

## Big Ideas

- Balanced Assessment Systems
  - Quality Assessment Essential
  - Productive Assessment Dynamics:  
Assessment FOR & OF Learning
- OPENNESS TO RETHINKING & LEADERSHIP ARE ESSENTIAL**

## WE ASSESS TO:

- **INFORM INSTRUCTIONAL DECISIONS**
- **ENCOURAGE STUDENTS TO TRY TO LEARN**

## Purpose #1: WE ASSESS TO INFORM INSTRUCTIONAL DECISIONS

## Always begin by asking:

- What decisions?
- Who's making them?
- What information will be helpful to them?

## INFORMATION NEEDS VARY PROFOUNDLY:

- Classroom-Level Users
- Program-Level Users
- Institutional/Policy Users

## CLASSROOM ASSESSMENT CONTEXT

**New mission: Promote learning for all**

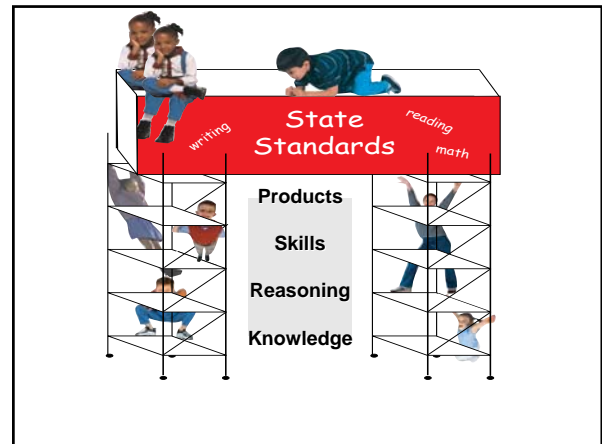
**Focus: Mastery of pre-set standards**

**Prep for assessment: Standards arrayed in learning progressions to unfold within and across grade levels**

**Assessment challenge: Know where each student is now on each learning progression**

## CLASSROOM ASSESSMENT:

- DECISION? • WHAT COMES NEXT IN THE LEARNING?
- WHO? • STUDENT, TEACHER, & PARENTS
- HELPFUL INFO? • CONTINUOUS INFO ON EACH STUDENT'S PROGRESS TOWARD EACH STANDARD



## PROGRAM LEVEL USE:

- DECISION? • STANDARDS MASTERED? PROGRAMS WORKING?
- WHO? • TEACHERS (IN TEAMS), PRINCIPAL, CURRIC DIR
- HELPFUL INFO? • PERIODIC, BUT FREQUENT, EVIDENCE SUMMARIZED ACROSS CLASSROOMS INDICATING STANDARDS NOT MASTERED

## NOTE THE DIFFERENCES

- | <u>CLASSROOM LEVEL</u>        | <u>PROGRAM LEVEL</u>                                       |
|-------------------------------|--|
| • CONTINUOUS                  | • PERIODIC   |
| • EACH INDIVIDUAL             | • GROUP DATA   |
| • FOCUS ON BUILDING BLOCKS    | • FOCUS ON STANDARDS                                       |
| • INFORMS STUDENTS & TEACHERS | • INFORMS TEACHER TEAMS & LEADERS (TYPICALLY NOT STUDENTS) |

## INSTITUTIONAL USE:

- DECISION? • ARE ENOUGH STUDENTS MEETING STANDARDS?
- WHO? • SCHOOL, DISTRICT, & COMMUNITY LEADERS
- HELPFUL INFO? • ANNUAL TEST SCORES SUMMARIZED ACROSS SCHOOLS SHOWING % MEETING STANDARDS

## Notice differences:

- Classroom Instruction
- Program Improvement
- Institutional Accountability
- How goes each student's journey to each standard?
- What standards are our students meeting or not, collectively?
- Are enough of our students meeting standards?

**BALANCED ASSESSMENT SYSTEMS MEET ALL USER NEEDS:**

- ANNUAL ACCOUNTABILITY TESTING SERVES SOME PURPOSES
- INTERIM, BENCHMARK, SHORT-CYCLE, COMMON TESTS MEET OTHER INFO NEEDS
- CONTINUOUS CLASSROOM ASSESSMENT INFORM STILL OTHERS

**KEY TO SUCCESS?  
ASSESSMENT SYNERGY!**

- All assessments must center on high-quality standards
- All assessments must yield accurate evidence of achievement
- All users must understand results and use them productively

**AN ESSENTIAL DISTRICT ACTION:**

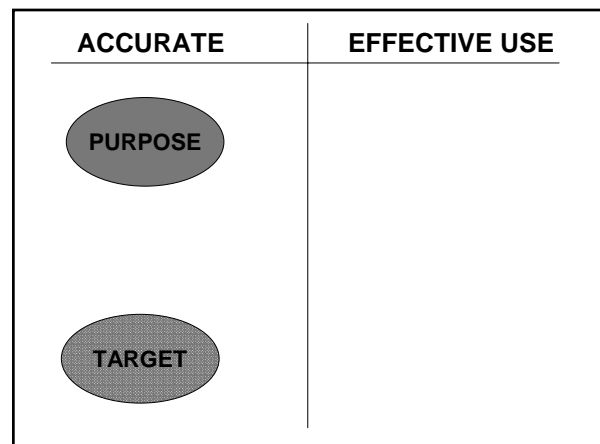
Have you designed your local assessment system to meet the info needs of all relevant users?

**ABSOLUTE REQUIREMENTS:**

- Gather accurate information about student achievement
- Use assessment effectively to promote student success

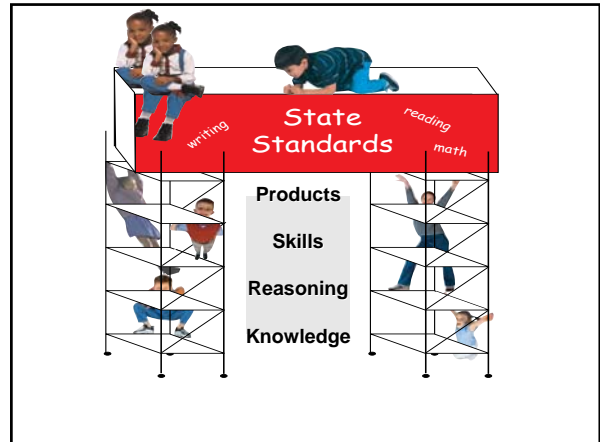
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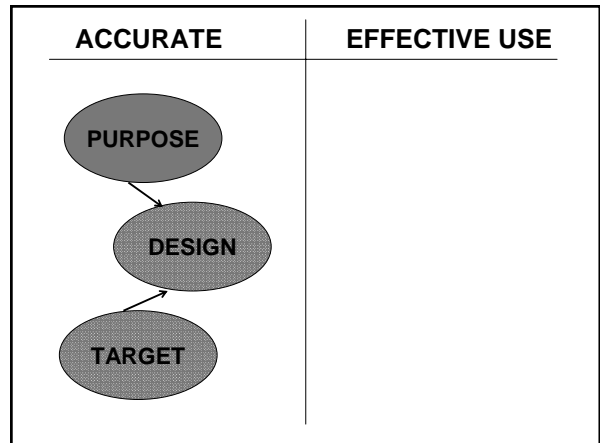
## CLEAR LEARNING TARGETS

- Start with state standards in learning progressions
- Deconstruct into scaffolding leading to each standard (local curriculum maps)



## CLEAR LEARNING TARGETS

- Start with state standards in learning progressions
- Deconstruct into scaffolding leading to each standard (local curriculum maps)
- Transform into student-friendly versions



## DESIGN FEATURES

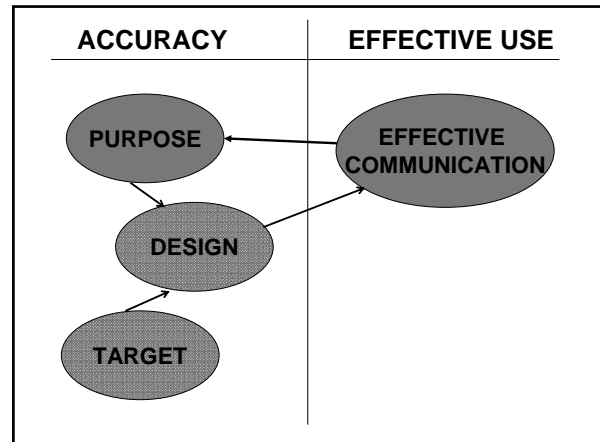
- Select a proper method

## AVAILABLE ASSESSMENT METHODS

- Selected Response
- Written Response (Essay)
- Performance Assessment
- Direct Personal Interaction

## DESIGN FEATURES

- Select a proper method
- Built of quality ingredients
- Sample appropriately
- Prevent bias



## COMMUNICATION THAT SUPPORTS LEARNING

- FOCUS ON STUDENT'S WORK—NOT STUDENT AS LEARNER
- DESCRIPTIVE, HELPS STUDENT TO SEE HOW TO DO BETTER THE NEXT TIME
- CLEARLY UNDERSTOOD BY ALL USERS
- SUFFICIENTLY DETAILED TO INFORM BUT NOT OVERWHELM
- IN TIME TO INFORM & HELP

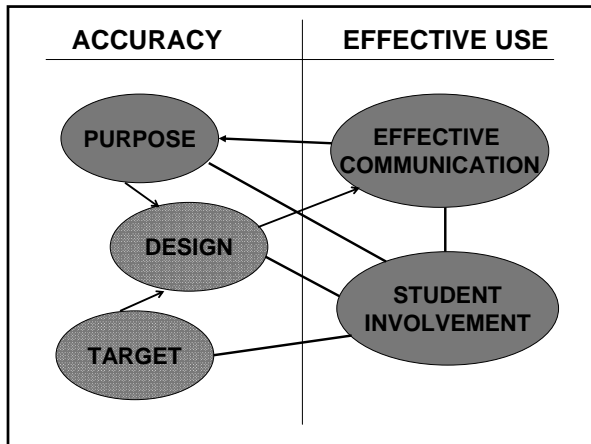
## THE LONG-STANDING PROBLEM:

**Very few teachers or administrators have been given the opportunity to learn how to assess accurately or communicate effectively...**

## AN ESSENTIAL DISTRICT ACTION:

**Do you need to provide teachers and school leaders with the opportunity to learn?**

**Purpose #2:  
WE ASSESS TO ENCOURAGE STUDENTS TO TRY**



**Society's priorities have changed:**

**NOW WE NEED ALL WINNERS—at least when it comes to meeting standards...**

**With accelerating technical & social complexity, LIFELONG LEARNING SKILLS BECOME ESSENTIAL**

**Without question,**

- Reading comprehension
- Ability to write effectively
- Math problem solving
- Living in a digital world

**HAVE BECOME KEYS TO SURVIVAL...**

**Schools that merely sort on academics no longer meets our society's education needs...**

**A NEW MISSION:**

- All students must hit the academic targets—not just a few at the top of the rank order
- And learn to take responsibility for their own learning

## **KEYS TO SUCCESS?**

- Locate each student on the scaffolding and inform them
- Establish the value of the next target in their mind
- Make it appear reachable to them (that is, PROMOTE HOPE)
- Show them themselves reaching it (SUCCESS ALWAYS MOTIVATES)

## **IF ALL STUDENTS ARE TO MEET STANDARDS,**

- ALL STUDENTS MUST BELIEVE THEY CAN, SO THEY WILL TRY
- LOSING STREAKS & HOPELESSNESS NO LONGER CONTRIBUTE TO OUR MISSION

## **THE KEY REVOLUTION IN ASSESSMENT DYNAMICS:**

**We must assess accurately, and use results effectively in order to make sure students react productively to the assessment results.**

**The student's emotional reaction to results will determine what that student does in response**

## **PRODUCTIVE RESPONSE TO ASSESSMENT RESULTS:**

- I understand these results
- I know what I need to do next
- I'm OK
- I choose to keep trying

## **THE COUNTERPRODUCTIVE HOPELESS RESPONSE:**

- I don't understand
- I have no idea what to do next
- I'm no good at this stuff anyway
- I give up

**A REVOLUTION IN  
ASSESSMENT DYNAMICS:**

**What STUDENTS think about  
and do with assessment  
results is as important as  
what adults think about and  
do with them...**

**Students get to make their  
data-based instructional  
decisions first...**

**Students decide:**

- Can I learn this or am I just too slow, dense...stupid?
- Is the learning worth the energy I must expend to attain it?
- Is trying to learn worth the risk that I might fail...again...in public?

**Students get to make their  
data-based instructional  
decisions first—if they make  
productive decisions, then we  
get to make our data-based  
instructional decisions...**

**How can we help our  
students make the right  
decisions—the decisions  
that will lead to productive  
learning for them?**

**ASSESSMENT  
FOR LEARNING:  
Creating a Culture  
of Confidence**



### Assessment FOR Learning Applications:

- Student-Involved Classroom Assessment
- Student-Involved Record Keeping
- Student-Involved Communication

### To improve, students must:

- Know what good work looks like
- Compare their work to that standard
- Understand how to close gaps

Royce Sadler, Australia

### 3 Ways to Develop Academic Self-Efficacy (in order of their power)

- Student experiences real, credible success at learning
- Sees others who are “like me” experiencing that success
- Talk learners into believing they can succeed

### Expected Effects

- |                                  |              |
|----------------------------------|--------------|
| • Reducing class size            | • .1-.2 s.d. |
| • Retention                      | • -.1        |
| • Praise & Punishment            | • -.1        |
| • ASSESSMENT <u>FOR</u> LEARNING | • .5-1.0     |
| • EFFECTIVE FEEDBACK             | • .8         |

### Keys to Achievement Gains

- Clear & appropriate targets
  - Quality standards in proper order
  - Deconstructed into scaffolding
  - Transformed to student-friendly
- Accurate classroom assessment
- Descriptive feedback
- Student-involved assessment, record keeping, and communication

### THE LONG-STANDING PROBLEM:

**Very few teachers or administrators have been given the opportunity to learn how to use assessment FOR learning**

**AN ESSENTIAL  
DISTRICT ACTION:  
Do you need to  
provide teachers  
and school leaders  
with the opportunity  
to learn?**

**PHYSICIAN'S  
CREED:  
FIRST, DO  
NO HARM**

**EDUCATOR'S CREED:  
  
ABOVE ALL, DO  
NOTHING TO DIMINISH  
HOPE**

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