

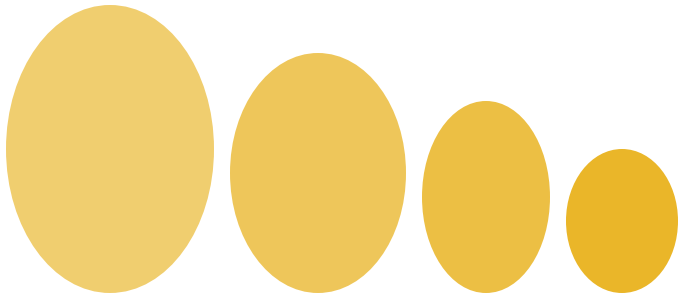
Welcome

Content Collaboratives

Cohort I

Denver, CO

Feb 1-2



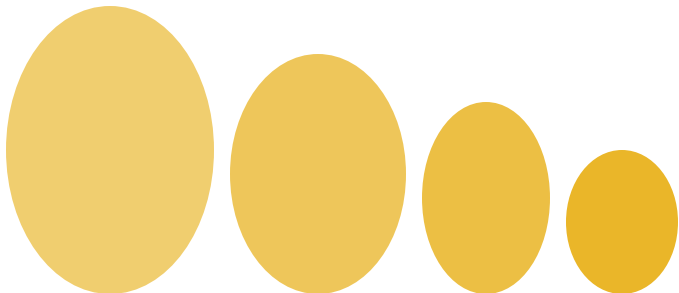
Welcome

Who is here?

What is the purpose?

Where is this going?

How do we produce something our
colleagues want?



Meeting One

Cohort One

- February –May 2012
 - Dance
 - Drama/Theatre
 - Music
 - Reading/Writing/Comm
 - Social Studies
 - Visual Arts

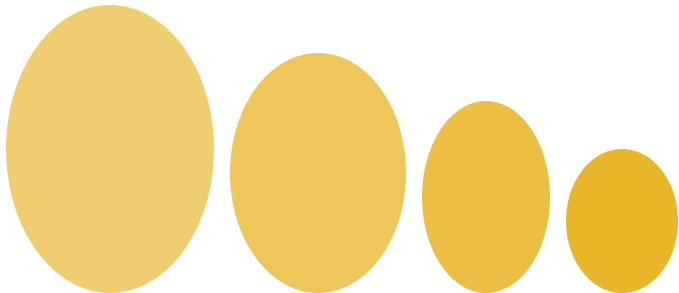
Cohort Two

- June-December 2012
 - Health
 - Mathematics
 - Physical Education
 - Science
 - World Languages



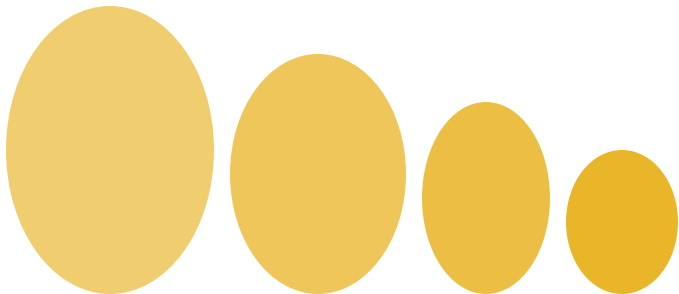
Introductions for today

- We are 70 people selected from roughly 200 applicants in a name-blind process, who represent content-specific expertise in Colorado
- National expertise in assessment and technical measurement are assisting this year's work



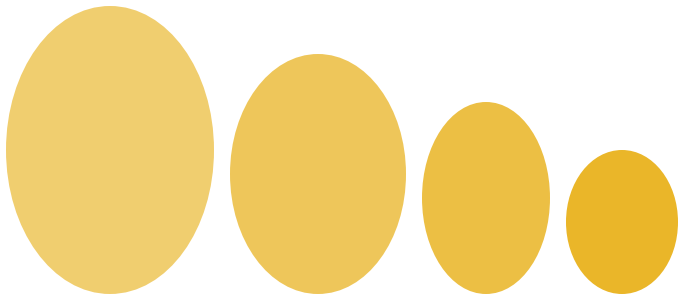
Purpose

- The objective is to identify an initial BANK of excellent student academic measures which can be used to determine, in part, the effectiveness of an educator
- Sample measures in each grade for each subject will establish the beginning of on-going “build out” of the BANK



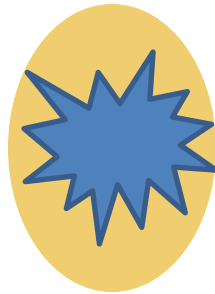
Purpose cont'd

- Also, with help from our technical steering committee, the guiding principles of assessing student measures will be set so that as new instruments and assessments are built, they conform to the high standards of measure in the BANK

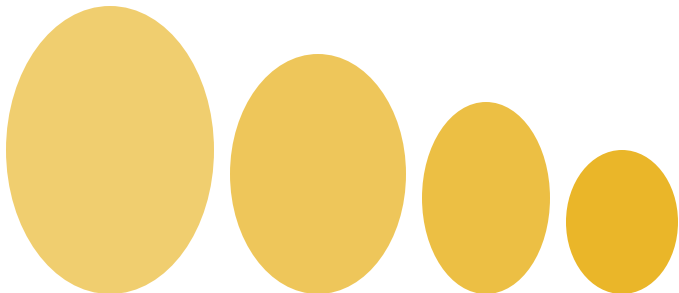
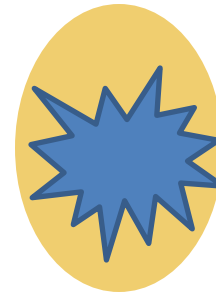


What are we producing collaboratively by May, 2012?

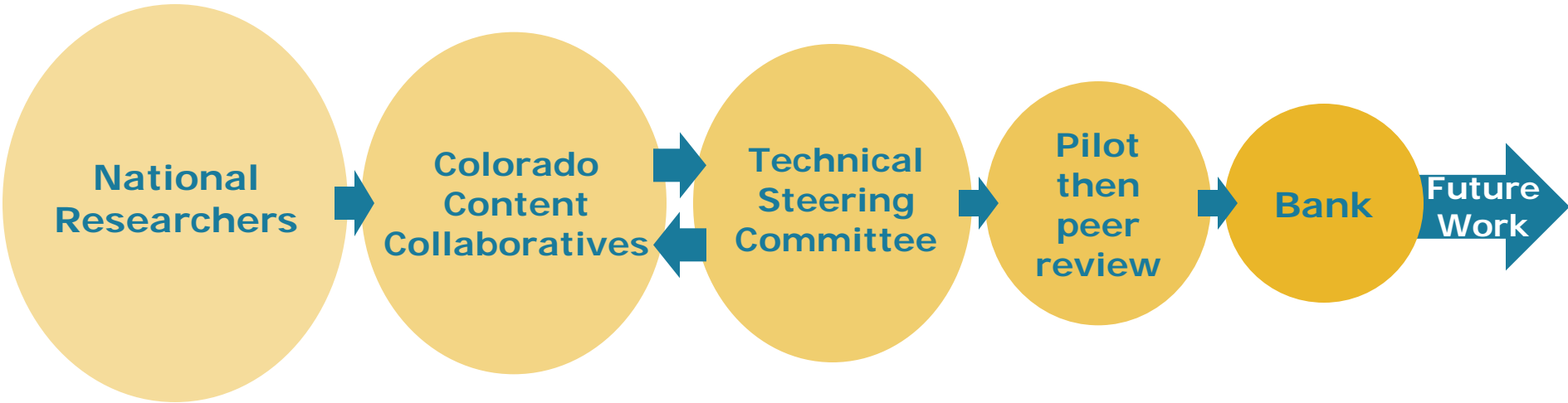
Recommendations
of student learning
measures for
piloting



Guiding principles &
final protocol



Cohort I



Jan-Mar 2012

Researchers gather existing fair, valid and reliable measures for consideration.

Feb-May 2012

Collaboratives use review researchers' measures for feasibility, utility and gaps.

Prepare to fill gaps.

Provide recommendations to Technical Steering Committee.

Feb-Dec 2012

Technical Steering Committee creates technical principles of measures.

Committee technically reviews recommendations of collaboratives.

Aug 2012 - June 2013

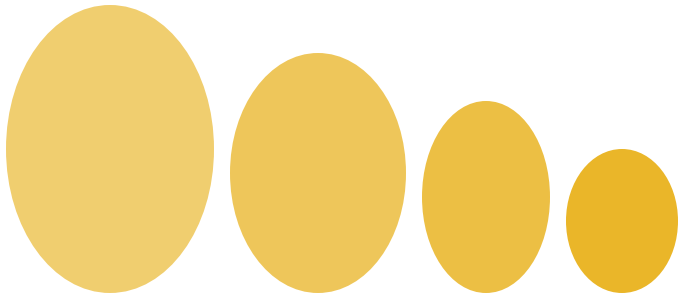
Piloting and peer review of measures.

Aug 2013

Measures placed in online educator effectiveness resource bank for voluntary use.

What goes in the bank?

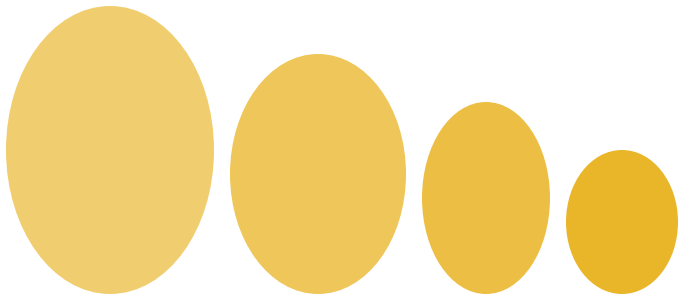
- Identification of assessments a district can use.
- Multiple modes of actual assessments
- TCAP (!)
- Future tasks and items which may become eligible
- Protocol for eligibility



Think, Pair, Share

- To digest what we have discussed so far, please take a moment to turn to a neighbor and share your response to the question:

“What excites you about this work?”



Protocol for Identifying & Developing High Quality Assessments

Review Components

UTILITY

CONTENT

TECHNICAL

TRIAL

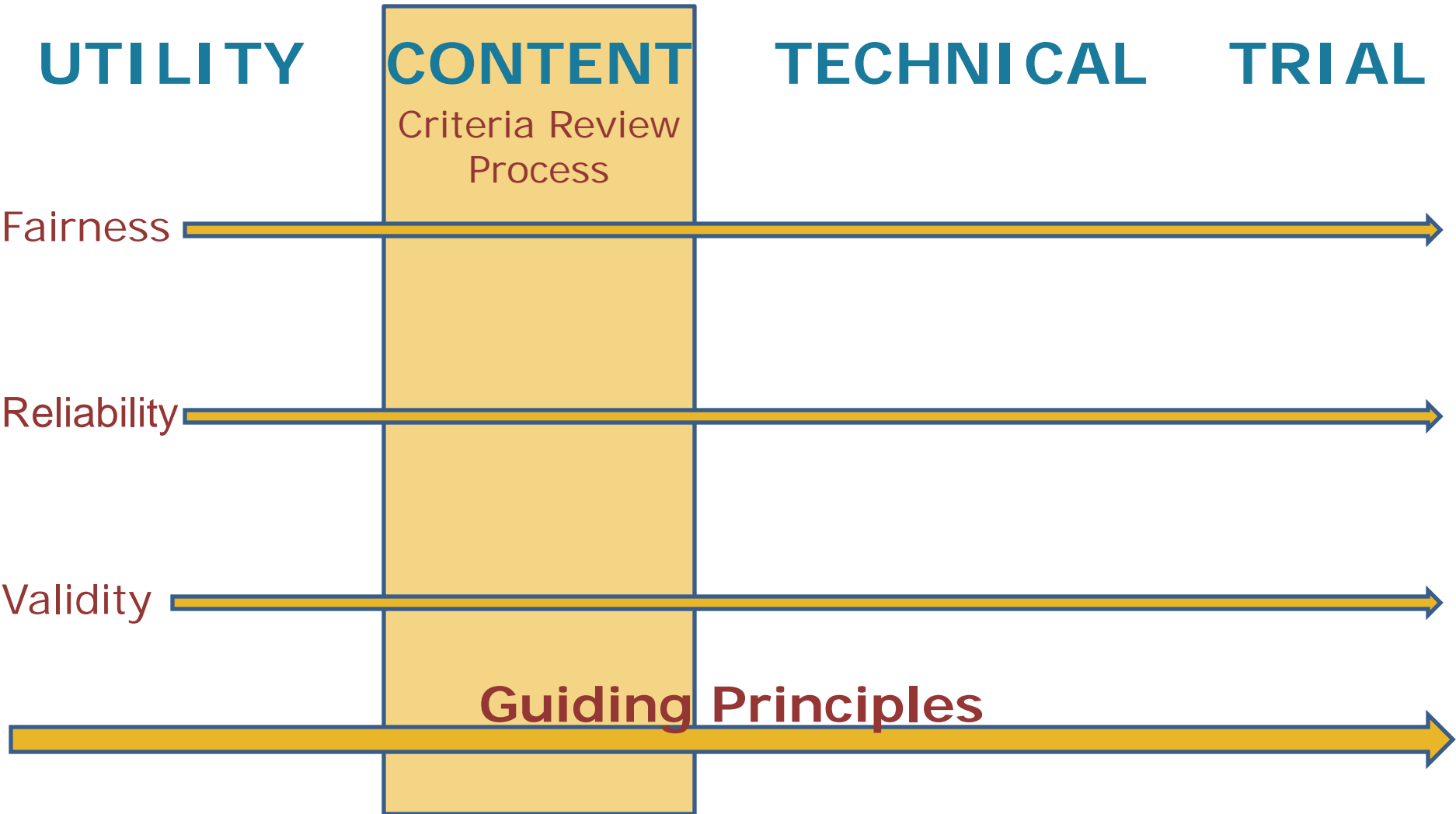
Criteria Review
Process

Fairness

Reliability

Validity

Guiding Principles



Where will this process go?

- Like the logo, this gets clearer and more focused over time.
- Your expertise builds networks of greater expertise in Colorado for years to come, building statewide capacity.
- It is both “face to face” strength and a smart use of tech tools (Moodle, eNet, Yammer for the phone, clouds for easy access)

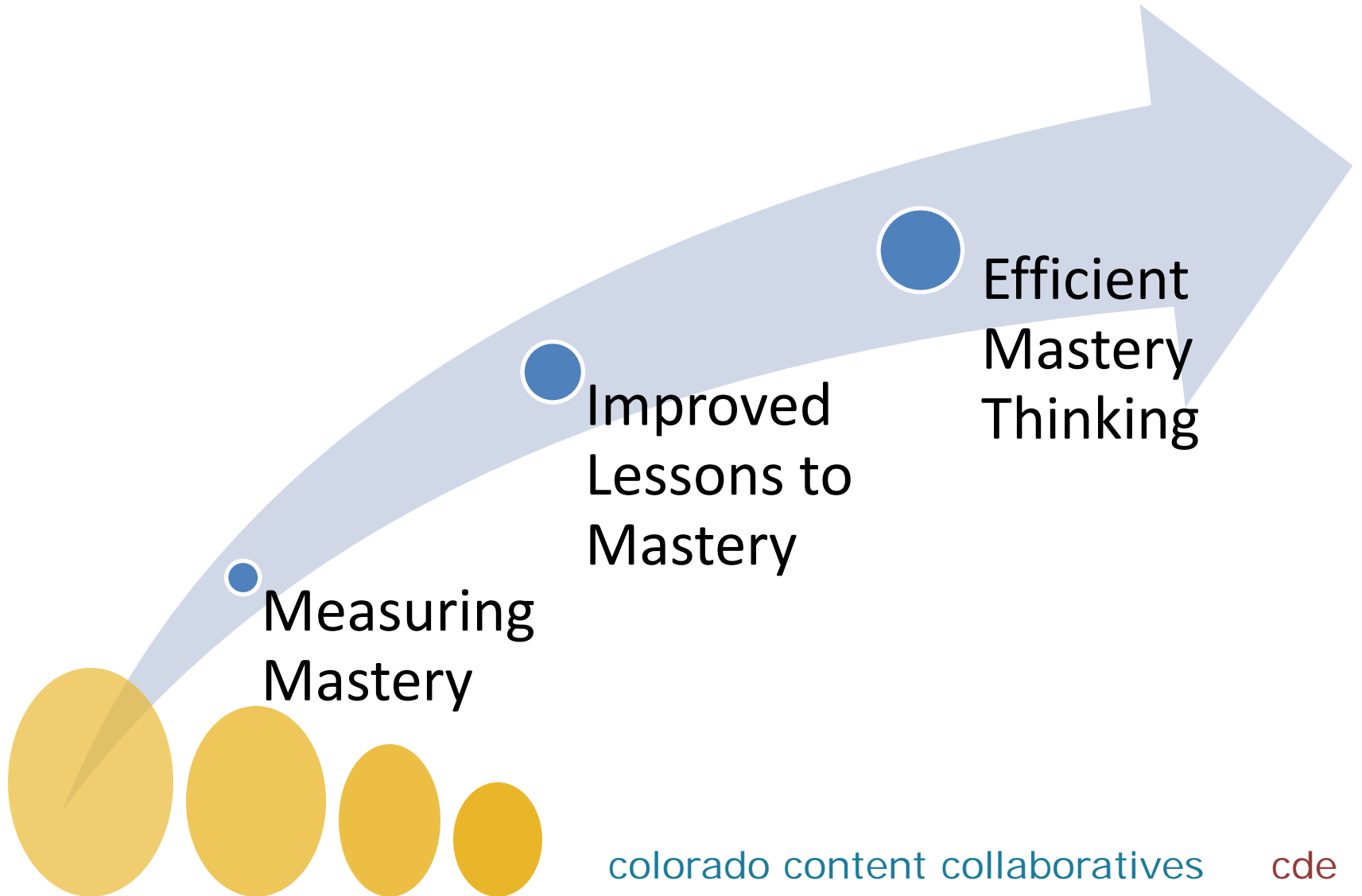


Where does this go, cont'd

- After a year or two of building dependable ways to measure the standards/mastery, the content collaboratives will focus next on superb ways to better teach students for mastery. (2013-2014)
- Possibly the third wave of expertise statewide becomes student teaching and higher education supports(?)



Statewide expertise



Why start this club with the identification of MEASURES?

- Without clear and trustworthy feedback, the impression of success becomes very subjective.
- Like the standards, begin with the “end in mind” with each grade and in each subject for the child. Measure the progress and confusion. Track the gains! Note the persistent failure.



The right question..

What does
mastery
look like?:

- For the student?
- For the teacher



Reading, Writing, and Communicating Grade Level Expectations at a Glance

Standard

Grade Level Expectation

Twelfth Grade	
1. Oral Expression and Listening	<ol style="list-style-type: none">1. Effective speaking in formal and informal settings requires appropriate use of methods and audience awareness2. Effective collaborative groups accomplish goals
2. Reading for All Purposes	<ol style="list-style-type: none">1. Literary criticism of complex texts requires the use of analysis, interpretive, and evaluative strategies2. Interpreting and evaluating complex informational texts require the understanding of rhetoric, critical reading, and analysis skills
3. Writing and Composition	<ol style="list-style-type: none">1. Style, detail, expressive language, and genre create a well-crafted statement directed at an intended audience and purpose2. Ideas, evidence, structure, and style create persuasive, academic, and technical texts for particular audiences and specific purposes3. Standard English conventions effectively communicate to targeted audiences and purposes
4. Research and Reasoning	<ol style="list-style-type: none">1. Independent research designs articulate and defend information, conclusions, and solutions that address specific contexts and purposes2. Logical arguments distinguish facts from opinions; and evidence defines reasoned judgment

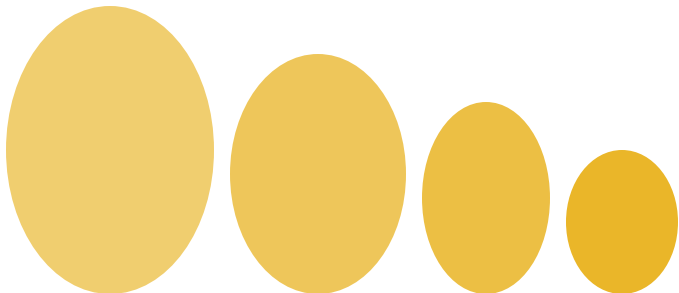


A visual of the Bank

Reading and Writing and Communicating

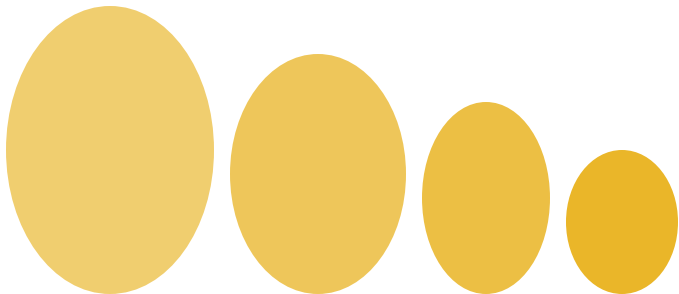
	12	11	10	9	8	7	6	5
Reading	+		○		○	○		
Writing	+			+			+	
Oral		+						
Research				○				

○ = need



Who is helping us?

- Researchers
- Technical Steering Committee
- Center for Assessment (NCIEA)
 - Pilot Districts
 - Peer Reviewers
- Other states and districts



Who is helping us?

Researchers

- Each content specific national researcher identifies and describes assessments that sufficiently measure student academic learning.
- The considerations will be of assessment types used in both international and national contexts for evaluating student academic learning, P-12.



Who is helping us?

Researchers

**They are bringing fair, valid ,
reliable instruments for
consideration**

**They will introduce a variety
of modes (multiple choice,
tasks, etc.)**



Who is helping us?

Technical Steering Committee

- A technical steering committee has been established for Colorado with psychometric expertise
- Colorado and other states represented
- Refine the possibilities based on a theory of action of measurement and which horizontally considers issues between subject areas.



Who is helping us?

Technical Steering Committee

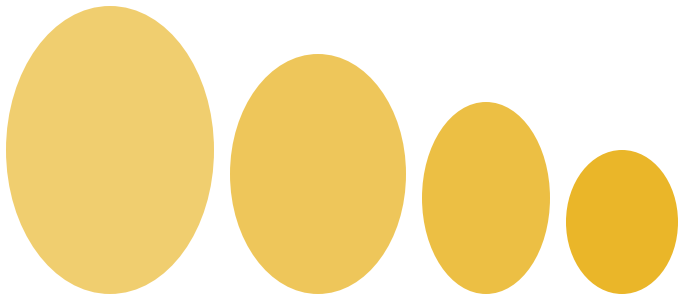
- Address predictive validity
- Address construct validity
- Address concurrent validity
- Address the issues of enough items
- Address defensibility
- Etc.



Who is helping us?

Center for Assessment (NCIEA)

- Serves as a technical and implementation consultant to CDE.
- In this role, Center personnel will rely on their deeper understanding of technical issues involved with accountability to advise CDE of potential opportunities and pitfalls.
- Drafts assessment design principles for the initial round of assessments identified by the collaboratives.

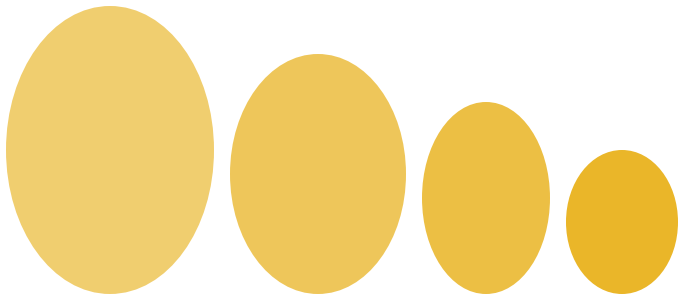


Who is helping us?

Center for Assessment (NCIEA)

- Develops a growth and learning objectives research framework. This framework will help guide the development and evaluation of a growth measure or student learning objectives to be used in an educator effectiveness system.

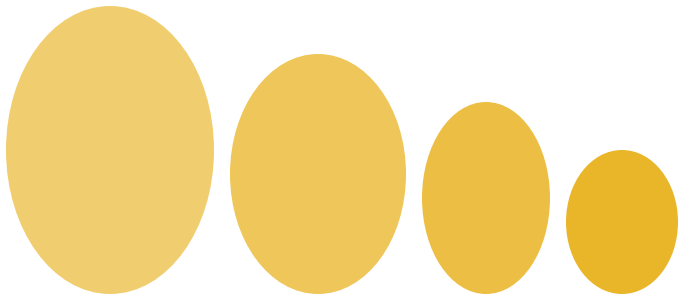
(Although different districts are expected to specify different measures and approaches for evaluating student outcomes for teacher effectiveness purposes, this framework provides criteria for CDE to determine whether adequate work has been done by a school district to appropriate fair and credible approaches for evaluating.)



Who is helping us?

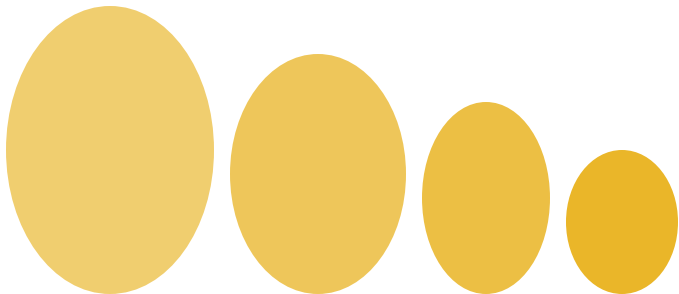
Center for Assessment (NCIEA)

- **Conducts assessment training for CDE**
- **Designs the “peer review” structure**



Who is helping us?

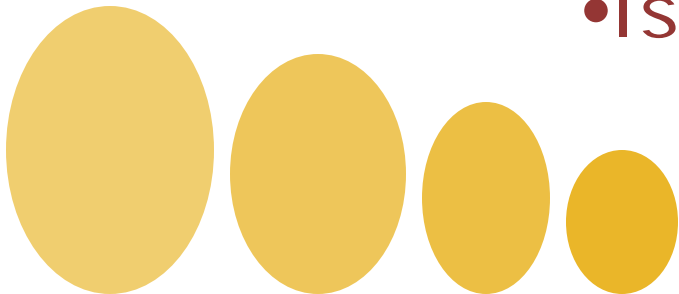
- Pilot Districts
- Peer Reviewers
- Other states and districts



What is your role?

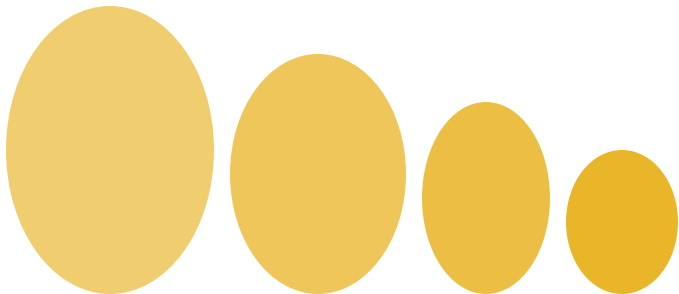
Content review

- Is the content there?
 - Is this reasonable?
- Is there enough to be fair?
- What are the considerations?
- Does this metric make sense to the content?
 - Is it creditable?



The...Binder!

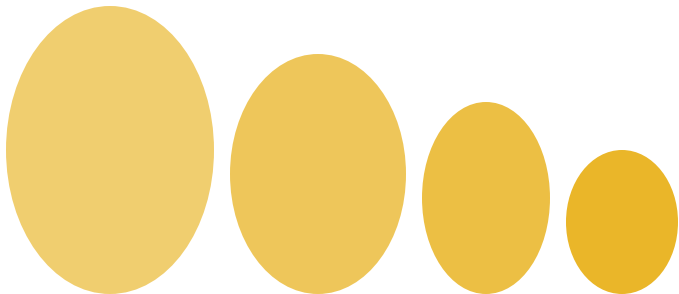
- What is in it?
- How to use it?



Think, Pair, Share

- Turn to a neighbor and respond to the question:

“After listening to this presentation, what questions do you have?”



Your State Role ...

It matters.....



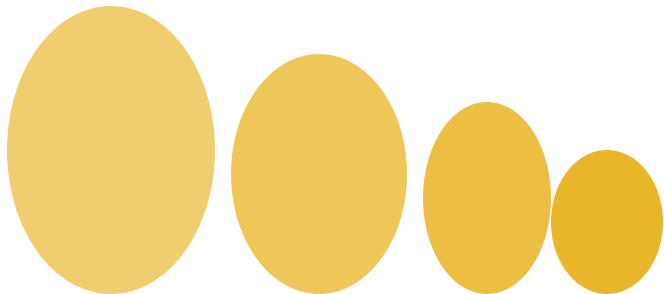
1. When the media calls...
2. When a vendor calls...
3. When you talk about one another and the decisions made...

A PLEDGE



Your Attendance

- Full attendance is expected and needed
- Extraordinary circumstances...



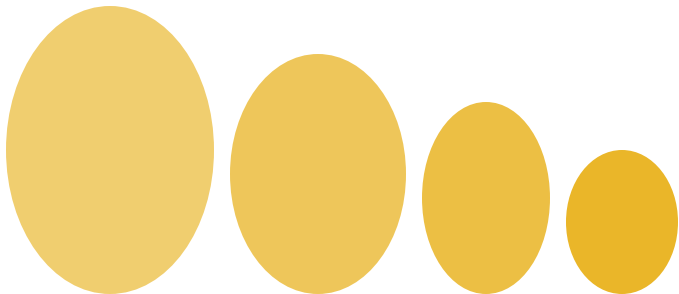
S.B. 191 Overview & Update

Katy Anthes, PhD

Executive Director of Educator Effectiveness

Colorado Department of Education

February 2012



Guiding Principles of State Evaluation System

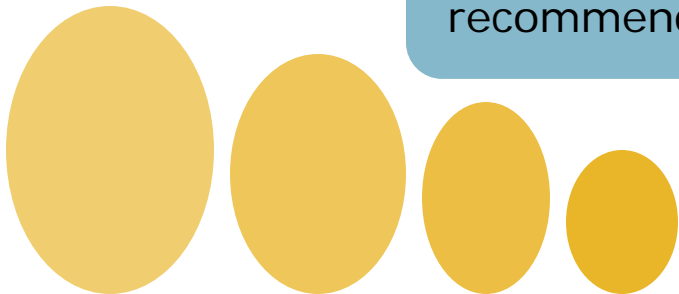
1. Data should inform decisions, but human judgment will always be an essential component of evaluations.
2. The implementation and evaluation of the system must embody continuous improvement.
3. The purpose of the system is to provide meaningful and credible feedback that improves performance.
4. The development and implementation of educator evaluation systems must continue to involve all stakeholders in a collaborative process.
5. Educator evaluations must take place within a larger system that is aligned and supportive.

Critical Effects of S.B. 10-191

- Requires statewide minimum standards for what it means to be an “effective” teacher or principal
- Requires that all teachers and principals be evaluated at least 50 percent on the academic growth of their students
- Prohibits forced placement of teachers status “portable”
- Requires annual evaluation of all teachers and principals
- Changes non-probationary status from one that is earned based upon years of service to one that is earned based upon three consecutive years of demonstrated effectiveness
- Provides that non-probationary status may be lost based upon consecutive years of ineffectiveness



Continuous Improvement



S.B. 191 Policy Process



State Council made recommendations to State Board April 13, 2011.



State Board approved rules Nov. 9, 2011.



By Feb. 15, 2012 legislature will review rules and approve or repeal provisions.



By May 2, 2012, State Board will promulgate emergency rules for any provisions not approved.



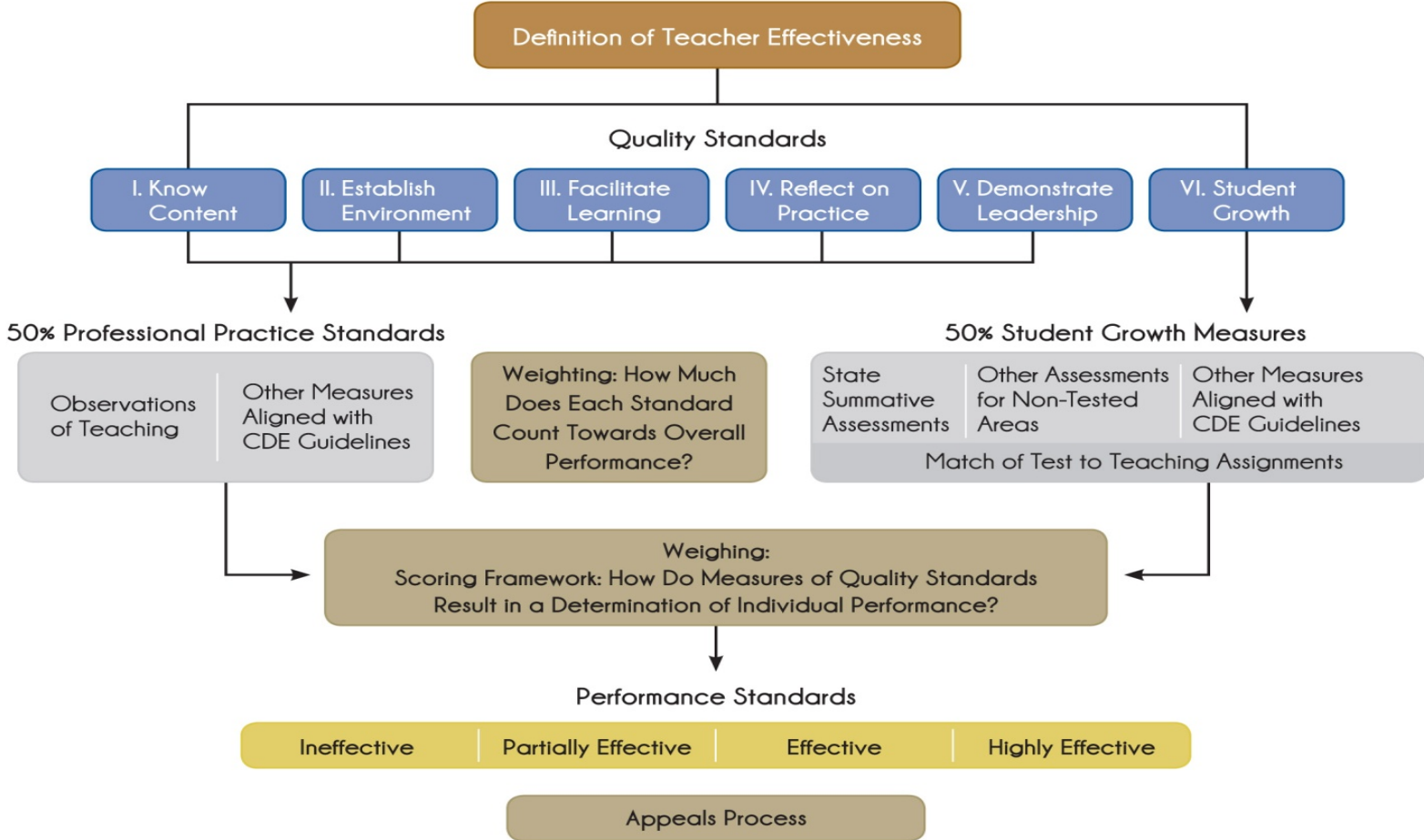
Legislature will review any emergency rules.

Outline of Rules

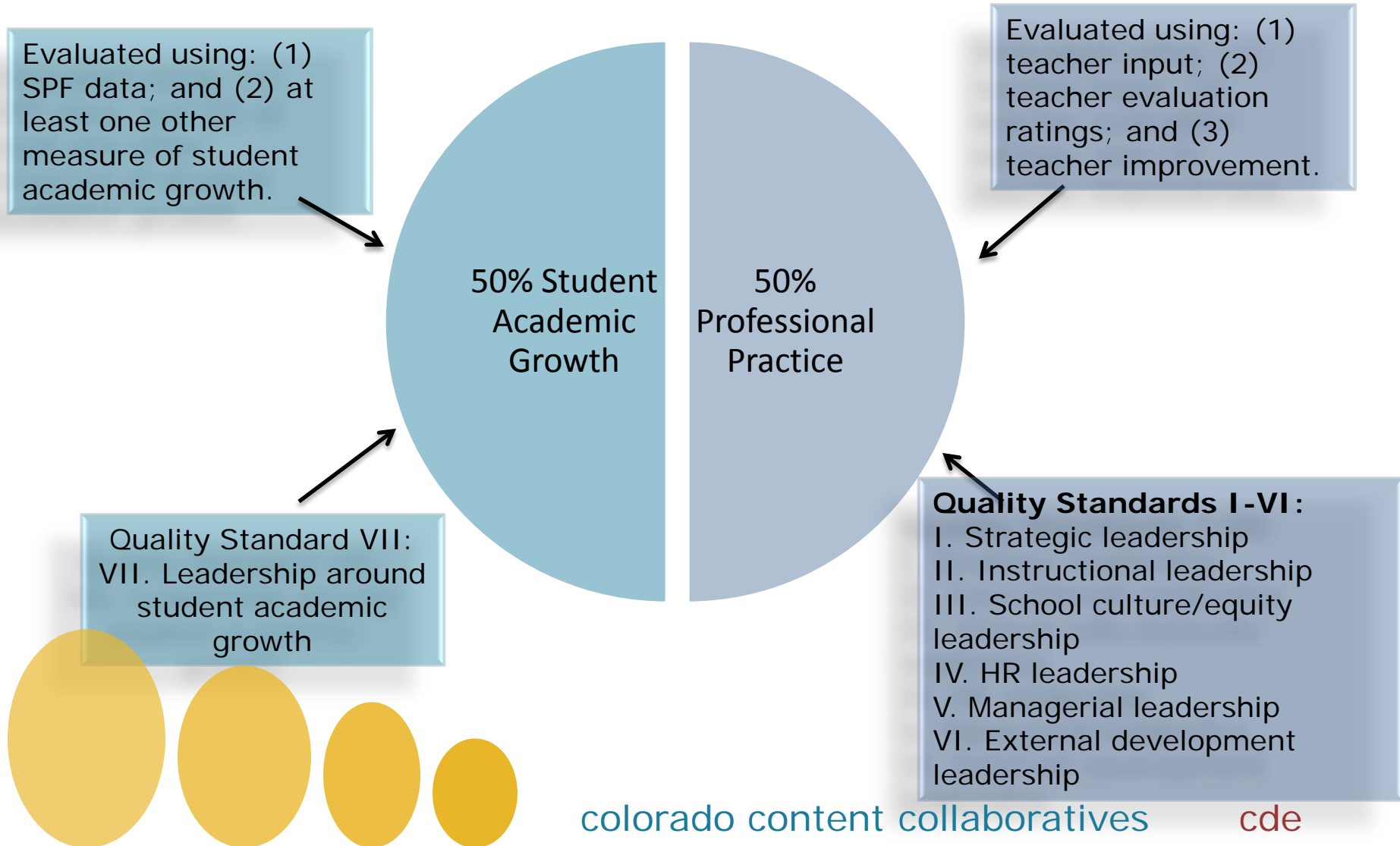


- 0.0** Statement of Basis and Purpose
- 1.0** Definitions
- 2.0** Principals: Definition of Effectiveness, Quality Standards and Performance Evaluation Ratings
- 3.0** Teachers: Definition of Effectiveness, Quality Standards and Performance Evaluation Ratings
- 4.0** Reserved: Measuring Performance of Other Licensed Personnel
- 5.0** Local Performance Evaluation Systems: Duties and Powers of Local School Boards and BOCES
- 6.0** Supporting Piloting and Implementation: Duties and Powers of Colorado Department of Education
- 7.0** Parent and Student Partnerships

STATE COUNCIL FOR EDUCATOR EFFECTIVENESS
Framework for System to Evaluate Teachers



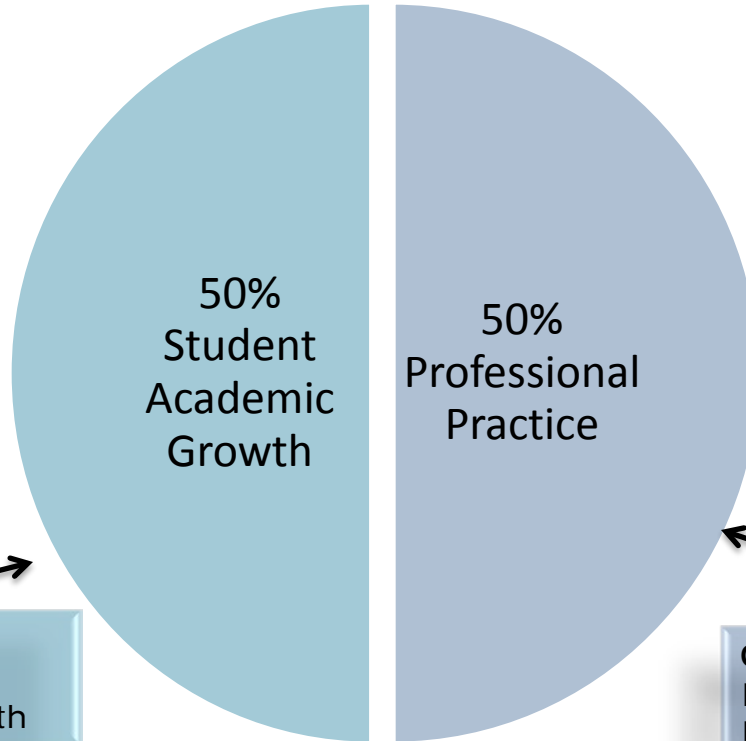
Principal Evaluations



Teacher Evaluations

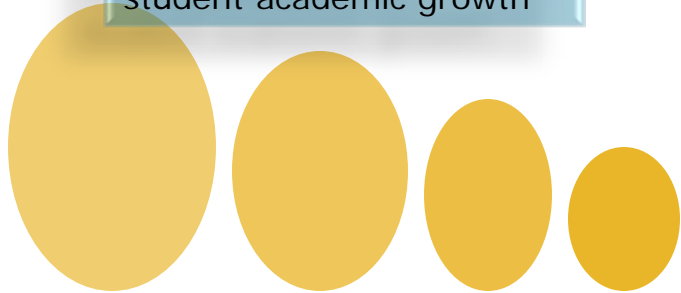
Evaluated using: (1) a measure of individually-attributed growth, (2) a measure of collectively-attributed growth; (3) when available, statewide summative assessments; and (4) where applicable, Colorado Growth Model data.

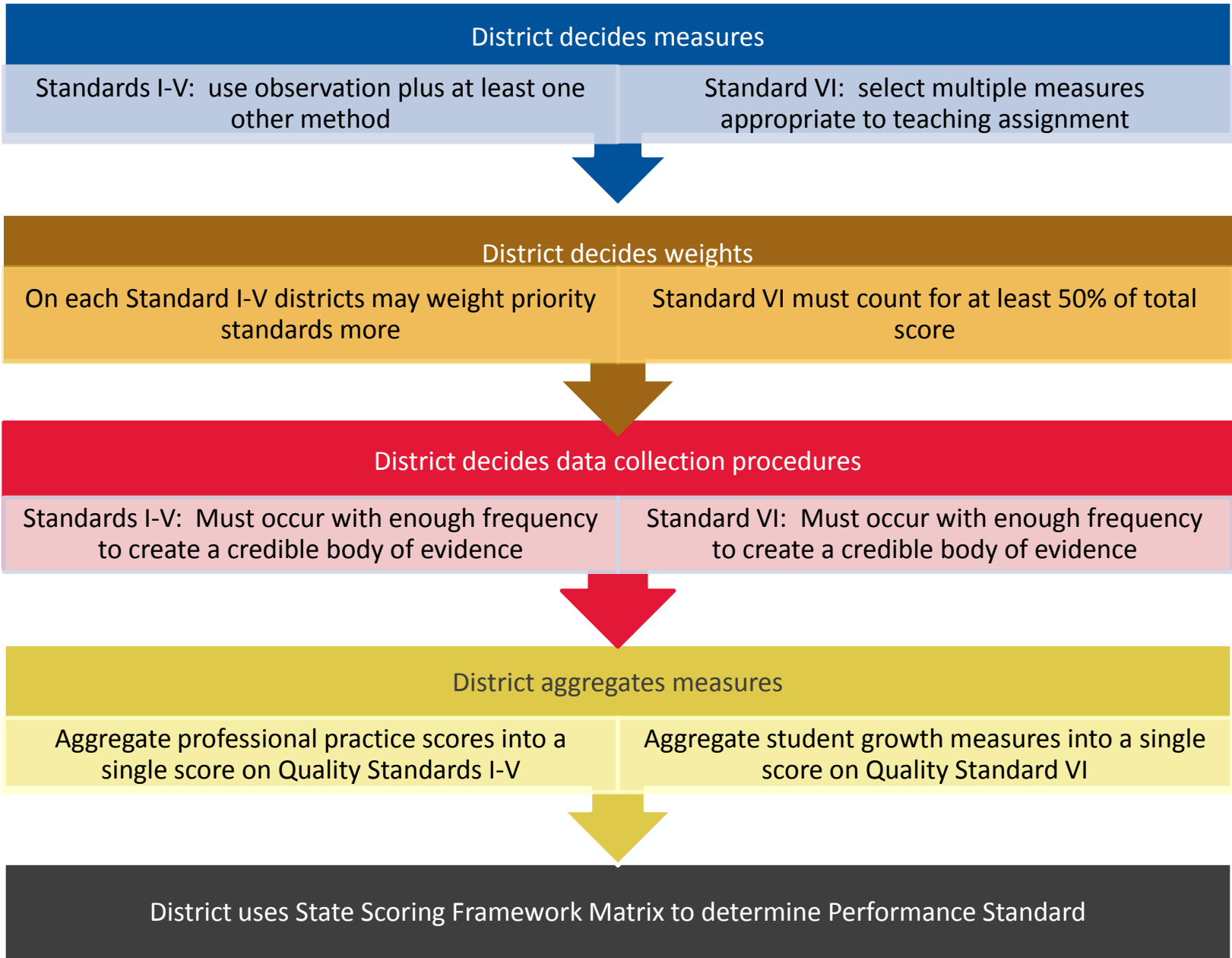
Evaluated using: (1) observations; and (2) at least one of the following: student perception measures, peer feedback, parent/guardian feedback, or review of lesson plans/student work samples. May include additional measures.



Quality Standard VI:
VI. Responsibility for student academic growth

Quality Standards I-V:
I. Mastery of content
II. Establish learning environment
III. Facilitate learning
IV. Reflect on practice
V. Demonstrate leadership





Implementation of SB 191: Update

2011-12:

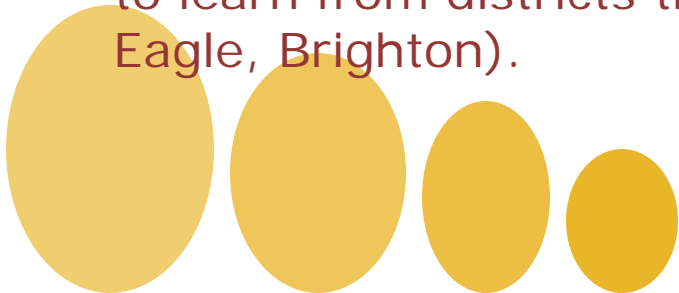
- CDE has selected 27 pilot districts to pilot the state evaluation model elements.
- CDE developed and created the principal /assistant principal rubric and user guide for the professional practice portion of the evaluation rating.
- CDE has rolled out the principal/assistant principal professional practice side of the evaluation system (50% of the total evaluation rating) in our pilot districts.
- CDE has trained all 27 districts on the Principal/Assistant Principal quality standards and the rubric instrument for coming up with the professional practices rating (50% of the total evaluation).
- CDE has drafted a Teacher rubric for beta testing and feedback in several pilot districts this spring to prepare for full teacher pilot roll out next year. We are currently conducting many focus groups on the teacher rubric.



Implementation of SB 191

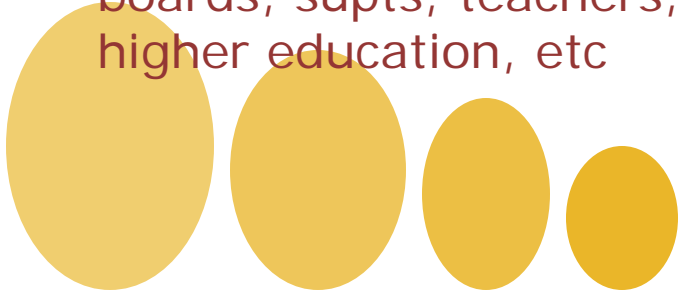
Update Cont'd

- CDE has launched a resource bank that identifies research, processes, tools and policies that a district or BOCES may use to implement the evaluation system.
- CDE has launched an Educator Effectiveness Newsletter to update the state on implementation efforts.
- CDE has created a process for beginning the work of defining the student growth side of the evaluation. That will be determined through a regional process with experts, teachers and staff to provide guidance and more clarity to the field on what growth measures could be used for evaluation purposes in a fair manner.
- CDE has developed a full-scale research plan to evaluate the effects of SB 191 and the pilot process (with McREL).
- CDE has hosted a district partner summit with Legacy on Dec 14th to learn from districts that have their own system (DPS, Harrison, Eagle, Brighton).



Implementation of SB 191 Update Cont'd.

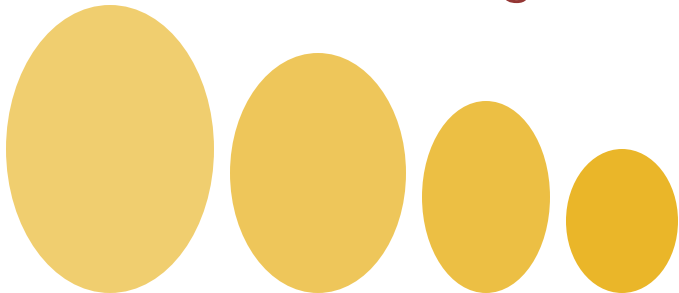
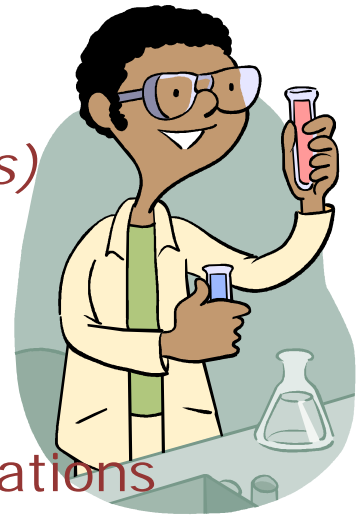
- CDE has met with and presented on SB 191 implementation to Higher Education deans, BOCES, CASE, CASB and superintendents meeting, etc
- Partnering with CASE, CASB, CEA for day long workshop on March 5th
- Developing "preparation" toolkit for districts not in the pilot for them to conduct a readiness assessment, and see exactly what they need to do now to prepare for full implementation in 2013-14
- Developing comprehensive communications plan for reaching boards, supts, teachers, community, Policymakers, parents , higher education, etc



Current SB 191 Pilot Period

*Is used to develop, identify and/or test
the following:
(in a parallel process with the Content Collaboratives)*

- Principal and teacher rubrics
- Measures of student academic growth
- Method to collect teacher input for principal evaluations
- Method to collect student and family perception data
- Method to aggregating measures and assign final evaluation ratings
- CDE monitoring methods



SB 191 Pilots Districts

PILOT SITES: These districts will pilot the state model evaluation system during the 2011-12 and 2012-13 school year. There are also additional pilots through the Legacy Foundation

Pilot site 1:

- Moffat
- South Routt

Pilot site 2:

- Jefferson County

Pilot site 3

- Wray

Pilot site 4:

- Kiowa
- Crowley
- Miami-Yoder
- Custer

Pilot site 5

- Valley RE-1

Pilot site 6

- St. Vrain

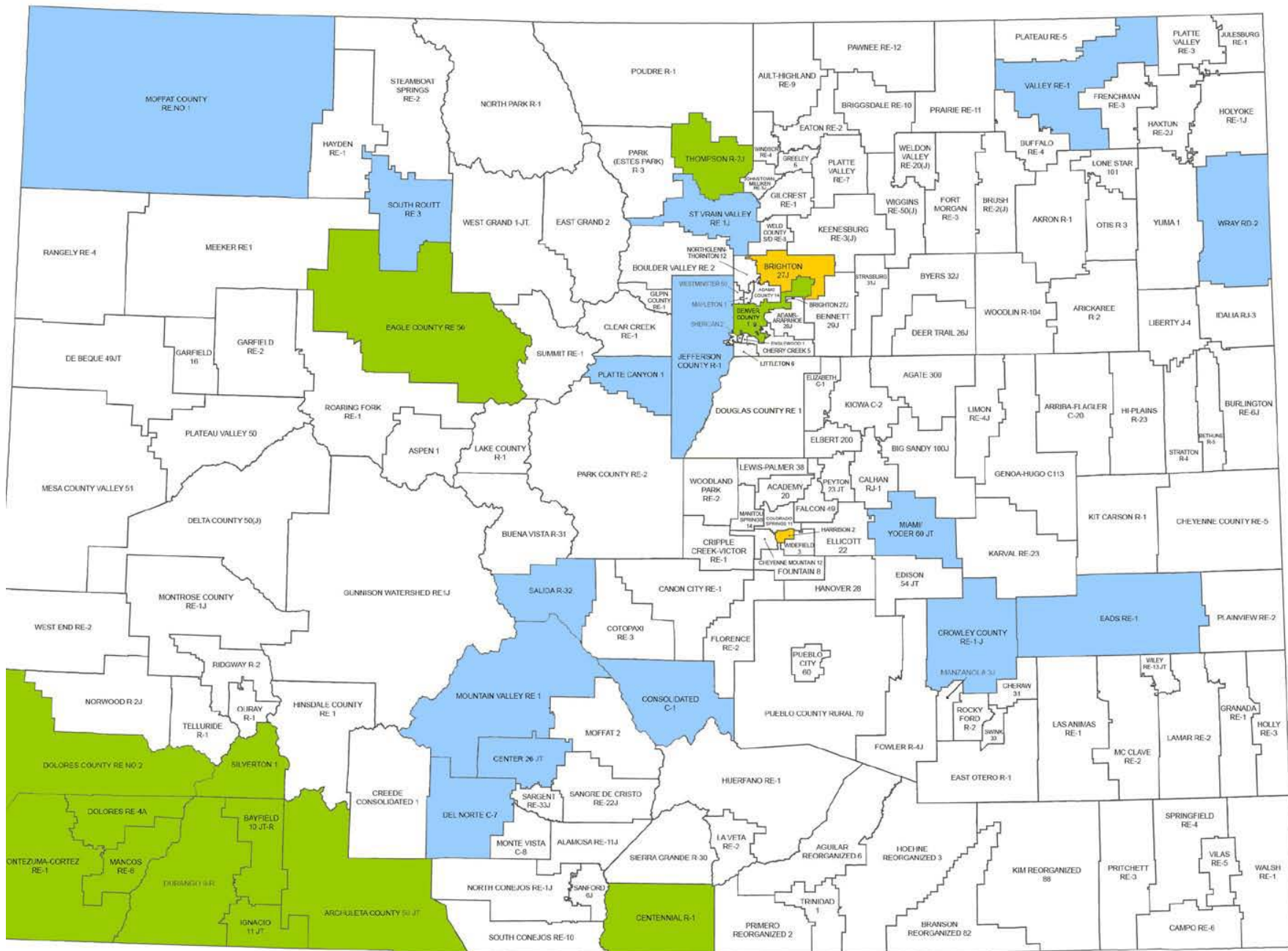
Pilot site 7

- Platte Canyon

Pilot site 8

- Salida
- Del Norte
- Mountain Valley
- Center







**Year One 2011-12
Development
and Beta Testing**

- **CDE ACTIVITIES**
- Develop State Model Systems for teachers and principals
- Beta-testing of rubrics and tools
- Develop technical guidelines
- Provide differentiated support for districts
- Populate and launch online Resource Bank
- Develop state data collection and monitoring system

**Year Two 2012-13
Pilot and Rollout**

- **CDE ACTIVITIES**
- Validate teacher and principal rubrics
- Support pilot districts through resources, training, tools, etc.
- Convene pilot districts to share lessons learned
- Analyze pilot district data and make adjustments as needed
- Provide targeted support to non-pilot districts
- Develop guidance and examples for student growth measures
- Develop evaluation system for other licensed personnel

**Year Three 2013-14
Pilot and Rollout**

- **CDE ACTIVITIES**
- Begin statewide rollout of teacher/principal systems
- Start pilot of evaluation system for other licensed personnel
- Support pilot districts through resources, trainings, tools, etc.
- Convene pilot districts to share lessons learned
- Provide targeted support to all districts
- Continue to populate Resource Bank

**Year Four 2014-15
Full Statewide
Implementation**

- **CDE ACTIVITIES**
- Finalize statewide implementation of teacher/principal systems
- Begin statewide rollout of other licensed personnel system
- Continue support to districts
- Analyze data and make adjustments as needed
- Make additional recommendations to SBE if needed

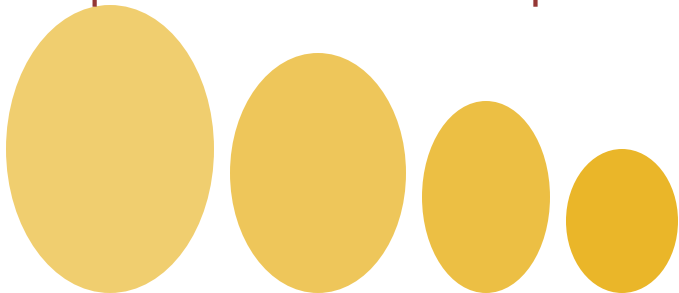
Timeline for Continued Implementation of SB 191

2013-14:

- New performance evaluation system for teachers and principals based on quality standards will be implemented statewide.
- Teachers & Principals will be evaluated based on quality standards.
- Demonstrated effectiveness or ineffectiveness will *begin* to be considered in the acquisition of probationary or non-probationary status.

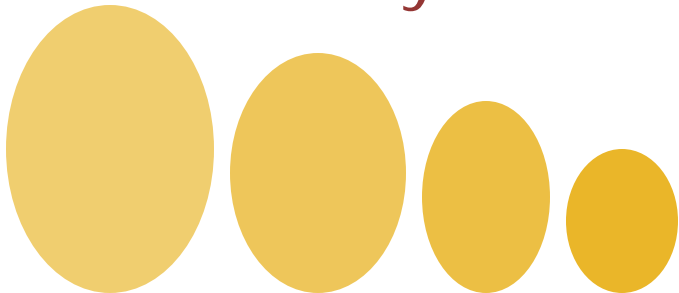
2014-15:

- New performance evaluation system based on quality standards will be finalized on a statewide basis.
- Demonstrated effectiveness or ineffectiveness will be considered in the acquisition or loss of probationary or non-probationary status.



Content Collaboratives

- Thank you so much for taking on this challenging work
- You have some of the most challenging and important work regarding the evaluation system
- We are dependant on your high quality, thoughtful, expertise in this area
- We are in this together- we will all learn together throughout this process and get smarter as we go. I can't thank you enough for your engagement!



Contact Information

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Evaluation and Support king_t@cde.state.co.us

- Michael Gradoz

Evaluation and Support gradoz_m@cde.state.co.us

- For more information, please visit:

<http://www.cde.state.co.us/EducatorEffectiveness/>





Colorado Content Collaboratives Work Group Process

February, 2012

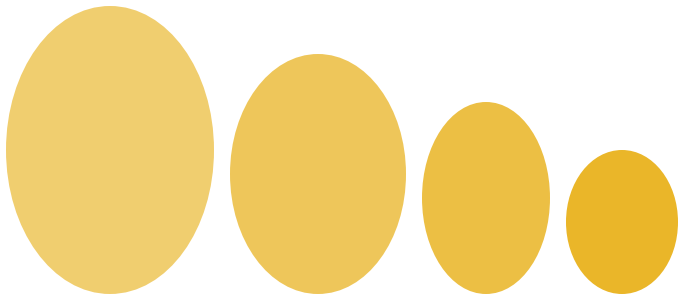


colorado content collaboratives

cde

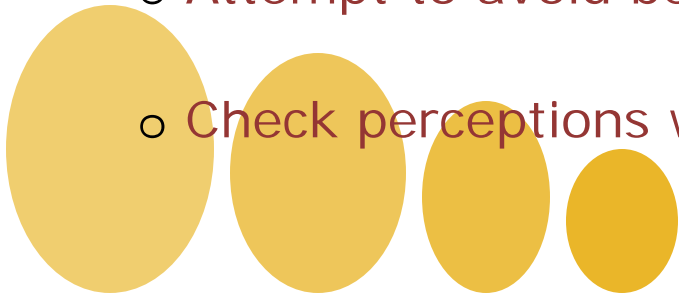
Roles/Attributes of the External Facilitator

- Is more concerned with process than content
- Manages the discussion and the decision making process
- Believes the group can make a better decision
 - Contributes ideas in non-dominating way
 - Frames/Reframes ideas, as appropriate
 - Checks perceptions of meeting participants
 - Directly confirms commitment to consensus



Roles/Attributes for Collaborative Meeting Participants

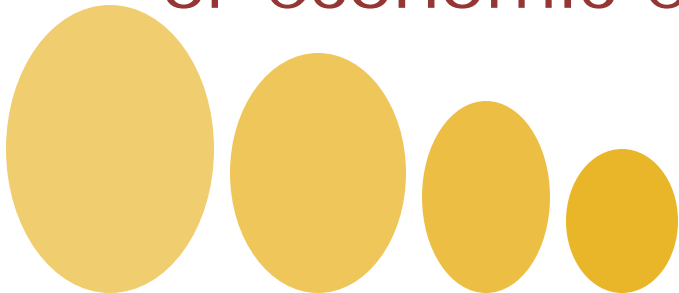
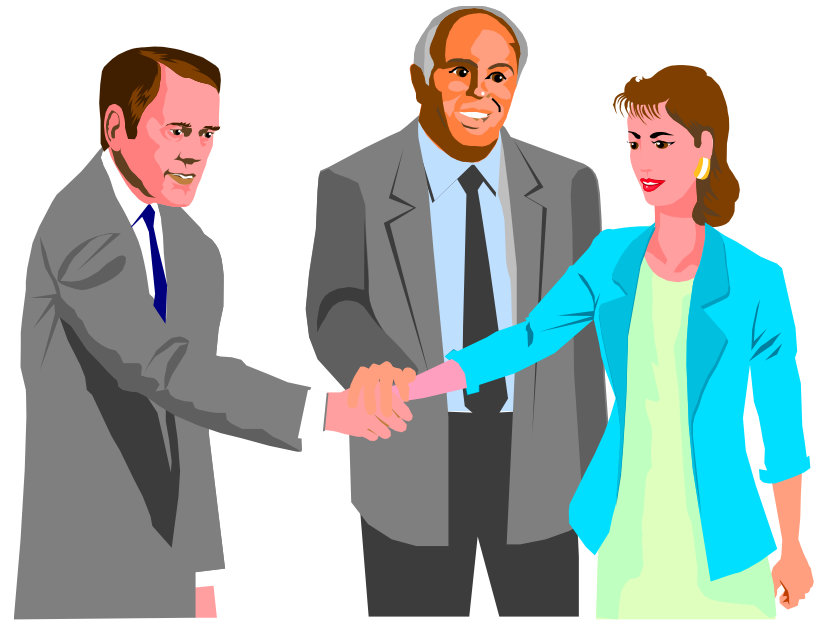
- Be prepared to contribute and participate
- Focus on the task and stay on track
- Listen to others to seek understanding
- Disagree productively, not personally
- Look for ways to “expand the pie”
- Be open minded to new ideas
- Attempt to avoid becoming defensive
- Check perceptions with the group



Collaborate

Source: *Webster's Third New International Dictionary*

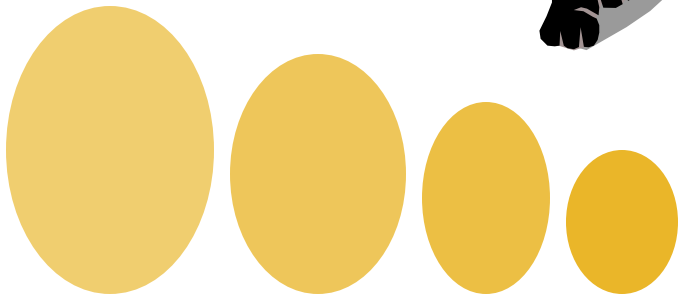
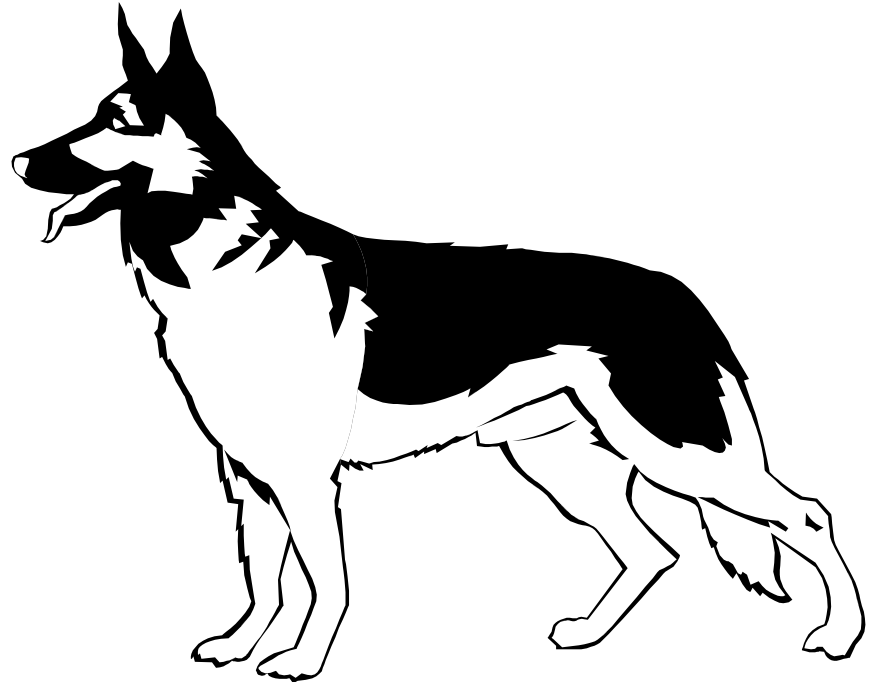
- 3: to cooperate, usually willingly, with an agency or instrumentality with which one is not immediately connected, often in some political or economic effort



Collaborate

Source: *Webster's Third New International Dictionary*

- o 1: to cooperate with one's enemies.



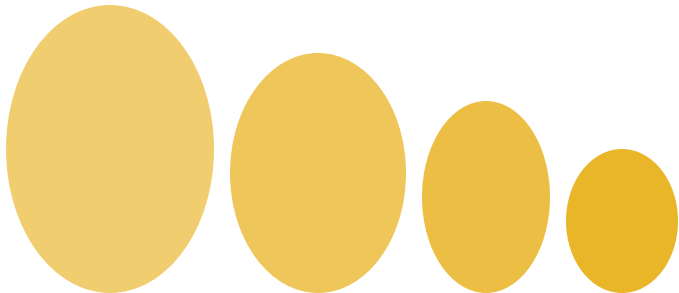
colorado content collaboratives

cde

Collaborate

(Our Proposed Definition)

Working together interdependently to achieve common or shared goals.

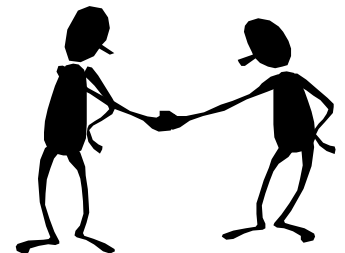


Consensus

The outcome of a discussion, problem solving meeting, or negotiation where:

a) all participants agree that they can at least live with the decision(s) to be implemented, and where b) the participants further agree not to sabotage or undermine the decision(s).

Generally, everyone will not have all of their interests met, but everyone will have some of their important interests met. The outcomes are perceived by all as reasonable and worth achieving.



Three Option Voting

Option 1: I fully support the proposal/decision.

Option 2: I support the proposal/decision with the following reservations (specify)

Option 3: I do not support the proposal/decision for the following reasons.

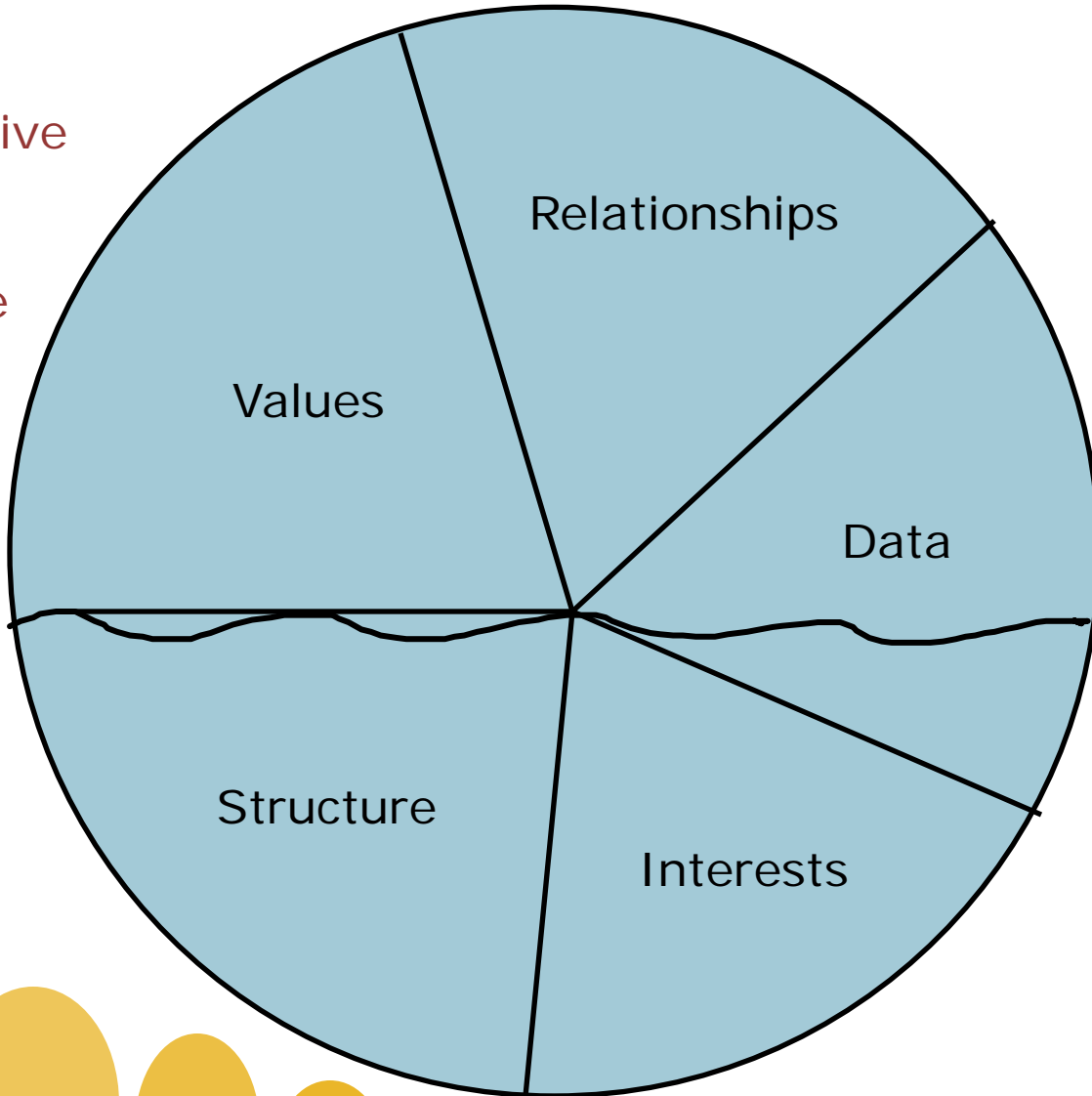
Examples of process alternatives with Option 3 responses:

- oSet a time frame for revisiting results and reassessing decision in an effort to reach consensus.
- oAddress/re-address reservations and objections in an attempt to reach full consensus, or
- oAccept results of the vote, keeping in mind reservations and objections during implementation.

The Circle of Conflict

Top Half

- o More subjective
- o Emotional
- o Unproductive outcomes



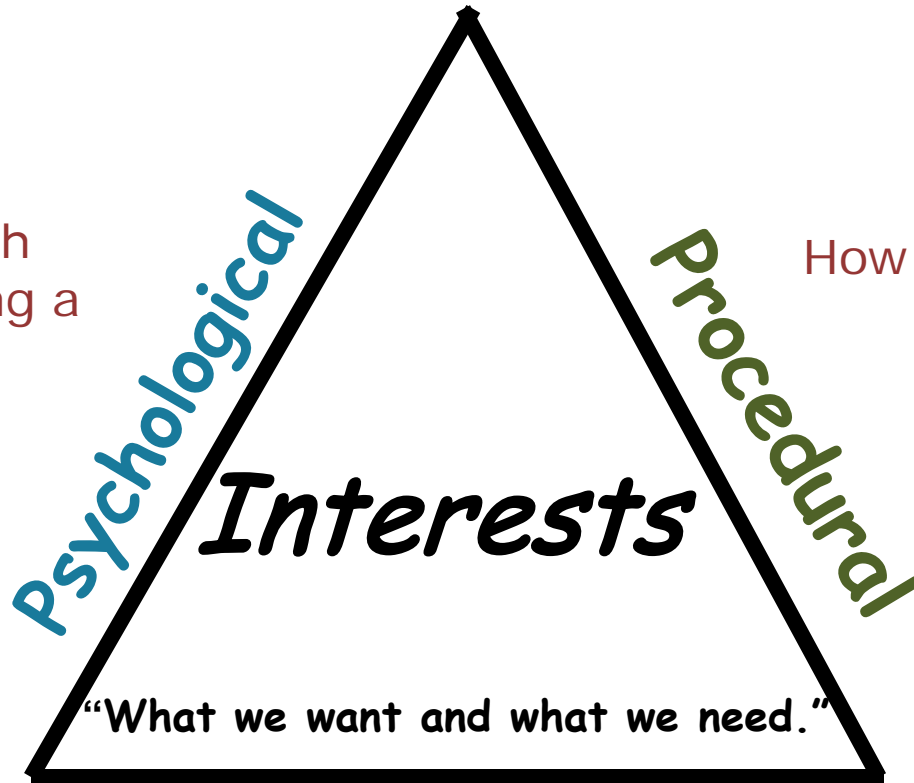
Bottom Half

- o Mostly objective
- o Less emotional
- o Productive outcomes



The Triangle of Durable Agreements

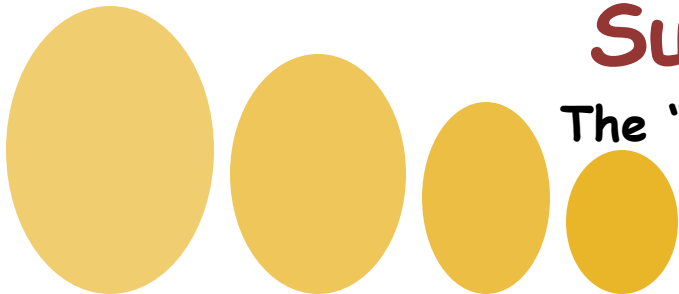
How we *feel* with regard to making a decision.



How the decision is made.

Substantive

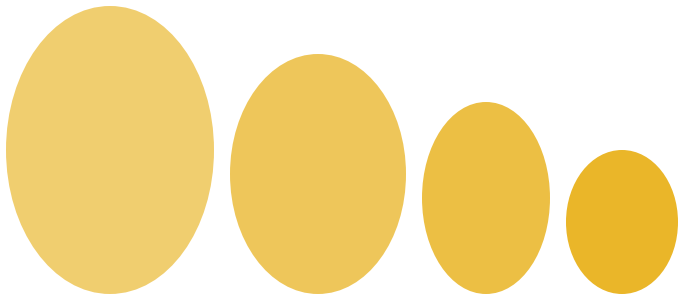
The "bottom line" stuff.



Positional Negotiating

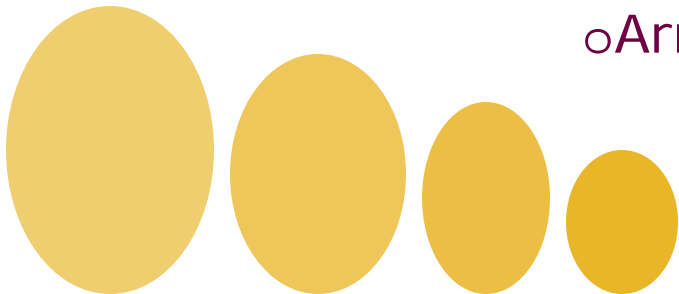
Starts with the solution.

Parties propose solutions to one another and make offers and counteroffers until they hit upon a solution that is acceptable to both of them.



How to Positionally Negotiate

- Determine your negotiating point
 - Determine your bottom line
 - Evaluate your BATNA
- Try to figure out the other party's bottom line
- Start with high opening positioning
- Use incremental offers to get to an acceptable range
- Arrive at compromise



You've gotta have a:

BATNA

Best Alternative To Negotiated Agreement

Don't leave home without one!!!



Positional Bargainer's Attitude

- oPie is limited;
my goal is to get the biggest piece

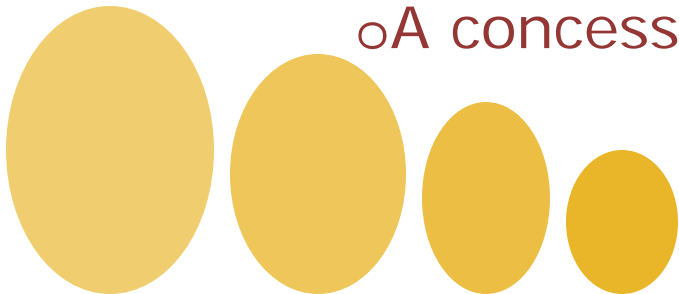
- oA win for me = a loss for you

- oWe are opponents

- oThere is one right solution--MINE!

- oI must stay on offensive

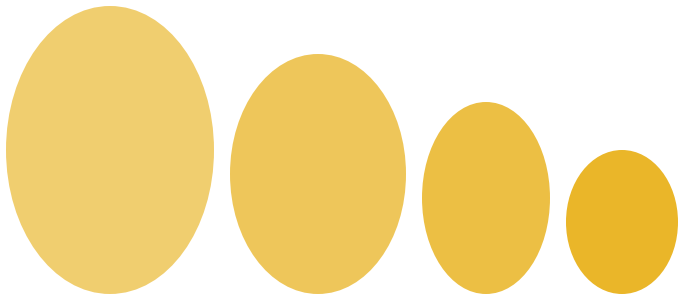
- oA concession is a sign of weakness



Interest Based Negotiation

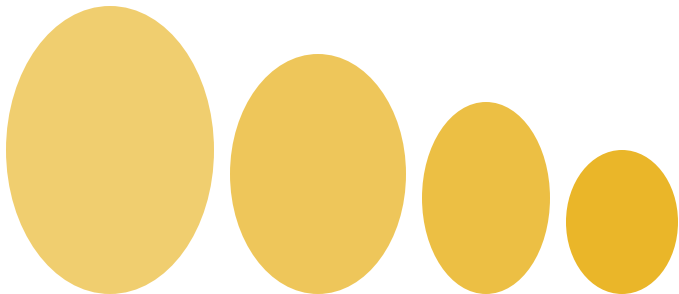
Starts with developing and preserving the relationship.

Parties educate each other about their interests and needs, and then jointly problem solve on how to meet those needs.



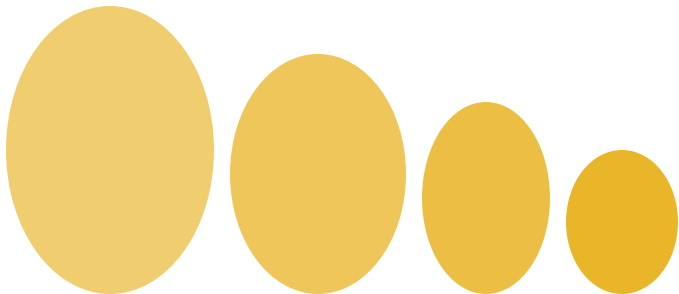
How to do Interest Based Negotiation

- Identify your own interests and needs.
- Speculate on the other party's interests/needs.
- Establish rapport.
- Focus on the problem, not on the people.
- Begin negotiations by educating each other .
- Frame problem as a joint task to meet both parties' needs.
- Avoid premature solutions.
- Look for way to expand the "Pie".
- Generate multiple options.



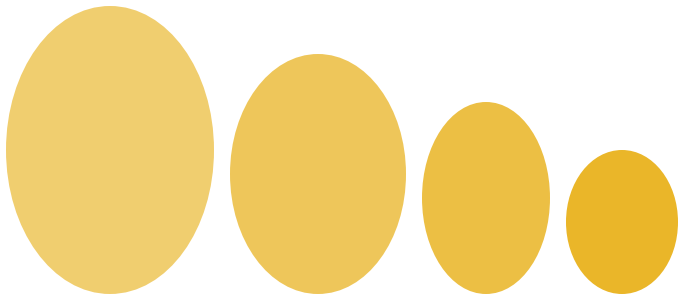
Interest Based Negotiator Attitudes

- The “Pie” is not limited.
- The goal is win/win.
- The needs of all parties must be addressed to reach agreement.
- We are cooperative problem solvers.
- The relationship is important.
- There are probably several satisfactory solutions.



Sequence for Collaborative Problem Solving/Decision

- Framing and Clarification
 - Interests Discussion
 - Option Generation
- Evaluation of Options
- Modification/Selection
- Confirmation, if agreement



Reimbursement Form

SPECIAL REQUEST FOR REIMBURSEMENT/PAYMENT - FORM CDE 56

Person Submitting Request- Payee -Please Print		Social Security (for IRS 1099)	Date	Phone #
Mailing Address			City	State Zip

Reimbursement Request

Date	Travel		Time Depart	Time Arrive	Personal Auto Mileage			Meals and Lodging					Enter Amount, Itemize	Total Reimbur. Expenses
	From Location	To Location			No. Miles	Rate**	Total	Breakfast **	Lunch **	Dinner **	Meal Per Diem Total	Lodging*		
						0.50	-					\$34		-
						0.50	-					-		-
						0.50	-					-		-
						0.50	-					-		-
						0.50	-					-		-
						0.50	-					-		-
TOTALS						-	-					-		-

Other Expenses (Airfare, Taxi, Shuttle,Parking, etc. - date, description and amount of expense:) Receipts required

(All lodging and meal reimbursements are for the Colorado Content Collaboratives February 1st and 2nd meeting in Denver, Colorado)

** mileage and meals paid at the established rate for State Employees		
Purpose for which Reimbursement is being Claimed	Colorado Content Collaborative Meeting on February 1st and 2nd in Denver, CO	Reimbursement Requested : -

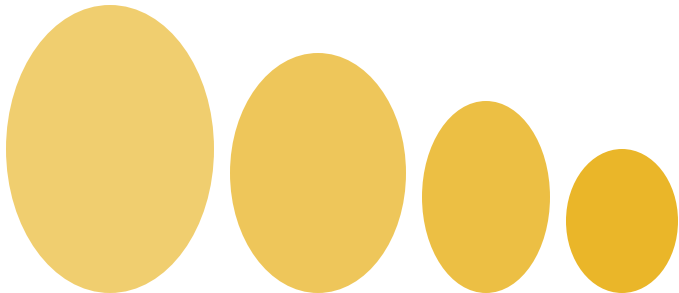
Reimbursement Form

Certification

"I certify that the statements in the above schedule are true and just in all respects; that payment of the amounts claimed herein has not and will not be reimbursed to me from any other sources; that travel performed and other expenses for which reimbursement is claimed were incurred by me on State business and that no claims are included for expenses of a personal or political nature or for any other expenses not authorized by the Fiscal Rules; and that I actually incurred or paid the operating expenses of the motor vehicle for which reimbursement is claimed on a mileage basis. I further certify that I am exempt from IRS back-up withholding.

Payee Signature	Date:	I am currently licensed by the Colorado Department of Education (CDE) as a teacher or professional.	YES	NO*
			_____	_____

* If you are not licensed to teach in the State of Colorado, please contact your CDE staff contact to complete information regarding lawful presence.



Reimbursement Instructions

MEALS

- Dinner may only be reimbursed if you are staying overnight at the hotel, and only for \$34, the CONUS rate for Denver. *No dinner receipt required.*
- Alcohol will not be reimbursed.*
- Attach an itemized receipt in order to be reimbursed for lodging.

LODGING

- Reimbursements for lodging are available only to those collaborative members who had to drive 35 or more miles in order to reach the hotel.
- Attach an itemized receipt to be reimbursed for lodging.

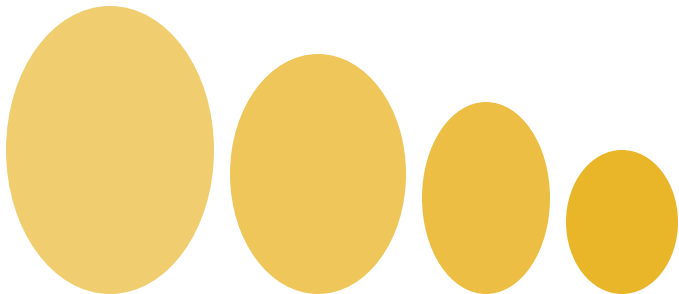
MILEAGE

- Enter your to and from address using GOOGLE MAPS and GOOGLE MAPS ONLY. Attach the complete GOOGLE driving directions to your form

Red Lion Hotel Denver Central
4040 Quebec St. Denver, US 80216

Sub Reimbursement Forms

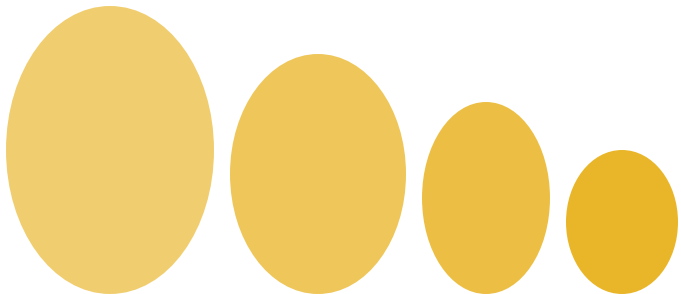
- You must be a CDE licensed teacher
- If you turn in a form that includes all meetings through May, we cannot process it until after that May meeting



Check-Out tomorrow

is before noon.

Please leave your luggage
with the front desk



All Forms

- Drop completed forms in the box at meetings

OR

- Email signed, scanned copies to Sara Hiris

hiris_s@cde.state.co.us

OR

- Fax to Sara at 303.866.6680

- Questions? Email or call Sara at 303.866.6752

Forms take approximately 2 weeks to process
(given that everything is completed correctly)



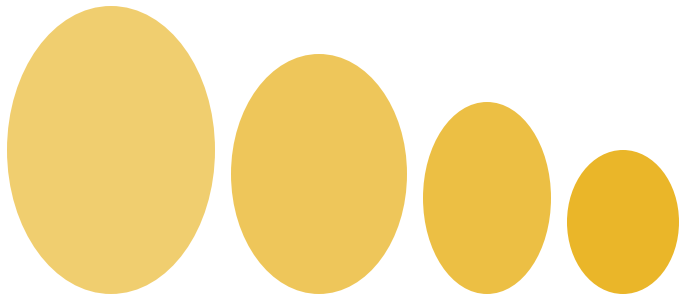
Introduction to Educational Assessment

Colorado Content Collaboratives

Jeri Thompson, Ed.D.
National Center for the Improvement of Educational
Assessment

jthompson@nceia.org

www.nceia.org



colorado content collaboratives cde
center for assessment: assessment overview
february 2, 2012

Agenda and Outcomes

- Perceptions from Day One
- Introduction to Assessment
- What are assessments and how do they differ?
- What makes a High Quality Assessment?



Some background

- There is often considerable confusion regarding the distinction between assessment, analytic approaches and accountability
- This leads to misunderstandings in the public realm about the quality and usefulness of the assessment system and the components of the school and/or educator accountability system



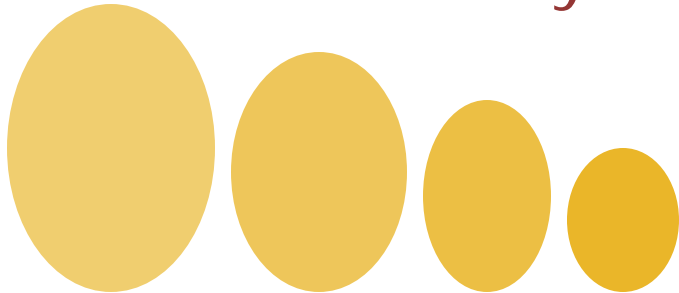
Assessment

- Is the process of collecting data about some set of knowledge, skills, and/or behaviors
- It can range from highly structured and formal to “in-the-moment” observations of student group work, for example
- Assessment is typically classified as:
 - Formative
 - Interim
 - Summative



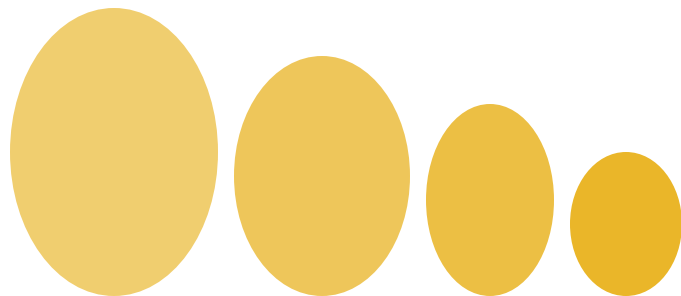
Analytical approaches

- Are the collection of methods—often statistical—that are used to transform or summarize the assessment results in some way
- These methods include psychometric techniques such as scaling (turning raw scores into scale scores), linking (being able to compare scores across occasions), and standard setting
- They also include statistical techniques such as a variety of growth and status calculations



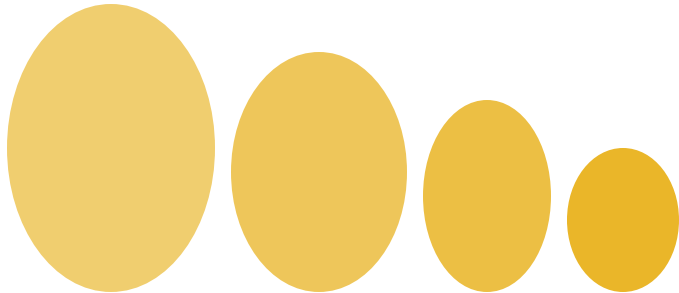
Accountability

- Is the set of policies, rules and decisions that determine:
 - Which indicators (data) are collected,
 - How they are weighted and combined (if they are combined),
 - What counts as “good enough” on each indicator (perhaps) and/or on some overall composite,
 - How the results are used and reported, and
 - If there are any consequences/rewards and how they are applied.



More about Assessment

- Let's not forget that the assessment work we will be doing is situated within an accountability context
- But our purpose today is to talk a little bit more about assessment types to help provide a shared understanding for the work we have ahead of us...

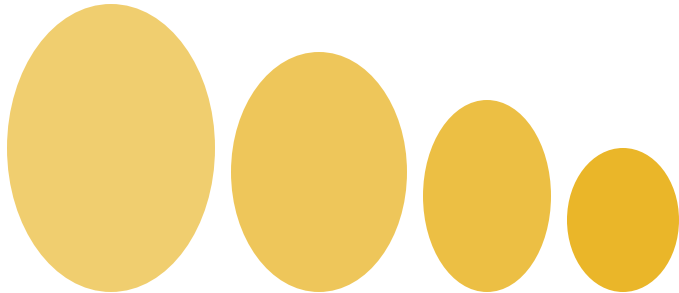


Assessment Purposes

What are the purposes of assessment?

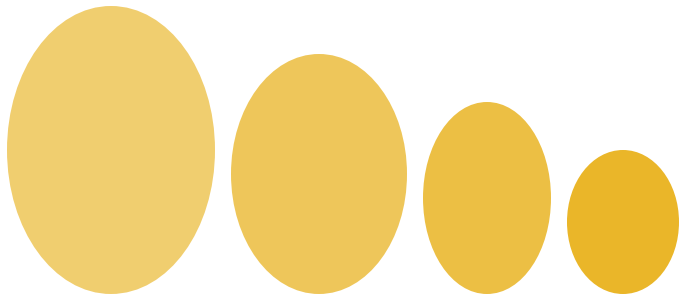
- Take a few moments to jot down the various purposes of assessments

What are some examples of types of assessment to fulfill each purpose?



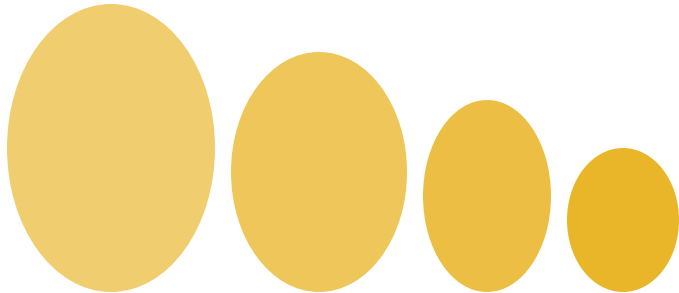
A Partial List of Assessment Purposes

- Inform learning
- Improve learning
- Inform instruction
- Evaluation curriculum or other programs
- Predict subsequent performance or outcomes
- Monitor progress/trends in educational systems
- Serve as basis for accountability systems
- Serve as a signal for instruction and curriculum



State Summative Assessment

- *End of year, comprehensive measurement of student mastery in order to assess student learning, inform taxpayers, state policy makers, support identification of successful programs, and/or serve a variety of state and federal accountability needs.” (CDE, 2011)*



General summative assessments

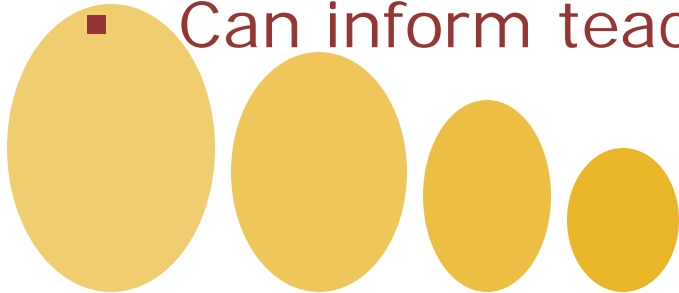
- *"End of unit or end of year, comprehensive measurement of student mastery administered by schools or districts."
(CDE, 2011)*



Summative Assessment (also known as “assessment **OF** learning”)

Typical uses

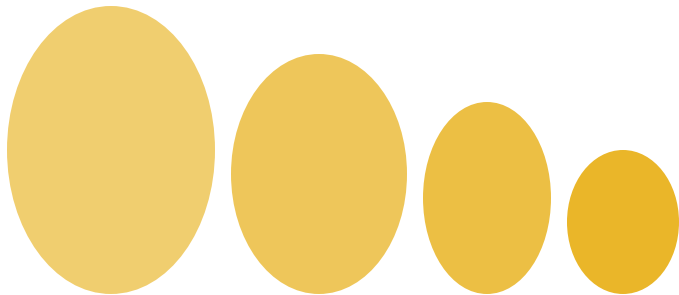
- Accountability, including school, educator, and student (e.g., graduation)
- Certify student competence
- Program/curricular evaluation
- Monitor trends and progress
- Know students' achievement levels
- Grades
- Can inform teaching and learning



Summative Assessment

Teacher's Role

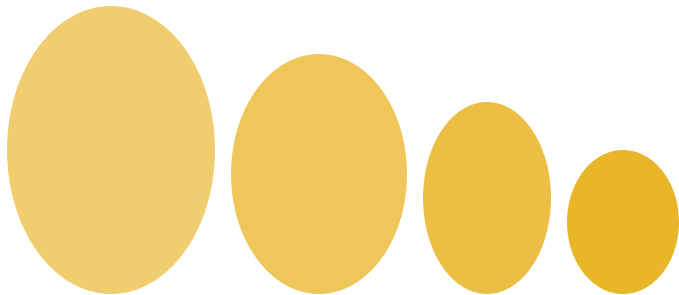
- Teachers teach to the academic standards
- Administer the test carefully to ensure accuracy and comparability of results
- Use results to help students meet standards
- Interpret results for parents
- Build assessments for report card grading



Summative Assessment

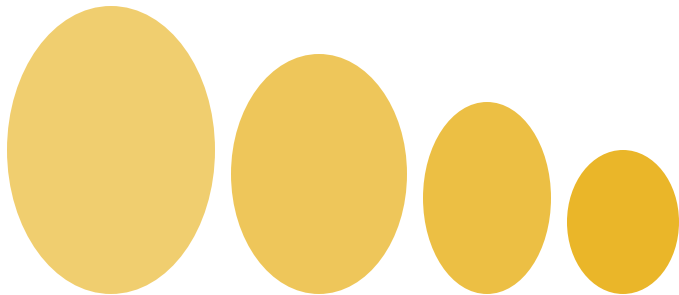
Student's Role

- Study, if appropriate, to meet the standards
- Take the test honestly
- Strive for the highest possible score
- Seek to gain understanding of unknown concepts



Summative Assessment Examples

- CSAP
- NAEP
- End of Unit Summative Assessment
 - TCAP



Interim Assessment

“Assessments typically administered every few months to fulfill one or more of the following functions:
instructional (e.g., to supply teachers with student diagnostic data);
evaluative (e.g., to appraise ongoing educational programs; predictive (e.g., to identify student performance on a later high-stakes test).” (CDE, 2011)



Interim Assessment

Perie, et al., 2009 suggested the following three major classes of interim assessments:

Predictive, such as:

- Predicting student performance on end of year accountability tests

Evaluation, which may include:

- Evaluating curriculum and instructional programs

Instructional (not formative), for example:

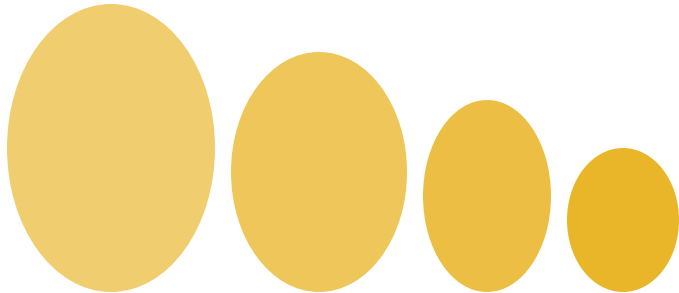
- Illuminate strengths and weaknesses of individuals or groups of students

Additional classes of purposes could include such things as providing a guide for curricular pacing



Interim Assessment: Design Decision

- Depending on and related to the specific purposes, designers (or “selectors”) must decide if the interim assessment will be:
 - Forward looking**—designed to predict future performance
 - Backward looking**—designed to tell whether students have learned specific content and skills
 - Both?** If so, this poses considerable design challenges.



Interim Assessment

Teacher's Role

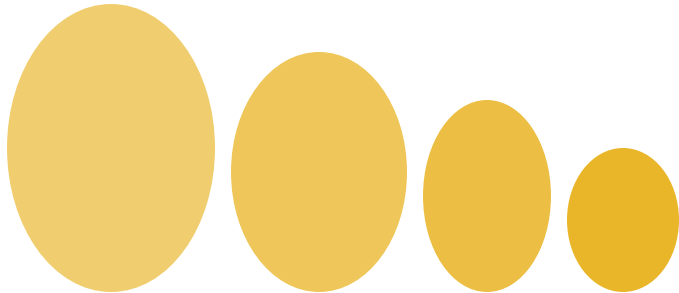
- Interpret the results appropriately
- Identify instructional weaknesses
- Provide necessary remediation based on results
- Involve students in assessment (which can only happen with non-commercial interim assessments) to ensure preparation for summative assessment



Interim Assessment

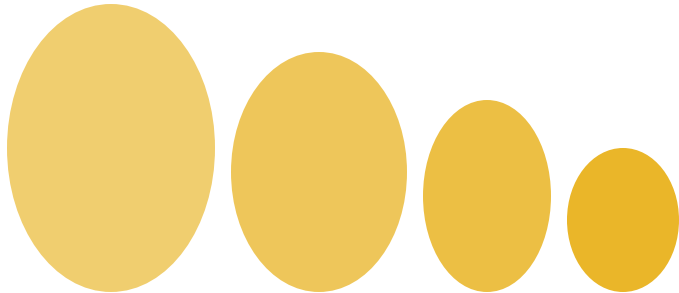
Student's Role

- Much less of role than with formative assessments, but may include:
- Put forth appropriate effort on the assessment
- Acknowledge success and consider next steps in learning



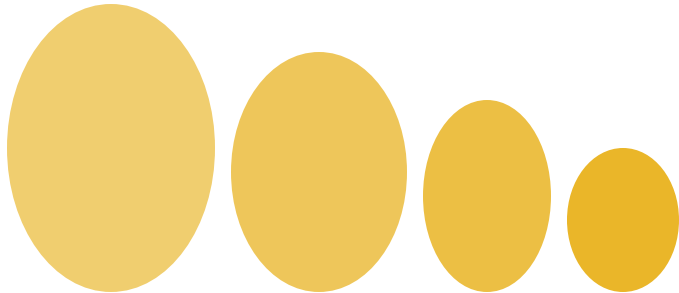
Examples of Interim Assessment

- Commercial products administered two or more times each year (e.g., NWEA, Acuity, Galileo)
- Quarterly District Assessments
- Individual Reading Inventories (but many of these can be formative as well)



Formative Assessment

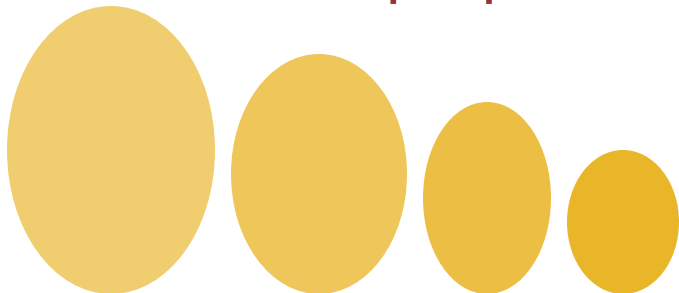
- *Process used by both teachers and students during instruction that provides 'in the moment' feedback for adjusting teaching and learning. It reveals points of confusion, misunderstanding or progress toward mastery of an idea (CDE, 2011).*



Formative Assessment (also known as “assessment **FOR** learning”)

Typical uses

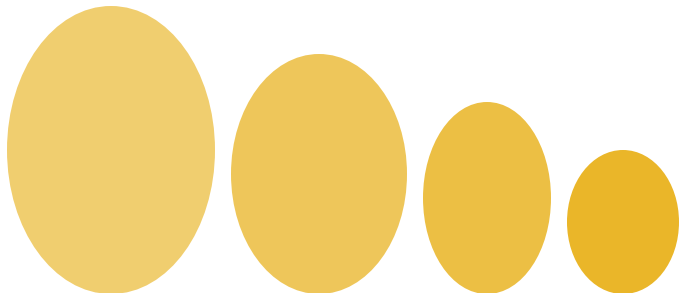
- Process during learning
- Provides students with insight to improve achievement
- Helps teachers diagnose and respond to students' needs
- Helps parents see progress over time
- Helps parents support learning



Formative Assessment

Teacher's Role

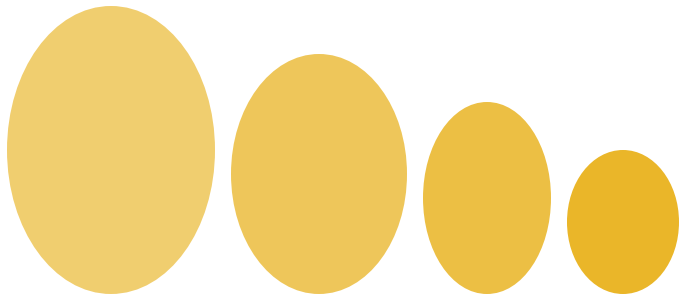
- Transform standards into classroom targets
- Inform students of targets
- Build assessments
- Adjust instruction based on results
- Offer descriptive feedback to students
- Involve students in assessments



Formative Assessment

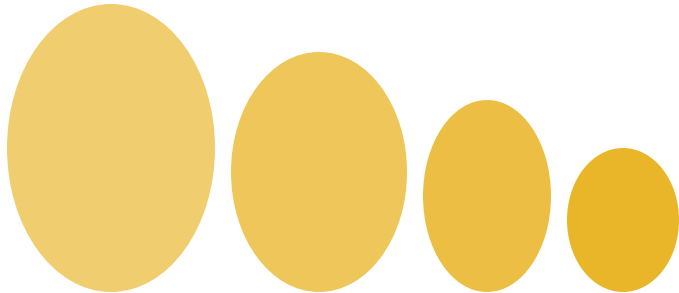
Student's Role

- Self-assess and keep track of progress
- Contribute to setting goals
- Act on classroom assessment results to be able to do better next time

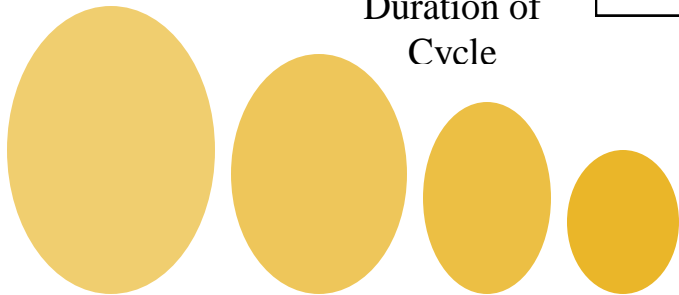
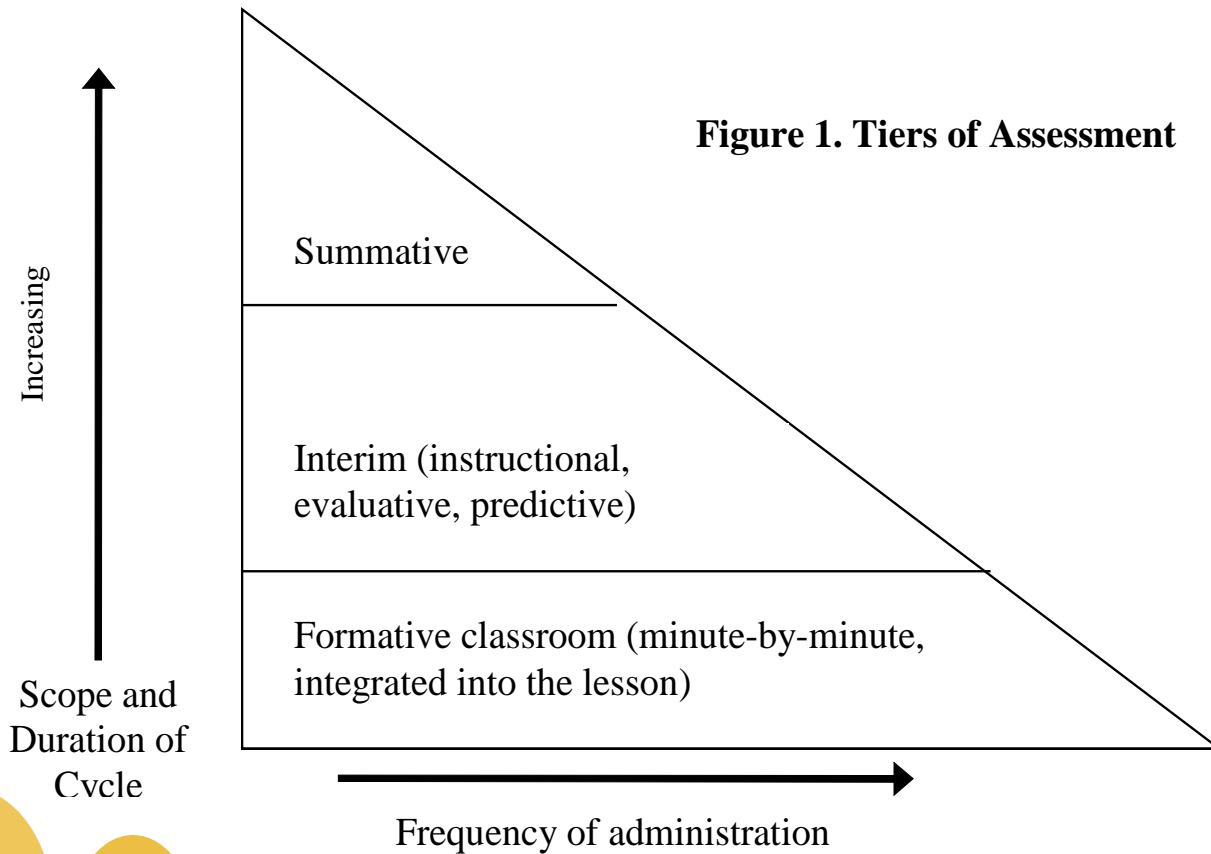


Formative Assessment Examples

- Exit ticket
- Formative Performance Task
- Think-Pair-Share
- Self-Assessments
- Response Journals
- Observations
- Anecdotal Records



Tiers of a Comprehensive Assessment System



Continua

- Formative, interim, and summative assessment are not as distinct as some advocate (or as certain pictures portray), but can be thought of as being on a continuum or multiple continua such as:
 - Intended and actual uses
 - Timing (related to curriculum and instruction)
 - Types of items/tasks (designed to provide summary information or insight into student learning)
 - Form of the results and feedback (summaries, descriptions)



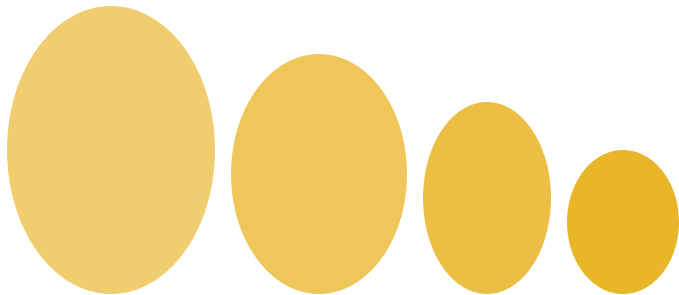
Back to Use

- Accountability (including educator evaluation) is about judgments, actions, and perhaps consequences
- Assessment is about collecting information that can be used in accountability systems (or not)
- Many people who complain about large-scale assessment systems are really just “shooting the messenger”
 - *The concern is really with the accountability uses*
- So as we go forward with design decisions, let's keep these distinctions in mind



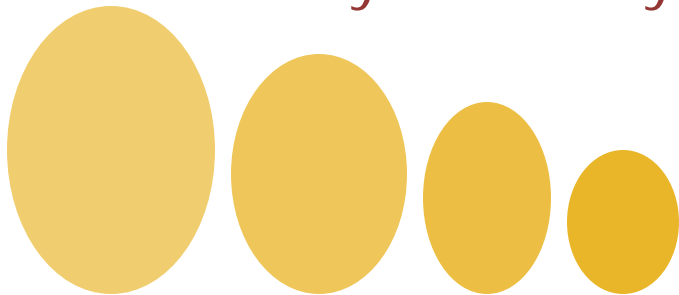
Assessments for Content Collaboratives

“Measures [used in a teacher evaluation system] must be credible and useful to educators” (Joan Herman, Margaret Heritage and Pete Goldschmidt, 2011)



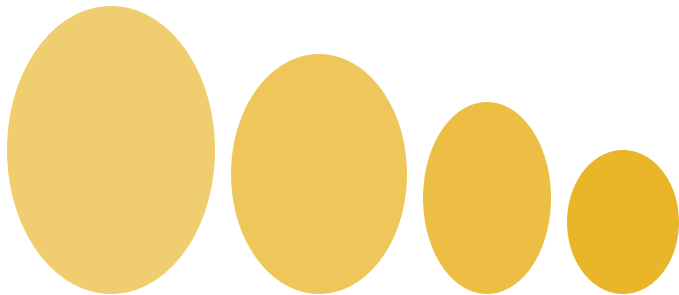
Assessments for Content Collaboratives

- The assessment tools provide a standard template for evaluating the quality of the content and design reflected in the assessments.
- Using these tools will ensure that all collaborative members draw on the same set of criteria to determine whether the content and scoring rubrics/guides of assessments reviewed are aligned with assessment design principles such as alignment, fairness, bias, reliability and instructional utility/sensitivity.



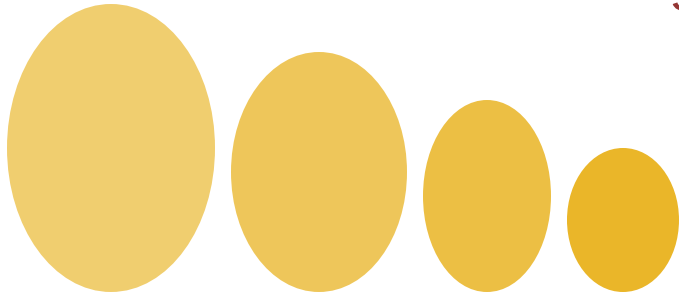
Assessments for Content Collaboratives

- The evidence gathered from evaluating these assessments using these tools forms an important and valuable part of the validation process for using assessments to evaluate student learning in each content area and ultimately for using them as part of the teacher evaluation system.



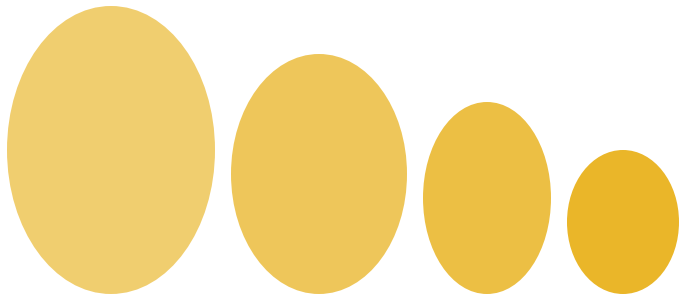
Assessments for Content Collaboratives

- The TSC serves as an external check to the work of the collaboratives.
- The TSC will approve of the tools/protocols used by the collaboratives and vet the process of developing performance tasks/assessments (if there's time to do this).
- TSC is also responsible for evaluating on the technical aspects of the assessments to determine whether selected assessments can be used as either growth or achievement measures.



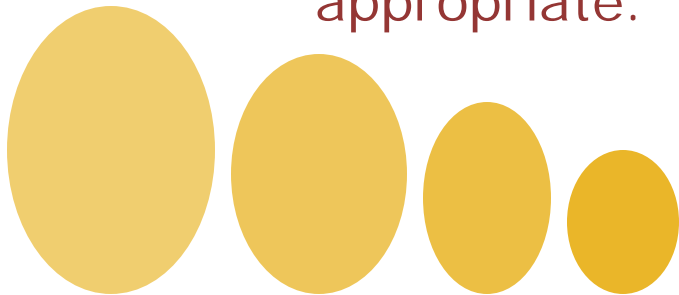
Assessments for Content Collaboratives

- What types of assessments will we select and/or create?
- How will we know if they are any good?



Select and/or create?

- Formative assessments?
 - **NO!** Formative assessments must be closely connected to the enacted curriculum to be useful. Generally, you can't buy formative assessments.
- Interim assessment?
 - **Perhaps**, but we must be careful to avoid mixing purposes. Assessments can generally serve one main purpose well and we should be careful to avoid corrupting other purposes.
- Summative assessment?
 - **Yes**, given the accountability uses, summative assessments (e.g., end of unit or end of year) are appropriate.



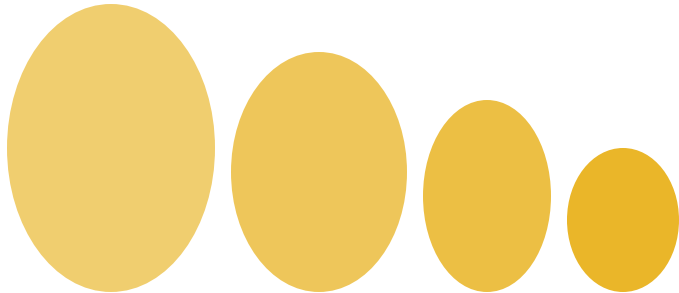
Assessment Quality

- How can we judge the quality of assessments?
- Fortunately, we know a lot about this.
 - The *Standards for Educational and Psychological Measurement* (APA, AERA, & NCME, 1999) is the authoritative source
 - USED Standards and Assessment Peer Review Guidance has also become an important guide to assessment quality



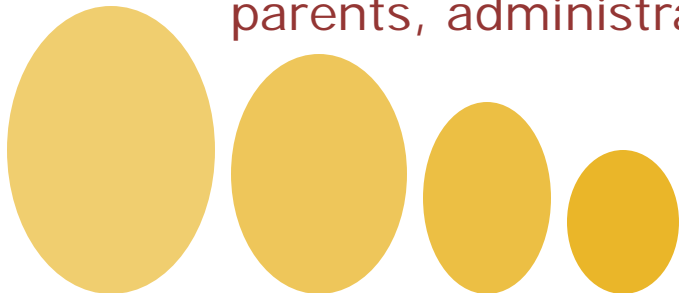
Tools and Protocols

- While the two sources mentioned on the previous slide are important guides, we have developed some user-friendly approaches that highlight some of the key aspects of the Test Standards and Peer Review Guidance
- We turn to these now...



What makes a high quality assessment?

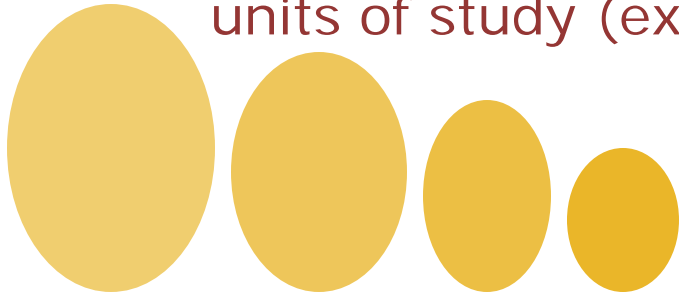
- Defined by agreed-upon standards/expectations
- Measures the individual's learning and can take different forms/formats
- Measures the effectiveness of instruction and appropriateness of curriculum
- Is transparent:
 - Students know what is expected of them and how they will be assessed
 - Assessment criteria are clear and training is provided to reviewers/raters
- Communicates information effectively to students, teachers, parents, administration, and the public at large



How can we determine a high-quality assessment?

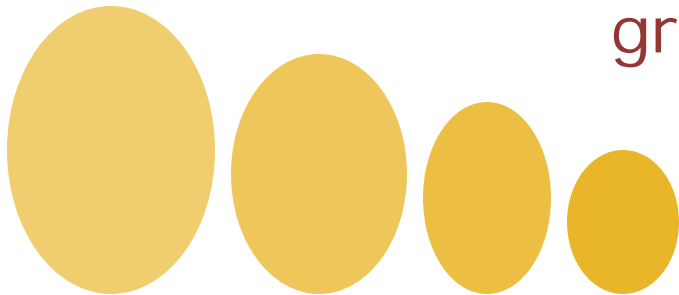
Each examined assessment will demonstrate:

- Alignment to the intended standards: content and intended rigor (DOK)
- Reliable when scoring: rubrics/scoring criteria aligned and consistent across levels
- Fair and Unbiased opportunities for ALL students to demonstrate success
- Engaging and Authentic opportunities for students to demonstrate their understanding and thinking
- Guides Instruction for the teacher DURING instructional units of study (except summative assessments)



Questions to consider for Alignment:

- Is there a strong **content match** between assessment/test questions and grade level standards? Is it fully aligned or partially aligned?
- Are the test questions/tasks (and the assessment as a whole) more rigorous, less rigorous, or of comparable **rigor (DOK)** to grade level standards?



Why is cognitive rigor (DOK) important?

DOK is about complexity – not difficulty

- The intended student learning outcome determines the DOK level. What mental processing must occur?
- While verbs may appear to point to a DOK level, it is what comes after the verb that is the best indicator of the rigor/DOK level.
 - *Describe the process of photosynthesis.*
 - *Describe how the two political parties are alike and different.*
 - *Describe the most significant effect of WWII on the nations of Europe.*



Why do we care about DOK?

- Standards are big ideas!
- Modern theories of learning focus on developing deep understanding to facilitate transfer.
- Students cannot develop deep understanding unless they are provided opportunities on both learning and assessment tasks.
- **In other words, if low-level assessment items are the focus, it is unlikely that teachers will feel the need to teach students to think deeply.**



Webb's Depth-of-Knowledge Levels

DOK 1: Recall & Reproduction – Recall of a fact, term, principle, concept, or perform a routine procedures

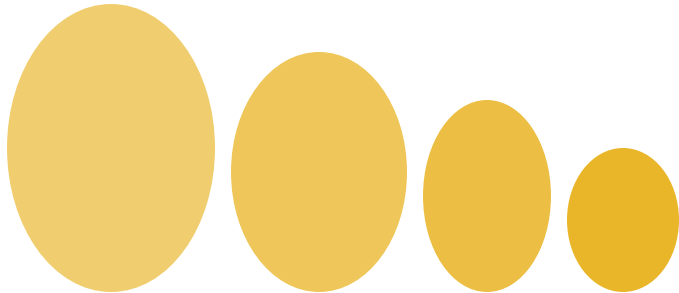
DOK 2: Basic Application of Skills/Concepts – Use of information, conceptual knowledge, select appropriate procedures for a task, two or more steps with decision points along the way, routine problems, organize/display data, interpret/use simple graphs

DOK 3: Strategic Thinking – Requires reasoning, developing a plan or sequence of steps to approach problem; requires some decision making and justification; abstract, complex, or non-routine; often more than one possible answer

DOK 4: Extended Thinking – An investigation or application to real world requires time to research, problem solve, and process multiple conditions of the problem or task; non-routine manipulations, across disciplines/content areas/multiple sources

Use of the Assessment Review Tool

- **Develop** new assessments
- **Review** existing assessments
- **Validate** a revised assessment or new assessment prior to wide administration
- Provide **OBJECTIVE** feedback to developers
- Promote **collaboration** and a shared understanding of high quality assessment from a content perspective



Process for Reviewing Assessments

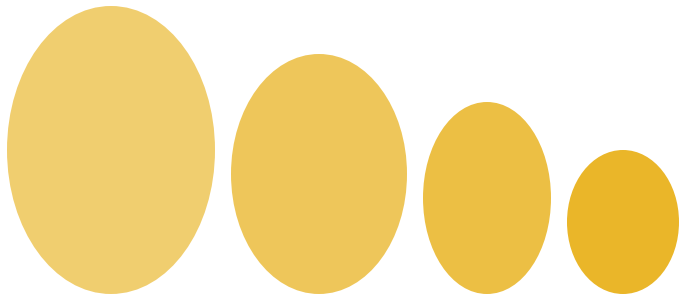
- Each person needs a copy of the Assessment Review Tool
- Each person needs a copy of the assessment including cover pages, assessment, and scoring rubric/criteria
- If there are additional materials – anchor papers, examples, etc. – they need not be copied for everyone but are helpful to have accessible for the review team
- Each person needs a DOK matrix (content specific, when possible)



Protocols for Reviewing Assessments { 1 }

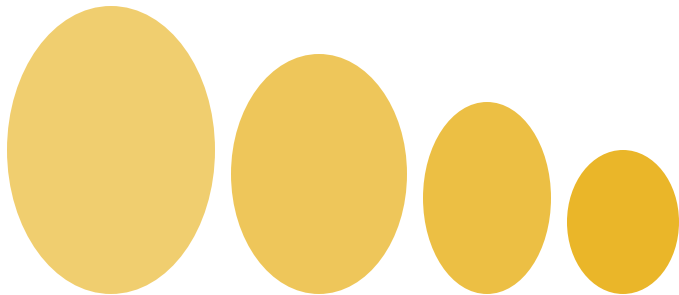
Norms

- Reference ones developed with your facilitator



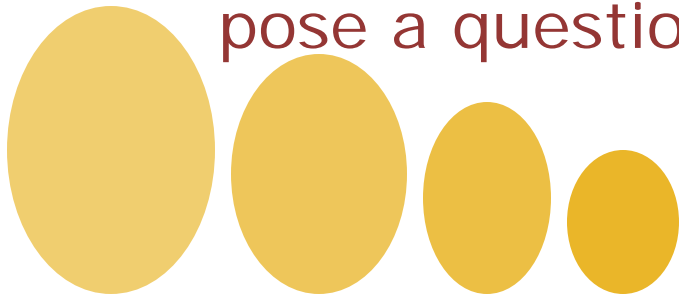
Protocols for Reviewing Assessments {2}

- Choose a recorder for the “official” review form
- Choose a task manager/timekeeper to keep things moving - read each indicator on the Assessment Review Tool
- Use established process to reach consensus
- Take 10 minutes to read through and make notes individually before the discussion



Discussion & Giving Feedback

- Use descriptive language, NOT judgmental language
- While you may wonder about instructional pieces, comments/suggestions about instruction are probably not appropriate
- Your job is NOT to redo this assessment! Keep feedback crisp and to the point (e.g., pose a question)



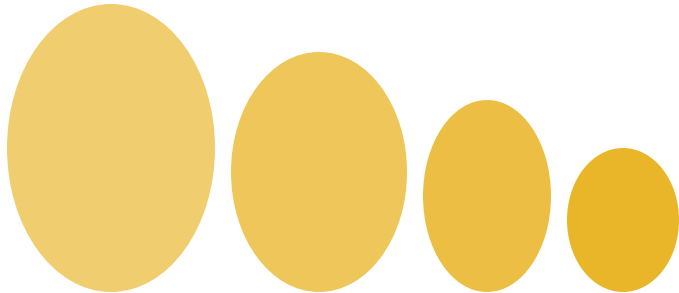
Giving feedback... some suggestions

- We were unable to locate...
- We think this might be a DOK 2 because... what do you think?
- We were not clear what the student is expected to do or produce. Did you mean...
- This might be better aligned to standard...
- The directions are clear; students have authentic choices, etc.



Debrief Each Time

- Did the review team honor the group norms at all times?
- What went well today?
- What could have gone better?
- What will we/you do differently next time?
- Who/when will you meet with authors to give feedback (when applicable)?



Is it a high quality assessment? Let's Practice:

The Fencing Task

Ms. Brown's class will raise rabbits for their spring science fair. They have 24 feet of fencing with which to build a rectangular rabbit pen to keep the rabbits.

- If Ms. Brown's students want their rabbits to have as much room as possible, how long would each of the sides of the pen be?
- How long would each of the sides of the pen be if they had only 16 feet of fencing?
- How would you go about determining the pen with the most room for any amount of fencing? Organize your work so that someone else who reads it will understand it.



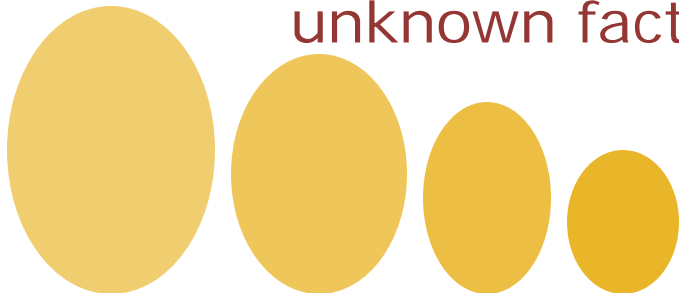
ALIGNED:

What CDE standard(s) is this task aligned to?

Mathematics » Grade 4 » Standard 4: Shape, Dimension, and Geometric Relationships

- a. Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.
- v. Apply the area and perimeter formulas for rectangles in real world and mathematical problems.

For example, find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula with an unknown factor.



ALIGNED:

What Depth of Knowledge Level is this task aligned to?

DOK 3: Strategic Thinking – Requires reasoning, developing a plan or sequence of steps to approach problem; requires some decision making and justification; abstract, complex, or non-routine; often more than one possible answer



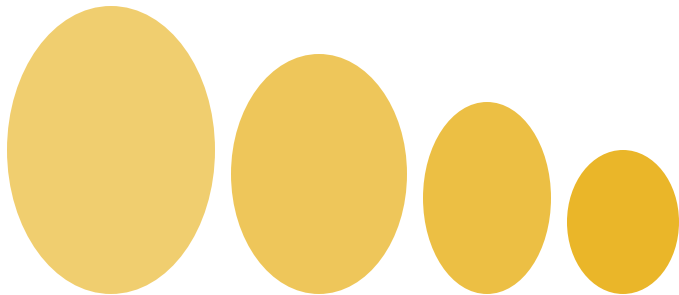
RELIABLE: How is the assessment scored?

Level	Understanding	Strategies, Reasoning, Procedures	Communication
Novice	<ul style="list-style-type: none"> No solution, or solution is unrelated Inappropriate concepts/ procedures applied Solution does not address mathematical components 	<ul style="list-style-type: none"> No evidence of strategy or procedure or strategy is not applicable No evidence of math reasoning Too many errors in math procedures 	<ul style="list-style-type: none"> No explanation of solution or cannot be understood, or is unrelated No use or inappropriate use of math representations No use or inappropriate use of math terms
Apprentice	<ul style="list-style-type: none"> Solution is incomplete Solution addresses some, but not all math components 	<ul style="list-style-type: none"> Uses a strategy that is partially useful Some evidence of math reasoning Some parts correct, but incorrect answer 	<ul style="list-style-type: none"> Incomplete explanation Some use of appropriate math representation Some use of math terminology
Practitioner	<ul style="list-style-type: none"> Solution shows broad understanding of problem and concepts Solution addresses all math components 	<ul style="list-style-type: none"> Uses a strategy that leads to a solution Effective math reasoning All parts correct and correct answer 	<ul style="list-style-type: none"> Clear explanation Appropriate use of accurate math representation Effective use of math terminology
Expert	<ul style="list-style-type: none"> Solution shows deep understanding Solution addresses all math components Solution demonstrates underlying math concepts 	<ul style="list-style-type: none"> Uses efficient and sophisticated strategy Refined and complex reasoning Verifies solution and/or evaluates reasonableness Mathematically relevant observations 	<ul style="list-style-type: none"> Clear, effective, explanation detailing how problem is solved. With all steps included Math representation is used to communicate Precise and appropriate terminology

Is it fair and unbiased?

Is it engaging and
authentic/performance based?

Can it be used to guide and support
instruction?

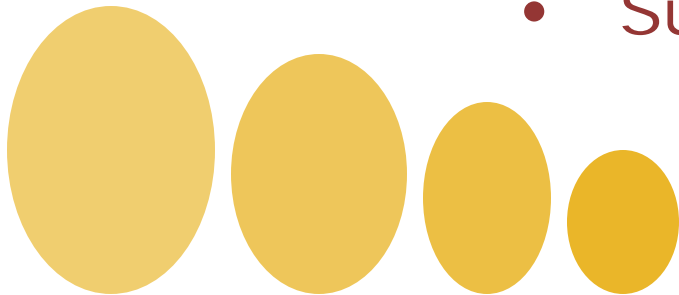


Getting Started

Is it a high quality assessment?

In small groups, use the **Assessment (provided), Assessment Review Tool, Cognitive Rigor Matrix, Academic Standards, Assessment Cover Page** to examine for:

- Alignment
- Reliability
- Fairness and Bias
- Student Engagement
- Support of Instruction

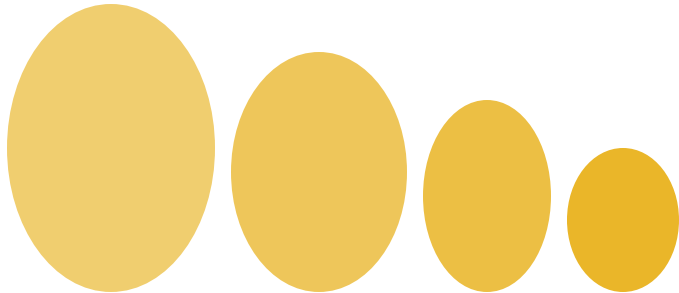


Debrief

Questions?

Comments?

- jthompson@nciea.org



Cohort 1, Meeting 1 Closing

- Next Meeting's Agenda
- Preparation work for next meeting
- Invitation to experiment with tool
- Communication Processes

