

MSTC 2015

FEBRUARY 19, 2015



A Conversation with Rick Stiggins: Developing Effective Assessment

SESSION A1: MODERATED BY THE MI ASSESSMENT CONSORTIUM

Contents of this supplemental handout:

- Figure 1.2 Keys to Quality Assessment
- Students on Winning and Losing Streaks
- Essential Components of a Balanced Local District Assessment System

Figure 1.2 Keys to Quality Assessment

Key 1: Clear Purpose

Who will use the information?

How will they use it?

What information, in what detail, will they need?

Key 2: Clear Targets

Are learning targets clear to teachers and students?

What kinds of achievement are to be assessed?

Are these learning targets the focus of instruction?

Key 3: Sound Design

Do assessment methods match learning targets?

Does the sample represent learning appropriately?

Are items, tasks, and scoring guides of high quality?

Does the assessment control for bias?

Can students use the results to self-assess and set goals for next steps?

Key 4: Effective Communication

Do formative assessment results function as effective feedback to the teacher and the student?

Is achievement tracked by learning target?

Do grades communicate achievement accurately?

Are students involved in tracking and communicating about their learning?

Students on Winning Streaks

Students on Losing Streaks

What assessment results provide:

Continuous evidence of success

Continuous evidence of failure

Likely effect on the learner:

Hope rules; remain optimistic
Success fuels productive action

Hopelessness dominates
Initial panic gives way to resignation

What the student is probably thinking in the face of results:

It's all good; I doing fine
See the trend? I succeed as usual
I want more success
We focus on what I do well
I know what to do next
Move on, grow, learn new stuff
Feedback helps me
Public success feels very good
I can make the difficult make sense

This hurts; I'm not safe here
I just can't do this either...again
I'm confused; I don't like this—help!
Why is it always about what I can't do?
Nothing I do ever seems to work...
Defend, hide, get away from here
Feedback hurts me—scares me
Public failure is embarrassing
I can't make this make sense

Actions likely to be taken by the learner:

Take risks—stretch, go for it!
Seek what is new and exciting
Seek challenges
Practice with gusto
Take initiative
Persist

Trying is too dangerous—retreat, escape
Can't keep up--can't handle new stuff
Seek what's easy
Don't practice
Avoid initiative, blame others
Give up

Likely effect of these actions:

Lay foundations now for success later
Success becomes THE reward
Self-enhancement
Positive self-fulfilling prophesy
Extend the effort in face of difficulty
Acceptance of responsibility
Make success public
Self-analysis tells me how to win
Manageable stress
Curiosity, enthusiasm
Resilience
Continuous adaptation

Can't master prerequisites needed later
No success—no reward
Self-defeat, self-destruction
Negative self-fulfilling prophesy
Give up quickly in face of difficulty
Denial of responsibility
Cover up failure (cheat)
Self-criticism is easy given my record
Stress always remains high
Boredom, frustration, fear
Yielding quickly to defeat
Inability to adapt

Essential Components of a Balanced Local District Assessment System

Level of Assessment and Key Issues	Formative Applications	Summative Applications
<p><i>Classroom assessment</i></p> <ul style="list-style-type: none"> ○ <i>Key decision(s) to be informed?</i> ○ <i>Who is the decision maker?</i> ○ <i>What information do they need?</i> ○ <i>What are the essential assessment conditions?</i> 	<p>What comes next in the student’s learning?</p> <p>Students and teachers</p> <p>Evidence of where the student is now on learning progression leading to each standard?</p> <ul style="list-style-type: none"> • Clear curriculum maps per standard • Accurate assessment results • Descriptive feedback • Results point student and teacher clearly to next steps 	<p>What standards has each student mastered? What grade does each student receive?</p> <p>Teacher</p> <p>Evidence of each student’s mastery of each relevant standard</p> <ul style="list-style-type: none"> • Clear and appropriate standards • Accurate evidence • Focus on achievement only • Evidence well summarized • Grading symbols that carry clear and consistent meaning for all
<p><i>Interim/benchmark assessment</i></p> <ul style="list-style-type: none"> ○ <i>Key decision to be informed?</i> ○ <i>Who is the decision maker?</i> ○ <i>What information do they need?</i> 	<p>Which standards are our students not mastering? Where can we improve instruction right away? Which students need specific help?</p> <p>Instructional leaders; Learning teams; Teachers</p> <p>Any standards students are struggling to master</p>	<p>Did the program of instruction deliver as promised? Should we continue to use it?</p> <p>Instructional leaders</p> <p>Evidence of mastery of standard</p> <p>Accurate assessments of mastery</p>

<ul style="list-style-type: none"> ○ <i>What are the essential conditions?</i> 	<ul style="list-style-type: none"> • Clear and appropriate standards • Accurate assessment results • Results reveal how <i>each</i> student did in mastering <i>each</i> standard 	<p>of program standards aggregated over students</p>
<p><i>Annual testing</i></p> <ul style="list-style-type: none"> ○ <i>Key decision(s) to be informed?</i> ○ <i>Who is the decision maker?</i> ○ <i>What information do they need?</i> ○ <i>What are the essential assessment conditions?</i> 	<p>Which standards are our students mastering/not? Where and how can we improve instruction over the long term?</p> <p>Curriculum & instructional leaders</p> <p>Standards students are struggling to master</p> <p>Accurate evidence of how <i>each</i> student did in mastering <i>each</i> standard aggregated over students</p>	<p>Are enough students meeting standards?</p> <p>School and community leaders</p> <p>Percent of students meeting <i>each</i> standard</p> <p>Accurate evidence of how <i>each</i> student did in mastering <i>each</i> standard aggregated over students</p>

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