


**Assessment Continuum**  
**Using Standards and Learning Targets**



*“Where are we on this continuum in regards to using standards, GLE’s and learning targets to inform our instruction and classroom assessment practices?”*

Stage 1: <b>Articulation of Standards and Learning Targets</b>	Stage 2: <b>Unpack Standards and Align Learning Targets</b>	Stage 3: <b>Use Common Assessments and Data</b>	Stage 4: <b>Collaborative Analysis of Student Work</b>	Stage 5: <b>Formative Assessment and Feedback</b>
Understand importance of standards-based teaching and identifying clearly articulated learning targets to bring consistency to our school’s standards based instruction.	Develop understanding of content and skills embedded within the standards and grade level expectations.	Select, design and implement consistent measures of student performance based on aligned standards and learning targets.	Examine student work to calibrate expectations of proficiency, inform instruction and monitor students’ progress towards meeting learning targets and standards.	Use formative assessment strategies and student work to guide daily instructional decisions. Provide and utilize continuous feedback to support student involvement in learning.
<b>Tools/Evidence:</b> <ul style="list-style-type: none"> <li>• Curriculum Maps/ Pacing Guides</li> <li>• Grade-level content specific list of priority standards</li> </ul>	<b>Tools/Evidence:</b> <ul style="list-style-type: none"> <li>• Unpacking Standards Template</li> <li>• Grade-Level content specific list of learning targets</li> </ul>	<b>Tools/Evidence:</b> <ul style="list-style-type: none"> <li>• Student achievement data</li> <li>• Task framework and scoring guides</li> </ul>	<b>Tools/Evidence:</b> <ul style="list-style-type: none"> <li>• Protocol for ESW</li> <li>• Criteria for success</li> <li>• Descriptive feedback guide/rubric</li> </ul>	<b>Tools/Evidence:</b> <ul style="list-style-type: none"> <li>• Questioning strategies</li> <li>• Criteria setting</li> <li>• Descriptive feedback</li> <li>• Student Self Assessment</li> <li>• Goal Setting</li> <li>• Peer Assessment</li> </ul>

## Classroom Assessment Check

<b>Assessment Description:</b> (subject, when it took place, timing in relation to instruction...)				
<b>Skills Assessed:</b>			<b>Content Assessed:</b>	
<b>Format:</b>	<b>Purpose for the Assessment:</b> (Check All That Apply)			<b>Use of Assessment Results:</b>
<input type="checkbox"/> Written <input type="checkbox"/> Oral <input type="checkbox"/> Project/ Product <input type="checkbox"/> Presentation/ Performance <input type="checkbox"/> Computer- based <input type="checkbox"/> Other: _____	<p style="text-align: center;"><b>Formative (for Learning)</b></p> <input type="checkbox"/> For me and my students to understand current level of understanding. <input type="checkbox"/> For goal setting. <input type="checkbox"/> For me and my students to monitor progress <b>during</b> learning.	<p style="text-align: center;"><b>Benchmark/ Interim</b></p> <input type="checkbox"/> To monitor effectiveness of instruction and /or program. <input type="checkbox"/> To track proficiency of class or group(s) of students. <input type="checkbox"/> Other: _____	<p style="text-align: center;"><b>Summative (of Learning)</b></p> <input type="checkbox"/> To evaluate overall student performance at the end of the unit or lesson. <input type="checkbox"/> To evaluate specific skills and/or knowledge at the end of a lesson or unit of study. <input type="checkbox"/> Other: _____	<input type="checkbox"/> To analyze and direct lesson planning process. <input type="checkbox"/> To identify student learning needs. <input type="checkbox"/> To compare with other evidence of learning. <input type="checkbox"/> To contribute toward final grade. <input type="checkbox"/> To help students set learning goals. <input type="checkbox"/> Other: _____
<b>My Students' Involvement with the Assessment:</b> (check all that apply)			<b>Assessment Source:</b>	
<input type="checkbox"/> Students were aware of the skills and/or content being assessed. (learning targets) <input type="checkbox"/> Students knew when they would be assessed. <input type="checkbox"/> Students helped develop the assessment. <input type="checkbox"/> Students identified specific strategies that they would use to be successful on the assessment. <input type="checkbox"/> Students were aware of and/or contributed to criteria for demonstrating success. <input type="checkbox"/> Students used a rubric, exemplar, checklist or other way to self-monitor. <input type="checkbox"/> Other: _____			<input type="checkbox"/> Textbook/Workbook from core program <input type="checkbox"/> Teacher-made <input type="checkbox"/> Standardized/Vendor-based (Aims Web) _____ <input type="checkbox"/> Another source (book) _____ <input type="checkbox"/> Web-based/electronic _____ <input type="checkbox"/> Teacher-modified or refined (Explain): _____	

# Formative



# Summative

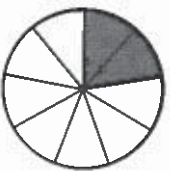
Type	Classroom Formative	Classroom Summative	District-Level Summative (Interim and Benchmark)	State/National Summative
When	Daily	Unit Monthly Weekly	Monthly Semester Trimester	Annually
Purpose	Student and teacher feedback towards ongoing learning	Determining grades, achievement toward proficiency of standards	Identify groups of at-risk students; used for determining PD, programmatic needs or predicting performance on SBA	Accountability, rank, and school improvement goals
What	Sharing criteria, questioning, student self assessment, observations, descriptive feedback, using peers as resources.	Teacher-developed and/or curriculum embedded; end-of-unit tests, projects, performance tasks	Common, benchmark, interim, including NWEA, MAPPS, Aims Web. District-created, Pre/post tests, and/or writing samples collected at the district level	Examples: SBA, ACT, SAT, NAEP, TIMMS

## Aligning Grade Level Expectations to Classroom Assessments

<b>Grade Level Expectations:</b>			
<b>Strand and Grade Level:</b>			
√ <b>Stop Light Check:</b>			
<b>Assessment Sample:</b>			
What are the underlying skills and concepts necessary for the student to demonstrate an understanding of the standard/ GLE?			
<b>Grade Level Expectations:</b>			
<b>Strand and Grade Level:</b>			
√ <b>Stop Light Check:</b>			
<b>Assessment Sample</b>			
What are the underlying skills and concepts necessary for the student to demonstrate an understanding of the standard/ GLE?			

Choose the letter of your answer.

1. What fraction is shaded?



- a.  $\frac{2}{9}$     b.  $\frac{2}{7}$     c.  $\frac{7}{2}$     d.  $\frac{2}{2}$

2. Which fraction is equivalent to  $\frac{3}{6}$ ?

- a.  $\frac{3}{12}$     b.  $\frac{1}{3}$     c.  $\frac{6}{12}$     d.  $\frac{6}{6}$

3. What is  $\frac{17}{5}$  in simplest form?

- a.  $2\frac{3}{5}$     c.  $5\frac{2}{3}$   
b.  $3\frac{2}{5}$     d. not given

4. Which number is greatest?

- a. 1    c.  $1\frac{7}{12}$   
b.  $1\frac{2}{12}$     d.  $\frac{4}{9}$

5. About how tall is a horse?

- a. about 6 miles  
b. about 6 yards  
c. about 6 feet  
d. about 6 inches

6. Complete.  $\frac{2}{7} = \frac{\square}{21}$

- a. 3    b. 6    c. 8    d. 10

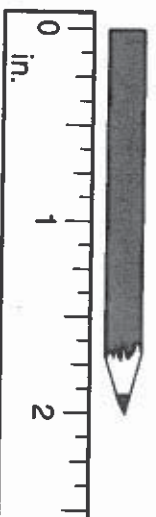
7. Which is two and one-half?

- a.  $1\frac{2}{2}$     c.  $2\frac{2}{1}$   
b.  $2\frac{1}{3}$     d. not given

8. Compare.  $3\frac{1}{5}$   $\bullet$   $3\frac{3}{5}$

- a. >    b. <    c. =

9. Measure this small pencil to the nearest inch.



- a. 1 inch    c. 3 inches  
b. 2 inches    d. 4 inches

10. What part of the set is shaded?



- a.  $\frac{5}{12}$     b.  $\frac{7}{12}$     c.  $\frac{5}{7}$     d.  $\frac{7}{5}$

11. What is  $\frac{15}{5}$  in simplest form?

- a. 3    c. 10  
b. 5    d. not given

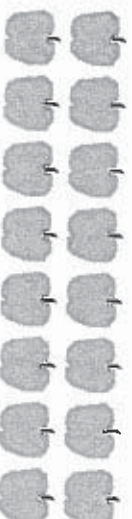
12. Which number is least?

- a.  $2\frac{1}{2}$     c.  $2\frac{5}{8}$   
b.  $3\frac{1}{4}$     d.  $3\frac{1}{5}$

13. Which is the best estimate for the length of a fork?

- a. 8 feet    c. 8 miles  
b. 8 inches    d. 8 yards

14. What is  $\frac{3}{8}$  of the set?



- a. 3    b. 4    c. 5    d. 6

## Think About: Inferring

To infer, you must use your background knowledge to go beyond the literal meaning of words, or “read between the lines.”

Read the following paragraph and schedule. Use what you know about schedules, distances, and vehicles to make inferences.

### Twenty-First Century Express

Express riders work for large mail and shipping companies.

The drivers travel in trucks, picking up and delivering packages in large cities and small towns. Most packages shipped today can be delivered tomorrow to places all over the world. Drivers might travel a few blocks or many miles between stops.

Helen is a driver for Super Express Shipping Company. Here is her schedule.

1. What is one inference you can make about

Helen Fletcher’s morning schedule?

\_\_\_\_\_

2. What information from the schedule did you use to make your inference?

\_\_\_\_\_

\_\_\_\_\_

3. When Helen looks at the fourth delivery, she is really unhappy. What inference can you make about that delivery?

\_\_\_\_\_

4. What do you know that helped you make your inference?

\_\_\_\_\_

\_\_\_\_\_

Super Express Schedule		
Driver	Helen Fletcher	
Truck #	502	
Date	October 1, 2002	
Deliveries	9:00 A.M.–2:00 P.M.	
1. Bob’s Market 900 Main St.	9:00	
2. Esperanza Fashion 902 Main St.	9:15	
3. Great Books 1802 Main St.	9:45	
4. Auto Mart 200 Chester (30 miles away)	10:00	
5. Buzz Cuts 700 Main St.	1:00	
6. Roosevelt School 2 Main St.	2:00	



- a. Match each structure of the sheep eye with its function.

**Table 1: Structures of the eye and their functions**

Eye structure	Function
1. External muscles	A. A clear structure that refracts light and can change its curvature
2. Retina	B. Provides oxygen and nourishment to the outer layers of the retina
3. Cornea	C. A tiny ring of muscles that change the shape of the lens
4. Lens	D. The pigmented ring of muscles that change the size of the pupil
5. Optic nerve	E. Works with the lens to refract light and helps the eye to focus
6. Iris	F. Move the eye around
7. Sclera	G. Transmits signals from the eye to the brain
8. Ciliary muscles	H. Gives the eye its shape and protects the inner parts
9. Choroid	I. A thin layer of cells that convert light into nerve signals

- b. Name two differences between the sheep eye and the human eye.
- c. Why does the optic nerve cause a blind spot?
- d. To find your blind spot, use the two dots below. Hold one hand over your left eye, look directly at the left-hand dot. At first, you can see both dots even though you're looking directly at only one. As you slowly move the page closer to your eyes, the right-hand dot disappears! If you move your eye, the dot will reappear, but as long as you focus on the first dot, the second will be invisible. Move even closer and the missing dot reappears. You've found your blind spot!
- •

## Aligning Classroom Assessments with GLEs

### Discussion Guide

1. Begin by reviewing the GLEs and the classroom assessment.
2. Determine which GLE(s) are being assessed.
3. Traffic light the level of alignment with the GLE(s) that you have chosen.  
**Green = Good Alignment**  
**Yellow = Minimal Evidence of Alignment**  
**Red = No Evidence of Alignment**
4. What can be done to improve the alignment of the assessment with the standard? (GLE)
5. Was there something in the assessment that was unclear or might cause confusion for the student?
6. What levels of cognitive complexity was evident in the assessment? Were they consistent with the cognitive complexity in the GLE(s)?
7. How could a classroom teacher use the information gathered from this assessment?
8. How did this analysis process inform your understanding of alignment of assessments to GLE's?