



Great Public Schools for Every Student

Eliciting Accurate Evidence of Student Learning

Educator designs sound assessments that generate accurate evidence of student learning. The educator's rubrics meet quality criteria that provide accurate feedback regarding student learning.

Key Method

The educator audits, refines, and reflects upon a formal formative assessment for purpose, target-method match, sample size, and bias as well as distortion. The educator also audits, refines, and reflects upon a rubric to provide accurate feedback regarding student learning.

Method Components

The Importance of High-Quality Assessments

When educators do not create or use assessments of sound design, evidence of student learning is not accurate. When educators lack evidence of student learning or have inaccurate evidence, they can't make appropriate instructional decisions that help students move forward in their learning.

Educators can create classroom assessments that elicit accurate evidence of student learning by knowing assessment methods, matching method to target type, choosing an effective sample size, and minimizing bias as well as distortion in formative assessments.

(see "High Quality Classroom Assessment: What Does It Really Mean?" in Resources)

Components of Assessment Design

Educators with sound assessment design knowledge can:

- Identify assessment purpose (see "Five Keys to High-Quality Classroom Assessment" in Resources)
- Identify assessment methods: selected response, written response, personal communication, portfolio, performance task (see "Possible Assessment Methods and Match to Targets" in Resources)
- Identify learning target types: knowledge, reasoning, skill, product (see "Possible Assessment Methods and Match to Targets" in Resources)
- Identify potential sources of assessment bias and distortion that can occur (see "Designing and Evaluating Quality Assessments" and video of James Popham explaining forms of assessment bias in Resources)
 - within the student: language, health/physical handicap, emotional considerations
 - the assessment context: insufficient time, noise distraction, lighting, lack of rapport
 - from the assessment itself: lacking or vague directions, poorly worded questions
- Identify effective sample size: how much evidence of student learning is enough to make an accurate

determination of proficiency (see “Principles for Effective Classroom Assessment” in Resources)

Educators with sound assessment design abilities can:

- Audit and refine an assessment for purpose, target-method match, sampling, bias as well as distortion

In order for educators to provide accurate feedback regarding student learning, educators must also know how to create quality rubrics.

Components of Quality Rubric Criteria

Educators with quality rubric criteria knowledge can identify rubric quality criteria (see “Creating and Recognizing Quality Rubrics” in Resources)

- Alignment to the learning target(s)
- Focus on assessed elements
- Organized and independent criteria
- Accurate descriptors of learning levels

Educators with quality rubric criteria abilities can:

- Audit and refine a rubric that provides accurate feedback regarding evidence of student learning

Supporting Research

Chappuis, Jan. “Helping Students Understand Assessment.” *Educational Leadership*, vol. 63, no. 3, Nov. 2005, pp. 39–43., www.ascd.org/publications/educational-leadership/nov05/vol63/num03/Helping-Students-Understand-Assessment.aspx.

Farrell, C.* & Marsh, J. (2016). Metrics matter: How properties of data shape teachers’ instructional responses. *Educational Administration Quarterly*, 52(3), 423-462.
<https://drive.google.com/file/d/1PCB9XUm1hOdTJRP8sPm3zoJlAXFKya0f/view>

Shepard, L. A. (2008). The Role of Assessment in a Learning Culture. *Journal Of Education*, 189(1/2), 95-106.
<http://journals.sagepub.com/doi/10.3102/0013189X029007004>

Supovitz, J. (2012). Getting at student understanding—the key to teachers’ use of test data. *Teachers College Record*, 114(11) https://drive.google.com/file/d/1Tl4chW0-LRxMqe_D5Noo-HM0pEcQi2dK/view

Resources

What is High-Quality Assessment?

Stiggins, Rick. “High Quality Classroom Assessment: What Does It Really Mean?”
https://www.ode.state.or.us/opportunities/grants/nclb/title_iii/17high-quality-classroom-assessment_what-does-it-mean.pdf

Classroom Assessment Purpose

Stiggins, Rick. “Five Keys to High-Quality Classroom Assessment”
https://static1.squarespace.com/static/56b90cb101dbae64ff707585/t/58f507d39f74569e7eb40fb3/1492453332208/Using+Formative+Assessment_Five+Keys+to+High-Quality+Classroom+Assessment_Whitlock.pdf

Target-Method Match

Target Assessment Method Match: <https://www.mydigitalchalkboard.org/portal/default/Content/Viewer/Content?action=2&scld=505706&scld=15740>

Matching the Assessment Methods to the Learning

Target: <https://www.michiganassessmentconsortium.org/common-assessment-modules/matching-the-assessment-methods-to-the-learning-targets/>

Eberly Center, Carnegie Mellon University, "Teaching Excellence & Educational Innovation"
<https://www.cmu.edu/teaching/assessment/assesslearning/index.html>

Center for Learning and Teaching, Oklahoma Community College, "Assessments that Align with Learning Objectives"
<http://www.occc.edu/c4lt/pdf/Align%20Assessments%20with%20Objectives.pdf>

Bias and Distortion

Erkens, C. (2013). *Designing and Evaluating Quality Assessments*. [online] Mpsri.net. Available at:
https://www.mpsri.net/uploaded/documents/central_office/asstsuper/pd/erkens/may2013/May_6_HOs_for_Erkens.pdf [Accessed 19 May 2018].

Video of James Popham explaining forms of assessment bias <https://www.youtube.com/watch?v=HjID39cqmwz>

Sample Size

Principles for Effective Classroom Assessment:
<https://brock.scholarsportal.info/journals/brocked/home/article/viewFile/74/75>

Rubrics

Arter, J. (2012). *Creating & Recognizing Quality Rubrics*. [online] Downloads.pearsonassessments.com.

Formative Assessment

Oregon Formative Assessments for Students and Teachers <https://ode.instructure.com/courses/122/modules>

Submission Guidelines & Evaluation Criteria

To earn the micro-credential, you must receive a passing score in Parts 1 and 3 and receive a proficient for all components in Part 2.

Part 1. Overview Questions

200-word min to 500-word max

Please answer the following contextual questions to provide understanding of your current situation. Please do not include any information that will make you identifiable to your reviewers.

With an example of a formal formative assessment that you created and currently use in your classroom in mind, answer the following questions:

- ☐ What is the role of this assessment in the scope of student learning? Who will use the information and how?
- ☐ How was the formal formative assessment created?
- ☐ How will you know if the assessment elicits accurate evidence of student learning?

- **Passing:** Educator completely answers each question and includes relevant examples from personal experience. Writing is organized and easy to understand.

200-word min to 500-word max

Please answer the following contextual questions to provide understanding of your current situation. Please do not include any information that will make you identifiable to your reviewers.

With an example of the accompanying rubric for the formal formative assessment in mind, answer the following questions:

- ☐ How was this rubric created? If there is not an accompanying rubric, explain your rationale or methodology for providing feedback to students on this formal formative assessment.
- ☐ How is the rubric currently used to provide accurate feedback regarding student learning? If a rubric is not currently used, explain how you anticipate you will use a rubric to provide feedback.
- ☐ How will you know if the rubric is an effective tool for providing accurate evidence of student learning?

- **Passing:** Educator completely answers each question and includes relevant examples from personal experience. Writing is organized and easy to understand.

Part 2. Work Examples / Artifacts

To earn this micro-credential, utilize the suggested resources to complete and submit the following five artifacts as evidence of your learning. **Submit the five artifacts as one document** but please start a new page for each artifact – ie, enter a page break for each artifact in your document. Be sure each artifact is clearly labeled. *Please do not include any information that will make you or your students identifiable to your reviewers.*

Artifact 1: Formal Formative Assessment

Submit an example of formal formative assessment that you have created. Using your example of formal formative assessment, submit a document that identifies the components of sound assessment design below. If component(s) are lacking, identify what's missing.

- assessment purpose (see "Five Keys to High Quality Classroom Assessment" in Resources)
- target(s) being assessed
- target type(s) (see "Possible Assessment Methods and Match to Targets" in Resources)
- assessment method(s) (see "Possible Assessment Methods and Match to Targets" in Resources)
- potential sources of bias or distortion (see "Designing and Evaluating Quality Assessments" and James Popham video in Resources)
- sample size (see "Principles for Effective Classroom Assessment" in Resources)

Artifact 2: Rubric

Submit the rubric that accompanies the formal formative assessment. Using the rubric that accompanies your formal formative assessment, submit a document that identifies the rubric quality criteria components listed below. If there is not currently a rubric for the target(s), please write one and then identify the parts below. If component(s) are lacking, identify what's missing. (See "Creating and Recognizing Quality Rubrics in Resources)

- learning target(s)
- focus on assessed elements
- rubric component organization has independent criteria
- accurate descriptors of learning levels

Artifact 3: Audit of Formative Assessment Design

Submit a document that audits the formal formative assessment for sound design by answering the following questions: In what ways is your assessment already of sound design (meets or exceeds what's listed below)? What refinements need to be made in order to improve for sound design? Refer back to Resources as needed.

- strong alignment to assessment purpose
- clear target-method match
- strong alignment to what you expect the students to learn
- effective sample size
- minimal, if any, bias or distortion

Artifact 4: Audit of Rubric

Submit a document that audits the rubric for quality criteria by answering the following questions: In what ways is your rubric already of quality (meets or exceeds what's listed below)? What refinements need to be made in order to improve for quality? Refer back to Resources as needed.

- strong alignment to the learning target(s)

- clear focus on assessed elements
- clear organization including independent criteria
- clear descriptors of learning levels

Artifact 5: Revised Assessment and Rubric

Use the results of your audit to revise your formal formative assessment and accompanying rubric. Submit the revised assessment and rubric with the following annotations below. Refer back to Resources as needed.

- Highlight the changes that you made to the assessment. Explain why the changes will improve the assessment for eliciting accurate evidence of student learning. You may use comments or text boxes or add a table at the end of the document.

Highlight the changes that you made to the rubric. Explain why the changes will improve the rubric for providing accurate student learning feedback. You may use comments or text boxes or add a table at the end of the document.

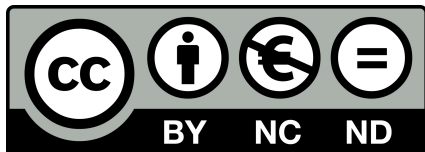
null	Proficient	Basic	Developing
Artifacts One and Two: Identification of sound assessment design components and rubric quality criteria components	Educator accurately identifies sound design components of an example assessment Educator accurately identifies quality criteria components of an example rubric	Educator defines components of assessment sound design and rubric quality criteria Educator accurately identifies some components from an example assessment or rubric	Educator defines components of assessment sound design and rubric quality criteria but does not yet identify the components from an example assessment or rubric
Artifacts Three and Four: Audit of assessment and rubric	Educator uses results of audit to explain ways that the assessment and rubric are already of sound design and quality Educator also uses results of audit to explain how the assessment and rubric need to be refined for sound design and quality	Educator identifies ways that the assessment and rubric are of sound design and quality Educator identifies how the assessment and rubric need to be refined for sound design and quality	Educator identifies ways that the assessment or rubric is of sound design or quality Educator identifies how the assessment or rubric needs to be refined for sound design or quality
Artifact Five: Improvement annotations for assessment and rubric	Educator annotates changes to the assessment and rubric Educator also explains how the changes will improve the assessment and rubric for eliciting accurate evidence of student learning	Educator annotates changes and explains how the changes will improve the assessment and rubric	Educator annotates changes

Reflection

300-word min to 500-word max

Please reflect by answering the questions below.

1. How did your overall assessment and rubric practices change as a result of the exercises in this module?
 2. How will these changes will lead to eliciting accurate evidence of student learning as well as provide students with accurate feedback on future assessments?
- **Passing:** Reflection provides evidence of how the module exercises affected assessment and rubric practices. Specific examples are cited directly from identification, auditing, and annotating activities to support claims. Also included are specific actionable steps that demonstrate how new learning will be integrated into future practices



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