DESIGNING SOUND ASSESSMENT:

Series Overview

PARTICIPANT MATERIALS

PARTICIPANT MATERIALS

··

Section I

The Big Picture: Building Our Assessment Literacy

DIRECTIONS:

Referencing the DSA Series Overview module as needed, explain three things you will learn and practice to build your assessment literacy.

WHAT I WILL LEARN THAT WILL BUILD MY ASSESSMENT LITERACY:

PARTICIPANT MATERIALS

· ·

Section II

Designing Sound Assessment: Where Are You Now?

DIRECTIONS:

Found below are the key learning targets of the DSA series. 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 practice and I'm not sure I understand it yet.

After completing the DSA series, you will be able to:	Rating
A. Identify the priority learning targets for the current learning period.	
B. Define progressive levels of mastery of the learning targets.	
C. Identify the most appropriate evidence for evaluating student achievement on learning targets.	
D. Verify that the evidence you gather, and the criteria that you use to evaluate that evidence, are sound.	
E. Use each element of sound assessment design (master rubrics, blueprints, rubrics, selected response, written response, verbal response, and performance assessment) as a learning tool in the classroom.	

PARTICIPANT MATERIALS

....

Section III

DSA: Creating and Using Rubrics Preview

A rubric provides plain language descriptions of progressive levels of proficiency, from novice to mastery, on one or more learning expectations.

ULTIMATE LEARNING TARGETS:

1. Understand the types of rubrics as well as their benefits and limitations.

2. Create a high-quality, analytic rubric.

3. Critique rubrics for quality.

4. Understand the uses of rubrics to advance learning.

MODULE PARTS

Part One: Defining Rubrics

Provides an overview, with illustrated examples, of the different types of rubrics as well as their benefits and limitations.

Part Two: Creating Rubrics

Shows you how to create your own high-quality, analytic rubrics.

Part Three: Critiquing Rubrics

Gives you a chance to increase your understanding by critiquing rubrics for quality. You will also learn how to use your critique to revise and strengthen rubrics.

Part Four: Using Rubrics

Illustrates some of the key ways rubrics are used to support learning, both in your classroom and at the school and district levels.

SUMMARY

The DSA: Creating and Using Rubrics module provides foundational learning for the rest of the DSA modules because the DSA series begins with a topic familiar to educators—rubrics.

In this module, you will learn how to design rubrics to plan, guide, and evaluate learning efficiently and accurately. When you complete this module, you will be ready to create and use rubrics that will enable you to plan, evaluate, and advance learning.

This module will also:

• Prepare you for the next module in the series, where you will learn how to create a master rubric. A master rubric is a high-level rubric that describes progressive levels of mastery for an entire period of learning, such as a unit, a quarter, or an entire year.

• Prepare you for the constructed response modules: Written Response, Verbal Response and Performance Assessment. All of these assessment methods involve the use of a rubric.