**HANDOUT #1.1**

**Module 1.1: Creating an Assessment’s Purpose Statement**

An assessment’s purpose statement outlines what the assessment is measuring, how the results (scores) can be used, and why the assessment was developed.

**Purpose Statement Workflow**

**Procedural Steps**

1. Individually create a statement about the performance measure in terms of the content standards it is intended to measure.
2. Build consensus by focusing on three components of the statement: *Why*, *What*, and *How*.
3. Draft a sentence reflecting the group’s consensus for each component and review.
4. Merge sentences to create a single paragraph “statement”; review to ensure that the statement reflects the group’s intent.
5. Finalize the purpose statement and review for editorial soundness.

**Art Grade 5 (Example)**

*“The Art Grade 5 assessment is designed to evaluate student growth toward proficiency of grade-level expectations in the ability to communicate a mood or point of view through a work of art. This assessment is administered twice; once at the beginning of the school year and again at the end of the school year. Scores are used to demonstrate student growth in the creation of visual arts.”*

**Grade 8 Pre-Algebra (Example)**

*“The Grade 8 Pre-Algebra assessment is provided as a post-test to determine student mastery of the content standards. This grade-level summative assessment is intended to measure student proficiency of grade-level expectations in the sequence of the district’s algebra curriculum. Scores represent degrees of content knowledge, and are used as part of pupil progression for 8th grade students.”*

**HANDOUT #1.2**

**Module 1.2: Identifying Content Standards to be Measured**

An assessment’s targeted content standards are the subset of approved standards being measured by the assessment’s items/tasks.

**Targeted Content Standards Workflow**

 **Procedural Steps**

1. Place the course/subject’s name and Big Idea/Enduring Understanding statement above the Targeted Content Standards table.
2. Place the code for each standard/content strand in the Standard ID column along with the description for each content standard in the Standard Statement column.
3. Have a subject matter expert work collaboratively to identify an initial (i.e., draft) set of content standards associated with the Big Idea/Enduring Understanding column.
4. Review the list of targeted content standards, look for gaps and/or redundancies, and then finalize the list by placing an “X” in the Final column.
5. Verify that the “final” targeted content standards will be those used to develop the test specification tables.

**Art Grade 5 (Example)**

**Big Idea/Enduring Understanding:** Artists use tools and resources as well as their own experiences and skills to create art, while understanding that there are formal processes used to assess the quality of works within the arts.

|  |
| --- |
| **Targeted Content Standards** |
| **Standard** **ID**  | **Standard** **Statement** | **Draft** | **Final** |
| 1.1 | Select and use different media, techniques and processes that are used to create works of art. | **X** | **X** |
| 1.2 | Use selected two-dimensional and three-dimensional media to communicate ideas. | **X** | **X** |
| 4.1 | Identify historical and cultural characteristics of works of art. | **X** | **X** |

**English/Language Arts-Grade 6** **(Example)**

**Big Idea/Enduring Understanding:** Students will interact with non-fictional text, providing critical thinking and responses. Students need to be able to question, reflect on, and interpret essential content across texts. They also need to be able to cite evidence to support analysis.

|  |
| --- |
| **Targeted Content Standards** |
| **Standard** **ID**  | **Standard** **Statement** | **Draft** | **Final** |
| CC.1.2.6A | Determine the 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. | **X** | **X** |
| CC.1.2.6B | Cite textual evidence to support analysis of what the text says explicitly as well as inferences and/or generalizations drawn from the text. | **X** | **X** |
| CC.1.2.6G | Integrate information presented in different media or formats (i.e. visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue |  | **X** |
| CC.1.2.6H | Evaluate an author’s argument by examining claims and determining if they are supported by evidence. | **X** | **X** |
| CC.1.2.6I | Examine how two authors present similar information in different types of text. | **X** | **X** |

**HANDOUT #1.3**

**Module 1.3: Developing Specification Tables**

An assessment’s design is articulated in a series of specification tables. These tables (taken together) describe the content and structure of the assessment. The specification tables in this module define the total number of items/tasks, the content standards associated with the items/task, item/task type, cognitive demand, and other relevant information.

**Test Specification Workflow**

**Procedural Steps**

1. Review the targeted content standards identified in Module 1.2.
2. Insert selected Big Idea/Enduring Understanding and targeted content standards (Standard ID) into the applicable test specification table.
3. For Table 1 (Content Match & Depth of Knowledge), determine the number of items/tasks across the four cognitive levels for each content standard, and then tally the rows and place the values in the Total column.
4. For Table 2 (Content Pattern & Item/Task Sufficiency), determine the number of items/tasks across the four item types for each content standard. In parentheses, record the total points using the point values for each item type (e.g., SCR weighted at 2 points). Tally the rows and columns and place the weighted point values in the Total column and row.
5. For Table 3 (Passage & Writing Prompt Distributions), determine the number of items/tasks across the two-passage genre. Further, record the reading level of passages identified in the Passage Genre columns. If applicable, identify any writing prompts or tasks requiring a detailed “essay-type” response. Also, record the reading levels of item types for each standard. Tally the rows and place the values in the Total column.

**Art Grade 5 (Example)**

**Table 1.** Content Match (CM) and Depth of Knowledge (DoK)

|  |  |  |
| --- | --- | --- |
| **Big Idea/Enduring Understanding** | **Standard****ID** | **Depth of Knowledge** |
| **DoK 1** | **DoK 2** | **DoK 3** | **DoK 4** | **Total** |
| Artists make thoughtful choices in creating works of art. | 1.1 | 0 | 4 | 1 | 0 | 5 |
| Artists employ both conscious and intuitive thought to create works of art. | 1.2 | 0 | 0 | 0 | 2 | 2 |
| Natural resources have influenced the creation of indigenous art forms. | 4.1 | 3 | 2 | 0 | 0 | 5 |

**Art Grade 5 (Example)**

**Table 2.** Content Pattern (CP) and Item/Task Sufficiency (ITS)

|  |  |  |
| --- | --- | --- |
| **Big Idea/Enduring Understanding** | **Standard****ID** | **Item Types** |
| **SR** | **SCR** | **ECR** | **PT** | **Total Points** |
| Artists make thoughtful choices in creating works of art. | 1.1 | 0 | 0 | 5 (4) | 0 | 20 |
| Artists create works of art employing both conscious and intuitive thought. | 1.2 | 0 | 0 | 0 | 2 (35) | 70 |
| Natural resources have influenced the creation of indigenous art forms. | 4.1 | 0 | 5 (2) | 0 | 0 | 10 |
| ***Grand Totals*** |  | 0 | ***10*** | ***20*** | ***70*** | ***100*** |

**Technical Note:** This assessment is comprised of five short constructed response items [*worth 2 points each*], five extended constructed response items [*worth 4 points each*], and two (2) performance tasks [*worth 35 points each*] for a total of **12** total items/tasks. The maximum score possible on this assessment is **100** points.

* **SR-**Selected Response (includes passage-based, stand-alone, and evidence-based)
* **SCR-**Short Constructed Response/Short Answer (includes passage-based)
* **ECR-**Extended Constructed Response (includes writing prompts and text-dependent analysis)
* **PT-** Performance Task (includes portfolio-based)

**English/Language Art Grade 6 (Example)**

**Table 3.** Passage and Writing Prompt Distributions

|  |  |  |  |
| --- | --- | --- | --- |
| **Standard****ID** | **Reading Level(s)** | **Passage Genre** | **Writing** |
| **Literature** | **Information** |  **Prompt Response** | **Total** |
| CC.1.2.6A | 860L; 880L  | 0 | 1 | 1 | 2 |
| CC.1.2.6B | 930L | 0 | 1 | 0 | 1 |
| CC.1.2.6G | 950L; 940L | 1 | 0 | 0 | 1 |
| CC.1.2.6H | 1070L | 0 | 1 | 0 | 1 |
| CC.1.2.6I | 900L; 920L | 0 | 1 | 0 | 1 |

**Technical Note:** Reading Level is reported on the Lexile scale in the above example (i.e., Table 3).