



ASSESSMENT: NOUN OR VERB?

Assessment Literacy

Assessment Literacy Team

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Our Task...

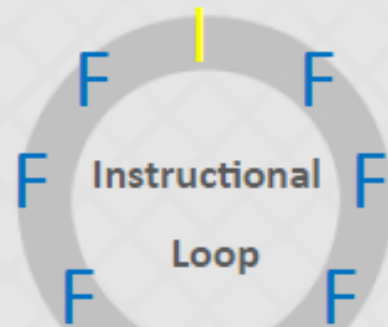
- Communicate
- Bring Clarity
- Build Common Understanding



Balanced Assessment System

Each LOOP includes: Instruction, ongoing formative (F) practices, periodic interim (I) practices, and summative (S) assessment (s).

At the End of Year, the teacher reflects on *end of year data* and determines program/course adjustments needed for the next year. Additionally, student data is shared systematically as a starting place for instruction.



Instruct - Assess - Provide Feedback
Reflect on Results - Adjust Instruction



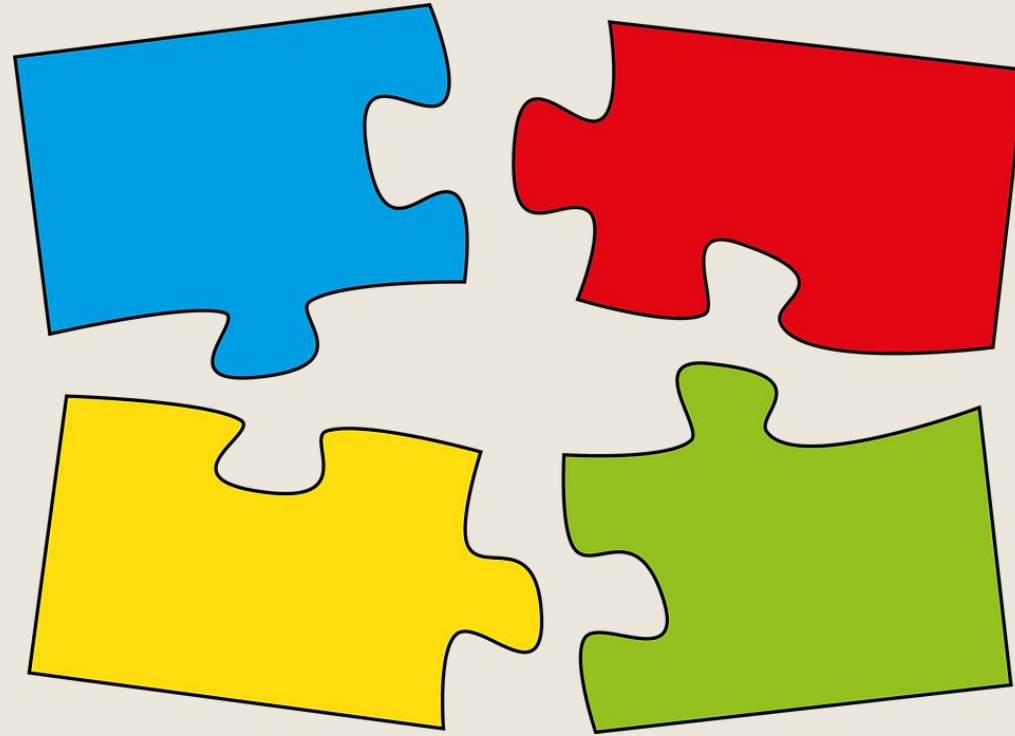
Engage in Learning - Demonstrate Learning
Use Feedback - Reflect on Results - Adjust Learning

Formative

Summative

Interim

Assessment Literacy



Putting the Pieces Together

**Kansas Balanced Assessment System
ALL Students**

Primary Purpose		Assessment FOR Learning		Assessment OF Learning
		Formative Tools/Processes/Practices	Interim Assessments	Summative Assessments
Definition & Purpose		Formative practices are planned, instructionally-embedded, and ongoing processes used by all students and teachers that: <ul style="list-style-type: none"> • Provide feedback to students (i.e. from self, peers, and teacher) • Inform and guide instruction • Monitor learning • Focus on standards • May be common among teachers of the same content • May be Informal or formal • Check for understanding, but not counted for a grade 	Interim assessments are intentionally developed and administered to students at particular intervals of the school year that: <ul style="list-style-type: none"> • Measure growth toward the completion of courses/yearly learning goals • Inform and guide instruction • Provide feedback to students (i.e. from self, peers, and teacher) • Facilitate a systematic collective response to address student learning needs • Focus on standards • Should predict performance on summative assessments • Often common assessments • Drives professional learning 	Summative assessments provide evidence of learning and mastery of standards for all stakeholders at an end point in time that: <ul style="list-style-type: none"> • Summarize what students know and do not know • Facilitate a systematic collective response to address future student learning needs • Assist with program or course evaluation • Evaluate curriculum and programs • Help drive professional learning • Provide information for local, state, and federal accountability purposes • Often common assessment
Frequency	Classroom or Team	<ul style="list-style-type: none"> • Ongoing • Minute by minute • Day by day 	<ul style="list-style-type: none"> • Planned intervals across instructional units • May be used multiple times throughout the unit of instruction • The learner should be given opportunities to re-demonstrate understanding after utilizing feedback. 	<ul style="list-style-type: none"> • Administered after an extended period of instruction
	District		<ul style="list-style-type: none"> • Calendar periods (i.e. quarter, trimester, semester) 	<ul style="list-style-type: none"> • End of course, end of year
	State		<ul style="list-style-type: none"> • KAP Predictive Interims up to 3 times per year • KAP Mini-tests throughout instructional units 	<ul style="list-style-type: none"> • Annually
Commonly referred to as:		<ul style="list-style-type: none"> • Checking for understanding • Formative Assessment • Common Formative Assessment 	<ul style="list-style-type: none"> • Benchmark • Screener • Common Assessment 	<ul style="list-style-type: none"> • End of Course • End of Unit
Possible Examples	Classroom or Team	<ul style="list-style-type: none"> • Pre-assessments/bell ringers • Post-assessments/exit tickets • Digital polling tools (i.e. <u>Kahoot</u>) • Whiteboard checks 	<ul style="list-style-type: none"> • Quizzes • End of unit or module assessments • Performance assessments • Curriculum-Based Measures (CBMs) 	<ul style="list-style-type: none"> • End of unit or module assessments • Performance assessments • Final exams
	District	<ul style="list-style-type: none"> • Team developed questions or tools 	<ul style="list-style-type: none"> • Common assessments (District developed or purchased assessments) 	<ul style="list-style-type: none"> • End of course assessments • Quarterly assessments
	State		<ul style="list-style-type: none"> • KAP Interim <u>Predictives</u> • KAP Interim Mini-tests 	<ul style="list-style-type: none"> • State Assessments (i.e. KAP Summative, DLM, KELPA, <u>cPass</u>)

Kansas Balanced Assessment System for Some/Few Students

	<i>Additional Assessments FOR Learning FOR SOME/FEW</i>	
	Diagnostic Assessments	Progress Monitoring
Definition & Purpose	<ul style="list-style-type: none"> Diagnostic assessments provide more information about student understanding of content, including possible misconceptions or gaps in knowledge. Diagnostic assessments are designed to provide more precise, detailed, and instructionally relevant information regarding students' knowledge and skill. Informal diagnostics include surveys/assessments and are administered as needed to determine appropriate interventions for SOME students. Formal diagnostics include standardized assessments to dig deeper when students do not respond to interventions. These are administered to very FEW students; often must be required by professionals with specialized training. 	<ul style="list-style-type: none"> Progress monitoring assessments are repeated measurements of academic performance that are conducted at regular intervals. They may be used to assess students' academic performance over time, to quantify student rates of improvement or responsiveness to instruction, to evaluate instructional effectiveness. They may be used to identify students not demonstrating adequate progress. They must be sensitive to incremental growth in student learning.
Frequency	<ul style="list-style-type: none"> As needed based on district protocol and/or team decision 	<ul style="list-style-type: none"> Frequent predetermined intervals based on intensity of intervention

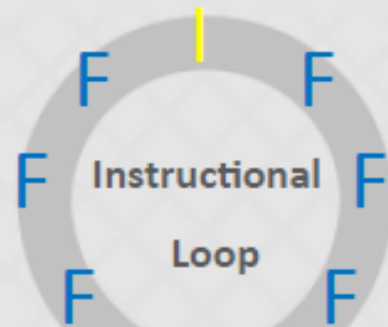
Sources:

1. Council of Chief State School Officers. (2008) *Attributes of effective formative assessment*. A work product coordinated and led by Sarah McManus, North Carolina Department of Public Instruction, for the Formative Assessment for Students and Teachers (FAST Collaborative. Washington, DC: Council of Chief State School Officers.
2. The Assessment Learning Network. December 2017. <http://aln.michiganassessmentconsortium.org/>
3. Arizona Department of Education - Balanced Assessment Framework. July 25, 2017
4. DuFour, R. (2006). *Learning by doing: A handbook for professional learning communities at work*. Bloomington, Ind: Solution Tree.
5. Monroe County Intermediate School District. www.monroeisd.us
6. Stiggins, Rick. *Assessment FOR Learning: The Achievement Gap and Truly Effective Schools*. September 8, 2008
7. Kansas MTSS, Upward Integrated Flow Chart for Assessments, 2018
8. National Center for Response to Intervention

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Assessment FOR learning or Assessment OF learning

■ **Formative**

■ **Interim**

■ **Summative**

Know your WHY



■ Intentional

■ Plan

■ Balance

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Student Assessment Inventory for School Districts

Name of Individual(s) completing the table Date		
Optional Category: English Language Arts (e.g., grade level, subject)		
Name of assessment	(Example) PLACE ELA	
Entity requiring assessment <i>state – SEA or other agency, district, or school</i>	District	
Grade(s) tested	5-8	
Course(s) or subjects tested	ELA	
Which students are eligible or required to take assessment?	All students in these grades who are also required to take regular state assessment	
Type of assessment <i>summative; interim/benchmark; formative; diagnostic</i>	Benchmark	
Number of years assessment has been administered in the district	5 years	

Across the country, educators, parents and students are saying that there is too much testing in our schools and that testing is taking valuable time away from teaching and learning. These concerns are legitimate and merit attention. School district officials have the opportunity to respond to concerns about over-testing by leading a conversation among educators and the broader community that directly addresses the amount of testing – and points the way toward a more coherent, educationally-sound approach to assessment.

This *Student Assessment Inventory for School Districts* is a tool district leaders can use to take stock of their assessments and assessment strategy, and do so from a student perspective. The tool supports a process by which districts evaluate the assessments students are taking, determine the minimum testing necessary to serve essential diagnostic, instructional and accountability purposes, and work to ensure that every district-mandated test is of high quality, is providing the information needed for specific school and district purposes, and is supported by structures and routines so that assessment results are actually used and action steps taken that will help students. We encourage local district leaders who use this inventory to discuss the outcome with parents and the school board. What tests have been eliminated? How will the remaining tests be used, and why are they important?

Guidance for School Districts

Guiding Questions

Level: ES MS HS (circle one)

What do we want measured?	What data do we want?	To whom and in what form is data reported ?	What is the impact on student learning?

community leaders — superintendents, assessment team leads, teacher leaders, school board members, advocates — in ensuring that their district's inventory process is meaningful and actionable.

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