**Creating Assessments. Formative: The “HOW TO” Sequence**

**Step 1. Identifying and defining your purpose**

This is the stage where you want to identify and define the purpose of the assessment. You don’t give tests to “get” points! You evaluate students to determine their level of mastery of the standard/objectives.

Think carefully about what you want to measure first. That is why you design the assessment instrument BEFORE you teach the objectives. Doing so creates a reliable teaching purpose and keeps you, the teacher, on track with your lesson delivery. If you know where you are going before you leave (test development), your journey will be straightforward and purposeful (lesson delivery).

Use this table as a template to fill in your ideas

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| 1. What do you want to measure? (standards)CC.1.4.2.A: Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.CC.1.4.2.F: Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling.* Capitalize proper nouns.
* Use commas and apostrophes appropriately.
* Spell words drawing on common spelling patterns.
* Consult reference material as needed.

CC.1.4.2.T: With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. |
| 2. What topics will be included in this measurement?* Identify the parts of a letter
* Identify the parts of an envelope
* Construction of a letter to a soldier
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| 3. Who is your audience for this test? (include any/all types of learning levels)* 9th-12th Grade Special Education/Life Skills
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| 4. List how you are going to measure students’ mastery of these concepts. (List types of testing instruments you will use; i.e., fill-in-the-blank, multiple choice, true/false, short essay, long essay, research paper, PBL, etc.* PBL – demonstrating knowledge of knowing the parts of a letter and envelope
* Demonstrate writing a letter properly.
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**Step 2: Writing the Objectives**

The next portion of creating the assessment is writing the objectives. There is no rule of thumb as to whether the objectives should be created first and taken from the lesson plan (which has NOT been delivered yet) or whether the objectives can be designed right here on the testing development templates and then placed in the lesson plan. Either way, you are creating the objectives using the ABCD method and creating the assessment instrument before any teaching is conducted.

|  |  |
| --- | --- |
| Audience, Behavior, Condition, Degree | Engagement of students: list the activity students will engage in that corresponds to the objective |
| Objective #1* Individually, all students will identify the parts of a letter and envelope. This will be achieved with 100% accuracy.
 | * Teacher will provide students with a large template poster board example of an envelope.
* The students will place the stamp, return address, and receiver address with Velcro in the correct area.
* Teacher will provide students with a large template poster board example of a letter.
* The students will place the parts of a letter in the correct area.
* The parts of the letter are the dates, introduction, body, closure, and signature.
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| Objective #2* Individually, all students will construct a letter to send to a soldier. This will be achieved with 100% accuracy.
 | * In small groups, the students will exchange letters and review another student’s work.
* The students will discuss what the see and changes that need made on the letters.
* Students will also discuss positives about the papers too.
* Teacher will walk around the room and listen to the conversations among the students and guide conversation if necessary.
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| Objective #3In small groups students will proof read and edit each others letters following a rubric containing: capitalize proper nouns, use commas and apostrophes appropriately, spell words drawing on common spelling patterns, consult reference material as needed. This will be with 100% accuracy.  | * Teacher will provide students with a rubric containing the objectives: capitalize proper nouns, use commas and apostrophes appropriately, spell words drawing on common spelling patterns, consult reference material as needed.
* Students will exchange letters and proof read and edit the letters following the requirements of the rubric.
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| Objective #4 |  |
| Objective #5 |  |

**Step 3: Determining the testing elements**

This section of your testing design maintains assessment fidelity. You decide how many questions you will ask regarding mastery of objective #1. This decision should be based upon the “degree” you have listed in each objective. For example, if your objective states, *Students will define 3/3 vocabulary words with 100% accuracy,* then, you will not be asking 10 vocabulary questions on the test. Once you determine this for the 1st objective, you continue for each of the objectives you have listed in this unit of study. Some objectives may be weighted more than others. As the expert, you will make that determination. Step 2 is a critical component of the assessment design and the final numbers will add up to 100.

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| --- | --- | --- | --- |
|   | Portion of the Test | Total number of test questions/points on this assessment instrument | Number of questions for this objective (transfer the % to actual numbers) |
| Objective 1* Individually, all students will identify the parts of a letter and envelope. This will be achieved with 100% accuracy.
 | ½  | 10 objectives to be met | 50% |
| Objective 2* Individually, all students will construct a letter to send to a soldier. This will be achieved with 100% accuracy.
 | ½  | 10 objectives to be met | 50% |
| Objective 3 |  |  |  |
| Objective 4 |  |  |  |
| Objective 5 |  |  |  |

**Step 4: Creating the testing rubric**

At this stage, you are now ready to create the rubric on how YOU, the evaluator will assess the instrument you are using. If this is a straightforward, 30/30 question/answer test, you do not need a rubric. However, for all PBLs, essays, research papers, etc., a rubric needs to accompany the instrument and be given to students when assigned.

First, determine whether you will use a holistic or analytic rubric. There are pros and cons to each and what you choose is more user-comfort than anything else. Having used both, I prefer the holistic rubric as it gives more leeway to both the student and the teacher in the evaluation process.

There are many premade templates for rubric design. Here are a few hyperlinks to help you:

[Kathy Schrock's guide to assessment rubrics](http://www.schrockguide.net/assessment-and-rubrics.html)

[Rubistar](http://rubistar.4teachers.org/index.php)

[SAS Assessment Creator](http://www.pdesas.org/module/assessment/Search.aspx)