

DEEPENING ASSESSMENT LITERACY

Fall 2014

Objective

- Identify best practices for local assessment development
- Provide a working knowledge of the *WPSD Assessment Review Tool* and *2nd Look Screening Process*





Assessment Development

Assessment

- Definition: An instrument or process for documenting in measurable terms what students know and can do
- Educational assessments can take many forms, including but not limited to, written tests and assignments, performance tasks, and portfolios



Assessment Purpose

- Identify your purpose
 - ▣ Clear understanding of **what** you are trying to measure
 - ▣ Select a measure that allows you to determine whether or not students learned it
- 3 Purposes for Assessment
 - ▣ To Inform Instruction: Low stakes, short-cycle, information on student's progress (strengths and weaknesses)
 - ▣ To Screen/Identify: Key skills, quickly scored, inform decisions about placement
 - ▣ To Measure Outcomes: Summative, quantified and reported, evidence of growth/learning

Assessment Type

- Relative to placement in the Cycle of Instruction and Purpose
- 3 Types of Assessment
 - ▣ Formative: During the learning process, used to inform instruction
 - ▣ Summative: At the end of instruction, for the purpose of grading, advancement, or evaluation of effectiveness
 - ▣ Interim: Between Formative & Summative measures, to pinpoint areas where students need additional or adjusted instruction (Progress Monitoring)

Assessment Construct

- Determine the best way to....
 - ▣ Assess the underlying skill, ability, or trait being measured
 - ▣ Ensure that evidence measures those skills, abilities and traits
- For example, if a teacher's Objective Statement focuses on writing in response to literature, the construct would be writing in response to literature
- Form follows function
 1. Identify the construct you want to measure
 2. Select a format that is aligned to that construct

Considerations for Quality Assessments

- Quality Assessment Components
 - Alignment
 - Format
 - Item Type
 - Administration
 - Scoring



Alignment

- Degree to which standards, curricula, assessment, and instruction work together to advance student achievement
- Tight connection between what is intended to be measured and what the assessment actually measures
- Three C's of Alignment
 - ▣ Content (Match)
 - ▣ Coverage (Breadth)
 - ▣ Complexity (DOK)

Format

- Choosing the best format for measuring the construct
 - Purpose
 - Logistical Constraints
- Options:
 - Oral Exam
 - Written Exam
 - Product
 - Multiple Choice Test
 - Performance Task
 - Portfolio

Item Types for Written Assessments

- Different item types for written assessments:
 - Selected Response
 - Constructed Response
 - Essay
 - Fill-in-the-blank
- Include several items per standard and a range of item types
- Factors must also include administration logistics

Administration

- Format
 - ▣ Format or structure of how an assessment is delivered and taken
 - ▣ Standardized format or other formats, i.e. performance task
 - ▣ Choose the most appropriate format for measuring the construct
- Constraints
 - ▣ Where? When? How long? What materials?
- Refer to already published Administration Guides/
Manuals for direction

Scoring Process

- Clear Process & Objective Scoring
- How?
 - ▣ By the educator who administers it or someone else?
 - ▣ By a computer?
 - ▣ By an individual teacher?
 - ▣ By a team of teachers? (Most reliable)
- Additional Considerations
 - ▣ Scoring rubric
 - ▣ Group norming/Calibration exercises
 - ▣ Examples of student work

Accommodations & Modifications

| Accommodations | Modifications |
|--|--|
| A change in HOW content is assessed (administration or presentation) | A change in WHAT content is assessed (change in material covered) |
| Does not fundamentally alter or lower the standards or expectations | Does fundamentally alter or lower the standards or expectations |
| Examples include extended time, frequent breaks, small group setting, use of word processor | Examples include simplified text complexity, alternate scoring guide |
| Do not provide an advantage in regard to the construct being measured and are appropriate for the individual student | Appropriate in some instances when needing to gather information about what students know and can do; In most cases, should not be used for summative purposes |
| | <i>**Note - Modified assessments and scores could be used for students identified for Alternate Assessments but scores should not be included in the data set.</i> |

Key Takeaways

- Assessment is **integral to teaching** because it tells us what students know and are learning
- Assessment selection/design should always begin with your **purpose**
- SGOs/District Looks are measured with **summative** assessments, though other types should be used for progress monitoring
- Alignment, format, item type, administration, and scoring are important considerations that impact the reliability and validity of assessment results



District 2nd Look

WPSD Assessment Review Tool

- Location
 - ▣ District Website > Departments > HR > Educator Effectiveness
- Format
 - ▣ Excel Document with Accompanying Documentation
- Profile
- Components

WPSD 2nd Look Screening Process

- Required Materials
- Due Dates
 - ▣ December 10th & March 10th (Annually)
- Recommendations
 - ▣ Approved: As Is OR Pending slight modifications
 - ▣ Resubmitted: With rewrites OR With Modifications
- Output
 - ▣ Data stored annually in Data Warehouse (Interim/Alpine)
 - Beginning Spring 2015
 - ▣ 2 Years & Minimum N required for 2nd Look
 - ▣ 2nd Look Score
 - Beginning Fall 2016

Resources

- <http://www.ride.ri.gov/TeachersAdministrators/EducatorEvaluation/OnlineModules.aspx>
- <http://www.cde.state.co.us/educatoreffectiveness/studentgrowthguide>
- <http://www.cde.state.co.us/contentcollaboratives>
- <http://www.state.nj.us/education/AchieveNJ/teacher/>

QUESTIONS

