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RareBooksClub. Paperback. Book Condition: New. This item is printed on demand. Paperback. 52 pages. Original publisher: Greenboro, N. C. : SERVE, SouthEastern Regional Vision for Education, OCLC Number: (OCoLC)53316581 Subject: Education -- United States -- Periodicals. Excerpt: . . . Making Decisions and notes or keeping checklists, needs Final Thoughts Taking Action to be organized, systematic, and The classroom assessment In most classrooms today, ongoing. It is a wise investment of initiative in North Carolina has teachers know a great deal about time to decide in advance which just begun. Feedback from their students. They have information to record and how to participants in workshops has accumulated a lot of information record it. been very positive. Many teachers using a variety of assessment find that the materials reinforce Teachers who have developed methods. Based on how they the assessment practices they are record-keeping strategies have interpret this information (that currently using. Other teachers the following suggestions about is, the inferences they make), have begun to explore ways to ways to begin: teachers may take any number use assessment in their classrooms Focus on a few children at of actions. They may decide, for to improve student motivation and a time. example, to reteach, to move on, learning. An important feature of Focus on a few objectives at to regroup for further instruction, the initiative is that schools and a time. to reassess certain learning individual teachers have multiple Date your observations. targets, or to assign a grade. entry points. For example, some Do not be too quick to give up The ultimate reason for assessing teachers are taking advantage of on a method, but do not stick students is to make various the Study Guide to learn on with it if it does not work ! types of...



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