

Choosing Item Types

The method choices are:

1. A few multiple choice items
2. Two or three short answer items
3. A constructed response item
4. A combination of the above

Alaska Language Arts GLE Grade 6

The student uses strategies to decode or comprehend meaning of words in text by

[6] 2.1.2 Determining the meaning of unfamiliar words using knowledge of word families, phonetics, context and visual cues, structural elements (contractions, compound words, root words, prefixes, suffixes, plurals)

Alaska Science GLE Grade 8

The student demonstrates an understanding of how energy can be transformed, transferred, and conserved by

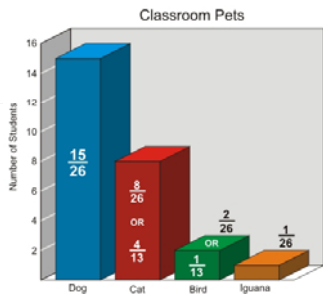
[8] SB2.1 identifying the initial source and resulting change in forms of energy in common phenomena (e.g., sun to tree to wood to stove to cabin heat)

Alaska Mathematics GLE Grade 4

The student demonstrates conceptual understanding of whole numbers to ten thousands by

[4] N-5 identifying, describing with explanations, or illustrating equivalent fractions or mixed numbers (M1.2.4 & M3.2.5)

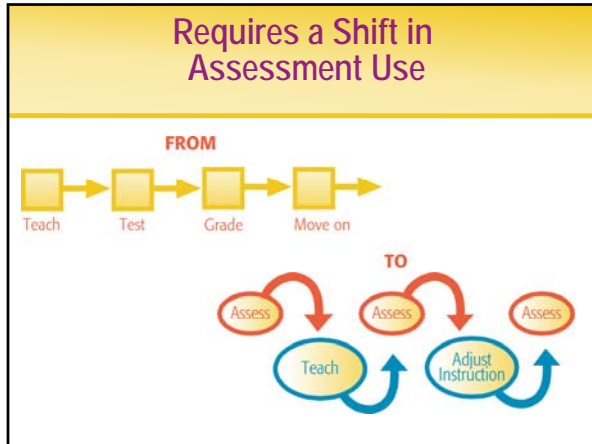
Part Two- Using Assessment Data



Assessment Effectiveness

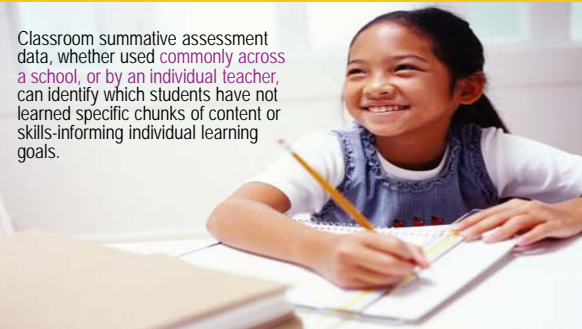
Requires:
A shift in thinking from something we DO to students to something we do WITH and FOR students.






Using Classroom Data to Identify Learning Gaps and Goals

Classroom summative assessment data, whether used commonly across a school, or by an individual teacher, can identify which students have not learned specific chunks of content or skills-informing individual learning goals.



Using Common Assessment Data



How can the data from common assessments be used?

Grade 8 Science Items

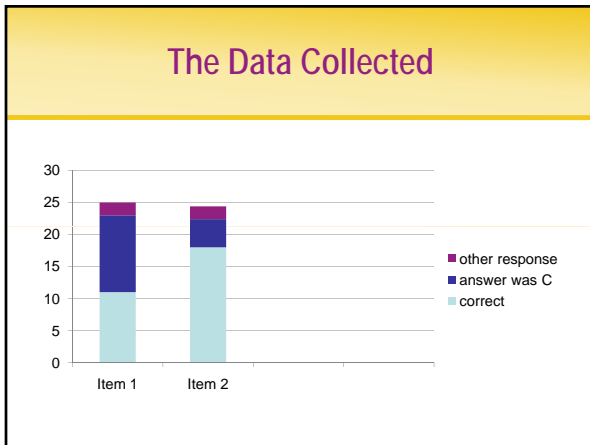
8 SB2.1

1. The Smith family burns natural gas to heat their home. Which of the following correctly outlines the initial source and resulting change in forms of energy that occur to keep the Smith home warm?

a) sun – decay – furnace – heat – CO2 – plants
 b) sun – plants – decay – gas – furnace – heat
 c) plants – decay – gas – furnace – heat – sun
 d) plants – furnace – gas – heat – CO2 – sun

Draw an illustration of the correct sequence.

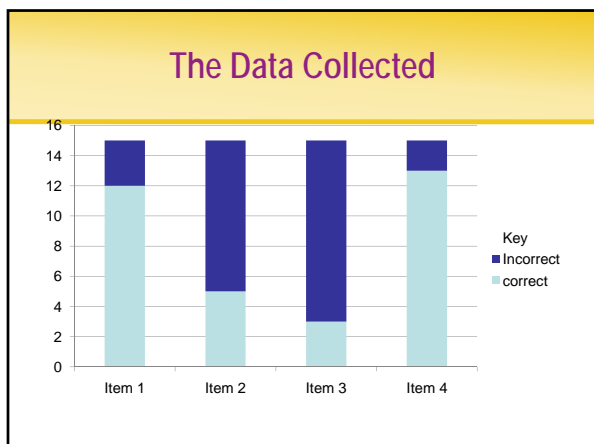
2. A student lifts a bottle of water. The water in the bottle sloshes around.
 I. _____ II. _____
 Label each action with one of these terms: *thermal, chemical, electrical, mechanical*
 Describe the source of energy involved in each part of the action above.



Grade 4 Math Items

Rewrite the following improper fractions.
 Choose one example to illustrate using the fraction circles.

$\frac{6}{3}$ $\frac{18}{4}$ $\frac{9}{5}$ $\frac{24}{6}$



Grade 6 Reading Items

Bald eagles **soar** through the skies all over North America, from Alaska and Canada to Mexico. Bald eagles are large, powerful, brownish-black birds with white heads and tails.

Bald is the old fashioned word for *white*; **hence**, *bald eagles*. They don't get their **distinctive** white heads and tails until they are adults at age 4 or 5 years. How can you tell an **immature** bald eagle from a golden eagle, another raptor that is all brown? **You'll** be able to tell because bald eagles are **fishermen** and have their *pants legs* all rolled up. Golden eagles have feathers all the way down their legs and can't roll up their pants.

Grade 6 Reading Items

- Another word or phrase that means the same as **soar** is _____.
- Another word or phrase that means the same as **hence** is _____.
- An **immature** eagle is an eagle that is _____.
- You'll** is a contraction for the words _____ and _____.
- Can't** is a contraction for the words _____ and _____.
- A word or phrase that is *opposite* of **distinctive** is _____.

The Data Collected- An Informal Data Set!

Most students struggled with question 2 and question 6.
 What about these items is different than the other items?
 What questions does this raise?

Common Assessment Data Use

Multiple Purposes:

- Differentiate instruction
- Inform flexible groupings
- Determine intervention effectiveness
- Make instructional adjustments
- Close gaps in student understanding
- Plan for future students/instruction
- Get a "pulse" on the success of specific curriculum or program

Three Step Approach- Keep it Simple!
Excerpt from March 2011 NCTM Brief

Step 1: *Collect Data*
Step 2: *Data Analysis*
 For data analysis, teachers must collaborate actively in identifying and examining patterns, asking questions to pinpoint further specific areas of weakness and to suggest possible causes. When making hypotheses, teachers should focus on instruction and not on factors outside their control. Consider, also, that teachers may be able to answer their hypotheses by looking closer at existing data. Often, however, the team will decide that several of their suggestions will need further exploration.
Step 3: *Intervention*
 For intervention, teachers must brainstorm strategies to improve students' achievement in those designated areas. It is extremely important that the suggested strategies be manageable for teachers. If teachers cannot actually enact the intervention, it will certainly fail. Once agreeing on manageable strategies, the team should set specific, measurable goals to determine whether or not the intervention is working. This step brings us back to the first step—collecting data in order to track the progress toward each specific goal in a continuous cycle of school improvement.

A Poll...

Of the simple three steps, which is hardest for you to implement and why? If you are not currently in the classroom, think back to when you were!

1. Collect Data
2. Analyze the Data
3. Intervene Based on the Data

Balancing Assessment Use

"To maximize student success, assessment must be seen as an **instructional tool** for use while learning is occurring, and as an **accountability tool** to determine if learning has occurred. Because both purposes are important, they must be in balance."

From *Balanced Assessment: The Key to Accountability and Improved Student Learning*, NEA (2003)

Thanks for Participating!!!