

**DESIGNING ASSESSMENTS ALIGNED
TO THE CCSS**

ALIGNMENT & RIGOR

Assessment vs. Activity

ASSESSMENT	ACTIVITY

Shifts in Thinking about Assessment

Shift 1

- Move from a teacher-directed assessment process to an assessment process in which students play an active role.

Shift 2

- Move from a focus on facts and memorization to a focus on 21st century skills and the Common Core State Standards.

Shift 3

- Move from assessment as evaluation to assessment as a means of advancing teaching and learning.

Shift 4

- Move from one-size-fits-all assessment to differentiated assessment.

Shift 5

- Move from assessment at the end of the line to assessment throughout the instructional process.

Shift 6

- Focus on dispositions for thinking as well as the content and skills being achieved



Why Standards?

- -Establish a “staircase” of increasing complexity in content and skills across the grades and subjects
- -Provide building blocks for successful classrooms
- - Ensure a consistent core curriculum for all students

Unwrapping the CCSS

- **5.NBT.7 Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.**

Grade	What does the student need to know ? (Nouns)	What does the student need to be able to do? (Verbs)
5	Decimals to hundredths Place value properties of operations Relationships between addition and subtraction	Add Subtract Multiply Divide Use concrete models or drawings and strategies Relate strategy to a written method Explain the reasoning used

Unwrapping the CCSS

- **WS.1.a Introduce precise claim(s), distinguish the claim (s) from alternate or opposing claim(s), and create an organization that establishes clear relationships among**

Grade	What does the student need to know ? (Nouns)	What does the student need to be able to do? (Verbs)
9-10	<p>What is: a claim, counterclaim, a reason and evidence</p> <p>Relationships: among a claim, counterclaim, reason and evidence</p>	<p>Introduce claims precisely</p> <p>Distinguish from alternate or opposing claims</p> <p>Create an organization that establishes clear relationships</p>

Starting Your Assessment Design

- Identify standard(s) that you will be using to design an assessment
- Unwrap that standard: identify the content and skills
- Identify the learning targets—of the content and skills, are there specific ones that you will target for this assessment design?
- What are some of the pre-requisite skills that you are assuming the students already have?

Unwrapping to Translation

- In our view, the purpose of unwrapping is to immediately move to curriculum translation
- For each of the NOUNS we suggest that teachers in small groups give examples of content topics they would address in their curriculum.
- For each of the VERBS we suggest that teachers in small groups give examples of skills and strategies that they would address in their curriculum.

CHOOSING THE BEST ASSESSMENT METHOD

•
WE NEED TO CONSIDER:

- Types of Standards
 - Assessment methods that are best designed to meet the cognitive demands the standards call for
 - Formative versus summative
-



Input

Name the
capital of
California.

Input

Name the
capitals of
three other
states.

Process

Compare and
contrast two state
capitals from your
list.

Process

Discuss why a state might locate its capital in a particular location.

Output

Evaluate the
location of
Sacramento as
your state capital.

Output

Theorize possible impacts of moving your state capital to San Francisco.

Metacognition

- What was going on inside your brain as you were trying to answer each of these questions?

- What was the difference in your thinking as the questions progressed?

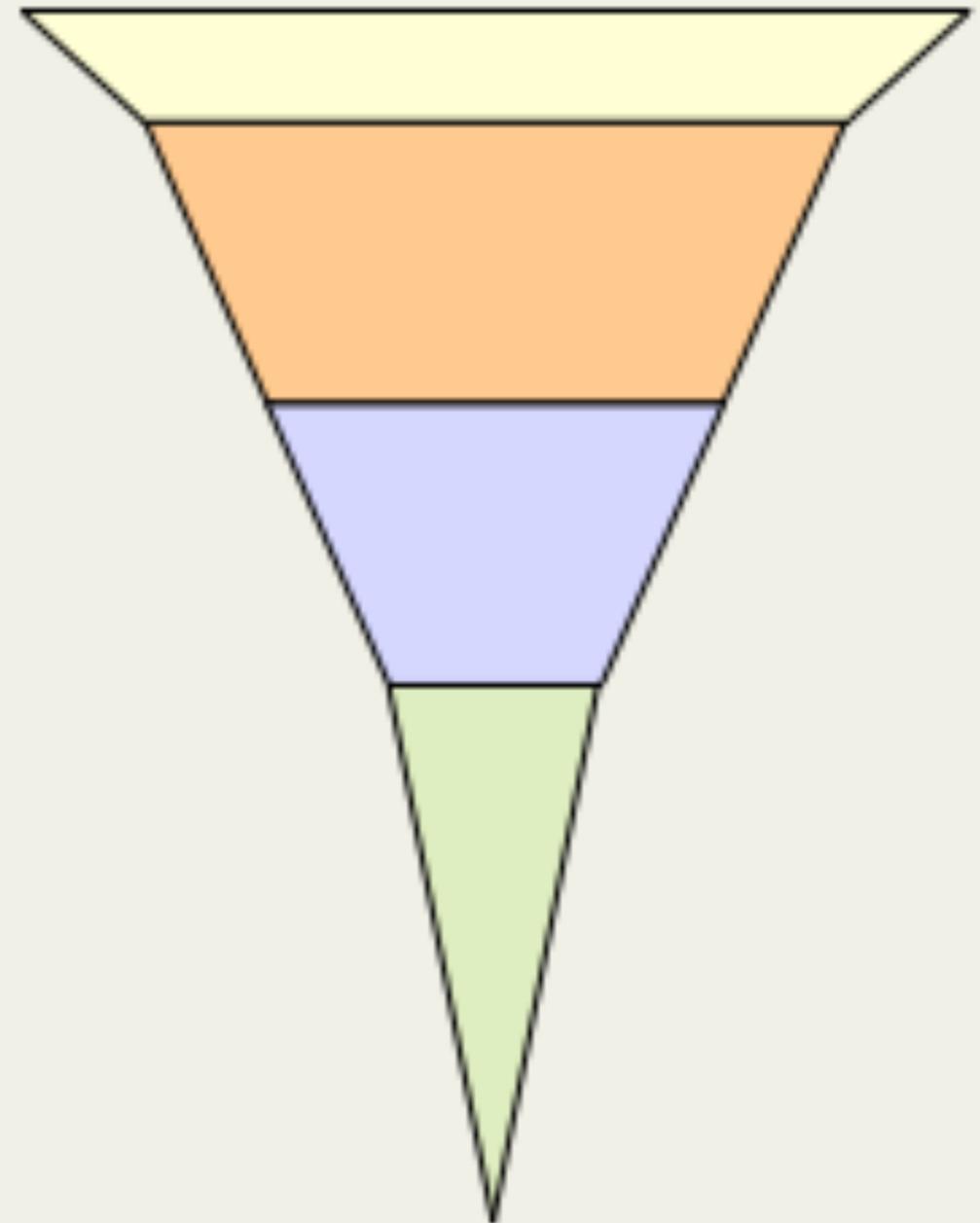


DOK

Webb's Depth of Knowledge

Webb's DOK Model

- Level 1 — Recall
- Level 2 — Basic Application
- Level 3 — Strategic Thinking
- Level 4 — Extended Thinking



Same Verb – Different DOK Levels

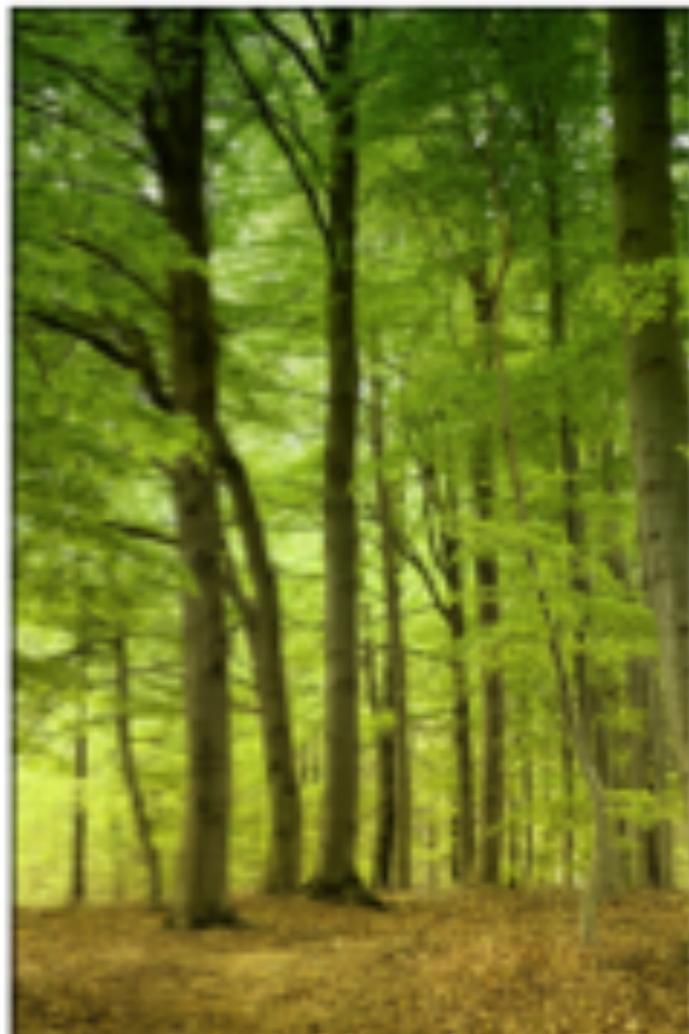
- DOK 1- Describe three characteristics of metamorphic rocks. (Requires simple recall)
- DOK 2- Describe the difference between metamorphic and igneous rocks. (Requires cognitive processing to determine the differences in the two rock types)
- DOK 3- Describe a model that you might use to represent the relationships that exist within the rock cycle. (Requires deep understanding of rock cycle and a determination of how best to represent it)

Depth of Knowledge



- Level 1 — Identify this utensil. (fork)
- Level 2 — Explain the function of the fork.
- Level 3 — Identify two examples of when a fork would not be the best utensil for a type of food and explain why.
- Level 4 — Design an investigation to determine the optimal number and length of tines for a salad fork.

Depth of Knowledge-Science



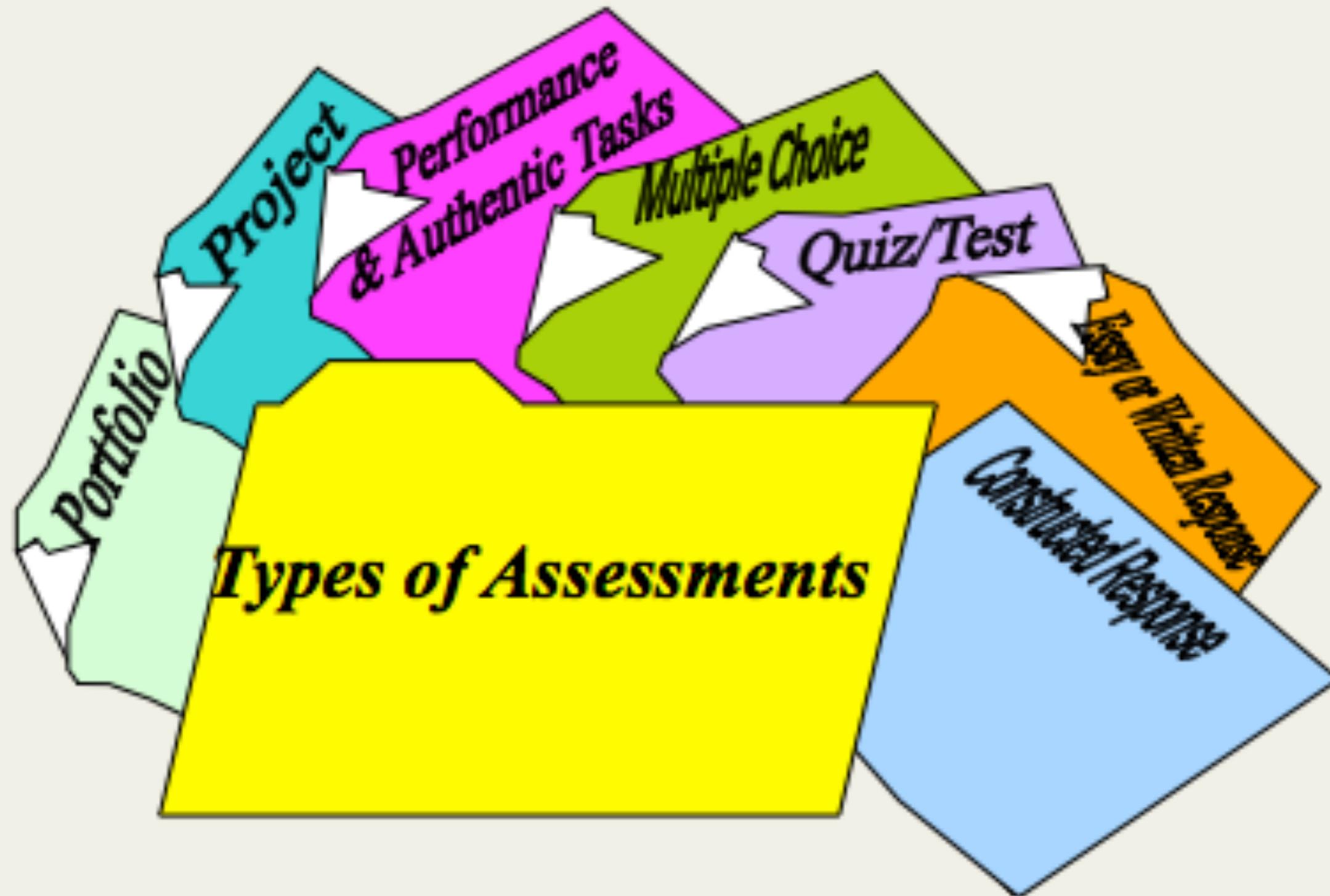
- Level 1 — Identify the tree.
- Level 2 — Explain the function of the leaves.
- Level 3 — Explain how a drought might affect the growth of the tree.
- Level 4 — Design an investigation of seedling growth to determine the best fertilizer for this type of tree.

Depth of Knowledge-ELA



- Level 1 — Identify the main characters in this story.
- Level 2 — Which of the following best describes the main characters' feelings about each other?
- Level 3 — Why do the main characters conflict?
- Level 4 — Interview your friends to compare how they deal with problems with other people.

Which Assessment...???



High Quality Classroom Assessment

Educators need to be asking themselves:

Why am I assessing?

What am I assessing?

What is the **best** assessment **method**?

How do I **communicate** the
assessment results?

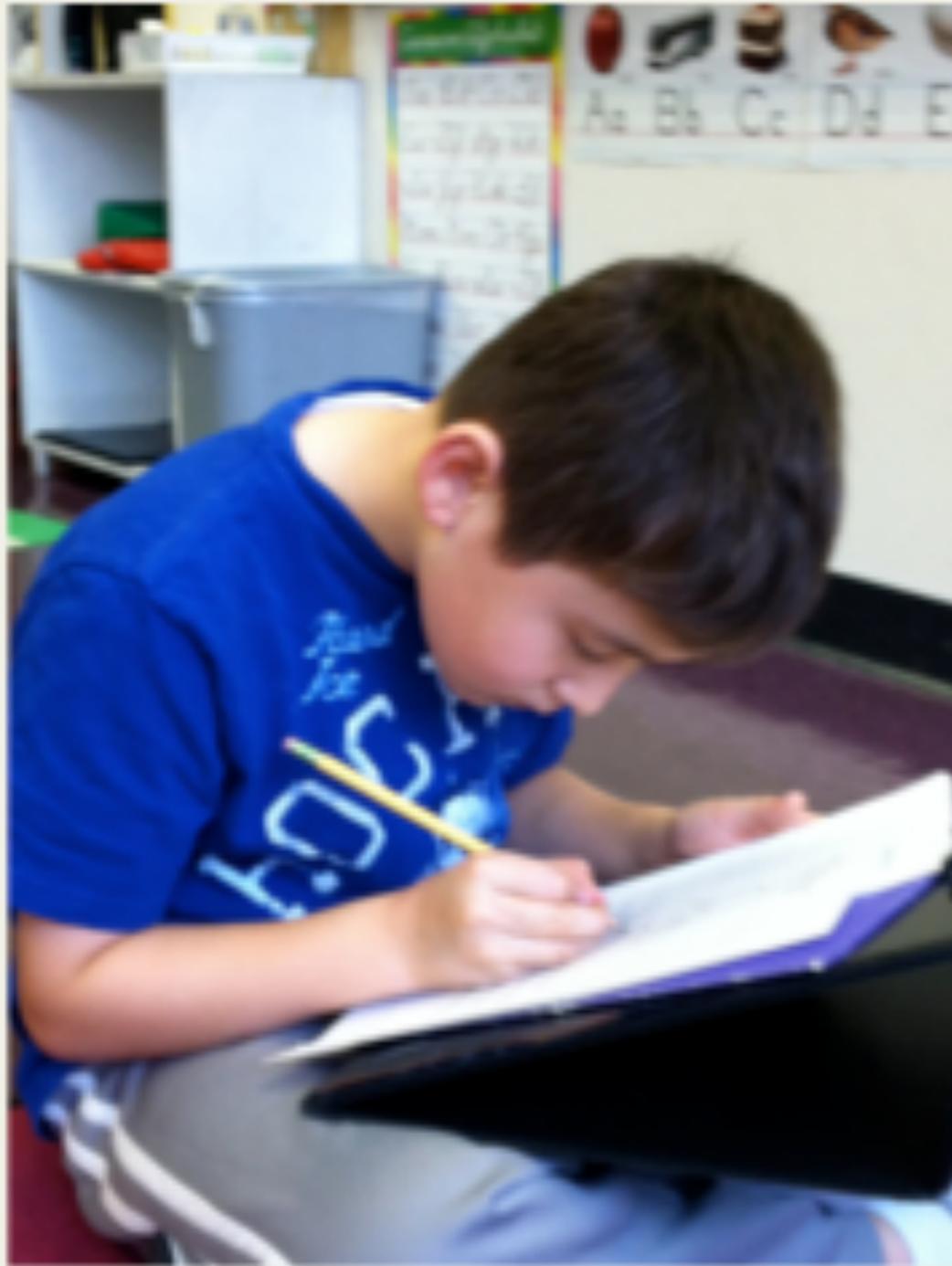
Choosing the Best Assessment Method

Educators need to **deliberately choose** an assessment method that fits the standards being assessed.

They should know

- The types of standards being assessed.
- The assessment methods currently in use.
- The assessment methods that are best for the standards being assessed.

Assessment Methods



- **Selected response**
- **Extended written response**
- **Performance-based assessment**
- **Personal oral communication**

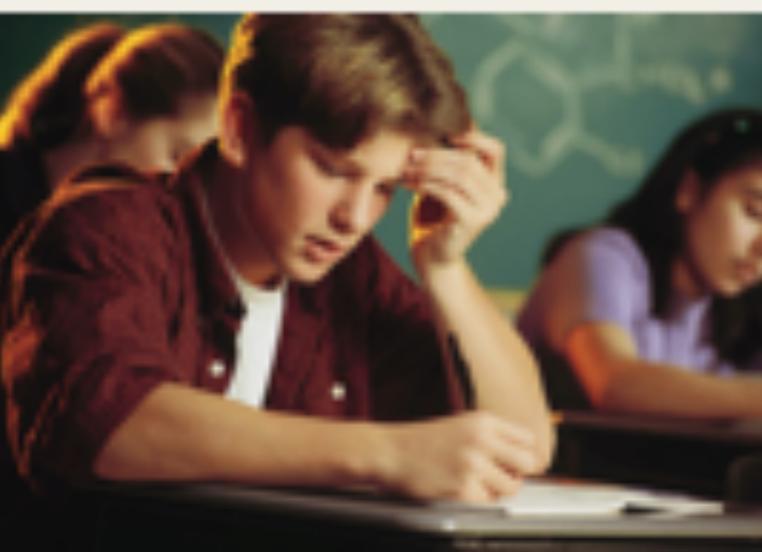
Selected Response



- ✓ Multiple choice
- ✓ True/false
- ✓ Matching
- ✓ Fill in the blank
- ✓ Label a diagram

SELECTED RESPONSE:

Multiple Choice 50-Q M.C. Quiz



European Exploration Final Exam

Multiple Choice Section:

1. This is the great Spanish conquistador who, with a couple hundred Spaniards conquered the Aztec Empire in Mexico:
a. Hernan Cortes b. Hernando de Soto c. Francisco Pizarro d. Robert La Salle
2. This spice comes from the bark of a tree, either in sticks or powder, and is rusty-brown in color, found in South Asia and the southeast Asian islands, and is used for a variety of medicinal purposes:
a. pepper b. cloves c. ginger d. cinnamon
3. During the Renaissance period the Europeans began to build bigger and better ships that could sail out into the oceans, tacking into the wind and carrying three masts filled with sails, called:
a. Clipper Ships b. Trireme Galleys c. Spanish Galleons d. Viking Long Ships
4. The Treaty of Tordesillas was an agreement between which two nations that divided the world into their separate spheres of trade and exploitation based on their discoveries and explorations?
a. Spain and Italy b. Spain and Portugal c. Portugal and France d. England and Holland
5. One of the great trading centers of Central Asia, a way station on the Great Silk Road out of China, was the city of:
a. Calicut b. Constantinople c. Samarkand d. Baghdad

Extended Written Response

Recent studies indicate that ozone in the upper layers of the Earth's Atmosphere is being depleted.

What effect does the depletion of ozone have, and how is this effect harmful to humans?



Constructed Response Assessment



12th Grade Reading Constructed Response

Discuss the relationship between the two cases, *Plessy v. Ferguson* (1896) and *Brown v. The Board of Education of Topeka* (1953). Be sure to review the similarities and differences between the cases and emphasize the relationship between the two. Give specific examples from both readings and draw from outside sources and/or personal experiences to support your answer.

Types of Performance Assessments



- **Story Boards**
- **Story lines**
- **Graphs**
- **Charts**
- **Observational drawing**
- **Note cards**
- **Artifact analysis**

Types of Performance Assessments



- Photo essay with text
- Comparative observations
- Blue prints
- Power point presentation
- Thinking Maps & Graphic Organizers

Performance Assessments

- Screenplays
- Podcasts
- Broadcasts
- Documentaries
- Email
- The SKYPE grandmothers
- Self publishing
- text messaging as notetaking
- My space as biography
- Digital Storytelling
- Video conferences in world language classes
- Grant proposals
- Web page
- Spreadsheets
- CAD blueprints
- Forecasts
- Media criticism
- Webquests
- Legal Briefs
- Digital portfolios

Performance Assessment

- Design and construct a motorized vehicle that can produce at least two simultaneous motions in different directions to accomplish a task. When your work is done, you will demonstrate your device and explain how it works.
- You will be given a rubric that will be used to assess your work.



Sounding Off on the Puget Sound Project

- Overview: Your job is to persuade a targeted audience to take action that will preserve and protect the Puget Sound. You will work as a member of a team and will identify a specific population for effectively communicating a message that incorporates concerns about the current state of the Sound and that shares a call to action. Your goal is to influence people to make a difference in improving the Puget Sound's present and future health. Once you have identified your audience, you will want to determine what medium you will use to convey your message. Your medium may include the arts, technology, and/or speaking/writing. You are encouraged to be creative and persuasive!

Our Maple Valley Community

Grade 3 Curriculum



Tahoma School District

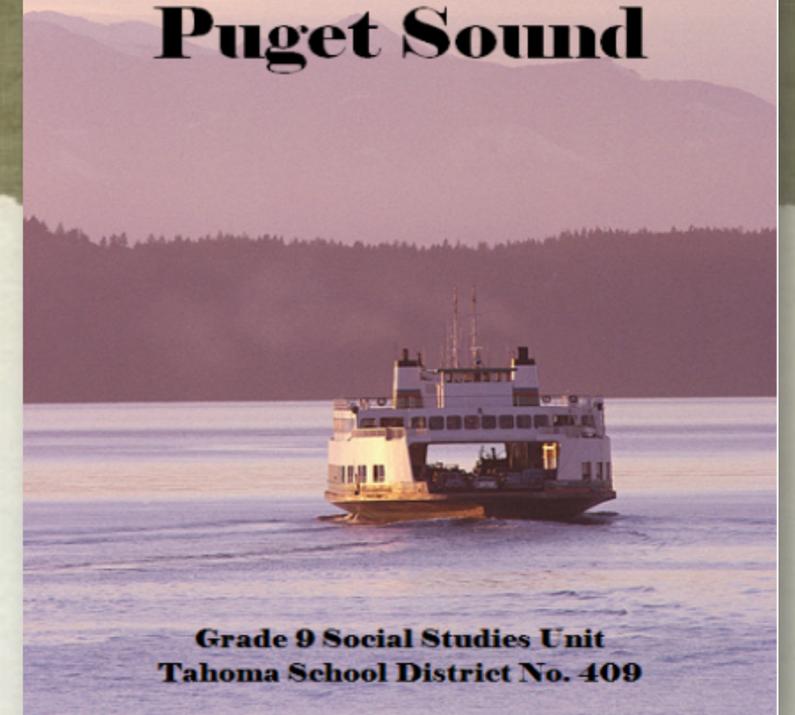
Sustaining Our World Water Resources



Grade 7 Social Studies Unit

Tahoma School District

Sounding Off on the Puget Sound



Grade 9 Social Studies Unit
Tahoma School District No. 409

You Decide! Sustaining Washington's Resources



Grade 4

Healthy Forests, Healthy Waters



Grade 7 Field Experiences
May, 2011

Humans and the Environment



12th Grade Social Studies Unit
Tahoma School District No. 409

Personal/Oral Communication



- ✓ Instructional questions and answers
- ✓ Class discussion
- ✓ Oral examination
- ✓ Journals, learning logs, etc.

Target to be Assessed	Assessment Method			
	<i>Selected Response</i>	<i>Essay</i>	<i>Performance Assessment</i>	<i>Personal Communication</i>
Knowledge	Good match	Good match	Not a good match	Partial match
Reasoning	Partial match	Good match	Good match	Good match
Performance Skills	Not a good match	Not a good match	Good match	Partial match
Products	Not a good match	Partial match	Good match	Not a good match

Validating Tasks

Validity

- The task is valid when you have well aligned learning targets to the standards as a requirement for performance.

Reliability

- The task is reliable when your scoring system is strong enough that different people can score using the rubric and get a statistically significant close percentage of same scoring for a performance.