



MODULE 5

Assessment in a Standards-based System

OVERVIEW

Assessment is an essential part of the learning cycle; it must occur as a systematic process for teachers to know how well students are acquiring the knowledge and skills articulated on the proficiency scales. And as a part of the learning process, assessment is anything a teacher does to gather information about a learner’s knowledge or skills regarding a specific topic. Since every assessment has error, multiple measures are recommended.

There are multiple ways a teacher can choose to assess student proficiency on a standard to inform both teaching and learning. The chart below summarizes the components of a comprehensive and balanced assessment system, developed by Learning Sciences International. It is important to note that a specific assessment can create a formative or summative score, depending on how it is used.

Short-cycle Classroom Formative Assessment	Evidence of learning of lesson-sized learning target(s), generated and used by both students and teachers during the course of learning
Medium-cycle Formative Assessment	Evidence of learning across related lessons or a unit (i.e., weekly diagnostics), for short-term instructional and learning adjustment
Classroom Summative Assessment (Grading)	Evidence of student achievement at a point in time, for reporting (i.e., unit tests, performance assessments)
Long-cycle Formative Assessment	Evidence of student learning, typically 2 to 3 times a year, for longer-term instructional planning (i.e., interim or benchmark assessments)
System-level Summative Assessment	Evidence of student achievement of curricular learning outcomes/standards, for reporting (i.e., end-of-course exams, system accountability assessments)

In general, formative assessments are unobtrusive measures, such as observations, teacher-student conferences, journal entries, etc. Summative assessments are obtrusive measures, such as unit/chapter tests, quizzes, projects, etc. Within each of the categories, there can be student-generated assessments which achieve a high level of engagement due to the ownership the student feels as a result of determining the assessment method.

Inclusion of performance assessments, in particular, provide the structure through which to collect evidence necessary to gauge the growth of students’ abilities to transfer their learning in authentic situations. Performance tasks can also provide evidence of whether the student is gaining proficiency on the mission-related learning outcomes—the 7Cs.

READ

Heflebower, T.; Hoegh, J. K.; Warrick, P. B.; & Flygare, J. (2019). *A teacher’s guide to standards-based learning*. Bloomington, IN: Marzano Research.

Chp. 4

[A Teacher’s Guide to Standards-based Learning](#)

DO

[PPT to support this module](#)

Facilitation Guides:

- [Assessment Blueprint](#)

Templates:

- [Item Bank Template 1](#)
- [Item Bank Template 2](#)
- [Classroom Assessment Planning Template](#)

Handouts:

- [Comprehensive and Balanced Assessment Systems](#)
- [Feedback that Fits](#)
- [From Formative Assessment to Assessment FOR Learning](#)
- [Assessment Design](#)
- [Assessment Data Profile](#)
- [Module 5 Terminology](#)

REFER

Examples/Additional Reference Items:

- [Assessment Blueprint Sample](#)
- [Item Bank Sample—Elementary](#)
- [Item Bank Sample—Secondary](#)
- [Communication with Parents #4](#)

Videos:

- [Purpose of Assessment](#)
- [Assessment Intro](#)
- [Formative and Summative Assessments](#)
- [Formative Assessment](#)
- [Formative Assessment 3 Parts](#)
- [Target to Method](#)
- [Common Assessments](#)
- [Learning Logs and Journals](#)
- [Learning Intentions and Success Criteria](#)
- [Visible Learning Feedback](#)

REFLECTION QUESTIONS

- 1.Explain the concept of a comprehensive and balanced assessment system. Specify the components and their description.
- 2.What does it mean when we say that formative assessment is part of the learning cycle?
- 3.Differentiate between learning targets and success criteria.



Whereas a summative score is an overall score describing student learning after that learning is concluded, formative scores are the basis for building a body of evidence about student progress by standard during a unit of instruction. Building feedback into the formative learning cycle, that is timely, specific, and corrective, gives students additional opportunities to meet the success criteria before a summative assessment. In general, the formative learning cycle is based on three questions:

1. Where am I going?
2. Where am I now?
3. Where to next?

The cycle honors the premise that the most effective learning occurs when students are aiming for a learning target (Module 3) and are using success criteria to compare their current work to the goal to enable them to take action to improve. Success criteria or scoring guidelines refer to a concrete learning performance, something students will say, do, make, or write to indicate they are moving toward the learning target. A rubric is one example of success criteria for lengthy assessment tasks. Here is an example of a learning target and success criteria:

Learning Target—I am learning how to identify important details in the text.

Success Criteria—I can list important details in the text. I can rephrase important details in my own words.

In addition, as mentioned in Module 4, **DOK levels are used to denote the cognitive rigor or complexity of each learning target.** Different types of assessments are associated with different taxonomic levels. You will want to assess students' learning according to the taxonomic level of the learning target(s) you are measuring. Start by identifying the cognitive demand at a certain level of the scale and then creating an assessment item(s) that measures student learning at that level of cognitive demand. Often, fewer of the right kinds of questions are needed.

Types of Assessments aligned with DOK Levels

DOK Level	Type of Assessment
1	Selected Response—multiple choice, true/false, fill-in-the-blank, label, matching
2	Short Constructed Response
3	Short Constructed Response
4	Extended Constructed Response, Performance Task

When designing an assessment blueprint, the majority of assessment items should fall at Score 3.0; however, Score 2.0 often includes a large amount of content, so it may require a large number of items. It is recommended that leveled assessments present assessment items to students in order, with a section devoted to Score 2.0, Score 3.0, and Score 4.0. Some skills and content do not lend themselves to dividing assessment by level, however, i.e., essays, physical education skill, musical performance. Determine how many assessments are

4. How does the cognitive rigor of a learning target align with assessment?



necessary to build a body of evidence by asking, “Can I make a confident inference about the learning that has occurred related to this standard?” Since every assessment has error, multiple measures are recommended. Once the assessment(s) is written, create a set of scoring guidelines.

Process the assessment data in your PLC using an agreed-upon assessment data protocol.

Finally, two related assessment practices include the development of common assessments and item banks. Common assessments refer to uniform tools developed and administered in a given time frame by all teachers in a grade level or course, with the goal of creating coherence. Item banks include assessment questions that align with the learning progression on a proficiency scale, from which a teacher can select to measure a student’s proficiency on a given learning target.

