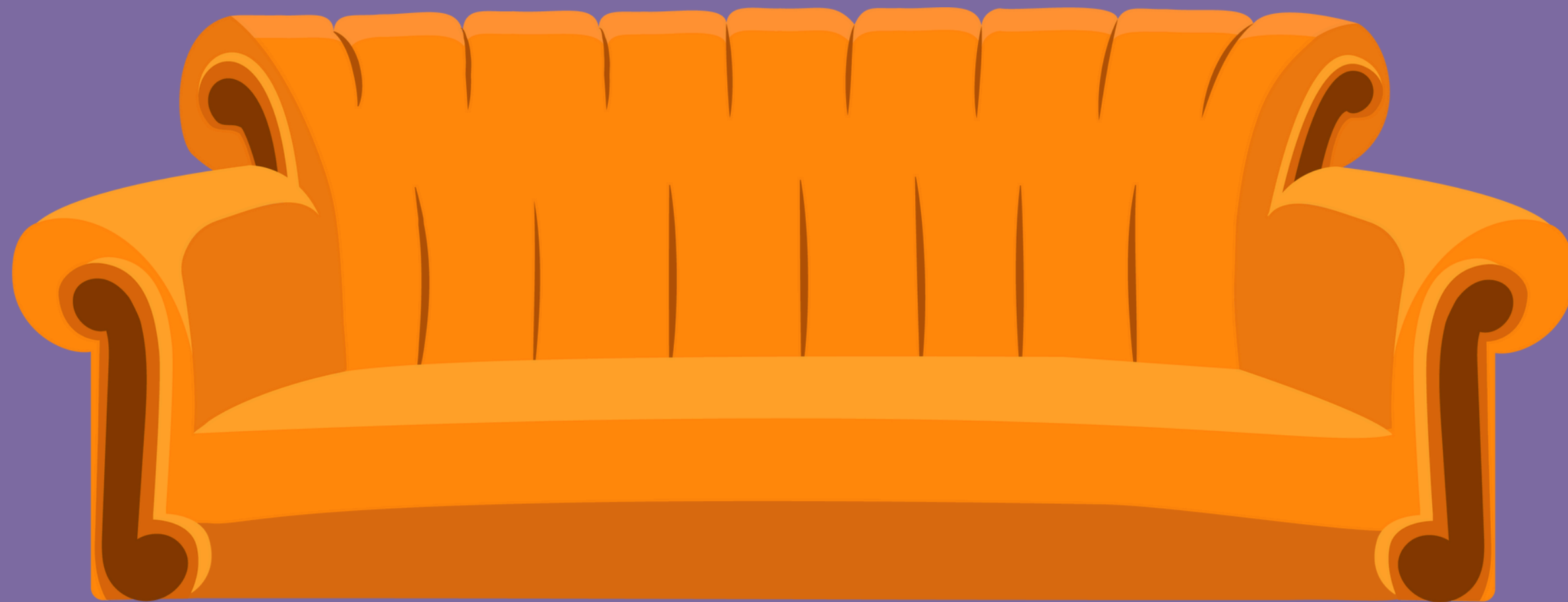


CRAFTING COMPREHENSIVE ASSESSMENT FRAMEWORKS FOR TIA



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bit.ly/ccafTAC24



YOUR F.R.I.E.N.D.S



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R10 DATA SOLUTIONS



YOUR FRIENDS FOR TODAY

Through our work developing an item bank and our partnerships with assessment vendors, we spend every day thinking about assessment best practices and how to support LEAs across the state with their local assessment program.



AMBER
Assistant Director



COURTNEY
Assistant Director

**THE ONE
WHERE
YOU
LEARN...**

Understand the pros & cons of using pre & post assessments



Discuss key elements of assessment frameworks



Explore strategies for creating effective assessment frameworks

PRE & POST



Using pre and post tests offers several advantages for measuring student growth but also presents challenges. Beyond the confines of TIA, good assessment practices like including BOYs and EOYs, can provide some distinct benefits.

PRE & POST TEST	
PROS	CONS
Simple to establish a baseline for student achievement	Difficult to create because significant expertise in content and assessment are needed
More objective than SLOs and portfolios	Requires calibration for open response items
Easier to manage and sustain	Complicated by test security and some maintenance of content/standards

A note on pre-assessment



Measure

"In some settings, pre-assessments can guide teachers to more effective instruction and higher levels of student learning, while in others they waste valuable instructional time by simply confirming what teachers already know."



Focus

"Preview pre-assessments provide teachers the basis for monitoring students' progress and for measuring growth. They also can help focus students' attention on specific learning goals and communicate expectations for students' performance."



Guide

"Teachers must assure students... that results will be used to guide learning activities and do not reflect any lack or deficiency on their part."

DOES PRE-ASSESSMENT WORK?

PRE & POST



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Key Elements

- Priority and supporting standards
- Depth of Knowledge (DOK)
- Item Types



Strategies for Creating Assessment Frameworks



1. Identify Standards
2. Create skill progressions
3. Determine item types
4. Set Depth of Knowledge









Identify Standards

1. Endurance 
2. Leverage 
3. Readiness 
4. STAAR Requirements
5. Student Needs

6th Grade Science

(8) Force, motion, and energy. The student knows force and motion are related to potential and kinetic energy.  
The student is expected to:

- (A) compare and contrast potential and kinetic energy;
- (B) identify and describe the changes in position, direction, and speed of an object when acted upon by unbalanced forces;   
- (C) calculate average speed using distance and time measurements;   
- (D) measure and graph changes in motion; and
- (E) investigate how inclined planes can be used to change the amount of force to move an object.

Create Skill Progressions

Identify the **content** and **process** students need to master the standard.

Order the skill progression.
What can be assessed at the BOY and at EOY?

5.8b: explain how the Sun and the ocean interact in the water cycle;

- Students analyze various representations of the water cycle.
- Students explain how the sun and ocean interact in the water cycle.
- Students list interactions of the sun and the ocean.
- Students describe how water changes state when energy increases or decreases.
- Students describe the role of the sun in the water cycle.
- Students draw and label a simple diagram of the water cycle.
- Students define the processes in the water cycle.

Create Skill Progressions

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Order the skill progression.
What can be assessed at the BOY and at EOY?

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BOY EOY

- Students analyze various representations of the water cycle.
- Students explain how the sun and ocean interact in the water cycle.
- Students list interactions of the sun and the ocean.

- Students describe how water changes state when energy increases or decreases
- Students describe the role of the sun in the water cycle.
- Students draw and label a simple diagram of the water cycle.
- Students define the processes in the water cycle.

Determine Item Type

Selected Response

DRAG AND DROP 

HOTSPOT 

HOT TEXT 

INLINE CHOICE 

MATCH TABLE GRID 

MULTISELECT 

Open Response

TEXT ENTRY 

NUMBER LINE 

FRACTION MODEL 

GRAPHING 

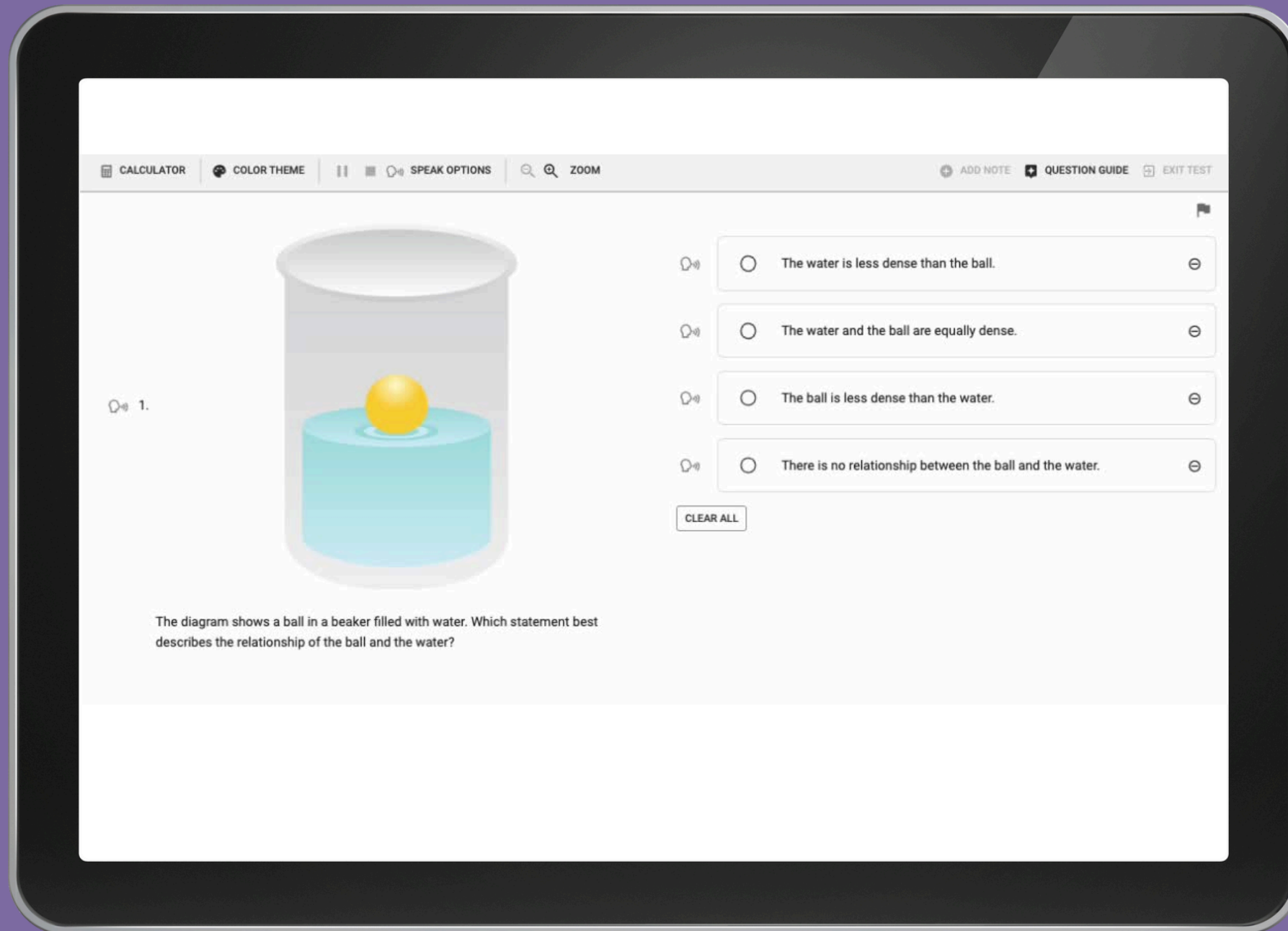
EQUATION EDITOR 

CONSTRUCTED RESPONSE 

***MULTIPART** 

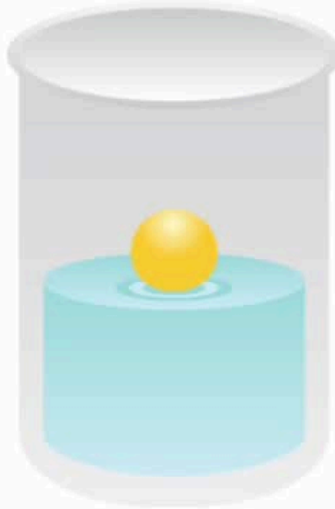


Determine Item Type



The screenshot shows a digital test interface on a tablet. At the top, there is a navigation bar with icons for CALCULATOR, COLOR THEME, SPEAK OPTIONS, ZOOM, ADD NOTE, QUESTION GUIDE, and EXIT TEST. The main content area features a question labeled 'Q 1.' on the left, a diagram of a beaker with a yellow ball floating in water, and a list of four multiple-choice options on the right. Below the options is a 'CLEAR ALL' button. The question text asks for the best statement describing the relationship between the ball and the water based on the diagram.

Q 1.



The diagram shows a cylindrical beaker partially filled with light blue water. A small, solid yellow sphere is floating on the surface of the water, with a small portion of the sphere above the water line and a larger portion submerged.

The diagram shows a ball in a beaker filled with water. Which statement best describes the relationship of the ball and the water?

- The water is less dense than the ball.
- The water and the ball are equally dense.
- The ball is less dense than the water.
- There is no relationship between the ball and the water.

CLEAR ALL

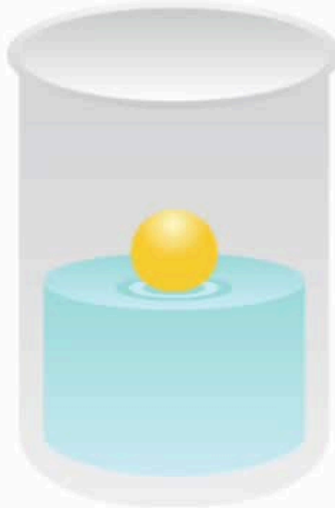
Determine Item Type

The image displays two tablet screens showing a digital assessment interface. The left screen shows a question about a ball in water. The right screen shows a question about density with three beakers and a list of statements to select.

Left Screen:

Calculator | Color Theme | Speak Options | Zoom


Q 1.



The diagram shows a ball in a beaker filled with water. Which statement best describes the relationship of the ball and the water?

Right Screen:

21. Students were conducting an investigation using different objects they found and putting them in water to compare their densities. Each object is placed in beakers with the same amount of water.



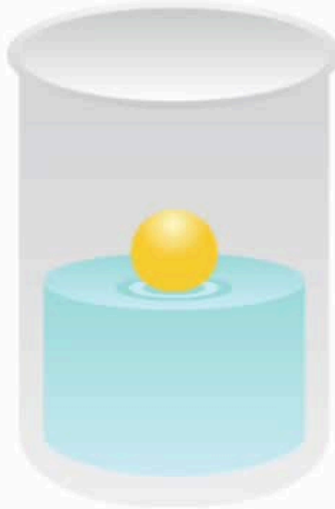
Cork Wood Iron

Which statements are supported by this investigation?
Select two correct answers.

- The cork is more dense than the water.
- The iron is more dense than the water.
- The wood is less dense than the water.
- The cork and the iron are both less dense than the water.
- The cork, wood, and iron are all more dense than the water.


CLEAR ALL

Determine Item Type

1. 

The diagram shows a ball in a beaker filled with water. Which statement best describes the relationship of the ball and the water?

21. Students were conducting an investigation using different objects they found and putting them in water to compare their densities. Each object is placed in beakers with the same amount of water.



Cork Wood Iron

Which statements are supported by this investigation?
Select two correct answers.

1.

Sample	Density (kg/L)
Aluminum	2.7
Iron	7.8
Copper	8.9
Lead	11.3
Concrete	2.3
Granite	2.7
Wood (Average)	0.3
Glass (Common)	2.5
Ice	0.917

A student observed that lead floats on an unknown liquid, whereas copper sinks in the liquid.

– What should the student conclude from the data?
– Justify your answer.

Set Depth of Knowledge

Webb's Depth of Knowledge

DOK Level 1

(Recall)

Verbs: arrange, calculate, define, draw, identify, list, label, illustrate, match, memorize, recognize, tell, ...

Focus: on specific facts, definitions, details, or procedures

Note: there's one correct answer, and a combination of Level 1s does not make it a Level 2

DOK Level 2

(Skill / Concept)

Verbs: categorize, cause/effect, classify, compare, distinguish, estimate, graph, interpret, modify, predict, relate, show, summarize, ...

Focus: on applying skills and concepts • explaining how or why

Note: there's one correct answer

DOK Level 3

(Strategic Thinking)

Verbs: assess, cite evidence, compare, conclude, construct, critique, develop logical argument, differentiate, formulate, hypothesize, investigate, revise, ...

Focus: on reasoning and planning in order to respond • complex and abstract thinking required • defending reasoning or conclusions

Note: multiple answers or approaches

DOK Level 4

(Extended Thinking)

Verbs: apply concepts, analyze, connect, create, critique, design, prove, ...

Focus: on complex reasoning, planning, and thinking • make real-world applications in new situations

Note: has multiple answers or approaches • often requires extended periods of time with multiple steps

Same Verb, *Different DOK*

- **DOK 1**—Describe the parts of the life cycle of a butterfly.
- **DOK 2**—Describe the difference between the life cycle of a butterfly and the life cycle of humans.
- **DOK 3**—Describe a model that you might use to represent the relationships that exist within the life-cycle process.

TEKSready

Simple. **Effective.** Assessments to Measure Progress.

BEGINNING OF YEAR

CATEGORY	ITEM COUNT	DOK 1	DOK 2	DOK 3
Matter & The Periodic Table C.4.A, C.4.B, C.4.D, C.5.B, C.5.C	10	8	2	-
Atomic Structure & Nuclear Chemistry C.6.D, C.12.A, C.12.B	4	3	1	-
Bonding & Chemical Reactions C.7.A, C.7.B, C.7.C, C.8.B, C.8.E, C.8.F, C.8.H	15	4	11	-
Gases & Thermochemistry C.9.A, C.11.C, C.11.D	6	5	1	-
Solutions C.10.A, C.10.B, C.10.C, C.10.E, C.10.F, C.10.G	10	7	3	-

PERCENTAGE OF TECH-ENHANCED ITEMS = 36%

END OF YEAR

CATEGORY	ITEM COUNT	DOK 1	DOK 2	DOK 3
Matter & The Periodic Table C.4.A, C.4.B, C.4.D, C.5.B, C.5.C	10	-	9	1
Atomic Structure & Nuclear Chemistry C.6.D, C.12.A, C.12.B	4	-	3	1
Bonding & Chemical Reactions C.7.A, C.7.B, C.7.C, C.8.B, C.8.E, C.8.F, C.8.H	15	-	12	3
Gases & Thermochemistry C.9.A, C.11.C, C.11.D	6	-	4	2
Solutions C.10.A, C.10.B, C.10.C, C.10.E, C.10.F, C.10.G	10	-	10	0

PERCENTAGE OF TECH-ENHANCED ITEMS = 36%

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