

Balanced Assessment Systems

2008

Michigan Department of Education
Assessment & Accountability
Conference

Session Discussion Topics

- What assessment components make up a balanced assessment system?
- How do they work together to support effective instruction and increase student achievement?
- Q & A

Why State Involvement in Formative Assessment?

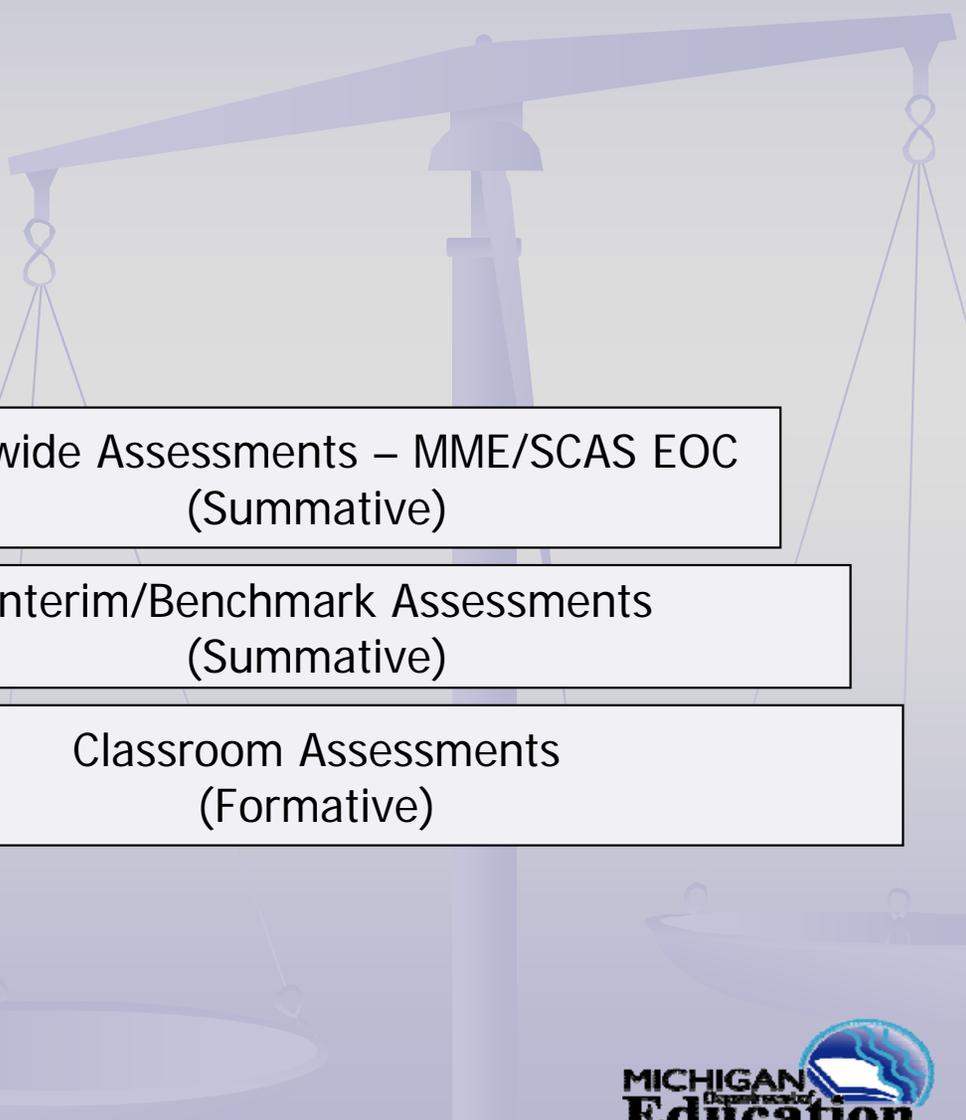
- Traditional Purposes of State Assessment
 - Measure whether students are receiving adequate education
 - Public accountability
 - Increasing stakes of public accountability
- Only one prong of assessment
 - Formative assessment has been shown to...
 - Be strong instructional strategy
 - Impact student achievement on summative assessments

Why State Involvement in Formative Assessment?

- A Moral Responsibility
 - Don't just measure problems (don't just reach into classrooms for accountability purposes)
 - Contribute to the solutions (reach into classrooms in a supportive, non-invasive way to improve accountability outcomes)
 - Share and expand expertise in an effective instructional strategy
- Make an effective instructional/assessment strategy a valued enterprise
 - Provide assistance and training
 - Soft approach – from the ground up rather than from the State down

Comprehensive Balanced Assessment System

Aligned to State Content Standards



Statewide Assessments – MME/SCAS EOC
(Summative)

Interim/Benchmark Assessments
(Summative)

Classroom Assessments
(Formative)

Balanced Assessment Systems

- High Quality Classroom Assessments
 - Provide evidence of student performance relative to content and performance standards
 - Provide educators and students with insight into student errors and misunderstanding
 - Help lead educators and students directly to action

Balanced Assessment System

- Honors the work in the classroom and is aligned to the state and district assessments
- Variety of approaches needed
- All assessments need to work in the same direction – a coordinated system of assessment

Balanced Assessment System

- A balanced assessment system is comprised of these components:
 - Summative assessments: Assessment OF Learning
 - End-of-course examinations
 - Interim benchmark assessments
 - Formative assessments: Assessment FOR Learning

Balanced Assessment System

■ Summative Assessments

- Assessment *of* student learning at the conclusion of a phase of learning
- Key Question: Did the student learn what they should have?
- Types: MME, MEAP, MI- Access, ELPA, unit, chapter tests, final exams

Balanced Assessment System

- Summative Assessments:
 - Interim/Benchmark Assessments
 - Provide periodic snapshots of student achievement at the district level
 - Key Question: Are students in each school on track for proficiency?
 - Types: district-constructed, commercially-available assessments

Balanced Assessment System

- Formative Assessments
 - Assessment *for* student learning
 - Supports on-going student learning in the classroom
 - Key question: How can we help students learn more?

Rick Stiggins, 2002

“If we wish to maximize student achievement in the U.S., we must pay greater attention to the improvement of classroom assessment. Both assessment of learning and assessment for learning are essential. But one is currently in place, and the other is not.”

CCSSO Definition of 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.

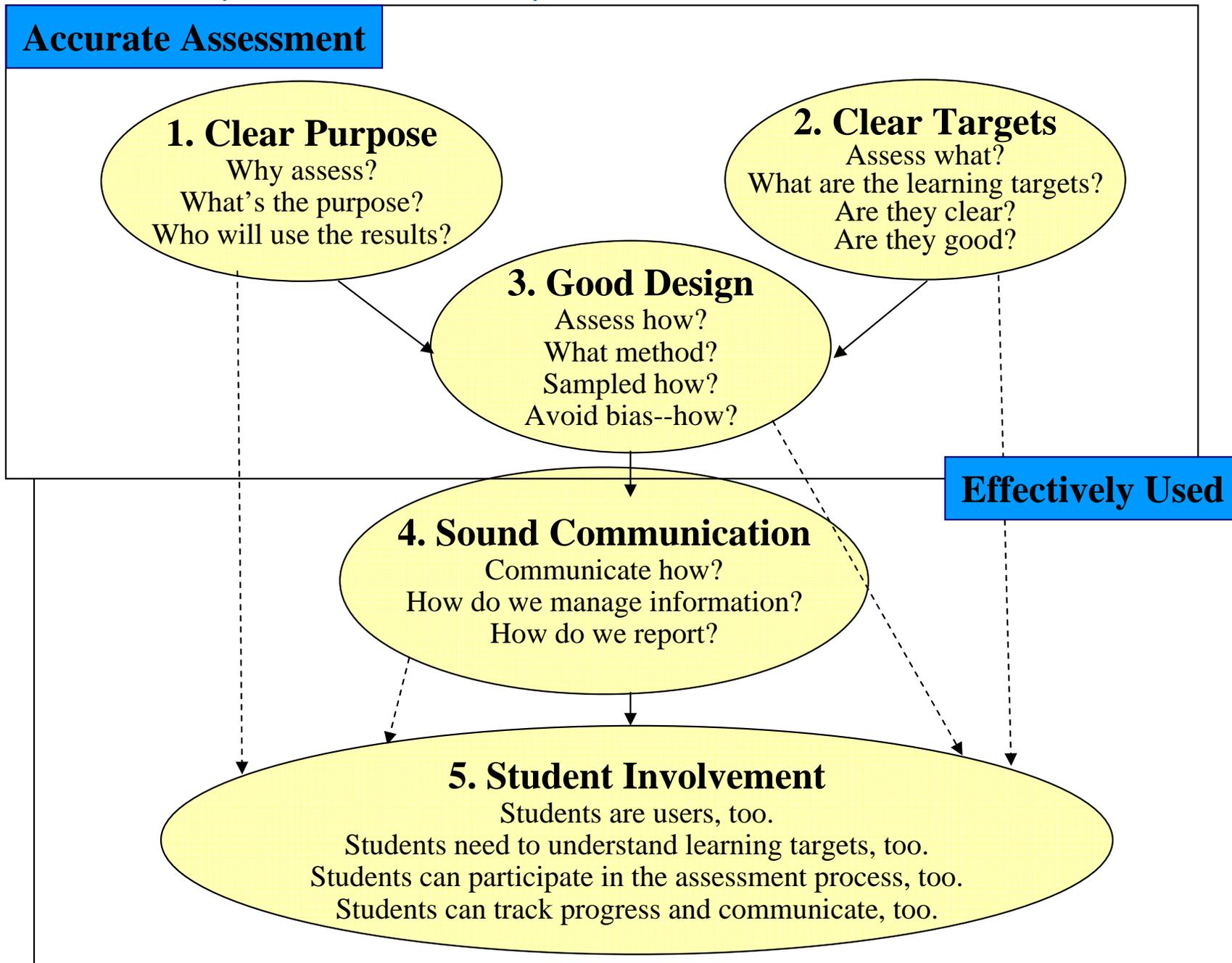
FAST/SCASS Austin, Texas October 2006

Teacher Role

- Master each standard
- Deconstruct each into enabling targets
- Transform into student-friendly language
- Transform into accurate classroom assessments
- Use those in collaboration with students to track growth

Rick Stiggins' Assessment Training Institute

Keys to Quality Classroom Assessment



Keys to Quality Assessment

Key 1: Clear Purpose

- Why assess?
- What's the purpose?
- Who will use the results?

Keys to Quality Assessment

Key 2: Clear Targets

- Assess what?
- What are the learning targets?
 - I can statements
- Are they clear? Are they good?



THE ODYSSEY
Read and Present

1. I can explain what “cause and effect relationships” are.

3. I can explain the difference between internal and external conflicts.

2. I can identify, with my group, the cause and effect relationships within our section of *The Odyssey* and teach these to the class.

5. I can, with my group, identify examples of conflicts and how they are resolved within our section of *The Odyssey* and teach these to the class.

4. I can explain how conflicts are resolved.

6. I can read and comprehend my section of *The Odyssey*, and teach it to the class.





Keys to Quality Assessment

Key 3: Good Design

- Assess how?
- What method?
- Sampled how?
- Avoid bias—how?

Keys to Quality Assessment

Key 4: Sound Communication

- Communicate how?
- How do we manage information?
- How do we report?

Self-Evaluation

	I missed this on the unit assessment.	I know what I did wrong.	I still don't understand this.	I would like some help with this.
<ul style="list-style-type: none"> I can develop an opinion on a given topic, write that opinion clearly as a complete sentence, and start my paragraph with this sentence. 				
<ul style="list-style-type: none"> I can find at least 3 different and valid reasons to support my opinion. 				
<ul style="list-style-type: none"> I can write each reason clearly in a complete sentence, using vocabulary appropriate to the topic and to my reader. 				
<ul style="list-style-type: none"> I can put these reasons in my paragraph in an easy-to-follow, logical order with transitions. 				
<ul style="list-style-type: none"> I can see the opposition's viewpoint and acknowledge it in my writing. 				
<ul style="list-style-type: none"> I can indent the first line of my paragraph. 				
<ul style="list-style-type: none"> I can write complete sentences, making sure I include some that are short, some medium, and some longer. 				

SUBJECT	SUBJECT	SUBJECT
MONDAY	<p>Assignment</p> <p>Eng 9 1, 3, 5</p> <p>collect drafts of "9th Challenge" * note on target covered on P sheet, note probs at bottom</p> <p>* P heading!</p> <p>dig up sitcom + Red Chief P's fr. files choose, edit w/ target sheet (go over 1 by 1 tog.)</p> <p>finals due due - form. assess -</p> <p><i>(circle) include work on text prob.</i></p>	
TUESDAY	<p>Assignment</p> <p>hand back "9th" P's</p> <p>edit, go over rubric</p> <p>finals due end br</p> <p>sem. assess -</p> <p>[post sample P's on board]</p>	<p>word bank = challenge freshman yr.</p>
WEDNESDAY	<p>Assignment</p> <p>Forms of Writing/persuasive CE 1.1.4 Learning Targets:</p> <p>1. I can develop an opinion on a given topic, write that opinion clearly as a complete sentence (not a question), and start my paragraph with this sentence.</p> <p>2. I can find at least 3 different and valid reasons to support this opinion.</p> <p>3. I can write each reason clearly in a complete sentence, using vocabulary appropriate to the topic and to my reader.</p> <p>4. I can put these reasons in my paragraph in an easy-to-follow, logical order with transitions.</p> <p>5. I can indent the first line of my paragraph.</p> <p>6. I can write complete sentences, making sure I include some that are short, some medium, and some longer.</p>	<p>intro. pers. writing sheet 22.2 do tog.</p> <p>targets - add #7! at bottom</p> <p>overhead exp, 10 elements</p> <p>3 reasons for, 3 reasons against</p> <p>transitions</p> <p>model P Halloween should be outlawed</p> <p>[expos, self-eval sheet?]</p> <p>assign: fr. files necklace, Moji P's</p> <p>choose, edit w/ targets</p> <p>finals due due -</p> <p>end br.</p>
THURSDAY		
FRIDAY	<p>7. I can see the opposition's viewpoint and acknowledge it in my writing.</p>	<p>collect P's originals</p> <p>hand back P's of look over pers. collect again</p> <p>end 9 wks</p> <p>assign: 2 P's</p> <p>why teachers should give homework -</p> <p>" " " NOT " "</p> <p>1/2 sheet each</p> <p>due Mon.</p>

PERSUASIVE WRITING--PERSONAL EVALUATION

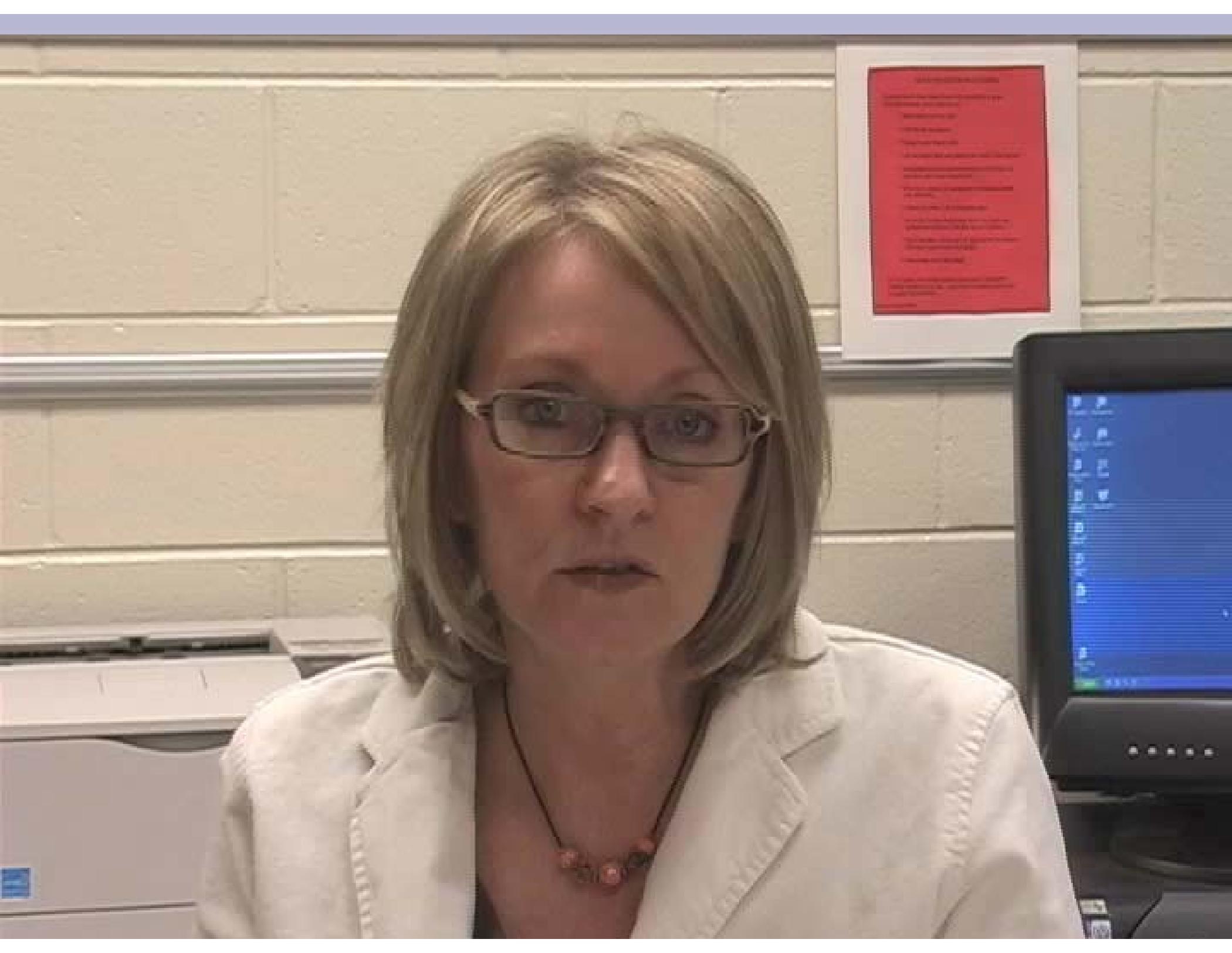
Look over your summative assessment results (paragraph rubric). Then place an X in the appropriate column(s) on this sheet:

5th yr
11/7/07

	I missed this on the unit assessment.	I know what I did wrong.	I still don't understand this.	I would like some help with this.
1. I can develop an opinion on a given topic, write that opinion clearly as a complete sentence, and start my paragraph with this sentence.				
2. I can find at least 3 different and valid reasons to support my opinion.				
3. I can write each reason clearly in a complete sentence, using vocabulary appropriate to the topic and to my reader.				
4. I can put these reasons in my paragraph in an easy-to-follow, logical order with transitions.				
5. I can indent the first line of my paragraph.				
6. I can write complete sentences, making sure I include some that are short, some medium, and some longer.				
7. I can see the opposition's viewpoint and acknowledge it in my writing.				

Informing Instruction

- Perform item analysis, look for class trends.
- Compare with results in other classes.
- Change how I teach?
- Work individually with students who need and ask for help in specific areas.
- Give those students another chance to show grade level mastery of the standard.



NOTICE
This notice is to inform you of the
rights you have under the
Health Insurance Portability and
Accountability Act of 2006 (HIPAA).
This notice describes the medical
information that we hold about you
and how we will use and share that
information. We will use this
information to provide you with
health care and to coordinate and
manage your health care. We may
also use the information for
other purposes, such as to
conduct research, to send you
health care related information,
to contact you about health
related matters, to support our
operations, and to contact you
about our services. We may share
your information with other
health care providers who are
involved in your health care.
We may also share your
information with other persons or
organizations who are helping us
to provide health care to you.
We may use your information to
contact you about health related
matters, to send you health care
related information, to support our
operations, and to contact you
about our services. We may share
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to provide health care to you.



Keys to Quality Assessment

Key 5: Student Involvement

- Students are users and can participate in the assessment process.
- Students are actively involved in every part of the teaching, learning, and assessment process.



3. I can define plagiarism.

2. I can identify reliable, scholarly, and objective sources.

7. I can list my sources based on MLA guidelines (parenthetical citation, Works Cited page)

4. I can differentiate among direct quote, block quote, and paraphrase.

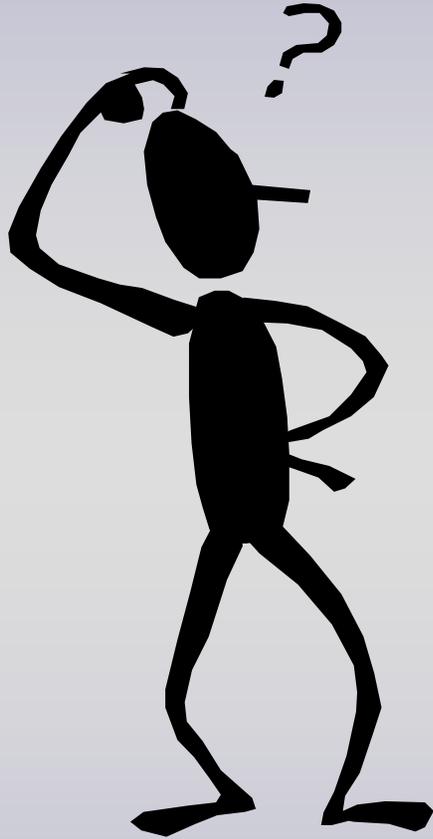
8. I can, with my team, help create transitions that move our paper from one sub-topic to the next.

5. I can summarize information.

9. I can, with my team, organize our paper so that it flows logically.

6. I can use direct quotes and paraphrased material from a valid source.





Q & A



Contact Information

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