

# *“A TEACHER’S GUIDE TO STANDARDS- BASED LEARNING”*

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## **CHAPTER 4:ADMINISTERING QUALITY CLASSROOM ASSESSMENTS AND FIGURING GRADES**

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KEEP  
CALM  
AND

BEGIN WITH THE  
END IN MIND

- Understand the three types of assessment
- Learn to score assessments
- How figure students' grades



- How do you assess your students?
  - Do you assess for accuracy or understanding?
    - How often do you assess your students?

# UNDERSTANDING THE TYPES OF ASSESSMENT

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## 3 Types of Assessment:

- Obtrusive
- Unobtrusive
- Student-Generated:
  - 1) To inform about student's current level of performance
  - 2) To provide students the opportunity to attain level 4.0 on a proficiency scale

# OBTRUSIVE ASSESSMENT

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- The type that is most test-like and formal in nature.
- Includes assessments such as projects, in-class assignments, quizzes and unit or chapter tests.
- Defining characteristic is that it interrupts the instructional process, assuring students are aware an important event in the classroom is occurring.

# OBTRUSIVE

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- A teacher may decide to assess a single level on a proficiency scale rather than provide items that cover the entirety of the scale.
- If a teacher decides to assess several standards at once, individual scores for each standard should be assigned.
- More than traditional items for formal assessments can be effective in the classroom. Such as:
  - Probing Discussion-** engaging students in a conversation about content on the proficiency scale with a small group of students or an individual student.
  - Observations-** deliberately watching a student for specific actions required by language on a proficiency scale.
  - Demonstrations-** students show his or her knowledge or skill by producing something or performing in some way.

# MOST COMMONLY USED ITEM TYPES FOR ASSESSING STUDENTS IN A FORMAL MANNER AND ATTRIBUTES OF HIGH-QUALITY ITEMS

Table 4.1: Common Item Types and Their Attributes

Item Type	Description of High-Quality Items
<b>Selected-Response Items</b>	
<b>True/False</b>	<ul style="list-style-type: none"> <li>• Keep statements related to a single concept.</li> <li>• Be certain statements are completely true or completely false.</li> <li>• Avoid using double negatives.</li> <li>• Refrain from qualifiers like <i>some</i> or <i>most</i>.</li> <li>• Use cautiously, as students have a 50 percent chance of guessing correctly.</li> </ul>
<b>Matching</b>	<ul style="list-style-type: none"> <li>• Keep the content within the same context (all dates, all ideas, all names).</li> <li>• Maintain short sets of roughly seven or fewer items per grouping.</li> <li>• Use an uneven number of options.</li> <li>• Consider using items multiple times to lessen options for process of elimination.</li> <li>• Ensure the longer reading portion is on the left, with the shorter response options on the right.</li> </ul>
<b>Multiple Choice</b>	<ul style="list-style-type: none"> <li>• State the stem in the positive, when possible.</li> <li>• Emphasize any qualifying language like <i>always</i>, <i>sometimes</i>, and <i>never</i>.</li> <li>• Be certain all options are conceivable.</li> <li>• Keep length consistent.</li> <li>• Avoid allowing grammar to give away a response (for example, <i>an</i> or <i>a</i>).</li> <li>• Ensure there is one best answer.</li> </ul>
<b>Constructed-Response Items</b>	
<b>Fill-in-the-Blank</b>	<ul style="list-style-type: none"> <li>• Place the blank toward the end of the statement to provide context to the student.</li> <li>• Limit the number of blanks (1–2) within a single item.</li> <li>• Keep blanks the same length so as to not give away longer or shorter responses.</li> <li>• Be mindful of using word banks, as it may lessen the difficulty of the item.</li> </ul>
<b>Short Answer and Extended Repose</b>	<ul style="list-style-type: none"> <li>• Be certain what you request is clear to the reader (for example, numbers or an explanation).</li> <li>• Develop and communicate scoring criteria ahead of time.</li> <li>• Provide adequate and similar space for responses.</li> <li>• Review prompts for elements of bias.</li> </ul>

Source: Adapted from Gareis & Grant, 2008.

# UNOBTRUSIVE ASSESSMENT

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- Used to monitor student progress, should be done frequently and are not formal or test-like.
- Most positive attribute is its degree of accuracy because students do not usually realize they are being assessed and are less nervous and anxious.
- Many teachers do not use these assessments to determine grades, however the more a teacher learns about different assessments they realize their value and begin to deliberately integrate them into their daily instruction.



# UNOBTRUSIVE

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Examples are related to content on a proficiency scale:

**Teacher-student conferences**- discussions with probing questions.

**Journal Entries**- students writing related to teacher provided prompt.

**Inside-Outside Circle**- a question-and-answer discussion structure that allows teacher to listen for key ideas.

**Line-ups**- a question-and-answer discussion structure involving two line facing each other.

**Student Notebooks**- Ongoing collection of student work compiled in a portfolio.

**Tallies of student involvement in class discussion**- record of student input.

**Think-Pair-Share**- discussion structure allowing the teacher to listen for key ideas.



# STUDENT-GENERATED ASSESSMENT

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- Students generate ideas on how they want to demonstrate their understanding of the content.
- The two most common uses for these assessments are to:
  1. inform about a student's current level of understanding
  2. provide students the opportunity to attain level 4.0 on a proficiency scale
- Menu-choice board of different options may aid student in deciding which task is best suited for them to show their knowledge on the content.

Write a set of steps for comparing two fractions with different denominators.	Choose two of the five problems provided for comparing fractions.	Create a mathematics rap or rhyme that explains how to compare two fractions with different denominators.
Create and solve a word problem that requires the learner to compare two fractions with different denominators.	Do student-choice activity (with teacher approval).	Create a word puzzle using the vocabulary related to comparing fractions.
Complete page 37 in your mathematics workbook.	Develop a game that requires the players to compare fractions with like and unlike denominators.	Identify three examples of how to use the skill of comparing fractions in the real world.

Figure 4.2: Sample menu board.

# SCORING ASSESSMENT

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Three issues teachers should be aware of when scoring assessments based on proficiency scales:

1. Response Patterns
2. Item Weighting
3. Response Codes

# RESPONSE PATTERNS

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Teacher examines the pattern of student responses to determine their understanding.

Proficiency Scale Level	Total Number of Items	Items Answered Correctly
Score 2.0	6	5
Score 3.0	4	2
Score 4.0	1	0

*Source: Marzano, 2010.*

Figure 4.3: Sample assessment response pattern.

# ITEM WEIGHTING

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Teacher determines how many points each question in each level is worth and depending on how many points they receive in each section demonstrates their understanding.

Proficiency Scale Level	Item Number	Points Available	Points Earned
<b>Score 2.0</b>	1	1	1
	2	1	1
	3	1	1
	4	1	1
	5	1	1
	6	1	1
Total		6	6
<b>Score 3.0</b>	7	2	2
	8	2	1
	9	2	1
	10	3	1
Total		9	5
<b>Score 4.0</b>	11	5	0
Total		5	0

Source: Marzano et al., 2016.

Figure 4.4: Scoring assessments with points.

# RESPONSE CODES

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Teacher describes each response with a (C) correct, (PC) partially correct, or (I) incorrect.

Proficiency Scale Level	Item Number	Response Code
<b>Score 2.0</b>	1	C
	2	C
	3	C
	4	C
	5	C
	6	C
Overall Pattern		C
<b>Score 3.0</b>	7	C
	8	PC
	9	PC
	10	I
Overall Pattern		PC
<b>Score 4.0</b>	11	I
Overall Pattern		I

Source: Marzano, 2010.

Figure 4.5: Scoring assessments with response codes.

# FIGURING GRADES

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Areas to Consider when Figuring Grades:

1. Scores and Grades
2. Item Response Theory
3. Formative and Summative Assessments
4. Unusual Patterns in Student Performance
5. Extra Credit and Retakes

# SCORES AND GRADES

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From a Perspective of Standard-Based Learning:

- A grade represents a snapshot of student performance, at a particular moment, on a particular standard.
- A score better represents the temporary performance of the student that would hopefully increase with the next assessment.
- Using the term score, instead of grade, can help students better focus on their competence of the standard rather than their grades.



# ITEM RESPONSE THEORY (IRT)

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- A measurement theory that teachers use to assess students ability to constantly demonstrate different levels of rigor within a proficiency scale for a standard.
- The goal of IRT is to improve measurement accuracy and reliability by analyzing responses to tests or questionnaires.
- IRT helps teachers to develop their own tests that actually measure what the standard is suppose to measure by taking into account the number of questions answered correctly and the difficulty of the question.

# FORMATIVE AND SUMMATIVE ASSESSMENTS

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To determine a Summative Score for a Student, Teacher should:

- Examine students' performances on assignments and assessments (mounting evidence)
- Give more weight to recent information (have one more discussion with student to show their understanding)
- Limit the use of zeros
- Know the limits of averaging
- Acknowledge unique considerations among elementary and secondary schools
- Separate what students know from how they behave

# UNUSUAL PATTERNS OF PERFORMANCE

- When evaluating students performance an unusual performance by a student, a teacher can use mounting evidence to determine their summative score.
- A teacher may be able to determine if a student is performing at a 3.0 after receiving a lower score by having a conversation to clarify their incorrect answers and decide if they understand the concept clearly.
- If the entire class demonstrates a loss of performance, the teacher may want to re-examine the assessment before discussing performance with the students.

Prioritized standard: Types of business ownership						
Student Name	Preassessment	Quiz	Mid-Unit Quiz	Test	Quiz	Summative Grade
Madie	2.0	2.5	3.0	2.5	3.0	3.0

Source: Marzano, 2006.

Figure 4.11: Example of an unusual pattern of assessment scores.

Prioritized standard: Types of business ownership						
Student Name	Preassessment	Quiz	Mid-Unit Quiz	Test	Quiz	Summative Grade
Madie	2.0	2.0	3.0	3.0	2.5	3.0

Source: Marzano, 2006.

Figure 4.12: Additional example of an unusual pattern of assessment scores.

# EXTRA CREDIT AND RETAKES

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- In a standard-based classroom, the notion of extra-credit **does not** make sense because they are working towards proficiency of the standard rather than trying to raise their grade. If a student needs to show growth on a standard beyond the whole group assessments this is in no way *extra credit*.
- Students should be given as many opportunities as needed to show proficiency, the fear that students will lose the incentive to try the first time or second time usually does not arise because they are encouraged to focus on growth and having their performance improve.
- Students should qualify to do a retake and should be required to do additional work to prepare for them. This helps send the message that it is important to prepare for the initial assessment to avoid additional work.

# VIDEO: DR. MARZANO ON QUALITY CLASSROOM ASSESSMENT

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<https://youtu.be/-vAbYyJxTFk>

## SUMMARY:

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- The three different types of assessment provide several varied data points of student performance to help teachers see an overall picture to better reflect students understanding of the content and what they are able to do.
- Teachers should avoid giving zeros, give more weight to recent scores, and separate students' behavior from their academics to create a more reliable and valid reflection of their knowledge and performance.