[Course Number]

There are many authors who want to communicate ideas about assessment and how to think about and consider what types of assessment approaches affect student learning. This assignment allows you to explore a topic of interest related to assessment as you select an article to discuss with a group of your peers.

One approach to finding articles is to go to a national association's web page to see what types of journals are published for teachers. Once you know the name of the journal you can then go to the Oesterle Library website to find the article and its permalink or go to the appropriate website and send the URL that directly accesses the article…and you can do an "old fashioned thing" and provide paper copies.

You will be selecting a topic for your group that deals with assessment to foster student learning, develop a reading guide, and prepare to lead a discussion.

Peer Led Discussion aka Professional Article Study
You will select an assessment issue and find an article from one of the journals listed below that was published between XXXX-XXXX.

Assessment Issues/Topics	*Journal Choices*
• Assessment for student learning • Assessment of teaching (look for a focus on the Danielson model, if possible) • Balanced Assessment • Diagnostic Assessment • Effective feedback to students • Formative Assessment • Grading • Looking at students' work (sometimes referred to as data-driven decision making) • Measuring student learning • Performance assessment • Standardized testing • Summative Assessment • Work sample assessment	• American Educator • Australian Primary Mathematics Classroom • Childhood Education • Education Digest • Education Week • Education Week Teacher http://www.edweek.org/tm/tb/index.html • Educational Leadership • Kappan • NEA Today • Reading Teacher • Science and Children • The Elementary School Journal • Voices from the Middle • Other?...run it by me first (Do not select Higher Education journals or topics written for college or university teaching.)

You will act as a discussion leader for one article discussion session which is conducted in small groups. Plan to use 20 – 30 minutes for this discussion. As part of this responsibility, you will
   • Identify an article of interest related to course content for Elementary Assessment in the Learning Environment (see the list above)
   • Make enough copies for the group and distribute with adequate time for each group member to thoroughly read the article (see course calendar for your date to distribute your article)

- Lead a small group discussion on the content of the article and related issues.
  - Create a reading guide for the small group and make enough copies to distribute to the class and instructor on the discussion date (see course calendar for the date you will facilitate)
  - Be prepared to offer insights from the discussion to the class as a large group. You may also wish to do some additional research on the topic to deepen your own understanding beyond what is in the article.

Article Identification
The article chosen for discussion need not be lengthy, but must be clearly relevant to aspects of the course, providing a good source of debate, discussion, and/or analysis. Select an article that was published between XXXX-XXXX. Distribute the article to your pre-determined small group ([and Instructor]) so that each group member has an adequate opportunity to read the article before discussion. See course calendar for the date.

Discussion Facilitation
A strong teacher must be able to facilitate productive dialogue that does not waste people's time yet allows opportunity for the sharing of varied opinions. This experience will provide an opportunity to hone these skills. The facilitation of the discussion must result in a discussion that is substantive, exploring BOTH the content presented in the reading and the applications students wish to relate.

Furthermore, the facilitator must endeavor to include all students in the dialogue and refrain from dominating the conversation. Instead, the facilitator guides the discussion, prompting others to be engaged, while also appropriately sharing his/her own thoughts in due measure.

Reading Guide
An example of the Reading Guide is provided as a general guideline not as an exact format that must be followed.

The Reading Guide must include each of the following components:
- Discussion Questions (Ideally, include a range of the Cognitive Taxonomy)
- Reading Summary (See next page for guidelines on writing the summary)

In general, it is understood that the reading guide will be used by the discussion leader to guide the discussion with a copy distributed to each student in the class and the instructor at the conclusion of the discussion.

Grading
Grading of this component will be determined by using two evaluative tools, a peer evaluation (responses will be aggregated and reported back to you) and an evaluation of the article choice, reading guide, and facilitation (completed by me).

How to Write a Summary
Adapted from How to write a summary. (n.d.). Retrieved from
http://public.wsu.edu/~mejia/Summary.htm

How to Write a Summary

A "stand-alone" summary is a summary produced to show that you have read <u>and</u> understood something.

How to produce a summary:

1. Read the article to be summarized and be sure you understand it.
2. Outline the article. Note all the major points. [Also note the headings used in the article…these are usually an indication of the major points or where they can be found.]
3. Write a first draft of the summary without looking at the article.
4. Always use paraphrase when writing a summary. If you do copy a phrase from the original be sure it is a very important phrase that is necessary and cannot be paraphrased. In this case put "quotation marks" around the phrase and note the page number where the phrase appears.
5. Target your first draft for approximately ¼ the length of the original article.

The features of a summary:

1. Start your summary with a clear identification of the type of work, title, author, and main point in the present tense.

   Example: In the feature article "*It can be done, it's being done, and here's how*," the author, Chenoweth, presents her ideas on how low performing schools can turn student achievement around by focusing on the effective use of data from student learning to make changes.

2. Check with your outline and your original to make sure you have covered all the important points.

3. <u>Never</u> put any of your own ideas, opinions, or interpretations into the summary. This means you have to be very careful of your word choice.

   You can communicate your ideas, opinions, and interpretations through the way you write some of your discussion questions and how you aid and implement your discussion with your peers.

4. Write using "summarizing language." Periodically remind your reader that this is a summary by using phrases such as *the article claims, the author suggests, etc.*

Peer Evaluation of Article Facilitation/Discussion

Name of Discussion Leader _____

	3	2	1
Preparation	It was evident that this person knew the article and the issues well.	There is evidence of adequate preparation and that this person understands the article and issues.	Little or no evidence that this person was prepared to facilitate this discussion or understood the issues
	All major ideas from the article were represented in the prepared questions.	Most major ideas from the article were represented in the prepared questions.	Few major ideas from the article were represented in the prepared questions.
Questioning	Demonstrates use of effective questioning techniques, able to synthesize information from group members	Restates information from some group members and uses some questioning techniques	Does not use effective questioning techniques and/or unable to synthesize information from group members
	Questions helped me understand issues/ideas <u>from the article</u> to understand the author(s)'s purpose and my opinions and the impact on me now and in the future	Questions somewhat helped me understand issues/ideas <u>from the article</u> to understand the author(s)'s purpose or my opinions and the impact on me now and in the future	Questions primarily focused on my opinions and the impact on me now with few or no questions on issues/ideas <u>from the article</u> and understanding the author(s)'s purpose
Facilitation	Presented a recap of the most important points of the article or asked us a few questions about the article to see what we had learned from it.	Read article summary from reading guide.	No recap provided. Started with the first question or had us read the article summary orally or silently.
	Starts discussion by asking a great question and posing interesting issues	Discusses the topic in an open and engaging manner	Starts the discussion
	Invites other ideas and is receptive to other perspectives	Is receptive to other's comments	Shut others down or interrupted/switched to someone else
	Able to absorb ideas from group members, guides the group without dominating	Guides the group but sometimes dominates and/or does not absorb ideas from group members	Fails to guide the group and/or dominates group
Use of Time	Used time effectively to explore the main points of the article and to expand on ideas.	Used time adequately to discuss the main points.	Time not used well. Discussion fell short of exploring the main points.

1. Strength of the discussion (What helped me understand the main points of this article?)

2. Suggestions (What <u>would have helped</u> me understand the main points of this article?)

Adapted from Wood, P. R. (2010). Can we discuss this? *International Review of Business Research, 6*(3), 20-29.

Article Review & Discussion Grading Guidelines

Student Name: Date:

Component of Evaluation	3	2	1	Pts.
Article Selection *(provided to group)*	Article is relevant and substantive Related to course topics	Article is marginally relevant and/or substantive but lacking in appropriateness	Article is not relevant or substantive or was not provided to the group at least one week prior to discussion.	
Reading Guide Summary & Documentation	Guide demonstrates an impressive understanding of how to summarize relevant points while giving appropriate bibliographic credit.	Guide demonstrates an adequate understanding of how to summarize relevant points while giving appropriate bibliographic credit. Some important points missing	Guide demonstrates an inadequate understanding of how to summarize relevant points and/or give appropriate bibliographic credit. Citation of direct quotes missing.	X2= /6
Reading Guide Discussion Prompts - construction	a. Wording of the question promoted a solid discussion on the main topics in the article and participants' personal experiences. b. All major points represented.	a. Wording of the question promoted a discussion that was primarily balanced toward personal experiences only. b. Most major points represented	a. Wording of the question promoted limited discussion. b. Few major points represented.	
Reading Guide Discussion Prompts- balance	Guide provides relevant discussion questions related to the main issues in the article or to participants' experience to get to the issues with relevance and depth of thought.	Guide provides appropriate discussion questions of relevant issues primarily focused on participants' experience or opinion.	Guide provides cursory or inadequate discussion questions OR fails to focus on relevant issues.	X2= /6
Discussion Facilitation	Well prepared, does not dominate discussion, seeks contributions from all members, and communicates value.	Prepared, does not overly dominate discussion, and seeks contributions from all members.	Prepared, but dominates discussion or fails to seek contributions from all members or ill prepared to foster good discussion.	
Discussion Professional Development	Facilitator does a wonderful job of nurturing a dialogue that enhances participants' professional growth and development.	Facilitator nurtures a dialogue that enhances participants' professional growth.	Facilitator fails to nurture a dialogue that enhances participants' professional growth, though it may be a beneficial conversation.	
			Total	/24