



#T.E.A.C.H.  
Training Educators and Creating Hope



## ASSESSMENT & EVALUATION

### LESSON 1 – USING STUDENT DATA

This lesson highlights the basics of student achievement data. The effective collection and analysis of student achievement data can help educators identify areas where teaching and learning can be improved. It allows teachers to make informed choices about:

- Teaching practices to adopt.
- Strategies to develop.
- Changes to implement.

Using student achievement data can be a powerful tool to measure and enhance the teaching and learning processes. This lesson requires 6 hours of study time to complete all assignments and the reflection questions as directed. There are three written assignments including the reflection questions at the end of the lesson.

#### LEARNING OBJECTIVES

In this lesson you will learn the basics of working with student achievement data.

After completing this lesson, you will be able to do the following:

- Define data in the context of K-12 education.
- Cite the uses and types of data.
- Identify sources and forms of data.
- Explain how student achievement data can be used to bring about change.

### LESSON 2 - DISAGGREGATING, ORGANIZING AND REPORTING DATA

One of the most powerful skills an educator can use is the ability to disaggregate data. Dividing student achievement results according to sub-groups allows us to determine areas where teaching and learning can be improved. It also allows us to make informed choices about teaching practices and student learning needs.

Legislation not only mandates that student achievement data be gathered and then disaggregated, but also mandates that data be publicized and shared by states and schools. The disaggregation of student achievement data enables educators to view the results for various sub-groups within the student population.

This lesson requires 12 hours of study time to complete all assignments and the reflection questions as directed. There are three written assignments including the reflection questions at the end of the lesson.

#### LEARNING OBJECTIVES

In this lesson you will review and evaluate the use of graphs, tables, and charts to display and analyze students' performance scores. After completing this lesson, you will be able to do the following:

- Answer why data is disaggregated.
- Know when it is appropriate to disaggregate data.
- Know how to disaggregate data.
- Review and evaluate the use of graphs, tables, and charts to display students' achievement results.

- Ask relevant questions when analyzing student achievement data.
- Link analysis of student achievement data to school improvement.
- Set school and student goals for improvement.

### **LESSON 3 – PRINCIPLES OF FAIR STUDENT ASSESSMENT**

To ensure that assessment, evaluation and reporting are valid and reliable, and that they lead to the improvement of learning for all students, educator practices and procedures must be fair, supportive and carefully planned.

Fairness in assessment and evaluation is grounded in the belief that all students should be able to demonstrate their learning regardless of their socioeconomic status, ethnicity, gender, geographic location, learning style, and/or need for special services.

This lesson requires 10 hours of study time to complete all assignments and the reflection questions as directed. There are three written assignments including the reflection questions at the end of the lesson.

#### **LEARNING OBJECTIVES**

In this lesson you will review and evaluate the core principles of fairness in assessment.

After completing this lesson, you will be able to do the following:

- State the seven principles of fairness in evaluation and their rationale.
- Explain the difference between test validation and test fairness.
- Plan assessment that supports all students.
- Incorporate planning for assessment with planning instruction.
- Support students in self-assessment.

### **LESSON 4 – FORMATIVE AND SUMMATIVE ASSESSMENTS**

To ensure that assessment meets the needs of all learners, educators must effectively use formative and summative assessments appropriate to their purpose and the needs of students.

Formative assessments are ongoing and process oriented. They can be focused as a diagnostic tool to identify areas of improvement for both the learner and the teacher.

Summative assessments are evaluative and product oriented (what has been learned). They can be used to gauge quality and inform students, teachers and parents of the level of achievement at a given point in time.

This lesson requires 10 hours of study time to complete all assignments and the reflection questions as directed. There are three written assignments including the reflection questions at the end of the lesson.

#### **LEARNING OBJECTIVES**

In this lesson you will review and evaluate the differences and purposes of formative and summative assessment in increasing student learning outcomes.

After completing this lesson, you will be able to do the following:

- Differentiate between types of formative and summative assessments.
- State the value and purpose of each type.
- Explain the underlying differences of standardized and alternative assessment strategies.
- Relate the common elements of several codes of professional responsibility in educational assessment.

## LESSON 5 – EVALUATION

Evaluation is the process of judging the quality of student learning on the basis of established performance standards. A value is assigned to represent that quality. Effective evaluation accurately summarizes and communicates to parents, other teachers, institutions of further education, and students themselves what the students know and can do with respect to the overall curriculum expectations. Evaluation is based on an assessment of learning that provides evidence of student achievement at strategic times throughout the grade or lesson, most often at the end of the period of learning.

This lesson requires 8 hours of study time to complete all assignments and the reflection questions as directed. There are three written assignments including the reflection questions at the end of the lesson.

### LEARNING OBJECTIVES

In this lesson you will learn how to use multiple sources of evidence to increase the reliability and validity of the evaluation of student learning.

After completing this lesson, you will be able to do the following:

- Define elements that are appropriate and necessary for inclusion in the evaluation of student performance for grading and reporting.
- Relate expectations for student learning to the evaluation of achievement.
- Communicate the variance between expectations and outcomes to students, other teachers and parents.
- Develop strategies to support students in honoring their responsibility to provide evidence of their learning within established guidelines and timelines.
- Incorporate non-academic indicators in evaluative processes.