

Deconstructing Standards

Standard/Benchmark:

Type: Knowledge Reasoning Skill Product

Learning Targets- What are the knowledge, reasoning, skill, and product targets underpinning the standard or benchmark?

Knowledge Targets	Reasoning Targets	Skill Targets	Product Targets

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Target-Method Match Chart

Scenario 1: Assessing Student Mastery of Content Knowledge

Scenario: You want your students to master specific subject matter knowledge because it represents an important foundation for later work. You plan a series of instructional activities to help your students reach this goal. Now you want to assess to be sure they've got it. In this particular case, you want them to know the material outright, not through the use of reference materials.

Question 1: Should you assess mastery of this material using selected response or short answer modes of assessment, such as multiple-choice, true/false, or matching exercises? Briefly explain your response.

Question 2: Should you assess your students' mastery of this material using an extended written response form of assessment? Defend your answer.

Question 3: Should you use a performance assessment to assess students' mastery of this content knowledge? Defend your answer.

Question 4: Do you think the personal oral communication form of assessment—by oral exam, interview, conference, or discussion—could viably assess your students' mastery of this content knowledge? Why or why not?

Scenario 2: Assessing Reasoning Proficiency

Scenario: You are a teacher who has seen to it that your students are able to access important knowledge when required. Now you want to see if they can use that knowledge productively to solve relevant problems. You want to see if they can reason analytically (think about the parts of things) and comparatively (think in terms of similarities and differences), draw inferences, and think critically (take and defend a position on an issue, for example).

Question 1: Can you get at these things with selected response or short answer assessments? Why or why not?

Question 2: Does extended written response assessment work in contexts where you seek to assess reasoning proficiency? Why or why not?

Question 3: Is performance assessment a viable alternative? Why or why not?

Question 4: Can you use personal oral communication as an assessment method to probe a student's ability to use knowledge to reason effectively and solve problems? Defend your response.

Target-Method Match Chart

Scenario 3: Assessing Mastery of Skills

Scenario: You teach French and wish to assess your students' skill at communicating in that language in a conversational situation. So the skill of oral language proficiency is your target.

Question 1: Can you assess oral language proficiency in a conversational context using a selected response or short answer mode of assessment? Defend your answer.

Question 2: Can you assess these skills using extended written response assessment? Why or why not?

Question 3: Will performance assessment work as a basis for assessing the foreign language speaking proficiency of your students? Why or why not?

Question 4: Can you use personal oral communication as a basis for assessing conversational skill in a second language? Defend your response.

Now consider other skills, such as operating a bandsaw, working in a group, or driving a car. Do your answers extend to these other skills?

Scenario 4: Assessing the Ability to Create Quality Products

Scenario: You want your students to be able to create quality products—products that meet certain specified standards. They might be samples of writing, term papers, technology products, craft products, artistic creations, or others. Your instruction has centered on helping students learn the differences between products of high and low quality. You have provided practice in developing products that meet your standards. Now it is time to assess their achievement to see if your instruction was effective.

Question 1: Can you assess the ability to create these kinds of products using selected response or short answer modes of assessment? Why or why not?

Question 2: Will extended written response assessment work for evaluating this kind of achievement? Explain your answer.

Question 3: Can performance assessment provide the evidence of proficiency needed to evaluate this kind of achievement target? Defend your response.

Assessment Descriptions

1. Selected Responses and Short Answers

- students select the correct or best response from a list provided
- includes multiple choice, true/false, matching, short answer, and fill-in questions
- students' scores figures as the number or proportion of questions answered correctly

2. Extended Written Response

- requires students to construct a written answer in response to a question or task rather than to select one from a list
- at least several sentences in length
 - comparisons
 - analysis
 - interpretation
 - explanations
 - descriptions
- correctness is judged by two criteria—points for specificity of information and criteria based on a rubric

3. Performance Assessment

- based on observation and judgment of quality
- has two parts-- a performance task or exercise and a scoring guide/rubric

4. Personal Communication

- find out what students have learned through interacting with them
 - looking at and responding to students' comments in journals and logs
 - asking questions during instruction
 - interviewing students in conferences
 - Listening to students as they participate in class
 - Giving examinations orally
- usually considered informal assessment
- if well planned and recorded systematically, information can be used for assessments of learning
- student responses evaluated for correctness or using a scoring guide/rubric

Taken and Adapted from Classroom Assessment for Student Learning-SUPPLEMENTARY MATERIAL

Journal/Notes

1. Selected Responses
2. Extended Written Response
3. Performance Assessment
4. Personal Communication

Target-Method Match Chart

Instructions:

For this activity, as a group, you will determine which assessment method or methods are the strongest matches for each of the four types of learning targets: knowledge, reasoning, skill, and product. Read through the following four scenarios and record your answer to each question by marking a “Y” in the appropriate box when your answer is “Yes.”

You can put a “Y” in more than one box. You can use a capital “Y” to denote really good matches, and a checkmark to denote an acceptable match under certain conditions. Place an “N” in the boxes that are definitely not good matches. On a separate sheet of paper, write your justifications for each answer. To make your choices, ask yourself, “Which methods will provide the most accurate information with the highest degree of efficiency?”

Discuss your responses with your group. There are no single correct answers; however, some answers are better than others.

Select a spokesperson and prepare to report out.

	Selected Response & Short Answer	Extended Written Response	Performance Assessment	Personal Communication
Knowledge (Scenario 1)				
Reasoning (Scenario 2)				
Skills (Scenario 3)				
Products (Scenario 4)				

Student-Friendly Language:

- Identify an important learning target, or one students have difficulty learning.
- Identify word(s) needing clarification.
- Define the word(s). Use a dictionary as a starting point.
- Rewrite the definition as an “I can” statement, in terms that your students will understand.
- Try it out with students and refine as needed.
- Have students try this process.

Interpret constants and coefficients in the context of the problem. (Algebra I Objective 4.01b)

I can interpret constants and coefficients in the context of the problem.

This means I can...