

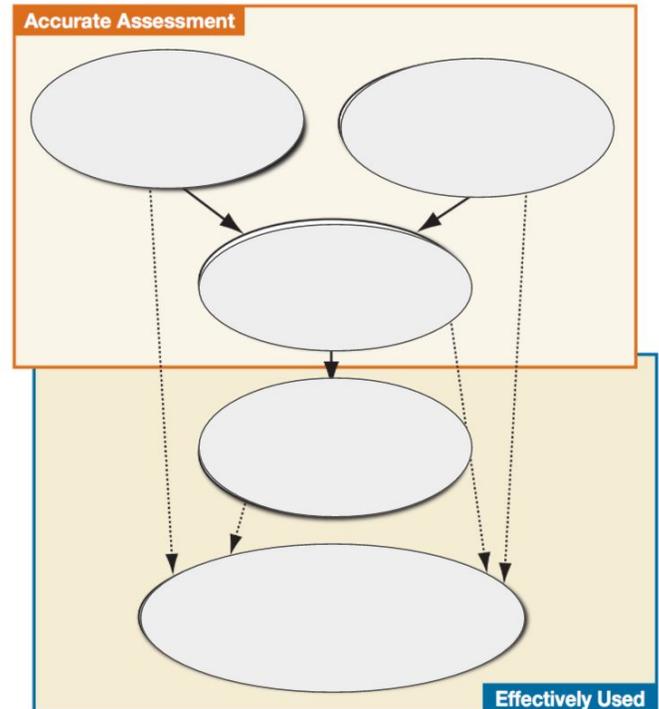
# AHP Assessment Literacy Cadre, Introduction

## Clear Purpose, Clear Targets & Sound Design

### Keys to Quality 1, 2, 3

#### Objectives:

- Review Keys to Quality Assessment – Key 1: Clear Purpose and Key 2: Clear Targets
- Build upon shared understanding of Key 3: **Sound Design**
- Provide an opportunity for reflection & work time
- Review and build on the working knowledge of Sound Design competencies
- Provide a supported workshop time to create Initial Unit (September) Assessment Plans
- Reflect on teamwork, new learning and plan next steps



#### Agenda:

Welcome/Objectives

Plan for the year

Keys to Quality

Keys 1 - 3

Target Method Match

Assessment Plans

Work Time

Sampling

Practice

Reflection/Closing

5

2

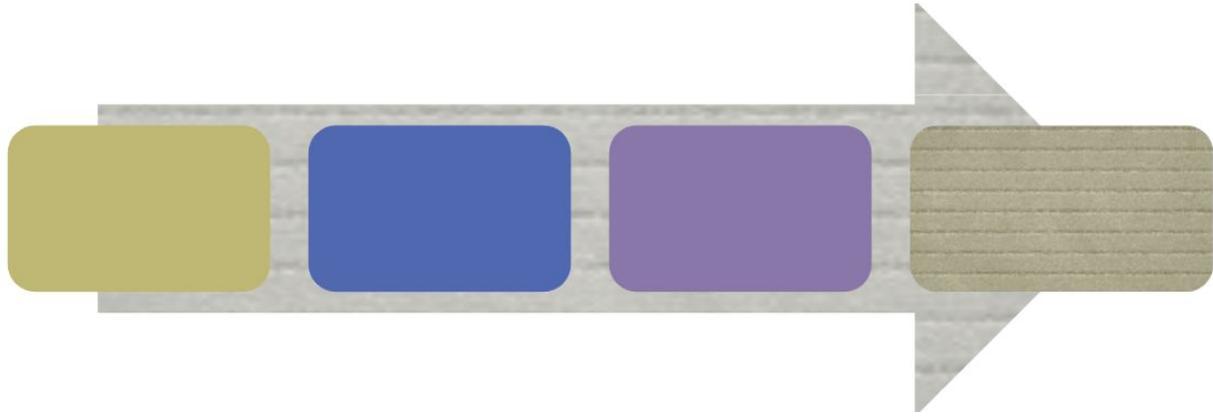
**By the end of this training series, teams will need to be able to:**

- Deconstruct the standards into student-friendly targets
- Correctly label the target type
- Know the different assessment methods
- Make an **assessment plan** that matches target type to assessment option
- Decide on assessment weight/percent importance
- Ensure appropriate sample sizes
- Select/write/revise assessment questions
- Remove sources of bias/distortion
- Select appropriate scoring methods

Create your own Analogy	
Formative	Summative




Key 1	<p>What type of assessment are you making? (Formative or Summative)</p> <p>Which stakeholder needs, need to be met by the assessment you create?</p>
Key 2	<p>Are the targets clear?</p> <p>What are the target types?</p> <p>Are they labeled/categorized correctly?</p> <p>Revise as needed</p>



Key 3

Alignment to the standard

- Read the full standard
- Glance over the assessment, taking note of matches/mismatches to the nouns & verbs of the standard.

Look at each question individually and mark the part of the standard it addresses (add tallies for those covered more than once)

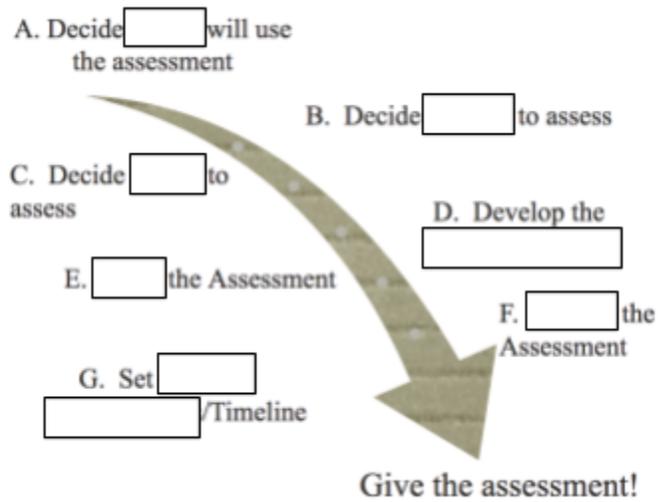
Note elements that are not covered at all or are too heavily weighted

What methods are used?

Do they match the target types?

Are the methods selected the most efficient way to get actionable information?

What changes do you want to make?



### Assessment Methods Review:


### Target - Method Match

	Selected Response	Written Response	Performance Assessment	Personal Communication
Knowledge				
Reasoning				
Skill				
Product				

**Yes, No, Maybe?**



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

**Sample Size Notes:**

**Reflection Question: Why is Goldilocks a good mascot for sample size?**

**Passage Adapted from Thunder Cake****by Patricia Polacco**

On sultry summer days at my grandma's farm in Michigan, the air gets damp and heavy. Storm clouds drift low over the fields. Birds fly close to the ground. The clouds glow for an instant with a sharp, crackling light, and then a roaring, low, rumbling sound of thunder makes the windows shudder in their panes. The sound used to scare me when I was little. I loved to go to Grandma's house (Babushka, as I used to call my grandma, had come from Russia years before), but I feared Michigan's summer storms. I feared the sound of thunder more than anything. I always hid under the bed when the storm moved near the farmhouse. This is the story of how my grandma-my Babushka- helped me overcome my fear of thunderstorms.

Grandma looked at the horizon, drew a deep breath and said, "This is Thunder Cake baking weather, all right. Looks like a storm coming to me."

"Child you come out from under that bed. It's only thunder you're hearing," my grandma said.

The air was hot, heavy and damp. A loud clap of thunder shook the house, rattled the windows and made me grab her close.

"Steady, child," she cooed. "Unless you let go of me, we won't be able to make a Thunder Cake today!"

"Thunder Cake?" I stammered as I hugged her even closer.

"Don't pay attention to that old thunder, except to see how close the storm is getting. When you see the lightning, start counting...real slow. When you hear the thunder, stop counting. That number is how many miles away the storm is. Understand?" she asked. "We need to know how far away the storm is, so we have time to make the cake and get it into the oven before the storm comes, or it won't be real Thunder Cake."

**Passage Adapted from Thank You, Mr. Falker****by Patricia Polacco**

Trisha, the littlest girl in the family, grew up loving books. Her school teacher mother read to her every night. Her redheaded brother brought his books home from school and shared them. And whenever she visited the family farm, her grandfather or grandmother read to her by the stone fireplace.

When she turned five and went to kindergarten, most of all she hoped to read. Each day she saw the kids in the first grade across the hall reading, and before the year was over, some of the kids in her own class began to read. Not Trisha.

Still, she loved being at school because she could draw. The other kids would crowd around her and watch her do her magic with the crayons.

"In first grade, you'll learn to read," her brother said.

In first grade, Trisha sat in a circle with the other kids. They were all holding Our Neighborhood, their first reader, sounding out letters and words. They said, "Beh, beh... oy, boy, and luh, luh...ook, look." The teacher smiled at them when they put all the sounds together and got a word right.

But when Trisha looked at a page, all she saw were wiggling shapes, and when she tried to sound out words, the other kids laughed at her. Trisha began to feel "different." She began to feel dumb.

Trisha never felt happy at school. She often would hide from the other kids because they made fun of her. But then Mr. Falker helped Trisha to learn to read with patience and care. They worked together after school every day. Then one day, months later, Mr. Falker put a new book in front of her that she began to read. And Trisha grew up to be an author.

1. How are the settings from Thunder Cake and Thank You, Mr. Falker alike?

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2. How are the settings from Thunder Cake and Thank You, Mr. Falker different?

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3. How are the plots from Thunder Cake and Thank You, Mr. Falker alike?

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4. How are the plots from Thunder Cake and Thank You, Mr. Falker different?

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5. Compare and contrast the themes of Thunder Cake and Thank You, Mr. Falker.

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For questions 8 – 10, circle the correct verb to complete the sentence: (L.1f)

6. The players (*are, is, was*) going to eat pizza after today's game.

7. Jane (*were, are, was*) going to go with the team but she had chores to do.

8. Stephen (*is, were, are*) one of the best players on the team.

In the passages below, find a nonliteral phrase and underline it. Then write its meaning as used in the passage. (L.5a)

9. **The Science Fair**

Jackie had been working on a project for the science fair for three weeks. She was so nervous to present it in front of the whole school! When she was waiting for the bus, her dad said, "Be as cool as a cucumber!" After the presentation, Jackie thought, "That was as easy as pie!"

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10. **Running**

Ted loves to run, and has been running since he was four years old. His family says that he runs like the wind! This weekend, he will be running a marathon! Everybody thinks Ted is as fit as a fiddle. His whole family is going to come to watch him run his marathon.

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