SECOND EDITION

Teacher-Made Assessments

How to Connect Curriculum, Instruction, and Student Learning

Christopher R. Gareis
Leslie W. Grant

Foreword by Thomas R. Guskey

An **Eye On Education** Book

ROUTLEDGE

"With the focus on assessment literacy, this new edition of *Teacher-Made Assessments* provides an exceptional framework for educators to follow, beginning with the analysis of learning objectives through planning effective assessment strategies. Gareis and Grant show teachers how to connect content and assessment in powerful ways."

— Dr. Susie J. Carr, Educational Consultant with the Southern Regional Education Board

"Unpacking standards has become such a topic of importance in the alignment of curriculum. *Teacher-Made Assessments* has been a required textbook for students enrolled in my instructional leadership course for years. To have graduate level students contact me to tell me how they are able to 'walk the walk and talk the talk' using the book is an affirmation to the relevant work put forth in the book by Dr. Gareis and Dr. Grant."

— Dr. James R. Tucker, Adjunct Professor of Educational Leadership, George Washington University

Assessment is not only a measure *of* student learning, but a means *to* student learning. This bestselling book guides you in constructing and using your own classroom assessments, including tests, quizzes, essays, and rubrics, to improve student achievement. You will learn how to weave together curriculum, instruction, and learning to make assessment a more natural, useful part of teaching.

Find out how to...

- Ensure your assessments are fair, reliable, and valid;
- Construct assessments that meet the level of cognitive demand expected of students;
- Create select-response items and understand technology-enhanced items that are increasingly being used in assessments;
- Use constructed-response items and develop scoring criteria such as rubrics;
- Analyze student results on assessments and use feedback more effectively.

This second edition features updated examples that reflect the Common Core State Standards as well as other content standards and new, useful samples of teacher-friendly techniques for strengthening classroom assessment practices. No matter what grade level or subject area you teach, this practical book will become your go-to resource for designing effective assessments.

Christopher R. Gareis, EdD, is Associate Professor of Educational Leadership at the College of William and Mary, where he also served as Associate Dean for teacher education for more than a decade. He regularly works with school districts in the areas of classroom-based assessment, mentoring, instructional leadership, strategic planning, and teacher evaluation.

Leslie W. Grant, PhD, is Assistant Professor of Educational Leadership at the College of William and Mary. She has been a teacher, an instructional leader, and a content editor and item writer for a major test publishing company. She works with school districts in the areas of using data to inform decision making, classroom-based assessment, and effective teaching practices.

EDUCATION

Routledge
Taylor & Francis Group
www.routledge.com

ISBN 978-1-138-77612
9 781138 776128

Routledge titles are available as eBook editions in a range of digital formats

an informa business

Teacher-Made Assessments SECOND EDITION Christopher R. Gareis and Les

ledge

Teacher-Made Assessments

How to Connect Curriculum, Instruction, and Student Learning

Second Edition

Christopher R. Gareis and Leslie W. Grant

常州大学图书馆
藏书章

Routledge
Taylor & Francis Group
NEW YORK AND LONDON

Second edition published 2015
by Routledge
711 Third Avenue, New York, NY 10017

and by Routledge
2 Park Square, Milton Park, Abingdon, Oxon, OX14 4RN

Routledge is an imprint of the Taylor & Francis Group, an informa business

© 2015 Taylor & Francis

The right of Christopher R. Gareis and Leslie W. Grant to be identified as authors of this work has been asserted by them in accordance with sections 77 and 78 of the Copyright, Designs and Patents Act 1988.

All rights reserved. No part of this book may be reprinted or reproduced or utilized in any form or by any electronic, mechanical, or other means, now known or hereafter invented, including photocopying and recording, or in any information storage or retrieval system, without permission in writing from the publishers.

Trademark notice: Product or corporate names may be trademarks or registered trademarks, and are used only for identification and explanation without intent to infringe.

First edition published by Eye On Education © 2008

Library of Congress Cataloging-in-Publication Data
Gareis, Christopher R.
Teacher-made assessments : how to connect curriculum, instruction, and student learning / by Christopher Gareis and Leslie Grant. — Second edition
pages cm
Includes bibliographical references.
Educational tests and measurements. I. Grant, Leslie W., 1968– II. Title.
LB3051.G28 2015
371.27′1—dc23
2014041468

ISBN: 978-1-138-77610-4 (hbk)
ISBN: 978-1-138-77612-8 (pbk)
ISBN: 978-1-315-77341-4 (ebk)

Typeset in Palatino
by Apex CoVantage, LLC

SFI Certified Sourcing
www.sfiprogram.org
SFI-00453

Printed and bound in the United States of America
by Edwards Brothers Malloy

此为试读，需要完整PDF请访问：www.ertongbook.com

Teacher-Made Assessments

Assessment is not only a measure *of* student learning, but a means *to* student learning. This bestselling book guides you in constructing and using your own classroom assessments, including tests, quizzes, essays, and rubrics, to improve student achievement. You will learn how to weave together curriculum, instruction, and learning to make assessment a more natural, useful part of teaching.

Find out how to . . .

- Ensure your assessments are fair, reliable, and valid;
- Construct assessments that meet the level of cognitive demand expected of students;
- Create select-response items and understand technology-enhanced items that are increasingly being used in assessments;
- Use constructed-response items and develop scoring criteria such as rubrics;
- Analyze student results on assessments and use feedback more effectively.

This second edition features updated examples that reflect the Common Core State Standards as well as other content standards and new, useful samples of teacher-friendly techniques for strengthening classroom assessment practices. No matter what grade level or subject area you teach, this practical book will become your go-to resource for designing effective assessments.

Christopher R. Gareis, EdD, is Associate Professor of Educational Leadership at the College of William and Mary, where he also served as Associate Dean for teacher education for more than a decade. He regularly works with school districts in the areas of classroom-based assessment, mentoring, instructional leadership, strategic planning, and teacher evaluation.

Leslie W. Grant, PhD, is Assistant Professor of Educational Leadership at the College of William and Mary. She has been a teacher, an instructional leader, and a content editor and item writer for a major test publishing company. She works with school districts in the areas of using data to inform decision making, classroom-based assessment, and effective teaching practices.

Other Eye On Education Books Available from Routledge

(www.routledge.com/eyeoneducation)

Formative Assessment Leadership:
Identify, Plan, Apply, Assess, Refine
Karen L. Sanzo, Steve Myran, and John Caggiano

Rigor in Your Classroom:
A Toolkit for Teachers
Barbara R. Blackburn

Inquiry and Innovation in the Classroom:
Using 20% Time, Genius Hour, and PBL to Drive Student Success
A.J. Juliani

Reinventing Writing:
The 9 Tools That Are Changing Writing, Teaching, and Learning Forever
Vicki Davis

What Teachers Can Learn from Sports Coaches
Nathan Barber

Focus on Text:
Tackling the Common Core Reading Standards, Grades 4–8
Amy Benjamin

Big Skills for the Common Core:
Literacy Strategies for the 6–12 Classroom
Amy Benjamin

Vocabulary Strategies That Work:
Do This—Not That!
Lori G. Wilfong

Nonfiction Strategies That Work:
Do This—Not That!
Lori G. Wilfong

Rebuilding Research Writing:
Strategies for Sparking Informational Inquiry
Nanci Werner-Burke, Karin Knaus, and Amy Helt DeCamp

Beyond the Classroom:
Collaborating with Colleagues and Parents to Build Core Literacy
Edited by Nanci Werner-Burke

Foreword

Writing more than sixty years ago, education icon Ralph W. Tyler argued that before anyone can teach another person anything, two fundamental questions need to be addressed: "What do I want that person to learn?" and "What evidence would I accept to verify that learning?" According to Tyler (1949), these two fundamental questions provide the basis of teaching and learning at any level of education.

Tyler further emphasized that these two fundamental questions show the essential relatedness of teaching and learning. Although learning occasionally occurs in the absence of teaching, teaching can never occur in the absence of learning. Tyler believed that stating "I taught it to them; they just didn't learn it" was as foolish as saying "I sold it to them; they just didn't buy it." Teaching, therefore, is not something a person could go off into the wilderness alone and do—not even if that person carried with them curriculum guides, textbooks, and lesson plans. If no learning took place, how could one argue that teaching had occurred? Teaching and learning are indelibly linked.

In recent years, we have made great progress in efforts to address Tyler's first fundamental question: "What do I want that person to learn?" In the early 2000s, educators in states and provinces throughout North America began to articulate standards for student learning. More recently those efforts have been extended in the United States through the development of the Common Core Standards in language arts and mathematics. These and other standards-based initiatives identify what educators want students to learn and be able to do as a result of their experiences in school. They have helped bring increased clarity to teaching and provide focus in efforts to improve students' learning.

Unfortunately, we haven't made as much progress in addressing Tyler's second fundamental question: "What evidence would I accept to verify that learning?" Our progress in the area of assessment—helping teachers develop better ways to gather accurate evidence on the most meaningful types of student learning—has been slow at best.

Numerous studies and surveys report that most teachers today are sorely lacking in their knowledge and skills regarding the assessment of student learning. Although many debate the reasons for this shortcoming, none deny that it exists. Researchers and practitioners alike also recognize that more

than ever before, teachers today need strong assessment skills. They need to be able to make thoughtful decisions about the evidence they accept to verify student learning. In other words, they need to be "assessment literate." This means teachers at all levels need to be able to create assessments that accurately measure students' achievement of specific learning standards. They need to be able to interpret results from a variety of forms of assessment in accurate and valid ways. They need to be able to use assessments to diagnose students' learning problems and misunderstandings. And most importantly, they need to be able to craft instructional activities on the basis of assessment results to ensure higher levels of learning for their students.

What Chris and Leslie do so well in *Teacher-Made Assessments* is help teachers develop precisely these skills. They describe the technical aspects of high-quality assessments in clear and understandable ways, and then extend that discussion to the real world of teachers. They don't try to disguise the challenges teachers face in developing good assessments and in using assessment results to make a real difference in student learning. They don't try to make it sound easy or effortless—because it isn't. Instead, what they do is lay out those challenges, describe them in ways that make sense, and then offer teachers practical guidance in addressing those challenges.

As Tyler made clear, gathering high-quality evidence on student learning is fundamental to effective teaching. Using high-quality assessments to offer students meaningful feedback on their learning progress and guide their next steps in the learning process has also been shown to be one of the most powerful ways to improve student learning. *Teacher-Made Assessments* gives teachers the knowledge and practical skills they need to do better what they have always wanted to do: Help all of their students learn excellently. Teachers who follow the guidance Chris and Leslie offer on these pages will be glad they did.

Thomas R. Guskey
University of Kentucky

Reference

Tyler, R. W. (1949). *Basic principles of curriculum and instruction*. Chicago, IL: University of Chicago Press.

About the Authors

Christopher R. Gareis, EdD, is Associate Professor of Educational Leadership at the College of William and Mary, where he also served as Associate Dean for teacher education for more than a decade. He teaches courses in instructional leadership, classroom assessment, program evaluation, curriculum development, and instructional strategies. Chris began his career as a high school English teacher, taught at the middle school level, and also served as an assistant principal, principal, and assistant to the superintendent. Chris regularly works with school districts in the areas of classroom-based assessment, mentoring, instructional leadership, strategic planning, and teacher evaluation. His publications include articles, chapters, and books on the topics of teacher preparation, mentoring, teacher portfolios, teacher compensation, principal self-efficacy, and classroom assessment. Chris earned his bachelor's degree in English and East Asian studies from Washington and Lee University, master's degree in English education from the College of William and Mary, and doctoral degree in educational leadership also from William and Mary.

Leslie W. Grant, PhD, is Assistant Professor of Educational Leadership at the College of William and Mary. She teaches courses in educational planning, assessment for educational leaders, and program evaluation. Leslie has been a teacher, an instructional leader, and a content editor and item writer for a major test publishing company. She works with school districts in the areas of using data to inform decision making, classroom-based assessment, and effective teaching practices. Her publications include articles, chapters in books, and books on the topics of assessment, international comparisons of teachers and student achievement, and effective teaching practices. Leslie earned her bachelor's degree in history, Russian language, and Russian area studies from James Madison University, master's degree in educational leadership from Old Dominion University, educational specialist's degree in curriculum and instruction from the George Washington University, and doctoral degree in educational policy, planning, and leadership from the College of William and Mary.

此为试读,需要完整PDF请访问: www.ertongbook.com

Acknowledgments

A project like this book is never simply the product of the work of the names on the front cover. Our understandings, conceptualizations, and even our ways of sharing our thinking in writing have undoubtedly been shaped by countless others, far too numerous to acknowledge here by name. We recognize and value the influences of our own teachers—from kindergarten through graduate school—who have been instrumental in shaping who we are as thinkers, researchers, and writers. We also recognize and value the tremendous influences of the many teachers and school leaders with whom we have worked in school and district settings, literally around the world. These colleagues and friends helped shaped us as practitioners, and we hope that we have been true to our school-based roots with this book.

We also thank our students, most especially the many undergraduate and graduate students with whom we have worked in the School of Education at the College of William and Mary. These talented and committed individuals are comprised of aspiring pre-service teachers as well as experienced teachers preparing for formal leadership roles in schools and school districts. Their questions, explorations, and insights in the context of our classes have immeasurably contributed to our own learning. In particular, we want to thank the six graduate students—all expert teachers in their own right—who wrote and contributed the Teacher-to-Teacher excerpts in chapter 2: Lindsey Caccavale, Karen Cagle, Nate Leach, Katie Moore, Charley Shrack, and Ann Vinson. Additionally, we greatly appreciate the proofreading, feedback, and perspectives of three talented graduate students: Linda Feldstein, Mary Vause, and Leah Shy Wilson.

In addition, we thank the many teachers and educational leaders with whom we have had the pleasure to work in our home state of Virginia, in other states throughout the United States, and in other countries such as China, Singapore, South Africa, and Taiwan. It is through working with educational professionals that we continue to refine our work, ensuring that it is germane and applicable in the current classroom. Much of the revisions within this second edition are a direct result of our experiences with pre-service teachers, experienced teachers, and educational leaders.

We would also like to thank two gentlemen who respectively represent the ideation and the realization of the first edition of this book: James Stronge and Bob Sickles. James, who is an internationally noted scholar and speaker,

has been a support to us both throughout our careers. He provided the moral encouragement to pursue this project before the first word was ever written. You might say James envisioned this book before even we did. And, if that is the case of James, then it is Bob Sickles of Eye On Education who brought that vision to realization. Bob was a gracious and understanding publisher who helped bring the first edition to press. In addition, we thank Routledge for seeing the value in a second edition of our book. Specifically, we are deeply appreciative of our editor, Lauren Davis. Lauren's firm nudging, gentle patience, clear direction, and helpful support were invaluable throughout the process of conceptualizing, revising, and producing this second edition. We also owe a debt of gratitude to Tom Guskey. Tom graciously agreed to write the foreword for our second edition, which is a great honor for us. We are so appreciative of his willingness to do this, but, even more so, we are appreciative of the model of integrity, commitment, and wisdom that Tom provides as he tirelessly and constructively contributes to the evolution of the teaching profession.

Finally, an endeavor of this magnitude would not have been possible without the love and commitment of our families. Leslie would like to thank her husband, Allen, and son, Matthew, for their continued, unwavering support. Chris would like to thank his wife, Molly, and their children, Hance, Isabelle, and Anne Ryan, for being blessed reminders of the most important things in life. Chris also thanks his mom, dad, sisters, and brother for continuing to be his deep anchoring roots.

Contents

List of Figures vii
Foreword by Thomas R. Guskey xi
About the Authors xiii
Acknowledgments xv

1 **Why Should I Assess Student Learning in My Classroom?** 1
Teaching, Learning, and Assessment 1
Assessment and Learning 2
Assessment and Teaching: The Light Bulb 2
Curriculum, Instruction ... and Assessment 3
The Roles of Assessment in the Classroom 5
Assessment Matters: Improving Student Learning 8
Assessment and the Accountability Movement 9
Assessment as a Professional Competency 14
Strengthening Teachers' Assessment Literacy 16
Overview of the Book 20

2 **What Makes a Good Assessment?** 23
Assessment and Learning 23
Validity and Reliability in Everyday Life 24
Validity and Reliability of Teacher-Made Assessments 26
Validity 27
Reliability 37
What Does It Mean to Have a Valid and Reliable Assessment? 43

3 **How Do I Create a Good Assessment?** 49
It's All About Alignment 49
Seven Steps for Creating a Good Assessment 51
Conclusion: A Note About the Seven Steps 82

4 **How Do I Create Good Select-Response Items?** 85
Overview of Select-Response Items 85
Some Basic Guidelines for Writing Select-Response Items 87
A Final Consideration—Bias 104

Some Principles for Tapping Higher Cognitive Levels of Learning through Multiple Choice Items 105
Developing Valid and Reliable Select-Response Items: A Science and an Art 113

5 How Do I Create Good Constructed-Response Items? 115
Assessing the Range of Cognition 115
Some Basic Guidelines for Developing Constructed-Response Items 117
Putting It All Together: Prompt, Response Format, and Scoring Criteria 134
Another Important Consideration—Bias 135
Principles for Tapping Higher Cognitive Levels of Learning through Constructed-Response Items 137
Developing Valid and Reliable Constructed-Response Items: A Deliberate Approach 141

6 How Do I Connect Assessment to Student Learning? 143
Making Use of Assessment 143
Using a Table of Specifications to Analyze Student Learning 145
Grading 151
Providing Feedback 154
Assessment *as* Learning 164

7 How Can I Constructively Influence Professional Practice in My School? 167
Leading for Assessment Literacy 167
Assessment as a Professional Competency 168
Summing Up Teacher Leadership of Assessment 177

Glossary of Terms 181
References 185

Figures

1.1	A Model of Curriculum, Instruction, and Assessment	4
1.2	Teacher Voices: Common Misconceptions about Assessment in the Classroom	4
1.3	Teaching and Learning in the Absence of Assessment	5
1.4	Comparison of the Three Roles of Assessment in the Classroom	7
1.5	The Continuum of Classroom Assessment	8
1.6	Negative Unintended Consequences of High-Stakes Standardized Tests	11
1.7	The Roles of Standardized and Classroom Assessments	13
1.8	Sample Language from State Teacher Licensure Regulations Regarding Assessment	15
1.9	The Spectrum of Classroom Assessments	19
2.1	A Visual Depiction of Validity and Reliability	27
2.2	Four Facets of Validity	29
2.3	The Importance of Content Validity for Teacher-Made Assessments	32
2.4	How to Strengthen the Validity of Teacher-Made Assessments	36
2.5	Types of Error	37
2.6	Subject to Error: The Case of the Hapless High Schooler	39
2.7	How to Strengthen the Reliability of a Teacher-Made Assessment	41
3.1	Alignment	50
3.2	Seven Steps for Creating a Good Assessment	51
3.3	Example of Unpacking the Content Layers of an Intended Learning Outcome	54
3.4	Bloom's Revised Taxonomy of Cognitive Behaviors	56
3.5	Example of Unpacking the Levels of Cognitive Demand of an Intended Learning Outcome	57
3.6	Sample Unpacking of an Intended Learning Outcome for Both Content and Cognitive Level by a Teacher	58
3.7	An Alternate Format for Capturing Unpacked Intended Learning Outcomes	59

3.8	Cautions When Using a Cognitive Taxonomy such as Bloom's	60
3.9	Sample Intended Learning Outcomes for a 5th Grade Life Sciences Unit	62
3.10	Sample of an Unpacked 5th Grade Life Sciences Unit	63
3.11	Template for a Table of Specifications	65
3.12	Sample Table of Specifications for Ms. Phylum's 5th Grade Life Sciences Unit	66
3.13	Types of Select-Response Items	72
3.14	Types of Constructed-Response Items and Activities	72
3.15	Item Types by Level of Cognitive Demand and Approximate Time to Respond	73
3.16	A Note about Assessment Activities	74
3.17	Sample Unit Assessment Plan for Ms. Phylum's 5th Grade Life Sciences Unit	75
3.18	Sample Table of Specifications Indicating Item Types for Ms. Phylum's 5th Grade Life Sciences Unit	77
3.19	Sample Table of Specifications Indicating Relative Weight for Ms. Phylum's 5th Grade Life Sciences Unit	78
3.20	Template for a Table of Specifications—Advanced Version	79
4.1	Types of Select-Response Items	86
4.2	Sample Test-Taking Tips	88
4.3	Summary List of Binary Choice Item Construction Guidelines	89
4.4	Guideline 1: Place Only One Idea in the Statement	90
4.5	Guideline 2: Avoid Qualifiers Such as "Always" and "Never"	90
4.6	Guideline 3: Avoid Using Negatives in the Statement	91
4.7	Guidelines for Constructing Matching Sets	92
4.8	Poor Matching Set	93
4.9	Better Matching Set	93
4.10	Labeling a Diagram	94
4.11	Multiple Choice Terms	96
4.12	Guidelines for Constructing Multiple Choice Items	96
4.13	Guideline 1: Make the Problem Clear to the Student	97
4.14	Guideline 2: State the Item Stem in the Positive, if Possible	98
4.15	Guideline 3: Make Sure the Item Stem Does not Give Away the Correct Answer	99
4.16	Guideline 4: Emphasize Qualifiers Such as "Most Likely" and "Best" in the Item Stem	99
4.17	Guideline 5: Make Sure Answer Choices Are Plausible	100

此为试读，需要完整PDF请访问：www.ertongbook.com