

FORMATIVE ASSESSMENT UPDATE: LINKING ASSESSMENT TO TEACHING

SeaTac Hilton March 24th, 2010



OFFICE OF SUPERINTENDENT OF PUBLIC INSTRUCTION
Division of Assessment and Student Information

Agenda Review

- Welcome and introduction
- Goals of this session
- Overview of the statewide system redesign (ESSB 5414)
- Next steps: Response to formative assessment strategic planning committee suggestions
- Summary and questions

Introductions

Who is here today?

Goals of this session:

1. Understand the redesign of the state's assessment system (Engrossed Senate Bill ESSB 5414 codified into RCW 28A.300.041)
2. Identify initial steps for understanding and developing the redesign
3. Review what has been done to date
4. Continue the dialogue between OSPI and practitioners across the state

Statewide Student Assessment System Redesign (ESSB 5414)

Initial Steps for Understanding and Development



Overview of ESSB 5414

- WASL Legislative Work Group (Summer 2008)
- Engrossed Senate Substitute Bill ESSB 5414
 - Intent to redesign the state's assessment system
 - Codified into RCW 28A.300.041



Three Purposes of the Assessment System

- 1) Improve and inform classroom instruction
- 2) Support accountability
- 3) Provide useful information to all levels of the educational system

Overall Characteristics of the Assessment System

- Includes multiple assessment purposes and therefore, formats (formative and summative)
- Enables collection of data for both statewide and nationwide achievement comparisons
- Balanced

Components of the Assessment System

- Instructionally supportive formative assessments
- State administered summative achievement assessments
- Classroom based assessments (formative, summative, or both)
- Pre-service and ongoing assessment training for teachers and administrators

Components (con't)

- A data system for all state-required statewide assessments
- Formative and summative should strive to use computer-adaptive testing

Work Toward Understanding the Assessment Redesign Expectation

Background Documents
and Meetings



NASBE Document on Balanced Systems of Assessment and Accountability

- Executive summary (www.nasbe.org)
- Work of NASBE study group on assessment systems for 21st century learners
- One year of deliberations

Study Group Takeaway

“A growing majority of testing experts and analysts now believes that education cannot be transformed under the constraints of current state assessment and accountability systems.”

p. 3

Study Group Takeaway

“Researchers have concluded that formative assessment that includes feedback to students is one of the most successful learning tools available to teachers.”

p. 6

Systems, Accountability, Preparation and Professional Development

- Fewer, clearer, and higher standards
- Qualitative, quantitative measures
- Comprehensive data systems
- Assessment literacy training and ongoing professional development for teachers and administrators

Improving Learning Through a Comprehensive Assessment System (Joe Ryan, ASU)

- Similar to NASBE document
- Defines terms
- Obtain from OSPI

5 Big Takeaways

- Content standards drive and focus instruction and assessment. It is critical that these be clearly stated, concise, prioritized, and understood by all.
- What teachers know about students' strengths and weaknesses is not nearly as important as what they DO for students with this information.

Continued

- Effective assessment for learning becomes indistinguishable from great teaching.
- The effectiveness of assessment for learning requires carefully developed, monitored and evaluated professional development.
- An assessment system is only as good as the quality of the items and tasks.

Can Interim Assessments be Used for Instructional Change? CPRE Policy Brief (RB-51)

- Obtain from www.cpre.org
- Little empirical work on use, quality, and impact of interim assessments
- Interviewed teachers in two large urban school districts about use of interim assessments
- Some instructional use when used in context of other assessment data

Formative Assessment Symposium (February 1-2, 2010)

- OSPI Formative Assessment Team (Debra Hawkins, Lesley Klenk, Dana Ziemba, Debbie Stevens)
- Expert Panelists (Steven Lazer, Barbara Plake, James Popham, Joseph Ryan, Mike Trevisan)
- 150 Symposium Participants

Goals of the Symposium

- Establish dialogue between OSPI and practitioners from across the state
- Provide guidance for the development of a two-year work plan by:
 - Understanding characteristics of “instructionally supportive assessments” in Washington, and
 - Identifying immediate needs and areas of focus that should be prioritized

Process

- Each panelist addressed a component of the legislation in terms of interpretation, importance, implication
- In groups, participants addressed a variety of related questions regarding the legislation and reported to the larger group
- Notes taken
- Strategic planning team worked on next step

Comments from Participants

- “The big idea for us is process vs. product. Formative assessment is very different.”
- Professional development discussed at every table with every component to the legislation.
- None of this matters without pre-service teachers getting better training and knowledge before entering the classroom.

Continued

- Not all of this can be done at once.
- Engage students in their learning
- All schools may not understand what professional development is.
- Need to clarify and define terms, particularly “formative assessment”.

- When you think about formative assessment what are you thinking about? What key elements need to be present?



Formative Assessment Defined:

“Formative assessment is a planned process in which assessment-elicited evidence of students’ status is used by teachers to adjust their ongoing instructional procedures or by students to adjust their current learning tactics”

Jim Popham (p.6)

Transformative Assessment

Critical Attributes of Formative Assessment:

- ❖ formative assessment is a process, not a particular test;
- ❖ the process is planned not *ad hoc*;
- ❖ assessments are used to elicit evidence regarding a student's status relative to a particular skill or body of knowledge;
- ❖ teachers respond to the assessment information by adjusting their ongoing instructional activities; and
- ❖ students can respond by adjusting what they are doing in their efforts to learn

Three Themes from Formative Assessment Symposium:

- ✓ Definitional clarity is key
- ✓ Promote the use of formative assessment as a process embedded in quality instruction
- ✓ Develop state supported tools to assess a few critically important learning units

Five Questions for each area:

1. What do we need to do right away?
2. What's accomplished in the first year?
3. What issues or challenges will we face?
4. What are the design considerations for sustainability?
5. How is professional development rolled-out?

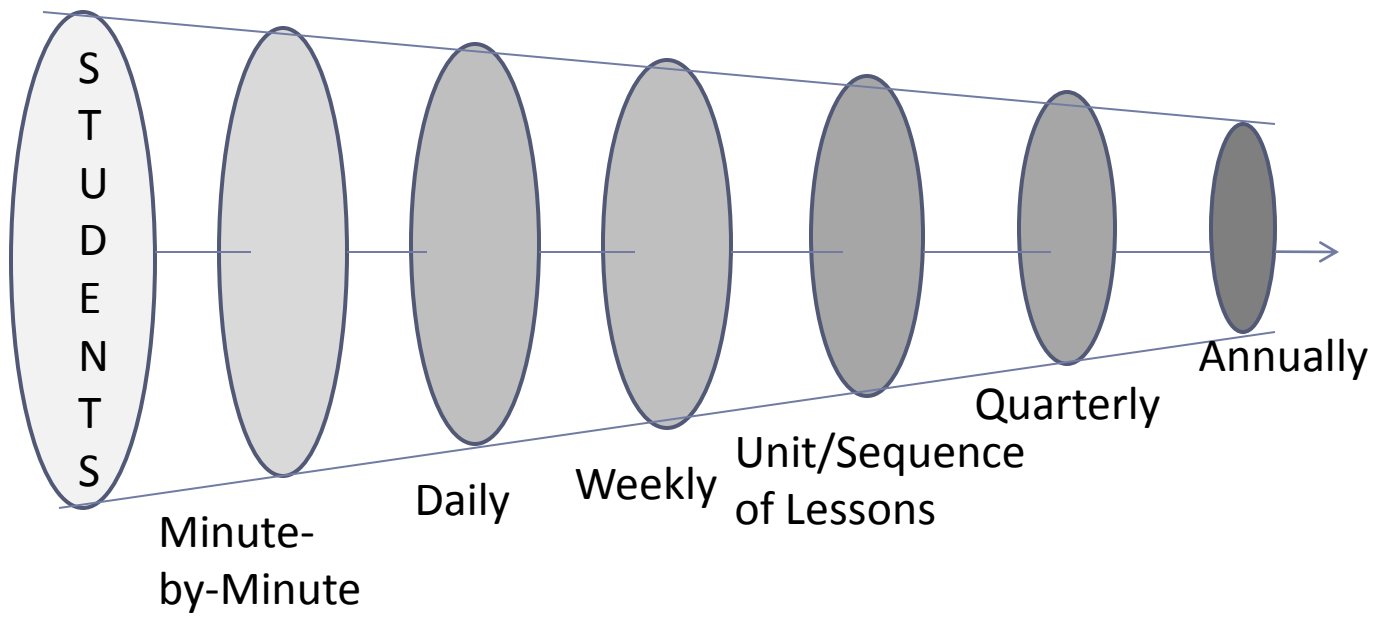
Definitional Clarity:

1. Internal OSPI meeting to come to consensus on definitions the state will use
2. Baseline of assessments given across all divisions based on agreed assessment terms in development
3. Smaller OSPI internal subgroup identified assessment terms not covered in Ryan paper, reviewed research made suggestions to FATAAC
4. White paper to be written with terms defined, examples provided of operationalized definitions and rationale for this focus



Name	WA State Diagnostic Guide	K-12 Reading Manual	DII	RTT	Joe Ryan Vision Paper
Summative	*Inherently evaluative *For the purpose of judging performance at a particular point in time *Occurs after instruction	*Assessment of learning *Documents achievement of standard at a point in time *Event after learning			* <i>Summative assessments</i> are given at the end of an instructional sequence to determine students' status relative to the content and performance standards, serve an important accountability purpose, and concerted efforts should be made to extract instructionally relevant information from these assessments.
Formative	*A process used by teachers and students during instruction that provides feedback to adjust ongoing teaching and learning to increase student achievement *4 purposes-screening/diagnostic interim/progress monitoring	*Assessment for learning *For making instructional decisions to respond to student needs *Supports ongoing growth *Process during learning *Students act on results in order to improve achievement		*Assessment tools, questions, and processes that are embedded in instruction and are used by teachers and students to provide timely feedback for purposes of adjusting instruction to improve learning	* <i>Formative assessments</i> are given during the process of instruction to help students and teachers understand students' current learning relative to the learning targets, are used to identify learning deficiencies or gaps, and should provide directions for responsive instructional actions.
Screening	*Kind of FA that allows you to make an early identification of a student's strengths and weaknesses to allow classification, placement, or intervention	*Used for early identification of both at-risk and grade level students *Indicates level of instructional support needed *Three times a year			

Level of specificity



Type of Assessment		Summative	Formative	Screening	Diagnostic
Name of Division					
Assessment					
	Math				
	Reading				
	Science				
	Writing				
Migrant/Bilingual					
	Math				
	Reading				
	Writing				
Teaching and Learning					
	Arts				
	Communication				
	Environ. Ed.				
	Health & Fit.				
	Math				
	Reading				



Formative Assessment Advisory Committee-Definitional Clarity
 Selected examples of clear definitions.
 3-10-10

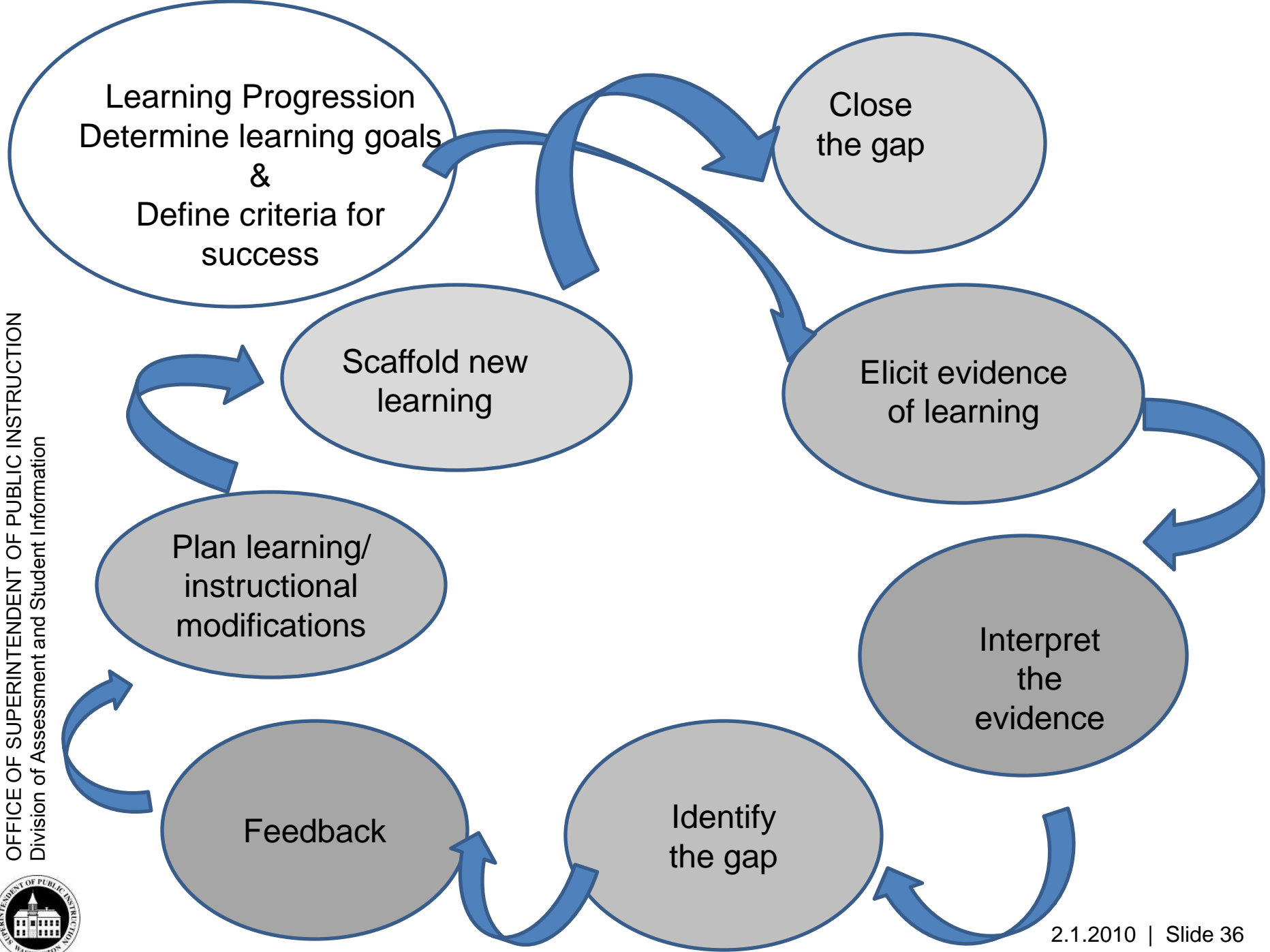
Screening	McLard, 2008) Chap 3 p.24-32	RTI Manual p 3	WA State Diagnostic Assessment Guide 3-17	on RTI Screening Tools Review	RTI Action Network
Progress Monitoring	WA State Diagnostic Assessment Guide 3-20	on RTI Progress Monitoring Tools Chart	McLard, 2008) Chap 4 p.44-45		Jacobsen(2009) Using Assessment in an RTI Framework
CBM	Forgesen & Miller (2009) Assessments to Guide Adolescent Literacy Instruction p.8	McLard, 2008) Chap 4 p.47-49			
Outcome	K-12 Model				
Targeted	RTI Manual p 3				
Non-Referenced	WA State Diagnostic Assessment Guide p10				
Criterion Referenced	WA State Diagnostic Assessment Guide p10				
Standards Based	WA State Diagnostic Assessment Guide p11				
Summative	Ryan i	WA State Diagnostic Assessment Guide p3-4			
Formative	Forgesen & Miller (2009) Assessments to Guide Adolescent Literacy Instruction p19-20	Hattie-Visible Learning (2009)p181	Proplam (2009)p-3		
Interim	Ryan ii & p8-10	WA State Diagnostic Assessment Guide p 3, 19	Forgesen & Miller (2009) Assessments to Guide Adolescent Literacy Instruction p-43-45		
Formative Assessment Advisory Committee-Definitional Clarity-Location of definitions 3-10-10 Classroom	Ryan ii, 1,2,4,6, 22 & 40-13	Forgesen & Miller (2009) Assessments to Guide Adolescent Literacy Instruction-p-31-38	WA State Diagnostic Assessment Guide p 26-27		
Benchmark	WA State Diagnostic Assessment Guide p 1-7	Forgesen & Miller (2009) Assessments to Guide Adolescent Literacy Instruction-p-43-46	Research for Action: Making the Most of Interim Assessment Data- Lessons form (2009) p21-27		
Diagnostic	WA State Diagnostic Assessment Guide p 18-19	Forgesen & Miller (2009) Assessments to Guide Adolescent Literacy Instruction-p-48-53			



Formative Assessment Symposium

Theme Two:

Promote the use of formative assessment as a process embedded in quality instruction



Learning Progressions Defined:

- Progress maps which are vertical maps that provide “a description of skills understanding and knowledge in the sequence in which they typically develop: a picture of what it means to improve in an area of learning (Masters & Forster (1997))
- “Carefully sequenced set of building blocks that students must master en route to a more distant curricular aim. The building blocks consist of sub skills and bodies of enabling knowledge.” (p. 83)

Aspects of Learning Progressions:

- Inherent in each definition is the notion of vertical development over time.
- Learning is conceived as a sequence or continuum of increasing expertise.
- Support a more developmental view of learning that conceptualizes learning as a process of increasing sophistication, rather than as a body of content to be covered within specific grade levels.

Margaret Heritage, CRESST

Elements to align with:

- Member of MOSAIC/SMARTER/BALANCED consortium
- MOSAIC focuses on building an assessment system that a teacher can use on a daily basis as part of high-quality instruction (formative assessment)
- SMARTER focuses on the development of assessments that can be used to evaluate program, school, and district effectiveness as part of a summative evaluation process.
- BALANCED focuses on similar goals, all three have merged and will write a grant proposal for 350 million to do this work

Consortium /Memorandum of Understanding

- ✓ Teachers will help define learning progressions and have opportunities for professional development around the use of those learning progressions in reading and mathematics
- ✓ Teachers will have professional development around appropriate instructional strategies and formative assessment processes around the learning progressions

M.O.U. agreements continued:

- ✓ Teachers will receive professional development around gathering data formally and informally from formative assessment processes around the learning progressions

Formative Assessment Symposium

Theme Three

Develop state supported tools to
assess a few critically important areas

Content Target/ Math/Numeracy K-8

- Develop a learning progression around numeracy
- Provide formative assessment products K-8 across the numeracy learning progression aligned to standards
- Develop exemplar lessons with formative assessment built in
- Identify what is convincing, compelling, consistent evidence of learning in this area
- Identify research-based instructional strategies to use around common misconceptions in numeracy

Thank you for your interest

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