

**Assessment Literacy Training**  
**Key 3 - Sound Design continued**  
**Aloha Huber Park School**  
**May 15, 2018**

**Objectives:**

- Build on working knowledge of Quality Assessment, Sound Design to answer *“Is this assessment good?”*
- Work collaboratively to begin to audit an assessment.
- Provide an opportunity to ask questions.

**Agenda:**

Welcome/Objectives

Review Keys to Quality

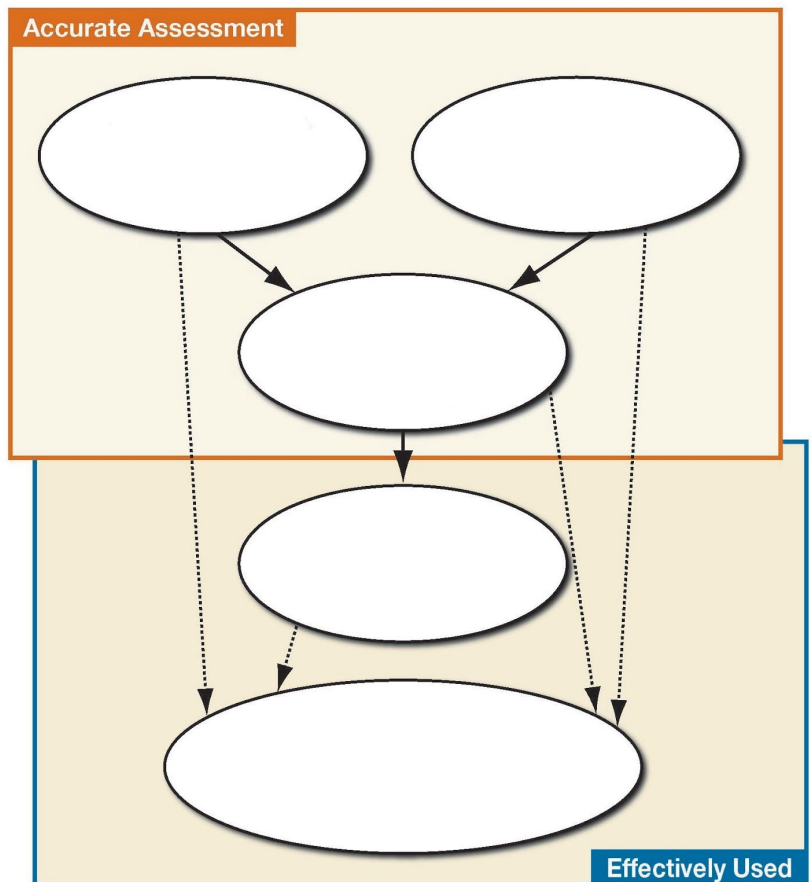
Review from Last Session

Assessment Audit Continued

- Target Method Match

Dear Facilitator

Reflection/Closing



	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

**Standard:**

*RI.5.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.*

**Type:**      \_\_\_ Knowledge                        X   Reasoning                      \_\_\_ Performance Skill                      \_\_\_ Product

Highlight the nouns. Underline the verbs.

Define the nouns. Define the verbs.

Compare: *What is similar*

Contrast: *What is different*

Structure: *How text is organized*

Text: *What we are reading*

Cause: *Something that brings about change*

Effect: *The result*

Concept: *A general idea*

**Learning Targets**

What is the knowledge, reasoning, skill or product target underpinning this objective?

1. Determine the overall structure: (e.g., chronology comparison cause/effect problem/solution) of a text or a part of a text. (K)
2. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events in a text or part of a text. (R)
3. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of ideas in a text or part of a text. (R)
4. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of concepts in a text or part of a text. (R)
5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of information in a text or part of a text. (R)
6. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text in two or more texts. (R)

**Knowledge Targets:**

What must students know?

**Reasoning Targets:**

How are students using knowledge to solve a problem, make a decision, etc.?

**Performance Skill Targets:**

What must students be able to do? How are they using knowledge and reasoning to **perform** a task?

**Product Targets:**

What are students asked to produce or create?

#1

#2, 3, 4, 5, 6

# 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

*(You did this in April)*

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)

CCSS.ELA-LITERACY.RI.5.5

*RI5.5 Compare and contrast the overall structure (e.g.,  
chronology, comparison, cause/effect, problem/solution)  
of events, ideas, concepts, or information in two or more  
texts.*

3. 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? What would you do instead?*

Notes:



# Feedback Form

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**I want to remember:**

**One thing that is not clear is:**

**My next step is:**

**Other feedback:**