

Classroom Assessment Standards Workbook

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ITEMS Digital Module 19: Classroom Assessment Standards

<https://ncme.elevate.commpartners.com>

The Classroom Assessment Standards module provides information about each standard along with examples of the standard applied to classroom practice and to your personal experience. There are reflection questions embedded throughout the course. This workbook provides all of those questions in one space so that you can complete this workbook as you go if you would like to keep a record of what you learn as you go for future reference.

Foundation Standards

F1: Assessment Purpose: *Classroom assessment practices should have a clear purpose that supports teaching and learning.*

Notes:

Example from the Classroom

Reflection Question: How does Ms. Walters connect assessment with purpose?

Personal Experience

Identify three classroom level assessments (i.e., not a high stakes assessment such as the SAT/ACT or other consequential assessment) that you experienced either as a student completing them or as a teacher creating them.

For each assessment identify the purpose. Reflect on whether the purpose was as clear as it could be. Was each assessment necessary?

F 2 Learning Expectations: *Learning expectations should form the foundation for aligning classroom assessment practices with appropriate instruction and learning opportunities for each student.*

Notes:

Example from the Classroom

Reflect on the four learning expectations in the table. Do they describe learning or activities? Would they be understandable by most students? Would they guide instruction and assessment?

Learning expectations	Describe learning at appropriate grain size? (Y/N)	Clear to students? (Y/N)	Guide learning (Y/N)
Complete the end of chapter 3 questions			
Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes.			
I understand how to find the area of a compound shape by decomposing it into recognizable non-overlapping shapes, such as rectangles, squares, parallelograms, trapezoids and triangles			
I will explore how to find the area of a compound shape			

* Explanation of answer choices on next page

Personal Experience

Identify three learning expectations you experienced either as a student or developed as a teacher. For each learning expectation, reflect on whether the language was accessible to students, if it reflected a lesson-sized learning goal and if it provided guidance to students.

Learning Expectation #1 is an example of an activity rather than a learning goal or expectation. A learning expectation should focus on what a student is expected to learn through an activity.

Learning Expectation #2 is taken directly from state standards, and while standards are obviously a good starting point to guide learning they are not necessarily in student friendly language for a 6th grader and may have more content than can be covered in a single lesson. This standard could actually cover the learning for multiple lessons within a unit and should be broken down to what might be covered in a day or two. This standard – with perhaps some wording changes – could be used to describe what is to be covered in a unit to give students a bigger picture of how a series of lessons might fit together.

Learning Expectation #3 provides a learning goal this is a subset of the standard used in #2

Learning Expectation #4 is an example of how a learning expectation could be set up at the start of a lesson where the goal is for students to explore the concept but the learning expectation does not give away the “answer” to the students before they engage in the investigation.

F 3 Assessment Design: *The types and methods of classroom assessment used should clearly allow students to demonstrate their learning.*

Notes:

Example from the Classroom

Select the correct assessment type for each learning expectation in the table. Options are: (1) selected-response; (2) constructed-response; (3) portfolio assessment; (4) performance assessment tasks.

Learning expectation	Assessment type
I can use division to solve word problems and explain my work using appropriate math vocabulary	
I can identify and use important metrics of water quality to test multiple sources to determine which are acceptable for drinking	
I can identify correct subject-verb agreements and fix incorrect ones	
I can plan, draft, write, edit and revise narrative, argumentation and informational texts	

Personal Experience

Identify one classroom level assessment (i.e., not a high stakes assessment such as the SAT/ACT or other consequential assessment) that you experienced either as a student completing them or as a teacher creating them.

For the assessment identify the purpose: _____

Consider the F3 Guidelines and identify the strengths and weaknesses of the assessment.

Assessment meets F3 guidelines by:	F3 guidelines suggest improvements by:

F 4 Student Engagement in Assessment: *Students should be meaningfully engaged in the assessment process and use of the assessment evidence to enhance their learning.*

Notes:

Example from the Classroom

This example focuses on the following attributes of effective formative assessment: collaboration, the use of descriptive feedback and self- and peer assessment. How might this example need to be adapted for your content area or grade- level or the experience-level or other specific contextual details of your class?

The teacher introduced a new structure for the students to give feedback to each other. The teacher modeled the feedback approach and also gave students an opportunity to think about appropriate and inappropriate comments to write.

The teacher also provided a structure for the students to review the feedback, and decide what they would do in the light of the feedback, using a peer as a sounding board, in order to stimulate action.

Giving feedback without the time to react to it is of little value. When it was time for the students to analyze the writing of their peers, the teacher revisited the earlier discussion about the structure of Two Stars and a Wish and the types of appropriate feedback. The peer assessment was done in quite an informal way, without descriptions of performance levels, but the students had a clear purpose and audience for the writing, and the Two Stars and a Wish approach provided structure.

Personal Experience

Ways of engaging students in the learning process	Frequency of use: never; rarely; sometimes; frequently
Set success criteria with students	
Develop scoring guides jointly with students	
Create opportunities for student-led conferences	
Have students conduct self-assessments	
Have students participate in peer-assessments	
Have students create an action plan for their next steps	
Modify your instructional next steps based on student self- or peer assessment	

Reflection: What might you do to increase use of one of these practices? What else would you need to learn about it? Where might you find examples of practice?

F 5 Assessment Preparation: *Adequate teacher and student preparation in terms of resources, time, and learning opportunities should be part of classroom assessment practices.*

Notes:

Reflect on Your Own Experience

Which aspects of the assessment process do you feel like you have the least about of time	Amount of time available: 1- never enough time; 2-rarely enough time; 3- mostly enough time; 4-always enough time
Planning clear learning goals for students	
Lesson planning so that students have been sufficiently exposed to what is being assessed	
Developing/selecting classroom assessments	
Administering classroom assessments	
Reviewing, analyzing or scoring student responses,	
Developing feedback comments for students,	
Recording results, computing grades, and preparing reports	
Reviewing student work collaboratively with colleagues	
Using assessment information to inform instructional planning	

Reflection: what might you do to increase your planning time? Who else might you be able to work with? What might you need to do less of?

F 6 Informed Students and Parents/Guardians: *The purposes and uses of classroom assessment should be communicated to students and, when appropriate, parents/guardians.*

Notes:

Parent/Guardian Communication Resource

Check out this link from a UK organization on how to talk with parents about Assessment for Learning (AfL) or formative assessment: <https://www.teachin.co.uk/resource/involving-parents-assessment/>

Think about whether you can apply or modify any of the advice to your own situation.

Personal Experience

- Make list of the ways in which you communicate with parents and guardians about assessment.
- What are the strengths of your communication approach?
- What are challenges with your communication approach?
- How might you make some improvements?
- Could you work with your colleagues to improve your approach?
- What other supports might you need?

Use Standards

U1: Analysis of Student Performance: *The methods for analyzing evidence of student learning should be appropriate for the assessment purpose and practice.*

Notes:

Reflect on Your Own Experience

Select two different classroom level assessments (e.g., an informal quick-write or exit ticket from students and another one is a more extended assessment.) Consider how you analyze student responses and compare the two approaches.

- Do you plan how you will analyze student responses as part of your planning and development processes?
- How do you look for patterns in responses?
- Are there any suggestions provided for the U1 Analysis standard that you can apply to your own processes?

U 2 Effective Feedback: *Classroom assessment practices should provide timely and useful feedback to improve student learning.*

Notes:

Example from the Classroom

Reflect on Your Own Experience

Select A project where you have provided comments to students

Ask Yourself:

- Did students have access to a rubric to help them understand expectations?
- When did students receive the comments?
- Did they have an opportunity to act on the feedback?
- Was it clear what a next step might be?
- How might you revise your approach to provide more effective feedback?

U 3 Instructional Follow-Up: *Analysis of student performance should inform instructional planning and next steps to support ongoing student learning.*

Notes:

Next Step Strategies

- Form a small group to review a concept and provide more scaffolding while other students continue independently.
- Use think-pair-share with students to give everyone an opportunity to clarify thinking and then continue with the discussion.
- Identify what aspect students do understand as a starting point to build off what they can do.
- Provide an additional learning opportunity for the class to gain a new perspective on the concept or skill.
- Invite students to share out explanations in their own words.
- Work one-on-one with a student.
- Ask students to write on sticky notes what they understand, what they are confused about and what they do not yet understand. Ideas can be posted anonymously on charts and sorting or grouping responses can help clarify understanding.
- Present another representation of the concept or idea to provide a different perspective.

Reflect on Your Own Experience

What **additional strategies** do you use to adjust teaching and learning opportunities after you analyze student work?

U 4 Grades and Summary Comments: *Summative grades and comments should reflect student achievement of the learning expectations.*

Notes:

Reflect on Your Own Experience

Read the short ASCD article on grading by Douglas B. Reeves.

<http://www.ascd.org/publications/educational-leadership/feb08/vol65/num05/Effective-Grading-Practices.aspx>

Note the three most commonly used grading policies that he identifies as deeply problematic.

1. The use of zeroes for missing work.
2. The practice of using the average of all scores throughout the semester without accounting for which learning is most important.
3. The too-heavy weighting of a single project, test, lab, paper, or other assignment that can make it impossible for a student to recover from.

Consider whether some or all of these grading practices are used in your school. This area of assessment is one that you may not be able to change without a school or district change. Consider how you can learn more about this issue with your peers.

U 5 Reporting: *Assessment reports should be based on a sufficient body of evidence and provide a summary of a student's learning in a clear, timely, accurate, and useful manner.*

Notes:

Quality Standards

Q 1 Cultural and Linguistic Diversity: *Classroom assessment practices should be responsive to and respectful of the cultural and linguistic diversity of students and their communities.*

Notes:

Reflect on Your Own Experience

Select a recent classroom level assessment and identify two students in your class who have different backgrounds from each other. Review the assessment questions from the students' perspective.

Consider each of the following questions:

- Are any question contexts unfamiliar to one or both students?
- What is the assumed background knowledge in the questions?
- Is there any academic language that could be confusing or have double meanings (e.g., mean as in average and mean as in unkind)?
- Are there language structures or phrases that might be confusing (e.g., idioms, signal words/phases such as “even though” or “on the other hand”)?
- How might you modify this assessment for future use?

Q 2 Exceptionality and Special Education: *Classroom assessment practices should be appropriately differentiated to meet the specific educational needs of all students.*

Notes:

Reflect on Your Own Experience

Select a recent classroom level assessment and identify two students in your class who have different special needs from each other.

Review the questions from their perspective.

Consider each of the following

- Are any aspects of the assessment that will not be accessible for one or both students?
- How might you modify this assessment to be more aligned with IEP requirements?
- Does modifying the assessment have implications for teaching and learning?

Q 3 Unbiased and Fair Assessment: *Classroom assessment practices and subsequent decisions should be free from all factors unrelated to the intended purposes of the assessment.*

Notes:

Reflect on Your Own Experience

What triggers the “warm fuzzy” halo effect?	What triggers the pitchfork effect?

Q 4 Reliability and Validity: *Classroom assessment practices should provide consistent, dependable, and appropriate information that supports sound interpretations and decisions about each student's knowledge and skills.*

Notes:

Q 5 Reflection: *Classroom assessment practices should be monitored and revised to improve their overall quality.*

Notes:

Example from the Classroom

Personal Experience