Nebraska Assessment Cohort ('01)

- 24 Participants
- 18 Graduate hours (6+3+3+6)
- Began Summer 2001 Scott Middle School
- Summer sessions all day for 5 weeks
- Fall and Spring Practicums
- Summer 2002 program at UNL
- Teachers from around the state
Making Sense of Assessment: Themes

- Large scale and classroom assessment Practices
- Technical Issues: Reliability, Validity and Bias
- Achievement Targets
- Development and use of assessment methods
  - Performance tasks
  - Projects
  - Portfolios
Making Sense of Assessment: Themes

- Standards needed for high quality assessment
- Grading and Report Cards
- Conferencing
- Nebraska assessment system
- Standards movement from national perspective
Mini projects
Problems, reflections and lab exercises
Concept Mapping using *Inspiration*
Web resources
Interactive evaluations
Individual and group presentations
Invited guest speakers
Making Sense of Assessment: Speakers

Doug Christensen
Deputy Education Commissioner

Doug Becker
Riverside Publishing

Pat Rocheskey
Nebraska Department of Education

Barbara Plake
Buros Institute of Mental Measurement
Evaluations Used

- ✔ Self-Assessment Development Levels
- ✔ Assessment Competencies Knowledge Rating Scale
- ✔ Classroom Assessment Confidence Questionnaire
- ✔ Classroom evaluations
Self Assessment Competencies

✓ Establishing clear and appropriate learning targets
✓ Users and Uses of Assessment
✓ Matching standards to targets
✓ Sampling and sources of bias
<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skilled</td>
<td>Know and can articulate enduring skills important for students to master</td>
</tr>
<tr>
<td>Practiced</td>
<td>Know what it takes</td>
</tr>
<tr>
<td>Aware</td>
<td>Know what is important but not sure where to begin</td>
</tr>
<tr>
<td>Beginner</td>
<td>Not sure what learning targets are</td>
</tr>
</tbody>
</table>
Clear and Appropriate Learning Targets

- **Aware**: Start: 13.5%, End: 6.7%
- **Beginner**: Start: 4.3%, End: 0%
- **Practiced**: Start: 73.9%, End: 40%
- **Skilled**: Start: 8.7%, End: 53.3%
# Users and Uses of Assessment

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Skilled</strong></td>
<td>Understand the various purposes of classroom assessment and can balance them</td>
</tr>
<tr>
<td><strong>Practiced</strong></td>
<td>Know various users of classroom assessment and now experimenting</td>
</tr>
<tr>
<td><strong>Aware</strong></td>
<td>Aware of need to have clear and appropriate users and uses, but need assistance in articulating thoughts</td>
</tr>
<tr>
<td><strong>Beginner</strong></td>
<td>Not considered various users and uses of assessment</td>
</tr>
</tbody>
</table>
Users and Uses of Assessment

- Aware: Start 21.7, End 0
- Beginner: Start 0, End 69.6
- Practiced: Start 0, End 8.7
- Skilled: Start 0, End 60

Percentages for awareness levels starting and ending.
# Matching Methods to Targets

<table>
<thead>
<tr>
<th>Level</th>
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<tbody>
<tr>
<td><strong>Skilled</strong></td>
<td>Understand broad range of assessment options, when to use each, use all types on regular basis</td>
</tr>
<tr>
<td><strong>Practiced</strong></td>
<td>Trying many types of assessments, but need fine tuning</td>
</tr>
<tr>
<td><strong>Aware</strong></td>
<td>Aware of need to match assessment and methods, but not sure what to do or where to start</td>
</tr>
<tr>
<td><strong>Beginner</strong></td>
<td>Not sure what is meant by matching targets and methods</td>
</tr>
<tr>
<td>Level</td>
<td>Description</td>
</tr>
<tr>
<td>----------------</td>
<td>-----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Skilled</td>
<td>Understand importance of eliminating bias and distortion in assessments and skilled in both.</td>
</tr>
<tr>
<td>Practiced</td>
<td>Can do many things in both, need practice.</td>
</tr>
<tr>
<td>Aware</td>
<td>Understand this is a problem, but don’t know how to proceed.</td>
</tr>
<tr>
<td>Beginner</td>
<td>Know bias and distortion exist, but don’t know how it applies to me.</td>
</tr>
</tbody>
</table>
Sampling and Eliminating Potential Sources of Bias and Distortion

![Bar chart showing percentages at different levels of practice.

<table>
<thead>
<tr>
<th>Level</th>
<th>Start</th>
<th>End</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aware</td>
<td>17.4%</td>
<td>6.7%</td>
</tr>
<tr>
<td>Beginner</td>
<td>8.7%</td>
<td>0%</td>
</tr>
<tr>
<td>Practiced</td>
<td>65.2%</td>
<td>60%</td>
</tr>
<tr>
<td>Skilled</td>
<td>33.3%</td>
<td>8.7%</td>
</tr>
</tbody>
</table>
Knowledge Proficiency

- Converse about Content in General Ways
- Relate Content to Broader Non-Technical Issues
- Give Explanations about Critical Concepts
- Apply Knowledge to Challenging Practical Problems
- Give Expert Advice
Professional Assessment
Goals – Teacher Reflection

✓ Know the meaning of good assessment
✓ Create assessment information to help other teachers
✓ Involve learners more in the assessment process
✓ Write appropriate learning targets, classroom assessment criteria, and assessment procedures
✓ Be a leader in curriculum and assessment
Assessment Skills and Confidences Learned

- Separating skills from learning behaviors
- Creating classroom performance situations based on learning objectives
- Focusing assessment methods
- Interpreting results to students and parents
- Matching curriculum targets to assessments
Assessment Issues to Resolve

✓ Engaging learners in assessment process
✓ Using assessment data to modify instruction
✓ Creating authentic assessment situations
✓ Make assessment a district-wide goal
✓ Developing more valid and reliable tests
✓ Creating better scoring rubrics
✓ Creating better portfolio evaluation techniques
Assessment Questions to Answer

- Do classroom students think assessment improves their learning?
- How can I work with teachers around the district to understand assessment?
- How can I assess higher level learning to deliver instruction better?
- How can I better integrate assessment into the teaching/learning process?
- How much do preservice teachers need to know about assessment before entering the profession?
Comments

“I’ve learned that I’m not alone, that others have questions, that assessment is a process. . .”

“I feel like this class has given me more direction in our assessment process.”

“Probably the most valuable experience I had was meeting quality educators. It was so refreshing to be around people who chose to learn about assessment and were excited to do so.”
Comments

“We had the opportunity to work on relevant projects, such as new ways of reporting, looking at standardized tests, and writing our own assessment methods, but more importantly, we were able to share our thoughts and ideas with some of the best and hardest working teachers from around the state!”