Implementing High-Quality Performance Assessments in Science – Workshop 2

October 23, 2019

REL Appalachia
Regional Educational Laboratory
At SRI International

Welcome and Introductions

CARMEN ARAOZ

Project Manager and TCTS Specialist

Regional Educational Laboratory Appalachia

Meet your presenters

Kori Hamilton Biagas

SRI International

Elizabeth McBride

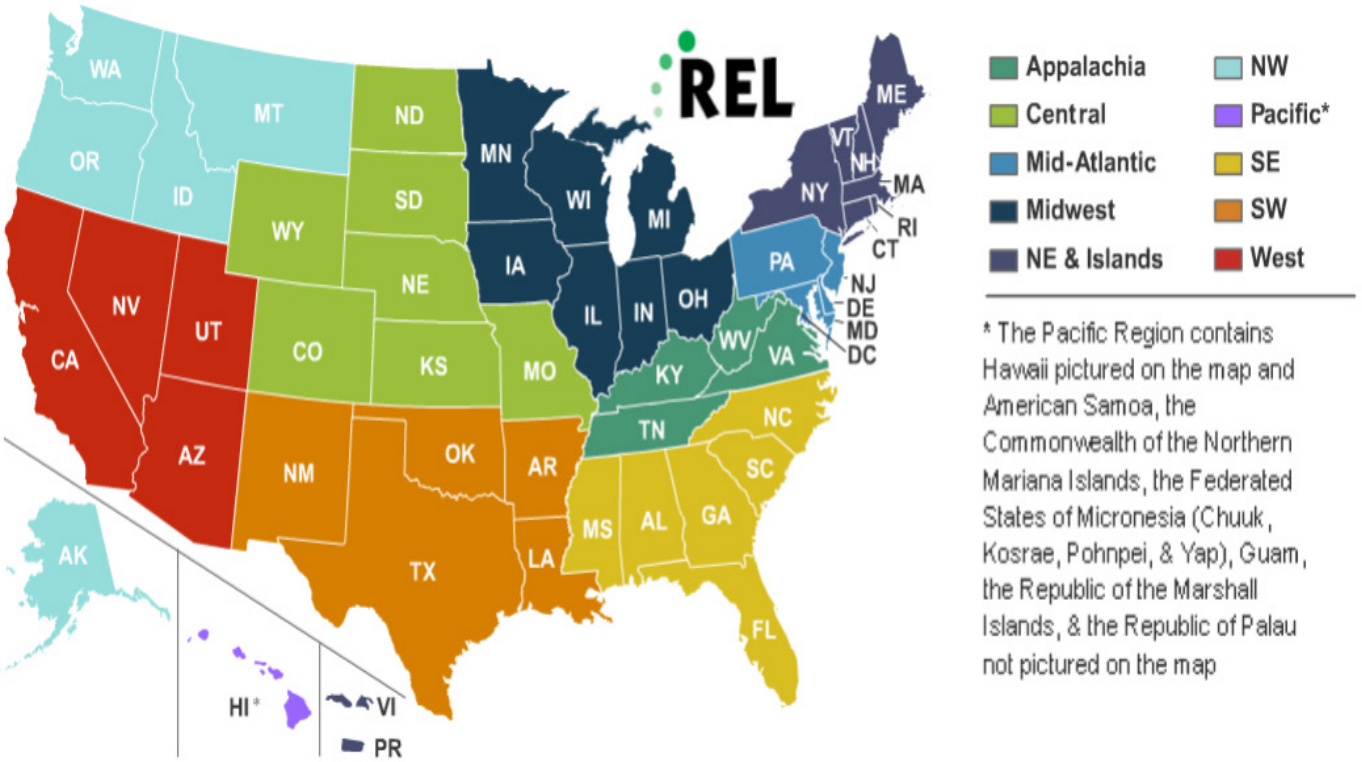
SRI International

Jessica Bailey
Education Development Center

Carmen Araoz

SRI International

The Regional Educational Laboratories



The 10 Regional Educational Laboratories (RELs) work in partnership with stakeholders to conduct applied research and trainings.

The REL mission is to support a more evidence-based education system.

Meeting overview

Session goals

- Participants will increase understanding of the Quality Criteria Tool and a 4-step process to support implementation of performance assessments in Science.
- Participants will develop and deepen understanding of evidence base on the effective design and use of performance assessments

Meeting overview

Agenda

- Welcome and Introductions
- Project review
- Selecting a quality assessment
- Unpacking quality indicators
- Break
- Working with rubrics
- Lunch
- Step 3: How to improve
- Step 4: Planning your assessment and engaging students
- Wrap-up and next steps

Introductions

- Please share your:
  - Name
  - Affiliation
  - Role
  - Plans for implementing a performance assessment

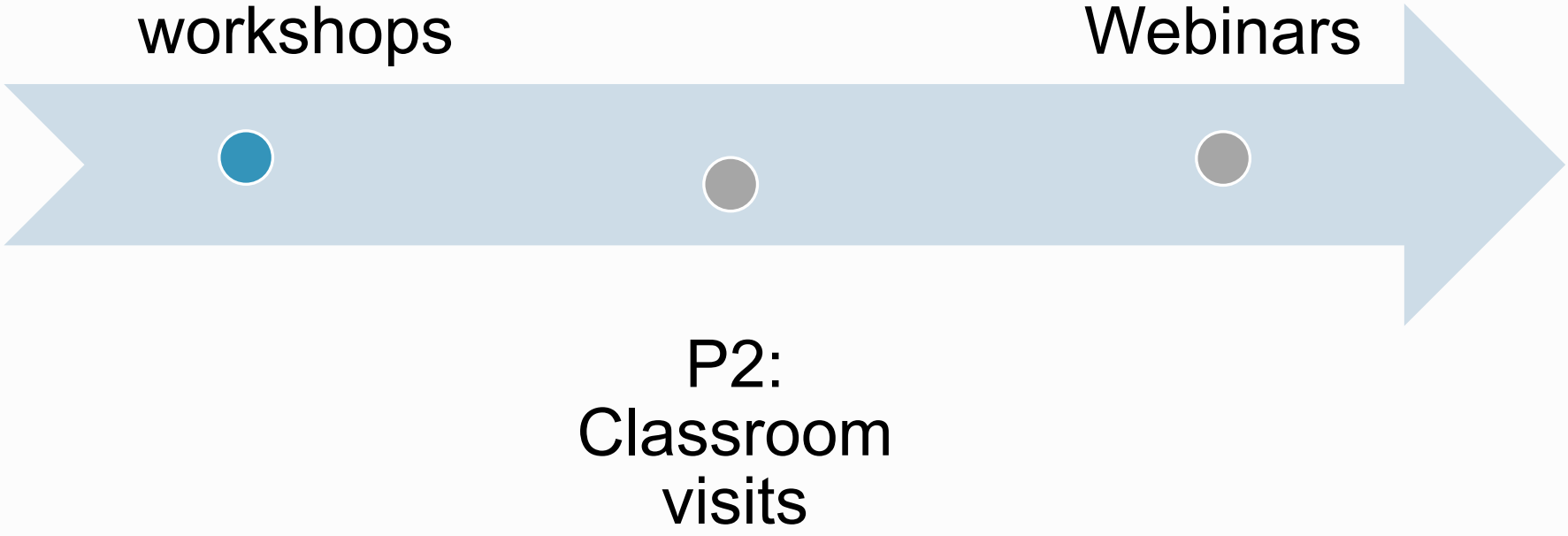
Project Overview

KORI HAMILTON BIAGAS

Dissemination Specialist and TCTS Specialist

Regional Educational Laboratory: Appalachia

REL Appalachia Implementing High-Quality Performance Assessments in Science



Implementing High-Quality Performance Assessments in Science – Project Timeline

Task	Year 1: 2019					Year 2: 2020				
	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Teacher workshop 1: Intro to Performance Assessments	x									
Teacher workshop 2: Performance Assessment Lesson Review			x							
Classroom visits (recording)			X	X	X					
Teacher debrief (virtual)						x				
Video review and editing							X	X		
Webinar 1: Intro to PBAs									x	
Webinar 2: Examples of PBAs in Use										x

Teacher roles

Workshop participant

- Attend 2 training workshops (August and October)
- Share insights on planning and implementing performance assessments in science
- Provide feedback on materials developed by REL AP

Classroom video recording participant

- Host classroom recording session while implementing a science performance assessment
- Debrief with REL AP team (online)
- Participate in planning calls with REL AP team (online)

*****We need volunteers*****

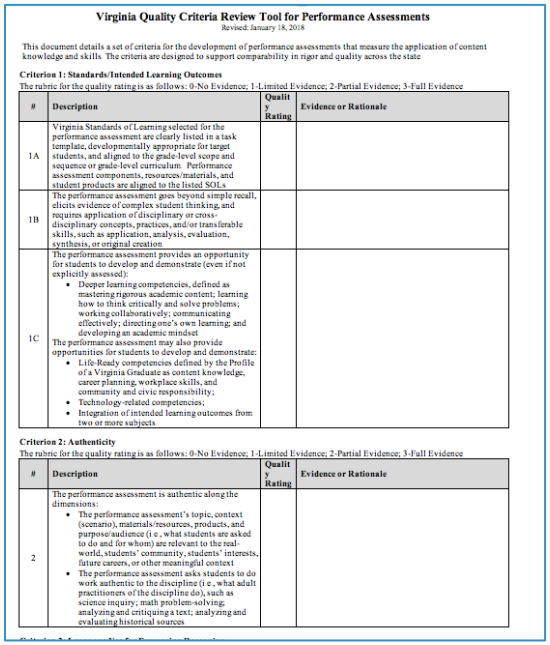
Webinar facilitator

- Work with the REL AP team to facilitate one webinar activity

Project meeting schedule: Does this still work?

Activity	Date	Location
Teacher workshop 2	October 23, 2019	Arlington Public Schools District Office
Classroom visits	Nov–Dec 2019	TBD
Teacher debrief	January 2019	Virtual; Zoom meeting room

The Virginia Quality Criteria Review Tool for Performance Assessments



Virginia Quality Criteria Review Tool for Performance Assessments

Revised: January 18, 2018

This document details a set of criteria for the development of performance assessments that measure the application of content knowledge and skills. The criteria are designed to support comparability in rigor and quality across the state.

Criterion 1: Standards/Intended Learning Outcomes

The rubric for the quality rating is as follows: 0-No Evidence; 1-Limited Evidence; 2-Partial Evidence; 3-Full Evidence

#	Description	Quality Rating	Evidence or Rationale
1A	Virginia Standards of Learning selected for the performance assessment are clearly listed in a task template, developmentally appropriate for target students, and aligned to the grade-level scope and sequence or grade-level curriculum. Performance assessment components, resources/materials, and student products are aligned to the listed SOLs.		
1B	The performance assessment goes beyond simple recall, elicits evidence of complex student thinking, and requires application of disciplinary or cross-disciplinary concepts, practices, and/or transferable skills, such as application, analysis, evaluation, synthesis, or original creation.		
1C	The performance assessment provides an opportunity for students to develop and demonstrate (even if not explicitly assessed): • Deeper learning competencies, defined as mastering rigorous academic content; learning how to think critically and solve problems; working collaboratively; communicating effectively; directing one's own learning; and developing an academic mindset The performance assessment may also provide opportunities for students to develop and demonstrate: • Life-Ready competencies defined by the Profile of a Virginia Graduate as content knowledge, career planning, workplace skills, and community and civic responsibility; • Technology-related competencies; • Integration of intended learning outcomes from two or more subjects.		

Criterion 2: Authenticity

The rubric for the quality rating is as follows: 0-No Evidence; 1-Limited Evidence; 2-Partial Evidence; 3-Full Evidence

#	Description	Quality Rating	Evidence or Rationale
2	The performance assessment is authentic along the dimensions: • The performance assessment's topic, context (scenario), materials/resources, products, and purpose/audience (i.e., what students are asked to do and for whom) are relevant to the real-world, students' community, students' interests, future careers, or other meaningful context. • The performance assessment asks students to do work authentic to the discipline (i.e., what adult practitioners of the discipline do), such as science inquiry; math problem-solving; analyzing and critiquing a text; analyzing and evaluating historical sources.		

- Criterion 1: Standards/Intended Learning Outcomes
- Criterion 2: Authenticity
- Criterion 3: Language Use for Expressing Reasoning
- Criterion 4: Success Criteria for Students
- Criterion 5: Student Directions, Prompt, and Resources/Materials
- Criterion 6: Accessibility
- Criterion 7: Feasibility

Performance Assessment Participant Workbook*

- The purpose of this workbook is to provide support in the use of the Virginia Quality Criteria Review Tool for Performance Assessments.
- This workbook is intended to complement the in-person workshop.

*The focus of the project and workbook is on science assessments. However, teachers working in other content areas may also find the materials useful.

Performance Assessment Participant Workbook

Step 1	Define the Purpose & Identify Standards and Intended Learning Outcomes
Step 2	Select the Performance Assessment
Step 3	Apply the Virginia Quality Criteria Review Tool
Step 4	Engage Students and Plan to Administer Performance Assessment

PRACTICE IT

TOOLS FOR USE

FOCUS

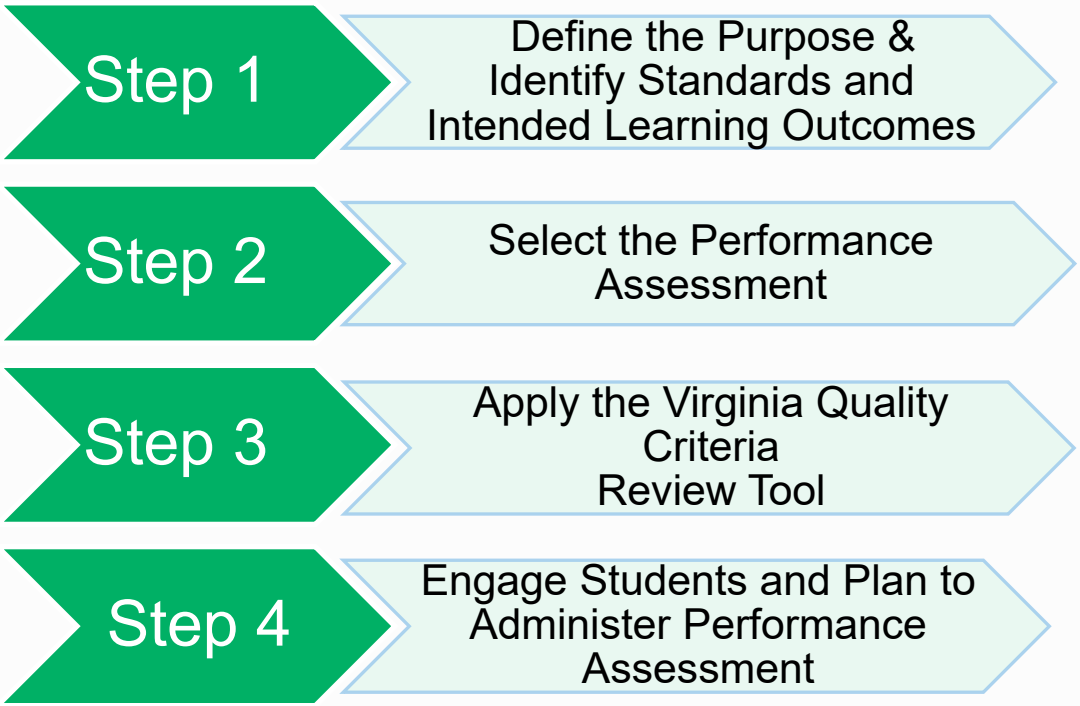
Selecting a Quality Assessment

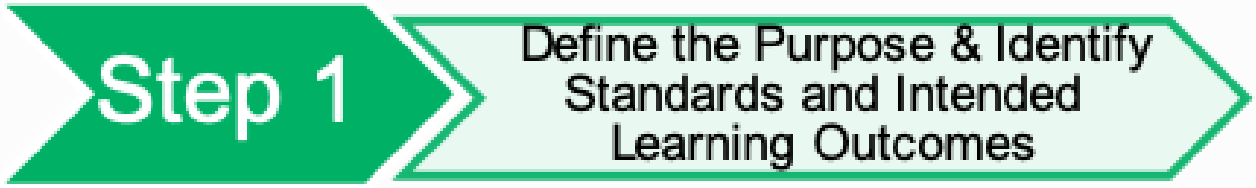
BETH MCBRIDE & JESSICA BAILEY

Project Co-leads

Regional Educational Laboratory: Appalachia

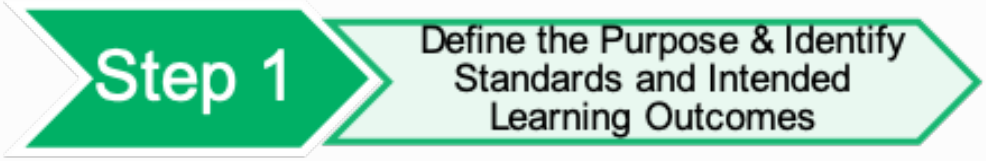
4-Step process for implementing performance assessments





Step 1 of Identifying and Using Performance Assessments addresses the following questions:

- Who is being assessed?
- Why do I need to assess students at this time?
- What is being assessed?



Step 1 of Identifying and Using Performance Assessments addresses the following questions:

- Who is being assessed? [Population]

  For example,
  - Grade 1
  - Students in an AP biology course

- Why do I need to assess students at this time?

- What is being assessed?

Step 1 — Define the Purpose & Identify Standards and Intended Learning Outcomes

Step 1 of Identifying and Using Performance Assessments addresses the following questions:

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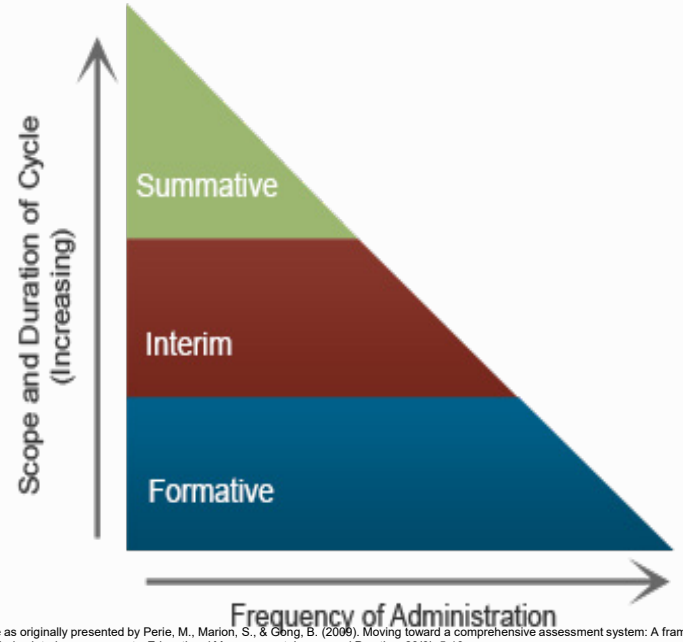


Figure as originally presented by Perie, M., Marion, S., & Gong, B. (2009). Moving toward a comprehensive assessment system: A framework for considering interim assessments. Educational Measurement: Issues and Practice, 28(3), 5-13.

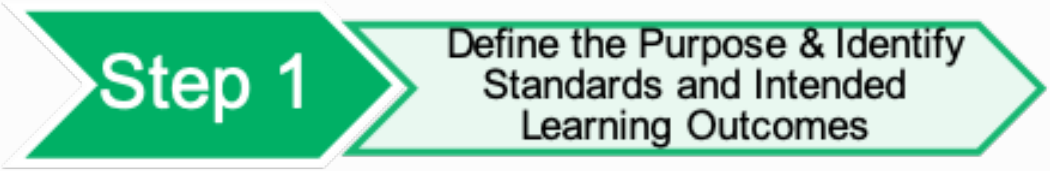
PRACTICE IT: Performance Assessment Purpose

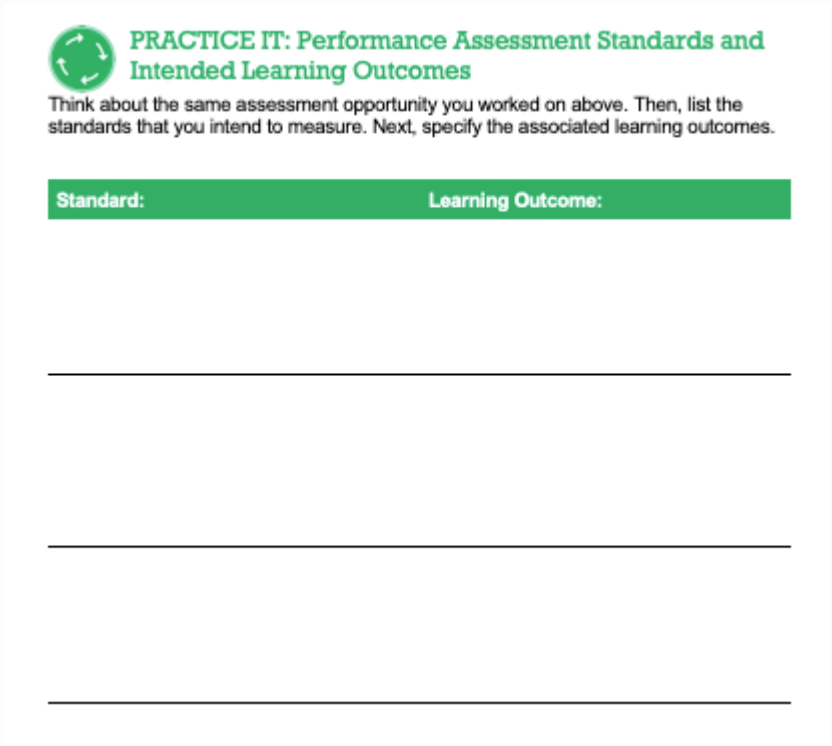
1. What is the population you wish to assess?

2. What is the purpose of this assessment?

3. What type(s) of assessment would be most useful? (formative, interim, summative)

Step 1 Define the Purpose & Identify Standards and Intended Learning Outcomes





PRACTICE IT: Performance Assessment Standards and Intended Learning Outcomes

Think about the same assessment opportunity you worked on above. Then, list the standards that you intend to measure. Next, specify the associated learning outcomes.

Standard:	Learning Outcome:

Identifying the Intended Learning Outcomes to Be Assessed

- In this section we will focus on the questions:
  - What learning outcomes will I measure through this assessment?
  - How do I know if my assessment really measures the learning outcomes I define?

WestEd

Tool for Analyzing Standards

Focus Standard: *Write the complete standard that is the focus of the lesson in this box. Typically, there will only be one standard that is the focus of a lesson. It is acceptable practice to strike through parts of a standard that are not being focused on in the lesson.*

KNOWLEDGE AND CONCEPTS (NOUNS)

Identify and list what this standard states and implies about what students should know and what knowledge needs to be taught.

Begin by looking at and analyzing the nouns. If the standard implies specific knowledge (e.g. knowledge of figurative language) then decide what specific knowledge needs to be taught (e.g. metaphors, simile, and foreshadowing).

SKILLS AND PROCESSES (VERBS)

Identify and list what this standard states and implies about what students should be able to do and what skills needs to be taught and practiced.

Begin by looking at and analyzing the verbs. If the standard states or implies the ability to engage in a procedure, then identify the specific steps of the procedure.

IMPLICATIONS FOR INSTRUCTION

Make a list of strategies, tools, and/or resources that could be used to teach the knowledge and skills unpacked and defined above.

Identify what knowledge and skills should have already been learned and those that need to be explicitly taught.

IMPLICATIONS FOR ASSESSMENT

Make a list of strategies, tools, and/or resources that could be used to assess the knowledge and skills unpacked and defined above.

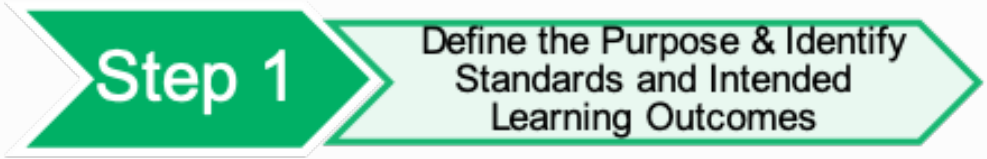
Step 1 Define the Purpose & Identify Standards and Intended Learning Outcomes

The Importance of Alignment

Content Standards	Learning Outcomes	Indicators	Aligned Tasks	Level of Complexity	Weight
		Example 1			
Organisms and environments. The student knows all organisms are classified into groups that share similar characteristics that allow them to interact with the living and non-living parts of their ecosystem. Students recognize the broad classification categories of common animals.	Students correctly classify common organisms as mammal, bird, fish, reptile or amphibian.	Students are able to identify the characteristics that differentiate an organism into one of the classifications.	Students draw and label an imaginary creature from outer space and describe what it looks like and which features, including life cycle, it has that relegate it to one of the classifications.	Application	50%
		Example 2			
Organisms and environments. The student knows that different plants and animals inhabit different kinds of environments and have external features that help them thrive in different kinds of places.	Students describe and evaluate the relationship between environment and adaptive features.	Students are able to imagine a reasonable adaptation that an organism would make to an invented environment.	Students draw and label important environmental features (available liquids, gases, temperature, etc.) and explain how their invented organism has adapted to [illegible] in that environment.	Application	50%

Step 1

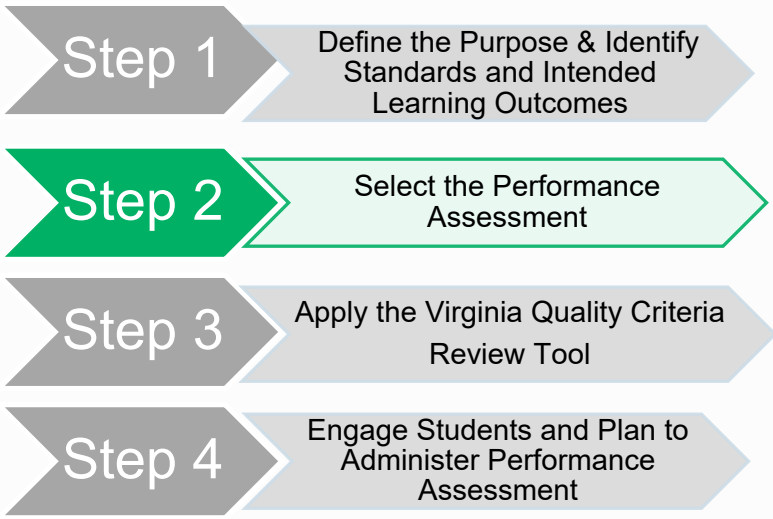
Define the Purpose & Identify Standards and Intended Learning Outcomes



The Importance of Alignment

- Are there clear connections between learning outcomes and tasks in my assessment?
- Have I identified which components of the learning outcome(s) have the highest priority or are the most relevant?
- Are there any additional aspects of the learning outcome(s) that are being assessed that I have not clearly identified?
- Does the assessment provide an appropriate number of items or tasks to assess the various knowledge and skills that I need students to demonstrate?
- Is there anything important that I need to see that students won't be able to demonstrate with the task(s)?

Step 2: Select the Performance Assessment



- In step 2 we focus on finding a suitable performance assessment for students to demonstrate the knowledge and skills identified in step 1.
- The key is to determine the quality and relevance of a performance assessment before investing significant amounts of time and effort tailoring the content

Step 2 Select Performance Assessment

Where to Find Performance Assessments?

- School division website
- Teacher lesson plan websites
- From colleagues
- Social media (e.g., Pinterest)
- Science instructional coaches

**It is unlikely that you will find a perfect performance assessment that you can use without revisions. Rather, you may find one that will be a good starting place and meet your needs after making some revisions.

Step 2 Select Performance Assessment

Performance Assessment Checklist		
	YES	NO
The task aligns to the standards and intended learning outcomes that you intend to assess	☐	☐
The topic is relevant to students' reality/experience, and tasks are authentic to the discipline.	☐	☐
Multiple pathways for students to express their knowledge and communicate reasoning are present.	☐	☐
The rubric or scoring tool is included.	☐	☐
The performance assessment is designed to include all students with differentiated ways to demonstrate knowledge.	☐	☐
Resources and materials are realistic and easily accessible.	☐	☐

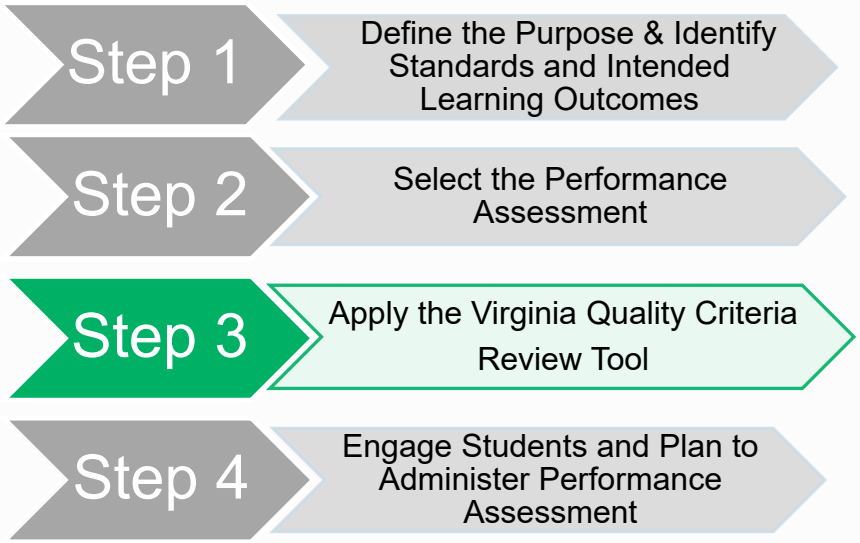
Unpacking Quality Indicators

BETH MCBRIDE & JESSICA BAILEY

Project Co-leads

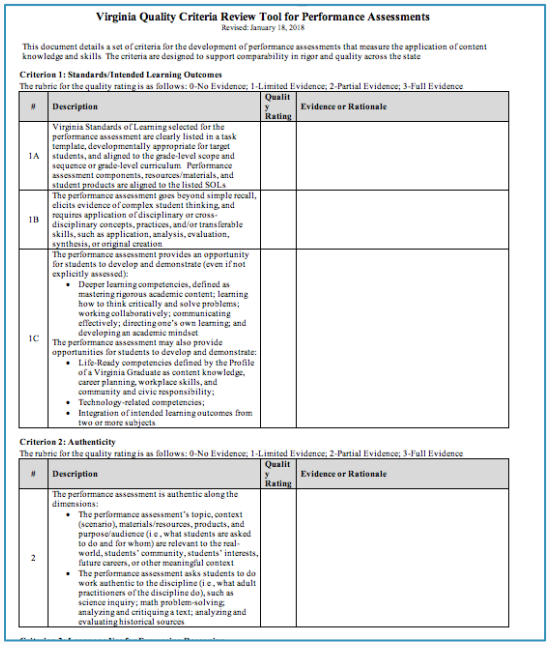
Regional Educational Laboratory: Appalachia

Step 3: Apply the Virginia Quality Criteria Review Tool



- This step involves applying the Quality Criteria Tool (Appendix A) to your selected performance assessment
- Going through this process will not only ensure that your performance assessment is of high quality, bit will also assist you in improving the quality of your assessment as you revise the assessment components to meet the criteria

The Virginia Quality Criteria Review Tool for Performance Assessments



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1B	The performance assessment goes beyond simple recall, elicits evidence of complex student thinking, and requires application of disciplinary or cross-disciplinary concepts, practices, and/or transferable skills, such as application, analysis, evaluation, synthesis, or original creation.		
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Criterion 2: Authenticity

The rubric for the quality rating is as follows: 0-No Evidence; 1-Limited Evidence; 2-Partial Evidence; 3-Full Evidence

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2	The performance assessment is authentic along the dimensions: • The performance assessment's topic, context (scenario), materials/resources, products, and purpose/audience (i.e., what students are asked to do and for whom) are relevant to the real-world, students' community, students' interests, future careers, or other meaningful context • The performance assessment asks students to do work authentic to the discipline (i.e., what adult practitioners of the discipline do), such as science inquiry; math problem-solving; analyzing and critiquing a text; analyzing and evaluating historical sources		

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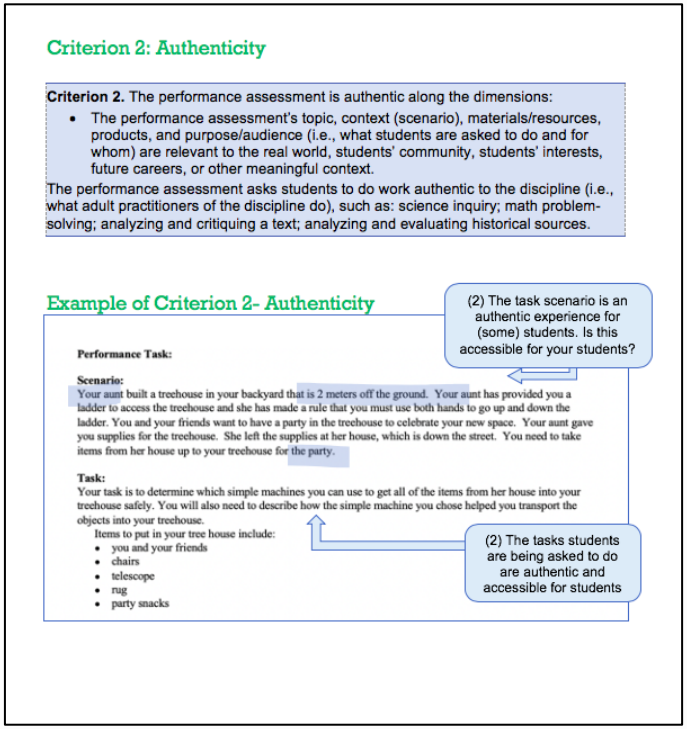
- Criterion 7: Feasibility

Criteria Indicators: How to meet the criteria with full evidence

- This section is designed to provide framing and guidance to teachers using the Virginia Quality Criteria Review Tool for Performance Assessments. It includes:
  - Criterion – lists the full text for the criterion from the Quality Tool
  - A performance assessment exemplar, with highlights of where to find evidence for each criterion



Criterion 2: Authenticity

Criterion 2. The performance assessment is authentic along the dimensions:

- The performance assessment's topic, context (scenario), materials/resources, products, and purpose/audience (i.e., what students are asked to do and for whom) are relevant to the real world, students' community, students' interests, future careers, or other meaningful context.

The performance assessment asks students to do work authentic to the discipline (i.e., what adult practitioners of the discipline do), such as: science inquiry; math problem-solving; analyzing and critiquing a text; analyzing and evaluating historical sources.

Example of Criterion 2- Authenticity

(2) The task scenario is an authentic experience for (some) students. Is this accessible for your students?

Performance Task:

Scenario:
Your aunt built a treehouse in your backyard that is 2 meters off the ground. Your aunt has provided you a ladder to access the treehouse and she has made a rule that you must use both hands to go up and down the ladder. You and your friends want to have a party in the treehouse to celebrate your new space. Your aunt gave you supplies for the treehouse. She left the supplies at her house, which is down the street. You need to take items from her house up to your treehouse for the party.

Task:
Your task is to determine which simple machines you can use to get all of the items from her house into your treehouse safely. You will also need to describe how the simple machine you chose helped you transport the objects into your treehouse.

Items to put in your tree house include:

- you and your friends
- chairs
- telescope
- rug
- party snacks

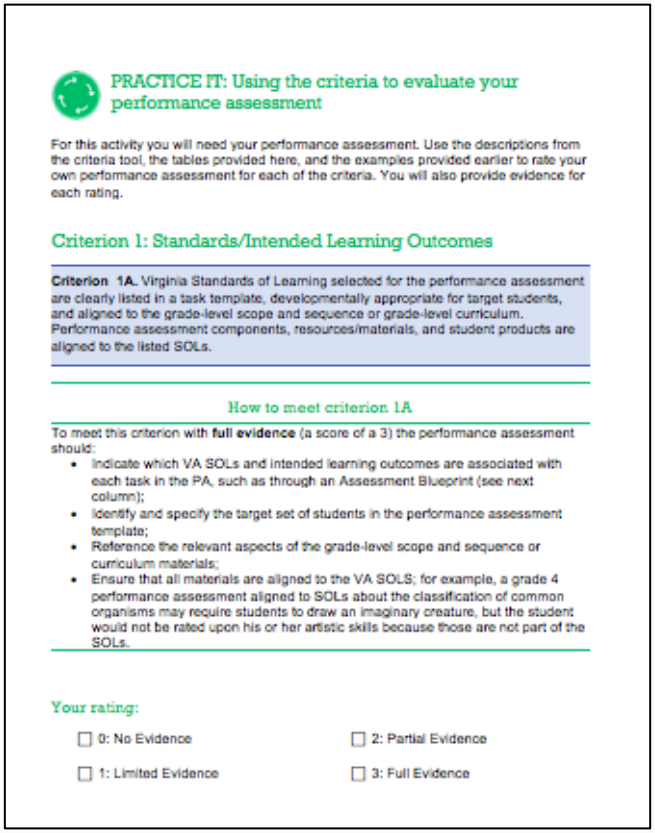
(2) The tasks students are being asked to do are authentic and accessible for students

PRACTICE IT:

- Review each criterion together using workbook pages 23-30
- Work with grade-level clusters to identify evidence of quality for each criterion using the Simple Machines performance assessment exemplar.
- Write evidence for each criterion on Post-it notes and add to displayed performance assessment
- After completing this activity for each criterion, walk around the room to review the evidence provided by other participants for each criterion.

PRACTICE IT:

- Using the performance assessment you brought with you, rate the assessment on each criterion
- Provide some evidence for why you gave that rating



PRACTICE IT: Using the criteria to evaluate your performance assessment

For this activity you will need your performance assessment. Use the descriptions from the criteria tool, the tables provided here, and the examples provided earlier to rate your own performance assessment for each of the criteria. You will also provide evidence for each rating.

Criterion 1: Standards/Intended Learning Outcomes

Criterion 1A. Virginia Standards of Learning selected for the performance assessment are clearly listed in a task template, developmentally appropriate for target students, and aligned to the grade-level scope and sequence or grade-level curriculum. Performance assessment components, resources/materials, and student products are aligned to the listed SOLs.

How to meet criterion 1A

To meet this criterion with **full evidence** (a score of a 3) the performance assessment should:

- Indicate which VA SOLs and intended learning outcomes are associated with each task in the PA, such as through an Assessment Blueprint (see next column);
- Identify and specify the target set of students in the performance assessment template;
- Reference the relevant aspects of the grade-level scope and sequence or curriculum materials;
- Ensure that all materials are aligned to the VA SOLS; for example, a grade 4 performance assessment aligned to SOLs about the classification of common organisms may require students to draw an imaginary creature, but the student would not be rated upon his or her artistic skills because those are not part of the SOLs.

Your rating:

☐ 0: No Evidence ☐ 2: Partial Evidence

☐ 1: Limited Evidence ☐ 3: Full Evidence

Working with Rubrics

JESSICA BAILEY

Project Co-lead

Regional Educational Laboratory: Appalachia

Rubrics: A mini lesson

Using a rubric focuses both students and teachers on:

- The importance of learning and understanding.
- Clear expectations for student performance.
- The reliable approaches for scoring student work.
- Meaningful feedback concerning a student's strengths and weaknesses

Types of Rubrics

Generalized Rubrics

- May be used to evaluate a student's performance
- Teacher can use it for any scientific explanation activity assigned as part of the course
- Students are presented clear and consistent criteria for each assignment

Task-Specific Rubrics

- Require specialized performance criteria
- Difficult to use the same rubric across many different assessments
- Allows the teacher to clearly articulate the different criteria that will be involved in identifying the student's level of performance on a particular assessment

Both types of rubrics can improve a student's performance because they make the teacher's expectations clear and show students how they can meet those expectations

Rubrics: A mini lesson

- Before building a rubric, determine the primary purpose of the rubric (e.g., summative, formative, program improvement), and the primary audience for the rubric (students, educators, both).
- For any purpose and any audience, a high-quality rubric is built using learning-centered design principles.

Elements of a Quality Rubric

- Criteria are objective and based on observable behaviors.
- Language clearly communicates expectations for students in audience-friendly language.
- Language focuses on what is present and not just what is absent.
- Rubric clearly communicates strengths and weaknesses and how students may improve their work.
- Rubric provides effective feedback that is directly related to student performance on the assessment or task.
- Each performance level is clearly stated so that it can easily be distinguished from the others.

Reasons to Use Rubrics

- Rubrics enable multiple evaluators to apply the same criteria to evaluating assessments, which increases the reliability of scoring.
- Rubrics may be used to provide formative feedback for drafts of work before a final submission is due. For example, a student can use a rubric to assess his or her peers' work.
- Rubrics allow teachers to help students understand more clearly and completely how the teacher evaluated their work or performance.
- Rubrics also help teachers authentically monitor a student's learning process.
- Rubrics may inform instructional practice by allowing teachers to modify future lessons based on student performance.

Some things to remember about rubrics

- It is important to remember that student performance on an assessment should inform instruction.
- Be attentive to patterns that may suggest the need to modify instruction or the need to revisit the content, based on patterns that emerge across student performance using the rubric.

PRACTICE IT: Creating a rubric

Imagine you are Paul Hollywood or Prue Leith from the Great British Bake Off. You are tasked with judging the quality of the contestants' cakes for the Queen's birthday cake.

Create a rubric for Cake Quality

- List your criteria
- List the levels of performance
- Write performance descriptors

How would you decide who is a star baker and who is going home?


60
5
10
15
50
55
45
LUNCH
time

How to Improve

BETH MCBRIDE & JESSICA BAILEY

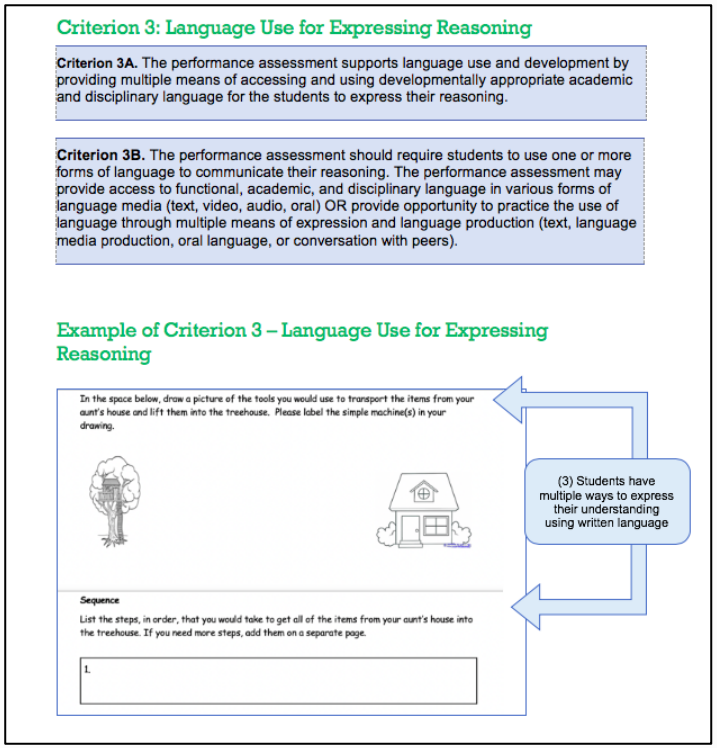
Project Co-leads

Regional Educational Laboratory: Appalachia

PRACTICE IT:

- Review the Simple Machines exemplar

- Work in groups of 2-3
  - Select 1 or 2 criteria from the performance assessments that do not fully meet quality standards
  - How could you improve the performance assessment to meet this criterion?
  - Write your suggestions on a Post-it note. Post your suggestions on the simple machines poster



Criterion 3: Language Use for Expressing Reasoning

Criterion 3A. The performance assessment supports language use and development by providing multiple means of accessing and using developmentally appropriate academic and disciplinary language for the students to express their reasoning.

Criterion 3B. The performance assessment should require students to use one or more forms of language to communicate their reasoning. The performance assessment may provide access to functional, academic, and disciplinary language in various forms of language media (text, video, audio, oral) OR provide opportunity to practice the use of language through multiple means of expression and language production (text, language media production, oral language, or conversation with peers).

Example of Criterion 3 – Language Use for Expressing Reasoning

In the space below, draw a picture of the tools you would use to transport the items from your aunt's house and lift them into the treehouse. Please label the simple machine(s) in your drawing.

(3) Students have multiple ways to express their understanding using written language

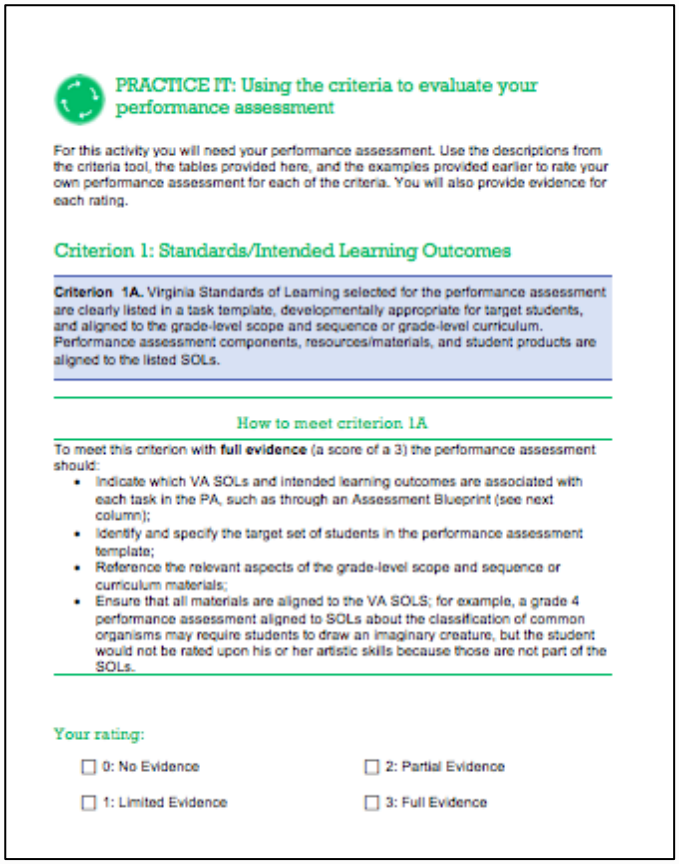
Sequence

List the steps, in order, that you would take to get all of the items from your aunt's house into the treehouse. If you need more steps, add them on a separate page.

1.

PRACTICE IT:

- Using the Performance Assessment example you brought with you, select one criterion that you want to focus on improving
- Take turns sharing the area of improvement with your table mates
- Pass your performance assessment to the left
- Each table mate should add one suggestion for improving the performance assessment



PRACTICE IT: Using the criteria to evaluate your performance assessment

For this activity you will need your performance assessment. Use the descriptions from the criteria tool, the tables provided here, and the examples provided earlier to rate your own performance assessment for each of the criteria. You will also provide evidence for each rating.

Criterion 1: Standards/Intended Learning Outcomes

Criterion 1A. Virginia Standards of Learning selected for the performance assessment are clearly listed in a task template, developmentally appropriate for target students, and aligned to the grade-level scope and sequence or grade-level curriculum. Performance assessment components, resources/materials, and student products are aligned to the listed SOLs.

How to meet criterion 1A

To meet this criterion with **full evidence** (a score of a 3) the performance assessment should:

- Indicate which VA SOLs and intended learning outcomes are associated with each task in the PA, such as through an Assessment Blueprint (see next column);
- Identify and specify the target set of students in the performance assessment template;
- Reference the relevant aspects of the grade-level scope and sequence or curriculum materials;
- Ensure that all materials are aligned to the VA SOLS; for example, a grade 4 performance assessment aligned to SOLs about the classification of common organisms may require students to draw an imaginary creature, but the student would not be rated upon his or her artistic skills because those are not part of the SOLs.

Your rating:

☐ 0: No Evidence ☐ 2: Partial Evidence

☐ 1: Limited Evidence ☐ 3: Full Evidence

Discuss

- What was the most important thing you discovered during your review?
- What is something your performance assessment does very well?
- What is something you will need to change about your performance assessment?

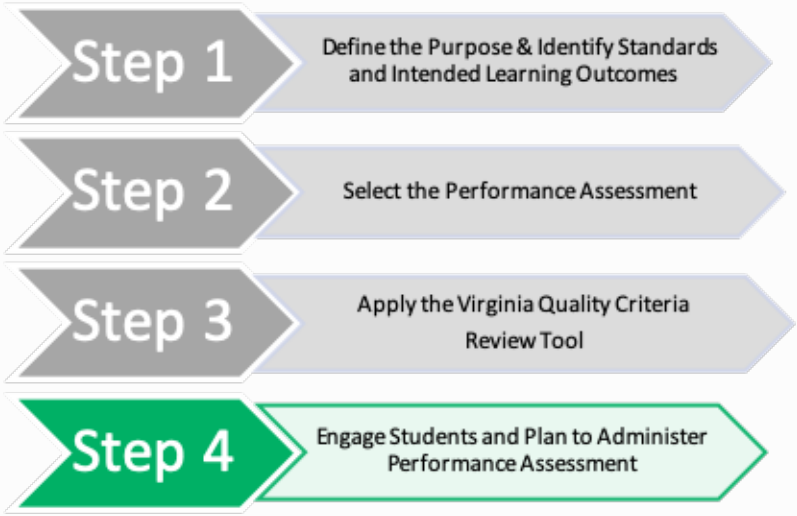
Planning your Assessment and Engaging Students

JESSICA BAILEY

Project Co-lead

Regional Educational Laboratory: Appalachia

Step 4: Engage Students and Plan to Administer Performance Assessment



- This step focuses on the ways in which students can be engaged in the assessment process and the preparation needed to implement a performance assessment.
- This step addresses the questions:
  - How can I ensure that students are actively engaged in the assessment process?
  - How much time and what resources are adequate for the classroom assessment?

Strategies for engaging students in assessment planning

- ***Student-led conferences*** allow students to reflect on and share their work or progress over a period of time with their parents or guardian and teacher.

Strategies for engaging students in assessment planning

- ***Peer assessment*** involves students assessing the work of their peers against a set of assessment criteria. They can provide feedback to their peers as well as a score or grade.
- *Benefits include:*
  - becoming more familiar with the rubric assessment and evaluation criteria.
  - the student can use the feedback she receives from her peers to improve her performance.

Strategies for engaging students in assessment planning

- ***Self-assessment*** involves students reflecting on their own work, such as using a rubric, or reflecting on their work by writing in a journal.
- The process emphasizes the opportunity for students to identity high-quality work, rather than simply providing a grade.

Benefits include:

- may help students recognize the quality of their current performance and how to improve their performance to achieve the learning outcome(s).

Assessment Planning

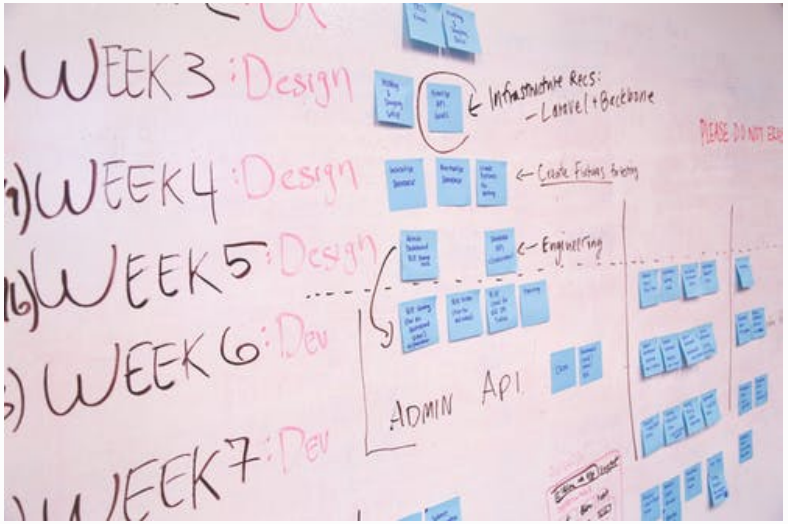
- Classroom assessment practices require adequate preparation to obtain accurate information about student learning.

- If we want our students to benefit from the assessment experience, both teachers and students must adequately prepare for the assessment.

- When planning your assessment, consider:
  - Time
  - Assessment materials
  - Administration instructions
  - Evaluation materials

Considerations for Designing an Assessment Plan

Considerations for Design
• Timeframe
• Integration of subjects
• Cognitive demand/rigor
• Level of inquiry
• Degree of authenticity
• Audience(s) for student product(s)/ performance(s)
• Access to resources



Considerations for Designing an Assessment Plan (cont.)

Considerations for Design (cont.)
• Direction (Teacher-Student)
• Student choice
• Degree of scaffolding
• Performance mode
• Evaluation of student
• Products/Performances

Wrap-up and Next Steps

CARMEN ARAOZ

Project Manager and TCTS Specialist

Regional Educational Laboratory: Appalachia

Project meeting schedule: Does this still work?

Activity	Date	Format; Location
Teacher workshop 2	October 23, 2019	Arlington Public Schools District Office
Classroom visits	Nov–Dec 2019	TBD
Teacher debrief	January/Feb 2019	Virtual; Zoom meeting room

Closing reflections

- Please share one takeaway from today's training
- Complete the short survey before leaving

Ask A REL

Ask A REL is a collaborative reference desk service provided by the 10 RELs that, by design, functions much in the same way as a technical reference library. It provides references, referrals, and brief responses in the form of citations to research-based education questions.
https://ies.ed.gov/ncee/edlabs/regions/appalachia/ask-a-rel.asp

Example:
What type of mathematical skills and knowledge predict success in algebra I? What does the research say about strategies or interventions to improve algebra readiness (particularly in middle school)?
https://ies.ed.gov/ncee/edlabs/regions/appalachia/askarel/aar05.asp

REL Appalachia Newsletter

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Thank you!

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@REL_Appalachia

RELAppalachia@sri.com

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