

A Guide through the Classroom Assessment Process

Module 1: Introduction to Assessment

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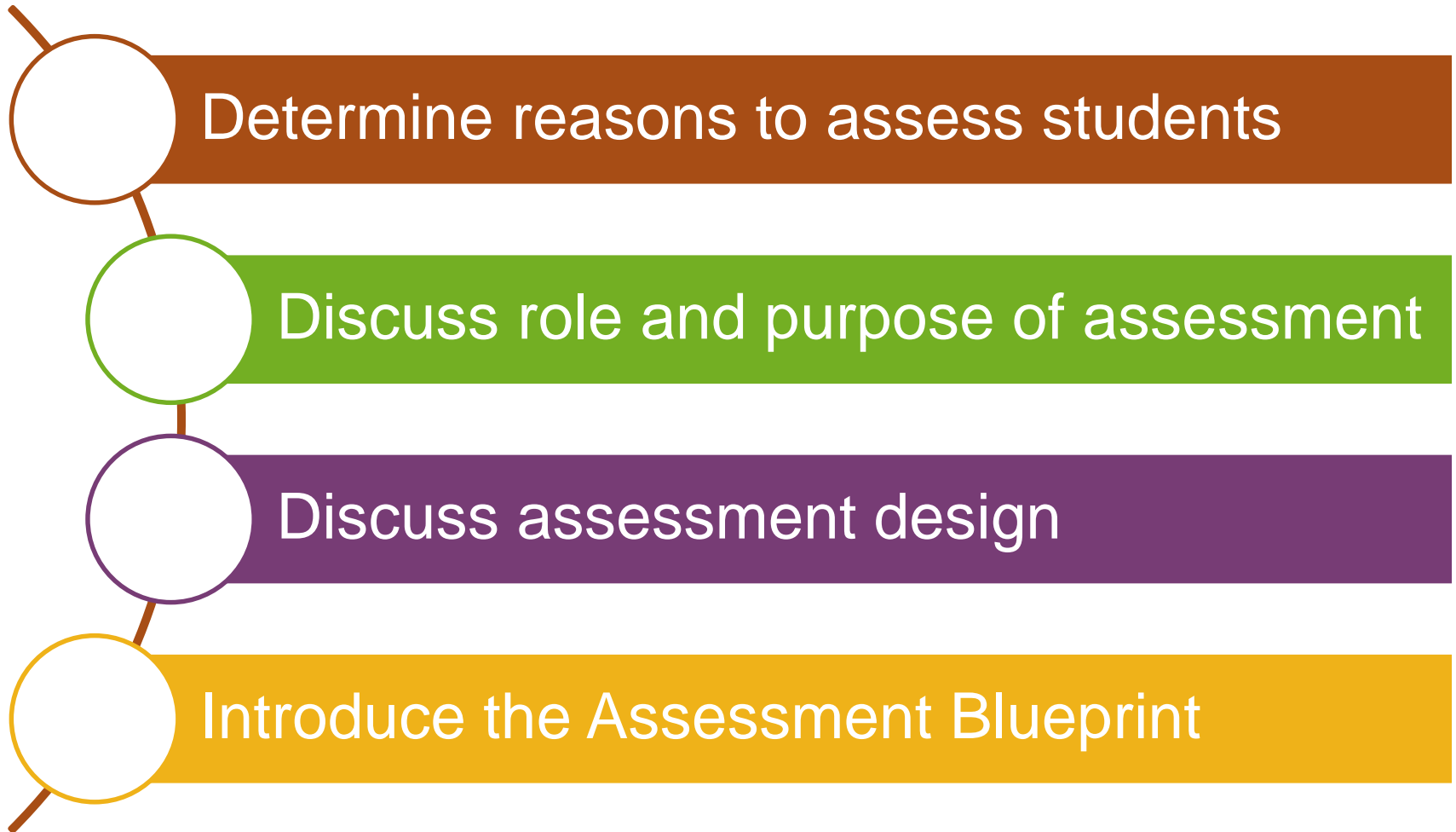
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Illinois Center for School Improvement (Illinois CSI) Mission



**High-Performing Districts,
High-Achieving Students**

Session Outcomes

- 
- Determine reasons to assess students
 - Discuss role and purpose of assessment
 - Discuss assessment design
 - Introduce the Assessment Blueprint

What Is Assessment?

Assessment:

- Is an integral part of teaching and learning.
- Helps provide a picture of students' progress, achievements, and areas of growth.
- Provides next steps to guide learning and teaching.
- Provides guidance and feedback to the learner.

Why Do We Assess Students?



- Demonstrates learning and the learning processes
- Documents and provides data for student competency and skill development
- Allows benchmarks to be established for standards
- Promotes learner engagement and ensures appropriate support for all students to achieve and maximize their potential

Stiggins, Arter, Chappuis, & Chappius, 2007; Marzano, 2006

Knowing What Students Know



Measuring what students know and can do is an essential part of teaching, and, like much of teaching, designing assessments that measure what we want them to measure is sophisticated work.

Pellegrino, Chudowsky, & Glaser, 2001



Continuum of Assessment

Continuum of Assessment: Purpose

Formative ←  **Summative**

- **Teaching and Planning**
- **Monitoring Progress**
- **Reteaching/Acceleration**
- **Differentiation**
- **Grouping**

- **Measurement/Grading**
- **Program Evaluation**
- **Placement**
- **Intervention**
- **College Entrance**

Formative Assessments

- Provide feedback to learners to increase achievement
- Provide feedback to teachers for determining next steps for student learning
- Should take place daily or weekly in classrooms

Summative Assessments

- Provide overall evidence of student achievement and of what students know, understand, and can do
- Provide a value to what the student achieves
- Provide classroom, school, district, and statewide data for analysis of mastery of state standards

Continuum of Assessment: Examples





Assessment Design

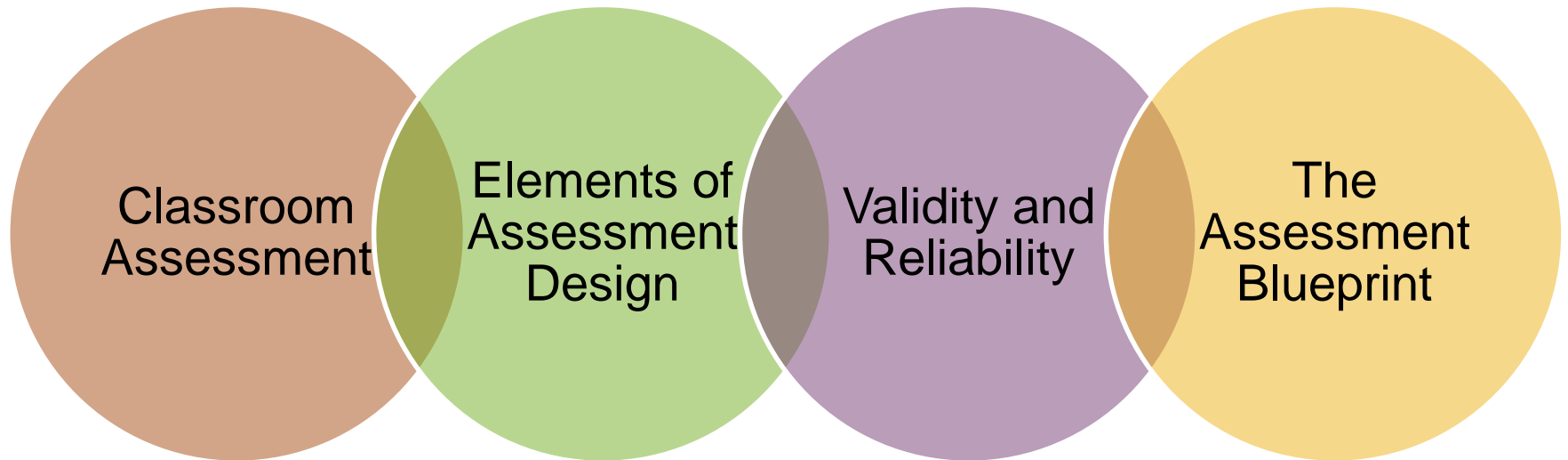
Assessment Design



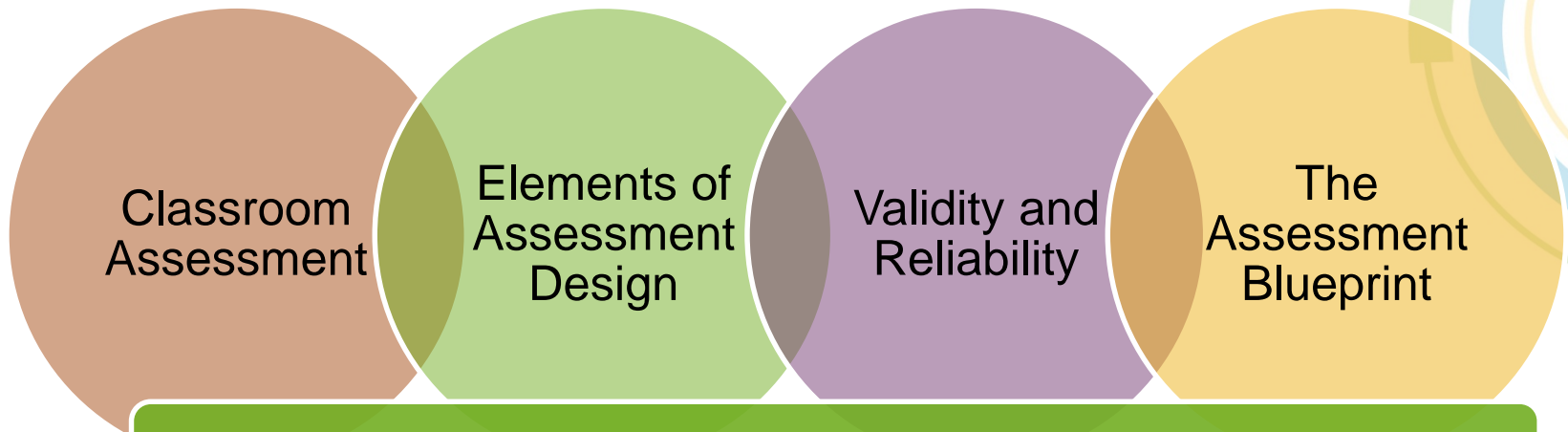
Term that includes **planning, writing, and selecting** assessments

To be well designed, an assessment must provide an accurate and consistent measure of what students know and can do.

Assessment Design



U.S. Department of Education, 2015



Alignment

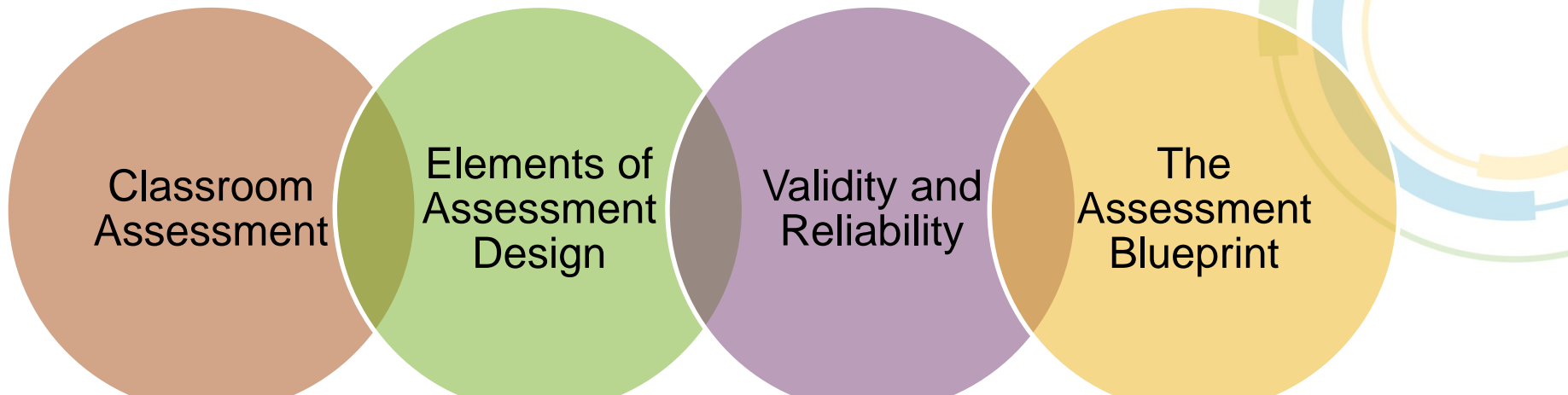
Rigor

Precision

Bias

Scoring

Sources: U.S. Department of Education, 2015
synthesized information from several sources: Kansas State Department of Education, Assessment Literacy Project; Ohio Department of Education, “Assessment Literacy: Identifying and Developing Valid and Reliable Assessments” (2013); Relay Graduate School of Education, *Designing and Evaluating Assessments* (2014); Rhode Island Department of Education, “Deeping Assessment Literacy.”



Alignment

Aligned with standards; measures student performance against those standards

Rigor

Items that match the level of rigor of the skill or skills you intend to measure *and* measures a range of student thinking and understanding so that it measures what all students know and can do

Sources: To create this list, we synthesized information from several sources: Kansas State Department of Education, Assessment Literacy Project; Ohio Department of Education, "Assessment Literacy: Identifying and Developing Valid and Reliable Assessments" (2013); Relay Graduate School of Education, *Designing and Evaluating Assessments* (2014); Rhode Island Department of Education, "Deeping Assessment Literacy."



Elements of Assessment Design

Precision

Measures students' knowledge and skills, not their misinterpretations or lack of unrelated background knowledge

Bias

Items should measure students' knowledge and skills, not differences among groups of students because of their personal characteristics, such as race, gender, socioeconomic status, or religion

Scoring

Measures students' knowledge and skills, not how or when the assessment is scored or who scores it



Assessment Blueprint

1. Primary Purpose of the Assessment					
2. Standard(s) (one per row)		3. Skill(s) (one per row)	4. Level(s) of Rigor	5. Possible Items	Primary Purpose
		Standards	Skills	Level of Rigor	Item Type
Write and/or Select Assessment Items					
6. Write and/or Select Assessment Items					
Item #	Standard(s) and/or Skill(s)	Type of Item	Level(s) of Rigor	# of Points	% of Assessment
TOTAL					

Backward Design Process



Standards

**CCSS.MATH.CONTENT.
HSN.CN.A.1**

Know there is a complex number i such that $i^2 = -1$, and every complex number has the form

$a+bi$
with a and b real

Classroom Assessment

Quiz
Journal Entry
Questioning
Unit Test

Instruction

Whole-/Small-
Group Questioning

Session Review

- Reasons for assessing students ✓
- Role and purpose of assessment ✓
- Five elements of assessment design ✓
- Assessment Blueprint ✓
- Assessment Blueprint example ✓



Next Steps



How can you implement the Assessment Blueprint?

Is there any additional support that you will need to get this implemented in your assessment practices?

References

- Marzano, R. (2006). *Classroom assessment and grading that work*. Bloomington, IN: Marzano Laboratory.
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- Pellegrino, J. W., Chudowsky, N., & Glaser, R. (2001). *Knowing what students know*. Washington, DC: National Academy Press.
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- U.S. Department of Education. (2015). *Assessment design toolkit*. Retrieved from <http://www2.ed.gov/teachers/assess/resources/toolkit/index.html#mod4x>

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