

A yellow pencil with a black eraser and a sharp lead tip is positioned vertically on the left side of the image. The pencil has the text "NO 2 HB" printed on it. To the right of the pencil is a transparent, rectangular notepad with rounded corners, resting on a wooden surface with a vertical grain. The notepad is empty, and the text "Overview of Assessment" is written in a bold, black, italicized font on its surface.

# ***Overview of Assessment***

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# Public Perception & Accountability

- The 37th Annual Phi Delta Kappa/ Gallup Poll of the Public's Attitudes toward the Public Schools

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# Establishing Quality Assessments

- Some terms of note: Methodology, clear targets, validity, reliability, bias, and practicality
- Psychometricians - design standardized assessment instruments - random samples, field tested items, content and bias reviews, validity and reliability

# Quality Assessment

- Classroom assessment:
  - Should be technically sound
  - Should provide information to the teacher to verify mastery or guide instruction on respective learning targets

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# Clear Learning Targets

- What students need to know and can do as well as the criteria for judging student performance
- Targets need to be consistent with established goals of the school and school system
- There is a need to have clear scoring criteria

# Assesment Methods

- Critical to match the target to be assessed with an appropriate method to result in the best possible measure
- 4 types of Assessment:
  - Selected Response
  - Constructed Response
  - Teacher Observations
  - Self Assessment

# Selected Response

- Students are presented with a question with two or more possible responses
- Students selects the appropriate answer (matching, True/False, multiple choice)
- Referred to as objective assessments - easy to score

# Constructed Response - 4 types

- | Brief constructed response - student create a response to a question - fill in the blank, showing work on a math problem
- | Performance assessments - more extensive answer format -a task is identified for the student to produce or create something - product (paper) or performance (speech)

# Constructed Response

1. Essay - Written constructed responses that range in length - written comprehensive exams
2. Oral questioning - informal setting - ongoing strategy imbedded in the instructional program - formal setting- it can include assessment through interviews or student conferences

# Teacher Observations

- Informal sense - Do students understand? Are they with me? Are they participating?
- Formal sense - can be used as a part of a performance assessment as well as for teacher evaluation -
- Observable learning is an increasingly popular movement

# Self-Assessment

- Student rating their own performance in relation to established criteria
- Can be very powerful - empowering students - helping them see “meaning” and “value” in their work
- Attitude surveys, performance rubrics, interest inventories, or personality measures can be used

# Matching Targets w/ Methods

- Knowledge and Simple Understanding:
  - Well-constructed selected response items
  - Brief constructed-response items
  - Oral questioning

# Matching Targets w/ Methods

- Deep Understanding and Reasoning:
  - Performance assessments
  - Selected response or brief constructed-response questions
  - Student self-evaluations

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# Matching Targets w/ Methods

- Skills:
  - Performance assessments
  - Selected-response
  - Brief constructed-response items
  - Oral questioning
  - Essays

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# Matching Targets w/ Methods

- Products:
  - Student self assessments are very effective
  - Objectively scored items, essay items
  - Oral questioning
  - No substitute for the actual creation of a product
  - Students judging each other

# Matching Targets w/ Methods

- Affect (attitude, values, feelings, self concept, interests, etc.)
  - Student self-assessment
  - Observations

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# Validity

- That quality of a data gathering instrument or procedure that enables it to measure what it is suppose to measure
- Soundness or trustworthiness of the claims or inferences that are made on the basis of the obtained scores
- A matter of degree

# Validity


- Is a professional judgment
- May include making a determination of the fairness and reasonableness of the interpretation of the score
- Has a direct influence on the generalizability of the results

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# Validity - Three types

- | Content Validity - Degree to which the test items actually measure the traits for which the test was designed - no numeric way to express it - count on experts
- | Criterion Related Validity:
  - | Predictive Validity - usefulness predicting a future outcome
  - | Concurrent Validity - relating assessment statistically to other measure

# Validity - Three types

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3. Construct Validity - Not directly observed - such as intelligence, attitudes, reasoning, learning styles, and anxiety.
- \* Standardized assessments must be careful that a theoretical construct (intelligence) doesn't get confused with another construct (reading ability)

# Reliability

- Consistency and dependability
- Test-retest concept
- Usually expressed as a correlation which is a measure of potential error
- Trick is to control as many internal and external sources of error as possible

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# Reliability - 5 types

- | Stability over time - test/retest
- | Stability over item samples - equivalent forms
- | Stability of items - internal consistency (items measure the same construct)
- | Stability over scorers (inter-scorer)
- | Stability over test administrators

# Assessment Error

- Every assignment has a degree of error - the amount of variance the score could experience
- Error can be positive or negative
- Error is impacted by internal & external factors
- Error implies that a score is reliable, +/- a given amount

# Assessment Error

- Standard error is a calculation that establishes a confidence band for an individual score
- Much like a standard deviation - which is a representation of spread of the data

# Fairness

- Implies non-bias & non-discriminatory
- Neither the task or scoring is differently affected by race, gender, ethnic background, handicapping condition or other factors

# 6 Components of Fairness

- | Knowledge of Targets - students know what is being assessed and are familiar with the scoring criteria
- | Opportunity to Learn - Has ample time been devoted to targets & is instruction aligned with assessment
- | Prerequisite Skills -
- | Avoiding Stereotypes - at-risk, athlete, free lunch, etc

# 6 Components of Fairness

1. Bias - Offensiveness or unfair penalization
2. Special Needs - process of accommodating or modifying the assessment so the disability trait is not a factor

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# Positive Consequences

- Student Motivation - Linked to engagement, fair/structured assessment, meaning/value in the eyes of the student - tests should be challenging and provide potential to give individualized feedback
- Teachers Consequences - Need to be comfortable with assessments - let others review and critique

# Practicality and Efficiency

- Teacher familiar with method
- Time required for method
- Ease of administration
- Ease of scoring
- Ease of interpreting
- Cost

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