



Day #2 Learning Outcomes...

- Review content addressed during our time together on Day #1.
- Learn more about common assessment development for monitoring student progress to essential content.
- Learn data analysis practices related to classroom assessment.
- Learn about developing high-quality performance assessments.
- Learn how to design valid, reliable, and fair classroom assessments that meet technical quality requirements of the Wyoming District Assessment System and Advanced ED.
- Discover unobtrusive and student-generated assessment techniques that provide additional checks for understanding.

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HANDOUT PAGE 2



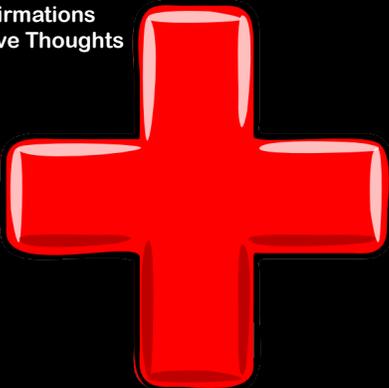
1 On Your Own...

◆ You, yourself, and YOU!

Please turn to page 37 in your handout. Think back to the content delivered yesterday and record some thoughts in a few of the quadrants.

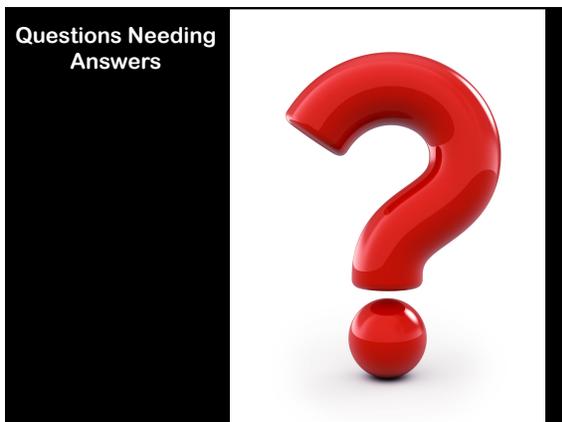


Affirmations
Positive Thoughts









Elbow Partner(s)...

❖ Someone sitting right next to you

Please share some of the thoughts you recorded on handout page 37.

3

Close Partners...



High-Quality Classroom Assessment

Before		Statements	After	
T	F	1. Assessment is one means of offering students feedback.	T	F
T	F	2. While there are multiple types of classroom assessment, objective assessment should be used more frequently than other types.	T	F
T	F	3. A standard can also be called a learning goal.	T	F
T	F	4. A teacher need only be concerned about teaching content considered priority.	T	F
T	F	5. A proficiency scale is a collection of related learning goals.	T	F
T	F	6. All proficiency scales should be written in student-friendly language.	T	F
T	F	7. A proficiency scale is to be used by the classroom teacher only.	T	F
T	F	8. All items on an assessment should be written at the level of the standard.	T	F
T	F	9. Effective feedback is corrective in nature.	T	F
T	F	10. A common assessment typically results in data discussions.	T	F

4 Table Partner Groups...



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HANDOUT PAGE 2



Collective Expertise



Collective Expertise

- Three types of assessment
- Prioritizing learning goals/standards
- Developing and using proficiency scales in the classroom
- Having students set goals and track progress
- Developing and using common assessment

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“The illiterate of the 21st century will not be those who cannot read and write, but those who cannot learn, unlearn, and relearn.”

-Alvin Toffler
American writer and futurist

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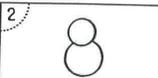
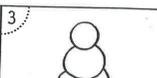
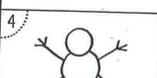
HMM...

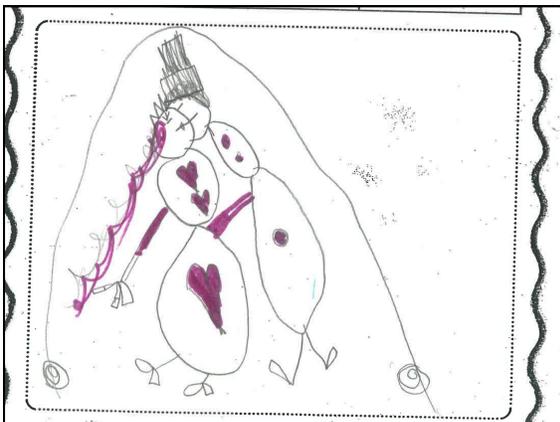
WHAT CONSTITUTES A PERFORMANCE AT SCORE 4.0?

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Name Asher Date Kindergarten

You Can Draw a Snowman!

1 	2 	3 
4 	5 	6 



Webb's Depth of Knowledge Framework Level Definitions			
DOK Level 1: Recall and Reproduction		DOK Level 3: Strategic Thinking	
Basic recall of concepts, facts, and processes	Answering a Level 1 question can involve following a simple, well-known procedure or formula	Requires deep understanding as exhibited through planning or sequencing of steps	Requires some decision making and justification
Simple skills and abilities or recall one right answer		Assessment items have more than one possible answer and are abstract, complex, or non-routine	
DOK Level 2: Basic Application of Skills and Concepts		DOK Level 4: Extended Thinking	
Includes the engagement of some mental processing beyond recalling or reproducing a response	Items require students to make some decisions as to how to approach the question or problem - acting on the information	These actions imply more than one mental or cognitive process/step, but there is still one right answer	Requires high cognitive demand and is very complex
An investigation or application that requires time to research, think or process multiple conditions of the problem		Non-routine manipulations or connections across disciplines/context areas/multiple sources	

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Example Items

Learning Goal: *Reproduction and Heredity*

Score 2.0

Match each vocabulary term with the answer that best describes it by writing the letter of the correct answer next to its corresponding vocabulary term. There are more answers than there are vocabulary terms, so you won't find a term for every answer.

(a) The process that results in an offspring that is an exact copy of the one parent	_____ heredity
(b) The product of the reproductive process of an animal or plant	_____ offspring
(c) The process of passing instructions for specifying traits from one generation to another	_____ sexual reproduction
(d) The process that involves a male and female parent	_____ asexual reproduction
(e) The product of asexual reproduction	_____ gene
(f) The element of a cell that carries a single unit of information	
(g) The product of a cell dividing	
(h) The element of a cell that allows the cell to split	
(i) The contribution of the male in the reproductive process	
(j) The part of the cell that houses the chromosomes	
(k) The type of reproduction used by all animals and all forms of bacteria	

Score 3.0

Which of the following *best* explains what would happen to a field of flowering plants if most of the insects and birds that visited the field suddenly died out and no other insects or birds replaced them? When you have

Score 3.0

Which of the following *best* explains what would happen to a field of flowering plants if most of the insects and birds that visited the field suddenly died out and no other insects or birds replaced them? When you have selected your answer, explain what is incorrect about each of the answers you did not select.

(a) The plants would all die out because the birds and insects leave fertilizer that makes the plants grow.
 (b) The plants wouldn't be affected too much because they can live without birds and insects.
 (c) The plants would all die because insects and birds help the plants reproduce sexually.
 (d) The plants would all die because the insects and birds help the plants reproduce asexually.
 (e) Some but not all of the plants would die because the insects and birds help the plants reproduce sexually.
 (f) Some but not all of the plants would die because the insects and birds help the plants reproduce asexually.

Score 4.0

Explain the differences between inherited traits and those that are caused by environment. Then list some traits you have that are inherited and some that are caused by environment. Finally, explain why you think your behavior is affected more by your inherited traits or your environmental traits.

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Score 4.0 =

The student will gather and analyze historical information, including contradictory data, from a variety of primary and secondary sources, including sources located on the Internet, to support or reject hypotheses.

Score 3.0 =

The student will construct and defend a written historical argument using teacher-provided relevant primary and secondary sources as evidence.

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The student will describe the characters, setting, and major events of a grade-appropriate story. (RL.1.3)

Score 4.0 Performance:

The student will **create** a tri-fold with the following labels: *character*, *setting*, and *scene*. He/she will draw an accurate picture and provide a caption for each based on what was read in a grade-appropriate story.

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The student will describe the theme or central idea of a grade-appropriate text from details in the text (RL.4.2; RI.4.2)

Score 4.0 Performance:

The student will read **two texts** with the same theme (e.g., hope, perseverance, friendship, courage). The student will choose a way to graphically compare and contrast how the author(s) communicated the theme within each text.

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Examine the word problem and the solution provided. Determine whether or not you agree or disagree with the solution; then explain your thinking.

James has 3 model airplanes, 4 toy cars, and 7 plastic boats. What is the best way to determine how many toys he has in all?

$$(3 + 4) + 7 = 14$$

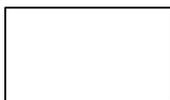
$$7 + 7 = 14$$

James has 14 toys in all

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Gita plays with her grandmother's collection of black & white buttons. She arranges them in patterns. Her first 3 patterns are shown below.



1. Draw pattern 4 next to pattern 3.
2. How many white buttons does Gita need for Pattern 5 and Pattern 6? Explain how you figured this out.
3. How many buttons in all does Gita need to make Pattern 11? Explain how you figured this out.
4. Gita thinks she needs 69 buttons in all to make Pattern 24. How do you know that she is **not** correct? How many buttons does she need to make Pattern 24?

Possible Assessment Methods

- **Selected response**
 - Multiple choice
 - True/false
 - Matching
 - Fill-in-the-blank
- **Constructed response**
- **Performance**
- **Personal communication**
 - Instructional questions and oral examination, interviews, conferences, **conversations**, student journals/logs

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Possible Assessment Methods

- **Selected response**
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Can I make a confident inference about the learning that has occurred related to this priority standard?

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An important idea to remember about score 4.0 is

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A critical component of high-quality assessment is understanding what constitutes a quality assessment item/task...



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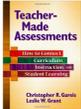
**HANDOUT
PAGE 29**

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Writing Quality Assessment Items

<p>Selected Response Items</p> <ul style="list-style-type: none"> ○ True/False ○ Matching ○ Multiple Choice <p>True/False</p> <ul style="list-style-type: none"> ○ 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 <p>Matching</p> <ul style="list-style-type: none"> ○ Homogeneous in content ○ Keep the matching set short ○ Lower number of items to be matched OR items may be used more than once ○ Longer reading on the left, matching items on the right <p>Multiple-choice</p> <ul style="list-style-type: none"> ○ Problem clear in the 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 	<p>Constructed Response Items</p> <ul style="list-style-type: none"> ○ Fill-in-the-blank ○ Short Answer ○ Essay <p>Fill-in-the-blank</p> <ul style="list-style-type: none"> ○ Position the blank on the end of the sentence, if possible ○ Limit the number of blanks in an item ○ Blanks should be some length ○ Be sure information prior to/surrounding the blank is adequate ○ May use a word bank <p>Short Answer and Essay Items</p> <ul style="list-style-type: none"> ○ Make the nature of the response desired clear to the reader ○ Develop and communicate scoring criteria for the question ○ Provide adequate space for responses
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RESOURCE:



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Step 1: Read handout page 29 to familiarize yourself with item development guidelines.

Writing Quality Assessment Items	
<p>Selected Response Items</p> <ul style="list-style-type: none"> True/False Matching Multiple Choice <p>True/False</p> <ul style="list-style-type: none"> 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 <p>Matching</p> <ul style="list-style-type: none"> Homogeneous in content Keep the matching set short Useless number of items to be matched OR items may be used more than once Longer reading on the left, matching items on the right <p>Multiple-choice</p> <ul style="list-style-type: none"> Problems clear in the item stem 	<p>Constructed Response Items</p> <ul style="list-style-type: none"> Fill-in-the-blank Short Answer Essay <p>Fill-in-the-blank</p> <ul style="list-style-type: none"> 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 word bank <p>Short Answer and Essay Items</p> <ul style="list-style-type: none"> Make the nature of the response depend clear to the reader Develop and communicate scoring criteria for the question Provide adequate space for responses

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Teacher

MARZANO Research

Step 2: Work with the designated group to determine which item presented is the:

- 1) well-constructed item**
- 2) poorly constructed item**

Be sure to identify the guidelines that determined your decisions.

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MARZANO Research

Step 3: We will discuss the items to ensure we all have consistent understanding of high-quality obtrusive items.

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MARZANO Research

Day #1 Learning Outcomes...

- o Gain an awareness of the research regarding classroom assessment.
- o Understand the differences among obtrusive, unobtrusive, and student-generated assessments and how to use each in the classroom.
- o Learn essential practices for classroom assessment:
 - 1) Identify priority standards for informing classroom assessment development.
 - 2) Provide clear understanding of the learning goal through proficiency scale development.
 - 3) Provide instruction that focuses on the learning goal.
 - 4) Provide frequent and meaningful feedback.
 - 5) Provide opportunities for students to set goals, reflect on learning, and track their own progress.
- o Learn about common assessment development for monitoring student progress to essential content.
- o **Learn data analysis practices related to classroom assessment.**

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HANDOUT PAGE 2



Our Working Lunch Activity...

- 1) Please use pages 24-26 in your handout.
- 2) Complete "The Four W's" protocol during the lunch break.
- 3) Be prepared to share your thoughts with others following lunch.

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Four "W's" Text Protocol

Adapted from Four "W's" Text Protocol from Judith Gray, Seattle, WA 2005

1. Read the text silently, highlighting it and writing notes in the margin in answer to the following four questions:
 - What **Wisdom** is shared in the text?
 - What content do you **Wrestle** with in the text?
 - What in the text causes you to **Wonder**?
 - What in the text can you **Wove** into your work?
2. Upon cue, have each person identify one piece of **wisdom** in the text, citing the text as evidence.
3. Move through the remaining three questions, making sure each person's voice is heard.
4. As a whole group, respond to the question, "What implications does the article present to us as we use assessments in our classrooms?"



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Four “W”s Text Protocol

Adapted from *Four “A”s Text Protocol* from Judith Gray, Seattle, WA 2005

1. Read the text silently, highlighting it and writing notes in the margin in answer to the following four questions:
 - What **Wisdom** is shared in the text?
 - What content do you **Wrestle** with in the text?
 - What in the text causes you to **Wonder**?
 - What in the text can you **Weave** into your work?
2. Upon cue, have each person identify one piece of **wisdom** in the text, citing the text as evidence.
3. Move through the remaining three questions, making sure each person’s voice is heard.
4. As a whole group, respond to the question, “What implications does the article present to us as we use assessments in our classrooms?”

Research on The Use of Games to Improve Student Learning

Marzano Research Lab reports the results of three meta-analyses.

Student growth in classrooms that used games ranged from a 13 percentile gain to an 18 percentile gain.



USE ACADEMIC GAMES

Let’s Re-Energize with “Talk a Mile a Minute”

- Each team of 3 to 5 designates a talker.
- You will be shown a list of words or phrases on the screen that relate to our content from yesterday.
- The talker tries to get the team to say each of the words by quickly describing them.
- The talker keeps talking until the team members identify all the words on the list.
- If members of the team are having difficulty with a particular term, the talker skips it and comes back to it later.

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Prioritizing Learning Goals (Standards)

important
collaboration
endurance
teacher judgment
leverage

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Proficiency Scales

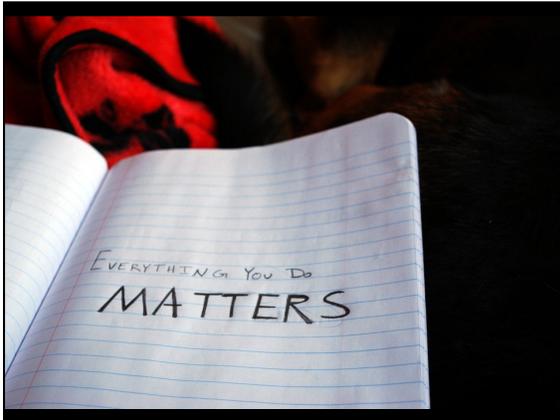
clear understanding
vocabulary
score 3.0
application
prerequisites

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Classroom Assessment

obtrusive
unobtrusive
feedback
common
student-generated

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Example Curriculum, Instruction, Assessment, and Feedback Three-Year Implementation Plan

	2014-15	2015-16	2016-17
Common Understanding and Buy-in	<ul style="list-style-type: none"> Establish and train the guiding team. Draft standards-based grading talking points and FAQs. Begin parent and community communication efforts. Plan for school-wide professional development with consultant. 	<ul style="list-style-type: none"> Create universal understanding of proficiency scales. Revise standards-based grading talking points and FAQs. Produce a staff, parent, and community video about standards-based grading. Using surveys, measure the buy-in, levels of use, and concerns, and provide interventions. Collect feedback from staff through surveys, meetings, and conversations. 	<ul style="list-style-type: none"> Implement targeted parent communication efforts.
Prioritized Standards, Proficiency Scales, and Assessments	<ul style="list-style-type: none"> Begin writing proficiency scales. Begin creating common assessments. 	<ul style="list-style-type: none"> Finish writing proficiency scales for all content areas, courses, and grade levels. Establish and begin implementation of a peer-review process for teacher-created documents. 	<ul style="list-style-type: none"> Continue revising proficiency scales and assessments through a peer review process.
Integration With Existing Resources	<ul style="list-style-type: none"> Assess how standards-based grading fits with existing resources, electronic gradebooks, and expectations of professional learning teams. 	<ul style="list-style-type: none"> Pilot standards-based grading with existing resources in a single content area/grade level, including electronic gradebook. 	<ul style="list-style-type: none"> Implement standards-based grading with existing resources in all content areas/grade levels, including electronic gradebook.
Teacher Portfolio of Evidence		<ul style="list-style-type: none"> Build individual teacher portfolios as evidence of implementation. Include scale and assessment creation and standards-based grading experiences. Identify prioritized learning. 	<ul style="list-style-type: none"> Continue portfolio development as administrators meet with teachers. Implement a "sharing among teachers" process for continued growth and understanding across entire staff.

	Year 1: 2015-2016	Year 2: 2016-2017	Year 3: 2017-2018
Des Moines Public Schools	Elementary SRG: Implementation Plan		
Overall Results:	Establish levels of rigor in accordance with the Iowa Common Core Standards and align instructional practices.	Utilize SRG to effectively communicate with all stakeholders what students know and are able to do in a consistent and valuable manner.	Utilize SRG to effectively support our exceptional learners and provide a foundation for a strong System.
Curriculum Scales:	Curriculum scales for literacy and math in grades 4-5 will be included on our district curriculum guides. Training on interpreting the district curriculum scales and SRG guiding practices will be provided for grades 4-5 classroom teachers and instructional coaches in the summer of 2015 (Optional). Additional trainings will be provided throughout the 2015-2016 school year. This training will provide support for instructional practices designed to meet the levels of rigor and Marzano's Design Question #1. Training on interpreting and supporting district curriculum scales and SRG guiding practices will be provided to principals monthly.	Curriculum scales for literacy and math in grades 4-5 will be revised based on teacher feedback. Standards referenced student profiles will be utilized for K-3. Curriculum scales/student profiles for art, music, physical education, science, social studies and health will be provided K-5. Training on interpreting the district curriculum scales / student profiles and SRG guiding practices will be provided for classroom teachers and instructional coaches in the summer of 2016 (Optional). Additional trainings will be provided throughout the 2016-2017 school year for teachers in K-3. On-site coaching and support will be provided to principals regarding curriculum scales and SRG practices.	Curriculum scales and student profiles will be revised based on teacher feedback. Training on interpreting the district curriculum scales / student profiles will be provided for all new instructors.

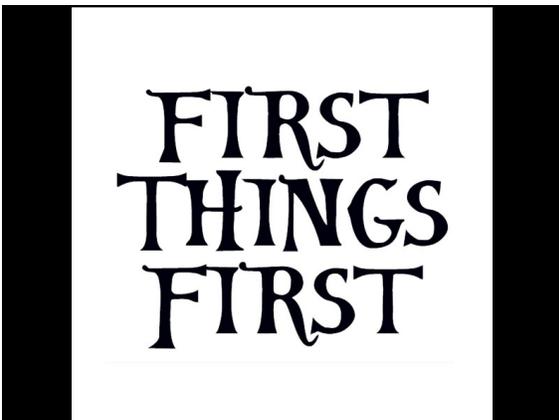


What wisdom is shared in the text?
What content do you wrestle with in the text?
What in the text causes you to wonder?
What in the text can you weave into your work?

Day #2 Learning Outcomes...

- Review content addressed during our time together on Day #1.
- **Learn about developing high-quality performance assessments.**
- Learn how to design valid, reliable, and fair classroom assessments that meet technical quality requirements of the Wyoming District Assessment System.
- Discover unobtrusive and student-generated assessment techniques that provide additional checks for understanding.

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Performance assessment defined...



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A performance assessment is one which requires students to demonstrate that they have mastered specific skills and competencies by performing or producing something.

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...examples of performance assessment can you identify?

- ❖ science labs
- ❖ giving a speech or dramatic interpretation
- ❖ creating a piece of art
- ❖ designing and carrying out experiments
- ❖ demonstrating proficiency in using a piece of equipment
- ❖ building models
- ❖ developing, interpreting, and using maps
- ❖ making collections
- ❖ writing term papers, critiques, poems, or short stories
- ❖ giving speeches
- ❖ playing musical instruments
- ❖ participating in oral examinations
- ❖ developing portfolios
- ❖ performing athletic skills or routines



...must we develop expertise about high-quality performance assessments?

Possible Assessment Methods

- **Selected response**
 - Multiple choice
 - True/false
 - Matching
 - Fill-in-the-blank
- **Constructed response**
- **Performance**
- **Personal communication**
 - Instructional questions and oral examination, interviews, conferences, conversations, student journals/logs

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Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

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Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

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Students improvise rhythms, melodies and accompaniments within a consistent style, meter, and tonality.

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A performance assessment requires students to apply what they know, not merely to recall or recognize information, therefore this type of assessment is often appropriate for Score 4.0 on the proficiency scale.

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week grading period (knowing some will be addressed throughout the entire year)

- Written proficiency scales for each of the priority learning goals
- Considered how she will monitor progress across the year to each priority learning goal
- Adjusted her grade book in order to more easily allow for standards-based reporting

During the first nine weeks of school, students will receive instruction to six priority learning goals for ELA. Mrs. Edwards will use performance to each of these goals to determine the overall grade for the class (for that particular 9-week period). The following table presents one student's performance to these six priority learning goals. *Looking at the performance, please*

Priority Standard	Artifact #1	Artifact #2	Artifact #3	Artifact #4	Artifact #5	Artifact #6	Overall Performance
#1	Obtrusive 1.5 Unobtrusive 2	Obtrusive 2 Unobtrusive 2.5	Unobtrusive 3 Obtrusive 2.5	Unobtrusive 2 Common 3	Obtrusive 2.5 Student-Gen 3	Common 2.5	
#2	Obtrusive 3 Unobtrusive 3	Obtrusive 3 Unobtrusive 3.5	Obtrusive 3 Unobtrusive 3	Unobtrusive 2.5 Common 3	Obtrusive 2 Student-Gen 3	Obtrusive 3	
#3	Unobtrusive 2 Obtrusive 3	Obtrusive 2 Unobtrusive 2	Unobtrusive 2 Obtrusive 2	Common 2 Unobtrusive 2	Obtrusive 2.5 Obtrusive 3		
#4	Unobtrusive 2 Obtrusive 3	Obtrusive 3 Unobtrusive 2	Obtrusive 2 Common 2.5	Common 2 Unobtrusive 2	Obtrusive 2.5 Obtrusive 3		
#5	Unobtrusive 2 Obtrusive 3	Obtrusive 3 Unobtrusive 2	Obtrusive 2 Common 2.5	Common 2 Unobtrusive 2	Obtrusive 2.5 Obtrusive 3		
#6	Unobtrusive 2 Obtrusive 3	Obtrusive 3 Unobtrusive 2	Obtrusive 2 Common 2.5	Common 2 Unobtrusive 2	Obtrusive 2.5 Obtrusive 3		
#7	Unobtrusive 2 Obtrusive 3	Obtrusive 3 Unobtrusive 2	Obtrusive 2 Common 2.5	Common 2 Unobtrusive 2	Obtrusive 2.5 Obtrusive 3		

Mrs. Edwards has informed her students (and parents) that they will receive formal feedback at the end of each nine-week grading period in two ways: 1) by priority learning goal; and 2) an overall grade for the class. In the previous table, you determined the feedback (based on the proficiency scale) that will be provided for each learning goal. Now, please discuss the overall grade for ELA. Use the conversion scale below to assign a letter grade for the nine-week period, which represents performance across the priority learning goals.

Performance Assessment

Performance Tasks

+

Rubrics

Has two parts:

- ❖ The task to be completed by students
- ❖ The criteria for judging quality (rubric)

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What is the difference between a proficiency scale and a rubric?

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	PROFICIENCY SCALE	RUBRIC
DIFFERENCES	<ul style="list-style-type: none"> Developed for a broader conceptual understanding (priority learning goal) 	<ul style="list-style-type: none"> Developed for a specific product, project, or task
	<ul style="list-style-type: none"> Used for evaluating progress on a priority learning goal 	<ul style="list-style-type: none"> Used for evaluating performance on a specific product, project, or task
	<ul style="list-style-type: none"> Used as a framework for instruction to a priority learning goal 	<ul style="list-style-type: none"> Used to communicate critical components of a specific product, project, or task
	<ul style="list-style-type: none"> Used as a framework for assessment 	<ul style="list-style-type: none"> May be used as the assessment tool itself
	<p>IMPORTANT TO NOTE: Performance on a rubric may offer information about the level of performance on a proficiency scale.</p> <p style="text-align: right; font-size: x-small;">21</p>	

Tips for Developing Performance Tasks...

Step 1: On your own...please read through each of the tips. Consider which of the tips are *most important*.

Step 2: As a table partner group...determine the most important tips. Try to limit your choices to no more than 5 to 8.

Step 3: We will share our choices when done.

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Developing Performance Tasks...

1: Before developing a performance task, determine what skills and/or knowledge need to be assessed.

5: Design a performance task which is clearly defined and not too broadly stated.

7: Articulate a well-written set of evaluation criteria that is clearly understood by the students.

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Day #2 Learning Outcomes...

- Review content addressed during our time together on Day #1.
- Learn about developing high-quality performance assessments.
- **Learn how to design valid, reliable, and fair classroom assessments that meet technical quality requirements of the Wyoming District Assessment System and Advance ED.**
- Discover unobtrusive and student-generated assessment techniques that provide additional checks for understanding.

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HANDOUT PAGE 2



AGREE or DISAGREE?

- ◇ A high-quality assessment must include multiple item types.
- ◇ Constructed response items are better than selected response items.
- ◇ All items on an assessment should be written at the level of the standard being assessed.
- ◇ It is okay to use the same assessment for re-testing purposes.
- ◇ Neglecting to include directions for completing assessment items/tasks is a fairness concern.
- ◇ Excerpts of text included on an assessment must be at grade level.

When I say "go"...



Please find your Close Partners and work your way around the room to consider the statements about assessment on each chart paper. Decide whether or not you agree or disagree with the statement. Put a dot in the column that indicates your thoughts.

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Principles of Assessment

- 1) Should inform teaching and improve learning
- 2) Should draw from multiple sources of information
- 3) Should provide **valid, reliable, and fair** information



McTighe and Ferrara – *Performance-Based Assessment in the Classroom*

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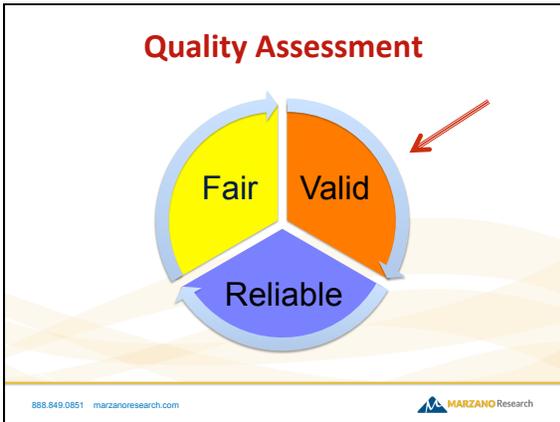
HANDOUT PAGE 22



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.

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Definition of Validity...

Truthfulness: Does the test truly measure the learning goal (standard)?

Three considerations...

- 1) Skills and knowledge encompassed within the learning goal (standard)
- 2) Rigor
- 3) Assessment method/match

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Three considerations...



- 1) Skills and knowledge encompassed within the learning goal (standard)
- 2) Rigor
- 3) **Assessment method/match**

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Possible Assessment Methods

- **Selected response**
 - Multiple choice
 - True/false
 - Matching
 - Fill-in-the-blank
- **Constructed response**
- **Performance**
- **Personal communication**
 - Instructional questions and oral examination, interviews, conferences, conversations, student journals/logs

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The student will ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

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Possible Assessment Methods

- **Selected response**
 - Multiple choice
 - True/false
 - Matching
 - Fill-in-the-blank
- **Constructed response**
- **Performance**
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READING		
Questioning, Inference, and Interpretation		
Grade 3		
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.	
	Score 3.5 In addition to score 3.0 performance, partial success at score 4.0 content	
Score 3.0	The student will: • ask and answer questions to demonstrate understanding of a grade-appropriate text, referring explicitly to the text as the basis for the answers (RI.3.1, RI.3.1)	Sample Activities: Students will work in pairs to come up with a question to ask the class after reading a grade-appropriate text. The question should require the students to refer to the text in providing an answer to the question and to provide evidence found in the text as they share their answer.
	Score 2.5 No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content	
Score 2.0	The student will recognize or recall specific vocabulary, such as: • answer, ask, basis, detail, explicit, question, refer, text The student will perform basic processes, such as: • answer teacher-provided questions to demonstrate understanding of key details in a grade-appropriate text referring explicitly to the text as the basis for the answers.	Sample Activities: Students will be provided a teacher-provided question on a relevant related to a grade-appropriate text. Each student will answer the question by referring to the text.
	Score 1.5 Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content	
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5 With help, partial success at score 2.0 content but not at score 3.0 content	
Score 0.0	Even with help, no success	

The success of any assessment depends on the effective **selection** and **use** of appropriate tools and procedures as well as the proper interpretation of students' performance.

Kassim Shaaban, 2001

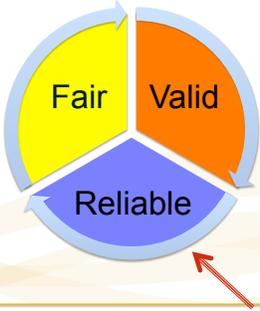
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Can I make a confident inference about the learning that has occurred related to this priority standard?

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Quality Assessment



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A Reliability Consideration...



○ We're likely to mean *dependable, consistent, stable, error-free.*

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1) Within a single rater reliability
2) Across multiple raters reliability (inter)

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Common Summative Assessment 2
Reading Comprehension Grade 3

Answer these questions. Be as complete as complete possible with your answer

Within the Text

1. Summarize the important events from the story.

2. What was the main problem in the story?

How was the problem solved?

Common Summative Assessment 2
Reading Comprehension
Answer Key Grade 3

Suggested efficient responses are listed below each question. Accept other student answers if it makes sense according to these passages. If the student has an incomplete answer, ask the student: "Tell me more about your answer."

Within the Text

1. Summarize the important events from the story.
Student may include 3-4 of the following events in sequence:

- Penelope and Lal May were waiting in line to ride the roller coaster.
- Penelope was nervous.
- Her friend encouraged her.
- When the ride first started, Penelope was afraid but she felt better as she realized it was fun.
- After the ride was over, Penelope wanted to ride again.

2. What was the main problem in the story? How was the problem solved?

Possible Problem:

- Penelope was scared to ride the roller coaster

Possible solution:

- She went ahead and rode the roller coaster.



- 1) Within a single rater reliability
- 2) **Across multiple raters reliability (inter)**

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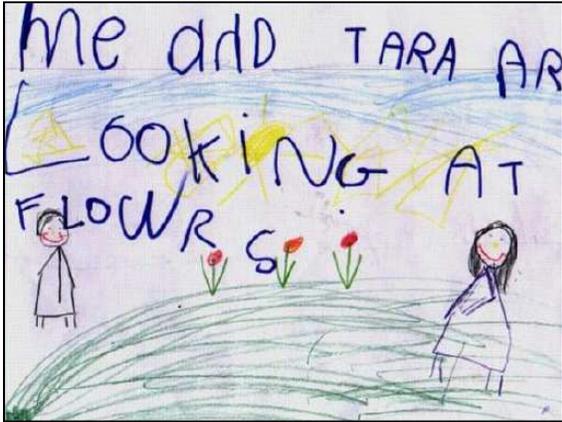


We
are learning
to write
narratives

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Please share...

how many stars you would award this young learner's piece of writing and why.



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 **5 star writing** 

	Capital letter to start my sentence.  I see a dog.
	Punctuation to end my sentence. Where is the dog? 
	Use finger spaces. The dog is brown. 
	Use neat handwriting. Kk 
	My sentence makes sense. 

Another Reliability Consideration...

- Does the assessment provide enough opportunities for students to demonstrate what they know about the intended learning?

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How Many Items Do We Need?

- ❖ More items at score 3.0 than score 2.0
- ❖ More items at score 2.0 than score 4.0
- ❖ One or two items at score 4.0 is usually enough

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PLACE VALUE COMMON ASSESSMENT BLUEPRINT

Standard	Basic	Proficient	Advanced	Total
2.OA.3	5	3	1	9
2.NBT.2	5	4	1	10
2.NBT.3	3	2	1	6
2.NBT.4	5	2	1	8
2.MD.7	3	2	1	6

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Can I make a confident inference about the learning that has occurred related to this priority standard?

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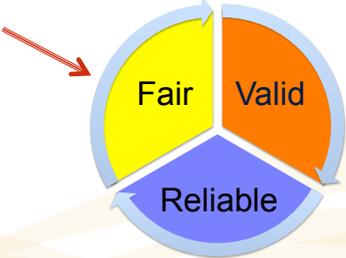


Important to remember...

If an assessment is valid AND reliable, inferences about learning are more appropriate.

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Quality Assessment



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Would a Wyoming teacher use this item? Why or why not?

According to the subway schedule, the red line arrives at River Street every 12 minutes. How many times per day can someone board the subway at River Street?

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Issues of Fairness

- Fairness: Assessment level is appropriate.
- Fairness: Students have an opportunity to learn.
- Fairness: Assessments are as free from bias as possible.

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"It's a wonder I haven't abandoned all my ideals, they seem so absurd and impractical. Yet I cling to them because I still believe, in spite of everything, that people are truly good at heart.

It's utterly impossible for me to build my life on a foundation of chaos, suffering and death. I see the world being slowly transformed into a wilderness, I hear the approaching thunder that, one day, will destroy us too, I feel the suffering of millions. And yet, when I look up at the sky, I somehow feel that everything will change for the better, that this cruelty too shall end, that peace and tranquility will return once more"

- July 15, 1944

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Issues of Fairness

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AT-A-GLANCE GRADE 5 MATHEMATICS PACING GUIDE

1 st 9 Weeks	2 nd 9 Weeks	3 rd 9 Weeks	4 th 9 Weeks
Unit: Number and Operations in Base Ten Big Ideas: <ul style="list-style-type: none"> • Place Value • Operations with multi-digit whole numbers and decimals to hundredths • Volume 	Unit: Number & Operations - Fractions Big Ideas: <ul style="list-style-type: none"> • Equivalent fractions to add and subtract • Multiplication and division of fractions • Volume 	Unit: Number & Operations - Fractions Big Ideas: <ul style="list-style-type: none"> • Equivalent fractions to add and subtract • Multiplication and division of fractions • Volume • Line Plots with fractions 	Unit: Measurement and Data Algebraic Thinking, and Geometry Big Ideas: <ul style="list-style-type: none"> • Convert like measurement units within the same system • Coordinate Grids • Patterns, Expressions, and Equations Big Ideas: <ul style="list-style-type: none"> • Classify two dimensional figures
STANDARDS: 5.NBT.1 5.NBT.2 5.NBT.3 5.NBT.4 5.NBT.5 5.NBT.8 5.NBT.7 5.MD.3 5.MD.4 5.MD.5	STANDARDS: 5.NF.1 5.NF.2 5.NF.3 5.NF.4 5.NF.5 5.NF.6 5.NF.7 5.MD.3 5.MD.4 5.MD.5	STANDARDS: 5.NF.1 5.NF.2 5.NF.3 5.NF.4 5.NF.5 5.NF.6 5.NF.7 5.MD.2 5.MD.3 5.MD.4 5.MD.5	STANDARDS: 5.G.1 5.G.2 5.OA.1 5.OA.2 5.OA.3 5.MD.1 5.G.3 5.G.4 5.MD.3 5.MD.4 5.MD.5

Issues of Fairness

- Fairness: Assessment level is appropriate.
- Fairness: Students have an opportunity to learn.
- Fairness: Assessments are as free from bias as possible.

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Types of Bias

- Offensive content
- Stereotyping
- Unfair representation
- Use of situations that may be unfamiliar to subgroups
- Poorly written items
- Literacy bias (using overly sophisticated language for the nature of the content)—David Meisner

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A Common Fairness Concern

- Directions
- Enough space
- Visually appealing

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Day #2 Learning Outcomes...

- Learn about developing high-quality performance assessments.
- Learn how to design valid, reliable, and fair classroom assessments that meet technical quality requirements of the Wyoming District Assessment System.
- Explore Webb’s Depth of Knowledge and how to apply cognitive demand principles to assessment development.
- **Discover unobtrusive and student-generated assessment techniques that provide additional checks for understanding.**

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A Focus for Today...



Unobtrusive

- Informal, do not interrupt the normal flow
 - observations, listening for key ideas, watching for key actions or processes

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The first step to student engagement...

Consider a variety of ways for me to show you what I know.



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Conceptual Background

- Everyday interactions are potential assessment opportunities.
- Informal formative assessment embed assessment into activities already occurring the classroom.
- Quick, spontaneous, "on-the-fly", flexible

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Based on today's learning goal . . .

<p>An expert 4 I can Teach it!</p> 	<p>A Practitioner 3 I Got It</p> 	<p>An Apprentice 2 I Have Questions</p> 	<p>A Novice 1 I Am Lost</p> 
<p>I can go above and beyond understanding. I can also help a friend who is having trouble.</p>	<p>I understand how to apply to ALL real-world situations.</p>	<p>I understand how to apply SOME of this to real-world situations</p>	<p>I understand with help from my teacher.</p>



Think-Pair-Share

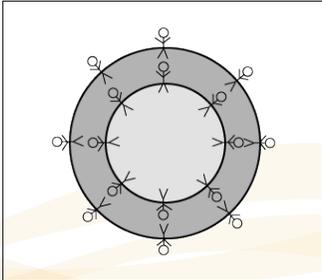


According to 5th grader Abby, "I feel very good inside because when someone else hears my thoughts and understands them, then they tell me what was good about what I said."

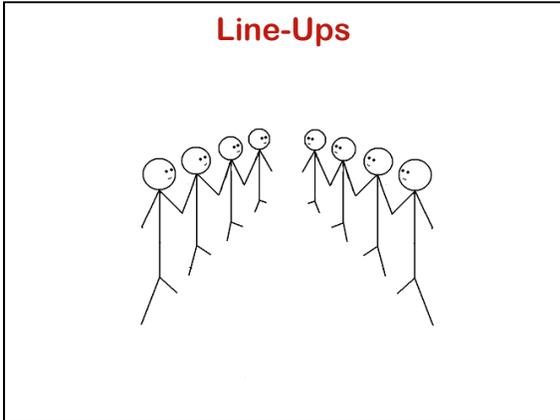
This strategy is a simple but powerful tool that should be used repeatedly and consistently throughout the day!

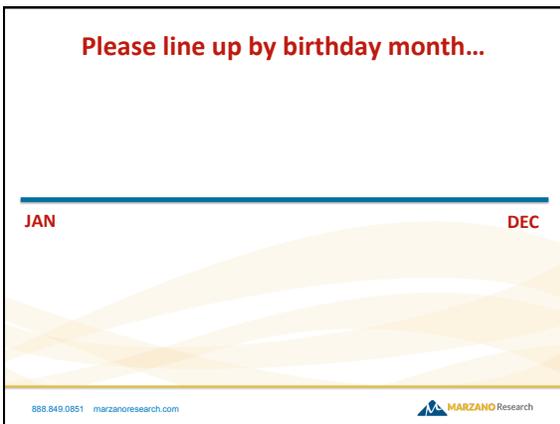
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Inside-Outside Circle



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Questioning, Inference, and Interpretation		
Grade 2		
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.	
Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content	
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"> ask and answer such questions as Who?, What?, Where?, When?, Why?, and How? to demonstrate understanding of key details in a grade-appropriate text (RI.2.1; RI.2.1) 	S T W H C W
Score 2.5	No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content	
Score 2.0	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> answer, ask, detail, question, text <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> answer teacher-provided questions such as Who?, What?, Where?, When?, Why?, and How? to demonstrate understanding of key details in a grade-appropriate text 	S T C S
Score 1.5	Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content	
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content	



Have you heard about Plickers?

- www.plickers.com
- Free app you download on teacher's phone or ipad
- Each student has a card (get online)
- Students hold up answer to multiple choice question
- Teacher scans with device
- Almost instantly tells you which student has which answer
- Can use the same set of cards for multiple class periods

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Student-Generated Assessment

- ◇ Probably the most under-utilized type of assessment
- ◇ Opportunity for students to demonstrate their current status on a given topic
- ◇ Might offer an additional data point to be confident about a student's current level of performance

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CELEBRATE

...but don't be satisfied, with your impact on teaching and learning!

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