

**Assessment Literacy Training**  
**Key 3 - Sound Design continued**  
**Aloha Huber Park School**  
**April 3, 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

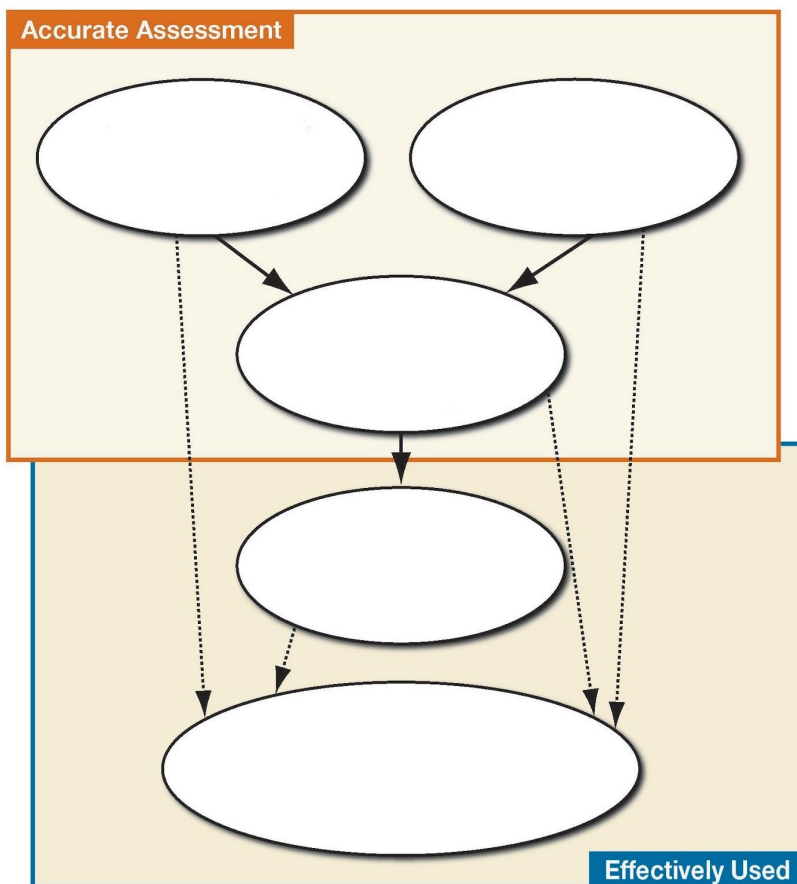
Review Keys to Quality

Assessment Audit

- Matched to Standard
- Identify Method

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 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.*

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

Highlight the nouns. Underline the verbs.

Define the nouns. Define the verbs.

*Text: What we are reading*

*Sentences: A full idea, with a subject and a verb.*

*Paragraph: Group of sentences that are organized to tell us something.*

*Analyze: Dig deep to find out more*

*Relate: How things are connected*

**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.

<b>Knowledge Targets:</b> What must students know?	<b>Reasoning Targets:</b> How are students using knowledge to solve a problem, make a decision, etc.?	<b>Performance Skill Targets:</b> What must students be able to do? How are they using knowledge and reasoning to <b>perform</b> a task?	<b>Product Targets:</b> What are students asked to produce or create?

## 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:



# Feedback Form

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**I want to remember:**

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

**My next step is:**

**Other feedback:**