



Mapping it Out! Practical Tools to Use Assessment Well

Nicole Vagle

Our Work Together...

- What are key elements of quality assessment design and use?
- How do we use the design in five process to facilitate the design and use of aligned assessments?
- How do we design engaging assessment practices where students invest in their learning?

AS

***CLARIFY THESE CHARACTERISTICS**

ICS

***Star 2 OR 3 STRENGTHS**

***Circle 1 OR 2 GROWTH AREAS**

Accuracy

Clear Learning Goals/Targets

Type (essay, project, presentation, multiple choice test, etc) of assessment reflects learning

Accounts for bias, background knowledge, potential error

Effective Use

Clear communication about what assessment means in terms of learning

Descriptive feedback provides clear next steps

If graded (standards-based or traditional), the score reflects learning (not timeliness, effort, behavior, etc.)

Student Investment

Clear idea of quality and not-so-quality work

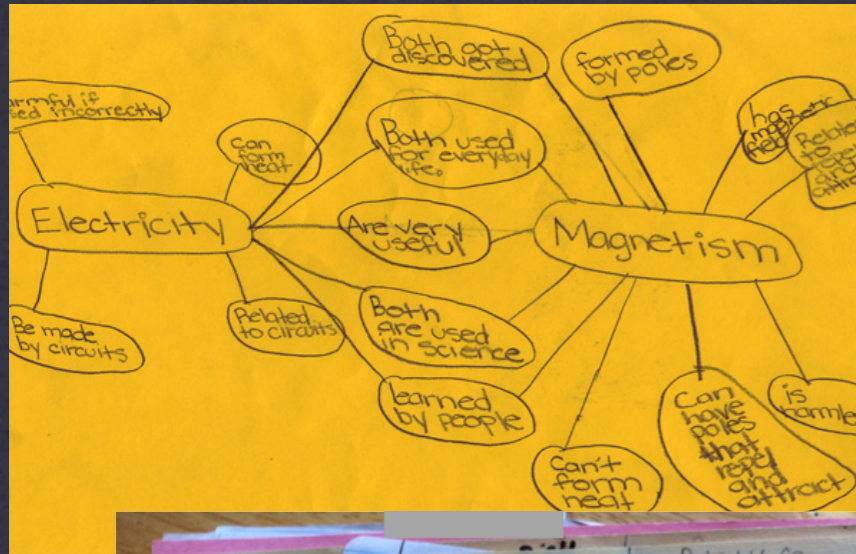
Self-reflect on what the assessment means in terms of their learning (strengths and next steps)

Set Goals based on assessment information

Planned and implemented action (in partnership with teachers) to achieve their goal and improve



Design in 5



Draft developed by Nicole Vagle and Ozark Elementary School Fourth-Grade Teachers and Students (Arkansas)

	Learning Goals	Off track	Side Tracked	On Tracked	Fast Tracked
Content	I can write an effective topic sentence.	Topic sentence is missing or unclear.	Topic sentence is related but not the main focus of the paragraph.	Topic sentence clearly communicates the focus.	Topic sentence clearly and cleverly introduces the topic.
	I can write effective supporting details.	Details are somewhat related but may lack depth or clear connections to the topic.	Details support the topic and the explanations are implied versus explicitly stated.	Ample Details effectively support the topic sentence with clear explanations.	Details develop understand of the topic through specific examples and clear and original.
	I use words that POP. This means that the vocabulary I use is specific, descriptive, and unique.	Words			
Mechanics	I can accurately apply the rules of capitalization to my writing.	Missi at the mos man			

a ray

0000
0000
0000

Picture

⊖ ⊖ ⊖

⊖ ⊖ ⊖

I can use repeated addition, arrays, and skip counting to multiply 1 digit numbers.

Repeated Addition

$5+5+5=15$

Problem

$3 \times 5 = 15$

Learning Goals:

- 10.R.I.2: I can analyze how the central idea in an information text emerges.
- 10.R.I.2: I can analyze how the central idea in an informational text is shaped and refined by specific details.

Directions: Read the Text and answer the questions that follow.

Questions to Answer:

1. What is the central idea of the article you just read? (2.0 task)
2. How does the central idea emerge over the course of the text? (3.0 task)
3. How is the central idea shaped and refined by specific details? Use textual evidence (explicit and implicit) to support your analysis.

TEACH OTHERS

DONE SOME

STUDIED IT

NOT MUCH

RATE YOUR experience in designing Assessments...

Step 1. Determine the Big Picture & standards for the unit or time frame.

Step 2. Sketch out (simple and complex) learning goals

- ✧ Unpack the standard by circling the verbs
- ✧ Underline key concepts (vocabulary and context)
- ✧ Write learning goals that represent the standard so they show relationship to the whole – simple to complex, criteria

Step 3. Create an Assessment Plan

- ✧ Identify learning goals on the assessment.
- ✧ Determine each learning goal's percentage of importance or indicate the number of items.
- ✧ Determine the type of method to best assess student proficiency of that learning goal.

Step 4. Create or Revise the Assessment

- ✧ Write or refine items and tasks for each learning goal.
- ✧ Revise a current task to better reflect the learning required.

Step 5. Determine the best use and reporting method.

- ✧ How will the information be used by students?
- ✧ What kind of score (if any) will best represent the achievement?

Step 2. Finding Learning Goals

USE THE VERBS IN THE STANDARDS TO WRITE SIMPLE AND COMPLEX LEARNING GOALS.

- Unpack the standard by circling the verbs
- Underline key concepts (vocabulary and context)
- Write learning goals that represent the standard

CREATE A LADDER OF LEARNING GOALS FROM SIMPLE TO COMPLEX

Integration of Knowledge & Ideas: Reading Standards for Literacy in Science & Technical

Subjects Retrieved online at http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf

6th-8th Grade	9-10th Grade	11-12th Grade
<p>7. Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).</p> <p>8. Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.</p> <p>9. Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.</p>	<p>7. Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.</p> <p>8. Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem.</p> <p>9. Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.</p>	<p>7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.</p> <p>8. Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.</p> <p>9. Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p>

Integration of Knowledge & Ideas: Reading Standards for Literacy in Science

Subjects Retrieved online at http://www.corestandards.org/assets/CCSSI_ELA%20Standards

6 th -8 th Grade	9-10 th Grade	11-12 th Grade
<p>7. Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).</p>	<p>7. Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.</p>	<p>7. Integrate and evaluate relevant information presented in diverse media and formats (e.g., multimedia), in order to address a question or solve a problem.</p>
<p>8. Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.</p>	<p>8. Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem.</p>	<p>8. Evaluate the hypotheses, data, analysis, and conclusions in a technical text, verifying the accuracy and appropriateness of conclusions with other information.</p>
<p>9. Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.</p>	<p>9. Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.</p>	<p>9. Synthesize information from diverse sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or issue, resolving conflicting information when appropriate.</p>

STANDARD:



M
O
R
E

C
O
M
P
L
E
X

L
E
S

C
O
M
P
L
E
X

STANDARD: Energy Standard



M
O
R
E

C
O
M
P
L
E
X

I can **explain** different types of energy, including benefits and challenges. (F)

I can **create** an energy plan for a specific location. (E)

I can **identify** various types of energy. (D)

I can **apply** what I know about energy to solve real-world situations. (C)

I can **compare** and **contrast** how different energy plans would impact the economy. (B)

I can **define** different types of energy. (A)

L
E
S

C
O
M
P
L
E
X

STANDARD: Energy Standard



M
O
R
E

C
O
M
P
L
E
X

I can **create** an energy plan for a specific location. (E)

I can **compare** and **contrast** how different energy plans would impact the economy. (B)

I can **apply** what I know about energy to solve real-world situations. (C)

I can **explain** different types of energy, including benefits and challenges. (F)

I can **identify** various types of energy. (D)

I can **define** different types of energy. (A)

L
E
S

C
O
M
P
L
E
X

A SAMPLE 9th Grade Language Arts: How has the American Dream changed over time and how does this influence my world?

- CCSS.ELA-Literacy.RL.9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
(<http://www.corestandards.org/ELA-Literacy/RL/9-10>)
- CCSS.ELA-Literacy.SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- CCSS.ELA-Literacy.SL.9-10.1a Come to discussions prepared, having read and researched material under study, explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- CCSS.ELA-Literacy.SL.9-10.1b Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
- CCSS.ELA-Literacy.SL.9-10.1c Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- CCSS.ELA-Literacy.SL.9-10.1d Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. (online at <http://www.corestandards.org/ELA-Literacy/SL/9-10>)
- Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take

List of Learning Goals generated from Circling and Underlining aspects of the Standard

I can analyze the key messages in a text.

I can compare and contrast key messages in multiple texts on the same topic.

I can describe the approaches authors make in their text.

I can produce an objective summary of the text.

I can determine the central idea or theme in text.

I can analyze the details that lead to the theme over the course of the text.

I can describe how the theme emerges and is shaped.

I can use evidence from the texts I have read to generate dialogue.

I can respond to questions in a dialogue.

I can summarize points of agreement and disagreement.

I can make new connections from evidence and reasoning in dialogue.

I can build on others' ideas.

I can pose questions in collaboration to contribute to a dialogue with peers.

I can express my ideas clearly and persuasively.

9th Grade: How has the American Dream Changed Over Time and how does that influence my world?



I can compare and contrast key messages in multiple texts on the same topic.

I can produce an objective summary of the text.

I can describe the approaches authors make in their text.

I can determine the central idea or theme in text.

I can analyze the details that lead to the theme over the course of the text.

I can describe how the theme emerges in a text.

Criteria for Dialogue

I can respond to questions in a dialogue.

I can make new connections from evidence and reasoning in dialogue.

I can build on others' ideas.

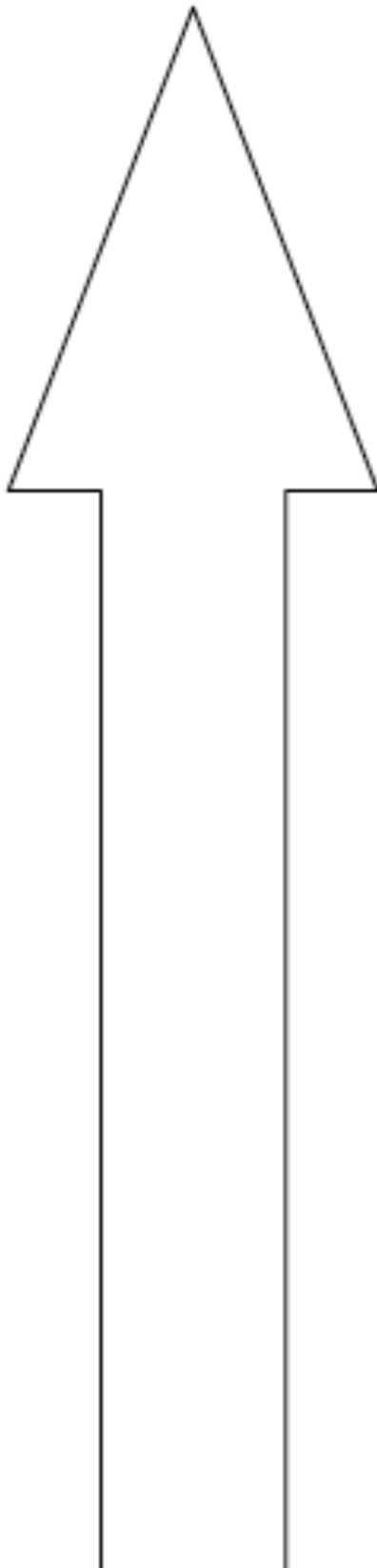
I can summarize points of agreement and disagreement.

I can use evidence from the texts to generate dialogue.

I can pose questions in collaboration to contribute to a dialogue with peers.

I can express my ideas clearly and persuasively.

Kindergarten Ladder



I can ask questions about key ideas in the text. This means I can create questions that make my peers and others wonder about the text.

I can respond to questions about key ideas in the text. (I chose to replace answer with respond as answer feels like questions that have only one right answer. I interpret this to mean questions that aren't just recalling what happened in the text, although that is part of it. I want students to also be able to make connections and explain what the text makes them wonder about.)

I can retell a story. This means I can tell you what happened in the story in order and using details.

I can ask questions about words I don't know when I'm reading.

I can respond to questions about words I don't know when I'm reading.

I can identify characters in a story.

I can identify the setting of a story.

I can identify different types of texts. This means I can recognize when the text is a poem, a story, or something that really happened.

I can identify the author and illustrator of a story.

Step 1. Determine the Big Picture & standards for the unit or time frame.

Step 2. Sketch out (simple and complex) learning goals

- ✧ Unpack the standard by circling the verbs
- ✧ Underline key concepts (vocabulary and context)
- ✧ Write learning goals that represent the standard so they show relationship to the whole – simple to complex, criteria

Step 3. Create an Assessment Plan

- ✧ Identify learning goals on the assessment.
- ✧ Determine each learning goal's percentage of importance or indicate the number of items.
- ✧ Determine the type of method to best assess student proficiency of that learning goal.

Step 4. Create or Revise the Assessment

- ✧ Write or refine items and tasks for each learning goal.
- ✧ Revise a current task to better reflect the learning required.

Step 5. Determine the best use and reporting method.

- ✧ How will the information be used by students?
- ✧ What kind of score (if any) will best represent the achievement?

Matching Target to Method

- * I can **apply** what I know about energy to solve real-world situations.

- **Multiple choice?**
- **Short answer?**
- **Essay?**
- **Create a game**
- **Present a speech**

KEY IDEA: Matching the Method to the Learning Goal

- * **Selected Response:** Multiple choice, true/false, matching, short answer
- * **Essay/Constructed Response:** Construct a solution, justify a problem solving method or respond to a prompt
- * **Performance Assessment:** Produce, present or perform such as writing a paper, preparing or presenting a speech/presentation, participating in dialogue

SAMPLE ASSESSMENT PLAN

Determine the learning goals you want to assess and plan the number of items you want in each learning goal (4-6 is recommended for classroom assessment per learning target).



M
O
R
E

C
O
M
P
L
E
X

L
E
S
S

C
O
M
P
L
E
X

Learning Target	Total Number of Items or percentage of importance	Identify the method
I can create an energy plan for a specific location.	40	Product: A Technical Report
I can compare and contrast how different energy plans would impact the economy.	20	Essay & Presentation
I can apply what I know about energy to solve real-world situations.	5	Short answer
I can explain different types of energy, including benefits and challenges.	5	Short answer
I can identify various types of energy.	5	Multiple choice
I can define various types of energy.	5	Multiple choice

Step 3. Planning the Assessment: 9th Grade The American Dream



Learning Goals (<i>I can</i> Statements ...)	Total # of Items or Percentage Importance	Method
I can compare and contrast key messages in multiple texts on the same topic.	20	Graphic, Educreation, or Visual Socratic Dialogue (Develop Rubric and Chart)
I can produce an objective summary of the text.	30	Essay and Graphic Organizer with accompanying scoring guide. Socratic Dialogue (Develop Rubric and Chart)
I can determine the central idea or theme in text.		
I can analyze the details that lead to the theme over the course of the text.		
I can describe how the theme emerges in a text.		
I can identify key details in the text.	6 questions/text for a total of 12	Multiple choice questions

Step 3. Assessment Plan: Kindergarten Sample

Learning Target	How many times?	Identify the method
I can ask questions about key ideas in the text. This means I can create questions that make my peers and others wonder about the text.	4 texts	Dialogue in reading groups RUBRIC
I can respond to questions about key ideas in the text.	4 texts	Dialogue in reading groups RUBRIC
I can retell a story. This means I can tell you what happened in the story in order and using details.	6 texts	Dialogue in pairs. Writing pictures, letters and words RUBRIC
I can ask questions about words I don't know when I'm reading.	2 texts	One on one interviews
I can respond to questions about words I don't know when I'm reading.	2 texts	One on one interviews
I can identify characters in a story.	6 texts	Dialogue in reading groups
I can identify the setting of a story.	6 texts	Drawing Pictures and Using Words in reading groups
I can identify different types of texts. This means I can recognize when the text is a poem, a story, or something that really happened.	6 texts	Large group reading and individual worksheet where students circle the type of text.
I can identify the author and illustrator of a story.	6 texts	Large group reading and individual worksheet where students circle the type of text.

Benchmarks

Items from the Assessment That Measure this benchmark

a. Reads a variety of texts for information and pleasure.	n/a
a. Makes predictions from text content.	
a. Generates questions to improve comprehension.	
a. Distinguishes fact from opinion.	
a. Recognizes plot, setting, and character within text, and compares and contrasts these elements between texts.	
a. Makes judgments and inferences about setting, characters, and events and supports them with evidence from the text.	13
a. Summarizes text content.	
a. Interprets information from illustrations, diagrams, charts, graphs, and graphic organizers.	
a. Makes connections between texts and/or personal experiences.	
a. Identifies and infers main idea and supporting details.	
a. Self-monitors comprehension to clarify meaning.	
a. Identifies and infers cause-and-effect relationships and draws conclusions.	
a. Recalls explicit facts and infers implicit facts.	1, 2, 3, 4, 5, 6, 7, 8, 9, 11
a. Identifies the basic elements of a variety of genres (fiction, non-fiction, drama, and poetry).	
a. Uses titles, table of contents, and chapter headings to locate information quickly and accurately and to preview text.	
a. Determines the author's purpose.	

ORIGINAL ASSESSMENT

Two Days in May

Name _____

- At the beginning of the story, what were the animals grazing on?
 - Worms
 - New lettuce
 - Carrots
 - None of the above
- Why did Pap think the deer were in the city?
 - They were looking for food.
 - They heard Sonia call them.
 - They always live in the city.
 - None of the above
- Which animals did they usually see in their neighborhood?
 - Cows
 - Donkeys
 - Pigeons & Squirrels
 - None of the above
- Where did Sonia live?
 - In an apartment
 - In a house
 - In a tent
 - None of the above
- Who wanted to call the Animal Control officer?
 - Sonia
 - Mr. Donovan
 - Peach
 - None of the above
- What did the Animal Control officer want to do to the deer?
 - Take it back to the forest
 - Take it to another city
 - Shoot it because it would starve
 - None of the above

REVISED ASSESSMENT

Benchmarks: This assessment targets 5 of 18	Items from the Assessment That Measure this benchmark
<ul style="list-style-type: none"> Makes predictions from text content. 	9-12
<ul style="list-style-type: none"> Distinguishes fact from opinion. 	6-8
<ul style="list-style-type: none"> Makes judgments and inferences about setting, characters, and events and supports them with evidence from the text. 	9-12
<ul style="list-style-type: none"> Recalls explicit facts and infers implicit facts. 	1-5
<ul style="list-style-type: none"> Recognizes the author's purpose. 	1

Name _____

I can recall explicit and implicit facts. (5)

- 1. At the beginning of the story, what were the animals grazing on?
 - Worms
 - New lettuce
 - Carrots
 - None of the above
- 2. Where did Sonia live?
 - In an apartment
 - In a house
 - In a tent
 - None of the above
- 3. Who wanted to call the Animal Control officer?
 - Sonia
 - Mr. Donovan
 - Peach
 - None of the above

I can distinguish between fact and opinion.

Read each statement, identify if it is fact or opinion (circle your response) and then explain why you think so.

4. The Wildlife Rescue Officer took the deer to the wildlife center and then to the woods to release them.

FACT or OPINION

Explain:

5. The neighbors camped out by the deer waiting for the Wildlife Rescue to call.

FACT or OPINION

Explain:

Step 1. Determine the Big Picture & standards for the unit or time frame.

Step 2. Sketch out (simple and complex) learning goals

- ✧ Unpack the standard by circling the verbs
- ✧ Underline key concepts (vocabulary and context)
- ✧ Write learning goals that represent the standard so they show relationship to the whole – simple to complex, criteria

Step 3. Create an Assessment Plan

- ✧ Identify learning goals on the assessment.
- ✧ Determine each learning goal's percentage of importance or indicate the number of items.
- ✧ Determine the type of method to best assess student proficiency of that learning goal.

Step 4. Create or Revise the Assessment

- ✧ Write or refine items and tasks for each learning goal.
- ✧ Revise a current task to better reflect the learning required.

Step 5. Determine the best use and reporting method.

- ✧ How will the information be used by students?
- ✧ What kind of score (if any) will best represent the achievement?

Step 4. Create or Revise the Assessment

Writing Quality Items

N. Vagle, 2011

Cognitive Level	Methods	Sample Items, Tasks, and Prompts
<i>Evaluation</i> : appraise, argue, assess, attach, choose compare, defend estimate, judge, predict, rate, core, select, support, value, evaluate.	Presentation Project Scenarios	
<i>Synthesis</i> : arrange, assemble, collect, compose, construct, create, design, develop, formulate, manage, organize, plan, prepare, propose, set up, write.	Presentation Projects Scenarios Products Plans	
<i>Analysis</i> : analyze, appraise, calculate, categorize, compare, contrast, criticize, differentiate, discriminate, distinguish, examine, experiment, question, test.	Graphs Essays Projects Scenarios	
<i>Application</i> : apply, choose, demonstrate, dramatize, employ, illustrate, interpret, operate, practice, schedule, sketch, solve, use, write.	Essay Some multiple choice Develop a plan Story boards	
<i>Comprehension</i> : classify, describe, discuss, explain, express, identify, indicate, locate, recognize, report, restate, review, select, translate,	Short answer Short responses Essay Multiple choice Short answer	
<i>Knowledge</i> : arrange, define, duplicate, label, list, memorize, name, order, recognize, relate, recall, repeat, reproduce state.	Multiple choice Short answer Matching	

Secondary Item Samples

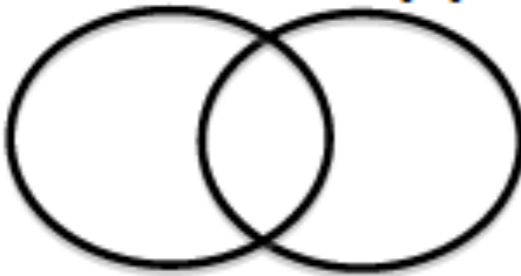
N. Vagle, 2011

Cognitive Level	Methods	Sample Items, Tasks, and Prompts
<p>Evaluation: appraise, argue, assess, attach, choose compare, defend estimate, judge, predict, rate, core, select, support, value, evaluate.</p>	<p>Presentation Project Scenarios</p>	<p>Review an existing energy plan. Determine the strengths and challenges of the plan. How would the public respond? How might the city council respond?</p>
<p>Synthesis: arrange, assemble, collect, compose, construct, create, design, develop, formulate, manage, organize, plan, prepare, propose, set up, write.</p>	<p>Presentation Projects Scenarios Products Plans</p>	<p>Create an energy plan for a specific area of the country given a set of</p>
<p>Analysis: analyze, appraise, calculate, categorize, compare, contrast, criticize, differentiate, discriminate, distinguish, examine, experiment, question, test.</p>	<p>Graphs Essays Projects Scenarios</p>	
<p>Application: apply, choose, demonstrate, dramatize, employ, illustrate, interpret, operate, practice, schedule, sketch, solve, use, write.</p>	<p>Essay Some multiple choice Develop a plan Story boards</p>	<p>Describe the type of energy that might be best used in each situation.</p>
<p>Comprehension: classify, describe, discuss, explain, express, identify, indicate, locate, recognize, report, restate, review, select, translate,</p>	<p>Short answer Short responses Essay Multiple choice Short answer</p>	<p>Explain the pros and cons of energy generated through wind (Iowa).</p>
<p>Knowledge: arrange, define, duplicate, label, list, memorize, name, order, recognize, relate, recall, repeat, reproduce state.</p>	<p>Multiple choice Short answer Matching</p>	<p>Identify the different types of energy. Match description to label.</p>

Elementary Item Samples

Cognitive Level	Methods	Sample Items, Tasks, and Prompts
Evaluation: appraise, argue, assess, attach, choose, compare, defend, estimate, judge, predict, rate, core, select, support, value, evaluate	<ul style="list-style-type: none"> • Presentation, • Project • Scenarios 	Tell why the shape you drew in the box does <i>not</i> follow the rule.
Synthesis: arrange, assemble, collect, compose, construct, create, design, develop, formulate, manage, organize, plan, prepare, propose, set up, write	<ul style="list-style-type: none"> • Presentation • Projects • Scenarios • Products • Plans 	Students review a series of shapes that form a pattern. Then, students are asked to complete a pattern and explain in what context these patterns might be used. Examples are quilt, painting, and architectural design for a building.
Analysis: analyze, appraise, calculate, categorize, compare, contrast, criticize, differentiate, discriminate, distinguish, examine, experiment, question, test	<ul style="list-style-type: none"> • Graphs • Essays • Projects • Scenarios 	Draw a shape in the box that does not follow your rule. <i>What if scenarios:</i> "What would happen if a ball were square instead of round?"
Application: apply, choose, demonstrate, dramatize, employ, illustrate, interpret, operate, practice, schedule, sketch, solve, use, write	<ul style="list-style-type: none"> • Essay • Some multiple choice • Develop a plan • Storyboards 	Write a rule that defines your shape. Choose a shape and draw it.
Comprehension: classify, describe, discuss, explain, express, identify, indicate, locate, recognize, report, restate, review, select, translate	<ul style="list-style-type: none"> • Short answer • Short response • Essay • Multiple choice • Short answer 	
Knowledge: arrange, define, duplicate, label, list, memorize, name, order, recognize, relate, recall, repeat, reproduce, state	<ul style="list-style-type: none"> • Multiple choice • Short answer • Matching 	Identify which shape is different than the rest. Identify the following shapes.

4th Grade Common Core: I can compare and contrast a first-hand and second-hand account. (DRAFT IDEAS FROM NICOLE)

	Rubric	Sample Item: Read the first (Elizabeth's memoir) and second hand account (Newspaper article) of Hurricane Andrew.
4	<p>I can evaluate the effectiveness of a first or second hand account. This means I can explain how the viewpoint being used enhances or distracts from the message of the text.</p> <p>I can create a first or second account of a situation.</p>	<p>For you as the reader, which account best described the situation and gave you a deeper understanding of the situation? Use evidence from the text to explain why you think so.</p> <p>Find a newspaper article that describes an event students might have heard about or experienced. Ask them to write a narrative describing their experience. Write a time you went to the store and bought something you were so excited about. Write about a time your were really scared or really excited. This will require a bit of asking students about their interests and what they are passionate about. Write about a time when you were doing something and you just couldn't stop? (game? etc.) Find an article that describes the impact of games or new applications.</p>
3	<p>I can compare and contrast a first-hand and second-hand account. This means I can analyze how a text is different when told from different perspectives and explain why that is important.</p>	<p>How are the accounts similar and different? Use the venn diagram below to frame your response (or have them write about it).</p> <p><i>Memoir</i> <i>Newspaper Article</i></p> 
2	<p>I can describe the perspective told in first and secondhand accounts.</p>	<p>Both accounts discuss the destruction of schools. From reading both texts, we learn that many students had to attend schools in churches or with students from other districts.</p> <p>✓ What do we learn from Elizabeth about what it was like to go to school after the hurricane?</p>

		✓ What words or phrases in the text make you think this?
1	<p>I can identify whether a text is a first or second account.</p> <p>I can explain what makes an account first or second hand.</p>	<p>Which account is a first-hand account?</p> <p>Which account is a second-hand account?</p>

Revising a current assessment.

1. Identify the cognitive level of each item on the assessment. Use my descriptions below or create your own.

- ✓ Cognitive Level 1 (recall, recognition, identify, compute)
- ✓ Cognitive Level 2 (application, analysis, connections)
- ✓ Cognitive Level 3 (evaluation, synthesis, argumentative literacy)

2. Add up points for each of these categories and make sure the most important concepts receive the most points. Revise to better reflect the standards and what you taught.

Cognitive Level	Learning Goals/Topics	Item Numbers	Total Points	Your Thoughts? Revisions?
Level 1				
Level 2				
Level 3				

Step 1. Determine the Big Picture & standards for the unit or time frame.

Step 2. Sketch out (simple and complex) learning goals

- ✧ Unpack the standard by circling the verbs
- ✧ Underline key concepts (vocabulary and context)
- ✧ Write learning goals that represent the standard so they show relationship to the whole – simple to complex, criteria

Step 3. Create an Assessment Plan

- ✧ Identify learning goals on the assessment.
- ✧ Determine each learning goal's percentage of importance or indicate the number of items.
- ✧ Determine the type of method to best assess student proficiency of that learning goal.

Step 4. Create or Revise the Assessment

- ✧ Write or refine items and tasks for each learning goal.
- ✧ Revise a current task to better reflect the learning required.

Step 5. Determine the best use and reporting method.

- ✧ How will the information be used by students?
- ✧ What kind of score (if any) will best represent the achievement?

Rating Scale

1 2 3 4 5

Specific Curriculum Outcome

4N8 *Demonstrate an understanding of fractions less than or equal to one by using concrete, pictorial and symbolic representations to:*

- *name and record fractions for the parts of a whole or a set*
- *compare and order fractions*
- *model and explain that for different wholes, two identical fractions may not represent the same quantity*
- *provide examples of where fractions are used.*

4N9 *Represent and describe decimals (tenths and hundredths) concretely, pictorially and symbolically.*

4N10 *Relate decimals to fractions and fractions to decimals (to hundredths).*

4N11 *Demonstrate and understanding of addition and subtraction of decimals (limited to hundredths) by:*

- *using compatible numbers*
- *estimating sums and differences*
- *using mental mathematics strategies*

to solve problems.

Please note the information provided above in the rating scale is reflective of this assessment task only.

Comments:

Report by learning target.

Geometry

Name _____

Unit 4 Test: Polygon Properties

Performance Indicator	Questions Assessed	Assessment			
		1	2	3	4
Classify polygons by their sides and angles.	1, 2, 3, 4, 6	1	2	3	4
Use relationships between the interior and exterior angles of polygons to solve problems.	5, 6, 8, 13	1	2	3	4
Use the properties of parallelograms, kites, and trapezoids to solve problems.	7, 9, 19, 11	1	2	3	4
Use midsegment properties of triangles and trapezoids to solve problems.	10, 12	1	2	3	4
Use properties of special quadrilaterals to solve problems	14, 15, 16, 17	1	2	3	4
Write deductive arguments using properties of polygons	18	1	2	3	4
Demonstrate understanding of slope and y-intercepts in graphing linear equations.	14	1	2	3	4
Demonstrate precision	All	1	2	3	4



Student Investment

WHERE AM I GOING?

WHERE AM I NOW?

HOW CAN I CLOSE THE GAP?

SADLER, 1989



Student Investment...

Student Investment is the extent to which students are engaged in their learning and moving towards being independent in describing where they are and how to grow. When deep student investment exists, the culture of the school and classroom is focused on learning and students exert power in using instruction and assessment activities to understand where they are in their learning. This information leads to action where students strive to thrive – meaning they are taking steps forward in their learning and seeing value, relevance and meaning in their work. Students gain confidence and efficacy in these spaces because they are seeing results. Dylan

Practical Strategies

Here are a few practices that promote this type of culture: **Students...**

- Have language to describe their learning (i.e. I can statements posted in classrooms, on assessments, homework, by the student work that reflects the learning, on rubrics)
- Have a clear idea of **quality** and not-so-quality work (i.e. students are looking at work and describing what's good, what needs work, and how to make it better or solve it more effectively)
- **Take action** on descriptive feedback (i.e. taking comments from a teacher, peer or other and using them to improve or fix their work)
- **Revise their work** (i.e. actively reviewing their errors and fixing their work or improving their writing or presentations)
- **Self-reflect** on what the assessment means in terms of their learning (i.e. using their assessments to identify strengths and next steps)
- **Set Goals** based on assessment information
- **Make an action plan** (in partnership with teachers) to achieve their goal and improve (i.e. teachers provide opportunities to act on the plan and require students act on their plan – it could be their homework, it could lead to in class activities and instruction)
- **Share their work and plans to improve** (i.e. through the simple act of sharing their work and how they changed it or how they plan to improve it, we hold students accountable to learning versus just compliance)

Efficient & Effective Feedback

Efficient & Effective Feedback

PURPOSE

Efficient & Effective Feedback

PURPOSE

RUBRICS FRAMED WITH POSITIVE LANGUAGE

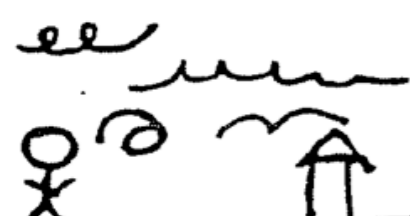


Rubrics Can Provide Feedback

	Achieved Beginning Level	Achieved at Basic Level	Achieved at Standard Level	Achieved Beyond Standard Level
I can interpret data and draw conclusions.	<p>Statements identify variables in the graph. May read the variables in accurately.</p> <p>With help, students read the data accurately.</p>	<p>Statements of interpretation describe what they data says at face value.</p> <p>For example, 25 students chose soccer as their favorite sport.</p>	<p>Statements depict relationships among data collected. For example, Soccer was the most favored sport with 25 people choosing it. Football came in a close second with 22 votes.</p> <p>Conclusion statements reflect potential reasons why the data came out the way it did.</p>	<p>Conclusion statements make predictions about what this data means for future events or circumstances.</p> <p>For example, given how popular soccer is on our class, many students will probably watch the world cup this weekend.</p>

Scoring Guide or Checklist

I can create graphs from a data set.

- An appropriate scale
- Consistent intervals
- Clear labels
- Clear headings
- Accurately reflect the data
- Color enhances meaning of the data (versus just making it look nice)

Stage 1	Stage 2	Stage 3	Stage 4	Stage 5
	<p>I ee AA BB XXO L FFOO</p> 	 <p>T=Tree G=grass</p>	<p>i PLASR (I play soccer)</p>	<p>I LOVE SKI. is. GRAT.</p>
<ul style="list-style-type: none"> • Scribbles from left to right • Draws pictures only 	<ul style="list-style-type: none"> • Uses letters in drawings 	<ul style="list-style-type: none"> • Uses beginning sounds only to communicate about drawings • Uses beginning and ending sounds with teacher guidance to write words 	<ul style="list-style-type: none"> • Independently uses beginning, ending, and middle sounds to write words. • Reads writing back to teacher • Uses sound spelling to write a sentence 	<ul style="list-style-type: none"> • Writes recognizable words as well as uses sound spelling to write sentences • Writes from left to right • Is aware of spaces between words • Experiments with

Another example.....

I can draw conclusions based on the events in a text and their relationships.

The article describes certain causes for using physical force. Based on these causes and the possible positive or negative effects of using physical force, read the following scenario:

You have taken the bus to the mall to hang out with some friends. As you round the corner, just about to the place you planned to meet, there are a few older kids coming toward you. Your intuition or gut tells you they intend to mess with you (or cause a bit of trouble).

Given the information in the article, how would you respond if you were in this situation? Consider the bullets below in writing your response.

Possible Score of 3	<ul style="list-style-type: none">• Clearly states how you would respond (conclusion)• Clearly explains why you would respond in this way• Uses evidence from the text to show why
---------------------	--

Efficient & Effective Feedback

PURPOSE

RUBRICS FRAMED WITH POSITIVE LANGUAGE

PICTURE OF QUALITY

Efficient & Effective Feedback

PURPOSE

RUBRICS FRAMED WITH POSITIVE LANGUAGE

PICTURE OF QUALITY

STEP TOWARD STUDENT REGULATION

Efficient & Effective Feedback

PURPOSE

RUBRICS FRAMED WITH POSITIVE LANGUAGE

PICTURE OF QUALITY

STEP TOWARD STUDENT REGULATION

COLLABORATIVELY WRITTEN COMMENTS

Writing Collaborative Comments

Name _____

Strength:

Next Step:

YOUR PLAN TO ACT:

Name _____

Strength:

Next Step:

YOUR PLAN TO ACT:

Efficient & Effective Feedback

CONSIDER THE TIPS & EXAMPLES ON EFFICIENT & EFFECTIVE FEEDBACK...

*WHICH MIGHT BE SOMETHING YOU WOULD try or share?

*OTHER ideas THAT EMERGE? (THINGS YOU'VE DONE, SEEN, OR THOUGHT ABOUT)

*questions OR challenges THAT ARISE?

COLLABORATIVELY WRITTEN COMMENTS

Feedback from Students to Teachers is Powerful. (Hattie, 2009)

The comments written on my papers help me learn more.

Strongly agree

Agree

Disagree

Strongly disagree



Class Activity: _____ Date: _____

Name: _____

The best part of this activity was _____ because _____

The most challenging part of the activity was _____

1. From this activity, I learned _____.
2. If I had to do one thing over again, it would be to _____.
3. The next time we do this activity, let's change it by _____.

Figure 2.5: Sample exit slip for secondary students.

Class Activity: _____ Date: _____

Name: _____

Rate this activity by shading in the number of stars that describes your feelings. Then draw a picture or use a few words to describe your thinking.

5 stars—It was the best! It was fantastic! It made me think!

4 stars—I learned and enjoyed most of it.

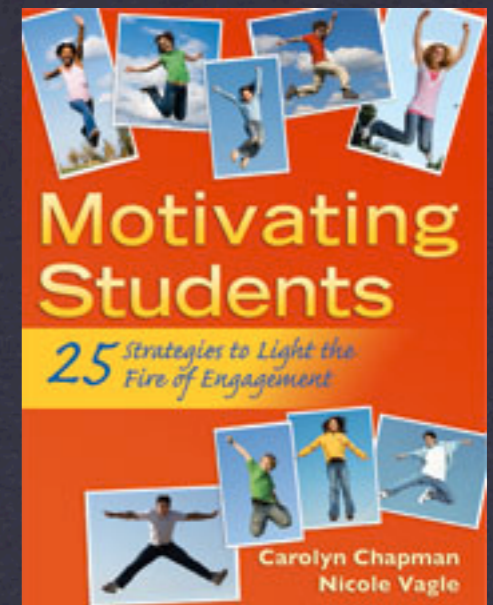
3 stars—I learned, but I have some questions.

2 stars—I liked some of it. I learned a little bit.

1 star—It wasn't fun, and I didn't learn. I was bored or confused.

★ ★ ★ ★ ★

Figure 2.6: Sample exit slip for elementary students.



CHAPMAN & VAGLE, 2011

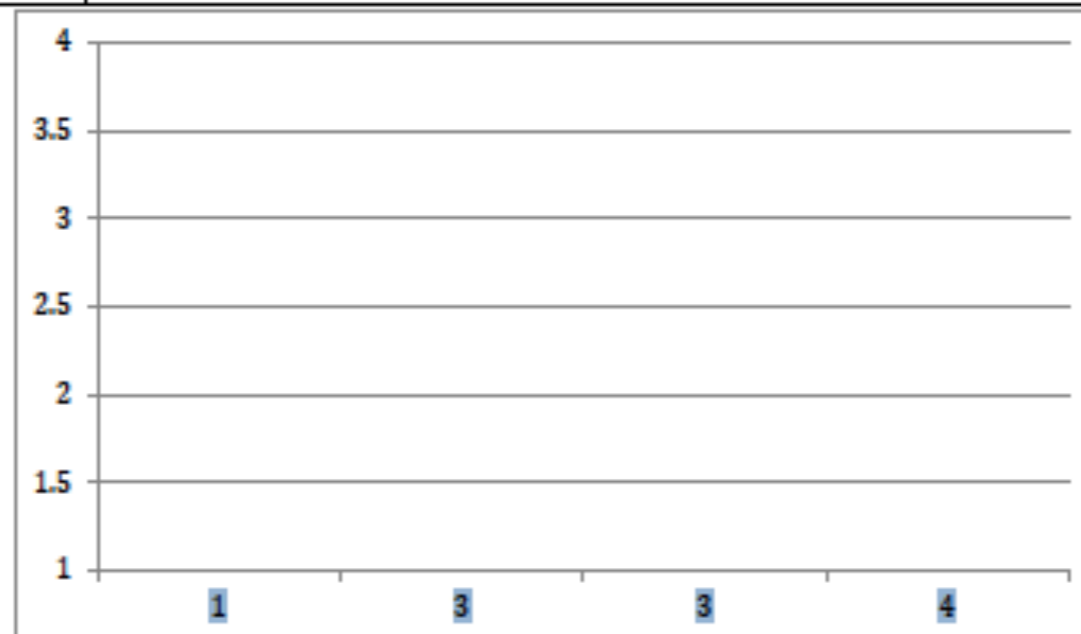
Charting progress is another common example of student investment. In some cases, students were plotting their progress over time on certain skills. This visual is a powerful motivator for students. In the following examples, students are working on one high-powered skill multiple times over the year or the unit, depending on the time frame. The first example has a 4 point rubric for reading and the next for data analysis and drawing conclusions. The key is that students are tracking their scores and revising and learning more in between assessments.

EXAMPLE 1: Reading Tracking

I can summarize. This means I can identify the main idea and the most important details that support the main idea.

Assessment Task

4	With deep understanding of the text, connections are made to other texts, experiences, or other concepts.
3	Accurately identify the implied main idea. In your own words, you explain specific details that support the main idea.
2	Accurately identify the implied main idea. Take specific details directly from the text. It's not clear how the specific details support the main idea.
1	Describe ideas from the text without identifying the main idea.



Assessment

Assessment

Assessment





Assessment

Examples for Review

Name _____ Grade 2 CFA

Part 1. I can identify coins and their amounts.




Coin	What's the VALUE of the coin?	What's the NAME of the coin?
		
		
		
		

penny
nickel
dime
quarter

Part 2. I can use what I know about coins to add money.

Scoop and Total

(Scoop the coins from the bag, draw the coins, and add the total)

1.		28¢
2.		
3.		
4.		
5.		

Part 3. I can use what I know about money to solve real problems.

Sara loves chocolate. The candy bar costs 25 cents. Her friend, Tasha, loves skittles. They cost 35 cents.

How much money will it cost for the two treats? _____

Draw the coins you would use to pay for these treats. Use the symbols below that use the first letter of the name of the coin inside a circle.





Draw symbols to show one possible solution.

Draw another possible solution using the symbols to represent coins.

Explain how you got your answer. Use words and pictures.

Rate your confidence level by circling the phrase that best describes how you think you did.

I am confident I understand.	➔	I knew what to do but have some questions.	➔	I was unsure about what to do.	➔	I guessed.
						

Pause & Ponder

How does the Design in 5 process help align and map assessment practices?

Which aspect of the Design in 5 process is familiar and strong in practice?

Which aspect of the Design in 5 process needs some focus?

Why might this be important to consider in supporting your work?

Nicole Vagle

nvagle@gmail.com

Thank you.