

A photograph of a classroom with several rows of desks and blue chairs. In the background, there is a whiteboard, an American flag, and a window with blinds. The text is overlaid on the center of the image.

Developing Successful Assessment

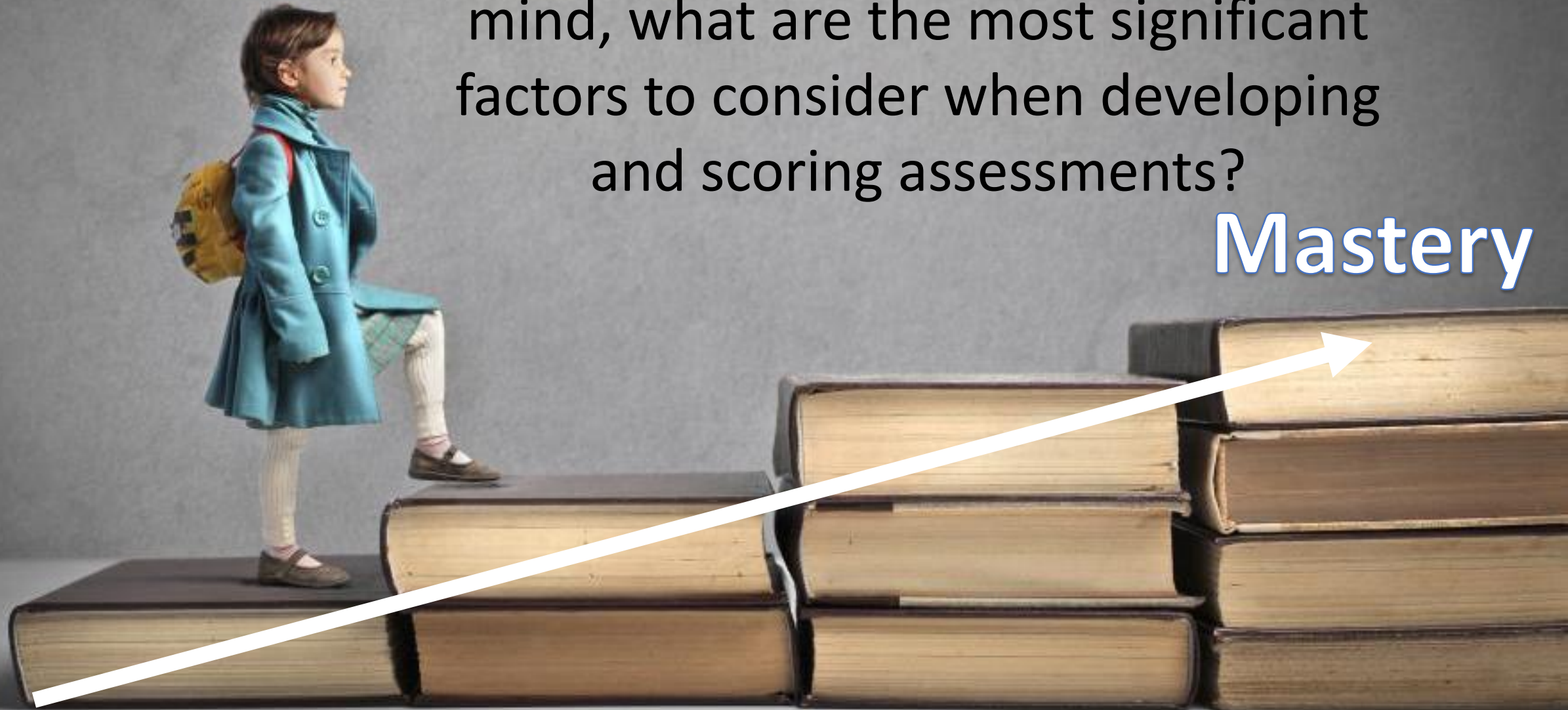
EDU 423: Educational Assessment and Decision Making

December 7, 2016

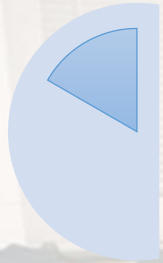
bit.ly/cofoanton

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)



Beginning of unit

Used to indicate readiness of students

Informs instruction

Pre-Assessment

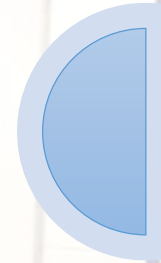


Checkpoints throughout unit

Informs instruction at regular intervals

Contains smaller sub-sets of objectives and learning goals

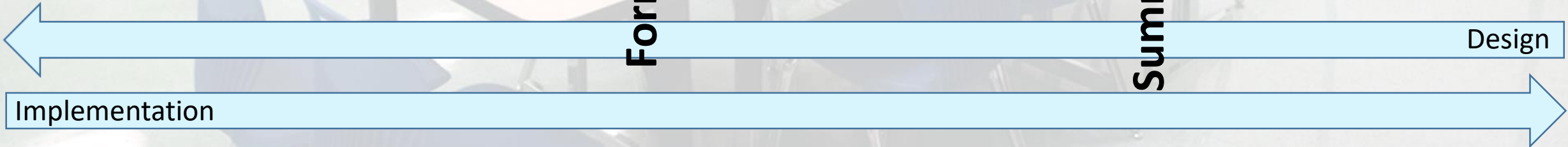
Formative Assessment



End of unit

Contains all objectives and learning goals

Summative Assessment



CoFO Interview Lesson

Begin with the End in Mind: What are Your Objectives?

Tool
Nearpod

Goals/Objective:

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

Indicates 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 are meeting this goal? (Measure Mastery)

In a valid, reliable, & objective way?

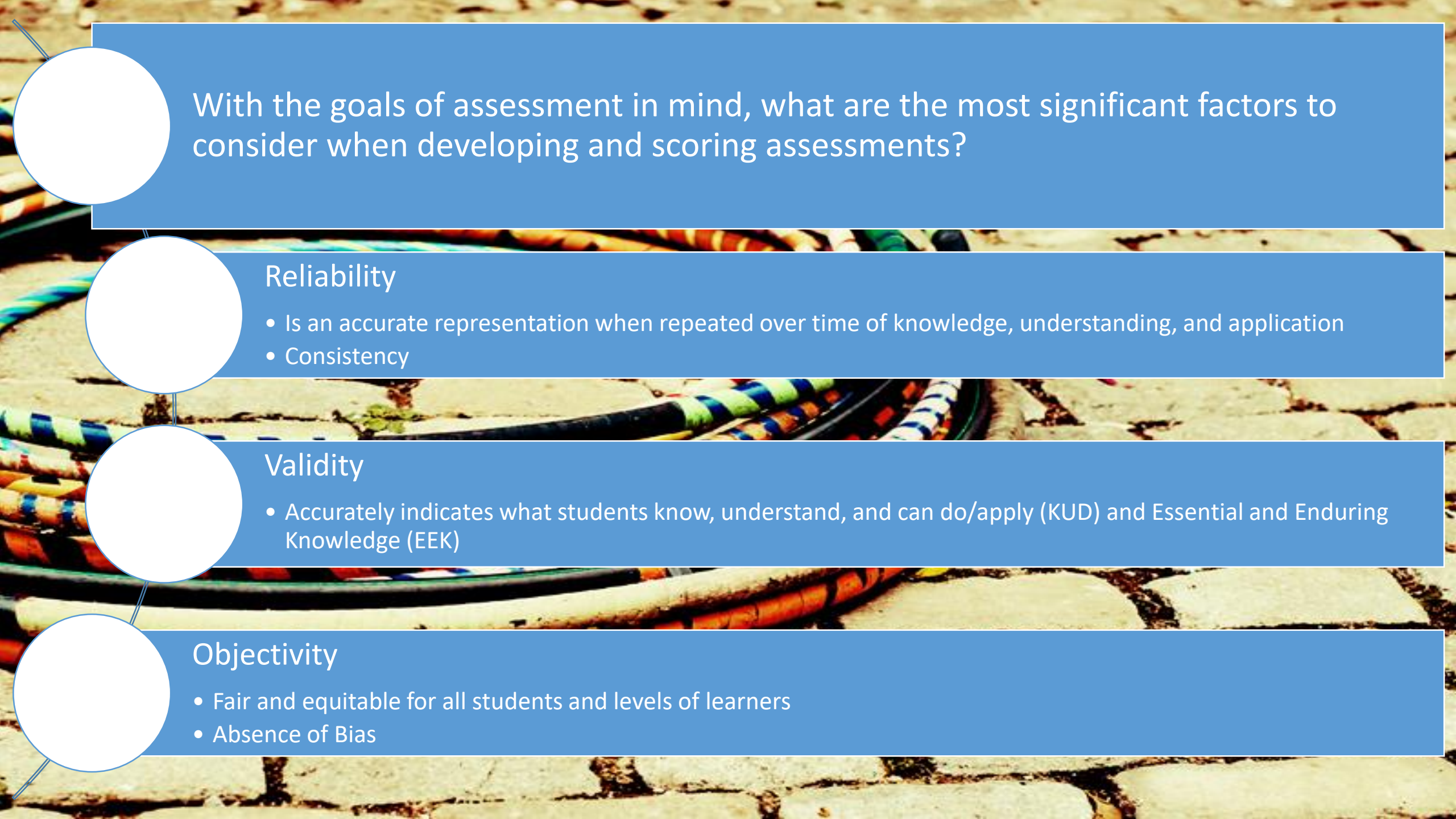
(Varied Over Time Assessment)

(Authentic Assessment) Make the learning experience obvious applications (Not theory & 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
Airline



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 a student can solve quadratic equations, if they get one item correct, they should get similar items correct

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?

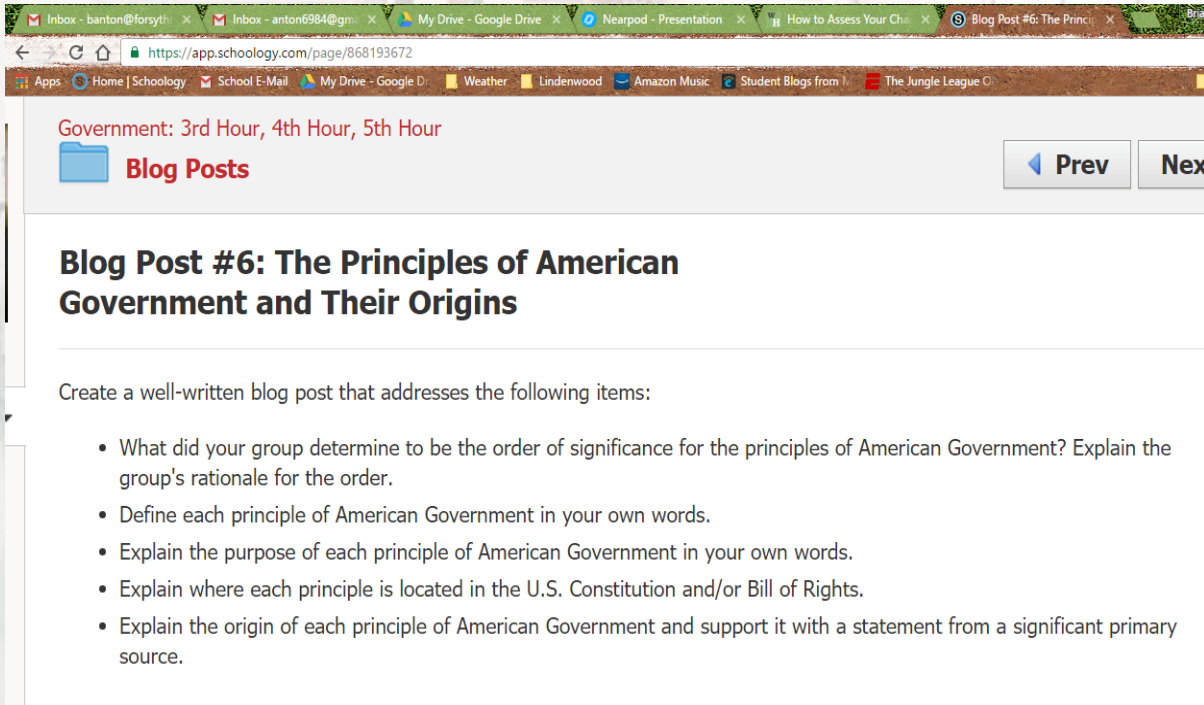
When will we ever use this?

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?

A screenshot of a web browser displaying a school blog post. The browser's address bar shows the URL 'https://app.schoolology.com/page/868193672'. The page title is 'Government: 3rd Hour, 4th Hour, 5th Hour' and the post title is 'Blog Post #6: The Principles of American Government and Their Origins'. The post content includes instructions for a well-written blog post and a list of five items to address.

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

Blog Posts ◀ Prev Next ▶

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 learned 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>

53 WAYS

To Check for Understanding

1. Summary Poem Activity:

- List 10 key words from an assigned text.
- Do a free verse poem with the words you highlighted.
- Write a summary of the reading based on the words you highlighted.

2. Invent the Quiz

- Write 10 higher-order text questions related to the content. Pick 2 and answer them in half a page.

3. The 411

- Describe the author's objective.

4. Opinion Chart

- List opinions about the content in one half of a T-chart, and support your opinions in the right column.

5. So What? Journal

- Identify the main idea of the lesson. Why is it important?

6. Rate Understanding

7. Clickers (Response System)

8. Teacher Observation Checklist

9. Explaining

- Explain the main idea using an analogy.

10. Evaluate

- What is the author's main point? What are the arguments for and against this idea?

11. Describe

- What are the important characteristics or features of the main concept or idea of the reading?

12. Define

- Pick out an important word or phrase that the author introduces. What does this word or phrase mean?

13. Compare & Contrast

- Identify the theory or idea the author is advancing. Then identify an opposite theory. What are the similarities and differences between these ideas?

14. Question Stems

- I believe that _____, because _____.
- I am confused by _____.

15. Mind Map

- Create a mind map that represents a concept using a diagram-making tool (like Gilly). Provide your teacher / classmates with the link to your mind map.

16. Intrigue Journal

- List the five most interesting, controversial, or resonant ideas you found in the readings. Include page #s and a short rationale (100 words) for your selection.

17. Advertisement

- Create an ad, with visuals and text, for the newly learned concept.

18. 5 Words

- What 5 words would you use to describe _____? Explain and justify your choices.

19. Muddy Moment

- What frustrates and confuses you about the text? Why?

20. Collage

- Create a collage around the lesson's themes. Explain your choices in one paragraph.

21. Letter

- Explain _____ in a letter to your best friend.

22. Talk Show Panel

- Have a cast of experts debate the finer points of _____.

23. Study Guide

- What are the main topics, supporting details, important person's contributions, terms, and definitions?

24. Illustration

- Draw a picture that illustrates a relationship between terms in the text. Explain in one paragraph your visual representation.

25. KWL Chart

- What do you know, what do you want to know, and what have you learned?

26. Sticky Notes Annotation

- Use sticky notes to describe key passages that are notable or that you have questions about.

27. 3-2-1

- 3 things you found out, 2 interesting things, and 1 question you still have.

28. Outline

- Represent the organization of _____ by outlining it.

29. Anticipation Guide

- Establish a purpose for reading and create post-reading reflections and discussion.

30. Simile

- What we learned today is like _____.

31. The Minute Paper

- In 1 minute, describe the most meaningful thing you've learned.

32. Interview You

- You're the guest expert on 60 Minutes. Answer:
1) What are component parts of _____?
2) Why does this topic matter?

33. Double Entry Notebook

- Create a two-column table. Use the left column to write down 5-8 important quotations. Use the right column to record reactions to the quotations.

34. Comic Book

- Use a comic book creation tool like Bitstrips to represent understanding.

35. Tagredo

- What are key words that express the main ideas? Be ready to discuss and explain.

36. Classroom TED Talk

37. Podcast

- Play the part of a content expert and discuss content-related issues on a podcast, using the free EasyPodcast.

38. Create a Multimedia Poster

39. Twitter Post

- Define _____ in under 140 characters.

40. Explain Your Solution

- Describe how you solved an academic solution step-by-step.

41. Dramatic Interpretation

- Dramatize a critical scene from a complex narrative.

42. Ballad

- Summarize a narrative that employs a poem or song structure that using short stanzas.

43. Pamphlet

- Describe the key features of _____ in a visually and textually compelling pamphlet.

44. Study Guide

- Create a study guide that outlines main ideas.

45. Bio Poem

- To describe a character or a person, write a poem that includes:
Line 1) First Name
Line 2) 3-4 adjectives that describe the person
Line 3) Important relationship
Line 4) 2-3 things, people, or ideas that the person loved
Line 5) 3 feelings the person experienced
Line 6) 3 fears the person experienced
Line 7) Accomplishments
Line 8) 2-3 things the person wanted to see happen or wanted to experience
Line 9) His or her residence
Line 10) Last name

46. Sketch

- Visually represent new knowledge.

47. Top 10 List

- What are the most important takeaways, written with humor?

48. Color Cards

- Red = Stop, I need help.
- Green = Keep going, I understand.
- Yellow = I'm a little confused.

49. Quickwrite

- Without stopping, write what most confuses you.

50. Conference

- A short, focused discussion between the teacher and student.

51. Debrief

- Reflect immediately after an activity.

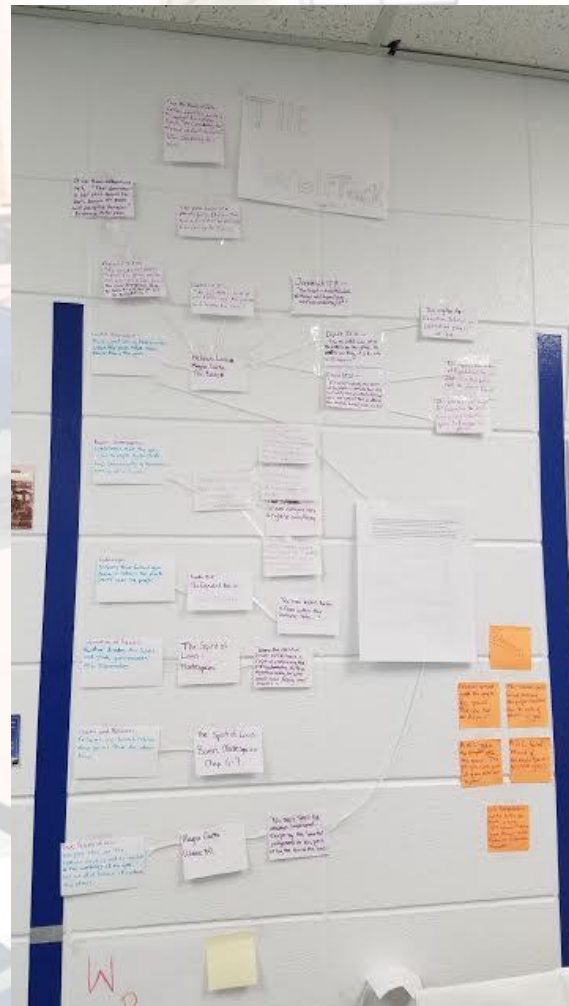
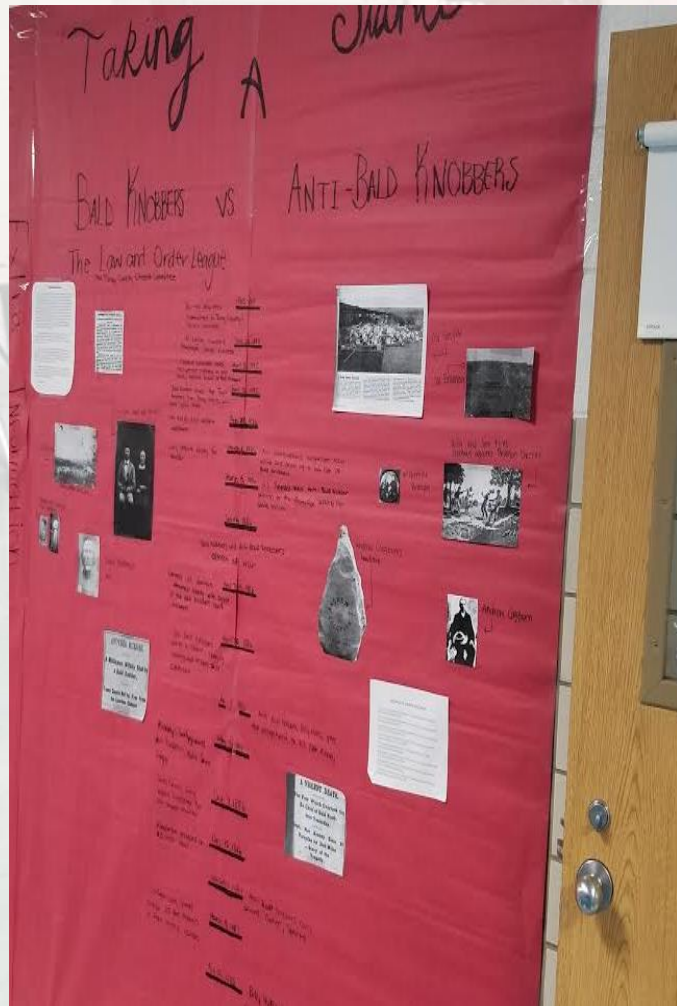
52. Exit Slip

- Have students reflect on lessons learned during class.

53. Misconception Check

- Given a common misconception about a topic, students explain why they agree or disagree with it.

Formative, Informal Assessment Strategies: Research/Learning Walls



Formative, Informal Assessment Strategies: Create Your Own Quiz (CYOQ's)

The screenshot shows the Quizizz admin interface for a quiz titled "Economics- CYOQ". The quiz is owned by "BlueLeonardo49" and has been played 12 times with a 41% average score. It is categorized for 10th to 12th grade. Two questions are visible:

1. What is Economics?
 - The study of the Stock Market
 - The study of people and choices
 - The study of money
 - The study of the ebb and flow of a country's economy
2. Who described Economics as "a study of man in the ordinary business of life"?
 - Alfred Nobel
 - Jeremy Siegel
 - Alfred Marsh
 - Paul Volker

Quizizz

“What Would Anton Ask?”

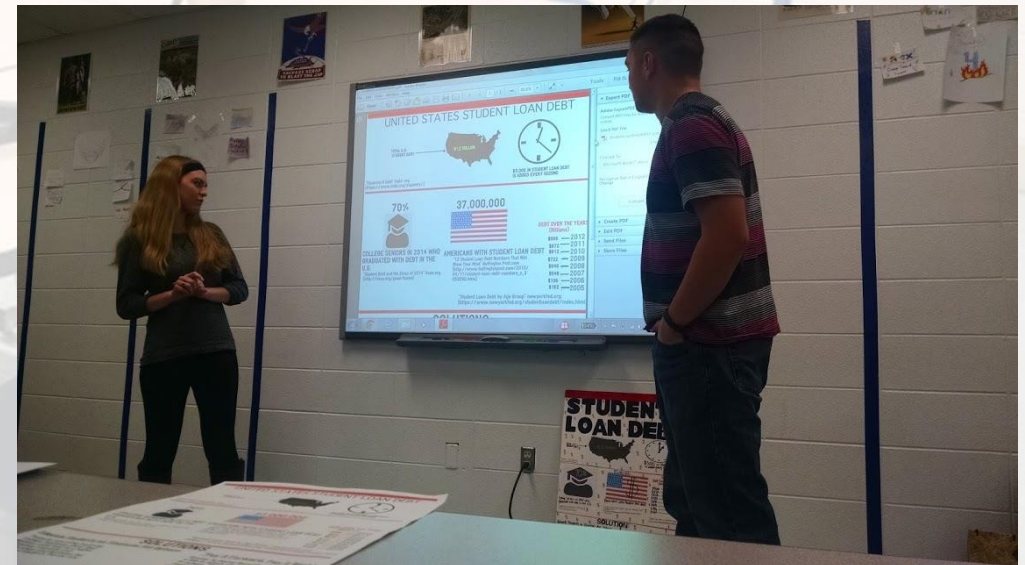
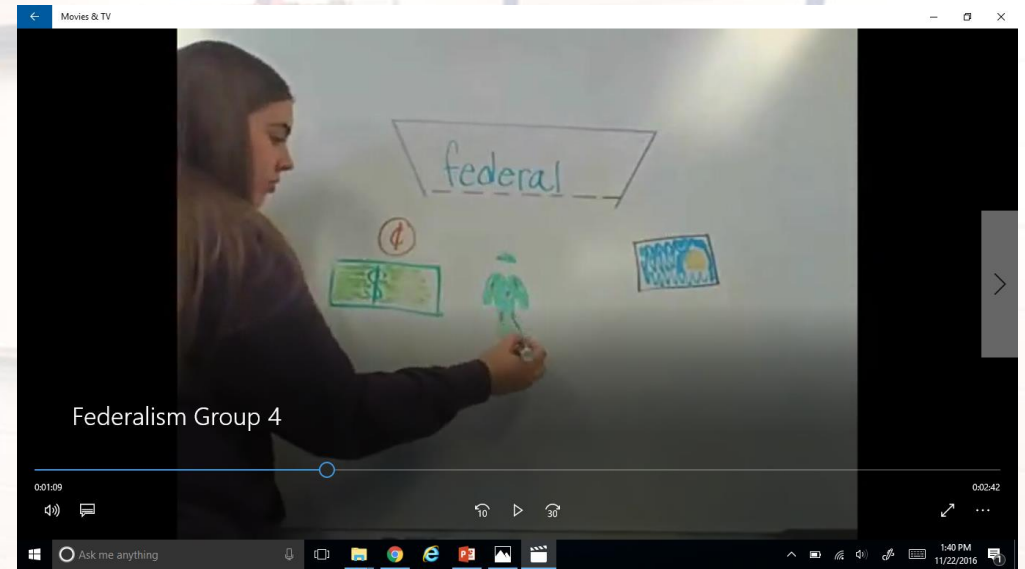
Kahoot!

The screenshot shows the Kahoot! interface for a quiz titled "Economics". The quiz is owned by "BlueLeonardo49" and is private. It has 15 questions, 1 play, 10 players, 0 favourites, and 1 share. The first question is:

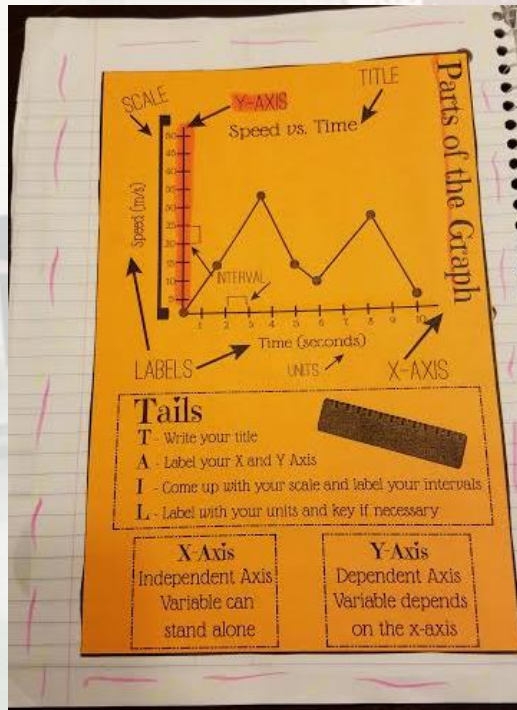
Economics. What did you expect?

Buttons for Play, Preview, Favourite, Duplicate, and Share are visible.

Summative, Authentic Assessment Strategies: Performance Events



Long-Term, “Over Time” Assessment: Interactive Notebooks



Physical State	Shape	Volume
Solid	fixed shape	fixed volume
Liquid	takes the shape of its container	fixed volume
Gas	takes the shape of its container	no fixed volume

Complete the outline as you read the section about states of matter.

A. Solid
 1. Example: Ice (water in solid form)
 2. Particle kinetic energy: lowest of all main states of matter.
 3. Particle behavior: They stay close together, right at top of box and jostle (vibrating).
 4. Other facts: Solids with same mass or small amount liquids and gases (with same mass).

B. Liquid
 1. Example: Water (water in liquid form)
 2. Particle kinetic energy: between solid and liquid, not highest nor lowest.
 3. Particle behavior: are close together, they jostle but farther apart than solids, medium attractive forces.
 4. Other facts: They have a definite volume, but no definite shape.

C. Gas
 1. Example: Water Vapor (water in gas form)
 2. Particle kinetic energy: highest of all main states of matter.
 3. Particle behavior: They are far apart and have low attractive forces. They have no definite shape or volume.
 4. Other facts: They have no definite shape or volume.

Measuring Matter: Define and describe how...

- volume
- mass
- density
- solubility
- boiling point
- melting point
- magnetism

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

The screenshot shows a web browser window displaying a student blog hub. The URL is <https://fhsocialstudies.edublogs.org>. The page title is "STUDENT BLOGS FROM MR. ANTON'S SOCIAL STUDIES COURSES" and it is for Forsyth High School. The page content includes a welcome message, the purpose of the site, and a list of classes: Dual-Credit American History, Economics, 3 Government, 4 Government, and 5 Government. A note at the bottom states that all comments will be reviewed and accepted prior to being published.

The screenshot shows a student blog post titled "Blog Post #7- Captain of Industry or Robber Barons?". The post is dated November 14, 2016, and is by GRACIEFH517. The content discusses the late 1800s business leaders and their impact on America. A "RECENT POSTS" sidebar lists other blog posts from the same author.

The screenshot shows a student blog post titled "Blog Post #6: Constitutional Principles and their Historical Origins". The post is dated November 11, 2016, and is by collinghs18. The content discusses the principles of the US Constitution. The page features a large image of an eagle and a search bar.

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?

Peer Evaluation 1

What is the name of the group member that you are evaluating? *

Last Name, First Name

Your answer

On a scale of 1-5 (5 Being highest), how well did this group member use the time allotted in class? *

1 2 3 4 5

On a scale of 1-5 (5 Being highest), determine how much did this group member contribute to group work and the project? *

1 2 3 4 5

On a scale of 1-5 (5 Being highest), how much effort did this group member give on a daily basis? *

1 2 3 4 5

Explanation *

You should justify your answers to each of the above questions by providing a DETAILED reason for giving this group member the scores that you did above.

Your answer

BACK NEXT

50% complete

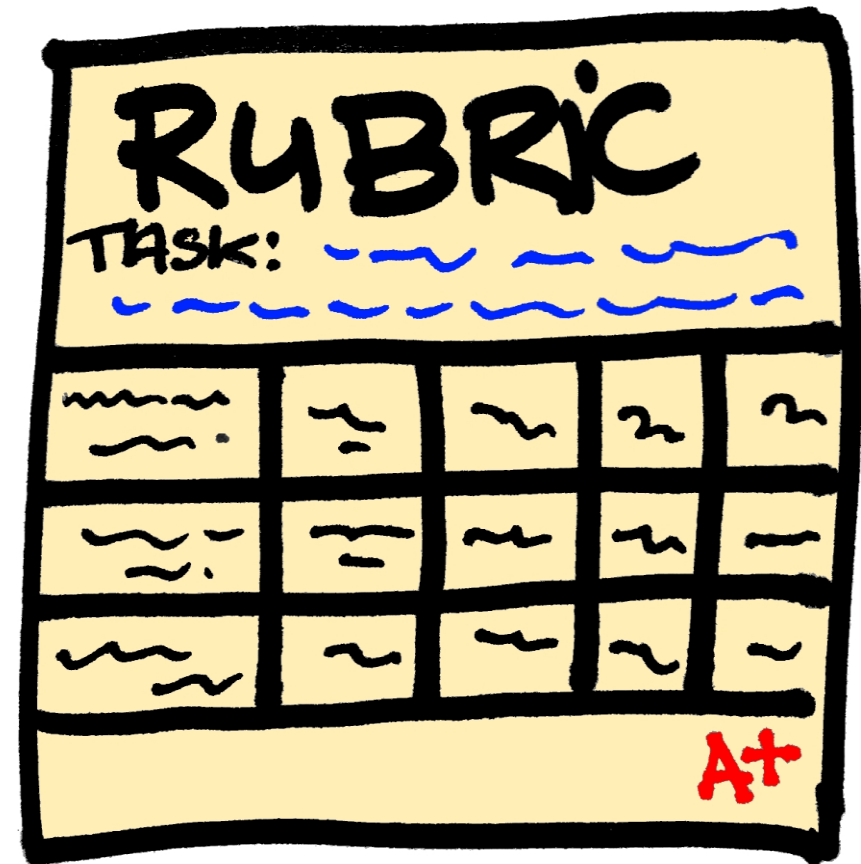


How do we assure that we are meeting our assessment goals in an **objective** manner?

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
<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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
<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• Allow marking of answers in booklet• Tape record responses for later verbatim translation• Allow use of scribe• Provide copying assistance between drafts
Scheduling	Other
<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• Special test preparation• On-task/focusing prompts• Any accommodation that a student needs that does not fit under the existing categories

Developing Valid, Reliable, and Objective Scoring Guides

Four Characteristics of a Quality Rubric

(Stiggins 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



Developing Valid, Reliable, and Objective Scoring Guides



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	Exceeds Expectations		Meets Expectations (Full Credit)		Needs Improvement		Missing		Comments (Strengths & Areas for Improvement)
	6	5	4	3	2	1	0		
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.