**Facilitator’s Guide – Training Activities Module 1**

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| **After Slide 1**  Use the “Anticipation Guide—Module 1: Assessment Design” found in the Module 1 Training Set to preview participant knowledge regarding assessment design. (Answers to Agree/Disagree are provided here, but not in the Training Set for Module 1.)   |  | | --- | | **Anticipation Guide—Module 1: Assessment Design** |   Use the following Anticipation Guide to preview your current knowledge about designing assessments. Before you begin Module 1, mark whether or not you agree or disagree with each statement. After completing Module 1, fill in the slide number where you found information to support learning of the statement, tell whether or not you were right, and reflect on what you found.   |  |  |  |  |  | | --- | --- | --- | --- | --- | | Agree/Disagree Slide # Were you right? Reflect | | | | | | 1. The construct for which a teacher would design an assessment is student achievement of content standards. | *(Agree)* | 3 |  | *Some participants may think of the construct from only the psychological or research testing perspective.* | | 2. An assessment’s validity is based on the amount of information included in the assessment. | *(Disagree)* | 12 |  | *Validity is based on accuracy of measurement, not necessarily volume of content.* | | 3. Teacher-built assessments can only be used for the purpose of providing report card grades. | *(Disagree)* | 16 |  | *There are a variety of uses for teacher made tests beyond report card grades, SLO being among them.* | | 4. Building consensus among teachers of common grade or content on an assessment’s purpose, targeted content standards and specification tables is an optional step in the assessment design process. | *(Disagree)* | 17/18  30/31  56-64 |  | *Designing, Building and Reviewing assessments is considered to be a team process.* | | 5. Assessments should assess all standards that are taught. | *(Disagree)* | 27-29 |  | *Assessing all standards taught could be overwhelming.* | | 6. Specification tables determine how individual test items and tasks are written. | *(Disagree)* | 37-43 |  | *Specification tables identify the quality and quantity of items to be built, but not how to build them. (This process is explained in Module 2!)* | | 7. The relationship between an assessment’s specification tables and its alignment characteristics creates relevance, subsequently creating validity. | *(Agree)* | 44-55 |  | *Relevance is a key validity characteristic, and specification tables help define and clarify relevance.* | |

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| **After Slide 2:**  a. Ask participants if their districts have developed any grade or content-based common assessments.  b. (If yes) Ask participants how these assessment were developed and maintained (administrator teams, teacher teams, items banks, etc.)  c. (If yes) Ask participants what their assessments look like: mid-terms and finals, paper and pencil or projects, multiple choice, short answer or other, etc.  d. (If yes) Ask participants how their assessments are used: student grade reporting, teacher evaluation/SLO, etc. |

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| **After Slide 4:**  Ask participants to assume the role of a person who has been hired to lead a team of teachers to write a final exam for a class or course where they have content familiarity, but not one where they are the teacher (or possibly not even for their school district). Using the demonstration Blueprint found in the Participant Materials Training Set for Module 1, have participants create and/or respond to tasks and processes that they perceive they should implement before they write test questions. (The Blueprint provided comes from the **State of Texas Assessments of Academic Readiness**, commonly referred to as its acronym **STAAR** ([*star*](http://en.wikipedia.org/wiki/Wikipedia:Pronunciation_respelling_key)), are a series of state-mandated [standardized tests](http://en.wikipedia.org/wiki/Standardized_test) used in [Texas](http://en.wikipedia.org/wiki/Texas) public [primary](http://en.wikipedia.org/wiki/Primary_education) and [secondary](http://en.wikipedia.org/wiki/Secondary_education) schools to assess a student's achievements and knowledge learned in the grade level.) This activity should establish a need to learn the components involved with designing an assessment. |

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| **Slides 12-16:**  Provide the following graphic to be completed as part of slides 12-16.   |  |  |  | | --- | --- | --- | | Slide | Prompt | Response | | **12** | Select a test or project that you administer in your content area. |  | | **12** | What is the purpose of this test/project? |  | | **14** | Why did you develop (or select) this test or project? |  | | **14** | Do the questions/tasks and/or scoring rubrics relate specifically to a content standard?  (Convergent and discriminant validity) |  | | **15** | What is this test or project measuring?  Do the questions/tasks measure student performance in relation to a pre-defined performance level?  (Test-criterion validity) |  | | **16** | How will the student scores be used—report card grade, promotion, job placement, etc.)  (Consequential validity) |  | |

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| **After Slide 26:**  If participants are not familiar with the Curriculum Framework structure of the standards, or are not familiar with PA Standards and the SAS portal, this is the time to stop and investigate pdesas.org. |

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| **After Slide 29:**  Use the Grade 7 ELA Midterm “Selecting Targeted Standards Grid” and “PA Core Aligned ELA Curriculum Framework” chart to evaluate standards for designing a one hour Gr 7 midterm exam that assesses student achievement of PA Core Standard area 1.2, Reading Informational Text. (This exercise is intended to prepare participants for completing the Targeted Content Standards template found on Slide 32. Gr 7 was intentionally chosen for this part of the exercise so that direct conclusions of having done the exercise “right or wrong” are not drawn.) |

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| **After Slide 32:**  Complete the Grade 7 ELA Midterm “Targeted Content Standards Template” for the Gr 7 midterm exam exercise from Slide 29. |

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| **After Slide 33:**  Complete the Grade 7 ELA Midterm “Quality Assurance Checklist” template for the Gr 7 midterm exam exercise from Slide 29. |

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| **After Slide 33:**  This is a natural break in the training and might be a good time for a physical break! |

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| **Slides 39-42:** Complete the Grade 7 ELA Midterm “Training Specification Table” for the Gr 7 midterm exam exercise from Slide 29.   |  |  | | --- | --- | | **39** | Select one of the Big Ideas identified for the Grade 7 ELA Midterm Exam and place it in the Big Idea/Enduring Understanding column. Place 2 of the Standard ID Numbers (and statements) associated with the Big Idea in the Standard ID Columns. | | **40** | 1. Consider the item types that would best assess student learning of each standard ID. Place the number of each type of item to be used in the item type boxes.  2. Consider how many “points” should be assigned to the different items types selected. Place that number, and the total number of points for each item type (multiply the item type by the points per item) in the appropriate boxes. | | **41** | Consider the various DoK levels at which items should be written. Place the number of items at each DoK level in the appropriate boxes. | | **42** | Consider the reading level for any passages or writing prompts. (Because this exam is for informational text only, the response for the literature column is “0.” | |

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| **Slides 54-55**  Using the worksheet “The Relationship between Alignment Characteristics and Design Concepts,” link the alignment characteristic to any design concepts affected by that characteristic. Once completed, use the pieces from the Grade 7 ELA Midterm to provide practical application of the relationship chart. |
| **Slides 54-55**  Using the worksheet “The Relationship between Alignment Characteristics and Design Concepts,” link the alignment characteristic to any design concepts affected by that characteristic. Once completed, use the pieces from the Grade 7 ELA Midterm to provide practical application of the relationship chart.  *(This is done to expose the inter-relationships, and to evoke discussion. Right vs. wrong answers are negotiable!)* |

***Important to Note: There is not one correct answer, the following is a possible sample. The value is in the conversation.***

**The Relationship between Alignment Characteristics and Design Concepts**

Link the alignment characteristic to any design concepts affected by that characteristic. Count the number of relationships in both directions. Place the number in the circles.

**Alignment Characteristics Design Concepts**

a. Big Idea/Enduring Understanding

1. Content Match

b. Standard ID

a,b,c,d,e,f,g,h,j,k,l,n

c. Selected Response Item

d. Short Constructed Response Item

2. Cognitive Demand/DoK

e. Extended Constructed Response Item

b,c,d,e,f,g,h,i,m

f. Performance Task

g. Depth of Knowledge

3. Content Pattern

h. Reading Level

a,b,g,I,j,n,m,o

i. Targeted Standards

j. Number of Items

4. Item/Task Sufficiency

k. Validity

a,b,c,d,e,f,g,i,j,k,m,o

l. Purpose Statement

m. Item Construction

n. Operational Form Construction

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| **Slide 65:**  Apply the Quality Control Checklist to the Grade 7 ELA Midterm “Training Specification Table.” |

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| **Slide 66:**  Revisit the “Anticipation Guide—Module 1: Assessment Design” found in the Module 1 Training Set to review participant knowledge regarding assessment design. |