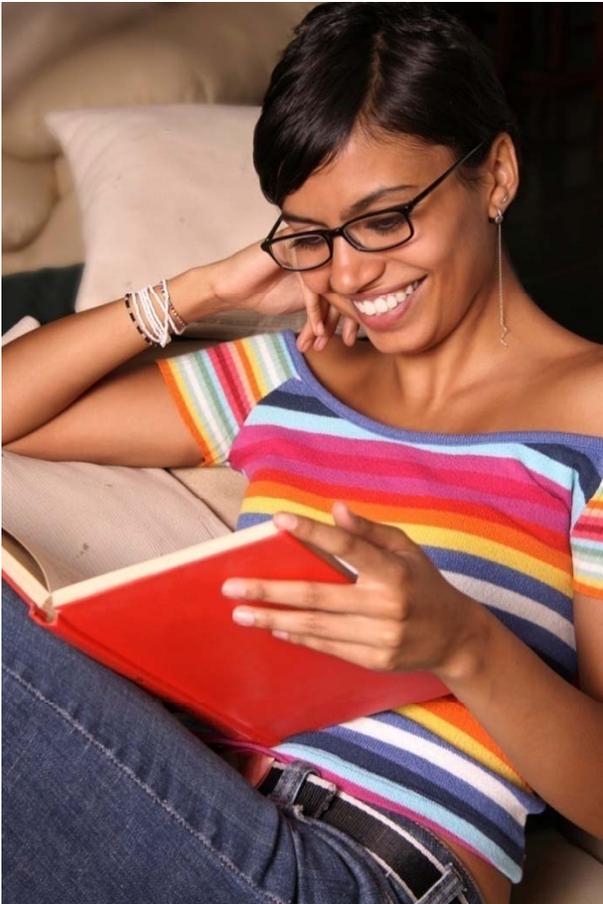


# Literacy PERKS

## Standard Two: Multiple Assessments



# PERKS Essential Elements

## Academic Performance

1. Aligned Curriculum
- 2. *Multiple Assessments***
3. Instruction and Targeted Intervention

## Learning Environment

4. Literate Environment
5. School/Family/Community Partnerships
6. Professional Development

## Efficiency

7. Literacy Team
8. Valuable Resources
9. Literacy Plan

0 ..... 5 ..... 10

- My school analyzes literacy assessment data several times during the school year to evaluate the effectiveness of our literacy instruction.
- I regularly use formative assessments to determine student needs and modify my instruction.

# Session Objectives



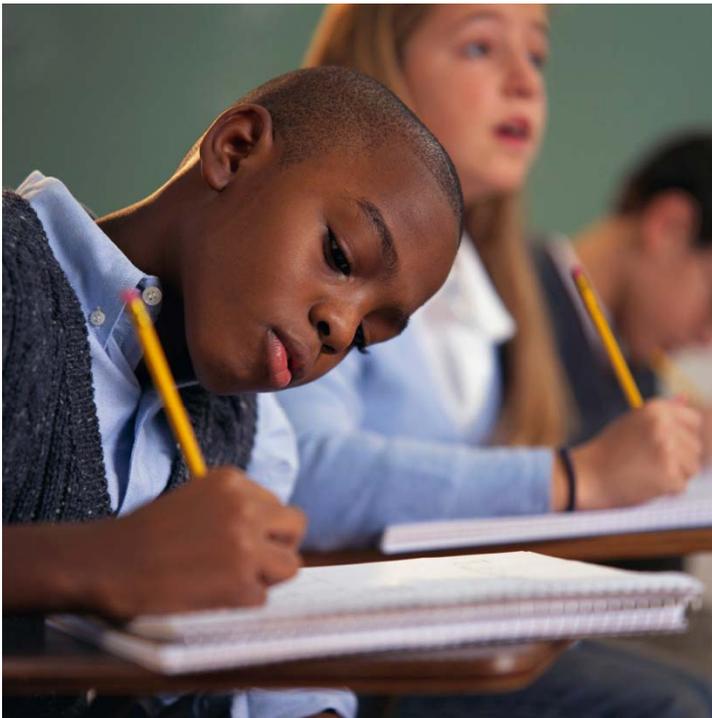
At the end of the session, participants will:

- Understand that assessment drives instruction
- Understand the difference between formative and summative assessment
- Understand how to use the Multiple Assessment Standards and Indicators to evaluate and modify current literacy assessment practices

# What is Assessment?



# Assessment is...



... the process of *gathering, interpreting, recording* and ***using information*** about pupils' responses to an educational task.

Harlen, Gipps, Broadfoot, Nuttal (1992)



Assessment is not...

- ...designed to 'trick' or 'trap' students and to find out what they don't know.
- ...assessing behavior rather than quality of work.

# Effective Assessment Must:

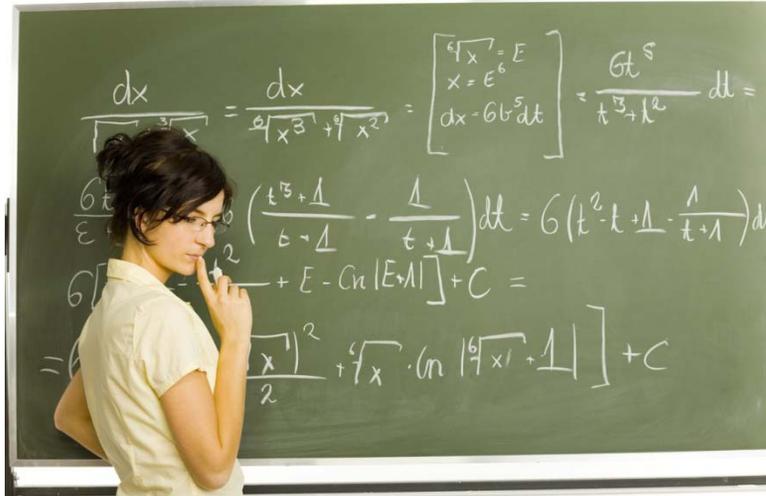
- Arise from and be designed to serve the specific informational needs of intended users.
- Arise from clearly articulated and appropriate learning targets.
- Accurately reflect student achievement.



“This C+ isn’t consistent with the vision I have of myself.”

# Effective Assessment Must:

- Yield results that are effectively communicated to their intended users.
- Involve students in the assessment process, in record keeping, and in communicating the results of assessments.
  - **Stiggins, Arter, Chappuis, and Chappuis, (2004)**



# Why Do We Assess Students?

# Research

...improving learning through assessment depends on five simple factors:

1. Providing effective feedback to students.
2. Students' active involvement in their own learning.
3. Adjusting teaching to take account of the results of assessment.

According to an article entitled "Inside the Black Box: Raising Standards Through Classroom Assessment"  
(Black and William) ....

# Research

4. Recognizing the profound influence of assessment on students' motivation and self-esteem – both crucial influences of learning
5. Ensuring pupils reflect on their learning and understand how to improve.

According to an article entitled “Inside the Black Box: Raising Standards Through Classroom Assessment”  
(*Black and Wiliam*) ....

# Purpose of Assessment

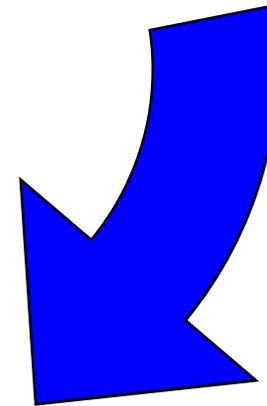
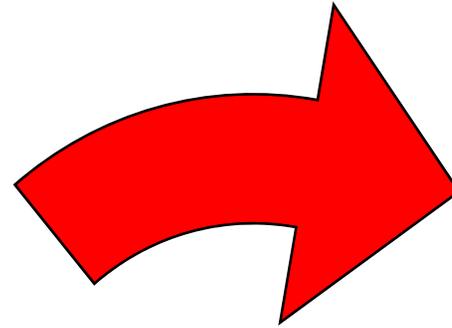
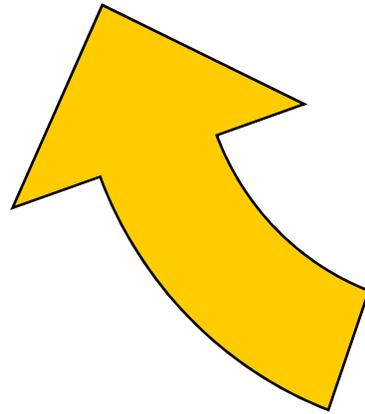
Assessment guides decisions to be made about:



- students
- classrooms
- schools
- districts

*Assessment*

Data Analysis



Instruction

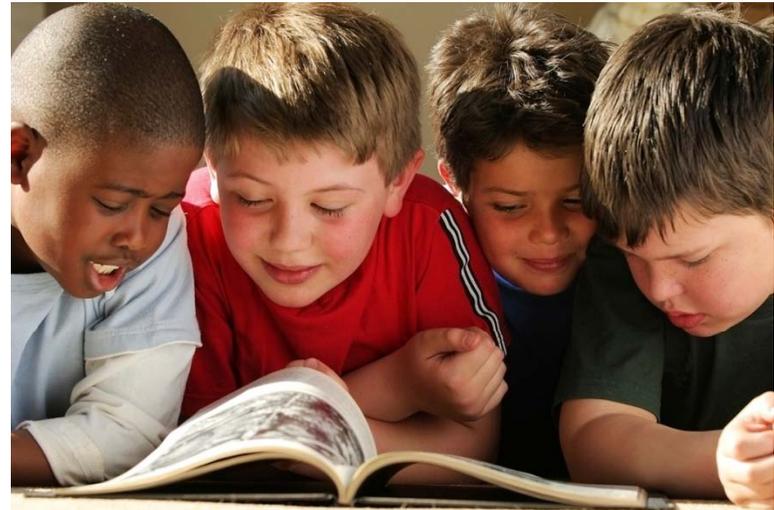
# Research on Assessment

“It simply makes sense that when teachers teach what is to be assessed, the students will perform at a higher level. However, the research has also shown that such an expectation is contrary to the professional culture of many schools and classrooms.”

--Washington School Research Center (WSRC), Jeffrey Fouts, April 2003

*A Decade of Reform: A Summary of Research Findings on Classroom, School, and District Effectiveness in Washington State*

REPORT CARD				
GRADING PERIOD	1	2	3	4
READING	A			
WRITTEN COMMUNICATION	A			
MATHEMATICS	C			
SCIENCE/HEALTH	B			
SOCIAL STUDIES	B			
ART	A			
MUSIC	A			
PHYSICAL EDUCATION	C			
Grade Average	B			
Attendance:	Present	40		
	Absent	0		
	Tardy	1		
A = Excellent • B = Good • C = Satisfactory • N = Needs Improvement U = Unsatisfactory • I = Insufficient / Incomplete				
Student:	Grade:	Year:		

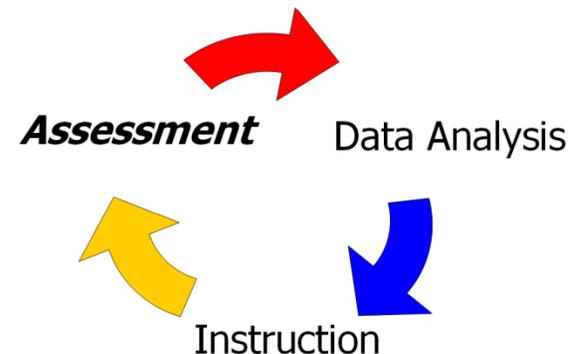


# How Do We Assess Students?



# FORMATIVE OR SUMMATIVE?

- How the results of an assessment are used can determine whether it is formative or summative. It is not formative assessment unless teaching changes as a result.



# Formative Assessment

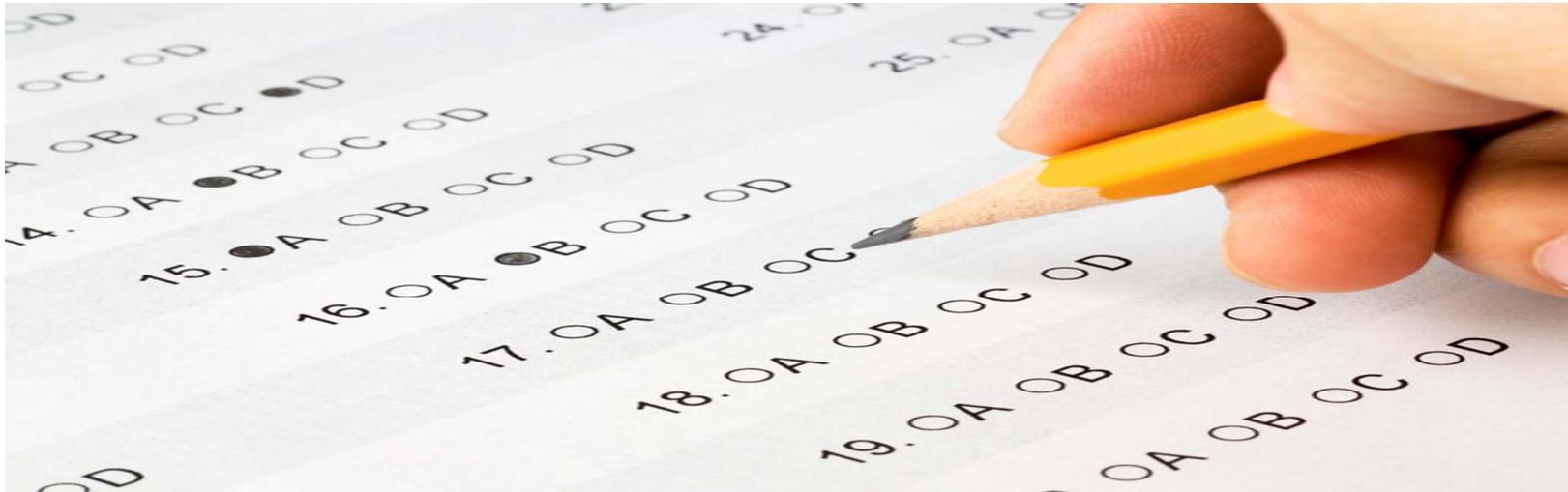
Is a process used by teachers and students during instruction that provides descriptive and specific feedback to adjust ongoing teaching and learning to improve students' achievement of learning targets.

# Formative Assessment

- Informs teaching and learning
- Yields greatest impact on student learning
- Informal
- Interactive and yields timely results

# Summative Assessment

- Standardized
- Designed to measure the effectiveness of instruction and programs
- Monitor progress over time
- Used to inform instruction



# Video Clip—Summative Assessment

**How does this school use KCCT data to analyze next steps in curriculum and instruction?**



rch\_planning\_for\_d.WMV

# Assessment

## Formative

Ongoing *formative assessment* of students, which is informal, often daily assessment of how students are progressing under current instructional practices.  
(discussions, observations, etc.)

## Summative

Ongoing *summative assessment* of students and programs, which is formal, and provides data that are reported for accountability and research purposes.  
(CATS, CTBS, etc.)

# Balanced Assessment



## Formative

Formal and informal processes teachers and students use to gather evidence to directly improve the learning of students assessed

## Summative

Provides evidence achievement to certify student competence or program effectiveness

### Assessment *for* learning

Use assessment processes to help students assess and adjust their own learning

### Assessment *for* learning

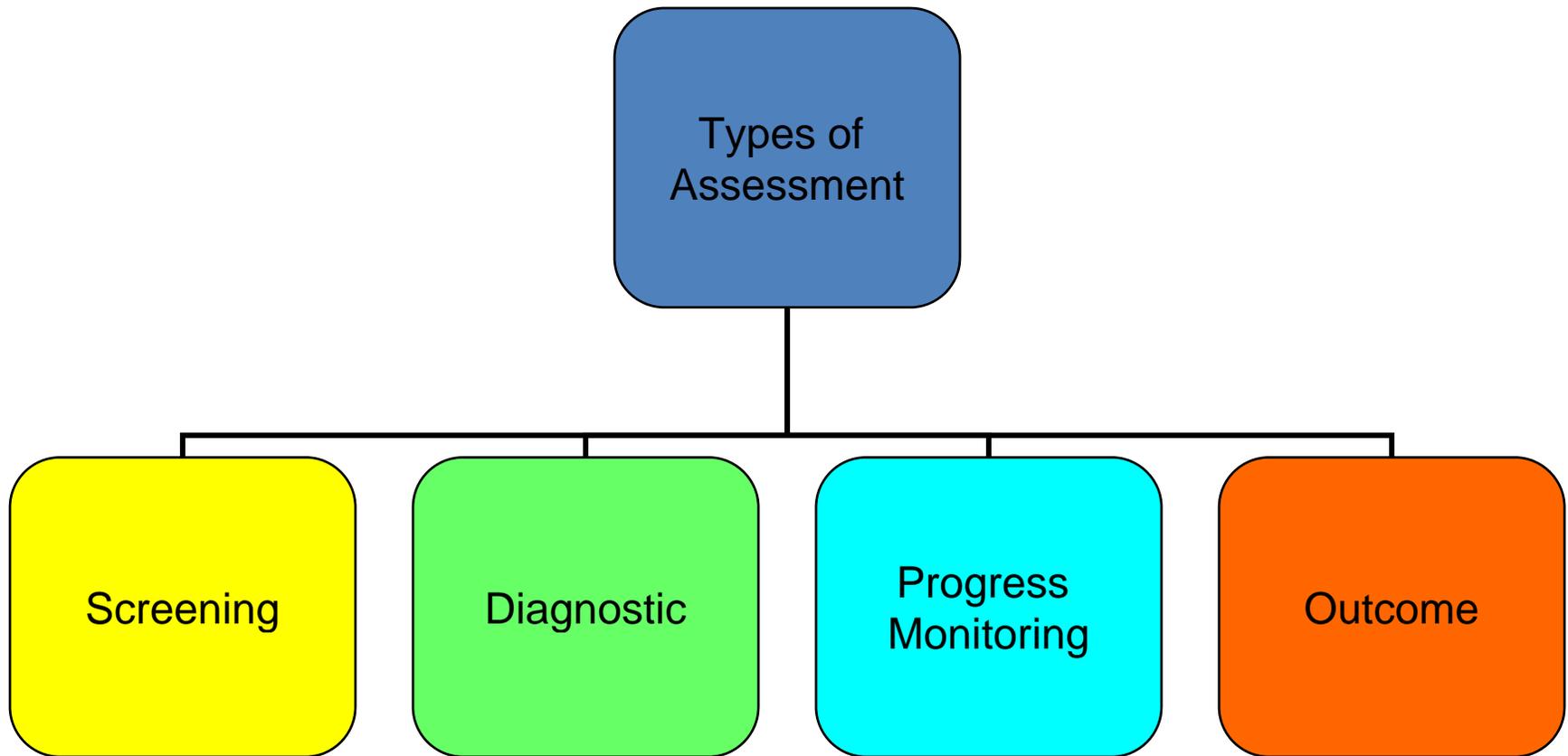
Use classroom assessment processes to inform teacher's decisions

### Formative uses of summative data

Use of summative evidence to inform what comes next for individuals or groups of students



# Types of Assessment



# Screening

- administered individually to all students to identify those who are struggling or at-risk in critical skills
- may trigger more detailed diagnostic assessments



**X-Ray**

# Diagnostic Assessments



- used to provide more detailed information about the specific needs of individual students who may be identified as at risk or who fall below benchmarks
- define strengths and areas of need that inform instructional decisions and assist in setting learning targets that may require intervention

# Video Clip—Diagnostic Assessment

**How does this school's use of data drive instructional decisions?**



tee\_data\_board.WMV



# Progress Monitoring

- is administered systematically and frequently to determine whether students are making adequate progress with a set of targeted skills
- provides continuous, ongoing formative information to evaluate, modify, and match instruction to students' needs and attempts to determine if the rate of progress is optimal for the student.

# Video Clip—Progress Monitoring

**How does this school use student profiles to ensure that students are progressing to meet their goals?**



les\_progress\_m.WMV

# Outcome Assessments



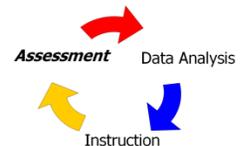
- summative assessments given at the end of the school year (term) to all students
- evaluate the effectiveness of instruction for each student, class, school and district.



# How Do We Use Results?

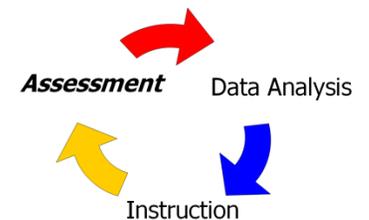
# Recommended Uses of Data by Teachers

- To identify students in need of more assistance
- To determine if students are improving with extra assistance
- To group students and make changes if needed



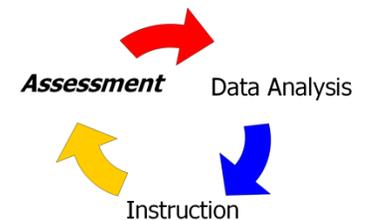
# Recommended Uses of Data by Teachers

- To provide data for parent conferences
- To write and monitor intervention plans
- To plan classroom instruction
- To complete on-going progress checks on IEP



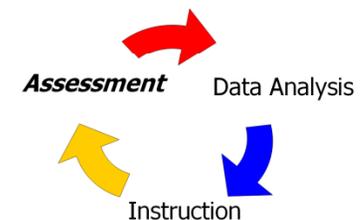
# Recommended Uses of Student Data By Principals

- To identify where resources, professional development and support are needed in specific classrooms and grade levels



# Recommended Uses of Student Data By Principals

- To evaluate the effectiveness of literacy program, specialized programs, and instructional strategies
- To evaluate the effectiveness of building-level literacy initiatives.



# In Conclusion...

## Academic Performance

1. Aligned Curriculum
- 2. *Multiple Assessments***
3. Instruction and Targeted Intervention

## Learning Environment

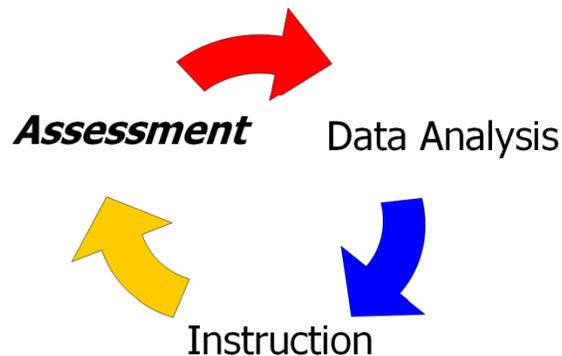
4. Literate Environment
5. School/Family/Community Partnerships
6. Professional Development

## Efficiency

7. Literacy Team
8. Valuable Resources
9. Literacy Plan

# Remember

***“The best teachers recognize the importance of ongoing assessments as the means to achieve maximum performance.”***



*Jay McTighe and Ken O'Connor*

# RESOURCES

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