

# *Using FIP Courses to Design Better Classroom-based Formative Assessments*

## **Session 3 Federally-Designated Schools**

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**Webinar Series for STCs on Formative Instructional Practices Online Professional Learning**  
(Invite colleagues in Curriculum, Professional Learning and Federal Programs to participate in webinars)

**Formative Instructional Practices (FIP) Online Professional Learning:**

**How Schools Can Improve Professional Capacity and Student Achievement 6-4-2020**

The webinar session will share the *revised* Formative Instructional Practices (FIP) Online Professional Learning platform. FIP offers 25 courses that focus on four major Tier 1 evidence-based practice areas that lead to greater student achievement when used well: 1) Creating and Using Clear Learning Targets, 2) Collecting, Analyzing and Using Evidence of Student Learning, 3) Understanding and Using Effective Feedback with Students, and 4) Facilitating Student Ownership of Learning. Access to FIP courses and navigation on the platform will be demonstrated. A link to access a video of FIP in Action in a classroom is in the PowerPoint handout along with a video-viewing Reflection/Questions/Answers guide.

**Using GA FIP Webpage Resources 7-23-2020**

This webinar session will acquaint leaders with the resources that are available for use to support a plan for implementing Formative Instructional Practices Online Professional Learning in a school or district. Highlights include a ready-to-use introductory presentation, support files for districts and teachers on *first steps* for FIP, the alignment of FIP Foundations Courses to TAPS and LAPS, and sample professional growth plans for leaders and teachers that use FIP courses.

**Using FIP Courses to Design Better Classroom-based Formative Assessments 8-20-2020**

This webinar session will preview key content that is available in the Designing Sound Assessment series of FIP courses. Information with direct course examples will be shared to help leaders see how targeted and efficient teaching, learning and lesson-based assessments can become when the right kinds of formative practices are used to accurately to document evidence of student learning. Three areas will be highlighted: (1) Clarifying Teaching and Assessment Expectations (2) Mastering Methods of Assessment, and (3) Putting the Pieces Together: Designing and Critiquing Sound Assessments.

**Creating Optimal Opportunities to Lead FIP Professional Learning 9-17-2020**

This webinar will share key points from the book resource, *Leadership for Teacher Learning* by Dylan Wiliam. Discussion topics will be applied to FIP so that leaders can consider a plan for using FIP in ways that can be most supportive for teachers. A resource on how to use instructional rounds to support use of new practices will be provided.

**Leading Teachers to Help Students Revise their Thinking Using Formative Assessment 10-22-2020**

The primary purpose of classroom-based formative assessment is to use the results to help students revise their thinking. This webinar will provide leaders with considerations to reflect upon during Instructional Awareness Walks when students exhibit misconceptions in their understanding. Key and actionable suggestions will be provided to leaders to share with teachers so teachers can help students revise their thinking and work more accurately toward mastery.

**Organizing to Help Teachers Facilitate Student Ownership of Learning 12-3-2020**

Helping students develop ownership for their learning is one of the four pillars of FIP. Often, teachers need assistance to think about foundational skills that need to be taught before grouping students to work as peers to support their own and others' learning. This webinar will identify several foundational skills that leaders can use to support teacher capacity to plan for student ownership of learning.

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Reminder:  
FIP Webinar  
Series



# Review from Previous Webinars in the Series:

## Formative Instructional Practices Defined

“It is not the instrument that is formative; it is the use of the information gathered .”  
(Chappuis, 2009)

*Formative Instructional Practices* (FIP) are **intentional behaviors** that **teachers and students use** to make decisions about learning. Formative instructional practices are the formal and informal ways that teachers and students gather and respond to evidence of student learning.

Georgia FIP is a blended model for professional learning. It provides Tier I evidenced-based interventions and practice opportunities for educators to accurately use formative instructional practices in districts and schools.

GA FIP online professional learning has four foundational components.

1. Clear Learning Targets
2. Collecting, analyzing and using evidence of student learning
3. Effective Feedback
4. Student Ownership of Learning

# Review: Why Consider FIP for SDE?

The GSAPS assesses a school's level of implementation in each of the five systems of GSCI:

**Coherent Instruction:** Districts and schools must have an established shared **instructional guidance system** (Structure 3: Use of a balanced blend of assessments) ★

**Effective Leadership:** A major support necessary for an effective **instructional guidance system** is leadership in the school and at the district level ★

**Professional Capacity:** In addition to effective leadership, schools, to improve, particularly in **instruction**, must have a coherent system to develop the capacity of the professionals in the school ★

**Family and Community Engagement:** A school must have an intentional explicit system for engaging the adults beyond the school in the core **instructional** work of the school ★

**Supportive Learning Environment:** A school must design a system that organizes the efforts in the school to **meet the differing needs of all students** ★

*Source: (Page 1 of Process Guide for GaDOE's GSAPS)*

*Organizing for School Improvement* edited by Anthony Bryk (2010)

# Topics for Today

Share highlights from the content and Facilitator's Guide in the *Designing Sound Assessment Course (DSA) series*

- Clarifying Assessment Expectations
- Mastering Methods of Assessment
- Designing and Critiquing Sound Assessments

# FIP has 25 Courses Organized by a Series of Related Topics

- Foundations Series (6 courses)
- Clear Learning Targets (7 courses)
- Reaching Every Students (3 courses)
- Designing Sound Assessments (9 courses, including an overview)

# Designing Sound Assessment Course Series

- Designing Sound Assessments Overview
- Creating and Using Rubrics
- Creating and Using Master Rubrics
- Creating and Using Assessment Blueprints
- Creating and Using Written Response Assessments
- Creating and Using Verbal Response Assessments
- Creating and Using Performance Assessments
- Creating and Using Selected Response Assessments
- Designing and Critiquing Sound Assessments: Putting the Pieces Together

# Sections in the DSA Series

- Clarifying Assessment Expectations (Courses 1051, 1052, 1053)
- Mastering Methods of Assessment (Courses 1054, 1055, 1056, 1057)
- Putting the Pieces Together: Designing and Critiquing Sound Assessments (Course 1058)

*Note: Overview of DSA Series is a separate course.*

# Clarifying Assessment Expectations



## DESIGNING SOUND ASSESSMENT:

### Clarifying Assessment Expectations

# FACILITATION GUIDE



**There are three modules about clarifying assessment expectations in the Designing Sound Assessment (DSA) Series:**

**DSA: Creating and Using Rubrics**

**LEARNING TARGETS:**

1. Understand the types of rubrics as well as their benefits and limitations.
2. Create a high-quality, analytic rubric.
3. Critique rubrics for quality.
4. Understand the uses of rubrics to advance learning.

Best for  
Teachers

**DSA: Creating and Using Master Rubrics**

**LEARNING TARGETS:**

1. Explain the purpose and elements of a master rubric.
2. Create high-quality master rubric.
3. Critique master rubric for quality.
4. Understand the uses of master rubric to advance learning.

Best for  
Leaders

**DSA: Creating and Using Assessment Blueprints**

**LEARNING TARGETS:**

1. Explain the purpose and elements of a blueprint.
2. Create high-quality blueprints.
3. Critique blueprints for quality.
4. Understand the uses of blueprints to advance learning.

# Learning Targets for Teachers and Leaders

## Section I: Confirming Our Learning

### Activity 1: Three-level Rubrics: The 5–3–1 Design

**Purpose:** Ensure understanding of the characteristics and benefits of creating and using three-level rubrics. **Time: 15 minutes**

### Activity 2: Drafting Strong Descriptors

**Purpose:** Ensure that teachers know how to draft strong descriptors that represent learning at the novice, intermediate, and mastery-levels. **Time: 30 minutes**

### Activity 3: Master Rubrics: The Ultimate Organizer

**Purpose:** Clarify learning expectations for creating a master rubric as well as how they provide the basis for strong assessment, instruction and resource selection.  
**Time: 45 minutes**

### Activity 4: Using a Master Rubric as the Basis for a Blueprint

**Purpose:** Ensure understanding of the connection between master rubrics and assessment blueprints. **Time: 30 minutes**

## Section II: Confirming Our Practice

### Activity 1: Critiquing Our Own Rubrics and Master Rubrics

**Purpose:** For teachers to give and receive effective feedback on the rubrics and master rubrics they have created, providing an opportunity to discuss what the standards look and sound like at progressive levels of mastery. **Time: 60 minutes**

### Activity 2: Critiquing Our Own Assessment Blueprints

**Purpose:** For teachers to give and receive effective feedback on the assessment blueprints they have created. **Time: 60 minutes**

### Activity 3: Clarifying Assessment Expectations: Where Are You Now?

**Purpose:** For teachers to self-assess where they are in their practice of clarifying assessment expectations by using master rubrics and assessment blueprints.  
**Time: 30 minutes**

## Section III: Confirming Our Commitment

### Activity 1: Setting Goals for Clarifying Assessment Expectations

**Purpose:** For the team to establish some specific and challenging individual or team goals around clarifying assessment expectations. **Time: 20 minutes**

### Activity 2: What Comes Next in Our Learning Journey?

**Purpose:** For the team to understand what comes next in the DSA series. **Time: 10 minutes**

# FIP Learning Practice & Commitment

# Clarifying Assessment Expectations

## Sample In-course Content

### DSA: Creating and Using Rubrics

100% Complete 

### DSA: Creating and Using Rubrics

DSA: Creating and Using Rubrics

Assessment Challenges



#### Assessment Challenges for Students

1. As a student, you felt as though your teacher did not have a clear idea of what she was looking for in an essay or project. As a result, you felt as though you could have done a better job if you had only known the criteria for success.
2. As a student, you earned a 4 out of 5. The scoring guide said a 4 was a 'complete' response and a 5 was a 'thorough' response. You had no idea what to improve to earn the 5.

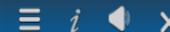
### DSA: Creating and Using Rubrics

100% Complete 

### DSA: Creating and Using Rubrics

DSA: Creating and Using Rubrics

Assessment Challenges



#### Assessment Challenges for Teachers

1. As a teacher, you wanted your students to take greater ownership of their own learning, but they didn't seem able to get started on their own or to work without constantly asking, "Is this what you want?"
2. As a teacher, you found yourself using few written response items or performance tasks because they took too much time to grade.

# Task-specific Rubric

(custom-fit rubric for one specific prompt, problem or task)

**ELAGSE3RI3:**

Determine the main idea of a text; recount details and explain how they support the main idea.

Prompts	3 or Mastery	2 or Intermediate	1 or Novice
Identify three safety rules when bike riding	Cited three rules from text. Acceptable answers: ~Wear proper fitting helmet ~Wear safe clothing ~Understand traffic rules ~Understand proper hand signals ~Conduct regular maintenance on your bike	Cited two acceptable rules from text.	Cited one acceptable rule from text.
Explain why each safety rule is important	Importance of each rule is explained. Example: Helmets protect the head from brain injury	Explanation for the importance of two rules is listed.	Explanation for the importance of one rule is presented.
Use a quote from the text to support the importance of each rule.	An accurate quote is provided to support each of the three rules listed. Example: <b>Helmets</b> “Many bike accidents involve a head injury, so a crash could mean permanent brain damage or death for someone who doesn’t wear one while riding.”	Two accurate quotes are listed to support both rules.	One appropriate quote is listed for the rule presented.

# General Rubric

(tailored for a set of learning expectations that are not related to a specific task or prompt and can be used repeatedly for similar learning goals)

Learning Target	5	4	3	2	1
Use relevant, text-based evidence to support a claim	<p>Uses relevant, text-based evidence. This means:</p> <ul style="list-style-type: none"> <li>~States evidence directly related to the claim made</li> <li>~Comments about the evidence show how it supports the claim-why it's important</li> <li>~Uses quotations to support claim and doesn't just restate it</li> </ul>		<p>Uses relevant, text-based evidence, but:</p> <ul style="list-style-type: none"> <li>~Student's connections of the claim to the evidence are missing or misinterpreted-doesn't know why it's important</li> <li>~OR uses quotations to restate the claim.</li> </ul>		<ul style="list-style-type: none"> <li>~Uses prior knowledge or opinion to support claim</li> <li>~OR uses text-based evidence that does not relate to the claim</li> </ul>

# Sample In-course Content

**DSA: Creating and Using Rubrics**  
100% Complete 

**DSA: Creating and Using Rubrics**

**DSA: Creating and Using Rubrics**  
Holistic Rubrics

**Holistic and Analytic Rubrics**

Rubrics can be designed to make a single, overall judgment of student learning, or can be designed to make an independent judgment of each individual learning expectation.

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**DSA: Creating and Using Rubrics**  
100% Complete 

**DSA: Creating and Using Rubrics**

**Using Rubrics**

**Analytic Rubrics**

**Analytic rubrics** are designed for identifying specific strengths and gaps in learning. An analytic rubric breaks each element of learning into a separate row. This provides a focused description of each aspect of learning at each performance level (e.g., novice, intermediate, mastery).

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# Example of Holistic Rubric

(overall judgement of a simple learning expectation using a blended description of traits at each performance level)

<b>Physical Education – Ball Handling Skills</b>	
<b>GSEPE3.1K: Motor Skills and Movement Patterns – Manipulative Skills</b>	
<b>Performance Level</b>	<b>Performance Description</b>
Mastery	Dribbles fluidly with both hands, using finger pads. Keeps the height of the ball at waist or below. Looks up when dribbling. Maintains control of the ball when switching hands.
Intermediate	Dribbles fluidly with dominant hand, using finger pads. Tends to dribble the ball above waist level. Can look up when dribbling but struggles to maintain other skills. May lose control of ball when switching hands.
Novice	Dribbles with entire hand. Dribbles the ball too high or too low from waist. Tends to bounce the ball only a couple of times before losing control of it.

# Analytic Rubric – Ball Handling Skills

(judge more than one aspect of learning and identifies strengths and gaps)

## GSEPE3.1K: Motor Skills and Movement Patterns – Manipulative Skills

Learning Target	5 Mastery	4	3 Intermediate	2	1 Novice
Use finger pads when dribbling	Dribbles fluidly with both hands using finger pads		Dribbles fluidly with dominant hand , using finger pads		Dribbles with entire hand
Dribble the ball at waist height or below	Keeps the height of the ball at waist level or below		Tends to dribble the ball above the waist		Dribble the ball way to high or too low
Dribble ball w/o watching hands	Looks up when dribbling		Can look up when dribbling but struggles to maintain other skills		Looks down when dribbling
Maintain ball control when dribbling with either hand	Maintains control of the ball when switching hands		Maintains ball control when dribbling with dominant hand, but may lose control of the ball when switching hands		Tends to bounce the ball only a couple of times before losing control of it



## Assessment Blueprint Design Guide

### Before writing the blueprint:

1. Deconstruct the intended standards into clear learning targets.
2. Create a master rubric.
  - a. If you plan to teach a part of a standard, rather than the entire standard, choose just those targets.
  - b. You may not need a separate row for each target. Some targets build on each other, from novice to intermediate to mastery.

### When writing the blueprint, for each row of the master rubric:

1. Choose appropriate assessment methods for each cell or row in your master rubric.
2. Identify the intended types of thinking that students should be asked to demonstrate (a good place to use your preferred taxonomy, such as Chappuis', Bloom's, Webb's, or Hess').
3. Determine the minimum evidence needed to support accurate decision making—be sure that you will gather enough evidence to verify learning or learning gaps.

### After writing the blueprint:

1. Critique for quality.
2. Implement and revise.

# Sample Content from Facilitation Guide

# Reminder for FIP Webinar #1: Choose the Appropriate Assessment Method for Learning Target Type (FIP Course 003)



**Formative Instructional Practices**  
Collecting Evidence of Student Learning

**Target-Method Match Summary Chart**

	<b>Selected Response</b>	<b>Written Response</b>	<b>Performance Assessment</b>	<b>Verbal Response</b>
<b>Knowledge</b>	<b>Good</b>	<b>Strong</b>	<b>Partial</b>	<b>Strong</b>
<b>Reasoning</b>	<b>Good</b>	<b>Strong</b>	<b>Partial</b>	<b>Strong</b>
<b>Skill</b>	<b>Partial</b>	<b>Poor</b>	<b>Strong</b>	<b>Partial</b>
<b>Product</b>	<b>Poor</b>	<b>Poor</b>	<b>Strong</b>	<b>Poor</b>

Adapted from *An Introduction to Student-Involved Assessment FOR Learning*, 6th ed. (p. 78), by R. J. Stiggins & J. Chappuis, 2011, Upper Saddle River, NJ: Pearson Education.



## Assessment Blueprint Design Guide—Continued

## Blueprint Objectives

**OBJECTIVE 1: CREATE THE MASTER RUBRIC FOR THIS LEARNING PERIOD****OBJECTIVE 2: DETERMINE WHAT TYPES OF EVIDENCE YOU WILL NEED**

- Which targets will be assessed during this period?
- Which methods of assessment would be most appropriate?
- Which types of thinking should be represented?
- How much evidence would be adequate to confirm target learning or typical gaps?

**OBJECTIVE 3: VERIFY THAT THE EVIDENCE PLAN MATCHES THE MASTER RUBRIC**

- The right types of evidence
- In the right amounts
- At each intended level of mastery

MASTER RUBRIC			
	NOVICE	INTERMEDIATE	MASTERY
Learning Expectation 1			
Learning Expectation 2			
Learning Expectation 3			
Learning Expectation 4			

ASSESSMENT BLUEPRINT			
	NOVICE	INTERMEDIATE	MASTERY
Learning Expectation 1			
Learning Expectation 2			
Learning Expectation 3			
Learning Expectation 4			

# Sample Content from Facilitation Guide

**ELAGSE3RI3:**

Determine the main idea of a text; recount details and explain how they support the main idea.

**ELAGSE3RI3:**

- Determine the main idea of a text;
- recount details and
- explain how they support the main idea.

Level	Learning Expectation	Type	Assessment Method				
	<b>Determine main idea of a piece of informational text.</b>		SR	SA	ER	PA	VR
Mastery	States the main idea across the whole text.	R	2	2	1		2
Intermediate	States the main idea (the gist): <ul style="list-style-type: none"> <li>of a paragraph within a piece of text.</li> <li>or when provided a list of key details from the text.</li> </ul>	K	2	2			1
Novice	Identifies the main topic, or subject, of a single paragraph and multi-paragraph text.	K	2	1			1
	<b>Recount key details of a piece of informational text.</b>		SR	SA	ER	PA	VR
Mastery	States the important details that support the main idea in a logical sequence.	R			1		2
Intermediate	When provided a list of details from a text: <ul style="list-style-type: none"> <li>distinguishes between key and minor details.</li> <li>or states all or most of the key details that relate to the main idea, but also includes minor or insignificant details.</li> </ul>	K	2	1			2
Novice	Answers basic who, what, where, when, why, or how questions to show understanding of an informational text.	K	2	1			2
	<b>Explain how key details support the main idea in an informational text.</b>		SR	SA	ER	PA	VR
Mastery	<ul style="list-style-type: none"> <li>Explains or connects each key detail to the main idea using the text as a basis for explanation.</li> <li>Explains why a minor detail is excluded.</li> </ul>	R		1	2		2
Intermediate	Explains how key details support the main idea but may include: <ul style="list-style-type: none"> <li>personal opinion.</li> <li>faulty reasoning.</li> <li>reliance on minor details.</li> </ul>	R		1	1		1
Novice	Retells details of an informational text.	K	2	1	1		2

**KEY:**

**K:** Knowledge Target

**R:** Reasoning Target

**SR:** Selected Response Assessment

**SA/ER:** Written Response Assessment (short answer; extended response)

**PA:** Performance Assessment

**VR:** Verbal Response Assessment

# Sample Content Facilitation Guide

## ELAGSE3RI3:

1. Determine the main idea of a text;
2. recount details and
3. explain how they support the main idea.

# GaDOE Examples of Assessment Blueprints 2020-2021

## Summative



### Georgia Milestones Assessment System Grade 6 English Language Arts ASSESSMENT BLUEPRINT

#### Reporting Categories and Content Standards

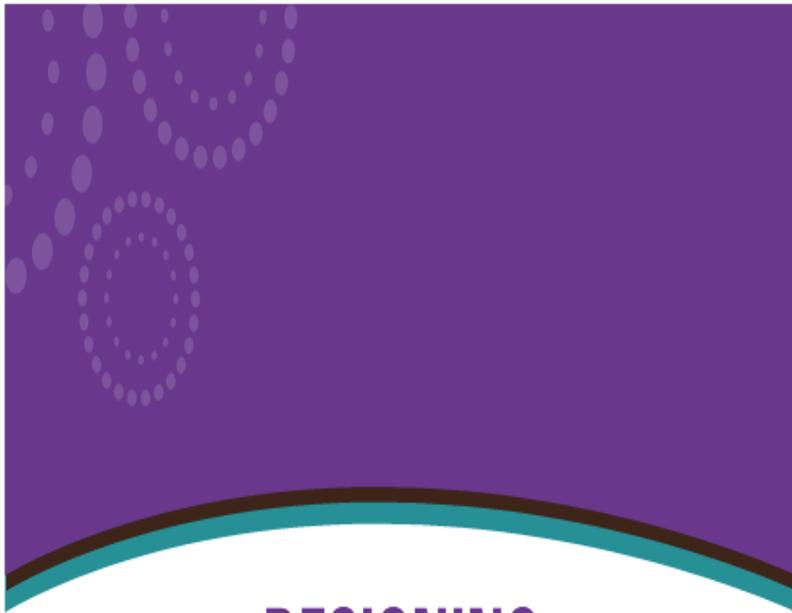
Reporting Category/Domain	Content Standards Assessed	Approximate # of Points	Approximate % of Test
<b>Reading and Vocabulary</b>		<b>32</b>	<b>53%</b>
Key Ideas and Details	ELAGSE6.RL (1, 2, 3)	17	28%
	ELAGSE6.RI (1, 2, 3)		
Craft and Structure/Integration of Knowledge and Ideas	ELAGSE6.RL (5, 6, 9)	9	15%
	ELAGSE6.RI (5, 6, 7, 8, 9)		
Vocabulary Acquisition and Use	ELAGSE6.RL4/RI4	6	10%
	ELAGSE6.L (4, 4a, 4b, 4c, 5, 5a, 5b, 5c, 6)		
<b>Writing and Language</b>		<b>28</b>	<b>47%</b>
Writing	ELAGSE6.W (1, 1a, 1b, 1c, 1d, 1e, 2, 2a, 2b, 2c, 2d, 2e, 2f, 3, 3a, 3b, 3c, 3d, 3e, 4, 7, 8, 9, 9a, 9b)	16	27%
Language	ELAGSE6.L (1, 1a, 1b, 1c, 1d, 1e, 2, 2a, 2b, 3, 3a, 3b)	12	20%
<b>Total</b>		<b>60</b>	<b>100%</b>

## Formative



### BEACON Mathematics Blueprint: Grades 3-8

Reporting Category	# items	# points	Georgia Standards of Excellence							
			Grade 3 MGSE	Grade 4 MGSE	Grade 5 MGSE	Grade 6 MGSE	Grade 7 MGSE	Grade 8 MGSE		
Algebra	8	8	3.OA.1	4.OA.1	5.OA.1	6.EE.1	7.EE.1	8.EE.1	8.EE.5	
			3.OA.2	4.OA.2	5.OA.2	6.EE.2	7.EE.2	8.EE.2	8.EE.6	
			3.OA.3	4.OA.3	5.OA.3	(a,b,c)	7.EE.3	8.EE.3	8.EE.7	
			3.OA.4	4.OA.4		6.EE.3	7.EE.4	8.EE.4	(a,b)	
			3.OA.5	4.OA.5		6.EE.4	(a,b,c)		8.EE.8	
			3.OA.6			6.EE.5			(a,b,c)	
			3.OA.7			6.EE.6			8.F.1	
			3.OA.8			6.EE.7			8.F.2	
			3.OA.9			6.EE.8			8.F.3	
			6.EE.9			8.F.4				
						8.F.5				
Number and Quantity	8	8	3.NBT.1	4.NBT.1	5.NBT.1	6.RP.1	7.RP.1	8.NS.1		
			3.NBT.2	4.NBT.2	5.NBT.2	6.RP.2	7.RP.2	8.NS.2		
			3.NBT.3	4.NBT.3	5.NBT.3	6.RP.3	7.RP.3	(a,b,c,d)		
			3.NT.1	4.NBT.4	5.NBT.4	(a,b,c,d)	7.RP.3			
			3.NT.2	4.NBT.5	5.NBT.5	6.NS.1	7.NS.1	(a,b,c,d)		
			3.NT.3	4.NBT.6	5.NBT.6	6.NS.2	7.NS.2	(a,b,c,d)		
					5.NBT.7	6.NS.3	7.NS.2			
				4.NF.1	5.NF.1	6.NS.4	(a,b,c,d)	7.NS.3		
				4.NF.2	5.NF.2	6.NS.5				
				4.NF.3	5.NF.3	6.NS.6				
	4.NF.4	5.NF.4	(a,b,c)							
	4.NF.5	5.NF.5	6.NS.7							
	4.NF.6	5.NF.6	(a,b,c,d)							
	4.NF.7	5.NF.7	6.NS.8							
Measurement	8	8	3.MD.1	4.MD.1	5.MD.1	6.SP.1	7.SP.1	8.SP.1		
			3.MD.2	4.MD.2	5.MD.2	6.SP.2	7.SP.2	8.SP.2		
			3.MD.3	4.MD.3	5.MD.3	6.SP.3	7.SP.3	8.SP.3		
			3.MD.4	4.MD.4	5.MD.4	6.SP.4	7.SP.4	8.SP.4		
			3.MD.5	4.MD.5	5.MD.5	6.SP.5	7.SP.5			
			3.MD.6	4.MD.6			7.SP.6			
			3.MD.7	4.MD.7			7.SP.7			
			3.MD.8	4.MD.8			(a,b)			
				7.SP.8	(a,b,c)					
Geometry	8	8	3.G.1	4.G.1	5.G.1	6.G.1	7.G.1	8.G.1		
			3.G.2	4.G.2	5.G.2	6.G.2	7.G.2	8.G.2		
				4.G.3	5.G.3	6.G.3	7.G.3	8.G.3		
					5.G.4	6.G.4	7.G.4	8.G.4		
							7.G.5	8.G.5		
							7.G.6	8.G.6		
					8.G.7					
					8.G.8					
					8.G.9					



# DESIGNING SOUND ASSESSMENT:

Mastering the Methods of Assessment

## Mastering Methods of Assessment

## DSA: Creating and Using Written Response Assessment

### LEARNING TARGETS:

1. Understand the elements of written response assessment as well as its benefits and limitations.
2. Create high-quality written response items.
3. Critique written response items for quality.
4. Understand the uses of written response to advance learning.

## DSA: Creating and Using Verbal Response Assessment

### LEARNING TARGETS:

1. Understand the elements of verbal response assessment as well as its benefits and limitations.
2. Create high-quality verbal response prompts and the appropriate conditions for use.
3. Critique verbal response for quality.
4. Understand the uses of verbal response to advance learning.

## DSA: Creating and Using Performance Assessment

### LEARNING TARGETS:

1. Understand the elements of performance assessment as well as its benefits and limitations.
2. Create high-quality performance assessment items.
3. Critique performance assessment items for quality.
4. Understand the uses of performance assessment to advance learning.

## DSA: Creating and Using Selected Response Assessment

### LEARNING TARGETS:

1. Understand the elements of selected response assessment as well as its benefits and limitations.
2. Create high-quality selected response items.
3. Critique selected response items for quality.
4. Understand the uses of selected response to advance learning.

# Learning Targets for Teachers and Leaders

## Section I: Confirming Our Learning

### Activity 1: Understanding the Four Methods of Assessment

**Purpose:** Ensure understanding of the characteristics of the four methods of assessment.  
**Time:** 30 minutes

### Activity 2: Making the Most of Verbal Response Assessment

**Purpose:** Ensure that teachers understand the value of verbal response to advance and measure student learning. **Time:** 30 minutes

## Section II: Confirming Our Practice

### Activity 1: Critiquing Our Own Written Response Items

**Purpose:** For teachers to give and receive effective feedback on the written response items they have created. **Time:** 60 minutes

### Activity 2: Critiquing Our Own Verbal Response Prompts

**Purpose:** For teachers to give and receive effective feedback on the verbal response prompts they have created. **Time:** 60 minutes

### Activity 3: Critiquing Our Own Performance Assessment Items

**Purpose:** For teachers to give and receive effective feedback on the performance assessment items they have created. **Time:** 60 minutes

### Activity 4: Critiquing Our Own Selected Response Items

**Purpose:** For teachers to give and receive effective feedback on the selected response items they have created. **Time:** 60 minutes

### Activity 5: Mastering the Methods of Assessment: Where Are You Now?

**Purpose:** For teachers to self-assess where they are in their practice of mastering the methods of assessment. **Time:** 30 minutes

## Section III: Confirming Our Commitment

### Activity 1: Setting Goals for Mastering the Methods of Assessment

**Purpose:** For the team to establish some specific and challenging individual or team goals around clarifying assessment expectations. **Time:** 20 minutes

### Activity 2: What Comes Next in Our Learning Journey?

**Purpose:** For the team to understand what comes next in the learning and prepare for the completion of the final module in the series DSA: Designing and Critiquing Sound Assessment. **Time:** 10 minutes

# FIP Learning Practice & Commitment



# DESIGNING SOUND ASSESSMENT:

Putting the Pieces Together

## FACILITATION GUIDE

Putting the Pieces  
Together:  
Designing and  
Critiquing Sound  
Assessments



DSA: Putting the Pieces Together

## OVERVIEW OF FACILITATION ACTIVITIES

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### DSA: Designing and Critiquing Sound Assessment – Putting the Pieces Together

#### LEARNING TARGETS:

1. Understand the importance of purpose and efficiency in sound assessment design.
2. Design and critique sound pre-assessment that measures where students enter the learning.
3. Design and critique sound interim assessment to know where students are as they progress through the learning.
4. Design and critique sound post-assessment that measures where students exit the learning.

# Learning Targets for Teachers and Leaders

### Section I: Confirming Our Learning

**Activity 1: Designing with the Purpose in Mind**

**Purpose:** Ensure understanding that the purpose of an assessment should guide the design of the assessment. **Time: 30 minutes**

**Activity 2: Serving Multiple Purposes at the Same Time**

**Purpose:** Ensure understanding of how the different purposes of assessment can support each other when designed well. **Time: 30 minutes**

### Section II: Confirming Our Practice

**Activity 1: Critiquing Our Own Pre-Assessment**

**Purpose:** For teachers to give and receive effective feedback on the pre-assessment designs they have created, providing an opportunity to discuss what the novice-level learning looks and sounds like and how to ensure that students start out on a winning streak from the very start of learning. **Time: 60 minutes**

**Activity 2: Critiquing Our Own Interim Assessment**

**Purpose:** For teachers to give and receive effective feedback on the interim assessment designs they have created, providing an opportunity to discuss how to monitor learning and keep students on winning streaks as they progress through the learning. **Time: 60 minutes**

**Activity 3: Critiquing Our Own Post-Assessment**

**Purpose:** For teachers to give and receive effective feedback on the post-assessment designs they have created, providing an opportunity to discuss how to verify where students are exiting the learning. **Time: 60 minutes**

**Activity 4: Putting the Pieces Together: Where Are You Now?**

**Purpose:** For teachers to self-assess where they are in their practice of designing and critiquing pre-, interim, and post-assessment. **Time: 30 minutes**

### Section III: Confirming Our Commitment

**Activity 1: Setting Goals for Designing and Critiquing Sound Assessment**

**Purpose:** For the team to establish some specific and challenging individual or team goals around designing and critiquing sound assessment. **Time: 20 minutes**

# FIP Learning Practice & Commitment

# Sample In-course Content Pre-Assessment

## DSA: Designing and Critiquing Sound Assessment

Designing Sound Assessment: Designing and Critiquing Sound Assessment

Pre-Assessment



### 1. Pre-Assessment

Are my students secure in their foundation learning?

**I need evidence to understand where students are entering upcoming learning.**

Things I need to know:	My pre-assessment will need to show if:
Do my students have the appropriate foundation proficiencies for the upcoming unit?	Students can demonstrate the novice learning of the master rubric.
Are my students rusty on content and in need of a quick review?	Students demonstrate familiarity with novice concepts and reasoning, but struggle with novice facts, vocabulary, and supporting details.
Do students have gaps in their learning and need focused instruction?	Students demonstrate limited or no familiarity with novice concepts and reasoning.
Are students ready for accelerated or enriched learning?	Students demonstrate fluency with novice learning. Students respond effectively to compound or complex tasks.

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# Interim Assessment

## DSA: Designing and Critiquing Sound Assessment

Designing Sound Assessment: Designing and Critiquing Sound Assessment  
Interim Assessment



### 2. Interim Assessment

Are my students where they need to be as we move through instruction?  
**I need evidence to understand how students are progressing during instruction.**

Things I need to know:	My interim assessment will need to show if:
Are my students successfully reaching intermediate-level learning on our master rubric?	Student evidence reflects intermediate-level learning.
Have students avoided or overcome common errors or misconceptions?	Students identify intermediate-level errors or misconceptions in sample evidence.
Are students closing gaps in novice-level learning?	Students demonstrate fluency with novice learning, including compound or complex tasks.
Are students gaining fluency?	Students perform with increased consistency, accuracy, and speed on timed tasks.
Are students developing familiarity with and understanding of mastery-level learning?	Students accurately critique sample work for evidence of mastery.

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# Post Assessment

**DSA: Designing and Critiquing Sound Assessment**

**Designing Sound Assessment: Designing and Critiquing Sound Assessment**  
Post-Assessment

**3. Post-Assessment**

Have my students mastered the learning?  
**I need evidence to confirm where students are exiting the learning.**

Things I need to know:	My post-assessment will need to show if:
Are students able to independently demonstrate learning at the mastery level?	Students engage in isolated or simple items, prompts, and tasks at the mastery level.  Students engage in interconnected or complex items, prompts, and tasks at the mastery level.
Are students reaching mastery on some expectations but still working at the intermediate or even novice level on other learning expectations?	Students can successfully respond to a range of items, prompts, and tasks that cover a progression from novice to mastery, or from intermediate to mastery.

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# Let's Think and Apply...

*How might today's information be used in your current school or district work?*

*Consider the following example.*

# Excerpt from Fox 5 News Story

(7-21-2020)

## Context:

News story about distance learning versus in-class learning in Georgia

## Excerpt from Student's Comment:

*I learn better when I'm in a classroom with the teacher. It's hard to understand a math problem on a PowerPoint slide. I only find out what I messed up when I get a 74 on my test.*

## ***Reflection Question 1:***

*Was the 74 that the student received in math a formative or summative grade? Explain your thinking.*

## ***Reflection Question 2:***

Of the four types of teacher-use rubrics described today, which one could have the greatest benefit for the teacher's instructional planning/delivery AND assist the student's ability to understand the math problem?

- (a) Task-specific
- (b) General
- (c) Holistic
- (d) Analytic

Answer: (d) Analytic

# Download: On-Your-Own Next Steps

*Use the links below to view videos of teachers learning to establish success criteria for students and themselves.*

Resource:

O. Amador, Assoc, J., Fisher, D. & Frey, Nancy (2019). *The teacher clarity playbook: A hands-on guide to creating learning intentions & success criteria for organized, effective instruction*. Thousand Oaks, CA: Corwin

Teacher Clarity Playbook Module 4:

Crafting Success Criteria **Elementary Example**

[https://players.brightcove.net/268012963001/rJenILPQx\\_default/index.html?videoid=ref:cwn-fisher-demo-csce-BA01190](https://players.brightcove.net/268012963001/rJenILPQx_default/index.html?videoid=ref:cwn-fisher-demo-csce-BA01190)

Teacher Clarity Playbook Module 4:

Crafting Success Criteria **Secondary Example**

[https://players.brightcove.net/268012963001/rJenILPQx\\_default/index.html?videoid=5834979412001](https://players.brightcove.net/268012963001/rJenILPQx_default/index.html?videoid=5834979412001)

## Tier 1 Evidence-based Practice:

One of the best ways to improve student learning is by learning to use formative instructional practices *accurately*. ~Dylan Wiliam

### Bottom-up: research on formative assessment

- Fuchs & Fuchs (1986)
- Natriello (1987)
- Crooks (1988)
- Bangert-Drowns et al (1991)
- Dempster (1991)
- Dempster (1992)
- Elshout-Mohr (1994)
- Kluger & DeNisi (1996)
- Black & Wiliam (1998)
- Nyquist (2003)
- Brookhart (2004)
- Allal & Lopez (2005)
- Köller (2005)
- Brookhart (2007)
- Wiliam (2007)
- Hattie & Timperley (2007)
- Shute (2008)
- Kingston & Nash (2011, 2015)

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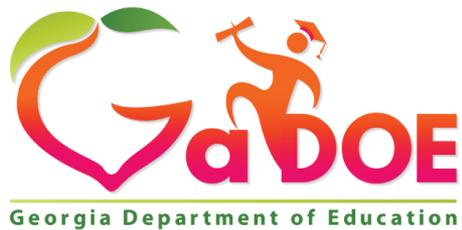
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