

**Woodburn District
Feedback on Assessments
Data Team Training
February 20, 2018**

Objectives:

- Commit the **Data Team Process and Must Haves for Team Support** to memory!
- Continue to build a shared knowledge of assessment **sound design**
- Provide a supported practice opportunity with **practical application** from written and verbal feedback on your team's assessments.

Agenda:

Welcome/Objectives

Jeopardy & Reflection

Reflection on Feedback
Provided

Your Current Reality

Review Sound Design

Audit Assessments

Preparing Feedback

Thinking Ahead to
Implementation Planning

Reflection/Closing

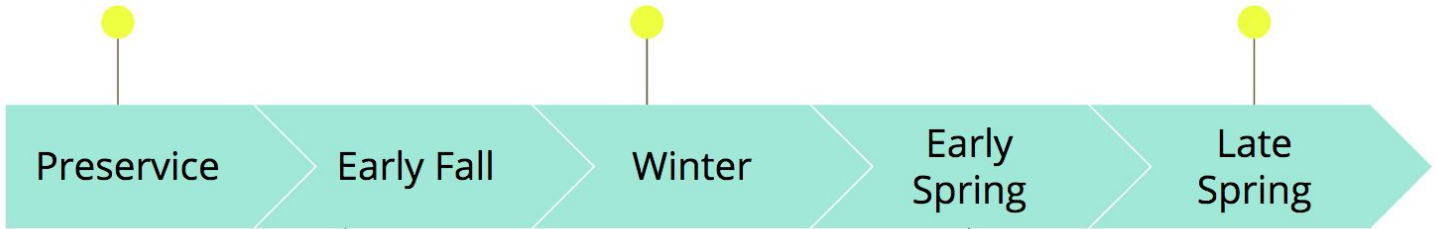


Got it:	Need it:

Norms & Roles

Progress of Cycles






Reflection & Goal Setting



Agendas

Deconstruction of Standards to Learning Targets

Matching Standards to Assessments

Sound Design Competencies

Learning targets are translated into assessments that yield accurate results.

- Design assessments to serve intended _____ and _____ purposes.
- Select assessment methods to _____ intended _____.
- Understand and apply principles of _____ learning appropriately.
- Write and/or select assessment items, tasks, scoring guides, and _____ that meet _____.
- Know and avoid sources of _____ that _____ results.

Sound Design LOOK - FORS

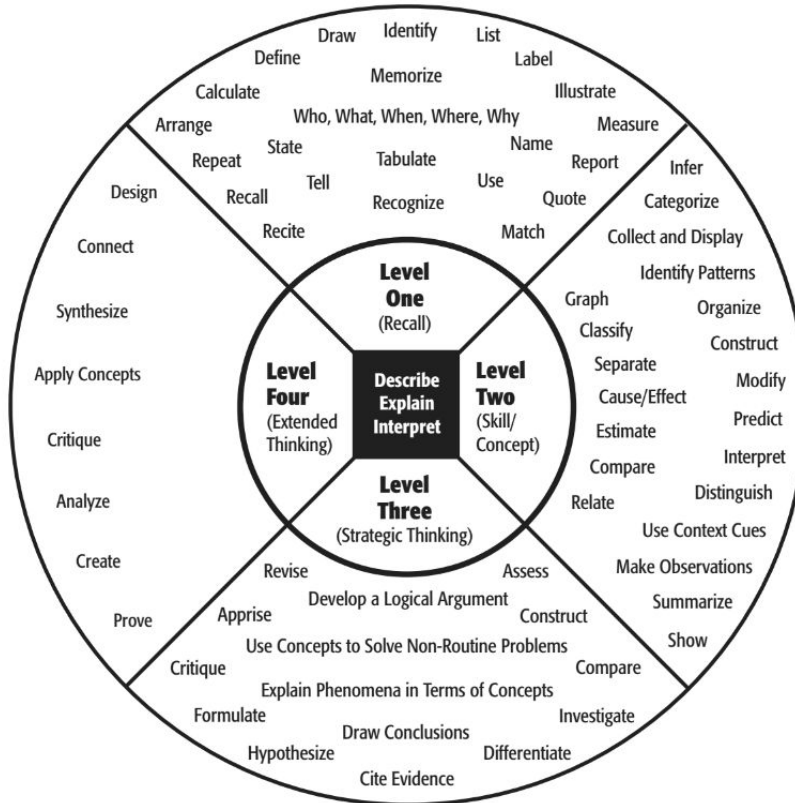
1. Alignment to the Standard
 - a. Read the full standard
 - b. Glance over the assessment, taking note of matches/mismatches to the nouns & verbs of the standard
2. Target - Method - Match
 - a. Look at each question individually and the target method match grid. Ask; *is this appropriate? Is it the best way to get actionable information?*
3. Target Sampling/Scoring Weight
 - a. Look at each question individually and mark the part of the standard it addresses (add tallies for those covered more than once)
 - b. Note elements that are not covered at all or are too heavily weighted (could sway results)
4. Look at the DOK level of the questions. Are they appropriate?

For the standard? For the placement of the assessment within the unit?

And are there a *variety of DOK level questions* present?

5. Do any of the questions have bias or distortion?

Depth of Knowledge (DOK) Levels



Target-Method Match

	Selected Response	Written Response	Performance Assessment	Personal Communication
Knowledge	Good	Strong	Partial	Strong
Reasoning	Good*	Strong	Partial*	Strong
Skill	Partial/Poor*	Poor	Strong	Partial
Product	Poor	Poor*	Strong	Poor

General Assessment Question Writing Tips from Stiggins

- Keep wording simple and focused. Aim for the lowest possible reading level.
- Ask a full question in the stem.
- Eliminate clues to the correct answer either within the question or across questions within a test.
- Do not make the correct answer obvious to students who have not studied the material.
- Highlight critical, easily overlooked words.
- Have a qualified colleague read your items to ensure their appropriateness.
- Double-check the scoring key for accuracy before scoring.

Team	Alignment to Standard	Target Method Match	Sampling /Scoring Weight	DOK	Bias and distortion	Feedback

Implementation Planning Needs

School:

Needs:



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Reflection:

What's one thing I plan to follow up on with my coach/administrator:

I want to remember:

One question I still have is:

My next step will be: