Training for Georgia Performance Standards
Day 3: Assessment FOR Learning

Participant’s Guide
ELA K-3

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. The following people contributed to its development.

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.
Best Practices in Performance Assessment

**Directions:** Under each of the categories below, identify some best practices you were able to infer from the Clapping Hands activity, your readings and your personal experiences.

Designing performance tasks:

Designing performance criteria:

Preparing raters:

Preparing students:

Reporting results:

Avoiding bias and distortion:

NOTE: The Clapping Hands Activity was developed by the Northwest Regional Education Laboratory for “Improving Classroom Assessment: A Toolkit for Professional Developers,” published in 1998.
Best Practices in Performance Assessment: Answers

**Directions:** Under each of the categories below, identify some best practices that you were able to infer from the Clapping Hands activity, your readings and your personal experiences.

**Designing performance tasks:**
- Be careful of public performances
- Treat all students the same
- Put the performance into a realistic context
- Be specific on instructions
- Make the task itself a learning experience
- Make sure tasks are meaningful to students and matched to unpacked standards
- Consider diversity/individual differences; allow students to approach task different ways

**Designing performance criteria:**
- Matched to unpacked standards
- Clear definitions
- Elaboration on how to assign points
- Agreement on what criteria should be
- Models/examples
- Need rater buy-in
- Cover only important stuff

**Preparing raters:**
- Practice and discussion are essential
- Sample performances are essential
- Have raters do the assessments themselves
- Calibrate the raters
- Practice and check consistency over time

**Preparing students:**
- Share criteria well ahead of time
- Train students on what the criteria mean and how good/poor performances look
- Use models
- Give students the opportunity to add to criteria
- Make purpose clear
- Make sure students have prerequisite skills

**Reporting results:**
- Make sure scores have meaning
- Treat students equitably
- Be specific and descriptive
- Allow time for discussion
- Emphasize the positive
- Non-threatening

**Avoiding bias and distortion:**
- Follow all above guidelines
- Score against criteria, not other students
- Know the students
- Provide atmosphere that promotes learning
Guidelines for Performance Assessment

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

G Real-world Goal
R Real-world Role
A Real-world Audience
S Real-world Situation
P Real-world Products or Performances
S 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.

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
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. 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.
GPS and the Backward Design Process

Stage 1
Identify Desired Results

(one or more)
Standards

Enduring Understandings
Essential Questions

Skills and Knowledge

Stage 2
Determine Acceptable Evidence
(Design Balanced Assessments)

(To assess student progress toward desired results)

Stage 3
Plan Learning Experiences and Instruction

(to support student success on assessments, leading to desired results)
Indicators of Achievement: Assessment

1. Assessment aligns directly with state and locally adopted standards.
   a. A structured process exists for ensuring that teachers and administrators understand the curriculum expectations of state and local standards and that teachers use them as a basis for planning units of study and accompanying assessments.
   b. The written K-12 curriculum defines all units of study required for each subject/course based on state and local standards.

2. Assessment aligns with standards-based curriculum and instruction. A structured process exists for:
   - Providing assessment data to teachers and administrators in a format that is easily accessible, understandable and timely.
   - Teachers to interpret and use the results from classroom, district, state and national assessments to identify curriculum priorities and to determine individual student, classroom, grade level and school goals for improvement and areas of strengths and weakness.
   - Teachers to collaborate within and across grade levels to write and share assessments and instructional strategies for each curriculum unit of study.
   - Teachers to collaborate within and across grade levels to review student performance on assessments and to reflect upon and possibly revise the practice.

3. Assessment is a continuous process focused primarily on improving learning and guiding instruction, not on measuring and reporting data.
   - A structured process for ongoing staff development and collaboration exists to ensure that teachers are assessment-literate and thus able to transform expectations and goals into assessment exercises and scoring procedures that accurately reflect student achievement.
   - Teachers define and communicate to students clear performance expectations and focus in advance of teaching and assessment in a way that promotes understanding of what they are expected to know and reasonably be able to do.
   - Teachers use classroom assessment as timely and informative feedback FOR learning, not evaluation OF learning, to build students’ confidence in themselves as learners.
   - Teachers involve students in the process of creating assessments and scoring tools for self-assessing and peer-assessing work against standards and of communicating with others about their achievement.
   - Teachers collect and organize data from unit assessments and continuously adjust instruction based on the results of classroom assessment.
A structured plan exists that ensures that both classroom and standardized assessment data are collected, analyzed and used in the development of school improvement goals and program planning.

4. Teachers define and communicate to students performance expectations and focus in advance of instruction so students know where the unit of study is headed, what is required and how their work will be assessed.

- Teachers publicize performance standards and criteria for the judgment of performance.
- Teachers collect and provide students with models of excellence (exemplars/anchors) and with criteria for scoring to clarify expectations and levels of achievement.
- Teachers provide students with opportunities to experience assessment approaches and methods prior to collecting and using information to assign grades.
- Teachers define and communicate to students clear performance expectations and focus in advance of assessment in a way that promotes understanding of what they are expected to know and reasonably be able to do.
- Teachers provide ongoing, immediate and timely feedback regarding strengths and weaknesses to students throughout instruction.

5a. Teachers regularly collaborate with colleagues to develop common expectations, assessments and scoring tools.

- Teachers meet regularly to agree upon criteria for culminating unit assessments.
- Teachers meet regularly to develop scoring rubrics and to share assessment resources.
- Teachers meet regularly to share student assessment information with teachers of the same students.

5b. Teachers regularly collaborate with colleagues to monitor and validate consistency in the scoring and grading of student work.

- Teachers meet regularly to share student assessment information with teachers of the same students.
- Teachers meet regularly to score and discuss student performance in relation to the criteria or standards and to collaborate on instructional strategies that would improve student performance.
- Teachers make summary judgments of student achievement based on a collection of various pieces of student work over time.

5c. Teachers regularly collaborate with colleagues to develop and implement an assessment system that checks for mastery of and alignment with the curriculum.

- Teachers collaborate on developing performance assessments and format assessments that together check mastery AND predict success on standardized tests.
Teachers in collaborative teams work together to develop and implement an assessment system that tells them whether their teaching produces changes in student achievement.

The school improvement process specifies that school development goals will emerge from disaggregated analysis of both classroom and standardized performance data.

5d. Teachers regularly collaborate with colleagues to analyze and compare standardized tests and other achievement data among various student subgroups. A structured process exists for:

- Providing disaggregated assessment data to teachers and administrators in a format that is easily accessible, understandable and timely.
- Providing time to teachers to interpret and use the disaggregated results from classroom, district, state and national assessments to identify curriculum priorities and to determine individual student, classroom, grade and school level action to improve student performance across the groups.
- Teachers to collaborate within and across grade levels to write and share assessments and instructional strategies for each curriculum unit of study.

6. Teachers provide students and parents with examples of exemplary student work and scoring guidelines as a frame of reference for assessing performance.

- Teachers collect and provide students with models of excellence (exemplars/anchors) and with criteria for scoring to clarify expectations and levels of achievement.
- Teachers use/make links to examples of excellent work during instruction to help students internalize standards.
- Teachers teach and model for students the skills to self-assess and peer-assess against criteria/standards and provide students with opportunities and a process to assess their own work using a variety of tools.

7. Teachers employ a balanced approach to assessment that includes selected response, constructed response, essays, projects, exhibitions, conferences, etc.

- Assessments and accompanying scoring criteria/tools are developed prior to instruction.
- Teachers know how to build accurate assessments that match the purpose of the assessment AND measure the achievement of standard(s).
- Teachers make summative judgments of student achievement based upon a collection of various pieces of student work over time.

8. Teachers evaluate and report grades based on a “body of evidence” or a representative collection of carefully selected pieces of student work.

- Teachers, by design, employ a balanced approach to assessment that includes selected response, constructed response, essays, projects, exhibits, conferences, etc.
Teachers make summative judgments of student achievement based upon multiple and varied pieces of student work over time.

Teachers evaluate, against standards, and report grades reflective of student achievement on the basis of a body of evidence or a representative collection of carefully selected pieces of student work.

Teachers provide appropriate assessments and grading modifications for each identified special-needs student.

9. Students are able to explain how their work relates to content and performance standards.

- Students are actively involved in communicating with their teacher, family and peers about their achievement and improvement.
- Teachers routinely collaborate with students in designing fair and consistent assessments and scoring tools (e.g., checklists, scoring criteria, rubrics, running records, etc.).
- Teachers provide clear, specific and timely feedback to students about their progress toward achieving content standards.
- Teachers use classroom assessment as informative feedback for learning - not evaluation of learning - to build student confidence in themselves as learners.
- Teachers collect and provide students with models of excellence (exemplars/anchors) and with criteria for scoring to clarify expectations and levels of achievement.
- Teachers model/make links to examples of excellent work during instruction to help students internalize standards.
- Teachers teach students the skills to self-assess and peer-assess against criteria/standards and provide students with opportunities and a process to assess their own work using a variety of tools.

*From the Georgia Leadership Institute for School Improvement*
Assessment Format Descriptions:

**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 provide 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.* Short constructed response items are questions that require students to prepare short written responses. 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. The value of this type of item is that it requires students to generate their own response, 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. 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. 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 judge the product. Teachers should embed performance tasks in meaningful contexts so students can see the relevance and usefulness of the knowledge and skills they are learning. This makes it easier for all students to demonstrate what they know. Minority students might find performance tasks particularly motivating and engaging because they present opportunities to bring their cultural backgrounds into classroom learning experiences (see Farr & Trumbull, 1997). Performance tasks also can be quite useful when it is necessary to provide adaptations and accommodations for special needs students. Accommodations in content, format, administration procedures, scoring, and interpretation are more viable with performance tasks than with forced-choice items (Farr & Trumbull, 1997).

Informal Assessment

Other forms of authentic assessment are more informal, including special activities such as group or individual projects, experiments, oral presentations, demonstrations, or performances. Some informal assessments may be drawn from typical classroom activities such as assignments, journals, essays, reports, literature discussion groups, or reading logs. Other times, it will be difficult to show student progress using actual work, so teachers will need to keep notes or checklists to record their observations from student-teacher conferences or informal classroom interactions. Sometimes informal assessment is as simple as stopping during instruction to observe or to discuss with the students how learning is progressing. Any of these types of assessment can be made more formal by specifying guidelines for what and how to do them, or they can be quite informal, letting students and teachers adjust to individual needs. In some situations, the teacher will want all students to complete the same assessments; in others, assessments will be tailored to individual needs. All present good assessment opportunities.

It is important to use a variety of forms of assessment. For some students, written work is difficult, so too much reliance on it will put them at a disadvantage. Similarly, particular activities or topics will inspire excellent performance in some students and frustrate others. Including a variety of types of assessments will ensure that students are provided with ample opportunities to demonstrate their abilities and that teachers have the information they need to construct a complete, balanced assessment of each student. (Stiggins, 1994; Valencia, 1990).
Balanced Assessment Evidence: A Self-assessment

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

<table>
<thead>
<tr>
<th>Rating</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Frequent Use</td>
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<tr>
<td>2</td>
<td>General Use</td>
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<tr>
<td>1</td>
<td>Infrequent Use</td>
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<tr>
<td>0</td>
<td>No Evidence of Use</td>
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</tbody>
</table>

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

18. _____ Written process descriptions (e.g., in determining a solution: science lab, math solution, ELA EXAMPLE)

19. _____ Short answer quizzes and tests

20. _____ Demonstration of a skill

Adapted from Understanding by Design Professional Development Workbook

Transfer your scores to the corresponding item number below:

<table>
<thead>
<tr>
<th>Selected Response</th>
<th>Constructed Response</th>
<th>Performance Assessment</th>
<th>Informal Assessment</th>
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</thead>
<tbody>
<tr>
<td>Item Number</td>
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<td>Your score</td>
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</table>
### A Comparison of Assessment Strategies

<table>
<thead>
<tr>
<th>Section 1: What is Communicated by the Assessment</th>
<th>Selected Response</th>
<th>Constructed Response</th>
<th>Performance Assessment</th>
<th>Informal Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Importance of communication as a process skill</td>
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<tr>
<td>• Importance of problem-solving skills</td>
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<tr>
<td>• Content as fluid process rather than a static body of facts</td>
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<td>Section 2: Student Concerns</td>
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<tr>
<td>• Good reading skills</td>
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<td>• Creativity</td>
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<td>• Generation of answers</td>
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<td>• Type of questions</td>
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<td>• Multiple responses</td>
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<td>• Room for explanation</td>
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<td>• Choice of answers</td>
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<td>• One best answer</td>
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<tr>
<td>• Realistic or relevant tasks</td>
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<td>• Evidence of subject matter interconnections</td>
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<tr>
<td>• Instructs as well as assesses</td>
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<td>• Appearance on paper</td>
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</table>
### Section 3: Areas Assessed

<table>
<thead>
<tr>
<th>Selected Response</th>
<th>Constructed Response</th>
<th>Performance Assessment</th>
<th>Informal Assessment</th>
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</thead>
<tbody>
<tr>
<td>• Individual process skills</td>
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<tr>
<td>• Recall of facts</td>
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<td>• Sampling of skills and facts</td>
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<tr>
<td>• Understanding</td>
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<tr>
<td>• Higher-order thinking skills (e.g., critical thinking)</td>
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<tr>
<td>• Application of skills to solve real-world problems</td>
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### Section 4: Administrative Considerations

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<tbody>
<tr>
<td>• Time to administer</td>
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<tr>
<td>• Cost benefit</td>
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<tr>
<td>• Time and ease of scoring</td>
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<tr>
<td>• Objectivity of scoring</td>
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<tr>
<td>• Scoring criteria</td>
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<tr>
<td>• Teacher confidence in scoring</td>
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<tr>
<td>• Parental acceptance</td>
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<tr>
<td>• Comparisons of students</td>
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<tr>
<td>• Accommodation of multiple learning styles</td>
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<tr>
<td>• Integration with school grading scheme</td>
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</table>
Matching Assessment to Standards

Pay close attention to the slides shown by the instructor and try to record what you see.

Note: Activity from Assessment-Driven Instruction, Dr. Mike McKenna, Georgia Southern University.
## Matching Assessments with Standards

<table>
<thead>
<tr>
<th>Target (Standard/type) to be assessed</th>
<th>Selected Response</th>
<th>Constructed Response</th>
<th>Performance Assessment</th>
<th>Informal Assessment</th>
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<tbody>
<tr>
<td>Skills</td>
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<tr>
<td>Vocabulary</td>
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<tr>
<td>Facts/details (knowledge)</td>
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<tr>
<td>Products</td>
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<td>Reason/solve problems</td>
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<td>Organizing ideas</td>
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</table>
Design Template for Assessment for a Unit

What evidence will show that students understand ________________________________?
Performance Tasks, Projects

Quizzes, Tests, Academic Prompts

Other Evidence (e.g., observations, work samples, dialogues)  Student Self-Assessment

### Design Template for One Assessment Task

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

[Blank box]

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

[Blank box]

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

[Blank box]

| **Standard**  
(Underline Big Ideas.) | **ELAKR6** The student **gains meaning from orally-presented text.** |
<table>
<thead>
<tr>
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<tbody>
<tr>
<td><strong>BIG IDEAS:</strong></td>
<td>1. Gains meaning or understanding</td>
</tr>
<tr>
<td></td>
<td>2. Orally-presented (play-poetry-speech)</td>
</tr>
<tr>
<td></td>
<td>3. Text (read aloud, read independently, or reread)</td>
</tr>
<tr>
<td><strong>Elements</strong></td>
<td><strong>(Focus on one.)</strong></td>
</tr>
<tr>
<td></td>
<td>c. Asks and answers questions about essential narrative elements (e.g. beginning-middle-end, setting, characters, problems, events, resolutions) of a read-aloud text.</td>
</tr>
<tr>
<td></td>
<td>h. Retells important facts in the student’s own words.</td>
</tr>
<tr>
<td><strong>Enduring Understandings</strong></td>
<td>Students will understand that</td>
</tr>
<tr>
<td></td>
<td>• Different words can be used in a variety of ways to tell the same story.</td>
</tr>
<tr>
<td></td>
<td>• Putting events in sequence can tell a meaningful story from beginning to end.</td>
</tr>
<tr>
<td><strong>Essential Questions</strong></td>
<td>1. What happened in the beginning of the story?</td>
</tr>
<tr>
<td></td>
<td>2. What happened in the middle of the story?</td>
</tr>
<tr>
<td></td>
<td>3. What happened at the end of the story?</td>
</tr>
<tr>
<td></td>
<td>4. What would your voice sound like if you were the main character?</td>
</tr>
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<td></td>
<td>5. How would you use your own words to tell this story to your friend?</td>
</tr>
<tr>
<td></td>
<td>6. What words would you use to tell this story?</td>
</tr>
<tr>
<td></td>
<td>7. If this story were a song, how would it sound?</td>
</tr>
<tr>
<td><strong>What Students Should Know and Be Able to Do</strong></td>
<td>• Volunteer to retell the story.</td>
</tr>
<tr>
<td></td>
<td>• Illustrate/label pictures showing story's sequence of events.</td>
</tr>
<tr>
<td></td>
<td>• Dramatize the story's events.</td>
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<tr>
<td></td>
<td>• Place in order picture cards that tell the story.</td>
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<tr>
<td></td>
<td>• Retell the story in an original song put to a familiar tune.</td>
</tr>
<tr>
<td><strong>Differentiation of Instruction</strong></td>
<td>• <strong>Special Education-</strong></td>
</tr>
<tr>
<td></td>
<td>• <strong>Highly Able Learners-</strong></td>
</tr>
</tbody>
</table>

**DRAFT ONLY!**
| **Standard**  
  (Underline Big Ideas.) | **ELA1R6** The student uses a variety of strategies to understand and *gain meaning* from grade-level text. |
|-------------------------|------------------------------------------------------------------------------------------------|
| **BIG IDEAS:** Strategies  
  Gain meaning |
| **Elements**  
  (Focus on one or only a few.) | h. Self-monitors comprehension and rereads when necessary.  
i. Recognizes cause-and-effect relationships in text.  
j. Identifies word parts to determine meanings.  
k. Begins to use dictionary and glossary skills to determine word meanings. |
| **Enduring Understandings** | Students will understand that  
  • useful strategies such as rereading can help them remember what they read.  
  • for every cause there is an effect.  
  • words have parts that can give clues to meaning.  
  • a dictionary or glossary can be useful for learning new words. |
| **Essential Questions** | 1. What strategies can help me make sense of what is read?  
  2. How can *predicting* help me see the cause for certain effects in a story?  
  3. How can *breaking words into parts* help me understand their meaning?  
  4. How can *using a dictionary or a glossary* help me learn new words? |
| **What Students Should Know and Be Able to Do** | • *Retell* the story in an original song put to a familiar tune.  
  • *Predict* what will happen next in a story and, after reading or hearing the teacher read, check to see if you were right.  
  • *Determine* word meaning by breaking down words into known parts.  
  • *Gain meaning* by using a dictionary or glossary to study new words. |
| **Differentiation of Instruction** | • *Special Education*  
  • *Highly Able Learners* |

**DRAFT ONLY!**
<table>
<thead>
<tr>
<th>Standard (Underline Big Ideas.)</th>
<th><strong>ELA2R4</strong> The student uses a variety of strategies to gain meaning from grade-level text.</th>
</tr>
</thead>
</table>
| **BIG IDEA:** Strategies  
Gain meaning | |
| **Elements** (Focus on one or only a few.) | The student  
e. **Summarizes** text content. |
| **Enduring Understandings** | *The student will understand that summarizing helps build comprehension.* |
| **Essential Questions** | 5. How do you summarize what you read?  
6. Why do you need to know how to summarize something you’ve read? |
| **What Students Should Know and Be Able to Do** | • *Illustrate* the beginning, middle, and end of the story.  
• *Complete* a story map.  
• *Write* a paragraph that summarizes the story and read it aloud to a partner. |
| **Differentiation of Instruction** | • *Special Education-*  
• *Highly Able Learners-* |

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<table>
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<tr>
<th>Standard (Underline Big Ideas.)</th>
<th>ELA3R3 The student uses a variety of strategies to gain meaning from grade-level text.</th>
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<tbody>
<tr>
<td></td>
<td><strong>BIG IDEAS:</strong> Comprehension Gain Meaning</td>
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<tr>
<td><strong>Elements</strong> (Focus on one or only a few.)</td>
<td>The student</td>
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<tr>
<td></td>
<td>e. Summarizes text content.</td>
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<tr>
<td><strong>Enduring Understandings</strong></td>
<td>The students will understand that</td>
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<td></td>
<td>• They read to gain meaning.</td>
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<td></td>
<td>• They read for different reasons.</td>
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<tr>
<td><strong>Essential Questions</strong></td>
<td>7. What are the plot, setting, and characters? (Setting the Stage)</td>
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<td>8. How can I tell what will happen next? (Prediction)</td>
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<td>9. How can I tell fact from opinion? (Cause/Effect)</td>
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<td>10. What causes things to happen in the text? (Sequencing)</td>
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<td>11. Why did the author write this piece? (Author purpose)</td>
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<td>12. What are the little things that make the text interesting? (Supporting details)</td>
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<tr>
<td><strong>What Students Should Know and Be Able to Do</strong></td>
<td>• <strong>List</strong> story events in order.</td>
</tr>
<tr>
<td>Skills and Knowledge</td>
<td>• <strong>Predict</strong> what will happen next as the story unfolds.</td>
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<td></td>
<td>• <strong>Describe</strong> characters in the story.</td>
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<td>• <strong>Compare/contrast</strong> this text with others.</td>
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<td>• <strong>Determine</strong> whether a statement is <strong>fact or opinion</strong>.</td>
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<td>• <strong>Illustrate</strong> the story using your visualization of events.</td>
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<td>• <strong>Evaluate</strong> the author’s purpose.</td>
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<td>• Write a paragraph showing that you agree or disagree with the author.</td>
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<td><strong>Differentiation of Instruction</strong></td>
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## Planning for Assessment

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<tr>
<th>Standard/benchmark</th>
<th>Selected Response</th>
<th>Constructed Response</th>
<th>Performance Assessment</th>
<th>Informal Assessment</th>
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<tbody>
<tr>
<td></td>
<td>True/False</td>
<td>Multiple choice</td>
<td>Essay</td>
<td>Graphic Organizer</td>
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<td>Project</td>
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<td>Criteria</td>
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Follow Up Assignment

Directions: Complete Steps 1 and 2 before leaving class today. Complete Steps 3 and 4 before the next session.

Step 1: You will be assigned to read one of the following chapters from the book Classroom Instruction that Works, by Robert Marzano, et al. Check or circle the one assigned to you.

- 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

Step 2: In the space below, write the names and phone numbers/email addresses for others assigned the same chapter. Make a plan for how you will work together to accomplish Step 3.

_________________________________________  _______________________________________

Step 3: Prepare a 10-minute presentation on the “best practice” outlined in your chapter. By the end of your presentation, the other participants should be able to describe:

- How research supports this strategy
- General principles for using this strategy effectively
- Variations on the strategy

Your presentation may include overhead transparencies, flipcharts, handouts, demonstrations, practice exercises, simulations—whatever techniques you think will be most effective in helping other participants reach the objectives above within 10 minutes. You must be prepared with your presentation when you arrive for the next session. You may want a contingency plan if an emergency prevents one of your members from attending.

Step 4: Complete an assessment plan for at least one unit of study. You may do this by yourself or as part of a collaborative team.
**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.


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
Learning Journal

What squares with my thinking?

What’s still rolling around in my mind?

What do I need to change?