

Formative



Summative

Type	Classroom Formative	Classroom Summative	District-Level Summative	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	Accountability, rank, and school improvement goals
What	Sharing criteria, questioning, self assessments, 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

## SAMPLE COMMON WRITING ASSESSMENT

AK GLE: W[7]3.3.5 The student writes and edits using conventions of Standard English by applying rules of usage (i.e., verb tense, subject/verb agreement, possessives, pronouns, adjectives, adverbs, and sentence structure)

### Learning Targets:

- I can apply the correct verb tense in a sentence.
- I can apply the correct verb and subject agreement in a sentence.
- I can use possessives, pronouns, and adverbs correctly within a sentence.

*\*Adapted from Daily Oral Language PLUS, Grade 7, Great Source Education Group, Inc. 2000.*

### ASSESSMENT ITEMS:

#### CORRECT THE SENTENCES

1. Directions: Correct the conventions in the following paragraph.

The girls is going to the dance on friday night. Shes escited to go.

She is wearing colorful dresses. Because they like them?

#### MULTIPLE CHOICE QUESTIONS:

2. Circle the letter of the sentence that is written correctly.

- A. Spelling is more easier if you study.
- B. Spelling is easier if you study.
- C. Spelling is easily if you study.
- D. Studying is easiest if you spell.

3. Circle the letter of the sentence that is written correctly.

- A. Me and Joe went fishing.
- B .I and Joe went fishing.
- C. Joe and me went fishing.
- D. Joe and I went fishing.

## 4. CORRECT THE PARAGRAPH

Directions: Edit the following paragraph then re-write it correctly.

William Oliver Stevens wrieded much historically books. Him sees Doctor Walker once in an elevator in Washington, D.C. Her was about seventy at the time, she not worn skirts since the 1880 summer of. She carried a umbrella in winter and a fan in summer diligently. Dr. Walker departs and then did Stevens's learns she identity only from the elevator.

## 5. ESSAY QUESTION:

This essay will be scored with the conventions rubric.

Directions:

Describe your favorite place or town. Include why you prefer this place or town above other choices. Be sure to include the surroundings and atmosphere along with the animals and people there.

## Conventions Scoring Rubric- Grade 7

### Advanced

- Paragraph structure reinforces the organizational structure. • Grammar and usage are correct (few, if any, errors) and contribute to clarity and style.
- Punctuation is accurate (few, if any, errors) and guides the reader through the text.
- Spelling is generally correct, even of more difficult words.
- The writer may manipulate conventions for stylistic effect.

### Proficient

- Correct paragraph structure is attempted but some paragraphs run together or begin in the wrong place.
- Problems with grammar or usage are not serious enough to impede or distort meaning.
- End punctuation usually correct; internal punctuation is sometimes missing or incorrect.
- Spelling is usually correct or reasonably plausible on common words; misspellings do not impede communication.

### Below Proficient

- Paragraphing is attempted but many paragraphs run together or begin in the wrong place
- Problems with grammar or usage may be serious enough to impede or distort meaning in some instances but not overall.
- Terminal punctuation is usually correct; internal punctuation is sometimes missing or incorrect and errors may impede or distort meaning in some instances.
- Spelling errors may impede or distort meaning in some instances but not overall.

# Aligning Classroom Assessments with GLEs

## DISCUSSION GUIDE

1. Begin by reviewing the standards and learning targets.

2. Traffic light the level of alignment with the standards and learning targets.



3. Review the items on the assessment, checking for alignment to the learning targets and standards.

4. Discuss and determine how well this assessment aligns with the learning expectations.

5. Traffic light the level of alignment for this assessment.

6. What changes would you make to specific items to improve the alignment?

Notes: