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Assessment and Service Learning

International Service Learning Conference

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Vermont Department of Education

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12-5-97

Assessment and Service Learning

Sponsored By:

International Service Learning Conference

✦✦✦

Guest Speaker:

Sheila Bailey

Consultant

Vermont Department of Education, USA

✦✦✦

NSLC
c/o ETR Associates
4 Carbonero Way
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Thursday, December 4, 1997

London, UK

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NSLC#1581

IT DOESN'T SEEM ANY GREENER TO ME.
© ERK

ASSESSMENT and SERVICE LEARNING

Workshop Objectives:

Participants will...

- Identify the difference between program evaluation and student assessment;
- Identify national efforts in the United States and issues in service learning and assessment;
- Review a tool to create learning activities which link standards, curriculum, learning goals and assessment;
- Identify resources for student assessment, including the National Study Group on Assessment and Service Learning.

WORKSHOP ACTIVITIES

- ✔ Introductions - Workshop Purpose, Objectives, Activities, and Your Questions?
- ✔ Define Service Learning - What is it especially good at teaching?
- ✔ A move towards "Standards-Based" Education
- ✔ Review NAEP Goal 3 - "Claims without the Proof"
- ✔ Where's the Proof? Difference between Program Evaluation and Student Assessment - What's the purpose of each? For whom?
- ✔ Essential Issues
- ✔ Basic Assumptions
- ✔ Handclapping Academy - What did we learn? What makes a good assessment?
- ✔ Best Practice - Planning Document
- ✔ Learning Activity - Pick a priority area you chose earlier?
- ✔ Products and Performances - What are they?
- ✔ Scoring Guides - Rubrics
- ✔ Sample Rubric
- ✔ Next steps and Closure

Service Learning

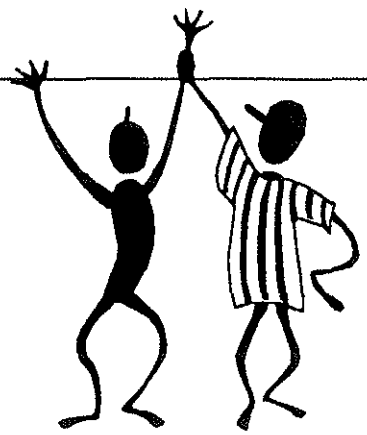
and

Education Reform

An Emerging View of Service Learning

Too Much Emphasis on...	To More Emphasis on...
Hours spent	Authentic assessment of learning
Service learning as a program	Service learning as a strategy
Service learning as isolated, add-on activities	Service learning as an integrated part of total curriculum
Service learning as isolated, short-term volunteer efforts	Service learning as comprehensive, long-term efforts
Individual development	Individual and community development
Teacher developed learning strategies	Teacher, student and community developed learning strategies
Cooperative activity	Collaborative activity
Professional Development for service learning as a "pull-out" training	Professional Development for service learning as "job-imbedded" learning

Activity-Based Curriculum	Standards-Based Curriculum
⇨ Activities are the means and the ends.	⇨ Activities are the means and standards are the ends.
⇨ Activities are selected based on their relationship to topic or theme and fit with other unit activities.	⇨ Activities are selected based on their utility in helping students learn and demonstrate attainment of knowledge and skills in the identified standards.
⇨ Assessment is based on expectations for particular products or performances (e.g. is the graph properly labeled?)	⇨ Assessment is based on criteria that are directly related to standards (e.g., knowledge of necessary content and concepts, ability to comprehend or to use specified problem solving steps.)
⇨ Communication with students, parents, and other teachers about student progress tends to be about activities and varied expectations.	⇨ Communication with students, parents, and other teachers about student progress is based on using the same standards for all students.



GOAL 3

NATIONAL EDUCATION GOALS PANEL

By the year 2000, American students will leave grades four, eight and twelve having demonstrated competency in challenging subject matter including English, mathematics, science, history, and geography; and every school in America will ensure that all students learn to use their minds well, so they may be prepared for responsible citizenship, further learning, and productiveemployment in our modern society.

OBJECTIVES

The academic performance of elementary and secondary students will increase significantly in every quartile, and the distribution of minority students in each level will more closely reflect the student population as a whole.

The percentage of students who demonstrate the ability to reason, solve problems, apply knowledge, and write and communicate effectively will increase substantially.

All students will be involved in activities that promote and demonstrate good citizenship, community service, and personal responsibility.

The percentage of students who are competent in more than one language will substantially increase.

All students will be knowledgeable about the diverse cultural heritage of this nation and about the world community.

When service learning is truly integrated into a system - the academics- it's very difficult to ascertain the impact of service learning because there are so many variables.

Participant
National Technical Assistance
Meeting on Service Learning
March 24-25, 1996

Do we need to assess the impact of service learning projects specifically? Why not have service learning integrated as one of the many teaching tools. I don't individually evaluate each method/activity I use with kids.

Participant
National Technical Assistance
Meeting on Service Learning

BASIC ASSUMPTIONS

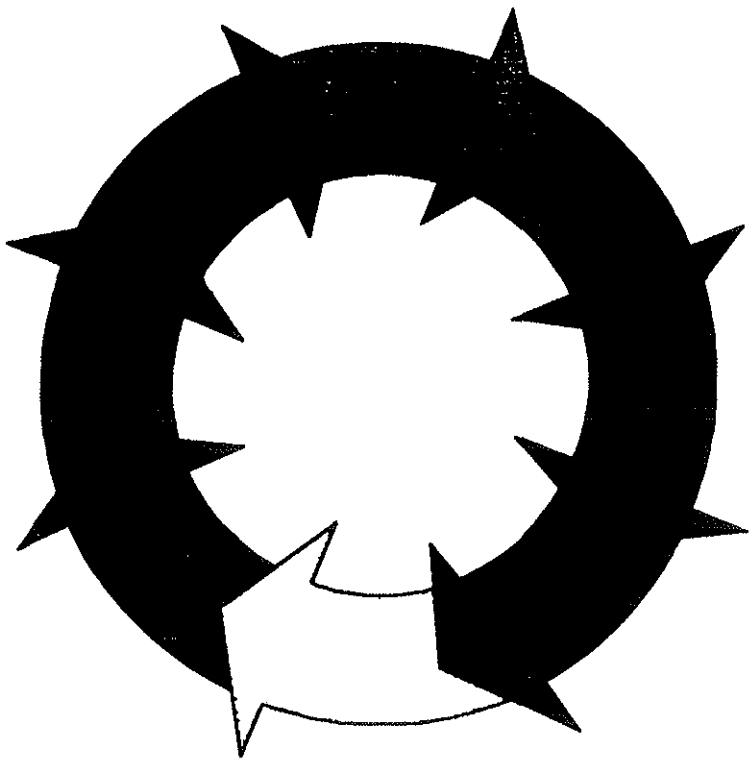
1. Assessment means STUDENT assessment; that is, assessment of the achievements and learning of individual students, or students working in a group.

2. Assessment is not program-focused, or concerned with number crunching (e.g. how many participants, how many hours of service). It is student focused.

3. Service Learning in not a "program;" it is a teaching and learning strategy.

4. Assessment shouldn't and can't "capture" everything...

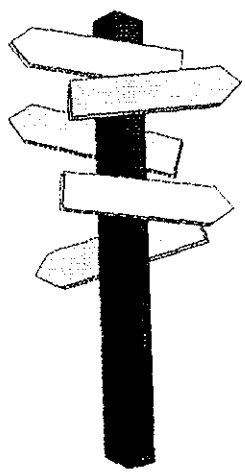
The role of assessment in education is to provide authentic and meaningful feedback for improving student learning and instructional practice.



SERVICE GOALS

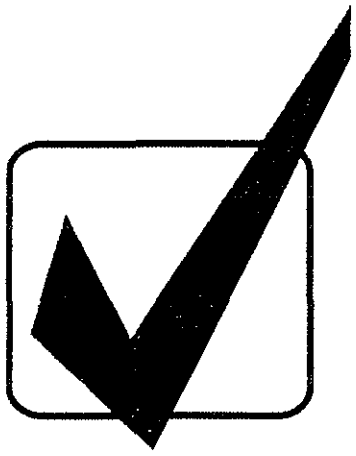
VS

LEARNING GOALS



If you know what your learning goals are...

You ALWAYS have a BASIS for assessment.



PLANNING DOCUMENT
National Study Group on Assessment

1. What do you want your students to know and be able to do?

2. What are their questions, concerns and issues?

3. What are the community's questions, concerns, and issues?

4. How will you meet 1, 2 and 3? What instructional strategy will you use?

5. Learning Activity (Must involve significant content; engage the students; promote active learning)

6. What products or performances will result from the learning activity? Which one(s) will be used as evidence of achieving 1, 2 and 3?

7. How will you rate or score the products or performances? What scoring guides will you use?

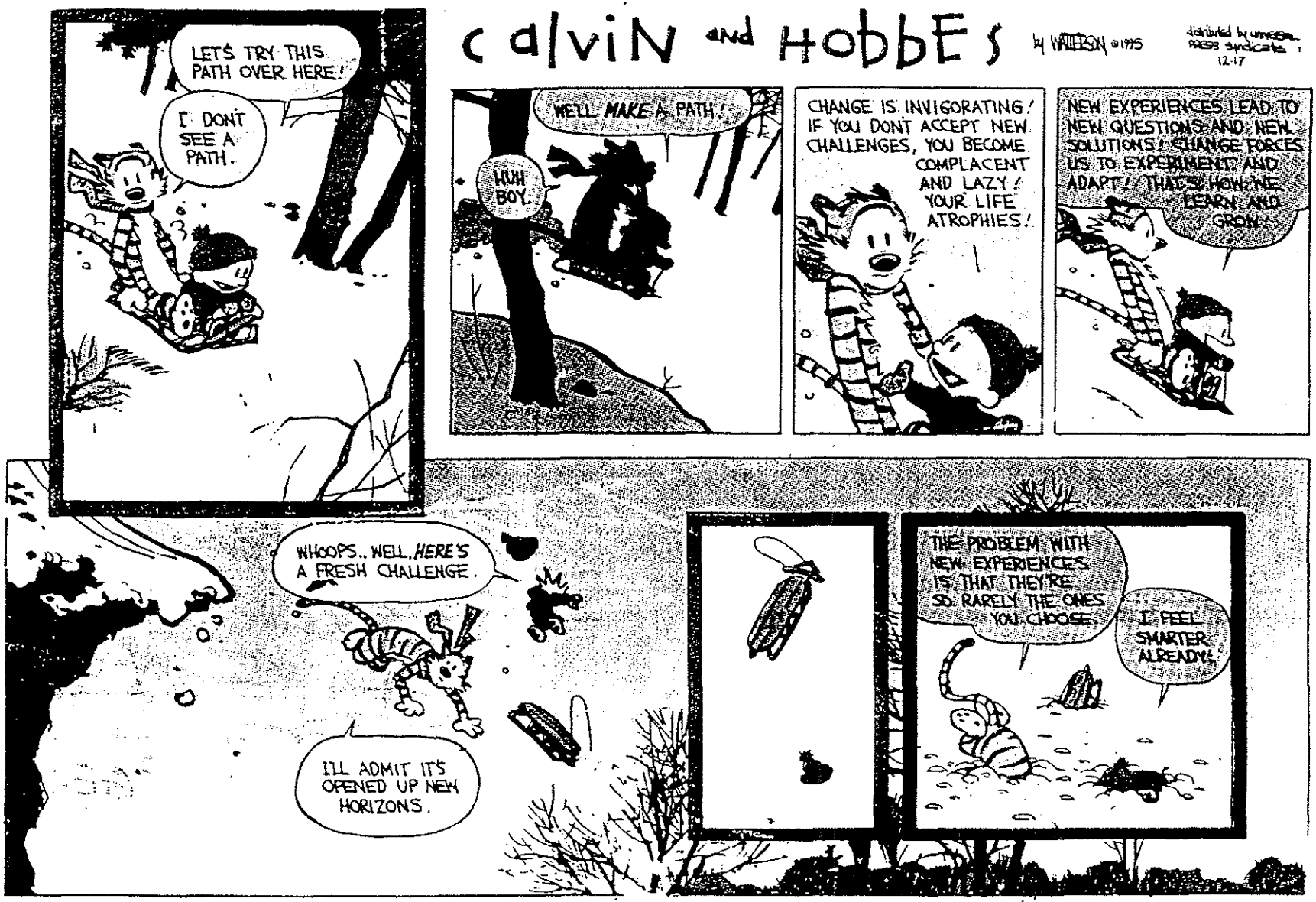
8. What tools will you use to measure the community impact as a result of the learning activity? How well did you meet #3?

9. Teacher: Reflect on the process. How did this work? How will you use the results? What unanticipated outcomes resulted? How will this activity be linked to local assessment systems? What would you do differently next time?

Criteria	Just Getting Started	Not Yet	Got It!	Wow!

DENNIS, THE MENACE

"I USE MY BRAIN EVERY DAY, JOEY. THAT'S WHERE I DO SOME OF MY BEST THINKING."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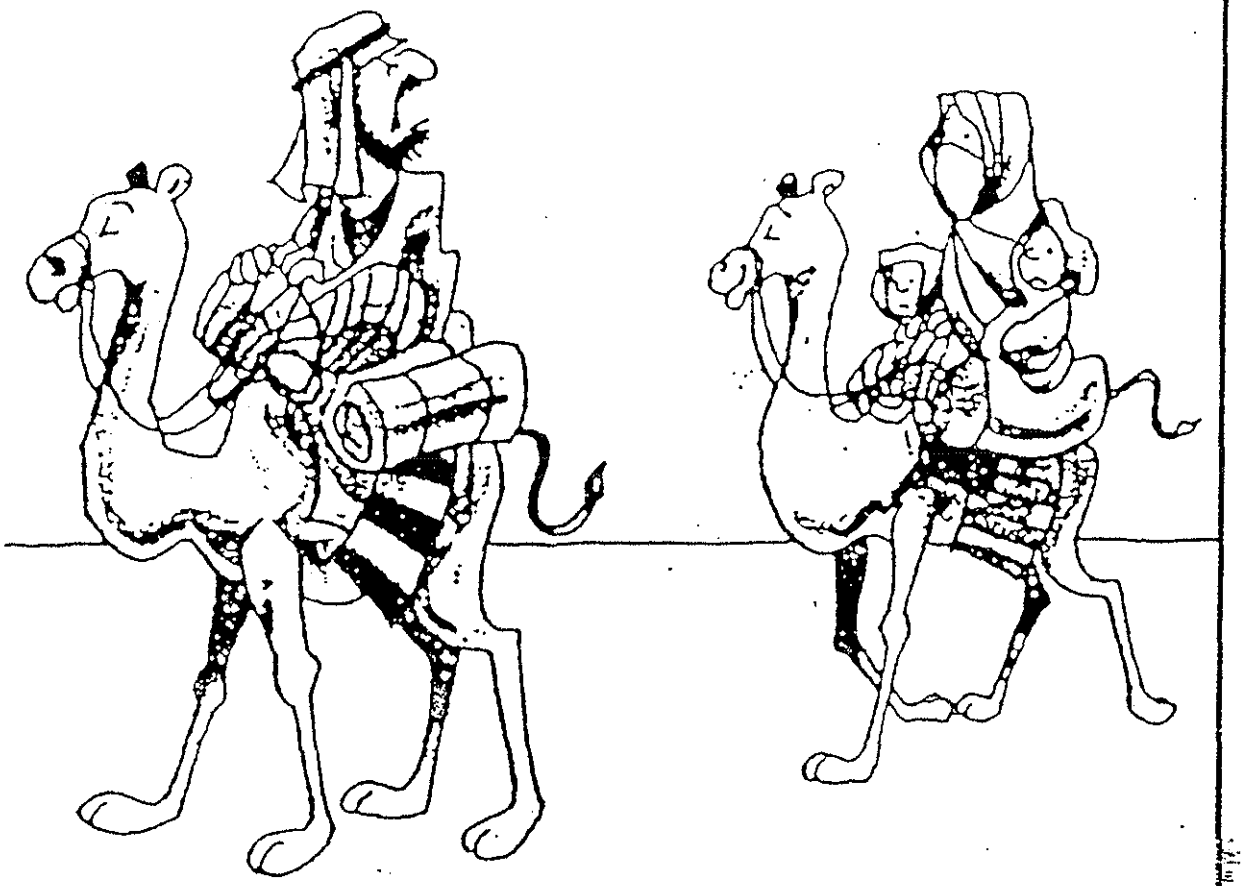
12-17
LET'S TRY THIS PATH OVER HERE!
I DON'T SEE A PATH.
WE'LL MAKE A PATH!
HUH BOY.
CHANGE IS INVIGORATING! IF YOU DON'T ACCEPT NEW CHALLENGES, YOU BECOME COMPLACENT AND LAZY! YOUR LIFE ATROPHIES!
NEW EXPERIENCES LEAD TO NEW QUESTIONS AND NEW SOLUTIONS! CHANGE FORCES US TO EXPERIMENT AND ADAPT! THAT'S HOW WE LEARN AND GROW!
WHOOPS.. WELL, HERE'S A FRESH CHALLENGE.
I'LL ADMIT IT'S OPENED UP NEW HORIZONS.
THE PROBLEM WITH NEW EXPERIENCES IS THAT THEY'RE SO RARELY THE ONES YOU CHOOSE.
I FEEL SMARTER ALREADY!



"Stop asking me if we're almost there!
We're *nomads*, for crying out loud!"