Creating and Implementing Rigorous Assessments to Ensure Success for All Students

Christina Kerns, Penta Career Center  ckerns@pentacc.org
Kathy Wilson, Northwest Ohio Tech Prep/HSTW  Kathy.Wilson@utoledo.edu
What gets measured, gets changed.
Why Assessment Literacy?

- Career ready students
- Best practice/Ohio Teacher Evaluation System (OTES) requirement
- Answers the fundamental question that every teacher asks: “Am I truly effective with my teaching and are my students learning what they need to learn?”
- Improve district report card ratings
- CTE Quality Program Review—an Ohio Department of Education requirement
We Really Had to Sell the “Why?” the First Year

It wasn’t until the second year of implementation that the “Why?” really hit home for some
Penta Career Center’s Assessment Literacy Initiative

- Issues faced at Penta Career Center
- Our solution to this problem... “Getting everyone on board...but how?”
- Sustainability and long term plans for Penta Career Center
- Expansion to others... “How can we assist others in this same process?”
Our Implementation Plan: Year One

• Why Assessment Literacy?

• What does it mean to be “Assessment Literate”?

• Determine the DOK Levels of the competencies/standards

• Create rigorous assessment items aligned to the DOK Levels of the competencies/standards - two year plan to complete a course

• Incorporate stretch when creating assessment items so all students can demonstrate growth
Effective Teachers Resources

Hess’ Cognitive Rigor Matrix
This resource denotes the four DOK Levels and the six Revised Bloom’s Taxonomy Levels
Specific to courses taught by teacher

Critical Thinking for Life Wheel
The wheel has question/activity prompts on one side regarding the four DOK Levels and the other side regarding the six Revised Bloom’s Taxonomy Levels

Additional Resources Provided
Webb’s Depth of Knowledge Guide
Examples of assessment questions, activities, projects at the different DOK Levels
Colored graphics, handouts detailing how to design quality assessment items, etc.
Our Implementation Plan: Year Two

Create assessment maps

Create and implement individual student data tracking charts and class tracking charts

Analyze student data, from both formative and summative assessments

Continue to create rigorous assessment items aligned to the DOK Levels of the competencies/standards- last year of the two year plan to complete a course

Incorporate stretch when creating assessment items so all students can demonstrate growth
Our Implementation Plan: Projected for Year Three

Create assessment maps

Create and implement individual student data tracking charts and class tracking charts

Analyze student data, from both formative and summative assessments

Continue to create rigorous assessment items aligned to the DOK Levels of the competencies/standards: *create assessment items for a second course*

Incorporate stretch when creating assessment items so all students can demonstrate growth
Create Rigorous Assessment Items

Aligned to the DOK Levels of the Standards
What are some common nail disorders and diseases? Prior to performing a pedicure, what are the proper techniques for foot care, including sanitizing and soaking?

Activity: Have pairs of students perform on each other, the proper techniques for foot care, including sanitizing and soaking.

Project: Students research common nail disorders and diseases. In "bowls" place pictures of the disorders or diseases without labels. Provide students with the descriptions of the disorders/diseases on index cards. Using the research data the students collected, have them match the picture in the bowls with the description. Have students summarize their learning.

Have students perform the proper techniques for foot care, including sanitizing and soaking on a client. As they are performing the techniques, have them explain the process to the client.
Assessment Mapping

Facilitators Train First

Group Activity

Individual Activity
Individual Student Data Tracking and Class Data Tracking
The goal of assessment has to be, above all, to support the improvement of learning and teaching.
Expansion to Others...The Tech Prep Partnership
Assessment Writing Workshops

Northwest Ohio Tech Prep/Ohio HSTW, Kathy Wilson and Paul Hubaker

University of Toledo, Eric Landversicht

University of Findlay, Kathleen Crates

Ohio ACTE

Five Career Centers with at least two teachers each and one administrator each participating
Aligned Courses Available on the Ohio College Tech Prep Northwest Region Site

- [https://techprepnwo.org/educator-resources/](https://techprepnwo.org/educator-resources/)
- Advanced Chemical Services
- Advanced Hair Cutting and Styling
- Agriculture, Food, and Natural Resources (AFNR)
- Collision Painting & Refinishing
- Greenhouse and Nursery Management
- Microbiology and Infection Control
- Structural Coverings and Finishes
Model data driven decision making. It is difficult for people to argue with facts.

Think through the needs of your facility. Create a step-by-step plan for a set amount of time. Be willing to alter the plan based on the growth of those involved in the process. Flexibility is crucial.

Get as many people on board as possible. Figure out how it impacts them personally. Make them part of the process and solution.

Understand that everyone will not drink the cool-aid at first. Assessment Literacy is a change in mind-set and pedagogy. Be patient, but persistent.

No one wants to be seen as ineffective. Find a way to showcase each teacher’s accomplishments. Eventually, they will all drink the coolaid…or they will leave.

Lessons Learned and Notable Items
If you don’t know where you are headed, you’ll probably end up someplace else.

Douglas J. Eder, Ph.D

Assessment Literacy Works!