DESIGNING SOUND ASSESSMENT:

Mastering the Methods of Assessment

PARTICIPANT MATERIALS

PARTICIPANT 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.

The Four Methods of Assessment	
Statement	**What I learned in 'Mastering the Methods of Assessment' to support this statement…**
Written response assessment is one of the constructed response methods of assessment.	
There is a strong connection between written response and verbal response to measure and advance student learning.	
Selected response assessment still has a prominent place in classroom assessment.	

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…**
Rubrics are an essential part of all constructed response assessment.	
Performance assessment tasks can be classified by method and timespan.	
It is important to use an effective stimulus.	

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 (PLD) 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

Know and Understand Road Signs and Traffic Signals	• Interpret urban freeway signage in conditions simulating high speed traffic and poor weather
	• Explain road signs specific to a region or season
	• Interpret temporary signage for construction, emergencies, and detours
			• Recognize road signs and traffic signals
			• Explain the meaning of all major road signs including:
			  ○ Four way flashing lights
			  ○ Yellow 'speed limit' signs
			  ○ Lane advisories
			  ○ Wrong way indicators
			  ○ Special population advisories
					• Understand that road signs are posted to ensure the safety of drivers, passengers, and pedestrians
					• Understand the basic roadway markings (solid, dashed, and mixed centerlines)
					• Understand the basic rules of two-way traffic (keep right, pass left)

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.

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

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?**

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

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

PARTICIPANT MATERIALS

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Section II

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)

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.**

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?

Got it!	Discuss	Characteristics of a Strong Written Response Assessment
☐	☐	The selected learning targets are best assessed with written response.
☐	☐	The stimulus meets the criteria for strong design.
☐	☐	The short answer item meets the design criteria.
☐	☐	The extended response item meets the design criteria.

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…

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…*

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…

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.

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.

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.

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?

Got it!	Discuss	My pre-assessment design will:
☐	☐	• Verbal response is an accurate and efficient way to assess the intended learning.
☐	☐	• The stimulus meets the criteria for strong design.
☐	☐	• The prompts meet the design criteria for sound verbal response assessment.
☐	☐	• The conditions meet the design criteria for sound verbal response assessment.

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…*

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…*

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:

I used to think…

but now I…

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…

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.

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.**

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.

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?

Got it!	Discuss	Characteristics of Strong Performance Assessment
☐	☐	The selected learning targets are best assessed with performance assessment.
☐	☐	The stimulus meets the criteria for strong design.
☐	☐	The simple task meets the design criteria for sound performance assessment.
☐	☐	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…

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…*

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:

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…

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 <u>stems</u>:**

- 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.

Selected Response Assessment Design Guide—Continued

☑ **When creating multiple choice <u>options</u>:**

- 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.

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.

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?

Got It!	Discuss	
☐	☐	Selected response is an accurate and efficient way to assess the intended learning.
☐	☐	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.
☐	☐	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.
☐	☐	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 ...

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.

After completing the Mastering the Methods of Assessment modules, I am able to:	Rating	Evidence to Support My Rating
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.		

PARTICIPANT 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.