

# Assessment Guidelines and Suggestions

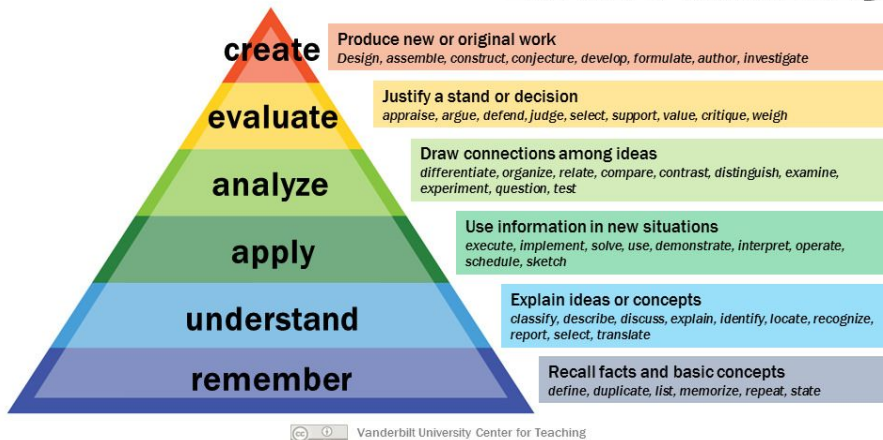
## Assessment Audit Tool (use redesigning, or designing, new assessments)

**Formative** assessments are part of the instructional process. They inform both you and the student of their learning progress so that you can adjust instruction.

**Summative** assessments are given at the end of a unit, or another culminating moment, to ascertain what skills and knowledge students have attained.

Summative assessments should....

### Bloom's Taxonomy



Assess only the skills and knowledge which has been formatively assessed. Think: "What data do I have that tells me my students are ready for this?"

Ask students to apply skills and knowledge. Think: "Is there a way that I can have my students use the content in a new way?" Refer to Bloom's Taxonomy and ask students to *analyze*, *evaluate* and *create*.

The next page is a sample summative assessment, followed by an outline of its features on Page 3.

### Summative Sample

Analyzing the climactic events in Harper Lee's *To Kill a Mockingbird*, construct an argument about the meaning of the text as a whole.

How you will be scored...

Performance Indicator	1 Getting Started	2 Making Progress	3 Proficient	4 Going Beyond
9-10.a. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence	I can write arguments to support claims in an analysis of topics or texts, using valid reasoning and relevant evidence with scaffolding and support .	I can write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence with support.	I can write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	I can write arguments to support claims in an analysis of substantive unfamiliar topics or unfamiliar texts, using valid reasoning and relevant and sufficient evidence at the 11-12 grade complexity band.
9-10.d. Draw evidence from literary or informational texts to support analysis, reflection and research.	I can draw evidence from texts with scaffolding/support.	I can draw evidence from texts to support analysis, reflection, or research with scaffolding/support.	I can draw evidence from literary or informational texts to support analysis, reflection, and research.	I can draw evidence from unfamiliar literary and informational texts to support analysis, reflection, and research.

<b>9-10.a. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>	I can use the basic conventions of standard English capitalization, punctuation, and spelling in some writing tasks with support.	I can demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing, with support.	I can demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	I can demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing, including indicators at the 11-12 grade complexity band.
<b>TS 1a. Demonstrate organized and purposeful communication.</b>	I can use paragraph & basic sentence structure to convey my thoughts and ideas.	I can organize details, ideas, examples, or evidence to present my subject in a general fashion.	I can present my ideas coherently and in a precise manner, with a logical sequence using academic language/images that enhance my message.	I can present my ideas coherently, confidently, and habitually using complex vocabulary, vivid images, and/or phrases that enhance my message.

Be sure to bring your copy of *To Kill a Mockingbird* with you over the next two to three class periods.

**Go Beyond:** Utilize evidence from this rare 1964 interview with Harper Lee to make your argument about the text. You can [listen to the interview](#), or [read a transcript](#)

**Summative Features:** Consider the following, regardless of format (Test, Lab, Project, Speech, Presentation, Essay, etc.)

## Scales

\*Include language about how you will score the assessment. Refer to the **Master Proficiency Scoring Criteria** documents in Google Drive.

\*You may want to have students **self-score** before they turn in the assessment. This helps you ensure that students read the scoring criteria and reflect on their work before submitting it.

## Going Beyond

\*Consider adding specific language about **what students must do to attempt a 4**. In the sample provided, the scoring criteria referenced “unfamiliar texts”; the Lee interview is not something I would have exposed students to in class prior to the summative assessment.

\*Use your professional judgement as an educator, but be consistent. If you are giving a test, it may help to have a **specific question or set of questions for a 4** that ask students to analyze or apply knowledge in a new way. You are not required to structure your assessment in this manner, but it may be beneficial to have the 4 explicitly outlined in some way.

**Social Studies Example:** Make a prediction about how the outcome of the race for Vermont Governor will impact citizens locally, nationally and internationally. (PI 4C, Government)

**Math Example:** Solve the following inequality. Then, justify the reasoning of your method, as well as the efficiency. (PI 2.4, Algebra)

**Science Example:** Design an original experiment or model that demonstrates Newton’s Second Law. Explain your reasoning and justify your design. (PI 3A, Physical Science (Energy and Interactions))

## Narrow Focus

\*Pick the **most important things** you want your students to know and be able to do, and focus on them explicitly.

\*While memorization of certain sets of knowledge is crucial to any content area, consider whether it would make sense to **give students access to key texts if you want them to analyze the content more deeply**. In the above sample, I wanted to test a student’s ability to make an argument using evidence from the novel, not the ability to memorize key lines and scenes from a book.