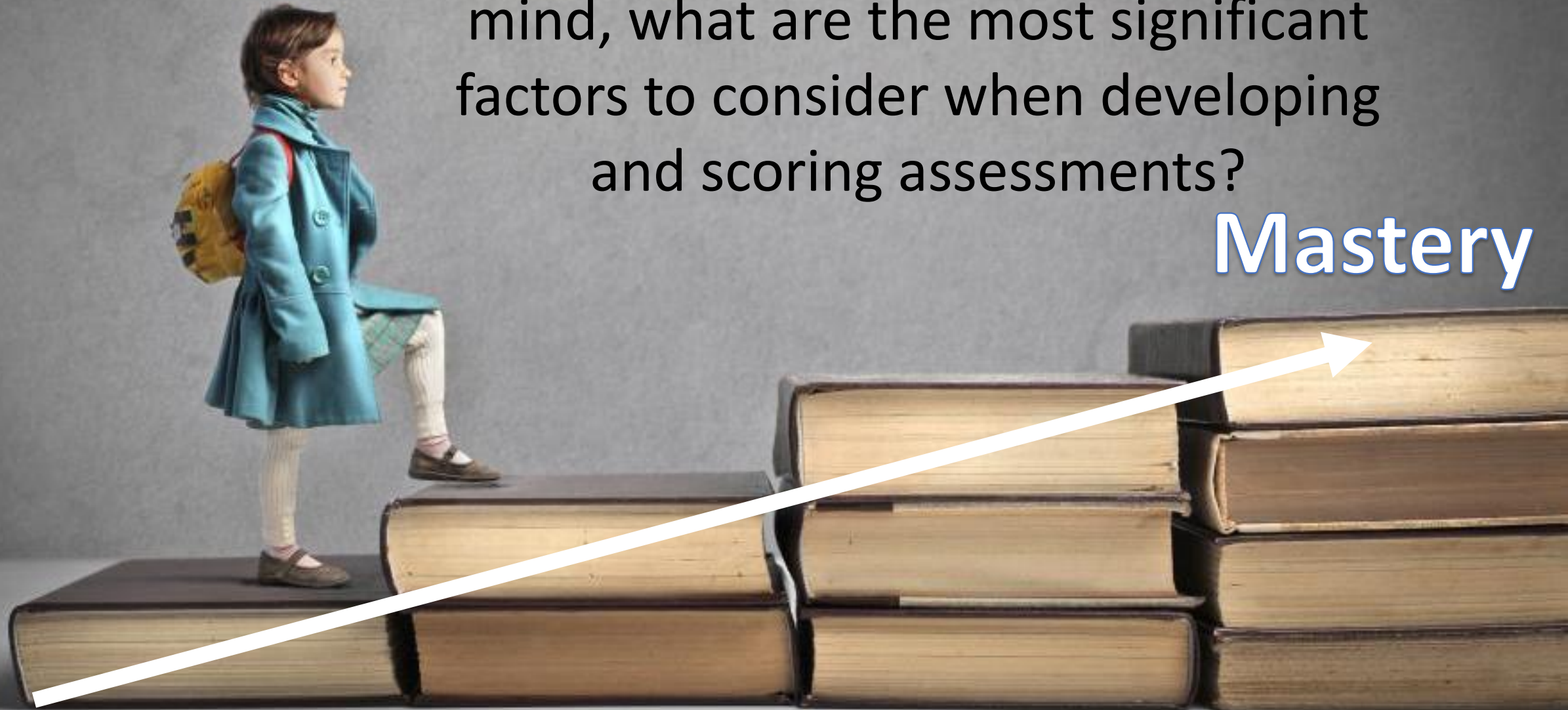# Developing Successful Assessment

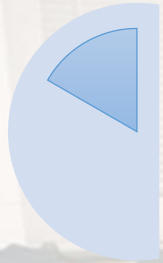EDU 423: Educational Assessment and Decision Making

December 7, 2016

bit.ly/cofoanton

With the goals of assessment in mind, what are the most significant factors to consider when developing and scoring assessments?

Mastery

Where do we start? (Types of Assessments to Design)

Pre-Assessment

Beginning of unit

Used to indicate readiness of students
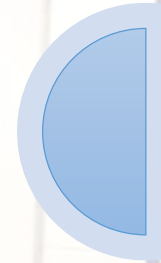
Informs instruction

Formative Assessment

Checkpoints throughout unit

Informs instruction at regular intervals
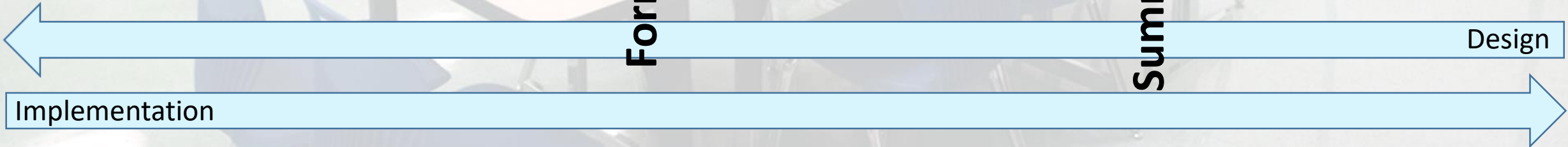
Contains smaller sub-sets of objectives and learning goals

Summative Assessment

End of unit

Contains all objectives and learning goals

Design

Implementation

CofO Interview Lesson

Goals/Objective:

Tool
Nearpod

What are some decisions to consider when creating & scoring assessments? ⬅

Indicate
what students
know, not
how well they
jump through hoops

Accuracy over time   Fair

Validity, Reliability, Objectivity ⟹ What is the goal of assessment? ⬅
-How do we assure that we   (Measure Mastery)
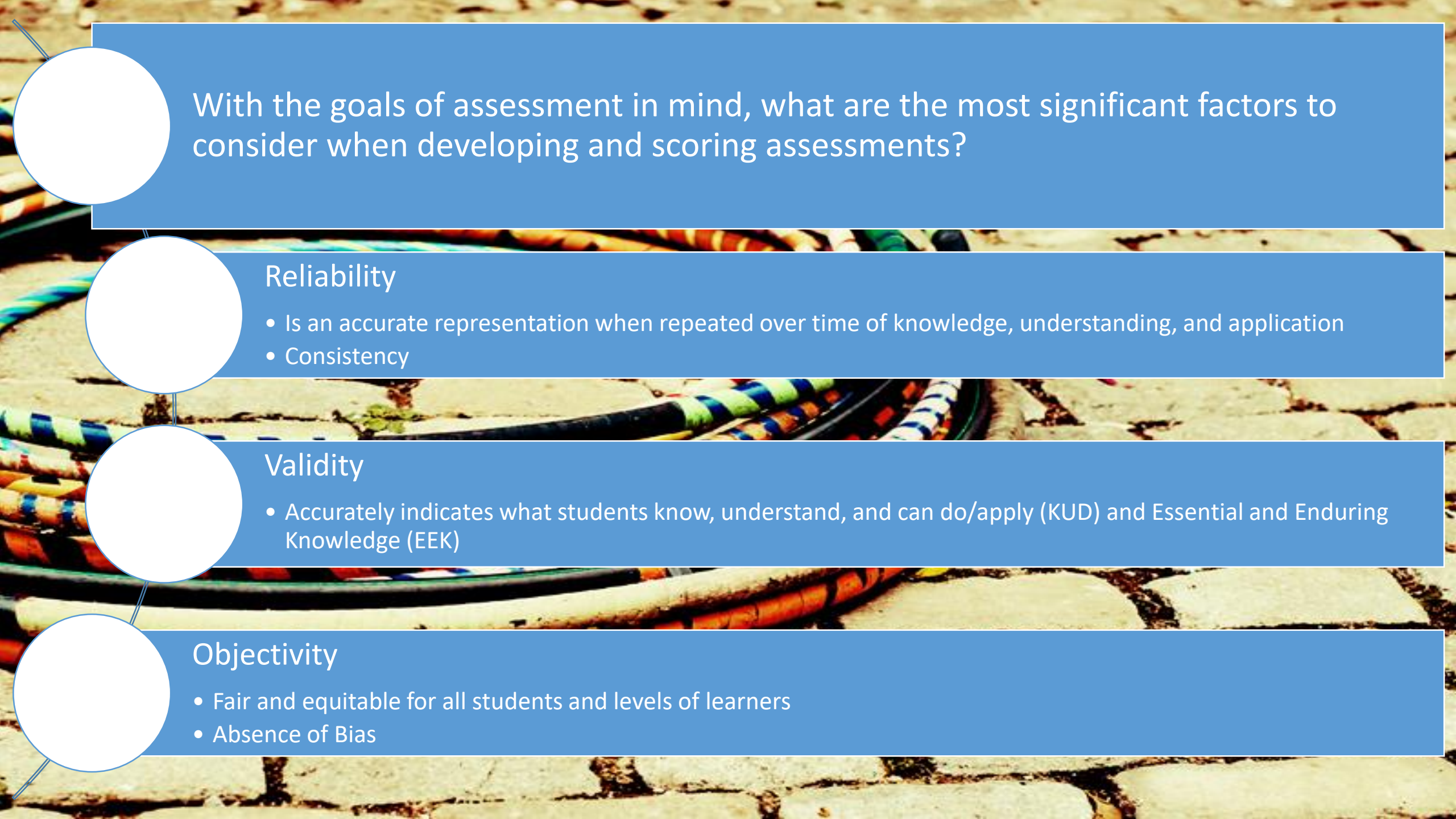are meeting this goal?

In a valid, reliable, + objective way?

(Varied Over Time Assessment)

(Authentic Assessment) Make the learning experience
obvious Applications
(Not Always Real World)

✱ Accommodations: ⟹ Tiering Assessments ⬅ (Grade Level Task)

How could you adjust this question
~~to make~~ it for a student with a lower
readiness level?

Use Equity
Picture

With the goals of assessment in mind, what are the most significant factors to consider when developing and scoring assessments?

Reliability

- Is an accurate representation when repeated over time of knowledge, understanding, and application
- Consistency

Validity

- Accurately indicates what students know, understand, and can do/apply (KUD) and Essential and Enduring Knowledge (EEK)

Objectivity

- Fair and equitable for all students and levels of learners
- Absence of Bias

How do we assure that we are meeting our assessment goals in a **reliable** manner?

- "Good assessment is reliable. One meaning of this is that the assessment will yield the same accuracy when repeated over time. We can't always know this when designing classroom assessments each week, but it's something to try to factor into their design." (Wormeli 2006, p. 40)

- What might be some ways to check the reliability of an assessment?

How do we assure that we are meeting our assessment goals in a **reliable** manner?

Stability

- Consistency of results among different testing occasions
- Test-Retest

Alternate Form

- Consistency of results among two or more different forms of a test

Internal Consistency

- Consistency in the way an assessment instrument's items function
- If an assessment is created to measure whether as student can solve quadratic equations, if they get one item correct, they should get similar items correct

Popham 2002, p. 28

How do we assure that we are meeting our assessment goals in a **valid** manner?

What does it tell you if your students are asking:

Why are we doing this?	When will we ever use this?	Is this going to be on the test?
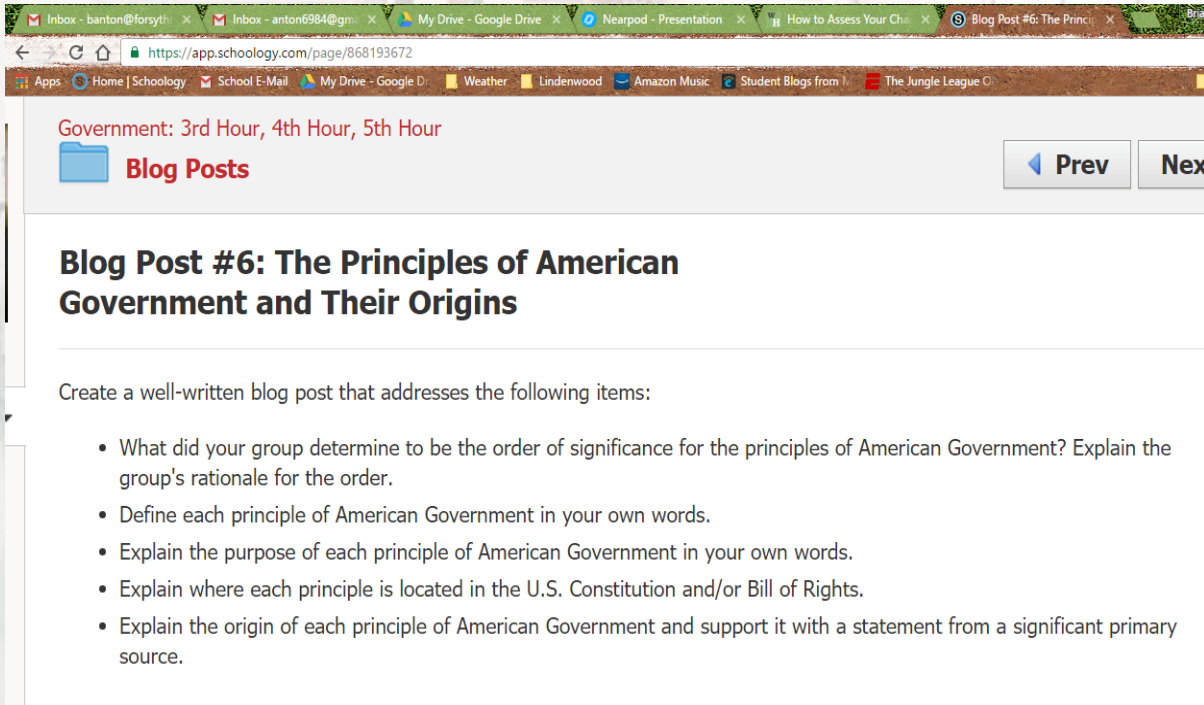
How do we assure that we are meeting our assessment goals in a **valid** manner?

- Is the assessment **authentic**?
  - "If assessment is not authentic to how students learned and what they were supposed to learn, then all subsequent grades are questionable." (Wormeli 2006, p. 33)
  - An important consideration for the teacher is to see if the test being constructed is representative of the content/objectives being taught. (Popham 2002, p. 49)
  - The assessment is close to real-world application. (Wormeli 2006, 32)

- How might you prepare your students for each of the following types of formal, summative assessments in an authentic way?
  - Essay/Short Answer Tests
  - Multiple Choice (Standardized) Tests

How do we assure that we are meeting our assessment goals in a **valid** manner?

https://app.schoology.com/page/868193672

Apps | Home | Schoology | School E-Mail | My Drive - Google D | Weather | Lindenwood | Amazon Music | Student Blogs from | The Jungle League O

Government: 3rd Hour, 4th Hour, 5th Hour

📁 **Blog Posts**

◀ Prev   Nex

Blog Post #6: The Principles of American Government and Their Origins

Create a well-written blog post that addresses the following items:

- What did your group determine to be the order of significance for the principles of American Government? Explain the group's rationale for the order.
- Define each principle of American Government in your own words.
- Explain the purpose of each principle of American Government in your own words.
- Explain where each principle is located in the U.S. Constitution and/or Bill of Rights.
- Explain the origin of each principle of American Government and support it with a statement from a significant primary source.

Government Test Essay:

What are the six most significant principles of American Government and what are their historical origins?

- Define each principle by breaking down ALL vocabulary within the definition.
- Explain how each principle works specifically and break down ALL vocabulary within your explanation.
- Specify the Location of each principle in the Constitution.
- Explain the historical origin of each of the six most significant principles including the person or people credited for developing in the principle and any associated documents.

Mr. Anton's Tips for Essay Tests
- Be VERY specific.
  - Assume that the reader knows NOTHING.
- Organize paragraphs and sentences in a clear and understandable way.
- EARN points by showing EVERYTHING that you know about the topic.
- Break down all vocabulary in the most understandable manner possible.
- Proper grammar, punctuation, and spelling show competency in the subject, and can assist with selling that you have <u>learned</u> the material.

How do we assure that we are meeting our assessment goals in a **valid** manner?

- "In order for assessment to be valid, it must be **varied** and **done over time**. A student might know the material today, but to determine whether he or she has learned it, assess the student on the same material a while later." (Wormeli 2006, p. 41)

- What are some examples of varied assessment types?

Formative, Informal Assessment Strategies

Todd Finley, "Dipsticks: Efficient Ways to Check for Understanding," *Edutopia*: https://www.edutopia.org/blog/dipsticks-to-check-for-understanding-todd-finley

Formative, Informal Assessment Strategies: Research/Learning Walls
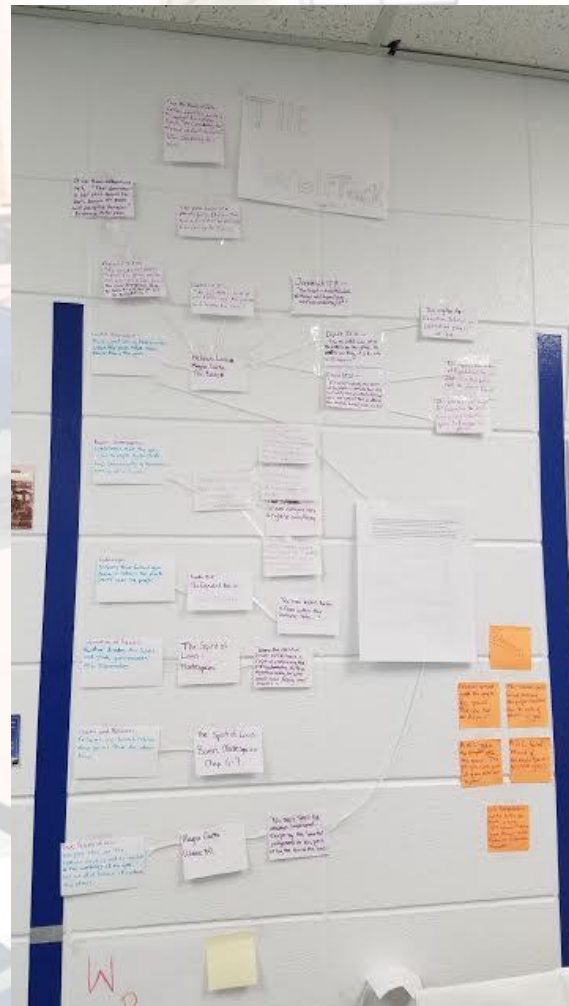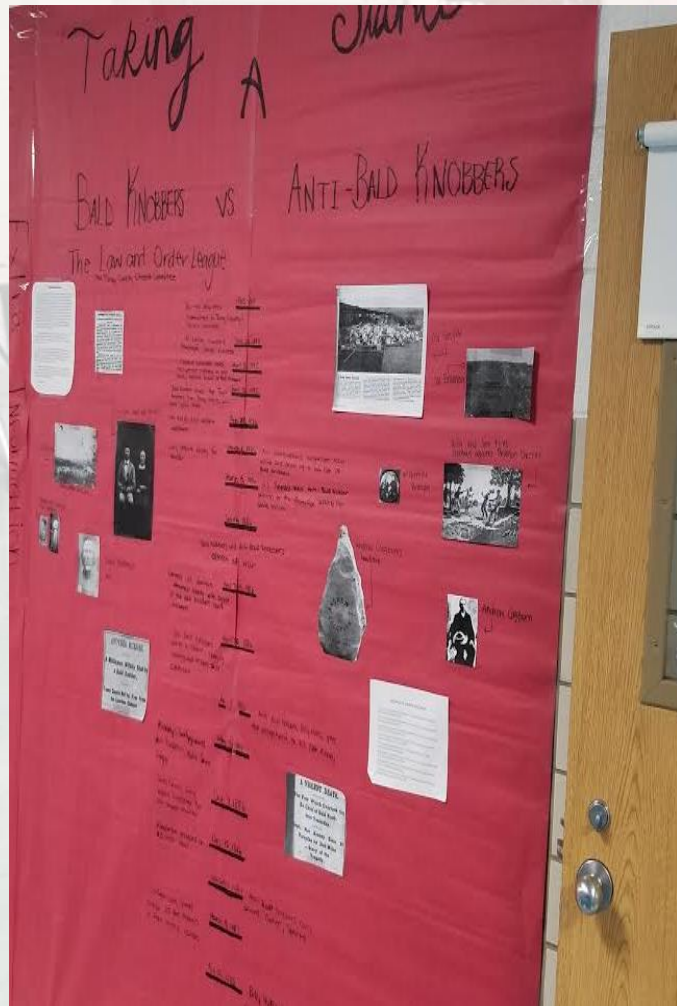
Formative, Informal Assessment Strategies: Create Your Own Quiz (CYOQ's)

Quizziz

"What Would Anton Ask?"

Kahoot!

Summative, Authentic Assessment Strategies: Performance Events
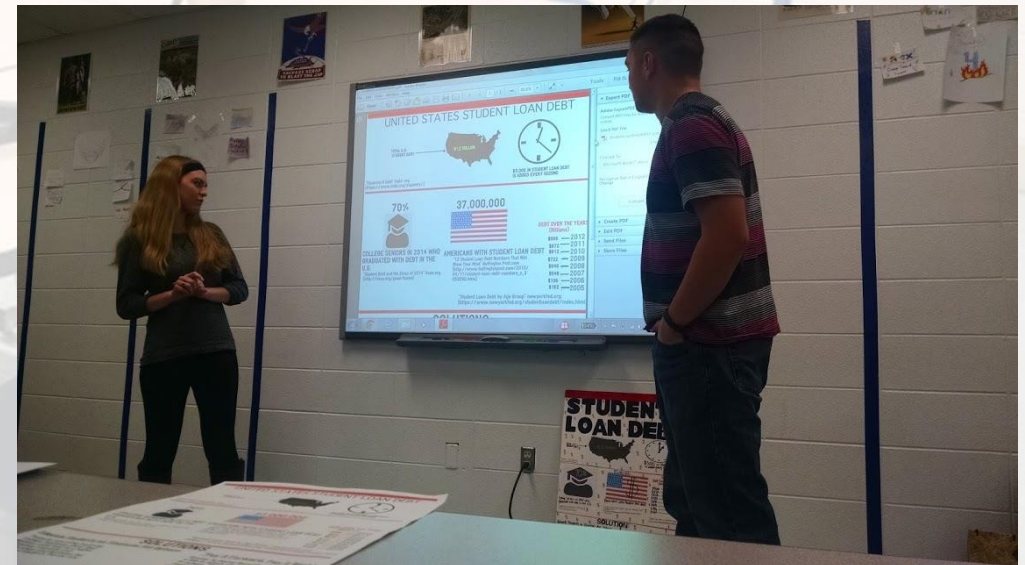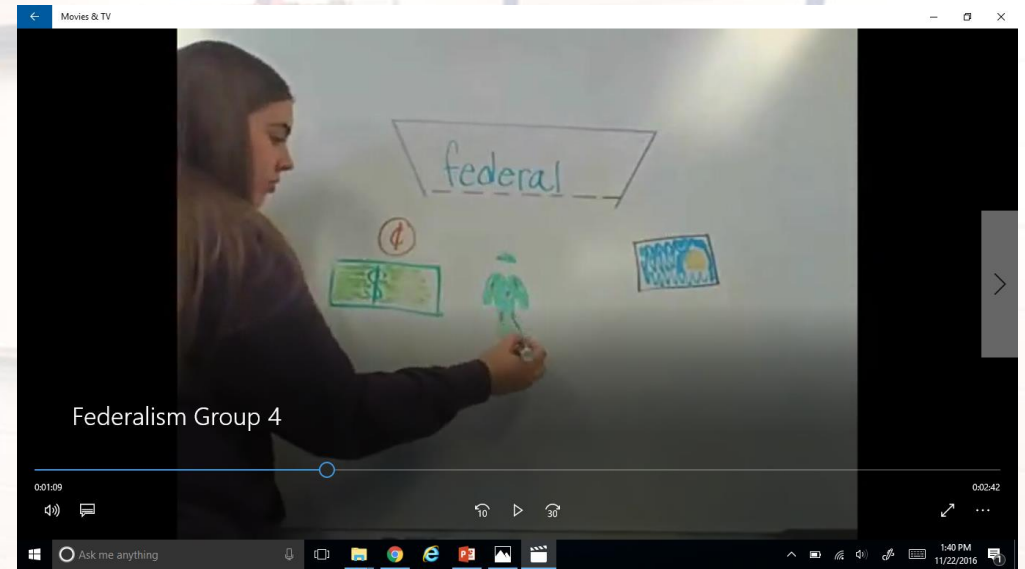
Long-Term, "Over Time" Assessment: Interactive Notebooks

Christina Gil, "Interactive Notebooks: No Special Hardware Required,"
Edutopia:
https://www.edutopia.org/blog/interactive-notebooks-no-special-hardware-christina-lovdal-gil

Long-Term, "Over Time" Assessment: Student Blogs/Portfolios

Hannah Dickens "Ten Tools to Create Online Student Portfolios," *Getting Smart:*
http://www.gettingsmart.com/2016/01/10-tools-to-create-online-student-portfolios/

Peer and Self-Assessment: Providing Feedback for Students and Teachers

- Why should students be offered the opportunity to peer and self-assess?

How do we assure that we are meeting our assessment goals in an **objective** manner?

Ensure Equity by Providing Reasonable Accommodations

Limit Bias Using Scoring Guides and Rubrics
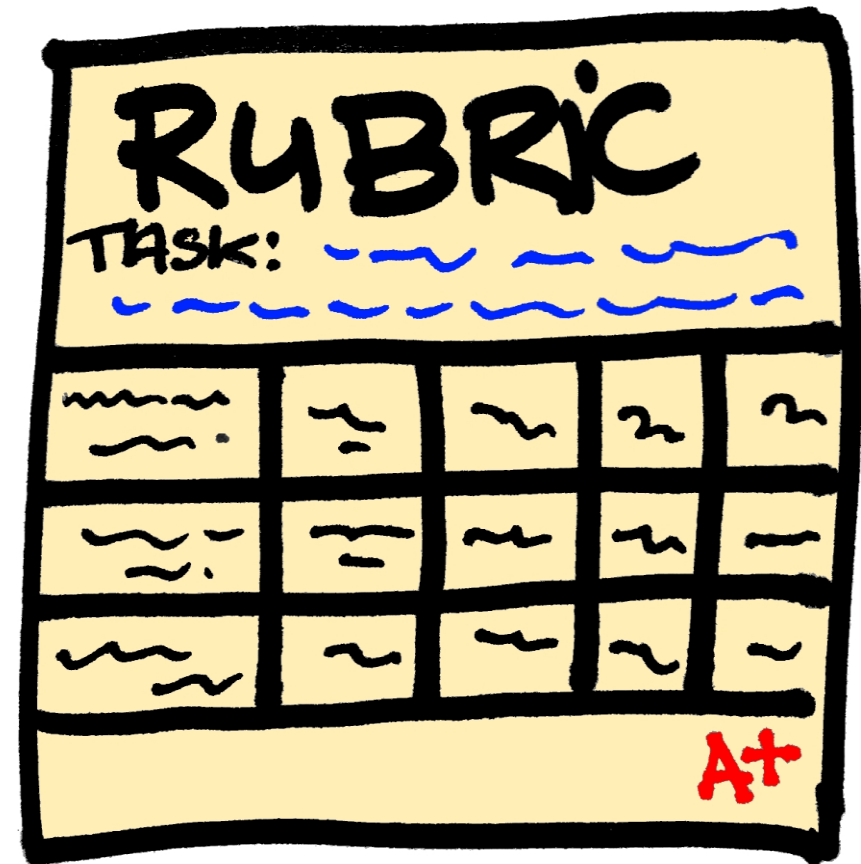
Ensuring Equity: Assessment Accommodations

- Four Categories of Assessment Accommodations
    - **Presentation Accommodations** allow students to access test directions or content in ways that do not require them to visually decode standard print. Students with print disabilities (defined as an inability to visually decode standard print because of a physical, sensory, or cognitive disability) may require alternate visual, tactile, or auditory formats.
    - **Response Accommodations** allow students to record responses to test questions in alternate ways or to solve or organize a response using some type of material or device.
    - **Timing/Scheduling Accommodations** change the allowable length of testing time and may also change the way the time is organized.
    - **Setting Accommodations** change the location in which an assessment is given or the conditions of the assessment setting.

Sandra J. Thompson, "Special Connections," *University of Kansas:* http://www.specialconnections.ku.edu/~kucrl/cgi-bin/drupal/?q=assessment/assessment_accommodations/teacher_tools

Ensuring Equity: Assessment Accommodations

Setting	Presentation
• Administer the test to a small group in a separate location • Administer the test individually in a separate location • Provide special lighting • Provide adaptive or special furniture • Provide special acoustics • Administer the test in a location with minimal distractions • Administer the test in a small group, study carrel, or individually	• Provide on audio tape • Increase spacing between items or reduce items per page or line • Increase size of answer bubbles • Provide reading passages with one complete sentence per line • Highlight key words or phrases in directions • Provide cues (e.g., arrows and stop signs) on answer form • Secure papers to work area with tape/magnets
Timing	**Response**
• Allow a flexible schedule • Extend the time allotted to complete the test • Allow frequent breaks during testing • Provide frequent breaks on one subtest but not another	• Allow marking of answers in booklet • Tape record responses for later verbatim translation • Allow use of scribe • Provide copying assistance between drafts
Scheduling	**Other**
• Administer the test in several sessions, specifying the duration of each session • Administer the test over several days, specifying the duration for each day's session • Allow subtests to be taken in a different order • Administer the test in the afternoon rather than in the morning, or vice versa	• Special test preparation • On-task/focusing prompts • Any accommodation that a student needs that does not fit under the existing categories

Source: National Center for Educational Outcomes

Developing Valid, Reliable, and Objective Scoring Guides

Four Characteristics of a Quality Rubric
(Stiggens et al. 2004, p. 220)

- Content (Measures Objectives)
- Clarity (Easily Understood by Teachers and Students)
- Technicality (Easy to Use for Teachers and Students)
- Fairness (Valid/Reliable)

Developing Valid, Reliable, and Objective Scoring Guides

Identify the Objectives and Content

Write the Descriptors with Desired Outcomes

Determine Type of Rubric
- **Holistic:** Big Picture, Less Detail, Less Feedback
- **Analytic:** Break Down Concepts, More Detail, More Feedback

Determine Scoring and Labels

Write Lower Descriptors

Developing Valid, Reliable, and Objective Scoring Guides

Identify the Objectives and Content →

Write the Descriptors with Desired Outcomes →

Determine Type of Rubric
- **Holistic:** Big Picture, Less Detail, Less Feedback
- **Analytic:** Break Down Concepts, More Detail, More Feedback

Determine Scoring and Labels →

Write Lower Descriptors

Create/sketch a (basic) Rubric Using this Strategy and the Handout.

Submit photo on Twitter using hashtag:

#CofOAssessment

Unit 2 Project: The Principles and Historical Foundations of American Government

Question Focus (Prove or Disprove): The ideas put into the United States Constitution by the delegates at the Constitutional Convention were original.							

Evaluation Criteria	Excedes Expectations		Meets Expectations (Full Credit)		Needs Improvement		Missing	Comments (Strengths & Areas for Improvement)
Stand-Alone Project Evaluation (70%)								
Project answers the question: What are the most significant principles of American government?	6	5	4	3	2	1	0	
Project identifies an order of significance of the principles of American government.	6	5	4	3	2	1	0	
Project provides an accurate and understandable definition of each identified principle.	6	5	4	3	2	1	0	
Project clearly identifies the historical origin of each principle of American government.	6	5	4	3	2	1	0	
Project provides evidence from primary sources and documents that support findings of origins.	6	5	4	3	2	1	0	
Project shows a significant amount of research.	6	5	4	3	2	1	0	
The project has visual impact and is enjoyable/pleasing to view or interact with.	6	5	4	3	2	1	0	
Project is well organized.	6	5	4	3	2	1	0	
Project is well crafted and shows significant effort and use of class time.	6	5	4	3	2	1	0	
Interview Evaluation (30%)								
Students are well-prepared and show deep understanding of content knowledge.	6	5	4	3	2	1	0	
Students communicate and speak clearly.	6	5	4	3	2	1	0	
Students are able to justify their opinions and explain their process.	6	5	4	3	2	1	0	

How do we assure that we are meeting our assessment goals in an **objective** manner?

- "Seven Steps to Fair Assessment" (Suskie 2000)
  1. Have clearly stated learning outcomes.
  2. Match your assessment to what you teach.
  3. Use many different measures and many different kinds of measures.
  4. Help students learn how to do the assessment task.
  5. Engage and encourage your students.
  6. Interpret assessment results appropriately.
  7. Evaluate the outcomes of your assessments.