

Modes of Assessment

The biggest challenge for the assessment of students is to be constantly assessing them. I have accomplished this, by having multiple modes of assessment. Through the benefit of technology, they can be assessed in class and out of class relatively easily. Through tools such as Kahoot, Quizizz, and Google Drive I am able to check in with them habitually throughout the semester and work with them through their understanding. Throughout this unit they had two major summative assignments and those were the chapter tests. Most students either met or exceeded expectations on these assessments as a result of, what I believe to be, the multitude of formative assessments that happened beforehand. The major formative assessments that took place were the storyboard conditional statements assignment, the floor graph scavenger hunt, and the geogebra projects. These assessments touched on many of the multiple intelligences and because of this I was able to relay the content in different ways to all the students to help with their understanding.

Scoring Procedures

Everything that was scored had a very clear rubric or checklist to go with them. If you see the tests they all have it labeled clearly at the top how many points the test is worth, how many points each individual question is, and afterwards they see how many points they scored on each questions. I follow this practice with my quizzes as well. This is great for the students and they learn how to time manage so they spend time on the questions that may be worth more points. In addition to the clearly labeled scoring, I also have individual conferences with each student after their test to talk about their mistakes and clear up any misconceptions. For the projects where they are graded on a rubric or checklist, the students can always find the rubrics or checklist online (in case they lose their paper copy) and I was always sure to give them at least two class periods to complete their projects so they could come see me in case they had any questions.

Self-Assessment

Self-Assessment was definitely the trickiest to make meaningful in the math classroom. Especially to differentiate it from the hackneyed idea of homework as self-assessment. A lot of my students struggle with self-confidence in their answers and are shy to share in the math classroom. I'm not sure if this is a cultural thing in Korea or if it is common everywhere, but it is something I have definitely noticed more of in Korea. As a result of this, it has been a challenge to have students complete self assessments or not be afraid to say their incorrect or correct. Some of the self-assessment that we did was in our checking for understanding where we would do fist-to-five consistently or 3-2-1 reports (my favorite) before the exams. I believe these helped the students and also encouraged them to stay focused in the class.