

Effective Technology Related Assessment

Project-based learning

When Project-based learning and student presentations are implemented as ways to assess student learning and mastery of skills, then assessment becomes part of the curriculum rather than an intrusive, artificial measure. Pencil and paper tests or scripted lessons that dictate a product for which students have no ownership are ineffective in assessing student mastery of technology-related learning. For instance, English 3 TEKS call for students to “produce visual representations that communicate with others using a variety of forms and technologies such as videos, photographs, and web pages to communicate specific messages.” A multiple-choice test would hardly assess this learning objective.

Informal Assessment

The assessment of most projects will be informal assessments by the teacher for the purpose of monitoring learning and making necessary adjustments to the curriculum. Involving students in the assessment process is not only good teaching, state objectives call for student involvement. English 3 TEKS 21 C calls for students to use a range of techniques to plan and create a media text and **reflect critically on the work produced.**

Evaluation of projects can (and should) be both formative and summative.

Formative evaluation:

- Formative evaluations allow process to be evaluated, not just product. The PowerPoint or video itself is not what is important, but the students’ ability to plan and produce one.
- Students can keep learning logs (journals) where they record their progress, frustrations, and successes as they complete the project.
- A checklist can be used for teacher observation of the students’ progress.
- A brief teacher/student conference can be held midway through a project to discuss data gathered above. At this point, additional instruction may be needed for student success, or possibly the student has an idea how his project could be improved. It is important that the teacher and student are partners in this formative evaluation.

Summative evaluation:

- Both the teacher and the student, using a rubric that clearly specifies criteria and points possible, can evaluate the final project.

Source:

Shaffner, M. (2005). Assessment Instructional Module. *George Lucas Educational Foundation*. Retrieved October 3, 2005, from <http://www.edutopia.org/modules/Assessment/index.php>