Assessment Literacy for Arts Educators
Learning Targets:

- Define assessment literacy and understand why it is important to be able to select, develop, and review assessments.
- Develop a trained eye to critically review existing assessments and design new assessments with regard to:
  - Foundations of assessment literacy (validity, reliability, and bias).
  - Quality assessment design (blueprints, alignment, rigor, stretch, and item design).
Welcome and Introductions

☐ Your name and current role

☐ Your desired learning for today
  ➢ “I want to learn more about…”

☐ Your hope for today
  ➢ “I hope…”
The Need for Assessment Literacy
Section Two: Ohio Standards for the Teaching Profession

1. Teachers understand student learning and development and respect the diversity of the students they teach.
   - Teachers display knowledge of how students learn and of the developmental characteristics of age groups.
   - Teachers understand what students know and are able to do and use this knowledge to meet the needs of all students.
   - Teachers expect that all students will achieve to their full potential.
   - Teachers model respect for students’ diverse cultures, language skills and experiences.
   - Teachers recognize characteristics of gifted students, students with disabilities and at-risk students in order to assist in appropriate identification, instruction and intervention.

2. Teachers know and understand the content area for which they have instructional responsibility.
   - Teachers know the content they teach and use their knowledge of content-area concepts, assumptions and skills to plan instruction.
   - Teachers understand and use content-specific instructional strategies to effectively teach the central concepts and skills of the discipline.
   - Teachers understand school and district curriculum priorities and the Ohio academic content standards.
   - Teachers understand the relationship of knowledge within the discipline to other content areas.
   - Teachers connect content to relevant life experiences and career opportunities.

3. Teachers understand and use varied assessments to inform instruction, evaluate and ensure student learning.
   - Teachers are knowledgeable about assessment types, their purposes and the data they generate.
   - Teachers select, develop and use a variety of diagnostic, formative and summative assessments.
   - Teachers analyze data to monitor student progress and learning, and to plan, differentiate and modify instruction.
   - Teachers collaborate and communicate student progress with students, parents and colleagues.
   - Teachers involve learners in self-assessment and goal setting to address gaps between performance and potential.

4. Teachers plan and deliver effective instruction that advances the learning of each individual student.
   - Teachers align their instructional goals and activities with school and district priorities and Ohio’s academic content standards.
   - Teachers use information about students’ learning and performance to plan and deliver instruction that will close the achievement gap.
   - Teachers communicate clear learning goals and explicitly link learning activities to those defined goals.
   - Teachers apply knowledge of how students think and learn to instructional design and delivery.
   - Teachers differentiate instruction to support the learning needs of all students, including students identified as gifted, students with disabilities and at-risk students.

5. Teachers create learning environments that promote high levels of learning and achievement for all students.
   - Teachers treat all students fairly and establish an environment that is respectful, supportive and caring.
   - Teachers create an environment that is physically and emotionally safe.
   - Teachers motivate students to work productively and assume responsibility for their own learning.
   - Teachers create learning situations in which students work independently, collaboratively and/or as a whole class.
   - Teachers maintain an environment that is conducive to learning for all students.

6. Teachers collaborate and communicate with students, parents, other educators, administrators and the community to support student learning.
   - Teachers communicate clearly and effectively.
   - Teachers share responsibility with parents and caregivers to support student learning, emotional and physical development and mental health.
   - Teachers collaborate effectively with other teachers, administrators and school and district staff.
   - Teachers collaborate effectively with the local community and community agencies, when and where appropriate, to promote a positive environment for student learning.

7. Teachers assume responsibility for professional growth, performance and involvement as an individual and as a member of a learning community.
   - Teachers understand, uphold and follow professional ethics, policies and legal codes of professional conduct.
   - Teachers take responsibility for engaging in continuous, purposeful professional development.
   - Teachers are agents of change who seek opportunities to positively impact teaching quality, school improvements and student achievement.
Activity Instructions: Highlight standards and elements related to assessment.

1. Student Diversity
2. Content
3. Assessment
4. Instruction
5. Learning Environment
6. Collaboration and Communication
7. Professional Growth
Ohio Standards for the Teaching Profession

Standard 1
- Teachers understand what students know and are able to do and use this knowledge to meet the needs of all students.

Standard 4
- Teachers use information about students’ learning and performance to plan and deliver instruction that will close the achievement gap.
Standard 3: Teachers understand and use varied assessments to inform instruction, evaluate, and ensure student learning.

Element 1: Teachers are knowledgeable about assessment types, their purposes and the data they generate.

Indicator (d): Teachers demonstrate an understanding of assessment related issues, such as validity, reliability, bias, and scoring, by using assessments and the information from them.
Standard 3: Teachers understand and use varied assessments to inform instruction, evaluate and ensure student learning.

Element 2: Teachers select, develop, and use a variety of diagnostic, formative and summative assessments.

Indicators:

a) **Align** classroom assessment with curriculum and instruction.

b) **Purposely plan assessments** and differentiate assessment choices to match the full range of student needs, abilities, and learning styles.

c) **Use assessments** to identify student strengths, promote student growth, and maximize access to learning opportunities.
Impact of Assessment Literacy

Assessment Literacy

Student Learning Objectives

Classroom Formative and Summative Assessments

Understanding Standardized Assessments

Student Learning
Impact of Assessment Literacy

ASSESSMENT

STANDARDS

INSTRUCTION
Measure What Matters: Understanding Prioritization
Identify Learning Priorities

Learning Priorities: Longevity

- The knowledge and skills important today, tomorrow, and in the future.
- Refer to criteria and use art vocabulary when discussing and judging the quality of art works. (VA 4th)
Learning Priorities: Leverage

- The knowledge and skills used in more than one content area at a specific grade level (horizontal).

- Recognize that there are a variety of points of view and interpretations of stories. (T 4th)
Learning Priorities: Levels

- The knowledge and skills key to success in subsequent grade levels or courses (vertical).

- Read, write, and perform using eighth notes, quarter notes, half notes, and quarter rests in 2/4 and 4/4 meter. (M 2nd)
Learning Priorities

- Introduced early
- Reinforced often
- Multiple opportunities for learning
Deconstruct Complex Standards

Apply multiple criteria to evaluate the quality and effectiveness of music performance and composition including their own.

<table>
<thead>
<tr>
<th>Skill</th>
<th>Content</th>
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<tbody>
<tr>
<td>Know</td>
<td>Criteria of quality (Performance and Composition)</td>
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<tr>
<td></td>
<td>Criteria of effectiveness (Performance and Composition)</td>
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<tr>
<td>AND</td>
<td></td>
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<tr>
<td>Apply</td>
<td>Multiple criteria of quality</td>
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<tr>
<td>TO</td>
<td>Multiple criteria of effectiveness</td>
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<tr>
<td>Evaluate</td>
<td>Music performance by others</td>
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<td></td>
<td>Music composition by others</td>
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<td></td>
<td>Own music performance</td>
</tr>
<tr>
<td></td>
<td>Own music composition</td>
</tr>
</tbody>
</table>
Necessary Skills and Knowledge to Identify Priority Standards

- Strong content knowledge
- Understanding of vertical learning progression
- Understanding horizontal interaction
- Separation of “nice to know” and “need to know”
- Considerations of conditions (time, space, materials)
Activity: Identify Priority Standards
Reflect…

- What is a new awareness or learning?
- What challenges may you encounter?
- What are the opportunities?
- What do you want to be sure to remember?
Foundations of Assessment Literacy
High-Quality Assessments
High-Quality Assessments

Validity: Does it measure what it intends to measure?

Bias: Does it offend or unfairly penalize?

Reliability: Does it provide trustworthy results?
Validity

Validity = Accuracy

Can valid inferences be made from the data?
Since our ultimate goal is to **improve learning and teaching** through the use of the data, the assessments used **must be closely aligned to articulated standards** taught in the classroom.
Alignment

What do I want my students to know and be able to do?

Content

Skills
Content and Skills

Skills

Explore and demonstrate

Content

various design components of a scene (e.g., draw a picture from the stories, create live sound effects, and identify clothing items appropriate to the character). (Theatre 2\textsuperscript{nd} grade)
Activity: Alignment

Discuss the alignment in each of the following examples.

Do the assessment items or tasks align with the content, skill, and cognitive rigor required by the standards?
Explain classification of musical instruments, voices, composers, and forms using appropriate music vocabulary.

For this question, students listened to Variations on America by Charles Ives arranged by William Shuman.

What type of ensemble played the piece?
A. A brass quintet
B. A symphony orchestra
C. A concert band
D. A bluegrass band

NAEP 2008
Read, write, perform, and compose rhythm patterns and simple melodies in 2/4, 3/4, 4/4, and 6/8 meter.

The title of this piece is…
1. Row, Row, Row Your Boat
2. Twinkle, Twinkle, Little Star
3. America
4. Old MacDonald Had a Farm

New York, 2011
1. Create the movement and voice of a character to convey the character’s decisions, actions, and motivation.

2. Manipulate voice, movement, space, design, and physical objects to communicate thoughts, feelings, and ideas in both improvised and scripted activities.

Select and prepare a one-minute monologue from a modern play. Memorize your selection and clearly portray a believable and sustainable character through voice and movement choices. Your character should express emotions that express clear character choices.

Washington
Understand the roles of actors and directors in creating performances.

Which is included in the role of the actor?
A. Selling tickets
B. Costume design
C. Controlling the lights
D. Interpreting a character

South Carolina 2007
Describe content, meaning, and design in various works of art using accurate, descriptive language and art-specific vocabulary.

The Building in Standard Station, Amarillo, by Edward Ruscha, is drawn using

A. one vanishing point
B. two vanishing points
C. three vanishing points
D. four or more vanishing points

New York 2011
1. Connect selected ideas, concepts, and processes used in visual art with those used in other academic disciplines.

2. Experiment with a variety of techniques and working methods when creating an original work of art.

3. Explore and discuss how aspects of culture influence ritual and social artwork.

Create a mixed media landscape that conveys a story and depicts a well-know character from children’s fiction. Be prepared to discuss your artistic/ stylistic choices as well as the cultural and/or social symbolism of the piece.
Activity: 4th Grade Visual Art Assessment

Let’s take a look at a classroom assessment for alignment.

To what standard would each assessment item likely be aligned?
Impact of Assessment Literacy
Content-Related Validity?

Content-Related Validity?

Content-Related Validity?

Content-Related Validity

Excellent Content-Related Validity

Ways to Improve Validity

- Eliminate assessment items that contain content unrelated to what is intended to be measured.
- Ensure a representative distribution of assessment items.
- Ensure item alignment to both the content and the skill levels.
- Ensure that demonstration of mastery of content and skills being measured is not affected by content and skills not being measured.
Reliability = Consistency
Reliability and Validity

- A measure can be reliable, but not have validity
- A measure must be reliable to have validity
Reliability

- **Stability**: Does a student score in the same range when given the same assessment at different times?
- **Alternate Form**: Does a student score in the same range when given an alternate form of the assessment?
Improving Reliability: Structures

- Allow enough time to complete the assessment
- Include enough items to accurately measure the content and skill indicated, including items of various complexity
- Avoid ambiguous test questions
- Provide clear directions
- Develop a systemic administration procedure
- Ensure consistent use of rubrics
Bias

Assessment items and assessments that are biased lead to misinterpretations of the data and misinformed instructional decisions.
Bias and Validity

- Often, bias results in a measure of membership in a group more than a measure of a content objective (content validity)
- Bias causes confusion between what is being tested and who is being tested
- Assessments written in a language in which the student is not fluent are biased
- Bias can result in positive or negative effects
Fairness, Access, and Bias

- **Accessibility**
  - English Language Learners
  - Students with Disabilities

- **Fairness**
  - Item and task design
  - Administration
  - Reporting and interpretation of results

- **Bias**
  - Cultural bias
  - Background knowledge
  - Other factors specific to certain students
Fairness, Access, Bias

- **Vocabulary**
  - Is the vocabulary used required by the content?
  - Does it impede access to assessment items and tasks for students who lack proficiency in language?

- **Background Knowledge**
  - Does the design or content of assessment items or tasks impede access based on assumptions about what knowledge students bring to the assessment situation apart from instruction?
Fairness, Access, Bias

**Negative Response**
- Might the assessment item or task elicit a negative response from particular subgroups of students?
- Does the design of the assessment item or task increase the challenge of performing correctly in ways unrelated to the content being assessed.

**Bias**
- Does the assessment item or task include situations or contexts that may be misinterpreted or offensive to diverse student groups (cultural, gender, socioeconomic)?
Ways to Reduce Bias

- Be aware of possible sources of bias
- Ask a colleague to review the assessment for possible sources of bias
- Be aware that bias may exist if groups of students tend to do exceptionally poor or well on certain items
Reflect…

- What is a new awareness or learning?
- What challenges may you encounter?
- What are the opportunities?
- What do you want to be sure to remember?
Webb’s Depth of Knowledge
What is Webb’s Depth of Knowledge?

- **LEVEL 1:** Recall and Reproduce
- **LEVEL 2:** Basic Application
- **LEVEL 3:** Strategic Thinking
- **LEVEL 4:** Extended Thinking
Why is Depth of Knowledge Important to Assessment?
Level 1: Recall and Reproduction

**Definition**
- Focuses on the recall of a previously taught fact, concept, or principle.
- Requires the performance of a routine procedure.

**Student Actions**
- Memorize, recite, and/or quote.
- Locate information.
- Learn a process.
- Recreate a model.

**Examples**
- Name and point out basic dance elements, subject matter, and movements in dances.
- Listen to and identify music of various styles, composers, periods, and cultures.
- Identify professions that use artistic and problem-solving skills.
Level 2: Basic Application of Skills/Concepts

**DEFINITION**
- Requires processing of content.
- Involves routine problems using two or more steps or concepts with decision points along the way.

**STUDENT ACTIONS**
- Explain relationships.
- Make predictions.
- Sort or classify.

**EXAMPLES**
- Compare and discuss the use of similarly-named elements (e.g., form, line, rhythm) in music and other art forms.
- Observe a variety of artworks noticing details, themes, and ideas—and group them into patterns and categories.
Level 3: Strategic Thinking

**DEFINITION**
- Requires complex or abstract thinking and reasoning.
- Requires decision-making and justification.
- Involves non-routine problems, often with more than one answer or approach.
- Usually depends on one text, concept, or content area.

**STUDENT ACTIONS**
- Develop supporting evidence for conclusions.
- Transfer knowledge to solve non-routine problems.

**EXAMPLES**
- Invent multiple solutions to movement prompts, improvisations, and dance compositions by varying aspects of space, time, or energy.
- Justify personal preferences for certain musical pieces, performances, composers, and musical genres—both orally and in writing.
# Level 4: Extended Thinking

<table>
<thead>
<tr>
<th>Definition</th>
<th>Student Actions</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Often involves real world investigations with multiple solutions.</td>
<td>Modify, create, and/or elaborate.</td>
<td>Create, refine, and perform dances based on concepts and issues drawn from historical and contemporary times.</td>
</tr>
<tr>
<td>Includes problems or tasks that may have multiple conditions.</td>
<td>Transfer and construct knowledge.</td>
<td>Collaborate to create a thematic work that combines visual art with other arts disciplines.</td>
</tr>
<tr>
<td>Requires non-routine applications that cross content areas or rely on multiple sources.</td>
<td>Use multiple sources or skills that may cross academic disciplines.</td>
<td></td>
</tr>
</tbody>
</table>

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Misconception: Depth of Knowledge Replaces Bloom’s Taxonomy

**BLOOM’S TAXONOMY**
Focus is on Cognitive Process

*What type of thinking is needed to complete a task?*

**WEBB’S DEPTH OF KNOWLEDGE**
Focus is on Cognitive Rigor

*How deeply must the content be understood to complete a task?*

*Both* are important for understanding the alignment of standards, instruction, and assessment.
Level of Complexity

- Bloom’s Taxonomy focuses on the type of thinking required to successfully answer the assessment item.

- Webb’s Depth of Knowledge focuses on how deeply the content must be understood in order to be successful.

- Both the thinking process (Bloom’s) and the depth of content knowledge (Webb’s) are important to the design of curriculum, instruction, and assessment.

<table>
<thead>
<tr>
<th>Bloom's Revised Taxonomy of Cognitive Process</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Dimensions</strong></td>
<td><strong>Recall &amp; Reproduction</strong></td>
<td><strong>Skills &amp; Concepts</strong></td>
<td><strong>Strategic Thinking</strong></td>
</tr>
<tr>
<td><strong>Remember</strong></td>
<td>Recall, recognize, or locate basic facts, ideas, principles</td>
<td>Specify and explain relationships</td>
<td>Explain, gene</td>
</tr>
<tr>
<td>Retrieve knowledge from long-term memory, recognize, recall, locate, identify</td>
<td>Recall or identify conversions: between representations, numbers, or units of measure</td>
<td>Make non-examples/examples</td>
<td>using support</td>
</tr>
<tr>
<td>Construct meaning, clarify, paraphrase, represent, translate, illustrate, give examples, classify, categorize, summarize, generalize, infer a logical conclusion (such as from examples given), predict, compare/contrast, match like ideas, explain, construct models</td>
<td>Identify facts/details in texts</td>
<td>Make and record observations</td>
<td>Explain thinking</td>
</tr>
<tr>
<td>Carry out or use a procedure in a given situation; carry out (apply to a familiar task), or use (apply) to an unfamiliar task</td>
<td>Compose &amp; decompose numbers</td>
<td>Take notes; organize ideas/data</td>
<td>Take responsibility for thinking</td>
</tr>
<tr>
<td><strong>Apply</strong></td>
<td>Evaluate an expression</td>
<td>Summarize results, concepts, ideas</td>
<td>Explain is part of the solution</td>
</tr>
<tr>
<td><strong>Analyze</strong></td>
<td>Locate points (grid, number line)</td>
<td>Make basic inferences or logical predictions from data or texts</td>
<td>Explain personal perspectives and difficulties in thinking</td>
</tr>
<tr>
<td>Break into constituent parts, determine how parts relate, differentiate between relevant-irrelevant, distinguish, focus, select, organize, outline, find</td>
<td>Represent math relationships in words pictures, or symbols</td>
<td>Identify main ideas or accurate generalizations</td>
<td>Explain how to think about problems</td>
</tr>
<tr>
<td><strong>Level 2</strong></td>
<td>Write simple sentences</td>
<td>Describe/explain how or why</td>
<td>Explain solutions</td>
</tr>
<tr>
<td><strong>Level 3</strong></td>
<td>Select appropriate word for intended meaning</td>
<td>Select a procedure according to task needed and perform it</td>
<td>Explain alternative solutions</td>
</tr>
<tr>
<td><strong>Strategic Thinking</strong></td>
<td>Describe/explain how or why</td>
<td>Solve routine problem applying multiple concepts or decision points</td>
<td>Explain personal perspectives and difficulties in thinking</td>
</tr>
<tr>
<td><strong>OHIO ARTS ASSESSMENT COLLABORATIVE</strong></td>
<td>Use concepts</td>
<td>Design investigations</td>
<td>Explain how to think about problems</td>
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<table>
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<th>Webb's Depth-of-Knowledge (DOK)</th>
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<td>recognize, recall, locate, identify</td>
<td>basic facts, ideas, principles</td>
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<tr>
<td><strong>Understand</strong></td>
<td>Recall or identify conversions:</td>
</tr>
<tr>
<td>Construct meaning, clarify, paraphrase,</td>
<td>between representations, numbers,</td>
</tr>
<tr>
<td>represent, translate, illustrate, give</td>
<td>or units of measure</td>
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<tr>
<td>examples, classify, categorize, summarize,</td>
<td>Identify facts/details in texts</td>
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<tr>
<td>generalize, infer a logical conclusion</td>
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<td>(such as from examples given), predict,</td>
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<td>compare/contrast, match like ideas, explain,</td>
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<tr>
<td>construct models</td>
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<td><strong>Apply</strong></td>
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<td>Carry out or use a procedure in a given</td>
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<td>situation; carry out (apply to a familiar</td>
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<td>task), or use (apply) to an unfamiliar</td>
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<td>task</td>
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<td><strong>Analyze</strong></td>
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<tr>
<td>Break into constituent parts, determine</td>
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<td>how parts relate, differentiate between</td>
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<td>relevant-irrelevant, distinguish, focus,</td>
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<tr>
<td>select, organize, outline, find</td>
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<td><strong>Level 2</strong></td>
<td><strong>Skills &amp; Concepts</strong></td>
</tr>
<tr>
<td><strong>Level 3</strong></td>
<td><strong>Strategic Thinking</strong></td>
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<tr>
<td><strong>Specify and explain relationships</strong></td>
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<td>Give non-examples/examples</td>
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<td>Make and record observations</td>
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<td>Take notes; organize ideas/data</td>
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<td>Summarize results, concepts, ideas</td>
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<td>Make basic inferences or logical</td>
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<td>predictions from data or texts</td>
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<td>Identify main ideas or accurate</td>
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<td>generalizations</td>
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<td>**Select a procedure according to task</td>
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<td>needed and perform it</td>
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<td>Solve a routine problem applying multiple</td>
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<td>concepts</td>
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<tr>
<td>Represent in words or diagrams a</td>
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<tr>
<td>concept or relationship</td>
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<tr>
<td>Apply rules or use resources to edit</td>
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<tr>
<td>spelling, grammar, punctuation, conventions</td>
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<tr>
<td><strong>Categorize, classify materials</strong></td>
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<tr>
<td>Compare/contrast figures or data</td>
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<tr>
<td>Select appropriate display data</td>
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<tr>
<td>Organize or interpret (simple) data</td>
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<td>Extend a pattern</td>
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<td>Identify use of literary devices</td>
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<tr>
<td><strong>Use concepts to solve problems</strong></td>
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<tr>
<td>Design investigations</td>
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<td>Purpose or reason</td>
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<td>Conduct a decision</td>
<td></td>
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<tr>
<td>Apply concepts</td>
<td></td>
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<td><strong>Revise</strong></td>
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<tr>
<td><strong>Identify final decisions and progression</strong></td>
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</tbody>
</table>
Misconception: Verbs Define Depth of Knowledge

Webb’s Depth of Knowledge

LEVEL 4: Extended Thinking

Bloom’s Taxonomy

CREATE
EVALUATE
ANALYZE
APPLY
UNDERSTAND
REMEMBER

Create a dance that demonstrates a variety of complex movement sequences and incorporates theatrical features (e.g., sound scores, music, lighting, costumes props, and text) to explore a current social issue.
Activity: 4th Grade Visual Art Assessment

Let’s take a look at a classroom assessment to practice using DOK.

• What DOK level are the standards used in the assessment?
• What DOK level are the assessment items?
Reflect…

- What is a new awareness or learning?
- What challenges may you encounter?
- What are the opportunities?
- What do you want to be sure to remember?
Lunch
Planning for Assessment
Start With a Plan

Assessment Blueprints

- Record the prioritized learning expectations that will be on the assessment.
- Identify the assessment methods to be used.
- Identify the level of complexity of the learning expectations and the assessment items.
- Determine how much “weight” each learning priority will receive.
- Balance the rigor of the assessment.
Why is It Important to Assessment?

**Define** the parameters of an assessment.

**Confirm** the information and knowledge to be assessed, which can guide instructional activities.

**Analyze** assessment for alignment to learning expectations, instruction, and cognitive complexity.

**Clarify** learning targets for students.
Components of an Assessment Blueprint

Usually Includes

- Standards/Learning Targets
- Total Number of Items
- Assessment Methods
- Weighting
- Cognitive Complexity
Assessment Methods
Assessment Methods

**Selected Response**
- Multiple Choice
- Matching
- True/False

**Written Response**
- Short Answer
- Extended Response
- Essay

**Performance**
- Product
- Visual
- Verbal
- Physical
Determining Assessment Method

- Matching the learning expectation to the assessment method impacts validity.
- Some learning expectations may be able to be measured with multiple methods.
- Some methods are not appropriate for some learning expectations.
- Methods selected can also be influenced by:
  - Number of students
  - Turn-around time
Webb’s DOK and Assessment Method

- **Level I and Level II**
  - Usually one right answer
  - Usually assessed by selected response or constructed response

- **Level III and Level IV**
  - More than one correct answer or approach is possible and may involve real-world applications in new situations
  - Usually assessed by constructed response or performance
Which Assessment Method?

Identify and name materials used in visual arts.

1. What is the DOK level of this learning expectation?

2. What methods would be good choices for assessment?
Which Assessment Method?

Demonstrate beginning skill and craftsmanship in the use of art materials and tools.

1. What is the DOK level of this learning expectation?

2. What methods would be good choices for assessment?
Which Assessment Method?

Develop and apply criteria for critiquing more complex performances of live and recorded music.

1. What is the DOK level of this learning expectation?

2. What methods would be good choices for assessment?
Which Assessment Method?

Interpret a selected musical work using dance, drama, or visual art.

1. What is the DOK level of this learning expectation?

2. What methods would be good choices for assessment?
Which Assessment Method?

Identify the characters, time, place, and major events in stories.

1. What is the DOK level of this learning expectation?

2. What methods would be good choices for assessment?
Which Assessment Method?

Recognize the similarities and differences in dance forms.

1. What is the DOK level of this learning expectation?

2. What methods would be good choices for assessment?
Planning with Blueprints
Weighting Assessment Items

How much evidence is enough?

- The broader the learning target is in scope, the larger the sample you will need to ensure it is covered thoroughly.

- The more important the learning target is, the larger your sample should be.

- The more important the decision to be made on the basis of the result, the larger the sample should be.
### Blueprint Example: Grade 3 Theatre

#### Learning Expectations

<table>
<thead>
<tr>
<th>Learning Expectations</th>
<th>Target DOK Level</th>
<th>Method</th>
<th>Total Points</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.3 CE Explain how the cultural and physical setting of a</td>
<td>3</td>
<td>WR</td>
<td>30</td>
<td>31%</td>
</tr>
<tr>
<td>dramatic and theatrical work affects characterization.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.2PR Use voice, movement, space, and physical objects to</td>
<td>4</td>
<td>P</td>
<td>10</td>
<td>10%</td>
</tr>
<tr>
<td>communicate a storyline and a character's thoughts, feelings,</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>and ideas.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.1RE Describe the visual, aural, and kinetic elements</td>
<td>2</td>
<td>SR</td>
<td>16</td>
<td>17%</td>
</tr>
<tr>
<td>present in stories and plays from various cultures.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.3RE Compare and contrast the elements (e.g. plot,</td>
<td>2</td>
<td>WR</td>
<td>30</td>
<td>31%</td>
</tr>
<tr>
<td>character, theme, and setting) of various narratives.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Assessment

<table>
<thead>
<tr>
<th>DOK 1 Recall or Reproduce</th>
<th>DOK 2 Basic Application of Skills/Concepts</th>
<th>DOK 3 Strategic Thinking</th>
<th>DOK 4 Extended Thinking</th>
</tr>
</thead>
<tbody>
<tr>
<td>30</td>
<td>10</td>
<td>40</td>
<td>96</td>
</tr>
</tbody>
</table>

#### Levels of Cognitive Complexity

- **Level 1**: Recall or Reproduce
- **Level 2**: Basic Application of Skills/Concepts
- **Level 3**: Strategic Thinking
- **Level 4**: Extended Thinking

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Stretch

- Does the assessment allow both high-achieving and low-achieving students to show growth?
  - Include questions of varying difficulty and complexity (foundational, basic, and advanced level)
  - Examine baseline results to inform decisions regarding the need for stretch on the assessment.
Depth of Knowledge and Stretch

- Assessment items may be above or below the depth of knowledge level of the standard; however, **50 percent of assessment items should be at the depth of knowledge level of the standard or higher.**

- Assessing only at the highest DOK level will miss opportunities to understand what students do and don’t know—**go for a range; end “high” in selected/prioritized content.**
Blueprint Example

Learning Expectations

Stretch
Activity: 4th Grade Visual Art Assessment

Let’s create a blueprint for the assessment.
Reflect…

- What is a new awareness or learning?
- What challenges may you encounter?
- What are the opportunities?
- What do you want to be sure to remember?
Item Design
Selected Response Items

**Benefits**
- Speed
- Coverage
- Objectivity
- Efficiency

**Challenges**
- Guessing
- Focus on low-level knowledge/skills
- More difficult to design a high-quality item
- Does not measure partial learning

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Improving Selected Response Items

- Include multiple items to assess the same standard or concept to impact correct guessing
- Include items at various DOK levels and/or vertical progressions to capture partial learning
- Be sure not to “cue” correct answers by closely examining questions and answer selections
- Make sure “distractors” (wrong answer choices) are plausible and focus on common misconceptions and misunderstandings
Written Response Items

**Benefits**
- Assessing higher cognitive skills and knowledge
- Can cover many concepts in one item
- Captures partial learning

**Challenges**
- Less reliable
- Requires a level of writing proficiency which can impact validity
Improving Written Response Items

- Include clear, simple directions and frame an acceptable response
- Avoid unnecessary or distracting information in the prompt
- Develop high-quality rubrics or scoring guides and calibrate with other educators
Performance Assessment Items

**Benefits**
- Coverage of multiple learning targets
- Model real-world situations
- Includes demonstrations of physical skills

**Challenges**
- Can be time consuming
- Less reliable
- Item design and execution is more likely to impact validity

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Improving Performance Assessment Items

- Include clear directions and frame an acceptable response, including:
  - Timeframe
  - Materials/resources needed
  - Check-points

- Avoid unnecessary or distracting information in the prompt

- Develop high-quality rubrics or scoring guides and calibrate with other educators
Rubrics
Rubrics and Scoring Guides

Benefits
- Bring clarity to expectations
- Identify next steps in learning
- Encourages student ownership

Challenges
- Less reliable
- Time consuming to create

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Types of Rubrics

- **Analytic**
  - Describes the work on each of the selected criterion separately
  - Provides more formative feedback
  - Links to instruction more closely

- **Holistic**
  - Describes the work by applying all the criteria at the same time
  - Produces an overall judgment
  - Used for scoring
Considerations for Performance Levels

- Start with fewer performance levels (3–4)
  - As the number of levels increase, the distinction between them becomes more granular and more difficult to distinguish.

- Determine if numbers or labels are more appropriate for your purpose and students.

- If labeling, you may want to start with the “goal level” (proficient, meets expectations, etc.) and fill in other descriptions as needed.
Considerations for Choosing Criteria for Rubrics

Criteria should:

- Represent learning priorities.
- Describe the observable evidence of learning.
- Be independent and distinct from one another.
- Work together as a whole to describe expected learning.
- Be able to be described by different performance levels.
- Not include elements related to work habits (neat, colorful, effort, etc.).

Considerations for Writing Descriptors

- Be precise in describing the performance level of each criteria across the continuum.
- Avoid vague language.
- Differentiate among levels clearly enough so that work can easily be categorized without ambiguity.
- Describe distinct levels of quality focusing on the same criteria across the continuum.
Reflect…

- What is a new awareness or learning?
- What challenges may you encounter?
- What are the opportunities?
- What do you want to be sure to remember?
Questions?

- Post-Assessment
- Evaluation