Assessing Student Performance in a Professional Learning Community

areibel@d125.org
Introduction

- Adlai E. Stevenson: School District 125
- 4,000+ Students
- Lincolnshire, IL in Lake County
- Director Of Assessment, Research, Evaluation
- Teacher, Team Leader, Core Leader, Administration
Introduction

- areibel@gmail.com
  For All Materials

- areibel.weebly.com
  For Information about Grading Practices

- myebreexperience.com
  For Information about Assessment
The Main Question

Are your assessments producing reliable data about students?
Two Components of Reliable Assessment

PURPOSE & PRODUCT
Component 1

PURPOSE
Three Reasons For Assessment

- Supporting (Loading)
- Proficiency Development
- Proficiency Evaluation
Align the definition with either: **Supporting, Proficiency Development, Proficiency Evaluation?**

- **Assessments that are graded**
  - Used to determine proficiency
  - Creates perspective (both self third party)
  - High stakes

- **Assessments that are ungraded**
  - Used to develop prerequisite skills
  - Used for feedback
  - Low or No Stakes

- **Assessments that are graded**
  - Used to create proficiency
  - Creates self and teacher awareness, reflection, feedback
  - Low or No Stakes
What new insights are you making?

In what ways can you connect your current work to these ideas?
Component 2
What is Assessment?

1. Explain Newton's First Law of Motion in your own words.


I love loopholes."
My Assessment Journey

It all started with this image...
Place A Dot: What is Assessment?
My journey started here...

Do my assessments cover all the topics it needs to and are there enough questions?
Assessments that are not connected directly to learning outcomes and/or gradations of learning. Instead, **they are connected to a theme or topic.**

These assessments usually contain questions that are categorized by topic/theme and may even contain a deliberate organization by topic/theme.

Since assessment questions/tasks are not aligned to targets these assessments **may contain more questions or tasks than may be necessary** to assess proficiency.
Unit 2 Assessment

1. **Directions:** Arrange the African Savanna organisms from list provided below into a food web demonstrating how energy flows throughout this ecosystem.

<table>
<thead>
<tr>
<th>Item</th>
<th>Role</th>
<th>Eats</th>
<th>Eaten By</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sun</td>
<td>NA</td>
<td>NA</td>
<td>energy given to producers</td>
</tr>
<tr>
<td>Cattle</td>
<td>primary consumer</td>
<td>grass</td>
<td>hyena, lion</td>
</tr>
<tr>
<td>Elephant</td>
<td>primary consumer</td>
<td>grass</td>
<td>lion</td>
</tr>
<tr>
<td>Hyena</td>
<td>secondary consumer</td>
<td>cattle</td>
<td>lion</td>
</tr>
<tr>
<td>Lion</td>
<td>secondary consumer</td>
<td>cattle, elephant, hyena</td>
<td>NA</td>
</tr>
<tr>
<td>Bacteria</td>
<td>decomposer</td>
<td>dead organisms</td>
<td>soil</td>
</tr>
<tr>
<td>Rock</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Grass</td>
<td>producer</td>
<td>Bacteria, Sun’s energy</td>
<td>cattle, elephant</td>
</tr>
</tbody>
</table>

2. In the food web, energy is transferred from the grass to what 2 organisms?

3. In the food web, which 3 organisms could the lion get energy from?

4. Which type of animal (herbivore or carnivore) gets the most energy from its food source? Explain why.
UNIT 10B: TRIGONOMETRIC FUNCTIONS SUMMATIVE ASSESSMENT

Interpret Multiple Representations:

1. Interpret the following function and describe its key characteristics. Justify your answer.

\[ y = -7 \cos \left( \frac{1}{2} (\theta + \pi) \right) - 4 \]

2. Three students were asked to interpret the situation below and determine the period and amplitude. Determine the student that you believe is the most correct. CIRCLE the most correct student and in complete sentences describe why their response is more accurate than the other two students.

During one month, the outside temperature fluctuates between 40°F and 50°F. A cosine curve approximates the change in temperature, with a high of 50°F being reached every 4 days.

<table>
<thead>
<tr>
<th>Student A:</th>
<th>Student B:</th>
<th>Student C:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amplitude: 45°</td>
<td>Amplitude: 5°</td>
<td>Amplitude: 50°</td>
</tr>
<tr>
<td>Period: 4 days</td>
<td>Period: 4 days</td>
<td>Period: 10°</td>
</tr>
</tbody>
</table>
Then I was asked...

Are my assessments aligned to my (course’s) expectations?
Learning Targets

• 4- Write arguments to support claims in analysis of substantive topics or texts, using valid and unique reasoning and creative and sufficient evidence

• 3- Write arguments to support claims in analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence

• 2- Write arguments to support claims in analysis of substantive topics or text, using reasoning and sufficient evidence

• 1- Write arguments to support claims in analysis of substantive topics or text, using evidence
Aligned Assessment

Assessments that are connected directly to learning outcomes and gradations of learning. These assessments usually contain questions that are categorized by a learning gradations (4,3,2,1) and may even contain direct reference to learning gradations and the corresponding levels.

Teachers in this stage realize that assessments aligned to targets produce data that allows for healthy collaboration, accurate feedback, timely intervention, and instructional change.
## Target Method Match

### Common Assessment Plan

<table>
<thead>
<tr>
<th>Learning Target</th>
<th>Type of Target</th>
<th>Assessment Method</th>
<th>Formative or Summative</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>3- I can consistently simplify rational expressions in simple context</td>
<td>skill</td>
<td>simple, short response</td>
<td>formative</td>
<td>8 Questions</td>
</tr>
<tr>
<td>4- I can consistently simplify rational expressions in complex context</td>
<td>product, process</td>
<td>process response</td>
<td>formative</td>
<td>2 process demonstrations</td>
</tr>
</tbody>
</table>

Stiggins 2003
Learning Target D: Simplifying rational expressions
ARE YOU READY??
¿Qué haces después de la escuela?

**Interpretive Communication:**

3C - I can create STRUCTURED meaning in a context connected to discrete grammar with MINIMAL errors.

Parte 2: __________

Parte 3: __________

**Presentational Communication:**

1A - I can create written meaning (comprehension) in a STRUCTURED context with MINIMAL errors.

Parte 4: __________

---

**Parte 2 (3C) - Instrucciones:** Choose the appropriate stem-changing verbs and write the correct present-tense form to complete the sentences about an after-school Spanish class.

| repetir | almorzar | preferir | pensar | empezar |

1. Mateo __________ ir a casa después de la escuela, pero yo no.

2. Cuando Enrique va a clase tiene hambre porque cada día él __________ a las once y media.

3. Las clases __________ a las tres y media de la tarde.

4. Mis profesores son muy simpáticos. Ellos __________ que debemos hacer actividades divertidas.

---

**Parte 3 (3C)**

Instrucciones: Use the pictures below to make four comparisons of free-time activities (2 equal, 2 unequal).

---

**Parte 4 (1A)**

Instrucciones: Use four of the verbs in the word bank below to talk about school life and extracurricular activities in complete sentences.

(Querer / Poder / Servir / Dormir / Pedir / Jugar)

1. ________________________________________________________________________

2. ________________________________________________________________________

3. ________________________________________________________________________

4. ________________________________________________________________________
5th Grade - Unit 3 CFA

5.NF.2 Solve word problems involving addition and subtraction of fractions. Demonstrate knowledge of benchmark fractions and number sense of fractions to estimate mentally and justify the reasonableness of answers.

<table>
<thead>
<tr>
<th>Extends</th>
<th>Mastery</th>
<th>Developing Mastery / Not Mastering</th>
</tr>
</thead>
</table>

1) At the beginning of the month, Mr. Hill’s company had 23 $\frac{2}{5}$ pounds of nails in their warehouse. At the end of the month, his company had 18 $\frac{2}{3}$ pounds of nails. How many pounds of nails did his company use in that month?

2) Eva’s new dog weighed 4 $\frac{3}{4}$ pounds when she brought him home. He now weighs 16 $\frac{1}{8}$ pounds. Eva says her dog has gained about 11 pounds. Is that a reasonable estimate? ____________

Explain your reasoning. ______________________________________________________________

________________________________________________________________________________

________________________________________________________________________________

________________________________________________________________________________

How many pounds did the dog actually gain?
Then I wondered...

Do I know ‘everything’ about how the outcome was arrived at?
The Day I Met GUS

Guess? Unsure? Sure?
Thinking Assessment

Assessments that ask students to identify their thinking, confidence, or other metacognitive processes that the student used to arrive at the answer or outcome.

Teachers in this stage realize that what a student thinks about their answers is as important their answers. Teachers realize there is much more to assessment than just arriving at an answer. There is a story to be told...the answer is just the tip of the iceberg.
What is Thinking?

Are our assessments capturing both outcomes and thinking at the same time?
1. Conjugue **marcar** en el pretérito en la forma yo.
   a. marqué
   b. marque
   c. marco
   d. marcaré

2. **How do you feel about your response to the previous question?**
   a. I guessed
   b. I am not sure
   c. I am sure.

2. Conjugue **ver** en el pretérito en la forma él/ella/Ud.
   a. ve
   b. vea
   c. vio
   d. viera

4. **How do you feel about your response to the previous question?**
   a. I guessed
   b. I am not sure
   c. I am sure.

3. Conjugue **repetir** en el pretérito en la forma nosotros.
   a. repetimos
   b. repetimos
   c. repetiremos
   d. repetíamos

6. **How do you feel about your response to the previous question?**
   a. I guessed
   b. I am not sure
   c. I am sure.

5. Conjugue **dar** en el imperfecto en la forma tú.
   a. dábases
   b. diste
   c. des
   d. dieras

10. **How do you feel about your response to the previous question?**
    a. I guessed
    b. I am not sure
    c. I am sure.

6. Conjugue **ir** en el imperfecto en la forma yo.
    a. fui
    b. vaya
    c. voy
    d. iba

12. **How do you feel about your response to the previous question?**
    a. I guessed
    b. I am not sure
    c. I am sure.

7. Cuando era joven yo ________ la casa de mi abuela los domingos.
   a. fui
   b. vaya
   c. voy
   d. iba
What GUS taught me.

<table>
<thead>
<tr>
<th>Question</th>
<th>% Who got it Correct</th>
<th>Sure</th>
<th>Unsure</th>
<th>Guess</th>
</tr>
</thead>
<tbody>
<tr>
<td>Question 1</td>
<td>91</td>
<td>85</td>
<td>11</td>
<td>4</td>
</tr>
<tr>
<td>Question 2</td>
<td>85</td>
<td>79</td>
<td>19</td>
<td>2</td>
</tr>
<tr>
<td>Question 3</td>
<td>81</td>
<td>55</td>
<td>28</td>
<td>17</td>
</tr>
<tr>
<td>Question 4</td>
<td>89</td>
<td>66</td>
<td>28</td>
<td>6</td>
</tr>
<tr>
<td>Question 5</td>
<td>57</td>
<td>53</td>
<td>36</td>
<td>11</td>
</tr>
<tr>
<td>Question 6</td>
<td>89</td>
<td>47</td>
<td>28</td>
<td>25</td>
</tr>
</tbody>
</table>
How can you make this assessment capture both outcomes and thinking?

3. It is the grand opening of a local supermarket. Every 5th customer will receive a free turkey and every 7th customer will receive a coupon for a free half gallon of ice cream. If 400 customers come in on opening day, how many will get a free turkey and a free half gallon of ice cream?

Using numbers and words explain your answer.

Underline what information in the problem interests you?

Be precise.

How do you begin to solve a problem like this one?

Show all work and label your work.
Directions: Read the story, Morty and the Mousetown Gazette. Answer the following questions in complete sentences. Highlight in the text what you used to help with your answer and include the question number next to the text.

1. According to the story on pages 5 and 6, what made Ben such a great newspaper carrier?

2. On page 9, why does Morty slip on his jeans and throw on his sweatshirt over his pajama top?

3. In the story on page 11, what caused Morty to sleep just ten more minutes?

4. On page 14, when Ben arrived home from his uncle's funeral, how did he know things had gone wrong while he was away?
Multiple Choice: Circle the letter of the correct answer. Show all work for credit.

1. Solve: \((x+1)(2x-5)=0\)
   
   A. \(x = -1\) or \(x = 5\)
   B. \(x = 1\) or \(x = -5\)
   C. \(x = -1\) or \(x = 5/2\)
   D. \(x = 1\) or \(x = -5/2\)

What is the first thing you looked at to begin solving this problem?

What in the equation led you to believe your chosen answer is correct?

2. Solve: \(x(x+4)+3 = 0\)

   A. \(x = -3\) or \(x = -7\)
   B. \(x = 0\) or \(x = -4\)
   C. \(x = -4\) or \(x = 3\)
   D. \(x = -1\) or \(x = -3\)

What is the first thing you looked at to begin solving this problem?

What previous skills that you learned are you relying on to solve this problem?
I switched the hard and soft callous, Simple Mistake

Could you please go over different kinds of fractures tomorrow?, Guessed Correctly

Didn't fully look at all the answers, Simple Mistake

Had no idea, Difficult Time Personally

Got it right. Just not full scientific name, Simple Mistake
I began to ask…

How involved in the assessment is the student?
Reflective Assessment

Assessments that involve the learner in an assessment through segments of reflection. This reflection process is evaluated as much as the answer or outcome. Teachers in this phase realize a student's reflective interaction and self-engagement through a variety task or activities is assessment, both for self-monitoring and teacher evaluation. Teachers realize the manner in which a student interacts with an assessment provides useful information to evaluate their level of understanding.
Assessment from a Student’s Perspective

Assessment is not **you verifying** what I know, it is you **helping me verify** what I know.
<table>
<thead>
<tr>
<th>Simple and Complex Inference(s)/ Key Ideas &amp; Details</th>
<th>Analysis reflects a particularly close reading or detailed insight into the complex relationship.</th>
<th>Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme. (9.3)</th>
<th>Analysis demonstrates some inaccuracies/misreads, illogical explanations, OR only partially articulates/explains the inference</th>
<th>Analysis is unreasonable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use of Textual Evidence</td>
<td>Choice of evidence includes particularly well-chosen details that are closely analyzed consistently throughout questions.</td>
<td>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (9.1)</td>
<td>Textual evidence selected is weak or overly literal, OR does not thoroughly support the analysis provided</td>
<td>Textual evidence is not cited and/or specific examples are overly broad</td>
</tr>
</tbody>
</table>

**Reflect:** In your own words, explain why you scored your response as you did and how you might attempt to reach the next level.

**Reflection Part 2:** Now that you have looked at 2-3 models, revisit your original assessment and reflection.

1. Based on the models, was your original assessment accurate? Why or why not?

2. When you reflected on how to “reach the next level,” did your response accurately reflect what you saw in the models from one level to the next?

3. Now that you have completed 2 stages of reflection, what strategy(ies) will you employ to “reach the next level”? In other words, what action(s) will you take in your reading, class participation, and/or writing about your reading in order to grow?
### Reflective Assessments

#### Outcomes

<table>
<thead>
<tr>
<th>Choice</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A.</td>
<td>Answer 1</td>
</tr>
<tr>
<td>B.</td>
<td>Answer 2</td>
</tr>
<tr>
<td>C.</td>
<td>Answer 3</td>
</tr>
<tr>
<td>D.</td>
<td>Answer 4</td>
</tr>
</tbody>
</table>

What is the correct answer and why?

#### No Outcomes

The Answer is B, why are the other answers not correct?

<table>
<thead>
<tr>
<th>Choice</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A.</td>
<td>Answer 1</td>
</tr>
<tr>
<td>B.</td>
<td><strong>Answer 2</strong></td>
</tr>
<tr>
<td>C.</td>
<td>Answer 3</td>
</tr>
<tr>
<td>D.</td>
<td>Answer 4</td>
</tr>
</tbody>
</table>
Reflective Assessments

Which graph represents the rate at which water is leaking from a faucet?

A

B

C

D

Which group of graphs best represents the rate at which water is leaking from a faucet?

Group A

Group B
Reflective Assessments

Narrow the following possible answers down to two and explain why either may be correct:

• A. Answer 1
• B. Answer 2
• C. Answer 3
• D. Answer 4
Narrow the following possible answers down to two and explain why either may be correct:

- A. Answer 1
- B. Answer 2
- C. Answer 3
- D. Answer 4

B could be correct because.....

D could be correct because.....

Dueck 2009 Grading Smarter Not Harder
Then I challenged myself...

Are all my assessments working together?
Growth Assessment

Assessments that act together as a system. This system is developed and employed to capture and demonstrate how a student is growing over time in content knowledge, skill but also in thinking and problem solving. These assessments create a portfolio of evidence that shows growth or non-growth. These type of assessments can be identified by a growth goal and their pre and post test structure.

Teachers in this stage are realizing that assessments are not separate events but interconnected holistic experience that create a story of growing.
Geometry
Unit 1: SLO

1. Given: \( \overleftrightarrow{BE} \) is the perpendicular bisector of \( \overline{MN} \)
   \[
   BN = 9x + 6 \\
   ME = 8x - 2 \\
   MB = 4x + 31
   \]

Determine: BE (round to the nearest tenth)

Unit 1 Student Learning Objective

Classifying Rubric

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Students will identify quantities and relate them in a geometric context through the use of a diagram.</td>
<td>Students will <strong>accurately</strong> identify quantities and use relationships to reach a conclusion in a geometric context</td>
<td>Students will <strong>accurately</strong> identify quantities and use relationships to reach a valid conclusion and identify invalid solutions in a geometric context</td>
<td>Students will <strong>accurately</strong> identify quantities and use relationships to reach a valid conclusion and identify invalid solutions in a geometric context in unfamiliar situations.</td>
</tr>
</tbody>
</table>

Communicating details:

You are proficient in the following areas:

___ Draw or label diagram appropriately

___ Identify relationships created by relating quantities in geometric context

___ Use correct mathematical symbols and notation

___ Solve the algebraic equation without errors

___ Substitute in value(s) to determine unknown quantities

___ Identify all possible solutions based on the context
Unit 2 Student Learning Objective

16. Given \( \overline{CD} \) intersects \( \overline{AB} \) at \( E \) with \( m\angle BEC = x^2 + 12x \), \( m\angle GEA = 18x - 5 \), and \( m\angle AED = 8x + 12 \). Determine \( m\angle BEF \). (6 pts)

Unit 2 Student Learning Objective

Classifying Rubric

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will identify quantities and relate them in a geometric context through the use of a diagram.</td>
<td>Students will accurately identify quantities and use relationships to reach a conclusion in a geometric context.</td>
<td>Students will accurately identify quantities and use relationships to reach a valid conclusion and identify invalid solutions in a geometric context.</td>
<td>Students will accurately identify quantities and use relationships to reach a valid conclusion and identify invalid solutions in a geometric context in unfamiliar situations.</td>
</tr>
</tbody>
</table>

Communicating details:

You are proficient in the following areas:

___ Draw or label diagram appropriately

___ Identify relationships created by relating quantities in geometric context

___ Use correct mathematical symbols and notation

___ Solve the algebraic equation without errors

___ Substitute in value(s) to determine unknown quantities

___ Identify all possible solutions based on the context

\( m\angle BEF = \)
Given ABCD is a rhombus, \( DE = 2x - 7 \), \( AD = 3x - 4 \), \( m \angle DBC = 7x - 4 \), \( m \angle ADB = 5x - 2 \). Determine AE.

### Unit 7 Student Learning Objective

#### Classifying Rubric

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will identify quantities and relate them in a <strong>geometric context</strong> through the use of a diagram.</td>
<td>Students will <strong>accurately</strong> identify quantities and use relationships to reach a conclusion in a <strong>geometric context</strong>.</td>
<td>Students will <strong>accurately</strong> identify quantities and use relationships to reach a valid conclusion and identify invalid solutions in a <strong>geometric context</strong>.</td>
<td>Students will <strong>accurately</strong> identify quantities and use relationships to reach a valid conclusion and identify invalid solutions in a <strong>geometric context</strong> in unfamiliar situations.</td>
<td></td>
</tr>
</tbody>
</table>

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### Communicating details:

You are proficient in the following areas:

- \( \square \) Draw or label diagram appropriately
- \( \square \) Identify relationships created by relating quantities in geometric context
- \( \square \) Use correct mathematical symbols and notation
- \( \square \) Solve the algebraic equation without errors
- \( \square \) Substitute in value(s) to determine unknown quantities
- \( \square \) Identify all possible solutions based on the context
Lastly, I wondered...

Isn’t everything assessment?
Assessments that include both intrusive and non-intrusive processes of co-constructing learning, collaboratively gather evidence, and conversational monitoring. This process includes reflective engagement with self, peers, and teacher.

Teachers in this stage realize timely and systematic reflective experiences provide all the evidence one needs.
<table>
<thead>
<tr>
<th>Success Criteria</th>
<th>Considerations</th>
<th>Reflection</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>ORGANIZATION</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Introduction</td>
<td>What was your topic sentence? What was your concluding sentence? Did these ideas fully capture your thesis? What are some examples of advanced transitions that you used?</td>
</tr>
<tr>
<td></td>
<td>• Conclusion</td>
<td>Yo tengo un introductio y conclusión que están en el mensaje.</td>
</tr>
<tr>
<td></td>
<td>• Transition use</td>
<td><strong>ELABORATION</strong></td>
</tr>
<tr>
<td></td>
<td>• Details and examples</td>
<td>Usé un número de ejemplos del cuento. Explicó varias ideas. No tengo anticipación de vida pero uso cosas con el mundo.</td>
</tr>
<tr>
<td></td>
<td>• Relevant connections</td>
<td><strong>ENGAGEMENT</strong></td>
</tr>
<tr>
<td></td>
<td>• Creation of context</td>
<td>¿Cómo creaste un contexto para tu idea? ¿Tu mensaje era comprensible? ¿Qué hiciste para crear interés en tu mensaje?</td>
</tr>
<tr>
<td></td>
<td>• Message</td>
<td><strong>WORD CHOICE</strong></td>
</tr>
<tr>
<td></td>
<td>• Audience</td>
<td>She chose accurate and varied words in her explanation.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>STRUCTURES</strong></td>
</tr>
<tr>
<td></td>
<td>• Relevance</td>
<td>What structures/tenses did you use to communicate? Were they varied or not? Were there any errors that you recognized after listening?</td>
</tr>
<tr>
<td></td>
<td>• Accuracy</td>
<td>Subjetividades y verbos pasivos, pero no se consideró que sea esencial con mucho frecuencia.</td>
</tr>
<tr>
<td></td>
<td>• Variety</td>
<td>She chose accurate and varied words in her explanation. Be sure to check your grammar and punctuation.</td>
</tr>
</tbody>
</table>

**2A - I can engage in conversation.**

<table>
<thead>
<tr>
<th>4</th>
<th>3 - Intermediate mid</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can independently maintain a conversation using above-level communication strategies and with language control.</td>
<td>I can independently maintain a conversation using level appropriate communication strategies and language control.</td>
<td>I can independently maintain a conversation using level and non-level appropriate communication strategies and language control.</td>
<td>I can independently maintain a conversation using non-level appropriate communication strategies and language control.</td>
</tr>
</tbody>
</table>
The Main Question of Today

Are your assessments producing reliable data about students?

Test:
1. When did the Pilgrims land at Plymouth Rock?

1620.

As you can see, I’ve memorized this utterly useless fact long enough to pass a test question. I now intend to forget it forever. You’ve taught me nothing except how to cynically manipulate the system. Congratulations.
Summary

<table>
<thead>
<tr>
<th>Type</th>
<th>Evidence Reliability</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thematic (Unit) Assessment</td>
<td>LOW</td>
</tr>
<tr>
<td>Aligned Assessment</td>
<td>MEDIUM</td>
</tr>
<tr>
<td>Thinking Assessment</td>
<td>MEDIUM</td>
</tr>
<tr>
<td>Reflective Assessment</td>
<td>MEDIUM/HIGH</td>
</tr>
<tr>
<td>Growth Assessment</td>
<td>HIGH</td>
</tr>
<tr>
<td>Process Assessment</td>
<td>HIGH</td>
</tr>
</tbody>
</table>
## Assessment GPS: You? Team? School? District?

<table>
<thead>
<tr>
<th>Assessment Type</th>
<th>Evidence Reliability</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thematic</td>
<td>Low</td>
</tr>
<tr>
<td>Aligned</td>
<td>Medium</td>
</tr>
<tr>
<td>Thinking</td>
<td>Medium-High</td>
</tr>
<tr>
<td>Reflective</td>
<td>Medium-High</td>
</tr>
<tr>
<td>Growth</td>
<td>High</td>
</tr>
<tr>
<td>Process</td>
<td>High</td>
</tr>
<tr>
<td>Supporting/Loading</td>
<td>Proficiency Development</td>
</tr>
<tr>
<td>--------------------</td>
<td>-------------------------</td>
</tr>
<tr>
<td>Assessments that are ungraded</td>
<td>Assessments that are graded</td>
</tr>
<tr>
<td>Used to develop supporting/pre-req skills</td>
<td>Used to create/develop proficiency</td>
</tr>
<tr>
<td>used for feedback</td>
<td>Same ‘how well’ as PE assessments</td>
</tr>
<tr>
<td>Low or No Stakes</td>
<td>creates self and teacher awareness, reflection, feedback</td>
</tr>
<tr>
<td>Low or No Stakes</td>
<td></td>
</tr>
</tbody>
</table>
## Product: Conversation Support Tool

<table>
<thead>
<tr>
<th>Collaborative Question</th>
<th>Resulting Assessment Type</th>
<th>Evidence Reliability</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do my assessments cover all the topics it needs to and are there enough questions?</td>
<td>Thematic</td>
<td>Low</td>
</tr>
<tr>
<td>Are my assessments aligned to my (course’s) expectations?</td>
<td>Aligned</td>
<td>Medium</td>
</tr>
<tr>
<td>Do I know ‘everything’ about how the outcome was arrived at?</td>
<td>Thinking</td>
<td>Medium-High</td>
</tr>
<tr>
<td>How involved in the assessment is the student?</td>
<td>Reflective</td>
<td>Medium-High</td>
</tr>
<tr>
<td>Are all my assessments working together?</td>
<td>Growth</td>
<td>High</td>
</tr>
<tr>
<td>Isn’t everything assessment?</td>
<td>Process</td>
<td>High</td>
</tr>
</tbody>
</table>
I am thinking about/considering...

I can see what/where...

I learned that...

I am still processing...
Questions?

- areibel@gmail.com
  For All Materials & Much More!
- areibel.weebly.com
  For Information about Grading Practices
- myebrexperience.com
  For Information about Assessment Practices