# EDU503: Assessment Strategies to Improve K-12 Learning



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## Course Description

This course introduces the essential concepts and practices of educational assessment. Assessment information that drives decisions about the classroom student, the effectiveness of the instructional program, and the instructor is derived by studying:

- Achievement targets and assessment design
- Test construction within the context of validity, reliability, and fairness
- Analysis of test results and progress monitoring
- Assessment reform and district, state, and national assessments

In the course project, Model Assessment Program (MAP): Planning and Implementing Effective Assessment and Evaluation, candidates demonstrate the ability to plan and implement effective evaluation through the creation of a Model Assessment Program (MAP) that incorporates technology, benchmarks, assessment targets, and a scheme for scoring, analyzing, and reporting assessment results. The project is a key assessment for candidates in the MEd in K-12 Instructional Technology programs, and it is designed to demonstrate mastery of the International Society for Technology in Education Technology Facilitation Standards.

## Overview

Assessment of student performance is an essential component of educational programs from Kindergarten through Graduate School. Assessment information is critical in determining how well the classroom student is mastering the achievement targets of the program so that the instruction can be tailored to individual learning requirements.

Most of the examples used in this course are related to conventional schools and subjects because the majority of the JIU candidates in this course are either already teachers or intend to teach in these types of school situations. However, the principles and practices advocated in this course are applicable to all types of instructional situations. Opportunities are provided within the course to practice the application of assessment methods in any instructional setting.

The course syllabus briefly addresses the assessment of dispositions (feeling, attitudes, opinions, etc.) because there might be instances when a classroom teacher needs to assess these types of behaviors. However, there might be candidates in this course that will need to assess dispositions as a regular part of their instructional program. To address these needs, there is an optional activity in Theme 6 of Module 4. This optional activity is not graded, nor is it included in the grading for the course.

## Learning Outcomes

Upon successful completion of this course, each candidate will:

- Describe the purposes for and principles and practices of classroom assessment in a standards-based curriculum.
- Construct academic achievement targets that define the behavioral outcomes to be assessed in a standards-based curriculum.
- Develop an assessment blueprint that describes the elements of the assessment program, including the proper assessment methods to be employed for each achievement target.

- Utilize technology resources to construct assessment tools and a test item database that accurately assesses the achievement target.
- Evaluate an assessment program for validity, reliability and fairness.
- Create a variety of assessments that are developmentally appropriate, responsive to the needs of diverse learners, and include content standards.
- Establish and advocate a position on the issue of standardized testing programs.
- Promote the use of good classroom assessment practices among colleagues.
- Apply a variety of technology resources to develop assessment tools for scoring, recording, analyzing, and reporting assessment results.
- Identify basic concepts related to standardized tests and testing, including history and context of standardized testing, characteristics of sound standardized tests and testing, and processes for identifying and evaluating published standardized tests and interpreting and reporting test scores.
- Recognize multi-tiered models of school-wide responses using standardized screening, diagnostic, progress-monitoring, and outcome measures.

## Required Materials

### Texts

- Stiggins, R. J. (2008). *An introduction to student-involved assessment FOR learning*. (5th Edition). Upper Saddle River, NJ: Pearson Merrill Prentice Hall.
- Mager, R. (1997). *Preparing instructional objectives.* Atlanta, GA: Center for Effective Performance.

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

**NOTE:** The APA Publication Manual is a required resource that you will use throughout your degree program. It is listed as a required text in all JIU courses. You only need to purchase it once.

### Jones e-global library® Readings

This course includes readings from electronic textbooks and/or journal articles available through the Jones *e*-global library®. These resources are available free of charge and you will access them from the Readings page in each module.

- Vogler, K. (2002). The impact of high-stakes, state-mandated student performance assessment on teacher's instructional practices. *Education, 123* (1), 39-55. Available in the Wilson Web database.

**Web-based Readings**

This course includes required online readings. You will access them from links within each module where they are assigned. A complete list of required online readings is included on the Readings page in each module.

## JIU Technology Requirements

JIU Browser Checker - An easy way to check your browser and plug-ins is to use the JIU Browser Checker, a web-based application that automatically checks to determine whether your browser and plugins meet the requirements for JIU courses.

| | **Minimum:** | **Recommended:** |
|---|---|---|
| **Operating System** | • Windows XP or Mac OSX | |
| **RAM** | • 256 MB of RAM | • 1 GB of RAM or above |
| **Storage** | | • 4 GB or better |
| **Monitor** | • 15" VGA<br>• High color (16 bit)<br>• 1024 X 768 Resolution | • 17" SVGA Monitor<br>• True color (24 bit)<br>• 1024 X 768 resolution or higher |
| **Internet Connection** | • 56K Modem | • Broadband |
| **Browser**<br>**(only 1 needed)*** | • Internet Explorer 6.0 or newer (PC)<br>• Firefox (PC and Mac)<br>• Safari (Mac) | |

| | | |
|---|---|---|
| **Software** | • Microsoft Office 2000 or newer | |
| **Plugins** | • Ebrary Reader<br>• Adobe Acrobat Reader<br>• Macromedia Flash Player | |
| **Peripherals** | • CD-ROM<br>• Sound Card<br>• Printer | |
| **Browser Settings** | • Cookies must be allowed in your browser | |

***Note:** The registration portal at my.jiu.edu may not function properly if you are using a non-supported browser. Recommended browsers include Internet Explorer 6 and Safari 1.2. All other JIU websites including the My Courses/Dashboard pages and JIU courses support most modern browsers. Recommended browsers include Internet Explorer, Firefox and Safari.

## Help Desk

For the following issues, you should first contact Technical Support:

- Server issues (site not available, server is slow)
- Course access (login problems, course not available)
- Technical problems (forum malfunctioning, any course delivery software function not working properly)

Contact Information:

- Toll-Free from U.S. and Canada: 1.888.560.4951
- International Calls: +1.416.494.6622
- Online Help

## Diversity Policy

JIU professors seek and value the active participation of all students. Professors value diversity in students' ideas, viewpoints, perspectives, values, religious beliefs, backgrounds, race, gender, age, sexual orientation, human capacity, ethnicity, etc. Importantly, JIU professors respect students' diverse talents and ways of learning and provide flexibility by offering students multiple pathways to success. Professors encourage students to choose deliverables—in pursuit of learning objectives—that are personally and professionally meaningful.

## Disability Services

Any student who feels s/he may need an accommodation based on the impact of a disability should visit the website for the Office of Disabilities Services at JIU. Here, you will find information regarding our policy and the procedure for requesting an accommodation.

## Course Engagement Policy

JIU student participation in online discussions and projects are part of JIU teaching and learning models. Substantive and frequent interaction helps students to solidify and extend learning. All students are required to actively participate in and contribute to course discussions.

JIU will confirm course engagement as of the "census date." The census date is the third Sunday of a course, up to 11:59 p.m. Mountain Time. Course Engagement is determined by active participation through the course and professor's evaluation of the student's level of engagement in the course.

Students who are not actively engaged in a course by the census date will be dropped from the course and will receive a grade of NDR with a 100% tuition refund for that course. The course will not count as an attempted course.

Please review the course engagement policy in the JIU Student Handbook for details.

## Academic Honor Statement

All JIU students are expected to adhere to the JIU Academic Honor Statement, which states:

In accordance with the JIU "Academic Code of Conduct" (found in the Student Handbook), I am solely responsible for all of my assignments (unless the assignment specifically allowed me to work with others). I have not plagiarized (represented the work of another as my own), nor have I violated copyright or other applicable U.S. laws. JIU holds that the respect for ideas and intellectual property rights is a critical value in academic communities. As a member of this community, I share responsibility in ensuring that the authentic expression of ideas is observed.

## Total Professional Advantage 2.0®

JIU's institutional learning objectives require all JIU students to "design a personal and professional development strategy to formulate a pathway leading to future success."

To that end, JIU has created a customized career development portal and program: Total Professional Advantage® 2.0 (TPA® 2.0).

TPA 2.0 provides an array of free career development resources, including an electronic portfolio, access to a professional career advisor, and interactive workshops. All students produce three "deliverables": a résumé, a career goal statement, and a professional development plan. These deliverables are submitted at the end of your academic program in your capstone course.

We strongly encourage you to engage in TPA 2.0 *early* in your academic program. Access TPA 2.0 via the link near the top of your "My Courses" page.

## Course Structure

This course is intended for classroom teachers and school-based administrators. The course is constructed to provide them a basic understanding of and competence in *classroom* assessment. Concepts and practices pertaining to standardized testing and higher level criterion-referenced testing, particularly statistical analysis, are not covered in this course.

The class is constructed pedagogically such that the student is assigned readings that relate fundamental concepts and practices of classroom assessment. The student is then directed to draw conclusions and inferences from those readings and reflect on what has been learned. The instructor and often classmates evaluate these responses and reflect back to the student their comments on the writings. Subsequently, the student is directed to apply those

concepts and practices to a practical application, which constitutes a project. The instructor evaluates the project to determine that the student has mastered the concepts and can apply them to a practical classroom application.

Over the eight week course, the student will complete eight conceptual assignments, eight practical applications and a final project.

This course consists of the eight modules outlined below:

**Module 1: Principles and Practices of Educational Assessment**

A general philosophy and principles and practices of educational assessment are introduced. The elements of an assessment program are covered. The student begins to build a model assessment program by determining the purposes for the program.

**Module 2: Educational Standards and Achievement Targets**

The concept of creating achievement targets based on educational standards is introduced. The proper construction of achievement targets to serve as the foundation of assessment methods is covered. The student constructs achievement targets for to achieve the purposes of the model assessment program.

**Module 3: Assessment Design and Blueprints**

The components of an assessment program are introduced and described in an assessment blueprint. The student develops an assessment blueprint for the model assessment program.

**Module 4: Teacher Made Assessments**

The various methods for test item construction are introduced and related to the proper application in assessing achievement targets. Construction of test items is practiced. The student develops a test item database for the model assessment program.

**Module 5: Considerations in Test Construction**

The concepts of assessment validity, reliability and fairness are introduced. Relating assessment standards to test construction is covered. Students evaluate their model assessment program for validity, reliability and fairness.

**Module 6: Standardized Testing and Multi-Tiered Models of Testing**

An introduction to standardized tests and testing is given in this module. Candidates are introduced to the different types of standardized tests, and to statistical terminology commonly used in these tests. Candidates are also introduced to an accountability-based model of delivering instruction, based on standardized test scores. This model is called "Response to Intervention (RTI)," and is a multi-tiered model of school-wide response that is used for differentiating instruction for students who have different levels of test scores.

**Module 7: Results, Formative Assessment, and Progress Monitoring**

In this module, candidates investigate several aspects of using test results to directly drive instruction on a more immediate basis. The three methods candidates investigate are Formative Assessment, Assessment FOR Learning, and Student Progress Monitoring.

**Module 8: Reporting Assessment Results and Functioning as a Leader for Assessment Reform**

The use of standardized and criterion-referenced tests in district, state and national assessment is introduced. The impact of global testing programs on local instructional practices is covered. The candidate enters the debate over state-wide testing and prepares a personal action plan.

## Assignments Overview

There are three types of assignments in this course that are submitted to the instructor for grading. There are also exercises which are not submitted and are not graded.

**Forum Discussion**

Students engage in ongoing professional discussions with peers in the program about their professional reading, professional development, and professional synthesizing projects. A successful discussion includes the following distinguishing features. The student:

- clearly demonstrates introspection and synthesis of ideas
- clearly demonstrates relevance to readings and class discussions
- clearly demonstrates a deep understanding of course content
- clearly and persuasively expresses opinions

- uses professional language
- uses proper grammar and punctuation
- adheres to JIU Netiquette Rules
- posts often throughout the week period
- engages participants in dialogue
- clearly offers insightful comments or questions that build on comments from peers
- advances the discussion in a meaningful and significant way
- responds to all questions
- is graceful, polite, and professional when disagreeing with a peer
- clearly demonstrates mature critical thinking
- clearly makes arguments that are relevant, focused, logical, and well supported
- cites relevant resources (readings, module content, and personal experience) with appropriate detail
- clearly provides concrete examples from own experience to support opinions

**Project Elements**

Various elements of the course Project are submitted to the professor. The professor grades these assignments *based on the scoring rubric* alone. These elements are then submitted in a final Project paper at the end of the course.

It should be carefully noted and considered by the student in preparing assignments that a critical factor in grading assignments is *reference to readings*. Students, in preparing papers, should cite readings in order to support the premise of the paper and to show the instructor that the readings have been done and understood.

## Sponsor

Students enrolled in JIU's School of Education will have the opportunity to work with *sponsors* for their professional synthesizing projects to ensure their work addresses the authentic needs of specific learning communities. It is important for students to identify a sponsor early in the course in order for the sponsor to collaborate with the student on the project. For more information on the sponsor, review the Sponsor Workbook.

## TurnItIn.com

The academic leaders at Jones International University recognize that some students experience challenges when working to properly cite sources within their papers and projects.

To ensure that every student gives proper credit to a work's original author and to prevent plagiarism, JIU has contracted with TurnItIn.com® to provide students and professors with access to its "Originality Checking" software. From this point forward, students may submit assignments for every course to TurnItIn for a quality check, and then correct errors prior to submitting assignments to their professors. Students are especially encouraged to use TurnItIn prior to submitting their final projects and papers in every course.

Please note:

- TurnItIn does not check the correctness of a student's citations. The TurnItIn report only indicates that a section of text is found in another source. It is each student's responsibility to make certain s/he has properly cited others' works.
- Every student must follow APA guidelines when citing sources. Students who are unsure about APA formatting should use the numerous free resources available to them in the Resources section in JIU's courses.
- Your instructor will provide details on how to access TurnItIn.com.

## Course at a Glance

**Module 1: Principles and Practices of Educational Assessment**

**Required Readings**

- *An Introduction to Student-Involved Assessment FOR Learning*, (Text) chapters 1 & 2.
- Black, P., & Wiliam, D. *Inside the Black Box: Raising Standards Through Classroom Assessment*. WEA Education. (Web)
- *Principles and Indicators for Student Assessment Systems*. Fair Test. (Web)
- Vogler, K. (2002). The impact of high-stakes, state-mandated student performance assessment on teacher's instructional practices. *Education*, 123(1), 39. Available in Jones e-global library in

the Education Research Complete (EBSCO) database.

**Assignments**

- Assignment 1.1: Philosophy and Goals of Educational Assessment 50
- Assignment 1.2: Course Project—Developing Purposes for a Model Assessment Program (MAP) 40

## Module 2: Educational Standards and Achievement Targets

**Required Readings**

- *An Introduction to Student-Involved Assessment FOR Learning* (Text) Chapter 3
- *Preparing Instructional Objectives,* (Text). Read in its entirety.

**Assignments**

- Assignment 2.1: Achievement Targets for Every Purpose 50
- Assignment 2.2: Achievement Targets for Your MAP 40

## Module 3: Assessment Design and Blueprints

**Required Readings**

- *An Introduction to Student-Involved Assessment FOR Learning* (Text) Chapters 3 and review the 5 assessment methods in Chapters 4-8
- *Authentic assessment overview*. TeacherVision. (Web)
- Garrison, C., & Ehringhaus, M. (2007). *Formative and summative assessments in the classroom.* NMSA. (Web)
- Brown, C. (2002). *The concept of formative assessment*. VTAIDE. (Web)
- Wiggins, G. (2006). *Healthier testing made easy*. Edutopia. (Web)
- Mueller, J. (2008). *What is authentic assessment?*. Jonathan Mueller. (Web)

**Assignments**

- Assignment 3.1: Testing Your Method Selection Skills 50
- Assignment 3.2: Course Project—Developing a Model Assessment Program Blueprint 40

## Module 4: Teacher Made Assessments

**Required Readings**

- Skim over *An Introduction to Student-Involved Assessment FOR Learning* (Text), chapters 5-9
- *Assessment of project-based learning*. Global SchoolNet Foundation. (Web)
- *Assessment resources*. Edutopia. (Web)

- Read *one* of the following:

  *Portfolios*. Jonathan Mueller. (Web)

  *Or*

  *Student portfolios: Classroom uses*. Office of Research. (Web)

- *Design principles for effective project based learning*. Project-Based Learning Online. (Web) Look over the diagram of the 5 Design Principles for Project Based Learning, and then click on Design Principle 3: Plan the Assessment.

**Assignments**

- Assignment 4.1: Reviewing Sample Test Items 50
- Assignment 4.2: Course Project—Developing a Database of Test Items for Your MAP 40

## Module 5: Considerations in Test Construction

**Required Readings**

- *Essentials of a Good Psychological Test*. Wilderdom. (Web)
- *How Do You Know if They're Getting It: Writing Assessment Items that Reveal Student Understanding*. Compadre. (Web)
- Caffrey, E. D. (2009). *Assessment in Elementary and Secondary Education: A Primer*. FAS. (Web)
- Moskal, B., & Leydens, J. (2000). *Scoring rubric development: Validity and reliability*. Practical Assessment, Research & Evaluation. (Web)
- Rudner, L. (1994). *Questions to ask when evaluating tests*. Practical Assessment, Research & Evaluation. (Web)
- Hambleton, R., & Rodgers, J. H. (1995). *Item bias review*. Practical Assessment, Research & Evaluation. (Web)

**Assignments**

- Assignment 5.1: Constructing a VRF Checklist 50
- Assignment 5.2: Course Project—Evaluating your MAP for VRF 40

## Module 6: Standardized Testing and Multi-Tiered Models of Testing

**Required Readings**

- *Standardized assessment: A primer*. Association of American Publishers. (Web)
- Bond, L. (1996). *Norm- and criterion- referenced testing*. (Web)

- Mertler, C.A. *Using standardized test data to guide instruction and intervention*. ERIC Digests. (Web)
- Read pages 3-21 of *RTI: A practitioner's guide to implementation* (2008). CDE. (Web)

**Assignments**

- Assignment 6.1: Forum Discussion: Should I Join the Debate? 30
- Assignment 6.2: Course Project: Observing and Reflecting on the Administration of a Standardized Instrument 50

## Module 7: Results, Formative Assessment, and Progress Monitoring

**Required Readings**

- Review: *An Introduction to Student-Involved Assessment FOR Learning* (text) chapter 2
- Review: Garrison & Ehringhaus (2007). *Formative and summative assessments in the classroom*. (Web)
- Safer, N. & Fleischman, S. (2005). *Research matters/How student progress monitoring improves instruction*. Educational Leadership. (Web).
- National Center on Student Progress Monitoring. (2007). *What is scientifically based research on progress monitoring?* (Web)
- Stecker, P. (2007). *Monitoring student progress in individualized education programs*. (Web)

**Assignments**

- Assignment 7.1: Forum Discussion – Formative Assessment 50
- Assignment 7.2: Course Project – Using Model Assessment Program Results 30

## Module 8: Reporting Assessment Results and Functioning as a Leader for Assessment Reform

**Required Readings**

- *Review: An Introduction to* Student-Involved Assessment FOR Learning (Text), Chapter 10
- Wenning, R., Herdman, P.A., Smith, N., McMahon, N., & Washington, K. (2000). *No Child Left Behind: Testing, reporting, and accountability*. ERIC Digests. (Web)
- *Critical issue: Reporting assessment results*. NCREL. (Web)
- Eissenberg, T.E., & Rudner, L.M. (1998). *Explaining test results to parents*. Practical Assessment, Research & Evaluation. (Web)
- Grdina, M.J. (2009). *The new teacher's guide to better assessment*. ASCD. (Web)

| | |
|---|---|
| **Assignments** | |
| • Assignment 8.1: Forum Discussion: Here Is What I Am Going To Do | 40 |
| • Assignment 8.2: Course Project: Evaluating and Publishing your MAP | 350 |
| **Total Points Possible** | 1,000 |

## Grading

Final grades for the course will be assigned based on the scale below:

| Final Grade | Total Points Earned |
|---|---|
| A | 900 - 1,000 |
| B | 800 - 899 |
| C | 700 - 799 |
| U | Less than 700 |

Students may receive lower final grades than indicated on this scale if all required assignments are not completed and submitted.



## EDU503: Assessment Strategies to Improve K-12 Learning



## Resources

- **General**

- **Course-Specific**

## Course-Specific Resources

To access web resources for a specific module, click on the module number below. To access the Glossary, click on Glossary below. Similarly, click on Bibliography to access the Bibliography for this course.

Module 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | Glossary

## Resources that Span Across Modules

- Assessment in Math and Science: What's the Point?

This is an online workshop, a part of the extensive series of online professional development workshops offered by Annenberg Media. Although focused on math and science classrooms, this 8-part workshop helps students examine a variety of current assessment issues and helps students to explore strategies for assessment reform in their classrooms.

- The National Center for Research on Evaluation, Standards, & Student Testing (CRESST)

This is the home page of CRESST. It has a wealth of resources on topics related to assessment.

- Take a Deeper Look at Assessment for Understanding

  This article argues that the teacher has many tools at hand to make assessment an essential part of the instructional process in the classroom.

**Technology Assisted and Online Assessment Tools**

- Assessment and Evaluation

Information on how technology can be used to assess a student's performance

- Galileo K-12 Online Instructional Improvement System

Electronic assessment resource locator

- Authentic Assessment with Electronic Portfolios using Common Software and Web 2.0 Tools

Software tools available to assist with assessment

- Balancing the Two Faces of ePortfolios

A flow chart and article on the two major purposes of ePortfolios

- Using Adobe Acrobat for Electronic Portfolio Development

A specific tool for ePortfolio development

- Handhelds for Formative Assessment in Elementary School

A study on the benefits of using handheld technology in education

- On-line Mathematics Assessment: The Impact of Mode on Performance and Question Answering Strategies

This article discusses a study on computer based assessment.

## Module-Specific Resources

### Module 1

Using Standards-Led Policy to Align Assessment and Accountability Systems

This article provides a brief overview of the No Child Left Behind Act, and the implications for assessment and instruction.

### Module 2

Integrating Standards Into Curriculum

This article from the North Central Regional Educational Laboratory (NCREL) provides a comprehensive overview of integrating standards into the curriculum.

Wiggins, G. P., & McTighe, J. (2005). *Understanding by design.* Alexandria, VA: Association for Supervision and Curriculum Development.

This is a must-read, must-have book for any serious student of educational assessment and instruction. Instead of starting by planning classroom activities, then assessing students to see what they've learned, Grant and McTighe suggest a "backwards design" model of instruction and assessment, in which you start by planning educational outcomes, then decide on how you will assess students to see whether they have achieved those outcomes, and

finally, plan the instructional activities that would lead to the desired educational outcomes. This book is a product of the standards-led movement. Chapter 7, Think Like An Assessor, is a particularly relevant piece to read, if you're interested in learning how to write good achievement objectives.

## Module 3

Healthier Testing Made Easy: The Idea of Authentic Assessment

This article explains how good assessment practices stimulate learning.

Developing Tests and Questionnaires for a National Assessment of Educational Achievement This is a large pdf document that gives an extensive overview of developing tests for a national assessment of educational achievement. If you're interested in learning more about developing a good assessment framework, you can read Chapter 2 of this document (pp. 9-27).

Authentic Tasks

This website provides you with a "toolbox" of ideas for authentic assessment.

## Module 4

Local Assessment Systems

This brief, reader-friendly chapter walks teachers through considerations in developing, implementing and reviewing formative assessment systems for the classroom.

Alaska Department of Education & Early Development: A Collection of Assessment Strategies

This webpage describes and analyzes a particular type of assessment strategy, then lists sources of further information. Strategies described include graphic organizers, interviews, observation, performance tasks, self- and peer-evaluations, tests, scoring guides, portfolios, and more.

Select or Design Assessments That Elicit Established Outcomes

This website provides you with an overview of selecting or designing assessments that match the expected outcomes.

## Module 5

The Quality of Assessment

This chapter from an online book gives you a reader-friendly overview of the concepts of reliability, validity and fairness, and provides practical tips for evaluating your assessment on these dimensions.

Selection and Development of Assessment Procedures

This chapter provides you with key ideas related to selecting and/or developing assessment types and items that match your instructional objectives.

Principles of Assessment

This website will help you review key concepts related to validity and reliability.

Reliability and Validity

This brief article provides a nice overview of the relationship between reliability and validity.

## Module 6

National Center on Response to Intervention

This website provides a wealth of information on RTI.

RTI Tools

This website provides a variety of instructional and assessment tools related to implementing RTI in the school.

State Approved Reading First Screening, Diagnostic, and Monitoring Assessments This document provides a comprehensive list of screening, progress-monitoring and diagnostic measures for assessing reading.

SEDL: Response to Intervention. Progress Monitoring Resources for Grades K-12

This document provides an exhaustive list of progress monitoring measures for K-12 in reading, writing, and mathematics.

## Module 7

National Center on Student Progress monitoring

This is the home page of the national center, and provides access to a variety of resources and materials on the topic of student progress monitoring, including a series of online workshops and webinars.

## Module 8

Interpretation, Use, and Reporting of Assessment Results

This brief chapter reviews and reiterates some of the concepts introduced in this module.

Model Teacher Leader Standards

You can view the Model Teacher Leader Standards developed by the Teacher Leadership Exploratory Consortium at this website.

## Glossary of Classroom Assessment Terms

**ABCD method –** a structure for writing instructional objectives that includes describing the **A**udience (who), **B**ehavior (does what), **C**ircumstances (under what conditions), and **D**egree (how well).

**achievement targets** – see instructional objectives.

**action verbs** – verbs that describe a behavior to be exhibited by a student under testing conditions.

**age equivalent scores --** Age--equivalent scores equate a student's performance to the average performance of students at a particular age.

**analyzing assessment results** – a process where the test developer evaluates the validity, reliability and fairness of an assessment based on test results.

**Adequate yearly progress (AYP**) -- AYP is a statewide accountability system mandated by the No Child Left Behind Act of 2001. It requires each state to ensure that all schools and districts make Adequate Yearly Progress as defined by states and as approved by the US Department of Education.

**assessment** – evaluating the behaviors of students

**authentic assessment** – evaluating behaviors exhibited in a 'real life' context

**behaviors, kinds of** – categories of behaviors, such as knowing, reasoning, performing, speaking, writing, etc.

**blueprint, assessment** – a method for displaying all the elements of an assessment program in order to describe the entire assessment process.

**construct validity** – the extent to which the results of an assessment actually represent what they are purported to represent.

**constructed response test item** – any test item where the student must develop the response rather than select the response, including writing, speaking and acting.

**content validity** – the extent to which the results of an assessment can be authenticated because of the quality of the relationship between the assessment method and the target behavior.

**criterion validity** – the extent to which the results of an assessment agree with other assessments of the same behavior and how well the results predict future behavior.

**criterion-referenced test** – an assessment where the performance of the student is evaluated in relationship to a prescribed standard of behavior (instructional objective).

**diagnostic test -** A test which diagnoses a student's linguistic strengths and weaknesses. For example, a diagnostic test might reveal that a student has trouble using articles.

**data-driven instruction –** when student assessment data is used systematically and regularly to monitor student progress and make instructional decisions**.**

**disposition, assessment of** – the evaluation of beliefs, feelings and attitudes.

**essay test item** – a constructed response test type that requires a written response, usually of longer length and requiring a more complex set of integrative behaviors (see short answer and fill in).

**fairness** – the extent to which the results of an assessment are free of bias based on individual qualities not a target of the test.

**fill in test item** – a constructed response test type (also categorized as a constructed response test type) where the student writes in a short answer to a prompt, usually a sentence fragment or word, requiring essentially recall of facts.

**formative assessment** - an assessment where the results are used to tailor instruction to the needs of the student.

**grade equivalent scores** – these scores describes test performance in terms of a grade level and the months since the beginning of the school year.

**instructional objective** – a detailed description of the behavior to be exhibited by the student, including the circumstances under which the behavior will be exhibited and the quality of the behavior (see ABCD method).

**intensive intervention --** Intensive academic are characterized by their increased focus for students who fail to respond to less intensive forms of instruction. Intensity can be increased through many dimensions including length, frequency, and duration of implementation.

**knowledge, assessment of** – an evaluation of what the student is able to recall facts and principles when prompted.

**learning outcomes** – see instructional objectives

**matching test item** – a selected response assessment method where the student relates two separate facts or concepts.

**methods, testing** – the way tests are constructed in order to elicit the desired behavior.

**mixed test item** – a selected response test type where the student is required to respond to two or more test types in one prompt.

**multiple choice test item** - a selected response assessment method where the student chooses the most correct response from several probable correct responses.

**multi-tiered model of delivery** – see **response to intervention**.

**national testing** – tests administered to students in multiple states in order to determine national standards of behavior and individual performance related to those standards.

**No Child Left Behind (NCLB) – The NCLB Act of 2001 is federal legislation that is based on standards-driven instruction.** The Act requires states to develop assessments in basic skills to be given to all students in certain grades, if those states are to receive federal funding for schools.

**norm-referenced test** – see standardized test

**observable behaviors** – any behavior by the student that can be readily observed by the evaluator.

**outcome measure** -- outcome measurement is a systematic method of assessing the extent to which a program has achieved its intended result. It is typically administered at the end of the school year, to all students. To meet NCLB requirements, outcome measures have to be state-level, standardized measures of student achievement.

**percentile score** -- A percentile score indicates the percentage of students in the reference or norm group whose scores for a test fell below a particular student's raw score.

**performance, assessment of** – an evaluation of what the student is able to demonstrate.

**personal communication assessment** – an evaluation of what the student is able to speak or write.

**primary level of intervention -** Primary intervention is the universal core program that all students receive.

**problem-solving approach within RTI --** Within RTI, a problem-solving approach is used to individually tailor an intervention. It typically has four stages: problem identification, problem analysis, plan implementation, and plan evaluation.

**product, assessment of** – an evaluation of what the student is able to produce.

**progress monitoring** -- Progress monitoring is used to assess students' academic performance, to quantify a student rate of improvement or responsiveness to instruction, and to evaluate the effectiveness of instruction. Progress monitoring can be implemented with individual students or an entire class.

**progress monitoring measures -** These assessments provide continuous, ongoing, formative information that is used to evaluate and modify the instructional plan.

**project-based assessment** - an assessment where the student completes a process for constructing a product, where the student's behavior is evaluated on the basis of the production methods employed and the quality of the product itself.

**purpose of an assessment** – a stated reason for conducting an assessment which includes the intended uses of the results

**raw score -** A raw score is the number of items answered correctly for a test.

**reasoning, assessment of** - an evaluation of what the student is able construct from the relationships between facts and principles.

**recording assessment results** – the process of documenting assessment results such that they can be readily employed for their intended usages.

**reliability** – the extent to which an assessment will produce consistent results among different administrations of the same test.

**reporting assessment results** – the process of displaying assessment results such that they can be readily employed for their intended usages.

**Response to Intervention (RTI)—** RTI is a multi-tiered school wide system of instruction and assessment in which schools identify students at risk for poor learning outcomes, monitor student progress, provide evidence-based interventions, and adjust the intensity and nature of those interventions depending on a student's responsiveness.

**rubric, scoring** – a set of evaluative criteria used for determining the quality of a behavior.

**scoring assessment results** – the process of observing student behaviors to determine the level of performance related to a scoring rubric.

**screening –** universal screening measures are typically conducted with all students, and results are used to identify or predict students who may be at risk for poor learning outcomes.

**secondary level of intervention --** Secondary intervention supplements primary intervention (i.e., the universal core program) such that students receive additional research-based preventative treatment. They may be implemented in classroom, or pull-out sessions.

**selected response** – a test item where the student chooses the best response from a set of probable responses.

**short answer test item** – a constructed response assessment that requires a written response, usually of short length and requiring a limited set of integrative behaviors (see essay and fill in).

**skills** – functions that a student can perform

**standard score** – standard scores are used in norm-referenced assessments to compare one student's performance against another's. It indicates the distance a particular score is from the average for that group, expressed in "standard" units that can be compared across administrations, or across tests.

**standardized test** – an assessment instrument where the distribution of behaviors for the target population have been determined such that the performance of an individual can be related to the performance of the population.

**stanine** – a standard score that ranks students on a scale that ranges from 1-9.

**state-mandated testing** – an assessment administered in a state to all students of a population in order to determine performance related to the state population (standardized test) or pre-determined performance criteria (criterion-referenced test).

**summative assessment** – an assessment where the results are used to make a qualitative judgment about the overall competence of the student related to the instructional objectives.

**tertiary level of intervention** (see -- **intensive intervention**).

**test** – any instrument used to evaluate student behaviors

**test item types** – the various methods available for determining behaviors

**tiered instruction--** This describes levels of instructional intensity within a multi-tiered prevention system (see also – Response to Intervention).

**true/false test item** - a selected response assessment method where the student determines whether a statement represents information that is true or not true.

**validity** – the extent to which the results of an assessment reflect the actual behavior being tested, the extent to which the results can be believed.