

A Perfect Pairing: Assessment Literacy Standards and Improvement Frameworks 2.0



**MICHIGAN SCHOOL IMPROVEMENT
CONFERENCE
NOVEMBER 2014**



A Perfect Pairing



- begins by introducing MAC's Assessment Literacy Standards (ALS)
- explores the how the standards
 - support students, educators, and policymakers in promoting and furthering student learning and achievement
 - serve to enhance and enrich schools and districts efforts to implement Frameworks 2.0 and
 - work in conjunction with school improvement systems to impact curricula, instruction, and assessment, all leading to increased student achievement.

Session Purpose & Outcomes



- To build the case for Assessment Literacy
- To familiarize participants with MI Assessment Literacy Standards (Mi-ALS)
- To highlight the connections between the Mi-ALS and SIF/DIF 2.0
- To encourage access and use of the MAC website as an assessment resource

Session Overview



- Who are the Presenters?
- Who is in the Room?
- What is MAC?
- Why Assessment Literacy?
- What are the Standards?
- How do they connect to SIF/DIF 2.0?
- What are the Implications for Stakeholder Groups?

Current Operating Environment



DEMANDS OF SCHOOLS-

ALL students be lifelong learners
Close the achievement gap among students
Universal graduation for students
ALL students college/career ready
Raise achievement levels students

RESULTS THUS FAR

NAEP scores flat-lined for decades
Drop-out rates remain stable and high
USA's international rankings stable
Excellent teachers and new teachers
leaving the profession in unprecedented
numbers

IN AN EFFORT TO IMPROVE SCHOOLS

Public accountability for test scores (local, state, national, international)
Linking federal funds to test scores
Writing tougher standards & tests
—*raising the bar*
Competing for federal monies --
RttT, NCLB
Evaluating teachers based on annual test scores

How is this possible?



- Lack of assessment training for educators
- Lack of assessment literacy among policy makers at all levels
- Little awareness throughout of how to link assessment to teaching and learning
- No norm for quality assessment instruction in higher education
- Aggressive sales of test services to unqualified users

excerpted Rick Stiggins MDE- DAS 2013 Fall Conference presentation

Why Assessment Literacy Standards?

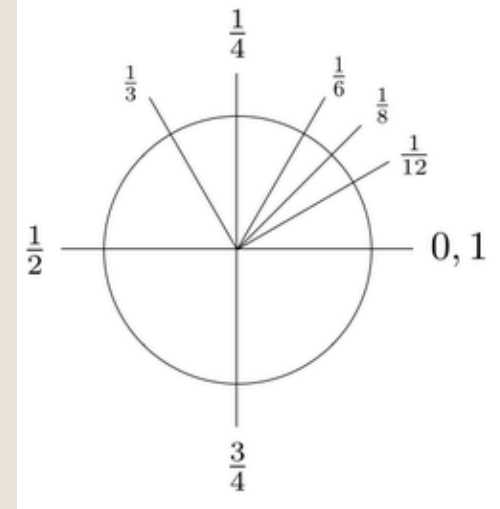


- Increased amount of assessment/data
- Increased in the rigor and real world relevance
- Emphasis on real-time accessibility of data
- Stakes of assessment for students/educators continue to rise
- A lack of pre-service (in college) preparation for educators
- A lack of understanding about assessment by those who adopt policy and laws and govern our schools

Classroom Teachers, Consider...

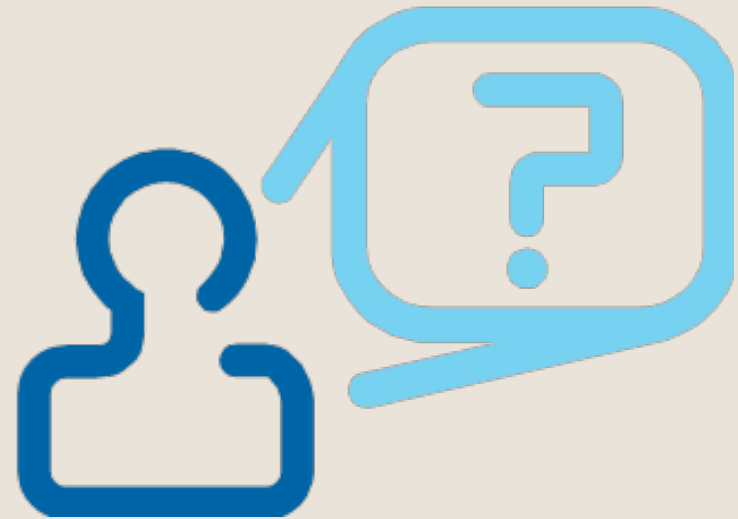


- Research suggests that teachers spend from **one-quarter to one-third** of their professional time on assessment-related activities.
 - Rick Stiggins, 2007
- **Almost all** do so without the benefit of having learned the principles of sound assessment.
 - Education Evaluation
 - MCEE models/component



What is “Assessment Literacy”?

- When thinking about a person being assessment literate, what might he/she **believe, know, and be able to do?**



Margaret Heritage Clip



About MAC

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



www.michiganassessmentconsortium.org

ASSESSMENT CONSORTIUM

Home About MAC Resources Common Assessment Module Series Events Contact Membership

MAC Board of Directors Blog MAEIA Professional Learning

Improving Education
THROUGH Quality Assessment

Upcoming Events

Nov 24 [Fall 2014 MEBA Conference](#)
11/24/2014 - 9:00am

MAC Resources

[Assessment Literacy Standards](#)

We are interested in opinions regarding the **content** of the standards and **clarity of the language** used in the standards document. Feedback on the draft standards from educators and the community is a vital part of the standards development process.

To **review** the standards, please click on the link above to go to the Assessment Literacy Standards

Michigan Assessment Consortium 2013-2014 Activity Overview

Click here to learn more about MAC activities throughout the 2013-2014 academic year.

[Read More »](#)

MAC News: The Newsletter of the MI Assessment Consortium Spring 2014

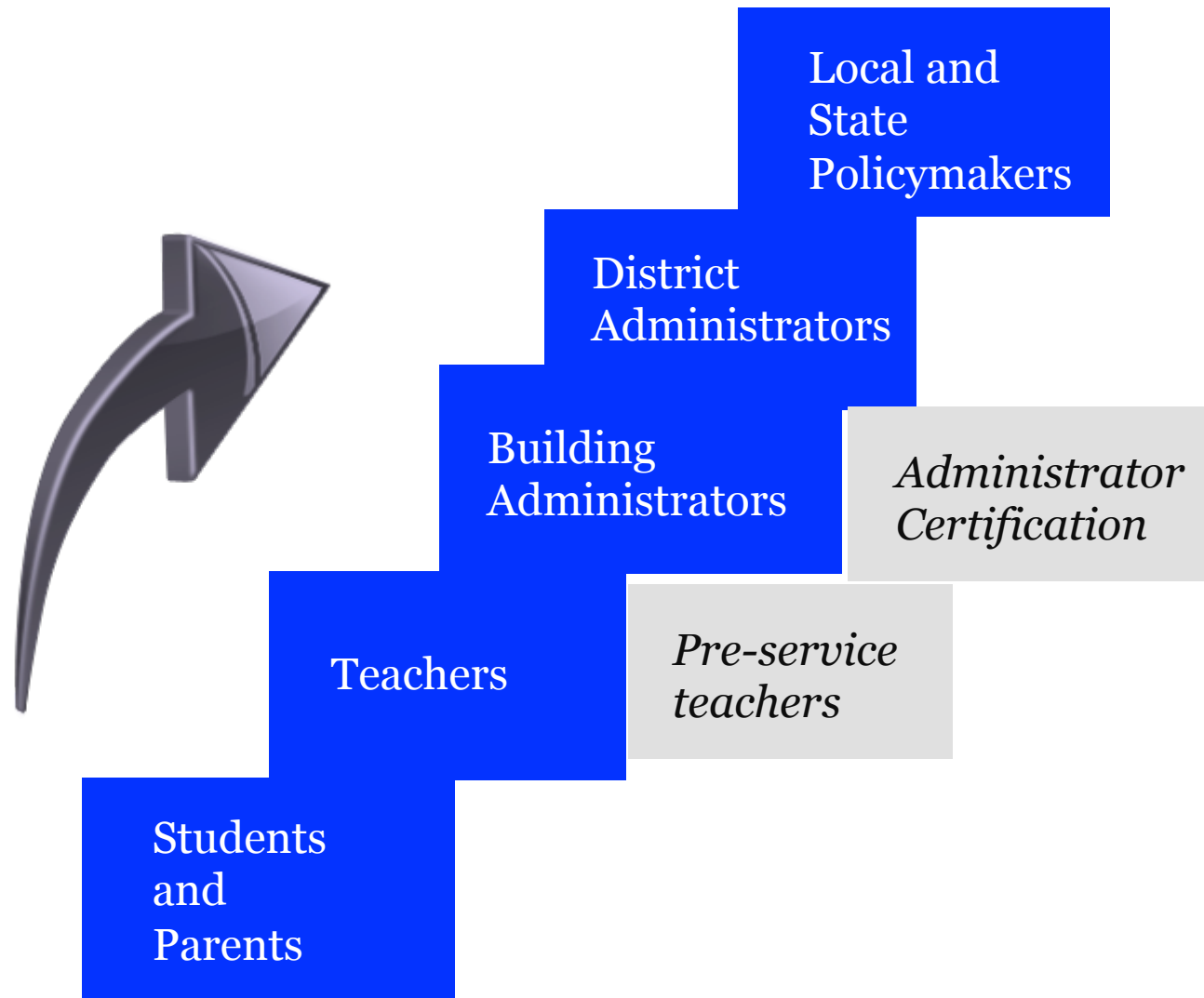
Building an education system that attempts to prepare students for the demands of the 21st century requires realigning standards and the accompanying assessment systems.

[Read More »](#)

MAC urges adoption of the SBAC for the state assessment system

Principles of Effective Statewide Student Assessment Systems - are best supported by SBAC. To read the policy paper, please click on the link below...

Assessment Literacy Standards



ALS Development



- The MAC has developed assessment literacy standards
- The goal is to provide a common basis for work to help all become more assessment literate
- These standards describe the:
 - I. Dispositions,**
 - II. Knowledge and**
 - III. Performance (skills)**needed by all parties

Assessment Literacy Standards: A National Imperative



A Brief

Fall
2014

Purpose

Student assessment is used by parents, teachers, or guardians, and the proliferation of large-scale student assessment (state and national) by state policymakers) may have led to the types of assessment and the shortcomings of the various types of these assessments to

Standards are lettered, numbered for easy reference.

II. Knowledge

Teachers should know:

- A. A balanced assessment system consists of both of the following:
 - 1. Different users have different assessment purposes.
 - 2. Different assessment purposes may require different assessment methods.
- B. There are different purposes for student assessment:
 - 1. Student improvement
 - 2. Instructional program improvement
 - 3. Student, teacher or system accountability
 - 4. Program evaluation
 - 5. Prediction for future performance/achievement

What does quality assessment involve?



- **Setting appropriate criteria and high expectations** for learning quality
- Making expectations **explicit and public**
- Systematically gathering, analyzing, and interpreting **evidence** to determine how well performance matches expectations/standards
- ***Using the resulting information*** to document, explain, modify, and improve performance.

Quality assessments are also ...



- **Reliable** and yield **Valid** data
Meaning assessment developers must consider:
 - Standard/Item Alignment
 - Balance of Representation
 - Target-Method Match
 - Quality Items
- To ensure your assessment is **reliable** and **valid**:
 - Create a **test blueprint** and
 - Follow the blueprint while developing the assessment.

Thoughts From an Expert

Keys to Quality Classroom Assessment

Accurate Assessment



Key 1: Clear Purposes
Why assess?
Who will use the results?
What will they use the results to do?

Key 2: Clear Targets
What are the learning targets?
Are they clear?
Are they good?

Key 3: Sound Design
What method?
Quality questions?
Sampled how?
Avoid bias how?

Effectively Used

Key 4: Effective Communication
How manage information?
How report? To whom?

Key 5: Student Involvement
Students are users, too
Students can track progress and communicate, too
Students need to understand targets, too
Students can assess, too

Essential Questions.....



- As you develop/choose quality assessments, keep the following in mind...
 - What is the purpose of the assessment?
 - Who will use the information?
 - How will it be used?
 - Is the use formative or summative?

A Summative View



- Purpose of the assessment is to....
 - ✦ **Educator Evaluation / Accountability**
- Information will be used by....
 - ✦ **Teachers and Administrators**
- It will be used to....
 - ✦ **To certify the learning process**

= Summative



A Formative View







- Purpose of the assessment is to....
 - ✦ **Provide teachers immediate information on student learning**
- Information will be used by....
 - ✦ **Teachers/students in the classroom**
- It will be used to....
 - ✦ **Inform next steps in the learning process**

=Formative



PRINCIPAL Evaluation Instrument

Domain 3 – Programs			
High Quality/Fidelity/Reliability Instructional Program Factors			
Assessment Characteristics			
Ineffective	Minimally Effective	Effective	Highly Effective
	Has a working knowledge of different kinds of assessments, their purposes, and the types of information they yield to inform teaching and learning. <ul style="list-style-type: none"> • Formative/summative • Achievement • Aptitude/ability • Attitude/perception 	<i>And</i> has a working knowledge of the construction of different types of assessments and the appropriate uses of the data from those assessments <i>And</i> works with staff to choose, develop, administer, analyze, and interpret the results of both externally produced and teacher-produced assessments	<i>And</i> works with staff to increase their knowledge and improve their assessment practices <i>And</i> works with staff to increase their knowledge and improve their ability to interpret and use assessment data to achieve better student results
	Works with staff to develop and consistently utilize assessments to monitor and report on student learning	<i>And</i> provides training for staff in assessment literacy and practices <i>And</i> works with staff to ensure that common assessments are administered and analyzed with sufficient frequency and consistency to inform instruction	<i>And</i> develops staff leaders in assessment literacy and practices <i>And</i> develops team processes for teachers to work together to analyze and interpret assessment results and plan instruction based on those results
	Works with teachers to clearly communicate assessment results to students and parents	<i>And</i> works with staff to use assessment results when making decisions about individual students and conferencing with students and parents	<i>And</i> works with staff to use assessment results to help students track their own learning progress and set their own learning goals
	Understands and follows ethical, legal, and technical guidelines for assessment practices and the handling of student assessment data	<i>And</i> ensures staff understands and follows ethical, legal, and technical guidelines for assessment practices and the handling of student assessment data	<i>And</i> assists in developing district ethical and legal standards and technical guidelines for assessment practices and the handling of student assessment data <i>And</i> works with staff to develop and refine building and district policies and practices for student assessment and the handling of student assessment data



ALS for Administrators:

BUILDING LEVEL

- There are different *purposes* for student assessment.
- The definitions of and uses for different *types* of assessment
- The differences between the types of assessment tools.
- Promoting assessment literacy for self and staff



DISTRICT LEVEL

- There are different *purposes* for student assessment.
- The definitions of and uses for different *types* of assessments
- The different types of assessment methods and *when* educators should use each
- Promoting assessment literacy with staff



ALS for Administrators:

BUILDING LEVEL

- Providing time and support for staff to implement a balanced assessment system by providing opportunities to develop skills in: *Scoring/ Analyzing results*
- Leading dialogues with staff in interpreting results
- Clearly explaining how to analyze and use assessment results
- Clearly communicating results to various constituents



DISTRICT LEVEL

Assuring that each/every staff member is:

- ▣ A confident, competent master themselves of the targets that they are responsible for teaching
- ▣ Sufficiently assessment literate to assess their assigned targets

Leading dialogues with staff in interpreting results and creating goals for improvement

Assisting teachers to collaboratively analyze and use data

Clearly communicating results to various constituents

ALS for Policy Makers



Balance is necessary in an assessment system

There are *different purposes* for student assessment

There are different *types* of assessments in a balanced system

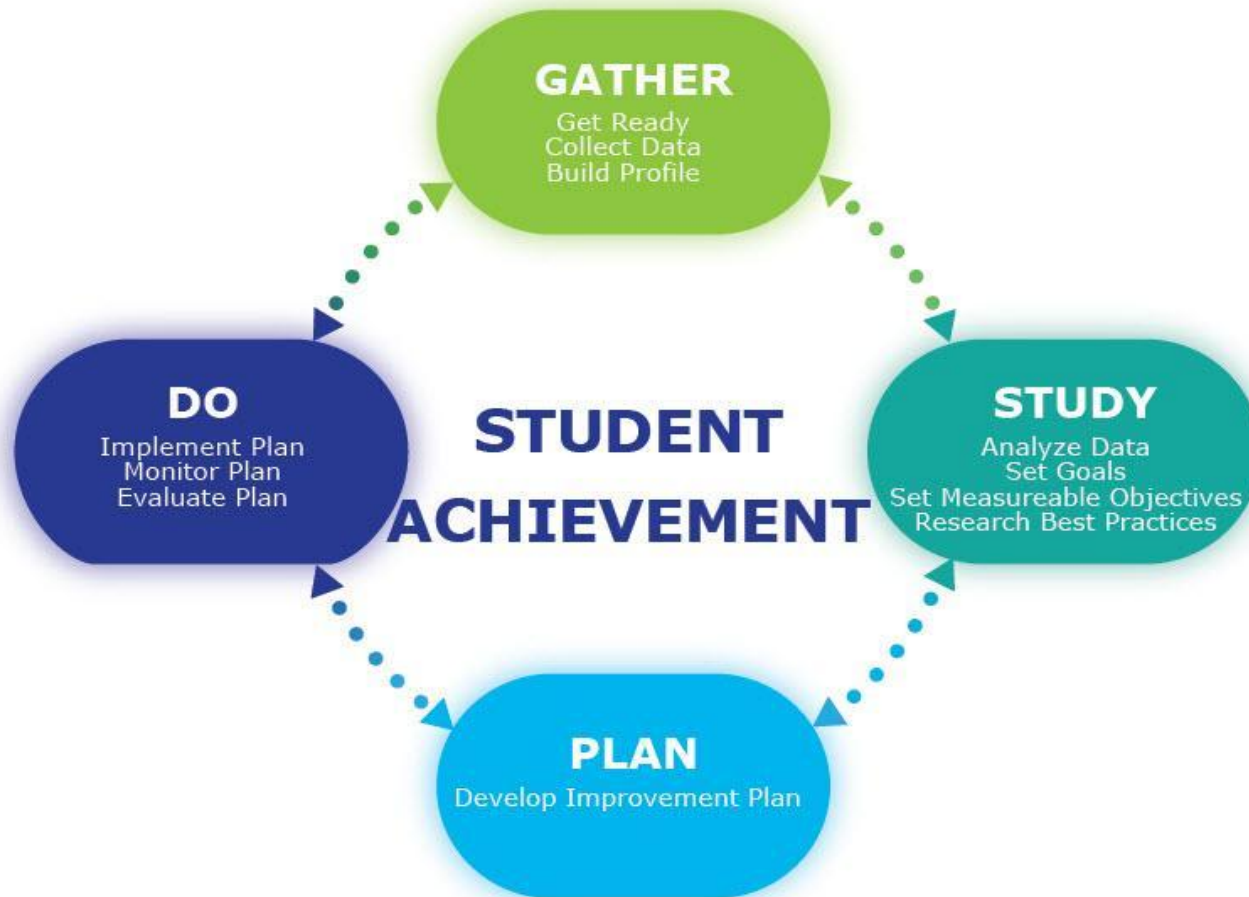
There are *different ways* to measure student achievement

There are *different ways to report* results

There are essential technical standards for quality assessments:

Assessments can be purchased or developed locally

How might Assessment Literacy impact the Continuous Improvement Process?



What are the Implications?



- **Of having Assessment Literacy Standards ...**

For you and your peers?

For your buildings?

For your districts?

For higher education?

Related to school improvement?

Related to program evaluation?

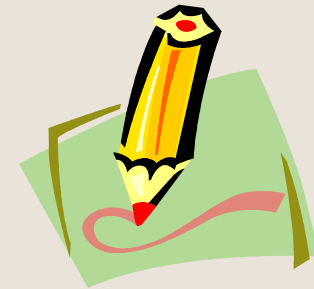


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Assessment Literacy
Standards
 &
School Improvement
Framework 2.0
SIF 2.0



March 2014



Assessment Literacy Standards & the School Improvement Framework



School Improvement Framework Overview



Strand	Standard	School Indicator	Guiding Question
Standard 3: Assessment		G. Assessment System	<i>results in student success?</i> How do we know our assessment system effectively measures and informs teaching and learning?
		H. Shared Understanding	How do you ensure that stakeholders understand the purposes and results of assessments?
		I. Data Analysis and Decision-Making	How do we ensure that decision-making is based on comprehensive data analysis?
		J. Student Involvement in the Assessment Process	How do we involve students in data analysis to answer the questions: <ul style="list-style-type: none"> • Where am I now? • Where am I going? • How can I close the gap?

Assessment Literacy Standards & the School Improvement Framework



Standard 3: Assessment

Schools systematically gather and use multiple sources of data to monitor and inform teaching and learning using a comprehensive, balanced assessment system.

G. Assessment System

- The school implements a balanced assessment system and ensures that summative and ongoing formative assessments are aligned to curriculum and instruction.
- District, school, and classroom assessments are vertically and horizontally aligned for coherence across grades and content areas.
- Classroom assessments are designed to be developmentally appropriate.
- Classroom assessments are aligned to the depth of knowledge required to demonstrate proficiency with standards.
- Instructional staff has access to assessment data on a continual basis.
- Assessments support the school's system of interventions.

II. Knowledge

Teachers should know:

- A. A balanced assessment system consists of both of the following:
1. Different users have different assessment purposes.
 2. Different assessment purposes may require different assessment methods.

III. Performance

Teachers should be able to:

- M. Use assessment results appropriately to modify instruction to improve student achievement.
- N. Collaboratively analyze data and use data to improve instruction.
- O. Use multiple sources of data over time to identify trends in learning.

Assessment Literacy Standards & the School Improvement Framework



J. Student Involvement in the Assessment Process

- Students understand the criteria and expectations for demonstrating their learning.
- Students receive descriptive feedback based on their performance, as well as guidance on how to improve.
- Students are taught how to self-assess and plan for improvement.
- Students learn to track and use their own achievement data and related feedback to monitor, evaluate, and reflect on how to improve their own performance.

I. Dispositions

Teachers should believe that:

- A. Clear learning targets, understood by students, are necessary for learning and assessment.

III. Performance

Teachers should be able to:

- J. Provide timely, descriptive and actionable feedback to students based on assessment results.
- K. Support student use of assessment feedback to improve attitudes, aspirations, mindsets and achievement.

Time to



and Process

- If Michigan educators had achieved these standards, what would be different for Michigan's students?
- If this is a preferred future, what might need to happen to push this vision forward?

Questions





“...assessment illiteracy is professional suicide...”

-James Popham



www.michiganassessmentconsortium.org

Reflections



“A solid understanding of assessment issues should be part of every teachers’ knowledge base, and teachers should be encouraged to equip themselves with this knowledge as part of their ongoing professional development.”

Dr. Sara Cushing Weigle, Georgia State University

“We owe it to ourselves and our students to devote at least as much energy to ensuring that our assessment practices are worthwhile as we do to ensuring that we teach well”

Dr. David Boud, University of Technology, Sydney

Student Assessment Literacy



“The documentation of student learning and progress now plays a primary role in how our schools and educational programs are evaluated. Assessment, in all its forms, has become one of the biggest discussion points in education today. Educational accountability, must now be demonstrated in the classroom through the documented collection of student learning evidence.”

-- Dr. Raymond Witte