

| | A | B | C |
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| 1 | Building Literacy Assessment Match Game | | |
| 2 | Principles of Responsible Data Use | Study How Results Are Reported | Reviewed Skills Tested |
| 3 | <p>Sampling Principle of Testing Most achievement testing is aimed at reaching conclusions about students proficiency in a broad domain of achievement</p> | <p>When students take the test such as the SAT more than once, their scores will typically vary as a result of both of these types of measurement error</p> | <p>When students take the test such as the SAT more than once, their scores will typically vary as a result of both of these types of measurement error</p> |
| 4 | <p>Because test is not a direct measure of a student's degree of mastery of an entire domain any conclusion you reach about proficiency in that domain is based on an inference from proficiency on the smaller sample</p> | <p>When tests require scoring by people, a third source of measurement error is the inconsistencies between individual scores or by a single score over time</p> | <p>Prose Response; Development of Ideas; Organization; Clarity of Language; Knowledge of Language and Conventions</p> |
| 5 | <p>Reliability refers to the degree of consistency of measurement. A reliable measure is one that gives you nearly the same answer time after time, while unreliable measure is inconsistent.</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>Use place-value understanding and properties of operation to perform multi-digit arithmetic</p> |

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| 6 | In contrast the value-added approach is designed to measure directly what students learn while in a school, which makes it an appealing option for many educators and policy makers. | The cohort-2-cohort approach is also susceptible to biases caused by changes in the composition of the student population. | Determine main ideas of portions of a text; Draw inferences and conclusions from the text; apply academic and domain specific vocabulary; |
| 7 | | A test that describes performance of one unit in terms of its relationship to a representative distribution of performance | Use Properties of operation to generate equivalent expressions |
| 8 | | A test that is designed to determine if a student has mastered a defined set of skills/knowledge | Write expressions in equivalent forms to solve problems |
| 9 | | A test designed to measure a student's level of performance on pre-determined content standards | |
| 10 | | | |