

# Developing Common Assessments

Michigan School Testing Conference 2015



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# Welcome and Introductions



- Who are we?
- Who are you?
- Community Builder



# Working Agreements



- Cell phones, electronic devices off or on silent cue.
- ATTN: First Signal means complete conversations and bring attention to the speaker.
- Take responsibility for your own learning.
- Enrich and support the learning for everyone.
- Take care of your personal needs.

# Today's Agenda



- Welcome; Introductions
- Setting the Foundation
  - Why do we need quality common assessment?
- History of the MAC Modules
- Using the MAC Modules in your own Professional Learning
  - A Few Ideas
- Questions and Answers

# Today's Learning Targets

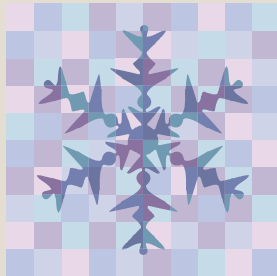


- Understand the need for Quality Common Assessment
- Recognize the intent and potential of the MAC Modules
- Determine the best way for MAC Modules to be incorporated into your own professional learning opportunities
- Make connections

# Partner Connections



- Pair up with 4 different people...



# Setting the Foundation

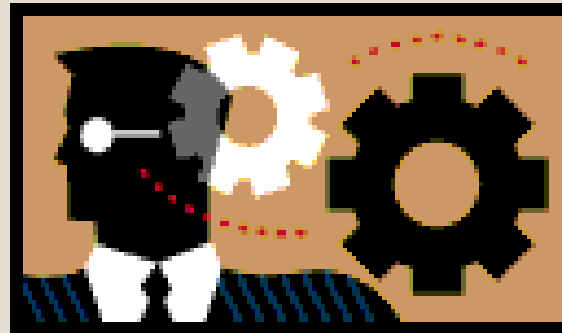


**WHY DO WE NEED QUALITY COMMON  
ASSESSMENTS?**

# Activating Prior Knowledge



- What makes a quality common assessment?





# Activating Prior Knowledge



- Share your thinking with your



partner!

- Debrief as a whole group

# Building the Foundation



- **Article Read**

- **Improve assessment literacy outside of schools too by Rick Stiggins**

- **First Turn; Last Turn**



# First Turn; Last Turn



- Read the text silently to yourself.
- As you read, highlight 2-3 items.
- After all participants have finished reading, one person shares an item he or she highlighted *without commenting*.
- Group members comment in round-robin fashion about the item. *No Crosstalk!*
- After everyone has commented, the initial person then shares his or her thinking about the item, and takes the last turn, making the final comments.
- Repeat the pattern around the table.

# Quality Classroom Assessments



- Are built on a foundation of the following...
  - Arise from and are designed to serve to specific information needs of intended users
  - Arise from clearly articulated and appropriate achievement targets
  - Accurately reflect student achievement
  - Yield results that are effectively communicated
  - Involve students in classroom assessment practices

# 5 Keys to Quality Classroom Assessment



- Clear Purpose
- Clear Targets
- Sound Assessment Design
- Effective Communication
- Student Involvement

# Keys to Quality Assessments

## Accurate Assessment

### Clear Purposes

Why Assess?  
What's the purpose?  
Who will use results?

### Clear Targets

Assess What?  
What are the learning targets?  
Are they clear?  
Are they good?

### Good Design

Assess How?  
What method?  
Sampled how?  
Avoid bias how?

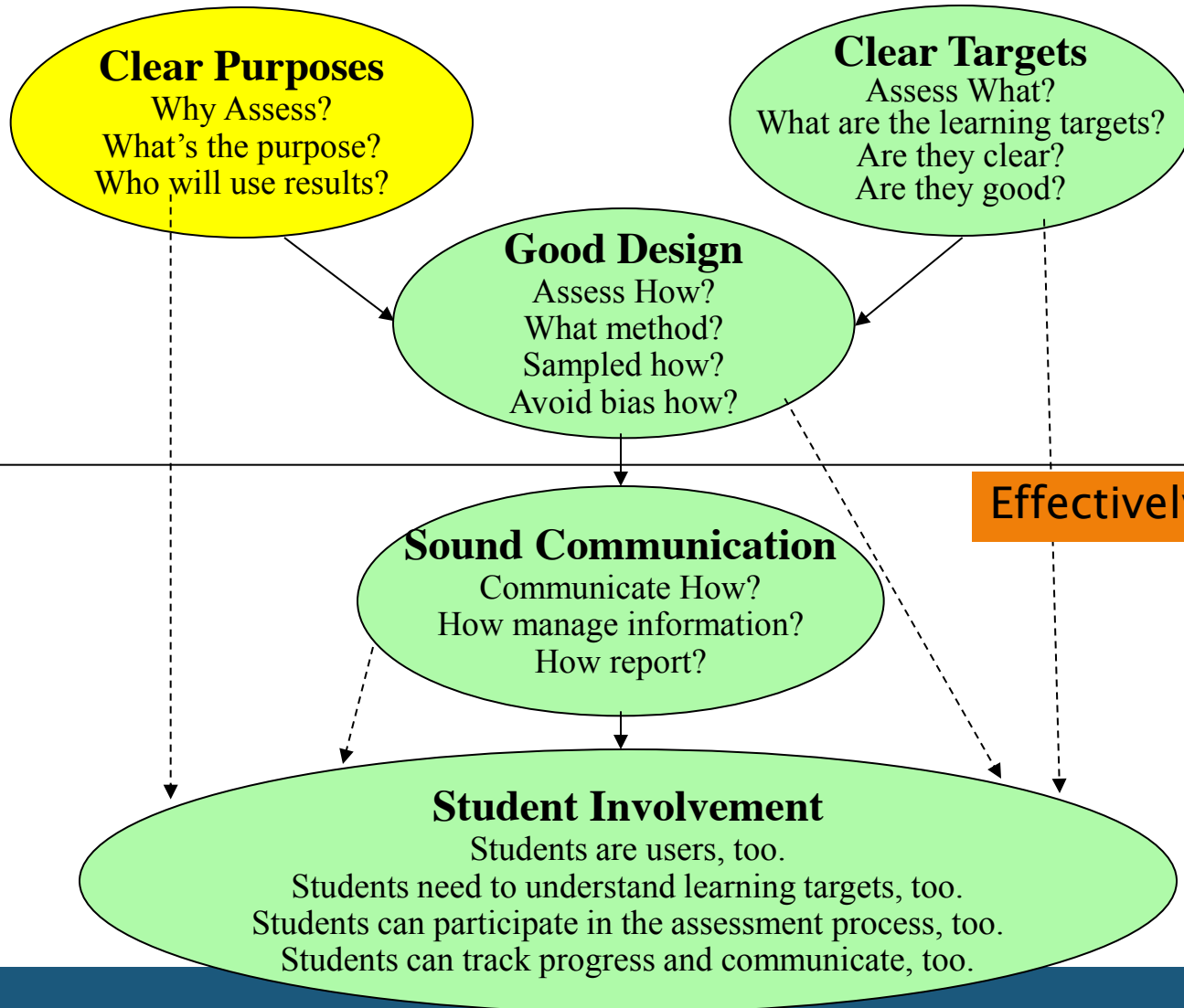
### Sound Communication

Communicate How?  
How manage information?  
How report?

### Student Involvement

Students are users, too.  
Students need to understand learning targets, too.  
Students can participate in the assessment process, too.  
Students can track progress and communicate, too.

## Effectively Used



# Key 1: Clear Purpose



- Evidence gathered from assessments informs instructional decisions
- Some decisions occur frequently: As learning progresses teachers and students need to know what comes next in student learning or determine what is blocking student learning
- Some decisions are made periodically: When we certify learning for purposes of report card grades or identify students for special services
- Some decisions are made less frequently: Such as when districts need to make adjustments in instructional programs or resources

# Clear Purpose



- As a result it becomes apparent that different assessments serve a variety of users and uses, centering on student achievement at varying levels, and require a variety of different assessment information gathered at different times



# Quality Classroom Assessment...



- Requires a clear purpose for our assessment
- Requires a balance of assessment purposes both formative and summative
- Requires the skillful use of assessment—doing it right and using it well
- Requires assessment literate teachers and administrators
- Requires the Keys to Quality Assessment

# Keys to Quality Assessments

## Accurate Assessment

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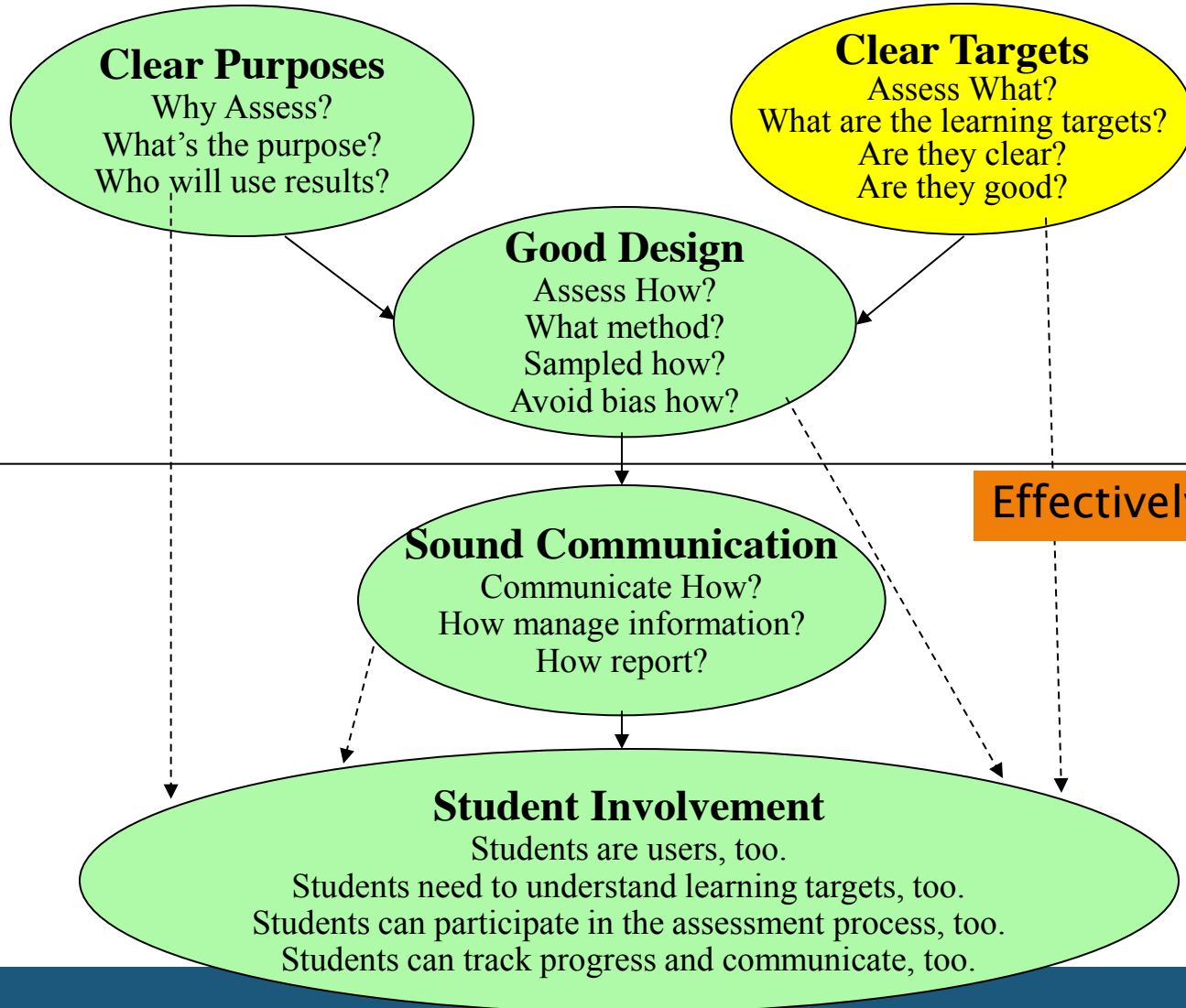
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## Effectively Used



## Key 2: Clear Targets



- We must have a clear sense of the achievement expectations we need our students to master
- Expectations must be worded in student-friendly language and be shared with students
- We need to ensure the targets are tightly aligned with the standards and are taught/learned at the appropriate cognitive demand

# Clear Learning Targets



“Teachers who truly understand what they want their students to accomplish will almost surely be more instructionally successful than teachers whose understanding of hoped-for student accomplishments are murky.”

W. James Popham

# Clear Learning Targets



- It is difficult to create effective, quality classroom assessments without a clear idea of what students need to know and be able to do!

# Keys to Quality Assessments

## Accurate Assessment

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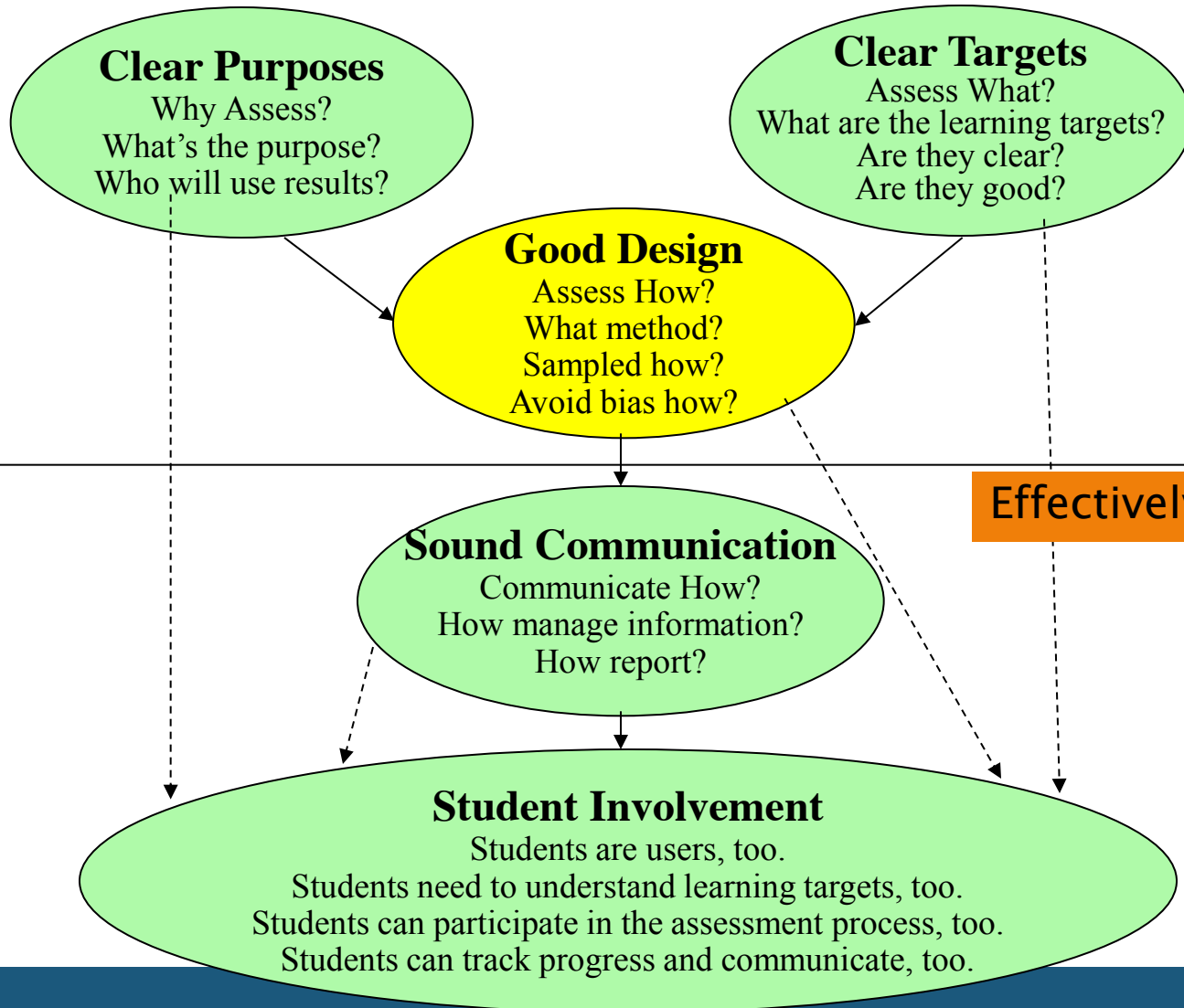
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## Effectively Used



# Key 3: Sound Design



- Assessments must be accurate
- Accuracy requires selecting the appropriate assessment method for the context of what is being assessed
- Once the method have been selected, we must ensure the assessment items, tasks, questions are of high-quality
- Finally, we must anticipate what could go wrong with the assessment and prevent those issues if possible

# Quality Assessment



- A quality assessment covers the knowledge and skills in the learning targets with the same degree of emphasis
  - Not all learning targets are created equal
- The determination of which targets will carry more weight is called balance of representation



# Keys to Quality Assessments

## Accurate Assessment

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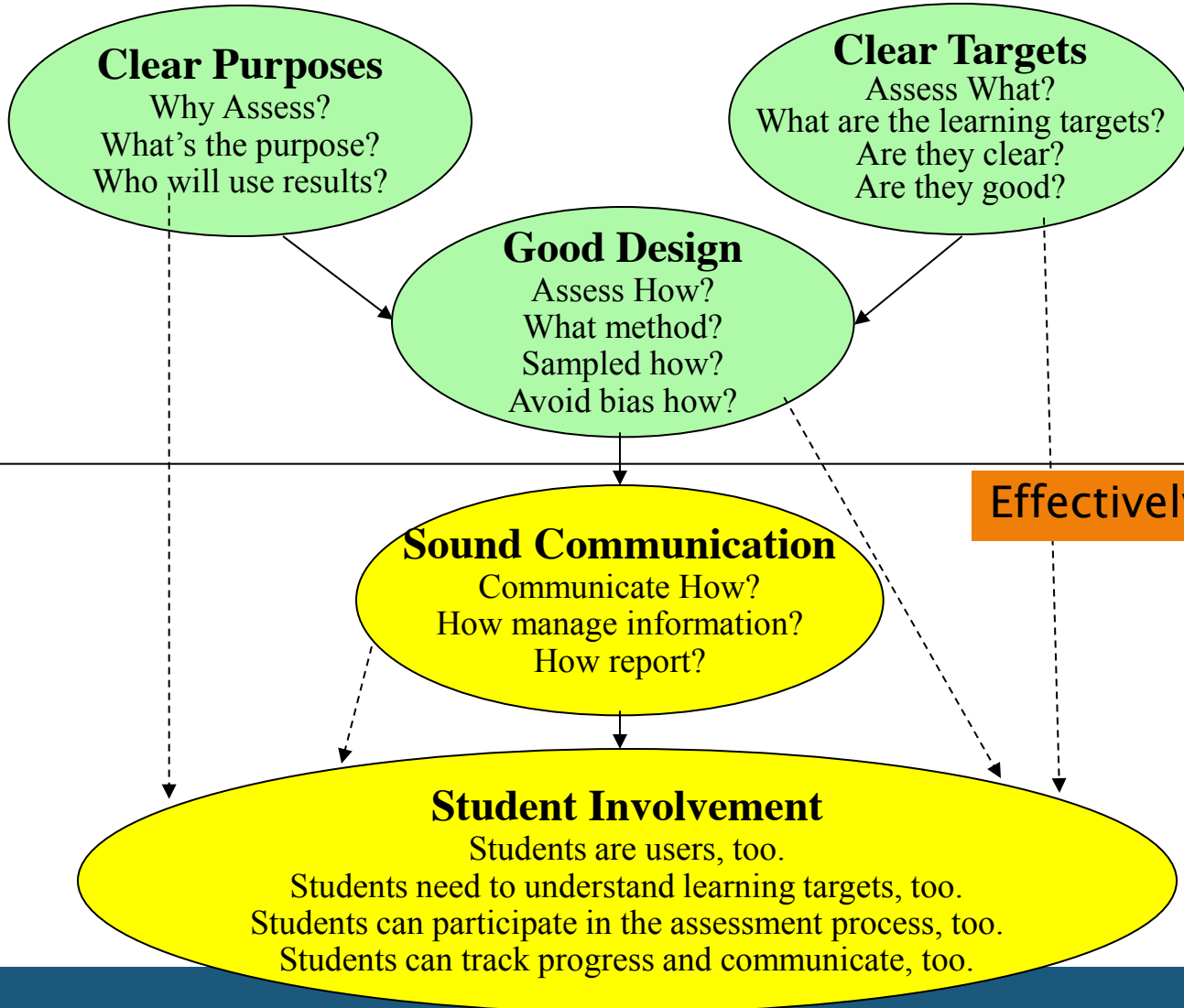
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# Key 4: Effective Communication



- Assessment results need to be communicated effectively to the appropriate intended user
- Everyone must understand the meaning of the achievement target
- Information in the communication must be accurate
- Everyone must understand the symbols being used to report information
- Communication must be tailored to the intended audience (level of detail, timing, format)

# Key 5: Student Involvement



- Critical shift in our current perspective regarding assessment
- Most important decisions based on the data or not made by the adults, but the students themselves. They decide whether the learning is worth the effort required to retain it. They decide if they are capable of reaching the target.
- It is only after students make these decisions in the affirmative that teachers can impact their learning

# EVOLVING... Assessment Paradigm



FROM	TO
Summative	Summative & Formative
Accountability	Teaching & Learning Tool
After	During & After Learning
Condensed Results to Produce a Score	Detailed Description
Adults do the Assessment to Students	Adult & Student Activity
Notoriously Neglected Facet of Teacher Preparation	Foundation of Effective Teacher Preparation
Notoriously Neglected Facet of School Leadership	Foundation of Effective Leadership

# Moment to Reflect



- Pair up with your



partner

- Dialogue around where your school/district is within this evolving assessment paradigm?

# The MAC Modules



**A HISTORY OF THE MAC MODULES**

# What is the MAC...



Michigan Assessment Consortium is a professional association of educators who believe quality education depends on accurate, balanced, meaningful assessment. MAC members work to advance assessment literacy and advocate for assessment education and excellence

# MAC members ...



- are individuals and organizations interested in quality assessment practices
- work in public and private schools, local and regional districts, government agencies, professional associations, and institutes of higher learning
- embrace high standards of excellence
- understand that quality assessment is key to quality learning and student achievement
- value professional learning and continuous improvement



# Benefits of MAC membership...



Access to...

- A rich library of assessment resources
- Invitations to assessment professional learning opportunities
- Video conferences and digitized content designed to enhance assessment literacy
- An emerging catalogue of model, curriculum-embedded performance assessments

To learn more

<http://www.michiganassessmentconsortium.org/membership>

# What is the Common Assessment Module Series?



- Overview of technically-sound but understandable methods for creating common assessments
- Step-by-step process
- Reliable and valid measures

# What was the Development Process?



- Received grant from MAISA
- Development team gathered to create topics and prioritize key concepts
- Wrote module scripts and PPT and collected supporting documents

# What was the Development Process?



- Piloted with facilitators teams from regions and some individual districts over school year
  - collected assessment work
  - - offered feedback
- Revisions to content and materials were made based on participant feedback
- Final edits and production were completed in the Spring of 2011
- Posted to [Mistreamnet.com](http://Mistreamnet.com) and the MAC website

# Development Team



- Kathy Dewsbury-White, Ingham ISD
- Bruce Fay, Wayne RESA
- Jim Gullen, Oakland Schools
- Julie McDaniel, Oakland Schools
- Edward Roeber, MSU
- Ellen Vorenkamp, Wayne RESA
- Kimberly Young, Ionia County ISD

# Why a Module Series?



- State and national assessment requirements
  - MI high school graduation requirements
- Lack of educator training in assessment
- Pursuit of balanced assessment systems
- Power of focused teacher conversations about assessment results to improve student achievement

# Using this series will help you...



- Define the purpose of your common assessment and when to use them
- Determine criteria to select learning targets & match with appropriate assessment methods
- Develop, edit, field test, review and revise to ensure quality assessments
- Communicate assessment results
- Use assessment as a tool *with students* to improve student achievement

# Who should use the Module series?



- Individual teachers interested in improving their assessment practice
- School or district teams that want to build common assessments
- District or intermediate district specialists who are leading others in assessment development



# What Modules are in the series?



- **The modules include:**

1. Intro and Overview of MAC CA Series
2. What Are Common Assessments?
3. Determining the Outcome of the Common Assessment
4. Determining the Targets of the Assessment
5. Matching the Assessment Methods to the Learning Targets
6. Assessing Students with Special Needs
7. Writing the Test Blueprint

# What Modules are in the series?



8. Writing Selected-Response Items
9. Writing Constructed Response Items
10. Writing Performance Assessment Items
11. Using Portfolios to Assess Students
12. Developing and Using Scoring Guides and Rubrics
13. Editing the Draft Assessment Items
14. Detecting and Eliminating Bias and Distortion
15. Assembling the Assessment Instrument

# What Modules are in the series?



16. Field Testing
17. Looking at Field Test Data
18. Reliability
19. Test Validity
20. Assembling the Final Common Assessment
21. Assessment Administration, Scoring, and Reporting
22. Standard Setting
23. Presenting the Results
24. Using Data to Improve Instruction

# A Sneak Peak



- Module 2: What is a Common Assessment



# The Keys Meet the MAC



- **Key One**
  - Modules 1-3
- **Key Two**
  - Module 4
- **Key Three**
  - Modules 5-22
- **Key Four**
  - Module 11, 12, and 23
- **Key Five**
  - Modules 11, 12, and 24

# How to Use the MAC Modules



**A FEW IDEAS**

# Wayne RESA



- **Common Assessment Development Series**
  - Define Purpose
  - Identify Fair Game
  - Unwrap the Standards
  - Pace the Standards
  - Balance of Representation
  - Develop an Assessment Blueprint
  - Select and/or develop Quality, Appropriate Items
  - Field Test Items
  - Develop the Assessment

# Wayne RESA



- **Common Assessment Development Series**
  - Administer the Assessment
  - Collaboratively Score the Assessment
  - Set Cut Scores
  - Collaboratively Analyze the Results of the Common Assessment
    - ✦ Feedback to Students
    - ✦ Metacognitive Actions
  - Collaborative Inquiry Cycle—Data Driven Dialogue
    - ✦ Feedback to Instructors
  - Revise Assessment as needed



# Wayne RESA



- **Common Assessment Development Series**
  - Modules integrated where presenter expertise is wanting
    - ✦ Module 7: Test Blueprints
    - ✦ Module 14: Bias and Distortion
    - ✦ Modules 18 and 19: Reliability and Validity
    - ✦ Module 22: Standard Setting
  - Additional resources supplement where MAC modules dared not to tread
    - ✦ Key 1: Purpose—Balanced Assessment System (Summative vs. Formative)
    - ✦ Key 2:

# Wayne RESA



- **Common Assessment Development Series (con't)**
  - Additional resources supplement where MAC modules dared not to tread
    - ✦ Key 1: Purpose—Balanced Assessment System (Summative vs. Formative)
    - ✦ Key 2: Clear Targets—Unwrapping Standards; Determining Learning Progressions; Determining Criteria for Success
    - ✦ Key 4: Effective Communication—Feedback
    - ✦ Key 5: Student Involvement—Metacognition; Student Self/Peer Reflection; Goal Setting



- Dave's Story



- Bill's work on Lectora

# Questions and Answers



**WHAT QUESTIONS MIGHT YOU HAVE?**

# Contact Information



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# Thank You!



[www.michiganassessmentconsortium.org](http://www.michiganassessmentconsortium.org)

