

ASSIGNMENT OPTIONS FOR SECTION IX

Participants are to choose one of the three assignment options listed below and complete the assignment. It is strongly recommended that in a follow-up session, each group of participants who elect the same assignment meet with the instructor to discuss the results.

At the meeting with colleagues and instructor, form groups of three or four if necessary. Each participant should present the results of the assignment to their group, providing an overview of exactly what was done and the rationale for each decision. Groups should offer feedback and suggestions to each teacher.

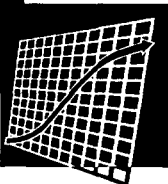
In whole group (if there are sufficient participants who elected this assignment) review the problems and successes encountered by each, and general impressions of the results of the activity.

Be sure to indicate the subject area and grade level for which the assignment was completed.

ASSIGNMENT OPTION 1: ADAPTING A TEACHER-MADE TEST

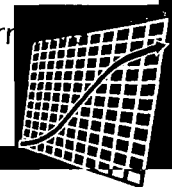
Review Handout 10, "Teacher-Made Test Checklist," and:

- ① Analyze and critique a content area test you recently developed, using the handout as a guide.
- ② Revise the test based on the analysis.
- ③ Summarize in writing the revisions made to the test and give a rationale for making those revisions.
- ④ The products of the assignment, listed below, should be kept in your portfolio.
 - a) A copy of the original test;
 - b) Handout 10, completed (Teacher-Made Test Checklist);
 - c) The revised test.



ASSIGNMENT OPTION 2: DESIGN AN ALTERNATIVE ASSESSMENT INSTRUMENT

- ① Review Handout 8, "Menu of Alternative Assessment Instruments," and either choose one of the instruments listed on the handout or develop your own alternative assessment instrument to be used with your case study student. In determining the appropriateness of a particular alternative assessment instrument for your case study student, keep in mind the following:
 - a. your case study student's proficiency in the home language and the English language, including literacy levels and experiences;
 - b. your case study student's own personality (i.e., you may not want to have a very shy student with limited English language proficiency participate in a debate).
 - c. your case study student's particular linguistic and academic needs.
- ② Once you have chosen or developed the alternative assessment instrument for your case study student, analyze it in terms of the four key points listed below:
 - a) **Purpose.** Why have you chosen this particular alternative assessment instrument to use with your case study student? What specific skills or knowledge area do you intend to measure?
 - b) **Design.** What will be the format of your alternative assessment instrument? Will this format be familiar to your case study student? If not, how do you plan to familiarize your student with this instrument? Does your alternative assessment instrument contain any items which are either linguistically or culturally biased and could therefore, inaccurately assess your case study student's mastery of the academic content?
 - c) **Administration.** Are the instructions for using the assessment instrument clearly comprehensible to your student? If not, how will you make these instructions comprehensible? How often do you plan to use this alternative assessment instrument, and at what points during your student's learning experience?
 - d) **Scoring/Interpretation.** What criteria for evaluation does your alternative assessment instrument have? How do you plan to use the results of your student's assessment to develop lessons and/or activities which will enhance your case study student's mastery of academic content and English language proficiency?
- ③ If after reviewing your assessment instrument, you determine that modifications are needed to accommodate your case study student's linguistic and/or academic needs, adjust your alternative assessment plan accordingly.
- ④ Include a one paragraph summary of the results of the implementation of your alternative assessment instrument. Can this instrument be used with mainstream students?



ASSIGNMENT OPTION 3: DESIGNING A PORTFOLIO FOR ASSESSMENT OF ACADEMIC PROGRESS FOR THE CASE STUDY STUDENT

- 5 Read Handout 21, Portfolio Assessment, and review the section on Portfolios in Handout 7.
- 6 Design a portfolio for your case study student to assess academic progress. The design should be in outline form and should identify the information to be included in the assessment portfolio. This outline should be based on **one** unit/theme of instruction.
- 7 The outline should include the following:
 - a. Purpose of the portfolio;
 - b. Specific learning goals;
 - c. Specific performance tasks and assessment instruments to illustrate student progress;
 - d. Criteria for assessment;
 - e. How you will collaborate with other teachers in assembling and assessing the portfolio;
 - f. How you will involve the student(s) and parent(s) in the portfolio development process.
 - g. Suggested date of completion

