

Creating a “Renewed” Vision for a Comprehensive Assessment System

Joan Herman



THE CENTER ON
**STANDARDS &
ASSESSMENT
IMPLEMENTATION**

WestEd  CRESST

**West Comprehensive Center
Assessment and Accountability
Phoenix, AZ
March 24, 2016**

OVERVIEW

- Shifting landscapes under ESSA
- Reaching consensus on system vision as foundation for moving to better assessment
- Assessment systems supporting learning
- Critical ingredients: quality assessment, smart use
- Getting there

The background of the slide features a light gray background with several large, interlocking gears. Each gear is filled with a pattern of horizontal stripes of varying shades of gray, creating a complex, mechanical texture.

Changing Assessment Landscapes Under ESSA

Contextual Conundrum

- Enduring Belief:
Assessment/accountability can benefit learning
- But:
 - ✓ Too much testing
 - ✓ Parent opt out
 - ✓ Too little assessment literacy



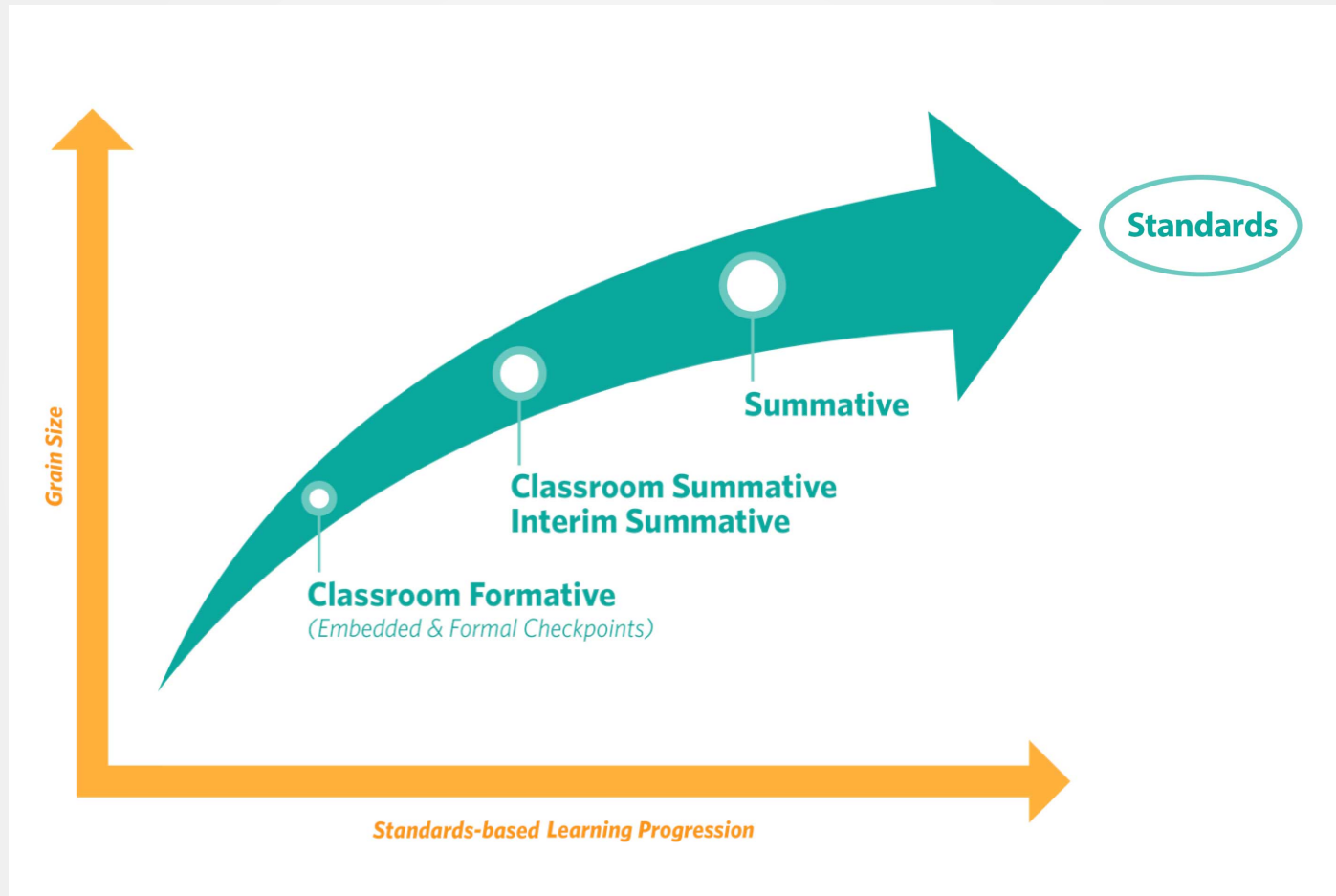
ESSA Opportunities and Challenges

- Continuing commitment to rigorous, high quality state assessment of CCRS: peer review, as states pull back from SBAC and PARCC
- State grants to conduct audits of state and local assessment systems to eliminate redundancy/improve systems
- Innovative assessment grants for seven state pilot program
- Attention to stakeholder input, educator will and skill
- Flexibility in high school assessment, accountability, indicators, educational evaluation

Foundation for State Redesign

- From too much testing to consensus and capacity on what assessment could/should look like
- Colorado's framework for building better systems and assessment literacy.

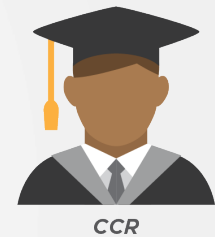
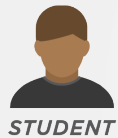
Guiding Premise: Coherent Focus, Variation in Grain Size to Support Use



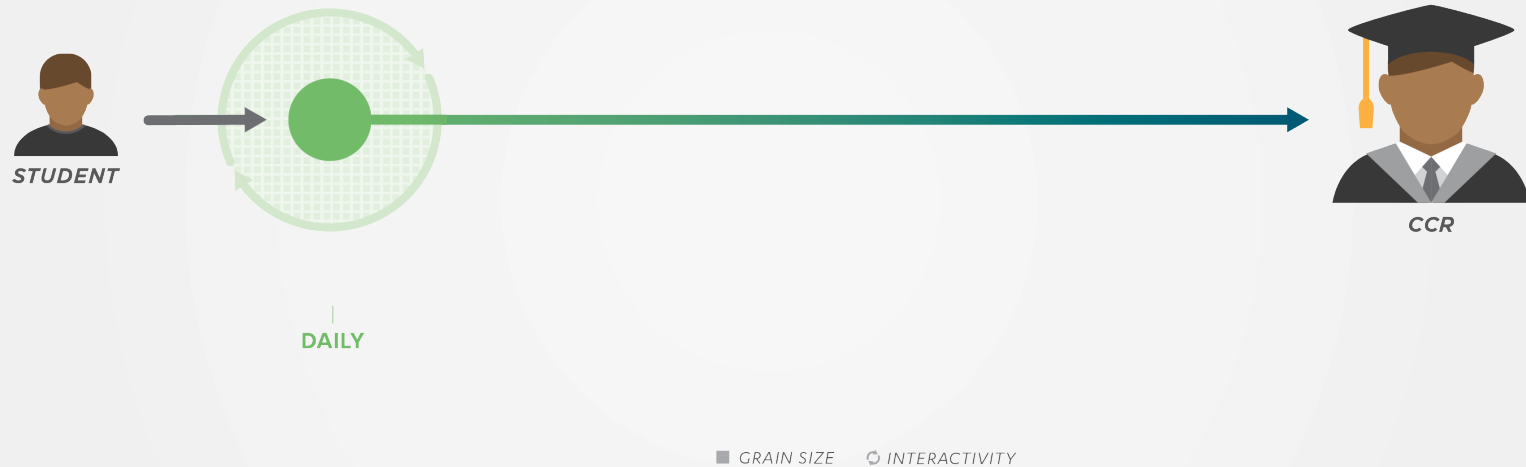
How Framework Helps

- Lays out common vision of how various types/levels of assessment are supposed to work
 - *Conflicting definitions hamper effective communication and action*
- Help districts and schools assess their needs and move to better, more efficient systems
- Too much testing? Get rid of duplicates or what's not working; devise more effective/efficient alternatives
- Associated PD modules

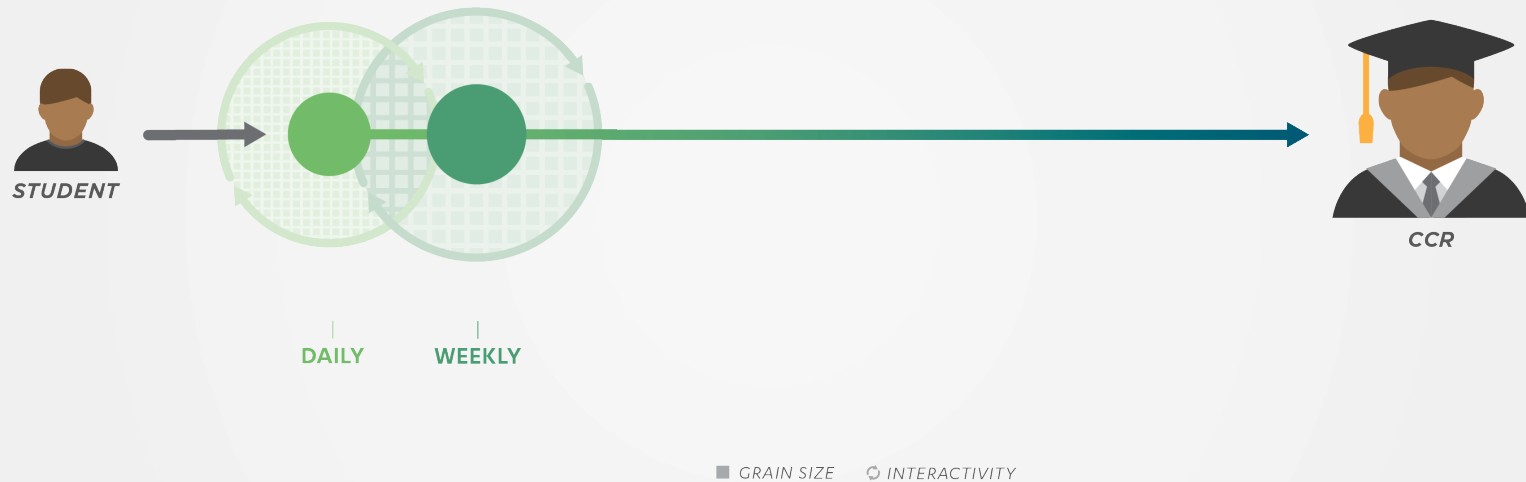
Coherent Assessment Systems: On-going Data for Improvement



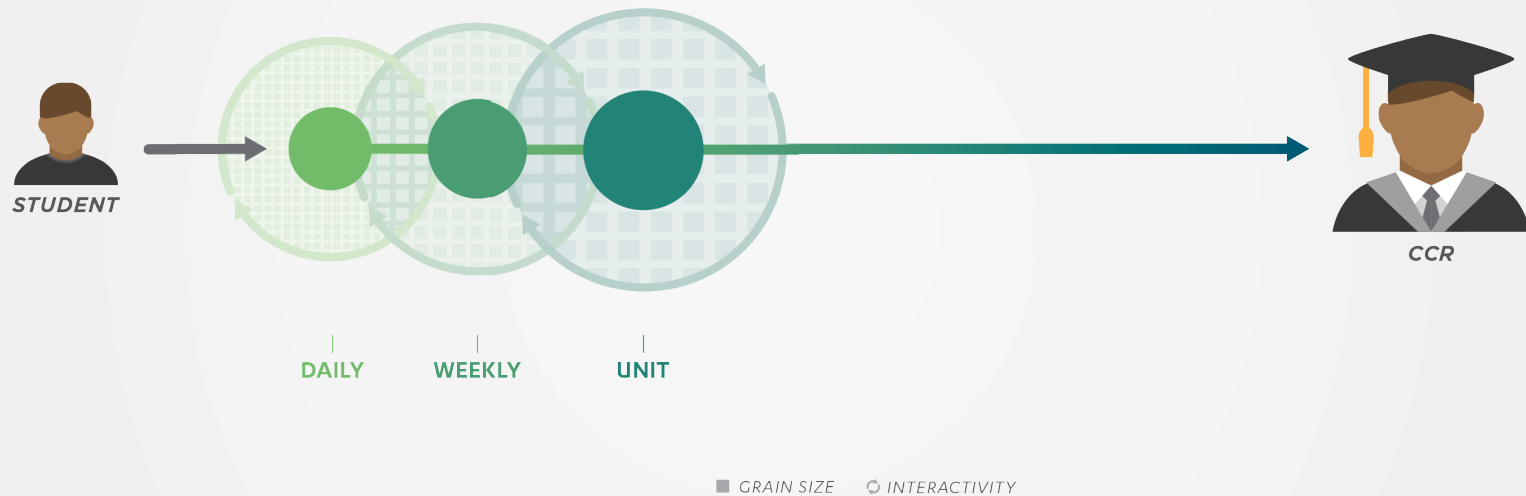
Coherent Assessment Systems: On-going Data for Improvement



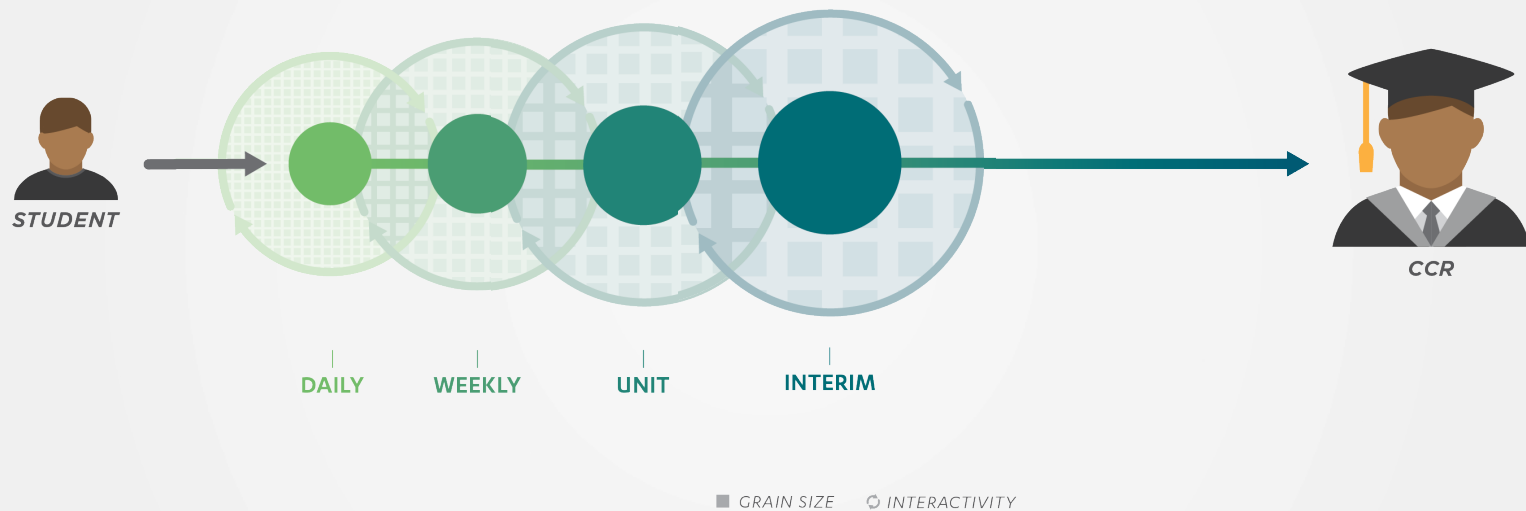
Coherent Assessment Systems: On-going Data for Improvement



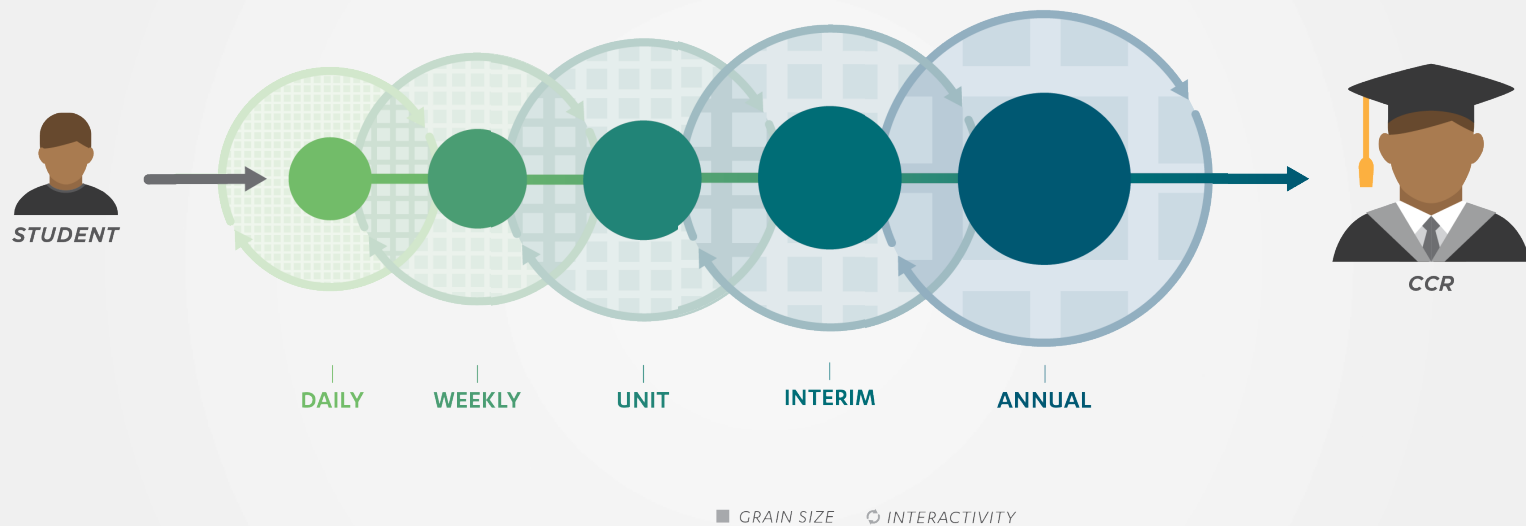
Coherent Assessment Systems: On-going Data for Improvement



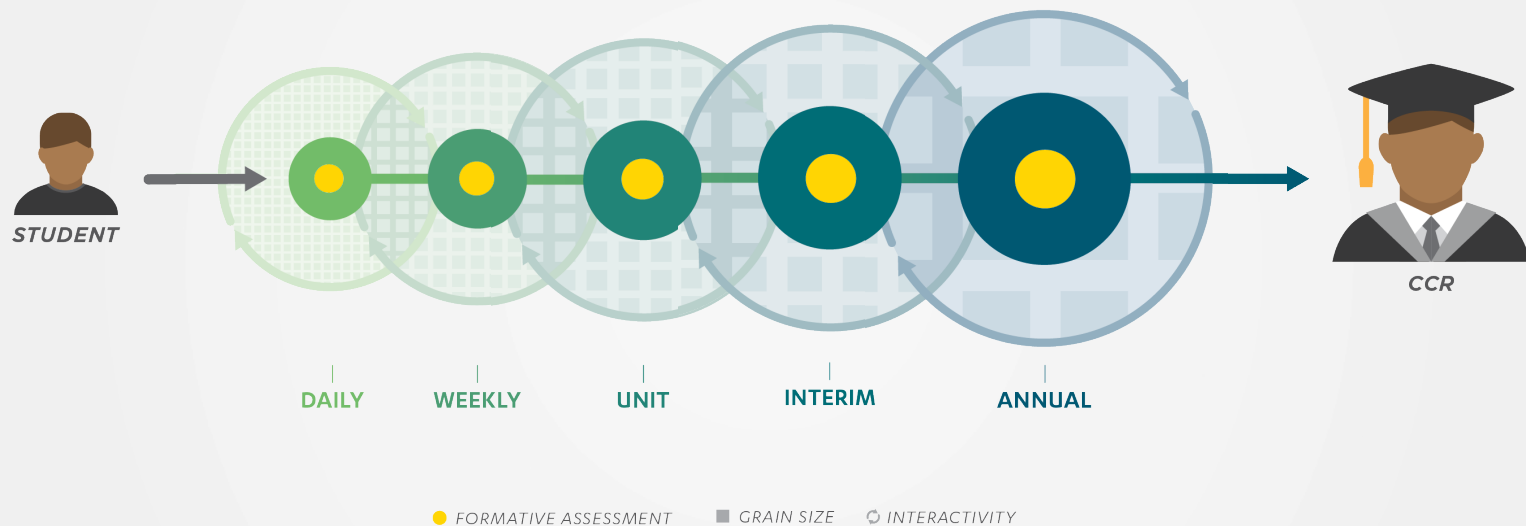
Coherent Assessment Systems: On-going Data for Improvement



Coherent Assessment Systems: On-going Data for Improvement



Coherent Assessment Systems: On-going Data for Improvement



The background of the slide features a light gray background with several large, interlocking gears. Each gear is filled with a pattern of horizontal stripes of varying shades of gray, creating a complex, mechanical texture.

Differentiating Users, Uses for Different Assessment Types

Description of Each Assessment Type

Definition of terms

Type and User	Purpose	Frequency and Relationship to Instruction	Methods	Information	Uses/Actions
Category of assessment and who uses the assessment type and results	Function assessment serves within a comprehensive system of standards-based curriculum, instruction, and assessment	How often and when to assess students in relation to instructional goals	Strategies for obtaining evidence of learning	Types of evidence or information gained from assessment to inform uses and actions (see next column)	Actions that educators and students might take in relation to assessment information

Short-term goals

Assessment Type	Purpose	Frequency and Relationship to Instruction
Classroom Formative: Formal checkpoints on learning progress	Assist/evaluate teaching and learning	Minute-by-minute
Classroom Formative: Embedded in ongoing teaching and learning	Monitor learning relative to lesson goals	Daily
	Signal important learning goals	Weekly
	Monitor progress with specifically targeted intervention	During teaching and learning
		Or as fits with instructional plan or schedule



Medium-term goals

Assessment Type	Purpose	Frequency and Relationship to Instruction
Classroom Summative	Motivate	After a more extended period of teaching and learning (e.g., after a unit is completed and before another unit begins)
Interim/benchmark Summative	Signal important learning goals	
	Evaluate achievement	At the end of a semester
	Monitor student learning, based on learning goals	
	Predict end of year proficiency	3x per year or more
	Inform improvement strategies for: <ul style="list-style-type: none"> • Teachers • Schools • Districts 	Across instructional units/calendar periods

Long-term goals

Assessment Type	Purpose	Frequency and Relationship to Instruction
Summative: State, district, school, other external mandated	Signal important learning goals	After a year's worth or a course's worth of instruction and learning
National & International Assessments	Accountability	
	Identifying/prioritizing gross needs	
	Informing/evaluating improvement strategies	

Fueling the Vision

Assessment Quality: Validity

*Educators, parents, the public,
student assessment literacy*

General Guidance on Quality Criteria

- Alignment
- Reliability
- Fairness
- Evidence of relationship to purpose
- Utility/usability
- Feasibility
- Coherence



Alignment:

**Good match in content *and*
cognitive demand**

Reflect key shifts in CCRS

Depth and breadth

2016 Federal Guidance (Testing Action Plans)

- Worth taking.
- High quality
 - *Covers full range of relevant state standards*
 - *Elicits complex applications*
 - *Provides accurate measure for all students*
 - *Provides accurate measure of student growth*
- Fair and supportive of fairness in OTL

2016 Federal Guidance (cont)

- Time-limited
- Fully transparent to students and parents
- Just one of multiple measures
- Tied to improved learning

Bringing the Vision to Reality

- System of quality assessments, seriously aligned with meaningful learning goals
- Assessment literacy supporting intelligent selection/creation, analysis and use; reflective, evidence-based practice
- Which comes first? How to get there?

IN THE FINAL ANALYSIS

**Data don't solve
teaching and learning
problems, educators
do**



Strategies & Questions Moving Forward

- Does your state, local districts and schools share a common vision? Common language?
- How can testing action plan help your state move forward?
- Is there an innovation grant pilot in your future?
- Do stakeholders have the will and skill to bring the vision to reality?
- Why are parents opting out? What is the counter argument?
- What other challenges, issues, questions do you face?

herman@cse.ucla.edu

CSAI resources can help:
csai-online.org

Contact me



THE CENTER ON
**STANDARDS &
ASSESSMENT
IMPLEMENTATION**

WestEd  CRESST

This document is produced by The Center on Standards and Assessment Implementation (CSAI). CSAI, a collaboration between WestEd and CRESST, provides state education agencies (SEAs) and Regional Comprehensive Centers (RCCs) with research support, technical assistance, tools, and other resources to help inform decisions about standards, assessment, and accountability. Visit www.csai-online.org for more information.

This document was produced under prime award #S283B050022A between the U.S. Department of Education and WestEd. The findings and opinions expressed herein are those of the author(s) and do not reflect the positions or policies of the U.S. Department of Education.