Assessment Literacy & Balanced Assessment

January 15, 2025

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Session Outcomes:
Participants will...

- Examine and understand a tool used to add balanced assessment strategies to your MICIP.

- Examine and understand a tool used to deeply analyze assessment validity- one key balanced assessment strategy.

- Work with a team to plan for school-specific school improvement planning related to work with assessment.

Breakout Room...

» What have you been working on related to assessment literacy and balanced use of assessment?

» What did learn working on the "Planning Tool for High Quality Balanced Assessment System"?

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Planning Tool: Implementation of High-Quality Balance Assessment System

Getting Ready	Implement	Monitor the Fidelity of Adult Implementation and Student Impact	Evaluate the Fidelity of Adult Implementation and Student Impact
QUESTIONS: How will we ensure READINESS for implementation? How will we ensure that staff and administrators have the KNOWLEDGE and SKILLS to implement? How will we ensure OPPORTUNITY for high quality implementation of the strategy?	**QUESTIONS:** How will we ensure HIGH QUALITY IMPLEMENTATION of the strategy? What are the activities during implementation?	**QUESTIONS:** How will we ensure the strategy is MONITORED FOR FIDELITY OF ADULT IMPLEMENTATION? How will we ensure the strategy is MONITORIED FOR IMPACT ON STUDENT ACHIEVEMENT?	**QUESTIONS:** How will we ensure that the FIDELITY OF ADULT IMPLEMENTATION of the strategy IS EVALUATED? How will you ensure the strategy's IMPACT ON STUDENT ACHIEVEMENT IS EVALUATED?
ACTIVITY: Administration and staff have identified the implementation of a high-quality balanced assessment system as an initiative to be implemented as part of the ongoing continuous improvement process, including a timeline for implementation phases over the next 2 – 3 years.	**ACTIVITY:** Administration has included the implementation of a high-quality balanced assessment system in the district and/or building improvement plan for the next 2 – 3 years and has planned for the needed resources in the plan and budget.	**ACTIVITY:** Administration monitors the implementation of a high-quality balanced assessment system at the building and district level in order to determine modification in the continuous improvement plan to ensure ongoing support for the initiative to sustain the efforts.	**ACTIVITY:** Administration conducts a focused program evaluation of the implementation and impact of the high-quality balanced assessment system at the building and district level in order to determine modification in the continuous improvement plan to ensure ongoing support for the initiative to sustain the efforts and/or to modify implementation.
ACTIVITY: Leadership: Administration and/or staff have completed a District/Building needs assessment to determine "current reality" as to readiness for implementation, considering the critical components of a high-quality balanced assessment system and the conditions for successful implementation. Strategy Implementation Guide: Balanced Assessment System	**ACTIVITY:** Leadership has conducted the needs assessment and convened the staff and administration to determine strengths and challenges in the current system for the implementation of a high-quality balanced assessment system in order to determine action steps to address the challenges and barriers while building upon strengths.	**ACTIVITY:** Leadership has addressed the identified challenges and provided in a timely manner the needed resources as evidenced by budgets, purchases, and the continuous improvement plan action steps.	**ACTIVITY:** Leadership has revisited the provision of resources provided to support implementation and has made plans to continue support for the upcoming school year.

Understanding Change

Trust	Vision	Skills	Resources	Payoff	Action Plan	Shared Values/Beliefs	=	Second Order Change
	Vision	Skills	Resources	Payoff	Action Plan	Shared Values/Beliefs	=	Sabotage
Trust		Skills	Resources	Payoff	Action Plan	Shared Values/Beliefs	=	Confusion
Trust	Vision		Resources	Payoff	Action Plan	Shared Values/Beliefs	=	Anxiety
Trust	Vision	Skills		Payoff	Action Plan	Shared Values/Beliefs	=	Anger
Trust	Vision	Skills	Resources		Action Plan	Shared Values/Beliefs	=	Sporadic Change
Trust	Vision	Skills	Resources	Payoff		Shared Values/Beliefs	=	False Starts
Trust	Vision	Skills	Resources	Payoff	Action Plan		=	First Order Change

Where does assessment fit in the MICIP process? In what way?

Resource:

Michigan Assessment Consortium
Improve learning.
Increase success.

STRATEGY IMPLEMENTATION GUIDE:
Balanced Assessment System

STRATEGY IMPLEMENTATION GUIDE:
Balanced Assessment System

This document identifies the "gold standard" for the critical components of a high-quality balanced assessment system. Connections are also made to various resources to support your work, including Michigan Assessment Consortium tools and Smarter Balanced Resources. Links to resources are provided throughout the document to assist leaders to increase understanding and to access tools to support implementation with fidelity.

Learning Point: <u>What constitutes a high-quality, comprehensive, balanced assessment system?</u>

CRITICAL COMPONENT What are the essential components of BALANCED ASSESSMENT SYSTEM in a high-quality assessment system?	**"GOLD STANDARD" for Implementing the Critical Component** What would you see when this component is implemented well?	**SUPPORTING RESOURCES** including Independent Study & Guided Professional Learning
Component A: BALANCED ASSESSMENT SYSTEM Michigan Assessment Consortium: Balanced Assessment Systems		
Organizational support for a balanced assessment system	Policies have been instituted with supportive resources (time and budget) needed to help users understand and implement a balanced assessment system in the district.	**Learning Point:** How do we design assessment systems for modern learning? **Learning Moment:** Jim Pellegrino: What would it take for states and districts to implement coherent and balanced assessment systems. **Learning Moment:** James Pellegrino **Learning Moment:** Margaret Heritage and Tanya Wright **Resource:** 3C's Tool
	An assessment calendar, including state and local assessment windows, has been developed to inform a balanced assessment system, and communicated to all stakeholders.	
	An assessment inventory consisting of assessments, purpose, outcomes, uses and users has been conducted.	
Users understand the difference between the types of assessment tools	Assessment type utilizes matches the desired outcomes. • Achievement o Diagnostic	**Learning Point:** Criterion- and norm-referenced score reporting: What is the difference?

Read & Be Prepared to Share

» Explore 2-3 "Critical Component" rows. Read the "Gold Standard" description for each. Click on and explore "Supporting Resources" for each.

» How could these resources be useful for future MICIP planning?

» Are there "Critical Components" that you should add to MICIP that are related to what you found when using the Planning Tool: Implementation of High-Quality Balance Assessment System.

CRITICAL COMPONENT What are the essential components of BALANCED ASSESSMENT SYSTEM in a high-quality assessment system?	"GOLD STANDARD" for Implementing the Critical Component What would you see when this component is implemented well?	SUPPORTING RESOURCES including Independent Study & Guided Professional Learning
Component D: HIGH QUALITY ASSESSMENT		
Criteria for high-quality assessments are understood	Assessment users have been identified and understand the technical qualities that must be addressed during assessment review and selection. Specific elements of high- quality assessments are identified and understood by users of the assessments prior to selection and implementation.	**Article:** Quest for Quality (Educational Leadership
Staff non-technical understanding of statistical concepts	All users possess a non- technical understanding of statistical concepts associated with assessment. • Measures of central tendency • Measure of variability • Reliability • Validity: A characteristic of the use of the test, not the test itself • Bias/Sensitivity • Fairness • Correlation/Causation	**Learning Point:** What's in a Name? How the ALN uses Key-Assessment Terms **Learning Point:** Proficiency & Growth What Is the Difference **Learning Point:** Measuring Student Growth: More than just choosing a model **Assessment Learning Module:** Understanding the Technical Concepts Used in Student Assessment

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Resource:

Strengthening Claims-based Interpretations and Uses of Local and Large-scale Science Assessment Scores (SCILLSS)

Ensuring Rigor in Local Assessment Systems:
A Self-Evaluation Protocol

Self-Evaluation Protocol, Steps One and Two: Identifying Purposes and Assessments Used to Serve those Purposes

Need/purpose	Assessment(s) Used to Serve this Purpose
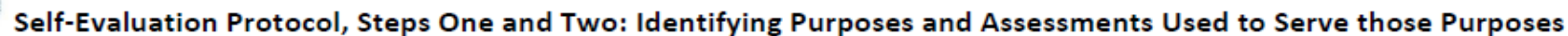
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Self-Evaluation Protocol, Step Three: Gather and Evaluate the Evidence for Each Assessment

Name of Assessment:
Who takes this test?

Key Validity Area	Score	Low	Moderate	Strong
		(0-6)	(7-10)	(11-14)
Construct Coherence:	_____	☐	☐	☐
Comparability & Reliability:	_____	☐	☐	☐
Fairness & Accessibility:	_____	☐	☐	☐
Consequences & Use:		☐	☐	☐

How are scores used?

Low stakes for educators and students		High stakes for students		High stakes for educators	
To guide next steps in instruction	☐	To evaluate learning for calculating grades	☐	To evaluate teachers	☐
To evaluate instruction	☐	To determine eligibility for program entry or exit	☐	To evaluate schools or districts	☐
To evaluate curriculum	☐	To diagnose learning difficulties	☐	To evaluate programs or services	☐
Other uses:		Other uses:		Other uses:	

Measurement targets (the concepts, knowledge, and skills this test is meant to measure):

When and how often is this test administered?

Examine Validity of Assessments: Evidence Types

» Construct Coherence (p. 6-8, p. 24-25)

» Comparability & Reliability (p. 9-11, p. 26-27)

» Fairness & Accessibility (p. 12-15, p. 28-29)

» Consequence & Use (p.16-19, p. 30-31)

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» Group 1: Construct Coherence

» Group 2: Comparability & Reliability

» Group 3: Fairness & Accessibility

» Group 4: Consequence & Use

Read and Be Prepared to Share

» Write is a <u>2-sentence</u> synopsis of the evidence type you read about.

» What are <u>3</u> "Guiding Questions" that you feel are most relevant to your immediate assessment work?

» What is <u>1</u> "Example of Evidence" that you feel really describes your evidence type?

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Resource:

The Hexagon: An Exploration Tool

Hexagon Discussion & Analysis Tool Instructions

September 2020
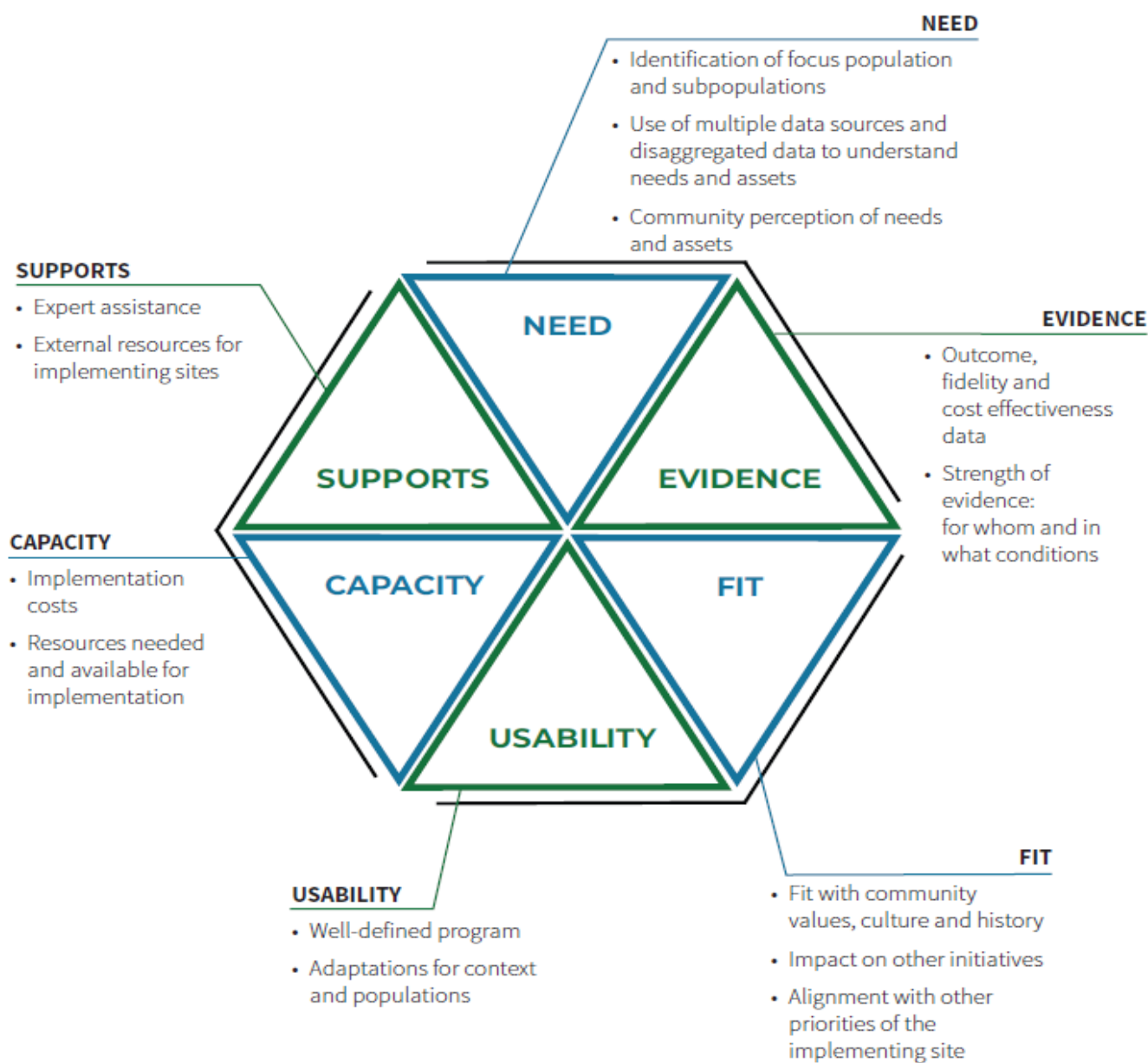
NIRN | NATIONAL IMPLEMENTATION RESEARCH NETWORK

FRANK PORTER GRAHAM CHILD DEVELOPMENT INSTITUTE

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NEED
- Identification of focus population and subpopulations
- Use of multiple data sources and disaggregated data to understand needs and assets
- Community perception of needs and assets

SUPPORTS
- Expert assistance
- External resources for implementing sites

EVIDENCE
- Outcome, fidelity and cost effectiveness data
- Strength of evidence: for whom and in what conditions

CAPACITY
- Implementation costs
- Resources needed and available for implementation

USABILITY
- Well-defined program
- Adaptations for context and populations

FIT
- Fit with community values, culture and history
- Impact on other initiatives
- Alignment with other priorities of the implementing site

NEED

SUPPORTS   EVIDENCE

CAPACITY   FIT

USABILITY

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This tool can be used to guide your team's review of past and current programs to get a clear picture of existing programs, practices, innovations, initiatives, and resource commitments. Information and data collected can be used by the organization when exploring fit of additional initiatives with current work, guiding decision making to make room for new work, and assisting with alignment of initiatives.

Name of innovation or initiative		
Leadership of Initiative (Team and/or Coordinator)		
Expected Outcome		
Target Population and Scale of Intended Use		
Start and End Date		
Financial Commitment and Source of Funding		
Resources Needed		
Relation to Organization Priorities & Strategic Plan		
Measures of Outcomes		
Evidence of Outcomes What has happened thus far?		
Measures of Implementation		

Adapted from MiBLSi (4/15/10), ISSA (10/19/09), G.Sugai (1/26/01)

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TEAM TIME

What's Next?

1. Begin examine some assessments for validity by using the Ensuring in Local Assessment System doc.
2. Choose 2-3 strategies from the MICIP Strategy Implementation Guide for Balanced Assessment that you would like to include in your MICIP plan.
                              due by

The next **Virtual Professional Learning**:
                    February 19, 2025
                    9:30 a.m. – 11:30 a.m.

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