Creating Rigorous Classroom Assessments

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Who are we?

St. Louis RPDC
A resource of educationplus

Heart of Missouri Regional Professional Development Center

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1. Gain knowledge of rigorous classroom practices aligned to standards
2. Receive strategies to create quality assessment items
3. Reflect on assessment practices within classrooms

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Dr. Andy Porter - University of Wisconsin - author of Survey of Enacted Curriculum (SEC)

"Alignment has become one of the most overused buzzwords in education. Rather than applying systematic alignment methods, which often require extensive training and expertise, many districts seem to use a more "eyeball" approach to alignment that sometimes results in misaligned decisions or choices."

For more information on Standards, Instruction, Assessment Alignment Research - Robert J.Marzano, Michael D.Toth, Andrea Martone, John Smithson, Morgan Polikoff

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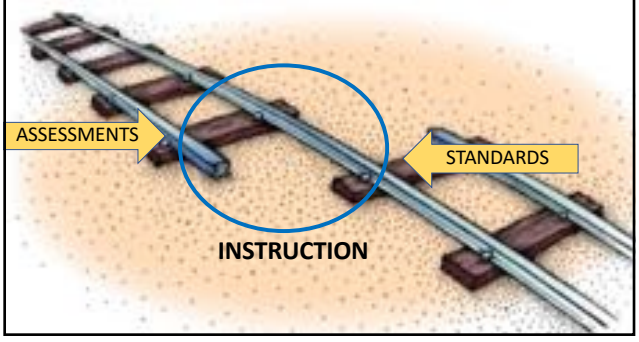

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Let's take a closer look

5.R.3.B.a – Read, infer, and draw conclusions to: evaluate if the author's purpose was achieved, identify reasons for the decision, and provide evidence to support the claim.

What do students have to do to be proficient in this standard?

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Item Specifications

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1st What will you use as a stimulus?

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What can I use as a high-quality stimulus selection?

- Works of art
  - photographs, cartoons, portraits, drawings, paintings
- Visual representations
  - graphics, charts, diagrams, maps
- Excerpts from
  - literary fiction
  - poems
  - historical documents
  - research findings
  - newspapers and magazines
  - speeches, lectures, and debates
  - internet or web pages

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What makes a high-quality stimulus piece?

★ Texts must have the depth and complexity students need to grapple with on their path to learning.
  - Without rich, high-quality texts, it is not possible to develop standards-aligned test questions or have enough content to support well-developed questions.

★ Texts must fall in the grade-level text complexity band and be grade-level appropriate with high interest topics for the students.

★ Texts must be free of bias and sensitivity issues.

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Stimulus Selection Considerations

Grade Band	Stretch Lexile Band
K-1	NA
2-3	420-820
4-5	740-1010
6-8	925-1185
9-10	1050-1335
11-12	1185-1385

"Suggested" Word Count Range	
Grade 3	550-650
Grade 4	600-700
Grade 5	650-800
Grade 6	650-800
Grade 7	750-850
Grade 8	750-850

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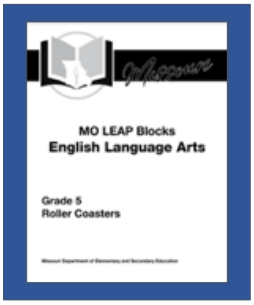
EXAM*(ination)* Time!

As you read **Sources 3-4-5** annotate where you could ask a question about the passage.

Consider each stimulus. What do you notice about it?



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EXAM*(ination)* Time!

Now, answer the questions relating to the passages.

As you do, annotate the skill/concept the question is assessing.

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4. This question has two parts. First, answer part A. Then, answer part B.

Part A

Read the paragraph from Source 3.

What is the most likely reason the author described Russian ice slides this way?

A to emphasize the importance of how simple ice slides were
B to provide step-by-step directions about how to ride an ice slide
C to help the reader understand the experience of riding an ice slide
D to explain several detailed facts about the size and shape of an ice slide

Part B

Which sentence best supports the answer to part A?

A Over 300 years ago, Russian ice slides were very popular.
B Imagine climbing lots of stairs to reach the top of a 70-foot-tall wooden structure.
C Once you're settled, you grab the rope that's attached to the sled.
D It's hundreds of feet long and covered in a sheet of ice.

STANDARD

5.R.3.B.a

Read, infer, and draw conclusions to: evaluate if the author's purpose was achieved, identify reasons for the decision, and provide evidence to support the claim.

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Selected Response Item Type: Evidence-Based Selected Response (EBSR)

- Part A-Accuracy portion; single correct answer
- Part B-Evidence portion; one or more correct answers based upon Part A

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Part A and Part B

Either can be:

- Multiple choice
- Multiple select-more than one answer (number provided)
- Hot Text-highlighting (one or more options)

Part A seeks the knowledge (main idea, theme, vocabulary, inference)
Part B requires the evidence or how they know it

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Scoring EBSR Questions

- Worth two points
- Must get Part A correct to get both points (even if Part B is correct)

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5. This question has two parts. First, answer part A. Then, answer part B.

Part A

After reading Source 3, a student wrote this paragraph about roller coasters.

*There are many different types of roller coasters. *Some travel slowly, while others move very fast. *Some roller coasters take riders many stories up into the air, and some turn riders upside down! *One thing is for sure, they're all fun, and that's why they're called thrill rides!

Which sentence in the paragraph is plagiarized?

- sentence 1
- sentence 2
- sentence 3
- sentence 4

Part B

Rewrite the plagiarized sentence so it is not plagiarized and still fits into the paragraph.

STANDARD

5.W.3.A.g

Apply research process to: differentiate between paraphrasing and plagiarism when using ideas of others.

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7. Which device is **most** used by the author in Source 5?

Ⓐ humor
Ⓑ exaggeration
Ⓒ direct quotes
Ⓓ recounting historical events

STANDARD

5.R.3.C.a

Read, infer, and draw conclusions to: identify devices used in biographies and autobiographies, including how an author presents major events in a person's life.

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Selected-Response Item Type: Multiple Choice (MC)

- All MC items have 4 answer choices
  - 3 distractors and 1 correct answer
- Used in all content areas
- Can be used as a "stand-alone MC" or linked to a passage or stimuli
- May include graphs, tables, or other information to support the stem

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Constructed Response Item Type (CR)

- Students are given a question or prompt, they will construct or write a response in a provided text box
- Uses the keyboard or a keypad
- Can be autoscored or hand-scored depending on content area
- Includes a rubric

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8. Complete the table based on the information in Sources 3, 4, and 5. Place **one** check mark in each row to match each description to the correct roller coaster.

Description	Leap the Dips	Kingda Ka	The Beast
a slow-moving roller coaster	x		
Lehrner's favorite roller coaster			x
the tallest roller coaster in the world		x	
the fastest roller coaster in North America		x	
the oldest running roller coaster in the world	x		
the longest wooden roller coaster in the world			x

STANDARD

5.R.3.C.e

Read, infer, and draw conclusions to: integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

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Technology Enhanced Item Type (TE)

- TE items present in all content areas
- Interactive
- Wide Variety: clock input, angle draw, drop down list, matching, graphing, highlighting text, drag and drop, etc.

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8A. What are the most likely reasons the author wrote source 5? Choose 3 answers.

A To illustrate how roller coasters work
B To explain how roller coasters are planned
C To show how STEM skills help designers
D To persuade the reader to ride The BEAST
E To describe the work of Anya Lehrner

STANDARD

5.R.3.B.a

Read, infer, and draw conclusions to: evaluate if the author's purpose was achieved, identify reasons for the decision, and provide evidence to support the claim.

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Selected-Response Item Type: Multi-Select (MS)

- Requires more than one correct answer
- Provides for more in-depth understanding
- Auto scored

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Depth of Knowledge (DOK)

measures the degree in which the knowledge or performance elicited from students on assessments is as complex as what students are expected to know and do

This is HARD.

This is COMPLEX.

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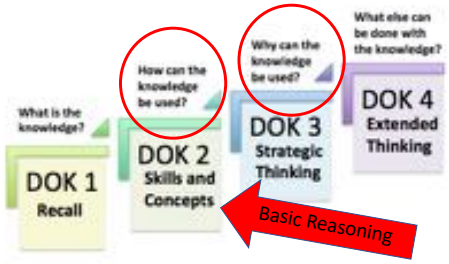

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DOK Level 1: Recall

- Recall facts, terms, concepts, generalizations
- Use simple skills or abilities
- Identify, list define specific information
- Describe or explain could be level 1 or 2 depending on what is to be described or explained. If why or how is involved, most often level 2

DOK Level 2: Basic Reasoning

- Mental processing beyond recalling from memory
- Requires comprehension and subsequent processing of a text or portions of a text
- In writing, begins to connect ideas using a simple organizational structure
- Compare and contrast people, places, events, concept
- Classify items into meaningful categories
- Explain how or why you came up with the answer
- Collect and display data

Norman Webb's Depth of Knowledge DOK

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DOK Level 3: Complex Reasoning

- Justify through application of evidence
- Encourages to go beyond text
- Draw conclusions, cite evidence and apply concepts to new situations
- Use concepts to solve problems; analyze similarities and differences in issues and problems
- Propose and analyze solutions to problems
- Make connections across time and place
- Often more than one correct answer

DOK Level 4: Extended Reasoning

- Requires extended period of time
- Required to connect and relate ideas within content areas and among content areas
- Analyze and synthesize information from multiple sources, examine and explain alternative perspectives, make predictions
- Develop logical arguments and plan and develop solutions to problems
- Requires an investigation, time to think and process multiple options

Norman Webb's Depth of Knowledge DOK

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1. Make an inference on how the story would have ended differently if Elisa had not put her wool coat on the ice.

1. When Cory found out what had happened to Minnie, he
   A. blamed Elisa for not watching Minnie
   B. told Elisa not to try to get Minnie by herself
   C. sent Elisa home to get help for Minnie
   D. warned Elisa that Minnie might be hurt

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1. Make an inference on how the story would have ended differently if Elisa had not put her wool coat on the ice.

2. When Cory found out what had happened to Minnie, he:
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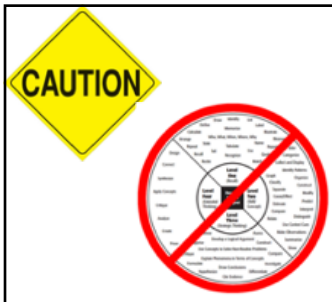

1. Teachers cannot simply select verbs to raise or lower the DOK level of instruction.

1. With the Depth of Knowledge, context is everything.

1. Try not to be fooled by shiny packages with bows.

1. In DOK, it is what comes AFTER the verb.

1. Be aware of false claims on products endorsed or aligned to Webb's DOK.

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Try It!

How could you write a question based on this passage on a level 3?

8. Complete the table based on the information in Sources 3, 4, and 5. Place **one** check mark in each row to match each description to the correct roller coaster.

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Sample DOK 3

Pick two of the roller coasters from the chart and write a paragraph comparing their features. Choose one you would like to ride using details from the passage to support your answers.

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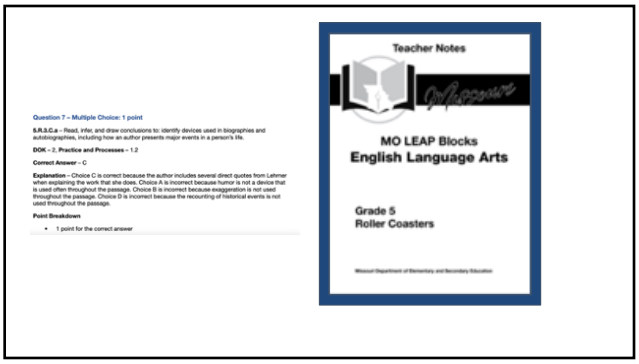

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Aligned standard-instruction and assessment provides a smooth ride to the destination!

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- *What is my most important take-away?*
- *How will this take-away impact my students?*
- *How will this take-away impact my practice?*

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