Training for Georgia Performance Standards
Day 3: Assessment FOR Learning

We will lead the nation in improving student achievement.
Acknowledgements

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

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

Use of This Guide

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

Module Rationale

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

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

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

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

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

Module Description

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

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

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, eight days of classroom instruction, and follow up to master this goal.

Day Three Objectives

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

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

2. Identify relationships among tasks, activities, and assessments.

3. Identify the purpose of assessment in the classroom.

4. Differentiate among diagnostic, summative, and formative assessments, and between formal and informal assessments.

5. Given a standard(s) and a purpose for assessment, determine which assessment method(s) would be most appropriate at various times to increase student learning.


7. Create a formative and summative assessment plan for a unit, including examples of performance tasks, rubrics, and constructed response items.
Module Sequence  
Prior Preparation—Participants  
➢ Unpack several standards to create Stage 1 for a unit of study (assigned at end of day two)  

Introduction (45 minutes)  
➢ Homework Debrief (30 minutes)  
➢ Overview of the Training (5 minutes)  
➢ Assessment and Backward Design (10 minutes)  

Essential Questions for Assessment (1 hour, 20 minutes)  
➢ Team Activity: Evaluate Sample Packet (30 minutes)  
➢ Carousel Activity for Essential Questions (50 minutes)  

Purpose of Assessment (1 hour, 10 minutes)  
➢ Why Do We Assess?: Group Discussion (20 minutes)  
➢ Presentation: Purposes of Assessment (40 minutes)  
➢ Group Summary: Assessment Purposes (10 minutes)  

Assessment Methods (55 minutes)  
➢ Presentation: Matching Methods to Purposes (45 minutes)  
➢ Group Summary: Matching Methods to Purposes (10 minutes)  

Best Practices in Assessment (2 hours, 5 minutes)  
➢ Best Practice: Clapping Hands Activity (1 hour)  
➢ Small-group Activity: Evaluating Sample (30 minutes)  
➢ Discussion: Best Practices and Tools (15 minutes)  
➢ Group Summary: Best Practices and Evidence (15 minutes)  
➢ Homework Assignment (5 minutes)  

Leader Roles and Responsibilities  
This workshop will require of you a different set of skills than most other instructor-led training programs. There is less presentation and lecture; instead, you will have to use demonstration, questioning, and facilitation skills. This guide includes the basic questions you should ask the participants, but throughout the workshop, you will have to add additional probing questions to get the participants to question their assumptions and continue to refine their understanding of what standards-based teaching is and how it can make a difference.
The target populations for this training are teachers of English Language Arts at all grade levels; teachers of 5th and 6th grade mathematics; and teachers of 6th grade, 7th grade, and high school science. This includes teachers of this content in special education, gifted, and supplemental/alternative positions who need to be knowledgeable of the general curriculum in order to provide accommodations, modifications, and/or support so that students with special needs have access to, and progress in, that curriculum. Also included in the target population are others in leadership positions for these portions of the curriculum (e.g., literacy coaches, curriculum specialists).

Teachers will be trained locally, in groups corresponding to the following modules:

1. K-3 ELA*
2. 4-8 ELA*
3. 9-12 ELA*
4. 6 Mathematics*
5. 6-7 Science*
6. 9-12 Life Science*
7. 9-12 Physical Science*

* This includes regular education, special education, gifted education, and supplemental/alternative teachers.

Preparation is critical to a successful training session. Listed below are some tips that will help you prepare for your session.

1. Participate in a Train-the-Trainer session.

2. Gather all the required articles, texts, and other materials listed in the “Module Materials” list on page 11. A set of books is provided to each school, as listed on page 11. Become very familiar with these materials and the materials in the Recommended Readings list.

3. Ensure that school administrators understand the preparation and follow up requirements of the course and that the GPS curriculum changes have evolved from a very open public process that included public input from responses sought by the DOE. Current GPS were developed taking into consideration all input from all respondents.
4. Ensure the participants who are enrolled in your training sessions have the preparation materials (also known as the day two follow up assignment) and realize it is an absolute requisite to attending the training. The best way to ensure compliance is to have multiple contacts with the participants and their administrators. During these contacts, whether by mail, phone, or e-mail (preferably a combination), ensure that participants understand the assignment and are committed to arriving prepared. Anything you can do to establish a relationship with participants will help reduce stress and ensure a meaningful and successful training experience. If the participants start the training unprepared, they may never catch up.

5. Identify a date, times, and location for this training. This may vary from one setting to the next, as you work with local schools and districts to arrange a customized delivery schedule. Prepare a handout with this information and photocopy it for the participants. You can use the agenda on page 22 to guide you.

6. Determine how course follow-up will be handled. It is very important that professional development be an on-going, job-embedded process, with the training sessions being part of a cohesive plan to help teachers increase skills and knowledge. Here are some questions you must answer before conducting the workshop:

- Will there be any follow-up conference calls or a list serve to discuss progress and provide an information-sharing and networking forum? If so, who will lead them? When? How?
- How will we ensure that participants complete the follow-up assignments? Who will follow up with reminders? How will we make sure this effort is supported locally?
- Will there be grade level meetings? Department meetings?
7. Gather information about your training site:
   - Mailing address, contact person with phone number (Participant materials need to be shipped to a specific location and someone needs to receive the materials.)
   - Size of room and space to work in small groups
   - Audio visual equipment
     - Projection system
     - Two flipcharts with pads
   - Table and chairs: One table for leader (in front), one for materials, enough tables for the number of participants to sit in groups of about four
   - Wall space for your posters and flipcharts
   - Determine plans and payment for refreshments as desired/needed.
   - Review the graphic of the ideal site setup on page.
   - Set up your training room the night before the training. If you have never seen the room, this is especially important.
   - Test all equipment and make sure you have all of your materials organized for efficient distribution.

8. Go through the entire Content Facilitator's Guide.
   - Prepare an agenda. (You may also want to mark key times with Post-Its put in your guide.)
   - Use margins to note key points you plan to emphasize.
   - Walk through all activities.
   - Prepare any flipcharts.
   - Make sure your materials are organized according to when you will need them.
   - Make any adjustments that are needed to the activities, room layout, audio-visuals, etc., based on the number of participants.
Module Materials for Day Two of Training

Content Facilitator’s Kit contents:

- Content Facilitator’s Guide (one for each leader)
- Complete set of slide transparencies (PowerPoint)
- Participant’s Guide (one per participant and one per leader)

Other materials needed:

- Name tags
- Easel chart paper and stand
- Flipchart paper and stand
- Masking tape to post flipcharts
- Note pads and pens for participants
- Highlighter markers, one per participants

Equipment:

- Overhead projector or computer and LCD projector

Other materials needed:

- A box or zip lock bag for each team, containing a variety of different art materials, including markers, colored pencils or crayons, colored paper, stickers, glue, scissors, etc.
- Large sheets of drawing paper
- Agenda flipchart (create before class)
- Parking Lot flipchart (create before class)
- Five flipcharts, each labeled with one of the Essential Questions 3-7
- Post-It notes (3 X 5, one package for every three participants)
- Scissors
- Name tags (one per participant)
- A variety of colored markers for flipchart
- Highlighter markers (one per participant)
- Flipchart paper and stand (two sets)
- Masking tape to post flipchart sheets
- Contact Information handout
- Small prizes
- Index cards (one package per table)
- Bell or other signaling device
- Pads of note paper for participants (any size, any type)
- Timer
Equipment:

- Projection system for slides/overhead transparencies
- Computer

**Suggested Articles**


Each school will receive one copy of each book listed below, and ten copies of the *Understanding by Design* book.


* Note: Ten copies of this book were purchased for each school.

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<td>Remind participants to complete the day one follow up assignment as preparation for day two. They will be using this assignment during the class session.</td>
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**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.


A practical, school-tested solution to the challenge of incorporating standards at all levels. The authors describe a comprehensive process by which schools and districts can create a coherent plan to become standards-based. Improved student performance is the centerpiece of all standards-linking processes.


An examination of assessment. By addressing six features, school leaders will be working more deliberately toward a true local assessment system, rather than on a mere collection of assessments.

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.


A look at the need for teachers to decide the most accurate and fair description of each student’s achievement and level of performance utilizing computerized grading programs and electronic grade books.


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.


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.


Combining essential background knowledge with hands-on-tools, this practical resource and text provides a detailed roadmap for conducting multidimensional reading assessment. The authors’ research expertise and extensive classroom experience are reflected on every page. Presented are effective ways to evaluate K-6 students’ spelling, word recognition, fluency, comprehension, strategic knowledge, and more. Aided by lively case examples, preservice and inservice teachers and reading specialists learn to tailor assessment to the needs of each child and use results strategically to inform instruction. The concluding chapter offers useful information on preparing a reading clinic report. Special features of this accessible 8 ½” x 11” volume include numerous figures, tables, and sample assessment instruments, many with permission to photocopy. Topics covered include assessment, curriculum, methods, and comprehension difficulties, from the preschool level through high school.

A good resource with a focus on applying assessment data to improve student achievement. The authors share the pitfalls of gathering and sharing student assessment data. They offer two major strategies to assist classroom teachers and principals in data analysis: use of data notebooks and implementation of a data-mentoring program. These strategies improve data analysis and skills for both parties.


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 easy-to-use reference book that gives clear answers to some of the most commonly asked questions about some of today’s most pressing educational issues. Teachers, parents and school administrators can use this book to help formulate effective solutions and improve communication within the entire school community.


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.


A useful tool for school improvement. This book describes research-based practices that have been associated with improvements in the following areas: leadership, planning and learning goals; management and organization; instruction and instructional improvement; interactions; equity; special programs; assessment and parent and community involvement.

A guideline for continuous improvement. How do educational leaders know their schools are improving? Do they know the strategies that really work in reading, mathematics, writing or science programs? How do they measure what works? How do they sustain school reform? Schmoker answers these and other questions by focusing on student learning. He outlines a school improvement planning process around teams of teachers and administrators who meet regularly to analyze data, develop measurable goals and research-based action steps, and monitor progress toward goals using formative and summative data.


In this book, the reader gets a close, detailed look at how entire school systems cultivate and capture teacher expertise to increase student achievement. The schools focused on the concepts of collaboration and data collection from Mike Schmoker's book titled *The Key to Continuous School Improvement*. Goal-oriented, data-driven collaboration, plus ongoing assessment in these five school systems led to an array of effective innovation and teaching strategies. Short vignettes, written in the first-person, give practitioner accounts of successful schools obtaining measurable improvement. Schools shared how they overcame obstacles and achieved exceptional results for all their students. Actual data results from the systems are presented.


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.

An easy-to-follow handbook that uses Essential Questions to explore exemplary practices in each of the following areas: assessment, curriculum, instruction, organization and accountability. This resource provides research-based, practical solutions to common problems within educational organizations.


A look at educators’ licensure competencies in adopting well-thought-out, rigorously developed assessment standards to support student success.


This book provides teachers with the knowledge to interpret and use data well to make better instructional decisions. It is a practical book for administrators and teachers on understanding measurement concepts. It covers the blending of instruction with assessment, test item formats, essential measurement concepts, ways teachers can evaluate their own assessments to make them most effective, and issues such as “teaching to the test.” The book provides authentic examples of measurement concepts at work in classrooms and suggestions about how to use what one learns in assessment to improve student learning. There are useful “Putting into Practice” sections throughout the book on interpreting and planning needed instruction.
Suggested Web Sites for Assessment

www.lessonplanspage.com
www.elm.maine.edu
www.bced.gov.bc.ca
www.abcteach.com
www.eduplace.com
www.educationplanet.com
www.glc.k12.ga.us (Georgia Learning Connections)
www.iloveteaching.com
www.arc.missouri.edu/pa/
www.cresst96.cse.ucla.edu (UCLA’s National Center for Research on Evaluation, Standards and Student Testing)
www.pals.sri.com (Performance Assessment Links in Science)
www.mcps.k12.md.us (Maryland’s Montgomery County - click on curriculum)
www.eduniverse.com
www.encarta.msn.com/schoolhouse

Rubric Builders

Ready-made Rubrics
Agenda

Introduction  45 minutes
Hook Activity
Discussion: Performance Tasks
Overview of the Training

Introduction to Assessment  50 minutes
Assessment and Backwards Design
Presentation: What is Assessment?
Purpose of Assessment  20 minutes
Presentation: Reasons We Assess
Presentation: Purposes of Assessment
Group Summary: Assessment Purposes
Discussion: Who Uses Assessment

Types of Assessments  45 minutes
Presentation: Types of Classroom Assessments
Group Summary: Four Door Activity

Balanced Assessment Frameworks and Methods  50 minutes
Presentation: Continuum of Assessments
Small Group Activity: Classroom Assessment Strategies
Discussion: Deciding on Appropriate Assessments
Self-Assessment Activity: Comparing Assessment Strategies

Matching Assessments to Standards  1 hour, 15 minutes
Large Group Activity: Patterns
Present: Assessment and Backwards Design
Activity: Planning for Assessment
Discussion: Best Practices and Tools
Activity: Self-Assessment

Best Practices in Assessment  1 hour, 15 minutes
Presentation: Constructing and Using Rubrics
Discussion: Using GRASPS
Activity: Grading Student Work
Group Summary: Best Practices
Homework Assignment

Page 22
Introduction

Time

45 minutes

Overview
During the introduction, participants will participate in a simulation of a performance assessment task. After a brief presentation of the day's agenda and objectives, participants discuss the role of assessment in the backward design process, making connections between Days 2 and 3 training, and establishing a foundation for the day's content.

Objectives

- Describe how and why assessment is Stage 2 in the backward design process (standards-based education).
- Identify relationships among tasks, activities, and assessments.

Activities

- Hook: Clapping Hands Activity (25 minutes)
- Overview of the Training (5 minutes)
- Assessment and Backward Design (15 minutes)

Materials

- Overhead projector or computer and LCD projector
- Transparencies or PowerPoint presentation
- Participant’s Guide
- “Hook” role cards (Prepare a set of 12 index cards with one of the following roles written on each card: Assessor 1, Assessor 2, Assessor 3, Assessee 1, Assessee 2, Assessee 3, Assessee 4, Scorekeeper, Hall Monitor)
  
  OPTIONAL: Instead of using index cards, you might have the roles on pieces of construction paper or tagboard that have yarn or string attached for volunteers to wear as placards. This would help the participants as well as the volunteers keep track of the role each person is playing.
- “Hook” Clapping Traits sign (Prepare a sign titled “Clapping Institute Criteria” and with three bullets: Volume, Appropriateness, Creativity)
**Hook: Clapping Hands Activity (20 minutes)**
Adapted from the Northwest Regional Education Lab, *Improving Classroom Assessment: A Toolkit for Professional Developers*

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

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

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

3. Give paper and pencil to the **Scorekeeper**.

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

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

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

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

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

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

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

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

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

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

14. Show “Clapping Traits” sign. Present: **From now on they want us to assess all clapping performances on three traits – volume, appropriateness and creativity.**

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

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

18. Ask Assessee 4:

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

19. Ask Assessors:

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

20. Ask Assessors and Assessee 4:

*Is there any more discussion prior to the clap? (Name), please clap for us.*

Afterward, ask: *Do you want to leave the room or stay? Do you want feedback verbally, numerically or both?*

21. Ask Assessors to provide feedback as requested.

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

23. Ask Assessee 1:

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

24. Ask Assessors:

*How did you assess Assessee 2 having no criteria?*

25. Ask Assessee 2:

*What did you think when you were sent out of the room? When you got your score, was the feedback useful?*
26. Ask Assessee 3:

As you observed the assessment of the previous Assessee's clapping, what thoughts did you have?
You got a certificate. Was the feedback useful?
Did you focus on any particular scores (like the lowest)?

27. Ask Assessee 4:

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

28. Ask Assessors:

Was the extra discussion with Assessee 4 useful?

29. Ask Assessee 4: Would any of you like to clap again? Why or why not?

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

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

32. Refer participants to *Best Practices in Performance Assessment*, on page 4 of their Participant's Guide. Read the directions, and define “bias and distortion”: Things that can mask achievement; things that can go wrong and result in drawing an incorrect conclusion about the quality of the student's work, skills or knowledge. This might include student factors such as cultural filters, disabilities and language proficiency; environmental factors such as noise, distractions, temperature and teacher behavior; and assessment factors such as requiring high writing and reading skills when you're testing something else, unclear directions, untrained or biased raters and irrelevant clues.

33. Ask participants to work in table teams to complete this worksheet. Allow 5 - 10 minutes.
34. Refer to participant's guide page 5, *Best Practices in Performance Assessment*, which contains the sample answers.

35. Refer participants to *Guidelines for Performance Assessment*, on page 6 of their Participant's Guides.

36. Present: **This page contains the acronym GRASPS, which is helpful when constructing performance tasks.**

37. Present the following key points on using scoring rubrics:

   In this exercise, the assessors had to determine a rubric (sometimes called a scoring guide). A rubric is used to evaluate the quality of students' constructed responses.
   A rubric includes different dimension, a scale (usually 1 – 4), and descriptors of what qualities are appropriate for each score.
   Good rubrics have multiple dimensions. They are linked to standards.
   They are clearly written and specific.
   Rubrics should be given to students so they know the expectations.
   Rubrics are used for criterion-referenced testing, not norm-referenced testing.
   Learning to make good rubrics could make a good workshop of its own, so we can't give you enough time here to gain proficiency, but there are resources in the recommended reading list that you can use to create your own study group at your school so that you can work collaboratively to improve the rubrics that you are using. There is also a lot of good information on rubrics in the Marzano, Pickering, and McTighe book that contains the excerpt we used in the jigsaw activity, and in the Understanding by Design books.

**Overview of the Module (5 minutes)**

Slide 1

1. Welcome participants to day three of training.
Slide 2

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

<table>
<thead>
<tr>
<th>Training Overview: Day Three</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Introduction to Module</td>
</tr>
<tr>
<td>• Introduction to Assessment</td>
</tr>
<tr>
<td>• Balanced Assessment</td>
</tr>
<tr>
<td>• Matching Assessments to Standards</td>
</tr>
<tr>
<td>• Planning for Assessment</td>
</tr>
<tr>
<td>• Constructing Rubrics and Performance Assessments</td>
</tr>
<tr>
<td>• Grading Student Work</td>
</tr>
</tbody>
</table>

3. Present:

The agenda for today is located on page 7 of your participant guide. During the Introduction to the Module, we will review Days 1 and 2 in order to connect that content to the content we will deal with today. The Introduction to Assessment section will deal with different types of assessments and terminology. In the third section, we will examine what using Balanced Assessment means in the classroom.

During the fourth section, Matching Assessments to Standards, we will use the information we learned in the previous sections to determine the types of assessments that are appropriate for the different types of standards.

The Planning for Assessment section will have us looking at assessment plans and learning how to create an assessment plan for a unit of study.

Next, we will learn appropriate ways to construct and use rubrics and performance assessments.

Finally, we will examine Grading Student Work, which will also transition us into Days 4 and 5 training.
Slide 3  
4. Show slide 3, *Day Three Objectives*. Explain:

**Day Three Objectives**

1. Describe how and why assessment is Stage 2.
2. Identify relationships among tasks, activities, and assessments.
3. Identify the purpose of assessment in the classroom.
4. Differentiate among diagnostic, summative, and formative assessments, and between formal and informal assessments. 
5. Given a standard(s), determine which assessment method(s) would be most appropriate at various times to increase student learning.
7. Create a formative and summative assessment plan for a unit, including examples of performance tasks, rubrics, and constructed response items.

PG-8

The goal and objectives for today’s training are listed on page 8 of your **Participant’s Guide**. These objectives build from an understanding of the underlying concepts to the ability to put together thoughtful assessments that increase student learning.

5. Present: **Because we have only one day together at this time, it might be helpful to talk about some ways that we can all work together.**

Slide 4

6. Show slide 4, *Group Norms and Housekeeping*. Ask participants if they would like to add to or change the group norms. Record any needed changes on a flipchart. Then, ask participants to agree to these norms.

**Group Norms and Housekeeping**

- **Group Norms:**
  - Participate and share
  - Listen with an open mind
  - Ask questions
  - Work toward solutions
  - Honor confidentiality
  - Meet commitments or let others know if you are struggling to do so

- **Housekeeping:**
  - Phone calls
  - Rest rooms
  - Breaks
  - Lunch

7. Go over housekeeping rules (phone, breaks, etc.) as appropriate to your schedule and location.

8. Ask: What questions can I answer about today’s agenda before we continue?
Assessment and Backward Design (20 minutes)

Slide 5

1. Show slide 5, Essential Question (overarching).

![Essential Question (overarching)](image)

- How do I determine appropriate and acceptable evidence of learning?
- OR
- How will I know if my students know it and/or can do it?

2. Present: The essential question around which our day’s work is formed is this:

3. Review first bulleted question.

4. Present: Another way of stating this is:

5. Review second bulleted question.

6. Present: Standardized assessments/evaluations, whether they are criterion referenced or norm-referenced, are not part of this training. Here, we are going to focus on teacher made assessments. All of our discussion, activities, and work will support this notion of assessment and the role it plays in teaching performance standards.

Slide 6

7. Show slide 6, Standards Based Education Model, and refer participants to page 9 in their Participant Guide.

![Standards Based Education Model](image)

Facilitator’s Note: The animation for this slide is set so that one section appears at a time, advanced by clicking the mouse.
8. Present: During Day 1 training, we learned about our new Georgia Performance Standards and how they are similar to and different from the QCC that we have used for many years. We discussed the content of the new standards and how the different parts of the standards work together to provide a strong framework for all stakeholders to use as we go about the business of educating all of Georgia’s students.

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

10. Click mouse; then present: Finally, we developed Essential Questions, based on our Big Ideas and our Enduring Understandings, that directly supported our standard(s). We began to see that our standards are made up of different types of knowledge - both Declarative Knowledge (facts, rules, concepts) and Procedural Knowledge (skills, procedures, and processes).

11. Click mouse; then present: Today, we will connect the work on Stage 1 of the backward design process (standards based education model) with Stage 2, that of designing appropriate, balanced assessment plans by which students may demonstrate their degree of understanding of the standards we are teaching.

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

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

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

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

**Stephen Covey Quote**

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

17. Transition: **Now that we have examined the rationale behind designing assessments during Stage 2 of the standards based education process, we need to establish some common ground for the remainder of our work with assessment today by reaching agreement on assessment terminology.**
Introduction to Assessment

Time
50 minutes

Overview
In this section, participants will discuss the purposes and types of assessment. After a detailed discussion on formats and types of assessments, participant’s will complete a summary activity on terminology.

Objective
- Identify the purpose of assessment in the classroom.
- Differentiate among diagnostic, summative, and formative assessments, and between formal and informal assessments.

Activities
- What is assessment
- Purposes of assessment
- Types of assessment
- Assessment Terminology

Materials
- Participant’s Guide
- Scissors
- Paper
- Markers
Present:

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

By gathering evidence of learning through classroom assessments, teachers are able to develop a complete picture of students’ progress in meeting identified standards and benchmarks. Teachers, students, parents, and others need timely feedback about students’ academic achievement for a number of reasons, but most important so that students have the learning experiences they need to succeed.

Classroom assessments give teachers the kind of data they need to ensure that students meet standards and consequently perform well on state and district assessments.

What is assessment?

Slide 9  1. Show slide 9, What is Assessment?

Facilitator's Note: The animation on this slide is set so that one point appears at a time, advanced by clicking the mouse.
2. Present: **We need to establish some common language about assessment before we go further into our day’s training. I would like each of you to think about this statement.**

Slide 10

3. Show slide 10

```
What is assessment?
• What does assessment mean to you?
```

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

Slide 11

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

```
What is assessment?
• What does assessment mean to you?
• Working with a partner, combine your words into one list.
```

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

5. Allow about 1 minute; then present: **Did you and your partner have very many different words on your lists, or were most of the words the same on both lists?** Allow volunteers to respond.
Slide 12

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

   ![What is assessment?](image)

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

7. Allow about 2-3 minutes. Ask: **What are some of the categories you used?** Allow volunteers to respond.

8. Present: **Let’s look at some of the key points about assessment that we have touched on during this activity.**

Slide 13

9. Show slide 13, **Assessment.**

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

10. Present: **This concept map show us graphically the areas we will study today.**
Click mouse; present: **Purposes for assessment**

Click mouse; present: **Procedures, referring to the construction and use of classroom assessments**

Click mouse; present: **Planning** - matching assessments to standards

Click mouse; present: **Types of assessments**

Click mouse; present: **Formats** - looking at a balanced approach to planning classroom assessments.

11. Emphasize:

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

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

*Levels of achievement expectations will be established. The DOE will revise or redesign the Georgia Alternate Assessment.*

To summarize, *all* teachers in our state must go through this training and learn these standards, because the GPS are the framework for *all* students; however, the tasks/measures used to assess these students may be different.

**Purposes of Assessments (10 minutes)**

1. Show slide 14, Reasons We Assess.

### Reasons We Assess

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

12. Ask: **What are reasons we assess?**

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

<table>
<thead>
<tr>
<th>Multiple Purposes</th>
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</thead>
<tbody>
<tr>
<td>• What are the purposes for assessment?</td>
</tr>
<tr>
<td>– How are they used?</td>
</tr>
<tr>
<td>– Who uses them?</td>
</tr>
<tr>
<td>– What can they accomplish?</td>
</tr>
</tbody>
</table>

14. Present: *We can look at purposes of assessment from each of these three perspectives.*

15. Show slide 16.

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

16. Transition: *While no single assessment can meet all the purposes of assessment or information needs of classroom teachers, every assessment can meet some purpose. Next we will look at frameworks for thinking about assessment types and the appropriate uses for each.*
17. Show Slide 17, How Are They Used? (At first, only the three main headings are shown.)

**How Are They Used?**

- **Provide information**
  - Progress of groups of students
  - Effectiveness of instruction
  - Quality of school processes
  - Standardization of practice across teachers

- **Guide decisions**
  - Instructional strategies
  - Remediation/enrichment
  - Differentiated instruction
  - Staff development
  - Level of student achievement

- **Prepare students**
  - Diagnostic, formative, summative

18. Ask: **Can you think of examples under each of these categories?** (Allow time for response) (Reveal each example box in turn; there are many additional examples).

19. Ask: **Can you provide real-life examples of ways that assessments have been used for each of these purposes?**

   *Facilitator’s Note: Allow time for response.*

20. Show Slide 18, Who Uses Them?

**Who Uses Them?**

- **Teachers**
  - Assessing students’ day-to-day progress
  - Determining beginning points for instruction
  - Providing feedback to students
  - Planning upcoming instruction
  - Evaluating what worked and what didn’t
  - Collecting data to make evaluations for grading
  - Communicating with parents

- **Students**
  - Deciding what needs to be studied
  - Reflecting on their performance
  - Understanding how they learn
  - Evaluating their own performance
  - Adjusting their performance for improvement

- **Parents**
  - Determining rewards/punishments for children
  - Deciding what assistance to provide children

- **Admin.**
  - Determining student placement, retention, promotion, etc.
  - Planning professional development
  - Identifying students for further testing
  - Identifying students for additional support/instruction

21. Ask: **Can you provide real-life examples of ways assessments have been used by each of these parties where there was a demonstrated gain in student learning?**

   *Facilitator’s Note: Allow time for response.*
Types of Assessments

Slide 19

1. Show Slide 19, (Types of Classroom Assessment) What Can They Accomplish?

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

- Click mouse: Screening
- Click mouse: Diagnostic
- Click mouse: Formative
- Click mouse: Summative
- Click mouse: Informal

![Types of Classroom Assessments](image)

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

5. Ask participants to volunteer examples of screening assessments.

Show Slide 21


![Types of Classroom Assessments](image)

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

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

11. Ask participants to volunteer examples of formative assessments.

12. Present:

   Educational researcher Richard Stiggins calls formative assessment “**assessment for learning**” instead of “**assessment of learning.**” Research has shown that formative assessment can yield **significant** improvements in student achievement when used properly.

   - Study after study shows that formative assessment results in learning gains for the entire group by raising the achievement levels of struggling students, narrowing the gap between the highest and lowest achievers.

   - States invest hundreds of dollars in standardized testing, preparation for these tests and training faculty in interpreting results, and this has not been shown to improve performance. Little, if any, is invested in formative assessment, which has the potential to significantly improve achievement.
Feedback is the critical component of formative assessment. The feedback must be thorough. It must not compare students to each other, but only to an exemplar. It must tell the student how to improve and how much improvement is needed.

Students are actively involved in formative assessment.

The principles of formative assessment are fairly simple, but it is difficult for teachers to put it into practice for the first time. A schoolwide effort is required to make sure teachers have the support they need to try it, reflect on it, get feedback, learn collaboratively, share experiences, have access to instructional resources, etc.

What percentage of assessment at your school is formative, in your best estimate? What should it be?

13. Refer participants to the Indicators of Achievement: Assessment, and ask them to look for indicators related to formative assessment practices. These indicators will help you “see” what you can expect when the best practice is implemented at a high level. It may be used as a tool for evaluating instruction practices and create assessment plans for units.

14. Allow a few minutes.

15. Ask: What tie-ins do you see?

You can find direct references to formative assessment or references consistent with formative assessment, in items 3, 4, and 9.
17. Present: **Summative assessments** are used to assign grades or certify mastery at the end of instruction. Large scale assessments, such as state-mandated tests, are summative assessments, meaning that:

- The best data is in the summary statistics
- The tests are designed to pick up on *instructional* strengths and weaknesses more so than *student* strengths and weaknesses.

18. Ask participants to volunteer examples of summative assessments.

20. Present: **Informal assessments** provide feedback to the student and teacher.
**Assessment Terminology: Four-Door Activity**

21. Present:

At each table you will find paper, scissors and markers. We will use these items to make a four-door book to summarize what we have learned thus far about assessment.

Make a shutterfold and fold it in half like a hamburger. Fold and crease the seam of the hamburger. Open the book, you should have four equal outside parts. Cut along the hamburger fold on each side to create four separate doors. Label each door with one of the following words: who, what, when, why (four doors-four words).

Each group will write as much about assessment behind the flap of the appropriate door/label as you can.

22. Allow 5 minutes.

23. Ask one group to present their four-door project to the group.

24. Show Slide 25, *Main Purpose*, and ask the question. Click to reveal the answer.

![Main Purpose](image)

25. Ask: **What implications does this have for teachers and school leaders?**

- **Might need to change attitudes/ mindset**
- **Might need staff development to learn better ways to use assessment**
- **Might need to increase frequency of assessments**
- **Might need to change type of feedback we give**
**Balanced Assessment**

**Time** 50 Minutes

**Overview** In this section, participants will discuss frameworks and methods of assessment. Specific types of assessment and categories will be discussed. In a small group, participants will review and categorize assessment formats. Participants will also complete a self-assessment to examine their own classroom assessments and their uses. Finally, participants will compare assessment strategies that often influence the type of assessment that are used currently in the classroom.

**Objective**
- Identify assessment as a collection of evidence over time instead of a single event. Determine appropriate frameworks and methods of assessments.

**Activities**
- Balanced Assessment Frameworks and Methods
- Small Group Activity
- Self-Assessment
- Comparison of Assessment Strategies

**Materials**
- Participant’s Guide
- Chart Paper
- Markers
Balanced Assessment Frameworks and Methods

1. Present: Many of us already use a variety of assessment methods in our classrooms. Balanced assessments vary in scope (simple to complex), time frame (short to long), setting (classroom to authentic), structure (highly to non-structure). Assessment should be thought of in terms of a collection of evidence over time, instead of an event.

Slide 26

2. Show slide 26. Present: We will now look at some frameworks for considering different methods of assessing students using our new Georgia Performance Standards.

Slide 27

3. Show slide 27.

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

Facilitator’s Note: See page 142 in the UbD Workbook for more detailed explanation of the continuum.
Informal Checks for Understanding are described as ongoing assessments that are used as part of the instructional process. Examples could include such things as observations, teacher questioning, and think alouids.

Observations and Dialogues are listed as a separate category on the continuum but are generally considered to be informal types of assessments.

Tests and Quizzes refer to the types of assessments with which most of us are more familiar. These are simple content-focused assessments that typically have a single best answer, can be easily scored, and assess for factual information, concepts, and discrete skills.
8. Show slide 31. Present: **Academic Prompts** are open-ended questions or problems that require the student to think critically and to prepare a specific academic response or product or performance.

<table>
<thead>
<tr>
<th>Academic Prompts</th>
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<tbody>
<tr>
<td>- Open-ended questions or problems</td>
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<tr>
<td>- Require the student to think critically</td>
</tr>
<tr>
<td>- Require the student to prepare a specific academic response, product, or performance</td>
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</tbody>
</table>

9. Show slide 32. Present: **Finally, Performance Tasks** - complex challenges that mirror issues or problems faced in everyday life. These could range from short-term tasks to long-term or multi-staged projects.

<table>
<thead>
<tr>
<th>Performance Tasks</th>
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</thead>
<tbody>
<tr>
<td>- Complex</td>
</tr>
<tr>
<td>- Mirror issues or problems faced in everyday life</td>
</tr>
<tr>
<td>- Range from short-term tasks to long-term or multi-staged projects</td>
</tr>
</tbody>
</table>

10. Present: This just shows a sampling of the many different assessment methods that are available.
Small Group Activity

1. Show slide 33.

![Classroom Assessment Strategies](image)

2. Present: **Rick Stiggins categorizes assessment formats slightly differently.** He uses four categories to categorize assessments as depicted on this slide - Selected Response, Constructed Response, Performance Assessment, and Personal Communication. We will use the term “Informal Assessment” instead of Personal Communication. Let’s look at each of these categories and examples of each.

3. Present: **Turn to pages 14 and 15 of your Participant’s Guide. You will find a description of one of these four assessment formats.**

   *Facilitator’s Note: Assign tables to a specific format to review and discuss.*

4. Present: **Take this out now, and at your table, review and discuss the information describing your assigned format. Then generate a list of specific assessments that could be examples of your assigned format.**

5. Present: **Title your chart paper with the assessment format your table is discussing. On the left side of the page, list key points describing your format. On the right side, list the examples your table generated. You will have about 8 minutes to complete this task, at which time we will have groups report on their work.**
6. Present: **At the end of 8 minutes, ask one group to volunteer to display their chart and to report.** (If more than one table discussed the same assessment format, have all of these tables report consecutively, with each additional table reporting only things that are different from those points that have already been reported.)

Slide 34

7. Continue with each assessment type until all have reported.

8. Show slide 34.

9. Ask: **Which types of methods are most often used in traditional classroom assessment?**

   **Selected Response**

10. Discuss: **Which types of methods are most appropriate for formative assessment? When? Why?**

    **All should be used in a planned way.**
    **We should use products and performances more than we do.**
    **Observation of student performance (in writing, orally, in groups, in labs, in other learning situations) should be an integral part of assessment.**
11. Discuss: **Are there other types of assessments we could add to this list?**

*Facilitator Note: This list is nearly endless; these are just some highlights.*

- One-minute paper
- Spontaneous question and answer session
- Student interview
- Model
- Student-developed questions
- History of an idea
- Assuming a person’s identity
- Reflection
  - Science experiments
  - Debates
  - Drawing diagrams
  - Creating models
  - Writing letters
  - Writing poems
  - Reading aloud
  - Using a KWL or probing questions at the beginning of a unit

12. Discuss: **How do you determine which type is the most appropriate?**

- It should match the Essential Questions, which match the standard.
- It should include the skills and knowledge identified during the unpacking process.
- It should focus on deep levels of understanding.
- The evidence (student work) should be sufficient to reliably determine whether the student has achieved the standard.
- Triangulation of data is key.
- Assessment methods should be plotted on a timeline—which one will we use at the beginning of the unit, to check prior knowledge? Which should we use to see if students are catching on? To make a final judgment of mastery?

13. Present: **Informal assessments (questioning, observing, think alouds, reviews of notebooks) are typically not graded, but used to help the teacher learn more about students’ thinking.**
14. Discuss: **How much is *enough* assessment?**

Davies says, “You must have enough evidence to identify trends or patterns in student learning... You need student work that accounts for the full range of what needs to be learned.

This means that the work we perform in unpacking the standards serves as the basis for determining “what is sufficient.”

**Slide 35**

15. Show Slide 35, *How Much Evidence is Enough?* Emphasize:

*Use multiple sources. You should look for triangulation of data over time. This means looking at different sources (observation, product review and discussions) over time, and trying to identify patterns and trends.*

*Continue until you find redundancy. This means, if you keep finding new information that is inconsistent with what you already know or provides new insights, you should continue. Soon, you will get to a point where most new information simply confirms the conclusions you’ve already drawn. That is when you know you have enough evidence.*
Self-Assessment

Present: Now that we are familiar with assessment formats and specific types of assessments that belong in each category, let’s see how “balanced” our own classroom assessments are. Georgia Leadership’s Institute for School Improvement has developed a series of self-assessments, based on extensive research and practical application. They define the best practices for each of these areas.

1. Ask: What are best practices?

Generally agreed-upon by experts in the field to be effective, research-based, and/or Proven by practitioners to make a positive difference in student achievement results often revealed through informal processes of data collection and analysis, such as action research.

PG- (16-17) 2. Refer to page 16 in the participant’s guide. Allow about 5 minutes for participants to complete the assessment; then say: As you complete the self-assessment, transfer your scores to the chart following the assessment. Then calculate . . .

3. Allow an additional 5 minutes or until you see that most of the participants have completed the assignment. Use the following questions to briefly discuss the results they found:

What do the survey results suggest?
What patterns do you notice?
Are you collecting appropriate evidence for all the desired results, or only those that are easiest to test and grade?

Comparison of Assessment Strategies

Chart paper
Markers

1. Present: Performance assessments and informal assessments are not meant to totally replace selected or constructed response assessments. Each type of assessment has its own advantages and disadvantages, strengths and uses.

PG (18-19) 2. Present: On page 18 and 19 in your Participant Guide, you will find a table that lists specific points about assessment that often influence the type of assessment we choose to use in our classrooms.
3. Present: **Again in table groups, reflect on the information we have discussed and respond to each point in the table.** For instance, one point listed under “Student Concerns” is “Room for explanation.”

4. Ask: **Is there room for a student to explain his/her response on a Selected Response type of assessment? (no) ...Constructed Response assessment? (yes) ...Performance Assessment (yes) ...Informal Assessment (yes)**

5. Present: **On the chart, in the proper column, you will record your responses to each item for each assessment type.** Not all items will result in a simple yes or no response. Some will require a bit more explanation.

6. Assign groups to respond as follows:

   **Section 1, “What is Communicated by the Assessment.”**
   **Section 2, “Student Concerns.”**
   **Section 3, “Areas Assessed.”**
   **Section 4, “Administrative Considerations.”**

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

8. Present: **We have “adapted” each of these assessment frameworks in a way that will better meet our needs in Georgia, rather than “adopting” any one of them.**

9. Transition: **Whatever format or framework you use in thinking about assessment, a balance in types of assessments should be used to adequately assess students in their ability to know, do, and understand what is required in the standards.** But simply using a variety of types of assessments is not enough. **We must learn to use the appropriate type of assessment to measure the type of Declarative Knowledge or Procedural Knowledge that is required.**
Matching Assessments to Standards

Time
1 hour, 15 minutes

Overview
During this section, participants will discuss assessments that match different types of knowledge and skills required in stage 1 of the Backward Design for the evidence needed in Stage 2 of the Backward Design. Participants will look for patterns in assessment and discuss assessment choices that support instructional practices.

Objective
- Match the type or format of the assessment and the needed evidence with learning goals. Evaluate standards for types of knowledge or skill each requires.

Activities
- Assessment Patterns
- Matrix of Assessment Types

Materials
- Participants Guide
- Standards (K-3)
Assessment Patterns  (5 minutes)

1. Present:  For this next activity, you will need to pay close attention to the slide shown and try to record what you see. Try to match the pattern on the screen with the pattern on your paper. You will need participant’s guide page 20 for this activity.

Facilitator’s note: Show the next couple of slides and allow participant’s no more than 5 seconds to record patterns.

Slide 36
2. Show slide 36.

Slide 37
3. Present: We will begin with this pattern.

Slide 37
4. Show slide 37.

5. Present: Record what you see. Do you recognize a pattern? (Do not keep pattern up longer than 5 seconds)
6. Show slide 38.

7. Present: Record what you see now. Are you able to recognize a pattern?

8. Ask: Do you see the pattern now that you have the needed evidence of achieving the desired results?

9. Present: In effective assessment, we see a match between the type or format of the assessment and the needed evidence of achieving the desired results. If the goal is for students to learn basic facts and skills, then paper-and-pencil tests and quizzes generally provide adequate and efficient measures. However, when the goal is deep understanding, we rely on more complex performances to determine whether our goal has been reached.

11. Show and discuss slide 40.

<table>
<thead>
<tr>
<th>Slide 40</th>
<th>11. Show and discuss slide 40.</th>
</tr>
</thead>
<tbody>
<tr>
<td>PG 21</td>
<td>1. Activity: Evaluate standards for types of knowledge or skill each requires. Complete matrix of appropriate types of assessments for the different types of knowledge and skills required. See participant's guide page 21.</td>
</tr>
<tr>
<td>Standards</td>
<td>2. Discuss choices of assessments and how you might use this matrix to support assessment and instructional practices in a standards based system.</td>
</tr>
</tbody>
</table>
Planning for Assessment

**Time**
1 hour, 15 minutes

**Overview**
In this section participants will review criteria needed to assess the standards. Using unpacked standards from Days 2 and 3 of training, participants will plan in groups, how to assess student progress toward desired results.

**Objective**
- To plan and track the content associated with the standards addressed in each unit and the assessments used.

**Activities**
- Unit Planning

**Materials**
- Participant’s Guide
- Unpacked SAMPLE Standards
Assessment Design

1. Present: **To ensure that assessments provide detailed information about students’ understanding and proficiency, teachers should strive for a balance of assessments in each instructional unit. To plan and track the content associated with the standards addressed in each unit and the assessments used, teachers might create an assessment matrix.**

2. Show slide 41.

   **Critical Filters**
   - What type of evidence is required to assess the standard? (e.g., recall of knowledge, understanding of content, ability to carry out a task, ability to create an original product)
   - What assessment method will provide the type of evidence needed?
   - Does the task (assessment method) provide enough evidence to determine if students have met the standard?
   - Is the task efficient? Could I get the same evidence in a less time consuming or labor intensive way?
   - Is the task developmentally appropriate?
   - Can the assessment provide students various options for showing what they know?

3. Present: **As we begin to develop unit assessment plans, we would be wise to consider some “critical filters” in deciding on appropriate assessments.**

4. Present: **Now that we have learned the appropriate types of assessments to measure the type of declarative knowledge or procedural knowledge that is required, we will begin to work in groups to plan how we will determine acceptable evidence for the standard in a unit.**
Unit Planning

Georgia Leadership Institute (GLI)

1. Transition: Although we have used GLI’s self-assessment and corresponding indicators as a main tool for evaluating instruction practices. There are other tools which might help you as you are creating assessment plans for your units.

PG 22

The first tool is the design template on page 22 in your participant’s guide. This tool provides a way for you to document all your assessment strategies for a unit. (Allow participants time to locate and read the page).

PG 23

The second tool is the design template on page 23 in your participant’s guide. This tool is the more detailed template used to map out one specific assessment task. (Allow participants time to locate and read the page). Emphasize: You may choose to use all or none of these tools. You may choose to take pieces of each one and apply what you know about your school to create a new tool. In any case, between now and the next class, you will be asked to design an assessment plan for a unit, so it would be helpful for you to have some ways of organizing your efforts and your evidence.

PG (24-27)

2. Review stage 1 (unpacked SAMPLE Comprehension Standards for K, 1, 2, 3) and discuss how to begin work on stage 2 of the backward design process.

PG 28


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

Time
60 minutes

Overview
Participants will discuss what a rubric is and how and why to use rubrics.

Objective
- Participants will demonstrate an understanding of rubrics, their design, and how to use them as useful instructional tools.

Activities
- Presentation
- Design a rubric using a template

Materials
- Content facilitator's guide
- Participant's guide (Rubric Template)
Rubrics Discussion

1. Transition: When we conducted the Hand Clapping Activity at the beginning of today’s session, we could have provided the assessors with some tools to conduct an effective evaluation of performance. What are some tools we could have used to assist us in conducting an evaluation of performance.

Someone in the audience will most likely identify rubrics.

2. Say: Rubrics would have been helpful tools in conducting an evaluation of hand-clapping performance.

Slide 42


What is a rubric?
(And why would I use one?)

Slide 43

4. Show slide 43 and Say: Rubrics help students determine the level of quality expected in their performance by clearly outlining the criteria. Rubrics are not checklists with yes or no answers. They communicate the big idea of the standards being evaluated.

A rubric is a set of rules that . . .

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

**Parts of a Rubric**
- **Dimensions**, sometimes referred to as criteria, encompass the knowledge, skills, and understanding to be assessed.
- **Indicators** specify the evidence used to judge the degree to which the dimension is mastered.
- **Rating Scales** discriminate among the various levels of performance.

Rubrics are useful instructional tools. Let's take a look at its advantages.

**Advantages of Using a Rubric**
- Lowers student anxiety
- Provides specific feedback
- Provides a way to communicate expectations and progress towards those expectations
- Ensures that student work is judged against the standard
- Leads students towards quality work

When designing rubrics there are some critical steps you should follow for consistency. Take a minute to review these.

**Steps in Designing a Rubric**
- Determine the focus of your assessment
- Determine how many categories are necessary to describe the knowledge skills, and processes of the task.
- Describe the specific observable actions, processes, attitudes, etc. that would indicated progress towards and attainment of the goal.
- Determine how many levels of performance are appropriate for the task.
- Determine the format to communicate the rubric.
Rubric can be like one of Clint Eastwood’s movies titles…. The Good, Bad and the Ugly.

**Good Rubrics**
- Are useful tools
- Show level of quality of a performance of a task
- Communicate standards clearly and specifically
- Are given to students to set clear expectations
- Are consistent and reliable
- Use content that matches standards and instructional emphasis

Ugly rubrics are confusing and do not communicate the outcomes effectively!

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

Grant Wiggins has stated that rubrics are important in establishing clear expectations to students and that they must accompany all major assignments and assessments.

According to Grant Wiggins . . .
- “What is to be assessed must be clear and explicit to all students:
  - NO MORE SURPRISES!
  - . . . Rubrics must accompany all major assignments and assessments.”
5. Show Slide 50. Present: Rubrics are helpful in communicating progress to students on long term writing assignments and culminating activities. Here we have the basic steps in designing a rubric. Read and discuss each step. You will have the opportunity to practice using and designing a rubric.

### Designing a Scoring Rubric

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

6. Show slide 51. Say: This is a basic rubric template. It includes a set of criteria. You will use a similar template in our next activity.
Small Group Activity

1. Present: Let’s review examples of rubrics. We will take a look at Chocolate Chip Cookie and Workshop Consultant’s rubrics.

Slide 52-53

2. Show slides 52 and 53.

<table>
<thead>
<tr>
<th>Chocolate Chip Cookie Rubric</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Size</strong></td>
</tr>
<tr>
<td>Heavenly</td>
</tr>
<tr>
<td>Earthly</td>
</tr>
<tr>
<td>Purgatory</td>
</tr>
<tr>
<td>Gone to Hell</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Workshop Consultant’s Rubric</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Outstanding</strong></td>
</tr>
<tr>
<td>3 points</td>
</tr>
<tr>
<td>Appearance &amp; background</td>
</tr>
<tr>
<td>Nerdy appearance</td>
</tr>
<tr>
<td>Wears same clothes every day</td>
</tr>
<tr>
<td>Clothes too tight</td>
</tr>
<tr>
<td>Was/Is an administrator</td>
</tr>
<tr>
<td>Dumpy appearance</td>
</tr>
<tr>
<td>Wears same clothes every other day</td>
</tr>
<tr>
<td>Clothes too big</td>
</tr>
<tr>
<td>Was a teacher</td>
</tr>
<tr>
<td>Physically and visually attractive</td>
</tr>
<tr>
<td>Different clothes each day</td>
</tr>
<tr>
<td>Clothes fit</td>
</tr>
<tr>
<td>Still in lots of classes</td>
</tr>
</tbody>
</table>

PG 29

3. Present: We will now practice making our own rubric. Take a few minutes to complete the rubric on page 29 of the Participant’s Guide. You must decide on the following:

- **Type**: (Name your rubric)
- **Scale**
- **Criteria**
- **Indicators**

4. After about 3 minutes, ask volunteers to share their rubrics.

5. Transition: Present: Rubrics are one way of conducting a performance assessment. At the beginning of our training module today, we mentioned GRASPS, let’s examine this type of performance assessment further.
6. Show slide 54. Present: **There are many different ways to develop performance assessments. One is a method called GRASPS.** This is an acronym to help you remember the steps in this method of designing performance assessments. Look in your PG on page 6. I am going to give you time to read over this. Additional references are found in your UbD workbook on pages 170, 172, 173, and 174.

   **Elements of an Effective Performance Task and Culminating Project**

   - **G** = real-world goals
   - **R** = real-world role(s)
   - **A** = real-world audience
   - **S** = real-world situation
   - **P** = real-world products and performances
   - **S** = standards for acceptable performance

7. Ask: **What are your questions or comments?**

8. Present: **GRASPS are helpful when constructing performance tasks. Let’s look at what a culminating project or performance task includes.**

   **A Culminating Project/Performance Assessment Task includes:**

   - Instructions for the students
   - Dimensions/Criteria of the task (knowledge, understanding, skills to be assessed)
   - Scoring systems:
     - Rubric – used to judge levels of performance
     - Checklist – used to judge whether or not the skill or behavior has been demonstrated
Grading Student Work

Time

30 minutes

Overview

Participants will indulge in a rich conversation on the differences between grading and assessment and discuss why we grade students.

Objective

➢ To identify the purpose of grading and recognizing the differences between grading and assessment.

Activities

➢ Parachute Packing
➢ Grading v/s assessment

Materials

➢ Participant’s Guide
➢ Flip Chart
1. Transition: Let’s turn our attention to the differences between grading and assessment.

Slide 56  

2. Show slide 56.

3. Present the following anecdote from one of the research readings (Davies, chapter 1):

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

He provides feedback telling each student exacting what they did right and what they need to improve. He then differentiates instruction so that each student can improve.

The first student does extremely well on the first few tests, but by the end of the course, his performance has dropped off considerably. He got As on his first five tests and Fs on his last three.

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

The third student was clueless at the beginning—well really through most of the class. By the last few sessions though, she had caught on and performed flawlessly. Her grades were mostly Fs, with As on her last three.
At the end of the course, only the first student passed. That is because the second and third students, on average, did not perform as well as the first student, even though the first student had a clear drop-off in performance. The last student, who performed consistently and flawlessly at the end, never could bring up her grade enough to pass.

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

Most participants would choose the third student.

5. Ask: What does that tell us about assessment and grading practices and the differences among them?

Assessment is a continuous process of identifying student ability at a given point in time, in order to provide feedback and make instructional decisions. It is formative. Grading is used to communicate overall achievement levels to parents and students. It is summative.

An emphasis on grading while students are still learning may have unintended negative effects.

Assessment is like a photo album; grading is like a snapshot.
6. Ask: **Why do we grade student work? What is the difference between assessment and grading?** (Show slide 57.)

<table>
<thead>
<tr>
<th>The Distinction Between Assessment and Grading</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ASSESSMENT</strong></td>
</tr>
<tr>
<td>• On-going</td>
</tr>
<tr>
<td>• Integrially related to instruction</td>
</tr>
<tr>
<td>• Across student profile dimensions</td>
</tr>
<tr>
<td><strong>GRADING</strong></td>
</tr>
<tr>
<td>• Occurs at specific, predetermined points</td>
</tr>
<tr>
<td>• Summative and shorthand</td>
</tr>
<tr>
<td>• Focuses on a limited set of dimensions of performance</td>
</tr>
</tbody>
</table>

Grades are not going away any time soon. However, just because teachers have to issue grades does not mean that their assessments should be limited to just giving grades.

If we use assessments as tools for feedback and ongoing checks of student progress, then we should focus on providing feedback that is meaningful and non-punitive to the student.

Grades can then be based on whether students master standards at the end of a period of time, not on how they did *during* the process.
7. Show slide 58 and discuss content of slide along with highlights from Alfie Kohn’s views on grading.

The Distinction Between Assessment and Grading

**ASSESSMENT**
- Continuous progress
- Provides feedback to improve student learning
- May be formative or summative
- Provides a means of collecting evidence of student mastery of the content standards
- Provides a photo album of student progress through which we can observe a student’s growth

**GRADING**
- A means of assigning numerical or alphabetical grade to a student’s work
- May be formative or summative
- Provides a means of collecting evidence of student mastery of the content standards
- Provides a photo album of student progress through which we can observe a student’s growth

**Facilitator’s Note:** Kohn’s views are controversial and may generate some lively discussion. You may want to acknowledge the controversy and suggest that Kohn’s views provide “food for thought.”

Kohn discusses three levels of concern about grading. In Level I, he says people are concerned about making sure each student gets a grade that reflects his/her performance relative to course demands and is in line with other students’ performances. Level I is a sorting exercise.

In Level II, he says people are concerned with whether grades are “necessary or useful for assessing students’ performance.” He proposed a richer description of students’ performance than a single grade.

In Level III, he says people go beyond the concerns of levels I and II to question the very purpose of assessment. He says we can only do a good job of assessing if we have good reasons for assessment - using assessment to improve learning.

Kohn says that most teachers are focused on I or II but should be on III (or II if not just for grade).

He maintains that the main reason we should grade is to provide useful feedback to students. Letter grades alone do not provide useful feedback.

Kohn says we should focus our grading/feedback on answering question, “What information can I provide to help the student learn and move closer to proficiency?”

8. Present: If you are interested in reading more from Kohn, you may want to read his book, *Punished by Rewards.*
Homework Assignment

1. Transition: **We have now completed the training on assessment practices. In the next session, we’ll move on to instruction processes. I have a follow-up assignment for you that will help you get ready for that session.**

Flipchart: Marzano Assignment

2. Show the flipchart.

*Facilitator’s Note:* You should have prepared this flipchart ahead of time. It should be titled, “Assignments from Marzano Book,” and it should list all the chapter titles related to research-based strategies from the book *Classroom Instruction That Works.* The chapters are:

- Identifying Similarities and Differences
- Summarizing and Note-Taking
- Reinforcing Effort and Providing Recognition
- Homework and Practice
- Nonlinguistic Representations
- Cooperative Learning
- Setting Objectives and Providing Feedback
- Generating and Testing Hypotheses
- Cues, Questions and Advance Organizers

PG-30

3. Refer participants to the directions *Follow Up Assignment* on page 30 in their Participant’s Guide. Make sure everyone understands the assignment.

Slide 59

4. Show slide 59.

5. Present: **This criteria maybe helpful in designing assessment plans.**

   **Evaluating an Assessment Plan**

   - Is this assessment plan balanced?
   - How does the assessment plan relate to the standard(s)?
   - How might we improve the individual assessments?
   - Could the addition of other assessments provide a better, more complete picture of student learning?
   - What other assessments might we use to obtain evidence of student learning for this unit?
6. Ask for volunteers for each chapter and write their names on the flipchart next to the chapter that is assigned. Make sure you have about even numbers assigned to each chapter.

7. Invite participants to briefly get together with other participants assigned to the same chapter to exchange phone numbers and e-mail addresses and to discuss who will do what.

8. Present: **This assignment is your “ticket out the door” for Day Three. It is also your “ticket in the door” for Day Four.**

9. Ask participants to look around the room at the other participants and think of how different people in the room have contributed to their learning.

10. Present: **All these people are counting on you, and you are counting on them, to bring your portfolio as your “ticket in the door.” We will have an extensive debrief section next time we get together, and a lot of good learning, feedback and coaching will happen if you are ready. We will also cover a new set of skills.**

11. Ask participants if there are any questions about the homework assignment. Provide your contact information so that they can call/e-mail you with any questions that arise between sessions.

12. Conclude the session.