



Teaching and Learning Led by Evidence Session 2: ***Determining the right balance of assessment for your students***

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Teaching and Learning Led by Evidence

- Welcome!
- Introduce yourself in the chat:
 - Who are you? Where are you from?



Leading with Evidence – Summary from Last Week

Now more than ever, we need to design, use, and interpret classroom assessments that gather evidence of student knowledge and skills to guide instruction and clarify for students what is important to learn.

1. Assess
2. Analyze
3. Take Action

TESTING 123

Learning Outcomes

By the end of today's session, you will be able to...

- ☐ Identify the purpose of various assessment types at the classroom, district, and state levels.
- ☐ Determine who the intended user is of the results for each type and its recommended frequency of use.
- ☐ Facilitate a team discussion to choose/use assessments aligned to their purpose, and determine the *right* balance of assessment types for your students.

Agenda

- Envision what the purpose is for having a system of assessments is in your class or school. (10 min. - direct instruction)
- Break out group discussion (8 minutes)
- Define types of assessments at each systems level, their purpose, and intended user of results (20 min. - direct instruction)
- Break out group discussion (8 minutes)



Ten Minnesota Commitments to Equity

1. Prioritize equity.

2. Start from within.

3. Measure what matters.

4. Go local.

5. Follow the money.

6. Start early.

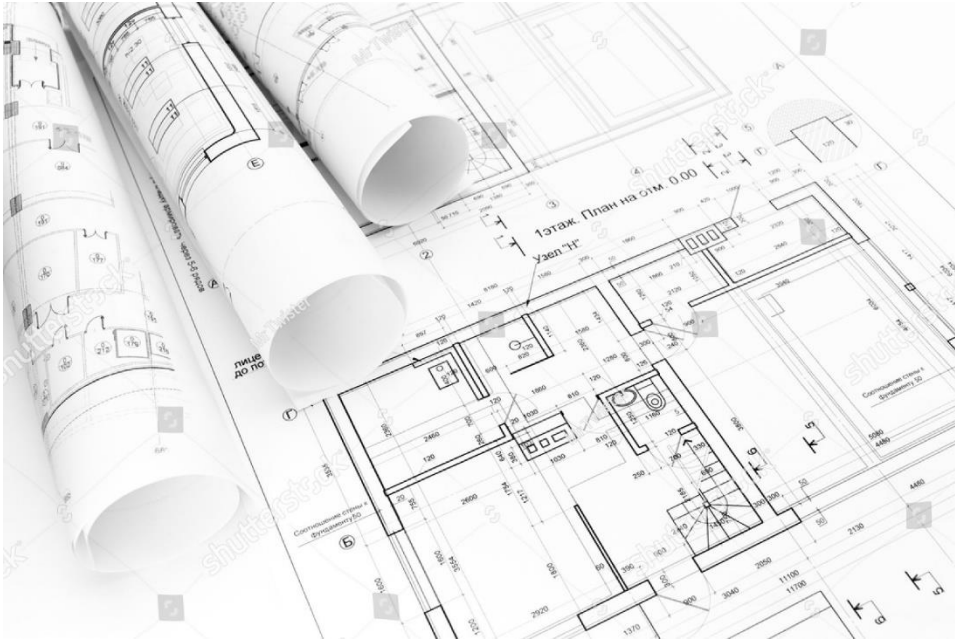
7. Monitor implementation of standards.

8. Value people.

9. Improve conditions for learning.

10. Give students options.

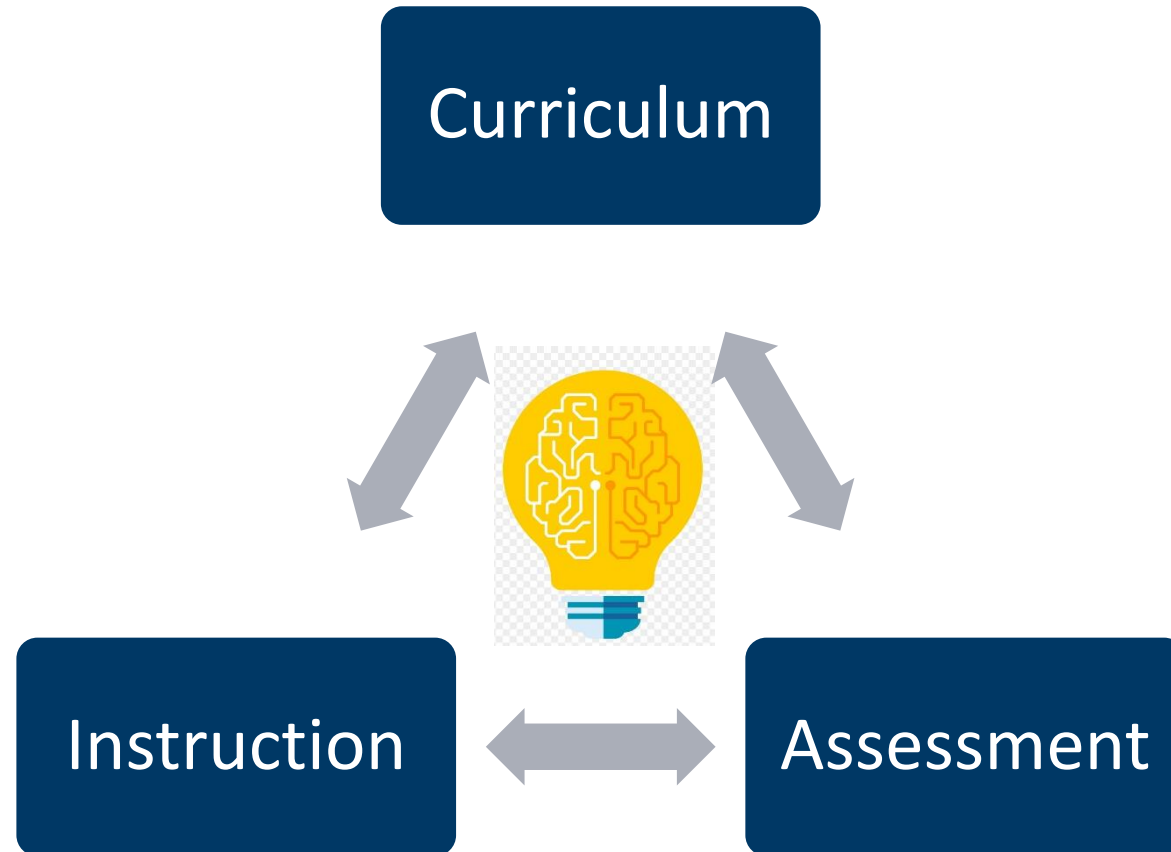
Metaphor



Defining Clear Learning Outcomes

- The [Minnesota Academic Standards](#) and [Early Childhood Indicators of Progress](#) (ECIPs) provide the basis for educational equity and the foundation to a comprehensive, balanced assessment system for birth – 12th grade.
- The academic standards and ECIPs outline **broad statements** about student learning—they are NOT a curriculum.
- **School districts determine *how* their students will meet these standards by developing courses, curriculum, and instructional materials.**

Teaching and Learning



Concept from Pellegrino (2001)

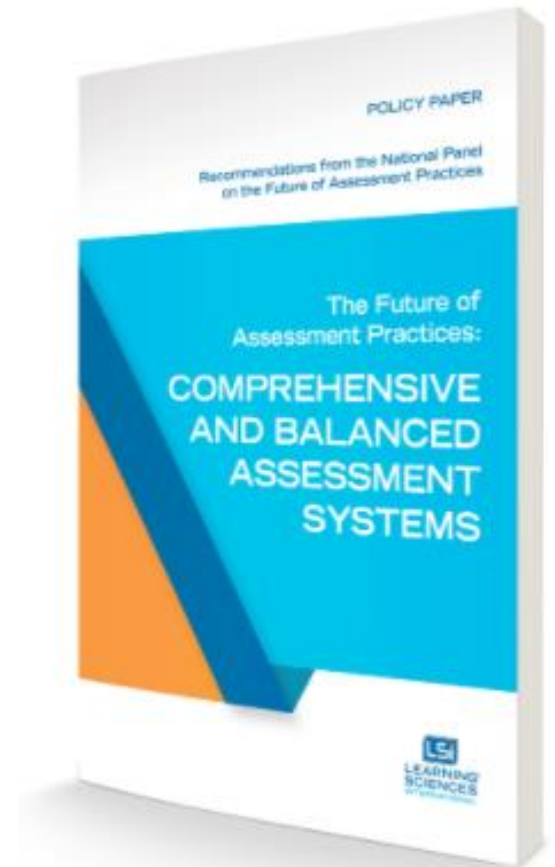
Balanced and Comprehensive Assessment System

- **Comprehensive Assessment Systems:**

- Assess what is important to learn, not just what is easy to measure.
- Assess learning at all levels of the education system.

- **Balanced Assessment Systems:**

- Provide meaningful *quantity* and *quality* of information relative to the grain size that corresponds to the intended user.



Brookhart, McTighe, Stiggins, and Wiliam (2019)

A Vision for Classroom Assessment Systems

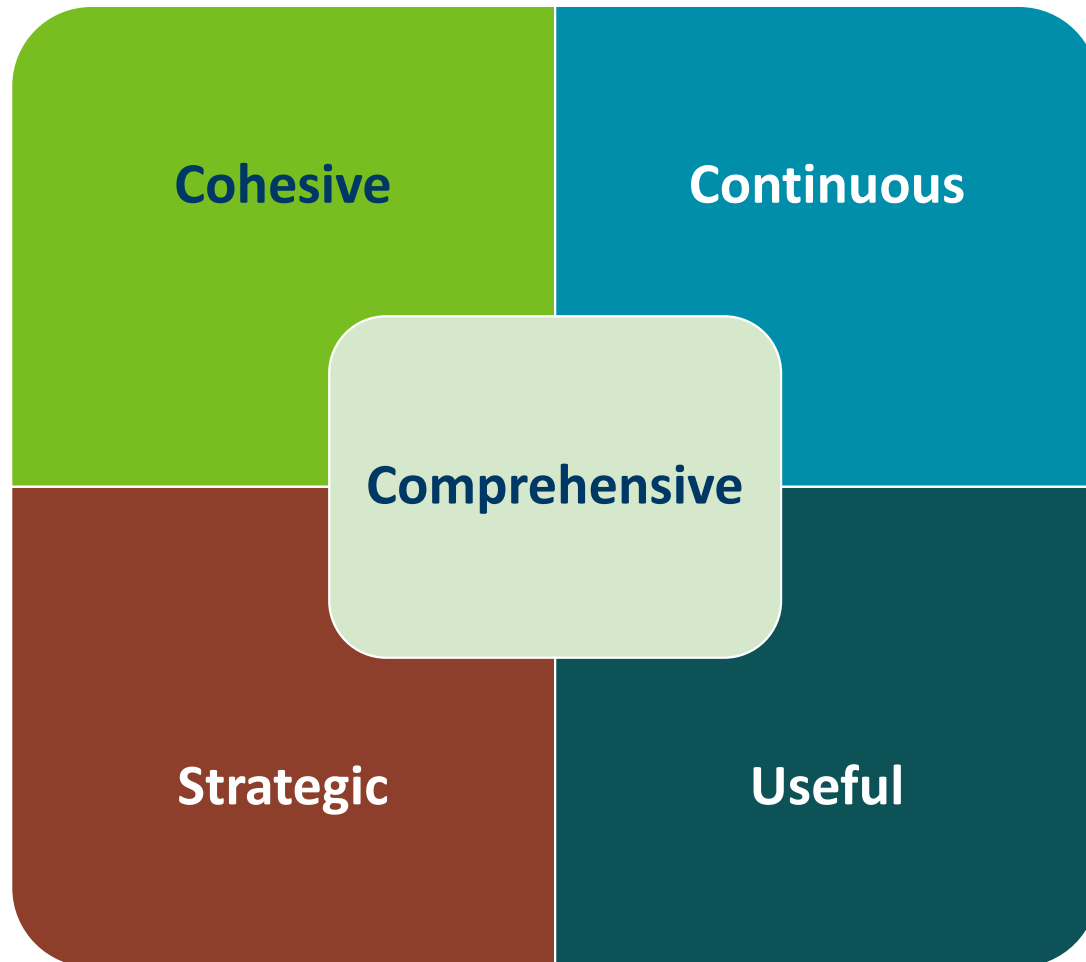
A cohesive and strategic system of assessments has clear purpose that guides student-centered instruction, makes curriculum comprehensive, and produces useful data that monitors student mastery of learning targets to continuously inform decision making.

- Assessments should be thoughtfully and strategically selected to support a range of decisions in classrooms, schools, and districts.
- A random and disconnected collection of assessments with no guiding purpose promotes incoherence, inefficiency, and over-testing.
- Assessments should work together in a cohesive system that produces data documenting student achievement towards meaningful learning targets.



Evans, C. M. & Thompson, J. (2020).
[*Classroom Assessment Learning Modules.*](#)

Comprehensive and Balanced Assessment System Criteria



Comprehensive

- The assessment system allows students to demonstrate understanding in a variety of ways that elicit depth and breadth of the academic standards.

Cohesive

- The assessment system reflects a systematic approach that promotes deep and meaningful learning. The assessments match the philosophy of learning used to design instruction.

Continuous

- The assessment system documents and monitors student progress over time.

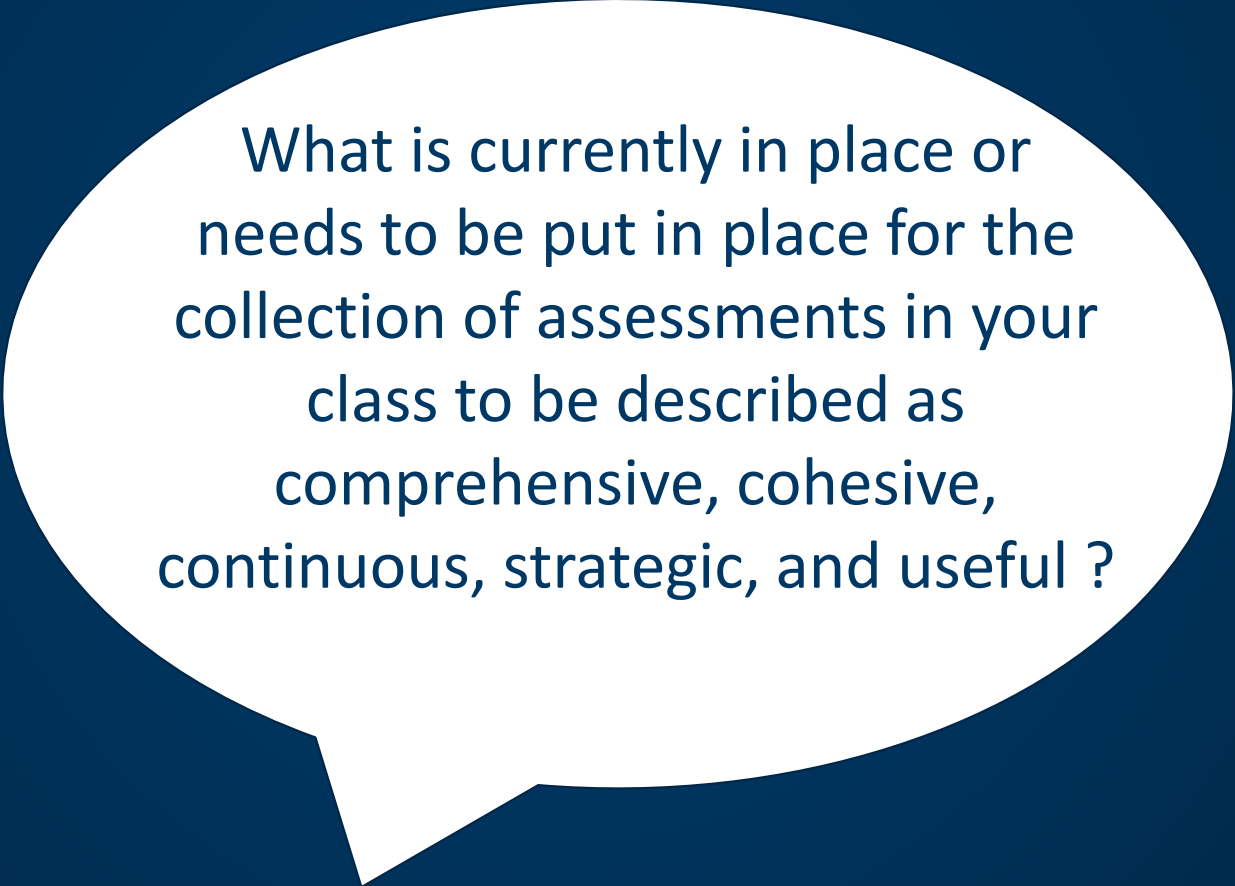
Strategic

- Each assessment within the system is non-redundant and used to make educational decisions.

Useful

- The assessment system provides the necessary information to make better decisions in a timely way and at the correct level of specificity to support intended use.

Breakout rooms



What is currently in place or needs to be put in place for the collection of assessments in your class to be described as comprehensive, cohesive, continuous, strategic, and useful ?

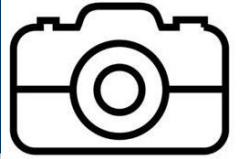
Participants will discuss for 8 minutes using a “Whip-Around” protocol

Types of Assessment



Formative

- Formative assessment is a planned, ongoing process used by students and teachers *during* learning.
- Used to elicit evidence of learning outcomes to improve student understanding and support students to become self-directed learners.



Summative

- Summative assessment is a snapshot of student learning related to a set of objectives or criteria for learning.
- Used as a way to document what students learned *after* a period of instruction.

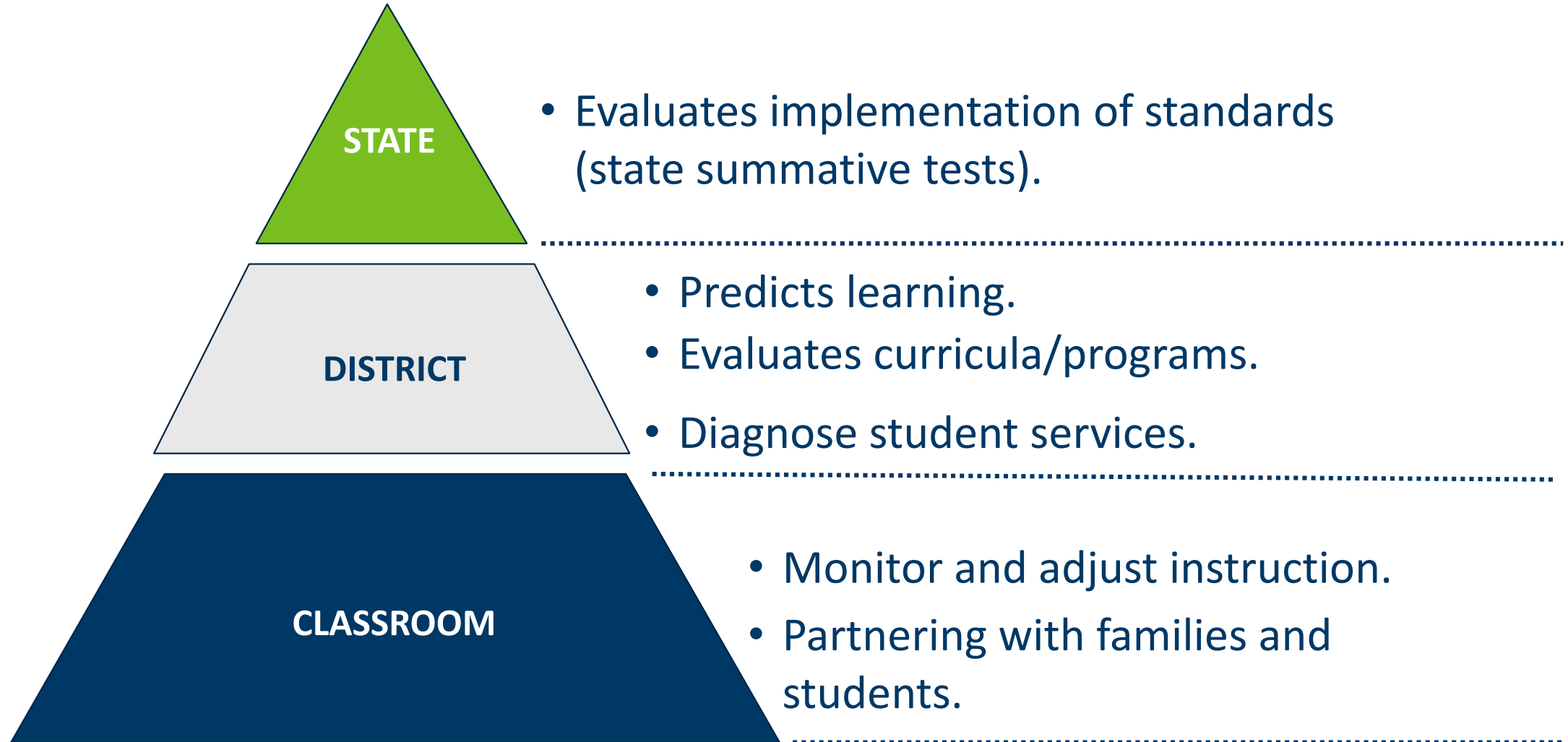
Purposes of Assessment

Assessments are typically designed to collect evidence for one of the following:

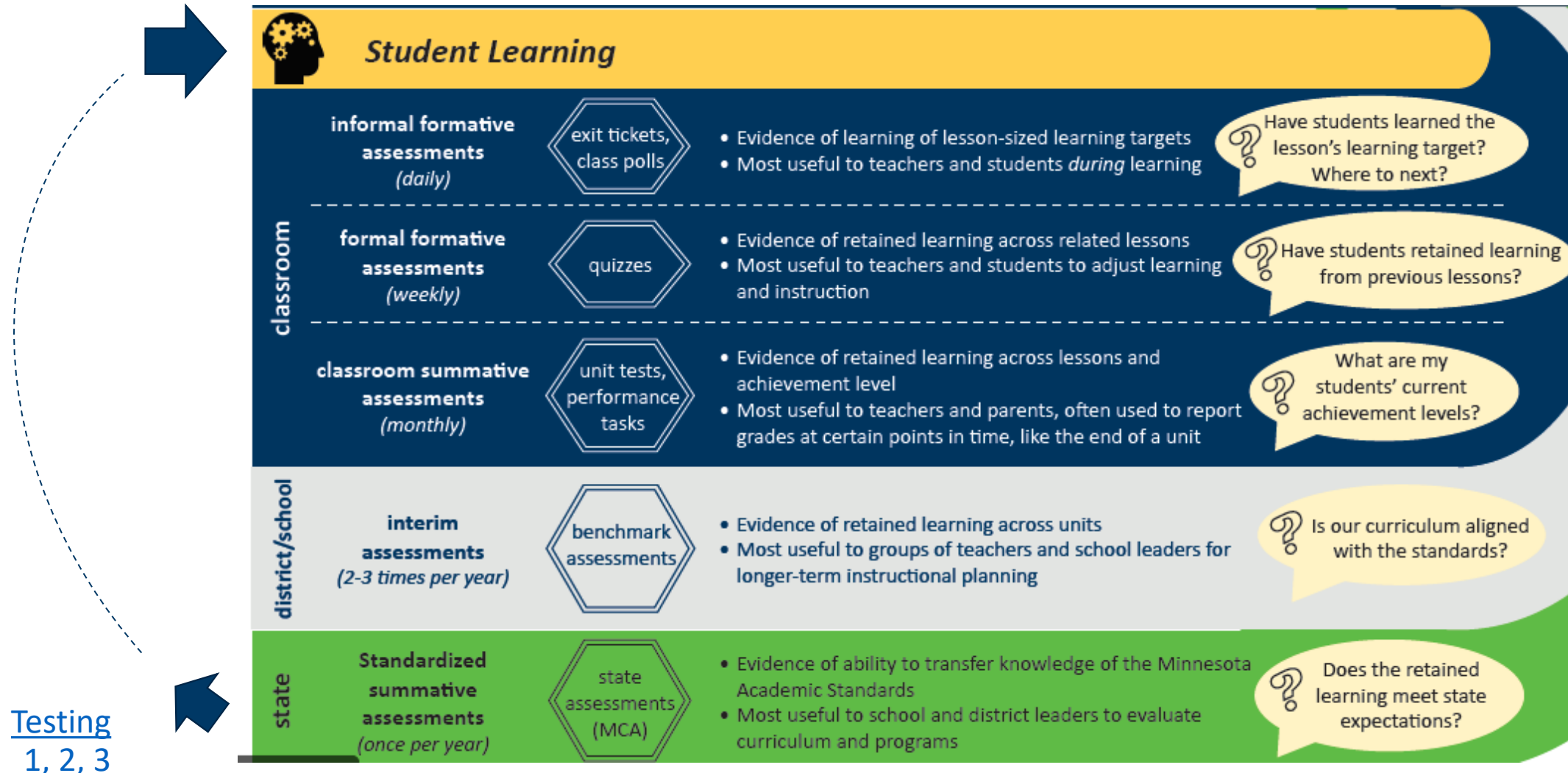
1. Predict
2. Evaluate
3. Diagnose
- 4. Provide instructionally useful information for modifying instruction and adapting the learning experience.**

Evans, C. M. & Thompson, J. (2020).
[Classroom Assessment Learning Modules.](#)

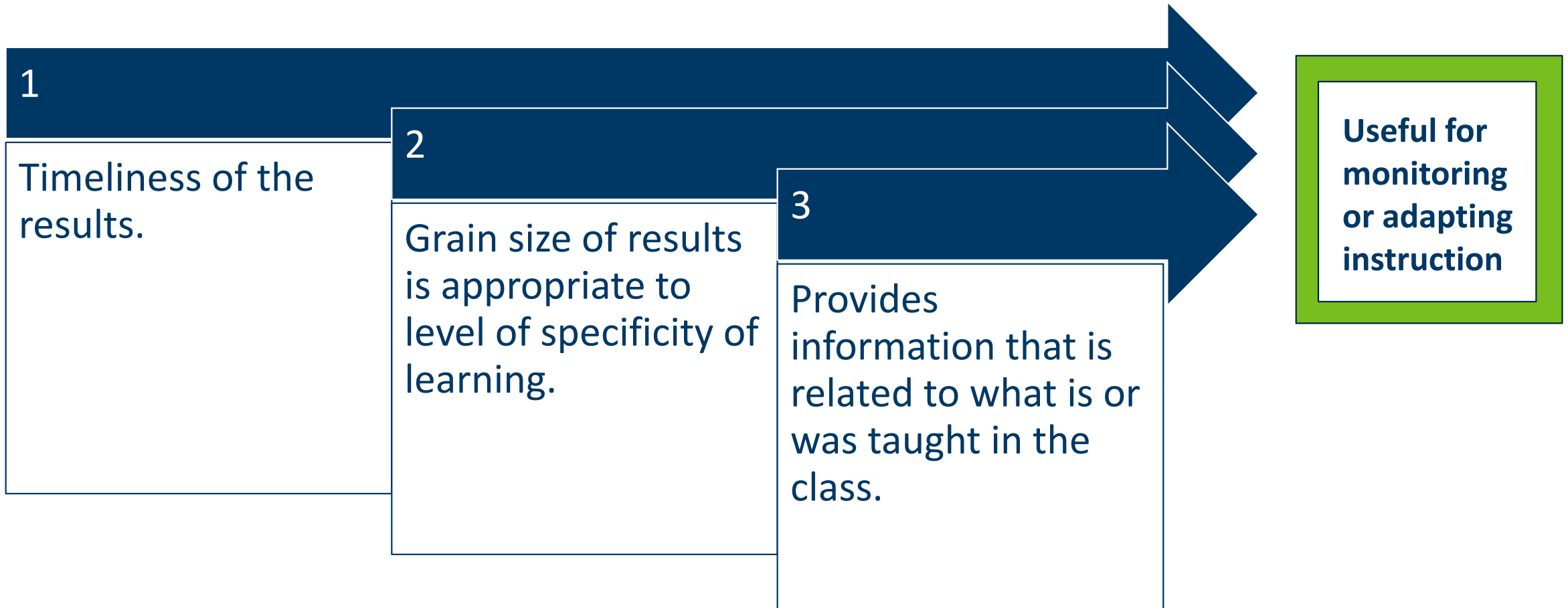
Purposes and Uses of Assessment



Balanced and Comprehensive Assessment System cont'd



What makes assessment useful to instruction?



Adapted from: Evans, C. M. & Thompson, J. (2020). [*Classroom Assessment Learning Modules*](#).

Minnesota Assessments

Standards-Based
Accountability Assessments

English Language Proficiency
Accountability Assessments

MCA

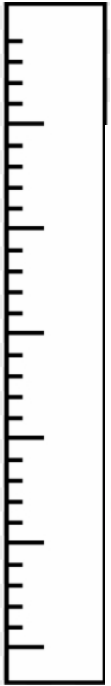
MTAS

ACCESS for ELLs

**Alternate
ACCESS for ELLs**

Types of Standardized Summative Tests

Criterion-Referenced

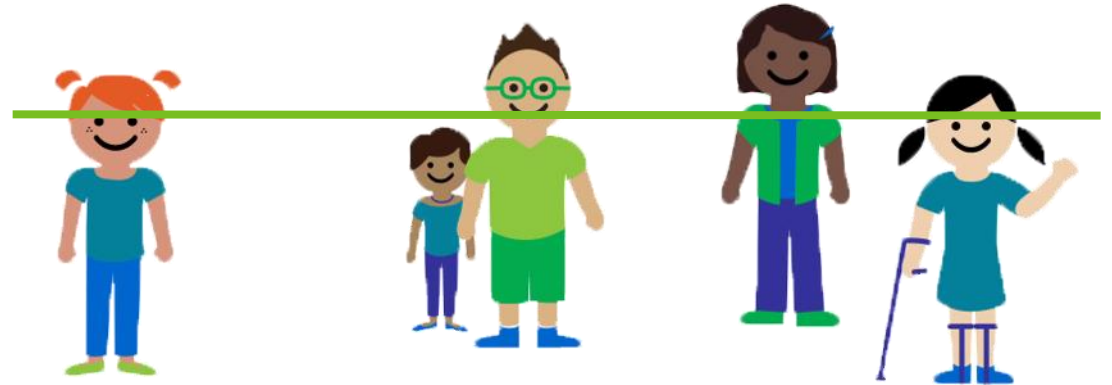


Criterion-referenced tests measure a snapshot of learning with respect to a well-defined domain of knowledge or skill.

The performance of other students does not affect a student's score.

Norm-Referenced

Norm-referenced tests compare a student's performance compared to the performance of their peers.



Minnesota Assessments: Aligned to Standards

This is the “series number” which corresponds to the set of standards from which the test is designed

Test Names	Standards	Year Adopted	Year Revised
Reading MCA-III and MTAS	Minnesota K–12 Academic Standards in English Language Arts	2010	2020
Mathematics MCA-III and MTAS-III	Minnesota K–12 Academic Standards in Mathematics	2007	2021-22
Science MCA-III and MTAS-III	Minnesota K–12 Academic Standards in Science	2009	2019
ACCESS and Alternate ACCESS for ELLS	WIDA English Language Development Standards	2011	

Purpose of State Assessments

- ❑ Designed to evaluate equitable opportunities across the state for students to learn the academic standards
- ❑ Serve as an equity and accountability function

How can teachers use the data?	Cautions
<p>Analyze % of students by achievement level in your class for each relevant content area:</p> <ul style="list-style-type: none">• What % of students are proficient?• What % of students are not yet proficient?• What % of students are exceeding expectations? <p>Provides a general sense of content area (reading, math, science, etc.) strengths and growth areas.</p>	<p>State tests are designed to show a broad snapshot of learning for the grade and subject area standards.</p> <p>This data is <i>not instructionally useful</i>.</p> <p>A teacher needs more fine-grained, curricular information to differentiate instruction for groups of students.</p>

Purpose of District Assessments

- ❑ Designed to provide school/district leaders with data they can use to direct resources that support students.
- ❑ Predict student proficiency on end-of-year exams (commercial interim).
- ❑ Identify students for additional supports (screening tools).
- ❑ Monitor student learning across classes during the year, evaluate curricula/programs (common benchmark).

How can teachers use the data?	Cautions
<p>Examine the extent to which the results from various assessments are similar (i.e., triangulate results).</p> <p>Identify broad areas of strength or unfinished learning/re-learning that can be applied within your classroom units of instruction.</p> <p>Identify students who are not demonstrating progress from fall to winter to spring. Consider interventions.</p>	<p>Be wary of over-interpreting data on commercial interims. If results are not consistent, teachers should ask leaders to engage in a deeper dive of results (e.g., check the alignment of the assessment to the state content standards and curriculum; test fairness).</p> <p>District interim assessments are <i>not instructionally useful</i>.</p>

Purpose of Classroom Assessments

- ❑ **Designed to provide teachers with actionable data they can use for planning classroom instruction, as well as report on student proficiency and progress.**
- ❑ **Monitor progress and adapt instruction to support and scaffold learning.**
- ❑ **Foster intrinsic motivation for students to take ownership of their own learning.**

Examples and Frequency

- Informal formative assessment
 - Occurs throughout and during daily instruction for a quick check of understanding.
 - E.g.: group discussions, fist to five, exit tickets.
- Formal formative assessment
 - Assesses retained learning across lessons.
 - E.g.: short quizzes, labs.
- Summative assessment
 - Evaluate student learning at the end of a unit.
 - E.g. unit exams, performance tasks, essays.

Benefits of Formative Assessment

Educators

Deepens the understanding of what students know and can do.

Personalizes instructional decisions to support differentiation.



Students

Supports a clearer message about what is important to learn.

Promotes reflection and internalizes progress.



Relationships

Supports students *prior* to summative assessment.

Creates conditions of equity in the learning environment.

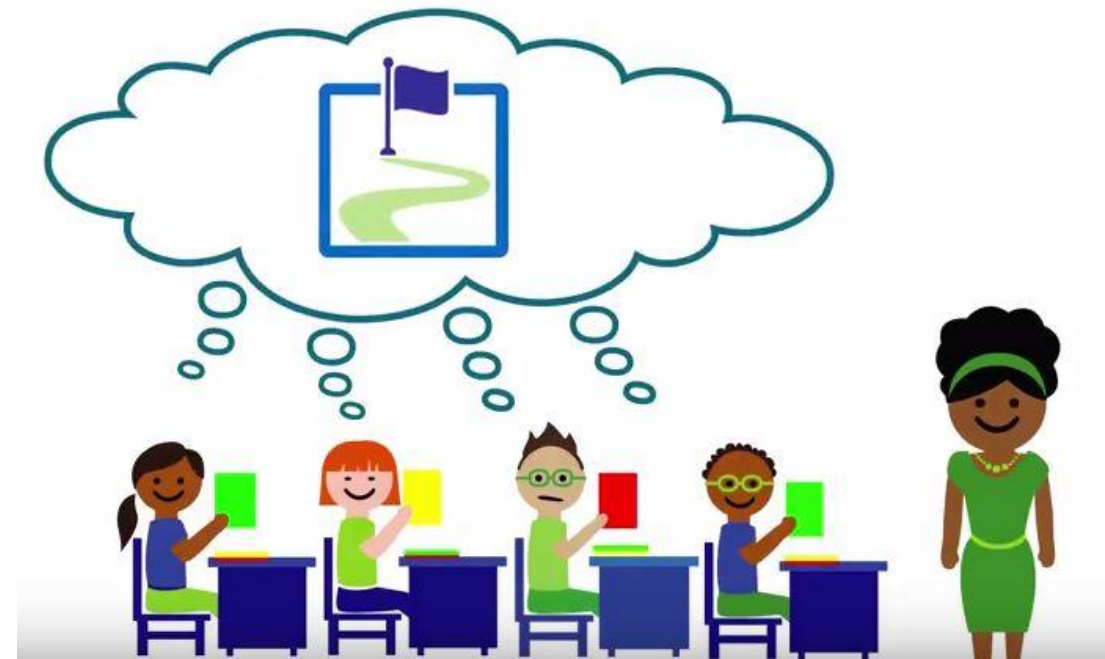


Formative assessment video on [Testing 1, 2, 3](#)

Student-Centered Assessment Systems

- Students draw life-shaping conclusions about themselves as learners on the basis of assessment results, starting at a young age.
- A strong classroom assessment process helps increase confidence in learning, especially those who have experienced little success before.
- The evidence students need to motivate their learning *must come daily* through continuous classroom assessment.

Stiggins and Chappuis, *Theory into Practice* (2005)



For Fall 2020: Focus on formative assessment

Formative assessment requires students *and* teachers to:

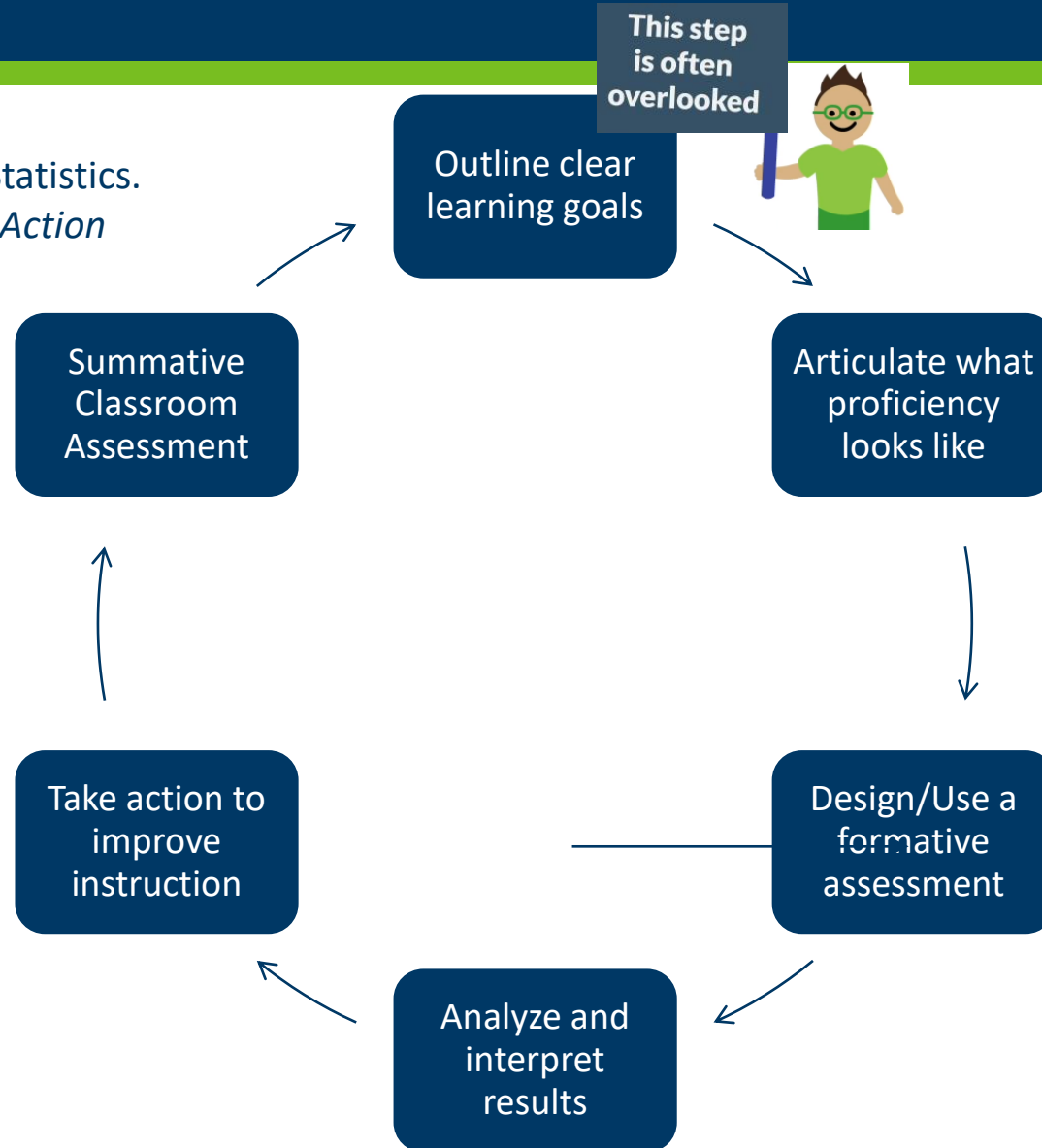
- Clarify learning goals and success criteria within a broader progression of learning;
- Elicit and analyze evidence of student thinking;
- Engage in self-assessment and peer feedback;
- Provide actionable feedback; and
- Use evidence and feedback to move learning forward by adjusting learning strategies, goals, or next instructional steps.



CCSSO 2020

Classroom Assessment Cycle

National Forum on Education Statistics.
(2012). *Forum Guide to Taking Action
with Education Data*



TESTING 123

Classroom Summative Assessment Maps

- **Classroom assessment maps** are a tool to examine the number and type of summative assessments over the school year and the alignment to the depth and breadth of the standards.
- These are intended to **facilitate discussions** about the features of assessment systems and the ways the system in the classroom layer can be changed to support a high-quality system of assessments.
- **Classroom assessment maps** are like an **assessment scope and sequence**.

Science Assessment Map - Example

Standards	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	
9.2.1.1.1	Short Summative 1	Performance Based Assessment 1	Common summative Test 1								
9.2.1.1.2											
9.2.1.1.3											
9.2.1.1.4											
9.2.1.2.1	Short Summative 2										
9.2.1.2.2											
9.2.1.2.3											
9.2.1.2.4											
9C.2.1.1.1		Short Summative 3									
9C.2.1.1.2											
9C.2.1.2.1				Short Summative 4	Performance Based 2	Performance Based Assessment 3	Common summative Test 2				
9C.2.1.2.3											
9C.2.1.4.1					Short Summative 5						
9C.2.1.4.2											
9C.2.1.2.4						Short Summative 6					
9C.2.1.2.5											
9C.2.1.3.1											
9C.2.1.3.4											
9C.2.1.3.6								Short Summative 7	Common summative Test 3	Performance Based Assessment 4	
9C.2.1.3.7											
9C.2.1.2.6								Short Summative 8			
9C.2.1.2.7											
9C.2.1.3.5											
9C.2.1.3.2											
9C.2.1.3.3											
9C.1.3.3.1											
9C.1.3.4.1											

Science Assessment Map – Example (2)

State Content
Standards

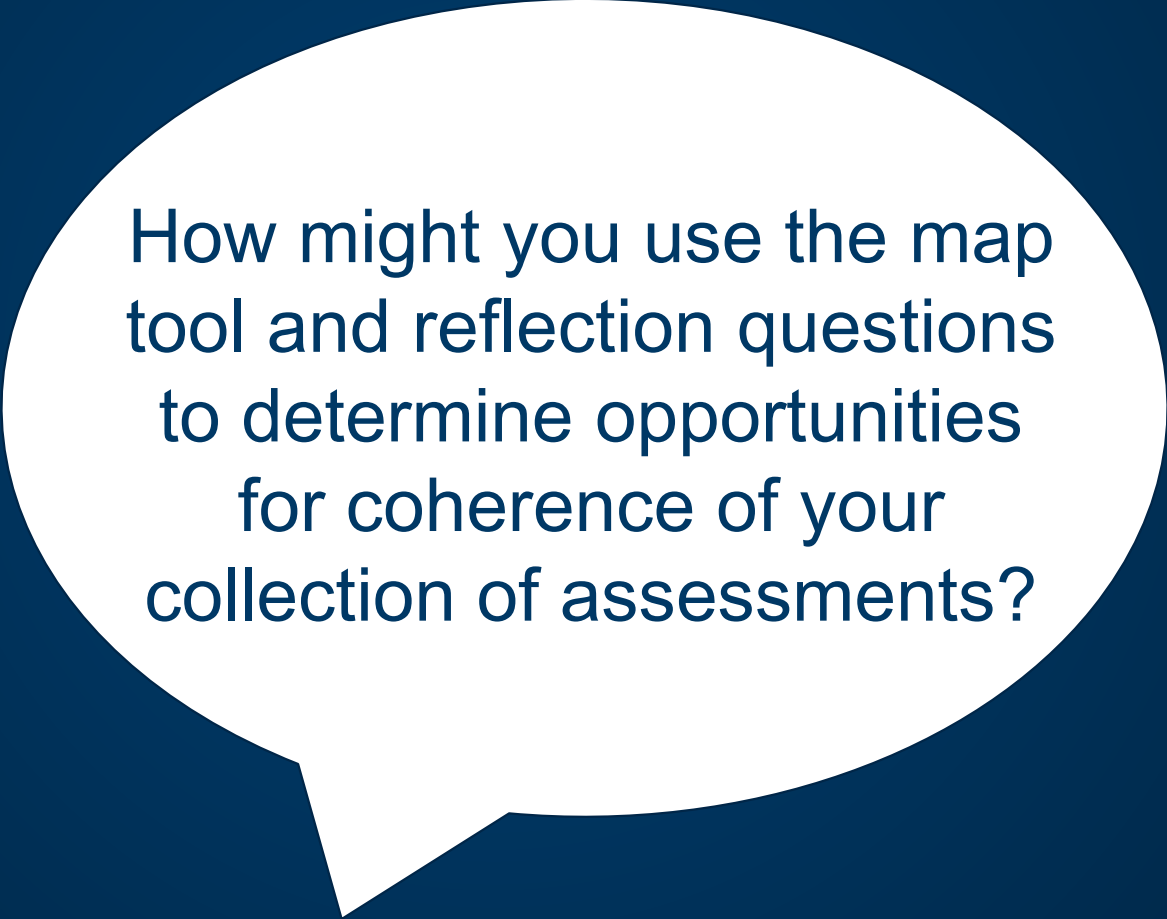


Standards	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun		
9.2.1.1.1	Short Summative 1	Performance Based Assessment 1	Common summative Test 1									
9.2.1.1.2												
9.2.1.1.3												
9.2.1.1.4												
9.2.1.2.1	Short Summative 2											
9.2.1.2.2												
9.2.1.2.3												
9.2.1.2.4												
9C.2.1.1.1		Short Summative 3										
9C.2.1.1.2												
9C.2.1.2.1				Short Summative 4	Performance Based 2	Performance Based Assessment 3	Common summative Test 2					
9C.2.1.2.3												
9C.2.1.4.1				Short Summative 5								
9C.2.1.4.2												
9C.2.1.2.4						Short Summative 6						
9C.2.1.2.5												
9C.2.1.3.1												
9C.2.1.3.4												
9C.2.1.3.6								Short Summative 7	Common summative Test 3	Performance Based Assessment 4		
9C.2.1.3.7												
9C.2.1.2.6								Short Summative 8				
9C.2.1.2.7												
9C.2.1.3.5												
9C.2.1.3.2												
9C.2.1.3.3												
9C.1.3.3.1												
9C.1.3.4.1												



Time

Breakout rooms 2



How might you use the map tool and reflection questions to determine opportunities for coherence of your collection of assessments?

Participants will discuss questions for 8 minutes.

Next Steps for using the discussion questions

- Create a classroom summative assessment map with your PLC team.
- Use the reflection questions on the handout to discuss your classroom map with colleagues.
- Identify strengths and weaknesses of your classroom assessment system.
- Write one actionable goal for the year to improve the quality of your classroom assessment system.

- Developing a high-quality classroom assessment system is not a ***one-size-fits-all*** approach.
- For teachers interested in the next step beyond classroom assessment mapping, ***take a deep dive into the quality of the summative classroom assessments listed on your map.***
- Use the information from the [performance assessment review tool](#) from the Center for Assessment.
- We will do a deep dive into formative and summative assessment in Session 4 and 5.

3. Leading discussions about instruction based on student evidence

- Use classroom assessment data to differentiate instruction.
- Use or modify discussion protocols to facilitate staff discussions about student learning grounded in evidence.
- Understand how data use cycles can influence systems in schools, which impact student achievement.

Thursday September 24, 4:00 pm

Upcoming Sessions (2)

4. **Assessment *for* Learning – How do we know what our students really know?**

- Integrate simple, frequent checks for understanding into existing instructional plans.
- Improve the rigor of formative assessments to differentiate instruction.

Thursday, October 22, 4:00 p.m.

5. **Assessment *of* Learning - Improving teacher-designed summative assessments**

- Improve alignment of classroom summative assessment and questions to standards.
- Increase the rigor of questions on assessments to eliminate student misconceptions.
- Use ALDs to ensure assessments measure the extent students have mastered the standards in for instructional unit, and ensure depth of mastery.

Thursday, November 12, 4:00 p.m.

- If you would like to receive updates about information relevant to educators, please use the following QR code to enter your information.
- You can also sign up on the [Testing 1, 2, 3 site](#) (testing123 > Get Involved > Testing 123 Newsletter).



- [Testing 1, 2, 3](#) - MDE site for teachers about using assessment and data
- [Assessment in Early Childhood](#)
- [The Future of Assessment Practices: Comprehensive and Balanced Assessment Systems](#) - Brookhart, McTighe, Stiggins, and Wiliam (2019)
- [Using Student-Involved Classroom Assessment to Close Achievement Gaps](#) – Chappuis and Stiggins, 2004
- [Assessment Lifecycle Module 1](#) – Video module about state assessments
- [The Challenges and Opportunities of Balanced Assessment Systems](#) – Marion, Thompson, Evans, Martineau, and Dadey (2019)
- [Classroom Assessment Learning Modules](#) - Evans, C. M. & Thompson, J. (2020)
- [Classroom Assessment Principles to Support Teaching and Learning](#) – Shepard, L.A., Diaz-Bilello, E., Penuel, W.R, & Marion, S. F. (2020)
- [Not as Easy as it Sounds: Designing a Balanced Assessment System](#) – Chattergoon, R., and Marion, S. F. (2016)

- Write one takeaway from this session that will help you to improve the quality of your classroom assessment system.
- Drop it in the chat!

Thank you!

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