

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

Participant's Guide
General Curriculum and Special Education Directors

We will lead the nation in improving student achievement.

Table of Contents

Acknowledgements	4
Use of This Guide.....	4
Agenda.....	5
Module Goal.....	6
Module Objectives	6
GPS and the Unit Design Process	7
Rubric for Hook Activity	8
Reflections on Redelivery.....	9
Review: Unpacking Standards	10
Defining Our Terms	11
Descriptions of Assessment Formats	13
Balanced Assessment Evidence: A Self-assessment	15
Comparison of Assessment Strategies.....	17
Poetry Unit Assessment Plan.....	19
Skills and Knowledge	21
Determining Achievement Targets.....	22
Matching Assessment with Standards.....	23
Assessment Matrix	24
Guidelines for Performance Assessment.....	25

Alignment: The Logic	26
Basic Rubric Template	27
Steps in Designing a Rubric	28
Quality Words for Rubric Design	29
Rubric Writing Terminology	30
Holistic and Analytical Rubrics	31
Design Template for Assessment for a Unit	32
Design Template for One Assessment Task	33
Using the Grading Process to Motivate Student Achievement	34
Peer Review Checklist	35
A Glossary of Assessment Terms	37
Sample Unit	38
Recommended Readings: Assessment	40
Suggested Web Sites for Assessment	44
Follow Up Assignment	46

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 modules, please contact Robin Gower at (404) 463-1933 or rogower@doe.k12.ga.us.

Use of This Guide

The module materials, including a Leader'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.

Agenda

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

Introduction

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

Introduction to Assessment

- Review of the Unpacking Process
- Assessment Terminology

Balanced Assessment

- Balanced Assessments: Frameworks and Formats
- Self-Assessment of Participants' Classroom Practices
- Comparison of Assessment Formats
- Assessment Design

Matching Assessments to Standards

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

Performance Assessments and Rubrics

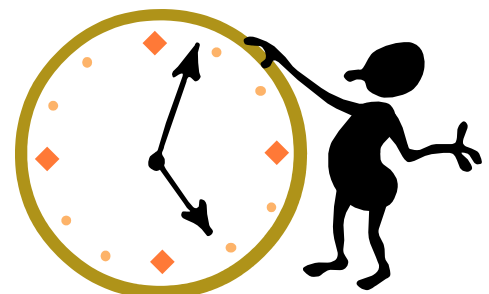
- Defining Performance Assessment
- Guidelines for Performance Assessment
- Components of Rubric Design

Grading Student Work

- Grading: How Safe is Your Parachute?

Putting It All Together

- Summary: Balanced Assessment Planning
- Follow-Up Assignment



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.

Key words from the goal:

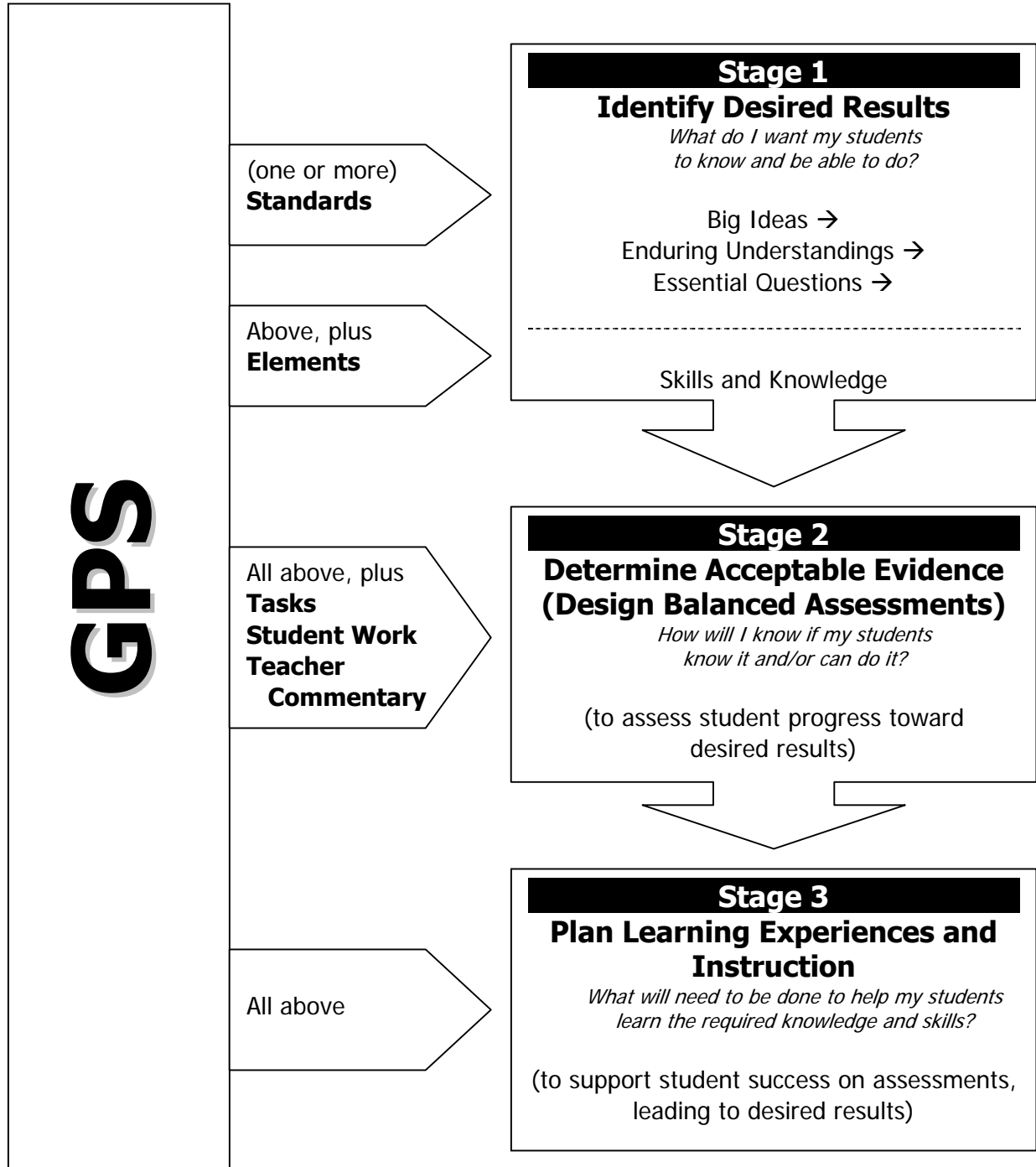
- Deep understanding
- Georgia Performance Standards (GPS)
- Standards-based education
- Research-based best practices

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

Module Objectives

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. Determine guidelines for constructing performance assessments and rubrics.
6. Explain the differences between assessment and grading.
7. Create a balanced assessment plan for a unit, including examples of performance tasks and rubrics.

GPS and the Unit Design Process





Rubric for Hook Activity

Scale				
Criteria	1	2	3	4
Accuracy → ↓	What's this?	Okay, it's a house, but it doesn't look like I imagined it would.	Better, I can tell it's a brick colonial.	Wow! This is just the way I imagined it would look.
Attention to Detail	Pretty plain.	Just the basics.	It's a nice house alright, but it doesn't look very lived in.	This has all those details that make a house a home.
Eye-Catching	Unmemorable.	Not unattractive, but I wouldn't drive around the block for a second look.	Not my ideal home, but I could live there.	My DREAM HOME.

Reflections on Redelivery Experiences:

Successes

Questions and Concerns





Review: Unpacking Standards

(For unpacking purposes, focus on Charlotte's Web or other novel.)

STAGE 1: DESIRED RESULTS

ESTABLISHED GOAL

ELA4R1. The student demonstrates comprehension and shows evidence of a warranted and responsible explanation of a variety of literary and informational texts. The texts are of the quality and complexity illustrated by suggested titles on the Grade 4 reading list. For literary texts, the student identifies the characteristics of various genres and produces evidence of reading that:

- a. Relates theme in works of fiction and nonfiction to personal experience.
- b. Identifies and analyzes the elements of plot, character, and setting in the stories they read, write, view, or perform.
- c. Identifies the speaker of a poem or story.
- d. Identifies sensory details and figurative language.
- e. Identifies and shows the relevance of foreshadowing clues.
- f. Makes judgments and inferences about setting, characters, and events and supports them with elaborating and convincing evidence from the text.
- g. Identifies similarities and differences between the characters or events and theme in a literary work and the actual experiences in an author's life.
- h. Identifies themes and lessons in folktales, tall tales, and fables.
- i. Identifies rhyme and rhythm, repetition, similes, and sensory images in poems.

ENDURING UNDERSTANDINGS

Students will understand that...

ESSENTIAL QUESTIONS

STUDENTS WILL KNOW...	STUDENTS WILL BE ABLE TO...

Next Step . . . STAGE 2: ASSESSMENT EVIDENCE

PERFORMANCE TASKS	OTHER EVIDENCE



Defining Our Terms

Directions:

One of the key aspects of effective balanced assessment is staff members' achievement of consensus regarding the meaning of key terms.

1. Create your own definition for each of the following terms.
2. Join other teams at your table to build a group consensus of the meaning of each term.

1. Assessment:

My definition: _____

Group definition: _____

2. Evaluation:

My definition: _____

Group definition: _____

3. Content Standards:

My definition: _____

Group definition: _____

4. Performance Standards:

My definition: _____

Group definition: _____

5. Characteristics of Science Standards:

My definition: _____

Group definition: _____

6. Assessment for Learning:

My definition: _____

Group definition: _____

7. Assessment of Learning:

My definition: _____

Group definition: _____

8. Benchmarks:

My definition: _____

Group definition: _____

9. Formative vs. Summative Assessment:

My definition: _____

Group definition: _____

10. Performance Assessment:

My definition: _____

Group definition: _____

11. Authentic Assessment:

My definition: _____

Group definition: _____

12. Rubric:

My definition: _____

Group definition: _____

13. Checklist:

My definition: _____

Group definition: _____

14. Feedback-adjustment Process:

My definition: _____

Group definition: _____

15. Progress Monitoring

My definition: _____

Group definition: _____

Descriptions of Assessment Formats

Selected Response

Selected Response items, which include multiple-choice questions, true/false items, and matching exercises, are the most common forms of assessments. Selected Response items are best used in assessing breadth of content (McREL, 2000). Although Selected Response items often are used to assess students' recall and recognition of information, they also can be constructed to assess higher level thinking. For example, they might be used to assess students' understanding of concepts, their ability to apply knowledge, or their skill in predicting the consequences of an action.

Selected Response formats are appropriate for use in a written form only when you are absolutely sure that students have a sufficiently high level of reading proficiency to be able to understand the test items. If you are administering a Selected Response assessment to students who are poor readers, nonreaders, or students who are still learning English, you must help them overcome their reading difficulty in order to determine their content mastery and obtain an accurate estimate of achievement.

It is possible, however, to use a Selected Response assessment in the primary grades or with students who are still learning English if the teacher reads the questions and provides pictorial response options.

Selected Response formats are appropriate to use when you need efficiency, as you can administer them to large numbers of students at the same time, and you can score them quickly.

Constructed Response

Short constructed response items may be questions that require students to prepare short written responses such as responses to short essay questions. For example, a science teacher might ask students to provide a brief explanation of how clouds affect weather and climate or a mathematics teacher might ask students to explain how they arrived at the answer to a mathematics problem. A language arts teacher might ask students to locate and explain examples of particular figures of speech in a specified passage. The value of this type of item is that it requires students to generate their own responses, yet it is not as time intensive as are other assessment forms. In addition, this type of item can be effectively used to assess students' understanding of concepts.

Performance Assessments

Performance tasks require students to apply learning to specific tasks and situations to demonstrate their knowledge. These tasks might include conducting interviews or creating physical products, oral presentations, videotapes, musical productions, or historical re-enactments. Research indicates that performance tasks can more deeply engage all students in their learning and can lead to a deeper understanding of content (Newmann, Secada, & Wehlage, 1995). Performance tasks can vary in terms of their complexity, time required for completion, and scope of content assessed. For example, students might be asked to do something as simple as read a poem or as complex as write and perform an original song or conduct a group investigation. In any case, teachers should clearly describe the nature of the final product, resources students will need, and the criteria that will be used to evaluate the product. Teachers should embed performance tasks in meaningful contexts so students can see the relevance and usefulness of the knowledge and skills they are learning. This makes it easier for all students to demonstrate what they know. Minority students might find performance tasks particularly motivating and engaging because they present opportunities to bring their cultural backgrounds into classroom learning experiences (see Farr & Trumbull, 1997). Performance tasks also can be quite useful when it is necessary to provide adaptations and accommodations for special needs students. Accommodations in content, format, administration procedures, scoring, and interpretation are more viable with performance tasks than with forced-choice items (Farr & Trumbull, 1997).

Informal & Self-Assessment

Informal assessments occur in every classroom every day. When teachers observe students working independently or in groups, they are assessing informally. When teachers observe students working to solve a problem or reading a text or viewing a newsclip, they are assessing informally. When students ask and answer questions, or dialogue with the teacher or with their classmates, or work in small groups, teachers informally assess knowledge and understanding. Informal assessments are usually subjective. While a teacher may employ specific criteria during informal observations or discussions, often s/he does not. Self-assessment represents another type of informal assessment. Students or teachers might use checklists to assess informally or to self-assess. Students self-assess as they become constructive critics of their own work or assess their growth or progress toward their learning goals. Assessing one's own work is a skill that must be taught; but as students learn to self-assess, they take charge of their own learning and their achievement improves.

Balanced Assessment Evidence: A Self-assessment

Directions: Use the following scale to rate your level of use of each of the following assessments.

3 = Frequent Use
2 = General Use
1 = Infrequent Use
0 = No Evidence of Use

1. _____ Fill-in-the-blank quizzes or tests
2. _____ Projects
3. _____ Student self-assessments
4. _____ Matching quizzes or tests
5. _____ Oral presentations (e.g., dramatization, recitation)
6. _____ Reflective journals or learning logs
7. _____ True-false quizzes or tests
8. _____ Teacher-student conferences
9. _____ Illustrations
10. _____ Products (e.g., PowerPoint show, piece of art, model)
11. _____ Observations of students using observable indicators or criteria list.
12. _____ Oral questioning
13. _____ Peer reviews and peer response groups.
14. _____ Creations of graphic organizers (e.g., graphs, tables, illustrations)
15. _____ Multiple-choice quizzes and tests
16. _____ Essay quizzes and tests

- 17. _____ Multiple-step projects or scenarios
- 18. _____ Written process descriptions (e.g., in determining a solution: science lab, math solution, etc.)
- 19. _____ Short answer quizzes and tests
- 20. _____ Demonstration of a skill

Adapted from *Understanding by Design Professional Development Workbook*



Transfer your scores to the corresponding item number below:

Selected Response		Constructed Response		Performance Assessment		Informal Assessment	
Item Number	Your score	Item Number	Your score	Item Number	Your score	Item Number	Your score
4.		1.		2.		3.	
7.		9.		5.		6.	
15.		14.		10.		8.	
		16.		17.		11.	
		19.		18.		12.	
				20.		13.	
TOTAL:		TOTAL:		TOTAL:		TOTAL:	

Compare and contrast your totals for the various assessment formats.

Does your classroom practice reflect a balance of assessment types?

Which assessment formats might you add or use more frequently in order to provide a more balanced picture of students' knowledge, skills, and understanding?

Which assessment formats might you use less frequently in order to provide a more balanced picture of students' knowledge, skills, and understanding?

A Comparison of Assessment Strategies

	Selected Response	Constructed Response	Performance Assessment	Informal & Self-Assessment
Section 1: What is Communicated by the Assessment				
<ul style="list-style-type: none"> Importance of communication as a process skill 				
<ul style="list-style-type: none"> Importance of problem-solving skills 				
<ul style="list-style-type: none"> Content as fluid process rather than a static body of facts 				
Section 2: Student Concerns: The assessment is effected by or allows for . . .				
<ul style="list-style-type: none"> Good reading skills 				
<ul style="list-style-type: none"> Creativity 				
<ul style="list-style-type: none"> Generation of answers 				
<ul style="list-style-type: none"> Different types of questions 				
<ul style="list-style-type: none"> Multiple responses 				
<ul style="list-style-type: none"> Room for explanation 				
<ul style="list-style-type: none"> Choice of answers 				
<ul style="list-style-type: none"> One best answer 				
<ul style="list-style-type: none"> Realistic or relevant tasks 				
<ul style="list-style-type: none"> Evidence of subject matter interconnections 				
<ul style="list-style-type: none"> Instruction as well as assessment 				
<ul style="list-style-type: none"> Appearance on paper 				

	Selected Response	Constructed Response	Performance Assessment	Informal & Self-Assessment
Section 3: Areas Assessed				
• Individual process skills				
• Recall of facts				
• Sampling of skills and facts				
• Understanding				
• Higher-order thinking skills (e.g., critical thinking)				
• Application of skills to solve real-world problems				
Section 4: Administrative Concerns				
• Time required to administer				
• Cost benefit				
• Time and ease of scoring				
• Objectivity of scoring				
• Scoring criteria				
• Teacher confidence in scoring				
• Parental acceptance				
• Comparisons of students				
• Accommodation of multiple learning styles				
• Integration with school grading scheme				

Poetry Unit: Continuum of Assessments

Students use a graphic organizer to aid their reading and understanding of a specific poem or poems.

After reviewing and/or presenting general characteristics of memoir, biography, autobiography, and of poetry, the teacher uses oral questioning techniques as students work individually, in small groups, or in the large group, to assess the students' grasp of content terminology.

Teacher observes small groups of students as they develop understanding of concepts by categorizing and classifying poems according to criteria the group members determine. Groups should be prepared to justify their categories/classifications.

Teacher observes individual students as they engage in exploratory reading of poetry and select poems to include in their anthologies, i.e., as they read many different poems by many different poets in order to determine what they like and why they like it.

Teacher employs reciprocal teaching where students initiate and lead discussion/dialogue about specific poems, asking questions, summarizing, and/or clarifying particular words or phrases that they have selected from their reading for various reasons. They might find a particular passage especially rich in diction and/or imagery; they might find a particular figure of speech that suddenly brings everything together; they might find a line or stanza that clearly demonstrates a particular theme or underlying idea; they might find a poem that connects to prior reading or viewing; or they might select a poem that is complex or puzzling. The teacher assesses understanding by monitoring and observing students' participation as well as the sophistication of their responses and interpretations. Students should be encouraged to pose questions for other students, and the teacher can frame additional questions to help refine comprehension and understanding.

After self-selecting and reading a memoir, biography, or autobiography of a poet, each student selects one or more poems by that poet and evaluates the connections between that poet's life and the selected poems. Students then participate in a discussion seminar that the teacher initiates with the question: *"How can a poet's life affect her or his art?"*

Students demonstrate understanding of specific content vocabulary via brief quizzes.

Students use personal journals to reflect on poems they like and why and, as they read their self-selected memoir, biography, or autobiography, to reflect on/speculate about connections between the life of the poet and his/her creative work. These reflections become the basis for the

discussion seminar during which the teacher assesses understanding. The teacher may also choose to assess a student's progress during the course of the assignment by reading and responding in writing (a dialogue rather than a critical response) to each student's journal.

Each student composes a 2-3 page preface to introduce her/his anthology. The preface will be written at the conclusion of the exploratory reading process and will take the form of a personal essay that reflects the student's thoughts, observations, and/or feelings about the works she/he has chosen and the process of choosing them, as well as the student's grasp of the impact of the forms, structures, and aesthetics of specific poems on his/her affective or emotional responses to those poems.

Each student compiles a personal poetry anthology that includes a title page, a preface (see writing task) a table of contents, a collection of poems selected to meet specified criteria, an "about the poet" section with brief biographies, and a bibliography following the MLA stylesheet that lists the source for each poem in the collection.

Students hold a poetry reading during which each student reads one to three poems from his/her anthology and explains his/her particular aesthetic response to the subject matter, sound devices, figurative language, or structure; in other words why he/she found the poems appealing and included them in the anthology.

Skills and Knowledge

Knowledge. Getting students to construct meaning, organize information, and (selectively) store information. This includes

- Vocabulary
- Terminology
- Definitions
- Key factual information
- Formulas
- Critical details
- Important events, people
- Sequence and timelines
- Rules
- Laws
- Principles
- Concepts

Skills. Getting students to demonstrate the ability to do something. These may be very simple, discrete operations, or more complex creative ones. This includes

- Actions, procedures, and processes
- Basic skills—decoding, arithmetic computation
- Psychomotor skills—running, swimming a back stroke, playing an instrument
- Study skills
- Communication skills—listening, speaking, writing
- Thinking skills—comparing, inferring, analyzing, interpreting
- Research, inquiry, investigation skills
- Interpersonal/group skills

Verbs to use when stating skills and knowledge. These are samples only:

- Demonstrate
- Derive
- State
- Describe
- List
- Design
- Express
- Induce
- Instruct
- Create
- Critique
- Compare/contrast
- Evaluate
- Illustrate
- Judge
- Make meaning of
- Make sense of
- Use
- Model
- Predict
- Prove
- Show
- Synthesize
- Justify
- Choose
- Imagine
- Assess
- Write
- Draw
- Translate
- Adapt
- Build
- Determine
- Perform
- Solve
- Test

How to develop skills and knowledge statements: Look at the enduring understandings, essential questions, and elements. Ask yourself, “What skills and knowledge do students need in order to reach this goal?” Start each skill/knowledge statement with a verb.

Reproduced with permission from Wiggins, Grant and Jay McTighe. *Understanding by Design Professional Development Workbook*. Alexandria, VA: Association for Supervision and Curriculum Development. 2004.

Determining Achievement Targets

ELA4R1. The student demonstrates comprehension and shows evidence of a warranted and responsible explanation of a variety of literary and informational texts. The texts are of the quality and complexity illustrated by the Grade Four reading list.

For literary texts, the student identifies the characteristics of various genres and produces evidence of reading that:

- a. Relates theme in works of fiction and nonfiction to personal experience.
- b. Identifies and analyzes the elements of plot, character, and setting in the stories they read, write, view, or perform.
- c. Identifies the speaker of a poem or story.
- d. Identifies sensory details and figurative language.
- e. Identifies and shows the relevance of foreshadowing clues.
- f. Makes judgments and inferences about setting, characters, and events and supports them with elaborating and convincing evidence from the text.
- g. Identifies similarities and differences between the characters or events and theme in a literary work and the actual experiences in an author's life.
- h. Identifies themes and lessons in folktales, tall tales, fables.
- i. Identifies rhyme and rhythm, repetition, similes, and sensory images in poems.

Achievement Targets

Knowledge/Informational

Skill/Process

Thinking and Reasoning

Communication


Matching Assessments with Standards

	ASSESSMENT FORMAT			
<u>ACHIEVEMENT TARGET</u>	<u>Selected Response</u>	<u>Constructed Response</u>	<u>Performance Tasks</u>	<u>Informal Assessment</u>
Informational (Knowledge)				
Process (Skills)				
Thinking and Reasoning				
Communication				
Other:				

Assessment Matrix

Use the matrix to plan a balanced assessment for your unit. In the columns under the Assessment Formats, be specific about the specific type of assessment you will use (e.g., under Selected Response, I may choose to use a multiple-choice assessment for a specific standard I am including in my unit plan). Consider the “Critical Filters” as you design your plan.

Unit:				
Assessment → Standard ↓	Selected Response	Constructed Response	Performance Assessment	Informal Assessment

Guidelines for Performance Assessment

When constructing performance assessment tasks, it helps to use the acronym GRASPS.

G Real-world **Goal**
R Real-world **Role**
A Real-world **Audience**
S Real-world **Situation**
P Real-world **Products** or **Performances**
S **Standards**

Example

Goal: The goal (within the scenario) is to minimize costs for shipping bulk quantities of M&Ms.

Role: You are an engineer in the packaging department of the M&Ms candy company.

Audience: The target audience is nonengineer company executives.

Situation: You need to convince penny-pinching company officers that your container design will provide cost-effective use of the given materials, maximize shipping volume of bulk quantities of M&Ms, and be safe to transport.

Product: You need to design a shipping container from given materials for the safe and cost-effective shipping of the M&Ms. Then you will prepare a written proposal in which you include a diagram and show mathematically how your container design provides effective use of the materials and maximizes the shipping volume of the M&Ms.

Standards: Your container proposal should: (a) provide cost-effective use of the given materials, (b) maximize shipping volume of bulk quantities of M&Ms, and (c) be safe to transport. Your models must make the mathematical case.

From Wiggins, Grant and Jay McTighe. *Understanding by Design Professional Development Workbook*. Alexandria, VA: Association for Supervision and Curriculum Development. 2004.



Alignment: The Logic

Standard: _____ Element(s) _____

What do the understandings imply for assessment?

Stage 1	Stage 2	Stage 2
If the desired result is for learners to....	Then, you need evidence of the student's ability to....	So, the assessments need to include some things like....
<p>Understand that:</p>	<p>APPLY:</p>	
<p>And thoughtfully consider the questions....</p>	<p>EXPLAIN:</p>	



Basic Rubric Template

Scale				
Criteria				
	Indicator	Indicator	Indicator	Indicator
	Indicator	Indicator	Indicator	Indicator
	Indicator	Indicator	Indicator	Indicator

Georgia will lead the nation in improving student achievement.



Steps in Designing a Rubric

1. Determine the focus of your assessment.
 - What is the task?
 - What significant knowledge, skills, and processes do you wish the students to demonstrate?

2. Determine how many categories are necessary to describe the knowledge, skills, and processes associated with the task.
 - What knowledge or specific information is necessary?
 - What are the observable processes?
 - What are the skills?

3. Describe the specific observable actions, processes, attitudes (effort, perseverance, willingness, etc.) that would indicate the attainment of the goal or goals of the performance task.
 - What does a good, adequate, acceptable job look like? (All requirements have been met.)
 - What does a superior job look like? (Requirements have been surpassed.)
 - What does an inadequate job look like? (Some or all requirements are missing.)

4. Determine how many levels of performance are appropriate for the task.
 - Does this task lend itself to a two-level rubric? (Yes, all requirements have been met; and no, all requirements have not been met)
 - Does this task lend itself to a four-level rubric? (No response, Basic, Proficient, Advanced)
 - Does this task lend itself to a five- or six-level rubric? (Rating scale 1-5 or 1-6)

5. Determine the format to communicate the rubric.
 - What kind of chart, graph, or checklist will you use?

Quality Words for Rubric Design

Criteria	Outstanding	Successful	Work in Progress
Vocabulary	Precise	Appropriate	Imprecise, inappropriate
Conclusion	In-depth	Complete	Incomplete
Supporting statement	Detailed	Generalized	Superficial
Examples	Specific	Adequate	Non specific
Conclusion	Accurate	Correct	Incorrect
Data	Purposeful	General	Unrelated, random
Sources	Varied	Few	Lacks variety, none
Eye contact	Consistently	Most of the time	Rarely, inconsistently
Reference/style sheet	Precisely adheres	Consistently adheres	Little or no evidence
Diagrams, charts	Clearly communicates	Communicates	Fails to communicate
Voice modulation	Varied, enhances	Somewhat varied	Monotone or inaudible
Works with others	Effectively and consistently Highly respectful Effective listener	Consistently Shows respect Consistently listens	Rarely, inconsistently Disrespectful Fails to listen
Exhibition, product	Fully developed and detailed	Complete	Incomplete or unfinished
Evidence	Authentic, detailed, varied, well documented	Substantial, well documented	Superficial, not documented



Rubric Writing Terminology

Independence

Words to indicate level of independence

- Independently
- With minimal assistance
- With maximum assistance
- Even with maximum assistance cannot complete task

Range and Flexibility

Words to indicate breadth and depth of ability as well as habitual use, isolated demonstrations

- Always, constantly, frequently, again and again
- Consistently, continually
- Occasionally, most of the time, usually
- Seldom, rarely, infrequently
- Never
- Fully developed, detailed, deep, and rich
- Complete, thorough
- Incomplete, unfinished, superficial
- Purposeful or specific
- General
- Basic, unrelated, random, unspecific
- All, some, few, none

Connections

Words to show that students can apply skills and make connections across disciplines and contexts

- Transfers
- Adapts
- Applies
- Relates
- Employs
- Accommodates
- Conforms
- Adjusts
- Transforms
- Makes connections

Conventions

Words to express tricks of the trade or specific skills specific to the task that a novice might not have

- Precise
- Appropriate
- Imprecise, inappropriate
- Accurate
- Correct
- Incorrect

Holistic and Analytical Rubrics

Holistic	
5	
4	✓
3	
2	
1	

Analytical				
	Trait 1	Trait 2	Trait 3	Trait 4
5			✓	
4	✓			✓
3				
2		✓		
1				

HOLISTIC

- **Definition:** One score or rating for the entire product or performance.
- **When to Use:**
 - For a quick snapshot of overall status or achievement
 - When the skill or product to be assessed is simple; when it has only a single dimension
- **Disadvantages:**
 - Two students can get the same score for vastly different reasons
 - Not as good for identifying strengths and weaknesses and planning instruction
 - Not as useful for students to use.

ANALYTICAL

- **Definition:** Several scores or ratings for a product or performance. Each score represents an important dimension or trait of the performance or product.
- **When to Use:**
 - Planning instruction – show relative strengths and weaknesses.
 - Teaching students the nature of a quality product or performance – they need the details.
 - Detailed feedback to students or parents.
 - For complicated skills, products, or performances, for which several dimensions need to be clear.
- **Disadvantages:**
 - Scoring is slower.
 - Takes longer to learn.



Design Template for Assessment for a Unit

What evidence will show that students understand _____?

Performance Tasks, Projects

Quizzes, Tests, Academic Prompts

Other Evidence (e.g., observations, work samples, dialogues)

Student Self-Assessment

From Wiggins, Grant and Jay McTighe. *Understanding by Design Professional Development Workbook*. Alexandria, VA: Association for Supervision and Curriculum Development. 2004.

Design Template for One Assessment Task

What understandings or skills/knowledge will be assessed through this task?

What criteria are implied in the standards and understandings? What qualities must student work demonstrate to signify the standards were met?

Through what authentic performance task will students demonstrate understanding? (Use GRASPS.)

From Wiggins, Grant and Jay McTighe. *Understanding by Design Professional Development Workbook*. Alexandria, VA: Association for Supervision and Curriculum Development. 2004.

Using the Grading Process to Motivate Student Achievement

How Effective Is Our Approach to Grading?

	<u>Principal</u>	<u>Yes</u>	<u>No</u>
1.	Our grading process complements the learning process.	_____	_____
2.	Grades motivate our students to achieve.	_____	_____
3.	Our students understand our grading and evaluation.	_____	_____
4.	Grades help us to communicate with students and parents about learners' mastery of curriculum standards.	_____	_____
5.	We strive for consistency in our grading scales and how we use them to evaluate student progress.	_____	_____
6.	Grades in our school help us to articulate what students know, do, and understand.	_____	_____
7.	We are addressing the "zero" issue, minimizing its impact upon student assessment.	_____	_____
8.	We make certain that all students have sufficient practice and rehearsal to ensure they achieve mastery and understanding.	_____	_____
9.	We model the kinds of behaviors and understandings required for student success on assessments.	_____	_____
10.	We tie student grades to a variety of assessment tools, including tests, quizzes, reflective assessments, responses to academic prompts, and culminating projects.	_____	_____

Peer Review Checklist

Date of Evaluations	Dimensions
_____ Baseline (Date: _____) _____ During (Date: _____) _____ End (Date: _____) Comments:	Expectations for student success are evident from teacher work and actions.... <input type="checkbox"/> Teacher work and dialogue reflect high expectations <input type="checkbox"/> Teacher work and dialogue reflect recognition of student success <input type="checkbox"/> Quality assignments are given to students <input type="checkbox"/> Teacher work and classroom actions show a high degree of time on task so students are engaged in learning
_____ Baseline (Date: _____) _____ During (Date: _____) _____ End (Date: _____) Comments:	Analysis of student assessment results is done and the information is used.... <input type="checkbox"/> Assessments used clearly focus on clear targets and student learning <input type="checkbox"/> Good match between assessment used and method used to gather data <input type="checkbox"/> Uses diagnostic, formative and summative assessments appropriately <input type="checkbox"/> Collects evidence in a variety of ways <input type="checkbox"/> Uses evidence to provide feedback and make good instructional decisions
_____ Baseline (Date: _____) _____ During (Date: _____) _____ End (Date: _____) Comments:	Feedback given to students is precise, useful and on-going <input type="checkbox"/> Feedback is both written and verbal <input type="checkbox"/> Feedback is clear and useful <input type="checkbox"/> Feedback is fair <input type="checkbox"/> Feedback addresses individual strengths and weaknesses <input type="checkbox"/> Feedback process used helps students become insightful and reflective about their own learning
_____ Baseline (Date: _____) _____ During (Date: _____) _____ End (Date: _____) Comments:	Student progress is based on clear, known and appropriate learning goals <input type="checkbox"/> Learning goals are clear and known by the student <input type="checkbox"/> Teacher collects enough quality evidence periodically <input type="checkbox"/> Students are aware of the progress they are making toward the learning targets <input type="checkbox"/> Evidence of student strengths and weaknesses is used to promote further growth

Date of Evaluations	Dimensions
_____ Baseline (Date: _____) _____ During (Date: _____) _____ End (Date: _____) Comments:	Classroom climate promotes a good learning environment <input type="checkbox"/> Environment is supportive and risk-free <input type="checkbox"/> There is an inviting, print-rich environment <input type="checkbox"/> Students and teachers sense that assessment is about learning and not just for earning grades <input type="checkbox"/> Teacher organization and management skills promote learning
_____ Baseline (Date: _____) _____ During (Date: _____) _____ End (Date: _____) Comments:	Student work assignments are meaningful and relevant <input type="checkbox"/> Students are engaged in their work <input type="checkbox"/> Instructional activities are purposeful and cognitively challenging <input type="checkbox"/> Focus on comprehension and higher-order thinking is evident for reading assignments <input type="checkbox"/> Reading assessments target key categories and are appropriate
_____ Baseline (Date: _____) _____ During (Date: _____) _____ End (Date: _____) Comments:	Strategies for working with underachieving students are used <input type="checkbox"/> Teacher understands students individually <input type="checkbox"/> Teacher adapts instructional strategies and resources for underachieving students <input type="checkbox"/> Students are encouraged and feel that they can achieve
_____ Baseline (Date: _____) _____ During (Date: _____) _____ End (Date: _____) Comments:	Questioning techniques promote formative learning <input type="checkbox"/> Questions teacher asks are structured to assess student understanding <input type="checkbox"/> Questions encourage higher order thinking <input type="checkbox"/> Students are guided in how to answer questions well <input type="checkbox"/> Student discussion is encouraged <input type="checkbox"/> Verbal and written questions are used with a purpose

From "SERVE—CAR Project at Atkins Intensive Site" via Nancy McMunn

A Glossary of Assessment Terms

- 1. Assessment:** collecting formal or informal data related to students' achievement and/or progress toward learning goals, that may be based upon observation and dialogue or upon completion of some form of test or performance-based activity.
- 2. Evaluation:** making judgments about the quality of student performance based upon consensus-driven standards and student achievement data.
- 3. Content standards:** statements articulating what students are expected to know, be able to do, and/or understand; typically, content standards describe student performance over time (e.g., at the end of a course, grade level, etc.).
- 4. Performance standards:** statements articulating specific behaviors students are expected to demonstrate in relationship to content standards at a particular point in their education.
- 5. Benchmarks:** assessment activities required of all students at key points in their education to ensure that they are mastering designated performance standards in order to confirm their ongoing achievement of designated content standards (e.g., quarterly writing prompts; annual reading assessments).
- 6. Formative vs. summative assessment:** formative assessment can be both formal and informal and occurs throughout a period during a student's education; summative assessment is cumulative, occurring at key juncture points in a student's education.
- 7. Performance assessment:** assessment activities that require students to complete some form of performance (e.g., writing, observing, presenting) rather than selected-response testing (e.g., fill-in-the-blank, multiple choice, true-false).
- 8. Authentic assessment:** performance-based assessment that requires students to demonstrate their ability to perform in situations and settings that parallel "authentic," real-world professionals (e.g., comparing and contrasting primary source documents in history to draw conclusions about an historical event).
- 9. Rubric:** a scoring tool for performance assessment tasks that presents a series of numbered descriptions of student behaviors, organized in rank order; each descriptor summarizes a level of performance and the expected student behaviors for that level.
- 10. Feedback-adjustment process:** collecting and analyzing student assessment data to determine individual, sub-group, and full-group levels of achievement, with corresponding adjustments in teaching and learning activities to improve achievement on a continuous basis.

Sample Unit

Title: [The Giver](#), by Lois Lowry

Subject/Course: ELA/Reading and Literature

Topic(s): Government control, history

Grade(s): Middle School

Time Frame: 3 weeks

Summary of Unit Plan:

In this unit, students will read Lois Lowry's Newberry Award-winning novel, [The Giver](#). They will consider control issues in government and communities and their impact on personal growth and stability. Students will also explore some of Lowry's themes, including the need for society to have rules and laws, the dangers of government control, and the need for society to learn from history as well as real experiences. Students will write in journals and work in small and large groups as they address these issues. Throughout the unit, students are asked to reflect, connect, and revisit issues presented in the book and to provide evidence of their understanding of these issues. The culminating activity will have students reading a speech made by Lois Lowry shortly after the September 11th attacks and relating the message in the speech to [The Giver](#). At the end of the unit, students will evaluate all products they have produced during the unit and implement a self-designed plan to publish one selection.

Stage 1: Desired Results

Established Goals (*standards*)

ELA7R1. The student demonstrates comprehension and shows evidence of a warranted and responsible explanation of a variety of literary and informational texts. The texts are of the quality and complexity illustrated by the suggested titles on the Grade Seven reading list.

For literary texts, the student identifies the characteristics of various genres and produces evidence of reading that:

- b. Interprets a character's traits, emotions, or motivations and gives supporting evidence from a text.
- e. Identifies events that advance the plot and determines how each event explains past or present action(s) or foreshadows future action(s).
- f. Analyzes characterization (dynamic and static) . . . as delineated through a character's thoughts, words, speech patterns, and actions; . . . and the thoughts, words, and actions of other characters.
- g. Explains and analyzes the effects of . . . figurative language, . . . in order to uncover meaning in literature:
- h. Identifies and analyzes how an author's use of words creates tone and mood giving supporting evidence from text.

ELA7W2. The student demonstrates competence in a variety of genres:

The student produces a multi-paragraph persuasive essay.

The student produces a response to literature.

The student produces technical writing.

ELA7W4. The student consistently uses the writing process to develop, revise, and evaluate writing.

Understandings	
<ol style="list-style-type: none"> 1. It is dangerous for a society to have the ability to control individuals to too great a degree. 2. Humans cannot live and grow without experiencing a full range of emotions. 	
Essential Questions	
<ol style="list-style-type: none"> 1. Should a society have the ability to control individuals? <ol style="list-style-type: none"> a. How does society control individuals? b. What are the effects (positive and negative) of society's control over individuals? c. When should society control individuals? d. How can society know where to place limits on control? 2. Should human beings live and grow without experiencing a full range of emotions? <ol style="list-style-type: none"> a. What defines human life and growth? b. How does a human learn about emotions? c. Can we understand emotions/feelings without experiencing them? d. Is growth voluntary? Should it be? 	
Knowledge and Skills	
<ol style="list-style-type: none"> 1. Students will know: <ol style="list-style-type: none"> a. basic rules of Jonas' society and how they are similar to or different from their own. b. how the author used characterization to enhance the plot and theme. 2. Students will be able to: <ol style="list-style-type: none"> a. relate new information to prior experience b. interpret a character's traits, emotions, or motivations and give supporting evidence from the text. c. identify events that advance the plot and determine how each event explains past or present actions or foreshadows future actions. d. analyze characterization (dynamic and static) . . . as delineated through a character's thoughts, words, speech patterns, and actions; . . . and the thoughts, words, and actions of other characters. e. explain and analyzes the effects of . . . figurative language, . . . in order to uncover meaning in literature. f. identify and analyze how an author's use of words creates tone and mood and gives supporting evidence from text. g. present a clear position or perspective in support of a proposition or proposal and describe the points in support of the proposition, employing well-articulated, relevant evidence. h. use the writing process to develop, revise, and evaluate writing. 	
Stage 2: Assessment Evidence	
Performance Task Summary	Rubric Titles
<ul style="list-style-type: none"> ◆ "Perfect Community" ◆ "Job Assignment" Group Activity ◆ "The Beginning of Sadness" 	<ul style="list-style-type: none"> ◆ Journal Rubric ◆ Group Activity Rubric ◆ Student response rubrics
Self-Assessments	Other Evidence, Summarized
<ul style="list-style-type: none"> ◆ Using rubrics, students self-assess themselves on performance tasks and journal writing. 	<ul style="list-style-type: none"> ◆ Student responses to 3 to 5 questions that reveal knowledge of plot, character, theme. ◆ Students maintain [academic and reader response] journals. ◆ Student performance in "Job Assignment" group activity



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.

Arter, J., & Busick, K. (2001). *Practice With Student-Involved Classroom Assessment*. Upper Saddle River, NJ: Prentice Hall.

This workbook has been developed as the companion to the third edition textbook. The connections between the concepts in the text and the workbook exercises are well-planned and finely tuned to work together chapter-by-chapter. Each exercise provides direct assistance to teachers on concepts from evaluating grading practices to developing scoring criteria.

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

This provides a thoughtful framework for how teachers and administrators can reconsider how assessment is working in classrooms. From building the foundation for student involvement through ways to report, 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.

Lewin, L., & Shoemaker, B. (1998) *Great Performances: Creating Classroom-Based Assessment Tasks*. Alexandria, VA: Association for Supervision and Curriculum Development.

An inspiring book filled with personal examples on how to increase student achievement by helping students understand the assessment process. The authors provide a four-step approach to assist students in learning content and how to understand it for the assessment. They maintain that helping students to understand teacher expectations, performance levels and strategies for reaching course goals will increase student achievement. This resource includes examples of students' projects and assessment tools.

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 that helps 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 offer 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 in helping teachers create quality classroom assessments. Stiggins shows how classroom assessment can be used to build student confidence and to increase student performance. He also presents ways to use different assessment methods to reach achievement goals. This is the third edition of Rick Stiggins' acclaimed textbook, and it continues to build on his practical guidelines for developing quality classroom assessment practices. It 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 in a manner in which school leaders and teachers can learn and use the information. 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.

This book focuses on showing teachers how to develop assessments that accurately reflect student achievement AND how to use those assessments to benefit—not merely grade—student learning. It examines the full spectrum of assessment topics, from articulating targets, through developing quality vehicles, to communicating results effectively—with an exceptionally strong focus on integrating assessment with instruction through student involvement. Throughout the material, a variety of hands-on practice activities provide clear guidance on how to construct all types of assessments while explaining what kinds of achievement each type can and cannot assess.

* These two books were included in the set that was sent to each school.

Suggested Web Sites for Assessment

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>

Follow Up Assignment

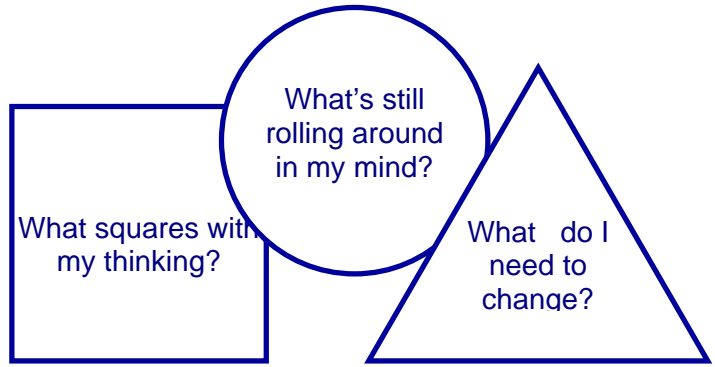
1. Before returning for Day 4 of training, please read *What Happens Between Assessments?*

This article is available online at:

http://pdonline.ascd.org/pd_online/teachbehave/199612el_mctighe.html

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.

Learning Journal



Learning Journal

