

Assessment Literacy Cadre Avoiding Bias & Distortion

Objectives:

- Build on working knowledge of Quality Assessment, Sound Design to answer the question: *“Is this assessment good?”*
- Increase understanding of bias and distortion and their impacts on student assessment
- Work collaboratively to:
 - Analyze a current assessment
 - Create a new assessment using our assessment plans

Agenda:

Welcome

Review Keys to Quality

Sound Design:

- Review Competencies
- Introduce Bias/Distortion

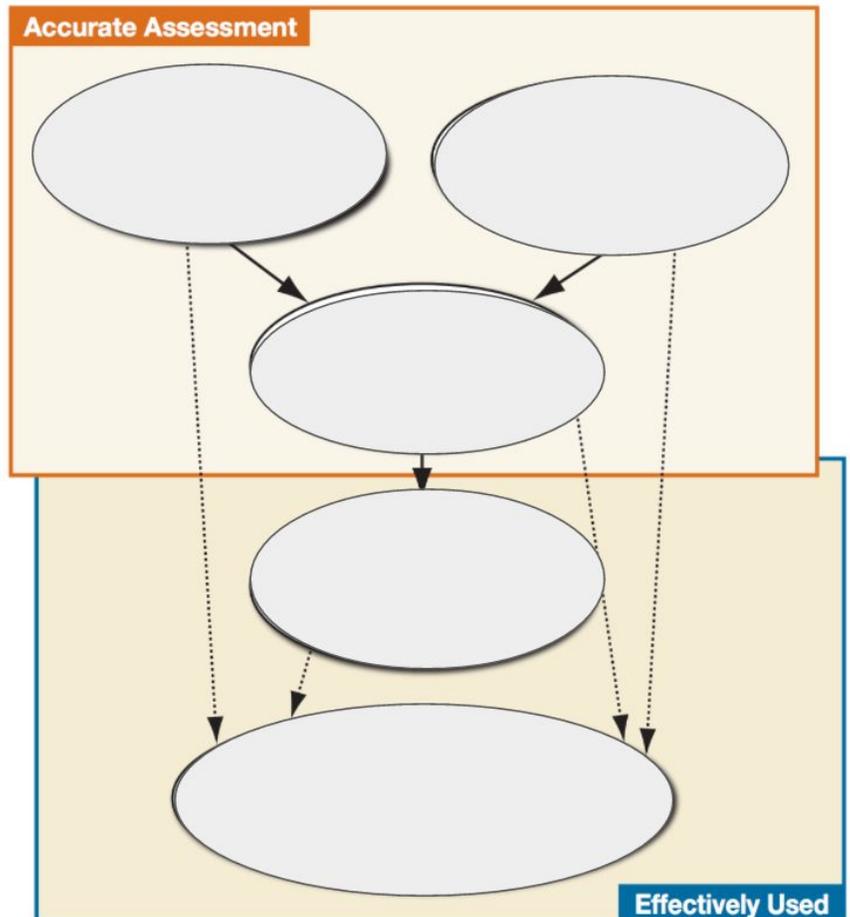
DOK

Sound Design Audit

Write assessment tasks

Reflection

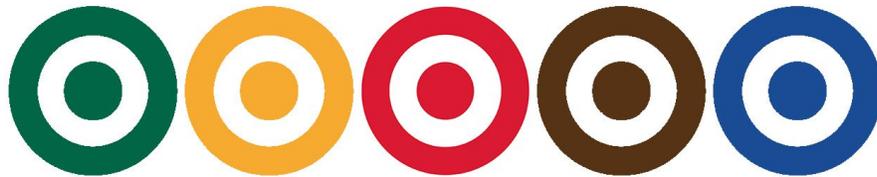
Feedback/Closing



Review of Key Three: Sound Design Competencies

Learning targets are translated into assessments that yield accurate results.

- Design assessments to serve intended formative and summative purposes.
- Select assessment methods to **match** intended learning targets.
- Understand and apply principles of sampling learning appropriately.
- Write and/or select assessment items, tasks, scoring guides, and rubrics that meet standards of quality.
- Know and avoid sources of bias that distort results.



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

Sampling

Is Not:

- A magic number of opportunities
- A static rule that can be applied to all standards

Is/Requires:

- About a body of evidence
- About opportunity to demonstrate proficiency
- A support to making logical inferences and conclusions
- *A cause and effect relationship between formative and summative assessments*
- Flexible thinking
- Awareness of the full assessment picture
- Thoughtful planning
- A willingness to “field test” and revise assessment/s and items

DOK Question Stems

<p>DOK 1</p> <ul style="list-style-type: none"> • Can you recall ____? • When did ____ happen? • Who was ____? • How can you recognize ____? • What is ____? • How can you find the meaning of ____? • Can you recall ____? • Can you select ____? • How would you write ____? • What might you include on a list about ____? • Who discovered ____? • What is the formula for ____? • Can you identify ____? • How would you describe ____? 	<p>DOK 2</p> <ul style="list-style-type: none"> • Can you explain how ____ affected ____? • How would you apply what you learned to develop ____? • How would you compare ____? • Contrast ____? • How would you classify ____? • How are ____ alike? Different? • How would you classify the type of ____? • What can you say about ____? • How would you summarize ____? • How would you summarize ____? • What steps are needed to edit ____? • When would you use an outline to ____? • How would you estimate ____? • How could you organize ____? • What would you use to classify ____? • What do you notice about ____?
<p>DOK 3</p> <ul style="list-style-type: none"> • How is ____ related to ____? • What conclusions can you draw ____? • How would you adapt ____ to create a different ____? • How would you test ____? • Can you predict the outcome if ____? • What is the best answer? Why? • What conclusion can be drawn from these three texts? • What is your interpretation of this text? Support your rationale. • How would you describe the sequence of ____? • What facts would you select to support ____? • Can you elaborate on the reason ____? • What would happen if ____? • Can you formulate a theory for ____? • How would you test ____? • Can you elaborate on the reason ____? 	<p>DOK 4</p> <ul style="list-style-type: none"> • Write a thesis, drawing conclusions from multiple sources. • Design and conduct an experiment. Gather information to develop alternative explanations for the results of an experiment. • Write a research paper on a topic. • Apply information from one text to another text to develop a persuasive argument. • What information can you gather to support your idea about ____? • DOK 4 would most likely be the writing of a research paper or applying information from one text to another text to develop a persuasive argument. • DOK 4 requires time for extended thinking.

From Depth of Knowledge – Descriptors, Examples and Question Stems for Increasing Depth of Knowledge in the Classroom Developed by Dr. Norman Webb and Flip Chart developed by Myra Collins

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.

Sound Design “Look Fors”

Alignment to the Standard

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

CCSS.ELA-LITERACY.RL.9

Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series)

CCSS.ELA-LITERACY.L.1.F

Ensure subject-verb and pronoun-antecedent agreement.*

CCSS.ELA-LITERACY.L.5.A

Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., *take steps*).

Target Sampling/Scoring Weight

- 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 (could sway results)

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Ensure subject-verb and pronoun-antecedent agreement.*

CCSS.ELA-LITERACY.L.5.A

Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., *take steps*).

Notes:

Target - Method Match

- Look at each question individually and the target method match grid.
- Ask: *Is this appropriate? Is it the best way to get actionable information?*

	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

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?

Do any of the questions have bias or distortion?

General Assessment Question Writing Tips from Stiggins

- ❖ Keep wording _____. Aim for the _____ possible reading level.
- ❖ Ask a _____ in the stem.
- ❖ Eliminate _____ either within the _____ or across questions within a test.
- ❖ Do not make the _____ obvious to students who have not studied the material.
- ❖ Highlight _____, _____ words.
- ❖ Have a qualified colleague _____ your items to _____ their appropriateness.
- ❖ Double-check the _____ for accuracy before _____

Connection Assessment Plans to Questions and Tasks Review Key Elements

1.

2.

3.

Managing your Time:

Set your Agenda:

Notes on Intentional Observation: