

The purpose driven assessment program

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The problem of compliance-based assessment systems



The pursuit of compliance is exhausting because it is always a moving target. Governors move on, the party in power gets replaced, a new president is elected, and all want to put their own stamp on education.

It is saner and less exhausting to define your own course and align compliance requirements to that

Characteristics of compliance-based assessment systems



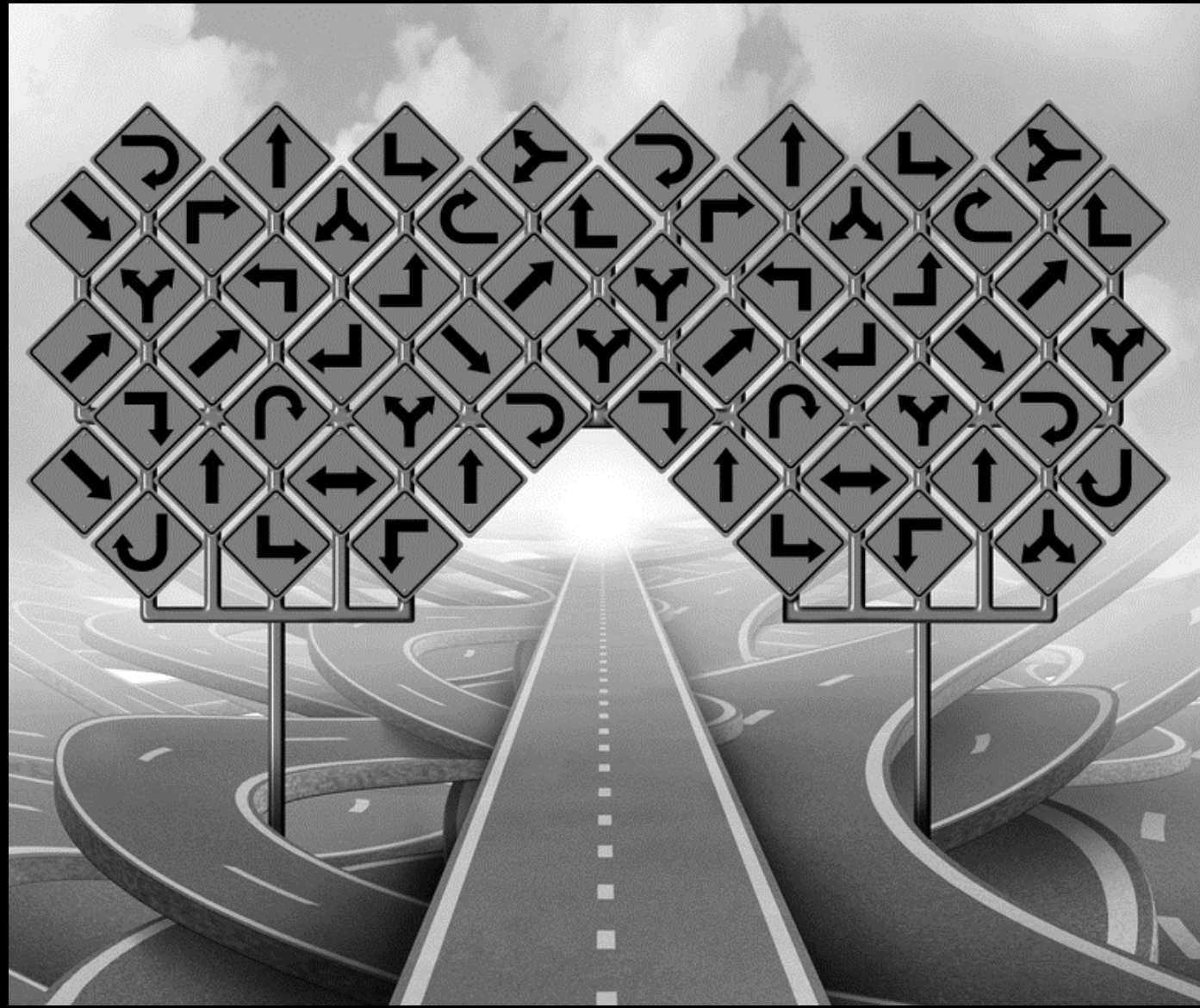
Control of the assessment system is assumed to be external – tests are mandated and not chosen.



Assessments are focused on accountability and are perceived as punitive



The district's assessment program changes anytime federal and state mandates change.



Seven standards that define the purpose driven assessment system



• OS	132	WIEN
• A3	833	ATHEN
• LH	118	MUENC
LH	378	KOEL

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The purposes of all assessments are defined and the assessments are valid and useful for their purposes.



Making Assessment Matter – Students and Educators Want Tests that Support Learning.

Northwest Evaluation Association and Grunwald Associates - 2014

https://www.nwea.org/content/uploads/2014/04/MakeAssessmentMatter_5-2014.pdf

Teacher and Administrator perceptions on the purposes of assessments

To the best of your knowledge, please indicate which of the following ways your district is using assessment data

Purpose	Teachers	Administrators
Evaluate School Performance	78%	82%
Evaluate Teacher and Administrator Performance	67%	68%
Measure Student Growth	67%	91%
Evaluate Program Effectiveness	47%	80%
Inform Instructional Practice	45%	93%

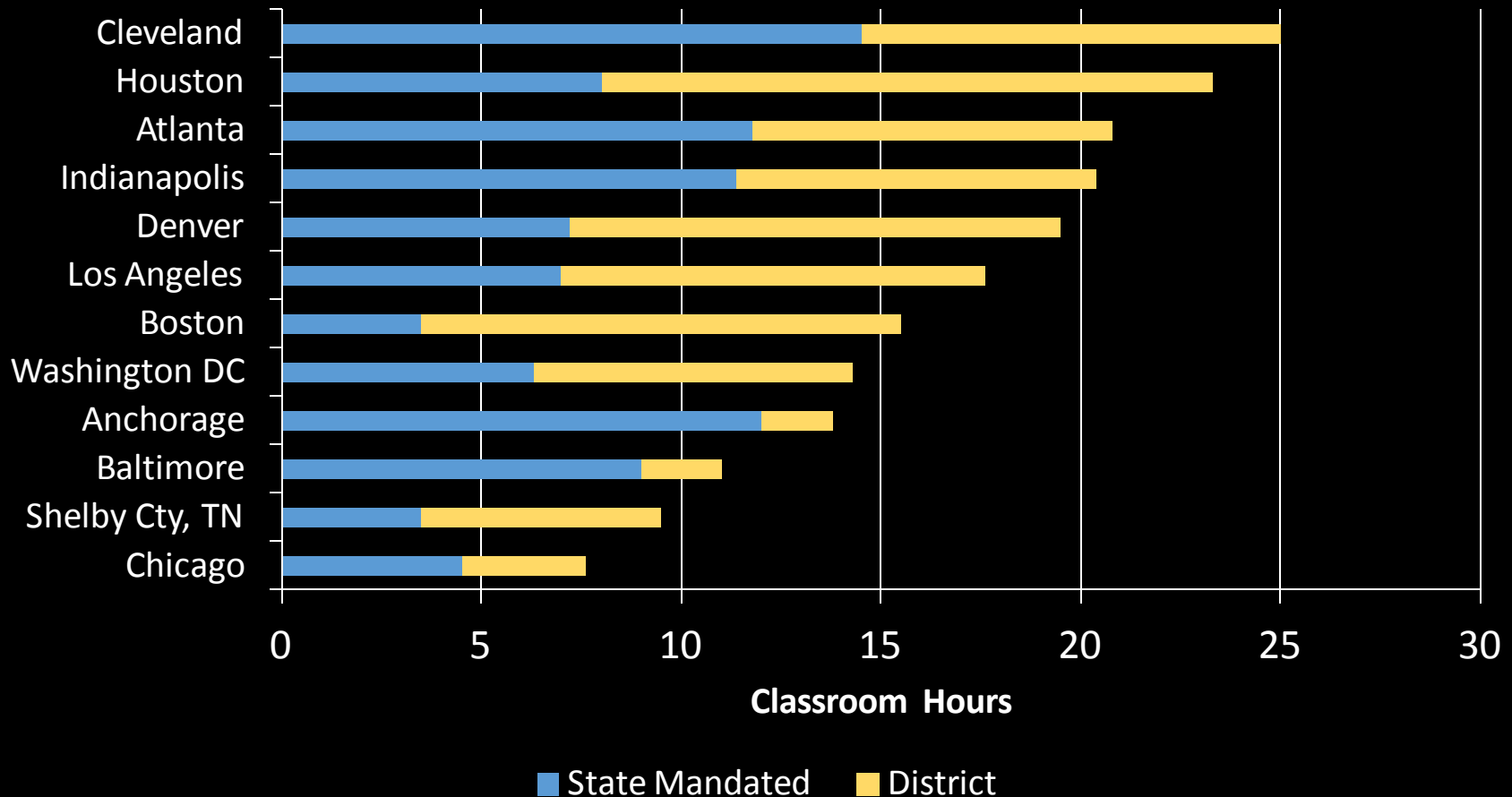
Too much time is spent on preparing for and
taking assessments - teachers

53%

Too much time is spent on preparing for and taking assessments - administrators

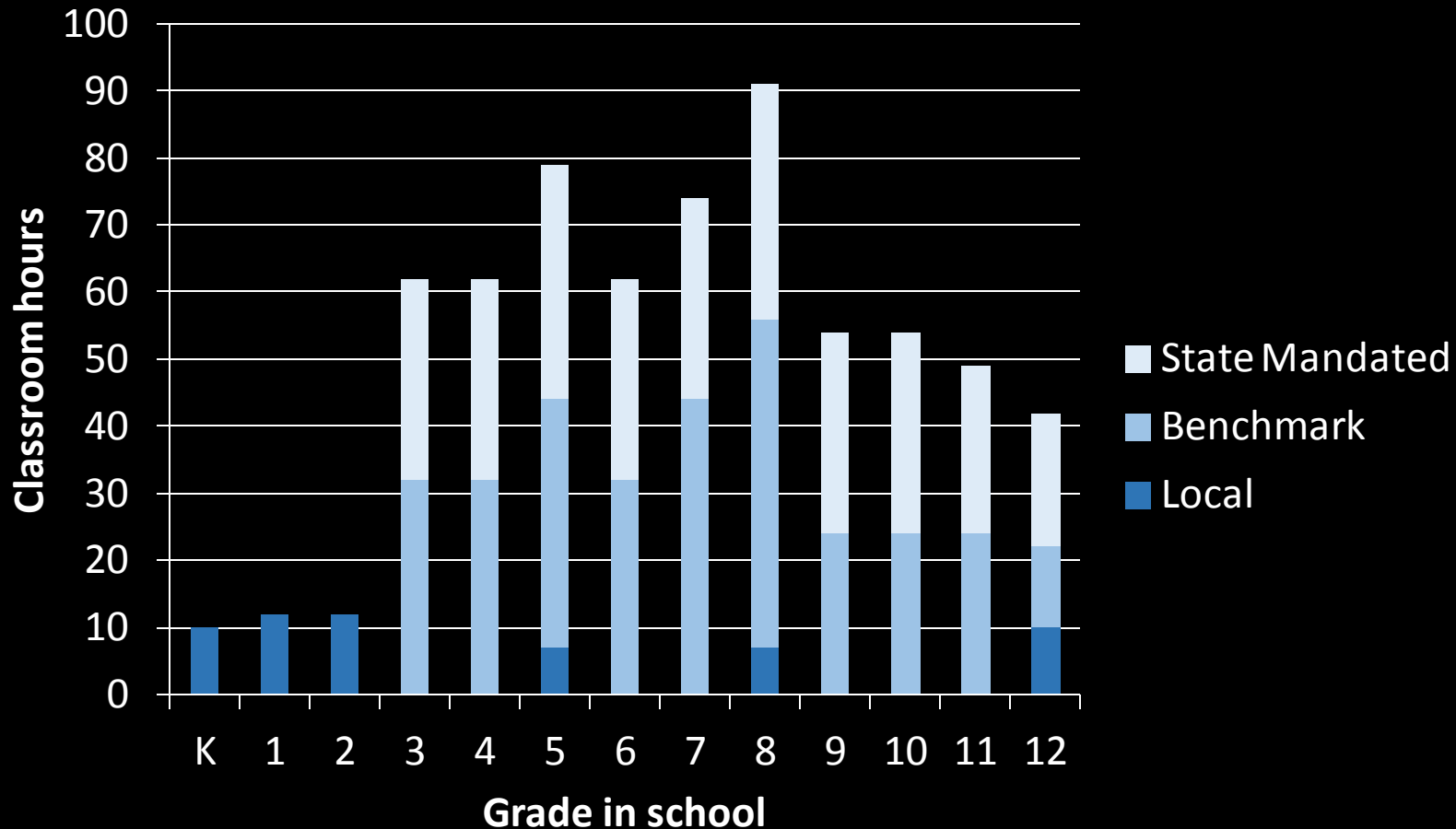
40%

Estimated Time Devoted to Testing in Third Grade – 12 Urban School Systems

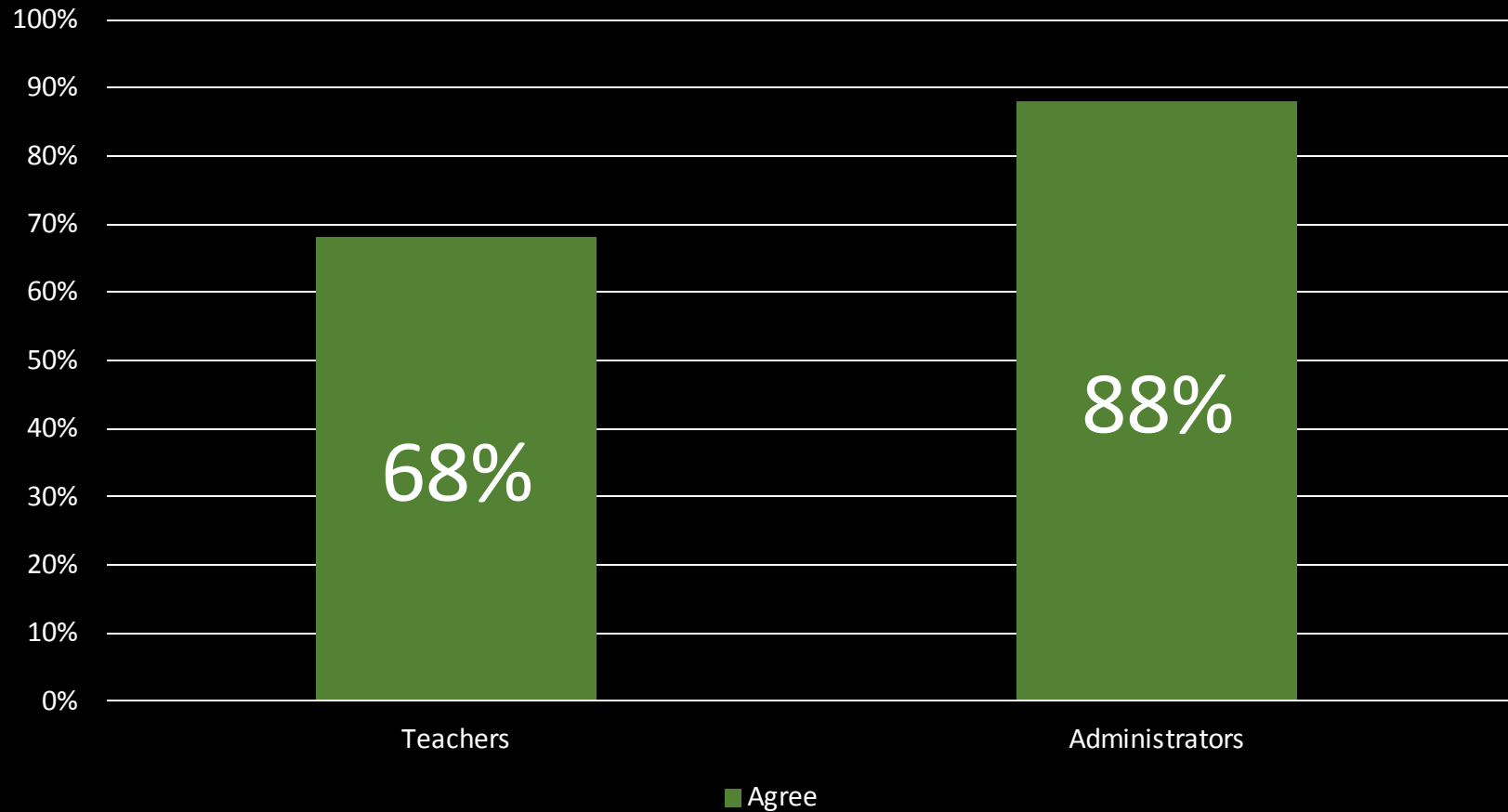


[Source: Teoh, M., Coggins, C., Guan, C. and Hiller, H. \(2014, Winter\). *The Student and the Stopwatch. How much time do American students spend on testing?* Teach Plus.](#)

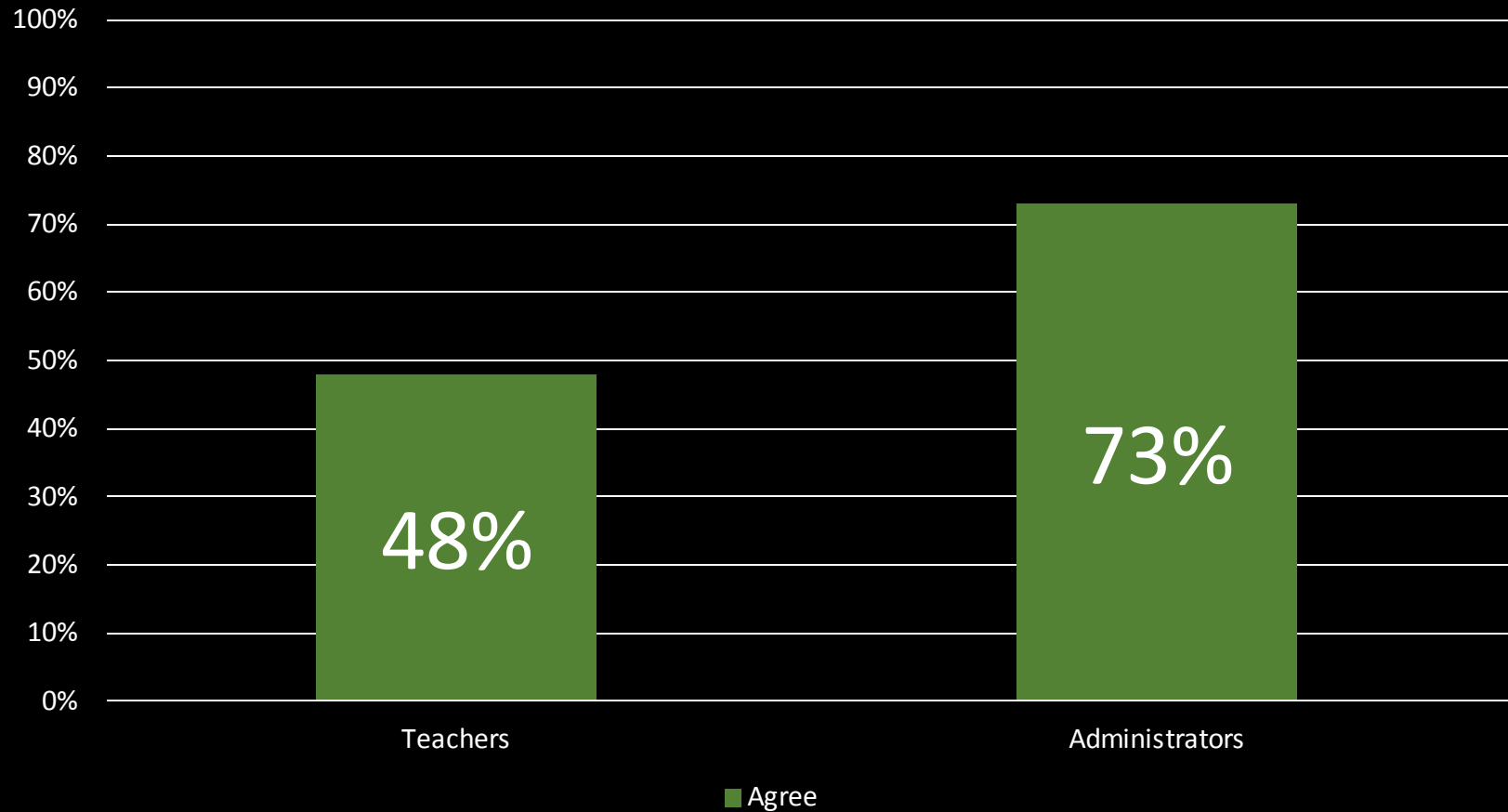
Estimated time devoted to test preparation in one midwestern school system.



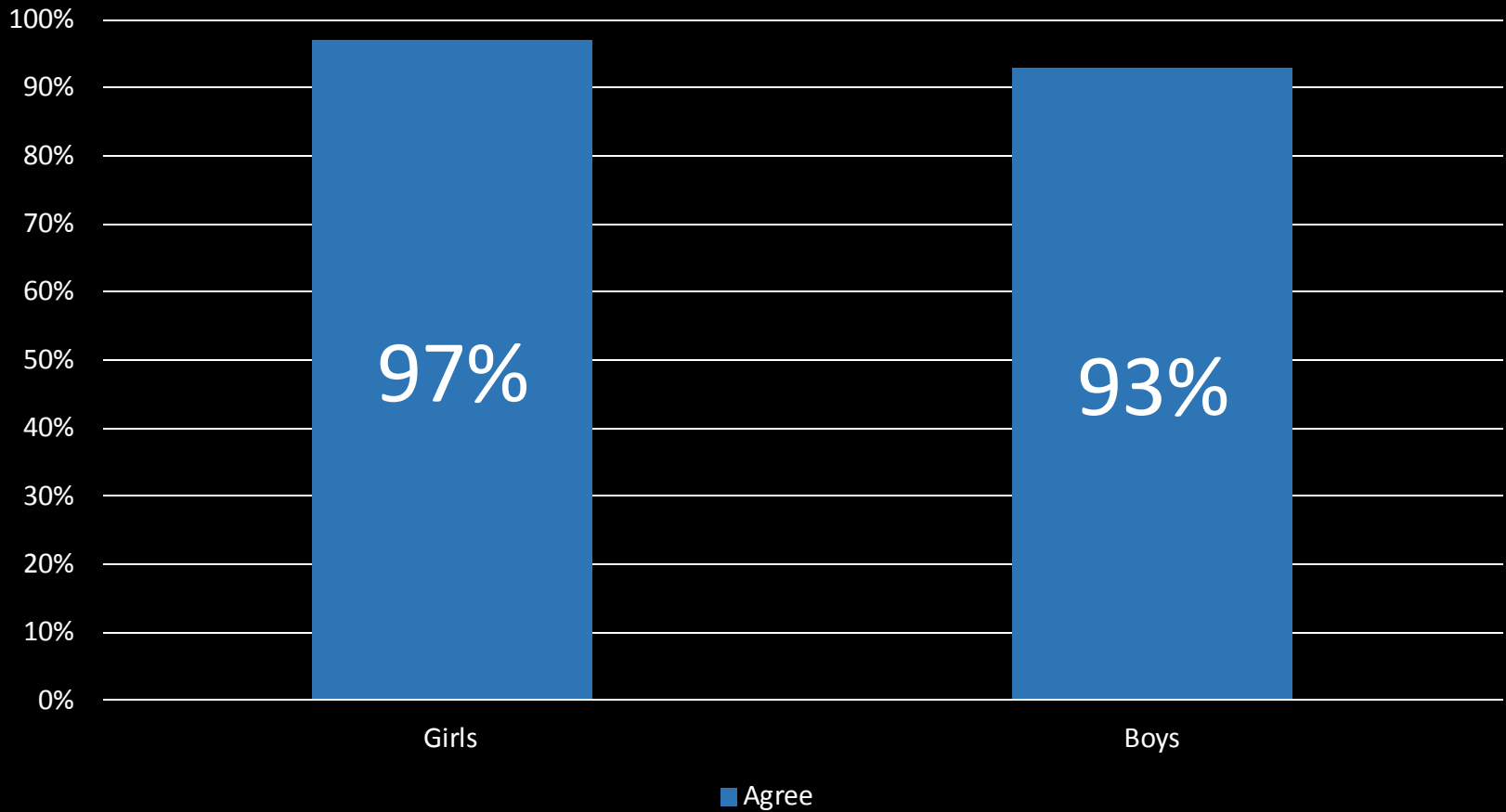
Assessment results are used to support students



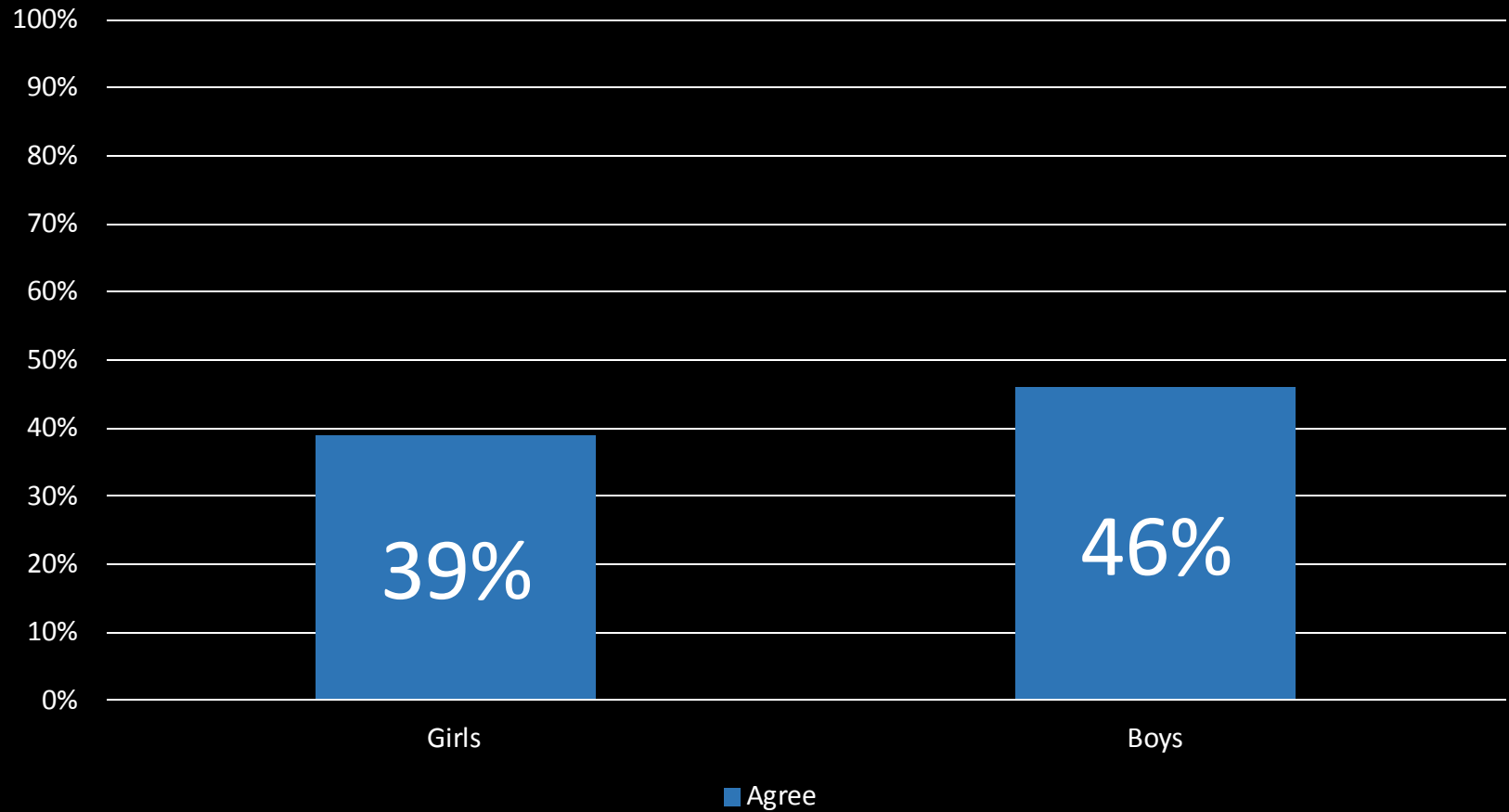
Assessment results are used to support teachers



I care about doing well on tests



Tests are a waste of time



Are our Purposes Aligned with the Design?

To increase value, consider the purpose...

Identify gaps between:

- 1. How critical is this data to your work?*
- 2. How do you actually use this data?*

Comprehensive Assessment Survey

On a scale of 0-5, to what extent are the purposes of assessment listed below critical to your work?						PURPOSES OF ASSESSMENTS	On a scale of 0-5, rank how often you are currently using assessment for the purposes listed below:					
NOT IMPORTANT			CRITICAL				NEVER	OCCASIONALLY			OFTEN	
0	1	2	3	4	5		0	1	2	3	4	5
						INDIVIDUAL STUDENT						
						Student readiness						
						Identify students for special programs						
						Student self assessment for reflection, planning, and continuous improvement						
						Student goal setting						
						TEACHER/CLASSROOM						
						Create instructional focus for individuals and groups						
						Lead goal setting for individuals and groups of students						
						Regrouping students for instruction within the class or across grades						
						Differentiate instruction within the class or across grades						
						Collect evidence of student learning to assign grades						
						Teacher self assessment for reflection, planning, and continuous improvement						
						Compliance						
						PRINCIPAL/SCHOOL						
						Monitor achievement of classroom/schoolwide instructional goals						
						Create school accreditation self-study profiles						
						Use data to inform professional learning communities						
						Use data for school improvement planning						
						Use data to inform professional development planning						
						Use data to inform instructional planning and resource allocation						
						SUPERINTENDENT/DISTRICT						
						Universal screener for intervention strategies						
						Monitor student growth toward grade-level standards and benchmarks						
						Certify proficiency for AYP						
						Report to parents and community						
						Provide and monitor student growth data over time						
						Evaluate school/line office programs and resources						
						Use of data for grants and pilot programs						
						Report to Board						
						Use data to inform professional development planning						

2

Teachers are educated in the proper administration and application of the assessments used in their classrooms.



Percent of teachers and administrators who correctly matched the assessment term with its definition

Assessment Term	Teachers	Administrators
Performance tasks	61%	86%
Classroom/teacher-developed assessments	51%	70%
End of year accountability	49%	70%
Diagnostic assessments	42%	59%
Summative classroom assessments	40%	66%
Interim assessments	30%	43%
Formative assessment practice	29%	47%

What types of extra help, if any, does your teacher or school give you if you do not do well on a...

	Classroom test	State Standardized Test
Before and/or after school support	43%	24%
One to one support	32%	19%
Access to added resources	29%	22%
Small group support	24%	17%
No extra support provided	20%	38%

3

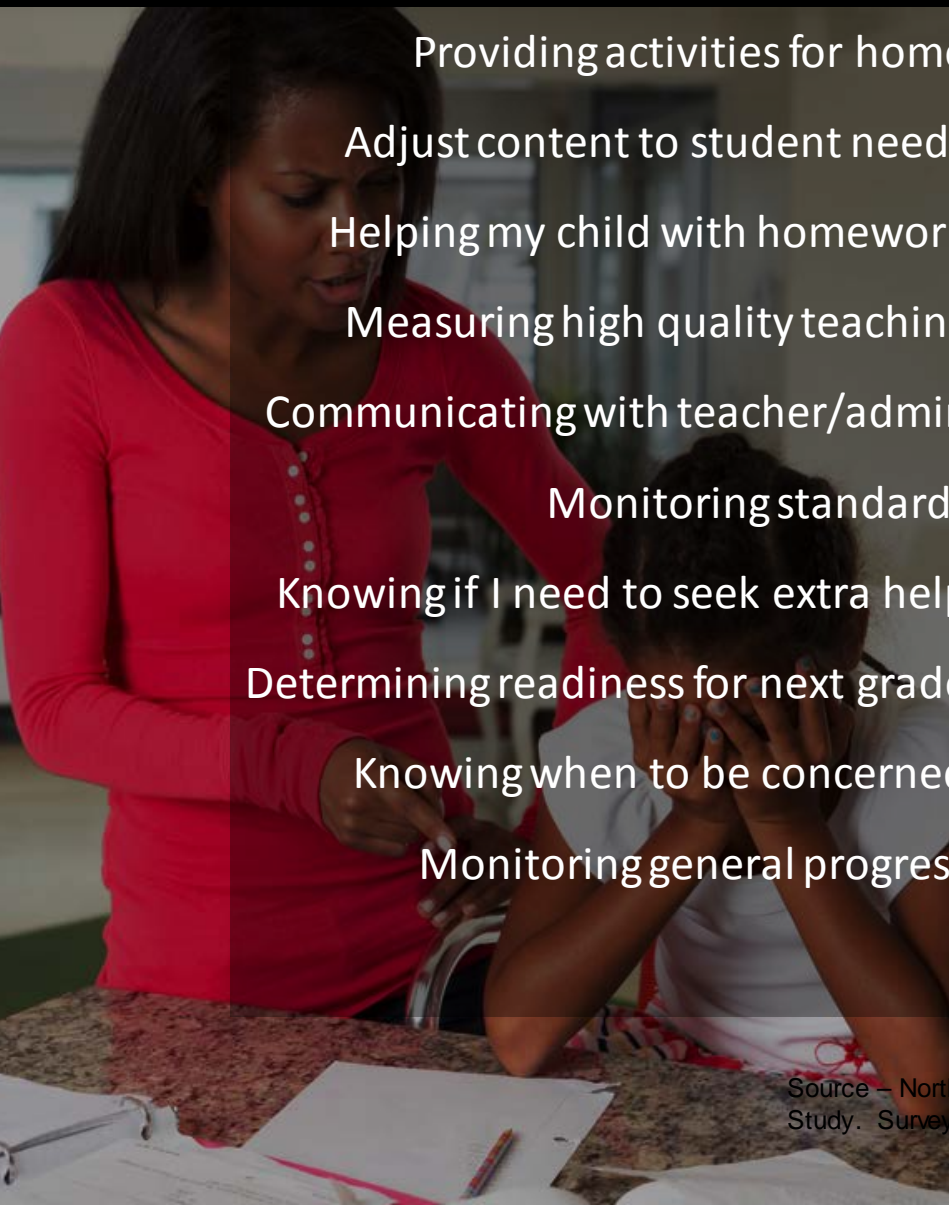
Assessment results are aligned to the needs of their audiences.



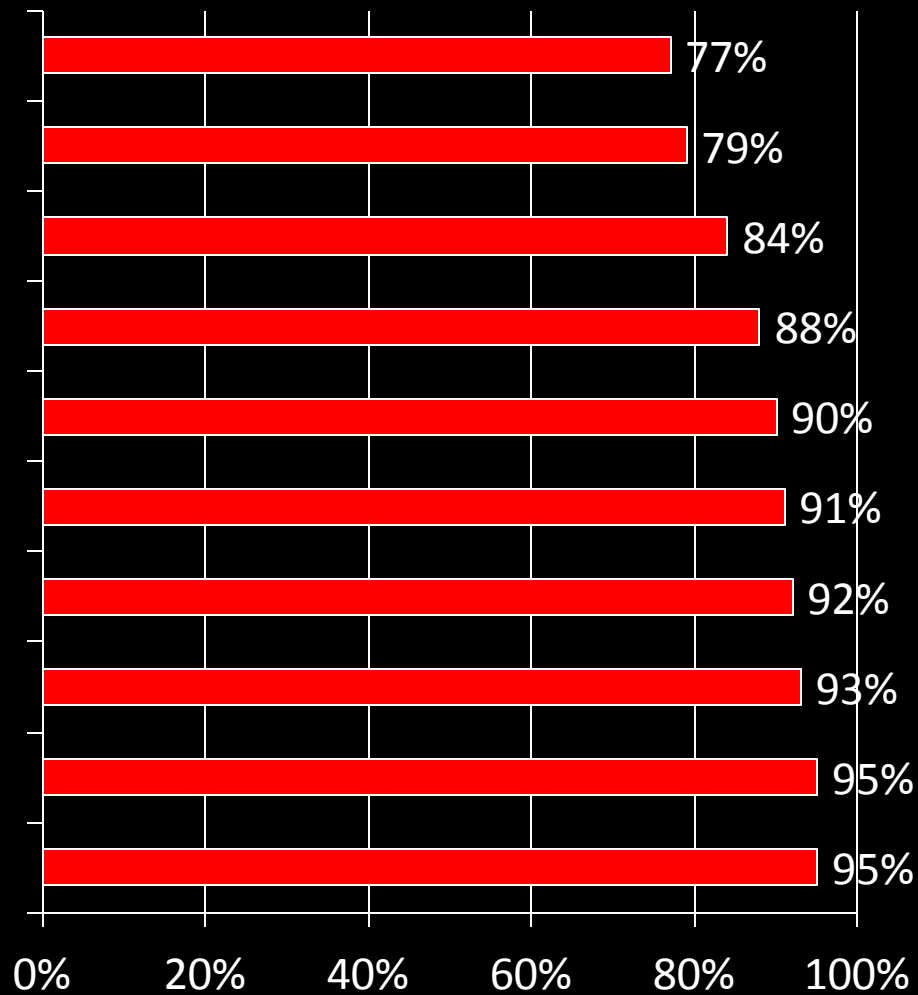
Assessment audiences

- 
- School Board
 - Students
 - Teachers
 - Parents
 - Principals, school administrators, and teacher leaders
 - District Administrators
 - Community members
 - State and federal officials

What kind of data do parents want?

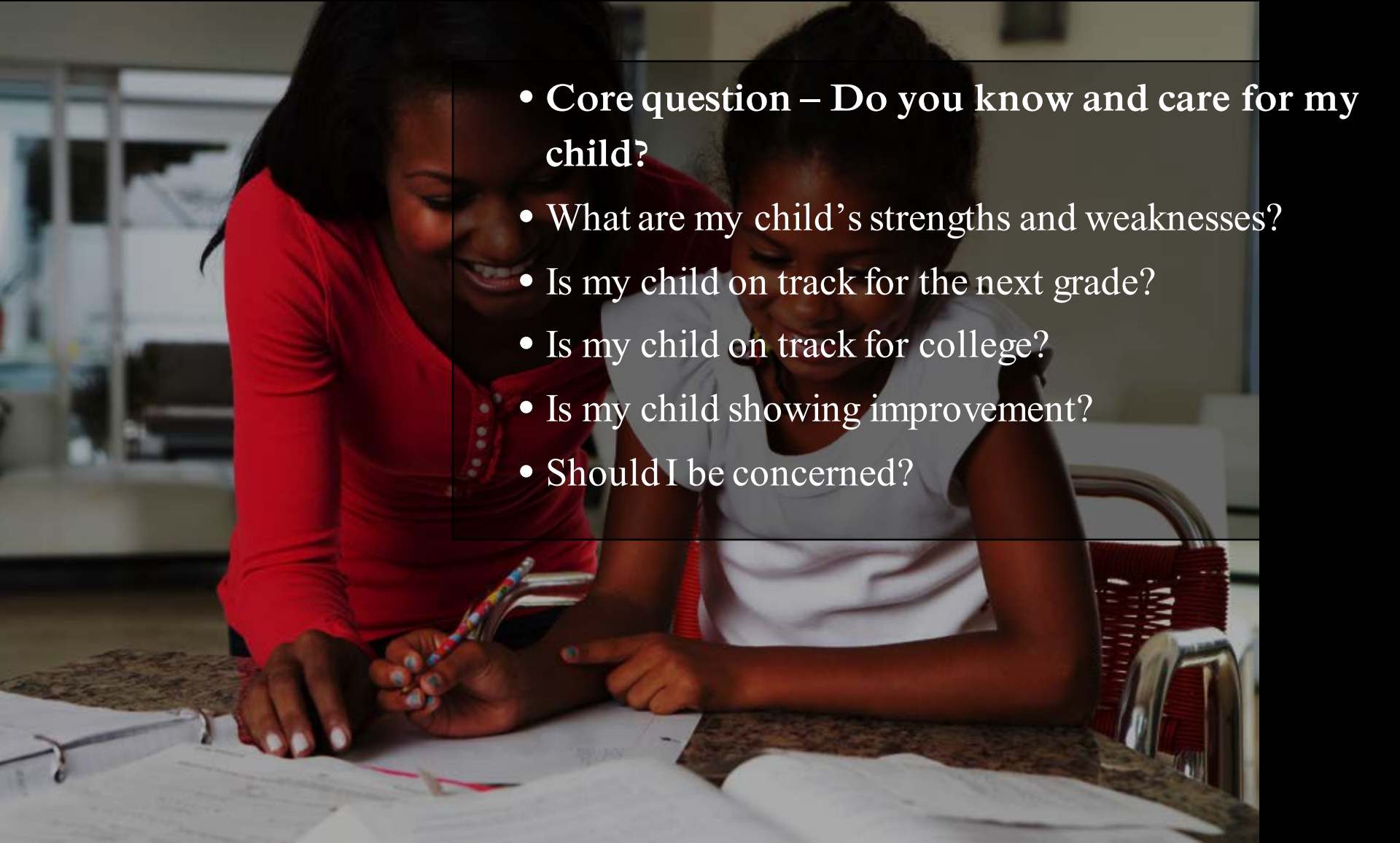


- Providing activities for home
- Adjust content to student needs
- Helping my child with homework
- Measuring high quality teaching
- Communicating with teacher/admin
- Monitoring standards
- Knowing if I need to seek extra help
- Determining readiness for next grade
- Knowing when to be concerned
- Monitoring general progress



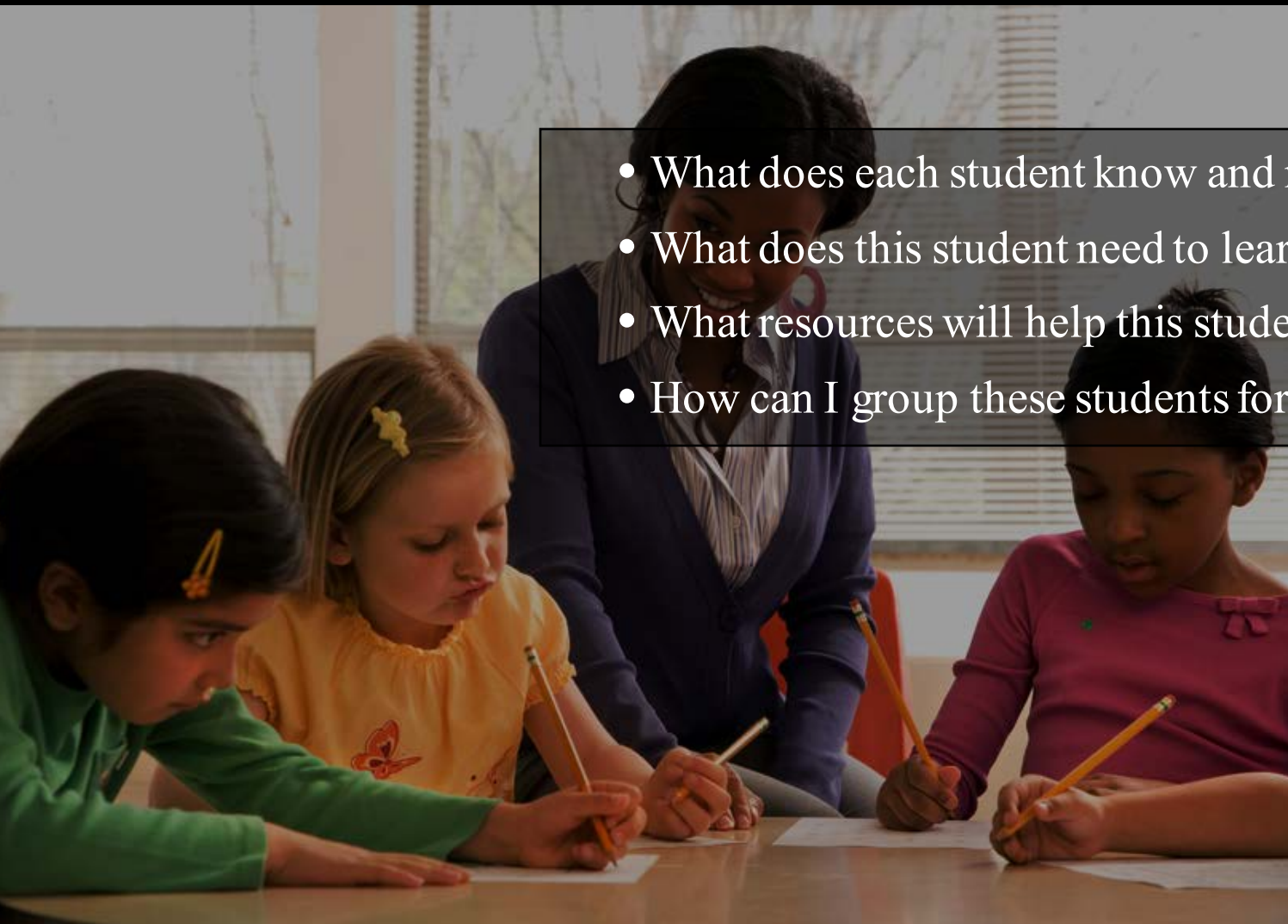
Source – North
Study. Survey

Questions parents want answered from assessment

- 
- **Core question – Do you know and care for my child?**
 - What are my child's strengths and weaknesses?
 - Is my child on track for the next grade?
 - Is my child on track for college?
 - Is my child showing improvement?
 - Should I be concerned?

Questions teachers want answered from assessment

- What does each student know and not know?
- What does this student need to learn next?
- What resources will help this student?
- How can I group these students for instruction?



Assessment Purpose and Audiences

District Assessment Review

Grade	Assessments	Purpose: How is the data used?	Who uses the data?
12			
11			
10			
9			
8			
7			
6			
5			
4			
3			
2			
1			
K			

What does this help you see about your assessment system?

Are there redundancies?

Are there gaps?

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Redundant, mis-aligned, or unused assessments are eliminated.



Identify Redundancies & Gaps

Compare assessments and their purposes to find unnecessary overlaps and gaps

Be careful about different grade levels and subjects

Comprehensive Assessment Planning: Identify your current assessments and their purposes

Highlight your top 3-5 priority purposes for assessment data. List every assessment used in your district. Mark the purposes for each assessment on the matrix.	Student readiness	Identify students for special programs	Student self-reflection, planning, and continuous improvement	Create instructional focus	Lead goal setting	Regroup students for instructional focus	Differentiate instruction within class/grade/school	Collect evidence of student performance to assign grades	Teacher reflection for planning and continuous improvement	Monitor achievement of classroom instructional goals	Create school accreditation self-study profiles	Use data to inform professional learning communities	Use data for school improvement planning	Universal screener for intervention strategies	Monitor student growth toward standards and benchmarks	Certify proficiency	Report to parents and community	Provide and monitor student growth over time	Evaluate district programs and resources	Data for grants and pilot programs	Report to Board	Use data to inform PD	Other	Other

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Assessment results are delivered in a timely and useful manner.





Percent of students who say they do not receive their state accountability test results.

37%

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The metrics and incentives used encourage a focus on all learners.



An aerial, black and white photograph of the New York City skyline. The image shows a dense cluster of skyscrapers, with the Empire State Building prominently visible on the right side. The sky is filled with soft, diffused clouds, suggesting an overcast day. The overall tone is professional and urban.

The New York Case Study



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2012

New York state introduces new assessments that reflect the Common Core and “college and career” ready standards.



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Because of the higher cut scores, statewide proficiency rates drop from 55% to 31% in reading. They drop from 65% to 31% in mathematics.



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The Commissioner, John King, correctly explains the results:

“These proficiency scores do not reflect a drop in performance, but rather a raising of standards to reflect college and career readiness in the 21st century.”

Source - New York Department of Education (August 7, 2013). State Education Department Releases Grades 3-8 Assessment Results. Retrieved on December 3, 2013 from <http://www.oms.nysed.gov/press/grades-3-8-assessment-results-2013.html>

The subsequent New York Times headline:

Test Scores Sink as New York Adopts Tougher Benchmarks

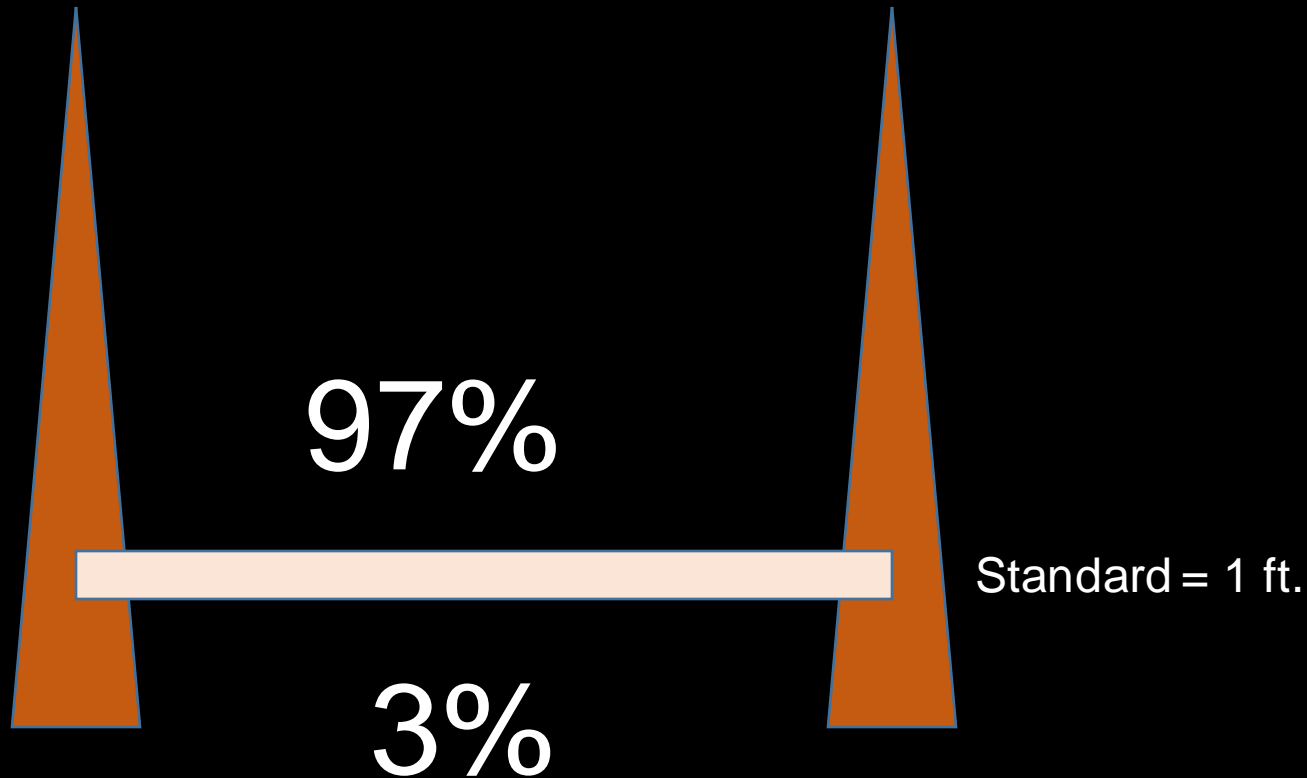
Source -.Hernandez, J. and Gebeloff, G. (August 7, 2013). Test Scores Sink as New York Adopts Tougher Benchmarks. New York Times. Retrieved on December 3, 2013 from <http://www.nytimes.com/2013/08/08/nyregion/under-new-standards-students-see-sharp-decline-in-test-scores.html>



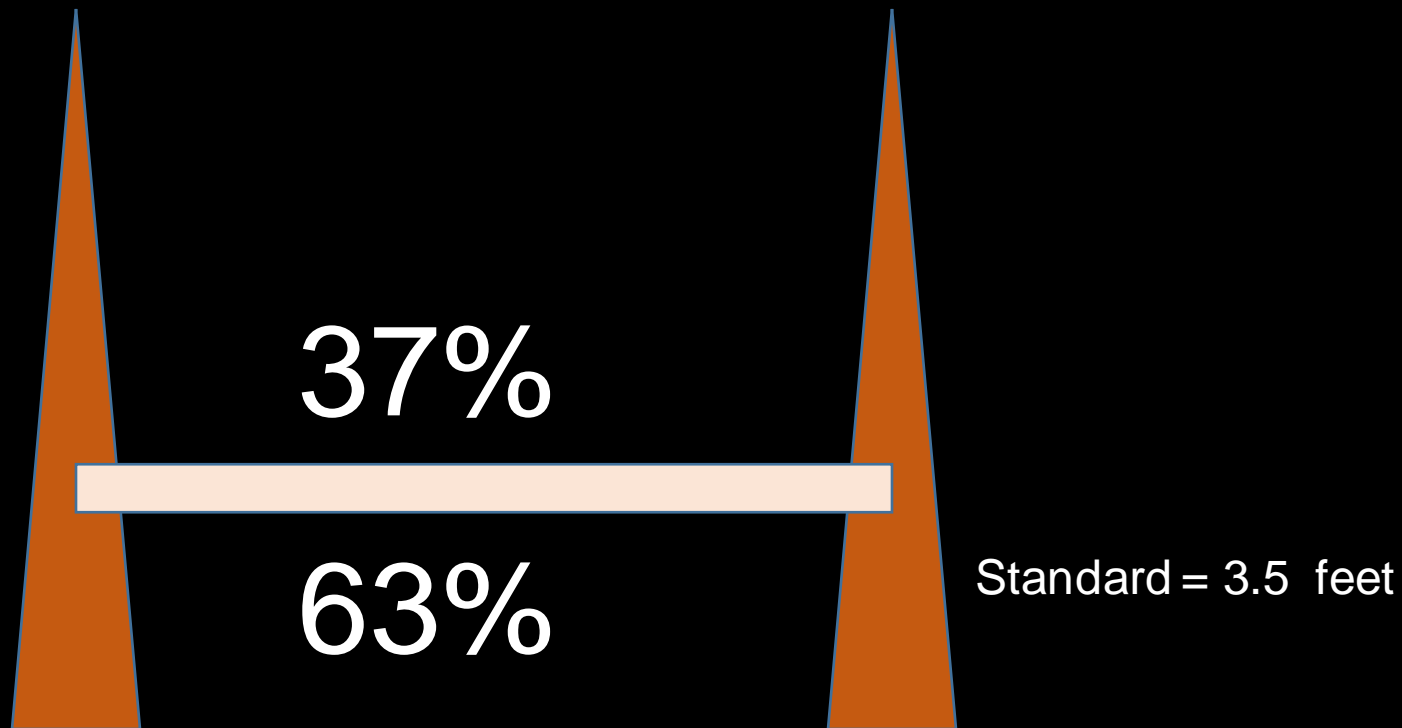
Raising the bar doesn't make one
less of a high jumper



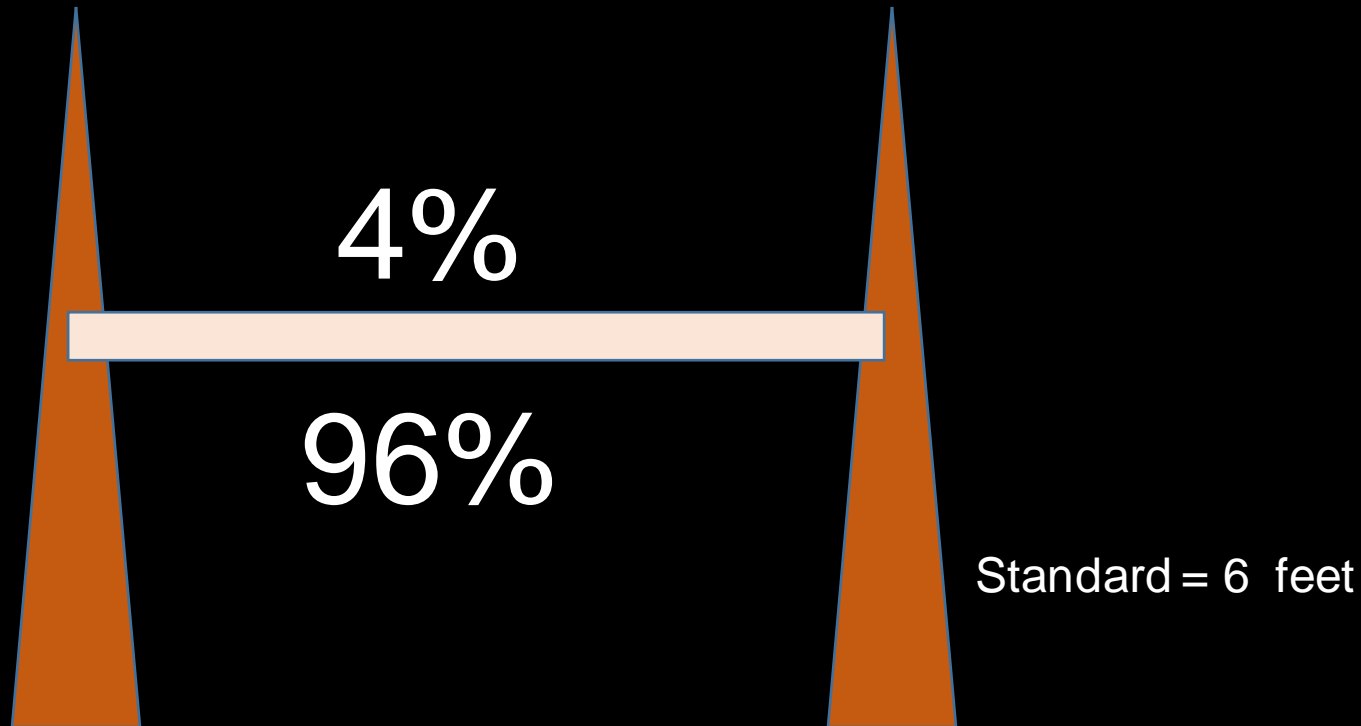
High Jumping Fitness – Minimum Competency



High jumping fitness – Physically fit



High jumping fitness – Scholarship athlete



As Common Core or College and Career Ready aligned tests are introduced in more states, the New York story will be repeated in other states.



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The Smarter Balanced Assessment Consortium released cut scores on their new Common Core aligned test this winter. NWEA has estimated the difficulty of these cut scores as they compare to many states' prior assessments.

The estimates are available at:

<https://public.tableau.com/profile/publish/ThePhantomCollapseofStudentAchievement/Dashboard4#!/publish-confirm>

An illustration of the phantom collapse



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The assessment program contributes to a climate of transparency and objectivity with a long-term focus



An example of a testing integrity problem

Assessment Action Planning Template



Assessment Planning Template - August 2011

District/School: _____

2011-2012 Top Priority Assessment Goal: _____

<u>Benchmark Objectives:</u>	<u>How Measured:</u>	<u>Responsible Party:</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____

Assessment Implementation and Staff Development Timeline:

Before School Starts	By December 2011	By March 2012	By June 2012
Activities	Activities	Activities	Activities
Complete assessment calendar			
Determine data analysis dates			
Staff orientation to district and school assessment planning			

Thanks to North Mason School District for sharing this document.