

Looking At Your Assessment System: A Graphical Perspective

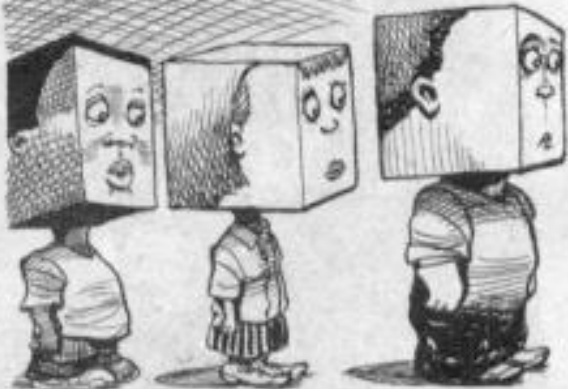
Michigan Educational Research Association
Fall Conference 2012

Monday, November 19, 2012

American Public Education REALLY Likes Tests...

...BUT THERE ARE ISSUES

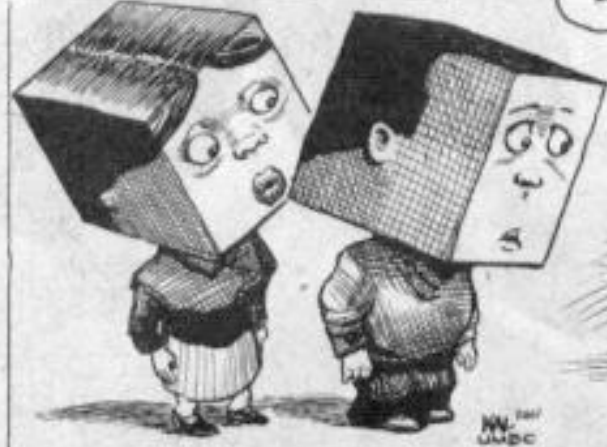
SHAPING HIGH SCHOOL STUDENTS



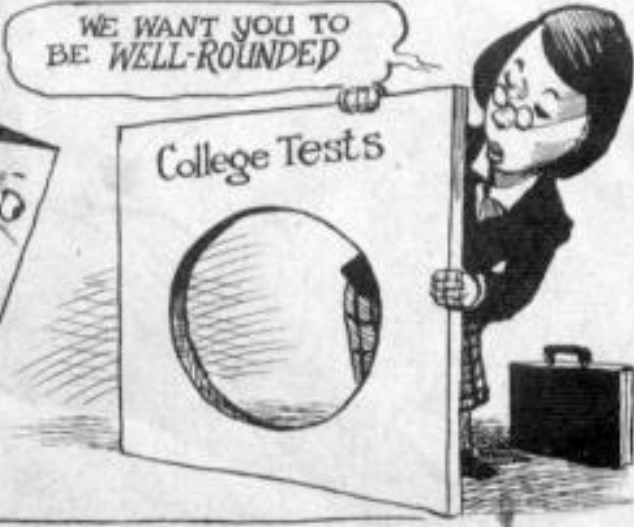
EVERYONE NEEDS TO FIT IN!!



SHAPING COLLEGE STUDENTS



WE WANT YOU TO BE WELL-ROUNDED



NY UNBC

WASSERMAN
© 2000 BOSTON GLOBE
DIST. BY L.A. TIMES SYND.

ATTENTION...
THIS IS A TEST...
THIS IS A TEST OF THE
NATION'S EDUCATION SYSTEM...
IF THIS WERE A REAL
EMERGENCY, WE'D FIND
A BETTER SOLUTION THAN
MORE AND MORE TESTS...
THIS IS A TEST...



MR. WOODHEAD

© 2001 by John P. Wood

YOU HAVE TO LEARN
THIS STUFF BECAUSE
IT'S ON THE TEST.



THAT'S IT? THAT'S
THE ONLY REASON?
JUST BECAUSE IT'S
ON THE TEST?



THANK GOODNESS.
I THOUGHT I WAS
COMPLETELY MISSING
SOME GREATER
MEANING.



If we're a little more thoughtful about our assessments,

**CAN WE ALLEVIATE SOME OF
THESE ISSUES?**

Let's give credit...

- Much of this presentation is based upon:
- Perie, M., Marion, S., & Gong, B. (2009). Moving toward a comprehensive assessment system: A framework for considering interim assessments. Educational measurement: Issues and practice. 28(3) pp. 5-13.
- The entire issue is devoted to thinking about formative and interim assessments.

A Balanced Assessment System meets the *legitimate* needs of all stakeholders.

- Students & Parents
- Teachers
- School Administrators
- District policy makers
- State policy makers

What information do we need?

- Students:
 - How am I progressing toward mastery?
- Teachers
 - How are my 25 (40, 150) students progressing toward mastery
- Administrators
 - Are the tools that my teachers have providing acceptable student achievement?
- State
 - What schools need more support/recognition?

Each of these information needs is important...

...but they require different types of data and tests that are built to provide that data.

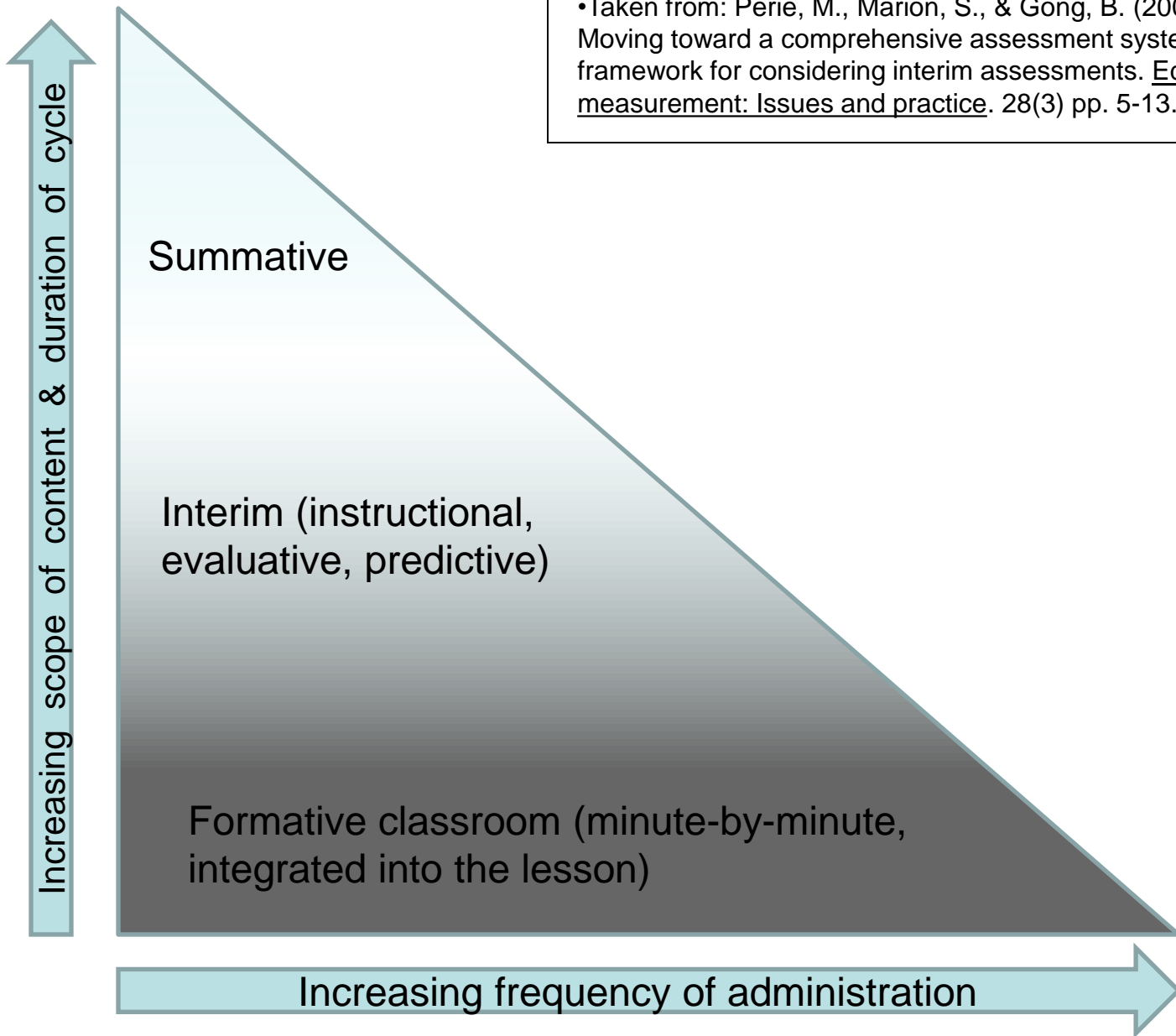
We're really talking about
validity across our system.

It all comes down to being very clear
about why you're giving a certain test
and what you need from it.

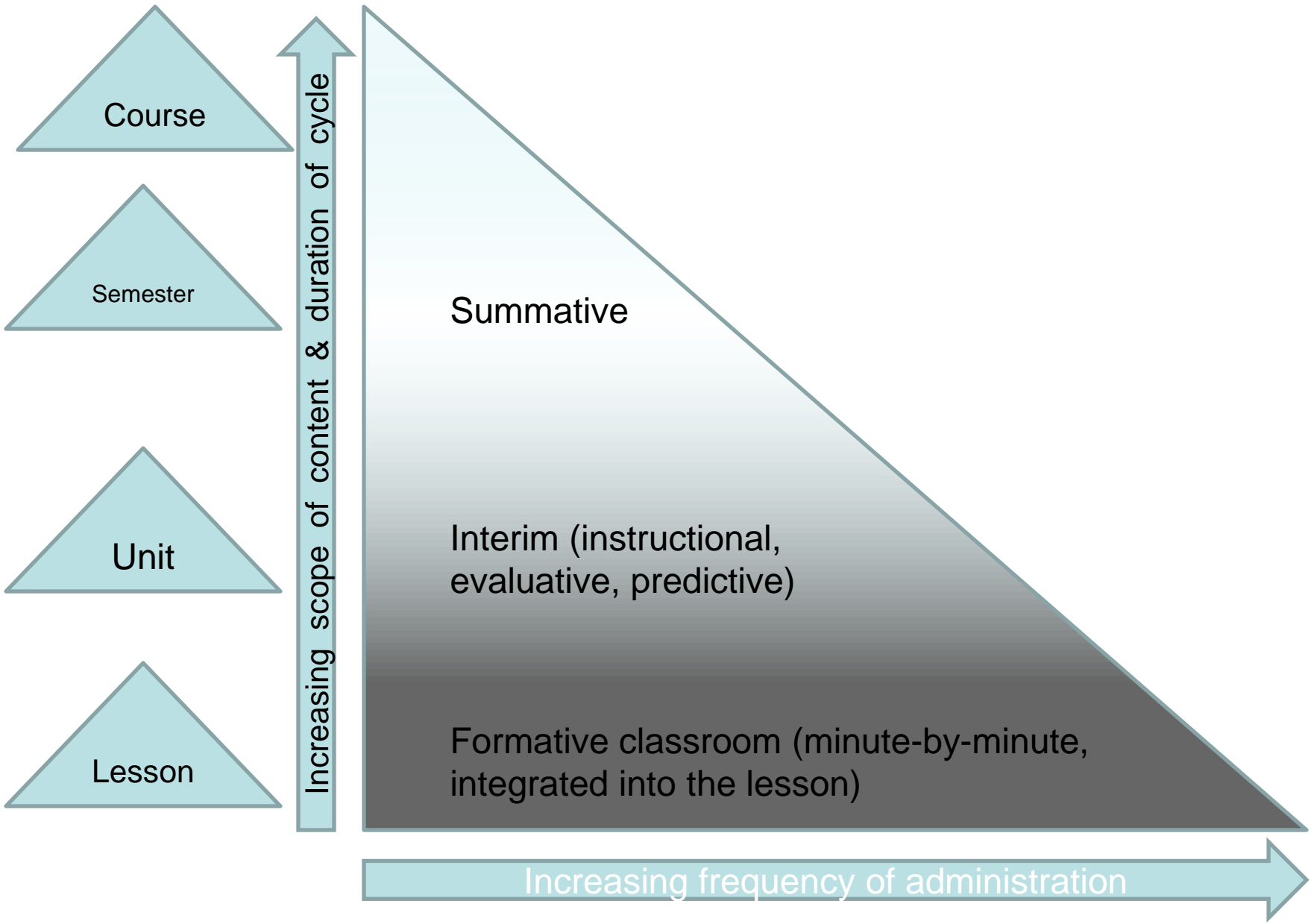
All we've got is language, really.

- Language that caused “significant” discussion as we thought about comprehensive assessment systems:
 - “Assessment”
 - “Balanced Assessment”
 - “Cognitive Assessment”
 - “Common Assessment”
 - “interim assessment”
 - “Curriculum”

Perhaps a picture will help...



•Taken from: Perie, M., Marion, S., & Gong, B. (2009). Moving toward a comprehensive assessment system: A framework for considering interim assessments. Educational measurement: Issues and practice. 28(3) pp. 5-13.



Course

Semester

Unit

Lesson

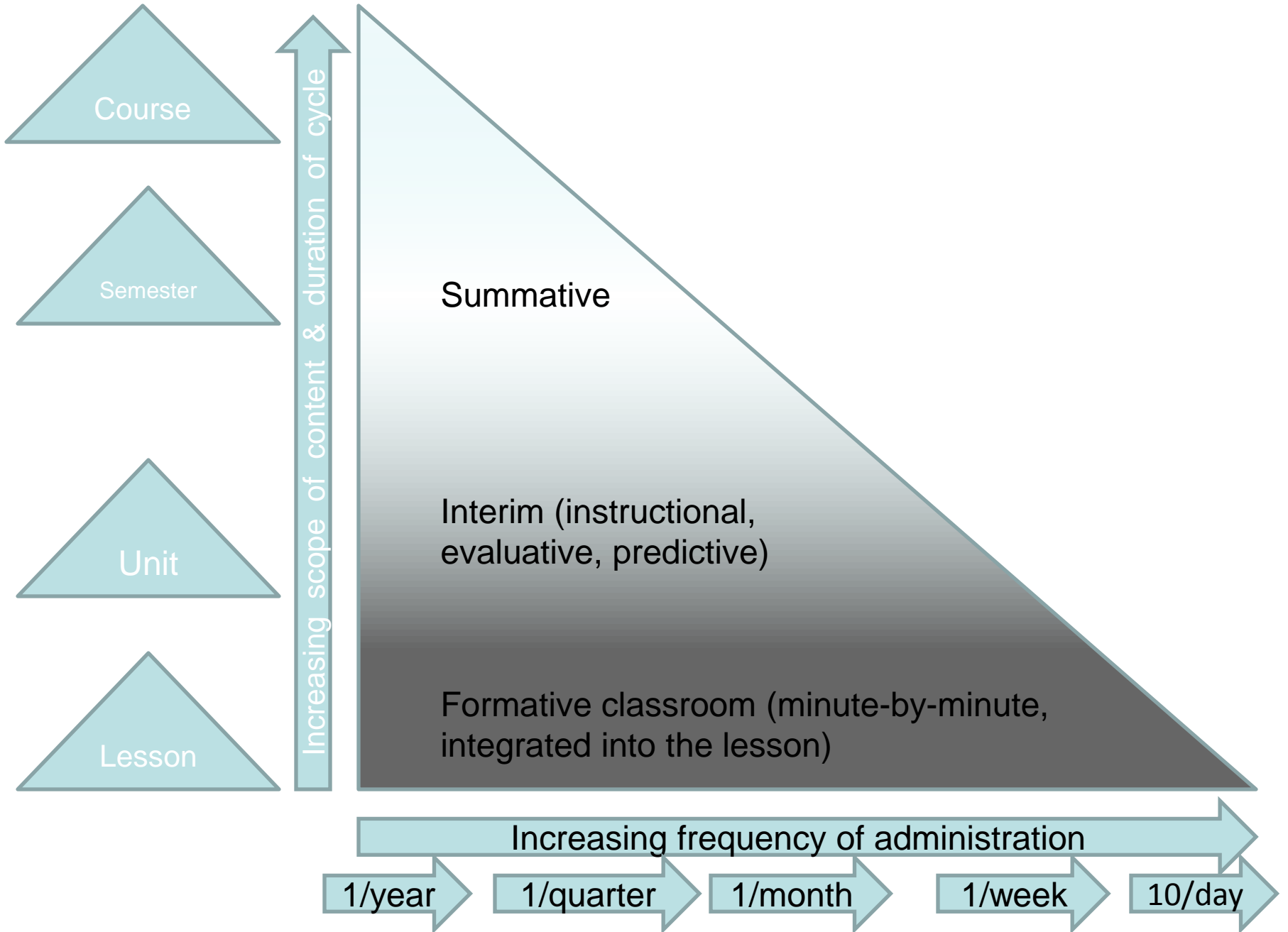
Increasing scope of content & duration of cycle

Summative

Interim (instructional, evaluative, predictive)

Formative classroom (minute-by-minute, integrated into the lesson)

Increasing frequency of administration



Summative assessments are given one time at the end of the semester or school year to evaluate students' performance against a defined set of content standards. These assessments are usually given statewide (but can be national or district) and are often used as part of an accountability program or to otherwise inform policy.

Formative classroom (minute-by-minute,
Integrated into the lesson)

Increasing frequency of administration

Interim assessments are administered during instruction to evaluate students' knowledge and skills relative to a specific set of academic goals in order to inform policymaker or educator decisions at the classroom, school, or district level. The specific interim assessment designs are driven by the purpose and the intended uses, but the results of any interim assessment must be reported in a manner allowing aggregation across students, occasions, or concepts.

Formative classroom (minute-by-minute,
Integrated into the lesson)

Increasing frequency of administration

Formative assessment is a process used by teachers and students during instruction that provides feedback to adjust ongoing teaching and learning to improve students' achievement of intended instructional outcomes.

Formative Assessment for Students & Teachers
State Collaborative in Assessment and Student Standards (FAST SCASS),
Austin, TX, Oct, 2006.

Formative classroom (minute-by-minute,
Integrated into the lesson)

Increasing frequency of administration

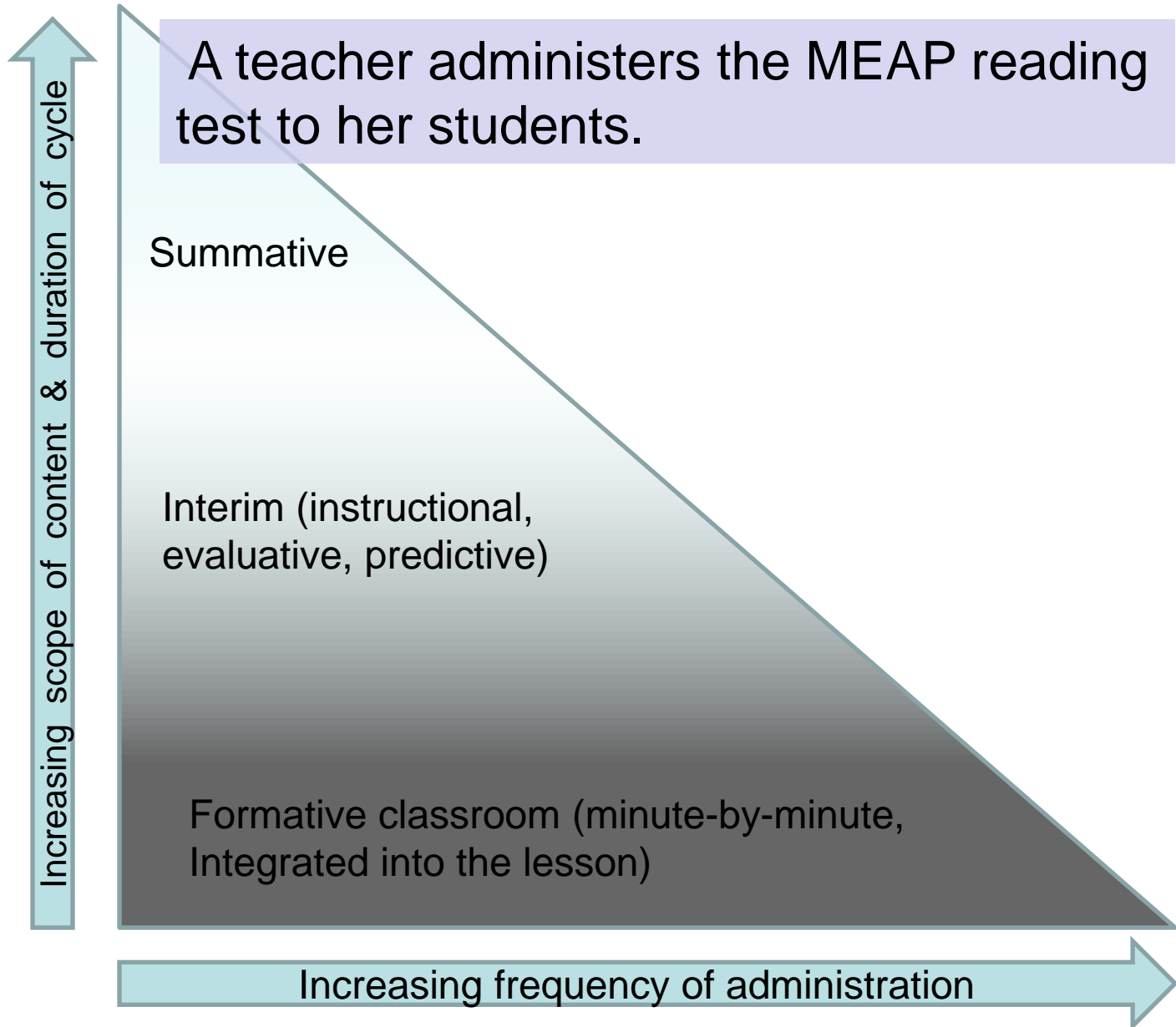
Formative assessment is a planned process in which assessment-elicited evidence of students' status is used by teachers to adjust their ongoing instructional procedures or by students to adjust their current learning-tactics.

James Popham, MSTC, Feb. 24, 2009

An assessment is formative to the extent that information from the assessment is used, during the instructional segment in which the assessment occurred, to adjust instruction with the intent of better meeting the needs of the students assessed.

From Perie, 2007

1. At your table, place the assessment scenarios on the triangle.
2. Share what your table did with another table.



Spending a little more time thinking about

INTERIM ASSESSMENTS

Why Give Interim Assessments?

- Being clear on the following is important
 - What do I want to learn from this assessment?
 - Who will use the information gathered?
 - What action steps will be taken as a result?
 - What PD or support should be in place to ensure the action steps?
 - How will student learning improve as a result of the system and will it improve more than if it weren't used?

Three Broad Purposes

- We generally give interim assessments for purposes that fall into three categories
 - Instructional
 - Evaluative
 - Predictive
- Could we place these three categories on our triangle?

Again, purpose is important!

- *Consider a test that is used for both predictive and diagnostic purposes. If the assessment provides good feedback to improve student learning, then it's predictive ability is likely to decrease. (p. 8)*

Let's spend a little time

CONSIDERING INTERIM ASSESSMENTS

Evaluating Interim Assessments

- Evaluative criteria are provided (pp. 9-11)
- Let's focus on the evaluation criteria for reports for each of the three categories
 - *Reporting elements are important because the report is the mechanism for translating the assessment data into decisions, which then translate into action and should be one of the first considerations in designing a new assessment. (p.9)*

Criteria for Reports

- Instructional
 - *There should be evidence that the results of the assessment and the associated score reports have been designed to facilitate meaningful and useful instructional interpretations. (p. 10)*
- Evaluative
 - *The reports must be designed to facilitate the intended evaluation and accurately portray the error associated with the scores and subscores. (p. 10)*

Criteria for Reports

- Predictive
 - The reports should be designed to facilitate the intended predictions, including an honest and accurate characterization of the error associated with the prediction, both at the total score and subscore levels. (p. 11)
- These are just the criteria for reports, there are other criteria presented.

Many thanks!



Jim Gullen Ph.D, Assessment Consultant
Oakland Schools: Department of School Quality
james.gullen@oakland.k12.mi.us
248.209.2088