

# Building Educator Assessment Literacy

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THE CENTER ON  
**STANDARDS &  
ASSESSMENT  
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WestEd  CRESST

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# Building Educator Assessment Literacy

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With funding from Hewlett, Bechtel and Stuart Foundations, and in partnership with the Stanford Center for Assessment, Learning, and Equity (SCALE), WestEd developed a professional development model to develop educator capacity to implement the instructional shifts of the new common core standards.

# BEAL Goals

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- Build knowledge of, and support for, new college and career readiness standards and next-generation assessments
- Strengthen teacher understanding of the instructional shifts of the common core and the ways college and career readiness can be assessed
- Support educators in learning from student work on performance tasks in order to improve instructional practice and student learning

# BEAL Participant Objectives

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- Learn about Smarter Balanced performance tasks (PTs)
  - How PTs help to assess college and career readiness
  - Where PTs fit into the assessment continuum
- Use Smarter Balanced scoring tools and processes to analyze student work and consider implications for practice
  - Develop a deeper understanding of the instructional shifts of the common core standards
  - Develop an understanding of the implications for instructional practice and student learning
- Plan for all students to learn the skills and content necessary to gain mastery of the common core standards
  - Demonstrate mastery on the Smarter Balanced performance tasks

# Grant-Funded Implementation Success

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- 15 professional development events in CA, NH, and OR
- 82 professional development providers (PDPs) trained to further educator capacity
- 1,490 educators trained
  - 1,022 in CA
  - 210 in NH
  - 258 in OR
- CA CORE Districts, January 2016: 80-100 trainers in 3-day session
- WestEd staff capacity building (20), January 2016

# Impact of Professional Development

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- **“I feel that I have had sufficient professional training to support the shift to the CCSS.”**
  - before the training: **72.7 %**
  - after the training: **88.6 %**
- **“I am confident that the work I am doing to align my instruction with CCSS will help my students perform well on the Smarter Balanced Summative Assessment overall.”**
  - before the training: **69.8 %**
  - after the training: **90.8 %**

# Impact of Professional Development (cont.)

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- **“I am familiar with the role of Performance Tasks within the Smarter Balanced Assessment System.”**
  - before the training: **69.7 %**
  - after the training: **98.9 %**
- **“I feel that I have had sufficient professional training to support the shift to the Smarter Balanced Assessment.”**
  - before the training: **39.0 %**
  - after the training: **83.4 %**

# Impact on Practice – Evaluation Themes

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- **Increased clarity about and confidence in the assessment system and about the CCSS instructional shifts in practice**
  - “We are moving in the right direction as an education system! I am very excited and rejuvenated as an educator after the drill and kill years of NCLB. I can finally teach real skills students will use.”
- **Improved capacity to prepare students**
  - “This experience has dramatically impacted my future instruction. I feel I need to shift my instruction...”
- **Concerns about rigor and equity**
  - “... we are asking 3rd graders to do college work.”
- **Demand for more training**
  - “This was probably the most productive professional development I have attended in my 13 years of teaching. I think it would be great to offer it again and involve more districts if possible.”



# Perceived Ongoing Professional Development Needs

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- Support for CCSS-aligned teaching and learning
- Improved use of formative assessment practices and tools and curriculum-embedded performance assessment
- Interpretation of summative assessment data to improve practice
- Use of interim assessments to effectively to support continuous cycle of improvement

# Post Grant Fee-for-Service BEAL Trainings

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- Hawaii, July 2015:
  - 214 educators
- California, August, November, December:
  - 346 educators
  - Plan for follow-up training in California
    - 480 educators

# Understanding Proficiency

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- Funded by the Helmsley Charitable Trust
- Publicly available scored, annotated student work samples from the Smarter Balanced Practice Test performance tasks
- Videos and professional development tools
- <http://understandingproficiency.wested.org/>

**For more information please contact:**

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