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Professional Development



Participant's Guide

Assessing the Common Core Standards
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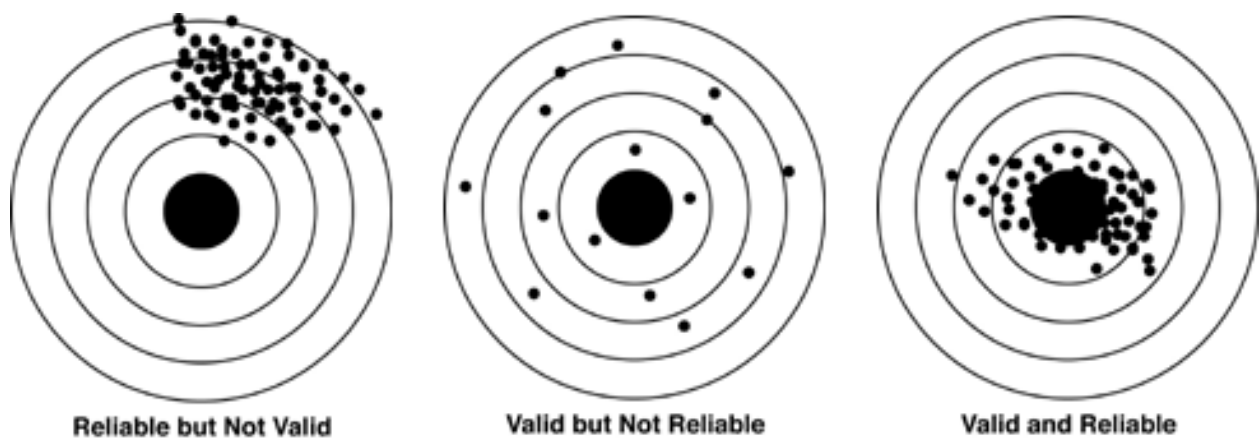
Importance of Designing High Quality Items:

- Assesses with intent
- Decisions on student proficiency are decided based on assessment items
- Items should be reliable and valid

Valid and Reliable:

Validity is the extent to which a test measures what it claims to measure.

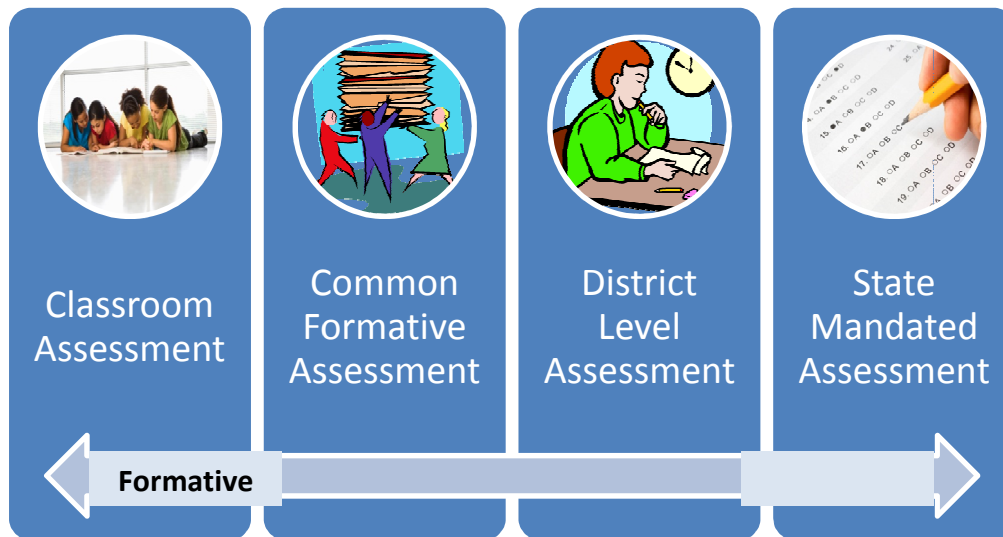
Reliability is the consistency of your measurement.



Importance of Designing High Quality Assessments:

- Assessments measure what is being taught in the classroom
- Align to the district curriculum
 - Curriculum Maps
 - Scope and Sequence
 - Pacing Guides
- Results of the assessment are used to report on student achievement
 - Used to make decisions about student growth, interventions and program placement

Balanced System of Assessment



What does it mean for a student to be proficient on this common core standard?

Grade 5 Math

- Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m) and use these conversions in solving multi-step, real world problems.

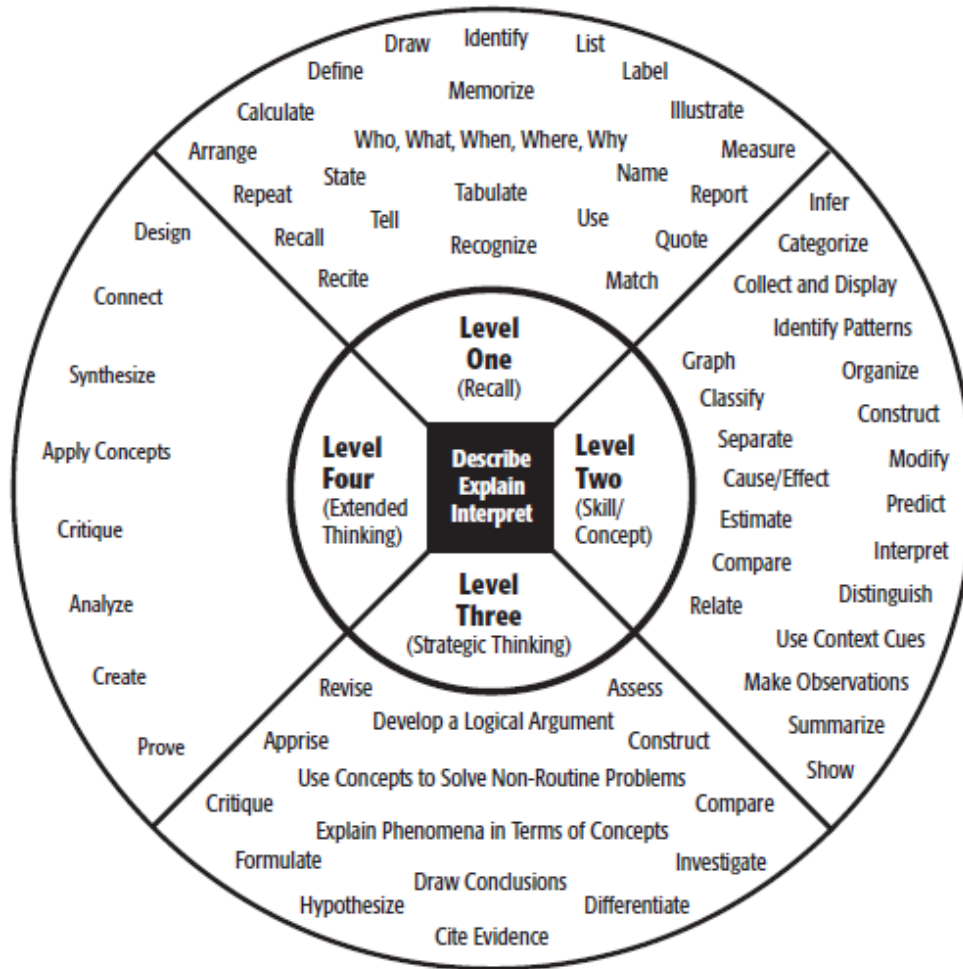
Bloom's Taxonomy

Bloom's Cognitive Level	Student Engagement	Words in item stem/standard
Knowledge	Remembering facts, terms, concepts, definitions, principles	Define, list, state, identify, label, name Who? When? Where? What?
Comprehension	Explaining or interpreting the meaning of material	Explain, predict, interpret, infer, summarize, convert, translate, give example, account for, paraphrase
Application	Using a concept or principle to solve a problem	Apply, solve, show, make use of, modify, demonstrate, compute
Analysis	Breaking material down into its component parts to see inter-relationships or hierarchy of ideas	Differentiate, compare, contrast, distinguish ___ from ___, why does ___ work?
Synthesis	Producing something new or original from component parts	Design, construct, develop, formulate, imagine, create, change, write a poem or short story
Evaluation	Making a judgment based on a pre-established set of criteria	Appraise, evaluate, justify, judge, critique, recommend

Webb's Depth of Knowledge

- **Level 1 Recall**
 - Recall of a fact, information, or procedure.
- **Level 2 Skill/Concept**
 - Use information or conceptual knowledge, two or more steps, etc.
- **Level 3 Strategic Thinking**
 - Requires reasoning, developing plan or a sequence of steps, some complexity, more than one possible answer.
- **Level 4 Extended Thinking**
 - Requires an investigation, time to think and process multiple conditions of the problem.

Depth of Knowledge (DOK) Levels



When assigning the DOK level, consider...

- The level of work students are most commonly required to perform
- The *complexity of the task, rather than its difficulty.*
 - The DOK level describes the kind of thinking involved in a task, not the likelihood that the task will be completed correctly.
- The complete domain of items that would be appropriate for completing the task.
 - Identify the DOK level of the most common of these items.

- If there is a question regarding which of two levels an objective addresses, it is usually appropriate to select the higher of the two levels.

Matching Purpose with Method of Assessment

Purpose of Assessment	Method of Assessment				
	Selected Response	Essay	Performance Assessment	Oral Questions	Observation
Document student mastery of content					
Document student reasoning					
Document student skills					
Diagnose student weaknesses					
Use for school accountability					
Evaluate curriculum					
Use as a barrier test for high school graduation					
Motivate students					
Assess students perceptions and interests					