



Kansans **CAN**

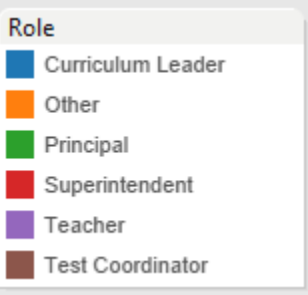
Kansas Leads the World in
the Success of Each Student.

Comprehensive Assessment Survey

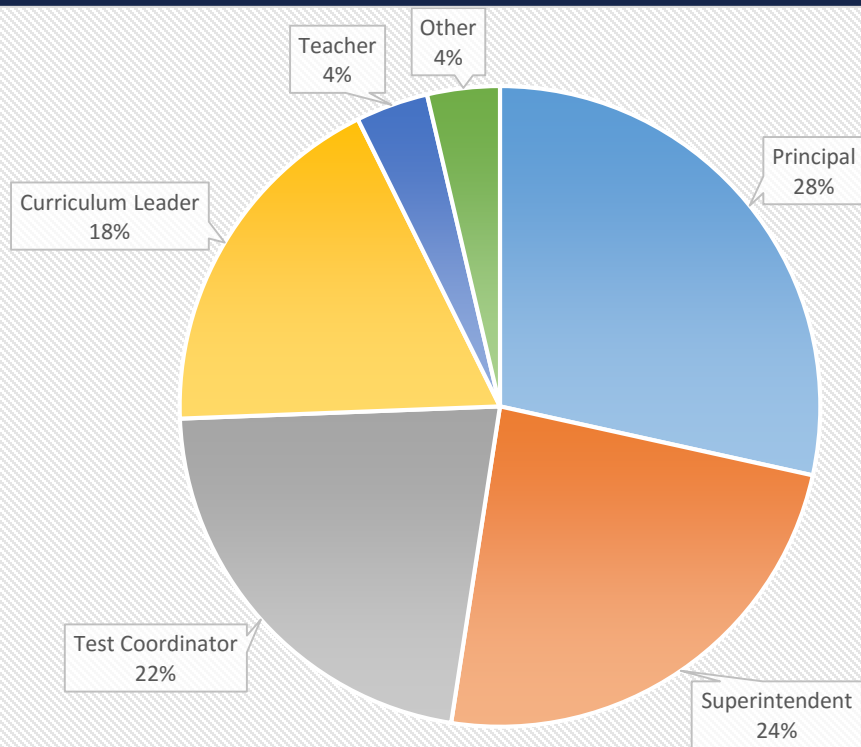
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Across the State

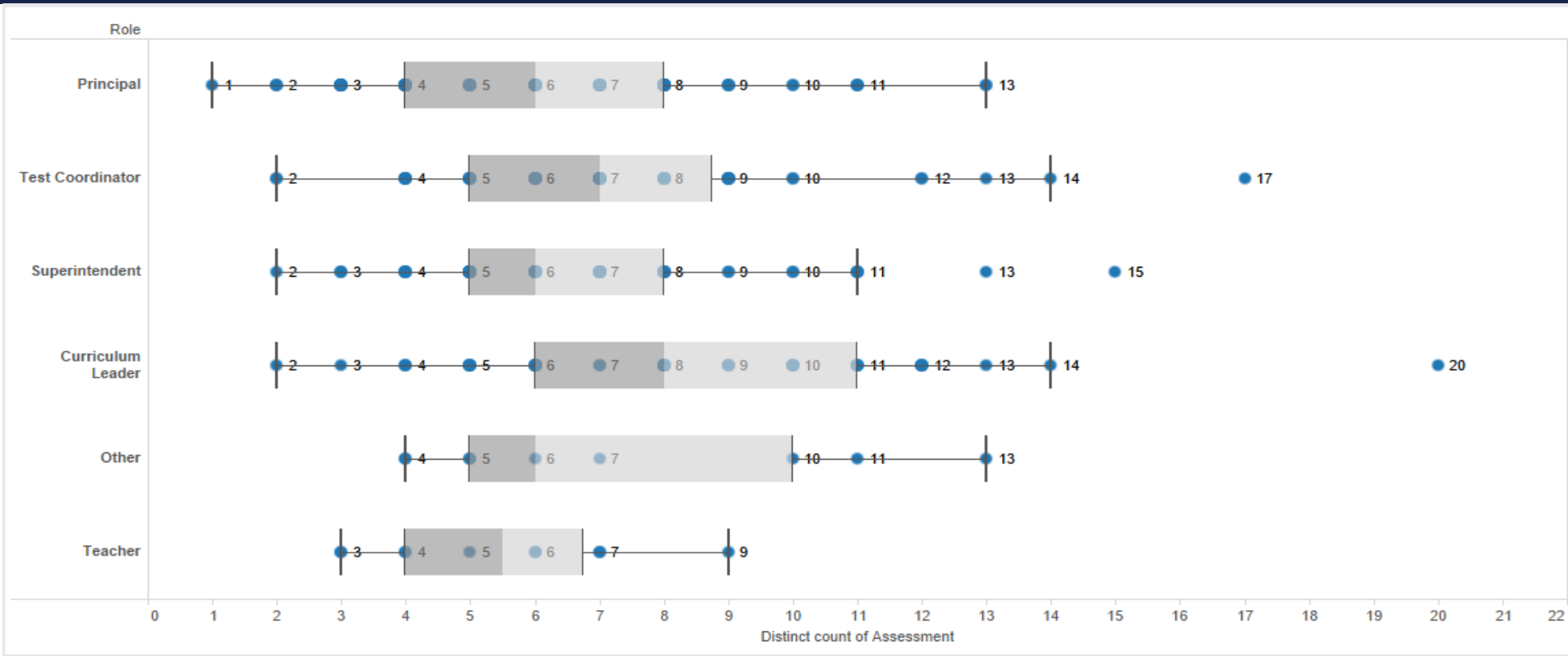


Respondents Roles

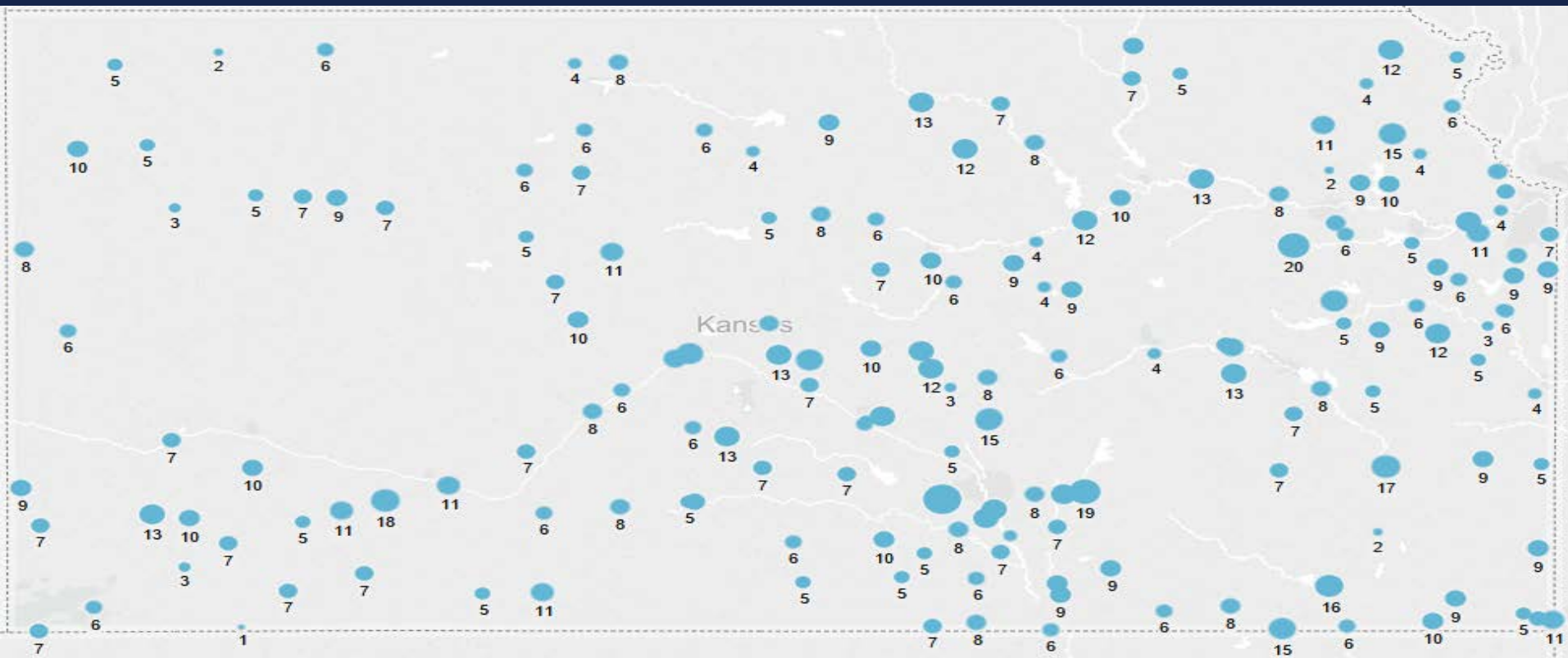


<u>Roles</u>	<u>#</u>
Principals	~70
Superintendents	~59
Test Coordinators	~54
Curriculum Leaders	~45
Teachers	~10
Other	~9

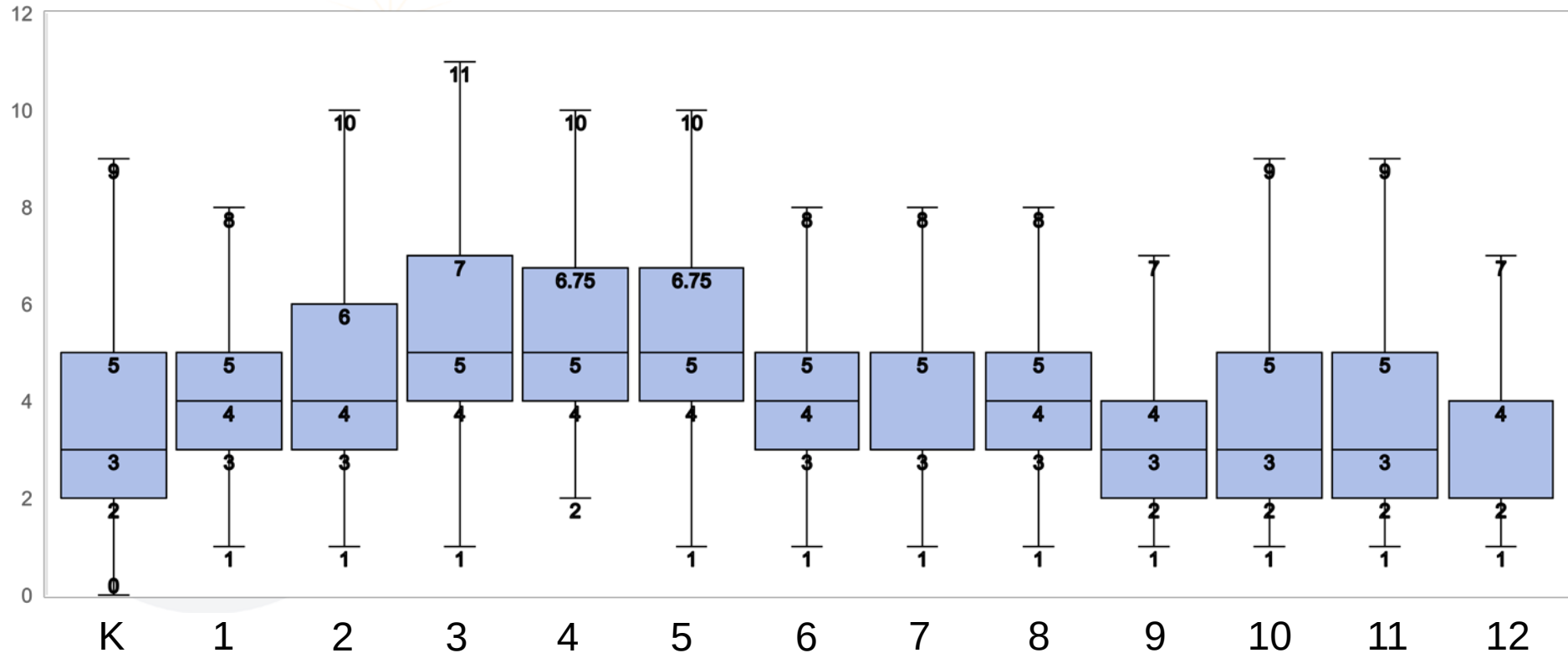
Summary of Responses by Role



of Assessments Reported by District



Mean # of Assessments by Grade

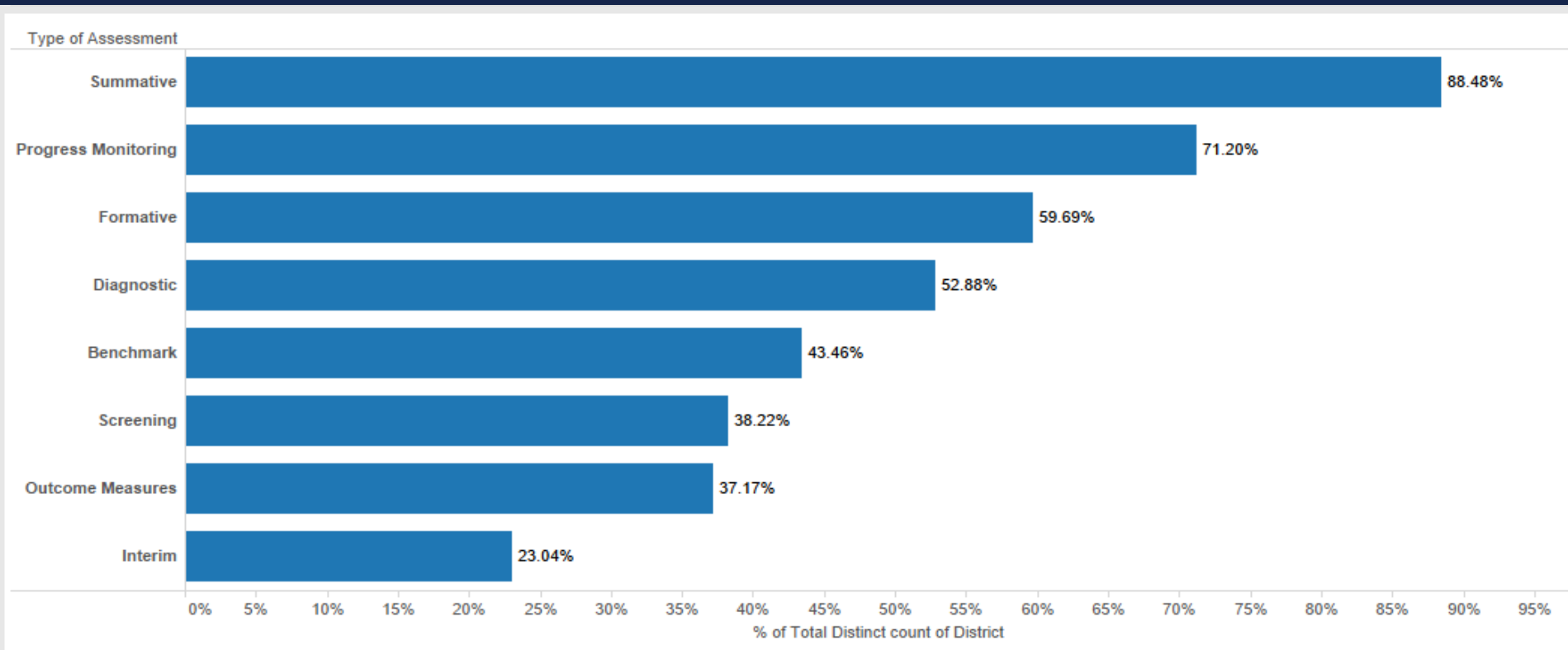


of Assessments

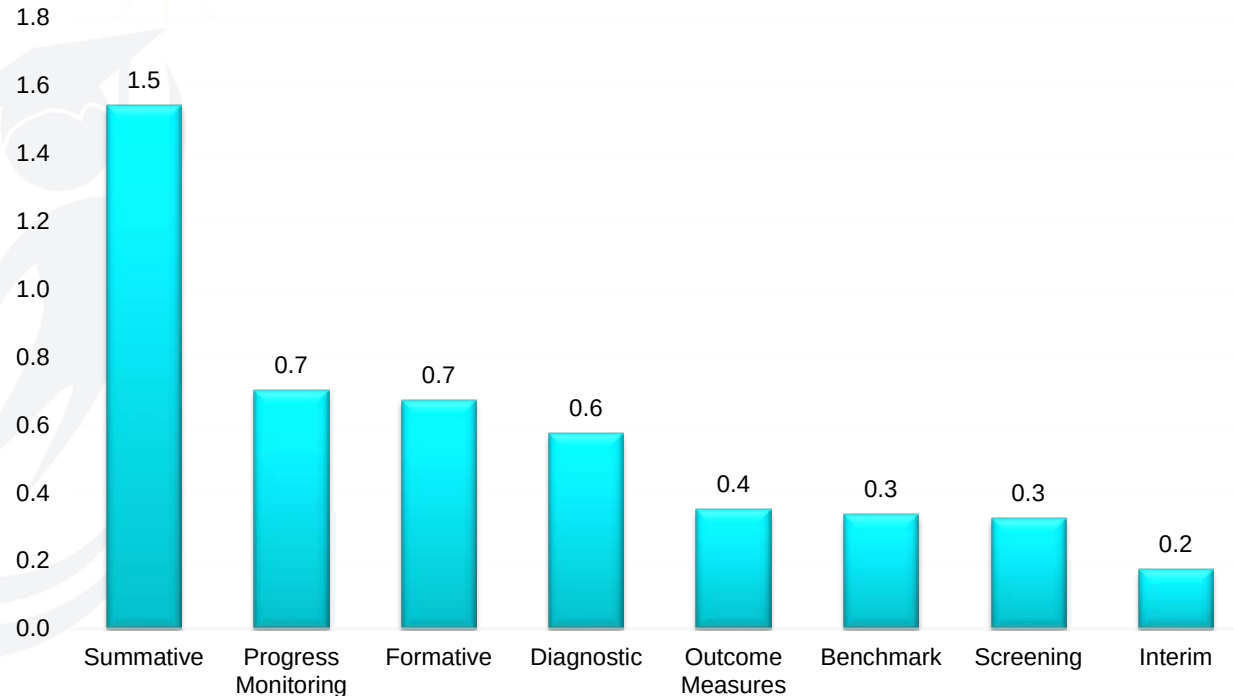


How Many Assessments Are
Your Students Given Every
Year?

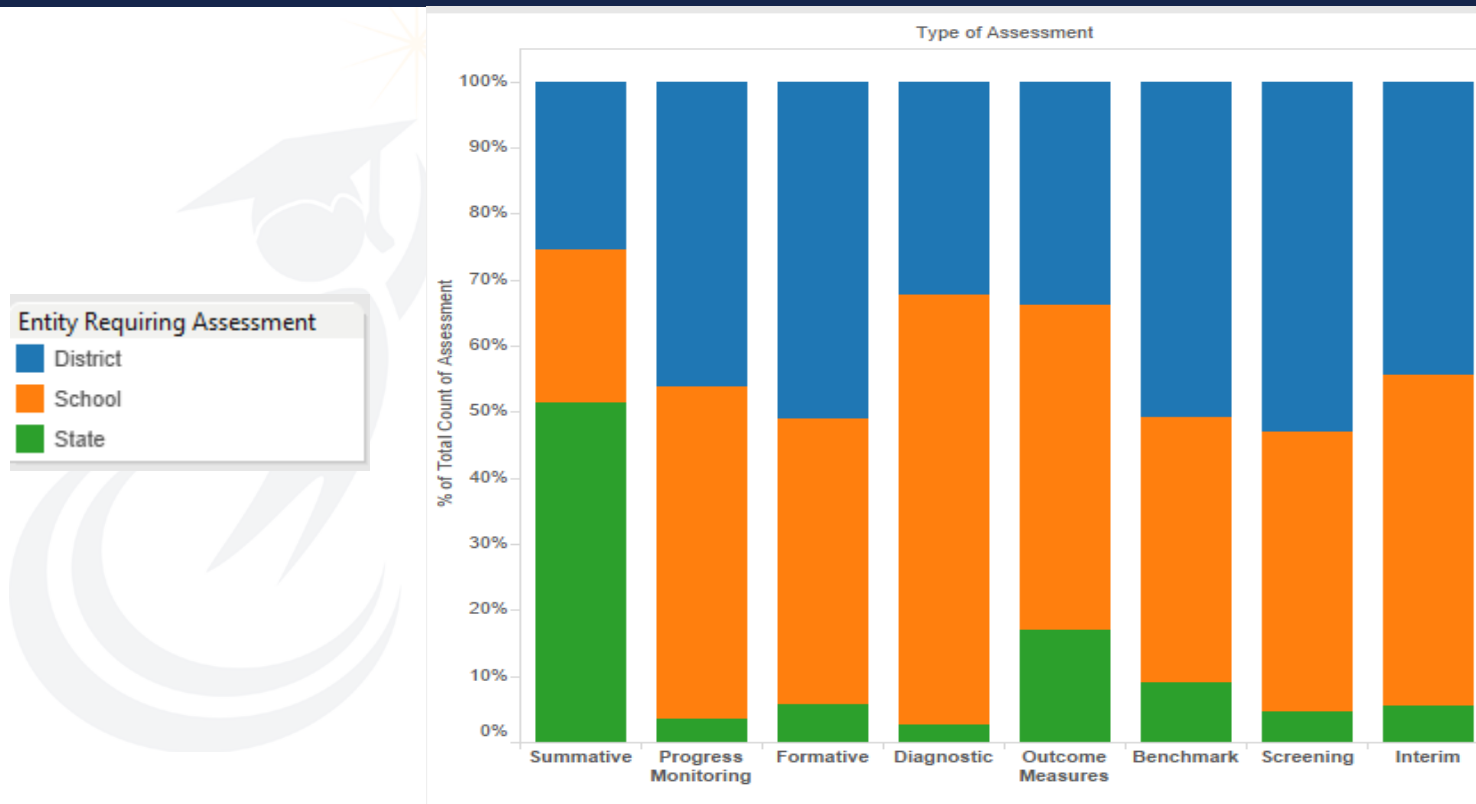
% of Assessment Type by District



Average # of Assessments Per District by Type



Entity Requiring the Assessment



Reason for Assessment

Assessments serve two general purposes:

1. They inform and enhance teaching and learning
 - Takes place during learning
2. They verify/certify the level of student learning
 - Takes place after learning has occurred

Careful development and clarity of purpose minimizes the misuse and distortion of the results due to factors unrelated to the achievement being measured. Assessments should:

- Address a pre-established need for information
- Provide evidence that is dependable, instructionally useable, and accessible to intended users

Decision-makers at every level have questions:

- Student: How can I do better on the next math quiz?
- Teacher: How well are my students understanding this lesson on addition of fractions?
- Parent: What can I do to help my child read more at home?
- Principal: How can I determine which reading classes will need additional texts and workbooks this year?
- Superintendent: How well is the new curriculum working?
- State Department of Education: How effective has the statewide reading initiative has been these last few years?
- US Department of Education: How do we grant all students access to a quality education?

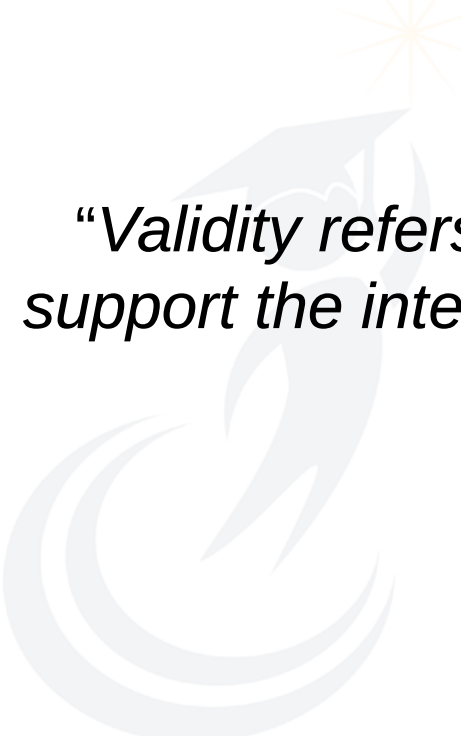
of Assessments by Use

Assessment	Outcome Measures				Progress Monitoring			Summative
	Benchmark	Diagnostic	Formative	Interim	Measures	Monitoring	Screening	
ACT	4		5		11	4	3	70
ACT Aspire	4	4	14	5	4	5		32
AIMSWeb	35	11	8	1		67	25	
Curriculum based assessment	8	1	21	5	10	14		13
DIBELS	16	22	3	3		18	21	1
Lexia Core	4	21	16	8	12	31	2	2
MAP	9	18	28	3	10	29	15	14
STAR	15	16	20	2	7	25	19	6
State Assessment	8	2	7	3	15			173
Study Island	1	5	20	5	3	14	1	2

The Assessment's Validated Use

Assessment	Outcome Measures				Progress Monitoring		
	Benchmark	Diagnostic	Formative	Interim	Measures	Monitoring	Screening
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ACT Aspire	4	4	14	5	4	5	
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State Assessment	8	2	7	3	15		
Study Island	1	5	20	5	3	14	1

Validity & Proposed Use



“Validity refers to the degree to which evidence and theory support the interpretations of test scores entailed by proposed uses of the tests.”

(AERA, APA, & NCME, 1999, p. 9)

Prerequisites to Validity – Clear Purpose

- The intended purpose for which a test is developed
- How the results are to be used

Purpose is the Key Clarity is Essential

- Why you are developing the assessment
- How you intend to use the results
- What evidence you need to establish the validity of this use

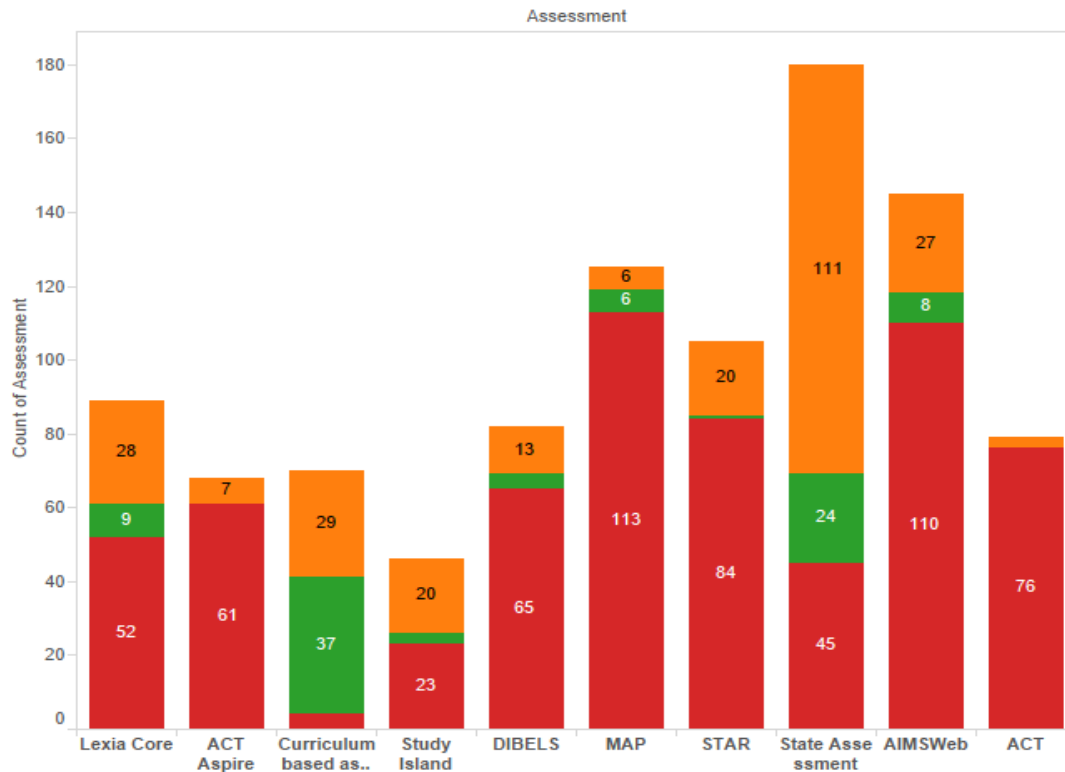
Possible Purposes / Uses

- Comparability
 - To provide data that is comparable across students, classrooms, schools, or ...
- Determine student achievement of a body of knowledge or skill set
- Predict future performance on some other assessment
- Corroborate (triangulate) other sources of information about student performance
- Replace an existing assessment that is too expensive and/or time-consuming
- Identify students for special programs, instructional placements, or other learning opportunities.

Top 10 Assessments

Score Interpretation

- Criterion Referenced
- Locally Normed
- Nationally Normed





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