Building a Perfect Assessment System

Michigan School Testing Conference 2020

http://bit.ly/2RgXuqS

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- Oakland Schools
- Supervisor of Curriculum & Assessment
- Michigan Assessment Consortium
- U of M
- Wayne State

Missy Butki

- Lake Orion
- Data & Assessment Specialist
- Michigan State
- Oakland University

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- Bloomfield Hills
- District Assessment Coordinator
- Western Michigan University
- Michigan State
- U of M Flint

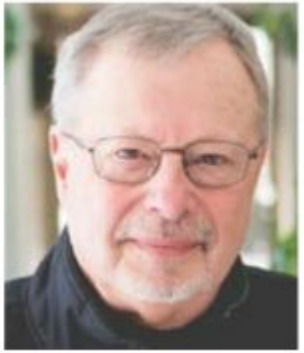
Session Outcomes

- Strengthen participant knowledge of components of a Comprehensive & Balanced Assessment System
- Reflect on local district techniques to promote quality assessment literacy, systems, and techniques
- Examine artifacts from local districts that reflect sound assessment literacy
- Generate ideas for change in your school/district

How do you define a balanced, comprehensive assessment system?

National Panel on Future of Assessment Practices

Susan Brookhart



Rick Stiggins

Jay McTighe

Dylan Wiliam

Link to Document

Balanced Comprehensive Assessment

Comprehensive assessment systems assess all valued learning outcomes, not just those that are easy to test, and assess learning at all levels of the system, with results and analyses describing learning for individual learners, classrooms, schools, and districts.

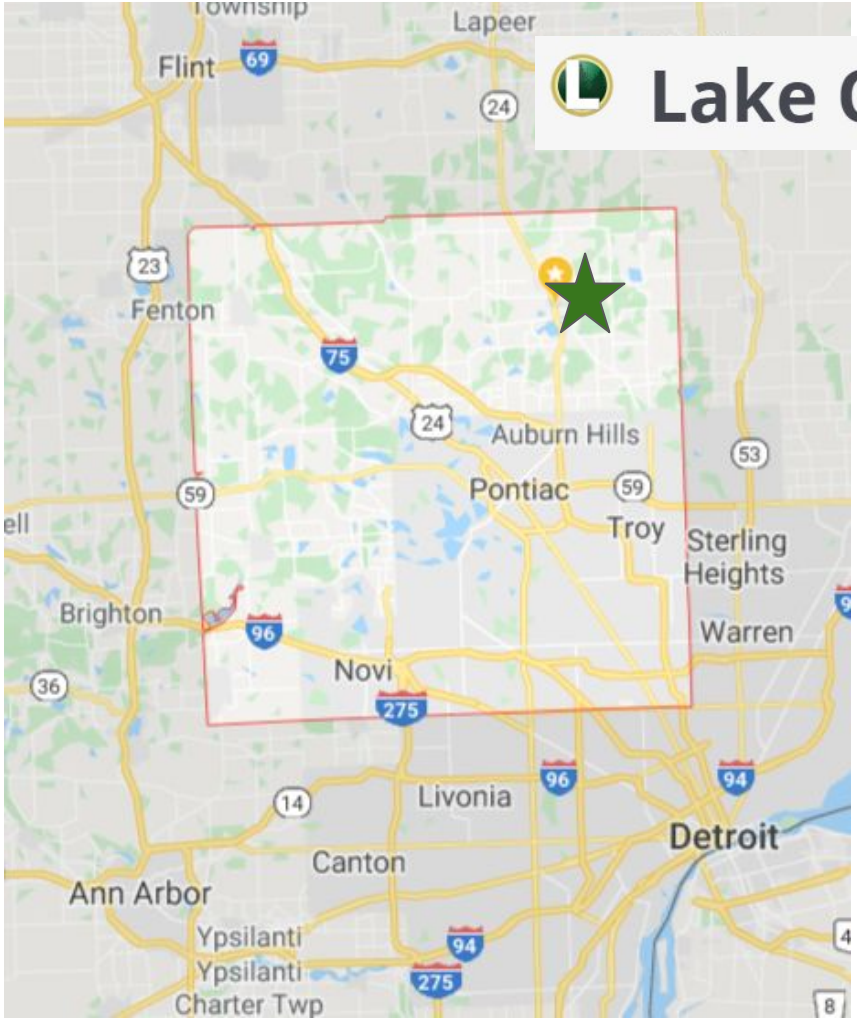
Balanced Comprehensive Assessment

Balanced assessment systems strike a balance in the assessment such that the available information is appropriate and useful for the information needs at the various levels of the system.

Comprehensive Assessment System Components				
Short-Cycle Classroom Formative Assessment	**Medium-Cycle Formative Assessment**	**Classroom Summative Assessment (Grading)**	**Long-Cycle Formative Assessments**	**District-Level Summative Assessments and Annual State Accountability Assessments**
Evidence of learning of lesson-sized learning target(s), generated and used by both students and teachers during the course of learning	Evidence of learning across related lessons or a unit (e.g., weekly diagnostics), for short-term instructional and learning adjustment	Evidence of student achievement at a point in time, for reporting (e.g., unit tests, performance assessments)	Evidence of student learning, typically 2 to 3 times a year, for longer-term instructional planning	Evidence of student achievement of curricular learning outcomes and/or state standards, for reporting (e.g., end-of-course exams, state accountability assessments)

What is your school/district doing to improve the quality of the above assessment components?

Lake Orion



Lake Orion Community Schools

7500 students
6 elementary schools K-5
3 middle schools 6-8
1 high school
1 alternative high school
1 shared entity

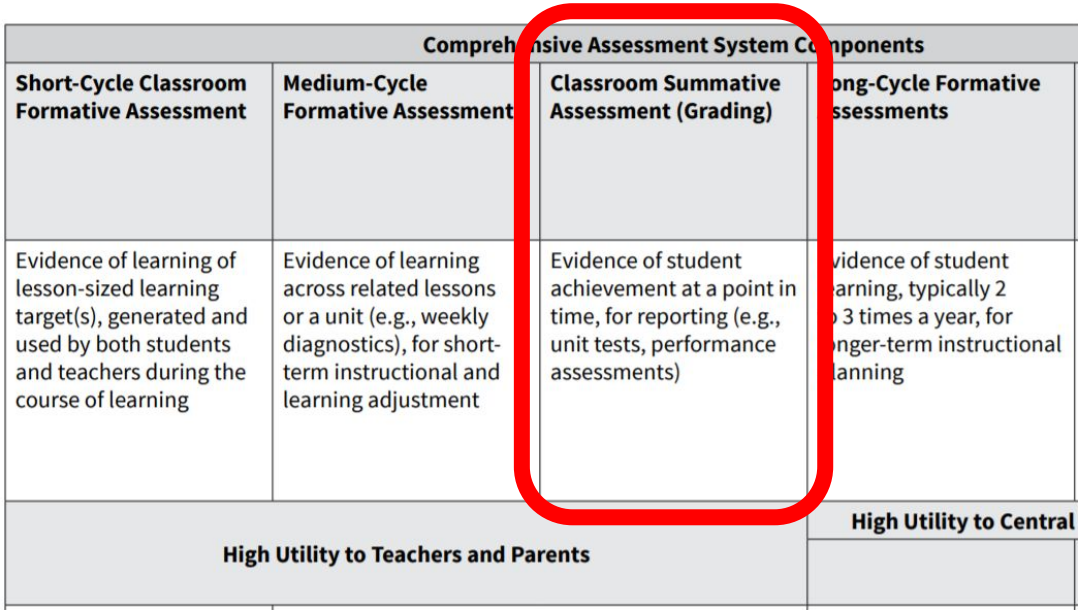
Data & Assessment Specialist

Medium-Cycle Formative Assessment Journey

Elementary	Middle	High School
K-5	6-8	9-12
		

What was the issue?

Exams were written at a low level and the student growth process was less to be desired.



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High Utility to Teachers and Parents			**High Utility to Central**

Day 1 exam - PRE

Day 90/180 exam - POST

Student Growth for 300 students

SLO

Student Learning Objective

Shorten the cycle and focus on student learning
+
Better indicator of student growth for teacher evaluation

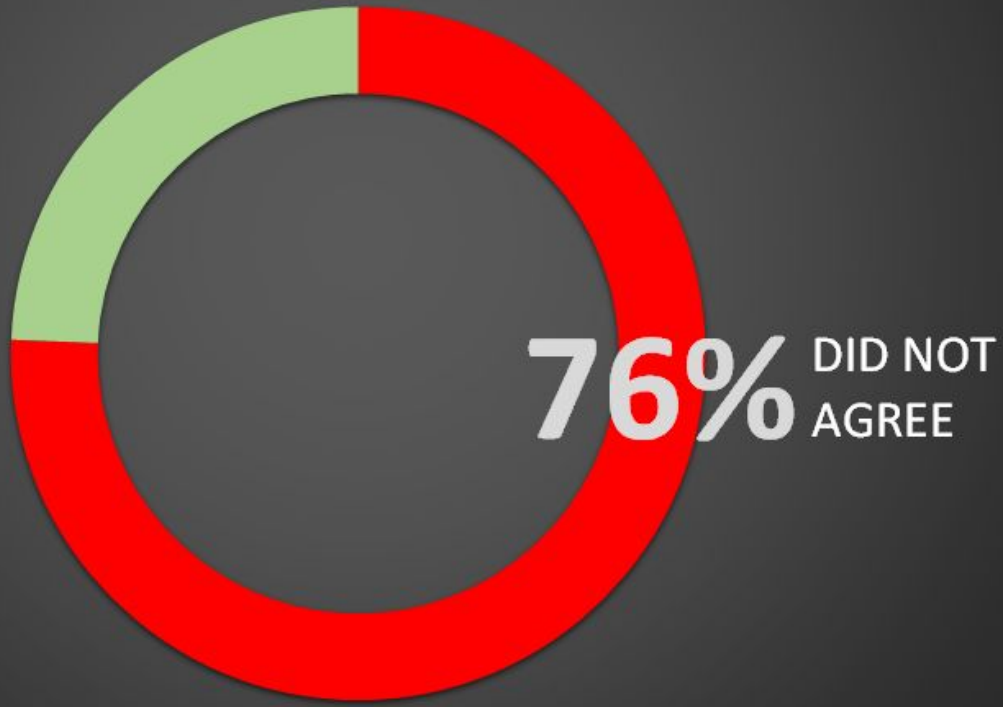
Comprehensive Assessment System Components			
Short-Cycle Classroom Formative Assessment	**Medium-Cycle Formative Assessment**	**Classroom Summative Assessment (Grading)**	**Long-Cycle Formative Assessments**
Evidence of learning of lesson-sized learning target(s), generated and used by both students and teachers during the course of learning	Evidence of learning across related lessons or a unit (e.g., weekly diagnostics), for short-term instructional and learning adjustment	Evidence of student achievement at a point in time, for reporting (e.g., unit tests, performance assessments)	Evidence of student learning, typically 2 to 3 times a year, for longer-term instructional planning
High Utility to Teachers and Parents			**High Utility to Central**


2018
2019
January
February
March
April
May
June
July
August
September
October
November
December
Process
Product


December 2018-August 2019

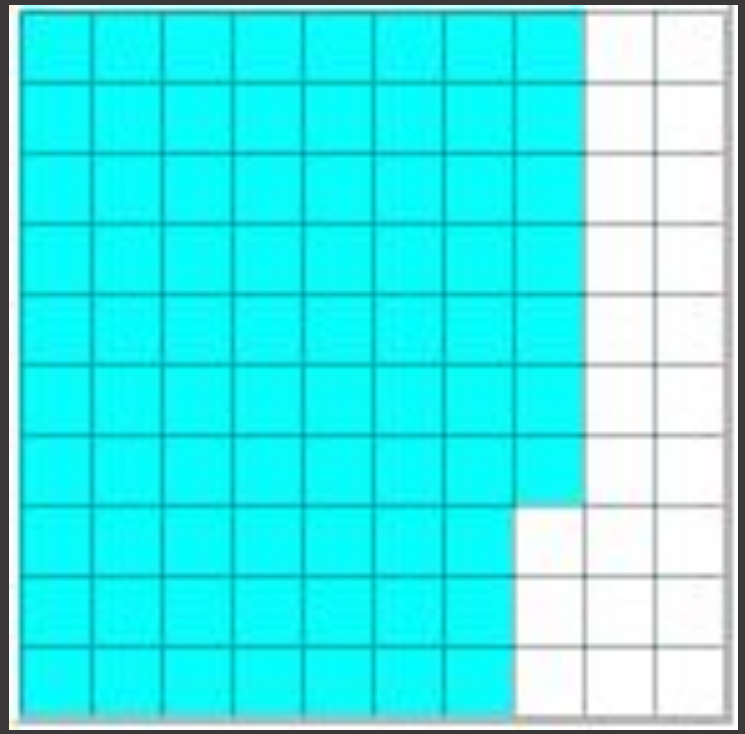

SURVEY
SAYS

Using the current student growth process, giving the course exam/course assessment during the first week of school allows me to set goals, use the data to assess progress, and adjust instruction properly.



2 out of 3

disagreed that
the current student
growth process
promotes conversation
between colleagues.



23% Agree

that the current student growth process allows you to focus on only the objectives that are most relevant for the course and future learning.

SLO

Student Learning Objective

At the heart of an SLO is **a specific learning goal** and a **specific measure** of student learning used to track progress toward that goal.

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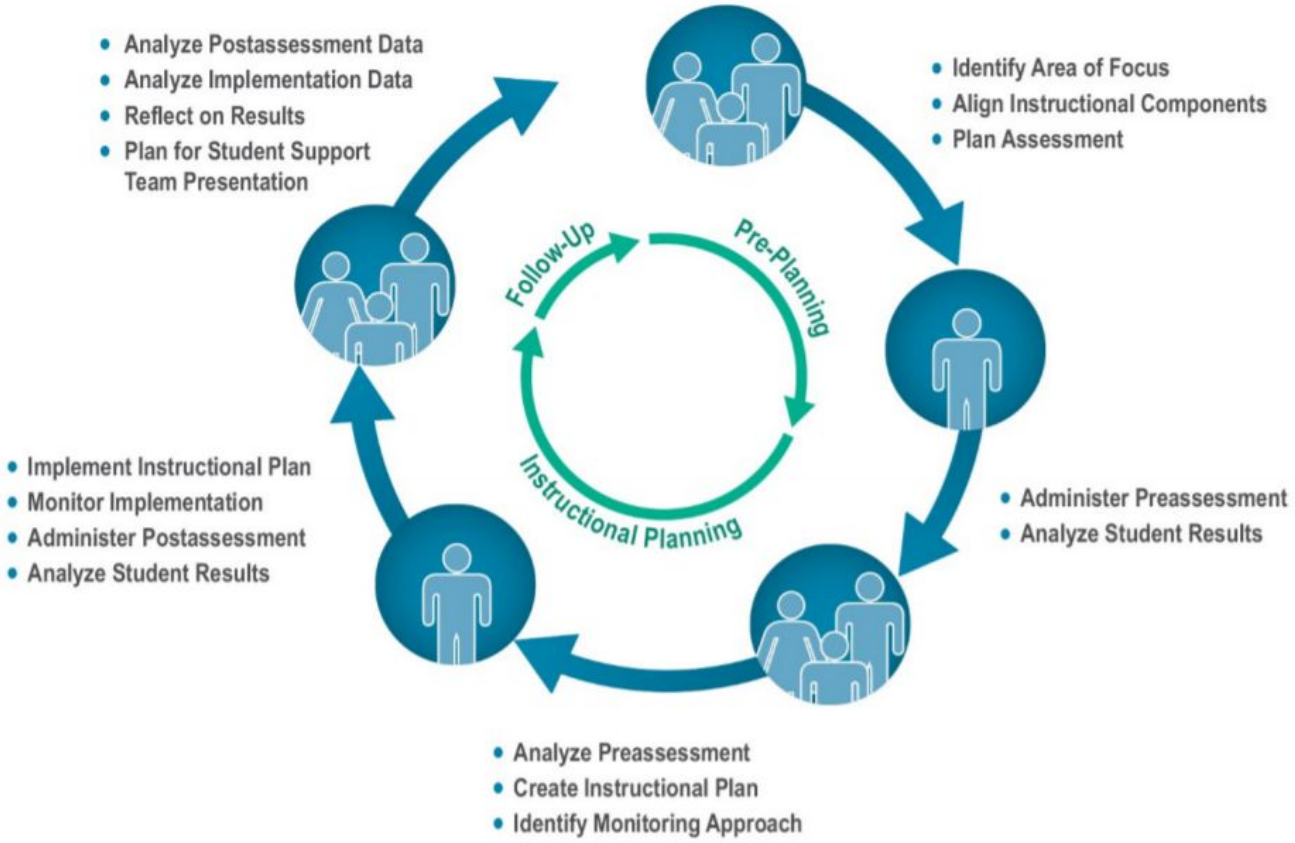
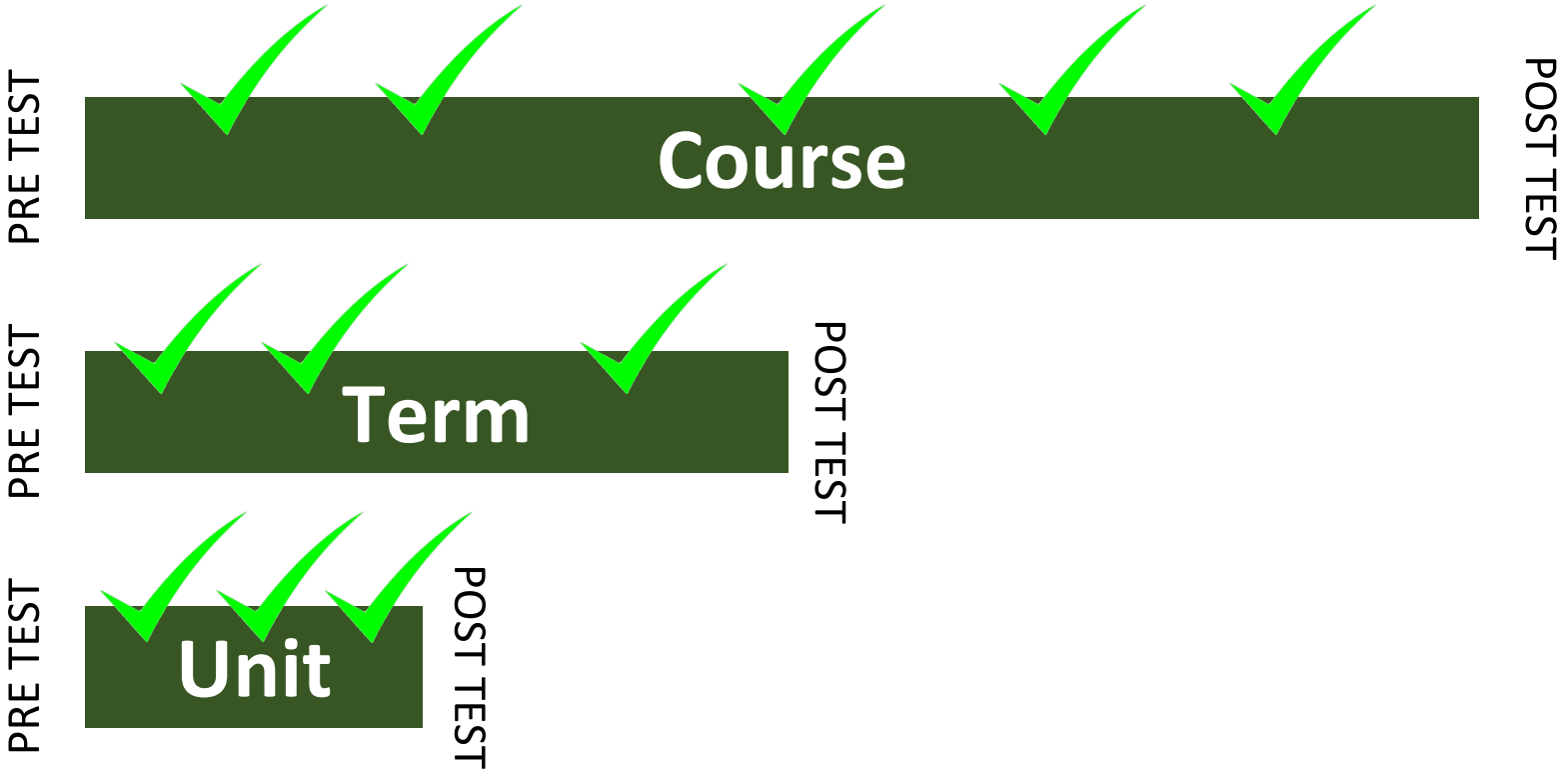


https://www.michigan.gov/documents/mde/Implementation_of_SLO_Guidance_October_2016.ADA_FINAL_538937_7.pdf

SLO timeframe



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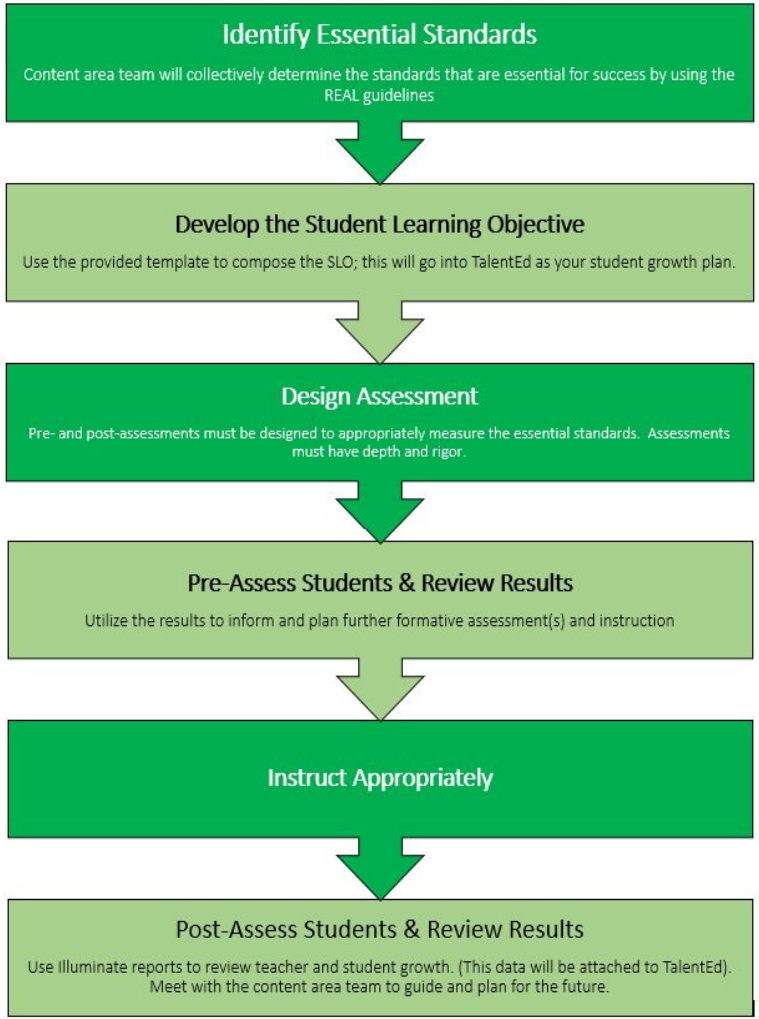
LOHS – The SLO Process



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Identify Essential Standards

Content area team will collectively determine the standards that are essential for success by using the REAL guidelines

Develop the Student Learning Objective

Use the provided template to compose the SLO; this will go into TalentEd as your student growth plan.

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READINESS

This standard provides students with knowledge and skills essential for the next course, class, or grade level.

ENDURANCE

This standard provides knowledge that is useful beyond one unit of study or a single test.

ASSESSMENT

This standard will be assessed on upcoming state or national exams.

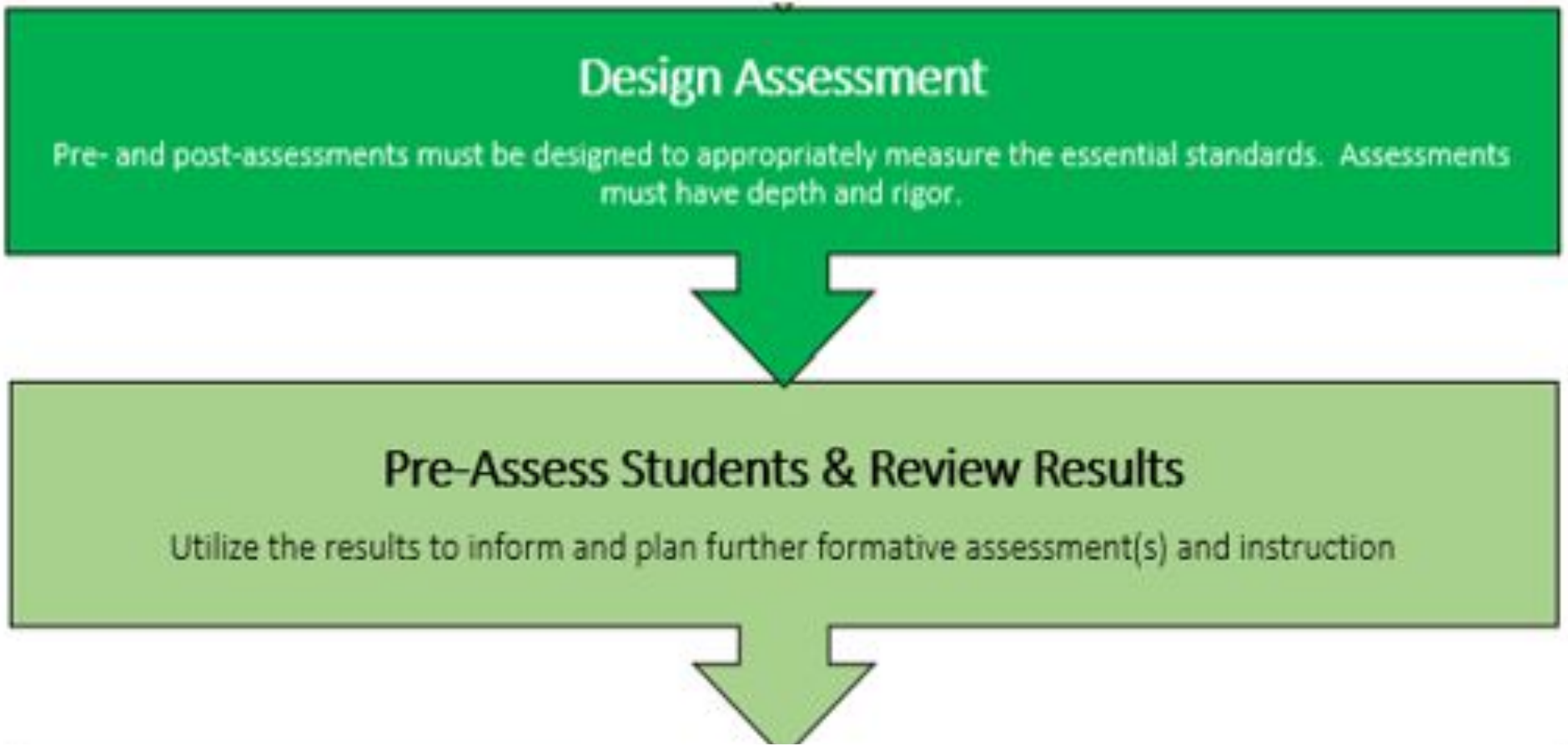
https://smsdolc.files.wordpress.com/2018/06/priority-standards.pdf

LEVERAGE

This standard will provide students with knowledge and skills that will be of value in multiple disciplines.


Summer
break


Summer
SLIDE


Design Assessment
Pre- and post-assessments must be designed to appropriately measure the essential standards. Assessments must have depth and rigor.
Pre-Assess Students & Review Results
Utilize the results to inform and plan further formative assessment(s) and instruction

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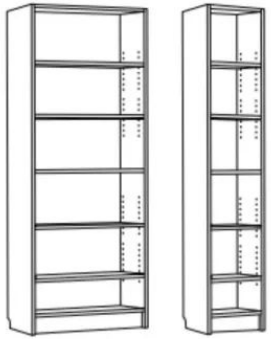
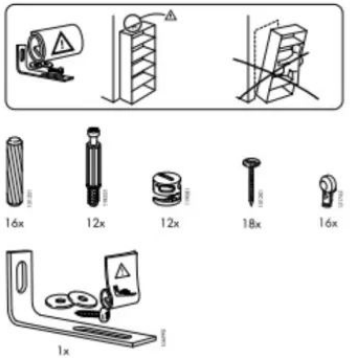
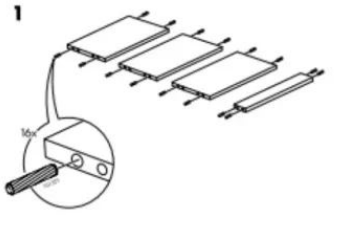
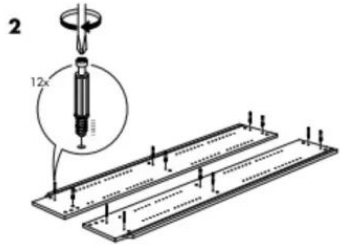
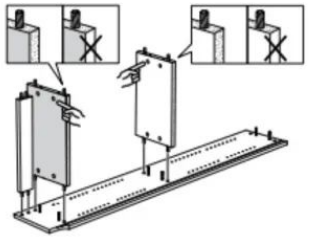
BILLY

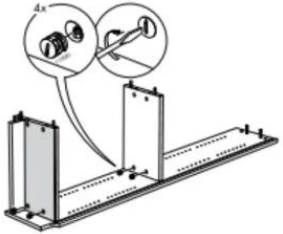


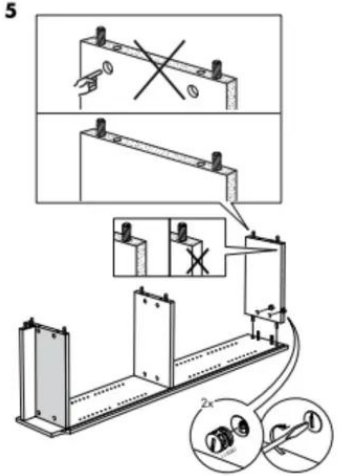


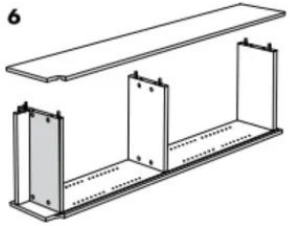


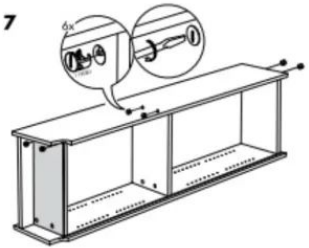


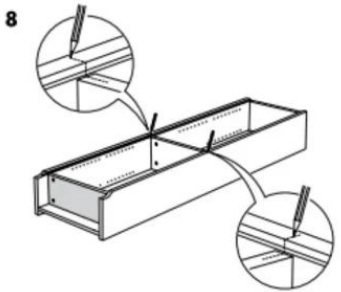


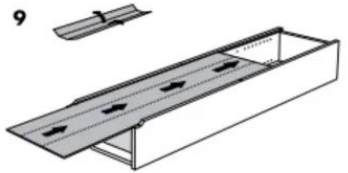












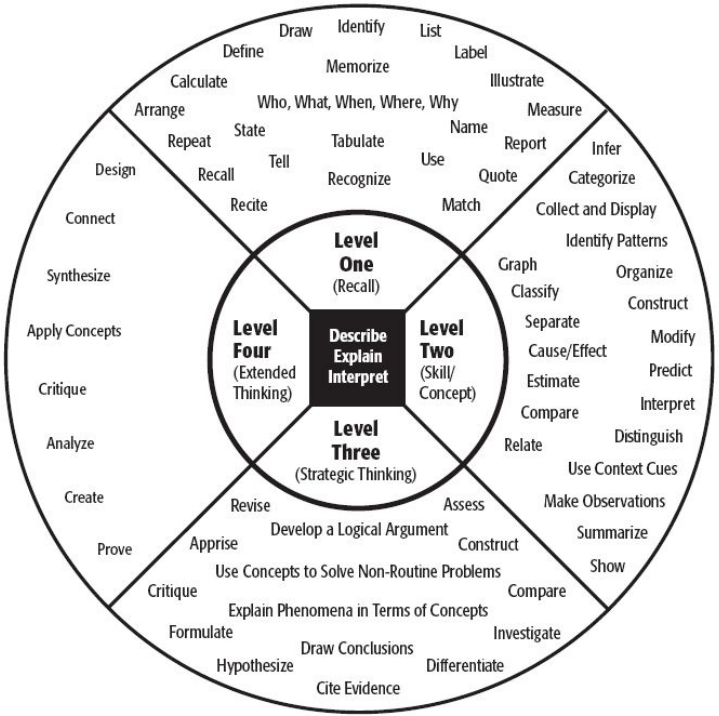
PURPOSE OF A TEST BLUEPRINT

- To have a **plan** before you begin creating/building
- Confirm in advance the information and knowledge you are planning to assess, which will **guide** your instructional activities
- Create a **balanced** assessment with appropriate rigor and accessibility to all students

P

Determine the Depth of Knowledge (Rigor) for each standard

Bloom's Taxonomy (2001)



Norman Webb (2005)

TOOL 2

HESS COGNITIVE RIGOR MATRIX (MATH-SCIENCE CRM):

Applying Webb's Depth-of-Knowledge Levels to Bloom's Cognitive Process Dimensions

Revised Bloom's Taxonomy	Webb's DOK Level 1 Recall & Reproduction	Webb's DOK Level 2 Skills & Concepts	Webb's DOK Level 3 Strategic Thinking/Reasoning	Webb's DOK Level 4 Extended Thinking
Remember Retrieve knowledge from long-term memory, recognize, recall, locate, identify	o Recall, observe, & recognize facts, principles, properties o Recall/ identify conversions among representations or numbers (e.g., customary and metric measures)	Use these Hess CRM curricular examples with most mathematics or science assignments or assessments.		
Understand Construct meaning, clarify, paraphrase, represent, translate, illustrate, give examples, classify, categorize, summarize, generalize, infer a logical conclusion), predict, compare/contrast, match like ideas, explain, construct models	o Evaluate an expression o Locate points on a grid or number on number line o Solve a one-step problem o Represent math relationships in words, pictures, or symbols o Read, write, compare decimals in scientific notation	o Specify and explain relationships (e.g., non-examples/examples; cause-effect) o Make and record observations o Explain steps followed o Summarize results or concepts o Make basic inferences or logical predictions from data/observations o Use models /diagrams to represent or explain mathematical concepts o Make and explain estimates	o Use concepts to solve non-routine problems o Explain, generalize, or connect ideas using supporting evidence o Make and justify conjectures o Explain thinking/reasoning when more than one solution or approach is possible o Explain phenomena in terms of concepts	o Relate mathematical or scientific concepts to other content areas, other domains, or other concepts o Develop generalizations of the results obtained and the strategies used (from investigation or readings) and apply them to new problem situations
Apply Carry out or use a procedure in a given situation; carry out (apply to a familiar task), or use (apply) to an unfamiliar task	o Follow simple procedures (recipe-type directions) o Calculate, measure, apply a rule (e.g., rounding) o Apply algorithm or formula (e.g., area, perimeter) o Solve linear equations o Make conversions among representations or numbers, or within and between customary and metric measures	o Select a procedure according to criteria and perform it o Solve routine problem applying multiple concepts or decision points o Retrieve information from a table, graph, or figure and use it solve a problem requiring multiple steps o Translate between tables, graphs, words, and symbolic notations (e.g., graph data from a table) o Construct models given criteria	o Design investigation for a specific purpose or research question o Conduct a designed investigation o Use concepts to solve non-routine problems o Use & show reasoning, planning, and evidence o Translate between problem & symbolic notation when not a direct translation	o Select or devise approach among many alternatives to solve a problem o Conduct a project that specifies a problem, identifies solution paths, solves the problem, and reports results
Analyze Break into constituent parts, determine how parts relate, differentiate between relevant-irrelevant, distinguish, focus, select, organize, outline, find coherence, deconstruct	o Retrieve information from a table or graph to answer a question o Identify whether specific information is contained in graphic representations (e.g., table, graph, T-chart, diagram) o Identify a pattern/trend	o Categorize, classify materials, data, figures based on characteristics o Organize or order data o Compare/ contrast figures or data o Select appropriate graph and organize & display data o Interpret data from a simple graph o Extend a pattern	o Compare information within or across data sets or texts o Analyze and draw conclusions from data, citing evidence o Generalize a pattern o Interpret data from complex graph o Analyze similarities/differences between procedures or solutions	o Analyze multiple sources of evidence o Analyze complex/abstract themes o Gather, analyze, and evaluate information
Evaluate Make judgements based on criteria	"UG" – unsubstantiated generalizations = stating an opinion without		o Cite evidence and develop a logical argument for concepts or solutions o Describe, compare, and contrast	o Gather, analyze, & evaluate information to draw conclusions o Apply understanding in a novel way

HESS COGNITIVE RIGOR MATRIX (READING CRM):
Applying Webb's Depth-of-Knowledge Levels to Bloom's Cognitive Process Dimensions

HESS COGNITIVE RIGOR MATRIX (MATH-SCIENCE CRM):
Applying Webb's Depth-of-Knowledge Levels to Bloom's Cognitive Process Dimensions

HESS COGNITIVE RIGOR MATRIX (WRITING/SPEAKING CRM):
Applying Webb's Depth-of-Knowledge Levels to Bloom's Cognitive Process Dimensions

HESS COGNITIVE RIGOR MATRIX (SOCIAL STUDIES/HUMANITIES CRM):
Applying Webb's Depth-of-Knowledge Levels to Bloom's Cognitive Process Dimensions

HESS COGNITIVE RIGOR MATRIX (FINE ARTS CRM):
Applying (Hess' Interpretation of) DOK to Artistic Practices

HESS COGNITIVE RIGOR MATRIX (HEALTH & PHYSICAL EDUCATION):
Applying (Hess' Interpretation of) Depth of Knowledge to Porter's Cognitive Demand Categories*

HESS WORLD LANGUAGE COGNITIVE RIGOR MATRIX

HESS COGNITIVE RIGOR MATRIX | Career & Technical Education (CTE CRM) :
Hess' Interpretation Applying Webb's Depth-of-Knowledge Levels to Bloom's Cognitive Process Dimensions

https://www.karin-hess.com/single-post/2014/4/11/The-Hess-Cognitive-Rigor-Matrix

P

Applying Depth of Knowledge Across Different Subjects

Depth of Knowledge can look different across subjects. When it comes to applying DoK tactics with digital assessment items, there are already pre-built questions for each subject that you can start from. Tim Sitar, Edulastic Certified Content Author, has already outlined some examples of DOK for different subjects. Check them out to get an idea of what you might consider using for your classroom.

Math DoK | Reading DoK | Writing DoK | History DoK | Science DoK

https://edulastic.com/blog/depth-of-knowledge/

STUDENT LEARNING OBJECTIVE	Students can analyze how characters advance the theme of a story							
LEARNING PRIORITIES		**ASSESSMENT**						
Standard/Description of Standard (NGSS, CCSS, Power Standard, ect)	DOK 4 = Extended Thinking 3 = Strategic Thinking 2 = Skill/Concept 1 = Recall	TOTAL POINTS	WEIGHT	Type of Question (MC, CR, explicit response)	DOK 1 Recall	DOK 2 Skill/Concept Application	DOK 3 Strategic Thinking	DOK 4 Extended Thinking
Describe how characters respond to challenges	2	5	20%	MC & CR	2 pts	3 pts		
Analyze how characters interact with other characters	2	3	12%	MC	1 pt	2 pts		
Demonstrate understanding of key details in a text	1	3	12%	MC	3 pts			
Identify how characters change based on the events in the story	3	6	24%	CR		2 pts	4 pts	
Using textual evidence to support the analysis	3	8	32%	CR			8pts	
				Total Pts	6 pts	7 pts	12 pts	0 pts
				Weight	24%	28%	48%	0%
					Rigor			

P * At least 50% of the assessment items should be at or above the target DOK level

Design the blueprint

Create the assessment

Plan for instruction

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August and September - District time

September/October

Instruct Appropriately

Post-Assess Students & Review Results

Use Illuminate reports to review teacher and student growth. (This data will be attached to TalentEd).
Meet with the content area team to guide and plan for the future.

P

- Professional Learning was focused
- Assessments were written with more rigor
- Student Growth completed in timely manner
- Looking at results, reteaching and reassessing

- Most skipped making the blueprint
- Time to meet with all course teams
- Assessment takes longer to grade
- Need to focus next on formative assessment

Bloomfield Hills

Bloomfield Hills Schools

- **1** High School, **3** Middle Schools, & **4** Elementary Schools
- **5,500** Students
- **58** Native Student Languages
- **320** Teachers, **72%** with Master's Degree
- **98.41%** Graduation Rate
- **$12,244** Per Pupil Foundation Allowance
- **$185,596** Median Household Income

We are Bloomfield!

Today I will be sharing a glimpse at our current assessment journey to head towards our desired state!

A **journey** of allowing ***NEEDS*** to drive the assessment system

Created a new District Assessment Statement

A **journey** of allowing ***NEEDS*** to drive the assessment system

Created a new District Assessment Statement

2016/17 → **2017/18** → **2018/19** → **2019/20**

- **District participation in an Assessment Audit Pilot**
  - **Identified areas to invest time:**
    - **Formative Assessment**
    - **Common Assessment Practices**

Michigan Assessment Consortium
Improve learning. Increase success.

A **journey** of allowing ***NEEDS*** to drive the assessment system

Created a new District Assessment Statement

Increased a focus on formative assessment though FAME

Developed a Common Assessment Continuum Rubric

Developed a District Data Protocol and Data Resources

2016/17 → **2017/18** → **2018/19** → **2019/20**

- **District participation in an Assessment Audit Pilot**
  - **Identified areas to invest time:**
    - **Formative Assessment**
    - **Common Assessment Practices**

Strategic Plan was Developed and includes *"Implementing multiple ways for students to show evidence of learning"*

Year-long Learning Specialists Book Study - Assessment Literacy for Educators in a Hurry

A **journey** of allowing ***NEEDS*** to drive the assessment system

2016/17

Created a new District Assessment Statement

2017/18

Increased a focus on formative assessment though FAME

2018/19

Developed a Common Assessment Continuum Rubric

Developed a District Data Protocol and Data Resources

2019/20

District Interim Assessment Review and Assessment Literacy Learning

- **District participation in an Assessment Audit Pilot**
  - **Identified areas to invest time:**
    - **Formative Assessment**
    - **Common Assessment Practices**

Strategic Plan was Developed and includes *"Implementing multiple ways for students to show evidence of learning"*

Year-long Learning Specialists Book Study - Assessment Literacy for Educators in a Hurry

Created FAME Partnerships with BHS/MAC/MDE, Increased number of FAME Coaches and Team Participants

THREE FOCUSES STAND OUT

We are continuing on this journey!

Connections to our identified ***Characteristics of a High Quality Balanced Assessment System***

Identified Characteristics of a High Quality Balanced Assessment System

- ➔ Conceptually fits with the district's strategic goals.
- ➔ There are multiple levels of assessment to provide meaningful data at all stages of teaching and learning.
- ➔ Provides relevant and timely data.
- ➔ Designed to meet the needs of the people that need the data such as teachers, administrators, students, and parents.
- ➔ Maximizes the ability of the district to adjust and adapt to the learning needs of ALL students through collaboration, curriculum adjustments, and interventions.

Suggestions

- ★ Develop Assessment Literacy
- ★ Don’t underestimate the time it may take to develop a foundational understanding
- ★ Let the need drive the assessments
- ★ Support the development of assessments
- ★ Build capacity for the use of data
- ★ Incorporate action steps into improvement plans

Common Assessment Continuum Rubric

Common Assessment is a process to create a *community* of *shared practice*. It is given by a group of teachers with the intention of collaboratively examining the results for:

- Shared learning
- Instructional planning to improve student learning
- Curriculum, instruction, and/or assessment modifications

This rubric was designed to help assess current levels and determine next steps.

Starting Out	Developing	Deepening	Sustaining
Shared understanding of the use and process of Common Assessments Identification of how a particular Common Assessment will be used and by which stakeholders (teachers, students, parents, etc.) Essential learnings (The critical skills, knowledge, and dispositions each student must acquire) are in the developing stage, not necessarily clear and/or agreed upon by the team	The intended use of a Common Assessment has been identified Essential learnings have been clearly identified and agreed upon by the team Shared understanding of what the evidence of learning looks like for the agreed essential learnings Resources (including people) are used to create Common Assessment	The focus of the Common Assessment is to look for evidence of meeting learning targets and/or essential learnings, not on scores or grades The Team comes together to analyze data from Common Assessments Common Assessment results are used as part of multiple measures to determine next steps in instruction, identify interventions, and make curricular decisions Common Assessments are evaluated and adjusted as needed	Common Assessments are part of a Balanced Assessment System (a system of assessments aligned to standards and success criteria when combined with the processes are used to inform instruction, measure progress, specify learner needs, guide supports, and indicate growth and outcomes). Evidence of learning is transparent and collectively used to generate learning needs for students and professional learning for educators The Team has established a culture that supports a sense of community with the analysis of student work and sharing of ideas Students are involved in the process of determining their next steps in learning and understanding as the result of Common Assessments along with other measures

"What piece of this would you like to take on in learning?"

W. Osterman 2019

Connect - Extend - Challenge

How are the ideas and information presented **connected** to what you already knew?

What new ideas did you get that **extended** or broadened your thinking in new directions?

What **challenges** or puzzles have come up in your mind from the ideas and information presented?

purpose

This routine helps learners make connections between new ideas and prior knowledge. It also encourages them to take stock of ongoing questions, puzzles and difficulties as they reflect on what they are learning.

Synthesising & Organising Ideas


What are you taking way from this session?
https://my.thoughtexchange.com/#888366894