

## About the Formative Assessment Items and Tasks in the OAS – Level 2

November 27, 2012

### The purpose of these formative items and tasks is:

- To support teachers in preparing students for the demands of the Common Core Georgia Performance standards in English Language Arts and Mathematics
- To provide instructional assessment resources which reflect the rigor of the CCGPS so that both teachers and students have experience in understanding the standards and the higher expectations set for students.
- To balance the use of formative and summative assessments in the classroom.
- To improve student achievement.

### Characteristics of Formative Instructional Assessment:

- Conducted during instruction
- Identifies student strengths and weaknesses while they are learning the curriculum
- Helps teacher determine next steps such as review, differentiation, or continuation
- Supplies information to provide students with detailed feedback
- Engages the student as a responsible party to his/her learning
- Focuses on improving student achievement while student is still learning
- LOW stakes

### The formative assessment items come in three formats:

- **Multiple choice** – items that require student to choose the correct answer from options. These selected response items are provided for both ELA and Math.
- **Extended Response** – performance-based tasks that may address multiple standards/domains and require students to show work or write explanations. These may allow for multiple correct responses and/or varying methods of arriving at a correct answer. These are scored through use of a rubric and student exemplars. Extended response items/tasks are provided for both ELA and Math.
- **Scaffolded Math** – a sequence of items or tasks that build upon each other and designed to demonstrate deeper understanding. These may address multiple standards/domains and require students to show work or write explanations. These typically guide a student to mapping out a response to a more extended task. These are scored through use of a rubric and student exemplars.

### How can students view and respond to these formative assessment items?

- Multiple-choice items can be taken online and scored within OAS.
- ELA constructed response items can be viewed online and students can respond online. Students type into a response box. Teachers can retrieve student responses and then score by using the scoring rubric and student exemplars also housed in OAS. As always teachers may print the items. However, students should have some experience with computer-based testing.
- Mathematics constructed response items can be viewed online. However, because responses require students to graph or use mathematical/equation/formulas, students should respond using paper and pencil. At this time, the OAS does not have a math-editor. Teachers can then score these open-ended items using the scoring rubric and student exemplars that are housed in the OAS.

### **How were these items developed?**

- Items/tasks were aligned to CCGPS.
- Reviewed by educators
- Piloted in spring 2012 (additional ones will be piloted in winter 2013).
- Scored by trained raters
- Reviewed by educators in light of student performance data from the pilot. Educators could approve, approve with revisions, or reject.
- Approved items loaded and released into the OAS in fall of 2012.