



DPS ASSESSMENT STRATEGY

A BALANCED ASSESSMENT SYSTEM IN A WORLD OF FLEXIBILITY



Discover a World of Opportunity™

THEORY OF ACTION



If we believe that schools are the **unit of change**, and that **formative assessment strategies** are proven to have a significant increase in student achievement...

...then we want to provide a suite of **resources and support** options to schools that allows them to tailor **formative assessment strategies** to their **instructional strategies**...

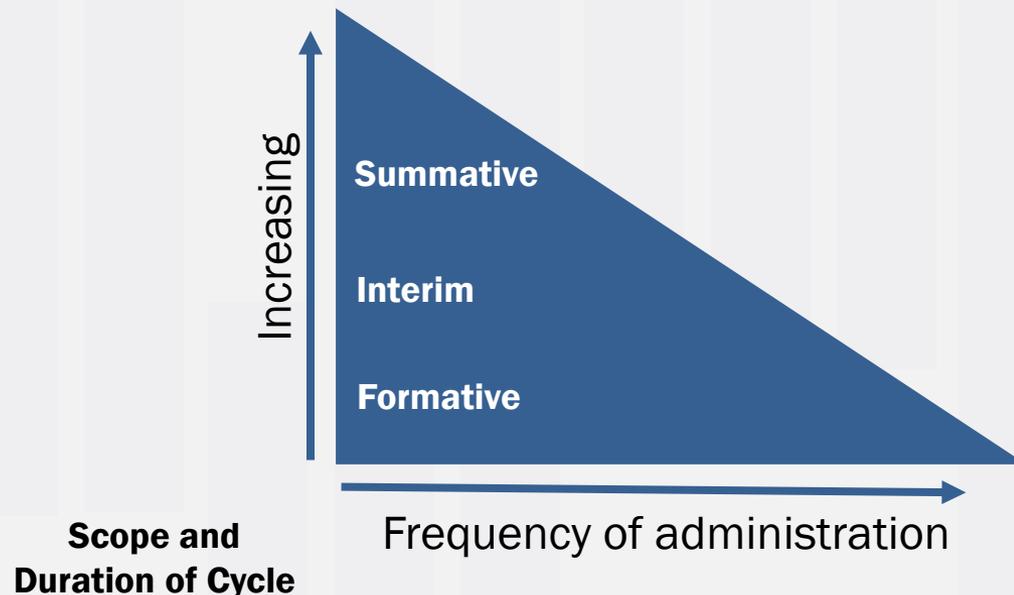
...so schools can consistently monitor performance in relation to common rigorous expectations allowing DPS to **increase achievement for all students.**

WHERE WE ARE HEADED: BALANCED ASSESSMENT SYSTEM



A balanced assessment system...

- Shows evidence of student understanding acquired over time
- Includes results of formative, interim and summative assessments
- Includes student work from authentic classroom performance tasks
- Is the “photo album” of the school year to show a complete picture of student growth



WHERE WE ARE HEADED: BALANCED ASSESSMENT SYSTEM

Formative Assessments

Anything teachers do to help students answer three questions*:

Where am I now?

- Offer regular descriptive feedback.
- Teach students to self-assess and set goals.

Where am I going?

- Provide students with a clear and understandable vision of the learning target.
- Use examples and models of strong and weak work.

How do I close the gap?

- Design lessons to focus on one learning target or aspect of quality at a time.
- Teach students focused revision.
- Engage students in self-reflection; keep track of and share their learning.

Interim Assessments

Informs instruction

- Helps teachers adjust their instruction and curriculum to address student learning needs
- Assesses what was recently taught

Flexibility

- Pre-built instructional interims support the data needs at schools that opt-in to DPS supported curriculum.
- Comparisons across these schools become difficult when schools modify the scope and sequence or take longer to teach a unit of study.

Balanced Assessment System

	Short-Cycle Formative Assessment	Interim - Instructional
Purpose	<p>Informs instruction</p> <ul style="list-style-type: none"> • <i>How is each student doing on her or his journey up the scaffolding leading to each standard?</i> • <i>What learning comes next for this student?</i> • <i>How am I monitoring my own learning?</i> 	<p>Diagnose student level understandings and/or monitors progress towards mastery</p> <ul style="list-style-type: none"> • <i>How are students progressing?</i> • <i>Which standards are our students mastering or not mastering?</i> • <i>How well is this program working?</i>
Type	Ongoing formative strategies “in the moment”	Periodic interims or common assessments
Focus	Short-term goals and objectives; material recently covered in a lesson	Short and intermediate-term goals, material covered over a period of weeks or over curricular units
Key Feature	Assessment <i>as</i> and <i>for</i> learning	Assessment <i>of</i> and <i>for</i> learning
Frequency	Occurs within and between lessons	Occurs periodically throughout the course after units of study have been completed
Types of items	Highly focused, curriculum embedded; part of instruction	Multiple-choice, Constructed response, Technology enhanced, Performance task
Created by	Classroom teachers, teams of teachers, content expert	Teachers from around the district, specialists, outside company
Results for	<ul style="list-style-type: none"> • Students • Teachers 	<ul style="list-style-type: none"> • Students • Teachers and Teams • Principals • Parents
Use of Results	<ul style="list-style-type: none"> • Within instructional activity, information is used to change or adjust teaching • Student receives frequent and meaningful feedback on performance • Teacher engages student in the monitoring of student learning • Teacher decides if the student needs remediation or enrichment 	<ul style="list-style-type: none"> • Grade-level or content-based professional learning communities use data to identify strengths and gaps in curriculum and instruction • Grade-level course curriculum may be changed or refined • Teachers may modify instruction for student groups based on their progress

RESEARCHED-BASED BENEFITS AND IMPACT OF FORMATIVE ASSESSMENT

Formative assessment is a **process** used by **teachers** and **students** *during* instruction that **provides feedback** to adjust ongoing teaching and learning to improve students' achievement of intended instructional outcomes.

-Chief Council of State School Officers,
2006

The 1998 Black and William study provided evidence that **formative assessment** can make a difference in learning outcomes at all grade levels. This review concluded that “formative assessment shows an effect size of between 0.4 and 0.7, the equivalent of going from the **50th percentile to the 65th**” (p. 141).

The assessment for learning process is not an add-on to instruction, but an **integral part** of the teaching and learning cycle necessary to identify and close the learning gap for each student.

“Studies show up to **75% increases in student learning** when teachers master formative assessment strategies.”*

-Dylan William

DATA DRIVEN INSTRUCTION

“Formative assessments alone do little to improve student learning or teaching quality, what really counts is what happens **after** the assessments.”

-Thomas Guskey, 2007

MULTI-YEAR PLAN



Goals

1. To develop assessment literacy across the district and to provide supports and resources to implement a Balanced Assessment System.
2. For all schools have a sound process in place by which they *frequently* monitor student progress (formative assessment) in relation to the standards and adjust instruction accordingly.



Requirements

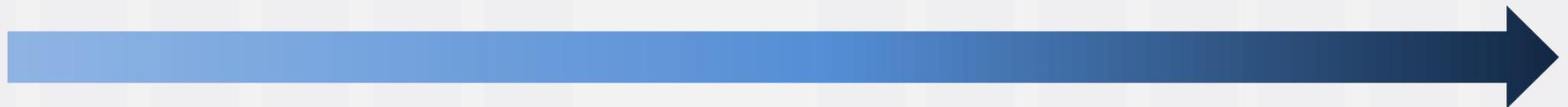
In DPS, schools are required to administer:

- pre-built unit or interim assessments; or
- commonly developed interim assessments; or
- computer adaptive assessments

in literacy and math to all students in grades 3-8, **three** times a year.

MULTI-YEAR PLAN

**Migrate from external assessments as an event,
to school and classroom-based formative assessment.**



Provide assessments and foundational supports for data use (e.g., ANet or DPS developed assessments).



Develop capacity within schools to design and implement a local assessment strategy aligned with individual school practices (use of prebuilt and/or school-built assessments).



Develop capacity within teachers to implement formative assessment strategies alongside the use of prebuilt unit and interim assessments to obtain data to adjust instruction

RECOMMENDATION

Recommendations

It is **highly recommended** that schools use:

Curricular (Unit) Assessments

These assessment can be used to frequently progress monitor during the teaching and learning cycle. These assessments provide data immediately following instruction.



Supplemental (Interim) Assessments

These assessments provide evidence as to whether or not students can transfer what they have learned to a new setting. These assessments address standards across multiple units of study.

Supplemental assessments should be used in lieu of unit assessments when they coincide.

Cut points will be provided for both types of assessments to help inform whether students are on track for meeting end of year grade level expectations with these standards.