DESIGNING SOUND ASSESSMENT:

Clarifying Assessment Expectations

PARTICIPANT MATERIALS

PARTICIPANT MATERIALS

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Section I

Three-Level Rubrics: The 5–3–1 Design

DIRECTIONS:

Referencing the DSA: Creating and Using Rubrics module as needed, defend each statement below.

Be prepared to share your thinking with the group.

Three-Level Rubrics	
Three-Level Rubrics:	**What I learned in the module to support this statement…**
Are easier to create and use than rubrics that define four or more levels.	
Allow for six levels of feedback.	
Allow for greater reliability.	
Do not define zero.	

Drafting Strong Descriptors

DIRECTIONS:

1. Working with a partner or as a team, review the following Speaking and Listening Standard from grade 3:

SL.3.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

d. Explain their own ideas and understanding in light of the discussion.

(Why this standard? Although it may be simpler or more complex, we are all responsible to teach and assess this standard.)

2. Review the draft rubric that has been started by a team of teachers.

   a. Do you agree with the two learning expectations, or should the second expectation split onto two rows?

   b. Do you agree with their descriptors? If not, add, delete, or move descriptors as you see fit.

3. Draft strong descriptors for at least one learning expectation. Again, you might decide to move some of the language already there.

4. Read across the row. Did you create a progressive level of mastery for the learning expectation?

Drafting Strong Descriptors—Continued

Learning Expectation	5—Meeting the Target	3—Progressing Towards the Target	1—Beginning to Learn the Target
Prepare for a collaborative discussion	Reads and reviews the material that will be discussed. Consistently asks for help as needed when understanding is not clear. Highlights/makes notes of relevant information to share. Understands the purpose of the discussion (to learn from each other; to understand different views, etc.).		Skims the material that will be discussed. Thinks about a few ideas that he/she might want to share.
Follow discussion rules and check for understanding	Takes turns (takes the floor) in a respectful way. Listens carefully when others are talking. Asks questions to check own understanding. Stays on topic when speaking. Adds to discussion.	Jumps in and starts talking when someone is not quite finished. **or** rushes the speaker due to excitement to share. **or** only half-listens (distracted). **or** shares something related to the topic or text, but it does not add to the discussion.	

Master Rubrics: The Ultimate Organizer

DIRECTIONS:

1. Review the handout: ***Master Rubric for Master Rubrics: Defining the Path to Mastery.***

2. As a team, discuss the questions below.

Discussion Questions:

Why is deconstructing standards the first step (the novice level) when creating a master rubric?

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According to the handout, "makes connections across and between standards" is an intermediate step in the process when making a master rubric. Why do you think this is so critical?

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When creating a master rubric, why is it a good idea to define the Intermediate level last?

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How do master rubric serve as the ultimate organizer for assessment, instruction, and resource selection?

For assessment?

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For instruction?

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For resource selection?

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Master Rubric for Master Rubrics: Defining the Path to Mastery

Learning Expectation	5— Mastery	4	3— Intermediate	2	1— Novice
Define the standards at progressive levels of mastery	Creates a master rubric to clarify the path to mastery of the standards. This means: • Understands that each row of a master rubric can represent a standard, a piece of a standard, or even a combination of standards. • Identifies the key learning expectations for a period of learning. • Defines the ***novice-level*** learning of each learning expectation. • Defines the ***mastery-level*** learning of each learning expectation. • Defines ***intermediate-level*** learning (typical successes and struggles students demonstrate as they engage in the target learning).		Organizes learning targets of a standard into a logical learning progression (Laying the Base, Mastering the Standard, and Going Beyond the Standard). Makes connections across and between standards. This means: • Identifies targets that define or underpin more than one standard. • Determines gaps and omissions—content and skills implied by but not explicitly stated in the standard itself. • Understands that ***novice-level*** learning describes what typical entry-level students should be able to demonstrate, as well as typical gaps or struggles they might have. • Knows that ***mastery-level*** learning is where students are expected to exit the learning; knows that mastery does not mean perfection.		Deconstructs standards to make meaning. This means: • Determines the ultimate intent of the standard: knowledge, reasoning, skill or product. • Recognizes that complex standards can have more than one ultimate expectation or target. • Determines all of the knowledge, reasoning, skills and products that are called for by the standard. • Defines the key academic and domain language of the standard. Understands the learning that comes before and after each standard. This means: • Identifies the key learning from previous grades, or standards earlier in the year, that are critical to the standard. • Identifies where the learning goes next—the learning in the next unit or the next year that will rely on mastery of this standard.
Use evidence (artifacts) to confirm what standards look and sound like at progressive levels of mastery	Aligns or matches evidence to cells of the master rubric, clarifying what each learning expectation looks and sounds like at the novice, intermediate, and mastery levels.		Aligns or matches evidence to specific learning targets.		Aligns or matches evidence to entire standard.

Assessment Blueprint Based on Master Rubric

DIRECTIONS:

1. Working in pairs or as a team, review the following assessment blueprint. Notice how the rubric you analyzed in the module has been turned on its side. Now the rubric serves as the basis for an assessment blueprint. If you were teaching a unit that included these learning expectations on main idea, these rows would be included on your master rubric for your unit.

2. Using the sample blueprint, discuss the following:

   a. How does using the master rubric as a basis for your assessment blueprint guarantee that you are collecting the right evidence at the right levels of mastery?

   b. How does using the master rubric make it easier to choose appropriate assessment methods?

   c. How can a master rubric help you create an assessment blueprint that serves as an evidence plan for an entire unit?

Assessment Blueprint Based on Master Rubric—Continued

Level	Learning Expectation	Type	Assessment Method				
Determine main idea of a piece of informational text.			SR	SA	ER	PA	VR
Mastery	States the main idea across the whole text.	R	2	2	1		2
Intermediate	States the main idea: • of a paragraph within a piece of text. • **or** when provided a list of key details from the text.	K	2	2			1
Novice	Identifies the main topic, or subject, of a single paragraph and multi-paragraph text.	K	2	1			1
Recount key details of a piece of informational text.			SR	SA	ER	PA	VR
Mastery	States the important details that support the main idea in a logical sequence.	R			1		2
Intermediate	When provided a list of details from a text: • distinguishes between key and minor details. • **or** states all or most of the key details that relate to the main idea, but also includes minor or insignificant details.	K	2	1			2
Novice	Answers basic who, what, where, when, why, or how questions to show understanding of an informational text.	K	2	1			2
Explain how key details support the main idea in an informational text.			SR	SA	ER	PA	VR
Mastery	• Explains or connects key details to the main idea using the text as a basis for explanation. • Explains why a minor detail is excluded.	R		1	2		2
Intermediate	Explains how key details support the main idea but may include: • personal opinion. • faulty reasoning. • reliance on minor details.	R		1	1		1
Novice	Retells details of an informational text.	K	2	1	1		2

KEY:

K: Knowledge Target

R: Reasoning Target

SR: Selected Response Assessment

SA/ER: Written Response Assessment (short answer; extended response)

PA: Performance Assessment

VR: Verbal Response Assessment

PARTICIPANT MATERIALS

Section II

Master Rubric Design Guide

Now that you have completed the DSA: Creating and Using Master Rubrics module, put your learning into practice. Use the steps below to create a new master rubric or to modify an existing one.

Step 1: Choose and deconstruct the standards that will be covered

☑ Review the Foundations of Formative Instructional Practices: Clear Learning Targets module for more information about deconstructing standards.

☑ Clarify learning expectations by breaking standards down into clear learning targets.

☑ Create one row for each learning expectation.

Step 2: Use your existing rubrics as resource material

☑ Review your notes from the DSA: Creating and Using Rubrics module.

☑ Gather the rubrics you plan to use during the period of learning that the master rubric will cover.

Step 3: If available, refer to samples of student work

☑ Gather and sort student work samples into three piles: weak work, strong work, and in-between work.

☑ If you cannot start with student work samples on hand, do your best to recall specific, typical successes and common errors at the novice, intermediate, and mastery levels.

Step 4: Draft the descriptors for each learning expectation

☑ Summarize the learning expectations described in your classroom rubrics.

☑ Avoid vague or subjective language: e.g., somewhat, thorough, partial, clear, strong, weak, etc.

☑ Focus on threshold criteria: student work that "just clears the fence" into the novice, intermediate, or mastery level.

☑ Clearly define the novice level in terms of the knowledge and skills students should be expected to enter the learning with; evidence that shows the student is prepared to enter the current learning.

☑ Keep the focus on the learning, not the learning activities.

Step 5: Review the master rubric for quality

☑ Download and use the master rubric design checklist on your own, with your colleagues, and with your students, to review the content, organization, and clarity of the master rubric.

Step 6: Complete the Reflection Protocol on the next page, then implement and revise

☑ Use your new master rubric to plan or audit your assessments.

☑ Have your students practice with the master rubric to self-assess and set goals.

☑ Document any learning expectations or criteria that you have difficulty evaluating.

☑ Use your master rubric to share feedback with students, and ask for their feedback in return.

Master Rubric Design Guide—Continued

REFLECTION PROTOCOL

Assess

Now that you have created a master rubric, evaluate your work. Does your master rubric meet the criteria for strong design? Are there any rows or cells that you need to discuss with your colleagues?

Got It!	Discuss	
☐	☐	The master rubric defines three levels of mastery (e.g., 5–3–1 design).
☐	☐	Each learning expectation is broken out onto its own row.
☐	☐	All criteria focus on learning expectations (not dispositions or behaviors, which should be evaluated on a separate behavioral master rubric if needed).
☐	☐	The **novice** level describes features of student work that show that a student is secure in their foundation learning and prepared to enter the current learning.
☐	☐	The **mastery** level describe features of student work that show that a student has crossed the threshold from intermediate to mastery, including typical flaws or errors.
☐	☐	All descriptors are free of vague or subjective language: e.g., somewhat, thorough, partial, clear, strong, weak, etc.

Reflect

Before sitting down with your colleagues, reflect on your learning and experience. How has your understanding of master rubric writing changed? What changes would you hope to see in your classroom as a result of your learning?

Here are a few of my big takeaways:

I used to think …

Now I …

Here's how I am going to put my learning into practice:

I intend to begin applying what I have learned by …

Master Rubric Design Guide—Continued

Team Review

You self-assessed and organized your ideas and experience in your personal reflection. Now, get together with another teacher who teaches the same subject and grade, or the teachers in the grades above and below you, to share, review, and reflect on each other's learning.

1. Read each other's master rubrics.

2. Use the checklist from the previous page to peer assess each other's master rubric.

3. If you have student work available, try applying the master rubrics to student work samples, then compare with your peers to see whether your ratings agree or not, and why.

4. Share and compare your observations, ideas, and questions.

Be sure to share **success feedback.** For example:

"The master rubrics clearly breaks out each learning expectation onto its own row."

"These criteria do a good job of describing concrete aspects of student work."

And so on.

Be sure to share **intervention feedback**. For example:

"This row seems to address more than one expectation; can we break it apart?"

"Could we rephrase the criteria in this cell to make it more concrete?"

And so on.

Team Reflect

Share and compare your personal reflections. Has your thinking changed? What opportunities would the team hope to see for clarifying learning expectations across classrooms, grades, or subjects?

Here are a few of our big takeaways:

We used to think ...

Now we ...

Here's how we are going to put our learning into practice:

As a team, we intend to begin applying what we have learned by ...

Rubric Design Guide

Now that you have completed Part Two of the DSA: Creating and Using Rubrics module, put your learning into practice.

Use the steps below to create a new rubric or to modify an existing one.

Step 1: Choose and deconstruct the standard(s) you plan to evaluate

☑ Clarify learning expectations by breaking standards down into clear learning targets.

☑ Separate each learning expectation onto its own row in the rubric.

Step 2: Decide whether you will modify an existing rubric or start from scratch

☑ Create one strong rubric and use it to guide your creation and revision of future rubrics.
If this is your first, great!

☑ Revise an existing rubric from a source such as a textbook. It is often easier to modify a rubric than to create one from scratch.

Step 3: If available, refer to samples of student work

☑ Start by gathering and sorting student work into three piles: weak work, strong work, and in-between work.

☑ If you cannot start with student work samples on hand, do your best to recall specific, typical successes and common errors at the novice, intermediate, and mastery levels.

Step 4: Draft the descriptors for each learning expectation

☑ Avoid vague or subjective language: e.g., somewhat, thorough, partial, clear, strong, weak, etc.

☑ Focus on threshold criteria: student work that "just clears the fence" into the novice, intermediate, or mastery level.

☑ Clearly define the novice level in terms of the knowledge and skills students should be expected to enter the learning with; evidence that shows the student is prepared to enter the current learning.

☑ Keep the focus on the learning, not the learning activity.

Step 5: Review the rubric for quality

☑ Use the Rubric Design Checklist and Reflection worksheet on your own, with your colleagues, and with your students, to review the content, organization, and clarity of the rubric.

PAUSE HERE: Complete the Reflection Protocol worksheet on the following page.

Step 6: Implement and revise

☑ Use your new rubric to evaluate and provide feedback on new student work.

☑ If you find yourself struggling to rate a particular piece of student work, or to apply a particular row of the rubric, set aside some samples of student work that might help you clarify your criteria.

☑ Use your rubric to share feedback with students, and ask for their feedback in return.

Rubric Design Guide—Continued

REFLECTION PROTOCOL

Assess

Now that you have created a rubric, evaluate your work. Does your rubric meet the criteria for strong design? Are there any rows or cells that you need to discuss with your colleagues?

Got It!	Discuss	
☐	☐	Rubric defines three levels of mastery (e.g., 5–3–1 design).
☐	☐	Each learning expectation is broken out onto its own row.
☐	☐	All criteria focus on learning expectations—not dispositions or behaviors, which should be evaluated on a separate behavioral rubric if needed.
☐	☐	The **novice** level describes features of student work that show that a student is secure in their foundation learning and prepared to enter the current learning.
☐	☐	The **mastery** level describe features of student work that show that a student has crossed the threshold from intermediate to mastery, including typical flaws or errors.
☐	☐	All descriptors are free of vague or subjective language: e.g., somewhat, thorough, partial, clear, strong, weak, etc.

Reflect

Before sitting down with your colleagues, reflect on your learning and experience. How has your understanding of rubric writing begun to change? What changes would you hope to see in your classroom as a result of your learning?

Here are a few of my big takeaways:

I used to think …

Now I …

Here's how I am going to put my learning into practice:

I intend to begin applying what I have learned by …

Rubric Design Guide—Continued

Team Review

You self-assessed and organized your ideas and experience in your personal reflection. Now, get together with another teacher who teaches the same subject and grade, or the teachers in the grades above and below you, to share, review, and reflect on each other's learning.

1. Read each other's rubrics.

2. Use the checklist to peer assess each other's rubrics.

3. If you have student work available, try applying the rubrics to student work samples, then compare with your peers to see whether your ratings agree or not, and why.

4. Share and compare your observations, ideas, and questions.

Be sure to share **success feedback.** For example:

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And so on.

Be sure to share **intervention feedback**. For example:

"This row seems to address more than one expectation; can we break it apart?"

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And so on.

Team Reflect

Share and compare your personal reflections. Has your thinking changed? What opportunities would the team hope to see for clarifying learning expectations across classrooms, grades, or subjects?

Here are a few of our big takeaways:

We used to think ...

Now we ...

Here's how we are going to put our learning into practice:

As a team, we intend to begin applying what we have learned by ...

Assessment Blueprint Design Guide

Before writing the blueprint:

1. Deconstruct the intended standards into clear learning targets.

2. Create a master rubric.

   a. If you plan to teach a part of a standard, rather than the entire standard, choose just those targets.

   b. You may not need a separate row for each target. Some targets build on each other, from novice to intermediate to mastery.

When writing the blueprint, for each row of the master rubric.

1. Choose appropriate assessment methods for each cell or row in your master rubric.

2. Identify the intended types of thinking that students should be asked to demonstrate (a good place to use your preferred taxonomy, such as Chappuis', Bloom's, Webb's, or Hess').

3. Determine the minimum evidence needed to support accurate decision making—be sure that you will gather enough evidence to verify learning or learning gaps.

After writing the blueprint:

1. Critique for quality.

2. Implement and revise.

The illustration on the following page provides a graphic representation of the design objectives.

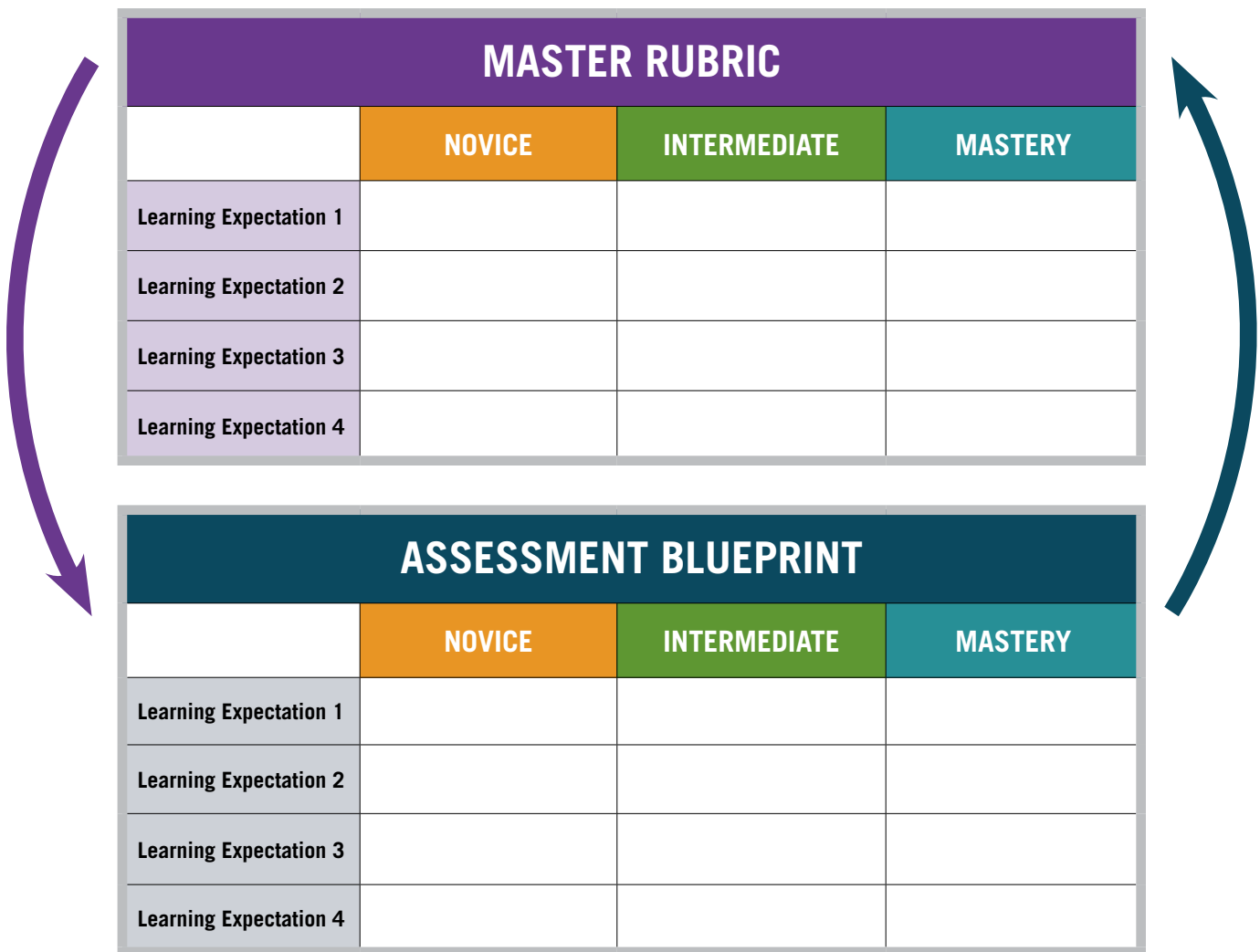## Assessment Blueprint Design Guide—Continued

Blueprint Objectives

OBJECTIVE 1: CREATE THE MASTER RUBRIC FOR THIS LEARNING PERIOD

OBJECTIVE 2: DETERMINE WHAT TYPES OF EVIDENCE YOU WILL NEED

    a. Which targets will be assessed during this period?

    b. Which methods of assessment would be most appropriate?

    c. Which types of thinking should be represented?

    d. How much evidence would be adequate to confirm target learning or typical gaps?

OBJECTIVE 3: VERIFY THAT THE EVIDENCE PLAN MATCHES THE MASTER RUBRIC

    a. The right types of evidence

    b. In the right amounts

    c. At each intended level of mastery

MASTER RUBRIC

	NOVICE	INTERMEDIATE	MASTERY
Learning Expectation 1			
Learning Expectation 2			
Learning Expectation 3			
Learning Expectation 4			

ASSESSMENT BLUEPRINT

	NOVICE	INTERMEDIATE	MASTERY
Learning Expectation 1			
Learning Expectation 2			
Learning Expectation 3			
Learning Expectation 4			

Clarifying Assessment Expectations: Where Are You Now?

DIRECTIONS:

You began this series by learning about rubrics. Understanding strong rubric design is essential to understanding strong assessment design. Master rubrics define the path to mastery for a period of learning. Together, master rubrics and assessment blueprints clarify assessment expectations.

Below are the key learning targets of the Clarifying Assessment Expectations modules.
Complete the self-assessment by rating your comfort level of each with the following scale:

4= I am **extremely comfortable** with this learning target. I have done the work, and I'd gladly share it with others.

3= I am **comfortable** with this learning target. I am working on it, but I'd like to continue to revise and edit my work before sharing it with others.

2= I am **not comfortable** with this learning target. I am trying, but I'm not sure if what I've worked on is good or not.

1= I am **very uncomfortable** with this learning target. I have not practiced this yet.

I am able to:	Rating	Evidence to Support My Rating
Create a high-quality, analytic rubric using the 5–3–1 design.		
Use rubrics to help students advance their learning.		
Create a master rubric for a period of learning.		
Use a master rubric to help students advance their learning.		
Create an assessment blueprint that serves as an evidence plan for a period of learning that is defined by a master rubric.		

PARTICIPANT MATERIALS

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Section III

Setting Goals for Clarifying Assessment Expectations

DIRECTIONS: Write one or two specific and challenging goals you have for clarifying assessment expectations.

NAME: _____   **DATE:** _____

Goal(s):
How I/we clarify assessment expectations now:
What I/we need to learn more about:
Action plan:
Support needed:
Time frame:
How I/we will measure success:

DSA: Mastering the Methods of Assessment Preview

Ultimately, students can demonstrate their learning in one of two ways:

1. Students can select a response (e.g., given a multiple choice item or a true/false proposition).

2. They can construct a response by writing, speaking, or physically performing a skill or procedure.

The Mastering the Methods of Assessment modules will show you how to create and use constructed response and selected response well.

Constructed Response Modules:

DSA: Creating and Using Written Response Assessment

Ultimate Learning Targets:

1. Understand the elements of written response assessment as well as its benefits and limitations.

2. Create high-quality written response items.

3. Critique written response items for quality.

4. Understand the uses of written response to advance learning.

DSA: Creating and Using Verbal Response Assessment

Ultimate Learning Targets:

1. Understand the elements of verbal response assessment as well as its benefits and limitations.

2. Create high-quality verbal response prompts and the appropriate conditions for use.

3. Critique verbal response for quality.

4. Understand the uses of verbal response to advance learning.

DSA: Creating and Using Performance Assessment

Ultimate Learning Targets:

1. Understand the elements of performance assessment as well as its benefits and limitations.

2. Create high-quality performance assessment items.

3. Critique performance assessment items for quality.

4. Understand the uses of performance assessment to advance learning.

DSA: Mastering the Methods of Assessment Preview—Continued

Selected Response Modules:

DSA: Creating and Using Selected Response Assessment

Ultimate Learning Targets:

1. Understand the elements of selected response assessment as well as its benefits and limitations.

2. Create high-quality selected response items.

3. Critique selected response items for quality.

4. Understand the uses of selected response to advance learning.

Building on what you learned about rubrics, master rubrics, and blueprints, these four modules will enable you to create and use each of these four assessment methods not just for the purpose of gathering evidence of student learning, but as instructional tools for fostering ownership of their learning.