



How to Create Fair and Effective Assessments

Category: Assessment

Workshop Overview

Following is a general overview of this workshop, including desired participant outcomes, an explanation of the workshop’s alignment with the Learning Forward Standards for Professional Learning, and resources that are included in print and electronic form.

Category: Assessment

Duration: Full workshop – 3 hours

Desired Outcomes:

Participants will...

- Identify ways to prepare students for taking tests.
- Apply strategies for creating effective tests.

Learning Forward Standards for Professional Learning:

- **Learning Communities:** Occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.
- **Leadership:** Requires skillful leaders who develop capacity, advocate, and create support systems for professional learning.
- **Resources:** Requires prioritizing, monitoring, and coordinating resources for educator learning.
- **Data:** Uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning.
- **Learning Designs:** Integrates theories, research, and models of human learning to achieve its intended outcomes.
- **Implementation:** Applies research on change and sustains support for implementation of professional learning for long term change.
- **Outcomes:** Aligns its outcomes with educator performance and student curriculum standards.

Resources in This Binder:

- Handouts:
 - Workshop Agenda
 - Attendee Notes
 - 3-2-1 Evaluation Form
 - Certificate of Completion
- “Think About It” Exercise
- Ready, Set, Go Planning Activity





Topic Outline

Understanding the general flow of topics to be covered is an important part of giving a strong presentation. This allows the presenter(s) to lead effective group discussions and speak extemporaneously. Following are the main topics covered in this PowerPoint presentation. As you prepare to give the workshop, you may want to refer to this page often.



Main Topics:

1. Before You Test
2. Preparing the Test

Subtopics:

1. Before You Test

- a. Three Elements for a Success-Oriented Grading System
- b. Put Your Specific Academic Expectations for Students in Writing.
- c. Tips to Prepare Students for Testing

2. Preparing the Test

- a. Testing Techniques
- b. Creating the Right Test
- c. Developing Fair Test Questions
- d. Final Preparations

Presentation Outline

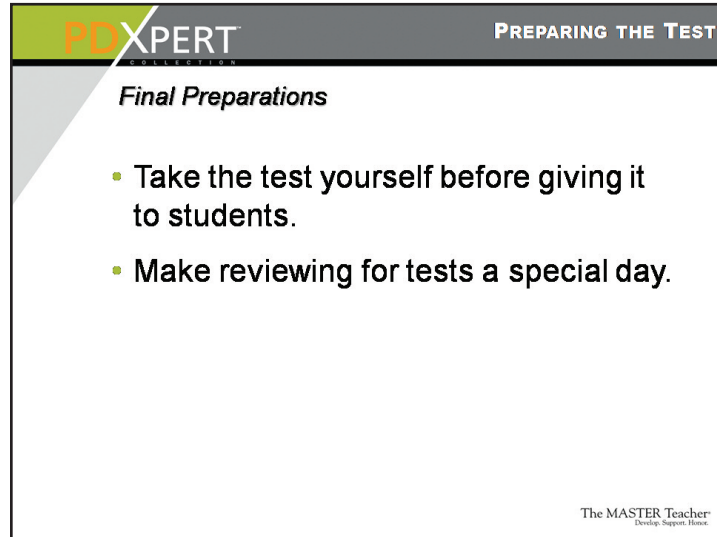


This outline is designed for you to see the PowerPoint presentation at a glance. Note that slide numbers and the approximate amount of time needed per slide are shown in the right two columns. **The times in bold print show the approximate total time needed for that topic, which includes the approximate times for the activities, shown in parentheses.** You might consider keeping this page within reach during the presentation.

Section of Presentation	Slide #	Timing (mins)
Getting Started		
Introduce self, co-teacher, participants	1-2	
Explain materials issued to participants		
Cover objectives (from Workshop Overview)	2	10
Activity – Small Group Activity	3	(20)
Topic 1 – Before You Test	4-10	40
Break		
Topic 2 – Preparing the Test	11-25	80
Activity – Small Group Activity	24	(20)
Activity – Think, Pair, Share	25	(15)
Closing Remarks	28	5
Total of 2 hours and 40 minutes (not including break)		

Helpful tip!

This workshop can be broken up into shorter sessions so that you can adapt the presentation according to your time constraints.



Read or ask a volunteer to read the points on this slide. Lead discussion as necessary.

Take the test yourself before giving it to students.

Ask: *What are some benefits to taking the test yourself before giving it to your students?*

After some discussion, re-enforce these points:

There are several good reasons to try a test on yourself before giving it to students:

First, you'll see how clear and understandable the test is.

Second, you'll find errors or potential problems before handing out the test.

Third, you'll be able to better gauge the time needed to take the test.

Make reviewing for tests a special day.

After your class review and preparation, let students prepare sample test questions. Then have them exchange their questions with classmates for small group discussion. This technique can help both student preparation and motivation.



Slide 24

PDXPERT
COLLECTION

Review your list of concerns about preparing tests. For each item on the list, name a specific strategy or tip that can help solve the problem.

ACTIVITY: Small Group Activity

The MASTER Teacher™
Develop Support. Inspire.

Activity: Small Group Activity

Allow 15 minutes for this activity.

Have participants rejoin the small groups they worked with in Activity 1. Have them review their lists of problems and concerns about preparing tests. For each item on the list, have participants name a specific strategy or tip they have learned in this session that could help solve the problem.



“Think About It” Exercise



Have staff complete this exercise to begin implementing what they learned during the workshop. Distribute this document to staff by attaching the file to the Next Day Follow-Up Email, or make copies for the staff.

1. What are positive outcomes of adequately preparing students for tests? What effect does “acing” a test have on a student?

2. How can you ensure that students understand how they will be graded? What is the importance of making sure students understand the how and why of their grade?

3. What testing practices do you use that were not covered in the training? How effective are these practices? Would you recommend them to other teachers?
