

Determining High Quality Assessments for SLOs: Using the Assessment Review Tool

December 12-13, 2013

Learning Tasks



Center for Assessment



and

Utah State Office of Education



Sample Assessment for Review

Administration Procedures for Review

The Blizzard of 1993

Grade 5-8 Performance Task
Contributed by: New York State Education Department (NYSED)
NYS Alternative Assessment in Science Project (1996)

DESCRIPTION:

Students will read and interpret the information from a barograph from a major winter storm.

This task assesses students' abilities to interpret and analyze graphs, construct data tables and graphs, generalize, infer, apply knowledge of meteorology, and explain scientific relationships.

This task is designed to take students approximately 20 minutes to complete.

OVERALL TASK CONTENT AREA:

Earth and Space Science

SPECIFIC KNOWLEDGE AREAS:

Structure of the earth system

PERFORMANCE EXPECTATIONS:

- organizing and representing data
- formulating conclusions from investigational data
- applying scientific principles to develop explanations

GENERAL INSTRUCTIONS TO THE TEACHER:

This task is designed to take approximately 20 minutes to complete.

Students will be working individually during this exercise.

Students should be ready to work as soon as the period begins. The materials should be set out at each lab station, if possible. A central supply area, if needed, should be easily accessible. All supplies should be clearly labeled.

MATERIALS FOR "THE BLIZZARD OF 1993":

At each station students should have:

- barograph from March 13-19, 1993

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- ruler or straight edge

ADVANCE PREPARATION:

None

SAFETY:

- Be careful.
- Teachers and students should always exercise appropriate safety precautions and utilize appropriate laboratory safety procedures and equipment when working on science performance tasks.

EXTENSIONS/MODIFICATIONS:

Students could examine other barographs from other blizzards.

The Blizzard of 1993

Task with Student Directions

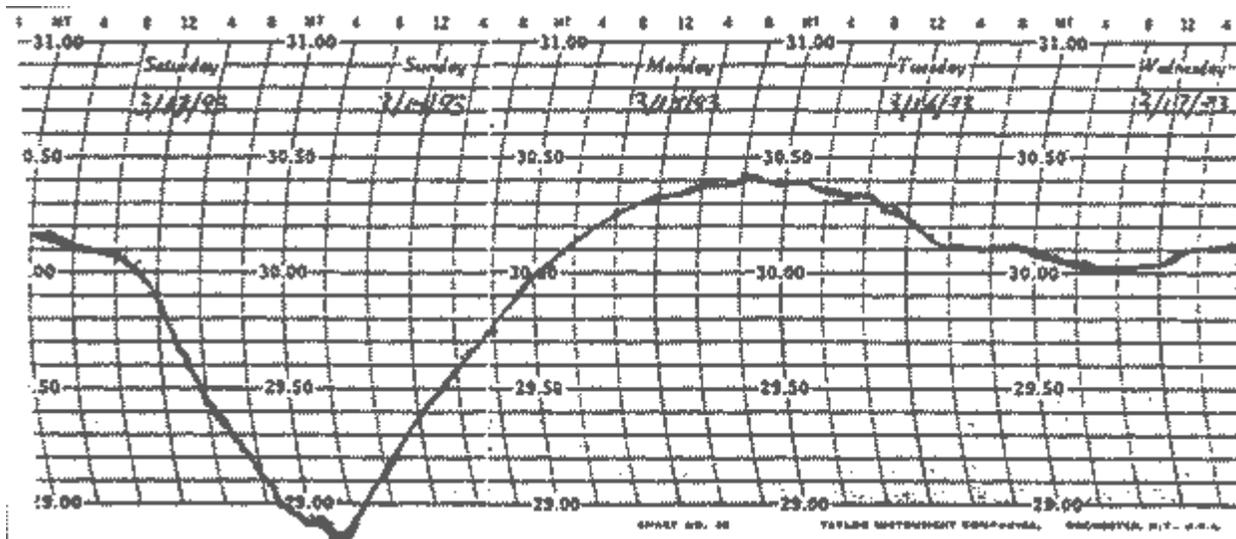
Grade 5-8 Performance Task
Contributed by: New York State Education Department (NYSED)
NYS Alternative Assessment in Science Project (1996)

TASK:

In this activity, you will be reading and interpreting the information from a barograph from a major winter storm.

BACKGROUND:

Over the weekend of March 13 & 14, 1993, over two (2) feet of snow fell over much of New York State. A barograph continuously recorded the air pressure during the storm. The chart shows the air pressures as recorded by that barograph.



1. In the space below, make a table of the barometric pressures from the barograph at four hour intervals. Start the table at 8:00 am on Saturday and end with 8:00 am on Sunday. Record the barometric pressures to the nearest tenth of an inch.
2. A very distinct front passed through this region. On which day and time did it arrive?

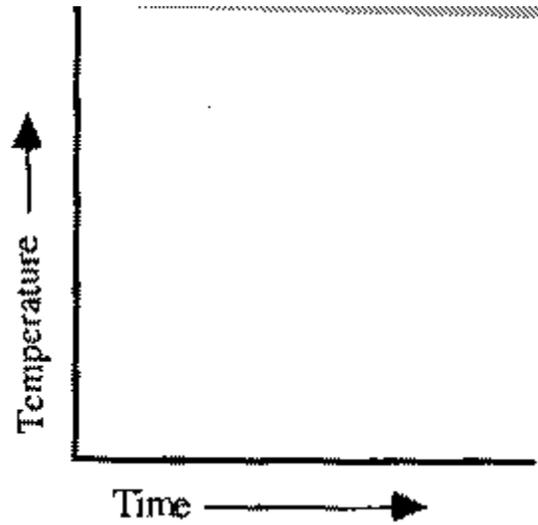
3. What observations from the graph led you to your conclusion in question #2?

4. During which four hour period was the wind velocity the greatest?

5. Using complete sentences, describe how you used the barograph to determine your answer to question #4.

6. Using complete sentences, describe the relationship between air pressure and air temperature between 8:00 PM on Saturday and 8:00 am on Sunday.

7. Draw a line graph of the likely temperature pattern during the time period described in question #6.



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Sample Assessment Scoring Criteria

The Blizzard of 1993

Rubric

Grade 5-8 Performance Task

Contributed by: New York State Education Department (NYSED)NYS Alternative Assessment in Science Project (1996)

Scoring Rubric - The Blizzard of 1993"

Maximum Score - 11 points

1. Data Table

4 points total

Standard: The student will construct a data table from the information on the barograph.

Criteria:

- Allow 1 point for setting up an accurate and usable data table.
- Allow 2 points for 5, 6, or 7 correct values entered in the table from the barograph information.
- Allow 1 point for 3 or 4 correct values entered in the table from the barograph information.

Time	8 am	12 PM	4 PM	8 PM	MT	4 am	8 am
Pressure (mb)	30.1	29.9	29.4	29.1	28.9	28.9	29.1

- Allow 0 points for poorly constructed table or less than two correct values entered in the data table.
- Allow 1 point for **ALL** values entered in the table are given to the nearest tenth.

2. Cold Front Data

1 point total

Standard: The student will accurately pinpoint the date and time of the major cold front.

Criteria: Allow 1 point for indicating that the cold front arrived between 12:00 am and 4:00 am on Sunday, March 14.

3. Evidence of Passing Front

1 point total

Standard: The student will cite evidence from the barograph that explains the passing of the cold front.

Criteria:

- Allow 1 point for indicating a sharp change in direction of the barograph line or the "spike" in the pressure line.
-

4. Wind Velocity Data

1 point total

Standard: The student will accurately pinpoint the data and time of the greatest wind velocity during the storm.

Criteria:

- Allow 1 point for indicating that the period of the greatest wind velocity was Sunday 2:00 am to 8:00 am.
-

5. Evidence of Wind Velocity

2 points total

Standard: The student will cite evidence from the barograph that indicates high wind velocity.

Criteria:

- Allow 2 points for indicating that the period of greatest wind velocity will be the area on the graph that has the steepest slope, using a complete sentence.
 - Allow 1 point for a correct answer, but not in a complete sentence.
 - Allow 0 points for an incorrect answer even if it is in a complete sentence.
-

6. Temperature and Air Pressure

2 points total

Standard: The student will explain the relationship between air pressure and air temperature.

Criteria:

Allow 2 points for indicating:

- Air pressure and temperature show an inverse relationship in a complete sentence.
- Allow 1 point for a correct answer, but not in a complete sentence.
- Allow 0 points for an incorrect answer even if it is in a complete sentence.

Allow 1 point for indicating one of the variables correctly.

7. Graph

1 point total

Standard: The student will sketch a graph showing the change in temperature during a blizzard.

Criteria:

- Allow 1 point for a line drawn on the graph that shows the temperature rising or steady and then falling sharply.

Total Score _____

Total possible score - 12 points

STUDENT #1

1. Data Table	0	①	
Usable and accurate table			
Correct values entered	0	1	②
Values to the nearest tenth	0	①	
2. Cold Front Data	0	①	
3. Evidence of Passing Front	0	①	
4. Wind Velocity Data	0	①	
5. Evidence of Wind Velocity	0	1	②
6. Temperature and Air Pressure	0	1	②
7. Graph	0	①	
Total Score			<u>12</u>
			(Total possible score - 12 points)

1. In the space below, make a table of the barometric pressures from the barograph at four hour intervals. Start the table at 8:00 am on Saturday and end with 8:00 am on Sunday. Record the barometric pressures to the nearest tenth of an inch.

Low Pressure on March 13-14 1993

Time	8 am	12 pm	4 pm	8 pm	MT	4 am	8 am
Air Pressure (in)	30.1	29.9	29.5	29.1	28.9	28.9	29.1

2. A very distinct front passed through this region. On which day and time did it arrive?

2:00 am on Sunday

3. What observations from the graph led you to your conclusion in question #2?

At about 2:00am on Sunday the barograph recorded very rapid change in air pressure from going down to going up.

4. During which four hour period was the wind velocity the greatest?

about 4:00 to 8:00 am on Sunday

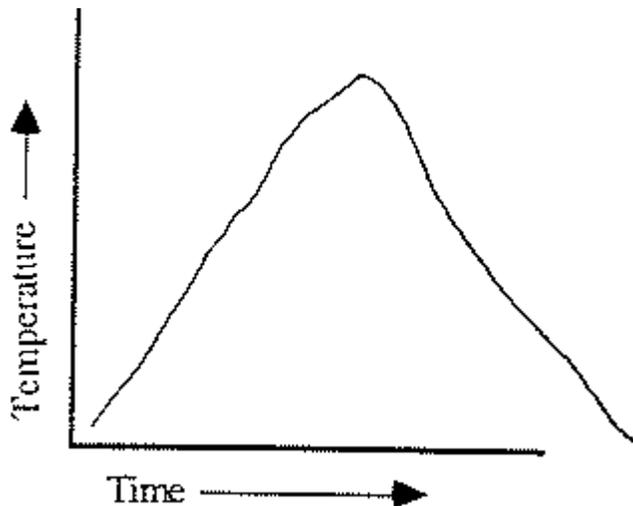
5. Using complete sentences, describe how you used the barograph to determine your answer to question #4.

The wind would have been the strongest at this time because this is when the barograph went up the fastest.

6. Using complete sentences, describe the relationship between air pressure and air temperature between 8:00 pm on Saturday and 8:00 am on Sunday.

As the air pressure went down the air temperature would most likely have gone up and the reverse.

Draw a line graph of the likely temperature pattern during the time period described in question #6.



STUDENT #2

1. Data Table	0	(1)	
Usable and accurate table			
Correct values entered	0	(1)	2
Values to the nearest tenth	0	(1)	
2. Cold Front Data	0	(1)	
3. Evidence of Passing Front	0	(1)	
4. Wind Velocity Data	(0)	1	
5. Evidence of Wind Velocity	(0)	1	2
6. Temperature and Air Pressure	0	1	(2)
7. Graph	0	(1)	
Total Score			8
	(Total possible score - 12 points)		

1. In the space below, make a table of the barometric pressures from the barograph at four hour intervals. Start the table at 8:00 am on Saturday and end with 8:00 am on Sunday. Record the barometric pressures to the nearest tenth of an inch.

Time	Air Pressure
8:00 AM	30.1 inches.
12:00 PM	29.9 "
4:00 PM	29.5 "
8:00 PM	29.2 "
Midnight	28.8 "
4:00 AM	28.9
8:00 AM	29.2 "

2. A very distinct front passed through this region. On which day and time did it arrive?

3:00 AM on Sunday

3. What observations from the graph led you to your conclusion in question #2?

This is when the air pressure is lowest. Then it went up.

4. During which four hour period was the wind velocity the greatest?

Monday from 4 pm to 8 pm.

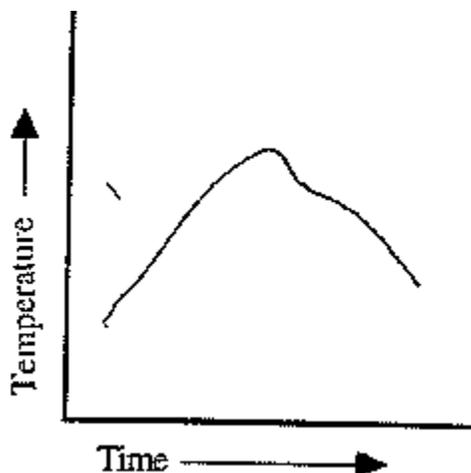
5. Using complete sentences, describe how you used the barograph to determine your answer to question #4.

This was the time when the air pressure was the highest.

6. Using complete sentences, describe the relationship between air pressure and air temperature between 8:00 pm on Saturday and 8:00 am on Sunday.

On Saturday the air pressure was going down because the air was warm. On Sunday air pressure went back up and it got cold.

Draw a line graph of the likely temperature pattern during the time period described in question #6.



STUDENT #3

1. Data Table	0	(1)	
Usable and accurate table			
Correct values entered	(0)	1	2
Values to the nearest tenth	(0)	1	
2. Cold Front Data	0	(1)	
3. Evidence of Passing Front	0	(1)	
4. Wind Velocity Data	0	1	
5. Evidence of Wind Velocity	(0)	1	2
6. Temperature and Air Pressure	(0)	1	2
7. Graph	(0)	1	
Total Score		<u>3</u>	
			(Total possible score - 12 points)

1. In the space below, make a table of the barometric pressures from the barograph at four hour intervals. Start the table at 8:00 am on Saturday and end with 8:00 am on Sunday. Record the barometric pressures to the nearest tenth of an inch.

	8:00	12:00	4:00	8:00	12:00	4:00	8:00
Pressure	30.10	29.90	29.50	29.20	less than 29.00	less than 29.00	28.20

2. A very distinct front passed through this region. On which day and time did it arrive?

On Sunday, a cold front passed at 2:00 AM.

3. What observations from the graph led you to your conclusion in question #2?

The pressure was lowest at 2:00 AM.

4. During which four hour period was the wind velocity the greatest?

It was greatest between 12:00 and 4:00 on Sunday.

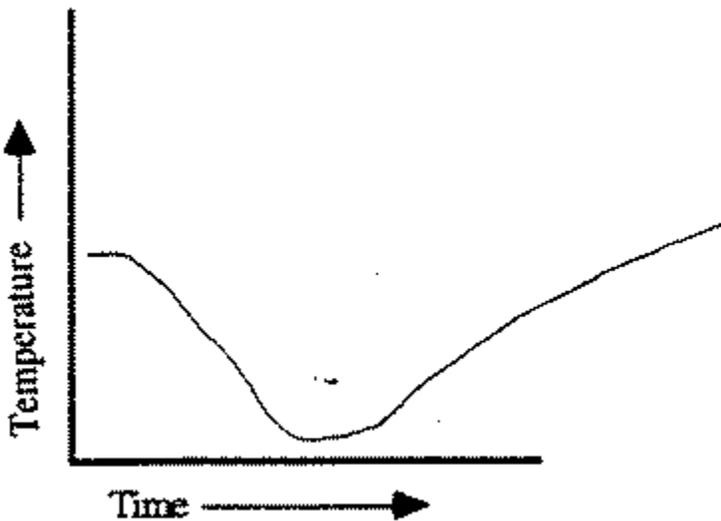
5. Using complete sentences, describe how you used the barograph to determine your answer to question #4.

Wind is highest when the pressure is low.

6. Using complete sentences, describe the relationship between air pressure and air temperature between 8:00 pm on Saturday and 8:00 am on Sunday.

The air pressure and temperature both were low.

Draw a line graph of the likely temperature pattern during the time period described in question #6.



Assessment Review Tool for the Sample Assessment

Part 1: Assessment Profile

Item Types – check all that apply (Note: there is often overlap among certain item types)

- Constructed Response** (essay, multi-step response with explanation and rationale required for tasks)
- Product** (research paper, editorial, log, journal, play, poem, model, multimedia, art products, script, musical score, portfolio pieces, etc.)
- Performance** (demonstration, presentation, science lab, dance or music performance, athletic performance, debate, etc.)
- Short Answer** (short constructed response, fill in a graphic organizer or diagram, explain your thinking or solution, make and complete a table, etc.)
- Selected Response** (multiple choice, true-false, matching, etc.)

The assessment includes – check all that apply (Note: include as much information as possible to provide a clear picture of the assessment)

- Teacher directions** (may include prerequisites/description of instruction before giving the assessment; e.g., this assessment should be given after students have learned...)
- Scoring guide/rubric**
- Sample evidence to show what student performance might look like**
- Materials** (if needed to complete the assessment)
- Estimated time for administration**
- Student directions & assessment task/prompt** – what does the student see/use?
- Other:**

The assessment is administered – check all that apply

- Whole Group**
- Small Group**
- Individual**
- Paper and Pencil**
- Computer**
- Other:**

Based on the content evaluated by the task or the set of items reviewed, identify what purpose the assessment serves:

- Summative**
- Diagnostic**
- Report Card Grade**
- Interim**
- Formative**
- Other:**

A high quality teacher-created assessment should be ... Aligned

Part 2: Alignment

Identify the SLO that this assessment is used for:

6th Grade Earth and Space Science

Indicate the standards evaluated by the assessment:

ESS1 (5-6)

4d: analyzing global patterns of atmospheric movements to explain effects on weather

4e: predicting temperature and precipitation changes associated with the passing of various fronts

Mathematical Practices (representation of data)

Scientific Inquiry

Indicate any standards included on the SLO that are not assessed by this assessment (Note: the SLO should identify any other assessments used to measure the SLO):

Scientific Inquiry

ESS1 (5-6)

4a: explaining how differential heating and convection affect Earth's weather patterns

4b: describing how differential heating of the oceans affects ocean currents which in turn influence weather and climate

4c: explaining the relationship between differential heating/convection and the production of winds

Indicate any additional standards evaluated by this assessment that are not included in the SLO:

None

If additional standards are identified, explain whether only the relevant portions of the assessment are being used or if the results from the entire assessment are being used for the SLO:

Identify the Depth-of-Knowledge range of the Standards measured by the assessment (see Webb's DOK chart-*Webb, Norman L. and others. "Web Alignment Tool" 24 July 2005. Wisconsin Center of Educational Research. University of Wisconsin-Madison. 2 Feb. 2006. <<http://www.wcer.wisc.edu/WAT/index.aspx>>*):

DOK 1: recall and reproduction

DOK 2: skills and concepts

DOK 3: strategic thinking/reasoning; requires deeper cognitive processing.

DOK 4: extended thinking; requires higher-order thinking including complex reasoning, planning, and developing of concepts.

Compare the Depth-of-Knowledge range of items on this assessment to the Depth-of-Knowledge range of the standards included in the SLO:

Fully aligned

Partially aligned

Not aligned

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Describe the content knowledge/concepts assessed:

Describe the skills/performance assessed:

Explain the sufficiency of items or tasks on the assessment to target each standard being assessed.

Explain why the assessment item types used to measure the content are most appropriate.

To what extent do you see a strong content match between the item types (e.g., constructed response, product, performance, etc.) on the task and the corresponding Standards?

Full match – all tasks or items fully address or exceed the relevant skills and knowledge described in the corresponding state standard(s)/curriculum

Close match – most tasks or items address the relevant skills and knowledge described in the corresponding state standard(s) /curriculum

Partial match – many tasks or items partially address the skills and knowledge described in the corresponding state standard(s) /curriculum

Minimal match – some tasks or items match some relevant skills and knowledge described in the corresponding state standard(s) /curriculum

No match – tasks or most items are not related to the skills and knowledge described in the corresponding state standard(s) /curriculum

Are the set of items or tasks reviewed as cognitively challenging as the standards/curriculum? Use the definitions below to select your rating.

More rigor – most items or the tasks reviewed are at a higher DOK level than the range indicated for the state standard(s)/curriculum

Similar rigor – most items or the task reviewed are similar to the DOK range indicated for the state standard(s)/curriculum

Less rigor – most items or the task reviewed are lower than the DOK range indicated for the state standard(s)/curriculum

Comments/Suggestions for Improving Alignment

Provide evidence to support your responses:

Depth-of-Knowledge

There are many frameworks for measuring cognitive demand. This document refers to Webb's Depth of Knowledge Framework (2002), which outlines four levels of cognitive demand that are applicable to all content levels:

Level 1 is Recall and is characterized by simple retelling or recitation of facts or a procedure.

Level 2 is Skill/Concept and necessitates some type of decision-making. The response to a prompt will not be automatic and will require more than one step for the student to arrive at the answer.

Level 3 is Strategic Thinking. This is where reasoning becomes more complex and demanding. Tasks of this variety require greater planning, abstraction, evidence, and justification from the student. A student engaged in Level 3 is often required to form a hypothesis or conjecture.

Level 4 is Extended Thinking and manifests itself in tasks that require an extended period of time utilizing complex thinking and planning. Level 4 tasks compel students to make connections within a discipline and/or to other disciplines. More than likely, there are multiple solutions to a problem and multiple pathways for attaining a solution. Level 4 tasks are not typically found in large-scale assessments as they usually require multiple days of thought and consideration by the student. Students should be applying what they know to new situations to come up with complex answers and justifications.

It is important to note that Depth of Knowledge levels are not discrete but rather they are on a continuum.

Detailed Descriptions of Depth of Knowledge Levels for Science

K. Hess, Center for Assessment, updated 2005)

Level 1 Recall of Information	Level 2 Skills/Concepts	Level 3 Strategic Thinking	Level 4 Extended Thinking
Examples represent, but do not constitute all Level 1 science performances:	Examples represent, but do not constitute all Level 2 science performances:	Examples represent, but do not constitute all Level 3 science performances:	Examples represent, but do not constitute all Level 4 science performances:
<p>Recall or recognize a fact, term, definition, simple procedure (such as one step), or property</p> <p>Demonstrate a rote response</p> <p>Use a well-known formula</p> <p>Represent in words or diagrams a scientific concept or relationship</p> <p>Provide or recognize a standard scientific representation for simple phenomenon</p> <p>Perform a routine procedure, such as measuring length</p> <p>Perform a simple science process or a set procedure (like a recipe)</p> <p>Perform a clearly defined set of steps</p> <p>Identify, calculate, or measure</p>	<p>Specify and explain the relationship between facts, terms, properties, or variables</p> <p>Describe and explain examples and non-examples of science concepts</p> <p>Select a procedure according to specified criteria and perform it</p> <p>Formulate a routine problem given data and conditions</p> <p>Organize, represent, and compare data</p> <p>Make a decision as to how to approach the problem</p> <p>Classify, organize, or estimate</p> <p>Compare data</p> <p>Make observations</p> <p>Interpret information from a simple graph</p> <p>Collect and display data</p> <p>NOTE: If the knowledge necessary to answer an item <u>does not</u> automatically provide the answer, then the item is at least a Level 2. Most actions imply more than one step.</p>	<p>Interpret information from a complex graph (such as determining features of the graph or aggregating data in the graph)</p> <p>Use reasoning, planning, and evidence</p> <p>Explain thinking (beyond a simple explanation or using only a word or two to respond)</p> <p>Justify a response</p> <p>Identify research questions and design investigations for a scientific problem</p> <p>Use concepts to solve non-routine problems/more than one possible answer</p> <p>Develop a scientific model for a complex situation</p> <p>Form conclusions from experimental or observational data</p> <p>Complete a multi-step problem that involves planning and reasoning</p> <p>Provide an explanation of a principle</p> <p>Justify a response when more than one answer is possible</p> <p>Cite evidence and develop a logical argument for concepts</p> <p>Conduct a designed investigation</p> <p>Research and explain a scientific concept</p> <p>Explain phenomena in terms of concepts</p>	<p>Select or devise approach among many alternatives to solve problem</p> <p>Based on provided data from a complex experiment that is novel to the student, deduct the fundamental relationship between several controlled variables.</p> <p>Conduct an investigation, from specifying a problem to designing and carrying out an experiment, to analyzing its data and forming conclusions</p> <p>Relate ideas <i>within</i> the content area or <i>among</i> content areas</p> <p>Develop generalizations of the results obtained and the strategies used and apply them to new problem situations</p> <p>NOTE: Level 4 activities often require an extended period of time for carrying out multiple steps; however, time alone is not a distinguishing factor if skills and concepts are simply repetitive over time.</p>
NOTE: If the knowledge necessary to answer an item automatically provides the answer, it is a Level 1.			

A high quality assessment should be ... Scored using Clear Guidelines and Criteria

Part 3: Rubric/Scoring Guide

Scoring Guide to be used with the assessment:

- Generalized Rubric** (e.g., for persuasive writing, for all science labs, etc.)
- Task-specific Rubric** (only used for the particular task)
- Scoring Guidelines** (e.g., checklist with score points for each part)
- Answer key, scoring template, computerized or machine scored**
- Teacher Observation Sheet/Observation Checklist**

Explain how the rubric/scoring criteria are aligned to the assessment.

Explain how the score categories are clearly defined and coherent across performance levels.

Explain the degree to which the rubric/scoring criteria address all of the demands within the task or item.

Based on your review of the rubric/scoring criteria, would the scoring rubric would most likely lead different raters to arrive at the same score for a given response?

How long will it take the teacher(s) to score each assessment? Is this practical given the number of students and the type of assessment?

Is there student work (e.g., anchor papers, video, portfolio) which illustrates student mastery? If so, describe. If not, explain what student work would be needed.

Comments/Suggestions for Improvement for the Rubric/Scoring Guide

Provide evidence to support your responses:

A high quality performance assessment should be...Fair and Unbiased

Part 4: Fair and Unbiased

(the areas below should be discussed relative to the needs of ELLs, gifted and talented students, and students with disabilities)

To what extent are the items or tasks visually clear and uncluttered (e.g., appropriate white space and/or lines for student responses, graphics and/or illustrations are clear and support the test content, the font size seems appropriate for the students)?

- Formatting is visually clear and uncluttered**
- Formatting is somewhat clear and uncluttered**
- Formatting is unclear, cluttered, and inappropriate for students**

Provide an explanation of your response, if needed:

Are the directions and items or the task presented in as straightforward a way as possible for a range of learners?

- Yes**
- No**

If no, please identify problematic items/tasks and provide suggestions for improvement.

Is the vocabulary and context(s) presented by most of the items or task free from cultural or other unintended bias?

- Yes**
- No**

If no, please identify problematic items/tasks and provide suggestions for improvement.

Describe if the assessment uses appropriate levels of academic language for the grade and content area.

Accommodations are commonly categorized in five ways: presentation, response, setting, timing and scheduling, and linguistics. Considering these, identify and explain what type(s) of accommodations are provided/ should be provided to ensure that English Learners and/or Students with Disabilities can fully access the content represented by the task or set of items reviewed.

<input type="checkbox"/> Presentation Accommodations – Allow students to access information in ways that do not require them to visually read standard print. These alternate modes of access are auditory, multi-sensory, tactile, and visual.	
<input type="checkbox"/> Response Accommodations —Allow students to complete activities, assignments, and assessments in different ways or to solve or organize problems using some type of assistive device or organizer.	
<input type="checkbox"/> Setting Accommodations —Change the location in which a test or assignment is given or the conditions of the assessment setting.	
<input type="checkbox"/> Timing and Scheduling Accommodations —Increase the allowable length of time to complete an assessment or assignment and perhaps change the way the time is organized.	
<input type="checkbox"/> Linguistic Accommodations —Allow English language learners (ELLs) to access academic construct measured by reducing the linguistic load of an assessment. The accommodation is based on an ELL’s limited English language proficiency, which is different than an accommodation based on a student’s disability or a cognitive need.	

**Please reference “Defining Features of Academic Language in WIDA’s Standards”*

If applicable, explain how the assessment can be differentiated/extended for students identified as gifted and talented.

Comments/Suggestions for Improvement for Fair and Unbiased

Provide evidence from to support your responses:

Recommendation for this assessment:

- No changes needed
- Changes needed

Understanding Accommodations

Presentation Accommodations – Allow students to access information in ways that do not require them to visually read standard print. These alternate modes of access are auditory, multi-sensory, tactile, and visual.

- ▶ *Example: text read aloud vs. text read independently*

Response Accommodations—Allow students to complete activities, assignments, and assessments in different ways or to solve or organize problems using some type of assistive device or organizer.

- ▶ *Example: dictating response as the teacher scribes*

Setting Accommodations—Change the location in which a test or assignment is given or the conditions of the assessment setting.

- ▶ *Example: sitting alone rather than in a group while responding to the task*

Timing and Scheduling Accommodations—Increase the allowable length of time to complete an assessment or assignment and perhaps change the way the time is organized.

- ▶ *Example: administering the assessment in the morning when the student is more alert*

Linguistic Accommodations—Allow English language learners (ELLs) to access academic construct measured by reducing the linguistic load of an assessment. The accommodation is based on an ELL's limited English language proficiency, which is different than an accommodation based on a student's disability or a cognitive need.

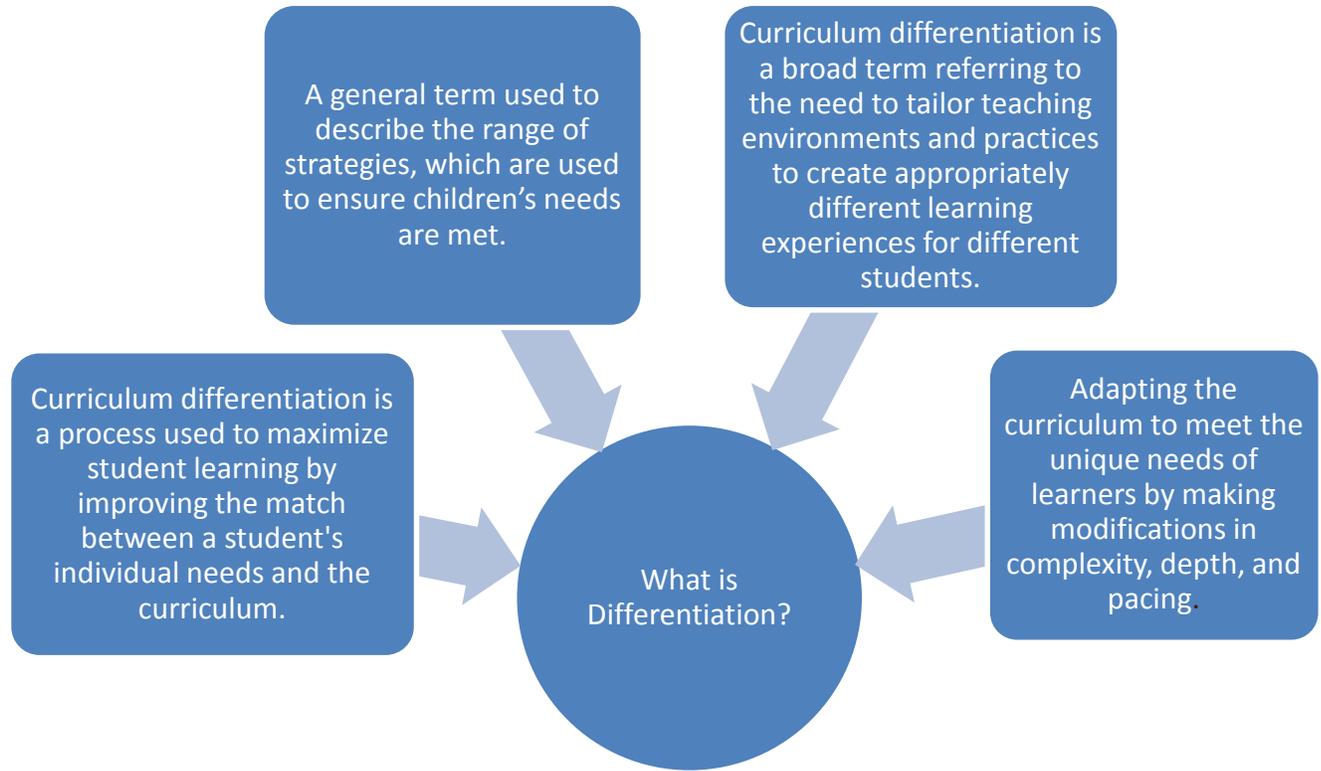
- ▶ *Example: allowing the use of a bilingual dictionary; orally translating the text*

Understanding Differentiation

That students differ may be inconvenient, but it is inescapable. Adapting to that diversity is the inevitable price of productivity, high standards, and fairness to the students.

~Theodore Sizer

Sizer, T. (1984). *Horace's Compromise: The Dilemma of the American High School* (p. 194). Boston: Houghton-Mifflin



Teachers Can Differentiate the:		
<p><u>CONTENT:</u> Knowledge, skills, and attitudes we want students to learn; differentiating content requires that students are pre-tested so the teacher can identify the students who do not require direct instruction.</p>	<p><u>PROCESS:</u> Varying learning activities / strategies to provide appropriate methods for students to explore the concepts; important to give students alternative paths to manipulate the ideas embedded within the concept (different grouping methods, graphic organizers, maps, diagrams, or charts).</p>	<p><u>PRODUCT:</u> Varying the complexity of the product that students create to demonstrate mastery of the concepts; students below grade level may have different performance expectations than students above grade level (ie. more complex or more advanced thinking~ Depth of Knowledge/Bloom's Taxonomy).</p>
According to Students:		
<p><u>READINESS/ DEVELOPMENTAL:</u> Some students are ready for different concepts, skills, or strategies; others may lack the foundation needed to progress to further levels.</p>	<p><u>INTEREST:</u> Student interest inventories provide information to plan different activities that respond to individual student's interest.</p>	<p><u>LEARNING STYLE</u> Individual student preference for where, when or how students obtain and process information (visual, auditory, kinesthetic; multiple intelligences; environment, social organization, physical circumstance, emotional climate, psychological climate).</p>

Assessment Validation Protocol

Purpose

To ensure assessments have technical quality. This protocol can be used with performance assessments as well as traditional assessments. When we share our assessments with our colleagues, we are more likely to uncover our blind spots and assumptions.

Planning

- **Time:** 45-50 minutes (First round will take more time as group develops familiarity with questions. More time is also required if student work is being reviewed with assessment.)
- **Group size:** 4
- **Roles:** Choose a facilitator, timekeeper, recorder, and reporter.

Setting Norms

- Choose a facilitator, timekeeper, recorder, and reporter.
- Honor our learning and be respectful of the teacher and the student.
- Keep the conversation constructive; avoid judgmental language.
- Be appreciative of the facilitator's role and follow the guidelines and time constraints.
- Keep feedback crisp and to the point.
- Don't skip the debrief process.

Process

- 1) **Norms:** The facilitator reviews the protocol process, norms, and any additional questions or information if the assessment is being tuned. (2–5 minutes)
- 2) **Presentation:** Presenter briefly walks through the materials with the group and explains the context of the assessment. (3–5 minutes)
- 3) **Examination:** Group members silently examine the assessment materials. (7–10 minutes)
- 4) **Clarifying questions:** The group asks any clarifying questions they have about the materials and process. (2–7 minutes; round 1 may require more time for clarification)
- 5) **Validation guide:** While the presenter silently takes notes, the facilitator leads groups through each section of the Validation Checklist and seeks consensus for each item. The facilitator reads each numbered item aloud and asks the group to consider whether the answer is yes or no and to be prepared to explain their choice. Once consensus is reached (80% agreement), the group moves on to the next numbered item. Times are specified for each section, and each section can be modified to meet the needs of the group, as long as 7 minutes are left for the remaining steps of feedback and debrief. (20–30 minutes)
- 6) **Feedback and reflection:** The team reads the feedback from each section. After hearing all of the feedback, the presenter may ask clarifying questions, provide further information, and offer reflections based on the feedback, but DOES NOT need to justify! The facilitator reminds the presenter to resist the tendency to justify. (8–10 minutes)
- 7) **Debrief:** The facilitator leads the debrief. (4 minutes)
 - o Did the team honor the norms at all times?
 - o What went well? What could have gone better?
 - o What are the implications of what we've learned for instruction?

Any **questions, thoughts, or concerns**, feel free to contact:

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Also, visit The Center for Assessment's SLO toolkit
at <http://www.nceia.org> for access to this site and its resources.