INTRODUCTION TO CLASSROOM ASSESSMENT (EDRM 423)
Dr. Christine DiStefano
Spring 2010

Instructor Information:
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Office hours: Mon, Wed: 2-3 and by appointment

I. COURSE DESCRIPTIVE INFORMATION

A. Course number and title: EDRM 423 Classroom Assessment

B. Catalog Description: Introduction to Classroom Assessment: Development of assessments for different content areas and grade levels and processes for making decisions based on assessment results.

C. Course Credit: 2 hours

D. Prerequisites: None

E. Intended Audience: Preservice Teachers

II. STATEMENT OF LEARNING OUTCOMES

Students will be able to:

1. Demonstrate an understanding of the basic principles of assessment.
2. Construct classroom assessments aligned to state curriculum standards;
3. Understand the alignment between indicators, taxonomy levels, and assessments;
4. Describe the advantages and disadvantages of the different forms of assessment in general, and for specific content areas, developmental levels, students from diverse backgrounds, and special needs students;
5. Develop criteria for selecting an assessment strategy and create assessments appropriate for instructional decisions;
6. Create, administer and score teacher-produced assessments using a variety of forms;
7. Describe ways to use assessment results in planning and making curricular decisions;
8. Interpret scores from standardized tests as they relate to classroom practices;
9. Develop rubrics and checklists to use in grading
10. Conduct assessments of student attitudes, observations, and interview and use the information to inform classroom practices
11. Demonstrate knowledge and skill in valid grading procedures.

III. REQUIRED TEXT AND READINGS – Available at USC bookstore (Russell House) and SC Book store (on Main St – across from Wardlaw)

Title: Assessment is Essential
Year: 2010
Authors: Susan K. Green & Robert L. Johnson
McGraw Hill Publishers
IV. ACADEMIC COURSE EVALUATION AND ASSESSMENTS

Evaluation Sources
The Green & Johnson text outlines the forms of assessment that you will have in your “toolbox” after this class: checklists, rubrics, selected response, constructed response, performance tasks, grading, interpreting standardized tests, and portfolio assessment. Each student is required to complete tasks that provide practice in these different assessment forms as well as:

(a) specifying instructional goals and developing appropriate assessments,
(b) using assessments with a student group, and
(c) analyzing the results to inform/change classroom practices.

The tasks are intended to actively involve students in the assessment process and to model appropriate assessment practices.

1. Class Work
   Students are expected to arrive to class on time and remain in class for the entire period. If you need to leave early or come late, please discuss that with me first. Class assignments to illustrate topics and foster participation will be conducted at every class meeting; students who miss class may not make up class activities. During immersion teaching, class work will be conducted online (20 points total)

2. Observational Checklist
   This activity will focus on taking a unit of study or a lesson plan and mapping out the goals to be assessed, the objectives that the students will master, matching the activity to SC standards and discussion of possible assessment strategies. (15 points)

3. Interview Protocol
   This task entails creating an interview protocol appropriate for use with young children (15 points)

4. Performance Task or Test Project
   This task will entail creating a performance task or a multiple choice test to assess student knowledge. The project will include development of a rubric to use to grade the task (20 points)

5. Student Assessment
   The final task will be to use a new assessment tool created from class information (e.g., checklist, observation, test, performance task) to collect student assessment data and show how the results can be used to inform teaching and learning (30 points)

Table of Tasks

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Mastery</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>Class work</td>
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<tr>
<td>Checklist</td>
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<td>12</td>
<td>Feb 8</td>
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<tr>
<td>Interview Protocol</td>
<td>15</td>
<td>12</td>
<td>Feb 22</td>
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<tr>
<td>Performance Task/Essay</td>
<td>20</td>
<td>16</td>
<td>Mar 15</td>
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<tr>
<td>Student Assessment</td>
<td>30</td>
<td>24</td>
<td>Apr 19</td>
</tr>
<tr>
<td><strong>Total Points</strong></td>
<td><strong>100</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
V. ACADEMIC COURSE REQUIREMENTS

Blackboard Accounts:
We will be using the USC Blackboard system to share course materials, post assignments, and facilitate discussion. If you are enrolled in the course you have access to Blackboard. Your Blackboard (Bb) userid is the same as your USC email (unless you have changed it within the system). Please check your preferred email listed with USC and make sure that you can access our Bb site.

Suggestions

-Learning the Material
The purpose of this class is to share a wide array of teaching assessment tools and techniques for you to use when you have your own classroom. When learning the material, please keep in mind how the material –while it may not seem relevant right now – can be very useful to you one day. With this in mind, I expect that you will attend all classes, do required homework activities, and participate in class. Also, I strongly urge you not to learn the material in isolation, but think of the material and how it relates to other classes that you are taking and upcoming projects that you may have.

-Class Etiquette
This is a training environment for your classroom – treat our class as you would like to be treated when you are teaching/working in your classroom. Come to class with your assignments and readings ready. Be respectful of others and turn off your cell phone during class. Please do not text during class or talk when others are speaking.

-Hours/Attendance
Class attendance and participation are expected unless there is a personal illness or a family emergency. As professionals, we will give each other ample notification of unavoidable absences and make arrangements to acquire information and complete assignments missed because of these absences. Because we are holding 10 face to face meetings, it is important to make our class meetings. Over one absence (one week of class time) will result in a reduction of a final grade (See USC attendance policy).

-Late Work
To keep up with the topics, please turn in your assignments on time. Work that is turned in late will be reduced by 20%, and items more than 2 weeks late will not be accepted.

-Mastery Level
The goal of the course is to ensure that you have mastered all of the assessment tools. Scores below the 20% (late threshold) can be resubmitted for additional points; work scoring above this level will be considered that the content task has been mastered. One resubmission is allowed and resubmitted work will be rewarded points up to the mastery level. When resubmitting, make all corrections on a new submission and turn in the old submission to show how your work has changed. Resubmissions will be due at the next class meeting.

-SC Honor Code
Academic ethical behavior is essential for an institution dedicated to the promotion of knowledge and learning. All students at the University of South Carolina are held to the values embodied in the Carolinian Creed. The University of South Carolina has clearly articulated its policies governing academic integrity and students are encouraged to carefully review the policy on the Honor Code in the Carolina Community. The area of greatest potential risk for inadvertent academic dishonesty is plagiarism. Students should also read closely the discussion of avoiding plagiarism that is included in your student handbook.
VI. EVALUATION AND GRADING
Scoring guides for tasks are provided. Point worth for each assignment is provided. The course grading scale is as follows:
  A = 100 - 93;
  B+ = 90 - 92;
  B = 84 - 89;
  C+ = 81 - 83;
  C = 76 - 80;
  D+ = 73 - 79;
  D = 70 - 72
  F = below 70

VIII. MODES OF INSTRUCTION
Lecture  35%           Discussion  30%                    Small group activities 35%

The tasks for the course are outlined. Each task will have a rubric to use when constructing the project as well as for evaluation.

Tasks to construct assessments will be based on the South Carolina state standards. A minimum of 2 indicators should be included with each task.

For each task, provide the instrument in a format ready for teacher use.
### VIII. MAJOR TOPICS OF THE COURSE

<table>
<thead>
<tr>
<th>Meeting Dates</th>
<th>Topics</th>
<th>Readings</th>
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<tbody>
<tr>
<td>January 11</td>
<td>Class Introduction&lt;br&gt;Purposes of Assessment</td>
<td>Ch 1</td>
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<td>January 18</td>
<td>No class – MLK Holiday</td>
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<tr>
<td>January 25</td>
<td>Standards, Goals, Objectives, Cognitive Taxonomies</td>
<td>Ch 2</td>
</tr>
<tr>
<td>February 1</td>
<td>Checklists &amp; Observations&lt;br&gt;Developing an observation system&lt;br&gt;Observing Students</td>
<td>Kuhs et al., Chapter 2&lt;br&gt;&lt;br&gt;Assignment Task 1: Due Feb 8</td>
</tr>
<tr>
<td>February 8</td>
<td>Framework of assessment: elements of Diagnostic Assessment, Formative Assessment &amp; Quality of Assessment (Essentials of Assessment)</td>
<td>Overview of Ch 3, 4, 6</td>
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<td>February 15</td>
<td>Conducting Interviews</td>
<td>Kuhs et al., Chapter 7&lt;br&gt;&lt;br&gt;Assignment Task 2: Due Feb 22</td>
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<td>February 22</td>
<td>Selected Response Tests&lt;br&gt;Building test items &amp; Item writing guidelines</td>
<td>Ch 7</td>
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<tr>
<td>March 1</td>
<td>Performance Task/Assessment&lt;br&gt;Developing a performance assessment and rubric for use in the classroom</td>
<td>Ch 8, 9&lt;br&gt;&lt;br&gt;Assignment Task 3: Due Mar 15</td>
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<td>March 8</td>
<td>USC Spring Break</td>
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<tr>
<td>March 15</td>
<td>Interpreting Standardized Test Scores for Classroom Practice</td>
<td>Ch 11</td>
</tr>
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<td>March 22</td>
<td>Immersion Teaching Week 1: Field Work (online)</td>
<td>Assignment Task 4: Due Apr 19</td>
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<td>March 29</td>
<td>Immersion Teaching Week 2: Field Work (online)</td>
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<td>April 5</td>
<td>Communicating Grades &amp; Portfolios (online)</td>
<td>Ch 10</td>
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<tr>
<td>April 12</td>
<td>Immersion Teaching Week 3: Field Work (online)</td>
<td></td>
</tr>
<tr>
<td>April 19</td>
<td>Standardized Tests/Instruments for Early Childhood Learners&lt;br&gt;Summing it Up</td>
<td>Ch 12</td>
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</tbody>
</table>
Tasks to construct assessments will be based on the SC standards. A minimum of 2 indicators should be included with each task. In completing your work, refer to the rubric for this task.

Task 1
Observational Checklist
The purpose of this task is to create an observational checklist for use in the classroom.

**Purposes:**
Students will be able to construct classroom assessments aligned to state curriculum standards;
Students will be able to understand the alignment between indicators, taxonomy levels, and assessments;
Students will be able to develop describe the advantages and disadvantages of the different forms of assessment in general, and for specific content areas, developmental levels, and special needs students.
Students will be able to develop an assessment appropriate for instructional decisions.
Students will be able to administer, score, and interpret results from teacher-produced assessments.
Students will be able to develop rubrics and checklists to use in grading

**Directions**
- Provide a scenario for the use of the checklist, describe how it will be used, where it will be used, for the period of time, etc. Include the subject and grade level it covers.
- Identify the achievement standard(s) and indicators to be assessed.
- In a paragraph, discuss why observational checklist is appropriate for this scenario (i.e., defend use of this assessment measure for the unit)
- Discuss the process skill(s) assessed (e.g., taxonomy levels) and justify your classification of the level(s).
- Provide directions for teacher use.
- Develop the method for recording observations.
- Discuss how the information will be scored/summarized.
- Discuss how the information will be used (e.g., identify at least one way to use the information for the entire class and identify how you may use the information for an individual student. What are cutoffs for students to consider that they have mastered the material?).

**Provide the instrument in a format ready for teacher use.**
Tasks to construct assessments will be based on the SC standards. A minimum of 2 indicators should be included with each task. In completing your work, refer to the rubric for this task.

Task 2
Selecting and Developing an Assessment Approach: Interview

**Purposes:**
- Students will be able to construct classroom assessments aligned to state curriculum standards.
- Students will be able to understand the alignment between indicators, taxonomy levels, and assessments.
- Students will be able to develop an assessment appropriate for instructional decisions.
- Students will be able to administer, score, and interpret results from teacher-produced assessments.
- Students will be able to develop describe the advantages and disadvantages of the different forms of assessment in general, and for specific content areas, developmental levels, and special needs students.

**Interview**

- Briefly describe the scenario (e.g., the unit to be taught, how you will teach the content before assessment, the period of time involved, etc.) Include the subject and grade level it covers.
- Identify the curriculum standard(s) associated with the assessment.
- Discuss why this format is the appropriate form of assessment (i.e., defend use of this assessment method).
- Develop a minimum of 5 open-ended interview questions.
- Below each question write two or three sentences that tell which cognitive process is used in solving the problem and why you feel the interview question is at that cognitive level.
- List potential correct responses
- Identify possible follow-up or clarifying questions for student misconceptions.
Tasks to construct assessments will be based on the SC standards. A minimum of 2 indicators should be included with each task. In completing your work, refer to the rubric for this task.

**Task 3**
**Multiple Choice Test Project or Performance Task**

*Purposes:*
- Students will be able to construct classroom assessments aligned to state curriculum standards.
- Students will be able to understand the alignment between indicators, taxonomy levels, and assessments.
- Students will be able to develop describe the advantages and disadvantages of the different forms of assessment in general, and for specific content areas, developmental levels, and special needs students.
- Students will be able to develop an assessment appropriate for instructional decisions.
- Students will be able to administer, score, and interpret results from teacher-produced assessments.

Pick **ONE** of the assessment strategies: Performance Task or Multiple Choice test

*Directions for both tasks are on the following page. Please follow the directions for the assessment strategy that you choose.*
423 TASKS

Test Project Directions:

- Briefly describe the scenario (e.g., the unit to be taught, how you will teach the information, the period of time involved, etc.) Include the subject and grade level it covers.
- Identify the achievement standard(s) and indicators to be assessed.
- Discuss why this format is the appropriate form of assessment (i.e., defend use of this assessment method).
- Link the discussion of the scenario to the indicators to show alignment. Also, discuss how the information will be used (diagnostic, formative, summative).
- Develop a table of specifications.
- Write directions for the test; include point worth for items and total test. (Note: consider the choice of point worth for the items)
- Draft a minimum of 5 multiple-choice test items that demonstrate many of the item writing guidelines and a range of taxonomy levels.
- Construct an interpretive exercise.
- For each item:
  - Below each item write two or three sentences that tell which cognitive process and taxonomy level is used and why you feel the item is at that level.
  - For each item, identify the item-writing guidelines you used in constructing the item.

**Provide the instrument in a format ready for teacher use. Highlight correct answers on the copy you submit.

Performance Task Directions:

- Briefly describe the scenario (e.g., the unit to be taught, how you will teach the information, the period of time involved, etc.) Include the subject and grade level it covers.
- Identify the standard(s) and indicators to be assessed.
- In a paragraph, discuss why the format that you selected is appropriate (i.e., defend your choice of assessment method).
- Link the discussion of the scenario to the indicators to show alignment.
- Discuss the process skill(s) assessed (e.g., taxonomy levels) and justify your classification of the level(s).
- Include directions for responding, including point worth for test and components of the task
- If the scoring guide is to be given to students as part of the task directions, then include it as part of the student handout. In addition, you should refer students to the scoring guide in the task directions.
- Describe what elements would be included with a possible “correct” answer
- Develop the scoring guide for the performance assessment. Describe the type of rubric that is used (e.g., holistic, etc.) and why it is appropriate for the situation
- Discuss how the rubric will differentiate between students, what information will be provided with the scoring, and how the scored information will be used for students and/or in the classroom.

**Provide the instrument in a format ready for teacher use. If the scoring guide is to be given to students as part of the task directions, then include it as part of the student handout.
Task 4
Student Assessment
The purpose of this activity is to bring in the student to illustrate how the information may be used to make decisions, assess learning, identify student strengths and weaknesses, and document knowledge.

Purposes:
Students will demonstrate an understanding of the basic principles of assessment.
Students will be able to construct classroom assessments aligned to state curriculum standards.
Students will be able to understand the alignment between indicators, taxonomy levels, and assessments.
Students will be able to develop an assessment appropriate for instructional decisions.
Students will be able to administer, score, and interpret results from teacher-produced assessments.

Directions
For this task, you will administer an assessment using one of the strategies discussed in class. You can use a tool submitted for Task 1 – 3 or you may create a different assessment tool.

- In a paragraph, describe the scenario for the assessment. Provide information about the situation: when was it given? Was it expected or were observations done without students’ knowledge? Etc. Report the grade and subject area.

- Identify the standard and indicator(s) assessed.

- Discuss the alignment of the practice or instruction given before the assessment to show that the scenario, indicators, and task are the appropriate cognitive level.

- Discuss why this assessment strategy is the appropriate form of assessment (i.e., defend the choice of this assessment strategy).

- Write the process skill(s) assessed (e.g., taxonomy levels) included with each item/question. Justify your classification of the level(s).

- Administer the assessment, score and interpret the results of your students. Discuss what information this gives you and what will be the next steps for teaching at the class level. Make a table or a graph of the class level information to aid in interpreting the results.

- Select the work of three students to review. One student should be performing at a proficient or higher level, one student should be performing at a basic level, and one student should be performing at a below basic level. Identify student strengths/weaknesses – what does this tell you about an individual’s performance? Write a 1-2 page reflection about what you learned about the students and the implications for planning subsequent instruction. Include a photocopy of each student’s work. Be sure to mask the student’s name to protect confidentiality.

- Reflect on how you taught the content, the instrument, and the alignment. What worked well? What would you change for next time? With the instrument: what questions did not work as intended? Where did students have difficulties understanding or answering an item?, etc. Write a 1-2 page reflection about how the assessment process and any changes needed for future administrations.
### Task 1 Rubric: Observational Checklist

**Total Possible Points: 15**

<table>
<thead>
<tr>
<th>Description of scenario and unit/teaching objectives</th>
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<th>1</th>
<th>2</th>
</tr>
</thead>
<tbody>
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<td>Not discussed</td>
<td></td>
<td>Stated, but discussion limited. May not be directly linked to what students will know and be able to do</td>
<td>Stated clearly. Strong link between scenario and unit objectives</td>
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<tr>
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<td></td>
<td>Indicators stated</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Choice of assessment format</th>
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<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>No discussion</td>
<td></td>
<td>Some discussion of why format is appropriate, but not clear linkage between format, standard, and task</td>
<td>Discussion shows a clear linkage between the format, standard, and task</td>
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<table>
<thead>
<tr>
<th>Discussion of skills assessed with the task</th>
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<th>2</th>
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</thead>
<tbody>
<tr>
<td>No discussion</td>
<td></td>
<td>Some discussion of skills, but unclear what skills are to be measured</td>
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<td>Directions/Instructions not present or very unclear</td>
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<td>Directions are clear and illustrate how the form is to be used by teachers/what students should do</td>
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<tbody>
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<td>Limited description or recording method does not make sense</td>
<td>Description of the method is clear and recording method makes sense</td>
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<table>
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<th>How information will be summarized/scored</th>
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<tbody>
<tr>
<td>Limited discussion of how information will be summarized</td>
<td></td>
<td>Discussion present of how information will be summarized for the classroom</td>
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</table>

<table>
<thead>
<tr>
<th>How information will be used</th>
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<th>2</th>
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</thead>
<tbody>
<tr>
<td>No discussion of how information will be used</td>
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<td>Some discussion, but unclear how information will be used for student or class use</td>
<td>Discussion of how information will be summarized for student and classroom use</td>
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| Misc (e.g. professionalism and quality of work) Details provided | 0 | 1 | 2 |
### Rating Scales for Task 2: Interview Protocol

**Total Possible Points: 15**

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<th>Criteria</th>
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<td><strong>Description of scenario and unit/teaching objectives</strong></td>
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<tr>
<td>- Not discussed</td>
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</tr>
<tr>
<td>- Stated, but discussion limited. May not be directly linked to what students will know and be able to do before assessment</td>
<td>1</td>
</tr>
<tr>
<td>- Stated clearly. Strong link between scenario and unit objectives</td>
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<tr>
<td><strong>Achievement standards</strong></td>
<td></td>
</tr>
<tr>
<td>- Not stated</td>
<td>0</td>
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<tr>
<td>- Indicator stated</td>
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<tr>
<td><strong>Choice of assessment format</strong></td>
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<tr>
<td>- No discussion</td>
<td>0</td>
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<td>- Some discussion of why format is appropriate assessment strategy, but not complete</td>
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<tr>
<td>- Discussion shows a clear preference for assessment strategy</td>
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<tr>
<td><strong>Alignment</strong></td>
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<tr>
<td>- Task does not align to standard/indicators</td>
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<td>- Taxonomy levels are not discussed for every question or task misaligned</td>
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<tr>
<td>- Taxonomy levels stated for each question and Task aligned to same cognitive level of the standard/indicators</td>
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<td><strong>Interview questions</strong></td>
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<td>- Not provided</td>
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<td>- Some interview questions developed, but lack clarity and relevance</td>
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<tr>
<td>- Interview questions (i.e., initial and clarifying) developed, but lack clarity or relevance</td>
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<tr>
<td>- Clear, relevant set of interview questions (i.e., initial, clarifying &amp; follow-up) developed</td>
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<td><strong>Interview Responses</strong></td>
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<td>- Potential correct responses listed, but responses lack clarity or are not listed for each item</td>
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<tr>
<td>- Potential correct responses listed for each item and are clear.</td>
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<tr>
<td><strong>Misc (professionalism, quality of work)</strong></td>
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<td>- 2</td>
<td>2</td>
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<tr>
<td>Criteria</td>
<td>Scale</td>
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<td>Achievement standards</td>
<td>0 Not stated</td>
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<td>Choice of assessment format</td>
<td>0 No discussion</td>
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<td></td>
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<tr>
<td>Alignment</td>
<td>0 Task does not align to standard/indicators</td>
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<td>Table of Specifications</td>
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<td>Level of Bloom’s included on test</td>
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<td>Evaluation of each item – taxonomy level</td>
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<tr>
<td></td>
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<tr>
<td>Evaluation of each item – item writing guidelines</td>
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</tr>
<tr>
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<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Misc (professionalism, quality of work)</td>
<td>0 Details provided</td>
</tr>
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</table>
## Task 3 Rubric: Developing an Assessment Approach – Performance Task/Essay AND Scoring Rubric

**Total Possible Points 25**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Scale</th>
<th>Description</th>
<th>Correct Answer</th>
<th>Discussion of Rubric choice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Description of scenario and unit/teaching objectives</td>
<td>0</td>
<td>Not discussed</td>
<td>Stated clearly. Strong link between scenario and unit objectives</td>
<td>0 Not provided</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>Stated, but discussion limited. May not be directly linked to what students will know and be able to do</td>
<td></td>
<td>0 Not provided</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Stated clearly. Strong link between scenario and unit objectives</td>
<td></td>
<td>0 Not provided</td>
</tr>
<tr>
<td>Achievement standards</td>
<td>0</td>
<td>Not stated</td>
<td>Indicators stated and are appropriate</td>
<td>0 No discussion</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>Indicators stated but not appropriate</td>
<td></td>
<td>0 No discussion</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Indicators stated and are appropriate</td>
<td></td>
<td>0 No discussion</td>
</tr>
<tr>
<td>Choice of assessment format</td>
<td>0</td>
<td>No discussion</td>
<td>Discussion shows a clear preference for assessment strategy</td>
<td>0 No discussion</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>Some discussion of why format is appropriate assessment strategy, but strategy not defended</td>
<td></td>
<td>0 No discussion</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Discussion shows a clear preference for assessment strategy</td>
<td></td>
<td>0 No discussion</td>
</tr>
<tr>
<td>Alignment between task and indicators</td>
<td>0</td>
<td>Not provided</td>
<td>Discussion of link between task and indicator unclear</td>
<td>0 Not provided</td>
</tr>
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<td>Discussion of link between task and indicator unclear</td>
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<tr>
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<td>2</td>
<td>Discussion of link between task and indicator clear, but link is not explicit</td>
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<tr>
<td></td>
<td>3</td>
<td>Discussion of link between task and indicator clear and relevant</td>
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<tr>
<td>Taxonomy Levels used/assessed)</td>
<td>0</td>
<td>Task does not align to standard</td>
<td>Task aligned to same cognitive level of the standard</td>
<td>0 Task does not align to standard</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>Task targets lower cognitive skill than the standard</td>
<td></td>
<td>0 Task does not align to standard</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Task aligned to same cognitive level of the standard</td>
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<td>0 Task does not align to standard</td>
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<tr>
<td>Directions</td>
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<td>No directions/instructions</td>
<td>Directions present &amp; state how student should respond; format presentable for students</td>
<td>0 No directions/instructions</td>
</tr>
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<td>Directions present but unclear; format not in manner presentable for students</td>
<td></td>
<td>0 No directions/instructions</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Directions present &amp; state how student should respond; format presentable for students</td>
<td></td>
<td>0 No directions/instructions</td>
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<tr>
<td></td>
<td>3</td>
<td>Directions present &amp; state how student should respond; format presentable for students</td>
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<td>0 No directions/instructions</td>
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<td>Point worth of components &amp; total test stated</td>
<td>0 Not stated</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>Point worth of components &amp; total test stated</td>
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<td>0 Not stated</td>
</tr>
<tr>
<td>Correct Answer</td>
<td>0</td>
<td>Not provided</td>
<td>Correct answer provided and match task &amp; indicators</td>
<td>0 Not provided</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>Elements of correct answer provided, but do not match task &amp; indicators</td>
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<td>0 Not provided</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Elements of correct answer provided, but unclear how they match to task or indicators</td>
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<td>0 Not provided</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>Correct answer provided and match task &amp; indicators</td>
<td></td>
<td>0 Not provided</td>
</tr>
<tr>
<td>Discussion of Rubric choice</td>
<td>0</td>
<td>Not provided</td>
<td>Type of rubric stated and use of this rubric format clearly discussed</td>
<td>0 Not provided</td>
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<tr>
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<td>Type of rubric not stated and/or use of this rubric format not discussed</td>
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<td></td>
<td>2</td>
<td>Type of rubric stated and use of this rubric format clearly discussed</td>
<td></td>
<td>0 Not provided</td>
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<tr>
<td></td>
<td>3</td>
<td>Clear scoring rubric; easy to see alignment with task and differentiation of students</td>
<td></td>
<td>0 Not provided</td>
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<tr>
<td>Rubric / Scoring guide</td>
<td>0</td>
<td>Not provided</td>
<td>Rubric contains minor faults; or limited discussion of levels/components</td>
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<tr>
<td></td>
<td>1</td>
<td>Difficult to see how rubric aligns with task</td>
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<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Three Students assessed from different levels</td>
<td>0: Not provided</td>
<td>1: Provided but different levels not clear</td>
<td>2: Clear and easy to determine student differences</td>
<td></td>
</tr>
<tr>
<td>Assessment of Results for class use</td>
<td>0: Not provided</td>
<td>1: Provided, but summary and/or table off target</td>
<td>2: Provided, but summary of results not clear</td>
<td>3: Clear and easy to understand summary of results</td>
</tr>
<tr>
<td>Graph or table of class results</td>
<td>0: Not provided</td>
<td>1: Provided but graph/table not clear or not helpful</td>
<td>2: Provided and graph/table clear and helpful in interpreting results</td>
<td></td>
</tr>
<tr>
<td>Assessment of Students and explanation of grade</td>
<td>0: Not provided</td>
<td>1: Provided, but not clear</td>
<td>2: Provided but limited discussion of strengths, weaknesses, and implications</td>
<td>3: Provided with thoughtful discussion of strengths, weaknesses and implications</td>
</tr>
<tr>
<td>Assessment of instrument and critique</td>
<td>0: Not provided</td>
<td>1: Provided, but not clear</td>
<td>2: Provided but limited discussion of strengths and weaknesses</td>
<td>3: Provided with thoughtful discussion of strengths and weaknesses</td>
</tr>
<tr>
<td>Misc professionalism /quality of work Details provided</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
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