Colorado Content Collaborative

Assessment Review Tool

Determining High-Quality Content Assessments

2012

This presentation is designed for educators to gain a deeper understanding of the purpose of the *Content Review Tool* and how to record information that will provide educators with a clear sense of whether an assessment is of a high-quality and suggestions for ramping up its quality. Please have a copy of your review tool in front of you while reviewing this presentation.

Objectives

Collaborative members will be able to understand:

- the purpose and use of the Content Review Tool
- the criteria established for determining high quality assessments
- the changes made to the Content Review Tool
- how to respond to the questions associated with each criteria
- the purpose for recording strengths and suggestions for each criteria
- the assessment review time and process

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Through this presentation users will be able to understand:
- the purpose and use of the Content Review Tool
- the criteria established for determining high quality assessments
- the changes made to the Content Review Tool
- how to respond to the questions associated with each criteria
- the purpose for recording strengths and suggestions for each criteria
- the assessment review time and process

Agenda

- Colorado Content Collaboratives role in identifying high quality assessments
- Content Review Tool
  1. Purpose
  2. Criteria
  3. Questions and sample responses
  4. Strengths and suggestions
  5. Review process

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The agenda for this presentation will be to:
- Identify the Colorado Content Collaboratives role in identifying high quality assessments;
- Identify the purpose and criteria of the Content Review Tool;
- Explain the questions with sample responses, including the changes that were made to the tool and why;
- Explain the types of responses necessary for the strengths and suggestions in each criteria section, using examples;
- And finally the review process.

Colorado Content Collaboratives

Content Collaboratives help support the educator evaluation system through assessment review.

During the assessment review process:
- Evaluate a variety of assessments
- Make a recommendation:
  - Include in the resource bank
  - Include with modifications
  - Do not include in the resource bank

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The Colorado Content Collaboratives have been created to help populate the bank of resources to support the work of Colorado school districts in the implementation of the new educator evaluation systems. These assessment results will contribute to important decisions about educator quality. And, there is also the likelihood that district personnel would like to use many of the assessments to support instructional decisions, as well.

During the assessment review process, the Colorado Content Collaboratives have been charged with evaluating a variety of assessments that have been brought forth by the content research experts as being worthy of considering for assessing student understanding and mastery of the standards. After reviewing these assessments, Collaborative members will make a recommendation on whether the assessment should be included in the resource bank, whether to include the assessment if it could be modified to meet the criteria marked as "does not meet" or "partially meets", or to not recommend the inclusion of the assessment in the resource bank.

High-Quality Assessments

- Clearly identify what standards, knowledge, and skills students are expected to demonstrate and how well they are expected to know this information.

- Explicitly identify the evidence expected in student work to demonstrate the expected knowledge and skills.

- Identify the task or tasks that demonstrate the evidence of student learning.

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In an effort to support what it will take to implement state policy (SB 191) and move towards a more meaningful teacher evaluation system, the content Collaboratives will review assessments to ensure the recommendation of those which meet the high-quality criteria. From a broad perspective, when selecting high-quality assessments for the resource bank, teachers should be able to:

1. Clearly identify what standards students are expected to demonstrate understanding of, as well as what knowledge and skills are integrated into the assessment and how well they are expected to know this information;
2. Explicitly identify what evidence is expected in the student work to demonstrate the expected knowledge and skills; and
3. Identify the task or tasks that elicit the evidence of student learning.

High-Quality Assessments
Criteria
- **Alignment**
  - Colorado Academic Standards & Grade Level Expectations
  - Depth-of-Knowledge
- **Scoring Guide**
  - Fair & objective
- **Fair and Unbiased**
  - Formatting
  - Vocabulary & Language
  - Accommodations
- **Opportunities to Learn**
  - Engaging
  - Provide information about student performance
  - Inform teacher's instructional plans
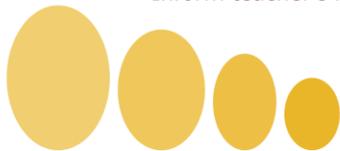
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More specifically, the criteria for determining high-quality assessments are based on the following:

- **Alignment.** In the process of evaluating assessments to measure student achievement, we want to ensure the assessments support the Colorado Academic Standards and Grade Level Expectations, including the intended Depth-of-Knowledge of the corresponding standards.
- **Scoring Guide**. When measuring student learning there should be a fair and objective tool. Although scoring of constructed responses can be subjective, the clearer the scoring criteria are, the more reliable the scores will be. In addition, the inclusion of exemplars assists in reliable scoring of student work.
- **Fair and Unbiased**: Measures of student learning should provide access and opportunity for all students, including students with disabilities, English Language Learners, and gifted and talented students. By ensuring appropriate formatting, vocabulary and language, and accommodations all students are able to demonstrate their understanding of the concepts and skills.
- **Opportunities to Learn**. Because we want assessments that will demonstrate student understanding, assessments should engage students in authentic situations that can be generalized to other content areas and other contexts. The information gained from the student work should allow teachers and parents to have a clear sense of a student's understanding of the learning expectations. In addition, the assessment should clearly allow the teacher to know how to use the

results to plan for future instruction.

High-Quality Assessments
Review Process

- **Establish Content Review teams**
- **Select an assessment to review (performance task, set of short constructed responses, selected responses)**
- **Provide each person with a copy of the review tool, the assessment, scoring guide, and DOK reference sheets**
- **Designate a recorder and facilitator**
- **Come to consensus of the assessment recommendation for the resource bank**
- **Review for clarity and completeness**

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Let's take a look at the review process...
- The Content Review teams are comprised of content specific members representing elementary, middle, and high school. Teams can also be formed with cross-content members representing a specific grade level (e.g., all high school teachers of different content areas).
- Each team selects an assessment, which can be in the form of a performance task, set of short constructed responses, or selected responses (e.g., multiple choice, true/false).
- Each person should have a copy of the review tool, a copy of the assessment along with the scoring rubric or guide, and the DOK reference sheets. If there are additional materials, such as anchor papers or teacher directions, these do not need to be copied for all, but should be accessible for examination.
- Each review team should designate a recorder to electronically record the "official" comments and a facilitator to keep the group focused on the assessment and criteria.
- Prior to electronically submitting the review tool for each assessment, the team should come to consensus on whether the assessment meets the necessary quality content and design standards for recommendation to the resource bank.
- In addition, since these tools will be shared with the public, review teams will want to ensure that all sections of the tool have been completed in a clear manner with a summary under each section under strengths and suggestions.

High-Quality Assessments
Item Types – Select all that apply

- **Selected Response**
- **Short Answer**
- **Extended Response**
- **Product**
- **Performance**

NEW
- **Process** – creation, development, design, exploration, imagining, visualization, experimentation, invention, revision

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The review process begins on the <u>Profile Tab</u> in which all item types are listed. Some assessments may have several parts to them such as selected response items including multiple choice items, short constructed responses, and an extended response. Upon review of the assessment, all item types that that are on the assessment should be identified. In this list, the **Process** item type has been added since March 2012. When students are assessed on the process, as well as the performance or product, this item type should be selected. For example, when students are expected to design an experiment, which is the **process**, as well as conduct the investigation, which is the **performance**, and are scored on both, then process and performance would be selected from this list.

High-Quality Assessments
Item included – Select all that apply

· **Teacher directions**
· **Scoring Guide or Rubric**
· **Sample Evidence**
· **Materials**
· **Student Directions**
· **Assessment Task/Prompt**
· **Other???**

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In addition, assessments may include a variety of information, including teacher directions which are different from student directions, materials, scoring guides, or samples of student work. All information that is included with the assessment should be checked. It might also be worth noting what other information might provide greater clarity for administering and scoring the assessment.

Content Alignment

1a
- Identify intended grade level identified on the assessment being reviewed
- Identify the CO Academic Standards and Grade Level Expectations that **match** the expectations on the assessment
  - Take note of expectation differences between CO and other states. Are there grade level differences between CO and the other state? Are there expectations on the assessment not found in the CO Academic Expectations?

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Let's look at alignment…

The Colorado Academic Standards and the Grade Level Expectations identify what students should be able to know and demonstrate at each grade level. In order to ensure that the expected knowledge is being measured the assessment must clearly match, or be aligned, to the identified academic standards. Because assessments being reviewed may be from states other than Colorado, review teams will need to match the Colorado Academic Standards with the other states' standards to determine if there is a clear alignment. Some **differences** to take note of include:

1. Differences in expectations from one grade to another – In Colorado an expectation may be at a lower or higher grade than identified in another state. The assessment may be a high-quality assessment, but this may change which grade would take the assessment. When noting the grade level in **1a** the intended grade level should be identified. However, once the CO Academic Standards and Grade Level Expectations are identified, it should be noted that the grade levels do not align. This information will be included when determining the content match in section **1d**.

2. Not an expectation in Colorado –States may have different expectations than Colorado. Again, the assessment may be of a high-quality, but the expectation does not match with the expectations in Colorado. Should this occur, the expectations should be briefly identified in **1a** and clearly noted that these expectations are not expected in Colorado.

Rigor Alignment

1a
- Identify intended Depth-of-Knowledge (DOK) of the Grade Level Expectation using the Evidence Outcomes.
- Identify the DOK of the assessment question(s) using the DOK matrices and reference sheets.
- There should be a match between the Grade Level Expectations DOK and the assessment question(s) DOK.
  ➢ Take note of similar content, but different levels of questions. For example:

Expectation: Read a text, analyze the development of the setting, events, and/or characters within a historical context, supporting assertions with textual evidence. **DOK Level 3**

Assessment: Read the same text, identify and summarize the connections between the characters, events, and setting. **DOK 2**

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The rigor or Depth-of-Knowledge of the CO standards and Grade Level Expectations should also be fully aligned. The Evidence Outcomes within the CO Grade Level Expectations identifies the intended DOK. Using the DOK matrices and reference sheets will assist in determining the DOK level of the assessment questions. Within the GLE, there may be a variety of DOK levels and some assessments may also have multiple DOK levels. Be aware that there should be an alignment of these expectations and the DOK levels.

Also, although the content may be the same, sometimes the level of rigor is different on an assessment. For example, if the academic expectation is for students to be able to read a text, analyze the development of the setting, events, and/or characters within a historical context, supporting assertions with textual evidence BUT the assessment asks students to read the same text, identify and summarize the connections between the characters, events, and setting, there is a misalignment of the DOK. In this case, the academic expectation is a **Level 3**, whereas the assessment task is a **Level 2**.

Content Knowledge/Concepts

1b What students are expected to **know** about the content.

Examples:
- Explain differences between local, state, and federal government
- Analyze staging choices
- Explain the steps of a science investigation

Additional examples found on the Review Tool:
- Recognize musical notes
- Explain different forms of government
- Use mathematical operations
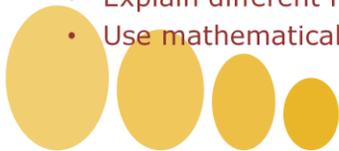
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The content knowledge and concepts are what students are expected to **know**. These can be identified from the academic expectations, but the standard does not need to be copied here. It is sufficient to record:
- Explain differences between local, state, and federal government;
- Analyze staging choices
- Explain the steps of a science investigation

Examples have been provided on the review tool and include:
- Recognize musical notes
- Explain different forms of government
- Use mathematical operations

Skills/Performance

1c What students are expected to **do** on the assessment.

Examples:
- Make predications and observations using multiple senses and prior knowledge
- Complete a graphic organizer
- Identify similarities and differences
- Read a graph

Additional examples found on the Review Tool:
- Organize information
- Create a diagram
- Use a computer
- Write a multiple-paragraph essay

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The skills or performance assess is what students are expected to be able to **do** on the assessment. These can be identified from examining the assessment, but the content does not need to be recorded here. It is sufficient to record:
- Make predictions and observations using multiple senses and prior knowledge
- Complete a graphic organizer
- Identify similarities and differences
- Read a graph

Examples have been provided on the review tool and include:
- Organize information
- Create a diagram
- Use a computer
- Write a multiple-paragraph essay

Knowledge and Skills

Why is it important to identify the knowledge and skills?

Allows teachers to ensure that students are prepared for both the content

and

the manner in which they are assessed,

thus… setting students up for success.

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The identification of the **knowledge** and **skills** will allow teachers to ensure that students are prepared for the both the content and the manner in which they are assessed, thus setting students up for success.

Considering the information identified in sections **1a – 1c**, a determination should be made on the extent of a content match between academic standards and the assessment items, as well as the match between the cognitive rigor of the academic standards and the assessment items.

Evidence should be included that provides an example of what was determined. For example, a review team might identify a **partial match** of the content and write:

> The standard expects students to *give examples illustrating how various governments and citizens interact and analyze how these interactions have changed over time*. The assessment expects students to **only** *give an example of how governments and citizens interact*.

Overall Cognitive Match

1e   Cognitive Match between academic standards and the assessment items

Example: More rigorous

* The standard expects students to *group works of art based on like characteristics and expressive features of art and design*. The assessment asks students to *group works of art and **analyze** the characteristics and expressive features of art and design*

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An example of what might be written for cognitive alignment might be where the review team determines that the assessment is **more rigorous** than the standard:

> The standard expects students to *group works of art based on like characteristics and expressive features of art and design*, however the assessment asks students to *group works of art and **analyze** the characteristics and expressive features of the art and design*.

Scoring Guides

- Clear guidelines and criteria

2a
- All scoring guides or answer keys should be aligned to Colorado Academic Standards.
- Evidence with an **answer key** includes an explanation of how the correct responses and distractors align to the academic standards.
- Evidence with a **rubric** or **scoring criteria** includes an explanation of the assessment expectation and the score categories

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The scoring guide should provide clear guidelines and criteria to ensure students are evaluated in an objective manner with reliability amongst those scoring the assessment.   There are a variety of ways an assessment can be scored and sometimes different parts of one assessment may be scored in different ways. Please be sure to check all the types of scoring guides used for the assessment.

If the assessment includes selected response items (multiple choice, true/false) the review team will want to examine the answer key for explanations of the correct responses and the distractors to ensure alignment to the Colorado Academic Standards. Steps 2b-2e will not apply.

All scoring guides should be aligned to the Colorado Academic Standards and examples from the scoring tool should be provided.

Rubric or Scoring Criteria

Example:

The rubric includes the following score categories:
- **Purpose** which includes context, controlling idea (opinion), evidence of understanding the topic, reflections/connections related to the opinion, and/or reflections on selected elements of the topic.
- **Organization** which includes the overall coherence, information presented in a logical, cohesive manner, use of transitions to connect ideas.
- **Details/elaboration** which includes descriptions, explanations, comparisons, analogies, examples, facts or sensory and concrete details to support the point of view.
- **Voice & tone** of a knowledgeable person includes precise language, sentence structure, and a variety of sentences.
- **Conventions of Standard English** including grammar, usage, and mechanics.

These categories are aligned to the standard of **writing an opinion piece about a topic , stating an opinion (purpose), reason for the opinion (details/ elaboration), and a closure (organization).**

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For example –

The rubric includes the following criteria:
- **Purpose** which includes context, controlling idea (opinion), evidence of understanding the topic, reflections/connections related to the opinion, and/or reflections on selected elements of the topic.
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- **Voice and Tone** of a knowledgeable person includes precise language, sentence structure, and a variety of sentences.
- **Conventions of Standard English** including grammar, usage, and mechanics.

These categories are aligned to the standard of writing an opinion piece about a topic, stating an opinion (purpose), reason for the opinion (details/elaboration), and a closure (organization).

Rubric or Scoring Criteria

2b – Clearly defined score categories across performance levels

Example 1: Excerpt from a visual arts rubric
Level 1: The artwork appeared rushed and ineffective
Level 2: The student created a painting which showed some signs of thought as to color application as it relates to invoking a feeling and some good brush work or other method of effective application of color to convey a feeling.
Level 3: The artwork included dynamic color use and application of paint to invoke a feeling to the viewer.

Needs clarity:
Level 1 – what does the color and application of paint look like?
Level 2 – what does the color application and "good" brush work look like?
Level 3 – clear description of color, but what does the application look like?

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2b – 2e should be answered when reviewing a rubric or scoring criteria.

In this review, the score categories should be clearly defined and found across all performance levels. It is important to note if one level is based on subjective criteria, but another performance level has observable criteria. Let's look at a part of an art rubric as one example:
Level 1: The artwork appeared rushed and ineffective
Level 2: The student created a painting which showed some signs of thought as to color application as it relates to invoking a feeling and some good brush work or other method of effective application of color to convey a feeling.
Level 3: The artwork included dynamic color use and application of paint to invoke a feeling to the viewer.

In this example, the Level 1 descriptor is subjective and not clearly defined. This level would benefit from a revision that addresses the use of color and application of paint and what feelings it might invoke on the viewer. Level 2 includes some information about color application and brush work to convey a feeling. Again, it would be beneficial to include more specific information about what "signs of thought for color application" and "good" brush work might look like. Level 3 is more specific about using a dynamic color, but there is a lack of clarity about the application.

Rubric or Scoring Criteria

2b – Clearly defined score categories across performance levels

Example 2: Excerpt from a Scientific Communications and Using Data rubric

Level 1: Did not use, or inappropriately used scientific representations and notations (e.g., symbols, diagrams, graphs, tables, etc.)

Level 2: Attempted to use appropriate scientific representations and notations, but were incomplete (e.g., no labels on chart).

Level 3: Effectively used scientific representations and notations to organize and display information.

Greater clarity:

Level 1 and 2 – specifically identifies expected response in student work.

Level 3 – using the information from Levels 1 & 2 provides clarity of expectations.

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Let's look at a science rubric for Scientific Communications and Using Data as a second example:

Level 1: Did not use, or inappropriately used scientific representations and notations (e.g., symbols, diagrams, graphs, tables, etc.).

Level 2: Attempted to use appropriate scientific representations and notations, but were incomplete (e.g., no labels on chart).

Level 3: Effectively used scientific representations and notations to organize and display information.

In this example, Level 1 and 2 identify specific information expected but not found in the student work. This information provides clarity and coherence across all score levels allowing for greater reliability amongst the scorers.

Rubric or Scoring Criteria

2c – Demands of the Task

Example: Task Expectations
1) Create a map of the countries in North America
2) Explain how the countries are neighbors, friends, and partners
3) Identify the similarities and differences of the geography, culture, and economics of the countries in North America

Rubric Criteria:
1) Similarities and differences of the geography, culture, and economics of the countries in North America

The degree of the rubric addressing the demands of the task is weak.

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It is also necessary to determine whether the rubric or scoring tool addresses all the demands within the assessment. If an assessment expects students to create a map or reflect on a performance, for example, the rubric should also reflect criteria for evaluating these expectations. The review team will want to consider whether the rubric includes criteria for scoring all of the demands, some of the demands, or perhaps only one of the demands.

For example: If the task asks students to create a map of the countries in North America; explain how the countries are neighbors, friends, and partners; and identify similarities and differences of the geography, culture, and economics of the countries BUT the rubric only scores students on their comparison of the countries, the degree of the rubric addressing the demands of the task is weak.

Rubric or Scoring Criteria

2d – Lead to different raters arriving at the same score

**Level 1**: The artwork appeared rushed and ineffective
Level 2: The student created a painting which showed some signs of thought as to color application as it relates to invoking a feeling and some good brush work or other method of effective application of color to convey a feeling.
Level 3: The artwork included dynamic color use and application of paint to invoke a feeling to the viewer.

What does rushed and ineffective look like to you?
What does rushed and ineffective look like to me?

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Let's go back to the arts rubric -
Level 1: The artwork appeared rushed and ineffective
Level 2: The student created a painting which showed some signs of thought as to color application as it relates to invoking a feeling and some good brush work or other method of effective application of color to convey a feeling.
Level 3: The artwork included dynamic color use and application of paint to invoke a feeling to the viewer.

And let's look specifically at Level 1 – rushed and ineffective. Although the task may provide some guidance in the expectations, what is rushed and ineffective to one rater, may be very different to another rater. This lack of clarity will create differences in scoring student work.
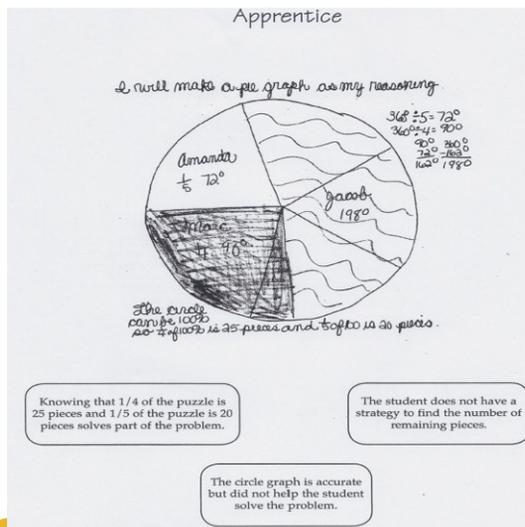
Student work along with annotations helps to provide clarity about what the task is asking students to do and how to interpret the criteria on the rubric. If these are provided, do they provide clarity? If not, would it help to have them included? If the task and rubric are clear, they may not be necessary, but the review team will need to make this determination. Take a look at the annotations on the example provided… would this help?

Fair and Unbiased

3a – Visual presentation

Consider the age group of the students that the assessment is intended for:

- Is the font the appropriate size?
- Is there enough white space between paragraphs of information?
- Is there enough white space for students to record their responses?
- Are there lines provided for students to record their answers?
- Are the illustrations and graphics clear and readable?
- Do the illustrations and graphics support the written text?

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Assessments should be fair and unbiased. In other words, it should provide opportunity and access for all students to be able to demonstrate the depth of their understanding.

One way we think about fair and unbiased is through the presentation of the assessment. When reviewing the student directions and/or prompt consider the age group of the students and whether the font is appropriate, whether there is enough white space between paragraphs of information or where students are expected to record their responses. If the intended group of students are in the primary grades, are lines provided for them to record their answers on? Are the illustrations or graphics clear and readable? Do they support the written text?

Fair and Unbiased

3b – Written Text

Consider:
- Is there unnecessary information?
- Can the student identify the actual prompt or question?
- Is the prompt one that students engaged in the assessment would have knowledge of?

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When reviewing the assessment consider whether the task and questions clearly communicate what students are expected to do. Sometimes assessments have a section on background information about what was previously learned, a section setting students up for the "authentic" situation, and then state the actual question that students are required to answer. Young children can get lost in this information. Consider how much is necessary and whether some information should be eliminated.

Fair and Unbiased

3c – Vocabulary and Context

Consider:
- Are the concepts familiar with the students taking the assessment?
- Are there stereotypes, **AMERICANS DRIVE BIG CARS**
- cultural biases, Linda had chowder and a bun before noon VERSUS Linda had chowder and a bun for lunch.
- or statements of discrimination

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Another consideration is the vocabulary and context of the assessment. Students in different areas or regions may not be familiar with concepts that are commonplace in other areas. For example, students who live near the ocean would be more familiar with sea life, beaches, and ocean safety; whereas, students who live in Colorado may have less knowledge of these concepts. In addition, the assessment should be reviewed for other biases including:

- Stereotypes – **Americans drive big cars**
- Cultural bias – **Linda had 3 tamales and 2 tacos before noon** would be difficult for an Arabic-speaking English Language Learner who had just arrived in the U.S. to figure out the meaning of the words "tamales" and "tacos". However, with two minor changes it becomes clear that "tamales" and "tacos" refer to food. **Linda had 3 tamales and 2 tacos for lunch.**
- Statements of discrimination

Fair and Unbiased

3d – High Level of Academic Language

Is the language appropriate for the grade-level? Consider:
- Technical language
- Multiple meaning words and phrases
- Idiomatic expressions
- Nuances & shades of meaning

Also consider:
- The amount of written text
- Structures of speech
- Variety of sentence types
- Types and variety of grammatical structures
- Match of language forms to purpose

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When considering the language, review teams will also consider the academic level of the vocabulary used in the assessment and whether it is appropriate for the students taking the assessment. For example, in a music assessment young students asked to examine a composition. Is this language appropriate or would it be more appropriate to ask students to examine an essay? Other vocabulary considerations are use of technical language, multiple meaning words and phrases, idiomatic expressions, and nuances and shades of meaning.

Other areas to consider are:
- The amount of written text
- Structures of speech
- Variety of sentence types
- Types and variety of grammatical structures
- Match of language forms to purpose

Fair and Unbiased

3e & 3f – Accommodations

Presentation Accommodation example: text read aloud vs. text read independently

Response Accommodation example: dictating response as the teacher scribes

Setting Accommodation example: sitting alone rather than in a group while responding to the assessment

Timing and Scheduling Accommodation example: administering the assessment in the morning when the student is more alert

Linguistic Accommodations – reducing the linguistic load of an assessment

Identify what appears to be significant accommodations to be considered.

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Some assessments provide a list of accommodations that are or are not permitted for the assessment. For example, if the assessment is determining whether a student understands the meaning of idiomatic expressions, a **presentation accommodation** may be that the question is read to the student. Although understanding idiomatic expressions is a "reading" assessment, having the question read aloud will not provide an unfair advantage to a struggling reader in demonstrating their understanding. An example of a **response accommodation** may be having a student dictate a response as the teacher scribes in response to explaining a food chain.

Other possible accommodations are provided which include:
- Setting accommodations
- Timing and scheduling accommodations; and
- Linguistic accommodations

The review team will want to consider the types of accommodations that could be considered to ensure access to the content. Obviously, it would be impossible to list all of them, however, if one or two stand out, this should be included in the team's response.

Increases Opportunity to Learn

4a – Identify whether the assessment allows students to demonstrate their learning through the lens of something other than a routine response.

- Real world situation
- New context from which the content was learned
- Different situation
- Intriguing problem or challenge

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This final section of the review process focuses on the opportunities the assessment provides for students to transfer knowledge, for parents to understand the progress their child is making, and for teachers to use the information to plan future instruction.

Review teams will want to determine if the assessment allows students to demonstrate their learning through the lens of something other than a selected response or even a routine constructed response. These prompts could be in the form of a real world situation, a context different which the content was learned, or through an intriguing problem or challenge. If so, an explanation of examples should be included. For example, a prompt may have students using what they have learned to write an article for a children's newspaper, such as Scholastic news.

Increases Opportunity to Learn

4b – Knowledge and Skills

Remember: Knowledge and skills are what students are expected to **do** on the assessment.

What are the knowledge and skills expected on the assessment and are they the best response methods to determine what students have learned? Examples might include:

- Make predictions
- Complete a graphic organizer
- Read a graph
- Create a diagram
- Write a multiple-paragraph essay

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4b focuses on whether the knowledge and skills. Remember, these are what students are expected to be able to **do** on the assessment. This question asks whether asking students to make predictions, complete a graphic organizer, or read a graph, for example, are the best response methods to determine what students have learned in the classroom. Would there have been a more effective way to determine student understanding of the content?

Increases Opportunity to Learn

4c – Assessment results

Assessment results should provide valuable information for the student and parent.
- What has the student learned well?
- Where does the student need additional help?
- What area(s) does the student struggle?

Consider the content area and the assessment. What information can be shared from
- a multiple choice assessment?
- a constructed response assessment?
- A performance task?

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An assessment should provide valuable information for the student and parent. The assessment results should indicate:
- What has the student learned well?
- Where does the student need additional help?
- What area or areas does the student struggle?

The review team will want to determine whether the results can foster meaningful dialogue about expectations and student outcomes in a particular content area. Consider what information can be shared from a multiple choice assessment? … from a constructed response assessment? … from a performance task?

Increases Opportunity to Learn

4d – Academic Excellence

Developing **expertise** or **academic excellence** in **content** requires opportunities for students to transfer knowledge and skills beyond the **context** in which they were learned.

Does the assessment communicate to students the need to develop the recognition to apply learned information to a new situation?

Examples to consider **YOUR** specific content area:
- Does analyzing and critiquing something viewed or read communicate expectations for expertise or academic excellence?
- Does an assessment that has students determining true or false statements communicate expertise or academic excellence?
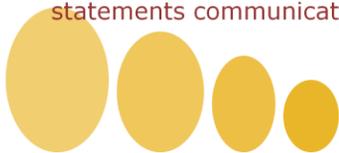
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Providing students opportunities to transfer knowledge and skills beyond the context in which they were learned helps students to develop expertise in the content. When reviewing an assessment, the team should determine to what extent it communicates to students the need to develop the recognition to apply learned information to a new situation. This recognition creates the academic excellence necessary for students to be successful. Consider, for example, an assessment that requires students to analyze and critique something viewed or read that incorporates the content learning. Does this communicate expectations for expertise? How about an assessment that only has students determine whether statements are true or false? Does this communicate expectations for expertise?

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4e – Assessment Results

What can be learned through the assessment results?

Can the results be used to determine student competency of the academic standards and grade level expectations?

Consider the Student Work Analysis on the next slide. This is a typical performance from the category levels of a group of students.

Could the results of the assessment reviewed yield valuable information that would help to improve a teacher's instructional practice?

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Although an assessment may be determined to be summative, the student results should provide teachers with an understanding of what students know and are able to demonstrate given the instruction that has taken place. Based on the review team's analysis of the assessment, can the student results be used to determine student competency of the academic standards and grade level expectations?

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Objectives not met	Objectives partially met	Objectives fully met	Objectives fully met and exceeded
Weak understanding of the controlling idea.

Some organization, but is choppy as details are left out making it difficult to follow the controlling idea.

Details are often repeated from the story, and some are irrelevant.

Some incorrect inferences about the story.

Basic use of vocabulary.

Basic and repetitive use of sentence structure.

Basic use of conventions of standard English. | Basic introduction with general summary from text.

References to the text with some ideas elaborated but some ideas being unclear.

Some use of transitions from one paragraph to the next.

Attempts an authoritative voice/tone throughout, although this appears strongest in the conclusion.

Basic use of vocabulary and convention of standard English. | Responds to the text with an extensive summary and an analysis.

Provides a clear focus/controlling idea.

Logical organization and a conclusion.

Some use of transitions.

Use of supporting details and facts related to the text.

Some elaboration using relevant details.

Appropriate authoritative voice/tone.

Simple and compound sentences are included.

Appropriate use of vocabulary and conventions of standard English. | Use of a compelling introduction – quote & personal remark.

Clear focus controlling idea.

Clear and consistent organization with logically grouped ideas.

Elaboration that refers to the text and clearly supports focus.

Authoritative voice/tone.

Effective vocabulary and sentence structure.

Appropriate use of conventions. |

Consider the Student Work Analysis compiled here. This is a sample of the typical performance from the category levels of a group of students. Could the results of the assessment being reviewed be used by a teacher to identify what students know and understand and what changes, if any, need to be made in the future?

Finally, after this full review of an assessment, the team will want to determine where the task or set of items best sits within the curriculum or unit of study. Given **all the elements previously examined** in this review what would the assessment best be used to for?

One example might be:
Assessment #1 is fully aligned to the standard, grade-level expectations, and the DOK. It includes a section on selected response items, a section for short constructed response items, and it has a prompt for creating a product. In other words, it is pretty comprehensive. The team would recommend that it represents an end of a course assessment used to determine a semester or year-end report card grade.

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4f – Assessment Results

Given all the elements previous examined – what would the assessment best be used for within the curriculum or unit of study?

OR

Example #2:

Assessment #2 is partially aligned to the standard and grade level expectations, but fully aligned to the DOK. It is a performance task in which students are expected to demonstrate process as well as a product. The team would recommend that this assessment would best be used for identifying student understanding for re-teaching during the remainder of the unit.

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Another example might be:

Assessment #2 is partially aligned to the standard and grade-level expectations, but fully aligned to the DOK. It is a performance task in which students are expected to demonstrate process as well as a product. The team would recommend that this assessment would best be used for identifying student understanding for reteaching during the remainder of the unit.

Strengths and Suggestions

Purpose of the Content Review Tool:
Allow educators and district-level administrators to make decisions on which assessments to incorporate for determining student growth.

Therefore, recording a summary of **both** strengths and suggestions is important and no area should be left blank.

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Before we review the summary page, let's go back to the strengths and suggestions column in each section of the review tool. Remember, this tool will be available for educators to read and use for district-level decision-making on which assessments to incorporate for determining student growth. Individuals reading this review tool will **not** have spent the amount of time examining an assessment that the review teams have. Therefore, recording a summary of **both** the strengths and suggestions is an important part of the review process. Neither area should be left blank.

Strengths and Suggestions

Alignment Example

Strengths?

The Massachusetts assessment is fully aligned to the fourth grade CO Academic Standards and its intended DOK. The content of the assessment focuses on reading a passage to determine point of view.

Suggestions?

The assessment has a difficult passage that includes dialect, for students to read independently. A series of multiple choice items follow. It may be necessary to find a more appropriate text. And it would be beneficial for students to respond to a constructed response to allow them to better explain their thinking.
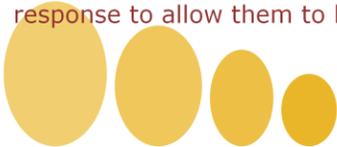
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An example for **alignment** could be:
Strengths?
The Massachusetts assessment is fully aligned to the fourth grade CO Academic Standards and its intended DOK. The content of the assessment focuses on reading a passage to determine point of view.

Summary Decision

This section condenses the intense review completed on the previous pages.

A final decision is made for:

- Recommending the inclusion of the assessment in the resource bank.
- Recommending the inclusion of the assessment in the resource bank, if modifications are made.
- Not recommending the assessment into the resource bank because (rationale).

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The final section of the Content Review Tool is the Summary of Decision page. This page condenses all of the intense review completed on the previous pages and sections. This is where the final decision is made as to whether the assessment should be included in the resource bank, included only if modifications are made to the assessment, or if the assessment is not recommended. If the assessment is not recommended, then a brief rationale should be included.

**Assessment Review Time and Process**

The greater the understanding of what is to be reviewed and what to look for, the less time-consuming the process will be.

REMEMBER THE PURPOSE OF THE REVIEW PROCESS:
- **Measure student growth**
- **Determine teacher effectiveness**

The process should not be rushed and each assessment should be examined thoroughly.

The work invested up front in this process will pay dividends for students and educators.
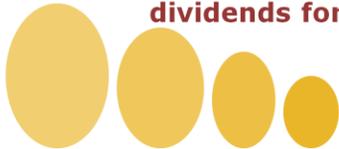
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Yes, completing an assessment review takes time. The greater the understanding of what is to be reviewed and what to look for, the less time-consuming the process will be. Unfortunately, there are no easy shortcuts or areas that can be skipped.

Because the assessments recommended for the resource bank are being used to measure student growth and teacher effectiveness, each assessment examined should be **thoroughly** reviewed for each of the areas. The process should not be rushed and there shouldn't be an expectation that a review of each assessment should take a short amount of time. The work invested up front in this process will pay dividends for students and educators.

Thank you for your time and commitment to this process and the education of our students!

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