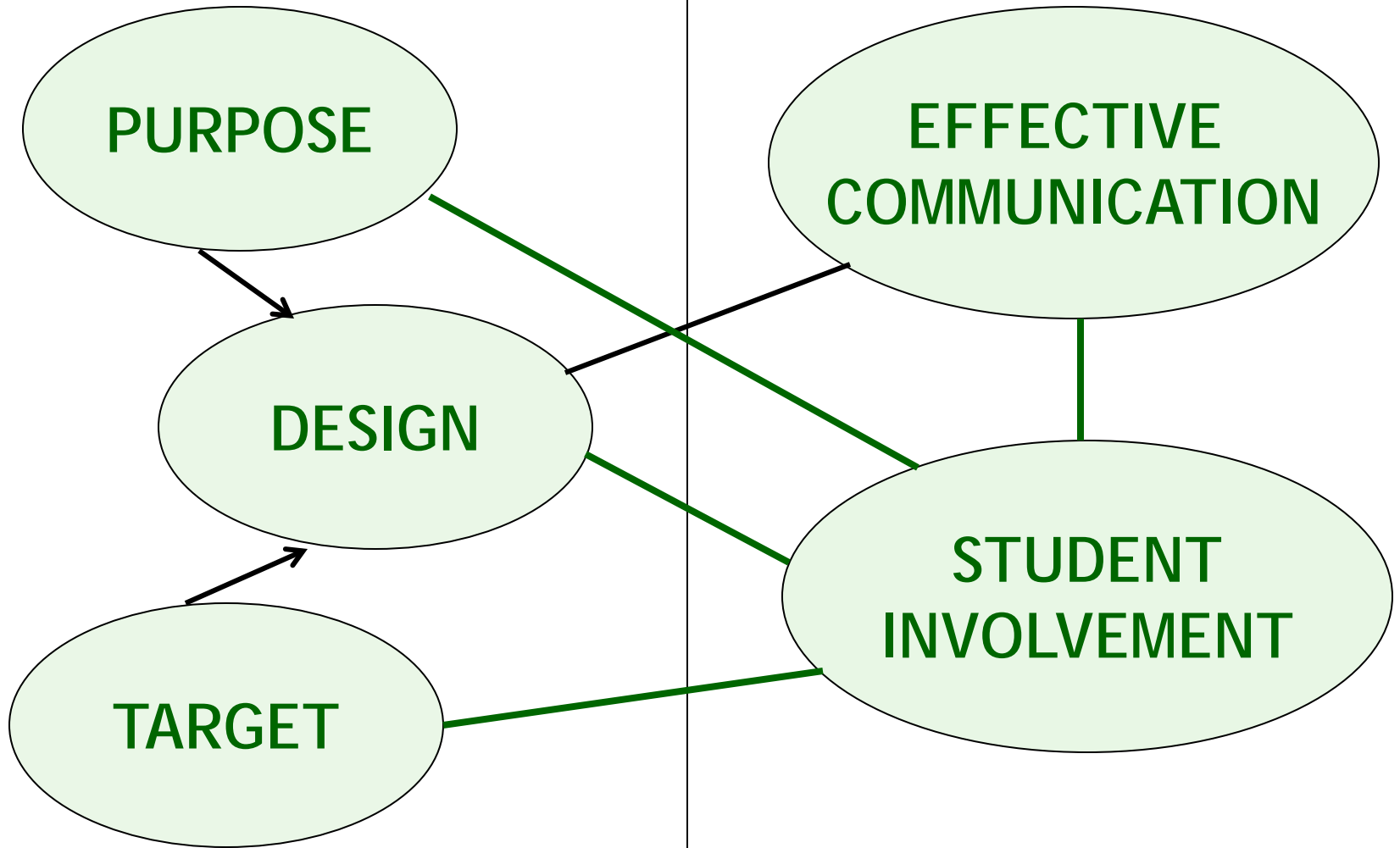


ACCURACY

EFFECTIVE USE



ACCURACY

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PURPOSE

Key 1: Clear Assessment Purpose

- **Who's going to use the information?**
- **How will they use it?**
- **What information will they need?**

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PURPOSE

TARGET

Key 2:

Clear Learning Targets

- **Are our targets clear to us? Are they clear to students?**
- **Can we identify what kinds of targets we have?**
- **Do our assignments and assessments reflect the targets students have had the opportunity to learn?**

Kinds of achievement:

- Mastery of content **knowledge**
- Ability to use knowledge to **reason** and solve problems
- Development of **performance skills**
- Ability to create **products** that meet standards of quality

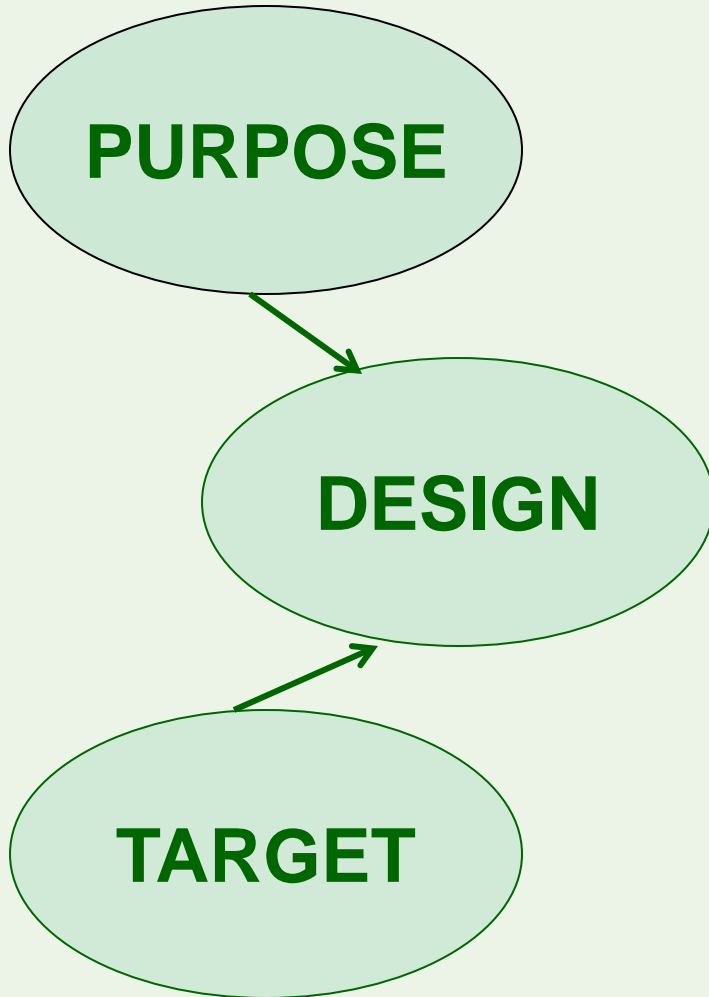
**What sources will you explore
as you identify the
achievement standards that
will serve as the basis for the
evaluation of your students'
academic growth?**

Clarifying Learning Targets

- Begin with **pre-set standards**
- Order in learning **progressions**
- **Deconstruct** into clear learning targets leading to each standard
- **Communicate** the learning targets **in advance** in language students can understand

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Key 3:

Sound Assessment Design

- Which assessment **methods** are the best match for the learning targets?
- What is an appropriate **sample**?
- Are the **items, tasks, and scoring rubrics** of high quality?
- Does the assessment control for **bias**?
- Will the assessment yield **information** that students can use, when appropriate?

Possible Assessment Methods

- Selected Response
 - Multiple Choice
 - True/False
 - Matching
 - Fill in
- Extended Written Response
- Performance Assessment
- Personal Communication
 - Questions
 - Conferences
 - Interviews

ASSESSMENT OPTIONS

- **Selected Response**
 - **Students select the best or correct response:**
 - **True-false**
 - **Multiple choice**
 - **Matching**
 - **Very brief short-answer**
 - **Fill-in items**

ASSESSMENT OPTIONS

- **Extended Written Response**
 - **Students construct a written answer at least several sentences in length in response to a question or task.**
 - **Evaluated with a checklist or rubric.**

ASSESSMENT OPTIONS

- **Performance Assessment**
 - **Assessment based upon observation and judgment**
 - **Consists of a task (what students will do) and scoring criteria (how you will judge quality)**

ASSESSMENT OPTIONS

- **Personal Communication**
 - **Conversations involving students**
 - **Questions and answers**
 - **Interviews**
 - **Conferences**
 - **Oral examinations**

Target X Method Match

	SR	EWR	PA	PC
KNOW				
REASON				
SKILLS				
PRODUCT				

Target-Method Match Activity

Directions

- **Work with a partner.**
- **Focus on the first row, “Knowledge Targets.”**
- **Place a “+” in each box that represents a strong match between knowledge targets and assessment methods.**

Target X Method Match

	SR	EWR	PA	PC
KNOW	+	+	?	+
REASON				
SKILLS				
PRODUCT				

- **Do the same thing for reasoning targets.**

Target X Method Match

	SR	EWR	PA	PC
KNOW	+	+	?	+
REASON	+	+	+	+
SKILLS				
PRODUCT				

Target X Method Match

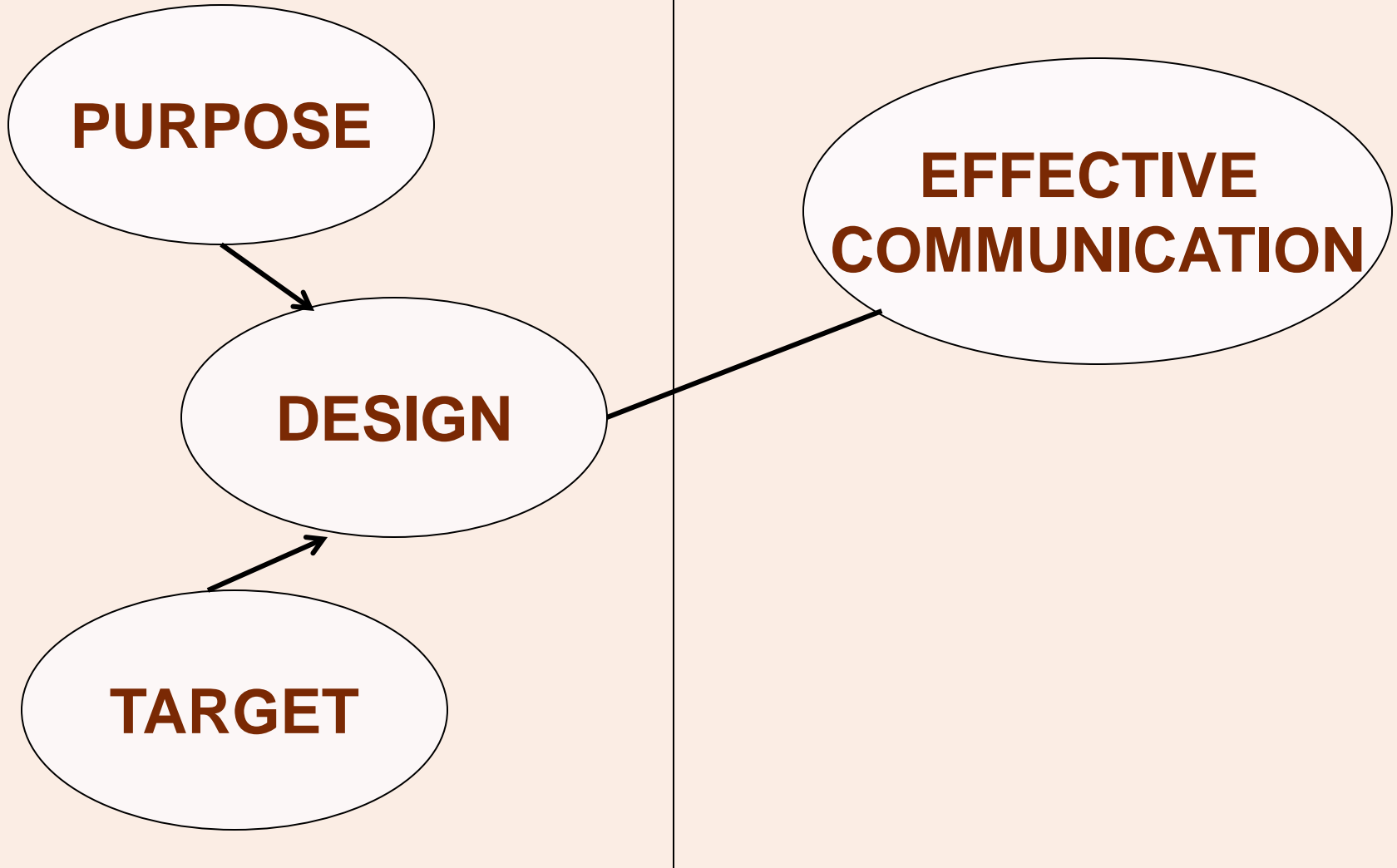
	SR	EWR	PA	PC
KNOW	+	+	?	+
REASON	+	+	+	+
SKILLS			+	+
PRODUCT			+	

Rules of Engagement

- **These assessment methods are not interchangeable—they work differentially well with different kinds of learning targets**
- **No method is inherently superior to the others**
- **Each method brings specific strengths and weaknesses**

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Key 4: Effective Communication

Formative Purpose

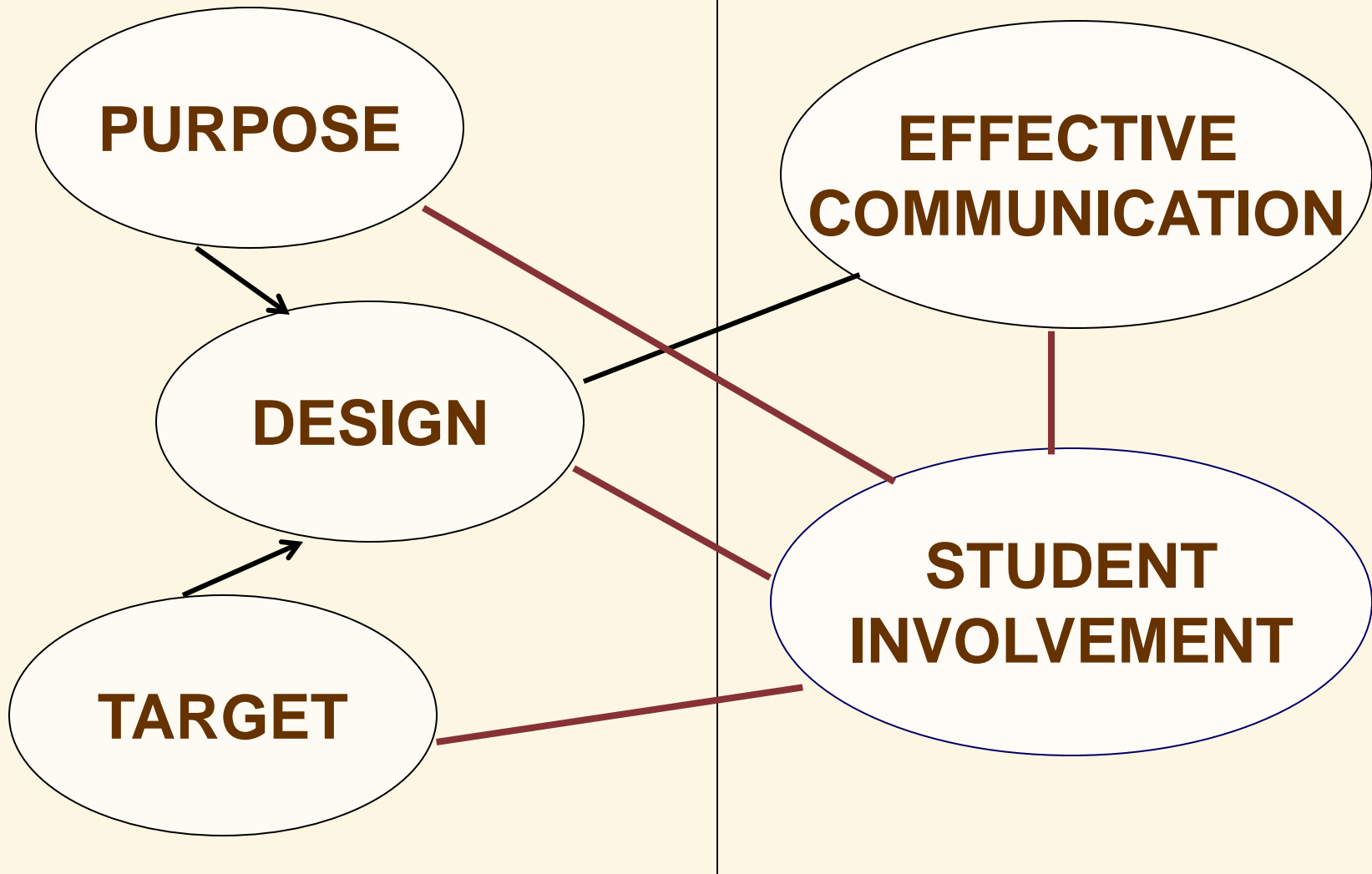
- Do formative assessment results function as effective feedback to students and teachers?
- Are students engaged in tracking and communicating about their evolving learning?

Summative Purpose

- Is achievement tracked by learning targets and reported by standards?
- Do grades communicate achievement accurately?
- Are standardized test results used appropriately?

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Key 5: Student Involvement

Key 1: Are students' information needs planned for?

Key 2: Do students have a clear vision of the intended learning?

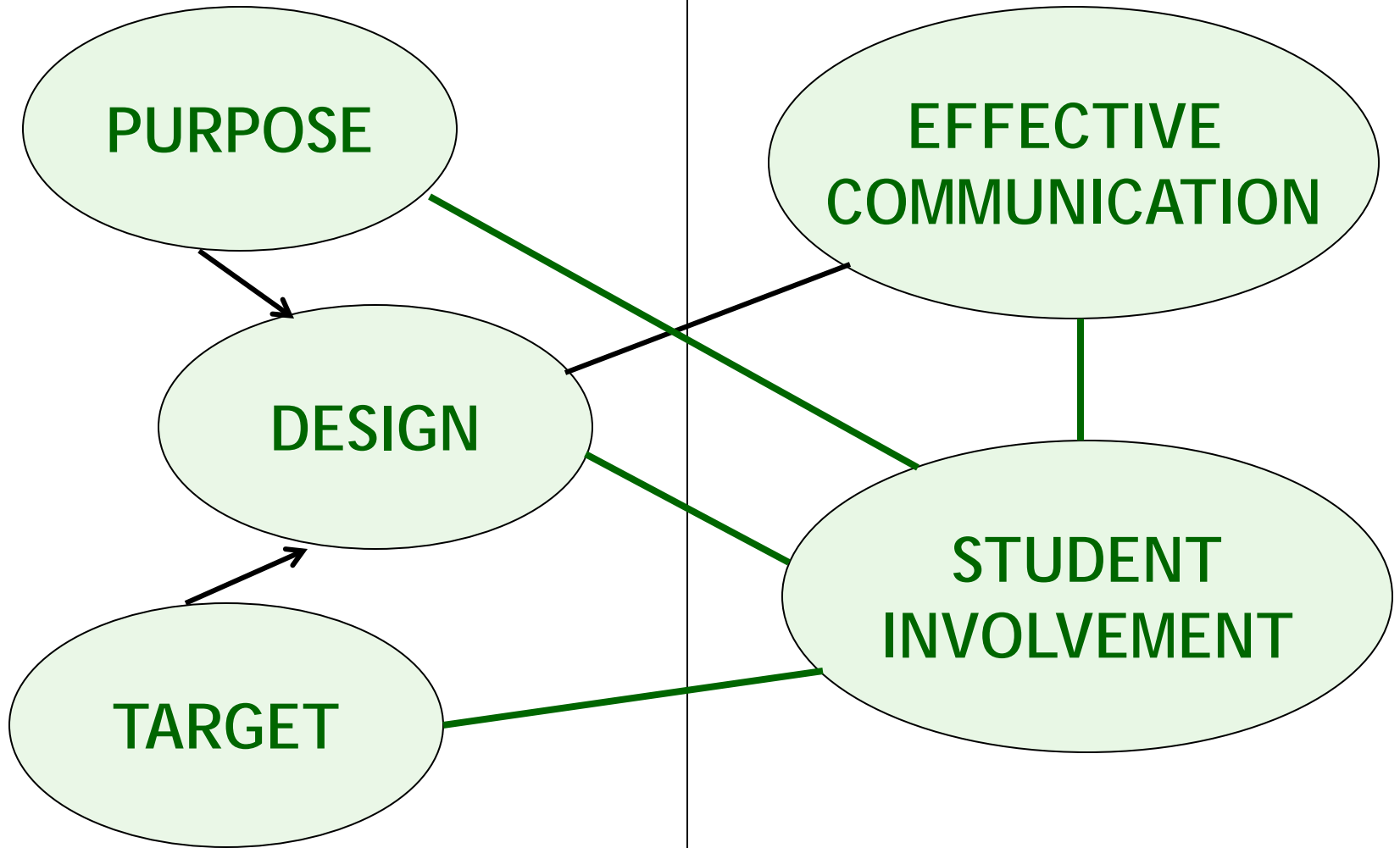
Key 3: Are students able to self-assess and set goals on the basis of their assessment results?

Key 4: Do students receive and offer effective feedback during the learning?

Key 5: Do students track, reflect on, and share their learning progress?

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Requirement for Success? Quality Assessment!

- **All assessments arise from high-quality achievement standards**
- **All assessments yield dependable evidence**
- **All involved use assessment to benefit student learning**

**Please find a partner and take
turns explaining to each other
the active ingredients in
assessment literacy**

Key issues in need of your attention

- **Who needs to be assessment literate?**
- **What is the current status of our collective assessment literacy?**
- **What have been the barriers to its development?**
- **How can we remove them?**

Communicating Student Growth

- **Provide evidence to supervisor for each priority standard as it is gathered**
- **Provide as much info as possible as simply as possible (score distributions)**
- **Assemble reports by standard into summary portfolio**
 - **Draw summary conclusions**
 - **Address extraneous factors**