



Welcome!
Teaching is The Core
Assessment Design Professional Development
Day 2

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Quantitative Measures

- “Traditional” tests or tasks
- Focus is on counting (7 items correct, 85% right)
- Teaching and learning stops
- Implications for teaching based on analysis of scores
- **Reliability requires multiple statistics, psychometrics**

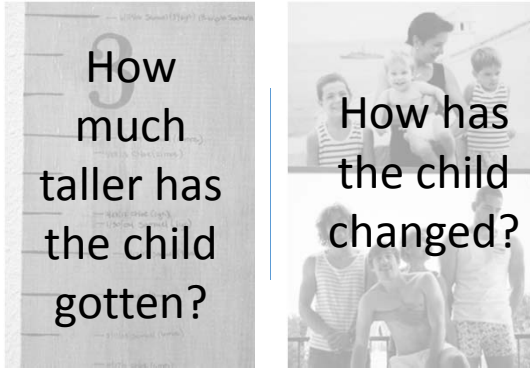
Qualitative Measures

- “Performance-Based Assessments”
- Focus is on quality (rubrics; mastery, demonstration of skills)
- Assessment is outcome of learning
- Implications for teaching based on analysis of student work
- **Reliability requires IRR, anchored rubrics**

Overview of the Grant

The primary purpose of the TiTC Grant is to improve the quality of local assessments that are currently in use, while simultaneously reducing the number of local assessments that are perceived not to inform instruction.

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How much taller has the child gotten?


How has the child changed?

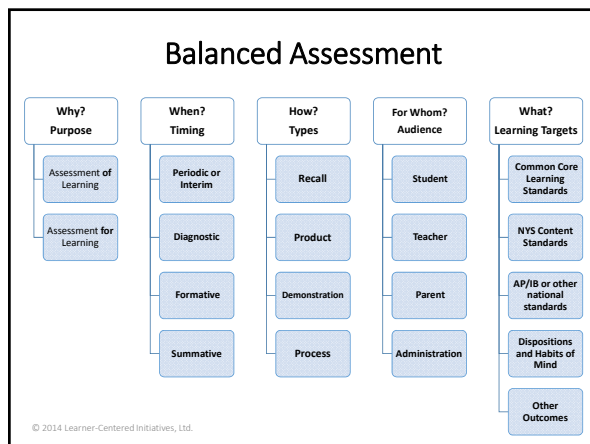
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Quantitative Evidence

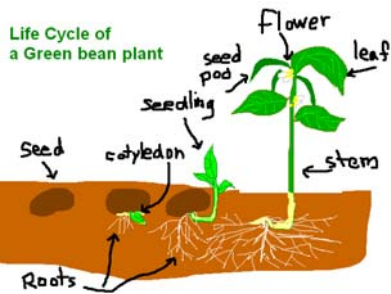


Qualitative Evidence





Considering Timing



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Formative



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Diagnostic or Baseline Assessment (before teaching)

Done for students: for planning or placement. Used to gather data to plan instruction, connect new knowledge with old, place children, or secure additional services



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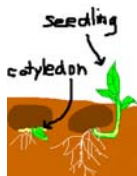
Finally, assessing what they have learned



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Formative Assessments

Done with students: to gather information about their learning so as to adjust instruction, monitor where individual students are, student self-reflection and instructional planning

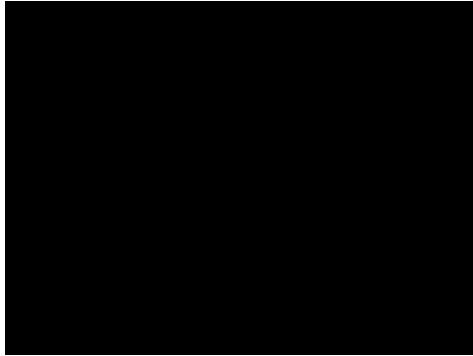


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Summative

In the immortal words of Keanu Reeves...



Essential Questions/Authenticity

- As you consider essential questions and authenticity, what questions or concerns do you have?
- What connections are you making to your curriculum?

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“Coverage is the enemy of understanding” H. Gardner

- **EQ:** *What is worth learning? What is worth teaching?*
- **Pre-Assessment:** Provide students with an old Regents exam with the answer key. Their task - identify the top **10 things** they think a student will need to know to pass the exam.
- Design the course syllabus with the students.
- **Teach.** At the end of each unit ask, “was this worth learning?” Share “I think this was worth teaching because [it’ll help you on Part I, understand logic, balance your checkbook]”
- **Post-Assessment:** Provide students with a different old Regents exam with the answer key. Their task – identify the top 10 content and the top 3 skills they’ll need to review before the exam.

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Considering Pre/Post Measures

- Consider the questions on page 13
 - Review the examples
- Can you imagine a pre/post measure that would support your practice? That would support students as the storytellers of their own learning?

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Provocation: When we use “other measures” to set APPR baselines, we are actively cutting students out of the process of measuring their own growth.

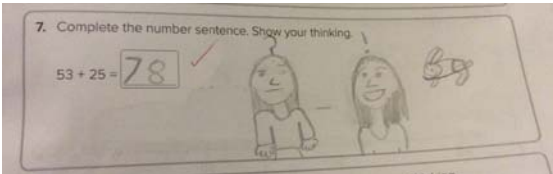


Constructed: Demonstration
Evidence must be observed to be evaluated

Today's Agenda


- 8:30 to 9:00 Review of Day 1, checking in on EQ
- 9:00 to 10:30 Thinking about Validity
- 10:30 to 11:30 Review of the design blueprint
- 11:30 to 12:30 Lunch
- 12:30 to 2:15 Work Session

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Process
Evidence documents student's metacognition

Considering the types of assessments



Recall
Regardless of the depth of task, evidence is limited to student's "bubble"; evaluated as right or wrong, 1 or 0 points

Recall	Product
	
Demonstration	Process
	

Best Fit



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A “think aloud” is on page 21

- As you review the congruent assessment tasks I identified for each learning target, note any you disagree with or unsure about the alignment

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If you want to assess your students' ability to perform, design, apply, interpret. . .

. . . then assess them with a performance or product task that requires them to perform, design, apply, or interpret.

Check 2: Degrees of Alignment

Strong	The assessment/learning activity clearly aligns to the target; the assessment/activity and the target are almost one in the same. The language of the standard is explicit. The students' work is evidence enough to confidently infer or conclude the level of student learning/understanding for the target.
Moderate	The assessment/learning activity addresses the target; the target is included in the learning experience but is not the primary focus. The language of the standard is only partially used. You would need an additional evidence to confidently infer the level of student learning/understanding for the target.
Weak	The assessment/activity misses the target. Weak does not mean bad. The activity might prepare students for the target (or scaffold their learning), but doesn't explicitly address it. You could not assess level of student learning/understanding for the target.

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Check #1

- Pairs/Triads: Work with a partner to identify an assessment you would use for each of the sample learning targets on the left-hand side. Then label that as recall, product, demonstration, or process. Be ready to defend your choice. (Note: Remember, a process assessment explicitly requires students to be metacognitive.)

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Standard/Target: RL.3.2 **Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.**

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Students read summaries of six classic fairy tales and select one to read that think will help them answer the essential question, “What is beauty?” After reading the full text of the fairy tale (either Grimm’s or a modern re-telling depending on their reading level), they use a graphic organizer to identify which details from the story support the essential question.

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The teacher reads several of Aesop’s fables to the class. The class creates a chart that identifies the key details and moral of each story.

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The teacher reads three versions of Stone Soup to the class. She leads a class discussion on the common central message of the stories and how it is conveyed in each. The teacher documents who contributes.

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Students keep a reading response log as they read “Little Red Riding Hood” stories from different cultures. In their log students

- **recount key details from each story and identify the central message**
- explain how the stories explain the same message
- write examples, or cite evidence from the text that supports how the reader figured out the central message
- explain the cultural setting of the story
- explain how the cultural setting impacts the story

Standard/Target: RL.3.2 **Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.**

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Students read a Greek myth, “King Midas and the Golden Touch” and **recount the story in their journal.**

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RST.9/10. 6

Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.

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Assessment Task	Timing
Students have 30 minutes to write an explanation of the meaning of the quote, "If you don't have something nice to say, don't say anything at all." <i>Thumper from Bambi</i> .	Beginning of unit – diagnostic
Students answer 15 multiple choice questions about effective communication strategies.	Formative Assessment Tickets out the door – 3 questions a day
Students read an excerpt on Habit 5 from "The 7 Habits of Highly Effective Teens" by Covey and assess how effective they are as communicators.	Classwork: Formative Assessment
Students read a short story about a young person dealing with a challenging issue. After discussing if they agree with the student's solution, they write a vignette and trade with other students and then offer solutions.	Classwork: Formative Assessment
Students brainstorm a negative communication experience they had and then re-write and act out the dialogue using the words and responses they wish they had used. They self-assess their performance of their new response against a teacher-created rubric.	Summative Assessment

RST.9/10. 6

Analyze the author's purpose, in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.

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Degrees of Alignment

- Please select one of the examples on the page 24 through 30 and determine the level of alignment for each assessment using the given target.

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CM.1.3 Demonstrate healthy ways to express needs, wants and feelings (page 23).

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Reflection Questions

1. What new learning did this task **uncover** for you?
2. What familiar content or learning did this task **reinforce** for you?
3. What **new questions** emerged for you as a result of completing this task?

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LCI Assessment Design Blueprint

Section 1
Why is this assessment necessary and the way it is?

Relevant 1999 Standards for Educational and Testing (AERA, APA, NCME): Validity 1.2, 1.5, 1.14, 1.22 Development

A. Rationale

1. What purposes will this assessment measure?
 - Include information regarding: purpose, audience, learning targets, timing and type of assessment.
2. How is this assessment measure supported by best practices in assessment?
 - Include information regarding standards alignment, performance, i.e. diversified assessment.
 - Include information from the Educational Standards for Testing i.e. validity, reliability, fairness, bias, responsibility of test takers and test users.
3. How is this assessment measure supported by best practices in the "field" or "domain" of focus?
 - Describe the elements of quality instruction that support students as they work toward these standards.



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Template: goo.gl/JazGkS
 Work session: 12:30 – 2:30
 Whole group: 2:30
 Indicators of success:

1. An essential question
2. A summative task sketch (Page 5)
3. Preliminary identification of standards (p. 3)

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Before Lunch
Decide HOW You Will Design

As a team, decide which approach you want to use.

APPROACH A: standards-referenced approach

- Start with an essential question
- Sketch a task (page 4)
- Start to select standards (list on page 3)

APPROACH B: standards-based approach

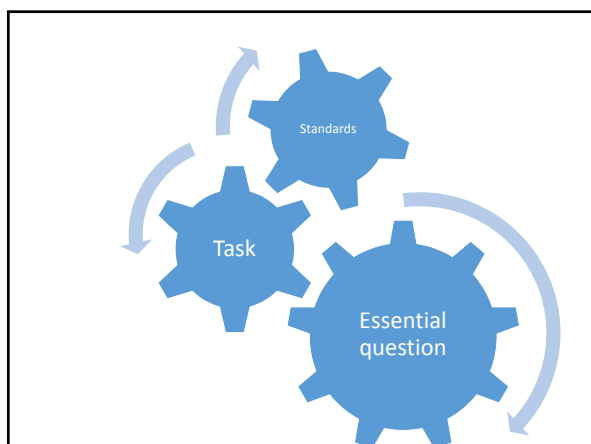
- Start with an essential question
- Look for standards that attend to the essential question (list on page 3)
- Start to sketch a task (page 4)

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9th grade math task

- Essential question: How does what we learn in school apply to our lives outside of school?
- Pre-Assessment – provide students with 3 scenarios in which systems of equations can be used to solve the problem. Ask students to write a solution to the problem to the best of their ability and knowledge.
- Post-Assessment – students find problems out in the world that can be solved using systems of equations. Solve. Class votes on three best problems and solutions to be used as pre-assessment following year.

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6th grade social studies

- EQ: Which system of government is best for the people?
- Pre-assessment: Write a description of the "ideal" system of government
- Post-assessment: Students select one system of government based on 6th grade content (Rome, Egypt, Qun, Han). Their task is to do a presentation to their class (acting as the US Founding Fathers) and persuade them to pick their system of government. Prepare a written brief to leave after presentation.

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8th Grade English

- EQ: What does it mean to be courageous?
- Pre-assessment: write a poem in response to EQ
- Post-assessment: after reading three novels and writing three poems (about a character, about a brave person in history, and a poem in response to a poem about courage), pick a poem to read at a slam poetry event (attended by Seniors in HS Creative Writing Class) OR compose a poem explaining why opting-out is an act of courage.

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End of day Checkout

- Email work product to JenniferB@lciitd.org
- How will you team collaborate between now & Day 3?
- Does your team have any remaining issues/ questions?

In preparation for Day 3

- Decision around an essential question
- Creation of a post-assessment task (Page 5 in template)
- List of standards that will be assessed (page 4)
- Check for alignment between task and standards

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