**Activity Opportunities for Assessment Literacy Module 6**

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| **After Slide 2:**  a. Ask participants if their districts have developed any grade or content-based common assessments.  b. (If yes) Ask participants how these assessment are developed and maintained (administrator teams, teacher teams, items banks, etc. |

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| **After Slide 4:**  a. Ask participants what their assessments look like: mid-terms and finals, paper and pencil or projects, multiple choice, short answer or other, etc.  b. Ask participants how their assessments are used: student grade reporting, teacher evaluation/SLO, etc. |

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| **At the beginning of Slide 8:**  Insert the following graphic on a PowerPoint slide, or provide as a worksheet, to promote engagement around **alignment**. The table groups can discuss and fill in each block.   |  |  | | --- | --- | | Definition  **Alignment** | Example | | Non-Example | One thing we align | |

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| **At the beginning of Slide 11:**  If participants did the slide 8 activity, compare their definitions with the technical definitions provided. |

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| **After Slide 22:**  (1. OPTIONAL Have participants create an alignment scoring matrix based on the Procedural Steps provided in Handout 6a. This may be somewhat taxing, so one has been provided as part of the participant materials.)  2. OR - Using the demonstration assessment “Understanding Pennsylvania” found in the Participant Materials, do a short calibration session using the “Assessment Alignment Scoring Matrix” found in the Participant Materials. This calibration would be done one part at a time, using slides 23-26.  See “Assessment Alignment Scoring Matrix” at the end of this Facilitator Guide for suggested “answers.” |

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| **After Slide 23:**  Continuation from slide 22: calibrate for Content Match and DoK |

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| **After Slide 24:**  Continuation from slide 22: calibrate for Content Pattern |

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| **After Slide 25:**  Continuation from slide 22: share findings you have recorded and present to the larger group with recommendations for improvements (e.g., new items/tasks, design changes, item/task refinements, etc.). |

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| **After Slide 27:**  This is a natural break in the training and might be a good time for a physical break! |

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| **After Slide 37:**  Using the demonstration assessment “Understanding Pennsylvania” found in the Participant Materials,  1. Take some existing items/tasks and create new ones. (Provided a set of items, turn the set of items into a task, tasks into items, SR into SCR, etc.  2. Take an item or task and improve it by correcting the standards alignment, the DoK level, developmental appropriateness, linguistic challenges, bias, etc.  3. Investigate ways to create an alternate form:  Rearrangement of questions  Rearrangement of answers  Rearrangement of questions and answers |

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| **After Slide 38:**  To demonstrate the need to improve human scoring guidelines, use the writing example and scoring rubric from the “Understanding Pennsylvania” assessment found in the Participant Materials. Do an activity where the short writing sample is scored using the rubrics. If time, improve the rubrics.   |  |  | | --- | --- | |  | 11. What’s the difference between a subject and a citizen, and why is that important in Pennsylvania? | | 2 points | Student accurately describes the difference between a subject and a citizen and provides an appropriate reason for why the distinction is important. | | 1 point | Student accurately describes the difference between a subject and a citizen but provides an inappropriate reason for why the distinction is important, or vice-versa. | | 0 points | Student inaccurately describes (or provides no response for) the difference between a subject and a citizen and provides an inappropriate reason (or provides no response) for why the distinction is important. |  |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | 3  Advanced | 2  Proficient | 1  Needs Improvement | 0  Failing | | 8.2.8.B Resources (Places) | Multiple resources were accurate and specific  Geographic location was identified  Use of the resource was specific | Multiple resources were accurate  Use of the resource was generalized  Location of the resource was generalized | Resources were generalized  Locations were vague or non-specific  Use of the resource was inaccurate or non-specific | Resources were inaccurate  or missing  Locations were missing or inaccurate  Use was missing or inaccurate | | 8.2.8.A Economic contributions of individuals | Specific source of how wealth was generated is given  Specific use of labor to create wealth is cited | Generality of how wealth was generated is given  Generality of labor to create wealth is given | How wealth was generated is inaccurate or missing or…..  Labor was missing or inaccurate | Both wealth and labor are missing, or  Major inaccuracies and omissions of facts were evident throughout the response | | 8.2.8.C  Continuity and Change: Philanthropic Benefit | Specific philanthropic gestures were cited from the past and connected to the present. | General philanthropic gestures were cited from the past and connected to the present | Philanthropic gestures were inaccurate or missing  There was no connection from past to present. | Major inaccuracies or omissions were evident with no connections made of past or present. | |

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| **After Slide 38:**  This is a natural break in the training and might be a good time for a physical break, depending on the amount of time spent on the activities for Slides 37 and 38. |

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| **After Slide 45:**  Using the demonstration assessment “Understanding Pennsylvania” found in the Participant Materials,have participants “inspect” several items from the assessment based on the following criteria:  1. Content Accuracy  2. Item Stems  3. Distractors  4. Constructed Response Questions  5. Cognitive Demand/DoK  6. Alignment Match  7. Grade Level Appropriateness  8. Item Format  9. Language Load  10. Editorial Style  11. Item Difficulty  This can be done by assigning certain tables to inspect many questions from the perspective of one criterion, or by inspecting only one question (or a small number of questions) from the perspective of all criteria. |

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| **After Slide 48:**  Using the demonstration assessment “Understanding Pennsylvania” found in the Participant Materials,have participants “inspect” several items from the assessment based on  1. alignment to the standard  2. content accuracy  3. developmental appropriateness  4. alignment of task responses to the standard |

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| **After Slide 49:**  1. Have participants create a list of criteria that could be used to evaluate items for bias. (An online search of “Bias Review” can help this process.)  2. Using the demonstration assessment “Understanding Pennsylvania” found in the Participant Materials,have participants review several items from the assessment based on the Bias criteria list created.  3. Fix any problems with the items. |

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| **After Slide 50:**  1. Have participants create a list of criteria that could be used to evaluate items for Fairness. (An online search of “Fairness Review” can help this process.)  2. Using the demonstration assessment “Understanding Pennsylvania” found in the Participant Materials,have participants “inspect” several items from the assessment based on the Fairness criteria list created.  3. Using a Venn Diagram and the Bias and Fairness criteria lists, determine the commonalities and differences between Bias review and Fairness review. |

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| **After Slide 51:**  1. Have participants create a list of criteria that could be used to evaluate items for Sensitivity. (An online search of “Sensitivity Review” can help this process.)  2. Using the demonstration assessment “Understanding Pennsylvania” found in the Participant Materials,have participants “inspect” several items from the assessment based on the Fairness criteria list created.  3. Using a Venn Diagram and the Bias, Fairness and Sensitivity criteria lists, determine the commonalities and differences between Bias review, Fairness review and Sensitivity review. |

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| **After Slide 52:**  Using the demonstration assessment “Understanding Pennsylvania” found in the Participant Materials,have participants “inspect” several items from the assessment based on Editorial Review criteria:  1. Readability levels  2. Sentence structures  3. Word choice  4. Confusing or ambiguous directions or prompts  5. Imprecise verb use to communicate expectations  6. Vague response criteria or structure  This can be done by assigning certain tables to inspect many questions from the perspective of one criterion, or by inspecting only one question (or a small number of questions) from the perspective of all criteria. |

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| **Slides 56-59**  Using the demonstration assessment “Understanding Pennsylvania” found in the Participant Materials,have participants complete Part II of the Quality Control Checklist. |

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| **After Slide 60:**  Using the demonstration items found in the Participant Materials,have participants complete Part III of the Quality Control Checklist. |

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| **After Slide 61:**  Have participants summarize through writing, using this prompt:  “Summarize the QualityControl process. 4 lines 5 minutes.” |

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| **Slides 64-71**  Using the demonstration assessment Participant Materials,have participants review the training set materials based on the criteria provided in the three dimensions of the Quality Control Rubric. |

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| **After Slide 73:**  Stand Up-Hands Up-Pair UP and talk about this review process.  1. Have you done this kind of thing at your school?  2. Have you done something like this before? Share out some examples and with the whole group.  3. What value do you see in this process? |

“Understanding Pennsylvania” Activity suggested responses:

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| Item/  Scoring Criteria | Item/Criteria Type | | | | | | | | Content Match | | | | | | | Cognitive Demand Match | | | |
| Aligned Standards Number  (Insert Point Value from Item/Criteria Type) | | | | | | | Aligned DoK Number  (Insert Point Value from Item/Criteria Type) | | | |
| SR | Points | SA | Points | SCR | Points | ECR | Points | 8.1.8 A \_\_\_\_\_ | 8.1.8 B | 8.2.8 A | 8.2.8 B | 8.2.8 c | 8.2.8 D | 8.4.8 C | DoK 1 | DoK 2 | DoK 3 | DoK 4 |
| 1. | X | 1 |  |  |  |  |  |  |  |  |  | X |  |  |  | X |  |  |  |
| 2. | X | 1 |  |  |  |  |  |  |  |  | X |  |  |  |  |  | X |  |  |
| 3. | X | 1 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4. | X | 1 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 5. | X | 1 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 6. |  |  | X | 1 |  |  |  |  |  |  |  |  | X |  |  |  | X |  |  |
| 7. |  |  | X | 1 |  |  |  |  |  |  |  |  | X |  |  |  | X |  |  |
| 8. |  |  | X | 1 |  |  |  |  |  |  |  |  | X |  |  |  | X |  |  |
| 9. |  |  | X | 1 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 10. |  |  | X | 1 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 11. |  |  |  |  | X | 2 |  |  |  |  |  |  | X |  |  |  |  | X |  |
| 12. |  |  |  |  |  |  | X | 9 |  |  | X | X | X |  |  |  |  | X |  |
| 13. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| 20. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Content Pattern & Item Task Sufficiency Review | | | | | | | | | | | | | | | | | | | |
| Total Item/  Criteria Types; Total Percent | 5 SR  42% | | 5 SA  42% | | 1 SCR  8% | | 1 ECR  8% | |  |  |  |  |  |  |  |  |  |  |  |
| Total Points/  Total Percent | 5 points    23% | | 5 points  23% | | 2 points  9% | | 9 points  43% | |  |  |  |  |  |  |  |  |  |  |  |

Alignment to blueprint:

Recommendations for improvement: