Balanced Assessment in Spokane Public Schools

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SPS Vision for Assessment

- All assessments should be focused on improving student learning

- Assessment should provide hope and effort-optimism for students

- Assessment should provide information about how well students are progressing toward state standards and whether we closing the achievement gap

- Address different information needs of stakeholders

- A balanced assessment system causes students to **want** to learn and teachers to **want** to improve their practice.

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Spokane Public Schools:
Balance Assessment Framework

- ☐ Managed curriculum comprised of written, taught, and tested curriculum
- ☐ District summative and formative assessments across content areas
- ☐ School-wide assessment analysis for intervention
- ☐ Teacher created classroom assessments
- ☐ Rubrics, cut scores and scoring guides
- ☐ Communication: Standards-based grading and reporting

Spokane Schools: Powerful Instruction
Giving all kids the advantage they need

DESIGN ——————————————— **DELIVERY**

Written Curriculum: (Content – Context – Cognitive)

Taught Curriculum (Content – Context – Cognitive)

Social Justice

Tested Curriculum
Formative and summative

(Content – Context – Cognitive)

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District Assessment System

- **Formative Assessments** (Assessments *for* learning)
  - District developed – about every 3 weeks
  - Intentional classroom practice: What did my students learn today and how do I know? What misconceptions might they have? What can I do about that "in the moment"?

- **Summative Assessments** (Assessments *of* learning)
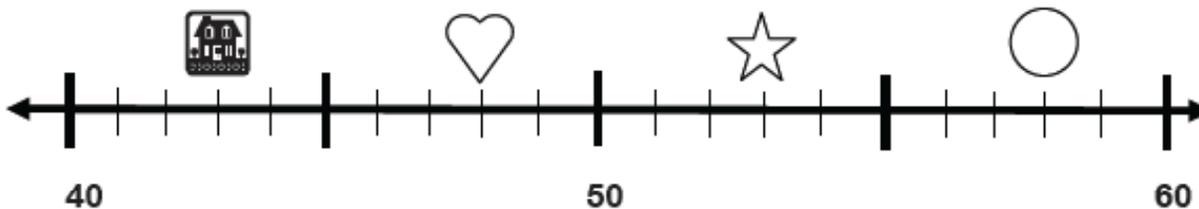 - End of Unit Assessments

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District Developed Math Assessments: Diagnostic, Formative, Summative

- ☐ **Math District Assessments**
  - ■ Fall SASL (Spokane Assessment of Student Learning) – Diagnostic
  - ■ Winter SASL – Formative
  - ■ Spring SASL – Summative
  - ■ End of unit assessments all year long
- ☐ **Math Classroom Based Assessments**
  - ■ Small items given every 3 weeks (formative)

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Grade 4 – Fall SASL - Diagnostic

5. Look at the number line:

Chloe wants to move the ☆ five units to the left on the number line. Which shape will she end up on?

○ A. ♡

○ B. ○

○ C. 🏠

Alignment with WASL in:

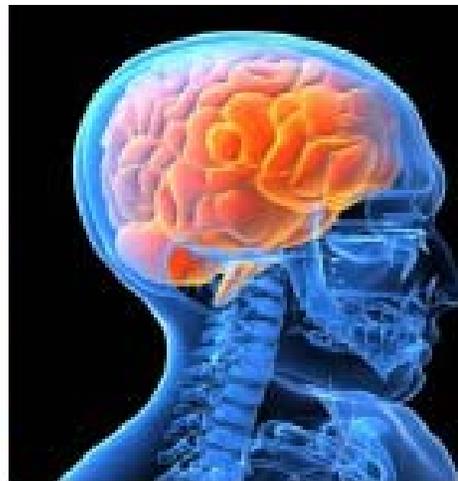- **Content**
- **Context**
- **Cognitive Level**

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Science District Developed Assessments

- Diagnostic: Beginning of every unit

- Formative: Small items given every 3 weeks focused on specific GLEs

- Summative: End of Unit Assessments

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District Developed Science Assessments: Diagnostic, Formative, Summative

Use the following particle diagrams to answer questions 1 through 3

A

B
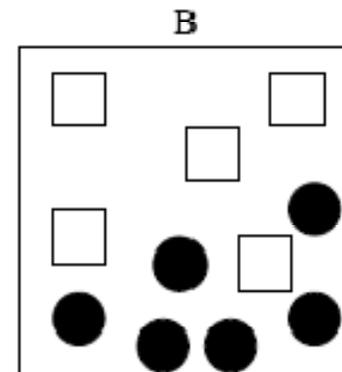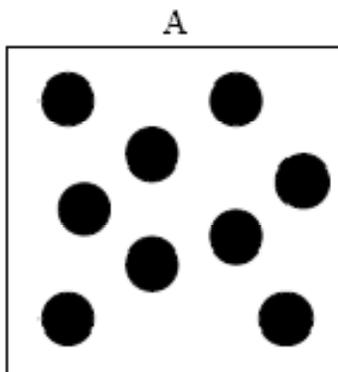
1. Which of the diagrams above represents a pure substance? (GLE 1.2.3)

a) Diagram A
b) Diagram B
c) Both Diagram A and B
d) Not enough information

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Alignment with WASL in:

- **Content**

- **Context**

- **Cognitive Level**

Quality Assessments and Grading Criteria

CONTENT ACHIEVEMENT CRITERIA
(See student work in portfolio)

4 – Above Standard At This Time – Student consistently demonstrates exceptional skills and knowledge at grade level expectations.

3 – Meeting Standard At This Time – (EXPECTED OUTCOME) Student consistently demonstrates grade level skills and knowledge.

2 – Approaching Standard At This Time – Student is making progress toward meeting the grade level expectations, sometimes showing evidence of meeting the standards, at other times showing lack of understanding or ability to apply the concept or skills.

1 – Beginning Work Toward Standard At This Time

( ) – Adapted Work – Number in ( ) identifies work adapted to meet student needs

X – Not Graded At This Time

Alignment with WASL in:

- **Content**
- **Context**
- **Cognitive Level**

MATHEMATICS	1	2	3
Core Content and Processes			
Place value and the base ten system			
Addition and subtraction			
Measurement			
Additional content			
Reasoning, problem solving and communication			

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Linking Quality Assessments with Principles of Grading

Spokane Principle 1 - Grades and Reports Should Be Based on Clearly Specified Learning Goals and Performance Standards	Spokane Principle 2 – Evidence Used for Grading Should Be Valid	Spokane Principle 3 – Grading Should Be Based on Established Criteria, Not on Arbitrary Norms
All 2nd graders in Spokane Public Schools, no matter their school, will be graded using the same standards.	Students are assessed on what they are taught. There are no trick questions and no surprises.	On a math assessment, students are graded on the math standards assessed, not on arbitrary norms such as poor handwriting or no name on their paper.

Spokane Principle 4 – Not Everything Should be Included in Grades
Your children are not graded as they are learning the information, but after the learning has occurred.
Students need to have enough "practice" in order to be successful in the "game."
Practice is learning time. (Formative – not graded).
The game is to show what you know. (Summative – graded).
	Spokane Principle 5 – Avoid Grading Based on (Mean) Averages
	Traditional: Mean Standards-Based: Mode
	  Student A Student B
	  91 91
	  91 91
	  91 91
	  91 91
	  91 91
	  91 91
	  91 91
	  70 70
	  91 91
	  <u>91</u> <u>91</u>
	  889 Mean=88.9 Mode=91
	  Final grade = 3 Final grade = 4
		Spokane Principle 6 - Focus on Achievement, and Report Other Factors Separately
		Students' achievement should be the only aspect included in their grade.
		Students' math grades will reflect their math achievement. However, their work habits and responsibilities during math will be reported separately.

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Professional Development

The most effective professional development is on-going support embedded in our schools.

- System training when we roll out curriculum or assessment
- Principals and Instructional Coaches
  - Data Driven Dialogue
    - Review the test
    - Predict the results
    - Review the results
    - Look for triangulating data
    - Inform instruction

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Assessment system suggestions

- We need to look at multiple assessments to determine a clearer picture of student achievement

- We can hit any target that remains steady

- We still need to allow for a variety of test items to ensure all populations have equitable conditions to show what they know

- Policies that encourage local universities to prepare pre-service teachers with training on formative and summative assessments

- Policies that reward districts for value-added results

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