

Practical Issues in Learning-Focused Balanced Assessment Systems

CCSSO NCSA
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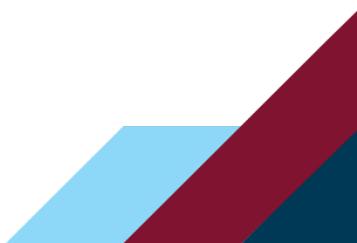


Welcome and Introductions

- Joseph Martineau, Senior Associate, Center for Assessment
- Nathan Dadey, Associate, Center for Assessment
- Scott Marion, Executive Director, Center for Assessment
- Ellen Vorenkamp, Assessment Consultant, Wayne RESA



Outcomes

- Balanced Assessment: Lots of Talk, Little Practical Advice
 - Need practical guidance and tools to inform development and implementation
 - I will focus on practical problems I have faced in trying to help districts create balanced assessment systems
 - Joseph Martineau will focus on a tool to structure policymaker deliberations in developing a coherent system
 - Scott Marion will discuss a framework for developing and implementing instructionally useful interim assessments
 - Nathan Dadey will discuss a framework for integrating information across classroom-, district-, and state-level assessments
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SERVICE
LEADERSHIP
COLLABORATION
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Designing and Implementing a Balanced Assessment System

SESSION 3

Problems of Practice

Ellen Vorenkamp



Balanced Assessment System Definition

A balanced assessment system is one that intentionally and purposefully...

“uses different types of assessment for different purposes. It can also mean the use of assessments *for* learning (to guide it as it is occurring) and *of* learning (to measure how much students have learned at the end of instruction).”

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Balanced Assessment System Definition

An assessment system is in balance when appropriate assessment information, in terms of both the type of information and quantity of information is provided to all relevant stakeholders.



Balanced Assessment Systems



- When engaging in this implementation work, local districts and schools are finding it difficult to balance their assessment systems for a variety of reasons.
- The following are a few of the most prominent ***problems of practice*** noted over the past several years.

Assessment Literacy

- The knowledge, skills and dispositions associated with designing, selecting, interpreting, and using high-quality assessments to improve student learning and to serve other important educational and policy purposes



Accountability Issues that Promote Inappropriate use of Data

- Educator Evaluation
- Student Growth Measures
- MTSS
- Early Literacy
- Student Learning Objectives



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Moving to Assessment Literacy

District/School Assessment Plan

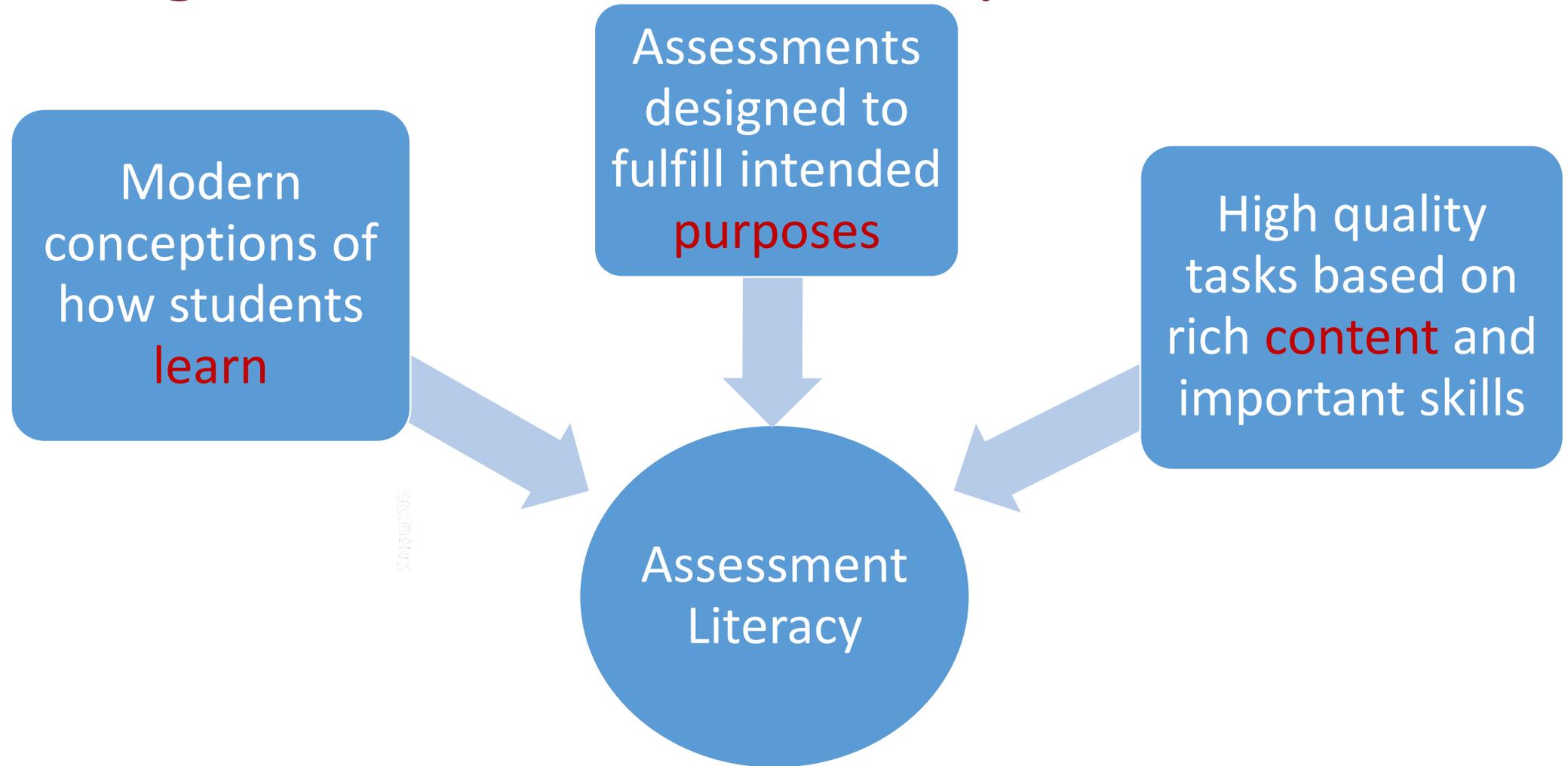
- Create a Philosophy Statement or Guiding Principles
- Develop a written record and agreement of assessments given, when and why
- Professional learning plan that assists staff to learn and to use quality assessment practices

**Philosophy Statement /
Guiding Principles**

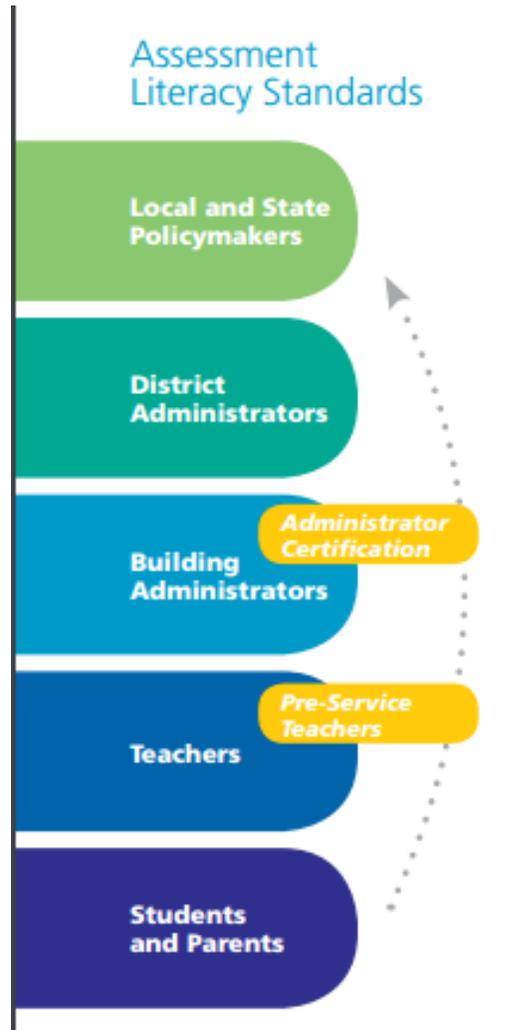
Written Record

**Professional
Learning Plan**

Moving to Assessment Literacy



MAC Assessment Literacy Standards



FORMAT AND USE

The Assessment Literacy Standards were written for five groups of individuals:

- Students and Parents
- Classroom Teachers
- Building Administrators
- District Administrators
- Policymakers

The standards for each group are separated into Dispositions, Knowledge, and Performance.

- **Dispositions:** standards address what the individual should believe regarding assessment.
- **Knowledge:** standards specify the particular vocabulary, processes and practices that individuals must comprehend.
- **Performance:** standards address the skills and competencies for which individuals must be proficient.

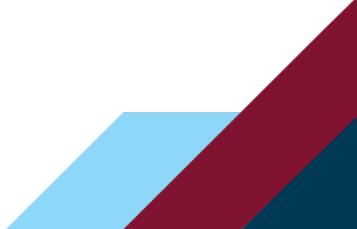


Problems of Practice

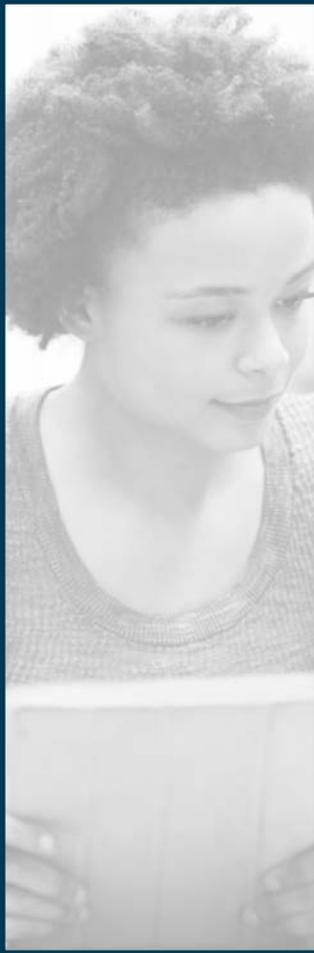
Knowledge

- **Lack of Assessment Literacy**
- Lack of Clarity—Purpose of Assessments
- Lack of Clarity—Structure of a Balanced Assessment System

Systems

- **Accountability Issues that Promote Inappropriate use of Data**
 - Power Struggles
 - Policy Conflicts
 - Coherence Issues
 - Comprehensiveness
 - Continuity of Programs
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Propels Action



“Our assessments work best in contexts of strong assessment literacy, and they fail us when assessment literacy is lacking. One becomes assessment literate by mastering basic principles of sound assessment practice, coming to believe strongly in their consistent, high-quality application in order to meet the diverse needs of all students, and acting assertively based on those values.”

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Thank You!

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