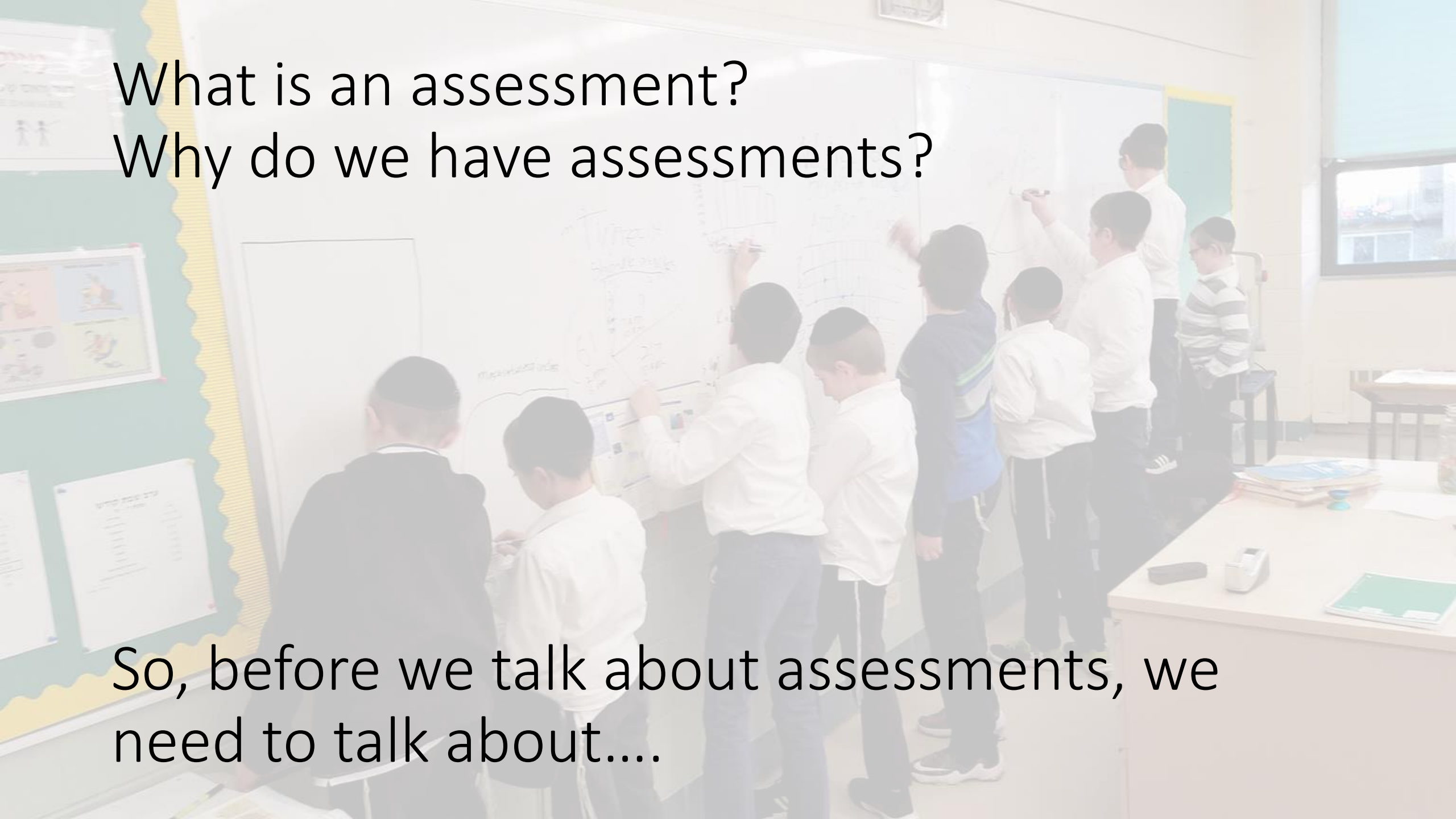
# ALTERNATIVE ASSESSMENTS

IT'S ALL ABOUT THE STUDENTS



What is an assessment?  
Why do we have assessments?



A group of students in a classroom are gathered around a large whiteboard, working on a project. They are wearing white shirts and dark trousers. The whiteboard is covered with diagrams and text. The classroom has a window on the right and a bulletin board on the left. The text is overlaid on the image.

What is an assessment?  
Why do we have assessments?

So, before we talk about assessments, we need to talk about....



# GOALS

- סוף מעשה במחשבה תחילה
- What are the goals of CHINUCH?



# What are our Chinuch GOALS in general?

- Master skills and know information
- Retain what they learn
- Apply learning to new situations
- Self-esteem, Self-confidence -> which leads to new learning
- Critical Thinking, Problem Solving
- Collaborative skills
- Love learning
- Life Skills
- To Grow to be Capable, Healthy, Contributing members of the Community



# HOW MUCH OF THIS IS ACCOMPLISHED WITH PAPER and PENCIL TESTS?

- Master skills and know information
- Retain what they learn
- Apply learning to new situations
- Self-esteem, Self-confidence -> which leads to new learning
- Critical Thinking, Problem Solving
- Collaborative skills
- Love learning
- Life Skills
- To Grow to be Capable, Healthy, Contributing members of the Community





# PAPER and PENCIL TESTS

A classroom scene with several young boys in white shirts and dark pants gathered around a large whiteboard. They appear to be working on a project or lesson together. One boy is writing on the board, while others look on. The room has a bulletin board on the left with various papers and a desk with books and supplies on the right.

- How much is retained after cramming?
- Mel Levine to a struggling student: *“You’re not dumb, you just aren’t good at memorizing. The ‘Straight A’ student is excelling at a skill that you don’t necessarily need in the real world.”*
- LEARNING TORAH
  - Who learns Torah this way?
  - Is it engaging, stimulating, making you want more?
  - Is it skill-based?
  - Does it develop a relationship with the teacher or Yiddishkeit?
- What is the role of the student in the learning process?



**“EDUCATION IS NOT THE  
FILLING OF A PAIL, BUT THE  
LIGHTING OF A FIRE.”**

**WILLIAM BUTLER YATES**

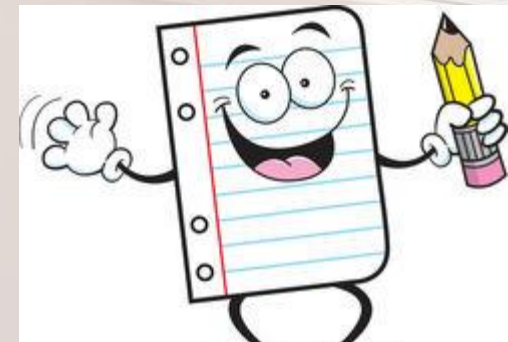


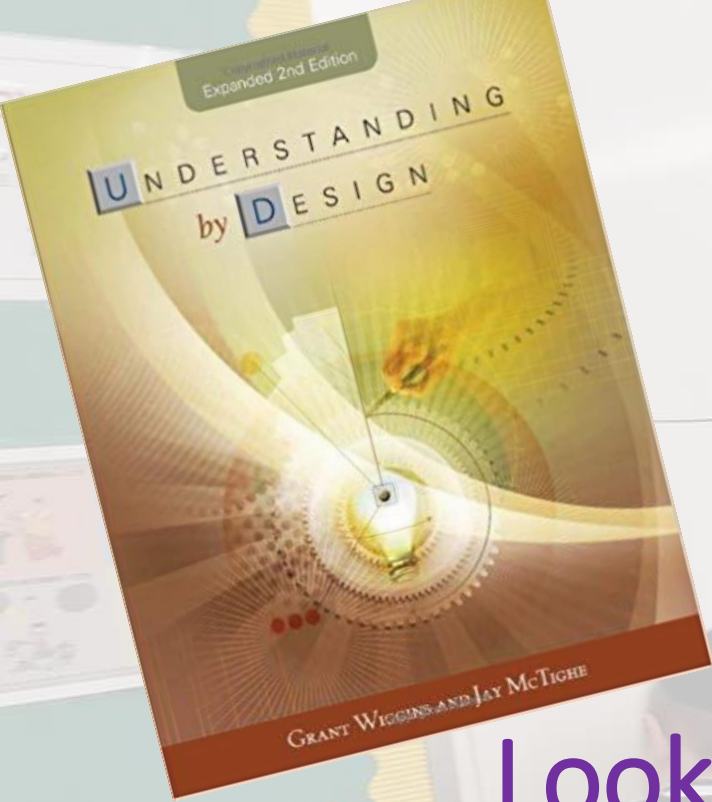
**GRADECAM**



# Are there advantages to Pencil / Paper Tests?

- Sense of accountability
  - Makes it more “real” for the student
  - Objective, concrete – something to show parents
  - Artifact for teacher to use as evidence
- So we all use them and will continue to use them.  
But let's explore further...





# GOALS

“Backward Mapping”

Look up: Understanding by Design

*By Grant Wiggins and Jay McTighe*

Essential Question

Designing Instruction with  
the end in mind

Scaffolding

# Teaching Skills and Content

## Mastery Objectives

Book plug: THE SKILLFULL TEACHER

*by Jon Saphier, et. al.*

ATT Course Plug: RBT – Research for Better Teaching



# Teaching Skills and Content

## Mastery Objectives

*What exactly do I want my students to be able to **KNOW** and **DO** when this lesson is over?*

<https://www.youtube.com/watch?v=u7pZzYknEDA>

- SWBAT – Students Will Be Able To... (verb)
- Mastery Objective needs to be an **ACTIVE VERB**
  - *Explain in their own words...*
  - *Make a model that displays...*
  - *List the... Describe the elements of... Identify all prefixes...*
- Avoid verbs which are **UNOBSERVABLE**
  - *Understand... appreciate...know...see...learn...*

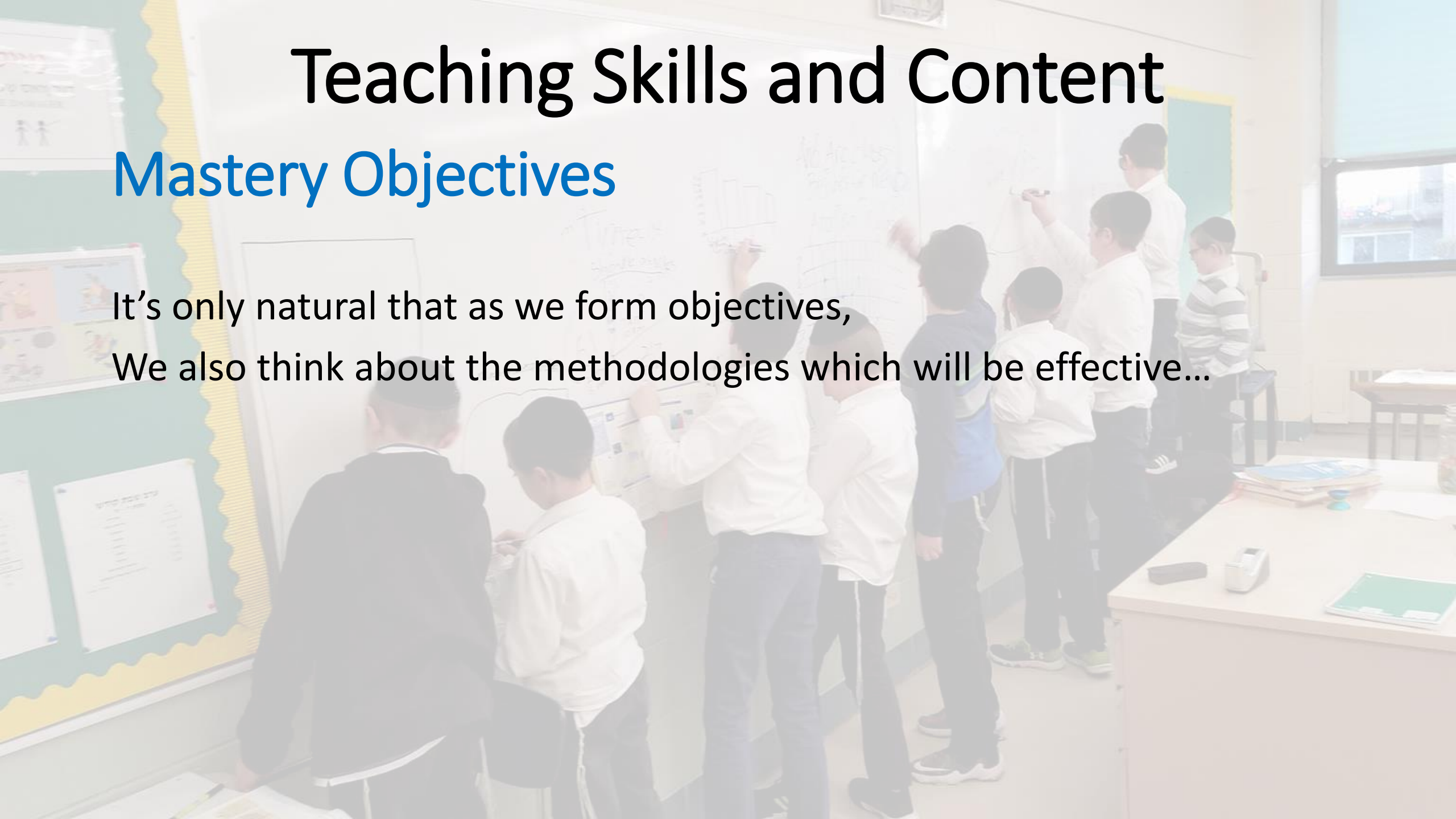
# SWBAT Practice

- Try to articulate goals for three various kinds of lessons...
- Students Will Be Able To... (verb)
- *(Some teachers even articulate the SWBAT on the board and refer to it consistently during a lesson.)*

# Teaching Skills and Content

## Mastery Objectives

It's only natural that as we form objectives,  
We also think about the methodologies which will be effective...





# Keeping in mind our Chinuch GOALS...

- Master skills and know information
- Retain what they learn
- Apply learning to new situations
- Self-esteem, Self-confidence -> which leads to new learning
- Critical Thinking, Problem Solving
- Collaborative skills
- Love learning
- Life Skills
- To Grow to be Capable, Healthy, Contributing members of the Community



# We remember:

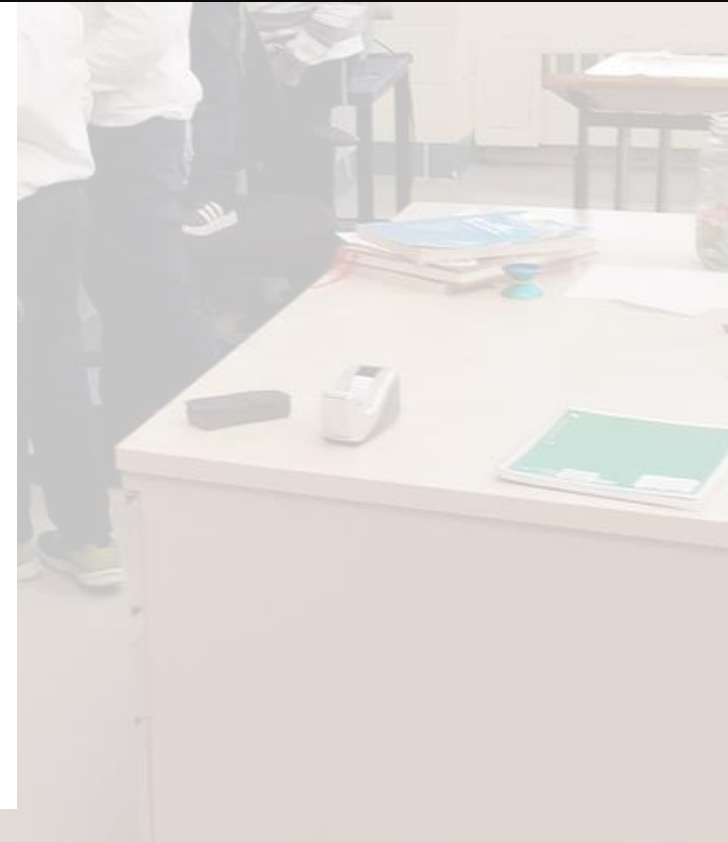
- 10% of what we read
- 20% of what we hear
- 30% of what we see
- 50% of what we see and hear
- 70% of what we discuss with others
- 80% of what we experience personally
- 90% of what we teach someone else



We learn... 10% of what we read 20% of what we hear 30% of what we see 50% of what we both hear and see 70% of what is discussed 80% of what we experience personally 95% of what we teach to someone else

— William Glasser —

AZ QUOTES



A classroom scene with several students in white shirts and dark trousers gathered around a large whiteboard. They are looking at diagrams and writing on the board. The room has a window on the right and a bulletin board on the left.

# So far, we discussed...

- Thinking about goals for the “whole child”
- Pencil/paper tests – The case for Alternative Assessments
- Can't Assess students unless we have clear objectives, so...
- Mastery Objectives - SWBAT

# The Three Types of Assessments Within a Unit Cycle

A classroom scene with several students in white shirts and dark pants working at whiteboards. They are engaged in collaborative learning, with some students writing on the boards and others looking on. The room has a bulletin board on the left with various papers and a window on the right showing an outdoor view.

Pre-Assessment

Formative Assessment

Summative Assessment



# Pre-Assessment

To **assess** prior knowledge – and calibrate instruction.

To **connect** prior knowledge and give context for the new information. *(Marzano, 2006)*

To **activate** prior knowledge – and develop interest.





# Formative Assessment

- ...is anything you do during the lesson/unit to check for understanding.
- What are the limitations of “thumbs up/thumbs down”?
- What are some Common Examples?
  - Workpages
  - Oral interaction during class
  - Games
  - Produce artwork or project
- OTHER EXAMPLES...

- <https://www.teachingchannel.org/video/class-warm-up-routine>

# Formative Assessment

A background image of a classroom. A teacher is standing at the front, writing on a whiteboard. Several students are gathered around the whiteboard, some pointing at it. The room has a window on the right and a desk with papers and a printer in the foreground.

## The Case for Formative Assessments

- Allows the teacher to adjust instruction, respond and correct misunderstandings, gauge the pace
- Allows the teacher to feel confident that the students are ready for the “test”
- Allows the teacher to give encouragement and positive feedback
- With **good record-keeping**, the summative assessment could become just a formality

# Summative Assessment

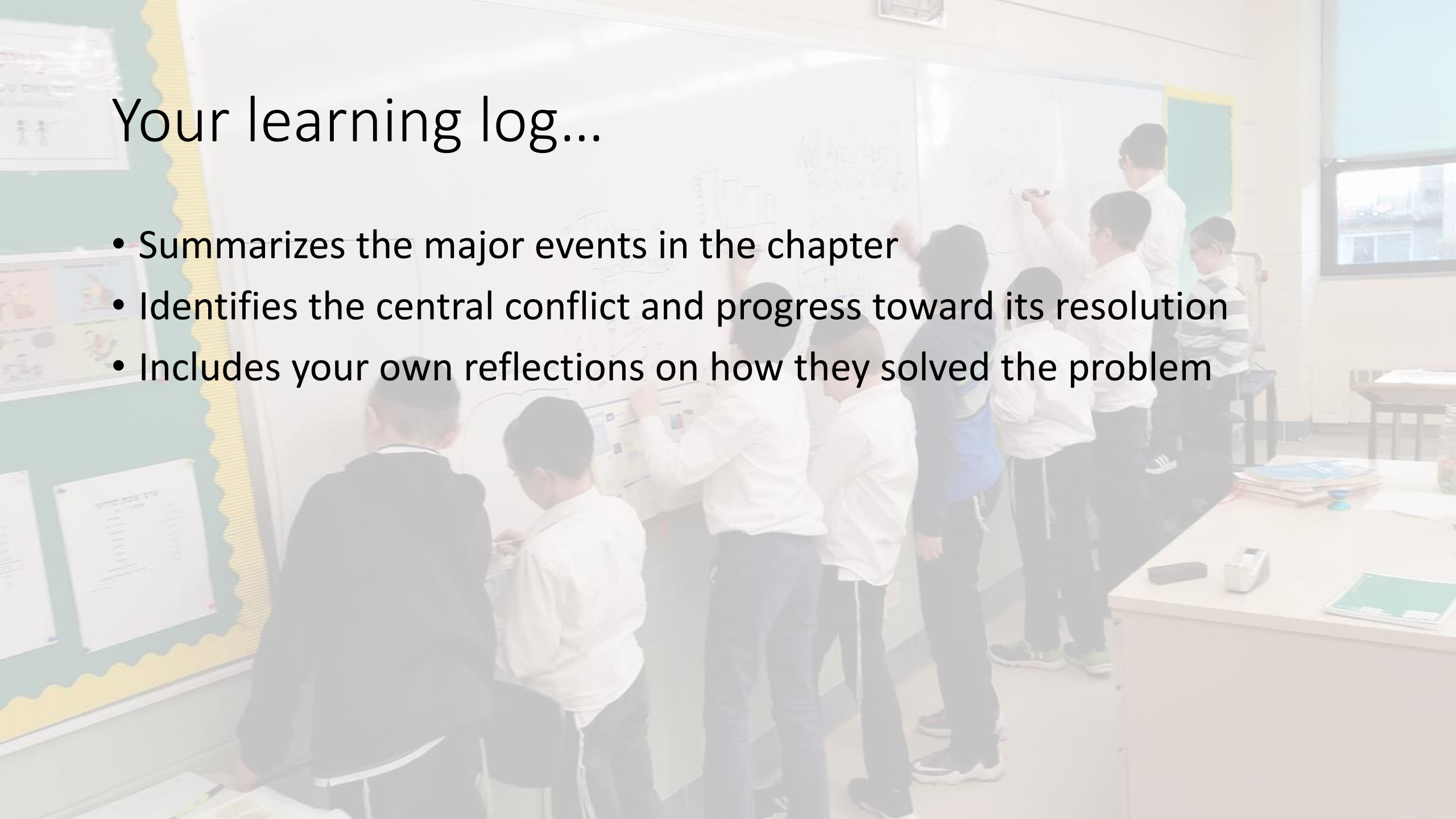
- Give students a clear rubric for your expectations
- Based on Formative Assessments, you should feel confident that that students will perform as expected
- Based on Formative Assessments, modifications or enrichment may be made to the final assessment
- **CRITERIA for SUCCESS**
  - Describe the outcome (product) that you are looking for
  - Do not state what the student or the teacher will do





# Your learning log...

- Summarizes the major events in the chapter
- Identifies the central conflict and progress toward its resolution
- Includes your own reflections on how they solved the problem



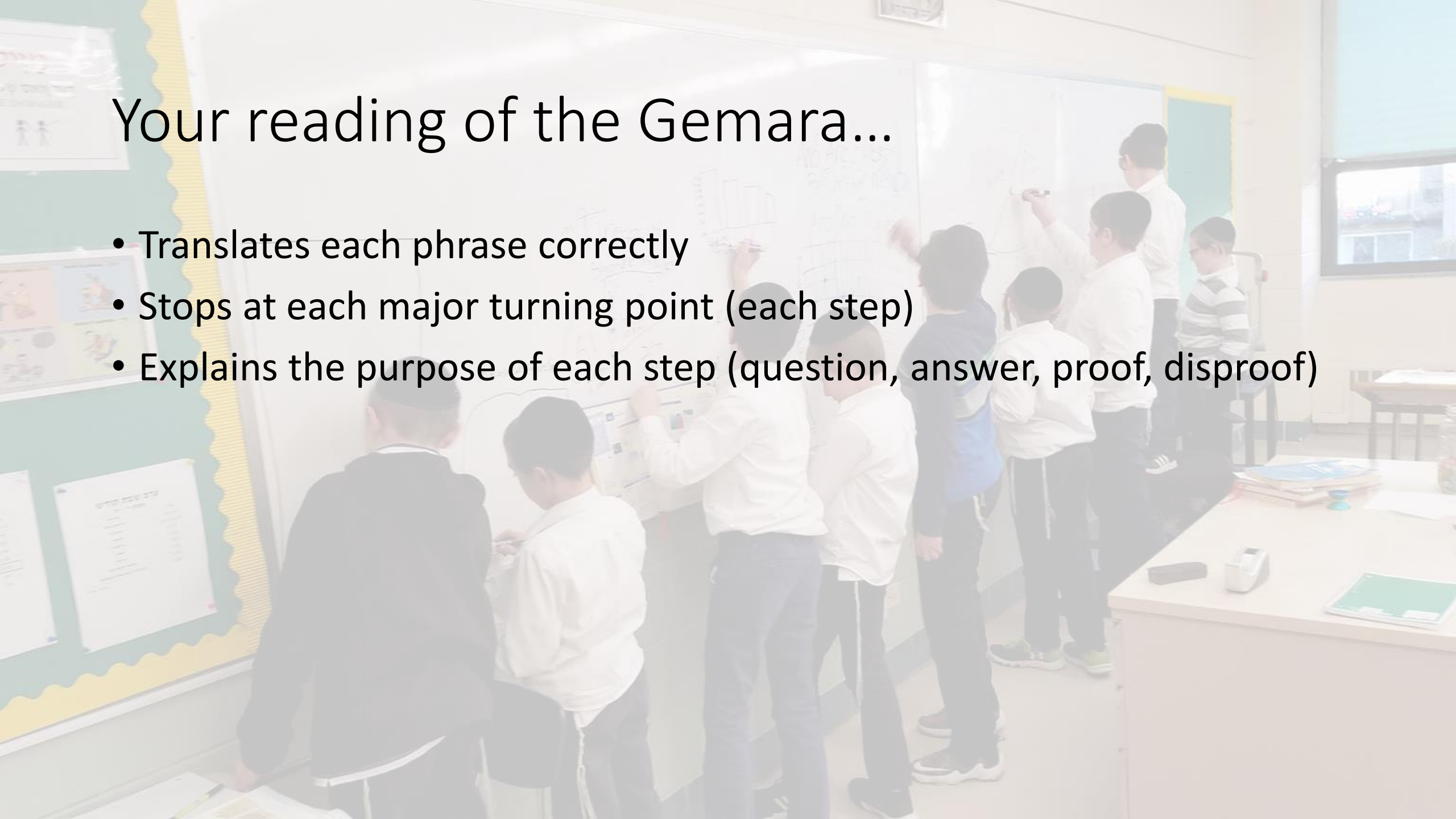


# Your oral presentation...

- Clearly states your position on the topic
- Presents the arguments supporting your position
- Supports all arguments with reason and evidence
- Responds to arguments opposing your position
- Is loud enough to hear
- Is fluent in delivery
- Ends with a definite conclusion

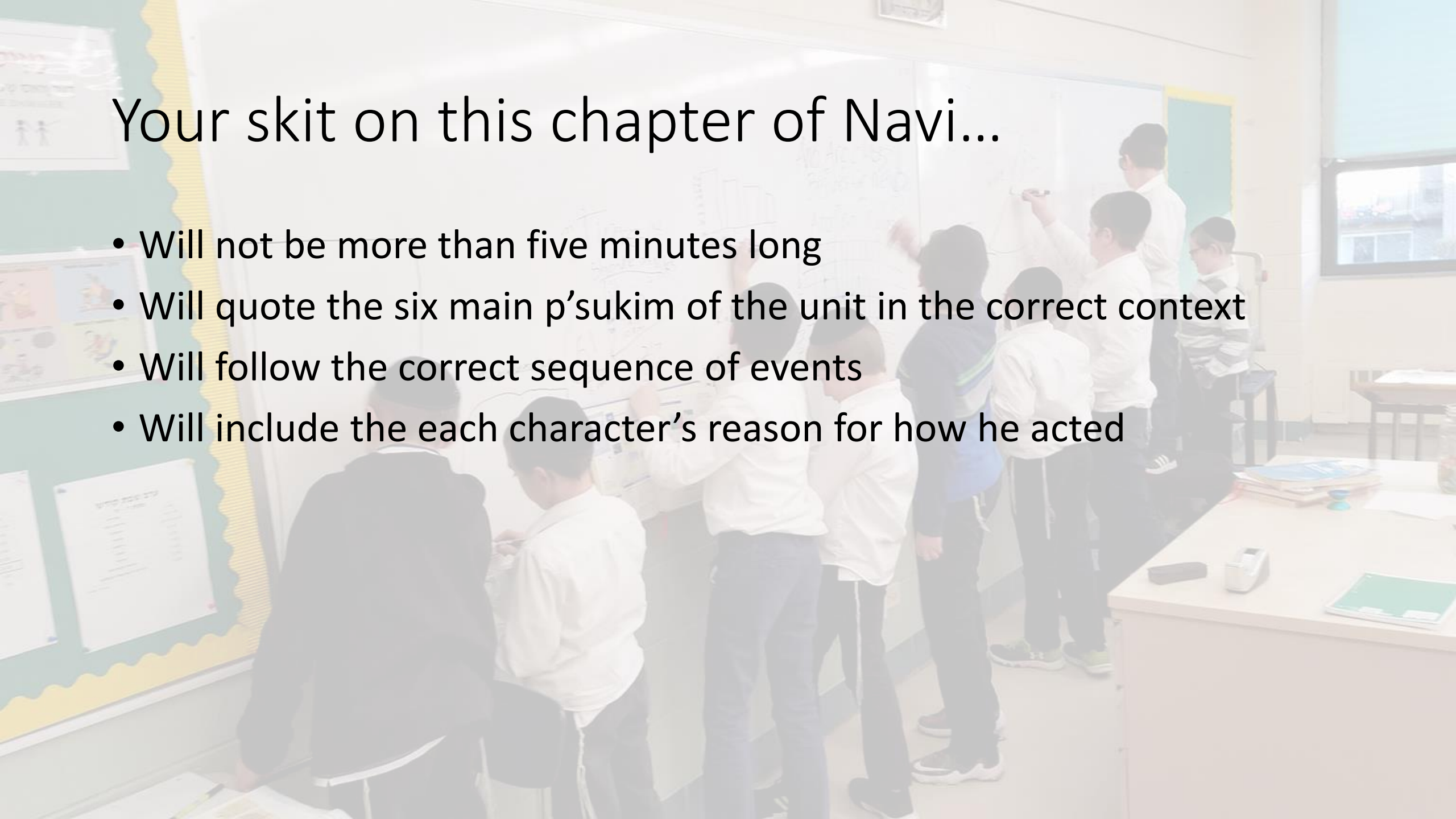
# Your reading of the Gemara...

- Translates each phrase correctly
- Stops at each major turning point (each step)
- Explains the purpose of each step (question, answer, proof, disproof)



# Your skit on this chapter of Navi...

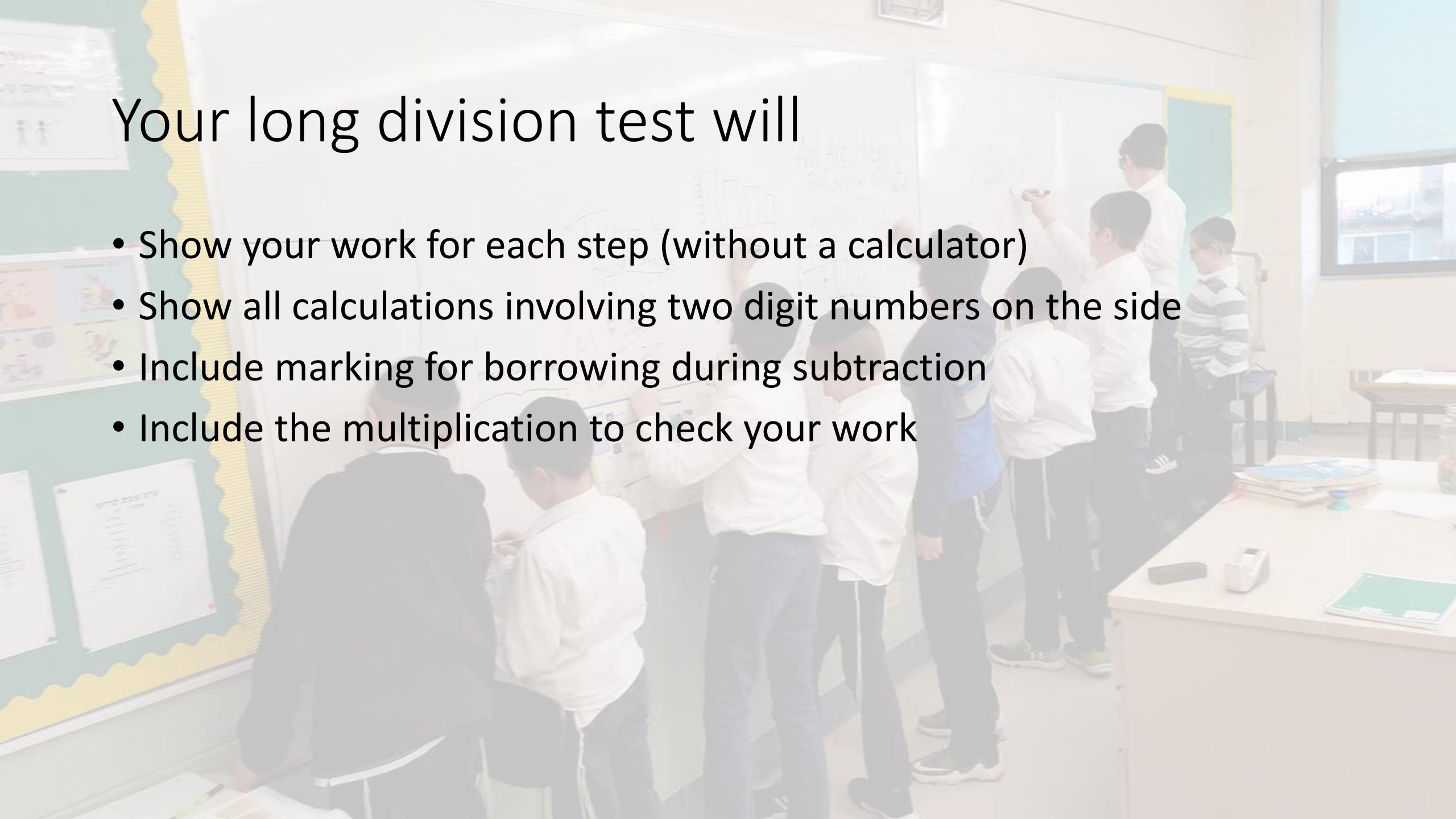
- Will not be more than five minutes long
- Will quote the six main p'sukim of the unit in the correct context
- Will follow the correct sequence of events
- Will include the each character's reason for how he acted





# Your long division test will

- Show your work for each step (without a calculator)
- Show all calculations involving two digit numbers on the side
- Include marking for borrowing during subtraction
- Include the multiplication to check your work



# Summative Assessment



- It's all about learning – If a student wants to argue an answer for a better grade, I would give them credit, because it shows they learned it.
- Corrections – This is where the main learning happens. Corrections plugs the holes exactly where the student missed something.

# PRACTICE with PEERS



- Chumash
- Mishnayos
- Gemara
- Halacha
- History
- Math
- Science
- Writing
- Grammar



# SUBJECT SPECIFIC IDEAS

- Chumash
- Mishnayos
- Gemara
- Halacha
- History
- Math
- Science
- Writing
- Grammar



# SUBJECT SPECIFIC IDEAS



- Chumash / Navi

- Highlighting specific shorashim / or prefixes / or suffixes
- Create a game
- Create your own test
- Match each pasuk to the appropriate picture
- Create a newscast, newspaper page, advertisement...

- Gemara

- Record your reading of the Gemara with your own explanation
- Create flow chart
- Color-code each line based on whether it is a support or a disproof
- Punctuate the Gemara

# SUBJECT SPECIFIC IDEAS

A background image of a classroom. Several young boys are standing around a large whiteboard, looking at diagrams and writing. One boy is pointing at the board. In the foreground, a desk is visible with some papers and a small device. The room has a window on the right and a bulletin board on the left.

- Halacha

- Apply the Halacha to various scenarios
- Given a scenario, what questions would you ask to decide the halacha
- List all the cases that are not covered by this Halacha

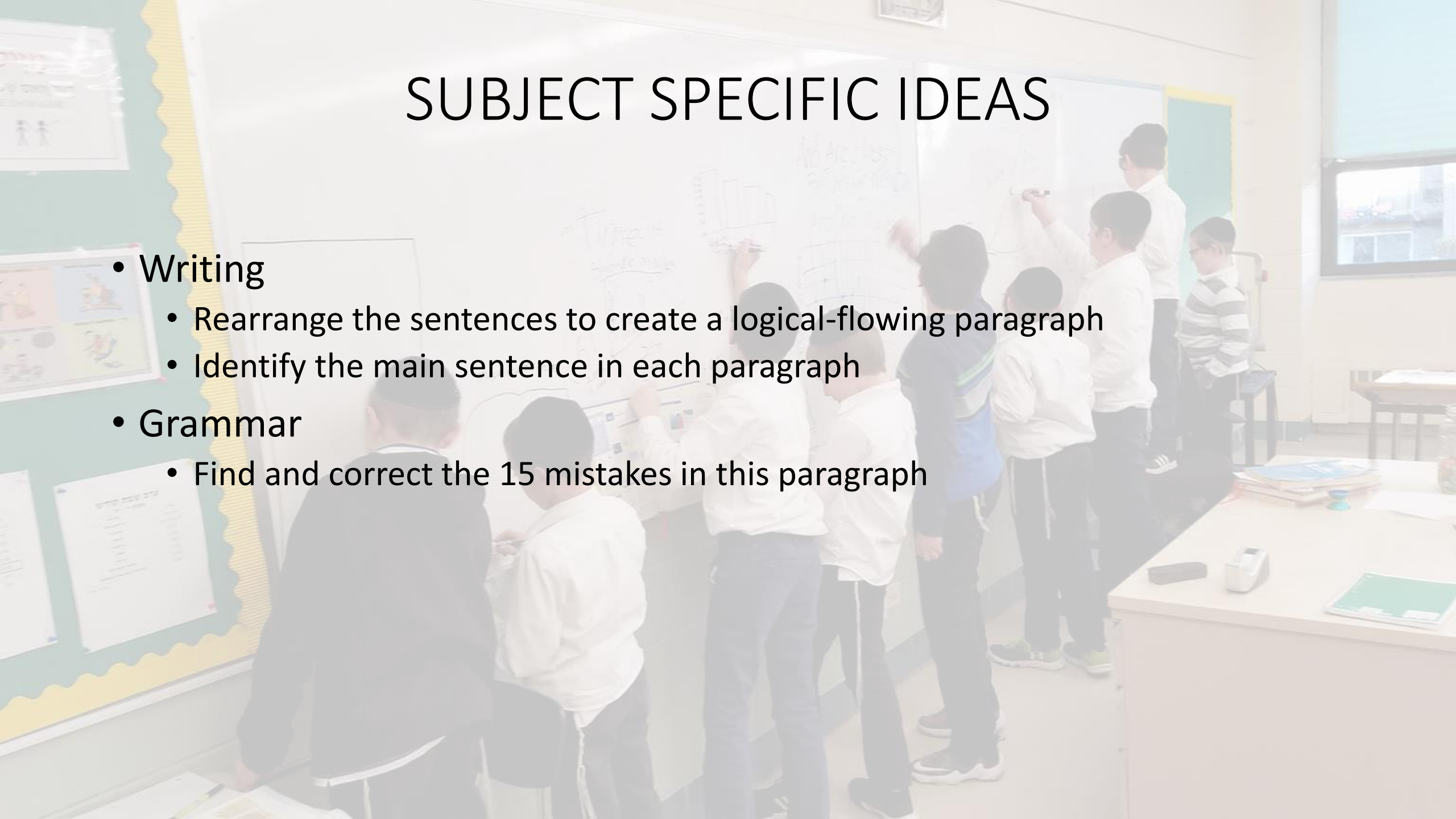
- History

- Write a diary of someone living at that time, and include the six most important elements...
- Create an Infographic explaining and depicting the relationships of...
- Create a newscast...
- Compare and contrast the pros and cons for...



# SUBJECT SPECIFIC IDEAS

- Writing
  - Rearrange the sentences to create a logical-flowing paragraph
  - Identify the main sentence in each paragraph
- Grammar
  - Find and correct the 15 mistakes in this paragraph



# Summary

- Thinking about goals for the “**whole child**”
- Pencil/paper tests – The case for Alternative Assessments
- Can't Assess students unless we have clear **OBJECTIVES**, so...
- **Mastery Objectives – SWBAT**
- Learning is a **PROCESS** – Assessments keeps us on track throughout
  - Pre-assessment
  - Formative assessment
  - Summative assessment

IT'S ALL ABOUT THE STUDENTS

