DPS Assessment Strategy 2016-2017 and Beyond

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Grounding

Making connections

Standards – Statements that define what students need to know, understand and do. (Colorado Academic Standards)

Curriculum - Describes possible activities that will lead students to understand the things that they should know and be able to do. This is known as the INTENDED curriculum. (Bridges, Engage NY, CMP3)

Instruction - Illustrates how to effectively teach what students should know and be able to do. This becomes the DELIVERED curriculum – the instruction and opportunities to learn that actually occurs in the classroom.

Assessment - Demonstrates what students know and are able to do. This becomes the ACHIEVED curriculum – what the assessment data says that students know and are able to do.

(Marzano, 2003)

Making connections cont.

Instructional Alignment

Assessment

Standards
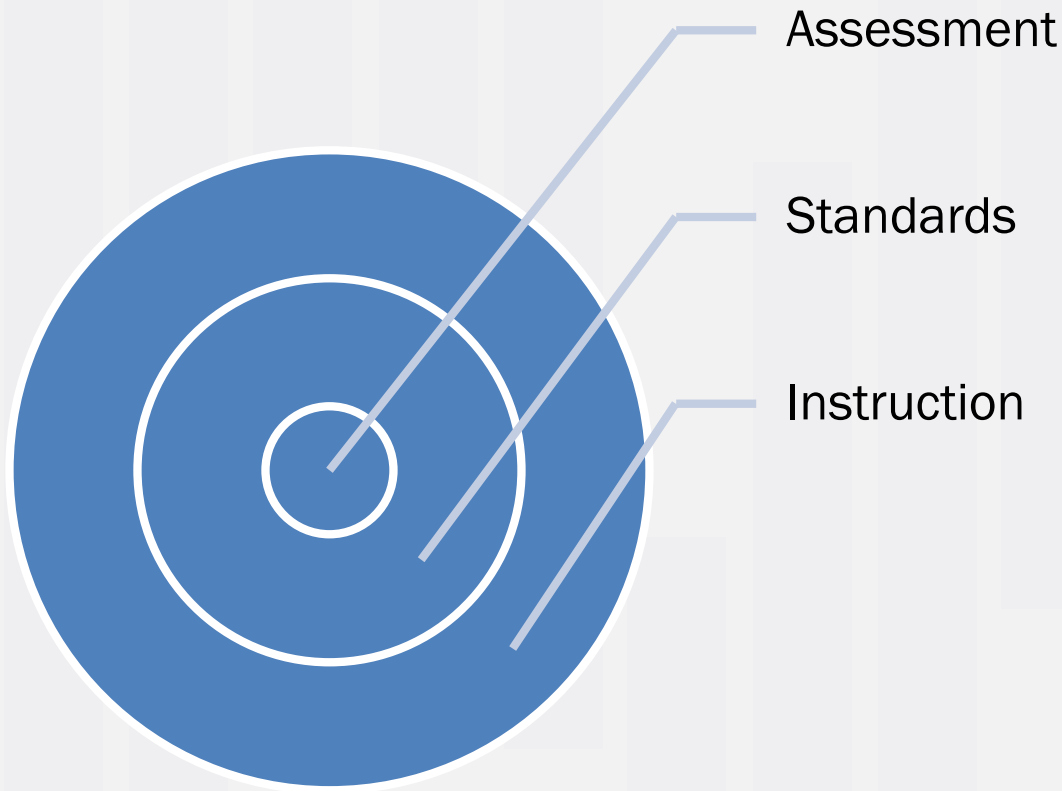
Instruction

Instruction that goes beyond the standards includes teaching background knowledge needed to be successful with grade level standards as well as teaching skills that develop the whole child.

(Carter, 2004)

Purpose of Assessments

- **Diagnostic**- We use *diagnostic* assessments to determine our students' knowledge and skills before a unit of instruction, or to show growth over time. For example, pre-tests and learning tasks at the beginning of the year or unit, or computer adaptive tests administered throughout a course or grade often serve a diagnostic purpose.

- **Formative**- We use *formative* assessments to monitor student learning and adjust ongoing instruction. For example, checks for understanding and quizzes usually serve a formative purpose.

- **Interim**-We use *interim* assessments to evaluate students' knowledge and skills relative to a specific set of academic goals within a limited time frame and use the data to inform instructional decisions. These assessments are pre-built and administered across multiple schools within the same time frame. Data from these can be aggregated across all schools.

- **Summative**-We use *summative* assessments to measure student mastery of standards at the end of a unit of instruction. For example, end-of-unit or term tests usually serve a summative purpose. Another example of summative assessments are the state's CMAS tests.

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Formative Assessment

Formative assessment is a process used by teachers and students during instruction that provides feedback to adjust ongoing teaching and learning to improve students' achievement of intended instructional outcomes.

- (Chief Council of State School Officers , 2006)

Common Formative Assessments

- Common formative assessments are collaboratively designed or endorsed by grade or course level teams of teachers and administered to all students in a grade or course at about the same time during the instructional cycle.

- Data from these assessments are collaboratively scored and teams use the results to:
  - Accurately interpret student learning needs
  - Set individual classroom goals as well as grade and course level team goals for student improvement
  - Identify and share effective teaching strategies to accomplish these goals
  - Create appropriate lesson and activities for groups of learners or individual students
  - Plan ways to differentiate instruction and correct student misconceptions
  - Inform students about their current progress so they can adjust their learning methods and strategies

Ainsworth. 2015

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Medium-Scale, Medium-Cycle Assessments

- Medium-scale, medium-cycle assessments measure a larger span of learning than just a unit of study and assesses multiple standards. The data from these assessments can be used formatively and are administered to all students in a grade or course at about the same time in the learning cycle.

- Data from these assessments are collaboratively scored and teams use the results to:
  - Accurately interpret student learning needs
  - Set individual classroom goals as well as grade and course level team goals for student improvement
  - Identify and share effective teaching strategies to accomplish these goals
  - Create appropriate lesson and activities for groups of learners or individual students
  - Plan ways to differentiate instruction and correct student misconceptions
  - Inform students about their current progress so they can adjust their learning methods and strategies

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Goal for Local Assessment in DPS

All schools have a sound formative assessment process in place by which they frequently monitor student progress in relation to grade level skills and standards and adjust instruction accordingly.

Schools are required to administer a commonly develop medium-scale, medium-cycle assessment, a pre-built interim assessment or a computer adaptive assessment in literacy and math to all students in grades 3-8, at their enrolled grade-level, **three times** per year.

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DPS Strategies and Supports

DPS Assessment Strategies

- Provide high quality assessments and resources, in English and Spanish, to schools, to assist school staff in monitoring student performance and defining the rigor of the standards.

- Build assessment literacy, including the use of formative assessment, throughout the organization.

- Develop capacity within schools to design and implement a local assessment strategy aligned with individual school practices.

- Develop capacity within teachers to develop and implement formative assessment strategies.

- Develop capacity to progress monitor growth towards SLOs throughout the year.

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DPS Supports to Schools

- Provide a platform for schools to use to frequently monitor student progress in relation to standards.

- Provide English and Spanish item banks for teachers and teams of teachers to use for assessment development or instruction.

- Provide pre-built assessments, in English and Spanish, aligned to standards for schools to pull from to meet assessment data needs.

- Provide Standard Maps to help unpack the standard and show rigor.

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16-17 Opt-In Options

Option 1: Create Your Own Assessments Using an Item Bank

- DPS has partnered with Illuminate Data and Assessment for the platform, as well as Key Data Systems and Certica for English and Spanish item banks. Pre-built assessments have been uploaded as well as assessments from curricular adoptions in which the format of the assessments are conducive to assessing online.

- Using an item bank, teachers are able to pull standards-aligned items to create quizzes, classroom assessments, common formative assessments and medium-scale, medium cycle assessments that aligned to the content taught, or teachers can pull from pre-built assessments. The frequency of the "Create Your Own Assessment" option will vary based on a school's data needs, however a minimum of three collaboratively created medium-scale, medium-cycle assessments or three pre-built interims are required. *The purpose of these assessments is to progress monitor and use data to adjust instruction.*

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16-17 Opt-In Options

Option 2: Interims and Platform provided by ANet

- Interim assessments provided by ANet provide information for students, parents, and educators on whether students are progressing towards mastery of grade level content standards. For this reason, these assessments should not be used for student grades or to measure growth over time, instead they are intended to provide teachers with insights to diagnose student learning and take instructional action in their classrooms.

- The ANet option includes three interims for math and literacy in grades 3-8 (Spanish in 3-5), with an assessment platform to administer online tests, score assessments and access results. The platform also includes a quiz tool that allows teachers to create their own small-scale assessments. Interims provided by ANet will be administered at the end of units of study or module, with the exception of the A3 window. The A3 window has been extended before and after PARCC testing, which may be before the end of the unit/module, or several week after the unit/module in order to give teachers a data source prior to or after administering PARCC. *The purpose of these assessments is to progress monitor and use data to adjust instruction.*

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Assessment Specialists

Assessment Specialists will partner with option 1 opt-in schools to:

- define and implement their school assessment strategy
- create and deliver professional learning on assessment literacy
- create and deliver customized professional learning on an assessment platform (i.e., navigation, creation, administration, reporting)
- facilitate the creation of blueprints for common formative assessments and medium-scale, medium cycle assessments
- guide teachers in pulling reports that will be analyzed and used to adjust instruction

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Appendix

Backwards Design Using Assessment Resources

Identify desired results

What should students know, understand and be able to do? What enduring understandings are desired?
- Unpacked standards
- Key vocabulary
- Webb's Depth of Knowledge levels

Determine acceptable evidence

How will we know if students have achieved the desired results and met the standards? What will we accept as evidence of student understanding and proficiency?
- Sample items
- Question Stems
- Evidence statements from PARCC

Plan learning experiences and instruction

- What enabling knowledge and skills will students need to perform effectively and achieve desired results?
- What will need to be taught and coached, and how should it best be taught in light of performance goals?
- What materials and resources are best suited to accomplish these goals?

Adapted from *Understanding by Design* by Grant Wiggins and Jay McTighe

Research & Evaluation

Resources for Backwards Planning and Assessing

- Standard maps will be made available for various grade levels and content areas. Maps include: vocabulary, question stems, example questions, example rubrics, and external resources.

- Key Data Systems Item bank & Certica Item Bank for Spanish Literacy and Spanish Math.

- Assessments associated with curricular adoptions will be made available to schools in an assessment platform if format is conducive to uploading.

- Prebuilt assessments in Illuminate can be used if they meet the data needs of the school. (Interims, checkpoints, quizzes)

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Purpose & Use of Assessments

Assessment Level/Type	Primary Purpose	Secondary Purpose(s)

State-Level (e.g., CMAS)	Generate annual data to inform the degree to which students master the content of the academic standards and are on track to be prepared for college or career	• Generate annual growth data to inform:
		   ○ Student progress over time
		   ○ Effectiveness of various programs and interventions
		• Inform accountability systems (e.g., SPF)
		• Inform teacher and school leader evaluation
		• Inform teacher and school leader incentives
		• Generate comparison data across schools and classrooms to identify areas of best practice and opportunities for early intervention
		• Increase focus on subgroups to ensure all students are learning

District Level (e.g., interim)	Generate data to inform instruction by assessing how well students master key learning goals that were previously taught in order to identify priorities for re-teaching and/or enrichment	• Generate comparison data across schools and classrooms to identify areas of best practice and opportunities for early intervention • Test questions help define the rigor of the standards and the expectations for students • More formal opportunity for teachers to collaboratively score and discuss student work • Informs progress toward Student Learning Objectives (SLOs) for teacher evaluation • Results from course tests may be included in student grades/GPA • Increase focus on subgroups to ensure all students are learning

Purpose & Use of Assessments

Assessment Level/Type	Primary Purpose	Secondary Purpose(s)
School Level Common Assessments	Generate data to inform instruction by assessing how well students master content previously taught in order to identify priorities for re-teaching and/or enrichment	• Test questions help define the rigor of the standards and the expectations for students • More informal opportunity for teachers to collaboratively score and discuss student work • Generate comparison data across classrooms to identify areas of best practice and opportunities for early intervention • Informs progress toward Student Learning Objectives (SLOs) for teacher evaluation when there is alignment between the content of the SLO and the content of the assessment. • Results may be included in student grades/GPA
Classroom Level (e.g., exit ticket)	Generate formative information to assess how well students master the content covered in day-to-day instruction in order to address misconceptions immediately	• Informs progress toward Student Learning Objectives (SLOs) for teacher evaluation when there is alignment between the content of the SLO and the material that was just taught. • Inform students where they are in their trajectory of mastering the standards. This can build confidence in their ability to acquire new information and result in students taking more ownership over their learning.