

Angela Landrum



- **Colorado Department of Education**
- **Principal Consultant in the Assessment Unit**



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Colorado's Assessment Literacy Program

Angela Landrum
September 16, 2015



Colorado Assessment Literacy Program



Colorado Academic
Standards

Comprehensive
Assessment System



Why Assessment Literacy?

Educator
Effectiveness



District & School
Accountability

Colorado Assessment Literacy Program

PURPOSE

To assist Colorado educators in deepening their understanding of the varied purposes and uses of assessment information that guide actionable educational decisions

■ Educators need to know:

- The purposes and functions of a high quality assessment system
- Where and how to access assessment resources
- When and why an assessment is being given
- How to select and/or design assessments for various purposes
- How to determine the knowledge and skills an assessment is designed to measure
- How to use assessment data to make instructional decisions, provide feedback to students, and improve student achievement

Colorado Assessment Literacy Program

Key Program Components

- Stakeholders
- Comprehensive Assessment System Framework
- Assessment Literacy Professional Learning Modules
- Establishing Sustainable Resources and Supports

Contact

Angela Landrum, Principal Consultant
Assessment Unit

Email: Landrum_A@cde.state.co.us

Phone: 303-866-6931

Joan Herman



- **CSAI Associate Director**
- **Co-Director Emeritus of the National Center for Research on Evaluation, Standards, and Student Testing (CRESST) at UCLA**



Colorado's Comprehensive Standards-Based Assessment Framework

Joan Herman

September 16, 2015



THE CENTER ON
**STANDARDS &
ASSESSMENT
IMPLEMENTATION**

WestEd  CRESST

Coherent *System* of Assessment Supporting Learning-Focused Improvement

- System rationale
- Continuum of assessment types
- Framework components
- Connection to Colorado's Cycle of Student Learning



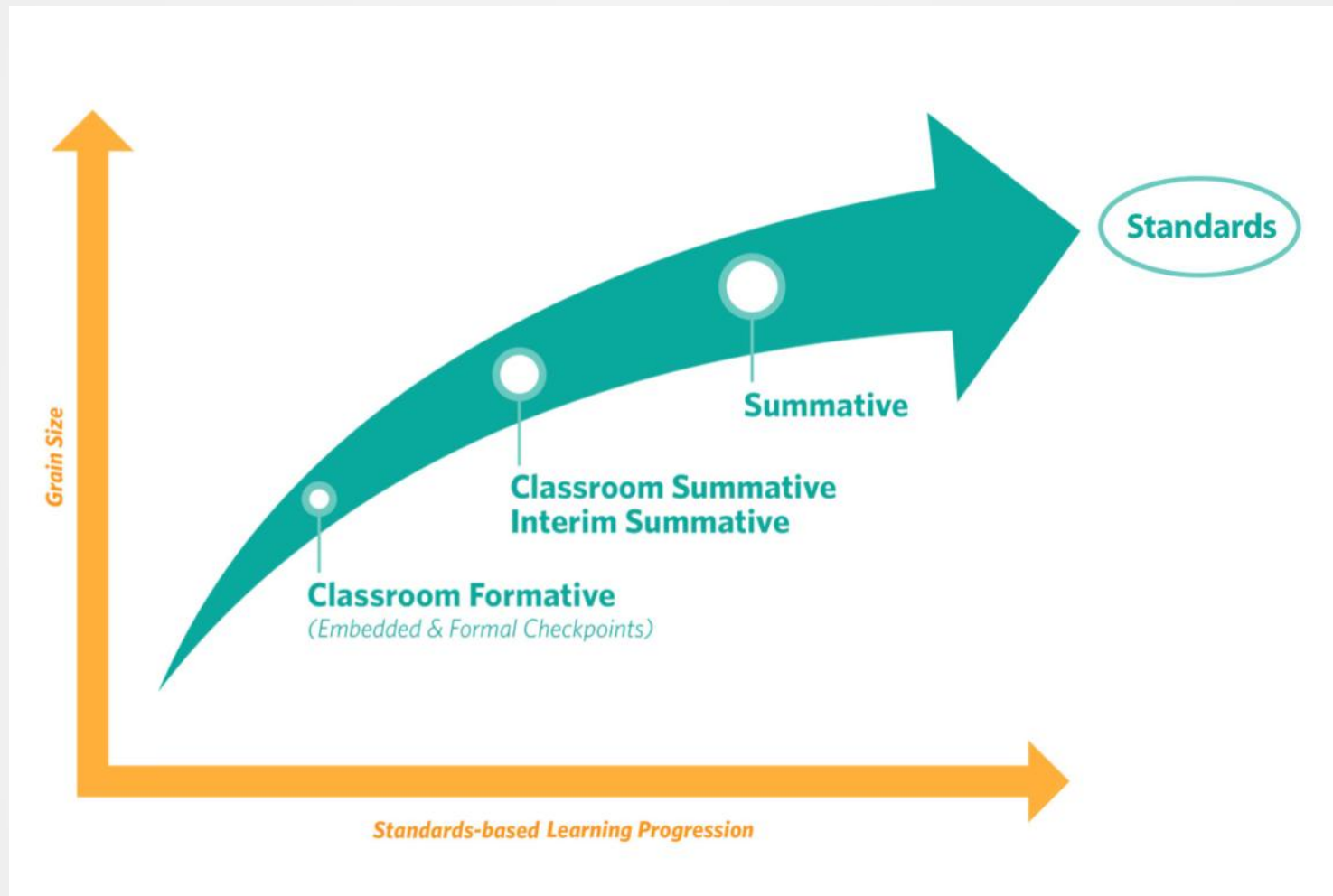
System Rationale

- Promise: Vital evidence to support improvement
- Too common reality
 - *Schools bombarded with data – not evidence*
 - *Limited assessment literacy and effective use*
 - *Conflicting definitions hamper effective communication and action*
- A prime contribution: Illuminate black box of classroom assessment, particularly formative

Coherence: Coordinated Set of Assessments, All Driving Toward CAS



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



Description of Each Assessment Type

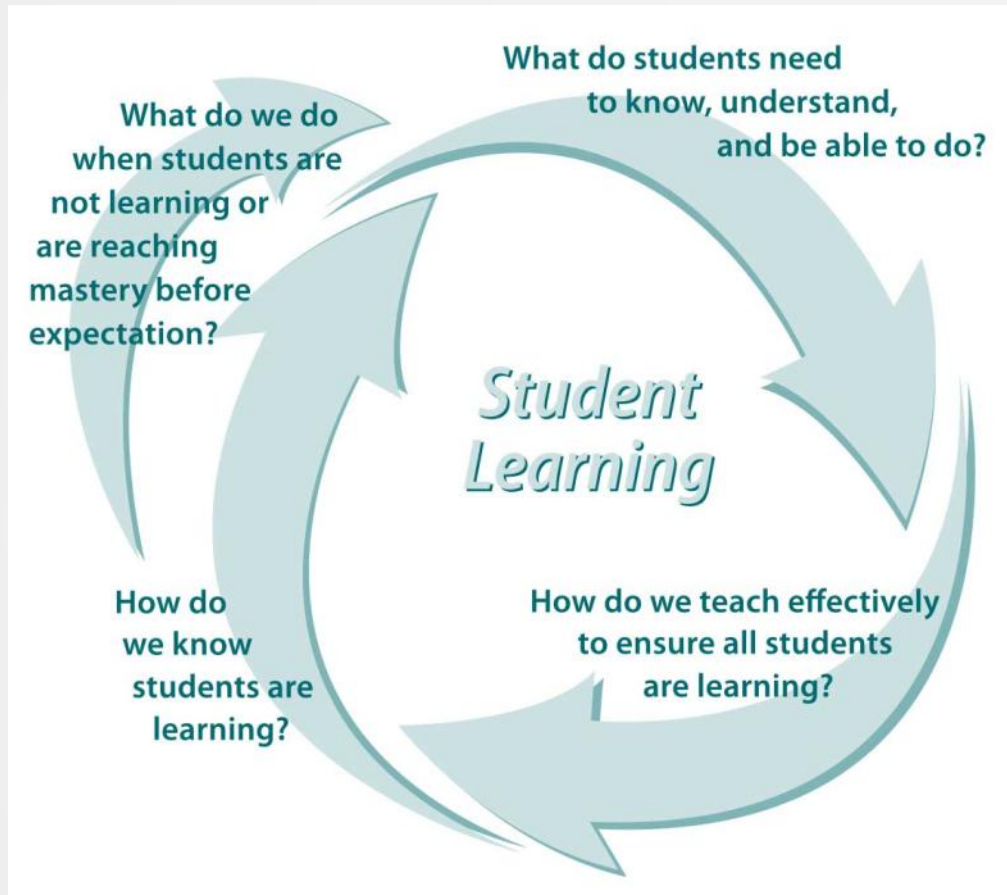
Definition of terms

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

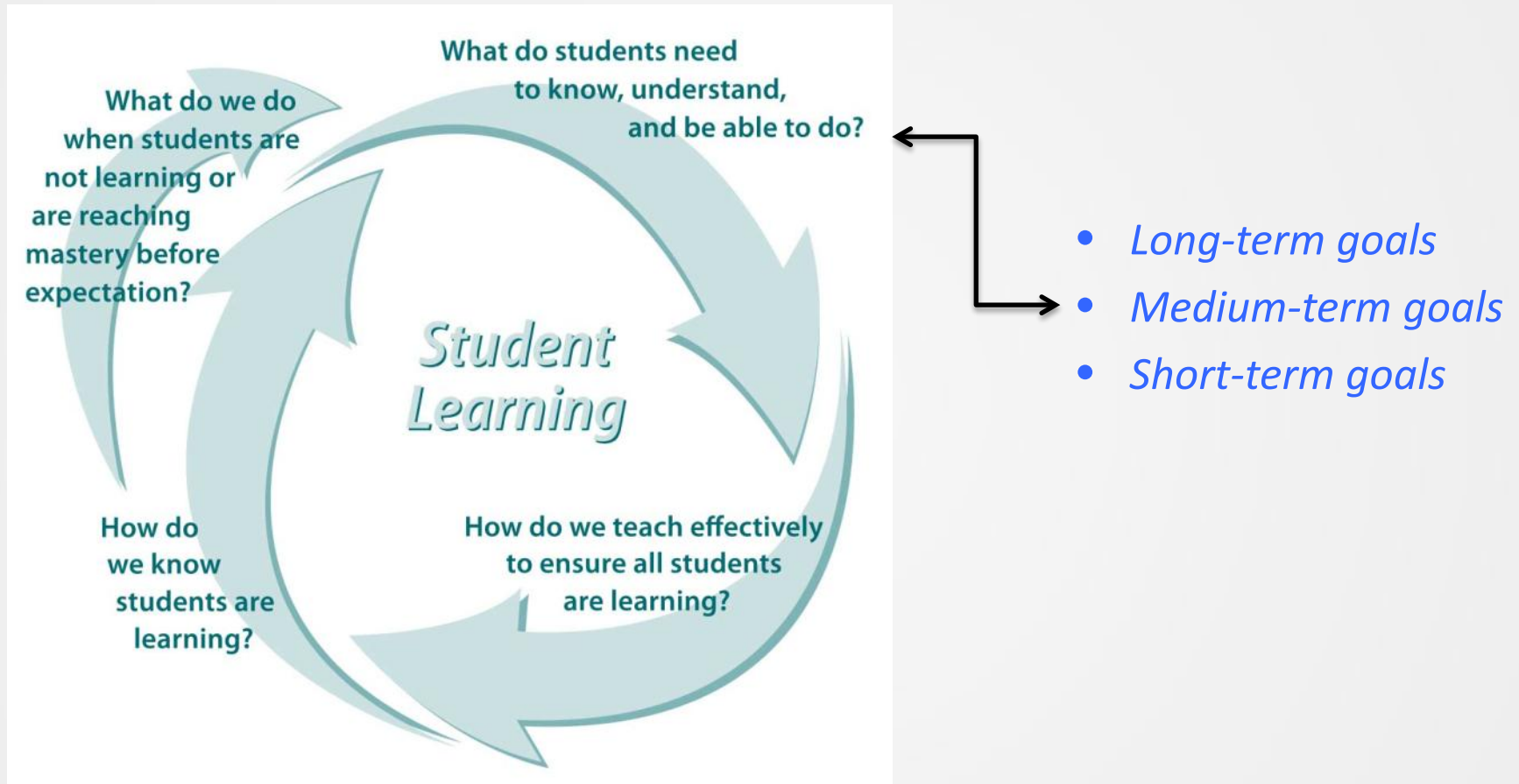
Includes Full Range of Potential Users

Letter	User
S	Student
T	Teacher
SSP	School Support Professionals
SA	School Administrator
P	Parent
D	District Administrator
ST	State

Builds on Colorado's Cycle of Learning



Builds on Colorado's Cycle of Learning



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



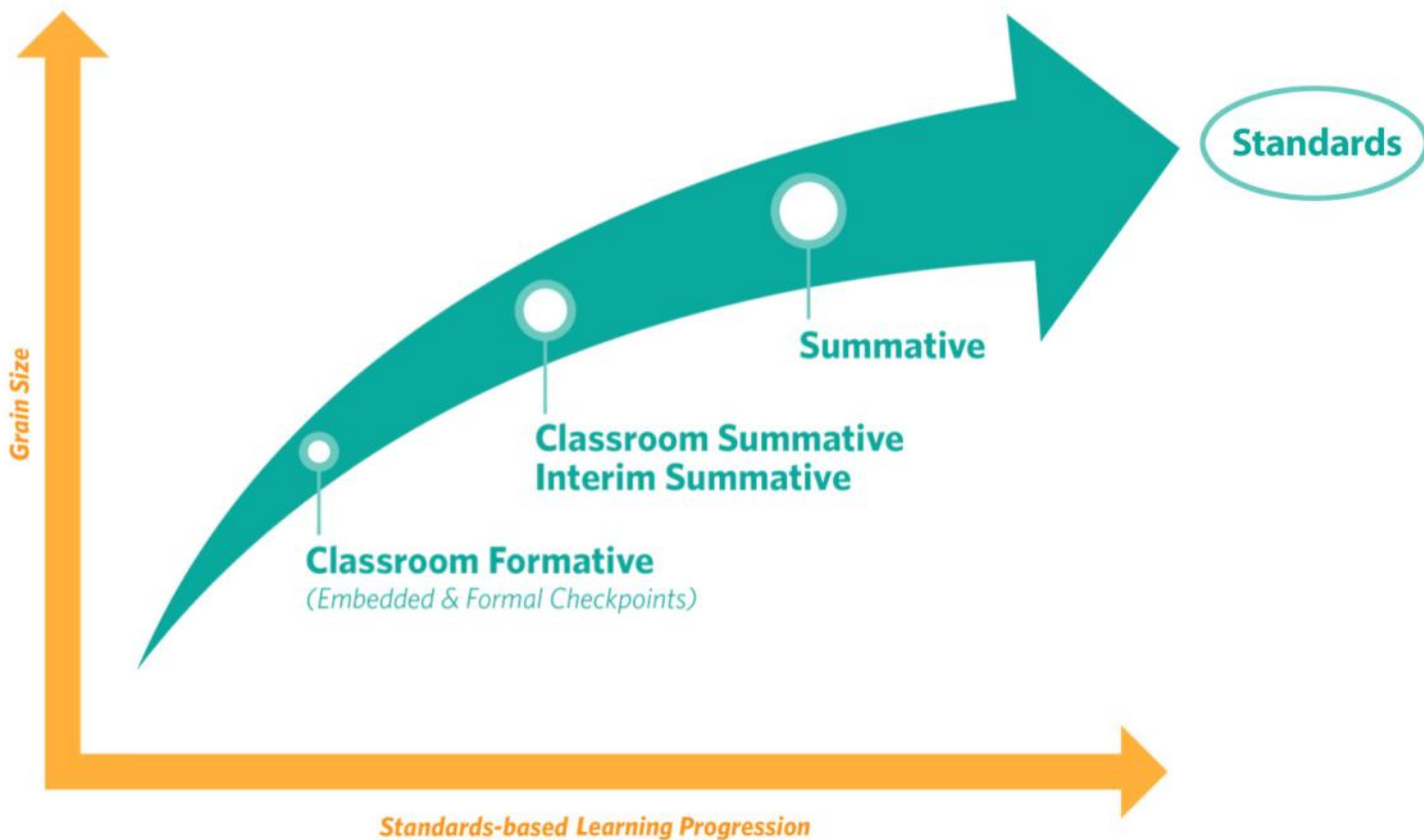
Medium-Term Goals

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

Long-Term Goals

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

Recap



Poll 1

Do the states you work with have a clear conception of a comprehensive, coherent assessment system?

Have the states you work with implemented a comprehensive, coherent assessment system?

Please enter your responses to the right of this screen →



Margaret Heritage



- **CSAI Content Advisor on Curriculum and Instruction**
- **Senior Scientist at WestEd**



Professional Learning in Assessment Literacy

Margaret Heritage

September 16, 2015



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Professional Development

Online Modules:

- ☐ Colorado's Comprehensive Standards-Based Assessment Framework
- ☐ Interim Assessment
- ☐ Formative Assessment



Learning Strategies

Online Modules:

- ☐ Content: Guided Practice with Examples
- ☐ Activities and Handouts
- ☐ Pause and Reflect
- ☐ Exit Questions
- ☐ References and Readings



Collaboration with CDE



- Ongoing discussions
- Feedback on initial drafts
- Content Collaborative added examples
- CDE will create web-based delivery system

Poll 2

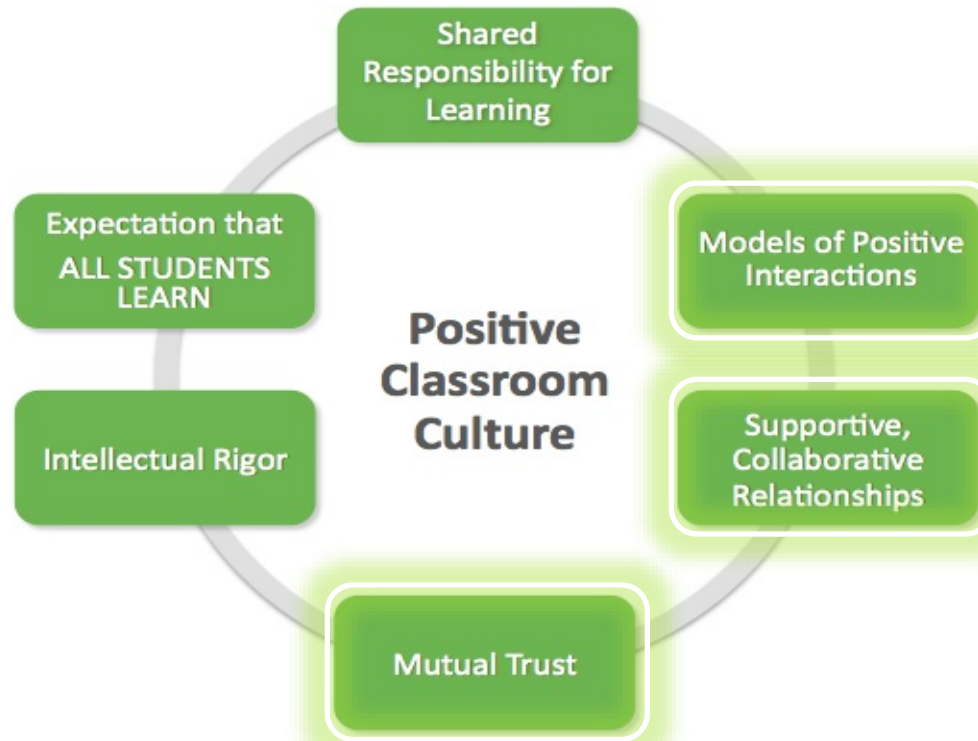
Have the states you work with addressed the assessment literacy of educators?

Do you see a need for assessment literacy in the states you work with?

Please enter your response to the right of this screen →



Connections to Colorado's Teacher Quality Standards

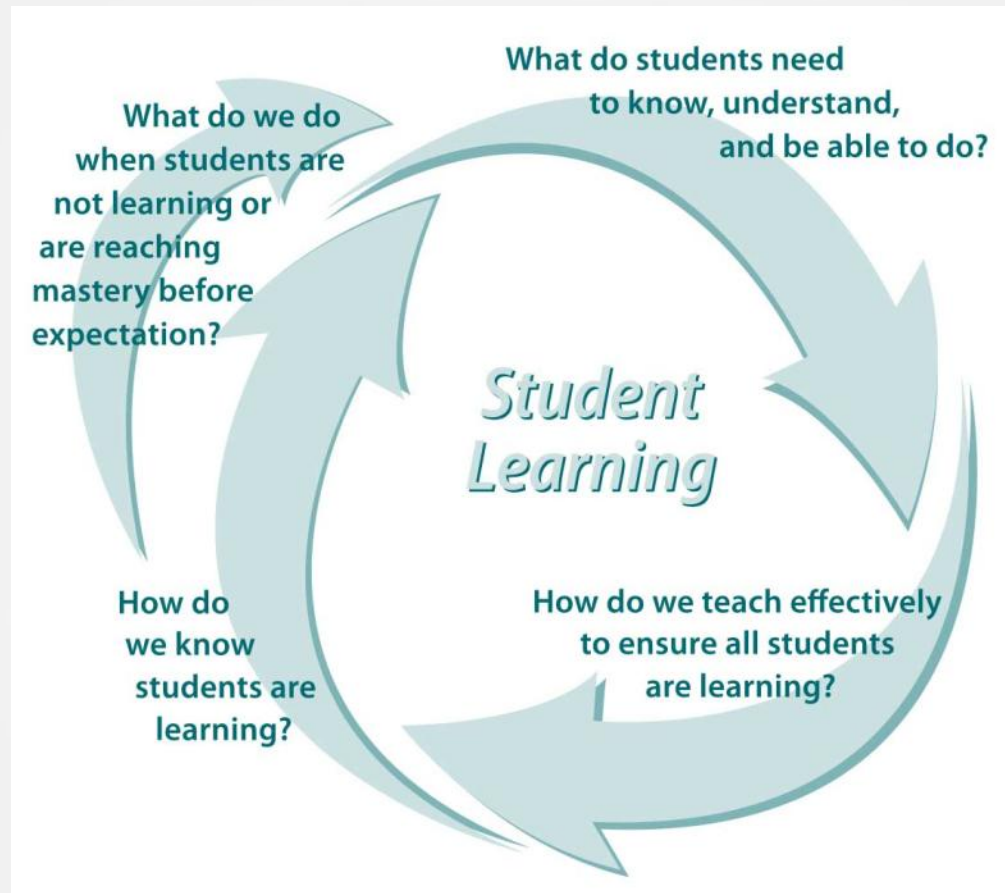


Quality Standard II:

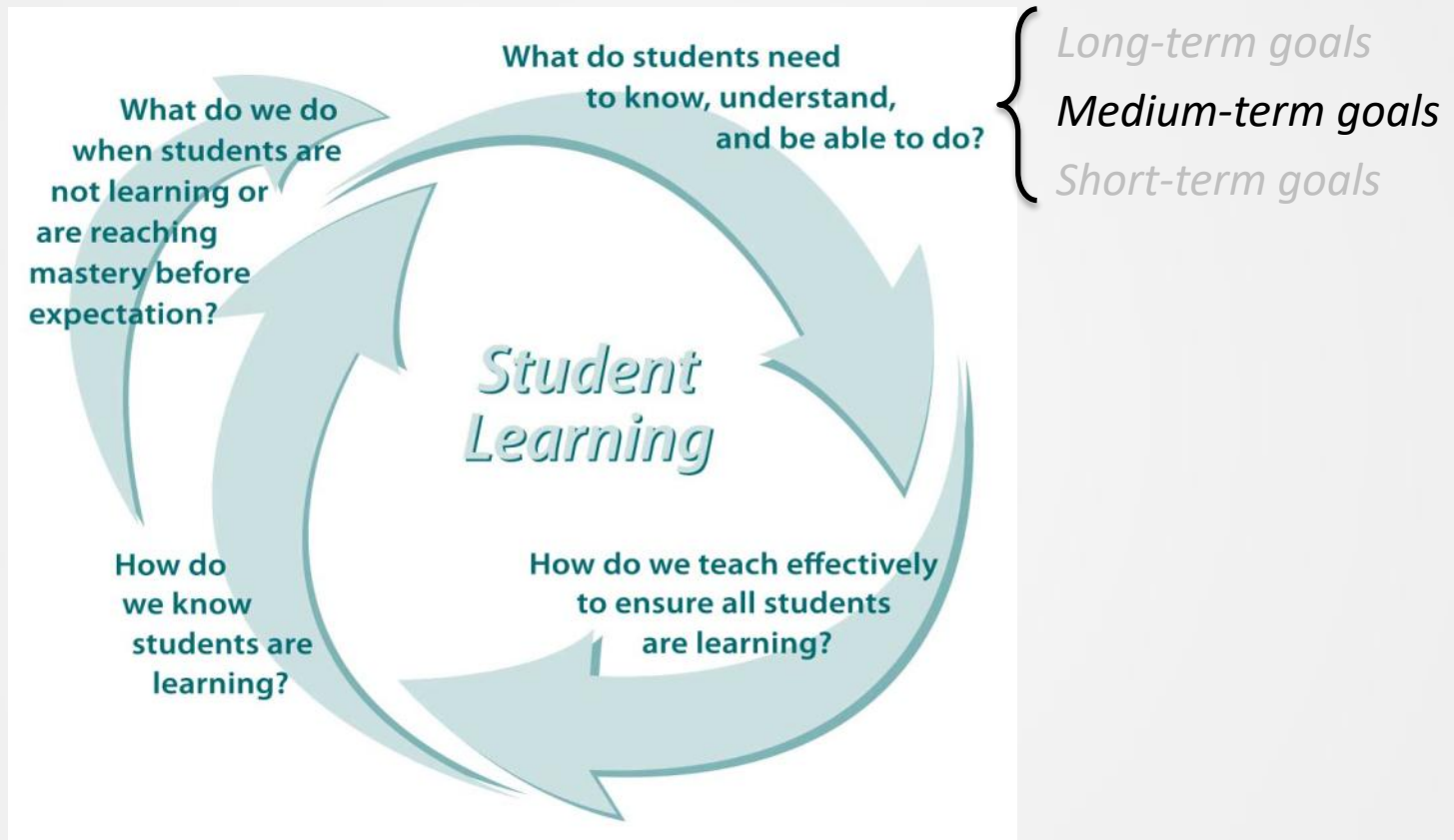
Teachers establish a safe, inclusive and respectful learning environment for a diverse population of students.

The teacher establishes processes that result in a sense of community among students, effective interactions among students, respect for individual differences, positive social relationships, and common goals for all students.

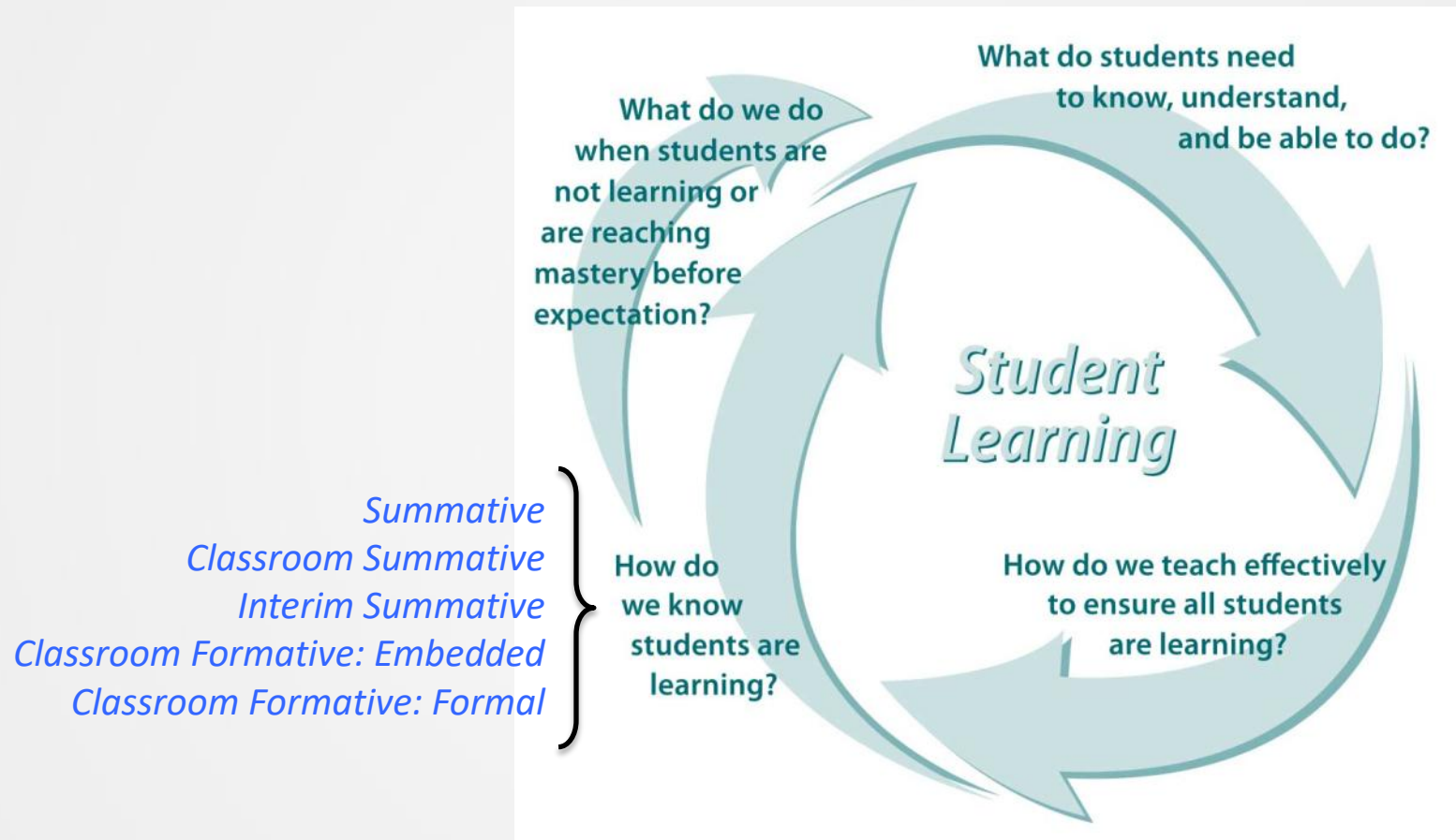
Connections with Colorado's Learning Cycle



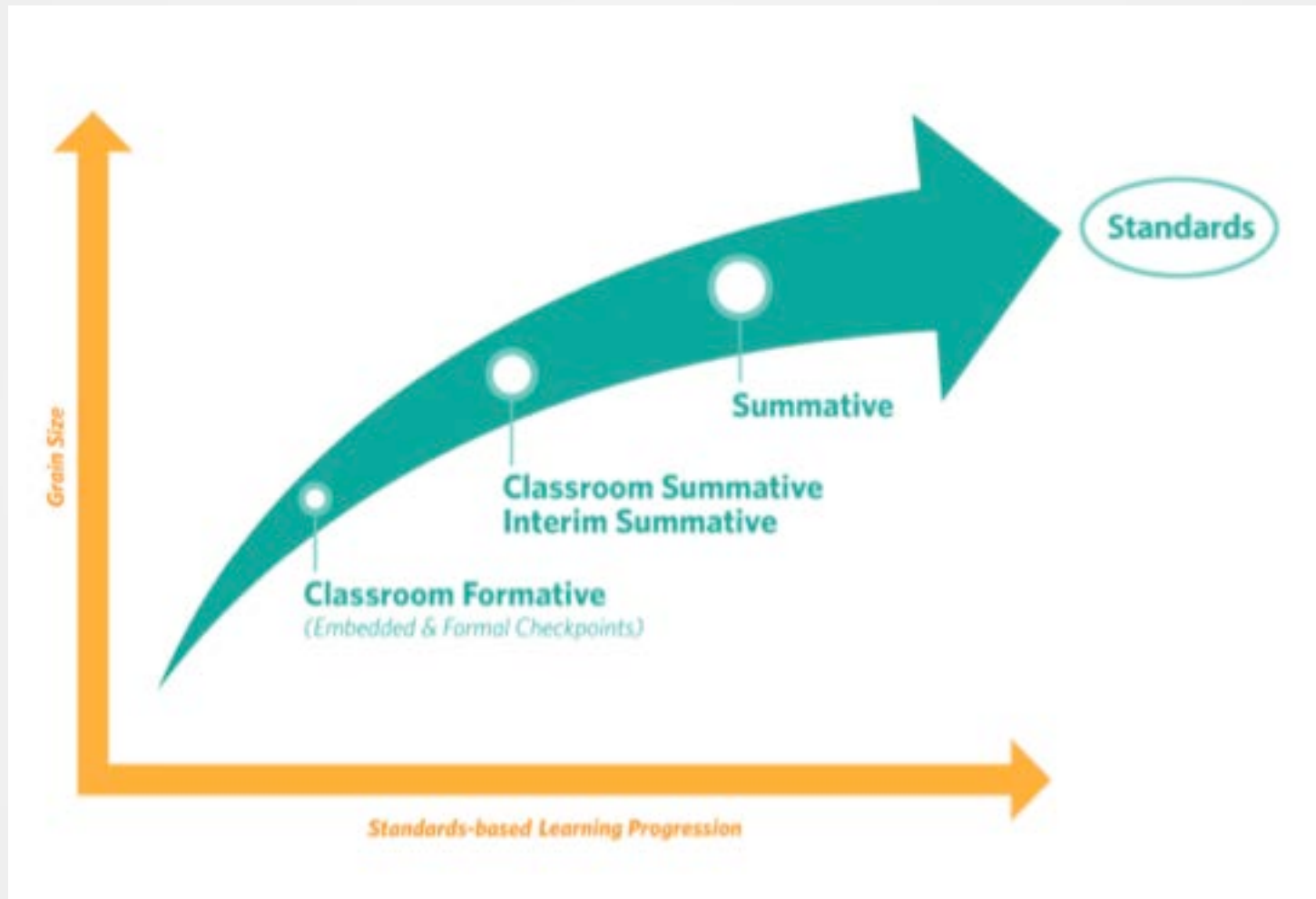
Connections with Colorado's Learning Cycle



Connections with Colorado's Learning Cycle



Framework Module



Long-term goals

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

Type	Information	Uses and Actions
Summative	<ul style="list-style-type: none"> • Status of student achievement with respect to standards • May be able to provide relative growth information for students and schools • Standardized test results aggregated and disaggregated: <ul style="list-style-type: none"> • Trends/patterns in student performance • Relative performances of cohorts, subgroups, grade levels, subject areas • Relative performance of teachers, schools, districts • Progress in closing achievement gap 	<ul style="list-style-type: none"> • Report on the status and progress of student achievement (T, SSP, SA, D, ST) • Make judgments about student learning relative to standards (S, T, SSP, SA, F, D, ST) • Gauge student, school, district, and state year-to-year progress (SA, D, ST) • Improvement planning (e.g., UIP, prioritize professional learning and resource decisions, curriculum program realignment, reflect on effectiveness of school initiatives) (S, T, SSP, SA, F, D, ST) • Educator evaluations (T, SA, D) • Certification (S, F, SA, D) • Family or student action based on results (S, F) • Refine and improve assessment (T, SSP, SA, D, ST) • Describe student performance at the school/district level for state and federal accountability ratings (SA, D, ST)
Classroom Summative		
Interim Summative		
Classroom Formative: Embedded		
Classroom Formative: Formal		
Diagnostic and Screening		
National and International		

Interim Summative

Medium-term goals

Methods

- Teacher designed/selected curriculum-embedded measures
- Student work products and performances (e.g., portfolio), with associated rubric(s)
- School/district standardized standards-based, grade-level achievement tests
- [READ assessments](#)
- Progress monitoring measures (e.g., curriculum-based measurement; embedded [Dynamic Learning Maps Alternate Assessment Program](#) for qualified students)
- Program (intervention)-based assessments
- [Observation inventories](#)

Classroom
Class

Cl
fo

Type	Information	Uses and Actions
Summative	<ul style="list-style-type: none"> • Status of achievement of intermediate goals toward meeting standards • Prediction of end-of-year proficiency • Standardized test results aggregated and disaggregated: <ul style="list-style-type: none"> • By grade level, school and/or teacher • By student subgroup • By sub-skill • Trends/patterns in student performance • Student data dashboard/ graphic representation of understanding 	<ul style="list-style-type: none"> • Reflect on effectiveness of planning and instruction (T, SSP) • Reflect on effectiveness of school/district structures, programs, curricula (SSP, SA, D) • Make within-year decisions about instructional approaches or programs (T, SSP) • Make within-year adjustments to curriculum/programs (T, SSP, SA) • Reporting (including communication with families and district personnel) (T, SSP, SA, F, D) • Family involvement based on results (F) • Identify student for supplemental intervention (T, SSP, SA) • Readjust professional learning priorities and resource decisions (T, SSP, SA, D) • Continue or readjust improvement strategies (T, SSP, SA, D) • Identify students in need of additional support or interventions (T, SSP, SA, D) • Identify potential promising practices (SSP, SA, D) • Refine and improve assessment (T, SSP, SA)
Classroom Summative		
Interim Summative		
Classroom Formative: Embedded		
Classroom Formative: Formal		
Diagnostic and Screening		
National and International		

Interim Module Focus

Three main purposes for the use of interim assessments:

- Signal Important Learning Goals
- Monitor and Evaluate Student Achievement
- Inform Improvement Strategies



Section on Assessment Quality

Considerations for the selection or development of interim assessments:

- Validity
- Reliability (handout on reliability indices)
- Fairness and Bias (handout on forms of test bias)
- Utility

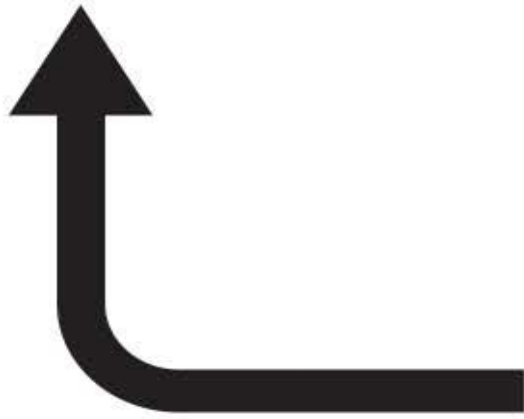
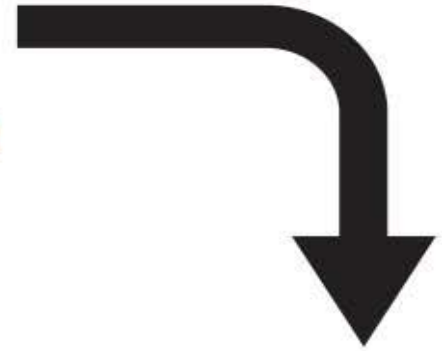
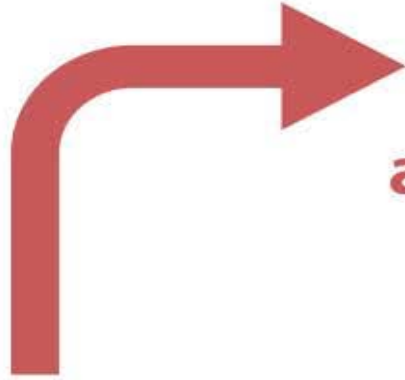
**Establishing
Learning Goals
and Success Criteria**

**Gathering
Evidence**

**Analyzing
Evidence**

**Taking
Pedagogical
Action**

**Peer and Self- Assessment
Classroom Culture**



Guided Noticing

Eliciting Evidence: Eighth-grade lesson

0:00-1:21

Notice how the teacher asks the students to share their ideas from the previous lesson and how the teacher pushes their thinking by her question “what up there convinces you?” and invites extended explanations.

Her questions are a strategy to obtain evidence of the students’ understanding.

Note your own points of interest.

Questioning and Prompting (Shell Center 2013)

Examples

Mathematics Assessment Project: Formative Assessment Lessons for middle school

Students analyze a diagram of a store with spaces labeled by letter. In the store there is a fixed surveillance camera. Students determine what it can see and what it cannot.

Common Issues	Suggested Questions and Prompts
Incorrectly identifies people which cannot be seen by the camera at P For example: The student thinks that person E cannot be seen.	How do you know which part of the shop cannot be seen by the camera? Can you shade this area?
Considers full squares only For example: The student thinks that the full square containing person F/H cannot be seen.	Which 'full' squares cannot be seen by the camera? Which 'part' squares cannot be seen? Show on the diagram exactly where the camera can/not see.

Introductory Inquiry - Section 1

Exit Questions

1. This section discussed student work as a source of evidence to be used in formative assessment. What were the four, key ideas related to this source of evidence?



Questions for our Panelists?



- What parallels do you see for the states you work with?

Please enter your questions in the chat box to the right of this screen →



For more information please contact:

csai@wested.org

www.csai-online.org

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