ED LEADERS NETWORK

Designing Quality Classroom Assessments

Presented by Dr. Diana Zaleski, Illinois Education Association

State Affiliates	Content Partners
Illinois Principals Association	Center for the Collaborative Classroom
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(Approval by an administrator, mentor or coach is OPTIONAL)

Participant:	Approved by:
Date Completed:	Date Approved:

Designing Quality Classroom Assessments

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(*Supplemental Activities and Materials - IPA Professional Development Staff*)

Directions – PD 4 hrs.

Before you begin this course:

1. Go to the back of this Course Guide (CG) and find the **Implementation Plan Template**. This template and this Course Guide will provide step-by-step instructions in completing your Implementation Plan and other Reflective Activities.
2. **Keep the Course Guide and Implementation Plan open in a separate tab on your computer.**
3. To receive a course certificate, you must:
    a. Complete each section in this course
    b. Receive a score of 80% or higher on the Quizzes.

    …and in case you are audited for PD hours….
    c. File the 1) course completion certificate, 2) completed Course Guide and 3) Implementation Plan as evidence for PD hour credits.

Course Outcomes

After completing this course, participants will be able to:

1. Identify and implement the four methods of assessment.
2. Choose and implement the quality guidelines for developing assessment items.
3. Create and complete an Implementation Plan with at least six new activities/strategies that will assist in designing quality classroom assessments.

Section 1 - Introduction

Section 1 - Reflective Activity

In this section, Dr. Zaleski identifies the four methods of assessment.

Please respond to the following: What assessment method do you use most often in your classroom?

Portfolio collection is another method I use regularly - saving samples of their writing, drawings, and other work over time so I can see their growth.

★ Quiz 1 - Complete Online

Section 1 - Closing Activity

Please respond to the following:

1. What activities/strategies can you apply in identifying and implementing the four methods of assessment.
2. List two strategies, write a brief description and add those strategies to your Implementation Plan.

Implementation Strategies Outcome 1 - Identify and implement the four methods of assessment.
11. Activities/Strategies for the Four Methods of Assessment: I would use beginning-of-year screenings for diagnostic assessment, daily observations for formative assessment, work sample reviews for summative assessment, and periodic skill checks for benchmark assessment
22. Two Implementation Strategies: Strategy 1: Daily Recording System I will carry a small notebook to document student observations throughout the day.

Strategy 2: Weekly Skill Focus Each week I will assess one specific skill area by checking individual students during center time.

(Please add these strategies to your Implementation Plan.)

Learning Activity – Section 1

After viewing the resources, list below a few strategies or activities that will help to improve the process of designing quality classroom assessments.

Backward Design Planning Start with clear learning objectives and design assessments that directly measure those specific goals before creating instructio

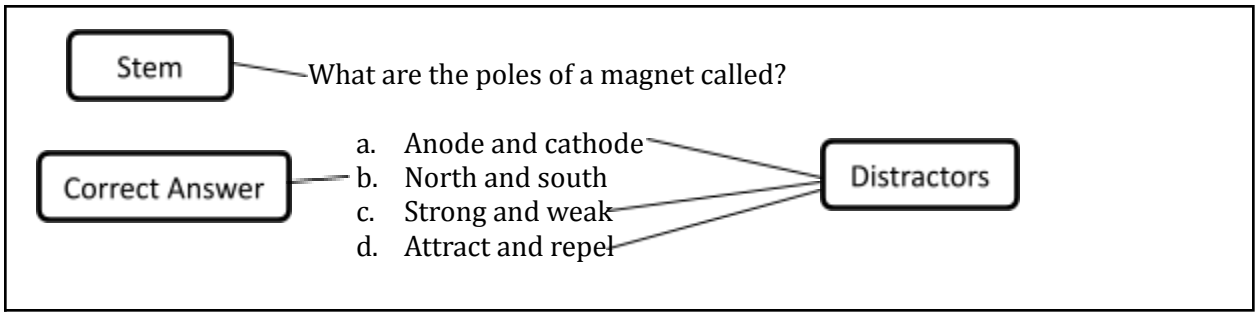
Section 2 – Quality Guidelines

Directions

Review your work from Section 1 - Introduction and make sure you have written two activities or strategies into your Implementation Plan.

Section 2a - Reflective Activity

In this video, Dr. Zaleski will discuss designing selected response items.



Please respond to the following: Consider an assessment that uses selected response items that you are familiar with. What learning targets does this test assess? Are selected response items an appropriate match for the learning targets?

For kindergarten, I find that selected response works best when combined with other assessment methods, since young children often know more than they can demonstrate through pointing or circling, and their developmental stage requires more hands-on, interactive assessment approaches.

★ Quiz 2 - Complete Online

Section 2b/Section 2c - Reflective Activity

In this two part video, Dr. Zaleski will discuss writing multiple-choice items.

Please respond to the following: Consider an assessment that uses multiple-choice items that you are familiar with. Use the guidelines for writing multiple-choice items discussed in this section to critique the assessment.

Selected response items can be appropriate matches for these specific learning targets because they efficiently assess whether students have mastered basic recognition skills.

★ Quiz 3 - Complete Online

Section 2d - Reflective Activity

In this video, Dr. Zaleski will discuss writing true/false, matching, and fill-in-the-blank items.

Example:
The Continental Divide is in the Appalachian Mountains.

Example:
In what section of the orchestra is the clarinet found? _____

Please respond to the following: Consider an assessment that uses true/false, matching, or fill-in-the-blank items that you are familiar with. Use the guidelines for writing true/false, matching, or fill-in-the-blank items discussed in this section to critique the assessment.

★ Quiz 4 - Complete Online

Section 2e/2f- Reflective Activity

In this two part video, Dr. Zaleski will discuss writing written response items.

Example:
Name three ways that rectangles and squares are alike.

Example:
We have been studying the importance of the carbon cycle and how it works. Based on your understanding of the carbon cycle, describe why we need to know about it and how it works. Be sure to include the following:

- Why is it important to understand the carbon cycle?
- The four major reservoirs where carbon is stored.
- At least six ways that carbon gets transferred from one place to another.

Example:
We have been learning how to write a summary – a brief statement of the main ideas of a text. After reading (the assignment provided), write a paragraph that summarizes the main ideas. In your paragraph, be sure to do the following:

- Focus only on the main ideas.
- Include enough information to cover all the main ideas.

Please respond to the following: Consider an assessment that uses written response items that you are familiar with. Use the guidelines for writing written response items discussed in this section to critique the assessment.

written

★ Quiz 5 - Complete Online

Section 2g - Reflective Activity

In this video, Dr. Zaleski will discuss writing performance assessments.

Please respond to the following: Consider a performance assessment that you are familiar with. Use the guidelines for writing performance assessments discussed in this section to critique the assessment.

★ Quiz 6 - Complete Online

Section 2h/Section 2i - Reflective Activity

In this video, Dr. Zaleski will discuss writing personal communication items.

Please respond to the following: Consider a personal communication assessment that you are familiar with. Use the guidelines for personal communication items discussed in this section to critique the assessment.

Section 2j - Reflective Activity

In this video, Dr. Zaleski will discuss how to sample learning appropriately.

Please respond to the following: Select a short unit that you are currently teaching or will teach this school year. List the learning targets for that unit. Classify each target as knowledge, reasoning, performance skill, or product. Based on the target, choose which assessment method is most appropriate.

Unit: Beginning Letter Sounds (2-week unit)

Learning Targets and Classifications:

1. Students will identify the beginning sound of spoken words - *Reasoning* - Most appropriate assessment: Performance task (listening to words and verbally identifying sounds)
2. Students will know the sounds that letters A, B, C, D, and E make - *Knowledge* - Most appropriate assessment: Selected response (pointing to correct letter when hearing a sound)
3. Students will produce the correct sound when shown letters A, B, C, D, and E - *Performance Skill* - Most appropriate assessment: Performance task (individual verbal assessment)
4. Students will sort picture cards by beginning sounds - *Performance Skill* - Most appropriate assessment: Performance task (hands-on sorting activity)
5. Students will create a picture book showing objects that start with their chosen letter - *Product* - Most appropriate assessment: Extended constructed response (evaluating their completed book)

Section 2 - Closing Activity

Please **respond** to the following:

1. What activities or strategies can you choose and implement in creating quality guidelines for developing assessment items for your school or district.
2. List two strategies, write a brief description and add those strategies to your Implementation Plan.

Implementation Strategies

Outcome 2 - Choose and implement the quality guidelines for developing assessment items.

1
2

(Please add these strategies to your Implementation Plan.)

IMPLEMENTATION PLAN

Designing Quality Classroom Assessments

Strategies to Achieve Outcomes	Timelines, Persons Responsible	Resources Needed	Indicators of Intended Impact	Date & Status or Date Completed
Outcome 1 - Identify and implement the four methods of assessment.				
1				
2				
Outcome 2 - Choose and implement the quality guidelines for developing assessment items.				
3				
4				

NOTE: Course Summary –Please, check your Implementation Plan above to ensure you have a total of at least four strategies or activities along with a timeline, resources and assessment method needed to implement and evaluate the effectiveness of those strategies in your classroom.