Acknowledgements

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Use of This Guide

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

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

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

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

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

The purpose of day three of the training is to teach Stage 2 of the Backward Design Process

Module Description  

This module includes preparation (an assignment to unpack a standard 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 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.
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. Determine guidelines for constructing performance assessments and rubrics.

6. Explain the differences between assessment and grading.

7. Create a balanced assessment plan for a unit, including examples of performance tasks and rubrics.
Module Sequence

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

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

Introduction to Assessment
- What is Assessment?
- Types of Assessment
- Purposes of Assessment

Balanced Assessment
- Balanced Assessment: Frameworks and Formats
- Self-Assessment
- Comparison of Assessment Formats
- Assessment Design

Matching Assessments to Standards
- Translating Standards to Achievement Targets
- Applying What We’ve Learned
- Small Group Practice
- Planning for Assessment

Construction and Use of Rubrics and Performance Assessments
- Components Of Rubric Design
- Defining And Designing Performance Assessments
- Appropriate Selected Response Items
- Designing Constructed Response Items
- Use Of Informal Assessments

Grading Student Work
- How Safe is Your Parachute?
- Using the Grading Process to Motivate Student Achievement

Putting It All Together
- Designing an Assessment Plan
- 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
- “Hook” role cards (Prepare a set of 12 index cards with one of the following roles written on each card: Assessor 1, Assessor 2, Assessor 3, Assessee 1, Assessee 2, Assessee 3, Assessee 4, Scorekeeper, Hall Monitor)
  
  OPTIONAL: Instead of using index cards, you might have the roles on pieces of construction paper or tagboard that have yarn or string attached for volunteers to wear as placards. This would help the participants as well as the volunteers keep track of the role each person is playing.

- “Hook” Clapping Traits sign (Prepare a sign titled “Clapping Institute Criteria” and with three bullets: Volume, Appropriateness, Creativity)
- Clapping Institute Award Certificate (FG, page 91)

Optional Hook Activity Materials

- “Hook” prepared envelopes (FG, page 22)
- Rubrics for “Hook” activity (FG, page 23)
- Unlined paper

Equipment:

- Overhead projector or computer and LCD projector
**Agenda**

This is a one-day course, with approximately 6½ hours of instructional time.

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

**Introduction to Assessment**
- What is Assessment?
- Types of Assessment
- Purposes of Assessment

**Balanced Assessment**
- Balanced Assessment: Frameworks and Formats
- Self - Assessment
- Comparison of Assessment Formats
- Assessment Design

**Matching Assessments to Standards**
- Translating Standards to Achievement Targets
- Applying What We’ve Learned
- Small Group Practice
- Planning for Assessment

**Construction and Use of Rubrics and Performance Assessments**
- Components Of Rubric Design
- Defining And Designing Performance Assessments
- Appropriate Selected Response Items
- Designing Constructed Response Items
- Use Of Informal Assessments

**Grading Student Work**
- How Safe is Your Parachute?
- Using the Grading Process to Motivate Student Achievement

**Putting It All Together**
- Designing an Assessment Plan
- 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 discuss the role of assessment in the backward design process, making connections between Days 2 and 3 training, and establishing a foundation for the day’s content.

Objectives
- Describe how and why assessment is Stage 2 in the backward design process (standards-based education).

Activities
- Hook: Clapping Hands Activity
- Overview of the Module
- Assessment and Standards Based Education

Materials
- Overhead projector or computer and LCD projector
- Transparencies or PowerPoint presentation
- Participant’s Guide
- “Hook” role cards (Prepare a set of 12 index cards with one of the following roles written on each card: Assessor 1, Assessor 2, Assessor 3, Assessee 1, Assessee 2, Assessee 3, Assessee 4, Scorekeeper, Hall Monitor)
  Optional: Instead of using index cards, you might have the roles on pieces of construction paper or tagboard that have yarn or string attached for volunteers to wear as placards. This would help the participants as well as the volunteers keep track of the role each person is playing.
- “Hook” Clapping Traits sign (Prepare a sign titled “Clapping Institute Criteria” and with three bullets: Volume, Appropriateness, Creativity)
- Clapping Institute Award Certificate (FG, page 91)
- Markers

Optional Hook Activity Materials
- “Hook” prepared envelopes (FG, page 22)
- Rubrics for “Hook” activity (FG, page 23)
- Unlined paper
Hook: Clapping Hands Activity
Adapted from the Northwest Regional Education Lab, Improving Classroom Assessment: A Toolkit for Professional Developers

Prepared role cards

1. Ask for 9 volunteers to come forward and select a role card. (OR: Identify 9 volunteers as participants enter the room and get settled, randomly assigning them a role, using the role cards.)

2. Have volunteers arrange themselves (standing) like the diagram below. The Scorekeeper must be located where s/he can see the Assessors. The Hall Monitor should be stationed near the door to the room.

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

3. Give paper and pencil to the Scorekeeper.

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

Facilitator's Note: It is extremely important to manage this activity well. Keep it light-hearted, and move the activity along at a fairly swift pace.
5. Say: *(Assessee 1 name)*, please clap for us.

6. After clapping, say only, “Thank you.” (Provide no other feedback.)

7. Say: *(Assessee 2 name)*, please clap for us.

8. After clapping, say, “Please leave the room and come back when called.” (The hall monitor makes sure the person cannot hear the discussion.)

9. Ask: Assessors, please assess *(Assessee 2 name)*’s clapping on a scale of 1 to 5, with 1 being low and 5 being the high. Assessors indicate score by showing fingers. Ask the scorekeeper to record and average the scores and report the average to the panel.

10. Ask the Hall Monitor to have Assessee 2 return to the room. Say: *You got a score of ___.* I hope you find this information useful.

11. Say: *(Assessee 3 name)*, please clap for us.

12. After clapping, say, “Please leave the room and come back when called.” (As before, the hall monitor makes sure the person cannot hear the discussion.)

13. Turn to the Assessors and say: *I have some good news and bad news. The good news is that I have heard from the International Clapping Institute. As you know, that’s the organization that is developing the international standards for clapping that all our students must meet by the year 2005. They have begun a handbook on how to conduct the assessment.* Show “Clapping Traits” sign.

   From now on they want us to assess all clapping performances on three traits - volume, appropriateness and creativity.

14. The bad news is that they haven’t finished the handbook yet, so we don’t have any more guidance than that. So we have to do the best we can. From now on, we’ll assess performance on each of the three traits, where 1 is low and 5 is high. We’ll start with Assessee 3. Go ahead and assess Assessee 3 on each of these three traits.
15. Ask the Scorekeeper to record all three scores from each Assessor. The Scorekeeper should then calculate an average score for each criterion and report the average for each trait to the panel. Record the average scores reported by the Scorekeeper on the certificate.

16. Ask Assessee 3 to return to the room. Give him/her the certificate and shake his/her hand. Say: **Here are your scores. I hope you find them useful.**

17. Ask Assessee 4:

- **(Assessee 4 name), tell me about your previous clapping experience.**
- **What are your strengths as a clapper?**

18. Ask Assessors:

- **Is there anything in particular you’ll be looking for in the clapping?**

19. Ask Assessors and Assessee 4:

- **Is there any more discussion prior to the clap?**
- **(Name), please clap for us.**
- **Afterward, ask: Do you want to leave the room or stay? Do you want feedback verbally, numerically or both?**

20. Ask Assessors to provide feedback as requested.

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

Ask Assessee 1:

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

22. Ask Assessors:

- **How did you assess Assessee 2 having no criteria?**
23. Ask Assessee 2:

- What did you think when you were sent out of the room?
- When you got your score, was the feedback useful?

24. Ask Assessee 3:

- As you observed the assessment of the previous Assessees’ clapping, what thoughts did you have?
- You got a certificate. Was the feedback useful?
- Did you focus on any particular score (like the lowest)?

25. Ask Assessee 4:

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

26. Ask Assessors:

- Was the extra discussion with Assessee 4 useful?

27. Ask Assessees: Would any of you like to clap again? Why or why not?

28. Ask audience: Would anyone like to make an observation about what happened or ask the volunteers any questions? (Keep this brief)

29. Present: This was a contrived situation. You see from it, though, just a few of the many issues involved in performance assessment, which is our topic for today's training.
Overview of the Module

Slide 1  Welcome participants to day three of training.

Slide 2  1. Show slide 2, Training Overview: Day Three.

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

2. Present:
   - The agenda for today is located on page 4 of your Participant Guide.
   - During the Introduction to the Module, we will review Days 1 and 2 in order to connect that content to today’s content.
   - The Introduction to Assessment section 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 we learned in the previous sections to determine the types of assessments that are appropriate for the different types of standards, or achievement targets. We will also be looking at assessment plans and learning how to create an assessment plan for a unit of study.
Next, we will learn 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.

Show slide 3, Day Three Objectives.

- Present: The goal and objectives for today’s training are listed on page 5 of your Participant’s Guide.

- These objectives build from an understanding of the underlying concepts to the ability to put together thoughtful assessments that increase student learning.

Ask: What questions can I answer about today’s agenda before we continue?
Assessment and Standards Based Education

Slide 4

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

   Essential Question (overarching)
   • How do I determine appropriate and acceptable evidence of learning?
   OR
   • How will I know if my students know it and/or can do it?

2. Present: The GPS differ 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 first essential question.

3. Review first bulleted question.

4. Present: Another way of stating this is:

5. Review second bulleted question.

6. Present: All of our discussion, activities, and work will support the role assessment plays in teaching with performance standards.
7. Show slide 5, *Standards Based Education Model* (animated), and refer participants to page 6 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.

8. Present: During Day 1 training, we learned about our new Georgia Performance Standards and how they are similar to and different from the QCC that we have used for many years. We discussed the content of the new standards and how the different parts of the standards work together to provide a strong framework for all stakeholders to use as we go about the business of educating all of Georgia’s students.

9. Click the mouse; then present: Day 2 training had us focusing on several of our standards as we learned a process for determining the deeper meanings of the standards - what we want our students to know and be able to do and understand. We identified the Big Ideas of the standard(s), which led us to framing Enduring Understandings, those broad statements or generalizations that span a number of standards and disciplines.

10. Click mouse; then present: Finally, we developed Essential Questions, based on our Big Ideas and our Enduring Understandings, that directly supported our standard(s). We developed broad, overarching questions as well as more specific and topical questions. We began to see that our standards are made up of different types of knowledge - both Declarative Knowledge (facts, rules, concepts) and Procedural Knowledge (skills, procedures, and processes).
11. Click mouse; then present: **Today, we will connect the work on Stage 1 of the backward design process (standards based education model) with Stage 2, that of designing appropriate, balanced assessment plans by which students may demonstrate their degree of understanding of the standards we are teaching.**

12. Present: **Planning assessments this early in the instructional design process is difficult for many of us to grasp because for many years we have planned our learning experiences and instruction before considering assessment.**

13. Click mouse; then present: **But it is only after we have determined what we want students to know, understand, and be able to do (Stage 1) and how we want them to demonstrate that knowledge, understanding, or skill (Stage 2) that we design how we will help our students achieve these desired results (Stage 3).**


15. Present: **In standards based instructional planning, assessments are pivotal to teaching and student learning rather than a postscript, as in traditional practice.**

16. Present: **Let’s look further at the traditionalist vs. standards-based instructional design issue.** Assign half of the table groups to take on the role of traditionalists and the other half to take the role of standards-based advocates. Ask participants to turn to page 7 in their Participant Guide.

17. Present: **Each table group will review the assignment for their assigned viewpoint (traditionalist or standards-based) in their Participant Guide. Discuss and record your main points on chart paper for use in whole group discussion.**
18. Allow groups to work for about 10-12 minutes, or until most groups seem to be completing the task. Then ask for groups to report out their findings to the whole group and discuss.

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 so that the steps you take are always in the right direction.”

Transition: **Now that we have examined the rationale behind designing assessments during Stage 2 of the standards based education process, we need to establish some common ground for the remainder of our work with assessment today by reaching consensus on some assessment terminology.**
Alternate Hook Activity: 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 (next page).

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.

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

8. When all groups have finished, distribute marked rubrics to each group.

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?

   Facilitator's 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.
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
### Rubric for Optional Hook Activity

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

Overview
In this section, participants will define relevant assessment terminology, discuss different types of assessments and the reasons we assess.

Objective
- Identify the purpose of assessment in the classroom.

Activities
- What is Assessment?
- Types of Assessment
- Purposes of Assessment

Materials
- Overhead projector or computer and LCD projector
- Transparencies or PowerPoint presentation
- Participant's Guide
- Chart paper
- Markers
What is Assessment?

1. Present: State and other standardized tests provide data on overall school performance and can be valuable program evaluation tools. In addition, preparing students for such tests can have a positive effect on learning (Snow-Renner, 2001). For these reasons and others, state assessments receive most of the media attention. But it is classroom assessments that most help teachers keep the focus on learning.

2. As Rick 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 on high stakes tests of one-half to a full standard deviation for students who experienced “improved formative assessment” in their classrooms.

3. By gathering evidence of learning through 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.

4. Classroom assessments give teachers the kind of data they need to ensure that students meet standards and consequently perform well on state and district assessments.
5. Show slide 8. (animated)

- What is assessment?
  - What does assessment mean to you?
  - Working with a partner, combine your words into one list.
  - Sort the words on your combined list into groups.

*Facilitator’s Note:* The animation on this slide is set so that one point appears at a time, advanced by clicking the mouse.

6. Present: We need to establish some common language about assessment before we go further into our day’s training. I would like each of you to think about this statement.

7. Click mouse; then present:

Read the statement on this slide: “What does assessment mean to you?” Think about it for a few moments; then I want you to write down words or phrases that come to you in response to this question. I will give you 2 minutes to write down all the words and/or phrases that come to mind.

8. After 2 minutes, click the mouse and say:

Now, working with a partner, combine the words on both of your lists into one list.

9. Allow about 1 minute; then present: Did you and your partner have very many different words on your lists, or were most of the words the same on both lists? Allow volunteers to respond.

10. Click mouse; then present: Now I want you and your partner to sort the words on your combined list into groups.

*Facilitator’s Note:* Participants will create the categories themselves. They must label their categories.

11. Allow about 2-3 minutes. Ask: What are some of the categories you used? Allow volunteers to respond. Record responses on chart paper.
12. Present: Let's look at some of the key points about assessment that we have touched on during this activity.

Slide 9

13. Show slide 9. (animated)

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

Present: This concept map show us graphically the areas we will study today.

- Click mouse; present: Purposes for assessment
- Click mouse; present: Procedures, referring to the construction and use of classroom assessments
- Click mouse; present: Planning - matching assessments to standards
- Click mouse; present: Types of assessments
- Click mouse; present: Formats - looking at a balanced approach to planning classroom assessments.
Types of Assessments

Present: Let’s talk first about types of classroom assessments. Classroom assessments can be categorized in a number of different ways, but for our purposes, we will look at assessments falling into one of these categories:

Click mouse: Screening
Click mouse: Diagnostic
Click mouse: Formal
Click mouse: Summative
Click mouse: Informal
Types of Classroom Assessments

Screening
- Determine students at risk for difficulty
- Need additional instruction or intervention

Present: **Screening assessments are those that are used to determine which students may be at risk for difficulty or who may need some type of intervention.** Typically these types of assessments are administered to a specific group of students (e.g., a particular grade level) for a specific purpose.

Ask participants to volunteer examples of screening assessments. (One example would be vision screening where all students in a particular grade level undergo a screening examination to determine which students may be in need of additional assessment for potential vision difficulties.)

Types of Classroom Assessments

- **Diagnostic**
  - In-depth information about students’ skills and instructional needs
  - Help teachers plan instruction

Present: **Diagnostic assessments are often used as a follow-up assessment to screening assessments to determine specific areas in which a student might be weak. These assessments help teachers plan instruction for students based on those students’ specific needs.**

Ask participants to volunteer examples of diagnostic assessments.

(A diagnostic assessment might be administered to students who showed evidence of possibly having a vision problem on the screening assessment. The diagnostic exam would tell the specific type(s) of problem that the student may have.)

Present: **Formative assessments are also known as “Progress Monitoring.”** These are assessments that are administered at intervals during an instructional unit that provide students and teachers with feedback on learning progress. Formative assessments may be graded or ungraded, formal or informal. They are crucial to providing targeted, effective instruction to students.

Ask participants to volunteer examples of formative assessments. (Formative assessments for a specific unit might include a multiple-choice quiz, an observation of a student demonstration, a short answer assignment, and a written explanation of concepts from the unit.)

Slide 15  5. Show slide 15.

Present: **Summative assessments are used to assign grades or certify mastery at the end of instruction.**

Ask participants to volunteer examples of summative assessments. (Summative assessments for a specific unit might involve a real-world application task or project that demonstrates deep understanding of the unit standards.)
Informal assessments are very valuable resources that may include such things as teacher observations and student self-assessments. These assessments provide valuable feedback to students and teachers.

Ask participants to volunteer examples of informal assessments.

Each of these types of assessments are important and play a specific role in balanced classroom assessment.
Purposes of Assessment

Slide 18
Chart paper
Marker

1. Show slide 18.

Present: **What are reasons we assess?**

Record responses of participants on chart paper

Slide 19

2. Show slide 19. (animated)

**Reasons We Assess**

- Placement in classes/courses, programs
- Provide feedback to students and teachers on learning progress
- Identify students who may have learning gaps
- Determine specific areas of weakness of a student
- Assign grades at end of instruction

Facilitator’s Note: The animation on this slide is set so that one point appears at a time, advanced by clicking the mouse.

3. Present: **Let’s see if we have recorded the primary reasons we assess.**

Facilitator’s Note: The animation on this slide is set so that one point appears at a time, advanced by clicking the mouse.

Click mouse to make each point appear. Read and discuss, making connections between the points on the chart and the points on the slide.
4. 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 those with the most significant cognitive disabilities.
- Acceptable evidence of conceptual understanding will be established for children with the most significant cognitive disabilities. Content is not altered or revised. The DOE will revise or redesign the Georgia Alternate Assessment for the 1% of students who qualify under NCLB rules.
- 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 these students may be different.

Facilitator’s Note: Refer participants with questions to the Division of Exceptional Students at the GDOE. (404-656-3963)

5. Show slide 20.

Slide 20

- No single assessment can meet all the purposes of assessment or information needs of classroom teachers.

Transition: While no single assessment can meet all the purposes of assessment or information needs of classroom teachers, every assessment can meet some purpose. Next we will look at frameworks for thinking about assessment types and the appropriate uses for each.
Alternate Activity: Defining Our Terms

Assessment Principle: Effective and balanced assessment systems require that all stakeholders achieve consensus about the language they are using. Without agreement about the meanings of assessment and evaluation language, we can find ourselves operating at cross-purposes with feelings of ambiguity and frustration.

Show slide 9.

**Defining Our Terms**

1. Assessment
2. Evaluation
3. Content standards
4. Performance standards
5. Benchmarks
6. Formative vs. summative assessment
7. Performance assessment
8. Authentic assessment
9. Rubric
10. Feedback-adjustment process

**THINK:** Examine the 10 assessment terms on the slide and think about how you would define each.

**PAIR:** With a partner, come to consensus about the terms.

**SHARE:** Be prepared to share with the group your perceptions about the extent to which the terms would be commonly understood – or misunderstood – by a majority of staff in your school or district.
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
➢ Differentiate among different types of assessment and assessment formats.

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
➢ Chart paper
➢ Markers
Balanced Assessment: Frameworks and Formats

Slide 21 1. Show slide 21.

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

Slide 22 2. Show slide 22.

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

Facilitator’s Note: See page 142 in the UbD Workbook for more detailed explanation of the continuum.
3. Show slide 23.

Present: **Rick Stiggins categorizes assessment formats slightly differently. He uses four categories to categorize assessments as depicted on this slide - Selected Response, Constructed Response, Performance Assessment, and Personal Communication.**


Present: **Bob Marzano describes seven types of assessment items.**

Review information on slide.

7. 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 Assessment.

8. Present: On pages 8 and 9 of the Participant's Guide you will find descriptions of these four assessment formats.

9. 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 additional groups work separately on the same format.

10. Present: At your table, review and discuss the information describing your format. Then generate a list of specific types of assessments that could be examples of your assigned format.
12. Present: On a piece of chart paper, write the name of the assessment format your table is discussing and draw a vertical line down the middle of the page. On the left side of the page, list key points describing your format. On the right side, list the examples your table generated. You will have about 8 minutes to complete this task, at which time we will have groups report on their work.

13. At the end of 8 minutes, ask one group to volunteer to display their chart and to report. (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.)

14. Continue with each assessment format until all have reported.
Self-Assessment

PG-10-12

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

2. Refer participants to pages 10-12 in the Participant Guide, “Balanced Assessment Evidence: A Self-assessment.” 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.

3. Allow about 5 minutes for participants to complete the self-assessment; then say: **As you complete the self-assessment, transfer your scores to the tally chart following the assessment, then 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:

   Slide 27

   ![Slide 27](image)

   - What do the survey results suggest?
   - What patterns do you notice?
   - 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?
   - Which assessment formats might you add or use more frequently in order to provide a more balanced picture of students’ knowledge, skills, and understanding?
   - Which assessment formats might you use less frequently in order to provide a more balanced picture of students’ knowledge, skills, and understanding?
   - 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, to determine the stage of their progress toward their learning goals, and to use this information to adapt strategies in order to achieve those goals. This is an example of assessment for learning.**

### Comparison of Assessment Formats

1. Present: **Performance assessments and informal 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 is 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.**

2. Show slide 28.

3. Ask table groups to reconsider the assessment format they considered a few minutes ago (Selected Response, Constructed Response, Performance Assessment, Informal Assessment). Have each group write the assessment format their table is assigned 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,” and the other column should be labeled “Disadvantages.”
4. Allow groups about 5-6 minutes to discuss the advantages and disadvantages of their assessment type and list points in the appropriate column.

5. Ask each group to display their 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.)

6. After all groups have reported, present: **Now let’s examine some reasons for selecting different assessment formats.** On pages 13-14 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.”

7. 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)

8. 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.

9. Allow groups about 8-10 minutes to discuss and complete their sections of the table. Ask if there are any items that individuals would like to discuss with the group as a whole.

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

**Assessment Design**

1. Present: Now that we have established common terminology for talking about assessment, as well as a common understanding of what it means to 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 that you’ve seen before.

2. Ask participants to examine the assessment plan on pages 15 in their Participant Guide and to classify each according to the four types of assessment we’ve been discussing. To do so, they should consider the following questions:

- Is this assessment plan balanced?
- How does the assessment plan relate to the ELA GPS for 4th grade?
- 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?
Evaluating an Assessment Plan

- Is this assessment plan balanced?
- How does the assessment plan relate to the standard(s)?
- 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 use to obtain evidence of student learning for this unit?

Allow time to discuss, evaluate, and modify the assessment plan provided; then present: **We’ll come back to this assessment plan and discuss it further a little later today.**

3. **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.

*Facilitator’s Note: The questionnaire on the next two pages may be used to further discussions about creating a “photo album” approach to classroom assessment. It may also serve as an “Action Plan” for leading staff in the direction of balanced classroom assessment. It placed here as an optional resource for your consideration and reference. This questionnaire is also located on pages 16-17 in the Participant Guide.*
Creating a Photo Album, Not a Snapshot, of Assessment Results

A Faculty Questionnaire

Instructional leaders can help transform assessment practices in their school or district by encouraging all staff to understand the importance of a photo album approach to this process. Use the following staff questionnaire to determine staff perceptions about the extent to which a balanced, photo album approach to assessment is operational in your school or district. Each staff member uses the following rating scale to evaluate the extent to which each strategy is presently operational, with follow-up planning at departmental or grade levels to create an action plan to address omissions.

<table>
<thead>
<tr>
<th>Rating</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Highly and consistently evident throughout our school</td>
</tr>
<tr>
<td>4</td>
<td>Consistently evident in a majority of grade levels and/or departments</td>
</tr>
<tr>
<td>3</td>
<td>Consistently evident in some grade levels and/or departments</td>
</tr>
<tr>
<td>2</td>
<td>Sporadically evident</td>
</tr>
<tr>
<td>1</td>
<td>Little if any evidence</td>
</tr>
<tr>
<td>0</td>
<td>No evidence</td>
</tr>
</tbody>
</table>

1. We avoid one-shot or limited assessment approaches.

2. Our assessment process is based upon multiple forms of evidence, not just tests and quizzes.

3. We seek to create a varied and comprehensive portrait of students’ progress aligned with consensus-driven content and performance standards.

4. Our tests and quizzes include constructed-response items in addition to such selected-response assessment activities as multiple choice, true-false, and fill-in-the-blank.

5. We encourage our students to reflect, revise, rethink, and refine.

6. We support all students in the process of self-assessment and self-evaluation, ensuring that they monitor their own progress against our standards.
7. We use a variety of reflective assessment tools, including reflective journals, think logs, evaluation activities, think-pair-share exercises, and peer response groups.

8. All classrooms make use of academic prompts to present assessment tasks, including clear articulation of format, audience, topic, and purpose for each task.

9. At key points in each grading period, students participate in real-world, authentic culminating projects that allow them to demonstrate their understanding and mastery of standards in creative, innovative, and original ways.

10. Each student maintains a portfolio of his or her work in every classroom and subject, including maintenance of representative work products and artifacts as well as reflections and self-evaluations.
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
- Given specific standards and a purpose for assessment, determine which assessment methods would be most appropriate at various times to increase student learning.

Activities
- Translating Standards to 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
- Chart paper
- Markers
Slide 30

1. Show slide 30.

2. Present: **In effective assessment, we see a match between the type or format of the assessment and the needed evidence of achieving the desired results based on the standard.** If the goal is for students to learn basic facts and skills, then paper-and-pencil tests and quizzes may provide adequate and efficient measures. However, when the goal is deep understanding, we rely on more complex performances to determine whether our learning goal has been reached. **It takes planning to ensure a good match between assessment and knowledge being assessed.**

Slide 31


Present: **We know from Day 2 training that there are different types of knowledge.** We talked about Declarative Knowledge (subject matter content) and Procedural Knowledge (proficiency in doing something where it is the process that is important). We have seen through unpacking our standards that “Thinking and Reasoning” and “Communication” are also very important types of knowledge that are expected of our students. Let’s look briefly at what each of these achievement targets means.
4. Present: **Informational targets refer to having a complete and detailed understanding of the information important to the topic, or the content knowledge.** What are some examples of an Informational target from one of our ELA standards?

Record these on chart paper.

5. Present: **Process targets refer to performing a skill or process that is important to the topic.** The student must demonstrate that s/he understands the key features of the skill process. What are some examples of a Process target from one of our ELA standards?

Record these on chart paper.

6. Present: **A number of types of “Thinking and Reasoning” skills that are included in our ELA standards.** These are skills that fit within the Skill/Process targets but involve higher level processes. In your table groups, reflect on the standards and brainstorm a list of skills that would be included in the “Thinking and Reasoning” category.

7. Allow about 1 minute for groups to work. Then say: **Tell me what you listed.** Have participants call out the skills they listed as part of this activity. Record them on a sheet of chart paper as they are given. When no more ideas are expressed, review the list and discuss any that are questioned by participants.

8. Show slide 32.

**Thinking and Reasoning**
- Compare and contrast
- Analyzing relationships
- Classifying
- Argumentation
- Induction
- Deduction
- Experimental inquiry
- Investigation
- Problem solving
- Decision making

Present: **Here are some examples that are included in Thinking and Reasoning.** Are there some here that we did not suggest? Are there some that we suggested that are not here? What are some specific examples of “Thinking and Reasoning” that are required in our standards?

Record these on chart paper.
Slide 33  

9. Show slide 33.

### Communication Skills

- Communicates effectively in written form
- Communicates effectively in oral form
- Communicates effectively in a medium other than writing or speaking
- Express ideas clearly
- Communicates with diverse audiences
- Communicates for a variety of purposes

Present: **Examples of Communication Skills are indicated on this slide.** Review contents of slide.

**Chart paper**

10. Present: **What are some examples of Communication skills that are required in our standards?**

Record these on chart paper.

**PG-18**

11. Ask participants to turn in their Participant Guide to page 18, **Determining Achievement Targets.**

12. Present: **This is the 4th grade comprehension standard that we used as an example during Day 2. Let’s look at the standard and translate it into its relevant achievement targets. Below the standard is a chart for the four types of achievement targets we have been discussing.**

13. Present: **In your table groups, discuss this standard in light of these four achievement targets. For example, in looking at the 4th grade comprehension standard, is there specific knowledge that students must know and understand in order to achieve this standard?**

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

Present: **Since there is specific content knowledge in this standard, we would address this in the “Informational” section of the chart at the bottom of the page. We would want to be specific about the type(s) of content knowledge that is addressed here. For instance, I would want to include a statement about knowledge of the characteristics of literary and informational texts. Are there other types of Information that should be addressed here? If so, address them also.**
14. Present: **Do the same thing with the other types of achievement targets.** If, for instance, there are no processes indicated by the standard, you may simply state something like, “None applicable to this standard.”

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

### Applying What We’ve Learned

**PG -20 Completed PG-18**

1. Present: **Now let’s pull all that we have discussed so far today together.** You will need the page you have just completed on the comprehension standard, as well as page 20 in your Participant Guide.

**Slide 34**

2. Show slide 34. (animated)

3. Present: **Let’s look at the information we just completed on the comprehension standard. Is there informational knowledge required of students in order to achieve this standard?** (Yes) **Describe the informational knowledge required.**

   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, and matching. **Talk to your those at your table.**
5. Allow a few moments for table discussions; then present: **What do you think?** Have volunteers respond.

Click mouse for cell to be filled in.

6. Continue this guided process until participants are comfortable with the task. Have table groups complete the “Matching Assessments with Standards” chart. Allow about 10-12 minutes.

7. Present: **Talk to me about what you are discovering in your groups.** Allow participants to contribute.

8. Show slide 35.

![Matching Assessments with Standards](image)

9. Present: **Let’s compare your work with one perspective on the links between achievement targets and assessment types.**

   *Facilitator’s Note: A completed copy of this chart follows on page 56 of your guide.*

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 of learning in multiple formats.
Small Group Practice

PG-15 1. Present: **Take another look at the assessment plan for the unit (PG-15).** 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—comprehension, 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-21-22 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 targets associated with the standards addressed in each unit and the assessments used, teachers might create an assessment matrix.

PG-23 10. Refer participants to page 21-22 in their Participant Guide, which is a sample assessment plan for a unit on The Giver. Discuss choices of assessments and suggest ways it could be improved.

Refer participants to the matrix on page 23 of their Participant Guide. Discuss how you might use this matrix to support assessment and instructional practices in a standards based system.

2. Groups work on revising previous assessment plan and/or new plans. (A blank matrix like the one used in the sample assessment plan is located on page 24 in the Participant Guide.)
3. Show slide 36.

4. Transition: We have worked thus far through a process of planning for balanced assessments in our classroom which includes matching the appropriate type of assessment with the different types of knowledge and skills required in the standards. We need to now learn some procedures for how to construct and use appropriate performance assessments and rubrics.
## Matching Assessments with Standards

<table>
<thead>
<tr>
<th>ACHIEVEMENT TARGET</th>
<th>ASSESSMENT FORMAT</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Selected Response</td>
</tr>
<tr>
<td>Informational (Knowledge)</td>
<td>Can sample mastery of elements of knowledge</td>
</tr>
<tr>
<td>Process (Skills)</td>
<td>Can assess mastery of the knowledge prerequisites to skillful performance, but cannot rely on these to tap the skill itself.</td>
</tr>
<tr>
<td>Thinking and Reasoning</td>
<td>Can assess application of some patterns of reasoning</td>
</tr>
<tr>
<td>Communication</td>
<td>Not a good choice for this target; other options preferred</td>
</tr>
<tr>
<td>Other:</td>
<td></td>
</tr>
</tbody>
</table>

Adapted from Marzano and Stiggins
Construction and Use of Rubrics and Performance Assessments

Overview
This section will provide some basic information for developing rubrics, performance assessments, selected response items, and constructed response items.

Objective
➢ Determine guidelines for constructing different types of assessments.

Activities
➢ Components of rubric design
➢ Defining and designing performance assessments
➢ Appropriate selected response items
➢ Designing constructed response items
➢ Use of informal assessments

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

Slide 37
1. Show slide 37.

2. Present: **Performance tasks do not have a single correct answer.** There are a variety of ways to successfully complete them. How will I know what my students know? Rubrics can promote learning by offering clear performance targets to students for agreed-upon standards.

Slide 38
3. Show slide 38, *Etymology.*

4. Present: **Originally, the word “rubric” was used to describe notes and directions written in red in the margins of liturgical books used for conducting religious services. Now, “rubric” is used to describe a tool - a rating scale.**

Etymology – Rubric (Latin for Red)

- Referred to notes and directions written in red in the margins of liturgical books for conducting religious services.
- Today a rubric is a guideline for scoring, assessing, and evaluating student work and performance.
5. Show slide 39, *A rubric is a set of rules.*

A rubric is a set of rules that...

- Shows levels of quality.
- Communicates standards.
- Tells students expectations for assessment task.
- Are NOT checklists (yes or no answers).
- Includes dimensions (criteria), indicators, and a rating scale.

6. Present: **A rubric is a set of rules that:**

- **Shows levels of quality.** By its construction, it defines levels of quality for the traits that are determined to be important to the task or assessment.
- **Rubrics communicate standards and tell students the expectations for the assessment task.** Students should get the rubric or help develop the scoring rubric when they get the assessment task so they understand the level of quality expected of them.
- **Rubrics are not checklists.** Checklists require a yes or no answer.
- **Rubrics consist of specific, pre-established performance criteria (or dimensions), indicators of quality, and some type of rating scale.**

7. Show slide 40, *According to Grant Wiggins.*

According to Grant Wiggins...

- “What is to be assessed must be clear and explicit to all students:

- NO MORE SURPRISES!
- . . . Rubrics must accompany all major assignments and assessments.”

8. Review content of slide.
9. Show slide 41.

**Advantages of Using a Rubric**

- Lower students' anxiety about what is expected of them.
- Provides specific feedback about the quality of their work.
- Provides a way to communicate expectations and progress.
- Ensures all student work is judged by the same standard.
- Disengages the “halo” effect and its reverse.
- Leads students toward quality work.

10. Review contents of slide.

11. Show slide 42.

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

Refer participants to page 29 in their Participant Guide.

13. Show slide 43, **Holistic Rubrics**

14. 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.
1. Show slide 44.

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Demonstrates complete understanding of the problem. All requirements of task are included in response.</td>
</tr>
<tr>
<td>4</td>
<td>Demonstrates considerable understanding of the problem. All requirements of task are included.</td>
</tr>
<tr>
<td>3</td>
<td>Demonstrates partial understanding of the problem. Most requirements of task are included.</td>
</tr>
<tr>
<td>2</td>
<td>Demonstrates little understanding of the problem. Many requirements of task are missing.</td>
</tr>
<tr>
<td>1</td>
<td>Demonstrates no understanding of the problem</td>
</tr>
<tr>
<td>0</td>
<td>No response/task not attempted</td>
</tr>
</tbody>
</table>

2. Present: **The focus of a score reported using a holistic rubric is on the overall quality, proficiency, or understanding or the specific content and skills.**

3. Show slide 45.

4. Present: **Analytic rubrics are usually preferred when a fairly focused type of response is required - for performance tasks in which there may be one or two acceptable responses and creativity is not an essential feature of the students’ responses. Furthermore, analytic rubrics result initially in several scores, followed by a summed total score - their use represents assessment on a multi-dimensional level.**
5. Show slide 46. (animated)

6. Present: **The advantage to the use of analytic rubrics is substantial.** The degree of feedback offered to students and to teachers is significant. Students receive specific feedback on their performance with respect to each 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.

7. Show slide 47, *Parts of a Rubric* (animated).

8. Review contents of slide.

This is a basic template showing the parts of a rubric. (The scale and the criteria may be on either axis.) Let's look at some sample rubrics.

Facilitator's Note: Have some fun with these rubrics as you review them with your participants!

11. Show slide 49.

Chocolate Chip Cookie Rubric

<table>
<thead>
<tr>
<th>Size</th>
<th>Heavenly</th>
<th>Earthly</th>
<th>Purgatory</th>
<th>Gone to Hell</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chocolate Chips</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Heavenly</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Earthly</td>
<td></td>
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</tr>
<tr>
<td>Purgatory</td>
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</tr>
<tr>
<td>Gone to Hell</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Texture</td>
<td></td>
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</tr>
<tr>
<td>Heavenly</td>
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</tr>
<tr>
<td>Earthly</td>
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<tr>
<td>Purgatory</td>
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</tr>
<tr>
<td>Gone to Hell</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Taste</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Heavenly</td>
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<td>Purgatory</td>
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</tr>
<tr>
<td>Gone to Hell</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Texture</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

12. Show slide 50.

Workshop Consultant's Rubric

<table>
<thead>
<tr>
<th>Appearance &amp; Background</th>
<th>Outstanding (underpaid)</th>
<th>Average (minimum wage)</th>
<th>Consultant from Hell (overpaid)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Workshop</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Activities</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Facilitator's Note: Have some fun with these rubrics as you review them with your participants!
Slide 51  
13. Show slide 51.

**Workshop Participant's Enthusiasm Rubric**

<table>
<thead>
<tr>
<th>(points)</th>
<th>Exemplary</th>
<th>Acceptable</th>
<th>Needs Work</th>
<th>Retire</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facial Expression</td>
<td>Bright, lit up</td>
<td>Eyes not blinking</td>
<td>Focused on teacher</td>
<td>tires</td>
</tr>
<tr>
<td>Thought Process</td>
<td>Wheels are in high gear</td>
<td>Quick, alert motions</td>
<td>Non-stop on task</td>
<td>talking</td>
</tr>
<tr>
<td>Movement</td>
<td>Neon lights</td>
<td>Casual motions</td>
<td>Rusted and slow</td>
<td>occasional itch</td>
</tr>
<tr>
<td>Oral Participation</td>
<td>Ears clamped shut</td>
<td>Non-sense</td>
<td>Drooling</td>
<td>Silence</td>
</tr>
</tbody>
</table>

Slide 52  
14. Show slide 52.

**Designing a Scoring Rubric**

- Consider criteria to judge whether a restaurant is great (for example, ambiance)
- List specific indicators (for example, clean, pleasant)
- Make a rating scale of 1-4 with 4 being a great restaurant and 1 being "wish I'd eaten somewhere else!"
- Rate the place you dined.

15. Present: **Let's look at how to design a scoring rubric.** Review contents of slide.

Slide 53  
PG-25-28  
16. Show slide 53.

**Restaurant Rubric**

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
</table>

17. Present: **Turn in your Participant Guide to page 25, where you will find a blank rubric form similar to this one.** Which part of a rubric do you see already completed? (rating scale) **At your table groups, I would like you to complete the design of a restaurant rubric.** You should decide on criteria (dimensions), which should be placed on the left side of the chart. You are not limited to only three criteria - that is your decision. Then develop the indicators for each criteria and for each part of the rating scale. (You may also decide to change the rating scale labels.)
18. Refer participants to additional rubric resources on pages 26 – 28 in their Participant Guide.

19. Allow about 15 minutes for groups to work on this activity. Allow any groups wanting to share their rubrics a few minutes to do so with the whole group. Ask for comments regarding the experience and/or process of designing a rubric.

Slide 54


<table>
<thead>
<tr>
<th>Ugly Rubrics</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Too wordy so that no one can understand the dimensions or indicators, let alone use them for a fair grade</td>
</tr>
<tr>
<td>• Checklists – Have it, don’t have it</td>
</tr>
<tr>
<td>• Judge each work against other items of work</td>
</tr>
<tr>
<td>• Judge the wrong thing so student can just jump through hoops to get a good grade.</td>
</tr>
</tbody>
</table>

21. Present: *There are good rubrics, and there are “ugly” rubrics.*

- Rubrics can become so wordy that no one can understand the dimensions or indicators, let alone use them for a fair justification of a grade. The dimensions should be clear and specific and free of extraneous factors.

- A rubric does not put student work into stacks of *good, okay, poor*. Each item of work is judged against the criteria, not against other items of work.

- Rubrics can judge the wrong things so that a student can achieve a high level of quality by “jumping through hoops” of the rubric, but not achieving the content knowledge.
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

23. Present: **In summary, “good” rubrics are very useful tools with many advantages.**

- Rubrics require more time to develop and require a shift in teaching practices.
- Standards and levels can be noted with descriptive words, numbers, or even pictures.
- The more levels you have, the more you may be “splitting hairs.”
- The scoring criteria should rely on descriptive language, not evaluative such as “excellent” or “fair” or rely too much on quantitative terms. Quantity is not always quality.

*Facilitator’s Guide:* An additional [fun] rubric for “Whining” is located on page 75 of your Facilitator’s Guide. This is included as an optional scoring guide for your reference.
Performance Assessments

Slide 56  
1. Show slide 56.

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

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

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

Slide 57  
3. Show slide 57.

5. Present: **Let’s take another look at the assessment plan in your Participant Guide or one that you have begun developing.**

6. Allow participants time to locate an appropriate assessment plan to review.

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

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

9. Allow participants time to evaluate the performance assessments; then allow them to share their thoughts with the group.

10. Present: **Let’s look at one way of constructing a performance assessment. Wiggins and McTighe suggest constructing performance assessments using the acronym GRASPS.**

11. Show slide 58, and ask participants to turn to page 30-31 in their Participant Guide.

12. Review the information on the slide and in the Participant Guide. Then ask participants to look at the example of a GRASPS on the next page in their Guide. Review and discuss.

**GRASPS**

- G. Real-world GOAL
- R. Real-world ROLE
- A. Real-world AUDIENCE
- S. Real-world SITUATION
- P. Real-world PRODUCT or PERFORMANCE
- S. STANDARDS
Slide 59
1. Show slide 59.

2. Present: **Let’s talk now about writing selected response assessments.** Remember that selected response assessments refer to matching, true-false, and multiple-choice items.

Slide 60
3. Show slide 60.

4. Present: **There are four components of selected response assessment items.**

Slide 61
5. Show slide 61.

6. Review information on slide.
7. Show slide 62.

Slide 62

Selected Response Items

- Stems
  - Ensure directions are clear
  - Include the central idea and most of the phrasing in the stem
  - Word the stem positively, when possible

8. Review information on slide.

Slide 63

Selected Response Items

- Distractors
  - The “incorrect” choices
  - Are attractive to students without mastery
  - Focus on the skill assessed

9. Show slide 63.

10. Review information on slide.

PG-32

11. Ask participants to turn to page 32 in their Participant Guide. Present:

    Listed here are a number of tips for writing better selected response assessment items. Take a few minutes to review the suggestions listed here, and then we will evaluate some sample selected response items based on these tips.
12. Allow about 3 minutes for participants to review the information. Then display slides 64 through 65 (animated), one slide at a time, and have table groups decide if the sample is an appropriate item. For any items that are not appropriate, participants will suggest ways to improve them.

**Selected Response Items**

- The emblem on the sign was a
  - angel
  - elf
  - ship
  - owl

- The American Civil War began in
  - 1812
  - 1778
  - 1862
  - 1861

- I have five ___ on my hand.
  - finger
  - fingers
  - nail

- Who was President during the Civil War?
  - Santa
  - Lincoln
  - Britney Spears
  - King George
2. Present: **Constructed response assessment items** are items that require some type of action on the part of the student. Examples of constructed response items may include such responses as creating a table, writing a paragraph, making a graph, completing a map, drawing a timeline.

4. Review information on slide.

6. Review information on slide.
Slide 69

7. Show slide 69.

8. Review samples on slide.

**Constructed Response Items**

- Would the meaning of this story change if it took place somewhere else in the world? Explain why or why not.

- Dog food costs $0.83 per pound. How much money will it take to feed a dog who eats 20 pounds each week? For one year? Remember, there are 52 weeks in a year. Be sure to show your work.

  **WORK SPACE**

  __ each week __ one year
Informal Assessment:

Slide 70
1. Show slide 70.

2. Present: **One important and often over-looked type of assessment is referred to as informal assessment. We have already looked at some types of informal assessments.**

Slide 71
3. Show slide 71.

4. Review these strategies for appropriately using informal assessment.

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

<table>
<thead>
<tr>
<th>Score</th>
<th>Purpose</th>
<th>Audience</th>
<th>Quality</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>The purpose of the whine is to get a group response. The target of the whine responds immediately to the full intention of the whine. The whine may have multiple purposes or targets.</td>
<td>There is full audience participation. Your audience extends beyond the boundaries of the initial whine.</td>
<td>The whine was seemingly endless, possibly carrying on for days. The pitch of the whine oscillated through the entire frequency range, beyond human hearing, causing neighborhood dogs to howl. Full volume, audible over a jet engine at full throttle.</td>
</tr>
<tr>
<td>5</td>
<td>The purpose of the whine is clear. There is a clear target of the whine. The goal of the whine is achieved.</td>
<td>Everybody in the area noticed your whine. Many people participated in the whine.</td>
<td>Duration of the whine is enough to engage audience. Pitch is high, like fingernails on a chalkboard. Whine is audible over classroom noise.</td>
</tr>
<tr>
<td>4</td>
<td>There is a purpose to the whine. The whine achieves its goal from the target through sympathy, guilt or frustration.</td>
<td>Most of the people turned to hear your whine. Some people joined your whine.</td>
<td>Whine lasts five seconds or more. The pitch of the whine varies. The whine can be heard over the teacher's voice.</td>
</tr>
<tr>
<td>3</td>
<td>There is a purpose to the whine, but it failed to achieve its goal. The whine may establish some sympathy for the whiner.</td>
<td>Your whine was noticed by some people. One or two people joined your whine.</td>
<td>The whine is heard but fades out. The pitch is flat and lifeless.</td>
</tr>
<tr>
<td>2</td>
<td>The whine doesn't seem to have a purpose. The whine gets little attention from the target.</td>
<td>A few people joined your whine, but nobody really paid attention to it.</td>
<td>The whine is barely audible.</td>
</tr>
<tr>
<td>1</td>
<td>There is no purpose of the whine. The whine is not directed at a target.</td>
<td>Nobody noticed, nobody cared.</td>
<td>The whine is little more than a whimper.</td>
</tr>
</tbody>
</table>
Grading Student Work

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

Objective
➢ Explain the differences between assessment and grading.

Activities
➢ How Safe is Your Parachute?
➢ Using the Grading Process to Motivate Student Achievement

Materials
➢ Overhead projector or computer and LCD projector
➢ Transparencies or PowerPoint presentation
➢ Participant's Guide
How Safe is Your Parachute?

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

   Slide 72

2. Show slide 72.

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?

Slide 73

6. Show slide 73.

7. 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 that will aid students’ progress toward the achievement of their learning goals. 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.
8. 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.

9. Present: **Alfie Kohn 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.”**

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**Using the Grading Process to Motivate Student Achievement**

1. Present: **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 progress toward attainment of the knowledge, skills, and understandings required by the GPS and assigning grades that may be the only indicators of student achievement some people see.**

2. Ask participants to turn to page 34 in their Participant Guide. Present: **The grading principles found here can be used to evaluate a school or system regarding their approach to grading. These principles can also serve as a “blueprint” for revising or developing an effective assessment approach.**

3. Present: **Take a few minutes to individually read and reflect on the statements found here, and then discuss with the members of your table group.**
4. Allow time for discussions to take place; then ask: **Are there any comments or insights that anyone would like to share with the whole group?** Allow time for discussions.

*Facilitator’s Note: Grading is a very emotional topic for most educators. The intent of this section of the Day 3 module is to raise awareness and to begin discussions that must take place at the local system and/or school level.*

*An additional, optional resource, “Preparing Students for High-Stakes Accountability Assessments,” is located on pages 39-40 in the Participant Guide.*
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

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

Activities

- Designing an Assessment Plan
- Follow-Up Assignment

Materials

- Overhead projector or computer and LCD projector
- Transparencies or PowerPoint presentation
- Participant's Guide
1. **Present:** Working either individually or in small groups, we want to apply the knowledge and skills you have acquired during today’s training and begin developing an assessment plan for a unit.

2. **Present:** Begin by considering the standards that you have unpacked. Then decide on one or more resources that could be used to teach the standards under consideration.

3. Refer participants to pages 35-38 in their Participant Guide. Review the templates displayed. Also refer participants to the UbD workbook, where additional templates are located.

4. **Present:** Begin designing a unit, based on your standards and resources. You may use any of the templates suggested in the Participant Guide, in the UbD workbook, other resources with which you are familiar, or you may make your own “template” that meets your needs.

5. **Present:** Begin by identifying the parts of the standard(s) that would be appropriate to the resource(s) you have chosen. List these on your template. Consider the Big Ideas, Enduring Understandings, and Essential and Unit or Guiding Questions that would be appropriate for your unit.

6. **Present:** When you have in mind the content (the “WHAT”) you will address, consider how best to assess the content. You may find it helpful to revisit some of the templates and materials we used earlier in the day. Consider the type of knowledge and/ or skills required by the content.

7. **Present:** Finally, begin designing an assessment plan for unit. Again, the template on page 24 in your Participant Guide may help you design an appropriate, balanced assessment plan for the unit.
8. **Show slide 74.**

**Characteristics of Exemplary Assessment**
- Emphasizes learning process as well as product
- Requires active construction of meaning
- Assesses interdisciplinary and cross disciplinary skills
- Helps students self-monitor
- Gives specific expectations for students
- Emphasizes the application and use of knowledge
- Has meaning and relevance to students
- Emphasizes complex skills
- Makes standards public and known in advance

9. **Present:** *As you work on your assessment plans, keep in mind these characteristics of exemplary assessment.*

10. As participants work, walk around, observe, and provide feedback.

**Present:** *We will spend whatever time we have remaining today working on this assessment plan. Between now and Days 4 and 5 of training, work on the follow-up assignments and continue collaborating within your departments and systems on Stages 1 and 2 of the Standards-Based Education process.*

As participants work in small groups walk around, observe, and provide feedback.

**Follow-Up Assignments**

1. *Ask participants to turn to page 40 in their Participant Guide. Present: Before returning for Days 4 and 5 training, I would like you to read and reflect on *What Happens Between Assessments?* The article is available online at: [http://pdonline.ascd.org/pd_online/teachbehave/199612el_mctighe.html](http://pdonline.ascd.org/pd_online/teachbehave/199612el_mctighe.html)*

   *This article very nicely links what we have done today with assessment and what we will be doing during Days 4 and 5 on instruction.*

2. *Present: Let's look at the other two tasks that you may select to do. Review both tasks, emphasizing that participants should select one of the two to complete. Participants should bring their completed tasks to Day 4 training and be prepared to share their work.*
3. Spend the remainder of time completing work on assessment plans and/or the GRASPS activity.
Sample Assessment Plan

Unit Plan for *Charlotte’s Web*

**STAGE 1: DESIRED RESULTS**

**ESTABLISHED GOAL**

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

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

**ENDURING UNDERSTANDINGS**

Students will understand that…

- Fictional literature is comprised of several literary elements (character, plot, setting, author, theme)
- Text often supplies the reader with information on which to base judgments and make inferences.
- Events in literature sometimes mirror personal experiences.

**ESSENTIAL QUESTIONS**

How can I relate the theme of friendship in Charlotte’s Web to an event/issue I have experienced?

To what extent is Templeton dependent on Charlotte for his livelihood?

How does the text inform us of Charlotte’s fondness for Wilbur?

**STUDENTS WILL KNOW…**

- Relevant literary terms.
- Specific strategies to use when reading.
- Literary text structure

**STUDENTS WILL BE ABLE TO…**

- Identify the literary elements (plot, character, setting) and the speaker in Charlotte’s Web.
- Discuss the relationship between the characters.
- Summarize the plot of the story.
- Explain the significance of Charlotte’s sacrificial gift of friendship to Wilbur.
STAGE 2: ASSESSMENT EVIDENCE

PERFORMANCE TASKS

• Pretend you are Charlotte. Instead of writing messages in your web, draft a letter to Mr. Zuckerman on Wilbur’s behalf. You will need to explain why Wilbur’s life should be saved and why he is such a valuable pig.

GRASPS Format

Goal: Save Wilbur’s life
Role: Charlotte A. Cavatica
Audience: Homer Zuckerman
Situation: You are trying to save Wilbur’s life. Like most pigs, Wilbur is sure to be killed as soon as the weather turns cold.
Product/Purpose: Write a letter to Mr. Zuckerman explaining why Wilbur will be more valuable to him if he lets him live.
Standards: Your letter should give reasons why Wilbur should live. Include how Wilbur will be more valuable alive than if he is turned into “smoked ham and bacon”.

• Write and perform a skit based on the story in which Wilbur is facing a different, albeit, serious crisis. Keeping in mind the personalities of the various characters, how do they act and react to help Wilbur through his crisis?

• Design a flow chart in which you summarize the events of the story and other options that may significantly alter the outcome of the story.

OTHER EVIDENCE

• Academic Prompts: Compare and contrast Fern’s and Wilbur’s relationship with Charlotte’s and Wilbur’s relationship. What is the significance of Templeton’s characterization as a rat? Discuss the events that foreshadow Charlotte’s death.

• Tests, quizzes: Vocabulary quiz; multiple-choice questions based on elements found in story (characters, plot, setting, theme)

• Informal observations: Literature circle discussions (small-group, teacher- and student-led); conferencing