Why Is It Important to Assess?

Webinar

Working Together for Student Success

Webinar Agenda

- ➢ Assessment Objectives
- ➢ Utilizing Formative Assessment
- ➢ Utilizing Summative Assessment
- ➢ Designing Effective Classroom Assessments

What Is Assessment?

Assessment is a wide variety of methods or tools that educators use to evaluate, measure, and document the academic readiness, learning progress, skill acquisition, or educational needs of students.

- Formal and informal
- Formative and summative
- Static and dynamic

Formative vs. Summative

FORMATIVE	SUMMATIVE
• Provides evidence for [improving] student learning	• Provides evidence *of* student learning
• Something teachers do *with* and *for* students rather than *to* students	• Often driven by federal and state requirements; may be used for accountability purposes
• Not a high-stakes assessment	• High-stakes assessment
• Teachers and students work together and share responsibility in learning	• Often refers to an "end-goal" test that takes place near the end of the school year
• Research has suggested large student learning gains using formative assessments	• As embodied by statewide standardized tests, summative assessment provides a wealth of data that is useful to educators at the state, district, and school levels

Assessment helps students...

- Understand their own strengths and challenges and empowers them to create a plan for improvement
- Be motivated to maintain or improve their learning strategies
- Be placed in the appropriate classes and programs

Assessment helps teachers...

- Understand which teaching approaches are most effective
- Identify which topics they taught well and which need work
- Develop lesson plans and set achievable goals
- Identify students' skills, abilities, and needs
- Define next steps for student growth
- Select appropriate curricula, teaching materials, and learning activities
- Group students for instruction to target specific learning needs

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Assessment helps parents...

- Understand their child's progress and learning

- Identify activities they can use to help improve and maintain their child's knowledge and skills

Assessment helps policymakers...

- Establish high expectations for educators and students
- Determine whether students are learning what they think they are learning
- Identify areas of educational need that can be targeted for improvement
- Effectively allocate resources to benefit students
- Determine how well and to what extent students are benefitting from current programs and services

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Assessment helps the wider public...

- Learn how schools, corporations, and educators are contributing to student learning outcomes
- Understand how Indiana's students are working to be college and career ready

What is formative assessment?

- Assessment *for* learning
- An opportunity for teachers to
  - Observe student behaviors and student work
  - Make inferences about what students know and can do
  - Use information gathered to inform teaching practice
- An opportunity for students to
  - Internalize standards/criteria for high-quality work
  - Refine problem-solving strategies
  - Receive scaffolded assistance on how to improve their work

  - https://www.youtube.com/watch?v=al6gO9SLqBY&feature=youtu.be&t=49s

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Formative Assessment: Dynamic or Static

Static: provides snapshot of student understanding and identifies areas to reinforce at a future time
- Interim assessments, pre- and post-quizzes, exit slips
- Aligned to year-end goals
- Interim assessments serve as a road map on the journey to proficiency

Dynamic: happens "in the moment"
- Observing students as they work, using response cards, peer instruction
- Major benefit of dynamic assessment is instant feedback
- If interims are the road map, dynamic assessments are like checking the oil

Both should always be intentional, planned, and continuous

Building Blocks of Effective Formative Assessment

Assessments should be:
- Planned early
- Transparent
- Common
- Continuous

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Productive Formative Assessment

- In what areas have students met or not met learning objectives?
- Why did students meet or not meet the objectives?
  - Are misconceptions present?
  - Is any background knowledge missing?
  - How much time was devoted to each topic?
  - How effective was the teaching practice?
  - Were there a sufficient quantity and quality of student learning activities?
  - Were there a sufficient quantity and quality of resources available to students?
  - How motivated to succeed were the students?
  - Were there any other external factors that impacted assessment?

Questions to consider when designing formative assessments:

1. Is the assessment valid and reliable?
   - Validity: Does the assessment measure what it is supposed to measure?
   - Reliability: Does the assessment produce stable and consistent results?

2. Can students perform the task "successfully" without producing the desired outcome?

3. Is it possible that students will fail to perform the task for reasons other than their skills or abilities?

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More questions to consider when designing formative assessments:

4. Do students understand the rubric for the assignment? Are the criteria clear, descriptive, and distinct?

5. Does the task require understanding of required content, or can it be accomplished solely using outside skills/knowledge?

6. Is the task realistic? Does it simulate authentic challenges faced in the adult world?

7. Are the point values in the rubric appropriately spaced?

8. Is the task worth your students' time and effort? Is it worth *your* time and effort?

9. Is the task appropriately challenging?

Available at: https://www.doe.in.gov/sites/default/files/assessment/learning-progression-guided-formative-assessment-self-reflective-rubric.pdf

Learning Progression Guided by Formative Assessment: Self-Reflective Rubric

Formative Assessment is a planned, continuous process teachers and students use to reveal learning, analyze learning, and adjust both instruction and learning strategies to enhance students' achievement of intended outcomes. This rubric assists educators in reflecting on current practices for the four components of the learning progression process guided by formative assessment and provides ideas to build on those practices.

Formative Assessment Process Component	Beginning	Developing	Proficient
Clarify the Learning	*The task shows little alignment to the academic standard(s) and learning goal(s). Students are not aware of the learning goals.*	*The task mostly aligns to the academic standard(s) and learning goal(s). Students are aware of the learning goals but are not involved in evaluating their own success.*	*The task strongly aligns to the academic standard(s) and learning goal(s). Students understand the learning goals and are involved in evaluating their own success.*
Clarify the Learning: *Learning Goals*	I do not regularly write learning goals OR I write learning goals that are not based on standards. I share the learning goals with students with isolated references to previous learning, future learning, or generalizable ideas. I share the learning goals with students at the beginning of the lesson.	I write learning goals that are based on standards and focused on what students should know, understand, or be able to do by the end of the lesson. I write learning goals that are appropriate for students and are expressed in student-friendly language. I share the learning goals with students in terms of previous or future learning. I explain how the current lesson fits into a larger sequence of learning. I share the learning goals with students at the beginning of the lesson. I reference the learning goals toward the end of the lesson.	I write learning goals that are based on standards and focused on what students should know, understand, or be able to do by the end of the lesson. I provide students opportunities to rewrite the learning goals in their own language. I share learning goals with students as part of a coherent sequence of learning, with meaningful connections to previous or future learning that facilitate students' understanding of the broader purpose for the learning. I share the learning goals with students at the beginning of the lesson. I reference the learning goals throughout the lesson. I summarize progress toward the learning goals near the end of the lesson in ways that support student learning or invite students to reflect on their own progress.

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Summative assessment is...

- Assessment *of* learning
- Used to evaluate learning at the end of an instructional unit by comparing against a standard or benchmark
  - The same standards apply to all students in a given grade and content area.
  - Performance can be compared across students, classes, schools, and corporations.
    - Provides very useful data for measuring growth and learning gaps between different groups of students.
  - Intermittent assessment takes place at pre-determined times during the school year.
  - Summative assessments are frequently high-stakes (e.g., graduation requirements).

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Purpose of ILEARN

- Measure student growth and achievement according to Indiana Academic Standards.
- Provide valuable data that corporations, schools, and teachers can use to inform teaching practice.
  - ELA and Mathematics teachers can use prior year's data.
  - Other content areas, such as Science and Social Studies, may find performance data from previous years beneficial.

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Purpose of I AM

- Indiana's Alternate Assessment

- Measure student achievement according to Indiana Content Connectors.

- Provide valuable data that corporations, schools, and teachers can use to inform teaching practice.

How Teachers and Administrators Use ILEARN and I AM Data

School Administrators and Teachers:

- Which students are likely to require additional support this year?
- What is the best way to group students of varying proficiency levels?
- What standards were mastered by students? (Suggests that the instruction and curriculum in these areas is strong.)
- What standards were not mastered by many students? (Suggests that the instruction and curriculum in these areas may need to be adjusted.)

How Corporations and Administrators Use ILEARN and I AM Data

Corporations and School Administrators:

- How should students be grouped into classrooms?
- What are appropriate strategies for closing achievement gaps?
- Are existing programs contributing to students' academic growth?
- Are there areas of strength or weakness in the current curriculum and instructional practices?
- What professional development will best prepare teachers for the coming school year?

How to Use ILEARN and I AM Data

- To answer these questions, corporations, school administrators, and teachers can look at:
  - Last year's overall corporation/school/class performance
  - Corporation/School/Class performance on each reporting category

- Note that ILEARN data will become available after standard setting in 2019. In 2020, ILEARN assessments will provide rapid results for students.

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Released Items

Teachers can review sample items in the item specifications and in the Released Items Repository to better understand how certain standards are assessed, and to find ideas for questions on classroom assessments.

Released Items Repository: https://inpt.tds.airast.org/student

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Upcoming Trainings: Spring 2018

- Spring 2018:
  - Understanding Indiana's New Assessment Webinar
    - May 23, 4:00pm ET
    - June 4, 11:00am ET
    - June 11, 1:00pm ET
  - What Is a Standards-Based, Computer-Adaptive Test? Webinar
    - May 24, 4:00pm ET
    - June 12, 11:00am ET
    - June 18, 1:00pm ET
  - Student Interface Training Module
    - Available on the Indiana Portal

Upcoming Trainings: Fall 2018

- Fall 2018:
  - Online Testing System Webinars
  - Assessment Literacy Webinars
  - Online Test Administrator Certification Course

- All training resources will be available on the Indiana Portal

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More Information:

Indiana Portal: http://indiana.portal.airast.org

Indiana Assessment Help Desk
- Toll-Free Phone: 1.866.298.4256
- Email: airindianahelpdesk@air.org

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Thank you! Questions?