



Eliciting Accurate Evidence of Student Learning

Educator designs sound assessments that generate accurate evidence of student learning. The educator's rubrics meet quality criteria that provide accurate feedback regarding student learning.

Key Method

Sound assessment design is the ability to understand the different purposes and types of assessment to select the most appropriate type of assessment. For sound assessment design, teachers audit, refine, and reflect upon a formative assessment for purpose. The educator refines and reflects upon a rubric to provide accurate feedback regarding student learning.

Method Components

The Importance of High-Quality Assessments

When educators do not create or use assessments of sound design, evidence of student learning is inaccurate. When educators lack evidence of student learning, they can't make appropriate instructional decisions that help students move forward in their learning.

Educators can create classroom assessments that elicit evidence of learning by knowing assessment methods, choosing adequate question sample size, and minimizing bias.

Components of Sound Assessment Design

Educators with sound assessment design knowledge can:

- Identify assessment **purpose**



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- (see “Five Keys to High-Quality Classroom Assessment” in Resources)
- Identify assessment **methods**: selected response, written response, personal communication, portfolio, performance task
 - (see “Possible Assessment Methods and Match to Targets” in Resources)
- Identify **learning target types**: knowledge, reasoning, skill, product
 - (see “Possible Assessment Methods and Match to Targets” in Resources)
- Identify **potential sources of assessment bias** that can occur within the student: language, health/physical handicap, emotional considerations the assessment context: insufficient time, noise distraction, lighting, lack of rapport from the assessment itself: lacking or vague directions, poorly worded questions
 - (see “Designing and Evaluating Quality Assessments” and video of James Popham explaining forms of assessment bias in Resources)
- Identify **effective sample size**: how much evidence of student learning is enough to make an accurate determination of proficiency

Educators with sound assessment design abilities can:

- Audit and refine an assessment for purpose, target-method match, sampling, bias as well as distortion

In order for educators to provide accurate feedback regarding student learning, educators must also know how to create quality rubrics.

Components of Quality Student Rubric Criteria

Educators with quality rubric criteria knowledge can identify rubric quality criteria (see “Creating and Recognizing Quality Rubrics” in Resources)

- Alignment to the learning target(s)
- Focus on assessed elements
- Organized and independent criteria
- Accurate descriptors of learning levels

Educators with quality student rubric criteria abilities can:

- Analyze and refine a rubric that provides accurate feedback regarding evidence of student learning



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Supporting Rationale and Research

Chappuis, Jan. "Helping Students Understand Assessment." Educational Leadership, vol. 63, no. 3, Nov. 2005, pp. 39–43.

https://www.researchgate.net/publication/237356540_Helping_Students_Understand_Assessment

Farrell, C.* & Marsh, J. (2016). Metrics matter: How properties of data shape teachers' instructional responses. Educational Administration Quarterly, 52(3), 423-462.

<https://eric.ed.gov/?id=EJ1104598>

Shepard, L. A. (2008). The Role of Assessment in a Learning Culture. Journal Of Education, 189(1/2), 95-106.

<https://drive.google.com/file/d/10ClqOXTVrq3nFpKZriIsgZTZZPMc1TRt/view?usp=sharing>

Supovitz, J. (2012). Getting at student understanding—the key to teachers' use of test data. Teachers College Record, 114(11)

https://drive.google.com/file/d/1TI4chW0-LRxMqe_D5Noo-HM0pEcOi2dK/view

Resources

What is High-Quality Assessment?

[What does a high-quality assessment actually look like?](#)

[Develop Our Assessment Literacy](#)

[Principles for Effective Classroom Assessment](#)

[7 Principles of Student-Centered Classroom Assessment](#)

Classroom Assessment Purpose

[Five Keys to High-Quality Classroom Assessment](#)

Target-Method Match

[Matching the Assessment Methods to the Learning Target](#)

[Teaching Excellence & Educational Innovation](#)

[Assessments that Align with Learning Objectives](#)

[Target-Method Match](#)



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Bias and Distortion

[Criteria for high-quality assessment](#)

[Forms of assessment bias](#)

Rubrics

[Google Classroom Rubrics](#)

[Rubrics | Center for Teaching & Learning](#)

[Using rubrics | Center for Teaching Innovation](#)

Submission Guidelines & Evaluation Criteria

To earn the micro-credential, you must receive a passing score in Parts 1 and 3 and receive a proficient for all components in Part 2.

Part 1. Overview Questions (Provides Context)

(200 - 500 words per prompt)

Please answer the following contextual questions to provide an understanding of your current situation. Please do not include any information that will make you identifiable to your reviewers.

Prompt 1:

- Describe your students.
 - Include grade level, subject area, cultural backgrounds, and any special considerations regarding student characteristics (English Language Learners, Special Education, Gifted Learners, etc.).
- Consider a formative assessment that you currently use in your classroom to answer the following questions:
 - What is the role of this assessment in the scope of student learning?
 - Who will use the information and how?
 - How was the formative assessment created?
 - How will you know if the assessment elicits accurate evidence of student learning?



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Prompt 2:

- Did you use a student rubric to evaluate the formative assessment you considered in prompt 1? Why or why not?
- How do you currently provide accurate feedback to your students about their learning?
- How will you know if the student rubric is an effective tool to provide you with accurate evidence of student learning?

Passing: Educator completely answers each question and includes relevant examples from personal experience. Writing is organized and easy to understand.

Part 2. Work Examples/Artifacts/Evidence

To earn this micro-credential, utilize the suggested resources to complete and submit the following **five artifacts** as evidence of your learning. *Please do not include any information that will make you or your students identifiable to your reviewers.*

NOTE: Most of the artifacts below ask for annotations. You may use comments, text boxes, add a table at the end of the document, or print out the artifacts and use legible handwritten notes to annotate. If you use handwritten notes please scan the documents and include them in your entry.

Artifact 1: Annotated Formative Assessment

Submit an annotated example of a formative assessment that you have created. Your annotations should identify the components of sound assessment design. If the component(s) are lacking, identify what's missing.

- assessment purpose (see "[Five Keys to High-Quality Sound Assessment](#)" in Resources)
- target(s) being assessed
- target type(s)
- assessment method(s)
- potential sources of bias
- How many questions are being asked?(sample size)
- Accommodations and modifications

Artifact 2: Annotated Rubric

Submit an annotated rubric that is used has been used to evaluate students. Your annotations should identify the rubric quality and criteria components:

- focus on assessed elements
- have independent criteria
- include accurate descriptors of learning levels (i.e. basic, proficient, advanced)



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NOTE: If the formative student assessment did not include a scoring rubric for the target(s), please write one and follow the directions for annotations above.

Artifact 3: Written Analysis of Formative Assessment Design

Use your annotations before and analyze the formative assessment you used by answering the following questions:

- In what ways did your assessment meet or exceed the components listed below?
 - alignment to purpose
 - alignment to what you expect the students to learn
 - sample size (number of questions)
 - minimal, if any, bias or distortion
- What refinements need making to improve the formative student assessment?

Refer back to Resources as needed.

Artifact 4: Analyze the Student Rubric

Analyze, through writing, the rubric that goes with your formative assessment (above). Use these guiding questions:

- In what ways did your rubric meet or exceed sound design components?
 - strong alignment to the learning target(s)
 - clear focus on assessed elements
 - clear organization including specific criteria
- What refinements need making to improve the quality of your student rubric?

Refer back to Resources as needed.

Artifact 5: Revised Assessment and Rubric

Use the results of your analysis to revise your formative student assessment and accompanying student rubric. Submit the revised assessment and rubric with the following annotations:

- Highlight changes made
- Explain why the changes will improve the assessment for eliciting accurate evidence of student learning

Part 2. Rubric

	Proficient	Basic	Developing
Artifact 1: Formal Formative Assessment	Educator accurately and completely identifies the components of sound assessment design as described in “Part 2 Work	Educator identifies some of the components of assessment sound design but does not note any missing components.	Educator does not identify the components of assessment sound design.



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	<p>Examples/Artifacts/ Evidence,” Artifact 1.</p> <p>All components are noted and described OR where an element is missing explanation is given.</p>		
Artifact 2: Rubric	<p>Rubric matches the formative assessment submitted in Artifact 1.</p> <p>Rubric document identifies the 3 quality criteria components</p> <p>If there are components missing, the educator identifies and gives an explanation for why the particular component is missing.</p>	<p>The rubric does not match the formative assessment submitted in Artifact 1.</p> <p>OR</p> <p>The rubric document identifies some but not all of the quality criteria components</p> <p>OR</p> <p>If components are missing, there is no identification of such.</p>	<p>Educator does not identify the components of the rubric.</p>
Artifacts 3: Analysis of Formative Assessment Design	<p>Educator uses the results of the audit to fully explain ways that the assessment is of sound design and quality</p> <p>All prompts from the analysis directions are addressed.</p>	<p>Educator identifies ways that the assessment is of sound design and quality but does not address all prompts in</p>	<p>Educator does not identify ways that the assessment is of sound design and quality</p>
Artifact 4: Analysis of Rubric	<p>Educator uses results of the analysis to fully explain ways that the rubric is of sound design and quality</p> <p>All prompts are answered</p>	<p>Educator identifies ways that the assessment is of sound design and quality but does not address all prompts</p>	<p>Educator does not identify ways that the rubric is of sound design and quality</p>



Artifact Five: Revised Assessment and Rubric	<p>Educator annotates changes to the assessment and rubric</p> <p>Educator also explains how the changes will improve the assessment and rubric for eliciting accurate evidence of student learning</p>	<p>Educator annotates changes and explains how the changes will improve the assessment and rubric</p>	<p>Educator annotates changes but lacks an explanation of the changes.</p>
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Part 3 Reflection

(300 - 500 words)

Use the word count as a guide to writing a personal reflection about your work on this micro-credential. Review the following resource for tips on writing a good reflection:

[How Do I Write a Good Personal Reflection?](#)

Please reflect by answering the questions below.

1. How did your overall assessment and rubric practices change due to the exercises in this module?
2. How will these changes lead to eliciting accurate evidence of student learning and providing students with accurate feedback on future assessments?
3. How did the accommodations and modifications help English Language Learners, Talented and Gifted, and Students with Disabilities?

Passing: Reflection provides evidence of how the module exercises affected assessment and rubric practices. Specific examples are cited directly from identification, auditing, and annotating activities to support claims. Also included are actionable steps demonstrating how new learning will be integrated into future practices.



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