

The Landscape of Educational Assessment

April 6, 2016

Purpose and Impact of Assessments in 2016



Agenda

- ❖ Introduction – A Learning Café & Why Assessments?
- ❖ Round 1– Assessment in our Lives
- ❖ Presentation – Defining Assessments
- ❖ Round 2– Your Children's Experiences with Assessments
- ❖ Panel – How Teachers Implement and View Assessments
- ❖ Round 3– Your Hopes and What you'd Like Us to Know

What is a Learning Café?



- ❖ A community conversation on complex issues
- ❖ Structured to include many voices
- ❖ Two-way sharing of information & understanding
- ❖ Provides District with feedback for further reflection

Table Facilitators

- Warren Arbiter
- Laura Atwell
- Linda Burke
- Jane Corace
- Marisa Donaghy
- Jim Egeler
- Cindy Mahan
- Jennifer McLean
- Connie Merritt
- Tracy Merritt
- Diane Moller
- Regina Munz
- Vicky Weiss

Why Assessments?

- ❖ A potential source of anxiety for families and teachers
- ❖ Shared understandings will better support students

A Conversation 30+ Years in the Making

1983: A Nation at Risk

1990: Goals 2000

1994: Improving America's Schools Act

2002: No Child Left Behind

2009: Race To The Top & Common Core

2016: Every Student Succeeds Act

ROUND 1



- ❖ As an adult, talk about how you currently experience assessments and/or feedback in your work/life.
- ❖ What kinds of assessment and/or feedback are helpful to you and what kinds are not?
- ❖ When you hear the word assessment as it relates to your children in school, what kinds of experiences do you think the word includes?

Sharing out big ideas



ROUND 1



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It's time to move



Diving Deeper...



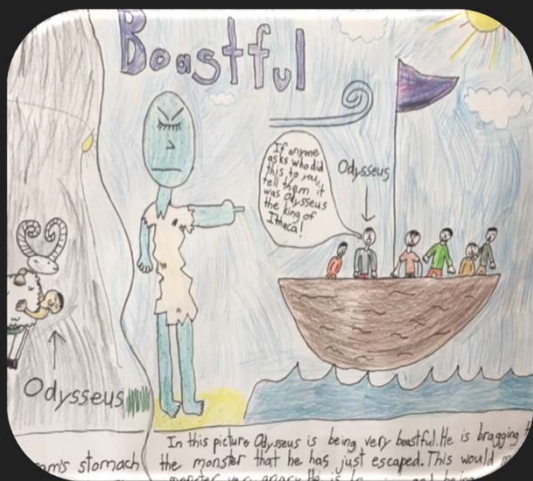
What do assessments tell us?

- ❖ How students are learning
- ❖ Areas in which we can improve instruction

Ways we assess students

- ❖ Diagnostic
- ❖ Formative
- ❖ Summative
- ❖ Common
- ❖ Performance Based
- ❖ Project Based
- ❖ Portfolios
- ❖ Standardized

We begin with the standards.



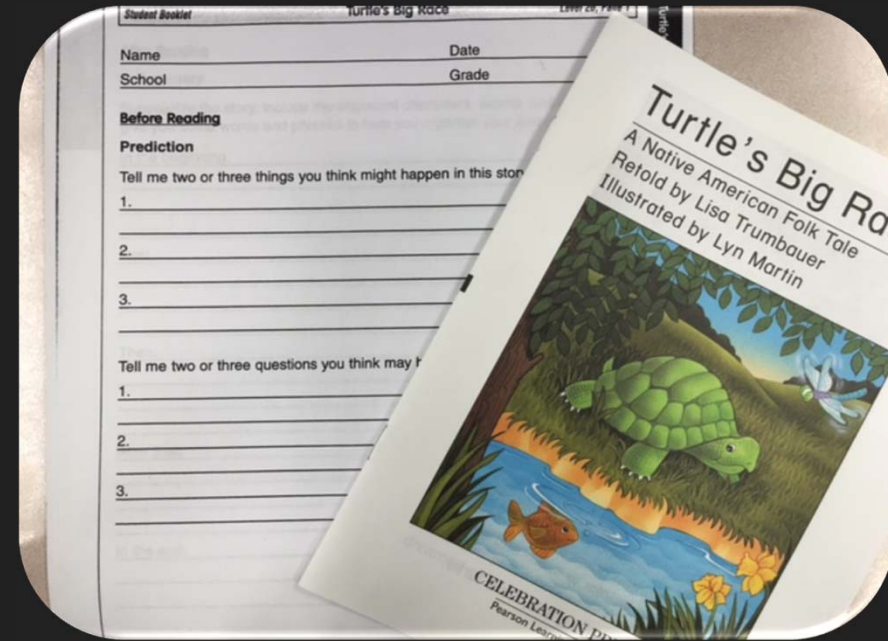
Text evidence to support a claim about a character in a story



- ❖ Does the assessment provide us with the necessary information?

Diagnostic

- ✓ Reveals strengths
- ✓ Identifies skill gaps
- ✓ Helps identify resources



*Developmental
Reading Assessment
(DRA)*



*Computer Based
Testing*

Formative

- ✓ Engages students as part of the learning process
- ✓ Provides insight into the student's cognitive process
- ✓ Allows for teacher to gauge learning progression
- ✓ Informs instruction

Summative

- ✓ Evaluates student learning at the end of a unit of study
- ✓ Usually associated with higher stakes and point value
- ✓ Guides teacher's instruction and evaluates curriculum

Common

- ✓ Collaboratively developed by a team of teachers
- ✓ Provide consistency
- ✓ Informs and improves practice



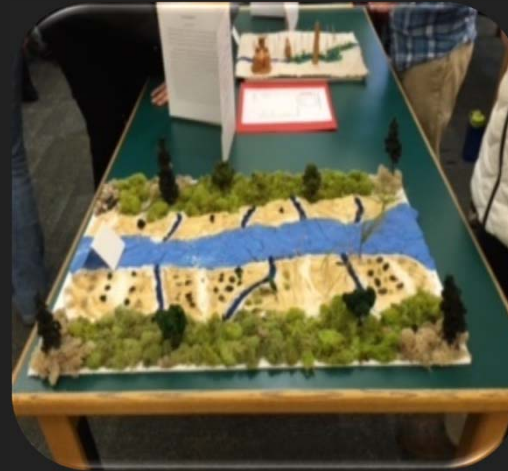
Middle School teachers collaborating and planning instruction and common assessments

Performance Based

- ✓ Authentic experiences
- ✓ Interdisciplinary
- ✓ Involves communication skills and cooperative learning
- ✓ Focused on work habits, organization, time management and persistence

Project Based

- ✓ Targets specific standard in depth
- ✓ Students respond to an engaging question, problem or challenge related to the standard
- ✓ Creative, diverse, relevant



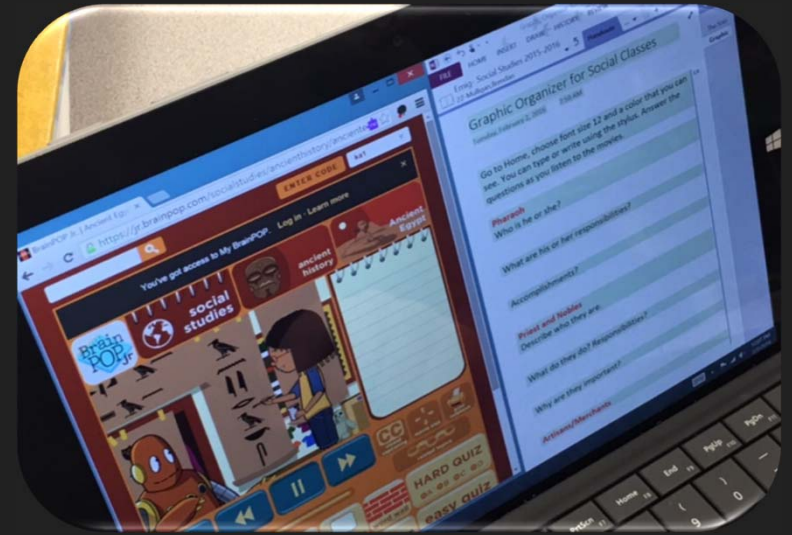
Egyptian Museum



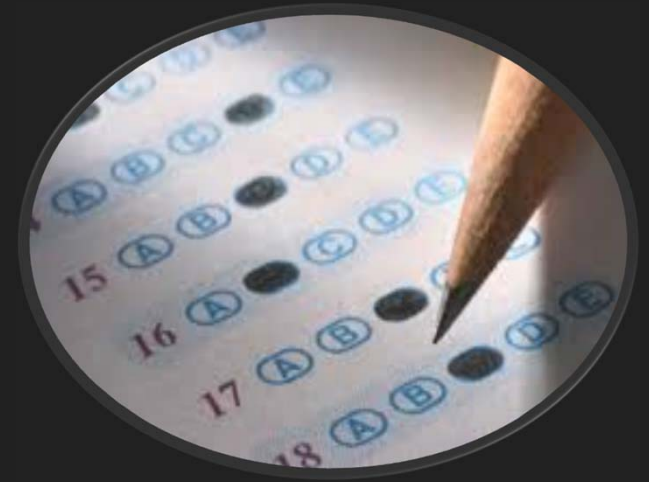
Character Diorama

Portfolios

- ✓ Show achievement and growth
- ✓ Offer opportunity to review and reflect



Standardized



- ✓ Measures student performance against a standard or goal
- ✓ Students are scored in a common way
- ✓ Can include a variety of question types
- ✓ Universal screening (RTI), achievement, specialized tests, college admission

State Tests

- ✓ Participation in Grades 3-8 Assessments
- ✓ Regents Exams



Why use multiple measures?



STUDENT SELF EVALUATION

Name: _____ Date: _____

I listen when the teacher (or speaker) is talking.	<input type="radio"/> <input type="radio"/> <input type="radio"/>
I follow directions the first time they are given.	<input type="radio"/> <input type="radio"/> <input type="radio"/>
I am polite and respectful to students and adults.	<input type="radio"/> <input type="radio"/> <input type="radio"/>
I ask for help when I don't understand.	<input type="radio"/> <input type="radio"/> <input type="radio"/>
I raise my hand to answer questions in class.	<input type="radio"/> <input type="radio"/> <input type="radio"/>
I take my time and do my best work.	<input type="radio"/> <input type="radio"/> <input type="radio"/>
My work is always neat and I use my best handwriting.	<input type="radio"/> <input type="radio"/> <input type="radio"/>
I finish my work on time.	<input type="radio"/> <input type="radio"/> <input type="radio"/>

A teachable TEACHER

ROUND 2



- ❖ When you and your child talk about assessments, what do you actually talk about?
- ❖ Based on those conversations, what impact do you think assessments are having on your child's learning?
- ❖ Please be specific and identify the types of assessments in the discussion.

Sharing out big ideas



ROUND 2



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Strategies for talking with your children

How do you feel about your results?

What allowed you to do so well?

What could you have done differently?

What would you want to work on as a result of this assessment?

What support do you need?

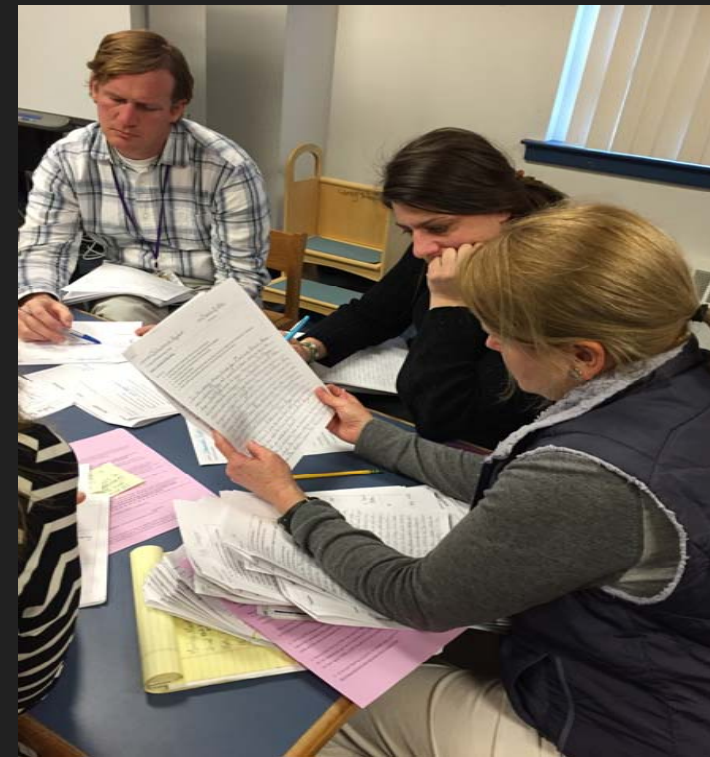
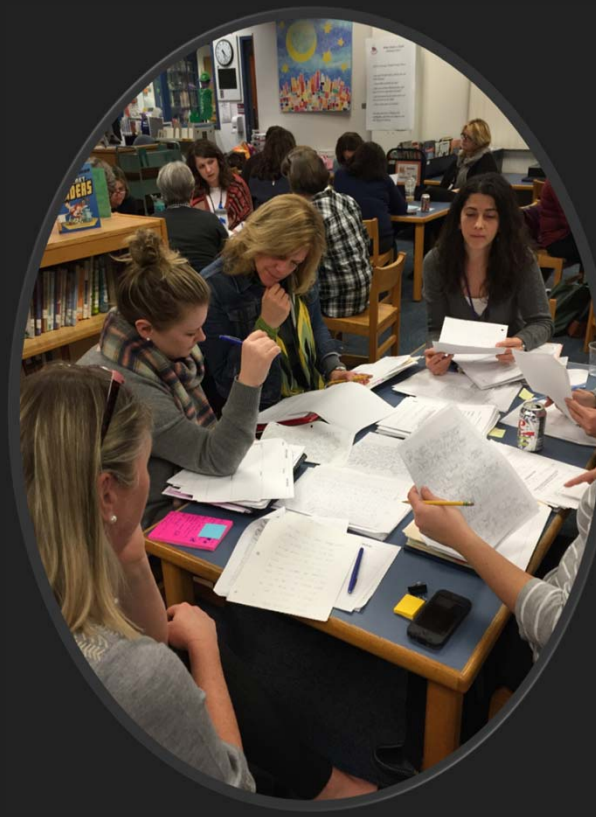
How did you prepare for the assessment?

What do you hope your teacher understands about you?

It's time to move



Teacher Leader Panel Discussion



Teacher Leader Panel

- Lisbeth Arce
- Susan Dillon
- Spencer Eldridge
- Laura Frisco
- Laura Ingram
- Gregg Kastanis
- Marc McAlley
- Judy McBride
- Gretchen Morfea
- Lauren Wood-Radcliffe

Discussion Point

Formative Assessment

Discussion Point

Adaptation of Instruction

Discussion Point

Importance of Feedback

Discussion Point

Tools for Self-Assessment and Reflection

Discussion Point

Performance-Based Assessment

Discussion Point

Common Assessments

ROUND 3



- ❖ Based on what you have heard tonight and what you know about your own child, what forms of assessment would be most helpful for your child?
- ❖ What else would you like the District to know about your child's experiences with assessments?

Sharing out big ideas



Moving Ahead

Thank you

- Teacher Leaders
- Technology Department, especially Beth Koles and AnnMarie Pesavento
- Operations and Maintenance, especially Steven Whitman
- District Office Staff, especially Kim Monzon and Jeane Stein
- Our Administrators
Ahunna Akoma, Vinnie Bell, Monica Bermiss, Carolann Castellano, Terry Costin,
Kerry Ford, Cristy Harris, Debra Legato, Rich Leprine, Kim Piccolino, Tony Ramos
- And all of YOU!

We look forward to our next Learning Café!



References

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