

Assessment/Body Language/Questioning

Assessing Student Progress During
Instruction



Requires a new “paradigm”

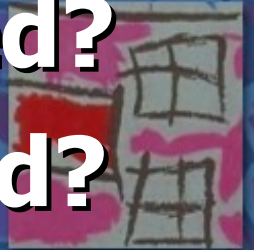
Assessment, data collection, feedback, and instructional adjustments are a fluid part of the teaching process





A Seamless Process with Instruction

- Continuous monitoring to determine understanding
- How are students reacting?
- Is the content flowing properly?
- Are the students interested?
- Are more examples needed?





Key Discussion Points

- **Observation**
- **Asking Questions**
- **Feedback and Praise**
- **Student Self Assessment – most powerful, under-used tool**





Formative Assessment

- Formative (informal) – occurs during instruction as you proceed with a lesson. The feedback is ongoing and provides corrective actions as the instruction occurs.
- It consists of informal observations, questioning, student responses to questions, homework, worksheets, and teacher feedback to students.





Informal Observation

- Informal observation is a very unstructured activity. There is no guide for how to do it.
- It is ongoing and contributes to vast information on how well students are taking in the content.





Informal Observation of Nonverbal Behavior

**Nonverbal communication is just as
powerful, vital, and impactful as
verbal communication**



Impressions

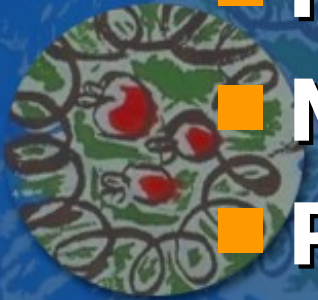
- **1st impressions are formulated within the first 100ths of a second you meet someone**
- **Usually correct**
- **Usually take significant time to overcome 1st impressions**





Nonverbal behavior

- **When words don't match actions/ demeanor – children get very confused**
- **Posture – body position**
- **Eye contact**
- **Facial Expressions**
- **Movement**
- **Presence - physical**





Informal Observation of Nonverbal Behavior

- **Body Language**
- **Facial Expressions**
- **Eye Contact**
- **As much as 93% of a message is communicated through nonverbal factors.**





Informal Observation of Nonverbal Behavior

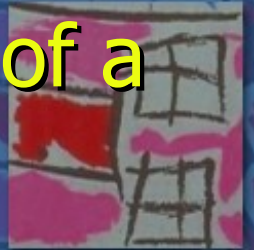
- Verbal messages are “punctuated” with nonverbal cues such as: confirming, confusing, emphasizing, and controlling.
- Research suggests that it is very difficult to disguise your nonverbal behavior, making it a very true indicator of student feelings.





Facial Expressions

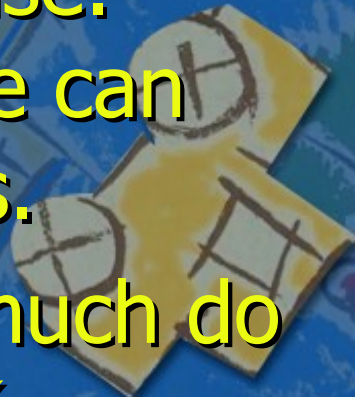
- The face is probably the most important source of nonverbal information.
- The face rarely distorts true meaning.
- Examples
- Learning to accurately interpret facial expressions can be very helpful in assessing student understanding of a topic.





Body Language

- Emblem – A body motion that serves as a substitute for a word or a phrase. Finger to lips means quiet. These can be different for different cultures.
- Impact on ESL students – how much do we know about communicating (non-verbally and verbally with them)
- Disrespectful?!





Body Language

- **Illustrator – A body motion used to increase clarity to what is being said. Hand motions for small or large, or a clenched fist to indicate anger.**





Body Language – Cont.

- Affect Display – This involves the position of the body, and certain gestures that tend to relay emotion. Consider the middle school child slumped in his desk with his arms and legs folded tightly (negative emotion)
- Regulators – How do you know when a student is willing to respond, or may want to respond?





Body Language – Cont.

- **Adapters** – Good indicators of attitudes, confidence, and anxiety. They include such things as picking at oneself, nail biting, and fidgeting – more serious = self mutilation, etc.





Gestures

- These are obviously arm and hand movements that supplement verbal messages.
- When gestures and verbal messages are well coordinated, there is usually a high level of understanding.
- Teachers can look for situations where there is discord between the two.





Voice Related Clues

- **Tone of voice**
- **Intensity**
- **Pauses**
- **Inflection**





Voice Related Clues

- **Word spacing**
- **All are indicators of level of understanding when considered in conjunction with the verbal message and other non-verbal cues.**





Physical Presence

- Distance from the learner
- Appropriate and varied distance
- Move throughout the room
- Movement should be frequent and inconsistent
- Impact of proximate?



What are some effective ways to become aware of these non-verbal tendencies?





Evaluating Non-verbal

- Surveys
- Peer-review/observations
- Administrative review/observations
- Third party – scripting
- Non-verbal mapping activity
- Video



The Role of Questions in Instruction (Common Formats)

- **Teacher led reviews of content – This can be a review or a drill to cover some specific knowledge.**
- **Discussions – These are used to promote student questioning and exchange ideas. They help clarify issues and promote thinking.**



Role of Questions

- **Recitations – This takes place as a part of the presentation of the material. The teacher asks questions to engage students in what they are learning. “WHAT”?**
- **Individual student questions – The teacher quizzes individual students to assess learning and target future instruction.**





Purpose of Questioning

- To involve students in the lesson
- To promote thinking and comprehension
- To review content
- To control students
- To assess student progress





Questions to Assess Student Progress

- State questions clearly.
- Match questions to learning targets
- Involve the entire class
- Allow sufficient wait time
- Give appropriate responses to students





Questions to Assess

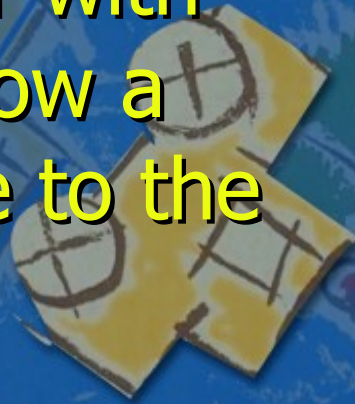
- Avoid yes/no answers
- Probe when appropriate
- Avoid tugging, guessing and leading questions
- Avoid “What do you think” questions
- Use appropriate sequence (knowledge to reasoning)





Feedback

- Relate to the standard – This implies that the student must be familiar with the standard to be able to see how a response does or does not relate to the standard.
- Include progress when possible.
- Indicate corrective action that can be taken





Feedback

- Use feedback frequently and immediately, if possible
- Be specific and descriptive (constructive criticism)
- Focus on key errors





Student Self Assessment

- A very effective and probably under used method of assessment.
- It emphasizes progress and mastery of content which results in increased confidence in learning.
- Student self assessment = p. 146.

