

Overview of the 5 Guiding Principles of Quality Assessment

Center for Great Public Schools

Introductions/Housekeeping

- Introductions
 - Presenters
 - Table Friends
- Housekeeping
 - Personal needs
 - Supplies:
 - Handouts



Norms Agreement

- Equity of Voice
- Active Listening
- Safety to Share Different
- Perspectives
- Confidentiality
- Respectful Use of Technology

Any others we should add?



Today's Objectives

I can define classroom assessment literacy.

I can name the 5 keys to quality classroom assessment and the related essential questions and classroom competencies.

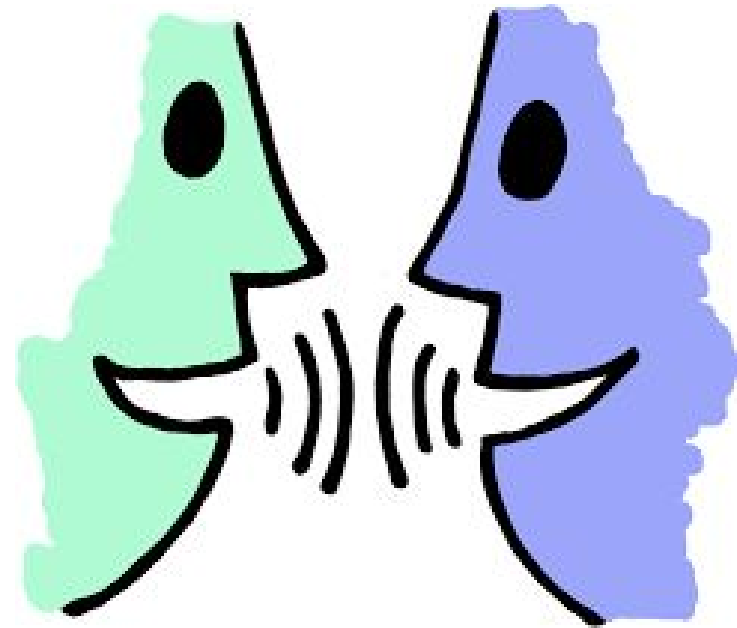
I can describe how clear purpose and clear targets relate to quality assessment practices.

I can create opportunities for formative, classroom-level practices in our RTI system.



How do you define classroom assessment literacy?

1. Think/Write: Two minutes of quiet time
2. Share with a partner at your table



Classroom Assessment Literacy

Knowledge and skills to do two things:

- Gather *accurate* information about student achievement
- Use the assessment process and its results *effectively* to improve achievement

Accuracy and Effective Use!



Sound Assessment is Built on 5 Keys to Quality:

1. They are designed to serve the specific information needs of intended user(s).
Clear Purpose
2. They are based on clearly articulated and appropriate achievement targets.
Clear Targets
3. They accurately measure student achievement. *Sound Design*
4. They yield results that are effectively communicated to their intended users.
Effective Communication
5. They involve students in self-assessment, goal setting, tracking, reflecting on, and sharing their learning. *Student Involvement*

5 Keys to Quality Assessment Practices Activity

Match the essential questions and classroom competencies to the correct key.

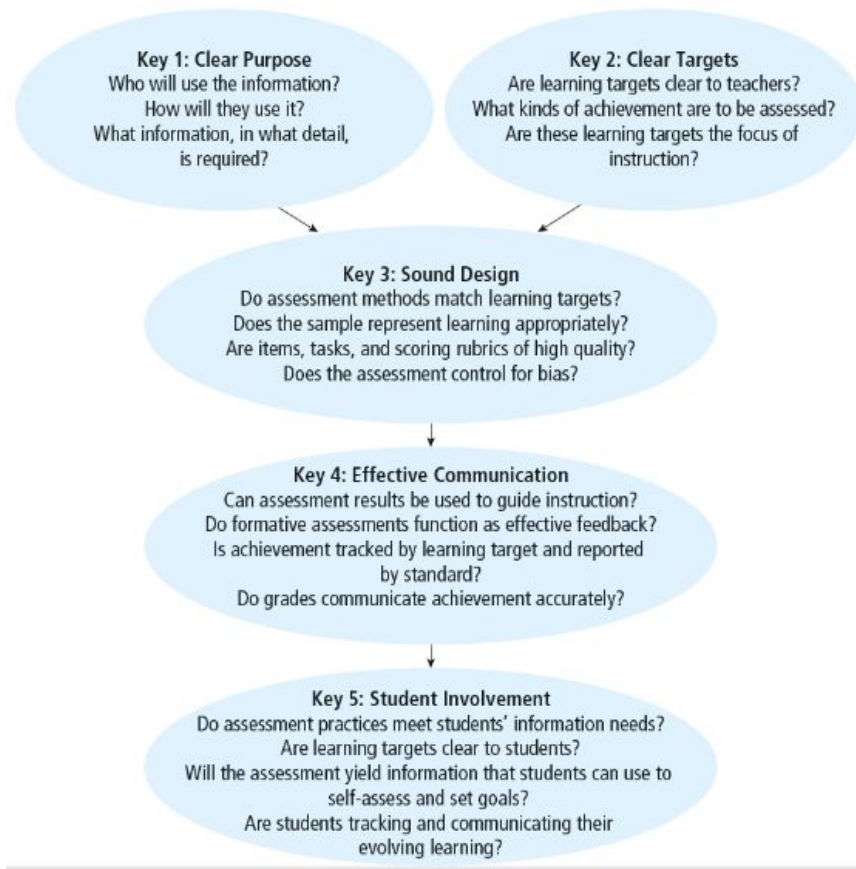
1. *Clear Purpose*
2. *Clear Targets*
3. *Sound Design*
4. *Effective Communication*
5. *Student Involvement*



5 Keys to Quality Classroom Assessment Activity

Handout

Let's review the handout to see how you did!



Types of assessment

- Assessment FOR learning- Commonly known as formative assessment, refers to both formal and informal processes that teachers and students use to gather evidence for the purpose of improving learning.
- Assessment OF learning- Commonly known as summative assessment refers to assessments that are used to provide evidence of student achievement for the purpose of making a judgment about student competence or program effectiveness.

Assessment for Learning

When engaged in formative assessment practices, teachers use assessment information during the learning to diagnose student needs, plan next steps in instruction, provide students with targeted practice, and offer effective feedback.

Classroom Assessment: From...to...

From...	To...
Classroom tests <i>disconnected</i> from the focus of instruction	Classroom test <i>reflecting</i> the written and taught curriculum
Assessments using <i>only</i> selected response formats	Assessment methods <i>selected intentionally</i> to reflect specific kinds of learning targets
“Mystery” assessments, where students <i>don’t know in advance</i> what they are accountable for learning	Transparency in assessments, where students know in advance what they will be held <i>accountable for learning</i>

Classroom Assessment: From...to...

From...	To...
<i>All</i> assessments and assignments, including practice, “count” toward the grade	<i>Some</i> assessments and assignments “count” toward the grade; others are for practice, or other formative use
Students are <i>passive participants</i> in the assessment process	Students as <i>active users</i> of assessment as learning experiences
Students <i>not finding out</i> until the graded event what they are good at and what they need to work on	Students being able to identify their <i>strengths</i> and <i>areas for further study</i> during learning

5 Keys to Quality Classroom Assessment

Key 1: Clear Purpose

Key 2: Clear Targets

Key 3: Sound Design

Key 4: Effective Communication

Key 5: Student Involvement



Key 1: Clear Purpose

- Who will use the information?
- How will they use it?
- What information, in what detail is required?



Brainstorm: Who are the users of Assessment?

With a partner, list as many users as possible.



Levels of Assessment

CASL p 21 Figure 2.2

FIGURE 2.2 A Balanced Assessment System

Level: Classroom Assessment		
Key Issues	Formative Context	Summative Context
<i>Key decision(s)</i>	What comes next in the student's learning?	What standards has each student mastered? What grade does each student receive?
<i>Decision makers</i>	Students and teachers; parents	Teacher
<i>Information needed</i>	Evidence of where the student is now on learning progression leading to each standard	Evidence of each student's mastery of each relevant standard
Level: Interim/benchmark Assessment		
Key Issues	Formative Context	Summative Context
<i>Key decision(s)</i>	Which standards are our students consistently not mastering; that is, where can we improve instruction right away? Which students need specific help?	Did the program of instruction deliver as promised? Should we continue to use it?
<i>Decision makers</i>	Instructional leaders and teachers	Instructional leaders
<i>Information needed</i>	Standards our students are struggling to master; identification of who is struggling	Evidence of each student's mastery of each relevant standards
Level: Annual Testing		
Key Issues	Formative Context	Summative Context
<i>Key decision(s)</i>	What standards are our students consistently not mastering? Where and how can we improve instruction next year?	Are enough students meeting standards?
<i>Decision makers</i>	Curriculum and instructional leaders	School and community leaders
<i>Information needed</i>	Standards our students are struggling to master	Percent of students meeting each relevant standard

Classroom Level Assessments:

Key Issues	Formative Context	Summative Context
Key Decisions:	What comes next in the student's learning?	What standards has each student mastered? What is each student's proficiency level?
Decision Makers:	Students, Teachers; Parents	Teacher
Information needed:	Evidence of where the student is now on learning progression leading to proficiency of each standard	Evidence of each student's mastery of each relevant standard

Interim or Benchmark Assessment

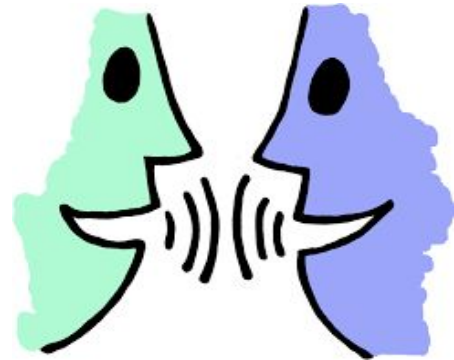
Key Issues	Formative Context	Summative Context
Key Decisions:	Which standards are our students consistently not mastering; that is where can we improve instruction right away? Which students need specific help?	Did the plan for instruction deliver as promised? Should we continue to use it?
Decision Makers:	Teachers, Instructional Leaders	Teachers, Instructional Leaders
Information needed:	Standards our students are struggling to master; identification of who is struggling	Evidence of each student's mastery of relevant standards.

Annual Testing:

Key Issues	Formative Context	Summative Context
Key Decisions:	What standards are our students consistently not mastering? Where and how can we improve instruction next year? (this year)	Are enough students meeting standards?
Decision Makers:	Curriculum and instructional leaders, teachers	School and community leaders
Information needed:	Standards our students are struggling to master	Percent of students meeting each relevant standard

Turn and Talk

- How does assessment FOR learning support an RTI system?
- Why is it important to consider the purpose for your assessments?



Key 1: Clear Purpose

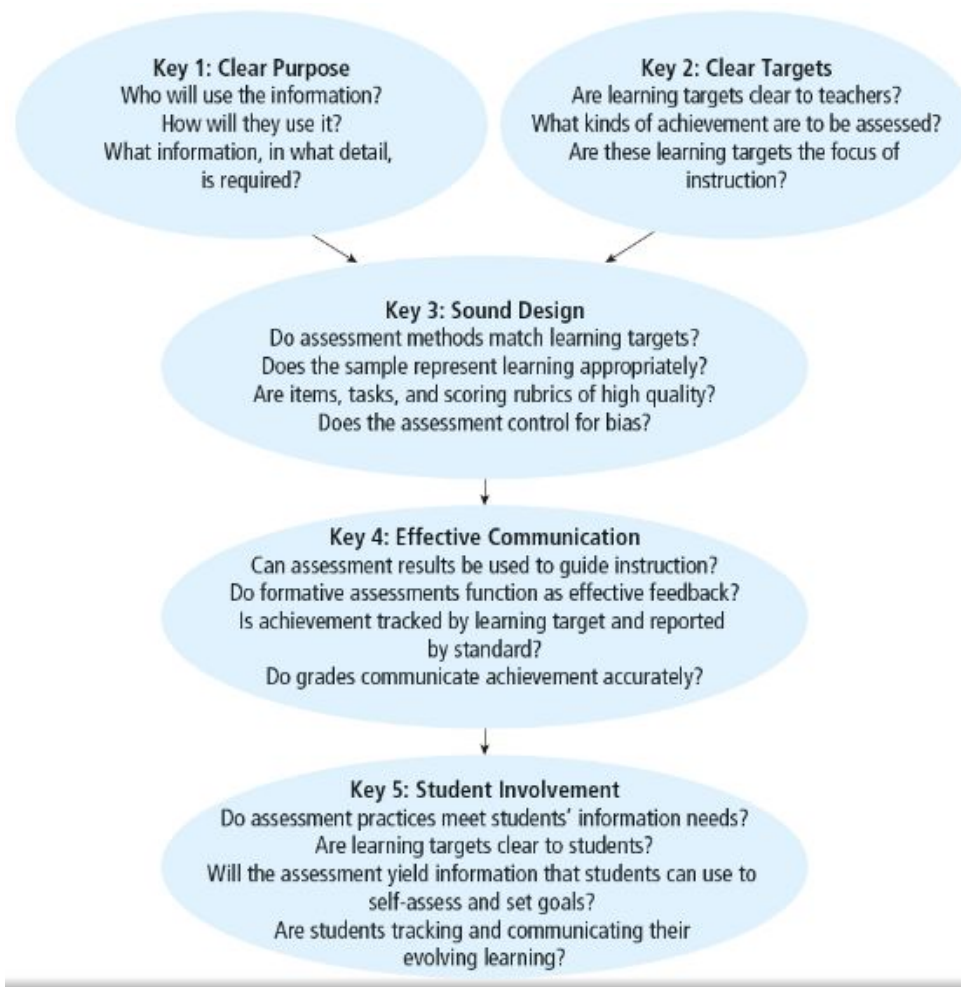
Key 2: Clear Targets

Key 3: Sound Design

Key 4: Effective

Communication

Key 5: Student Involvement

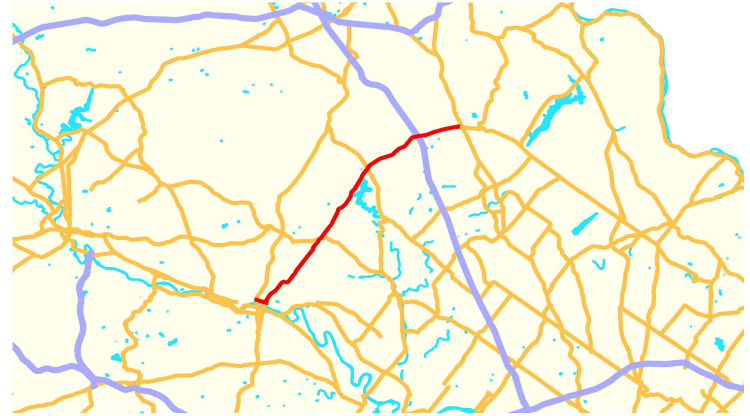


What is a learning target?

- Statements of intended learning.
- Learning targets are student-friendly descriptions--via words, pictures, actions, or some combination of the three--of what you intend students to learn or accomplish in a given lesson.



Importance of Targets



- Guides instruction, assignments, and assessments
- Helps students set goals. Use checkpoints to assess along the way.

What is the link between clear targets and quality assessment?

- Clear target = accuracy
- Type of target determines the type of assessment method which we will learn later.
- Clear targets impacts effective communication of learning

Types of Targets

- Knowledge
- Reason
- Skill
- Product
- Disposition

KNOWLEDGE

- Facts
- Procedures
- Concepts

$$\begin{array}{r} 468 \\ \cdot 37 \\ \hline 3276 \\ +1404 \\ \hline 17316 \end{array}$$

Reasoning Targets (Thought Processes)

Inference

Classification

Analysis

Evaluation

Comparison

Synthesis



SKILL TARGET--A real time demonstration

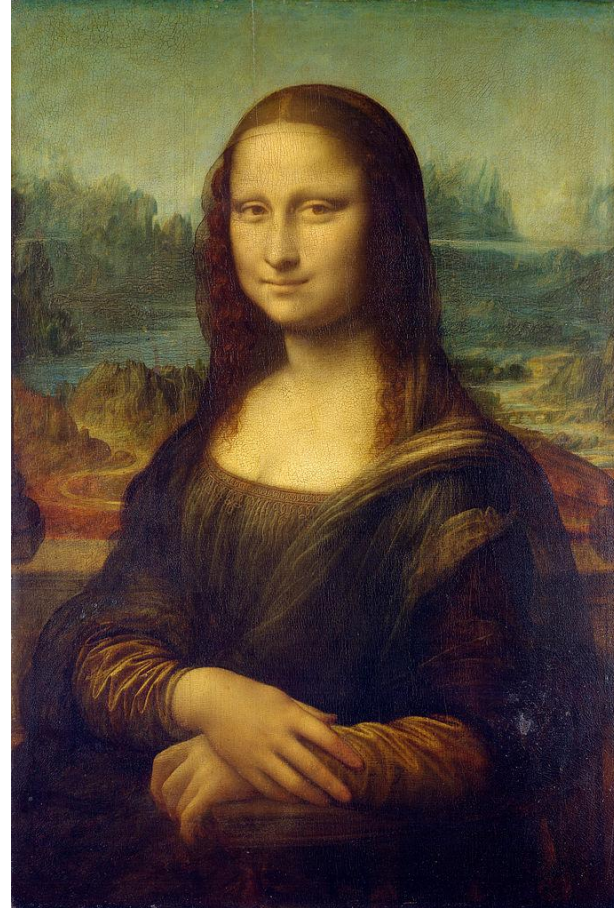


PRODUCT TARGET

Tables, graphs

Term papers, reports

Painting, woodwork, etc.



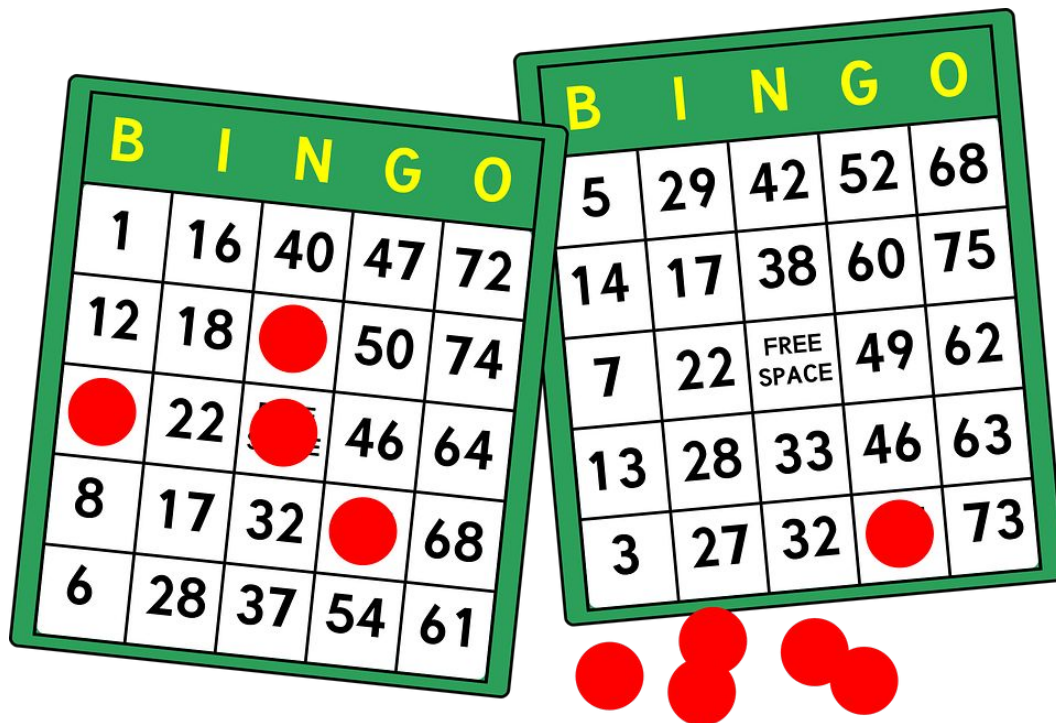
DISPOSITION TARGET

Three characteristics

1. Specific object as the focus
2. Positive or negative direction
3. Levels of intensity

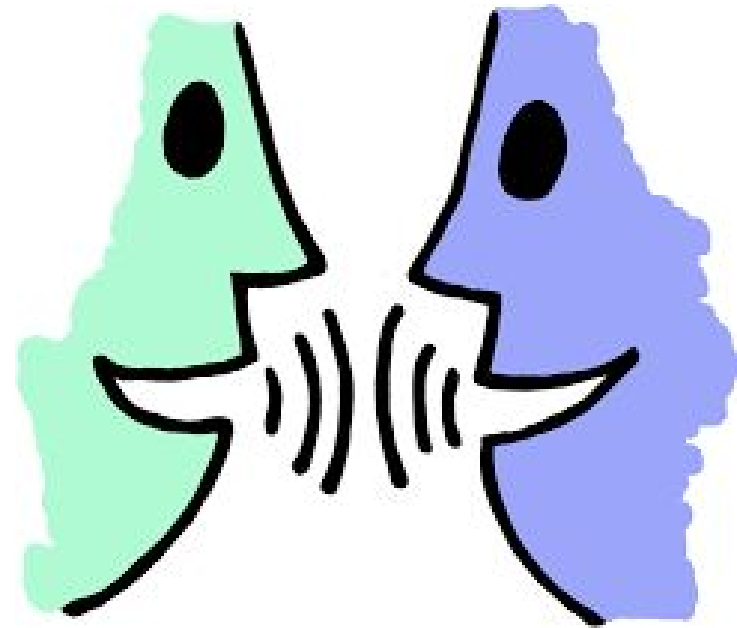


Activity: Classifying Targets Bingo



How could you use quality assessment formative practices within your RTI system?

1. Think/Write: Two minutes of quiet time
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Today's Objectives - Did we meet our goals?

I can define classroom assessment literacy.

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I can describe how clear purpose and clear targets relate to quality assessment practices.

I can create opportunities for formative, classroom-level practices system.



Any questions?



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