Effective Common Assessments

Accurate Assessment

Clear Purpose
- Why Assess?
- What's the purpose?
- Who will use results?

Clear Targets
- Assess What?
- What are the learning targets?
- Are they clear?
- Are they good?

Good Design
- Assess How?
- What method?
- Sampled how?
- Avoid bias how?

Sound Communication
- Communicate How?
- How manager Information?
- How report?

Effectively Used

Student Involvement
- Students are users too.
- Students need to understand learning targets too.
- Students can participate in the assessment process too.
- Students can track progress and communicate too.
Assessment vs Evaluation
Assessment: Collecting and gathering information on one’s performance.
Evaluation: Examining the gathered assessment information/data and making judgements about performance
We assess to gather the right information in order to accurately and fairly make professional judgements (evaluate) on student performance.
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<table>
<thead>
<tr>
<th>Score</th>
<th>Scale</th>
<th>What we are looking for</th>
</tr>
</thead>
</table>
| 4.0   | I can meaningfully reflect on how fitness and nutrition concepts apply to my personal life with additional insight | • Future action/solution/option for change  
• Additional resource cited  
• Emotional/personal/social impact included  
• Paragraph vs sentence |
| 3.0   | **I can meaningfully reflect on how fitness and nutrition concepts apply to my personal life.** | • Correctly applies the concept- uses terminology correctly  
• Sites personal experience  
• Express how their activity in class might improve this area  
• Express what they might have to do outside of class to improve in this area  
• Can relate the lifelong importance of fitness components to their personal life/connects to benefits of exercise  
• Includes  
  o Cardiorespiratory Endurance  
  o Muscular Strength & Endurance  
  o Flexibility  
  o Body composition  
  o Nutrition |
| 2.0   | I can reflect on how fitness and nutrition concepts apply to my personal life | (missing some of the level 3 criteria) |
| 1.0   | I can reflect on how fitness and nutrition concepts apply to my personal life with additional prompting. |
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Effectively Used
Would you rather be sitting on top of this?
Or this?
Does assessment produce enough of the right evidence?
**LT#5 - I can implement a complete and effective decision making process that promotes a positive impact on others or myself**  
(SLO 2015)

<table>
<thead>
<tr>
<th>COMMON things we do</th>
<th>Individually do</th>
<th>Things we can possibly do list</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wellness</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Best Advice</td>
<td>Project You, TED talks - ask common ?’s</td>
<td></td>
</tr>
<tr>
<td>CPR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fitness</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nutrition</td>
<td></td>
<td></td>
</tr>
<tr>
<td>diet analysis (SLO questions)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Drugs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Health and Disease</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proficiency Based Target #1</td>
<td>Week 1</td>
<td>Week 2</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>--------</td>
<td>--------</td>
</tr>
<tr>
<td>Common Assessment Event</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Proficiency Based Target #2</th>
<th>Week 1</th>
<th>Week 2</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Common Assessment Event</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Proficiency Based Target #3</th>
<th>Week 1</th>
<th>Week 2</th>
<th>Week 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Common Assessment Event</td>
<td>Common Assessment Event</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Proficiency Based Target #4</th>
<th>Week 1</th>
<th>Week 2</th>
<th>Week 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Common Assessment Event</td>
<td></td>
<td></td>
<td>Common Assessment Event</td>
</tr>
</tbody>
</table>
Are your priority standards related to the questions?

Is our assessment balanced? How many of the questions are simply recall?

Will results have predictive value about the priority standard?

Does each question relate to a gradation of the priority standard?

Does the assessment give you enough evidence of proficiency?

Is feedback produced from the assessment biased?

Quality Common Assessment

Ainsworth and Veigut 2006
Effective Common Assessments

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Effectively Used
Communication vs Classification?

The Question
Classification

- a single score based on overall impression
- scale, gradient
- purpose: feedback ("how you did?")
Communication

• isolated criteria (supporting content/skills)

• NOT scale or gradient

• purpose: guidance (“how to improve”)
Effective Communication
Does Both!
But....
The learner needs to know which stance you are in!
Let’s take a look at some examples...
## Knowledge and Skills

### Rubric

<table>
<thead>
<tr>
<th></th>
<th>Learning Target- 3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>I can meaningfully reflect on how fitness and nutrition concepts apply to my personal life with additional insight</td>
<td>I can effectively analyze internal and external influences on my mental, physical, and social health in a variety of contexts</td>
<td>I can attempt to analyze internal and external influences on my mental, emotional, and social health with guidance</td>
</tr>
</tbody>
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### Success Criteria

- Terminology
- Personal experience
- How to Improve
- Life-Long Importance
- Exercise Details
  - Cardiorespiratory Endurance
  - Muscular Strength & Endurance
  - Flexibility
  - Body composition
  - Nutrition

### Feedback
# Stevenson Health Education - RUBRIC

## DECISION MAKING

### Feedback Sheet

<table>
<thead>
<tr>
<th>4</th>
<th>Learning Target - 3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can thoroughly implement a complete and effective decision making process that promotes a positive impact on others or myself.</td>
<td>I can implement a complete and effective decision making process that promotes a positive impact on others or myself. (SLO 2015)</td>
<td>I can implement a complete or effective decision making process that promotes a positive impact on others or myself.</td>
<td>I can implement elements of a decision making process that may or may not have a positive impact.</td>
</tr>
</tbody>
</table>

### Success Criteria

- Identifies a situation that poses a health risk
- Examines some alternative courses of action
- Evaluates some of the positive and negative health consequences of each alternative course of action
- Decides on a health enhancing course of action
- (Logical health response)
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Effectively Used
# Stevenson Choice Physical Education - RUBRIC

## Knowledge and Skills

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### Success Criteria

- Terminology
- Personal experience
- How to Improve
- Life-Long Importance
- Exercise Details
  - Cardiorespiratory Endurance
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### How Well Am I Doing?

### Teacher Comments