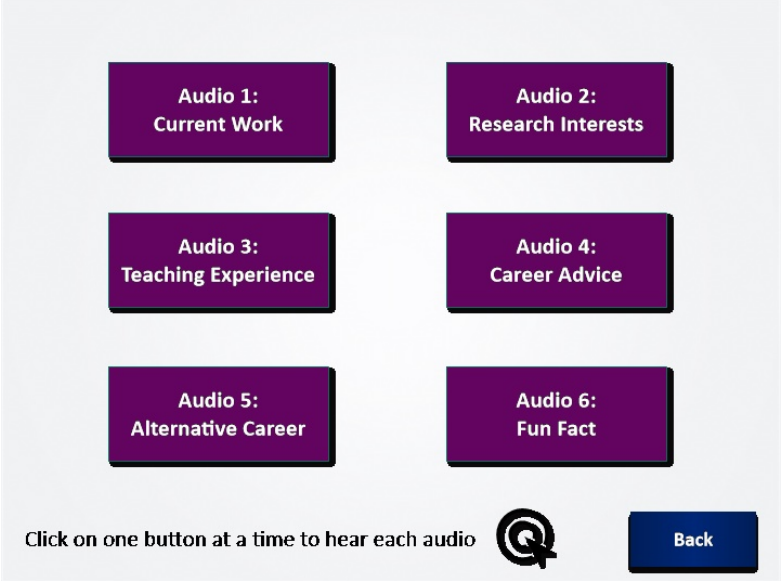
DM20 SLIDES (Classroom Assessment Standards, Version 1.0)

1. Module Overview

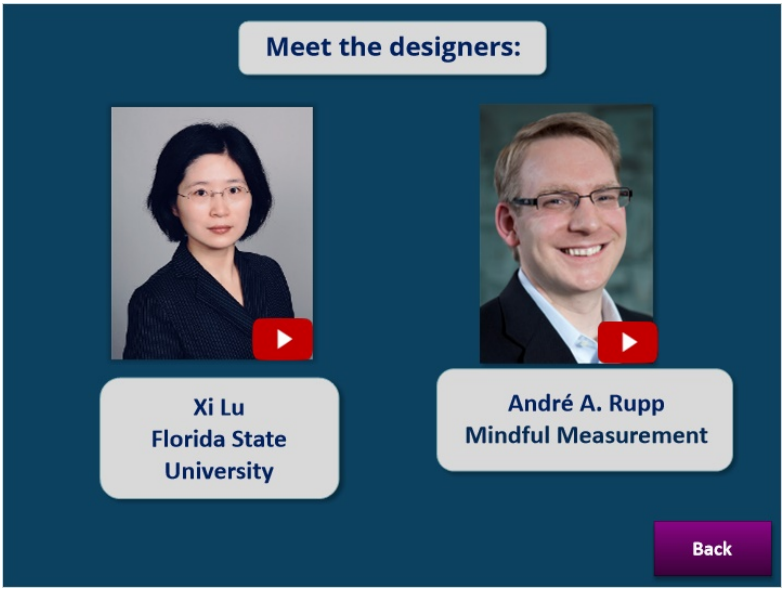
1.1 Module Cover (START)

1.2 Instructor

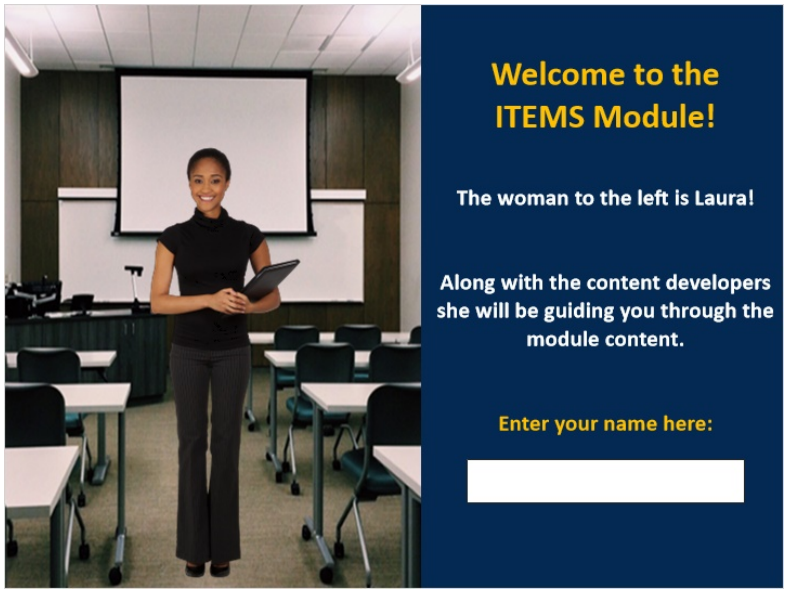
Caroline Intro (Slide Layer)



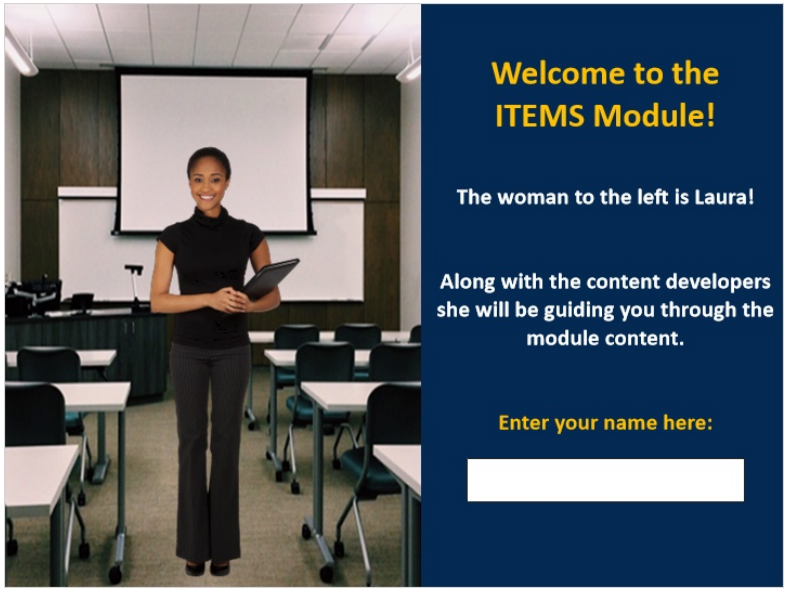
1.3 Designers



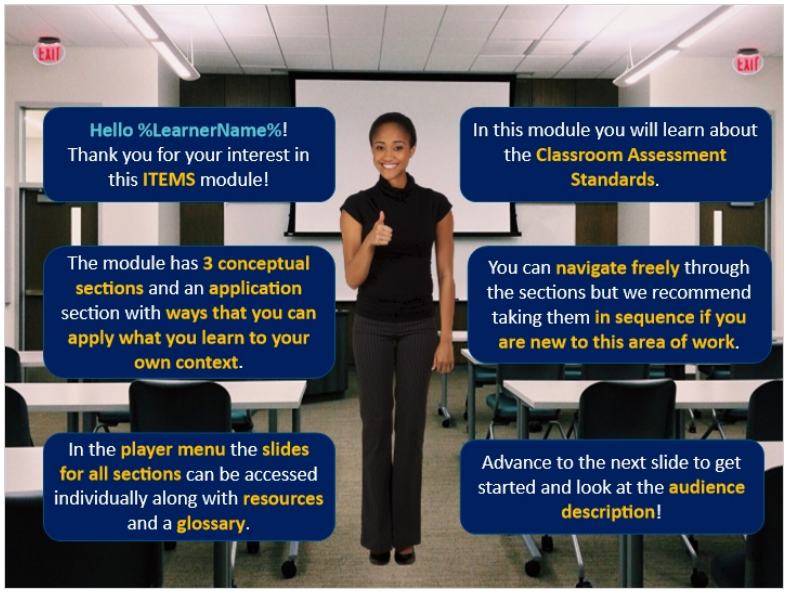
1.4 Welcome



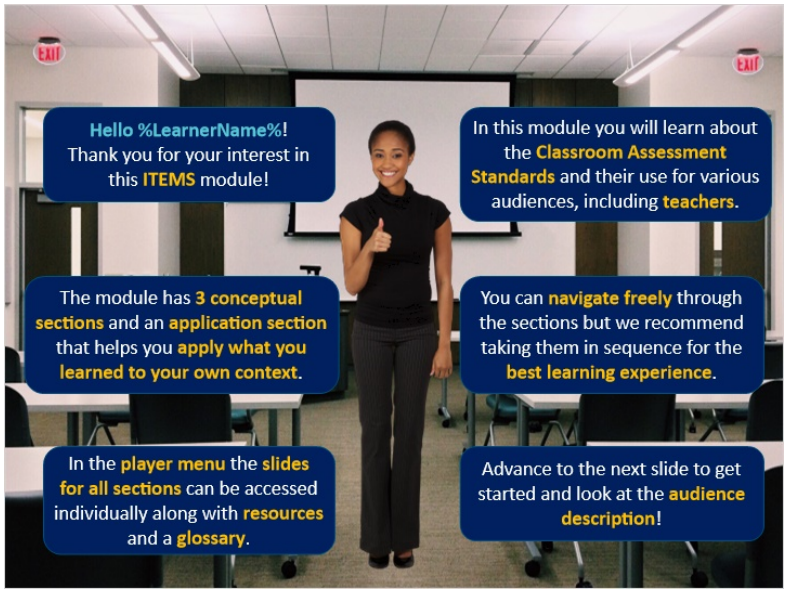
Untitled Layer 1 (Slide Layer)



1.5 Overview



1.6 Overview



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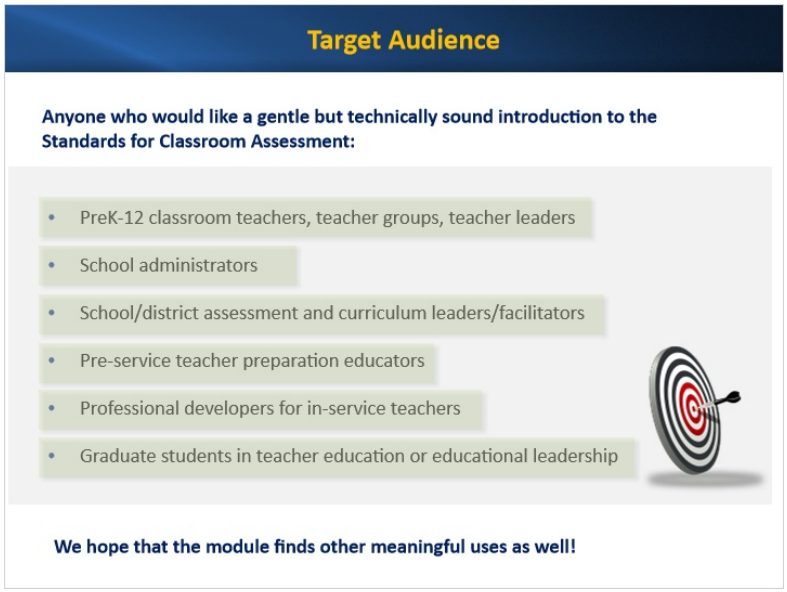
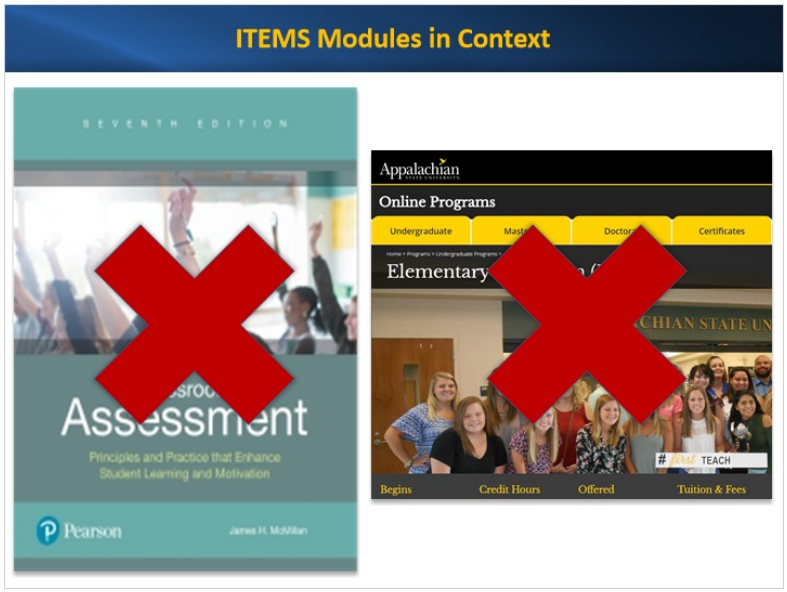
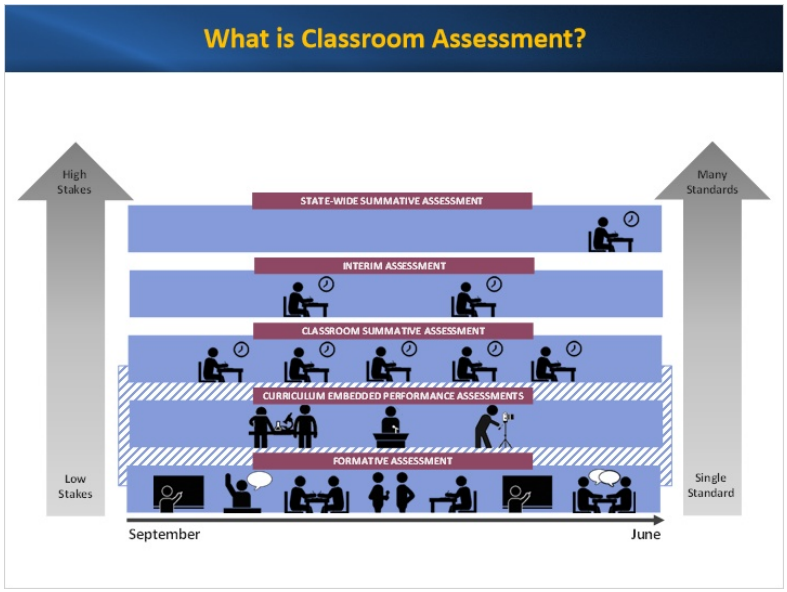


1.8 Expecations (I)

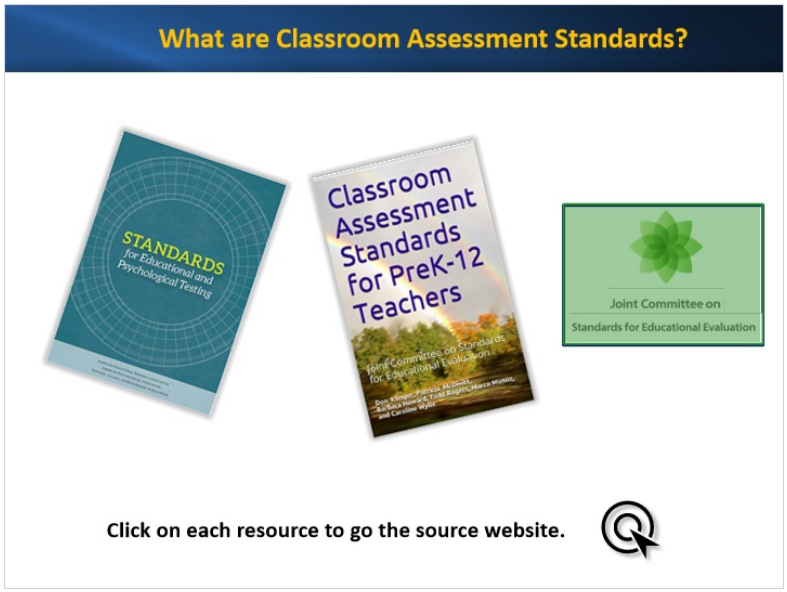
1.9 Expectations (II)



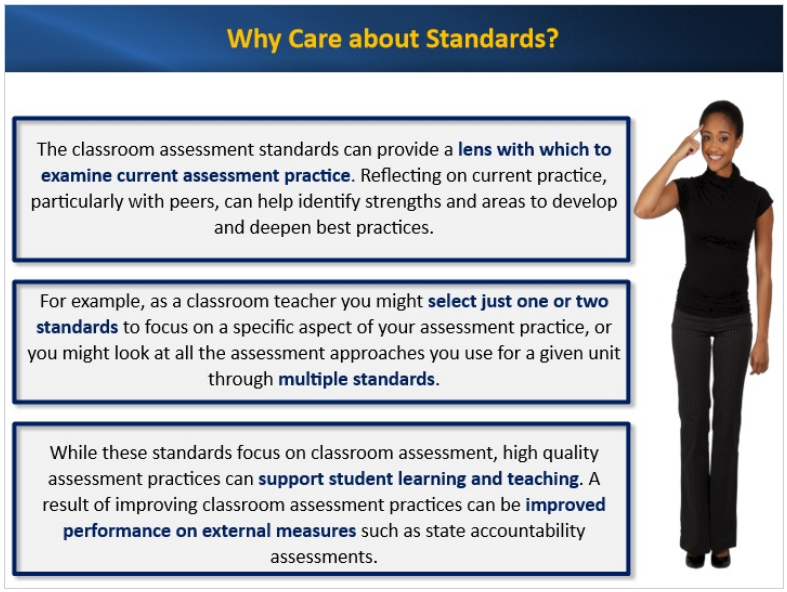
1.10 What is Classroom Assessment?



1.11 What are Standards?



1.12 Why Care about Standards?



1.13 How to Use Standards (I)?

1.14 How to Use Standards (II)?

Stakeholder	Possible Uses
Teachers	…can use the standards in grade-level teams to examine a specific aspect of assessment practice (e.g., student role or communicating with parents)
School administrators	…can work with school leaders on a comprehensive review of assessment approaches to identify areas for support or future professional learning
District assessment and curriculum leaders	…can use them to support teachers develop instructional units with integrated assessments
Professional developers	…can use them to design professional development targeting different aspects of classroom assessment
Pre-service teacher educators	…can use them to integrate relevant classroom assessment insights into methods classes

1.15 Module Learning Objectives

Module Learning Objectives

1. Explain the differences between classroom assessment and other forms of assessment used in K-12 contexts (e.g., standardized testing, common assessments)
2. Identify how the classroom assessment standards apply to different aspects of assessment use: development/selection, use, analysis, application, and reporting/communication
3. Apply the standards to specific examples of classroom practice

1.16 Final Thoughts Before You Start the Module

Final Thoughts Before You Start the Module

It is all about the journey!

The ***Classroom Assessment Standards*** were written as a **guide** to spark **review, analysis, and reflection** on classroom assessment.

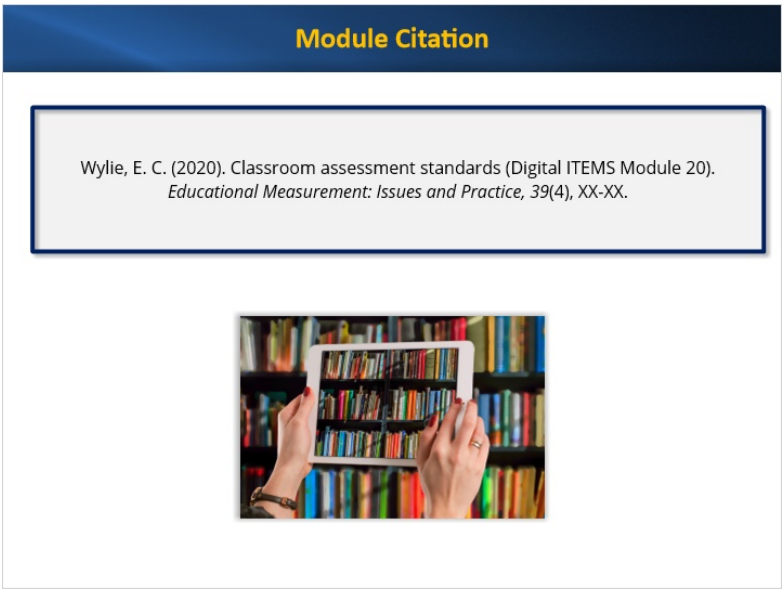
We hope they also provide enough **insights to inform action** if you decide some assessments or assessment practices need to be modified.

The next three sections will introduce you to each of the Standards in turn, and then you can use the **Application** section to find a tool that will help you apply the Standards to an aspect of your own practice.

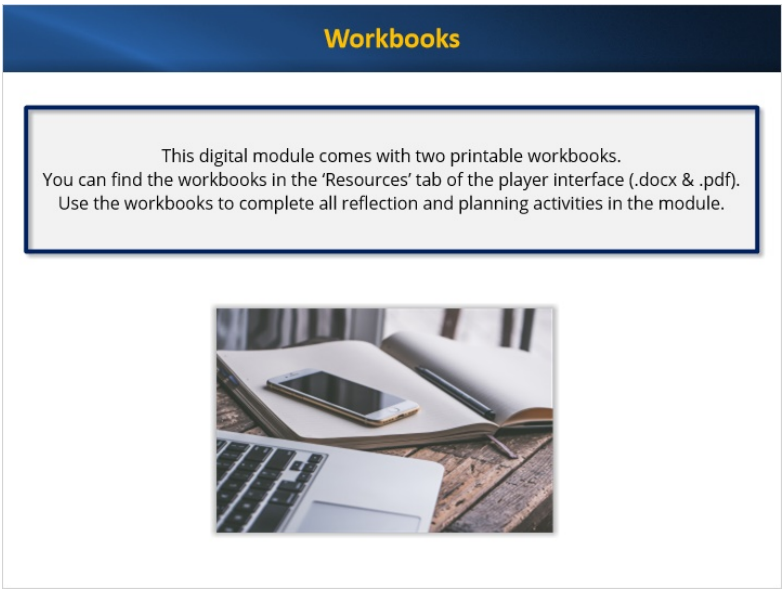
Don't feel you have to do it all at once.

Don't do it alone.

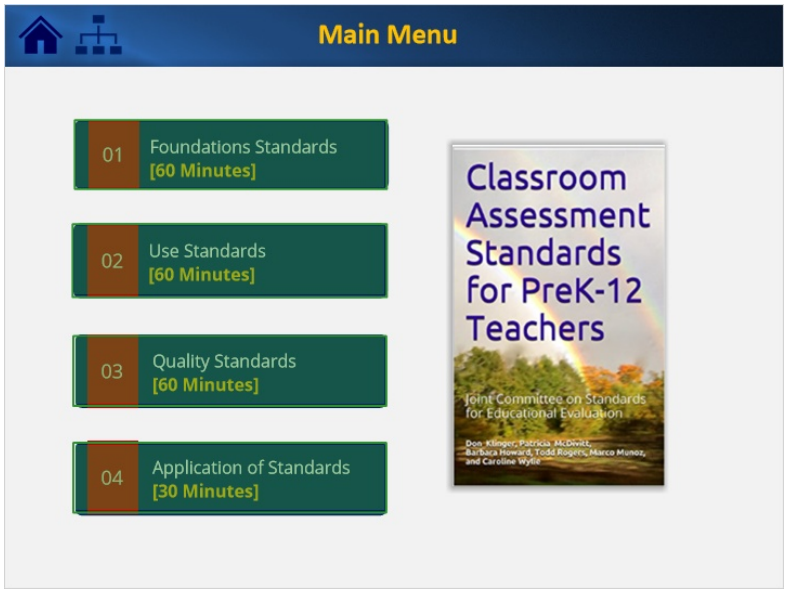
1.17 Module Citation



1.18 Workbooks



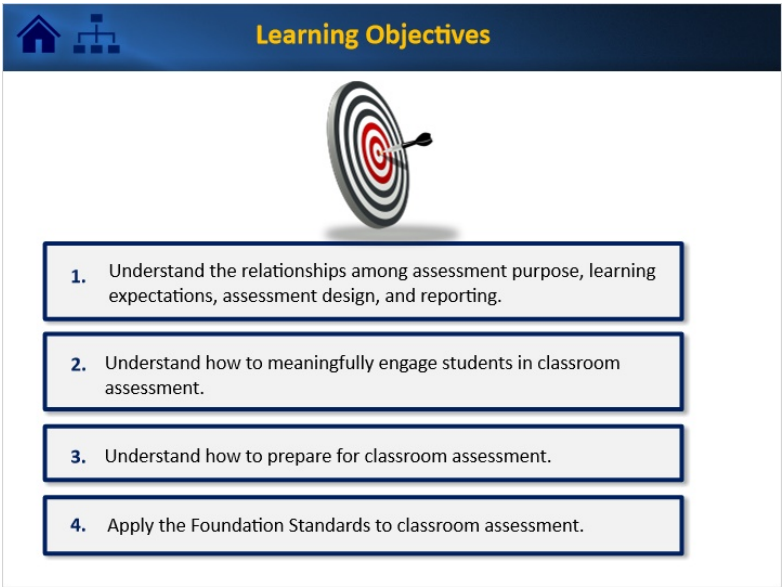
1.19 Main Menu



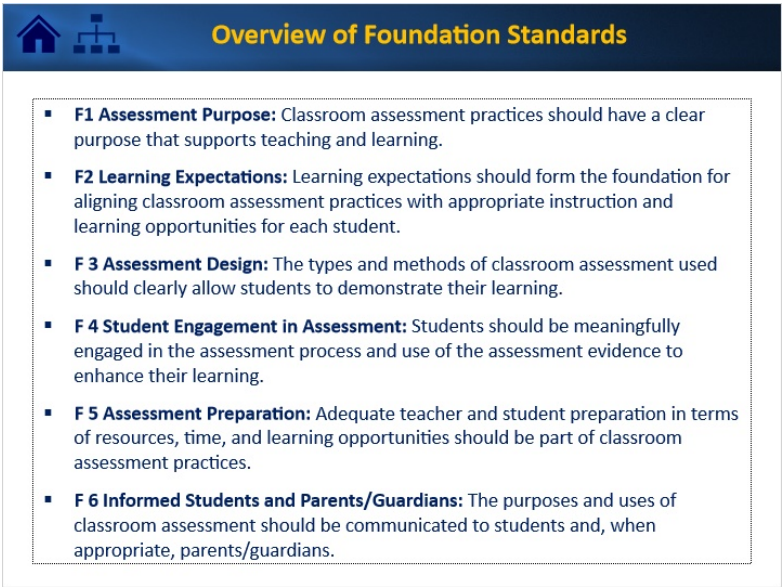
2. Section 1: Foundation Standards

2.1 Cover: Section 1

2.2 Objectives: Section 1



2.3 Reference



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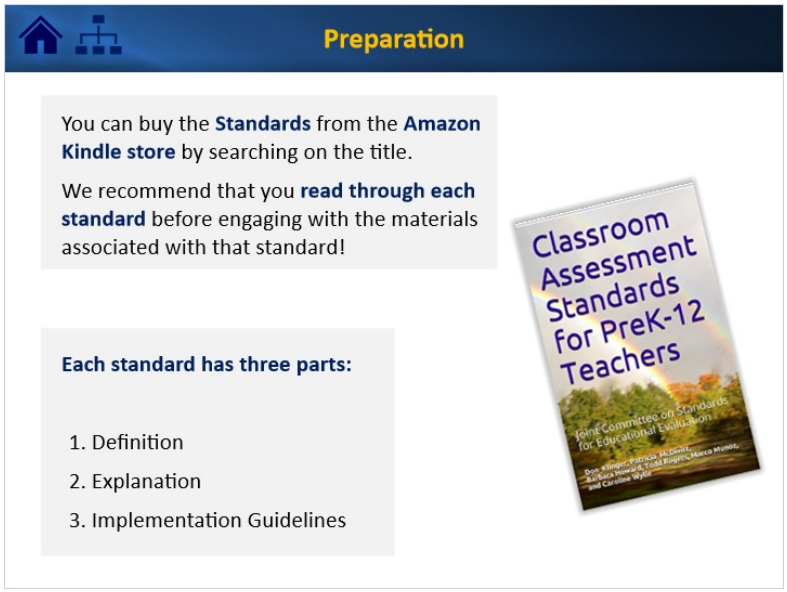
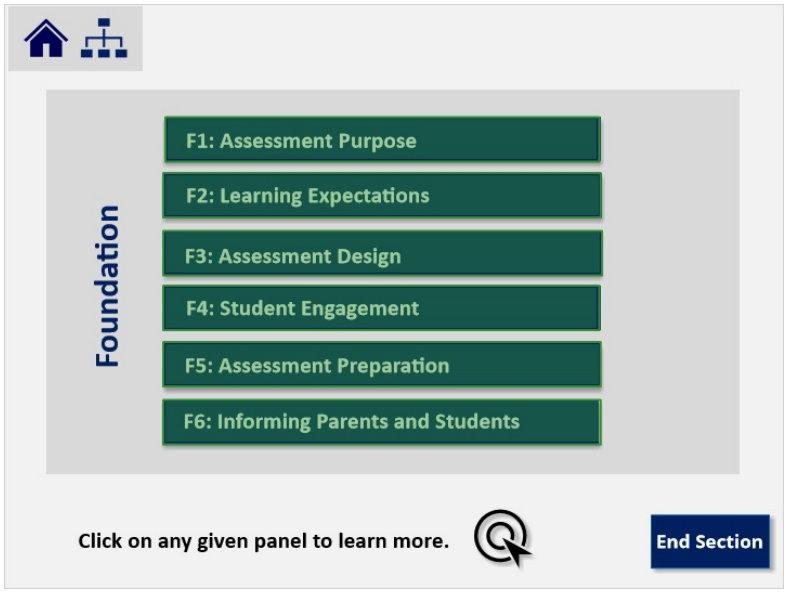
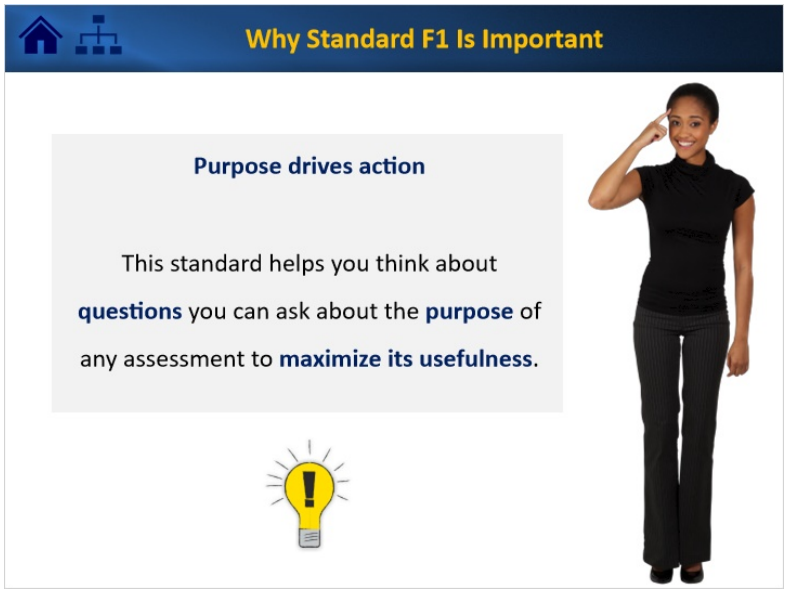


2.5 Topic Selection

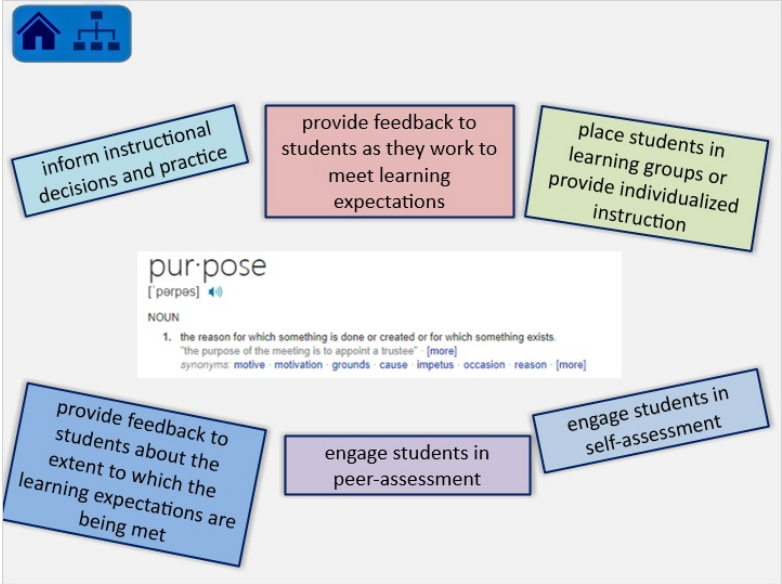


2.6 Bookmark: F1

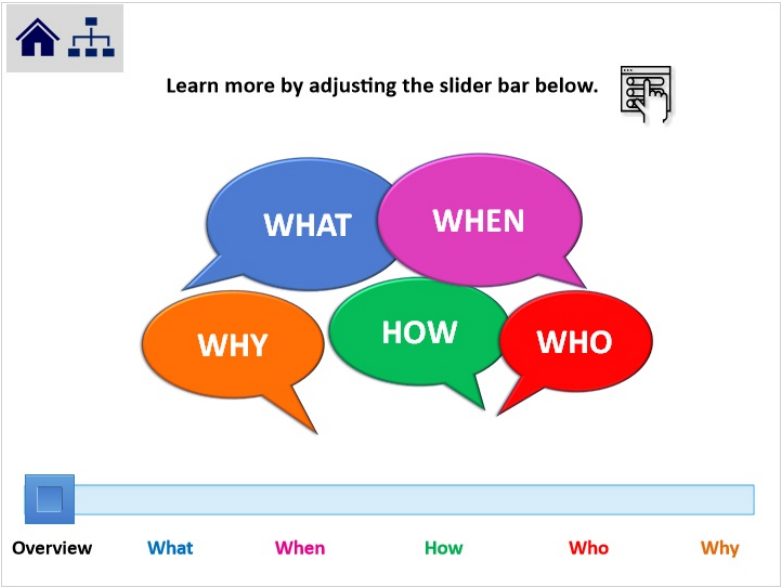
2.7 F1: Why Standard F1 Is Important



2.8 F1: Introduction



2.9 F1: Explanation



What (Slide Layer)

What to assess?

- **Learning expectations**
- **National, state, or local content curriculum standards**
- **Process skills**
- **Performance skills**

Back

When (Slide Layer)

When to assess?

- **early in or during the instructional process (formative)**
- **after instruction to determine grades (summative)?**

Back

How (Slide Layer)

How will results be used?

Will the classroom assessment results be used to support student learning?

Back

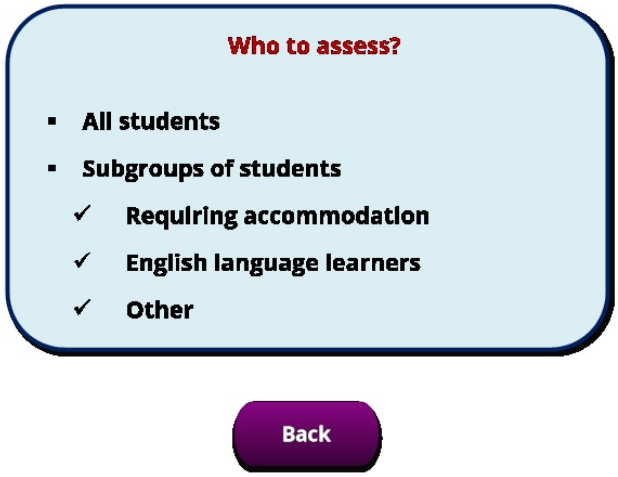
Why (Slide Layer)

Why assess?

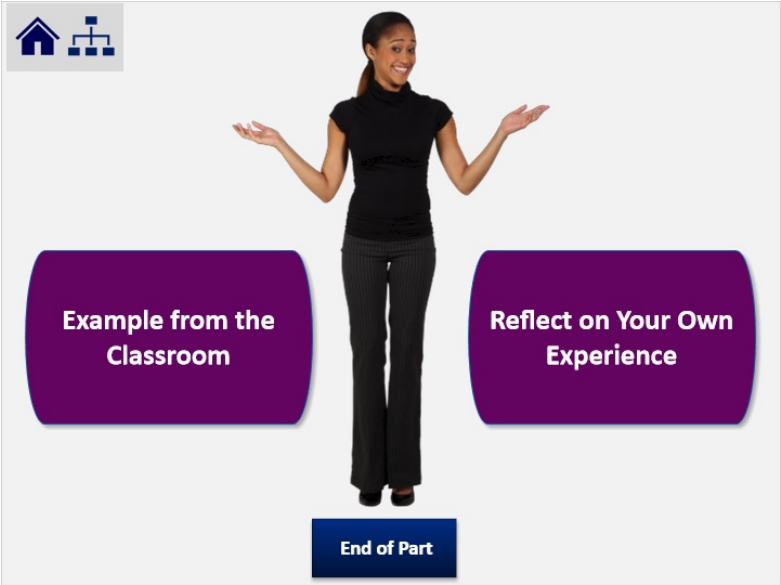
How will the assessment results be used to further student learning and inform teaching?

Back

Who (Slide Layer)

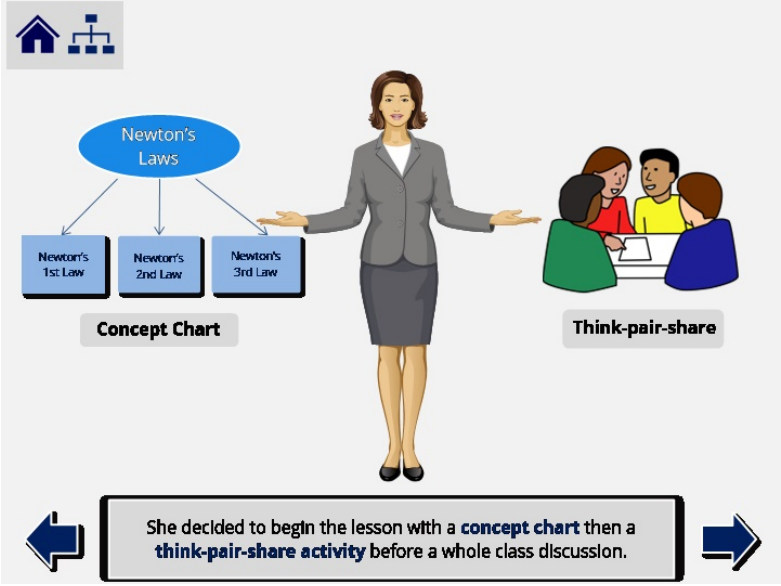


2.10 F1: Topic Selection



2.11 F1: Vignette

Vignette Part 2 (Slide Layer)



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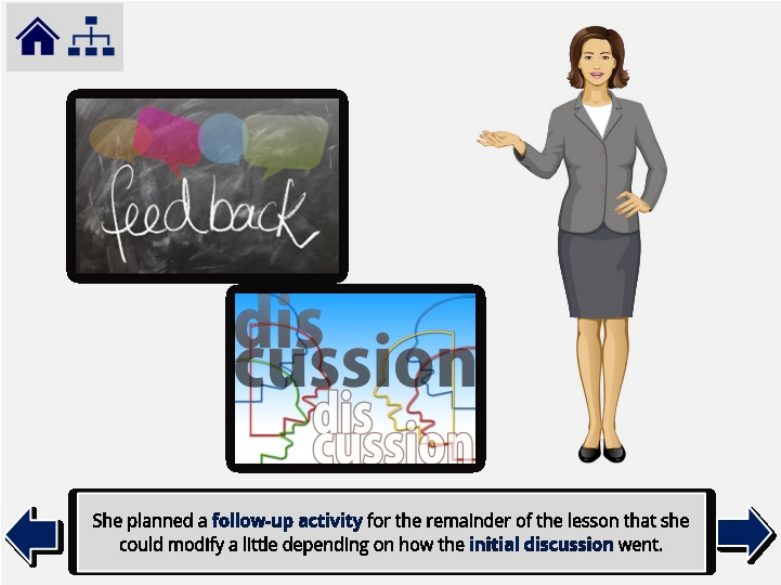
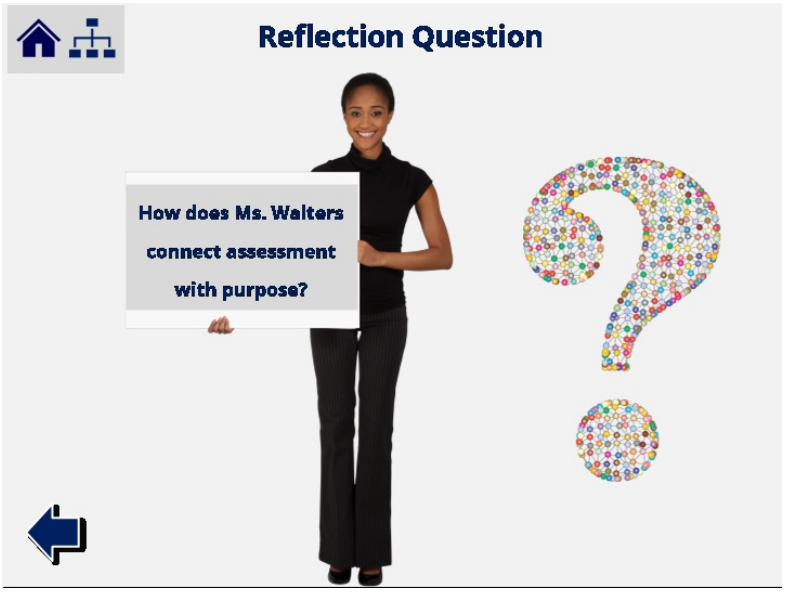
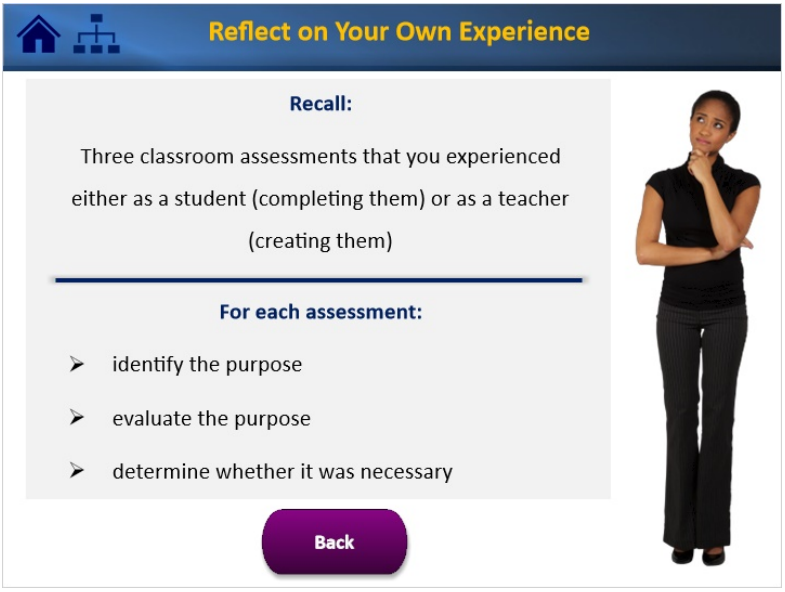


Vignette Part 4 (Slide Layer)

Vignette Part 5 (Slide Layer)



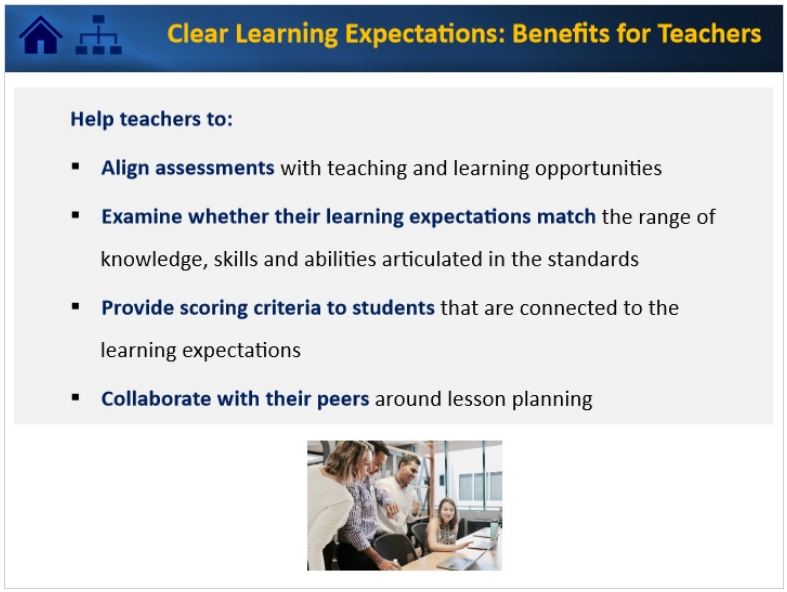
2.12 F1: Reflection



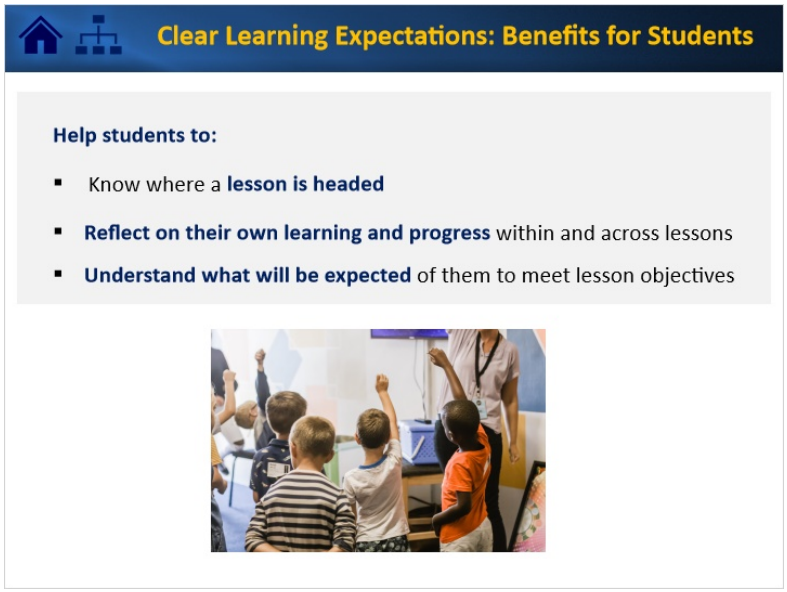
2.13 Bookmark: F2

2.14 F2: Why Standard F2 Is Important

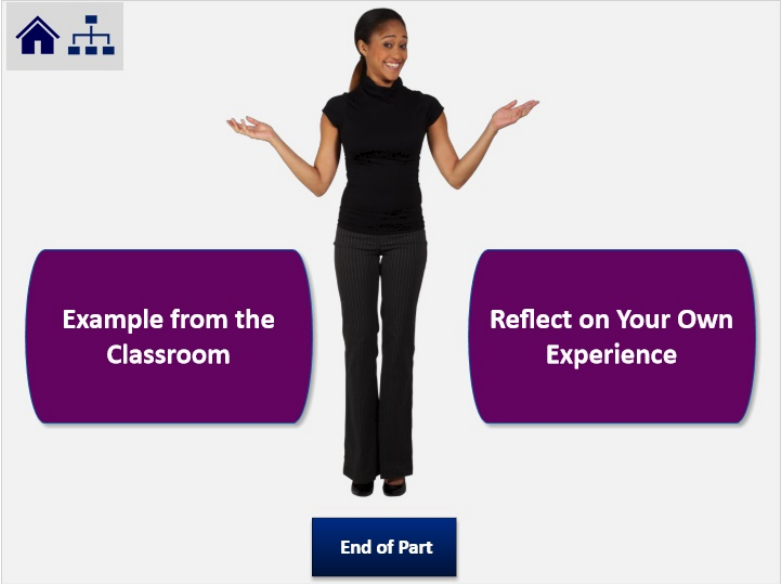
2.15 F2: Clear Learning Expectations: Benefits for Teachers



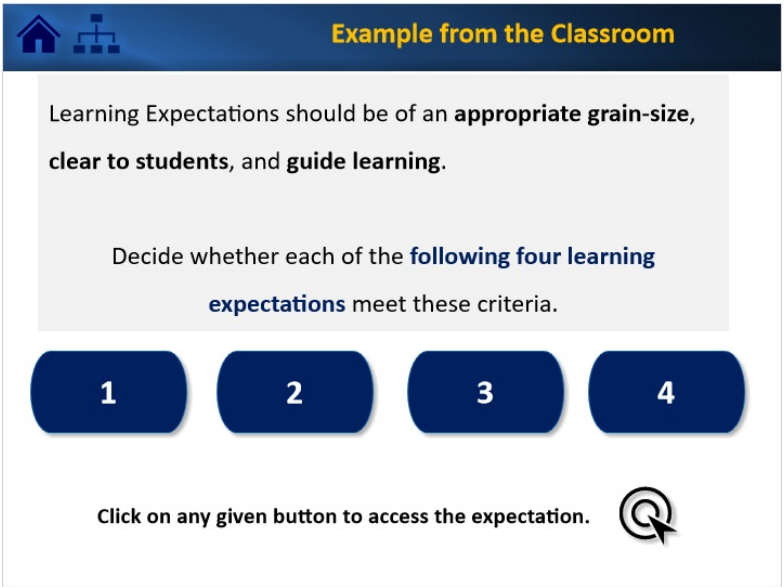
2.16 F2: Clear Learning Expectations: Benefits for Students



2.17 F2: Topic Selection



2.18 F2: Vignette



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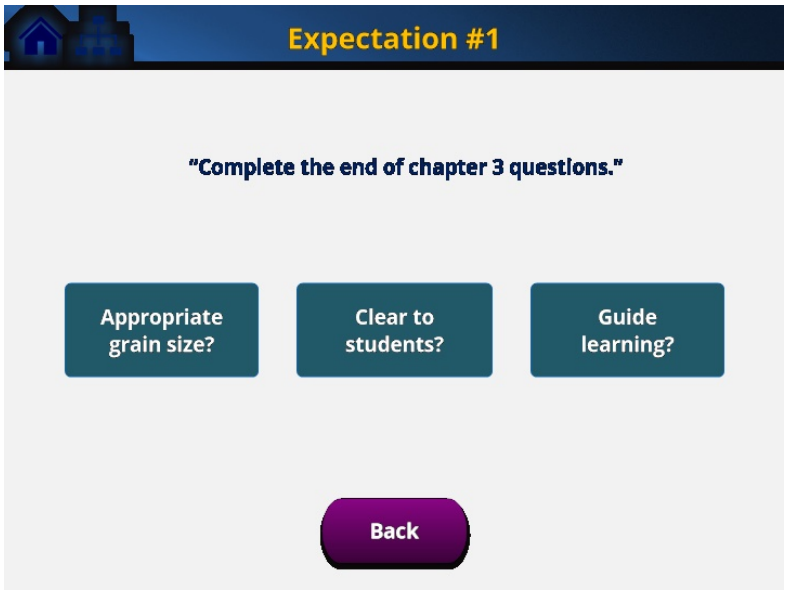

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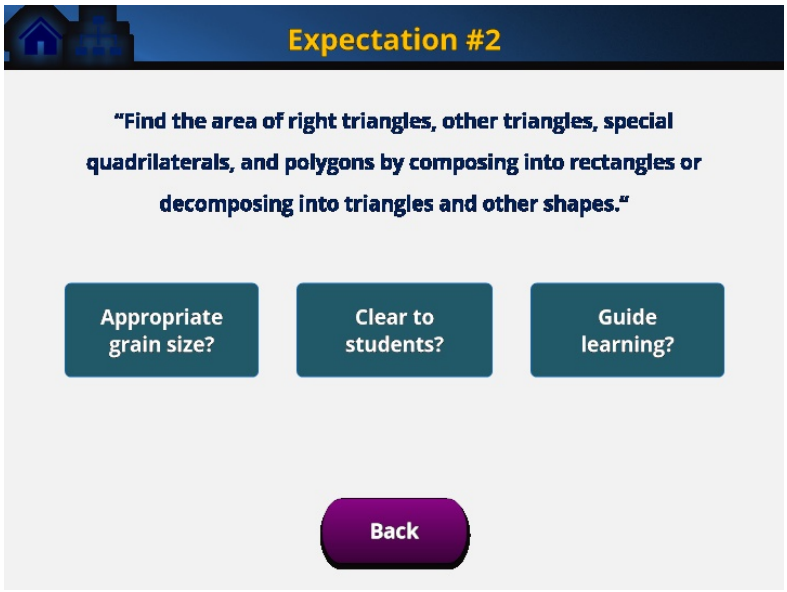

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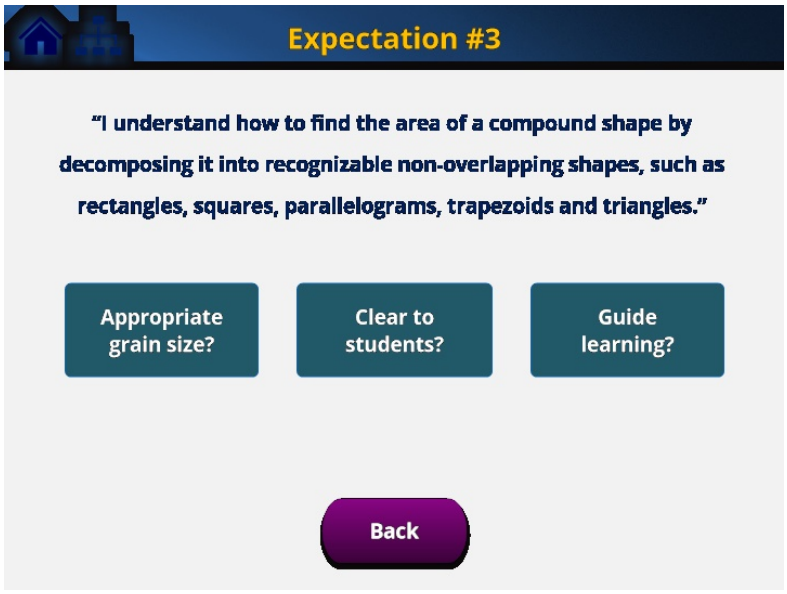

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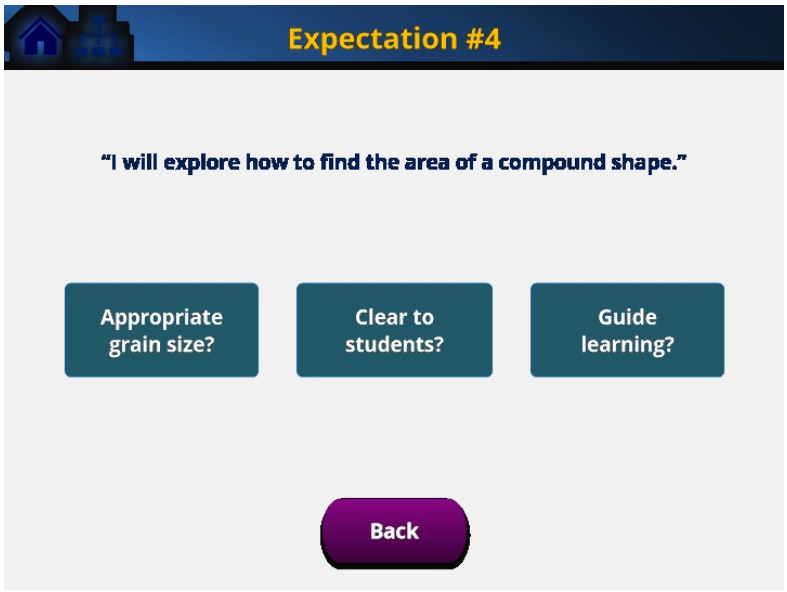
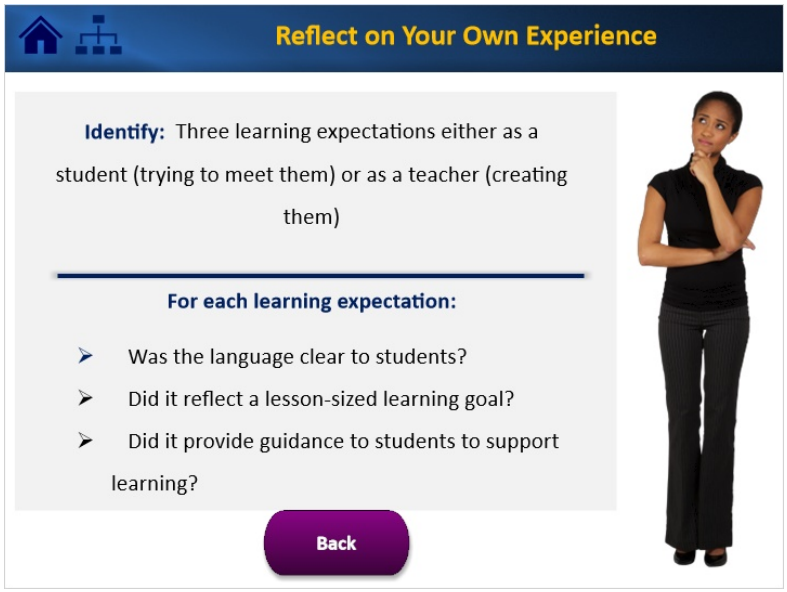


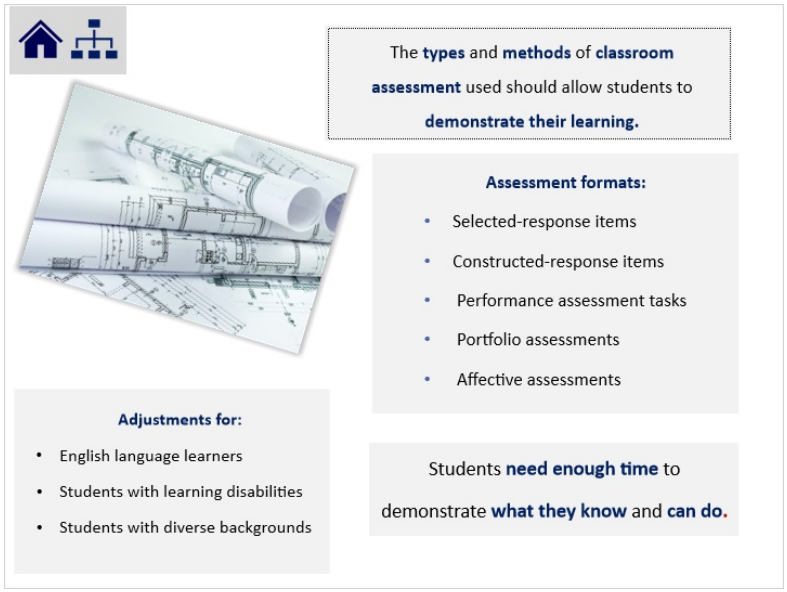
2.19 F2: Reflection



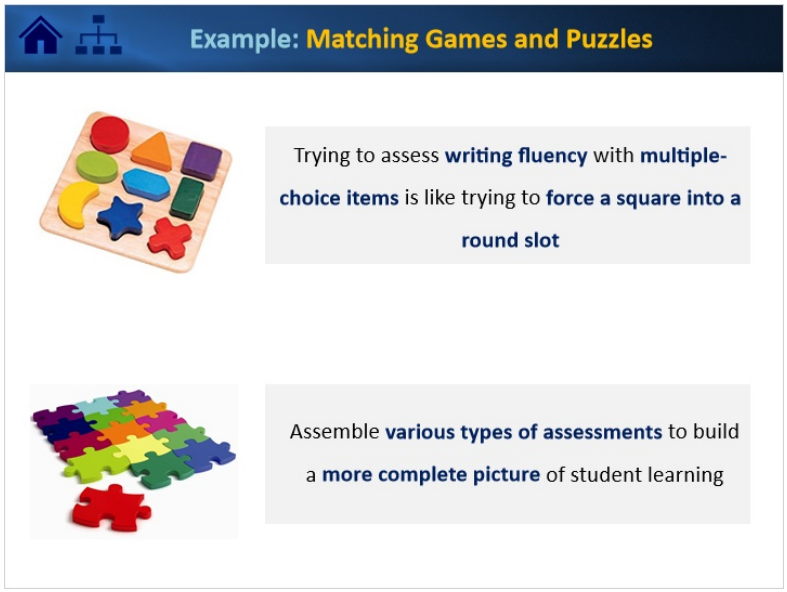
2.20 Bookmark: F3

2.21 F3: Why Standard F3 Is Important

2.22 F3: Overview

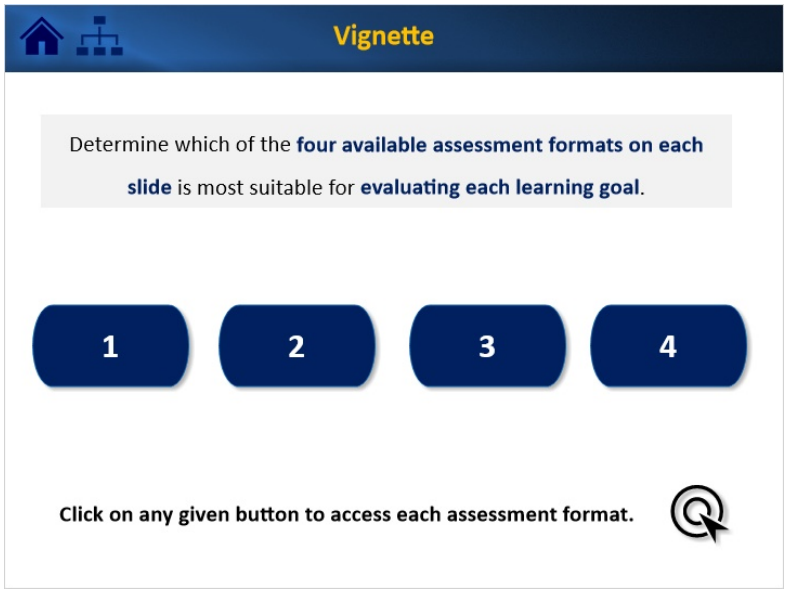


2.23 F3: Example

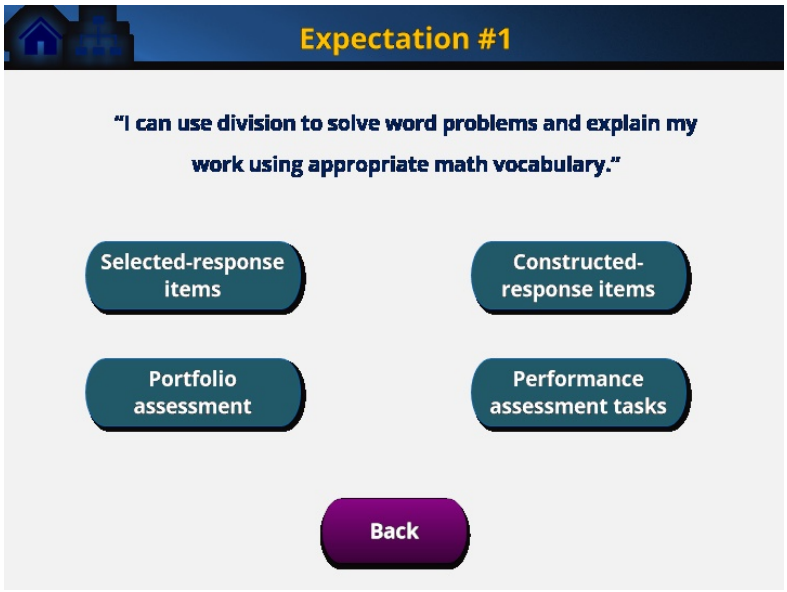


2.24 F3: Topic Selection

2.25 F3: Vignette



Expectation 1 (Slide Layer)



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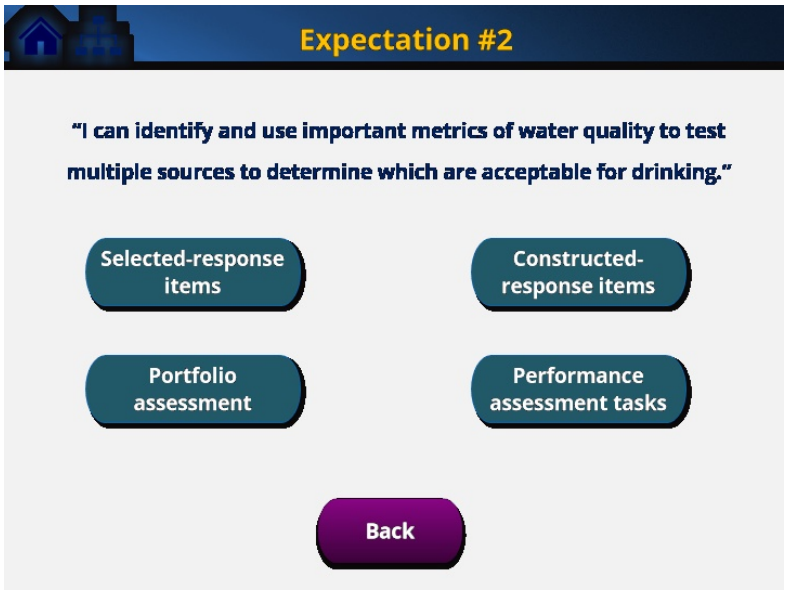
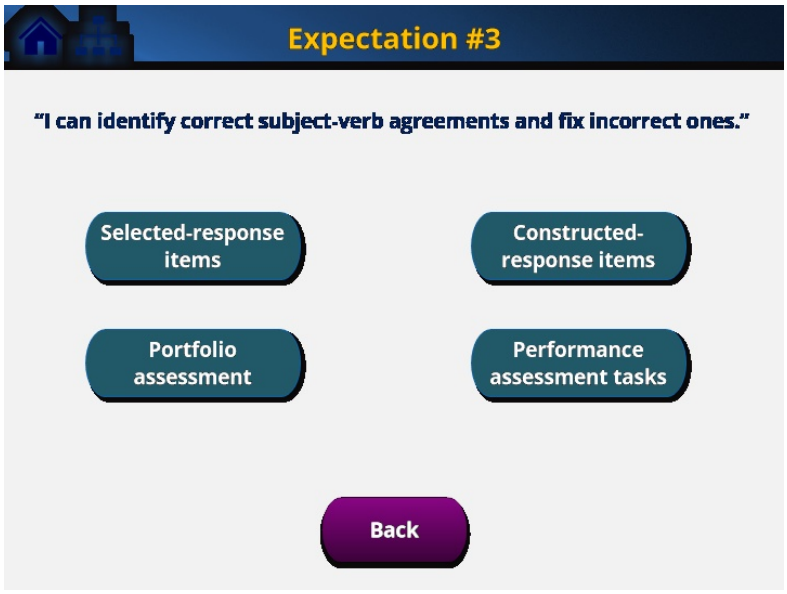
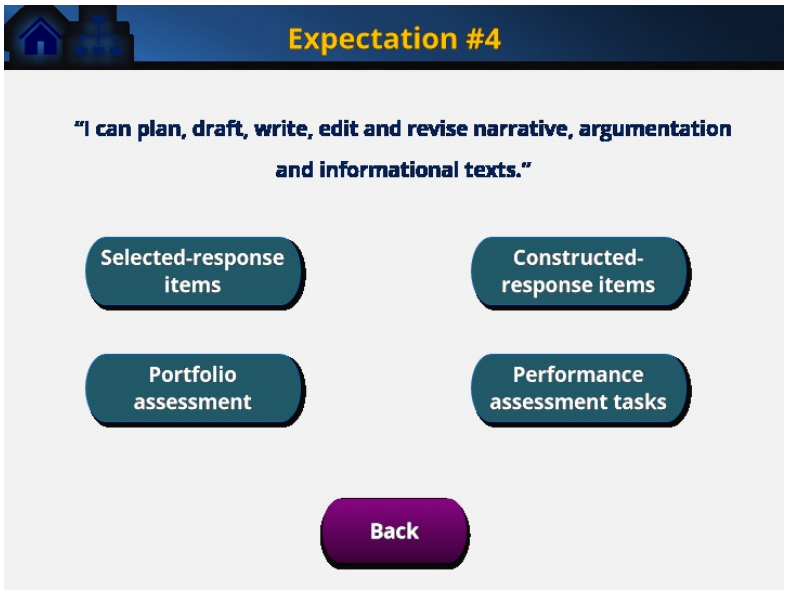


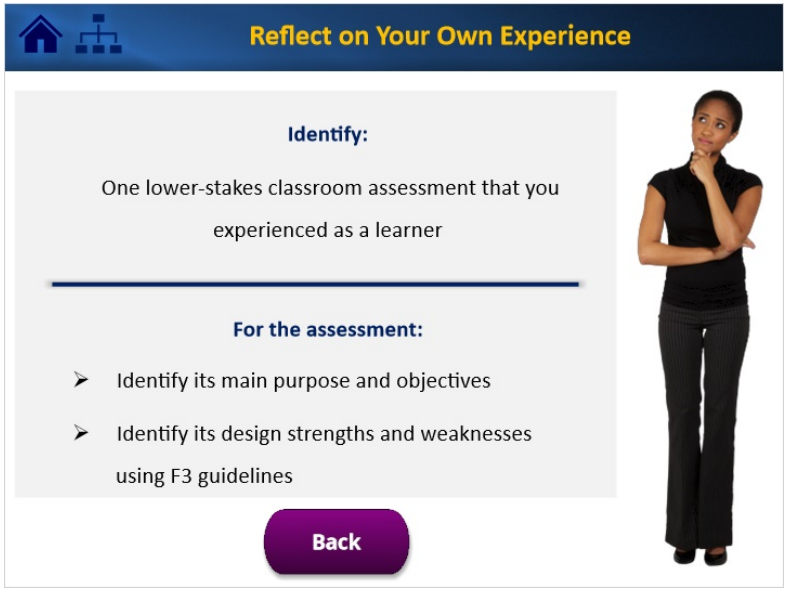
Expectation 3 (Slide Layer)



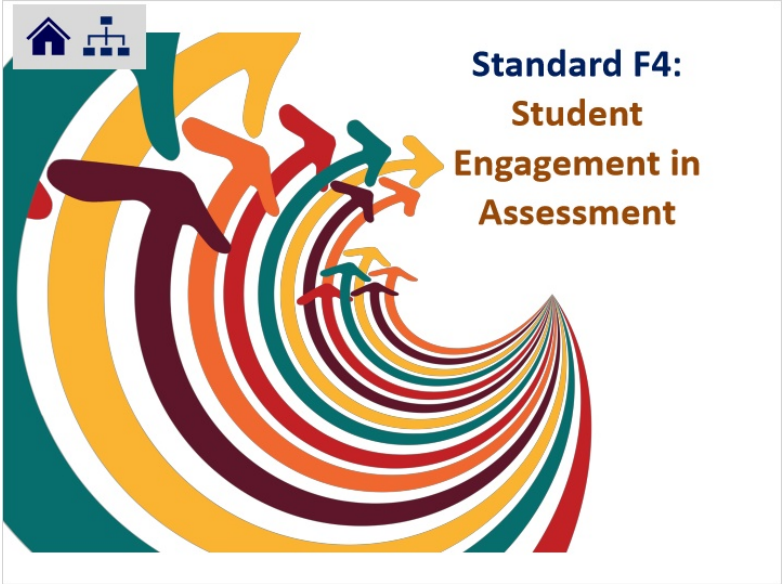
Expectation 4 (Slide Layer)



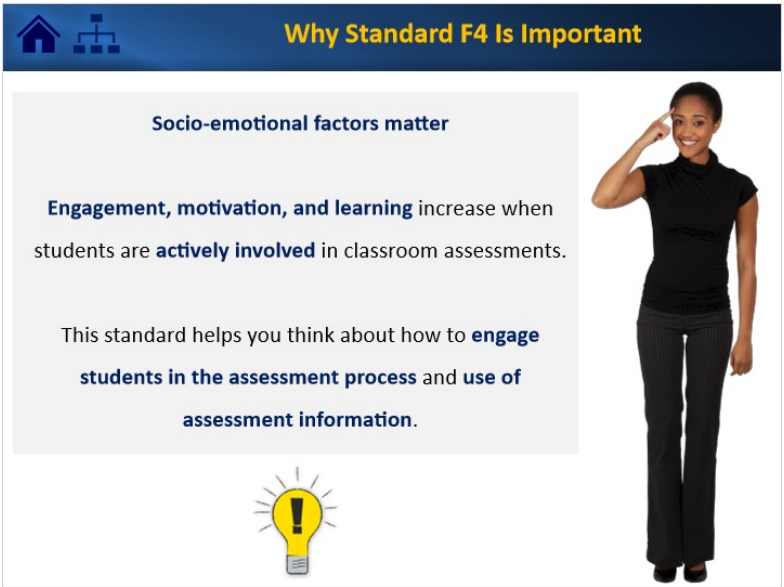
2.26 F3: Reflection



2.27 Bookmark: F4

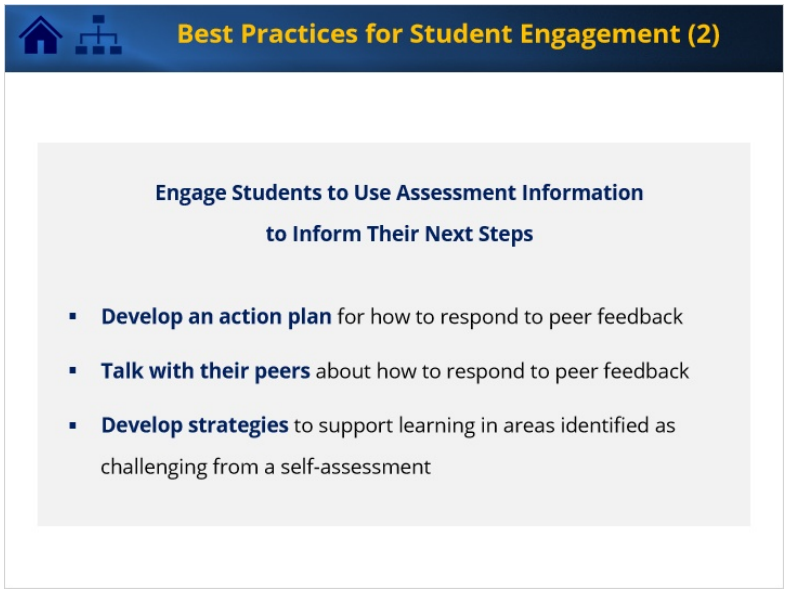


2.28 F4: Why Standard F4 Is Important

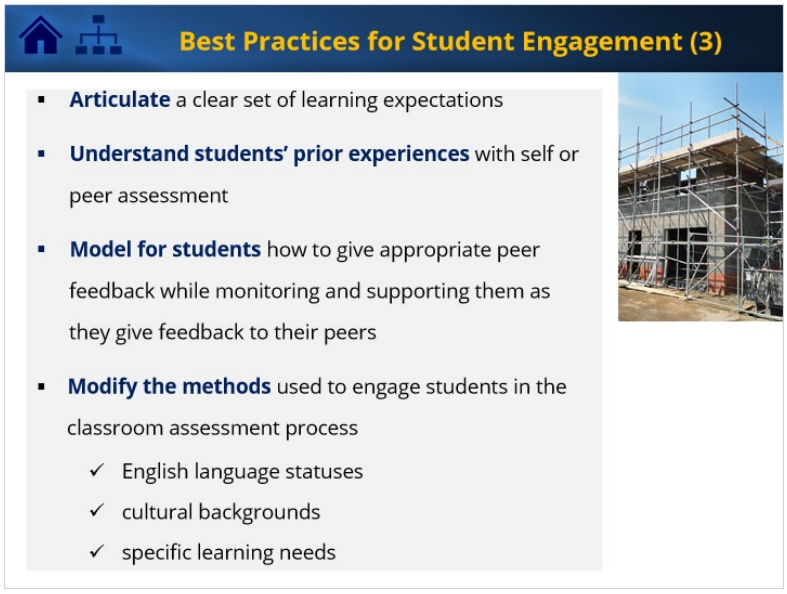


2.29 F4: Best Practices for Student Engagement I

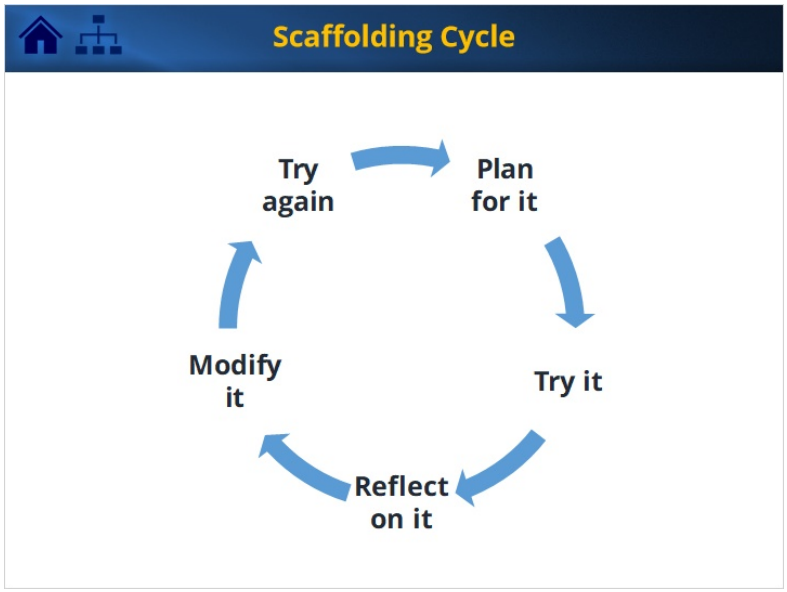
2.30 F4: Best Practices for Student Engagement II



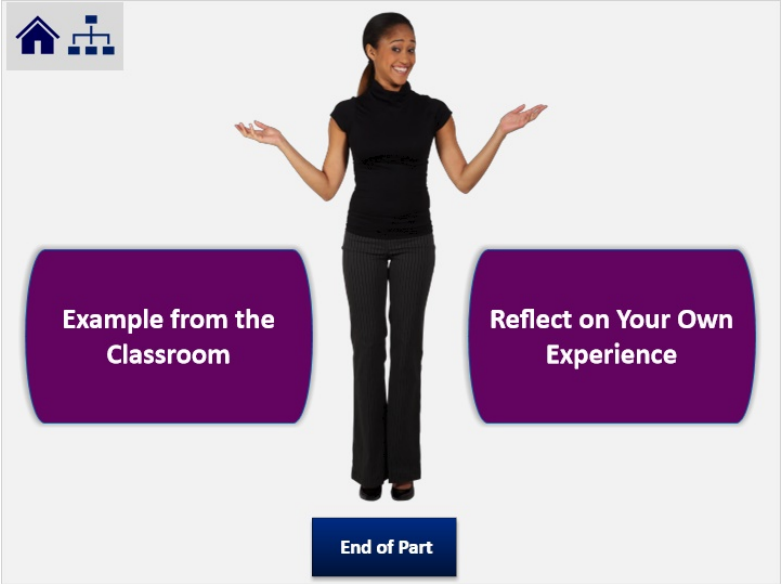
2.31 F4: Best Practices for Student Engagement III



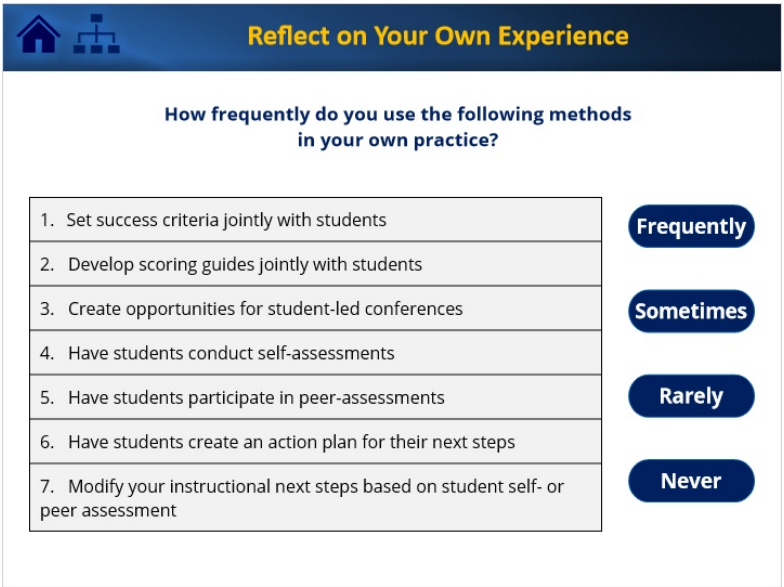
2.32 F4: Scaffolding Cycle



2.33 F4: Topic Selection

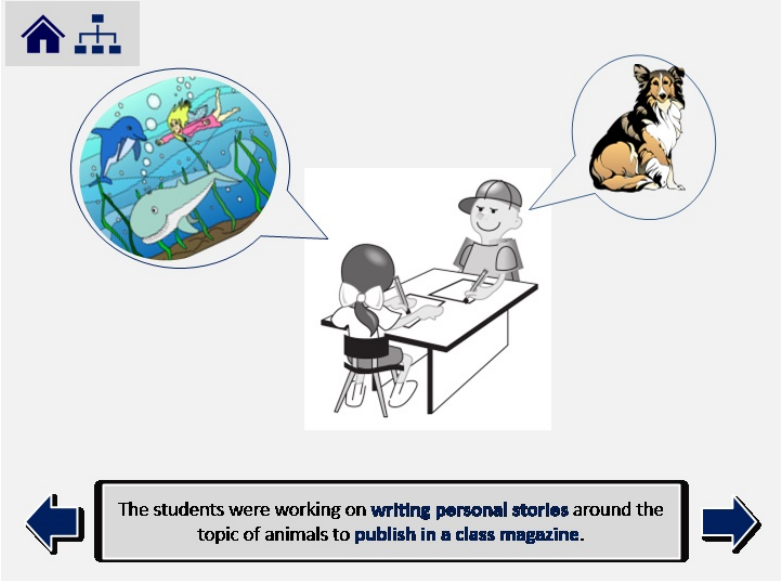


2.34 F4: Reflection

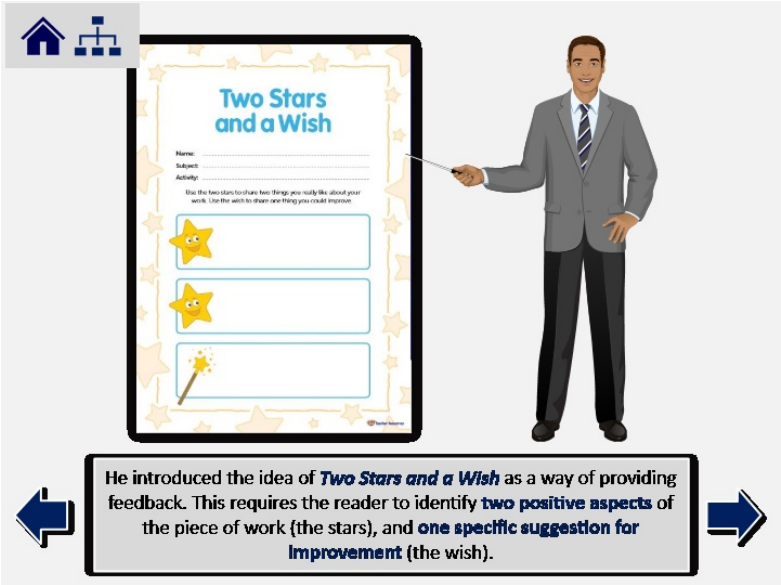


2.35 F4: Vignette

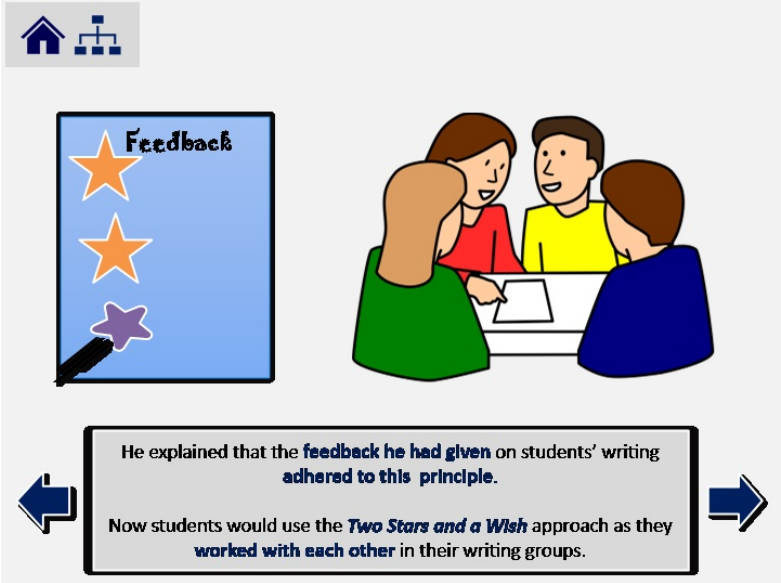
Vignette Part 1 (Slide Layer)



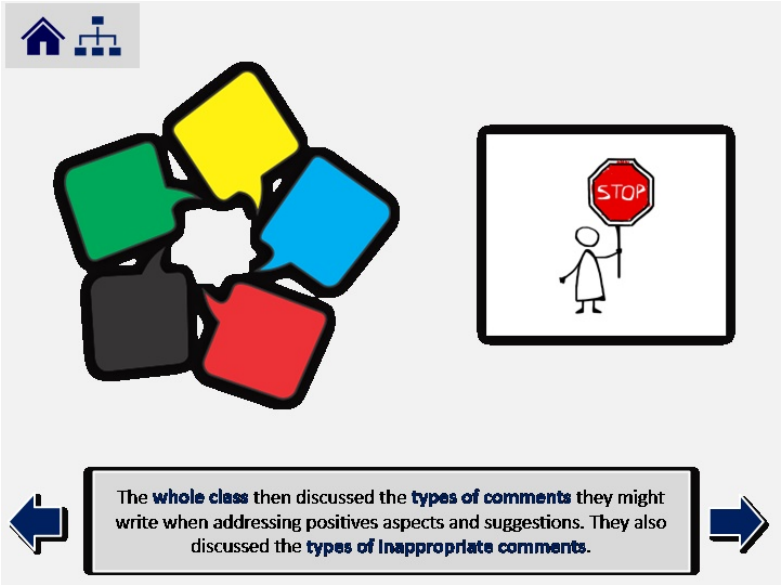
Vignette Part 2 (Slide Layer)



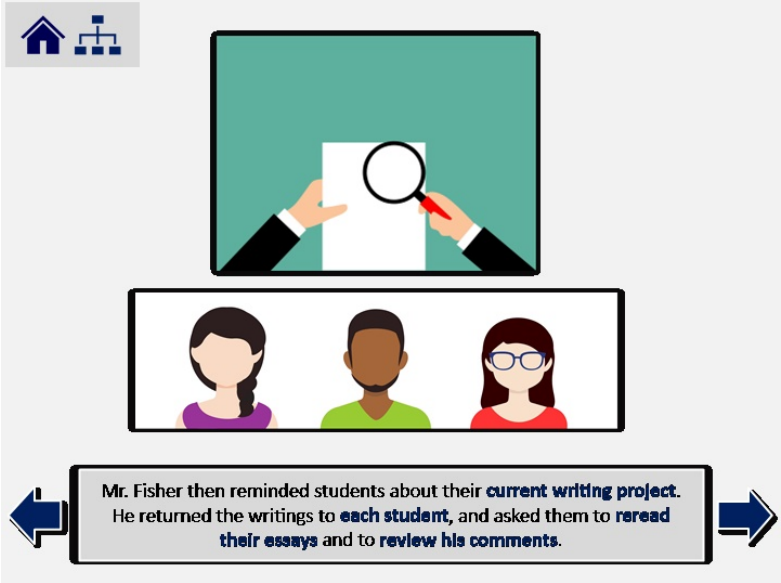
Vignette Part 3 (Slide Layer)



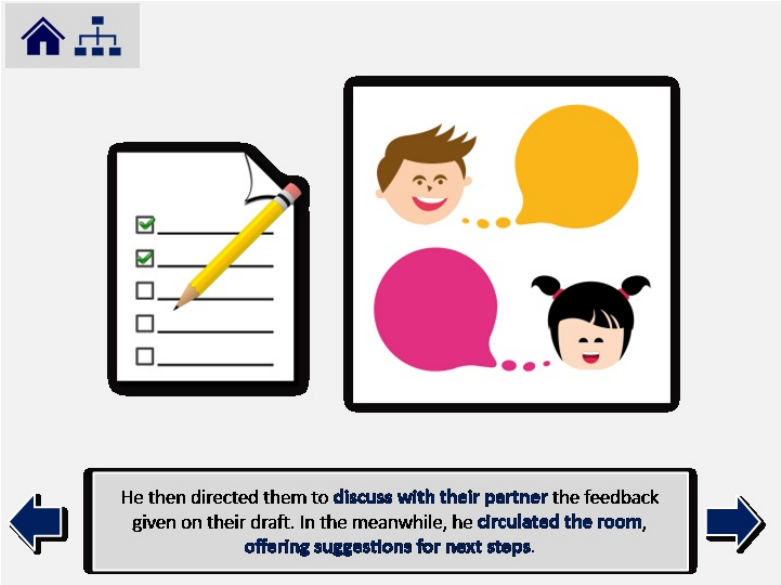
Vignette Part 4 (Slide Layer)



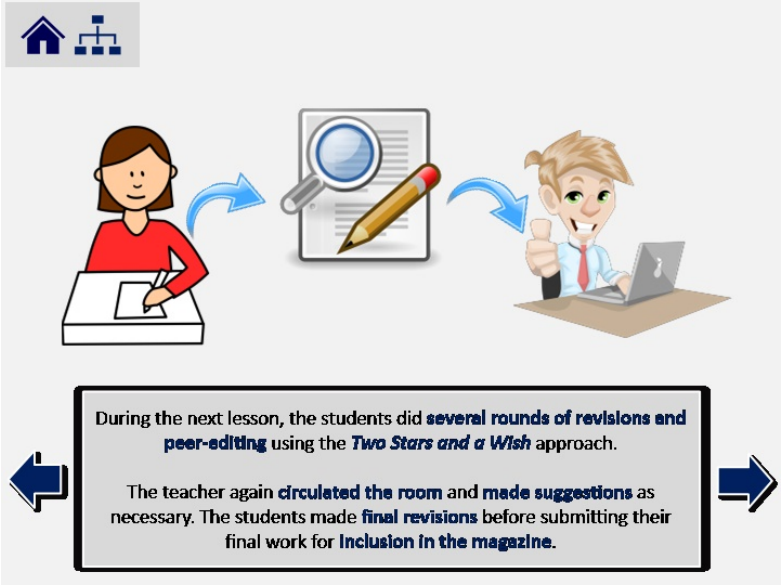
Vignette Part 5 (Slide Layer)



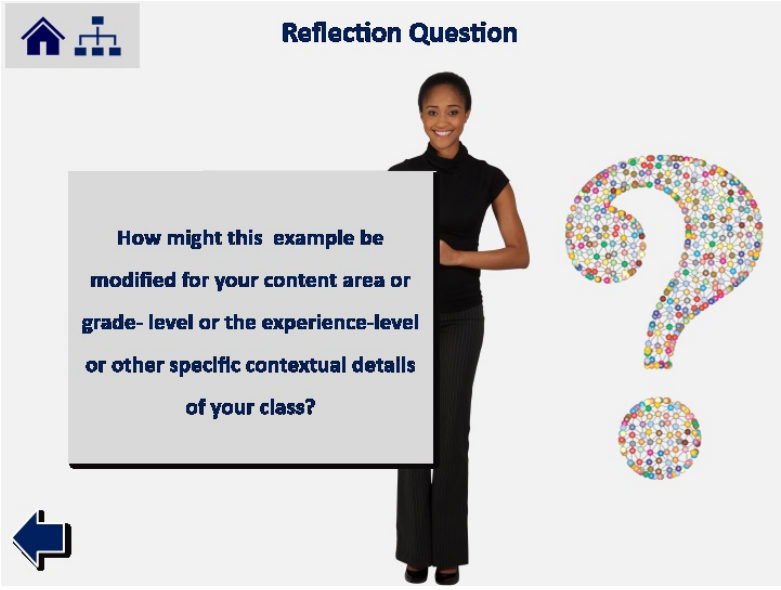
Vignette Part 6 (Slide Layer)



Vignette Part 7 (Slide Layer)



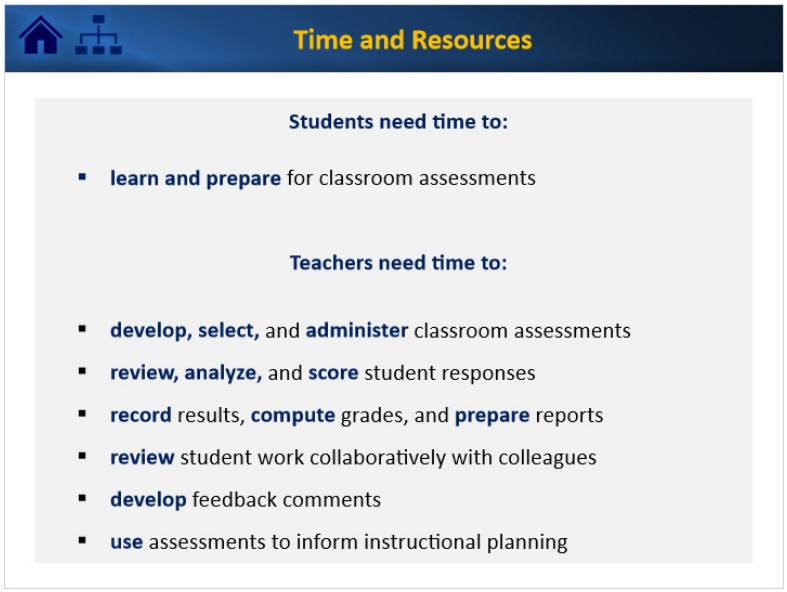
Vignette Part 8 (Slide Layer)



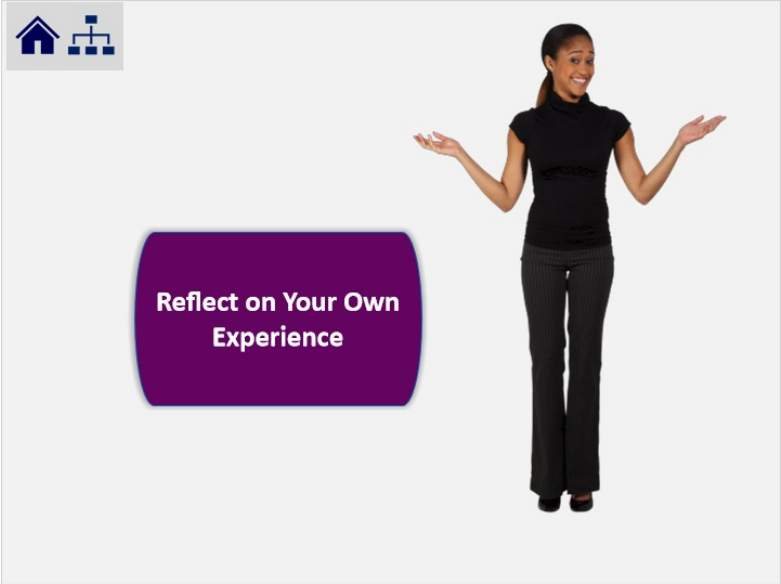
2.36 Bookmark: F5

2.37 F5: Why Standard F5 Is Important

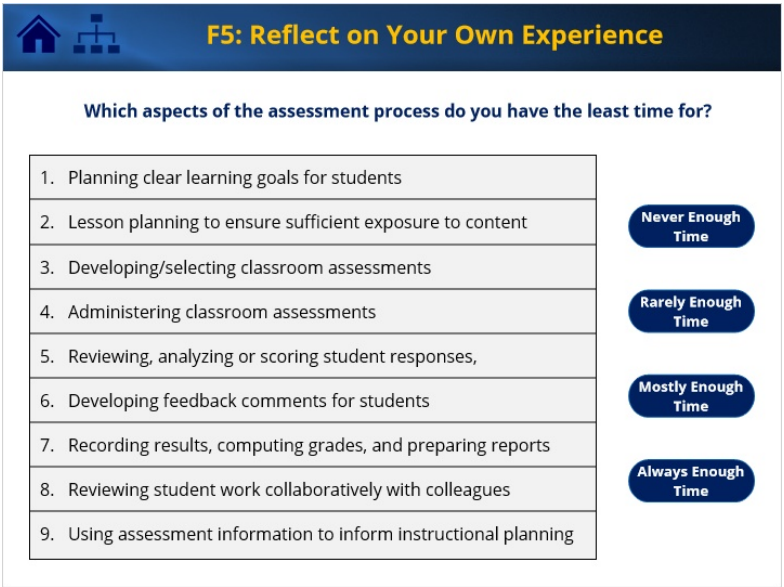
2.38 F5: Time and Resources



2.39 F5: Topic Selection



2.40 F5: Reflection



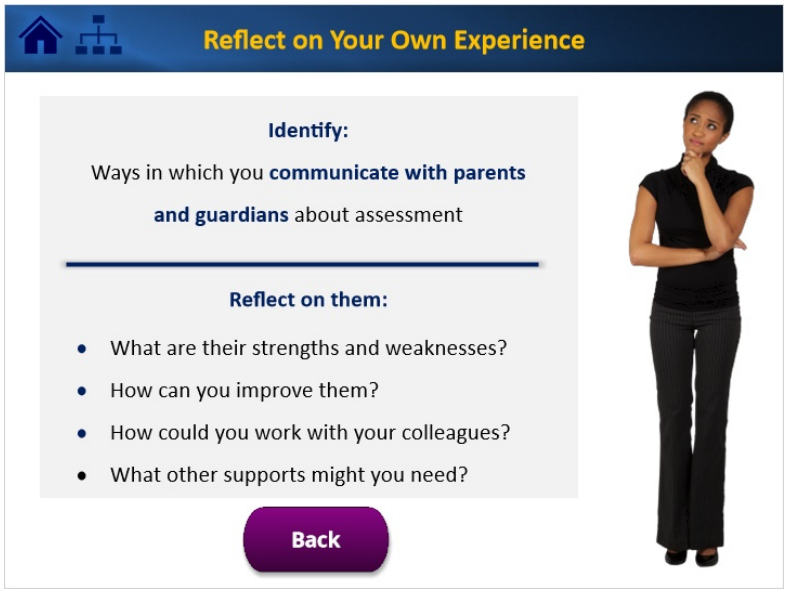
2.41 Bookmark: F6

2.42 F6: Why Standard F6 Is Important

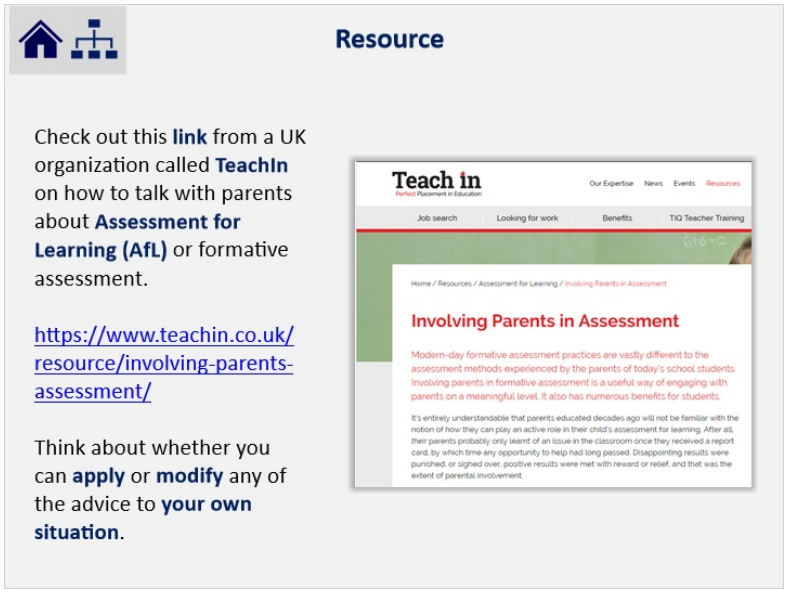
2.43 F6: Communication Tools

2.44 F6: Topic Selection

2.45 F6: Reflection



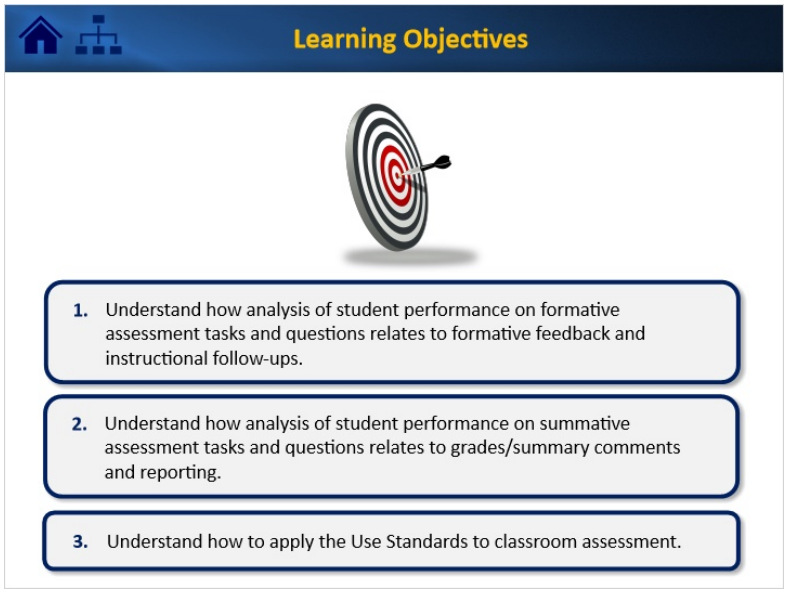
2.46 F6: Vignette



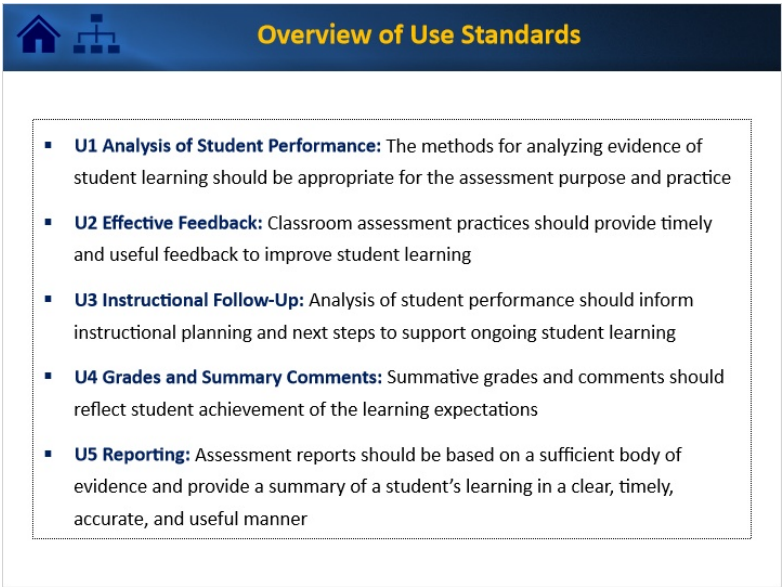
3. Section 2: Use Standards

3.1 Cover: Section 2

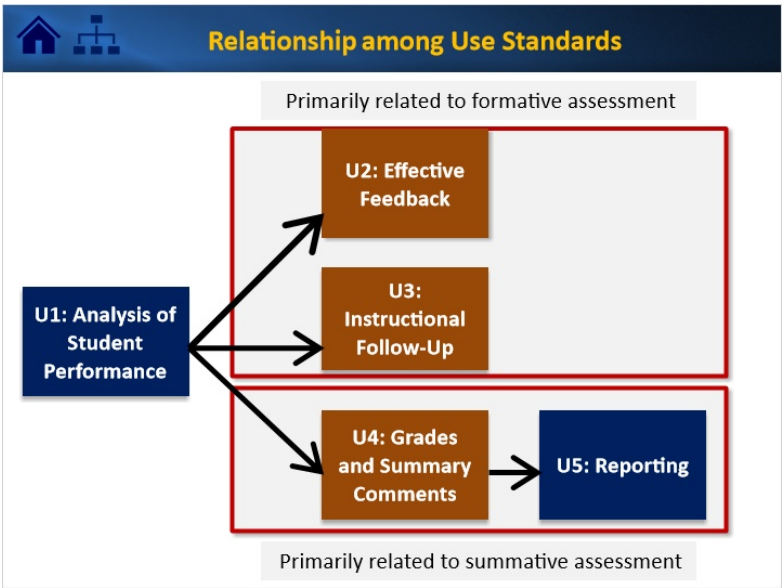
3.2 Objectives: Section 2



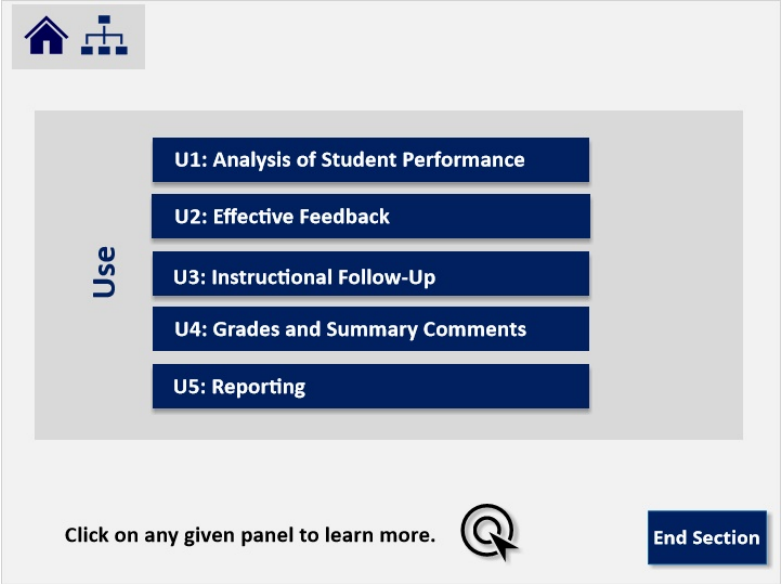
3.3 Reference



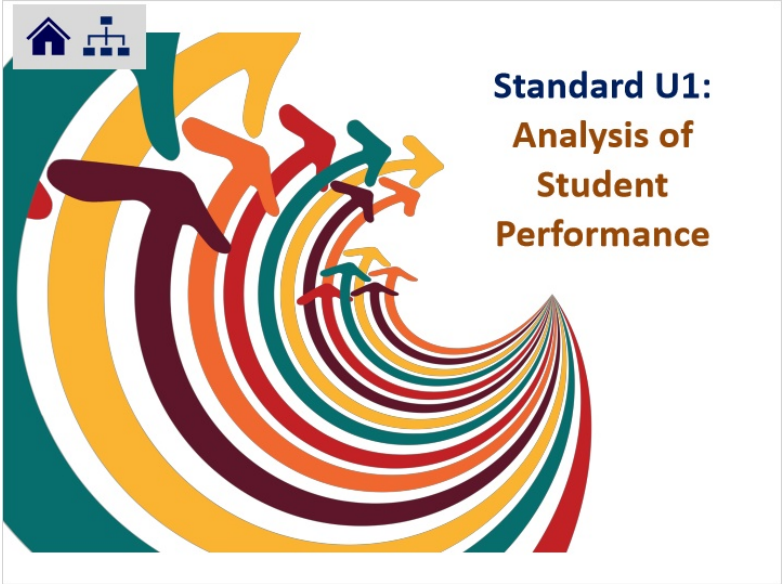
3.4 Relationship Among Use Standards



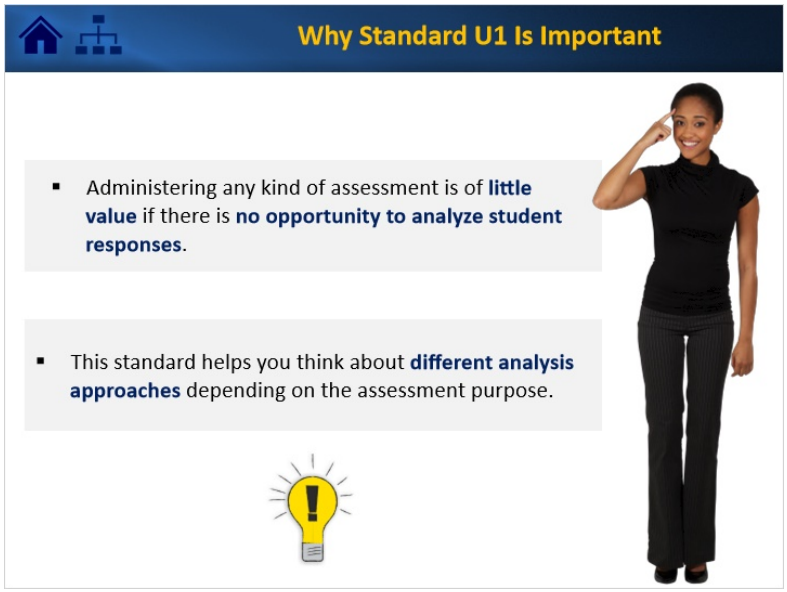
3.5 Topic Selection



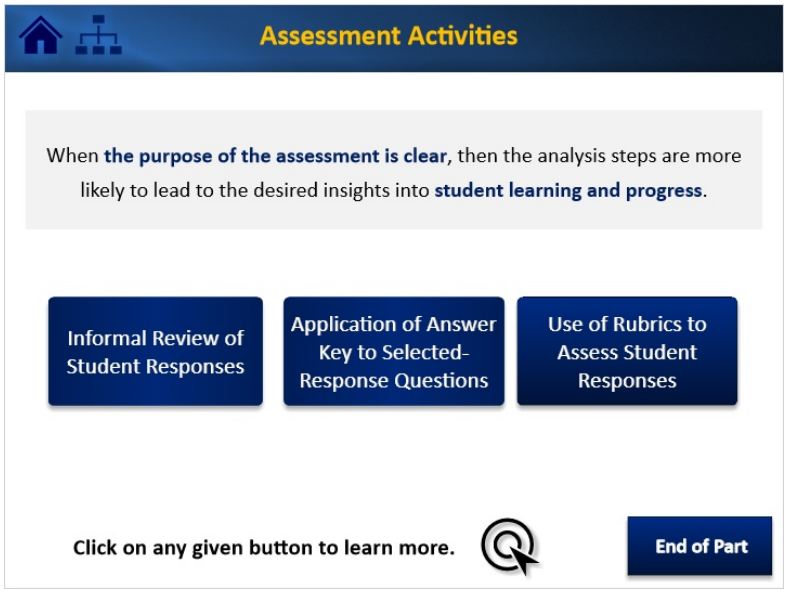
3.6 Bookmark: U1



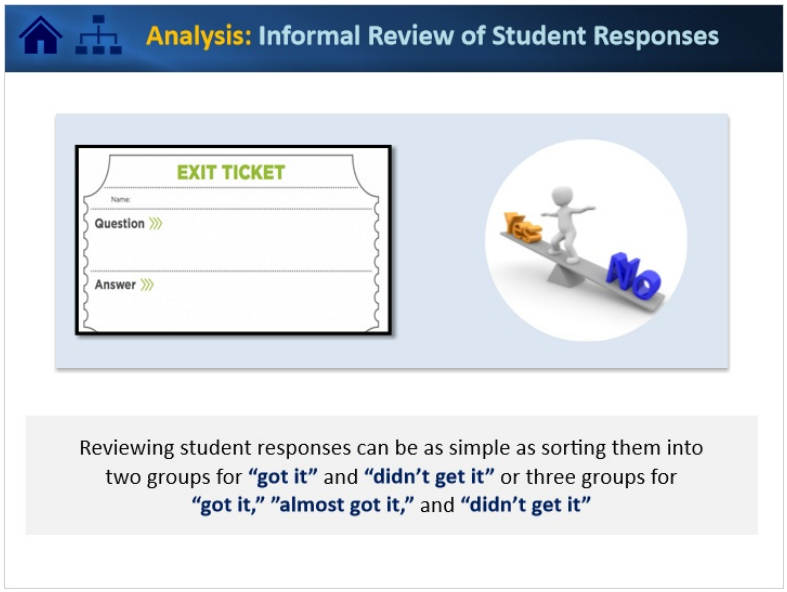
3.7 U1: Why Standard U1 is Important



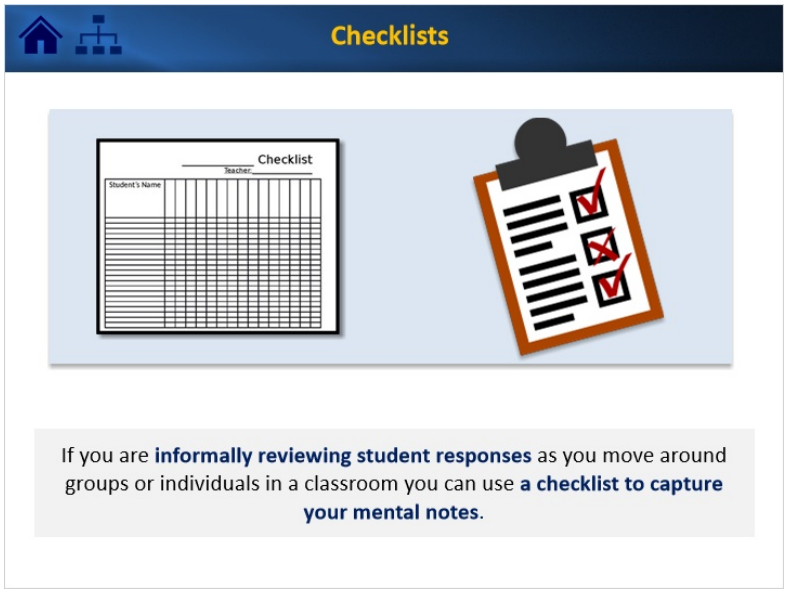
3.8 U1: Analysis of Student Performance



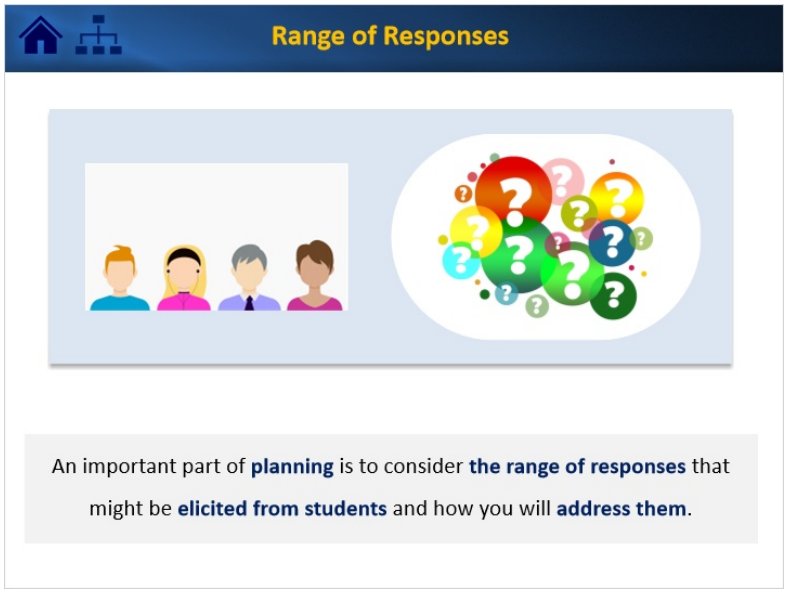
3.9 U1: Informal Review of Student Responses I



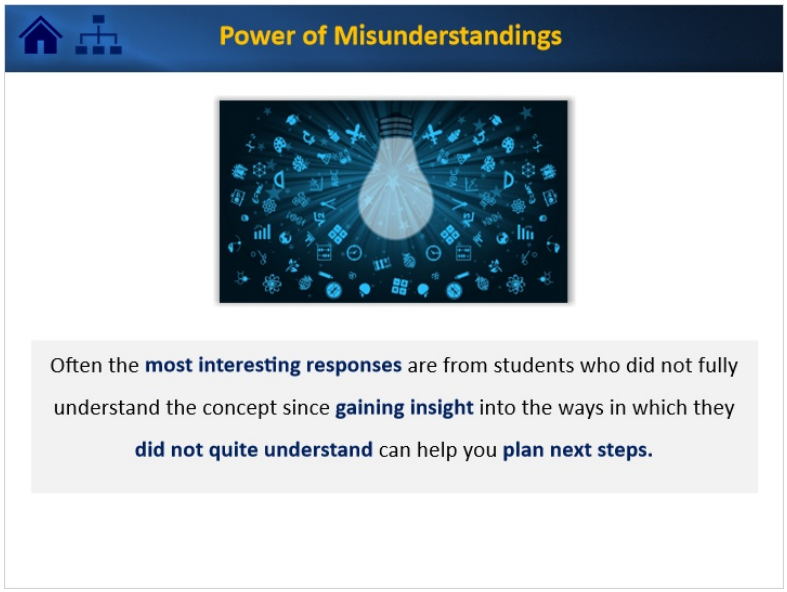
3.10 U1: Informal Review of Student Responses II



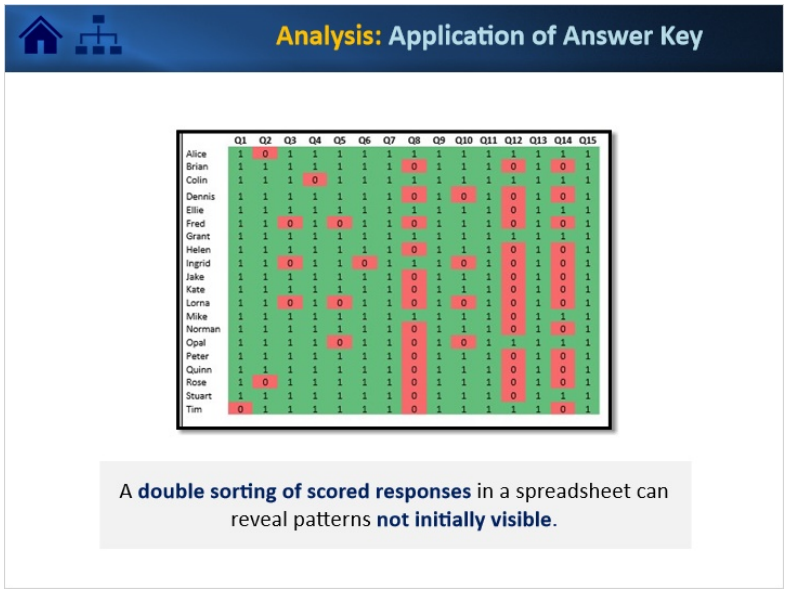
3.11 U1: Informal Review of Student Responses III



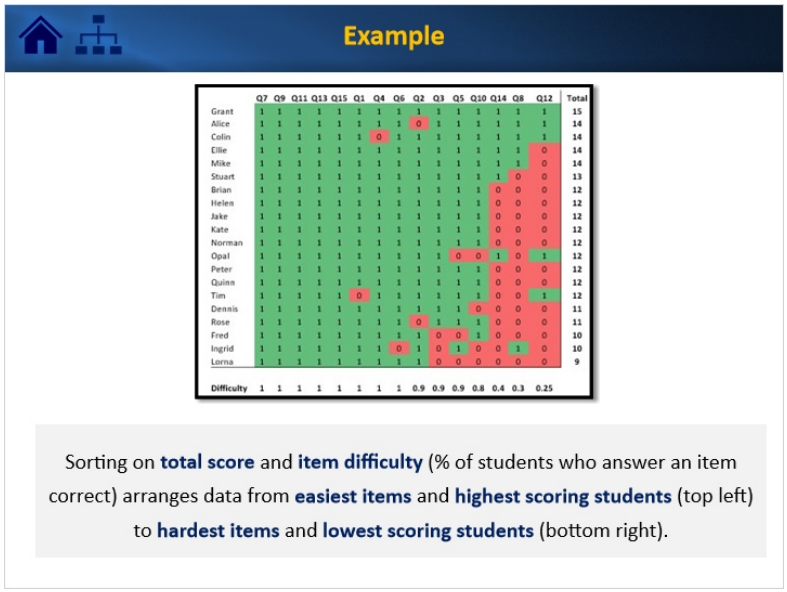
3.12 U1: Informal Review of Student Responses IV



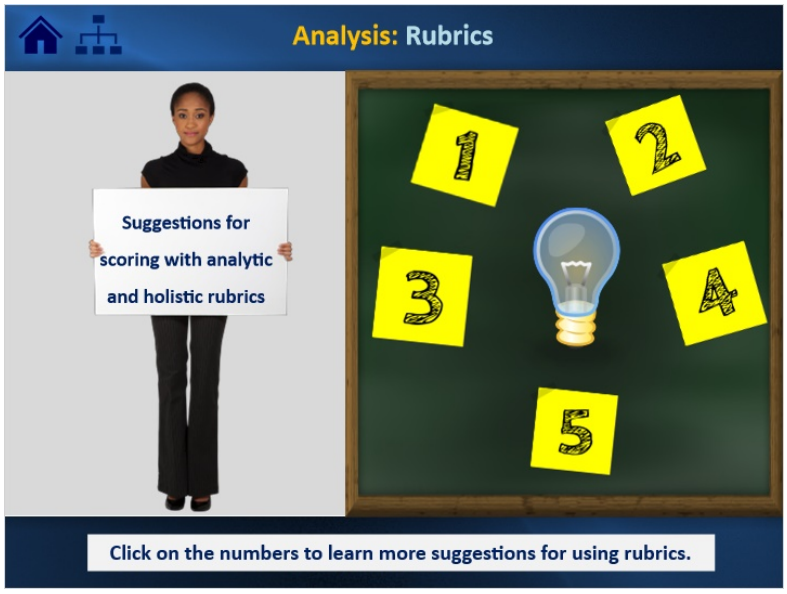
3.13 U1: Application of Answer Key



3.14 U1: Example



3.15 U1: Use of Rubrics



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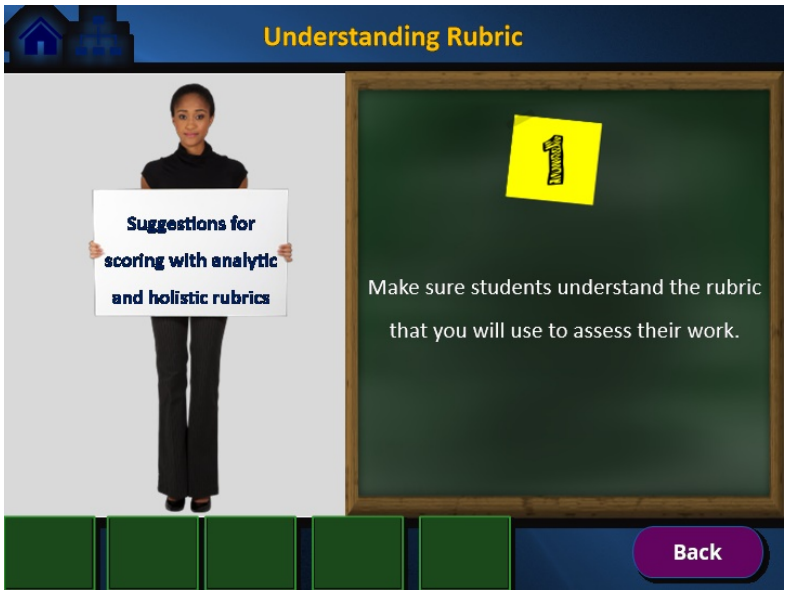
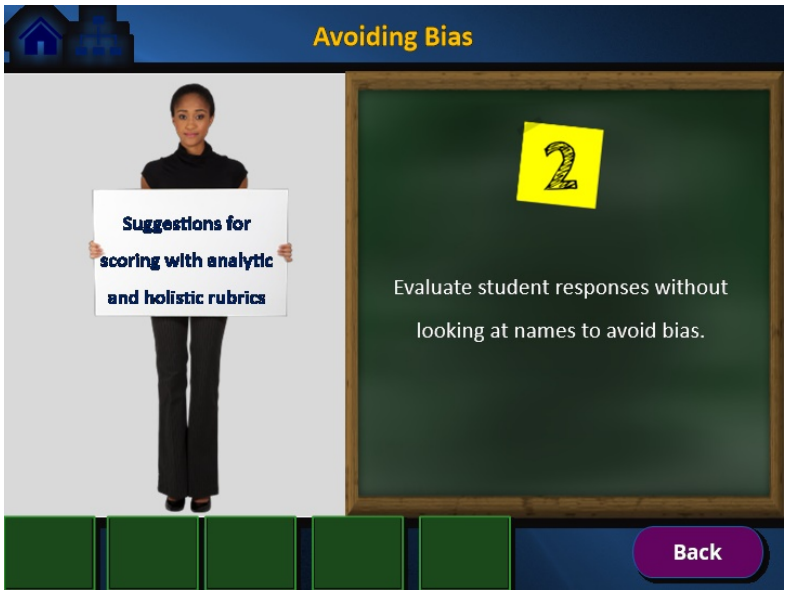
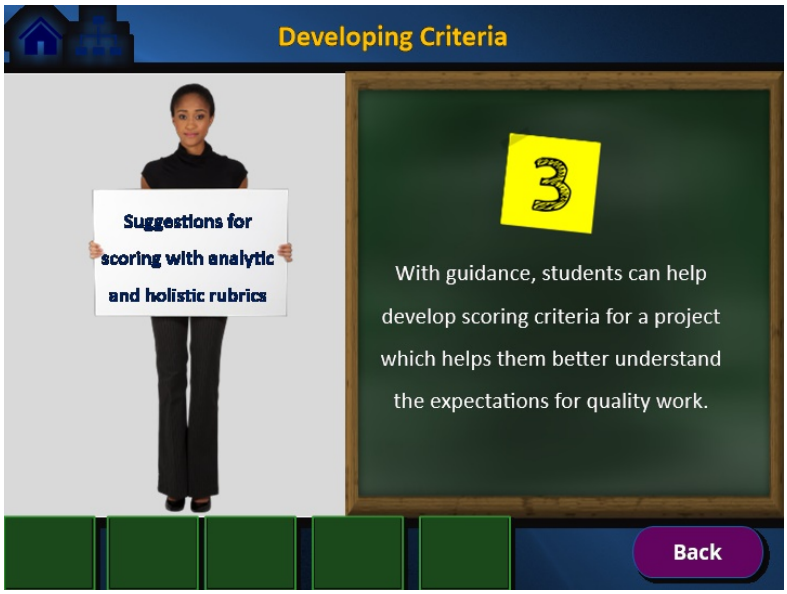


2 (Slide Layer)



3 (Slide Layer)



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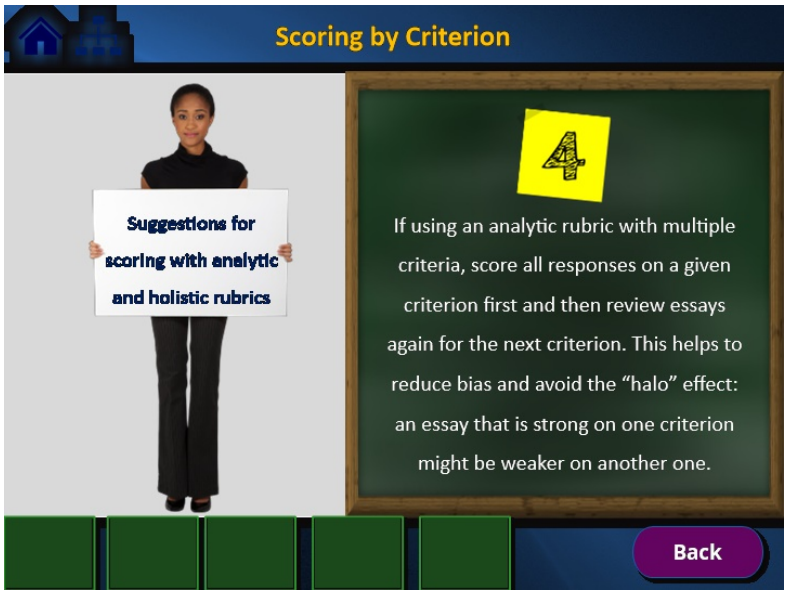

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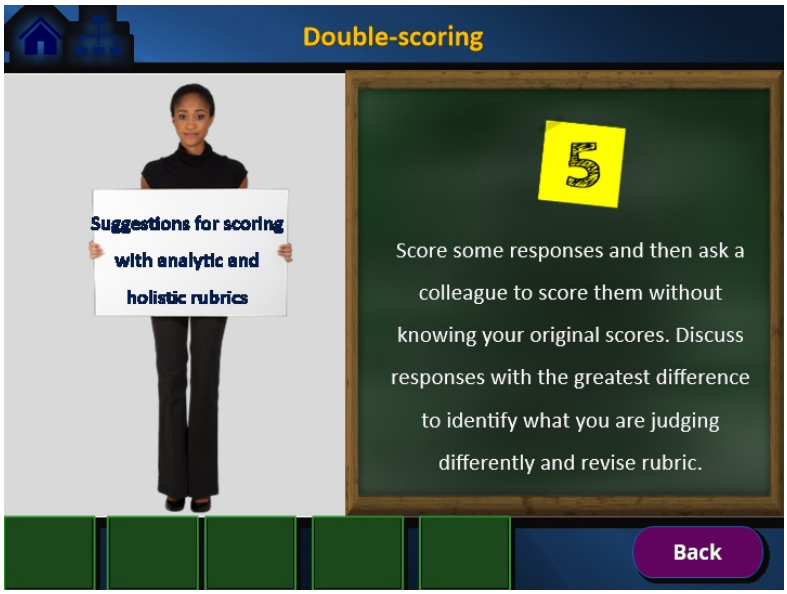
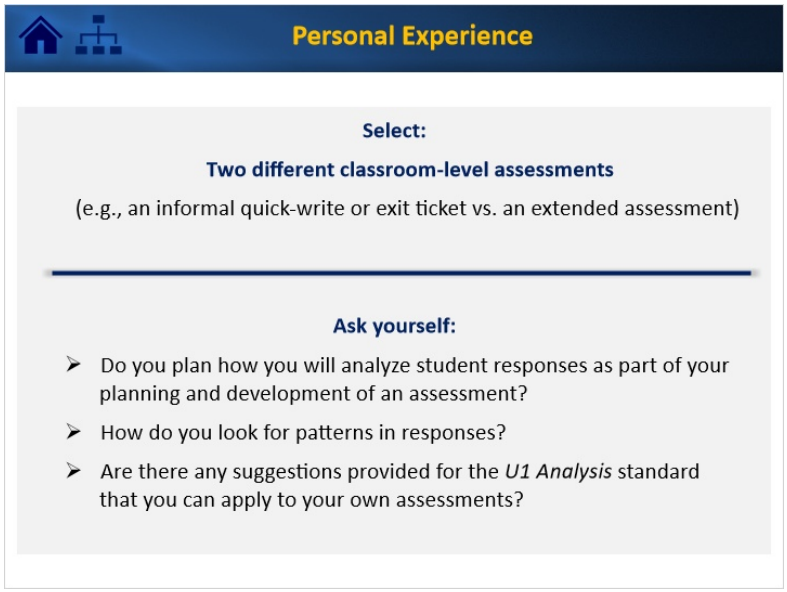
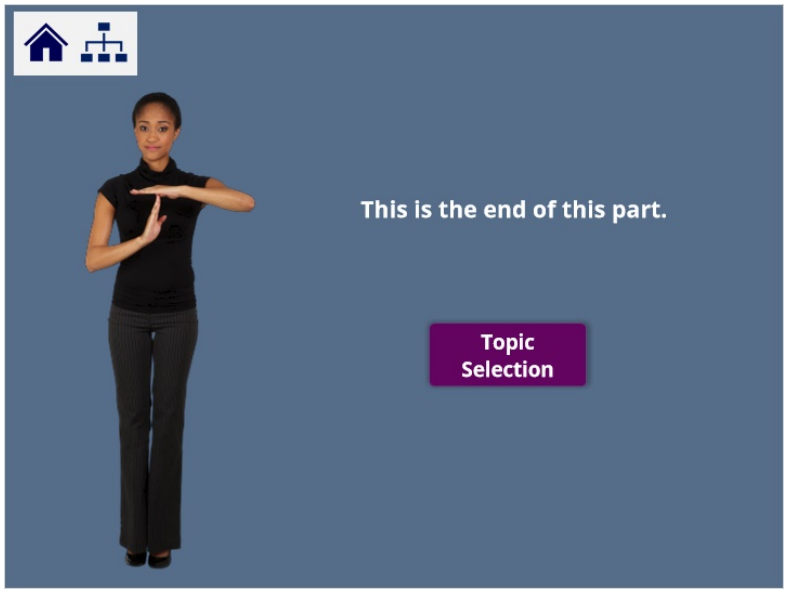


3.16 U1: Personal Experience

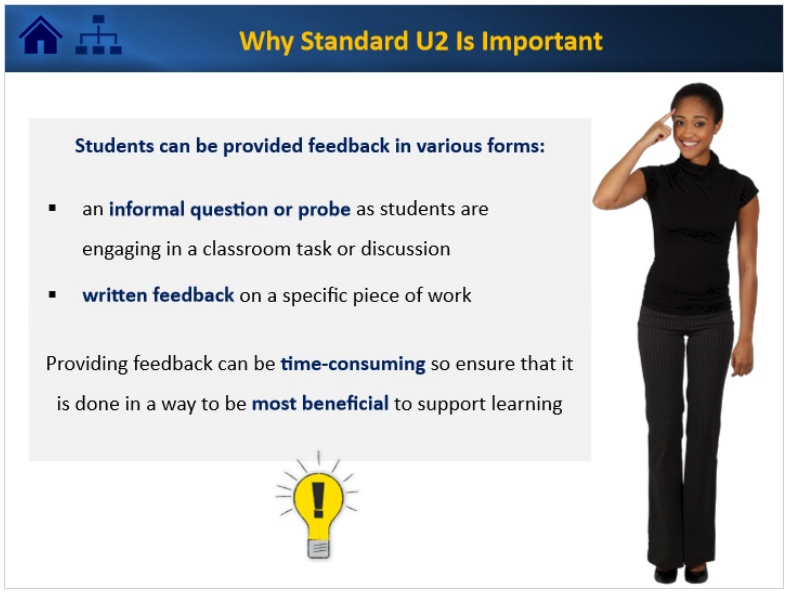


3.17 Bookend: U1

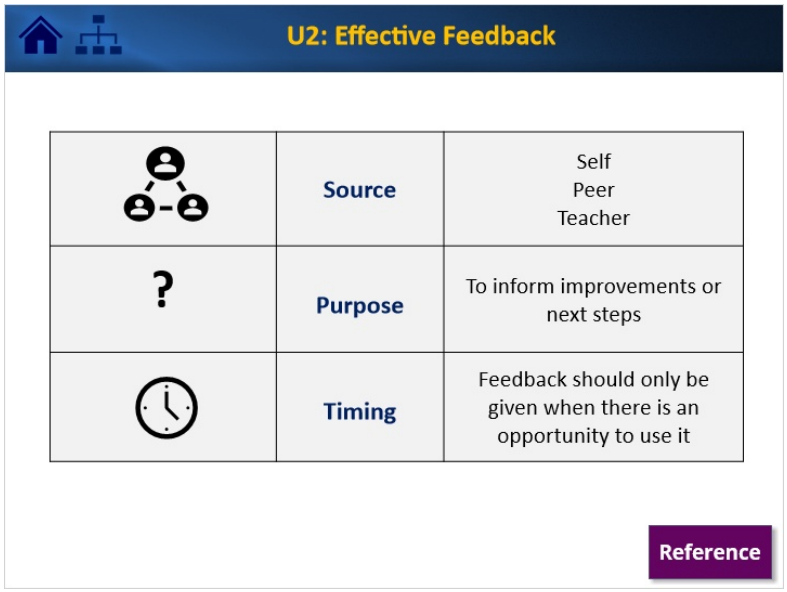


3.18 Bookmark: U2

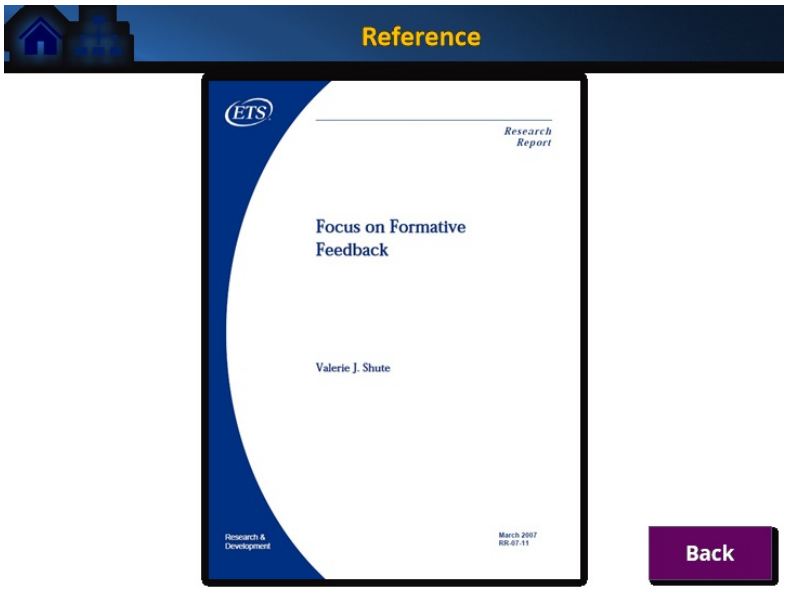
3.19 U2: Why Standard U2 is Important



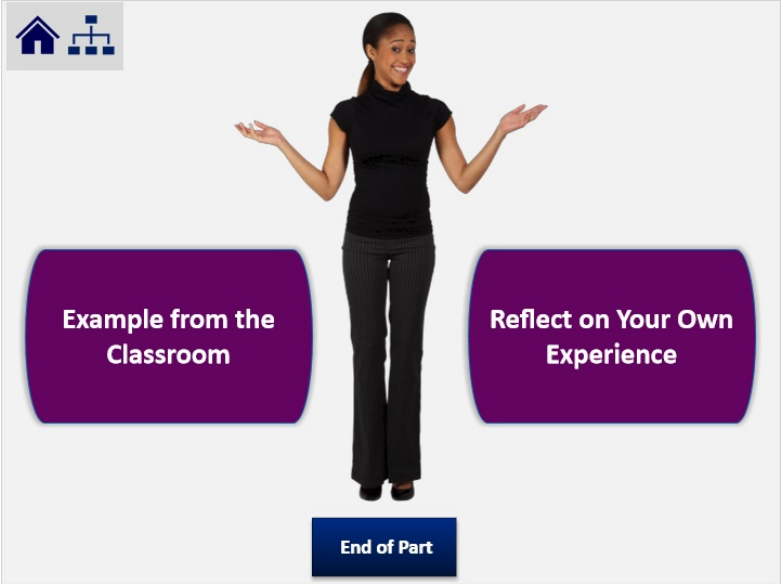
3.20 U2: Effective Feedback



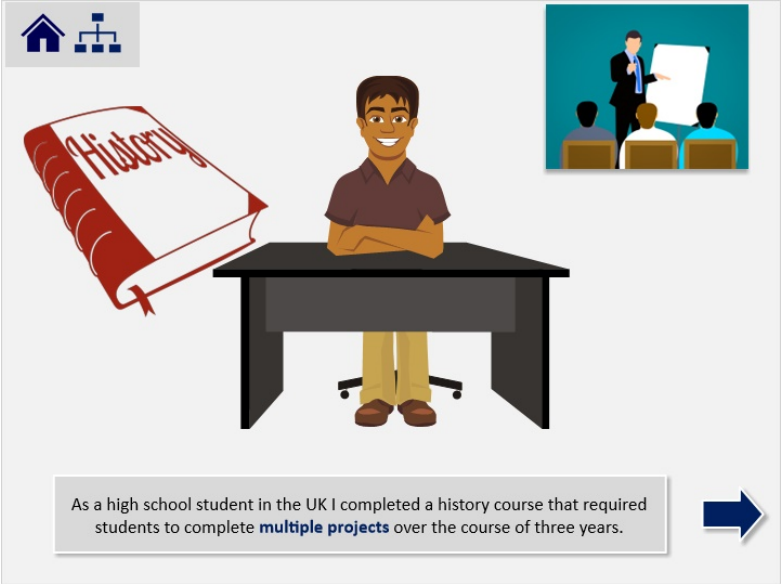
Reference (Slide Layer)



3.21 U2: Topic Selection



3.22 U2: Example



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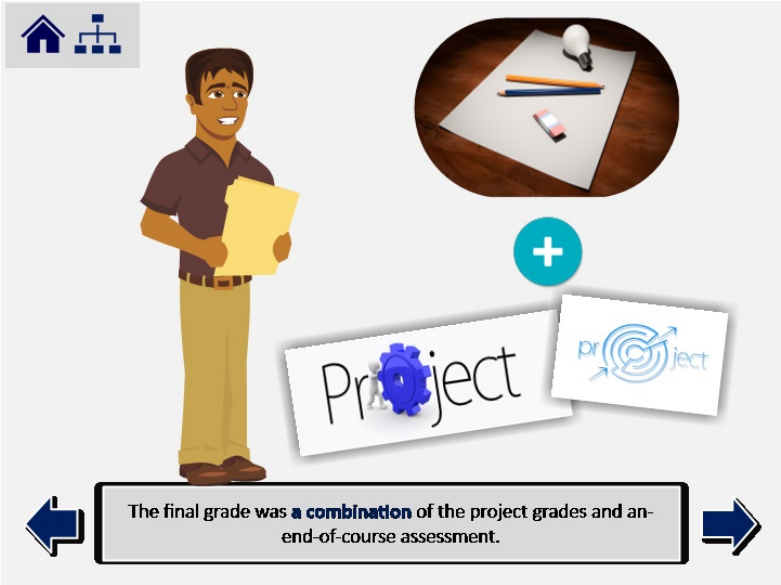

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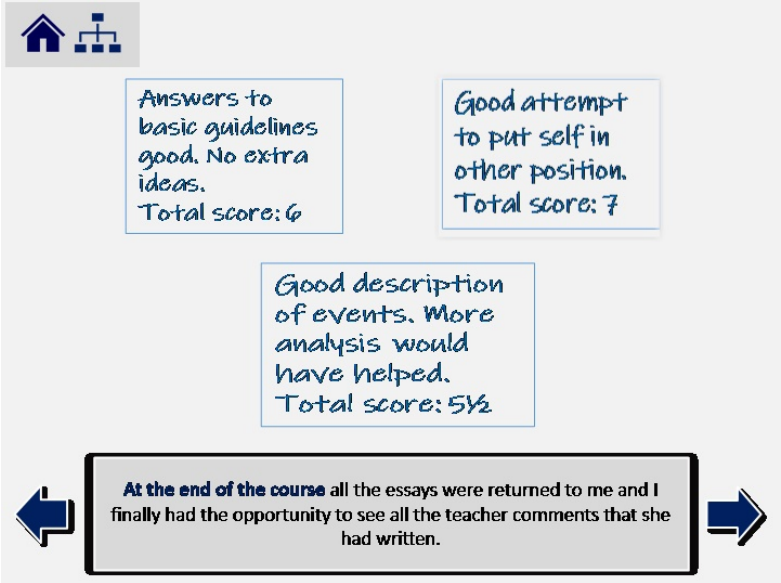

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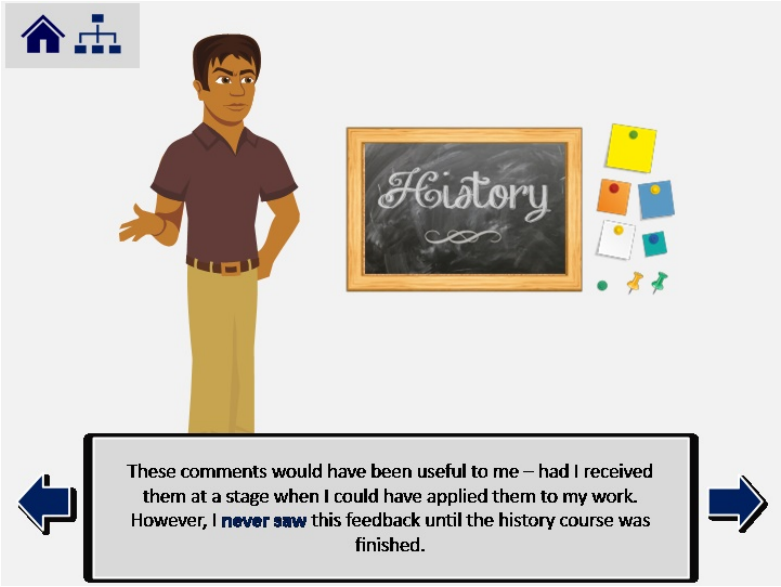
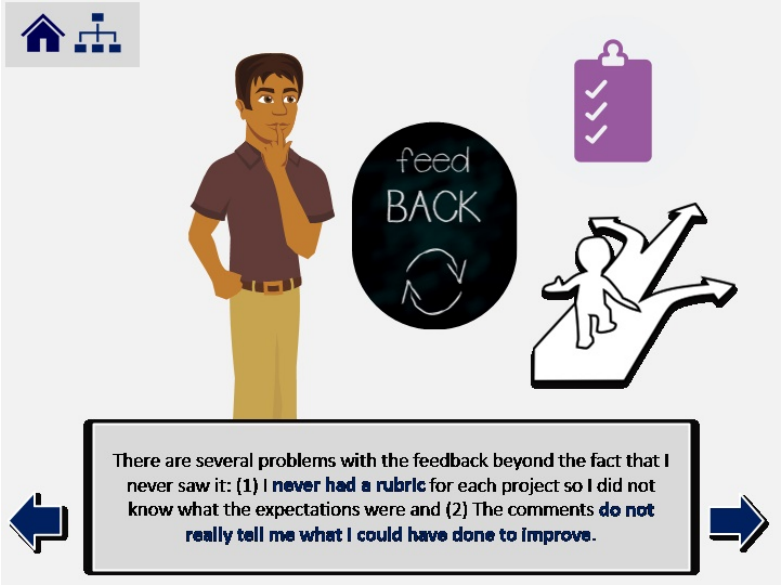
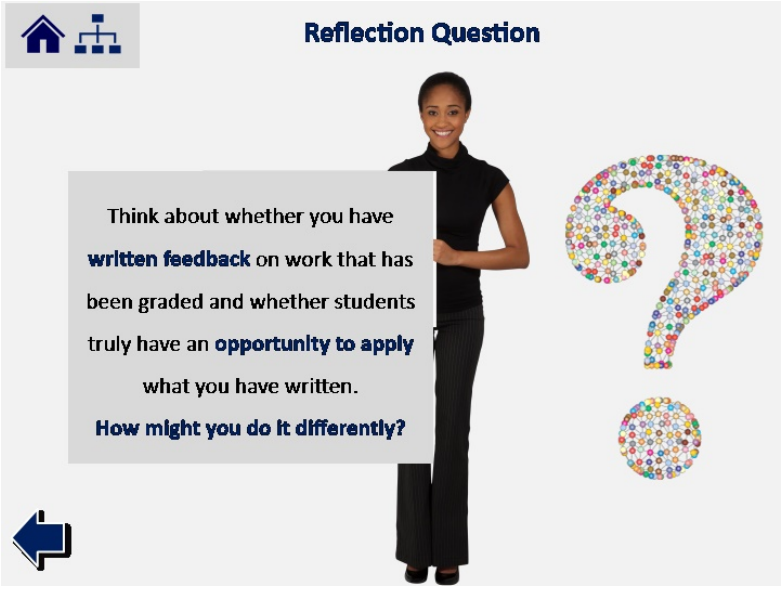


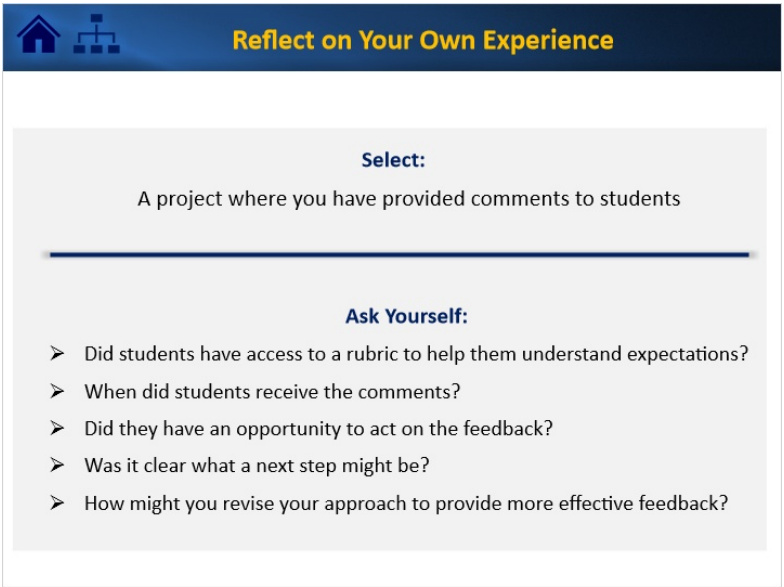
Part 4 (Slide Layer)



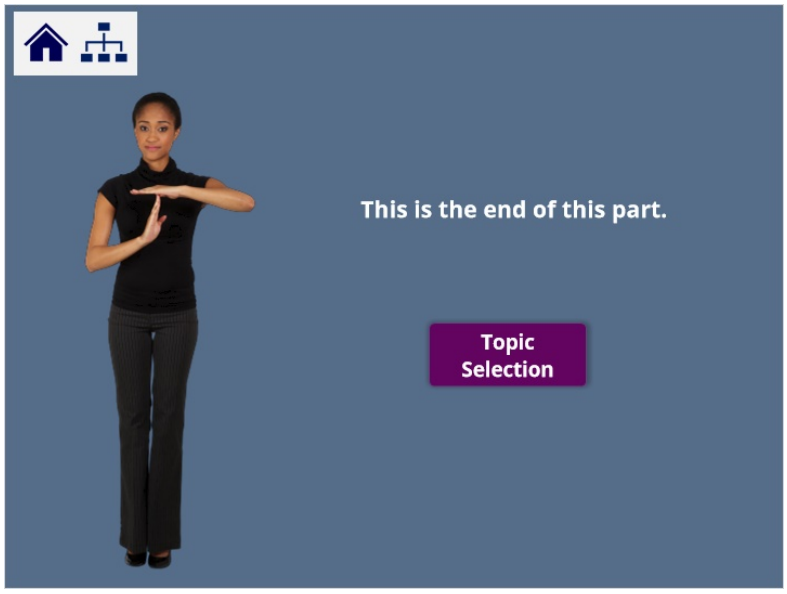
Reflection (Slide Layer)



3.23 U2: Personal Experience



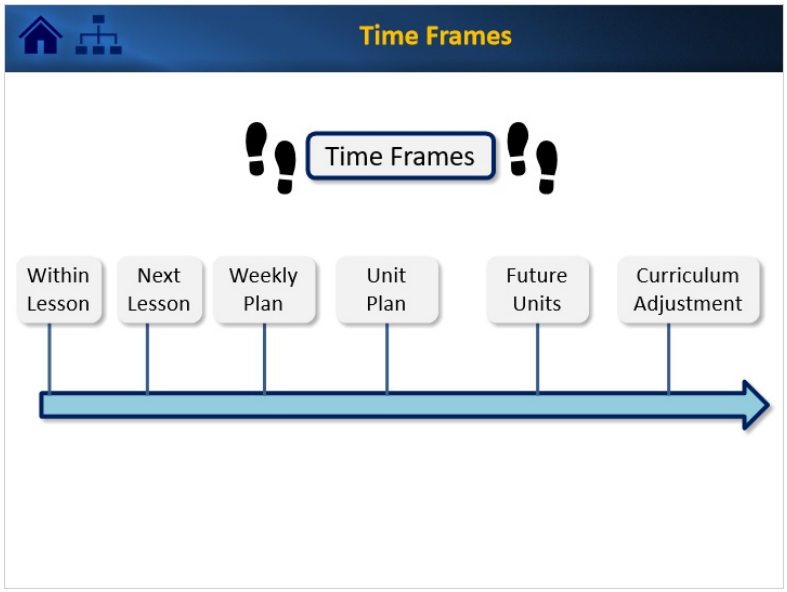
3.24 Bookend: U2



3.25 Bookmark: U3

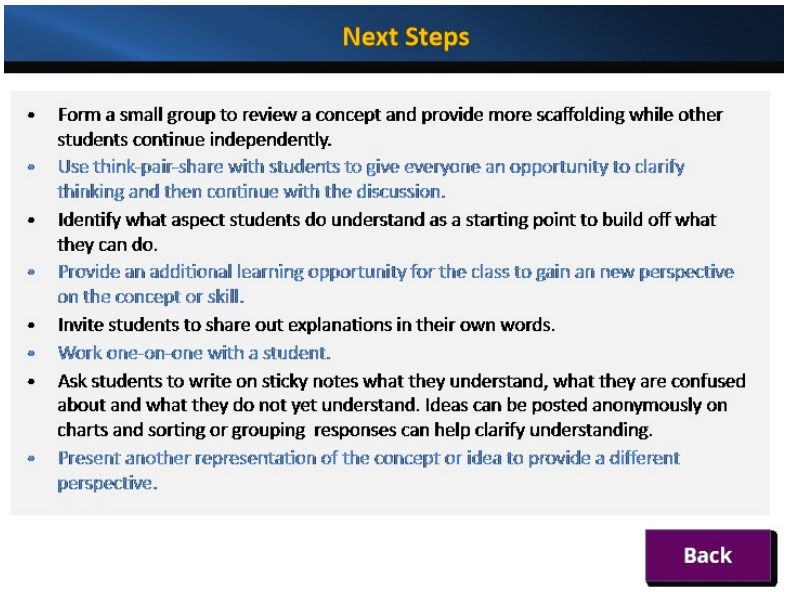
3.26 U3: Why Standard U3 is Important

3.27 U3: Time Frames

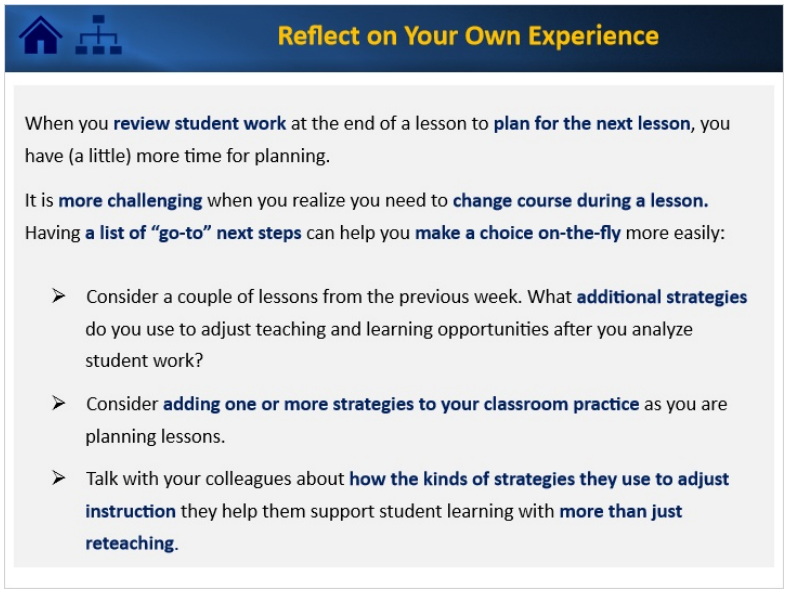


3.28 U3: Next Steps

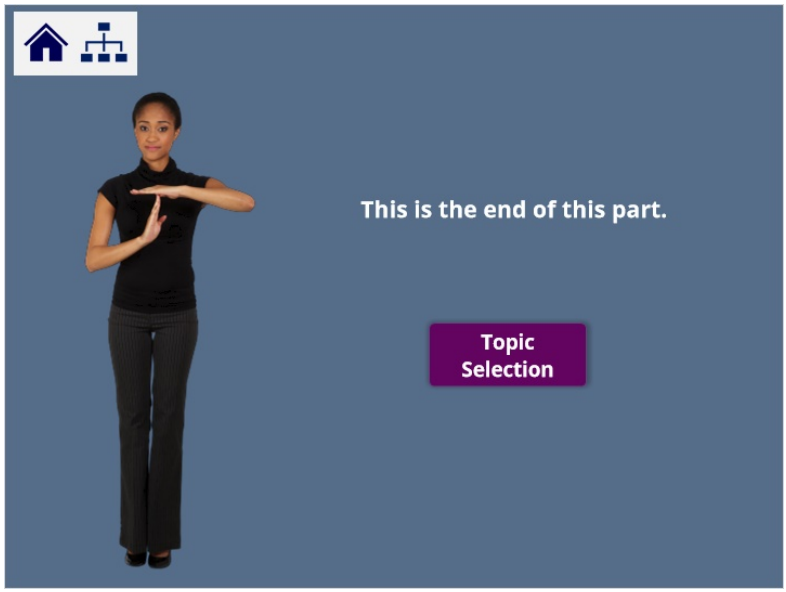
List View (Slide Layer)



3.29 U3: Personal Experience



3.30 Bookend: U3



3.31 Bookmark: U4

3.32 U4: Why Standard U4 is Important

3.33 U4: Grades & Summary Comments

U4: Grades and Summary Comments

Grades and summary comments should **reflect students' level of mastery of specific learning expectations**.

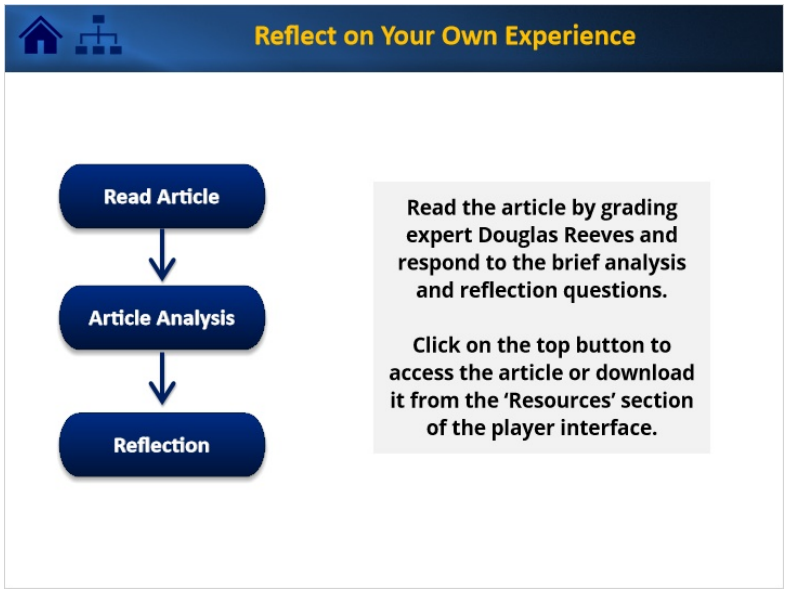
But sometimes **other factors** get incorporated into grades in ways that are **NOT recommended**.

3.34 U4: Other Guidelines

U4: Other Grading Guidelines

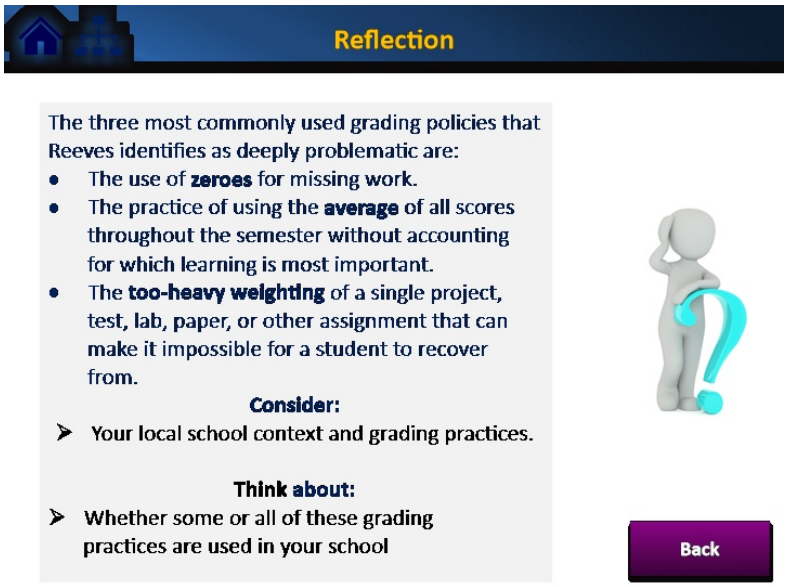
- Students should **understand** how their grades are **calculated**.
- Information should be **communicated** to **students and parents/ guardians**.
- Student grades **should not be displayed or discussed** publicly.
- Grades should **reflect the intended emphasis or weight** of individual assessments.
- A final grade **should not be determined** by a single assessment.

3.35 U4: Personal Experience I

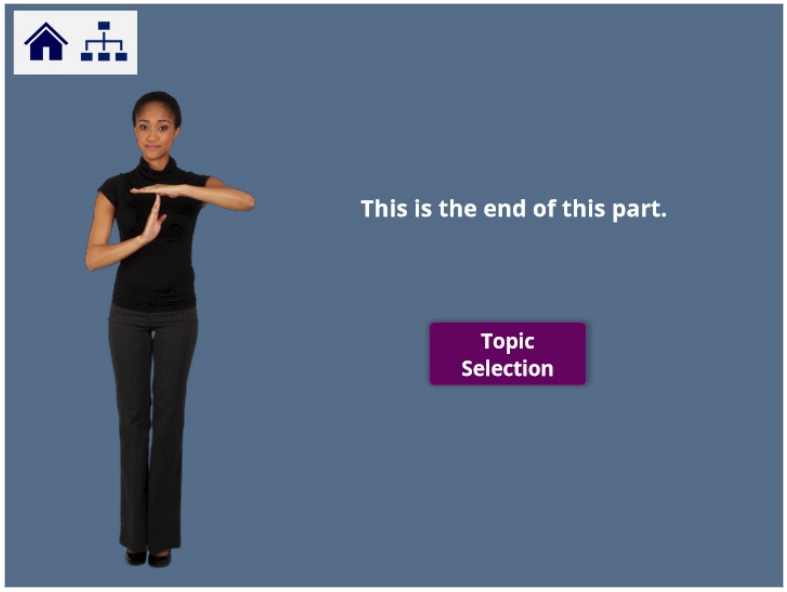


Analysis (Slide Layer)

Relfection (Slide Layer)



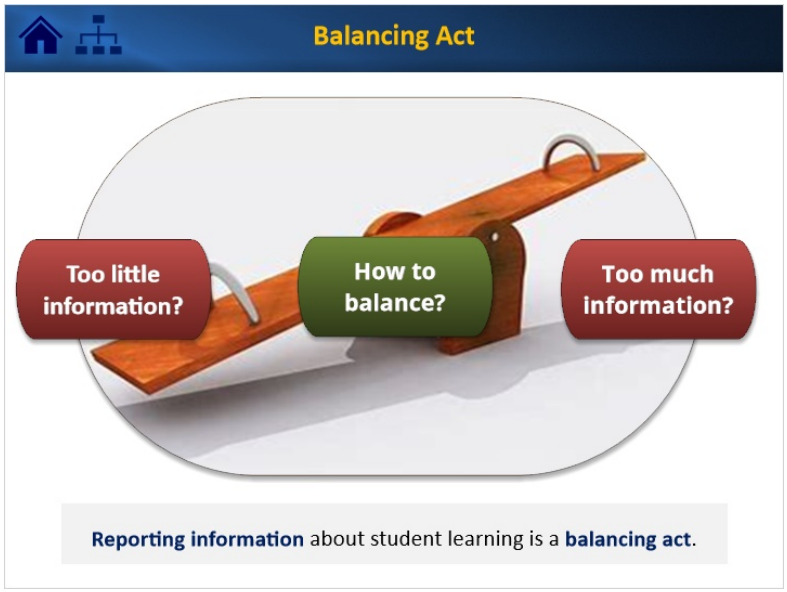
3.36 Bookend: U4



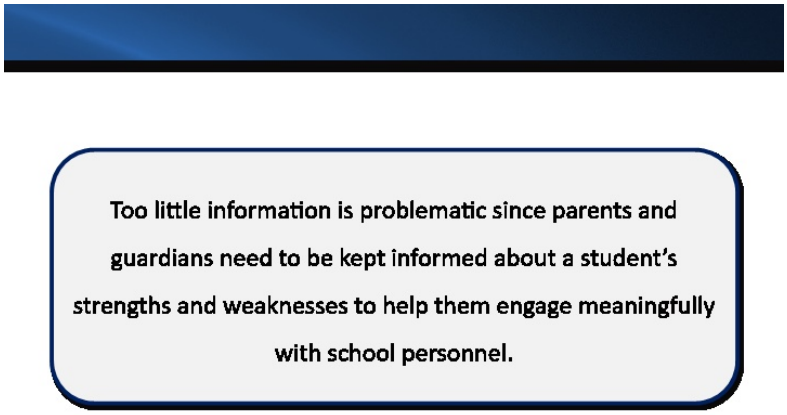
3.37 Bookmark: U5

3.38 U5: Why Standard U5 is Important

3.39 U5: Balancing Act



Too little information (Slide Layer)



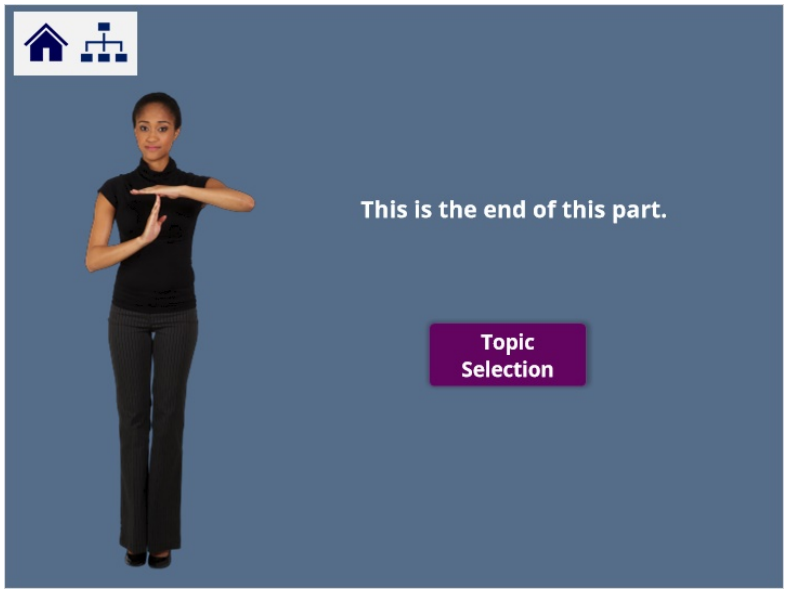
Too much information (Slide Layer)

Too much information can be almost as bad: online grade books can inadvertently support weak grading practices that encourage teachers to grade everything, even formative, learning-in-progress work.

Balance (Slide Layer)

Finding ways to provide informal reports to parents/guardians and to students to support learning while it is in progress (see earlier standard U3) should dominate during the unit, semester or school year with less focus on summative grades until appropriate.

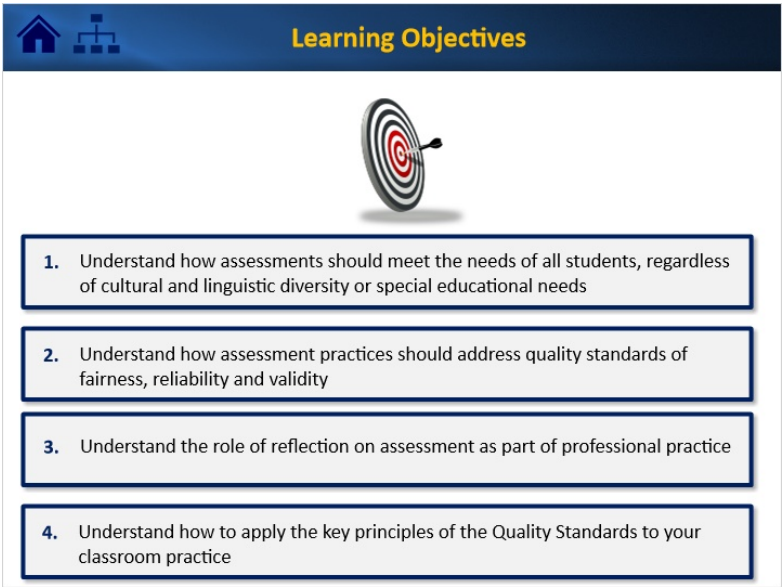
3.40 Bookend: U5



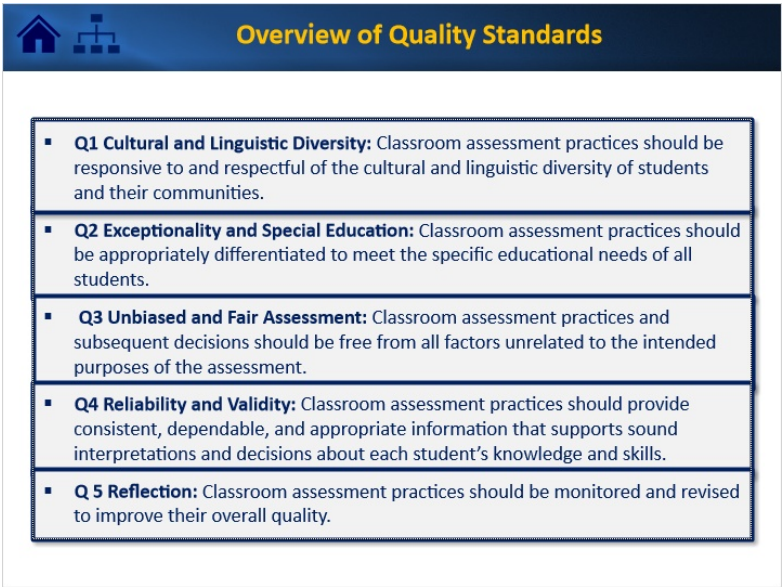
4. Section 3: Quality Standards

4.1 Cover: Section 3

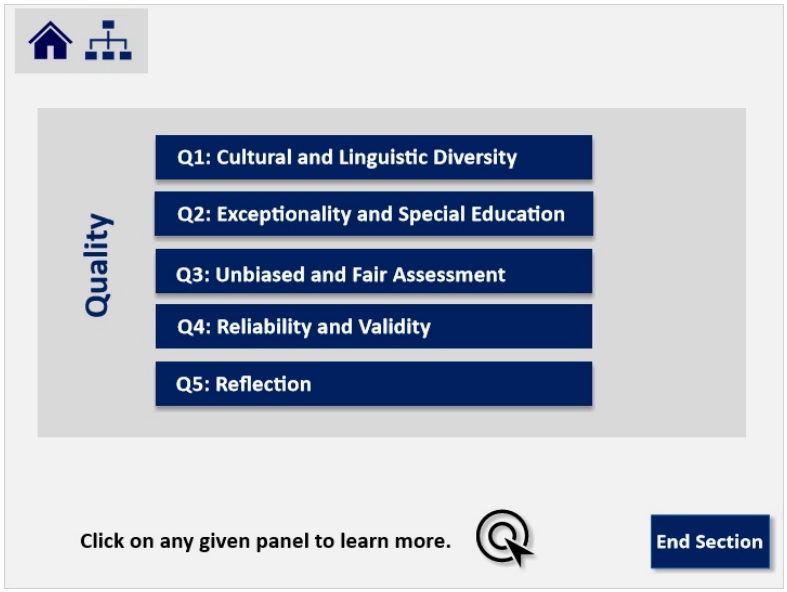
4.2 Objectives: Section 3



4.3 Overview of Quality Standards



4.4 Topic Selection

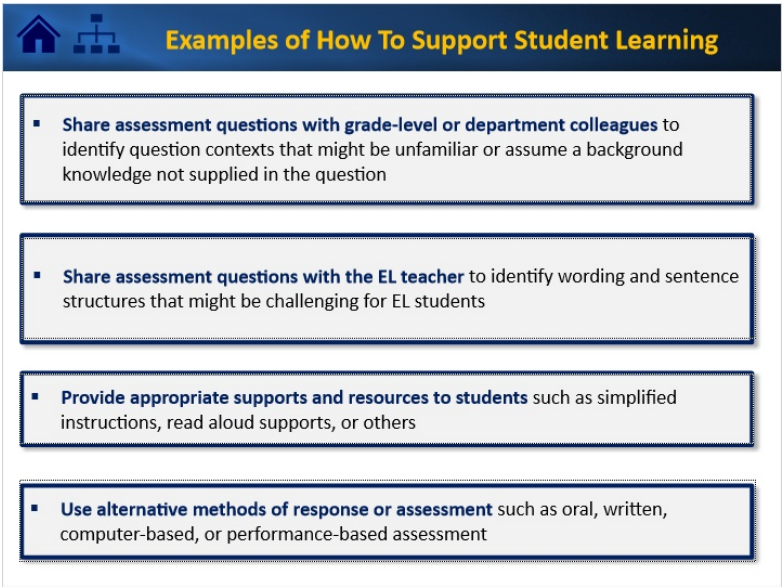


4.5 Bookmark: Q1

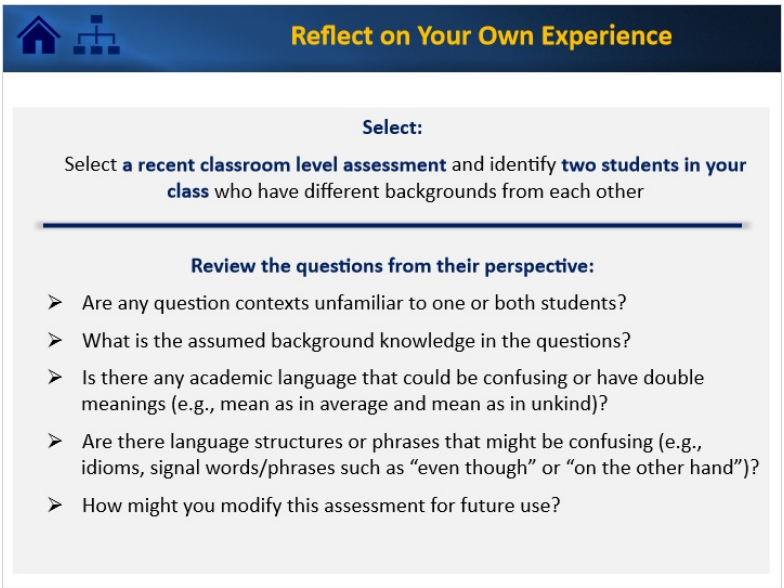
4.6 Q1: Why Standard Q1 is Important

4.7 Q1: Who are Your Students?

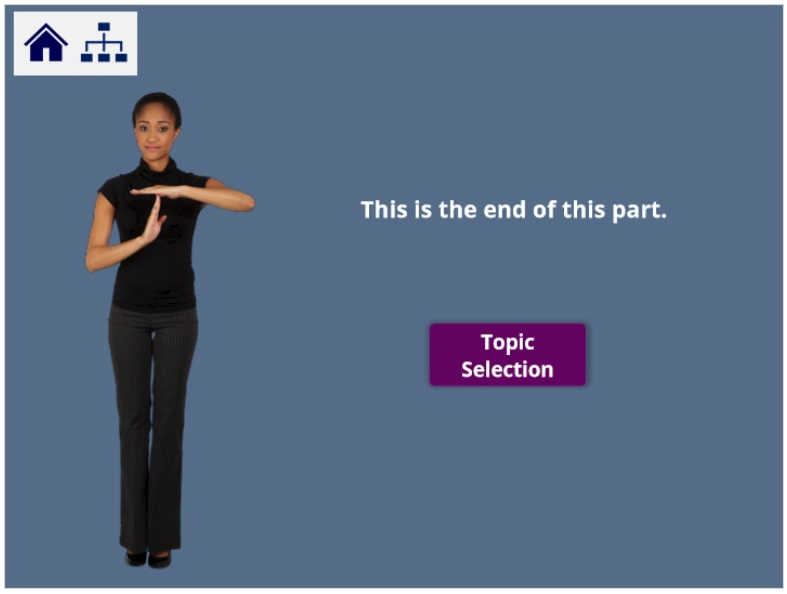
4.8 Q1: How To Support Student Learning



4.9 Q1: Personal Experience



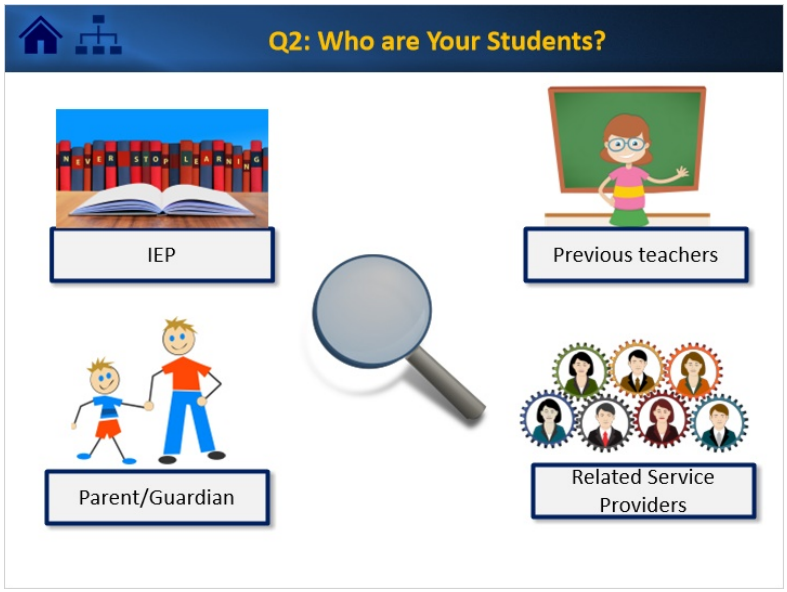
4.10 Bookend: Q1



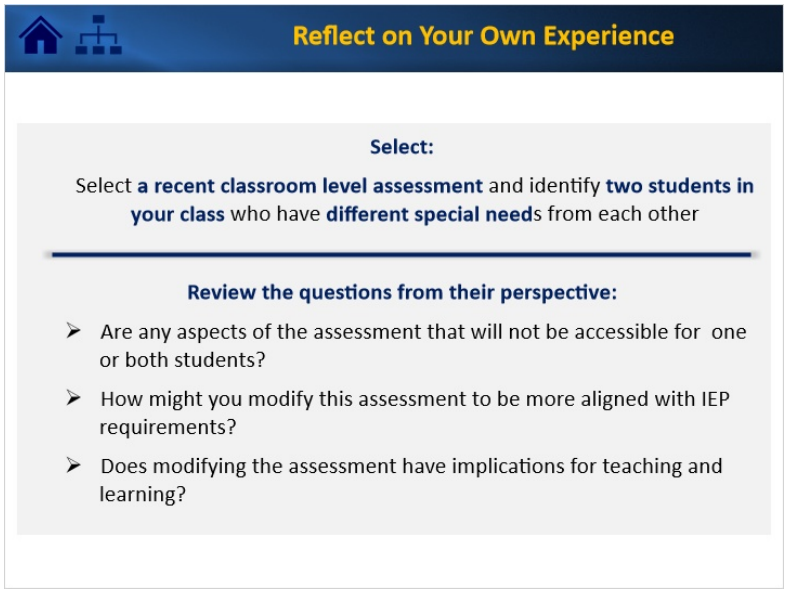
4.11 Bookmark: Q2

4.12 Q2: Why Standard Q2 is Important

4.13 Q2: Who are Your Students?

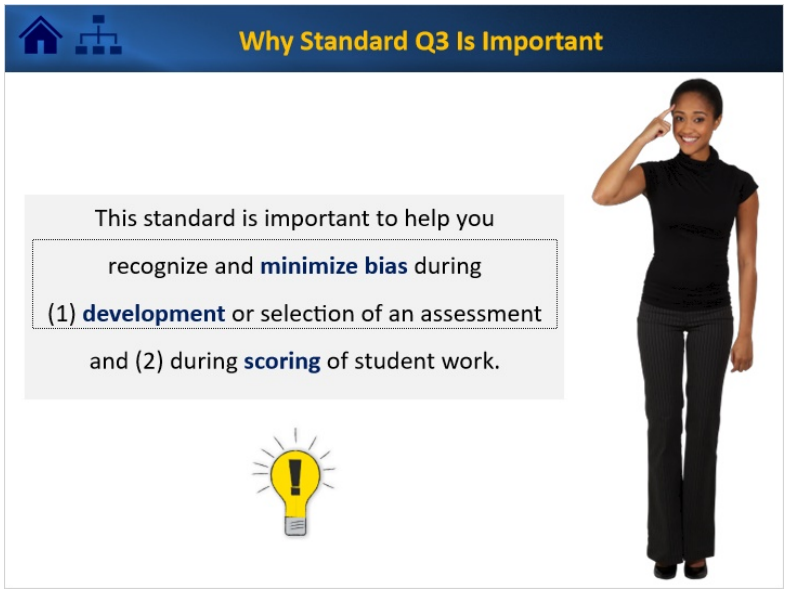


4.14 Q2: Personal Experience

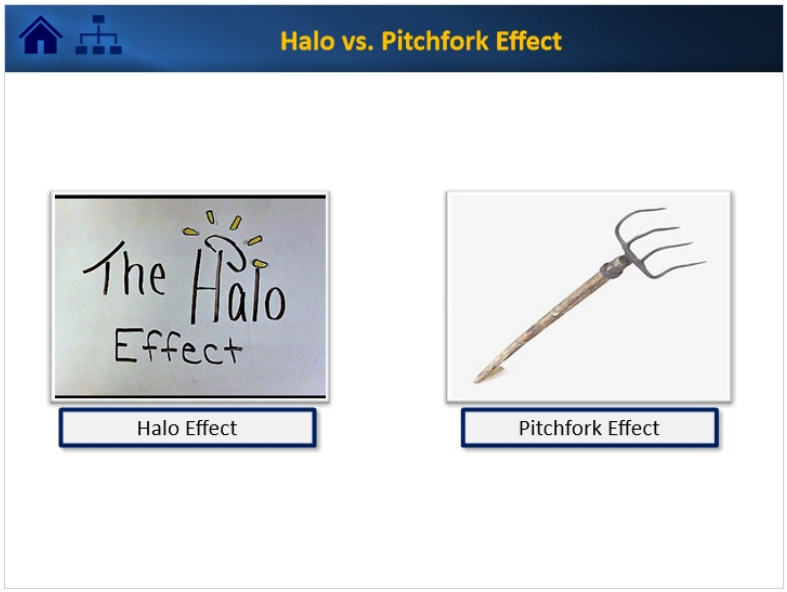


4.15 Bookmark: Q4

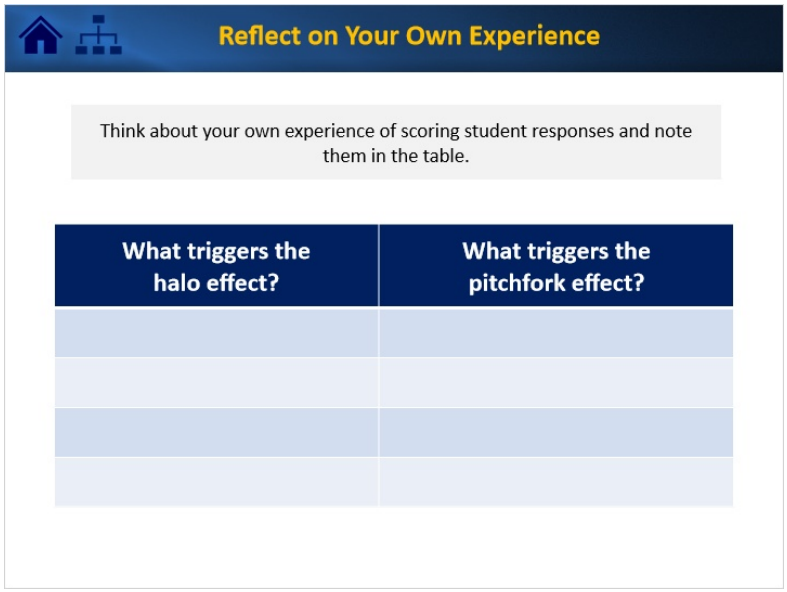
4.16 Q4: Why Standard Q4 is Important



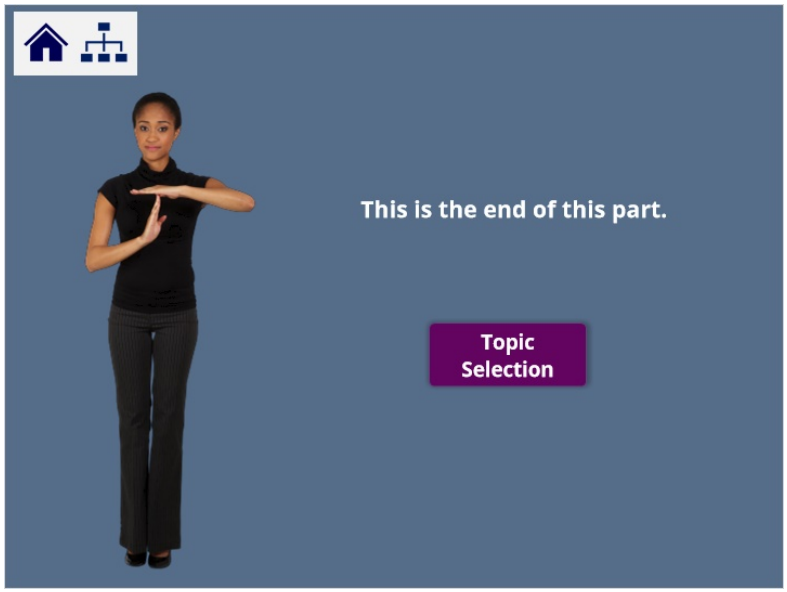
4.17 Q4: Halo Effect I



4.18 Q4: Halo Effect II

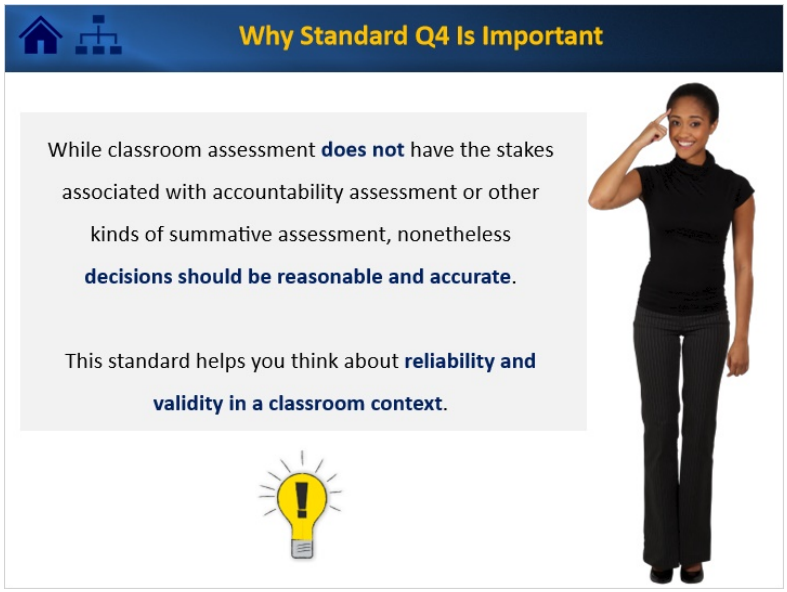


4.19 Bookend: Q4



4.20 Bookmark: Q3

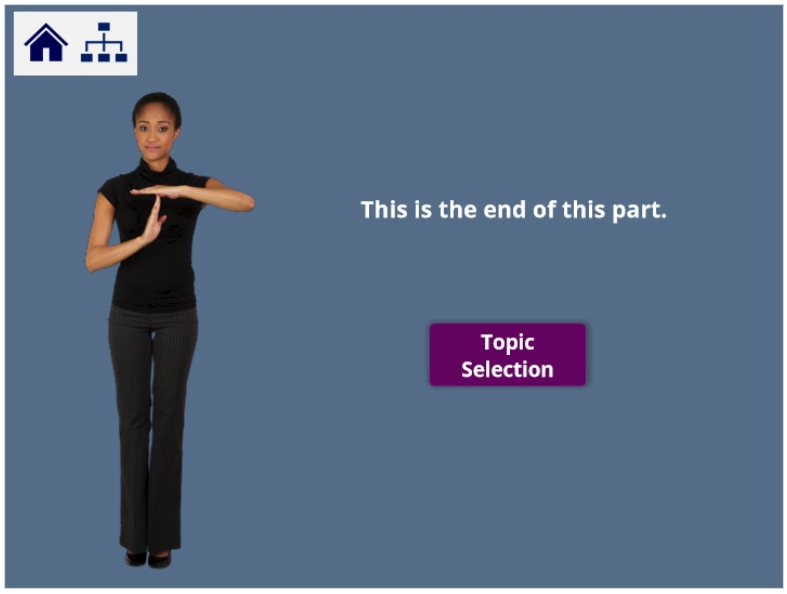
4.21 Q3: Why Standard Q3 is Important



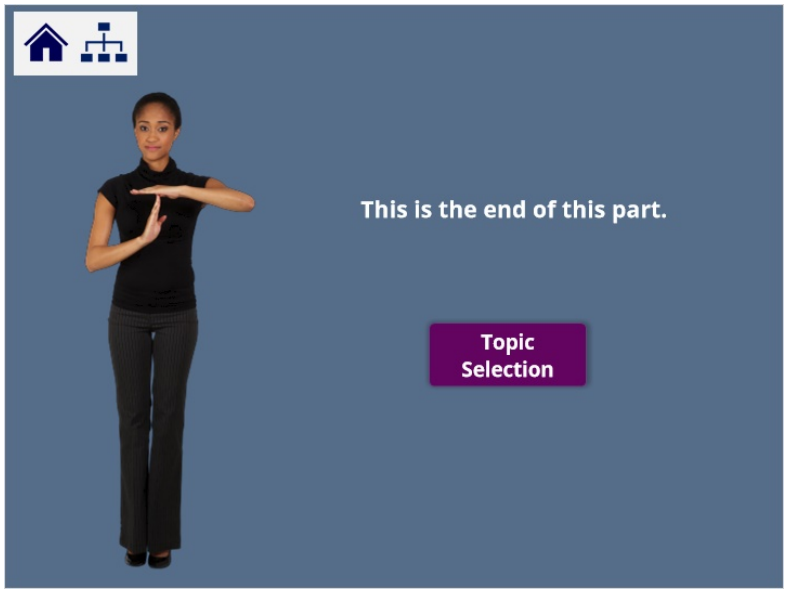
4.22 Q3: Reliability

4.23 Q3: Validity

4.24 Bookend: Q2



4.25 Bookend: Q3

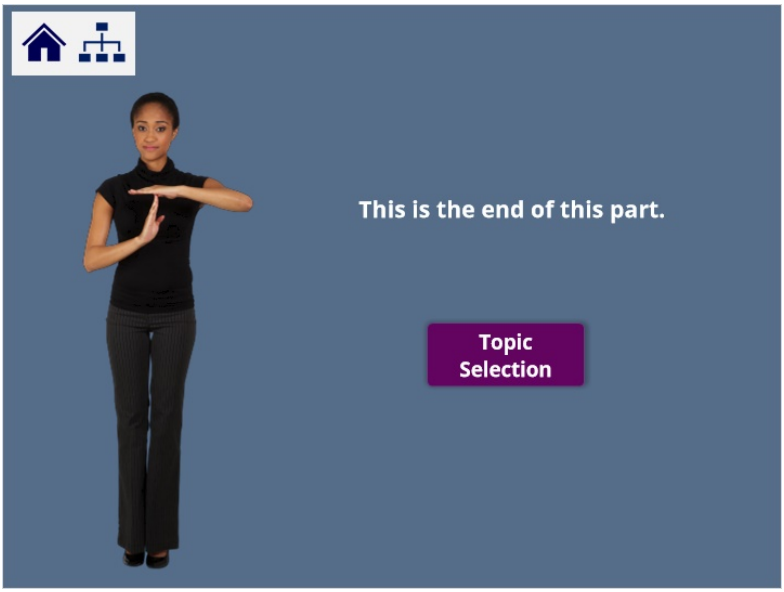


4.26 Bookmark: Q5

4.27 Q5: Why Standard Q5 is Important

4.28 Q5: Reflection

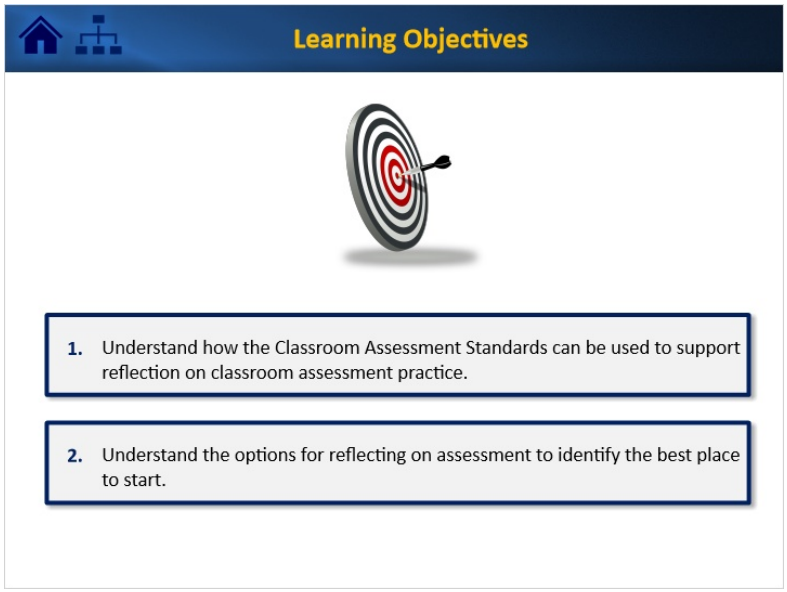
4.29 Bookend: Q5



5. Section 4: Application

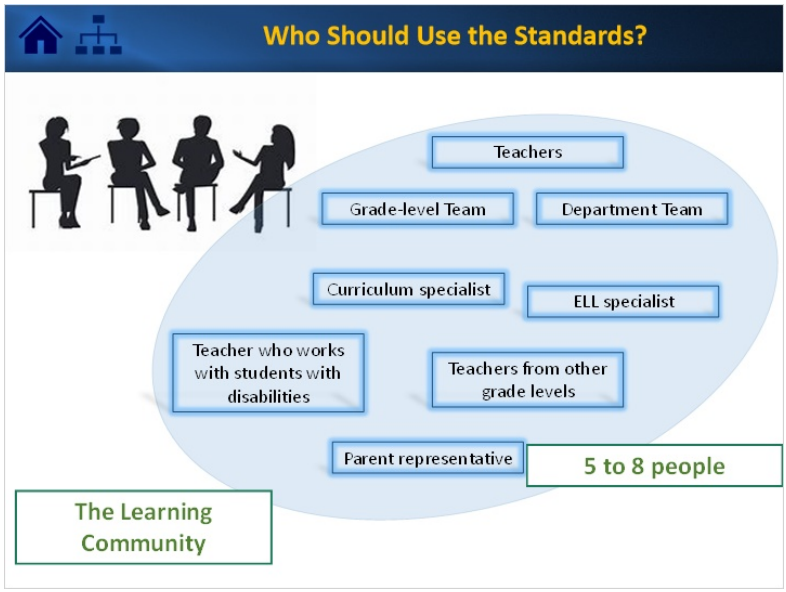
5.1 Cover: Section 4

5.2 Objectives: Section 3



5.3 The Who, What How of Application

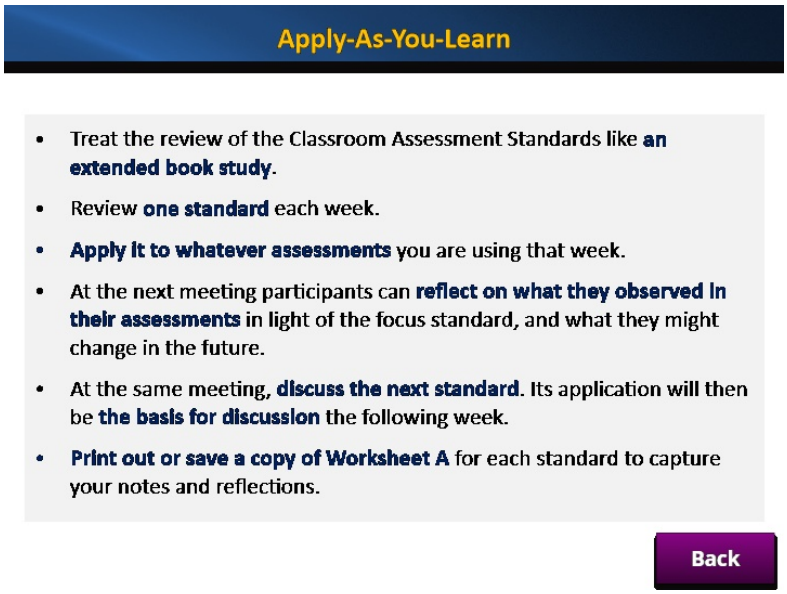
5.4 Who Should Use the Standards?



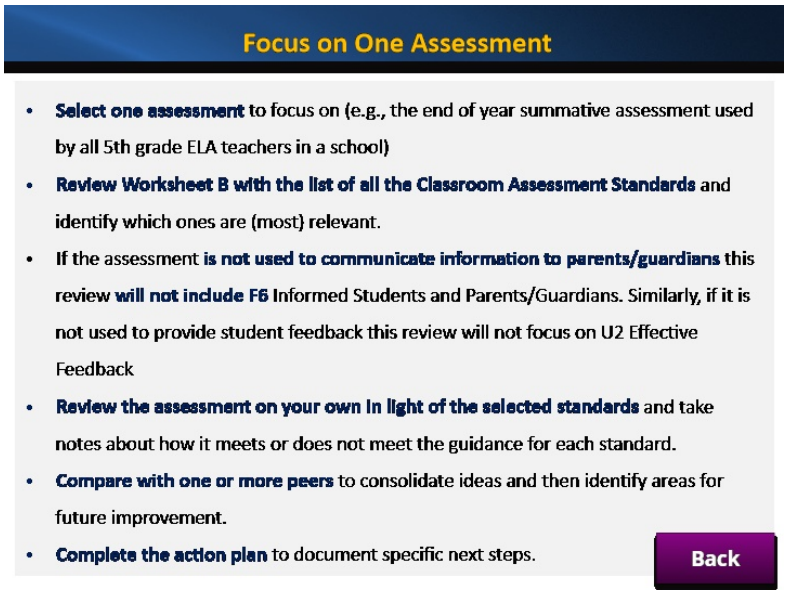
5.5 Timing

5.6 What to Review

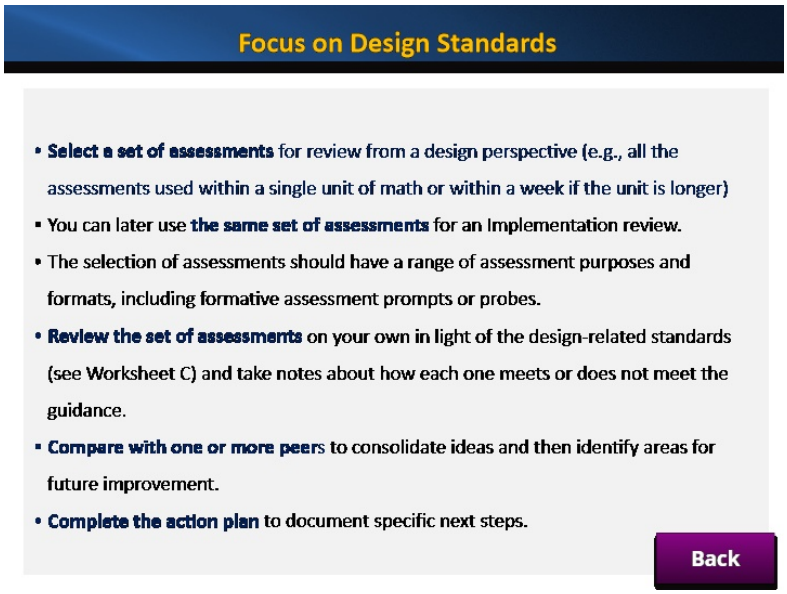
Apply-As-You-Learn (Slide Layer)



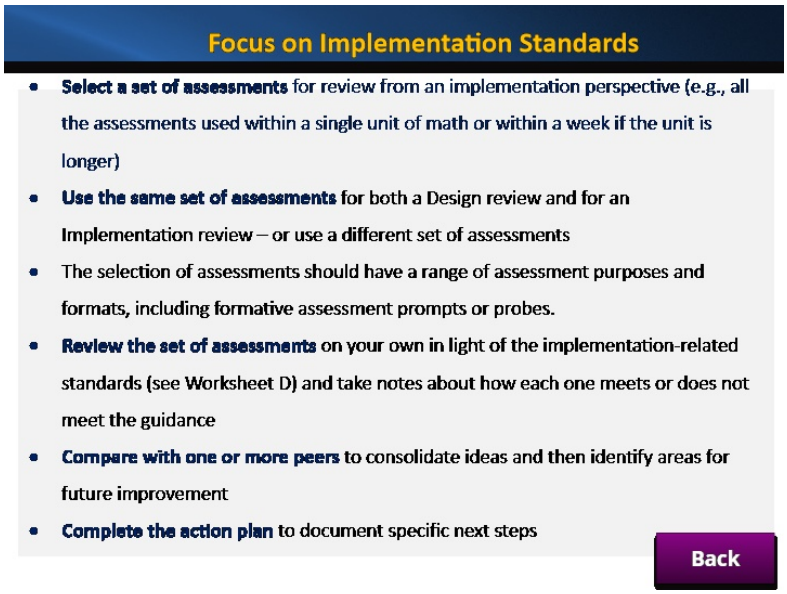
Focus on Assessment (Slide Layer)



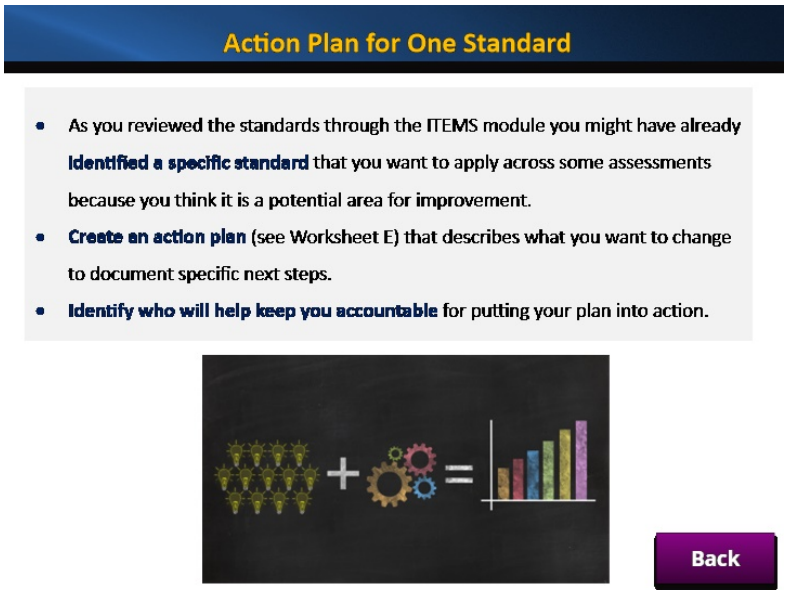
Focus on Design Standards (Slide Layer)



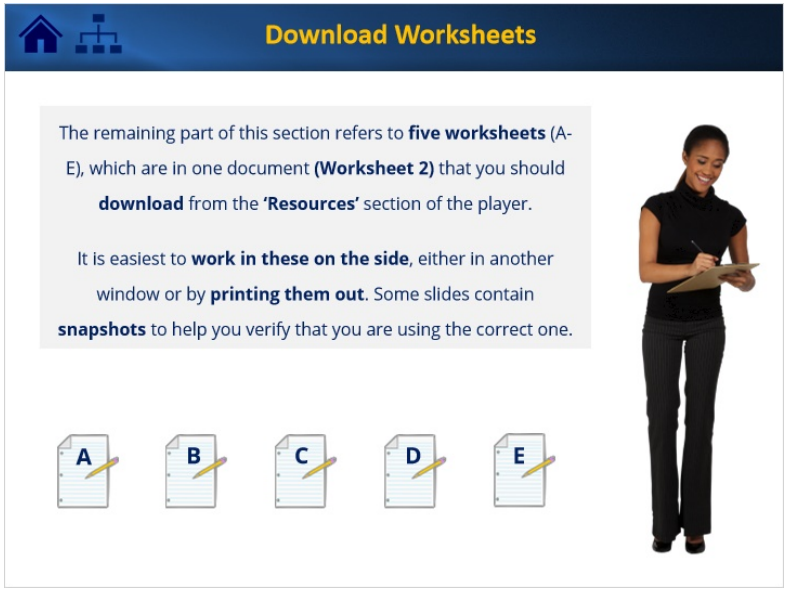
Focus on Implementation Standards (Slide Layer)



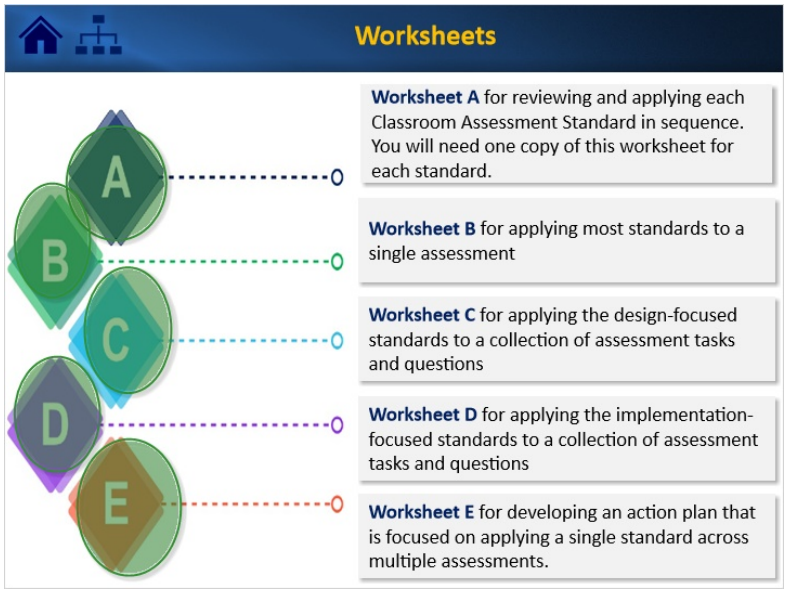
Action Plan (Slide Layer)



5.7 Download Worksheets

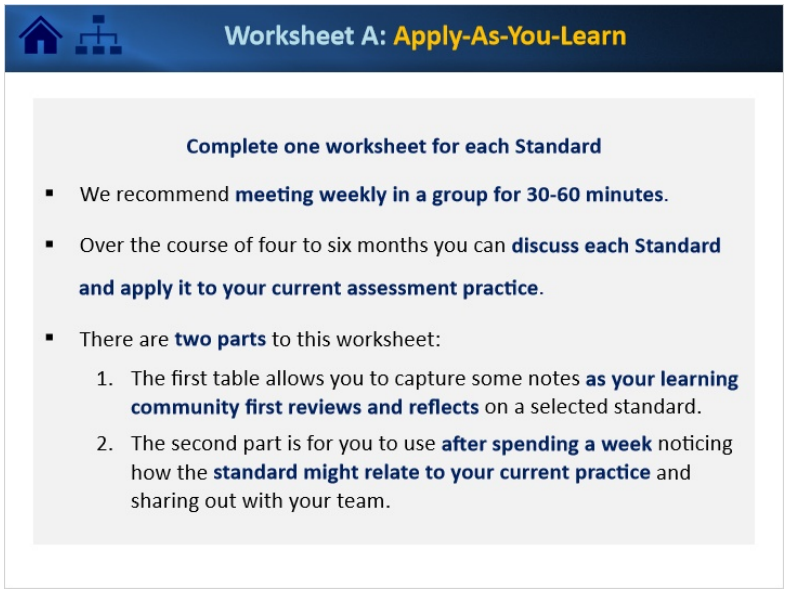


5.8 Worksheet Selection

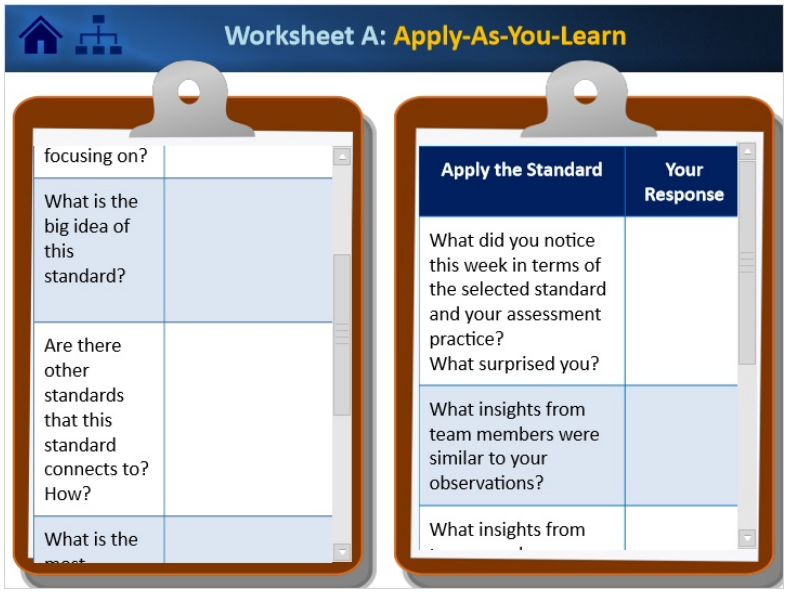


5.9 Bookmark: Worksheet A

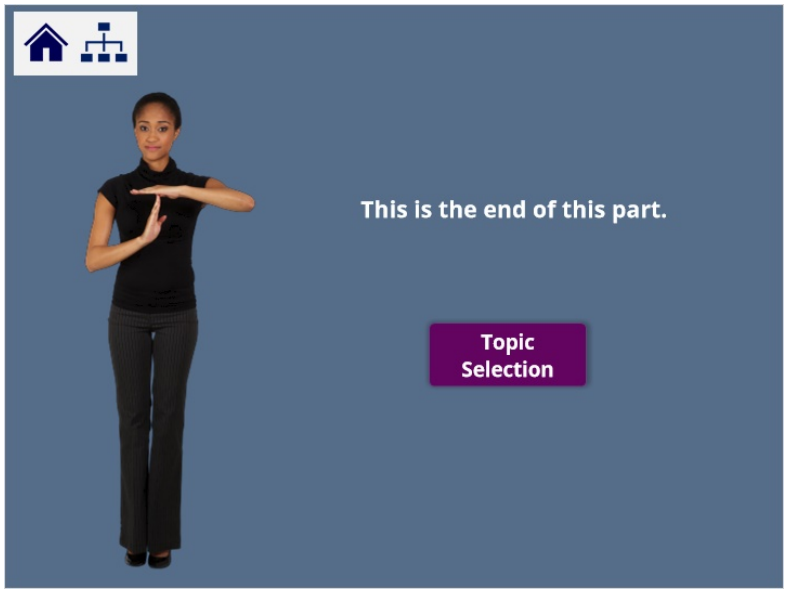
5.10 Worksheet A: Apply-As-You-Learn I



5.11 Worksheet A: Apply-As-You-Learn II

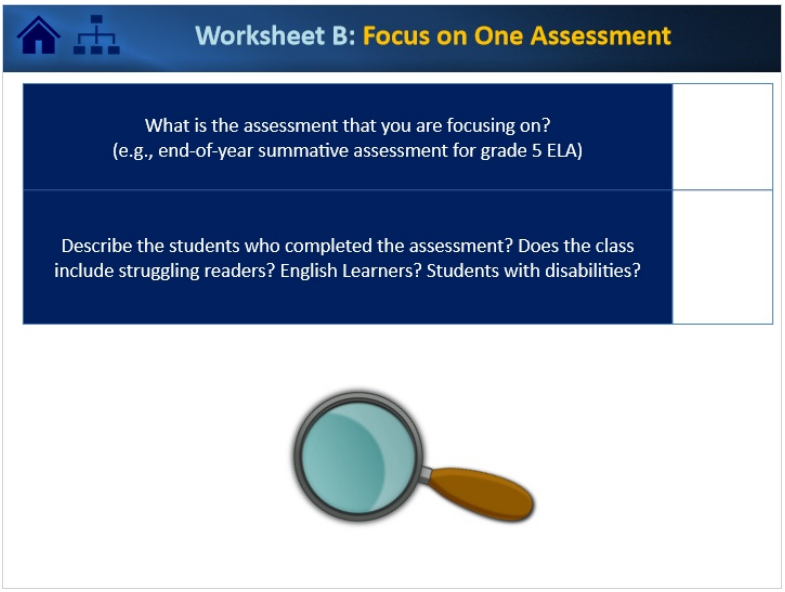


5.12 Bookend: Worksheet A

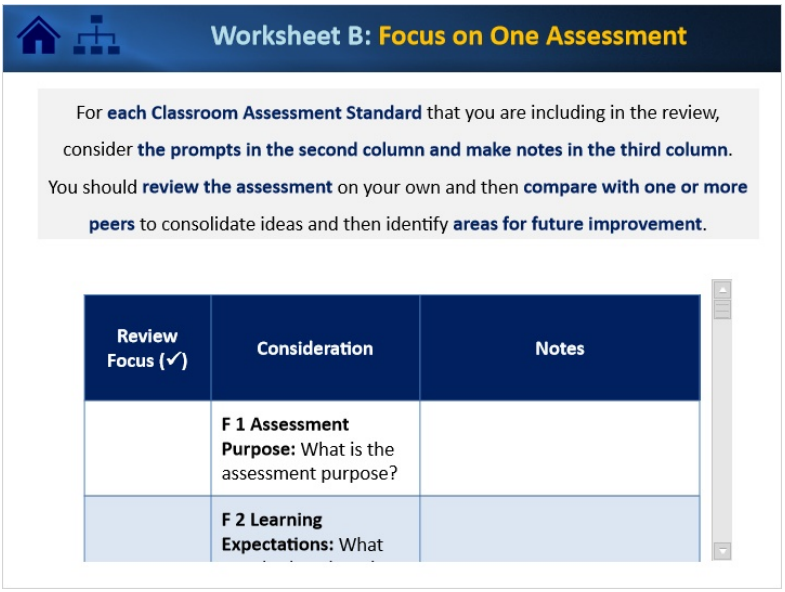


5.13 Bookmark: Worksheet B

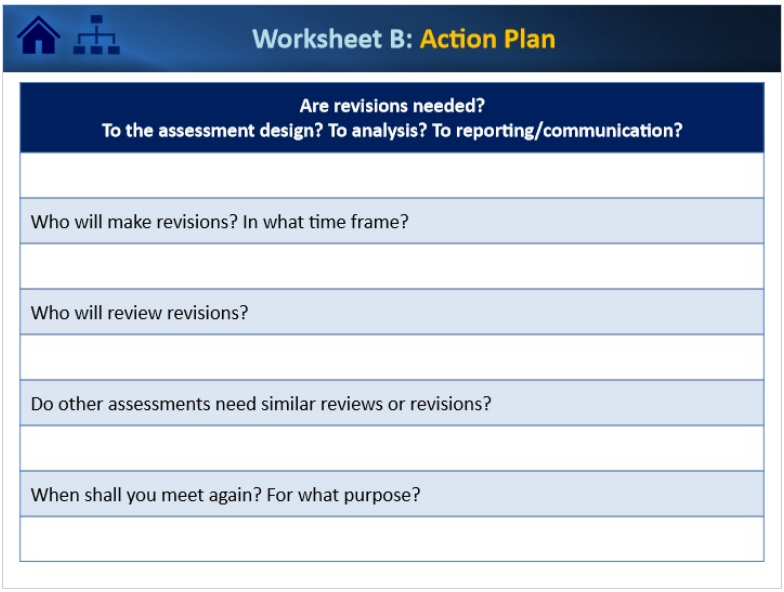
5.14 Worksheet B: Focus on One Assessment I



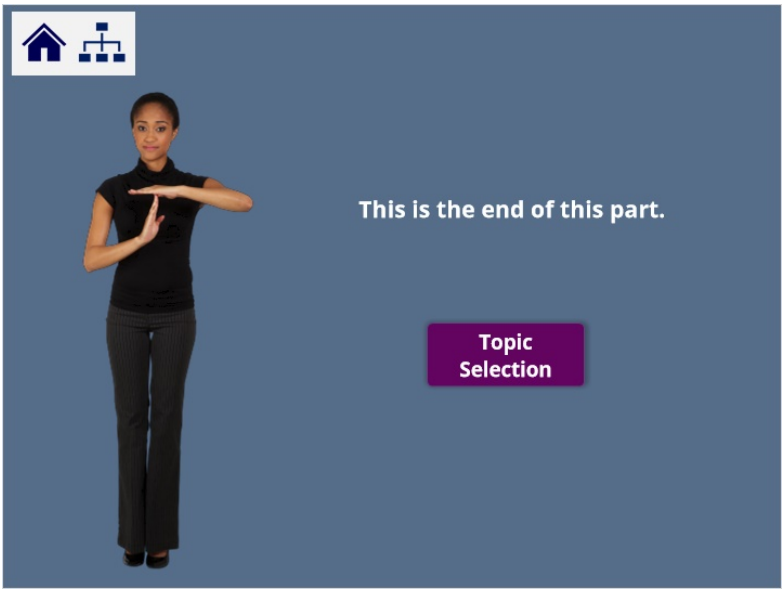
5.15 Worksheet B: Focus on One Assessment II



5.16 Worksheet B: Action Plan

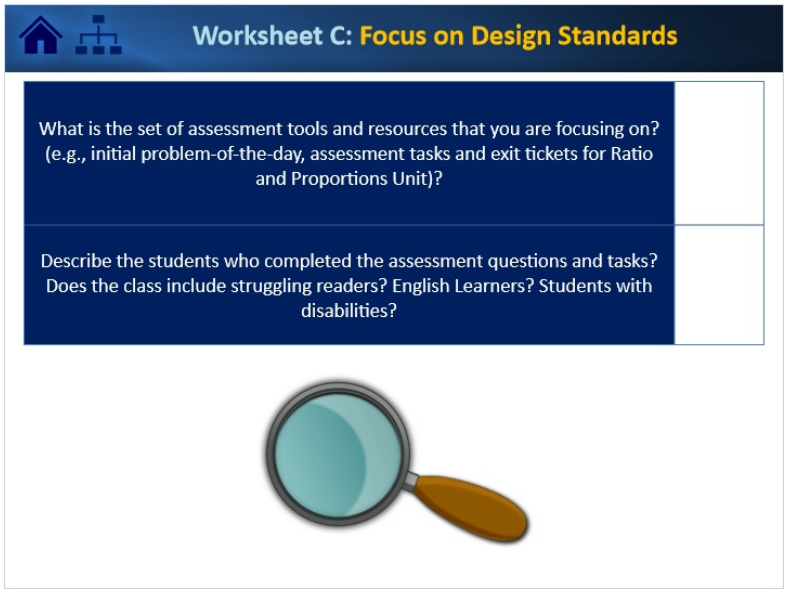


5.17 Bookend: Worksheet B

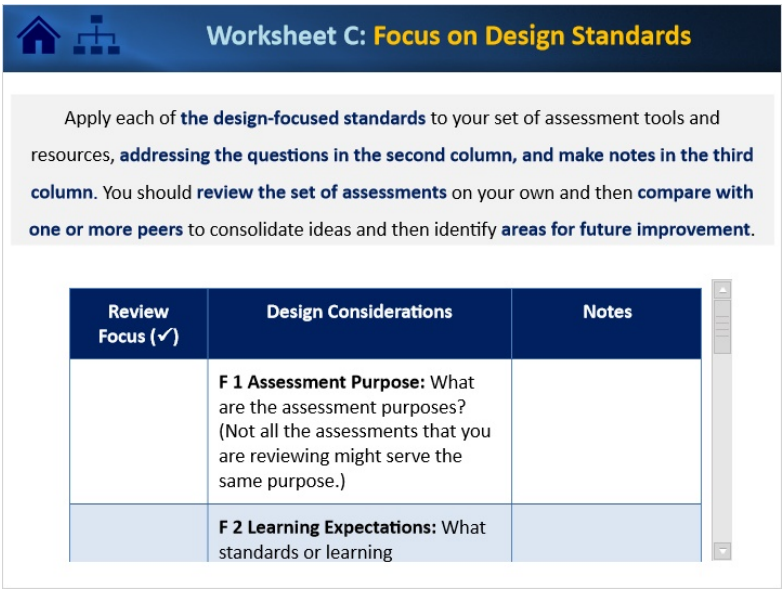


5.18 Bookmark: Worksheet C

5.19 Worksheet C: Focus on Design Standards



5.20 Worksheet C: Focus on Design Standards II

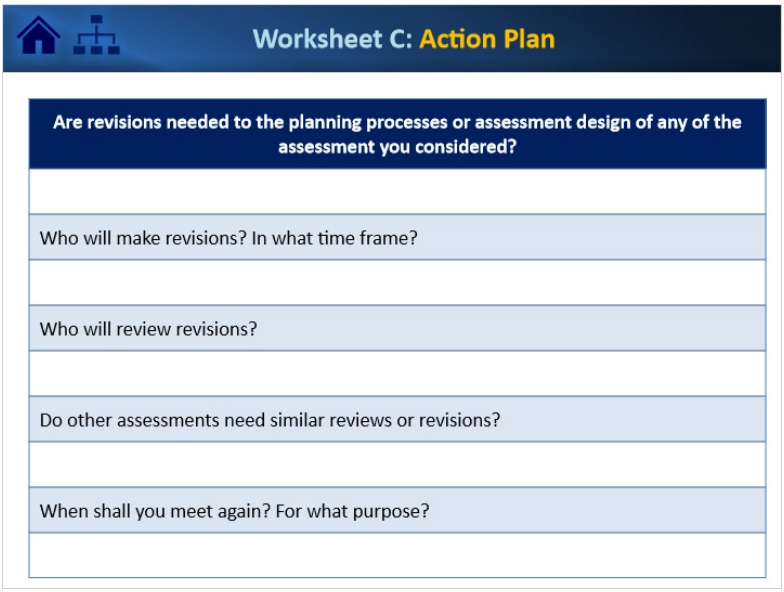


Worksheet C: Focus on Design Standards

Apply each of **the design-focused standards** to your set of assessment tools and resources, **addressing the questions in the second column, and make notes in the third column**. You should **review the set of assessments** on your own and then **compare with one or more peers** to consolidate ideas and then identify **areas for future improvement**.

Review Focus (✓)	Design Considerations	Notes
	F 1 Assessment Purpose: What are the assessment purposes? (Not all the assessments that you are reviewing might serve the same purpose.)	
	F 2 Learning Expectations: What standards or learning	

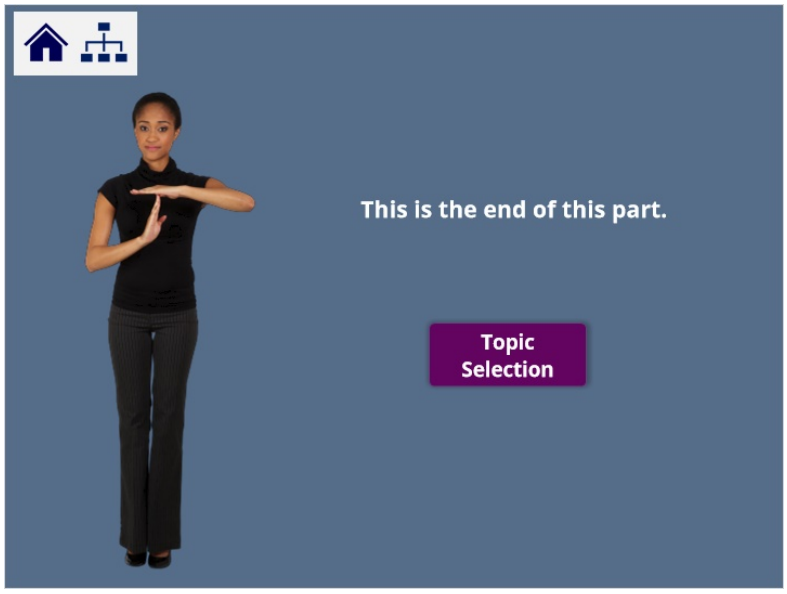
5.21 Worksheet C: Action Plan



Worksheet C: Action Plan

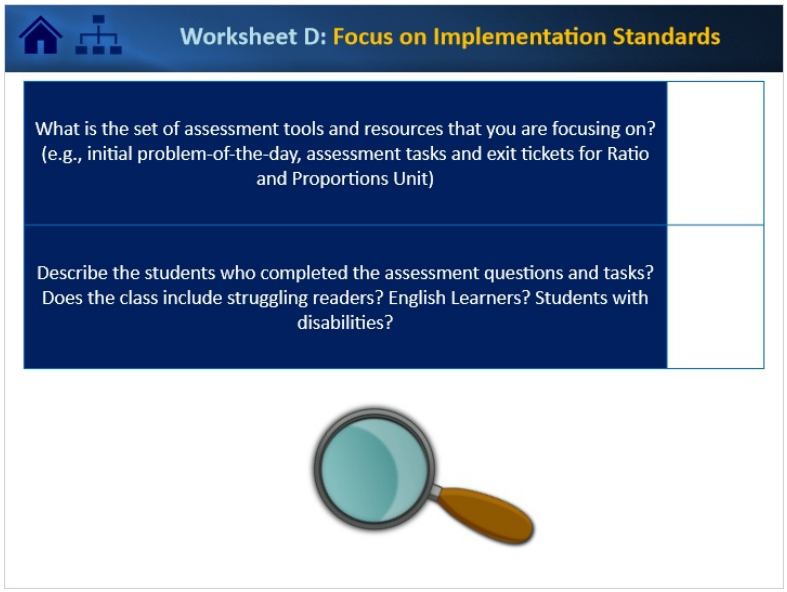
Are revisions needed to the planning processes or assessment design of any of the assessment you considered?
Who will make revisions? In what time frame?
Who will review revisions?
Do other assessments need similar reviews or revisions?
When shall you meet again? For what purpose?

5.22 Bookend: Worksheet C

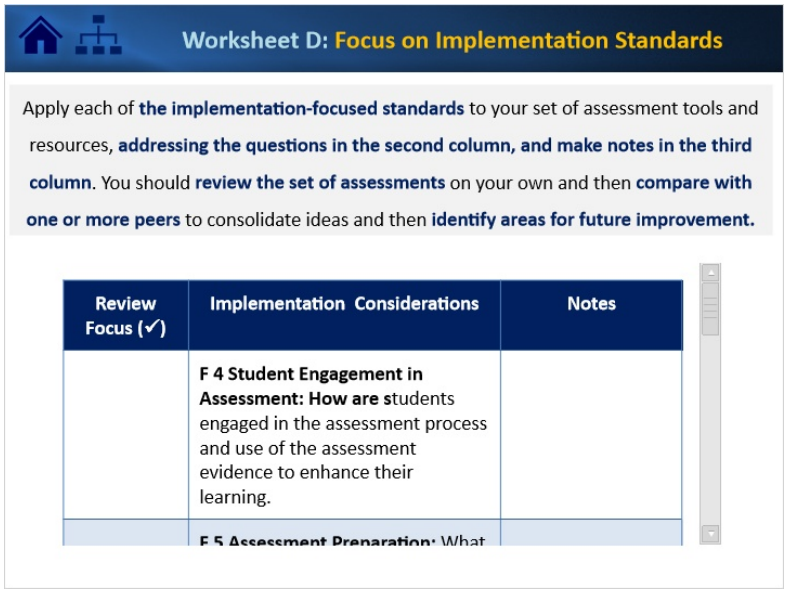


5.23 Bookmark: Worksheet D

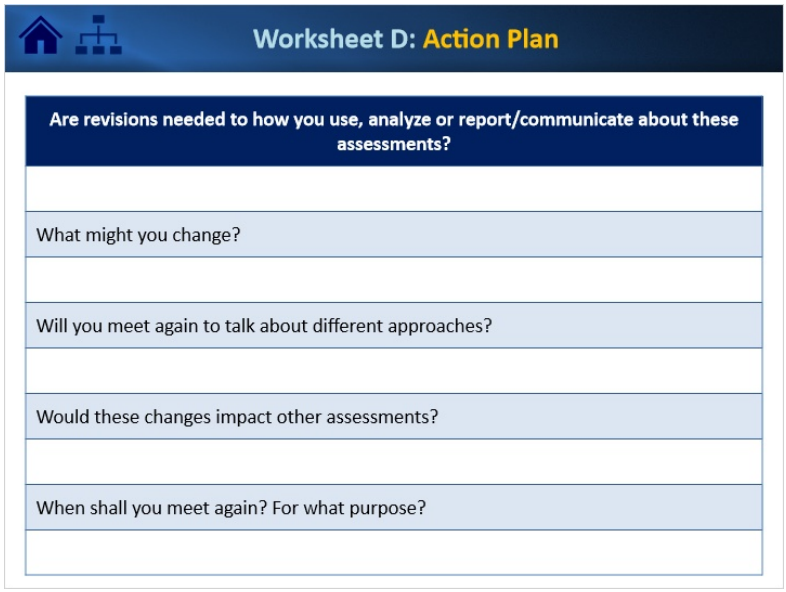
5.24 Worksheet D: Focus on Implementation Standards I



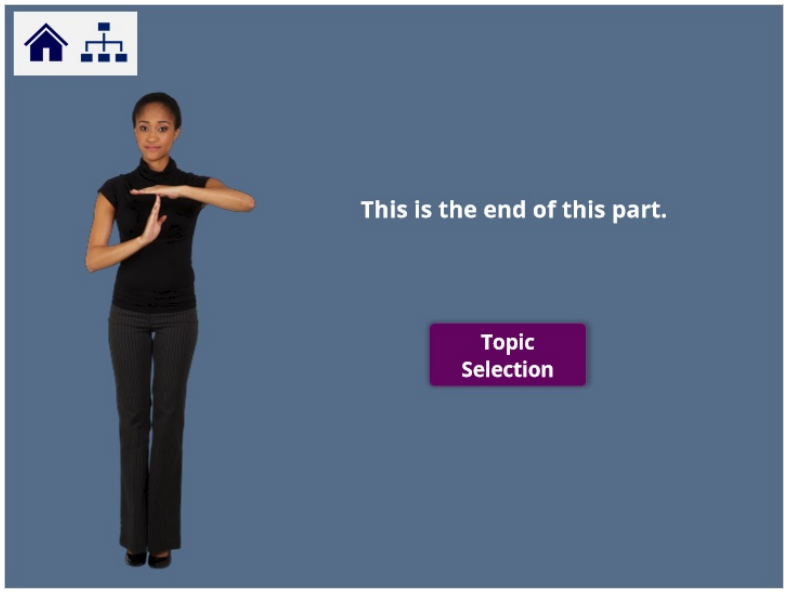
5.25 Worksheet D: Focus on Implementation Standards II



5.26 Worksheet D: Action Plan

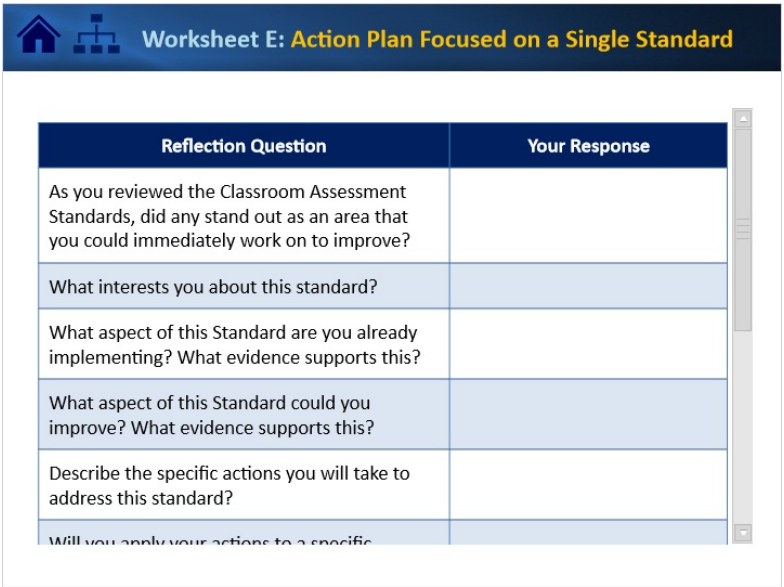


5.27 Bookend: Worksheet D

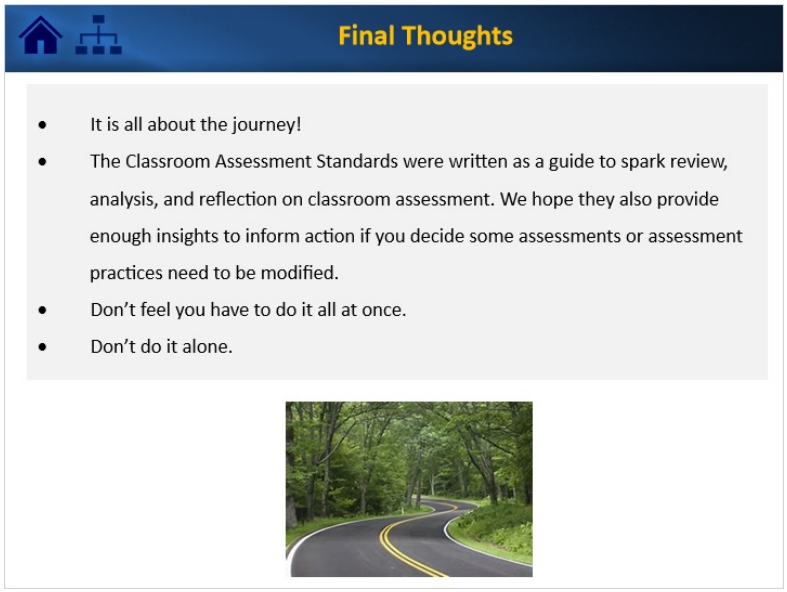


5.28 Bookmark: Worksheet E

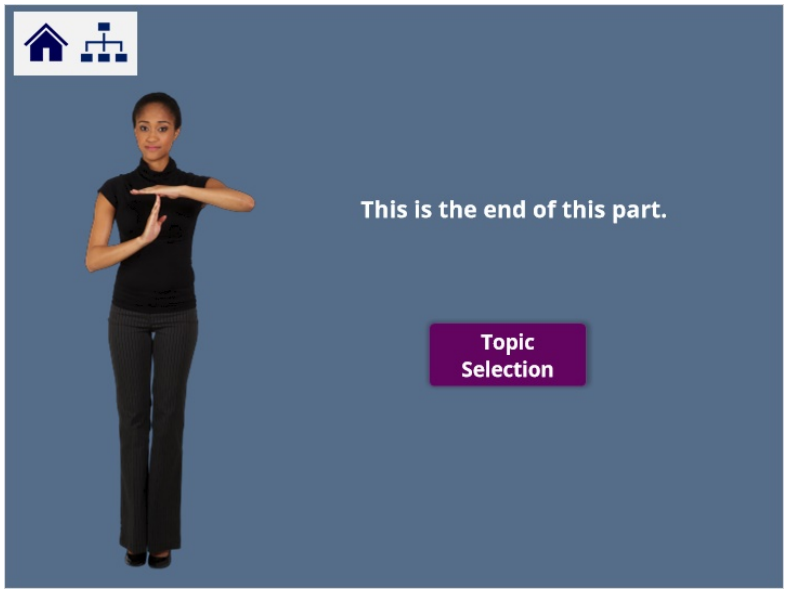
5.29 Worksheet E: Action Plan



5.30 Final Thoughts



5.31 Bookend: Worksheet E



5.32 Module Cover (END)