EDI 637 Rubric: Assessment Construction Project (updated 3/4/15)

by Grand Valley Education Administrator

Assessment Construction Project

Standards

INTASC-2013.2 Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

INTASC-2013.4 Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

INTASC-2013.6 Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Directions to the Student

Use the five keys to quality (clear purpose, clear targets, sound design, effective communication and student involvement) to develop three different types of assessment, following an assessment plan for a unit of study. The three types of assessments include selected response, extended written response, and performance task assessments.

Rubric Instructions

For each row of the rubric, assess on a 0-3 scale by selecting a score from the right-side columns for the element on the left-side of the same row.

PLEASE NOTE: Percentages and Grades

PLEASE NOTE: Percentages and Grades within LiveText should be ignored. When a rubric is completed in LiveText, a percentage may appear within the
rubric. This percentage will not be regarded by the College of Education and is no reflection of the Grand Valley student’s grade or performance within the course. It is a result of assigning numeric values to the columns of the rubric. This numbering generates numeric data for the College of Education to inform us of areas within our courses that we need to improve in the future. Likewise, LiveText provides instructors with a grading tool to grade assignments in LiveText. The College of Education asks faculty not to use this tool, as official grades are currently managed through Banner. Any grade shown in LiveText is non-official and should not be regarded by LiveText users.

Please also remember that an "assessment" is not an end goal, nor is it the same as a course grade. Rather, an assessment is a learning tool that demonstrates students’ ability to meet course expectations and allows the College of Education to look for ways to improve our programs. An assessment is also not a student satisfaction/opinion survey. Instead, it is a direct measure of student learning and development outcomes. Providing students with access to these assessments ensure all College of Education students have the ability to showcase their progress throughout their program(s) and beyond graduation.

Assessment Construction Project

<table>
<thead>
<tr>
<th>Clear Purpose (1,000, 25%)</th>
<th>Developing (2) (2,000 pts)</th>
<th>Unsatisfactory (1) (1,000 pt)</th>
<th>Unacceptable (0) (0,000 pt)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(INTASC-2013.6)</td>
<td>(INTASC-2013.6)</td>
<td></td>
<td>The statement of clear purpose is missing.</td>
</tr>
<tr>
<td>Proficient (3) (3,000 pts)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clear Purpose</td>
<td>Clear Targets</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clear Targets</td>
<td>Clear Targets</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- The intended users and uses are accurately identified and explained.
- The type (diagnostic, formative, summative) of assessment is accurately identified and explained.
- The standards/benchmarks for the assessment are listed.
- The intended users and uses are accurately identified, but not explained.
- The type (diagnostic, formative, summative) of assessment is accurately identified but not explained.
- The standards/benchmarks for the assessment are listed.
- The intended users and uses are not accurately identified and are not explained.
- The type of assessment is not accurately identified or explained.
- The standards/benchmarks for the assessment are not listed.
- Learning targets are clearly congruent to the identified standards.
- Learning targets are written in clear student friendly language.
- All learning targets are accurately and clearly congruent to the intended cognitive domains (knowledge, 
- Learning targets are connected to the identified standards.
- Learning targets are written in student language that may be too complex or not age appropriate.
- Some learning targets are accurately and clearly congruent to the intended cognitive domains
- Learning targets not congruent or not connected to the identified standards.
- Learning targets are not clear or understandable to the student.
- None of the learning targets are accurately and clearly congruent to the intended cognitive domains
- The learning targets are missing.

https://www.livetext.com/doc/9651180?print=1
<table>
<thead>
<tr>
<th>Reasoning, skill, product</th>
<th>Knowledge, reasoning, skill, product</th>
<th>Knowledge, reasoning, skill, product</th>
</tr>
</thead>
</table>
| **Sound Design** (1.000, 25%) INTASC-2013.6 | - Design criteria ensure a valid and reliable assessment  
- All learning targets are clearly measured by corresponding assessment item(s).  
- The relative importance of each learning target on the assessment matches the relative importance given to it during instruction.  
- The assessment method chosen is capable of accurately evaluating the learning target(s) to be assessed.  
- Research based standards of quality for specific types of assessments are used that minimize sources of bias that can distort assessment results.  
- Instructions are present, clear, and concise. | - Design criteria lack key components that would ensure a valid and reliable assessment.  
- Some learning targets are measured by corresponding assessment item(s).  
- The assessment over or under represents certain learning targets in comparison to their instructional emphasis.  
- The assessment method chosen to assess the learning targets is workable but is not most valuable.  
- Research based standards of quality for specific types of assessments are inconsistently applied and contribute to bias.  
- Instructions are present but lack clarity. |
| The assessment is missing. |

<table>
<thead>
<tr>
<th>Effective Communication and Student Involvement (1.000, 25%) INTASC-2013.2</th>
<th>There is a mechanism in place for students to track their own progress on learning targets, analyze their growth, and know what they need to do to improve.</th>
<th>There is a mechanism in place for students to track their own progress on learning targets, but the analysis does not help students know what they need to do to improve.</th>
<th>There is no student involvement. Assessment results, procedures, and/or materials are not used to help students understand the learning targets they need to improve.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Created with LiveText - livetext.com</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

https://www.livetext.com/doc/9651180?print=1