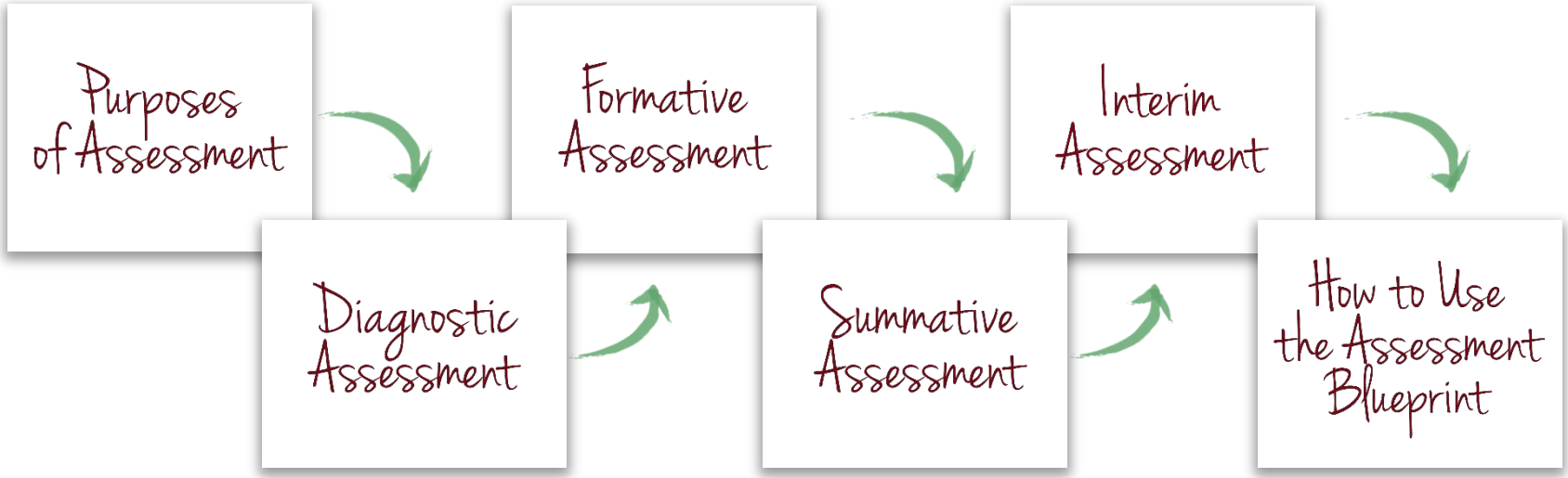
PURPOSES OF ASSESSMENT

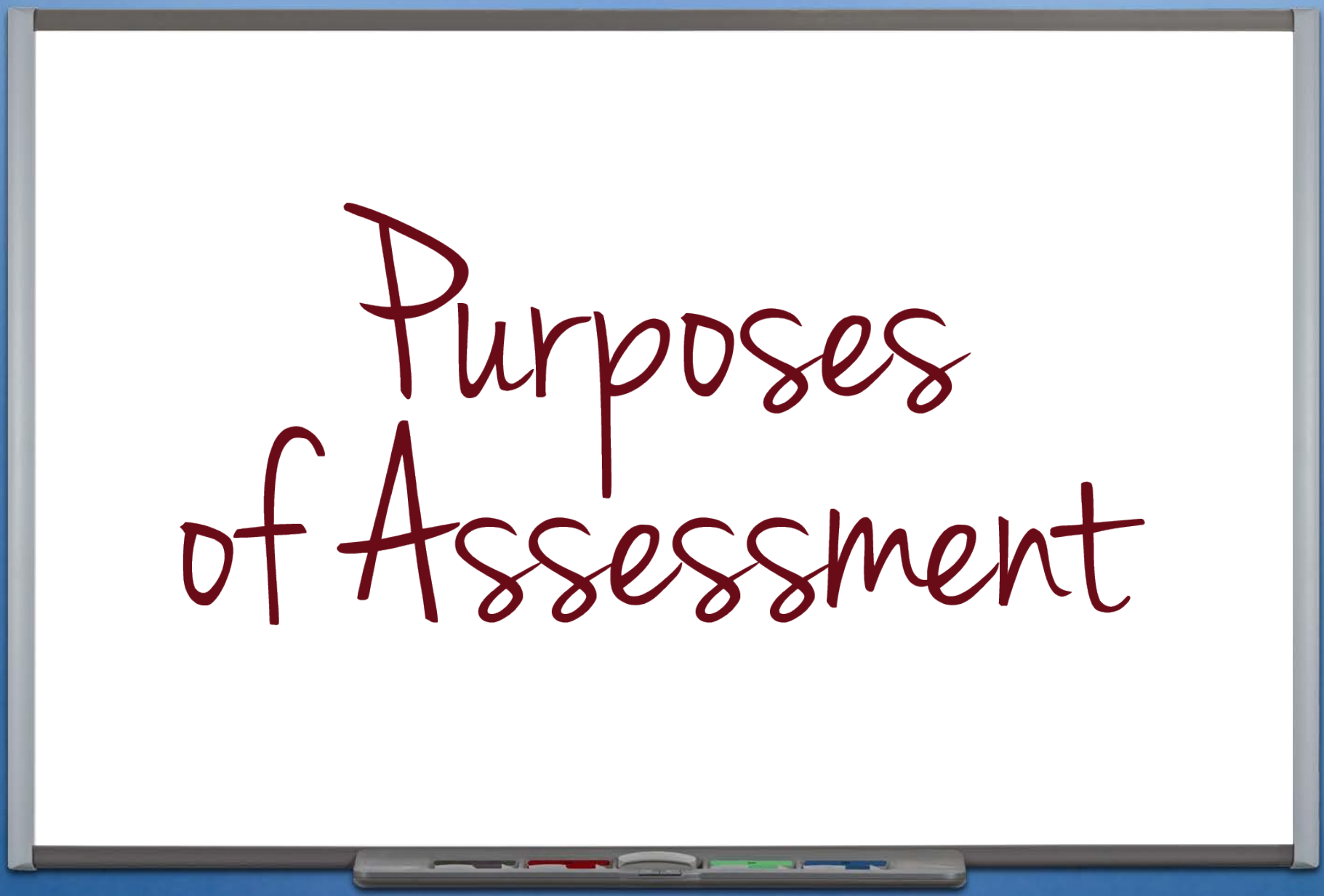


INTRODUCTION AND PURPOSE

Identify the different PURPOSES OF ASSESSMENT

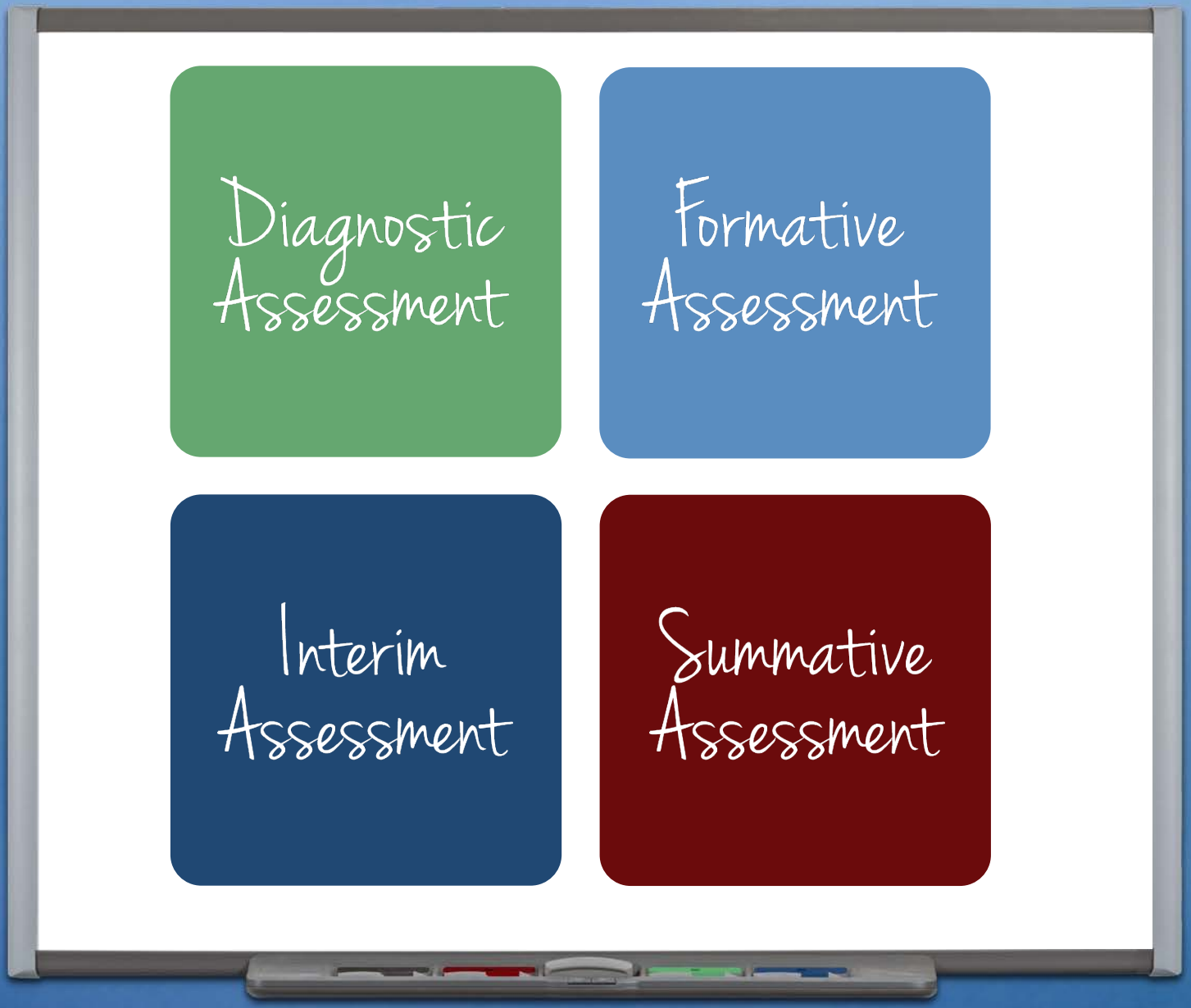
Understand how to use the ASSESSMENT BLUEPRINT to document the primary purpose of an assessment

KEY CONCEPTS



KEY CONCEPTS

- Purposes of Assessment
- Diagnostic Assessment
- Formative Assessment
- Summative Assessment
- Interim Assessment
- How to Use the Assessment Blueprint



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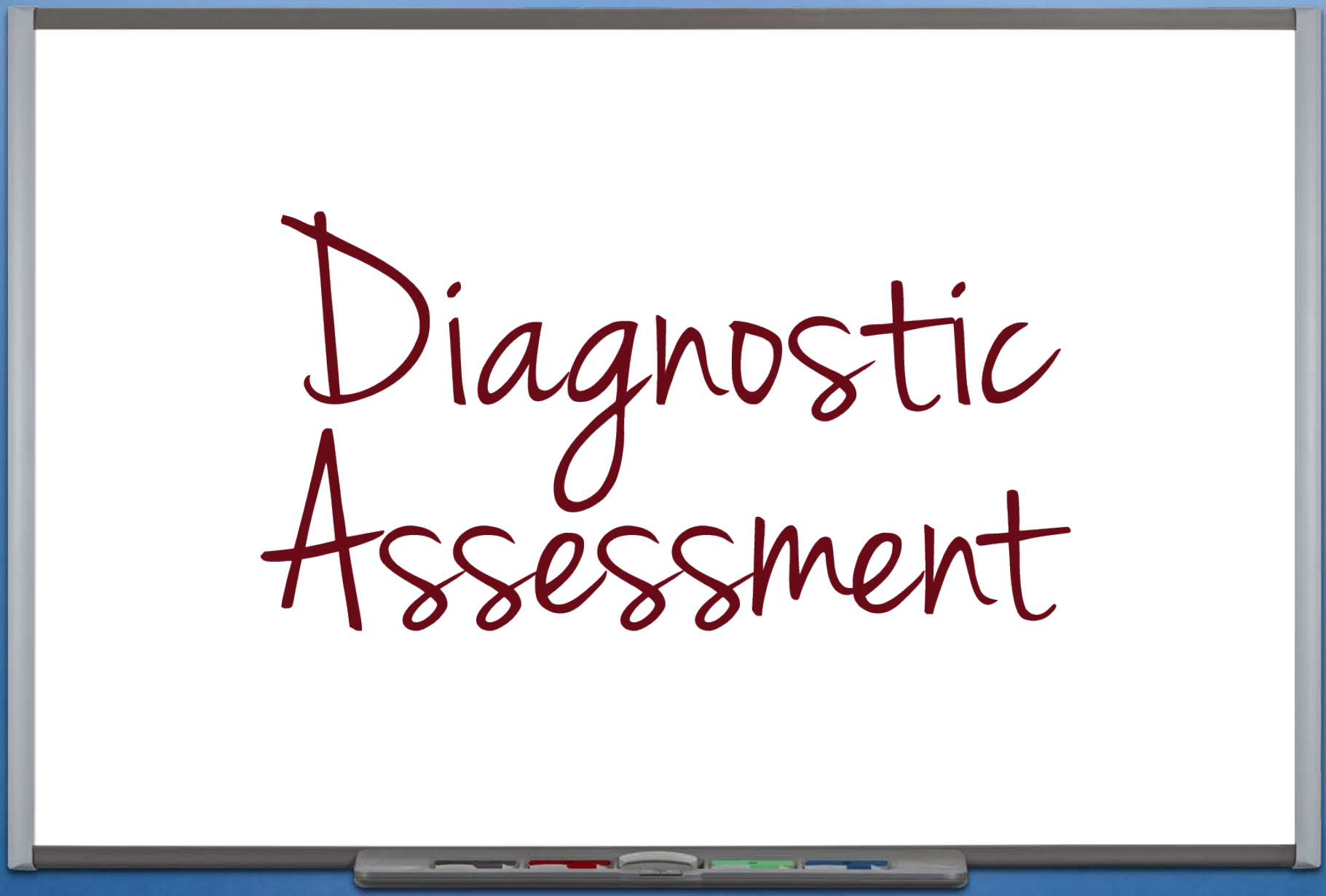

KEY CONCEPTS

- Purposes of Assessment
- Diagnostic Assessment
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- How to Use the Assessment Blueprint

Diagnostic Assessment

Pre-Tests

Related Coursework

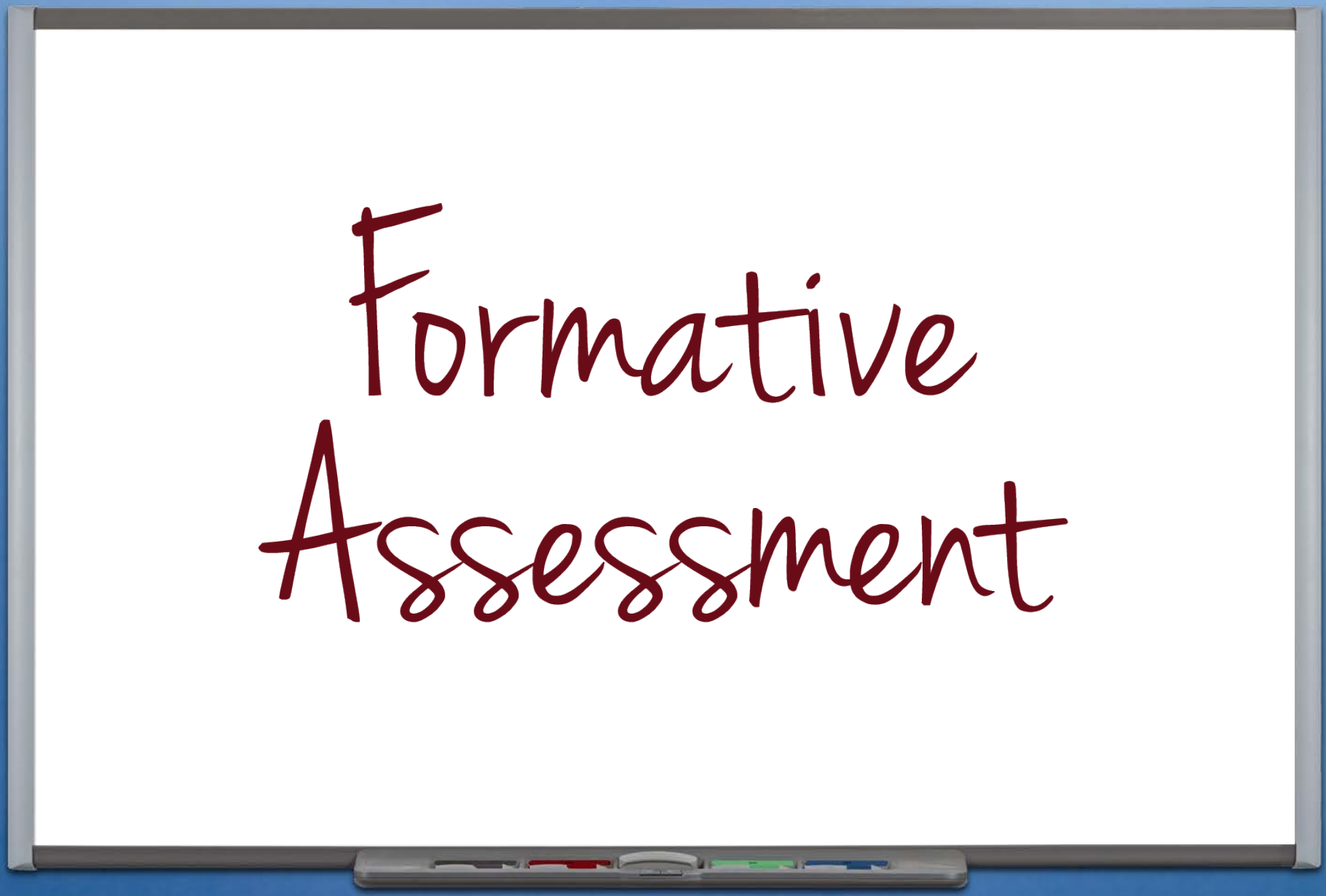
Discussions with Students

diagnostic assessment

assessment used to determine students' knowledge and skills before a unit of instruction

Source: Education First, *A Primer on Common Core-Aligned Assessments* (2013).

KEY CONCEPTS



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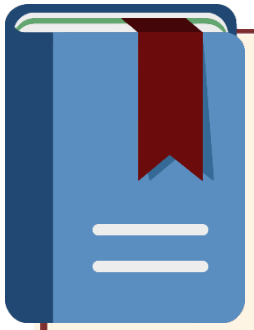
Formative Assessment



formative assessment

assessment used to monitor student learning and adjust ongoing instruction

Source: Education First, *A Primer on Common Core-Aligned Assessments* (2013).

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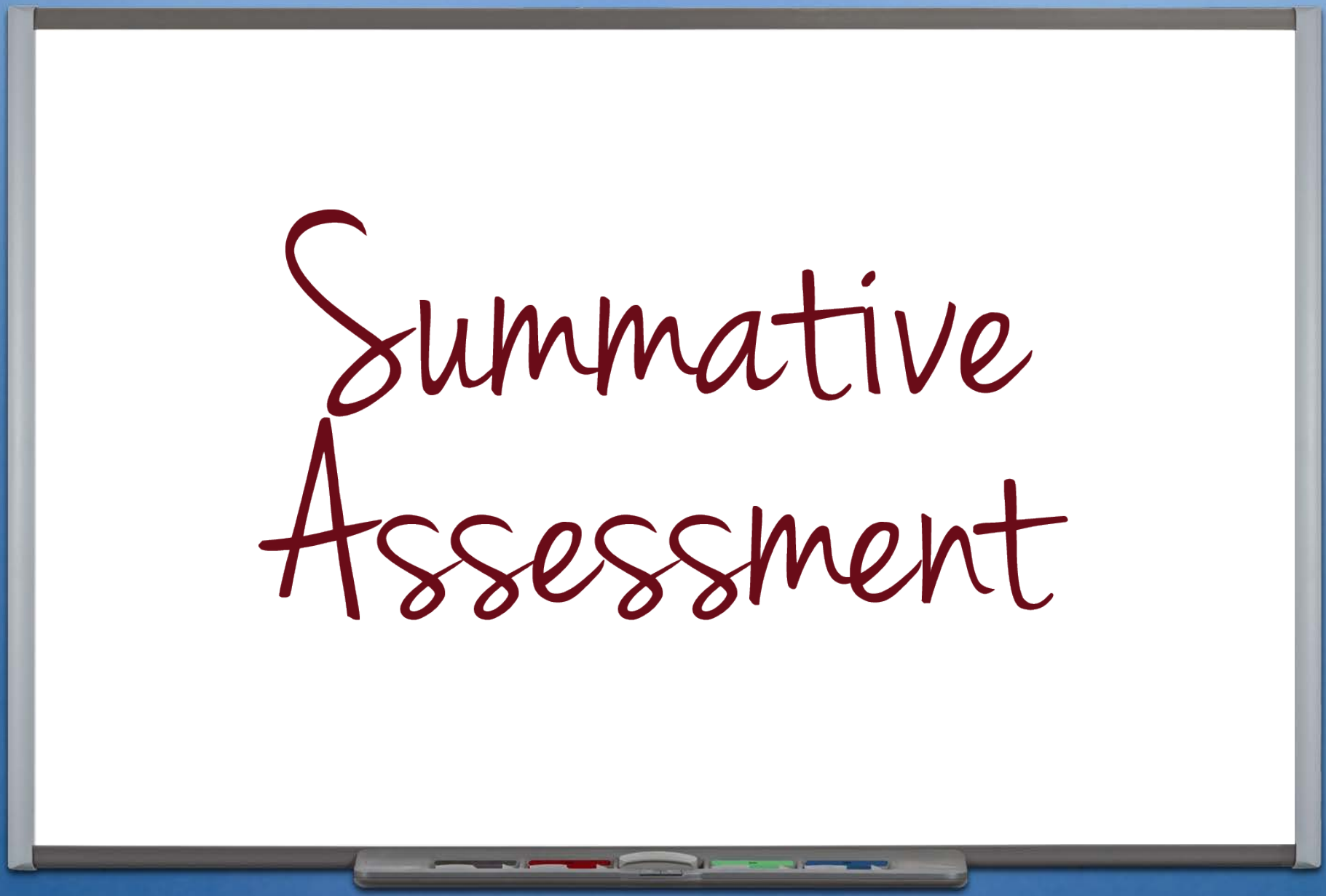

KEY CONCEPTS

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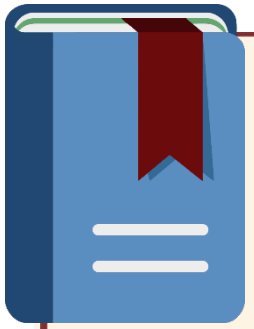
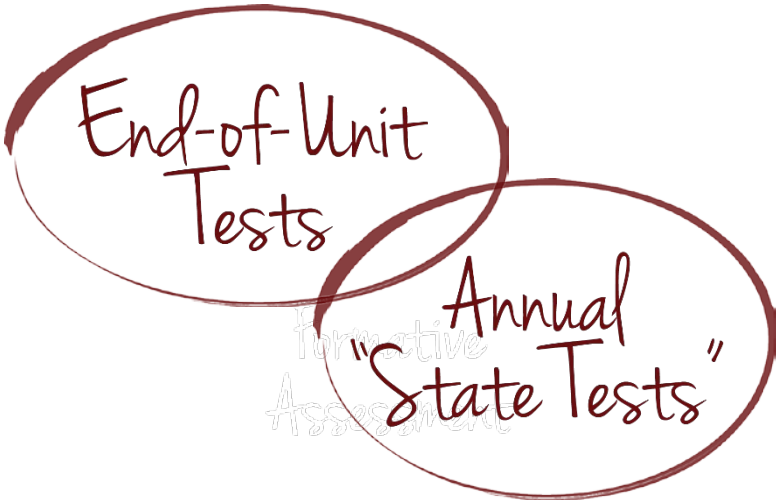
- Formative Assessment
- **Summative Assessment**
- Interim Assessment
- How to Use the Assessment Blueprint



summative assessment

assessment used to measure student mastery of standards at the end of a unit of instruction



Summative Assessment

Source: Education First, *A Primer on Common Core-Aligned Assessments* (2013).

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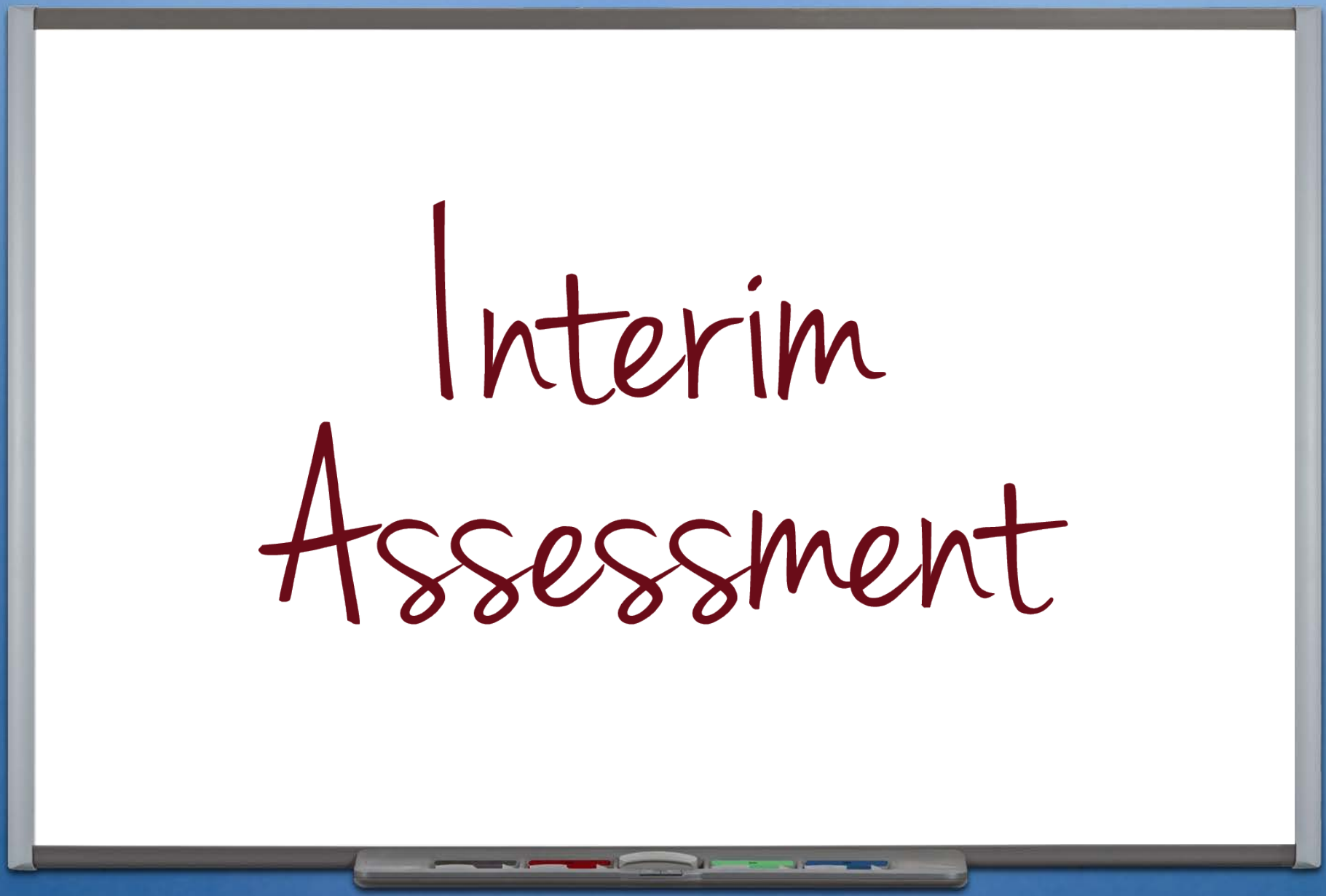

KEY CONCEPTS

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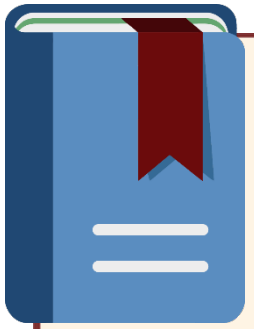

interim assessment

assessment used to measure students' knowledge and skills on a specific set of academic goals, typically within a particular time frame

Formative Assessment

Interim Assessment

Summative Assessment

Source: Education First, *A Primer on Common Core-Aligned Assessments* (2013).

KEY CONCEPTS

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- Formative Assessment
- Summative Assessment
- **Interim Assessment**
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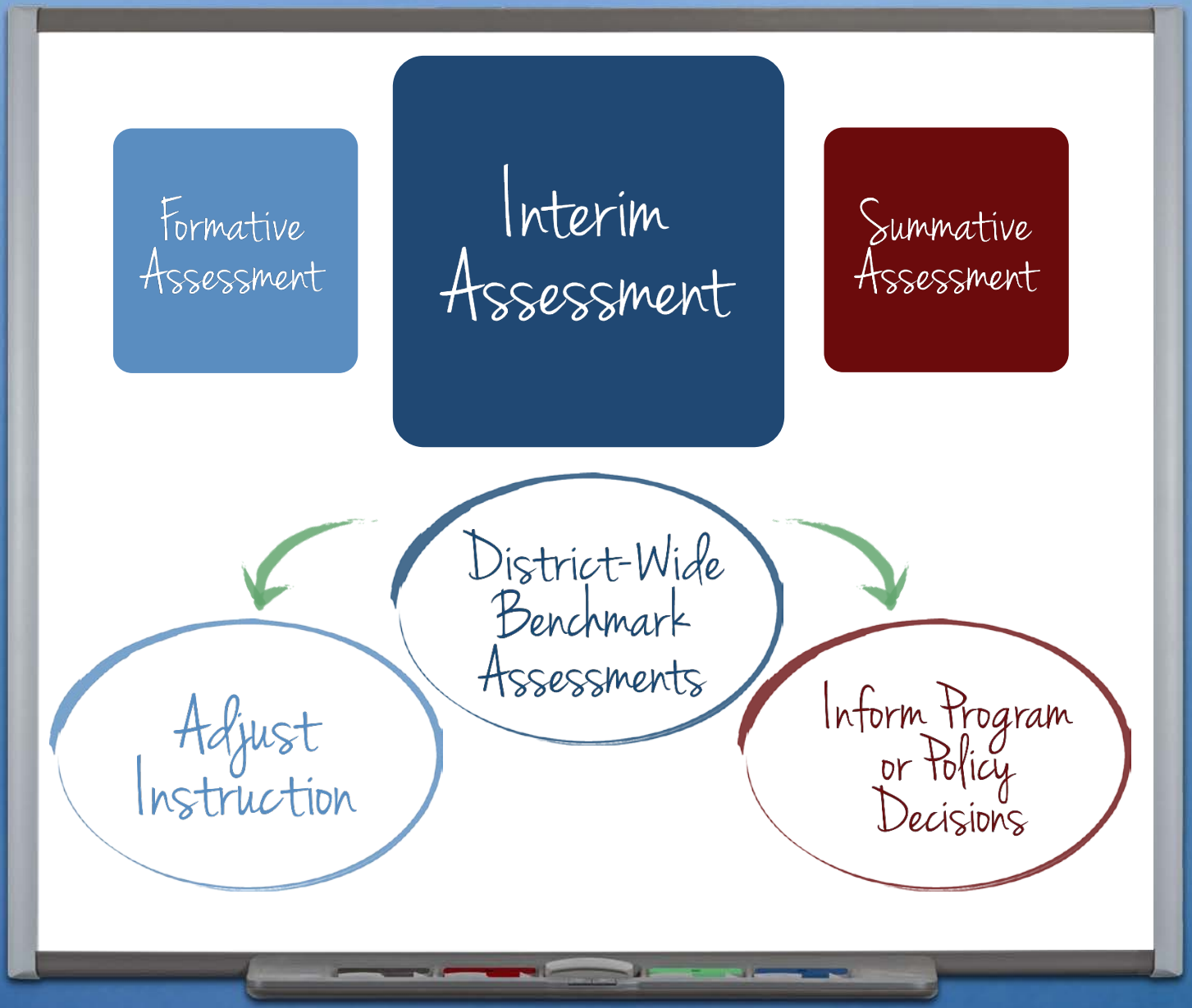

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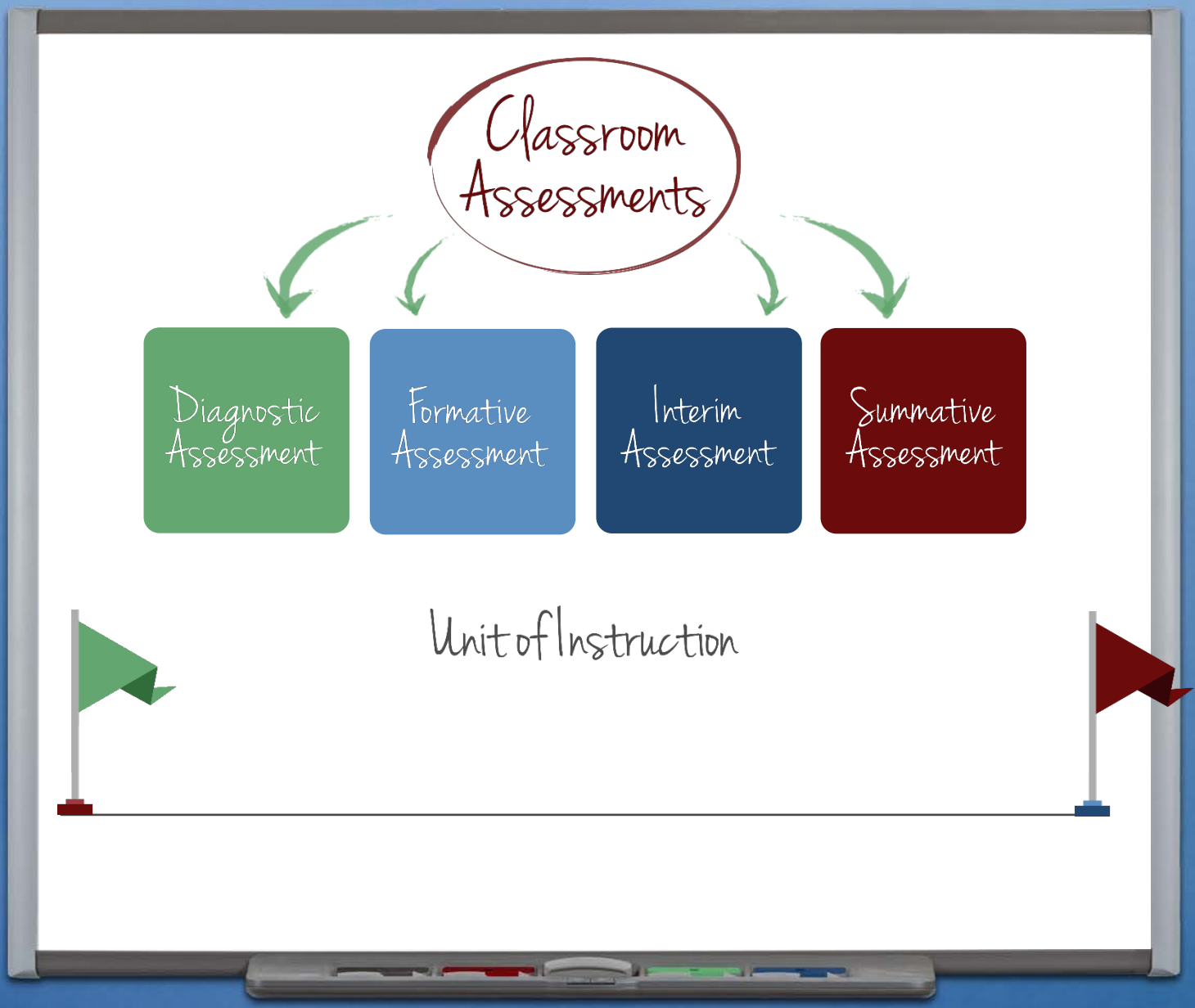

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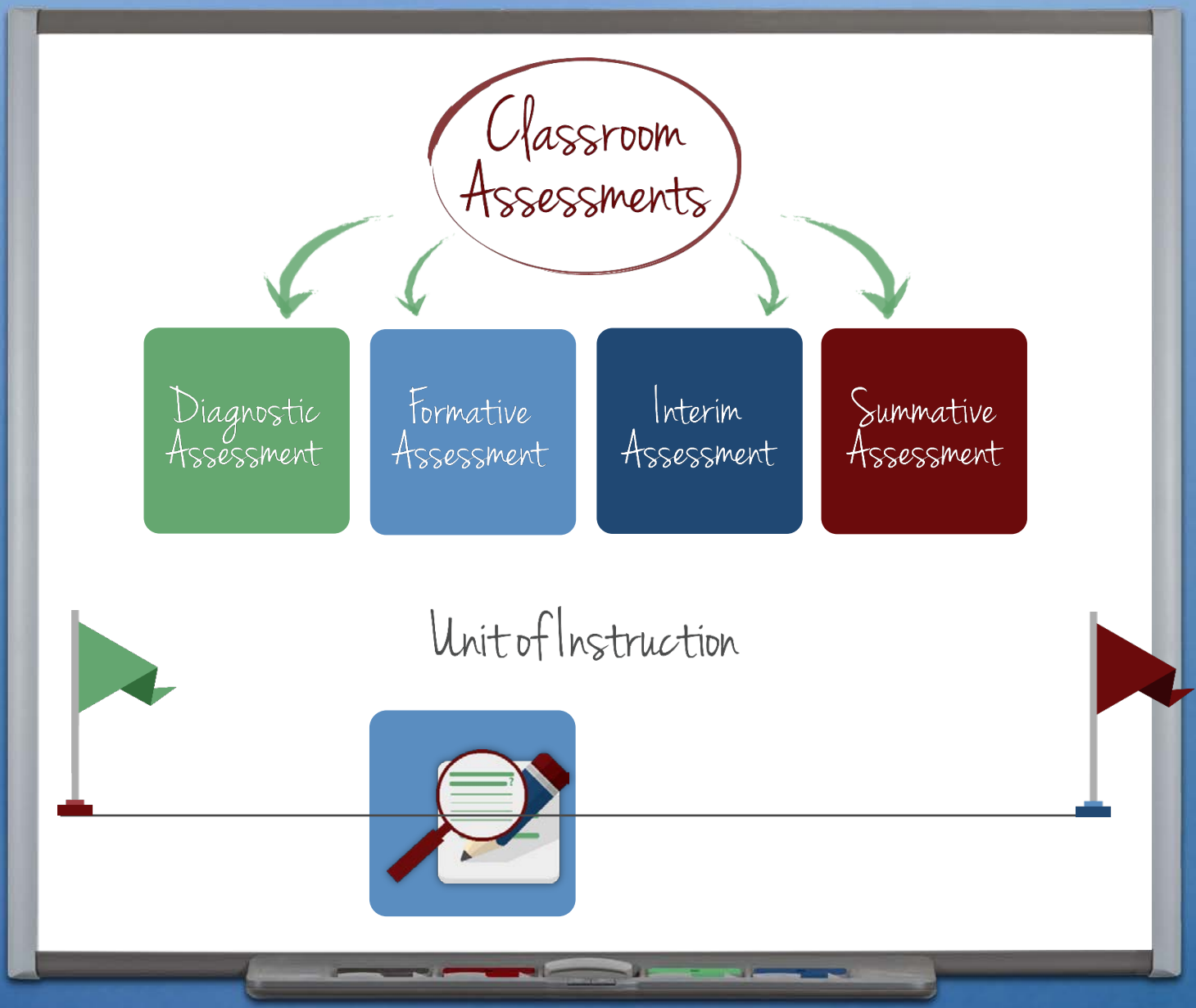

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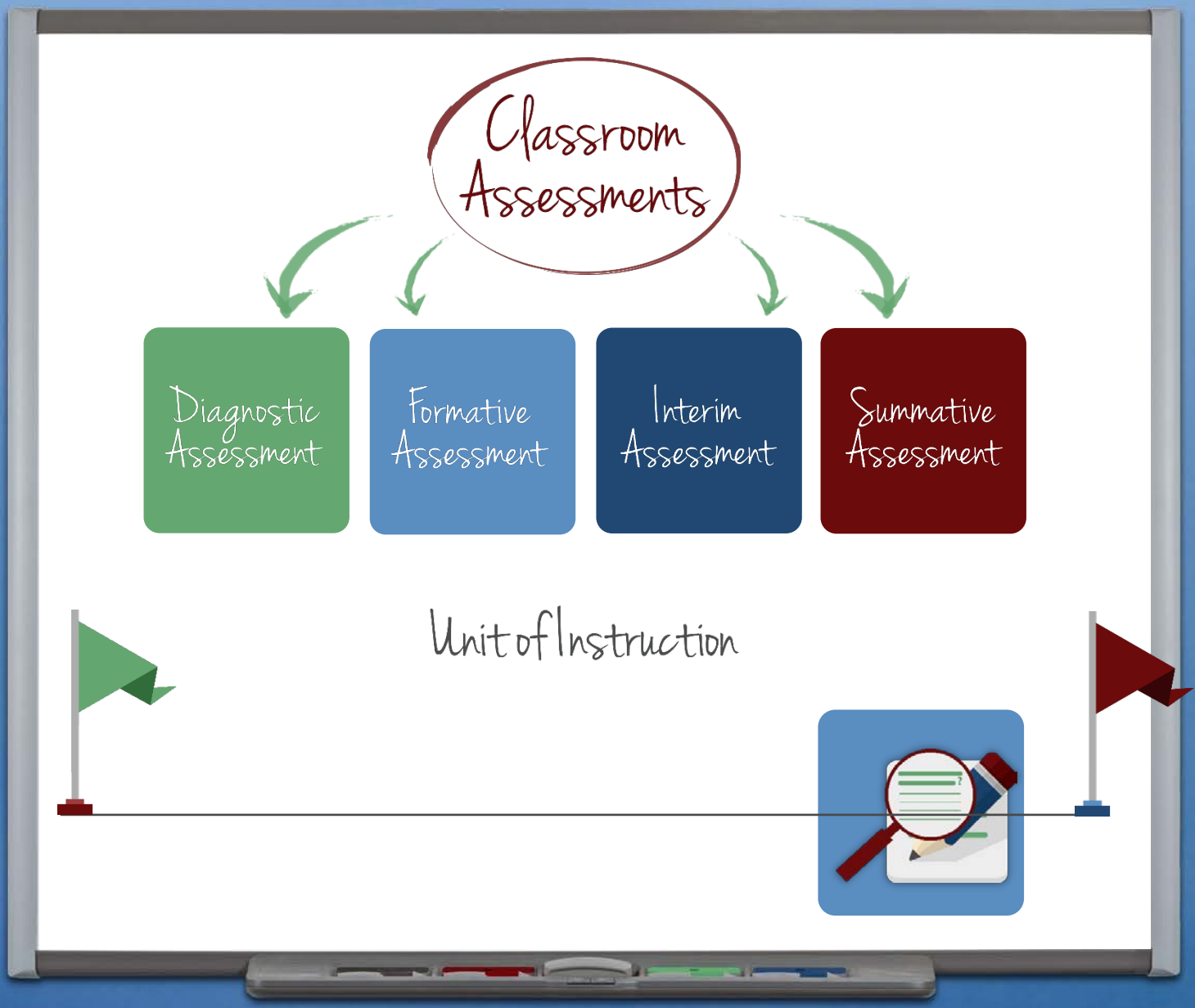

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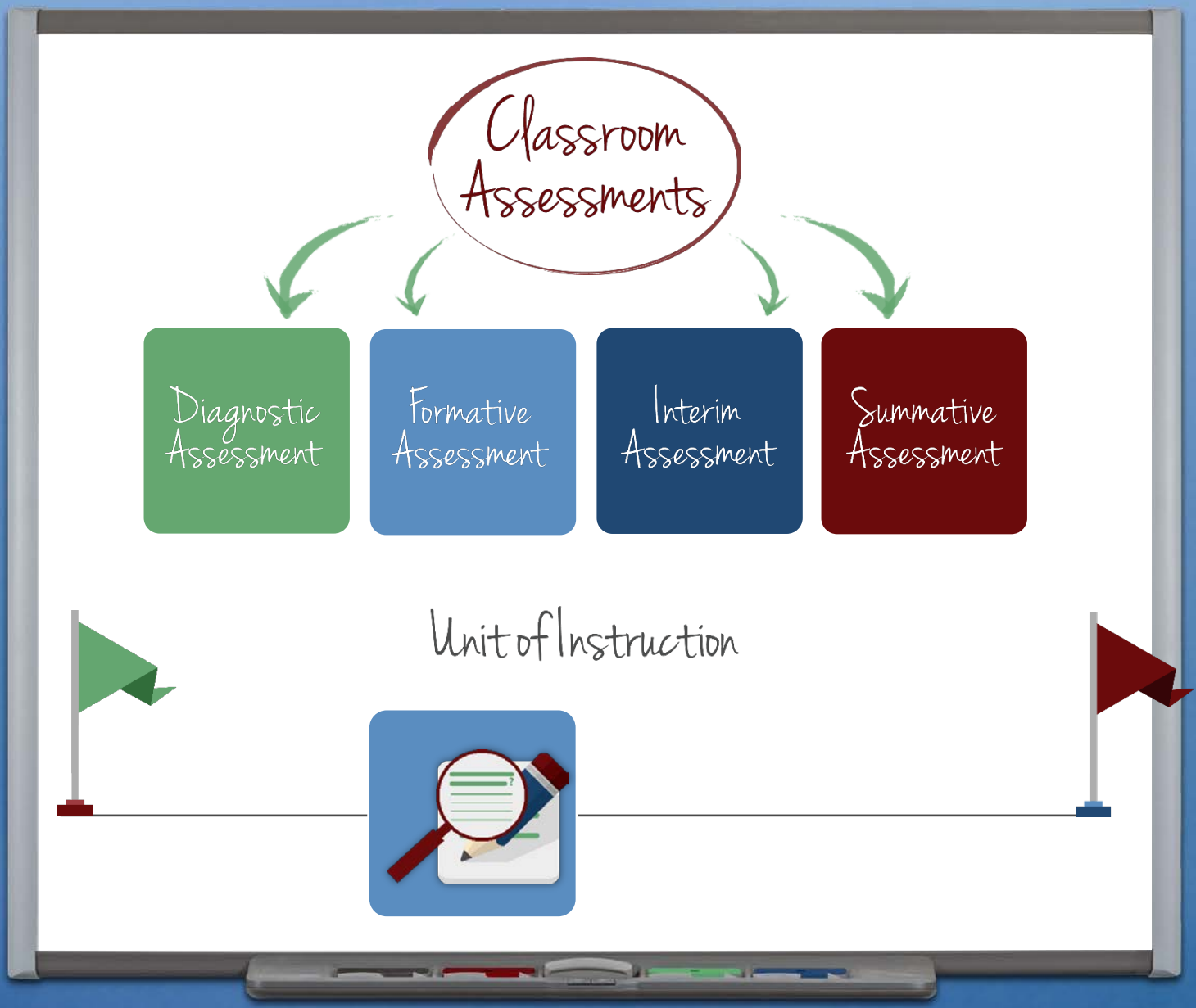

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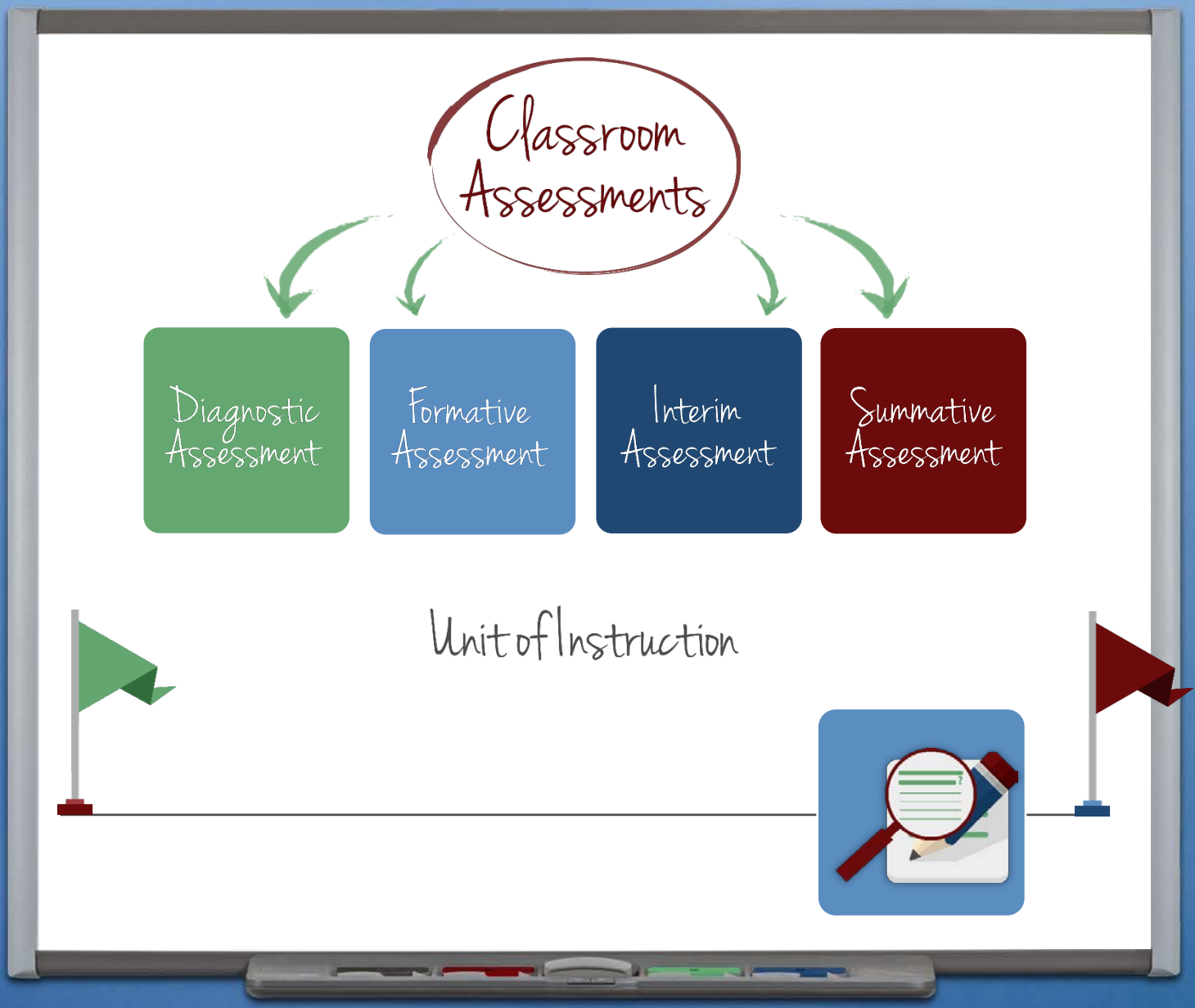

KEY CONCEPTS

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How to Use the Assessment Blueprint

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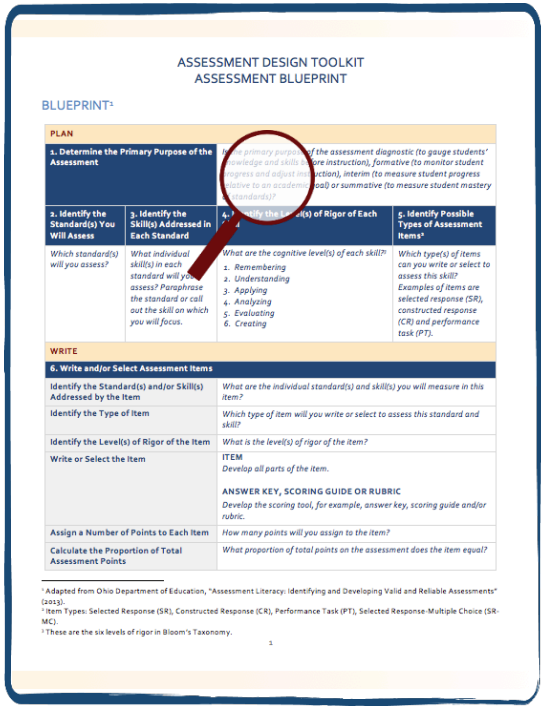


ASSESSMENT DESIGN TOOLKIT
ASSESSMENT BLUEPRINT

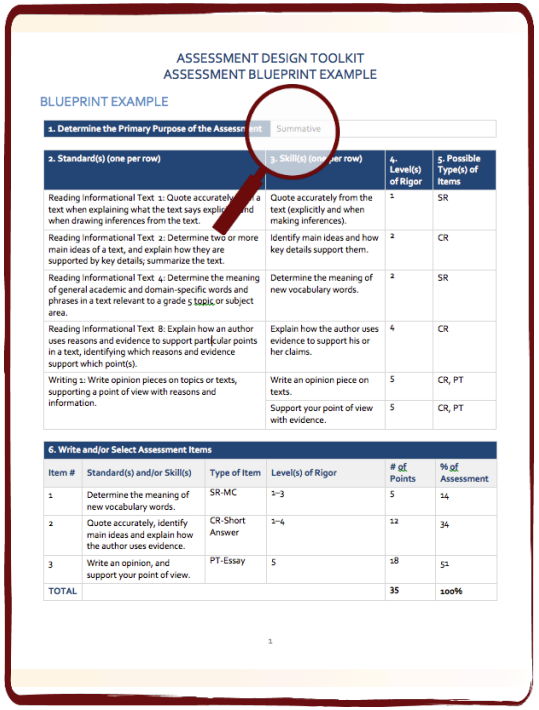
BLUEPRINT[1]

PLAN			
1. Determine the Primary Purpose of the Assessment	*Is the primary purpose of the assessment diagnostic (to gauge students' knowledge and skills before instruction), formative (to monitor student progress and adjust instruction), interim (to measure student progress relative to an academic goal) or summative (to measure student mastery of standards)?*		
2. Identify the Standard(s) You Will Assess	**3. Identify the Skill(s) Addressed in Each Standard**	**4. Identify the Level(s) of Rigor of Each Skill[2]**	**5. Identify Possible Types of Assessment Items[3]**
Which standard(s) will you assess?	*What individual skill(s) in each standard will you assess? Paraphrase the standard or call out the skill on which you will focus.*	*What are the cognitive level(s) of each skill?* 1. *Remembering* 2. *Understanding* 3. *Applying* 4. *Analyzing* 5. *Evaluating* 6. *Creating*	*Which type(s) of items can you write or select to assess this skill? Examples of items are selected response (SR), constructed response (CR) and performance task (PT).*

WRITE	
6. Write and/or Select Assessment Items	
Identify the Standard(s) and/or Skill(s) Addressed by the Item	*What are the individual standard(s) and skill(s) you will measure in this item?*
Identify the Type of Item	*Which type of item will you write or select to assess this standard and skill?*
Identify the Level(s) of Rigor of the Item	*What is the level(s) of rigor of the item?*
Write or Select the Item	**ITEM** *Develop all parts of the item.* **ANSWER KEY, SCORING GUIDE OR RUBRIC** *Develop the scoring tool, for example, answer key, scoring guide and/or rubric.*
Assign a Number of Points to Each Item	*How many points will you assign to the item?*
Calculate the Proportion of Total Assessment Points	*What proportion of total points on the assessment does the item equal?*

[1] Adapted from Ohio Department of Education, "Assessment Literacy: Identifying and Developing Valid and Reliable Assessments" (2013).
[2] Item Types: Selected Response (SR), Constructed Response (CR), Performance Task (PT), Selected Response-Multiple Choice (SR-MC).
[3] These are the six levels of rigor in Bloom's Taxonomy.

1



ASSESSMENT DESIGN TOOLKIT
ASSESSMENT BLUEPRINT EXAMPLE

BLUEPRINT EXAMPLE

1. Determine the Primary Purpose of the Assessment Summative

2. Standard(s) (one per row)	3. Skill(s) (one per row)	4. Level(s) of Rigor	5. Possible Type(s) of Items
Reading Informational Text 1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	Quote accurately from the text (explicitly and when making inferences).	2	SR
Reading Informational Text 2: Determine two or more main ideas of a text, and explain how they are supported by key details; summarize the text.	Identify main ideas and how key details support them.	2	CR
Reading Informational Text 4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.	Determine the meaning of new vocabulary words.	2	SR
Reading Informational Text 8: Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	Explain how the author uses evidence to support his or her claims.	4	CR
Writing 1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	Write an opinion piece on texts.	5	CR, PT
	Support your point of view with evidence.	5	CR, PT

6. Write and/or Select Assessment Items

Item #	Standard(s) and/or Skill(s)	Type of Item	Level(s) of Rigor	# of Points	% of Assessment
1	Determine the meaning of new vocabulary words.	SR-MC	2–3	5	14
2	Quote accurately, identify main ideas and explain how the author uses evidence.	CR-Short Answer	2–4	12	34
3	Write an opinion, and support your point of view.	PT-Essay	5	18	51
TOTAL				35	100%

1

Source: Adapted from Ohio Department of Education, "Assessment Literacy: Identifying and Developing Valid and Reliable Assessments" (2013).

KEY CONCEPTS

- Purposes of Assessment
- Diagnostic Assessment
- Formative Assessment
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- Interim Assessment
- How to Use the Assessment Blueprint

1. Primary Purpose of the Assessment		Summative	
2. Standard(s) (one per row)	3. Skill(s) (one per row)	4. Level(s) of Rigor	5. Possible Type(s) of Items

Primary Purpose

6. Write and/or Select Assessment Items					
Item #	Standard(s) and/or Skill(s)	Type of Item	Level(s) of Rigor	# of Points	% of Assessment
TOTAL					

KEY CONCEPTS

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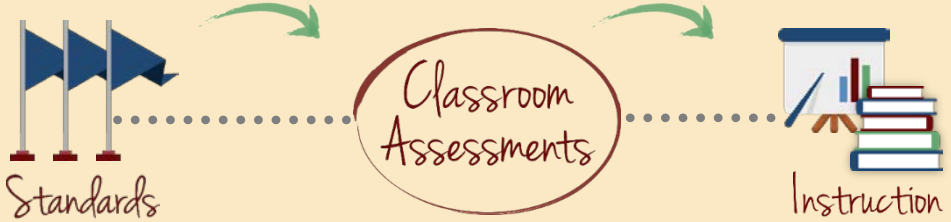
5th Grade

Reading and Writing about Informational Texts

4 weeks



Sources: Ohio Department of Education, "Ohio's New Learning Standards: English Language Standards" (2010); Student Achievement Partners, "Mini-Assessment for *Who Was Marco Polo?* by Joan Holub and *The Adventures of Marco Polo* by Russell Freedman" (2014).

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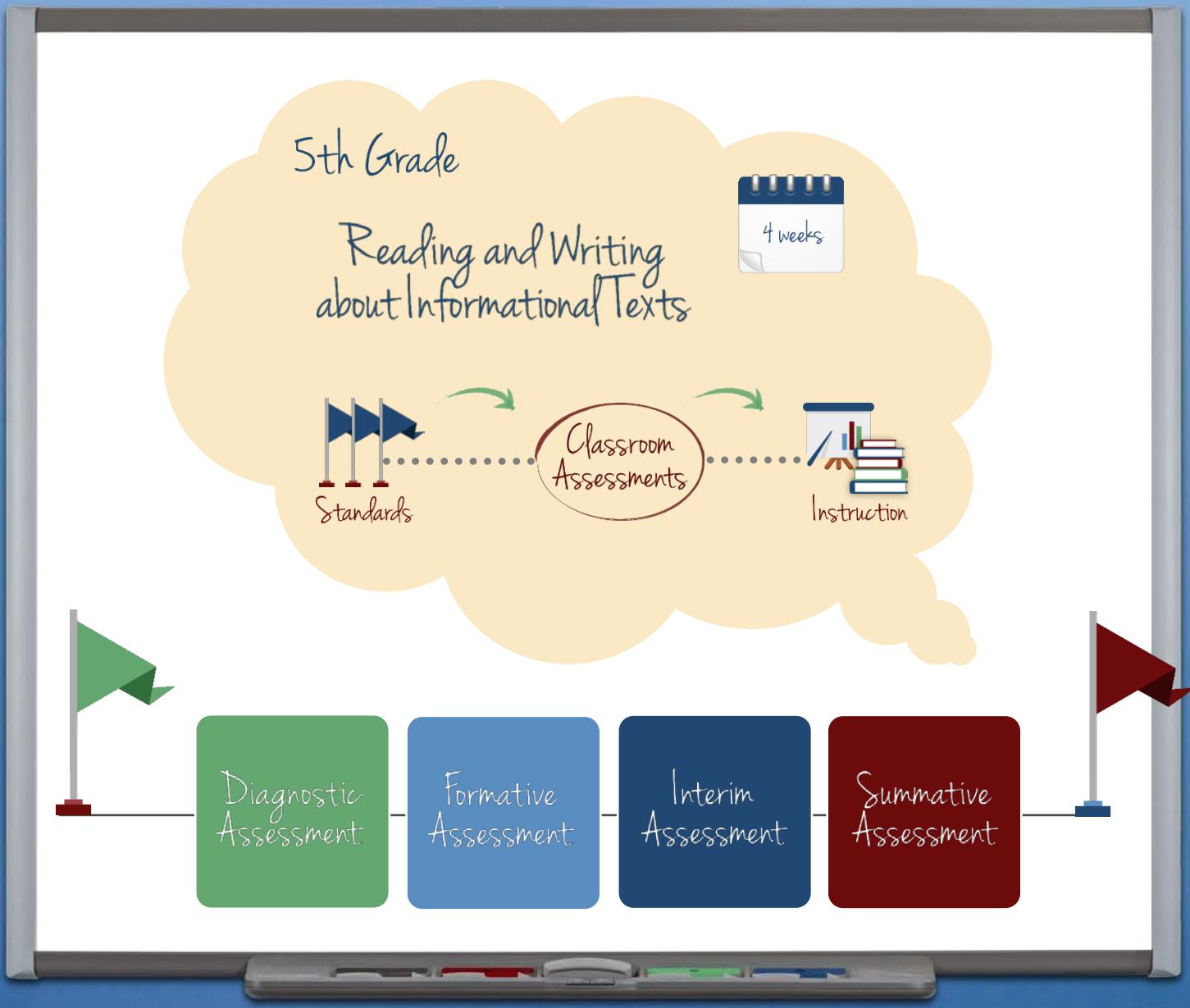

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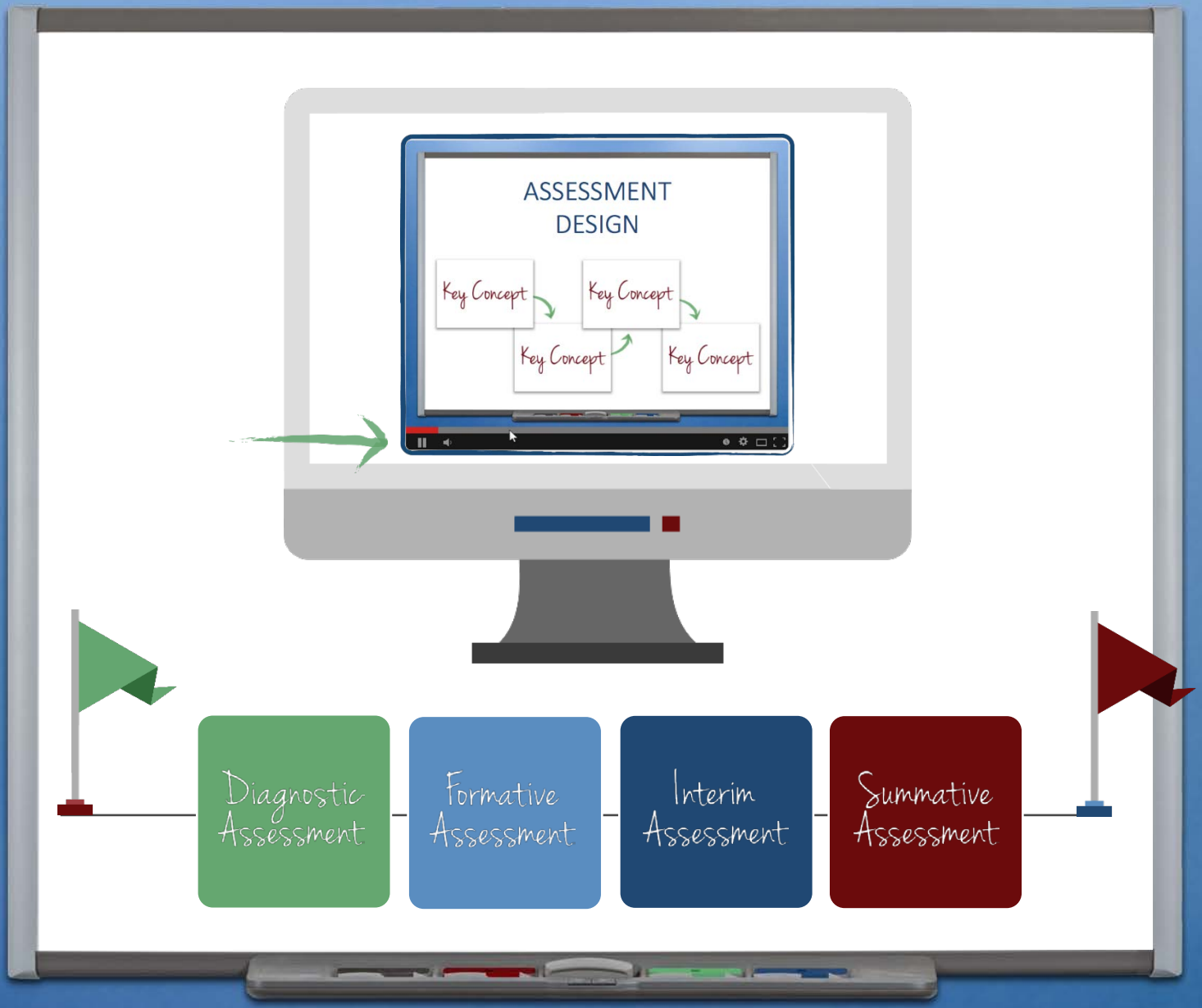

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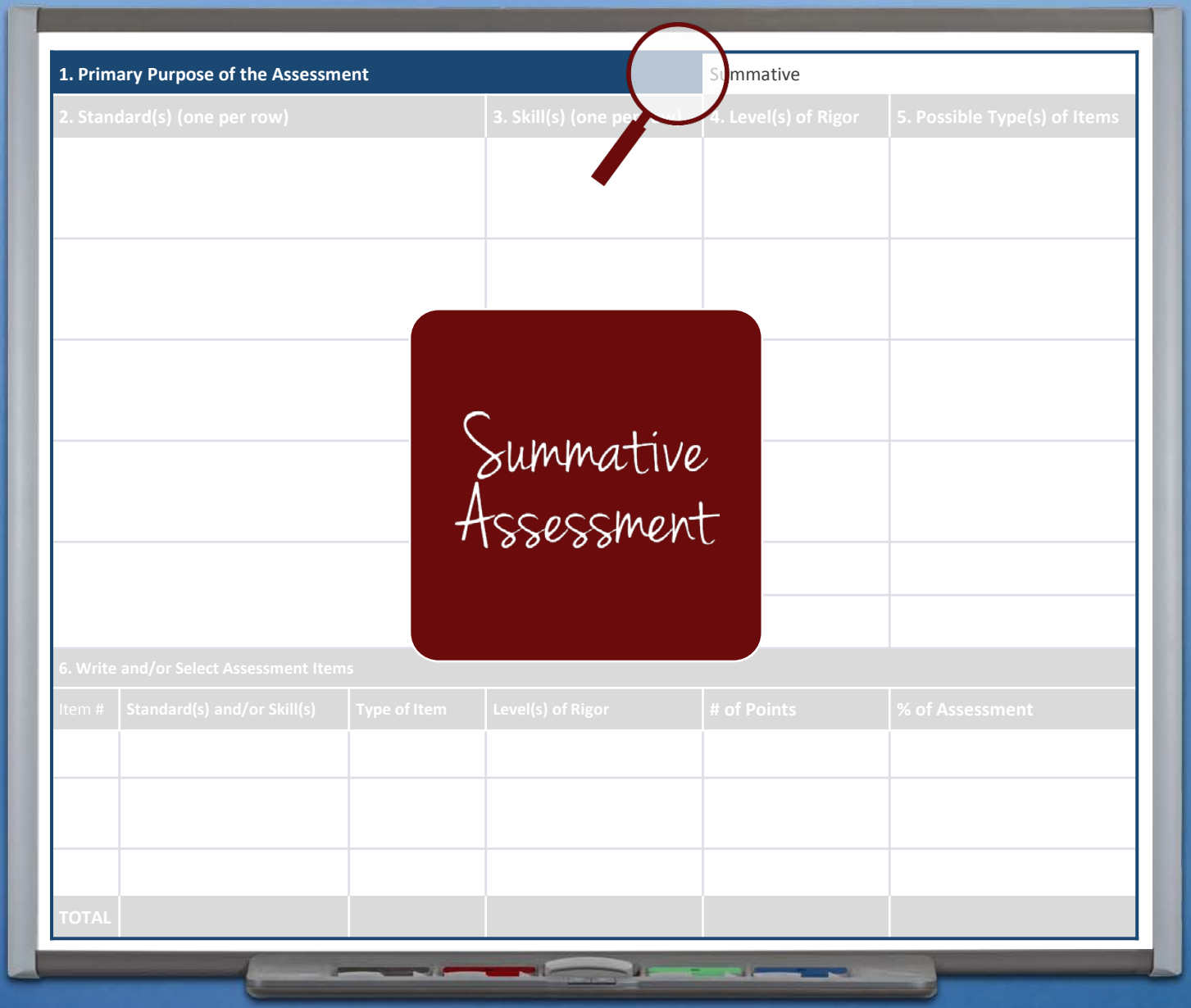
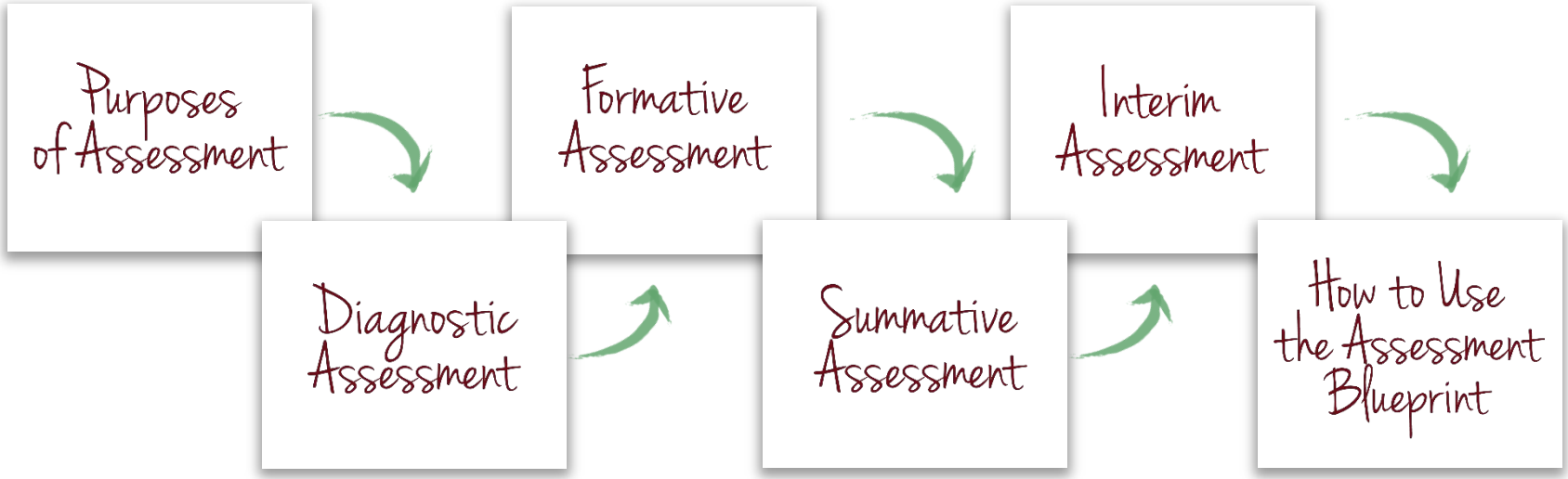


CHECK FOR UNDERSTANDING



CHECK FOR UNDERSTANDING

Identify the different PURPOSES OF ASSESSMENT

Use the ASSESSMENT BLUEPRINT to document the primary purpose of an assessment

CHECK FOR UNDERSTANDING

Assessment Items

CHECK FOR UNDERSTANDING

Assessment Item

1. Match each assessment in Column A to its purpose in Column B.

Column A: Assessment	Column B: Purpose
Summative	To gauge students' knowledge and skills before a unit of instruction
Interim	To monitor student learning and adjust ongoing instruction
Diagnostic	To measure student mastery of standards at the end of a unit of instruction
Formative	To measure student progress relative to an academic goal

CHECK FOR UNDERSTANDING

Assessment Item

1. Match each assessment in Column A to its purpose in Column B.

Column A: Assessment	Column B: Purpose
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CHECK FOR UNDERSTANDING

Answer

1. Match each assessment in Column A to its purpose in Column B.

Column A: Assessment	Column B: Purpose
Summative	To gauge students' knowledge and skills before a unit of instruction
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CHECK FOR UNDERSTANDING

Assessment Item

2. Describe a scenario in which a single assessment might serve multiple purposes.

CHECK FOR UNDERSTANDING

Assessment Item

2. Describe a scenario in which a single assessment might serve multiple purposes.

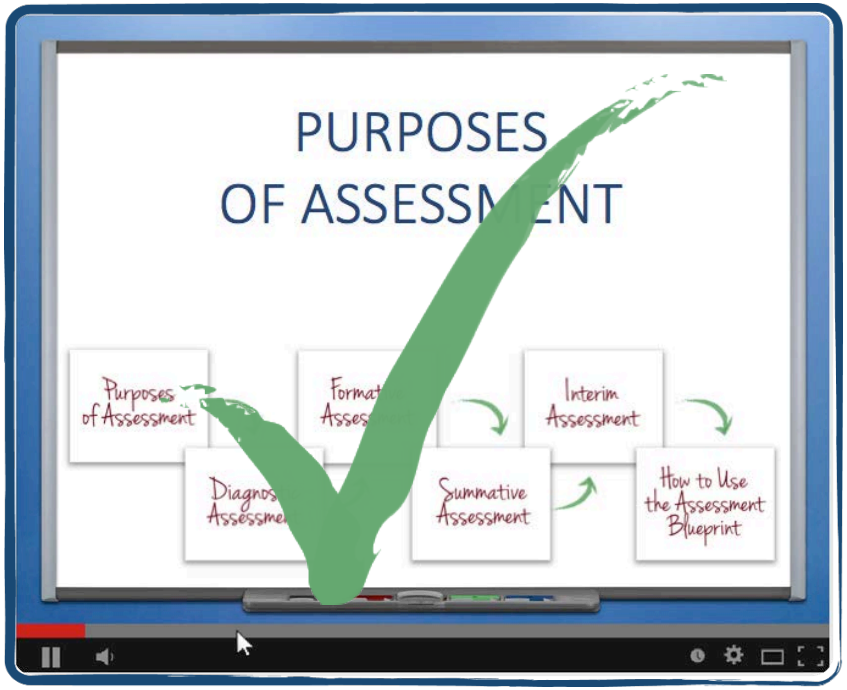
CHECK FOR UNDERSTANDING

Answer

2. Describe a scenario in which you would use one assessment to serve multiple purposes.

I could ask my students to write an essay at the end of a unit to assess their mastery of standards. In this case, the primary purpose of the assessment would be summative. Because I could also use the results from the essay to inform how I plan my next instructional unit, a secondary purpose of the assessment would be formative.

CONCLUSION


PURPOSES
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Purposes of Assessment
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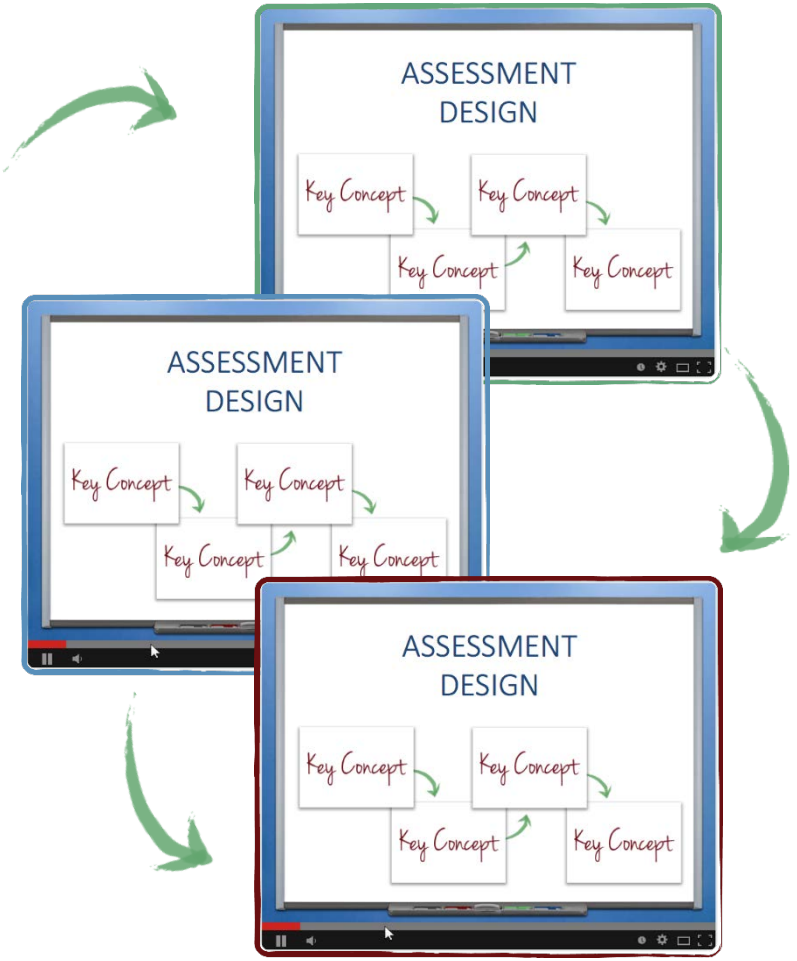
How to Use the Assessment Blueprint


ASSESSMENT DESIGN
Key Concept
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