

Professional Development Program

Session 1: Introduction and Planning (1 hour 35 minutes)

(To be conducted with the entire teaching staff)

5 min: Self-survey on knowledge of assessment (to be collected and saved)

45 min: PowerPoint presentation

5 min: Why is it important to improve teacher-made tests?

Review of uses/effects of assessments

5 min: Common Core State Standards

10 min: How to create multiple-choice items

10 min: How to write essay prompts

15 min: Culturally Sensitive Assessments

15 min: Group evaluations of good and poor test items (Handouts)

Teachers work in small groups to look at a variety of test items. They will look at pairs of items to identify the high quality and low quality items. They will then provide an explanation as to what makes the item good or poor, before comparing their answers to the ones provided in the manual.

20 min: Each teacher will be provided with a Teacher Manual outlining the most important tips from the PD. Teachers will use the manual to practice writing test items with professional feedback (Worksheet and Teacher Manual)

10 min: Sharing of test items and closing

Session 2: Creation Implementation (45 minutes)

(To be conducted at grade level meetings)

5 min: Return to the self-survey. Coaches will hand back the self-survey and give the teachers time to look over their previous answers. They will facilitate a discussion about what new information the teachers gained from the training.

40 min: Teachers will bring draft questions to be reviewed by the coaches. Coaches will help review teacher assessments and assessment items using the Teacher Manual checklists to help show teachers how to reflect and improve on their own work.

Session 3: Assessment Results (as needed)

(To be conducted at grade level meetings)

1 hr/as needed: Teachers will bring their finalized assessments and student test data to use for this day. Teachers will come prepared with organized data: which test items were most often missed and which students missed them, as well as which questions were most often answered correctly.

The goal of this session is to identify good and poor test items based on student performance. Coaches will help teachers comb through the data to find if there are correlations between students' culture, language diversity, and socioeconomic group and their test scores or performance on specific test items. By narrowing down which items relate to these diverse factors, the coaches can then help eliminate or rework poor test items to eliminate bias and confusion.