



2017-18 ALN Event #2: **Marianne Perie, Ph.D.** *Director: Center for Assessment and Accountability, Research and Design (CAARD) at the University of Kansas*

Keynote Presenter Notes: An Assessment to Every Purpose, Under Heaven

1. Dr. Perie described various purposes for interim assessment: (slides 8-9)
 - a. Allows teachers to check student progress throughout the year
 - b. Used at the discretion of schools and districts to check students' progress at strategic points during the school year
 - c. Typically used at the district level
 - d. If item types are similar to summative test, will serve a predictive purpose
 - e. If item types are more open-ended and performance based, will assist with instruction
2. Necessary conditions for interim assessment to be useful
 - a. Needs to provide easy-to-interpret, valid and reliable results
 - b. Must represent content linked to standards and teaching units
 - c. Should be an extension of learning (not a "time-out" from learning)
3. Dr. Perie described the place of Interim assessment within a balanced assessment system (slides 4-7, 10)
 - a. Should be part of a system of summative and interim assessments along with formative assessment practices that all align to a common set of standards
 - b. Fits between Summative and formative in terms of scope and frequency
 - c. Formative and interim are NOT the same, no matter what vendors might claim. Formative assessment is a process, not a "thing."
4. Additional Notes
 - a. Using interim assessment for evaluative purposes can be valid when evaluating programs or instructional practices...not when evaluating people.
 - b. Can be useful for predictive purposes, but only if they are used to improve INSTRUCTION, not when used to improve outcomes by teaching particular types of items (i.e., teaching the test)
 - c. KNOWING YOUR PURPOSE BEFORE choosing/using interim assessments is JOB NUMBER ONE.
 - d. ELEPHANT IN THE ROOM: OVERTESTING (cited CCSSO 2016 survey data-slide 11)
 - i. Pushback against assessment is often appropriate
 - ii. Biggest culprit is interim testing
 - iii. If we are going to use it, be judicious and targeted

5. Designing or selecting an assessment (slides 12-1?)
 - a. Determine purpose of the assessment
 - i. A checklist of possible purposes is shown
 - ii. Involve teachers who will use them
 - b. Be judicious...an assessment purporting to use multiple purposes probably serves no purpose well.
 - c. Questions to consider when selecting interim assessments are suggested
 - d. Match test characteristics to the purpose
 - i. Match item type to purpose
 - ii. Use purpose to determine length and frequency
Member question: how do you teach educators these principles?
Answer: provide support and push them to explain their goals and priorities for the assessment; narrow down to one or few goals
 - e. Check for reliability (consistency of results); you increase reliability by:
 - i. Using more items
 - ii. Testing the same construct multiple ways
 - f. Check for validity
 - i. Tests are not valid or not valid; score interpretations are
 - ii. Must accurately and reliably reflect students' knowledge/skills
 - g. Choose item types, matching to purpose: Demonstrated various types of high-quality assessment items
 - h. Putting it all together
 - i. Develop a home-built assessment
 - ii. Purchase an off-the-shelf assessment
 1. Characteristics of a good interim assessment system were listed and an example district who walked through the choice process was shown (slides 29-36)
 2. 6 questions to ask a vendor (or glean from technical documentation)
 - a. Never listen only to sales pitch: Always ask for technical documentation
 - b. 6 question areas offered with details
 - i. Test purpose and use
 - ii. Test development and documentation
 - iii. Administration and inclusion
 - iv. Test scores and reports
 - v. Test utility
 - vi. Practicality and logistics
6. Summary: Interim assessment should always fit within a balanced assessment system
 - a. Evaluate the same standards as the summative
 - b. Fit into classroom time as an extension of instruction, not a time out from instruction

- c. Provide results that feed into the teachers' instructional planning

Post presentation discussion

ALN Members and guests provided insights on the following prompts:

1. New and useful information
 - a. Purpose should be a driver
 - b. Enlightenment—don't just believe the sales pitch
 - c. Empowerment—involve teachers in the decision
 - d. Be careful about over-testing, since interim assessment has greatly contributed to the perception of over-testing
2. What changes would you suggest to your current system?
 - a. Invest more time and people in the conversation
 - b. Helping teachers/administrators understand the "why"
 - c. Since assessment choices have often been made already, monitor more closely the number of purposes a district tries to use them for
 - d. Need to be more wary about vendor claims about how many uses an assessment can fulfil
3. What information will you take back to your networks?
 - a. Bring information about purpose and ask teachers the key questions presented
 - b. Develop talking points about purpose and take around to districts
 - c. Continue to share with technology directors, (but they have limited access to classrooms)
 - d. Could use a "presentation in a box" to use in a one-hour meeting between principals and teachers.
 - e. Concepts around formative assessment practices vs. "formative assessment purposes" for an interim or summative test