

	A	B	C
1	<b>Building Literacy-Answer Key Assessment Match Game</b>		
2	<b>Principles of Responsible Data Use</b>	<b>Study How Results Are Reported</b>	<b>Reviewed Skills Tested</b>
3	<p style="text-align: center;"><b>Principles of Responsible Sampling Principle of Testing</b></p> <p>Most achievement <u>testing is aimed at reaching conclusions about students proficiency in a broad domain</u> of achievement.</p> <p style="text-align: center;"><b>Rationale</b></p> <p><i>You cannot possibly measure proficiency in such domains exhaustively because they are so large.(p37)</i></p>	<p style="text-align: center;"><b>Reviewed Skills Tested / How Results are Reported Measurement Error</b></p> <p><u>When students take the test</u> such as the SAT <u>more than once, their scores will typically vary</u> as a result of both of these types of measurement error.</p> <p style="text-align: center;"><b>Rationale</b></p> <p><i>When tests require scoring by people, a third source of measurement error is the inconsistencies between individual scorers or by a single score over time. Clearly measurement error can causescores to be inconsistent.(pp.38-39)</i></p>	<p style="text-align: center;"><b>Reviewed Skills Tested / How Results are Reported Measurement Error</b></p> <p><u>When students take the test such as the SAT more than once, their scores will typically vary</u> as a result of both of these types of measurement error.</p> <p style="text-align: center;"><b>Rationale</b></p> <p><i>Tests such a the SAT assess multiple skill domains that permit us to understand a variety of critical thinking skills. Therefore, participants may select this category because the SAT report allows us to review skills tested.</i></p>
4	<p style="text-align: center;"><b>Sampling Principle of Testing</b></p> <p>Because <u>test is not a direct measure of a student's degree of mastery of an entire domain</u> any conclusion you reach about proficiency in that domain is based on an inference from proficiency on the smaller sample.</p> <p style="text-align: center;"><b>Rationale</b></p> <p><i>This is why measurement experts say that validity is an attribute of an inference based on test scores, not an attribute of the test itself.</i></p>	<p style="text-align: center;"><b>Measurement Error</b></p> <p>When <u>tests require scoring by people, a third source of measurement error is the inconsistencies between individual scores</u> or by a single score over time.</p> <p style="text-align: center;"><b>Rationale</b></p> <p><i>Clearly mearsurement error can cause scores to be inconsistent.(p.39)</i></p>	<p>Prose Response; Development of Ideas; Organization; Clarity of Language; Knowledge of Language and Conventions</p> <p style="text-align: center;"><b>Rationale</b></p> <p>Some assessment reports include multiple skills in one content area.</p>

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5	<p align="center"><b>Reliability</b></p> <p>Reliability refers <u>to the degree of consistency of measurement</u>. A reliable measure is one that <u>gives you nearly the same answer time after time</u>, while unreliable measure is inconsistent.</p> <p align="center"><b>Rationale</b></p> <p><i>If you have a cheap bathroom scale, for example, the chances are that it is not terribly reliable. You might appear to be two pounds under your target on time and at your target 30 seconds later, when you try again. (p.39)</i></p>	<p align="center"><b>Principles of Responsible/How Results Are Reported How Do You Measure Improvement</b></p> <p>Schools and policy makers follow two very different approaches for using test scores to measure progress over time. The most common model is called a cohort-to-cohort change model.</p> <p align="center"><b>Rationale</b></p> <p><i>...schools test a given grade every year. To gauge progress, each year's scores for students in that grade are compared to the scores of the previous year's students on that grade.(p.53)</i></p>	<p>Use place-value understanding and properties of operation to perform multi-digit arithmetic</p> <p align="center"><b>Rationale</b></p> <p>Some assessment reports include multiple skills in one content area.</p>
6	<p align="center"><b>Principles of Responsible/How Results Are Reported How Do You Measure Improvement</b></p> <p>In contrast <u>the value-added approach is designed to measure directly what students learn while in a school</u>, which makes it an appealing option for many educators and policy makers.</p> <p align="center"><b>Rationale</b></p> <p><i>Because the curriculum changes from grade to grade, these estimates of growth become increasingly questionable as the span of grades increases. (p. 55)</i></p>	<p align="center"><b>Principles of Responsible/How Results Are Reported How Do You Measure Improvement</b></p> <p>The <u>cohort-to-cohort approach is also susceptible to biases</u> caused by changes in the composition of the student population.</p> <p align="center"><b>Rationale</b></p> <p><i>For example, a school that is improving may show up as making no progress if it is faces with an influx of lower-scoring students, such as students with limited proficiency in English. (p. 55)</i></p>	<p>Determine main ideas of portions of a text; Draw inferences and conclusions from the text; apply academic and domain specific vocabulary;</p>

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7		<p><b>How Results are Reported</b>  <b>Norm-Referenced Test</b>  A test that <u>describes performance of one unit in terms of its relationship to a representative distribution of performance.</u></p> <p><b>Rationale</b>  <i>...often designed to describe the performance of individual students, but in come cases that of schools, districts, states, or even countries--in terms of distribution of performance.(p.43)</i></p>	<p>Use Properties of operation to generate equivalent expressions</p> <p><b>Rationale</b>  Some assessment reports include multiple skills in one content area.</p>
8		<p><b>How Results are Reported</b>  <b>Criterion-Referenced Test</b>  A test that is <u>designed to determine if a student has mastered a defined set of skills/knowledge.</u></p> <p><b>Rationale</b>  <i>CRT refers to a test that measures whether a student has reached a preestablished passing level, often called a cut score..(p.46)</i></p>	<p>Write expressions in equivalent forms to solve problems</p> <p><b>Rationale</b>  Some assessment reports include multiple skills in one content area.</p>
9		<p><b>How Results are Reported</b>  <b>Standard-Referenced Test</b>  A test <u>designed to measure a student's level of performance on pre-determined content standards.</u></p> <p><b>Rationale</b>  <i>SRT are developed by specifying content standards (what students should know and be able to do)...and how much of this content they are expected to know and be able to do.(p.46)</i></p>	
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