

Assessment Literacy Cadre, Day 1
Clear Purpose, Clear Targets & Sound Design
Keys to Quality 1, 2, 3

Objectives:

- Improve the link between data teams and quality assessments
- Introduce Keys to Quality Assessment - 1: Clear Purpose and Key 2: Clear Targets
- Begin to build shared understanding of Key 3: Sound Design
- Provide an opportunity for reflection & work time



Agenda:

Welcome/Objectives/Give one, Get One

Key to Quality Three: Sound Design

Lock and Key: Connecting Data Teams To Assessment Literacy

Key 1 - Clear Purpose

Key 2 - Clear Targets
Target Type

Key 3 - Competencies

Work Time

Reflection/Closing



Brainstorm Race:

Give One:

What do you feel confident about?

What are you hoping to learn?

Get One:

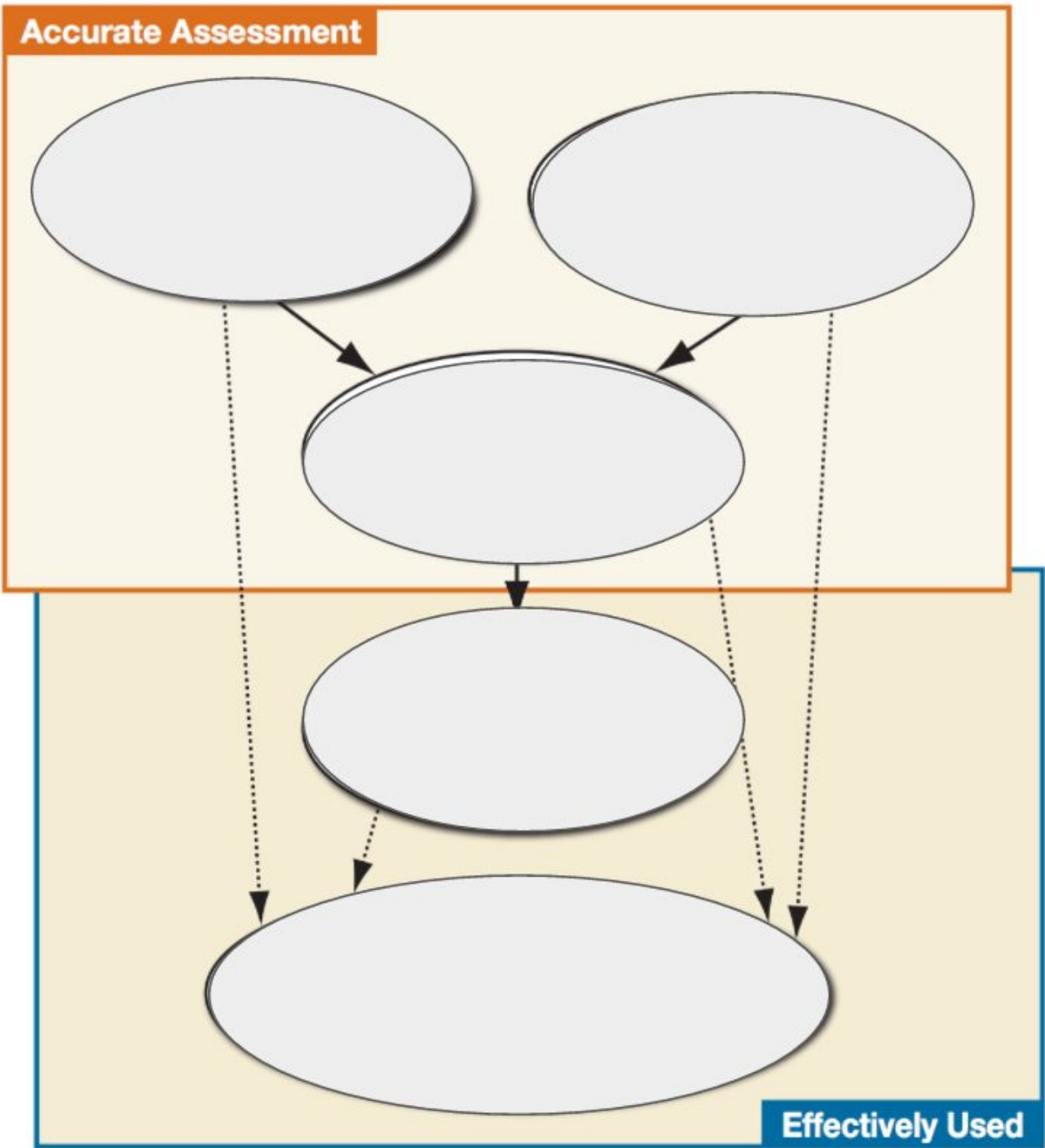
Partner #1:

What are you feeling confident about?

Get One:

Partner #2:

What are you feeling confident about?



Assessment List

- **SBAC assessments**
- **Running Record**
- **Classwork/Homework**
- **Progress Monitors/Quiz**
- **Pre-assessment**
- **End of Unit Assessment**
- **Ticket out the Door/Exit Tickets**
- **District/State Writing Assessment**
- **English Language Proficiency Assessment**

With the people at your table (groups of 3)

- Read and discuss a few of the assessments listed
- Decide if each is formative or summative
- **Tell why?**

Use these sentence frames:

- I think this is _____ because _____
- It could be both because _____.
- If you use it to _____, then it would be _____.



Guess that target type:

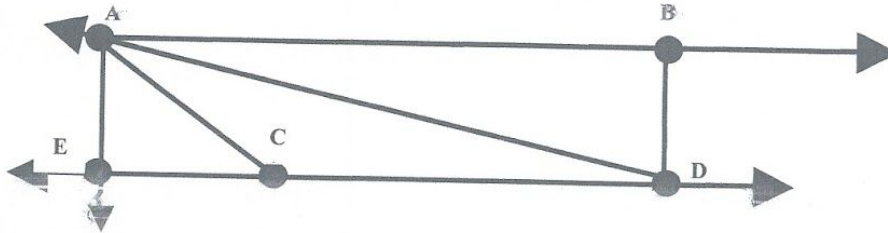
- I can identify evidence the authors use to support their argument.
- I can read accurately and fluently.
- I can create a bar graph to show the results of my research.
- I can identify 2D shapes.
- I can give a persuasive speech.
- I believe there can be more than one right answer to a problem.
- I can multiply using an array.

Type of Target	Notes	Sketch

Sample Assessment 4.G1

Formative Instructional and Assessment Tasks Moving Around Town

The map below shows four highways that connect five towns.



Part 1:

Each town is labeled by a point on the map. What are the labels for the five towns?

Which roads are line segments?

Which roads are rays?

Which roads are lines?

Name two pairs of perpendicular roads.

Name two pairs of parallel roads.

Part Two:

Write a sentence describing the differences between line segments, rays, and lines.

Standard	Essential Questions	Enduring Understanding	Content and Vocabulary	Learning Targets	Assessment	Instructional Strategies
Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.			Points Line segments Rays Angle Right angle Acute angle Obtuse angle Perpendicular Parallel Two dimensional	Knowledge: Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Reasoning: Analyze two-dimensional figures to identify points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines.	Moving Around Town	Anchor Chart Color coding

Looking at the Shared Example:

<p>Are the targets clear?</p> <p>What are the target types?</p> <p>Are they labeled/categorized correctly?</p>	<p>What methods are used?</p> <p>Do they match the target types?</p> <p>Are the methods selected the most efficient way to get actionable information?</p>

Assessment Audit

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.
- c. Identify the types of targets

2. 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.G1

Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.

Notes:

TARGET - METHOD MATCH

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



 **Follow**

#

#

Feedback Form

Assessment Literacy Cadre, Day 1
Clear Purpose, Clear Targets & Sound Design
Keys to Quality 1, 2, 3

Objectives:

- Improve the link between data teams and quality assessments
- Introduce Keys to Quality Assessment - 1: Clear Purpose and Key 2: Clear Targets
- Begin to build shared understanding of Key 3: Sound Design
- Provide an opportunity for reflection & work time



Reflection:

Define “Assessment Literacy”:

I want to remember:

One thing that is not clear is:

Other feedback: