

Diagnostic Assessment Work at OSPI

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Purposes of Assessment

- Norm-referenced: To compare a student's performance to the performance of other students
- Criterion-referenced (or "Standards-based"): To determine whether students have achieved a criterion level of performance (or met a standard)
- Summative: To make summary judgments about learning for one or many students
- Formative: To inform instructional and learning processes

What is **summative** assessment?

- Given at the end of a period of learning such as the end of an instructional unit, a course of study, academic year (e.g., Final Exam, WASL, Culminating Project)
- Purposes are:
 - To evaluate current status of students' achievement.
 - To provide an evaluative judgment:
 - Course grade
 - Proficiency on state standards
 - Graduation decision

What is **formative** assessment?

- Given during instruction or within a course of study or academic year (e.g., Quizzes, Essays, Mid-term Exams)
- Purposes are:
 - To evaluate progress of students' achievement.
 - To provide information to help:
 - Adjust Instruction
 - Decide to re-teach or move on
 - Determine if progress to end-of-year goals are on target

“Formative assessment is central to good instruction in several ways, including:

- *Focusing learning activities on key goals;*
- *Providing students feedback so they can rework their ideas and deepen their understanding;*
- *Helping students develop meta-cognitive skills to critique their own learning products and processes; and*
- *Providing teachers with systematic information about student learning to guide future instruction and improve achievement.”*

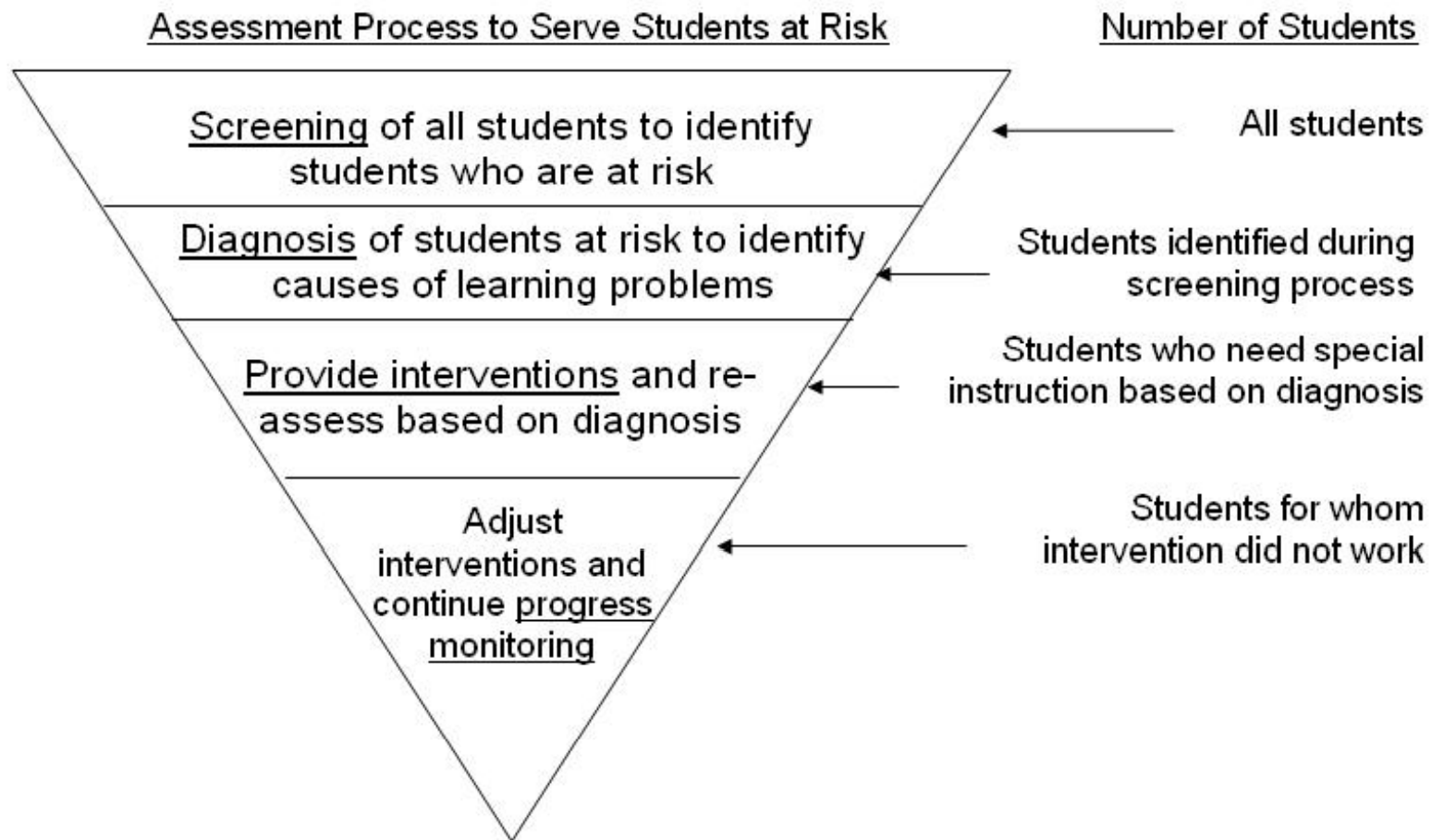
Lewis, A. (2006). *Celebrating 20 years of research on educational assessment: Proceedings of the 2005 CRESST Conference* (CSE Technical Report 698). Los Angeles, CA: CRESST.

Types of Formative Assessments

- Screening – To find out which students are at risk (e.g., DIBELS)
- Diagnostic – To determine specific causes of learning problems (e.g., *Comprehensive Test of Phonological Processing*)
- Progress monitoring – To monitor progress toward achievement of learning goals and assess the effectiveness of interventions (Curriculum-based Measures)
- Interim assessments – To monitor progress toward achievement of broad learning objectives and predict achievement on summative assessments (e.g., NWEA MAP tests)

These types are all described in the WA Diagnostic Assessment Guide

Formative Assessment Model Supporting At-Risk Students



Funding Available for Diagnostic and Formative Assessment

- 2007 Session: \$4.9 million
 - \$100,000 for diagnostic assessment guide
 - \$4.8 million across 2008 & 2009 to districts for local purchases
- Obligated to date: \$1.85 million
 - \$100,000 for diagnostic assessment guide
 - \$1.75 million distributed to districts based on requests during 2007-2008 school year

Funding Available for Diagnostic and Formative Assessment

- 2008 Session: \$4.9 million was reallocated
 - \$2.36 million across 2008 & 2009 to districts for local purchases
 - \$2.54 million for development and implementation
- Funds Remaining for 2009
 - ~\$600K (2.36M - 1.75M) not obligated for local purchases – return to SGF
 - ~\$2.44 million (2.54 – 100K) for development and implementation

Plan for Use of 2009 Resources

1. Priority to reading and mathematics screening for all students in Gr. 1-3

- \$10 per student for districts to purchase reading and math screening assessments in primary grades
- “Approved” instruments only; contingent on commitment to training

(Coverage of 75% of state uses \$1.88 of \$2.44 million for “implementation/development”)

Plan for Use of 2009 Resources

2. Professional development for primary teachers on screening tools

- “Approved” instruments only; contingent on commitment to training
- Face-to-face and remote training for teams of teachers; regional support networks

(Uses \$300K of \$2.44 million of “implementation/development”)

Plan for Use of 2009 Resources

3. Develop diagnostic and intervention strategies

- Identify promising reading and math diagnostic instruments and interventions
- Prototype development as needed to fill gaps for grades 1-6
- School-level pilots to identify effective strategies

(Uses \$260K of \$2.44 million of “implementation/development”)