

Assessment Handout

Teachers have many responsibilities. One important responsibility is to assess student learning. What are some ways to assess student learning? What types of written assessments might you give your students? How might you use a computer to create written assessment handouts?



Plan It

Create an assessment handout that is based on the content you teach your students. Look at the following example:

Name: _____ Date: _____

Antarctica Quiz

- Which country is closest to Antarctica?
 - Australia
 - Chile
 - New Guinea
 - South Africa
- Antarctica is one of the seven continents on Earth.
 True
 False
- The average temperature in Antarctica during the summer is _____ degrees celcius. The average temperature during the winter is _____ degrees celcius.
- How is global warming destroying the environment in Antarctica?

- Which type of animal **does not** live in Antarctica?
 - Penguin
 - Elephant
 - Seal
 - Walrus
- Most people travel to Antarctica by boat.
 True
 False
- The total area of Antarctica is _____ square kilometers.

Assessment Handout Example

Think about the following questions, and if working with a partner, discuss your ideas. Writing your ideas on a sheet of paper might be helpful.

- On what content might you assess your students?
- What multiple-choice, true/false, fill-in-the-blank, and short answer assessment questions might you ask? Think of at least one of each of these four types of questions to ask students. For the multiple-choice question, be sure to think of three or four answers for students to choose from.
- How might you use the computer to create an assessment handout?

For help on how to do certain tasks, look at the following groups in the *Help Guide*:

- **Word Processing Group 2:** Typing and Changing Words
- **Word Processing Group 3:** Changing the Look of Your Words
- **Word Processing Group 4:** Making Paragraphs and Lines of Words Look Good



Do It

1. Start the word processing software, and open a new, blank document.
2. At the top of the page, type an appropriate title for the assessment handout.
3. Change the font, size, style, and color of the new title. You might also want to change the left/right position, or alignment, of the title on the line.
4. Press the **Enter** key twice to move the cursor down two lines. If needed, change the alignment so the cursor is positioned on the left side of the page. Then, type a multiple-choice question that you decided on during the planning stage.
5. Move the cursor down two lines. Then, type a true/false question.
6. Two lines down, type a fill-in-the-blank question. To create a blank line, hold down the **Shift** key and press the **Dash** key as many times as needed.

Discovering Word Processing

Steps 8-10: Few participants will have trouble creating the numbered and lettered lists. However, the items in a list may automatically shift too far to the right, away from the left margin. The steps to fix this problem may seem advanced for some participants. If participants are interested, they can look at the first challenge to try to fix the first line indent and left tab settings. If the task proves to be too challenging, move on to Step 11.

7. Move the cursor down two more lines and then type a short answer question.
8. Highlight the four questions, and change the font and size of the text. Then, turn the four questions into a numbered list. (**Note:** If the blank lines are also numbered, simply position the cursor on the blank lines and press the **Backspace** key to delete the number. Be sure to keep the blank lines. The numbering should automatically adjust accordingly.)
9. Position the cursor on the empty line below the first numbered question. Since this is the multiple-choice question, type the first possible answer choice that you decided on during the planning stage. (**Note:** If you are using OpenOffice.org Writer, press the **Tab** key before typing your answers.) Press the **Enter** key and type the next answer choice. Continue in this manner until all answer choices are added. Make sure each answer choice is on its own line. When you are finished with the list of answers, press the **Enter** key again.
10. Highlight all of the answers for the multiple-choice question. Then, turn the answers into a numbered list. This time, use letters instead of numbers at the beginning of each list item.

Challenge: If you want to change the left/right position of the items in the numbered or lettered lists, select the lines and drag the first line indent and left tab markers on the ruler. (See the Challenge Example at the end of this section.) (For help, refer to Word Processing Skill 4.6: To make a numbered list of information.)

11. The second numbered item in the list will be a true/false question. Position the cursor on the line below the second numbered item in the list. (**Note:** If a number appears on this line, simply delete it.) Make sure you have access to the feature in the word processing document that allows you to create a form.
12. Add a check box form field. Then, press the **Spacebar** key and type "True". On the line below, add a second check box form field. Press the **Spacebar** key and type "False". (**Note:** If a number appears on this line, simply delete it.) (For help, refer to Word Processing Skill 10.10: To create a form.)

Discovering Word Processing

13. Since the third question (fill-in-the-blank) is complete, go to question four. This question requires students to write their own short answer. Position the cursor on the empty line below the fourth numbered list item. Press the **Enter** key to add another blank line. (**Note:** If a number appears on this line, simply delete it.) Then add a custom border to the bottom of the paragraph. (For help, refer to Word Processing Skill 4.8: To add a border around words or paragraphs.)
14. Position the cursor down two more empty lines, and add another custom border to the bottom of the paragraph. Repeat this step one more time to add a third line.
15. Now, add lines where students can write their name and the date. Go to the document header and type "Name:". Change the look of the text. (For help, see Word Processing Skill 6.16: To add repeated information at the top and bottom of your pages, or to add headers and footers.)
16. Make sure the ruler is displayed at the top of the page. Find the center point on the ruler and set a tab if one is not create by default. Set the tab's leader option to create an underline when you press the **Tab** key. After the tab is set, make sure the cursor is positioned after the word *Name;*, and then press the **Tab** key on the keyboard. (For help, see Word Processing Skill 4.4: To set and use a tab to space your words from left to right.)
17. Press the **Spacebar** and then type "Date:".
18. Find the far right point on the ruler and set a tab if one is not created by default. Set the leader option to create an underline when you press the **Tab** key. After the tab is set, press the **Tab** key on the keyboard.
19. Use the skills that you just learned to add more questions to the assessment handout. For example, you might copy and paste the question and answer choices for item number one to add another multiple-choice question. You might also copy and paste item number two to add another true/false question. Replace the text with other questions that you decided on during the planning stage.

Step 14: You may be confused by the idea that you can add a border around a paragraph that does not contain any text. Notice the paragraph markers in the document showing that paragraphs exist even though no text has been entered. If the paragraph markers are not showing, participants can choose to display all formatting marks by customizing the view options.

Steps 16 and 18: Depending on a software application's default settings and the last tab settings used, the center tab setting and the far right tab setting may automatically appear when setting a new tab. If this is the case, simply confirm that the measurement numbers are correct.

Step 19: When you copy and paste your numbered questions, the new questions may start at number one again instead of number five. If this is the case, format the bullets and numbering options so that the numbering does not restart.

Challenge: If your assessment handout flows onto two pages, you might want to add a page number in the document's footer. (See the Challenge Example at the end of this section.) (For help, see Word Processing Skill 10.2: To put page numbers into a document.)

- 20. If needed, use the forms feature to remove the gray shading from the check boxes. Then, protect the form.
- 21. Save your work as directed.

Name: _____ Date: _____

Antarctica Quiz

1. Which country is closest to Antarctica?
 - a. Australia
 - b. Chile
 - c. New Guinea
 - d. South Africa
2. Antarctica is one of the seven continents on Earth.
 True
 False
3. The average temperature in Antarctica during the summer is _____ degrees celcius. The average temperature during the winter is _____ degrees celcius.
4. How is global warming destroying the environment in Antarctica?

5. Which type of animal **does not** live in Antarctica?
 - a. Penguin
 - b. Elephant
 - c. Seals
 - d. Walrus
6. Most people get to Antarctica by boat.
 True
 False
7. The total area of Antarctica is _____ square kilometers.

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Assessment Handout Challenge Example (Page 1)

Name: _____ Date: _____

8. What do you think life would be like if you lived in Antarctica?

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Assessment Handout Challenge Example (Page 2)



Review It

Look over your assessment handout. Make sure it has the following elements:

- Lines at the top of the page where students can write their name and the date
- An appropriate title
- A numbered list of various types of assessment questions including multiple choice, true or false, fill in the blank, and short answer

If any elements are missing, add them to the assessment handout now. You should also make other desired changes. Remember to save your work when you are finished.



Share It

Be prepared to discuss your answers to the following questions during sharing time:

- What types of assessment handouts might you create for students in your own classrooms? Which types of questions are you most likely to include? Why?
- Which new word processing skill that you learned today is the most difficult? Why?
- Which of the computer skills that you learned today might you use for other types of tasks?

Take-Home Exercise: Reflecting on Module 4

Reflect on the exercises, activities, skills, and approaches addressed in this module. Record your answers to the following questions and be prepared to share your answers at the beginning of the next module.

1. How did the cycle of planning, doing, reviewing, and sharing help you think critically and collaborate meaningfully? How might you incorporate this approach to activity design for your students?

2. Read and review the four elective word processing activities beginning on page 61. Which one or two activities interest you the most and might best enhance your productivity as a teacher? Why?

3. What resources would you want available for use as you complete the one or two activities that interest you most? How could the resources help? Remember to bring the resources with you to the next course session.