

# MEETING FUTURE ASSESSMENT CHALLENGES

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MLK DAY PROFESSIONAL DEVELOPMENT

JANUARY 21, 2013





# ASSESSMENT CHALLENGES

❖ “Getting Us Started . . . .”

<http://www.youtube.com/watch?v=amkmbRn5tk>



# BACKWARD DESIGN

FROM GRANT WIGGINS & JAY MCTIGHE'S WORK  
"UNDERSTANDING BY DESIGN" (UbD)





# BACKWARD DESIGN



- ❖ **Backward Design** focus: Clarify results & evidence before designing lessons
- ❖ Teaching for understanding is the goal ( in alignment with standards)
- ❖ **Backward Design** is a way of thinking more carefully about design and not a program

# BACKWARD DESIGN

- ❖ Think like an assessor not only an activity designer
- ❖ Overcoming the “twin sins” of “aimless activity” and superficial coverage
- ❖ Ensure any coverage and activities are squarely focused on questions and big ideas of standards





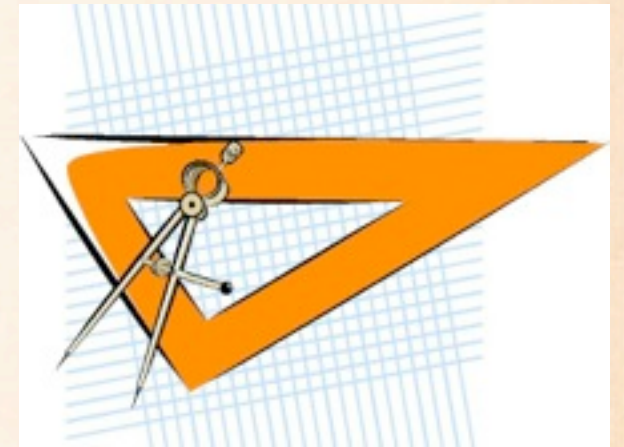
# BACKWARD DESIGN

## THREE STAGES

- ❖ 1.) IDENTIFY **DESIRED RESULTS**
- ❖ 2.) DETERMINE **ACCEPTABLE EVIDENCE**

THEN & ONLY THEN

- ❖ 3.) **PLAN LEARNING** EXPERIENCES OR INSTRUCTION





Coming On-Line in 2014-15



# The Assessment Challenge

How do we get from here...

**Common Core  
State Standards  
specify K-12  
expectations for  
college and  
career readiness**



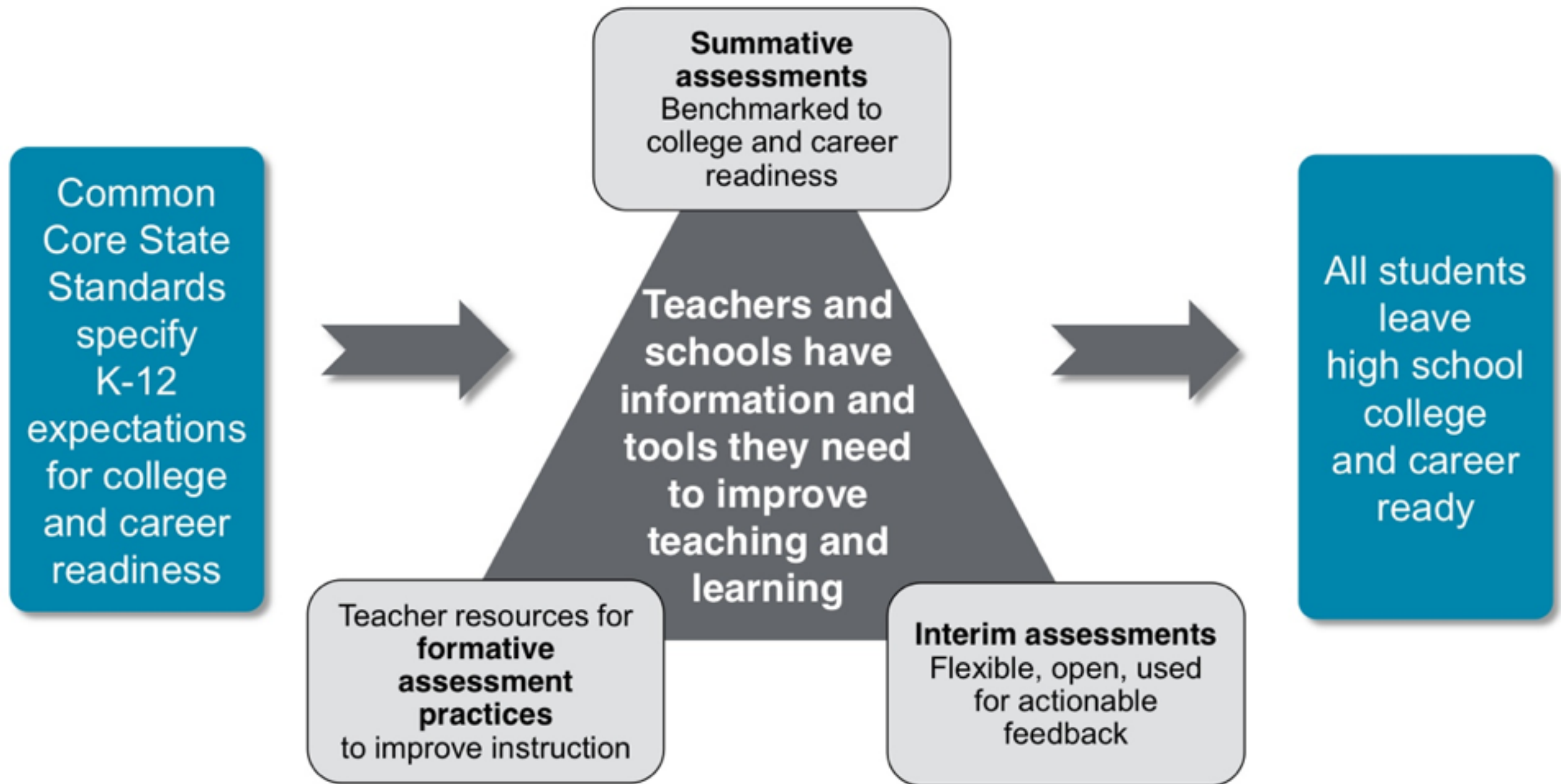
...to here?

**All students  
leave high school  
college and  
career ready**

**...and what can an  
assessment system  
do to help?**



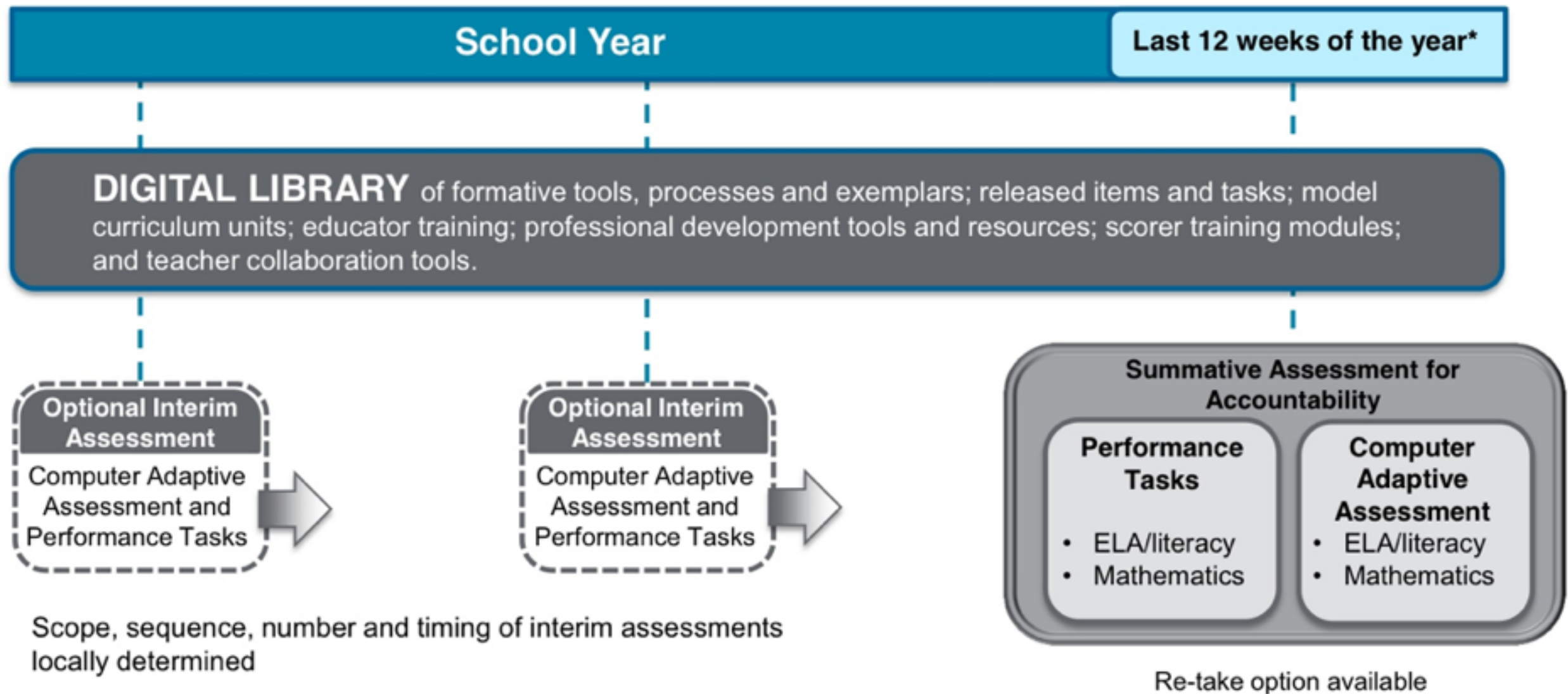
# A Balanced Assessment System





# A Balanced Assessment System

ELA/Literacy and Mathematics, Grades 3-8 and High School



\*Time windows may be adjusted based on results from the research agenda and final implementation decisions.



# Concerns with Today's Statewide Assessments

Each state pays for its own assessments

- Each state bears the burden of test development; no economies of scale

Based on state standards

- Students in many states leave high school unprepared for college or career

Heavy use of multiple choice

- Inadequate measures of complex skills and deep understanding

Results delivered long after tests are given

- Tests cannot be used to inform instruction or affect program decisions

Accommodations for special education and ELL students vary

- Difficult to interpret meaning of scores; concerns about access and fairness

Most administered on paper

- Costly, time consuming, and challenging to maintain security



# Using Computer Adaptive Technology for Summative and Interim Assessments

## Increased precision

- Provides accurate measurements of student growth over time

## Tailored for Each Student

- Item difficulty based on student responses

## Increased Security

- Larger item banks mean that not all students receive the same questions

## Shorter Test Length

- Fewer questions compared to fixed form tests

## Faster Results

- Turnaround time is significantly reduced

## Mature Technology

- GMAT, GRE, COMPASS (ACT), Measures of Academic Progress (MAP)



# Assessment System Components

## Summative Assessment (Computer Adaptive)

- Assesses **the full range of Common Core** in English language arts and mathematics for students in grades 3–8 and 11 (interim assessments can be used in grades 9 and 10)
- Measures **current student achievement and growth across time**, showing progress toward college and career readiness
- Can be given **once or twice a year** (mandatory testing window within the last 12 weeks of the instructional year)
- Includes a **variety of question types**: selected response, short constructed response, extended constructed response, technology enhanced, and performance tasks

# Assessment System Components

## Interim Assessment (Computer Adaptive)

- Optional comprehensive and content-cluster assessment to help **identify specific needs of each student**
- Can be administered **throughout the year**
- Provides **clear examples** of expected performance on Common Core standards
- Includes a **variety of question types**: selected response, short constructed response, extended constructed response, technology enhanced, and performance tasks
- Aligned to and reported on **the same scale as the summative assessments**
- **Fully accessible** for instruction and professional development



# Assessment System Components

## Performance Tasks

- Extended projects demonstrate real-world writing and analytical skills
- May include online research, group projects, presentations
- Require 1-2 class periods to complete
- Included in both interim and summative assessments
- Applicable in all grades being assessed
- Evaluated by teachers using consistent scoring rubrics

“The use of performance measures has been found to increase the intellectual challenge in classrooms and to support higher-quality teaching.”

- Linda Darling-Hammond  
and Frank Adamson,  
Stanford University

# Assessment System Components

## Formative Assessment Practices

- Research-based, **on-demand tools and resources for teachers**
- Aligned to **Common Core**, focused on increasing student learning and enabling **differentiation of instruction**
- **Professional development** materials include model units of instruction and publicly released assessment items, formative strategies

“ Few initiatives are backed by evidence that they raise achievement. Formative assessment is one of the few approaches proven to make a difference. ”

- **Stephanie Hirsh,**  
**Learning Forward**





# Test Samples

# Assessment Implications



## #1 TEACH THE STANDARDS

- Help your students aim for the full range of knowledge and skills in the curriculum you are teaching.
- Teach the Common Core and other appropriate standards.
- Analyze how the Common Core affects your subject. For example, examine how the literacy standards affect teaching textbook comprehension in Science, Social Studies, and Technical Subjects.
- Don't neglect subjects other than English Language Arts and Mathematics.



# Assessment Implications



## #2 DESIGN YOUR CLASSROOM ASSESSMENT AS THE FOUNDATION OF A BALANCED ASSESSMENT SYSTEM

- Derive your unit and lesson outcomes from a curriculum aligned to the Common Core.
- Plan your student learning targets, instructional activities, and formative and summative classroom assessments to support and align with these outcomes.
- Use formative assessments to help students ready themselves for summative assessments.
- The result should be a balanced assessment system built on a classroom foundation that supports the new state assessment system (from either consortium) based on the Common Core. Like a triangle, it should be bottom-heavy, not top-heavy.

# Assessment Implications



## #3 USE ALL APPROPRIATE ASSESSMENT TYPES TO BALANCE ASSESSMENT WITHIN YOUR CLASSROOM

- Use the whole range of formative and summative assessment methods at your disposal.
- Use multiple, different assessment methods for each learning outcome, both formatively (for learning and practice) and summatively (for grading).
- Conventional assessment methods
  - Oral questions and/or discussion
  - Tests and quizzes – fill-in-the-blank, true-false, multiple choice, matching, short essay questions
  - Performance assessments – tasks that require students to do, make, say, or write something



# Instructional Shifts



# Instructional Shifts



## ELA

- 1.) Building knowledge through content-rich nonfiction and informational texts
- 2.) Reading and writing grounded in evidence from text
- 3.) Regular practice with complex text and its academic vocabulary



# Instructional Shifts



## MATHEMATICS

- 1.) Focus strongly where the standards focus
- 2.) Coherence: think across grades, and link to major topics within grades
- 3.) Rigor: in major topics pursue:
  - conceptual understanding
  - procedural skill and fluency
  - application

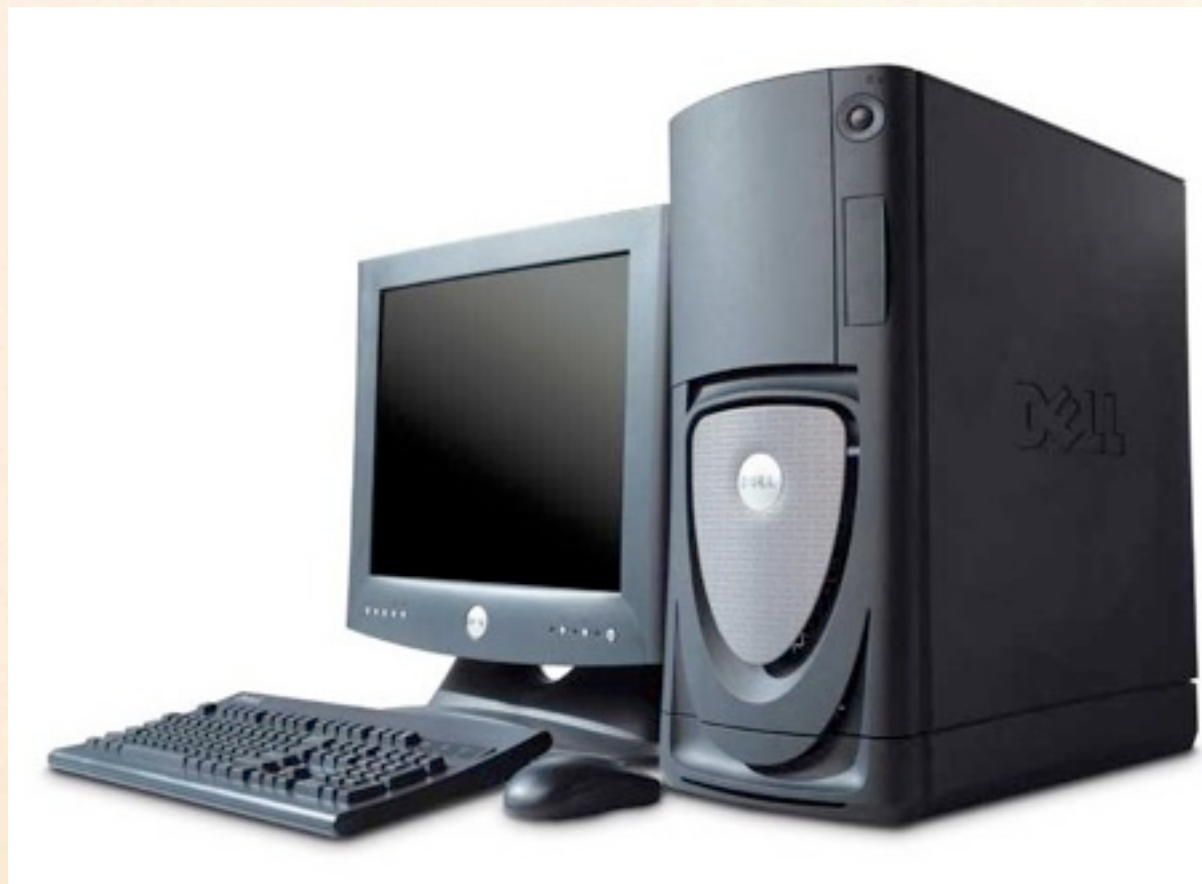
... with equal intensity

# Instructional Shifts



**swcrkCIA Wiki**

<http://swcrkcia.wikispaces.com/home>





# HELPFUL ONLINE RESOURCES

[www.achievethecore.org](http://www.achievethecore.org)

[www.illustrativemathematics.org](http://www.illustrativemathematics.org)

[www.parcconline.org](http://www.parcconline.org)

[www.insidemathematics.org](http://www.insidemathematics.org)

<http://americainclass.org>

<http://educore.ascd.org>

[www.ascd.org/commoncore](http://www.ascd.org/commoncore)

[www.engageny.org](http://www.engageny.org)

[www.smarterbalanced.org](http://www.smarterbalanced.org)

[www.literacydesigncollaborative.org](http://www.literacydesigncollaborative.org)

[www.sciencenewsforkids.org](http://www.sciencenewsforkids.org)

[www.readworks.org](http://www.readworks.org)