

Introduction to Quality Assessment
Woodburn School District:
Middle School
Preservice 2018

Objectives:

- Improve the Link Between Data Teams and Quality Assessments
- Build Shared Understanding of the Keys to Quality Assessment
- Provide an Opportunity for Reflection & Work Time

Agenda:

Welcome/Objectives

The Pace of Change

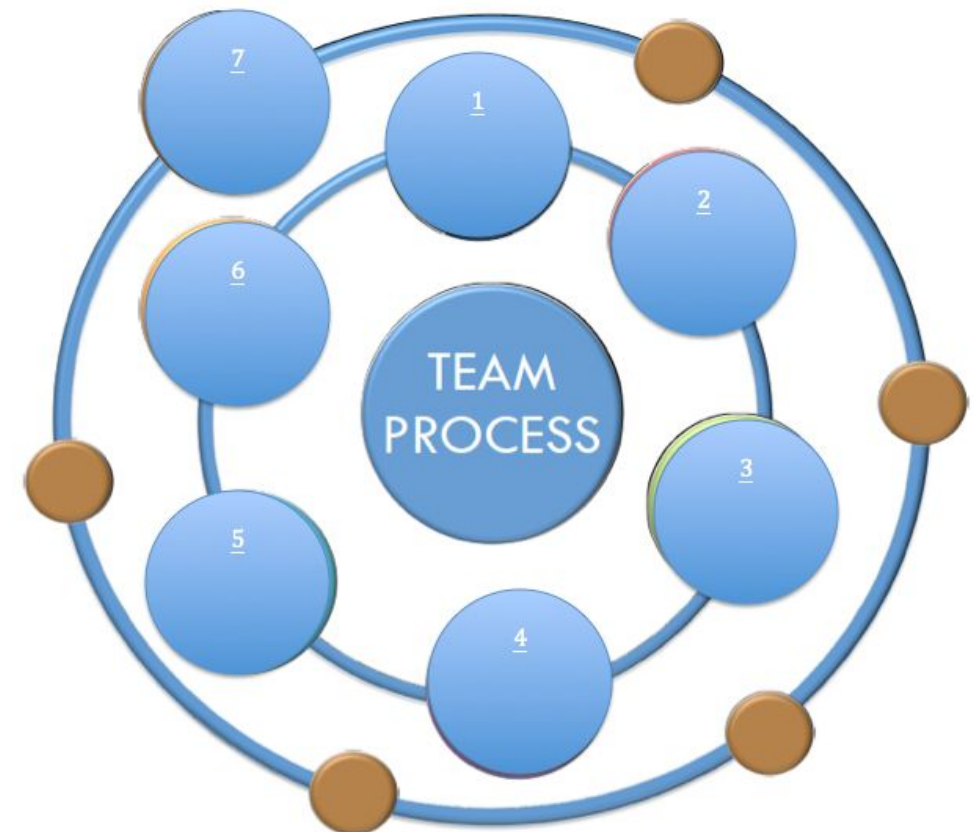
Standard Alignment

Work Time

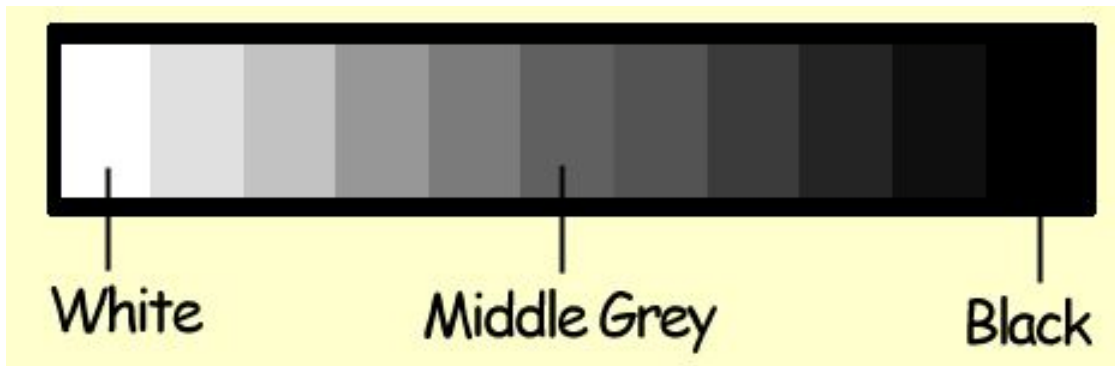
Turning on the
Lights

Work Time

Reflection and
Closing



Life in the World of Assessment



The significance of **51%** is...

Alignment is a necessity...

COMMON STANDARDS AMERICA'S STUDENTS

Success

Guided Practice

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 ___ Reasoning ___ Performance Skill ___ Product

Highlight the nouns. Underline the verbs.

Define the nouns. Define the verbs.

Text: What we are reading

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.
2. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events in a text or part of a text.
3. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of ideas in a text or part of a text.
4. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of concepts in a text or part of a text.
5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of information in a text or part of a text.
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.

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?

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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

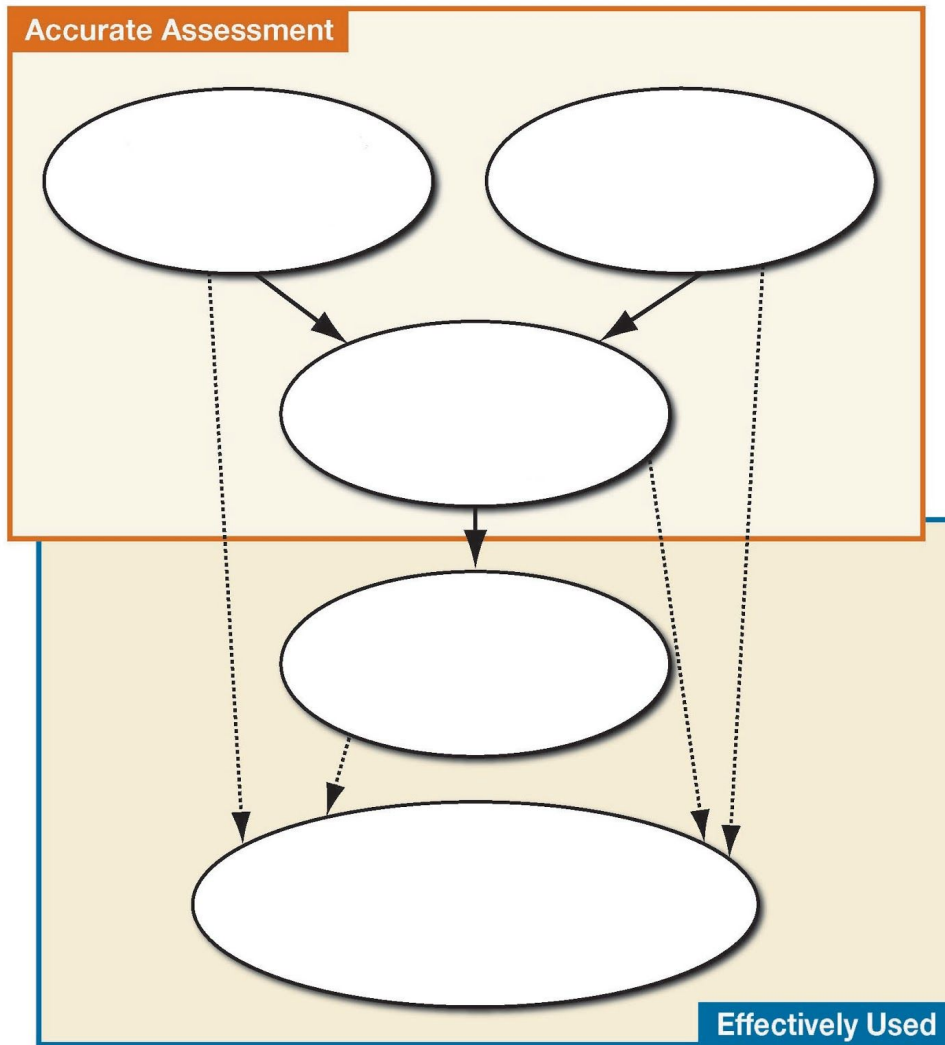
- a. Look at each question individually and mark the part of the standard it addresses (add tallies for those covered more than once)
- b. Note elements that are not covered at all or are too heavily weighted (could sway results)

CCSS.ELA-LITERACY.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.

Notes:

Keys to Quality Assessment



Mirrored Assessments	Aligned Assessments

Give One:

Your thoughts here...

Get One:

Your partner's thoughts here...

Get One:

Your partner's thoughts here...

REFLECTION PAGE

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Reflection:

I'd like to remember...

Something that isn't clear is...

Other Feedback...