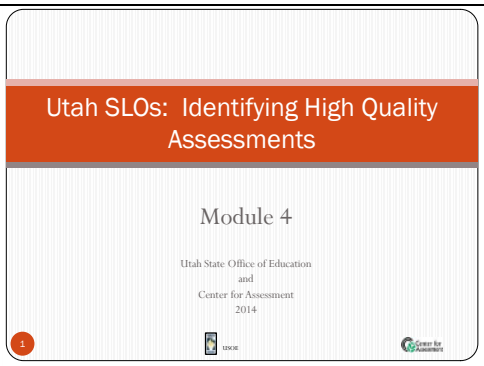
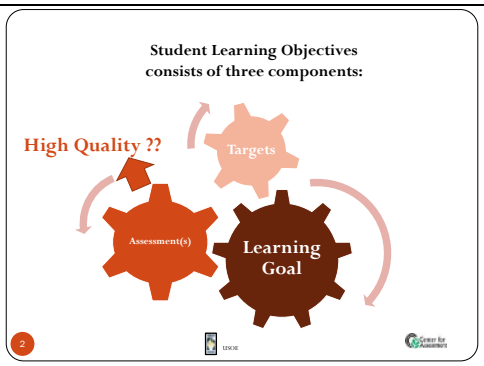
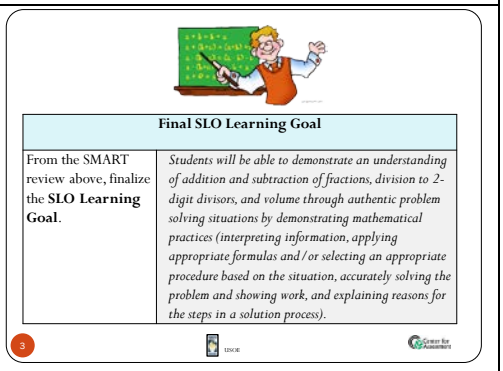
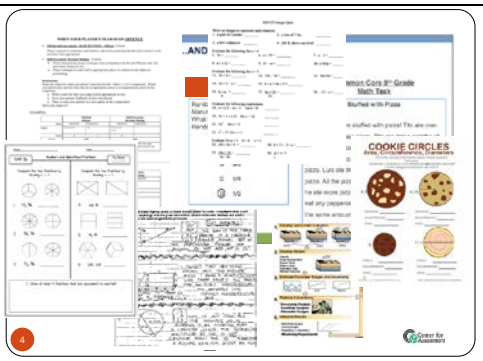
Utah SLOs: Identifying High Quality Assessments

Module 4

Slide 1: Welcome to the Utah State Office of Education's **Identifying High Quality Assessments for SLOs Module 4**. We have prepared a series of six modules with a focus on the needs of teachers that will help you to deepen your understanding of the SLO components as well as the information that supports it. In order to expand your knowledge of SLOs we suggest you view each of the modules and to use the Utah SLO Guidelines and Toolkit to assist in your learning about SLOs. You may also wish to visit the Center for Assessments SLO Toolkit at www.nciea.org.	
Slide 2: Student Learning Objectives consists of three components: a learning goal, **assessment(s)**, and targets. **Assessments** are standards-based, of high quality, and designed to best measure the knowledge and skills found in the SLO Learning Goal. **Assessments** should be accompanied by clear criteria or scoring rubrics to describe the level at which students have learned. But how do you know an assessment is of high quality? Let's look over Jason's shoulder as he selects high quality assessments for use in measuring his SLO learning goal for his 5th grade math students.	
Slide 3: Jason has developed his Final SLO Learning Goal as: *Students will be able to demonstrate an understanding of addition and subtraction of fractions, division to 2-digit divisors, and volume through authentic problem solving situations by demonstrating mathematical practices (interpreting information, applying appropriate formulas and/or selecting an appropriate procedure based on the situation, accurately solving the problem and showing work, and explaining reasons for the steps in a solution process).*	

Slide 4:

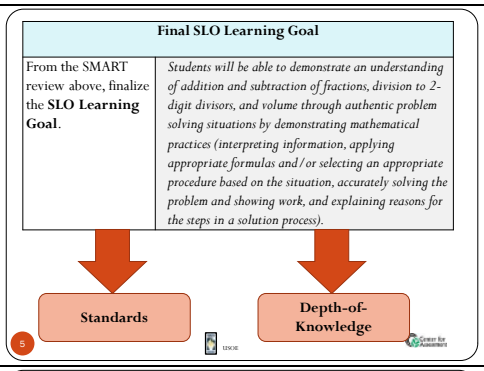
He realizes that he must select several performance assessments that are aligned to the mathematical concepts that he is teaching throughout the year. He must also select a rubric in order to evaluate the student responses. He knows that for students to be able to demonstrate the mathematical practices, he must use a performance assessment rather than an assessment with multiple choice items. But, which assessments should he use?



Slide 5:

First Jason identifies the standards and their Depth-of Knowledge that he is intending to measure through his SLO Learning Goal. He considers what content knowledge and skills are required for students to successfully demonstrate proficiency toward these standards.

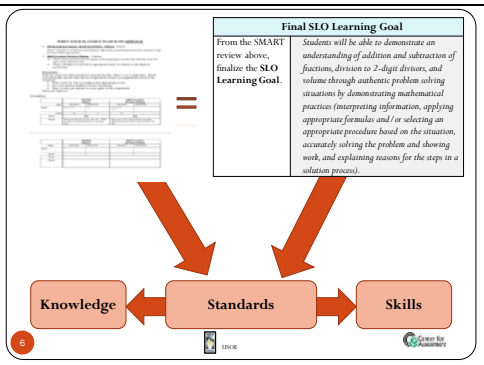
He knows that the content knowledge is what students are expected to "know", and the skills are what students are expected to be able to "do".



Slide 6:

Next, as Jason reviews the performance assessments that he is considering, he identifies the standards that are evaluated by the assessments. Jason wants to be sure that these standards align to the standards he intends to measure through his SLO Learning Goal. This will help Jason to make certain that students are not only demonstrating an understanding of the mathematical content, but <u>also</u> the mathematical practices or skills.

Jason first wants to be sure that there is a full match or alignment between the content standards measured by the assessment and the SLO learning goal.

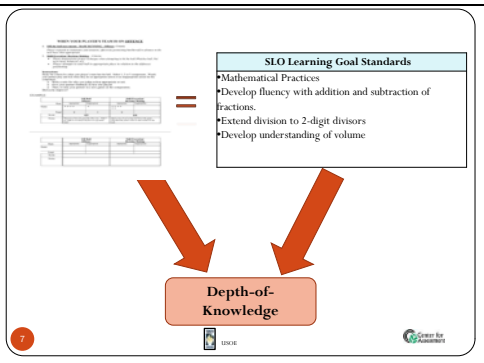


Slide 7:

Then, Jason analyzes the expectations of the assessment task to determine the level of cognitive rigor students are expected to perform. He wants to be sure that the depth of mental processing expected on the assessment fully matches the highest level of complexity expected from the standards.

Jason also wants to be sure that there is a full match or alignment between the Depth-of-Knowledge measured by the assessment and the SLO learning goal.

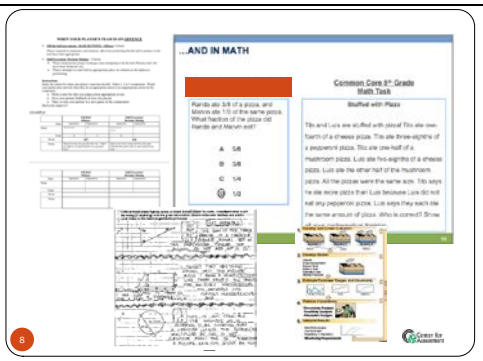
(See the module on Depth-of-Knowledge for more information.)



Slide 8:

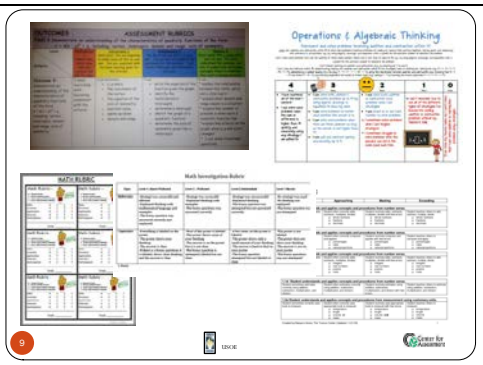
Based on this careful examination and analysis of the standards and assessments, Jason settles on four performance tasks that he will administer throughout the school year. He has determined that these assessments will measure both the mathematical content and the skills at the depth-of-knowledge level that is aligned to the standards.

But he needs to be sure that the rubric he intends to use has clear guidelines and criteria that will reliably score the assessments.



Slide 9:

Jason collects a variety of math rubrics that he and his colleagues have previously used. He wants to be sure that the criteria or score categories are clearly aligned to the standards that he is measuring. He knows that the rubric must include the mathematical practices of *interpreting information, applying appropriate formulas and/or selecting an appropriate procedure based on the situation, accurately solving the problem and showing work, and explaining reasons for the steps in a solution process*, as well as evaluating the conceptual understanding of the content.



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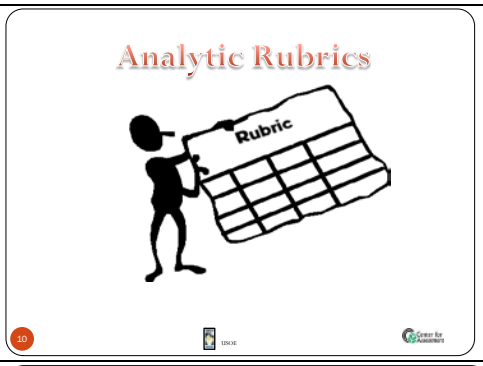
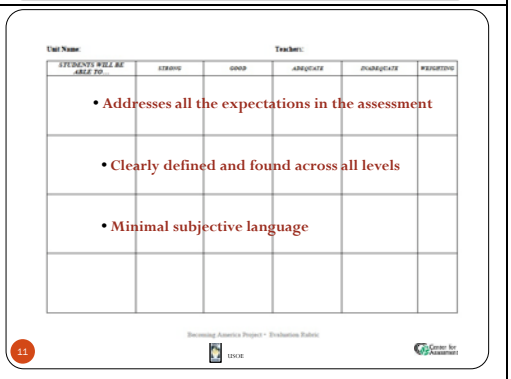
Jason identifies an analytic rubric that includes the criteria required for evaluating student responses on the selected assessments. This type of rubric will allow him to clearly identify his students' strengths and weaknesses for each of the criterion.



Slide 11:

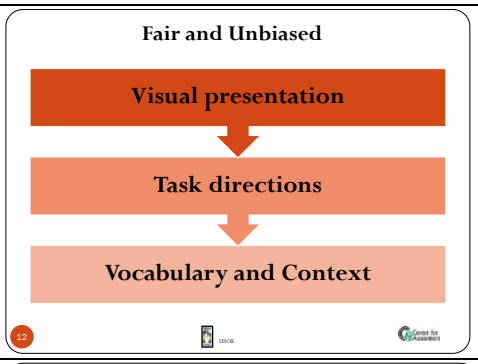
He next begins to review the performance descriptors for each criterion at each level. He wants to be sure that the descriptors address **all** the expectations found in the assessment.

He also wants to be sure that the descriptors are clearly defined and found across all performance levels. He knows that by having clear descriptions, it will reduce the occurrence of discrepancies when scoring each student's work. In other words, Jason wants to be sure that there is minimal subjective language that can be interpreted differently by different scorers.



Slide 12:

The final step in ensuring that his assessments are of high quality is for Jason to be sure that they are fair and unbiased. He wants to be sure that the structure of the assessment does not hinder students from accessing the task expectations. This requires Jason to examine the visual presentation, the directions, and the vocabulary and context.



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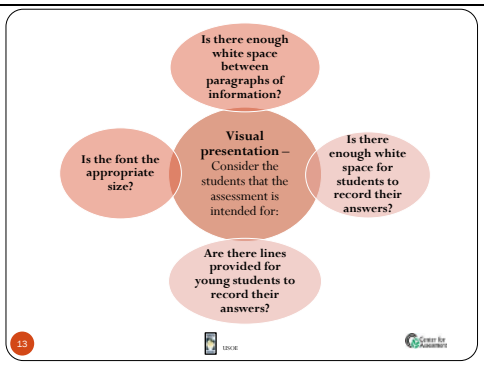
When examining the selected assessments, Jason checks to be sure that the font is the appropriate size for his 5th grade students, that there is white space between paragraphs, enough white space for his students to show their work, and enough lines for students to explain their reasoning.



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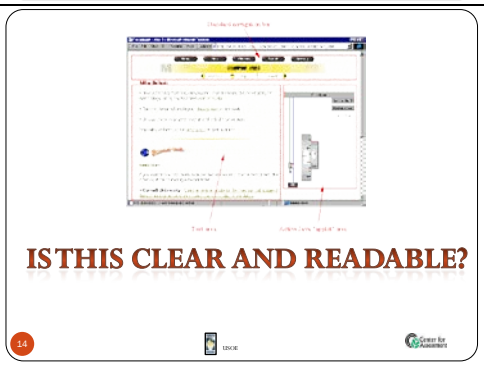
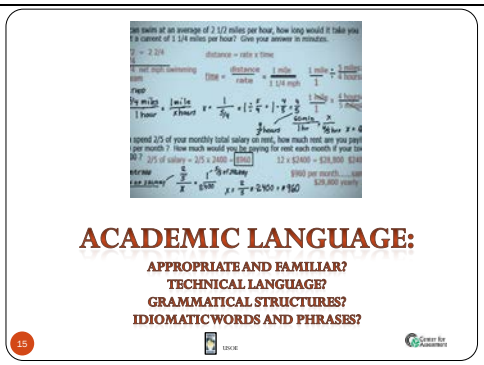
He also wants to be sure that the graphics and charts used provide support for the performance task rather than cause a distraction. He checks to be sure that the graphics and charts are clear and readable.



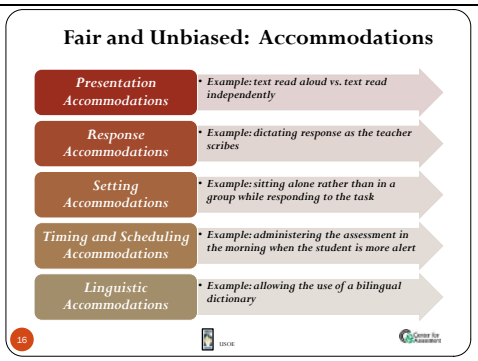
Slide 15:

Jason next examines the prompt to be sure that it is written in a way that his 5th grade students can understand. He checks the vocabulary to be sure that the academic language is appropriate and familiar, and does not contain inappropriate technical language, grammatical structures, or idiomatic words or phrases.



Slide 16:

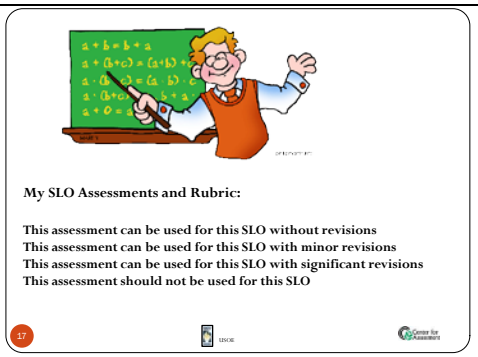
Finally, Jason wants to be sure that all students can access the task, so he considers what accommodations he can make to the presentation of the task, the ways in which students can respond to the task, as well as the language in the task.



Slide 17:

As a result of Jason's detailed review of the assessments, he is clear on what aspects of his assessments and rubric need to be altered and which aspects need to be modified in order to have high quality assessments to measure his SLO Learning Goal.

(See the SLO High Quality Assessment Review Tool for more information.)



Slide 18:

Reflect on the elements of a high quality assessment necessary to measure a SLO Learning Goal :

- Which standards do your SLO Learning Goal measure? Which standards do your assessments evaluate? Are they fully aligned?
- Does your rubric have criteria that align to your standards? Are the performance descriptors clearly defined and found across all performance levels?
- Is your assessment fair and unbiased allowing all students to access the task?