



Tashkent State University of Economics

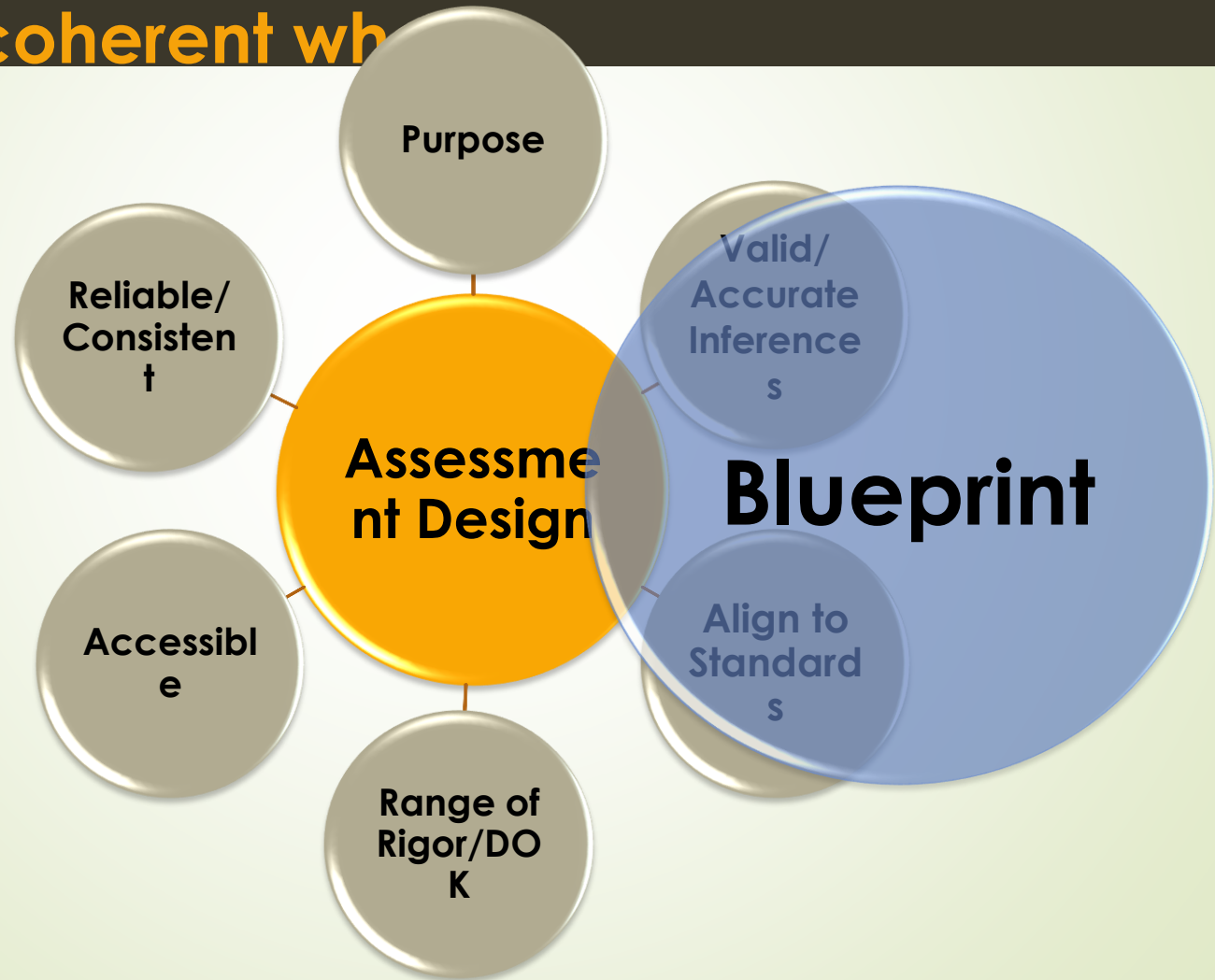
**Household finance**

Lecture 14: Impact of regulatory actions as well as financial advice.

Lecturer: professor Otabek Karshiev

# Elements of Assessment Design

## Bringing the elements together into a coherent whole



# Elements of Assessment Design

Blueprint

PRIOR TO TEST DESIGN		DURING TEST DESIGN			
Standard and Description of Standard (NJCCCS, CCSS, etc.)	Relative Importance of Standard 4= High 3= Medium-high 2= Medium-low 1= Low	Type of Question (multiple-choice, constructed-response, essay, etc.)	Depth of Knowledge of Question 4= Extended Thinking 3 = Strategic Thinking 2 = Skill/ Concept 1 = Recall	Question Number/ Points	Total Point Value/ Percentage of Test
<u>4.NBT.B.4</u> Add and subtract multi-digit whole numbers	4	MC	2	#1/5 pts	30 pts /10%
		MC	3	#3/5 pts	
		CR	3	#6 /20 pts	

# Part 3

Investigate appropriate ways to set targets using readily available student data.



# Pre-tests- The Siren Song of Simplicity



# What SGOs Are, and What They Are Not

## Misconception

SGOs are a statistically precise measure of growth based on a pre-test/post-test model of performance.

## Reality

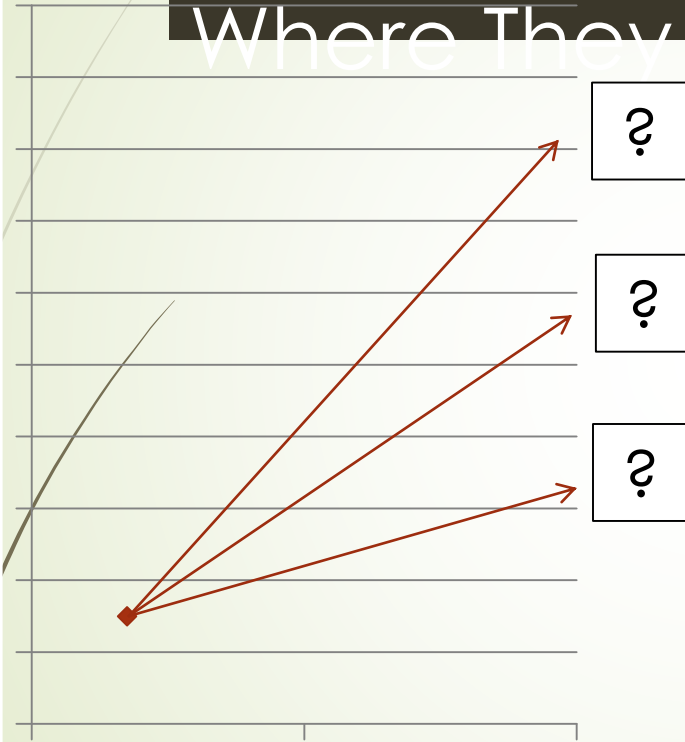
SGOs are **learning targets** for **key concepts** and **skills** that students can be expected to master in a course based on a **rough sense** of where they start.

# Important Considerations if Using the Pre-test Post-test Model

- **Reliability of Assessment Data Especially in Pre-test**  
“Don’t worry about it – this doesn’t count.”
- **Lack of Value for Instructional Purposes**  
“Yep, just as I thought – my kids don’t know any Mandarin yet.”
- **Difficult to Set Reasonable Targets**  
Impossible to extrapolate future learning from one data point.

# Predicting Student Learning Based on a Rough Sense of Where They Begin

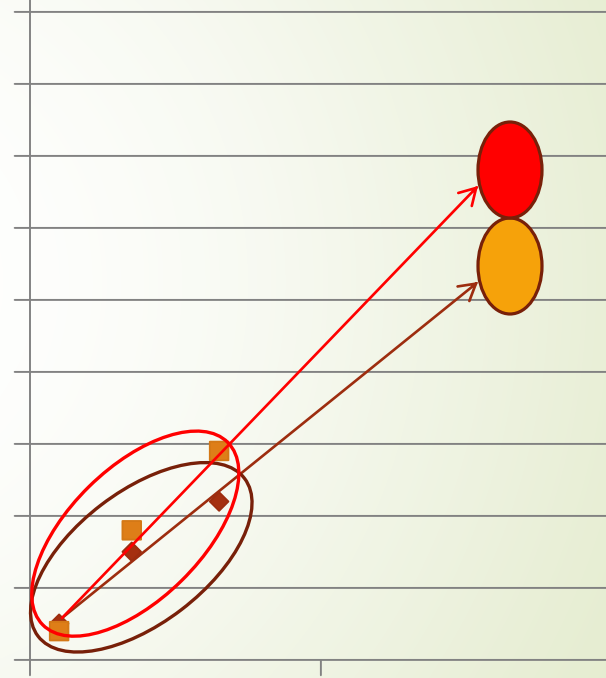
Learning



Time

Expected learning cannot be determined using one data point.

Learning



Time

Expected learning is better- determined using multiple measures of starting points

# Predict the Final Picture



# Predict the Final Picture



10

List the information you have used or could potentially use to determine students' starting points.

1. Current grades
2. Recent test performance
3. Previous year's scores
4. Well-constructed and administered, high-quality pre-assessments
5. Important markers of future success

# Sample Rubric for Important Markers of Future Success

Criterion	Level 4	Level 3	Level 2	Level 1
<b>Active Participant</b>	<ul style="list-style-type: none"> <li>Always prepared</li> <li>Engaged in all of the learning process</li> </ul>	<ul style="list-style-type: none"> <li>Mostly prepared</li> <li>Engaged in most of the learning process</li> </ul>	<ul style="list-style-type: none"> <li>Sometimes prepared</li> <li>Engaged in some of the learning process</li> </ul>	<ul style="list-style-type: none"> <li>Rarely prepared</li> <li>Engaged in little or none of the learning process</li> </ul>
<b>Academic Independence</b>	<ul style="list-style-type: none"> <li>Consistently demonstrates intellectual curiosity</li> <li>Consistently self-motivated and independent</li> </ul>	<ul style="list-style-type: none"> <li>Frequently demonstrates intellectual curiosity</li> <li>Usually self-motivated and independent</li> </ul>	<ul style="list-style-type: none"> <li>Sometimes demonstrates intellectual curiosity</li> <li>Sometimes self-motivated and independent</li> </ul>	<ul style="list-style-type: none"> <li>Rarely demonstrates intellectual curiosity</li> <li>Rarely or never self-motivated, frequently depends on prompting and/or teacher assistance</li> </ul>
<b>Class Attendance</b>	<ul style="list-style-type: none"> <li>Never absent</li> </ul>	<ul style="list-style-type: none"> <li>Rarely absent</li> </ul>	<ul style="list-style-type: none"> <li>Sometimes absent</li> </ul>	<ul style="list-style-type: none"> <li>Frequently absent</li> </ul>

# Physics 1 SGO Using Multiple Measures of Starting Points to Determine Three Groups\*

Student ID	Prior Year Final Grade	Current Year Test Scores	Markers of Future Success			Preparedness Group
	Math	Average Score	Participates in Class	Completes Homework	Number	
1	86	98.5	Yes	No	1	1
2	73	92.5	Yes	Yes	2	1
3	96	95	Yes	Yes	2	1
4	92	85.5	Yes	No	1	1
5	67	54	No	No	0	3
6	69	58	No	No	0	3
7	78	72.5	Yes	No	1	2
8	94	80.5	No	No	0	2

Prior Year Math Grade	Current Year Test Score Average	Number of Future Success Markers	Preparedness Group
<70	<70	0	3
70 – 84	70 – 84	1	2
85 – 100	85 – 100	2	1

The teacher may assign a specific preparedness group when a majority of measures indicate a specific group using the guide at left.

\* May be more or fewer than three groups

# Determine Appropriate Learning Targets

- Determine the level of performance on the assessment that would indicate a sense of competence/mastery of the content and skills.
- Modify learning targets so they are ambitious and achievable for the preparedness level of the students .

## Student Growth Objective\*

85% of students will meet their learning targets as shown in the table below.

Preparedness Group (e.g. 1,2,3)	Number of Students in Each Group	Target Score on SGO Assessment
1	31	≥90
2	63	≥80
3	16	≥75
4	15	≥65

\*This table has an extra row for four preparedness groups.

# Appropriate Role of the Pre-test/Post-test

- Where improvement in a **set of skills** is being evaluated
- When assessments are **high quality** and **vertically aligned**
- When pre-tests are **normally used** for diagnostic purposes
- **In combination with other measures** to help group students according to preparedness level

## Grade 1 Reading - DRA

Student	Initial DRA Level	High Frequency Word Recognition	Markers of Future Success	Preparedness Group	DRA Target
1.	3	25	5	2	14-16
2.	3	35	10	1	16-18
3.	3	26	8	2	14-16

# Sample Scoring Plan for Students with Varied Starting Proficiency\*

Preparedness Group	Attainment Level in Meeting Student Growth Objective Student Proficiency Growth on Reading Assessment (years)			
	Exceptional 4	Full 3	Partial 2	Insufficient 1
More than 2 years below grade	$\geq 2.0$	$\geq 1.5$	$\geq 1.0$	$< 1.0$
1 to 2 years below grade	$\geq 1.5$	$\geq 1.25$	$\geq 1.0$	$< 1.0$
Above grade level to 1 year below grade level	$\geq 1.25$	$\geq 1.0$	$\geq 0.75$	$< 0.75$

More information than just reading level should be used when determining appropriate targets. Individualized targets could be used if students don't fit into clear categories.

# Determine Teacher's SGO Score

- Use and adjust ranges of student performance to derive a score that accurately reflects teacher's effectiveness while taking into account the fluid nature of teaching and learning.

## Scoring Plan\*

Preparedness Group	Student Target Score on Assessment	Teacher SGO Score Based on Percent of Students Achieving Target Score			
		Exceptional (4)	Full (3)	Partial (2)	Insufficient (1)
1	≥90	≥90%	≥80%	≥70%	<70%
2	≥80	≥90%	≥80%	≥70%	<70%
3	≥75	≥90%	≥80%	≥70%	<70%
4	≥65	≥90%	≥80%	≥70%	<70%

\*This table has an extra row for four preparedness groups. Percentages and target scores are for illustrative purposes only. Educators should tailor these numbers to best reflect their situations.

# Consider Tailoring SGOs and Scoring Plans for Different Situations

Small Class Size	Full Attainment of Objective (3 points)
Number of students per group attaining differentiated learning targets	At least 5/7 students in group 1 will score 85% on assessment.
Proportion of students meeting individual goals	75% of the 12 students in class will attain their individual learning targets.
Average proficiency score in the	The average score of the six students in
Resource Room	Exceptional Attainment of Objective (4 points)
Account for students who graduate from a short-term	Students will achieve a score of 90% or graduate from the program.

## Scoring Plans with Finer Increments

Score	4.0	3.5	3.0	2.5	2.0	1.5	1.0
% Students	≥95	≥85	≥80	≥75	≥70	≥65	<65

Develop a series of concrete next steps that will allow you to increase the quality of SGOs in your district.

# Possible Next Steps

- ✓ Share information from this workshop with all members of your **DEAC** and **develop a strategy** for developing higher quality assessments and SGOs throughout the district.
- ✓ Review the materials from this workshop and plan the time and method for **delivering to staff** in a PD session.
- ✓ Ask building leaders to create an **SGO assessment inventory** and **check quality** against the elements of assessment design and item design rules.
- ✓ Ask teachers to **identify 3 sets of data** to determine student starting points.
- ✓ Build in **time during PLC/team time** for assessment development.
- ✓ Use the **SGO quality rating rubric** to determine quality of SGOs during the approval process