

A Leader's Guide to Assessment Literacy

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Solution Tree

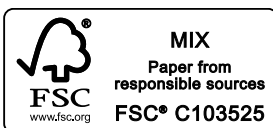


Figure 1.1: A Self-Assessment of Leadership Qualities

Name: _____ Date: _____

Rank your qualities on a scale of zero (lowest) to five (highest).

Leadership Qualities	Rating Scale
1. Delegating	0 1 2 3 4 5
2. Facilitating collaborative teams	0 1 2 3 4 5
3. Communicating the school mission	0 1 2 3 4 5
4. Making big-picture plans	0 1 2 3 4 5
5. Solving problems	0 1 2 3 4 5
6. Evaluating teacher performance	0 1 2 3 4 5
7. Sharing knowledge of Common Core State Standards	0 1 2 3 4 5
8. Thinking outside the box	0 1 2 3 4 5
My three strongest qualities in order are: 1. 2. 3.	

Summative vs. Formative Assessments

Summative

- An event after learning
- Chapter tests, state assessments, end-of-year tests
- Used to measure achievement

Formative

- A process during learning
- Descriptive feedback, use of rubrics, student self-assessment
- Used to support ongoing growth and improvement

Assessment serves several purposes:

- Informs and guides instruction
- Provides feedback about student learning
- Evaluates programs and monitors progress
- Ensures accountability (internal and external)
- Focuses and paces curriculum

A Balanced and Coherent System of Assessment

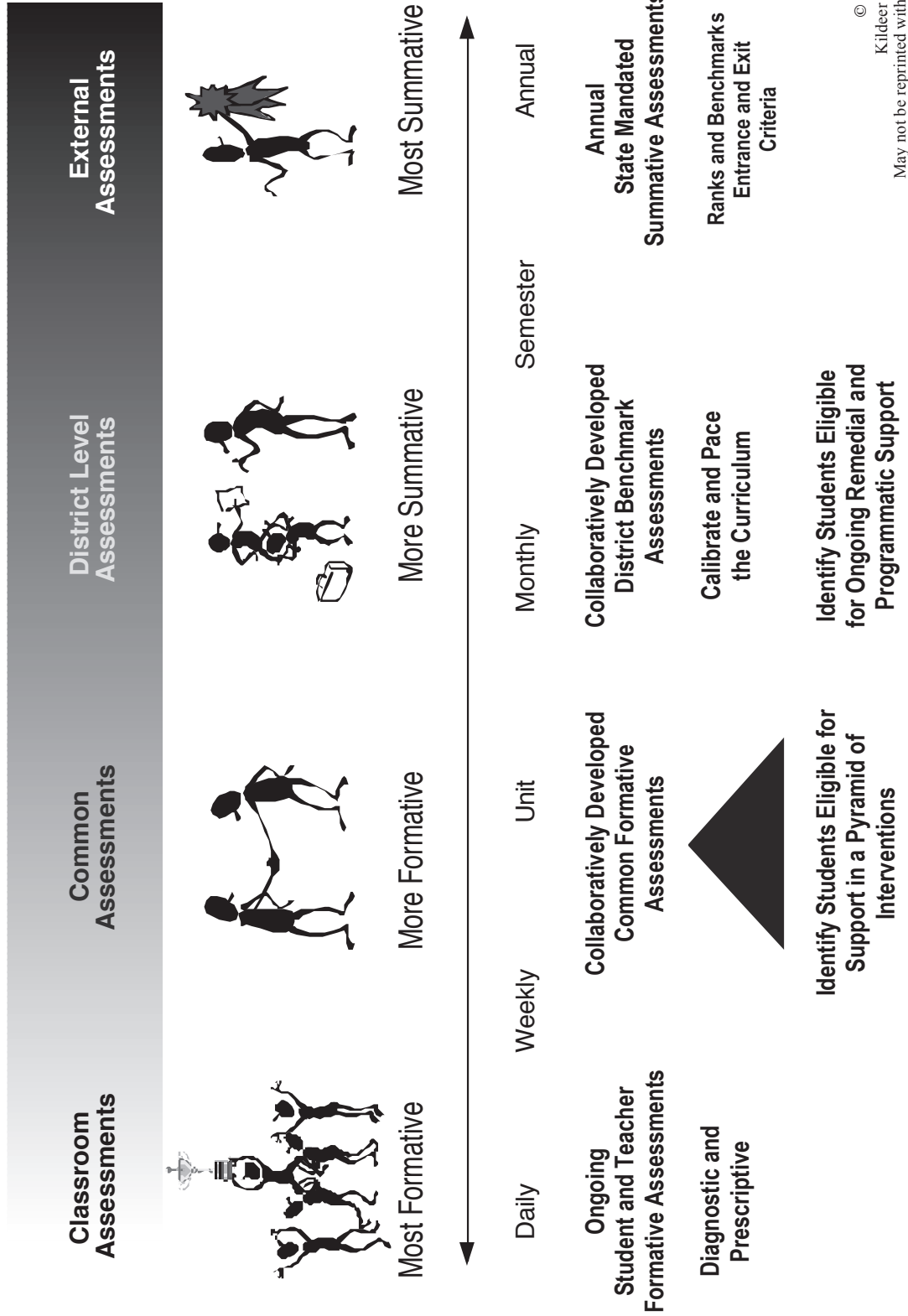


Figure 1.2: How to Read the CCSS ELA/Literacy Standards

ELA/literacy standards are organized in three main sections: (1) K–5 ELA, (2) grades 6–12 ELA, and (3) grades 6–12 literacy in history and social studies, science, and technical subjects. Three appendices accompany the main document: (1) “Appendix A: Research Supporting Key Elements of the Standards,” (2) “Appendix B: Text Exemplars and Sample Performance Tasks,” and (3) “Appendix C: Samples of Student Writing.”

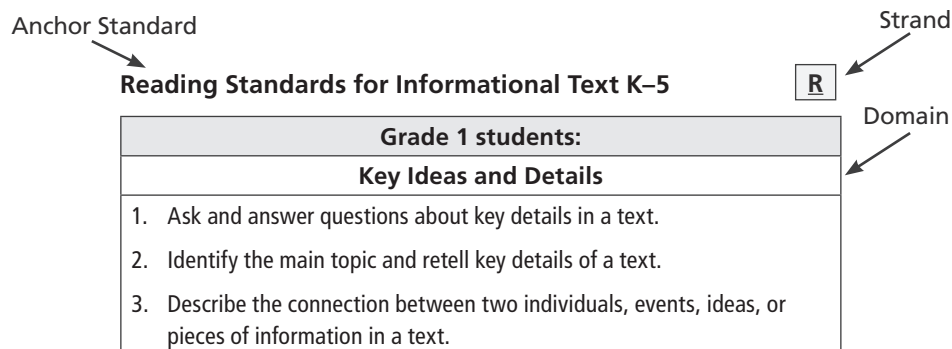
Strands are the components in each section for K–5 and 6–12: Reading, Writing, Speaking and Listening, and Language. The Reading strand has two parts: Reading Standards for Literature and Reading Standards for Informational Text. In K–5, the Reading strand has a third part: Foundational Skills. The literacy standards focus on two strands: Reading and Writing.

Anchor standards define expectations for college and career readiness (CCRA). They define general, cross-disciplinary expectations for each strand: Reading, Writing, Speaking and Listening, and Language. The anchor standards are numbered consecutively for each strand. For example, CCSS.ELA-Literacy.CCRA.R.1 signifies college and career readiness anchor standard (CCRA), reading strand (R), anchor standard one (1). The Reading and Writing strands for literacy in history / social studies, science, and technical subjects have anchor standards. For example, CCSS.ELA-Literacy.WHST.9–10.4 signifies writing strand (W), history (H), science (S), technical subjects (T), grade band (9–10), anchor standard four (4).

Domains define categories of anchor standards for each of the ELA strands. The domains are consistent across all the grades and ensure continuity as the standards increase in rigor and complexity. The four domains in the Reading strand are (1) Key Ideas and Details, (2) Craft and Structure, (3) Integration of Knowledge and Ideas, and (4) Range of Reading and Level of Text Complexity.

Grade-specific standards define what students should understand and be able to do at the end of the year. These standards correspond to the anchor standard with the same designation. For example, CCSS.ELA-Literacy.RL.6.1 signifies Reading Standards for Literature (RL), grade 6 (6), and standard one (1) in the domain Key Ideas and Details.

Grade bands are skills progressions by grade levels—K–2, 3–5, 6–8, 9–10, and 11–12.



Source: Adapted from NGA & CCSSO, 2010b, pp. 13, 20, and 66.

College and Career Anchor Standards for Reading and Writing (selected)

R.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
R.8 Delineate and evaluate the argument and specific claims from a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
W.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
W.8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and then integrate the information while avoiding plagiarism.

Grade 5	Grade 6	Grade 7	Grade 8
<p>RI.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p>RI.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</p> <p>W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>W.1a Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.</p> <p>W.1b Provide logically ordered reasons that are supported by facts and details.</p> <p>W.1c Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).</p> <p>W.1d Provide a concluding statement or section related to the opinion presented.</p>	<p>RI.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>RI.8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.</p> <p>W.1 Write arguments to support claims with clear reasons and relevant evidence.</p> <p>W.1a Introduce claim(s) and organize the reasons and evidence clearly.</p> <p>W.1b Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</p> <p>W.1c Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</p> <p>W.1d Establish and maintain a formal style.</p> <p>W.1e Provide a concluding statement or section that follows from the argument presented.</p>	<p>RI.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</p> <p>RI.8 Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.</p> <p>W.1 Write arguments to support claims with clear reasons and relevant evidence.</p> <p>W.1a Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>W.1b Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <p>W.1c Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.</p> <p>W.1d Establish and maintain a formal style.</p> <p>W.1e Provide a concluding statement or section that follows from and supports the argument presented.</p>	<p>RI.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.</p> <p>RI.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.</p> <p>W.1 Write arguments to support claims with clear reasons and relevant evidence.</p> <p>W.1a Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>W.1b Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <p>W.1c Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>W.1d Establish and maintain a formal style.</p> <p>W.1e Provide a concluding statement or section that follows from and supports the argument presented.</p>

"Leader's Guide to Assessment Literacy" Breakout Session, New Mexico Dept of Education Assessment Conference, July 2014, Angie LaBounty, alabounty@isd622.org

Source: Excerpted from Common Core State Standards.

College and Career Anchor Standards for Reading and Writing (Selected)

R.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
 R.8 Delineate and evaluate the argument and specific claims from a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
 W.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
 W.8 Gather relevant information from multiple print and digital sources; assess the credibility and accuracy of each source, and then integrate the information while avoiding plagiarism.

Grade 5	Grade 6	Grade 7	Grade 8
W.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.	W.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.	W.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote/paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	W.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
Grades 9-10			
RI.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.			
RI.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.			
W.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.			
<ul style="list-style-type: none"> • W.1a Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. • W.1b Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. • W.1c Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons; between reasons and evidence, and between claim(s) and counterclaims. • W.1d Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. • W.1e Provide a concluding statement or section that follows from and supports the argument presented. 			
W.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.			
Instructional Shifts in the CCSS			
<ol style="list-style-type: none"> 1. Share the responsibility for Literacy (reading, writing, speaking and listening) across content areas 2. Provide students a balance of rich literary and informational texts throughout the school day. 3. Increase the rigor in content and explicit thinking skills using complex texts 4. Modify teacher practice to ensure students dig into text to more deeply understand and make sense of what they are reading 5. Increase critical thinking, shared learning, and citing evidence to demonstrate relevance of content through real-world applications 			

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CCSS Alignment to Content Template

Key Question: As you consider each of the following anchor standards, for your respective grade(s), how would you monitor this standard in each course?

R.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Learning Target (Include DOK Level)	Assessment Type/Task	% Correct/Score for Proficiency	Key Academic Vocabulary
DOK Level _____			
DOK Level _____			
DOK Level _____			

R.8 Delineate and evaluate the argument and specific claims from a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

Learning Target (Include DOK Level)	Assessment Type/Task	% Correct/Score for Proficiency	Key Academic Vocabulary
DOK Level _____			
DOK Level _____			
DOK Level _____			

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CCSS Alignment to Content Template

Key Question: As you consider each of the following anchor standards, for your respective grade(s), how would you monitor this standard in each course?

W.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Learning Target (Include DOK Level)	Assessment Type/Task	% Correct/Score for Proficiency	Key Academic Vocabulary
DOK Level _____			
DOK Level _____			
DOK Level _____			

W.8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and then integrate the information while avoiding plagiarism.

Learning Target (Include DOK Level)	Assessment Type/Task	% Correct/Score for Proficiency	Key Academic Vocabulary
DOK Level _____			
DOK Level _____			
DOK Level _____			

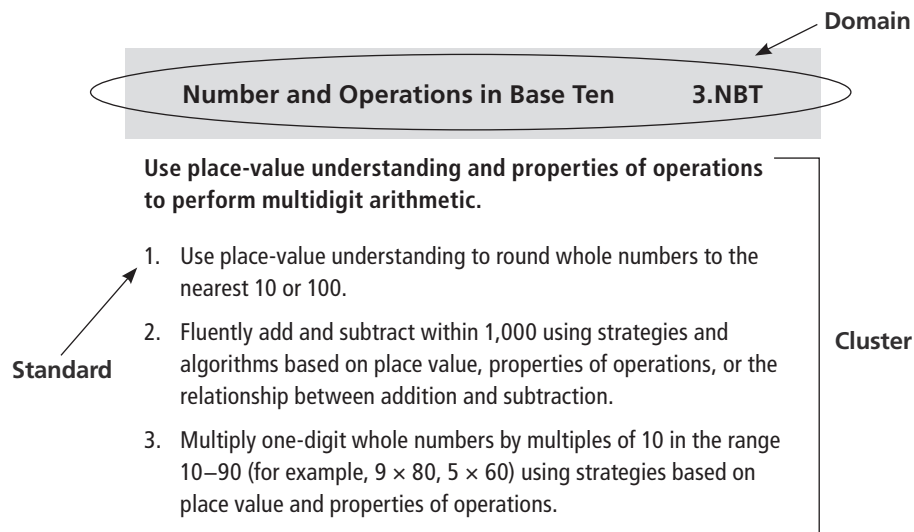
Figure 1.3:
How to Read the Grade-Level Mathematics Standards

Standards define what students should understand and be able to do.

Clusters summarize groups of related standards. Note that standards from different clusters may sometimes be closely related because mathematics is a connected subject.

Domains are larger groups of related standards. Standards from different domains may sometimes be closely related. The domains apply to mathematics content in grades K–8. The domains for grades 3–5 are Operations and Algebraic Thinking, Number and Operations in Base Ten, Number and Operations—Fractions, Measurement and Data, and Geometry.

Conceptual categories are the areas for high school (grades 9–12) mathematics content standards. The six conceptual categories are: Number and Quantity (N), Algebra (A), Functions (F), Modeling, Geometry (G), and Statistics and Probability (S). Each conceptual category with the exception of Modeling has domains and clusters. For example, Number and Quantity has five domains: The Real Number System (N–RN), Quantities (N–Q), The Complete Number System (N–CN), and Vector and Matrix Quantities (N–VM). The domain The Real Number System has two clusters: Extend the properties of exponents to rational components and Use properties of rational and irrational numbers.



Source: Adapted from NGA & CCSSO, 2010e, pp. 5, 57, 59, and 60.

Standards for Mathematical Practice

Mathematical Practice 1

Make sense of problems and persevere in solving them.

Mathematical Practice 2

Reason abstractly and quantitatively.

Mathematical Practice 3

Construct viable arguments and critique the reasoning of others.

Mathematical Practice 4

Model with mathematics.

Mathematical Practice 5

Use appropriate tools strategically.

Mathematical Practice 6

Attend to precision.

Mathematical Practice 7

Look for and make use of structure.

Mathematical Practice 8

Look for and express regularity in repeated reasoning.

Source: NGA & CCSSO, 2010e, pp. 6–8.

**Figure 5.8:
A Sample Data-Based Action Plan**

Goal: Reduce the eighth-grade dropout rate from 12 percent per year by half each year for the next three years (to 6 percent, 3 percent, and 1.5 percent).		
Actions	Monitors From Task Force	Review Date
1. Schedule dual-period mathematics. Block in grades 6–8	Principal: Al Smith	September 1
2. Prepare teachers with standards-aligned cognitive mathematics each year one period per day.	Monica Diaz and Jasmine Smith	August 15–19
3. Prepare teachers with critical-thinking program one period per day, grades 6–8.	Monica Diaz and Jasmine Smith	October 1–2 December 5–6
4. Set up peer support teams grades 6–8 for planning and formative assessments.	Martin Bloethner and Sidney Bush	September 1
5. Collect and assess quarterly data on student progress with control and experimental feedback.	Howard Elias	September 1
6. Set up career and college program with school counselor and volunteers to meet with families at least once annually.	Gregor Rasmussen	August 15
7. Introduce STEM strategies toolbox as an online remediation resource.	Madeline Choco	August 15
8. Review data on implementation and results quarterly.	Principal: Al Smith	September 1

Sample Products to Assess

- Classroom visuals for mathematics proficiencies
- Teacher time chart and lessons for problem solving
- Teacher rubrics with student problem-solving tasks
- Teacher rubrics with mathematics or ELA reasoning tasks
- Quarterly interim test results for problem solving
- Observation checklist of reasoning and problem solving
- Peer support teams with assessments of progress
- Parent assessments of college meetings
- Student results data from online tasks

