

Assessment Literacy Training
Clear Purpose, Clear Targets & Sound Design
Keys to Quality 1, 2, 3
Salem School District
September 19, 2017

Objectives:

- Improve the link between Data Teams and Quality Assessments
- Review Key to Quality Assessment 1: Clear Purpose and Key 2: Clear Targets
- Begin to build shared understanding of Key 3: Sound Design
- Provide an opportunity for reflection & work time

Agenda:

Welcome/Objectives/Give one, Get One

Key to Quality Three: Sound Design

Target Type

Target Method Match

Assessment Plan

Principles of Appropriate Sampling

Implementation Planning

Reflection/Closing



Give One:

What do you feel confident about?

What are you hoping to learn?

Get One:

Partner #1:

What are you feeling confident about?

Get One:

Partner #2:

What are you feeling confident about?

What is the connection between data teams and quality assessment?

Why do they matter to each other?

Keys to Quality	Team Process
<ol style="list-style-type: none">1. Clear Purpose2. Clear Targets3. Sound Design4. Effective Communication5. Student Involvement	<ol style="list-style-type: none">1. Plan and Prepare for Instruction2. Collect and Chart Data3. Analyze Data and Prioritize Needs4. Common Instructional Strategies5. Results Indicators6. Theory of Action7. Monitor, Reflect and Evaluate

Assessment List

- **SBAC assessments**
- **Running Record**
- **Classwork/Homework**
- **Progress Monitors/Quiz**
- **Pre-assessment**
- **End of Unit Assessment**
- **Ticket out the Door/Exit Tickets**
- **District/State Writing Assessment**
- **English Language Proficiency Assessment**

With the people at your table (groups of 3)

- Read and discuss a few of the assessments listed
- Decide if each is formative or summative
- **Tell why?**

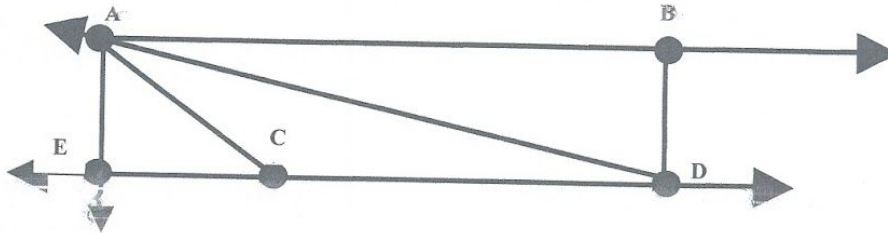
Use these sentence frames:

- I think this is _____ because _____
- It could be both because _____.
- If you use it to _____, then it would be _____.

Sample Assessment 4.G1

Formative Instructional and Assessment Tasks Moving Around Town

The map below shows four highways that connect five towns.



Part 1:

Each town is labeled by a point on the map. What are the labels for the five towns?

Which roads are line segments?

Which roads are rays?

Which roads are lines?

Name two pairs of perpendicular roads.

Name two pairs of parallel roads.

Part Two:

Write a sentence describing the differences between line segments, rays, and lines.

Standard	Essential Questions	Enduring Understanding	Content and Vocabulary	Learning Targets	Assessment	Instructional Strategies
Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.			Points Line segments Rays Angle Right angle Acute angle Obtuse angle Perpendicular Parallel Two dimensional	Knowledge: Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Reasoning: Analyze two-dimensional figures to identify points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines.	Moving Around Town	Anchor Chart Color coding

Looking at the Shared Example:

<p>Are the targets clear?</p> <p>What are the target types?</p> <p>Are they labelled/categorized correctly?</p>	<p>What methods are used?</p> <p>Do they match the target types?</p> <p>Are the methods selected the most efficient way to get actionable information?</p>



Guess that target type:

I can identify evidence the author's uses to support their argument.

I can read accurately and fluently.

I can create a bar graph to show the results of my research.

I can identify 2D shapes.

I can give a persuasive speech.

I believe there can be more than one right answer to a problem.

I can multiply using an array.

Type of Target	Notes	Sketch

TARGET - METHOD MATCH

	Selected Response	Written Response	Performance Assessment	Personal Communication
Knowledge				
Reasoning				
Skill				
Product				

Feedback Form

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I want to remember:

One thing that is not clear is:

My next step is:

Other feedback: