This course supports the assessments for Educational Assessment. The course covers 6 competencies and represents 3 competency units.

Introduction

Overview
Welcome to Educational Assessment! This course focuses on educational assessment to make appropriate data-driven instructional decisions. Key concepts relevant to the administration, scoring, and interpretation of results of both externally-produced and teacher-produced assessment methods will be presented. Analysis of student work, formal and informal assessment strategies, and the use of assessment to adapt instruction for all students will be covered. The course will also cover grading procedures and appropriate used of assessment information.

Watch the following welcome video for an introduction to this course:

*Note: To download this video, right-click the following link and choose "Save as...": [download video](#).

Getting Started
Welcome to Educational Assessment! This course includes direct links to readings from a VitalSource e-text, links to external articles, Teachscape and mentor-created videos, and Educational Impact and IRIS Center modules. We recommend that you use the provided pacing guide to plan your study of the material. Each topic includes a custom-built study guide designed to prepare you for the assessment. Work through the guides carefully, and monitor your progress as you complete the self-assessments within the learning resources. There will be opportunities to connect with your Course Instructors and peers in the course chatter and during live cohort meetings and webinars. Competency in this course will be demonstrated by the successful completion of an objective assessment.

Teaching Dispositions Statement
Please review the [Statement of Teaching Dispositions](#).

Course Support

The information in this section is provided to detail the resources available for you to use as you complete this course.

Course Instructor Assistance
As you prepare to demonstrate competency in this subject, remember that course instructors stand ready to help you reach your educational goals. As subject matter experts, mentors enjoy and take pride in helping students become reflective learners, problem solvers, and critical thinkers. Course instructors are excited to hear from you and eager to work with you.

Successful students report that working with a course instructor is the key to their success. Course instructors are able to share tips on approaches, tools, and skills that can help you
apply the content you’re studying. They also provide guidance in assessment preparation strategies and troubleshoot areas of deficiency. Even if things don't work out on your first try, course instructors act as a support system to guide you through the revision process. You should expect to work with course instructors for the duration of your coursework, so you are welcome to contact them as soon as you begin. Course instructors are fully committed to your success!

Please use our booking site to schedule a time to connect with a course instructor.

**Competencies**

This course provides guidance to help you demonstrate the following 6 competencies:

- **Competency 644.1.1: Using Assessment to Improve Instruction and Learning**
  The graduate analyzes assessment information to inform instructional decision-making and to support and adapt instruction for all students, including those individuals with exceptional learning needs.

- **Competency 644.1.2: Ethical Assessment Practices**
  The graduate recommends effective strategies for ensuring the responsible and ethical assessment of students.

- **Competency 644.1.3: Designing and Developing Assessments**
  The graduate utilizes effective methods and strategies in the planning, development, and evaluation of student assessment.

- **Competency 644.1.4: Aligning Assessment**
  The graduate plans and designs assessments aligned to learning outcomes, standards, benchmarks, and objectives.

- **Competency 644.1.5: Communicating Assessment Results**
  The graduate effectively and appropriately communicates the results of assessments with stakeholders, including students.

- **Competency 644.1.6: Using Assessment Results**
  The graduate evaluates assessment results to make informed educational recommendations, including those for program and school improvement.

**Learning Resources**

The learning resources listed in this section are required to complete the activities in this course. For many resources, WGU has provided automatic access through the course. However, you may need to manually enroll in or independently acquire other resources. Read the full instructions provided to ensure that you have access to all of your resources in a timely manner.

In the following resources, you may read about No Child Left Behind (NCLB). Please be aware that as of December 2015, President Barack Obama replaced NCLB with the Every Student Succeeds Act (ESSA). This new act reauthorizes the 50-year-old Elementary and Secondary Education Act (ESEA), the nation’s national education law and longstanding commitment to equal opportunity for all students. This is required and assessed on both the pre-assessment and post-assessment; therefore, familiarize yourself with the new act. For additional information, please visit the following links from the U.S. Department of Education:
Automatically Enrolled Learning Resources

You can access the learning resources listed in this section by clicking on the links provided throughout the course. You may be prompted to log in to the WGU student portal to access the resources.

VitalSource E-Texts
The following textbooks are available to you as e-texts within this course. You will be directly linked to the specific readings required within the activities that follow.


*Note: These e-texts are available to you as part of your program tuition and fees, but you may purchase hard copies at your own expense through a retailer of your choice. If you choose to do so, please use the ISBN listed to ensure that you receive the correct edition.*

Educational Impact
Educational Impact is an online resource of video training and related worksheets. Educational Impact's videos and worksheets provide students with an opportunity for learning about several important facets of modern education and observing classrooms where specific practices are implemented and problems are addressed. You will access Educational Impact modules at the activity level within this course.

IRIS Center
The IRIS Center provides interactive learning modules about the education of students with disabilities. A wide variety of evidence-based topics are covered in the modules including assessment, assistive technology, and classroom management. All instructional modules provide information and resources about the topics covered.

Teachscape Videos
Teachscape is a comprehensive video-rich online environment designed to closely integrate professional development with observation and review practices. The Teachscape platform supports the growth and development of every educator, focusing on the definition of great teaching, and suggestions for application of best practices. Teachscape builds educators’ skills and confidence by providing a clear and targeted learning roadmap, resulting in more effective instructional practices, and greater student outcomes.

Additional Preparations

Study Journal
You may want to consider using a journal throughout this course to reflect on the content. This
will need to be purchased separately, or kept on your computer. There will also be study guides for each competency with guiding questions to reflect, graphic organizers to visually process information, and extended explanations on activities.

**Cohorts**
Please join our live cohort sessions! Registration is unlimited. You are encouraged to attend as many sessions as possible. The cohort is designed to guide you through the material with a group of peers led by a course instructor. We look forward to your attendance, participation and questions.

**Cohorts** - Required registration (required preparation will be e-mailed separately).

**Webinars** - Drop-in session (preparation highly recommended and included in schedule below, although not required).

Please view our [Educational Assessment: Cohort and Webinar Schedule](#). This includes our calendar, and registration and preparation materials.

**Live Session Calendar**
This calendar includes all of our live session opportunities, including webinars and cohorts. Click on any of the individual offerings to learn more about them. (Mountain Time Zone) Educational Assessment:

- [Live Session Calendar](#)

**State Specific Requirements**
Students seeking to earn licensure in specific states listed below are required to complete the activities listed for that state.

**Texas State Students Only**
Engage in the #STAAR discussion in the course chatter.

Go to the [STAAR Resources page](#); identify what you believe to be the three most important pieces of information that relate to the grade level and subject you plan to teach. Post those three pieces of information and engage in a conversation with your peers about this assessment for Texas students. Begin your post with the hashtag #STAAR. Be careful of spelling so that your classmates can easily find your post!

**Course Work**

**Topics and Pacing**

The pacing guide suggests a weekly structure to pace your completion of learning activities. It is provided as a suggestion and does not represent a mandatory schedule. Follow the pacing guide carefully to complete the course in the suggested timeframe.

**Week 0:**
• Familiarize yourself with course work and course support.
• Determine whether you should take the pre-assessment prior to completing course.
• Checkpoint- Consider attending introductory cohort.

Week 1:
• Competency 644.1.1 - Using Assessment to Improve Instruction and Learning
• Competency 644.1.2 - Ethical Assessment Practices
• Checkpoint - Consider attending competency webinar or watching recording.

Week 2:
• Competency 644.1.3 - Designing and Developing Assessments
• Competency 644.1.4 - Aligning Assessments
• Checkpoint - Consider attending competency webinar or watching recording.

Week 3:
• Competency 644.1.5 - Communicating Assessment Results
• Competency 644.1.6 - Using Assessment Results
• Checkpoint - Consider attending competency webinar or watching recording.

Week 4:
• Review all 6 competencies and prepare for pre/post-assessment.
• Checkpoint - Consider attending assessment review cohort.

Using Assessment to Improve Instruction and Learning

Assessments are important facets of instructional programs. When used effectively, assessments guide instructional decision making.

Using Assessment in Instructional Decision-Making
Effective instruction includes assessment. Classroom assessment is essential for informing instructional decisions and for improving student achievement.

This topic addresses the following competency:

• Competency 644.1.1: Using Assessment to Improve Instruction and Learning
  The graduate analyzes assessment information to inform instructional decision-making and to support and adapt instruction for all students, including those individuals with exceptional learning needs.

Organize

Use the study guide Competency 644.1.1: Using Assessment to Improve Instruction and Learning to process information. Note that this study guide is also used for the topic "Using Assessments to Support Learners with Exceptional Needs."
Read

Read the following from Assessment of Student Achievement:

- Chapter 1 ("Achievement Assessment and Instruction")

Read articles on leveraging technology in assessment:

- Infographic: Technology maximizes Common Core success
- Technology to Support Next-Generation Classroom Formative Assessment for Learning
- 5 Fantastic, Fast, Formative Assessment Tools

Watch

Watch the following videos:

- What is Assessment? (6 min.)
- Authentic Assessment (3 min.)
- Part 1: Creating an Assessment Plan (12 min.)

Complete

Download Handout: Module 1 Topic A Matching Assessment Methods with Achievement Targets and refer to the completed table on p. 2 while watching the following videos from Educational Impact: Assessment for Learning:

- Module 1 Topic A ("Using Assessments to Become a Reflective Teacher") (watch all sections: 19 min.)
- Module 1 Topic B ("Classroom Assessment Techniques (CATS)") (watch all sections: 25 min.)

Connect

Engage in the #InstructionAndAssessment discussion in the course chatter.

- In one to two paragraphs, summarize the relationship between instruction and assessment. Include a personal statement of your beliefs about assessment. Begin your post with the hashtag #InstructionAndAssessment. Be careful of spelling so that your classmates can easily find your post!

or

- Read and respond to one or two of your classmates' posts within this conversation. To locate posts in the course chatter, expand the chatter window, then use ctrl-f to search for hashtag #InstructionAndAssessment.

Self-Assess

Assessment of Student Achievement, pages 15–16 of Chapter 1 ("Achievement Assessment and Instruction Self-Assessment"). Check your answers in Appendix B.
Using Assessments to Support Learners with Exceptional Needs

In classrooms, teachers give assessments to obtain information necessary for differentiating instruction. By allowing testing accommodations for some students, teachers provide the opportunity for students to demonstrate achievement without being impeded by disabling conditions or other factors.

This topic addresses the following competency:

- **Competency 644.1.1: Using Assessment to Improve Instruction and Learning**
  The graduate analyzes assessment information to inform instructional decision-making and to support and adapt instruction for all students, including those individuals with exceptional learning needs.

Organize

Use the study guide *Competency 644.1.1: Using Assessment to Improve Instruction and Learning* to process information. Note that this study guide is also used for the topic “Using Assessment in Instructional Decision-Making.”

Read

Read the following articles:

- Performance-Based Assessment: Promoting Achievement for English Language Learners
- Pages 22–25 of Guidelines for the Assessment of English Language Learners

Watch

- Watch Part 2: Differentiating Instruction and Adaptations (12 min.)

Complete

Complete the following IRIS Modules (including the assessment at the end of each module):

- Differentiated Instruction: Maximizing the Learning of All Students
- Accessing the General Education Curriculum: Inclusion Considerations for Students with Disabilities
- Accommodations: Instructional and Testing for Students with Disabilities
- Teaching English Language Learners: Effective Instructional Practices

Connect

Engage in the #DifferentiatingInstruction discussion in the course chatter.

- **Write two paragraphs** discussing how differentiated instruction responds to the needs of all students. What are the different types of assessments teachers can use when differentiating instruction? Begin your post with the hashtag #DifferentiatingInstruction. Be careful of spelling so that your classmates can easily find your post!
Ethical Assessment Practices

Teachers must ensure that classroom assessment practices are ethical and fair for all students.

Ethical Assessment Practice

Every professional position has distinct ethical obligations. Honesty, confidentiality, and fairness are obligations that form the core of ethical practice in educational assessment. This topic addresses the following competency:

- **Competency 644.1.2: Ethical Assessment Practices**
  The graduate recommends effective strategies for ensuring the responsible and ethical assessment of students.

Organize

Use the study guide *Competency 644.1.2: Ethical Assessment Practices* to process information.

Read

Read the following from Assessment of Student Achievement:

- Page 11–12: History and Legislative Influences on Student Assessment in *Chapter 1 ("Achievement Assessment and Instruction")*

Read the following articles:

- The Nation's Main K-12 Law: A Timeline of the ESEA
- U.S. Department of Education: Every Student Succeeds Act (ESSA)
- Comparison of the No Child Left Behind Act to the Every Student Succeeds Act
- Code of Professional Responsibility in Educational Measurement
- Ethical Assessment Practice
- The first two sections (intro paragraph and "Background") of *Large Scale Assessments and High Stakes Decisions: Facts, Cautions, and Guidelines*

Watch

Watch the following videos:

- Part 1: Code of Professional Responsibilities in Educational Measurement (6 min.)
- Part 2: Large Scale Assessments and High Stakes Decisions (8 min.)
- Part 3: Preparation, Administration, Use and Interpretation of Standardized Test (10 min.)

Connect
Engage in the #LargeScaleAssessments discussion in the course chatter.

- **Review** your state's standards ([State-Specific Requirements](#)) and large scale assessments (e.g., Smarter Balance, PARCC). Identify what you believe to be the three most important pieces of information that relate to the grade level and subject you plan to teach. Begin your post with the hashtag #LargeScaleAssessments and identify the state. Be careful of spelling so that your classmates can easily find your post!

or

- **Read and respond** to one or two of your classmates' posts within this conversation. Review posts from students in other states, and compare the expectations in those states to your own. To locate posts in the course chatter, expand the chatter window, then use `ctrl-f` to search for hashtag #LargeScaleAssessments.

**Self-Assess**

**Self-Assess: Ethical Assessment Practice.** Check your responses as you watch [Part 3: Preparation, Administration, Use and Interpretation of Standardized Test](#) (9 min.).

Reflect and write out your own personal ethics statement.

**Designing and Developing Assessments**

Teachers create many assessments to evaluate student progress. Understanding how to develop assessments is critical for creating effective measurement instruments.

**Assessment Design and Development**

Effective assessment requires that the procedures be fair to everyone. A systematic approach is needed when developing assessments that are valid, reliable and free from bias. This topic addresses the following competency:

- **Competency 644.1.3: Designing and Developing Assessments**
  The graduate utilizes effective methods and strategies in the planning, development, and evaluation of student assessment.

**Organize**

Use the study guide [Competency 644.1.3: Designing and Developing Assessments](#) to process information. Note that this study guide is also used for the topics "Assessment Strategies" and "Assessment Methods."

**Read**

Read the following from Assessment of Student Achievement:

- Pages 40–44 of [Chapter 3 ("Planning for Assessment")](#)
- Pages 48–51, 59–66 of [Chapter 4 ("Validity and Reliability")](#)

Read pages 1–12 of [Appendix 3: Fairness in Testing Manual](#).
Watch

Watch the following videos:

- **Validity and Reliability** (3 min.)
- **Part 1: Validity and Reliability** (14 min.)
- **Part 2: Bias, Fairness and Sensitivity** (13 min.)

Connect

Engage in the #ValidityReliability discussion in the course chatter

- **Discuss** important assessment planning and preparing characteristics. What is required to make valid and reliable interpretations of assessment results? Explain the relationship between validity and reliability. Begin your post with the hashtag #ValidityReliability.

*or*

- **Read and respond** to one or two of your classmates' posts within this conversation. To locate posts in the course chatter, expand the chatter window, then use **ctrl-f** to search for hashtag #ValidityReliability.

Self-Assess

**Design & Development Self-Assessment.** Use the following to assist:

- **Handout: Matching Assessment Methods with Achievement Targets Module 1: Topic**
- **Part 1: Validity and Reliability** (14 min.)
- **Part 2: Bias, Fairness and Sensitivity** (13 min.)

**Assessment Methods**

In this topic, you will learn how to create different types of assessment items. Creating good test items is essential for developing effective assessments. This topic addresses the following competency:

- **Competency 644.1.3: Designing and Developing Assessments**
  The graduate utilizes effective methods and strategies in the planning, development, and evaluation of student assessment.

Organize

Use the study guide **Competency 644.1.3: Designing and Developing Assessments** to process information. Note that this study guide is also used for the topics "Assessment Strategies" and Assessment Design and Development.

Read

Read the following from Assessment of Student Achievement:

- Guidelines for Item Writing pages 81–85 of **Chapter 5 ("Preparing and Using**
A student portfolio is made up of **artifacts**, or authentic work samples, which provide evidence that a student has mastered targeted learning outcomes.

Read **Using Portfolios of Student Work in Instruction and Assessment**.

Study the following guide to examine sample test items: **Praxis II: Subject Assessments: General Information and Study Tips**.

**Watch**

Watch the following videos:

- [Performance Tasks](#) (2 min.)
- [Using Checklists and Rubrics](#) (2 min.)
- [Advantages and Disadvantages of Rubrics](#) (1 min.)
- [What are Portfolios?](#) (3 min.)
- [Part 3: Assessment Methods](#) (14 min.)

**Evaluation Criteria** are performance indicators used to assess evidence of student learning. They indicate varying levels of performance and anchor judgments about the learner's degree of success on an assessment.

Evaluation criteria can be represented in various ways, such as:

- a rubric
- a point system for different levels of performance
- rules awarding full versus partial credit

Evaluation criteria may examine correctness/accuracy, cognitive complexity, sophistication or elaboration of responses, or quality of explanations.

**Complete**

Use **Scoring Performance Assessments** to help you compare and contrast methods for scoring performance assessments.

Complete Educational Impact: Assessment for Learning Module 1 Topic E ("Creating and Mastering Rubrics"):

- [Watch all sections](#) (40 min.)
- Complete [Activity #4](#)
Review [Handout: Government Policy Scrapbook Rubric; Module 1 Topic C](#).
Connect

Engage in the #TestItems discussion in the course chatter.

Write and post the following test items:

- 2 true-false items about a topic of your choice
- 2 multiple choice items about a topic of your choice
- 1 short answer item about a topic of your choice
- 1 essay prompt about a topic of your choice
- 1 checklist for an oral presentation of a science fair project

Make sure your items comply with item writing rules. Begin your post with the hashtag #TestItems. Be careful of spelling so that your classmates can easily find your post!

Next, review one or two of your classmates' posts within this conversation. Provide specific, constructive feedback, including at least one positive observation and at least one suggestion for improvement. To locate posts in the course chatter, expand the chatter window, then use ctrl-f to search for hashtag #TestItems.

Check back on this thread before you take the objective assessment in order to see suggestions and feedback from your classmates.

Self-Assess

Check your understanding with the following textbook self-assessments:

- Pages 108–109 of Chapter 6 ("Writing Selection Items: Multiple Choice Self-Assessment")
- Page 126 of Chapter 7 ("Writing Selection Items: True-False, Matching, and Interpretive Exercise Self-Assessment")
- Pages 141–142 of Chapter 8 ("Writing Supply Items: Short Answer and Essay Self-Assessment")
- Page 173 of Chapter 9 ("Performance Assessments Self-Assessment").

Check your answers using Appendix B.

Assessment Strategies

There are many different types of assessments. Teachers need to know how and when to use specific types of assessments to assess student learning.

This topic addresses the following competency:

- Competency 644.1.3: Designing and Developing Assessments
  The graduate utilizes effective methods and strategies in the planning, development, and evaluation of student assessment.

Organize
Use the study guide Competency 644.1.3: Designing and Developing Assessments to process information. Note that this study guide is also used for the topics "Assessment Design and Development" and "Assessment Methods."

Read

Read the following from Assessment of Student Achievement:

- Types of Assessment Procedures pages 40–41 of Chapter 3 ("Planning for Assessment")
- Electronic Portfolios pages 178–186 in Chapter 10 ("Assessment in Distance Education")

Watch

Watch Part 4: Assessment Strategies (16 min.).

Complete

Complete Educational Impact: Assessment for Learning Module 1 Topic C ("Student Projects as Effective Authentic Assessments"):

- Refer to the handout (p. 31 using the page numbers at lower right; p. 5 of the pdf) in Standards-Based Instructional Design System
- Refer to Handout: Government Policy Scrapbook Rubric

Self-Assess

True-False questions on pages 190–191 in Chapter 10 ("Assessment in Distance Education"). Check your answers in Appendix B.

Assessment and Instructional Alignment

In order for assessment to provide good information for informing instruction, assessments must align with instructional goals and objectives.

Assessment and Instructional Alignment

Have you ever taken a test and thought: "What does this have to do with what I just read or studied?" Pay close attention in this topic to learn how to align assessments with state benchmarks and learning outcomes.

This topic addresses the following competency:

- Competency 644.1.4: Aligning Assessment
  The graduate plans and designs assessments aligned to learning outcomes, standards, benchmarks, and objectives

Organize

Use the study guide Competency 644.1.4: Assessment and Instructional Alignment to process information.

Read
Read the following from Assessment of Student Achievement:

- "Assessment in the Instructional Process" pages 4–5 of Chapter 1 ("Achievement Assessment and Instruction")
- Chapter 2 ("Nature of Student Assessment") (focus on Figure 2.1 on page 24, Figure 2.2 on page 25, Box 2.1 on page 26, and Table 2.2 on page 28)
- "Using Taxonomies as a Guide" pages 32–38 of Chapter 3 ("Planning for Assessment")
- Chapter 5 ("Preparing and Using Achievement Tests")

Read A Model of Learning Objectives (Bloom's Taxonomy)

Watch

Watch the following videos:

- Part 1: Norm-Referenced and Criterion-Referenced Testing (7 min.)
- Part 2: Standards, Benchmarks, Instructional Objectives, Learning Outcomes (12 min.)
- Part 3: Bloom's Taxonomy (14 min.)

Complete

Complete Educational Impact: Assessment for Learning: Activity1: Assessments and Standards: Module 2 Topic B:

- Pay particular attention to the Authentic Assessment and Curriculum Standards Alignment Tool on pages 3–7.
- Use the following documents to support you in completing this activity: Standards, Benchmarks, Instructional Objectives, Learning Outcomes.
- Check your work using the Standards, Benchmarks, Instructional Objectives, Learning Outcomes Example.

Write instructional objectives:

- Refer to the examples on pages 71–72 of Chapter 5 ("Preparing and Using Achievement Tests") in the textbook.
- Match items to specific learning outcomes, following the examples on pages 78–79 of Chapter 5 ("Preparing and Using Achievement Tests") in the textbook.

Connect

Engage in the #BloomsTaxonomy discussion in the course chatter.

- Respond to A Model of Learning Objectives (Bloom's Taxonomy): how is Bloom's Taxonomy used in learning, teaching, and assessing? What assessment methods are used to assess lower and higher level thinking? Begin your post with the hashtag #BloomsTaxonomy. Be careful of spelling so that your classmates can easily find your post!
Read and respond to one or two of your classmates' posts within this conversation. To locate posts in the course chatter, expand the chatter window, then use ctrl-f to search for hashtag #BloomsTaxonomy.

Self-Assess

Evaluate the quality of the instructional objectives you wrote using Handout: Matching Assessment Methods with Achievement Targets Module 1: Topic A.

Check your understanding with the following textbook self-assessments:

- Pages 29–30 of Chapter 2 ("Nature of Student Assessment")
- Page 46 of Chapter 3 ("Planning for Assessment")
- multiple choice questions on pages 89–90 of Chapter 5 ("Preparing and Using Achievement Tests")

Check your answers using Appendix B.

Communicating Assessment Results

As a teacher, you will not only be expected to communicate assessment results to students, you must also communicate results to parents and other stakeholders.

Interpreting and Communicating Assessment Results

Drawing appropriate conclusions from assessment can help a teacher guide instruction. In this section, you will be provided with information that will be handy when having parent-teacher conferences and discussing assessment results in relation to curriculum guidelines.

This topic addresses the following competency:

- **Competency 644.1.5: Communicating Assessment Results**
  The graduate effectively and appropriately communicates the results of assessments with stakeholders, including students.

Organize

Use the study guide Competency 644.1.5: Communicating Assessment Results to process information.

Read

Read the following articles:

- Position Statement on High-Stakes Testing
- Large Scale Assessments and High Stakes Decisions: Facts, Cautions and Guidelines
- Vocabulary Results From the 2009 and 2011 NAEP Reading Assessments

Read "Selecting the Basis for Grading" on pages 193–201 and "Reporting to Students" on
pages 202–204 in Chapter 11 ("Grading and Reporting") from Assessment of Student Achievement.

Read Test Talk with Parents.

Read Chapter 12 ("Interpreting Standardized Achievement Test Scores") from Assessment of Student Achievement.

Watch

Watch the following videos:

- A New Way to Think About Grades (2 min.)
- Student Led Conferences (7 min.)
- Part 1: Absolute and Relative Grading (16 min.)
- Part 2: Norm-Referenced and Criterion-Referenced Scores (9 min.)

Connect

Engage in the #InterpretingScores discussion in the course chatter.

Locate and post a link to the School Accountability Report Card for a local school or district (search your state's Department of Education website from the State-Specific Requirements or your local school district's website). During a parent-teacher conference you are asked to interpret scores on a student's report card, a standardized achievement test, and the school's accountability report card (refer to the one you link). How would you explain the difference between a percentile rank, grade equivalent score, and percentage correct score? Criterion-referencing and norm-referencing? Begin your post with the hashtag #InterpretingScores. Be careful of spelling so that your classmates can easily find your post!

Next, review and respond to one or two of your classmates' posts within this conversation. Compare the ways that your classmate explained these different scores with your own post. Reply to your classmate's post, admiring at least one thing your classmate did effectively and suggesting at least one approach that you used that might also be effective for your classmate.

Check back on this thread before you take the objective assessment in order to see suggestions and feedback from your classmates.

Self-Assess

Check your understanding with the following textbook self-assessments:

- Pages 204–204 of Chapter 11 ("Grading and Reporting")
- Pages 221–222 of Chapter 12 ("Interpreting Standardized Achievement Test Scores")

Check your answers using Appendix B.

Using Assessment Results
Understanding how to interpret assessment results is important for gauging student progress and for planning instruction.

**Evaluating Assessments**

Now that you know how to assess student learning and what types of assessments to use, it is important to understand how to gather and evaluate data from assessments to plan learning activities. In this topic, you will learn about evaluating assessment results and using the results to address students' instructional needs.

This topic addresses the following competency:

- **Competency 644.1.6: Using Assessment Results**
  
  The graduate evaluates assessment results to make informed educational recommendations, including those for program and school improvement.

**Organize**

Use the study guide *Competency 644.1.6: Using Assessment Results* to process information.

**Read**

Read chapter 5 ("Using Classroom Assessment Data") (pp. 63–77 using the page numbers at the bottom center; pp. 71–85 using the PDF page numbering) of *Assessment for the Diverse Classroom*.

**Watch**

Watch the following videos:

- **Using Data** (3 min.)
- **Part 1: Analysis of Formative and Summative Assessment Data** (11 min.)
- **Part 2: Using Assessment Data with Students, Instruction and Administrators** (11 min.)

**Complete**

Complete the following from Education Impact: Assessment for Learning:

- **Module 2 Topic A ("Assessing Teaching and Student Progress Using Data")** (watch all sections, 35 min.)
- **Module 1 Topic D ("Selecting the Right Assessment")** (watch all sections, 56 min.)
- **Assessment for Learning: Innovative Ways to Check for Understanding** (review the transcript)
- **Module 2 Topic B ("Powerful Case Studies: Using Data to Increase Student Achievement")** (watch all sections, 34 min.)
- **Module 2: Topic B: Activity #2: STEPS and PALS**

Complete the Classroom Assessment IRIS Modules (including the assessment at the end of each module):

- **Part 1: An Introduction to Monitoring Academic Achievement in the Classroom**
• **Part 2: Evaluating Reading Progress**

**Connect**

Engage in the #AdaptingInstruction discussion in the course chatter.

• **In one to two paragraphs**, summarize how assessment is critical for understanding students' instructional needs and for improving instruction. Provide specific examples of how teachers use assessment data to adapt daily instruction. Begin your post with the hashtag #AdaptingInstruction.

*or*

• **Read and respond** to one or two of your classmates' posts within this conversation. To locate posts in the course chatter, expand the chatter window, then use ctrl-f to search for hashtag #AdaptingInstruction.

**Preparing for the Assessment**

Congratulations on completing the activities in this course! This course has prepared you to complete the objective assessment associated with this course. Additional study aides are available if you believe you would benefit from further practice:

• **Study Stack for Educational Assessment**
• **Quizlet for Educational Assessment**