GEORGIA
DEPARTMENT OF
EDUCATION
Kathy Cox, State Superintendent of Schools

Training for Georgia Performance Standards
Day 3: Assessment FOR Learning

We will lead the nation in improving student achievement.

Acknowledgements

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

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

Use of This Guide

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

◢◣ *Table of Contents*

◢◣ Overview

Module Rationale   This training extends and builds upon days one and two 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>purpose of day two of the training</u> was to delve deeper into stage 1 of the Standards-Based Education process, helping participants to gain proficiency in unpacking standards.

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

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

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

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

Day Three Objectives

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

1. Explain why assessment is Stage 2 in the Standards-Based Education process.

2. Identify the purpose of assessment in the classroom.

3. Differentiate among different types of assessment and assessment formats.

4. Given specific standards and a purpose for assessment, determine which assessment methods would be most appropriate at various times to increase student learning.

5. Given an assessment plan for a unit, identify whether it meets best practice standards for assessment.

6. Create a balanced assessment plan for a unit, including examples of performance tasks, rubrics, and constructed response items.

Module Sequence   Prior Preparation—Participants
  ➢ Unpack several standards to create Stage 1 for different units of study (assigned at end of day two)

Introduction
  ➢ 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

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 Materials for Day Three of Training

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

Other materials needed:
  ➢ Flipchart paper
  ➢ Markers
  ➢ Masking tape to post flipcharts
  ➢ Prepared Envelopes for "Hook" Activity

Equipment:
  ➢ Overhead projector or computer and LCD projector

Recommended Readings: Assessment

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

◢█ *Suggested Web Sites for Assessment*

http://www.alfiekohn.org/teaching/grading.htm
In this article, Alfie Kohn asks whether traditional grading is really necessary or useful and makes a strong case supportive assessment instead of traditional grades.

http://cresst96.cse.ucla.edu/resources/justforteachers_set.htm
This Los Angeles Public Schools site includes a PDF file with sample performance tasks.

http://intranet.cps.k12.il.us/Assessments/Ideas_and_Rubrics/ideas_and_rubrics.html
This excellent site by the Chicago Public Schools provides information about rubrics for performance assessments, performance assessment tasks, and assessment resources, as well as a rubric bank.

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

http://www.rmcdenver.com/useguide/assessme/online.htm
This site provides links to a variety of websites dealing with creating assessments, assessment strategies and definitions, rubrics, etc.

http://school.discovery.com/schrockguide/assess.html
This site provides an extensive bank of rubrics, rubric builders, graphic organizers, etc.

http://www.techtrekers.com/rubrics.html
This site provides links to a variety of websites for creating rubrics.

www.eduplace.com/graphicorganizer/
This site contains approximately 35 different graphic organizers.

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

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

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

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

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

Georgia Department of Education—Testing
- ◻ http://www.doe.k12.ga.us/curriculum/testing/index.asp
Criterion-Referenced Competency Test (CRCT)
- ◻ http://www.doe.k12.ga.us/curriculum/testing/crct.asp
End of Course Test (EOCT)
- ◻ http://www.doe.k12.ga.us/curriculum/testing/eoct.asp
National Assessment of Educational Progress (NAEP)
- ◻ http://www.doe.k12.ga.us/curriculum/testing/naep.asp
Georgia High School Graduation Test (GHSGT)
- ◻ http://www.doe.k12.ga.us/curriculum/testing/ghsgt.asp

Agenda

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

Introduction
- ➤ Rubric Hook Activity
- ➤ Overview of the Module
- ➤ Assessment and Standards-Based Education
- ➤ Testing and the GPS

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
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Grading Student Work
- ➤ Grading: How Safe is Your Parachute?

Putting It All Together
- ➤ Summary: Balanced Assessment Planning
- ➤ Follow-Up Assignment
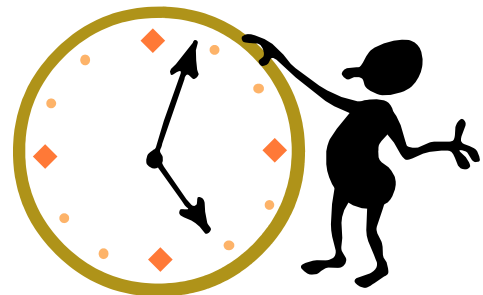
Introduction

Overview   During the introduction, participants will participate in a simulation of a performance assessment task. After a brief presentation of the day's agenda and objectives, participants will discuss the role of assessment in the Standards-Based Education process, review unpacking from Day 2, make connections between Days 2 and 3 of training, and establish a foundation for the day's content.

Objectives   ➢ Describe how and why assessment is Stage 2 in the Standards-Based Education process.

Activities   ➢ Hook Activity
                      ➢ Overview of the Module
                      ➢ Assessment and Standards-Based Education
                      ➢ Testing and the GPS

Materials   ➢ Overhead projector or computer and LCD projector
                      ➢ Transparencies or PowerPoint presentation
                      ➢ Participant's Guide
                      ➢ "Hook" prepared envelopes
                      ➢ Rubrics for "Hook" activity
                      ➢ Unlined Paper
                      ➢ Markers

- Prepared
envelopes
- Unlined paper
- Markers

Hook: Rubric Envelope Activity

1. If necessary, arrange participants into six groups that are approximately equal in size. This works best if each group can sit around a table.

2. Provide each group with paper, markers, and an envelope.

3. Inform each group that they are to prepare one product per group.

4. Inform groups that they will find their assignment in the envelope, that they have 10 minutes to complete the assignment, and that they are to communicate only with members of their own group.

5. Allow 10 minutes for groups to complete drawings.

6. As the groups work, move around the room. Provide positive feedback to groups with envelopes 5 and 6, but no feedback to other groups.

Activity Rubric
PG-8

7. Ask each group to share and explain its drawing. While groups are presenting, use the rubric to assess each groups' drawing.

8. When all groups have finished, distribute marked rubrics to each group. Ask each group to look at the rubric in the participant's guide on page 8.

9. Ask Groups:
    ➢ **Are you happy with your evaluation? Why or why not?**
    ➢ **Why did some groups do better than others?**
    ➢ **Would you like the opportunity to revise your drawing now that you have a rubric and an initial assessment of your performance?**
    ➢ **What generalizations can we make about assessment from this exercise?**

[Note: Expect and/or solicit responses such as, "We didn't know what we were supposed to do?" "The evaluation wasn't fair because some groups had more direction than others." "Ours was a better drawing, but our evaluation wasn't as good."   "We didn't know how we were going to be evaluated."]

10. Ask Participants:
    ➢ **How does this relate to our classroom practices?**

11. Present:
> **This was a contrived situation. You see from it, though, just a few of the many issues involved in assessing student performance, which is our topic for today's training.**

Overview of the Module

Slide 1   1. Welcome participants to day three of training.

Georgia Performance Standards

Day 3:
Assessment FOR Learning

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improving student achievement.   1
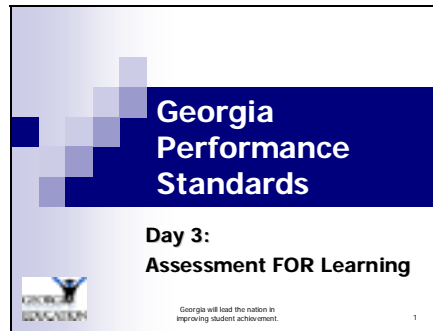
Slide 2   2.   Show slide 2, *Training Overview: Day Three*.
PG-5

Training Overview: Day Three
- Introduction to Module
- Introduction to Assessment
- Balanced Assessment
- Matching Assessments to Standards
- Performance Assessments and Rubrics
- Grading Student Work
- Putting It All Together
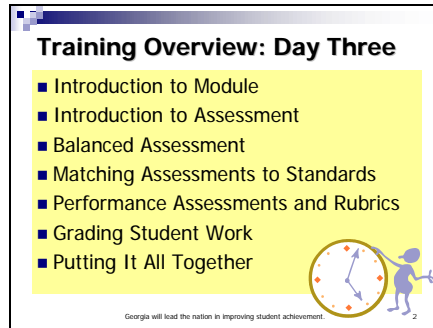
3. Present:

> **The agenda for today is located on page 5 of your Participant's Guide.**

> **During the Reflections on Redelivery, we will review Days 1 and 2 in order to connect that content to today's content.**

> **In the Introduction to Assessment section we will discuss different types of assessments and assessment terminology.**

> **In the third section, we will examine what using Balanced Assessment means in the classroom.**

> **During the fourth section, Matching Assessments to Standards, we will use the information acquired in the previous sections to determine the appropriate types of assessments for the different types of achievement targets in the standards.**

> **In the Planning for Assessment section we will look at assessment plans and create an assessment plan for a unit of study.**

> **In the next to the last section, we will discuss appropriate ways to construct and use rubrics and performance assessments.**

> **Finally, we will examine the connections between assessment and grading, which will also transition us into Days 4 and 5 training.**

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

PG - 9
Chart Paper
Markers

Reflections on Redelivery

➢ **Ask participants about the redelivery of Day 2.**
➢ **On the T-Chart found on page 9 in their PG, ask each group to brainstorm a list of successes, questions, and concerns.**
➢ **Have a group representative report the main points of the list to the whole group.**
➢ **Record on a flip chart at the front of the room and highlight the ones to address and work on during this session.**

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

➢ **These objectives build from an understanding of the underlying concepts to the process of designing thoughtful assessments within an assessment plan in order to improve student learning.**

Assessment and Standards-Based Education

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

2. Present: **The GPS differs significantly from the QCC because the performance standards require students to provide evidence of learning. Consequently, classroom teachers need to understand what evidence of learning looks like and how to design an assessment plan that will allow students multiple opportunities to provide this evidence of learning. We will spend this day of training working together to answer this question.**

3. **We will consider the types of assessments that will allow students multiple opportunities to provide evidence of learning. Evidence of learning, in other words, is provided as students demonstrate, through a number of different assessment means, what they know, can do, and understand.**

4. Present: **All of our discussion, activities, and work today centers on the role assessment plays in teaching with performance standards.**

Slide 5   5. Show slide 5, *Standards Based Education Model*, and refer participants to
PG-7   page 7 in their Participant Guide.
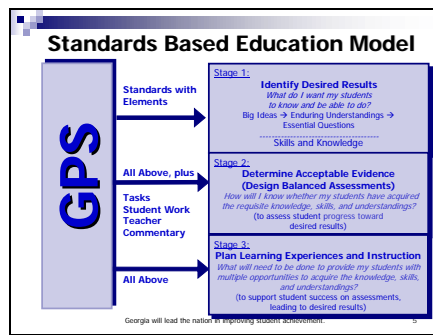
[*Facilitator's Note: The animation for this slide is set so that one section appears at a time, advanced by clicking the mouse.*]

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

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

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

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

9. Click mouse; then present: **Today, we will connect the work on Stage 1 of the Standards-Based Education process with <u>Stage 2</u>: designing appropriate, balanced <u>assessment</u> plans that allow students to demonstrate the depth of their understanding of the concepts, skills, and processes inherent in the Georgia Performance Standards.**

10. Present: **Planning assessments this early in the SBE process may be difficult for many of us to grasp because we have traditionally planned our learning experiences and instruction <u>before</u> considering assessment.**

11. Click mouse; then present: **But it is only <u>after</u> we have determined <u>what</u> we want students to 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).**

Slide 6   12. Show slide 6, *The Process of Instructional Planning.*
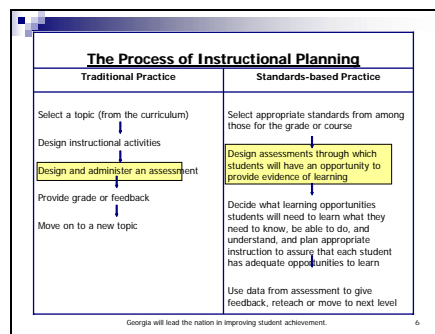
13. Present: **In standards-based instructional planning, the unpacking of the standard and elements occur first. Then the role of assessment changes from a means of determining grades to an integral, on-going part of the learning process of collecting evidence of the student understanding.**

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

Stephen Covey Quote

- "To begin with the end in mind means to start with a clear understanding of your destination. It means to know where you're going so that you better understand where you are now and so that the steps you take are always in the right direction."

Georgia will lead the nation in improving student achievement.   7
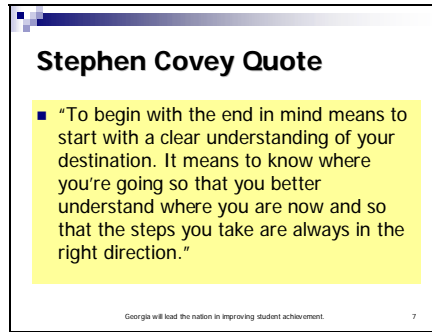
Transition: **Now that we have examined the rationale behind designing assessments during Stage 2 of the Standards-Based Education process, we need to reach agreement on assessment terminology in order to establish some common ground for the remainder of our work with assessment today.**

Testing and the Georgia Performance Standards.

Please see separate PowerPoint document written and presented by Melissa Fincher from the GDOE.

Introduction to Assessment

Overview   In this section, participants will define relevant assessment terminology before coming to terms with the concept of assessment *for* learning.

Objective
- Define common terms related to assessment.
- Explain the concept of assessment *for* learning.

Activities
- Review of the Unpacking Standards Process
- Assessment Terminology

Materials
- Overhead projector or computer and LCD projector
- Transparencies or PowerPoint presentation
- Participant's Guide

Review of Unpacking Standards

1. Present: **In Day 2 of GPS training, we focused on how to unpack standards in order to identify the desired results we want from students. We will now spend a little time reviewing that process to see how it naturally leads us to stage 2 of the backwards design process: determining acceptable evidence.**

Slide 8

PG 10

2. Present: **In your table groups, please spend 15-20 minutes unpacking the following standard:**

Slide 9

3. Present: **Now that you've had a chance to unpack this standard in groups, let's look at an example together of how it might be unpacked:**

Assessment Terminology

1. Present: **State and other standardized tests provide data on overall school performance and can be valuable program evaluation tools. As Rick Stiggins notes in the *Phi Delta Kappan* (June 2002), preparing some students for such tests can have a positive effect on learning; but this positive effect on learning is not evidenced for all students. For a number of our students, these forms of state and standardized assessments *of* learning may have a detrimental effect because students who lack confidence in their ability to learn become discouraged and give up (Stiggins 2002).**

2. **Currently the state or high-stakes assessments receive most of the media attention; but it is classroom assessments *for* learning that allow teachers to keep the focus on learning, to make continuous instructional decisions that benefit individual learners, and to build students' confidence in their ability to learn.**

3. **As Stiggins notes, a balanced range of classroom assessments are effective in improving student achievement, not only in individual classrooms, but also on the state or other standardized tests that provide program evaluation data. In fact, Stiggins refers directly to a research review by Paul Black and Dylan William that reports effect sizes of one-half to a full standard deviation for students who experienced "improved formative assessment" in their classrooms. This gain is sufficient to improve student achievement on standardized tests by "more than 30 percentile points, two grade-equivalents, or 100 points on the SAT scale" (Stiggins 2002)**

4. **By gathering evidence of learning through a variety of types of classroom assessments, teachers are able to develop a complete picture of students' progress in meeting identified standards. Teachers, students, parents, and others need timely feedback about students' academic achievement for a number of reasons, but most importantly so that students can experience the learning opportunities they need to succeed.**

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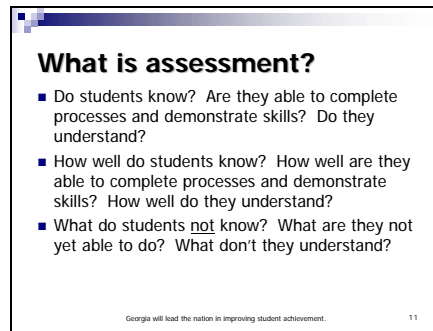
What is Assessment?

Slide 10   6.   Show slide 10
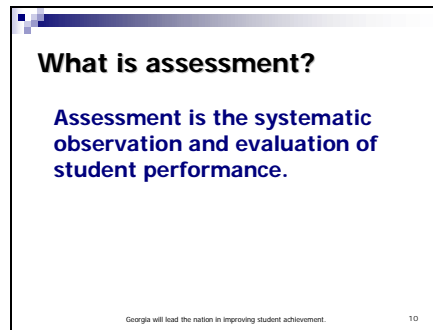
What is assessment?

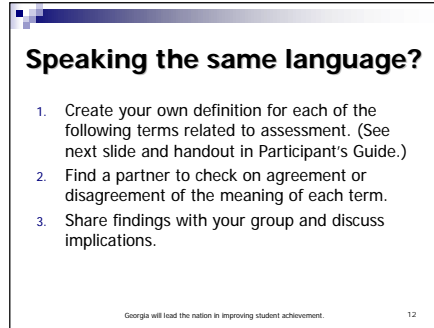**Assessment is the systematic observation and evaluation of student performance.**

Georgia will lead the nation in improving student achievement.   10

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

Slide 11   7.   Show slide 11

What is assessment?

■ Do students know? Are they able to complete processes and demonstrate skills? Do they understand?

■ How well do students know? How well are they able to complete processes and demonstrate skills? How well do they understand?

■ What do students not know? What are they not yet able to do? What don't they understand?

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

Slides 12-13
PG 11-12

Present: **These are a few key terms with which we're probably already familiar; however, a couple may be new. Let's talk about these terms to make sure we all have the same understanding.**
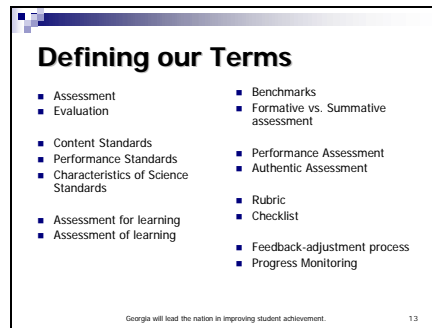
Look at slides 12-13 for the list of terms or use the list in your participant's guide. The terms are grouped according to similarities and differences. Read over the list to determine your understanding of the meaning of the terms.

Using pages 11-12 in your PG, explain your understanding of the terms' meanings. Then, compare your understanding of the meaning of each term with members of your group. Record your answers and provide concrete examples of each term if possible. We will spend about 10 minutes doing this.

Next, join with other teams to build a group consensus about the meaning of each term and each group of terms.
Finally, we'll come back together as a whole group to present agreed-upon definitions to the whole group as a jig saw activity.

Allow participants 20 minutes for this entire activity.

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

8. Inform participants that the generally accepted definitions for most of these terms have been included in the Participant's Guide on page 37.

9. Emphasize:

➢ **There have been some questions regarding the assessment of and expectations for students with the most significant cognitive disabilities in relation to the GPS.**

➢ **NCLB and IDEA require the provision of access to a curriculum with challenging academic standards for *all* children, even the 1% with the most significant cognitive disabilities.**

➢ **Levels of achievement expectations on the GPS will be established will be established for that 1%. The DOE will revise or redesign the Georgia Alternate Assessment for that 1%.**

➢ **To summarize, *all* teachers in our state must learn these standards because the GPS are the framework for *all* students; however, the tasks/measures used to assess the 1% of students who qualify under NCLB may be different.**

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

Balanced Assessment

Overview   In this section participants will examine different assessment formats and frameworks to determine key points, examples, advantages, and disadvantages of each. They will then examine their own assessment practices before evaluating a prepared assessment plan for an instructional unit.

Objective
- ➢ Determine characteristics of different assessment formats and frameworks.

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

Materials
- ➢ Overhead projector or computer and LCD projector
- ➢ Transparencies or PowerPoint presentation
- ➢ Participant's Guide

Balanced Assessment: Frameworks and Formats

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

Slide 14   2. Show slide 14
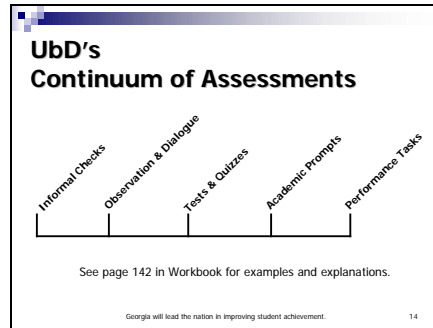
3. Present: **Authors describe and categorize assessment formats in a number of different ways. For example, UbD describes a continuum of assessments.**

Review information on slide.

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

Slide 15   4. Show slide 15
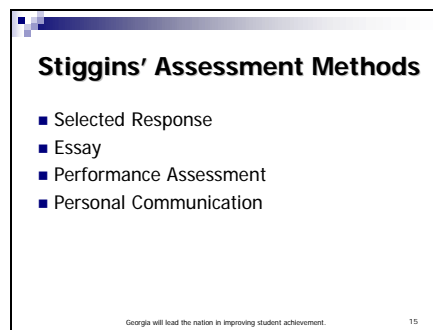
5. Present: **Rick Stiggins categorizes assessment formats slightly differently. He refers to four categories of assessments: *Selected Response*, *Constructed Response*, *Performance Assessment*, and *Personal Communication*.**

Slide 16   6. Show slide 16

Marzano's Assessment Items

■ Forced-Choice
■ Essay
■ Short Written Response
■ Oral Reports
■ Performance Tasks
■ Teacher Observation
■ Student Self-Assessment

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

Slide 17   8. Show slide 17

Assessment Formats

■ **Selected Response**
■ **Constructed Response**
■ **Performance Assessment**
■ **Informal and Self-Assessment**

Adapted from Marzano, Stiggins, UbD

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Slide 18   **9.** Present: **While you may choose to employ any of these formats, rather than *adopting* any single format for training, we have *adapted* the various assessment frameworks for purposes of discussion today. We will arrange our classroom assessments into these four categories: *Selected Response*, *Constructed Response*, *Performance Assessment*, and *Informal & Self-Assessment*.**

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

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PG 13-14
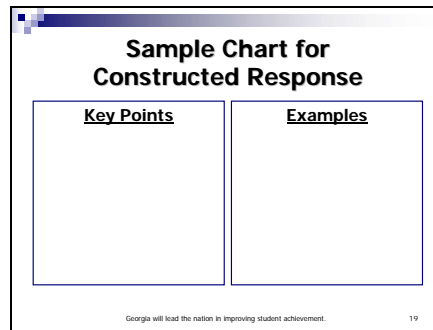
Chart Paper

Markers

 Slide

10. Present: **On pages 13 and 14 of the Participant's Guide you will find descriptions of these four assessment formats.**

11. Allow participants time to locate and read the appropriate pages.

12. Assign each group a particular format on which to work.

Slide 19

13. Show slide 19.

Sample Chart for Constructed Response

Key Points	Examples

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

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

16. Continue until each assessment format has been discussed. Post chart papers around the room and conduct a gallery walk if time permits.

Self-Assessment of Participants' Classroom Practices

1. Present: **Now that we are more familiar with assessment formats and specific types of assessments in each category, let's examine our own classroom assessment practices.**

PG 15-16   2. Refer participants to pages 15-16 in the Participant Guide, "*Balanced Assessment: A Self-Assessment Inventory.*" Ask each individual to read the directions and then to complete the self-assessment, rating their level of use of each of the assessments listed using the scale in the box shown on the first page. Ask participants to respond honestly.

[Note: If participants are no longer classroom teachers, ask them to respond as if they are assessing their system's classroom assessment practice as a whole.]

3. Allow about 5 minutes for participants to complete the self-assessment inventory; then say: **After you complete the self-assessment, turn in the Participant's Guide, transfer your scores to the tally chart, look over your results, and reflect on the questions listed below the chart.**

4. **Allow an additional 5 minutes or until you see that most of the participants have completed the assignment. Use the following questions to briefly discuss the results they found:**
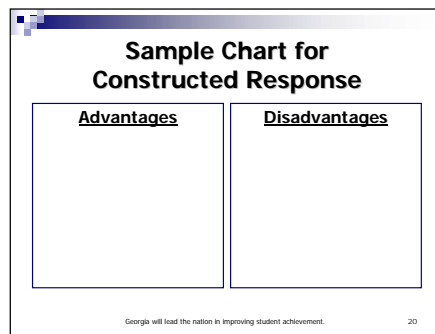
   ➢ What do the survey results suggest?
   ➢ What patterns do you notice?
   ➢ Are you using one format more than others?
   ➢ Are there types of assessment you use less frequently or not at all?
   ➢ Are you collecting appropriate evidence for *all* the desired results?
   ➢ Do you rely too heavily on those that are easiest to test and grade?
   ➢ How might you modify your classroom practice to better assess student learning?

5. Present: **Just as you might use this self-assessment to modify your classroom practices, students can use self-assessment to modify their learning. This is an example of assessment *for* learning.**

Comparison of Assessment Formats

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

Chart paper
Markers
Slide 20

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

Sample Chart for
Constructed Response

Advantages	Disadvantages

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3. Allow groups 5-6 minutes to discuss the advantages and disadvantages of the assessment type and to list points in the appropriate column.

4. Ask each group to display its chart and to summarize its discussion for everyone. (If more than one group discussed the same assessment format, have all groups report consecutively, with subsequent groups reporting only points that are new or different.)

PG 17-18

5. After all groups have reported, present: **Now let's examine some reasons for selecting different assessment formats. On pages 17-18 in your Participant Guide, you will find a table that lists some specific points about assessment that often influence the type of assessment we choose to use in our classrooms.   The table is arranged in four sections: "What is Communicated by the Assessment?" "Student Concerns," "Areas Assessed," and "Administrative Concerns."**

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

6. Present: **As you reach consensus in your group, record your response to each item for each assessment type. Not all items may result in a simple yes or no. Some may require additional explanation.**

7. Allow groups about 8-10 minutes to discuss and complete their sections of the table. Then share with the group as a whole.

8. Present: **When we examine assessment in this manner, we see not only those different types of assessments meet different needs, but also that at times those different needs may appear to be in conflict. An assessment that allows a student the opportunity to provide the best evidence of understanding may not be the most objective, the most time efficient, etc. We need to work together within our departments and with school leaders to design a number of different assessments that will meet everyone's needs: those of students, teachers, parents, and administrators. Remember, too, what we said at the beginning of the day: State and other standardized tests provide data on overall school performance and can be valuable program evaluation tools; but it is classroom assessments *for* learning that allow teachers to keep the focus on learning, to make continuous instructional decisions that benefit individual learners, and to build students' confidence in their ability to learn.**

Assessment Design

PG 19-20

1. Present: **Now that we have established common terminology for talking about assessment as well as a common understanding of what it means of have a balanced range of assessments and to match different assessment formats to specific assessment needs, let's take a look at an assessment plan for a high school poetry unit.**

2. Ask participants to examine the range of assessments on pages 19-20 in the Participant's Guide and to circle/highlight key words that represent the four types of assessment we've been discussing. In so doing, they should consider the following questions:
    - **Is this assessment plan balanced?**
    - **How does the assessment plan relate to the ELA standards?**
    - **How might we improve the individual assessments?**
    - **Could the addition of other assessments provide a better, more complete picture of student learning?**
    - **What other assessments might we employ to obtain evidence of student learning for this unit?**

3. Allow time to discuss and then present: **We'll come back to this assessment plan and discuss it further a little later today.**

4. Transition: **Whatever format or framework we use in thinking about assessment, a balanced assessment plan that incorporates multiple types of assessments is necessary if we hope to determine what students know, are able to do, and can understand in relation to particular standards. But simply using a variety of types of assessments is not enough. We need to use the particular type of assessment that is most appropriate for measuring specific types of knowledge, skills, and understanding.**

Matching Assessments to Standards

Overview   Participants will examine in depth the kinds of knowledge and skills students will need to provide evidence of in order to meet the Georgia Performance Standards. They will then determine which types of assessment are best for particular kinds of knowledge and skills.

Objective   ➢ Determine the best type of assessment to obtain evidence of learning for specific kinds of knowledge and skills.

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

Materials   ➢ Overhead projector or computer and LCD projector
                    ➢ Transparencies or PowerPoint presentation
                    ➢ Participant's Guide
                    ➢ Assessment Plan for Poetry Unit

Translating Standards into Achievement Targets

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

Slide 21   2. Show slide 21
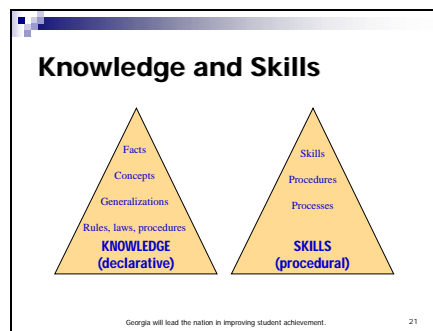
Present: **In Day 2 when we looked at Knowledge, we considered facts, concepts, generalizations, rules, laws, procedures (here procedures refers to steps we need to know in a process); in other words, the basic content knowledge we need to acquire before we can truly understand. Likewise, Skills included those skills, procedures, and processes that we use to apply our knowledge in order to achieve understanding. Knowledge and Skills are two achievement targets.**

Slide 22

3. Show slide 22
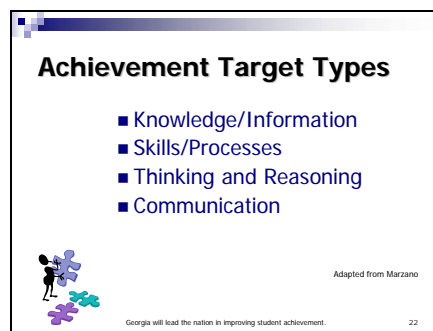
Present: **Today we're going to extend our understanding of Knowledge and Skills to include the achievement targets of "Thinking and Reasoning" and "Communication." These "Thinking and Reasoning" and "Communication" skills include additional ways of applying knowledge and skills in order to provide evidence of learning. Let's look briefly at what each achievement target means.**

Slides 23-24   4.   Present: **Knowledge/Informational targets refer to a student's complete and detailed understanding of the information important to a topic, unit of instruction, or course—the <u>content knowledge</u>. What are some examples of Knowledge/ Informational targets in the following 6th grade math standard?**

Allow time for participants to look over the standard and contribute suggestions.

Knowledge/Informational Targets Using:
M6M4: Students will determine the <u>surface area</u> of <u>solid figures</u> (<u>right prisms</u> and <u>cylinders</u>).

a. Find the <u>surface area</u> of a right prism and cylinder using <u>manipulatives</u> and constructing <u>nets</u>.
b. Compute the surface area of a right prism and cylinder using <u>formulae.</u>
c. <u>**Estimate**</u> the surface area of a <u>simple geometric solid</u>.
d. Solve application problems involving surface area of right prisms and cylinders.

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Knowledge/Informational Targets Using:
M6M4: Students will determine the <u>surface area</u> of <u>solid figures</u> (<u>right prisms</u> and <u>cylinders</u>).

<u>Knowledge/Informational Targets of M6M4:</u>

Students will know...
- - Definitions of right rectangular prism, right cylinder, volume, surface area, and net
- - Formulas for surface area of a cylinder and a right rectangular prism. (Note: if teacher determines students should memorize these)

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Slide 25   5.   Present: **Skill/Process targets refer to a student's success in performing a skill or process important to the topic, unit, or course. The student must demonstrate that s/he understands the key features of the skill or process. What are some examples of Skill/Process targets from the same standard?**

Allow time for participants to look over the standard and contribute suggestions.

Skill/Process Targets Using:
M6M4: Students will determine the <u>surface area</u> of <u>solid figures</u> (<u>right prisms</u> and <u>cylinders</u>).

<u>Skill/Process Targets of M6M4:</u>

Students will be able to ...
- - Find the surface area of a right prism and cylinder using manipulatives and constructing nets.
- - * Derive formulas for the surface areas of right rectangular prisms and cylinders using areas of rectangles and circles.
- - Compute the surface area of right rectangular prisms and cylinders using formulae.
- - * Estimate the surface area of a simple geometric solid.
- - * Solve application problems involving surface area of right rectangular prisms and cylinders.

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

Slide 26   7. Show slide 26

> **Thinking & Reasoning Targets:**
>
> - Comparison and contrast   - Deduction
> - Analysis of relationships - Experimental inquiry
> - Classification   - Investigation
> - Argumentation   - Problem solving
> - Induction   - Decision making
>
>   -Marzano
>
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Present: **Can you think of others that we might add? What are some specific examples of "Thinking and Reasoning" targets that are specified in the following 6th grade Earth science standards?**
Allow time for participants to look over the standard and contribute suggestions.

Slides 27-28-29

> **Thinking/Reasoning Targets Using:**
> - **S6E2. Students will understand the effects of the relative positions of the earth, moon, and sun.**
>   - a.) Demonstrate the phases of the moon by showing the alignment of the earth, moon, and sun.
> - **S6CS5. Students will use the ideas of system, model, change, and scale in exploring scientific and technological matters.**
>   - a.) Observe and explain how parts are related to other parts in systems such as weather systems, solar systems, and ocean systems including how the output from one part of a system (in the form of material, energy, or information) can become the input to other parts.
>   - b.) Identify several different models (such as physical replicas, pictures, and analogies) that could be used to represent the same thing, and evaluate their usefulness, taking into account such things as the model's purpose and complexity
>
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> **(Thinking/Reasoning Targets, cont'd.)**
> - **S6CS6. Students will communicate scientific ideas and activities clearly.**
>   - b.) Understand and describe how writing for scientific purposes is different than writing for literary purposes.
>   - c.) Organize scientific information using appropriate tables, charts, graphs, and identify relationships they reveal.
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> **Possible Thinking/Reasoning Targets of Earth Science Sample:**
> - Compare and contrast solar and lunar eclipses.
> - Design and launch an investigation that will explain the phases of the moon.
> - Analyze the alignment of the moon and sun relative to the view from earth.
> - Analyze the relationship between parts of weather systems and ocean systems.
> - Determine how to present results from experiments scientifically and design appropriate graphic representations to display/explain those results. (Problem Solving)
>
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Slide 30   **8.** Present: **Marzano has also generated a list of "Communication" targets. Again, these fit within the classification of Skills/Processes, but directly relate to the processes of communication.**
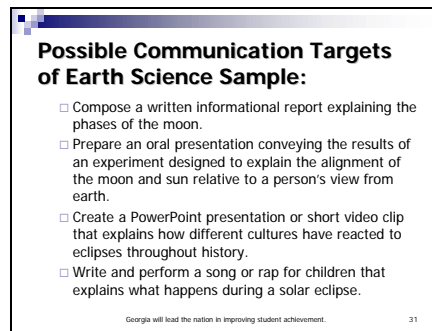
Slide 31   9. Present: **Can you think of others that we might add to this list? What are some specific examples of "Communication" targets that are specified in the same Earth Science standard?**

Allow time for participants to look over the standard and contribute suggestions.

PG-22   9. Ask participants to turn in their Participant Guide to page 22, *Determining Achievement Targets*.

10. Present: **The first 4th grade comprehension standard is reprinted at the top of this page. Let's look at the standard and translate it into its relevant achievement targets. Beneath the standard is a chart for the four types of achievement targets we've been discussing.**

11. Present: **Look over the standard. What specific knowledge must students must know and understand in order to achieve this standard?**

Discuss and expand on this question. Lead the group to see that there <u>is</u> specific content knowledge either stated or implied in this standard.

PG-21   Present: **List the specific content knowledge in this standard, in the "Knowledge/Informational" section of the chart. To state the achievement targets in performance language, remember to begin each statement with a verb. You might want to refer to page 21, *Matching Assessments with Standards,* in the Participant's Guide as a source of knowledge and skill verbs for this activity.**

12. Present: **Now complete the same process with the other types of achievement targets. If there are no processes indicated by the standard for a particular type of achievement target, simply state, "Not applicable to this standard."**

13. Allow about 15 minutes for groups to complete this activity. Then call the groups back together and discuss.

Applying What We've Learned

PG-23   1. Present: **Now let's pull all that we have discussed so far today**
Completed PG-22   **together. You will need the page you have just completed on the writing standard, as well as page 23 in your Participant Guide.**

Slide 32   2. Show slide 32

Matching Assessments with Standards

ACHIEVEMENT TARGET	ASSESSMENT FORMAT			
	Selected Response	Constructed Response	Performance Tasks	Informal Assessment
Knowledge/ Informational	Can assess mastery of specific elements of content knowledge	Short answers allow students to apply content knowledge	Not a good choice for this target; other options preferred	Teacher can ask questions, evaluate answers, and infer mastery; but this may not be time-efficient
Skills/Processes				
Thinking and Reasoning				
Communication				
Other:				

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3. Present: **Let's look at the information we just completed for the writing standard. Is there informational knowledge required of students in order to achieve this standard?** (Yes)   **How did you state the achievement target for informational knowledge.**

   Have participants volunteer.

4. Present: **Can this type of information be assessed with a Selected Response assessment? Remember that Selected Response refers to multiple choice, true-false, matching, word finds, cross word puzzles.**

5. Allow a few moments for small group discussion; then ask participants to share their thoughts. As participants provide responses for each box in the first row of the chart, click the mouse to fill in the cell.

PG 23   6. Ask groups to complete the "Matching Assessments with Standards" chart on PG 23. Allow 10-12 minutes.

7. Ask participants to share the thoughts of their group. Allow everyone the opportunity to contribute.

Slide 33   8. Show slide 33

9. Present: **Let's compare your work with <u>one perspective</u> on the links between achievement targets and assessment types.**

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

Small Group Practice

PG-19-20

1. Present: **Take another look at the assessment plan for the poetry unit (PG-19-20). Use the knowledge and skills you have acquired so far today to evaluate that assessment plan. Which assessment formats are included? Are there any that appear to be absent? Is the plan balanced? Considering the principle standard being addressed—ELA9RL1, both the nonfiction/informational text and the poetry critical components, how might this assessment plan be improved?**

2. Allow participants 10 minutes to examine the plan in their small groups, then ask them to share their findings with the large group.

Planning for Assessment

PG 24

1. Present: **To ensure that assessments provide detailed information about students' understanding and proficiency, teachers should strive for a balance of assessments in each instructional unit. To plan and track the intended achievement goals associated with the standards addressed in each unit and the assessments used, teachers might create an assessment matrix. For a sample matrix template, please see PG 24.**

Slide 34
PG -26

2. Show slide 34

Small group discussion: What has to happen in terms of assessment?

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

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

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3. Present: **Read over the points presented in slide 34.**
4. Present: **These are the questions teachers must consider when planning assessment. Page 26 in your participant's guide provides a template to help work through this process.**

Slide 35   5. Show slide 35
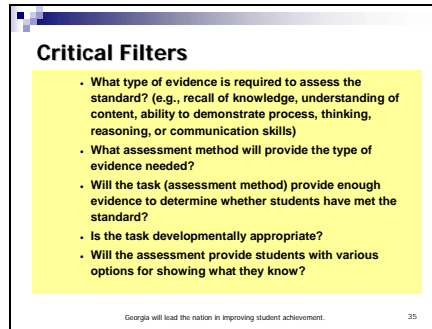
6. Present: **As we begin to develop unit assessment plans, considering "Critical Filters" such as these can help us decide on appropriate assessments.**

Review and discuss contents of slide.

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

Performance Assessments and Rubrics

Overview   This section will provide some basic information for developing performance assessments and rubrics.

Objective
- Understand how and when to use performance assessments
- Understand basics of good rubric construction

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

Materials
- Overhead projector or computer and LCD projector
- Transparencies or PowerPoint presentation
- Participant's Guide
- Assessment Plan for Poetry Unit

Defining Performance Assessment

1. Present:
    ➢ **Language arts teachers may be more familiar with performance assessments and rubrics than teachers in other academic disciplines since they grade writing using rubrics. This part of the training will provide an overview of performance assessment; however, many of the resources listed at the beginning of this module constitute valuable additional resources.**

    ➢ **Rick Stiggins states that "performance assessments involve students in activities that require them to actually demonstrate performance of certain skills or to create products that meet certain standards of quality" (2005).**

    ➢ **Perhaps most important, performance assessments allow students to demonstrate their understanding and to apply knowledge and skills. Performance assessments allow students to see the relevance of their learning.**

    ➢ **Performance assessments are designed to assess deep understanding rather than surface knowledge or discrete facts.**

    ➢ **Consider this example: throughout a high school chemistry, math, or language arts course, students are assessed through a series of pop quizzes and end-of-chapter tests. Prior to all tests, the students are provided with study guides for the tests. These students do quite well on the tests and in the class overall. Yet, when these same students leave the classroom, they jokingly admit that they don't remember anything about chemistry or math or language arts.**

    ➢ **The students in this example learned discrete facts for a specific purpose—a test; but they never had to apply that knowledge in authentic learning situations or performance assessments. If we really want our students to become literate citizens of the world, we must include performance assessments that provide students with the opportunities to use knowledge and skills in meaningful ways.**

Slide 36   2. Show slide 36
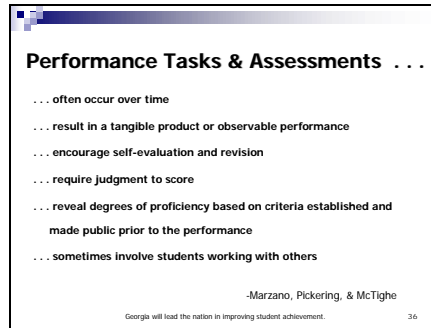
3. Present: **Marzano, Pickering, and McTighe (1993) offer the following characteristics of performance assessment:**
    - ➢ **Performance assessments often occur over time**
    - ➢ **Performance assessments result in a tangible product or observable performance**
    - ➢ **Performance assessments 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**

PG-19-20   4. Present: **Let's take another look at the assessment plan on pages 19-20 of your Participant's Guide.**

5. Allow participants time to locate the appropriate pages.

6. Present: **Keeping in mind that an assessment plan may have several parts that lead up to the product or performance, which of these assessments do you think qualify as performance assessments?**

7. Present: **Test these performance assessments against the criteria developed by Marzano, et al. that are on the slide.**

8. Allow participants time to evaluate the performance assessments, and then allow them to share their thoughts with the group.

Guidelines for Performance Assessment

1. Present: Now let's look at a way of constructing a performance assessment. Wiggins and McTighe suggest constructing performance assessments using the acronym GRASPS.

Slide 37   2. Show slide 37

G.R.A.S.P.S.

G Real-world **GOAL**
R Real-world **ROLE**
A Real-world **Audience**
S Real-world **Situation**
P Real-world **Products** or **Performances**
S **Standards**

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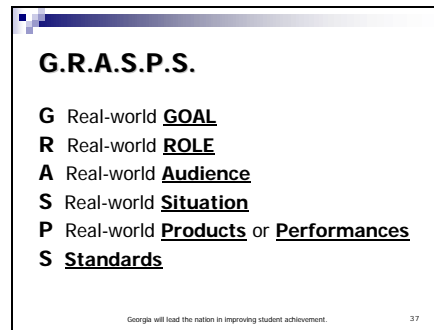
PG - 25   **3.** Present: **Let's apply the GRASPS acronym to the example provided on page 25 in your participant's guide.**

Transition: **Performance assessments should be a part of a balanced assessment plan along with constructed response and informal & self assessments. While performance assessments take longer for teachers to plan, they provide students with essential opportunities to apply what they know, are able to do, and understand to meaningful situations.**

Slide 38   11. Show slide 38

Ask: **How does this illustrate what we are doing today?**

Slide 39   12. Show slide 39

A Culminating Project/Performance Assessment Task includes:

- Instructions for the students
- Dimensions of the task (knowledge, understanding, skills being assessed)
- Scoring systems:
  □ Rubric—used to judge levels of performance
  □ Checklist—used to judge whether or not the skill or behavior has been demonstrated

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Present: **Students need assessment opportunities that will allow them to demonstrate independent understanding via explanation, application, interpretation, and self-knowledge. Culminating Project/Performance Assessment Tasks are used at least once a grading period for students to provide evidence of their understanding.**

Slide 40   13. A sample GRASPS Culminating Project:

A Sample G.R.A.S.P.S Culminating Project

You are a member of a team of scientists investigation deforestation of the Amazon rain forest. You are responsible for gathering scientific data (including such visual evidence as photographs) and producing a scientific report in which you summarize current conditions, possible future trends, and their implications for both the Amazon itself and its broader influence on our planet. Your report, which you will present to a United Nations subcommittee, should include detailed and fully-supported recommendations for an action plan which are clear and complete.

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Slide 41   Ask participants to read the task and comment on the link to understanding and evidence of that understanding. They should identify each of the parts of the GRASPS acronym.

Sample G.R.A.S.P.S. Answers:
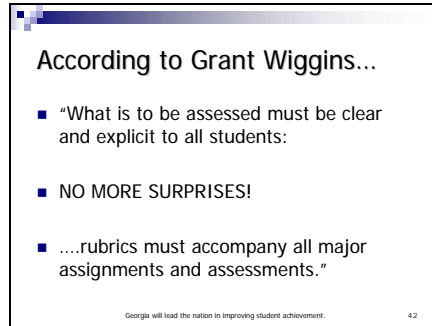
- **G =** The goal (within the scenario) is to determine current deforestation conditions and possible future trends.
- **R =** Student is a member of a team of investigative scientists.
- **A =** The target audience is the United Nations subcommittee.
- **S =** The scenario: Inform the U.N. subcommittee of the effects of deforestation on the Amazon rain forest and convince them to follow the recommended action plan.
- **P =** The product is a clear and complete action plan.
- **S =** The standards by which the project will be judged are detailed and fully-supported recommendations in an action plan that is both clear and complete.

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Components of Rubric Design:
(Once you've constructed a performance assessment, how will you communicate your expectations to students and evaluate their work?)

Slide 42   14. Show slide 42 and talk about assessment of projects/performances and the tools for assessing.

Slide 43   15. Show slide 43 explaining what a rubric is and is not.

Slide 44   16. Show slide 44 and discuss the advantages of using rubrics for assessment of evidence.
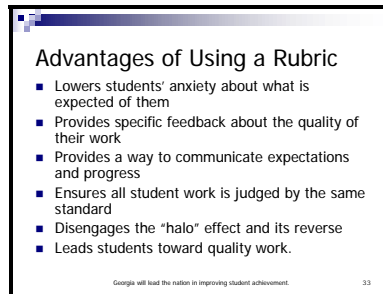
Slide 45   17. Caution participants about the importance of matching the goal of the project/performance to the criteria you are using to score the evidence of the student's understanding.
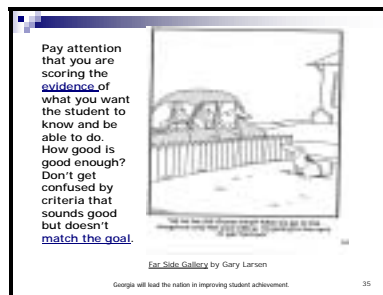
18. Present:
   ➢ **When we assess for learning in our classrooms, students need to know the criteria on which that assessment is based prior at the beginning of the learning process for a unit or course of instruction.**
   ➢ **Rubrics are guidelines for assessing, evaluating, and/or scoring student work and performance.**
   ➢ **Rubrics show levels of quality and communicate expectations.**
   ➢ **Rubrics allow students as well as teachers to "begin with the end in mind."**

Slide46   19. Present:
   ➢ **To construct a rubric, we need to consider three factors called *Dimensions*, *Indicators*, and *Rating Scale*.**
   ➢ **_Dimensions_, sometimes referred to as criteria, encompass the knowledge, skills, and understanding to be assessed.**
   ➢ **_Indicators_ specify the evidence used to judge the degree to which the dimension is mastered.**
   ➢ **_Rating Scales_ discriminate among the levels of performance.**

Parts of a Rubric:

- *Dimensions*, sometimes referred to as criteria, encompass the knowledge, skills, and understanding to be assessed.

- *Indicators* specify the evidence used to judge the degree to which the dimension is mastered.

- *Rating Scales* discriminate among the various levels of performance.

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PG 27   20. Present:
Slide 47
       ➢ **Let's look at a template for a basic rubric design.**
       ➢ **If you'll turn to page 6 in your Participant's Guide, you can see the characteristics of basic rubric design with the criteria, the indicators, and the rating scale.**

21. Show slide 47

Basic Rubric Template

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22. Present:

       ➢ **There are two types of rubrics: holistic and analytic.**

Slide 48   23. Show slide 48, *Holistic Rubrics.* Present:

       ➢ **Holistic rubrics require the teacher to score the overall process or product as a whole, without judging the component parts separately. It is used when errors in some part of the process can be tolerated, provided the overall quality is high.**
       ➢ **Holistic rubrics are best used when the task requires students to create some sort of response and where there is no definite correct answer.**
       ➢ **The focus of a score reported using a holistic rubric is on the**

overall quality, proficiency, or understanding of the specific content and skills.

Slide 49   23. Show slide 49, *Analytic Rubrics.* Present:

- ➢ **Analytic rubrics are usually preferred when a fairly focused type of response is required and/or for performance tasks in which there may be one or two acceptable responses and creativity is not an essential feature of the students' responses.**
- ➢ **Analytic rubrics result initially in several scores, followed by a summed total score. Their use represents assessment on a multi-dimensional level.**
- ➢ **The advantage to the use of analytic rubrics is substantial. The degree of feedback offered to students and to teachers is significant. Students receive feedback on their performance with respect to teach of the individual scoring criteria – something that does not happen when using holistic rubrics. It is possible to then create a "profile" of specific student strengths and weaknesses.**

Slide 50   24. Present:
- ➢ **There are rubrics that have problems with clarity and format.**
- ➢ **Use caution with descriptors and criteria that contain too many words. Break them down into different areas of scoring.**
- ➢ **Checklists are not rubrics. They determine if something is there or isn't there.**

➢ **Rubrics declare the standard of "how good is good enough" before the work is scored. You may have only a few or no top scores if the work does not exemplify the criteria stated. The work is judged against the criteria, not against other pieces of work.**

➢ **Pay attention to what you are assessing. Don't score the work on criteria that doesn't match the evidence needed for understanding.**

➢ **Set clear expectations of work with a checklist for things such as name on paper, legibility, turned in on time, etc.**

Ugly Rubrics

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

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Slide 51	25. Present: ➢ **Good rubrics have similarities.** ➢ **Rubrics are tools and have a place in assessing performance and projects. They are not the tool for all assessments.** ➢ **They show the level of performance against a level of criteria.** ➢ **Students receive the rubric when the task is given to them so they know the expectations for scoring.** ➢ **Good rubrics have criteria listing what to avoid.** ➢ **Rubrics should be consistent and reliable and scoring should be as objective as possible.** ➢ **The content judged matches the standards and instructional emphasis of the task.** Good Rubrics ■ Are tools ■ Show level of quality of a performance or task ■ Communicate standards clearly and specifically ■ Are given to students to set expectations ■ Show what to avoid and addresses misconceptions ■ Are consistent and reliable ■ Use content that matches standards and instructional emphasis Georgia will lead the nation in improving student achievement. 38
Slide 52	26. Show slide 52, *workshop participants' rubric.* Have fun going over this! **Workshop Participant's Enthusiasm Rubric:** (16 points) / Exemplary / Acceptable / Needs Work / Retire Facial Expression: Bright, lit up / Eyes not blinking / Focused on teacher | Bright, lit up / Eyes sometimes focused on teacher | Eyes glazed over and bloodshot | Eyes closed; Drooping Thought Process: Wheels in high gear | Wheels in relaxed motion | Wheels are rusty and slow | Wheels isn't invented Movement: Quick, alert motions | Casual motions | Sluggish – an occasional itch | Coma Oral Participation: Non-stop on task talking | Talks when needed or told | Occasional grunts | Drooling / No sound Georgia will lead the nation in improving student achievement. 52
PG 28-31	Transition: ➢ **While there's no single correct way of constructing a rubric, keep in mind that the goal is to design rubrics that communicate to students, teachers, and parents, meaningful information concerning the extent to which a student's product or performance shows evidence of meeting the Georgia Performance Standards.** ➢ **The web resources listed in this module include several sites devoted to rubric construction and grading with rubrics.**

|	
	➢ **There are additional pages provided in your participant's guide that may also be used as a resource to you on pages 28-31.**
	We still need to discuss, however, the differences between assessment and assigning grades.

◢ *Grading Student Work*

Overview   In this section, the differences between assessment and grading will be explored.

Objective   ➢ Understand the difference between assessment and grading.

Activities   ➢ Grading: How Safe is Your Parachute?

Materials   ➢ Overhead projector or computer and LCD projector
                      ➢ Transparencies or PowerPoint presentation
                      ➢ Participant's Guide

Grading: How Safe is Your Parachute?

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

Slide 53   2. Show slide 53
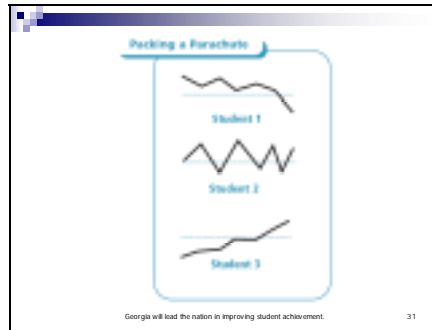
3. Present the following anecdote:

➢ **Three students are taking an eight-day class in parachute packing. The teacher gives a performance test at the end of each day of instruction.**

➢ **S/he provides feedback telling each student exactly what s/he did right and what s/he needs to improve. The teacher then differentiates instruction so that each student can improve.**

➢ **The first student does extremely well on the first few tests, but by the end of the course, his performance has dropped off considerably. He received A's on his first five tests and F's on his last three.**

➢ **The second student is erratic. Sometimes she does a good job packing the parachute and sometimes she does not. Her grades have ranged from B to F.**

➢ **The third student was clueless at the beginning—well really through most of the class. But by the last few sessions, she caught on and performed flawlessly. Her grades were mostly F's, with A's on her last three packing performances.**

> **At the end of the course, only the first student passed because the second and third students, *when their scores were averaged*, did not have a score as high as the first student, even though the first student had a clear drop-off in performance. The last student, who performed consistently and flawlessly at the end, never did bring up her *average* enough to pass the parachute-packing course.**

4. Ask: **Which student would you want to pack your parachute?**

5. Ask: **What does this tell us about assessment and grading practices and the differences among them?**
   Allow participants to share their thoughts with the group.

6. Present: **Assessment is a continuous process of identifying student learning and/or performance at a given point in time, in order to provide feedback and make instructional decisions. While assessment may be *formative* or *summative*, it is always a means of collecting evidence of student mastery of the content standards*. A balanced range of assessments provides a photo album of student progress through which we can observe a student's growth.**

7. Present: **Grading, on the other hand is a means of assigning a numerical or alphabetical grade to a student's work. As in the case of the parachute-packing students, grades, which are often represented as averages, do not take into account a student's growth, his/her progress toward mastery of the standards.**

8. Present: **Alfie Kohn (1994) cites a study by Condry and Chambers in 1978 to argue that grading while students are still learning often has unintended negative effects, that "rewards [and penalties] are most destructive when given for skills still being honed."**

Slide 54

9. Present:

➤ **Assessment is different from grading, and yet they are linked. Assessment is a continuous process of identifying student learning and/or performance at a given point in time, in order to provide feedback and make instructional decisions that will aid students' progress toward the achievement of their goals.**

➤ **While assessment may be formative or summative, it is always a means of collecting evidence of student mastery of content standards. A balanced range of assessments provides a photo album of student progress through which we can observe a student's growth.**

➤ **Grades are a fact of life in schools, and grading policies are the purview of individual school systems; but as we begin to design assessment plans that will allow us to gather evidence of student performance, remember the story of the parachute-packing class and be aware of the difference between assessing a student's knowledge, skills, and understandings as required by the GPS and assigning grades that may be the only indicators of student achievement some people see.**

PG 34

10. Present:

➤ **Turn to page 34 in your participant's guide for a survey. Complete this survey now to reflect upon your system's grading methods.**

➤ **Then, use your results to guide a brief discussion with the colleagues at your table about effective grading methods.**

Putting It All Together

Overview   In this section, we will apply all the knowledge and skills acquired in Day 3 of training to the design of an assessment plan.

Objective   ➢ To summarize what is meant by a balanced assessment plan

Activities   ➢ Summary of today's assessment work
                   ➢ Follow-Up Assignment

Materials   ➢ Overhead projector or computer and LCD projector
                   ➢ Transparencies or PowerPoint presentation
                   ➢ Participant's Guide

Summary: Balanced Assessment Planning

1. Present**:**

> **As you work on your assessment plans here and in your local systems, keep in mind the characteristics of exemplary assessment.**

Slide 55   2. Show slide 55

Slide 56   **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.

Appendix: Instructions for "Hook" Envelopes

Envelope #1
Draw a building.

Envelope #2
Draw a house.

Envelope #3
Draw the front of a house that has at least 9 windows and 1 door.

Envelope #4
Draw the front of a brick house that
- is two stories high
- has five windows across the top story
- has four windows and a door on the bottom story, with two windows on each side of the door

Envelope #5
Draw the front of a brick family home that
- is two stories high
- has five windows across the top story
- has four windows and a door on the bottom story, with two windows on each side of the door
- has sidewalks
- has a yard

Envelope #6
Use your imagination and draw a detailed picture, approximately 4" x 6," of the front of a brick family home that
- is an attractive and welcoming two story, colonial
- has five windows across the top story complete with curtains
- has four windows and a door on the bottom story, with two windows (with curtains) on each side of the door, which has a wreath decoration
- has sidewalks with toys and other evidence of who lives inside
- has a yard with lush trees, bushes, and attractive flowers
- shows evidence of the family who lives in the house: a mother, a father, a son, and a daughter
- shows evidence of the family pets: a dog and a cat