



*Ribas Associates and Publications, Inc.*  
596 Pleasant Street Norwood, MA 02062  
Phone: 781-551-9120 Fax: 781-349-8160  
ribasassociates.com  
wribas@ribasassociates.com

## **Classroom and District Assessment: The Key to Learning Achievement and Equity**

### **Part 1: Creating Quality Classroom Assessments and Using Them to Support Student Achievement and Close Learning Gaps**

#### **Assuring the Quality of Assessments to Support Student Growth**

Participants will create a variety of valid and reliable assessments that align with their local curriculum and develop scoring guides that can be used to differentiate instruction and promote student achievement and engagement.

- Understanding the strengths and limitations of specific assessments: large-scale, benchmarks, and local.



- Collaborative development of common assessments.
- Measuring growth versus achievement.
- Insuring validity and reliability.
- Linking assessments to learning targets, mastery objectives, and standards.
- Creating quality performance assessments.
- Authentic assessments and motivation.
- Developing rubrics and scoring guides and “frontloading” them to support learning.

#### **Using the Results of Assessments Diagnostically: Developing Scaffolds, Flexibly Grouping, and Providing Feedback**

Participants will link results to instructional decisions to support differentiation and flexible grouping and to monitor individual and whole-class growth and achievement. Also, they will learn to embed the power of formative assessment throughout their day and their unit to improve student achievement and engagement.

- Using rubrics to differentiate instruction and group flexibly.
- Giving feedback that promotes student motivation and engagement.
- Using student self-assessment and peer feedback to improve performance.
- Making instructional choices based on assessments/rubrics: scaffolding, challenging.
- Formative assessments: power to improve student achievement.

- Formative in-the-moment assessments: guiding students to mastery.
- Formative assessments: differentiating instruction.
- Monitoring progress for individual students and the entire class.
- Looking at student work collaboratively.

## **Part 2: District Assessments Adopting, Developing, and/or Implementing High Quality Student Growth Assessments**

Ribas Associates provides customizable workshops and consulting:

- High-Level Consulting for district and central office leadership:
  - Overview of the entire process: development, assessment, analysis, and storage.
  - Needs analysis for the entire process or any step in student development.
- Informational Sessions for administrators and curriculum leadership:
  - Specific processes, procedures, and materials for development (or adoption), quality assessment, analysis of results, and storage.
  - Looking at student work protocols for calibration of results and determining local cut scores.
- Workshops to train trainers or for classroom teachers, school clinical staff, and administrators to develop or refine individual and common assessments of student growth:
  - Half-day or full-day sessions with groups of teachers, curriculum leaders, specialists, or administrators to develop, assess quality, analyze, share, and store results.
  - Determining specific cut scores for teachers, grade levels, departments, and “singleton” classes such as AP or physics.
  - Facilitation of calibration sessions of looking at student work.
  - Analysis and use of growth scores to support student learning.
- Included: Protocols, materials, exemplars, databases, and on-line access for the district to all materials, PowerPoints, and handouts.
- Participants: These workshops can be used to train trainers, to support school or district teams, or to address individual assessment concerns. District teams are encouraged to attend.

Sample Workshops Adaptable to District Needs

**Assessment Validity and Quality** can include:

- Develop local checklist for quality.
- Meaningful measures of key knowledge, skills, and abilities.
- Local assessment of student growth.
- Methods for determining high, moderate, and low growth.

- Alignment with core curriculum objectives/district curriculum/state frameworks.
- Rigor Assessment: Cognitive Complexity: Bloom/Hess/Daggett.
- Assuring fairness, validity, reliability, and consistency.
- Avoiding floor and ceiling effects.

**Workshop on Inter-Rater Reliability Calculating Growth Scores** can include:

- Work through simple protocols to assure inter-rater reliability when rubrics and scoring guides require professional judgment.
- Developing exemplars to support assessment by demonstrating the precise meanings of rubrics and scoring rubrics.
- Using simple Excel or database processes to examine the results and determine local, appropriate cut scores.
- Determining and validating cut scores for low, moderate, and high achievement.

**Workshop on Organizing, Analyzing, and Storing Results** can include:

- Organizing, analyzing, and storing.
- Individual teacher, specialist, and administrator scores and student assessments.
- Grade-level and departmental scores.
- School and district scores.
- Reporting scores to DOE.

C:\Users\wriba\Dropbox\Consultant sharing\Learning Loss\Creating Quality Assessments.doc