

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

1.3 Designers

Meet the designers:

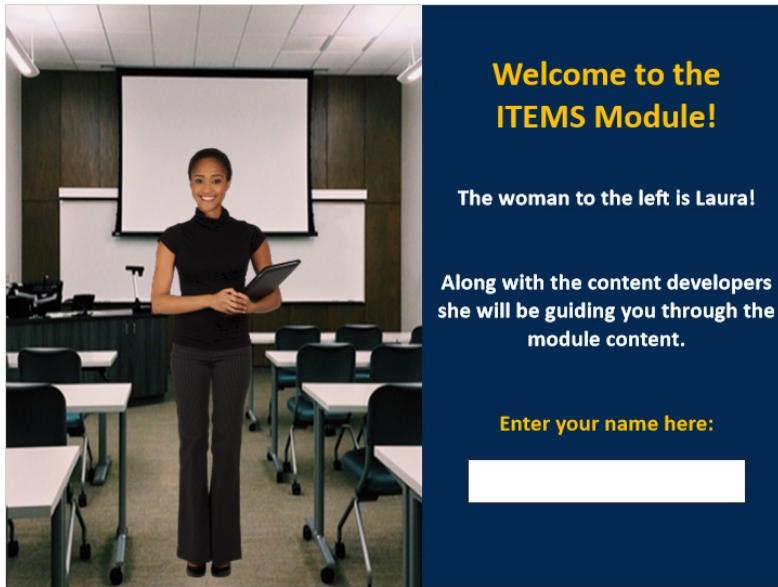
 

Xi Lu
Florida State
University

André A. Rupp
Mindful Measurement

Back

1.4 Welcome



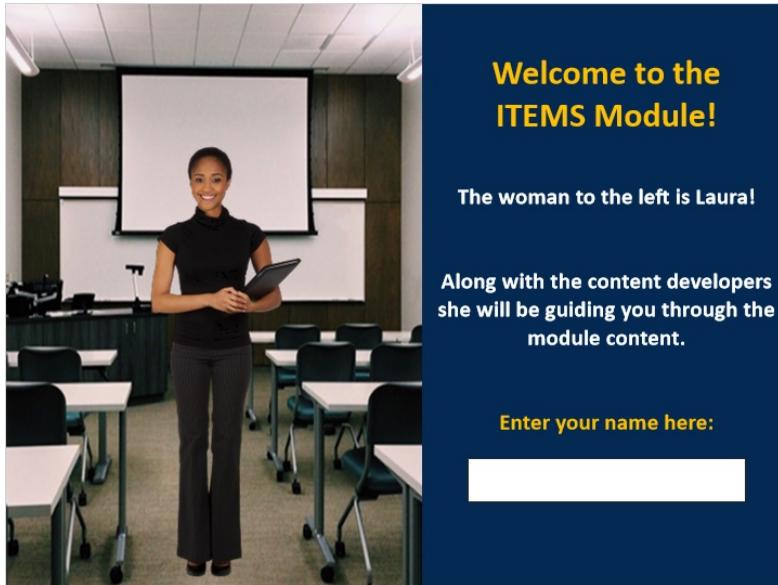
Welcome to the
ITEMS Module!

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
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:

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



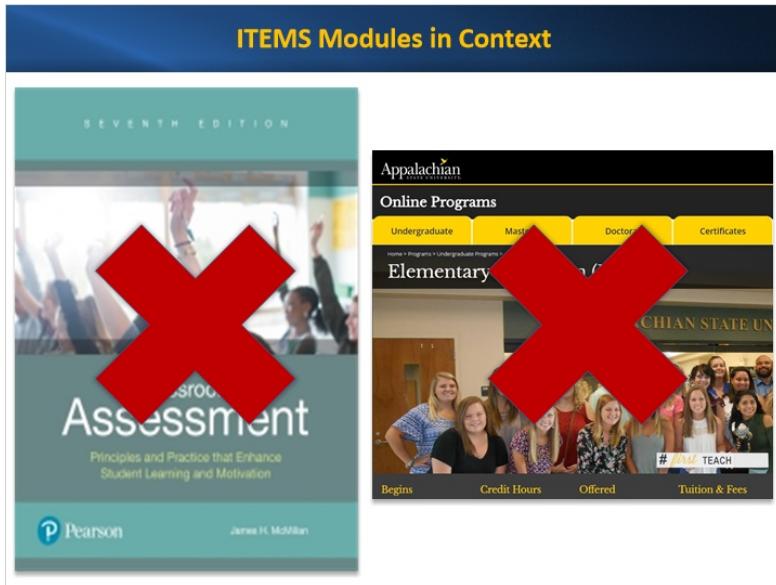
We hope that the module finds other meaningful uses as well!

1.8 Expectations (I)

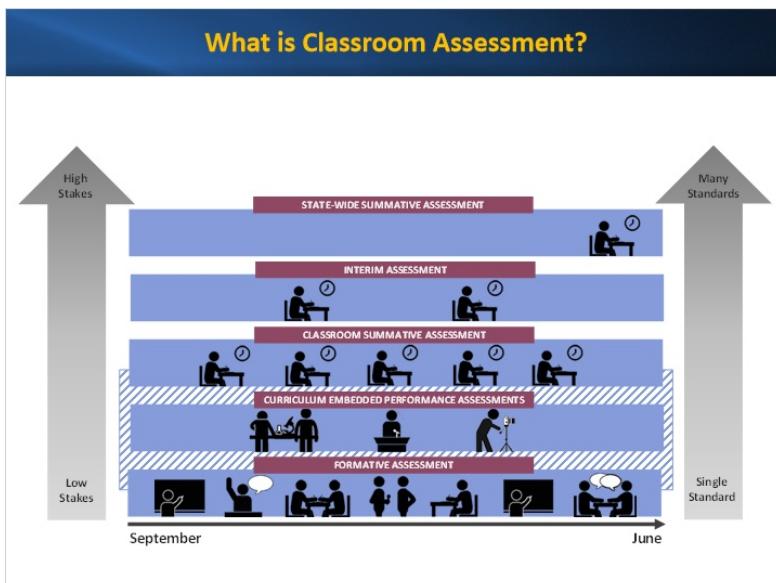


Let's discuss expectations....

1.9 Expectations (II)

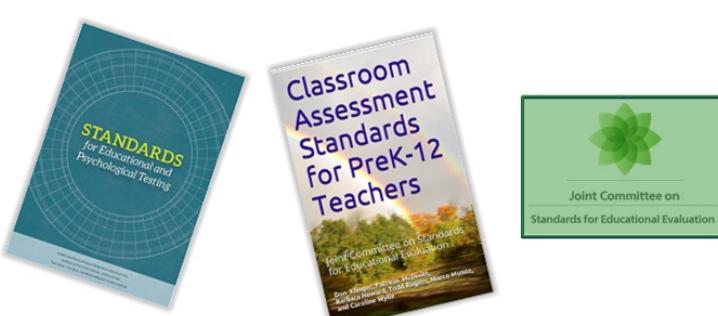


1.10 What is Classroom Assessment?



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.



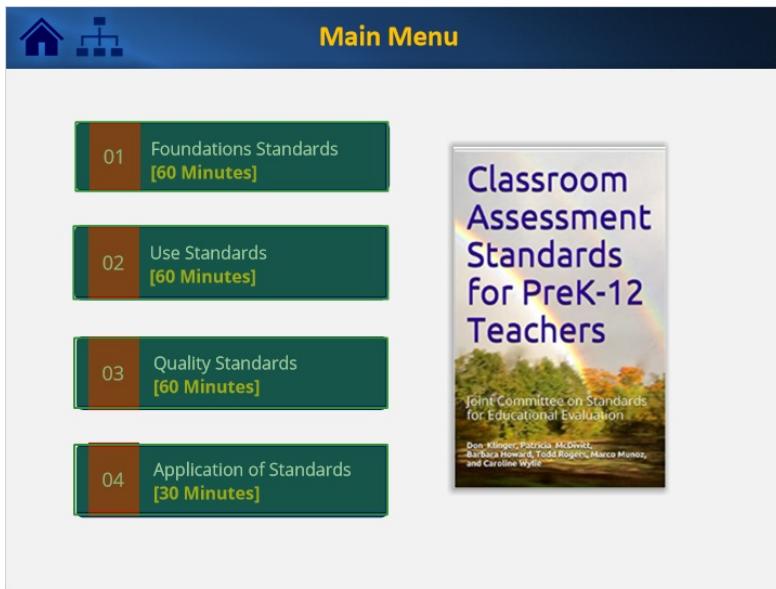
1.18 Workbooks

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



The image shows a digital interface titled "Main Menu". On the left, there are four numbered options: 01 Foundations Standards [60 Minutes], 02 Use Standards [60 Minutes], 03 Quality Standards [60 Minutes], and 04 Application of Standards [30 Minutes]. On the right, there is a thumbnail image of a book titled "Classroom Assessment Standards for PreK-12 Teachers" by the Joint Committee on Standards for Educational Evaluation. The book cover features a landscape with trees and a rainbow.

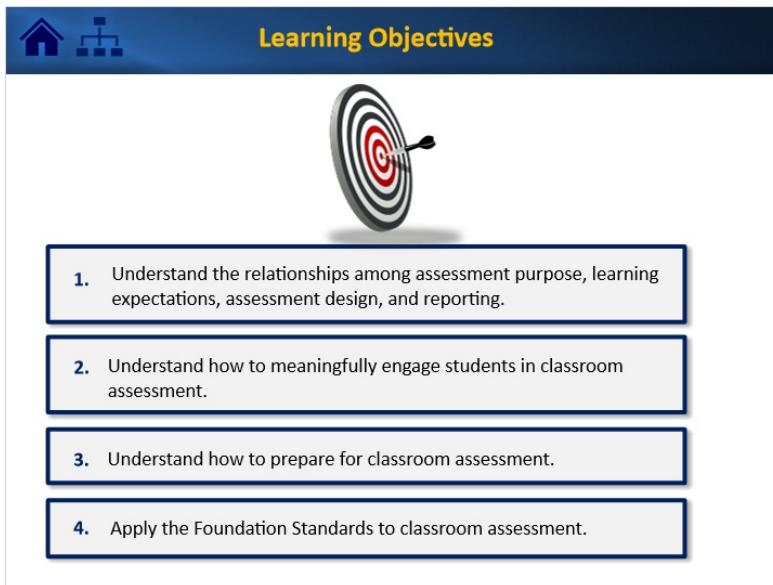
2. Section 1: Foundation Standards

2.1 Cover: Section 1



The image shows a composite of two images. On the left, a classroom is shown with rows of desks and chairs. A large projection screen at the front displays the text "Hello %LearnerName%". On the right, a blue rectangular cover for "Section 1: Foundation Standards" is shown, with the text "[60 Minutes]" at the bottom.

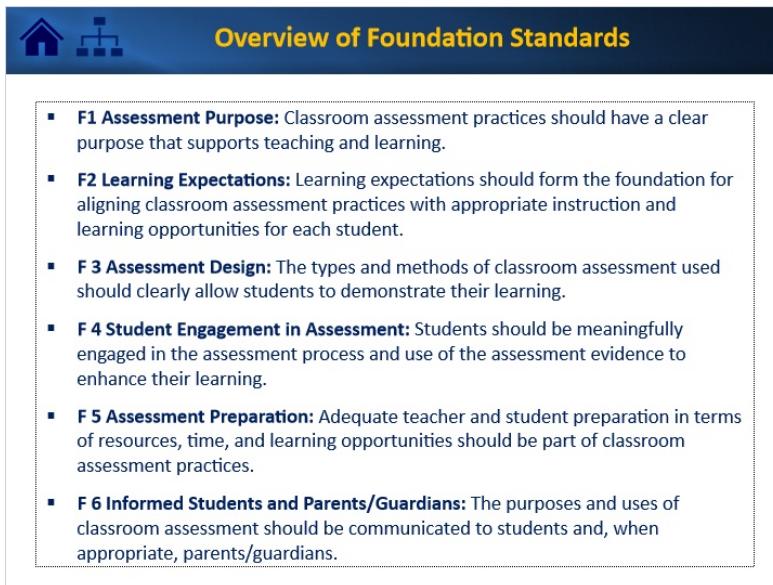
2.2 Objectives: Section 1



The slide features a blue header with a house icon and the text "Learning Objectives". Below the header is a graphic of a target with an arrow hitting the bullseye. The main content area contains four numbered objectives in a white box with a dark blue border:

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



The slide features a blue header with a house icon and the text "Overview of Foundation Standards". The main content area contains a list of six foundation standards, each preceded by a square bullet point:

- **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

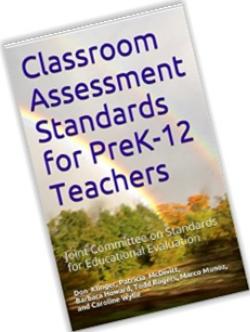
 **Preparation**

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

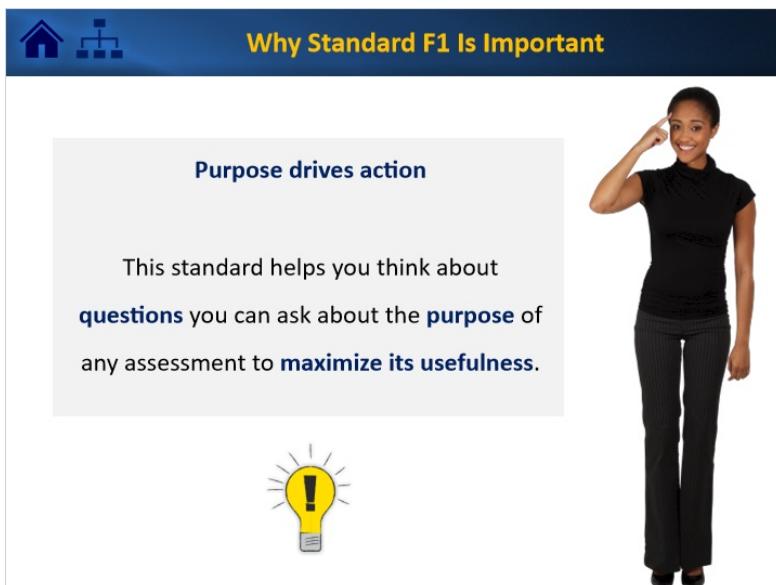
Click on any given panel to learn more. 

End Section

2.6 Bookmark: F1



2.7 F1: Why Standard F1 Is Important



Why Standard F1 Is Important

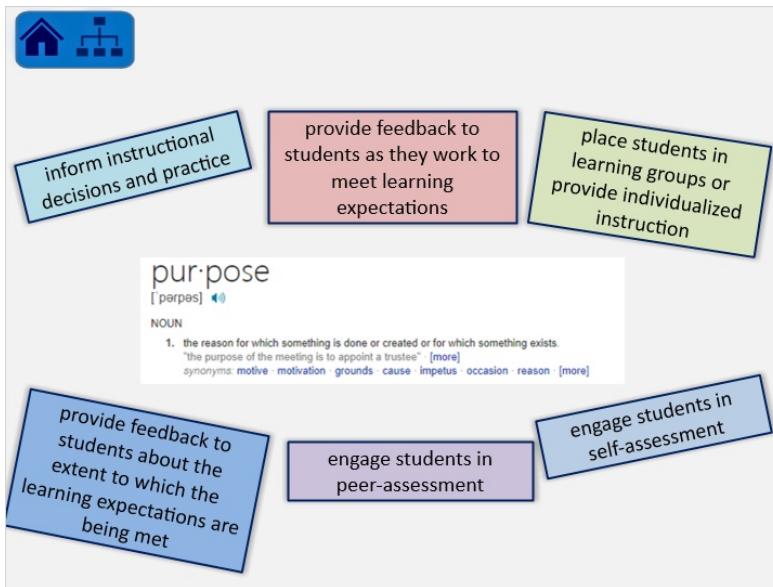
Purpose drives action

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

!

A woman in a black turtleneck and black pants stands on the right, pointing towards the text. A yellow lightbulb icon with an exclamation mark is positioned below the text.

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

Example from the Classroom

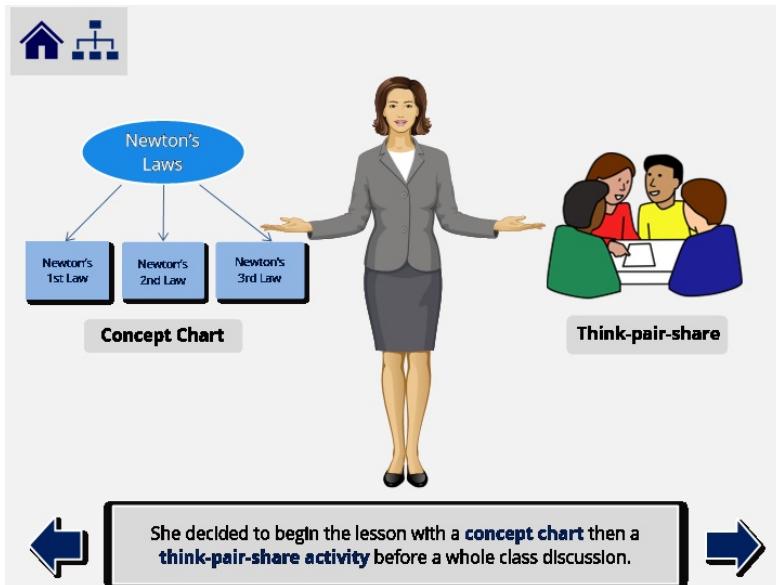
Reflect on Your Own Experience

End of Part

2.11 F1: Vignette



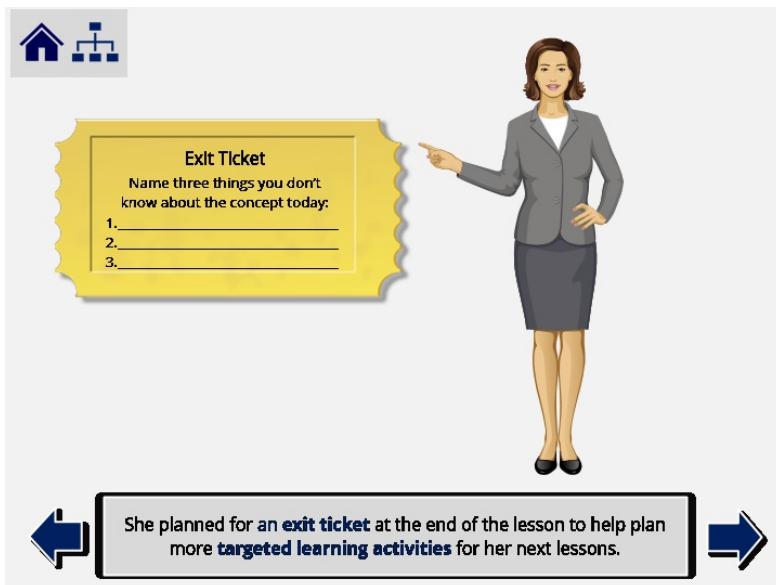
Vignette Part 2 (Slide Layer)



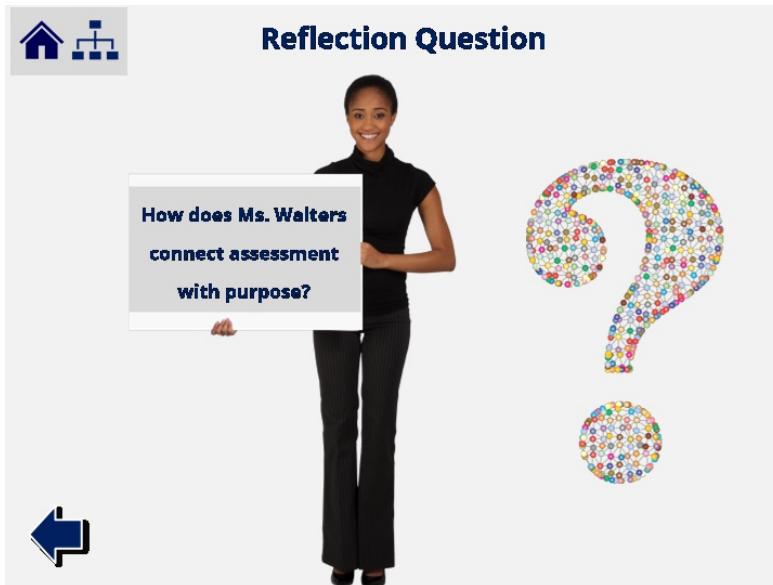
Vignette Part 3 (Slide Layer)



Vignette Part 4 (Slide Layer)



Vignette Part 5 (Slide Layer)



A slide titled "Reflection Question" featuring a woman holding a sign and a large question mark.

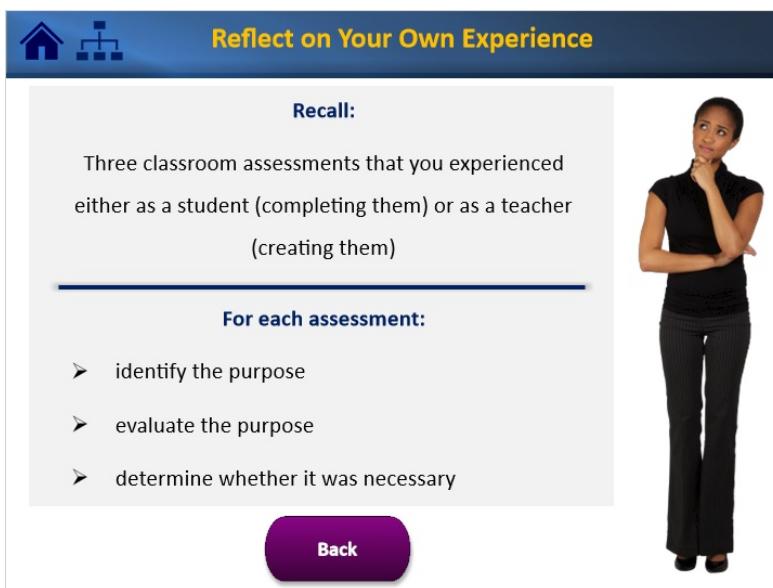
Reflection Question

How does Ms. Walters connect assessment with purpose?

A large question mark composed of colorful dots.

A blue arrow pointing left in the bottom left corner.

2.12 F1: Reflection



A slide titled "Reflect on Your Own Experience" with a woman thinking and a list of tasks.

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:

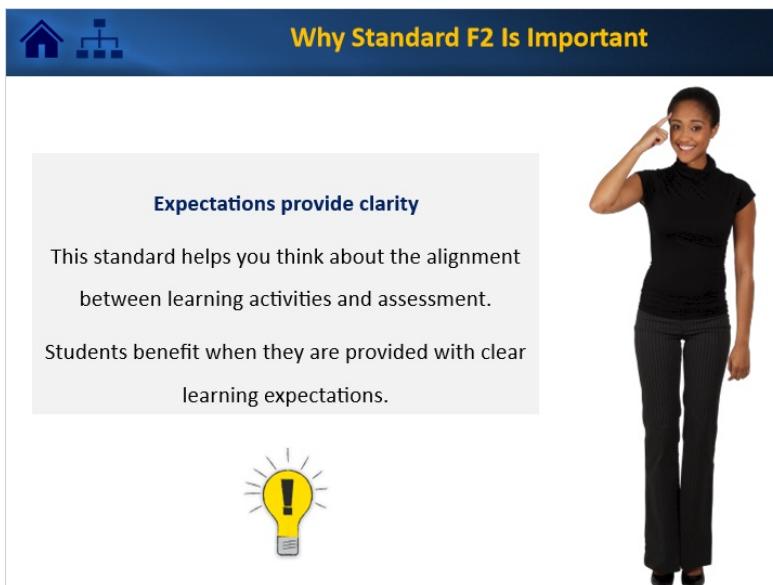
- identify the purpose
- evaluate the purpose
- determine whether it was necessary

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.



A woman in a black turtleneck and black pants stands on the right side of the slide, smiling and pointing towards the text on the left.

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

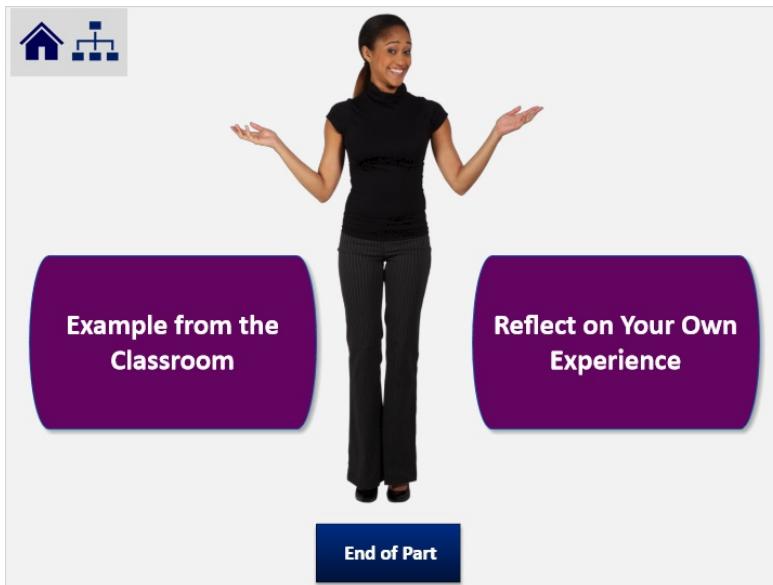
  **Clear Learning Expectations: Benefits for Students**

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

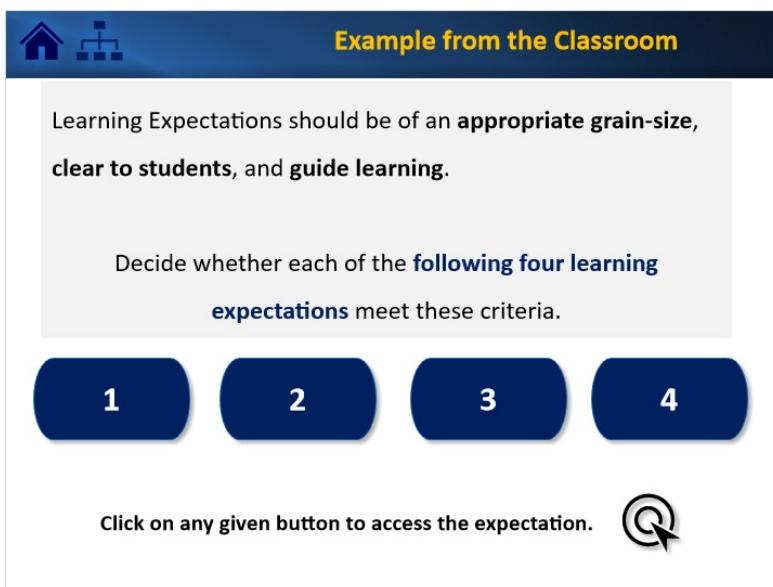


Example from the Classroom

Reflect on Your Own Experience

End of Part

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 slide has a dark blue header with a small house icon on the left and the text 'Expectation #1' in yellow. The main content area is white with a dark grey border. At the top, it says 'Complete the end of chapter 3 questions.' Below this are three teal buttons with white text: 'Appropriate grain size?', 'Clear to students?', and 'Guide learning?'. At the bottom is a purple 'Back' button.

Expectation #1

Complete the end of chapter 3 questions.

Appropriate grain size?

Clear to students?

Guide learning?

Back

Vignette Part 2 (Slide Layer)

The slide has a dark blue header with a small house icon on the left and the text 'Expectation #2' in yellow. The main content area is white with a dark grey border. It contains the instruction 'Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes.' Below this are three teal buttons with white text: 'Appropriate grain size?', 'Clear to students?', and 'Guide learning?'. At the bottom is a purple 'Back' button.

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.

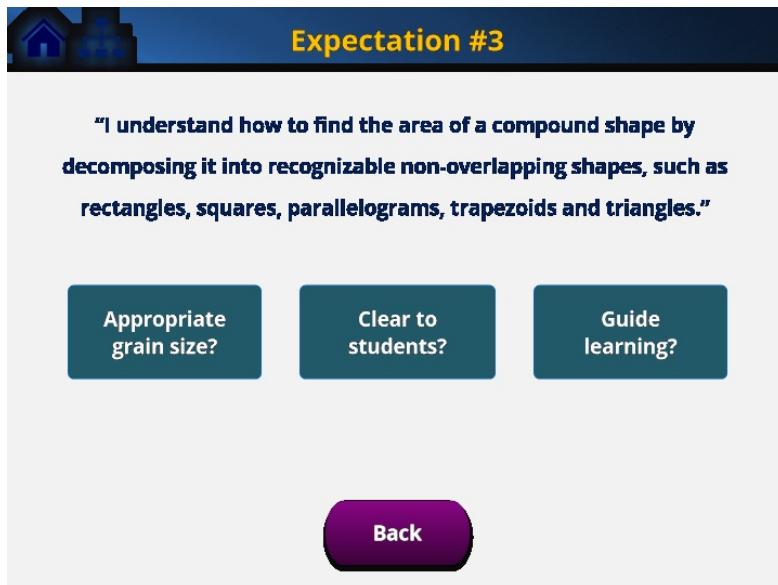
Appropriate grain size?

Clear to students?

Guide learning?

Back

Vignette Part 3 (Slide Layer)



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."

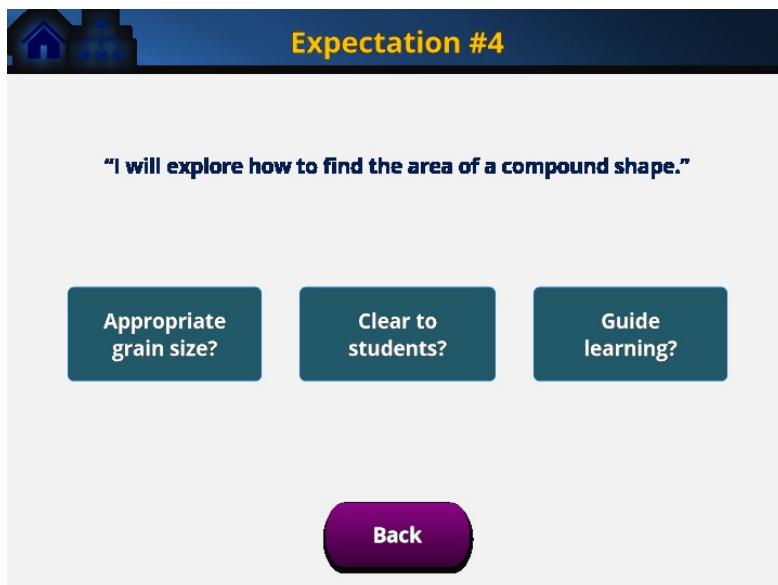
Appropriate grain size?

Clear to students?

Guide learning?

Back

Vignette Part 4 (Slide Layer)



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

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



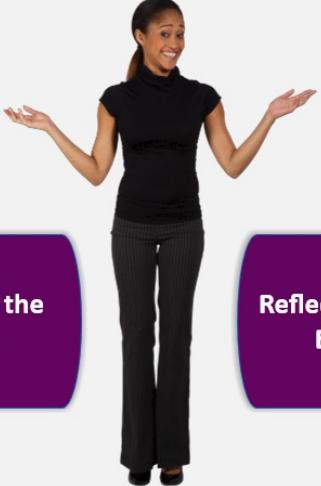
Trying to assess **writing fluency** with **multiple-choice items** is like trying to **force a square into a round slot**



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

2.24 F3: Topic Selection



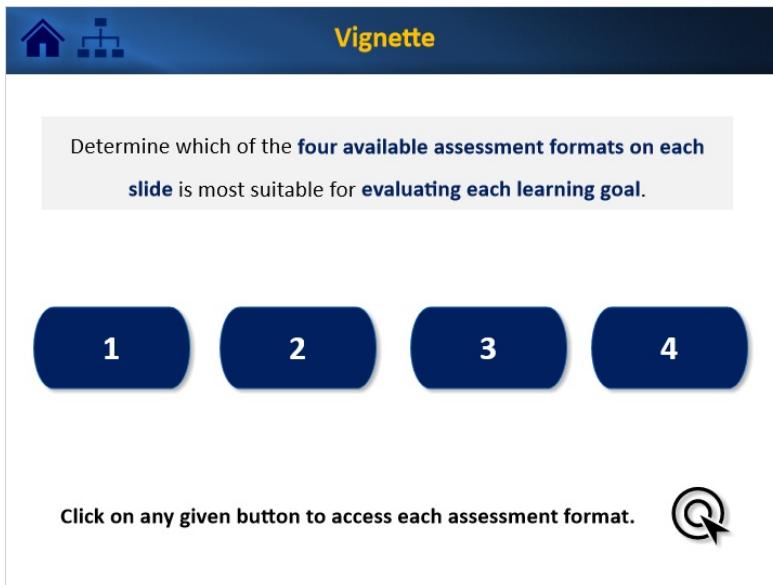


Example from the Classroom

Reflect on Your Own Experience

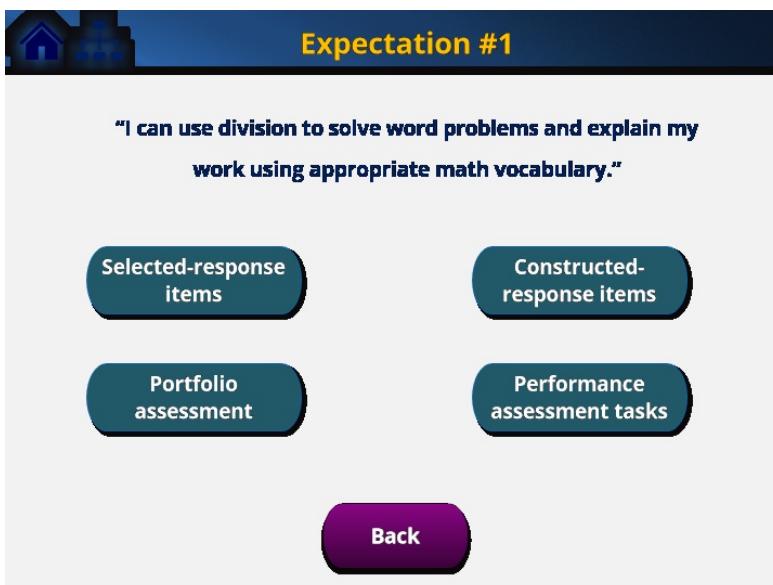
End of Part

2.25 F3: Vignette



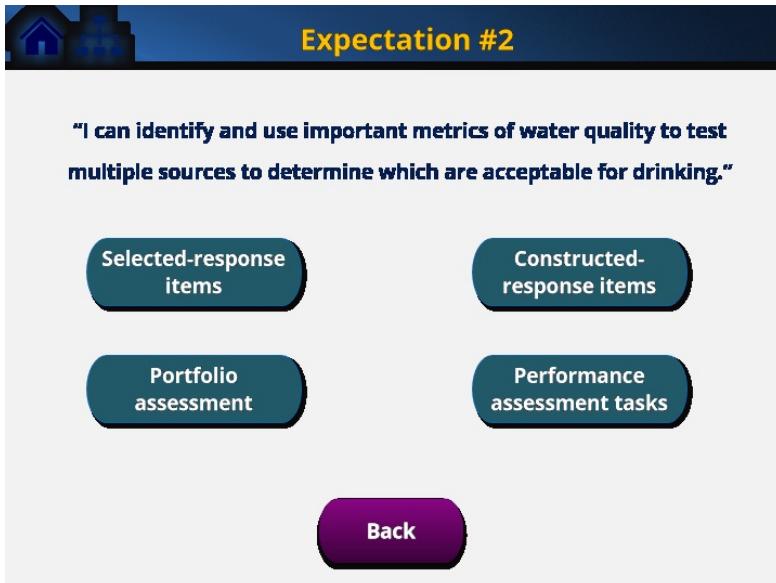
The slide has a dark blue header with a house icon and the word "Vignette". The main content area has a light gray background. A text box contains the instruction: "Determine which of the **four available assessment formats on each slide** is most suitable for **evaluating each learning goal**." Below this are four numbered buttons (1, 2, 3, 4) in dark blue rounded rectangles. At the bottom left is the text "Click on any given button to access each assessment format." and a magnifying glass icon.

Expectation 1 (Slide Layer)



The slide has a dark blue header with a house icon and the text "Expectation #1". The main content area contains the expectation: "I can use division to solve word problems and explain my work using appropriate math vocabulary." Below this are four buttons arranged in a 2x2 grid: "Selected-response items", "Constructed-response items", "Portfolio assessment", and "Performance assessment tasks". At the bottom is a purple "Back" button.

Expectation 2 (Slide Layer)



The slide has a dark blue header bar with a small house icon on the left and the text "Expectation #2" in yellow on the right. The main content area is white with a light gray border. At the top, there is a statement in bold black text: "I can identify and use important metrics of water quality to test multiple sources to determine which are acceptable for drinking." Below this statement are four rounded rectangular buttons arranged in a 2x2 grid. The top-left button is labeled "Selected-response items", the top-right is "Constructed-response items", the bottom-left is "Portfolio assessment", and the bottom-right is "Performance assessment tasks". At the bottom center of the slide is a dark purple rounded rectangular button labeled "Back".

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

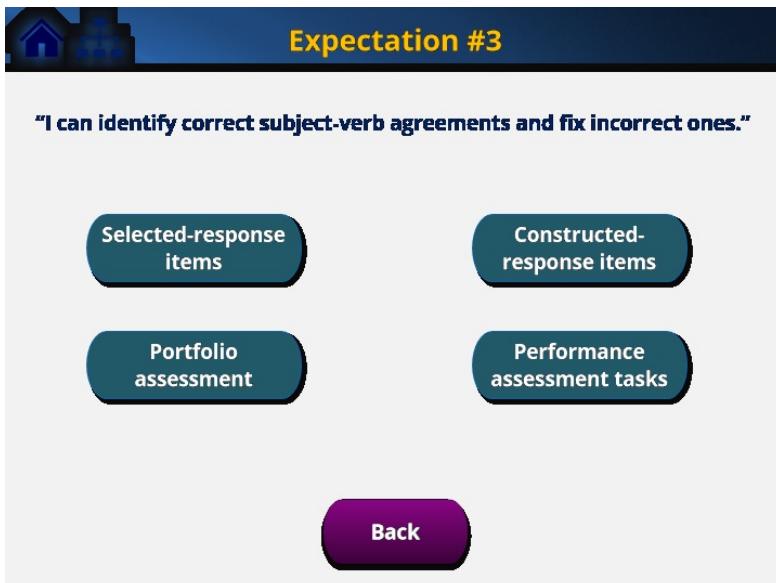
Constructed-response items

Portfolio assessment

Performance assessment tasks

Back

Expectation 3 (Slide Layer)



The slide has a dark blue header bar with a small house icon on the left and the text "Expectation #3" in yellow on the right. The main content area is white with a light gray border. At the top, there is a statement in bold black text: "I can identify correct subject-verb agreements and fix incorrect ones." Below this statement are four rounded rectangular buttons arranged in a 2x2 grid. The top-left button is labeled "Selected-response items", the top-right is "Constructed-response items", the bottom-left is "Portfolio assessment", and the bottom-right is "Performance assessment tasks". At the bottom center of the slide is a dark purple rounded rectangular button labeled "Back".

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

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

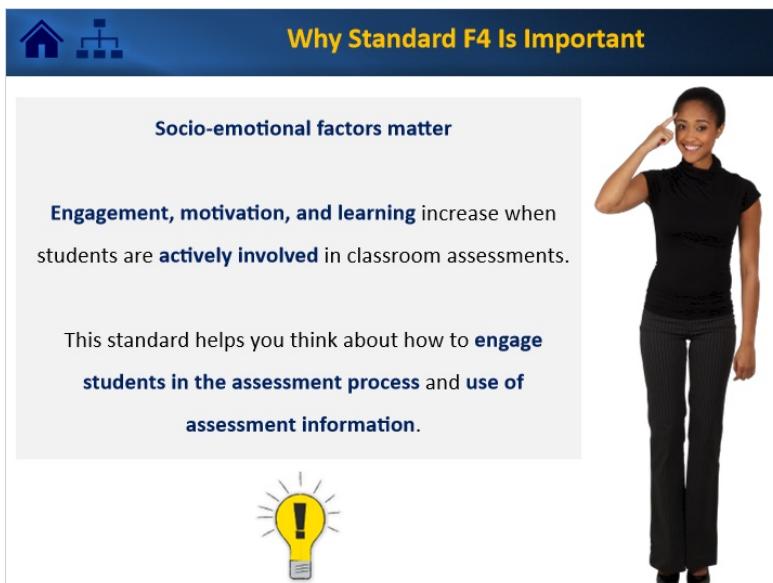
Back



2.27 Bookmark: F4



2.28 F4: Why Standard F4 Is Important



The slide has a dark blue header bar with a house icon and the text "Why Standard F4 Is Important" in yellow. The main content area has a light gray background. On the left, the text "Socio-emotional factors matter" is displayed. Below it, a block of text states: "Engagement, motivation, and learning increase when students are **actively involved** in classroom assessments." Further down, another block of text reads: "This standard helps you think about how to **engage** students in the assessment process and **use of** assessment information." To the right of this text block is a photograph of a woman in a black turtleneck and black pants, standing with her right hand resting against her temple in a thinking pose. At the bottom left is a yellow lightbulb icon with a black exclamation mark inside.

2.29 F4: Best Practices for Student Engagement I

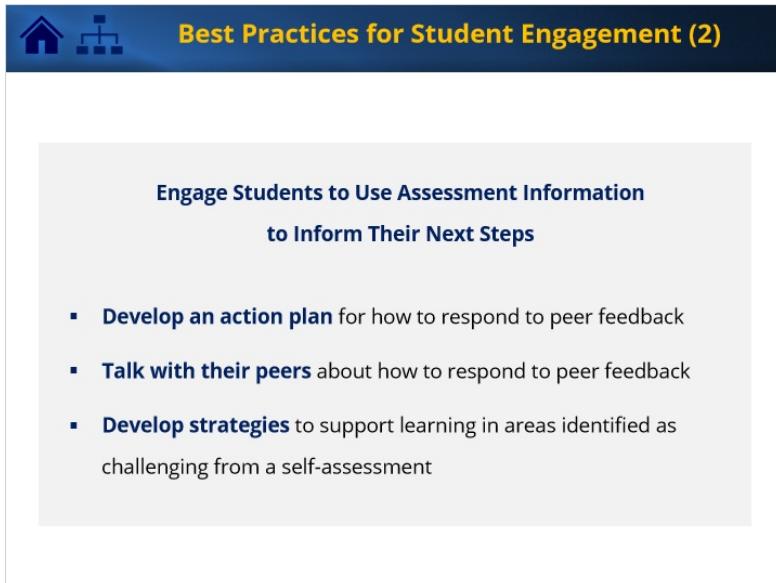


Best Practices for Student Engagement (1)

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

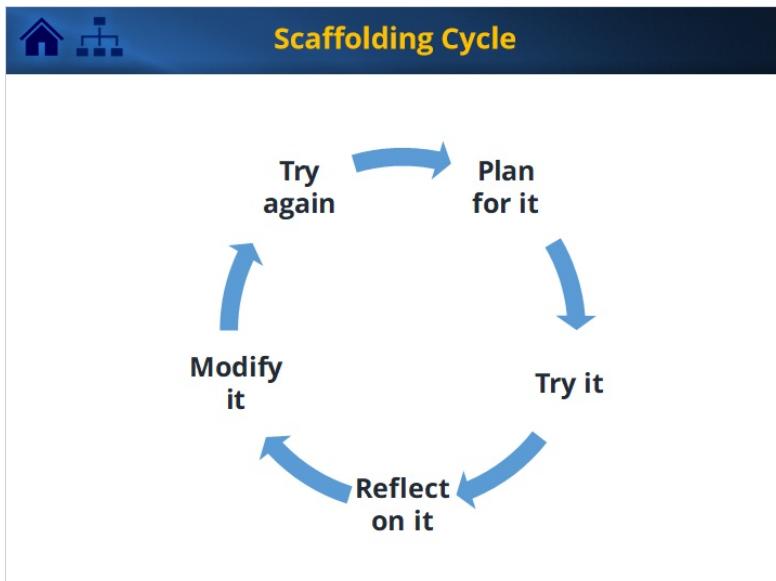
2.31 F4: Best Practices for Student Engagement III

 **Best Practices for Student Engagement (3)**

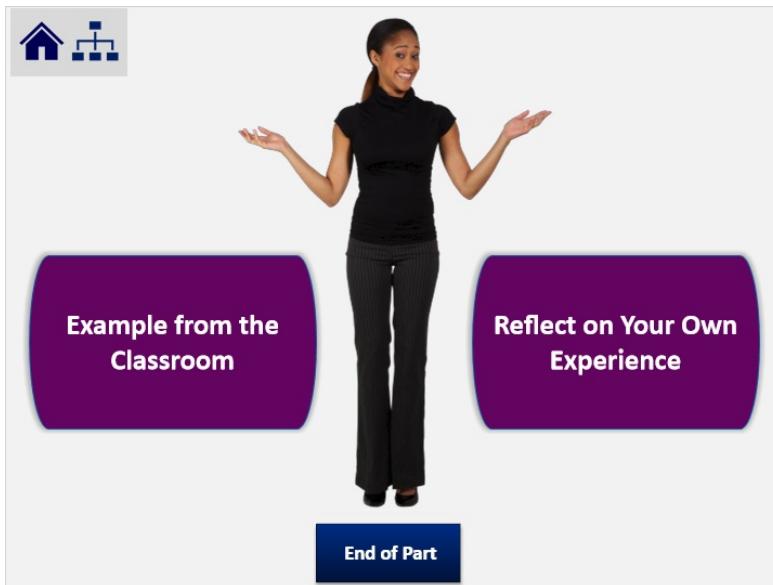
- **Articulate** a clear set of learning expectations
- **Understand students' prior experiences** with self or peer assessment
- **Model for students** how to give appropriate peer feedback while monitoring and supporting them as they give feedback to their peers
- **Modify the methods** used to engage 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

An interactive slide titled "Reflect on Your Own Experience" in yellow text. It asks "How frequently do you use the following methods in your own practice?" and lists seven items with corresponding frequency buttons.

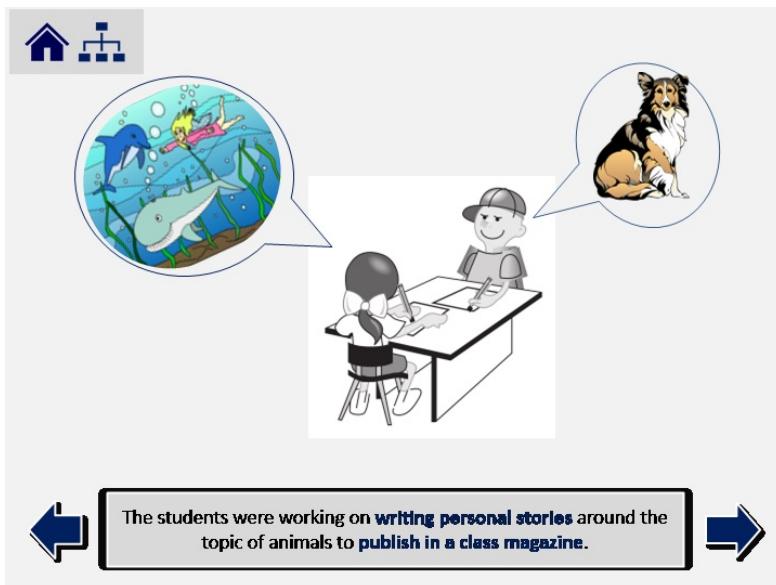
How frequently do you use the following methods in your own practice?

1. Set success criteria jointly with students	Frequently
2. Develop scoring guides jointly with students	Sometimes
3. Create opportunities for student-led conferences	Rarely
4. Have students conduct self-assessments	
5. Have students participate in peer-assessments	
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



Vignette Part 1 (Slide Layer)



Vignette Part 2 (Slide Layer)



Two Stars and a Wish

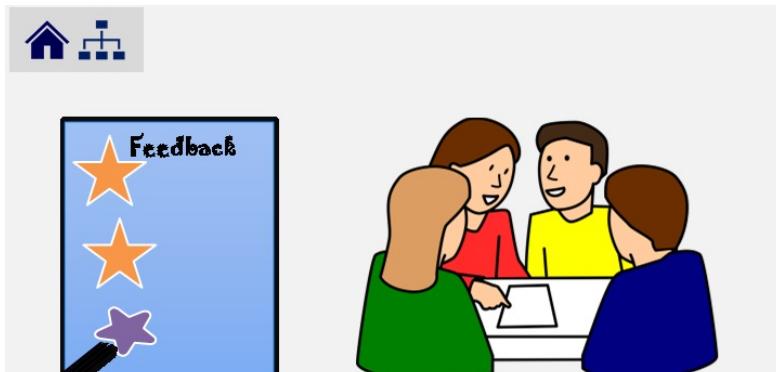
Name: _____
Subject: _____
Activity: _____

Use the two stars to share two things you really like about your work. Use the wish to share one thing you could improve.

Two yellow stars and one wand icon in a box.

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)



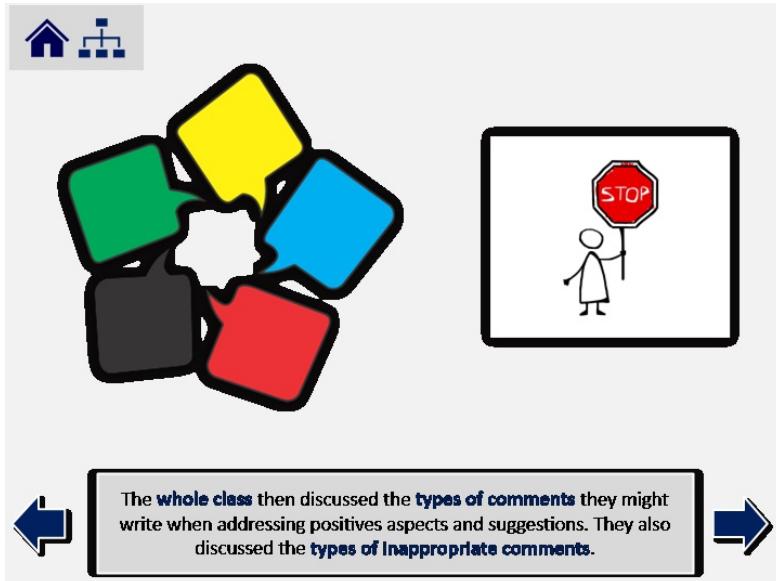
Feedback

Two yellow stars and one purple star.

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.

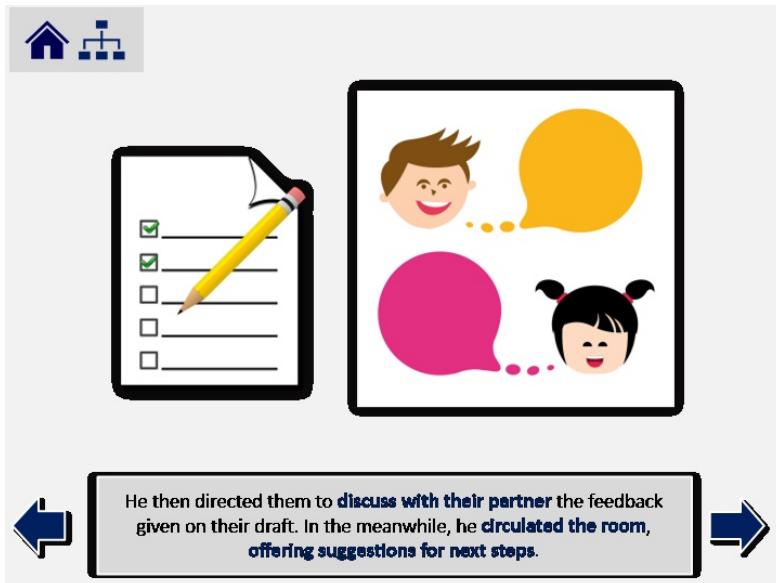
Vignette Part 4 (Slide Layer)



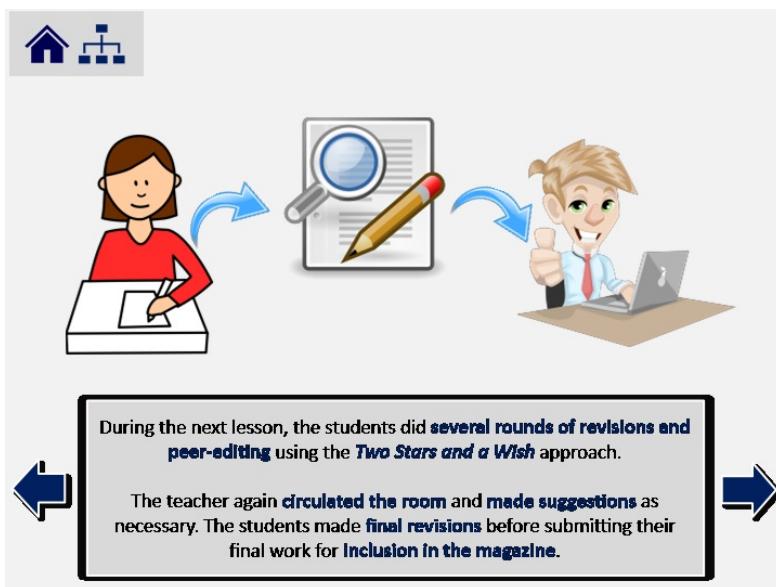
Vignette Part 5 (Slide Layer)



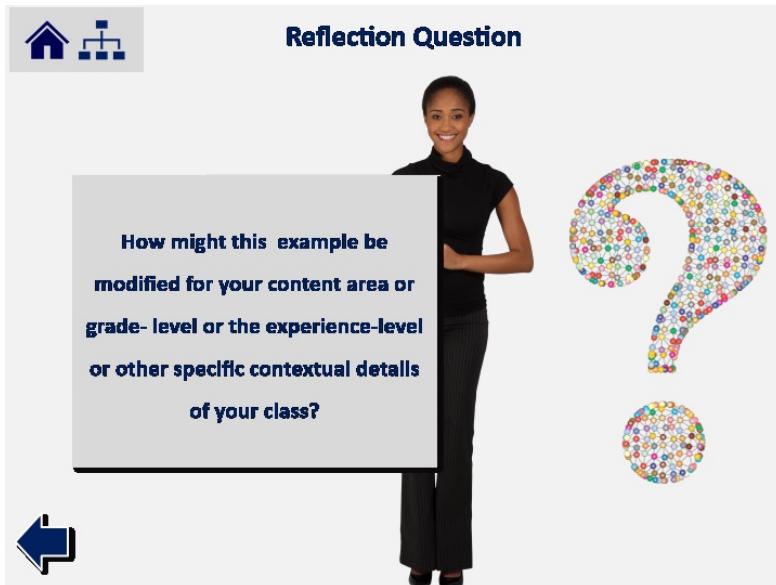
Vignette Part 6 (Slide Layer)



Vignette Part 7 (Slide Layer)



Vignette Part 8 (Slide Layer)



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?

?

←

A woman in a black dress stands holding a large white sign. The sign contains a 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?". To the right of the sign is a large question mark composed of many small, colorful shapes. A blue arrow points to the left at the bottom left of the slide.

2.36 Bookmark: F5



Standard F5:
Assessment
Preparation

A graphic on the left features a series of overlapping, colorful, curved bands in shades of yellow, orange, red, and teal. Several arrows of the same colors point along these curves, suggesting a process or flow. A small blue icon in the top left corner of the slide area.

2.37 F5: Why Standard F5 Is Important

The slide has a dark blue header with a house icon and the title 'Why Standard F5 Is Important' in yellow. The main content area is white. On the left, a gray box contains the text 'Active preparation matters' and the quote 'A stitch in time saves nine.' Below the quote is an illustration of three spools of thread (red, green, blue) with a red thread being sewn. To the right is a full-body photograph of a woman in a black top and pants, with her hand to her forehead in a thinking pose. Below her is a yellow lightbulb icon with radiating lines and a single exclamation mark inside.

2.38 F5: Time and Resources

The slide has a dark blue header with a house icon and the title 'Time and Resources' in yellow. The main content area is white. It contains two sections: 'Students need time to:' with a list of bullet points, and 'Teachers need time to:' with a list of bullet points. The lists are as follows:

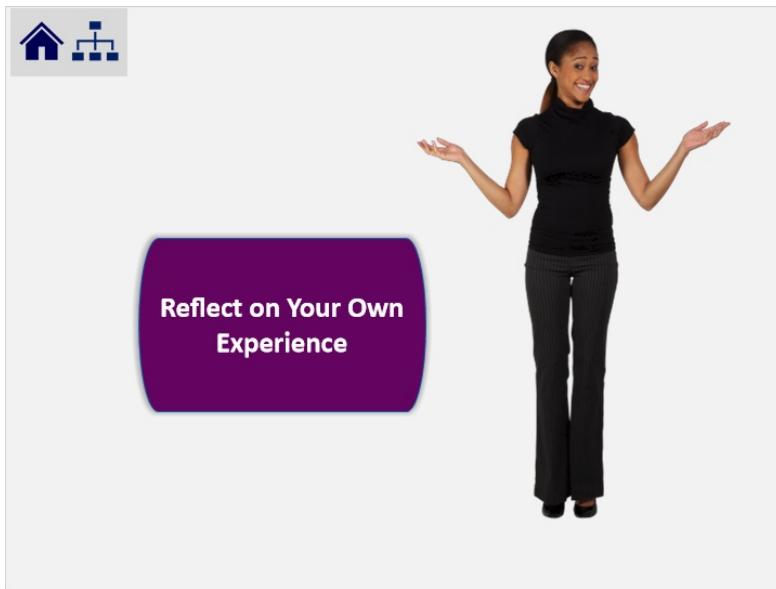
Students need time to:

- **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	Rarely Enough Time
3. Developing/selecting classroom assessments	Mostly Enough Time
4. Administering classroom assessments	Always Enough Time
5. Reviewing, analyzing or scoring student responses,	
6. Developing feedback comments for students	
7. Recording results, computing grades, and preparing reports	
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



The slide has a dark blue header bar with the text "Why Standard F6 Is Important" in white. Below the header is a white content area. On the left, a box contains the text "Communication is key" and "Clear communication with both **students and parents** about the **role and purpose of assessment** helps you gain their **support**." To the right of this text is a photograph of a woman in a black turtleneck and black pants, smiling and pointing her index finger towards her temple. At the bottom left is a yellow lightbulb icon with a black exclamation mark inside.

2.43 F6: Communication Tools



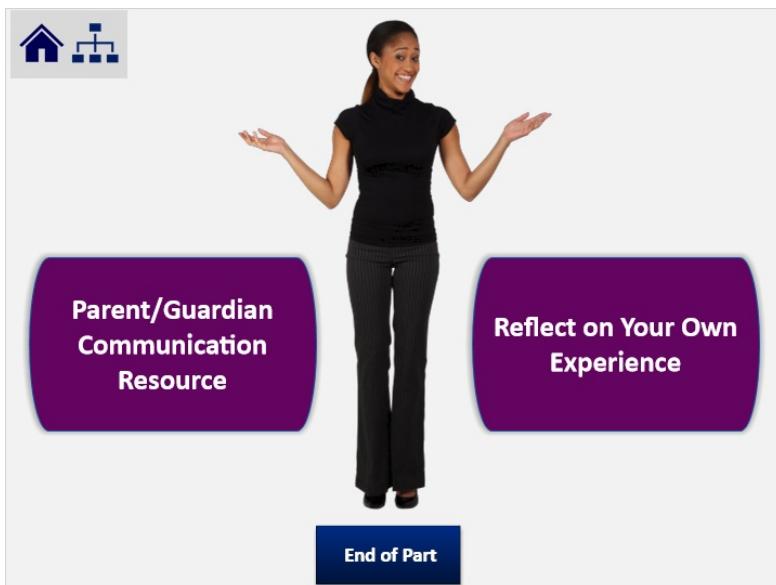
Communication Tools

Communicating with Parents

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

Parent/Teacher Conference

2.44 F6: Topic Selection



Parent/Guardian Communication Resource

Reflect on Your Own Experience

End of Part

2.45 F6: Reflection



The page is titled "Reflect on Your Own Experience" with a house icon. It features a sidebar on the left with the heading "Identify:" and a list of ways to communicate with parents and guardians about assessment. Below this is a section titled "Reflect on them:" with a list of questions. A "Back" button is at the bottom left, and a woman in a black top and pants is shown on the right thinking.

Identify:

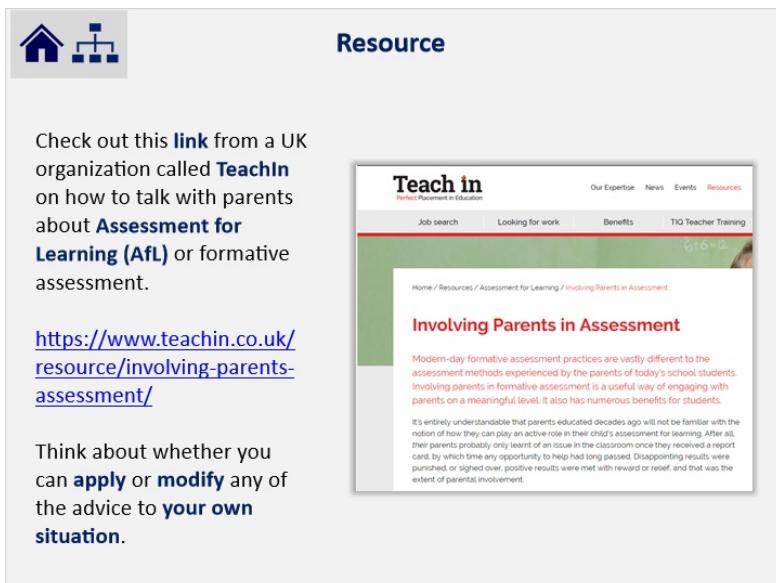
Ways in which you **communicate with parents and guardians** about assessment

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



The page is titled "Resource" with a house icon. It features a text box with a link to a TeachIn resource on involving parents in assessment, followed by a screenshot of the TeachIn website showing the same content. Below this is a text box with a reflection question.

Check out this [link](#) 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**.

Teach in
Teach in
Job search Looking for work Benefits T1Q Teacher Training

Involving Parents in Assessment

Modern-day formative assessment practices are vastly different to the assessment methods experienced by the parents of today's school students. Involving parents in formative assessment is a useful way of engaging with parents on a meaningful level. It also has numerous benefits for students.

It's entirely understandable that parents educated decades ago will not be familiar with the notion of how they can play an active role in their child's assessment for learning. After all, their parents probably only learnt of an issue in the classroom once they received a report card, by which time any opportunity to help had long passed. Disappointing results were punished or signed over, positive results were met with reward or relief, and that was the extent of parental involvement.

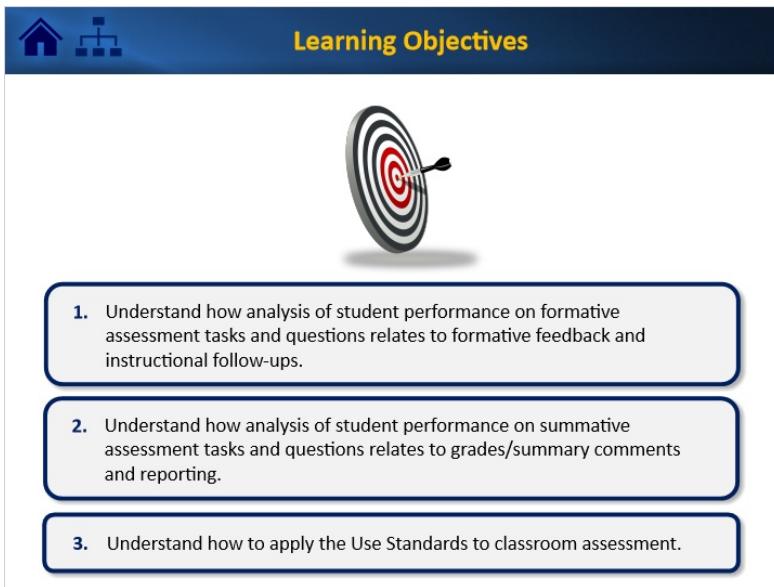
3. Section 2: Use Standards

3.1 Cover: Section 2



Section 2:
Use Standards
[60 Minutes]

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.

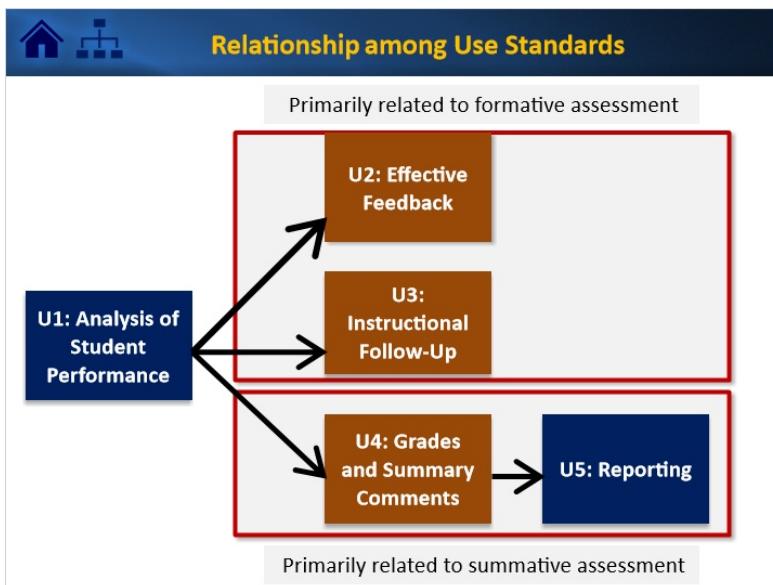
3.3 Reference

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

Use

- U1: Analysis of Student Performance**
- U2: Effective Feedback**
- U3: Instructional Follow-Up**
- U4: Grades and Summary Comments**
- U5: Reporting**

Click on any given panel to learn more.

End Section

3.6 Bookmark: U1

Standard U1:
Analysis of
Student
Performance

3.7 U1: Why Standard U1 is Important

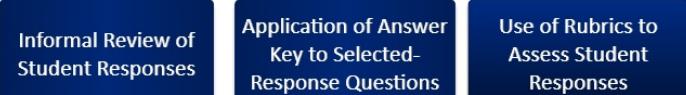


Why Standard U1 Is Important

- 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**.

Click on any given button to learn more. 

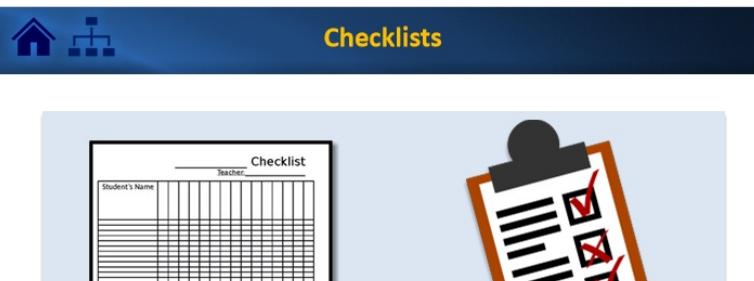
End of Part

3.9 U1: Informal Review of Student Responses I



Analysis: Informal Review of Student Responses

3.10 U1: Informal Review of Student Responses II



The image shows a screenshot of a digital checklist interface. At the top left are icons for a house and a user profile. The top center features the word "Checklists" in yellow. Below this is a large, empty grid-based checklist template with columns for "Student's Name" and "Teacher". To the right is a stylized icon of a clipboard with a checklist, marked with several red checkmarks.

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	1	1	0	1	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	1	1	1	1
Ingrid	1	1	0	1	1	0	1	1	0	1	0	1	0	1	1
Jake	1	1	1	1	1	1	0	1	1	1	1	0	1	0	1
Kate	1	1	1	1	1	1	1	0	1	0	1	1	0	1	1
Lorna	1	1	0	1	0	1	1	1	1	1	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	0	1	1	1	1	1
Opal	1	1	1	1	1	1	0	1	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	0	1	1	1	1	1	0	1	1
	0	1	1	1	1	1	0	1	1	1	1	1	0	1	1

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

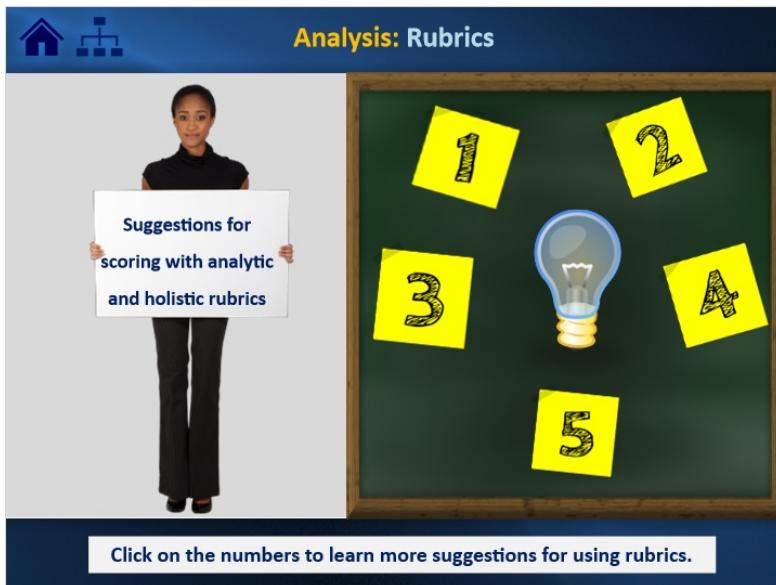
3.14 U1: Example

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	0	1	1	1	1	1	1	1	14
Colin	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	14
Dennis	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	14
Ellie	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	14
Mike	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	14
Stuart	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	13
Brian	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	12
Helen	1	1	1	1	1	1	1	1	1	1	1	0	0	0	1	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	1	12
Norman	1	1	1	1	1	1	1	1	1	1	1	0	0	0	1	12
Opal	1	1	1	1	1	1	1	1	1	1	1	0	1	0	1	12
Peter	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1	12
Quinn	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1	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	1	1	0	1	1	11
Fred	1	1	1	1	1	1	1	1	0	1	1	1	0	0	0	10
Ingrid	1	1	1	1	1	1	1	0	1	1	1	0	1	0	1	10
Lorna	1	1	1	1	1	1	1	0	1	1	1	0	0	0	1	9
	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

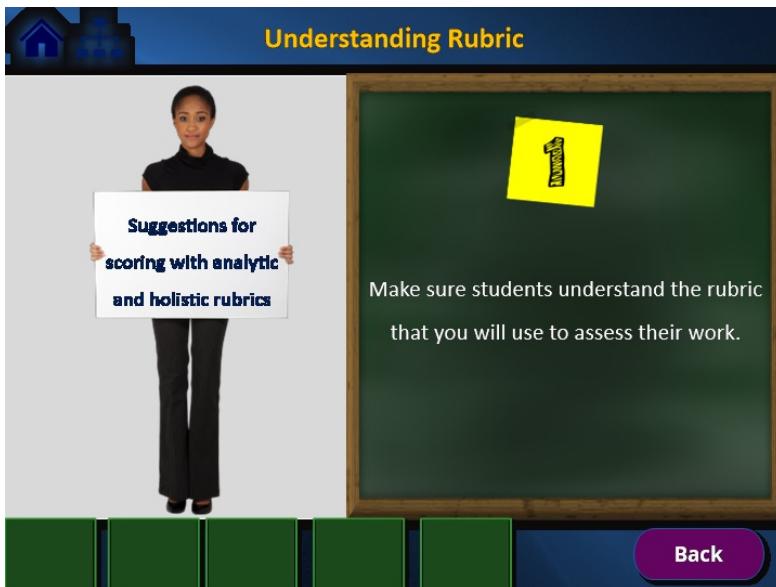
Suggestions for scoring with analytic and holistic rubrics

1 2 3 4 5

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

This slide is titled 'Analysis: Rubrics'. It features a woman holding a sign that reads 'Suggestions for scoring with analytic and holistic rubrics'. To her right is a chalkboard with a lightbulb in the center and five yellow sticky notes numbered 1 through 5 arranged in a circle around it. A call-to-action button at the bottom says '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

This slide is titled 'Understanding Rubric'. It features the same woman holding the same sign. To her right is a chalkboard with a single yellow sticky note numbered 1 in the center. Text on the chalkboard reads 'Make sure students understand the rubric that you will use to assess their work.' A 'Back' button is located at the bottom right.

2 (Slide Layer)

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)

Developing Criteria

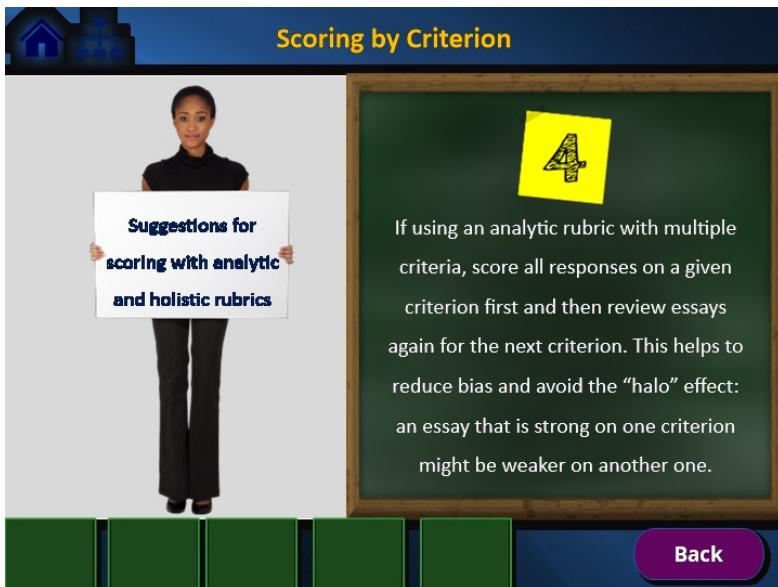
Suggestions for scoring with analytic and holistic rubrics

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)



Scoring by Criterion

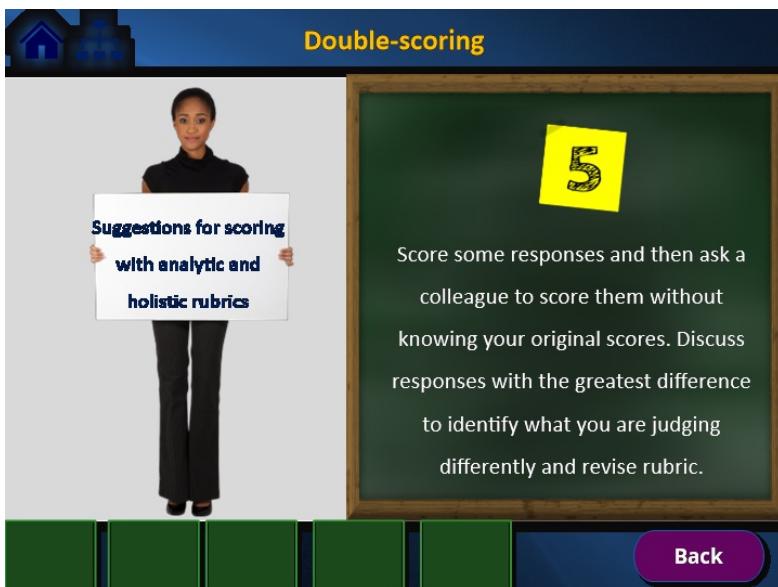
4

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

A woman in a black turtleneck and black pants stands on the left, holding a white sign that reads "Suggestions for scoring with analytic and holistic rubrics". On the right is a chalkboard with a large yellow number "4" on it. The text on the chalkboard explains the scoring method for criterion rubrics, mentioning the "halo" effect. A "Back" button is at the bottom right.

5 (Slide Layer)



Double-scoring

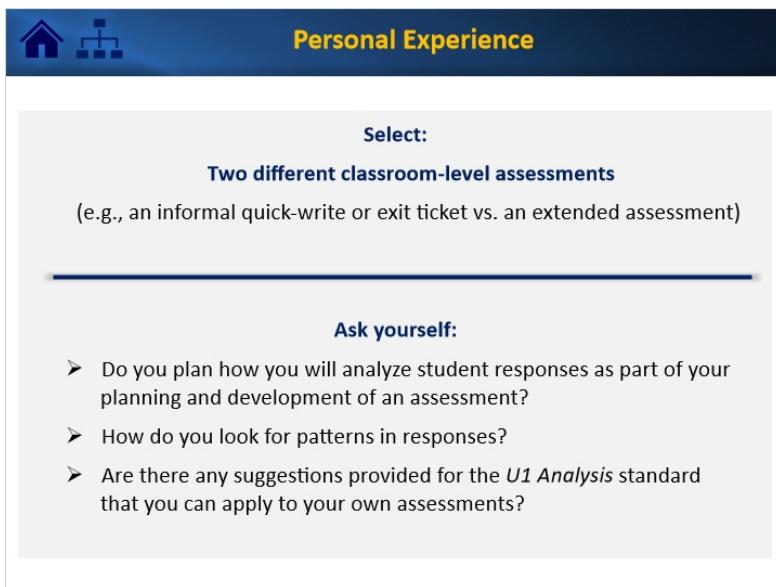
5

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

A woman in a black turtleneck and black pants stands on the left, holding a white sign that reads "Suggestions for scoring with analytic and holistic rubrics". On the right is a chalkboard with a large yellow number "5" on it. The text on the chalkboard describes a double-scoring method where responses are scored twice and differences are discussed to refine the rubric. A "Back" button is at the bottom right.

3.16 U1: Personal Experience



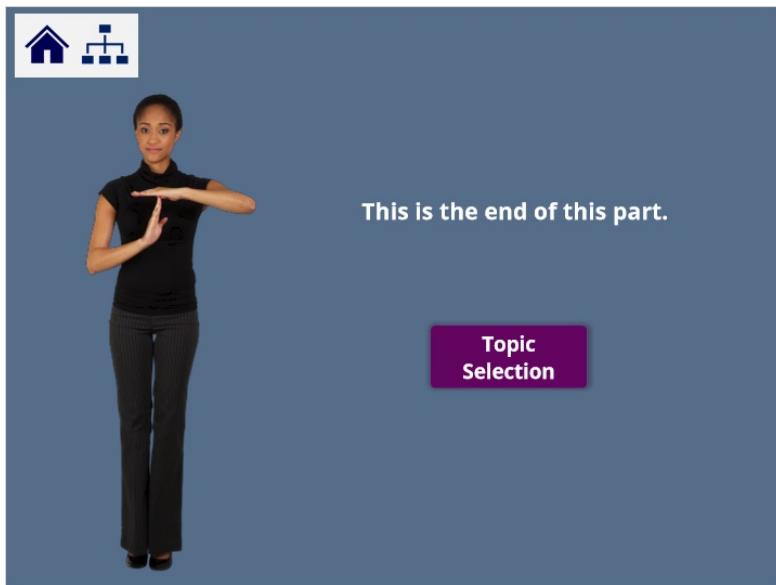
Personal Experience

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



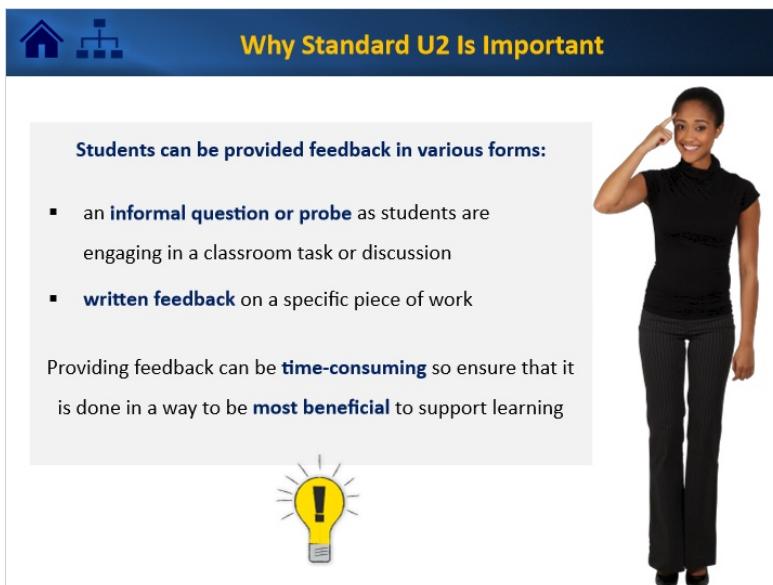
This is the end of this part.

Topic Selection

3.18 Bookmark: U2



3.19 U2: Why Standard U2 is Important



The slide has a dark blue header bar with a house icon and the text "Why Standard U2 Is Important" in yellow. The main content area has a light gray background. On the left, a box contains the text "Students can be provided feedback in various forms:" followed by a bulleted list. On the right, there is a photograph of a woman in a black turtleneck and pants, pointing to her temple. At the bottom left is a yellow lightbulb icon with an exclamation mark.

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

Focus on Formative Feedback

Valerie J. Shute

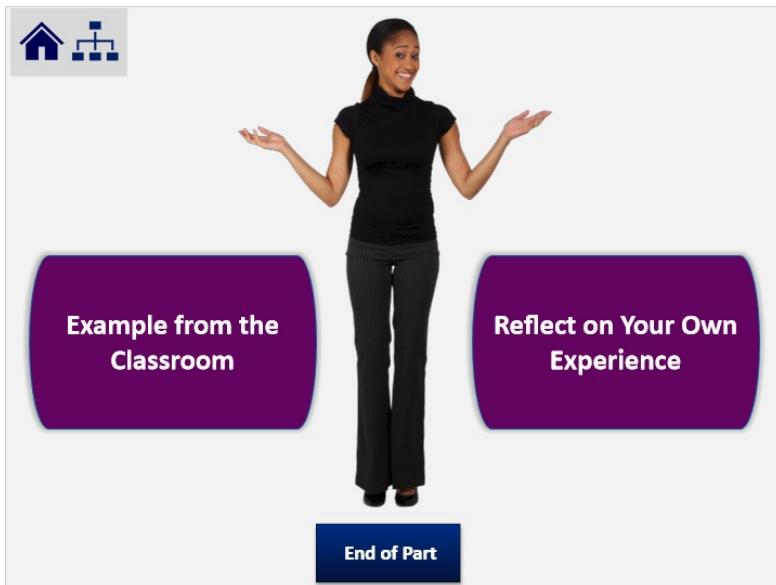
Research Report

Research & Development

March 2007
RR-07-11

Back

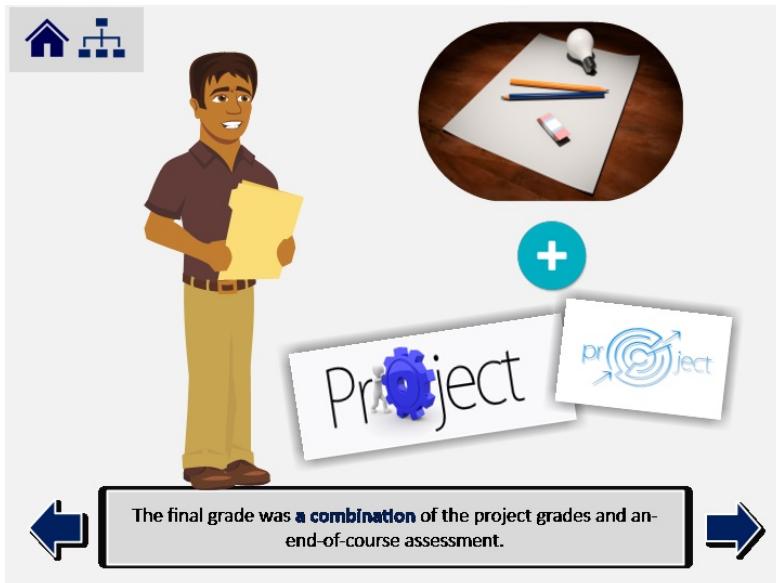
3.21 U2: Topic Selection



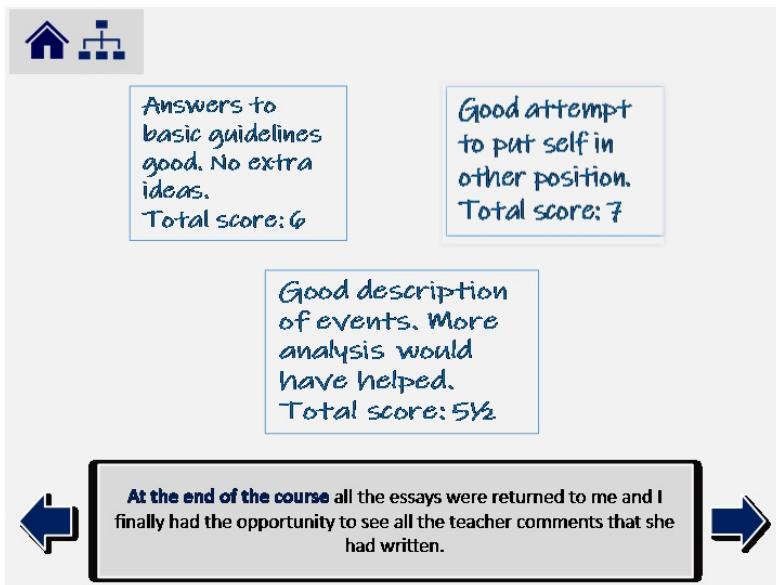
3.22 U2: Example



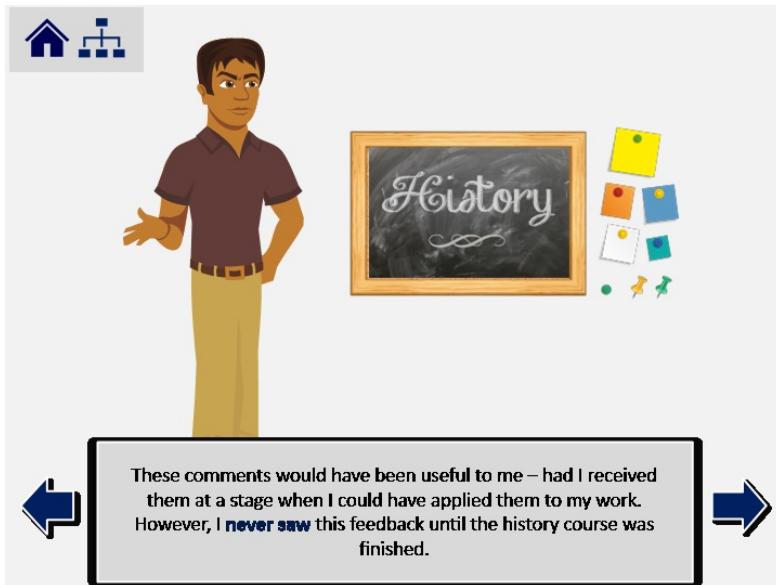
Part 1 (Slide Layer)



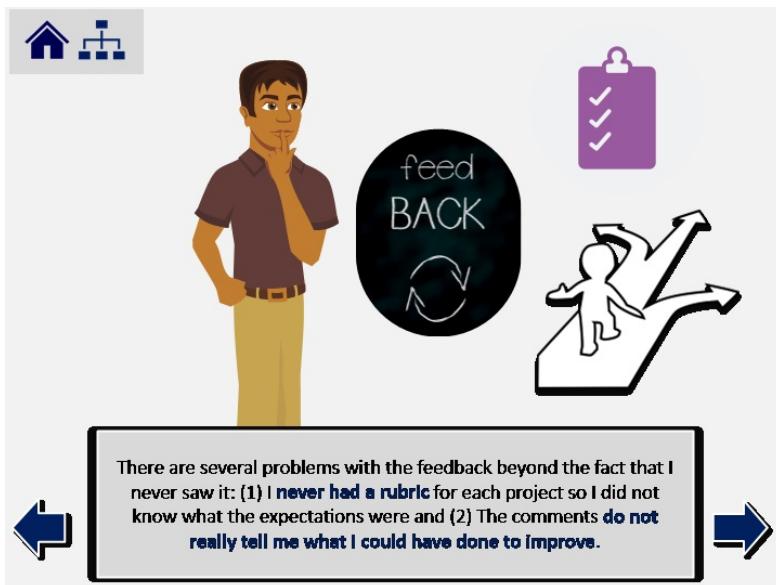
Part 2 (Slide Layer)



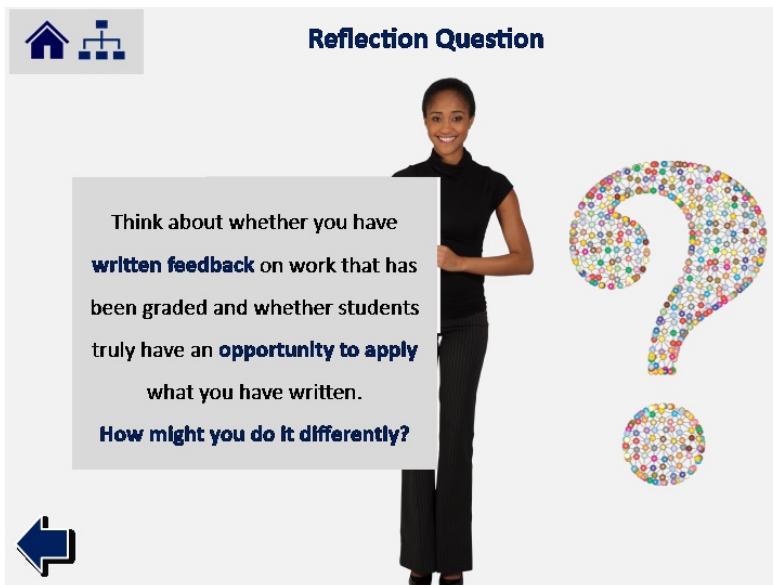
Part 3 (Slide Layer)



Part 4 (Slide Layer)



Reflection (Slide Layer)



The slide features a woman in a black outfit holding a large white sign. The sign contains text and a question mark graphic. A blue arrow points to the left at the bottom left.

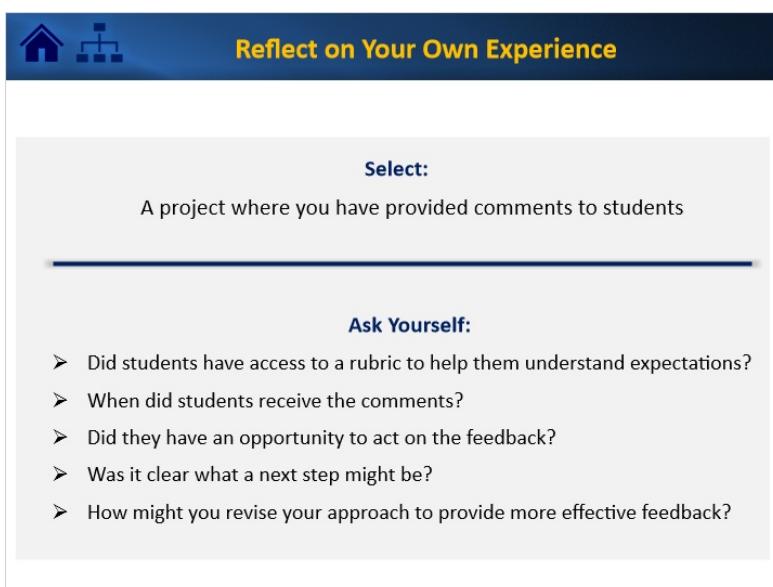
Reflection Question

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



The slide has a dark blue header with a house icon and the text "Reflect on Your Own Experience". The main content area contains sections for "Select:" and "Ask Yourself:" with a list of questions.

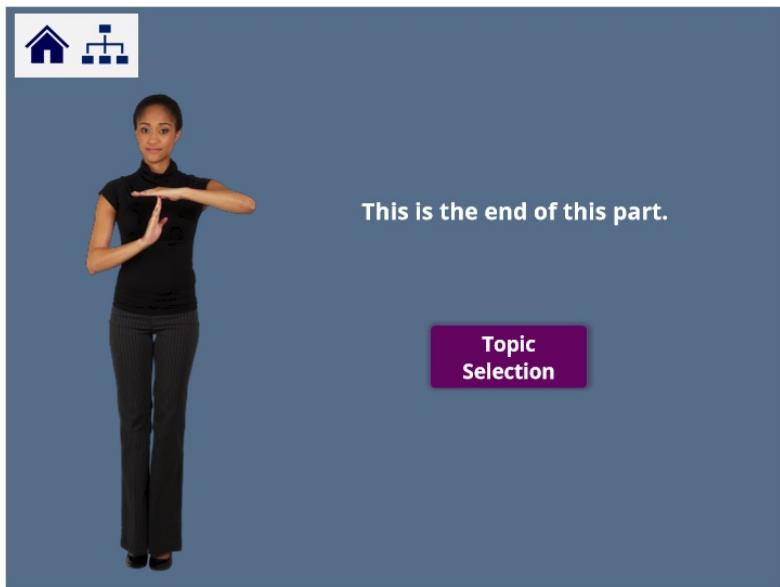
Reflect on Your Own Experience

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



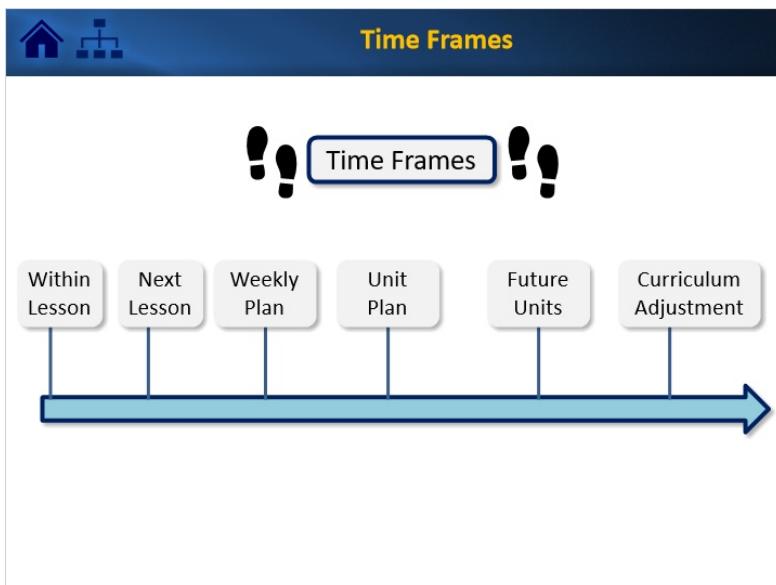
3.26 U3: Why Standard U3 is Important



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

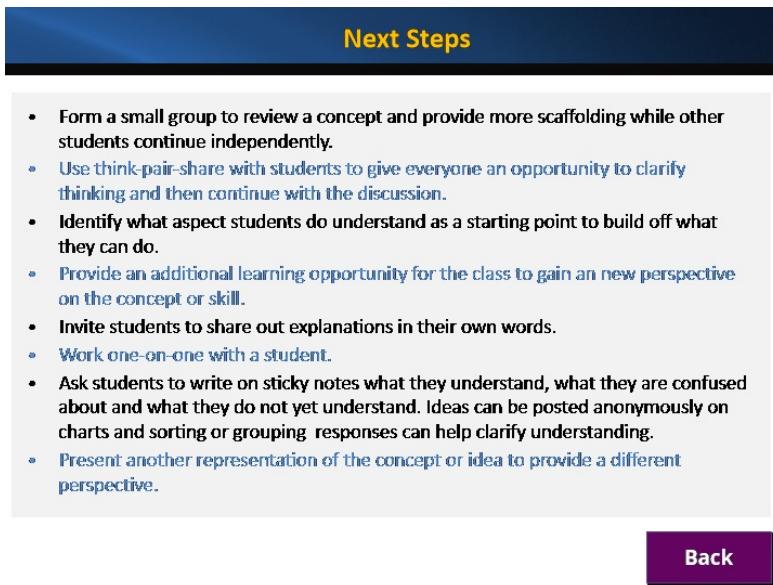


Next Steps

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 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.

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



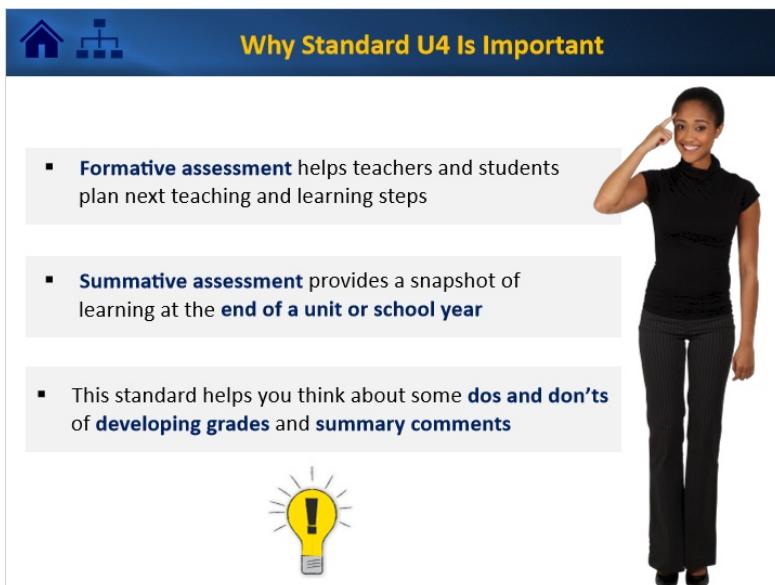
This is the end of this part.

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**

!

A woman in a black turtleneck and black pants stands on the right, pointing her right index finger towards her temple. A lightbulb icon with an exclamation mark is positioned to the left of her.

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

The screenshot shows a digital learning interface. At the top, there is a blue header bar with a house icon and the text "Reflect on Your Own Experience". Below the header, there is a flowchart with three rounded rectangular buttons arranged vertically. The top button is labeled "Read Article", the middle button is labeled "Article Analysis", and the bottom button is labeled "Reflection". Arrows point downwards from the top button to the middle, and from the middle to the bottom. To the right of the flowchart, there is a text box containing the following text:

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.

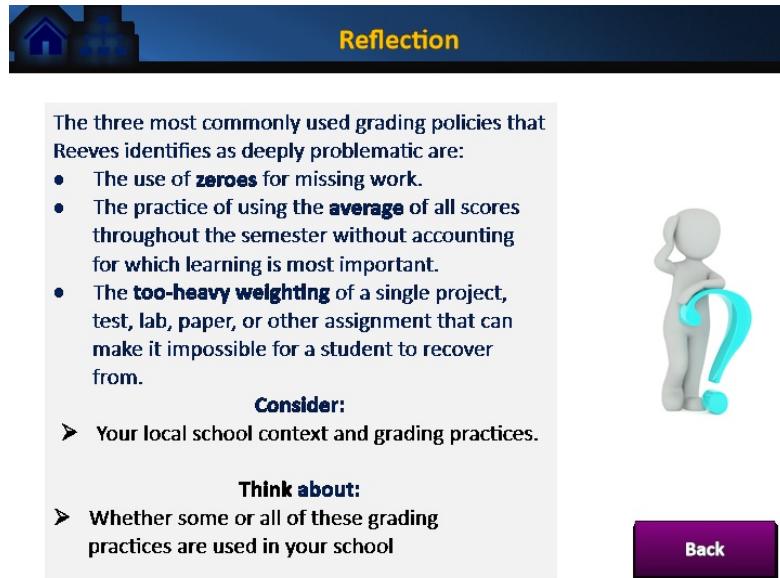
Analysis (Slide Layer)

The screenshot shows a slide layer with a blue header bar featuring a house icon and the word "Analysis". Below the header, there is a text box containing the following question:

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

Below the text box, there is a graphic of a puzzle piece with the word "SOLUTION" written on it, which is partially completed. In the bottom right corner of the slide, there is a purple button labeled "Back".

Reflection (Slide Layer)



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:

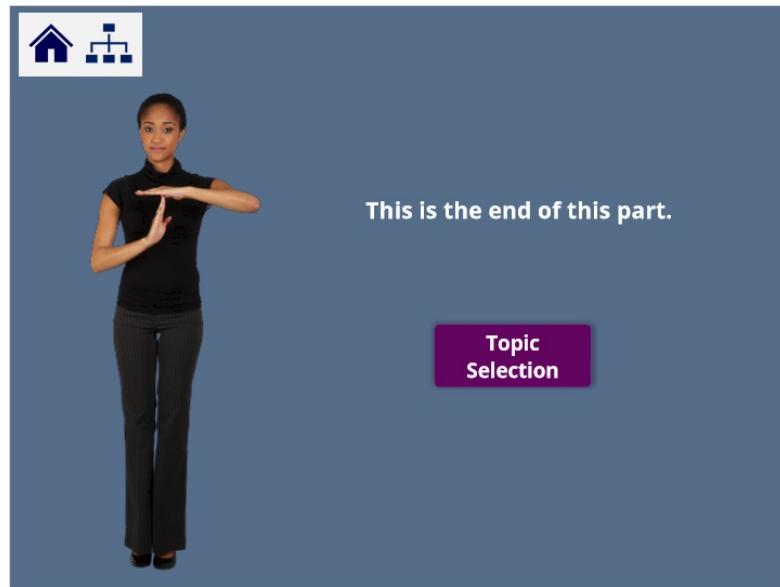
➤ Your local school context and grading practices.

Think about:

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

Back

3.36 Bookend: U4



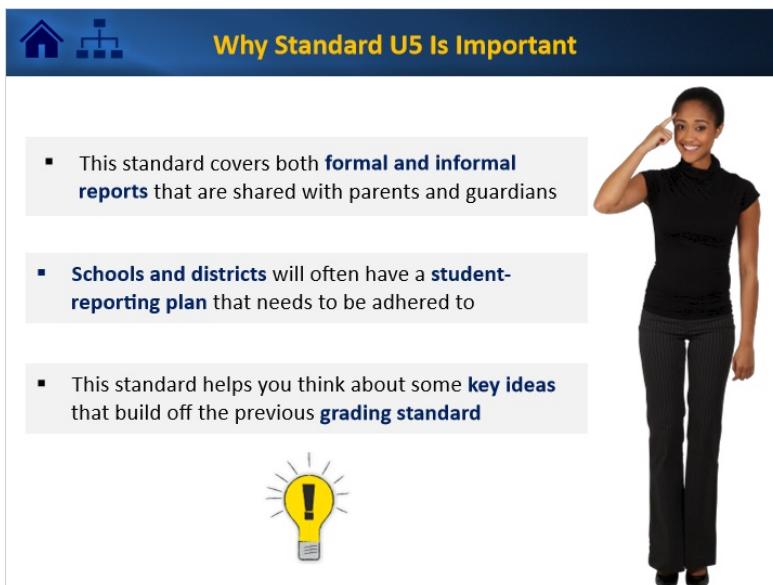
This is the end of this part.

Topic Selection

3.37 Bookmark: U5



3.38 U5: Why Standard U5 is Important



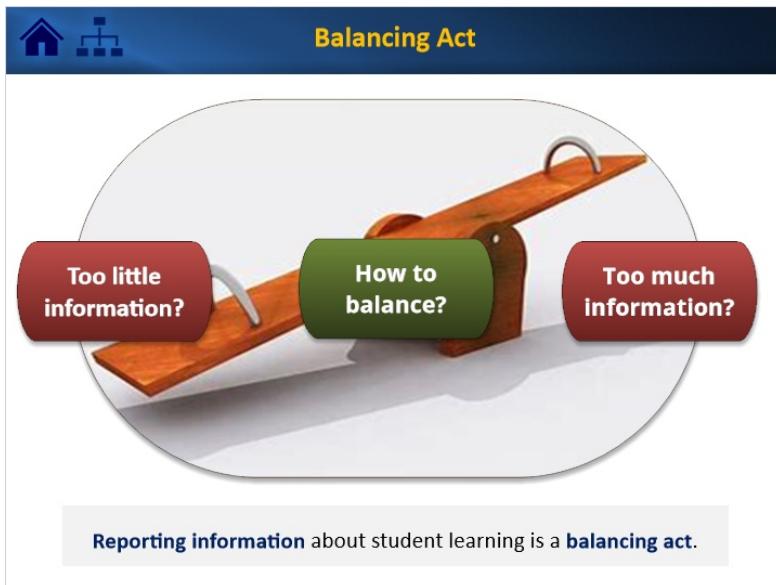
Why Standard U5 Is Important

- 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**

 A yellow lightbulb icon with a black outline and a black exclamation mark inside, symbolizing an idea or important point.

 A photograph of a woman with dark hair, wearing a black turtleneck top and black pants, standing with her right hand resting against her forehead in a thinking pose.

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

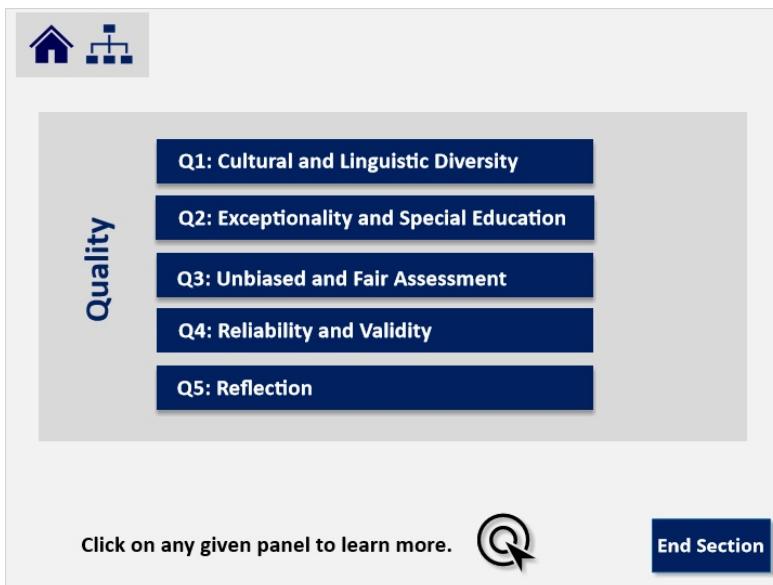
4.3 Overview of Quality Standards

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



Q1: Cultural and Linguistic Diversity

Q2: Exceptionality and Special Education

Q3: Unbiased and Fair Assessment

Q4: Reliability and Validity

Q5: Reflection

Click on any given panel to learn more.

End Section

4.5 Bookmark: Q1



Standard Q1:
Cultural and
Linguistic Diversity

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



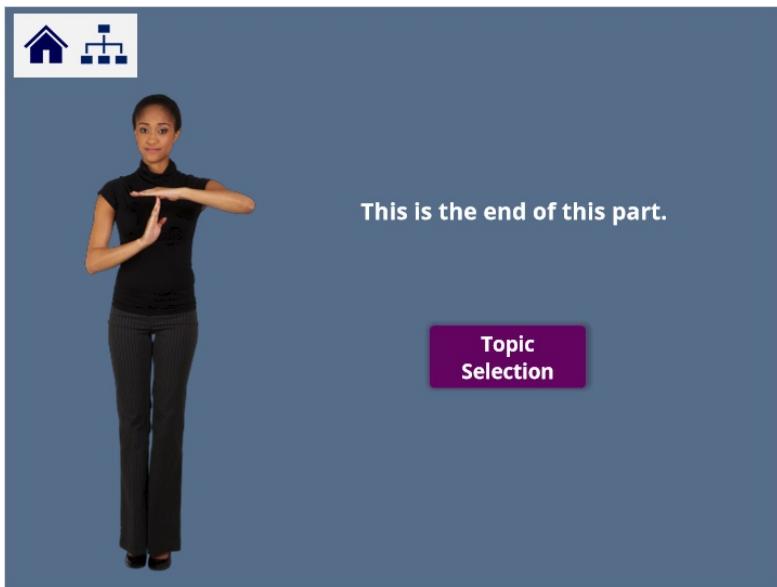
Reflect on Your Own Experience

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

The slide features a blue header with a house icon and the title 'Why Standard Q2 Is Important'. Below the header is a large image of a woman in a black top and pants, pointing upwards with her right hand. To the left of the woman is a light gray box containing the text 'Accommodations or adaptations' and a paragraph explaining the second standard. Below the text is a yellow lightbulb icon with an exclamation mark. The background of the slide is white.

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?

The slide features a blue header with a house icon and the title 'Q2: Who are Your Students?'. The main content area contains five icons arranged around a central magnifying glass icon, each with a label in a blue-bordered box:

- IEP**: An icon of an open book with the words 'NEVER STOP LEARNING' on the spines of the books.
- Previous teachers**: An icon of a girl with glasses standing in front of a chalkboard.
- Parent/Guardian**: An icon of a boy and a girl holding hands.
- Related Service Providers**: An icon of several people's faces inside colorful gears.

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



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



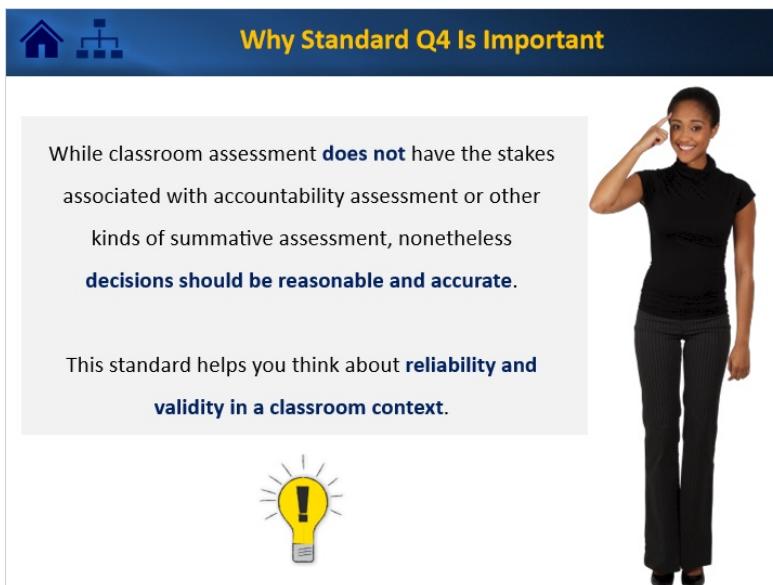
This is the end of this part.

Topic Selection

4.20 Bookmark: Q3



4.21 Q3: Why Standard Q3 is Important

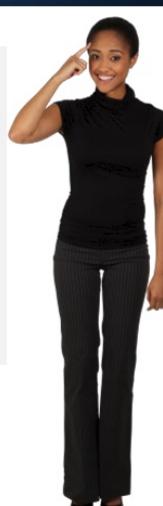


Why Standard Q4 Is Important

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.**

 A small yellow lightbulb icon with a black outline and a single exclamation mark inside, symbolizing an idea or important point.



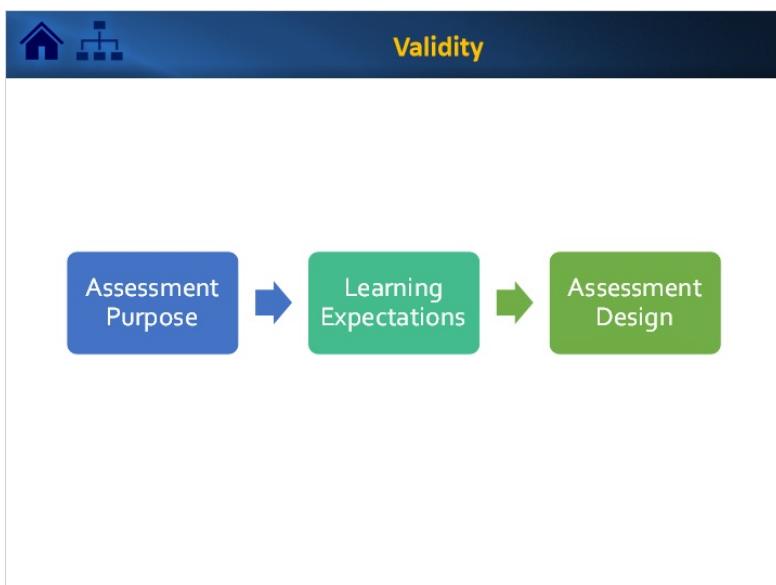
A photograph of a woman with dark hair, wearing a black turtleneck top and black ribbed pants, standing with her right hand near her head in a thoughtful pose.

4.22 Q3: Reliability



The slide has a blue header bar with a house icon and the word "Reliability" in yellow. Below the header is a grey box containing the text "Reliability ~ Consistency". To the left of this text is a 2x2 grid of images: a digital scale, a traditional balance scale, a hard drive, and a pile of Scrabble tiles spelling out "ASSESSES". Below the "Reliability ~ Consistency" box is another grey box containing the text "Higher Consequences ~ More Reliability".

4.23 Q3: Validity

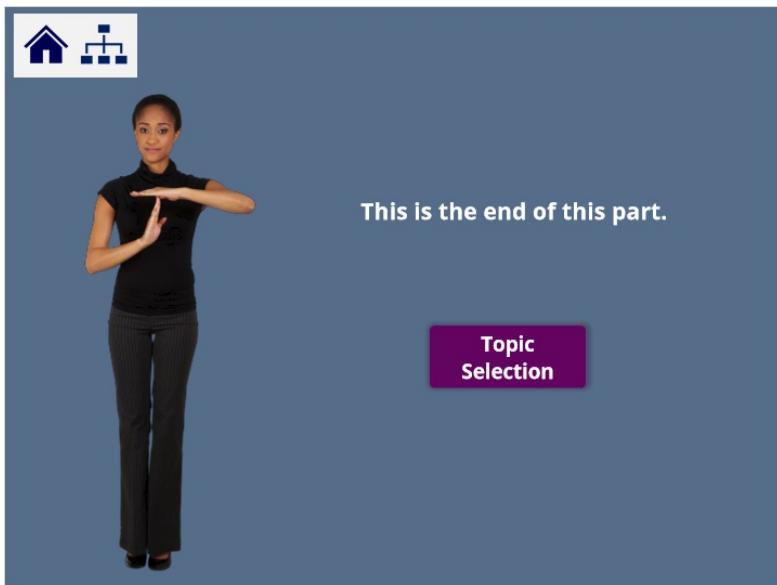


The slide has a blue header bar with a house icon and the word "Validity" in yellow. Below the header is a large empty white area. At the bottom, there is a horizontal sequence of three rounded rectangular boxes: a blue box on the left labeled "Assessment Purpose", a green box in the middle labeled "Learning Expectations", and a green box on the right labeled "Assessment Design". Each box is connected to the next by a right-pointing arrow.

4.24 Bookend: Q2



4.25 Bookend: Q3



4.26 Bookmark: Q5



4.27 Q5: Why Standard Q5 is Important



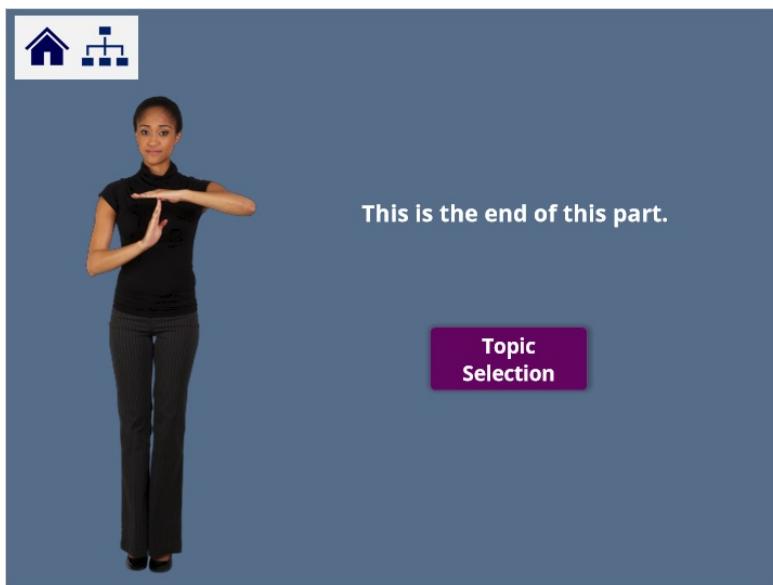
4.28 Q5: Reflection



The slide features a dark blue header with a house icon and a tree icon on the left, and the word "Reflection" in yellow text on the right. Below the header are three main sections: "Looking back", "Looking forward", and "Continuing to learn". Each section contains a list of items and a small image. The "Looking back" section has an image of a person walking on a long pier. The "Looking forward" section has an image of a person walking on a long pier. The "Continuing to learn" section has an image of a person walking on a long pier.

- 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



The slide features a dark blue background with a house icon and a tree icon in the top left corner. In the center, a woman in a black top and black pants is making a "time out" hand gesture. To her right, the text "This is the end of this part." is displayed. In the bottom right corner, there is a purple button with the text "Topic Selection".

This is the end of this part.

Topic Selection

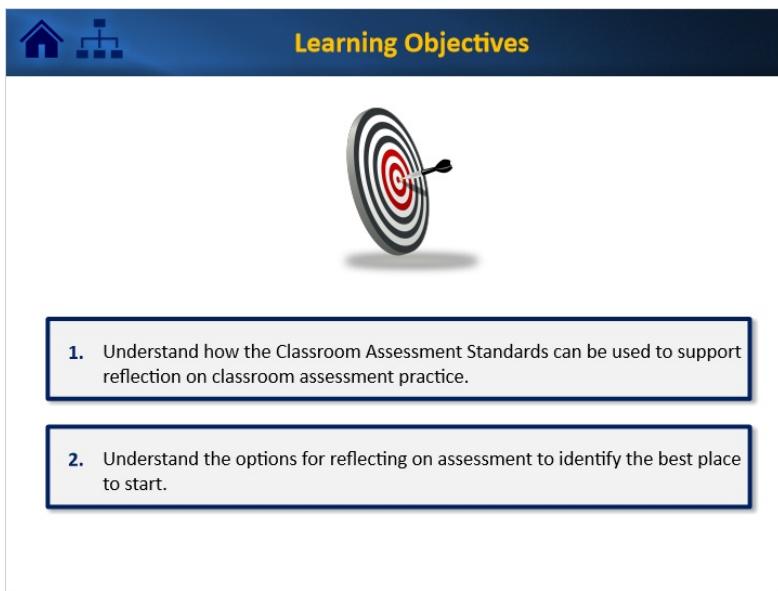
5. Section 4: Application

5.1 Cover: Section 4



Section 4:
Application of
Classroom
Assessment
Standards
[30 Minutes]

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**



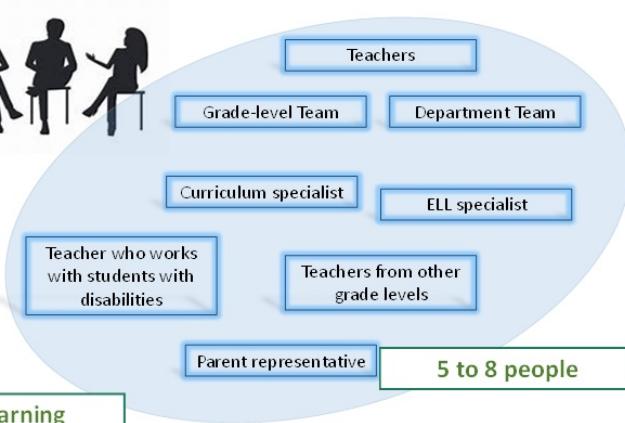
Congratulations - you have reviewed all three sections of the Standards!:

- Foundation
- Use
- Quality

Now let's focus on application to your practice!

5.4 Who Should Use the Standards?

  **Who Should Use the Standards?**



The Learning Community

Teachers

Grade-level Team

Department Team

Curriculum specialist

ELL specialist

Teacher who works with students with disabilities

Teachers from other grade levels

Parent representative

5 to 8 people

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.

Click on any given panel to learn more. 

- 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

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 IITEMS 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

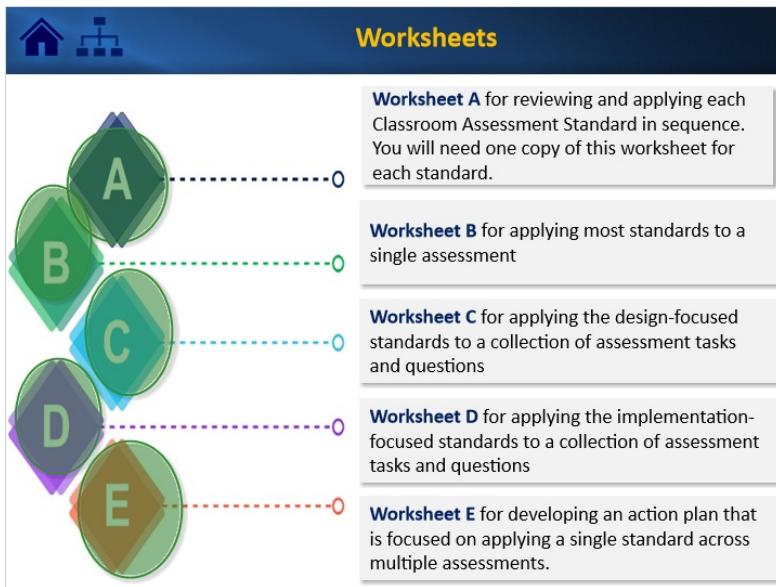
Download Worksheets

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.



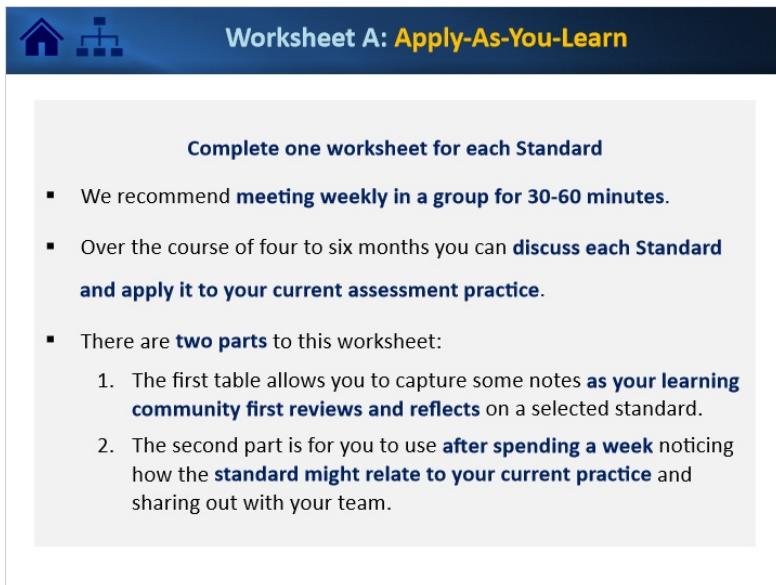
5.8 Worksheet Selection



5.9 Bookmark: Worksheet A



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

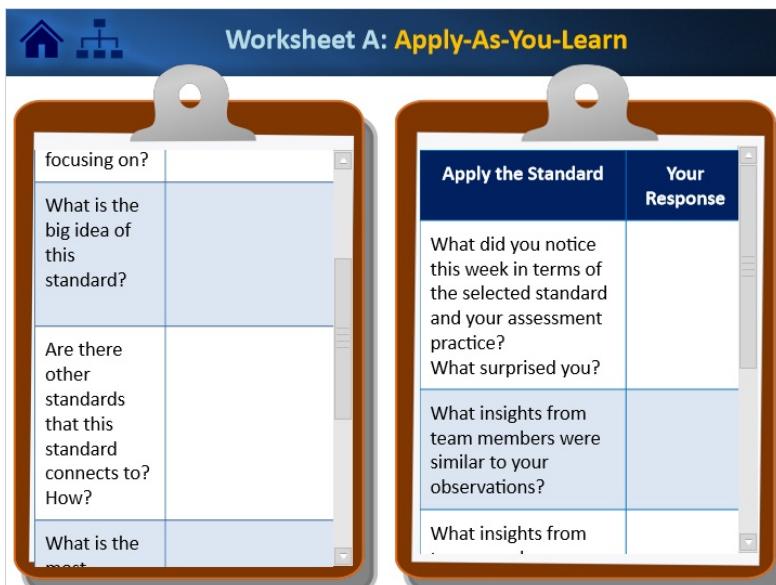


Worksheet A: **Apply-As-You-Learn**

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

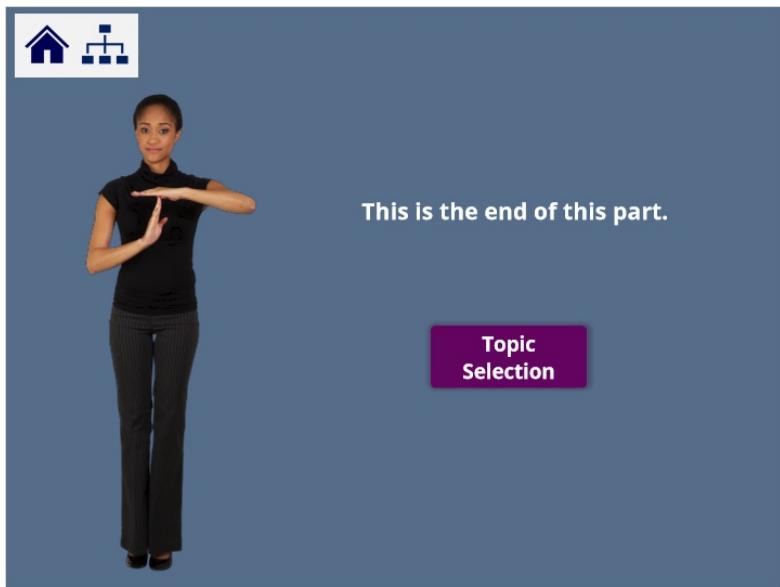


Worksheet A: **Apply-As-You-Learn**

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?

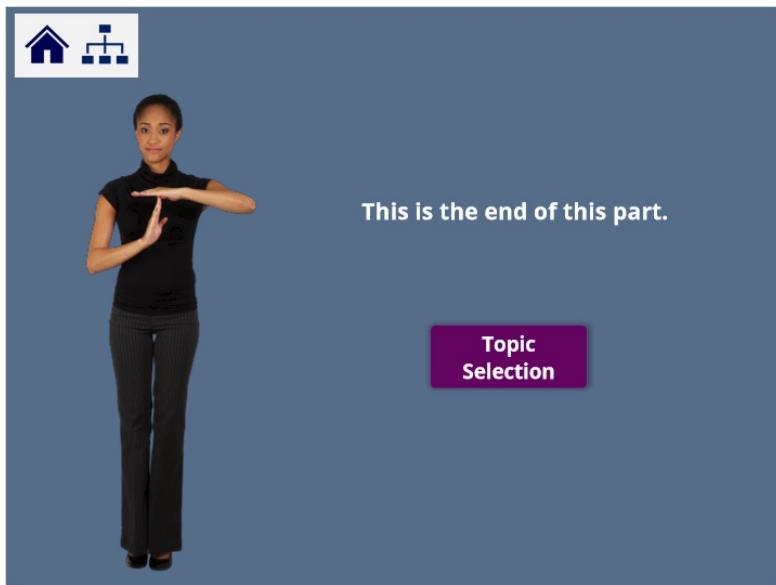
Who will make revisions? In what time frame?

Who will review revisions?

Do other assessments need similar reviews or revisions?

When shall you meet again? For what purpose?

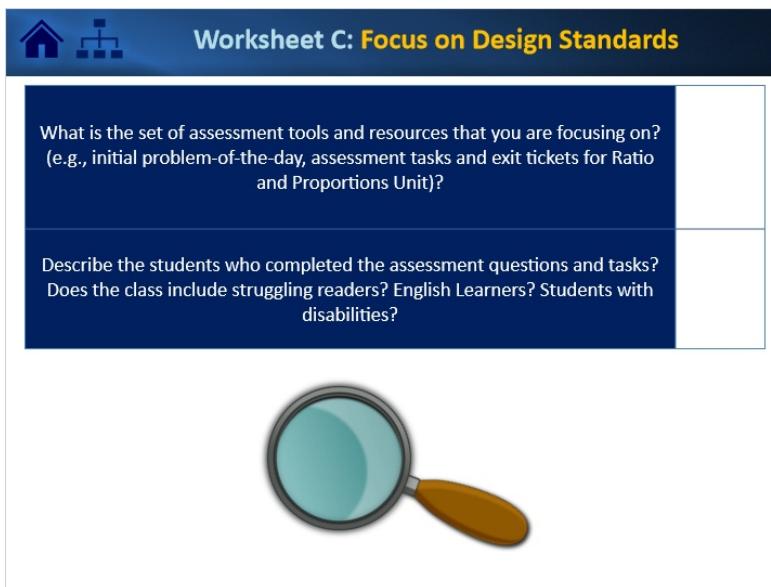
5.17 Bookend: Worksheet B



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?

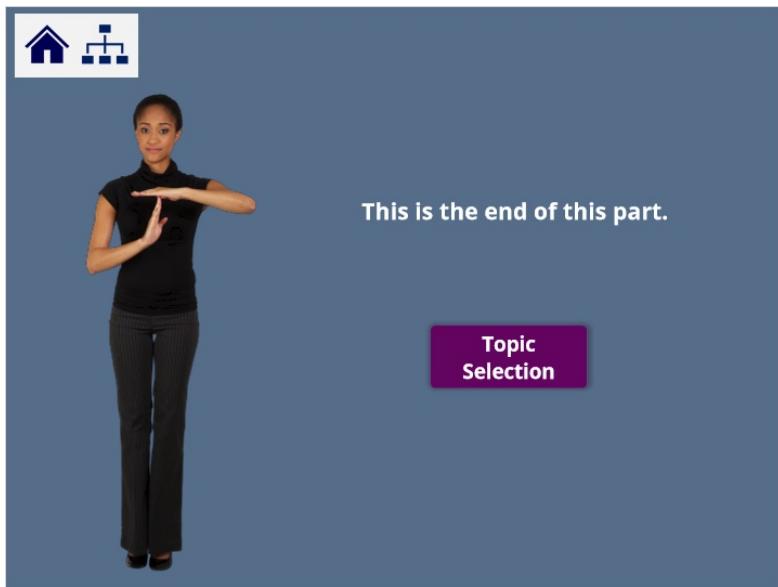
Who will make revisions? In what time frame?

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?

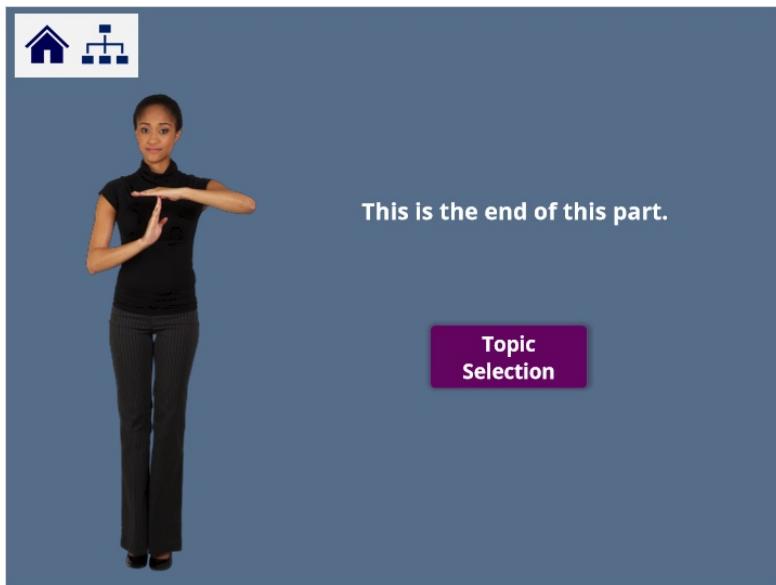
What might you change?

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

A screenshot of a worksheet titled 'Worksheet E: Action Plan Focused on a Single Standard'. The title is at the top left, with a small house icon to its left. The main body of the worksheet is a table with two columns: 'Reflection Question' and 'Your Response'. There are six rows in the table, each containing a reflection question and a corresponding empty response box. The questions are:

- 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)

