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Acknowledgements

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

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

Use of This Guide

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

This is a one-day course, with approximately 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
### Module Goal

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

Key words from the goal:

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

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

### Module Objectives

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

2. Identify the purpose of assessment in the classroom.

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

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

5. Determine guidelines for constructing performance assessments and rubrics.

6. Explain the differences between assessment and grading.

7. Create a balanced assessment plan for a unit, including examples of performance tasks and rubrics.
GPS and the Backward Design Process

Stage 1
Identify Desired Results
What do I want my students to know and be able to do?

- Big Ideas
- Enduring Understandings
- Essential Questions

Skills and Knowledge

Stage 2
Determine Acceptable Evidence (Design Balanced Assessments)
How will I know if my students know it and/or can do it?

(to assess student progress toward desired results)

Stage 3
Plan Learning Experiences and Instruction
What will need to be done to help my students learn the required knowledge and skills?

(to support student success on assessments, leading to desired results)
Assessment: Different Viewpoints

Traditionalist Advocates

Discuss what teachers might say they like, are comfortable with, and don't want to change in regard to traditional practice and assessment. Address issues such as preparation for high-stakes standardized tests, concerns over meeting AYP, time and convenience issues, etc.

Record points on flipchart paper to present to whole group.

Standards-Based Advocates

Make a case for the role assessment will play in standards based education, including relevant research findings, comprehensiveness of approach, engaging the learner in the learning process, benefits of collegial collaboration on instruction and student achievement, etc. Prepare talking points that put traditionalists' concerns at ease.

Record points on flipchart paper to present to whole group.
Descriptions of Assessment Formats

Selected Response

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

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

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

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

Constructed Response

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

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

Informal Assessment

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

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

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

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

18. _____ Written process descriptions (e.g., in determining a solution: science lab, math solution, steps in figuring out the meaning of a new word)

19. _____ Short answer quizzes and tests

20. _____ Demonstration of a skill

Adapted from Understanding by Design Professional Development Workbook

When you have completed the assessment inventory, go on to the next page.
Transfer your scores to the corresponding item number below:

<table>
<thead>
<tr>
<th>Item Number</th>
<th>Your score (0-3)</th>
<th>Item Number</th>
<th>Your score (0-3)</th>
<th>Item Number</th>
<th>Your score (0-3)</th>
<th>Item Number</th>
<th>Your score (0-3)</th>
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<tbody>
<tr>
<td>4</td>
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</table>

Compare and contrast your totals for the various assessment formats.

Reflect and consider:

- What do the survey results suggest?
- What patterns do you notice?
- Does your classroom practice reflect a balance of assessment types?
- 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?
### A Comparison of Assessment Strategies

<table>
<thead>
<tr>
<th>Section 1: What is Communicated by the Assessment</th>
<th>Selected Response</th>
<th>Constructed Response</th>
<th>Performance Assessment</th>
<th>Informal Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Importance of communication as a process skill</td>
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<tr>
<td>• Importance of problem-solving skills</td>
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<tr>
<td>• Content as fluid process rather than a static body of facts</td>
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</table>

| Section 2: Student Concerns                      |                   |                      |                        |                     |
| • Good reading skills                            |                   |                      |                        |                     |
| • Creativity                                     |                   |                      |                        |                     |
| • Generation of answers                          |                   |                      |                        |                     |
| • Type of questions                              |                   |                      |                        |                     |
| • Multiple responses                             |                   |                      |                        |                     |
| • Room for explanation                           |                   |                      |                        |                     |
| • Choice of answers                              |                   |                      |                        |                     |
| • One best answer                                |                   |                      |                        |                     |
| • Realistic or relevant tasks                    |                   |                      |                        |                     |
| • Evidence of subject matter interconnections    |                   |                      |                        |                     |
| • Instructs as well as assesses                  |                   |                      |                        |                     |
| • Appearance on paper                            |                   |                      |                        |                     |
### Section 3: Areas Assessed

<table>
<thead>
<tr>
<th></th>
<th>Selected Response</th>
<th>Constructed Response</th>
<th>Performance Assessment</th>
<th>Informal Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual process skills</td>
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<tr>
<td>Recall of facts</td>
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<tr>
<td>Sampling of skills and facts</td>
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<tr>
<td>Understanding</td>
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<tr>
<td>Higher-order thinking skills (e.g., critical thinking)</td>
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<tr>
<td>Application of skills to solve real-world problems</td>
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</table>

### Section 4: Administrative Considerations

<table>
<thead>
<tr>
<th></th>
<th>Selected Response</th>
<th>Constructed Response</th>
<th>Performance Assessment</th>
<th>Informal Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time to administer</td>
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<tr>
<td>Cost benefit</td>
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<tr>
<td>Time and ease of scoring</td>
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<tr>
<td>Objectivity of scoring</td>
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<tr>
<td>Scoring criteria</td>
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<tr>
<td>Teacher confidence in scoring</td>
<td></td>
<td></td>
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<tr>
<td>Parental acceptance</td>
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<tr>
<td>Comparisons of students</td>
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<tr>
<td>Accommodation of multiple learning styles</td>
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<tr>
<td>Integration with school grading scheme</td>
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</table>
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).

…every story has a theme.

…folktales, tall tales, and fables are fictional works of literature.

ESSENTIAL QUESTIONS

What is the theme in Charlotte’s Web?
Why does Charlotte want to save Wilbur’s life?
What kind of animal is Templeton?

STUDENTS WILL KNOW…

• character names.

• main events in the story.

• the theme of the story.

STUDENTS WILL BE ABLE TO…

• identify the literary elements (plot, character, setting) and the speaker in Charlotte’s Web.

• describe the characters.

• retell the story.

• explain why Charlotte wanted to save Wilbur’s life.

STAGE 2: ASSESSMENT EVIDENCE

PERFORMANCE TASKS

• Pretend you are Charlotte. What other words might you write in your web to describe Wilbur?

• Role-play a scene from the book.

• Create a mural illustrating a scene from the book.

OTHER EVIDENCE

• Tests; quizzes: Multiple-choice and true/false tests over the facts in the book (re: characters, events, setting, plot).

• Vocabulary quiz: Multiple-choice quizzes on selected vocabulary words from the text.

• Oral reading test: Individual conferencing with students to determine oral reading ability.
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.

5 = Highly and consistently evident throughout our school
4 = Consistently evident in a majority of grade levels and/or departments
3 = Consistently evident in some grade levels and/or departments
2 = Sporadically evident
1 = Little if any evidence
0 = No evidence

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.
### Determining Achievement Targets

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

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

<table>
<thead>
<tr>
<th>Achievement Targets</th>
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<tbody>
<tr>
<td><strong>Informational</strong></td>
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<tr>
<td><strong>Process</strong></td>
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<tr>
<td><strong>Thinking and Reasoning</strong></td>
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<tr>
<td><strong>Communication</strong></td>
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</tbody>
</table>
## Determining Achievement Targets

### Standard:

<table>
<thead>
<tr>
<th>Achievement Targets</th>
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<tbody>
<tr>
<td><strong>Informational</strong></td>
</tr>
<tr>
<td><strong>Process</strong></td>
</tr>
<tr>
<td><strong>Thinking and Reasoning</strong></td>
</tr>
<tr>
<td><strong>Communication</strong></td>
</tr>
</tbody>
</table>
### Matching Assessments with Standards

<table>
<thead>
<tr>
<th>ACHIEVEMENT TARGET</th>
<th>ASSESSMENT FORMAT</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Selected Response</td>
</tr>
<tr>
<td><strong>Informational</strong> (Knowledge)</td>
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</tr>
<tr>
<td><strong>Process</strong> (Skills)</td>
<td></td>
</tr>
<tr>
<td><strong>Thinking and Reasoning</strong></td>
<td></td>
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<tr>
<td><strong>Communication</strong></td>
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<tr>
<td><strong>Other:</strong></td>
<td></td>
</tr>
</tbody>
</table>
Sample Unit

<table>
<thead>
<tr>
<th>Title: The Giver, by Lois Lowry</th>
<th>Subject/Course: ELA/Reading and Literature</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic(s): Government control, history</td>
<td>Grade(s): Middle School</td>
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<tr>
<td>Time Frame: 3 weeks</td>
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</tbody>
</table>

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

**Stage 1: Desired Results**

<table>
<thead>
<tr>
<th>Established Goals (standards)</th>
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**ELA7R1. The student demonstrates comprehension and shows evidence of a warranted and responsible explanation of a variety of literary and informational texts. The texts are of the quality and complexity illustrated by the suggested titles on the Grade Seven reading list.**
For literary texts, the student identifies the characteristics of various genres and produces evidence of reading that:

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

**ELA7W2. The student demonstrates competence in a variety of genres:**
The student produces a multi-paragraph persuasive essay.
The student produces a response to literature.
The student produces technical writing.

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

1. It is dangerous for a society to have the ability to control individuals to too great a degree.
2. Humans cannot live and grow without experiencing a full range of emotions.

Essential Questions

1. Should a society have the ability to control individuals?
   a. How does society control individuals?
   b. What are the effects (positive and negative) of society's control over individuals?
   c. When should society control individuals?
   d. How can society know where to place limits on control?
2. Should human beings live and grow without experiencing a full range of emotions?
   a. What defines human life and growth?
   b. How does a human learn about emotions?
   c. Can we understand emotions/feelings without experiencing them?
   d. Is growth voluntary? Should it be?

Knowledge and Skills

1. Students will know:
   a. basic rules of Jonas' society and how they are similar to or different from their own.
   b. how the author used characterization to enhance the plot and theme.
2. Students will be able to:
   a. relate new information to prior experience
   b. interpret a character’s traits, emotions, or motivations and give supporting evidence from the text.
   c. identify events that advance the plot and determine how each event explains past or present actions
   or foreshadows future actions.
   d. analyze characterization (dynamic and static) . . . as delineated through a character’s thoughts,
   words, speech patterns, and actions; . . . and the thoughts, words, and actions of other characters.
   e. explain and analyzes the effects of . . . figurative language, . . . in order to uncover meaning in
   literature.
   f. identify and analyze how an author’s use of words creates tone and mood and gives supporting
   evidence from text.
   g. present a clear position or perspective in support of a proposition or proposal and describe the
   points
   in support of the proposition, employing well-articulated, relevant evidence.
   h. use the writing process to develop, revise, and evaluate writing.

Stage 2: Assessment Evidence

<table>
<thead>
<tr>
<th>Performance Task Summary</th>
<th>Rubric Titles</th>
</tr>
</thead>
<tbody>
<tr>
<td>♦ “Perfect Community”</td>
<td>♦ Journal Rubric</td>
</tr>
<tr>
<td>♦ “Job Assignment” Group Activity</td>
<td>♦ Group Activity Rubric</td>
</tr>
<tr>
<td>♦ “The Beginning of Sadness”</td>
<td>♦ Student response rubrics</td>
</tr>
</tbody>
</table>

Self-Assessments

♦ Using rubrics, students self-assess themselves on performance tasks and journal writing.

Other Evidence, Summarized

♦ Student responses to 3 to 5 questions that reveal knowledge of plot, character, theme.
♦ Students maintain [academic and reader response] journals.
♦ Student performance in “Job Assignment” group activity
Assessment Matrix

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

<table>
<thead>
<tr>
<th>Unit:</th>
<th>Assessment Format</th>
<th>Standard</th>
<th>Selected Response</th>
<th>Constructed Response</th>
<th>Performance Assessment</th>
<th>Informal Assessment</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>
Use the matrix to plan a balanced assessment for your unit. In the columns under the Assessment Formats, be specific about the specific type of assessment you will use (e.g., under Selected Response, I may choose to use a multiple-choice assessment for a specific standard I am including in my unit plan).

| Unit: |
|---|---|---|---|---|
| Assessment → Standard | Selected Response | Constructed Response | Performance Assessment | Informal Assessment |
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## Restaurant Rubric

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</tbody>
</table>
Steps in Designing a Rubric

1. Determine the focus of your assessment.
   - What is the task?
   - What significant knowledge, skills, and processes do you wish the students to demonstrate?
2. Determine how many categories are necessary to describe the knowledge, skills, and processes associated with the task.
   - What knowledge or specific information is necessary?
   - What are the observable processes?
   - What are the skills?
3. Describe the specific observable actions, processes, attitudes (effort, perseverance, willingness, etc.) that would indicate the attainment of the goal or goals of the performance task.
   - What does a good, adequate, acceptable job look like? (All requirements have been met.)
   - What does a superior job look like? (Requirements have been surpassed.)
   - What does an inadequate job look like? (Some or all requirements are missing.)
4. Determine how many levels of performance are appropriate for the task.
   - Does this task lend itself to a two-level rubric? (Yes, all requirements have been met; and no, all requirements have not been met)
   - Does this task lend itself to a four-level rubric? (No response, Basic, Proficient, Advanced)
   - Does this task lend itself to a five- or six-level rubric? (Rating scale 1-5 or 1-6)
5. Determine the format to communicate the rubric.
   - What kind of chart, graph, or checklist will you use?
## Quality Words for Rubric Design

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

**Independence**
Words to indicate level of independence
- Independently
- With minimal assistance
- With maximum assistance
- Even with maximum assistance cannot complete task

**Range and Flexibility**
Words to indicate breadth and depth of ability as well as habitual use, isolated demonstrations
- Always, constantly, frequently, again and again
- Consistently, continually
- Occasionally, most of the time, usually
- Seldom, rarely, infrequently
- Never
- Fully developed, detailed, deep, and rich
- Complete, thorough
- Incomplete, unfinished, superficial
- Purposeful or specific
- General
- Basic, unrelated, random, unspecific
- All, some, few, none

**Connections**
Words to show that students can apply skills and make connections across disciplines and contexts
- Transfers
- Adapts
- Applies
- Relates
- Employs
- Accommodates
- Conforms
- Adjusts
- Transforms
- Makes connections

**Conventions**
Words to express tricks of the trade or specific skills specific to the task that a novice might not have
- Precise
- Appropriate
- Imprecise, inappropriate
- Accurate
- Correct
- Incorrect
Holistic and Analytical Rubrics

<table>
<thead>
<tr>
<th>Holistic</th>
<th>Analytical</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Trait 1</td>
</tr>
<tr>
<td>5</td>
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<tr>
<td>4 ✓</td>
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<td>3</td>
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</table>

**HOLISTIC**

- **Definition:** One score or rating for the entire product or performance.

- **When to Use:**
  - For a quick snapshot of overall status or achievement
  - When the skill or product to be assessed is simple; when it has only a single dimension

- **Disadvantages:**
  - Two students can get the same score for vastly different reasons
  - Not as good for identifying strengths and weaknesses and planning instruction
  - Not as useful for students to use.

**ANALYTICAL**

- **Definition:** Several scores or ratings for a product or performance. Each score represents an important dimension or trait of the performance or product.

- **When to Use:**
  - Planning instruction - show relative strengths and weaknesses.
  - Teaching students the nature of a quality product or performance - they need the details.
  - Detailed feedback to students or parents.
  - For complicated skills, products, or performances, for which several dimensions need to be clear.

- **Disadvantages:**
  - Scoring is slower.
  - Takes longer to learn.
Guidelines for Performance Assessment

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

**G** Real-world **Goal(s):** An effective project engages students in tasks that are reality-based and aligned with the types of activities engaged in by professionals in the field.

**R** Real-world **Role** A successful culminating project requires that students assume some form of authentic role other than that of “student.”

**A** Real-world **Audience** Performance-based culminating projects ask students to respond to an authentic audience, modifying their content and approach to accommodate the unique needs and expectations of that real or simulated individual or group.

**S** Real-world **Situation** or **Scenario** Good projects always engage students in some form of reality—based problem solving, decision making, investigation, or invention process.

**P** Real-world **Products** or **Performances** An effective culminating task requires that students generate both a real-world product and present that product in some form of performance or presentation for the identified audience.

**S** **Standards** All effective projects include clearly-articulated standards to be used to evaluate both final products and performances.
A GRASP Example

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

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

**Audience:** The target audience is nonengineer company executives.

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

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

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

Selected Response Assessments

1. Write clearly and simply.
   a. Use vocabulary suitable for the students taking the assessment.
   b. Do not use ambiguous or confusing wording and sentence structures.
   c. Keep questions short, specific, and to the point.
   d. Words that are repeated in each answer choice should be moved to the question, if possible.

2. Do not provide unintended clues to the correct answer.
   a. Clues can help students answer items correctly, even if the students have not mastered the content being tested.

3. Avoid grammatical inconsistencies between the question and answer choices.
   a. Incorrect answer choices should be clearly wrong but plausible.
   b. Answer choices should be as uniform in length, complexity, and grammatical construction as possible.
   c. Avoid using the words always, never, all, and none in the answer choices.
   d. Avoid using all of the above or none of the above, particularly when the question calls for students to choose “the best answer.”
   e. Don’t repeat informational wording from the question in the correct answer choice.
   f. Questions should have only one correct answer.

4. Eliminate irrelevant sources of difficulty.
   a. If possible, use questions rather than incomplete sentences.
   b. Avoid using negatives in the question.
      i. If there is a compelling reason for using a negative in the question, be sure to emphasize it by using a bold font or underlining it.
   c. Place answer choices in a logical, systematic order (e.g., chronological, ascending, descending, or alphabetical).
# Using the Grading Process to Motivate Student Achievement

## How Effective Is Our Approach to Grading?

<table>
<thead>
<tr>
<th>Principle</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Our grading process complements the learning process.</td>
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<tr>
<td>2. Grades motivate our students to achieve.</td>
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<td>3. Our students understand our grading and evaluation.</td>
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<tr>
<td>4. Grades help us to communicate with students and parents about learners’ mastery of curriculum standards.</td>
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<tr>
<td>5. We strive for consistency in our grading scales and how we use them to evaluate student progress.</td>
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<tr>
<td>6. Grades in our school help us to articulate what students know, do, and understand.</td>
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<td>7. We are addressing the “zero” issue, minimizing its impact upon student assessment.</td>
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<td>8. We make certain that all students have sufficient practice and rehearsal to ensure they achieve mastery and understanding.</td>
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<tr>
<td>9. We model the kinds of behaviors and understandings required for student success on assessments.</td>
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<tr>
<td>10. We tie student grades to a variety of assessment tools, including tests, quizzes, reflective assessments, responses to academic prompts, and culminating projects.</td>
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</tbody>
</table>
## High School Sample - Unpacking Standards: ELA9RL1, ELA9RC3, ELA9LSV2

### Big Ideas: demonstrates comprehension, identifies evidence, diction, imagery, symbolism, figurative language, effects of language, tone, purpose, audience, theme/underlying meaning

To meet the standard, the student will understand that . . .

. . . an author’s/speaker’s use of particular words and language devices contributes to the tone and perceived meaning of a text and to the reaction of an audience to that text.

To understand, students will need to consider such questions as . . .

**Course:**
--How does an author/speaker create meaning in a text?

**Unit:**
--How does an author’s/speaker’s use of diction and other language devices affect the tone, purpose, and/or underlying meaning conveyed by a text?
--How do authors/speakers manipulate word choice and language devices for particular audiences and purposes?

To understand, students will need to . . .

<table>
<thead>
<tr>
<th><strong>Know....</strong></th>
<th><strong>Be able to......</strong></th>
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</thead>
<tbody>
<tr>
<td>Define diction, imagery, symbolism, metaphor, simile, hyperbole, tone, purpose, underlying meaning, and audience</td>
<td><strong>Identify</strong> specific examples of diction, metaphor, and simile in written and oral texts</td>
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<tr>
<td></td>
<td><strong>Compare and contrast</strong> authors'/speakers' use of language and figures of speech to determine the effects of these elements on tone</td>
</tr>
<tr>
<td></td>
<td><strong>Induce</strong> the effects an author's/speaker's use of diction, metaphor, simile, and hyperbole has on purpose, and/or theme or underlying meaning of text</td>
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<tr>
<td></td>
<td><strong>Evaluate</strong> the use of specific words and figures of speech for specific purposes and specific audiences</td>
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<tr>
<td></td>
<td><strong>Choose</strong> specific words and figures of speech to include in a written or oral message designed for a specific purpose and audience</td>
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<tr>
<td></td>
<td><strong>Demonstrate</strong> comprehension by identifying examples of diction and figures of speech and using these examples as evidence to justify a warranted interpretation of a written and/or oral text.</td>
</tr>
</tbody>
</table>
To meet the standard, the student will understand that . . .

. . .

To understand, students will need to consider such questions as . . .

**Essential:**
--

**Unit:**
--
--

To understand, students will need to . . .

**Know....**

**Define**

--**Identify**

--**Compare and contrast**

--**Induce**

--**Evaluate**

--**Choose**

--**Demonstrate**

**Be able to......**
Design Template for Assessment for a Unit

What evidence will show that students understand
______________________________________________?

Performance Tasks, Projects

Quizzes, Tests, Academic Prompts

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

Student Self-Assessment

Design Template for One Assessment Task

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

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

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

A Glossary of Assessment Terms

1. **Assessment**: collecting formal or informal data related to students’ achievement based upon their completion of some form of test or performance-based activity.

2. **Evaluation**: making judgments about the quality of student performance based upon consensus-driven standards and student achievement data.

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

4. **Performance standards**: statements articulating specific behaviors students are expected to demonstrate in relationship to content standards at a particular point in their education.

5. **Benchmarks**: assessment activities required of all students at key points in their education to ensure that they are mastering designated performance standards in order to confirm their ongoing achievement of designated content standards (e.g., quarterly writing prompts; annual reading assessments).

6. **Formative vs. summative assessment**: formative assessment can be both formal and informal and occurs throughout a period during a student’s education; summative assessment is cumulative, occurring at key juncture points in a student’s education.

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

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

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

10. **Feedback-adjustment process**: collecting and analyzing student assessment data to determine individual, sub-group, and full-group levels of achievement, with corresponding adjustments in teaching and learning activities to improve achievement on a continuous basis.
Follow Up Assignments

Before returning for Days 4 and 5 training, read and reflect on What Happens Between Assessments? The article is available online at:
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.

ALSO . . .

Choose ONE of the following to complete and bring to Day 4 training:

1. Begin work on a unit of instruction that includes Stages 1 and 2 of the Standards Based Education process. Use any templates or tools that you need. You should bring with you your unpacking/planning (Stage 1) as well as evidence of a balanced assessment plan (Stage 2).

OR

2. Complete the following GRASPS activity:

- **GOAL:** Your task is to develop a presentation that will convince, yet not overwhelm, your target audience of the need to adopt a balanced approach to assessment as part of the standards-based education model. The obstacles to overcome include a tradition steeped in textbook-driven instruction completely apart from the mandated curriculum.

- **ROLE:** You are leading a team of standards-based educators who have been asked to persuade your audience to adopt the standards-based education process. You have been asked to focus particularly on the role of assessment in the process, and you must provide convincing arguments and evidence.

- **AUDIENCE:** Your target audience is one of the following (your choice):
  - your school council
  - your local school board
  - your PTA/PTO parent group

You need to convince them that using a balanced approach to assessment is highly effective in enhancing student learning and understanding as well as in supporting student achievement.

- **SITUATION:** You and your team will have a total of two hours in which to make your presentation to your target audience. The challenge involves dealing with both educators and non-educators, some of whom are in positions to make decisions impacting you and your team.

- **PRODUCT/PERFORMANCE:** You will create a slide show (or charts, or transparencies) accompanied by appropriate handouts and materials in order to influence your audience to adopt a balanced approach to assessment and the standards-based instructional design process. You may also consider including short video clips, displays, and other visuals to enhance your presentation.

- **STANDARDS/Criteria FOR SUCCESS:** Your work will be judged on the inclusion of all information relevant to Stages 1 and 2 of the backward-design process, with particular attention to be focused on balanced assessment.
Preparing Students for High-Stakes Accountability Assessments

The following questionnaire can help you to facilitate staff discussion and analysis of the extent to which they are using research-based best practices in preparing students for high-stakes tests within your school or district. Ask each staff member to use the following rating scale to assess the degree to which they perceive each of the following practices is operational in your school or district. Compile group results and use them as a basis for follow-up action planning.

5 = This strategy is highly evident throughout our school.
4 = This strategy is evident in most grade levels and/or departments.
3 = We have begun to use this strategy, but more emphasis is needed.
2 = We have discussed this strategy, but we need to do much more with it.
1 = We have done little if anything with this strategy.
0 = This strategy is entirely missing from our work to prepare students for high-stakes accountability testing.

1. We analyze testing specifications and related public-release testing documents to determine what students should know, do, and understand to respond successfully to test items.

2. We disaggregate test results to determine which aspects of the assessment present particular problems for all students and for particular sub-groups.

3. We determine specific instructional strategies and processes consistent with testing requirements and implement them as a regular part of our classroom activities.

4. As a staff, we consistently help our students scaffold and bridge their learning in order to ensure successful transfer into increasingly more independent settings and assessment situations.

5. We all employ an effective feedback-adjust process in our classrooms to ensure that we monitor the progress of all students and adjust instruction to accommodate their individual strengths and needs.

6. We make certain that all students understand what is required of them to be successful on high-stakes accountability tests.
7. All students receive appropriate support and instruction to ensure that they are the center of their own assessment and learning process.

8. We coach all our students to adjust their use of what they are learning based upon the performance requirements they are confronting at a particular time.

9. Preparing students for success on high-stakes tests means that we continually teach all students the knowledge, skills, and understandings required by those tests, rather than stopping instruction to “teach to the test” itself.

10. Our students develop a conscious toolkit of strategies and understandings from which they can select appropriate tools for a particular occasion, rather than mechanical repetition or modeling of formulaic knowledge and skills.

11. We encourage our students to generate original claims and assertions and support those statements with valid and reliable evidence.

12. We coach our students to draw inferences and make predictions based upon their analysis of print and non-print texts.

13. We continually help all students to use what they have learned to respond to new, novel, or unpredictable situations and tasks.

14. We help all students to analyze differing perspectives and points of view.

15. We reinforce students’ self-knowledge, encouraging all students to reflect, revise, rethink, and self-monitor and self-evaluate.

NOTE: Items numbered 11 – 15 refer to cognitive processes that students who do well on high-stakes assessments use. These should be taught to and modeled for all learners.
Recommended Readings: Assessment

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


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


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


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


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


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


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


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

Association for Supervision and Curriculum Development. 1993.

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


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


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


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


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


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

* These two books were included in the set that was sent to each school.
### Suggested Web Sites for Assessment

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

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

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

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

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

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

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

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

www.nwrel.org/assessment
This excellent site provides a wealth of materials, including *Toolkit98*, which contains tutorials “designed to assist classroom teachers to become better assessors of..."
student learning. The primary users of Toolkit98 are intended to be those who have the responsibility to coordinate and facilitate professional development in assessment for teachers.”

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

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

www.teachersbridge.org
This excellent site, created by a consortium of Georgia educators and other professionals in education, provides teaching resources, online learning communities, and much more. Check out the resources on assessment.
Learning Journal

What squares with my thinking?

What's still rolling around in my mind?

What do I need to change?