The Power of Pre-Assessment

with Lisa Van Gemert

Let's Connect!

giftedguru.com

lisa@lisavangemert.com

facebook.com/GiftedGuru

pinterest.com/lisavangemert

@gifted_guru

slideshare.net/lisavangemert

Idea Alphabet

A. Agree/Disagree or Anticipation journal (What do you think you'll learn?)
B. Backwards questions (What don't you know?)
C. Concept maps & Cloze Passages (see bottom of handout)
D. Draw a picture/Graphic Organizers
   - (the smart art secret)
   - bit.ly/graphic-org
   - bit.ly/graphic-org-2
   - bit.ly/graphic-org-3
E. Entrance/Exit Cards
F. Fun facts (list all the facts you can using funny statements or memes)
G. Guessing games
H. How-to instructions
I. Interest survey

- Google forms
- Survey Monkey
- Poll Everywhere

Sample questions:

How do you feel about _____?

What do you know about _____?

How does _____relate to you?

When we mention _____, what do you want to learn about it? _____

What learning experiences have you had with _____?

List all the words you know that best explain(s) _____.

If I asked you to tell me about _____, you would say _____.

secondary - bit.ly/secondary-interest

primary – bit.ly/elem-interest

J. Jokes (create jokes about the topic or explain them)
K. KWL (upgrade) charts bit.ly/kwl-upgrade
L. Lists
M. Matching pictures or terms
N. New to Me checklist (give list of terms, ideas, products and they check the ones they don't know)
O. Open-ended questioning
P. Picture interpretation
Q. Quick write
R. Round up (give out paper plates and they write everything they can think of on them responding to a prompt - see "Lists and Surveys" above)
S. Student demonstration or interviews
T. Traditional test
U. Upside Down and Backwards (give the hardest question of the formal assessment)
V. Very, Very, Quite Contrary (The hardest thing about _____ is _____.)
W. Writing evaluation
X. X-ray the topic (students explain the "bones" of the idea)
Y. Yes/No Cards (yes, I understand; no, I don't)
Z. Zebra got its stripes (students explain the most unusual aspect of the topic)

Talking the Talk

Be able to explain to students and parents…
• What is pre-assessment?
• When will we do pre-assessment?
• What will a pre-assessment look like?
• What will it tell me?
• Will the score "count?"
• Should grades be shared with parents?
• What will happen as a result of it?

Cloze Passage:

PURPOSE OF THE STRATEGY - Originated by Taylor (1953), a Cloze passage contains systematically deleted words. The Cloze procedure is used to (1) determine what students already know about a given topic and (2) to assess the suitability of a new text for students by testing their prior knowledge and language competence as they attempt to fill in the deletions.

STEP 1 - SELECTION Select a passage of approximately 250 words from a text that students have not previously read. Leave a lead-in of about 25 words. For middle/high school students, underline every fifth (5th) word until you have arrived at a total of 50 words. These words constitute the missing words that the student must supply. Leave the sentences after the 50th deletion intact.

STEP 2 - CONSTRUCTION Type the 250 word selection in a double-spaced format. Leave a blank for every underlined word. Make certain that all the blanks are the same length (8-10 spaces = _____). Create an answer key of the exact replacement for the 50 missing words.

STEP 3 - ADMINISTRATION Give your students written directions. Emphasize the fact that this is not a timed test, but a way for you to determine their background knowledge of the topic. Explain that they are to first read the entire passage and then attempt to fill each blank with a word that they think the author might have used. Allow them to take as long as they need to complete the task.

STEP 4 - SCORING To score the Cloze passage, count only exact replacements. Do not count synonyms as correct. Do not penalize spelling errors. The raw score is the number of words that are correct. Double this number to find the percentage. I.e., If there are 35 correct replacements, 35 x 2 = 70%.

Cloze Scores:

Material is too easy	Independent Level	60% and above
Material is about right	Instructional Level	40-60%
Material is too difficult	Frustration Level	under 40%

You Try It Constructing a cloze test

1. Select passage. From the content textbook select a passage of approximately three hundred words of continuous text. The passage should be representative of the reading level of the entire _____. The material must not _____ been previously read by _____ student. Complete paragraphs should _____ used.

2. Identify words to _____ deleted. Approximately 25 words _____ be left intact as _____ lead-in to the selection. _____ underline every fifth word _____ 50 words have been _____. These words will comprise _____ missing words to be_____ by the students. Words _____ after the fiftieth deletion _____ be left intact.

3. Prepare _____ stencil. Type the selection _____ a stencil, double-space format, _____ blanks for words previously_____. Care should be taken _____ make all blanks of _____ length.

B. Administering the Cloze Test
Duplicate the test_____ distribute one mimeographed copy _____ each student. Emphasize the _____ oral directions to your _____.

1. Supply one word _____ each blank.
2. Encourage guessing, _____ students should attempt to _____ all blanks.
3. Misspellings will _____ scored as correct as _____ as they are recognizable.
4. _____ cloze test will not _____ timed.
5. Before beginning, silently _____ through the entire test. _____ will then read it _____ to you before you _____.

C. Scoring the Cloze Test

Determine each student's raw _____ in the following manner:

1._____ only exact replacements as _____. Synonyms are incorrect.

2. Misspellings _____ the only exception to _____ above rule. Do not _____ the student for spelling_____.

3. Inappropriate word endings are _____.

4. The raw score will _____ the number of correct _____ for each student.

(Information on Cloze Passage strategy found at: http://english.byu.edu/novelinks/reading%20strategies/Anthem/cloze%20general.htm)