GEORGIA
DEPARTMENT OF
EDUCATION
Kathy Cox, State Superintendent of Schools

Training for Georgia Performance Standards

Day 2: Learning to Assess and Assessing to Learn

Content Facilitator's Guide
Mathematics Grades 3-5

◢ *Use of This Guide*

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.

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.

Materials (guides, presentations, etc.) will be available electronically on http://www.georgiastandards.org under the training tab after all trainings of Day 2 have occurred. Consult the trainer for availability.

For more information on this or other GPS training, please contact Claire Pierce (404)657-7063 at cpierce@doe.k12.ga.us or Carmen Smith (404)463-1746 at csmith@doe.k12.ga.us.

◢ *Table of Contents*

◢ *Overview*

Module Rationale	This training extends and builds upon Day One of training. The <u>first purpose of Day One of training was to introduce participants to the applicable standards</u>. The <u>second purpose of Day One of training was to introduce the Standards-Based Education approach</u> 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 <u>third purpose of Day One of the training</u> was to help participants gain proficiency in identifying desired results of standards. The <u>purpose of Day Two of the training</u> is to teach Stage 2 of the Standards-Based Education Process.
Module Description	This module includes an instructor-led one-day session composed of several large and small group demonstrations, practice activities, and follow-up. The activities require the participants to jump into meaningful discussions 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, six days of classroom instruction, and follow up to master this goal.

Day Two Objectives	By the end of Day Two 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	**Introduction** ➢Four Corners ➢First Grade Takes a Test ➢Overview of the Module ➢Today's Assessment **What should we assess?** ➢Task: Geometry Map ➢Criteria for Good Tasks ➢Assessment and the Unit Design Process ➢Conceptual Understanding **Why should we assess?** ➢Task: My Perfect Saturday ➢Accountability ➢Testing **How should we assess?** ➢ Task: Long Bike Ride ➢Matching Assessments with Standards ➢Types of Classroom Assessment ➢Assessment vs. Grading ➢Analyzing Student Work ➢Rubrics **Putting It All Together** ➢Designing an Assessment: Small Group Work ➢Self-Assessment ➢Field Assignment

Module Materials for Day Two of Training	**Content Facilitator's Kit contents:** ➢ Content Facilitator's Guide (one for each leader) ➢ Complete set of slide transparencies (PowerPoint)
	Other materials needed: ➢ Chart paper ➢ Markers ➢ Scissors ➢ Rulers ➢ Compasses ➢ Protractors ➢ Pencils/Pens ➢ Colored Pencils ➢ Markers ➢ Drawing Paper ➢ Painters tape to post charts ➢ Handouts: • Student Work
	Equipment: ➢ Overhead projector or computer and LCD projector

Agenda

Introduction
- ➤Four Corners
- ➤First Grade Takes a Test
- ➤Overview of the Module
- ➤Today's Assessment

What should we assess?
- ➤Task: Geometry Map
- ➤Criteria for Good Tasks
- ➤Assessment and the Unit Design Process
- ➤Conceptual Understanding
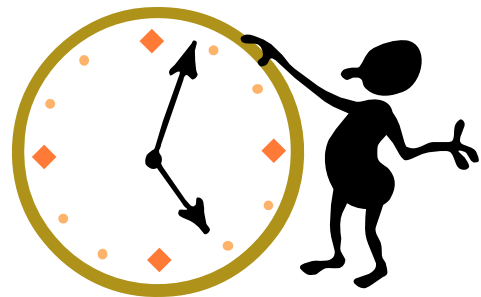
Why should we assess?
- ➤Task: My Perfect Saturday
- ➤Accountability
- ➤Testing

How should we assess?
- ➤Task: Long Bike Ride
- ➤Matching Assessments with Standards
- ➤Types of Classroom Assessment
- ➤Assessment vs. Grading
- ➤Analyzing Student Work
- ➤Rubrics

Putting It All Together
- ➤Designing an Assessment: Small Group Work
- ➤Self-Assessment
- ➤Field Assignment
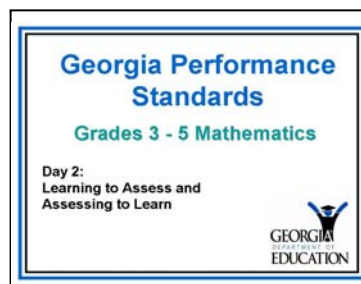
◢ *Introduction*

Overview	During the introduction, participants will discuss what they know about assessment. After a brief presentation of the day's agenda and objectives, participants will be presented with their assessment for the day. A rubric will be distributed outlining clear expectations.
Objectives	➢ Describe how and why assessment is Stage 2 in the Standards-Based Education process. ➢ Identify the purposes of assessment in the classroom.
Activities	➢ Overview of the Module ➢ Today's Assessment
Materials	➢ Overhead projector or computer and LCD projector ➢ Transparencies or PowerPoint presentation ➢ Participant's Guide ➢ ➢ Rubric for Today's Assessment ➢ Chart Paper

Slide Notebooks Copies of PG Parking lot Name tags Markers Flipchart Scratch paper Masking tape Index cards	Have everything set up and prepared in advance so that you may be relaxed and able to pleasantly greet the participants. **Welcome participants to Day 2 of training.**

Georgia Performance Standards

Grades 3 - 5 Mathematics

Day 2:
Learning to Assess and
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Slide	**Do we have anyone that has not attended Day 1?**
	If so, welcome them to the group.
	This is a good time to have everyone introduce themselves and say a little something about themselves.

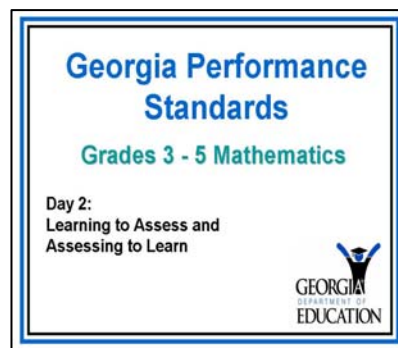You may wish to share your contact information with them at this time.

Carmen Smith

1754 Twin Towers East, Atlanta, Georgia 30334
Office phone: **(404) 463-1746**
Office email: csmith@doe.k12.ga.us

Chart Paper and markers	**Before we go further, let's reflect on the redelivery process from Day 1.**
	Ask participants about the redelivery of Day 1.
	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	**Again, welcome them to Day 2 of Mathematics 3-5 GPS training.**

Georgia Performance Standards

Grades 3 - 5 Mathematics

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Slide

1. Show slide, *Group Norms and Housekeeping.* Ask participants if they would like to add to or change the group norms. Record any needed changes on a flipchart. Then, ask participants to agree to these norms.


2. Go over housekeeping rules (phone, breaks, etc.) as appropriate to your schedule and location. The Parking Lot allows participants to put up sticky notes of questions, concerns, suggestions, and typos. Periodically collect those and address any issues during the day.
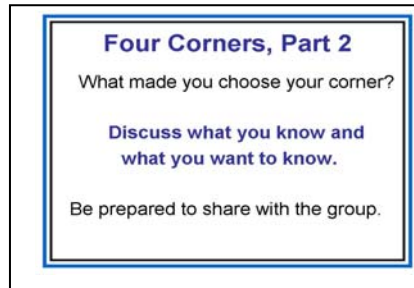
Slide

Show Slide *Four Corners, Part 1.*

1. Ask participants to move to the corner that most closely matches their confidence level in understanding the GPS.
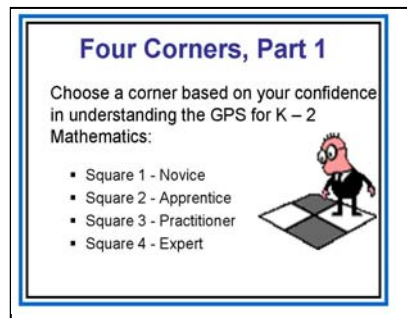
Slide   2. Show slide, *Four Corners, Part 2.* Ask what made them choose that particular corner. Have them discuss among themselves about what they know and want to know

> ## Four Corners, Part 2
>
> What made you choose your corner?
>
> **Discuss what you know and what you want to know.**
>
> Be prepared to share with the group.

3. Ask for volunteers to share. During the sharing, someone should record the responses on posted chart paper.

4. Briefly note any patterns that you see and/or any items that may be listed on both sides of the room, then tell participants that we will get back to these lists throughout the day.

Once the participants have shared some of the topics and concerns that were discussed in their small groups with the large group, have them return to their seats.

Slide   ## Bloom on Mastery

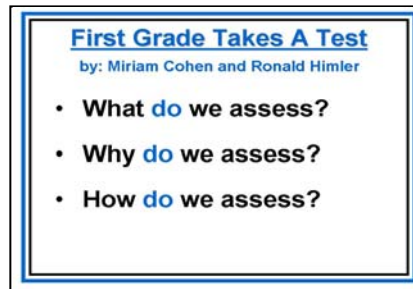Show slide, *Bloom on Mastery*.
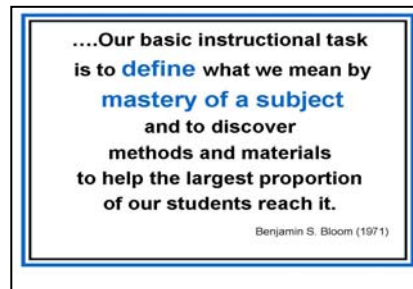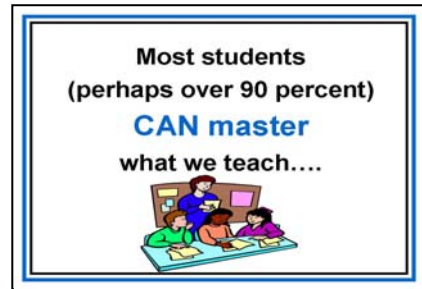
To start our focus today on assessment I want you to read the this quote by Bloom on Mastery. Please consider the importance of what and when he made this statement.

Discuss the observations they can make about the way we sometimes view assessment in our schools.

First Grade Takes a Test

Slide

Show slide, *First Grade Takes a Test*.

To start our focus today on assessment I want to read you a short book called *First Grade Takes a Test*. Please listen and consider the questions on the slide. You might find examples of what, why and how we assess in the pages of the story.

Discuss the observations they can make about the way we sometimes view assessment in our schools.

Overview of the Module

Slide

Show slide, *Table Discussion*.

Allow groups time to discuss the questions on the slide. Discuss in large group and explain that this is what we are going to discuss today.
Place the comments on chart paper to use as reference throughout the day.

FG pg. 7   **The agenda for today is located in your Facilitator's Guide on page 7.**

- **In the Introduction to Assessment section we will discuss our goals and objectives for today.**

- **First we will look at what it is we should be assessing.**
- **Then we will discuss why we should assess.**
- **Finally, we will discover how we should assess.**

- **In the last section we will put it all together to develop an assessment that will drive the instruction of a unit we will continue to build in Days 3 and 4 of our training.**
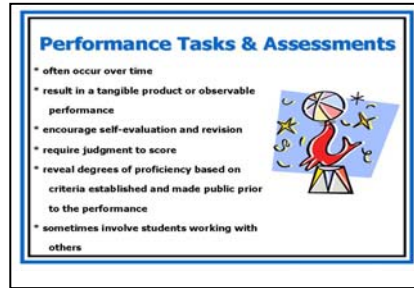
Today's Assessment

Slide

Because we should "begin with the end in mind", we need to start today's training by looking at the end result of our work today.

Show slide, *Today's Assessment*.
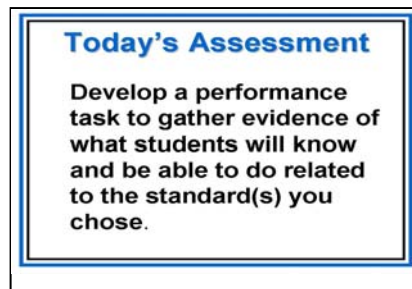
Slide

This is our assessment, our end product, for today's work.

**Slide**   Show slide, *Performance Tasks & Assessments*

Emphasize this⇓

Marzano, Pickering, and McTighe (1993) offer the following characteristics of performance assessment:

➢ **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

Slide   Show slide, *According to Grant Wiggins….*
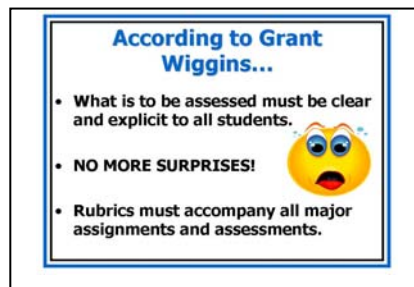
◢◤ *What should we assess?*

|	
Overview	In this section participants will identify what is important to assess. Criteria for good tasks with be examined and they will review how assessment fits in with the standards-based education model for designing instruction.
Objective	➢ Explain why assessment is Stage 2 in the Standards-Based Education process. ➢ Given an assessment plan for a unit, identify whether it meets best practice standards for assessment.
Activities	➢ Task: ➢ Criteria for Good Tasks ➢ Assessment and the Unit Design Process ➢ Conceptual Understanding
Materials	➢ Overhead projector or computer and LCD projector ➢ Transparencies or PowerPoint presentation ➢ Participant's Guide ➢ Student Work

Task 1

Slide

Show slide, *What should we assess?*

First, let's discuss WHAT we should assess. Let's consider a performance task.
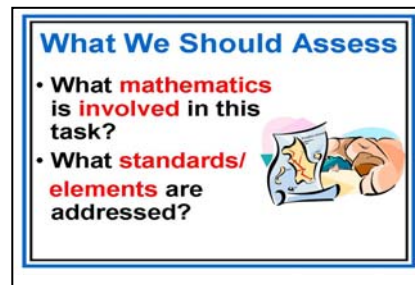
Slide

Show slide, *"Geometry Map"*

FG pg. 49
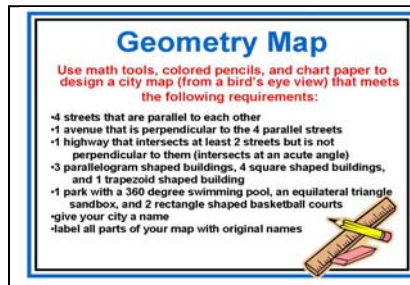
Give them time to complete the task.

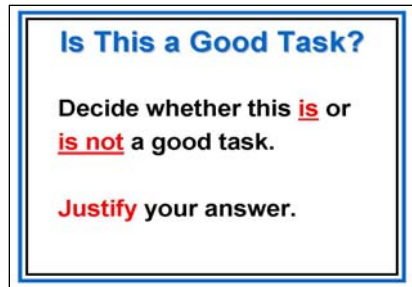**Slide**

Show slide, *"What Should We Assess" (Questions)*.

Discuss the questions on the slide.

Slide

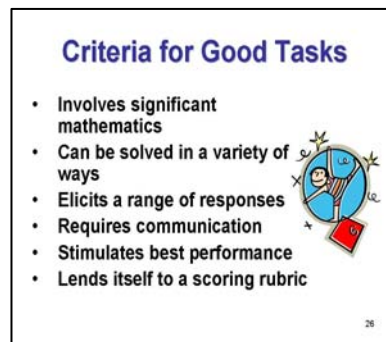Show slide, *Is This a Good Task?*

Discuss.

Criteria for Good Tasks

Slide   Show slide, *Criteria for Good Tasks*.
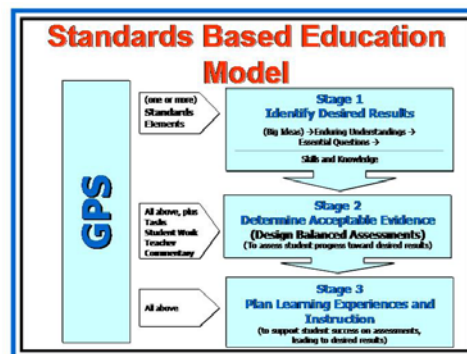

Discuss the criteria on the slide.

Assessment and the Unit Design Process

Slide   Show slide, *Standards Based Education Model*, and refer participants to their Participant Guide.

During Day 1 of training, we gained familiarity with the Georgia Performance Standards: the parts of a standard, the different strands, and relevant terminology.

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.

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
But it is only after we have determined what we want students to

Slide

know, understand, and be able to do (Stage 1) and <u>what constitutes acceptable evidence</u> 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).

Show slide 7, The Process of Instructional Planning.

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   Show slide 8, *Stephen Covey Quote*. Present: **This quote summarizes the rationale behind developing assessment prior to instruction.**
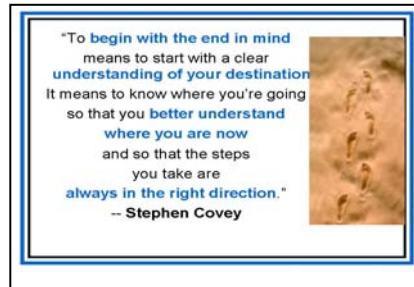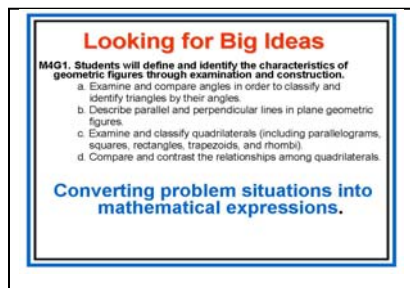

Consider the quote.
What does that mean to us as educators?
What does that mean to us today as we plan our day?

Because we should "begin with the end in mind", we need to start today's training by looking at the end result of our work today.

Slide

Show slide, *Looking for Big Ideas.*.

Here is the standard I used as an example as we begin to identify desired results.
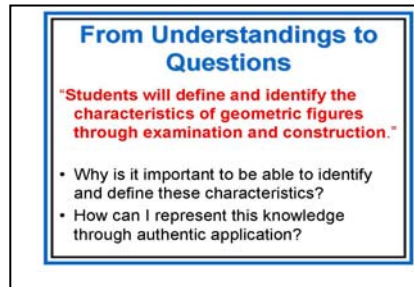
Slide   **By gathering evidence of learning through a variety of types of classroom assessments, teachers are able to develop a complete picture of students' progress in meeting identified standards. Teachers, students, parents, and others need timely feedback about students' academic achievement for a number of reasons, but most importantly so that students can experience the learning opportunities they need to succeed.**

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.

In working through stage 1, we were asked to consider each standard and understand what each standard was asking in terms of "What would define mastery of this standard?" "How good is good enough?"

Show slide, *From Understandings to Questions*.

Slide   Show slide, *Skills and Knowledge (chart)*.

Let's look at the skills and knowledge needed to answer the essential questions.

Slide   Show slide, *Skills and Knowledge (example)*.
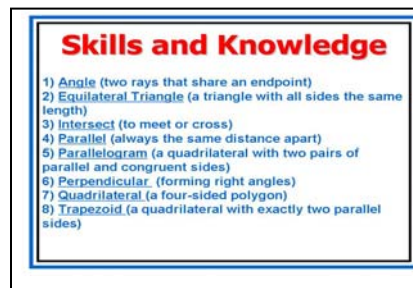
Here is a list of the skills and knowledge needed to answer the essential questions. This is what I would use to complete the assessment of the previous task.

Slide   Show slide, *Concept Development*.
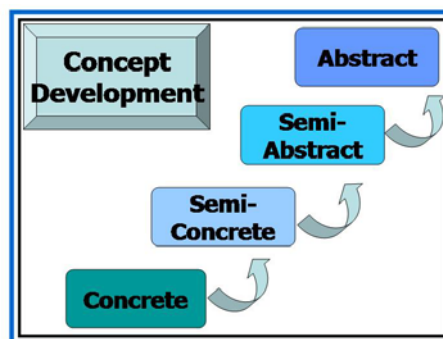
This is the process that students experience in developing the ability to move from the concrete to the abstract. Why do we need to consider this as we discuss WHAT we should assess?

Refer to the ideas on chart paper for "WHAT should we assess?" and edit as needed.

Multiple Representations

Slide

Show slide, *Multiple Representations.*
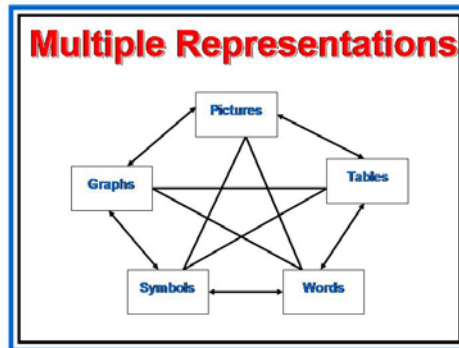
How does this connect with "What We Assess"?

◢ *Why should we assess?*

Overview	This section will provide a rational for assessments, especially performance tasks. Participants will also get information about the Georgia Testing Program.
Objective	➢ Identify the purposes of assessment in the classroom. ➢ Understand how and when to use performance assessments ➢ Given an assessment plan for a unit, identify whether it meets best practice standards for assessment.
Activities	➢ Task: ➢ Accountability ➢ Testing
Materials	➢ Overhead projector or computer and LCD projector ➢ Transparencies or PowerPoint presentation ➢ Participant's Guide ➢ Student Work

Slide   Show slide, *Why should we assess?*

Next we will discuss why we should assess. Again, let's look at a task to begin our discussion.

Slide Summative / formative assessment

Slide   Show slide, *My Perfect Saturday*

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Give them time to work the problem. Share the results.

Slide   Show slide, What could you learn*?*.

After each group has shared, ask the question on the slide.

Does this activity give us any ideas about WHY we should assess?

Accountability

Slide

Show slide, *Accountability*.

Another reason we assess is because we are held accountable for our students' achievement.

Discuss the purposes of the Georgia Testing Program. Answer questions participants have about the CRCT, etc.

Slide

Show slide, *Testing*.

Update the participants on the resources available online for the CRCT.
To access this website, go to
http://public.doe.k12.ga.us/index.aspx
The fifth tab at the top of the page is "Curriculum". Click on the tab and look at the last section of "Divisions". This is labeled as "Testing". When you click on "Testing", you will see below "About Testing" choices concerning the CRCT. Clicking on the first choice, Criterion-Referenced Competency Tests (CRCT) **will take you to the CRCT site.**

Refer to the ideas on chart paper for "WHY" and edit as needed.

◢◤ *How should we assess?*

Overview	In this section, participants will learn about different types of assessment and how to match the various forms of evaluation to the appropriate learning activities. They will analyze student work and develop rubrics for helping them understand how students think about mathematics.
Objective	➢ Differentiate among different types of assessment and assessment formats. ➢ Given specific standards 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.
Activities	➢ Task: Long Bike Ride ➢ Matching Assessments with Standards ➢ Types of Classroom Assessment ➢ Assessment vs. Grading ➢ Analyzing Student Work ➢ Rubrics
Materials	➢ Overhead projector or computer and LCD projector ➢ Transparencies or PowerPoint presentation ➢ Participant's Guide ➢ Ruler ➢ Drawing Paper ➢ Pencils ➢ Colored Pencils ➢ Student Work ➢ Sample Rubrics

Slide   Show slide, *How should we assess?*

The bulk of our time will be spent exploring HOW we should assess. This is the "nuts and bolts" of what we need to do to design our assessments.

Show slide, Long Bike Ride.

Slide

FG pg. 49

Give them time to work the problem. Share the results.

Slide   Show slide, *How should we assess?*

Give participants time to discuss.
You may want to refer to the chart paper labeled "HOW?"

Matching Assessments with Standards

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   Show slide, *Matching Assessments with Standards*.

Knowledge/Informational targets refer to a student's complete and detailed understanding of the information important to a topic—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.

Skill/Process targets refer to a student's success in performing a skill or process important to the topic. What are some examples of Skill/Process targets from the standards?

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

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. What are some examples of "Thinking and Reasoning" targets from the standards?

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

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. What are some examples of "Communication" targets from the standards?

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

Types of Assessment

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   Show slide, *Types of Classroom Assessment*.

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*.

On the following pages you will find descriptions of these four assessment formats.

A. 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.

B. Key Points

Familiar assessment formats consisting of simple, content-focused items that

> ➢ Assess for factual information, concepts and discrete skill
> ➢ Use multiple-choice, true-false, matching, and fill-in-the-blank formats
> ➢ Have a single, best answer
> ➢ May be easily scored using an answer key or machine
> ➢ Items are typically not known in advance

A. 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. 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.

Another example of constructed response is an academic prompt with open-ended questions or problems that require that the student think critically, not just recall knowledge, and to prepare a specific response, product or performance such as an essay.

Drawings, charts, tables, and diagrams that students make also fit as constructed responses. Constructed response formats require the student to construct the response with a prompt.

B. Key Points
  ➢ Require constructed responses to specific prompts under school and exam conditions
  ➢ Are "open," with no single best answer or strategy expected for solving them
  ➢ Often require the development of a strategy
  ➢ Involve analysis, synthesis, and evaluation
  ➢ Typically require an explanation or defense of the answer given and the methods used
  ➢ Require judgment-based scoring based on criteria and performance standards
  ➢ May or may not be secure
  ➢ Involve questions typically only asked of students in school

A. Performance Tasks

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. 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).

B. Key Points
  ➢ The setting is real or simulated and involves the kind of constraints, background "noise,
      incentives, and opportunities an adult would find in a similar situation (i.e., they are authentic)
  ➢ Are based on a specific purpose that relates to the audience
  ➢ Allow students greater opportunity to personalize the task
  ➢ Are not secure: the task, evaluative criteria, and performance standards are known in advance and guide student work

A. Informal and 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.

B. Key Points
  ➢ On-going assessments as part of the instructional process
  ➢ Teacher questioning
  ➢ Observations
  ➢ Examining student work
  ➢ Think aloud
  ➢ Reflective journals
  ➢ Provide feedback to the teacher and the student
  ➢ Are not typically scored or graded

Slide   1. **Present:**
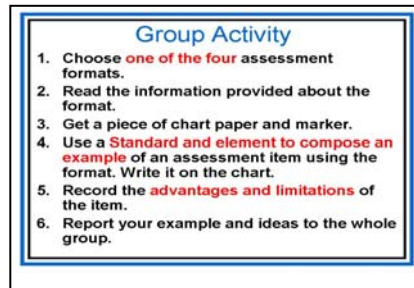
2. Allow participants time to locate the appropriate pages, then assign the formats to different table groups. Assign all four assessment formats. If there are more than four groups, have two groups work separately on the same format.

3. Present: **At your table, review and discuss the information describing your format. Then generate an example of your chosen format. Tell the advantages and limitations of this example.**

Slide
4. Show slide.
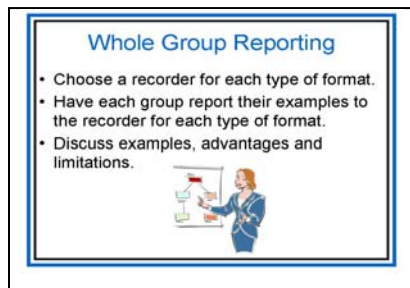
5. Present: **Choose a recorder for each format. Give the recorder chart paper and a marker.**

6. **On the chart paper, write the name of the assessment format. List the examples of this assessment type generated by group. You will have 5-7 minutes to complete this task.**

   ➢ In whole group discuss the examples on each chart and the advantages and limitations of the assessment format.
   ➢ Continue until each assessment format has been discussed.

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.

Emphasize this⇓   **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.**

Slide   Show slide, *Assessment vs. Grading.*
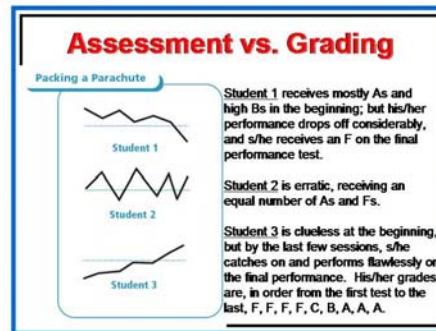
What grade do you think that student 1 should receive? Why?
What grade do you think that student 2 should receive? Why?
What grade do you think that student 3 should received? Why?
Now for a little more information concerning these grades...
These students were in a class called "Packing Parachutes".
Student 1 started out strong. Why do you think his scores look this way?
Student 2 was very inconsistent with packing his parachutes. One would be perfect and the next one a total mess. Why do you think his scores were the way that they are?
Student 3 started off not even knowing what a parachute is. What do you think his scores reflect and why?

What does this tell us about the way that most teachers grade?

Slide	Slide Your parachute

Discuss which student they would want to pack their parachute and why? What insight does this give to progress and grades?

Slide   **Assessing for Learning vs. Grading**

Show slide, *Assessing for Learning vs. Grading.*

Discuss the differences in the two purposes for assessment.

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.**

FG pg. 53

2. Refer participants to the handout, **"*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.

3. Allow about 5 minutes for participants to complete the self-assessment inventory; then say:

4. **After you complete the self-assessment, transfer your scores to the tally chart, look over your results, and reflect on the questions listed below the chart.**

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 that 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?

Present: **Just as you might use this self-assessment to modify your classroom practices, students can use self-assessment for 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.**
2. **Each type of assessment has its own advantages and disadvantages, strengths and uses.**
3. **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.**
4. **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.**

Analyzing Student Work

One of the most import HOWs of assessment is looking at student work. How we analyze the evidence they provide is critical to out success as educators. Here are some helpful suggestions as we learn to do this in a meaningful way.

Slide   Show slide, Putting It Into Practice
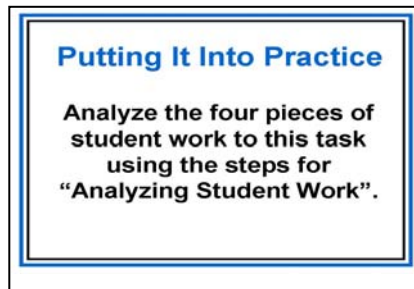
Slide

Show slide, *Analyzing Student Work (1-2)*.
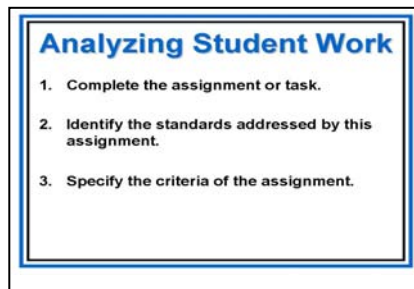
Discuss the steps of analyzing student work shown on the two slides. Explain to the participants that they will use these steps for the following task.

Slide
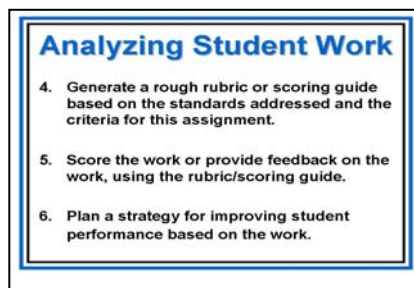
Student work
packets

Then hand out the student work packet for them to analyze.

FG pg. 63, 65, & 66

Refer to the sample rubrics at this time as optional tools in their analysis.

Slide   **Rubrics**

                      Why are rubrics important?

Show slide, *A rubric is a set of rules that*.
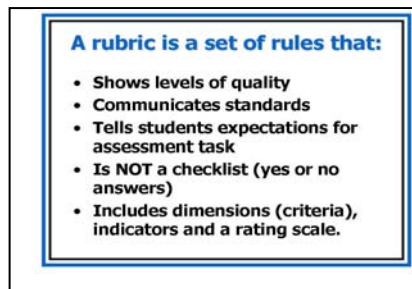
Use this slide to discuss what a rubric is and is not.

Show slide, *Advantages of Using a Rubric*.
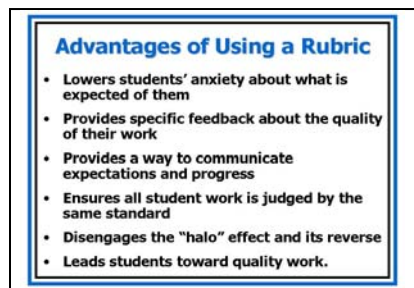
Slide

Discuss the advantages of using a rubric.

Slide   Show slide, *Basic Rubric Template.*

FG pg. 65

.

Slide   Show slide, *Ugly Rubrics.*

Here are some pitfalls to avoid when writing rubrics.

Slide   Show slide, *Good Rubrics*.
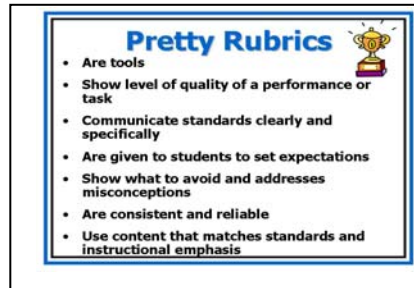
FG pg. 55-57   Use this slide to give direction for rubric writing. Refer participants to the reference pages in their participants guide for Designing Rubrics.

> ➤ **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.**

FG pg. 59-60

> ➤ **The web resources listed in this module include several sites devoted to rubric construction and grading with rubrics.**
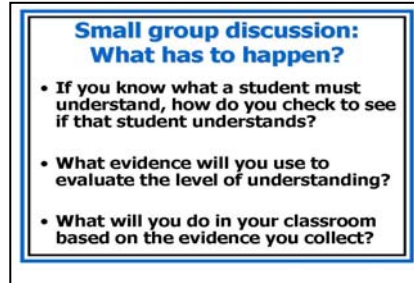
◢◤ *Putting It All Together*

Overview	In this section, participants will design an assessment to match the standard(s) and/or element(s) they identified the desired results for on Day One. They will also take a self-assessment about their assessment practices and set a goal for themselves or their faculty.
Objective	➢ Create a balanced assessment plan for a unit, including examples of performance tasks, rubrics, and constructed response items.
Activities	➢ Designing an Assessment: Small Group Work ➢ Self-Assessment ➢ Field Assignment
Materials	➢ Overhead projector or computer and LCD projector ➢ Transparencies or PowerPoint presentation ➢ Participant's Guide ➢ Chart Paper ➢ Markers ➢ Tape

Designing an Assessment: Small Group Work

Slide   Show slide, *Small Group Assignment: What has to happen?*
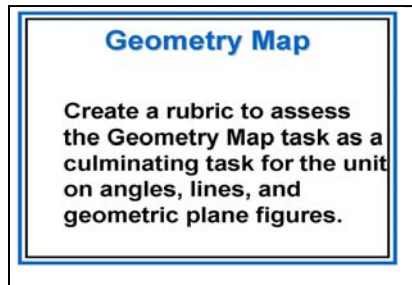
**Here are the things you will need to consider as you begin
planning your assessment.**

Slide   Show slide, *Today's Assignment*.

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**Remember what we discussed at the beginning of our day.
Now it is time to put all our learning to work.**

Slide   Show slide, *Put that rubric to good use.*
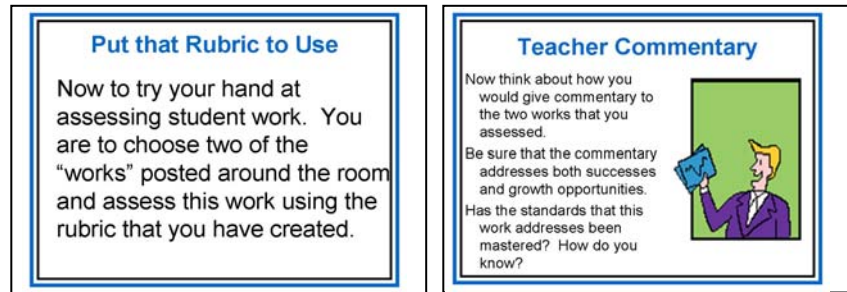
Present them with the assignment and give them time to work in groups.

Direct the participants to the templates in their guide.

Hand out the chart paper for them to record their work.

Instruct them to post their work when completed.

When everyone is finished, have them walk around and view each others' work.

Discuss.

Self-Assessment

Slide   Show slide, *Self-Assessment.*
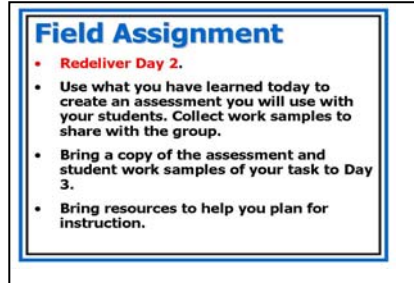
FG pg. 53   Direct participants to the self-assessment in their guide.
Encourage them to write a goal for themselves and to share it with a partner.

This is a good time to go back to any issues that have not been addressed during the day.

Field Assignment
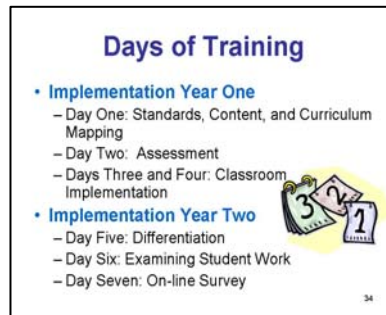
Slide   Show slide, *Field Assignment*.

Slide

Review of Training Dates

Next time, we will see each other for two days in a row! It will take us two days to work on lesson plans and unit designs. This will be MUCH easier if you are able to bring plenty of resources.

Slide

As always, please feel free to contact me at anytime.

Geometry Map

Use math tools, colored pencils, and chart paper to design a city map that meets the following requirements.

- **4 streets that are parallel to each other**
- **1 avenue that is perpendicular to the 4 parallel streets**
- **1 highway that intersects at least 2 streets but is not perpendicular to them (intersects at an acute angle)**
- **3 parallelogram shaped buildings, 4 square shaped buildings, and 1 trapezoid shaped building**
- **1 park with a 360 degree swimming pool, an equilateral triangle sandbox, and 2 rectangle shaped basketball courts**
- **Give your city a name**
- **label all parts of your map with original names**
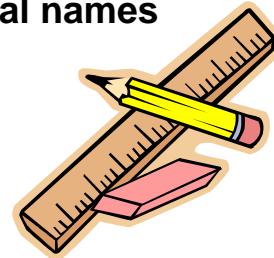
Long Bike Ride
Visualize Tyler's bike ride as you listen to this story.

**Tyler left his house and rode his bike
4 7/8 miles south to his friend Matt's
house. They then rode their bikes
3 ½ miles west to the park. At the park
there was a wonderful water fountain that
they played in and rested for awhile.
When they felt refreshed they rode their
bikes 3 ¼ miles north to the soccer fields
and played with some friends from
school. When they left the soccer field
how many miles do they have to ride their
bikes east and then north (following the
main roads) to get back to Tyler's house?**

- Use the information in the problem to find the answer
- Draw a diagram on your chart paper to represent the data
- All work must be shown
- You may work individually or with a partner

My Perfect Saturday

- Create a circle graph that represents all 24 hours of your "Perfect Saturday"
- Activities should be clearly labeled and represented on your circle graph
- Put all "like" activities together. For examples: all meals should be in one fractional part of the circle
- Give your graph a title
- Be prepared to share

Matching Assessments with Standards

ACHIEVEMENT TARGET	ASSESSMENT FORMAT			
	Selected Response	Constructed Response	Performance Assessment	Informal Assessment
Informational (Knowledge)	Can sample mastery 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, evaluate answers, and infer mastery; but time-consuming
Process (Skills)	Can assess mastery of the knowledge prerequisites to skillful performance, but cannot rely on these to tap 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 solutions can provide insight into reasoning proficiency.	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

Georgia will lead the nation in improving student achievement.

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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*
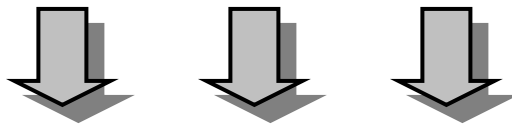
Self-Assessment Score Sheet

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:	
Average		Average		Average		Average	

1. **Average each column.**

2. **Compare and contrast your totals for the various assessment formats.**

3. **Does your classroom practice reflect a balance of assessment types?**

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

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

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

A Glossary of Assessment Terms

Assessment: <u>collecting formal or informal data</u> 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.

Evaluation: <u>making judgments</u> about the quality of student performance based upon consensus-driven standards and student achievement data.

Content standards: statements articulating what students are expected to know, be able to do, and/or understand; typically, content standards describe student <u>performance over time</u> (e.g., at the end of a course, grade level, etc.).

Performance standards: statements articulating specific behaviors students are expected to demonstrate in relationship to content standards <u>at a particular point in their education.</u>

Benchmarks: assessment activities required of <u>all</u> students <u>at key points in their education</u> 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).

Formative vs. summative assessment: <u>formative</u> assessment can be both formal and informal and occurs <u>throughout a period</u> during a student's education; <u>summative</u> assessment is <u>cumulative</u>, occurring at key juncture points in a student's education.

Performance assessment: assessment activities that require students to complete some form of <u>performance</u> (e.g., writing, observing, presenting) <u>rather than</u> selected-response testing (e.g., fill-in-the-blank, multiple choice, true-false).

Authentic assessment: performance-based assessment that requires students to demonstrate their ability to perform in situations and settings that <u>parallel "authentic," real-world professionals</u> (e.g., comparing and contrasting primary source documents in history to draw conclusions about an historical event).

Rubric: a scoring tool for performance assessment tasks that presents <u>a series of numbered descriptions of student behaviors</u>, organized in rank order; each descriptor summarizes a level of performance and the expected student behaviors for that level.

Feedback-adjustment process: collecting and analyzing student assessment data to <u>determine individual, sub-group, and full-group levels of achievement</u>, with corresponding <u>adjustments in teaching and learning</u> activities to improve achievement on a continuous basis.

Suggested Web Sites for Assessment

Articles

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.

www.prenhall.com/stiggins

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

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.

Graphic Organizers

www.eduplace.com/graphicorganizer/

This site contains approximately 35 different graphic organizers.

Rubrics

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.

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://rubistar.4teachers.org/index.php

RubiStar is a tool to help the teacher who wants to use rubrics but does not have the time to develop them from scratch.

Websites

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.

Resources

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."

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

Permission Forms for Student Work

CONSENT AND ASSIGNMENT

This Consent and Assignment (the "Assignment") is effective when signed by the undersigned Georgia educator ("Educator") and is between Educator and the Georgia Department of Education (the "GDOE"). For good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, the parties agree:

1.   GDOE gratefully acknowledges the contribution Educator is hereby making to GDOE of the original work product (the "Work Product") created, developed, worked on or revised by Educator in connection with GDOE's Georgia Performance Standards   Project   (the "Project").   So that GDOE may fully use the Work Product in any manner it sees fit, including making copies, modifications and derivative works, Educator hereby fully and unconditionally transfers, assigns and conveys to GDOE all of Educator's copyright, ownership interests and other intellectual property rights in the Work Product (collectively, the "Intellectual Property Rights").   Educator further agrees that GDOE may publicly recognize and acknowledge Educator's contribution to, and involvement in, the Project.

2.   This Assignment is governed by Georgia law, can only be amended if both parties do so in writing, is assignable solely by GDOE and supersedes any contrary oral or written agreement or understanding.   Educator grants to GDOE the power and authority to execute any documentation deemed necessary by GDOE to register or protect the Work Product or Intellectual Property Rights therein or complete the full transfer of the Work Product and Intellectual Property Rights to GDOE which is the purpose of this Assignment.

"Educator"   **"GDOE"**
Name:
                                                        Georgia Department of Education
Signature:
                                                        By:

_____   _____

Print: Title:

                                                        _____

  _____
                                                        Date:

                                                        _____

CONSENT AND ASSIGNMENT

This Consent and Assignment (the "Assignment") is effective when signed by the undersigned legal guardian ("Guardian") on behalf of the Guardian and minor Georgia student named below ("Student"), and is among Guardian, Student and the Georgia Department of Education (the "GDOE"). For good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, the parties agree:

1.   GDOE gratefully acknowledges the contribution Student and Guardian are hereby making to GDOE of the original work product (the "Work Product") created, developed, worked on or revised by Student. So that GDOE may fully use the Work Product in any manner it sees fit in connection with GDOE's Georgia Performance Standards Project (the "Project"), including making copies, modifications and derivative works, Guardian on behalf of Guardian and Student (and their heirs and successors) hereby fully and unconditionally transfer, assign and convey to GDOE all of Student's and Guardian's copyright, ownership interests and other intellectual property rights in the Work Product (collectively, the "Intellectual Property Rights"). Guardian further agrees that GDOE may publicly recognize and acknowledge Student's contribution to, and involvement in, the Project.

2.   This Assignment is governed by Georgia law, can only be amended if both parties do so in writing, is assignable solely by GDOE and supersedes any contrary oral or written agreement or understanding. Student grants to GDOE the power and authority to execute any documentation deemed necessary by GDOE to register or protect the Work Product or Intellectual Property Rights therein or complete the full transfer of the Work Product and Intellectual Property Rights to GDOE which is the purpose of this Assignment.

"Guardian"   "GDOE"

Signature: Georgia Department of Education
_____

Print Name: By:
                                                    _____
 _____

Guardian's Relationship to Minor: Title:
                                                    _____
_____

Print Minor's Name: Date:
                                                    _____
_____

		Needs Rethinking	**In Development**	**Quality**	**Exceptional**
Strategies	No attempt	• Inappropriate strategy	• Appropriate strategy	• Appropriate & reasonable strategy	• Appropriate and reasonable strategies • Multiple strategies and/or unique approach
Solutions	No attempt	• Multiple mathematical errors • No solution or incorrect solution	• Mathematical errors that lead to incorrect solution • Partial solution	• Correct solution • No Mathematical errors	• Correct solution(s) and/or extended solution • No mathematical errors
Communication	No attempt	• Pictures, words or numbers do not represent strategy or solution	• Pictures, words **or** numbers represent strategy or solution	• Pictures, words **and** numbers represent strategy and solution • Correct mathematical terminology	• Pictures, words **and** numbers represent strategy and solution(s) • Correct mathematical terminology • Generalizations and/or extension of solution(s)

Classroom Assessment Strategies

Selected Response	Constructed Response	Performance Assessment	Informal Assessment
•Multiple Choice •True-False •Matching	•Fill-in-the-blank (words, phrases) •Essay •Short answer (sentences, paragraphs) •Diagram •Web •Concept Map •Flowchart •Graph •Table •Matrix •Illustration	•Presentation •Movement •Science lab •Athletic skill •Dramatization •Enactment •Project •Debate •Model •Exhibition •Recital	•Oral questioning •Observation •Interview •Conference •Process description •Checklist •Rating scale •Journal sharing •Thinking aloud a process •Student self-assessment •Peer review

Georgia will lead the nation in improving student achievement.   **16**

Basic Rubric Template

Scale →→→				
Criteria ↓				
	Indicator	**Indicator**	**Indicator**	**Indicator**
	Indicator	**Indicator**	**Indicator**	**Indicator**
	Indicator	**Indicator**	**Indicator**	**Indicator**

Level 4
- A complete response with an elegant explanation
- Includes clear diagrams or sketches
- No significant math errors
- Shows understanding of the questions, mathematical ideas, and processes
- Goes beyond the requirements of the problem
- Includes counter examples

Level 3
- Good solid response with clear explanation
- Clear diagram or sketch
- No major math errors or serious flaws in reasoning
- Does not go beyond the requirements of the problem

Level 2
- Explanation is unclear
- May be some serious math errors or flaws in reasoning
- Response shows some understanding of the problem
- Inappropriate or unclear diagram

Level 1
- Misses key points
- No diagram or sketch
- Major math errors or serious flaws in reasoning

Opening Eyes to mathematics, Course 1

Critical Filters

- What type of evidence is required to assess the standard?

- What assessment method will provide the type of evidence needed?

- Will the task provide enough evidence to determine whether students have met the standard?

- Is the task developmentally appropriate?

- Will the assessment provide students with various options for showing what they know?

Matching Assessments with Standards

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

Notes Page

◢ *Learning Journal/ Ticket Out of the Door*

Please take a few minutes and share your thoughts on the following four areas.

Important things I've learned or had reaffirmed. . .	Today's experiences have left me feeling. . .
Questions I want answered now. . .	**What I will do when I return to my workplace. . .**

◢ *Learning Journal/ Ticket Out of the Door*

Please take a few minutes and share your thoughts on the following four areas.

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