

Elbow Partners

Please discuss the 3 types of assessment.

Where are you skilled?

Any specific areas of growth?

Let's practice creating an **obtrusive
assessment...**

Atmospheric Processes and Water Cycle

4	Infer relationships regarding atmospheric processes and the water cycle
3	<p>An explanation of:</p> <ul style="list-style-type: none">•How the water cycle processes impact climate changes•The effects of temperature and pressure in different layers of Earth's atmosphere
2	<ul style="list-style-type: none">•Recognize and recall basic terms such as: climatic patterns, atmospheric layers, stratosphere, troposphere.•Recognize or recall isolated details such as:<ul style="list-style-type: none">• Precipitation is one of the processes of the water cycle.• The troposphere is one of the lowest portions of the Earth's atmosphere.

Level 3.0 Items

Measuring Atmospheric Processes and Water Cycle

- **Explain** how evaporation affects the climatic pattern in areas around large bodies of water, such as the shoreline communities of Lake Michigan?
- A weather balloon travels up into the stratosphere. **Explain** what would happen to it as it progressed through the various layers of the atmosphere?

Used Constructed Response in this case!

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Level 2.0 Items

Measuring Atmospheric Processes and Water Cycle

- **Define** the following terms.
 - Climatic pattern
 - Atmospheric layers
 - Stratosphere
- **Identify** the true statements with the letter T.
 - _____ The atmosphere is between the troposphere and the stratosphere.
 - _____ The Earth's atmosphere helps protect life on Earth by absorbing ultraviolet radiation.
 - _____ The temperature of the Earth's atmosphere varies with altitude.

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Level 4.0 Items

Measuring Atmospheric Processes and Water Cycle

Complete the following analogy.

Condensation is to evaporation as _____ is to _____.

Why is this analogy accurate?

What if you already have assessments for your unit of study?

- **Don't throw anything out!**
- **Back-map** the existing assessment to your proficiency scales to ascertain alignment and item levels.

Process for Backmapping an Existing Assessment

1. Teachers identify the proficiency scale or scales that need to be measured by the existing assessment.
1. Teachers examine each assessment item to determine the level of the proficiency scale that it corresponds with and label it appropriately.
2. Teachers identify assessment items that do not correspond to any levels of the proficiency scale and remove them.
3. Teachers add items for levels of the proficiency scale not represented by items already on the assessment.

Sample 5th-Grade Numeration Assessment

M.5.1: Students will solve addition and subtraction problems using whole numbers that apply to real-world situations.

Complete the definition:

L 2

1. A sum is _____.
2. A difference is _____.

L 2

Write the word form of each number.

3. 5,673,210

L 2

Write the standard form for each.

4. 7,000,000 + 40,000 + 3,000 + 20 + 7

L 3

5. 6,342,984 ○ 6,432,984

L 3

Order the set of numbers from least to greatest.

6. 5,342,752 5,384,982,762 5,825,701 5,827,902,872

Estimating

L 3

7. Round 342,287,976 to the nearest million. _____
8. Estimate the sum of $355,291 + 628,902$ by rounding each number to the nearest hundred thousand.

L 4

9. Arrange the number cards to create the largest possible number. Use each card one time.

7	6	2	8	4	0	5	0	7	2

A word about validity and reliability...

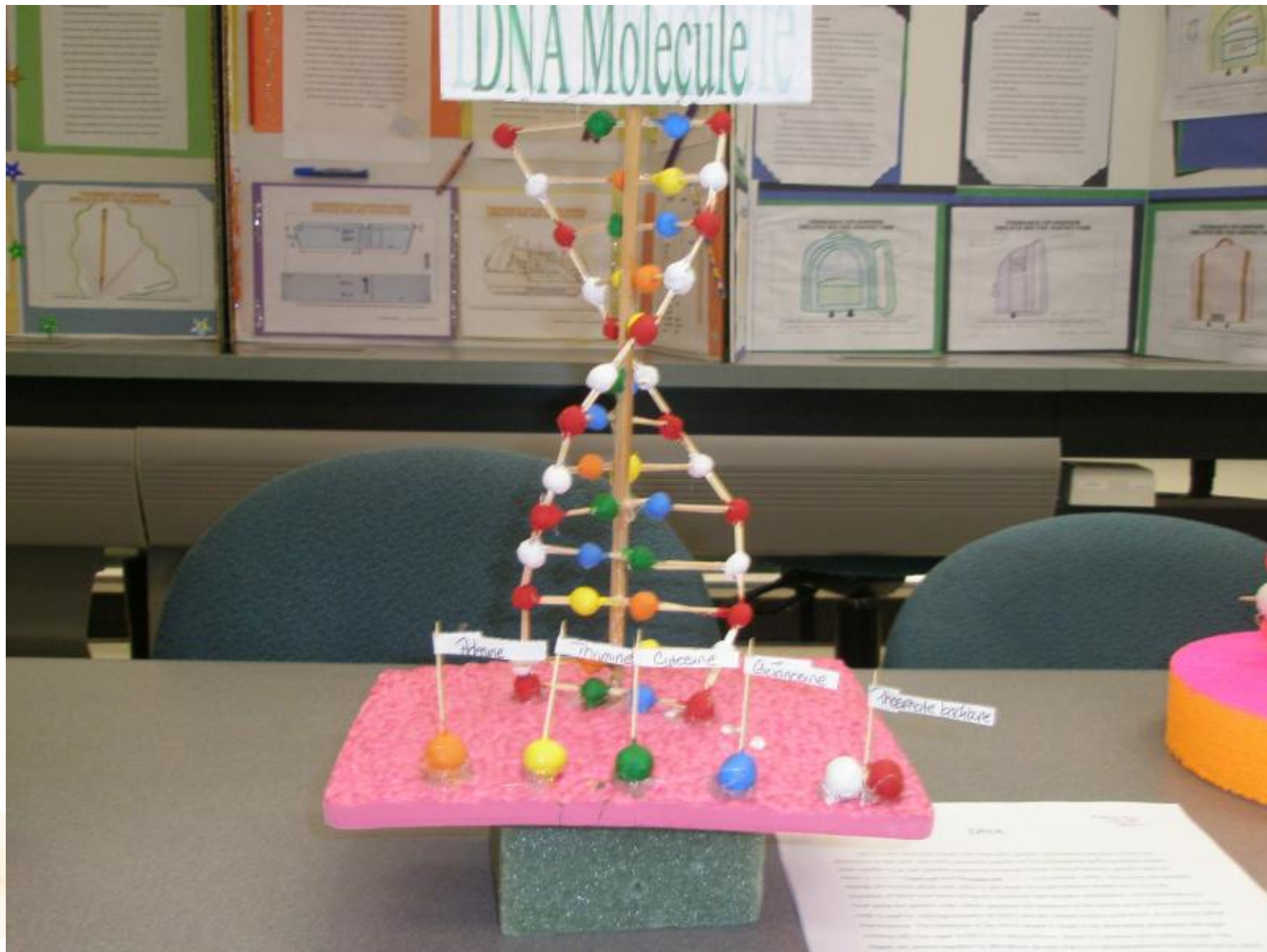


Definition of **Validity**...

Definition of Validity...

Truthfulness: Does the test measure what it purports to measure?

Let's look at an example...



DNA Molecule Project Scoring Guide

25 points	DNA molecule elements present (the model is an accurate representation)
10 points	Accurate and appropriate labeling of DNA parts
40 points	Innovation and creativity
75 points	TOTAL points possible

***10 bonus points = project submitted one week prior to due date**

**** 5 bonus points = project submitted at least one day prior to due date**

Nonfiction Reading Expectation

In reading this six weeks you have a minimum requirement of reading two nonfiction books. One of the books must be a biography or an autobiography. The second book must be a nonfiction about any subject of interest to you such as tigers, astronomy, World War I, medicine, or computers. After you read these two books, you must select one of them for the class expectation.

For the expectation, you must either dress up as the character in your biography/autobiography or as a character presenting information about the subject in your nonfiction. I will schedule presentations the last week of the six weeks. You will need to come prepared on your scheduled day ready for me to video tape you in front of the class as you present. I will be grading you on the following criteria:

- (10 pts) 1. thorough introduction to person or subject and an appropriate conclusion
- (10 pts) 2. costume
 - well thought out and thorough
 - original/creative
 - must include at least one prop
- (10 pts) 3. 10 important facts or events about the subject or person
- (10 pts) 4. stage presence
 - standing tall and holding still
 - looking at the audience
 - speaking loudly and clearly
 - using an interesting voice
 - having a rehearsed presentation
- (10 pts) 5. memorized 2-4 minutes presentation

Total Points = 50 points

To help ensure validity...

- **Use standards and scales**
- Collaborate – does it meet criteria?
 - Ask for review help
- Analyze data after assessment is complete