PRINCIPLES OF PRE AND POST-TESTING

1. Assignment pre-assessments

Why?

- Lots of our teaching is either too easy or too hard
- Find out what students can already do and teach them from there
- Students often only get one chance to demonstrate their ability in a skill and get judged on that

What?

- Really quick pre-assessment
- Quickly mark this against the rubric
- Assign students activities to get them to go up one level in the rubric
- Then when they do the assessment proper, they perform much better

2. External tests

Entrance tests

- Pre-testing
- Creative writing piece
- mark and give them an individual 'goal' list to refer to when they do their first assessment task, which is a creative piece of writing.
- The slips are cut out and given to students to look at a short time before they write and whilst they are doing their assessment:

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X's Goals
- Check spelling – get somebody to read it for you
- Use paragraphs
- Use a few stronger words and adjectives

Y's Goals
- Use complex sentences, not just short ones
- Use a variety of stronger words and adjectives
- Change the start of sentences – variety – not always the same
- Use formal English (kinda)

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PAT

- PAT testing is done at the beginning of the year
- to assess comprehension and the types of questions students are having trouble with.
- This is an example of the band explanations we use to put the students into groups.
- Each group will be given questions suitable to their development need. According to the 'working on' column.
- These bands also dictate the level of analytical question we give to them for their text response essay.

3. Teacher post-assessment

Students assessing the teacher directly

- Three questions Hattie thinks teachers should ask students about them:
    - "What should I keep doing?"
    - "What should I start doing?"
    - "What should I stop doing?"
- Ask:
    - Complete the sentence...
    - "Mr/s _____ could help me to learn better by..."
    - "Mr/s _____ helped me to learn by..."

Can teachers affect pre and post-testing results?

- Surveying students about instruction delivery methods
- Can this help us find out how effective we are?

4. Learning area pre- and post-tests

- pre and post test students
- Analyse the data
- Use the data to:
    - Differentiate instruction
    - Inform future teachers of students' point of readiness (ZPD)
    - Improve courses
    - improve teaching
    - identify teacher effectiveness
        - What can you do with this data?
    - Which skills are taught well?
        - Figure out how it was taught and replicate that elsewhere
    - Which skills are taught badly?
        - Is this because of how it is taught or its place in the course?
    - Which teachers taught well?
        - Figure out what they do that is transferrable and suggest others try that as well
        - Get other teachers to observe a teacher teaching a skill well
        - Film a teacher teaching a skill they teach well