



# **DESIGNING SOUND ASSESSMENT:**

**Mastering the Methods of Assessment**

# **FACILITATION GUIDE**



### DSA: Creating and Using Written Response Assessment

#### 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

#### 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

#### 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: Creating and Using Selected Response Assessment

#### 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.



## OVERVIEW OF FACILITATION ACTIVITIES

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Below is an overview of each learning activity related to the Mastering the Methods of Assessment 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.



## OVERVIEW OF FACILITATION ACTIVITIES

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### Section I: Confirming Our Learning

#### Activity 1: Understanding the Four Methods of Assessment

**Purpose:** Ensure understanding of the characteristics of the four methods of assessment.

**Time:** 30 minutes

#### Activity 2: Making the Most of Verbal Response Assessment

**Purpose:** Ensure that teachers understand the value of verbal response to advance and

measure student learning. **Time:** 30 minutes

### Section II: Confirming Our Practice

#### Activity 1: Critiquing Our Own Written Response Items

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

#### Activity 2: Critiquing Our Own Verbal Response Prompts

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

#### Activity 3: Critiquing Our Own Performance Assessment Items

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

#### Activity 4: Critiquing Our Own Selected Response Items

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

#### Activity 5: Mastering the Methods of Assessment: Where Are You Now?

**Purpose:** For teachers to self-assess where they are in their practice of mastering the methods of assessment. **Time:** 30 minutes

### Section III: Confirming Our Commitment

#### Activity 1: Setting Goals for Mastering the Methods of Assessment

**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 learning and prepare for the completion of the final module in the series DSA: Designing and Critiquing Sound Assessment. **Time:** 10 minutes



## OVERVIEW OF FACILITATION ACTIVITIES

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### Use Checklist Prior to Facilitating Discussion about DSA: Mastering the Methods of Assessment.

#### READY TO GO

#### NEED TO DO THIS

- Ensure that teachers have access to the DSA modules.
- Ensure that all teachers have completed the relevant modules.
- Review the relevant Mastering the Methods of Assessment modules.
- Review Mastering the Methods of Assessment facilitation materials.
- Determine agenda(s) based on the available time you have to meet.
- Notify teachers of the meeting time and place. Remind them to bring any notes they recorded when they completed the modules in the series. Plus, they will need to bring assessment items they created for Section II activities.
- One week before the scheduled meeting(s), send the agenda to colleagues.
- Make copies of the participant materials as needed.
- Arrange internet access if you plan to refer to any pages in the modules.

# SECTION I

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## CONFIRMING OUR LEARNING

### Activities 1 - 2

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

***Activity 1: 30 minutes***

***Activity 2: 30 minutes***



## Understanding the Four Methods of Assessment

**PURPOSE:** Ensure understanding of the characteristics of the four methods of assessment.

### WHAT YOU'LL NEED

Facilitator Materials: ***Understanding the Four Methods of Assessment Answer Key***

Participant Materials: ***Understanding the Four Methods of Assessment***

### INSTRUCTIONS:

1. Share the purpose of the activity.
2. Review the first learning target for each of the four Mastering the Methods of Assessment modules.
3. Provide each teacher a copy of the handout ***Understanding the Four Methods of Assessment***.
4. Working in pairs or as a group, have the teachers follow the directions on the handout, defending each of the statements with evidence from the modules.
5. As a group, ask teachers to share their responses.
6. Use your copy of the ***Understanding the Four Methods of Assessment Answer Key*** to help facilitate the discussion as needed.

### CONSIDERATIONS:

- ***Understanding the Four Methods of Assessment Answer Key*** is not an exhaustive list of all evidence that could be used to defend each statement.
- Some key takeaways from this activity include:
  - All methods of assessment ultimately fit in one of two categories: constructed response or selected response.
  - Each of the methods has its benefits and limitations. When selecting the most appropriate method to use, choose with accuracy and efficiency in mind.
  - Performance assessment provides rich information at a cost. Make use of selected response and verbal response when the learning targets call for it. They, too, provide valuable information about student learning.
- Because this is a blended learning experience, feel free to go back into the relevant modules as needed.



## Making the Most of Verbal Response Assessment

**PURPOSE:** Ensure that teachers understand the value of verbal response to advance and measure student learning.

### WHAT YOU'LL NEED

Facilitator Materials: ***Making the Most of Verbal Response Assessment Answer Key***

Participant Materials: ***Making the Most of Verbal Response Assessment***

### INSTRUCTIONS:

1. Share the purpose of the activity.
2. Provide each teacher a copy of the handout ***Making the Most of Verbal Response Assessment***.
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 responses.
5. Use your copy of the ***Making the Most of Verbal Response Assessment Answer Key*** to help facilitate the discussion as needed.

### CONSIDERATIONS:

- Various kinds of verbal prompts are used on a daily basis to:
  - Pique curiosity: *Approximately 17% (or 12.5 million) of children and adolescents aged 2–19 years are obese. Why do you think this is so?*
  - Provoke thinking: *Would you rather have power or authority?*
  - Manage learning: *Do you have any questions about today's assignment?*
  - Manage behavior: *Tell me how we sit during circle time.*

Although purposes like these have great value, in the module the focus is on verbal prompts that evaluate the intended learning targets and help you know what the next instructional steps should be.

- Because this is a blended learning experience, feel free to go back into the DSA: Creating and Verbal Response Assessment module as needed.



# SECTION II

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## CONFIRMING OUR PRACTICE

### Activities 1 - 5

This section includes activities designed to facilitate reflection and discussion about teacher practice related to mastering the methods of assessment.

***Activity 1: 60 minutes***

***Activity 2: 60 minutes***

***Activity 3: 60 minutes***

***Activity 4: 60 minutes***

***Activity 5: 30 minutes***



## **Critiquing Our Own Written Response Items**

**PURPOSE:** For teachers to give and receive effective feedback on the written response items they have created.

### **WHAT YOU'LL NEED**

Facilitator and Participant Materials: *Written Response Design Guide*  
*Copies of the written response items teachers made*

### **INSTRUCTIONS:**

1. Provide each teacher a copy of the handout *Written Response Design Guide*. (Teachers may have their own copies that they downloaded and completed after finishing Part Two of the DSA: Creating and Using Written Response Assessment 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 the feedback they would like to receive from the team about their own written response items.
4. Before beginning the team exercises, ask participants to complete the **Reflect** activity individually.
5. Following the directions on the handout, conduct the **Team Review**. Take turns until everyone has had the opportunity to give and receive feedback.
6. Use the **Team Reflect** activity to close the discussion.
7. Summarize the takeaways of the group.

### **CONSIDERATIONS:**

- You might want to split this activity into two separate sessions.
  - In the first session, critique short answer written response.
  - In the second session, critique extended written response.
- Because this is a blended learning experience, feel free to go back into the relevant modules as needed.



## **Critiquing Our Own Verbal Response Prompts**

**PURPOSE:** For teachers to give and receive effective feedback on the verbal response prompts they have created.

### **WHAT YOU'LL NEED**

Facilitator and Participant Materials: *Verbal Response Design Guide (Download)*  
*Copies of the verbal response prompts teachers made*

### **INSTRUCTIONS:**

1. Provide each teacher a copy of the handout *Verbal Response Design Guide*. (Teachers may have their own copies that they downloaded and completed after finishing Part Two of the DSA: Creating and Using Verbal Response Assessment 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 the feedback they would like to receive from the team about their own verbal response prompts.
4. Before beginning the team exercises, ask participants to complete the **Reflect** activity individually.
5. Following the directions on the handout, conduct the **Team Review**. Take turns until everyone has had the opportunity to give and receive feedback. Consider the following:
  - a. If you created a series of prompts, how do they align with your master rubric?
  - b. What is your plan for calling on students?
  - c. How do you plan to document the evidence you collect?
6. Use the **Team Reflect** activity to close the discussion.
7. Summarize the takeaways of the group.

### **CONSIDERATIONS:**

- Because this is a blended learning experience, feel free to go back into the relevant modules as needed.



## Critiquing Our Own Performance Assessment Items

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

### WHAT YOU'LL NEED

Facilitator and Participant Materials: *Performance Assessment Design Guide (Download)*  
*Copies of the performance assessment items teachers made*

### INSTRUCTIONS:

1. Provide each teacher a copy of the handout **Performance Assessment Design Guide**. (Teachers may have their own copies that they downloaded and completed after finishing Part Two of DSA: Creating and Using Performance Assessment.)
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 the feedback they would like to receive from the team about their own performance assessment items.
4. Before beginning the team exercises, ask participants to complete the **Reflect** activity individually.
5. Following the directions on the handout, conduct the **Team Review**. Take turns until everyone has had the opportunity to give and receive feedback.
6. Use the **Team Reflect** activity to close the discussion.
7. Summarize the takeaways of the group.

### CONSIDERATIONS:

- A performance assessment item includes both the task and rubric.
- Because this is a blended learning experience, feel free to go back into the relevant modules as needed.



## Critiquing Our Own Selected Response Items

**PURPOSE:** For teachers to give and receive effective feedback on the selected response items they have created.

### WHAT YOU'LL NEED

Facilitator and Participant Materials: *Selected Response Design Guide (Download)*  
*Copies of the selected response items teachers made*

### INSTRUCTIONS:

1. Provide each teacher a copy of the handout ***Selected Response Design Guide***. (Teachers may have their own copies that they downloaded and completed after finishing Part Two of DSA: Creating and Using Selected Response Assessment.)
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 the feedback they would like to receive from the team about their own selected response items.
4. Before beginning the team exercises, ask participants to complete the **Reflect** activity individually.
5. Following the directions on the handout, conduct the **Team Review**. Take turns until everyone has had the opportunity to give and receive feedback.
6. Use the **Team Reflect** activity to close the discussion.
7. Summarize the takeaways of the group.

### CONSIDERATIONS:

- Because this is a blended learning experience, feel free to go back into the relevant modules as needed.



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## **Mastering the Methods of Assessment: Where Are You Now?**

**PURPOSE:** For teachers to self-assess where they are in their practice of mastering the methods of assessment.

### **WHAT YOU'LL NEED**

Facilitator and Participant Materials: ***Mastering the Methods of Assessment: Where Are You Now?***

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### **INSTRUCTIONS:**

1. Provide each teacher a copy of the handout ***Mastering the Methods of Assessment: Where Are You Now?***
2. Share the purpose of the activity.
3. Have teachers follow the directions on the handout, assessing their own comfort level with the key learning targets for DSA modules. Have them record the evidence that supports their rating.
4. Close the activity by inviting teachers to share their strengths and opportunities for growth.

# SECTION III

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## 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 mastering the methods of assessment.

***Activity 1: 20 minutes***

***Activity 2: 10 minutes***



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## **Setting Goals for Mastering the Methods of Assessment**

**PURPOSE:** For the team to establish some specific and challenging individual or team goals around mastering the methods of assessment.

### **WHAT YOU'LL NEED**

Facilitator and Participant Materials: ***Setting Goals for Mastering the Methods of Assessment***

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### **INSTRUCTIONS:**

1. Provide and ask teachers to complete the ***Setting Goals for Mastering the Methods of Assessment*** handout.
2. 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 learning and prepare for the completion of Part 3 of the DSA series: Putting the Pieces Together.

### **WHAT YOU'LL NEED**

Facilitator and Participant Materials: ***DSA: Designing and Critiquing Sound Assessment Module Preview***

### **INSTRUCTIONS:**

1. Provide team members with the ***DSA: Designing and Critiquing Sound Assessment Module Preview***. Review as a team.
2. Pose the following question to the group: *How do we currently approach pre-assessment? Are we using it to measure where students are entering the learning?*
3. Establish a commitment to proceed with further learning by completing the next module. Make this doable by agreeing on a reasonable timeline. You might decide to meet after completing each part of the module.
4. Invite any closing remarks. Recognize the good work they have done and your eagerness to continue with them on this journey.



# FACILITATOR MATERIALS

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## SECTION I



**Understanding the Four Methods of Assessment**

**DIRECTIONS:** Referencing the modules as needed, defend each statement below. Be prepared to share your thinking with the group.

<b>The Four Methods of Assessment</b>	
<b>Statement</b>	<b>What I learned in 'Mastering the Methods of Assessment' to support this statement...</b>
<p>Written response assessment is one of the constructed response methods of assessment.</p>	<p><i>Ultimately, students can demonstrate their learning in one of two ways:</i></p> <ol style="list-style-type: none"> <li>1. Students can <b>select a response</b> (e.g., given a multiple choice item or a true/false proposition).</li> <li>2. Or they can <b>construct a response</b> by writing, speaking, or physically performing a skill or procedure.</li> </ol> <p><i>The three constructed response methods include: written response assessment, verbal response assessment, and performance assessment.</i></p>
<p>Selected response assessment still has a prominent place in classroom assessment.</p>	<p><i>Selected response assessment is the most commonly used method of assessment, appearing from elementary to high school, from college entrance exams to professional licensure. When designed and used well, selected response is a highly effective and efficient method of determining where students are in their learning.</i></p> <p><i>Regardless of the format (true/false, multiple choice, matching), selected response assessment has clear benefits.</i></p> <ul style="list-style-type: none"> <li>• <b>SPEED.</b> You can administer and score the items quickly.</li> <li>• <b>COVERAGE.</b> You can cover many aspects of a single topic.</li> <li>• <b>RIGOR.</b> You can assess multiple levels of thinking.</li> <li>• <b>OBJECTIVITY.</b> In written and verbal assessment, the scorer must subjectively evaluate the quality of student responses. Favorable or unfavorable feelings toward the student can color the evaluation. Students can bluff. In selected response, the evaluation is objective: responses are either right or wrong.</li> <li>• <b>EFFICIENCY.</b> Making strong use of selected response preserves the use of written response for situations where only written response will do.</li> </ul> <p><i>The items on your assessments are similar to items in a shopping basket.</i></p> <ul style="list-style-type: none"> <li>○ The <b>cost</b> of an item is the time it takes: the time for students to respond plus the time for you to grade it.</li> <li>○ The <b>value</b> of an item is information: the information it provides you and the information it provides your students.</li> <li>○ <b>Efficient assessments</b> provide us with as much information as possible in the time we dedicate to them.</li> </ul>



## Understanding the Four Methods of Assessment—Continued

The Four Methods of Assessment	
Statement	What I learned in 'Mastering the Methods of Assessment' to support this statement...
There is a strong connection between written response and verbal response to measure and advance student learning.	<p><i>Used in tandem, verbal and written response maximize learning.</i></p> <p><i>With both methods, the prompt:</i></p> <ul style="list-style-type: none"><li>• <i>Addresses specific learning target(s).</i></li><li>• <i>Has one plausible interpretation.</i></li><li>• <i>Frames an acceptable response.</i></li></ul> <p><i>The use of academic and domain language is critical when constructing a response verbally and in writing. But that doesn't mean that students need to memorize the vocabulary before they are allowed – and actively encouraged – to explore the target concepts and reasoning. Full mastery requires mastery of vocabulary and concepts. Use both verbal and written response to practice both in safe, supportive ways. Students benefit from processing aloud and hearing each other's responses. Students also benefit from practicing written prompts ... not just seeing them on tests.</i></p> <p><i>Using verbal response is critical because speaking to learn is a powerful vehicle for increasing and deepening knowledge.</i></p> <p><b>CONSIDER:</b></p> <ul style="list-style-type: none"><li>• <i>Helping students develop oral language proficiency will help them understand words when they meet them in print.</i></li><li>• <i>The more authentic associations are made with a word, the better it will be remembered and used.</i></li><li>• <i>Students learn to read and write what they can say and understand. They add to the language they already know.</i></li><li>• <i>Oral language models and guides writing about any topic in any genre or discipline.</i></li></ul>



**Understanding the Four Methods of Assessment—Continued**

<b>The Four Methods of Assessment</b>	
<b>Statement</b>	<b>What I learned in ‘Mastering the Methods of Assessment’ to support this statement...</b>
Rubrics are an essential part of all constructed response assessment.	<p><i>A high-quality rubric describes characteristic evidence of learning across a range of mastery for a given task.</i></p> <p><i>A rubric enables teachers and students to determine the degree to which a piece of evidence (or collection of evidence, in the case of a complex performance task) demonstrates the intended learning expectations.</i></p> <p><i>When do you need a rubric? All forms of <b>constructed response</b> assessment call for the use of rubrics in order to evaluate student evidence of learning.</i></p> <p><i>Rubrics can be task-specific or general.</i></p> <ul style="list-style-type: none"> <li>• <i>A <b>task-specific rubric</b> is designed to evaluate one specific prompt or task. e.g., a math rubric that is tailored to a specific problem situation or an art rubric that is tailored to a specific video project.</i></li> <li>• <i>A <b>general rubric</b> is designed to be used over and over again, across any similar task that calls for the target learning (e.g., a language arts rubric for evaluating argumentative writing, or a science rubric for evaluating research reports).</i></li> </ul>
Performance assessment tasks can be classified by method and timespan.	<p><i>Performance assessment tasks can be classified by:</i></p> <ol style="list-style-type: none"> <li><b>1. Method</b> <ol style="list-style-type: none"> <li><i>a. Single method (verbal, written, physical)</i></li> <li><i>b. Mixed method (any combination of two or more methods)</i></li> </ol> </li> <li><b>2. Timespan</b> <ol style="list-style-type: none"> <li><i>a. Short tasks that can be completed in a few minutes or less (e.g., writing or speaking a few words, performing a quick task such as kicking a ball or measuring an object).</i></li> <li><i>b. Extended tasks that can be completed within a class period (e.g., write an essay, provide an extended verbal explanation or analysis).</i></li> <li><i>c. Multi-day tasks (e.g., science projects, research papers).</i></li> </ol> </li> </ol>
It is important to use an effective stimulus.	<p><i>An effective stimulus is:</i></p> <ul style="list-style-type: none"> <li>• <i>Essential to the associated prompt.</i></li> <li>• <i>Clear, accurate, and easy to read.</i></li> <li>• <i>Free of distracting or irrelevant information.</i></li> <li>• <i>Particularly useful for learning targets requiring higher-order thinking, such as classification reasoning, cause-effect reasoning, or evaluative reasoning.</i></li> </ul>



**Making the Most of Verbal Response Assessment**

**DIRECTIONS:** Complete each exercise below.

**EXERCISE 1: The Right Evidence at the Right Levels**

Scenario:

You and your colleagues are teaching driver’s education. Together you created a master rubric for the course. Found here is one of the rows of your master rubric.


**Master Rubric for Driver’s Education**

Learning Expectation	Mastery 5	4	Intermediate 3	2	Novice 1
<b>Know and Understand Road Signs and Traffic Signals</b>	<ul style="list-style-type: none"> <li>• Interpret urban freeway signage in conditions simulating high speed traffic and poor weather.</li> <li>• Explain road signs specific to a region or season.</li> <li>• Interpret temporary signage for construction, emergencies, and detours.</li> </ul>		<ul style="list-style-type: none"> <li>• Recognize road signs and traffic signals.</li> <li>• Explain the meaning of all major road signs including:               <ul style="list-style-type: none"> <li>○ Four way flashing lights.</li> <li>○ Yellow ‘speed limit’ signs.</li> <li>○ Lane advisories.</li> <li>○ Wrong way indicators.</li> <li>○ Special population advisories.</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>• Understand that road signs are posted to ensure the safety of drivers, passengers and pedestrians.</li> <li>• Understand the basic roadway markings (solid, dashed, and mixed centerlines).</li> <li>• Understand the basic rules of two-way traffic (keep right, pass left).</li> </ul>



## Making the Most of Verbal Response Assessment—Continued

Next, you created some verbal prompts to use with your students. Read each prompt and decide if the prompt would be assessing novice-, intermediate-, or mastery-level learning.

<b>Prompt 1:</b> 	What are you supposed to do when the light is yellow?	Intermediate-level Learning
<b>Prompt 2:</b> 	Explain what you are to do at a four-way, flashing yellow light.	Intermediate-level Learning
<b>Prompt 3:</b> 	What side of the road do we drive on?	Novice-level Learning
<b>Prompt 4:</b> 	Explain the purpose of this sign.	Mastery-level Learning
<b>Prompt 5:</b> 	What does this sign mean?	Mastery-level Learning
<b>Prompt 6:</b> 	Explain the difference between a yellow and white speed limit sign.	Intermediate-level Learning



## Making the Most of Verbal Response Assessment—Continued

### EXERCISE 2: Planning for Verbal Response

With a partner or your team, discuss the following:

- **Why would it be helpful to plan your prompts in advance?**

*Creating prompts in advance allows you to make sure that each prompt:*

- *Addresses a specific learning target(s).*
- *Has one plausible interpretation.*
- *Frames an acceptable response.*
- *Varies in language (e.g., gained, secured, attained).*

- **When you use verbal prompts with your students, what ideas do you have for documenting (tracking) student evidence?**

*Ideas will vary.*

- **You can use verbal prompts with individual students or groups of students. What are the benefits and limitations of each?**

**Prompting Individuals:** *Verbal response is a powerful assessment method for both you and your students to hear their thinking aloud. Choose your prompts carefully as this method is a timely choice for evaluating the achievement of individual students.*

**Prompting Groups:** *You might have students work together to formulate their responses. This would not provide you information about individual achievement, but this type of practice would serve as a powerful learning tool (e.g., group processing, students modeling for each other).*





# FACILITATOR MATERIALS

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## SECTION II



## SECTION II – ACTIVITY 1

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### Written Response Design Guide

Now that you have completed Part Two of the DSA: Creating and Using Written Response module, it is time to put your learning into practice. Use the steps below to create one new short answer item (with checklist/rubric) and one new extended written response (with rubric). To practice all of the design steps you learned, focus on creating items that involve a stimulus (one or more reading passages, graphics, audios, etc.).

#### STEP 1: Review the intended learning

**Choose the learning targets to assess.**

- Choose one or several closely related reasoning targets.
- Decide how each target will be assessed: short answer or extended response.  
Example: Choose three targets; assess one with short answer and all three with extended response.

**Review your master rubric.**

Verify where in the progression students will be expected to demonstrate their learning.

#### STEP 2: Select or create an effective stimulus to use with both items

**An effective stimulus:**

- Is written at the target level of text complexity.
- Includes relevant, quality graphics.
- Includes accurate labeling.
- Is free of distracting content.
- Can be reproduced clearly.

#### STEP 3: Create the short answer item

**The short answer prompt should address the target reasoning and:**

- Have only one plausible interpretation.
- Frame an acceptable response.
- If the response is a number, specify the unit of measurement and/or required form (unless these are the learning targets being assessed).

**The short answer rubric might take the form of:**

- A checklist (with all acceptable answers).
- An analytic rubric (either task-specific or general).



## SECTION II – ACTIVITY 1

### Written Response Design Guide—Continued

#### STEP 4: Create the extended response item

- ☑ **The extended response prompt should address the target reasoning and:**
  1. Establish a context ⇒ What is this item about?
  2. Assign a task ⇒ What do you want me to do?
  3. Focus a response ⇒ What should I consider as I plan my response?
- ☑ **The analytic rubric should clearly describe the characteristics of novice, intermediate, and mastery work for each learning expectation.**

#### STEP 5: Review each item for quality

- ☑ **Refer to your notes from Part Two of the Creating and Using Written Response module.**
- ☑ **Evaluate student responses for clues to possible design issues.**
- ☑ **Solicit student feedback—have your students create and critique items too.**

**SECTION II – ACTIVITY 1****Written Response Design Guide—Continued****Reflection Protocol****Assess**

Evaluate your work. Do your items, including the rubrics, meet the criteria for strong design?

Are there any learning targets or design issues that you would like to discuss with colleagues?

<b>Got it!</b>	<b>Discuss</b>	<b>Characteristics of a Strong Written Response Assessment</b>
<input type="checkbox"/>	<input type="checkbox"/>	The selected learning targets are best assessed with written response.
<input type="checkbox"/>	<input type="checkbox"/>	The stimulus meets the criteria for strong design.
<input type="checkbox"/>	<input type="checkbox"/>	The short answer item meets the design criteria.
<input type="checkbox"/>	<input type="checkbox"/>	The extended response item meets the design criteria.



## SECTION II – ACTIVITY 1

### Written Response Design Guide—Continued

#### Reflect

Before sitting down with your colleagues, reflect on your learning and experience. How has your understanding of written response item 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...*

*but now I...*

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

*I intend to begin applying what I have learned by...*



## SECTION II – ACTIVITY 1

### Written Response 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. Review each other's items.
2. Use the **Assess** section to peer assess each other's work.
3. If you have student work available, try applying the rubric to unmarked student responses, then compare with your peers to see if 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 item clearly addresses the target reasoning.”

“The rubric criteria do a good job of describing concrete aspects of student work.”

*And so on...*

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

“The item hits one aspect of the target; how could we expand the item or create an item set to fully cover the intended learning?”

“How could we make the rubric more concrete to make sure we all apply it the same way?”

*And so on...*



## SECTION II – ACTIVITY 1

### Written Response Design Guide—Continued

#### Team Reflect

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

#### Here are a few of our big takeaways:

*We used to think...*

*but 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...*



## SECTION II – ACTIVITY 2

### Verbal Response Assessment Design Guide

Now that you have completed Part Two of the DSA: Creating and Using Verbal Response Assessment module, it is time to put your learning into practice! Use the steps below to create a single verbal prompt or a series of prompts.

#### STEP 1: Review The Intended Learning

**Review your master rubric.**

Where in the progression will students be at the time of the assessment? What range of performance do you expect students to be within: novice to intermediate, intermediate to mastery, or novice to mastery?

#### STEP 2: Select or create an effective stimulus, or stimuli, to use

**An effective stimulus:**

- Is written at the target level of text complexity.
- Includes relevant, quality graphics.
- Includes accurate labeling.
- Is free of distracting content.
- Can be reproduced clearly.

#### STEP 3: Practice creating a single prompt or a series of prompts

**The prompt(s) should address the intended learning at the intended levels of mastery and:**

- The prompt(s) should have only one plausible interpretation.
- The prompt(s) should frame an acceptable response. Partial answers may reflect partial guidance.
- The series of prompts should vary in language. This way your students hear all of the ways ‘this learning’ can be called for.

**The rubric might take the form of:**

- A checklist (with all acceptable answers).
- An analytic rubric with objective criteria for novice, intermediate, and mastery.





## SECTION II – ACTIVITY 2

### Verbal Response Assessment Design Guide—Continued

#### STEP 4: Create appropriate conditions for verbal response assessment

**☑ Students need a safe environment to take risks.**

1. Consider your own attitude/demeanor when prompting students.
2. Consider the tone and volume of your voice.
3. Prepare students for successful verbal response. You might:
  - Teach students how to use the domain and academic language of the standards in their responses. You might even record students so they can hear their own responses.
  - Teach students the question stems that call for different patterns of reasoning. Let them practice using them.
  - Show students what strong prompts look and sound like. Have them ‘fix’ weak prompts.
  - Or, have them match the prompts with the appropriate cells of their master rubric—identifying novice, intermediate and mastery prompts.
  - Show students what a strong series of prompts looks and sound like. Post the series, pointing out the scaffolding of learning as you use the prompts.

**☑ Verbal response requires teachers and students to share a common language—verbal and nonverbal. Don’t use cues that give away the answer.**

**☑ Verbal response calls for a purposeful collection of evidence.**

1. Have a plan for how you will call on students.
  - Do you need evidence for individual students?
  - Do you need evidence to gauge the class?
  - Do students need to know where they are in the learning progression?
2. Use clear, simple directions.
3. Require your students to use appropriate academic and domain language in their responses.
4. Use appropriate wait time (think time) after prompting students AND after they respond so they can hear their answer.
5. Have a plan for documenting evidence for use.

**☑ Verbal response calls for knowing how to respond if prompts are ‘too easy’ or ‘too hard.’**

1. If ‘too easy,’ you might:
  - Ask a question on the same learning expectation with a different prompt,
  - Ask a question on the same learning expectation at the next performance level on the master rubric,
  - Ask students how confident they feel with this learning expectation.
  - Check to be sure that the evidence is needed,
  - Offer some success feedback for the correct response. This is a great idea for all students and especially important if you are prompting a struggling or hesitant learner.



## SECTION II – ACTIVITY 2

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### Verbal Response Assessment Design Guide—Continued

2. If 'too hard,' you might:
  - Ask a question on the same learning expectation with a different prompt,
  - Ask a question on the same learning expectation at a lower performance level on the master rubric,
  - Turn the question back to the class or to another student from whom you need that evidence,
  - Provide the student a written copy of the prompt,
  - Decide to assess the student another way,
  - Consider the quality of your prompt.

**SECTION II – ACTIVITY 2****Verbal Response Assessment Design Guide—Continued****REFLECTION PROTOCOL****Assess**

Take a moment to evaluate your work. Do your items, including the rubrics, meet the criteria for strong design?

Are there any learning targets or design issues that you would like to discuss with colleagues?

<b>Got it!</b>	<b>Discuss</b>	<b>My pre-assessment design will:</b>
<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"><li>• Verbal response is an accurate and efficient way to assess the intended learning.</li></ul>
<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"><li>• The stimulus meets the criteria for strong design.</li></ul>
<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"><li>• The prompts meet the design criteria for sound verbal response assessment.</li></ul>
<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"><li>• The conditions meet the design criteria for sound verbal response assessment.</li></ul>

**Reflect**

Before sitting down with your colleagues, take a moment to reflect on your learning and experience. How has your understanding of verbal response assessment 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...*

*but now I...*

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

*I intend to begin applying what I have learned by...*



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## Verbal Response Assessment 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. Use your master rubrics to review each other’s prompts.
2. Use the checklist to peer assess each other’s work.
3. If you have student responses available (recordings, notes, etc.), apply the rubric to unmarked student responses to see whether your ratings agree or not, and why.
4. Share what happened when you used your prompts with students. Share how you:
  - a. Created a safe environment
  - b. Ensured a common language
  - c. Collected the evidence (planned for calling on students; used wait time, etc.)
  - d. Documented evidence
  - e. Responded to evidence when prompts were ‘too easy’ or ‘too hard’

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

“The verbal prompts assess a range of learning across your master rubric.”

“You varied your language with prompts that called for the same response.”

*And so on...*

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

*“Your second prompt would spark great thinking, but it needs framed a bit to use for verbal assessment of this learning target.”*

*“How could we make the rubric more concrete to make sure we all apply it the same way?”*

*And so on...*



## SECTION II – ACTIVITY 2

### Verbal Response Assessment Design Guide—Continued

#### 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:

<p><i>I used to think...</i></p>          <p><i>but now I...</i></p>
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#### Here's how we are going to put our learning into practice:

<p><i>As a team, we intend to begin applying what we have learned by...</i></p>
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## SECTION II – ACTIVITY 3

### Performance Assessment Design Guide

Use the steps below to create a simple performance task (single method task that can be completed in a single sitting) and a second, more complex, performance task that includes mixed methods, requiring multiple days for students to complete.

#### STEP 1: Review the intended learning

**Review your master rubric.**

- What range of performance do you expect students to be within: novice to intermediate, intermediate to mastery, or novice to mastery?

#### STEP 2: Select or create an effective stimulus to use with both items

**An effective stimulus:**

- Is written at the target level of text complexity.
- Includes relevant, high-quality graphics.
- Includes accurate labeling.
- Is free of distracting content.
- Can be reproduced clearly.

#### STEP 3: Create a simple performance task

**The prompt should address the intended learning at the intended levels of mastery and:**

- The prompt should have only one plausible interpretation.
- The prompt should frame an acceptable response.

**The short answer rubric might take the form of:**

- A checklist (with all acceptable answers).
- An analytic rubric with objective criteria for novice, intermediate, and mastery.
- Allow for unanticipated correct options.



## SECTION II – ACTIVITY 3

### Performance Assessment Design Guide—Continued

#### STEP 4: Create a complex performance task (mixed method and/or multi-day)

- ☑ **The prompt should address the intended learning at the intended levels of mastery and:**
  1. Establish the context; What is this task about? How does it relate?
  2. State the task in simple, direct language; What do you want me to do?
  3. Focus student responses; How will I know I am on track?
  4. Include clear, easy to follow directions.
  5. Provide objective criteria for success (analytic rubric).
- ☑ **If materials or equipment are required, be careful to provide adequate guidance for students to engage in the task. Note that more scaffolding may be appropriate early in the learning, gradually lessening as the learning advances.**
- ☑ **Evaluative criteria usually need to be clearer and more focused early in the learning or with younger learners. As students master the criteria, later tasks can incorporate them by reference.**
- ☑ **The analytic rubric should clearly describe the characteristics of novice, intermediate, and mastery work for each learning expectation.**

#### Step 5: Review each task for quality

- ☑ **Review the task and ask yourself the following:**
  - Is the context clear? Will my students understand how this task fits in with what they have been learning?
  - Is a specific task, or set of tasks, clearly stated? Will my students immediately be able to say, “Ok, this is what I need to do.”?
  - Will the directions enable students to get started immediately and accurately?
  - Are the criteria for success stated in a way that students will be able to self-evaluate as they go?

*Remember: A clear context, a specific task, simple directions, and objective criteria help you gather valid and reliable evidence of the target learning!*

- ☑ **Evaluate student responses for clues to possible design issues. Evidence of a weak task includes:**
  - Students work off task.
  - Students produce too little.
  - Students produce too much.
  - Students are uncertain about what is expected.
  - Students believe they are certain about what is expected only to discover that the teacher had something else in mind.
- ☑ **Solicit student feedback—have your students create and critique tasks, too.**



## SECTION II – ACTIVITY 3

### Performance Assessment Design Guide—Continued

#### Design Guide For Rubrics

A strong, analytic rubric is vital for most performance assessment tasks, particularly for mixed method and multi-day tasks.

##### 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.

##### 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, and so on.
- 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

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

##### 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.



**SECTION II – ACTIVITY 3****Performance Assessment Design Guide—Continued****Reflection Protocol****Assess**

Evaluate your work. Do your performance tasks, including the rubrics, meet the criteria for strong design? Are there any learning targets or design issues that you would like to discuss with colleagues?

<b>Got it!</b>	<b>Discuss</b>	<b>Characteristics of Strong Performance Assessment</b>
<input type="checkbox"/>	<input type="checkbox"/>	The selected learning targets are best assessed with performance assessment.
<input type="checkbox"/>	<input type="checkbox"/>	The stimulus meets the criteria for strong design.
<input type="checkbox"/>	<input type="checkbox"/>	The simple task meets the design criteria for sound performance assessment.
<input type="checkbox"/>	<input type="checkbox"/>	The complex task meets the design criteria for sound performance assessment.

**Reflect**

Before sitting down with your colleagues, reflect on your learning and experience. How has your understanding of performance assessment 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...*

*but now I...*

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

*I intend to begin applying what I have learned by...*



## SECTION II – ACTIVITY 3

### Performance Assessment 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. Review each other's performance tasks.
2. Use the **Assess** section to peer assess each other's work.
3. If you have student work available, try applying the rubric to unmarked student responses 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 task clearly addresses the target reasoning.”

“The rubric criteria do a good job of describing concrete aspects of student work.”

*And so on...*

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

“This hits certain aspects of the intended learning; how could we expand the task or create an additional task to fully cover the intended learning?”

“How could we make the rubric more concrete to make sure we all apply it the same way?”

*And so on...*



## SECTION II – ACTIVITY 3

### Performance Assessment Design Guide—Continued

#### 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:

<p><i>We used to think...</i></p>          <p><i>but now we...</i></p>
--

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

<p><i>As a team, we intend to begin applying what we have learned by...</i></p>
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## SECTION II – ACTIVITY 4

### Selected Response Assessment Design Guide

Now that you have completed Part Two of the DSA: Creating and Using Selected Response Assessment module, it is time to put your learning into practice! Use the steps below to choose or create sound selected response items.

#### STEP 1: Review the intended learning

**Review your master rubric.**

Where in the progression will students be at the time of the assessment? What range of performance do you expect students to be within: novice to intermediate, intermediate to mastery, or novice to mastery?

**Review your assessment blueprint.**

What selected response evidence do you plan to collect? Where could selected response help you be more efficient in your assessment practice?

#### Step 2: Gather available selected response items

**No matter the source, carefully review and refine what you find.**

**Use your deconstructed targets and/or the cells of your master rubric to determine which part of a standard each item covers.**

#### Step 3: Create other needed selected response items

**When creating true/false items:**

- Design each item to address a specific level of thinking. True/false can be written at the knowledge, understanding, application, or analysis levels.
- Keep the claims simple.
- Make each claim entirely true or entirely false.
- Avoid negatives (e.g., not or no, but also uncharacteristic, illegal, or unable).
- Avoid absolutes (always, every, all, impossible, or certainly).

**When creating multiple choice stems:**

- Use a complete statement or question.
- Be as concise as possible.
- Express the same idea using different words.
- Practice, practice, practice writing items across multiple levels of thinking.
- Like with true/false items, avoid tricks, avoid negatives (e.g., which of the following is **not**), avoid arbitrary logic, and avoid trivia.



## SECTION II – ACTIVITY 4

### Selected Response Assessment Design Guide—Continued

- ☑ **When creating multiple choice options:**
  - Make **all** distractors plausible.
  - As a general rule, keep all response options about the same length.
  - Write options that are parallel in structure.
  - Count the number of times the answer is a, b, c, or d.
  - Keep options in a logical order.
- ☑ **When creating matching items:**
  - Include more options (distractors) than prompts.
  - Make ALL distractors plausible.
  - Write options that are parallel in content.
  - Keep options in a logical order.
  - Set a reasonable limit on the number of prompts.
- ☑ **If you create or select a stimulus, make sure that it:**
  - Is written at the target level of text complexity.
  - Includes relevant, quality graphics.
  - Includes accurate labeling.
  - Is free of distracting content.
  - Can be reproduced clearly.



## SECTION II – ACTIVITY 4

### Selected Response Assessment Design Guide—Continued

#### STEP 4: Critique each item for target alignment and design quality

- Target Alignment: Evaluate whether each item addresses the target content and target level of thinking. Use the criteria in your master rubric to help you review each item for quality.**
  - True/False
    - Ask yourself: Does the claim align to the learning target content? If so, does it provide partial or complete coverage?
    - Ask yourself: Is the claim below, meeting, or exceeding the target level of thinking?
  - Multiple Choice and Matching
    - Ask yourself: Does the item align to the learning target content? If so, does it provide partial or complete coverage?
    - Ask yourself: Is the item below, meeting, or exceeding the target level of thinking?
- Design Quality: Evaluate each item for design quality using the criteria stated above.**

#### STEP 5: Review results and revise

- Broken Items. Take very a close look at any items your high achieving students struggled with.**
  - Was this content taught and practiced?
  - Or was the item misleading or confusing?
- Unattractive Distractors. All distractors should be believable.**
  - If few students chose one of the distractors, students were able to dismiss it as not credible. Revise unattractive distractors.
- Too Hard. Closely examine any item that all, or nearly all, of your students struggled with.**
  - Was this content taught and practiced? In other words, did the students who got it right only succeed because of guessing? Did they succeed by virtue of outside learning?
  - Was any part of the item confusing or misleading?
- Too Easy. Closely examine any items that all or nearly all of your students got right.**
  - Is the item measuring the content of the intended target?
  - Is the item reaching the intended thinking called for by the target?
  - Always confirm that each item is serving the role for which it was intended on the assessment blueprint: the right content and the right degree of rigor.

**SECTION II – ACTIVITY 4****Selected Response Assessment Design Guide—Continued****REFLECTION PROTOCOL****Assess**

Take a moment to evaluate your work. Do your assessment items meet the criteria for strong design? Are there any learning targets or design issues that you would like to discuss with colleagues?

<b>Got It!</b>	<b>Discuss</b>	
<input type="checkbox"/>	<input type="checkbox"/>	Selected response is an accurate and efficient way to assess the intended learning.
<input type="checkbox"/>	<input type="checkbox"/>	The items align with the target content described in my master rubric. This means I also know if each item provides partial or complete coverage.
<input type="checkbox"/>	<input type="checkbox"/>	The items align with the target level of thinking. This means I know if each item is below, meeting, or exceeding the target level of thinking.
<input type="checkbox"/>	<input type="checkbox"/>	The items meet the design criteria described for each type of selected response.

**Reflect**

Before sitting down with your colleagues, take a moment to reflect on your learning and experience. How has your understanding of selected response assessment 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 ...*



## SECTION II – ACTIVITY 4

### Selected Response Assessment 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. Use your master rubrics to review each other's items.
2. Use the checklist to peer assess each other's work.
3. If you have student responses available, review items that didn't work because they were broken, included bad distractors, or were too easy or too hard.
4. Share and compare your observations, ideas, and questions.

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

"All of your multiple choice items have plausible distractors."  
"You made sure that your true/false claims are entirely true or entirely false."

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

"This multiple choice item does not meet the target level of thinking in the master rubric. How could the item be revised to work how you want it to?"  
"Your last multiple choice item has a correct answer that is obvious because this option is so much longer in length than the distractors. How might you reword it so it doesn't stand out?"

#### 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...*



**Mastering the Methods of Assessment: Where Are You Now?****DIRECTIONS:**

Found below are the key learning targets of Mastering the Methods of Assessment 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 had a chance to try this and I'm not sure I understand it yet.

<b>After completing the Mastering the Methods of Assessment modules, I am able to:</b>	<b>Rating</b>	<b>Evidence to Support My Rating</b>
Create strong written response items. This includes both short answer and extended response.		
Use written response to help students advance their learning.		
Create strong verbal response. This means I can create strong prompts, ensure appropriate conditions, have a plan for calling on students, and established a system for documenting evidence collected.		
Use verbal response to help students advance their learning.		
Create strong performance assessment items. This includes both simple and complex tasks.		
Use performance assessment to help students advance their learning.		
Create strong selected response items, assessing both knowledge and reasoning. This includes true/false, multiple-choice, and matching.		
Use selected response assessment to help students advance their learning.		



# FACILITATOR MATERIALS

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## SECTION III



## Setting Goals for Mastering the Methods of Assessment

**DIRECTIONS:**

Write one or two specific and challenging goals you have for mastering the methods of assessment.

**Name:**

**Date:**

**Goal(s):**

**How I/we create or select assessment items now:**

**What I/we need to learn more about:**

**Action plan:**

**Support needed:**

**Time frame:**

**How I/we will measure success:**



## **DSA: Designing and Critiquing Sound Assessment Module Preview**

No matter how good each of your assessment components is, the ultimate challenge is to **put those pieces together** into a meaningful and informative whole.

Poorly designed assessment wastes time and effort—but worse yet, it actually undermines student engagement and success.

Sound assessment design will help ensure that you and your students practice and gather the right kinds of evidence, in the right amounts, to point you toward appropriate next steps in learning.

In the ***DSA: Designing and Critiquing Sound Assessment*** module, you will be using everything you have learned in the Designing Sound Assessment series. You will be using every piece of the puzzle to provide a complete, accurate picture of student learning. You will learn about the importance of assessment purpose and efficiency as well as how to design and critique sound pre-, interim and post-assessment.

### **DSA: Designing and Critiquing Sound Assessment**

*Ultimate Learning Targets:*

1. Understand the importance of purpose and efficiency in sound assessment design.
2. Design and critique sound **pre-assessment** that measures where students enter the learning.
3. Design and critique sound **interim assessment** to know where students are as they progress through the learning.
4. Design and critique sound **post-assessment** that measures where students exit the learning.