

# Ten Truths About Well-Designed Assessments



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## Presenters



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## Participant Outcomes



- Participants will be able to plan assessments that not only align with the standards, curriculums and objectives, but that also give students a chance to show what they know in a variety of ways.
- Participants will look at tenets of proper assessments, and will have a chance (and a choice) concerning the assessment they create at the end of the session.

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## What We Know About Assessment



On the chart paper provided create a list of at least 10 ways that students can be assessed in less than 5 minutes during a lesson. This assessment can be used at any part of the learning cycle.

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## Assessment Characteristics



In small groups, create a two column chart that determines the

Characteristics of a poorly designed assessment	Characteristics of a well-designed assessment
Easy to Grade	No Trick Questions

Once you have completed, share with another group. Talk about *why* your characteristics are listed.

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## 3-2-1 Assessment



1. Review the provided assessment.
2. Complete a 3-2-1 answering the following about the assessment you are reviewing:
  - Three pieces of feedback you would give the student
  - Two ways students use academic language to demonstrate that they understand the content
  - One thing students will DO as a result of the assessment

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## Ten Truths



1. Pose no Trick Questions.
2. Make assessments before/as you plan. Reverse engineering.
3. Plan assessments based upon previous performance.
4. Align what students should know/understand with what you ask them to do.
5. Include both positive and negative feedback. Be specific.
6. Ask students to use feedback to try again.
7. Ask students to recall everyday. It is part of the learning process.
8. Be timely.
9. Know the Why. Use research based assessments that target support for all your students.
10. Address all students.

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## An Assessment Cycle



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