More Than Multiple Choice Tests: Constructing Balanced Assessments

Albemarle County Public Schools
Please join our “Today’s Meet” to provide your thoughts, questions, and feedback...

https://todaysmeet.com/BeyondMC
Your purpose:
  Turn to your neighbor and share why you are here…
  What questions are you trying to answer?
  What do you hope to learn?

Our purpose:
  To share our journey with you and to have an outside perspective to assist us in our next steps…
Our Learning Journey

Before Locally-Developed Assessments:

- Development of LifeLong Learning Competencies
- Development of Balanced Assessment Approach
  - Balanced Assessment Model
  - Balanced Assessment Matrix
- Curriculum Assessment Instruction - CAI Institute
Lifelong-Learner Competencies

1. Plan and conduct research
2. Gather, organize, and analyze data, evaluate processes and products; and draw conclusions
3. Think analytically, critically, and creatively to pursue new ideas, acquire new knowledge, and make decisions
4. Understand and apply principles of logic and reasoning; develop, evaluate, and defend arguments
5. Seek, recognize and understand systems, patterns, themes, and interactions
6. Apply and adapt a variety of appropriate strategies to solve new and increasingly complex problems
7. Acquire and use precise language to clearly communicate ideas, knowledge, and processes.
8. Explore and express ideas and opinions using multiple media, the arts, and technology.
9. Demonstrate ethical behavior and respect for diversity through daily actions and decision making.
10. Participate fully in civic life, and act on democratic ideals within the context of community and global interdependence.
11. Understand and follow a physically active lifestyle that promotes good health and wellness
12. Apply habits of mind and metacognitive strategies to plan, monitor, and evaluate one’s own words.
Are we **BALANCED** in *what* we measure, and *how* we measure it?
## Balancing the Matrix

<table>
<thead>
<tr>
<th>Lifelong Learner Competencies</th>
<th>PK-2</th>
<th>3-5</th>
<th>6-8</th>
<th>9-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Gather, organize, and analyze data, evaluate processes and products, and draw conclusions</td>
<td>What Do You Wonder? (1st Grade)</td>
<td>Mystery Picture Puzzle (3rd Grade)</td>
<td>College / Workforce Readiness Assessment (CWRA) Analytic Reasoning and Evaluation</td>
<td>Music Performance Critique (Choral)</td>
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<td></td>
<td>SNAP Math fact connections</td>
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<td>3. Think analytically, critically, and creatively to pursue new ideas, acquire new knowledge, and make decisions</td>
<td>Qualitative Reading Inventory (QRI)</td>
<td>Line Design (3rd Grade)</td>
<td>College / Workforce Readiness Assessment (CWRA) Analytic Reasoning and Evaluation</td>
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<td>Rigby</td>
<td>Qualitative Reading Inventory (QRI)</td>
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<td>Comprehension Rubric</td>
<td>Rigby</td>
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C.A.I. Story

2011-2014 Performance Task Administration Timeline

Assessing Lifelong Learning

Albemarle County Public Schools
What are you wondering now?
1. Identify teachers to bring together as a development team
2. Summarize purpose, clarify problem, develop solutions
3. Communicate with various teams for feedback
   a. Content-area Vertical Teams
   b. Department / Grade Level Teams
4. Review and refine based on feedback
5. Implement plan for PD around administration, scoring, reporting
   a. Making Connections (11/3)
   b. Opportunities workshops
   c. Blackboard Organization with self-paced “training” materials
6. Administer, score, and report at schools
7. Collect and document all relevant data to “study” impact
Civil War Task

Civil War Rubric
Questions...