# Blending Assessment and Instruction — a Seamless Connection


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# 3 Successful Approaches

- **West Virginia** — Creating a Comprehensive System of Assessments that Support Learning
- **South Carolina** — Developing a System for Providing Districts with State-Approved Formative Assessments
- **Kansas** — Developing an Integrated System of Instruction and Assessments

# West Virginia's Approach

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# 21st Century Content Standards and Objectives

- Incorporate NAEP, ACT, SAT, TIMSS and PISA frameworks and national standards into the West Virginia Content Standards and Objectives (CSOs)

- Include 21st century learning skills and technology learning tools (Policy 2520.14)

# A 21st Century Comprehensive Assessment System Designed to Support Learning

- Classroom Assessments for Learning
  - A process during learning
- Benchmark Assessments of/for Learning
  - An event during/after learning
- Summative Assessments of Learning
  - An event after learning

All assessment content is based on 21st century standards

# Classroom Assessments for Learning

- Conducted throughout teaching and learning
- Learner-centered, context specific
- Provides regular feedback to students and parents for monitoring progress and redirecting instruction
- Includes a variety of performance-based measures to include identification of learning targets

# Benchmark Assessments of/for Learning

- Using Acuity Platform (all items aligned to standards and learning targets)
  - Uses multiple measures (selected response, performance-based/rubrics, project-based/rubrics)
  - Provides feedback on students' relative progress toward instructional targets
  - Provides instructional feedback to teachers to redirect instruction
  - Provides timely information that allows "in-course" correction

# Benchmark Assessments of/for Learning (Acuity Item Bank)

- Grades 3-11
- Classroom, school and district
- Online delivery
- Purchased reading/language arts, mathematics, science and social studies items
- Developing performance-based items to include prompts/rubrics/project
- Provides longitudinal reports

# Summative Assessments of Learning

- Aligned to WV 21st century content standards and objectives
- Reflects 21st century content, rigor, context and technological integration
- Provides Online Writing prompts aligned to content and context of 21st century standards

# Blending Assessment and Instruction — a Seamless Connection

One of the most pressing challenges that all educators face is not just the measurement of student performance, but how to deliver high quality, engaging, 21st century instruction within the classroom.

How does one incorporate the ideals of 21st century rigor, engagement, content, context and technology into classroom instruction to reflect students' experiences in their day-to-day lives?

# Blending Assessment and Instruction — a Seamless Connection

TEACH 21 (http://wvde.state.wv.us/teach21) is the site on which the West Virginia Department of Education has placed all of the 21st century content for professional development for teachers to use to make the instruction and assessment process as seamless as possible.

# West Virginia's Proposed Components for a Balanced Approach to 21st Century Assessments 2008-2014

**Classroom Instruction and Assessment Process**
*Assessment for Learning: A Process During Learning*

Supports Learning

Instruction: CSOs-Learning Targets; Learning Skills; Tech Tools

Assessment: Formative; Classroom

**Classroom Supports/Resources**

| Grade | Creative Curriculum | DIBELS or Other Informal Assessments | Instructional Guides | Riverdeep or Odyssey | TECH STEP | Writing Roadmap | Acuity Items 2009-2010 |
|---|---|---|---|---|---|---|---|
| Pre-K | X | | | | | | |
| K | | X | X | X | X | | |
| 1 | | X | X | X | X | | |
| 2 | | X | X | X | X | | |
| 3 | | X | X | X | X | X | X |
| 4 | | | X | X | X | X | X |
| 5 | | | X | X | X | X | X |
| 6 | | | X | X | X | X | X |
| 7 | | | X | X | X | X | X |
| 8 | | | X | X | X | X | X |
| 9 | | | X | | | X | X |
| 10 | | | X | | | X | X |
| 11 | | | X | | | X | X |
| 12 | | | X | | | X | |

**Summative Instruction and Assessment Process**
*Assessment of Learning: An Event After Learning*

Verifies Learning

Instruction: CSOs; Learning Skills; Tech Tools

Assessment: Benchmarks; State Developed; EOC; National/International

District Supports/Resources — State Supports/Resources

| Grade | Online District Benchmark Interim Assessment (ODBLA) [Acuity Based, Testlet, Item Authoring] | Online Technology Assessment Grade 8 (OTA) | WESTEST 2 and Alternative Performance Task Assessment (APTA) Grades 3-11 (R/LA, Math, Science and Social Studies) | WESTEST 2 Online Writing Grades 3-11 (OW) | College Readiness Assessment | ACT EXPLORE Grade 8, PLAN Grade 10 and ACT College Admissions 11/12 | College Board | NAEP | PIRLS | PISA |
|---|---|---|---|---|---|---|---|---|---|---|
| Pre-K | | | | | | | | | | |
| K | | | | | | | | | | |
| 1 | | | | | | | | | | |
| 2 | | | | | | | | | | |
| 3 | X | | WESTEST 2/APTA | OW | | | | | | |
| 4 | X | | WESTEST 2/APTA | OW | | | | X | X | |
| 5 | X | | WESTEST 2/APTA | OW | | | | | | |
| 6 | X | | WESTEST 2/APTA | OW | | | | | | |
| 7 | X | | WESTEST 2/APTA | OW | | | | | | |
| 8 | X | OTA | WESTEST 2/APTA | OW | | EXPLORE | | X | | |
| 9 | X | | WESTEST 2/APTA | OW | | | | | | X |
| 10 | X | | WESTEST 2/APTA | OW | | PLAN | PSAT | | | |
| 11 | X | | WESTEST 2/APTA | OW | CRA | ACT | SAT/AP | | | |
| 12 | | | WESTEST 2 | OW | CRA | ACT | SAT/AP | | | |

WVDE will determine a College Readiness benchmark score; students not meeting this score would be scheduled into transition courses and reassessed by a 12th grade college readiness assessment.

The pink area indicates the components to determine AYP

Proposed 11th and 12th Online WESTEST and Online APTA (grades 3-8, 10-11)

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# South Carolina's Approach

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# Blending Assessment and Instruction — a Seamless Connection

- Enacted in March 2006, the South Carolina General Assembly passed Act 254 (amending S.C. Code Ann. § 59-18-310) which provided for the creation of the statewide Adoption List of Formative Assessments.

# Blending Assessment and Instruction — a Seamless Connection

- This legislation set-up an annual funding system for the Adoption List.

- According to the legislation, the formative assessments must align with state academic standards and must satisfy professional measurement standards.

# Blending Assessment and Instruction — a Seamless Connection

- A call for submissions was issued to test publishers to propose assessments for the Adoption List.

- Publishers could submit interim, benchmark, item banks, or classroom assessments.

# Blending Assessment and Instruction — a Seamless Connection

- A two-stage process was implemented to select the tests to be considered for adoption for the 2007-08 school year.

# Blending Assessment and Instruction — a Seamless Connection

- In the first stage, the submissions were evaluated for the professional measurement standards.

- In the second stage, assessments receiving provisional approval were reviewed for alignment with the state's academic standards.

# Blending Assessment and Instruction — a Seamless Connection

- An emphasis in Stage 1 was the demonstration of validity by providing empirical evidence that usage of the product would positively impact student achievement.

- S.C. Department of Education and the Education Oversight Committee jointly agreed on the evaluation criteria to select the tests.

- Evaluation criteria includes components such as:

1) experimental or quasi-experimental study design,

2) an adequately described sample,

(Evaluation criteria continued:)

3) an adequately described and appropriate sampling method, and

4) an adequate description of the way(s) in which assessment was used to inform instruction.

# Blending Assessment and Instruction — a Seamless Connection

- An evaluation panel consisting of measurement experts from colleges, districts, and education organizations reviewed submissions for conformity to professional measurement standards and their impact on student achievement.

# Blending Assessment and Instruction — a Seamless Connection

- Independent reviews by three experts (two of three agreement required) were completed for each submission.
- In the first year of the process, 11 assessment products were reviewed.
- Two products were approved for the Adoption List.

# Blending Assessment and Instruction — a Seamless Connection

- Submissions that met criteria of Stage 1, provided all test items for the Stage 2 Alignment Study.

- Committees of teachers, curriculum coordinators, and other content specialists reviewed each item, or a random sample of items, for alignment to the academic standards.

# Blending Assessment and Instruction — a Seamless Connection

- Alignment tables were published to provide more information to districts and schools for decision making.

- Districts submitted invoices and the number of students tested using these two assessments.

# Blending Assessment and Instruction — a Seamless Connection

- Approximately $ 3 million for formative assessment was distributed to the districts to off-set the costs for these two tests.

- A weighted formula was used to allocate the funds - .25 for free/reduced meals and .75 for number of students tested.

# Kansas' Approach

# *BAIP*

## *"Blending Assessment with Instruction Program"… in Mathematics with the use of Technology*

Dr. John Poggio
CAL/University of Kansas

# What has become the NCLB path …

- Summative testing…
- Formative testing…
- Benchmark testing…
- Diagnostic testing…

- Too much testing?

# BAIP…

…The **Blending Assessment with Instruction Program** is an organized teaching and learning system designed to supplement local instruction to assist students in achieving content standards. **BAIP** is a research-based eLearning system aligned with curriculum standards to meet assessment expectations.

# Blending Assessment with Instruction Program

**Includes 276 detailed mathematics lessons and 417 tutorials which have been field tested extensively that**:

- Align both instruction and assessment with curricular standards
- Enhance teacher knowledge
- Engage students
- Include hands-on materials
- Are altogether self-contained for teachers and students
- Provide immediate feedback

# Current Usage

- 187 Districts
- 1,206 school buildings
- 83,618 students are enrolled
- Lessons accessed 80,114
- 540,611 tutorials completed
- Tutorial completion rate - 94%

# The Vision of BAIP

**The reality….**

- The need for instructional support, a ten-year goal of CETE
- Alignment between instruction and assessment
- Teachers need resources to help them in the alignment process
- All students and the instructors' instructional foci benefit from alignment
- Technology enhances the design and distribution of instructional resources for teachers and students

# The Vision for BAIP

**The future…**

- BAIP strengthens the practice of evidence-based decision making
- BAIP principles and design generalize to other subjects
- BAIP contributes to the instruction of all students, including those with special learning needs
- BAIP has implications for parent involvement in instruction
- BAIP has implications for teacher education
- BAIP strengthens the goals and ambitions of formative assessment

**We were diligent in systematically creating the lesson and tutorial designs by:**

- Researching the literature
- Reviewing best practices
- Engaging Subject Matter Experts (SMEs)
- Subjecting prototypes to review
- Developing content for prototypes
- Testing designs with content

# Writing Process

- Standards/indicators provided
- Draft submission required
- Internal review of draft
- SME detailed content review
- Feedback provided in detail
- Repeated the process

# Formative Evaluation

- Alpha testing completed by internal staff
- SME review
- External review
- Pilot testing - Spring 2007
- Statewide testing; Impact Evaluation - Spring 2008
- Fidelity Survey - Spring 2008

# BAIP Demonstration/Examples

http://www.elearndesign.org/baip_demo/index_home.htm

# New Features Being Installed

- Alert System
- Error Reporting System
- District Management System - http://baip.elearndesign.org/teacher_registration
- Bulletin - http://baip.elearndesign.org/bulletin/
- Text-to-Speech Option carried over from summative testing

# Lessons Learned

- For standards to be understood, the focus must be on teaching concepts
- Relating indicators to teaching concepts and applied examples is important to teachers
- Writing lessons against a research-based model is difficult but effective
- **Activities are easier to write than teaching concepts**

# Lessons Learned

- **Language of math needs to be uniform in math instruction**
- **Teachers appreciate the self-contained model**
- Assessment, subject matter, technology instruction and content-management expertise were central to creating BAIP
- **Need for commitment to formative and summative large-scale data collection**

# Current Development Efforts

- Parent Resources:
  - 138 parent activity sheets
  - 20 general support documents
  - Interactive vocabulary site
- Science Lessons:
  - 106 science lessons
  - Based on 5Es instructional model
- Special Needs Teacher/Student Resources:
  - 183 lessons
  - 3 different content presentations
  - Includes strategies