

WASL Work Group



**NOVEMBER 12, 2008
STAFF PRESENTATION**

Dr. Rick Stiggins – Balanced Assessments



Decision to be Made	Who Makes Decision	Information Needed	Assessment Type/Example
What comes next in learning?	Student, teacher, parents	Continuous information on individual student's progress toward each standard	Continuous classroom assessment. Reliable diagnosis of learning strengths and weaknesses. <i>Example: The Dynamic Indicators of Basic Early Literacy Skills (DIBELS)</i>
Are the standards being mastered? Are programs working?	Teams of teachers, principals, curriculum directors	Periodic, but regular, evidence summarized across classrooms indicating which standards are not being mastered	Interim, benchmark, progress-monitoring assessments that are common across classrooms or schools. <i>Example: Measures of Academic Progress (MAP/NWEA)</i>
Are enough students meeting standards?	School, district, community leaders, state & federal government	Annual test scores summarized across schools showing the percent of students meeting standard	Annual accountability testing, high technical reliability for its purpose. <i>Example: (WASL)</i>

Diagnostic Assessments



2006 – Supplemental Budget:

\$250,000 provided for reimbursement of school districts for diagnostic assessments

- 44 districts received grants via competitive application for 53 different assessments
 - ✦ 30 (57%) MAP from Northwest Evaluation Association
 - ✦ 15 (28%) Another commercial test
 - ✦ 7 (13%) District-developed test

2007-09 – Biennial Budget:

\$4,900,000 provided for school districts to *purchase diagnostic assessments*. SPI must negotiate an agreement with vendor(s) to secure competitive pricing and provide quality comparison information regarding available assessment tools.

- \$1.7 million allocated for 07-08 based on \$5 per student
 - ✦ 30% MAP from Northwest Evaluation Association
 - ✦ 17% DIBELS
 - ✦ 11% district-developed test
 - ✦ 6% DRA (Developmental Reading Assessment)
 - ✦ 36 % other

Today's agenda



- **Northwest Evaluation Association (NWEA)**
- **Perspectives of 2 school districts**
 - Vancouver school district
 - Richland school district

NWEA Questions



- What is MAP? What academic subjects are covered by MAP? Are kinds of questions comprise the MAP (multiple-choice, open-ended, both, neither, other)?
- What kind of information does MAP provide to teachers and how is it helpful? How long does it take to get the MAP scores back to provide feedback to teachers and students?
- NWEA completed a project to connect the scale of the tests used for Washington mathematics and reading assessments with NWEA's RIT scale. What was the outcome of that study? Is there sufficient alignment with the Washington academic standards and/or the WASL to help teachers improve the achievement of students on the WASL?
- How many school districts in Washington use MAP? Are the students in school districts in Washington that use MAP performing better on the WASL than school districts not using the MAP?
- At one time, Idaho was trying to get MAP approved by NCLB, what happened?
- Could the current computer-based adaptive MAP assessment be adapted to include a "fixed" version that could be used as a summative statewide assessment and still keep the computer-based adaptive version as interim formative/diagnostic student assessments?
- Does NWEA also have end-of-course exams? If so, in what subjects?

School District Questions



- How did the school district decide to purchase MAP?
- What services did the district purchase from NWEA (assessment, training, reports, other?)
- How is MAP is being used by teachers?
- What information does it provide to teachers and how is it helpful?
- Do teachers think that the MAP is aligned with the state standards and/or the curriculum that is used?
- Do teachers find that MAP is helpful in improving the achievement of students on the WASL?