Looking at Assessment

November 21, 2017

Board of Education Meeting

Goal: To deepen the BOE and community's understanding of the various types of assessment, how assessment informs instruction and current data sets used and/or being developed.

Goal for Assessment - Develop a balanced assessment system that measures students' content knowledge, skills, and dispositional thinking

Irvington UFSD is working towards developing a balanced assessment system based on instructional goals that assesses knowledge, skill and thinking; that is standards and performance based and measures learning through both qualitative and quantitative data; is examined both horizontally and longitudinally based on common criteria and assessments.

Assessments will be varied in design, purpose and differentiated to ensure expectations for metacognition, meaning-making and transfer.

Expectations for this system include accurate assessment of students' knowledge, skill and thinking, that reflects a method for evaluation of efficacy of practices to meet our goals including high levels of student engagement.

Assessments

Effective assessments give students feedback on how well they understand information, as well as areas for improvement, while also informing a teacher's planning and instructional design.

Assessment becomes even more relevant when students become involved in their own assessment. Students who take an active role in developing the scoring criteria, self-evaluation and goal setting, more readily accept that the assessment is adequately measuring the learning.

Five Keys to Comprehensive Assessment Linda Darling Hammond

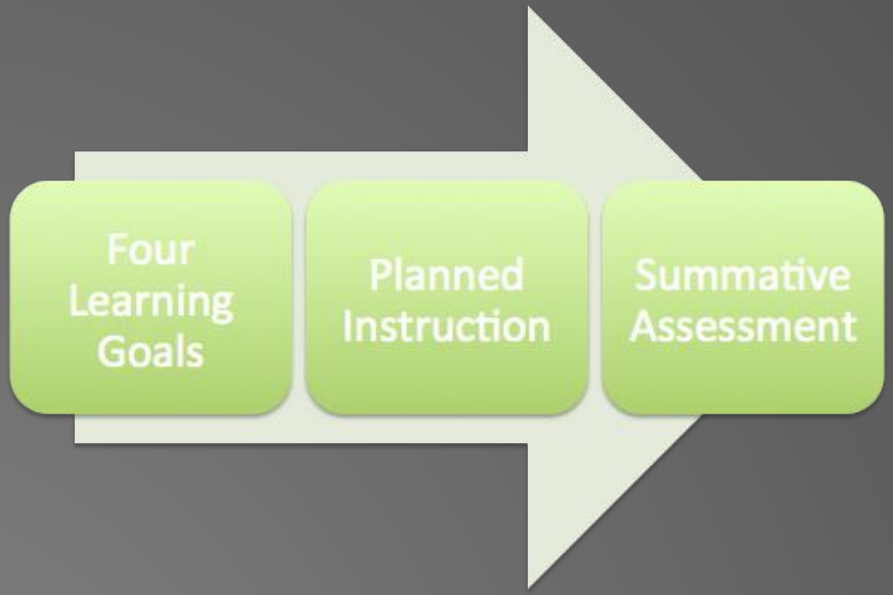
Types of Assessment and Their Purpose

- Formative and Summative
  - Standardized Assessments
    - Benchmarking
    - Organizational Decision Making
    - Inform Program
  - Teacher Developed Assessments
    - Unit assessments
    - Mid-terms and finals
- Authentic/Performance Based Assessment
  - Teacher/Student developed

The Four Instructional Learning Goals

- Knowledge
- Skills
- Making-Meaning
- Transfer

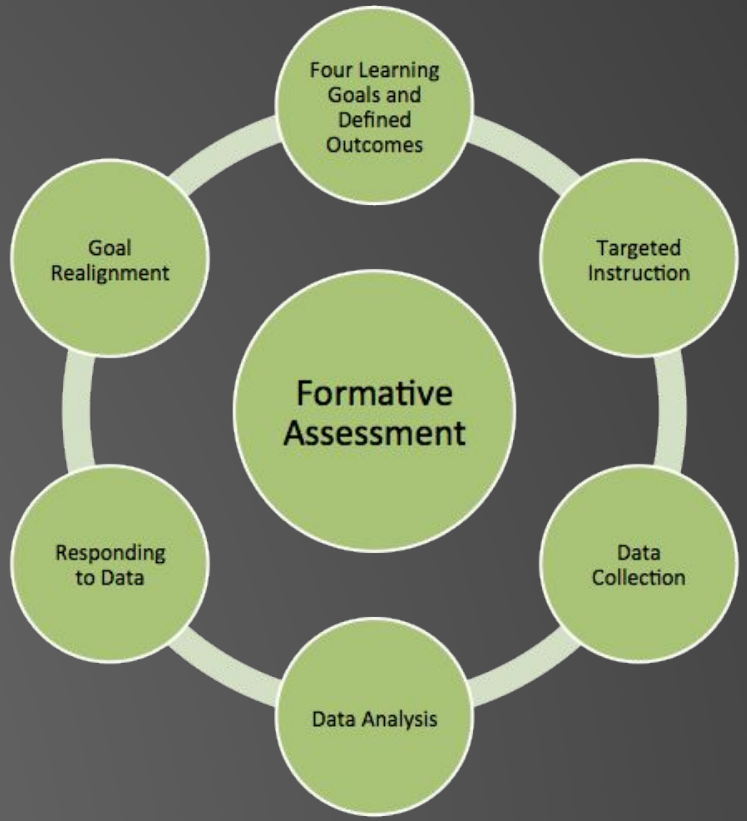
Summative Assessment



The goal of summative assessment is to evaluate student learning at the end of an instructional unit by comparing it against a standard or benchmark. Examples of summative assessments include: a midterm exam or a final project.

Formative Assessment

Formative assessment, including diagnostic testing, is a range of formal and informal assessment practices conducted by teachers during the learning process in order to modify teaching and learning activities to improve student attainment.



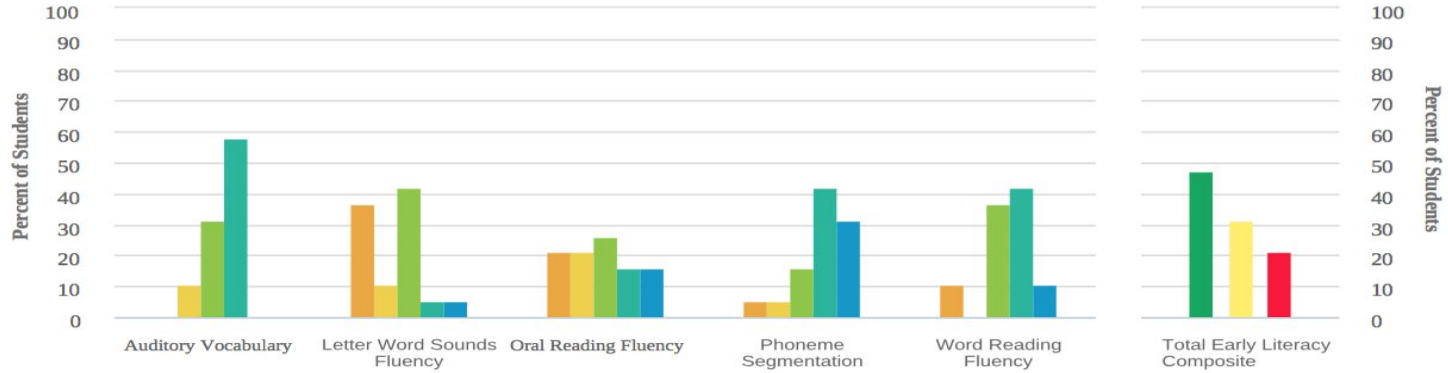
Data Set

- Benchmarking Data: Aimsweb
  - Administered to: K-5 students
  - For the purpose of: Benchmarking for math and literacy
  - Informs: Learning needs and support services

Report	Grade	District	School	Class	Period
Scores & Skills Plan	1	Irvingtonunionfreeschooldistrict	Dows Lane Elementary School	103	Fall 2017

Early Literacy Summary

Spring Performance Goal: 30th national percentile



	Auditory Vocabulary		Letter Word Sounds Fluency		Oral Reading Fluency		Phoneme Segmentation		Word Reading Fluency	
Level	# of Students	% of Students	# of Students	% of Students	# of Students	% of Students	# of Students	% of Students	# of Students	% of Students
Well Below Average	0	0%	7	36.8%	4	21.1%	1	5.3%	2	10.5%
Below Average	2	10.5%	2	10.5%	4	21.1%	1	5.3%	0	0%
Average	6	31.6%	8	42.1%	5	26.3%	3	15.8%	7	36.8%
Above Average	11	57.9%	1	5.3%	3	15.8%	8	42.1%	8	42.1%
Well Above Average	0	0%	1	5.3%	3	15.8%	6	31.6%	2	10.5%
Classroom Median Percentile	85		26		28		88		75	

Total Early Literacy Composite		
# of Students	% of Students	Risk
9	47.4%	Low
6	31.6%	Moderate
4	21.1%	High
28		Classroom Median %ile

aimsweb PLUS

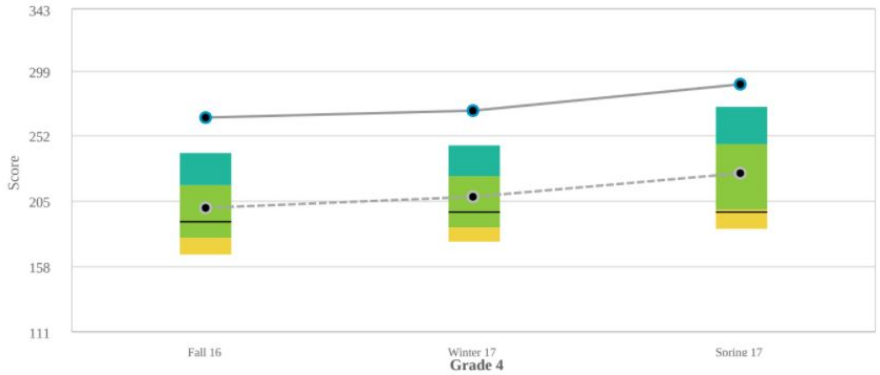
Print Date: 11/13/2017 Pg. 1 of 1

Report	Student	Test	School Year
Individual Benchmark		MATHB	2016-2017

Comparison: National Norms

Target Score National Avg

Below Average Average Above Average



Grade 4

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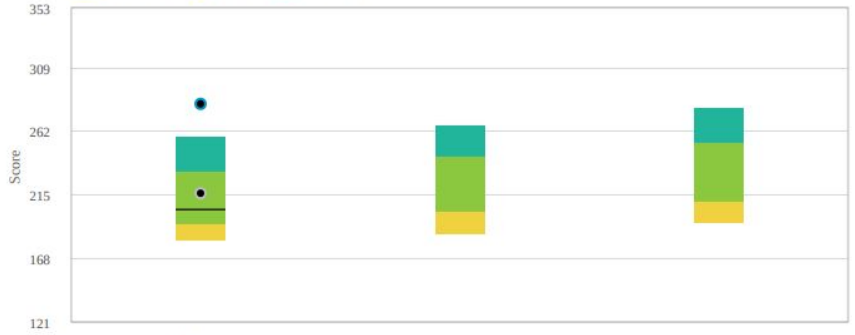
Print Date: 11/13/2017 Pg. 1 of 1

Report	Student	Test	School Year
Individual Benchmark		MATHB	2017-2018

Comparison: National Norms

Target Score National Avg

Below Average Average Above Average



Grade 5

Data Set

- Proficiency Data: AAPPL
  - Administered to: Students in French and Spanish Grades 7-12
  - For the purpose of: Benchmarking Speaking & Listening
  - Informs: Instructional goals and classroom assessment design

Grade Level	***Acceptable Speaking Proficiency Attainment***	***AAPPL Score Equivalent***	***Proficiency Focus***
6th Grade [1/2 year of instruction]	Novice Mid	N3	Novice Range
7th Grade	Novice High	N4	Intermediate Range
8th Grade	Intermediate Low	I1	
9th Grade	Intermediate Mid	I2/I3	
10th Grade	Intermediate Mid	I4	
11th Grade	Intermediate High	I4/I5	Advanced Range
12th Grade	Intermediate High	I5	

Data Set

- Classroom Data: Math Module (mid & end)
  - Administered to: K-5 students
  - For the purpose of: Measurement of progress and growth
  - Informs: mid-module - instructional practices and goals - end-module -future planning

Student #

Mid-Module 2 Multi-Digit Whole Number and Decimal Fraction Operations										
Write and interpret numerical expressions			Understand the place value system		Perform operations with multi-digit whole numbers and with decimals to hundredths				Convert like measurement units within a given measurement system	Rubric Score
5.OA.1-2			5.NBT.1-2		5.NBT.5-7				5.MD.1	
Q1	Q2	Q6	Q3	Q6	Q3	Q4	Q5	Q6	Q6	/24
4	3	3	2	3	2	4	4	3	3	20
3	1	1	2	1	2	3	3	1	1	13
3	3	1	4	1	4	4	3	1	1	18
3	2	2	4	2	4	4	3	2	2	18
3	1	2	4	2	4	4	3	2	2	17

Student #

End-of-Module 2 Multi-Digit Whole Number and Decimal Fraction Operations												
Write and interpret numerical expressions		Understand the place value system				Perform operations with multi-digit whole numbers and with decimals to hundredths					Convert like measurement units within a given measurement system	Rubric Score
5.OA.1-2		5.NBT.1-2				5.NBT.5-7					5.MD.1	
Q5 a,b,c	Q5 d,e	Q1	Q2	Q5 a,b,c	Q5 d,e	Q1	Q2	Q3	Q4	Q5 a,b,c	Q5 a,b,c	/24
4	4	4	4	4	4	4	4	4	4	4	4	24
2	2	4	3	2	2	4	3	3	4	2	2	18
3	4	4	4	3	4	4	4	4	4	3	3	23
3	4	4	4	3	4	4	4	4	4	3	3	23
2	2	2	4	2	2	2	4	4	3	2	2	17

Data Set

- Standardized Data: NYS & AP Assessments
  - Administered to: Students in grades 3-12
  - For the purpose of: Summative Assessment
  - Informs: Program and Instruction
- With the Data:
  - Item analysis
  - Benchmark analysis
  - Scoring Discussions
  - Course analysis - Scope and Sequence vs Assessment Expectations
  - Data point for RTI

Authentic assessment can include many of the following:

- Observation
- Essays
- Interviews
- Performance tasks
- Exhibitions and demonstrations
- Portfolios
- Journals
- Teacher-created tests
- Rubrics
- Self- and peer-evaluation

Assessment-Capable Learners

John Hattie

Performance Tasks

(Grant Wiggins)

- Performance tasks can be used as rich learning activities or as assessments. They ask students to apply knowledge and skills to a new situation, and typically yield tangible products and performances that serve as evidence of learning. Performance tasks (as distinct from long-term projects) can usually be completed within a relatively short time frame, generally between one and four class periods.

- Performance tasks lend themselves to interdisciplinary connections. It is natural to include a reading, research and/or communication (writing, graphics, presentation) component to tasks in content areas. Such tasks encourage students to see meaningful learning as integrated, rather than something which occurs in isolated segments.

Characteristics of Performance Tasks

- demand thoughtful application of knowledge and skills, not just recall;
- yield tangible products and performances that serve as evidence of learning;
- establish authentic contexts for performance;
- can integrate two or more subjects as well as 21st century skills (e.g., critical thinking, technology use, teamwork);
- do not have a “single, best” answer or one, “right way” to accomplish the task;
- evaluate performance with established criteria and rubrics;
- may be used as rich learning activities and/or assessments; and
- expect self-assessment.

Creating a Culture of Data:
Existing and Potential Data to Inform

- Program
  - Comparison of ELA diagnostics
  - Team participation
  - Enrollment and growth
- Placement
  - Examining the relationship between advanced placement and classroom performance
- Achievement
  - Student growth through an RTI model
  - Student growth with writing support
  - Comparison of AP scores and class grades
  - Predictors of success

Creating a Culture of Data:
Existing and Potential Data to Inform

- Process and Approach
  - The relationship between professional learning and effective instructional planning?
  - Relationship of attendance data and possible interventions
- Curriculum & Instruction
  - Examining classroom practice and time allotted for teaching mathematics
  - Constructed response question analysis
  - Assessment as a predictor
  - Relationship between feedback and performance

Our Goals For Assessment

- Teachers:
  - Instructional Design - alignment of Stage 1 & Stage 2
  - Evidence based decision-making
- Students:
  - Broad Range of opportunities to demonstrate learning
  - Ownership of their key role in their own assessment
  - Development of capstone projects

Next Steps

Moving forward our practice will continue to be enriched through:

- Increased use of data to inform instruction and decision making
  - Consideration of data partners/services to support work
- Development of program/initiative assessment model
- Budgetary priorities to be informed through evidence-based recommendations