



# Assessment Literacy Cohort: Re-Introduction



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# Program Outcomes

Participating schools will:

- Understand the necessity of clear academic learning goals, aligned classroom-level learning targets, and success criteria used by students and teachers, and their relationship to the development and use of sound assessments.
- Understand the attributes of a comprehensive and balanced assessment system that includes large-scale assessment, school- or district-level assessment, and classroom-level summative and formative assessment, ensuring multiple measures of all valued learning goals.
- Understand the standards of quality for student assessment and ensure that these standards are met.
- Understand sound grading practices and work to ensure all students receive meaningful, accurate grades.



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# What is **ASSESSMENT LITERACY**?



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The set of beliefs, knowledge, and practices about assessment that lead to the use of assessment to improve student learning and achievement.



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# Ten Assessment Literacy Goals

1. Comprehensive and balanced assessment system (Session 3 & 4)
2. Clear academic achievement goals (Session 1 & 2)
3. Quality standard assessments (Session 4)
4. Formative assessment process understood (Session 7)
5. Sound grading practices are used (Session 6)



# Ten Assessment Literacy Goals

6. Effective communication about uses and results (Session 8)
7. Ethical and appropriate use of different types of assessment. (Session 3 & 4)
8. Professional learning offered (Session 8)
9. Analyze results accurately to improve curriculum and instruction (Session 5 & 6)
10. Policies implemented on sound assessment use (your responsibility)



# Structure & Philosophy of the Cohort

- Train the trainer using materials from the Michigan Assessment Consortium (MAC) Achieving Balance in Classroom Assessment ([ABCA](#))
- This work is best accomplished with a school team.
- All Assessment Literacy Goals need to be addressed but not all at once.
- Our job is to give you an overview and tools to use for each Assessment Literacy Goal. Your job is to decide what work will benefit your school when and then do that work.



# **Assessment Literacy Goal #2:**

## **Assess What?**

**Clear Standards and Academic Goals as a  
Prerequisite**





All leaders understand the necessity of clear academic learning goals, aligned classroom-level learning targets, and success criteria used by students and teachers, and their relationship to the development and use of sound assessments.



# Assessment Literacy Goal #1:

## What is a **BALANCED ASSESSMENT** system?



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All leaders understand the attributes of a comprehensive and balanced assessment system that includes large-scale assessment, school- or district-level assessment, and classroom-level summative and formative assessment, ensuring multiple measures of all valued learning goals.



# Different Purposes for Assessment

- Student improvement
- Instructional program improvement
- Student, teacher, system accountability
- Program evaluation
- Prediction of future performance achievement

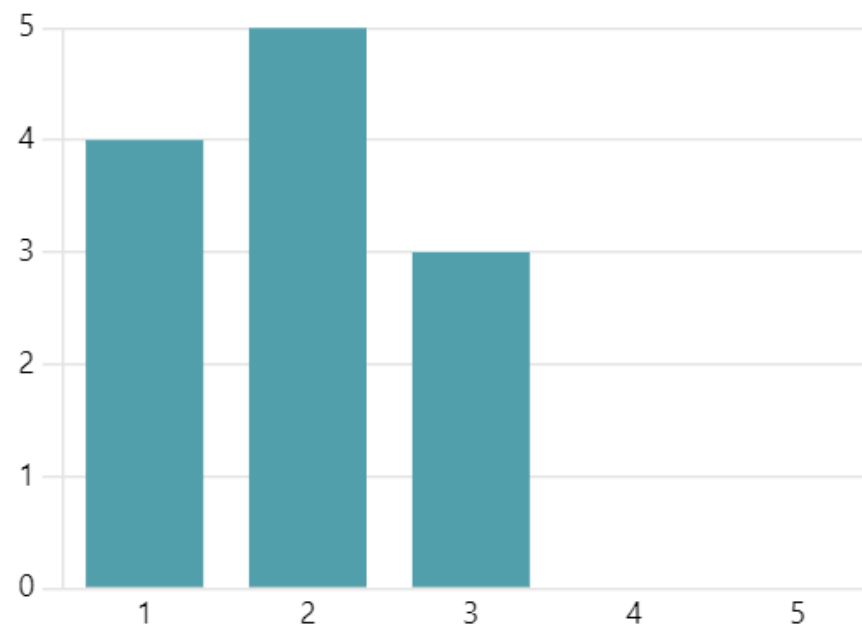


1. How well do teachers understand the priority standards established for your school?

[More Details](#)

 Insights

1.92  
Average Rating



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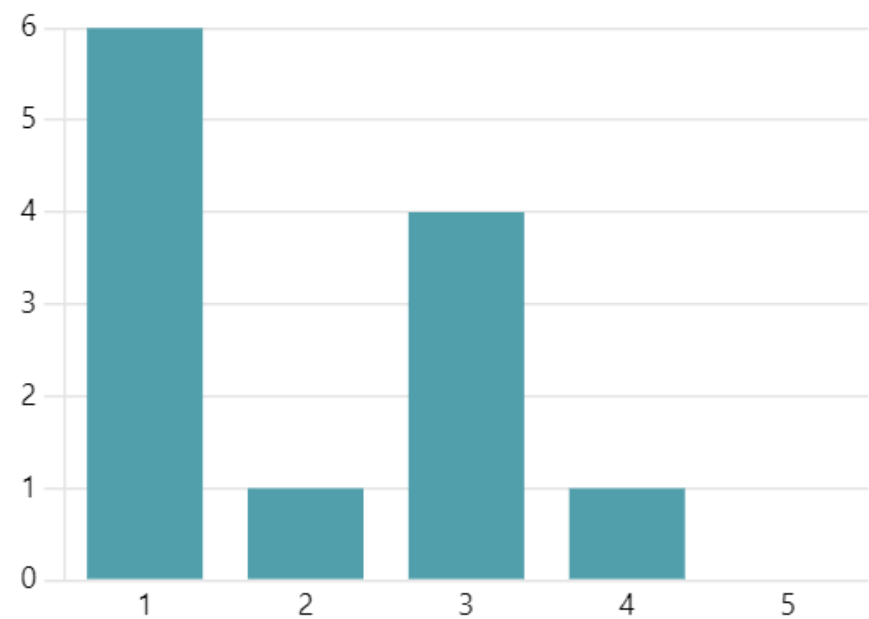


3. How well are teachers supported in understanding and applying the priority standards in their teaching?

[More Details](#)

 Insights

2.00  
Average Rating

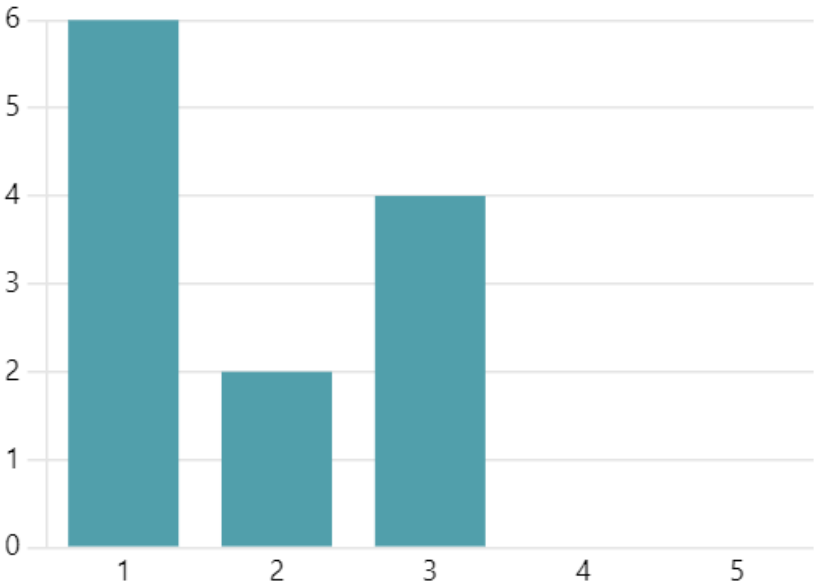


4. How effectively is monitoring and evaluating the implementation of priority standards occurring across the school?

[More Details](#)

 Insights

1.83  
Average Rating

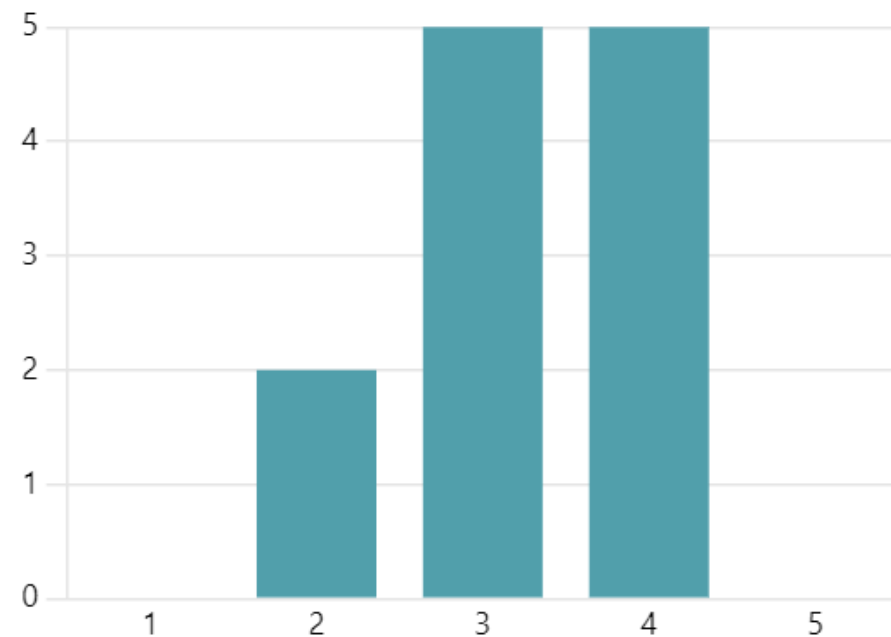


## 5. How well do teachers understand the curriculum they are expected to implement?

[More Details](#)

 Insights

3.25  
Average Rating



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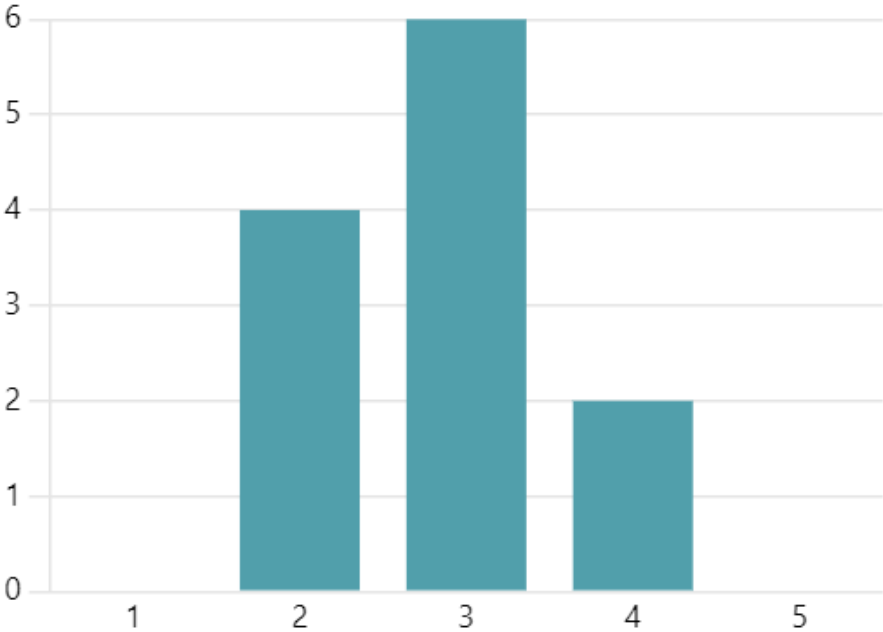
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7. To what extent do teachers adhere to the curriculum with fidelity?

[More Details](#)

💡 Insights

2.83  
Average Rating

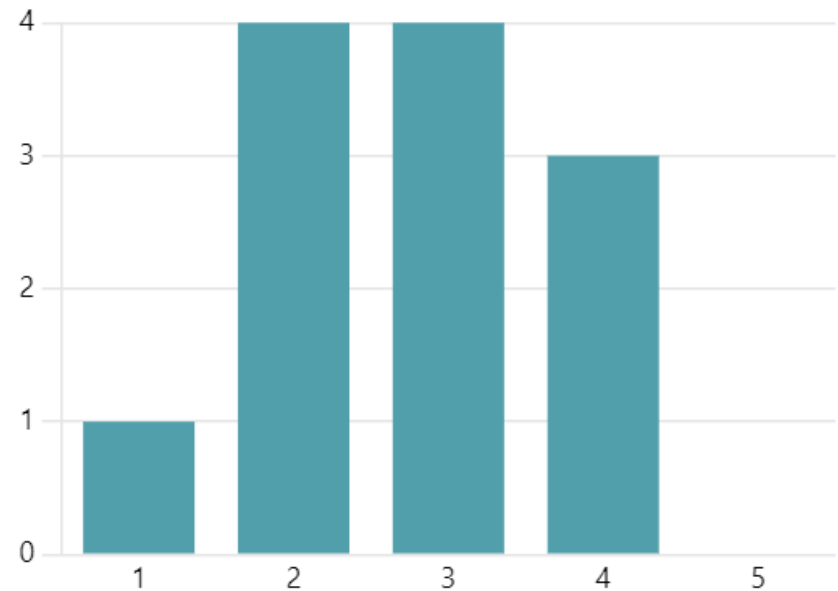


8. How effectively is feedback related to guaranteed curriculum gathered and used for making adjustments to expectations?

[More Details](#)

 Insights

2.75  
Average Rating



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# Balanced Assessment September 18, 2024



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# Prioritizing Standards



# How are you feeling?





1



2



3



4



5



6





# The **BIG** Picture







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# Why Prioritize Standards?



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To maintain a sharp and consistent focus on in-depth instruction and the related assessment.



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# What the “Big Wigs” said . . .

- Robert Marzano – Proposed having 1/3 of the standards (Classroom Instruction That Works)
- Dylan Wiliam – would not endorse CCSS because there were too many standards (Inside the Black Box)
- Mike Schmoker – Recommended half of the number of standards (Focus NOW)





# Let's Do the Math

$$\frac{880 \text{ hours}}{150 \text{ standards}}$$

5.9 hours per standard



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# Prioritizing Standards

**DO THIS**  
NOT THAT

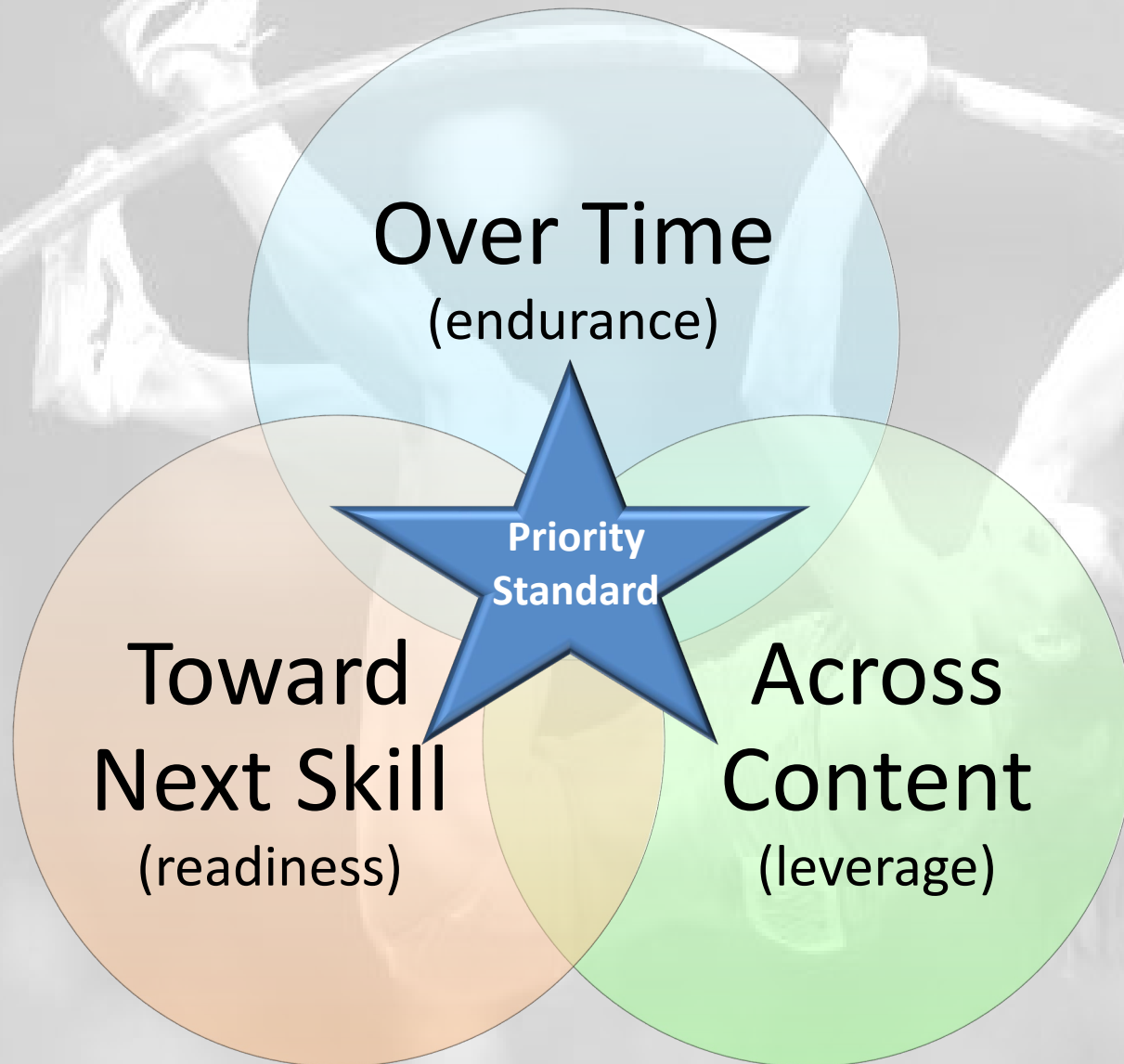
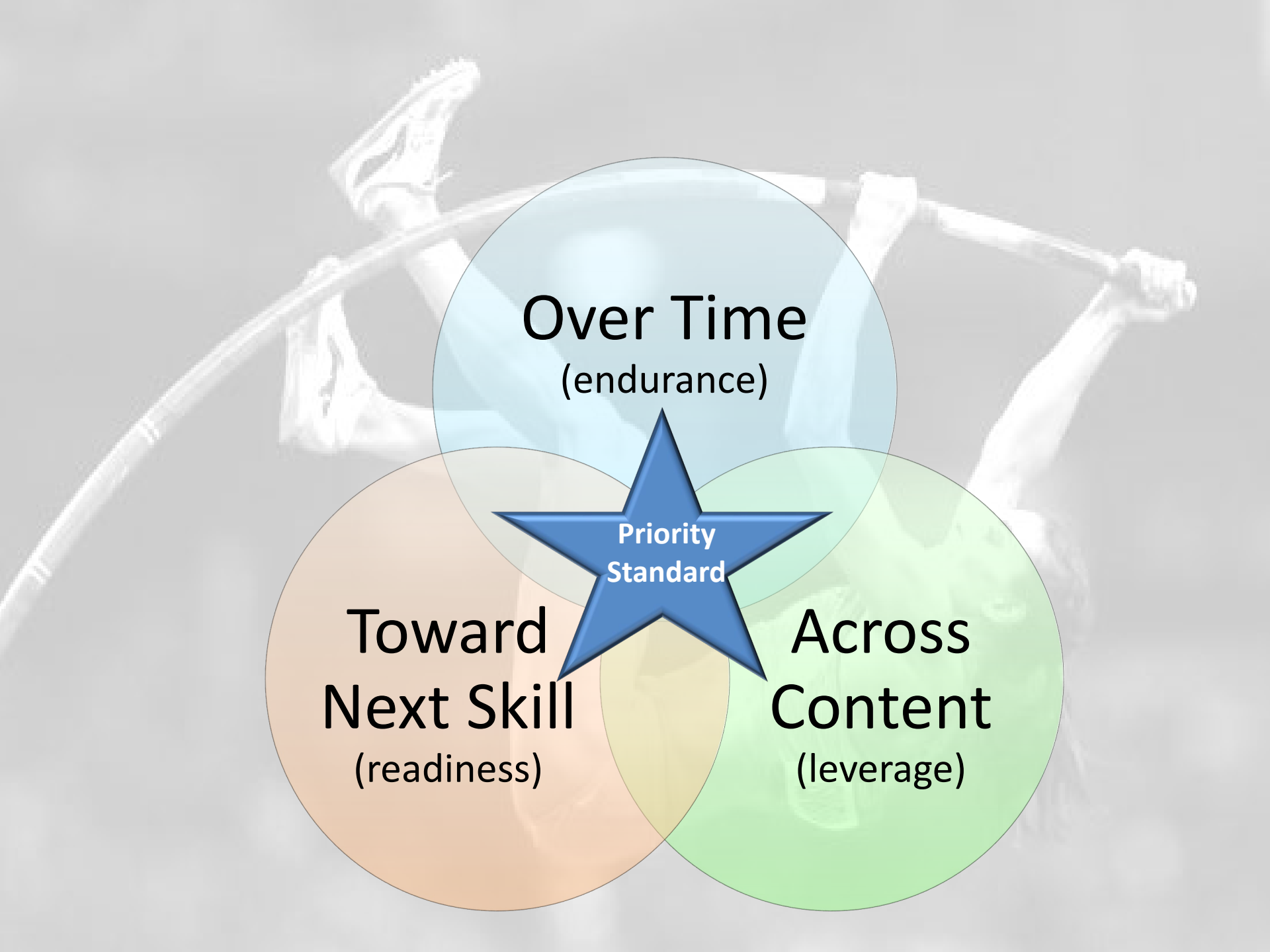
# Priority Standards

A priority standard is one that

- provides students with knowledge and skills that will endure throughout life (endurance),
- will be valuable in multiple disciplines (leverage),
- and provide success in the next level of instruction (readiness).

Ainsworth, Larry. (2010). Rigorous Curriculum Design. Englewood: Lead and Learn Press.





# Criteria for Priority Standard

## Endurance

- Will this standard provide students with knowledge and skills that will be of value beyond a single assignment, project or test date?
- Which standards represent concepts and skills that *endure*?

Ainsworth, Larry. (2010). Rigorous Curriculum Design. Englewood: Lead and Learn Press.



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# Criteria for Priority Standard

## Leverage

- Will the standard provide knowledge and skills that will be of value in multiple disciplines?
- Which Standards are critical for our students to know and understand? Which standards, according to the state assessment, do we especially need to emphasize?

Ainsworth, Larry. (2010). Rigorous Curriculum Design. Englewood: Lead and Learn Press.



# Criteria for Priority Standard

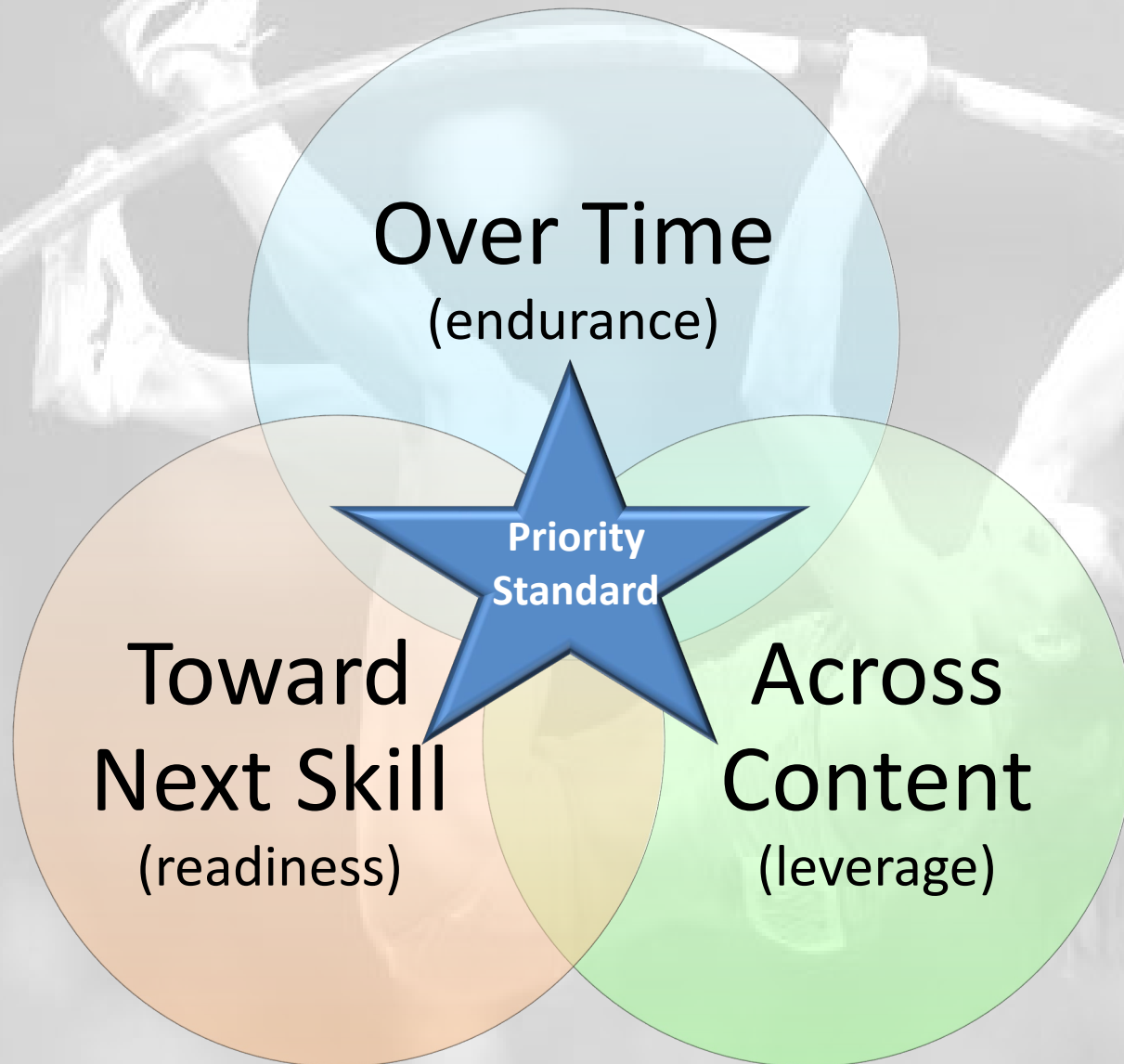
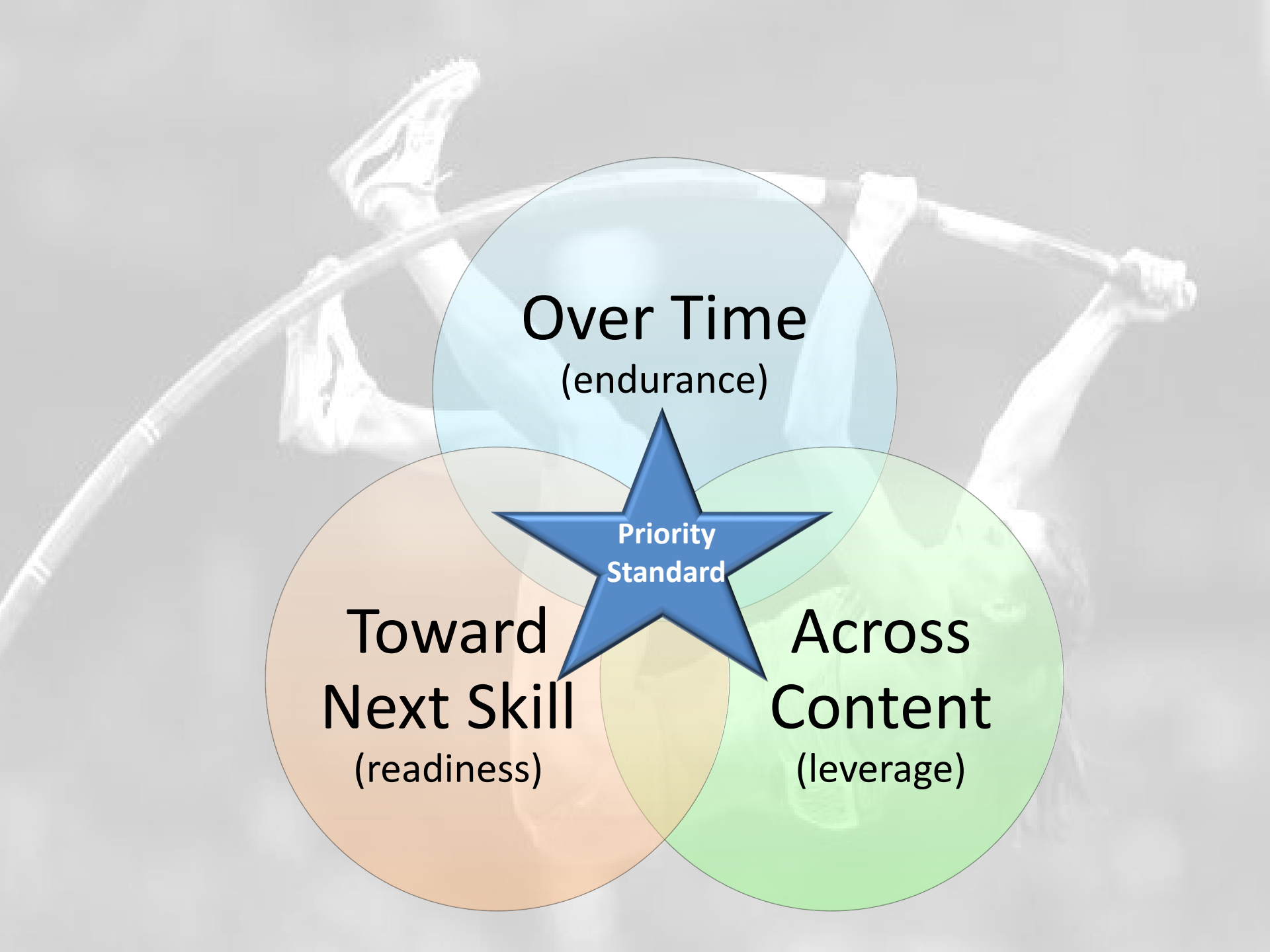
## Readiness

- Will the standard provide students with essential knowledge and skills that are necessary for success in the next grade level or the next level of instruction – for success in school and in life?
- What knowledge and skills do this year's students need so they will enter next year's class with confidence and readiness for success.?

Ainsworth, Larry. (2010). Rigorous Curriculum Design. Englewood: Lead and Learn Press.







# Additional Considerations

- External Assessments - State/College Test Correlations
- K-12 Alignment (vertical alignment)
- Needs of Student Population





# “Unwrapping” the Standards – WHY?

- “Unwrapping” provides clarity, specificity, and explicit levels of rigor
- Careful analysis of a standard helps determine exactly what the standard means and identifies student learning outcomes
- Standards can be prioritized by complexity and level of rigor using a thinking skills hierarchy such as Bloom’s Taxonomy or Depth of Knowledge



# Handout #1

A **priority standard** is one that provides students with knowledge and skills that will endure throughout life, be valuable in multiple disciplines, and provide success in the next level of instruction.

A **supporting standard** is one that enables a student to perform the priority standard.

~ Larry Ainsworth

When prioritizing, run each standard through the filters to ensure it meets the criteria.



Additional Considerations:

- External Assessments - State / College Test Correlations
- K-12 Alignment
- Needs of Student Population

Handout #1 – Priority Standard Filters



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# Resources

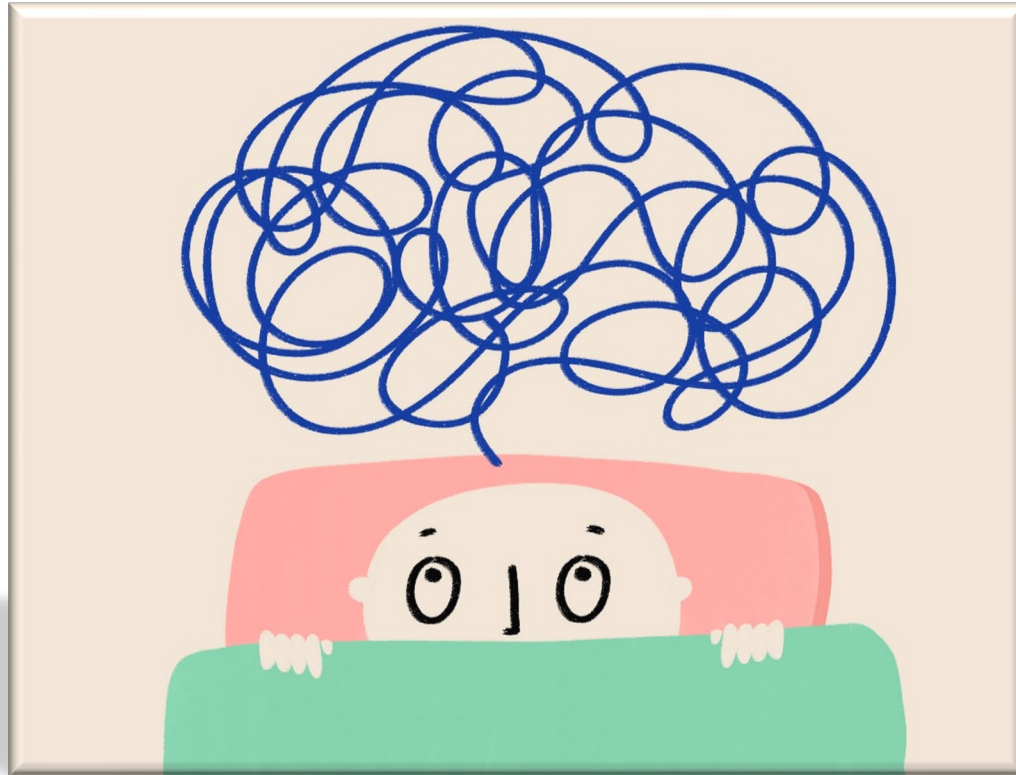
# NEW!

Prioritizing Standards Content Area \_\_\_\_\_ Grade Level \_\_\_\_\_ Page # \_\_\_\_\_

Priority or Supporting	Standard (Number and Brief Description)	Endurance	Readiness	Leverage	Blooms / DOK Level	Assessment Correlation(s)



# Where are you in the process?



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# What does prioritizing standards look like across grade levels?



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# The Power of Vertical Alignment



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# The Choice

4 <sup>th</sup> Grade	5 <sup>th</sup> Grade	6 <sup>th</sup> Grade
Determine the main idea of a text and explain how it is supported by key details; summarize the text	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text	Determine a central idea of a text and how it is conveyed through particular details; provide summary of the text distinct from personal opinions or judgments

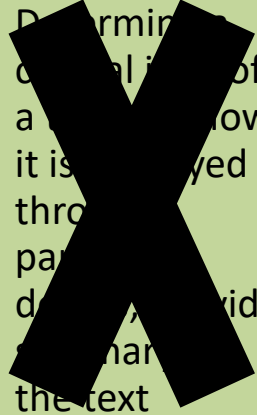


# The Choice

4 <sup>th</sup> Grade	5 <sup>th</sup> Grade	6 <sup>th</sup> Grade
Determine the main idea of a text and explain how it is supported by key details; summarize the text	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text	Determine the central idea of a text and analyze how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments



# The Choice

4 <sup>th</sup> Grade	5 <sup>th</sup> Grade	6 <sup>th</sup> Grade
Determine the main idea of a text and explain how it is supported by key details; summarize the text	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text	 Determine the central idea of a text and how it is supported through particular details; provide a summary of the text <b>distinct from personal opinions or judgments</b>

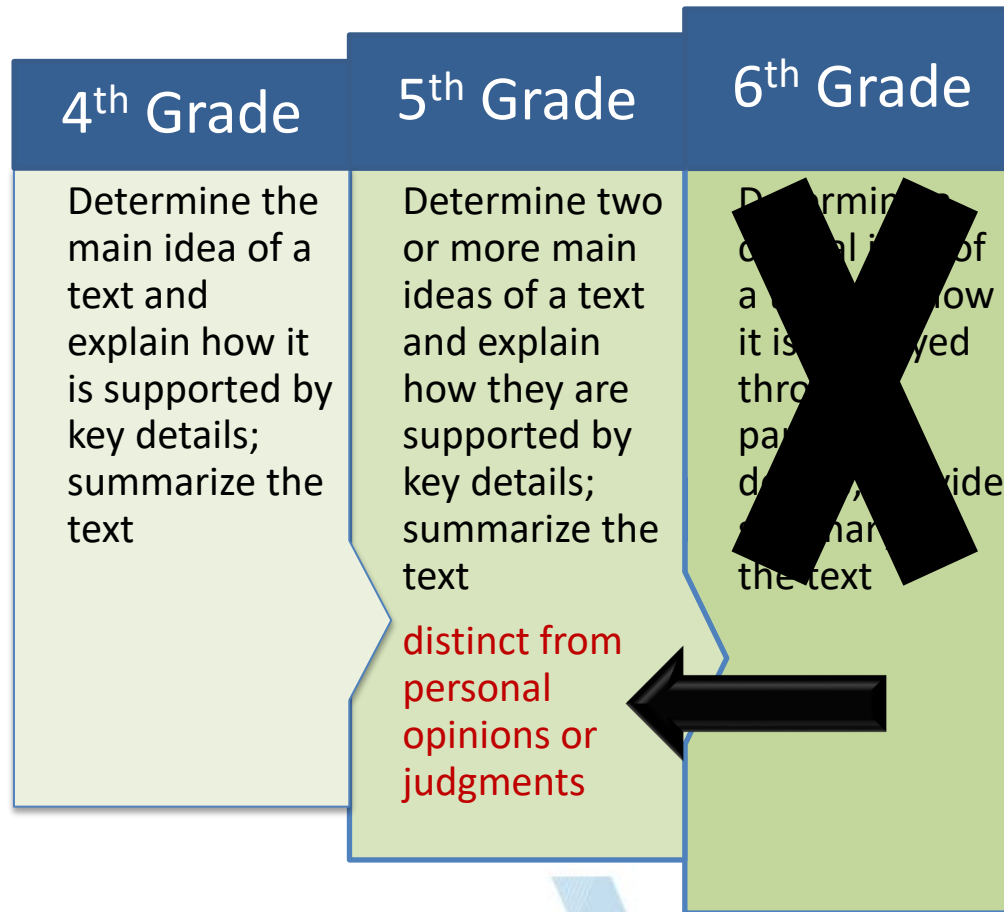


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# The Choice





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# Supporting Standards

Enable the student to perform  
the Priority Standard





The Beginning

**Start Here**



**Priorities**

# Resources

## Handout #15

Priority Standards Reflection Tool	
What are the key items you plan to take back to your building?	
How will you share the information? <i>(Whole staff PD or grade-level meetings? What resources will you use?)</i>	
Who will be involved and how? <i>(All staff, school leaders, teacher leaders? Who will "own" the process?)</i>	
When will you introduce the content and how much time will you invest in training staff? <i>(When will the training(s) occur? How much time teams will need to assimilate the content?)</i>	
How will you ensure implementation and follow-through?	
What other factors may need to be addressed to ensure successful implementation in your building?	





# Resources

## Handout #16

Priority Standards Action Planning Template

Content Area	Grade Level	Person(s) Responsible	Target Completion Date	Notes



# Resources

## NEW!

Prioritizing Standards Content Area \_\_\_\_\_ Grade Level \_\_\_\_\_ Page # \_\_\_\_\_

Priority or Supporting	Standard (Number and Brief Description)	Endurance	Readiness	Leverage	Blooms / DOK Level	Assessment Correlation(s)



# Suggested Next Steps . . .

- Review Handout #15, address any outstanding planning needs and establish target dates for completion
- Identify ONE subject area to begin the prioritizing process
- Use Handout #16 to draft a plan for prioritizing and establish target dates for each grade level
- Determine when and how vertical alignment will take place



# Questions ? ? ?



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# Assessment Inventory

A diagonal line runs from the bottom-left corner to the top-right corner of the image, dividing it into two triangular sections. The upper-left section is white, and the lower-right section is a solid yellow color.

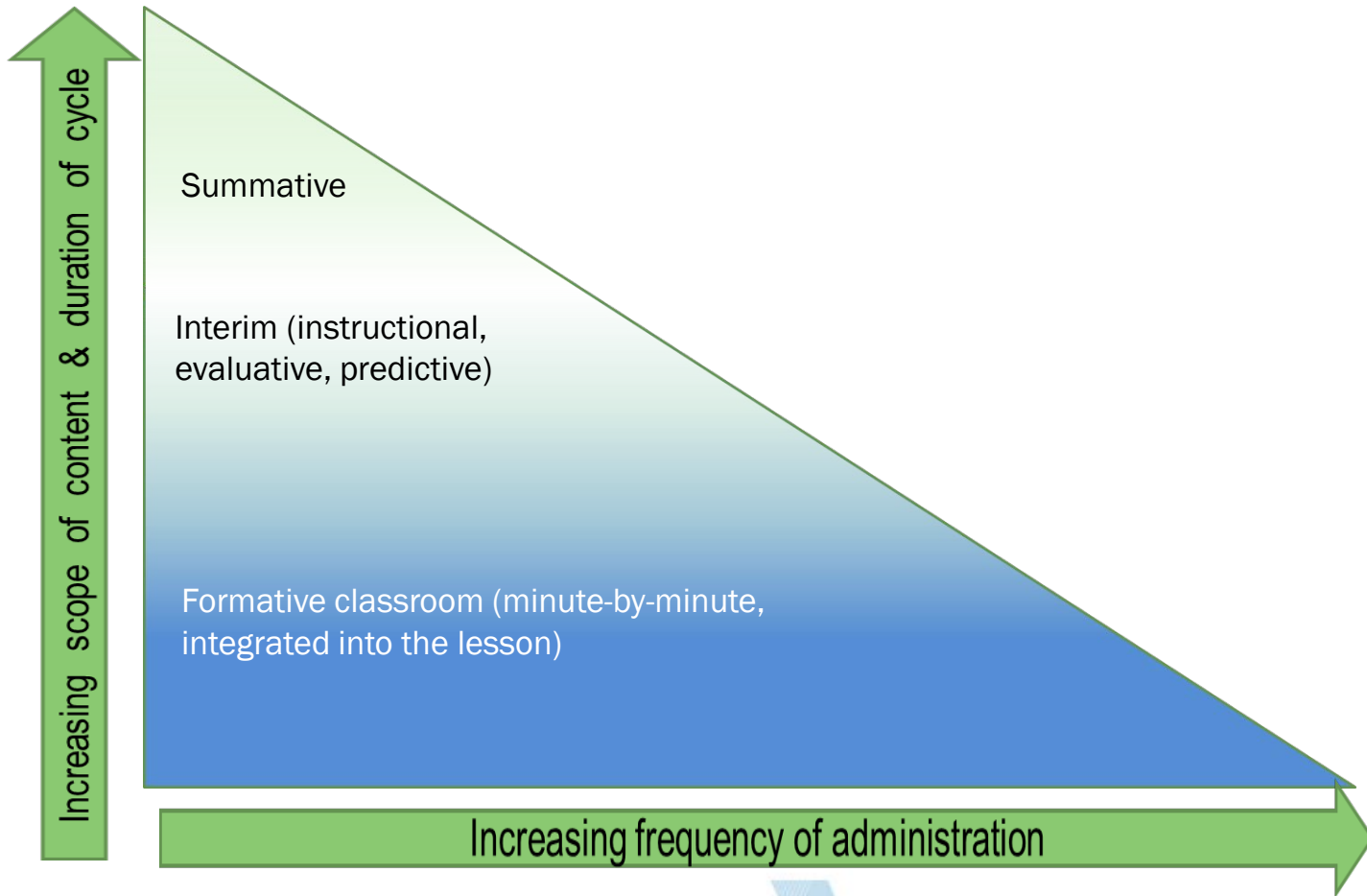


# Why Complete an Assessment Inventory?

- » Assesses the quality of your assessments, determines the minimum amount of testing required, and ensures that your assessments are providing the information you need
- » Ensures that your assessment results are used to take action steps that help your students
- » Gets a more accurate sense of your assessment balance
- » Helps you move toward a healthier, more balanced assessment system



\*Graphic courtesy  
of Michigan  
Assessment  
Consortium



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# Summative Assessments

## » Purpose: Assessment OF learning

- To measure the extent of students' learning and academic achievement
- Often used for assigning grades or determining promotion to the next grade level

## » Examples:

- Final exams
- End-of-term projects
- State standardized tests

## » Helps to answer questions like:

- Is this student ready for the next grade? How does my school compare to others? How do I allocate building resources?



# Interim Benchmark

- Purpose: Sits in the middle- FOR and OF learning
  - Conducted periodically throughout the instructional period to monitor student progress and inform instruction
  - To gauge how well students are mastering content at set points throughout the instructional period
  - Some are built so they predict a score on a future, summative assessment
- Examples:
  - NWEA's MAP Growth
  - Midterm exams
  - Quarterly assessments
- Answers questions like:
  - Are my students succeeding at the level they need to be? Do any students need to be referred for special services? How should I group my students?



# Diagnostic

- Purpose: Assessment FOR learning
  - Identify students' strengths, weaknesses, and specific learning needs before instruction begins
  - To understand students' prior knowledge and readiness for new learning
  - To plan personalized instruction and interventions
- Examples:
  - Pre-tests
  - Skills inventories
  - Diagnostic quizzes
- Answers questions like:
  - How much scaffolding is needed? How should I group my students? Which students have already mastered the content?



# Screening

- Purpose: Assessment FOR learning
  - Screeners are quick assessments used to identify students who may be at risk for learning difficulties
  - To detect early signs of potential learning challenges or disabilities
  - To initiate early intervention strategies
- Examples:
  - Early literacy screenings
  - Math fluency assessments
  - Social-emotional development surveys
- Answers questions like:
  - Do any of my students have dyslexia? Are there learning gaps I need to fill?





# Formative Assessment Process

- Purpose: Assessment FOR learning
  - Used by teachers and students to provide feedback and improve learning during the instructional period
  - To monitor student learning and provide continuous feedback
  - To adjust teaching methods and support student learning in real-time
- Examples:
  - Classroom discussions
  - Peer reviews
  - Quizzes and exit tickets
- Answers questions like:
  - What does each student need? What strengths can I build on? What should I do next based on these results?



# Questions?



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## What's Next?

Complete the Assessment Inventory before  
October 16, 2024

Assessment Literacy  
Virtual Professional Learning

9:30 a.m. – 11:30 a.m.



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