



***Learning through Assessment: Assessment
Best Practice and PARCC Implementation***

January 2015

Objectives

1. Develop a consistent, clear, and comprehensive assessment plan for your whole district
2. Determine key steps necessary to ensure full PARCC readiness

Agenda

- Review state assessment requirements, assessment definitions, and best practices
- Refine district assessment plan
- Determine key PARCC readiness steps related to:
 - Instruction
 - Administration
 - Technology
 - Scheduling

State Assessment Requirements

- Please refer to the handout in your materials titled “New Mexico Statewide Assessment Program: Required Assessments”

Assessment Definitions

- The common definitions that will be outlined can be found in New Mexico's updated RtI manual

Assessment Definitions

- **Formative Assessment**—A process by which teachers utilize formal and informal assessment of student progress to monitor and adjust teaching to the level at which students are comprehending instruction. The goal is to improve teaching and learning
- **Interim Assessment**—An interim assessment is administered 3 times per year- beginning, middle, and end of year. The goal of these tools is to measure the progress a student is making over the course of the year

Assessment Definitions

- **Short Cycle Assessments**—Periodic, formative assessments (daily, weekly, bi-weekly, monthly) that provide regular, on-going feedback on which teachers adjust their instruction according to student results. These are in the form of DIBELS, daily reading checks, learning logs, exit slips, etc. that regularly ensure teachers that students are learning and applying knowledge being taught
- **Summative Assessment**—Formal assessments administered at the end of a unit, course, or year to determine a student's proficiency level of the tested standards

Assessment Best Practices

- Develop a single, district-wide assessment plan
 - Include in your assessment plan details on how data from each assessment is used to drive instructional change for students
- Ensure schools are only using assessments that fully align with the district-wide plan

Leveraging District Support

- The biggest impact that district-level leadership can have is in the creation or selection of rigorous, high-quality interim assessments
- District leadership has a significant impact on school performance in two critical areas:
 1. Selection or creation of effective analysis templates
 2. Process for quick turnaround of assessment results

Common Questioning

- From district superintendent, to principal, to teacher, educators should be continuously asking:
 - Where are we in terms of our goals?
 - Where are our students in terms of their college and career readiness?
 - How do we get there from here?

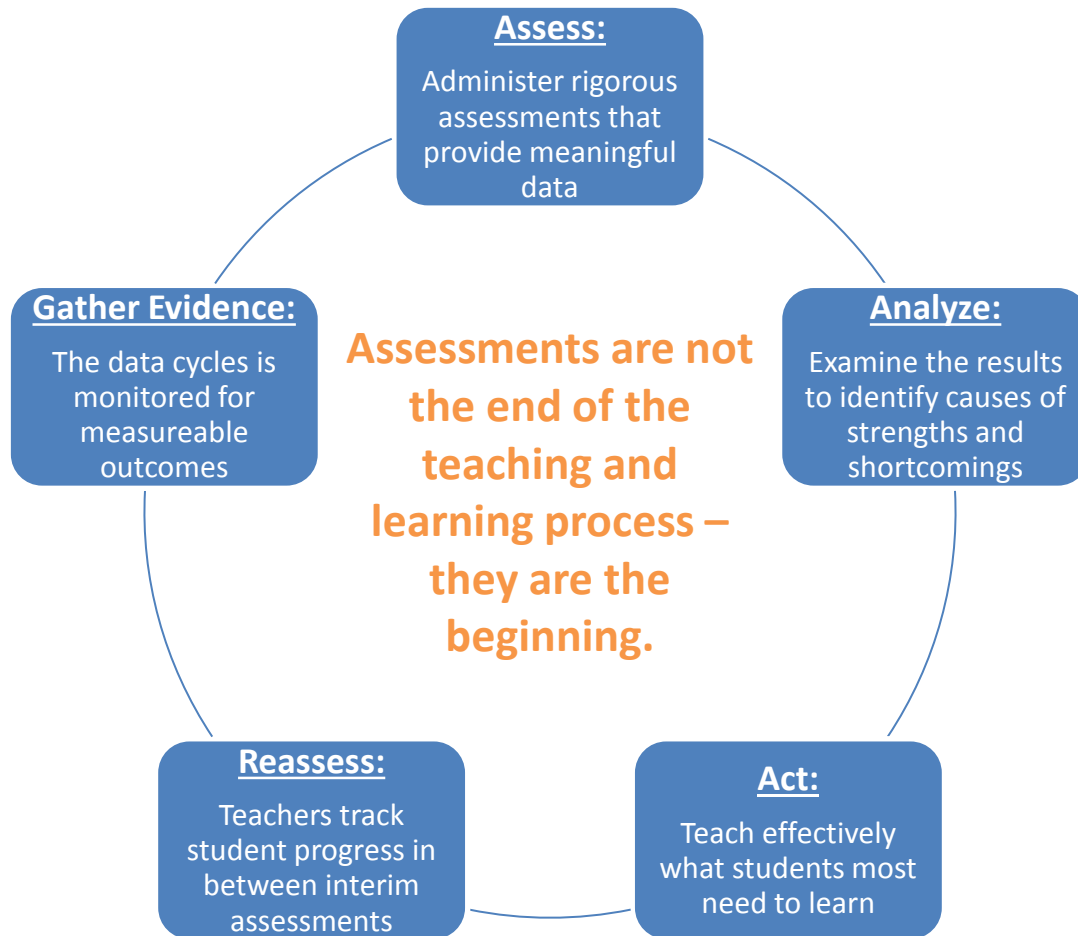
Interim Assessments

- Interim Assessments
 - Provide no more than 1 Interim Assessment per subject/grade
 - Clearly determine and provide training on how Interim Assessment data will be used to support student learning
 - Determine how Interim Assessment data can be effectively shared with parents so that they can also support student learning at home

Analysis Best Practice: Interim Data

- Analysis sheets should be one page per classroom packed with item-level, standards-level, and student-level
- Turnaround should be 48-hours
- Teachers need test in hand to do the analysis

Tenets of a Data Cycle



Assess

- Transparent starting point
- Common Interim Assessments
- Aligned to state summative assessment and instructional sequence
- System of teaching, assessment, re-teaching, reassessment

Analyze

- Test-in-hand analysis is not one possible way to analyze student error – it is the only means by which to do effective analysis

Analyze

- Immediate turnaround of results and reports provide user-friendly, succinct item-level analysis, standards-level analysis, and bottom-line results
- Teacher-owned analysis
- Deep analysis moves beyond what students got wrong to answer why they got it wrong



Analyze

- Teachers and administrators need to be able to:
 - Find the relevant pieces of data in the data system or display available to them
 - Understand what the data mean
 - Select an instructional approach to address the situation identified through the data
 - Frame the instructionally relevant questions that can be addressed by the data in the system

Act

- Assessments, analysis, and culture are great and necessary things, but unless they are coupled with real, concrete action, they will not bear fruit

Act

- Teachers write action plans to apply insights from analysis meetings
- Teachers plan lessons collaboratively based on data analysis
- Specific timeline for implementation
- Accountability – leaders check for alignment
- Engaged Students

Reassess & Gather Evidence

- When action is implemented effectively, students can perceive how their learning has improved



Reassess

- Teachers use in-the-moment checks for understanding and in-class assessment to track student progress between interim assessments



Gather Evidence

- Instructional leaders review lesson and unit plans and give observation feedback driven by the action plan and student learning needs
- Students know the end goal, how they did, and what actions they are taking to improve

Q and A