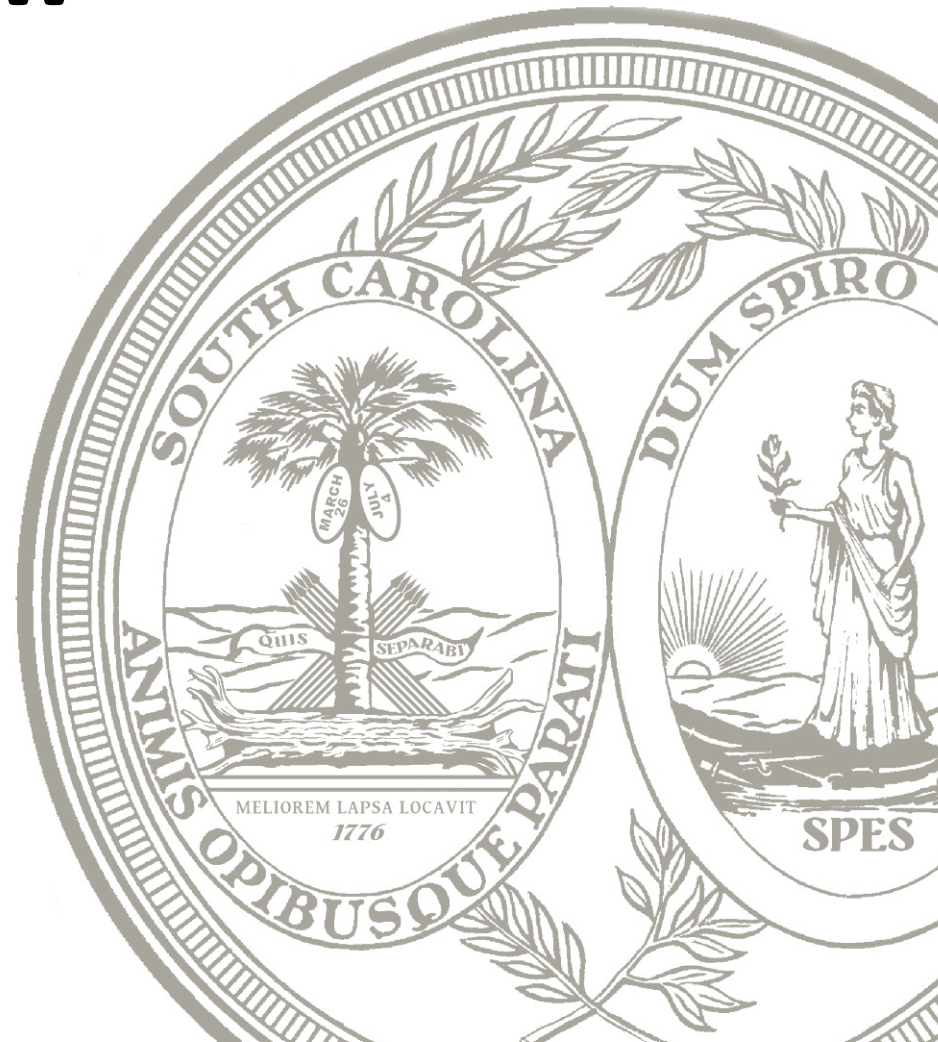


Prepare for an Individual Assessment Review

Part of Data Literacy for
Instructional Leaders Series

**SCDE Office of Educator
Effectiveness and Leadership
Development**





Presenter

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SC Department of Education

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Session Outcomes

- Identify whether an assessment item is on target or off target.
- Practice using the Assessment Review tool and guidelines.
- Plan how you can use the tool with an individual teacher in your school.

PADEPP Standards

Standard 2: Instructional Leadership

- Monitors and evaluates the effectiveness of instructional programs and technology to promote the growth of students.



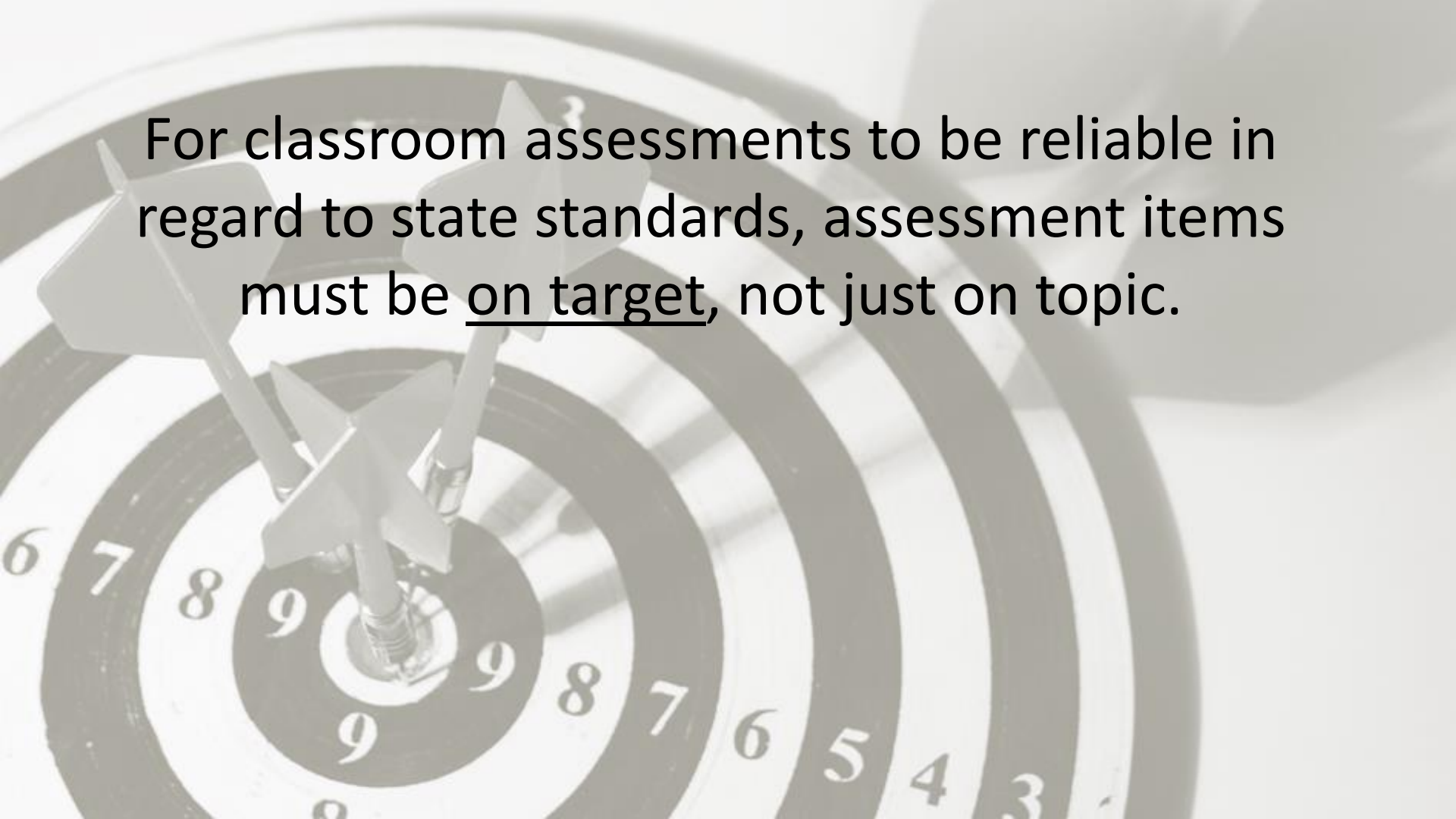
The first step in using the Assessment Review tool will be to try it with an individual teacher and his/her assessment in your school.

There is a
general belief
that data from
teachers'
classroom
assessments are
not reliable.



On Target vs. On Topic

For classroom assessments to be reliable in regard to state standards, assessment items must be on target, not just on topic.



- **Participation**

In class discussions, the student will volunteer information and respond appropriately to peer comments.

- **Work Completion**

The student will complete work beyond minimum requirements.

- **Working in groups**

The student will demonstrate the ability to keep his/her group on task and productive.

Targets are based on Marzano (2006) life skills.

Example 1

Indicator = Use combined knowledge of all letter-sound correspondences, syllabication patterns, base words, and affixes to read accurately unfamiliar multisyllabic words in context. (Indicator 3.2, SCCCR – ELA)

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Something used to confine a dog is...

A) a cage, B) training, or C) identity tags.

Example 2

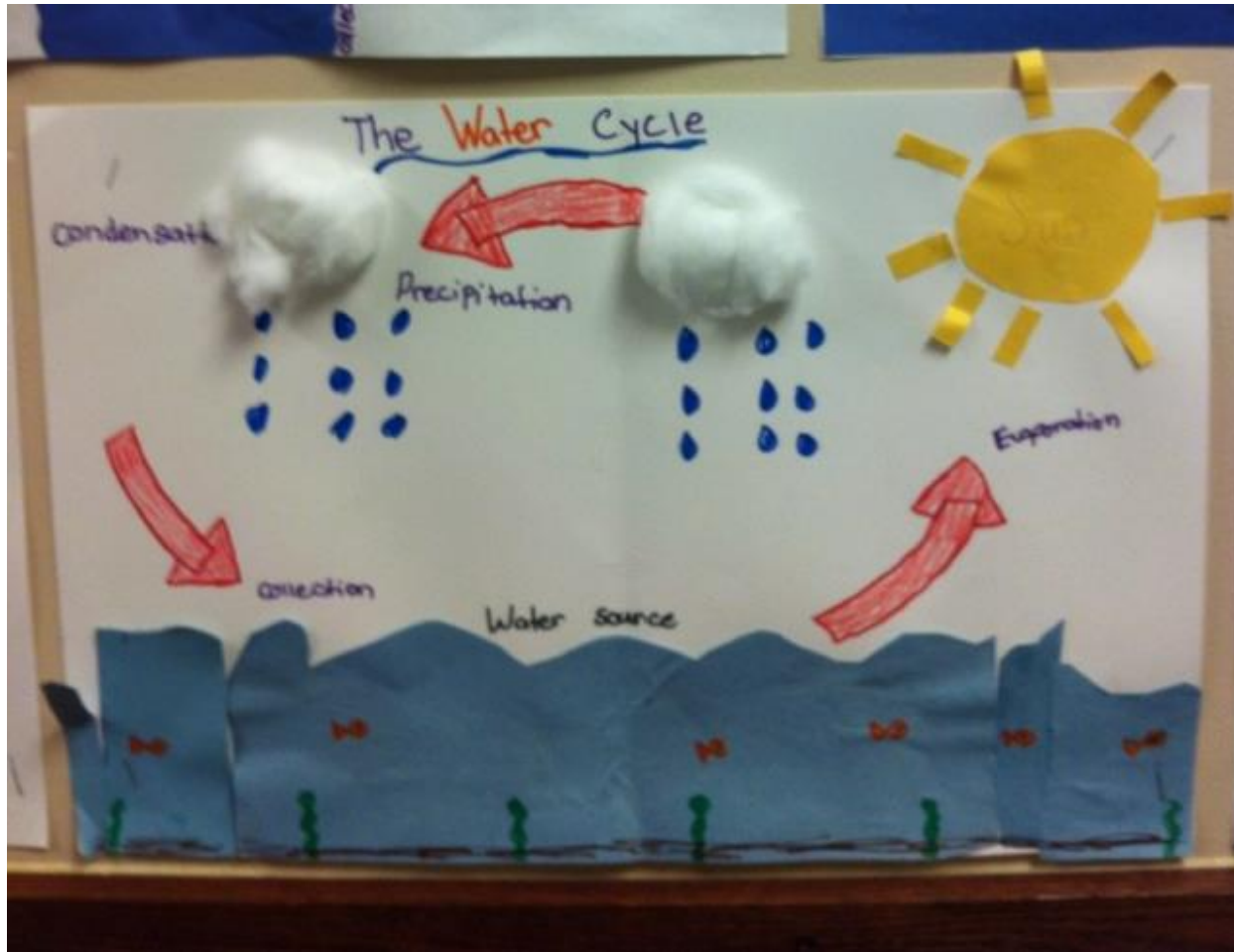


Image: <https://i.pinimg.com/736x/8a/ed/5e/8aed5edccf2efab10e62b9cc418d362f--fair-projects-school-projects.jpg>

Example 2

Draw a poster showing the water cycle. Be sure to label each component using the provided terms and correct spelling.

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Draw a poster showing the water cycle. Be sure to label each component using the provided terms and correct spelling.

6.S.1-A.6 Construct explanations of phenomena using (1) primary or secondary scientific evidence and models, (2) conclusions from scientific investigations, (3) predictions based on observations and measurements, or (4) data communicated in graphs, tables, or diagrams.

Is Example 2 on target with
Indicator 6.S.1-A.6?
Why or why not?





Teachers often
“cherry pick” and use
standards incorrectly.

There are reasons
why this happens.

español – regular preterite test | nombre _____

I. Answer in complete sentence Spanish sentences.

1. ¿Fuiste a la escuela ayer?

2. ¿A quién hablaste ayer?

3. ¿Mandaste textos?

4. ¿Te cepillaste los dientes?

5. ¿Qué comiste ayer ?

II. Translate to Spanish.

1. I watched _____

2. You jumped _____

3. He texted _____

4. We cooked _____

5. They built _____

6. I hit _____

7. You washed _____

8. He closed _____

9. We swam _____

10. They begged _____

11. I lived _____

12. You cleaned _____

13. He sang _____

14. We sold _____

15. They kicked _____

Target Assessed (SC Spanish 3)

D 1.1-4 The students will exchange information on topics of personal interest.

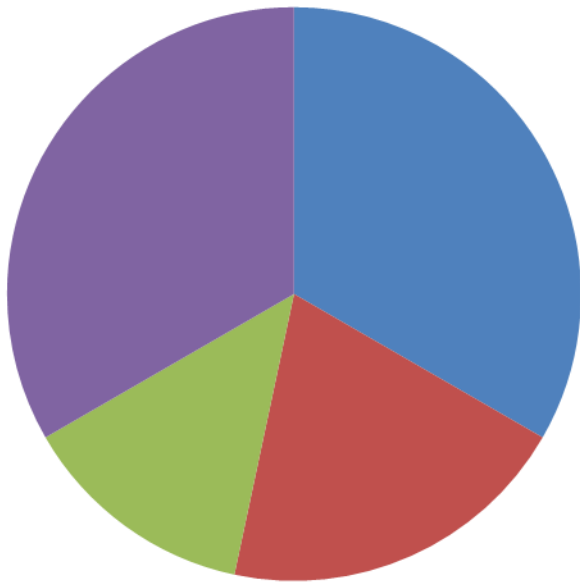


When you conduct a review, there some things to keep in mind...

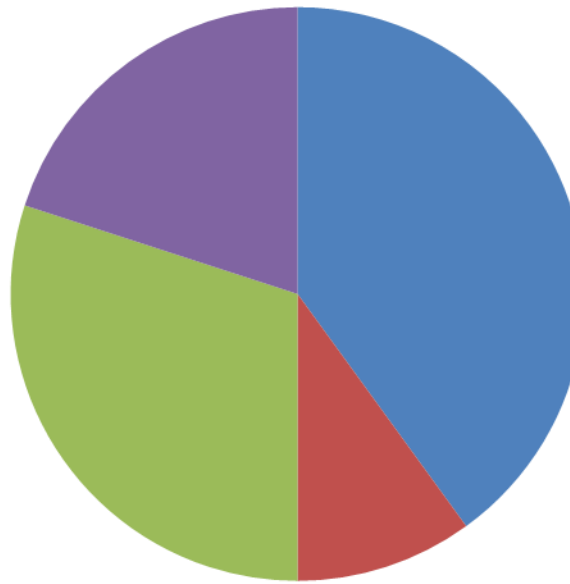


Recognize the teacher's needs, expertise, and familiarity with classroom assessments.

School Leader



Teacher



- Student Learning
- Demographics
- Process
- Perceptions

Target-Method Match

Type of Learning Target	Strongest Match
Knowledge targets (low-level)	Selected Response Personal Communication
Knowledge targets (high-level)	Written Response Personal Communication
Reasoning targets	Written Response Personal Communication
Skill targets	Performance Assessment
Product targets	Performance Assessment

Source: Chappuis et al. (2012), p. 94 (Figure 4.3 Target-Method Match)

Recognize your
role when it
comes to
classroom
assessments.



Assessment Review Guidelines



ASSESSMENT REVIEW SUMMARY

If possible, when returning this review summary to the teacher/author, please include the notated assessment. The purpose of this summary and the assessment review process is to give the author/teacher as much useful feedback as possible in order to help him/her consider and/or revise the assessment in regard to its reliability.

Assessment Name:	<i>OBX Travel Presentation</i>
Assessment Type:	<i>Performance assessment (presentation)</i>
Teacher/Author:	<i>Jennifer Morrison</i>
Subject/Grade:	<i>Language Arts/Grade 8</i>

Reviewer:	<i>Jennifer Morrison</i>
Date of Review:	---

Are learning targets indicated? ☒ Yes ☐ No

Are item values indicated? ☒ Yes ☐ No

ON TARGET ITEMS to be completed by reviewer

Target	List Items On Target	% of overall value
<i>Respond to informational materials that are read, heard and/or viewed (NCSCS 2.1).</i>	<i>Req 2 and 3 (10% each) Rubric Aides criterion (20%)</i>	<i>40%</i>
<i>Develop informational products and/or presentations that use and cite at least three print or non-print sources (NCSCS 2.2).</i>	<i>Req 4</i>	<i>10%</i>
<i>Create an engaging informal presentation to classmates that incorporates good public speaking techniques.</i>	<i>Rubric Engaging criterion and Public Speaking criterion (20% each)</i>	<i>40%</i>

OFF TARGET ITEMS to be completed by reviewer

List Items Off Target	% of overall value
<i>Req 1 (time limit, 10%)</i>	<i>10%</i>

Note: Percentages of overall value should add up to 100%.

ANALYSIS to be completed by reviewer

Question	Answer	Reviewer Notes
What percentage of the assessment is on target?	<i>90%</i>	
What percentage is off target?	<i>10%</i>	
Can you identify any possible problems or obstacles for students in the assessment's formatting, style, and/or language?	<i>Where will students get access to the informational materials they will need? Are you going to assess MLA style? Since this is a group presentation, how will you know that each individual student mastered the targets?</i>	

REFLECTION to be completed by teacher/author

Question	Reflection
If there are items identified as off target, why were these included in the assessment?	
In regard to the overall analysis, what works well in the assessment?	
How will you improve it?	

REFLECTION to be completed by teacher/author

Question	Reflection
If there are items identified as off target, why were these included in the assessment?	<i>I included the time limit requirement so students would pay attention to it. I want the presentations to be at least five minutes long (long enough so that they are significant and students really have to do some planning), but short enough so that all presentations can be done and assessed – by me and the students – within one class period.</i>
In regard to the overall analysis, what works well in the assessment?	<i>This is a very engaging assessment; I've had good luck with it in the past. It's 90% on target and it serves a useful purpose, either preparing students well for the Outer Banks trip or giving them a good way to debrief the trip afterward.</i> <i>I also like the authentic nature of the assessment. Students are put in the place of travel consultants, and they have to create real life, engaging presentations for their peers. At the end of the period after all presentations are done, I ask the class to vote on the most engaging presentations and I use this information – in part – to assign points on the engagement rubric criterion. It's not about engaging me, the teacher; it's about reaching their peers. That's real life.</i>
How will you improve it?	<i>I am concerned about whether each individual student has mastered the targets. When I take notes on the rubric, I will be sure to focus on which students are doing what during the presentation and have each individual student complete a reflection on how he/she could improve the ability to present based on my feedback to the group. I may also have each student individually assess themselves in relation to the whole rubric.</i> <i>In the future, I would like to add a teamwork target to the assessment. This is something I teach in my classes and I think this would provide a good avenue for assessing teamwork.</i>

Teacher/ author reflection

Points to Consider

1. The purpose of the assessment review process is provision of helpful feedback.
2. To review, you need a copy of the assessment. Learning targets must be indicated on the assessment.
3. Disregard extra credit items.
4. Understand that not every item needs to be on target.
5. Note who does which sections of the review summary sheet.

Practice

Grade 6 Science Test

6.P.3-A. Conceptual Understanding: Energy manifests itself in multiple forms, such as mechanical (kinetic energy and potential energy), electrical, chemical, radiant (solar), and thermal energy. According to the principle of conservation of energy, energy cannot be created nor destroyed, but it can be transferred from one place to another and transformed between systems.

(SCDE, 2014)



Plan how you might use the
Assessment Review tool with a
teacher in your school.





I can...

- Identify whether an assessment item is on target or off target.
- Use the Assessment Review tool and guidelines on my own.
- Implement my plan to use the tool with an individual teacher in my school.

Application

Work a Teacher on an Individual Assessment Review

Please complete the professional learning activity associated with this session to help you apply your learning.



Image:
<http://blog.atomiclearning.com/highed/sites/blogs.atomiclearning.com/files/images/bigstock-lightbulb-vector.png>

References

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