

Developing an Assessment Plan

1. Determine the objectives for the unit you will be teaching.
2. Deconstruct the objectives as needed.
3. Write the learning targets into the plan.
4. Determine which assessment method will be used to assess the targets.
5. Decide on the percent importance of each target.
6. Develop assessment based on plan.

Stiggins, 2006

Test Plan Sample

Learning Targets	Type of Target	Assessment Method	Percent Importance
Acquire vocabulary associated with the physics of sound.	Knowledge	Selected Response	25%
Learn that sound originates from a source that is vibrating and is detected, etc.	Knowledge	Selected Response	5%
Use knowledge of physics of sound to solve simple sound changes.	Reasoning	Extended Written Response	20%
Understand the relationship between the pitch of a sound, etc.	Reasoning	Extended Written Response	10%
Use scientific processes to conduct investigations and build explanations: observing, comparing, etc.	Performance Skill	Performance Assessment	40%

Stiggins, 2006

Selected Response

Target Type Match	Writing Good Questions	Sampling	Avoiding Bias
Knowledge and Reasoning	Keep wording simple and focused. Ask a full question in the stem. Eliminate clues to the correct answer within the question or across questions in a test. Answers should not be obvious. Highlight critical words.	4 to 7 items per target	Avoid items designed to mislead or deceive students into answering incorrectly. Keep vocabulary consistent with students' level of understanding. Keep reading level appropriate.

Extended Written Response

Target Type Match	Writing Good Questions	Sampling	Avoiding Bias
Knowledge, Reasoning and Product	<ol style="list-style-type: none"> 1. Set the context. 2. Specify the reasoning. 3. Point the way. 	1 task per target. Don't give student choices.	Design good rubrics. Set clear criteria. Reflect target you are assessing. Keep reading level as low as possible. Devise clear instructions.

Sample Extended Written Response Question

During this quarter, we have discussed both the evolution of Spanish literature and the changing political climate in Spain during the 21st century. **(Context)**

Analyze these two dimensions of life in Spain, citing instances where literature and politics may have influenced each other: Describe those influences in specific terms. **(Reasoning)**

In planning your response, think about what we learned about prominent novelists, political satirists, and prominent political figures of Spain. (5 points per instances, total = 15 points). **(Point the Way)**

Performance Assessment

Target Type Match	Writing Good Questions	Sampling	Avoiding Bias
Knowledge, Reasoning and Skills	Novel and engaging tasks Provide information that will help students	Multiple samples may be needed to get an accurate picture of performance.	Performance criteria provide a clear and accurate picture of quality.

Evaluating Your Performance Assessment

- Did your assessment tool take into account whether learners were engaged in a real-world task or application?
- Did your assessment allow students an equal opportunity to perform?
- Did your assessment allow students to use higher-level thinking and problem-solving skills?
- Did your assessment allow students to achieve one criteria while advancing to another?
- Did you create a rubric to evaluate the students' progress throughout the task?
- Did you allow the students to help develop goals and criteria for the evaluation of the task?

Developing Quality Rubrics

Content

- Does it cover everything of importance?
- Does it leave out unimportant things?

Clarity

- Are terms defined?
- Are various levels of quality defined?
- Are there samples of work to illustrate levels of quality?

Practicality

- Will students understand what is meant?
- Can students use it to self-assess and set specific goals?
- Is the information provided useful for planning instruction?
- Is the rubric manageable?

Technical Quality/Fairness

- Is it reliable? Will raters give it the same score?
- Is it valid? Do the ratings actually represent what the students can do?
- Is it fair? Does it avoid bias?

Stiggins, 2006, p. 203

Common Problem with Rubrics

- Counting items when quality is what really counts
- Leaving out things that are important
- Including things that are trivial
- Using unclear language or terms