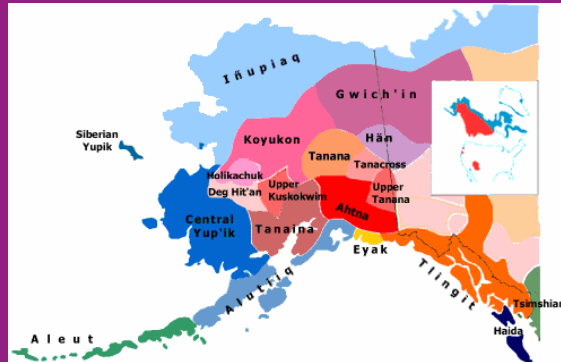


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ASDN Webinar

February 17, 2011

Characteristics of Good Assessment



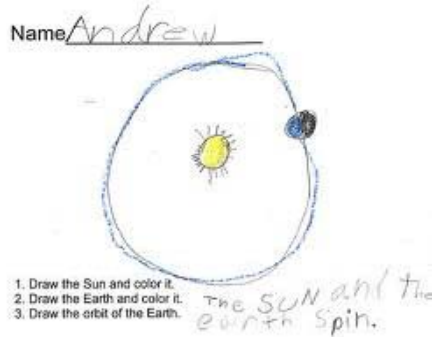
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Revisiting The Alignment Discussion Guide

- Are the targets or student outcomes aligned to the GLEs?
- Are the items aligned to the targets or outcomes?
- ★ • What about the cognitive rigor of the assessment? Is it aligned to the targets and the GLEs?

Assessment Items

- Learning Targets/Standards Provided
- Student Work Included



Alaska State Standards

"I can retell and summarize the main ideas in a text"




- [5] 2.4.1 Restating and summarizing main ideas or events in correct sequence after reading a text (e.g., paraphrasing, constructing a topic outline, using graphic organizers) or identifying accurate restatements and summaries of main ideas or events or generalizations of a text.

"I can use a function table to solve a problem."

- [9] F&R-1 describing or extending patterns (families of functions: linear, quadratic, absolute value.), up to the n th term, represented in tables, linear equations using tables, graphs, models, and algebraic methods. Identify, describe, and analyze linear relationships between two variables.




First Poll

How well aligned is our first assessment?

-  Green = Well Aligned
-  Yellow = Partially Aligned
-  Red = Not Well Aligned

Second Poll

How well aligned is our first assessment?

-  Green = Well Aligned
-  Yellow = Partially Aligned
-  Red = Not Well Aligned

A Note about Scaffolding...

Research supports using scaffolding when selecting and creating assessment items.

What this means is that the item moves from a lower level of cognitive rigor to a higher level of cognitive rigor.

Students tend to perform better when tasks build on themselves. The first in a series of questions can be at a lower level of rigor simply in order to activate student's prior knowledge and to build confidence.

GLE: [6] F&R-2 Using rules to express the generalization of a pattern using words, lists, or tables, with or without variables (M4.2-4)

State Items:

1. What is the 10th term in the following pattern?

3, 102, 6, 104, 9, 106 ... _____

Explain the pattern in words:

2. Write the next three terms in the following pattern and write a general explanation of the pattern: 4, 12, 36, 108, _____, _____, _____

3. Kira is setting up tables for the Christmas potluck. If she uses 7 tables, she can seat 42 people; if she uses 9 tables, she can seat 54 people. Help Kira by finding a math rule to describe any pattern you see.

Answers:

1. What is the 10th term in the following pattern?

3, 102, 6, 104, 9, 106 ... *110*

Explain the pattern in words: *This pattern is a list within a list. Every other number in the list starting with the first number, 3, is a multiple of 3. Every other number in the list starting with the second number, 102, is two more than the previous number.*

2. Write the next three terms in the following pattern and write a general explanation of the pattern: 4, 12, 36, 108, *324, 972, 2916*

Beginning with the 4, multiply each number by 3 to get the next number.

- How will the data I collect inform my understanding of my student's abilities?
- How will I use this data to adjust my instruction to better meet my student's needs?
- How will I use this data to track whether an intervention is working?

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Teacher Assessment Analysis

The purpose of analyzing student assessment evidence is primarily to figure out next steps—often in terms of making adjustments to instruction and learning.

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Collaborative Assessment

What are the benefits of having teachers collaborate in looking at assessment work?

- Fosters a process for collegial dialogue
- Eliminates redundancy and focuses instruction
- Promotes consistency
- Provides equity
- Promotes continuity between grade levels and between schools

Video Clip

This clip shows two teachers talking about the data they have collected in their classrooms.

Participant Sharing...

- **What experiences have you had in sharing classroom assessment results with a colleague?**
- **What do you see as the biggest benefit?**
- **What are some of the road-blocks that might come up in terms of this practice?**

Tools to Assist Teachers and Students in Assessment Analysis

The next two slides show examples of templates that support the analysis of assessment data.

- The first template is completed by teachers in order to better analyze information or data collected from a classroom assessment. This would work well in the collaboration model.
- The second template is used by students both before and after taking an assessment. The student self-assesses their mastery of the learning targets before taking the assessment, and then compares this with the actual results of the assessment. With this template, the teacher and the student are collaborating!

Learning Target: _____

Date: _____ **Assessment:** _____

Students Who Have It	Students Who Need Support
Types of Misconceptions	Ideas for Next Lesson

Instructional Thoughts

Learning Targets Checklist

Geologic Time Standard: *Explain how fossils found in sedimentary rock can be used to support the theory of Earth's evolution over geologic time; and describe how the folding, breaking, and uplifting of the layers affect the evidence.*

	1	2	3	4	<i>R e s u l t s</i>
Geologic Time Learning Targets: What you can do...	Not Much	Okay	Confident	Completely	
2.1 I can explain how the Geologic Time Scale is organized.					
2.2 I can use the Geologic Time Scale to identify major events in the history of the Earth.					
2.3 I can determine the relative and absolute age of rock layers from fossil and geographic evidence in the rock.					
2.4 I can describe how folding, breaking, and uplifting can affect					

Closing Thoughts and Questions

When reflecting on tonight's webinar on assessment, what might you take away as either food for thought, or as something you might want to implement in your classroom or work situation?

Thank You!!!

It's all about student learning. *Period.*

