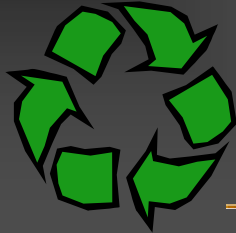


What is the relationship between teaching and assessment?



Mercer & Mercer, 2001

1

1. Determine scope and sequence of skills or content to be taught. For example,

- Academic
 - Reading
 - Writing
 - Math
 - Etc.
- Social
- Emotional
- Behavioral
- Physical
 - Use scope and sequence guides from school district or as provided in teaching method books

2

2. Decide what behavior to assess

- Money hierarchy
 - Identify coins
 - Recognize value of coins
 - Make change for amounts up to \$1.00
 - Recognize currency and makes change for currency
 - Solve examples and word problems involving money, etc.

3

3. Select an evaluation activity

- Formal or informal
- Formative or summative
 - Rubrics
 - Checklists
 - Teacher-made tests
 - Systematic observational tools
 - Curriculum-base measurements
 - Curriculum assessments
 - Criterion tests
 - Rating scales
 - Interviews
 - Alternative assessments
 - (discussed in other parts of this session)

4

4. Administer the evaluation device

5. Record the student's performance

- Graphing
- Charting

5

6. Determine specific short and long range instructional behavioral objectives

- Behavioral objectives allow you to better assess progress
- Behavioral objectives include...
 - Learner (who)
 - Student behavior
 - Condition
 - Criteria
 - (see objective 4.2.2 on how to write behavioral objectives)

6

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- 7. Make instructional plans based on assessment data
 - 8. Provide instruction
-

7

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- 9. Assess student progress using similar activities as used to determine what to teach
 - 10. Reteach if necessary
 - (Mercer & Mercer, 2001)
-

8