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Balanced Assessment Systems for English Language Arts

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Create balanced
systems of assessment
that work to improve
teaching and learning.

Redirecting Focus

- Reduce emphasis on state summative
- Build richer, instructionally-focused systems of assessment.
- Renew focus on classroom assessment.
- Support assessment literacy across systems.

Reason for Assessment

Assessments serve two general purposes:

1. Inform and enhance teaching and learning
 - Takes place in the midst of learning
2. Verify/certify the level of student learning
 - Takes place after learning has occurred

Your Assessment system model

Interim

Diagnostic

Benchmark

Summative

Formative

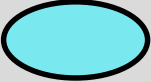
Screeners

Your Assessment System Model for ELA



Type	Goal (s)	Instructional Cycle Placement	Students Involved	Frequency
Screenener				
Diagnostic				
Formative				
Interim				
Summative				

Your Assessment System Model

Type	Goal (s)	Instructional Cycle Placement	Students Involved	Frequency
Screeners				
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Formative				
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Your Assessment System Model

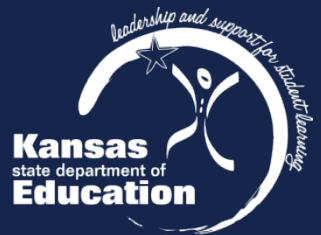


Type	Goal (s)	Instructional Cycle Placement	Students Involved	Frequency
Screeners				
Diagnostic				
Formative				
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Summative				



ELA Summative 2016-17

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ELA Summative Changes for 2016-17

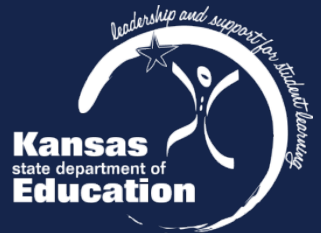
2016-2017 ELA Assessment

- Two sessions (30 items; 25 items)
- Adaptive
- Embedded field test
- No Multidisciplinary Performance Task
- No listening items



ELA Interims 2016-17 and Beyond

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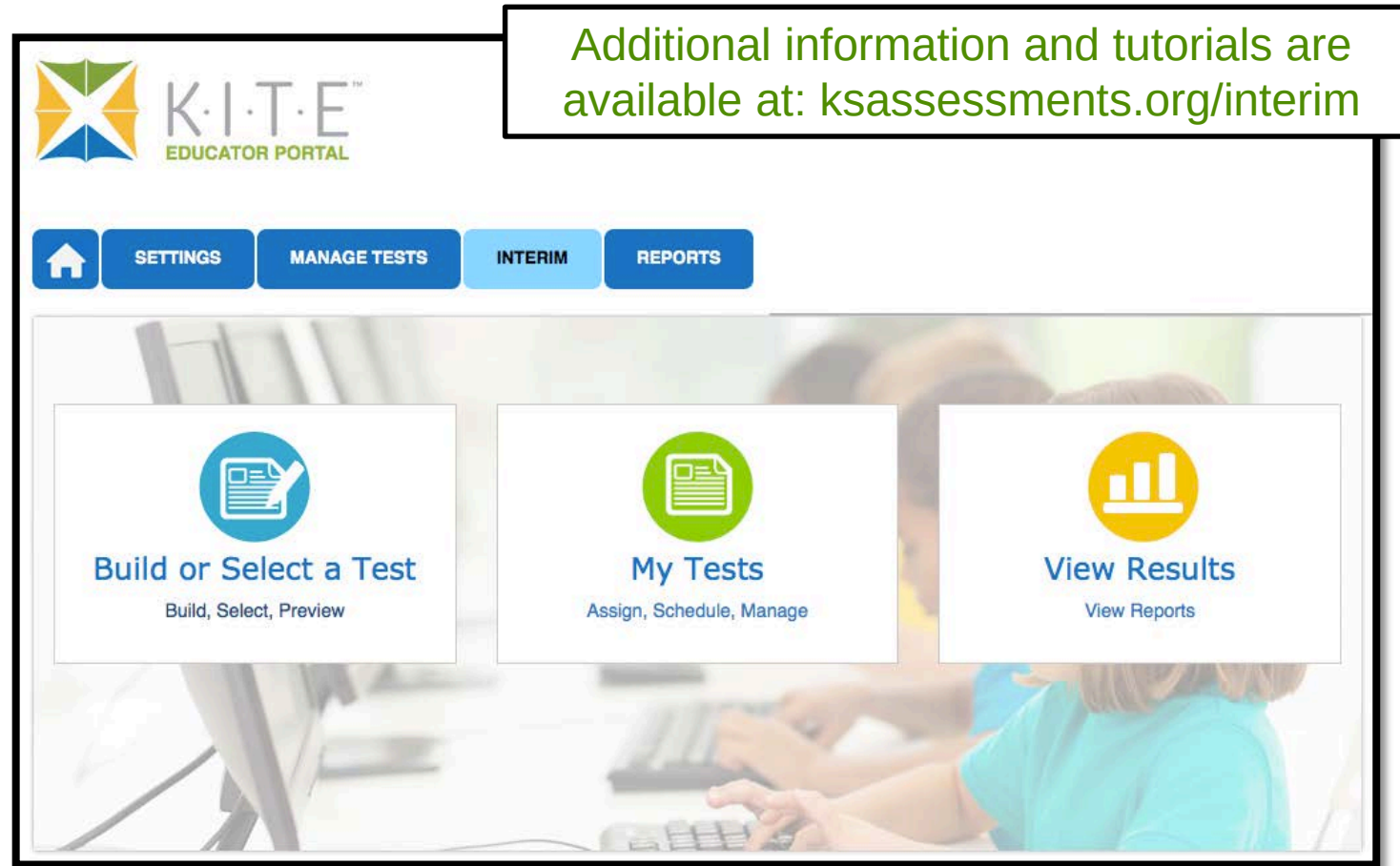


Interim Assessments

- Evaluate students' knowledge and skills relative to a specific set of academic goals
- Designed to inform decisions at both the classroom and beyond the classroom level
- Can be meaningfully aggregated and reported at a broader level
- Sometimes labeled “benchmark,” “diagnostic,” or “predictive”

Interim Overview

- Available in KITE Educator Portal for ELA and math
- Districts must submit a TASC record through KIDS to roster students and teachers
- Educators must have an active account in Educator Portal



ELA Interim Mini-Tests

- "Mini-tests": small group of associated items
- Available for reading, writing, and listening in grades 3-8 and 10
- Can administer one mini-test or a combination of mini-tests

Example uses:

- grammar and punctuation
- informational texts
- poem + informational text + writing skills

Mini-Test Type	Approximate Number Per Grade*
Reading	11
Writing	4
Listening	3

* At least three additional mini-tests will likely be added in the next few months.

Interim Reports

- Three report types: test summary, item report, student report
- Download PDF or CSV

Example Item Report

Item Number	Alignment	Item Type	Scoring Type	Total Correct Responses	Total Correct %	Total Incorrect Responses	Total Incorrect %	Max Score	Response	# Response	% Response	Response	# Response	% Response	Response	# Response	% Response
Q1	ELA.8.C2.T1	MC-K	CORRECT ONLY	19	95%	5%	0	1	Opt1	0	0%	Opt2	0	0%	Opt3	1	5%
Q2	ELA.8.C2.T3	MC-K	CORRECT ONLY	18	90%	10%	0	1	Opt1	0	0%	Opt2 *	18	90%	Opt3	1	5%
Q3	ELA.8.C2.T6	MC-K	CORRECT ONLY	18	90%	10%	0	1	Opt1 *	18	90%	Opt2	1	5%	Opt3	0	0%
Q4	ELA.8.C2.T8	MC-K	CORRECT ONLY	17	85%	15%	0	1	Opt1	1	5%	Opt2	0	0%	Opt3 *	17	85%
Q5	ELA.8.C2.T9	MC-K	CORRECT ONLY	7	35%	65%	0	1	Opt1	7	35%	Opt2	2	10%	Opt3 *	7	35%
Q6	ELA.8.C2.T9	MC-K	CORRECT ONLY	12	60%	40%	0	1	Opt1	2	10%	Opt2	3	15%	Opt3	3	15%
Q7	ELA.8.C2.T1	MC-K	CORRECT ONLY	19	95%	5%	0	1	Opt1	1	5%	Opt2 *	19	95%	Opt3	0	0%
Q8	ELA.8.C2.T3	MC-K	CORRECT ONLY	17	85%	15%	1	1	Opt1 *	17	85%	Opt2	0	0%	Opt3	0	0%

Interim Multi-Year Plan

2016-2017 Functionality / Purpose

- Educators can:
 - Administer mini-tests aligned to state curriculum standards and targets.
 - Build tests using mini-tests that were created by CETE and that mirror summative assessment items.
 - Copy tests created by staff within their own building/district.
 - Assign mini-tests to students and schedule tests using the new Interim menu.
 - See immediate results from students' tests.
- Building Test Coordinators and District Test Coordinators:
 - Are able to view all interim tests and reports within their own organization
 - Have the option to build and assign tests
- Need students to take the mini-tests in order to gather data for future functionality / purposes

Interim Multi-Year Plan

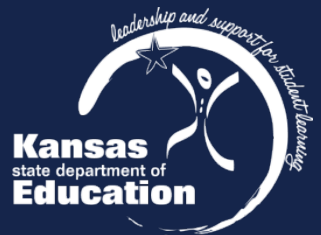
Future Functionality / Purpose (tentative)

- Three complete interim tests built from the mini-tests for use at different points in the school year
- Dependent on field participation:
 - New KITE features based on feedback from teachers
 - New mini-tests based on feedback from teachers and to build the pool
 - Predictive tools to help make projections about an individual student's performance on the summative assessments
- On-going updates over the next few years



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ELA Formative 2016-17 and Beyond



Formative – Two Efforts Underway

Enhanced Learning Maps (ELM) Project

- Grant-funded project through KU
- Kansas Alaska, Missouri, Wisconsin, Iowa
- Assists teachers with determining students' current understandings and what instruction might be needed to help students achieve learning goals.
- Instructionally-focused
- Margaret Heritage

"Formatives" redefined as part of assessment literacy effort

- Intended to assist educators at all levels with appropriate and meaningful implementation of formative processes
- Instructionally-focused
- Margaret Heritage

Formative Assessment Process

- Process used by teachers and students during instruction that provides feedback to adjust ongoing teaching and learning
- Embedded within the learning activity and linked directly to the current unit of instruction

Formative Assessment Process

Process should answer three questions:

- Where am I going?
- How am I going?
- Where to next?

Formative Assessment Process

Three components to look for:

- Learning Goals
- Success Criteria
- Evidence-Gathering Opportunities (Tasks)

Formative Assessment Process

Learning Goals	Success Criteria
Describe what students will learn as a result of the lesson.	Describe what students will <u>say, do, make, or write</u> to show they have met the learning goal(s).
Start with a verb.	Start with a verb.
Be sure learning goal(s) is/are manageable within one lesson.	Be sure that success criteria are aligned with the learning goal(s) and are indications of achievement of the learning goal(s).
Write in student-friendly terms.	Write in student-friendly terms so that students can work toward self-monitoring.

Evaluating Learning Goals

Learning Goals

- Describe what students will learn as a result of the lesson.
- Start with a verb.
- Be sure learning goal(s) is/are manageable within the given time frame.
- Write in student-friendly terms.

Lesson Plan Learning Goals

From Discovery Education, Suggested for Grades K-5

Students will

- Learn that every story has a main idea and supporting details.
- Find the main idea and several supporting details in a news story.

Evaluating Learning Goals

Learning Goals

- Describe what students will learn as a result of the lesson.
- Start with a verb.
- Be sure learning goal(s) is/are manageable within the given time frame.
- Write in student-friendly terms.

Lesson Plan Learning Goals

From ReadWriteThink, Suggested For Grades 3-5

Students will

- Identify point of view in a story by examining the text and illustrations, thinking about how an ant "sees" the world.
- Demonstrate that they understand point of view by finding specific examples or evidence of the ant's point of view in the text.
- Apply their knowledge and understanding of point of view by writing and illustrating a story from the perspective of the main character (in this case, an ant).

Evaluating Learning Goals

Learning Goals

- Describe what students will learn as a result of the lesson.
- Start with a verb.
- Be sure learning goal(s) is/are manageable within the given time frame.
- Write in student-friendly terms.

Lesson Plan Learning Goals

For Grades 11-12

- Hypothesize about possible reasons why Wright names Part I of *Native Son* “Fear” to reinforce the idea of fear as a central theme in the book.
- Discuss how fear is present in Bigger’s life, how he acts on that fear and the results of his actions to further reinforce the theme of fear and to increase students’ awareness of how external social factors/elements may influence behavior.
- View one scene from the film “Of Mice and Men” to prepare for a compare/contrast exercise.
- Compare and contrast a scene from “Of Mice and Men” and *Native Son* to increase comprehension of the *Native Son* text and to examine each character’s motive for committing his crime.

Formative Assessment Process

Learning Goal(s)	Success Criteria	Evidence-Gathering Opportunities
LG 1:	SC 1	EGO 1
	SC 2	EGO 2
	SC 3	EGO 3
Where am I going? How am I going? Where to next?		
LG 2	SC 1	EGO 1
	SC 2	EGO 2
	SC 3	EGO 3

Learning Goals:

(RL.11-12.2) –Analyze the development of the theme of fear over the course of the text, *Native Son*.

(RL.11-12.9) – Discuss the historical and cultural influences that could impact how two characters – Bigger Thomas from *Native Son* and Lennie Smalls from *Of Mice and Men* – experience and act on their fears.

Success Criteria:

Identify differences between the fear Bigger experiences in the beginning, middle, and end of the text, *Native Son*.

Explain major historical and cultural influences of the 1930's in the United States.

Recall character traits of Lennie Smalls from *Of Mice and Men*.

Evidence-Gathering Opportunities (Tasks):

Participate in Socratic Seminar discussion of three excerpts all focused on the theme of fear. Teacher should note students' mentioning of

- what Bigger fears in each excerpt
- how Bigger's fears alter his actions
- the results of his fear-induced actions
- social factors influencing his fear

Collaboratively develop a list of major historical and cultural influences of the 1930's in the U.S. Teacher should note students' mentioning of

- race relations
- migrant workers
- rich vs. poor
- treatment of women

Collaboratively develop a list of character traits of Lennie Smalls. Teacher should note students' mentioning of

- large man
- mental disability
- goals for the future
- relationships with others
- brute strength

Formative Assessment Process

Learning Goal(s)	Success Criteria	Evidence-Gathering Opportunities
LG 1: (RL.11-12.2) – Analyze the development of the theme of fear over the course of the text, <i>Native Son</i> .	SC 1 Identify differences between the fear Bigger experiences in the beginning, middle, and end of the text, <i>Native Son</i> .	Participate in Socratic Seminar discussion of three excerpts (one from beginning, one from the middle, and one from the end of the novel) all focused on the theme of fear. Teacher should note students' mentioning of -what Bigger fears in each excerpt -how Bigger's fears alter his actions -the results of his fear-induced actions -social factors influencing his fear
	SC 2	EGO 2
	SC 3	EGO 3

Your Assessment System Model



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Thank you!

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