Assessment Workgroup

to Explore Current New York State Requirements and Best Practices for Teacher and Principal Evaluation

December 20, 2018

Facilitated by
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What is this workgroup about and how will it work?

Objectives for November 20, 2018

Participants will operate as a learning community that will explore, analyze, and review the nature of quality assessments by:

- articulating success criteria for the community, key assessment, and desired outcomes for our work,
- participating in a preliminary assessment analysis process,
- considering a framework for identifying features of a quality assessment system,
- identifying implications for different constituencies

Agenda for December 20, 2018

Time	Guiding Questions	Activity
9:00	Why are we here? How are we organized today?	Welcome, overview of goals and outcomes, history of APPR and policy context (NYSED)
9:30	How are we going to work together? What dispositions are we going to practice? How are we going to make decisions?	Overview of habits of mind and dispositions
10:00	What do we mean by …?	Assessment literacy activity (Frayer Model)
10:45	What do assessment stories tell us?	Baseline assessment around strengths and limitations of own assessment system
11:45	What do we want to eat?	Lunch (and reading)
12:45	What are the principles and attributes of a balanced and comprehensive assessment system? (Jay McTighe)	1. Assessment Principles 2. An Assessment Planning Framework 3. Characteristics of Performance Tasks 4. A Model for Accountability Assessments
2:00	What are the implications of today's conversations?	Identification of implications for teachers, administrators, students and schools
2:45	What worked today? What should we revise?	End of day reflection

What are we trying to accomplish?

What are the workgroup's goals?

The three in-person sessions will attend to learner-centered design that allows participants to:

- collaborate
- co-construct knowledge
- engage in reflective practice using use systems thinking tools and process,
- examine the ways in which the current assessment system impact multiple constituencies,
- deepen their understanding of what it takes to implement next generation assessments,
- make specific, credible, and viable recommendations to their school community and NYSED, and
- develop a toolkit which includes materials for Statewide use.

What is the specific context that will guide this work?

NYSED has expressed a commitment to continue to strengthen the teacher and principal evaluation system and its implementation. This workgroup will explore lessons learned, a desired state for future work, and ways to close those gaps.

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Where is this work situated in the larger picture?

APPR has impacted the educational system in New York State in a variety of ways. Understanding the source, nature, and consequences of that impact can help mitigate unintended consequences and help the state moving forward. This work seeks to help participants negotiate challenges as well as provide examples, tools, and lessons for the field at large.

Program Sketch

Program Dates	Type	Primary Focus
November 20	Webinar	Project overview, foundations in quality assessment
December 20	*In-person*	*Considering opportunities and challenges*
January 8	Webinar	Using system tools to uncover patterns
February 7	In-person	Template design; draft recommendations
March 11	Webinar	Template usage
March 29	In-person	Recommendation and toolkit review

Who is involved in this work?

Biographies

Dr. Giselle O. Martin-Kniep is an educator and facilitator of adult learning who believes that sustainable school improvement is an aspiration worth pursuing. Giselle has a strong background in organizational change and has several graduate degrees from Stanford University. She has worked with thousands of schools nationally and internationally in the areas of curriculum and assessment, neuroleadership, systems thinking and strategic planning.

A former special education teacher, **Jennifer Borgioli** facilitates and supports assessment design programs that wrestle with the messiness of learning and capturing it in ways that are meaningful for students and teachers. She also assists districts in designing or auditing their tests and assessments to support balanced and quality assessment design. Published in the fields of data, special, gifted and middle-level education, several of her articles and guest columns have recently appeared on New York ASCD's website and on EdWeek.org.

Jay McTighe brings a wealth of experience developed during a rich and varied career in education. He served as director of the Maryland Assessment Consortium, a state collaboration of school districts working together to develop and share formative performance assessments. Prior to this position, Jay was involved with school improvement projects at the Maryland State Department of Education where he helped lead Maryland's standards-based reforms, including the development of performance-based statewide assessments. Well known for his work with thinking skills, Jay has coordinated statewide efforts to develop instructional strategies, curriculum models, and assessment procedures for improving the quality of student thinking. In addition to his work at the state level, Jay has experience at the district level in Prince George's County, Maryland, as a classroom teacher, resource specialist, and program coordinator.

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How are we going to work together?

What dispositions are we going to practice?

Part One

Individuals: Take a few minutes to read through the following dispositions. As you read, consider what it would look like when members of a professional learning practice and embody the dispositions. Then, review the questions on the next page.

Commitment to Understanding

- We pursue lots of questions and ideas for improving teaching and learning.
- We value multiple perspectives about improving teaching and learning.
- We use comprehensive research, data and evidence.

Intellectual Perseverance

- We discuss and revisit our work and our thinking to improve it.
- We use the vision and goals for the workshops to assess how we're doing.
- We have clear quality control mechanisms to make sure that what we do is as good as it can be.

Courage and Initiative

- We explore assumptions and discuss issues to support a productive learning experience.
- We take initiative to speak up about what is necessary to achieve the workshops' goals.
- We promote innovative thinking.

Commitment to Reflection

- We ask process questions to assess our thinking and work in progress.
- We support strategic thinking and reflection.
- The work we produce stems from goals and strategies grounded in the analysis of past learning.

Commitment to Expertise

- We share our learning with the field.
- We share learning that builds from past successes and challenges.
- We acknowledge everyone in the workshop has relevant expertise.

Commitment to Collegiality

- We learn with and from others.
- We believe that learning and working with others increases our expertise.
- The work we produce results from collaborative learning and problem solving.

These dispositions and associated rubrics were developed by Communities for Learning: leading lasting change® (2008). For additional information go to www.communitiesforlearning.org.

Part Two

Small groups (2-3 people, ideally from different LEAs.)

1. Share your thinking about the dispositions. Discuss if you feel there are any additional dispositions or indicators that should be added to ensure that everyone's experience is beneficial.

2. In your groups, **identify one norm** you think we need to articulate and attend to in order to uphold these habits and make thoughtful decisions.

3. Determine a spokesperson for your group. That person will share out any recommended **disposition additions and a norm** for our work together this year.

Part Three

Individuals: Capture the norms the group suggested. Please be sure to note implications for you.

Group Norm	What this means to me

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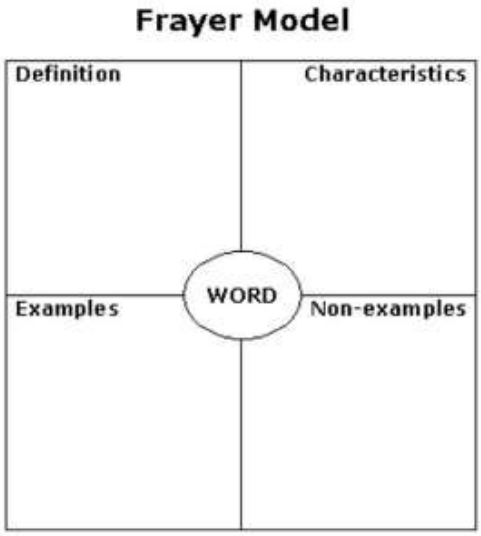
What do we mean by ….?

Part One

Individuals: Review the list of assessment-related terms below. Before we begin, take a moment to reflect on your level of understanding related to the term. Put a checkmark in the column that best reflects your understanding of the term.

Term	This term is unfamiliar to me.	I've heard of this term before.	I know this term and can define it.	I know this term and can teach it to others.
Anchor				
Assessment				
Assessment Bias				
Authentic Assessment				
Constructed-Prompts				
Dispositions				
Formative Assessment				
Performance Assessment				
Reliability				
Rubric				
Standardized Assessment				
Selected-Response Prompts				
Standard Error of Measurement				
Test Map/Blueprint				
Validity				

Take a moment to consider the card you were given when you arrived. Your card is related to one of the terms in the list above and somewhere in the room are people who hold cards related to the same term as yours. As a group, you will complete a Frayer Model[1] for the term. Posters containing the term can be found around the room.



Part Two

Large group: When the activity begins, work with others in the room to locate the other three components of your term. As you discuss and negotiate, attend to the group norms. When you've located the other members of your group, make your way to your poster and attach your parts. As a small group, discuss the questions on page 7.

[1] Frayer, D., Frederick, W. C., and Klausmeier, H. J. (1969). *A Schema for Testing the Level of Cognitive Mastery*. Madison, WI: Wisconsin Center for Education Research.

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Part Three

1. What was your previous understanding of the term? What connections do you see between the term and the assessment systems in your organization, school, district, and New York State?

2. What did you discover as a result of this activity and talking with others in the room?

3. Are there additional terms you think should be defined for this workgroup?

What do assessment stories tell us?

Part One

Individuals: Outcomes for learning can be described in a variety of ways. As we review the following categories for why we assess, jot down examples you've seen in your own school, district, or community.

1. Factual (content) Knowledge (example: ***geographic features*** *– 5th grade SS project on maps;* ***structure of a cell*** *– 7th grade Science activity)* Example from my school, district, community:
2. Conceptual Knowledge (example: ***beauty*** *– elementary unit on fairy tales; change – HS science department unit, "Can/should* ***change*** *be stopped?" looking at impact on local water table)* Example from my school, district, community:
3. Procedural Knowledge (example: ***how to balance a checkbook*** *– Economics class;* ***how to write code*** *– Code.org lesson during Genius Hour)* Example from my school, district, community:
4. Meta-Cognitive Knowledge (example: *student* ***self-assessment on statements about health*** *before starting a new unit – middle school PE;* ***student reflection on study habits*** *after mid-term – HS math)* Example from my school, district, community:
5. Thinking Processes Skills and Abilities (example: *"It Says… and so… I know…" graphic organizer to* ***draw inferences*** *– 8th grade ELA;* ***comparing*** *claims and counterclaims – elementary Social Studies)* Example from my school, district, community:
6. Subject-specific Skills, Abilities, and Practices (Example*:* ***playing a musical instrument*** *– orchestra;* ***using the scientific method*** *– middle school science;* ***reading a map –*** *Social studies)* Example from my school, district, community:
7. Dispositions or habits of mind (Example: ***perspective-taking*** *– students read first-person reflections about an event from multiple perspectives in unit on The Great Depression; open-mindedness – students document how a text aligns to Teaching Tolerance's Standards for Social Justice related to* ***courage****).* Example from my school, district, community:

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Part One

Individuals: Consider the assessments you identified for your story. Use the tables below to identify the outcomes that are explicitly attended by these assessments and the purposes that these assessments are serving.

Outcomes	What outcomes are evident in your assessment stories?
1. Factual (content) Knowledge	
2. Conceptual Knowledge	
3. Procedural Knowledge	
4. Meta-Cognitive Knowledge	
5. Thinking Processes Skills and Abilities	
6. Subject-specific Skills, Abilities, and Practices	
7. Dispositions or habits of mind	

Purposes	What purposes are being served in your assessment story?
1. To determine what students know	
2. To determine what students can do	
3. To determine what students value	
4. To diagnose strengths and needs	
5. To help students learn and grow	
6. To provide feedback on learning	
7. To score, grade, or promote	
8. To motivate and focus students	

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Group Assignments for After Lunch

Participant		Group
Chiquitta	Alexander	1
Kelly	Anderson	2
Shelley	Baldwin-Nye	1
Jackie	Bennett	2
Nancy	Bonner	8
Karen	Bronson	3
Aja	Brown	3
John	Callan	9
James	Cochran	5
Kathleen	Conley	10
Kimberly	Cooper	11
Christina	Dessources	6
Rebekah	Edwards	7
Constance	Evelyn	12
Sylvia	Fairclough-Leslie	1
Laura	Feijoo	4
Jillian	Folino	8
Andrew	Franz	9
Michelle	George	10
Rachael	Goeler	11
Simone	Gonyea	2
Valerie	Green Thomas	12
Constance	Hahn	3
Jean	Hoins	1
Amy	Hysick	5
Dafny	Irizarry	2
William	Johnson	4
Daniel	Kinley	6
Tim	Kremer	7
Cayne	Letizia	3

Participant		Group
Kelly	Manard	5
John	Maphey	4
Roseann	Maurantonio	5
Daniel	McCabe	6
Sarah	McLachlan	6
Thomas	McMahon	7
Peter	McNally	8
Susan	McNulty	7
Lauri	Naccarato	8
Moses	Ojeda	9
Beth	Powell	9
Miriam	Quiles	10
Ronald	Robertson	11
Tracy	Robinson	12
Rod	Rodriguez	1
Saida	Rodriguez-Tabone	8
Laura	Samulski-Peters	9
Angela	Smith	2
Gale	Sookdeo	3
Lorena	Stabbins	10
Gian	Starr	11
Cora	Stempel	12
Vincent	Suracci	12
Denise	Toscano	10
Amy	Tuzzolino	4
Adam	Urbanski	5
Lisa	Watson	6
Kelly	Wetzler	11
Lisa	Winter	7

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Designing a Balanced Assessment System

UNDERSTANDING by DESIGN

Coordinator – Maryland School Performance Assessment Program (MSDE) 1990-94

Director – Maryland Assessment Consortium 1994-98

Author, **Four Assessment Books**

Co-au
Understan
Design *serie*

Session Topics

- ☑ **Principles of Sound Assessment**
- ☑ **An Assessment Planning Framework**
- ☑ **Characteristics of Performance Tasks**
- ☑ **A Balanced Assessment System Model**

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Assessment Principle #1

"We take the position that the primary purpose of assessment is to inform teaching and improve learning."

McTighe and Ferrara

Something to Think About...

The word, assess, comes from the Latin, assidere, meaning "to sit beside."

Assessment Principle #2

Sound assessment requires multiple sources of evidence, collected over time.

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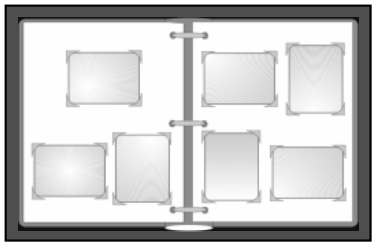
Think "photo album" versus "snapshot"

Sound assessment requires multiple sources of evidence, collected over time.



Assessment Planning Framework: Key Questions

Desired Learning Outcomes	Purpose(s) for Assessment	Audience(s) for Assessment
What do we want students to know, understand, and be able to do?	*Why are we assessing? How will the assessment information be used?*	*For whom are the assessment results intended? What information do they need?*
Long-term Transfer Goals: • _____ • _____ **Factual Knowledge:** • _____ • _____ • _____ **Skills and Processes:** • _____ • _____ • _____ **Understanding(s):** • _____ • _____ • _____ **Habits of Mind:** • _____ • _____ • _____	☐ diagnose student strengths and needs ☐ provide feedback on student learning ☐ provide a basis for instructional placement ☐ inform and guide instruction ☐ communicate learning expectations ☐ motivate; focus student attention and effort ☐ provide practice applying knowledge and skills ☐ provide a basis for evaluation __ grading __ promotion/graduation __ program selection/admission ☐ provide accountability data __ school/district __ teacher evaluation __ administrator evaluation ☐ gauge program effectiveness	☐ teacher/instructor ☐ students ☐ parents ☐ grade-level/department team ☐ other faculty ☐ school administrators ☐ curriculum supervisors ☐ policy makers ☐ business community/employers ☐ college admissions officers ☐ higher education ☐ general public ☐ other: _____

Assessment Planning Framework: Key Questions

Desired Learning Outcomes	
What do we want students to know, understand, and be able to do?	***Did you know that…***
Long-term Transfer Goals: • _____ • _____	←
Factual Knowledge: • _____ • _____ • _____	← **There are five distinct types of learning outcomes often contained in Standards!**
Skills and Processes: • _____ • _____ • _____	←
Understanding(s): • _____ • _____ • _____	←
Habits of Mind: • _____ • _____ • _____	←

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Assessment Planning Framework: Key Questions

Desired Learning Outcomes *What do we want students to know, understand, and be able to do?*	**Examples:**
Long-term Transfer Goals: • _____ • _____	→ **Drive safely, courteously and defensively.**
Factual Knowledge: • _____ • _____ • _____	→ **traffic rules; function of various car parts**
Skills and Processes: • _____ • _____ • _____	→ **parallel parking; shift gears with a clutch**
Understanding(s): • _____ • _____ • _____	→ **Defensive drivers anticipate actions of others.**
Habits of Mind: • _____ • _____ • _____	→ **patience; courtesy**

Assessment Planning Framework: Key Questions

Desired Learning Outcomes *What do we want students to know, understand, and be able to do?*	**Examples:**
Long-term Transfer Goals: • _____ • _____	→ **write for various purposes & audiences**
Factual Knowledge: • _____ • _____ • _____	→ **math facts; capitol cities**
Skills and Processes: • _____ • _____ • _____	→ **draw from observation; swim the backstroke**
Understanding(s): • _____ • _____ • _____	→ **Correlation does not insure causality.**
Habits of Mind: • _____ • _____ • _____	→ **persistence; skepticism**

Framework of Assessment Approaches and Methods

How might we assess student learning?

	SELECTED RESPONSE ITEMS	PERFORMANCE-BASED ASSESSMENTS			
		BRIEF CONSTRUCTED RESPONSES	PRODUCTS	PERFORMANCES	PROCESS-FOCUSED
examples	☐ multiple-choice ☐ true-false ☐ matching	☐ fill in the blank • word(s) • phrase(s) ☐ short answer • sentence(s) • paragraphs ☐ label a diagram ☐ Tweeet ☐ "show your work" ☐ representation(s) e.g., *fill in a:* • flow chart • matrix	☐ essay ☐ research paper ☐ blog/journal ☐ lab report ☐ story/play ☐ concept map ☐ portfolio ☐ illustration ☐ science project ☐ 3-D model ☐ iMovie ☐ Podcast	☐ oral presentation ☐ dance/movement ☐ science lab demonstration ☐ athletic skills performance ☐ dramatic reading ☐ enactment ☐ debate ☐ musical recital ☐ Prezi/Power Point ☐ music performance	☐ oral questioning ☐ observation ("kid watching") ☐ interview ☐ conference ☐ process description ☐ "think aloud" ☐ learning log

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Assessment Principle #3

Assessments should align with targeted goals.

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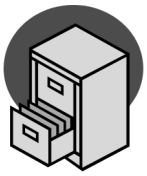

Evaluation and Communication Methods

Evaluation Methods	Evaluation Roles	Communication/ Feedback Methods
How will we evaluate student knowledge and proficiency?	*Who will be involved in evaluating student responses, products or performances?*	*How will we communicate assessment results?*
Selected-Response Items: ❑ answer key ❑ scoring template ❑ machine scoring Performance-Based Assessments: ❑ generic rubric ❑ task-specific guide ❑ rating scale • bi-polar • hierarchical ❑ checklist ❑ written/oral comments	Judgment-Based Evaluation by: ❑ teacher(s)/instructor(s) ❑ peers/co-workers ❑ expert judges (external raters) ❑ student (self-evaluation) ❑ parents/community members ❑ employers	❑ numerical scores • percentage scores • point totals ❑ letter grades ❑ proficiency scale • generic rubric • task-specific rubric ❑ developmental continuum/ learning progression ❑ narrative report (written) ❑ checklist ❑ written comments ❑ verbal report/conference

What are the characteristics of performance tasks?

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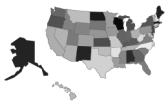
example:

State Tour



The State Department of Tourism has asked your help in planning a four-day tour of (*your state*) for a group of visitors from another country. Plan the tour to help the visitors understand the state's history, geography and its key economic assets.

You should prepare a written itinerary, including an explanation of *why* each site was included on the tour.

Example:

See My World

You have recently analyzed the narrative work of Faith Ringgold to identify ways she communicated ideas about her world. Think about your own world – your family, friends, hobbies and interests, daily experiences, and the things that are important to you. Select a drawing or painting medium, or use mixed media to create your own narrative work that visually communicates personal ideas about your world.

example:

Making the Grade

Your math teacher will allow you to select the measure of central tendency – *mean, median* or *mode* – by which your quarterly grade will be calculated.

Review your grades for quizzes, tests, and homework to decide which measure of central tendency will be best for your situation. Write a note to your teacher explaining *why* you selected that method.

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example:

What's Your Position?

After researching school policies and student & staff opinions on Internet filters in schools, write a (blog, letter to the School Board, editorial for the school paper) that argues for your position. Support your position with evidence from your research. Be sure to acknowledge competing views.

Example:

Mail-Order Friend

Imagine that you could order a friend from a mail-order friends catalog. Before ordering, think about the qualities that you value in a true friend. Then, make sure that you speak clearly so that the salesperson will know exactly what type of person to send you.

Performance Task Review Criteria

KEY TO RATINGS: 3 = *extensively* 2 = *somewhat* 1 = *not yet*

CRITERIA			
1. The task aligns with targeted standard(s)/outcomes(s) in one or more content areas.	3	2	1
2. The task requires extended thinking and application, not simply recall or a formulaic response.	3	2	1
3. The task establishes an "authentic" context; i.e., includes a realistic purpose, a target audience, and genuine constraints.	3	2	1
4. The task requires explanation and/or support – not just an answer.	3	2	1
5. The task includes criteria/rubric(s) for judging performance based on the targeted standard(s); i.e., criteria do not simply focus on the surface features of a product or performance.	3	2	1
6. The task directions for students are clear.	3	2	1
7. The task is feasible to implement in classrooms.	3	2	1
8. The task does not contain biased language, sterotypes, and/or sensitive, controversial, offensive, or inappropriate topics.	3	2	1
Optional:			
9. The task allows students to demonstrate their understanding/ proficiency with some appropriate choice/variety (e.g., of products or performances).	3	2	1
10. The task effectively integrates two or more subject areas	3	2	1
11. The task incorporates appropriate use of technology.	3	2	1
Other: _____	3	2	1

Use for:

- **self-assessment**
- **peer review**
- **expert review**

- **Focus on FEEDBACK not scores**

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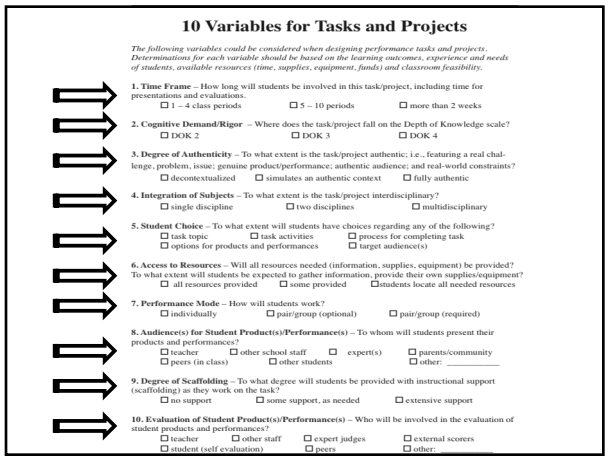


10 Variables for Tasks and Projects

The following variables could be considered when designing performance tasks and projects. Determinations for each variable should be based on the learning outcomes, experience and needs of students, available resources (time, supplies, equipment, funds) and classroom feasibility.

1. Time Frame – How long will students be involved in this task/project, including time for presentations and evaluations.
☐ 1 – 4 class periods ☐ 5 – 10 periods ☐ more than 2 weeks

2. Cognitive Demand/Rigor – Where does the task/project fall on the Depth of Knowledge scale?
☐ DOK 2 ☐ DOK 3 ☐ DOK 4

3. Degree of Authenticity – To what extent is the task/project authentic; i.e., featuring a real challenge, problem, issue; genuine product/performance; authentic audience; and real-world constraints?
☐ decontextualized ☐ simulates an authentic context ☐ fully authentic

4. Integration of Subjects – To what extent is the task/project interdisciplinary?
☐ single discipline ☐ two disciplines ☐ multidisciplinary

5. Student Choice – To what extent will students have choices regarding any of the following?
☐ task topic ☐ task activities ☐ process for completing task
☐ options for products and performances ☐ target audience(s)

6. Access to Resources – Will all resources needed (information, supplies, equipment) be provided? To what extent will students be expected to gather information, provide their own supplies/equipment?
☐ all resources provided ☐ some provided ☐ students locate all needed resources

7. Performance Mode – How will students work?
☐ individually ☐ pair/group (optional) ☐ pair/group (required)

8. Audience(s) for Student Product(s)/Performance(s) – To whom will students present their products and performances?
☐ teacher ☐ other school staff ☐ expert(s) ☐ parents/community
☐ peers (in class) ☐ other students ☐ other: _____

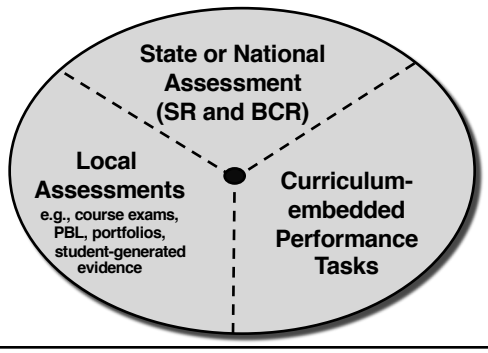
9. Degree of Scaffolding – To what degree will students be provided with instructional support (scaffolding) as they work on the task?
☐ no support ☐ some support, as needed ☐ extensive support

10. Evaluation of Student Product(s)/Performance(s) – Who will be involved in the evaluation of student products and performances?
☐ teacher ☐ other staff ☐ expert judges ☐ external scorers
☐ student (self evaluation) ☐ peers ☐ other: _____

APGAR – The "first" analytic scoring rubric

Sign	0 Points	1 Point	2 Points
• Activity (Muscle Tone)	Absent	Arms and Legs Flexed	Active
• Pulse	Absent	< 100 bpm	> 100 bpm
• Grimace (Reflex Irritability)	No Response	Grimace	Sneeze, pulls away
• Appearance (Skin Color)	Blue-gray, pale all over	Normal, except for extremities	Normal entire body
• Respiration	Absent	Slow, irregular	Good

A Balanced Assessment System



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Five Principles of Sound Assessment

Principle #1 – Assessment should serve learning.

The first principle asserts that the primary purpose of classroom assessment is to inform teaching and improve learning, *not* to sort or select students or generate grades. Of course, evaluation is one important purpose of assessment, but this puprose should not trump the principle.

Principle #2 – Multiple measures provide a richer picture.

Assessment is a process by which we make inferences about what students know, understand, and can do based on information obtained through assessments. Educators sometimes loosely refer to an assessment as being valid and reliable. However, a more precise conception has to do with the extent to which the results of an assessment permit valid and reliable inferences. Since all forms of assessment are susceptible to measurement error, our inferences are more dependable when we consider multiple measures; i.e., various sources of evidence. Consider this principle in terms of a photographic analogy. A photo album typically contains a number of pictures taken over time in different contexts. When viewed as a whole, the album presents a more accurate and revealing "portrait" of an individual than does any single snapshot.

Principle #3 – Assessments should align with goals.

To allow valid inferences to be drawn from the results, an assessment must provide an appropriate measure of a given goal. Since teachers typically direct their instruction toward different types of goals, we need an associated variety of assessments in order to gather the proper evidence of learning. To extend the photographic analogy, a diversity of educational goals implies that we should include a variety of types of pictures in our assessment photo album.

Principle #4 – Assessments should measure what matters.

You've no doubt heard aphorisms such as, "We measure what we value," "What gets measured is what gets done," or "It only counts if it counts." Indeed, what we assess sends strong messages to students about what learning outcomes are valued. Learners are quick to pick up on this as they move through school. "Will this count?" is an irritatingly familiar student query, and they quickly conclude that if a teacher does not assess something, "it doesn't really matter." This principle raises straightforward and vital questions for teachers, teams and schools to consider: Are we assessing all of the Standards? Everything that we value? What matters most? Or do most of our assessments simply target those outcomes that are easiest to test, measure and grade?

Principle #5 – Assessments should be fair.

The principle of fairness in classroom assessment simply means giving all students an equal chance to show what they know, understand, and can do. Large-scale achievement tests are typically standardized and are intended to be "fair" since all students are assessed in an identical manner. However, one aspect of fairness has to do with allowing learners to demonstrate their learning in an appropriate manner. A student who has reading difficulties or is not fluent in English may not understand a written test question or the task directions, even though they might understand the tested content. In such cases, a "one size, fits all" assessment may not be a fair representation of their learning.

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Assessment Planning Framework: Key Questions

Desired Learning Outcomes	Purpose(s) for Assessment	Audience(s) for Assessment
What do we want students to know, understand, and be able to do?	*Why are we assessing? How will the assessment information be used?*	*For whom are the assessment results intended? What information do they need?*
Long-term Transfer Goals: • _____ • _____ **Factual Knowledge:** • _____ • _____ • _____ **Skills and Processes:** • _____ • _____ • _____ **Understanding(s):** • _____ • _____ • _____ **Habits of Mind:** • _____ • _____ • _____	☐ diagnose student strengths and needs ☐ provide feedback on student learning ☐ provide a basis for instructional placement ☐ inform and guide instruction ☐ communicate learning expectations ☐ motivate; focus student attention and effort ☐ provide practice applying knowledge and skills ☐ provide a basis for evaluation __ grading __ promotion/graduation __ program selection/admission ☐ provide accountability data __ school/district __ teacher evaluation __ administrator evaluation ☐ gauge program effectiveness	☐ teacher/instructor ☐ students ☐ parents ☐ grade-level/department team ☐ other faculty ☐ school administrators ☐ curriculum supervisors ☐ policy makers ☐ business community/employers ☐ college admissions officers ☐ higher education ☐ general public ☐ other: _____

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Framework of Assessment Approaches and Methods

How might we assess student learning?

SELECTED RESPONSE ITEMS	PERFORMANCE-BASED ASSESSMENTS			
	BRIEF CONSTRUCTED RESPONSES	PRODUCTS	PERFORMANCES	PROCESS-FOCUSED
☐ multiple-choice	☐ fill in the blank • word(s) • phrase(s)	☐ essay	☐ oral presentation	☐ oral questioning
☐ true-false	☐ short answer • sentence(s) • paragraphs	☐ research paper	☐ dance/movement	☐ observation ("kid watching")
☐ matching	☐ label a diagram	☐ blog/journal	☐ science lab demonstration	☐ interview
	☐ Tweeet	☐ lab report	☐ athletic skills performance	☐ conference
	☐ "show your work"	☐ story/play	☐ dramatic reading	☐ process description
	☐ representation(s) e.g., *fill in a:* • flow chart • matrix	☐ concept map	☐ enactment	☐ "think aloud"
		☐ portfolio	☐ debate	☐ learning log
		☐ illustration	☐ musical recital	
		☐ science project	☐ Prezi/Power Point	
		☐ 3-D model	☐ music performance	
		☐ iMovie		
		☐ Podcast		

examples

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Evaluation and Communication Methods

Evaluation Methods	Evaluation Roles	Communication/ Feedback Methods
How will we evaluate student knowledge and proficiency?	*Who will be involved in evaluating student responses, products or performances?*	*How will we communicate assessment results?*
Selected-Response Items: ☐ answer key ☐ scoring template ☐ machine scoring **Performance-Based Assessments:** ☐ generic rubric ☐ task-specific guide ☐ rating scale • bi-polar • hierarchical ☐ checklist ☐ written/oral comments	**Judgment-Based Evaluation by:** ☐ teacher(s)/instructor(s) ☐ peers/co-workers ☐ expert judges (external raters) ☐ student (self-evaluation) ☐ parents/community members ☐ employers	☐ numerical scores • percentage scores • point totals ☐ letter grades ☐ proficiency scale • generic rubric • task-specific rubric ☐ developmental continuum/ learning progression ☐ narrative report (written) ☐ checklist ☐ written comments ☐ verbal report/conference

adapted from McTighe and Ferrara (1997). *Assessing Learning in the Classroom.* Washington, DC: National Education Association

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Performance Task Review Criteria

KEY TO RATINGS: 3 = *extensively* 2 = *somewhat* 1 = *not yet*

CRITERIA

1. The task aligns with targeted standard(s)/outcomes(s) in one or more content areas.	**3**	**2**	**1**
2. The task requires extended thinking and application, not simply recall or a formulaic response.	**3**	**2**	**1**
3. The task establishes an "authentic" context; i.e., includes a realistic purpose, a target audience, and genuine constraints.	**3**	**2**	**1**
4. The task requires explanation and/or support – not just an answer.	**3**	**2**	**1**
5. The task includes criteria/rubric(s) for judging performance based on the targeted standard(s); i.e., criteria do not simply focus on the surface features of a product or performance.	**3**	**2**	**1**
6. The task directions for students are clear.	**3**	**2**	**1**
7. The task is feasible to implement in classrooms.	**3**	**2**	**1**
8. The task does not contain biased language, sterotypes, and/or sensitive, controversial, offensive, or inappropriate topics.	**3**	**2**	**1**
Optional:			
9. The task allows students to demonstrate their understanding/ proficiency with some appropriate choice/variety (e.g., of products or performances).	**3**	**2**	**1**
10. The task effectively integrates two or more subject areas	**3**	**2**	**1**
11. The task incorporates appropriate use of technology.	**3**	**2**	**1**
Other: _____	**3**	**2**	**1**

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10 Variables for Tasks and Projects

The following variables could be considered when designing performance tasks and projects. Determinations for each variable should be based on the learning outcomes, experience and needs of students, available resources (time, supplies, equipment, funds) and classroom feasibility.

1. Time Frame – How long will students be involved in this task/project, including time for presentations and evaluations.

☐ 1 – 4 class periods ☐ 5 – 10 periods ☐ more than 2 weeks

2. Cognitive Demand/Rigor – Where does the task/project fall on the Depth of Knowledge scale?

☐ DOK 2 ☐ DOK 3 ☐ DOK 4

3. Degree of Authenticity – To what extent is the task/project authentic; i.e., featuring a real challenge, problem, issue; genuine product/performance; authentic audience; and real-world constraints?

☐ decontextualized ☐ simulates an authentic context ☐ fully authentic

4. Integration of Subjects – To what extent is the task/project interdisciplinary?

☐ single discipline ☐ two disciplines ☐ multidisciplinary

5. Student Choice – To what extent will students have choices regarding any of the following?

☐ task topic ☐ task activities ☐ process for completing task
☐ options for products and performances ☐ target audience(s)

6. Access to Resources – Will all resources needed (information, supplies, equipment) be provided? To what extent will students be expected to gather information, provide their own supplies/equipment?

☐ all resources provided ☐ some provided ☐students locate all needed resources

7. Performance Mode – How will students work?

☐ individually ☐ pair/group (optional) ☐ pair/group (required)

8. Audience(s) for Student Product(s)/Performance(s) – To whom will students present their products and performances?

☐ teacher ☐ other school staff ☐ expert(s) ☐ parents/community
☐ peers (in class) ☐ other students ☐ other: _____

9. Degree of Scaffolding – To what degree will students be provided with instructional support (scaffolding) as they work on the task?

☐ no support ☐ some support, as needed ☐ extensive support

10. Evaluation of Student Product(s)/Performance(s) – Who will be involved in the evaluation of student products and performances?

☐ teacher ☐ other staff ☐ expert judges ☐ external scorers
☐ student (self evaluation) ☐ peers ☐ other: _____

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Debriefing Jay McTighe's Session

What principles are evident or attended to in your assessment story?	What principles are evident or attended to in your system but aren't captured by your assessment story?
How balanced is the assessment system in your school, district, or organization?	**What questions are emerging for you?**

Preliminary Implications for Action – Visualizing a Better System

Individuals: Use the table below to brainstorm practices that teachers, school leaders, and New York State Department of Education and Board of Regents could put into place to ensure that students experience a comprehensive and balanced assessment system. Options could include eliminating something that can be eliminated, adding something that's not currently done, or replacing something with something else. The goal of this activity is to begin to visualize a better, healthier system for all students in New York.

Time Frame	Teachers	School Leaders	New York State
Next Month			
Next Semester			
Next Year			

Small groups (After lunch groups from page 10)

Part Two: Share your thinking with your group members. As a group, consider patterns that you notice in each other's response. Distill your thinking as a group down to 1-2 ideas for each role and timeframe.

1. Recommendations for change in teacher practices (short term)

2. Recommendations for change in school leadership practices (mid-range)

3. Recommendations for change in NYSED/BoR practices (long term)

Part Three: Designate one person from the group to enter group's recommendations in this Survey Monkey form: https://www.surveymonkey.com/r/AWVision

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End of Day Reflection

Also available at https://www.surveymonkey.com/r/AW_Survey_1 or via the QR code

1. How are you feeling about the work we are engaged in? Circle an image and complete the sentence starter.

I feel this way because…..

2. What have you learned in today's session that has influenced your understanding of what assessment systems should be or attend to?

3. What questions did today raise for you or what questions are still unanswered for you?

If you want us to follow-up regarding your question prior to our next session, please provide your name and email.

4. Other comments:

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