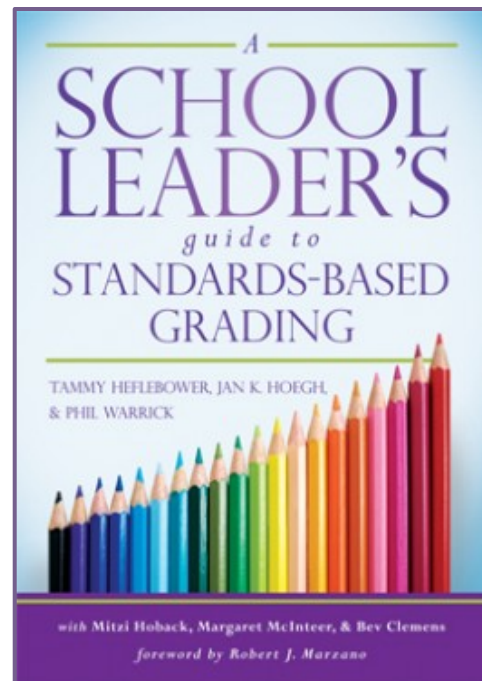
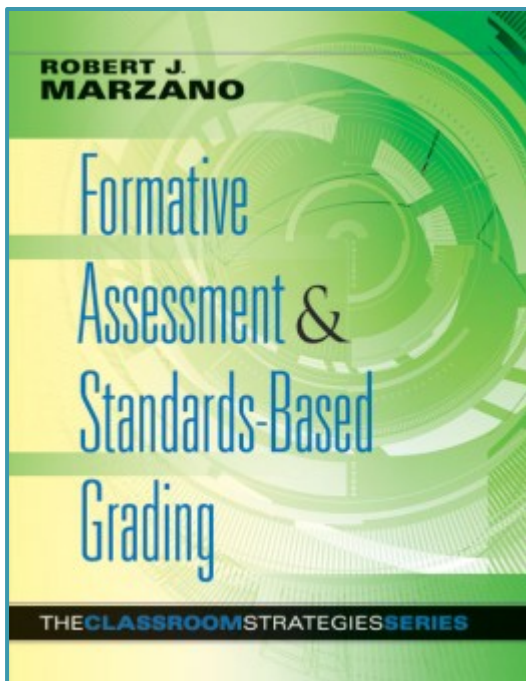


# Developing High-Quality Classroom Assessments



**Presented by Marzano Research Laboratory  
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Student ID:

Academic Year:

4  
3  
2  
1  
NA**English Language Arts - Reading****Literature**

F W S

Accurately quotes from a text when explaining what the text says explicitly and when drawing inferences

Summarizes a text to determine a theme of a story, drama, or poem from details in the text

Describes how a narrator's point-of-view impacts the events in the text

**Informational Text**

F W S

Determines two or more main ideas of a text and explains how they are supported by key details; summarizes the text

Analyzes multiple accounts of the same topic noting the similarities and differences unique to various points of view

**Foundational Skills**

F W S

Knows and applies grade-level phonics and word analysis skills in decoding words

Reads accurately and fluently to support comprehension

**English Language Arts - Writing****Text Types and Purposes**

F W S

Writes to communicate ideas and information effectively

**Production and Distribution**

F W S

Produces clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience

Strengthens writing by planning, revising, editing, and rewriting

**Research to Build and Present Knowledge**

F W S

Conducts short research projects that use several sources to build knowledge through investigation of different aspects of a topic

Takes notes when gathering information from print/digital sources and personal experiences; Summarizes or paraphrases information in notes and provides list of sources

**Language**

F W S

Demonstrates a command of the grade-level conventions of



# Fairport Central School District

## 5

Grade

**Student Name:**

**Student ID:**

**Teacher Name:**

**Academic Year:**

### Learner Behaviors Key: Grade Level Expectations

Exceeding Expectations	<b>4</b>
Meeting Expectations	<b>3</b>
Working Toward Expectations	<b>2</b>
Not Meeting Expectations	<b>1</b>

### Attendance Key

Excused Absence- illness, doctor's appointment, funeral, impassable road conditions

Unexcused Absence- family vacation, overslept, missed bus, non-school related sports or music activities

Late Arrival-any time after the official beginning of the school day

Early Dismissal-any time prior to the official end of the school day

### Learner Behaviors

	F	W	S
Respects others' rights, feelings, and property			
Accepts responsibility for own behavior			
Exercises self-control			
Organizes self and materials			
Follows directions			
Approaches challenges using a variety of strategies			
Uses time effectively to produce quality work			
Completes homework			

### Attendance

	F	W	S
Excused Absence			
Unexcused Absence			
Late Arrival			
Early Dismissal			

### Teacher Comments

**Fall:**

**Winter:**

**Spring:**

# ***The Case for Common Formative Assessments***

By Rick and Becky DuFour and Robert Eaker

We received a question from a principal of a high-performing middle school who wrote: "Although we have made significant growth in many of the core components of a professional learning community we continue to struggle with the perception of teacher autonomy as a result of attempting to create common assessments. A number of teachers continue to believe that common assessments restricts their ability to differentiate instruction from their colleagues.... our staff still remains hesitant to fully engage in meaningful collaboration which would result in creating common assessments and sharing instructional practices.

We have offered our own arguments as to why assessments created by a team of teachers are superior to the formal assessments developed by a teacher working in isolation.

## **1. Team-developed common assessments are more efficient.**

If five teachers teaching the same course or grade level are responsible for ensuring all students acquire the same knowledge and skills, it make sense those teachers would work together to determine the best methods to assess student learning. A team of teachers could divide responsibilities for creating a unit and developing assessments. Teachers working in isolation replicate and duplicate effort. They work hard, but they do not work smart.

## **2. Team-developed common assessments are more equitable.**

The use of common assessments increases the likelihood that students will have access to the same curriculum, acquire the same essential knowledge and skills, take assessments of the same rigor, and have their work judged according to the same criteria. We have witnessed repeated examples of teachers who were *emphatic* about the need for consistency, equity, and fairness in terms of how they were dealt with as adults, being completely unconcerned about the inconsistency, inequity, and lack of fairness that characterized the assessment of student learning in their school. If every teacher has license to assess whatever and however he or she determines, according to criteria unique to and often known only by that teacher, schools will never be institutions that truly model a commitment to equity.

## **3. Team-developed common formative assessments are more effective in monitoring and improving student learning.**

We have cited several researchers who have concluded that team-developed common formative assessments are one of the most powerful strategies available to educators for improving student achievement. We know of no research concluding the formal assessments created by individual teachers working in isolation advance student learning.

#### **4. Team-developed common formative assessments can *inform and improve* the practice of both individual teachers and teams of teachers.**

Teachers do not suffer from a lack of data. Virtually every time a teacher gives an assessment of any kind, the teacher is able to generate data – mean, mode, median, standard deviation, percentage failing, percentage passing, and so on. As Robert Waterman (1987) advised, however, data alone do not inform practice. Data cannot help educators identify the strengths and weaknesses of their strategies. Data inform only when they are presented in context, which almost always requires *a basis of comparison*.

Most educators can teach an entire career and not know if they teach a particular concept more or less effectively than the teacher next door because the assessments they generate for their isolated classrooms never provide them with a basis of comparison. Most educators can assess their students year after year, get consistently low results in a particular area, and not be certain if those results reflect his or her teaching strategies, a weakness in the curriculum, a failure on the part of teachers in earlier grades to ensure students develop a prerequisite skill, or any other cause. In short, most educators operate within the confines of data, which means they operate in the dark. But in a PLC, collaborative teams create a series of *common* assessments, and therefore every teacher receives ongoing feedback regarding the proficiency of his or her students, in achieving a standard the team has agreed is essential, on an assessment the team has agreed represents a valid way to assesses what members intend for all students to learn, *in comparison to other students attempting to achieve the same standard*. That basis of comparison transforms data into information.

Furthermore, as Richard Elmore (2006) wrote, “teachers have to feel that there is some compelling reason for them to practice differently, with the best direct evidence being that students learn better” (p. 38). When teachers are presented with clear evidence their students are not becoming proficient in skills they agreed were essential, as measured on an assessment they helped to create, and that similar students taught by their colleagues have demonstrated proficiency on the same assessment, they are open to exploring new practices. When the performance of their students consistently prevents their team from achieving its goals, they are typically willing to address the problem. In fact, we consider team-developed common formative assessments one of the most powerful motivators for stimulating teachers to consider changes in their practice.

#### **5. Team-developed common formative assessments can build the capacity of the team to achieve at higher levels.**

As Wiliam and Thompson (2007) found, the conversations surrounding the creation of common formative assessments are a powerful tool for professional development. When schools ensure every teacher has been engaged in a process to clarify what students are to learn and how their learning will be assessed, they promote the clarity essential to effective teaching. When teachers have access to each other’s ideas, methods, and materials they can expand their repertoire of skills. When a team discovers the current curriculum and their existing instructional strategies are ineffective in helping students acquire essential skills, its members are able to pursue the most powerful professional

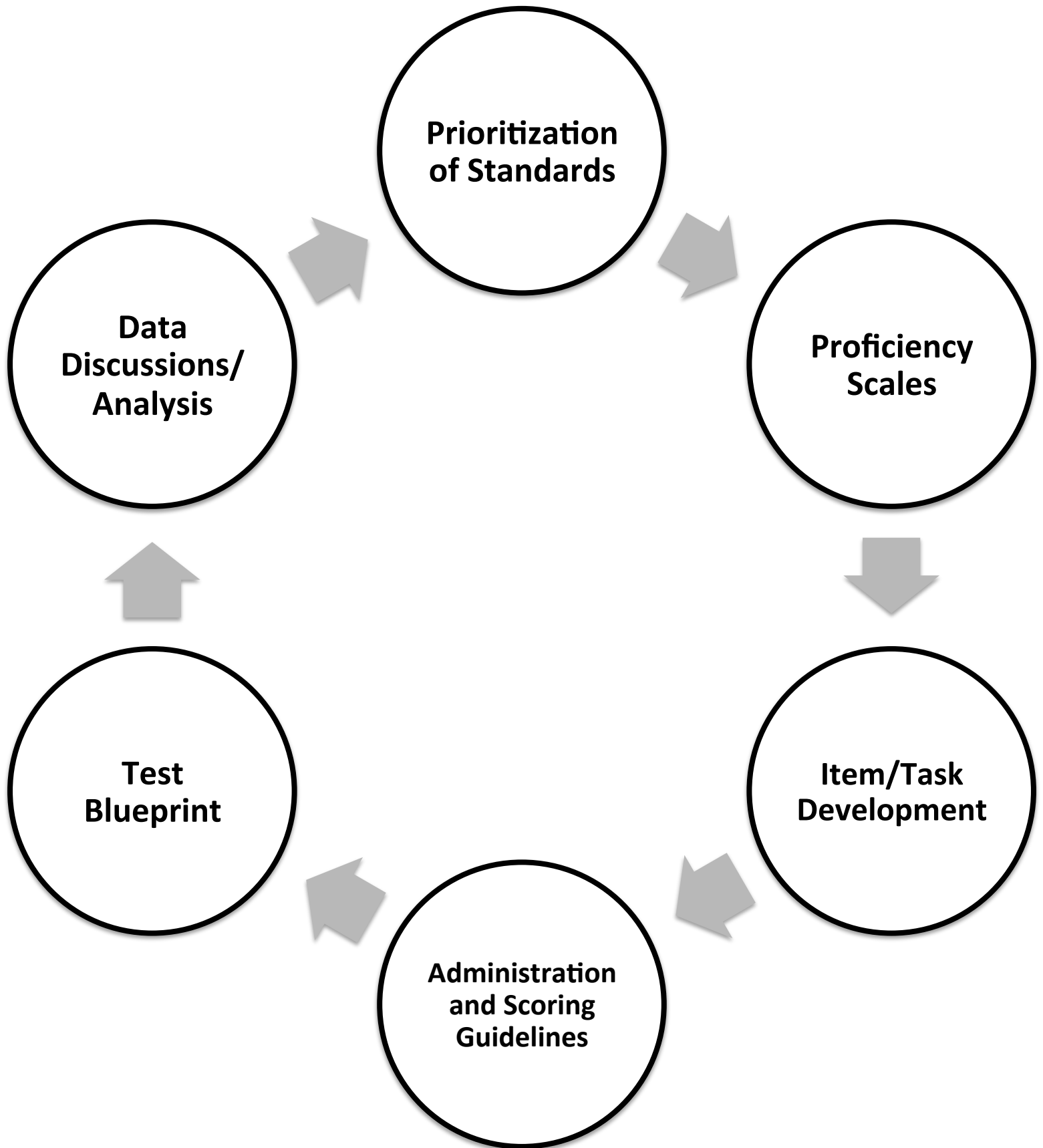
development because it is specific, job-embedded and relevant to the context of their content, their strategies, their team, and their students.

## **6. Team-developed common formative assessments are essential to systematic interventions when students do not learn.**

We argue that if educators were truly committed to high levels of learning for all students, they would not leave the question, “what happens when some students do learn” to chance. They would, instead, work together to create systems of intervention to ensure any student who struggles receives additional time and support for learning in a timely and directive way. Team-developed common formative assessments are a critical element of that system of intervention.

Not every assessment should be a common assessment. There is still a place for individual teachers to create their own formal assessments. Team-developed common assessments will never eliminate the need for individual teachers to monitor student learning each day through a wide variety of strategies that check for understanding. But if schools are ever to take full advantage of the power of assessment to impact student learning in a positive way, they must include common formative assessments in their arsenal. Professional learning communities will make team-developed common formative assessments a cornerstone of their work.

# Common Assessment Development Cycle



To begin the prioritization process, leaders first help teachers by explaining criteria that should be considered when evaluating standards to decide if they should be prioritized or not. Second, leaders allocate time and space for the work to happen. Finally, leaders use a four-step process to help teachers navigate the actual prioritization of the standards.

## Criteria for Prioritized Standards

Before teams begin to identify prioritized standards, they must understand the criteria for determining which standards should be prioritized. According to Larry Ainsworth (2003), there are three criteria to consider when determining which standards to prioritize:

1. **Endurance**—Knowledge and skills that will last beyond a class period or course
2. **Leverage**—Knowledge and skills that cross over into many domains of learning
3. **Readiness**—Knowledge and skills important to subsequent content or courses

Our experience has indicated that two additional criteria should also be considered:

1. **Teacher judgment**—Knowledge of content area and ability to identify more- and less-important content
2. **Assessment**—Student opportunity to learn content that will be assessed

As an example of how teachers can evaluate a specific standard for these five criteria, consider the following ELA standard from the Common Core State Standards (CCSS):

Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. (RI.4.7; National Governors Association Center for Best Practices & Council of Chief State School Officers [NGA & CCSSO], 2010a, p. 14)

This standard demonstrates endurance, leverage, and readiness—students will use these skills long after the test, in multiple disciplines, and in other content areas or courses. It also has strong teacher judgment and assessment connections. In contrast, consider a Common Core standard related to speaking and listening:

Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes. (SL.4.5; NGA & CCSSO, 2010a, p. 24)

While this standard may have some measure of endurance and leverage, it contains fewer readiness skills than the first standard. When asked to use their judgment, many teachers indicate that SL.4.5 should be a subordinate standard that is connected to and



**Priority or Supporting Standards – Use handout page 7 to make decisions about each standard below.**

**P = Priority**

**S = Supporting**

\_\_\_\_\_ Determine a theme of a story, drama, or poem from details in the text

\_\_\_\_\_ Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing

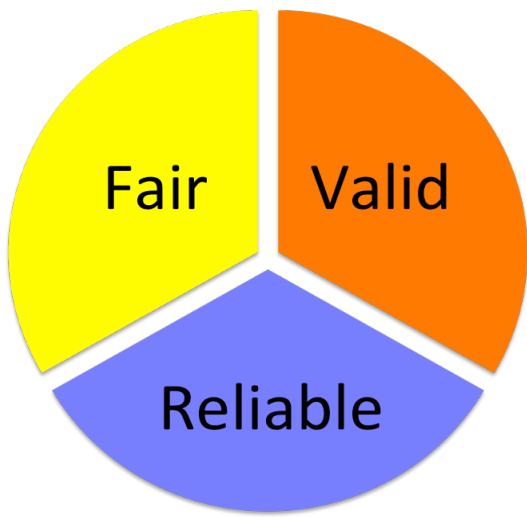
\_\_\_\_\_ Measure areas by counting unit squares

\_\_\_\_\_ Fluently add and subtract multi-digit whole numbers using the standard algorithm

\_\_\_\_\_ Ask questions about data to determine the factors that affect the strength of electric and magnetic forces

\_\_\_\_\_ Use observations of the sun, moon, and stars to describe patterns that can be predicted

\_\_\_\_\_ Explain that currency must be converted to make purchases in other countries



# Quality Criteria for Classroom Assessments

## **1. Assessments are *valid*.**

*The assessment measures what is intended to be measured. It produces accurate and truthful results.*

## **2. Scoring is consistent or *reliable*.**

*The assessment produces believable results that mirror the learning that has occurred. Consistent results are gleaned across multiple users of the tool.*

## **3. Assessments and surrounding processes are *fair*.**

- The level of the assessment is appropriate.*
- Students have received adequate opportunity to learn.*
- The assessment is free from bias and the format does not interfere with students engaging in the assessment.*

# Writing Quality Assessment Items

## Selected Response Items

- True/False
- Matching
- Multiple Choice

### True/False

- Related to a single idea
- Absolutely true OR absolutely false
- Avoid using qualifiers, opinions, and negatives
- Use sparingly, as students have a 50-50 chance of guessing the correct answer

### Matching

- Homogeneous in content
- Keep the matching set short
- Uneven number of items to be matched OR items may be used more than once
- Longer reading on the left, matching items on the right

### Multiple-choice

- Problem clear in the item stem
- Stem stated in the positive when possible
- Emphasize qualifiers in the stem
- All answer choices plausible
- Answer choices parallel in grammar and length
- Avoid "all" or "none of the above"
- Answer choices in a logical order
- Avoid clues in answer choices
- One correct response possible

## Constructed Response Items

- Fill-in-the-blank
- Short Answer
- Essay

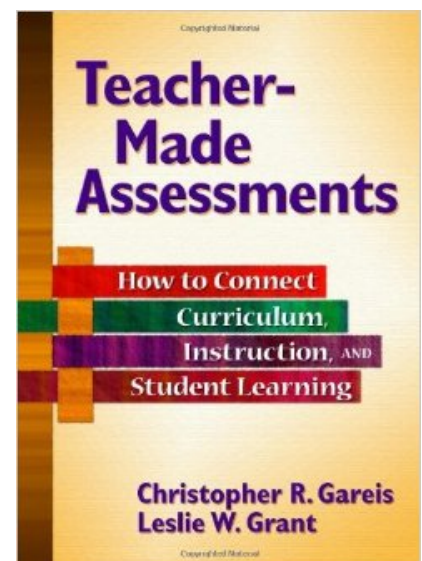
### Fill-in-the blank

- Position the blank at the end of the sentence, if possible
- Limit the number of blanks in an item
- Blanks should be same length
- Be sure information prior to/surrounding the blank is adequate
- May use a word bank

### Short Answer and Essay Items

- Make the nature of the response desired clear to the reader
- Develop and communicate scoring criteria for the question
- Provide adequate space for responses.

## RESOURCE:



<b>Example School District Common Assessment Results</b>		<b>Applewood Elementary School Common Assessment Results</b>	
<i>District Results</i>		<i>District Results</i>	
Learning Goal	Percent Proficient	Learning Goal	Percent Proficient
#1:	72%	#1:	72%
#2:	82%	#2:	82%
#3:	60%	#3:	60%
<i>Building Results</i>		<i>Classroom Results</i>	
Applewood	Percent Proficient	Teacher A	Percent Proficient
#1:	70%	#1:	70%
#2:	85%	#2:	90%
#3:	50%	#3:	60%
Gateway	Percent Proficient	Teacher B	Percent Proficient
#1:	60%	#1:	75%
#2:	55%	#2:	88%
#3:	40%	#3:	52%
Liberty	Percent Proficient	Teacher C	Percent Proficient
#1:	85%	#1:	65%
#2:	90%	#2:	85%
#3:	70%	#3:	50%
Reedy Creek	Percent Proficient	Teacher D	Percent Proficient
#1:	76%	#1:	72%
#2:	70%	#2:	75%
#3:	65%	#3:	45%

<b>Applewood Elementary School Common Assessment Results – Teacher A</b>									
	Item 1	Item 2	Item 3	Item 4	Item 5	Item 6	Item 7	Item 8	Item 9
Student 1	Y	Y	N	Y	Y	N	N	N	N
Student 2	Y	Y	Y	Y	Y	Y	Y	N	Y
Student 3	Y	Y	Y	Y	N	Y	Y	N	Y
Student 4	N	N	N	N	Y	Y	N	N	N
Student 5	N	Y	Y	Y	N	Y	Y	Y	Y
Student 6	Y	N	Y	Y	Y	Y	N	Y	N
Student 7	Y	Y	N	Y	Y	N	Y	N	Y
Student 8	N	Y	Y	N	Y	Y	Y	Y	Y
Student 9	Y	N	N	Y	Y	Y	Y	N	N
Student 10	N	Y	Y	Y	N	Y	Y	Y	Y
Student 11	Y	N	Y	Y	Y	Y	Y	N	Y
Student 12	Y	Y	Y	Y	Y	Y	N	Y	N
Student 13	N	Y	Y	N	Y	Y	Y	Y	N
Student 14	Y	Y	Y	Y	Y	Y	Y	N	Y
Student 15	N	N	N	Y	Y	Y	Y	N	Y
Student 16	N	Y	Y	Y	N	Y	N	N	N
Student 17	Y	Y	Y	Y	N	Y	Y	N	Y
Student 18	N	N	Y	Y	Y	Y	Y	N	N
Student 19	Y	Y	Y	Y	Y	Y	Y	Y	Y
Student 20	Y	Y	Y	Y	Y	Y	Y	Y	N
Student 21	N	Y	Y	Y	Y	Y	N	N	N
<b>PERCENT CORRECT</b>	<b>57%</b>	<b>71%</b>	<b>76%</b>	<b>85%</b>	<b>76%</b>	<b>90%</b>	<b>71%</b>	<b>38%</b>	<b>52%</b>

4<sup>th</sup> Grade 4.NS.5 Strand: Number Sense

Topic: Compare Fractions

Score	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	Sample Tasks
4.0		<ul style="list-style-type: none"> <li>Given 3 or more fractions with different denominators, student orders them least to greatest or greatest to least</li> <li>Create a real world problem using measurement (wood working, quilt making, baking) to compare fractions</li> <li>Student compares improper and/or mixed fractions with unlike denominators</li> </ul>
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<p>The student:</p> <p><b>4.NS.5</b> Compare two fractions with different numerators and different denominators (e.g., by creating common denominators or numerators, or by comparing to a benchmark, such as 0, <math>\frac{1}{2}</math>, and 1). Recognize comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols <math>&lt;</math>, <math>=</math>, or <math>&gt;</math>, and justify the conclusions (e.g., by using a visual fraction model).</p> <ul style="list-style-type: none"> <li>Compare two fractions with <u>unlike</u> denominators.</li> </ul> <p>The student exhibits no major errors or omissions.</p>	<ul style="list-style-type: none"> <li>Find common denominator showing work</li> <li>Compare fraction to a benchmark fraction such as <math>\frac{1}{2}</math></li> <li>Complete equation comparing two fractions using the appropriate symbol <math>&gt;</math>, <math>=</math>, or <math>&lt;</math> <ul style="list-style-type: none"> <li><math>\frac{7}{12}</math> _____ <math>\frac{3}{4}</math></li> </ul> </li> </ul>
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> <li>numerator, denominator, <b>factors</b>, common multiple, fraction strips, whole, equal, unequal, common (like) denominators</li> </ul> </li> <li>performs basic processes, such as: <ul style="list-style-type: none"> <li>Compare two fractions with <u>like</u> denominators.</li> </ul> </li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>	<ul style="list-style-type: none"> <li>Compare two fractions with common denominators. <math>\frac{7}{12}</math> _____ <math>\frac{4}{12}</math></li> <li>Use fraction strips to compare two fractions</li> </ul>
1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.	

Name \_\_\_\_\_

Teacher \_\_\_\_\_

**4.NS.5** – Compare two fractions with different numerators and different denominators.

**Level 2** – Solve numbers 1-4. Write <, >, or = for each pair of fractions.

1.  $\frac{3}{4}$  \_\_\_\_\_  $\frac{2}{4}$

3.  $\frac{1}{4}$  \_\_\_\_\_  $\frac{2}{8}$

2.  $\frac{6}{8}$  \_\_\_\_\_  $\frac{7}{8}$

4.  $\frac{1}{6}$  \_\_\_\_\_  $\frac{1}{3}$

\_\_\_\_/4

**Level 3** – Solve numbers 5-8. Write <, >, or = for each pair of fractions. Justify your answer with work or pictures.

5.  $\frac{3}{4}$  \_\_\_\_\_  $\frac{4}{5}$

7.  $\frac{5}{6}$  \_\_\_\_\_  $\frac{7}{8}$

6.  $\frac{1}{3}$  \_\_\_\_\_  $\frac{2}{7}$

8.  $\frac{2}{3}$  \_\_\_\_\_  $\frac{4}{6}$

\_\_\_\_/4

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**4.NS.5**

**1**

**Level 4** – Solve numbers 9 -10. Solve the story problems below. Make sure to show all of your work to get full credit. Each problem is worth more than one point.

9. Sam made a quilt that had green squares  $3\frac{4}{6}$  in wide. His quilt was 9 blocks long. Jenny made a quilt that had purple squares that measured  $5\frac{2}{3}$  in wide. The quilt was 7 squares long. Dan made a quilt with rectangles that were  $6\frac{2}{5}$  in wide. His quilt was 5 rectangles long. Put the three quilt maker's names in order from longest to shortest quilt.

\_\_\_\_\_

10. Cindy feeds her cats Fluffy, Mittens, and Spots each day. Fluffy eats  $2\frac{1}{2}$  cups of food each day. Mittens eats  $2\frac{5}{6}$  cups of food each day. Spots eats  $2\frac{1}{4}$  cups of food each day. Put the cats in order from least to greatest according to how much they eat each day.

\_\_\_\_\_

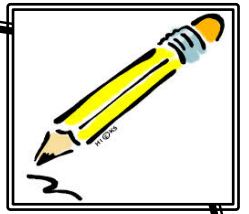
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4.NS.5

2

# Notes





# Notes

