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specific, they would end up paying attention to no one at all. The resulting piles of hyperspecific assignments that you teachers that they would end up paying hundreds of attention to be a classroom teacher, you'll soon know the realistic aims. If you are preparing to be a classroom teacher, you'll soon know the realistic aims.

Decision Time

On-Demand Assessment

Dolly Davis is a fourth-grade teacher who has set up her social studies activities on a mastery learning basis. Students are allowed to work through most of their social studies assignments at their own speed. Much of the social studies program in Dolly's class is based on reading assignments, so students can move at their own pace. When students believe they are ready to demonstrate mastery of the social studies skills and knowledge that Dolly has described in written documents distributed early in the school year, students set up an oral assessment. Dolly then spends 10 to 15 minutes presenting a series of short-answer items that students must answer orally. So that students do not discover from previously assessed students what the items on the assessment are, Dolly selects items at random from

a pool of nearly 50 items for each of the 4 major social studies assessments during the year.

Although most students seem to appreciate Dolly's willingness to let them be assessed when they're ready, several students have complained that they "got a harder test" than some of their classmates. The dissatisfied students have encouraged Dolly to retain her mastery learning model, but to assess all students at the same time.

Dolly is deciding whether to maintain her on-demand oral assessments or revert to her former practice of using written examinations administered to the entire class at the same time.

If you were Dolly, what would your decision be?

(by simply having students write an smaller-scope aims (such as the student word choice, and proper spelling). The concept of measurability is why. A mere two paragraphs ago you broadly—so they subsumed more must also be sure your students' by a single, conceptually unitary of separate assessment tactics. B it is to arrive at instructional design assessment tactics.

To illustrate, when teachers' national persuasive essay by asking sample) from scratch, those to the student's punctuation skill at one time. A unitary assessment sloop, captures students' mastery knowledge. The way to use about their composition prowess—is an example of On the other hand, if curricular aim is by relying tactics, then unitary measurement had formulated a curriculum, (2) similarity, (3) content. However, in order to design separate sets of items within subcomponents of the you can see, does not constitute mastery. The five distinct