Training for Georgia Performance Standards
Day 3: Assessment FOR Learning

Participant’s Guide
ELA 9-12

We will lead the nation in improving student achievement.
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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.
This is a one-day course, with approximately 6 hours of instructional time.

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

**Introduction to Assessment**
- Assessment Terminology
- What is Assessment *for* Learning?

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

**Performance Assessments and Rubrics**
- Defining Performance Assessment
- Guidelines for Performance Assessment
- Components of Rubric Design

**Grading Student Work**
- Grading: How Safe is Your Parachute

**Putting It All Together**
- Designing an Assessment Plan: Small Group Work
- 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

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.
## Rubric for Envelope Hook Activity

<table>
<thead>
<tr>
<th>Scale</th>
<th>Criteria</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accuracy</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>
<td>This has all those details that make a house a home.</td>
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<td></td>
</tr>
<tr>
<td>Attention to Detail</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></td>
<td></td>
</tr>
<tr>
<td>Eye-Catching</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>
<td></td>
</tr>
</tbody>
</table>
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 . . .

Know . . .
Define diction, imagery, symbolism, metaphor, simile, hyperbole, tone, purpose, underlying meaning, and audience

Be able to . . .
--Identify specific examples of diction, metaphor, and simile in written and oral texts
--Compare and contrast authors’/speakers’ use of language and figures of speech to determine the effects of these elements on tone
--Induce 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
--Evaluate the use of specific words and figures of speech for specific purposes and specific audiences
--Choose specific words and figures of speech to include in a written or oral message designed for a specific purpose and audience
--Demonstrate 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.
Unpacking Standards: ELA10RL1, ELA10RC3, ELA10LSV2

Big Ideas: demonstrates comprehension, identifies evidence, patterns of diction, patterns of imagery, patterns of symbolism, persuasive language, syntax, style, tone, purpose, audience, theme/underlying meaning

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

... an author’s/speaker’s style is the product of the diction, patterns of imagery and symbolism, and syntax he/she employs.

... an author’s/speaker’s style contributes to the tone and the meaning of a text and to the effect of that text on the audience.

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/speaker’s use of diction, syntax, and patterns of imagery and symbolism provide evidence of that author/speaker’s style?

How does an author’s/speaker’s style affect the tone and meaning of a text? How does style impact the effect that text has on us as readers/viewers?

Know....

Define patterns of diction, imagery, and symbolism, persuasive language, syntax, style, tone, purpose, underlying meaning, and audience

Be able to......

--Identify specific patterns of diction, imagery, and symbolism in written and oral texts

--Compare and contrast authors’/speakers’ use of diction, syntax, and patterns of imagery and symbolism to critique an author’s style

--Determine the connection(s) between an author’s/speaker’s use of diction, syntax, and patterns of imagery and symbolism and the overall tone of a passage or text

--Induce the effects an author’s/speaker’s style has on the purpose, tone, and/or theme or underlying meaning of text

--Evaluate the effects of an author’s/speaker’s style on the reader/audience

--Adapt the style of written or oral messages for different purposes and audiences

--Demonstrate comprehension by identifying examples of diction, syntax, and patterns of imagery and symbolism and using these examples as evidence to justify a warranted interpretation of a written and/or oral text.
Unpacking Standards: ELAALRL1, ELAALRC3, ELAALLSV2

**Big Ideas**: demonstrates comprehension, identifies evidence, language, style, syntax, effects of diction, rhetorical strategies, irony, tone, controlling image, extended metaphor, rhetorical purposes, aesthetic purposes

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

. . . American authors/speakers use particular words, controlling images, extended metaphors, and rhetorical strategies, as well as particular syntax and style, for specific purposes and to elicit specific aesthetic responses in American texts.

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

**Course**: --How do American authors/speakers employ language and rhetorical strategies to achieve specific rhetorical and aesthetic effects in a text?

**Unit**: --How does a controlling image or an extended metaphor operate in a text?

--How do American authors/speakers use language and rhetorical devices to develop irony?

--Why do different American texts elicit different aesthetic responses in the reader/listener?

To understand, students will need to . . .

**Know....**

Define diction, dialect, irony, paradox, controlling image, extended metaphor, tone, understatement, syntax, rhetorical purpose, aesthetic purpose

**Be able to......**

--Identify specific controlling images and extended metaphors in written and oral American texts

--Compare and contrast American authors’/speakers’ use of language and language devices to determine the rhetorical and aesthetic purposes and effects of specific written and oral texts

--Explain the ways an American author/speaker uses diction and rhetorical devices to create paradox and irony

--Evaluate the effectiveness of an American author’s/speaker’s use of language and rhetorical devices for specific purposes and specific audiences

--Employ specific language and rhetorical devices to develop an ironic tone in a written or oral message designed for a specific purpose and a specific audience

--Demonstrate comprehension by identifying examples of language and rhetorical devices and using these examples as evidence to justify a warranted interpretation of a written and/or oral American text.
Unpacking Standards: ELABLRL1, ELABLRC3, ELA12LSV2

Big Ideas: demonstrates comprehension, identifies evidence, language, style, syntax, effects of diction, rhetorical strategies, irony, tone, controlling image, extended metaphor, rhetorical purposes, aesthetic purposes

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

. . . British authors/speakers use particular words, controlling images, extended metaphors, and rhetorical strategies, as well as particular syntax and style, for specific purposes and to elicit specific aesthetic responses in British texts.

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

Course: --How do British authors/speakers employ language and rhetorical strategies to achieve specific rhetorical and aesthetic effects in a text?
Unit: --How does a controlling image, a conceit, or an extended metaphor operate in a text?
                  --How do British authors/speakers use language and rhetorical devices to develop irony?
                  --Why do different British texts elicit different aesthetic responses in the reader/listener?

To understand, students will need to . . .

Know....

Define diction, dialect, irony, paradox, controlling image, extended metaphor, conceit, concrete image, allusion, tone, understatement, syntax, parallel structure, rhetorical purpose, aesthetic purpose

Be able to......

--Identify specific allusions, concrete and controlling images, conceits, and extended metaphors in written and/or oral British texts
--Compare and contrast British authors/speakers’ use of language and language devices to determine the rhetorical and aesthetic purposes and effects of specific written and oral texts
--Explain the ways a British author/speaker uses diction and rhetorical devices to create paradox and irony
--Evaluate the effectiveness of a British author’s/speaker’s use of language and rhetorical devices for specific purposes and specific audiences
--Employ specific language and rhetorical devices to demonstrate the power of language and rhetorical strategies to represent or transmit culture
--Demonstrate comprehension by identifying examples of language and rhetorical devices and using these examples as evidence to justify a warranted interpretation of a written and/or oral British text.
GPS and the Standards-Based Education 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

Knowledge and Skills

**Stage 2**
Determine Acceptable Evidence
(Design Balanced Assessments)
How will I know whether my students have acquired the requisite knowledge, skills, and understandings?
(to assess student progress toward desired results)

**Stage 3**
Plan Learning Experiences and Instruction
What will need to be done to provide my students with multiple opportunities to acquire the knowledge, skills, and understandings?
(to support student success on assessments, leading to desired results)
What Do We Mean By . . .

- **Screening** assessments are procedures that are completed in order to identify any developmental, sensory (visual and auditory), or behavioral concerns, or to identify particular learning strengths. Screening assessments are often used for program placement or to determine whether students need ancillary services.

- **Diagnostic assessments** provide information about a learner’s aptitude and preparedness for a unit or program of study. They may identify possible learning problems, and/or they may provide the teacher with information about what students already know, are able to do, and understand, information that allows that teacher to make appropriate instructional decisions for those students.

- **Progress monitoring** refers to the on-going and continuous assessment of a child’s growth as a learner and his/her progress toward achievement of the standards or learning goals. Formative assessments are tools for progress monitoring.

- **Formative assessment** can be either formal or informal and refers to the evaluations that occur continuously *during* the learning process and that aid in learning. Formative assessments are diagnostic tools that provide the learner with feedback on progress toward the learning goals.

- **Summative assessment** is *cumulative*, occurring at key juncture points in a student's education and providing a single measure of achievement at that point. Summative assessments provide measures of achievement made in respect to a learner's performance in relation to the intended overall learning outcomes of the unit or program of study.

- **Formal assessment** refers to evaluative measures such as quizzes, tests, reports, and/or performances. Formal assessments are usually evaluated by a specific set of predetermined criteria.

- **Informal assessment** includes multiples ways of measuring a student’s understanding through observation, dialogue, discussion, etc.

- **Assessment of learning** includes those assessments that are used at the end of a unit of study or a course to measure what a student has learned and to grade and/or rank that student. Assessments of learning may also be used to evaluate a program of learning.

- **Assessment for learning** includes those assessments, both formal and informal, that are used *during* the learning process to measure a student’s progress toward the learning targets and to enhance a student’s growth toward the mastery of the standards.
Descriptions of Assessment Formats

Selected Response

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

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

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

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

Constructed Response

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

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

Informal & Self-Assessment

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

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

| 3 = Use frequently | 2 = Use sometimes | 1 = Use infrequently | 0 = Almost never use |

1. _____ Fill-in-the-blank quizzes or tests with word bank
2. _____ Project during which student creates a product (i.e., PowerPoint, piece of art, mobile, newspaper, etc.)
3. _____ Student evaluation of his/her own work (i.e., writing, reading comprehension, etc.)
4. _____ Matching quizzes or tests
5. _____ Oral group presentation (i.e., scene study, debate, panel discussion, etc.)
6. _____ Reflective journals or learning logs
7. _____ True-false quizzes or tests
8. _____ Teacher-student conferences
9. _____ Student-created mnemonics, illustrations, or examples that provide evidence of understanding (i.e., of specific terminology, of reading comprehension, of a figure of speech, etc.)
10. _____ Observations of students working independently or in small groups
11. _____ Simulations
12. _____ Oral questioning (teacher asking students; students asking teacher)
13. _____ Peer reviews and peer response using prescribed criteria checklist
14. _____ Student-completed (teacher-prepared) graphic organizers
15. _____ Multiple-choice quizzes or tests
16. _____ Short essay responses to quiz or test questions
17. _____ Group investigations (define a problem, research the problem, posit solutions, present findings)
18. _____ Process writings (plan, draft, revise, draft, edit, publish)
19. _____ Short answer quizzes or tests
20. _____ Word finds, crossword puzzles, etc.

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>Selected Response</th>
<th>Your Score (0-3)</th>
<th>Constructed Response</th>
<th>Performance Assessment</th>
<th>Your Score (0-3)</th>
<th>Informal &amp; Self-Assessment</th>
<th>Your Score (0-3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
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<td>7.</td>
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<td>15.</td>
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<td>20.</td>
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<td><strong>Total</strong></td>
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<td><strong>Total</strong></td>
<td><strong>Total</strong></td>
<td><strong>Total</strong></td>
<td><strong>Total</strong></td>
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</tbody>
</table>

Compare and contrast your totals for the various assessment formats.

Does your classroom practice reflect a balance of assessment types?

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

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

<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 &amp; Self-Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Importance of communication as a process skill</td>
<td></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>
<td></td>
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<td></td>
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</table>

<table>
<thead>
<tr>
<th>Section 2: Student Concerns: The assessment is effected by or allows for . . .</th>
</tr>
</thead>
<tbody>
<tr>
<td>Good reading skills</td>
</tr>
<tr>
<td>Creativity</td>
</tr>
<tr>
<td>Generation of answers</td>
</tr>
<tr>
<td>Different types of questions</td>
</tr>
<tr>
<td>Multiple responses</td>
</tr>
<tr>
<td>Room for explanation</td>
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<tr>
<td>Choice of answers</td>
</tr>
<tr>
<td>One best answer</td>
</tr>
<tr>
<td>Realistic or relevant tasks</td>
</tr>
<tr>
<td>Evidence of subject matter interconnections</td>
</tr>
<tr>
<td>Instruction as well as assessment</td>
</tr>
<tr>
<td>Appearance on paper</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Section 3: Areas Assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual process skills</td>
</tr>
<tr>
<td>Recall of facts</td>
</tr>
<tr>
<td>Sampling of skills and facts</td>
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<tr>
<td>-----------------------------</td>
</tr>
<tr>
<td>Understanding</td>
</tr>
<tr>
<td>Higher-order thinking skills (e.g., critical thinking)</td>
</tr>
<tr>
<td>Application of skills to solve real-world problems</td>
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</tbody>
</table>

**Section 4: Administrative Considerations**

| Time required to administer | | | | |
|----------------------------| | | | |
| Cost benefit               | | | | |
| Time and ease of scoring   | | | | |
| Objectivity of scoring     | | | | |
| Scoring criteria           | | | | |
| Teacher confidence in scoring | | | | |
| Parental acceptance        | | | | |
| Comparisons of students    | | | | |
| Accommodation of multiple learning styles | | | | |
| Integration with school grading scheme | | | | |
Poetry Unit: Continuum of Assessments

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

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

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

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

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

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

Students demonstrate understanding of specific content vocabulary via brief quizzes.

Students use personal journals to reflect on poems they like and why and, as they read their self-selected memoir, biography, or autobiography, to reflect on/speculate about connections between the life of the poet and his/her creative work. These reflections become the basis for the
discussion seminar during which the teacher assesses understanding. The teacher may also choose to assess a student’s progress during the course of the assignment by reading and responding in writing (a dialogue rather than a critical response) to each student’s journal.

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

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

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

ELA12W1 The student produces writing that establishes an appropriate organizational structure, sets a context and engages the reader, maintains a coherent focus throughout, and signals a satisfying closure. The student:

a. Establishes a clear, distinctive, and coherent thesis or perspective and maintains a consistent tone and focus throughout.
b. Selects a focus, structure, and point of view relevant to the purpose, genre expectations, audience, length, and format requirements.
c. Constructs arguable topic sentences, when applicable, to guide unified paragraphs.
d. Uses precise language, action verbs, sensory details, appropriate modifiers, and active rather than passive voice.
e. Writes texts of a length appropriate to address the topic or tell the story.
f. Uses traditional structures for conveying information (e.g., chronological order, cause and effect, similarity and difference, and posing and answering a question).
g. Supports statements and claims with anecdotes, descriptions, facts and statistics, and specific examples.

Achievement Targets

<table>
<thead>
<tr>
<th>Knowledge/Informational</th>
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<tbody>
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</table>

<table>
<thead>
<tr>
<th>Skill/Process</th>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Thinking and Reasoning</th>
</tr>
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<table>
<thead>
<tr>
<th>Communication</th>
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<tbody>
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</table>
What Students Should Know and Be Able to Do

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

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

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

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

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

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

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

### Matching Assessments with Standards

<table>
<thead>
<tr>
<th>ACHIEVEMENT TARGET</th>
<th>ASSESSMENT FORMAT</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Selected Response</td>
<td>Constructed Response</td>
<td>Performance Tasks</td>
<td>Informal &amp; Self-Assessment</td>
</tr>
<tr>
<td>Informational (Knowledge)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Process (Skills)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thinking and Reasoning</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communication</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Other:</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
**Guidelines for Performance Assessment**

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

- **Real-world Goal**
- **Real-world Role**
- **Real-world Audience**
- **Real-world Situation**
- **Real-world Products or Performances**
- **Standards**

---

**Example**

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

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

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

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

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

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

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 Shows respect</td>
<td>Rarely, inconsistently Disrespectful</td>
</tr>
<tr>
<td></td>
<td>Highly respectful</td>
<td>Consistently listens</td>
<td>Fails to listen</td>
</tr>
<tr>
<td></td>
<td>Effective listener</td>
<td></td>
<td></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, well documented</td>
<td>Substantial, well documented</td>
<td>Superficial, not documented</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
# Using the Grading Process to Motivate Student Achievement

<table>
<thead>
<tr>
<th><strong>How Effective Is Our Approach to Grading?</strong></th>
<th><strong>Yes</strong></th>
<th><strong>No</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Our grading process complements the learning process.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Grades motivate our students to achieve.</td>
<td></td>
<td></td>
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<tr>
<td>3. Our students understand our grading and evaluation.</td>
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<td></td>
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<tr>
<td>4. Grades help us to communicate with students and parents about learners’ mastery of curriculum standards.</td>
<td></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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<tr>
<td>7. We are addressing the “zero” issue, minimizing its impact upon student assessment.</td>
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<tr>
<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>
<td></td>
<td></td>
</tr>
<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>
### Design Template for Assessment for a Unit

What evidence will show that students understand ____________________________________?

<table>
<thead>
<tr>
<th>Performance Tasks, Projects</th>
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</table>

<table>
<thead>
<tr>
<th>Quizzes, Tests, Academic Prompts</th>
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<td></td>
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</table>

<table>
<thead>
<tr>
<th>Other Evidence (e.g., observations, work samples, dialogues)</th>
<th>Student Self-Assessment</th>
</tr>
</thead>
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</table>

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 and/or progress toward learning goals, that may be based upon observation and dialogue or upon completion of some form of test or performance-based activity.

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

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

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

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

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

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

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

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

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

1. Before returning for Day 4 of training, please read *What Happens Between Assessments?* This article is available online at:  
   http://pdonline.ascd.org/pd_online/teachbehave/199612el_mctighe.html

2. By the end of Day 3 of training, teachers should have the knowledge and skills necessary to unpack the standards and design assessment plans. Before returning for Days 4 and 5, work with other teachers in your department or your school to plan a unit of instruction all the way through Stages 1 and 2 of the Standards-Based Education process.
Recommended Readings: Assessment


An excellent resource on using rubrics to support student learning, this article 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 provides a thoughtful framework for ways teachers and administrators can reconsider how assessment is working in classrooms. From building the foundation for student involvement through reporting methods, the author provides a bridge between what the research shows and what teachers can do in their classrooms. This book is a quick read that is written in teacher-friendly language.


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.


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 to help both students and teachers clearly see how they can improve; however, this potential is seldom realized. In this book, Marzano presents viable alternatives to traditional assessment that are grounded in research and practical at the same time.


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


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


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


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

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

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

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

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

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

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

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

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

www.ieq.org/Portal/Stud_assess.html
The student assessment section of the IEQ Teacher Resource Portal provides education program planners and teacher development specialists with access to web-based resources such as case studies, descriptions of alternative approaches to primary school assessment, sample test instruments, and classroom strategies that can be used to link assessment and instructional practice.
www.nwrel.org/assessment
This excellent site provides a wealth of materials, including Toolkit98, which contains tutorials “designed to assist classroom teachers to become better assessors of student learning. The primary users of Toolkit98 are intended to be those who have the responsibility to coordinate and facilitate professional development in assessment for teachers.”

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

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

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?
Learning Journal

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