



Activity 3.4

Practicing With Target-Method Match

Learning Target for the Activity

- Know how to help teachers determine the appropriate assessment method(s) for the types of learning goals taught.

Purpose

Educators often have a preference for one specific assessment method, sometimes to the exclusion of the others. Yet if their curriculum contains learning goals of all types, it is not likely that all valued learning goals will be assessed or, if they are, that the results will yield accurate information. This activity is designed to help participants make decisions about which assessment method to use based on guidelines for accuracy.

Time

45–60 minutes

Materials Needed

- The learning goals for a short unit that participants have taught or will be teaching
- The assessments that accompany the unit, if available
- Electronic or paper copies of the blank target-method match chart shown in Figure 3.9

Suggested Room Setup

Tables and chairs for small groups (content or grade-level teachers may prefer to work together)

Directions

Working in small groups, complete each step in the order below:

1. Use the form in Figure 3.9 to list the learning goals that are the focus of your unit of study.
2. Using the information from Chapter 2, classify each learning goal as knowledge (K), reasoning (R), performance skill (PS), or product (P).
3. Using the information from Figure 2.2 in Chapter 2, select an appropriate assessment method to use for each learning goal: selected response (SR), constructed response (CR), performance assessment (PA), or personal communication (PC).
4. Compare the appropriate method choices with your current assessments. Discuss as a group: do they agree with the recommended matches? If not, what adjustments will you make?

Closure

Ask participants to discuss the following questions:

- What new thoughts has this activity triggered?
- What changes to your assessment practices might you make as a result?

(Continued)

FIGURE 3.9 Target-method match planning chart

LEARNING GOAL	LEARNING GOAL TYPE					ASSESSMENT METHOD			
	K	R	PS	P		SR	CR	PA	PC

Note: K, knowledge; R, reasoning; PS, performance skill; P, product; SR, selected response; CR, constructed response; PA, performance assessment; PC, personal communication.

Retrieved from the companion website for *Ten Assessment Literacy Goals for School Leaders* by Steve Chappuis, Susan M. Brookhart, and Jan Chappuis. Thousand Oaks, CA: Corwin, www.corwin.com. Copyright © 2021 by Corwin Press, Inc. All rights reserved. Reproduction authorized for educational use by educators, local school sites, and/or noncommercial or nonprofit entities that have purchased the book.