



DESIGNING SOUND ASSESSMENT:

Putting the Pieces Together

FACILITATION GUIDE



DSA: Designing and Critiquing Sound Assessment – Putting the Pieces Together

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.



OVERVIEW OF FACILITATION ACTIVITIES

Section I: Confirming Our Learning

Activity 1: Designing with the Purpose in Mind

Purpose: Ensure understanding that the purpose of an assessment should guide the design of the assessment. *Time: 30 minutes*

Activity 2: Serving Multiple Purposes at the Same Time

Purpose: Ensure understanding of how the different purposes of assessment can support each other when designed well. *Time: 30 minutes*

Section II: Confirming Our Practice

Activity 1: Critiquing Our Own Pre-Assessment

Purpose: For teachers to give and receive effective feedback on the pre-assessment designs they have created, providing an opportunity to discuss what the novice-level learning looks and sounds like and how to ensure that students start out on a winning streak from the very start of learning. *Time: 60 minutes*

Activity 2: Critiquing Our Own Interim Assessment

Purpose: For teachers to give and receive effective feedback on the interim assessment designs they have created, providing an opportunity to discuss how to monitor learning and keep students on winning streaks as they progress through the learning. *Time: 60 minutes*

Activity 3: Critiquing Our Own Post-Assessment

Purpose: For teachers to give and receive effective feedback on the post-assessment designs they have created, providing an opportunity to discuss how to verify where students are exiting the learning. *Time: 60 minutes*

Activity 4: Putting the Pieces Together: Where Are You Now?

Purpose: For teachers to self-assess where they are in their practice of designing and critiquing pre-, interim, and post-assessment. *Time: 30 minutes*

Section III: Confirming Our Commitment

Activity 1: Setting Goals for Designing and Critiquing Sound Assessment

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



OVERVIEW OF FACILITATION ACTIVITIES

Use Checklist Prior to Facilitating Discussion about DSA: Designing and Critiquing Sound Assessment.

READY TO GO

NEED TO DO THIS

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

SECTION I

CONFIRMING OUR LEARNING

Activities 1 - 2

This section includes activities designed to ensure that teachers have met the learning targets for the DSA: Designing and Critiquing Sound Assessment module.

Activity 1: 30 minutes

Activity 2: 30 minutes



Designing with the Purpose in Mind

Purpose: Ensure understanding that the purpose of an assessment should guide the design of the assessment.

WHAT YOU'LL NEED

Facilitator Materials: ***Designing with the Purpose in Mind Answer Key***

Participant Materials: ***Designing with the Purpose in Mind***

INSTRUCTIONS:

1. Share the four learning targets of the DSA: Designing and Critiquing Sound Assessment module. Explain that this activity addresses the first learning target:
 - Understand the importance of purpose and efficiency in sound assessment design.
2. Share the purpose of the activity. Let them know that in this activity they will be reviewing the purposes of assessment and how each should guide your assessment design.
3. Provide each teacher a copy of the handout ***Designing with the Purpose in Mind***.
 - a. Read directions.
 - b. Working with partners, have teachers read, discuss, and jot down comments on the table provided in the handout.
 - c. As a large group, solicit feedback and comment. Use your answer key version to probe or supplement the teachers' own observations. Do we have a shared understanding of what each purpose is intended to serve?

CONSIDERATIONS:

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



Serving Multiple Purposes at the Same Time

Purpose: Ensure understanding of how the different purposes of assessment can support each other when designed well.

WHAT YOU'LL NEED

- Facilitator Materials: ***Serving Multiple Purposes at the Same Time Answer Key***
Participant Materials: ***Serving Multiple Purposes at the Same Time***

INSTRUCTIONS:

1. Share the four learning targets of DSA: Designing and Critiquing Sound Assessment. This activity synthesizes the learning by checking for understanding of how the different assessment purposes relate to pre-, interim, and post-assessment.
2. Share the purpose of the activity.
3. Provide each teacher a copy of the handout ***Serving Multiple Purposes at the Same Time***.
4. Working with partners, have teachers fill in the table by jotting down their ideas for how purposes 1, 2, and 3 connect, or not, with purposes 4, 5, and 6.
5. Bringing everyone together as group, solicit feedback and comment. Use your answer key to probe or supplement the teachers' own observations. Do we have a shared understanding of how the six purposes can reinforce each other?

CONSIDERATIONS:

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

SECTION II

CONFIRMING OUR PRACTICE

Activities 1 - 4

This section includes activities designed to facilitate reflection and discussion about teacher practice.

Activity 1: 60 minutes

Activity 2: 60 minutes

Activity 3: 60 minutes

Activity 4: 30 minutes



Critiquing Our Own Pre-Assessment

PURPOSE: For teachers to give and receive effective feedback on the pre-assessment designs they have created, providing an opportunity to discuss what the novice-level learning looks and sounds like and how to ensure that students start out on a winning streak from the very start of learning.

WHAT YOU'LL NEED

Facilitator and Participant Materials: *Pre-Assessment Design Guide*
Copies of the master rubric for the unit, if created
Copies of the pre-assessment blueprint teachers created
Copies of the pre-assessment design teachers drafted

INSTRUCTIONS:

1. Provide each teacher a copy of the handout *Pre-Assessment Design Guide*. (Teachers may have their own copies that they downloaded and completed after finishing Part Two of the 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 pre-assessment designs.
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 the pre-assessment blueprint against the master rubric for the unit of instruction you are creating it for.
 - In the second session, critique the pre-assessment content and, if you have them, samples of student work.
- Because this is a blended learning experience, feel free to go back into the DSA: Designing and Critiquing Sound Assessment module as needed.



Critiquing Our Own Interim Assessment

PURPOSE: For teachers to give and receive effective feedback on the interim assessment designs they have created, providing an opportunity to discuss how to monitor learning and keep students on winning streaks as they progress through the learning.

WHAT YOU'LL NEED

Facilitator and Participant Materials: *Interim Assessment Design Guide*
Copies of the master rubric for the unit, if created
Copies of the interim assessment blueprint teachers created
Copies of the interim assessment design teachers drafted

INSTRUCTIONS:

1. Provide each teacher a copy of the handout *Interim Assessment Design Guide*. (Teachers may have their own copies that they downloaded and completed after finishing Part Two of the 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 interim assessment designs.
4. Before beginning the team exercises, ask participants to complete the **Reflect** activity individually.
5. Use the **Team Reflect** activity to close the discussion.
6. Summarize the takeaways of the group.

CONSIDERATIONS:

- You might want to split this activity into two separate sessions.
 - In the first session, critique the interim assessment blueprint against the master rubric for the unit of instruction you are creating it for.
 - In the second session, critique the interim assessment content and, if you have them, samples of student work.
- Because this is a blended learning experience, feel free to go back into the DSA: Designing and Critiquing Sound Assessment module as needed.



Critiquing Our Own Post-Assessment

PURPOSE: For teachers to give and receive effective feedback on the post-assessment designs they have created, providing an opportunity to discuss how to verify where students are exiting the learning.

WHAT YOU'LL NEED

Facilitator and Participant Materials: *Post-Assessment Design Guide*
Copies of the master rubric for the unit, if created
Copies of the pre-assessment blueprint teachers created
Copies of the pre-assessment design teachers drafted

INSTRUCTIONS:

1. Provide each teacher a copy of the handout *Post-Assessment Design Guide*. (Teachers may have their own copies that they downloaded and completed after finishing Part Two of the 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 post-assessment designs.
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 the post-assessment blueprint against the master rubric for the unit of instruction you are creating it for.
 - In the second session, critique the post-assessment content and, if you have them, samples of student work.
- Because this is a blended learning experience, feel free to go back into the DSA: Designing and Critiquing Sound Assessment module as needed.



Putting The Pieces Together: Where Are You Now?

PURPOSE: For teachers to self-assess where they are in their practice of designing and critiquing pre-, interim, and post-assessment.

WHAT YOU'LL NEED

Facilitator and Participant Materials: *Putting the Pieces Together: Where Are You Now?*

INSTRUCTIONS:

1. Provide each teacher a copy of the handout *Putting the Pieces Together: Where Are You Now?*
2. Share the purpose of the activity.
3. Explain to teachers:

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

You then studied and practiced each of the four methods of assessment: verbal response, written response, performance assessment, and selected response, including how to write strong items, how to include students in the item design process, and how to take advantage of the natural strengths of each of the four methods.

Now, in the DSA: Designing and Critiquing Sound Assessment module, you have learned how to bring all of your learning together in creating and critiquing pre-assessment, interim assessment, and post-assessment, how sound design is built on sound master rubrics and assessment blueprints, and how purposes like stamina and student ownership need to be considered and planned for.
4. Have teachers follow the directions on the handout, assessing their own comfort level with the key learning targets for the DSA: Designing and Critiquing Sound Assessment module. Have them record the evidence that supports their rating.
5. Close the activity by inviting teachers to share their strengths and opportunities for growth.

SECTION III

CONFIRMING OUR COMMITMENT

Activity 1

This section includes an activity designed to help teachers set goals and take action based on what they've learned.

Activity 1: 20 minutes



Setting Goals for Designing and Critiquing Sound Assessment

PURPOSE: For the team to establish some specific and challenging individual or team goals around designing and critiquing sound assessment.

WHAT YOU'LL NEED

Facilitator and Participant Materials: *Setting Goals for Designing and Critiquing Sound Assessment*

INSTRUCTIONS:

1. Provide and ask teachers to complete the *Setting Goals for Designing and Critiquing Sound Assessment* handout.
2. Ask teachers to share their goals with the group.



FACILITATOR MATERIALS

SECTION I



Designing with the Purpose in Mind

DIRECTIONS:

1. A teacher team brainstormed ways of addressing each of the six assessment purposes discussed in the module. Their work is shown in the middle column of the table on the following page. Working in pairs:
 - a. Read through each of the proposed approaches.
 - b. In the right hand column, reflect on what you know to jot down any quick feedback you would have for the team.

As facilitator, if the team is not clear about what to write in the table, share an example, such as Row 3: Post Assessment.

2. Based on your notes and personal conversation, discuss the following as a large group:
 - a. What takeaways do we have for each row?
 - b. How should our assessment purposes help guide our assessment design?
 - c. How would designing based on assessment purposes help me verify that my design addresses the right targets, at the right levels of mastery, in the right amounts?



Designing with the Purpose in Mind—Continued

ASSESSMENT PURPOSE	TEAM PROPOSES TO:	WOULD YOU REVISE THE SUGGESTION? IF SO, HOW?
<p>1. Pre-Assessment</p> <p>Whether each student has the foundational skills/knowledge needed to enter the next unit without review or remediation.</p>	<p><i>Assess novice-level targets (key knowledge, reasoning, skill, and product targets); focus on targets that would indicate need for immediate intervention.</i></p>	<p>Appropriate as is. Pre-assessment might also include Intermediate targets but only if prior evidence suggests that students have reached that level by now.</p>
<p>2. Interim Assessment</p> <p>Where each student is along the path to mastery – including successes and challenges along the way.</p>	<p><i>Gather evidence across the mastery, intermediate, and novice levels to determine where each student is in their learning.</i></p>	<p>Too broad! Evidence would be a mile wide and an inch deep. Interim assessment should check current targets, with or without scaffolding or support, as needed.</p>
<p>3. Post-Assessment</p> <p>Which learning expectations students have mastered as they exit this unit of learning.</p>	<p><i>Gather evidence that draws on learning targets that reach, and some that exceed, the mastery-level on the master rubric for the current unit.</i></p>	<p>Goes beyond mastery. Post-assessment measures mastery of current expectations. If any students are working beyond the current master rubric, those students should be assessed separately on the mastery targets that they are currently working on.</p>
<p>4. Verify Retention of Prior Learning</p> <p>Are my students carrying forward important prior learning as we move into new topics?</p>	<p><i>Provide opportunities for students to practice foundation learning targets early in the unit.</i></p>	<p>Incomplete. Be sure to think beyond the foundation targets. What critical prior learning (e.g., critical domain language, skills, and concepts) would otherwise go dormant during this unit? How will you help students refresh prior learning that is vital for the future, but not a part of the current unit?</p>
<p>5. Build Performance Stamina</p> <p>Are my students developing capacity for increasingly lengthy and/or increasingly complex demonstrations of learning?</p>	<p><i>Scaffold tasks to assess students on targeted skills. Increase assessment to longer, more complex mastery tasks that connect the pieces.</i></p>	<p>Appropriate as is. Assessing target learning through temporary scaffolding is one useful strategy (e.g., having students complete one missing part of a math problem, literary analysis, or research project in order to demonstrate how that part is done well). How else can you build stamina?</p>
<p>6. Cultivate Student Ownership</p> <p>Are my students able to apply evaluation criteria to their own and each other's work? Can my students set appropriate goals?</p>	<p><i>Systematically include opportunities for students to practice item-design and critique; to self- and peer-assess; and practice with samples of strong, moderate and weak work.</i></p>	<p>Partial. There are many strategies for using assessment to cultivate ownership. Teaching students how to construct and critique items supports learning through assessment. How else can you cultivate student ownership through assessment? Goal setting? Tracking own success?</p>



Serving Multiple Purposes at the Same Time

Are the six purposes of assessment all compatible with each other? Are any combinations incompatible? How do purposes 4, 5, and 6 (Recall, Stamina, and Ownership) apply to purposes 1, 2, and 3 (Pre-, Interim, and Post-)?

DIRECTIONS:

1. Using the table on the next page, jot down whether, or how, each combination makes sense. (As facilitator, you might choose one as an example to start.) When you are finished, be prepared to critique each of the following propositions:

i. Purpose 4 (Prior Learning) applies mostly to Purposes 2 and 3 (Interim and Post-Assessment).

This is typically true. Sound pre-assessment tends to keep tightly focused on student preparation for new learning.

ii. Purpose 5 (Stamina) applies mostly to Purpose 2, (Interim Assessment).

Actually, 1, 2 and 3. Stamina develops not only within each unit, but from unit to unit, quarter to quarter, year to year. Whether it is pre-, interim, or post-, we need to know whether students have the stamina needed by that point in the learning.

iii. Purpose 6 (Student Ownership) applies only to Purposes 1 and 2 (Pre- and Interim Assessment).

This is a common misconception: “The grades are on the books now, so there is no point to keep tracking any of that learning.” This confuses the end of a grading period with the end of learning.

*The end of a unit, quarter, or year is **not** the end of learning! Students should have the opportunity to track, plan, practice, and improve learning—even after a grading period has officially ended—because they **need** that learning for **future** success.*



Serving Multiple Purposes at the Same Time—Continued

<p>How Might You Address Different Purposes at the Same Time?</p>	<p>1. Pre-Assessment</p> <p>Whether each student has the foundational skills/knowledge needed to enter the next unit without review or remediation.</p>	<p>2. Interim Assessment</p> <p>Where each student is along the path to mastery – including successes and challenges along the way.</p>	<p>3. Post-Assessment</p> <p>Which learning expectations students have mastered as they exit this unit of learning.</p>
<p>4. Verify Retention of Prior Learning</p> <p>Are my students carrying forward important prior learning as we move into new topics?</p>	<p><i>Purpose 1 focuses on prior learning that forms the base of the upcoming unit. Purpose 4 focuses on important prior learning that will not come up in the upcoming unit but you don't want to let students go 'cold' on. What if you include Purpose 4 content on a pre-assessment? Be sure to keep the results separate! Don't 'cloud' pre-assessment diagnostic information with Purpose 4 'review' information.</i></p>	<p><i>Evidence for interim learning (Purpose 2) and evidence for retained prior learning (Purpose 4) can be gathered at the same time, but keep the results separate!</i></p> <p><i>Interim assessment needs to help you interpret how students are doing on current learning. Don't 'mix in' the evidence of how well students have retained prior learning.</i></p>	<p><i>Evidence for exit learning (Purpose 3) and evidence for retained prior learning (Purpose 4) can be gathered at the same time, but keep the results separate!</i></p> <p><i>Post-assessment needs to help you interpret where students are exiting the current learning. Don't 'mix in' the evidence of how well students have retained prior learning.</i></p>
<p>5. Build Performance Stamina</p> <p>Are my students developing capacity for increasingly lengthy and/or increasingly complex demonstrations of learning?</p>	<p><i>Pre-assessment helps you determine whether your students know and can do the things they will need as they enter into the upcoming unit.</i></p> <p><i>Part of this might be stamina: Do your students have skills to attack, and persist on, extended tasks in order to enter the next unit?</i></p> <p><i>Always weigh whether, or how much, evidence you need of stamina as part of your pre-assessment.</i></p>	<p><i>Interim assessment should evaluate both the content and the stamina that students have been cultivating at this point in the learning.</i></p> <p><i>These two purposes go together.</i></p>	<p><i>Post-assessment should evaluate both the content and the stamina that students have developed now that they reaching the end of the unit. These two purposes go together.</i></p> <p><i>If students are building toward longer, more complex quarter or semester assessment, then unit assessments should reflect an appropriate progression in stamina.</i></p>
<p>6. Cultivate Student Ownership</p> <p>Are my students able to apply evaluation criteria to their own and each other's work? Can my students set appropriate goals and track success?</p>	<p><i>Developing student ownership should always be a consideration in your assessment designs... pre-, interim, and post-!</i></p> <p><i>Plan how your students will be able to use their assessment results. Take a few minutes to share ideas for student ownership strategies for:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>Pre-Assessment</i> <input type="checkbox"/> <i>Interim Assessment</i> <input type="checkbox"/> <i>Post-Assessment</i> 		



FACILITATOR MATERIALS

SECTION II



Pre-Assessment Design Guide

Now that you have completed Part 2 of the DSA: Designing and Critiquing Assessment module, put your learning into practice! Use the steps below to create sound pre-assessment plan for a lesson or unit.

STEP 1: Review the intended learning

Review the content and Design Guides for

DSA: Creating and Using Rubrics.

DSA: Creating and Using Master Rubrics.

Create, or critique, your master rubric for the lesson or unit

Your master rubric, with its progression of learning targets, written in objective, student-friendly language, defining novice, intermediate, and mastery learning, is your primary resource for planning and auditing curriculum, instruction, and assessment.

STEP 2: Create, or critique, your pre-assessment blueprint

Review the content and Design Guides for

DSA: Creating and Using Assessment Blueprints.

What evidence will you need at the start of learning to help you verify whether, or to what degree, students possess the foundation learning required for the upcoming lesson or unit?

1. Identify the priority learning in the novice column of your master rubric.
2. Identify appropriate (accurate and efficient) assessment methods for each cell.
3. Determine the minimum amount of evidence needed to support accurate decision making – i.e., gather enough evidence to verify learning or learning gaps.

Supplemental Pre-Assessment

How will you respond to special cases where a student struggles with the pre-assessment content? How will you respond to special cases where a student demonstrates command of the foundation learning, indicating possible readiness for enriched or accelerated learning?

1. Group pre-assessment by content area, topic, or skill. Have students mark each area by how comfortable they are with it or how familiar it is.
2. Prepare a supplemental pre-assessment plan to probe foundation learning below the novice level. Choose pre-novice targets that provide the greatest support to the current learning (think of this as power targets for pre-novice success). Be sure to choose appropriate methods for the selected targets (verbal, performance, written, and selected response). **Don't wait to intervene.** If a student is visibly struggling with the general pre-assessment, have the student shift to the supplemental pre-assessment.
3. Prepare a supplemental pre-assessment plan to probe learning beyond the novice level. Identify post-novice targets that would provide specific advantages to incoming students (e.g., students may not possess upcoming content, but may possess key fluency skills, enabling them to move forward more quickly). Evidence should focus on specific targets that would leverage enrichment or acceleration.



Pre-Assessment Design Guide—Continued

STEP 3: Create, or critique, your assessment content

Review the modules and Design Guides for

- DSA: Creating and Using Verbal Response Assessment.
- DSA: Creating and Using Written Response Assessment.
- DSA: Creating and Using Performance Assessment.
- DSA: Creating and Using Selected Response Assessment.

Select or create the assessment content

- Use the design guides to create and critique items and rubrics.
- Use item banks – with care. Be sure your items are on target and not merely on topic.
- Verify that each item reaches the intended level called for in the blueprint and master rubric.
- Organize the assessment content.
- Order the pre-assessment from easiest to hardest. Have students mark where they are beginning to be challenged. As they continue, have them mark where they encounter situations that seem completely beyond them.
- Alternatively, order the pre-assessment by learning expectation, then from easiest to hardest. This will make the interpretation of results easier and faster for you. It will also support your students as they begin tracking results and setting goals from the start of learning!
- Include student self-reflection or self-evaluation within the assessment. For example, have students mark down their confidence in each of their responses.

STEP 4: Review each step in the assessment process for quality

Refer to your notes from the module on pre-assessment

- Did your pre-assessment process make efficient use of prior assessment information (esp., post-assessment from the previous unit or year)?
- Did your pre-assessment design incorporate all appropriate facets of student learning (fluency assessment vs. content assessment vs. performance demonstration, etc.)?

Evaluate the effectiveness of your assessment design for advancing learning

- Has your pre-assessment enabled you to make instructional decisions that you would not have been able to otherwise?

**Pre-Assessment Design Guide—Continued****REFLECTION PROTOCOL****Assess**

Evaluate your work. Do your assessment plans 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:
<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none">• Measure where students are as they enter the learning.
<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none">• Provide accurate evidence of student readiness for upcoming learning.
<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none">• Include the opportunity to gather the supplemental evidence I need to identify specific opportunities for intervention or remediation.
<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none">• Include the opportunity to gather the supplemental evidence I need to identify specific opportunities for enrichment or acceleration.

Reflect

Before sitting down with your colleagues, reflect on your learning and experience. How has your understanding of sound pre-assessment 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...



Pre-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 pre-assessment plans for a unit.
2. If you have student work available, try applying the rubric to unmarked student responses and see whether your ratings agree or not, and why.
3. Share and compare your observations, ideas, and questions.

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

“Your pre-assessment blueprint includes a plan for supplemental evidence as needed – including specific targets you would expect to cover. This will be helpful in meeting the needs of all students.”

“Your assessment items are arranged from easiest to most challenging; it will be easy for you and your students to know when the assessment reaches the limit of their foundation learning.”

And so on...

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

“Some of the pre-assessment targets are from two grades ago. It may be helpful to gather more evidence on what our incoming students were expected to know by the end of last year. What would be a good balance?”

“The pre-assessment is only written response and selected response. How could we assess some of the key speaking and listening targets that our students will need as they enter this unit?”

And so on...



Pre-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 designing high quality pre-assessment 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>
--

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>



Interim Assessment Design Guide

Now that you have completed Part 3 of the DSA: Designing and Critiquing Assessment module, put your learning into practice! Use the steps below to create a sound interim assessment plan for a lesson or unit.

STEP 1: Plan instruction, including assessment

How will your assessment approach advance learning throughout the lesson or unit?

1. Review the learning targets in the intermediate and mastery columns of your master rubric.
2. Identify appropriate (accurate and efficient) assessment methods for each cell. Be sure to consider not just the assessment method (selected response, verbal, written, or performance) but also the mode (in-class practice, home practice, group practice, individual practice).
 - How are students expected to demonstrate their learning?
 - Will a single method be appropriate? Or will students employ multiple methods in their practice and application?
3. Determine the minimum amount of evidence needed to support accurate decision making – i.e., gather enough evidence to verify learning or learning gaps. Be sure to consider the time frame as well as method.
 - Is this learning that would be demonstrated in a single sitting? Or does this learning call for several days, or even weeks, to adequately demonstrate?
4. Be sure to spiral previous content and skills into current work. In addition to the target learning for the current lesson or unit, systematically check to verify that students are practicing and retaining priority learning from previous units.
5. Increase the challenge and duration of assessment as learning proceeds. Students need to develop stamina in order to reach their full potential. The blueprint design should clearly illustrate not only the progression toward mastery, but the progression toward confidence with extended demonstrations of learning.

Your objective is to efficiently gather the right evidence, in the right amounts, at the right levels as learning progresses.

STEP 2: Plan student ownership

These high-leverage student ownership practices should be cultivated on a regular basis and be part of the class routine:

- Understand the learning targets that are embedded in the master rubric**
- Create, critique, and use rubrics**
- Evaluate and classify a range of evidence using rubrics**
- Create and use sound assessment items and tasks**
- Use assessment blueprints to understand learning priorities**
- Track their own achievement and growth**
- Self-assess and set specific, challenging learning goals**
- Recruit, provide, and act upon effective feedback**
- Self-reflect and share their learning with others**



Interim Assessment Design Guide—Continued

STEP 3: Collect, document and analyze evidence

Ensure appropriate conditions

- Are you planning to conduct the assessment at a time of day where students will best be able to show what they know and can do?
- Have you allotted enough time for students to complete the items and tasks?
- Do students have a comfortable space to work, free from distractions?
- Have you minimized psychological distractions?
- Do you have a plan for students who finish early or need more time? A plan that does not interrupt the assessment environment?
- If students are working in groups, do have a plan for how to best capture individual achievement?

Use your master rubric to document evidence by learning expectation or learning target

Analyze evidence, identifying patterns of success and challenge

Eliminate or revise items/tasks/layout that didn't work

- Use the design guides to create and critique items and rubrics.
- Use item banks with care. Be sure your items are on target and not on topic.
- Verify that each item reaches the intended level called for in the blueprint and master rubric.

STEP 4: Use results to adjust learning

The ultimate objective of interim assessment is **action**. Use the results to:

Adjust learning for the entire class

Do the results suggest the need for whole group instruction? Does the evidence suggest the need for a different instructional approach, such as additional verbal practice in order to clarify writing expectations? Does the learning need to be broken down further, making it more explicit?

Adjust learning for clusters of students

Do clusters of students share common challenges or successes? Would a small-group approach be appropriate to help advance their learning?

Adjust learning for individual students

Are there any individual students with specific needs who would benefit from a personal conference, focused practice, or strategic peer partnerships?

STEP 5: Adjust the blueprint as needed

Evaluate the effectiveness of your assessment design for advancing learning.

Add and delete content on your blueprint based on where students are and your current assessment needs

Gather additional evidence where you identified needs for further instruction and practice

**Interim Assessment Design Guide—Continued****REFLECTION PROTOCOL****Assess**

Evaluate your work. Do your assessment plans 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 interim assessment design will:
<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none">• Enable me to provide fast, accurate, effective feedback.
<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none">• Support student ownership of learning.
<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none">• Ensure students develop stamina for extended demonstrations of learning.
<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none">• Provide evidence that students are retaining priority learning over time.

Reflect

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



Interim 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 interim assessment plans for a unit.
2. Share and compare your observations, ideas, and questions.

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

“Your interim assessment design clearly ties differentiated instruction to differentiated assessment.”

“Your evidence tracking process will help you and your students keep track of specific learning expectations rather than the old way of tracking points by activity.”

And so on...

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

“I like the idea of using a common writing rubric, but the novice level only describes what students cannot do. How could we revise the novice level to focus on skills and techniques that students learned and practiced in the previous grade?”

“The interim assessment plan only includes quizzes and written assignments so far. How can we add more of our day-to-day formative instructional practice to the design?”

And so on...



Post-Assessment Design Guide

Now that you have completed Part 4 of the DSA: Designing and Critiquing Assessment module, put your learning into practice! Use the steps below to create a sound post-assessment plan for a lesson or unit.

STEP 1: Define exit-level expectations

- In order to evaluate student mastery, you must clearly define what mastery means: What are the key, mastery-level learning targets for this unit?**
- Use the mastery-level targets to describe the kinds of evidence that would demonstrate that a student is fully secure on the intended learning**
The intermediate column on the rubric would describe the kinds of evidence typical of students who are still working toward – but have not yet met – the mastery expectations.

Step 2: Evaluate existing evidence:

- Make a note of mastery-level targets that students have already met**
Carry forward students' most recent records of learning rather than spending time gathering additional evidence for learning that you and your students have already verified.
- Identify any gaps in the current evidence**
Underline any novice, intermediate, or mastery targets that you still need to assess.

STEP 3: Plan the additional evidence you need

- Use your master rubric as your guide**
- Create an assessment blueprint to determine the types and amounts of evidence you will collect for each target**
Refer back to the DSA module on blueprint design.
- Select or create the items/tasks you will use**
Refer back to the DSA modules on Rubrics, Verbal Response, Written Response, Performance Assessment, and Selected Response.
- Organize items/tasks for efficient scoring and use**
Unless you are using a stimulus for an item set, group items/tasks by learning target. When using multiple items to assess a target, arrange items from easiest to most difficult.

STEP 4: Conduct and evaluate post-assessment

- Ensure appropriate conditions**
 - Are you planning to conduct the assessment at a time of day where students will best be able to show what they know and can do?
 - Have you allotted enough time for students to complete the items and tasks?
 - Do students have a comfortable space to work, free from distractions?
 - Have you minimized psychological distractions?
 - Do you have a plan for students who finish early or need more time? A plan that does not interrupt the assessment environment?
 - Have you ensured that all evidence is based on individual, not group, achievement?

**Post-Assessment Design Guide—Continued****☑ Evaluate the evidence**

- Does the evidence accurately reflect the intended learning targets?
- Is the evidence adequate to demonstrate student consistency?
- If evaluating constructed responses using a rubric, verify that your judgments were consistent from student to student.
- If there were problems with the assessment itself, eliminate or revise items/tasks/layout that didn't work.

☑ Gather additional evidence as needed

- If any items didn't work, gather additional evidence for any learning target where your sampling is too small to draw a valid inference about student learning.
- If appropriate conditions were not met, gather new evidence.
- If any of your students do poorly on the post-assessment, determine if missed targets were priority targets. Make a plan for when to practice and assess again.

STEP 5: Respond to results

Evaluate the effectiveness of your assessment design for advancing learning.

☑ Summative use

- Document where each student is along the learning path. Record evidence by learning expectation on your master rubric rather than the points earned.
- For students who are working at a different level than their peers, the post-assessment review of evidence for those students must reflect the specific learning expectations that those students were working to achieve.
- Sound post-assessment results, when compared with pre-assessment results, lets students track their growth, too.

☑ Formative use

- If the next unit directly builds from the current unit, use the post-assessment evidence as pre-assessment data.
- Facilitate student self-assessment and goal setting. Have your students track their ending point by recording their post-assessment results.
- Gather additional evidence where you identified needs for further instruction and practice.
- Sound post-assessment enables students, parents, and teachers to celebrate specific, objective student gains in learning:

“I was *there*; now I am *here*!”

“Back then I could do things like *that*; now I can do things like *this*!”

By keeping your assessment organized around learning targets, and keeping learning targets organized into logical learning progressions (master rubrics), you will be able to plan and maintain a record of student learning that will support your pre-assessment, current instruction, and interim assessment, and will provide meaningful post-assessment information that will accurately reflect where your students are as they exit the learning.

**Post-Assessment Design Guide—Continued****REFLECTION PROTOCOL****Assess**

Evaluate your work. Do your assessment plans 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 post-assessment design will:
<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none">• Help my students and me know where they are as they exit the unit.
<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none">• Provide pre-assessment evidence for my next unit.
<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none">• Enable me to measure growth by comparing where students started and ended on the master rubric – instead of trying to compare points or percentages.
<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none">• Provide evidence that students are retaining priority learning over time.

Reflect

Before sitting down with your colleagues, reflect on your learning and experience. How has your understanding of sound post-assessment changed? What changes do 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...



Post-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 post assessment plans for a unit.
2. Share and compare your observations, ideas, and questions.

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

“I think we made great gains in rigor by eliminating targets where students already demonstrated mastery and eliminating assessment items that go all the way down to the novice level when all of students have already moved up to at least the intermediate level.”

“I like the way you provided students the opportunity to rate the quality of each item. Can you give us examples of how this helped you improve your post-assessment content?”

And so on...

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

“The post-assessment blueprint calls for mainly mastery-level content. As I review the tasks and prompts, I am not sure we reached the intent. Could we revise these or choose alternative content to reach the intended level of learning?”

“The plan calls for post-assessment to fall right after spring break. Could we adjust the schedule to make sure our results accurately reflect student learning – and not spring fever?”

And so on...



Post-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 designing sound interim 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...



Putting the Pieces Together: Where Are You Now?

DIRECTIONS:

On a scale of 1- 4 (shown below) rate your comfort with the key targets in the DSA: Designing and Critiquing Sound Assessment module.

Rating	This means that...
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 getting it but I'd like to continue to revise and edit my work before sharing.
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 yet and am not sure I understand it.

After completing the module, I am able to:	Rating	Evidence to Support My Rating
Understand the importance of purpose and efficiency in sound assessment design.		
Design and critique sound pre-assessment that measures where students enter the learning.		
Design and critique sound interim assessment to know where students are as they progress through the learning.		
Design and critique sound post-assessment that measures where students exit the learning.		



FACILITATOR MATERIALS

SECTION III



Setting Goals for Designing and Critiquing Sound Assessment

DIRECTIONS: Write one or two specific and challenging goals you have for designing and critiquing sound 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: