

Alternative Assessments

**Principals' Professional Development Day
St. Michael's Woodside
March 12, 2009
Presenters: Drs. Linda Quinn and Mark Storz**

Assessment and Accountability in Context

- **Justice demands accountability**
- **Assessment is a means of measuring performance – it illustrates how well we are accomplishing our mission, goals and objectives to educate the whole person**
- **Through an integrated system of standards and of multiple forms of assessment, we gather data on**
 - **Beliefs, attitudes and behaviors which are expressions of our unique mission and identity**
 - **Content knowledge**
 - **Student achievement (group and individual)**
 - **Learning and teaching environment**

Our Task

- **To create and/or implement structures, protocols, and instruments that help us assess the degree to which we are living and fulfilling our mission**
- **To determine what data and evidence we need to collect, analyze, and communicate our progress**

Underlying Assumptions

1. Mission drives our assessment practices

- **Excellence**
 - Seeking to surpass one's personal best
- **Dignity**
 - Choosing actions and activities that enhance rather than diminish dignity of the child
- **Connectedness**
 - Choosing the things that draw people together rather than separate them or discriminate against them

Making the case for authentic forms of assessment

- **Excellence**
 - Seeking to surpass one's personal best
- **Dignity**
 - Choosing actions and activities that enhance rather than diminish dignity of the child
- **Connectedness**
 - Choosing the things that draw people together rather than separate them or discriminate against them

- **Excellence**
 - Assessment as a celebration of excellence
- **Dignity**
 - Limiting assessment to testing diminishes dignity
 - Choosing authentic forms of assessment that allow students to demonstrate their excellence in relevant and meaningful ways
- **Connectedness**
 - Demonstrating excellence needs an audience
 - Collaborating with others to demonstrate understanding
 - Assisting students to set goals, to acquire and reach goals, and to monitor their own progress

Underlying Assumptions

2. Beliefs, attitudes and behaviors which are expressions of our unique mission and identity can be assessed

Underlying Assumptions

3. Theory informs our assessment practices

- Knowledge is constructed. Learning is a process of creating personal meaning from new information and prior knowledge.
- Learning has social components. Group work is valuable.
- People perform better when they know the goal, see models, and know how their performance compares to the standard.
- There is great variety in learning styles, attention spans, memory, developmental paces, and intelligences.
- It's important to know when to use knowledge, how to adapt it, how to manage one's own learning.
- Motivation, effort, and self-esteem affect learning and performance.
- Learning isn't necessarily a linear progression of discrete skills.

*** Assessment should support the needs of learners and the ways in which they learn**

Underlying Assumptions

- 4. “One shot” professional development opportunities vs. sustained, on-going professional development**

Shared Terminology

- **To Assess: to gather information**
- **To *Test*: to measure performance**
- **To *Evaluate*: to make a judgment based on the information gathered**
- **To *Grade*: to express the judgment**

Overview of the Workshop

- Introduction to ***SWOT/Gap Analysis*** and ***Backward Design*** as a framework for thinking about assessment
- Formulating ***goals*** and ***objectives*** related to mission of school
- Developing ***authentic assessments*** to gather data on our mission-related goals
- Exploring ***Teacher Research*** as another alternative form of assessment

Strategic Planning Model

A B C D E

Where we are

Where we want to be

How we will do it

How are we doing



- *Environmental Scan*

- *Situation – Past, Present and Future*

- *Mission & Vision*

- *Performance Measurement*

- *Performance Management*

- *Background Information*

- *Significant Issues*

- *Values / Guiding Principles*

- *Targets / Standards of Performance*

- *Review Progress – Balanced Scorecard*

- *Situational Analysis*

- *Align / Fit with Capabilities*

- *Major Goals*

- *Initiatives and Projects*

- *Take Corrective Actions*

- *SWOT – Strength's, Weaknesses, Opportunities, Threats*

- *Gaps*

- *Specific Objectives*

- *Action Plans*

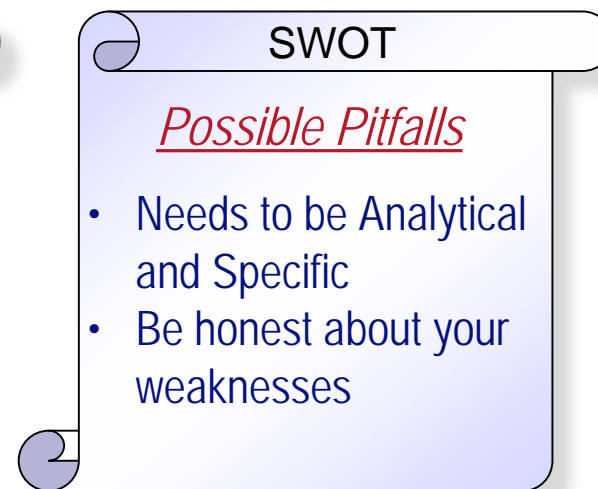
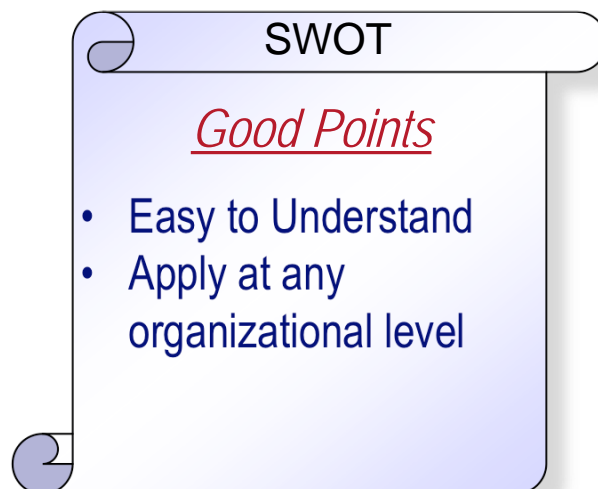
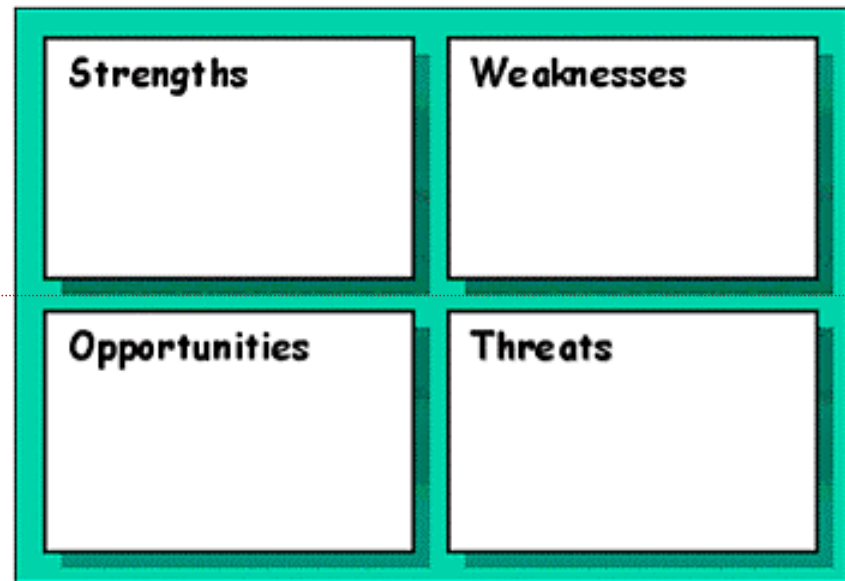
- *Feedback upstream – revise plans*

Assessment Model: S W O T

Assessment

Internal Assessment: Organizational assets, resources, people, culture, systems, partnerships, suppliers, . . .

External Assessment: Marketplace, competitor's, social trends, technology, regulatory environment, economic cycles .



Why create a baseline?

Baseline 

- Puts everything about the organization into a single context for comparability and planning
- Describes the organization as well as the overall environment
- Includes information about relationships – customers, suppliers, partners

Organizational Profile

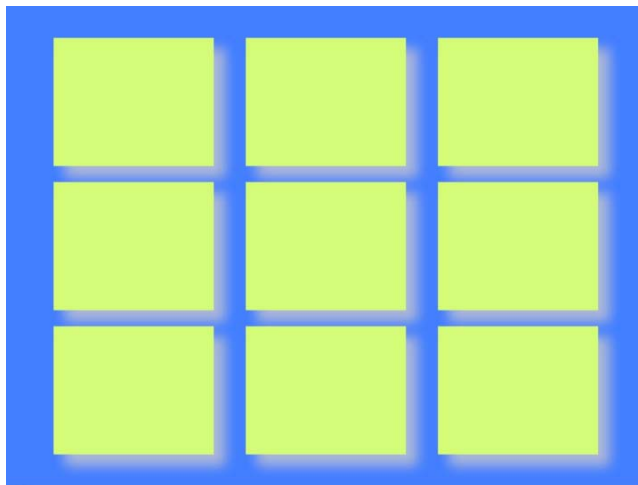
Baseline 

- **Operating Environment**
 - Products and Services
 - Organizational Culture
 - Workforce Productivity
 - Infrastructure
 - Regulatory (ODE, Accreditation)
- **Business Relationships**
 - Organizational structure
 - Customer relations
 - Value chain
 - Partner relationships
- **Key Performance Categories**
 - Student
 - Curriculum
 - Financial
 - Human Capital

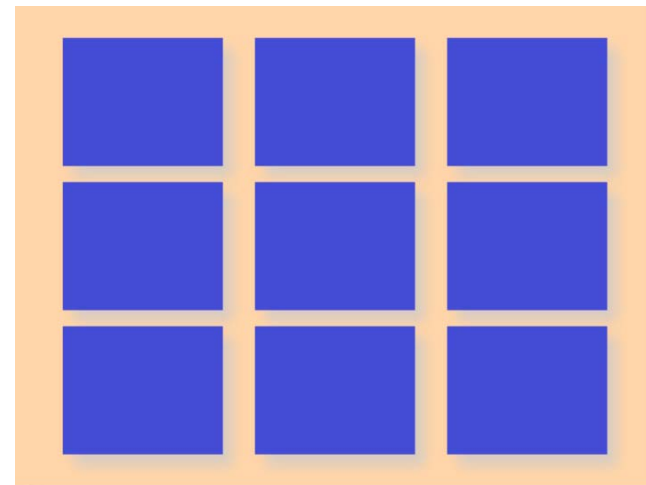
Gap Analysis

Baseline

Baseline / Org Profile



Challenges / SWOT

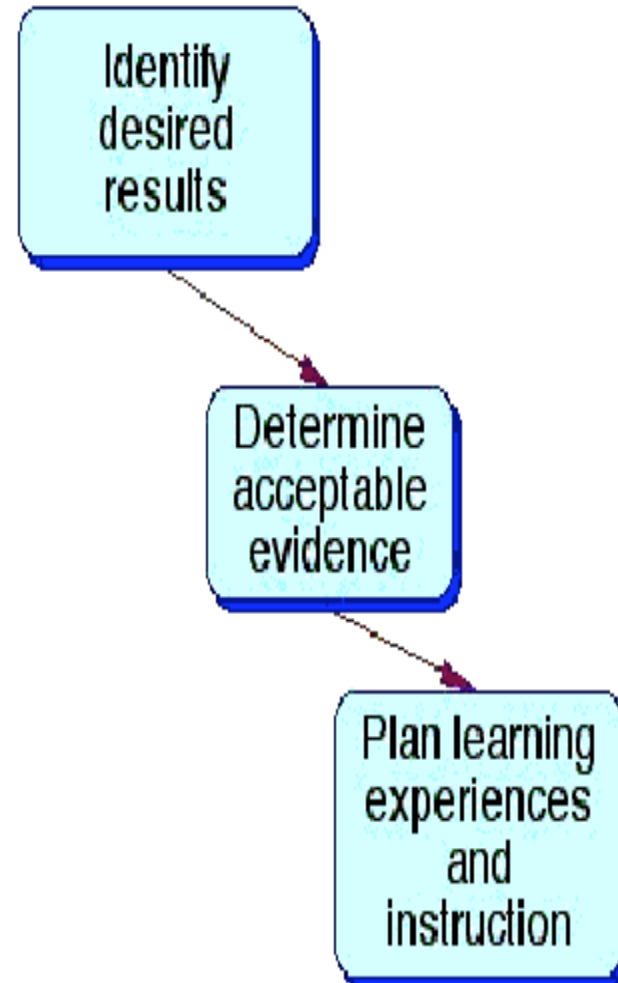


Gap = Basis for Long-Term Strategic Plan

Backward Design

Stages in Backward Design

Question: What would we accept as evidence that students have attained the desired understandings and proficiencies **BEFORE** proceeding to plan teaching and learning experiences?



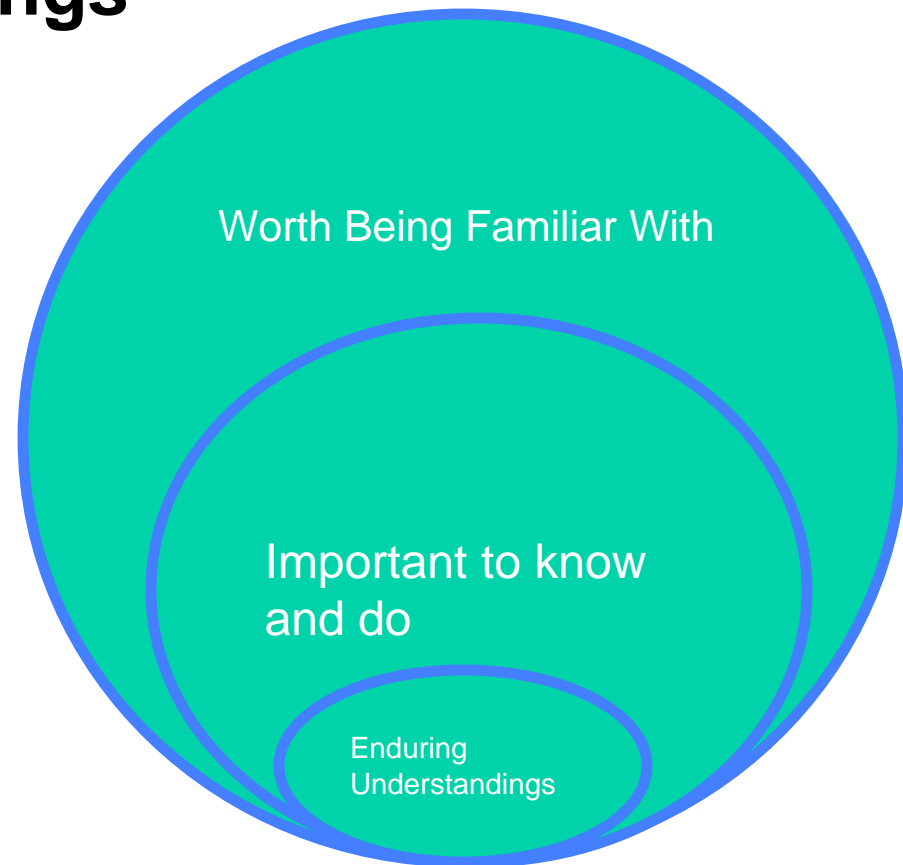
Stage 1: Identifying Desired Results

- **In other instructional design models this is known as defining goals and objectives**
- **Given that there is typically more content than can reasonably be addressed, we are forced to make choices.**

Establishing Priorities

Enduring Understandings

- Enduring Value Beyond the Classroom
- Resides at the heart of the discipline
- Offer potential for engaging students



Stage 2: Determine acceptable evidence (assessment).

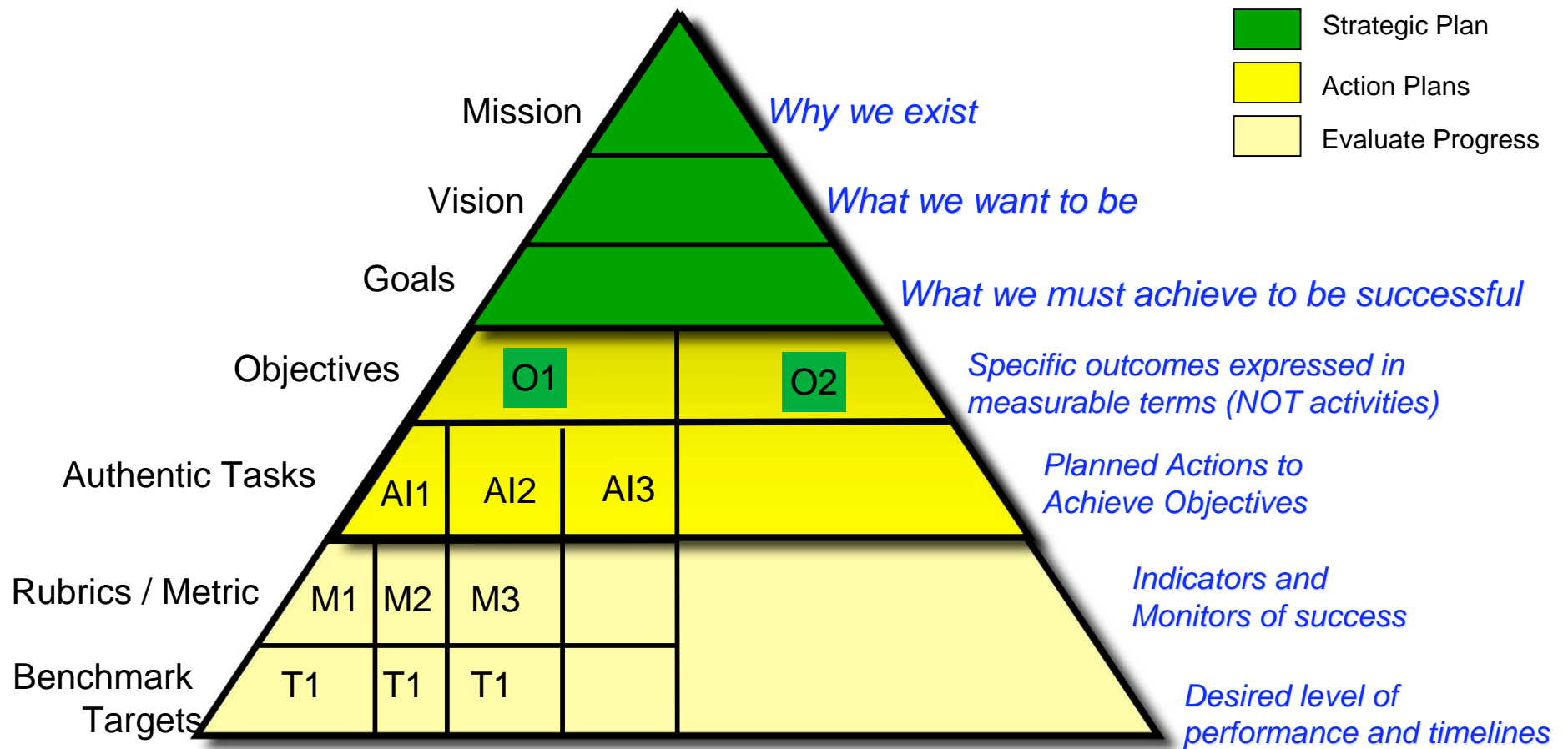
- **The second stage in the design process is to define what forms of assessment will demonstrate that the student acquired the knowledge, understanding, and skill**
- **Wiggins and McTighe define three types of assessment:**
 - **Performance Task**
 - **The performance task is at the heart of the learning.**
 - **A performance task is meant to be a real-world challenge in the thoughtful and effective use of knowledge and skill— an authentic test of understanding, in context.**
 - **Criteria Referenced Assessment (quizzes, test, prompts) These provide instructor and student with feedback on how well the facts and concepts are being understood.**
 - **Unprompted Assessment and Self-Assessment (observations, dialogues, etc.).**
- **Types of assessment used reflect the level of understanding being assessed**

Where we are going...

- **Next – let's look at the formulation of goals and indicators**
- **Then – we'll focus on authentic forms of assessment**

Major Components of the Strategic Plan / Down to Action

Components



Goals

Components

- Describes a future end-state – desired outcome that is supportive of the mission and vision.
- Shapes the way ahead in actionable terms.
- Applies best where there are clear choices about the future.
- Puts strategic focus into the organization – specific ownership of the goal should be assigned to someone within the organization.
- Works best when things are not changing fast – goals tend to be long-term for environments that have limited choices about the future.

Developing Goals

Components 

- Cascades from the top of the Strategic Plan – Mission, Vision, Guiding Principles.
- Looks at your strategic analysis – SWOT, Environmental Scan, Past Performance, Gaps . .
- Limit to a critical few.
- Includes broad participation in the development of goals: Consensus from above – buy-in at the execution level.
- Drives higher levels of performance and closes a critical performance gap.

Writing Goals

- **Does it specify an expected program effect?**
- **Is a target population identified?**
- **Is it a declarative statement?**
- **Is it free of jargon?**
- **Is it short?**
- **Is it concise?**
- **Is it easily understood?**
- **Is it stated in positive terms?**
- **Does it provide a framework for strategies and objectives?**

Examples of Goals

Components 

Students will participate in activities that change attitudes and behaviors of bullying.

The school community will protect and improve the quality of the environment.

Students will have increased opportunities for service and service-learning.

The school community will accept and celebrate the gifts of others.

The school will provide opportunities for students to expand their learning experiences in real world settings with an emphasis on community settings and multicultural and multidisciplinary experiences.

Students will identify principles of social justice in the curriculum and apply them in their service activities.

Evaluating Goals

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Evaluating Goals

Students will identify principles of social justice in the curriculum and apply them in their service activities.

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Evaluating Your Goals

My School GOAL:

- Does it specify an expected program effect?
- Is a target population identified?
- Is it a declarative statement?
- Is it free of jargon?
- Is it short?
- Is it concise?
- Is it easily understood?
- Is it stated in positive terms?
- Does it provide a framework for strategies and objectives?

My Revised GOAL:

Objectives

- **Relevant - directly supports the goal**
- **Compels the organization into action**
- **Specific enough so we can quantify and measure the results**
- **Simple and easy to understand**
- **Realistic and attainable**
- **Conveys responsibility and ownership**
- **Acceptable to those who must execute**
- **May need several objectives to meet a goal**

Writing Objectives

The SMART method

- 1. Specific – Objectives should specify what they want to achieve.**
- 2. Measurable – You should be able to measure whether you are meeting the objectives or not.**
- 3. Aligned / Appropriate – Are the objectives aligned with goals of the school, district, or dioceses?**
- 4. Realistic – Can you realistically achieve the objectives with the resources you have?**
- 5. Time-bound – When do you want to achieve the set objectives?**

Criteria for Good Measures

Down to
Specifics

Integrity – Complete; useful; inclusive of several types of measure; designed to measure the most important activities of the organization

Reliable: Consistent

Valid - Correct

Timely – Available when needed: designed to use and report data in a usable timeframe

Confidential and Secure: Free from inappropriate release or attack

Targets

Down to
Specifics

- **For each measurement, you should have at least one target**
- **Targets should stretch the organization to higher levels of performance**
- **Incremental improvements over current performance can be used to establish your targets**
- **Targets put focus on your strategy**
- **When you reach your targets, you have successfully executed your strategy**

Examples of Targets

Down to
Specifics

Average Time to Process New Student Applications	10 days Year 2007	7 days Year 2008	4 days Year 2009
Monthly Average weight of recycled paper	100 pounds For 2007	250 pounds For 2007	350 pounds For 2007
Number of detentions	<30 for Year 2007	<20 for Year 2008	<10 for Year 2009
Personnel Fully Trained in Safety and Emergency	65% by 2rd Quarter	75% by 3th Quarter	90% by 4th Quarter
Absentee Rate	<10% for Year 2007	<8% for Year 2008	<5% for Year 2009
Eighth grade acceptable completion of service projects	70% for Year 2007	80% for Year 2008	90% for Year 2009

Evaluating Objectives

GOAL: Students will participate in activities that change attitudes and behaviors of bullying.

OBJECTIVE: By May 31, 2009 (**By When**) as a result of implementing The Second Step Violence Prevention Curriculum, the percentage of Elementary School students (**Who**) think violent/aggressive behavior is harmful to them and others (**What Change**) will increase by 20% (**How Much**) as measured by comparison of the WINSS School Climate Survey results from 2007 to the WINSS School Climate Survey results of 2009 (**Measured By What**).

SMART?

Specific
Measurable
Aligned / appropriate
Realistic
Time-bound

Evaluating Objectives

GOAL: The school community will protect and improve the quality of the environment.

OBJECTIVE: During the school year (**By When**), the school building (**Who**) will increasing the percentage of recycled waste in pounds of paper and aluminum (**Measured by What**) from today's 9% to 40% (**What Change**).

SMART?

Specific
Measurable
Aligned / appropriate
Realistic
Time-bound

Evaluating Objectives

GOAL: Students will have increased opportunities for service and service-learning.

OBJECTIVE: The school (**Who**) will increase by 10% (**Change**) per year, from 2007 to 2009 (**When**), the amount of fresh produce, in pounds (**Measured how**), donated to the local food bank from the students' gardening efforts.

SMART?

Specific
Measurable
Aligned / appropriate
Realistic
Time-bound

Evaluating Objectives

GOAL: The school community will accept and celebrate the gifts of others.

OBJECTIVE: During the 2007-2008 school year, 80% of the grade K-2 students, 85% of the grade 3-6 students, and 90% of the grade 7-8 students will achieve the target level using the special skills rubric designed by the faculty based on a three minute presentation on the school video network.

SMART?

Specific
Measurable
Aligned / appropriate
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Goals vs. Objectives

Components

<u>GOALS</u>	<u>OBJECTIVES</u>
Very short statement, few words	Longer statement, more descriptive
Broad in scope	Narrow in scope
Directly relates to the Mission Statement	Indirectly relates to the Mission Statement
Covers long time period (such as 5 years)	Covers short time period (such 1-2 year cycle)

Matching Goals and Objectives

My School GOAL:

OBJECTIVE 1:

OBJECTIVE 2:

SMART?

Specific
Measurable
Aligned / appropriate
Realistic
Time-bound

Authentic Assessment

-Grant Wiggins

- Requires students to be *effective performers* with acquired knowledge
- Presents students with the full array of *tasks* that mirror the priorities and challenges found in the best instructional activities
- Attends to whether the student can craft polished, thorough and justifiable answers, *performances or products*
- Achieves validity and reliability by emphasizing and standardizing the appropriate *criteria for scoring* (rubrics)
- Involves ill-structured challenges and roles that are reflected in *authentic, real-world tasks*

Standards of Authentic Assessment

-Fred Newman

- **Higher Order Thinking**
 - **Application**
 - **Analysis**
 - **Synthesis**
 - **Evaluation**
- **Depth of Knowledge**
- **Connectedness to the World**
- **Substantive Conversation/Collaboration**
- **Social Support for Achievement**

Other Considerations

- **Mirror issues and problems that reflect complex challenges faced by adults**
 - **Open-ended; ill-structured**
 - **Complex**
 - **Real-life/authentic**
- **Require a production or performance**
- **Relate to specific purposes of the audience**
- **Based on a specific purpose that relates to the audience**
- **Allow student to personalize the task**
- **Provide in advance task, criteria, and standards for evaluation to guide student's work**

Creating an Authentic Task

Questions to Ask:

(1) What should students know and be able to do? This list of knowledge and skills becomes your

GOALS AND OBJECTIVES



(2) What indicates students have met these standards? To determine if students have met these standards, you will design or select relevant

AUTHENTIC TASKS



Creating an Authentic Task

(3) What does good performance on this task look like? To determine if students have performed well on the task, you identify and look for characteristics of good performance called . . .

CRITERIA



(4) How well did the students perform? To discriminate among student performance across criteria you create a . . .

RUBRIC

Creating an Authentic Task

RUBRIC (another workshop!)



**(5) How well should most students perform?
The minimum level at which you would want most students to perform is your...**

**CUT SCORE or
BENCHMARK**



**(6) What do students need to improve upon?
Information from the rubric will give students feedback and allow you to ...**

ADJUST INSTRUCTION

Characteristics of Authentic Tasks

Traditional ----- Authentic

Selecting a Response ----- Performing a Task

Contrived ----- Real-life

Recall/Recognition ----- Construction/Application

Teacher-structured ----- Student-structured

Indirect Evidence ----- Direct Evidence

Types of Authentic Tasks

Constructed Responses

i.e. typing test, completing a step of science lab, on demand exhibit a skill

Products

i.e. essay, story, poem, research, exhibit, portfolio, lab report, newspaper, poster

Performances

i.e. conducting an experiment, musical, debate, oral presentation

Authentic Assessment

- **Service-learning projects should meet real community needs.**
- **In order to provide authentic learning opportunities for youth, programs must actively engage the community in identifying needs.**
- **By addressing an important community need, student actions take on greater value and importance.**
- **Students can then see their actions making an impact even as they learn and apply academic skills.**

- **Authentic needs assessment is often verified through:**
 - **Various sources of media**
 - **Conducting surveys;**
 - **Observation, community mapping and research;**
 - **Census information or**
 - **Discussion with an informed community member.**

A Community Collaboration: Grades K-12

- **Eight hundred public school students in Rhode Island have worked together in a cross-age service-learning project to produce food that will feed people who are hungry in their community.**
- **The local food bank has received five tons of produce from the students' gardening efforts over four years.**
- **While older students teach younger ones about civic involvement, the environment, and how everyone can have a role in ending hunger, both groups enjoy working in the gardens and greenhouse--the latter built through the support of local businesses and volunteers.**
- **The broad scale of this project has encouraged the whole community to explore how food, agriculture, abundance, hunger, and society interconnect.**
- **from *The Complete Guide to Service Learning*, Cathryn Berger Kaye**

Quilting: Grade 2

- In a second-grade class, a teacher read *The Teddy Bear* to initiate conversation about people who are homeless. Students eagerly discussed people they had observed in their semi-rural Washington state community who seemed to have no residence.
- The children expressed concern and wanted to know who helped people who were homeless in their community.
- A speaker from a local shelter was invited to answer prepared questions and listen to students' ideas for helping.
- The class decided to make two quilts that could be used at the shelter.
- Students applied math and art skills and learned to sew. With parental assistance, they delivered two quilts for permanent use at the shelter.
- from *The Complete Guide to Service Learning*, Cathryn Berger Kaye

Bus Routing

- **Students respond to poor bus routes by surveying the community and collaborating with bus system employees to determine where need is present**
- **This results in a change in bus routes to neighborhoods previously neglected.**

- **A critical aspect of meaningful service is to develop projects that not only meet a community need, but also are clearly connected to deep and meaningful learning and experiences.**
- **If everyone involved in the project can see the power of the work being accomplished, both the impact of service and the learning of the students will be strengthened.**

Passports

- **Students will make a passport that they will fill with information from their classmates.**
- **The passport will contain the same number of pages as the number of students in class.**
- **Each passport will contain information on each student in class (minus one page for owner of passport).**
- **Each student must interview classmates, enter (write) information on student pages, and get a sticker from each student interviewed.**
- **When passport information gathered is finished, students will decorate the covers of their passports.**
- **The information to be gathered includes favorite color, favorite thing to do (activity), favorite food, and favorite place. Other information may be added by the students at their choosing.**
- **The object of this task is to help students celebrate human diversity, get to know each other, learn how to gather information through interview questions, and practice writing skills.**

Passport Rubric

Rubric—Task #1

	Always	Sometimes	Never
Sentences are clear/complete.	_____	_____	_____
Beginning capitals used.	_____	_____	_____
Proper punctuation used.	_____	_____	_____
All pages are complete.	_____	_____	_____
Student shows creativity.	_____	_____	_____
Spelling is correct.	_____	_____	_____
Passport shows good information-gathering skills.	_____	_____	_____

Always—5 points

Sometimes—3 points

Never—0 points

Universal Declaration of Human Rights

- **A fourth grade class is studying the Declaration on the Rights of the Child and the Universal Declaration of Human Rights.**
- **The teacher had the group brainstorm ideas, identify projects, and conduct related research.**
- **The results of the brainstorming included students creating a presentation on the Rights of the Child that was given at City Hall and the governor's mansion.**
- **The students organized and participated in a peace site rededication and a peace prize festival.**
- **They also wrote and performed a play about child labor. After they performed the play for the local school board, the board agreed that the district would not buy soccer balls made by child labor.**
- **Through this experience the students worked on public speaking, interviewing and photography skills.**
- **They regularly discussed what they learned, wrote in their journals, and analyzed related issues.**
- **In our schools, they would have also addressed issues related to human dignity clearly related to social teaching's emphasis on economic and social injustices.**

Threat of buckthorn

- **In an eighth grade science class, students were discussing the growing threat of buckthorn – a tall non-native shrub that spreads aggressively forcing out local flora including tree saplings.**
- **Students did an issue analysis, community education program and cleanup projects.**
- **The students divided themselves into action groups to research and respond to the problem, with different groups focusing on educating elementary students, conducting public surveys, contacting media outlets, and designing a brochure for a river bluff specialist.**
- **In the spring the students helped the county Parks Department with a buckthorn removal project.**
- **Besides the many academic and social skills embedded in this project, the experience could also be seen as a response to another of the social teachings – Stewardship of Creation.**

The letter “Q”

- **In studying the letter “Q” the kindergarten teacher read the children books about quilts, both fiction and nonfiction, to give them the historical and cultural backgrounds on the origins of quilts.**
- **They reflected on how quilts relate to family traditions and discussed the emotional and physical comfort a quilt can provide.**
- **The children then created a quilt to comfort a baby residing in a nearby shelter.**
- **When the quilt squares were completed and stitched together, each child took the quilt home where parents and students wrote and drew their thoughts and impressions in a journal that accompanied the quilt.**
- **The process culminated when the baby and mother visited the classroom and received the quilt.**
- **The bedrock principles are human dignity, community, and a preferential option for the poor – are all addressed in this activity for the very young in our schools.**

Making Healthy Food Choices

Analyze the school's lunch menu and plan a breakfast, lunch, dinner and snacks that would meet the daily requirements of the food pyramid (students must choose foods from the school's lunch menu to start planning their menu):

- *Knowledge*: Know what constitutes healthy foods.
- *Application*: Make a food plan for one day.
- *Communication*: Explain how the food plan aligns to the food pyramid.

Procedures

1. *In order to skills explain the effects of health related actions on the body systems*, students should experience sufficient learning opportunities to develop the following:
2. Have students review and discuss the assessment task and how the rubric will be used to evaluate their work.
3. Provide students with a food pyramid chart complete with daily requirements.
4. Display food serving sizes
5. Discuss what foods belong in each category.
6. Bring in menus from various restaurants and practice analyzing different meal selections
7. Each student should have a copy of the school lunch menu and a copy of the food pyramid
8. Students begin by drawing a food pyramid reflecting the servings and foods listed on the school menu
9. Then, students should add breakfast, snacks and dinner to their pyramid
10. Students will complete a daily food plan (placing their food selections on a food pyramid).
11. Evaluate the student's performance using the rubric and add the scores to determine the
12. performance level

Authentic Tasks and Objectives

GOAL: The school will provide opportunities for students to expand their learning experiences in real world settings with an emphasis on community settings and multicultural and multidisciplinary experiences.

AUTHENTIC TASK:

OBJECTIVE:

SMART?

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Aligned / appropriate
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Authentic Tasks and Objectives

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Writing Objectives Using Authentic Assessments

My School GOAL:

AUTHENTIC TASK(S):

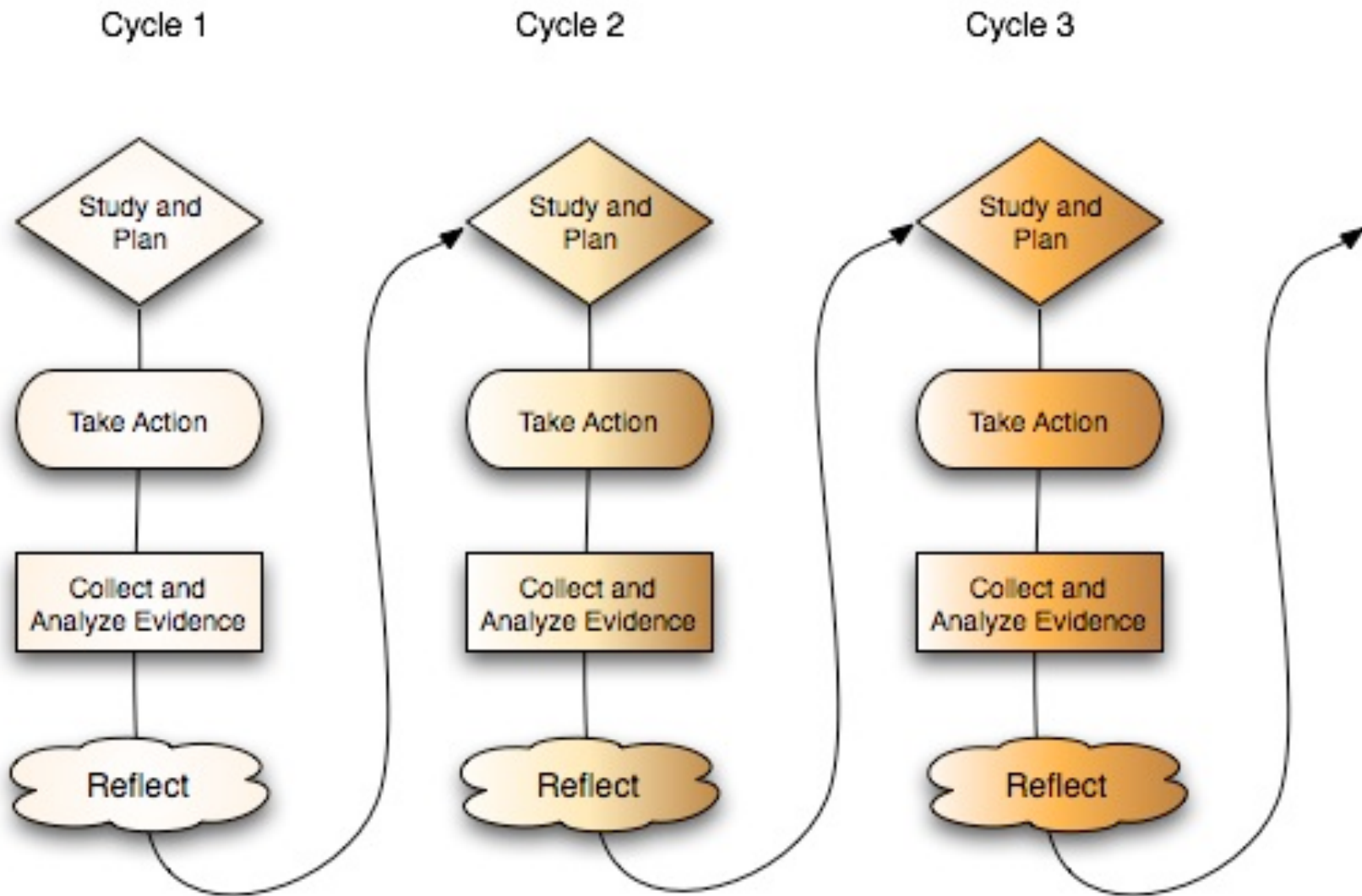
OBJECTIVE 1:

OBJECTIVE 2:

Teacher Action Research

- 1. Selecting a focus**
- 2. Identifying Research Questions**
- 3. Describing an Intervention**
- 4. Collecting Data**
- 5. Analyzing Data**
- 6. Reporting the Findings**
- 7. Taking Informed Action**

Progressive Problem Solving with Action Research



Encouraging Reading

- **Observing**
While marking, you notice that the students' work from one of your courses contains very little that you haven't given them either in handouts or as a lecture. There is little evidence of outside reading. You consider this a cause for concern because you feel that getting students to "read around a subject" is an essential part of education.
- **Reflecting**
For such a concern to be translated into an action-research project you need to think about why you have a concern and what, if anything, you can do to improve matters. You consider your assumption that "reading around a subject" is a "good thing" by discussing with others whether or not they agree that this should be encouraged. This discussion confirms your view.
- *What can I do to encourage additional reading?*
- *Can I change the way the students are assessed so that they are encouraged to read more?*

Resources

- <http://jonathan.mueller.faculty.noctrl.edu/toolbox/index.htm> (Authentic Assessment ToolBox)
- <http://www.uwstout.edu/soe/profdev/assess.shtml> (On-Line Assessment Resources for Teachers)
- <http://www.ncrel.org/sdrs/areas/issues/methods/assment/as800.htm> (Ensuring Equity with Alternative Assessments)
- <http://mailer.fsu.edu/~jflake/assess.html> (Authentic Assessment Links)
- <http://ozpk.tripod.com/assess.html> (Assessment Matters)
- <http://webquest.sdsu.edu/rubrics/weblessons.htm> (rubric resources)
- <http://rubistar.4teachers.org/index.php> (rubric maker)
- <http://www.servicelearning.org/> (service learning)
- http://www.newhorizons.org/strategies/service_learning/front_service.htm (service learning)
- <http://www.service-learningpartnership.org/site/PageServer> (service learning)
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- Linda Quinn (lquinn@jcu.edu; 216-397-4693)