U.S. Department of Education
Office of State Support
Office of Elementary and Secondary Education

National Title I Conference

Frontiers of Opportunity

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Houston, TX

Evaluating State and Local Assessment Systems

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Assessments

Understanding the Situation

Council of Great City Schools report

- In 2014-2015, students in the 66 districts that were part of the Council of Great City Schools took an average of 112.3 tests between grades 3 and 12 (including all statewide and district-wide assessments)

- Students in these districts took an average of 8 standardized tests per year

- In grade 8, the average student was tested for 4.22 days

Source: http://www.cgcs.org/cms/lib/DC00001581/Centricity/Domain/87/Testing%20Report.pdf

President's Testing Action Plan

"In moderation, I believe smart, strategic tests can help us measure our kids' progress in school. As a parent, I want to know how my kids are doing, and I want their teachers to know that, too. As President, I want to hold all of us accountable for making sure every child, everywhere, is learning what he or she needs to be successful…. I've heard from parents who worry that too much testing is keeping their kids from learning some of life's most important lessons. I've heard from teachers who feel so much pressure to teach to a test that it takes the joy out of teaching and learning, both for them and for the students. I want to fix that."

President Obama, October 24, 2015

Source: https://www.whitehouse.gov/blog/2015/10/26/open-letter-americas-parents-and-teachers-lets-make-our-testing-smarter

President's Testing Action Plan

Principles for Fewer and Smarter Tests

Assessments must be:

1. **Worth Taking** – Part of good instruction and require complex student; provide timely, actionable feedback. Tests should not given solely for educator evaluation

2. **High Quality** – Cover the full range of standards and elicit complex student demonstration of knowledge. Tests should provides an accurate measure of student achievement *and* growth

3. **Time-Limited** – Recommend students spend no more than 2 percent of classroom time taking statewide standardized tests; "drill-and-kill" test prep must be eliminated

President's Testing Action Plan

Principles for Fewer and Smarter Tests

4. **Fair** – and Supportive of Fairness – in Equity in Educational Opportunity – Accessible and fair measure that accurately reflects what students really know and can do, including students with disabilities and English learners

5. **Fully Transparent** to Students and Parents – Every parent gets understandable information about the assessments their students are taking

6. Just one of **Multiple Measures** – No single assessment should ever be the sole factor in making an educational decision about a student, an educator, or a school

7. Tied to **Improved Learning** – Inform and guide additional teaching, supports, or interventions

Source: www.ed.gov/news/press-releases/fact-sheet-testing-action-plan

President's Testing Action Plan

Administration Actions to Reduce Over-Testing

The Administration is committed to supporting States and districts reduce unnecessary, redundant, and low-quality tests

- 2015 Enhanced Assessment Grants invitational priority for assessment audits
- President's FY16 Budget requested
    - Additional funding for state assessment systems
    - $25 million for competitive grants to develop new, innovative assessments
- Technical assistance on the use of funds under NCLB & "office hours" for states
- Support from the Center for Standards and Assessment Implementation and other regional and content centers and labs
- Case studies of work in action – http://sites.ed.gov/progress/2016/01/testing-action-plan-state-and-district-profiles/

Every Student Succeeds Act

ESSA focuses on reducing over testing

- Maintains the requirement that states annually assess all students in reading/language arts & math in grades 3-8 and once in high school and once each in elementary, middle, and high school in science

- States have discretion to "set a target limit on the aggregate amount of time devoted to the administration of assessments for each grade, expressed as a percentage of annual instructional hours" (section 1111(b)(2)(L) of the ESSA)

- Continues the Enhanced Assessment Grants program (section 1203(b) of the ESSA)

Every Student Succeeds Act

State and Local Assessment Audits

Beginning with FY17 funds, section 1202 of the ESSA provides for state grants, and for states to make sub-grants to districts, to—

- Conduct state and district audits that include such things as –
    - Schedule, purpose, and feedback on the tests from stakeholders
- Develop state plans to improve and streamline the State assessment system, such as –
    - Eliminating unnecessary tests, disseminate best practices, and support district efforts to streamline assessments and regularly review assessments

Deb Sigman

Co-Director

Center on Standards and

Assessment Implementation

WestEd

Center on Standards and Assessment Implementation (CSAI)

CSAI provides technical assistance to regional comprehensive centers (RCCs) and state education agencies (SEAs) on assessment and accountability issues

- Currently, helping states to evaluate their state assessment systems.

- Current work with the West Comprehensive Center on addressing the <u>impact of new assessments on state accountability systems</u> in Arizona, Colorado, Nevada, New Mexico, and Utah.

- Development of <u>Colorado's Standards-Based Assessment Framework</u> with the Colorado Department of Education.

Center on Standards & Assessment Implementation (CSAI)

CSAI also provides research support and develops resources, such as:

- State of the States scan of states' testing systems, including membership in assessment consortia
- Research/resources around the development of coherent testing systems that support college- and career-ready success
- Formative assessment resources that support the modes of assessment that teachers can use within the classroom
- CCSSO Science Assessment Item Collaborative—a resource for states looking to develop NGSS-aligned assessments

Why Test? Testing can:

- Gauge student achievement with respect to learning goals and standards.

- Provide valuable information/data to align curriculum, inform instruction, and support school improvement.

- Provide a broader look at how groups of students are performing, including subgroups and special student populations.

- Provide a common measure across varied regional, schooling and district contexts.

- Serve as a measure of accountability at federal, state, district, and school levels.

Right Test – Right Purpose

Resources & Tools that Support the Evaluation of Tests

CSAI Website Spotlights

- Spotlights feature CSAI-developed content, addressing a specific need or issue that can be broadly applied to states, districts, and schools.

- The resources and information presented in the Spotlights are accompanied by additional contextual information and include a deeper examination of the need or issue.

Spotlight - Testing Action Plan

This spotlight provides an overview of the Testing Action Plan announcement, as well as two recent reports released by the Council of Great City Schools and the Center for American Progress, which focus on a review of testing in states.

- Also included are examples of state initiatives that have focused on evaluating and revising student testing, as well as other resources supporting the development of a rigorous, fair, and efficient system of assessments.
    - Spotlight link: http://www.csai-online.org/sites/default/files/Testing%20Action%20Plan_posted.pdf
    - Testing Action Plan one-page memo created by CSAI: http://www.csai-online.org/spotlight/testing-action-plan

Spotlight – CSAI Webinar: Developing a Coherent Assessment System

CSAI's Joan Herman and Margaret Heritage were joined by Angela Landrum from the Colorado Department of Education to discuss the role a coherent system can play in providing immediate data on how students are performing and critical information that can be used to support student achievement of college- and career-ready standards.

- Spotlight link: http://www.csai-online.org/spotlight/csai-webinar-developing-coherent-assessment-system
- Resource to highlight—Colorado's Standards-Based Assessment Framework: http://www.csai-online.org/sites/default/files/COFramework_9.25.15.pdf

Spotlight – 2015 CSAI Annual Conference: The Scores Are In, Now What?

- CSAI staff and attendees discussed states' needs regarding instruction, assessment, accountability, and communication following the 2014–15 assessments.

- Sessions focused on providing support for regional and content centers, and the states and regions they support, in the midst of policy and system changes.

- CSAI staff also shared their experience working with states around revising/developing testing systems.

Spotlight link: http://www.csai-online.org/spotlight/2015-csai-annual-conference-scores-are-now-what

Spotlight – Assessment Design Toolkit

- CSAI has collaborated with the Reform Support Network to share this Assessment Design Toolkit which includes 13 "modules" divided into four parts: (1) key concepts, (2) five elements of assessment design, (3) writing and selecting assessments and (4) reflecting on assessment design.
- The modules address how to plan, write and select well-designed assessments.
- Created to respond to State requests for help to improve assessment literacy among the teacher corps. Assessment literacy is important for all teachers, especially for those teachers of non-tested grades and subjects who do not have State assessments to help them measure student growth.

Spotlight link: http://www.csai-online.org/spotlight/assessment-design-toolkit

Resources and Tools that Support the Evaluation of Tests

Collections

- Resources addressing a specific need, policy, or research question have been organized by topic area.

- These "collections" provide a basis for conversation around a specific issue and are further organized by subtopics defined by the Center on Standards and Assessment Implementation (CSAI) in collaboration with its SEA and RCC partners.

- All of the resources in the collections have been reviewed by CSAI research staff and can be found in the CSAI Resource Library.

Collection – Assessment for Monitoring and Accountability

- This collection includes CSAI-reviewed resources to support teachers, school and district administrators, and state educators as they work towards the development, evaluation, and use of assessments within a coherent system of assessment.

- Collection resources provide supports across varied contexts, ranging from classroom-level assessment design tools to statewide assessment system considerations.

Collection link: http://www.csai-online.org/collection/2089

Examples of resources within this collection:

- ***Comprehensive Statewide Assessment Systems: A Framework for the Role of the State Education Agency in Improving Quality and Reducing Burden*** (by the Council of Chief State School Officers)—this resource supports and guides state leaders as they determine how to move their states towards a comprehensive, high-quality assessment system. Provides key considerations on the state's role and ways to review and evaluate its current state assessment systems.

- ***Student Assessment Inventory for School Districts*** (by Achieve)—this tool by allows districts leaders to inventory their assessments and assessment strategies from a student perspective. Achieve's assessment inventory tool is a four-stage process that districts engage in: reflecting and planning, conducting an inventory, analyzing the inventory, and making recommendations.

Collection - Alignment and Evaluation of College and Career Ready Standards and Assessments

- This collection houses CSAI-reviewed tools, products, and guidance resources related to the alignment of materials to the CCRS and assessments and the evaluation of the quality of those materials.

- This collection will help teachers, school and district administrators, and state educators determine coherence between the CCRS, curriculum and instruction, and assessments to provide opportunities for student learning.

  - Collection link: http://www.csai-online.org/collection/1841

Examples of resources within this collection:

- ***Assessment Evaluation Tool*** (by Student Achievement Partners)—this tool supports educators in evaluating existing assessments to the Common Core State Standards; it can be used as a guide to develop or refine assessments.

- ***Criteria for Procuring and Evaluating High-Quality Assessments*** (by the Council of Chief State School Officers)—this document provides guidance to states in selecting high-quality assessments.

- ***Criteria for High-Quality Assessment*** (by Stanford Center for Opportunity Policy in Education, Center for Research on Student Standards and Testing, and Learning Sciences Research Institute)—this resource provides a set of criteria that can be used to create and adopt assessments to promote deeper learning of 21st century skills.

Visit the Center on Standards and Assessment Implementation
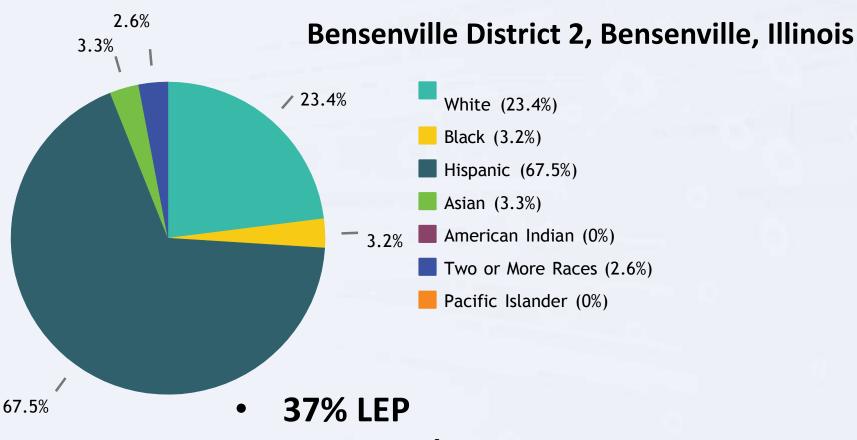
http://www.csai-online.org/

Angela Chamness

Division Administrator

Division of Student Assessment

Illinois State Board of Education

Kay Dugan

Assistant Superintendent for Learning

Bensenville School District 2

Bensenville District 2, Bensenville, Illinois

2.6%

3.3%

23.4%

3.2%

67.5%

- White (23.4%)
- Black (3.2%)
- Hispanic (67.5%)
- Asian (3.3%)
- American Indian (0%)
- Two or More Races (2.6%)
- Pacific Islander (0%)

- **37% LEP**
- **74% Free/Reduced Lunch**
- **National Blue Ribbon Award, 2011**

Narrator: As the sun rises on our small town, Jamal begins his paper route. Jamal (as he throws his newspaper): Good morning, Mrs. Ortiz! This passage is an example of which kind of text?

1. A play
2. A poem
3. An essay
4. A fairy tale

Giraffes are the tallest animals on earth. They have long necks and legs. Their necks allow them to reach high above the trees. Giraffes are plant eaters. Their favorite meal is the leaves from the Acacia tree. Giraffes live in Africa. They live in herds. With their heads so high, they can look out for lions. Lions are dangerous to giraffes. When a herd sees a lion, they run away quickly. Giraffes can run about 30 miles per hour.

Why did the author write this passage?

1. To give facts about giraffes
2. To describe where giraffes live
3. To tell a story about giraffes and lions
4. To explain why giraffes have long necks

9. On Saturday, Craig rode his bike $\frac{5}{8}$ of a mile. On Sunday, he rode his bike $\frac{1}{2}$ of a mile. Craig added $\frac{5}{8}$ and $\frac{1}{2}$ to find the total distance, in miles, he rode his bike on the two days. Craig said $\frac{5}{8} + \frac{1}{2} = \frac{6}{10}$ and plotted $\frac{6}{10}$ on this number line.
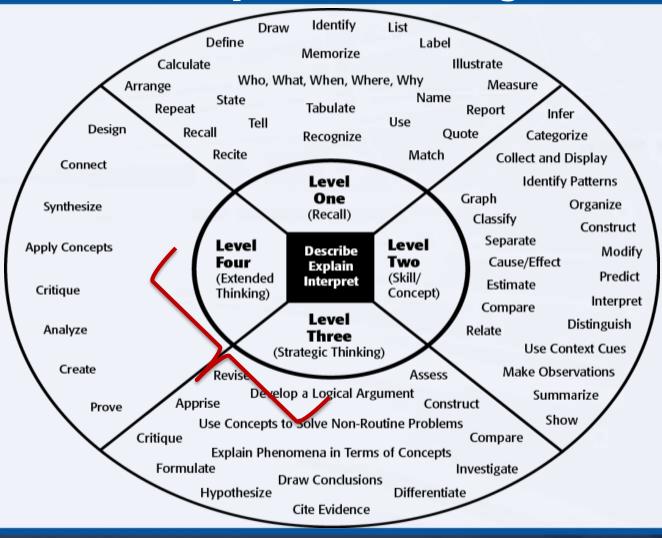

- Explain why Craig's answer is not reasonable.

- Find the total distance, in miles, Craig rode on his bike on Saturday and Sunday.

- Explain how to use the number line to show your answer is correct.

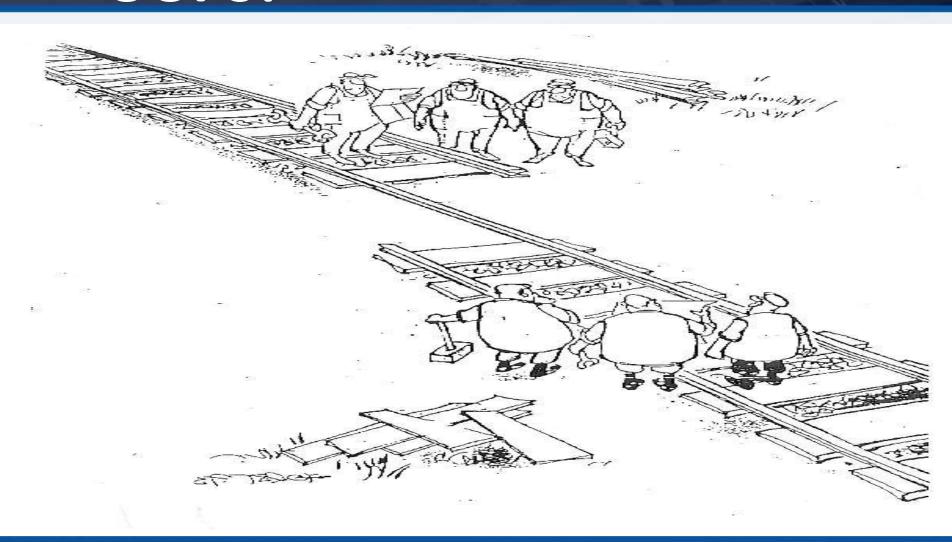Enter your answer and explanations in the space provided.
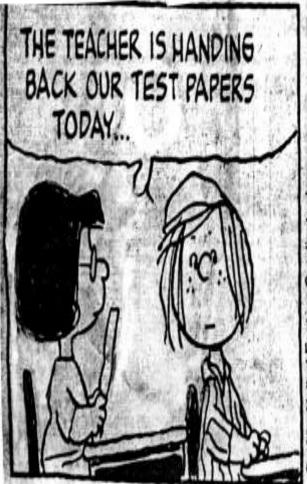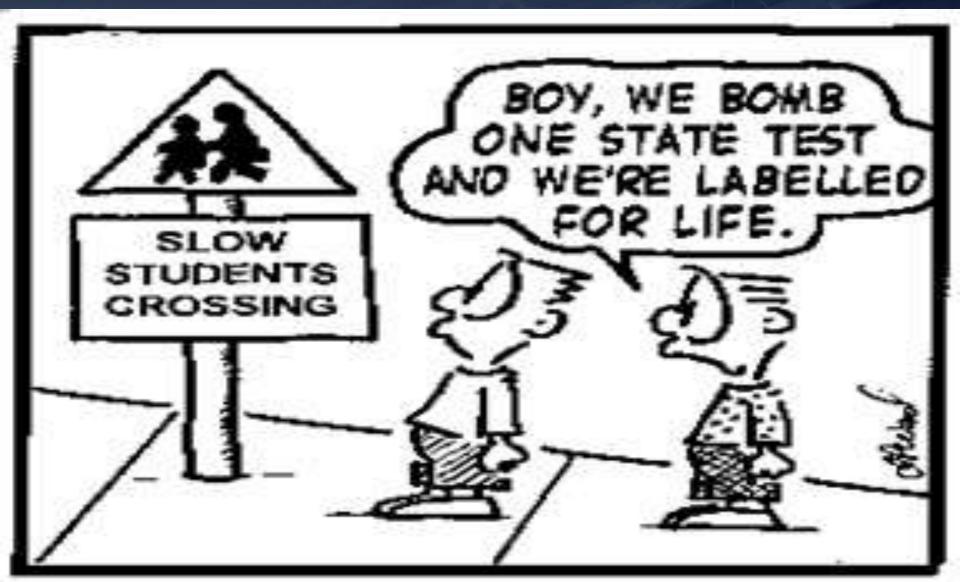
Norm Webb's Depth of Knowledge

Need to Shed!

U.S. Department of Education
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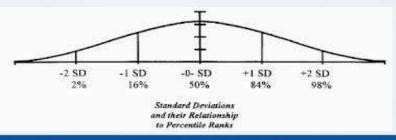**Goal: Develop a more valid, accurate, thoughtful, rationale, and intelligent system.**

Critical Questions

- Does the assessment arise from high quality standards?

- Does the assessment produce accurate evidence of learning?

- Does the assessment provide results that reliably inform decisions?

- Does the assessment allow for descriptive, meaningful feedback to students and parents?

| -2 SD | -1 SD | -0- SD | +1 SD | +2 SD |
| 2% | 16% | 50% | 84% | 98% |

Standard Deviations
and their Relationship
to Percentile Ranks

1. What is the purpose of education?
2. Describe your most positive experience
   with taking a test as a student. Negative experience?
3. Describe one district assessment that has been used for the
   right purpose.
4. Describe one district assessment that has been used for the
   wrong purpose. What are your thoughts about why this may
   have occurred? Is this a district or national phenomenon?
5. What are some district assessments that have been helpful
   to your work, such as informing instructional practice or
   diagnosing student needs? How have they been helpful?

Establishment of a Balanced Assessment System
Includes student self-assessment!!!!

After Instruction: **End of Course/Common Assessments, Portfolios, Performance Tasks, Internal and External**

Between Instruction: **Unit/Chapter /Common Assessments, Fountas & Pinnell, Reading Inventory, Portfolios, Performance Tasks, Rubrics**

Before and During Instruction: **Checklists, Observations, Questioning & Discussions, Exit Slips, Graphic Organizers, Running Records, Self-assessments, Performance Tasks, Rubrics**

Summative

Interim

Formative

Frequency of Administration
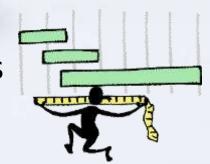
Adapted from Perie, Marion, Gong, 2009

What is it we want all students to learn - by   grade level, by course, and by unit of instruction

(Standards/Learning Targets)

How will we know when each student has acquired the intended knowledge and skills or is in need of support or extension along the way?

(Assessment, Data Anlysis)

How will we respond to students' varying levels of readiness?

(Lesson Planning. Instruction, Differentiation)

Richard DuFour, 2004

INTER-RATER RELIABILITY

a systemic approach to calibrate assessments, student work, and observations for consistent and fair teacher evaluation ratings

Professional Development is Essential!

ESSA Resources

- Please direct your questions to: ESSA.Questions@ed.gov

- Visit the website for more information: www.ed.gov/essa

- Read the Every Student Succeeds Act here.

- Sign up for ESSA news and updates