Building Assessment Systems that Support School Improvement

MDE Fall School Improvement Conference

November 16, 2015

Michigan Assessment Consortium

Improve learning.
Increase success.

Presenters

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Session Targets

- In what ways might our district assessment system be balanced?

- Do our assessments represent quality?

- How can we develop assessment literacy in our district?

- In what ways can a highly effective assessment system support school improvement?

- What actions may we need to take?

Making Connections

In what ways does "assessment" currently connect to, or influence, your work?

What is a Balanced Assessment System?

- Assessment is the process of gathering evidence of student learning.

- A balanced assessment system includes both **formative** and **summative** assessments that are used **intentional** and **purposefully** to support teachers and students both *during* the teaching and learning process and at the end of the teaching and learning process.

Balanced Assessment System

- A *balanced* system of assessment is needed to meet all stakeholder assessment purposes equally well
- A balance between summative, interim, and formative approaches to assessment is needed
  - Summative assessment
    - Annual assessment given at the end of the school year
    - Interim or benchmark assessments (mini-summative assessments) used one or more times during the year
  - Formative assessment strategies
    - These are used daily, embedded in classroom instruction, to assure students are learning what teachers are teaching.

A Word from an Expert
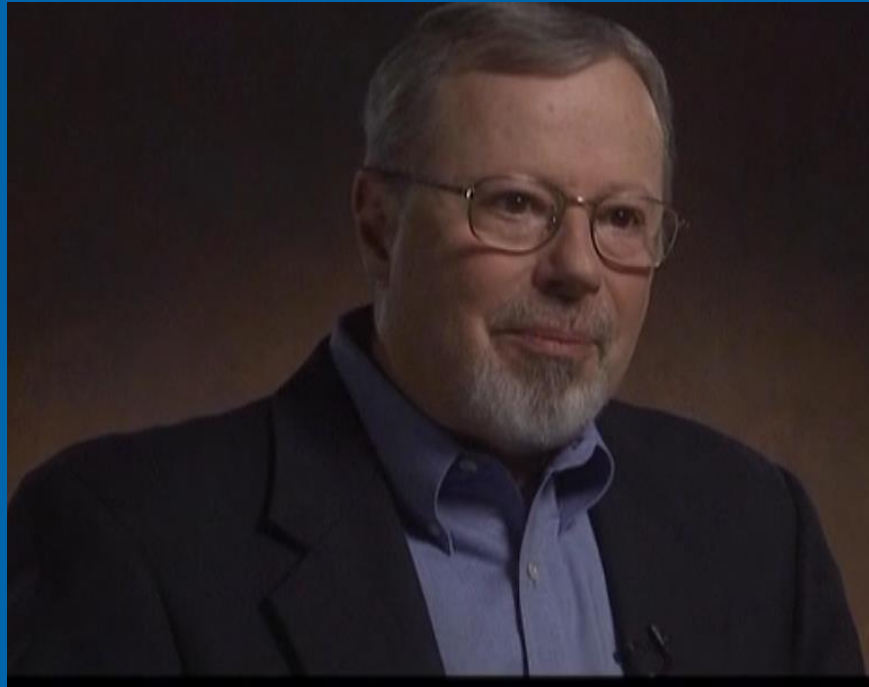
	Summative	Interim/ Benchmark	Formative
Key Question	Did the students learn what they should have?	Is the class/student on track for proficiency?	What comes next in the student's learning?
When Asked	End of unit/ term/year	Multiple times per year	Ongoing in the classroom
Use of Results	After instruction ends (curriculum & instructional leaders)	Between instructional cycles (instructional leaders & teachers)	During Instruction (teachers & students)

Comprehensive Balanced Assessment System

Aligned to Content Standards

M-STEP/MI-Access/WIDA/End of Course
Summative – Assessment **of** Learning
Are students proficient?

Interim Assessments/Unit/Chapter
Short-Cycle Summative Assessments
Did students learn the important parts of this unit?

Classroom Assessment Practices
Formative – Assessment **for** Learning
Did the student learn what I *just* taught them?
How can I help students learn even more?

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Summative Assessment

- Annual End-of-Year Tests
    - These are assessments *of* student learning
    - All students tested on the same material using the same assessments
    - Typically given to all students at the same time,
        - Same grades and/or same content areas
    - Multiple-choice and constructed-response items most often used, though many states are now using technology-enhanced items and performance assessments
    - Standardized administration; can be used to compare student, school, district performance
    - Have limited instructional/remedial uses
    - Primary stakeholders—Superintendents, principals, state education agency, legislature, and the public

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Summative Assessment

- Interim or Benchmark Assessments
  - These are short-cycle summative assessments *of* student learning; they are not "formative" tests
  - These are assessments *of* student learning, used for different summative purposes
  - Given periodically during the school year
  - Measure chunks of the school's or district's curricula in important content areas
  - Provide evidence that all students have learned key skills
  - Serve to reinforce a common curriculum and a common set of learning experiences
  - Primary stakeholders—Principals, curriculum directors, teachers, parents, and students

Interim Assessments

- Types
  - Quarterly – Have the students learned the targets for this marking period?
  - Instructional Unit - Have the students learned the targets for this unit of instruction?
  - Standards-Based – Mini-assessments for each standard, grouped by standards taught in units
  - On-Going – Have students learned what I am teaching them? Do I need to provide additional instruction to any students?
  - Others

Interim Assessments

- Purposes
    - Grading – How much did each student learn?
    - Diagnosis – What areas do students still need help with?
    - Predictive – Will students do well on the summative (state) assessment?
    - Certification – Have students achieved competency?
    - Instructional Improvement – How can I improve how I teach this unit?

Interim Assessments

- Sources
  - ISD- or district-constructed assessments (common assessments)
  - Michigan Department of Education (waiting for administration funding)
  - Commercially-available assessments
    - Test publishers such as CTB or Pearson
    - NWEA, Renaissance Learning, Scantron
    - Item banks

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How can I help students learn even more?

Types of Classroom Assessment

- At the classroom level, teachers use both summative and formative assessment:
  - Summative: Tests at the end of an instructional unit, marking period, or semester
  - Formative: Assessment strategies used by teachers *during* instruction to determine if students have learned what has been taught and what to do next (i.e., continue instruction or move on)
- Teachers need to understand how to create and use both types of assessment

Assessment *of* and *for* Learning

- Assessment *of* Learning - the assessments that take place after learning has occurred to determine if it did (summative)

- Assessment *for* Learning - the assessments that occur while learning is still underway, so that instruction can be adjusted to increase its effectiveness (formative)

- Both types of assessment help to create a *balanced* assessment system

Assessment *for* Learning versus Assessment *of* Learning

	Assessment *for* Learning	Assessment *of* Learning
Reasons for Assessment	• Help more students achieve • Support student growth	• Document student achievement • Accountability
Audience	• Students	• Policy makers • Educators • Parents
Focus of Assessment	• Achievement targets selected by the teacher	• Achievement targets common to all schools
Place in Time	• During learning	• After learning

Assessment *for* Learning versus Assessment *of* Learning

	Assessment *for* Learning	Assessment *of* Learning
Primary Users	• Students • Teachers • Parents	• Policy makers • Program planners • Program supervisors • Teachers
Tyical Uses	• Help students improve their learning • Help teachers diagnose & respond to student needs	• Certify proficiency • Determine progress of the school or district
Teacher Role	• Teach to targets and use the assessments to adjust instruction based on results	• Administer tests and use results to adjust curriculum for future years

# Assessment *for* Learning versus Assessment *of* Learning

	Assessment *for* Learning	Assessment *of* Learning
Student Role	• Self-assess, set goals and act on assessment results to do better next time	• Study, then take the test by working hard on it
Primary Motivator	• Belief that success in learning is achievable	• Threat of punishment and the promise of rewards
Examples	• Using rubrics with students • Student self-assessment • Descriptive feedback to students	• Achievement tests • Final exams • Placement tests • Short cycle assessments

Adapted from *Understanding School Assessment,* J Chappuis and S. Chappuis, Assessment Training Institute, copyright 2002

"If we wish to maximize student achievement in the U.S., we must pay greater attention to the improvement of classroom assessment.

Both assessment of learning and assessment for learning are essential. But one is currently in place, and the other is not" in many schools."

Rick Stiggins, 2002
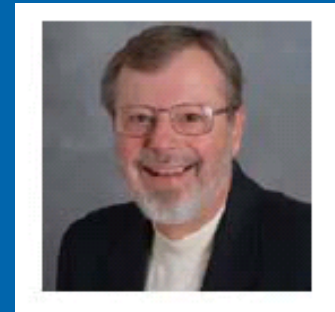
The Formative Assessment Process

- "Formative assessment is a planned process in which assessment-elicited evidence of students' status is used by teachers to adjust their ongoing instructional procedures or by students to adjust their current learning tactics." (Popham, 2007)

- "Formative assessment is a process used by teachers and students during instruction that provides feedback to adjust ongoing teaching and learning to improve students' achievement of intended instructional outcomes. (CCSSO SCASS FAST Project, 2007)

FORMATIVE ASSESSMENT
FOR STUDENTS AND TEACHERS

Activity

- What similarities do you see between the two quotes?

- Work with a partner and record your thoughts…

Key Features of Both Definitions

- Formative assessment is a *process*, not a "thing"
- Formative assessment literally takes place *during instruction*
- It is a *planned* process – It is carefully planned by the teacher in advance— when and how evidence of student learning will be collected, as well as how it will be used
- The function of this feedback is to help teachers and students make *immediate adjustments* that will improve students' achievement of the intended curricular aims
- Teachers' instructional adjustments - Teachers will *modify* their *current* instructional activities
- Student learning tactics - Students will change how *they* learn

Formative Assessment Guiding Questions

- **Where am I going?**
  - Provide students with a clear and understandable vision of the learning target
  - Use examples and models of strong and weak work
- **Where am I now?**
  - Offer regular descriptive, actionable feedback
  - Teach students to self- and peer-assess and set goals
- **How do I close the gap?**
  - Design lessons to focus on one aspect of quality
  - Teach students focused revision
  - Engage students in self-reflection, and let them keep track of and share their learning

Adapted from Sadler 1989, J. Myron, P. Black, & J Coffey, 2001

Elements of Formative Assessment

1   Planning
     1.1   Instructional Planning
2   Learning Targets
     2.1   Use of Learning Targets
     2.2   Learning Progressions
     2.3   Models of Proficient Achievement
3   Eliciting Student Understanding
     3.1   Activating Prior Knowledge
     3.2   Eliciting Evidence of Student Achievement
     3.3   Teacher Questioning Strategies
     3.4   Rationale for Questioning
4   Formative Feedback
     4.1   Feedback from the Teacher
     4.2   Feedback from Peers
     4.3   Student Self-Assessment
5   Instructional and Learning Decisions
     5.1   Adjustments to Teaching
     5.2   Adjustments to Learning

Taken from *Formative Assessment Classroom Observation Guide*, Field Study MAC, 2015

SUCCESSFUL IMPLEMENTATION OF A BALANCED ASSESSMENT SYSTEM

Criteria for a Successful Balanced Assessment System

- Are all elements of the assessment system *coordinated* – do all assessments measure the same skills?
- Are standards, curriculum, instruction, learning, assessment, and professional development all aligned with one another?
- Are both summative and formative approaches to assessment used?
- Is each type of assessment *equally important*?
- Is assessment *continuous* - do the assessments measure student progress over time (daily, weekly, monthly, and each school year)?
  - Are a *variety* of formal and less formal assessment methods used on an on-going basis?

Criteria for a Successful Balanced Assessment System

- Is assessment integrated - does the assessment system fit well into the larger educational system?
  - Is instruction based on key learning targets?
  - Are the assessments related to the learning targets?
  - Is assessment seamlessly integrated into instruction?
- Are a variety of high quality assessments being used?
  - Do all assessments meet professional standards (reliability, validity, and so forth)?
  - Are the assessment purposes clearly spelled out and are assessments used that can achieve these purposes?
  - Do all students participate in assessments appropriate for them?
  - Do assessments have positive consequences - for students, educators, parents, and others?

Criteria for a Successful Balanced Assessment System

- Do assessments meet various purposes for assessment for the different audiences?
- How proficient are the educators in each school, each district, and the state with classroom-based formative assessment?
    - Have teachers identified clear learning targets? Are the targets shared among other educators in the building?
    - Have these targets been communicated to students?
    - Is instruction focused on these learning targets?
    - Do teachers daily assess student learning using a variety of techniques?
    - Are students actively engaged in learning? In assessment?
    - Do students receive useful feedback about their learning? Do they routinely self-assess?

Criteria for a Successful Balanced Assessment System

- Are all invested parties assessment literate?
  - State Policy Makers
  - Local Policy Makers
  - Central Office Administration
  - School Administration
  - Teachers
  - Students

Break

Please return at

Supporting Assessment Literacy in all Educators

Consider this…

- Research suggests that teachers spend from **one-quarter to one-third of their professional time on assessment related activities**.

- **Almost all** do so without the benefit of having learned the principles of sound assessment.

  – Rick Stiggins, 2007
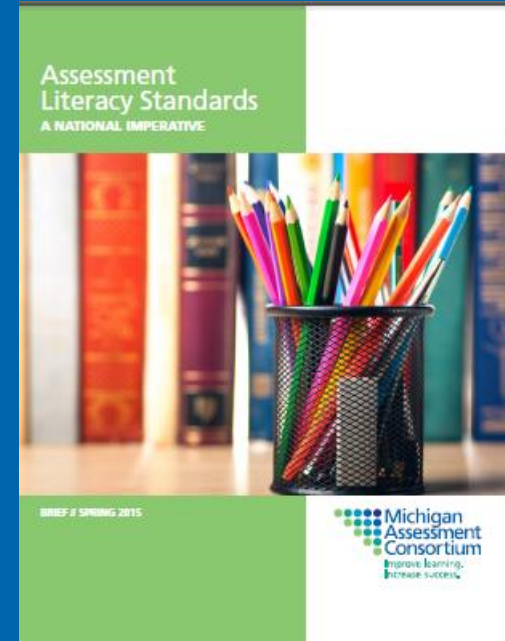
Why Assessment Literacy Standards? (ALS)

- Increased amount of assessment/data

- Stakes of assessment for students and educators continue to rise

- A lack of pre-service (in college) preparation for educators

- A lack of understanding about assessment by those who adopt policy and laws and govern our schools
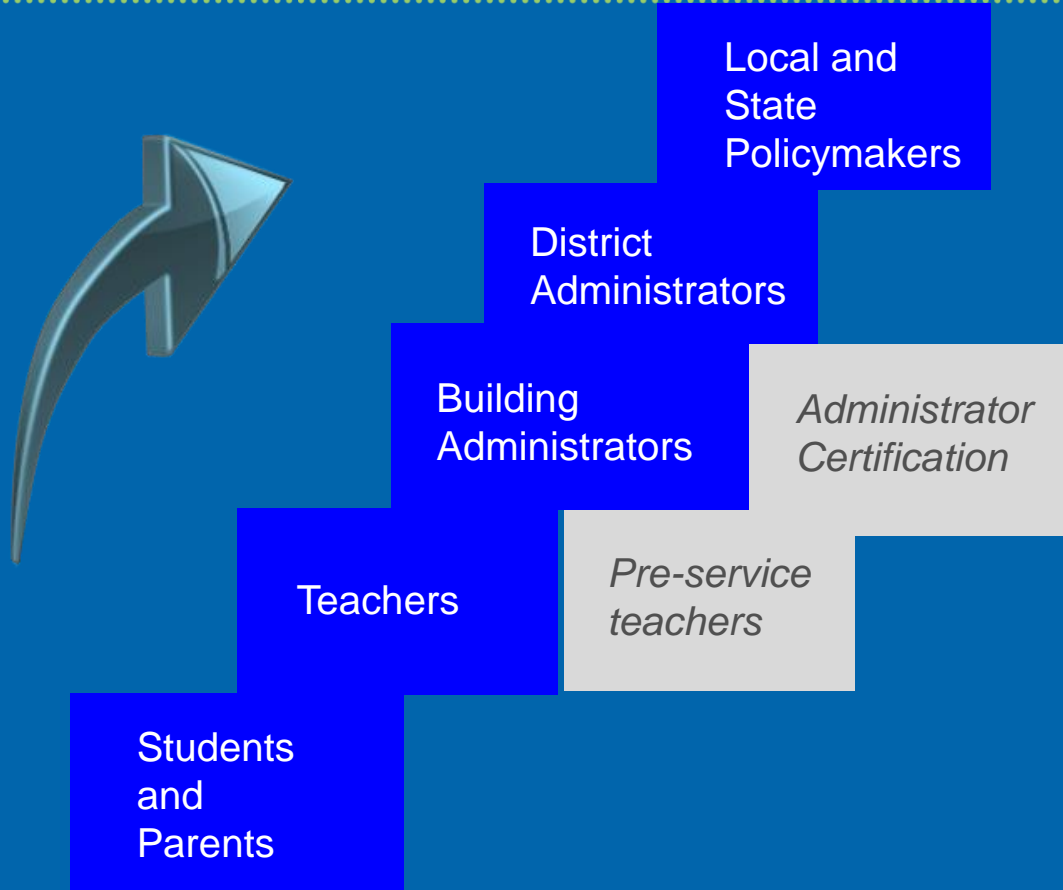
MAC Developed ALS

- Inform in-service and pre-service
- Potential to inform licensing and endorsements
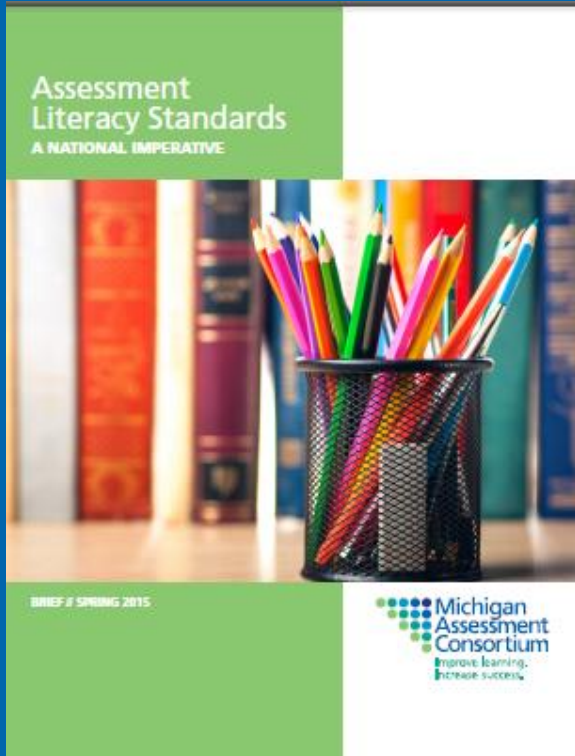- Inform public policy

ALS Development

- After internal review and revision, several external reviewers were asked to comment on the standards. These included:
  - Susan Brookhart
  - Carol Commodore
  - Margaret Heritage
  - Ken O'Connor
  - Jim Popham
  - Rick Stiggins
  - MASSP, MEMSPA and MASCD

Assessment Literacy Standards
A NATIONAL IMPERATIVE

BRIEF // SPRING 2015

Michigan Assessment Consortium
Improve learning. Increase success.

Assessment Literacy Standards

Local and State Policymakers

District Administrators

Administrator Certification

Building Administrators

Pre-service teachers

Teachers

Students and Parents

Assessment Literacy Standards

Skim pgs. 8 - 9 Teachers
- Focus on Dispositions

Look For: One disposition that you could begin with to move your district forward in this journey.

Turn and Talk: Tell your neighbor why you selected this disposition.

Assessment Literacy Standards/Teachers

PERFORMANCE
Teachers should be able to:

A. Self-assess their work and model this for students.

B. Select and use various assessment methods appropriate to assessment purposes and learning targets.

C. Use learning targets aligned to the standards and understood by students to guide instruction.

D. Use learning progressions to guide instruction and assessment.

E. Implement the 5-step process for assessment development:
   1. Plan
   2. Develop
   3. Review and Critique
   4. Field Test
   5. Review and Revise

F. Use assessment data within appropriate, ethical and legal guidelines.

G. Use a variety of protocols for looking at and scoring student

DISPOSITIONS
Teachers should believe that:

A. Clear learning targets, understood by s_____ sary for learning and assessment.

B. Quality assessments are a critical attrib____ ing and learning.

C. Effective feedback is critical to support

D. Students should be active partners in l____ assessment results to imp____

E. Assessment results should _____ decisions to improve stud____

F. An effective assessment s_____ poses for different users a____ ment and communication

G. Good classroom assessme____ cately linked to each othe____

H. Multiple measures can pr____ student or a school.

I. Grading is an exercise in p____ numerical, mechanical exe____

KNOWLEDGE
Teachers should know:

A. A balanced assessment system consists of both of the fo____
   1. Different users have different assessment purpose____
   2. Different assessment purposes may require differe____ sessment methods.

B. There are different purposes for student assessment____
   1. Student improvement
   2. Instructional program improvement
   3. Student, teacher or system accountability
   4. Program evaluation

___ne and communicate levels of proficiency.

___ults to make appropriate instructional ___dual students and groups of students.

___criptive and actionable feedback to stu- ___essment results.

___e of assessment feedback to improve ___s, mindsets and achievement.

___es that result in grades that are ___t, meaningful and supportive of learning.

___ults appropriately to modify in- ___e student achievement.

___lyze data and use data to improve

___es of data over time to identify

I use these documents with the leadership staff to help frame the "WHY" we are doing what we are doing. I highlight only the Disposition, Knowledge, and Performance items specific to the learning targets and tasks we are collaborating working around on that day. (i.e., data analysis, assessment design or selection, or communicating with students and parents, etc.) This document is brought out at each meeting to grow the knowledge and skills and help teachers make the connections to these standards with the work we are doing together.

Ensuring that each and every staff member is:

- A confident, competent master themselves of the targets that they are responsible for teaching

- **Assessment literate in order to effectively assess their assigned targets**

- Proficient in using data to drive instruction

- **Consistent, timely, and specific in feedback provided to move student learning forward**

By . . . .
- Scaffolding the learning to help all staff understand the importance of student involvement in the assessment process and work to teach students to . . .
    - **self-assess and plan for self-improvement**
    - track and use their own achievement data and feedback to monitor, evaluate, and reflect on how to improve their own performance.

First Glance

Review the **8 District Administrators Dispositions** page 12

When thinking about your current dispositions ….

- Using color one, highlight the disposition(s) that you have confidence

- Using color two, highlight the disposition(s) you would like to explore more

Three-way Seg-way

- Choose 1 "Disposition" you would like to spend time thinking about with 2 colleagues. Write the Disposition Letter on the large index card

- Divide into teams of 3. Try to organize by 3 different "Disposition" letter

Three-way Seg-way

This chair will show their index card and read the Disposition to other two

Give an explanation why they chose the Disposition.

One will paraphrase the explanation

Three-way Seg-way

Confer on two questions that will prompt thinking on how he/she could move towards competency.

Response given

Paraphrase the response

Rotate seats and continue with process until time is called.

2014 Fall School Improvement Conference

Assessment Literacy Standards and Improvement Frameworks 2.0: A Perfect Pairing A Perfect Pairing begins by introducing the Michigan Assessment Consortium's Assessment Literacy Standards (ALS) and explores how these standards can support students, classroom teachers, administrators, and policymakers in promoting and furthering student learning and achievement. The ALS serve to enhance and enrich school and district efforts to implement Frameworks 2.0 and can work in conjunction with school improvement systems to impact curricula, instruction, and assessment, all leading to increased student achievement.

Resources Used With Presentation: Assessment Literacy Crosswalk presentation (pdf), Crosswalk Activity, DIF Crosswalk Example, SIF Crosswalk Example

Author: Lisa Lockman, Deb Asano, Board Members, Michigan Assessment Consortium

Date: Nov 2014

Topic(s):

Michigan Assessment Consortium Assessment Literacy Standards

Assessment Literacy Standards Will Increase Student Achievement

District Improvement Framework Crosswalk

Why Assessment Literacy Standards

ALS Development

Essential Questions

Formative

Literacy Standards Support Education Stakeholders

Literacy Standards Support Supports School Improvement

School Improvement Framework Crosswalk

SIF 2.0

DIF 2.0

What is Assessment Literacy?
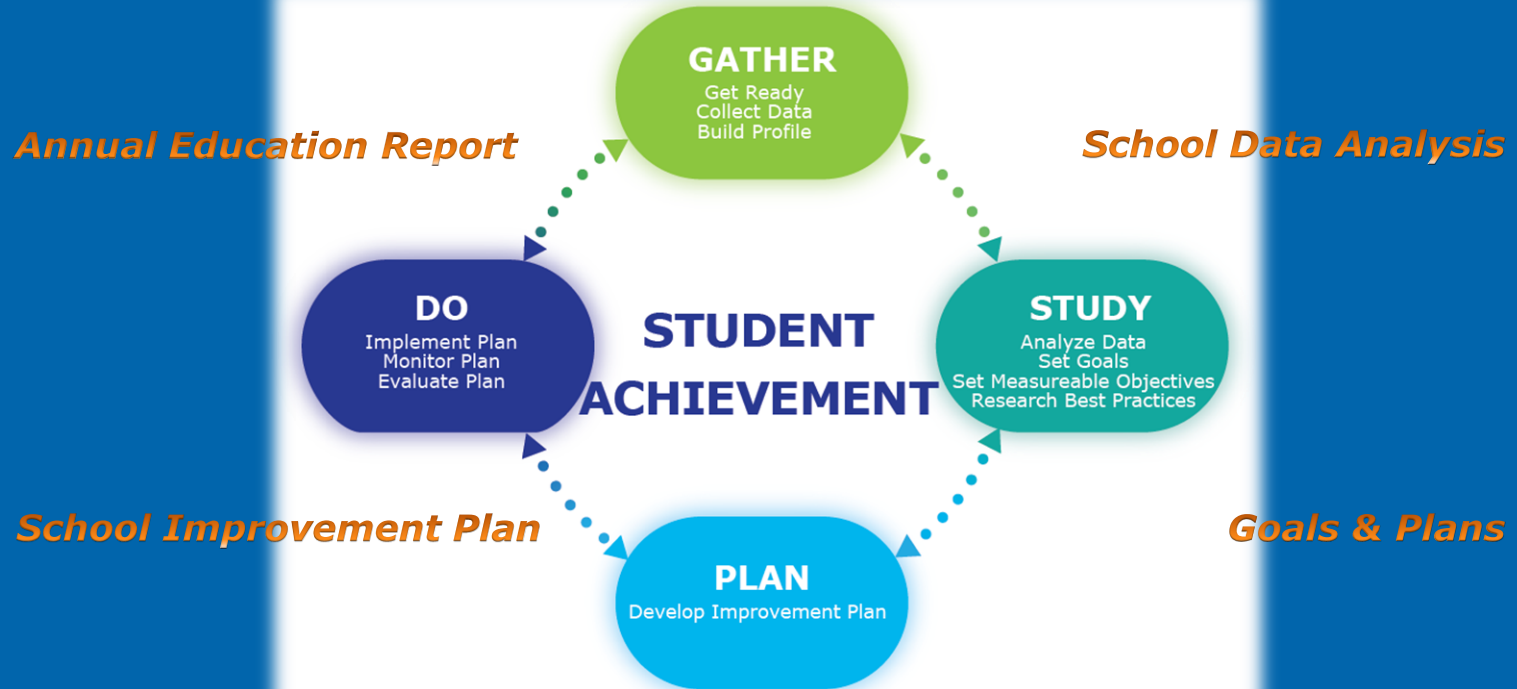
What Does Quality Assessment Involve?

Summative

Assessment Literacy Impact on Continuous Improvement

MAC Literacy Standards and School Improvement Framework: A Perfect Match

Michigan's Continuous School Improvement Process

Annual Education Report

School Data Analysis

GATHER
Get Ready
Collect Data
Build Profile

DO
Implement Plan
Monitor Plan
Evaluate Plan

STUDENT ACHIEVEMENT

STUDY
Analyze Data
Set Goals
Set Measureable Objectives
Research Best Practices

School Improvement Plan

Goals & Plans

PLAN
Develop Improvement Plan

Michigan's Continuous School Improvement Process

Stage	Processes	Products
GATHER	• Assemble school improvement team • Establish a collaborative vision • Design a planning process • Collect school data • Engage stakeholders in an internal review • Build school profile	• School Process Data Collected from (SSR, SA/Interim SA) • School Data Analysis (SDA)
STUDY	• Analyze Data • Set Goals • Set Measurable Objectives • Research Best Practices	• School Data Analysis • School Process Rubrics Analysis • Goals & Plans
PLAN	• Develop action plan for strategies and activities • Define methods for monitoring and evaluation	• Goals & Plans • School Improvement Plan
DO	• Implement the Plan • Progress with Monitoring the Plan • Evaluate the Plan	• Annual Education Report • Program Evaluation

SCHOOL IMPROVEMENT FRAMEWORK 2.0

March 2014

MICHIGAN Department of Education

Table of Contents

School Improvement Framework Overview

Standard	School Indicator	Guiding Question
Standard 3: Assessment	G. Assessment System	*How do we know our assessment system effectively measures and informs teaching and learning?*
	H. Shared Understanding	*How do you ensure that stakeholders understand the purposes and results of assessments?*
	I. Data Analysis and Decision-Making	*How do we ensure that decision-making is based on comprehensive data analysis?*
	J. Student Involvement in the Assessment Process	*How do we involve students in data analysis to answer the questions:* • *Where am I now?* • *Where am I going?* • *How can I close the gap?*

School Improvement Framework 2.0

Standard 3: Assessment

Schools systematically gather and use multiple sources of data to monitor and inform teaching and learning using a comprehensive, balanced assessment system.

G. Assessment System

- The school implements a balanced assessment system and ensures that summative and ongoing formative assessments are aligned to curriculum and instruction.
- District, school, and classroom assessments are vertically and horizontally aligned for coherence across grades and content areas.
- Classroom assessments are designed to be developmentally appropriate.
- Classroom assessments are aligned to the depth of knowledge required to demonstrate proficiency with standards.
- Instructional staff has access to assessment data on a continual basis.
- Assessments support the school's system of interventions.

Assessment Literacy Standards

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KNOWLEDGE
Teachers should know:

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1. Different users have different assessment purposes.
2. Different assessment purposes may require different assessment methods.

Assessment Literacy Standards

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PERFORMANCE
Teachers should be able to:

M. Use assessment results appropriately to modify instruction to improve student achievement.

N. Collaboratively analyze data and use data to improve instruction.

O. Use multiple sources of data over time to identify trends in learning.

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School Improvement Framework 2.0

Standard 3: Assessment

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J. Student Involvement in the Assessment Process

- Students understand the criteria and expectations for demonstrating their learning.
- Students receive descriptive feedback based on their performance, as well as guidance on how to improve.
- Students are taught how to self-assess and plan for improvement.
- Students learn to track and use their own achievement data and related feedback to monitor, evaluate, and reflect on how to improve their own performance.

Assessment Literacy Standards

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DISPOSITIONS
Teachers should believe that:

A. Clear learning targets, understood by students, are necessary for learning and assessment.

Assessment Literacy Standards

Standard 3: Assessment

Schools systematically gather and use multiple sources of data to monitor and inform teaching and learning using a comprehensive, balanced assessment system.

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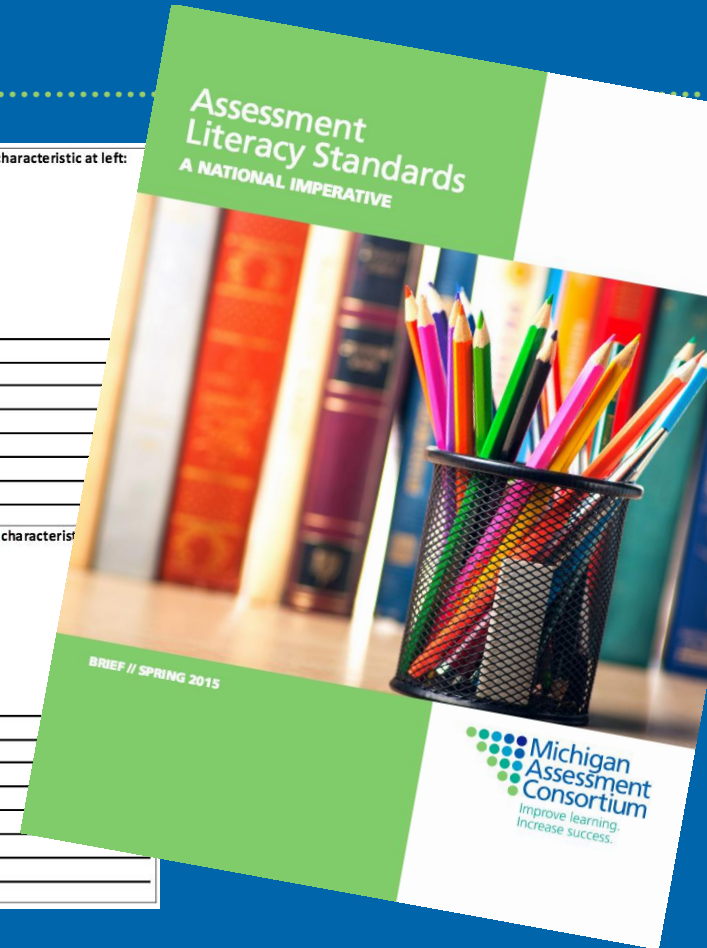
PERFORMANCE
Teachers should be able to:

J. Provide timely, descriptive and actionable feedback to students based on assessment results.

K. Support student use of assessment feedback to improve attitudes, aspirations, mindsets and achievement.

School Improvement Framework Overview

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Digging Deeper into the Standards

School Improvement Framework 2.0

Strand I
Teaching for Learning — S1

Standard 3 Assessment

Standard 3 - Assessment

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SIF 2.0   March 2014

Select an Assessment Literacy Standard aligned with highlighted **School (SIF 2.0)** characteristic at left:

Target Audience: **Teachers**

Circle Type of Standard:

              Disposition   Knowledge   Performance

Language of Standard:

_____
_____
_____
_____
_____
_____
_____

District Improvement Framework 2.0

Strand II
Leadership for Learning — S2

Standard 6 Organizational Management

Standard 6 - Organizational Management

Establish and Ensure Support for Organizational Management
- The district ensures communication systems at all levels address diversity in language and culture.
- The district aligns its improvement plan to the goals and plans of its schools.
- The district has systems in place to actively attract, recruit, select and retain high quality staff.
- The district ensures that fiscal, academic and human resources are allocated to support increased student success.
- There is a district-wide electronic data system used to collect and share data across the schools.
- The district has processes in place for use of multiple sources and types of data to strategically guide district and school planning.
- The district has a system in place to plan, monitor and evaluate programs, initiatives and strategies.

DIF 2.0   March 2014

Select an Assessment Literacy Standard aligned with highlighted **District (DIF 2.0)** characteristic

Target Audience: **Building-Level Administrators**

Circle Type of Standard:

              Disposition   Knowledge   Performance

Language of Standard:

_____
_____
_____
_____
_____
_____
_____

Assessment Literacy Standards
A NATIONAL IMPERATIVE

BRIEF // SPRING 2015

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Improve learning.
Increase success.

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Resources | Common Assessment | Assessment Literacy Standards | MAC Reads! | MAEIA | Become a Member

Assessment Literacy Standards

Assessment Literacy Standards for Students

Assessment Literacy Standards for Teachers

Assessment Literacy Standards for Building Administrators

Assessment Literacy Standards for District Administrators

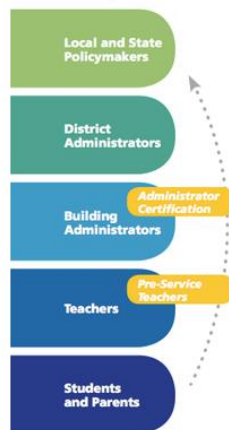Assessment Literacy Standards for Policymakers

Upcoming Events

Designing and Developing A Balanced Comp...
02/03/2016 - 8:30am

Stay Connected

Assessment Literacy Standards

To increase Assessment "Literacy," the Michigan Assessment Consortium (MAC) spearheaded the development of "Assessment Literacy Standards."

An assessment literate individual is one who understands how student assessment can enable them to better carry out their role in education, believes that assessment can improve teaching and learning, and puts activities and behaviors into place to act on these beliefs.

Educators in Michigan and national experts created the draft standards. The MAC's overall goal is to provide a common framework and understanding to assist K-12 educators, students, parents, and policymakers in becoming more knowledgeable about assessment purposes and effective uses.

To **review** the standards for the various stakeholder groups, click on one of tabs on the left column navigation menu.
1. Students
2. Teachers
3. Building Administrators
4. District Administrators
5 Policymakers

Crosswalk to the InTASC Model Core Teaching Standards
MI InTASC/Assessment Literacy Standards Crosswalk (InTASC/ALS)

Crosswalks to the Michigan Improvement Frameworks
The MAC has produced documents that demonstrate how the Assessment Literacy Standards support and connect to the Michigan Frameworks. See these documents below:
School Improvement Framework/Assessment Literacy Standards Crosswalk (SIF/ALS for Building Leaders)
District Improvement Framework/Assessment Literacy Standards Crosswalk (DIF/ALS for District Leaders)

Thinking about the Standards

- If Michigan educators had achieved these standards, what would be different for Michigan's students?

- If this is a preferred future, what might need to happen to push this vision forward?

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