Assessment and Data Reflection Worksheet

In preparation for our first class… DUE ON February 9, 2010

1. What HSCE/GLCES or guidelines/benchmarks will your students be expected to learn while you are student teaching? (List the specific expectations or attach a timeline/brief curriculum map including content expectations and assessments that you will be responsible for during your student teaching.)

2. What current assessment and data practices have you observed being used by your mentor teacher, other teachers and Spring Arbor University faculty?

3. What do you already know about assessment and data?

4. What other questions do you have regarding assessment and data?

Please bring this completed to class on September 21 along with your content expectations printed from the MDE website (www.mich.gov/mde). You may also want to bring a flash drive (to store your work), laptop computer (or you may have access to the computer lab) and other content resources that you may have.

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DECONSTRUCTING CONTENT EXPECTATIONS...

A. COURSE/SUBJECT: ____________________________________________

B. BIG IDEA: ___________________________________________________

C. GLCE/HSCEs: 1. ____________________________________________
   2. _______________________________________________________
   3. _______________________________________________________
   4. _______________________________________________________
   5. _______________________________________________________

D. GLCE/HSCE I (Full Version):
   _______________________________________________________
   _______________________________________________________
   _______________________________________________________
   _______________________________________________________
   _______________________________________________________

E. GLCE/HSCE I Verbs: _________________________________________

F. GLCE/HSCE I Nouns: _________________________________________

G. GLCE/HSCE 1Vocabulary (Other important language):
   _______________________________________________________
   _______________________________________________________
   _______________________________________________________
   _______________________________________________________

H. GLCE/HSCE I Instruments, Measures and Representations:
   _______________________________________________________
   _______________________________________________________
   _______________________________________________________
   _______________________________________________________
   _______________________________________________________

I. GLCE/HSCE I Instructional Strategy:
   _______________________________________________________
   _______________________________________________________
   _______________________________________________________
   _______________________________________________________
   _______________________________________________________

J. GLCE/HSCE I Assessment Strategy:
   _______________________________________________________
   _______________________________________________________
   _______________________________________________________
   _______________________________________________________
   _______________________________________________________

("Repeat steps D - J with other HSCEs within the Big Idea)
Balanced Assessment
(Session 1)

Goal 1: Understand why we assess students.
Goal 2: Understand what we are expected to assess.
Goal 3: Understand a variety of assessment options and create at least one quality assessment.

Suggested Norms
- Fully participate/Listen and show respect
- Be on time (arriving and after breaks)
- No irrelevant side conversations

Agenda

4:00 – 4:05
Suggested Norms

4:00 – 4:30
Short Introduction of Assessment
Project Rubric and Materials

4:10 – 4:30
Why Assess?
- Purpose & Definition

4:30 – 5:00
Assess What?
- Clarifying Expectations/Clear Targets

5:00 – 5:30
Assess How?
- Research on Creating/Designing Valid Assessments
- Types of Assessments

5:30 – 6:00
Working Dinner

6:00 – 7:00
Assess How Continues...
- Creating Your Own Assessment

7:00
Wrap up

Materials

<table>
<thead>
<tr>
<th>Provided by: Tovah</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>• PowerPoint</td>
<td>• Completed Assessment &amp; Data Reflection Worksheet</td>
</tr>
<tr>
<td>• Assessment &amp; Data Project Rubric</td>
<td>• Content Expectations (Full Text)</td>
</tr>
<tr>
<td>• Deconstructing Content Expectations</td>
<td></td>
</tr>
<tr>
<td>• Levels of Cognitive Demand (Bloom’s Taxonomy)</td>
<td></td>
</tr>
<tr>
<td>• Individual Assessment Blueprint (Checklist)</td>
<td></td>
</tr>
<tr>
<td>• Stiggins’ Classroom Assessment for Student Learning (Menu of Options p. 90)</td>
<td></td>
</tr>
<tr>
<td>• Quality Filters</td>
<td></td>
</tr>
</tbody>
</table>
## Assessment & Data Project Rubric

<table>
<thead>
<tr>
<th>Assessment RUBRIC (12 points possible)</th>
<th>Exceeded Expectation 2 points</th>
<th>Met Expectation 1 point</th>
<th>Partially Completed Expectation 0 points</th>
<th>Incomplete</th>
<th>Not Acceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Assessment Type</strong></td>
<td>The SAU student clearly identifies the type(s) of assessment methods utilized in the assessment according to Stiggins and articulates an applied reason for why this assessment type(s) is the most appropriate.</td>
<td>The SAU student utilizes, but does not articulate the type(s) of assessment methods utilized in the assessment according to Stiggins (i.e. multiple choice, extended response, performance assessment or personal communication.)</td>
<td>Most Revise and Resubmit</td>
<td>Must Revise and Resubmit</td>
<td></td>
</tr>
<tr>
<td><strong>Aligned Expectations</strong></td>
<td>The SAU student clearly indicates the content expectations tested for each individual item and/or requirement and articulates/demonstrates with evidence the quality of the expectation to item alignment.</td>
<td>The SAU student partially indicates the content expectations tested on the assessment or is unclear in the alignment to expectations.</td>
<td>Most Revise and Resubmit</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Levels of Cognitive Demand</strong></td>
<td>The SAU student clearly utilizes and indicates a variety of cognitive demands within each expectation assessed. (one expectation has multiple questions each at a different cognitive level in addition to a variety within the assessment.)</td>
<td>The SAU student clearly utilizes and indicates a variety of cognitive demands within the vocabulary within the expectation.</td>
<td>Most Revise and Resubmit</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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### Why Assess?

- As a table top group write on your poster paper as many reasons as you can brainstorm for *why educators assess*?
- Rank your reasons by numbering in order of most important to least important. Do your best to come to consensus within your group on the order.
- Be ready to share with others regarding why your group ranked the reasons in that order.
Why Assess?

- If we assess for all these different reasons or purposes and there are many stakeholders involved, can we truly have one assessment that meets all these needs? Why and what could we do about it?

- As a pair, you will walk and talk the question above. I'll ask 3 pairs to share out their conversation.

Summative assessments are given one time at the end of the year to evaluate students’ performance against a defined set of content standards. These assessments are usually given statewide (but can be national or district) and are often used as part of an accountability program or to otherwise inform policy.

Interim assessments are administered during instruction to evaluate students' knowledge and skills relative to a specific set of academic goals in order to inform policymakers or educator decisions at the classroom, school and district level. The specific interim assessment designs a driven by the purpose and the intended uses, but the results of any interim assessment MUST be reported in a manner allowing aggregation across students, occasions or concepts.
Formative assessments is a process used by teachers and students during instruction that provides feedback to adjust ongoing teaching and learning to improve students’ achievement of intended instructional outcomes.

**Assess What?**

1. **What are the learning targets?**
   - HSCE (9-12 grade)
   - GLCE (K-8 unless Science)
   - Guidelines/Benchmarks
2. **Are the targets clear?**
   - To gain clarity for yourself, we need to deconstruct the expectations. This will help clarify the evidence we want students to produce to demonstrate their understanding.
Deconstructing Your Content for Your Student Teaching

Shortened Version on Deconstructing Expectations

EXAMPLE: Physics High School Content Expectations
(P2.2 Velocity — Time: The motion of an object can be described by its position and velocity as functions of time and by its average speed and average acceleration during intervals of time.)

P2.2A Distinguish between the variables of distance, displacement, speed, velocity, and acceleration.

P2.2B Use the change of speed and elapsed time to calculate the average acceleration for linear motion.

P2.2C Describe and analyze the motion that a velocity-time graph represents, given the graph.

P2.2D State that uniform circular motion involves acceleration without a change in speed.

P2.2E Use the area under a velocity-time graph to calculate the distance traveled and the slope to calculate the acceleration.

P2.2F Describe the relationship between changes in position, velocity, and acceleration during periodic motion.

COLOR KEY: Red = Performance Verb Blue = Content Nouns Green = Additional Vocabulary or Instruments

If we teach to one level of cognitive demand, then we also are expected to assess to that same level...

- Based in the performance verbs in the content expectations, what level of cognitive demand is each expectations meeting?
- Refer to the handout and mark on your deconstructing worksheet or on your actual expectations the correct level:
  - Evaluation – appraise, evaluate, judge
  - Synthesis – formulate, construct, create
  - Analysis – compare, contrast, relate
  - Application – apply, solve, compute
  - Comprehension – explain, predict, paraphrase
  - Knowledge – define, label, list

** We will revisit this key information later when we decided the best method for assessing each expectation.
Dinner Break

- Take a break to get food, use the facilities and catch your breath...

- Begin to read through the rest of the PowerPoint and additional handouts that we will be utilizing the rest of the session.

**Foundational Review**

- Independently for a few minutes, review the information regarding summative and formative assessments:
  - “Comparing Assessment for and of Learning” (Table 2.2 p. 33 in Stiggins Book)
  - “Purposes for (Users and Uses of) Assessment” (Table 2.3 p.35 in Stiggins Book)
  - “Assessment Methods – A Menu of Options” (Table 2.3 p.90 – 94 & 100 in Stiggins Book)

- At your table, discuss for 3 – 5 minutes what ideas stand out to you from the information you reviewed.

**Narrowing the Focus**

- As a group, look at the 4 options for creating assessment items, p. 90 - 93 and create a brief example for each type (do not use the examples in the handout) and write it on the poster paper (please label the assessment type above the example)

- Be ready to quickly share out to the other groups.

*Think: Can an assessment item be more than one type?*
Connecting Back to the Beginning

- Looking at the table on p. 100, think about what type(s) of assessment items would best fit based on the connection to the target (content expectation) and the level of cognitive demand.

- Mark on your deconstructing worksheet(s) or on your actual expectations the assessment type that best fits per expectation!

Assessment Blueprint (see handout)

- The entire test will assess a variety of GLCEs/HSCES or benchmarks based on the information to be taught while you are student teaching.

  - **Item Check:**
    - Each item must be aligned to one content expectation only.
    - For each content expectation there should be at least 3 items to easily gauge proficiency unless the item is a Performance Assessment.
    - The three items will range in levels of cognitive demand (Evaluation, Synthesis, Analysis, Application, Comprehension, and Knowledge) and vary based on verb(s) content expectation.

  - **Organization Check:**
    - Question difficulty should build throughout the test from lower cognitive demand to higher level thinking within a GLCE/HSCES item grouping and across GLCEs/HSCES.
    - Make each item independent of each other on test.
    - Evenly distribute correct answers throughout the test (approximately) if the test is multiple choice.
    - Consistent Clear Format – Font, Font Size, Bold/Italicize, etc.

  - **Procedure for Administering the Assessment:**
    - Clear Directions
    - Rules and Protocol have been established
    - Testing Environment promotes success and consistency
    - Clear process for 1) gathering data from assessment, 2) consistent/concise steps for grading, and 3) communicating data results and grades to students and parents.

<table>
<thead>
<tr>
<th>Item #</th>
<th>GLCE/HSCES or Benchmark Code (with description if necessary)</th>
<th>Type of Assessment Question (Multiple Choice/Extended Response/Performance/Communication)</th>
<th>Level of Cognitive Demand (Evaluation, Synthesis, Analysis, Application, Comprehension, Knowledge)</th>
<th>Answer/Reference to Rubric</th>
<th>Value of Question/Contribution to Data (Other Notes/Comments)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>2</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: Offices of Curriculum, Instruction, and Assessment Ohio Department of Education, September 2005
“You can’t make a valid test… without valid items.”

“When an item is well designed, students should choose the correct answer only when they know the targeted idea and they should choose an incorrect answer only when they do not know the idea.”

“Student should be able to demonstrate their knowledge without being tripped up by confusing language, inaccurate information, unclear diagrams, or contexts that are unfamiliar or unnecessarily complex.”

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Quality Filters

- Quality filters are criteria for questions that can help us ensure quality... *(see check list worksheet)*
- Not every question will pass ALL quality filters, but we need to try to meet the criteria as much as possible.
- Quality filters are focused in on three areas:
  - **Item** — Clear Target, Content Match, Performance Match, Essence of the GLCE, & Grade Level Appropriate Language,
  - **Item Stem** — Clear Language, Avoid Generalizations, Majority of Content and Information, Avoid Bias
  - **Answer Choices**— One Correct Answer, Plausible Distracters/Foils, Order of Answer Choices, Grammatically Fits with Stem, Similar Terminology, Similar Length, Style, & Structure, Unique/Independent Responses, & Avoid Redundant Terms.

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Quality Filter 1: Clear Target

*Can you articulate the ONE specific content expectation the item is assessing?*

**Good Sample:** G.GS.05.06
Understand why the sum of the interior angles of a triangle is 180°.
Without using a protractor, figure out the measurement of angle A?

```
45°
```

- a. 45°
- b. 60°
- c. 90°
- d. 120°

**Poor Sample:** G.GS.05.05
Know that angles on a straight line add up to 180°...G.GS.05.06 Understand why the sum of the interior angles of a triangle is 180°...
What do the interior angles of a triangle and angles on a straight line have in common?

a. Both add up to 360°
- b. Both create multiple vertex
- c. Both add up to 180°
- d. They don’t have anything in common

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Quality Filter 2: Content Match

*Does the Item match the content (nouns) required by the GLCE?*

**Good Sample:** D.AN.05.04.02
Solve multi-step problems involving *means*.
Below, Preston recorded the number of drinks sold at the concession stand for each week during the home soccer games.

<table>
<thead>
<tr>
<th>Week</th>
<th>Number of Drinks Sold</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>178</td>
</tr>
<tr>
<td>2</td>
<td>144</td>
</tr>
<tr>
<td>3</td>
<td>135</td>
</tr>
<tr>
<td>4</td>
<td>132</td>
</tr>
</tbody>
</table>

What was the *mean* number of drinks sold per week?

- a. 137
- b. 57
- c. 134
- d. 165

**Poor Sample:** G.TR.04.04.
Recognize *plane figures* that have *line symmetry*.
Which of these objects cannot be folded in half so that both halves are the same?

- a. 
- b. 
- c. 
- d. 

**Quality Filter 3: Performance Match**

Does the item match the performance (verbs) required by the GLCE?

*Good Sample:* N.MR.04.29.01 Solve for the unknown in equations such as: 1/8 + x = 5/8 or 3/4 - y = 1/2

Solve for the unknown in this equation:

\[
\frac{3}{5} + x = \frac{4}{5}
\]

What is missing in the number sentence below?

\[5 \times 37 = (5 \times 7) + (\_ \times 30)\]

- a. 3
- b. 5
- c. 15
- d. 37

*Poor Sample:* N.ME.04.09 Multiply two-digit numbers by 2, 3, 4, and 5, using the distributive property, e.g., 21 \times 3 = (1 + 20) \times 3 = (1 \times 3) + (20 \times 3) = 3 + 60 = 63

Jack had \(c\) cookies in his lunch bag. He ate 4 cookies. Which algebraic expression represents the number of cookies left in the bag?

- a. \(c + 4\)
- b. \(4 - c\)
- c. \(c - 4\)
- d. \(4 + c\)

**Quality Filter 4: Learning Essence of GLCE**

Does this item get too trivial or is it addressing obscure information? Does it feel like a trick question?

*Good Sample:* A.FO.06.06 Represent information given in words using algebraic expressions and equations

Jack had \(c\) cookies in his lunch bag. He ate 4 cookies. Which algebraic expression represents the number of cookies left in the bag?

- a. \(c + 4\)
- b. \(4 - c\)
- c. \(c - 4\)
- d. \(4 + c\)

*Poor Sample:* A.FO.06.06 Represent information given in words using algebraic expressions and equations

Sue is shopping at a grocery store in her home town to make dinner tonight. She buys two cans of corn that each cost $1.59, four cans of beans that cost $0.99 each, and one jar of sauce for $4.99. Which number sentence shows his total if there is a flat tax of $2.50 for the groceries?

- a. \(2.50 + (2 + 4 + 1) \times (1.59 + 0.99 + 4.99) = $15.07\)
- b. \((1.59 + 2) \times (0.99 + 4) \times 4.99 + 2.50 = $ 91.89\)
- c. \(4 \times 1.59 + 2 \times 0.99 + 4.99 + 2.50 = $13.33\)
- d. \(2 \times 1.59 + 4 \times 0.99 + 4.99 + 2.50 = $14.63\)

**Quality Filter 5: Contains Language at the Appropriate Grade Level**

Does the difficulty of the problem come from how hard the question is to read rather than the content?

*Good Sample:* G.GS.03.06 Identify, describe, build, and classify familiar three-dimensional solids, e.g., cube, rectangular prism, sphere, pyramid, cone, based on their component parts (faces, surfaces, bases, edges, vertices).

The shape of a softball is similar to a ________.

- a. cone
- b. cube
- c. prism
- d. sphere

*Poor Sample:* G.GS.03.06 Identify, describe, build, and classify familiar three-dimensional solids, e.g., cube, rectangular prism, sphere, pyramid, cone, based on their component parts (faces, surfaces, bases, edges, vertices).

Identify which three dimensional item below could be classified as a sphere.

- a. Cardboard box
- b. Kickball
- c. Kitchen table
- d. Pencil

**Quality Filter 6: Use Clear Language**

Even if the student doesn't know the answer, would s/he understand what the question is asking? (Avoid the word "You")

*Good Sample:* N.FL.06.04 Multiply and divide any two fractions, including mixed numbers, fluently.

A new bag of candy contains 10 pieces. Kim ate some of the candy from the bag and now has \(\frac{4}{5}\) of the bag left. She decides to give the rest of the candy to 2 of her friends. How many pieces of candy do each of her friends receive?

- A. 2
- B. 4
- C. 5
- D. 8

*Poor Sample:* N.FL.08.09 Solve problems involving compounded interest or multiple discounts.

The Community Credit Union return 5.5% per annum compounded \(\frac{1}{4}\) - ly on a 15-month CD. If you deposit $10,000 and the interest is accrued, what is the balance in the account after 1 year?

- A. $11130.45
- B. $10,550
- C. $12338.25
- D. $ 10,055
Understand a fraction as a statement of division.

Which expression shows another way to write \( \frac{17}{5} \)?

a. \( 17 - 5 \)
b. \( 5 \div 17 \)
c. \( 17 \times 5 \)
d. \( 17 \div 5 \)

Quality Filter 7: Caution When Using Generalization

Does the stem contain words like "Every-All-None-Always-Never"?

Quality Filter 8: Include the Majority of the Content and Information

Are the number of words in the question stem longer than in individual answer choices?

The table below shows the population of Michigan cities in the 2003 census. Which is the best estimate of the total population of the three cities?

<table>
<thead>
<tr>
<th>City</th>
<th>Number of People</th>
</tr>
</thead>
<tbody>
<tr>
<td>Albion</td>
<td>4,838</td>
</tr>
<tr>
<td>Chelsea</td>
<td>25,946</td>
</tr>
<tr>
<td>Dexter</td>
<td>8,488</td>
</tr>
</tbody>
</table>

Which amount below is equivalent to \( \frac{17}{5} \)?

a. below 35,000
b. about 40,000
c. between 40,000 and 45,000
d. more than 45,000

Quality Filter 9: Avoid Bias

Does the stem include brand names or other discriminatory vocabulary? (Race, Gender, Religion, Socio-economics, etc.)

Quality Filter 10: One Correct Answer

Do the answer choices contain 1 correct answer, and 3 incorrect, yet equally viable choices?
Quality Filter 11: Foils/Distracters
Need to be Plausible
Can each foil tell you something about the student’s level of learning or where misconceptions may be? (Include feedback for foils in ExamView)

Good Sample: M.UN.02.06 Use the concept of duration of time, e.g., determine what time it will be half an hour from...

What time will it be a half hour after the time shown on the clock?

a. 10:10  b. 10:30  c. 10:40

Poor Sample: M.PS.05.05.03
Represent relationships between areas of rectangles, triangles, and parallelograms using models.

What is the area of the triangle?

a. 1 square units  b. 4 square units  c. 8 square units  d. 16 square units

Good Sample: M.PS.02.08 Add and subtract money in mixed units, e.g., $2.50 + 60 cents and $5.75 - $3, but not $2.50 + $3.10.

Jeff had...

...in an envelope and $5.75 in his piggy bank. How much money does Jeff have in all?

a. $3.75  b. $7.00  c. $7.75

Poor Sample: M.PS.02.08 Add and subtract money in mixed units, e.g., $2.50 + 60 cents and $5.75 - $3, but not $2.50 + $3.10.

What is the sum of $2.66 and $0.20?

a. $4.66  b. $2.68  c. $2.86

Good Sample: D.RE.05.01.03 Read and interpret line graphs, and solve problems based on line graphs, e.g., distance-time graphs, and problems with two or three line graphs on same axes, comparing different data.

The line graph below shows the amount of money sports players have made in the past.

Which statement below is NOT true?

a. In 1995, basketball was the lowest paid sport.  b. Overall, basketball has increased in salary the most in the past 10 years.  c. In 2004, football was the highest paid sport.  d. From 2000 - 2004, baseball salaries stayed the same.

Poor Sample: M.UN.02.01 Measure lengths in meters, centimeters, inches, feet and yards approximating to the nearest whole unit and using abbreviations.

Below are two lines. Use the pictures of the rulers to determine which statement is NOT true.

Line 1  Line 2

a. Line 1 is about 3 in.  b. Line 1 is NOT more than 5 in.  c. Line 1 and Line 2 is equal lengths.

Good Sample: D.AN.05.04.01 Solve multi-step problems involving means.

Jonathan had three test scores that were 88, 86, and 84, while Annie had scores of 82, 92, and 84. How did Jonathan’s mean score compare with Annie’s mean score?

a. Jonathan’s mean score was 1 point higher than Annie’s.  b. Annie’s mean score was 1 point higher than Jonathan’s.  c. Both mean scores were 86.  d. Both mean scores were 84.

Poor Sample: N.FL.04.35 Know when approximation is appropriate and use it to check the reasonableness of answers; be familiar with common place-value errors in calculations.

Eighty 4th graders are planning a field trip for the day. If each student eats at least one whole sub, then which of the following would NOT be a reasonable estimation?

a. 45 sandwiches  b. 80 sandwiches  c. 100 sandwiches  d. 110 sandwiches

Quality Filter 12: Place Answer Choices in Alphabetical, Chronological or Numerical Order...unless the purpose of the question is to order items. Are the answer choices in the most appropriate order?

Good Sample: M.PS.02.08 Add and subtract money in mixed units, e.g., $2.50 + 60 cents and $5.75 - $3, but not $2.50 + $3.10.

Jeff had...

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What is the sum of $2.66 and $0.20?

a. $4.66  b. $2.68  c. $2.86

Quality Filter 13: Answer Choices Grammatically Fits with the Stem
Do the answer choices grammatically match the stem? Watch for double negatives... (Students should be able to eliminate answer choices by content, not by lack of grammatical agreement.)

Good Sample: D.RE.05.01.03 Read and interpret line graphs, and solve problems based on line graphs, e.g., distance-time graphs, and problems with two or three line graphs on same axes, comparing different data.

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a. 45 sandwiches  b. 80 sandwiches  c. 100 sandwiches  d. 110 sandwiches

Quality Filter 14: Contains Similar or Absence of Terminology for Each Choice
If a specific term is used in the stem, is it similarly used in each answer choice?

Good Sample: D.AN.05.04.01 Solve multi-step problems involving means.

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a. 45 sandwiches  b. 80 sandwiches  c. 100 sandwiches  d. 110 sandwiches
Quality Filter 15: Similar Length, Style, Structure
Is there equal appeal to each answer choice, so content is the determining factor?

Good Sample: A.PA.07.07.01 Represent linear functions in the form \( y = x + b \), \( y = mx \), and \( y = mx + b \), and graph, interpreting slope and y-intercept.

Which graph represents a line with a y-intercept of 4 and slope -3?
A.  
B.  
C.  
D.  

Quality Filter 16: Should be Unique
Be careful not to overlap choices.

Good Sample: G.SR.02.05 Identify, describe and compare familiar two-dimensional and three dimensional shapes...

Compare the two shapes below, identify what attributes they have in common?

A. The shapes are the same size.
B. Each shape has four sides.
C. Both shapes are the same color.

Quality Filter 17: Avoid Redundancy in Choices
Place repeat words in the stem instead of at the beginning of each answer choice.

Good Sample: A.PA.07.04 For directly proportional or linear situations, solve applied problems using graphs and equations, e.g., the heights and volume of a container with uniform cross-section, distance and time under constant speed...

An elevator can hold a maximum of 10 people who weigh an average of 175 pounds each. If a box of freight weighing 325 pounds is placed on the elevator, what equation can be solved to determine the number of people of average weight who can safely get on the elevator without exceeding the weight capacity?

a. \( 1750 + 175x = 325 \)
b. Solve for \( p \) if, \( 325 + 175p = 1750 \)
c. \( 175w = 1750 + 325 \)
d. \( 325 + 175y = 1750 \) and round down to the next whole number

Let’s Practice on a few…
The Community Credit Union return 5.5% per annum compounded quarterly on a 15-month CD. If $10,000 is deposited and the interest is accrued, what is the balance in the account after 1 year?

A. The balance is $11130.45  
B. The balance is $10,550  
C. The balance is $12388.25  
D. The balance is $10,055

A local car dealership wants to know how many people hear their advertisements on the radio. Which method provides you with the most valid results?

A. Survey the next 20 customers  
B. Survey all the people living within a ½ mile radius  
C. Survey a large random sample of people living within the listening range of the radio station  
D. Survey customers at a nearby auto store

For your driving permit, you are keeping track of the minutes you drive each day on a matrix. If you started at 9:50 in the morning and ended at 2:05pm, how much time should you enter on your log?

A. 5 hrs / 15 min  
B. 4 hrs / 15 min  
C. 4 hrs / 55 min  
D. 7 hrs / 45 min  
E. 5 hrs / 15 min

Reporting Scores  
(How does this compare to MEAP/MME?)

<table>
<thead>
<tr>
<th>MEAP/MME Translation of Data and Reports</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Raw Score</strong></td>
</tr>
<tr>
<td>(# Correct out of Total) – Can be made into a % - Simple straight forward and each question is worth 1 point.)</td>
</tr>
<tr>
<td><strong>Scale Score</strong></td>
</tr>
<tr>
<td>(Based on the Raw Score, Grade Level, Difficulty of Questions, and the Guessability Factor (IRT model))</td>
</tr>
<tr>
<td><strong>Cut Scores</strong></td>
</tr>
<tr>
<td>(Within each grade level, cut scores become the separators within the scale score. The cut scores are made for 1, 2, 3 &amp; 4)</td>
</tr>
<tr>
<td><strong>Proficiency Levels</strong></td>
</tr>
<tr>
<td>(Once the cut scores are set, if a student scores a 1 or 2 they are proficient, if a student scores a 3 or 4 they are NOT proficient. (This is the end product that most schools focus on for each student.)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Most Data and Reports</th>
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</tbody>
</table>
Wrap Up.

• Review the rubric one more time...

• Reminder of work dates, times available for support, and project expectations
  • Feb. 8 4:00 – 7:00 – Assessment Information and Creation
  • March 15 4:00 – 5:00 – Work time and Support
  • April 13 4:00 – 7:00 – Data Analysis
  • April 20 PROJECT DUE

• Questions?

Rubric Continued

<table>
<thead>
<tr>
<th>Exceeded Expectation 2 points</th>
<th>Met Expectation 1 point</th>
<th>Partially Completed Expectation 0 points</th>
<th>Incomplete Not Acceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment Organization</td>
<td>The SAU student has created a separate test blueprint document indicating/articulating a clear purpose in the assessment’s organization, alignment, level of cognitive demand, answer key, etc.</td>
<td>The SAU student has created a separate test blueprint document indicating/articulating a clear purpose and thought process in the assessment’s organization.</td>
<td>The SAU student has created a separate test blueprint, but has not clearly articulated the thought process behind the organization of the assessment.</td>
</tr>
<tr>
<td>Must Revise and Resubmit</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment Administration</td>
<td>The SAU student has demonstrated/applied a clear, valid, planned method for administering the assessment and has communicated the procedures to the classroom student ahead of time with a back up plan for student that misses the original administration of the assessment.</td>
<td>The SAU student has demonstrated/applied a clear, valid, planned method for administering the assessment and communicated the procedure to the classroom students.</td>
<td>The SAU student has demonstrated/applied a valid method for administering the assessment.</td>
</tr>
<tr>
<td>Must Revise and Resubmit</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communicating Results</td>
<td>The SAU student has articulated a clear plan for communicating the results of the assessment back to the student and parents in various forms, in addition to demonstrating how they plan to utilize the data from the teacher perspective for evidence of student learning/growth and creating a plan of action based on the results.</td>
<td>The SAU student has articulated a plan for utilizing the data from the teacher perspective for evidence of student learning/growth and creating a plan of action for student interventions and extensions based on the results.</td>
<td>The SAU student has articulated a clear, valid plan for communicating the results of the assessment and creating a plan of action based on the results.</td>
</tr>
<tr>
<td>Must Revise and Resubmit</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Thank you for your time!

Contact Information:

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Using Data (Session 2)

Goal 1: Understand why we assess students.
Goal 2: Understand what we are expected to assess.
Goal 3: Understand a variety of assessment options and create at least one quality assessment.

Goal 4: Using your data to drive instruction and report student learning.

Balanced Assessment (Session 2)

Goal 1: Understand why we assess students.
Goal 2: Understand what we are expected to assess.
Goal 3: Understand a variety of assessment options and create at least one quality assessment.

Goal 4: Using your data to drive instruction and report student learning.

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eloconsulting@gmail.com

Agenda

4:00 - 4:50
Work on creating, adapting, or finalizing your assessment project
- One on one conferencing (with Tovah)
- Check out samples
- Collaborate with a colleague
- If you have completed your project, feel free to work on other portions of your portfolio

4:50 – 5:00
What’s Next? Clarify April 13 Session

- Options:
  1. Use data from assessment you created to work through item analysis
  2. Explore MEAP and MME reports to understand how to access, read and utilize them in the classroom.
  3. Theory on Utilizing Data and Grading Systems (Stiggins, Guskey, etc.)
  4. Other

5:00 – on
Normal Seminar Class...