**Task 2: Observational Checklist**

Tasks to construct assessments will be based on the state standards. A minimum of 2 indicators should be included with each task. In completing your work, refer to the rubric for this task.

The purpose of this task is to create an observational checklist for use in the classroom.

*Purposes:*

*Students will describe the advantages and disadvantages of the different forms of assessment in general, and for specific content areas, developmental levels, and special needs students.*

*Students will develop an assessment appropriate for instructional decisions.*

*Students will be able to administer, score, and interpret results from teacher-produced assessments.*

*Students will develop rubrics and checklists to use in grading.*

**Directions**

* Identify the achievement standard and indicators to be assessed.
* Classify each indicator to the revised taxonomy levels based on the content and wording of

the indicator. Include both levels (cognitive and knowledge dimensions) in your classification

* Create measurable learning objectives related to the indicators. Discuss the behaviors to be measured and how they relate to the indicators.

\*\*MAKE SURE THAT THE ELEMENTS ARE OBSERVABLE BEHAVIORS AND NOT PRODUCTS\*\*

* Provide a scenario for the use of the checklist, describe how it will be used, where it will be used, for the period of time, etc.
* Defend use of this assessment method for the indicators chosen.

Checklist:

* + Provide directions for teacher use as it relates to the scenario. Discuss the method to use for recording observations. Consider – what will you do if the behavior is not seen?
* Discuss how the information will be summarized for individuals. What information will be useful to tell how an individual performed? Are you able to defend which student did better (worse) than others?
* Discuss how the information will be summarized for the class. What information would you use to determine how the class performed overall?

\*\*MAKE SURE THAT THE ELEMENTS IN THE CHECKLIST RELATE TO THE INDICATORS\*\*

* Given the results from using the checklist, how can you use the information to inform your teaching?

**\*\*Provide the instrument in a format ready for teacher use\*\***

**Task 2 Rubric: Observational Checklist (Total Points: 20)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Achievement standard/indicators | 0  Not stated or inappropriate | 1  Stated and appropriate |  |  |
| Classification of Indicators | 0  Not discussed | 1 2  Stated, but classifications are off target | 3  Stated clearly and classifications mostly on target and justified |  |
| Measurable Objectives | 0  Not provided | 1  Learning objectives stated, but are not measurable | 2  Learning objectives stated, but are not described in concrete terms for all indicators | 3  Learning objectives stated in measurable, concrete terms for all indicators |
| Scenario | 0  Scenario for checklist unclear or does not make sense | 1  Scenario to use observation checklist clear and makes sense |  |  |
| Choice of assessment format | 0  No discussion | 1  Discussion of why format is appropriate assessment strategy is unclear or shallow | 2  Discussion shows a clear, detailed preference for the assessment strategy |  |
| Directions for use and Method for recording observations | 0  No description | 1  Limited description or recording method does not make sense` | 2  Description of the method is unclear or recording method makes sense | 3  Description of the method is clear and recording method makes sense |
| How information will be summarized for individuals | 0  No discussion | 1  Discussion regarding how information will be used is unclear or not defended | 2  Discussion regarding how information will be used is limited or not clearly defended | 3  Discussion regarding how information will be used is clear and clearly defended |
| How information will be used at class level | 0  No discussion | 1  Discussion regarding how information will be used is unclear or not defended | 2  Discussion regarding how information will be used is limited or not clearly defended | 3  Discussion regarding how information will be used is clear and clearly defended |
| Classroom Use | 0  No discussion | 1  Discussion regarding classroom use is provided |  |  |
| Misc (e.g. professionalism and quality of work)  Details provided | 0 | 1 |  |  |