

# Assessment Literacy Cadre, Day 3

## 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

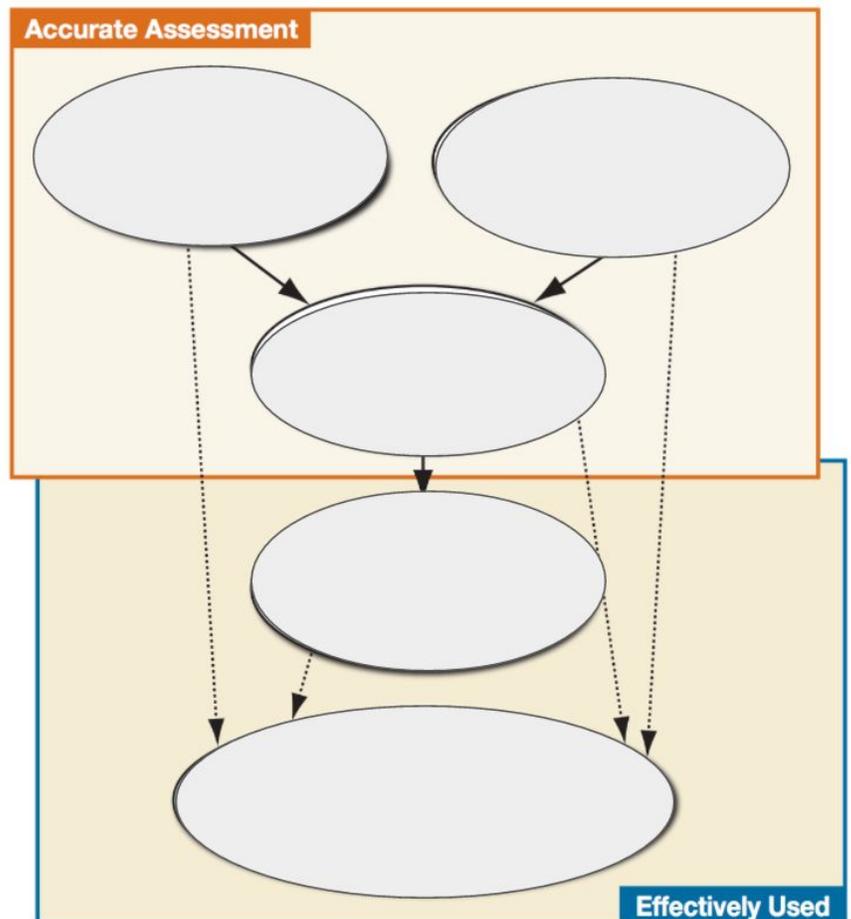
DOK

Sound Design Audit

Write assessment tasks

Reflection

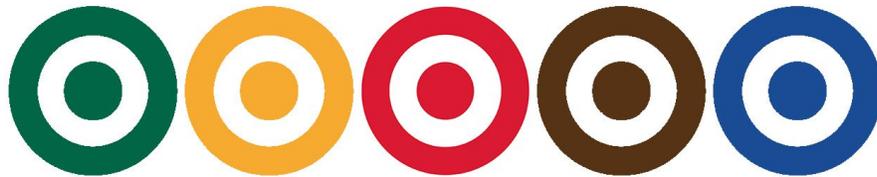
Feedback/Closing



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

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

## 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.3.9](#)

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.3.1.A](#)

Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

[CCSS.ELA-LITERACY.L.3.1.F](#)

Ensure subject-verb and pronoun-antecedent agreement.\*

[CCSS.ELA-LITERACY.L.3.5.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)

[CCSS.ELA-LITERACY.RL.3.9](#)

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[CCSS.ELA-LITERACY.L.3.5.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:**

**Intentional Observation:**