

DM20 SLIDES (Classroom Assessment Standards, Version 1.0)

1. Module Overview

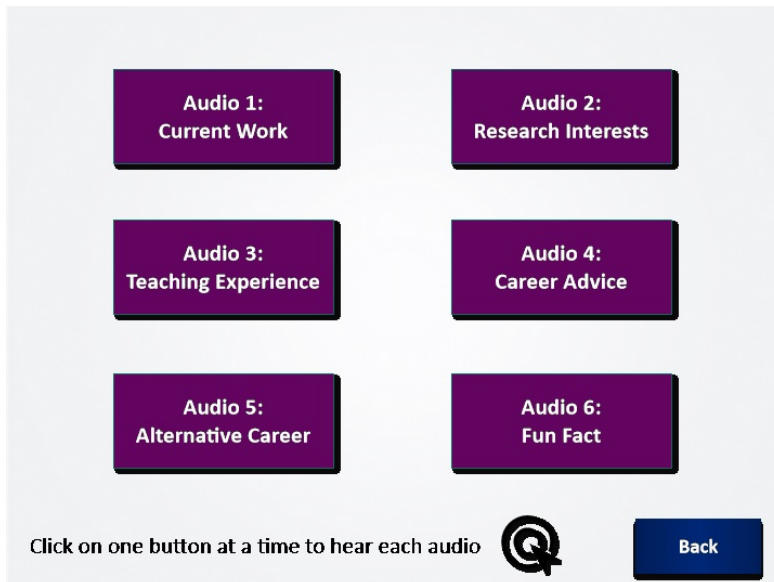
1.1 Module Cover (START)



1.2 Instructor



Caroline Intro (Slide Layer)



Audio 1:
Current Work

Audio 2:
Research Interests

Audio 3:
Teaching Experience

Audio 4:
Career Advice

Audio 5:
Alternative Career

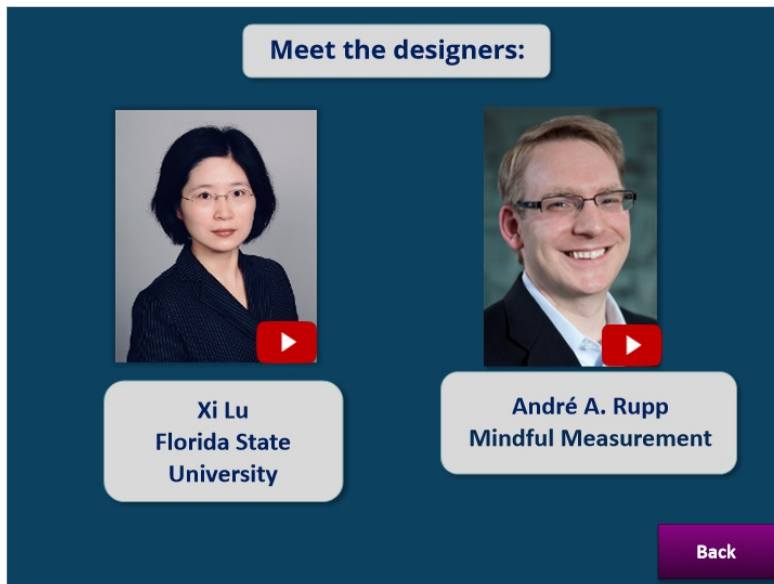
Audio 6:
Fun Fact

Click on one button at a time to hear each audio

Back

The interface features six purple rectangular buttons arranged in a 3x2 grid. Each button contains white text indicating an audio topic. Below the grid is a line of text with a circular arrow icon, and a blue 'Back' button.

1.3 Designers



Meet the designers:


Xi Lu
Florida State University

André A. Rupp
Mindful Measurement

Back

The interface has a dark blue background. At the top is a white box with the text 'Meet the designers:'. Below this are two portrait photos of individuals. Under each photo is a white box with their name and affiliation. A red play button icon is overlaid on the bottom right of each photo. A purple 'Back' button is in the bottom right corner.

1.4 Welcome




**Welcome to the
ITEMS Module!**

The woman to the left is Laura!

Along with the content developers
she will be guiding you through the
module content.

Enter your name here:

Untitled Layer 1 (Slide Layer)



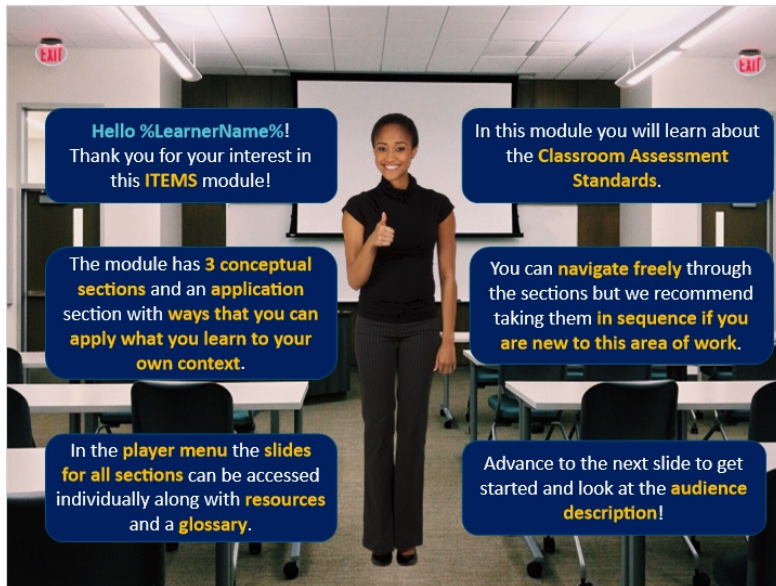
**Welcome to the
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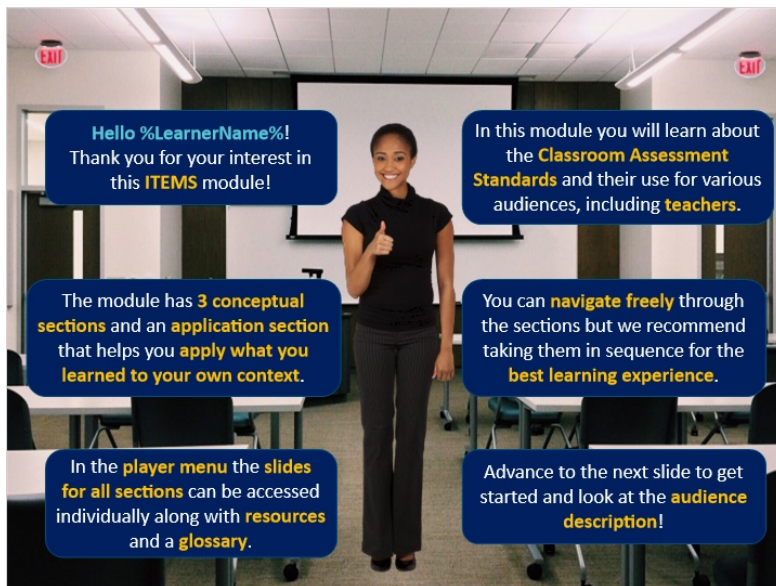
Along with the content developers
she will be guiding you through the
module content.

Enter your name here:

1.5 Overview



1.6 Overview



1.7 Target Audience

Target Audience

Anyone who would like a gentle but technically sound introduction to the Standards for Classroom Assessment:

- PreK-12 classroom teachers, teacher groups, teacher leaders
- School administrators
- School/district assessment and curriculum leaders/facilitators
- Pre-service teacher preparation educators
- Professional developers for in-service teachers
- Graduate students in teacher education or educational leadership



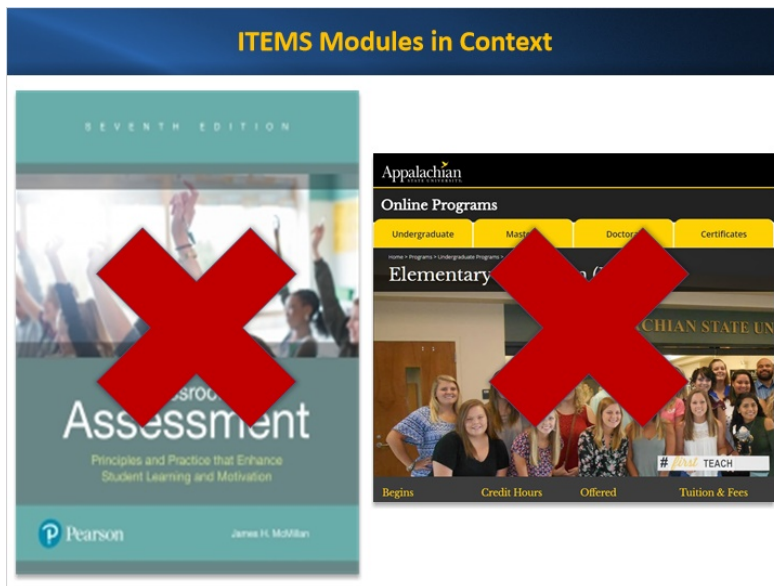
We hope that the module finds other meaningful uses as well!

1.8 Expecations (I)

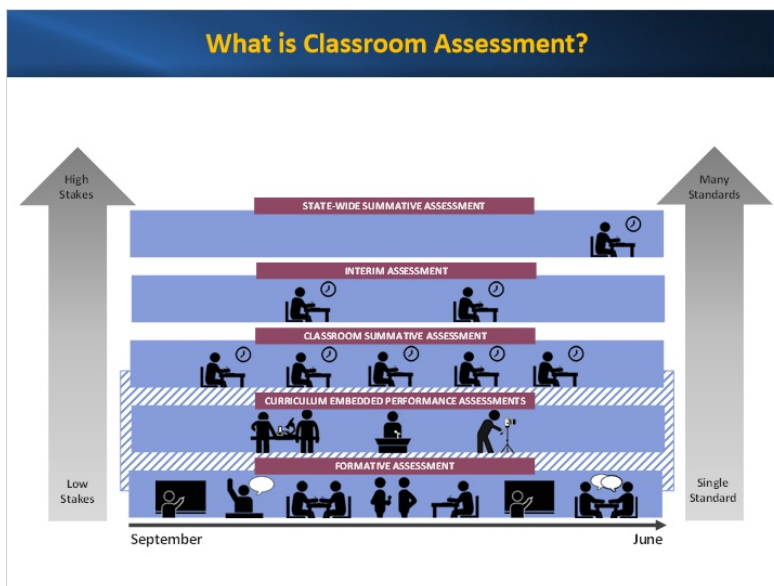


Let's discuss expectations....

1.9 Expectations (II)

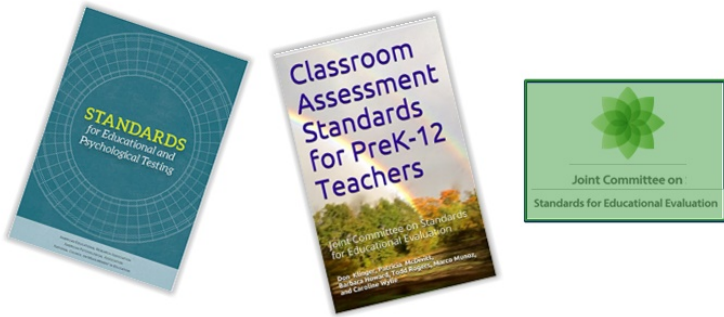



1.10 What is Classroom Assessment?



1.11 What are Standards?

What are Classroom Assessment Standards?



Click on each resource to go the source website. 


1.12 Why Care about Standards?

Why Care about Standards?

The classroom assessment standards can provide a **lens with which to examine current assessment practice**. Reflecting on current practice, particularly with peers, can help identify strengths and areas to develop and deepen best practices.

For example, as a classroom teacher you might **select just one or two standards** to focus on a specific aspect of your assessment practice, or you might look at all the assessment approaches you use for a given unit through **multiple standards**.

While these standards focus on classroom assessment, high quality assessment practices can **support student learning and teaching**. A result of improving classroom assessment practices can be **improved performance on external measures** such as state accountability assessments.



1.13 How to Use Standards (I)?




1.14 How to Use Standards (II)?

Stakeholder	Possible Uses
Teachers	...can use the standards in grade-level teams to examine a specific aspect of assessment practice (e.g., student role or communicating with parents)
School administrators	...can work with school leaders on a comprehensive review of assessment approaches to identify areas for support or future professional learning
District assessment and curriculum leaders	...can use them to support teachers develop instructional units with integrated assessments
Professional developers	...can use them to design professional development targeting different aspects of classroom assessment
Pre-service teacher educators	...can use them to integrate relevant classroom assessment insights into methods classes

1.15 Module Learning Objectives

Module Learning Objectives



1. Explain the differences between classroom assessment and other forms of assessment used in K-12 contexts (e.g., standardized testing, common assessments)
2. Identify how the classroom assessment standards apply to different aspects of assessment use: development/selection, use, analysis, application, and reporting/communication
3. Apply the standards to specific examples of classroom practice

1.16 Final Thoughts Before You Start the Module

Final Thoughts Before You Start the Module

It is all about the journey!


The *Classroom Assessment Standards* were written as a **guide** to spark **review, analysis, and reflection** on classroom assessment.

We hope they also provide enough **insights to inform action** if you decide some assessments or assessment practices need to be modified.

The next three sections will introduce you to each of the Standards in turn, and then you can use the **Application** section to find a tool that will help you apply the Standards to an aspect of your own practice.

Don't feel you have to do it all at once.

Don't do it alone.



1.17 Module Citation

Module Citation

Wylie, E. C. (2020). Classroom assessment standards (Digital ITEMS Module 20).
Educational Measurement: Issues and Practice, 39(4), XX-XX.



1.18 Workbooks

Workbooks

This digital module comes with two printable workbooks.
You can find the workbooks in the 'Resources' tab of the player interface (.docx & .pdf).
Use the workbooks to complete all reflection and planning activities in the module.



1.19 Main Menu





2. Section 1: Foundation Standards


2.1 Cover: Section 1



2.2 Objectives: Section 1





Learning Objectives



1. Understand the relationships among assessment purpose, learning expectations, assessment design, and reporting.
2. Understand how to meaningfully engage students in classroom assessment.
3. Understand how to prepare for classroom assessment.
4. Apply the Foundation Standards to classroom assessment.



2.3 Reference



Overview of Foundation Standards

- **F1 Assessment Purpose:** Classroom assessment practices should have a clear purpose that supports teaching and learning.
- **F2 Learning Expectations:** Learning expectations should form the foundation for aligning classroom assessment practices with appropriate instruction and learning opportunities for each student.
- **F3 Assessment Design:** The types and methods of classroom assessment used should clearly allow students to demonstrate their learning.
- **F4 Student Engagement in Assessment:** Students should be meaningfully engaged in the assessment process and use of the assessment evidence to enhance their learning.
- **F5 Assessment Preparation:** Adequate teacher and student preparation in terms of resources, time, and learning opportunities should be part of classroom assessment practices.
- **F6 Informed Students and Parents/Guardians:** The purposes and uses of classroom assessment should be communicated to students and, when appropriate, parents/guardians.

2.4 Preparation



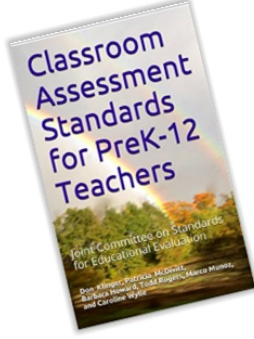
Preparation

You can buy the **Standards** from the **Amazon Kindle store** by searching on the title.



We recommend that you **read through each standard** before engaging with the materials associated with that standard!


Each standard has three parts:

1. Definition
2. Explanation
3. Implementation Guidelines



2.5 Topic Selection





Foundation

F1: Assessment Purpose

F2: Learning Expectations


F3: Assessment Design

F4: Student Engagement

F5: Assessment Preparation

F6: Informing Parents and Students

Click on any given panel to learn more.




End Section

2.6 Bookmark: F1





2.7 F1: Why Standard F1 Is Important

**Why Standard F1 Is Important**

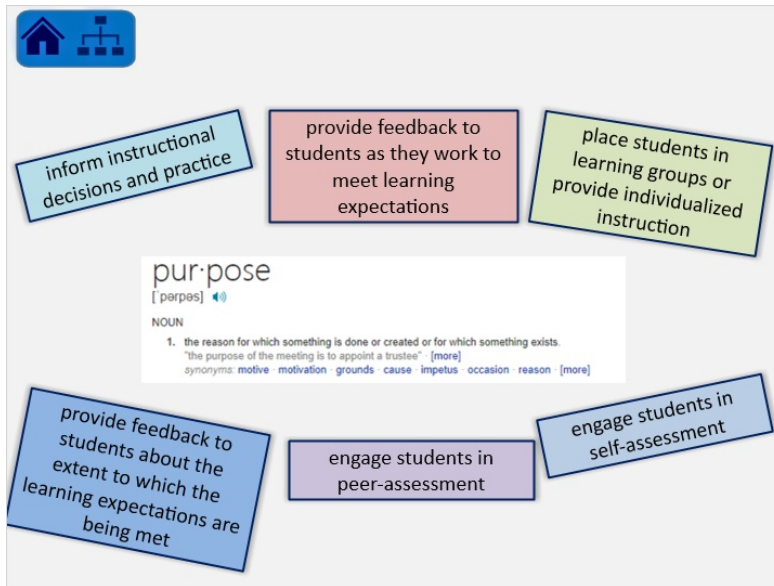
Purpose drives action

This standard helps you think about **questions** you can ask about the **purpose** of any assessment to **maximize its usefulness**.

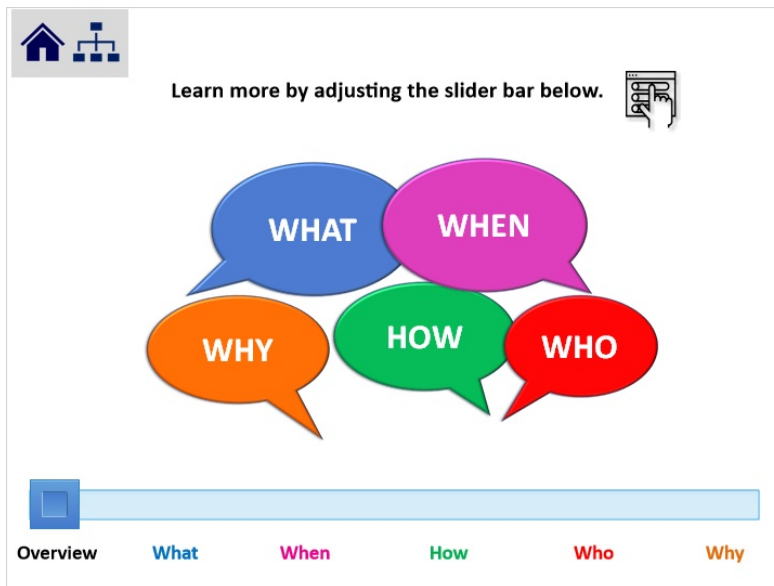




2.8 F1: Introduction



2.9 F1: Explanation



What (Slide Layer)



What to assess?

- Learning expectations
- National, state, or local content curriculum standards
- Process skills
- Performance skills

Back

When (Slide Layer)



When to assess?

- early in or during the instructional process (**formative**)
- after instruction to determine grades (**summative**)?

Back

How (Slide Layer)



How will results be used?

**Will the classroom assessment results
be used to support student learning?**

Back

Why (Slide Layer)



Why assess?

**How will the assessment results be used to
further student learning and inform teaching?**

Back

Who (Slide Layer)

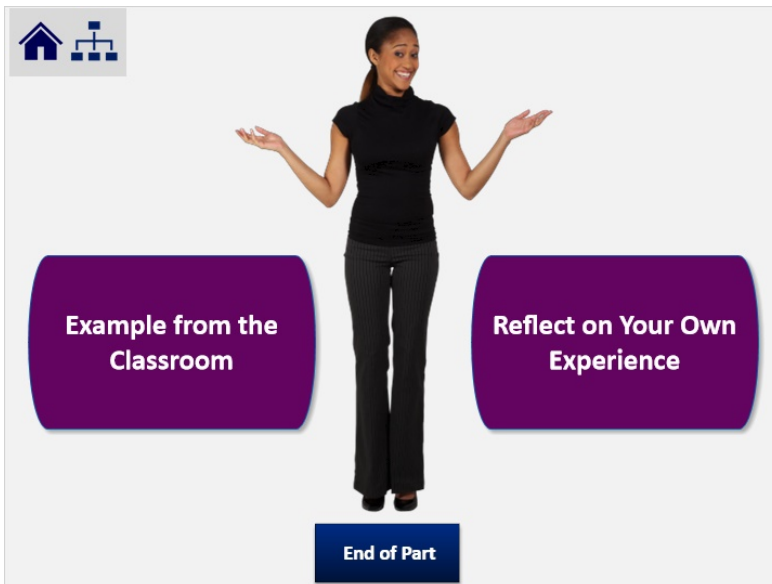


Who to assess?

- All students
- Subgroups of students
 - ✓ Requiring accommodation
 - ✓ English language learners
 - ✓ Other

Back

2.10 F1: Topic Selection



2.11 F1: Vignette

A teacher, Ms. Walters, is shown in a grey suit, standing next to a large open book labeled "Teaching Plan". Above her is a blue starburst containing the equation $F = ma$. To the right of the book is a small illustration of a classroom with desks and a green chalkboard. Further right is a magnifying glass focusing on a group of colorful stick figures representing students. In the top left corner, there is a small icon of a house with a tree.

Ms. Walters was preparing her **first lesson** about Newton's laws. She suspected students had **varying experiences** but was unsure with **several new students**.

Vignette Part 2 (Slide Layer)

The teacher, Ms. Walters, is shown in a grey suit, standing with her arms outstretched. To her left is a "Concept Chart" with a blue oval at the top labeled "Newton's Laws". Three arrows point down from this oval to three blue rectangular boxes labeled "Newton's 1st Law", "Newton's 2nd Law", and "Newton's 3rd Law". To the right of the teacher is an illustration of three students (two girls and one boy) sitting at a table, engaged in a "Think-pair-share" activity. In the top left corner, there is a small icon of a house with a tree.

She decided to begin the lesson with a **concept chart** then a **think-pair-share activity** before a whole class discussion.

Vignette Part 3 (Slide Layer)



A teacher in a grey blazer and dark skirt stands next to a chalkboard and a tablet. The chalkboard has the word "feedback" written on it with colorful speech bubbles. The tablet displays the word "discussion" in a stylized, overlapping font. A navigation bar at the bottom contains a left arrow, a text box, and a right arrow.

She planned a **follow-up activity** for the remainder of the lesson that she could modify a little depending on how the **initial discussion** went.


Vignette Part 4 (Slide Layer)



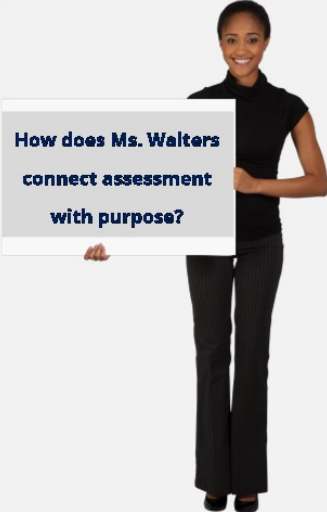
A teacher in a grey blazer and dark skirt stands next to a yellow "Exit Ticket" card. The card has the text "Exit Ticket" and "Name three things you don't know about the concept today:" followed by three numbered lines. A navigation bar at the bottom contains a left arrow, a text box, and a right arrow.

She planned for an **exit ticket** at the end of the lesson to help plan more **targeted learning activities** for her next lessons.



Vignette Part 5 (Slide Layer)




Reflection Question



How does Ms. Walters connect assessment with purpose?



2.12 F1: Reflection



Reflect on Your Own Experience


Recall:

Three classroom assessments that you experienced either as a student (completing them) or as a teacher (creating them)

For each assessment:

- identify the purpose
- evaluate the purpose
- determine whether it was necessary


Back



2.13 Bookmark: F2




2.14 F2: Why Standard F2 Is Important


**Why Standard F2 Is Important**

Expectations provide clarity



This standard helps you think about the alignment between learning activities and assessment.

Students benefit when they are provided with clear learning expectations.






2.15 F2: Clear Learning Expectations: Benefits for Teachers





Clear Learning Expectations: Benefits for Teachers

Help teachers to:

- **Align assessments** with teaching and learning opportunities
- **Examine whether their learning expectations match** the range of knowledge, skills and abilities articulated in the standards
- **Provide scoring criteria to students** that are connected to the learning expectations
- **Collaborate with their peers** around lesson planning




2.16 F2: Clear Learning Expectations: Benefits for Students



Clear Learning Expectations: Benefits for Students

Help students to:


- Know where a **lesson is headed**
- **Reflect on their own learning and progress** within and across lessons
- **Understand what will be expected** of them to meet lesson objectives



2.17 F2: Topic Selection



2.18 F2: Vignette

**Example from the Classroom**

Learning Expectations should be of an **appropriate grain-size**, **clear to students**, and **guide learning**.


Decide whether each of the **following four learning expectations** meet these criteria.

1

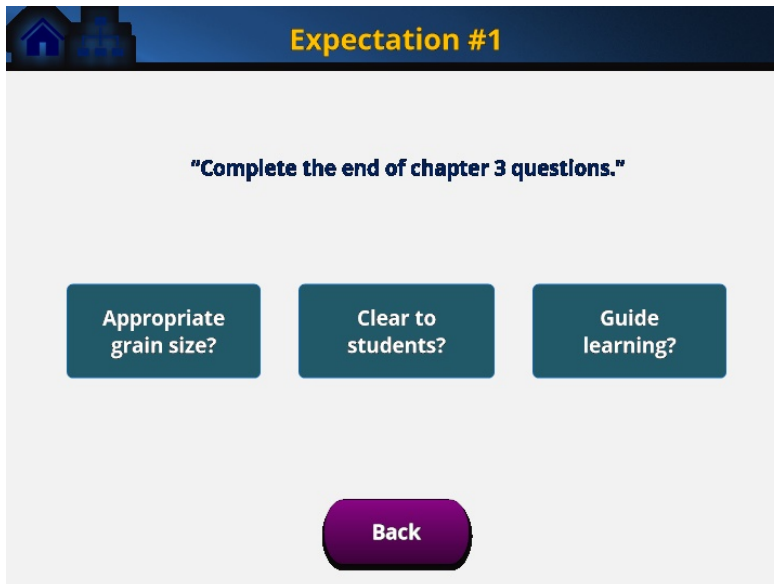
2

3

4

Click on any given button to access the expectation. 

Vignette Part 1 (Slide Layer)



The interface for Vignette Part 1 features a dark blue header with a home icon and the text "Expectation #1". Below the header, the text "Complete the end of chapter 3 questions." is displayed. Three teal buttons are arranged horizontally: "Appropriate grain size?", "Clear to students?", and "Guide learning?". A purple "Back" button is centered at the bottom.

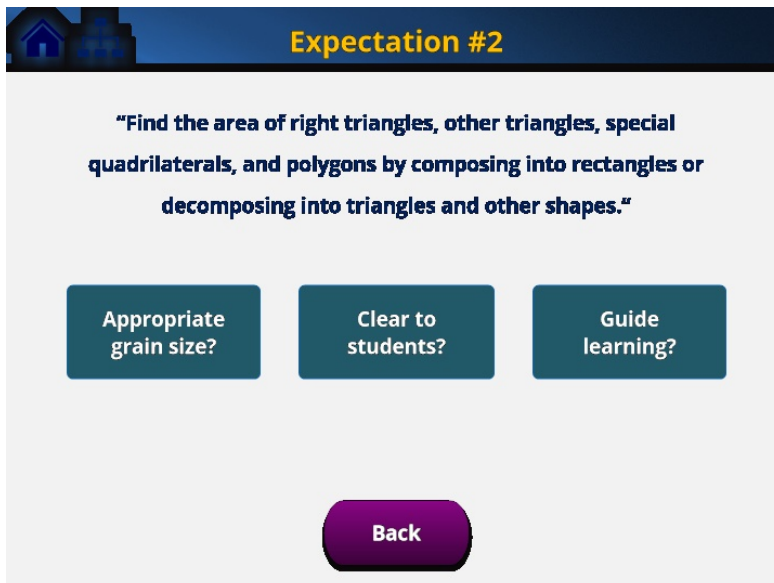
Expectation #1

"Complete the end of chapter 3 questions."

Appropriate grain size? Clear to students? Guide learning?

Back

Vignette Part 2 (Slide Layer)



The interface for Vignette Part 2 features a dark blue header with a home icon and the text "Expectation #2". Below the header, the text "Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes." is displayed. Three teal buttons are arranged horizontally: "Appropriate grain size?", "Clear to students?", and "Guide learning?". A purple "Back" button is centered at the bottom.

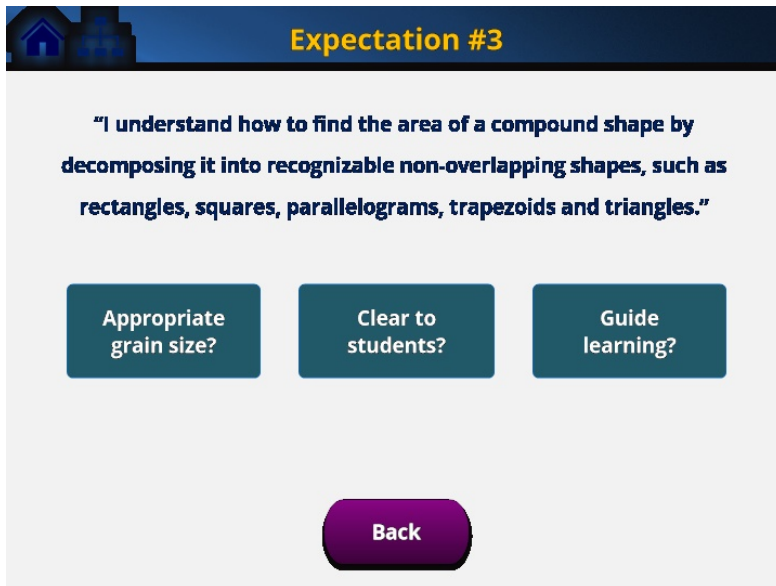
Expectation #2

"Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes."

Appropriate grain size? Clear to students? Guide learning?

Back

Vignette Part 3 (Slide Layer)



The interface for Vignette Part 3 features a dark blue header with a home icon and the text "Expectation #3". Below the header, a light gray box contains the text: "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." At the bottom of this box are three teal buttons labeled "Appropriate grain size?", "Clear to students?", and "Guide learning?". Below the light gray box is a purple "Back" button.

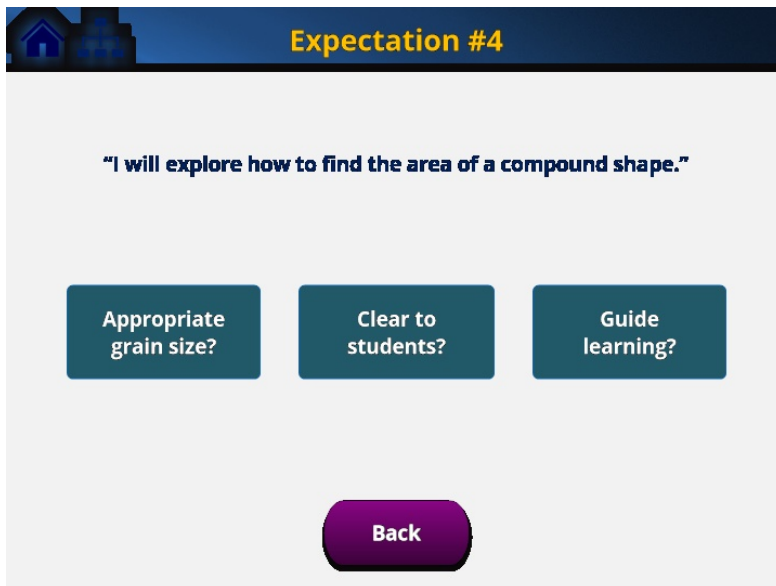
Expectation #3

"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."

Appropriate grain size? Clear to students? Guide learning?

Back

Vignette Part 4 (Slide Layer)



The interface for Vignette Part 4 features a dark blue header with a home icon and the text "Expectation #4". Below the header, a light gray box contains the text: "I will explore how to find the area of a compound shape." At the bottom of this box are three teal buttons labeled "Appropriate grain size?", "Clear to students?", and "Guide learning?". Below the light gray box is a purple "Back" button.



Expectation #4

"I will explore how to find the area of a compound shape."

Appropriate grain size? Clear to students? Guide learning?

Back

2.19 F2: Reflection




Reflect on Your Own Experience

Identify: Three learning expectations either as a student (trying to meet them) or as a teacher (creating them)

For each learning expectation:

- Was the language clear to students?
- Did it reflect a lesson-sized learning goal?
- Did it provide guidance to students to support learning?

[Back](#)



2.20 Bookmark: F3





Standard F3:
Assessment Design

2.21 F3: Why Standard F3 Is Important





Why Standard F3 Is Important

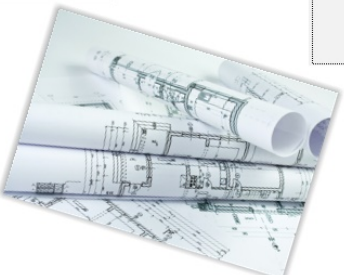
Purposes meets design

This standard helps you think about how the **design of assessments** is intimately connected to their **purposes** and the **expectations**.



2.22 F3: Overview





The **types** and **methods** of **classroom assessment** used should allow students to **demonstrate their learning**.

Assessment formats:


- Selected-response items
- Constructed-response items
- Performance assessment tasks
- Portfolio assessments
- Affective assessments


Adjustments for:

- English language learners
- Students with learning disabilities
- Students with diverse backgrounds


Students **need enough time** to demonstrate **what they know** and **can do**.

2.23 F3: Example

 Example: **Matching Games and Puzzles**




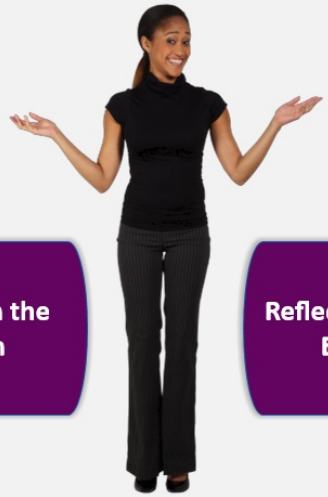
Trying to assess **writing fluency** with **multiple-choice items** is like trying to **force a square into a round slot**



Assemble **various types of assessments** to build a **more complete picture** of student learning

2.24 F3: Topic Selection







Example from the Classroom

Reflect on Your Own Experience

End of Part

2.25 F3: Vignette



Vignette


Determine which of the **four available assessment formats** on each **slide** is most suitable for **evaluating each learning goal**.

1



2

3

4

Click on any given button to access each assessment format. 

Expectation 1 (Slide Layer)



Expectation #1

"I can use division to solve word problems and explain my work using appropriate math vocabulary."

Selected-response items

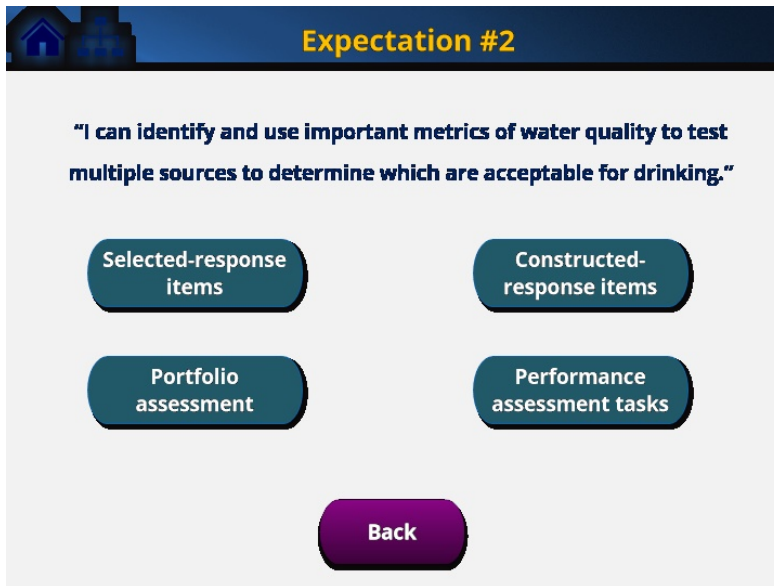
Constructed-response items

Portfolio assessment

Performance assessment tasks

Back

Expectation 2 (Slide Layer)



Expectation #2

"I can identify and use important metrics of water quality to test multiple sources to determine which are acceptable for drinking."

Selected-response items

Constructed-response items

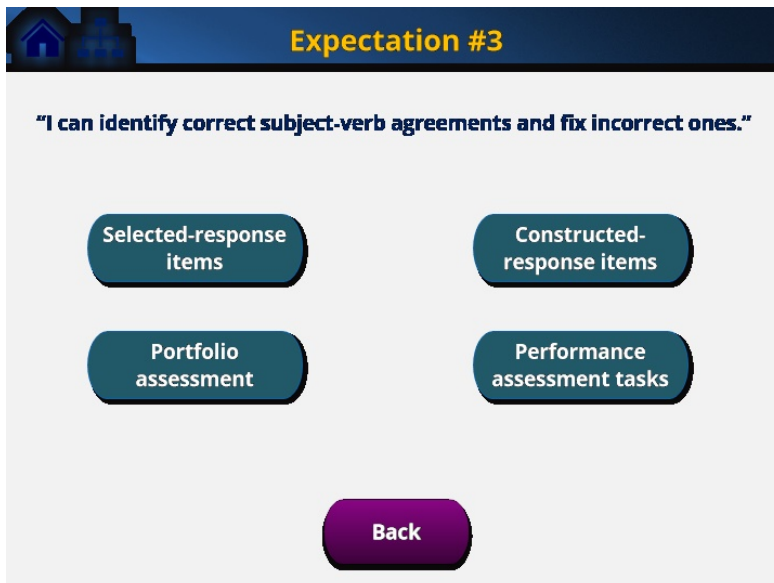
Portfolio assessment

Performance assessment tasks

Back

This slide features a dark blue header with a home icon and the title 'Expectation #2'. Below the header, a light gray box contains the expectation statement in bold. Underneath the statement are four teal buttons arranged in a 2x2 grid: 'Selected-response items', 'Constructed-response items', 'Portfolio assessment', and 'Performance assessment tasks'. At the bottom center is a purple 'Back' button.

Expectation 3 (Slide Layer)



Expectation #3

"I can identify correct subject-verb agreements and fix incorrect ones."

Selected-response items

Constructed-response items



Portfolio assessment

Performance assessment tasks

Back

This slide features a dark blue header with a home icon and the title 'Expectation #3'. Below the header, a light gray box contains the expectation statement in bold. Underneath the statement are four teal buttons arranged in a 2x2 grid: 'Selected-response items', 'Constructed-response items', 'Portfolio assessment', and 'Performance assessment tasks'. At the bottom center is a purple 'Back' button.

Expectation 4 (Slide Layer)



Expectation #4

"I can plan, draft, write, edit and revise narrative, argumentation and informational texts."

Selected-response items

Constructed-response items

Portfolio assessment

Performance assessment tasks

Back

2.26 F3: Reflection



Reflect on Your Own Experience

Identify:

One lower-stakes classroom assessment that you experienced as a learner

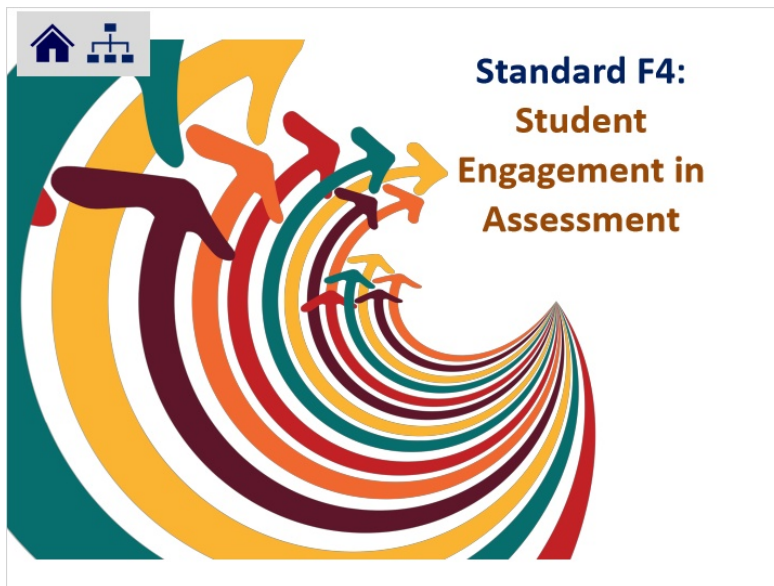
For the assessment:

- Identify its main purpose and objectives
- Identify its design strengths and weaknesses using F3 guidelines

Back



2.27 Bookmark: F4




2.28 F4: Why Standard F4 Is Important

**Why Standard F4 Is Important**

Socio-emotional factors matter

Engagement, motivation, and learning increase when students are **actively involved** in classroom assessments.

This standard helps you think about how to **engage students in the assessment process** and **use of assessment information**.





2.29 F4: Best Practices for Student Engagement I





Best Practices for Student Engagement (1)

Engage Students in the Assessment Process

- **Jointly establish success criteria** for a quality learning product
- **Develop scoring guides with students** for products and processes
- **Examine student exemplars** to identify key features
- Create opportunities for **student-led conferences**
- Support the use of **self-assessments** for learners
- Encourage student peers to provide **feedback** to one another

2.30 F4: Best Practices for Student Engagement II





Best Practices for Student Engagement (2)

Engage Students to Use Assessment Information to Inform Their Next Steps

- **Develop an action plan** for how to respond to peer feedback
- **Talk with their peers** about how to respond to peer feedback
- **Develop strategies** to support learning in areas identified as challenging from a self-assessment

2.31 F4: Best Practices for Student Engagement III

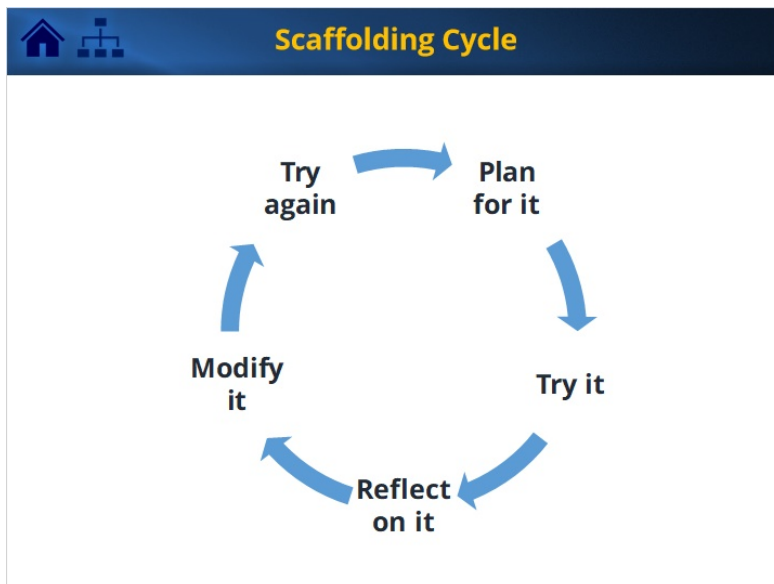


Best Practices for Student Engagement (3)

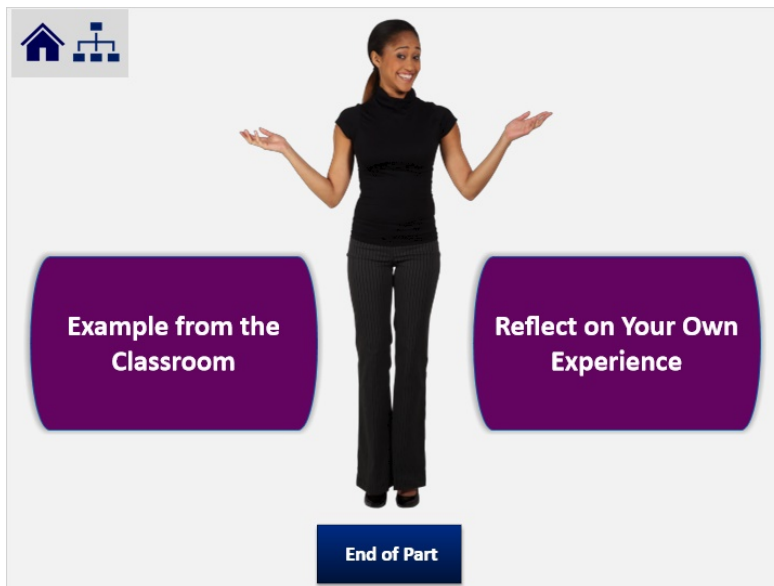
- **Articulate** a clear set of learning expectations
- **Understand students' prior experiences** with self or peer assessment
- **Model for students** how to give appropriate peer feedback while monitoring and supporting them as they give feedback to their peers
- **Modify the methods** used to engage students in the classroom assessment process
 - ✓ English language statuses
 - ✓ cultural backgrounds
 - ✓ specific learning needs





2.32 F4: Scaffolding Cycle



2.33 F4: Topic Selection



2.34 F4: Reflection

**Reflect on Your Own Experience**

How frequently do you use the following methods in your own practice?

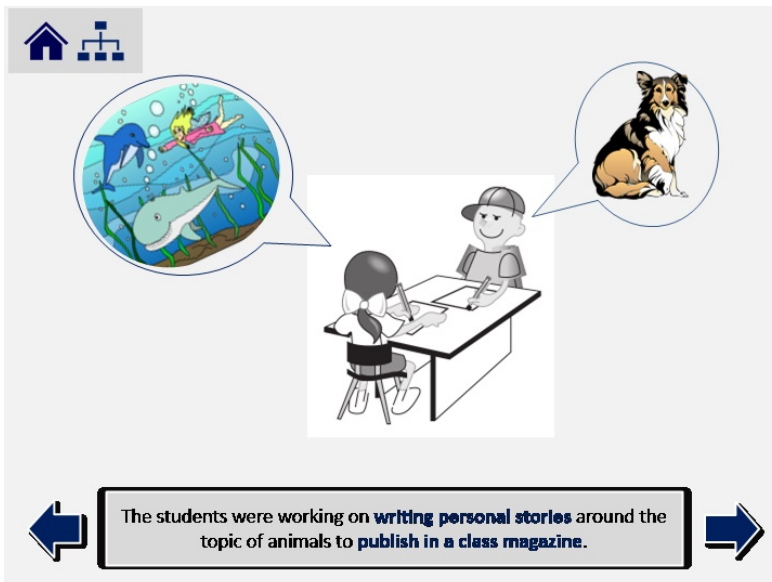
1. Set success criteria jointly with students	Frequently
2. Develop scoring guides jointly with students	
3. Create opportunities for student-led conferences	Sometimes
4. Have students conduct self-assessments	
5. Have students participate in peer-assessments	Rarely
6. Have students create an action plan for their next steps	
7. Modify your instructional next steps based on student self- or peer assessment	Never

2.35 F4: Vignette



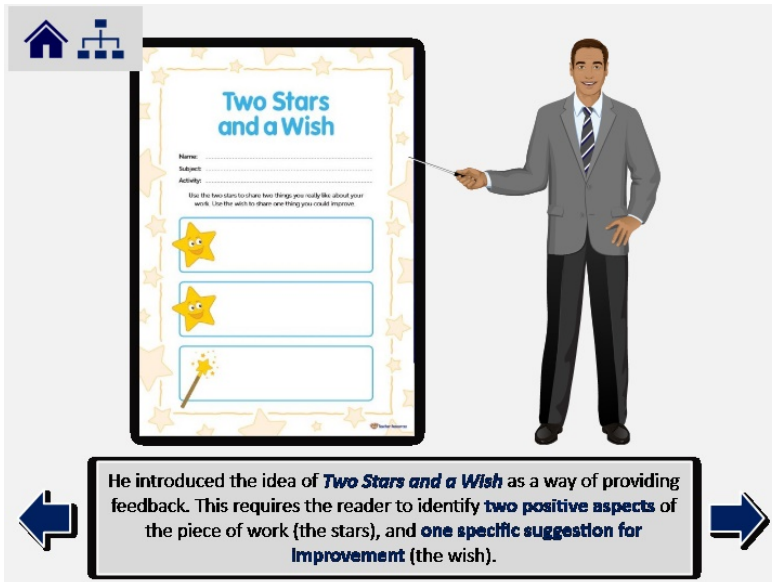
A teacher, Mr. Fisher, stands next to a green chalkboard in a classroom. On the chalkboard, a piece of paper with the word "idea" is pinned. A desk with a chair and a small table with a chair are in front of the board. In the top left corner, there are icons for a home and a list. A text box at the bottom contains the following text: "Mr. Fisher had been working with his students on how to use the **writing process** to improve writing and to **assist their peers**." A blue arrow points to the right.

Vignette Part 1 (Slide Layer)



Two students are sitting at a desk, writing. Above them are two circular images: one showing a dolphin and a whale, and the other showing a dog. In the top left corner, there are icons for a home and a list. A text box at the bottom contains the following text: "The students were working on **writing personal stories** around the topic of animals to **publish in a class magazine**." A blue arrow points to the left, and another blue arrow points to the right.

Vignette Part 2 (Slide Layer)



The image shows a teacher in a grey suit pointing to a large screen displaying a 'Two Stars and a Wish' feedback form. The form has a decorative border of stars and includes fields for 'Name', 'Subject', and 'Activity'. It also has three boxes for feedback, each preceded by a star icon. A small text box on the form reads: 'Use the two stars to share two things you really like about your work. Use the wish to share one thing you could improve.' Below the screen, a text box explains the purpose of the form.

He introduced the idea of *Two Stars and a Wish* as a way of providing feedback. This requires the reader to identify **two positive aspects** of the piece of work (the stars), and **one specific suggestion for improvement** (the wish).

Vignette Part 3 (Slide Layer)

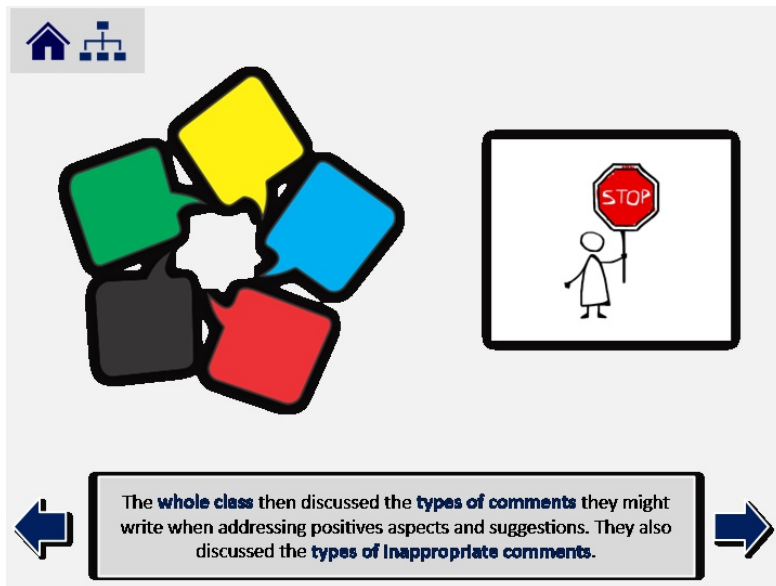


The image shows three students (two girls and one boy) sitting around a table, looking at a board titled 'Feedback'. The board has three stars (two orange, one purple) and a hand pointing to the purple star. Below the board, a text box explains the teacher's explanation of the feedback principle and how students will use the 'Two Stars and a Wish' approach in their writing groups.

He explained that the **feedback he had given** on students' writing **adhered to this principle**.

Now students would use the *Two Stars and a Wish* approach as they **worked with each other** in their writing groups.

Vignette Part 4 (Slide Layer)



The diagram for Vignette Part 4 (Slide Layer) features a navigation bar at the top left with a home icon and a hierarchical tree icon. The main content area is divided into two sections. On the left, there is a cluster of five speech bubbles in yellow, green, blue, red, and grey. On the right, there is a rectangular frame containing a stick figure holding a red octagonal stop sign with the word "STOP" written on it. Below these sections is a wide rectangular box with a black border, containing text. This box is flanked by a blue arrow pointing left on the left and a blue arrow pointing right on the right.

The **whole class** then discussed the **types of comments** they might write when addressing positives aspects and suggestions. They also discussed the **types of inappropriate comments**.

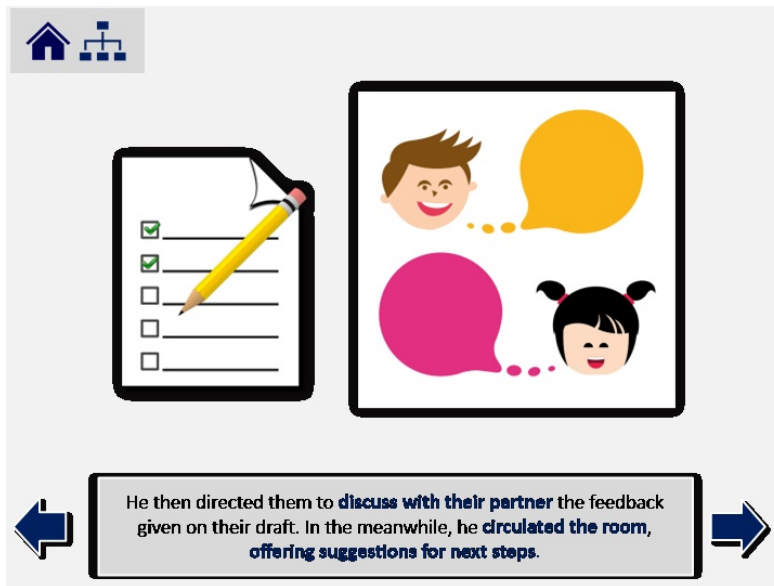
Vignette Part 5 (Slide Layer)



The diagram for Vignette Part 5 (Slide Layer) features a navigation bar at the top left with a home icon and a hierarchical tree icon. The main content area is divided into two sections. The top section shows a pair of hands holding a white sheet of paper with a magnifying glass over it, set against a green chalkboard background. The bottom section shows three stylized human figures (a woman with dark hair, a man with dark skin, and a woman with red hair and glasses) in a row. Below these sections is a wide rectangular box with a black border, containing text. This box is flanked by a blue arrow pointing left on the left and a blue arrow pointing right on the right.

Mr. Fisher then reminded students about their **current writing project**. He returned the writings to **each student**, and asked them to **reread their essays** and to **review his comments**.

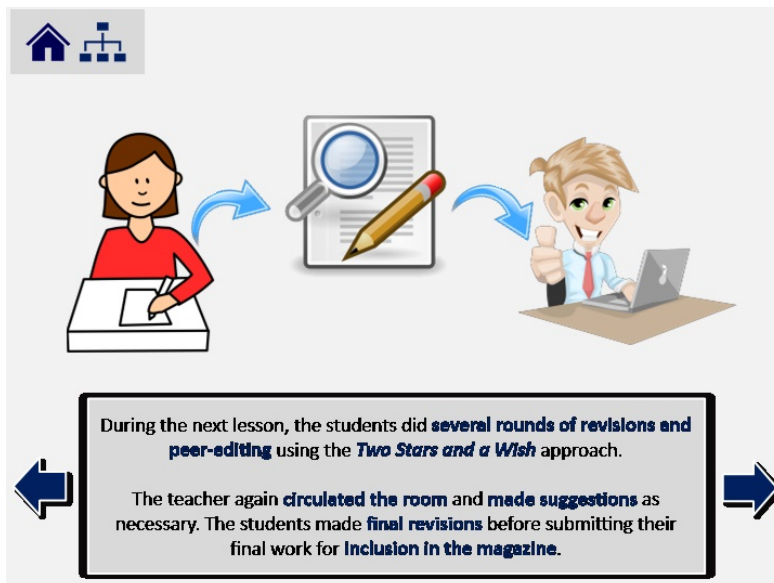
Vignette Part 6 (Slide Layer)



The diagram for Vignette Part 6 (Slide Layer) features a top navigation bar with a home icon and a hierarchical structure icon. The main content area is divided into two sections. The left section shows a checklist with four items, the first two of which are checked, and a yellow pencil resting on it. The right section shows two cartoon characters, a boy and a girl, with speech bubbles above them, indicating a discussion. Below these sections is a large rectangular box containing text, flanked by blue arrows pointing left and right. The text describes the teacher's actions after providing feedback.

He then directed them to **discuss with their partner** the feedback given on their draft. In the meanwhile, he **circulated the room**, **offering suggestions for next steps**.

Vignette Part 7 (Slide Layer)

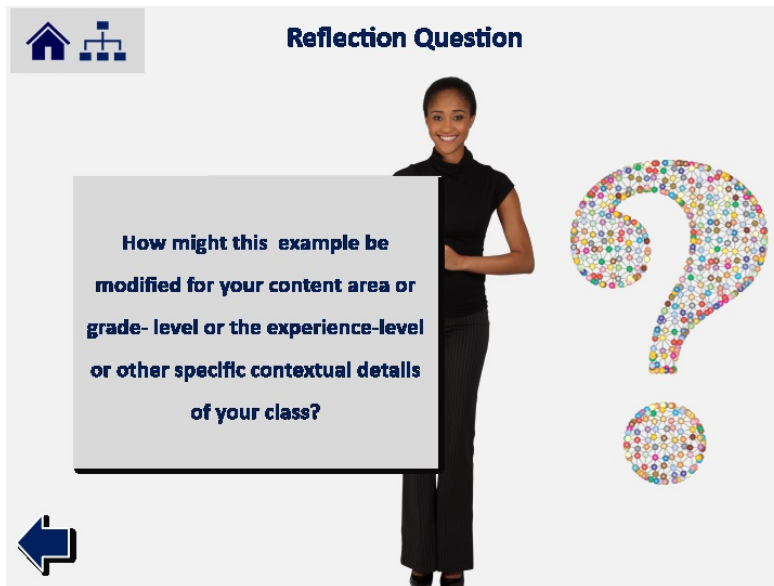


The diagram for Vignette Part 7 (Slide Layer) features a top navigation bar with a home icon and a hierarchical structure icon. The main content area shows a workflow. On the left, a cartoon girl is writing at a desk. A blue arrow points from her to a central icon of a document with a magnifying glass and a pencil. Another blue arrow points from this icon to a cartoon boy sitting at a desk with a laptop, giving a thumbs up. Below this workflow is a large rectangular box containing text, flanked by blue arrows pointing left and right. The text describes the next lesson's activities and the teacher's role.

During the next lesson, the students did **several rounds of revisions and peer-editing** using the **Two Stars and a Wish** approach.

The teacher again **circulated the room** and **made suggestions** as necessary. The students made **final revisions** before submitting their final work for **Inclusion in the magazine**.

Vignette Part 8 (Slide Layer)



A slide titled "Reflection Question" featuring a woman in a black dress holding a sign. The sign contains the text: "How might this example be modified for your content area or grade-level or the experience-level or other specific contextual details of your class?". To the right of the woman is a large question mark composed of many small, colorful dots. In the top left corner, there is a navigation icon with a house and a tree. In the bottom left corner, there is a blue arrow pointing left.

Reflection Question

How might this example be modified for your content area or grade-level or the experience-level or other specific contextual details of your class?

2.36 Bookmark: F5



A slide titled "Standard F5: Assessment Preparation" featuring a large, colorful graphic of many curved arrows pointing towards the right. The arrows are in various colors including yellow, orange, red, and green. In the top left corner, there is a navigation icon with a house and a tree.

**Standard F5:
Assessment
Preparation**

2.37 F5: Why Standard F5 Is Important



Why Standard F5 Is Important



Active preparation matters

“A stitch in time saves nine. “





2.38 F5: Time and Resources



Time and Resources

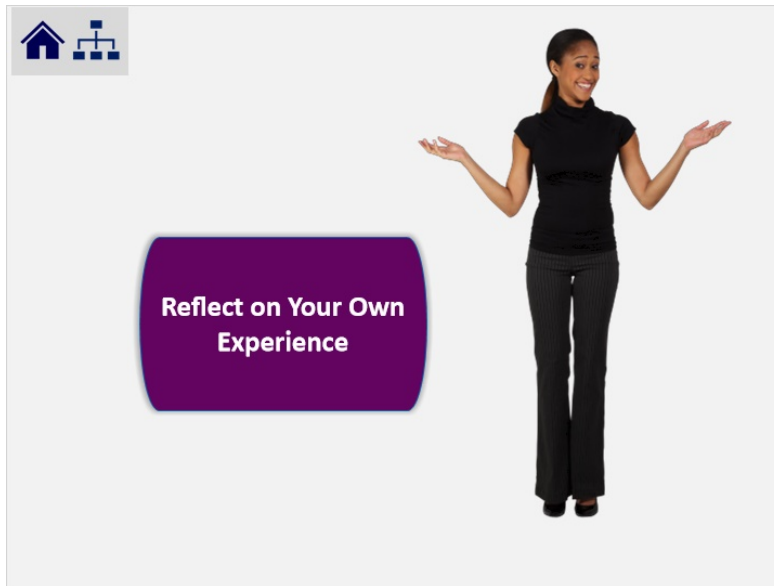
Students need time to:

- **learn and prepare** for classroom assessments



Teachers need time to:

- **develop, select, and administer** classroom assessments
- **review, analyze, and score** student responses
- **record** results, **compute** grades, and **prepare** reports
- **review** student work collaboratively with colleagues
- **develop** feedback comments
- **use** assessments to inform instructional planning

2.39 F5: Topic Selection



2.40 F5: Reflection

**F5: Reflect on Your Own Experience**

Which aspects of the assessment process do you have the least time for?

1. Planning clear learning goals for students	Never Enough Time
2. Lesson planning to ensure sufficient exposure to content	
3. Developing/selecting classroom assessments	Rarely Enough Time
4. Administering classroom assessments	
5. Reviewing, analyzing or scoring student responses,	Mostly Enough Time
6. Developing feedback comments for students	
7. Recording results, computing grades, and preparing reports	Always Enough Time
8. Reviewing student work collaboratively with colleagues	
9. Using assessment information to inform instructional planning	

2.41 Bookmark: F6



2.42 F6: Why Standard F6 Is Important

**Why Standard F6 Is Important**

Communication is key

Clear communication with both **students and parents** about the **role and purpose of assessment** helps you gain their **support**.





2.43 F6: Communication Tools





Communication Tools

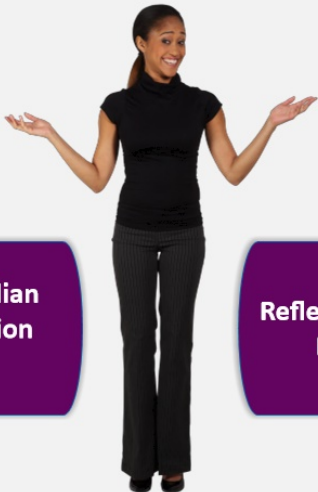
Communicating with Parents

- Newsletters
- Websites
- Student/parent/teacher meetings
- Announcements
- Back to School Nights
- Other



2.44 F6: Topic Selection







Parent/Guardian
Communication
Resource

Reflect on Your Own
Experience

End of Part

2.45 F6: Reflection



Reflect on Your Own Experience


Identify:

Ways in which you **communicate with parents and guardians** about assessment



Reflect on them:

- What are their strengths and weaknesses?
- How can you improve them?
- How could you work with your colleagues?
- What other supports might you need?

Back



2.46 F6: Vignette

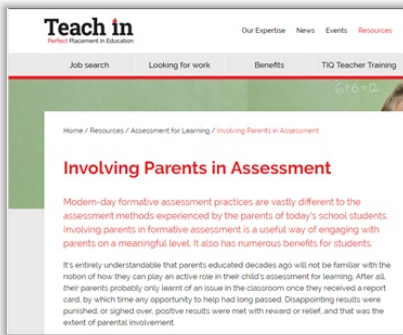


Resource

Check out this [link](https://www.teachin.co.uk/resource/involving-parents-assessment/) from a UK organization called **TeachIn** 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**.






3. Section 2: Use Standards

3.1 Cover: Section 2





3.2 Objectives: Section 2

  **Learning Objectives**



1. Understand how analysis of student performance on formative assessment tasks and questions relates to formative feedback and instructional follow-ups.
2. Understand how analysis of student performance on summative assessment tasks and questions relates to grades/summary comments and reporting.
3. Understand how to apply the Use Standards to classroom assessment.

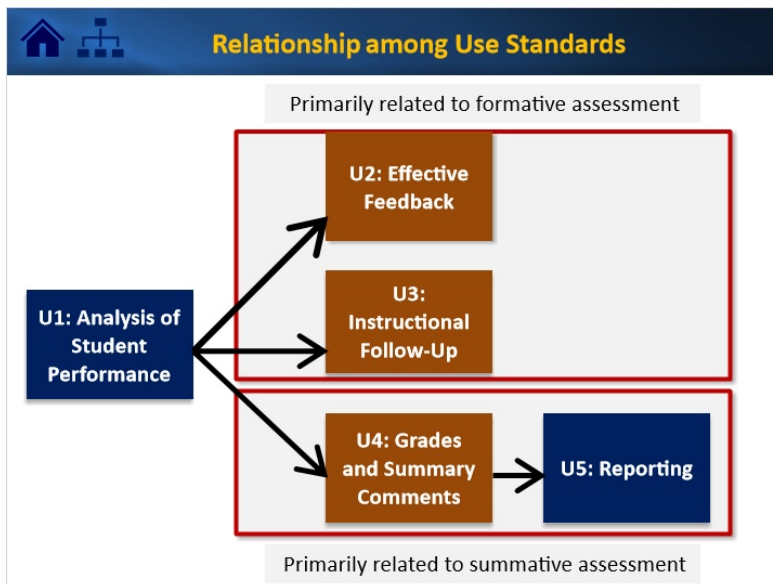
3.3 Reference



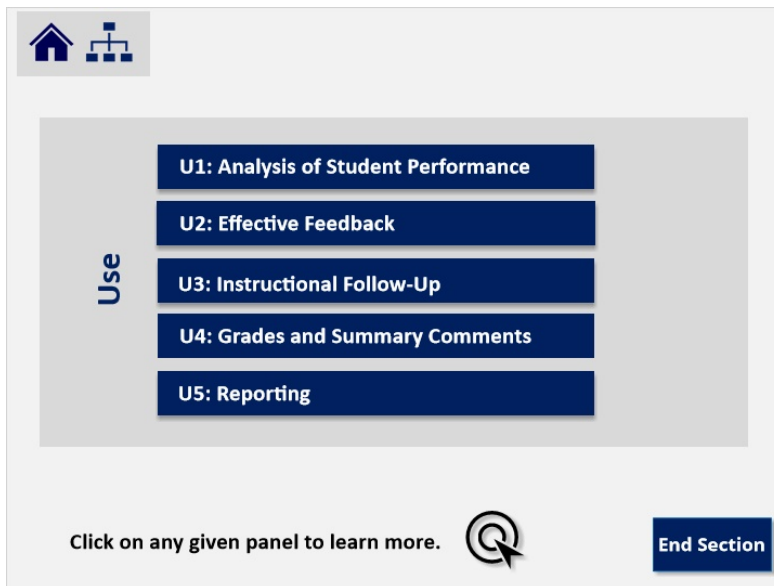
Overview of Use Standards

- **U1 Analysis of Student Performance:** The methods for analyzing evidence of student learning should be appropriate for the assessment purpose and practice
- **U2 Effective Feedback:** Classroom assessment practices should provide timely and useful feedback to improve student learning
- **U3 Instructional Follow-Up:** Analysis of student performance should inform instructional planning and next steps to support ongoing student learning
- **U4 Grades and Summary Comments:** Summative grades and comments should reflect student achievement of the learning expectations
- **U5 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

3.4 Relationship Among Use Standards



3.5 Topic Selection




The screenshot shows a software interface with a top navigation bar containing a home icon and a tree icon. Below this is a large grey panel titled 'Use' on the left. Inside this panel are five dark blue buttons with white text, stacked vertically: 'U1: Analysis of Student Performance', 'U2: Effective Feedback', 'U3: Instructional Follow-Up', 'U4: Grades and Summary Comments', and 'U5: Reporting'. Below the 'Use' panel, there is a text prompt 'Click on any given panel to learn more.' followed by a magnifying glass icon. To the right of this is a dark blue button with white text that says 'End Section'.

3.6 Bookmark: U1




The screenshot shows a bookmark page for 'Standard U1: Analysis of Student Performance'. The top navigation bar is the same as in the previous screenshot. The main content area features a large, colorful graphic on the left consisting of many concentric, curved arrows in shades of yellow, orange, red, and teal, all pointing towards the right. To the right of this graphic, the text 'Standard U1: Analysis of Student Performance' is displayed in a bold, dark blue font.

3.7 U1: Why Standard U1 is Important





Why Standard U1 Is Important

- Administering any kind of assessment is of **little value** if there is **no opportunity to analyze student responses**.
- This standard helps you think about **different analysis approaches** depending on the assessment purpose.



3.8 U1: Analysis of Student Performance




Assessment Activities

When **the purpose of the assessment is clear**, then the analysis steps are more likely to lead to the desired insights into **student learning and progress**.

Informal Review of Student Responses



Application of Answer Key to Selected-Response Questions



Use of Rubrics to Assess Student Responses

Click on any given button to learn more. 

End of Part



3.9 U1: Informal Review of Student Responses I


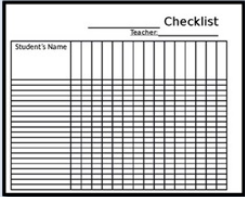
 **Analysis: Informal Review of Student Responses**



Reviewing student responses can be as simple as sorting them into two groups for **“got it”** and **“didn’t get it”** or three groups for **“got it,” “almost got it,”** and **“didn’t get it”**



3.10 U1: Informal Review of Student Responses II

 **Checklists**





If you are **informally reviewing student responses** as you move around groups or individuals in a classroom you can use **a checklist to capture your mental notes.**

3.11 U1: Informal Review of Student Responses III





Range of Responses




An important part of **planning** is to consider **the range of responses** that might be **elicited from students** and how you will **address them**.

3.12 U1: Informal Review of Student Responses IV



Power of Misunderstandings



Often the **most interesting responses** are from students who did not fully understand the concept since **gaining insight** into the ways in which they **did not quite understand** can help you **plan next steps**.

3.13 U1: Application of Answer Key

Analysis: Application of Answer Key

	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15
Alice	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1
Brian	1	1	1	1	1	1	1	0	1	1	1	0	1	0	1
Colin	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1
Dennis	1	1	1	1	1	1	1	0	1	0	1	0	1	0	1
Ellie	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1
Fred	1	1	0	1	0	1	1	0	1	1	1	0	1	0	1
Grant	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Helen	1	1	1	1	1	1	1	0	1	1	1	0	1	0	1
Ingrid	1	1	0	1	1	0	1	1	1	0	1	0	1	0	1
Jake	1	1	1	1	1	1	1	0	1	1	1	0	1	0	1
Kate	1	1	1	1	1	1	1	0	1	1	1	0	1	0	1
Lorna	1	1	0	1	0	1	1	0	1	0	1	0	1	0	1
Mike	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1
Norman	1	1	1	1	1	1	1	0	1	1	1	0	1	0	1
Opal	1	1	1	1	0	1	1	0	1	0	1	1	1	1	1
Peter	1	1	1	1	1	1	1	0	1	1	1	0	1	0	1
Quinn	1	1	1	1	1	1	1	0	1	1	1	0	1	0	1
Rose	1	0	1	1	1	1	1	0	1	1	1	0	1	0	1
Stuart	1	1	1	1	1	1	1	0	1	1	1	0	1	1	1
Tim	0	1	1	1	1	1	1	0	1	1	1	1	0	1	1

A double sorting of scored responses in a spreadsheet can reveal patterns **not initially visible**.

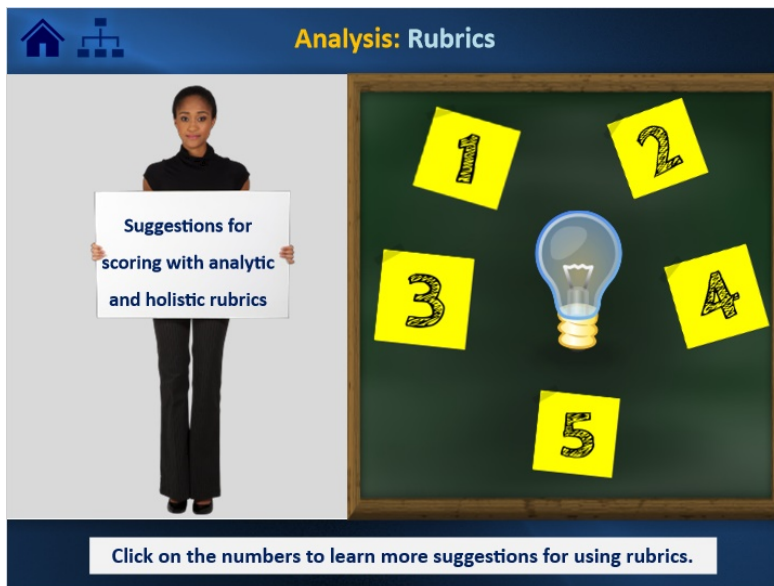
3.14 U1: Example

Example

	Q7	Q9	Q11	Q13	Q15	Q1	Q4	Q6	Q2	Q3	Q5	Q10	Q14	Q8	Q12	Total
Grant	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	15
Alice	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	14
Colin	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	14
Ellie	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	14
Mike	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	14
Stuart	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	13
Brian	1	1	1	1	1	1	1	1	1	1	1	1	0	0	0	12
Helen	1	1	1	1	1	1	1	1	1	1	1	1	0	0	0	12
Jake	1	1	1	1	1	1	1	1	1	1	1	1	0	0	0	12
Kate	1	1	1	1	1	1	1	1	1	1	1	1	0	0	0	12
Norman	1	1	1	1	1	1	1	1	1	1	1	1	0	0	0	12
Opal	1	1	1	1	1	1	1	1	0	0	1	0	1	0	1	12
Peter	1	1	1	1	1	1	1	1	1	1	1	1	0	0	0	12
Quinn	1	1	1	1	1	1	1	1	1	1	1	1	0	0	0	12
Tim	1	1	1	1	1	0	1	1	1	1	1	1	0	0	1	12
Dennis	1	1	1	1	1	1	1	1	1	1	0	0	0	0	0	11
Rose	1	1	1	1	1	1	1	0	1	1	1	0	0	0	0	11
Fred	1	1	1	1	1	1	1	1	0	0	1	0	0	0	0	10
Ingrid	1	1	1	1	1	1	0	1	0	1	0	0	1	0	0	10
Lorna	1	1	1	1	1	1	1	1	0	0	0	0	0	0	0	9
Difficulty	1	1	1	1	1	1	1	1	0.9	0.9	0.9	0.8	0.4	0.3	0.25	

Sorting on **total score** and **item difficulty** (% of students who answer an item correct) arranges data from **easiest items** and **highest scoring students** (top left) to **hardest items** and **lowest scoring students** (bottom right).

3.15 U1: Use of Rubrics

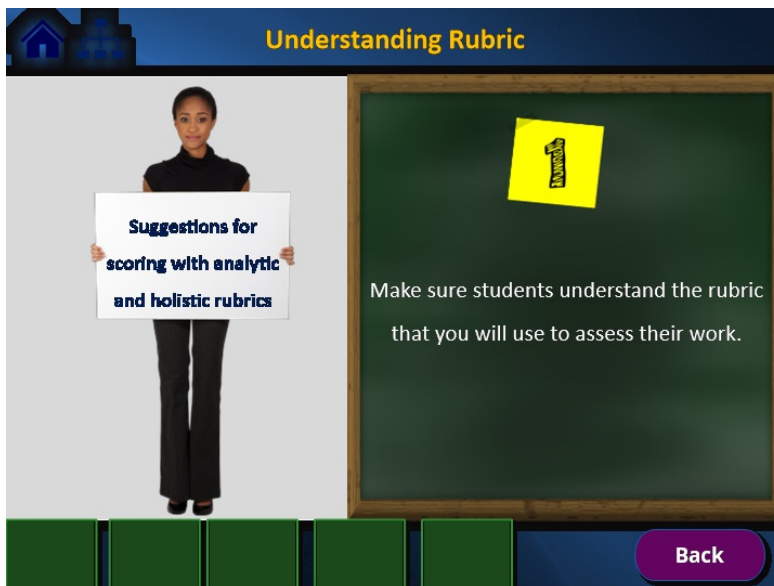


Analysis: Rubrics

Suggestions for scoring with analytic and holistic rubrics

Click on the numbers to learn more suggestions for using rubrics.

1 (Slide Layer)



Understanding Rubric

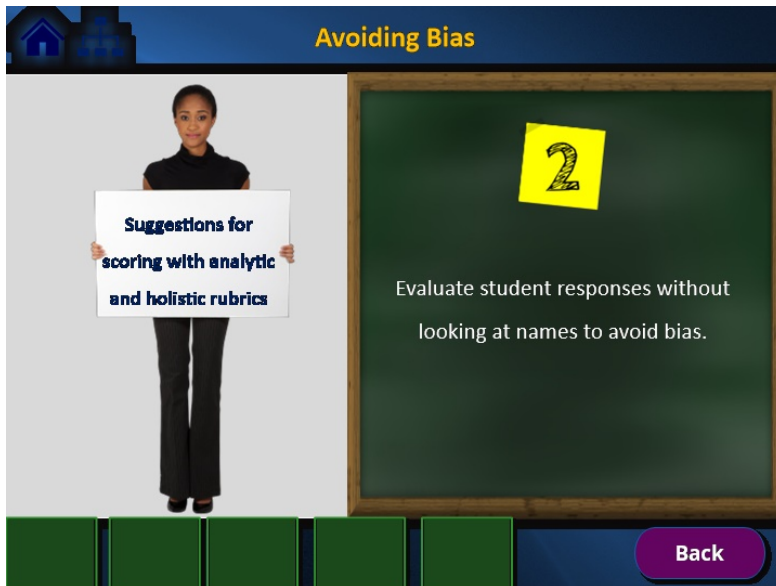
Suggestions for scoring with analytic and holistic rubrics

1

Make sure students understand the rubric that you will use to assess their work.

Back

2 (Slide Layer)



This slide is titled "Avoiding Bias" in yellow text on a dark blue header. On the left, a woman in a black top and pants holds a white sign that reads "Suggestions for scoring with analytic and holistic rubrics". To her right is a green chalkboard with a yellow sticky note in the top left corner containing the number "2". The chalkboard text reads: "Evaluate student responses without looking at names to avoid bias." At the bottom right is a purple "Back" button. The bottom of the slide features a row of five green rectangular blocks.

Avoiding Bias

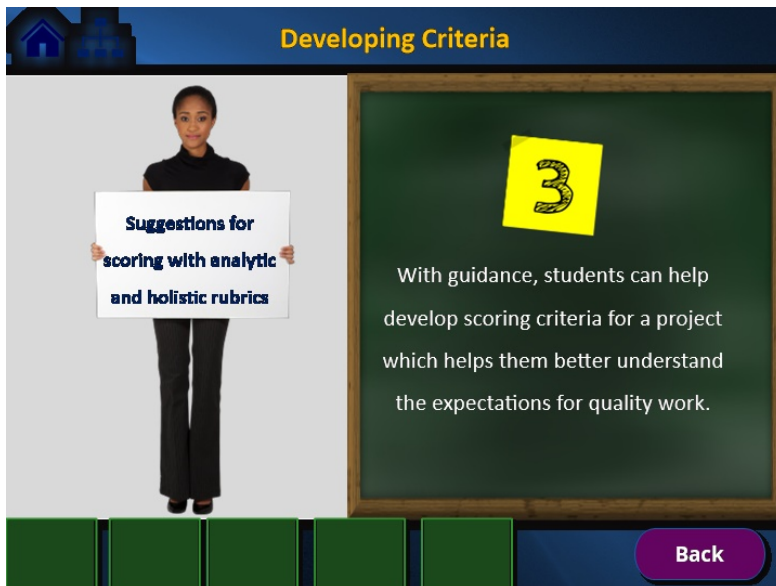
Suggestions for scoring with analytic and holistic rubrics

2

Evaluate student responses without looking at names to avoid bias.

Back

3 (Slide Layer)



This slide is titled "Developing Criteria" in yellow text on a dark blue header. On the left, a woman in a black top and pants holds a white sign that reads "Suggestions for scoring with analytic and holistic rubrics". To her right is a green chalkboard with a yellow sticky note in the top left corner containing the number "3". The chalkboard text reads: "With guidance, students can help develop scoring criteria for a project which helps them better understand the expectations for quality work." At the bottom right is a purple "Back" button. The bottom of the slide features a row of five green rectangular blocks.

Developing Criteria

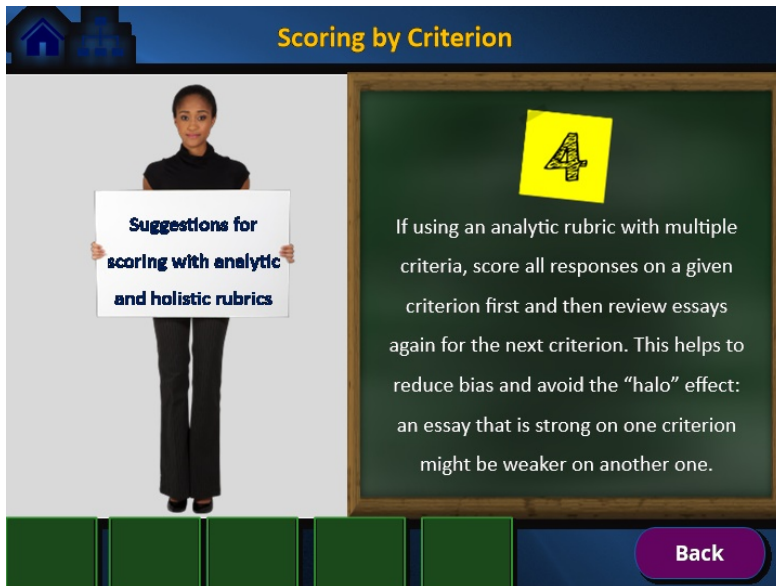
Suggestions for scoring with analytic and holistic rubrics

3

With guidance, students can help develop scoring criteria for a project which helps them better understand the expectations for quality work.

Back

4 (Slide Layer)



This slide is titled "Scoring by Criterion" and features a woman on the left holding a sign that reads "Suggestions for scoring with analytic and holistic rubrics". On the right, a chalkboard displays a large yellow number "4" and the following text: "If using an analytic rubric with multiple criteria, score all responses on a given criterion first and then review essays again for the next criterion. This helps to reduce bias and avoid the 'halo' effect: an essay that is strong on one criterion might be weaker on another one." A "Back" button is located in the bottom right corner.

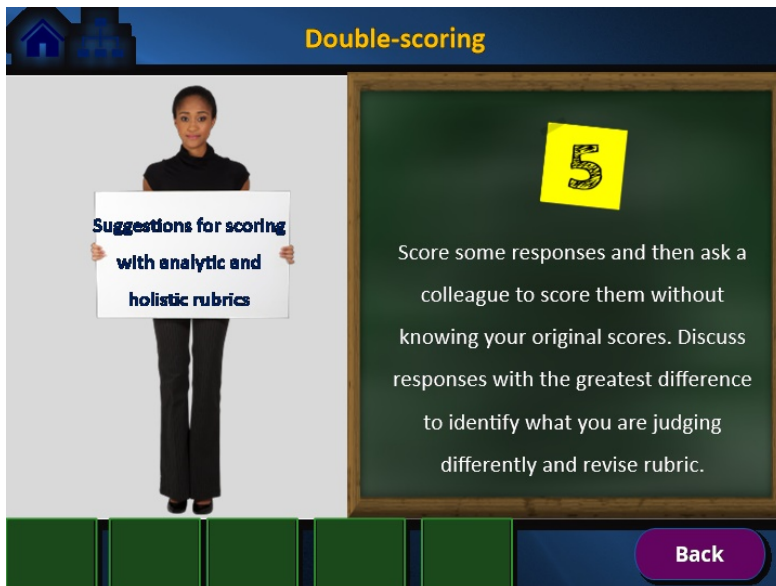
Scoring by Criterion

4

If using an analytic rubric with multiple criteria, score all responses on a given criterion first and then review essays again for the next criterion. This helps to reduce bias and avoid the "halo" effect: an essay that is strong on one criterion might be weaker on another one.

Back

5 (Slide Layer)



This slide is titled "Double-scoring" and features a woman on the left holding a sign that reads "Suggestions for scoring with analytic and holistic rubrics". On the right, a chalkboard displays a large yellow number "5" and the following text: "Score some responses and then ask a colleague to score them without knowing your original scores. Discuss responses with the greatest difference to identify what you are judging differently and revise rubric." A "Back" button is located in the bottom right corner.



Double-scoring

5

Score some responses and then ask a colleague to score them without knowing your original scores. Discuss responses with the greatest difference to identify what you are judging differently and revise rubric.

Back

3.16 U1: Personal Experience



Personal Experience



Select:


Two different classroom-level assessments
(e.g., an informal quick-write or exit ticket vs. an extended assessment)

Ask yourself:

- Do you plan how you will analyze student responses as part of your planning and development of an assessment?
- 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 assessments?

3.17 Bookend: U1






This is the end of this part.

Topic Selection

3.18 Bookmark: U2




3.19 U2: Why Standard U2 is Important

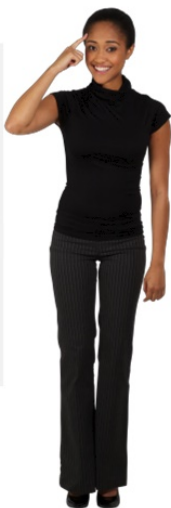
**Why Standard U2 Is Important**

Students can be provided feedback in various forms:



- an **informal question or probe** as students are engaging in a classroom task or discussion
- **written feedback** on a specific piece of work

Providing feedback can be **time-consuming** so ensure that it is done in a way to be **most beneficial** to support learning








3.20 U2: Effective Feedback





U2: Effective Feedback

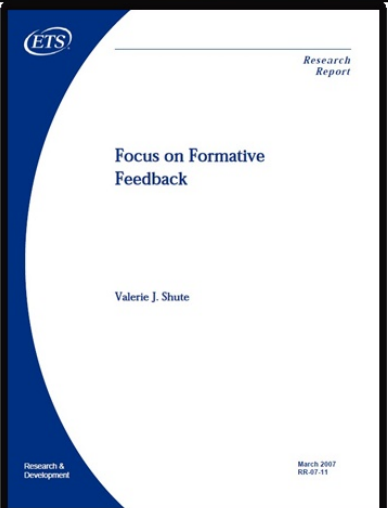
	Source	Self Peer Teacher
	Purpose	To inform improvements or next steps
	Timing	Feedback should only be given when there is an opportunity to use it

Reference

Reference (Slide Layer)

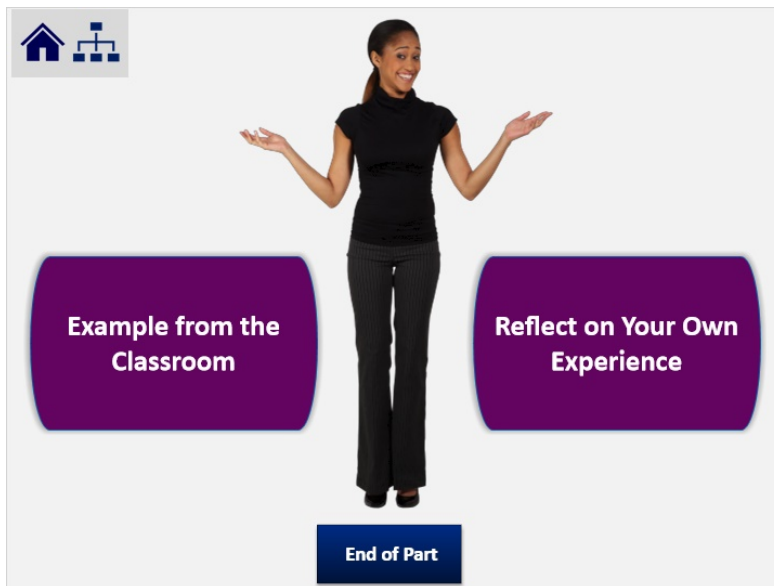


Reference



Back

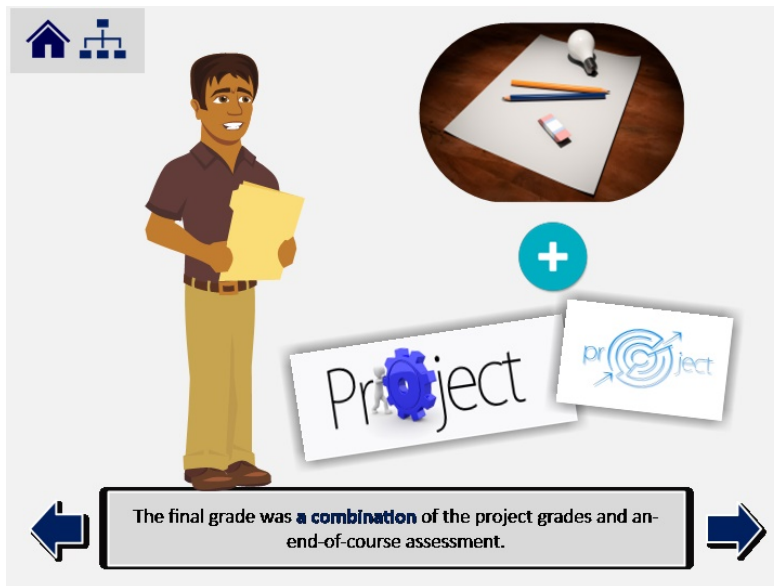
3.21 U2: Topic Selection



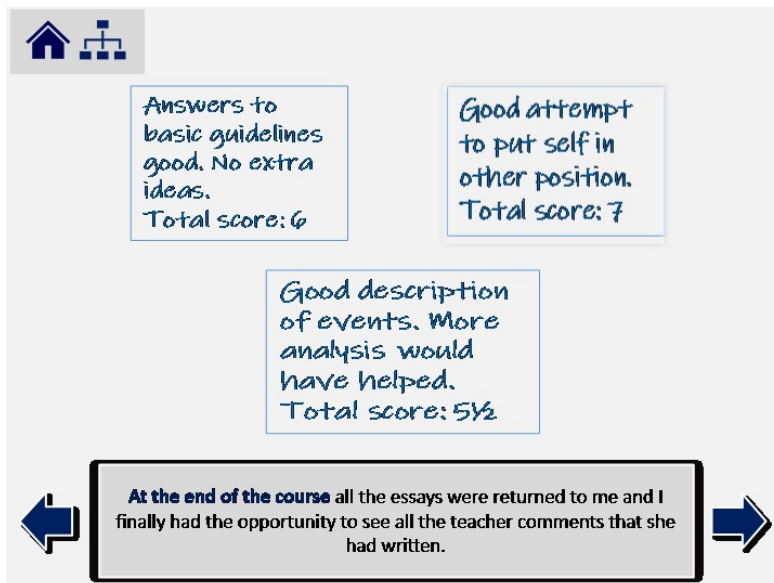
3.22 U2: Example



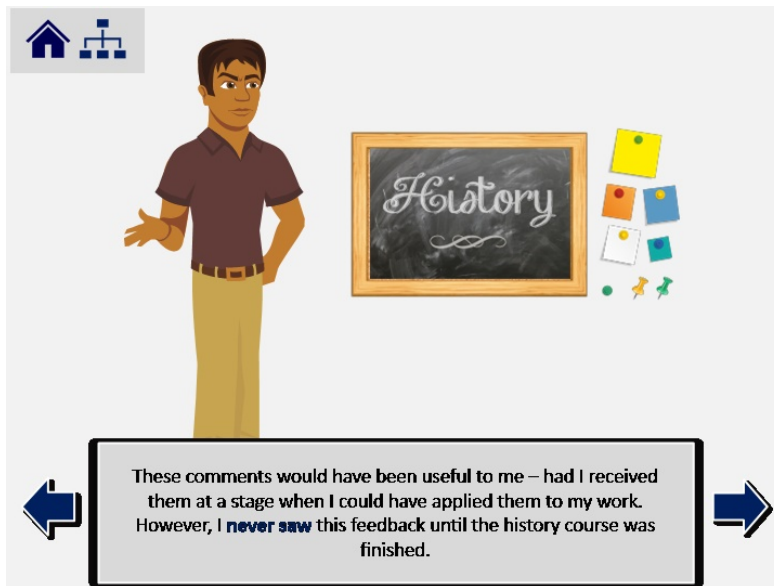
Part 1 (Slide Layer)



Part 2 (Slide Layer)

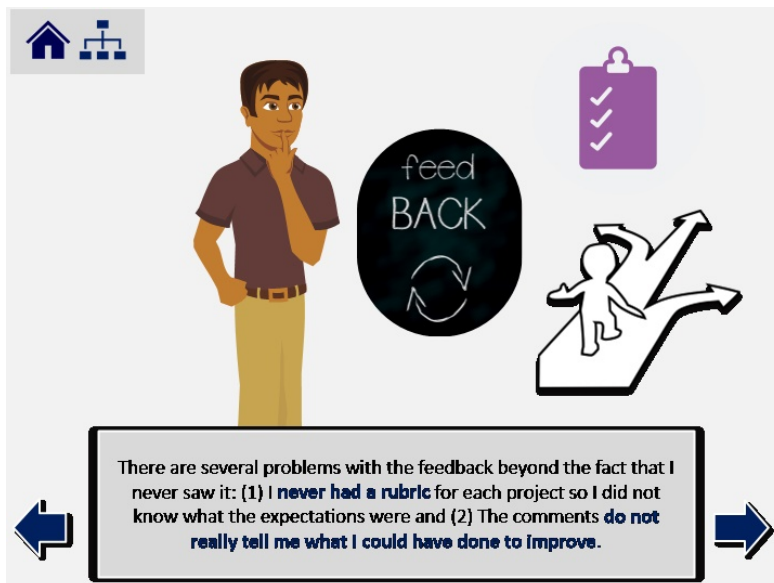


Part 3 (Slide Layer)





These comments would have been useful to me – had I received them at a stage when I could have applied them to my work. However, I **never saw** this feedback until the history course was finished.

Part 4 (Slide Layer)


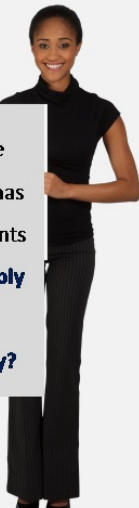


There are several problems with the feedback beyond the fact that I never saw it: (1) I **never had a rubric** for each project so I did not know what the expectations were and (2) The comments **do not really tell me what I could have done to improve.**

Reflection (Slide Layer)




Reflection Question





Think about whether you have **written feedback** on work that has been graded and whether students truly have an **opportunity to apply** what you have written.

How might you do it differently?



3.23 U2: Personal Experience



Reflect on Your Own Experience

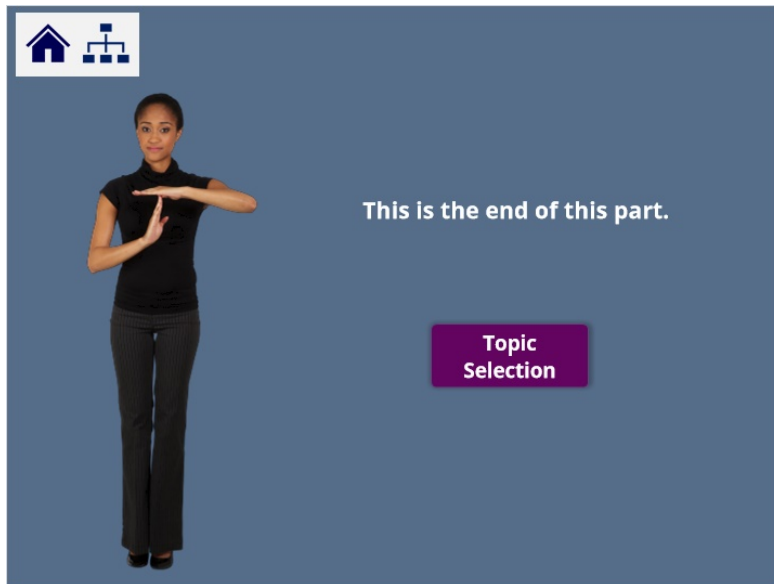
Select:

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?



3.24 Bookend: U2



3.25 Bookmark: U3

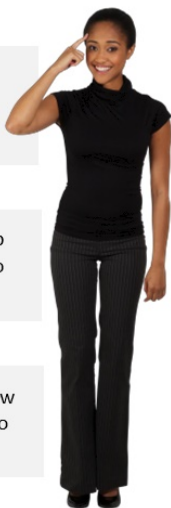


3.26 U3: Why Standard U3 is Important

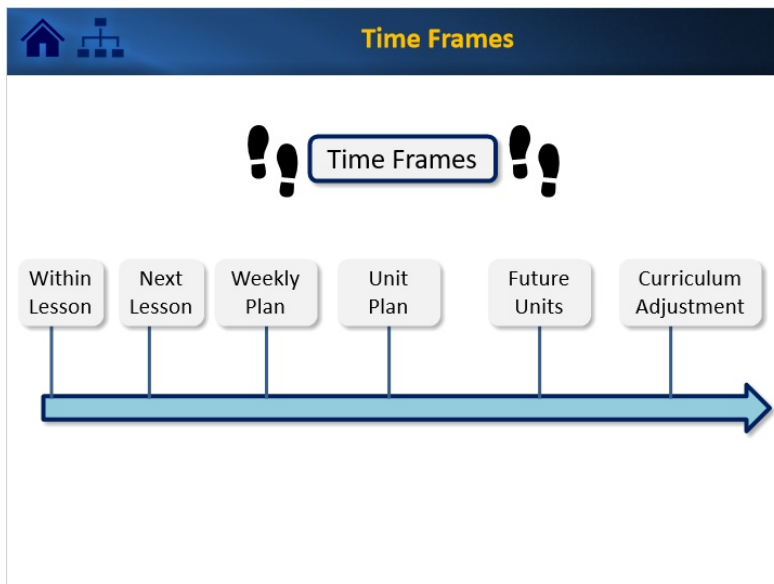


Why Standard U3 Is Important

- Deciding on **next instructional steps** based on immediate **evidence of student understanding** may happen **within a lesson** or **between lessons** for formative assessment
- When reflecting on an **end-of-unit assessment** the follow-up may be to **adjust future use** of the unit or to identify ways to continue to **support student learning** in future units
- This standard helps you be **more conscious** of how you follow through from **analysis of student assessment information** to designing **next instructional steps**




3.27 U3: Time Frames



3.28 U3: Next Steps



Next Steps



Click on each person to hear their perspective.



List View



List View (Slide Layer)

Next Steps

- 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 an 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.

Back

3.29 U3: Personal Experience





Reflect on Your Own Experience


When you **review student work** at the end of a lesson to **plan for the next lesson**, you have (a little) more time for planning.

It is **more challenging** when you realize you need to **change course during a lesson**. Having a **list of “go-to” next steps** can help you **make a choice on-the-fly** more easily:

- Consider a couple of lessons from the previous week. What **additional strategies** do you use to adjust teaching and learning opportunities after you analyze student work?
- Consider **adding one or more strategies to your classroom practice** as you are planning lessons.
- Talk with your colleagues about **how the kinds of strategies they use to adjust instruction** they help them support student learning with **more than just reteaching**.

3.30 Bookend: U3





This is the end of this part.

Topic Selection

3.31 Bookmark: U4



3.32 U4: Why Standard U4 is Important



**Why Standard U4 Is Important**

- **Formative assessment** helps teachers and students plan next teaching and learning steps
- **Summative assessment** provides a snapshot of learning at the **end of a unit or school year**
- This standard helps you think about some **dos and don'ts** of **developing grades** and **summary comments**






3.33 U4: Grades & Summary Comments





U4: Grades and Summary Comments

Grades and summary comments should **reflect students' level of mastery of specific learning expectations**.

But sometimes **other factors** get incorporated into grades in ways that are **NOT recommended**.




3.34 U4: Other Guidelines




U4: Other Grading Guidelines

- Students should **understand** how their grades are **calculated**.
- Information should be **communicated** to **students and parents/guardians**.
- Student grades **should not be displayed or discussed** publicly.
- Grades should **reflect the intended emphasis or weight** of individual assessments.
- A final grade **should not be determined** by a single assessment.



3.35 U4: Personal Experience I



Reflect on Your Own Experience

Read Article

↓

Article Analysis



↓

Reflection

Read the article by grading expert Douglas Reeves and respond to the brief analysis and reflection questions.


Click on the top button to access the article or download it from the 'Resources' section of the player interface.

Analysis (Slide Layer)




Analysis

What are the **three most commonly used grading policies** that he identifies as **deeply problematic**?



Back

Reflection (Slide Layer)

**Reflection**

The three most commonly used grading policies that Reeves identifies as deeply problematic are:


- The use of **zeros** for missing work.
- The practice of using the **average** of all scores throughout the semester without accounting for which learning is most important.
- 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:

- Your local school context and grading practices.



Think about:

- Whether some or all of these grading practices are used in your school



Back

3.36 Bookend: U4



This is the end of this part.

Topic Selection

3.37 Bookmark: U5



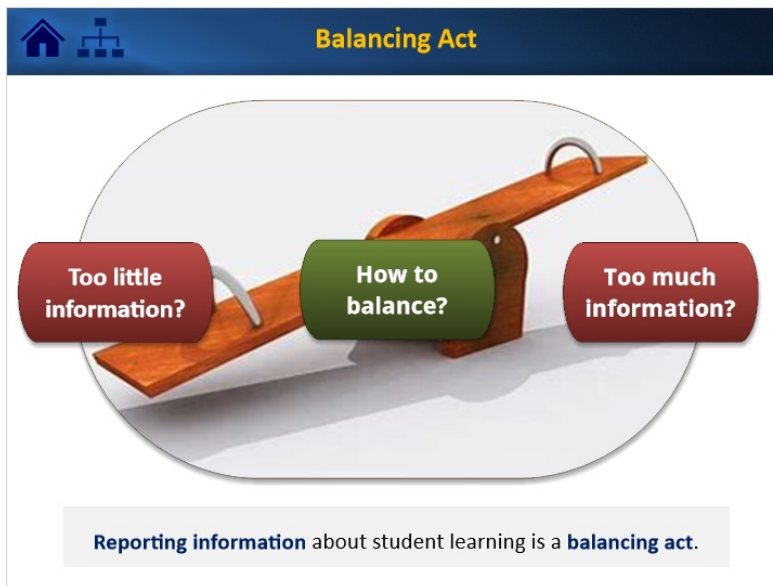
3.38 U5: Why Standard U5 is Important

**Why Standard U5 Is Important**

- This standard covers both **formal and informal reports** that are shared with parents and guardians
- **Schools and districts** will often have a **student-reporting plan** that needs to be adhered to
- This standard helps you think about some **key ideas** that build off the previous **grading standard**



3.39 U5: Balancing Act



Too little information (Slide Layer)



Too little information is problematic since parents and guardians need to be kept informed about a student's strengths and weaknesses to help them engage meaningfully with school personnel.

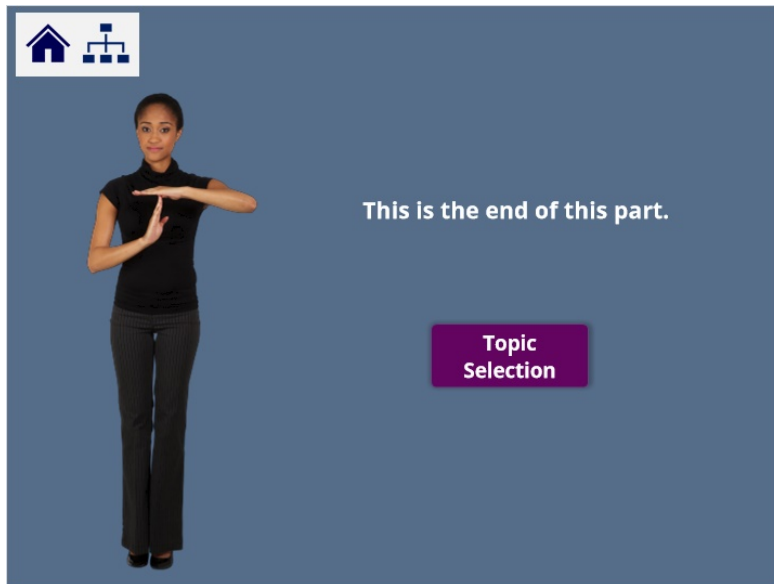
Too much information (Slide Layer)

Too much information can be almost as bad: online grade books can inadvertently support weak grading practices that encourage teachers to grade everything, even formative, learning-in-progress work.

Balance (Slide Layer)

Finding ways to provide informal reports to parents/guardians and to students to support learning while it is in progress (see earlier standard U3) should dominate during the unit, semester or school year with less focus on summative grades until appropriate.

3.40 Bookend: U5





4. Section 3: Quality Standards


4.1 Cover: Section 3



4.2 Objectives: Section 3



Learning Objectives



1. Understand how assessments should meet the needs of all students, regardless of cultural and linguistic diversity or special educational needs
2. Understand how assessment practices should address quality standards of fairness, reliability and validity
3. Understand the role of reflection on assessment as part of professional practice
4. Understand how to apply the key principles of the Quality Standards to your classroom practice

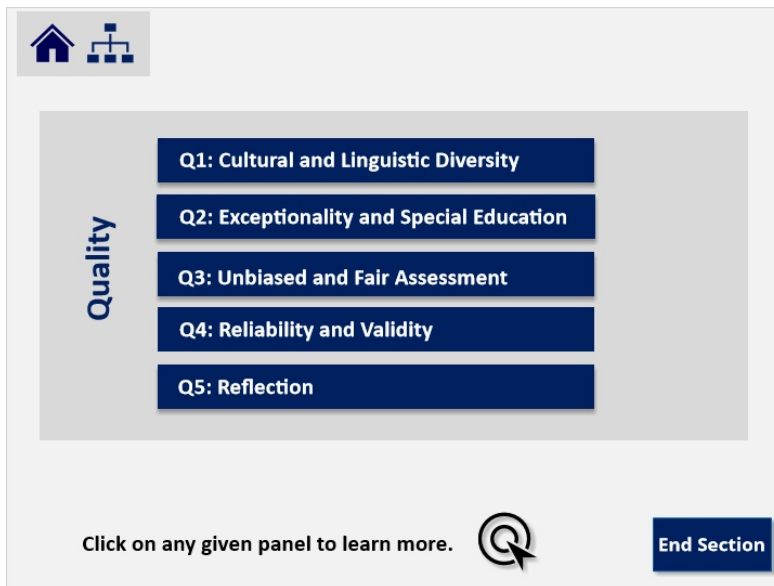
4.3 Overview of Quality Standards



Overview of Quality Standards

- **Q1 Cultural and Linguistic Diversity:** Classroom assessment practices should be responsive to and respectful of the cultural and linguistic diversity of students and their communities.
- **Q2 Exceptionality and Special Education:** Classroom assessment practices should be appropriately differentiated to meet the specific educational needs of all students.
- **Q3 Unbiased and Fair Assessment:** Classroom assessment practices and subsequent decisions should be free from all factors unrelated to the intended purposes of the assessment.
- **Q4 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.
- **Q5 Reflection:** Classroom assessment practices should be monitored and revised to improve their overall quality.

4.4 Topic Selection




The screenshot shows a user interface for the 'Quality' section. At the top left, there are icons for a home page and a hierarchical menu. The word 'Quality' is written vertically on the left side of a central panel. This panel contains five horizontal buttons, each representing a quality standard: 'Q1: Cultural and Linguistic Diversity', 'Q2: Exceptionality and Special Education', 'Q3: Unbiased and Fair Assessment', 'Q4: Reliability and Validity', and 'Q5: Reflection'. Below the panel, there is a text prompt 'Click on any given panel to learn more.' followed by a magnifying glass icon. To the right of this is a blue button labeled 'End Section'.

4.5 Bookmark: Q1





The screenshot shows a bookmark page for 'Standard Q1: Cultural and Linguistic Diversity'. At the top left, there are icons for a home page and a hierarchical menu. The main visual element is a large, colorful graphic consisting of many concentric, curved arrows that spiral outwards from the bottom left towards the top right. The arrows are in various colors including teal, yellow, orange, red, and purple. To the right of this graphic, the text 'Standard Q1: Cultural and Linguistic Diversity' is displayed in a blue and orange font.

4.6 Q1: Why Standard Q1 is Important





Why Standard Q1 Is Important


This standard helps you think about **the background knowledge and skills** that students bring to any learning and assessment context.




4.7 Q1: Who are Your Students?




Who are Your Students?







Cultural background



Family background





Language



Community



4.8 Q1: How To Support Student Learning



Examples of How To Support Student Learning

- **Share assessment questions with grade-level or department colleagues** to identify question contexts that might be unfamiliar or assume a background knowledge not supplied in the question
- **Share assessment questions with the EL teacher** to identify wording and sentence structures that might be challenging for EL students
- **Provide appropriate supports and resources to students** such as simplified instructions, read aloud supports, or others
- **Use alternative methods of response or assessment** such as oral, written, computer-based, or performance-based assessment

4.9 Q1: Personal Experience



Reflect on Your Own Experience

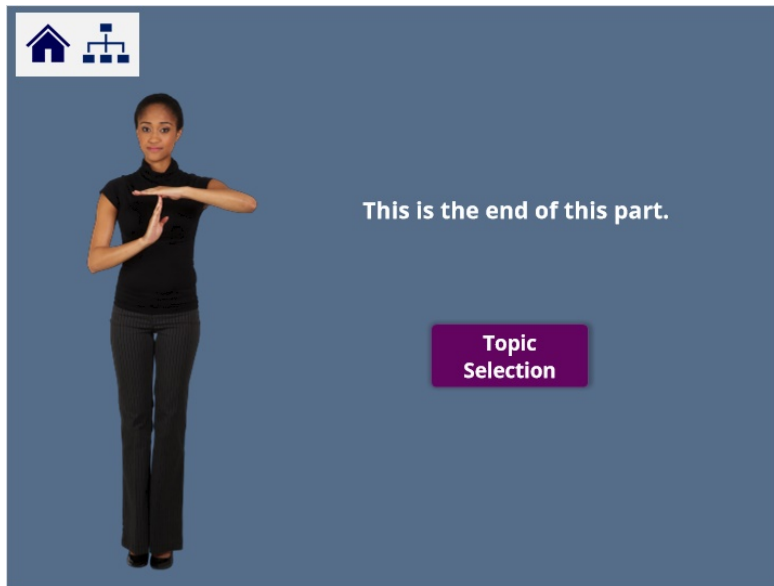
Select:

Select **a recent classroom level assessment** and identify **two students in your class** who have different backgrounds from each other

Review the questions from their perspective:

- 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/phrases such as “even though” or “on the other hand”)?
- How might you modify this assessment for future use?

4.10 Bookend: Q1



4.11 Bookmark: Q2



4.12 Q2: Why Standard Q2 is Important





Why Standard Q2 Is Important

Accommodations or adaptations


This is the second standard that helps you think about what your students might need to **interact properly** with the assessments.




4.13 Q2: Who are Your Students?




Q2: Who are Your Students?







IEP



Previous teachers





Parent/Guardian



Related Service Providers

4.14 Q2: Personal Experience



Reflect on Your Own Experience

Select:

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:

- 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?



4.15 Bookmark: Q4



The graphic features a series of concentric, curved arrows in various colors (yellow, orange, red, green, blue, purple) that spiral inward from the left towards the right. The arrows are of varying lengths and thicknesses, creating a sense of depth and movement.



Standard Q4:
Reliability and
Validity

4.16 Q4: Why Standard Q4 is Important





Why Standard Q3 Is Important


This standard is important to help you recognize and **minimize bias** during (1) **development** or selection of an assessment and (2) during **scoring** of student work.



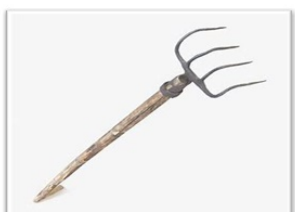
4.17 Q4: Halo Effect I



Halo vs. Pitchfork Effect





Halo Effect



Pitchfork Effect

4.18 Q4: Halo Effect II






Reflect on Your Own Experience

Think about your own experience of scoring student responses and note them in the table.

What triggers the halo effect?	What triggers the pitchfork effect?

4.19 Bookend: Q4






This is the end of this part.

Topic Selection

4.20 Bookmark: Q3




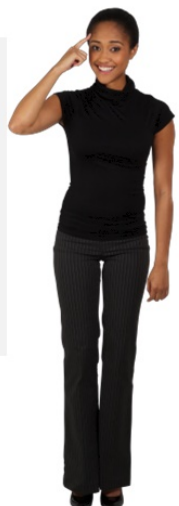
4.21 Q3: Why Standard Q3 is Important

**Why Standard Q4 Is Important**

While classroom assessment **does not** have the stakes associated with accountability assessment or other kinds of summative assessment, nonetheless **decisions should be reasonable and accurate.**

This standard helps you think about **reliability and validity in a classroom context.**





4.22 Q3: Reliability



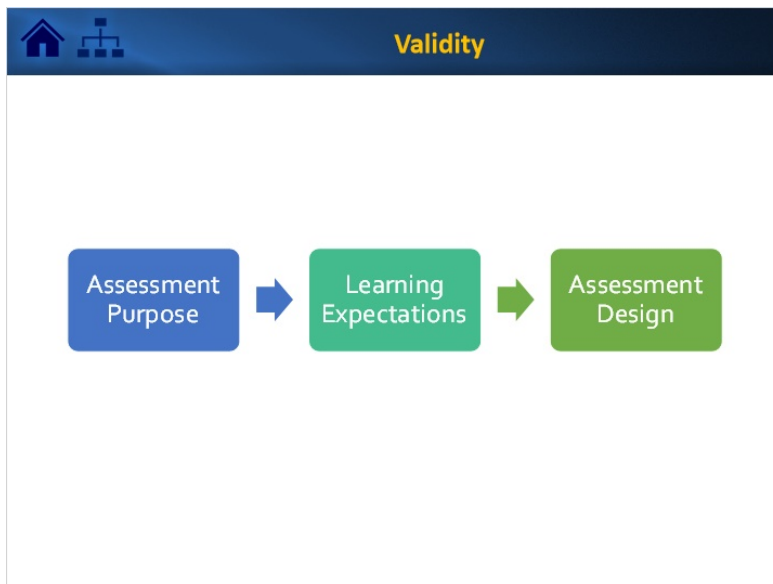
Reliability

Reliability ~ Consistency




Higher Consequences ~ More Reliability

4.23 Q3: Validity





4.24 Bookend: Q2



This is the end of this part.

Topic Selection

4.25 Bookend: Q3



This is the end of this part.

Topic Selection

4.26 Bookmark: Q5



4.27 Q5: Why Standard Q5 is Important

**Why Standard Q5 Is Important**

This standard reminds you of the
opportunities to improve assessment practices.





4.28 Q5: Reflection



Reflection

Looking back

- Next steps and/or instructional adjustments
- Information for other stakeholders
- New learning expectations





Looking forward


- Modify the assessment format or question types
- Modify individual questions

Continuing to learn

- Attend professional seminars and workshops on new developments in assessment practice
- Engage colleagues in professional learning communities to explore ways to improve classroom assessment practices

4.29 Bookend: Q5





This is the end of this part.



Topic Selection

5. Section 4: Application


5.1 Cover: Section 4



5.2 Objectives: Section 3



Learning Objectives



1. Understand how the Classroom Assessment Standards can be used to support reflection on classroom assessment practice.
2. Understand the options for reflecting on assessment to identify the best place to start.

5.3 The Who, What How of Application



The Who, What, How of Application

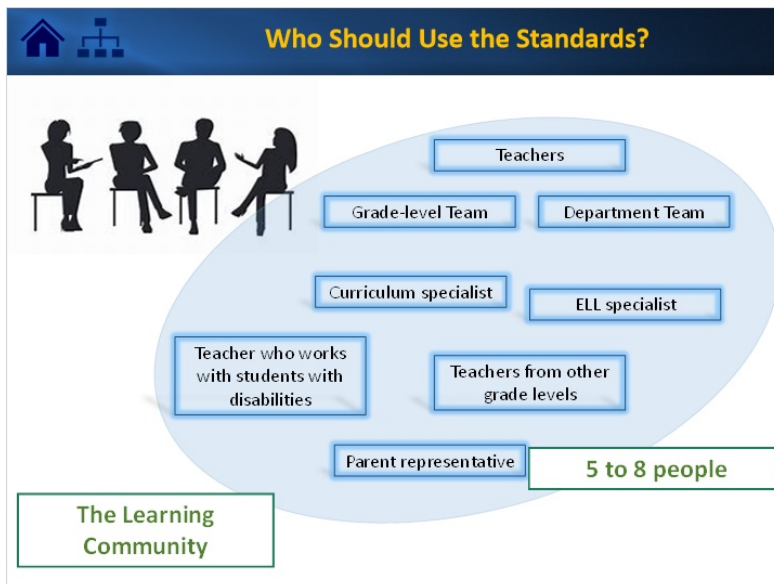


Congratulations - you have reviewed all three sections of the Standards!:

- Foundation
- Use
- Quality

Now let's focus on application to your practice!

5.4 Who Should Use the Standards?



5.5 Timing



Timing



- During designated department meetings
- As part of a series of professional development days
- A weekly professional learning team that meets regularly for 30 to 60 minutes each week
- A set schedule helps with accountability.

5.6 What to Review



What to Review

We suggest five ways that you might use the Standards to review your classroom assessments and provide a separate worksheet for each one.



01

Apply-As-You-Learn



02

Focus on One Assessment



03

Focus on Design Standards



04

Focus on Implementation Standards



05

Action Plan for One Standard

Click on any given panel to learn more. 

Apply-As-You-Learn (Slide Layer)

Apply-As-You-Learn

- Treat the review of the Classroom Assessment Standards like **an extended book study**.
- Review **one standard** each week.
- **Apply it to whatever assessments** you are using that week.
- At the next meeting participants can **reflect on what they observed in their assessments** in light of the focus standard, and what they might change in the future.
- At the same meeting, **discuss the next standard**. Its application will then be **the basis for discussion** the following week.
- **Print out or save a copy of Worksheet A** for each standard to capture your notes and reflections.

Back

Focus on Assessment (Slide Layer)

Focus on One Assessment

- **Select one assessment** to focus on (e.g., the end of year summative assessment used by all 5th grade ELA teachers in a school)
- **Review Worksheet B with the list of all the Classroom Assessment Standards** and identify which ones are (most) relevant.
- If the assessment **is not used to communicate information to parents/guardians** this review **will not include F6** Informed Students and Parents/Guardians. Similarly, if it is not used to provide student feedback this review will not focus on U2 Effective Feedback
- **Review the assessment on your own in light of the selected standards** and take notes about how it meets or does not meet the guidance for each standard.
- **Compare with one or more peers** to consolidate ideas and then identify areas for future improvement.
- **Complete the action plan** to document specific next steps.

Back

Focus on Design Standards (Slide Layer)

Focus on Design Standards

- **Select a set of assessments** for review from a design perspective (e.g., all the assessments used within a single unit of math or within a week if the unit is longer)
- You can later use **the same set of assessments** for an Implementation review.
- The selection of assessments should have a range of assessment purposes and formats, including formative assessment prompts or probes.
- **Review the set of assessments** on your own in light of the design-related standards (see Worksheet C) and take notes about how each one meets or does not meet the guidance.
- **Compare with one or more peers** to consolidate ideas and then identify areas for future improvement.
- **Complete the action plan** to document specific next steps.

Back

Focus on Implementation Standards (Slide Layer)

Focus on Implementation Standards

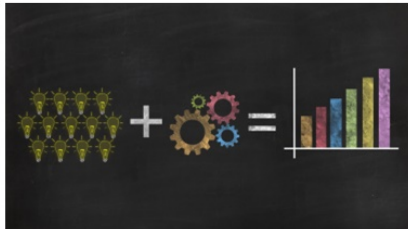
- **Select a set of assessments** for review from an implementation perspective (e.g., all the assessments used within a single unit of math or within a week if the unit is longer)
- **Use the same set of assessments** for both a Design review and for an Implementation review – or use a different set of assessments
- The selection of assessments should have a range of assessment purposes and formats, including formative assessment prompts or probes.
- **Review the set of assessments** on your own in light of the implementation-related standards (see Worksheet D) and take notes about how each one meets or does not meet the guidance
- **Compare with one or more peers** to consolidate ideas and then identify areas for future improvement
- **Complete the action plan** to document specific next steps

Back

Action Plan (Slide Layer)

Action Plan for One Standard

- As you reviewed the standards through the ITEMS module you might have already **identified a specific standard** that you want to apply across some assessments because you think it is a potential area for improvement.
- **Create an action plan** (see Worksheet E) that describes what you want to change to document specific next steps.
- **Identify who will help keep you accountable** for putting your plan into action.



Back

5.7 Download Worksheets





Download Worksheets

The remaining part of this section refers to **five worksheets** (A-E), which are in one document (**Worksheet 2**) that you should **download** from the 'Resources' section of the player.

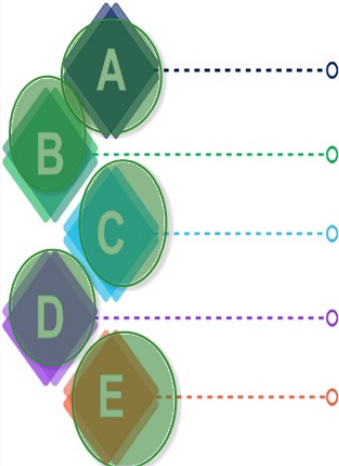
It is easiest to **work in these on the side**, either in another window or by **printing them out**. Some slides contain **snapshots** to help you verify that you are using the correct one.



5.8 Worksheet Selection



Worksheets



- Worksheet A** for reviewing and applying each Classroom Assessment Standard in sequence. You will need one copy of this worksheet for each standard.
- Worksheet B** for applying most standards to a single assessment
- Worksheet C** for applying the design-focused standards to a collection of assessment tasks and questions
- Worksheet D** for applying the implementation-focused standards to a collection of assessment tasks and questions
- Worksheet E** for developing an action plan that is focused on applying a single standard across multiple assessments.



5.9 Bookmark: Worksheet A



Worksheet A: Apply-As-You-Learn



5.10 Worksheet A: Apply-As-You-Learn I





Worksheet A: **Apply-As-You-Learn**

Complete one worksheet for each Standard

- We recommend **meeting weekly in a group for 30-60 minutes**.
- Over the course of four to six months you can **discuss each Standard and apply it to your current assessment practice**.
- There are **two parts** to this worksheet:
 1. The first table allows you to capture some notes **as your learning community first reviews and reflects** on a selected standard.
 2. The second part is for you to use **after spending a week** noticing how the **standard might relate to your current practice** and sharing out with your team.

5.11 Worksheet A: Apply-As-You-Learn II

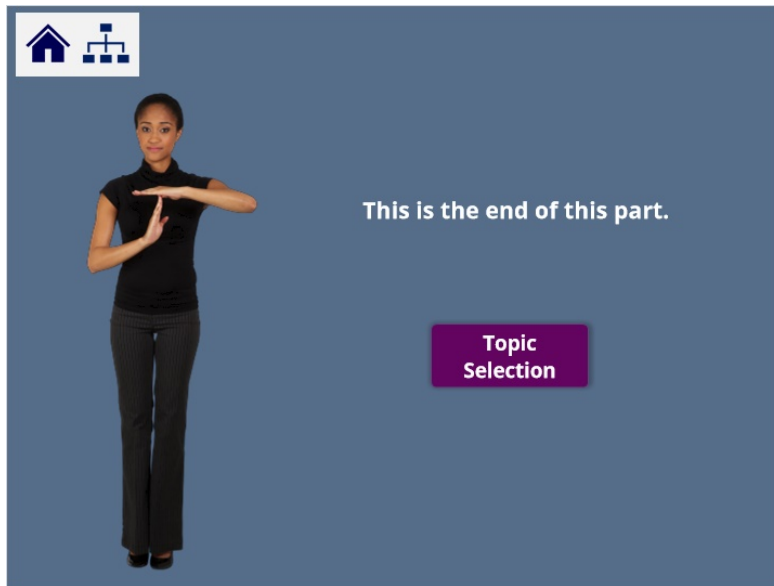


Worksheet A: **Apply-As-You-Learn**

focusing on?	
What is the big idea of this standard?	
Are there other standards that this standard connects to? How?	
What is the most	

Apply the Standard	Your Response
What did you notice this week in terms of the selected standard and your assessment practice? What surprised you?	
What insights from team members were similar to your observations?	
What insights from	

5.12 Bookend: Worksheet A



5.13 Bookmark: Worksheet B



5.14 Worksheet B: Focus on One Assessment I

Worksheet B: Focus on One Assessment

What is the assessment that you are focusing on? (e.g., end-of-year summative assessment for grade 5 ELA)	
Describe the students who completed the assessment? Does the class include struggling readers? English Learners? Students with disabilities?	

5.15 Worksheet B: Focus on One Assessment II

Worksheet B: Focus on One Assessment

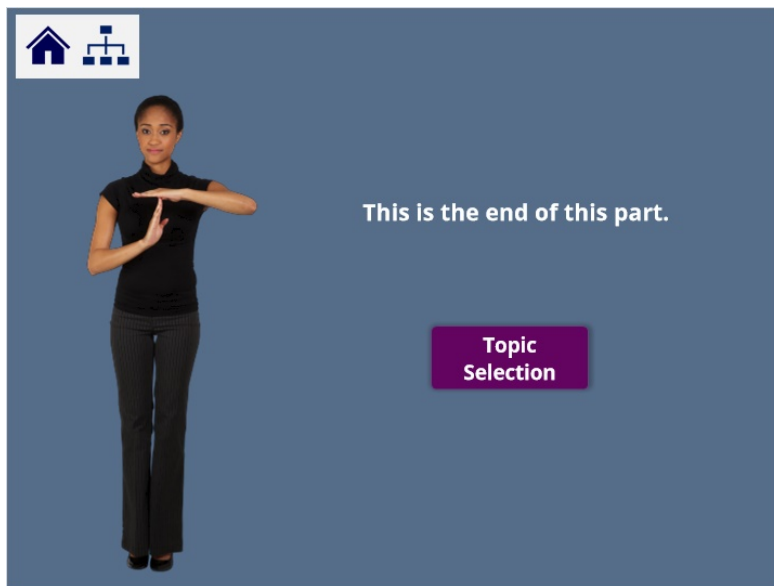
For **each Classroom Assessment Standard** that you are including in the review, consider **the prompts in the second column** and **make notes in the third column**. You should **review the assessment** on your own and then **compare with one or more peers** to consolidate ideas and then identify **areas for future improvement**.

Review Focus (✓)	Consideration	Notes
	F 1 Assessment Purpose: What is the assessment purpose?	
	F 2 Learning Expectations: What	

5.16 Worksheet B: Action Plan

Worksheet B: Action Plan	
Are revisions needed? To the assessment design? To analysis? To reporting/communication?	
Who will make revisions? In what time frame?	
Who will review revisions?	
Do other assessments need similar reviews or revisions?	
When shall you meet again? For what purpose?	

5.17 Bookend: Worksheet B




5.18 Bookmark: Worksheet C





5.19 Worksheet C: Focus on Design Standards

Worksheet C: Focus on Design Standards	
What is the set of assessment tools and resources that you are focusing on? (e.g., initial problem-of-the-day, assessment tasks and exit tickets for Ratio and Proportions Unit)?	
Describe the students who completed the assessment questions and tasks? Does the class include struggling readers? English Learners? Students with disabilities?	





5.20 Worksheet C: Focus on Design Standards II

 **Worksheet C: Focus on Design Standards**

Apply each of **the design-focused standards** to your set of assessment tools and resources, **addressing the questions in the second column**, and **make notes in the third column**. You should **review the set of assessments** on your own and then **compare with one or more peers** to consolidate ideas and then identify **areas for future improvement**.

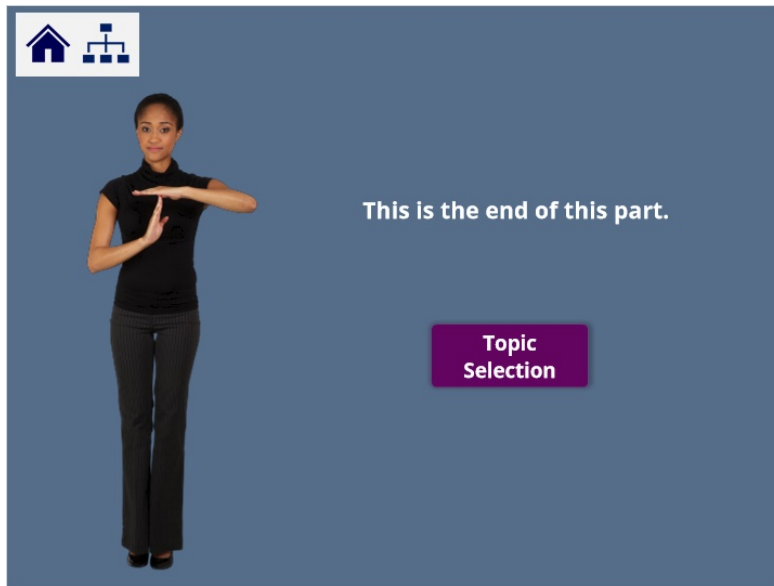
Review Focus (✓)	Design Considerations	Notes
	F 1 Assessment Purpose: What are the assessment purposes? (Not all the assessments that you are reviewing might serve the same purpose.)	
	F 2 Learning Expectations: What standards or learning	

5.21 Worksheet C: Action Plan

 **Worksheet C: Action Plan**

Are revisions needed to the planning processes or assessment design of any of the assessment you considered?
Who will make revisions? In what time frame?
Who will review revisions?
Do other assessments need similar reviews or revisions?
When shall you meet again? For what purpose?



5.22 Bookend: Worksheet C




5.23 Bookmark: Worksheet D





5.24 Worksheet D: Focus on Implementation Standards I



Worksheet D: **Focus on Implementation Standards**

What is the set of assessment tools and resources that you are focusing on? (e.g., initial problem-of-the-day, assessment tasks and exit tickets for Ratio and Proportions Unit)	
Describe the students who completed the assessment questions and tasks? Does the class include struggling readers? English Learners? Students with disabilities?	





5.25 Worksheet D: Focus on Implementation Standards II



Worksheet D: **Focus on Implementation Standards**

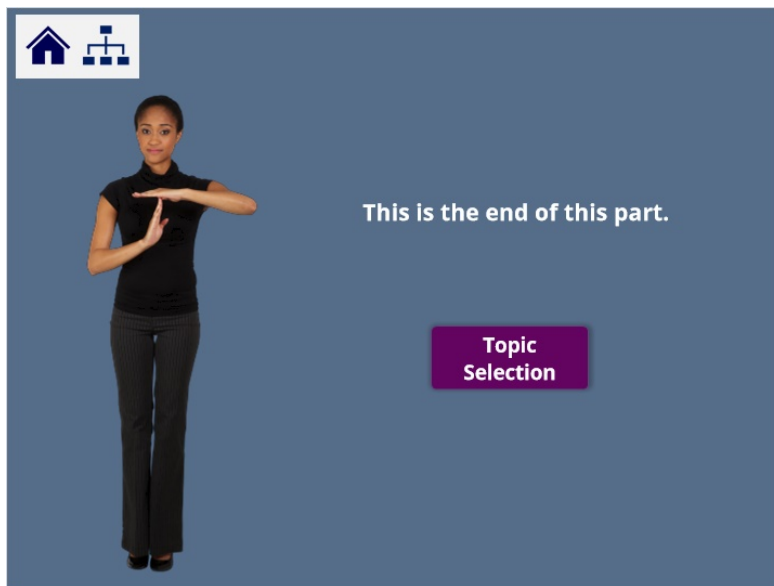
Apply each of **the implementation-focused standards** to your set of assessment tools and resources, **addressing the questions in the second column, and make notes in the third column.** You should **review the set of assessments** on your own and then **compare with one or more peers** to consolidate ideas and then **identify areas for future improvement.**

Review Focus (✓)	Implementation Considerations	Notes
	F 4 Student Engagement in Assessment: How are students engaged in the assessment process and use of the assessment evidence to enhance their learning.	
	F 5 Assessment Preparation: What	

5.26 Worksheet D: Action Plan

  Worksheet D: Action Plan	
Are revisions needed to how you use, analyze or report/communicate about these assessments?	
What might you change?	
Will you meet again to talk about different approaches?	
Would these changes impact other assessments?	
When shall you meet again? For what purpose?	



5.27 Bookend: Worksheet D



5.28 Bookmark: Worksheet E





5.29 Worksheet E: Action Plan

  **Worksheet E: Action Plan Focused on a Single Standard**


Reflection Question	Your Response
As you reviewed the Classroom Assessment Standards, did any stand out as an area that you could immediately work on to improve?	
What interests you about this standard?	
What aspect of this Standard are you already implementing? What evidence supports this?	
What aspect of this Standard could you improve? What evidence supports this?	
Describe the specific actions you will take to address this standard?	
Will you apply your actions to a specific	

5.30 Final Thoughts






Final Thoughts

- It is all about the journey!
- The Classroom Assessment Standards were written as a guide to spark review, analysis, and reflection on classroom assessment. We hope they also provide enough insights to inform action if you decide some assessments or assessment practices need to be modified.
- Don't feel you have to do it all at once.
- Don't do it alone.



5.31 Bookend: Worksheet E





This is the end of this part.

Topic Selection

5.32 Module Cover (END)

