



# Assessment Literacy Professional Learning Module

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## User's Guide

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## Group Facilitator's Guide: Preparation Notes

### Background Information

#### Prior to the workshop:

- Review the Assessment Literacy Professional Learning Module **User's Guide**.
- Complete the online module (available on the My Digital Chalkboard Web page at <https://www.mydigitalchalkboard.org/portal/default/Content/Viewer/Content?action=2&scld=505706&scild=17510>). Refer to the **Independent User's Guide** beginning on page 23 for information on navigating the online module.
- Review the **PowerPoints** (PPTs) and **Participant Packet Handouts** (downloadable on the online module's Welcome page) and watch each video prior to presenting the material.

Please note: Key points, suggestions to stimulate and advance learning, and presentation scripts are provided in the Notes section of the PPT.

- Decide if any "**Time2Extend**" activities will be done in a facilitated group setting or if they will be completed as (optional) homework due to time constraints.
- Prepare handouts, supplies, and equipment and ensure Internet connectivity.
- Read the "**System Requirements**" on page 25 and take a test run to ensure that your browser will support the videos.
- If you don't have one, create a Digital Chalkboard Account <https://www.mydigitalchalkboard.org/portal/default/User/UserRegister/User> for yourself. You can also create a Discussion Group for your group that can be used for "**Time2Reflect**" activities. Contact the Digital Chalkboard Help Desk at <https://www.mydigitalchalkboard.org/portal/default/Contact/Contact?action=2&view=contact> for technical support.
- Encourage participants to set up Digital Chalkboard accounts and join your Discussion Group. Participants may also wish to join the **Standards, Data, & Assessments Community Group** to discuss what they're learning during the module at <https://www.mydigitalchalkboard.org/portal/default/Group/Viewer/GroupView?action=2&qid=2229>.

#### Day of the Workshop:

- Set up equipment, prepare tables (materials and supplies), and ensure Internet connectivity and video player capability.
- Establish norms when session begins (e.g., turn off cell phones or put in silent mode, refrain from texting, etc.).

## Group Facilitator's Guide: Preparation Notes

### Materials, Supplies, and Equipment

Download and print in advance from the Welcome page of the Assessment Literacy Professional Learning Module on the Digital Chalkboard Web site

<https://www.mydigitalchalkboard.org/portal/default/Content/Viewer/Content?action=2&scId=505706&scId=19059>.

- **PowerPoint Slides with Presenter Notes** (PDF of PPT for facilitator use)
- **Participant Packets (Presentation Slides)** — one per person
- **Participant Packets (Handouts)** — one per person
- Note: Handouts are embedded in the Participant Packet and will be used for activities as noted in the PPT slides. Handouts may be projected via document camera or transparencies for overhead projector.

### Optional handouts (in addition to the Participant Packets):

- Glossary (available on the Digital Chalkboard site from the Navigation pane that appears on all pages of the online module)
- Resources (available on the Digital Chalkboard site from the Navigation pane that appears on all pages of the online module)

### Videos:

Hyperlinks to the videos are available on the PPT slides. Below is a list of all videos in the module by unit; with slide number, title, time, whether a transcript is available and where (linked in the module or at the video URL), if Closed Caption (CC) is available, and the URL.

Note: The links provided are to outside source Web sites. It is recommended that each link be tested prior to the workshop. If a URL is broken, an Internet search may locate the appropriate video by title.

#### Unit 1

Slide #12: What is 21st Century Education? (2:11) — transcript in module  
[http://www.youtube.com/watch?feature=player\\_embedded&v=Ax5cNlutAys](http://www.youtube.com/watch?feature=player_embedded&v=Ax5cNlutAys)

Slide #18: *Three-Minute Video Explaining the Common Core State Standards* (3:00) — transcript in module  
<http://www.commoncoreworks.org/site/default.aspx?PageID=239>

## Group Facilitator's Guide: Preparation Notes

### Unit 2

Slide #15: *Why We Need Common Core: I Choose C* (3:21) — transcript in module [www.youtube.com/watch?v=dY2mRM4i6tY](http://www.youtube.com/watch?v=dY2mRM4i6tY)

### Unit 3

Slide #6: *How Do the Common Core Assessments Fit Into Our Childrens' Education?* (1:23) <http://vimeo.com/62342578>

### Unit 5

Slide #13: *My Favorite No: Learning From Mistakes* (5:46) — transcript in module [www.teachingchannel.org/videos/class-warm-up-routine?fd=1%20%20%208th](http://www.teachingchannel.org/videos/class-warm-up-routine?fd=1%20%20%208th)

Slide #19: *Formative Assessment* (2:18) — transcript in module [www.journeytoexcellence.org.uk/videos/expertspeakers/formativeassessmentdylanwiliam.asp](http://www.journeytoexcellence.org.uk/videos/expertspeakers/formativeassessmentdylanwiliam.asp)

Slide #22: *The Formative Classroom* (5:02) — transcript in module [http://www.youtube.com/watch?feature=player\\_embedded&v=rL54bfmZPzY](http://www.youtube.com/watch?feature=player_embedded&v=rL54bfmZPzY)

Slide # 31: *Self and Peer Assessment* (2:30) — transcript in module <http://www.journeytoexcellence.org.uk/videos/expertspeakers/selfandpeerassessmentdylanwiliam.asp>

### Unit 6

Slide #18: *Kenji Hakuta on ELLs and the Common Core Standards* (8:49) [http://www.youtube.com/watch?eature=player\\_embedded&v=PY2fhP8Q0OY](http://www.youtube.com/watch?eature=player_embedded&v=PY2fhP8Q0OY)

Slide #29: *Selected-Response Assessment* (2:55) <http://www.k-state.edu/ksde/alp/module6/>

Slide #30: *Constructed-Response Assessment* (2:45) <http://www.k-state.edu/ksde/alp/module8/>

Slide #44: *Mr. Bumble Checks for Understanding* (0:24) — transcript in module [http://goanimate.com/videos/08KkNc8Zt5\\_E?](http://goanimate.com/videos/08KkNc8Zt5_E?)

Slide #46: *Show Your Cards* (4:59) <http://successatthecore.com/teacher-development/strategy.aspx?id=24>

Slide #48: *The Stoplight Method* (0:54) — transcript in module <https://www.teachingchannel.org/videos/daily-lesson-assessment>

## Group Facilitator's Guide: Preparation Notes

Slide #48: *Assess and Plan With Exit Tickets* (2:17) — transcript in module  
<https://www.teachingchannel.org/videos/teacher-assessment-strategy?fd=1>

Slide #49: *Daily Assessment with Tiered Exit Cards* (4:35) — transcript in module  
<https://www.teachingchannel.org/videos/student-daily-assessment>

Slide #49: *Text What You Learned* (1:44) — transcript in module  
<https://www.teachingchannel.org/videos/texting-to-assess-learning>

### Unit 7

Slide #6: *Creating and Judging Rubrics* (2:54)  
<http://www.k-state.edu/ksde/alp/module7/>

Slide #9: *How Are Rubrics Developed?* (7:04) — select video from menu  
<http://www.k-state.edu/ksde/alp/module7/>

Slide #20: *Quality Evidence Rubrics* (4:41)  
<http://successatthecore.com/teacher-development/strategy.aspx?id=28>

Slide #21: *Workshop 7: That Would Never Work Here, Either! Seeing Assessment Reform in Action, Part II* (16:00)  
[http://www.learner.org/vod/vod\\_window.html?pid=1039](http://www.learner.org/vod/vod_window.html?pid=1039)

NOTE: To access this video, visit the Web site and locate and select the icon with the title of this video (see above). To view the intended segment, drag the time marker to 1:08:00 and end around 1:23:29.

Slide #44: *Guided Groups* (5:44)  
<http://successatthecore.com/teacher-development/featured-video.aspx?v=38>

Slide #57: *Go Back and Reflect* (4:11)  
<https://www.mydigitalchalkboard.org/portal/default/Content/Viewer/Content?action=2&scld=505706&scild=15972>.

## Group Facilitator's Guide: Preparation Notes

### Prepare in Advance

- Table supplies (e.g., pens, pencils, highlighters, self-stick notes)
- Chart paper (optional)
- Chart markers (optional)
- Individual journals (one per participant)
- Computer
- Speakers for video
- Internet connection
- Document camera/overhead projector, laser pointer (to project handouts and demonstrate)

### Presentation Options

You may find it beneficial to go through the module with one or more colleagues where you can discuss reflections, collaborate, and combine ideas to enhance teaching and learning. Group facilitation may include district-wide workshops or site-level professional learning communities. The module may be completed using a variety of session formats. The estimates below indicate the amount of time to plan for completing the module for each of the possible formats. Extra time (or additional sessions) may be built in for grade span or subject matter breakout groups and for Time 2 Extend activities.

### Time Estimates

Unit #	Online Module	Facilitated Training
Welcome	10 minutes	15 minutes
Unit 1	40 minutes	60 minutes
Unit 2	60 minutes	90-120 minutes
Unit 3	40 minutes	60 minutes
Unit 4	30 minutes	90-120 minutes
Unit 5	60 minutes	120 minutes
Unit 6	120 minutes	150-180 minutes
Unit 7	180 minutes	210-240 minutes

## Group Facilitator's Guide: Preparation Notes

### Section Notes

<p><b>Welcome and Orientation</b></p>
<p>Slides: 1–3 (Welcome is part of the Unit 1 PPT.) Note: A video orientation is available on the My Digital Chalkboard Web page.</p>
<p>Suggested Time: 15 minutes</p>
<p><b>Intent:</b> To provide an overview of the module</p> <p><b>This section includes:</b></p> <p><b>Module Goal:</b> To provide participants with an introduction to the knowledge and skills needed to effectively and appropriately:</p> <ul style="list-style-type: none"> <li>• Plan for and implement assessments to support all students' learning</li> <li>• Gather and use assessment data from multiple sources to increase students' learning of the Common Core State Standards (CCSS) and their development of 21st Century Skills</li> </ul> <p><b>Outline:</b></p> <p><b>Unit 1:</b> Introduction and Background</p> <p><b>Unit 2:</b> California State Assessment System</p> <p><b>Unit 3:</b> Assessment Literacy for Educators</p> <p><b>Unit 4:</b> Developing Standards-Based Instructional Learning Targets</p> <p><b>Unit 5:</b> A Balanced Assessment System</p> <p><b>Unit 6:</b> Identifying, Developing and Implementing Sound, Quality Assessments</p> <p><b>Unit 7:</b> Analyze and Act: Appropriate and Effective Use of Assessment Data</p> <p><b>Orientation:</b> Shows the features of the course and how to navigate through it.</p> <p><b>Glossary:</b> The Glossary defines many of the terms that are used in the course. Acronyms also can be found in the Glossary.</p> <p><b>Resources:</b> The Resources provide information on every external source used throughout the course, unit-by-unit. This section is intended for extended learning.</p>



## Group Facilitator's Guide: Preparation Notes

### Unit 1: Introduction and Overview

Slides: 4–23

Suggested Time: 1 hour

**Intent:** To increase awareness of the importance of incorporating the development of 21st Century Skills into classroom instruction and assessment within the context of the CA CCSS.

#### Unit Objectives:

- Begin to understand the concept of assessment literacy
- Articulate the rationale for change in the educational assessment system
- Describe the key components of 21st Century Learning Skills

#### This section includes:

- Overview of module (3 minutes)
- Pre-Assessment (10 minutes)
- Preliminary definition of Assessment Literacy (2 minutes)
- Change in Education (45 minutes)
  - 21st Century Learning Skills
  - CA CCSS and College and Career Readiness (CCR) Anchor Standards

#### Preparation Note:

- Preview the videos for content to resolve possible technical issues.

#### Presentation Note:

- Participant Packet Handouts:
  - Slide 4: Pre-Assessment
  - Slides 14–15: Framework for 21st Century Learning
  - Slide 19: CCR Anchor Standards
- Videos:
  - Slide 12: *What is 21st Century Education?* (2:11)  
[http://www.youtube.com/watch?feature=player\\_embedded&v=Ax5cNlutAys](http://www.youtube.com/watch?feature=player_embedded&v=Ax5cNlutAys)
  - Slide 18: *Three-Minute Video Explaining the Common Core State Standards* (3:00)  
<http://www.commoncoreworks.org/site/default.aspx?PageID=239>

## Group Facilitator's Guide: Preparation Notes

### Unit 2: California State Assessment System

Slides: 1–59

Suggested Time: 1.5 to 2 hours

**Intent:** To increase knowledge of the components of the California state assessment system

**Unit objectives:**

- Explain the purpose and characteristics of the new assessment system for California, the California Assessment of Student Performance and Progress (CAASPP)
- Describe plans for aligning components of the CA CCSS and new assessment system that are unique to English learners and students with disabilities

**This section includes:**

- Standardized Testing and Reporting (STAR) System (5 minutes)
- New State Assessment System (10 minutes)
- Smarter Balanced Assessment System (15 minutes)
- Assessment Methods/Item Types (30 minutes)
- Smarter Balanced Blueprints and Practice Tests (10)
- Supporting All Students in California's Assessment System (15 minutes)

**Preparation Note:**

Preview the video for content and to resolve possible technical issues.

**Presentation Note:**

- Participant Packet Handouts:
  - Slide 23: What Will Smarter Balanced Assessments Mean for Me?
  - Slide 26: Computer Adaptive Testing
  - Slides 27–38: Assessment Methods
- Video:
  - Slide 15: *Why We Need Common Core: I Choose C* (3:21)  
[www.youtube.com/watch?v=dY2mRM4i6tY](http://www.youtube.com/watch?v=dY2mRM4i6tY)

## Group Facilitator's Guide: Preparation Notes

### Unit 3: Assessment Literacy for Educators

Slides: 1–31

Suggested Time: 1 hour

**Intent:** To explore the concept of assessment literacy and to identify specific attributes of assessment-literate educators

**Unit objectives:**

- Explain the multiple purposes and uses of student assessment
- Explain the concept of assessment literacy
- Explain a 4-step integrated Teaching-Assessment Cycle
- Identify the attributes of an assessment-literate educator

**This section includes:**

- Assessment Purpose and Use (25 minutes )
- Integrated Teaching-Assessment Cycle (10 minutes )
- Assessment Literacy Attributes (25 minutes)

**Preparation Note:**

Preview the videos for content and to resolve possible technical issues.

**Presentation Note:**

- Participant Packet Handouts:
  - Slide 4: Assessment Purpose and Use Graphic Organizer (blank)
  - Slide 5: Assessment Purpose and Use Graphic Organizer (completed)
  - Slide 25: Teaching-Assessment Cycle
  - Slide 27: Ranking Attributes
- Video:
  - Slide 6: *How Do the Common Core Assessments Fit Into Our Childrens' Education?* (1:23) <http://vimeo.com/62342578>

## Group Facilitator's Guide: Preparation Notes

### Unit 4: Developing Standards-Based Instructional Learning Targets

Slides: 1–39

Suggested Time: 1.5 to 2 hours

**Intent:** To provide information on the critical importance of the development and communication of CCSS-based instructional learning targets to guide planning for teaching and appropriate, accurate assessment

**Unit objectives:**

- Explain the rationale for the development and communication of clear CA CCSS-based instructional learning targets.
- Explain a process for deconstructing content standards across curricular areas.
- Explain the rationale for and development of specific instructional learning targets.
- Distinguish between instructional learning targets and Smarter Balanced assessment targets.
- Explain and apply a process for classifying types of instructional learning targets across curricular areas.

**This section includes:**

- Preparing and planning for instruction and assessment: 5 Step Process
  - Deconstructing CCSS (15 minutes )
  - Task Analysis (20 minutes )
  - Developing instructional learning targets (15 minutes )
  - Identifying types of learning targets (15 minutes )
  - Matching instructional learning targets and assessment methods/item types (20 minutes )

**Presentation Note:**

- Participant Packet Handouts:
  - Slide 10: 5-Step Process
  - Slide 13: Developing Instructional Learning Targets Graphic Organizer, blank copy
  - Slide 16: Deconstructed CCSS Examples
  - Slides 26–30: Types of Instructional Learning Targets
  - Slide 31: Target-Assessment Method Match
  - Slide 35: Graphic Organizer Steps 1–5; Template

## Group Facilitator's Guide: Preparation Notes

### Unit 5: A Balanced Assessment System

Slides: 1–40

Suggested Time: 2 hours

**Intent:** To describe the essential characteristics of a balanced assessment system, a system that meets the needs of a variety of users and provides continuous information about student learning.

#### Unit objectives:

- Explain multiple levels of assessment and their purposes
- Define and distinguish between formative and summative assessment processes, based on purpose and use.
- Describe a high-quality, balanced assessment system

#### This section includes:

- Multiple Levels of Assessment (15 minutes)
- Effective, Appropriate Use of Assessments and Assessment Data (10 minutes)
- Summative Assessment (10)
- Formative Assessment Practices (75 minutes)
  - Students' Role in Formative Assessment and Peer Assessment

#### Preparation Note:

- Preview the videos for content and to resolve possible technical issues.

#### Presentation Note:

- Participant Packet Handouts:
  - Slide 4: Teaching-Assessment Cycle Phase 1
  - Slide 12: Teaching-Assessment Cycle Phases 2–4
  - Slide 33: Vignettes
- Videos:
  - Slide 13: *My Favorite No: Learning From Mistakes* (5:46)  
[www.teachingchannel.org/videos/class-warm-up-routine?fd=1%20%20%208th](http://www.teachingchannel.org/videos/class-warm-up-routine?fd=1%20%20%208th)

## Group Facilitator's Guide: Preparation Notes

- Slide #19: *Formative Assessment* (2:18)  
[www.journeytoexcellence.org.uk/videos/expertspeakers/formativeassessmentdylanwiliam.asp](http://www.journeytoexcellence.org.uk/videos/expertspeakers/formativeassessmentdylanwiliam.asp)
- Slide 22: *The Formative Classroom* (5:02)  
[http://www.youtube.com/watch?feature=player\\_embedded&v=rL54bfmZPzY](http://www.youtube.com/watch?feature=player_embedded&v=rL54bfmZPzY)
- Slide # 31: *Self and Peer Assessment* (2:30)  
<http://www.journeytoexcellence.org.uk/videos/expertspeakers/selfandpeerassessmentdylanwiliam.asp>

## Group Facilitator's Guide: Preparation Notes

### Unit 6: Identifying, Developing and Implementing Sound, Quality Assessments

Slides: 1–58

Suggested Time: 2.5 to 3 hours

**Intent:** To help educators identify, select, and develop high quality classroom assessments, implement them at multiple levels to continuously monitor student progress and increase the accuracy of student performance information.

#### Unit Objectives:

Participants will be able to:

- Evaluate the quality of assessments and their items.
- Recognize when linguistic complexity makes assessment unfair.
- Describe a variety of checking for understanding strategies.

#### This section includes:

- Key Concepts in Accurate Measurement: Validity, Reliability, and Fairness (30 minutes)
- Selecting and Developing Appropriate Classroom Assessments: Assessment Methods (45 minutes)
- Instructionally Embedded Formative Assessment: Checking for Understanding Strategies (60 minutes)

#### Preparation Note:

- Preview the videos for content and to resolve possible technical issues.

#### Presentation Note:

- Participant Packet Handouts:
  - Slide 21: Interferences and Accommodation Strategies Template
  - Slide 24: Interferences and Accommodation Strategies Completed Table
  - Slide 26: Inferences and Accommodations Strategies Template – Extend (extra copy)
- Videos:
  - Slide 18: *Kenji Hakuta on ELLs and the Common Core Standards* (8:49)  
[http://www.youtube.com/watch?eature=player\\_embedded&v=PY2fhP8Q0OY](http://www.youtube.com/watch?eature=player_embedded&v=PY2fhP8Q0OY)

## Group Facilitator's Guide: Preparation Notes

- Slide 29: *Selected-Response Assessment* (2:55)  
<http://www.k-state.edu/ksde/alp/module6/>
- Slide 30: *Constructed-Response Assessment* (2:45)  
<http://www.k-state.edu/ksde/alp/module8/>
- Slide 44: *Mr. Bumble Checks for Understanding* (0:24)  
[http://goanimate.com/videos/08KkNc8Zt5\\_E?](http://goanimate.com/videos/08KkNc8Zt5_E?)
- Slide 46: *Show Your Cards* (4:59)  
<http://successatthecore.com/teacher-development/strategy.aspx?id=24>
- Slide 48: *The Stoplight Method* (0:54)  
<https://www.teachingchannel.org/videos/daily-lesson-assessment>
- Slide 48: *Assess and Plan With Exit Tickets* (2:17)  
<https://www.teachingchannel.org/videos/teacher-assessment-strategy?fd=1>
- Slide 49: *Daily Assessment with Tiered Exit Cards* (4:35)  
<https://www.teachingchannel.org/videos/student-daily-assessment>
- Slide 49: *Text What You Learned* (1:44)  
<https://www.teachingchannel.org/videos/texting-to-assess-learning>



## Group Facilitator's Guide: Preparation Notes

### Unit 7: Analyze and Act: Appropriate and Effective Use of Assessment Data

Slides: 1–67

Suggested Time: 3.5 to 4 hours

**Intent:** To help educators analyze and interpret assessment data to modify and differentiate instruction and to help them provide effective feedback and involvement opportunities to students.

**Unit objectives:** Participants will be able to:

- Describe the characteristics of a quality rubric
- Explain approaches for analyzing data in making instructional decisions
- State the characteristics of effective feedback
- Discuss the benefits of involving students in using assessment results

**This section includes:**

- Using Rubrics to Evaluate Student Work ( 60 minutes)
- Involving Students in Using Rubrics (30 Minutes)
- Item Analysis: Group and Individual Data ( 25 minutes)
- Analyzing Constructed-Response Data and Item Deconstruction (15 minutes)
- Developing Instructional Adjustments and Interventions ( 20 minutes)
- Effective Feedback ( 15 minutes)
- Student Reflection and Goal Setting ( 30 minutes)

**Preparation Note:**

- Preview the videos for content and to resolve possible technical issues.

**Presentation Note:**

- Participant Packet Handouts:
  - Slide 46: Alternate Ranking for Flexible Grouping
  - Slide 67: Post-Assessment
- Videos
  - Slide 6: *Creating and Judging Rubrics* (2:54)  
<http://www.k-state.edu/ksde/alp/module7/>

## Group Facilitator's Guide: Preparation Notes

- Slide 9: *How Are Rubrics Developed?* (7:04) — select video from menu <http://www.k-state.edu/ksde/alp/module7/>
- Slide 20: *Quality Evidence Rubrics* (4:41) <http://successatthecore.com/teacher-development/strategy.aspx?id=28>
- Slide 21: *Workshop 7: That Would Never Work Here, Either! Seeing Assessment Reform in Action, Part II* (16:00). To view the intended segment, drag the time marker to 1:08:00 and end around 1:23:29. [http://www.learner.org/vod/vod\\_window.html?pid=1039](http://www.learner.org/vod/vod_window.html?pid=1039)
- Slide 44: *Guided Groups* (5:44) <http://successatthecore.com/teacher-development/featured-video.aspx?v=38>
- Slide 57: *Go Back and Reflect* (4:11) <https://www.mydigitalchalkboard.org/portal/default/Content/Viewer/Content?action=2&scld=505706&scild=15972>

# Independent User's Guide

## Navigation Guide

Be sure to go through the **Welcome** and **Orientation** section of the online module; much of the information in this section is covered.

All of the screens for the module are listed in the menu on the left of your computer screen. You can access any page through the corresponding link no matter where you are in the module.

In addition, you may use the **Next Page** and **Previous Page** buttons at the bottom of any page to navigate to other pages. Refer to the illustration below:

The screenshot shows the 'CCSS Assessment Literacy' website. On the left is a 'Table of Contents' menu with various links. The main content area features a video player titled 'Time2 View' showing Commissioner King. Below the video are 'Previous Page' and 'Next Page' buttons. Annotations with arrows point to specific elements: a box at the top right says 'Use these links to access any page in the module.' pointing to the menu; a box above the video says 'Click to play an audio narration' pointing to the play button; and a box at the bottom says 'Use these links to go to the previous or next page.' pointing to the navigation buttons.

**CCSS Assessment Literacy**

Use these links to access any page in the module.

Assessment Information Usage

*In the following video clip, Dr. John B. King, New York State Commissioner of Education talks about the use of assessment information. As you watch, compare Dr. King's key points to the ideas you recorded in your Assessment Purpose and Use Graphic Organizer.*

Commissioner King in Conversation: How Do the Common Core Assessments Fit into our Children's Education? from EngageNY on Vimeo.

Click to play an audio narration

Select the play button on the video above to begin.

Previous Page: Purposes and Uses of Assessment

Next Page: Types of Assessment Information

Use these links to go to the previous or next page.

Table of Contents

- Content Home
- Welcome
- Module Overview
- Pre-Assessment
- Unit 1: Introduction and Overview
- Unit 2: California State Assessment System
- Unit 3: Assessment Literacy for Educators
  - Purposes and Uses of Assessment
  - Assessment Information Usage
    - Types of Assessment Information
    - Integrated Teaching-Assessment Cycle
    - Assessment Literacy at the Classroom Level
    - Assessment Literacy Defined
    - Assessing Student Learning
    - Council of Chief State School Officers
    - Attributes of Assessment-literate Teachers
  - Summary of Unit 3
- Unit 4: Developing Standards-based Instructional Learning Targets
- Unit 5: A Balanced Assessment System
- Unit 6: Identifying, Developing, and Implementing Sound, Quality Assessments
- Unit 7: Analyze & Act: Appropriate & Effective Use of Assessment Data
- Module Summary
- Post-Assessment
- Certificate of Completion
- Glossary
- Resources
- Module Evaluation

Summary / About

Progress

Preview

Bookmark

Recommend

## Independent User's Guide

**Action Icons:** Throughout the module you will also encounter symbols that guide you to do certain activities – Time2View, Time2Read, Time2Extend, Time2Try, Time2Apply, Time2Check for Understanding, and Time2Reflect. “Time2” prompts indicate action on your part. Below are examples of what they look like and a short description of the function of each:

**Time2View** features links to video clips related to unit topics.



**Time2Extend** contains supporting research and information to give you a more in-depth understanding of the subject.



**Time2Check Your Understanding** helps you determine your knowledge of a topic through interactive assessments and activities.



**Time2Reflect** provides opportunities for you to reflect on your learning and apply the key concepts of assessment literacy to classroom teaching and learning.



## Independent User's Guide

**Screen Navigation Buttons:** There are two ways to advance through the units covered in this module. You can select the next topic's title at the bottom of the screen, or you can use the left Menu. Move forward or backward by selecting the menu topic you want to view:

Previous Page: Welcome

Next Page: Pre-Assessment

**Sample Responses:** To view sample answers to questions throughout the module, select the "Sample Responses" icon:



## Independent User's Guide

### System Requirements

The My Digital Chalkboard Web site is optimized for the following Web browsers: Google Chrome, Microsoft® Internet Explorer 8.0 or higher, Mozilla Firefox (ESR recommended), and Safari 5.0 or higher.

You may encounter problems viewing professional learning content or resources if you use an earlier version or a Web browser that is not listed above. Visit one of the following links to upgrade your browser to a current version:

- Google Chrome - <http://www.google.com/chrome>
- Internet Explorer - <http://www.microsoft.com/downloads/>
- Mozilla Firefox - <http://www.mozilla.org/en-US/firefox/update/>
- Safari - <http://www.apple.com/safari/>

### Plug-Ins

Plug-ins are additional software programs that allow your Web browser to perform special functions, like viewing audio or video clips. Some of the materials available through the professional learning modules may require a particular plug-in to access content. You can find links to download and install some frequently-used plug-ins here:

- Adobe Reader — <http://get.adobe.com/reader/>: Allows you to view and print Adobe PDF documents.
- Adobe Flash Player — <http://get.adobe.com/flashplayer/>: Provides access to video clips or interactive Flash resources

### Pop-up Windows

Pop-up windows, or “pop-ups,” are windows that appear when you select certain links throughout the module. You may not be able to see these windows if you have a “pop-up blocker” or have disabled pop-ups in your Web browser. Please enable pop-up windows in your Web browser preferences so that you can see all content in this module.

### Need Help?

Contact the Digital Chalkboard technical help if you have questions or need assistance. You may use the contact form or send help requests to <https://www.mydigitalchalkboard.org/portal/default/Contact/Contact?action=2&view=contact>.

## Independent User's Guide

### Prior to Beginning the Module:

In order to save your work, receive feedback to responses, and obtain a certificate of completion, you must create a Digital Chalkboard Account at <https://www.mydigitalchalkboard.org/portal/default/User/UserRegister/User> and log in each time you work within the module. If you do not log in prior to working through the module, your work will not be saved.

You also may join the **Standards, Data, & Assessments Community Group**, which can be used for “Time2Reflect” activities at <https://www.mydigitalchalkboard.org/portal/default/Group/Viewer/GroupView?action=2&gid=2229>, or create a Discussion Group to engage in online discussions during the modules.

For technical support, contact the Digital Chalkboard Help Desk at <https://www.mydigitalchalkboard.org/portal/default/Contact/Contact?action=2&view=contact>.

### Materials and Equipment

#### Speakers and/or headphones

#### Internet connection with video player capability

**Printer (optional):** All downloadable documents are available through links you will encounter page by page within the online module. These may be used or saved directly on your desktop or printed in hardcopy. You may also download and print the **Participant Packet** which includes most (but not all) of the documents in one place.