

**Assessment Literacy**  
**Key to Quality Three: Sound Design**  
**Avoiding Sources of Bias & Distortion**  
**Salem Keizer Public Schools**  
**October 16, 2017**

**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

Celebrations

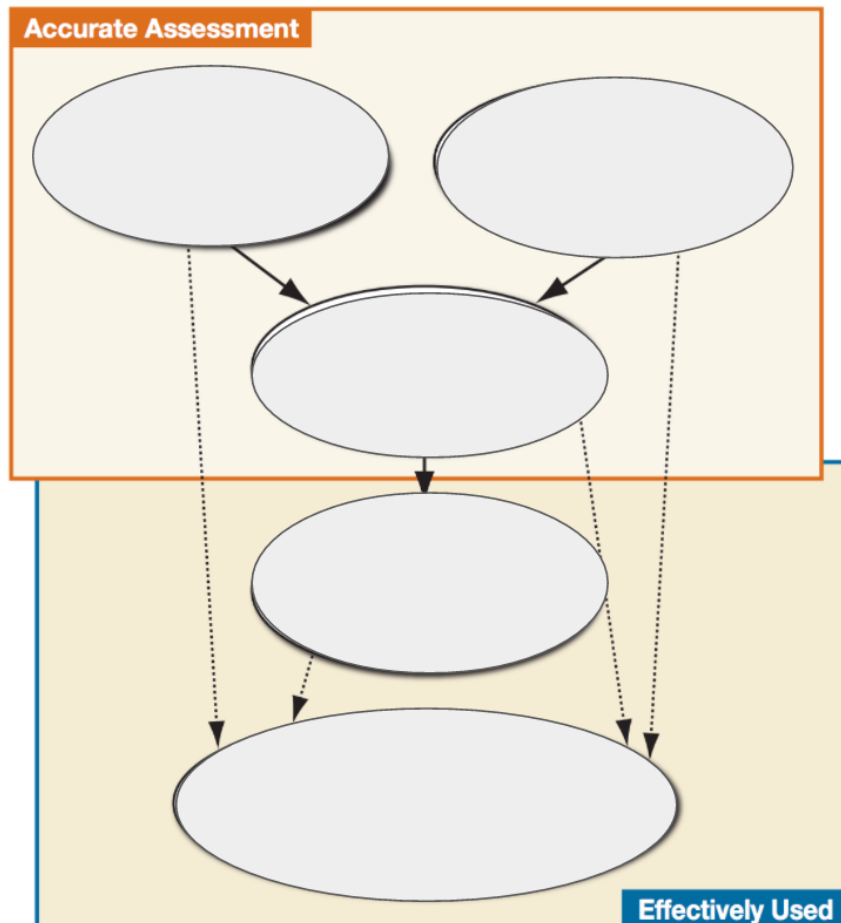
Sound Design:

- Review Competencies
- Sound Design Audit

Write assessment tasks

Reflection

Feedback/Closing



## Give One:

*Your partner's thoughts here...*

## Get One:

*Your thoughts here...*

## Get One:

*Your partner's thoughts here...*

## 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

	<b>Selected Response</b>	<b>Written Response</b>	<b>Performance Assessment</b>	<b>Personal Communication</b>
<b>Knowledge</b>	<b>Good</b>	<b>Strong</b>	<b>Partial</b>	<b>Strong</b>
<b>Reasoning</b>	<b>Good*</b>	<b>Strong</b>	<b>Partial*</b>	<b>Strong</b>
<b>Skill</b>	<b>Partial/ Poor*</b>	<b>Poor</b>	<b>Strong</b>	<b>Partial</b>
<b>Product</b>	<b>Poor</b>	<b>Poor*</b>	<b>Strong</b>	<b>Poor</b>

## Sampling

### **Is Not:**

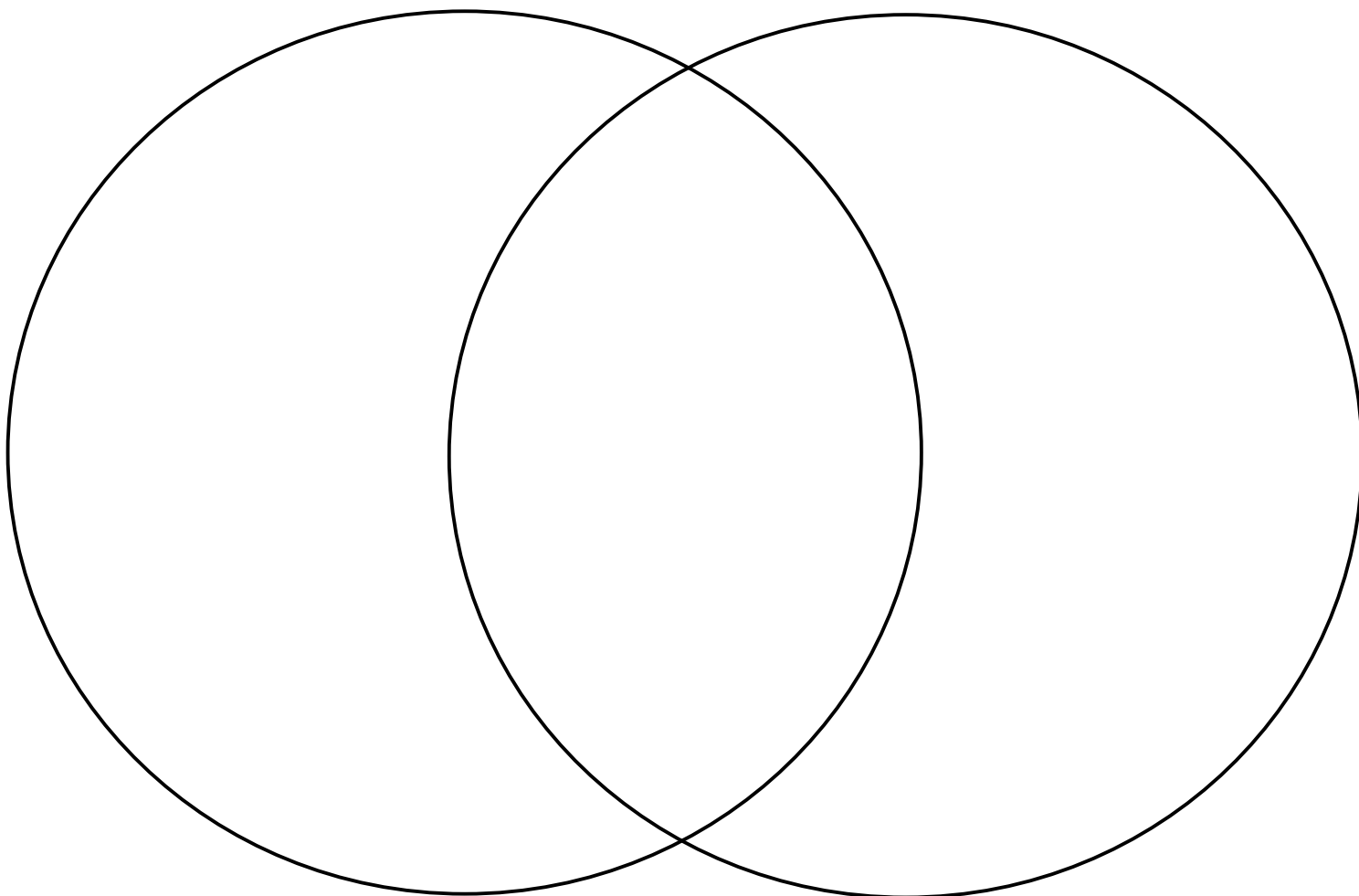
- A magic number of opportunities
- A static rule that can be applied to all standards

### **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

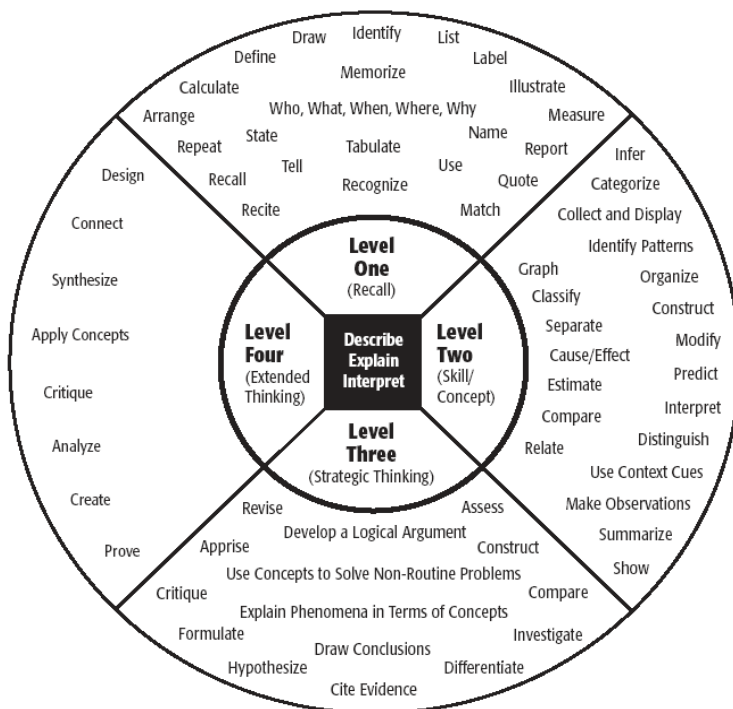
## BIAS

## DISTORTION



### DOK Review

- What facts would you select to support the statement: “*We should all go green*”?
- Write a research paper on a topic.
- How would you summarize this weekend’s events in the news?
- How would you describe Rosa Parks?
- Explain how the oil spill affected the water.
- Design and conduct an experiment. Gather information to develop alternative explanations for the results of an experiment.
- What conclusions can be drawn from the three texts?



## Sound Design Audit

1. Review your notes/observations.
2. Which elements does the team need feedback on now?
3. Which elements could you circle back to at a later time?
4. Which elements do you suspect may be needed staffwide?

## 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 \_\_\_\_\_.

## **REFLECTION: INDIVIDUAL**

- ❖ Which elements are you feeling most comfortable with now?
  
  
  
  
  
  
  
  
  
  
- ❖ Which pieces were more challenging or you may need additional instruction/help with?

## **REFLECTION: TEAM**

- ❖ Which norms went well or were easy to follow?
  
  
  
  
  
  
  
  
  
  
- ❖ Which were more challenging or may need to be revised?
  
  
  
  
  
  
  
  
  
  
- ❖ How did you manage your time. Did you stay on track? Did you get stuck?
  
  
  
  
  
  
  
  
  
  
- ❖ New norms?





# FEEDBACK PAGE

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**I want to remember:**

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

**The difference between bias and distortion is:**

**Other feedback:**