

# *Assessment Literacy Series Quick Start<sup>®</sup>*

---



## **Module 1**

# “Design” Objectives

## Participants will:

1. Create a **purpose statement**.
2. Target **content standards**.
3. Develop a **test blueprint**.

# Helpful Resources

## Training Material

- ▶ Modularized into **three** phases containing:
  - **Training:** PowerPoint Presentations, Videos, etc.
  - **Templates:** Forms, Spreadsheets, Business Rules, etc.
  - **Resources:** Guides: Handouts, Models, etc.
- ▶ Delivered via online learning platform: **Homeroom**



[www.hr.riagroup2013.com](http://www.hr.riagroup2013.com)

# Helpful Resources (cont.)

**Participants may wish to reference the following:**

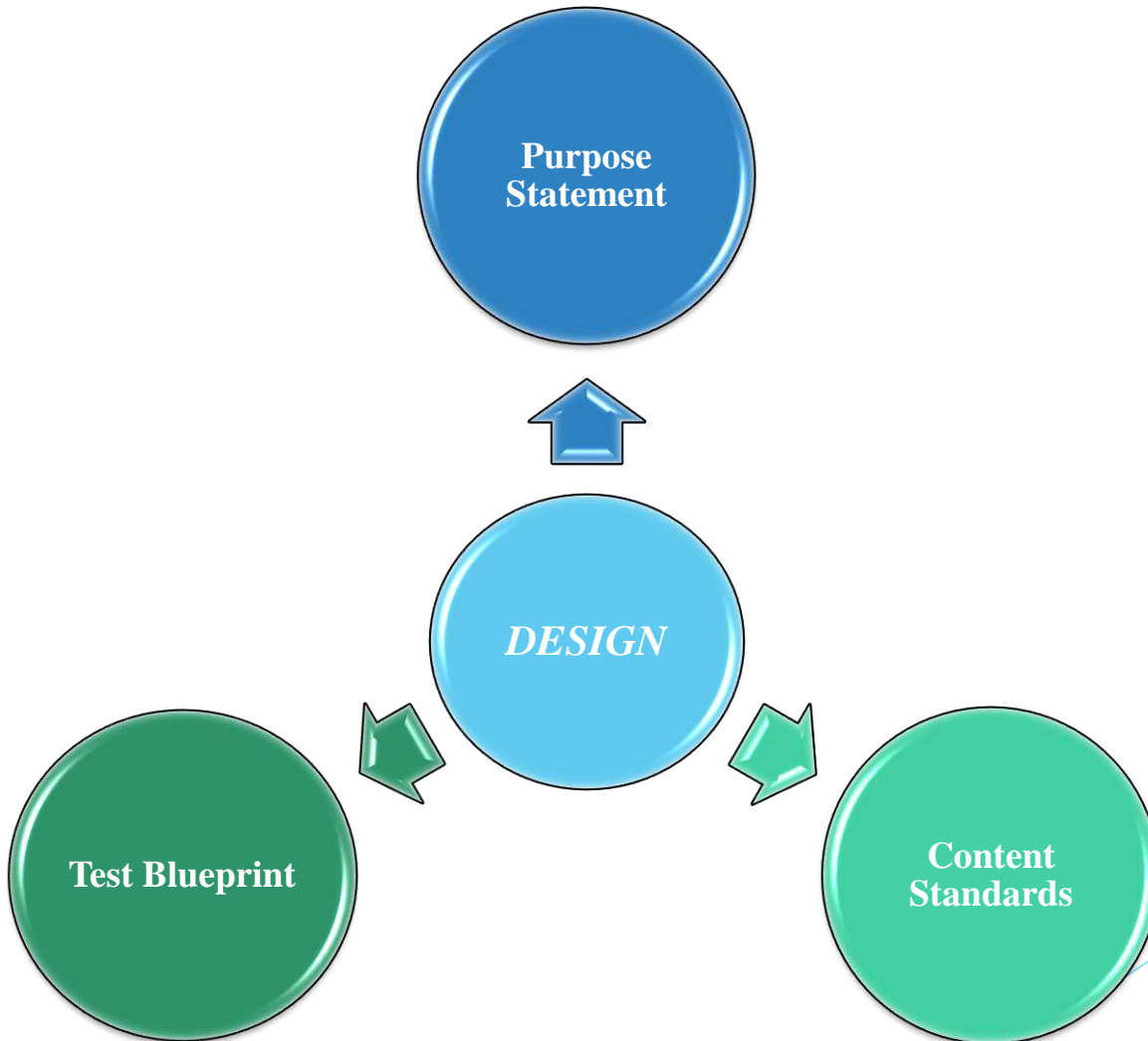
## **Template**

- ▶ Template #1 – *Designing the Assessment*

## **Resources**

- ▶ Handout #1 – *Designing the Assessment-Examples*
- ▶ Content standards associated with the applicable grade-levels/spans; Common Core State Standards
- ▶ Textbooks, teacher guides
- ▶ Depth of Knowledge (DoK) Chart
- ▶ Performance Measure Rubric

# *Design* Components



# STEP 1

## Purpose Statement



# Purpose Statement

## Statement outlining...

- ▶ *what* the assessment is measuring.
- ▶ *how* the scores should be used.
- ▶ *why* the assessment was developed.

# Purpose Statement-Example

**(WHAT)** *The Grade 8 Pre-Algebra assessment is intended to measure student proficiency of grade-level expectations in the sequence of the district's algebra curriculum.*

**(HOW)** *This grade-level summative assessment is provided as a post-test to determine student mastery of the content standards.*

**(WHY)** *Scores represent degrees of content knowledge and are used as part of pupil progression for 8<sup>th</sup> grade students.*

\* Refer to Handout #1-*Designing the Assessment-Examples: Step 1-Purpose Statement.*



# Procedural Steps

- Step 1. Individually create** a statement about the performance measure in terms of the content standards it will purport to measure.
- Step 2. Build consensus** by focusing on three components of the statement: What, How, Why.
- Step 3. Draft three (3) sentences** reflecting the group's consensus for each component, and review.
- Step 4. Merge sentences to create a single paragraph “statement”.** Again, review to ensure that the statement reflects the group's intent.
- Step 5. Finalize the statement** and double-check for editorial soundness.

*\*Refer to Template #1-Designing the Assessment: Step 1-Create A Purpose Statement.*

# QA Checklist

- ❑ Statement is clear and concise; free of technical jargon.
- ❑ Statement identifies which targeted content standards the performance measure is designed to evaluate.
- ❑ Statement articulates how information from the performance measure is intended for use; provides insight about what the scores mean.

# **STEP 2**

# **Targeted Content Standards**



# Targeted Standards

## Select standards that...

- ▶ represent Enduring Understanding/Key Concepts within the content area.
- ▶ focus on the essential knowledge and skills that students are expected to acquire.
- ▶ educators spend the most time teaching.
- ▶ create transparency for families and the community about what is most important for student success.

# Selection Criteria

1. **Endurance** - Will this standard provide students with knowledge and skills that will be of value beyond a single test date?
2. **Leverage** - Does this standard provide knowledge and skills that will be of value in multiple disciplines?
3. **Readiness for Next Level of Learning** - Will this standard provide students with essential knowledge and skills necessary for success in the next level of learning?

# Selection Criteria (Cont.)

4. **Key Concept** - Is this standard a component or dimension of a larger concept/enduring understanding?
- Targeted standards are a sample of the available standards within a key concept.
  - When comprised of multiple tasks, performance measures typically sample skills and knowledge from several standards.

# Content Standards-Math Example

Enduring Understanding		Single Standard
Extend the properties of exponents to rational exponents.	vs.	Rewrite expressions involving radicals and rational exponents using the properties of exponents.

*\*Refer to Handout #1-Designing the Assessment-Examples: Step 2-Targeted Content Standards.*

# Content Standards-P.E. Example (cont.)

<b>Enduring Understanding</b>	<b>Targeted Content Standards</b>
<p>Participation in physical activity impacts wellness throughout a lifetime by applying basic movement and manipulative skills.</p>	<p>Recognize and use basic movement skills and concepts:</p> <ul style="list-style-type: none"><li>• locomotor movements</li><li>• non-locomotor movements</li><li>• manipulative movements</li><li>• relationships</li><li>• combination movements</li><li>• space awareness</li><li>• effort</li></ul> <p>Recognize and describe the concepts of motor skill development using appropriate vocabulary:</p> <ul style="list-style-type: none"><li>• form</li><li>• developmental differences</li><li>• critical elements</li><li>• feedback</li></ul>



# Procedural Steps

- Step 1.** Place the course/subject's name and Enduring Understanding/Key Concept statement above the Targeted Content Standards table.
- Step 2.** Place the code for each standard/content strand in the Content ID column along with the description for each content standard in the Content Statement column.
- Step 3.** Have a subject matter expert work collaboratively to identify initial (i.e., draft) set of content standards associated with the “Enduring Understanding”/Key Concept.
- Step 4.** Review the list of targeted content standards and look for gaps and/or redundancies and then finalize the list by placing an “X” in the Final column.
- Step 5.** Verify that the “final” targeted content standards will be those used to develop the test blueprint.

*\*Refer to Template #1-Designing the Assessment: Step 2-Select Targeted Content Standards.*

# QA Checklist

- Do the targeted content standards have **endurance** and **leverage**?
- Do the targeted content standards represent an **Enduring Understanding/Key Concept** within the greater content area?
- Do the targeted content standards prepare students for the **Next Level of Learning**?

# STEP 3

## Test Blueprint



# Test Blueprint

## Definition

- ▶ Identifies the targeted content standards and the number of items/tasks used to measure student knowledge and skills.

## Importance

- ▶ Guides item/task development process.
- ▶ Ensures sufficient sampling of targeted content standards.
- ▶ Assists in aligning the assessment.
- ▶ Outlines the general structure and design of the assessment.

# Test Blueprint

## Components

### ▶ **Enduring Understanding/Key Concept**

- Statement summarizing the core knowledge and skills enumerated within the content standards.

### ▶ **Targeted Content Standards**

- Identified standards representing the Enduring Understanding/Key Concept that can be measured in a summative manner.

### ▶ **Cognitive Level**

- Identified depth of knowledge (DoK) or higher-order thinking (HoT) levels represented in the targeted content standards.

# Cognitive Demand

- ▶ The complexity of mental processing that must occur in order to construct an answer or response.
- ▶ A critical factor in determining item/task rigor.

Level	Example of Verb	Example of Task
Level 1	Recall	List three characteristics of metamorphic rocks.
Level 2	Compare/Contrast	Describe the difference between metamorphic and igneous rocks.
Level 3	Create	Develop a model to represent the rock cycle.
Level 4	Construct	Using multiple sources, develop an essay on the rise of the Industrial Revolution.

\*Refer to “Cognitive Demand Crosswalk” document (see *Homeroom/Quick Start/Build/Resources*).

# Test Blueprint-Art Grade 5 Example

Enduring Understanding/Key Concept	Targeted Content Standard	Item/Task Cognitive Level				
		Level 1	Level 2	Level 3	Level 4	Total
Artists make thoughtful choices in creating works of art	1.1	0	4	1	0	5
Artists create works of art employing both conscious and intuitive thought.	1.2	0	0	0	2	2
Natural resources have influenced the creation of indigenous art forms	4.1	3	2	0	0	5
<i>Grand Totals</i>		<i>3</i>	<i>6</i>	<i>1</i>	<i>2</i>	<i>12</i>

**Technical Note:** This assessment is comprised of five (5) short answer (SA) items [*worth 2 points each*], five (5) extended answer (EA) items [*worth 4 points each*], and two (2) extended performance (EP) tasks [*worth 35 points each*] for a total of **12** total items/tasks. The maximum score possible on this assessment is **100** points.

\*Refer to Handout #1-*Designing the Assessment-Examples: Step 3-Test Blueprint*.

# Procedural Steps

- Step 1.** Review the targeted content standards identified in Step 2.
- Step 2.** Insert selected Enduring Understanding/Key Concept and targeted content standards (numeric code only) into the test blueprint table.
- Step 3.** Determine the number of items/tasks across the four cognitive levels.
- Step 4.** Tally the rows and place the values in the Total column. Tally each cognitive level column and place the resultant values in the Grand Totals row.
- Step 5.** Report the total number of items/tasks **and** the total possible points available.

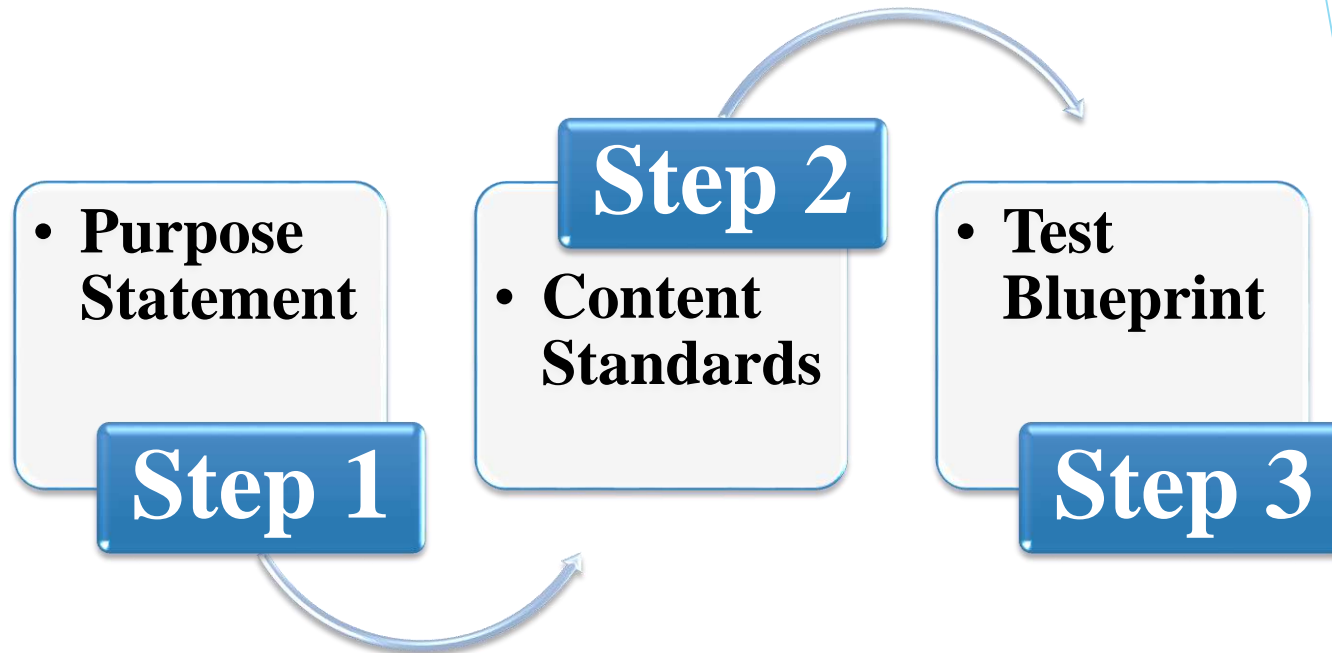
\* Refer to Template #1-*Designing the Assessment: Step 3-Develop a Test Blueprint*.



# QA Checklist

- ❑ There is a **sufficient sampling** of the targeted content standards (e.g., 5 items/task points).
- ❑ There is a **balance** between developmental readiness and item/task complexity.
- ❑ **Time constraints** are considered for both teachers and students.
- ❑ The **cognitive demand** reflects those articulated in the targeted content standards.
- ❑ The targeted content standards sample the **range** within the Enduring Understanding/Key Concept.
- ❑ The test blueprint reflects a **coherent, focused, and rigorous** measurement approach.

# Reflection



# Final Check

## *Performance Measure Rubric*

- ▶ Strand 1 evaluates five (5) aspects presented within this module. Each aspect is rated using the following scale:
  - 1 – Fully addressed
  - .5 – Partially addressed
  - 0 – Not addressed
  - N/A – Not applicable

**Note:** The *Performance Measure Rubric* is found within the “Resource” folder within *this* module and in the “Template” folder of the *Review* module.

# Final Check (cont.)

## *Performance Measure Rubric Strand 1*

<b>Task ID</b>	<b>Descriptor</b>	<b>Rating</b>
1.1	The purpose of the performance measure is explicitly stated (who, what, why).	
1.2	The performance measure has targeted content standards representing a range of knowledge and skills students are expected to know and demonstrate.	
1.3	The performance measure's design is appropriate for the intended audience and reflects challenging material needed to develop higher-order thinking skills.	
1.4	Specification tables articulate the number of items/tasks, item/task types, passage readability, and other information about the performance measure - <b>OR-</b> Blueprints are used to align items/tasks to targeted content standards.	
1.5	Items/tasks are rigorous (designed to measure a range of cognitive demands/higher order thinking skills at developmentally appropriate levels) and of sufficient quantities to measure the depth and breadth of the targeted content standards.	

# Summary & Next Steps

## Summary

- ▶ By completing Module 1 participants have the skills to create a purpose statement, select targeted content standards, and develop a blueprint.

## Next Steps

### **Module 2: *Building the Assessment***

- ▶ Participants will: (a) develop items/tasks to measure aspects of the targeted content standards, (b) create scoring keys, rubrics, and checklists, and (c) construct test forms with administration guidelines.