



DESIGNING SOUND ASSESSMENT:

**Clarifying Assessment
Expectations**

FACILITATION GUIDE



There are three modules about clarifying assessment expectations in the Designing Sound Assessment (DSA) Series:

DSA: Creating and Using Rubrics

LEARNING TARGETS:

1. Understand the types of rubrics as well as their benefits and limitations.
2. Create a high-quality, analytic rubric.
3. Critique rubrics for quality.
4. Understand the uses of rubrics to advance learning.

DSA: Creating and Using Master Rubrics

LEARNING TARGETS:

1. Explain the purpose and elements of a master rubric.
2. Create high-quality master rubric.
3. Critique master rubric for quality.
4. Understand the uses of master rubric to advance learning.

DSA: Creating and Using Assessment Blueprints

LEARNING TARGETS:

1. Explain the purpose and elements of a blueprint.
2. Create high-quality blueprints.
3. Critique blueprints for quality.
4. Understand the uses of blueprints to advance learning.



CLARIFYING ASSESSMENT EXPECTATIONS

The following is an overview of each learning activity related to the Clarifying Assessment Expectations modules. As the facilitator, you may choose to complete all activities in order, select the activities that best align with your learners' needs, or complete activities that align with the modules your team is currently working through. Use the information below to choose the best way for your team to get started.

- **Confirming Learning** activities ensure that participants have met the learning targets of the module.
- **Confirming Practice** activities help participants reflect on what is currently happening in their classrooms.
- **Confirming Commitment** activities help participants set goals and take action based on what they've learned.



Section I: Confirming Our Learning

Activity 1: Three-level Rubrics: The 5–3–1 Design

Purpose: Ensure understanding of the characteristics and benefits of creating and using three-level rubrics. *Time: 15 minutes*

Activity 2: Drafting Strong Descriptors

Purpose: Ensure that teachers know how to draft strong descriptors that represent learning at the novice, intermediate, and mastery-levels. *Time: 30 minutes*

Activity 3: Master Rubrics: The Ultimate Organizer

Purpose: Clarify learning expectations for creating a master rubric as well as how they provide the basis for strong assessment, instruction and resource selection.
Time: 45 minutes

Activity 4: Using a Master Rubric as the Basis for a Blueprint

Purpose: Ensure understanding of the connection between master rubrics and assessment blueprints. *Time: 30 minutes*

Section II: Confirming Our Practice

Activity 1: Critiquing Our Own Rubrics and Master Rubrics

Purpose: For teachers to give and receive effective feedback on the rubrics and master rubrics they have created, providing an opportunity to discuss what the standards look and sound like at progressive levels of mastery. *Time: 60 minutes*

Activity 2: Critiquing Our Own Assessment Blueprints

Purpose: For teachers to give and receive effective feedback on the assessment blueprints they have created. *Time: 60 minutes*

Activity 3: Clarifying Assessment Expectations: Where Are You Now?

Purpose: For teachers to self-assess where they are in their practice of clarifying assessment expectations by using master rubrics and assessment blueprints.
Time: 30 minutes

Section III: Confirming Our Commitment

Activity 1: Setting Goals for Clarifying Assessment Expectations

Purpose: For the team to establish some specific and challenging individual or team goals around clarifying assessment expectations. *Time: 20 minutes*

Activity 2: What Comes Next in Our Learning Journey?

Purpose: For the team to understand what comes next in the DSA series. *Time: 10 minutes*



Use Checklist Prior to Facilitating Discussion about DSA: Clarifying Assessment Expectations Modules

READY TO GO

NEED TO DO THIS

- Review the relevant modules from the DSA series.
- Review the Clarifying Assessment Expectations facilitation materials.
- Determine agenda(s) based on the available time you have to meet and learning needs of your team.
- Ensure that teachers have access to the DSA modules.
- Notify teachers of the meeting time and place. Encourage them to take notes as they complete the relevant modules and to bring their notes to the meeting.
- Ensure that all teachers have completed the relevant modules from the DSA series.
- One week before the scheduled meeting(s), send the agenda to colleagues. Remind them to bring the notes they recorded as they worked through the modules.
- Make copies of the participant materials provided in this guide.
- Arrange internet access if you plan to refer to any pages in the modules.

SECTION I

CONFIRMING OUR LEARNING

Activities 1 - 4

This section includes activities designed to ensure that teachers have met the learning targets for the DSA: Clarifying Assessment Expectations modules.

Activity 1: 15 minutes

Activity 2: 30 minutes

Activity 3: 45 minutes

Activity 4: 30 minutes



Three-Level Rubrics: The 5–3–1 Design

PURPOSE: Ensure understanding of the characteristics and benefits of creating and using three-level rubrics.

WHAT YOU’LL NEED

Facilitator Materials: ***Three-Level Rubrics: The 5–3–1 Design Answer Key***

Participant Materials: ***Three-Level Rubrics: The 5–3–1 Design***

INSTRUCTIONS:

1. Share the purpose of the activity.
2. Provide each teacher a copy of the handout ***Three-Level Rubrics: The 5–3–1 Design***.
3. On their own, have teachers follow the directions on the handout.
4. As a group, ask teachers to share their responses.
5. Use ***Three-Level Rubrics: The 5–3–1 Design Answer Key*** to help facilitate the discussion as needed.

CONSIDERATIONS:

- Teachers will phrase their ideas differently. You are listening to make sure their ideas directly relate to the characteristics and benefits of creating and using three-level rubrics.
- Because this is a blended learning experience, feel free to go back into the DSA: Creating and Using Rubrics module as needed.



Drafting Strong Descriptors

PURPOSE: Ensure teachers know how to draft strong descriptors that represent learning at the novice, intermediate, and mastery levels.

WHAT YOU'LL NEED

Facilitator and Participant Materials: *Drafting Strong Descriptors*
Drafting Strong Descriptors Example

INSTRUCTIONS:

1. Provide each teacher a copy of the handout *Drafting Strong Descriptors*.
2. Share the purpose of the activity.
3. Working in pairs or as a group, have the teachers follow the directions on the handout.
4. As a group, ask teachers to share their descriptors.
5. Provide each teacher a copy of the handout *Drafting Strong Descriptors Example*. Together review the commentary included with the example.

CONSIDERATIONS:

- The *Drafting Strong Descriptors Example* is a work in progress created by a group of third grade teachers. As the teachers use the rubric with their students, they will have the opportunity to refine any language in order to provide greater clarity.
- Every rubric should be treated as a living document. You always have the opportunity to improve them.
- Because this is a blended learning experience, feel free to go back into the DSA: Creating and Using Rubrics module as needed.



Master Rubrics: The Ultimate Organizer

PURPOSE: Clarify learning expectations for creating a master rubric as well as how they provide the basis for strong assessment, instruction, and resource selection.

WHAT YOU'LL NEED

Facilitator Materials: ***Master Rubrics: The Ultimate Organizer Answer Key***

Participant Materials: ***Master Rubric for Master Rubrics: The Ultimate Organizer***
Master Rubric for Master Rubrics: Defining the Path to Mastery

INSTRUCTIONS:

1. Share the purpose of the activity.
2. Provide each teacher a copy of the two participant materials: ***Master Rubric for Master Rubrics: Defining the Path to Mastery*** and ***Master Rubrics: The Ultimate Organizer***.
3. Have teachers follow the directions on the handout: ***Master Rubrics: The Ultimate Organizer***.
4. As a group, ask teachers to share their responses.
5. Use ***Master Rubrics: The Ultimate Organizer Answer Key*** to help facilitate the discussion as needed.

CONSIDERATIONS:

- Teachers will phrase their ideas differently. You are listening to make sure their ideas directly relate to the characteristics and usefulness of master rubrics.
- Because this is a blended learning experience, feel free to go back into the DSA: Creating and Using Master Rubrics module as needed.



Using a Master Rubric as the Basis for a Blueprint

PURPOSE: Ensure understanding of the connection between master rubrics and assessment blueprints.

WHAT YOU'LL NEED

Facilitator Materials: ***Assessment Blueprint Based on Master Rubric Answer Key***

Participant Materials: ***Assessment Blueprint Based on Master Rubric***

INSTRUCTIONS:

1. Share the purpose of the activity.
2. Provide each teacher a copy of the handout ***Assessment Blueprint Based on Master Rubric***.
3. On their own, have teachers follow the directions on the handout.
4. As a group, ask teachers to share their responses.
5. Use ***Assessment Blueprint Based on Master Rubric Answer Key*** to help facilitate the discussion as needed.

CONSIDERATIONS:

- Teachers will phrase their ideas differently. You are listening to make sure their ideas directly relate to the benefits of using master rubrics and blueprints together to clarify assessment expectations.
- Because this is a blended learning experience, feel free to go back into the DSA: Creating and Using Rubrics and DSA: Creating and Using Master Rubrics modules as needed.

SECTION II

CONFIRMING OUR PRACTICE

Activities 1 - 3

This section includes activities designed to facilitate reflection and discussion about teacher practice related to clarifying assessment expectations.

Activity 1: 60 minutes

Activity 2: 60 minutes

Activity 3: 30 minutes



Critiquing Our Own Rubrics and Master Rubrics

PURPOSE: For teachers to give and receive effective feedback for the rubrics and master rubrics they have created, providing an opportunity to discuss what the standards look and sound like at progressive levels of mastery.

WHAT YOU'LL NEED

Facilitator and Participant Materials: *Rubric Design Guide (Download)*
Master Rubric Design Guide (Download)
Copies of the rubrics and master rubrics participants made

INSTRUCTIONS:

1. Provide each teacher a copy of the handout *Rubric Design Guide*. (Teachers may have their own copies that they downloaded and completed after finishing Part Two of the DSA: Creating and Using Rubrics module.)
2. Share the purpose of the activity.
3. Have teachers start with the **Reflection Protocol**. This way they can review the **Assess** section, reminding themselves of the feedback they would like to receive from the team about their own rubrics.
4. Following the directions on the handout, conduct the **Team Review**. Take turns until everyone has had the opportunity to give and receive feedback.
5. Close the review by inviting teachers to share their takeaways about rubrics.
6. Summarize the takeaways of the group.
7. Repeat the process with master rubrics, using the *Master Rubric Design Guide*.

CONSIDERATIONS:

- You might want to split this activity into two separate sessions. In the first session, critique rubrics. Make sure that teachers are able to create a high-quality rubric before moving to a master rubric that is more comprehensive.
- If a teacher is not comfortable yet sharing his or her rubric/master rubric with the team, encourage him or her to bring a commercially-developed rubric. This way they are still able to participate and 'fix' a rubric to use in the classroom.
- Because this is a blended learning experience, feel free to go back into the DSA: Creating and Using Rubrics and DSA: Creating and Using Master Rubrics modules as needed.



Critiquing Our Own Assessment Blueprints

PURPOSE: For teachers to give and receive effective feedback on the assessment blueprints they have created.

WHAT YOU'LL NEED

Facilitator and Participant Materials: *Assessment Blueprint Design Guide (Download)*
Copies of the assessment blueprints participants made
Copies of participants' master rubrics

INSTRUCTIONS:

1. Provide each teacher a copy of the handout *Assessment Blueprint Design Guide*. (Teachers may have their own copies that they downloaded and completed after finishing Part Two of the DSA: Creating and Using Assessment Blueprints module.)
2. Share the purpose of the activity.
3. Working in pairs, have teachers provide each other success and intervention feedback about their blueprints and answer the following:
 - a. Does the blueprint meet the three blueprint objectives?
 - b. Are the assessment choices strong matches for the targets being assessed?
 - c. Is the assessment plan an efficient plan?
4. Close the review by inviting teachers to share their takeaways about assessment blueprints.
5. Summarize the takeaways of the group.

CONSIDERATIONS:

- If a teacher is not comfortable yet to share his or her assessment blueprint with the team, start with a published blueprint. Or, if the team gives a common assessment, they might want to create a blueprint for the assessment as a way to audit it for target alignment and coverage.
- Because this is a blended learning experience, feel free to go back into the DSA: Creating and Using Assessment Blueprints module as needed.



Clarifying Assessment Expectations: Where Are You Now?

PURPOSE: For teachers to self-assess where they are in their practice of clarifying assessment expectations by using rubrics, master rubrics, and assessment blueprints.

WHAT YOU'LL NEED

Facilitator and Participant Materials: ***Clarifying Assessment Expectations: Where Are You Now?***

INSTRUCTIONS:

1. Provide each teacher a copy of the handout ***Clarifying Assessment Expectations: Where Are You Now?***
2. Share the purpose of the activity.
3. Explain to teachers: Understanding strong rubric design is essential to understanding strong assessment design. How? Master rubrics define the path to mastery for a period of learning. Together, master rubrics and assessment blueprints clarify assessment expectations.
4. Have teachers follow the directions on the handout, assessing their own comfort level with the key learning targets for the relevant DSA modules. Have them record the evidence that supports their rating.
5. Close the activity by inviting teachers to share their strengths and opportunities for growth.

SECTION III

CONFIRMING OUR COMMITMENT

Activities 1 - 2

This section includes activities designed to help teachers set goals and take action based on what they've learned about clarifying assessment expectations.

Activity 1: 20 minutes

Activity 2: 10 minutes



Setting Goals for Clarifying Assessment Expectations

PURPOSE: For the team to establish some specific and challenging individual or team goals around clarifying assessment expectations.

WHAT YOU'LL NEED

Facilitator Materials: *Setting Goals for Clarifying Assessment Expectations Example*

Participant Materials: *Setting Goals for Clarifying Assessment Expectations*

INSTRUCTIONS:

1. Provide and ask teachers to complete the *Setting Goals for Clarifying Assessment Expectations* **handout**.
2. Share the example provided if the team is feeling stuck.
3. Ask teachers to share their goals with the group.



What Comes Next in Our Learning Journey?

PURPOSE: For the team to understand what comes next in the DSA series.

WHAT YOU'LL NEED

Facilitator and Participant Materials: ***DSA: Mastering the Methods of Assessment Preview***

INSTRUCTIONS:

1. Provide team members with the ***DSA: Mastering the Methods of Assessment Preview***. Review as a team.
2. Pose the following questions to the group:
 - a. How will the Mastering the Methods of Assessment modules build on the learning from the Clarifying Assessment Expectations modules?
 - b. How might these modules help us to assess more accurately? More efficiently?
3. Establish a commitment to proceed with further learning. Make this doable by agreeing on a reasonable timeline and/or selecting the modules and activities that best align with the learning needs of the team.
4. Invite any closing remarks. Recognize the good work they have done and communicate your eagerness to continue with them on this journey.



FACILITATOR MATERIALS

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.

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.	<ul style="list-style-type: none">• <i>More performance levels lead to more vague language.</i>• <i>It is tough enough just defining three levels with concrete, objective language.</i>• <i>Three-levels are easier to use because each level defines threshold evidence.</i>
Allow for six levels of feedback.	<p><i>A three-level rubric only defines three performance levels, but it allows for six levels of feedback because:</i></p> <ul style="list-style-type: none">• <i>If you are below a “1” or novice performance, you are somewhere else. You are ‘somewhere’ in the learning progression.</i>• <i>If you are secure in novice learning, yet can perform a piece of intermediate learning, you are a “2.”</i>• <i>If you are secure in intermediate learning, yet can perform a piece of mastery learning, you are a “4.”</i>
Allow for greater reliability.	<ul style="list-style-type: none">• <i>Because three-level rubrics define three performance levels using concrete and objective language, reliability increases.</i>• <i>Vague language compromises reliability because it leads to inconsistent application when judging student work.</i>• <i>The goal is for two equally proficient responses to earn the same score or performance distinction.</i>
Do not define zero.	<ul style="list-style-type: none">• <i>There is no need to define zero. When applying a rubric for a grade, you simply are not a “1” yet.</i>• <i>Plus, if you are below a “1” or novice performance, you are somewhere else. You are ‘somewhere’ in the learning progression.</i>



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	4	3—Progressing Towards the Target	2	1—Beginning to Learn the Target
Prepares for a collaborative discussion	<p><i>Highlights/makes notes of relevant information to share.</i></p> <p><i>Independently makes explicit connections to prior knowledge or experience.</i></p> <p><i>Uses appropriate reading strategies to make meaning.</i></p> <p><i>When asking for help, explains strategies attempted (asks clarifying questions).</i></p>		<p><i>Reads and reviews the material that will be discussed.</i></p> <p><i>Makes notes of important and unimportant information.</i></p> <p><i>Asks the teacher for help as needed when understanding is not clear.</i></p> <p><i>Connects reading to prior knowledge or experience but reasoning may be faulty or may require teacher prompting.</i></p>		<p><i>Skims the material that will be discussed.</i></p> <p><i>Thinks about a few ideas that he/she might want to share.</i></p> <p><i>Understands the purpose of the discussion (to learn from each other; to understand different views, etc.).</i></p> <p><i>Knows what to do to prepare for a collaborative discussion:</i></p> <ul style="list-style-type: none"> • <i>Read assigned material.</i> • <i>Make notes of important information.</i> • <i>Connect what was read to prior knowledge or experience.</i>
Follows discussion rules	<p><i>Follows the rules for discussion in student-facilitated discussions</i></p>		<p><i>Follows the rules for discussion in teacher-facilitated discussions:</i></p> <ul style="list-style-type: none"> • <i>Takes turns (takes the floor) in a respectful way.</i> • <i>Listens carefully when others are talking.</i> <p><i>With support or prompting, keeps track of what has been shared.</i></p>		<p><i>Knows the rules for discussion but may:</i></p> <ul style="list-style-type: none"> • <i>Jump in and start talking when someone is not quite finished.</i> • <i>Rush the speaker due to excitement to share.</i> • <i>Only half-listen (distracted).</i>

**Drafting Strong Descriptors—Continued**

Learning Expectation	5—Meeting the Target	4	3—Progressing Towards the Target	2	1—Beginning to Learn the Target
Checks for understanding and adds to the discussion	<i>Adds relevant thoughts/ ideas to discussion. Independently asks questions to check own understanding.</i>		<i>Stays on topic when speaking. Shares something related to the topic or text, but it does not add to the discussion. Asks questions to check understanding of what has been shared.</i>		<i>Adds unrelated ideas. Adds personal ideas rather than referring to text.</i>

FACILITATION NOTES:

After participants have completed the activity, share this answer key example created by a team of third grade teachers. Have participants compare this example to where they landed in the activity.

Ask participants: Do you agree with this team's choices? If not, what would you do differently?

Ask participants how they might define the other elements of the standard not yet defined.

- Since this is a standard that is not intended to be taught in isolation, how might you pair this standard with others?
- For instance, how would you prepare for a discussion if you were working on determining the main idea of a piece of informational text?



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?

When you deconstruct a standard, you first determine the ultimate intent of the standard. This is important because a student does not reach ‘full mastery’ without reaching the ultimate intent of the standard. You then determine the knowledge, reasoning, skills, and products that define a standard. This is important because there is more to each standard than the words on the page. This is where you add your subject matter expertise and experience teaching children this age, this content. Finally, you put the standard in context with other standards. You ask yourself: What key learning comes before this standard? And, where does this learning go next?

Deconstructing standards is an important first step because the result of your deconstruction provides much of the language needed in the master rubrics.

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?

When you deconstruct a standard, you break it down to make meaning of it. With deconstructed standards, you can easily see the overlap among standards as well as gaps and omissions. For example, you may notice that three standards share a common learning target.

Making connections is a significant step because this is where you see how standards function together. In English language arts, for example, what students should know and be able to do in the language strand should be blended with the kinds of writing they are being asked to demonstrate in the writing strand and the kind of speaking they are being asked to demonstrate in the speaking and listening strand.



Master Rubrics: The Ultimate Organizer—Continued

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

The novice level represents what students should know and be able to do based on the learning targets that precede the new content.

The mastery level represents the ultimate expectation for the new learning—what it looks and sounds like when students ‘get it.’

The intermediate level only becomes clear in reference to novice and mastery. For example:

- *Students are above the novice level because they can...*
- *They have not yet reached the mastery level because they have not yet...*

Intermediate learning may take many forms. For example, a student may:

- *Work with mastery level reasoning, but only with scaffolding.*
- *Work independently on mastery level skills, but only with simpler situations or problems.*
- *Apply skills or reasoning, but is still prone to certain types of common errors.*
- *Work successfully with individual parts, but has not put it all together.*

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

For assessment:

Because you have defined each learning expectation at the novice, intermediate, and mastery levels, you have clarified what the evidence of learning will look and sound like when assessed at varying levels of mastery. The master rubric becomes your go-to tool for formal and informal assessment events. You and your students will know exactly where they are in the learning, where they have been in the learning, and where they are going next. Master rubrics allow you to accurately measure achievement and growth. In the end, they are your tool for grading as well.

For instruction:

Because you have defined each learning expectation at the novice, intermediate, and mastery levels, you have created your roadmap for instruction. The master rubric becomes your go-to tool for providing and recruiting feedback, planning next steps in instruction, sharing learning targets, organizing purposeful practice, and fostering student ownership.

For resource selection:

Because you have defined each learning expectation at the novice, intermediate, and mastery levels, you have created your tool for selecting resources that align to the right learning at the right levels.



Master Rubric for Master Rubrics Defining the Path to Mastery

Learning Expectation	5—Mastery	4	3—Intermediate	2	1—Novice
<p>Define the standards at progressive levels of mastery</p>	<p>Creates a master rubric to clarify the path to mastery of the standards.</p> <p>This means:</p> <ul style="list-style-type: none"> • 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 <i>novice-level</i> learning of each learning expectation. • Defines the <i>mastery-level</i> learning of each learning expectation. • Defines <i>intermediate-level</i> learning (typical successes and struggles students demonstrate as they engage in the target learning). 		<p>Organizes learning targets of a standard into a logical learning progression (Laying the Base, Mastering the Standard, and Going Beyond the Standard).</p> <p>Makes connections across and between standards.</p> <p>This means:</p> <ul style="list-style-type: none"> • 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 <i>novice-level</i> learning describes what typical entry-level students should be able to demonstrate, as well as typical gaps or struggles they might have. • Knows that <i>mastery-level</i> learning is where students are expected to exit the learning; knows that mastery does not mean perfection. 		<p>Deconstructs standards to make meaning.</p> <p>This means:</p> <ul style="list-style-type: none"> • 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. <p>Understands the learning that comes before and after each standard.</p> <p>This means:</p> <ul style="list-style-type: none"> • 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.
<p>Use evidence (artifacts) to confirm what standards look and sound like at progressive levels of mastery</p>	<p>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.</p>		<p>Aligns or matches evidence to specific learning targets.</p>		<p>Aligns or matches evidence to entire standard.</p>



Assessment Blueprint Based on Master Rubric

DIRECTIONS:

1. Working in pairs or as a team, review the sample 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?

Because the master rubric describes what the learning looks and sounds like at progressive levels of mastery, you know you are collecting the right evidence. The master rubric also defines rigor. You have defined the stretch of each learning expectation.

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

*Because the learning is defined using concrete, objective language, it is easier to determine which assessment methods are a match to the targets. The master rubric allows you to not only choose a strong match, but also an efficient one. In the blueprint, you can see the teacher planned for using verbal response with each expectation throughout the unit. There **is** a strong connection between verbal and written assessment.*

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

*A master rubric can serve as the basis for a blueprint for a single assessment **or** as an assessment plan for an entire unit. With an entire unit, the master rubric allows you to plan the kinds of evidence that you will gather in order to make timely decisions about student learning. You will plan for the continual summative question “Where are my students now?” In other modules in the DSA series, you will also see how you can revise your blueprint throughout a unit based on your information needs ... based on where your students are in their learning.*



Assessment Blueprint Based on Master Rubric—Continued

Level	Learning Expectation	Type	Assessment Method				
			SR	SA	ER	PA	VR
Determine main idea of a piece of informational text.							
Mastery	States the main idea across the whole text.	R	2	2	1		2
Intermediate	States the main idea (the gist): <ul style="list-style-type: none"> • 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.							
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: <ul style="list-style-type: none"> • 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.							
Mastery	<ul style="list-style-type: none"> • Explains or connects each key detail 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: <ul style="list-style-type: none"> • 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

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

R: Reasoning Target

PA: Performance Assessment

SR: Selected Response Assessment

VR: Verbal Response Assessment



FACILITATOR MATERIALS

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SECTION II



Master Rubric Design Guide

Now that you have completed the Creating and Using Master Rubrics module, it is time to 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.
- 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	
<input type="checkbox"/>	<input type="checkbox"/>	The master rubric defines three levels of mastery (e.g., 5–3–1 design).
<input type="checkbox"/>	<input type="checkbox"/>	Each learning expectation is broken out onto its own row.
<input type="checkbox"/>	<input type="checkbox"/>	All criteria focus on learning expectations (not dispositions or behaviors, which should be evaluated on a separate behavioral master rubrics if needed).
<input type="checkbox"/>	<input type="checkbox"/>	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.
<input type="checkbox"/>	<input type="checkbox"/>	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.
<input type="checkbox"/>	<input type="checkbox"/>	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, take a moment to 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 rubrics.
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 rubric 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	
<input type="checkbox"/>	<input type="checkbox"/>	Rubric defines three levels of mastery (e.g., 5–3–1 design).
<input type="checkbox"/>	<input type="checkbox"/>	Each learning expectation is broken out onto its own row.
<input type="checkbox"/>	<input type="checkbox"/>	All criteria focus on learning expectations—not dispositions or behaviors, which should be evaluated on a separate behavioral rubric if needed.
<input type="checkbox"/>	<input type="checkbox"/>	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.
<input type="checkbox"/>	<input type="checkbox"/>	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.
<input type="checkbox"/>	<input type="checkbox"/>	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:

“The rubric 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 ...



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

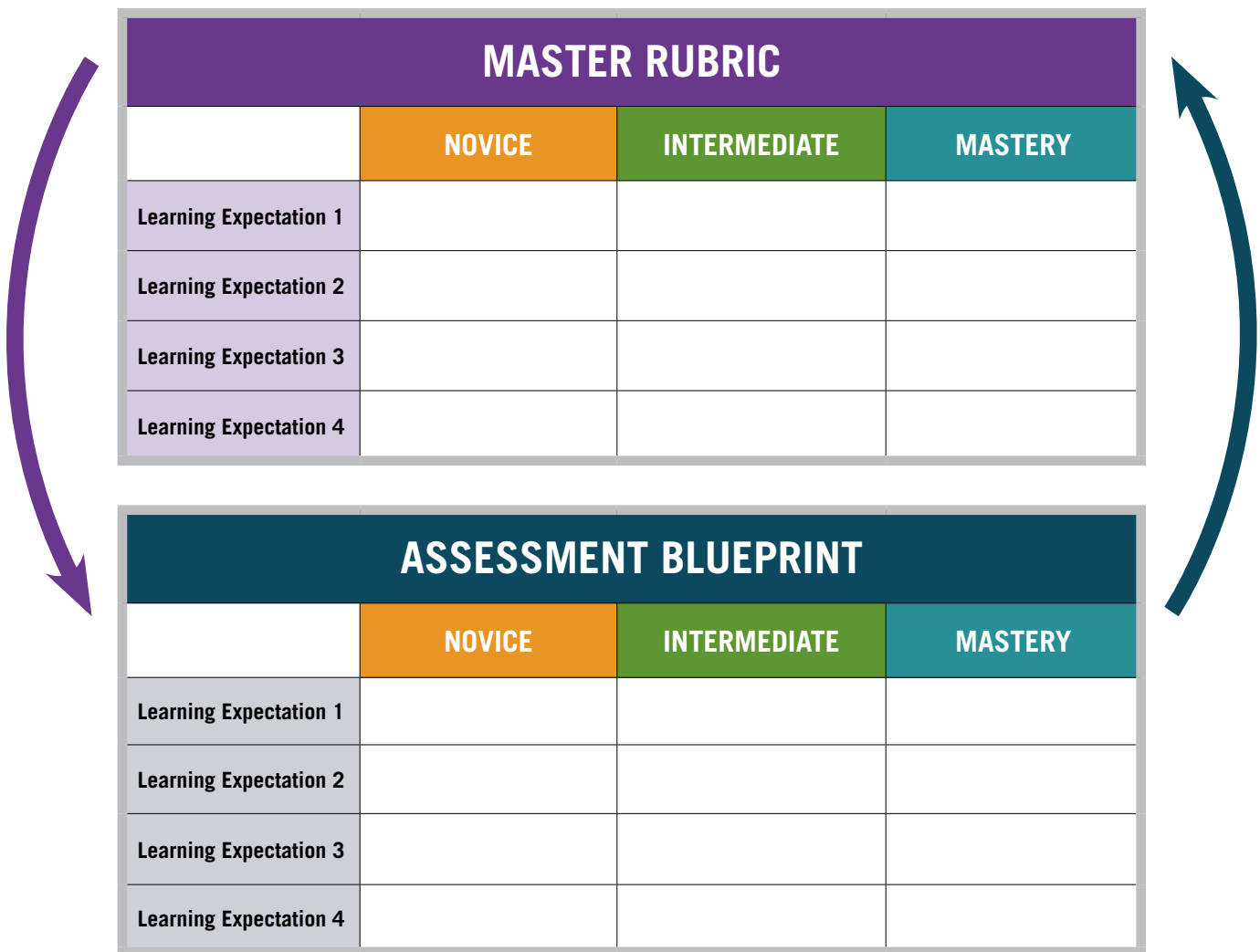
OBJECTIVE 1: CREATE THE MASTER RUBRIC FOR THIS LEARNING PERIOD

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





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.		



FACILITATOR ANSWER KEY

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SECTION III

**Setting Goals for Clarifying Assessment Expectations—Example**

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

NAME: Team Horizon, Grade 7

DATE: October 10

Goal(s):

1. Organize our deconstructed standards into a master rubric for Unit 4.

How I/we clarify assessment expectations now:

As a team, we are diligent about sharing learning targets with our students. We also use lots of rubrics for individual assignments and projects. The problem is that students don't see how it all fits together. We have not organized our targets into a logical progression; we treat them more like a list of things to teach and assess.

What I/we need to learn more about:

We need to learn to define standards beyond the words on the page. This will allow us to really think through what each standard looks and sounds like when students are performing at a novice, intermediate or mastery level.

Action plan:

Each of us is going to revisit two deconstructed standards that are part of Unit 4. We are going to organize the targets into a master rubric. We are going to use the Design Guide form to check our work.

Support needed:

We are going to have the sixth grade team look at our novice column on our master rubric for Unit 4. Too often we describe novice as incompetence. It needs to include what students know and can do as they enter the new learning.

Time frame:

Two weeks

How I/we will measure success:

We are going to test our master rubric by:

- Sharing it with students; does it resonate with them?
- Using it to select materials; does it help us make better resource choices? Is it clear?
- Using it to assess student achievement and growth



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.