



GEORGIA
DEPARTMENT OF
EDUCATION

Kathy Cox, State Superintendent of Schools

**Training for Georgia
Performance Standards**
Day 3: Assessment FOR Learning

We will lead the nation in improving student achievement.

Acknowledgements

This training program was developed by the Georgia Department of Education as part of a series of professional development opportunities to help teachers increase student achievement through the use of the Georgia Performance Standards.

For more information on this or other GPS training, contact Robin Gower at (404) 463-1933 or rogower@doe.k12.ga.us.

Use of This Guide

The module materials, including a Content Facilitator's Guide, Participant's Guide, PowerPoint Presentation, and supplementary materials, are available to designated trainers throughout the state of Georgia who have successfully completed a Train-the-Trainer course offered through the Georgia Department of Education.

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Overview

Module Rationale This training extends and builds upon days one and two of training.

The first purpose of day one of training was to introduce participants to the applicable standards.

The second purpose of day one of training was to introduce the Standards-Based Education approach and to assist teachers in using this approach to develop assessments and instruction in support of the new curriculum standards. During day one of the training, the emphasis was on the model itself—what it is, why it is important, and how it can be used so that the new GPS have a profound impact at the classroom level.

The purpose of day two of the training was to delve deeper into stage 1 of the Standards-Based Education process, helping participants to gain proficiency in unpacking standards.

The purpose of day three of the training is to teach Stage 2 of the Standards-Based Education Process

Module Description This module includes preparation (an assignment to unpack more standards that was given at the end of day one), an instructor-led one-day session composed of several large and small group demonstrations and practice activities, and follow up. The prior preparation helps participants to jump into meaningful discussions more quickly, and the follow up serves as a bridge to day three of training.

Module Goal Demonstrate a deep understanding of the new Georgia Performance Standards and the Standards-Based Education approach, through thoughtful curriculum planning, development of formative and summative assessments, and the design of instruction matched to the standards and research-based best practices. This shall be measured by student performance on progress monitoring and standardized criterion-referenced tests.

Note that the goal will not be reached by any single day of training. It will take preparation, eight days of classroom instruction, and follow up to master this goal.

Day Three Objectives

By the end of day three of training, participants will be able to:

1. Explain why assessment is Stage 2 in the Standards-Based Education process.
2. Identify the purpose of assessment in the classroom.
3. Differentiate among different types of assessment and assessment formats.
4. Given specific standards and a purpose for assessment, determine which assessment methods would be most appropriate at various times to increase student learning.
5. Given an assessment plan for a unit, identify whether it meets best practice standards for assessment.
6. Create a balanced assessment plan for a unit, including examples of performance tasks, rubrics, and constructed response items.

Module Sequence

Prior Preparation—Participants

- Unpack several standards to create Stage 1 for different units of study (assigned at end of day two)

Introduction

- Hook Activity
- Overview of the Module
- Assessment and Standards-Based Education

Introduction to Assessment

- Assessment Terminology
- What is Assessment *for* Learning?

Matching Assessments to Standards

- Applying What We've Learned
- Small Group Practice
- Planning for Assessment

Performance Assessments and Rubrics

- Defining Performance Assessment
- Guidelines for Performance Assessment
- Components of Rubric Design

Accountability: Testing

Grading Student Work

- Grading: How Safe is Your Parachute

Putting It All Together

- Designing an Assessment Plan: Small Group Work
- Follow-Up Assignment

**Module Materials
for Day Three of
Training****Content Facilitator's Kit contents:**

- Content Facilitator's Guide (one for each leader)
- Complete set of slide transparencies (PowerPoint)
- Participant's Guide (one per participant and one per leader)

Other materials needed:

- Flipchart paper
- Markers
- Masking tape to post flipcharts
- Prepared Envelopes for "Hook" Activity

Equipment:

- Overhead projector or computer and LCD projector

Recommended Readings: Assessment

Note: A more general list of resources for Standards-Based Education is contained in the materials for day one of training.

Andrade, H. (2000, February). Using Rubrics to Promote Thinking and Learning. *Educational Leadership*, 56 (5), 13-19.

An excellent resource on using rubrics to support student learning. In this article, Andrade outlines the importance of rubrics by providing insight into their purpose, various uses and effective designs. She makes the point that rubrics can help educators assess student work quickly and efficiently, and help support student grades. When properly designed and used correctly, rubrics can support both the learning and assessment process.

Davies, A. (2000). *Making Classroom Assessment Work*. Merville, British Columbia: Connections Publishing.

This provides a thoughtful framework for ways teachers and administrators can reconsider how assessment is working in classrooms. From building the foundation for student involvement through reporting methods, the author provides a bridge between what the research shows and what teachers can do in their classrooms. This book is a quick read that is written in teacher-friendly language.

Gregory, K., Cameron, C. & Davies, A. (1997). *Knowing What Counts*. Merville, British Columbia: Connections Publishing.

This series of three books for use in middle grades and high school classrooms outlines incredibly practical ways for teachers to involve students in their own assessment. *Setting and Using Criteria* outlines a four-part process for setting criteria, and then shows how to use it to provide descriptive feedback to support learning. *Self-Assessment and Goal-Setting* provides 10 practical self-assessment ideas and five goal-setting ideas to use with students. *Conferencing and Reporting* focuses on practical ways to involve students in their own communication with others about learning. Additional information about her work in assessment can be found on Anne Davies' organization's web site: www.connect2learning.com.

Lockwood, R., & McLean, J. (1996). *Why We Assess Students – And How*. Thousand Oaks, CA: Corwin Press, Inc.

This book is an easy-to-read and powerful resource book that describes the types of assessments, the strengths and weaknesses of each type, use of kinds of assessment data and the caution to be observed while interpreting assessment results. The book includes discussions on criterion-referenced testing and alternative or authentic testing methodologies. The last chapter demonstrates how to develop an ideal assessment program for your staff. It's a keeper, just like the authors say.

Marzano, Robert J. *Transforming Classroom Grading*. Alexandria, VA: Association for Supervision and Curriculum Development. 2000.

Grading has the *potential* for being a valuable learning tool to help both students and teachers clearly see how they can improve; however, this potential is seldom realized. In this book, Marzano presents viable alternatives to traditional assessment that are grounded in research and practical at the same time.

Robert J. Marzano, Debra Pickering, and Jay McTighe. *Assessing Student Outcomes: Performance Assessment Using the Dimensions of Learning Model*. Alexandria, VA: Association for Supervision and Curriculum Development. 1993.

Marzano et. al. make the case that performance tasks should be developed to help students achieve deep learning and promote active construction of knowledge. This book contains numerous examples of such performance tasks and also includes several chapters on the construction of rubrics to score performance and provide useful feedback to students.

O' Connor, K. (2002) *How to Grade for Learning*, 2nd Edition. Arlington, Illinois: Skylight Publishers. www.skylightedu.com

The second edition of this book offers eight practical guidelines that encourage effective learning, support student success and make grades meaningful. Each guideline defines the purpose, illustrates an example, discusses and analyzes key issues, and summarizes the bottom line. Additional topics include overviews of various grading programs, calculation strategies, the use of report cards and other reporting forms, and insights on future trends in student assessment.

Reeves, D. (1997). *Making Standards Work: How to Implement Standards-Based Assessments in the Classroom, School and District*. Denver, CO: Advanced Learning Press.

An examination of the undeniable evidence of the importance of using performance assessment as part of an educator's daily life, this book leads the reader through the steps of creating and using performance assessments to determine students' achievement throughout the school year. The author advocates using performance assessments that contain real-world scenarios, multiple tasks, and clear, consistent scoring guides.

Stiggins, R. (2001). *Student-Involved Classroom Assessment*, Third Edition. Upper Saddle River, NJ: Prentice Hall.

An important resource for leaders who want to help teachers create quality classroom assessments, this third edition of Stiggins' acclaimed textbook shows how classroom assessment can be used to build student confidence and to increase student performance. Stiggins also presents ways to use different assessment methods to reach achievement goals, and he continues to build on his practical guidelines for developing quality classroom assessment practices. The book offers a wealth of ideas for improving learning through effective assessment and demonstrates how vital and powerful student involvement is in the process. Additional assessment resources produced by Rick Stiggins' organization, the Assessment Learning Institute (Portland, Oregon), are available and downloadable at no cost on the organization's web site: www.assessmentinst.com.

Stiggins, R. (2002, June). *Assessment Crisis: The Absence of Assessment FOR Learning*. Phi Delta Kappa, 83(10), 758-765.

A must reading for anyone who needs to know more about the impact assessment has on student achievement, this article sums up the research on classroom assessment with a connection to school improvement. Rick Stiggins, president of Assessment Training Institute, Inc. in Portland, Oregon, and considered by many the country's most renowned researcher and speaker on assessment, writes clearly and effectively for school leaders and teachers who want to employ best practices for assessment in the classroom. The latter part of this article helps school leaders focus their work on improving classroom assessment FOR learning.

Stiggins, R. (2005). *Student-Involved Assessment FOR Learning*, Fourth Edition. Upper Saddle River, NJ: Prentice Hall.

In the fourth edition of his book Stiggins continues to present teachers and school leaders with valuable and usable information on assessment *for* learning.

Suggested Web Sites for Assessment

<http://www.alfiekohn.org/teaching/grading.htm>

In this article, Alfie Kohn asks whether traditional grading is really necessary or useful and makes a strong case supportive assessment instead of traditional grades.

http://cresst96.cse.ucla.edu/resources/justforteachers_set.htm

This Los Angeles Public Schools site includes a PDF file with sample performance tasks.

http://intranet.cps.k12.il.us/Assessments/Ideas_and_Rubrics/ideas_and_rubrics.html

This excellent site by the Chicago Public Schools provides information about rubrics for performance assessments, performance assessment tasks, and assessment resources, as well as a rubric bank.

<http://pareonline.net>

Practical Assessment, Research and Evaluation (PARE) is an on-line journal supported, in part, by the Department of Measurement, Statistics, and Evaluation at the University of Maryland. Its purpose is to provide education professionals access to refereed articles that can have a positive impact on assessment, research, evaluation, and teaching practice.

<http://www.rmcdenver.com/useguide/assessme/online.htm>

This site provides links to a variety of websites dealing with creating assessments, assessment strategies and definitions, rubrics, etc.

<http://school.discovery.com/schrockguide/assess.html>

This site provides an extensive bank of rubrics, rubric builders, graphic organizers, etc.

<http://www.techtrekers.com/rubrics.html>

This site provides links to a variety of websites for creating rubrics.

www.eduplace.com/graphicorganizer/

This site contains approximately 35 different graphic organizers.

www.ieq.org/Portal/Stud_assess.html

The student assessment section of the IEQ Teacher Resource Portal provides education program planners and teacher development specialists with access to web-based resources such as case studies, descriptions of alternative approaches to primary school assessment, sample test instruments, and classroom strategies that can be used to link assessment and instructional practice.

www.nwrel.org/assessment

This excellent site provides a wealth of materials, including *Toolkit98*, which contains tutorials “designed to assist classroom teachers to become better assessors of student learning. The primary

users of Toolkit98 are intended to be those who have the responsibility to coordinate and facilitate professional development in assessment for teachers.”

www.pals.sri.com

PALS is an on-line, standards-based, continually updated resource bank of science performance assessment tasks indexed via the National Science Education Standards (NSES) and various other standards frameworks.

www.prenhall.com/stiggins

This site provides additional information for users of *Student-Involved Assessment FOR Learning*, 4th ed., by Richard J. Stiggins.

Georgia Department of Education—Testing

❑ <http://www.doe.k12.ga.us/curriculum/testing/index.asp>

Criterion-Referenced Competency Test (CRCT)

❑ <http://www.doe.k12.ga.us/curriculum/testing/crct.asp>

End of Course Test (EOCT)

❑ <http://www.doe.k12.ga.us/curriculum/testing/eoct.asp>

National Assessment of Educational Progress (NAEP)

❑ <http://www.doe.k12.ga.us/curriculum/testing/naep.asp>

Georgia High School Graduation Test (GHS GT)

❑ <http://www.doe.k12.ga.us/curriculum/testing/ghsgt.asp>

Agenda

This is a one-day course, with approximately 6 hours of instructional time.

Introduction

- Hook Activity
- Overview of the Module
- Review of the Unpacking Process
- Assessment and Standards-Based Education

Introduction to Assessment

- Assessment Terminology
- What is Assessment *for* Learning?

Matching Assessments to Standards

- Translating Standards into Achievement Targets
- Applying What We've Learned
- Small Group Practice
- Planning for Assessment

Performance Assessments and Rubrics

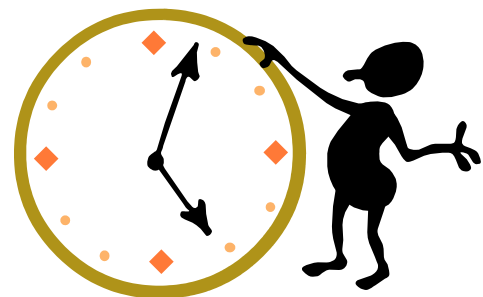
- Defining Performance Assessment
- Guidelines for Performance Assessment
- Components of Rubric Design

Grading Student Work

- Grading: How Safe is Your Parachute

Putting It All Together

- Designing an Assessment Plan: Small Group Work
- Follow-Up Assignment



Introduction

- Overview** During the introduction, participants will participate in a simulation of a performance assessment task. After a brief presentation of the day's agenda and objectives, participants will discuss the role of assessment in the Standards-Based Education process, review unpacking from Day 2, make connections between Days 2 and 3 of training, and establish a foundation for the day's content.
- Objectives** ➤ Describe how and why assessment is Stage 2 in the Standards-Based Education process.
- Activities** ➤ Hook Activity
➤ Overview of the Module
➤ Assessment and Standards-Based Education
- Materials** ➤ Overhead projector or computer and LCD projector
➤ Transparencies or PowerPoint presentation
➤ Participant's Guide
➤ "Hook" score sheets
➤ Rubrics for "Hook" activity

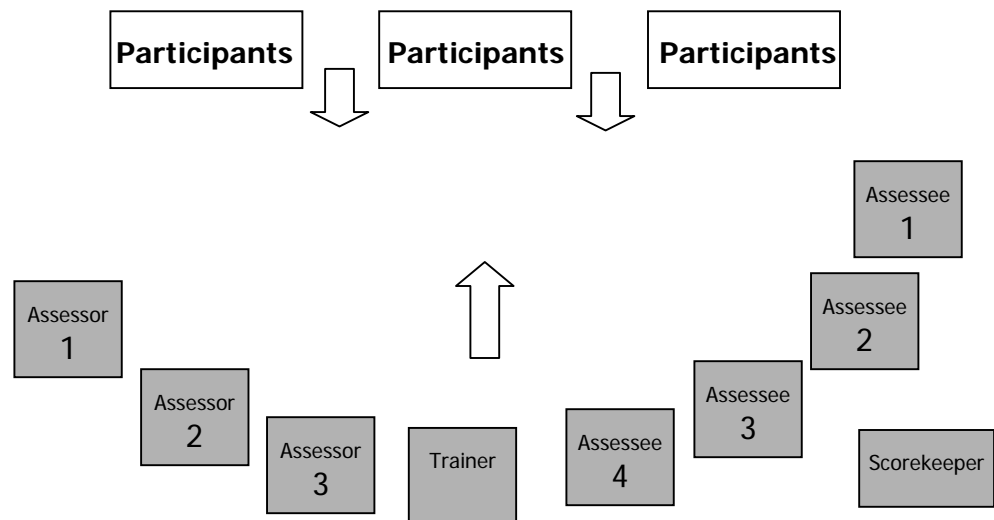
PG 8

Hook Activity

Prepared role cards

1. Ask for 9 volunteers to come forward and select a role card. (OR: Identify 9 volunteers as participants enter the room and get settled, randomly assigning them a role, using the role cards.)
2. Have volunteers arrange themselves (standing) like the diagram below. The Scorekeeper must be located where s/he can see the Assessors.

Facilitator's Note: You may want to place masking taped "Xs" on the floor in the arrangement during your set-up. This will help reduce confusion and time needed for set up.

Paper
Pencil

3. Give paper and pencil to the Scorekeeper.
4. Indicate that the people to your left are Assessors, and the people to your right are Assesseees. The Assesseees will do a simple performance task, and the Assessors will assess the performances. The Scorekeeper will average the scores for each Assessee. The remaining participants are observers.

Facilitator's Note: It is extremely important to manage this activity well. Keep it light-hearted, and move the activity along at a fairly swift pace.

5. Say: **(Assessee 1 name), please tell me a noun.**
6. After hearing the noun, say only, **"Thank you."** (Provide no other feedback.)

7. Say: **(Assessee 2 name), please tell me a noun naming an organism. Now turn away from the panel assessing your answer.**
8. After hearing the answer, say, **"Assessors, please assess (Assessee 2 name)'s answer on a scale of 1 to 5, with 1 being low and 5 being the high.** Assessors indicate score by showing fingers. Ask the scorekeeper to record and average the scores and report the average to the panel.

Say: **You got a score of __. I hope you find this information useful.**

9. Give the Assessors a copy of the Rubric for scoring answers. Have them read it over.
10. Say: **(Assessee 3 name), please tell me a noun naming an organism and say it with gestures more than with sound.**
11. After hearing the answer, say **"Please turn away from the panel. Assessors, please assess (Assessee 3 name)'s answer on a scale of 1 to 5, with 1 being low and 5 being the high according to the rubric provided.** Assessors indicate score by showing fingers. Ask the scorekeeper to record and average the scores and report the average to the panel.
12. Ask Assessors if they would like to tell Assessee 3 something that was wrong with the answer.
13. Ask Assessee 4:
 - **(Assessee 4 name), tell me about your previous experience with naming organisms in ecosystems.**
 - **What are your strengths?**
14. Ask Assessors:
 - **Is there anything in particular you'll be looking for in the answer this participant gives?**

15. Ask Assessors and Assessee 4:

- **Is there any more discussion prior to the direction?**
- **(Name), please tell me a noun naming a predator with fur and enjoy saying it with gestures more than sound.**
- **Afterward, ask: Do you want to turn away from the panel or face the panel as they score you? Do you want feedback verbally, numerically or both?**

16. Ask Assessors to provide feedback as requested.

17. Ask volunteers to return their signs and materials to you and return to their seats. As they do this, debrief the activity:

Ask Assessee 1:

- **What did you think when we came down the line and other people got other kinds of preparation or feedback?**

18. Ask Assessors:

- **How did you assess Assessee 2 having no criteria?**

19. Ask Assessee 3:

- **As you observed the assessment of the previous Assessee's answers, what thoughts did you have?**
- **You were told what you did wrong. Was the feedback useful?**
- **Did you focus on any particular scores (like the lowest)?**

20. Ask Assessee 4:

- **You were treated different, and the other Assesseees were aware of this special treatment. What did you think about the extra attention and information?**

21. Ask Assessors:

- **Was the extra discussion with Assessee 4 useful?**

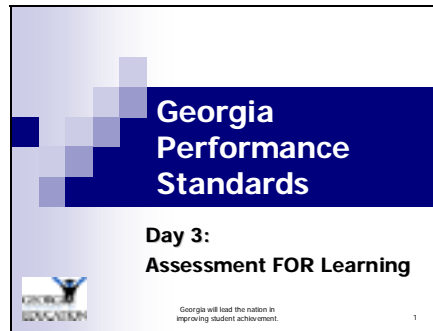
22. Ask Assesseees: **Would any of you like to answer again? Why or why not?**

23. Ask audience: **Would anyone like to make an observation about what happened or ask the volunteers any questions?** (Keep this brief)
24. Present: **This was a contrived situation. You see from it, though, just a few of the many issues involved in assessing student performance, which is our topic for today's training.**
10. Ask Participants:
 - **How does this relate to our classroom practices?**

Overview of the Module

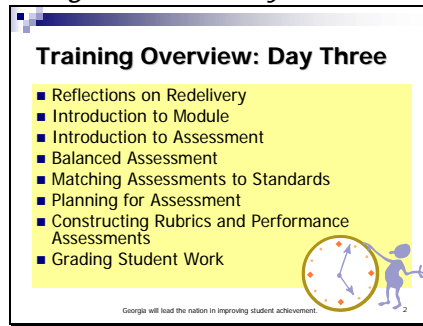
Slide 1

1. Welcome participants to day three of training.



Slide 2
PG-5

2. Show slide 2, *Training Overview: Day Three*.



3. Present:

- **The agenda for today is located on page 5 of your Participant's Guide.**
- **During the Reflections on Redelivery, we will review Days 1 and 2 in order to connect that content to today's content.**
- **In the Introduction to Assessment section we will discuss different types of assessments and assessment terminology.**
- **In the third section, we will examine what using Balanced Assessment means in the classroom.**
- **During the fourth section, Matching Assessments to Standards, we will use the information acquired in the previous sections to determine the appropriate types of assessments for the different types of achievement targets in the standards.**
- **In the Planning for Assessment section we will look at assessment plans and create an assessment plan for a unit of study.**
- **In the next to the last section, we will discuss appropriate ways to construct and use rubrics and performance assessments.**
- **Finally, we will examine the connections between assessment and grading, which will also transition us into Days 4 and 5 training.**

[Facilitator's Note: Writing and use of Teacher Commentary will be addressed in Day 4 training.]

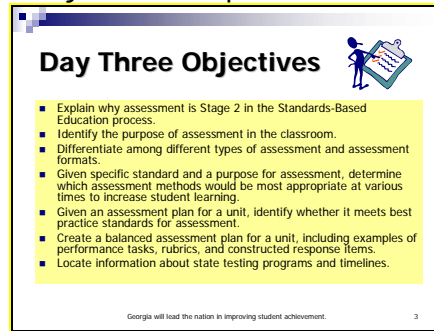
Chart Paper
Markers

Reflections on Redelivery

- **Ask participants about the redelivery of Day 2.**
- **On Chart Paper have each group brainstorm a list of successes, questions, and concerns.**
- **Have a group reporter tell rest of the groups the main points of the list.**
- **Highlight the ones to address and work on during this session.**

Slide 3
PG-7

Show slide 3, *Day Three Objectives*. Explain:



Day Three Objectives

- Explain why assessment is Stage 2 in the Standards-Based Education process.
- Identify the purpose of assessment in the classroom.
- Differentiate among different types of assessment and assessment formats.
- Given specific standard and a purpose for assessment, determine which assessment methods would be most appropriate at various times to increase student learning.
- Given an assessment plan for a unit, identify whether it meets best practice standards for assessment.
- Create a balanced assessment plan for a unit, including examples of performance tasks, rubrics, and constructed response items.
- Locate information about state testing programs and timelines.

Georgia will lead the nation in improving student achievement.

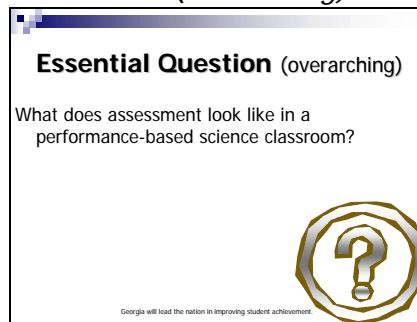
3

- **The goal and objectives for Day 3 of training are listed on page 7 of your Participant's Guide.**
- **These objectives build from an understanding of the underlying concepts to the process of designing thoughtful assessments within an assessment plan in order to improve student learning.**

Assessment and Standards-Based Education


Slide 4

1. Show slide 4, *Essential Question (overarching)*.



Essential Question (overarching)

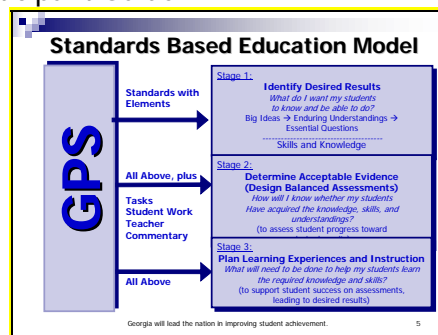
What does assessment look like in a performance-based science classroom?



Georgia will lead the nation in improving student achievement.

2. Present: **The GPS differs significantly from the OCC because the performance standards require students to provide evidence of learning. Consequently, classroom teachers need to understand what evidence of learning looks like and how to design an assessment plan that will allow students multiple opportunities to provide this evidence of learning. We will spend this day of training working together to answer this question.**
3. **We will consider the types of assessments that will allow students multiple opportunities to provide evidence of learning. Evidence of learning, in other words, is provided as students demonstrate, through a number of different assessment means, what they know, can do, and understand.**
4. Present: **All of our discussion, activities, and work today centers on the role assessment plays in teaching with performance standards.**
5. Show slide 5, *Standards Based Education Model*, and refer participants to page 8 in their Participant Guide.

Slide 5
PG-8



[Facilitator's Note: The animation for this slide is set so that one section appears at a time, advanced by clicking the mouse.]

6. Present: **During Day 1 of training, we gained familiarity with the Georgia Performance Standards: the parts of a standard, the different strands, and relevant terminology; and we also debunked some common misconceptions.**

7. Click the mouse; then present: During **Day 2 of training we practiced the process of unpacking the GPS to determine exactly what the standards say—what we want our students to know, be able to do, and understand. We identified the Big Ideas embedded in the standards, and we grouped Big Ideas together to formulate Enduring Understandings, the broad statements or generalizations that span a number of standards, strands, and/or disciplines, and that specify what our students should understand at the end of a unit, at the end of a course, or twenty-five years from now.**

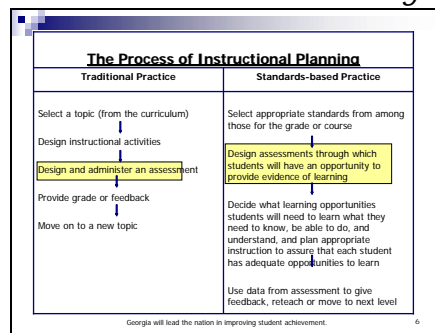
Remember that the Georgia Performance Standards in Science were based on *Benchmarks for Science Literacy* and *National Science Education Standards*. Both of these books provide the guidelines of what a student should understand. If you are unsure of the depth of understanding or want further clarification, you can refer to either of these for help.

8. Click mouse; then present: **Finally, we developed Essential Questions that directly relate to the Big Ideas and the Enduring Understandings and, consequently, directly relate to the standards. We developed broad, overarching questions as well as more specific and topical questions. We began to examine the different types of knowledge - both Declarative Knowledge (facts, rules, concepts) and Procedural Knowledge (skills, procedures, and processes) that must be acquired for students to achieve deep understanding.**

9. Click mouse; then present: **Today, we will connect the work on Stage 1 of the Standards-Based Education process with Stage 2: designing appropriate, balanced assessment plans that allow students to demonstrate the depth of their understanding of the concepts, skills, and processes inherent in the Georgia Performance Standards.**
10. Present: **Planning assessments this early in the SBE process may be difficult for many of us to grasp because we have traditionally planned our learning experiences and instruction before considering assessment.**
11. Click mouse; then present: **But it is only after we have determined what we want students to know, understand, and be able to do (Stage 1) and what constitutes acceptable evidence of the knowledge, skills, or understanding (Stage 2) that we make decisions about the specific instructional activities, tasks, and/or lessons that we will employ to help our students achieve these desired results (Stage 3).**

Slide 6

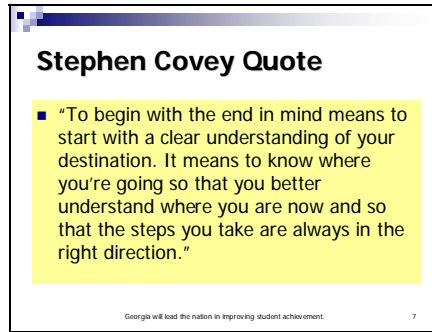
12. Show slide 6, *The Process of Instructional Planning*.



13. Present: **In standards-based instructional planning, the unpacking of the standard and elements occur first. Then the role of assessment changes from a means of determining grades to an integral, on-going part of the learning process of collecting evidence of the student understanding.**

Slide 7

Show slide 7, *Stephen Covey Quote*. Present: **This quote summarizes the rationale behind developing assessment prior to instruction.**



The slide features a title "Stephen Covey Quote" in bold black text. Below the title is a yellow rectangular box containing a quote by Stephen Covey: "To begin with the end in mind means to start with a clear understanding of your destination. It means to know where you're going so that you better understand where you are now and so that the steps you take are always in the right direction." At the bottom of the slide, there is a small blue square icon, the text "Georgia will lead the nation in improving student achievement.", and the number "7".

Transition: **Now that we have examined the rationale behind designing assessments during Stage 2 of the Standards-Based Education process, we need to reach agreement on assessment terminology in order to establish some common ground for the remainder of our work with assessment today.**

Introduction to Assessment

- Overview** In this section, participants will define relevant assessment terminology before coming to terms with the concept of assessment *for* learning.
- Objective**
- Define common terms related to assessment.
 - Explain the concept of assessment *for* learning.
- Activities**
- Assessment Terminology
 - What is assessment for learning?
- Materials**
- Overhead projector or computer and LCD projector
 - Transparencies or PowerPoint presentation
 - Participant's Guide

Assessment Terminology

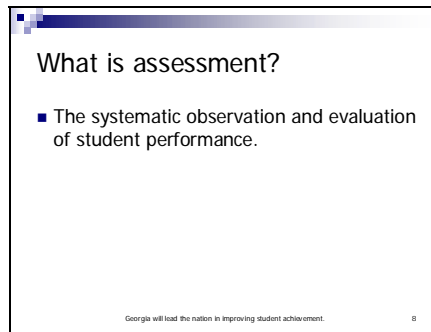
1. Present: **State and other standardized tests provide data on overall school performance and can be valuable program evaluation tools. As Rick Stiggins notes in the *Phi Delta Kappan* (June 2002), preparing some students for such tests can have a positive effect on learning; but this positive effect on learning is not evidenced for all students. For a number of our students, these forms of state and standardized assessments *of* learning may have a detrimental effect because students who lack confidence in their ability to learn become discouraged and give up (Stiggins 2002).**
2. **Currently the state or high-stakes assessments receive most of the media attention; but it is classroom assessments *for* learning that allow teachers to keep the focus on learning, to make continuous instructional decisions that benefit individual learners, and to build students' confidence in their ability to learn.**
3. **As Stiggins notes, a balanced range of classroom assessments are effective in improving student achievement, not only in individual classrooms, but also on the state or other standardized tests that provide program evaluation data. In fact, Stiggins refers directly to a research review by Paul Black and Dylan William that reports effect sizes of one-half to a full standard deviation for students who experienced "improved formative assessment" in their classrooms. This gain is sufficient to improve student achievement on standardized tests by "more than 30 percentile points, two grade-equivalents, or 100 points on the SAT scale" (Stiggins 2002)**
4. **By gathering evidence of learning through a variety of types of classroom assessments, teachers are able to develop a complete picture of students' progress in meeting identified standards. Teachers, students, parents, and others need timely feedback about students' academic achievement for a number of reasons, but most importantly so that students can experience the learning opportunities they need to succeed.**

5. **Classroom assessments give teachers the kind of data they need to ensure that students meet standards, that they have acquired the requisite knowledge, skills, and understanding, and, consequently, that they are able to demonstrate improved achievement on state and district assessments as well.**

What is Assessment?

Slide 8

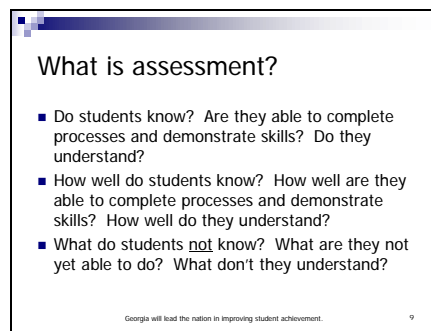
6. Show slide 8.



Present: **Assessment is the systematic observation and evaluation of student performance.**

Slide 9

7. Show slide 9.



Present: **In simpler words, assessment helps teachers answer these questions:** Review questions on slide.

Slide 10

8. Show slide 10.

A presentation slide with a white background and a blue gradient header. The title is "Speaking the same language?". Below the title is a numbered list of three instructions. At the bottom, there is a small footer with the text "Georgia will lead the nation in improving student achievement." and the number "10".

Speaking the same language?

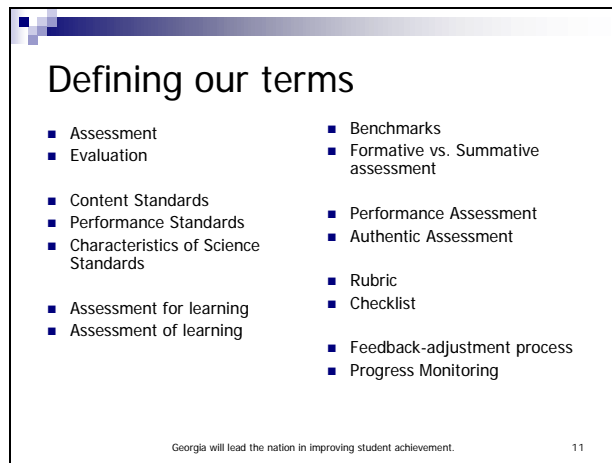
1. Create your own definition for each of the following terms related to assessment. (See next slide and handout in Participant's Guide.)
2. Find a partner to check on agreement or disagreement of the meaning of each term.
3. Share findings with your group and discuss implications.

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Slide 11
PG 10

Present: **These are a few key terms with which we're probably already familiar; however, a couple may be new. Let's talk about these terms to make sure we all have the same understanding.**

Look at the next slide (slide 11) for the list of terms or use the list in your participant's guide. The terms are grouped according to similarities and differences. Read over the list to determine your understanding of the meaning of the terms.



Defining our terms

- Assessment
- Evaluation
- Content Standards
- Performance Standards
- Characteristics of Science Standards
- Assessment for learning
- Assessment of learning
- Benchmarks
- Formative vs. Summative assessment
- Performance Assessment
- Authentic Assessment
- Rubric
- Checklist
- Feedback-adjustment process
- Progress Monitoring

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Find a partner and compare your understanding. See if you agree or disagree about the meaning of each term and each group of terms. We will spend about 10 minutes doing this.

Third, join with other teams to build a group consensus about the meaning of each term and each group of terms.

Come back together as a whole group.

What did you find out? Are there terms that need further discussion or consensus-building?

PG 35

9. Ask participants to work with others at their tables to define and provide concrete examples of each of these terms. Allow 7-10 minutes.
10. As groups conclude this task, ask each group to share their definitions of "screening" until consensus about the meaning is reached. Proceed through the other terms in the same way, reaching consensus on each.
11. Inform participants that the generally accepted definitions for these terms have been included in the Participant's Guide on page 35.
12. Emphasize:
 - **There have been some questions regarding the assessment of and expectations for students with the most significant cognitive disabilities in relation to the GPS.**
 - **NCLB and IDEA require the provision of access to a curriculum with challenging academic standards for *all* children, even the 1% with the most significant cognitive disabilities.**
 - **Levels of achievement expectations on the GPS will be established for that 1%. The DOE will revise or redesign the Georgia Alternate Assessment for that 1%.**
 - **To summarize, *all* teachers in our state must go through this training and learn these standards, because the GPS are the framework for *all* students; however, the tasks/measures used to assess the 1% of students who qualify under NCLB may be different.**

[Facilitator's Note: Please read this section verbatim to each group being trained.]

Balanced Assessment

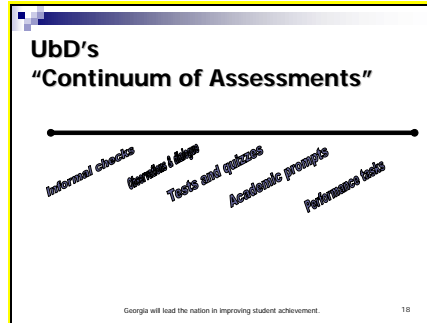
- Overview** In this section participants will examine different assessment formats and frameworks to determine key points, examples, advantages, and disadvantages of each. They will then examine their own assessment practices before evaluating a prepared assessment plan for an instructional unit.
- Objective**
- Determine characteristics of different assessment formats and frameworks.
- Activities**
- Balanced Assessments: Frameworks and Formats
 - Self-Assessment of Participants' Classroom Practices
 - Comparison of Assessment Formats
 - Assessment Design
- Materials**
- Overhead projector or computer and LCD projector
 - Transparencies or PowerPoint presentation
 - Participant's Guide
 - Assessment Format Handout

Balanced Assessment: Frameworks and Formats

1. Present: **Many of us already use a variety of assessment methods in our classrooms. We will now look at some frameworks for considering different methods of assessing students using the new Georgia Performance Standards.**

Slide 12

2. Show slide 12



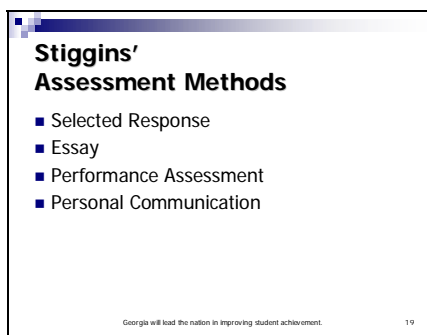
3. Present: **Authors describe and categorize assessment formats in a number of different ways. For example, UbD describes a continuum of assessments.**

Review information on slide.

[Facilitator's Note: See page 142 in the UbD Workbook for more detailed explanation of the continuum.]

Slide 13

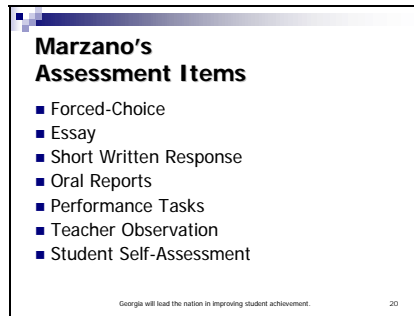
4. Show slide 13.



5. Present: **Rick Stiggins categorizes assessment formats slightly differently. He uses refers to four categories of assessments: *Selected Response, Constructed Response, Performance Assessment, and Personal Communication.***

Slide 14

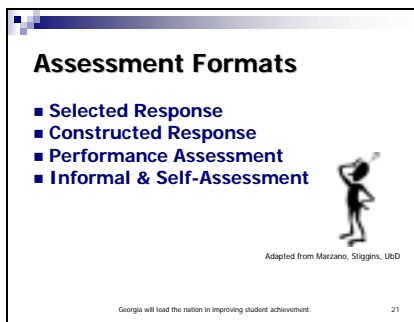
6. Show slide 14.



7. Present: **Bob Marzano describes seven assessment items.** Review information on slide.

Slide 15

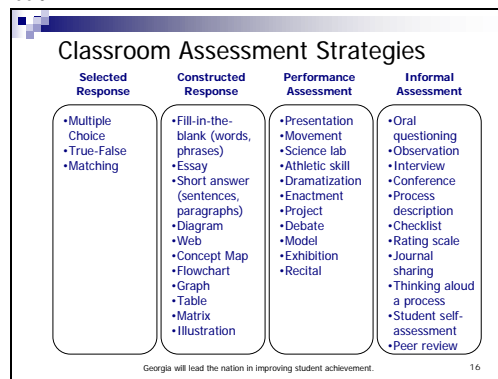
8. Show slide 15.



Slide 16

PG 13

9. Present: **While you may choose to employ any of these formats, rather than *adopting* any single format for training, we have *adapted* the various assessment frameworks for purposes of discussion today. We will arrange our classroom assessments into these four categories: *Selected Response, Constructed Response, Performance Assessment, and Informal & Self-Assessment.***



PG-14-15
Chart Paper
Markers
Slide 17

10. Present: **On pages 14 and 15 of the Participant's Guide you will find descriptions of these four assessment formats.**

Group Activity

- Choose one of the four assessment formats.
- Get a piece of chart paper and divide it into four sections.
- At the top, label the chart with the kind of assessment.
- Label the four sections: Key points, Examples, Advantages, Disadvantages.
- Post and report your ideas.

+

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11. Allow participants time to locate the appropriate pages, then assign the formats to different table groups. Assign all four assessment formats. If there are more than four groups, have two groups work separately on the same format.
12. Present: **At your table, review and discuss the information describing your format. Then generate a list of specific types of assessments that could be examples of your assigned format.**

Slide 18

13. Show slide 18.

**Example of Chart for
Constructed Response**

<u>Key Points</u>	<u>Examples</u>
<u>Advantages</u>	<u>Disadvantages</u>

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14. Present: **On a piece of chart paper, write the name of the assessment format your group will discuss and draw a vertical line down the middle of the page and across the middle of the page. On the top left side of the page, list key points to describe your format. On the top right side, list the examples of this assessment type generated by your group. You will have 5-7 minutes to complete this task, after which the groups will report on their work.**

15. At the end of 5-7 minutes, ask one group to volunteer to display its chart and to report. (If more than one group discussed the same assessment format, have all of the groups with the same format report consecutively, with each additional group reporting only points that are different from those that have already been reported.)
16. Continue until each assessment format has been discussed

Self-Assessment of Participants' Classroom Practices

1. Present: **Now that we are more familiar with assessment formats and specific types of assessments in each category, let's examine our own classroom assessment practices.**
- PG-16-17
2. Refer participants to pages 16-17 in the Participant Guide, "***Balanced Assessment: A Self-Assessment Inventory.***" Ask each individual to read the directions and then to complete the self-assessment, rating their level of use of each of the assessments listed, using the scale in the box shown on the first page. Ask participants to respond honestly.
- PG-17
3. Allow about 5 minutes for participants to complete the self-assessment inventory; then say: After you complete the self-assessment, turn in the Participant's Guide, transfer your scores to the tally chart, look over your results, and reflect on the questions listed below the chart.
 4. **Allow an additional 5 minutes or until you see that most of the participants have completed the assignment. Use the following questions to briefly discuss the results they found:**
 - What do the survey results suggest?
 - What patterns do you notice?
 - Are you using one format more than others?
 - Are there types of assessment you use less frequently or not at all?
 - Are you collecting appropriate evidence for *all* the desired results?
 - Do you rely too heavily on those that are easiest to test and grade?
 - How might you modify your classroom practice to better assess student learning?
 5. Present: **Just as you might use this self-assessment to modify your classroom practices, students can use self-assessment to modify their learning. This is an example of assessment *for* learning.**

Comparison of Assessment Formats

1. Present: **Performance assessments and informal & self-assessments are not meant to totally replace selected or constructed response assessments. Each type of assessment has its own advantages and disadvantages, strengths and uses. It's especially important to note here that assessments for learning occur throughout the teaching/learning process, from the first day a unit is introduced until the day the unit of instruction is completed. Each unit, therefore, will have a number of different assessments that allow the classroom teacher to measure a student's progress toward his/her acquisition of the requisite knowledge, skills, and understanding.**

Chart paper
Markers
PG 19

2. Ask table groups to reconsider the assessment formats they discussed earlier (*Selected Response, Constructed Response, Performance Assessment, Informal & Self-Assessment*). Have each group write their assigned assessment format at the top of another piece of chart paper and draw a vertical line down the middle of the page. One column should be labeled "Advantages"; the other, "Disadvantages."

Facilitator's note: Page 19 in the Participant's Guide has a chart that they can use to fill out their responses.

3. Allow groups 5-6 minutes to discuss the advantages and disadvantages of the assessment type and to list points in the appropriate column.
4. Ask each group to display its chart and to summarize its discussion for everyone. (If more than one group discussed the same assessment format, have all groups report consecutively, with subsequent groups reporting only points that are new or different.)

PG 18

5. If you have participants fill out the chart on page 18 of the Participant's Guide, Present: **Examine each item listed in each section to determine whether this concern is addressed satisfactorily by each of the assessment formats listed across the top. For example, is there an opportunity for a student to explain his/her response on a Selected Response type of assessment?** (no) **...Constructed Response assessment?** (yes)
...Performance Assessment (yes) **...Informal & Self-Assessment** (yes)

6. Present: **As you reach consensus in your group, record your response to each item for each assessment type. Not all items may result in a simple yes or no. Some may require additional explanation.**
7. Allow groups about 8-10 minutes to discuss and complete their sections of the table. Ask if there are any items that individuals would like to discuss with the group as a whole.
8. Present: When we examine assessment in this manner, we see not only those different types of assessments meet different needs, but also that at times those different needs may appear to be in conflict. An assessment that allows a student the opportunity to provide the best evidence of understanding may not be the most objective, the most time efficient, etc. We need to work together within our departments and with school leaders to design a number of different assessments that will meet everyone's needs: those of students, teachers, parents, and administrators. Remember, too, what we said at the beginning of the day: State and other standardized tests provide data on overall school performance and can be valuable program evaluation tools; but it is classroom assessments *for* learning that allow teachers to keep the focus on learning, to make continuous instructional decisions that benefit individual learners, and to build students' confidence in their ability to learn.

Assessment Design

1. Allow time to discuss, evaluate, and modify the assessment plan provided, and then present: **We'll come back to this assessment plan and discuss it further a little later today.**
5. Transition: **Whatever format or framework we use in thinking about assessment, a balanced assessment plan that incorporates multiple types of assessments is necessary if we hope to determine what students know, are able to do, and can understand in relation to particular standards. But simply using a variety of types of assessments is not enough. We need to use the particular type of assessment that is most appropriate for measuring specific types of knowledge, skills, and understanding.**

Matching Assessments to Standards

- Overview** Participants will examine in depth the kinds of knowledge and skills students will need to provide evidence of in order to meet the Georgia Performance Standards. They will then determine which types of assessment are best for particular kinds of knowledge and skills.
- Objective**
- Determine the best type of assessment to obtain evidence of learning for specific kinds of knowledge and skills.
- Activities**
- Translating Standards into Achievement Targets
 - Applying What We've Learned
 - Small Group Practice
 - Planning for Assessment
- Materials**
- Overhead projector or computer and LCD projector
 - Transparencies or PowerPoint presentation
 - Participant's Guide
 - Assessment Plan

Translating Standards into Achievement Targets

1. Present: **To assess effectively, we need to match the appropriate type or format of assessment to the kind of evidence that will provide the best indicators of the desired results we have predetermined for the standard. If the goal is for students to learn basic facts, then paper-and-pencil tests and quizzes may provide adequate and efficient measures. However, when the goal is deep understanding, we need to rely more on complex performances to determine whether the learning goals have been reached.**

Slide 19

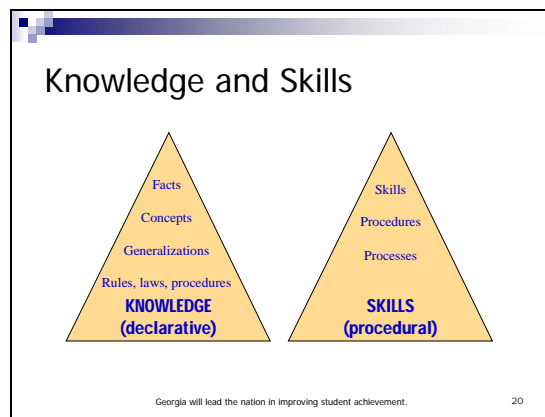
2. Show slide 19.



Present: **In Day 2 when we looked at Knowledge, we considered facts, concepts, generalizations, rules, laws, procedures (here procedures refers to steps we need to follow in a process); in other words, the basic content knowledge we need to acquire before we can truly understand. Likewise, Skills included those skills, procedures, and processes that we use to apply our knowledge in order to achieve understanding. Knowledge and Skills are two achievement targets.**

Slide 20
PG 18

3. Show slide 20 and refer to handout p. 18 of Participant's Guide.



Present: **Today we're going to extend our understanding of Knowledge and Skills to include the achievement targets of "Thinking and Reasoning" and "Communication." These "Thinking and Reasoning" and "Communication" skills include additional ways of applying knowledge and skills in order to provide evidence of learning. Let's look briefly at what each achievement target means.**

4. Present: **Knowledge/Informational targets refer to a student's complete and detailed understanding of the information important to a topic, unit of instruction, or course—the content knowledge. What are some examples of Knowledge/Informational targets in the standards?**

Allow time for participants to look over standards and contribute suggestions.

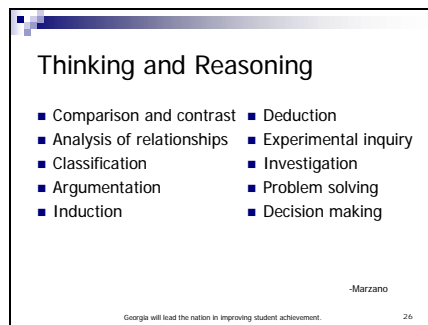
5. Present: **Skill/Process targets refer to a student's success in performing a skill or process important to the topic, unit, or course. The student must demonstrate that s/he understands the key features of the skill or process. What are some examples of Skill/Process targets from the standards?**

Allow time for participants to look over standards and contribute suggestions.

6. Present: **A number of types of "Thinking and Reasoning" skills are included in the standards; these are skills that fit within the Skill/Process targets but involve higher level processes. Here's a list of "Thinking and Reasoning" skills generated by Bob Marzano.**

Slide 21

7. Show slide 21.



Thinking and Reasoning

- Comparison and contrast
- Analysis of relationships
- Classification
- Argumentation
- Induction
- Deduction
- Experimental inquiry
- Investigation
- Problem solving
- Decision making

-Marzano

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Present: **Can you think of others that we might add? What are some specific examples of “Thinking and Reasoning” targets that are specified in the standards?**

Allow time for participants to look over standards and contribute suggestions.

- Present: **Marzano has also generated a list of “Communication” targets. Again, these fit within the classification of Skills/Processes, but directly relate to the processes of communication.**

Applying What We’ve Learned

PG-23

- Present: **Now let’s pull all that we have discussed so far today together. You will need the page you have just completed on the comprehension standard, as well as page 24 in your Participant Guide.**

Slide 22
PG 20

- Show slide 22.

ACHIEVEMENT TARGET	ASSESSMENT FORMAT			
	Selected Response	Constructed Response	Performance Tasks	Informal Assessment
Informational (Knowledge)	Can sample majority of elements of knowledge	Essays can tap understanding of relationships among elements of knowledge	Not a good choice for this target; other options preferred	Teacher can ask questions, indicate answers, and take mastery but time-consuming
Process (Skills)	Can assess majority of the knowledge-poor students to habitual performance, but has the skill itself	Can assess majority of the knowledge-poor students but cannot rely on those to have the skill itself	Can observe and evaluate skills as they are being performed	Strong match when skill is oral communication
Thinking and Reasoning	Can assess application of some patterns of reasoning	Written descriptions of complex problem solvers (see practice might also measure or efficiency)	Can watch students solve some problems or examine some products and infer about reasoning proficiency	Can ask students to “think aloud” or can ask follow-up questions to probe reasoning
Communication	Not a good choice for this target; other options preferred	Not a good choice for this target; other options preferred	Can observe and evaluate some skills, such as oral communication	Strong match with some communication skills
Other:				

Adapted from Marzano and Stiggins
29

- Present: **Let’s compare your thinking with one perspective on the links between achievement targets and assessment types.**
- Present: **Some of your responses may differ from those on the chart. Our responses can be influenced by our individual experiences, the children with whom we work, the particular assessment instrument we have pictured in our mind, etc. Because students do not all learn in the same way or demonstrate learning in the same way, many achievement targets can and should be assessed with more than one assessment format to provide every student with the opportunity to provide evidence in multiple formats.**

Planning for Assessment

1. Present: **To ensure that assessments provide detailed information about students' understanding and proficiency, teachers should strive for a balance of assessments in each instructional unit. To plan and track the intended achievement goals associated with the standards addressed in each unit and the assessments used, teachers might create an assessment matrix.**

Slide 23

2. Show slide 23.

Small group discussion:
What has to happen?

"...if assessment is not working effectively in our classrooms every day, then assessment at all other levels (district, state, national, or international) represents a complete waste of time and money."
Stiggins, 1999

- If you know what a student must understand, how do you check to see if that student understands?
- What evidence will you use to evaluate the level of understanding?
- What will you do in your classroom based on the evidence you collect?

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3. Present: **Read over the points presented in slide 23. Turn to a partner and discuss what must happen in Georgia to address these points.**
4. Ask for volunteers to present their ideas to the whole group.
5. Show slide 24

Slide 24

Critical Filters

- What type of evidence is required to assess the standard? (e.g., recall of knowledge, understanding of content, ability to demonstrate process, thinking, reasoning, or communication skills)
- What assessment method will provide the type of evidence needed?
- Does the assessment activity or task (assessment method) provide enough evidence to determine if students have met the standard?
- Is the activity or task developmentally appropriate?
- Can the assessment provide students various options for showing what they know, are able to do, or understand?

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6. Present: **As we begin to develop unit assessment plans, considering "Critical Filters" such as these can help us decide on appropriate assessments.**

Review and discuss contents of slide.

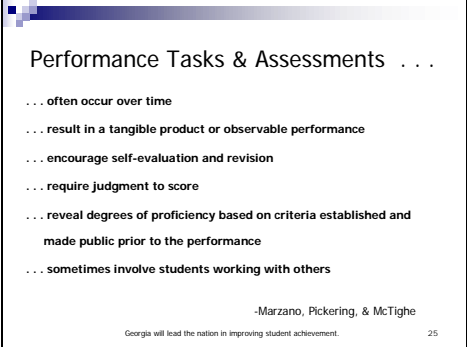
7. Transition: **We have worked thus far through a process of planning for balanced assessments in our classroom. This process includes matching the appropriate type of assessment with the different types of knowledge and skills required in the standards. We now need to learn how to construct and use appropriate performance assessments and rubrics.**



Performance Assessments and Rubrics

Overview	This section will provide some basic information for developing performance assessments and rubrics.
Objective	<ul style="list-style-type: none">➤ Understand how and when to use performance assessments➤ Understand basics of good rubric construction
Activities	<ul style="list-style-type: none">➤ Defining Performance Assessment➤ Guidelines for Performance Assessment➤ Components of Rubric Design
Materials	<ul style="list-style-type: none">➤ Overhead projector or computer and LCD projector➤ Transparencies or PowerPoint presentation➤ Participant's Guide➤ Assessment Plan

	Defining Performance Assessment
	<p>1. Present:</p> <ul style="list-style-type: none">➤ Language arts teachers may be more familiar with performance assessments and rubrics than teachers in other academic disciplines since they grade writing using rubrics. This part of the training will provide an overview of performance assessment; however, many of the resources listed at the beginning of this module constitute valuable additional resources.➤ Rick Stiggins states that “performance assessments involve students in activities that require them actually to demonstrate performance of certain skills or to create products that meet certain standards of quality” (2005)➤ Perhaps most important, performance assessments allow students to demonstrate their understanding and to apply knowledge and skills. Performance assessments allow students to see the relevance of their learning.➤ Performance assessments are designed to assess deep understanding rather than surface knowledge or discrete facts.➤ Consider this example, throughout a high school chemistry course or math course or language arts course, students are assessed through a series of pop quizzes and end-of-chapter tests. Prior to all tests, the students are provided with study guides for the tests. These students do quite well on the tests and in the class overall. Yet, when these same students leave the classroom, they jokingly admit that they don’t remember anything about chemistry or math or language arts.➤ The students in this example learned discrete facts for a specific purpose—a test; but they never had to apply that knowledge in authentic learning situations or performance assessments. If we really want our students to become literate citizens of the world, we must include performance assessments that provide students with the opportunities to use knowledge and skills in meaningful ways.


Slide 25	<p>2. Show slide 25.</p> 
	<p>3. Present: Marzano, Pickering, and McTighe (1993) offer the following characteristics of performance assessment:</p> <ul style="list-style-type: none">➤ Performance assessments often occur over time➤ Performance assessments result in a tangible product or observable performance➤ Performance assessments encourage self-evaluation and revision➤ Performance assessments require judgment to score➤ Performance assessments reveal degrees of proficiency based on criteria established and made public prior to the performance➤ Performance tasks sometimes involve students working with others

	<h2 style="text-align: center;">Guidelines for Performance Assessment</h2>
	<p>1. Present: Now let's look at a way of constructing a performance assessment. Wiggins and McTighe suggest constructing performance assessments using the acronym GRASPS.</p>
<p>Slide 26 PG-22</p>	<p>2. Show slide 26.</p> <div style="text-align: center; border: 1px solid black; padding: 10px; width: fit-content; margin: 20px auto;"> <p>GRASPS</p> <p>G Real-world <u>GOAL</u></p> <p>R Real-world <u>ROLE</u></p> <p>A Real-world <u>Audience</u></p> <p>S Real-world <u>Situation</u></p> <p>P Real-world <u>Products</u> or <u>Performances</u></p> <p>S <u>Standards</u></p> <p style="font-size: small; margin-top: 5px;">Google will lead the nation in improving student achievement. 26</p> </div>
	<p>3. Present: Let's apply the GRASPS acronym to a performance assessment in the assessment plan. Can we improve this performance assessment by employing this simple acronym?</p>
	<p>Transition: Performance assessments should be a part of a balanced assessment plan along with constructed response and informal & self assessments. While performance assessment take longer for teachers to plan, they provide students with essential opportunities to apply what they know, are able to do, and understand to meaningful situations.</p>
<p>Slide 27</p>	<p>5. Show slide 27.</p> <div style="text-align: center; margin: 20px auto;"> </div> <p>Ask: How does this illustrate what we are doing today?</p>

<p>Slide 28 PG 23</p>	<p>6. Show slide 28. You may wish to use the template on page 23 of the Participant's Guide.</p> <div data-bbox="696 296 1133 625" style="border: 1px solid black; padding: 5px;"> <p>"Unpacking is an ongoing and continual dialogue." John Brown, ASCD</p> <ul style="list-style-type: none"> ■ Work in small groups. ■ Choose a standard and element(s) you have unpacked to the Skills and Knowledge level. ■ Focus on each understanding and write on chart paper how a teacher could use assessment to find evidence of the student's understanding. <p style="font-size: small; text-align: center;">Georgia will lead the nation in improving student achievement. 28</p> </div>
<p>Slide 29</p>	<p>7. Show slide 29.</p> <div data-bbox="719 711 1166 1041" style="border: 1px solid black; padding: 5px;"> <p>Resources for Enduring Understandings</p> <ul style="list-style-type: none"> ■ Remember that the Georgia Performance Standards in Science were based on <i>Benchmarks for Science Literacy</i> and <i>National Science Education Standards</i>. Both of these books provide the guidelines of what a student should understand. If you are unsure of the depth of understanding or want further clarification, you can refer to either of these for help. ■ <i>Benchmarks for Science Literacy</i> On-line: http://www.project2061.org/tools/benchof/bollintro.htm ■ <i>National Science Education Standards</i> On-line: http://www.nap.edu/readingroom/books/nses/html/ <p style="font-size: small; text-align: center;">Georgia will lead the nation in improving student achievement. 29</p> </div>
	<p>8. Present: We will work in small groups. Please choose a group with similar grade levels and needs.</p> <ul style="list-style-type: none"> ➤ Choose a standard and element (or elements if you see the connections) you have unpacked to the Skills and Knowledge level. ➤ Use the template from the Participant's Guide on Alignment. ➤ Work together to fill out the template to share with other groups. <p>Remember that the Georgia Performance Standards in Science were based on <i>Benchmarks for Science Literacy</i> and <i>National Science Education Standards</i>. Both of these books provide the guidelines of what a student should understand. If you are unsure of the depth of understanding or want further clarification, you can refer to either of these for help.</p> <p>9. You may use an example of a unit plan to review the steps in the process.</p> <p>10. Present: We will use the same strategy of the Gallery Walk that we used in Day 2. Write any questions, suggestions or comments for talking points to discuss.</p>
<p>Slide 30</p>	<p>11. Show slide 30.</p>

	<div data-bbox="678 212 1203 600" data-label="Complex-Block"> <p>A Culminating Project/Performance Assessment Task includes</p> <ul style="list-style-type: none"> ■ Instructions for the students ■ Dimensions of the task (knowledge, understanding, skills being assessed) ■ Scoring systems: <ul style="list-style-type: none"> □ Rubric—used to judge levels of performance □ Checklist—used to judge whether or not the skill or behavior has been demonstrated <p style="font-size: small; text-align: center;">Georgia will lead the nation in improving student achievement. 30</p> </div> <p>Present: Students need assessment opportunities that will allow them to demonstrate independent understanding via explanation, application, interpretation, and self-knowledge. Culminating Project/Performance Assessment Tasks are used at least once a grading period for students to provide evidence of their understanding.</p>
<p>Slide 31</p>	<p>12. You may use a sample unit plan (Relationships) or discuss this sample GRASPS Culminating Project:</p> <div data-bbox="695 978 1187 1346" data-label="Complex-Block"> <p>A Sample G.R.A.S.P.S Culminating Project</p> <p>You are a member of a team of scientists investigation deforestation of the Amazon rain forest. You are responsible for gathering scientific data (including such visual evidence as photographs) and producing a scientific report in which you summarize current conditions, possible future trends, and their implications for both the Amazon itself and its broader influence on our planet. Your report, which you will present to a United Nations subcommittee, should include detailed and fully-supported recommendations for an action plan which are clear and complete.</p> <p style="font-size: small; text-align: center;">Georgia will lead the nation in improving student achievement. 32</p> </div> <p>Ask participants to read the task and comment on the link to understanding and evidence of that understanding.</p>

	Components of Rubric Design
Slide 32	<p>13. Show slide 32 and talk about assessment of projects/performances and the tools for assessing.</p> <div data-bbox="716 394 1169 732" style="border: 1px solid black; padding: 10px; margin: 10px auto; width: fit-content;"> <p>According to Grant Wiggins...</p> <ul style="list-style-type: none"> ■ "What is to be assessed must be clear and explicit to all students: ■ NO MORE SURPRISES! ■ "...rubrics must accompany all major assignments and assessments." <p style="font-size: small; text-align: center;">Georgia will lead the nation in improving student achievement. 33</p> </div> <p style="text-align: center;">Slide 33 can be a sample rubric to use as a guide.</p>
Slide 33 PG24-28	<p>14. Show slide 33 explaining what a rubric is and is not.</p> <div data-bbox="704 913 1180 1272" style="border: 1px solid black; padding: 10px; margin: 10px auto; width: fit-content;"> <p>A rubric is a set of rules that</p> <ul style="list-style-type: none"> ■ Shows levels of quality ■ Communicates standards ■ Tells students expectations for assessment task ■ Is NOT a checklist (yes or no answers) ■ Includes dimensions (criteria), indicators and a rating scale. <p style="font-size: small; text-align: center;">Georgia will lead the nation in improving student achievement. 34</p> </div> <p>Use pages 24-28 in the Participant's Guide to provide participants with information about templates, writing rubrics, terminology, and types of rubrics.</p>
Slide 34	<p>15. Show slide 34 and discuss the advantages of using rubrics for assessment of evidence.</p> <div data-bbox="716 1526 1169 1864" style="border: 1px solid black; padding: 10px; margin: 10px auto; width: fit-content;"> <p>Advantages of Using a Rubric</p> <ul style="list-style-type: none"> ■ Lowers students' anxiety about what is expected of them ■ Provides specific feedback about the quality of their work ■ Provides a way to communicate expectations and progress ■ Ensures all student work is judged by the same standard ■ Disengages the "halo" effect and its reverse ■ Leads students toward quality work. <p style="font-size: small; text-align: center;">Georgia will lead the nation in improving student achievement. 35</p> </div>

<p>Slide 35</p>	<p>16. Caution participants about the importance of matching the goal of the project/performance to the criteria you are using to score the evidence of the student's understanding.</p> <p>Pay attention that you are scoring the <u>evidence</u> of what you want the student to know and be able to do. How good is good enough? Don't get confused by criteria that sounds good but doesn't <u>match the goal</u>.</p>  <p>Ear Side Gallery by Gary Larsen</p> <p>Georgia will lead the nation in improving student achievement. 36</p>
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	<p>1. Present:</p> <ul style="list-style-type: none"> ➤ When we assess for learning in our classrooms, students need to know the criteria on which that assessment is based prior at the beginning of the learning process for a unit or course of instruction. ➤ Rubrics are guidelines for assessing, evaluating, and/or scoring student work and performance. ➤ Rubrics show levels of quality and communicate expectations. ➤ Rubrics allow students as well as teachers to “begin with the end in mind.” <p>2. Rubrics are not used for all assessments. They score performance and products.</p>
	<p>3. Present:</p> <ul style="list-style-type: none"> ➤ To construct a rubric, we need to consider three factors called <i>Dimensions, Indicators, and Rating Scale.</i> ➤ <i>Dimensions</i>, sometimes referred to as criteria, encompass the knowledge, skills, and understanding to be assessed. ➤ <i>Indicators</i> specify the evidence used to judge the degree to which the dimension is mastered. ➤ <i>Rating Scales</i> discriminate among the various levels of performance.
<p>Slide 36 PG 24</p>	<p>4. Present:</p> <ul style="list-style-type: none"> ➤ Let's look at a template for a basic rubric design. <p>5. Show slide 36.</p> <div data-bbox="738 1283 1146 1589" style="text-align: center;"> <p>The diagram shows a 'Basic Rubric Template' which is a grid. The vertical axis is labeled 'Criteria' and has a downward-pointing arrow. The horizontal axis is labeled 'Scale' and has a rightward-pointing arrow. The grid consists of 3 rows and 4 columns. The top row is the header row for the 'Scale' axis. The leftmost column is the header column for the 'Criteria' axis. The remaining 2 rows and 4 columns are filled with the word 'Indicator'. Below the grid, there is a small text line: 'Georgia will lead the nation in improving student achievement.' and the number '37'.</p> </div>
<p>Slide 37</p>	<p>6. Present:</p> <ul style="list-style-type: none"> ➤ There are rubrics that have problems with clarity and format. ➤ Use caution with descriptors and criteria that contain too many words. Break them down into different areas of scoring. ➤ Checklists are not rubrics. They determine if something is there or isn't there. ➤ Rubrics declare the standard of “how good is good enough” before

the work is scored. You may have only a few or no top scores if the work does not exemplify the criteria stated. The work is judged against the criteria, not against other pieces of work.


- **Pay attention to what you are assessing. Don't score the work on criteria that doesn't match the evidence needed for understanding.**
- **Set clear expectations of work with a checklist for things such as name on paper, legibility, turned in on time, etc.**

Ugly Rubrics

- Too wordy so that no one can understand the dimensions or indicators, let alone use them for a fair grade
- Checklists – Have it, don't have it
- Judge each work against other items of work
- Judge the wrong thing so student can just jump through hoops to get a good grade.

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<p>Slide 38 PG 24-28</p>	<p>7.Present:</p> <ul style="list-style-type: none"> ➤ Good rubrics have similarities. ➤ Rubrics are tools and have a place in assessing performance and projects. They are not the tool for all assessments. ➤ They show the level of performance against a level of criteria. ➤ Students receive the rubric when the task is given to them so they know the expectations for scoring. ➤ Good rubrics have criteria listing what to avoid. ➤ Rubrics should be consistent and reliable and scoring should be as objective as possible. ➤ The content judged matches the standards and instructional emphasis of the task. <div data-bbox="704 688 1182 1050" style="border: 1px solid black; padding: 5px; margin: 10px auto; width: fit-content;"> <p style="text-align: center;">Good Rubrics </p> <ul style="list-style-type: none"> ■ Are tools ■ Show level of quality of a performance or task ■ Communicate standards clearly and specifically ■ Are given to students to set expectations ■ Show what to avoid and addresses misconceptions ■ Are consistent and reliable ■ Use content that matches standards and instructional emphasis <p style="font-size: small; text-align: center;">Georgia will lead the nation in improving student achievement. 39</p> </div> <p>Participant's Guide pages 24-28 give more information about rubrics.</p>
	<p>Transition:</p> <ul style="list-style-type: none"> ➤ While there's no single correct way of constructing a rubric, keep in mind that the goal is to design rubrics that communicate to students, teachers, and parents, meaningful information concerning the extent to which a student's product or performance shows evidence of meeting the Georgia Performance Standards. ➤ The web resources listed in this module include several sites devoted to rubric construction and grading with rubrics.
	<p>We still need to discuss, however, the differences between assessment and assigning grades.</p>

Accountability: Testing

- Overview** In this section, participants will get information about the Georgia Testing Program.
- Objective**
- Understand the purpose of the Georgia Testing Program and the resources available.
- Materials**
- Overhead projector or computer and LCD projector
 - Transparencies or PowerPoint presentation
 - Participant's Guide

Accountability: Testing

Slide 39

1. Show slide 39.

Accountability

The purpose of the Georgia Testing Program is

- to measure the level of student achievement of the standards,
- to identify students failing to achieve mastery of content,
- to provide teachers with diagnostic information,
- to assist school systems in identifying strengths and weaknesses in order to establish priorities in planning educational programs.

Georgia will lead the nation in improving student achievement. 39

2. Present:

- **“The purpose of the Georgia Testing Program is to measure the level of student achievement of the Quality Core Curriculum (QCC) standards (and according to the implementation phase-in plan, the Georgia Performance Standards)**
- **to identify students failing to achieve mastery of content,**
- **to provide teachers with diagnostic information, and**
- **to assist school systems in identifying strengths and weaknesses in order to establish priorities in planning educational programs.**
- **In order to fulfill the purpose and maintain the integrity of the statewide testing program, test security must be established. Occurrences that violate test security risk damage to test integrity and could result in the invalidation of a system’s test scores.”**

Slide 40

3. Show slide 40.

Timeline of Test Development

- Vendors
- Database of items
- Committees
- Field Tests
- Data analysis

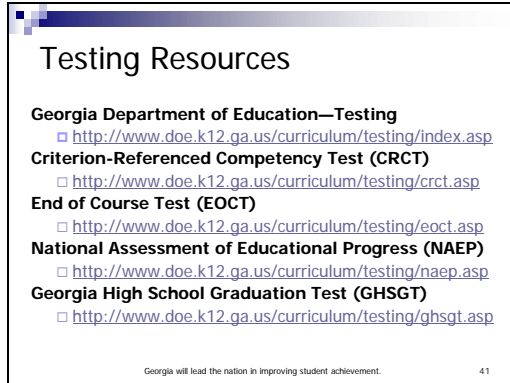
Georgia will lead the nation in improving student achievement. 40

4. Present:

- **Each test is developed under contract by a national vendor. Committees of teachers from all over Georgia work with the database of items. Some committees screen items. Other committees approve/reject items. Additional committees review the items for alignment.**
- **The map of Georgia is color-keyed. The counties in blue had teacher representatives on the committee for the blueprint for the Georgia High School Graduation Test.**
- **Items approved by all stages of the process are then used as field test items on tests to check for statistical validity before becoming actual items for scoring on future assessments.**
- **The middle grades Criterion-Referenced Competency Test (CRCT) will contain field test items for future tests.**
- **There will be field test items included on several forms of the same test.**
- **Have students write their names on the front of the testing booklet as well as the scoring sheet. Make sure teachers know to match names on the scoring sheets to the testing booklets so that students are scored according to the correct form.**

Slide 41
PG 41

5. Show slide 41.



The slide is titled "Testing Resources" and lists several testing resources provided by the Georgia Department of Education. It includes the following text:

Georgia Department of Education—Testing
□ <http://www.doe.k12.ga.us/curriculum/testing/index.asp>

Criterion-Referenced Competency Test (CRCT)
□ <http://www.doe.k12.ga.us/curriculum/testing/crct.asp>

End of Course Test (EOCT)
□ <http://www.doe.k12.ga.us/curriculum/testing/eoct.asp>

National Assessment of Educational Progress (NAEP)
□ <http://www.doe.k12.ga.us/curriculum/testing/naep.asp>

Georgia High School Graduation Test (GHSGT)
□ <http://www.doe.k12.ga.us/curriculum/testing/ghsgt.asp>

At the bottom of the slide, there is a small footer that reads "Georgia will lead the nation in improving student achievement." and the number "41".

6. Present:

- **There are several testing resources provided on the Georgia State Department website under Student Testing.**
- **Web addresses for these sites are listed on the slide and are in the participant's guide.**

Grading Student Work

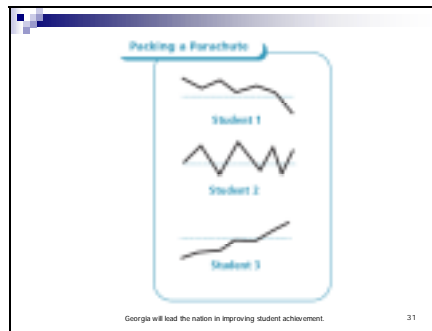
- Overview** In this section, the differences between assessment and grading will be explored.
- Objective** ➤ Understand the difference between assessment and grading.
- Activities** ➤ Grading: How Safe is Your Parachute?
- Materials**
- Overhead projector or computer and LCD projector
 - Transparencies or PowerPoint presentation
 - Participant's Guide

Grading: How Safe is Your Parachute?

1. Present: **Let's turn our attention to an example that demonstrates the differences between grading and assessment.**

Slide 42

2. Show slide 42



3. Present the following anecdote:
 - **Three students are taking an eight-day class in parachute packing. The teacher gives a performance test at the end of each day of instruction.**
 - **S/he provides feedback telling each student exactly what s/he did right and what s/he needs to improve. The teacher then differentiates instruction so that each student can improve.**
 - **The first student does extremely well on the first few tests, but by the end of the course, his performance has dropped off considerably. He received A's on his first five tests and F's on his last three.**
 - **The second student is erratic. Sometimes she does a good job packing the parachute and sometimes she does not. Her grades have ranged from B to F.**
 - **The third student was clueless at the beginning—well really through most of the class. But by the last few sessions, she caught on and performed flawlessly. Her grades were mostly F's, with A's on her last three packing performances.**

- **At the end of the course, only the first student passed because the second and third students, *when their scores were averaged*, did not have a score as high as the first student, even though the first student had a clear drop-off in performance. The last student, who performed consistently and flawlessly at the end, never did bring up her *average* enough to pass the parachute-packing course.**
- 4. Ask: **Which student would you want to pack your parachute?**
- 5. Ask: What does this tell us about assessment and grading practices and the differences among them?
- 6. Present: **Assessment is a continuous process of identifying student learning and/or performance at a given point in time, in order to provide feedback and make instructional decisions. While assessment may be *formative* or *summative*, it is always a means of collecting evidence of student mastery of the content standards. A balanced range of assessments provides a photo album of student progress through which we can observe a student's growth.**
- 7. Present: **Grading, on the other hand is a means of assigning a numerical or alphabetical grade to a student's work. As in the case of the parachute-packing students, grades, which are often represented as averages, do not take into account a student's growth, his/her progress toward mastery of the standards.**
- 8. Present: **Alfie Kohn (1994) cites a study by Condry and Chambers in 1978 to argue that grading while students are still learning often has unintended negative effects, that "rewards [and penalties] are most destructive when given for skills still being honed."**

Slide 43
PG 31-33



Assessment vs. Grading

<ul style="list-style-type: none"> • continuous process • provides feedback to improve student • may be <i>formative</i> or <i>summative</i> • provides a means of collecting evidence of student mastery of the content standards • provides a photo album of student progress through which we can observe a student's growth 	<ul style="list-style-type: none"> • a means of assigning numerical or alphabetical grade to a student's work • may be <i>formative</i> or <i>summative</i> • provides a means of collecting evidence of student mastery of the content standards • provides a photo album of student progress through which we can observe a student's growth
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9. Present:

- **Assessment is different from grading, and yet they are linked. Assessment is a continuous process of identifying student learning and/or performance at a given point in time, in order to provide feedback and make instructional decisions that will aid students' progress toward the achievement of their goals.**
- **While assessment may be formative or summative, it is always a means of collecting evidence of student mastery of content standards. A balanced range of assessments provides a photo album of student progress through which we can observe a student's growth.**
- **Grades are a fact of life in schools, and grading policies are the purview of individual school systems; but as we begin to design assessment plans that will allow us to gather evidence of student performance, remember the story of the parachute-packing class and be aware of the difference between assessing a student's knowledge, skills, and understandings as required by the GPS and assigning grades that may be the only indicators of student achievement some people see.**

Activity:

10. Do a survey to begin thinking about "How Effective Is Our Approach to Grading?" Have participants use the survey as a platform for discussion about grading methods.



Putting It All Together

- Overview** In this section, we will apply all the knowledge and skills acquired in Day 3 of training to the design of an assessment plan.
- Objective**
- Design a balanced assessment plan
- Activities**
- Designing an Assessment Plan: Small Group Work
 - Follow-Up Assignment
- Materials**
- Overhead projector or computer and LCD projector
 - Transparencies or PowerPoint presentation
 - Participant's Guide

	<p>Designing an Assessment Plan: Small Group Work</p>
	<p>1. Present:</p> <ul style="list-style-type: none"> ➤ As you work on your assessment plans here and in your local systems, keep in mind the characteristics of exemplary assessment.
<p>Slide 44</p>	<p>2. Show slide 44.</p> <div data-bbox="792 579 1230 911" style="border: 1px solid black; padding: 5px;"> <p style="text-align: center;">Characteristics of Exemplary Assessment</p> <ul style="list-style-type: none"> ■ Emphasizes learning process as well as product ■ Requires active construction of meaning ■ Assesses interdisciplinary and cross disciplinary skills ■ Helps students self monitor ■ Gives specific expectations for students ■ Emphasizes the application and use of knowledge ■ Has meaning and relevance to students ■ Emphasizes complex skills ■ Makes standards public and known in advance <p style="font-size: small; text-align: center;">Georgia will lead the nation in improving student achievement. 44</p> </div>
	<p>3. Present: We will spend whatever time we have remaining today working on an assessment plan. Between now and Days 4 and 5 of training, work on the follow-up assignments and continue collaborating within your departments and systems on Stages 1 and 2 of the Standards-Based Education process.</p> <p>4. As participants work in small groups walk around, observe, and provide feedback.</p>
<p>Slide 45</p>	<p>Follow-Up Assignment</p> <p>Show slide 45.</p> <div data-bbox="815 1396 1208 1692" style="border: 1px solid black; padding: 5px;"> <p style="text-align: center;">Follow Up Assignment</p> <ul style="list-style-type: none"> ■ Before returning for Day 4 of training, please read <i>What Happens Between Assessments?</i> This article is available online at: http://pdonline.ascd.org/pd_online/teachbehave/199612el_mctighe.html ■ By the end of Day 3 of training, you should have the knowledge and skills necessary to unpack the standards and design assessment plans. Before returning for Days 4 and 5, work with other teachers in your department or your school to plan a unit of instruction all the way through Stages 1 and 2 of the Standards-Based Education process. <p style="font-size: small; text-align: center;">Georgia will lead the nation in improving student achievement. 45</p> </div> <p>1. Before returning for Day 4 of training, please read <i>What Happens Between Assessments?</i> This article is available online at: http://pdonline.ascd.org/pd_online/teachbehave/199612el_mctighe.html</p>

	<p>2. By the end of Day 3 of training, teachers should have the knowledge and skills necessary to unpack the standards and design assessment plans. Before returning for Days 4 and 5, work with other teachers in your department or your school to plan a unit of instruction all the way through Stages 1 and 2 of the Standards-Based Education process.</p>
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