

Determining the Correct Assessment Methods

November 4, 2015

Assessment is not just for performance evaluations.



Student growth is a reflection of not only a student's progress but a teacher's effectiveness.

Type I

"Type I assessment" means a reliable assessment that measures a certain group or subset of students in the same manner with the same potential assessment items, is scored by a non-district entity, and is administered either statewide or beyond Illinois.

Examples include assessments available from the Northwest Evaluation Association (NWEA), Scantron Performance Series, Star Reading Enterprise, College Board's SAT, Advanced Placement or International Baccalaureate examinations, or ACT's EPAS® (i.e., Educational Planning and Assessment System).

Type II

"Type II assessment" means any assessment developed or adopted and approved for use by the school district and intended to be used on a districtwide basis by all teachers in a given grade, course or subject area.

Examples include collaboratively developed common assessments, curriculum tests and assessments designed by textbook publishers.

Type III

"Type III assessment" means any assessment that is rigorous, that is aligned to the course's curriculum, and that the qualified evaluator and teacher determine measures student learning in that course.

Examples include teacher-created assessments, assessments designed by textbook publishers, student work samples or portfolios, assessments of student performance, and assessments designed by staff who are subject or grade level experts that are administered commonly across a given grade or subject.

A Type I or Type II assessment may qualify as a Type III ISBE 23 ILLINOIS ADMINISTRATIVE CODE 50.30 SUBTITLE A SUBCHAPTER b assessment if it aligns to the curriculum being taught and measures student learning in that subject area (see Section 50.110(b)(2)).

PERA 50 Requirements

One Type I and Type II

OR

One Type II and Type III

OR

Two Type IIIs

Guiding Principles for Classroom Assessment

Organized into three domains:

1. Foundations
2. Use
3. Quality

The Foundations of Assessment

F1 Assessment Purpose: Classroom assessment practices should have a clear purpose that supports teaching and learning.

F2 Learning Expectations: Classroom assessment practices should align with the appropriate learning expectations and instruction intended for each student.

The Foundations of Assessment (cont.)

F3 Assessment Design: The types and methods of classroom assessment used should clearly allow students to demonstrate their learning.

F4 Student Engagement: Students should be meaningfully engaged in the assessment process and use of the assessment evidence to enhance their learning

The Foundations of Assessment (cont.)

F5 Assessment Preparation: Adequate teacher and student preparation in terms of resources, time, and learning opportunities should be part of classroom assessment practices.

F6 Informed Stakeholders: The purposes and uses of classroom assessment should be communicated to students and, when appropriate, parents/guardians

The Use of Assessments

U1: Analysis of Student Performance: The methods for analyzing evidence of student learning should be appropriate for the assessment purpose.

U2: Effective Feedback: Classroom assessment practices should provide timely and targeted feedback to improve student learning.

U3: Instructional Planning: Analysis of student performance should inform instructional planning and provide next steps to support ongoing student learning.

U4: Reporting: Student assessment reports should be based on a sufficient body of evidence and provide a summary of student learning in a clear, timely, accurate, and useful manner.

The Quality of Assessments

Q1: Cultural and Linguistic Diversity: Classroom assessment practices should be responsive to and respectful of the cultural and linguistic diversity of students and their communities.

Q2: Differentiation: Classroom assessment practices should be appropriately differentiated to meet the specific educational needs of all students.

Q3: Fairness: Classroom assessment practices and subsequent decisions should not be influenced by factors unrelated to the intended purposes of the assessment.

Q4: Validity: Classroom assessment practices should provide adequate and appropriate information that supports sound decisions about each student's knowledge and skills.

Q5: Reliability: Classroom assessment practices should provide consistent, dependable information that supports sound decisions about each student's knowledge and skills.

Q6: Reflection: Classroom assessment practices should be monitored and revised to improve their overall quality.

To Determine/Develop Correct Assessment

- 1. Identify population and purpose (F1)**
- 2. Identify learning expectations (F2, Q4)**
- 3. Develop assessment design and prepare the assessment (F3, F4, F5)**
- 4. Plan for analysis and use (U-1-U-4)**
- 5. Evaluate assessments for quality (Q1-Q6)**

Activity: What are some challenges that you have faced selecting, developing, or modifying classroom assessments?

Step 1: Population and Purpose (F1)

Answers:

- a. Who is being assessed?
- b. What is being assessed?
- c. Why do I need to assess students at this time?

F1

We Need Data That Will:

- Identify specific student needs
- Paint a well-rounded picture of student skills
- Tell us what to do next instructionally

F1 Why are we collecting data?

- ✓ Understanding student skills
- ✓ Mastery & Report Card
- ✓ Growth & Learning
- ✓ Program Analysis
- ✓ The SLO

PROBLEM: We often don't have the RIGHT kind of data! The "right" data makes analysis efforts worthwhile.

Balanced Assessment System:

the strategic use of assessment that informs decisions at the
classroom, school, district, and state levels

Balanced Assessment (cont.)

1. Formative--assessment process used by educators and students during instruction for the purposes of informing teaching and improving learning
2. Interim--Used by educators periodically throughout the school year for the purposes of predicting student success, evaluating ongoing programs, and informing teaching and improving learning.
3. Summative--are used for the purpose of evaluating student, program, or school success at an end point in time.

Pivot Points:

Places in the teacher's lesson where student growth data will determine the next teaching steps

You have to get the right kind of data to make a pivot!

- Look for GOOD formative assessments.
- Consider the value of your assessment:
 - Will this quiz, test, discussion tell me more about student thinking so I can adjust the way I teach?

HOW can we gather information/data/artifacts?

- Measure Change
- Measure Student Learning
- Measure Student Growth

Activity: What learning expectations will your assessment measure? How will you know if your assessment really measures the identified learning expectations?

Important Term:

Mirrored Assessment Set:

A series of comparable assessments that can measure learning over 2 or more points in time. They are designed with the same form, content, and level of complexity.

- Measure Change
- Measure Student Learning
- Measure Student Growth

What Makes a Good Assessment?

Mirroring Element	Variables to Consider
WHAT: Content/Skills	<ul style="list-style-type: none">• Skills• Standards• Power Standards
HOW: Form	<ul style="list-style-type: none">• Selected Response (ex:multiple choice)• Constructed Response• Performance Based
Difficulty: Level of Complexity	<ul style="list-style-type: none">• Level of cognitive demand• Question difficulty• Difficulty of Reading Passage• Difficulty of Prompt

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Assessment Review Tool

Assessment Name: _____

Course: _____

Criteria	Considerations (check all that apply)
Skills & Alignment	<ul style="list-style-type: none"> <input type="checkbox"/> This assessment tool clearly measures specific essential subject or grade level content standards and skills (assessment or answer key is labeled) <input type="checkbox"/> The knowledge and skills measured have leverage, endurance, and readiness for the next level of learning (value beyond the year-either in the next level of the subject, in other academic disciplines or in career/life) <input type="checkbox"/> There is more than one question aligned to each skill (ex: 3 questions aligned to a single skill to triangulate data with different levels of cognitive demand) <p>Evidence/Feedback:</p>
Rigor and Complexity	<ul style="list-style-type: none"> <input type="checkbox"/> Overall, the items/tasks are appropriately challenging for the grade-level/course(e.g. appropriate Question Complexity, Depth of knowledge and appropriate Text Complexity) so that scores on the assessment represent true learning aligned to essential concepts for this grade level/course. <input type="checkbox"/> Essential content standards and skills are assessed at multiple levels of complexity (ex: low, middle, high). <input type="checkbox"/> Many items/tasks require strategic and extended thinking. <input type="checkbox"/> Multiple-choice questions are appropriately rigorous or complex (e.g. multi-step, four or more choices) <p>Evidence/Feedback:</p>
Format Gives Valid and Reliable Data	<ul style="list-style-type: none"> <input type="checkbox"/> Items/tasks are written clearly. <input type="checkbox"/> The assessment/task/passages are free from bias; no wording or knowledge that is accessible to only specific ethnicities, subcultures or gener <input type="checkbox"/> Item types and length of the assessment are appropriate to the subject/grade level <input type="checkbox"/> Tasks and open ended questions have descriptive rubrics that (1) articulate what students are expected to know and be able to do (2) differentiate between levels of knowledge (3) allow for reliable data collection (repeatable use) <p>Evidence/Feedback:</p>
Mirrored for Growth	<ul style="list-style-type: none"> <input type="checkbox"/> A mirrored version has been developed to measure and monitor learning at another point in time. <input type="checkbox"/> Mirrored version is mirrored in form, content and complexity. <input type="checkbox"/> Assessment results will provide data for teacher pivot points: adjusting instruction for improved student understanding. <p>Evidence/Feedback:</p>

(Adapted from Achieve NJ Format)

Guidelines for Teacher Created Growth Assessments

Standards and Alignment::

- All items in the assessment align to grade/subject standards
- The assessments are aligned vertically
- All assessments are backward planned (i.e.: aligned to end-of-term goals)

Question Complexity:

- The assessments are designed so all students will be able to demonstrate growth
- The assessments measure the spectrum of standard complexity; items match the full range of cognitive thinking required in class

Validity and Reliability:

- The teacher has a plan for administering assessments consistently across all classes
- Clear scoring rubrics or guidance exists for open-ended questions or performance-based assessments
- Assessment content is unique (ex: Reading passages they have never seen before are aligned to class objectives that will/have been taught)
Assessment intentionally measures skills and knowledge, aligned to standards and objectives that it was designed to measure
- Assessment set produces similar results over time (multiple years)

Assessment Blueprint Development Protocol

Step One: Identify what essential skills and knowledge you will assess

Step Two: Select the form(s) for your assessment.

1. Selected Response Assessments
2. Constructed Response Assessments
3. Performance Assessments

Step Three: Determine the number of items at each level of cognitive demand.

1. Basic
2. Standard
3. Expanded

Step Two: Select the form(s) for your assessment.

1. Selected Response Assessments: Ask students to select the correct answer from a provided set of answers.
1. Constructed Response Assessments: Ask students to construct their own answer to a question.
1. Performance Assessments: Ask students to demonstrate understanding by performing or creating a product.

Step Three: Determine the number of items at each level of cognitive demand.

1. Basic--Readily Assessable questions that ask the student to remember something or simply understand. This includes memorization and automaticity of math facts as well as questions that ask “right there” questions from the text.
1. Standard--Moderately Complex questions that ask students to apply, compare, and contrast or analyze. This includes application story problems as well as students comparing more than one character, author, or text.
1. Expanded--These questions are very complex and ask student to evaluate and create. They are often associated with free response items but clever test writing can also put evaluative questions in multiple choice formats.

Assessment Sets:
Similar Assessment Complexity
(Questions fall into the same range of cognitive demand)

Bloom's Taxonomy
(Revised)



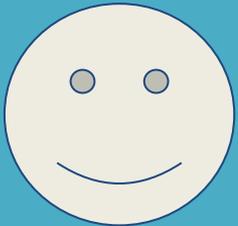
Assessment Blueprint

Essential Skill, Knowledge, Standard	Type of Question (SR, CR, PB)	Basic (Remember & Understand)	Standard (Apply & Analyze)	Expanded (Evaluate & Create)

Key: Selected Response (SR), Constructed Response Questions (CR), Performance-Based Questions (PB)

Keep in Mind:

Each form of assessment whether it is selected response (SR), constructed response (CR), and performance based (PB) includes items at each level of cognitive demand (Basic, Standard, Expanded).



Both constructed response and performance assessments require the use of a rubric. If a teacher team intends to use these as their assessment tool it is imperative that a clear rubric is designed and the same rubric is used on each assessment.

Activity: What assessment design do you think is most appropriate for your population, purpose, and learning expectations?

Questions

References/Resources

<http://www.isbe.net/assessment/htmls/balanced-asmt.htm>

Kids at the Core--