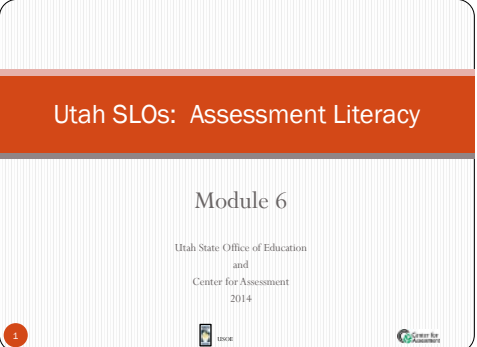


Utah SLOs: Assessment Literacy

Module 6

Slide 1:

Welcome to the Utah State Office of Education's **Assessment Literacy Module 6**. This is the last of the series of six modules that have been prepared 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.



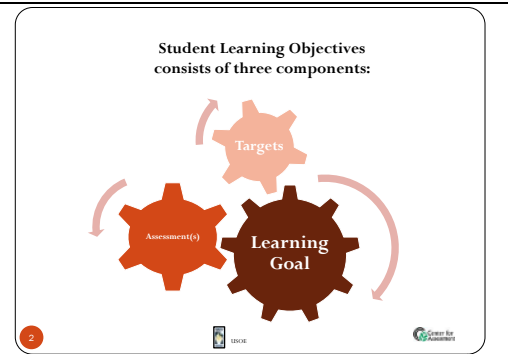
Slide 2:

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.

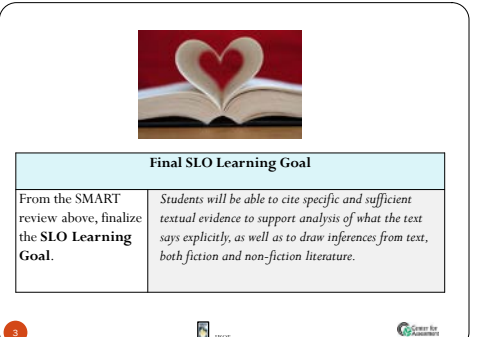
Let's explore the selection of assessments further through Karla's 8th grade English class.



Slide 3:

Karla has developed her Final SLO Learning Goal as:

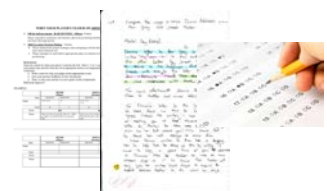
Students will be able to cite specific and sufficient textual evidence to support analysis of what the text says explicitly, as well as to draw inferences from text, both fiction and non-fiction literature.



Slide 4:

In order to measure her Learning Goal, she needs to consider which assessments she wants to use, but there are so many different types of assessments to select from! Karla begins by considering:

- 1) Which assessments are appropriate for her students and her English course expectations?
- 2) What information will the assessment provide?
- 3) What are the advantages and disadvantages of the different assessments? and
- 4) Which assessment will provide her with actionable information so that students can demonstrate the SLO learning goal?



Considerations for the selection of assessments

- Which assessments are appropriate for her students and her English course expectations?
- What information will the assessment provide?
- What are the advantages and disadvantages of the different assessments?
- Which assessment will provide her with actionable information so that students can demonstrate the SLO learning goal?

4

Slide 5:

Karla begins by distinguishing the differences between formative, interim, and summative assessments. She finds that:

Formative Assessments are part of a process that teachers and students use to gather information during, as opposed to after, the learning process in order to make adjustments to instruction and learning.

Interim Assessments are assessments administered during instruction that are designed to evaluate students' knowledge and skills relative to a specific set of goals in order to inform policymaker or educator decisions at the classroom, school, or district level. These are often diagnostic, benchmark, or predictive-types of assessments.

and

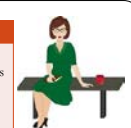
Summative Assessments are formal assessments that are given at the end of a unit, term, course, or academic year.

Types of Assessments

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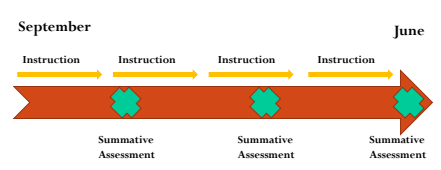


5

Slide 6:

She realizes that the assessments she uses to formally measure her SLO learning goal should be summative assessments as they will occur after larger chunks of instruction and will cover the broader scope of the content she is teaching.

Measuring the SLO Learning Goal



September

June

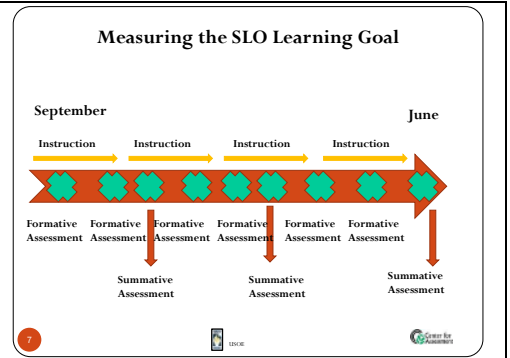
Instruction

Summative Assessment

6

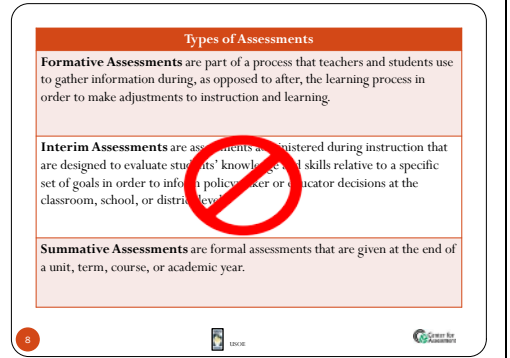
Slide 7:

But she also wants to use a formative assessment process as these occur frequently during her instruction and will focus on specific and smaller chunks of content. They will also allow her to provide specific and descriptive feedback to her students regarding particular objectives and their demonstration of the learning.



Slide 8:

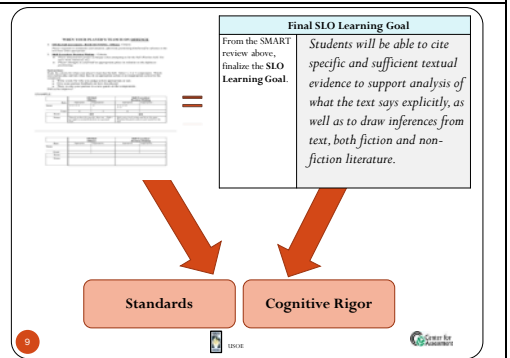
Karla decides that although her district includes several interim assessments as part of their balanced assessment system, she will not include these as part of her SLO assessments. She knows that the information is useful for measuring the overall progress of students, but she realizes that the data will not provide her with actionable information for her learning goal.



Slide 9:

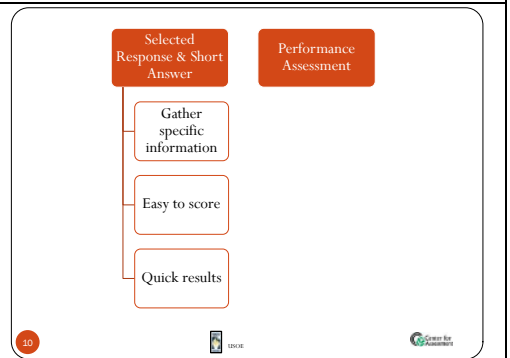
As Karla begins to analyze possible summative assessments, she uses The **High Quality Review Tool** to be sure that the assessments are **aligned** to the standards that are identified in her SLO Learning Goal. This will assure her that the assessment will actually measure what she intends to measure. She also wants to be sure that the assessments are as **cognitively rigorous** as the standards.

(See the module on High Quality Assessments for more information.)



Slide 10:

Karla next examines the structure of the assessments to determine whether she wants to use selected response and short answer question assessments or whether it would be beneficial for students to respond to a prompt from a performance assessment. She realizes that the selected response and short answer assessment will allow her to gather specific information directly related to her curricular objectives, they will be easy to score, and they will provide her with results quickly.



Slide 11:

However, she recognizes that her learning goal requires students to be able to *cite specific and sufficient textual evidence in order to support an analysis*. She quickly realizes that a performance assessment will better allow her to determine whether students can integrate their ability to analyze text in response to a prompt, select evidence to support the analysis, and write in a coherent manner. Although this type of assessment may take her more time to evaluate, it will allow her to evaluate their critical thinking abilities.

The diagram shows a flow from 'Performance Assessment' to three evaluation categories: 'Assess multiple concepts', 'Evaluate multiple concepts', and 'Evaluate critical thinking skills'. An arrow points to a box containing a SMART learning goal and its corresponding student outcome.

From the SMART review above, finalize the SLO Learning Goal.	Students will be able to cite specific and sufficient textual evidence to support analysis of what the text says explicitly, as well as to draw inferences from text, both fiction and non-fiction literature.
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Slide 12:

Now that Karla has decided on performance tasks as her summative assessments for her SLO Learning Goal, she next considers how she will evaluate the student work. She could use a rubric or scoring criteria. A rubric will show her the **quality** of student work, including the content and process skills, whereas scoring criteria will allow her to know whether students included specific expectations and whether they demonstrated them well, adequately, or not well. She decides on a rubric which will describe the specific criteria at a variety of performance levels.

The slide compares 'Rubric' and 'Scoring Criteria' using a central icon of a person with question marks. The rubric focuses on the quality of student work, while scoring criteria indicate whether the work meets specific expectations.

Quality of student work – content and process skills	Indicates whether student work contains certain qualities and weights these qualities
------------------------------------------------------	---------------------------------------------------------------------------------------

Slide 13:

As she examines different rubrics, she needs to determine whether she should use a **holistic** or **analytic** rubric. A holistic rubric will give her a single score based on her overall impression of the students' performance, whereas an analytic rubric will provide her with specific feedback for different criteria. Karla decides that she wants to have detailed feedback for each of the different criteria expected from her learning goal and the corresponding assessments, so she will use an analytic rubric.

The slide features a small image of a woman and a comparison table between holistic and analytic rubrics.

	Holistic	Analytic
Definition:	Provide a single score based on overall impression of a student's performance	Provides specific feedback along several dimensions
Advantages:	<ul style="list-style-type: none"> •Quick scoring •Provides overview of student achievement 	<ul style="list-style-type: none"> •More detailed feedback •Scoring more consistent across students and grades
Disadvantages:	<ul style="list-style-type: none"> •Does not provide detailed information •May be difficult to provide one overall score 	<ul style="list-style-type: none"> •Time consuming to score

Slide 14:

Finally, Karla decides that she wants to use a generic rubric rather than a task-specific rubric. She wants to be able to use the same rubric across multiple assessments allowing her to determine how students are achieving on each criterion over time.

The slide features a comparison table between generic and task-specific rubrics.

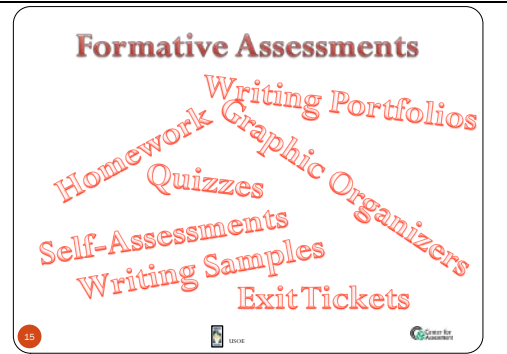
	Generic	Task-Specific
Definition:	Contains criteria that are general across tasks	Unique to a specific task
Advantages:	<ul style="list-style-type: none"> •Can be used across tasks 	<ul style="list-style-type: none"> •More reliable assessment of performance on the task
Disadvantages:	<ul style="list-style-type: none"> •Feedback may not be specific enough 	<ul style="list-style-type: none"> •Difficult to construct rubrics for all tasks

Slide 15:

Now, that Karla has decided on performance assessments as her summative, she focuses her attention to the formative assessments she will use to monitor student progress toward the SLO Learning Goal.

There is a wide range of options for her to consider including:

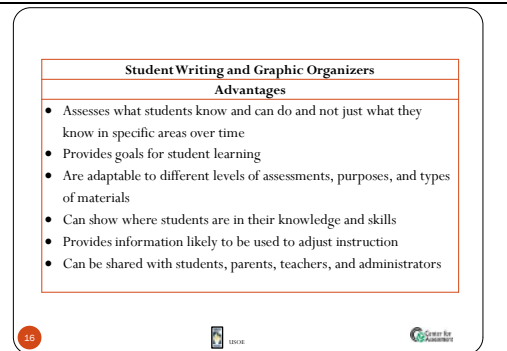
- Quizzes
- Homework
- Writing samples
- Graphic organizers, and
- Exit tickets



Slide 16:

Karla knows that each of the formative assessments will provide her with a variety of information and that her decision will need to be based on what information she can gain from the assessment that will inform her instruction and the learning process for her students. She decides that in order to know whether her students are able to cite evidence and to integrate this evidence into writing, the use of writing samples and graphic organizers will be the assessments that will be used to gauge her students' progress toward the SLO Learning Goal.

These formative assessments will be collected on a weekly basis and will allow her to monitor student progress and to differentiate instruction for all her students.



Slide 18:

Reflect on the Assessments necessary in your course for developing SLOs :

- What are the standards that will be measured by your SLO Learning Goal?
- What summative assessments will you use to measure your Learning Goal and how will you evaluate their knowledge and skills?
- What formative assessments will you use to ensure that your students are making progress toward the SLO Learning Goal and to be successful on the summative assessments?

