# Module Four: Assessment (70 minutes)

## Module at a Glance
The focus of this module is on how to locate assessment items and create standards-aligned assessments with the Assessment Creator.  Trainers will also locate resource materials associated with the various types of assessments found in the SAS Portal, including Voluntary Model Curriculum Maps (VMCM).  They will be able to guide future participants through the Assessment element in the Standards Aligned System.

## Objectives:

SASITs will:

- Develop a deeper understanding of formative, summative, diagnostic, and benchmark assessments.
- Practice training others on creating customized student assessments using released test items aligned to PA Standards and Eligible Content.
- Review assessment materials to share with future audiences in SAS trainings.
- Practice adding District Curriculum Maps to My Curriculum Maps and Instructional Maps.
- Create an Instructional Map with Teacher Notes and upload Materials and Resources and other documents from My ePortfolio to embed within an Instructional Map.

### Train-the-Trainer Agenda

| | | |
|---|---|---|
|  | Assessment:<br>• Activity: Anticipation Guide<br>• View Demonstration<br>• Teacher Tools: Curriculum Mapping | 45  minutes |
|  | Action Planning on Module 4 | 20 minutes |
|  | Lingering Questions | 5 minutes |

**Icon Legend**

| | | | |
|---|---|---|---|
|  | Group Activity |  | Demonstration and Practice Using the SAS Portal |
|  | Presentation |  | Action Planning Activity |
|  | Teacher Tools |  | SAS 101 Training Materials |

# Module 4 Materials Checklist

## SASIT Instructor

- o SASIT PowerPoint
- o SASIT Training Manual
- o SASIT Parking Lot posters
- o Laptop or computer with hardwired Internet connection

## Participants

- o Name Tents
- o SASIT Training Manual
- o Laptop or computer with hardwired Internet connection
- o Markers (variety of colors; 4-5 markers per table)
- o Post-it Notes

## Equipment and Site Requirements

- o Multimedia projector
- o Screen
- o Chart paper
- o Availability of loaner laptops or additional computer access

# Module 4 Action Plan:                                      (20 minutes)

Review the Train-the-Trainer information for Module 4 found below.  Review the agenda and identify the activities you will be utilizing with your own audience as well as estimated time frames for each element.   This Module requires 70 minutes to provide full training.

## Overview of this Module:

- Assessment Overview and Exploration
    - About Assessments
    - Keystone Exams
    - Reference Materials
    - Classroom Diagnostic Tools
    - Graduation Requirements
    - Assessment Creator
- Activity: Assessment Quick Check

## SAS 101 Participant Objectives:

- Develop a deeper understanding of formative, summative, diagnostic, and benchmark assessments.
- Practice training others on creating customized student assessments using released test items aligned to PA Standards and Eligible Content.
- Review assessment materials to share with future audiences in SAS trainings.

**Suggested SAS 101 Agenda**

| | |
|---|---|
| Assessment | 45 minutes |
| Activity: Assessment Quick Check | 15 minutes |
| Lingering Questions | 10 minutes |
| **Total Duration:** | **70 minutes** |

## Action Planning
### Step One: *Identify Key Components*

Based on the information that we just viewed and knowing your target audience, identify the key components from this section you would like to include in your training.

| Section: | Critical Components to Convey in Training: |
|---|---|
| ▪ **About** | |
| ▪ **Keystone Exams** | |
| ▪ **Reference Materials** | |
| ▪ **Classroom Diagnostic Tools** | |
| ▪ **Graduation Requirements** | |
| ▪ **Assessment Creator** | |
| ▪ **Voluntary Model Curriculum Maps (VMCM)** | |

### Step Two: *Sharing Your Thoughts*

Choose a table partner and share your identified key components. Update your list, as necessary.

## Step Three: *Examples for Training*

Explore each tab in the Assessment element.  Based on the critical components you selected in step one, identify an example that is appropriate for your specific target audience.  Include as much detail as you will need in order to remember how you located these examples and the process you used to access them.

| Section: | Example: |
|---|---|
| ▪ **About** | |
| ▪ **Keystone Exams** | |
| ▪ **Reference Materials** | |
| ▪ **Classroom Diagnostic Tools** | |
| ▪ **Graduation Requirements** | |
| ▪ **Assessment Creator** | |
| ▪ **Voluntary Model Curriculum Maps (VMCM)** | |

## Step Four: *Lingering Questions*

On a Post-It, write down any questions that you may have.  Share with your table and discuss.  If after discussion with your table you are still unclear, place the Post-It on the appropriate Parking Lot.

# Assessment                              (45 minutes)

**Assessment Anticipation Guide**:

1. Direct participants to complete the **Assessment Anticipation Guide**. A reproducible version of this document can be found in the **Appendix** (p. 209) as well as the **Instructor Version** (p. 210).

2. After completing the chart, ask each table to debrief their responses to each of the statements.

3. Review the correct answers with participants   **(SASIT PowerPoint – Slides #11 – 15)**.

*Assessment Anticipation Guide Directions:*

Read each statement. If you agree with the statement, or believe that a statement is true, place a check in the *Agree* column. If you disagree with the statement, or believe the statement is false, place a check in the *Disagree* column.  In the space below the statement, identify a reason why you took that position.  Be ready to explain your choices.

| Agree | Disagree | Statement |
|---|---|---|
| | | **Assessment** is a process used by teachers and students before and after instruction to provide feedback and adjust teaching and learning to improve student achievement. |
| | | **Formative Assessment** results or information should be used to shape teaching and learning. |
| | | PSSA and 4Sight are considered to be **Summative Assessments.** |
| | | In Pennsylvania, **Formative Assessment** is described as being: "Designed to provide feedback to both the teacher and the student about how the student is progressing towards demonstrating proficiency on grade level standards." |
| | | **Diagnostic Assessment** ascertains, prior to instruction, each student's strengths, weaknesses, knowledge, and skills so that the teacher can meet individual student needs. |

**About:**

1. Direct participants to the **Assessment** tab in the SAS Portal**.**

2. Point out that the assessment definitions and additional information can be found in the **About** tab.

3. Click the **plus sign (+)** to the left of **Summative Assessment**, and then click on the **minus sign (-)** to show how the definitions on the page can be hidden or shown.

### Action Plan (2-3 minutes)

Have participants complete Step One of the Module 4 Action Plan for this section of Assessment (p. 57), identifying the key components from this section to include in their training.

**Keystone Exams:**

1. Click on the **Keystone Exams** tab**.**

2. PDE staff will provide talking points regarding the **Keystone Exams** (e.g., Keystone scale scores, report interpretation guides, test accommodations).

> **SASIT Tip:** The **Keystone Exams** are end-of-course assessments designed to assess proficiency in various subjects. During the 2012-2013 school year the following **Keystone Exams** will be available: Algebra I, Literature and Biology. In future years, pending funding, additional **Keystone Exams** will be administered.
>
> The **Keystone Exams** are one component of Pennsylvania's proposed system of high school graduation requirements. **Keystone Exams** will help school districts guide students toward meeting state standards.

3. Point out the **Keystone Exams Design Overview** document as a resource for more information.

4. Click on each option underneath **General Information** and share what documents can be found there:

   - **General Information** – general information regarding Keystone Exams, along with access to state reports, report interpretation guides and information on testing accommodations.

   - **Performance Level Descriptors (PLDs)** – statements that describe the knowledge and skills expected of students at different performance levels with respect to Pennsylvania's academic content standards and Eligible Content for each of the Keystone Exams.

- **Item and Scoring Samplers** – sample assessment items with scoring information for Literature, Algebra I, and Biology.

- **Subject Areas (Mathematics, Literature and English Composition, Science,** and **Social Studies)** – documents with Assessment Anchors, Eligible Content, Sample Questions, and Glossary.

> **SASIT Tip:**   Please be sure to review the resource materials for the **Keystone Exams**, **Classroom Diagnostic Tools**, and **Graduation Requirements**.   These can provide helpful information to relay during training.  Also, additional training is available in all of these areas.

### Voluntary Model Curriculum Maps (VMCM):

1. Click on **Teacher Tools** in the upper-right corner of the window, and then click **Ok**.

> **SASIT Tip:** The **Voluntary Model Curriculum Maps (VMCM)** for the Keystone End-of-Course Exams reflect the concepts and competencies identified in the *Keystone Assessment Anchors and Eligible Content* documents for assessed content areas. These maps should be used as a foundation and guide for districts to review, revise or create curriculum in specific content areas.

2. Click on **Curriculum Mapping**.

3. Locate **Algebra 1 – VMCM – Coordinate Geometry** on the **VMCM Maps** tab.  Click on its **Title**.

   - Share with participants that this is a **Voluntary Model Curriculum Map (VMCM)**, which reflects the concepts and competencies identified in the *Algebra I Keystone Assessment Anchor and Eligible Content* document.

   - PDE staff will provide talking points regarding the VMCM maps.  For example:
     o  How the VMCMs were developed and why.
     o  That they can be used as a starting point for a district that has not developed curriculum maps.
     o  In the maps educators can hover over standard to then view the standard wording, as well as connect with resources in SAS.
     o  Sample assessments are under construction.
     o  Additional trainings are offered in this area.

4. Scroll down to the columns on the map to show the **Keystone Assessment Anchors & Eligible Content** column.

5. Close the window/tab to close the **Algebra 1 – VMCM – Coordinate Geometry** map.

6. Locate **Algebra 1 – VMCM – Coordinate Geometry** on the **District CMs** tab, and click the **Add to My CMs** icon (green plus sign) in the **Options** column.  This will add the map to a list of saved maps on the **My CMs and IMs** tab.

> **SASIT Tip:** Creating an **Instructional Map (IM)** gives educators the opportunity to add their own notes and resources to a **Curriculum Map (CM)**.  This provides educators with a way to personalize **District CMs** to better prepare their own instruction.

7.  From the **Options** column, click on the **Create a new Instructional Map** icon.  This will add the map to the list **My Instructional Maps** at the bottom of the tab.

8.  Locate *Algebra 1 – VMCM – Coordinate Geometry* under **My Instructional Maps**.  Click the **Edit** icon (pencil) in the **Options** column.

9.  Scroll down to the columns on the map and locate the **Notes for Teaching** column.

10. Click within the **Notes for Teaching** column in the first row of the map to open the **Teacher Notes Editor**.

> **SASIT Tip:** The **Teacher Notes Editor** functions in a manner similar to traditional word processing software.  Because it is embedded within the SAS Portal, it allows users to bring in resources from their **ePortfolio** to add to an **Instructional Map**.

11. Type the phrase *Additional Resources:* into the editor, and then click the **Enter/Return** key on your keyboard.

12. Click the **Add from ePortfolio** button in the bottom toolbar in the editor.

13. Demonstrate how to insert **ePortfolio** items within the editor:

    •   Click on the **Folder** where the item is stored.  The item within the **Folder** will display on the right side of the tool.

    •   Check the item you wish to insert, and click **Insert Selected**.

    •   The item you selected will be inserted within the editor.  In this case, the image can be resized by clicking on it, and dragging the handles. Inserted files, bookmarks to web sites, or bookmarks to items within SAS will appear as hyperlinks.

14. Click the **Save** button.  Show participants how the text and inserted items are now visible in the **Notes for Teaching** column on the map.

15. Click the **Save** button in the upper-right corner of the map to save the changes, click **Ok**, and then the **Close** button.

> **SASIT Tip:** If participants do not wish to save the **Instructional** and/or **Curriculum Map** to their account, they may:
>
> - Click the **Delete** icon in the **Options** column under **My Instructional Maps** – to delete the **Instructional Map**.
> - Click the **Delete from My CMs** icon in the **Options** column at the top of the tab – the remove the **Curriculum Map** from their saved list.

### Action Plan (2-3 minutes)

Have participants complete Step One of the Module 4 Action Plan for this section of Assessment (p. 57), identifying the key components from this section to include in their training.

## Reference Materials:

1.  Return to the **Assessment** tab.  Click on the **Reference Materials** tab.

2.  Explain that this tab contains various reference materials related to assessments, including the **PSSA Item Samplers**.

3.  Click on the link under the **PSSA Item Samplers** heading.

4.  This will open a new window and includes the PSSA *Getting Ready* documents. Scroll down to show that this is where educators can access the **Item Sampler** questions for the PSSAs.

### Action Plan (2-3 minutes)

Have participants complete Step One of the Module 4 Action Plan for this section of Assessment (p. 57), identifying the key components from this section to include in their training.

## Classroom Diagnostic Tools (CDT):

1.  Click on the **Classroom Diagnostic Tools** tab.

    - The Pennsylvania Department of Education has developed on-line classroom diagnostic assessments for reading, mathematics, and science.  The diagnostic assessments will be available for students in grade 6 through high school. The CDT is available for Mathematics, Science, and Reading/Literature.

- PDE staff will review the *CDT Newsletter 2011-2012* with participants.  Participants can visit the DRC eDirect site at http://pa.drcedirect.com to view online training resources and to register for participation in the CDT.

2. Point out the *CDT Overview - 2.17.11* and *CDT FAQs for All Users* documents as a resource for more information.

### Action Plan (2-3 minutes)

Have participants complete Step One of the Module 4 Action Plan for this section of Assessment (p. 57), identifying the key components from this section to include in their training.

## Graduation Requirements:

- Click on the **Graduation Requirements** tab.

- PDE staff will provide talking points for **Graduation Requirements**:

  o Discuss the scheduled trainings for the **Keystone Exams**.
  o Review items under **Graduation Requirements**.
  o Gather questions from this area to be forwarded to PDE.

- Click on *PA HS Graduation Requirements LEA Guide to Proposed Changes*.

- Review the information regarding the new **Graduation Requirements** and student expectations.

**SASIT Tip:**  The new high school graduation requirements, if approved by the State Board of Education, will apply ONLY to students graduating from high school in (or after) 2017.

- The student WILL NOT be required to complete a culminating project (a current commonwealth requirement), unless one will be required by your Local Education Agency (LEA).
- The student WILL be required to demonstrate proficiency in each of the content areas (Algebra 1, Biology, and Literature) by passing a Keystone Exam, an Advanced Placement (AP) Exam, an International Baccalaureate (IB) Exam, or a local exam1 in the related content area.

- Close the document.

**Action Plan (2-3 minutes)**

Have participants complete Step One of the Module 4 Action Plan for this section of Assessment (p. 57), identifying the key components from this section to include in their training.

**Assessment Creator:**

> **SASIT Tip:**   When training, be sure to relay to your audience that the **Assessment Creator** allows educators to create standards-based student assessments. Within the tool, users can search for and select a specific type of assessment question for a particular **Subject Area**, **Grade Level**, or **Course**. Educators have the ability to print the student assessment along with the corresponding answer and scoring guide. In addition, they can save the assessment as a PDF or Microsoft Word document.

1. Click on the **Assessment Creator** tab.

2. Leave the **Keyword** field *blank*. We will use the **Advanced Search** to filter by **Standard** later in the process.

3. Select the **Subject Area** *Mathematics*.

4. Select the **Grade Level** *8<sup>th</sup> Grade*.

5. Choose the **Question Type** *All*.

6. Click the **Search** button. A list of approximately 454* test items that match your search criteria will be returned. (*This number will change as more items are added to the portal.)

   - Sometimes a search for test items will produce an overwhelming amount of search results.

   - To narrow your results, you can perform a **Search by Standards/Eligible Content**, which will allow you to filter your search results by **Standards** and/or **Eligible Content** statements.

7. Scroll to the top of the page above your search results, and click on the **plus sign (+)** to the left of **Search by Standard/Eligible Content.**

8. A list of all **Standards/Eligible Content** that are assessed in *8<sup>th</sup> Grade* will appear.

9. You can select **Standard(s)** or **Eligible Content** statements by placing a **checkmark** in the square to the left of them, allowing you to assess specific skills.

10. Select the following **Standard** related to the topic of *angles*.

    - *M8.C.1.1.2 "Define, identify, and/or use properties of angles formed when two parallel lines are cut by a transversal (alternate interior, alternate exterior, vertical corresponding)."*

11. Click **Search** to filter your search results, which will narrow the results to approximately 8* items. Select the first **5** test items to add to your **Cart**, which is a holding area for test items. As you do so, the item will be added to your **Cart**, and then the item's text will disappear.

> **SASIT Tip:** Make participants aware that the approximate number of assessment items quoted in the steps above may change due to the addition of new resources.

12. Scroll to the bottom of the page and click the **Build Assessment** button.

> **SASIT Tip:** Clicking on **View Cart** or **Build Assessment** will generate a list of the test items that are in your **Cart**. The test items will appear in whatever order they were selected in the steps above.
>
> At times, the order of the test items may be inconvenient:
> - Longer, more involved **Constructed Response** items may appear at the beginning of the test, while **Multiple Choice** items may appear at the end.
> - An educator may wish to create several versions of the same assessment, reordering the questions on each to prevent plagiarism in the classroom

13. Demonstrate reordering the items on the assessment tool by clicking on the **Move Up/Move Down** icons next to the test items. The items will move up or down the list one space with each click.

14. Demonstrate deleting a test item from the assessment, and also from the **Cart**, by clicking the **Delete** icon next to an item.

15. Demonstrate locating additional assessment items, by clicking **Find More Items.**

  - You will need to conduct another search for *Mathematics* at the *8th grade* level.

  - Place a checkmark next to an additional item to include them in your **Cart.**

  - Click **View Cart** or **Build Assessment** to see all of the test items selected.

16. Once the items are ordered as desired, click on the **Teacher Version** and **Answer Key** tabs to show the different versions of the assessment document.

> **SASIT Tip:** When training, be sure to communicate to participants that in addition to the **Student Version** of the assessment document, users can also preview the **Teacher Version** and the **Answer Key**.
>
> - The **Student Version** contains test items only.
> - The **Teacher Version** contains the test items, along with the answer key and scoring rubrics.
> - The **Answer Key** does not contain test items, only the answer key and scoring rubrics.

17. Select the **Student Version** of the assessment tool and save the **Assessment** by clicking on the **Portfolio Manager** icon (small briefcase) in the upper-right hand corner of the page.

▪ This option will save the assessment document - all three versions - as PDF files in the **My ePortfolio** section of the Portal.

> **SASIT Tip:** Advise the audience that they have other options to retain the assessment document.
>
> These include:
> - **Print**-print the assessment document without saving it.
> - **Word**-save the assessment document as a Microsoft Word document. Point out that if this option is selected, they can add additional questions of their own design to the document.
> - **PDF**-save the assessment document as a PDF file.
>
> Users who save using any of these options will probably have to save twice - once for the **Student Version**, and once for the **Teacher Version** or **Answer Key**.

18. Click **OK** on the confirmation message that appears.

### Action Plan (2-3 minutes)

Have participants complete Step One of the Module 4 Action Plan for this section of Assessment (p. 57), identifying the key components from this section to include in their training.

When Step One is complete, have them move on to complete the remaining sections of the Action Plan.

### Lingering Questions (5 minutes)

As part of the Action Plan activity, participants will identify Lingering Questions and will discuss them as a group.

- Participants will affix any remaining questions (written on a Post-It note) to the Assessment Parking Lot.

The instructor(s) will remove the Post-Its, and will address the remaining questions or concerns with the whole group.

## SAS 101 Participant Activity: Assessment Quick Check

1. Choose a subject area and grade level or course of interest to you.  Using the Assessment Creator, browse assessment items in your chosen subject area/grade level/course and create an assessment with at least 5 items.  Save it to your ePortfolio.

2. As a table, brainstorm how the Assessment Creator could be used as a part of data-driven instructional decisions.  Discuss the value of utilizing formative assessments within your instruction and how they are beneficial within instructional planning, and how you currently use formative assessments within the classroom. Please be prepared to discuss with the rest of the audience.

What information in the Assessments section of the Portal will help you to achieve the goal you set earlier?

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