Participant’s Guide
General Curriculum and Special Education Directors

Training for Georgia Performance Standards
Day 3: Assessment FOR Learning

We will lead the nation in improving student achievement.
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Acknowledgements

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

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

Use of This Guide

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

This is a one-day course, with approximately 6 hours of instructional time.

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

Introduction to Assessment
- Review of the Unpacking Process
- Assessment Terminology

Balanced Assessment
- Balanced Assessments: Frameworks and Formats
- Self-Assessment of Participants’ Classroom Practices
- Comparison of Assessment Formats
- Assessment Design

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

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

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

Putting It All Together
- Summary: Balanced Assessment Planning
- Follow-Up Assignment
Module Goal

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

Key words from the goal:

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

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

Module Objectives

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

2. Identify the purpose of assessment in the classroom.

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

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

5. Determine guidelines for constructing performance assessments and rubrics.

6. Explain the differences between assessment and grading.

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

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

Big Ideas →
Enduring Understandings →
Essential Questions →

Skills and Knowledge

Stage 2
Determine Acceptable Evidence (Design Balanced Assessments)
How will I know if my students know it and/or can do it?
(to assess student progress toward desired results)

Stage 3
Plan Learning Experiences and Instruction
What will need to be done to help my students learn the required knowledge and skills?
(to support student success on assessments, leading to desired results)
**Rubric for Hook Activity**

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

<table>
<thead>
<tr>
<th>Successes</th>
<th>Questions and Concerns</th>
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<tbody>
<tr>
<td></td>
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</table>
**Review: Unpacking Standards**

(For unpacking purposes, focus on *Charlotte’s Web* or other novel.)

### STAGE 1: DESIRED RESULTS

<table>
<thead>
<tr>
<th>ESTABLISHED GOAL</th>
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<tbody>
<tr>
<td>ELA4R1. The student demonstrates comprehension and shows evidence of a warranted and responsible explanation of a variety of literary and informational texts. The texts are of the quality and complexity illustrated by suggested titles on the Grade 4 reading list. For literary texts, the student identifies the characteristics of various genres and produces evidence of reading that:</td>
</tr>
<tr>
<td>a. Relates theme in works of fiction and nonfiction to personal experience.</td>
</tr>
<tr>
<td>b. Identifies and analyzes the elements of plot, character, and setting in the stories they read, write, view, or perform.</td>
</tr>
<tr>
<td>c. Identifies the speaker of a poem or story.</td>
</tr>
<tr>
<td>d. Identifies sensory details and figurative language.</td>
</tr>
<tr>
<td>e. Identifies and shows the relevance of foreshadowing clues.</td>
</tr>
<tr>
<td>f. Makes judgments and inferences about setting, characters, and events and supports them with elaborating and convincing evidence from the text.</td>
</tr>
<tr>
<td>g. Identifies similarities and differences between the characters or events and theme in a literary work and the actual experiences in an author’s life.</td>
</tr>
<tr>
<td>h. Identifies themes and lessons in folktales, tall tales, and fables.</td>
</tr>
<tr>
<td>i. Identifies rhyme and rhythm, repetition, similes, and sensory images in poems.</td>
</tr>
</tbody>
</table>

### ENDURING UNDERSTANDINGS

Students will understand that...

### ESSENTIAL QUESTIONS

**STUDENTS WILL KNOW...**

**STUDENTS WILL BE ABLE TO...**

**Next Step . . . STAGE 2: ASSESSMENT EVIDENCE**

<table>
<thead>
<tr>
<th>PERFORMANCE TASKS</th>
</tr>
</thead>
<tbody>
<tr>
<td>OTHER EVIDENCE</td>
</tr>
</tbody>
</table>

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Defining Our Terms

Directions:
One of the key aspects of effective balanced assessment is staff members’ achievement of consensus regarding the meaning of key terms.

1. Create your own definition for each of the following terms.
2. Join other teams at your table to build a group consensus of the meaning of each term.

1. Assessment:
   My definition: __________________________________________________________
   Group definition: _______________________________________________________

2. Evaluation:
   My definition: __________________________________________________________
   Group definition: _______________________________________________________

3. Content Standards:
   My definition: __________________________________________________________
   Group definition: _______________________________________________________

4. Performance Standards:
   My definition: __________________________________________________________
   Group definition: _______________________________________________________

5. Characteristics of Science Standards:
   My definition: __________________________________________________________
   Group definition: _______________________________________________________

6. Assessment for Learning:
   My definition: __________________________________________________________
   Group definition: _______________________________________________________

7. Assessment of Learning:
   My definition: __________________________________________________________
   Group definition: _______________________________________________________
8. Benchmarks:
My definition: ____________________________________________
Group definition: _________________________________________

9. Formative vs. Summative Assessment:
My definition: ____________________________________________
Group definition: _________________________________________

10. Performance Assessment:
My definition: ____________________________________________
Group definition: _________________________________________

11. Authentic Assessment:
My definition: ____________________________________________
Group definition: _________________________________________

12. Rubric:
My definition: ____________________________________________
Group definition: _________________________________________

13. Checklist:
My definition: ____________________________________________
Group definition: _________________________________________

14. Feedback-adjustment Process:
My definition: ____________________________________________
Group definition: _________________________________________

15. Progress Monitoring
My definition: ____________________________________________
Group definition: _________________________________________
Selected Response

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

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

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

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

Constructed Response

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

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

Informal & Self-Assessment

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

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

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
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

3 = Frequent Use  
2 = General Use  
1 = Infrequent Use  
0 = No Evidence of Use
17. ____ Multiple-step projects or scenarios

18. ____ Written process descriptions (e.g., in determining a solution: science lab, math solution, etc.)

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>Item Number</th>
<th>Your score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Selected Response</td>
<td>Constructed Response</td>
</tr>
<tr>
<td>4.</td>
<td>1.</td>
</tr>
<tr>
<td>7.</td>
<td>9.</td>
</tr>
<tr>
<td>15.</td>
<td>14.</td>
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<tr>
<td>16.</td>
<td>17.</td>
</tr>
<tr>
<td>19.</td>
<td>18.</td>
</tr>
<tr>
<td>20.</td>
<td></td>
</tr>
<tr>
<td>TOTAL:</td>
<td>TOTAL:</td>
</tr>
</tbody>
</table>

Compare and contrast your totals for the various assessment formats.

Does your classroom practice reflect a balance of assessment types?

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

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

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

### Section 2: Student Concerns: The assessment is effected by or allows for . . .

- Good reading skills
- Creativity
- Generation of answers
- Different types of questions
- Multiple responses
- Room for explanation
- Choice of answers
- One best answer
- Realistic or relevant tasks
- Evidence of subject matter interconnections
- Instruction as well as assessment
- Appearance on paper
### Section 3: Areas Assessed

<table>
<thead>
<tr>
<th></th>
<th>Selected Response</th>
<th>Constructed Response</th>
<th>Performance Assessment</th>
<th>Informal &amp; Self-Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual process skills</td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>Recall of facts</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Sampling of skills and facts</td>
<td></td>
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<tr>
<td>Understanding</td>
<td></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 Concerns

<table>
<thead>
<tr>
<th></th>
<th>Selected Response</th>
<th>Constructed Response</th>
<th>Performance Assessment</th>
<th>Informal &amp; Self-Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time required to administer</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Cost benefit</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Time and ease of scoring</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Objectivity of scoring</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Scoring criteria</td>
<td></td>
<td></td>
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<tr>
<td>Teacher confidence in scoring</td>
<td></td>
<td></td>
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<tr>
<td>Parental acceptance</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Comparisons of students</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Accommodation of multiple learning styles</td>
<td></td>
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<tr>
<td>Integration with school grading scheme</td>
<td></td>
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</tbody>
</table>
Poetry Unit: Continuum of Assessments

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

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

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

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

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

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

Students demonstrate understanding of specific content vocabulary via brief quizzes.

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

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

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

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

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

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

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

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

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

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

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

Determining Achievement Targets

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

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

Achievement Targets

<table>
<thead>
<tr>
<th>Knowledge/Informational</th>
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<table>
<thead>
<tr>
<th>Skill/Process</th>
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<table>
<thead>
<tr>
<th>Thinking and Reasoning</th>
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<table>
<thead>
<tr>
<th>Communication</th>
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### Matching Assessments with Standards

<table>
<thead>
<tr>
<th>ACHIEVEMENT TARGET</th>
<th>ASSESSMENT FORMAT</th>
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<tr>
<td></td>
<td>Selected Response</td>
</tr>
<tr>
<td>Informational (Knowledge)</td>
<td></td>
</tr>
<tr>
<td>Process (Skills)</td>
<td></td>
</tr>
<tr>
<td>Thinking and Reasoning</td>
<td></td>
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<tr>
<td>Communication</td>
<td></td>
</tr>
<tr>
<td>Other:</td>
<td></td>
</tr>
</tbody>
</table>
Use the matrix to plan a balanced assessment for your unit. In the columns under the Assessment Formats, be specific about the specific type of assessment you will use (e.g., under Selected Response, I may choose to use a multiple-choice assessment for a specific standard I am including in my unit plan). Consider the “Critical Filters” as you design your plan.

<table>
<thead>
<tr>
<th>Assessment Standard</th>
<th>Selected Response</th>
<th>Constructed Response</th>
<th>Performance Assessment</th>
<th>Informal Assessment</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>
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.

### Alignment: The Logic

**Stage 1**  
If the desired result is for learners to...  

**Stage 2**  
Then, you need evidence of the student’s ability to...  

**Stage 2**  
So, the assessments need to include some things like...  

Understand that:  

And thoughtfully consider the questions...  

---

*Understanding by Design Professional Development Workbook page 142*
Georgia will lead the nation in improving student achievement.
Steps in Designing a Rubric

1. Determine the focus of your assessment.
   • What is the task?
   • What significant knowledge, skills, and processes do you wish the students to demonstrate?

2. Determine how many categories are necessary to describe the knowledge, skills, and processes associated with the task.
   • What knowledge or specific information is necessary?
   • What are the observable processes?
   • What are the skills?

3. Describe the specific observable actions, processes, attitudes (effort, perseverance, willingness, etc.) that would indicate the attainment of the goal or goals of the performance task.
   • What does a good, adequate, acceptable job look like? (All requirements have been met.)
   • What does a superior job look like? (Requirements have been surpassed.)
   • What does an inadequate job look like? (Some or all requirements are missing.)

4. Determine how many levels of performance are appropriate for the task.
   • Does this task lend itself to a two-level rubric? (Yes, all requirements have been met; and no, all requirements have not been met)
   • Does this task lend itself to a four-level rubric? (No response, Basic, Proficient, Advanced)
   • Does this task lend itself to a five- or six-level rubric? (Rating scale 1-5 or 1-6)

5. Determine the format to communicate the rubric.
   • What kind of chart, graph, or checklist will you use?
## Quality Words for Rubric Design

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

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

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

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

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

### Holistic

<table>
<thead>
<tr>
<th>Trait</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
</table>

- **Definition**: One score or rating for the entire product or performance.
- **When to Use**:
  - For a quick snapshot of overall status or achievement
  - When the skill or product to be assessed is simple; when it has only a single dimension
- **Disadvantages**:
  - Two students can get the same score for vastly different reasons
  - Not as good for identifying strengths and weaknesses and planning instruction
  - Not as useful for students to use.

### Analytical

<table>
<thead>
<tr>
<th>Trait</th>
<th>Trait 1</th>
<th>Trait 2</th>
<th>Trait 3</th>
<th>Trait 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>✓</td>
<td></td>
<td>✓</td>
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<tr>
<td>3</td>
<td></td>
<td>✓</td>
<td></td>
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<td>2</td>
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<td>✓</td>
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<tr>
<td>1</td>
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</tbody>
</table>

- **Definition**: Several scores or ratings for a product or performance. Each score represents an important dimension or trait of the performance or product.
- **When to Use**:
  - Planning instruction – show relative strengths and weaknesses.
  - Teaching students the nature of a quality product or performance – they need the details.
  - Detailed feedback to students or parents.
  - For complicated skills, products, or performances, for which several dimensions need to be clear.
- **Disadvantages**:
  - Scoring is slower.
  - Takes longer to learn.
Design Template for Assessment for a Unit

What evidence will show that students understand ____________________________?

Performance Tasks, Projects

Quizzes, Tests, Academic Prompts

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

Design Template for One Assessment Task

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

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

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

## Using the Grading Process to Motivate Student Achievement

### How Effective Is Our Approach to Grading?

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

<table>
<thead>
<tr>
<th>Date of Evaluations</th>
<th>Dimensions</th>
</tr>
</thead>
<tbody>
<tr>
<td>______ Baseline (Date: _________)</td>
<td>Expectations for student success are evident from teacher work and actions...</td>
</tr>
<tr>
<td>______ During (Date: _________)</td>
<td>- Teacher work and dialogue reflect high expectations</td>
</tr>
<tr>
<td>______ End (Date: _________)</td>
<td>- Teacher work and dialogue reflect recognition of student success</td>
</tr>
<tr>
<td></td>
<td>- Quality assignments are given to students</td>
</tr>
<tr>
<td></td>
<td>- Teacher work and classroom actions show a high degree of time on task so students are engaged in learning</td>
</tr>
<tr>
<td>Comments:</td>
<td></td>
</tr>
</tbody>
</table>

| ______ Baseline (Date: _________) | Analysis of student assessment results is done and the information is used... |
| ______ During (Date: _________) | - Assessments used clearly focus on clear targets and student learning |
| ______ End (Date: _________) | - Good match between assessment used and method used to gather data |
|                        | - Uses diagnostic, formative and summative assessments appropriately |
|                        | - Collects evidence in a variety of ways |
|                        | - Uses evidence to provide feedback and make good instructional decisions |
| Comments:              | |

| ______ Baseline (Date: _________) | Feedback given to students is precise, useful and on-going |
| ______ During (Date: _________) | - Feedback is both written and verbal |
| ______ End (Date: _________) | - Feedback is clear and useful |
|                        | - Feedback is fair |
|                        | - Feedback addresses individual strengths and weaknesses |
|                        | - Feedback process used helps students become insightful and reflective about their own learning |
| Comments:              | |

<p>| ______ Baseline (Date: _________) | Student progress is based on clear, known and appropriate learning goals |
| ______ During (Date: _________) | - Learning goals are clear and known by the student |
| ______ End (Date: _________) | - Teacher collects enough quality evidence periodically |
|                        | - Students are aware of the progress they are making toward the learning targets |
|                        | - Evidence of student strengths and weaknesses is used to promote further growth |
| Comments:              | |</p>
<table>
<thead>
<tr>
<th>Date of Evaluations</th>
<th>Dimensions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baseline (Date: _______________ )</td>
<td>Classroom climate promotes a good learning environment</td>
</tr>
<tr>
<td>During (Date: _______________)</td>
<td>- Environment is supportive and risk-free</td>
</tr>
<tr>
<td>End (Date: _______________ )</td>
<td>- There is an inviting, print-rich environment</td>
</tr>
<tr>
<td></td>
<td>- Students and teachers sense that assessment is about learning and not just for earning grades</td>
</tr>
<tr>
<td></td>
<td>- Teacher organization and management skills promote learning</td>
</tr>
<tr>
<td>Comments:</td>
<td></td>
</tr>
</tbody>
</table>

| Baseline (Date: _______________ )   | Student work assignments are meaningful and relevant                          |
| During (Date: _______________)      | - Students are engaged in their work                                           |
| End (Date: _______________ )        | - Instructional activities are purposeful and cognitively challenging         |
|                                     | - Focus on comprehension and higher-order thinking is evident for reading assignments |
|                                     | - Reading assessments target key categories and are appropriate                |
| Comments:                           |                                                                             |

| Baseline (Date: _______________ )   | Strategies for working with underachieving students are used                 |
| During (Date: _______________)      | - Teacher understands students individually                                  |
| End (Date: _______________ )        | - Teacher adapts instructional strategies and resources for underachieving students |
|                                     | - Students are encouraged and feel that they can achieve                      |
| Comments:                           |                                                                             |

| Baseline (Date: _______________ )   | Questioning techniques promote formative learning                             |
| During (Date: _______________)      | - Questions teacher asks are structured to assess student understanding      |
| End (Date: _______________ )        | - Questions encourage higher order thinking                                  |
|                                     | - Students are guided in how to answer questions well                         |
|                                     | - Student discussion is encouraged                                            |
|                                     | - Verbal and written questions are used with a purpose                        |

From “SERVE—CAR Project at Atkins Intensive Site” via Nancy McMunn
1. **Assessment:** collecting formal or informal data related to students' achievement and/or progress toward learning goals, that may be based upon observation and dialogue or upon completion of some form of test or performance-based activity.

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

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

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

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

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

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

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

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

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

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

**Summary of Unit Plan:**

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

### Stage 1: Desired Results

**Established Goals (standards)**

**ELA7R1.** The student demonstrates comprehension and shows evidence of a warranted and responsible explanation of a variety of literary and informational texts. The texts are of the quality and complexity illustrated by the suggested titles on the Grade Seven reading list. For literary texts, the student identifies the characteristics of various genres and produces evidence of reading that:

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

**ELA7W2.** The student demonstrates competence in a variety of genres:

- The student produces a multi-paragraph persuasive essay.
- The student produces a response to literature.
- The student produces technical writing.

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

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

Essential Questions

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

Knowledge and Skills

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

Stage 2: Assessment Evidence

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

Self-Assessments

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

Other Evidence, Summarized

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

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


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


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


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


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


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


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


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

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


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


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


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

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


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

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

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

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

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

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

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

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

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

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

- **www.nwrel.org/assessment**
  This excellent site provides a wealth of materials, including *Toolkit98*, which contains tutorials “designed to assist classroom teachers to become better assessors of student learning. The primary users of Toolkit98 are intended to be those who have the responsibility to coordinate and facilitate professional development in assessment for teachers.”
www.pals.sri.com
PALS is an on-line, standards-based, continually updated resource bank of science performance assessment tasks indexed via the National Science Education Standards (NSES) and various other standards frameworks.

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

**Georgia Department of Education—Testing**
- [http://www.doe.k12.ga.us/curriculum/testing/index.asp](http://www.doe.k12.ga.us/curriculum/testing/index.asp)

**Criterion-Referenced Competency Test (CRCT)**
- [http://www.doe.k12.ga.us/curriculum/testing/crct.asp](http://www.doe.k12.ga.us/curriculum/testing/crct.asp)

**End of Course Test (EOCT)**
- [http://www.doe.k12.ga.us/curriculum/testing/eoct.asp](http://www.doe.k12.ga.us/curriculum/testing/eoct.asp)

**National Assessment of Educational Progress (NAEP)**
- [http://www.doe.k12.ga.us/curriculum/testing/naep.asp](http://www.doe.k12.ga.us/curriculum/testing/naep.asp)

**Georgia High School Graduation Test (GHSGT)**
- [http://www.doe.k12.ga.us/curriculum/testing/ghsgt.asp](http://www.doe.k12.ga.us/curriculum/testing/ghsgt.asp)
Follow Up Assignment

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

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

What squares with my thinking?

What's still rolling around in my mind?

What do I need to change?
Learning Journal

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