

# **Stiggins/Chappuis Test of Classroom Assessment Literacy and Answer Key**

Oregon Statewide  
Assessment Literacy Project  
Adaptation

A collaborative effort of  
COSA, OEA, Oregon DOE, and ATI

## **Instructions:**

For this application of this test, please respond only to items 4-40

Complete pretest before beginning study

Complete posttest when you have completed your study of Chapters 1  
thru 8 pertaining to development of quality assessments



Which learning target type is represented by each of the following sample learning targets?

	Knowledge	Reasoning	Performance Skill	Product
4. Read aloud with fluency	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Compare different forms of government	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Write a story	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Identify properties of circles	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Use a table saw safely	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Make a graph	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Describe the periodic table	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Speak a foreign language	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Tune an engine	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Distinguish fact from opinion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

14. Select a learning target that you believe would be unclear to students as written. Write it down, then rewrite it in language that students would understand. Also specify the grade level. (2 points)

**Key 3: Sound Design**

To assess student mastery of *content knowledge*, which assessment method(s) are appropriate to use to get accurate results?

	Poor Match	Good Match
15. Selected response/short answer: multiple-choice, true/false, matching, fill-in-the-blank, short answer	<input type="radio"/>	<input type="radio"/>
16. Essay/extended written response	<input type="radio"/>	<input type="radio"/>
17. Performance assessment: assessment based on observation and judgment	<input type="radio"/>	<input type="radio"/>
18. Personal communication: asking questions in class, conducting individual student conferences and interviews, conducting class discussions, and conducting oral exams	<input type="radio"/>	<input type="radio"/>

To assess student mastery of the ability *to create a product*, which assessment method(s) are appropriate to use to get accurate results?

	Poor Match	Good Match
19. Selected response/short answer: multiple-choice, true/false, matching, fill-in-the-blank, short answer	<input type="radio"/>	<input type="radio"/>
20. Essay/extended written response	<input type="radio"/>	<input type="radio"/>
21. Performance assessment: assessment based on observation and judgment	<input type="radio"/>	<input type="radio"/>
22. Personal communication: asking questions in class, individual student conference and interviews, class discussions, oral exams, reviewing journals or logs	<input type="radio"/>	<input type="radio"/>

For the classroom achievement goals below, specify which method(s) you should use to assess student achievement accurately. *Mark all that apply.*

	Selected Response/ Short Answer	Essay/EWR	Performance Assessment	Personal Communication
23. Giving an oral presentation in class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24. Dividing with one-digit divisors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25. Assuming and playing out a dramatic role	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26. Using subject and object pronouns correctly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

27. Explain what a test plan is and give three reasons why a test plan is necessary for sound assessment design. (5 points)

Which of the following represents sound advice when using selected response assessments (e.g., multiple choice, true-false, matching, fill-in-the-blank, short answer)?

	Unsound	Sound
28. Make all multiple-choice questions have the same number of responses.	<input type="radio"/>	<input type="radio"/>
29. Phrase the item as a question.	<input type="radio"/>	<input type="radio"/>
30. Keep reading level low unless assessing reading proficiencies.	<input type="radio"/>	<input type="radio"/>
31. Limit use of "all of the above" and "none of the above" question options.	<input type="radio"/>	<input type="radio"/>

Which of the following represents sound advice when conducting performance assessments (i.e. assessment based on observation and judgment)?

	Unsound	Sound
32. Always use a 1-4 scale (below basic to exceeds standard) when assessing work.	<input type="radio"/>	<input type="radio"/>
33. Use only examples of strong work.	<input type="radio"/>	<input type="radio"/>
34. When presented with a performance task, students should be reminded of the criteria by which responses will be judged.	<input type="radio"/>	<input type="radio"/>
35. Take into account student ability and effort when assigning scores.	<input type="radio"/>	<input type="radio"/>

Which of the following represents sound advice when gathering evidence of learning via questions and answers during instruction?

	Unsound	Sound
36. Focus on broad questions to encourage divergent thinking.	<input type="radio"/>	<input type="radio"/>
37. When someone fails to respond, wait 2-3 seconds before calling on another student.	<input type="radio"/>	<input type="radio"/>
38. Call on non-volunteers sometimes.	<input type="radio"/>	<input type="radio"/>
39. Call on the respondent and then ask the question.	<input type="radio"/>	<input type="radio"/>
40. Ask students to paraphrase each others' questions and answers.	<input type="radio"/>	<input type="radio"/>

**Key 4: Effective Communication**

Label each of the following communication practices with students as sound or unsound.

	Unsound	Sound
41. Providing only descriptive feedback on practice work	<input type="radio"/>	<input type="radio"/>
42. Giving students a small amount of corrective feedback at a time	<input type="radio"/>	<input type="radio"/>
43. Using feedback to emphasize strengths in student work	<input type="radio"/>	<input type="radio"/>
44. Using feedback to point out what students need to work on	<input type="radio"/>	<input type="radio"/>

Identify the statements that you believe to be examples of descriptive feedback.

	<b>Descriptive</b>	<b>Not</b>
45. B+, Good Work!	<input type="radio"/>	<input type="radio"/>
46. Table 3 is ready for lunch. You are sitting down and you are quiet.	<input type="radio"/>	<input type="radio"/>
47. Your work is consistently above average.	<input type="radio"/>	<input type="radio"/>
48. You maintained eye contact with the audience throughout your entire presentation.	<input type="radio"/>	<input type="radio"/>

49. Give two examples of statements that fit the characteristics of effective feedback. (4 points)

Label each of the following communication practices with parents as sound or unsound.

	<b>Unsound</b>	<b>Sound</b>
50. Having students conduct conferences at home with parents	<input type="radio"/>	<input type="radio"/>
51. Discussing strengths and limitations of standardized tests	<input type="radio"/>	<input type="radio"/>
52. Inviting students to parent-teacher conferences	<input type="radio"/>	<input type="radio"/>
53. Using information about student learning from parents to help plan instruction	<input type="radio"/>	<input type="radio"/>

Label the following report card grading practices as sound or unsound.

	Unsound	Sound
54. Deducting points from a student's work because it is late	<input type="radio"/>	<input type="radio"/>
55. Inviting students to assign their own grades	<input type="radio"/>	<input type="radio"/>
56. Weighting assessments differently in assigning grades	<input type="radio"/>	<input type="radio"/>
57. Factoring student effort into grades	<input type="radio"/>	<input type="radio"/>
58. Deducting points for absences from class	<input type="radio"/>	<input type="radio"/>

For the examples below, specify which kind of test score it represents.

	Raw Score	Percent Correct	Percentile	None of these
59. The student earned a score like that of a fourth grader in the norm group.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
60. The examinee got 13 out of 16 items correct.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
61. The student outscored 75% of norm group examinees.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

For the examples below, specify which kind of test score it represents.

	Norm-referenced	Criterion-referenced	Neither of these
62. Percentile	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
63. Grade-equivalent	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
64. Number of standards mastered	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



## Analyzing My Results and Planning for Further Learning

#	Learning Focus	Points Right	Points Wrong	Topics for Further Study
1-2	Assessment purposes			(Ch 2)
3-14	Learning targets			(Ch 3)
15-26	Target-method match			(Ch 4)
27	Sampling			(Ch 4)
28-31	Method: selected response			(Ch 5)
32-35	Method: performance assessment			(Ch 7)
36-40	Method: personal communication			(Ch 8)
41-49	Effective feedback			(Chs 2, 7, & 9)
50-53	Communication with parents			(Chs 9 - 13)
54-58	Sound grading practices			(Ch 10)
59-64	Interpreting standardized test results			(Ch 13)

## Evaluation of Classroom Assessment Literacy

### Key 1: Clear Purpose

1. List four formative assessment practices that research reviews suggest lead to improved student achievement. (4 points)

*Teachers using assessment results to modify instruction*

*Student self-assessment*

*Student goal-setting*

*Student tracking progress*

*Student communicating about their learning*

*Instructional use of assessment materials—SR items, test plans, focused tasks, rubrics*

*Peer feedback/assessment*

2. A school district wants to develop interim assessments to be used formatively by teachers and students. List at least four characteristics of assessments that are essential to effective formative use. (4 points)

*Tightly focused on learning targets that are taught*

*Appropriate sample for each target*

*Content aligned to current focus of instruction*

*Selected response distractors represent viable but incorrect alternatives*

*Yields accurate evidence*

*Associated rubrics describe levels of quality linked directly to learning targets*

*Yields results understood by intended users: students and teachers can use results to determine student strengths and areas for further study/instruction*

### Key 2: Clear Targets

3. Describe at least two reasons why it is important to classify learning targets by type. (2 points)

*To help determine which assessment method to use*

*To ensure agreement on what the target means*

*To assist in communicating learning expectations to students*

*To determine level of cognitive challenge for purposes of planning instruction and assessment*

*To determine which standards need to be deconstructed/broken into smaller learning targets leading to the standard*

*To identify targets that need to be clarified*

Which learning target type is represented by each of the following sample learning targets?

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14. Select a learning target that you believe would be unclear to students as written. Write it down, then rewrite it in language that students would understand. Also specify the grade level.

(2 points)

*1 point for language that accurately represents the target*

*1 point for language that students at that grade level would be likely to understand*

**Key 3: Sound Design**

To assess student mastery of *content knowledge*, which assessment method(s) are appropriate to use to get accurate results?

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27. Explain what a test plan is and give three reasons why a test plan is necessary for sound assessment design. (5 points)

*What a test plan is:*  
 2 points → A test plan specifies the learning targets to be covered on an assignment, how each is to be assessed, and the relative weight/importance of each target (as indicated by # of items, # of points, & testing time).

*Why a test plan is necessary:*  
 3 points → Helps ensure the assessment aligns with instruction/intended learning  
 Helps ensure the assessment will fit into the available time  
 Helps guide item/task/rubric development/selection  
 Allows for the development of parallel forms of the assessment for formative and summative uses

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47. Your work is consistently above average.	<input type="radio"/>	<input checked="" type="radio"/>
48. You maintained eye contact with the audience throughout your entire presentation.	<input checked="" type="radio"/>	<input type="radio"/>

49. Give two examples of statements that fit the characteristics of effective feedback. (4 points)

*For each example:*

*1 point → Comments relate directly to the learning target*

*1 point → Comments describe strengths and/or give information about what to improve. Intervention comments, if offered, help the student understand what to do next without doing all of the thinking for the student.*

Label each of the following communication practices with parents as sound or unsound.

	Unsound	Sound
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