

ESSA Ready Educators

Assuring Assessment Literate Stakeholders in Every State,
District, and Classroom

Presenters:

Kathy Dewsbury-White, Kristin Hamilton, W. James
Popham, Rick Stiggins & Melisa Yeoman

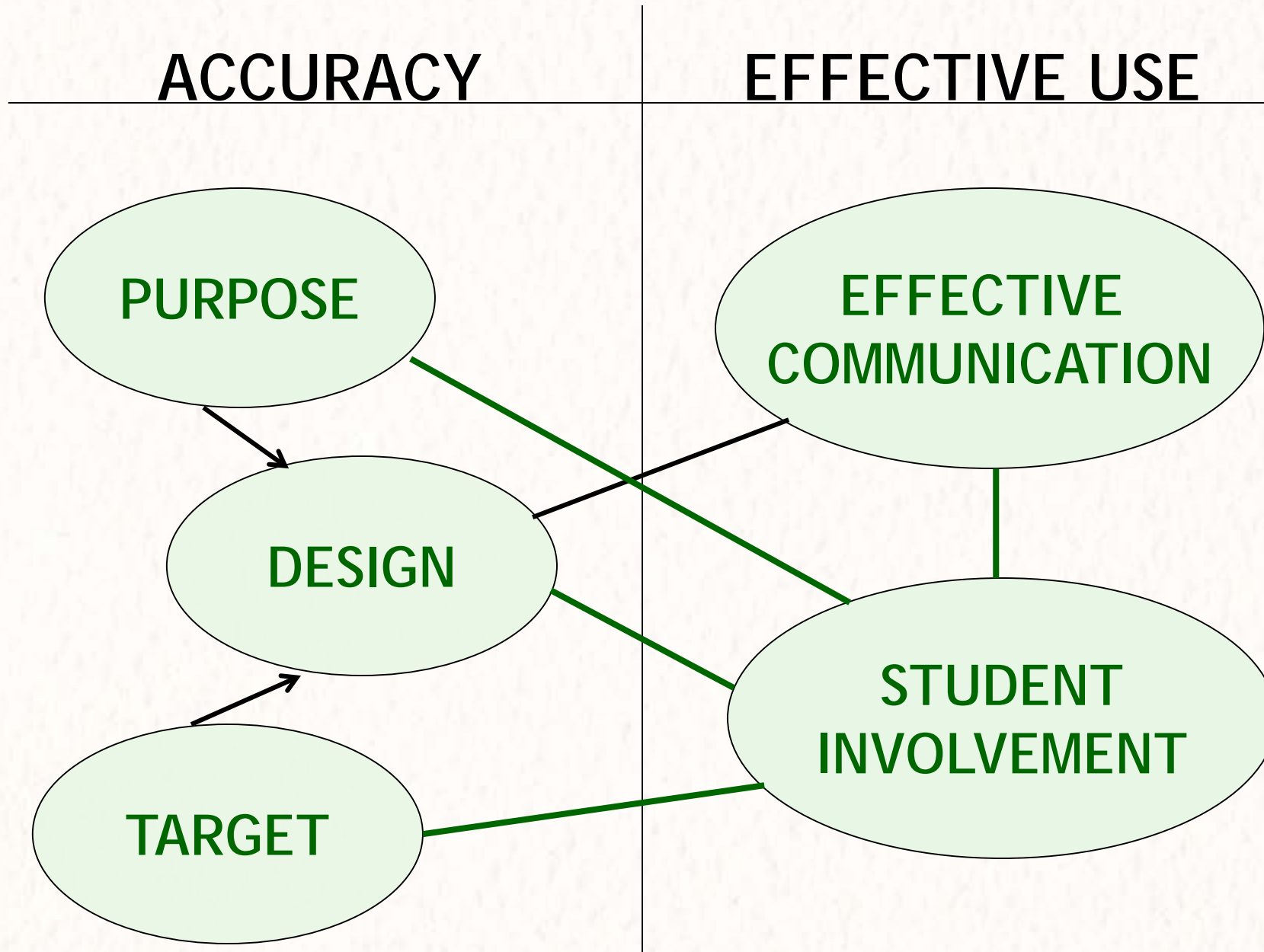
Welcome!

- Kristin Hamilton
- Kathy Dewsbury-White
- Melisa Yeoman
- Jim Popham
- Rick Stiggins

Assessment Literacy:
The key to our
assessment future

Assessment literate educators understand the basic principles of sound assessment practice. Key responsibilities:

- Develop and use assessments that accurately reflect student learning
- Use the assessment process and its results to either support or verify achievement, depending on the context



ACCURACY

EFFECTIVE USE

PURPOSE

Key 1: Clear Assessment Purpose

- Who's going to use the information?
- How will they use it; that is, what decision(s) must they make?
- Therefore, what information will they need?
- **The assessment must provide that information...**

ACCURACY

EFFECTIVE USE

PURPOSE

TARGET

Key 2: Clear Learning Targets

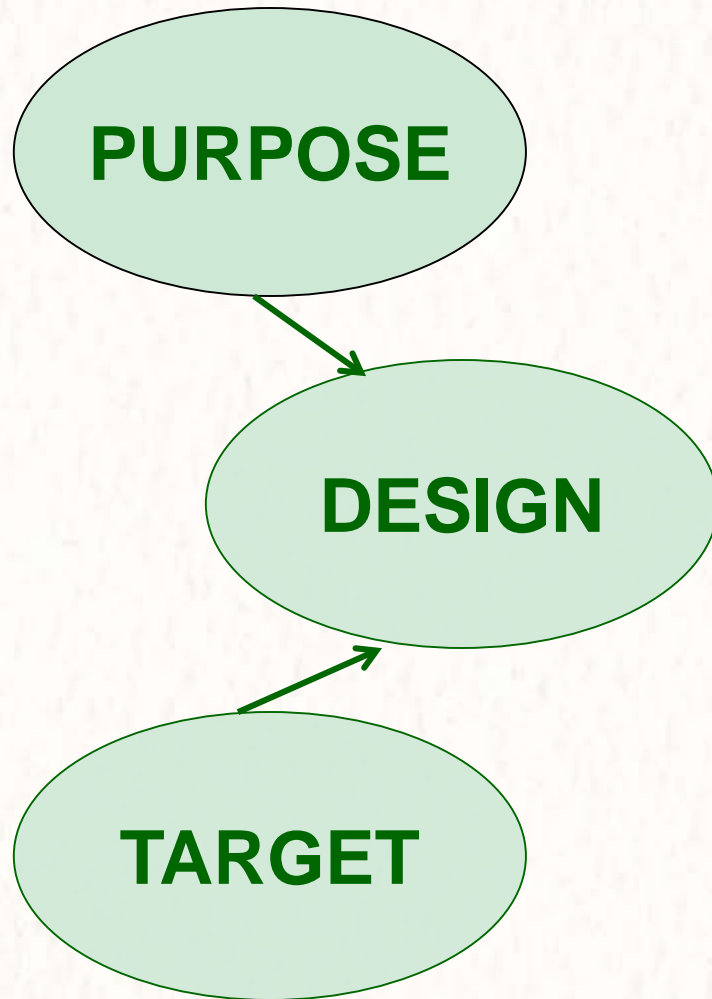
- Are our targets clear to us? Are they clear to students?
- Can we identify what kinds of targets we have?
- Do our assignments and assessments reflect the targets students have had the opportunity to learn?

Clarifying Learning Targets

- Begin with pre-set standards
- Ordered in learning progressions
- Mastered by teachers who are to promote student mastery
- Deconstruct into scaffolding leading to each standard
- Communicate the learning targets to learners in advance in language they can understand
- The assessment tasks and scoring scheme must reflect the intended target(s)

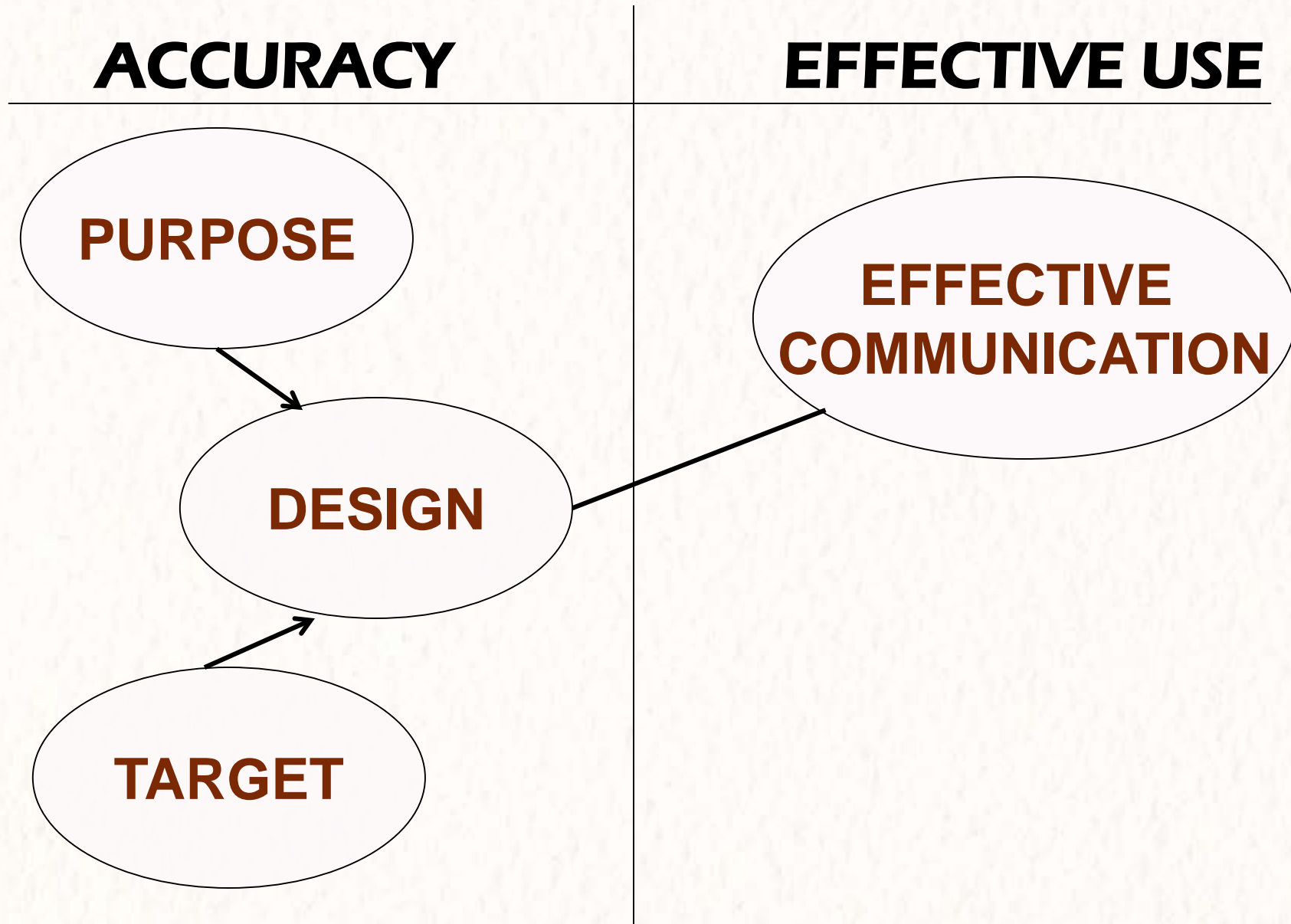
ACCURACY

EFFECTIVE USE



Key 3: Sound Assessment Design

- Select a proper assessment method given the learning target
- Frame an appropriate sample
- Build quality items, tasks, and scoring schemes
- Anticipate and control relevant sources of bias that can distort results

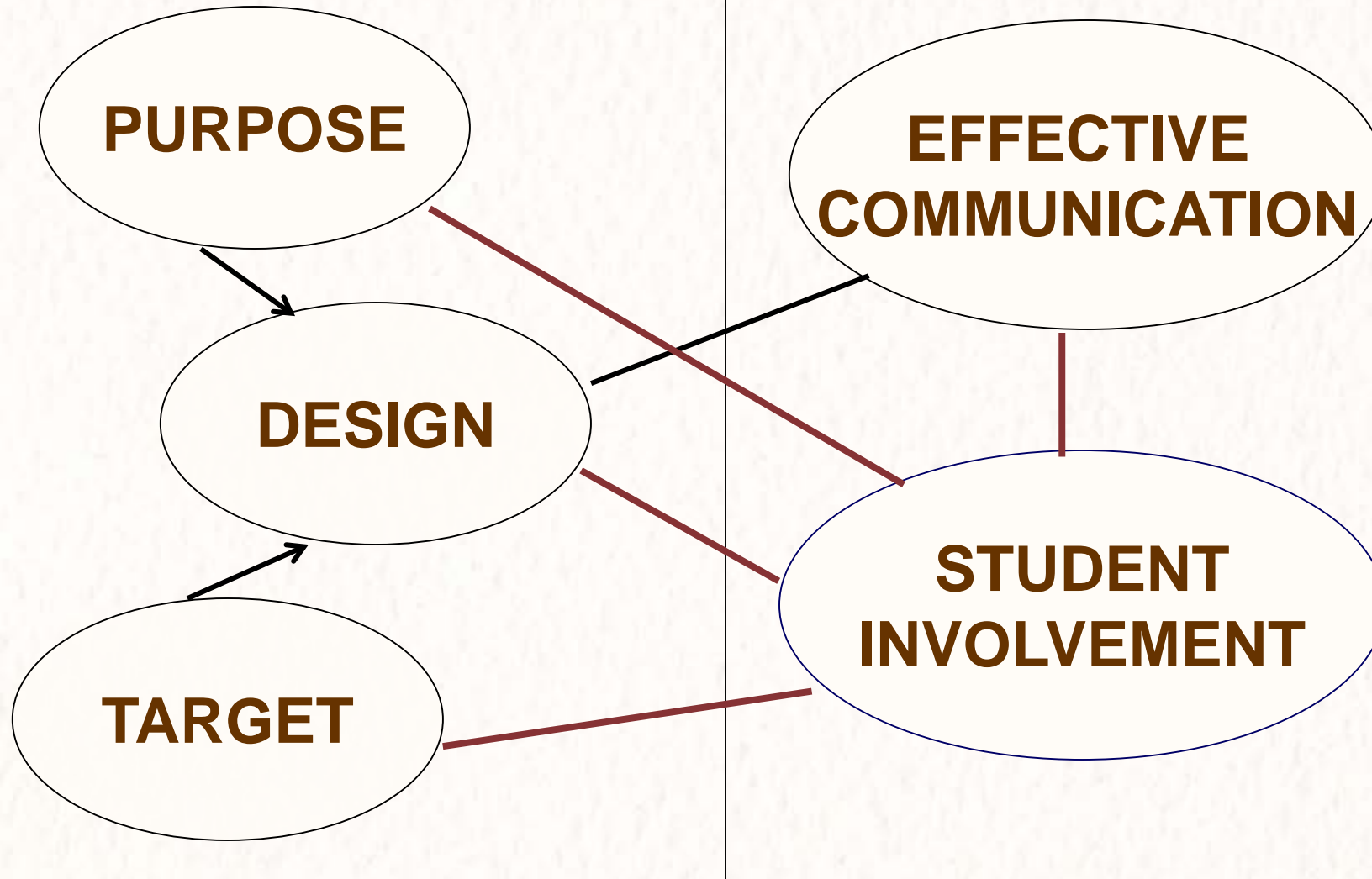


Key 4: Effective Communication

- Formative purpose
 - Assessment results function as descriptive feedback to students
 - It focuses on attributes of the student's work
 - Students engaged in tracking and communicating about their evolving learning
- Summative purpose
 - Achievement tracked by learning targets and recorded by standard
 - Grades communicate achievement across standards
 - Test scores understood by all users and used well

ACCURACY

EFFECTIVE USE



Key 5: Student Involvement

- Key 1: Are students' information needs planned for and met as they are learning?
- Key 2: Do students have a clear vision of the intended learning target(s) from the start?
- Key 3: Are students able to self-assess and set goals on the basis of their assessment results?
- Key 4: Do students receive and offer effective feedback during the learning?
- Key 5: Do students track, reflect on, and share their learning progress?

Who must be assessment literate?

- Teachers
- District and school leaders
- Policy makers & policy influencers
- Students
- Measurement comm & tests pubs
- Parents and communities
- News media
- Faculties of higher education

What does assessment literacy look like at a high level?

Kathy Dewsbury-White

President and CEO of the Michigan Assessment Consortium

Developing Assessment Literacy from One State's Perspective



DEVELOPING ASSESSMENT
LITERACY IN MICHIGAN

ASSESSMENT LITERACY

ONE STATE'S STORY

WWW.MICHIGANASSESSMENTCONSORTIUM.ORG

START WITH STANDARDS



Articulated dispositions, knowledge and skills
each stakeholder group needs to use
assessment information to support student
learning and a world class education system

DEVELOP OPPORTUNITIES & CONNECT RESOURCES

State-wide Assessment Learning Network,
Credentialing System

Pre-service Preparation Programs/graduate programs



DEVELOP PEOPLE



Education is an eco-system all stakeholder
groups need basic understanding about
role of assessment to support learning :
students, their parents, EDUCATORS and
policy makers..

CREATE INCENTIVES & STRUCTURES

Credit, endorsements on a license,
certifications, influence pre-service
preparation & graduate programs



MAKE SUPPORTIVE POLICIES



MDE endorsed Assessment Literacy Standards,
Will hope future legislatures will take lead of
education entities , Local districts have capacity to
institute & maintain balanced assessment systems.

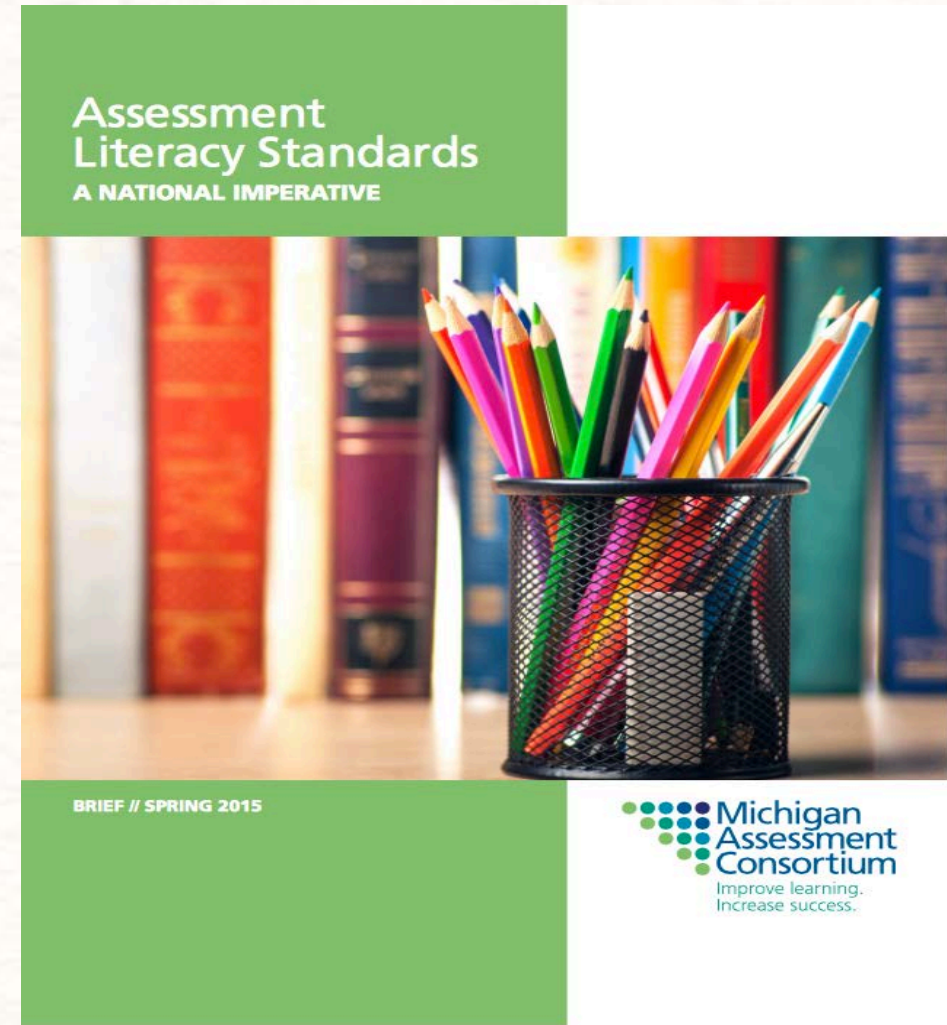
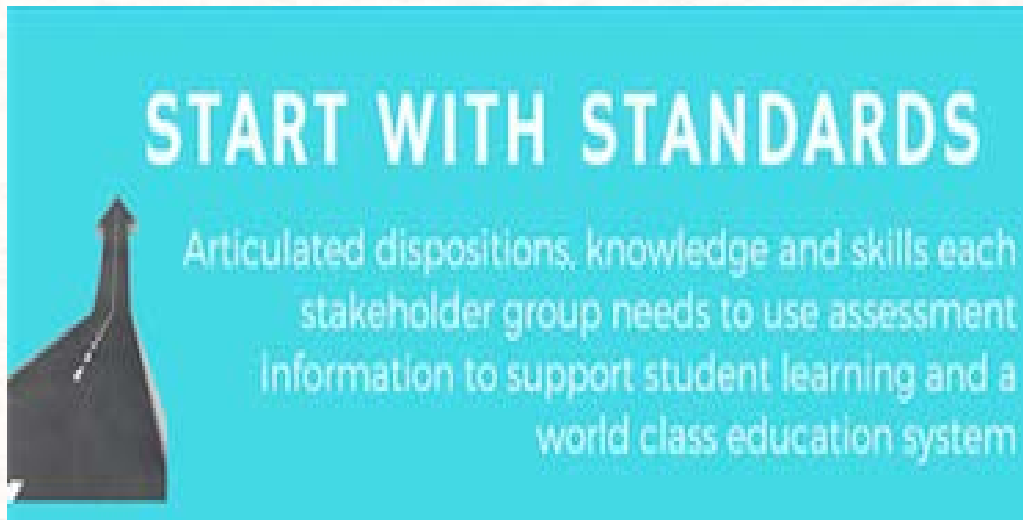
FOCUS PUBLIC RESOURCES

Designated state aid funds to support local
district staff time and professional learning,
+ development, selection, & use of high
quality measures



Assessment Literacy Standards

MAC developed, state board of education, endorsed



State-wide Assessment Learning Network



ALN Theory of Action

**DEVELOP OPPORTUNITIES &
CONNECT RESOURCES**

State-wide Assessment Learning Network
Credentialing System
Pre-service Preparation Programs/graduate programs



If Education is an ecosystem each stakeholder group must be considered and supported

ALS developed for role groups and opportunities to learn custom built

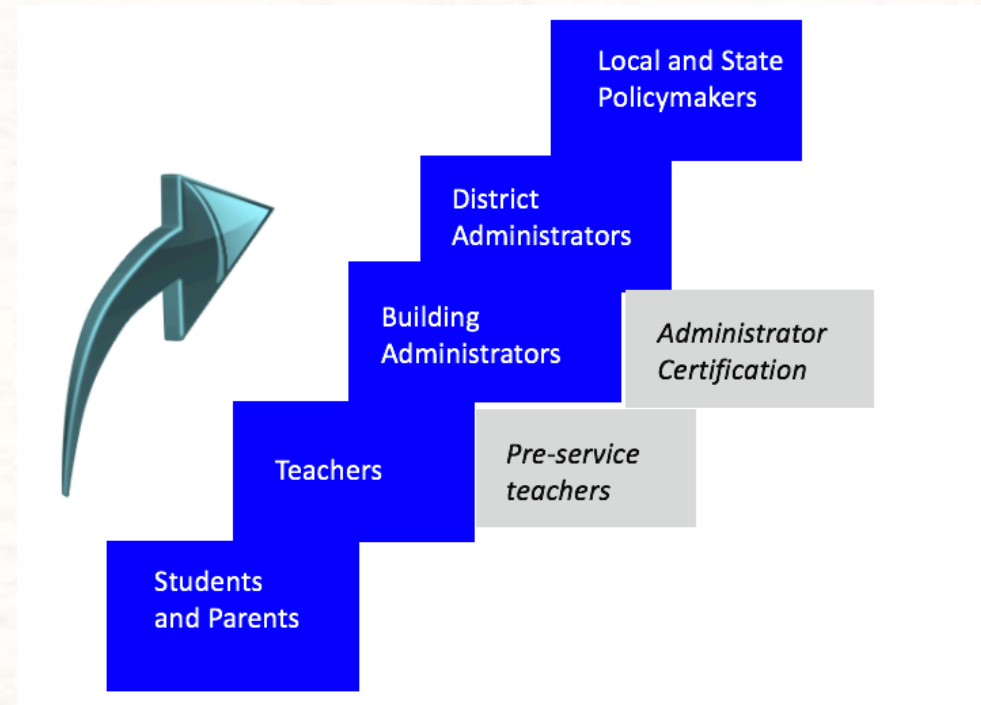


Illustration of stakeholder group – Assessment Literate Building Administrator



“Principals need to familiarize themselves with the ways in which teachers learn about quality instruction so they can help teachers see the connection between assessment processes and quality teaching practice.”

Cara Jackson, Amelia Wenk Gotwals, Beth Tarasawa

Implementing Assessment Literacy A Principal's Guide May 2017

Credentialing System would offer awareness OTL -- through demonstration of proficiency (certification)

Sample foundational topics

CREATE INCENTIVES & STRUCTURES



Credit, endorsements on a license, certifications,
influence pre-service preparation & graduate programs

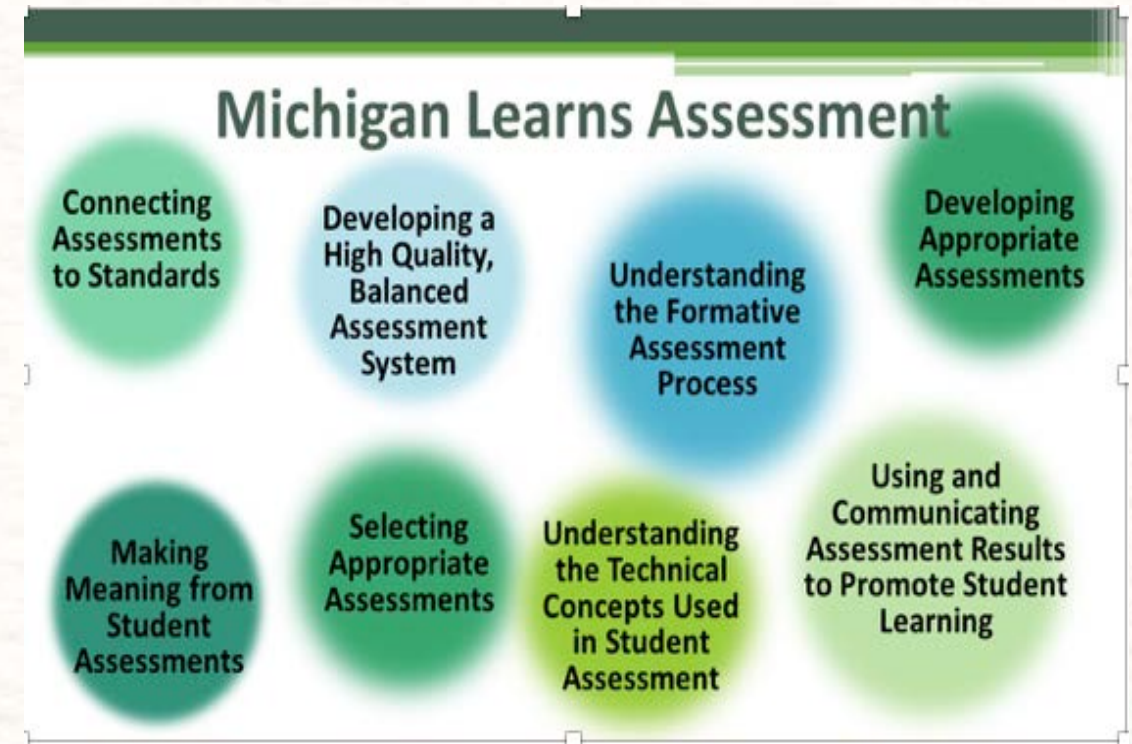


Illustration Balanced Assessment System Module – Built from AL Standards

Module Concepts & Outcomes

Key Concepts	Outcomes
Assessment Design	Identify uses of assessment by different users Distinguish between assessment of and for learning and describe the uses of each
Elements of a Balanced Assessment System	Explain the uses of summative, interim & formative assessment in a balanced assessment system.
Criteria for a Quality Balanced Assessment System	Identify examples of criteria of comprehensive, coherent and continuous in a balanced assessment system.
Developing a District Assessment Plan	Begin development of an assessment plan

Standards emphasized in Module

Assessment Literacy Standards Addressed in this Module

Assessment Literacy Standard Codes – Module 2				
Standard	Teacher	Building Administrator	District Administrator	Policymaker
An effective assessment system must balance different purposes for different users and use varied methods of assessment and communication	Disp-F	Disp-B		Disp-B
Multiple measures can provide a more balanced picture of a student or school.	Disp-H	Disp-D		
A more balanced assessment system consists of both of the following: 1) Different users have different assessment purposes and 2) Different assessment purposes may require different assessment methods	Know -A	Know -A	Know -A	Know -A
There are different purposes for student assessment, 1) Student improvement, 2) Instructional program improvement, 3) Student, teacher, or system accountability, 4) Program evaluation and 5) Prediction of future performance	Know -B	Know -B	Know -B	Know -B
The definitions of and uses for different types of assessment, 1) Summative assessment, 2) Interim benchmark assessment, 3) Formative-assessment practices	Know -C	Know -C	Know -C	Know -C
Select and use various assessment methods appropriate to assessment purposes and learning targets.	Perf-B			
Provide time and support for staff to implement a balanced assessment system by providing opportunities to develop skills in selecting, creating, and developing assessment				Perf-D

ESSA Guidance developed by National Task Force

Explicitly states **SHOULD** incorporate training and professional development that supports AL into ESSA applications

MAKE SUPPORTIVE POLICIES



MDE endorsed Assessment Literacy Standards. Will hope future legislatures will take lead of education entities. Local districts have capacity to institute & maintain balanced assessment systems.

ASSESSMENT LITERACY FOR THE EDUCATION ECOSYSTEM UNDER ESSA

FOR STATE AND LOCAL EDUCATIONAL AGENCIES (SEAs AND LEAs)

Eliminating redundant or unnecessary tests and improving assessment programs is supported in ESSA through a grant program that provides for audits of testing systems at both the state and local levels. Such assessment audits will support student learning only if the auditors and the recipients of the audit understand how assessment practices can support greater and broader student learning success. States should identify resources and opportunities within the assessment audit process to improve assessment literacy.

ESSA Opportunities for SEAs and LEAs: Title I, Part B

SEAs could ensure assessment audits are conducted and used to benefit students by supporting training in the role, purpose, users and uses of various types of assessments.

SEAs could support the identification and development of state and district personnel with assessment literacy credentials to oversee the assessment audit, act on the results, and develop an assessment plan.

SEAs could require that staff hired to support assessment development, selection, and use be assessment literate or credentialed in assessment.

SEAs could support LEAs engaging all affected stakeholders in the development of district level assessment policies and practices.

SEAs could provide training, technical assistance, and capacity-building in LEAs to assist teachers, principals, or other school leaders with selecting and implementing assessments, designing classroom-based assessments and using data from such assessments to improve instruction and student academic achievement.

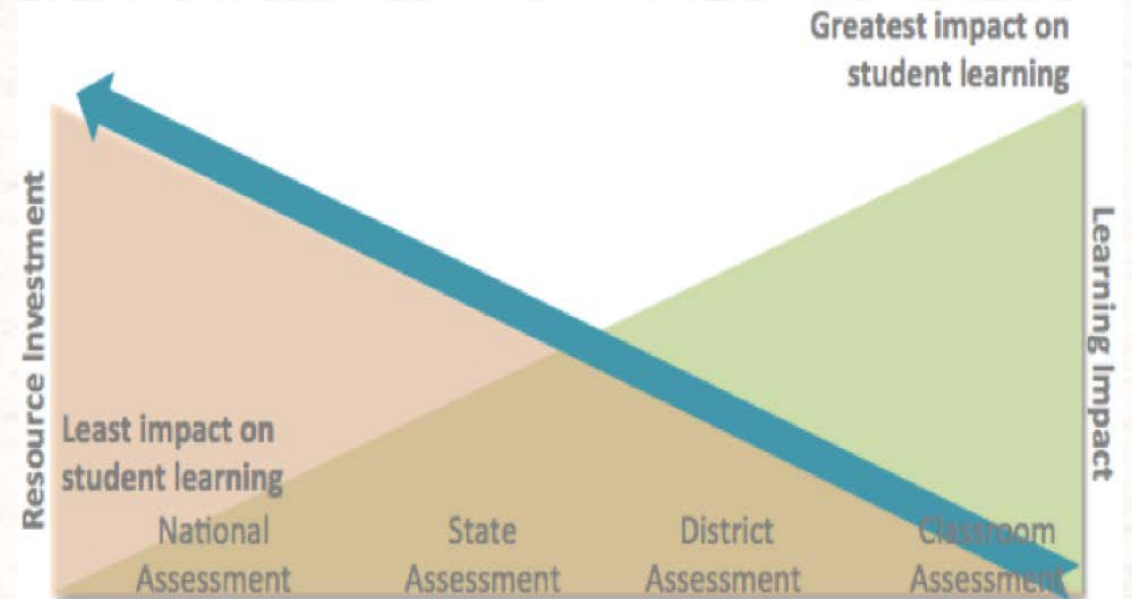
To become assessment literate we will have to redirect public resources to invest in capacity of work force

Currently, disproportionate amount of public resources fund large scale, accountability efforts

FOCUS PUBLIC RESOURCES

Designated state aid funds to support local district staff time and professional learning, + development, selection, & use of high quality measures

\$



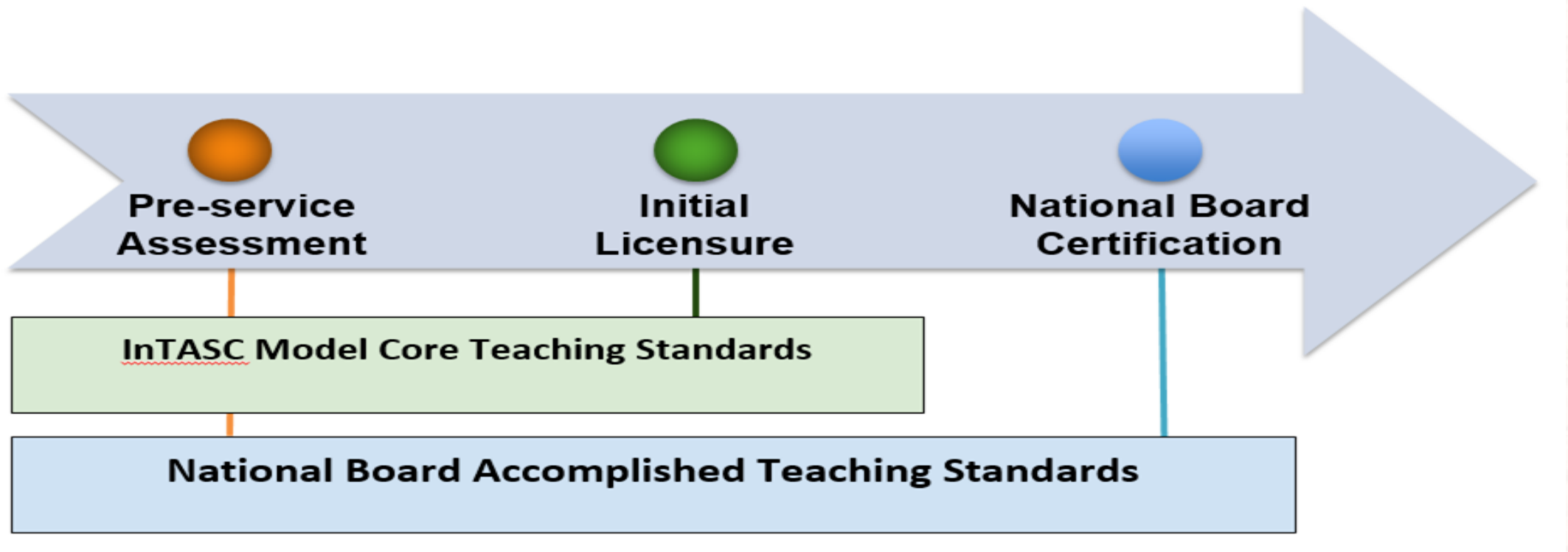
Adapted from American Federation of Teachers (2013). *Testing More, Teaching Less*.

Q&A for Kathy

What does assessment literacy look like from a teacher's perspective

Kristin Hamilton
Senior Director of Standards
National Board for Professional Teaching Standards

Standards-Based Professional Continuum



The Five Core Propositions

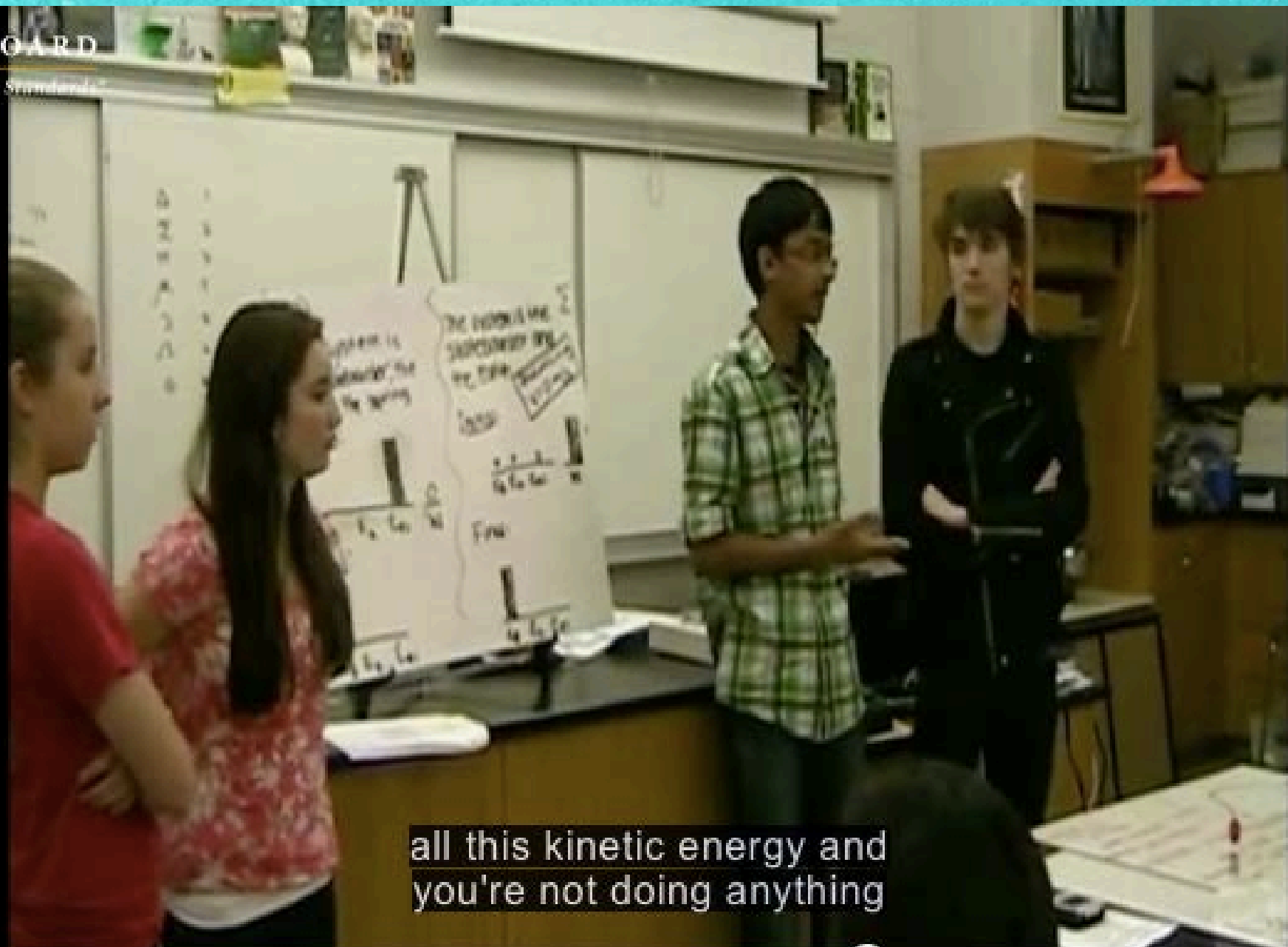
Teachers...

1. Are committed to students and their learning.
1. Know the subjects they teach and how to teach those subjects to students.
1. Are responsible for managing and monitoring student learning.
1. Think systematically about their practice and learn from experience.
2. Are members of learning communities.

Four Components for Board Certification

Differentiated by certificate area

<u>Component</u>	<u>Name</u>	<u>Evidence</u>
1	Content Knowledge	Assessment Center
2	Differentiation in Instruction	Student Work
3	Teaching Practices and Learning	Video
4	Effective and Reflective Practitioner	Assessment & Collaboration



all this kinetic energy and
you're not doing anything

Pause clip



12:19 / 20:02



Case #1079

Analyzing Assessments as a Learning and Communication Tool

This case shows a teacher facilitating a discussion amongst student groups about problems on their physics assessment taken previously and students presenting each problem and how they solved it.

TOPICS

Science

Crosscutting Concepts - Systems and System

Models | Physical Sciences - Motion and Stability: Forces and Interactions | Science and Engineering Practices

GRADES

Grade 9



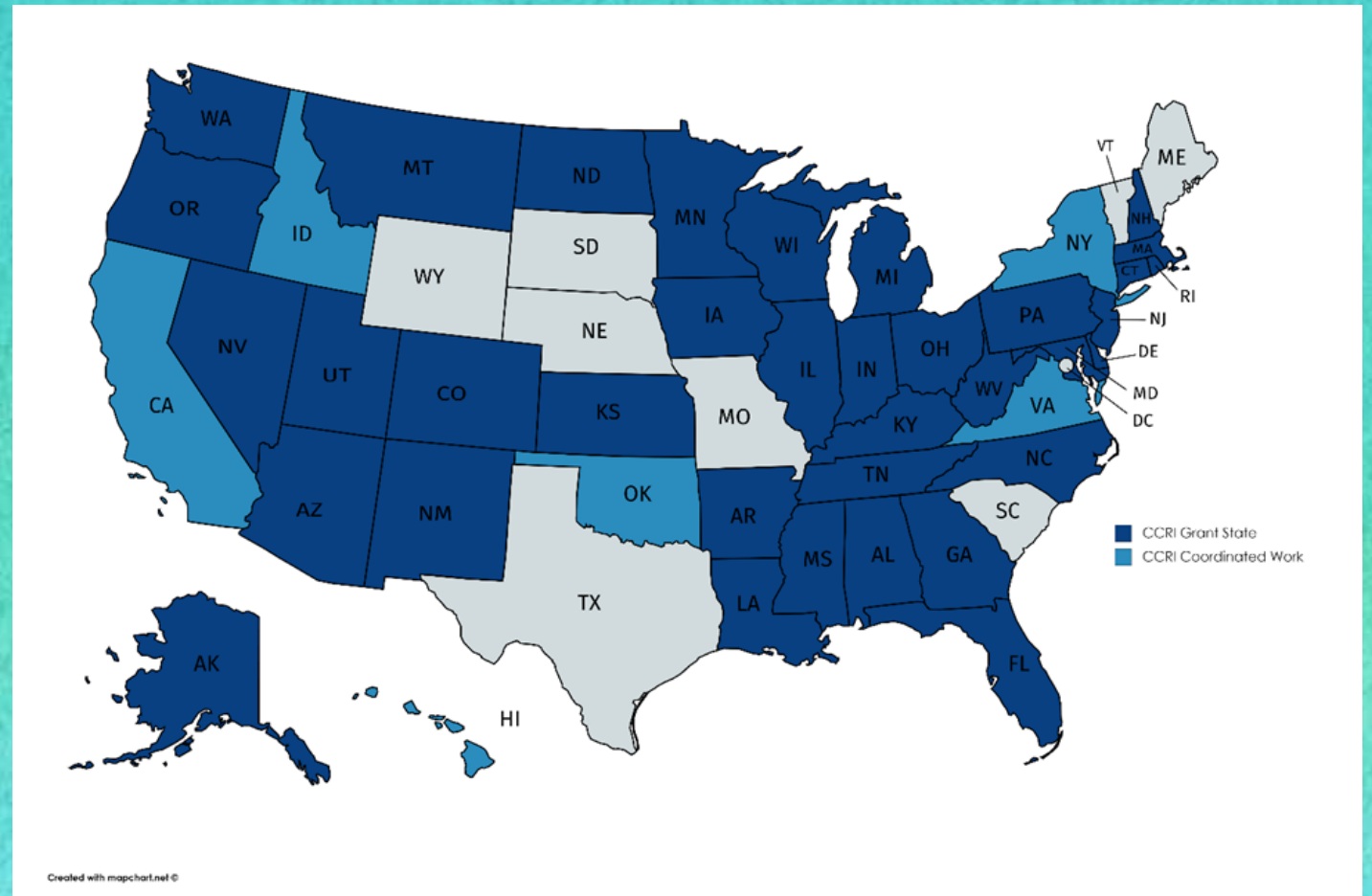
Q&A for Kristin

What does a parent need to know to be assessment literate?

Melisa Yeoman
Regional Advocacy Specialist
National PTA

Assessment Work in the States

- Timing
- Grant Initiatives
- Targeted States
- Accomplishments
- Concerns



Best Practices



- Parent Nights



- PTA Events/Meetings



- Webinars



- Social Media



- Twitter Town Halls



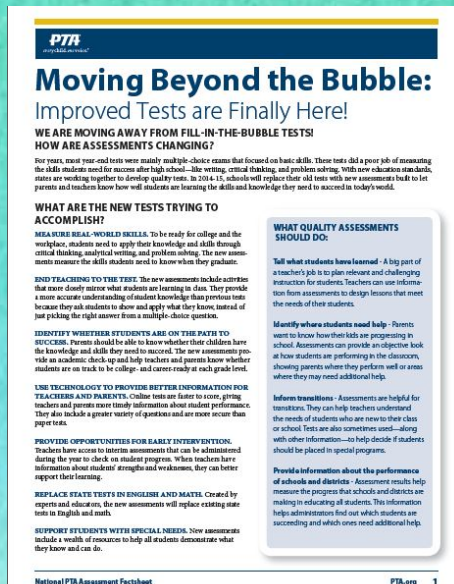
- Websites – National/State/Local



- Communications – National/State/Local

PTA Resources

- Fact Sheet – *Moving Beyond the Bubble*
- *5 Pillars of Successful Implementation*
- State Assessment Guides
- Materials: Tool Kits, PPTs, Videos, Handouts



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Moving Beyond the Bubble: Improved Tests are Finally Here!

**WE ARE MOVING AWAY FROM FILL-IN-THE-BUBBLE TESTS!
HOW ARE ASSESSMENTS CHANGING?**

For years, most year-end tests were mostly multiple-choice exams that focused on basic skills. These tests did a poor job of measuring the skills students need for success after high school—like writing, critical thinking, and problem solving. With new education standards, states are working together to develop quality tests. In 2014-15, schools will replace their old tests with new assessments built to let parents and teachers know how well students are learning the skills and knowledge they need to be successful in today's world.

WHAT ARE THE NEW TESTS TRYING TO ACCOMPLISH?

MEASURE REAL-WORLD SKILLS. To be ready for college and the workplace, students need to apply their knowledge and skills through critical thinking, analytical writing, and problem solving. The new assessments measure the skills students need to know when they graduate.

END TEACHING TO THE TEST. The new assessments include activities that more closely mirror what students are learning in class. They provide a more accurate understanding of student knowledge than previous tests because they ask students to show and apply what they have learned, not just picking the right answer from a multiple-choice question.

IDENTIFY WHETHER STUDENTS ARE ON THE PATH TO SUCCESS. Parents should be able to know whether their children have the knowledge and skills they need to succeed. The new assessments provide an accurate check-up and help teachers and parents know whether students are on track to be college- and career-ready at each grade level.

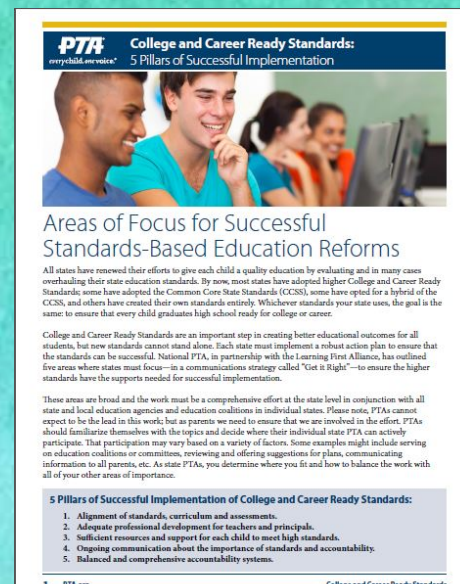
USE TECHNOLOGY TO PROVIDE BETTER INFORMATION FOR TEACHERS AND PARENTS. Online tests are faster to score, giving teachers and parents more timely information about student performance. They also include a greater variety of questions and are more secure than paper tests.

PROVIDE OPPORTUNITIES FOR EARLY INTERVENTION. Teachers have access to interim assessments that can be administered during the year to check on student progress. When teachers have information about student strengths and weaknesses, they can better report their learning.

REPLACE STATE TESTS IN ENGLISH AND MATH. Created by experts and educators, the new assessments will replace existing state tests in English and math.

SUPPORT STUDENTS WITH SPECIAL NEEDS. New assessments include a wealth of options to help all students demonstrate what they know and can do.

National PTA Assessment Factsheet PTA.org 1



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College and Career Ready Standards: 5 Pillars of Successful Implementation

Areas of Focus for Successful Standards-Based Education Reforms

All states have renewed their efforts to give each child a quality education by evaluating and in many cases overhauling their state education standards. By now, most states have adopted higher College and Career Ready Standards; some have adopted the Common Core State Standards (CCSS), some have opted for a hybrid of the CCSS, and others have created their own standards entirely. Whichever standards your state uses, the goal is the same: to ensure that every child graduates high school ready for college or career.

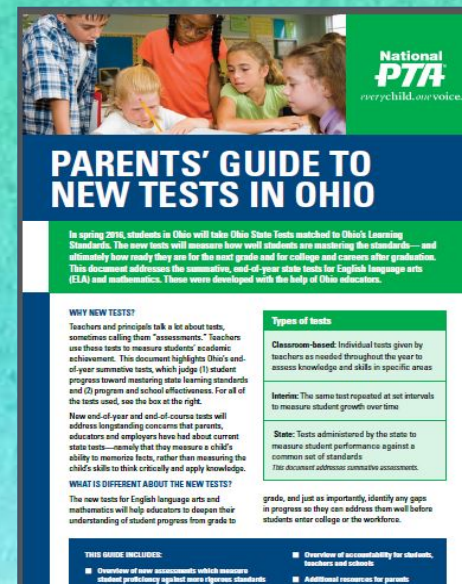
College and Career Ready Standards are an important step in creating better educational outcomes for all students, but new standards cannot stand alone. Each state must implement a robust action plan to ensure that the standards can be successful. National PTA, in partnership with the Learning First Alliance, has outlined five areas where states must focus—in a communications strategy called "Get it Right!"—to ensure the higher standards have the supports needed for successful implementation.

These areas are broad and the work must be a comprehensive effort at the state level in conjunction with all state and local education agencies and education conditions in individual states. Please note, PTAs cannot expect to be the lead in this work, but as parents we need to ensure that we are involved in the effort. PTAs should familiarize themselves with the topics and decide where their individual state PTA can actively participate. That participation may vary based on a variety of factors. Some examples might include serving on education coalitions or committees, reviewing and offering suggestions for plans, communicating information to all parents, etc. As a state PTA, you determine where you fit and how to balance the work with all of your other areas of importance.

5 Pillars of Successful Implementation of College and Career Ready Standards:

1. Alignment of standards, curriculum and assessments.
2. Adequate professional development for teachers and principals.
3. Sufficient resources and support for each child to meet high standards.
4. Ongoing communication about the importance of standards and accountability.
5. Balanced and comprehensive accountability systems.

PTA.org College and Career Ready Standards



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PARENTS' GUIDE TO NEW TESTS IN OHIO

In spring 2015, students in Ohio will take Ohio State Tests matched to Ohio's Learning Standards. The new tests will measure how well students are mastering the standards—and ultimately how ready they are for the next grade and for college and careers after graduation. This document addresses this summative, end-of-year state tests for English language arts (ELA) and mathematics. These were developed with the help of Ohio educators.

WHY NEW TESTS?

Teachers and principals talk a lot about tests, sometimes calling them "assessments." Teachers use these tests to measure students' academic achievement. This document highlights Ohio's end-of-year summative tests, which judge (1) student progress toward mastering state learning standards and (2) program and school effectiveness. For all of the tests used, see the box at the right.

New end-of-year and end-of-course tests will address longstanding concerns that parents, educators and employers have had about current state tests—namely that they measure a child's ability to memorize facts, rather than measuring the child's skills to think critically and apply knowledge.

WHAT IS DIFFERENT ABOUT THE NEW TESTS?

The new tests for English language arts and mathematics will help educators to deepen their understanding of student progress from grade to grade, and just as importantly, identify any gaps in progress so they can address them well before students enter college or the workforce.

Types of tests

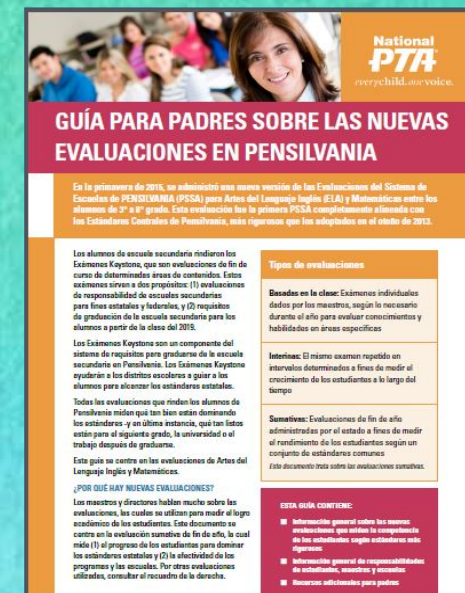
Classroom-based: Individual tests given by teachers as needed throughout the year to assess knowledge and skills in specific areas.

Interim: The same test repeated at set intervals to measure student growth over time.

State: Tests administered by the state to measure student performance against a common set of standards. This document addresses summative assessments.

THIS GUIDE INCLUDES:

- Overview of new assessments which measure student proficiency against more rigorous standards.
- Overview of accountability for students, teachers and schools.
- Additional resources for parents.



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GUÍA PARA PADRES SOBRE LAS NUEVAS EVALUACIONES EN PENNSILVANIA

En la primavera de 2015, se administrarán una nueva versión de las Evaluaciones del Sistema de Escuelas de Pensilvania (PSSA) para Artes del Lenguaje Inglés (ELA) y Matemáticas entre los alumnos de 3° a 8° grado. Esta evaluación fue la primera PSSA completamente alineada con los Estándares Centrales de Pensilvania, más rigurosos que los adoptados en el estado de 2013.

Los alumnos de escuela secundaria midieron los Exámenes Keystone, que son evaluaciones de fin de curso de determinadas áreas de contenidos. Estos exámenes sirven a dos propósitos: (1) evaluaciones de responsabilidad de escuelas secundarias para fines estatales y federales, y (2) requisitos de graduación de la escuela secundaria para los alumnos a partir de la clase del 2016.

Los Exámenes Keystone son un componente del sistema de requisitos para graduarse de la escuela secundaria en Pensilvania. Los Exámenes Keystone evaluarán a los distintos escolares a partir de los alumnos para elevar los estándares estatales.

Todas las evaluaciones que rinden los alumnos de Pensilvania están que han bien están demandando los estándares y en última instancia, que los tests están entre para el siguiente grado, la universidad o el trabajo después de graduarse.

Esta guía se centra en las evaluaciones de Artes del Lenguaje Inglés y Matemáticas.

¿POR QUÉ HAY NUEVAS EVALUACIONES?

Los maestros y directores hablan mucho sobre las evaluaciones, los cuales se utilizan para medir el progreso de los estudiantes. Este documento se centra en la evaluación sumativa de fin de año, la cual mide (1) el progreso de los estudiantes para dominar los estándares estatales y (2) la efectividad de los programas y las escuelas. Por otras evaluaciones utilizadas, consultar el recuadro de la derecha.

ESTA GUÍA CONTIENE:

- Introducción general sobre las nuevas evaluaciones que están la responsabilidad de las escuelas según estándares más rigurosos.
- Introducción general de responsabilidades de estudiantes, maestros y padres.
- Recursos adicionales para padres.

Tipos de evaluaciones

Basados en la clase: Exámenes individuales dados por los maestros, según lo necesario durante el año para evaluar conocimientos y habilidades en áreas específicas.

Interim: El mismo examen repetido en intervalos determinados a fines de medir el crecimiento de los estudiantes a lo largo del tiempo.

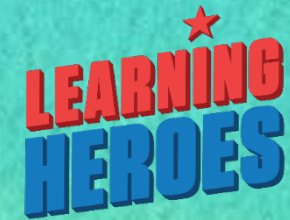
Sumativas: Evaluaciones de fin de año administradas por el estado a fines de medir el rendimiento de los estudiantes según un conjunto de estándares comunes. Este documento trata sobre las evaluaciones sumativas.



Partnerships/Collaborations



- State Departments of Education
- School Officials
- Data Quality Campaign
- Achieve
- Learning Heroes
- Great Schools
- PARCC/Smarter Balanced
- Hunt Institute
- Military



Q&A for Melisa

James Popham

- Provocative questions:
 - What tools or strategies are still needed to advance the cause of AL?
 - What is missing in this work?
 - What tools do audience members need to move this work forward?
 -

Q&A/Discussion (15 min)

Jim Popham and Moderator Rick Stiggins

Wrap-Up