

# Piedmont Unified School District

## Curriculum Forum Committee Meeting

### AGENDA

Thursday, April 15th, 2010  
3:30–5:00 p.m.  
Piedmont Middle School Multipurpose Room

1. Sign-In and Welcome
2. Discussion of District Assessment Practices in English Language Arts: Teachers and administrators will highlight common/benchmark assessment practices from across the District.

#### Curriculum Forum Committee Purpose:

The Curriculum Forum Committee is a group of school site council appointed parents and students and teachers, administrators, and board members who work to engage the broad educational community in understanding and reflecting upon the District's K-12 curriculum and programs. The group meets to inquire about current programs and practices and to reflect on issues related to the scope and sequence of the District's curriculum, textbook adoptions, assessment practices, interventions, and other issues related to the District's curriculum and programs.

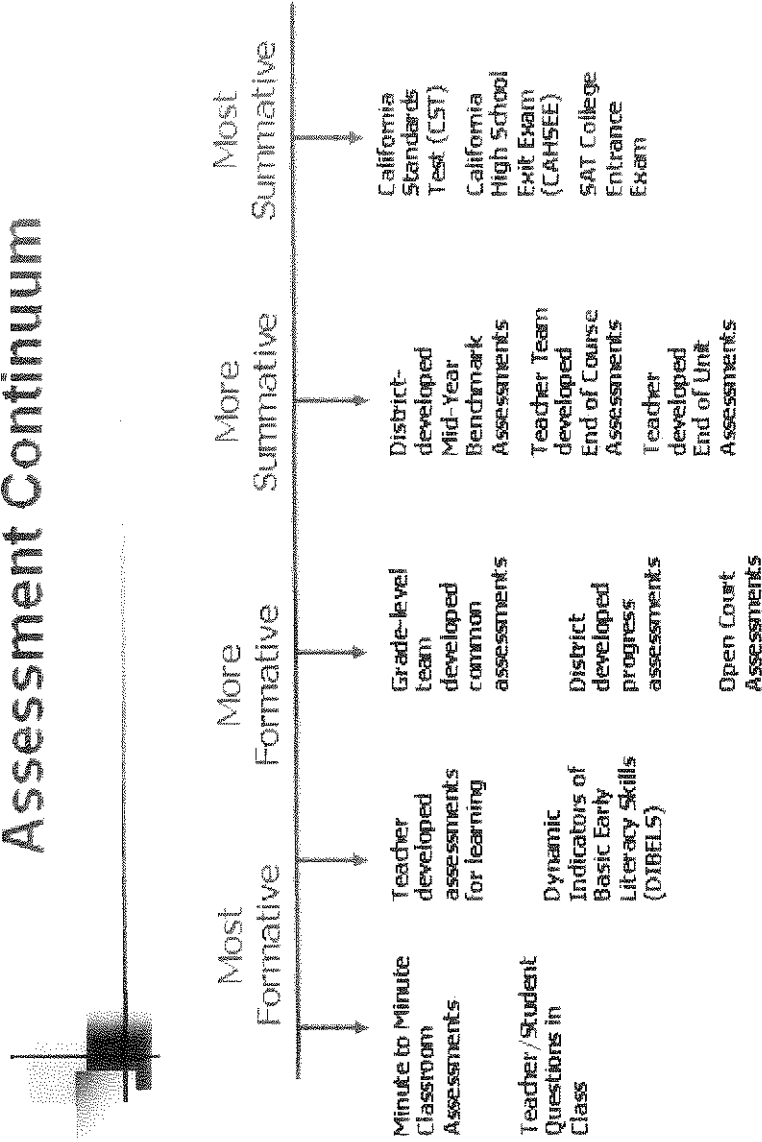
#### Public Input

All community members are encouraged to attend Curriculum Forum Committee Meetings and time for the public at-large to make comments and provide input to the committee will be made available at each meeting.

#### Agreed upon norms for working together:

1. Each member will contribute.
2. We will listen to one another.
3. Use conversational courtesy.
4. Respect the value of all ideas and points of view.
5. Humor is welcome (not at the expense of others).
6. We will start and end on time.
7. Avoid editorials.
8. Strive to be and make others comfortable.
9. Assume best intentions.
10. Turn off cell phones.

# Focus on Results Assessment Continuum



## Curriculum Forum Handout 4-15-2010

### Assessment Terminology

*Norm-Referenced:* A measure in which the student's performance is compared against a larger group (e.g. IQ test). The focus is on how an individual's performance compares to the normative group, which is a representative sample of the population.

*Criterion-Referenced:* A measure that identifies what a student can do in relation to particular performance standards. The focus is on level of mastery (e.g. STAR).

*Formative Assessment:* An assessment that is administered during the learning cycle in order to inform instruction prior to leaving that period of learning (e.g. Quizzes).

*Summative Assessment:* An assessment that is administered at the end of the learning cycle (e.g. Finals).

*The formative-summative assessment continuum:* Teachers utilize a range of assessment practices from informal observation to grading of a work product or administration of a final exam. Where these assessment techniques fall along the formative-summative assessment continuum depends in large part on how the teacher utilizes the information in regards to their instructional decisions and communications with students.

*Inter-Rater Reliability:* Degree of agreement among raters. Grade level common assessments in writing are often rated by two raters scoring according to a common rubric.

Validity: Degree to which an assessment actually measures what it is intended to measure. One manner in which to determine validity is to examine whether there is a high degree of correlation between two or more separate measures which are intended to measure similar standards/skills (e.g. the correlation between a benchmark assessment and STAR performance).

Common Assessment: An assessment technique where a group of teachers administer the same test. The results of this type of assessment can be useful in grade level conversations about instruction among teachers and principals.

Benchmark Assessment: These assessments are administered periodically and measure a student's acquisition of essential/key standards.