

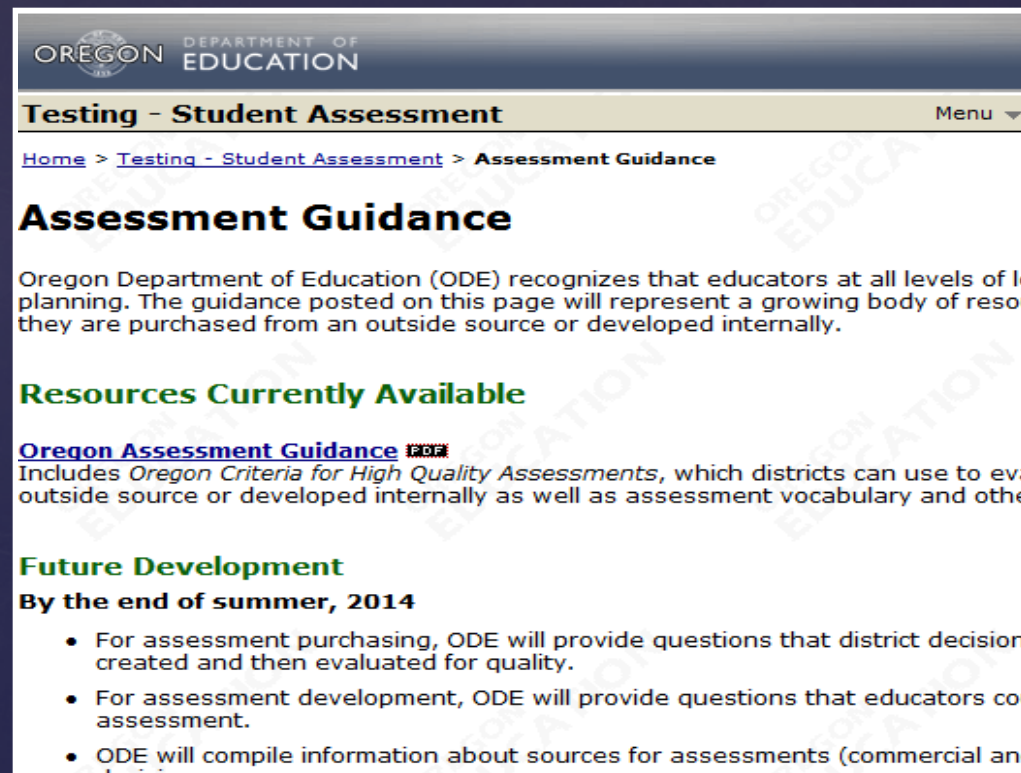
Assessment Guidance Use

{ Cristen McLean, Policy Analyst
Derek Brown, Director of Assessment

OFFICE OF LEARNING
INSTRUCTION · STANDARDS ·
ASSESSMENT & ACCOUNTABILITY
UNIT



<http://www.ode.state.or.us/go/LocalAssessmentGuidance>



The screenshot shows the Oregon Department of Education website. At the top left is the ODE logo and the text "DEPARTMENT OF EDUCATION". Below this is a navigation bar with "Testing - Student Assessment" and a "Menu" dropdown. A breadcrumb trail reads "Home > Testing - Student Assessment > Assessment Guidance". The main heading is "Assessment Guidance". The text below states that ODE recognizes that educators at all levels of learning are involved in assessment planning and that the guidance posted on the page represents a growing body of resources. A section titled "Resources Currently Available" includes a link to "Oregon Assessment Guidance PDF" and a description that it includes Oregon criteria for high quality assessments, assessment vocabulary, and other resources. A section titled "Future Development" states that by the end of summer 2014, ODE will provide questions for district decision-making, assessment development, and a compilation of assessment sources.

OREGON DEPARTMENT OF EDUCATION

Testing - Student Assessment Menu ▾

[Home](#) > [Testing - Student Assessment](#) > [Assessment Guidance](#)

Assessment Guidance

Oregon Department of Education (ODE) recognizes that educators at all levels of learning are involved in assessment planning. The guidance posted on this page will represent a growing body of resources that are purchased from an outside source or developed internally.

Resources Currently Available

[Oregon Assessment Guidance PDF](#)
Includes *Oregon Criteria for High Quality Assessments*, which districts can use to evaluate assessments purchased from an outside source or developed internally as well as assessment vocabulary and other resources.

Future Development

By the end of summer, 2014

- For assessment purchasing, ODE will provide questions that district decision-makers can use to evaluate assessments created and then evaluated for quality.
- For assessment development, ODE will provide questions that educators can use to evaluate assessment development.
- ODE will compile information about sources for assessments (commercial and non-commercial).

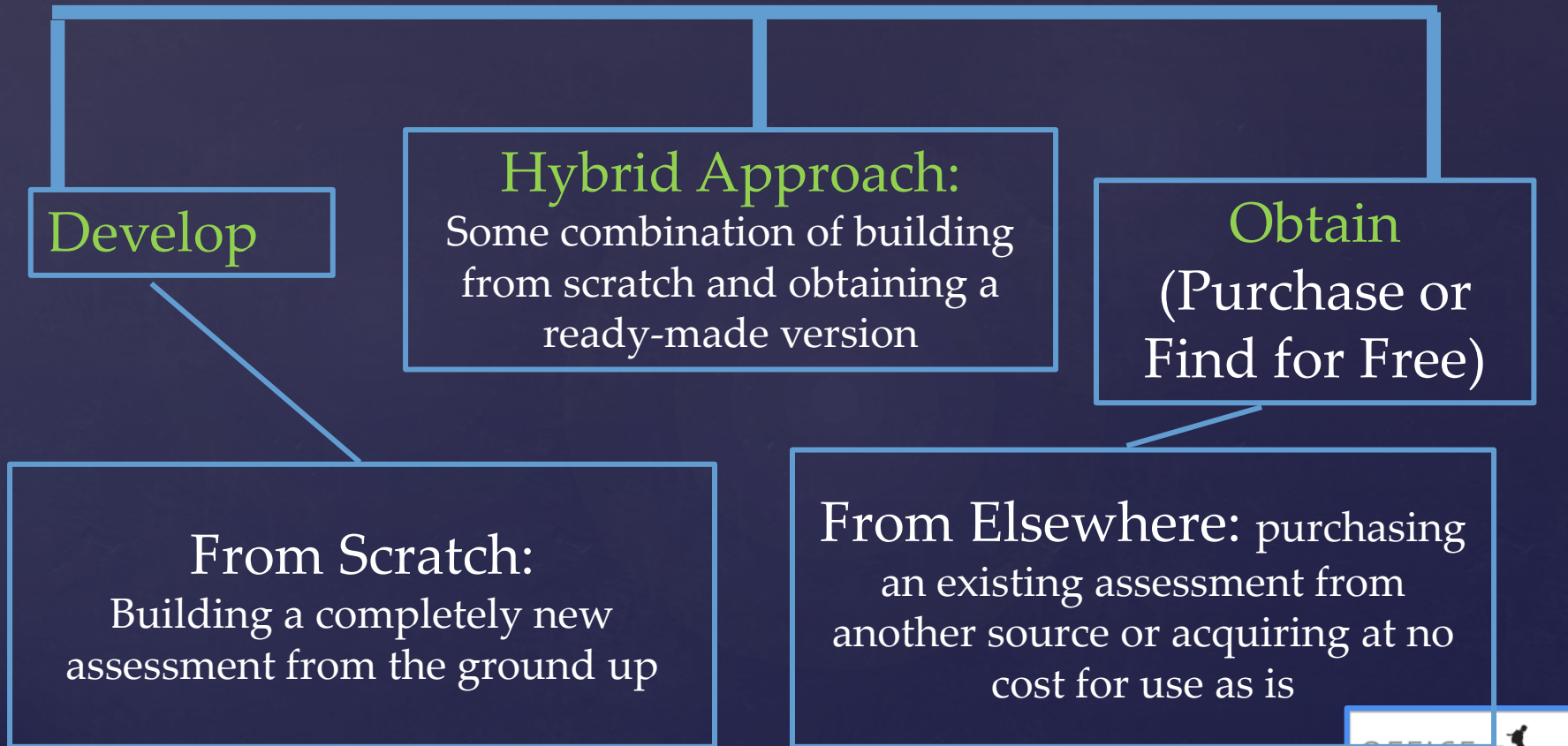
Context

- ⌘ Resources are optional, not required
- ⌘ Resource list will be expanding and we are open to feedback
- ⌘ Resources are related to district determined measures
 - ⌘ Category 2 Assessments for Educator Effectiveness matrix
 - ⌘ Common Core Interim and Formative Assessments
 - ⌘ Local Performance Assessments

District Determined Measures

For district determined measures, districts must determine whether to develop or obtain assessments...or a take a hybrid approach & ODE's assessment guidance resources are focused on supporting districts in this decision making.

Develop, Obtain, or... a Hybrid Approach



Deciding Which Approach to Take

- ⌘ Each approach has benefits and challenges
 - ⌘ One approach may not be the right choice for all grades/subjects or courses
 - ⌘ Choice should be based on local needs and context
 - ⌘ ODE supports districts making this decision and does not emphasize one approach over the other

Hybrids, Range of Approaches, Piloting

- ⌘ Developing an assessment from scratch and obtaining the 'perfect, ready-made' assessment represent opposite ends on a continuum
- ⌘ There are a many, varied hybrid approaches that fall between these opposite ends of the continuum
- ⌘ Within a district multiple approaches will likely be selected to achieve different purposes
- ⌘ Districts may choose to pilot multiple approaches concurrently

Two Immediate Applications

Educators at all levels of leadership are faced with many complex decisions around assessment planning, including two immediate planning needs:

- Use of funds for *Formative and Interim Common Core Assessments*
- *Category 2 Assessments for Student Learning and Growth Goals for Educator Effectiveness matrix*

Common Core Assessments

1. State Board approved Smarter Balanced Assessment
2. Ways and Means Joint Committee (i.e., legislative budget committee) provided additional funding for assessments, but divided the budget authority.
 1. For the **summative assessment, ODE has the budget authority** (in order to purchase Smarter Balanced).
 2. For the **formative and interim assessment, districts have the budget authority.**

Interim and Formative Common Core Assessments

- ⌘ Monies provided to school districts to secure formative and interim assessment tools aligned to the Common Core State Standards.
- ⌘ Districts received a letter with amount of funding and assessment tool guidelines.

Interim and Formative Common Core Assessments

Options for how to spend monies:

- Develop assessments locally
- Obtain assessments from outside source (commercially developed or open educational resource)
- Hybrid approach (develop some and obtain some; pilot multiple approaches within a district)

Interim and Formative Assessment

To get a sense of what people are planning, please...

& Raise your hand if you anticipate your district will be **obtaining an assessment from a commercial source or free source.**

Interim and Formative Assessment

To get a sense of what people are planning, please...

⌘ Raise your hand if you anticipate your district will be **developing**.

Interim and Formative Assessment

To get a sense of what people are planning, please...

⌘ Raise your hand if your districts is **mostly undecided** about they will do for these assessments.

Student Learning and Growth Goals

& Category 1

- Statewide test
 - ∅ OAKS
 - ∅ Smarter Balanced
 - ∅ Extended Assessment

Student Learning and Growth Goals

Category 2

- Locally developed test
- Commercially developed test
- Results from proficiency-based assessment system
- Locally developed collections of evidence

Must be used for at least one student learning and growth goal for educators in tested grades

Student Learning and Growth Goals

Teachers in Tested Grades

⌘ Student Learning and Growth Goal 1:

Category 1

⌘ Student Learning and Growth Goal 2:

Category 1 OR **Category 2**

Student Learning and Growth Goals

Teachers in Non-Tested Grades

⌘ Student Learning and Growth Goal 1:

Category 2

⌘ Student Learning and Growth Goal 2:

Category 2 OR Category 1

Assessment Guidance Page: Current

- **Oregon Criteria for High Quality Assessments**
- Considerations about developing or obtaining assessments
- Assessment vocabulary

Assessment Guidance Page: Future

September

- ⌘ List of known (not endorsed) commercial interim and formative Common Core assessments
- ⌘ List of known (not endorsed) open-educational resources list
- ⌘ Responses to survey for commercial student growth measures and commercial Common Core formative and interim assessments
- ⌘ Assessment inventory resources

Assessment Guidance Page: Future

Late winter

- ↳ Links to training videos for assessment development

Late spring

- ↳ Links to training videos for assessment scoring

ODE will continue to develop resources and post them on the Assessment Guidance page.

On a sticky tab, please answer the following question:

What additional resources would you like for ODE to develop and post?

EXIT TICKET *Preview*



Criteria as Anchor for Discussions about Assessment Quality

- ⌘ Flexibly developed so that it can be used to describe quality assessments not matter whether they were:
 - ⌘ Developed in the district
 - ⌘ Obtained from a commercial source
 - ⌘ Obtained from an open-education source
 - ⌘ Hybrid approach

Oregon Criteria for High Quality Assessments

Criteria	
1. Clear Purpose	Why am I assessing?
2. Clear Learning Target(s)	What am I assessing?
3. Quality Assessment	How can I assess it well?
4. Proper Test Administration	How will I ensure test conditions do not interfere with a student's ability to perform well on a test?
5. Effective Communication of Results	How will I share results for maximum impact?

How to Read The Criteria Tables

Use this content to understand the criteria

Use this content to evaluate assessments

Criteria	
Summary	
Significance	
Key Concepts	
Expectations	
Guiding Questions	

Criteria 1 – Clear Purpose

Why are you assessing?

Guiding Questions:

- Is it to inform and improve instruction (formative) or measure outcomes (interim or summative)?
- Who will use the results?
- What decisions will be informed by the results?
- What is the target population?

Criteria 1 – Clear Purpose

Development Considerations

- Assessment can be developed for exactly the purpose you need it to fill
- Each assessment purpose requires specific expertise

Considerations for Obtaining

- The purpose for which the assessment was designed may not be stated (OER)
- The purpose may be vague or you may not be using assessment terminology* (formative, interim) in the same way

(*See vocabulary on page 11)

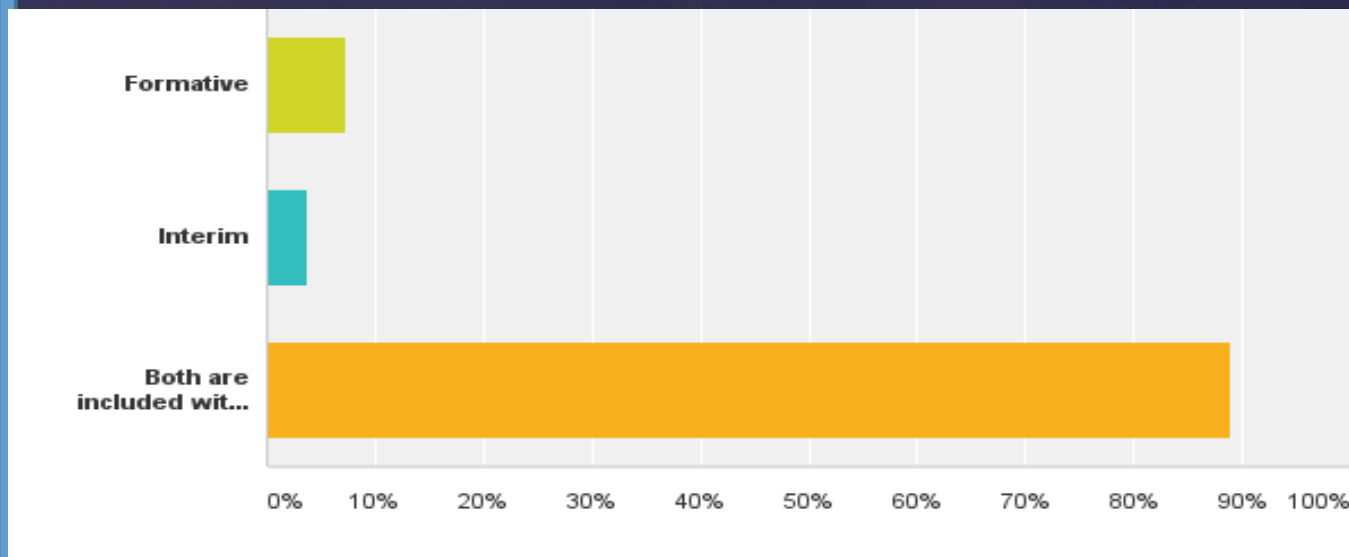
Assessment Product Survey Responses

ODE has posted a survey for assessment vendors to complete if they provide a Common Core and we have received 27 responses thus far.

We will be posting the survey results on the Assessment Guidance page and have summary data throughout the presentation.

Is the assessment product a formative or interim assessment?

Answer Choices	Responses	
Formative	7.41%	2
Interim	3.70%	1
Both are included with this assessment product	88.89%	24
Total		27



Criteria 1 – Clear Purpose

At your table, discuss:

Which approach do you prefer for formative assessments?

- 1. Develop**
- 2. Obtain from Commercial**
- 3. Obtain from OER**
- 4. Hybrid**

And why?

Criteria 2 – Clear Learning Targets

What are you assessing?

Guiding Questions:

- What learning targets is the assessment collecting evidence about?
- Are the learning targets derived from the local curriculum?
- Is there a test blueprint that identifies the targets to be tested and the number (% of test) and DOK of test questions designed for each learning target.

Criteria 2 – Clear Learning Targets

Development Considerations

- Assessment can match the local standards-based curriculum
- Assessment items covering a standard may be proportional to the significance and amount of time spent on the standard in the curriculum
- Assessment can be designed to optimize standards coverage, with proof established over time

Considerations for Obtaining

- Psychometricians/assessment experts can plan and predict quality of standards coverage
- Assessment blueprints may not be available to view
- Assessment blueprints may not connect well with local curriculum

Criteria 2 – Clear Learning Targets

Target Sampling ELA/Literacy Grades 3–5								
Component	Claim/Score Reporting Category	Content Category	Assessment Target ¹	DOK ^{2,3}	CAT Items	Item Type		Total Items
						Machine Scored	Short Text	
CAT	1. Reading	Literary ⁴	2: Central Ideas	2, 3	2 ⁵	9 ⁵	0	10
			4: Reasoning and Evaluation	3				
			1: Key Details	1, 2	6			
			3: Word Meanings	1, 2				
			5: Analysis within/across Texts	3, 4				
			6: Text Structures and Features	2, 3				
			7: Language Use	2, 3				
			9: Central Ideas	2, 3				

A detailed assessment blueprints is a helpful resource for examining the match between assessment and curriculum.

Criteria 2 – Clear Learning Targets

Target Sampling ELA/Literacy Grades 3-5

Assessment Target ¹	DOK ^{2,3}	CAT Items	Item Type		Total Items
			Machine Scored	Short Text	
2: Central Ideas	2, 3	2 ⁵	9 ⁵	1 ⁵	10
4: Reasoning and Evaluation	3	2 ⁵			
1: Key Details	1, 2	6		0	
3: Word Meanings	1, 2				
5: Analysis within/across Texts	3, 4				
6: Text Structures and Features	2, 3				
7: Language Use	2, 3				
9: Central Ideas	2, 3	2 ⁷			

Criteria 2 – Clear Learning Targets

At your table, discuss:

A time when your district obtained an assessment from a commercial vendor.

Was an assessment blueprint available or some other information about the assessment content available?

What were some successes and/or challenges with aligning the assessment and the local curriculum?

Criteria 3– Quality Assessment

How do you determine the quality of the assessment?

- The item types must match the learning target (for instance, constructed response items and performance tasks for higher order learning targets)
- The scoring must match the learning target and assessment purpose (for instance, if the target is complex and the purpose is high stakes, the scoring procedure should be rigorous*)

* see page 7 of Assessment Guidance for scoring procedure overview

Criteria 3– Quality Assessment

Guiding Questions:

- What types of questions are include (multiple choice, constructed response, performance tasks)?
- Have sources of bias been minimized?
- Have sound scoring procedures been developed?

Criteria 3– Quality Assessment

Development Considerations

- Any items types may be developed
- Evaluating the alignment of items to standards is resource intensive
- Developing items and scoring student work are powerful PD for understanding standards

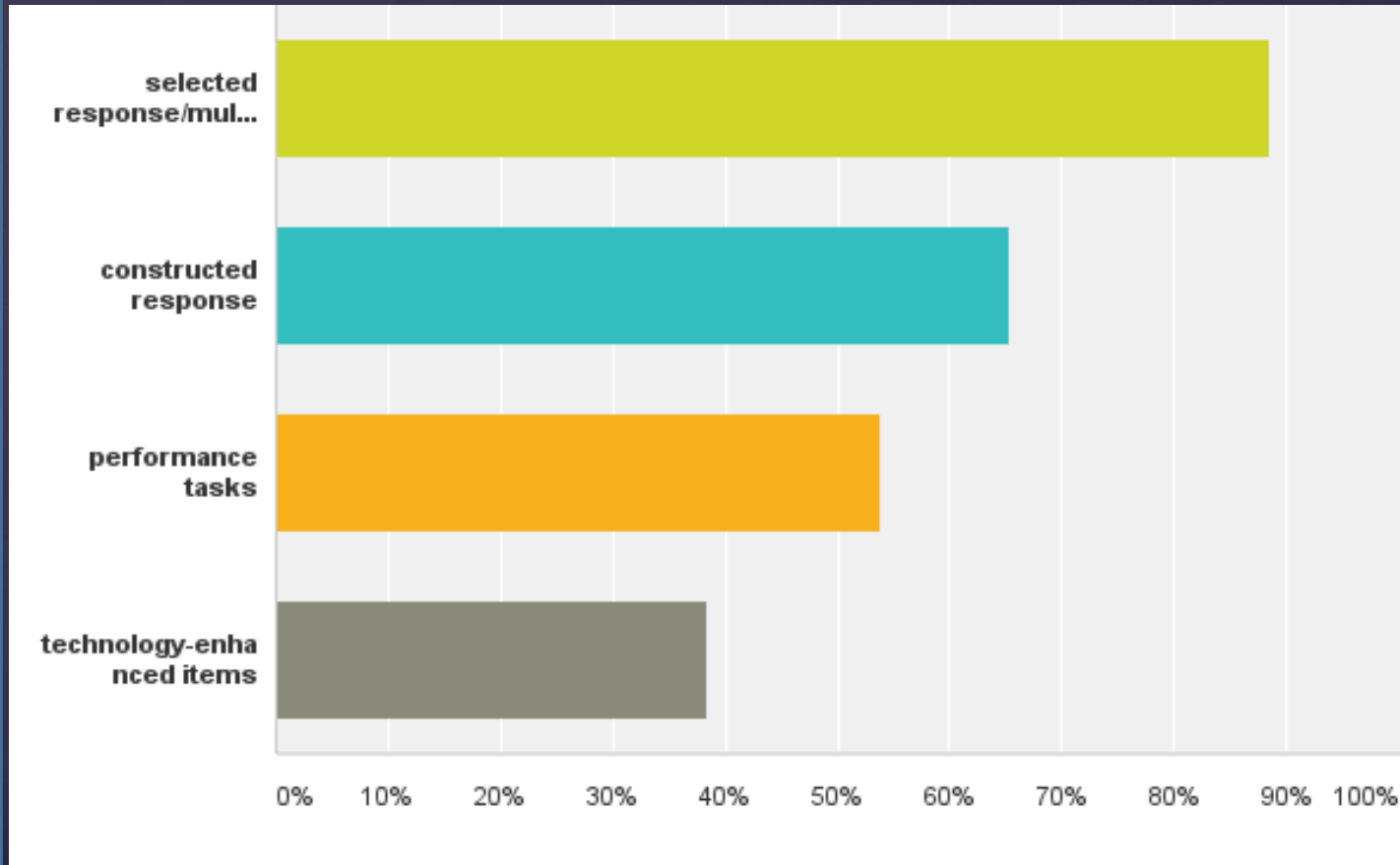
Considerations for Obtaining

- Vendor sets available item types
- Third-party validation of match between items and standards may be available
- Items may not be available for teachers to independently review
- Scoring may be fully automated or a hybrid approach (with teachers scoring)

Which item types are included in the assessment product?

Answer Choices	Responses	
selected response/multiple choice	88.46%	23
constructed response	65.38%	17
performance tasks	53.85%	14
technology-enhanced items	38.46%	10
Total Respondents: 26		

Which item types are included in the assessment product?



How is the assessment scored?

Answer Choices	Responses
All automatic scoring	34.62% 9
Automatic scoring of some and human scoring of constructed response; human scoring completed by assessment product company	0.00% 0
Automatic scoring of some and human scoring of constructed response; human scoring completed by teacher/local staff	65.38% 17
Total	26

How is the assessment scored?

Answer Choices	Responses
All automatic scoring	34.62% 9
Automatic scoring of some and human scoring of constructed response; human scoring completed by assessment product company	0.00% 0
Automatic scoring of some and human scoring of constructed response; human scoring completed by teacher/local staff	65.38% 17
Total	26

Regardless of whether the assessment was developed or obtained, scoring open-ended questions is resource intensive (\$ and time)

Criteria 3 – **Quality Assessment**

Knowledge of item types is important both for developing assessments and for using obtained assessments well.

At your table, discuss..

Within your district, what have been some successes and challenges with building knowledge of the different item types, including technology enhanced items?

Criteria 4 – Proper Test Administration

How do you ensure test conditions do not compromise the student's ability to perform up to his or her abilities on the assessment?

Guiding Questions:

- What procedures are in place to ensure equitable testing conditions?
- Has a plan been established to maintain the test and the data securely?

Criteria 4 – Proper Test Administration

Development Considerations

- Accessibility features can be planned to match other assessment, instructional planning
- Secure maintenance of test materials and consistency in test administration necessitates coordinated planning at building and district level

Considerations for Obtaining

- Accessibility features may vary from those available on statewide test and/or in IEP
- Assessments delivered online can include wide range of accessibility features
- Secure maintenance of data and test materials easier to achieve with online systems, FERPA compliance.

Criteria 4 – Proper Test Administration

At your table, discuss..

Within your district, what have been some successes and challenges with preparing students for Smarter Balanced's accessibility features?

Criteria 5 – Effective Communication of Results

How will you share the results?

Guiding Questions:

- Are results provided in a timely manner?
- Are results easy to understand?
- When serving a formative purpose, has communication been tailored to that application?
- When the purpose is summative, has communication been designed for that purpose?

Criteria 5 – Effective Communication of Results

Development Considerations

- Local development of reports can ensure that the reports meet the audience needs
- Development of report templates requires expertise
- Production of reports (inputting data, formatting) is resource intensive

Considerations for Obtaining

- High-quality visual reports may be available quickly
- Information in reports may be so sophisticated that they are not accessible or so simple that they are not valuable.

Criteria 5 – Effective Communication of Results

Chance to brag...

Does anyone have a success story related to using locally developed or commercial assessment reports?

Considerations: Transparency (see page 12)

⌘ Transparent assessments means that educators know:

- Purpose of the assessment
- What is covered on the assessment (standards)
- How the assessment was developed (alignment of items to standards, etc.)

Non-Transparent Assessment

Example Scenario

- Assessment was obtained from an outside source and dropped into the class
- Training was not provided related to purpose, contents of assessment (and/or information was not accessible)
- Students completed the assessments without educators knowing anything about the questions
- Educators have to trust that questions are aligned to standards but do not have any way to confirm
- Results came back without them being tied to standards or useable by educators

Non-Transparent Assessments

& Take 5 minutes...

1. Think of an example of **non-transparent assessment** that you have used in your district.
2. Discuss at your table.

& Then we'll popcorn around the room and ask for tables to share out.

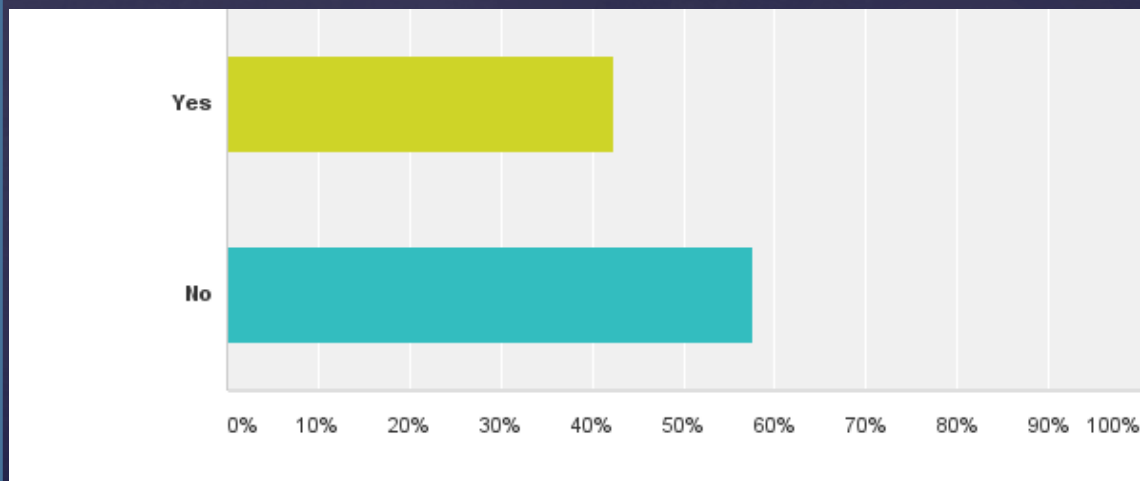
Transparent Assessment

Example Scenario

- Assessment was developed locally (or obtained from outside source) and reflects same standards that drive local curriculum
- Training was provided related to purpose, contents of assessment (and accompanying information is accessible)
- Educators are familiar with questions or types of questions and can confirm the alignment of the questions to the standards.
- Results are tied to standards and useable by educators.

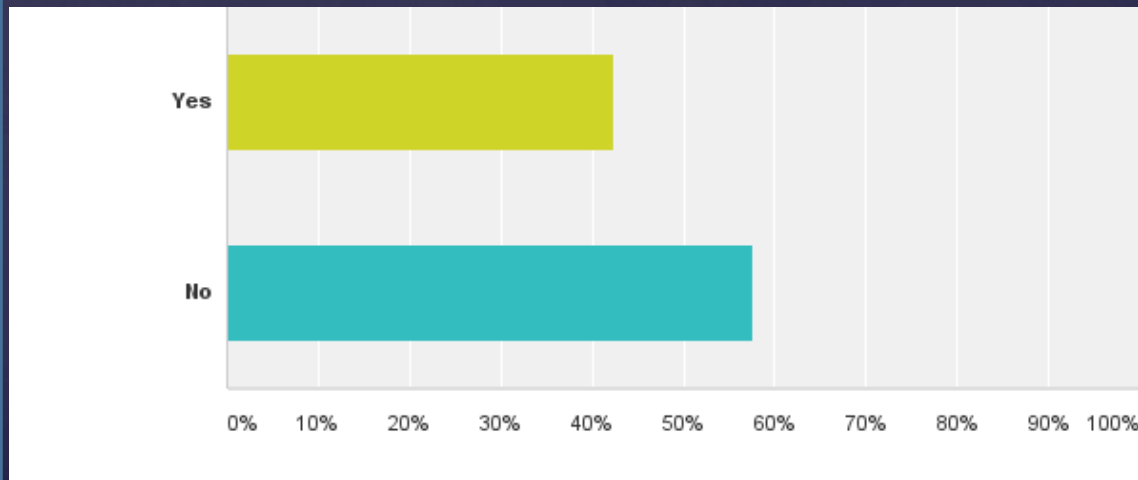
Can users edit the assessment? For example, can they remove items or add items?

Answer Choices	Responses	
Yes	42.31%	11
No	57.69%	15
Total		26



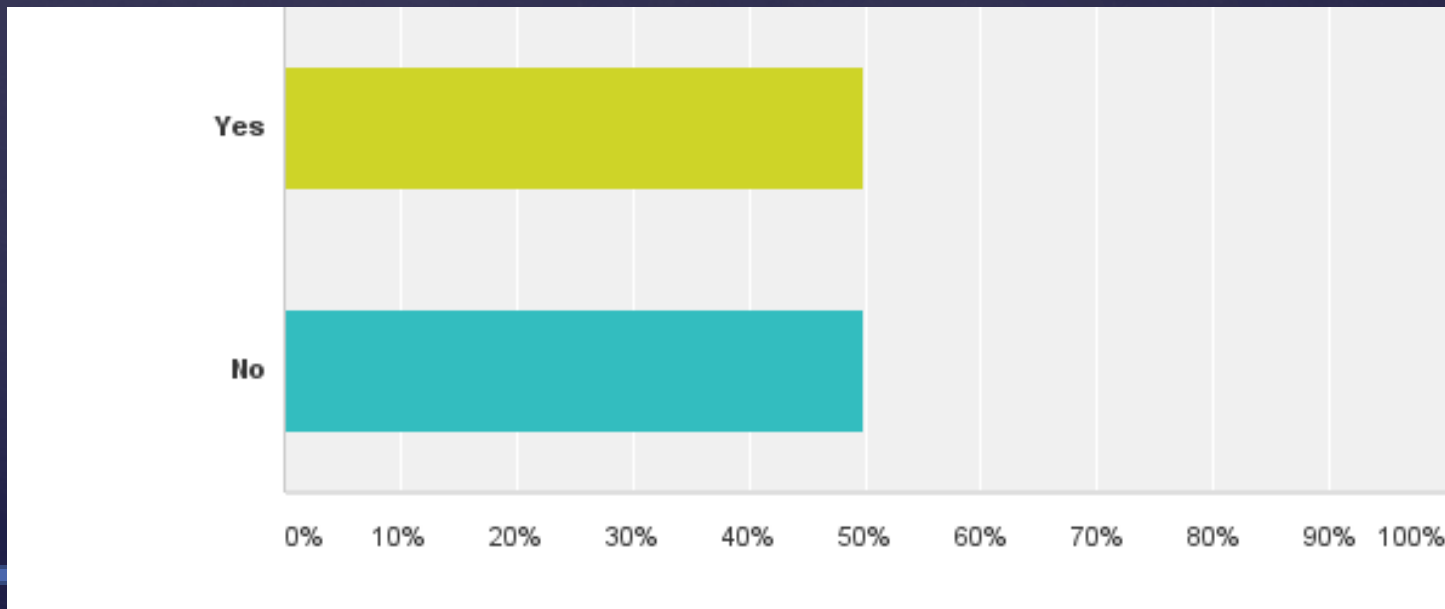
Can users create their own items?

Answer Choices	Responses	
Yes	42.31%	11
No	57.69%	15
Total		26



Are item banks available with the assessment product or as an add on to this assessment product?

Answer Choices	Responses	
Yes	50.00%	13
No	50.00%	13
Total		26



Feedback

Feedback on the *Assessment Guidance* is welcomed through the end of next week (August 15th).

Please send suggestions to Cristen McLean (cristen.mclean@state.or.us).

ODE will continue to develop resources and post them on the Assessment Guidance page.

On a sticky tab, please answer the following question:

What additional resources would you like for ODE to develop and post?

EXIT TICKET