

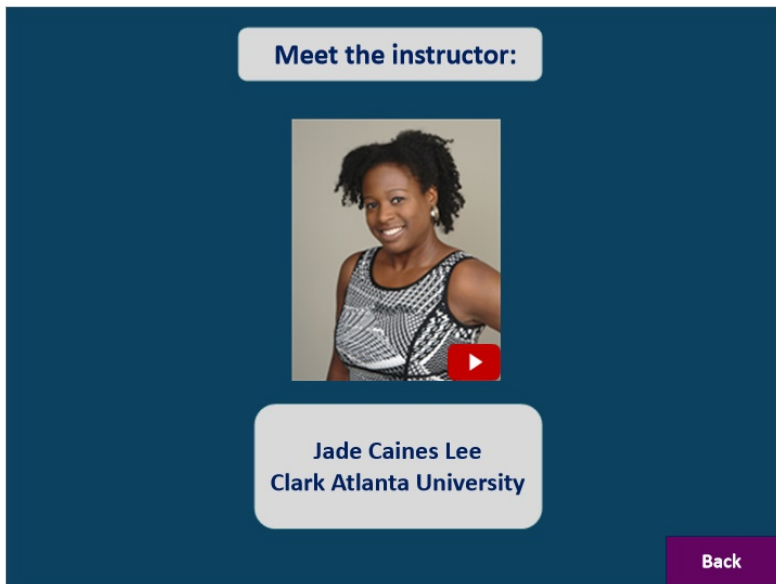
DM24 SLIDES (Assessment Literacy, Version 1.0)

1. Module Overview

1.1 Module Cover (START)



1.2 Instructor



1.3 Designers

Meet the designers:



Xi Lu
Florida State
University



André A. Rupp
Mindful
Measurement

Back

1.4 Welcome



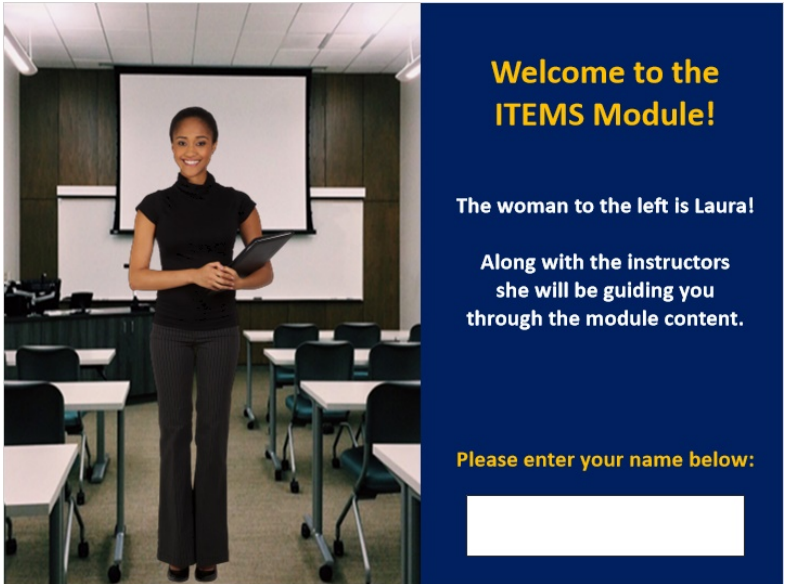
**Welcome to the
ITEMS Module!**

The woman to the left is Laura!

Along with the instructors
she will be guiding you
through the module content.

Please enter your name below:

Untitled Layer 1 (Slide Layer)



**Welcome to the
ITEMS Module!**

The woman to the left is Laura!

Along with the instructors
she will be guiding you
through the module content.

Please enter your name below:

1.5 Overview



Hello %LearnerName2%!
Thank you for your interest in
this digital **ITEMS** module!

The module has **four content
sections** and one **exercise section**.

In the **player menu**, the **slides
for all sections** can be accessed
individually along with **resources**
and a **glossary**.

In this module you will learn
concepts and ideas that will help
you gain **assessment literacy**.

You can **navigate freely** through the
sections but we recommend
watching them **in sequence if you
are new to this area of work**.

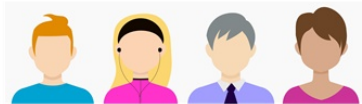
Advance to the next slide to **get
started** and look at the **audience
description!**

1.6 Target Audience

Target Audience

Anyone who would like a gentle but methodologically sound introduction to this topic:

- graduate students and professionals in training
- teachers, administrators, and policymakers



However, we hope that you find the information in this module useful no matter what your official title or role in an organization is!

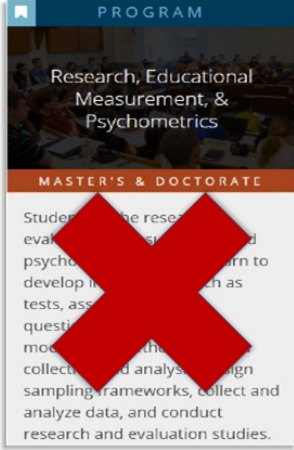
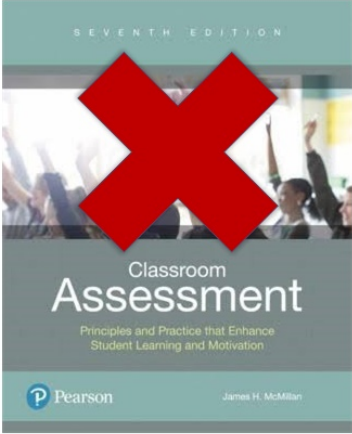
1.7 Expecations (I)



Let's discuss expectations....

1.8 Expectations (II)

ITEMS Modules in Context



1.9 Learning Objectives

Learning Objectives



1. Describe core aspects of educational assessment and assessment literacy
2. Identify different essential elements such as item types, blueprints, and standards
3. Compare and contrast the foundational concepts of validity and reliability
4. Appreciate how assessment work is part of ongoing professional practice in teams

1.10 Prerequisites

Prerequisites

1. Experience with developing or using different forms of student assessment

2. Awareness of common decisions made by educators

3. Familiarity with norms, routines, and basic processes of classrooms, schools, and districts

1.11 Module Citation

Module Citation

Lee, J. C. (2021). Assessment literacy (Digital ITEMS Module 24). *Educational Measurement: Issues and Practice*, 40(2).



1.12 Resources



Recommended Resources

- [National Council on Measurement in Education's Formative Assessment for Classroom Teachers](#)
- [Classroom Assessment: What Teachers Need to Know \(8th Edition\)](#) by W. James Popham
- [Assessment Literacy for Educators in a Hurry](#) by W. James Popham
- [Educational Assessment of Students \(8th Edition\)](#) by Susan M. Brookhart & Anthony J. Nitko, 2019
- [ITEMS module: Supporting Decisions with Assessment](#) (by Dr. Chad Gotch)
- [ITEMS module: Reliability in Classical Test Theory](#) (by Dr. Charlie Lewis and Dr. Michael Chajewski)
- [ITEMS module: Reliability of Scores from Teacher-Made Tests](#) (by Dr. David A Frisbee)
- [ITEMS module: Standard Error of Measurement](#) (by Dr. Leo M. Harvill)
- [Grading Hacks: How to Cut Your Grading Time in Half](#) by **Jade Caines Lee**
- [Assessment **of** and **for** learning video series](#) by Heidi Andrade
- [Michigan Assessment Consortium: Assessment Resources](#)

1.13 Main Menu



Main Menu

01

Foundations of Assessment Literacy
[5 Minutes]

02

Measurement Literacy
[20 Minutes]

03

Testing Literacy
[20 Minutes]

04

Data Literacy
[20 Minutes]

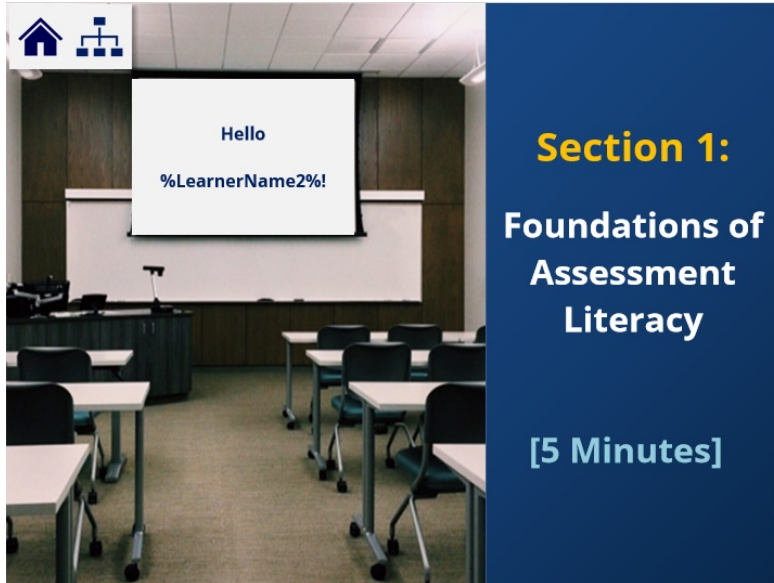
05

Application Exercises
[20 Minutes]

Navigation

2. Section 1: Foundations of Assessment Literacy

2.1 Cover: Section 1



2.2 Objectives: Section 1

Learning Objectives

The slide lists four learning objectives for Section 1, centered around a target icon:

1. Define educational assessment
2. Identify educational contexts where assessment may occur
3. Differentiate assessment, measurement, and evaluation as distinct concepts
4. Describe the importance of assessment literacy

2.3 Introduction I



What is Assessment?

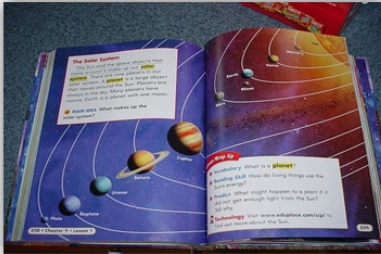
It is a broad term used to describe a process for obtaining information in order to make decisions.



2.4 Introduction II



What is Assessment? (II)



2.5 Introduction III



Assessment



Educational assessment can be used to describe the full range of procedures that we use to determine a student's status

2.6 Introduction IV



Assessment



Assessment

"How well does the individual perform?"

... on a test, a project, etc.

Measurement

"How much?"

... Kwame is 6 feet, 6 inches.

Evaluation

"What/How is the quality?"

... Kwame is TALL.

2.7 Assessment Literacy I



What is Assessment Literacy?



It consists of an individual's understanding of the fundamental assessment concepts and procedures deemed likely to influence educational decisions.

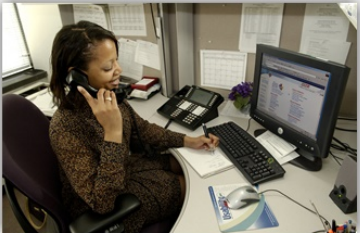
Which assessment concepts and procedures are *fundamental*?

Depends on who you ask!

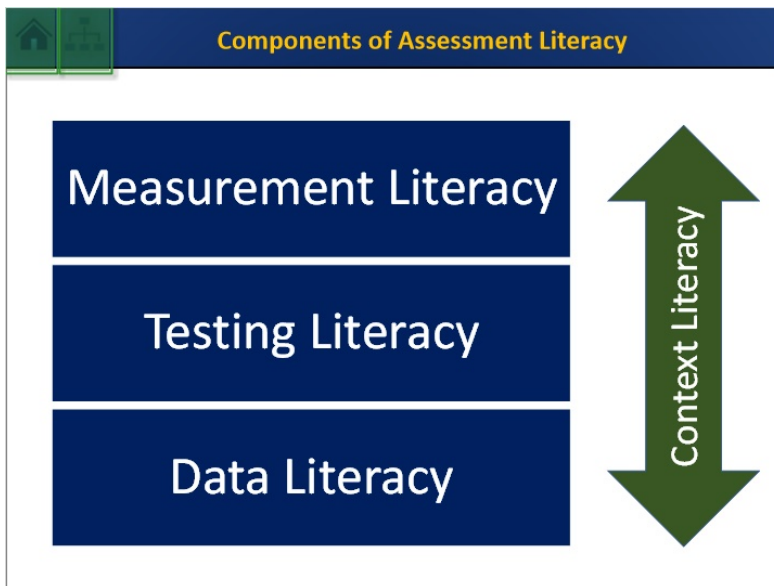
2.8 Assessment Literacy II



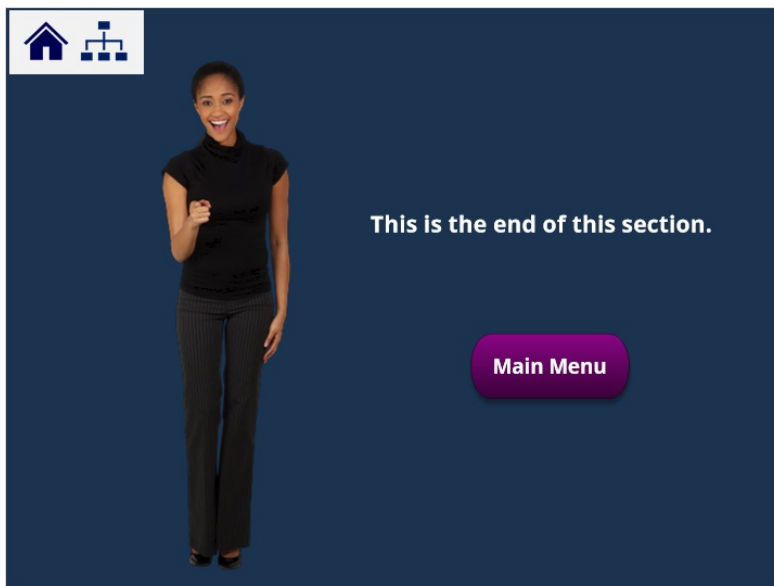
Why is it Important to be Assessment Literate?



2.9 Assessment Literacy

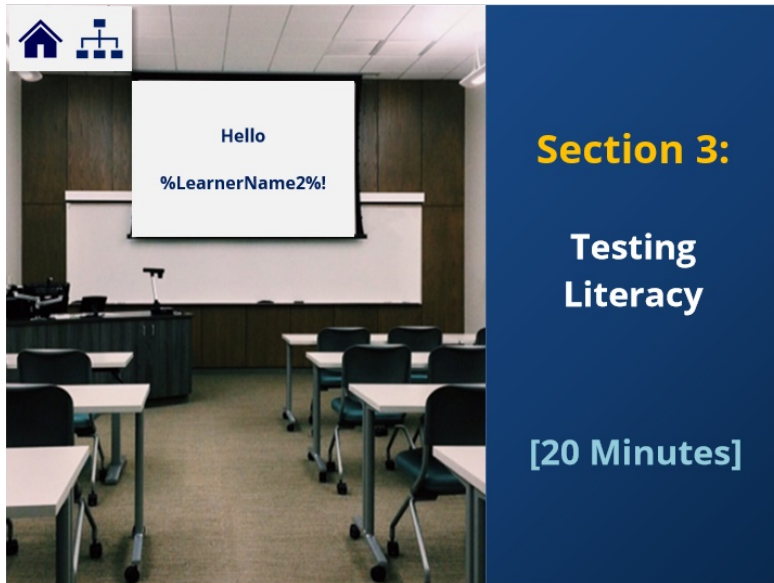


2.10 Bookend: Section 1



3. Section 3: Testing Literacy

3.1 Cover: Section 3



3.2 Objectives: Section 3



Learning Objectives



1. To distinguish between formative and summative assessment

3. To identify the principles of developing a test blueprint

2. To differentiate between selected and constructed response items

3.3 Topic Selection





Click on each image to learn more. 

Section Summary

3.4 Testing Literacy



Testing Literacy



The understanding of the fundamental principles of test design, development, and use, for example a teacher-created quiz or a large-scale standardized exam

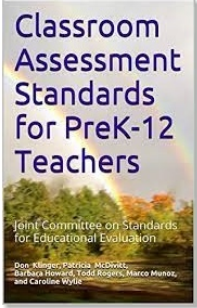
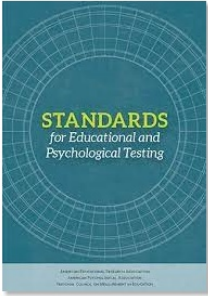
NOT just a typical test, but really any formal or informal instrument or procedure used to gather evidence about student performance

(DePascale, 2019)

3.5 Test Design



Test Design



3.6 Examples of Intended Uses



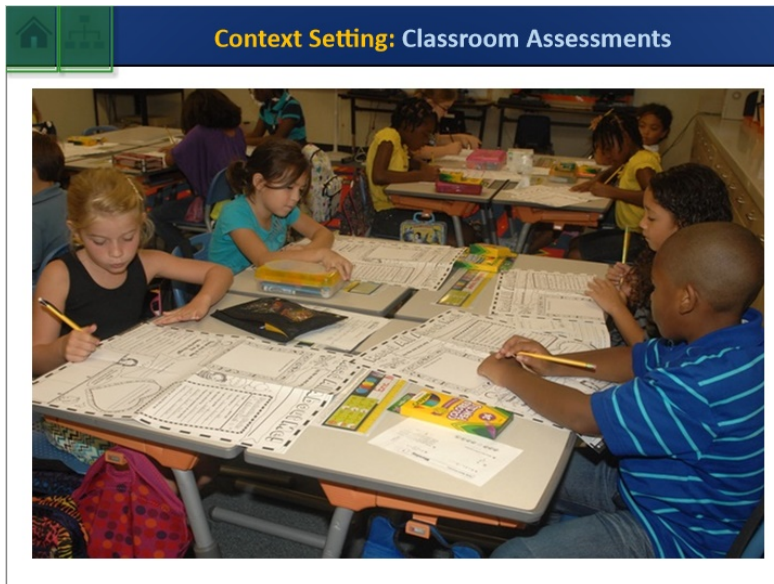
Examples of Intended Uses

Assess to compare

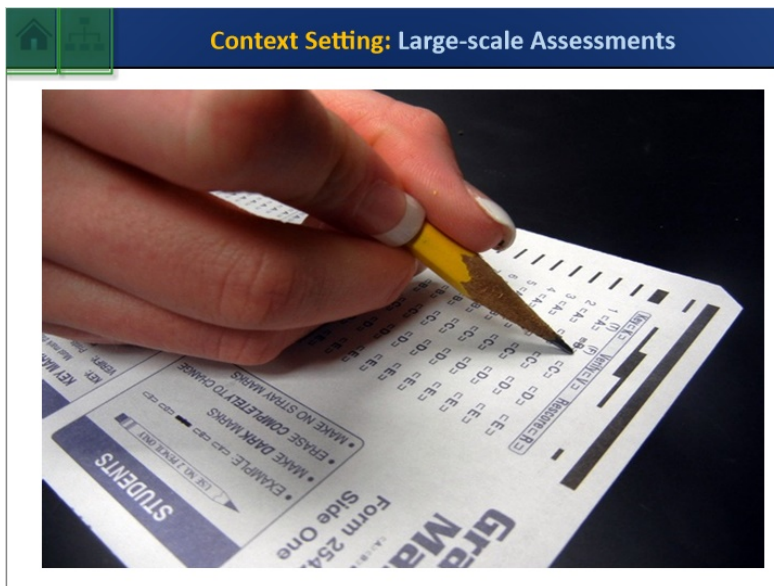
Assess to improve teaching and learning

Assess to evaluate instruction

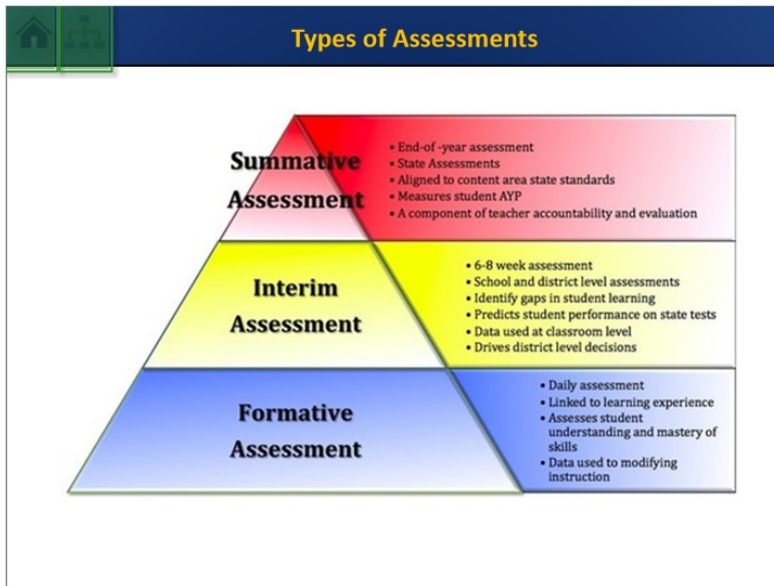
3.7 Context Setting: Classroom Assessments



3.8 Large-scale Assessments



3.9 Types of Assessments



3.10 Context Setting

Context Setting: Formative or Summative Assessment?

What's the purpose?

- Do you want to assess so you can compare students, improve teaching and learning, or evaluate instruction?
- Assessment of Learning OR Assessment for Learning?

Scenario

Mr. Lopez wants to design, develop, and use a formative and summative "test" in his 8th grade Algebra class.

3.11 Definitions



Context Setting: Definitions

Formative Assessment

A planned process where a teacher focuses on a learning standard, evaluates students' work against that standard, and adjust instruction to help students master that standard. It is considered to be cyclical and focuses on assessing *for* learning.

Summative Assessment

Assessments that help a teacher evaluate student learning after teaching oen or more units of a course of study. It is considered to be a discrete event and focuses on the assessment *of* learning.

Reference

Reference (Slide Layer)



Reference

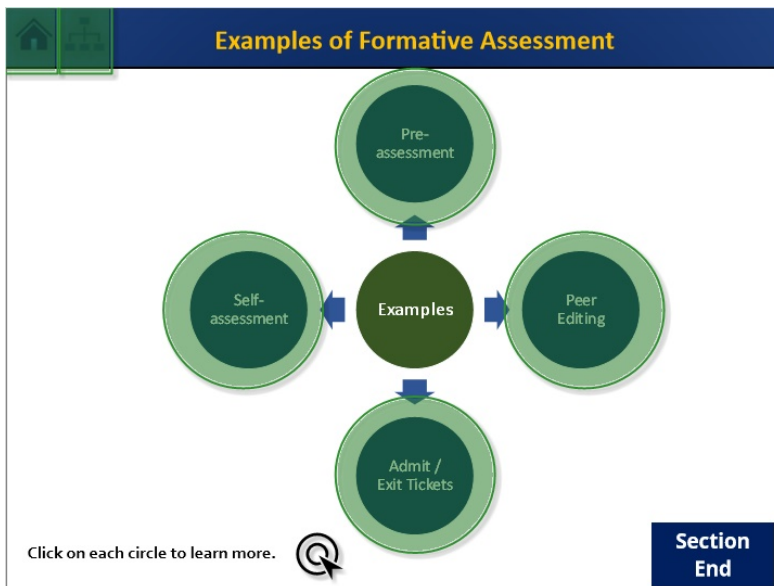
Brookhart & Nitko, 2015
Popham, 2018

Back

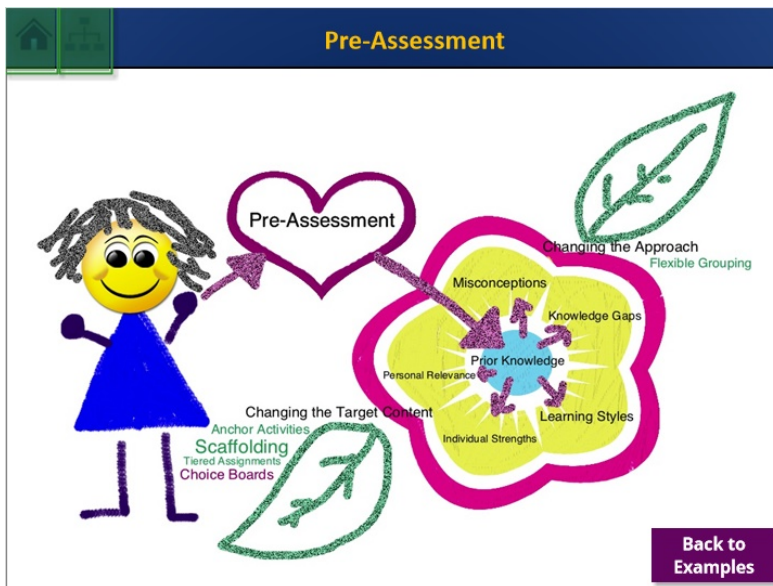
3.12 Formative vs. Summative

Formative vs. Summative	
Formative Assessment (Assessment for Learning)	Summative Assessment (Assessment of learning)
To improve learning and achievement	To measure or audit attainment
Carried out while learning is in progress (day-to-day, minute-by-minute)	Carried out from time to time (snapshots of what happened)
Focused on the learning process	Focused on the products of learning
Part of Teaching-Learning process	End of Teaching-Learning process
COLLABORATIVE (students and teacher guide progress)	TEACHER DIRECTED (teachers control what to do)
FLUID (process influenced by student need)	RIGID (unchanging measure of mastery)
Teacher and students are learners	Teacher audits, students are audited
Evidence is gathered for improvement	Evidence is for "success or failure".

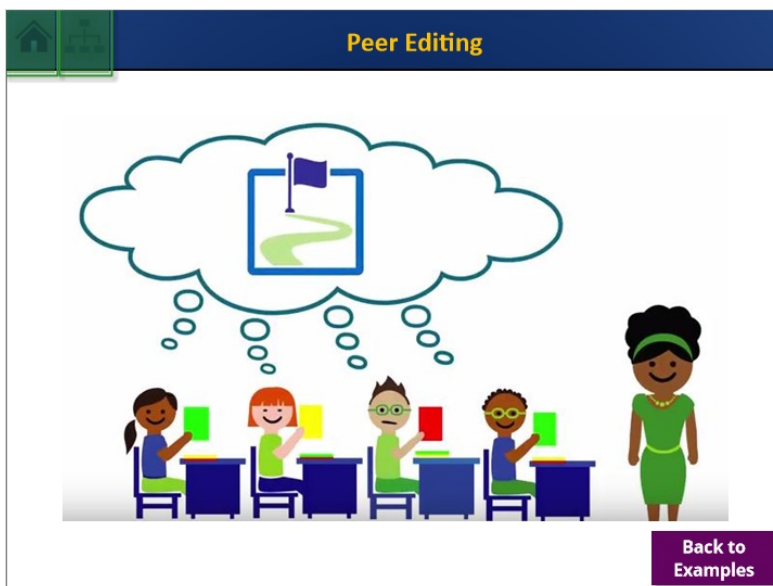
3.13 Examples of Formative Assessment



3.14 Pre-Assessment



3.15 Peer Editing



3.16 Admit/Exit Tickets

The slide is titled "Admit/Exit Tickets" in a large, stylized font. It features a collage of student work samples, including a "LINOIT lino" ticket, a "HONORABLE MENTION" section with a "stixy" logo, and a "W" logo. A red starburst with the number "1" is placed over one of the tickets. The slide is credited to "@jenniferlagarde".

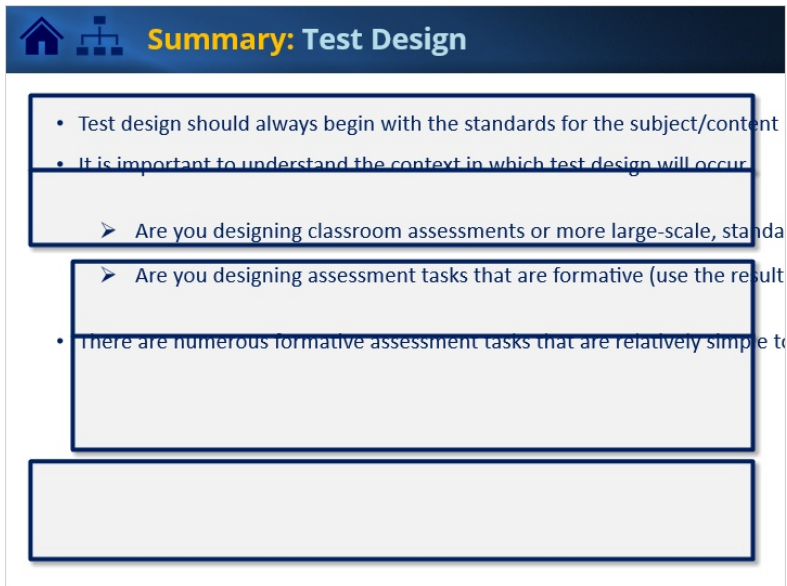
Back to Examples

3.17 Self-Assessment

The slide is titled "Self-Assessment" in a large, stylized font. It features a screenshot of a formative assessment interface. The interface includes a "1" in a blue box, a question about the surface area of a pizza, and a grid of student work samples. The work samples include names like Ricky Rosenthal, Jimmy Noodles, Jillian West, Diego Spumony, Gregory Jones, Dennis Patterson, McDonald, Katie Howard, Kelly Sanders, Ashley Dunn, Dan Murray, Steven Willis, Kristen Shelly, Chelsea Corbin, and Molly Malone. The interface also shows a "92% Avg." score and a "Great job!" message. The slide is credited to "EdTechPicks.org".

Back to Examples

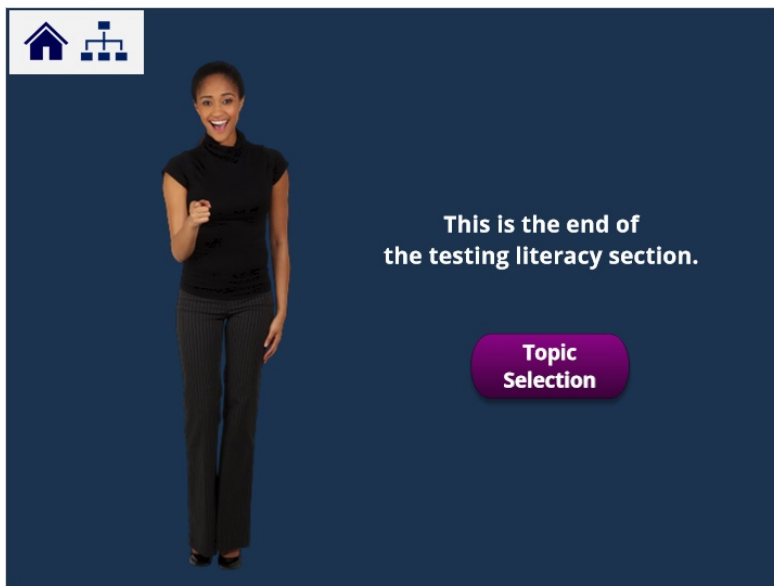
3.18 Summary: Foundations



Summary: Test Design

- Test design should always begin with the standards for the subject/content
- It is important to understand the context in which test design will occur
 - Are you designing classroom assessments or more large-scale, standardized tests?
 - Are you designing assessment tasks that are formative (use the results to inform instruction) or summative (used to evaluate student learning)?
- There are numerous formative assessment tasks that are relatively simple to implement

3.19 Bookend: Validity



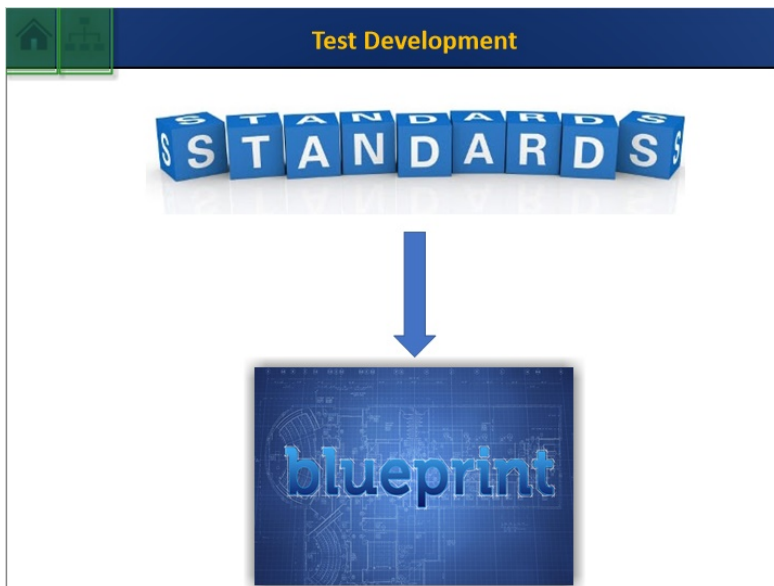
This is the end of the testing literacy section.

Topic Selection

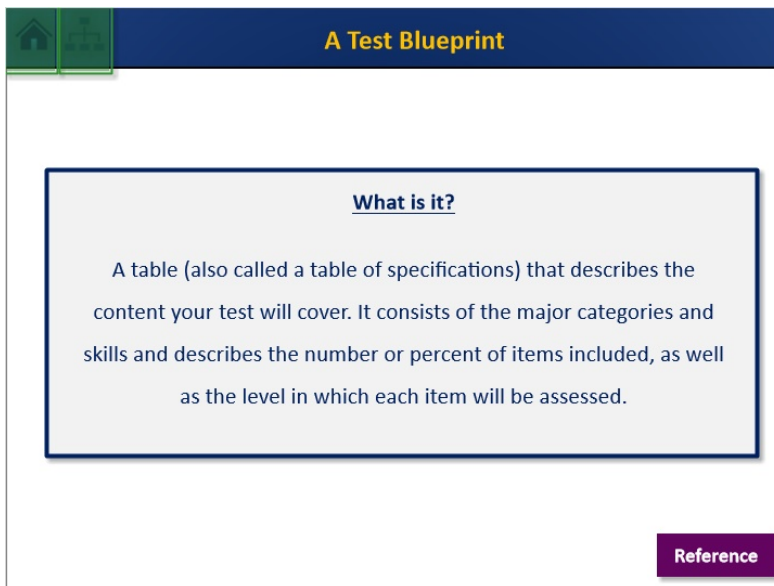
3.20 Test Development I



3.21 Test Development II



3.22 Test Blueprint



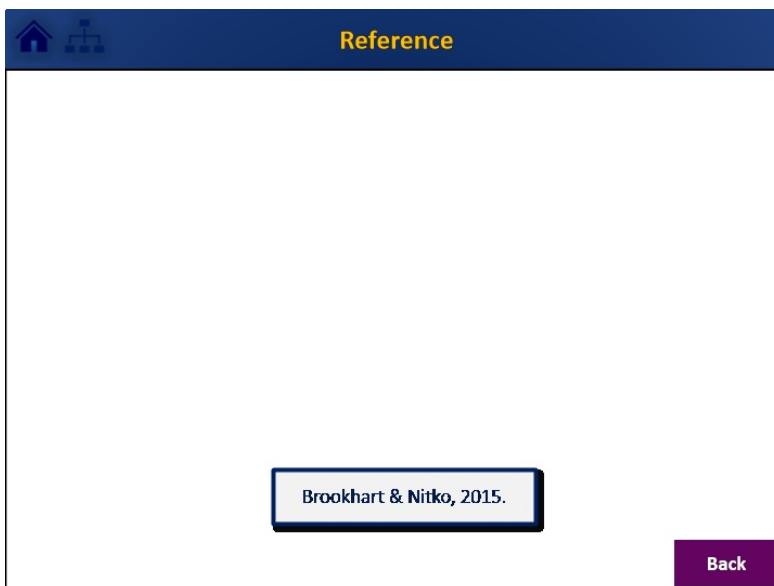
A Test Blueprint

What is it?

A table (also called a table of specifications) that describes the content your test will cover. It consists of the major categories and skills and describes the number or percent of items included, as well as the level in which each item will be assessed.

Reference

Reference (Slide Layer)

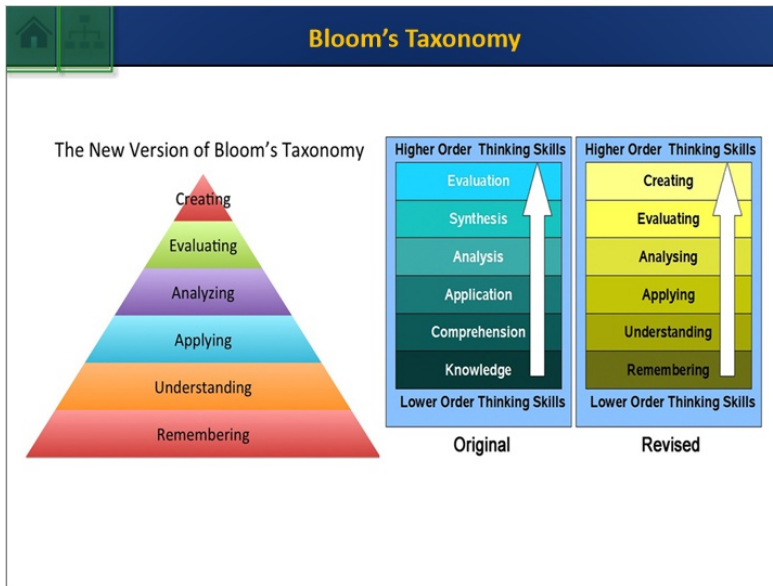


Reference

Brookhart & Nitko, 2015.

Back

3.23 Bloom's Taxonomy

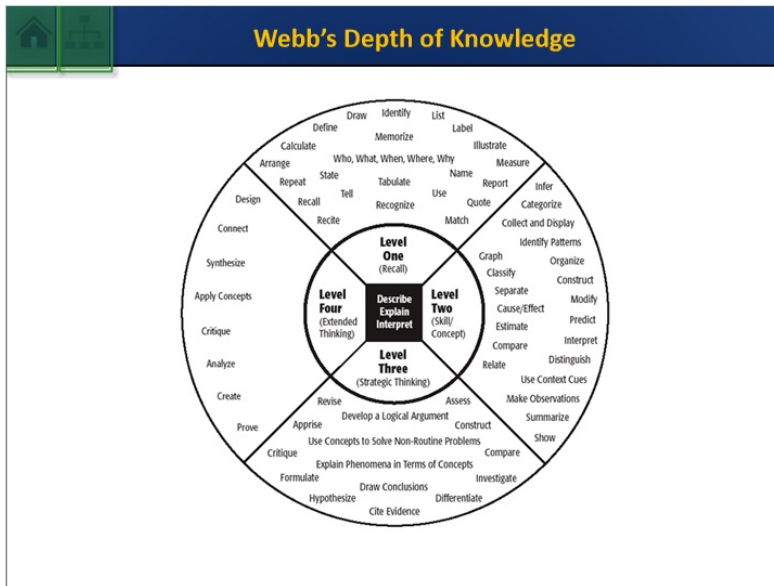


3.24 Bloom's Taxonomy & YouTube

Bloom's Taxonomy & YouTube

BLOOM'S TAXONOMY & YOUTUBE	
CREATE	- BUILD a video lesson on a subject being covered in class - DESIGN a commercial for a new product - CURATE video content into a 1-minute mash-up using Weavly
EVALUATE	- PREDICT the next YouTube sensation based on statistics - JUSTIFY YouTube as a valid source for information - CONDUCT A DEBATE on a topic using videos as evidence
ANALYZE	- COMPARE & CONTRAST videos on the same subject - EXAMINE famous people's YouTube channels for bias - IDENTIFY what a credible video looks like on YouTube
APPLY	- TRANSLATE a foreign language video - ILLUSTRATE concepts by finding relevant video snippets - COLLECT favorite educational video lessons as a class
UNDERSTAND	- CLASSIFY music videos by genre - SUMMARIZE movies and clips - RETELL a video using words
REMEMBER	- IDENTIFY current events based on news snippets - SEQUENCE videos on a timeline - LISTEN to authors reading aloud

3.25 Webb's Depth of Knowledge



3.26 6th Grade Math Example

6th Grade Math Example	Questions	Tasks
DOK 1	What is the product of 25 X 2/3?	<i>Solve (calculate)</i> the given math problems to find the products.
DOK 2	Explain how you would find the product of 25 and 2/3.	<i>Construct</i> a model to <i>show</i> how you would find the product of 25 and 2/3. (To integrate technology, students could record the model and explanation on Educreations or Kaizena).
DOK 3	<i>Compare and contrast</i> solution methods for solving the product of a fraction with a mixed number.	<i>Peralta Trail</i> 6 miles; <i>Dutchmans Trail</i> miles 13 miles; <i>Superstition Trail</i> 9 2/5 miles; <i>Goldfield Trail</i> 4 1/2 About 2/3 of 25 club members voted on which trails to hike. Show two ways to estimate the number of members who voted. Explain which method gives the best estimate. (<i>Logical argument</i>)
DOK 4	What are the best shortcuts you can take to solve multiplying fractions and mixed numbers? Explain and justify why you think this is the best shortcut. (To be DOK 4, this question would have to be one that is revisited throughout the year).	- Work in groups to formulate an original problem involving finding the product of a fraction with a mixed number that you'd encounter in your daily lives. - Have other groups of students solve your problem. Check their work, and provide feedback. - In what ways do these problems connect to other mathematical concepts? (To be DOK 4, this question would have to be one that is revisited throughout the year).

(C) This work by Tracy Watanabe is licensed under a Creative Commons Attribution 3.0 Unported License.

3.27 Table of Specification

Table of Specification				
TABLE OF SPECIFICATION				
Objectives/Content area/Topics	Knowledge	Comprehension	Application	# of items/ % of test
1. Installed Network cables and cable raceway in accordance with established procedures and installation requirements *	2	2	0	4 (80%)
2. Performed and checked Installation work to ensure no unnecessary damage has occurred and complies with requirements	1	0	0	1 (20%)
TOTAL	3 (60%)	2 (40%)	0	5 (100%)

3.28 Test Topic & PMBOK Chapter

Test Topic & PMBOK Chapter	
Test Topic and PMBOK Chapter	Percentage of Questions
Ch. 1: Introduction	4%
Ch. 2: Project Life Cycle and Organization	4%
Ch. 3: Project Management Processes	11%
Ch. 4: Integration Management	11%
Ch. 5: Scope Management	11%
Ch. 6: Time Management	11%
Ch. 7: Cost Management	9%
Ch. 8: Quality Management	7%
Ch. 9: Human Resource Management	7%
Ch. 10: Communications Management	7%
Ch. 11: Risk Management	11%
Ch. 12: Procurement Management	7%

3.29 Grade 7 Math Assessment Blueprint

Grade 7 Math Assessment Blueprint

Mathematics Preliminary Summative Assessment Blueprint Target Sampling Mathematics Grade 7—Table 6b

Claim	Content Category	Assessment Targets	DOK	Minimum # Scored Tasks		Minimum # Items per Item Type		Min/Max Number of Items				
				CAT	PT/ECR	SR	CR					
1. Concepts and Procedures	Priority Cluster	A. Analyze proportional relationships and use them to solve real-world and mathematical problems.	1.2	p(9)=1.0	0	7	4	15/20				
		D. Solve real-life and mathematical problems using numerical and algebraic expressions and equations.	1.2									
		B. Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.	1.2	p(6)=1.0								
		C. Use properties of operations to generate equivalent expressions.	1									
	Supporting Cluster	E. Draw, construct, and describe geometrical figures and describe the relationship between them.	2.3	p(3)=1.0	0	2	1	5/8				
		F. Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.	1.2									
		G. Use random sampling to draw inferences about a population.	1.2	p(2)=1.0								
		H. Draw informal comparative inferences about two populations.	1.2									
		I. Investigate chance processes and develop, use, and evaluate probability models.	1.2									

3.30 Item Type




Developing Items

Selected Response

A student selects a response or answer to an item from a set of provided response options.

Constructed Response

A student must generate a response or answer to an item on their own.

Reference

Reference (Slide Layer)

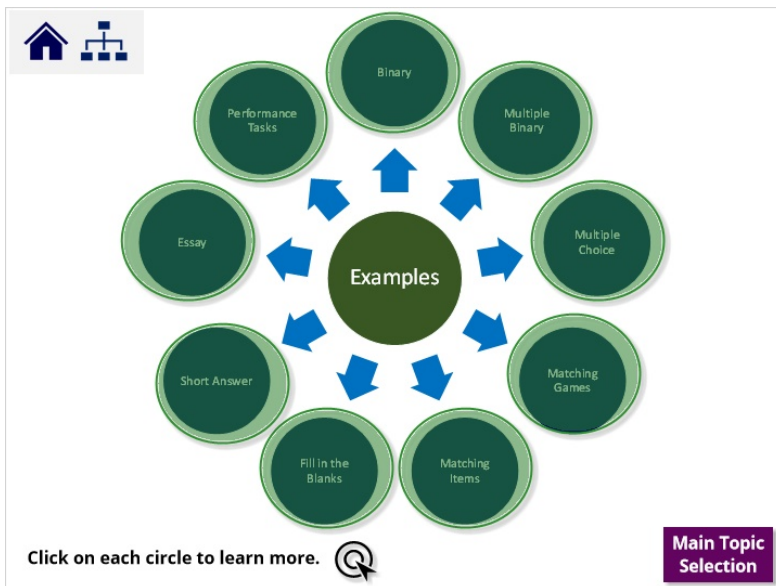


Reference

Brookhart & Nitko, 2015
Popham, 2018

Back

3.31 Item Example Selection



3.32 Binary Items



Examples: Binary



3.33 Multiple Binary Choice Items



Examples: Multiple Binary

- Consider the following inequality: $x > 7$
- Determine whether each value of x shown makes this inequality true.
- Select Yes or No for each value.

27		
-31		
6		

3.34 Multiple Choice



Examples: Multiple Choice

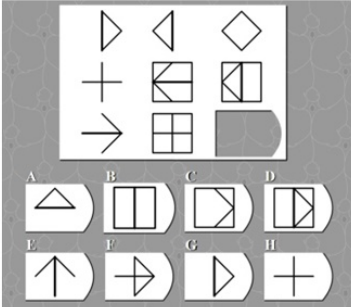


COMPLEX MULTIPLE CHOICE
Who received a Nobel Prize for discovering the structure of DNA?
A. Francis Crick
B. James Watson
C. Rosalind Franklin
D. A and B
E. B and C
F. A and C

3.35 Matching Games



Examples: Matching Games



3.36 Matching Items



Examples: Matching Items

Question 7

In this question, you have a list of writers and a list of books title. For each writer says the book that he wrote.

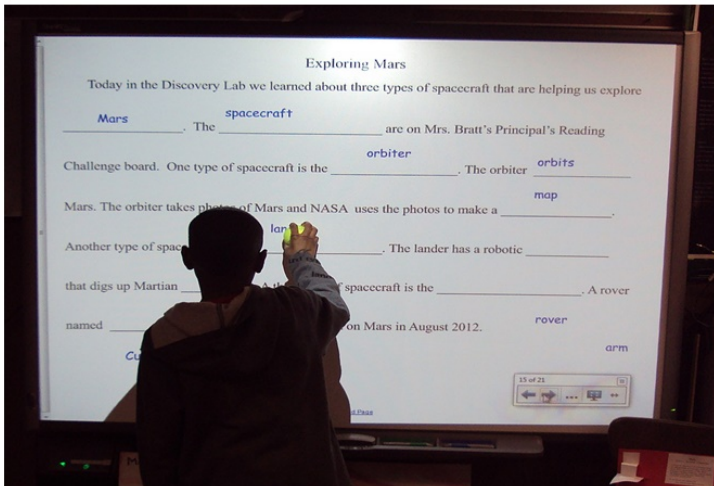
Edgar Rice Burroughs	Dracula
Aldous Huxley	The Fall of the House of Usher
Mary Shelley	The Lost World
Bram Stoker	The Gods of Mars
Arthur Conan Doyle	Fahrenheit 451
Edgar Allan Poe	Frankenstein
Ray Bradbury	Brave New World

OK

3.37 Fill in the Blanks



Examples: Fill in the Blanks / Cloze



Exploring Mars

Today in the Discovery Lab we learned about three types of spacecraft that are helping us explore Mars. The spacecraft are on Mrs. Bratt's Principal's Reading Challenge board. One type of spacecraft is the orbiter. The orbiter orbits Mars. The orbiter takes photos of Mars and NASA uses the photos to make a map. Another type of spacecraft is the lander. The lander has a robotic arm that digs up Martian soil. A third type of spacecraft is the rover. A rover named Curiosity landed on Mars in August 2012.

Words to choose from: Mars, spacecraft, orbiter, orbits, map, lander, arm, rover.

3.38 Short Answer I



Examples: Short Answer I

Explain how you regrouped to solve the problem.

I used my brain

ToBeThode.com

3.39 Short Answer II



Examples: Short Answer II

What is the difference between a star and a planet?

This Question: 1 pt

Which of the following is the most liquid asset?

- ☐ A. currency
- ☐ B. shares of stock
- ☐ C. short-term treasury bonds
- ☐ D. small denomination time deposits

Click to select your answer.

3.40 Essay I

3.41 Essay II

Examples: Essay II

Name _____ Date _____

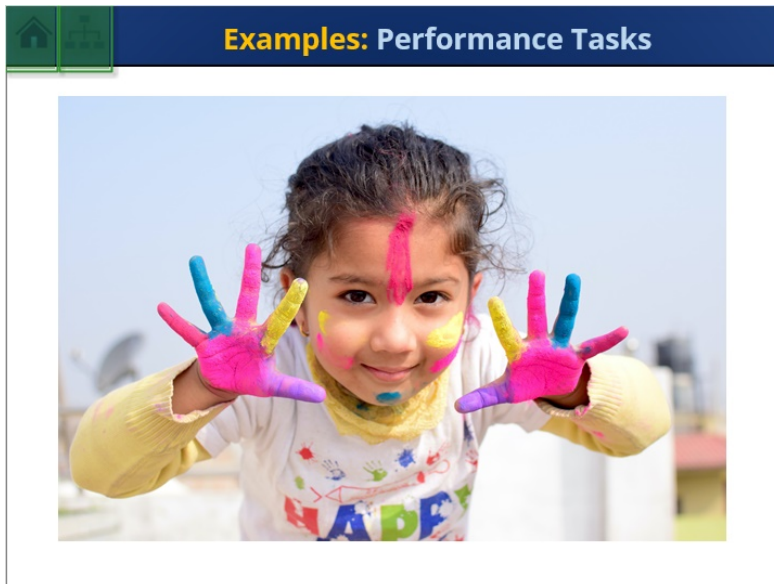
"Whether you believe you can, or believe you can't, you are usually right."
-Henry Ford

What do Henry Ford's words mean to you? Use details from your own experience to show why you agree or disagree. Make sure to:

- Restate the question (include the quote)
- Answer the question
- Cite details (in this case, your own experience)
- Elaborate and/or explain your answer



3.42 Examples: Performance Tasks

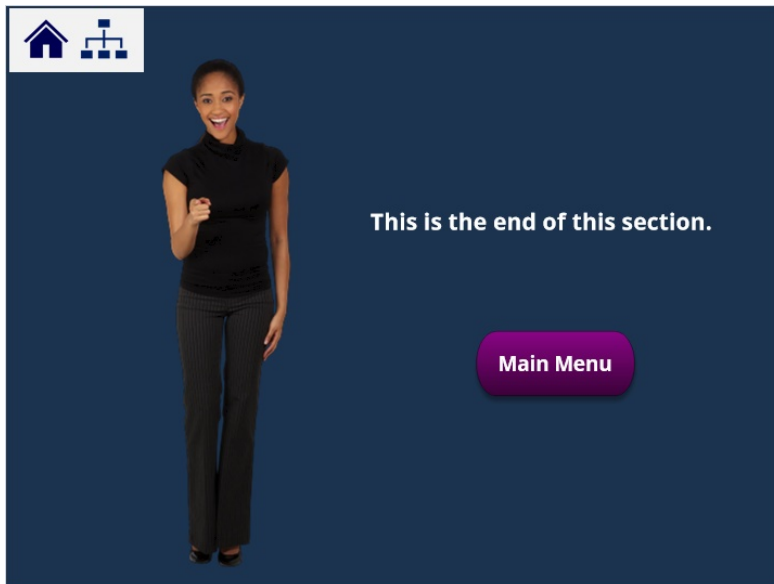


3.43 Summary: Test Development

 **Summary: Test Development**

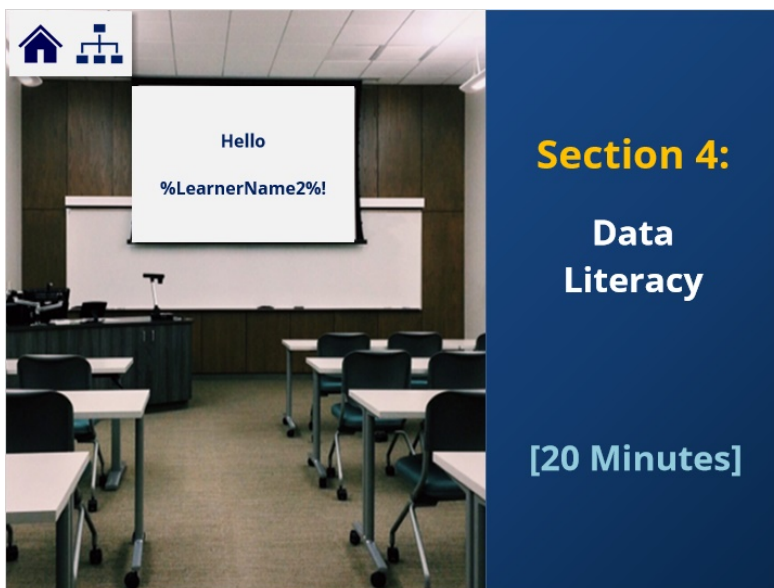
- When developing assessment tasks that will be used for summative purposes, one should begin with a test blueprint (also called a table of specifications).
- To develop a test blueprint, you need content standards and an understanding of the various types of knowledge, skills, and abilities students' can demonstrate.
- Bloom's Taxonomy and Webb's Depth of Knowledge are good resources to understand the various ways students can demonstrate their knowledge, skills, and abilities
- There are generally two types of items to include in an assessment task: selected response and constructed response.
 - Selected response types include binary, multiple binary, multiple choice, matching, and fill-in-the-blank
 - Constructed response types include short answer, essay, and performance tasks

3.44 Bookend:Section 3



4. Section 4: Data Literacy

4.1 Cover: Section 4



4.2 Objectives: Section 4



Learning Objectives



1. Identify key components of data literacy
2. Describe different types of educational data
3. Examine the role grades play in data management, analysis, and use.

4.3 Data Literacy I



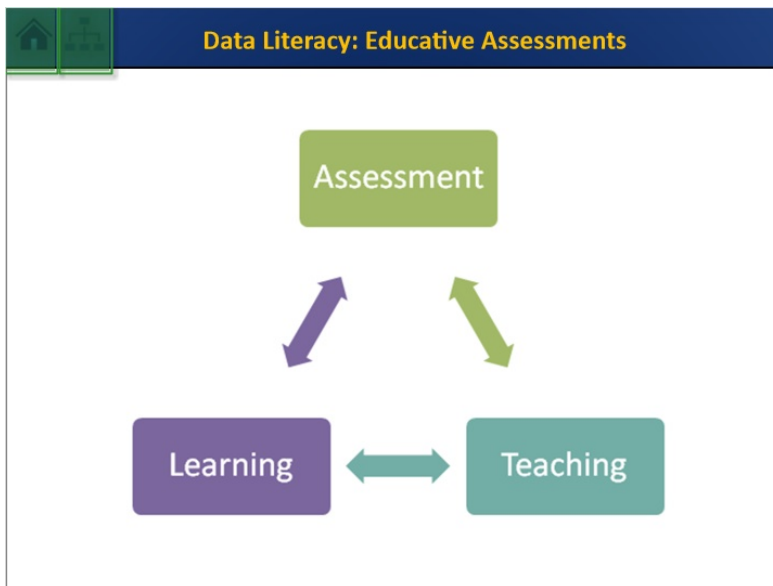
Data Literacy: An Extension of Test Use



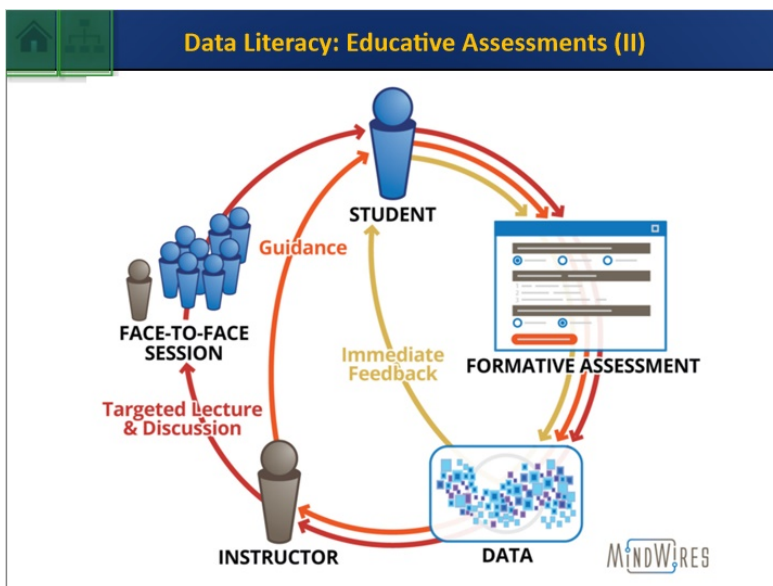
What do you do with the information you gained from the test/assessment task?



4.4 Data Literacy II



4.5 Data Literacy III



4.6 Data Literacy IV



Data Literacy Defined



Data Literacy

The possession of the basic skills needed to organize and manipulate data so that it can be analyzed, interpreted, and used appropriately.

- Data Management (organizing and manipulating)
- Analyze data
- Interpret data

4.7 Data Literacy V



Types of Data in Education



Grades (Assignments, Course, etc.)

Observations (formative and summative)

District and state achievement scores

Attendance data

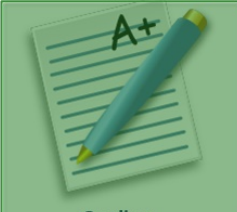
Behavioral data

Program data

And more...

4.8 Topic Selection





Grading



Data Analysis

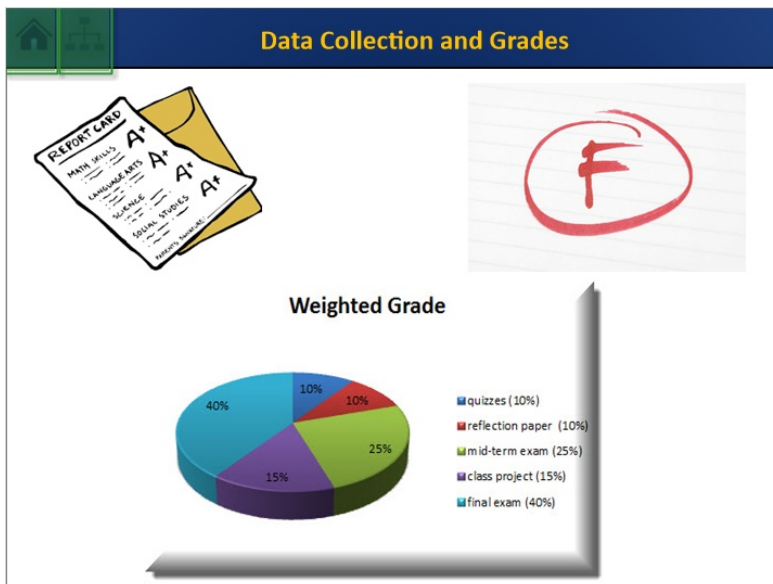


FEEDBACK

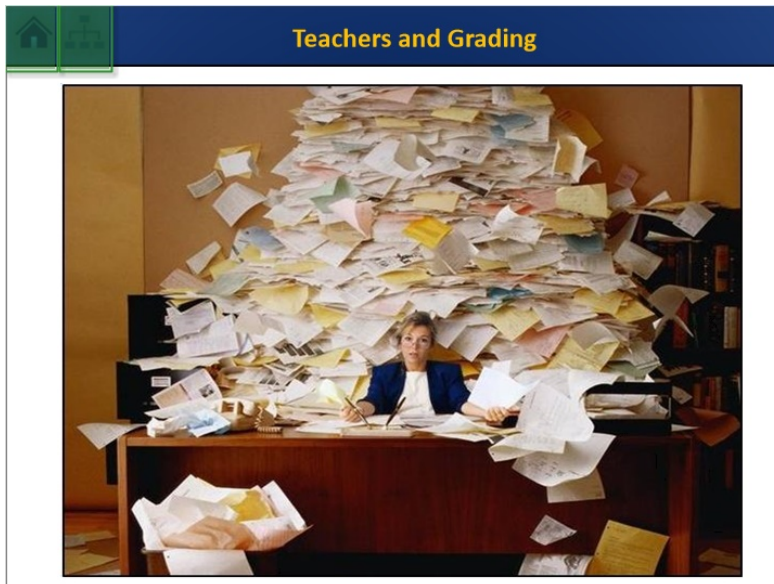
Click on each image to learn more. 

Section Summary

4.9 Grades



4.10 Teacher and Grading



4.11 Grading Hacks

Overwhelmed with Grading?



Grading Hacks: How to Cut Your Grading Time in Half

[View Article](#)

4.12 Data Management



Data Management I



	A	B	C
1			
2			
3			
4			
5			
6			
7			
8			

4.13 Managing Different Types of Data

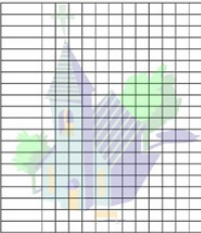


Data Management II

BEHAVIOR

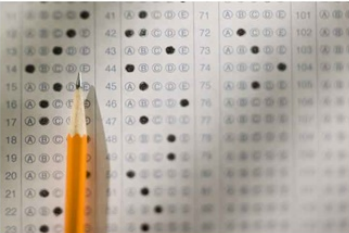


Attendance Chart

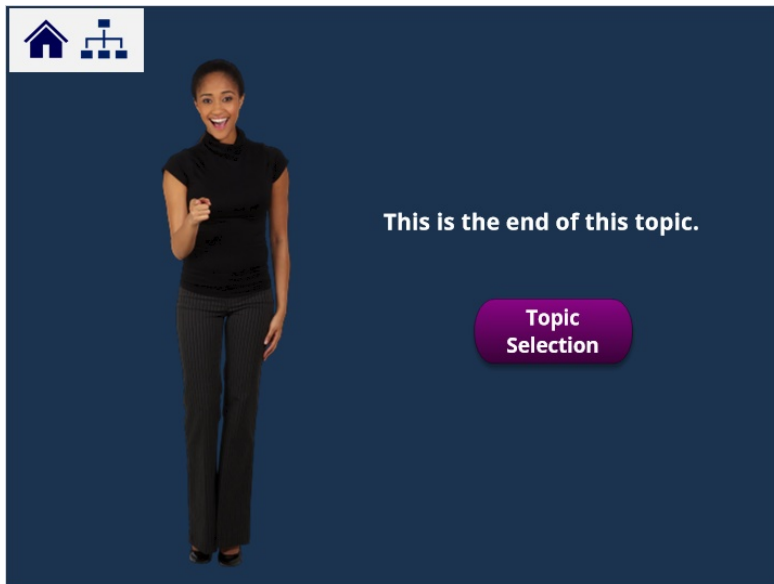




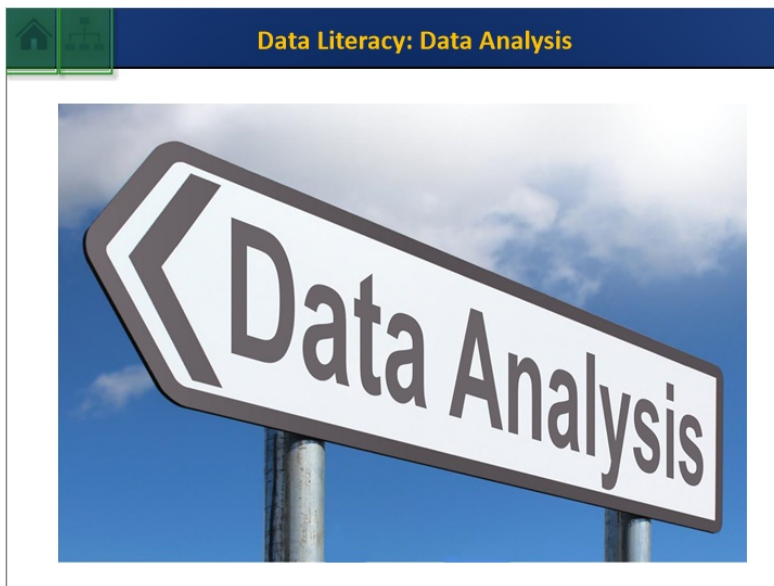
OBSERVATION



4.14 Bookend: Grading



4.15 Data Analysis



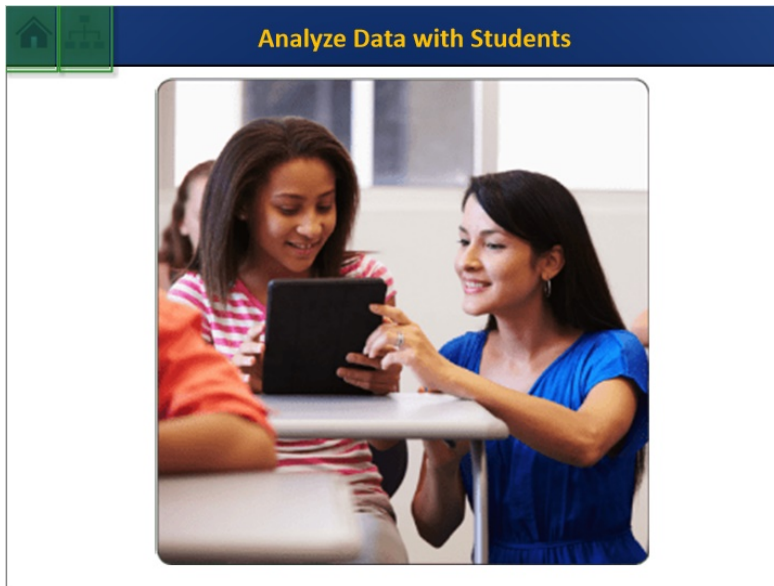
4.16 Data Analysis: Individually



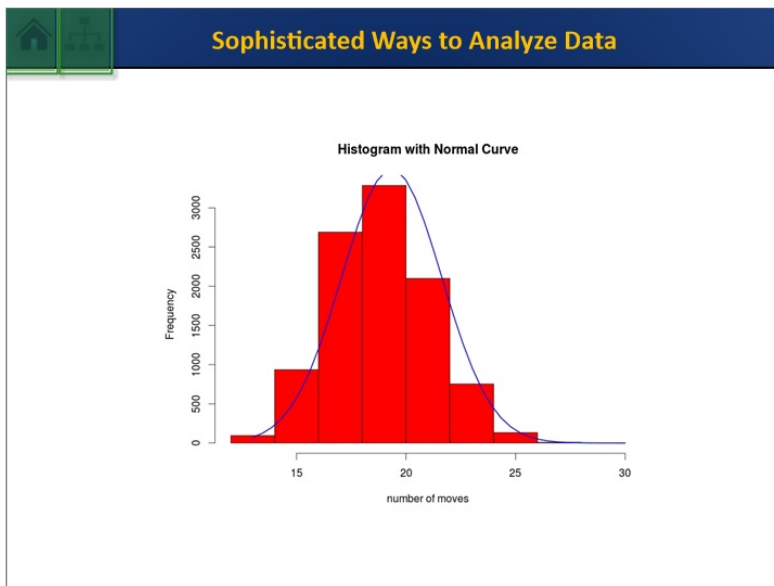
4.17 Data Analysis: Colleagues



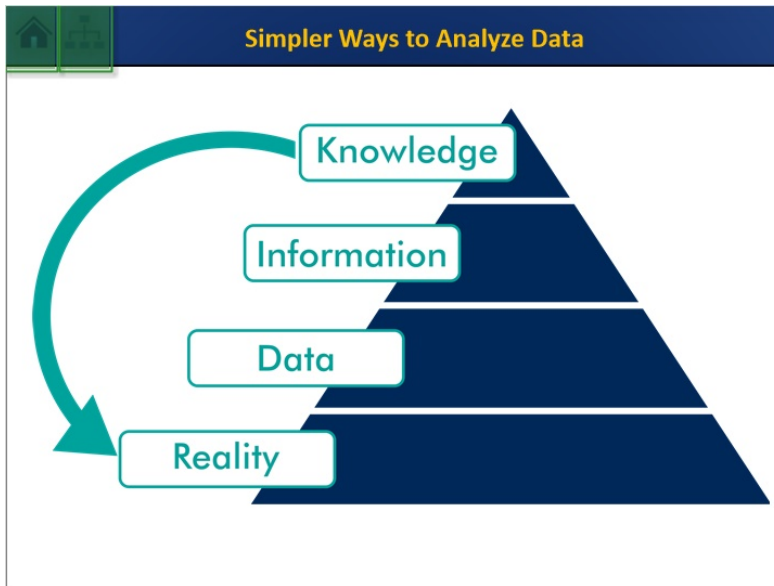
4.18 Data Analysis: Students



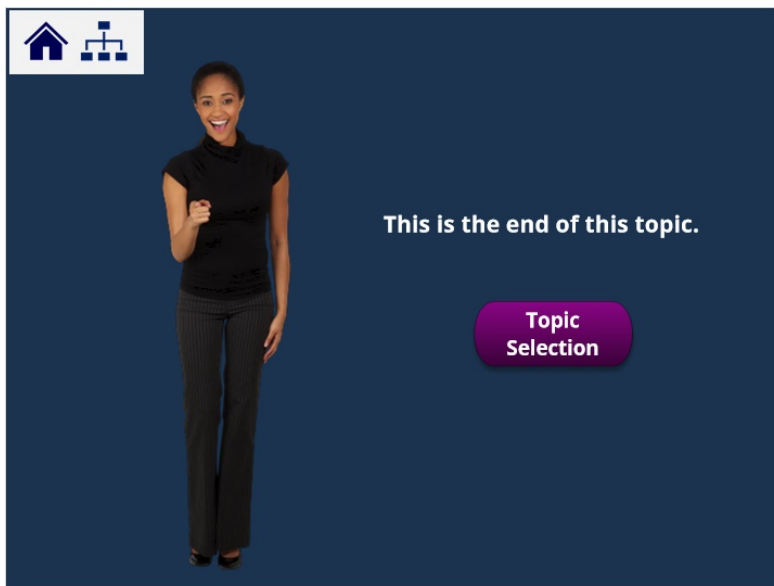
4.19 Sophisticated Ways to Analyze Data



4.20 Simpler Ways to Analyze Data



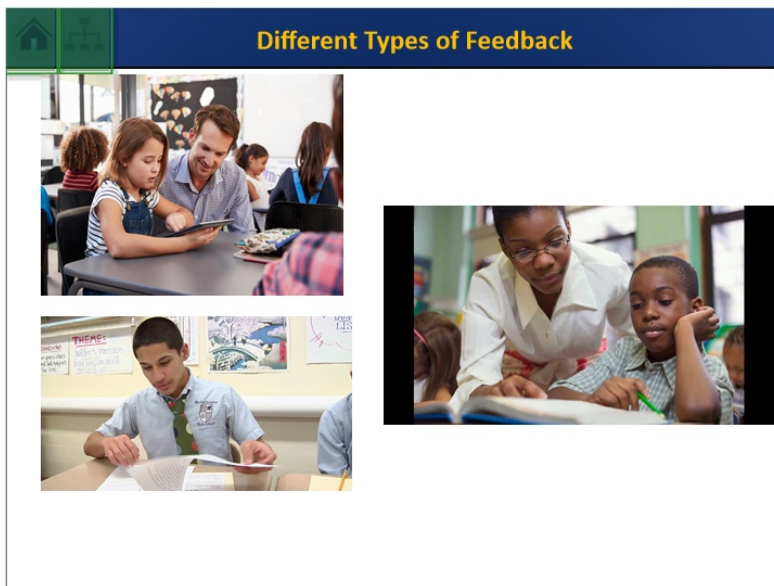
4.21 Bookend: Data Analysis



4.22 Feedback



4.23 Different Types of Feedback



4.24 Takeaway

  **Warning! Grades Don't Equal Feedback**

REPORT CARD				
GRADING PERIOD	1	2	3	4
READING	A			
WRITTEN COMMUNICATION	A			
MATHEMATICS	C			
SCIENCE/HEALTH	B			
SOCIAL STUDIES	B			
ART	A			
MUSIC	A			
PHYSICAL EDUCATION	C			
Grade Average	B			
Attendance:	Present	100		
	Absent	0		
	Tardy	1		

A = Excellent • B = Good • C = Satisfactory • N = Needs Improvement
U = Unsatisfactory • I = Insufficient / Incomplete

Student: _____ Grade: _____ Year: _____

4.25 Bookend: Feedback



This is the end of this topic.

Topic Selection

4.26 Summary: Data Literacy



Summary: Data Literacy

- Data literacy is the possession of basic skills necessary in order to organize and manipulate data so that it can be analyzed, interpreted, and used appropriately.
- Components of data literacy include data management (e.g., organizing and manipulating data), data analysis, and data interpretation.
 - Spreadsheets can be useful in managing data.
 - Data can be analyzed individually, collectively with colleagues, and alongside students
 - It is important to understand how to interpret data so we can provide feedback to key stakeholders.
- Types of data used in education include grades, observations, behavioral, attendance, and achievement test scores.
- Assessments should be educative; The data we gain from assessment tasks should inform teaching and learning.

4.27 Bookend: Section 4



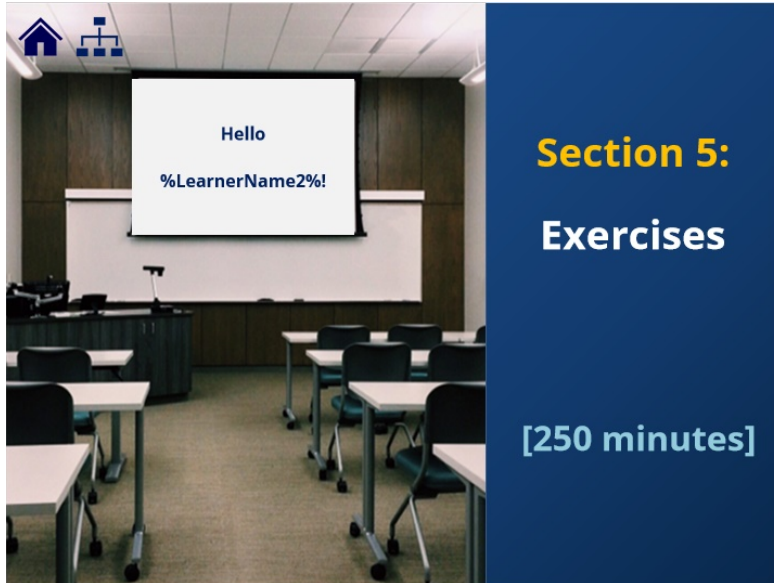


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[Main Menu](#)

5. Section 5: Exercises

5.1 Cover: Section 5



5.2 Objectives: Section 5



Learning Objectives



1. Apply new knowledge about assessment to hypothetical scenarios.

2. Connect new knowledge about assessment with your own professional practice.

5.3 Exercise 1



Exercise 1: Importance of Assessment Literacy

Consider the hypothetical scenario, and answer the following prompt:

Please assume that you have a cousin who wants to be an English teacher and is currently a freshman in a university teacher-education program. It is the beginning of their second semester of coursework and one of the optional courses they might take is entitled "Classroom Assessment for Teachers." Your cousin is trying to decide whether to enroll in the course and has asked you for your advice.

Assuming that you think your cousin should complete the course, please write a rationale intended to persuade him to take the course on classroom assessment.

5.4 Exercise 2



Exercise 2: Measurement Literacy

Consider the hypothetical scenario, and answer the following prompt:

Ms. Jackson, an 11th grade English teacher, wants to investigate whether her end-of-unit test on Harlem Renaissance poetry is valid and reliable. Create a step by step protocol for what she should do to perform a validity and reliability "audit" on her self-designed unit test. It can be in narrative form or a bulleted list.



5.5 Exercise 3



Exercise 3: Testing Literacy

Develop an Assessment Task

Step 1: Choose a specific content area (e.g., Art, English, Technology, Math, Social Studies, Science, Music, Physical Education, Health, etc.)

Step 2: Choose a grade level (e.g., 6th grade)

Step 3: Review Bloom's Taxonomy and Webb's Depth of Knowledge. Then select one.

Step 4: Create a test blueprint (see next slide for an example)

Step 5: Decide on an assessment type (e.g., a selected response test, a constructed response test, a performance task, or a combination)

Step 6: Take a stab at creating items/tasks that correspond to your test blueprint.

5.6 Table of Specification



Table of Specification

TABLE OF SPECIFICATION

Objectives/Content area/Topics	Knowledge	Comprehension	Application	# of items/ % of test
TOTAL				

5.7 Exercise 4



Exercise 4: Data Literacy

Using the test/task you created in the previous exercise, create a **DATA USE PLAN** that addresses the following questions. It can be in narrative form or a bulleted list.

- How will I grade the assessment? (e.g., letter grade, numeric grade, rubric, checklist)
- How do I plan to communicate grades to students?
- How do I plan to give feedback to students? (e.g., written, oral, video, in individual mini-conferences, in small groups)
- When do I plan to give feedback to students? (e.g., at the same time in a whole class setting, immediately)
- How will I “house” the data? Where will I store it? (e.g., Microsoft Excel, GSheets, PowerSchools)
- How do I plan to analyze the data? What methods and systems will I use? (e.g., Microsoft Excel, PowerSchools)
- How do I plan to combine the data collected from the assessment with other data collected within the course?
- How do I plan to share the data with students, colleagues, administrators, and students’ families?
- How will I ensure that I am using multiple methods of assessment to collect varied types of data?

5.8 Bookend: Section 5





This is the end of this section.

[Main Menu](#)

5.9 Module Cover (START)

