Rethinking Assessments to Inform Competency-Based and Personalized Education

iNACOL Blended and Online Learning Symposium

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9 November 2915

Please browse to:

http://www.EdMatrix.org/iNACOL

for materials we will be using in today's session.

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Poll (Preview)

- Which Assessments Do You Use?

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PARCC Partnership for Assessment of Readiness for College and Careers

DYNAMIC LEARNING MAPS

ncsc National Center and State Collaborative

ASSETS ASSESSMENT SERVICES SUPPORTING ELs *through* TECHNOLOGY SYSTEMS

ELPA21

Browse to http://gtr.setda.org

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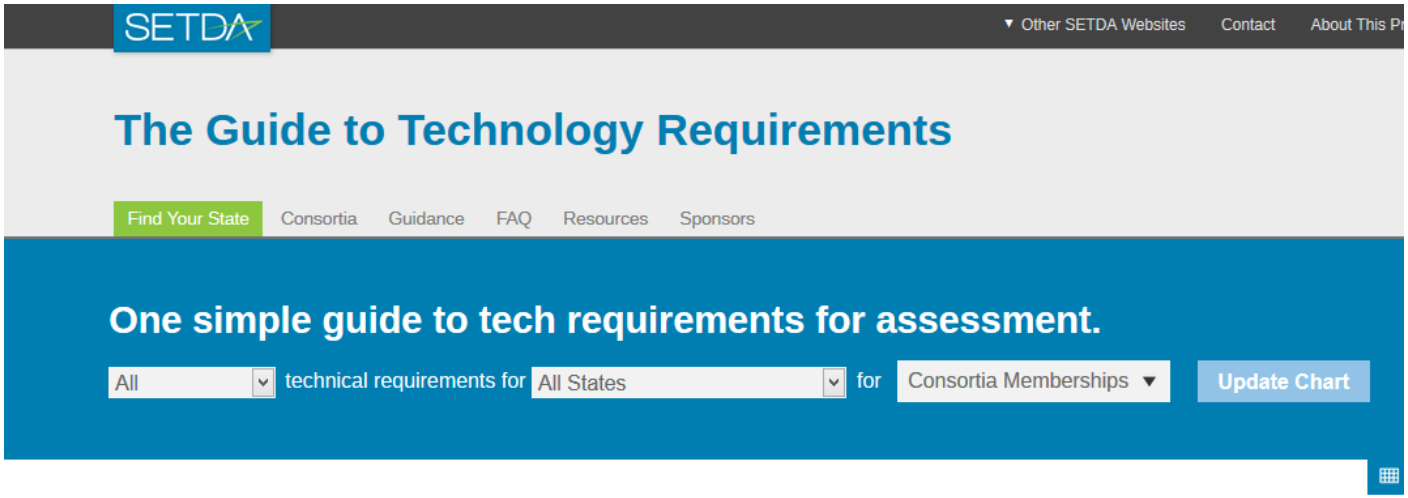
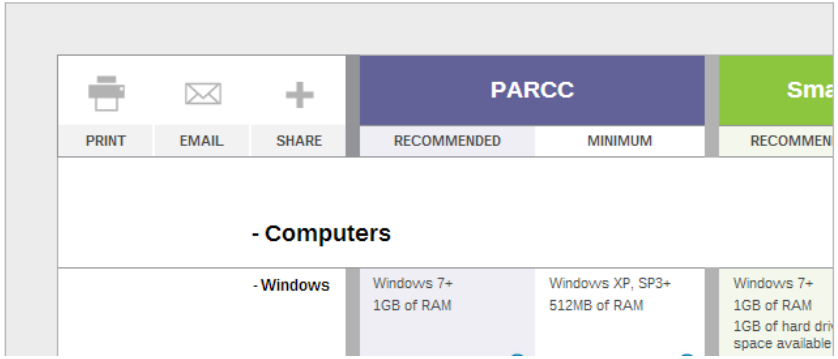
Guide to Technology Requirements





- Click the Update Chart button to view the entire chart.
- Select which rows to view, print and email.
- Customize the chart to show only the information that pertains to you.
- Read additional notes specific to each consortium.

Browse to http://gtr.setda.org

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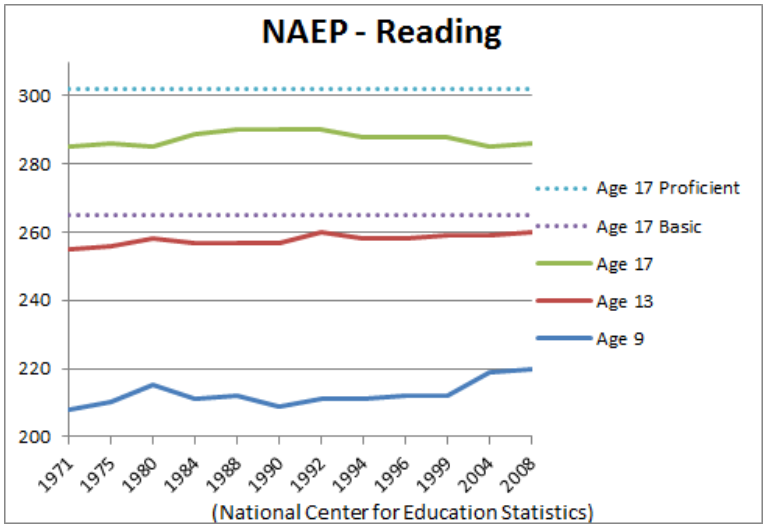
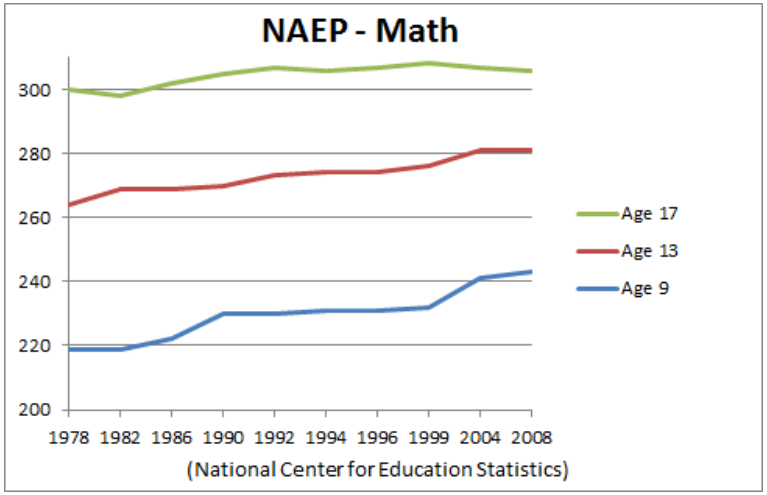
Theory 1: Standards and Accountability

- NCLB delivered 50 states' Standards and associated assessments
- Result has been moderate improvement mostly in lower grades

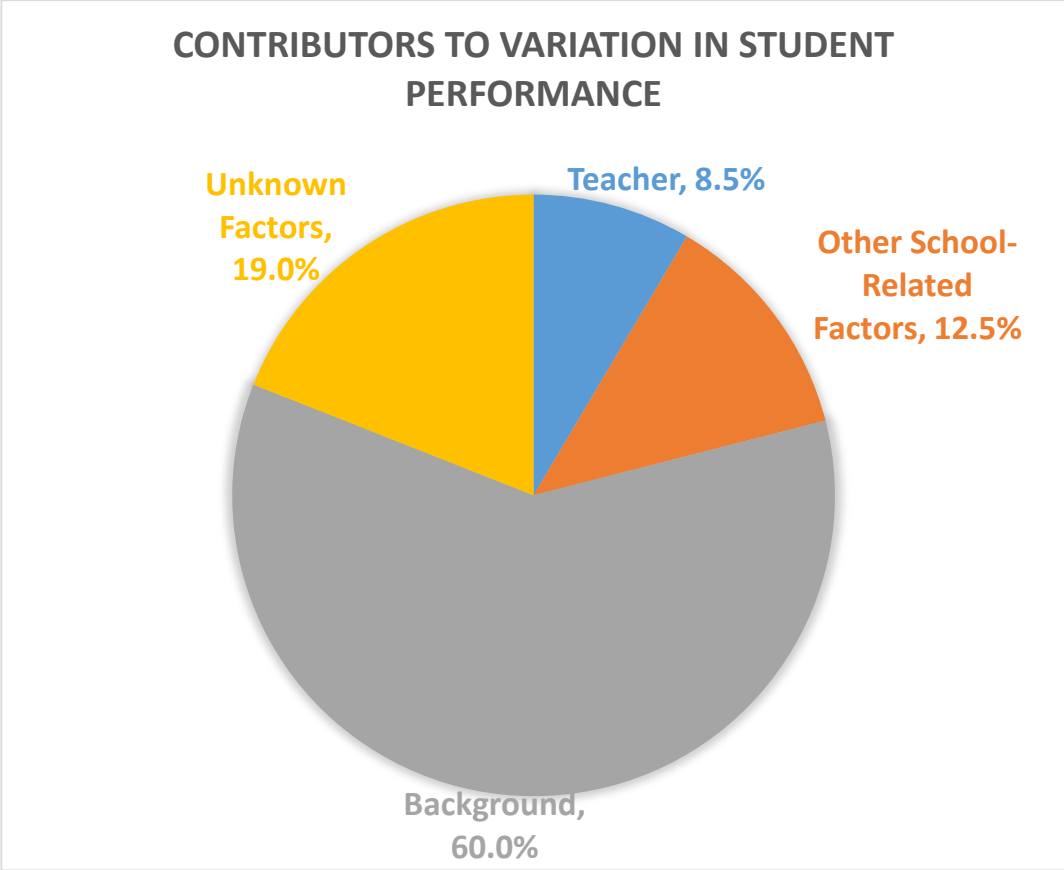




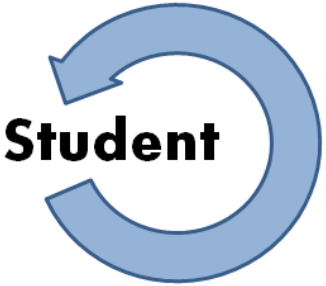
See: National Assessment of Educational Progress
http://nces.ed.gov/nationsreportcard/

Theory 2: Highly Qualified Teacher

- Teacher quality is an important factor affecting student performance. But impact is insufficient to overcome student background.

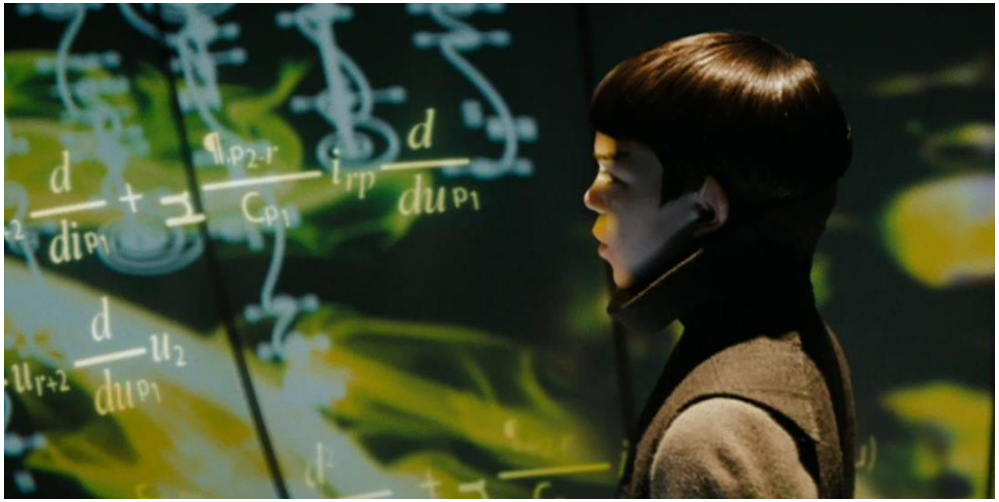


See: Education Writers Association
http://www.ewa.org/site/PageServer?pagename=research_teacher_effectiveness2



Theory 3: Personalized Learning

- Personalized Learning programs consistently achieve 1-2 standard deviations better performance when compared with conventional instruction. This converts as much as 2-3 times improvement in annual progress.



See: http://www.ofthat.com/2013/01/blooms-two-sigma-problem-revisited.html

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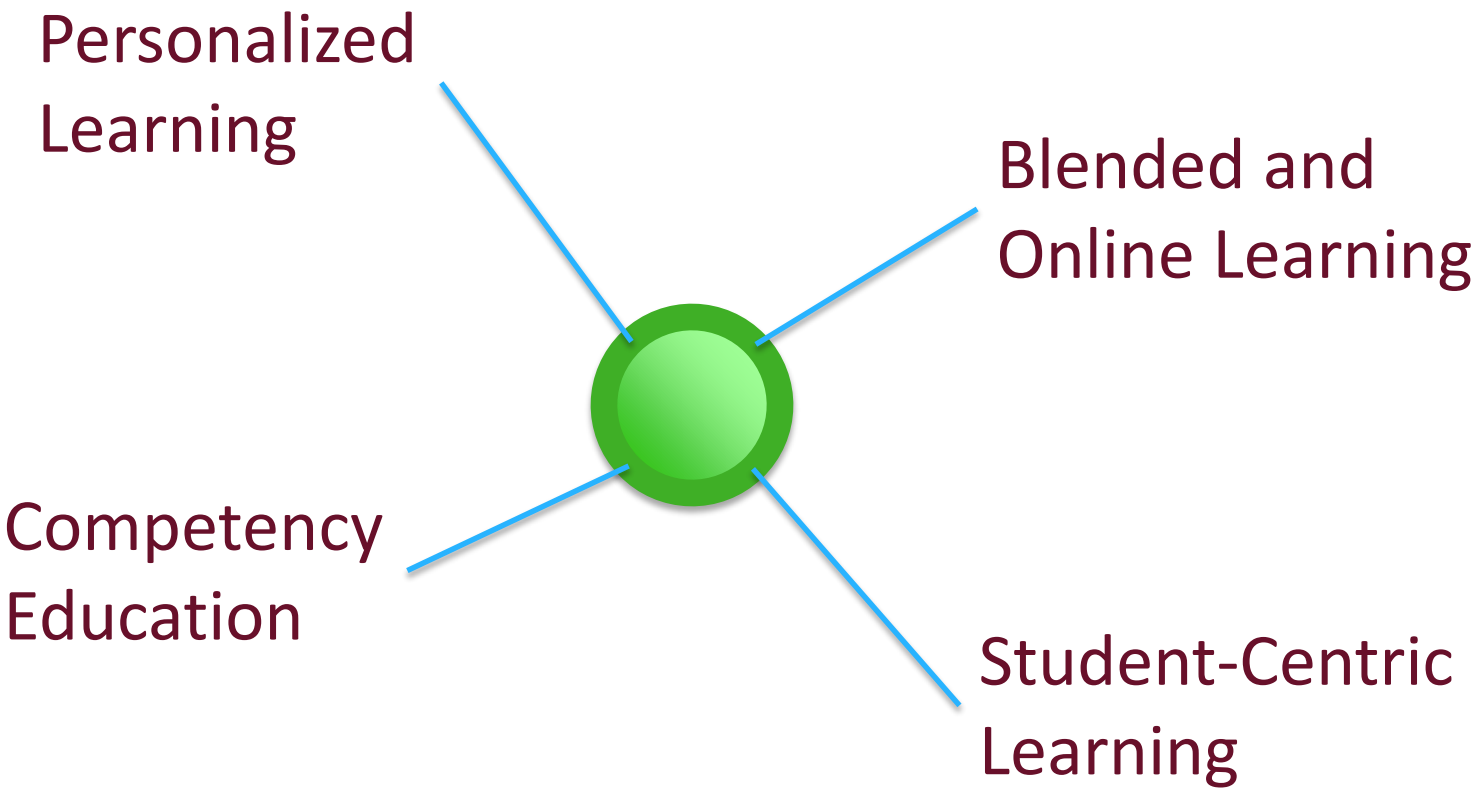
Joined at the Hip



The Race to the Top Assessment Consortia

Comprehensive

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PARCC Partnership for Assessment of Readiness for College and Careers

Alternate

DYNAMIC LEARNING MAPS

ncsc National Center and State Collaborative

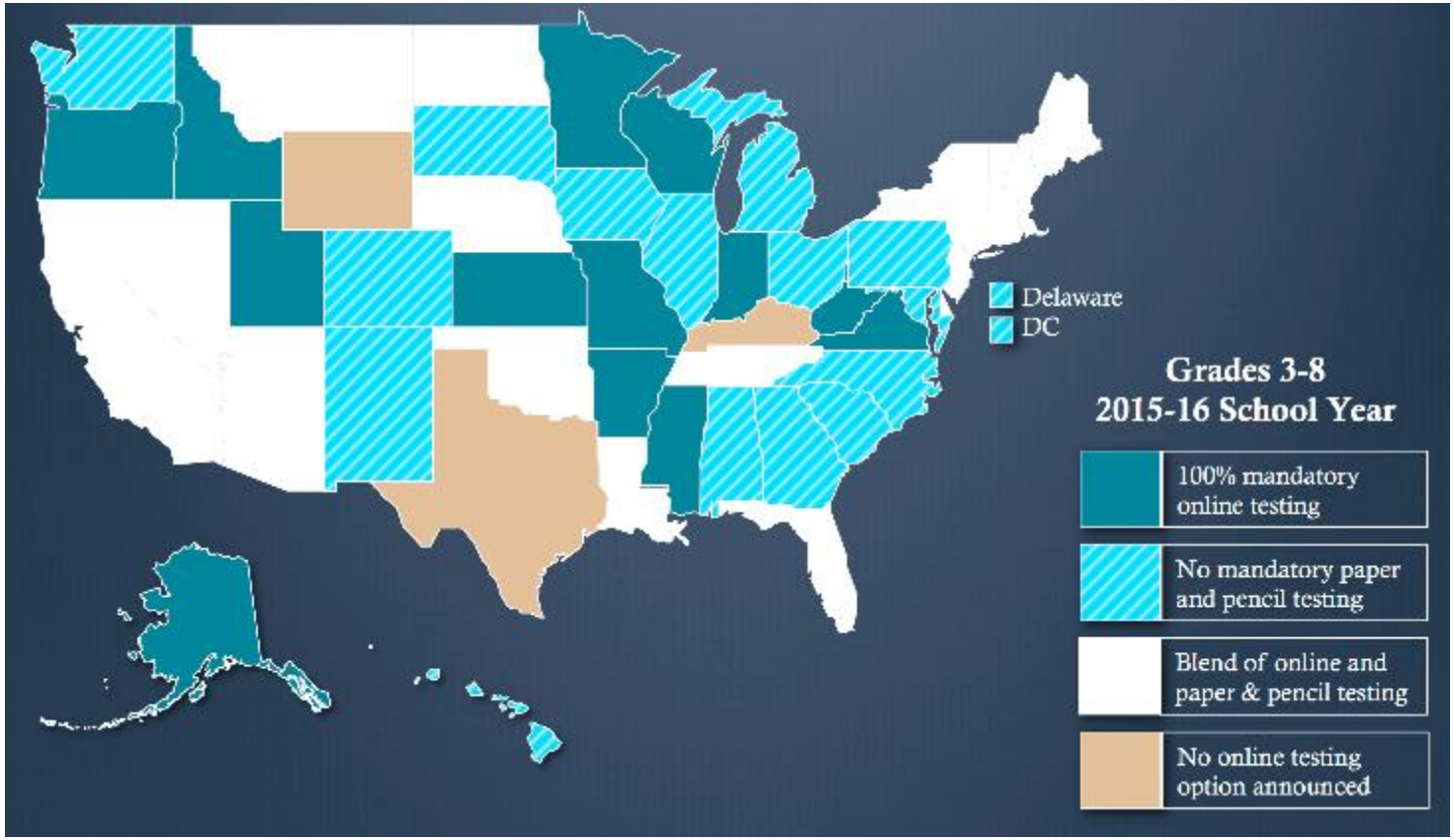
English Language Proficiency

ASSETS ASSESSMENT SERVICES SUPPORTING ELs *through* TECHNOLOGY SYSTEMS

ELPA21

See http://www.k12center.org/publications/raise_achievement.html

Majority of U.S. Elementary and Middle Schools to Test Online in Spring 2016



Source: EdTech Strategies: http://www.edtechstrategies.com/research-and-writing/usk-8-testing/

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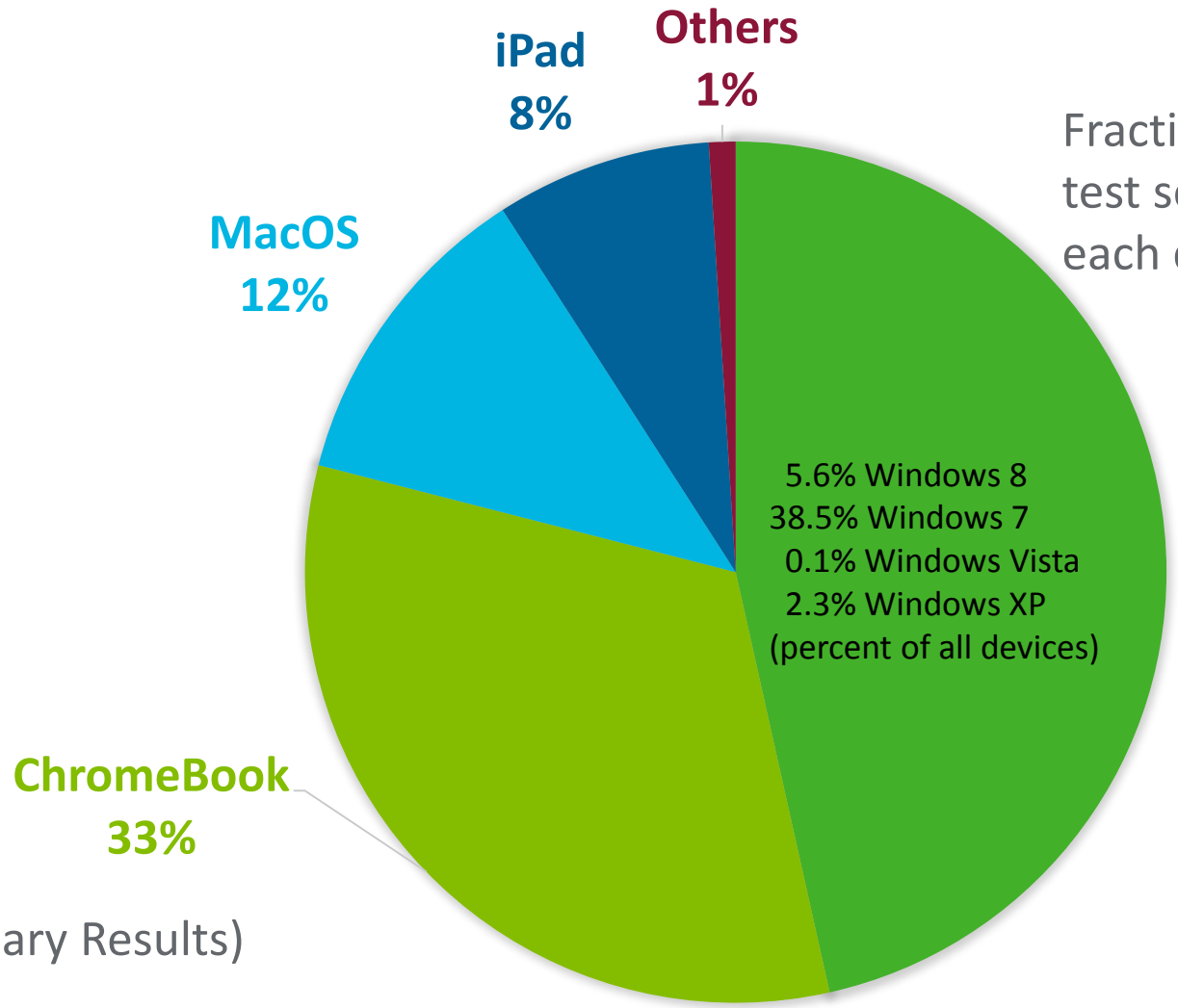
Devices Used in Spring 2015 Smarter Balanced Tests



Fraction of 38 million test sessions using each device type.

(Preliminary Results)

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Let's take a test!

http://practice.smarterbalanced.org

Questions: 1 - 4 G5 MATH Performance Task (0 out of 4) GUEST, GUEST (State-SSID: GUEST) GUEST SESSION

Back Next Save Pause Zoom Out Zoom In

COMMUNITY GARDEN

Your class is going to plant vegetables in a section of the local community garden. The garden manager has provided an area to plant the vegetables as follows:

The total area for the class to plant vegetables will be a rectangle 40 feet long and 30 feet wide.

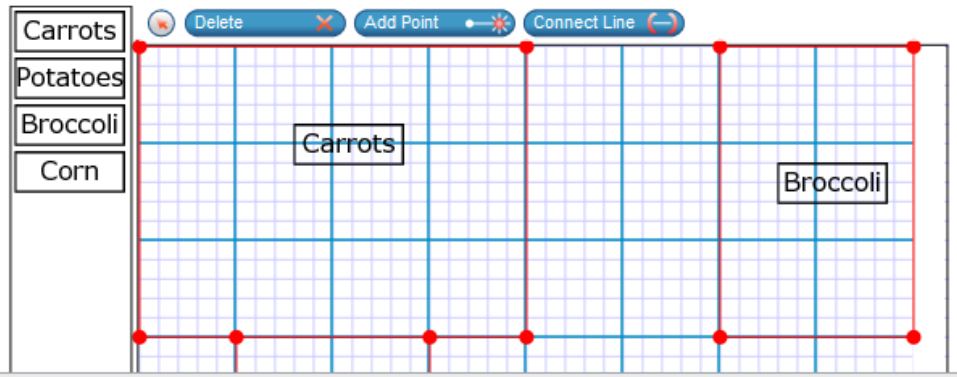
The class has decided to plant four rectangular sections of the class garden with vegetables according to this plan:

- **1/4 of the garden will be planted with carrots.**
- **1/6 of the garden will be planted with potatoes.**
- **1/8 of the garden will be planted with broccoli**

1

Using the connect line tool, draw rectangles on this model of the garden to represent the four rectangular sections for planting vegetables according to the class plan. The garden model is divided into 5 feet by 5 feet sections.

- Use whole number side lengths.
- Each square on the model represents 1 square foot.
- Drag the correct label that shows the vegetable for each section.



Structure of the Tests

- Summative Assessment
  - Performance Task
  - Computer-Adaptive Segment
- Interim Comprehensive Assessment
  - Performance Task
  - Conventional Fixed Segment
- Interim Assessment Blocks
  - Focused on Specific Targets

Test Blueprint Example

- Grade 5 English Language Arts
  - Claim 1: Reading
    - Literary: 7 Targets (CAT)
    - Informational: 7 Targets (CAT)
  - Claim 2: Writing
    - Organization/Purpose: 3 Targets (2 CAT, 1 PT)
    - Evidence/Elaboration: 5 Targets (3 CAT, 2 PT)
    - Conventions: 2 Targets (1 CAT, 1 PT)
  - Claim 3: Speaking and Listening
    - Listening: 1 Target (CAT)
  - Claim 4: Research and Inquiry
    - Research: 6 Targets (3 CAT, 3 PT)

See: http://www.smarterbalanced.org/smarter-balanced-assessments/ for detailed test blueprints.

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A Summative Report

ELA/Literacy

Summative 2015 - 2016

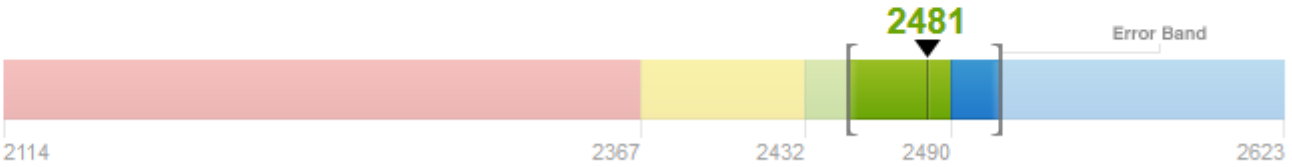
Date Taken: 5/1/2016

Achievement Levels illustrate how students scored on the assessment and student's strengths and areas of improvement. Test results are one of many measures of a student's academic achievement.

Overall Score

2481 **Level 3**

The student has met the achievement standard and demonstrates progress toward mastery of the knowledge and skills in English language arts/literacy needed for likely success in future coursework.



Reading

Above Standard

Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.

Writing

At/Near Standard

Students can produce effective and well-grounded writing for a range of purposes and audiences.

Listening

Above Standard

Students can employ effective speaking and listening skills for a range of purposes and audiences.

Research & Inquiry

Below Standard

Students can engage in research and inquiry to investigate topics and to analyze, integrate, and present information.

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Exercise: Interpret a Report

- Team up with two or three neighbors
- Choose a report at http://www.edmatrix.org/iNACOL
- Discuss what you would do next for this student:
  - What can you tell from the report?
  - What would you do next?
  - What additional data do you need?

Mathematics

Summative 2015 - 2016 Date Taken: 5/1/2016

Overall Score

2413 **Level 2**

The student has nearly met the achievement standard and may require further development to demonstrate the knowledge and skills in mathematics needed for likely success in future coursework.

Concepts & Procedures

At/Near Standard

Students can explain and apply mathematical concepts and carry out mathematical procedures with precision and fluency.

Problem Solving and Modeling & Data Analysis

Below Standard

Students can solve a range of complex, well-posed problems in pure and applied mathematics, making productive use of knowledge and problem-solving strategies. Students can analyze complex, real-world scenarios and can construct and use mathematical models to interpret and solve problems.

Communicating Reasoning

Below Standard

Students can clearly and precisely construct viable arguments to support their own reasoning and to critique the reasoning of others.

Key Tools for Implementing Competency-Based Learning

- Standards
  - Common Core State Standards
  - Other State Standards
- Scale for Assessment
  - Items calibrated according to the scale
  - Reliable assessment of student skills and growth.
- Quality Feedback
  - Informed Action

Q&A / Resources

- Smarter Balanced: http://www.smarterbalanced.org
- Resources for this presentation: http://www.edmatrix.org/iNACOL
- iNACOL conference site and app: https://inacolsymposium.zerista.com/event/member?item_id=3380567
- My Blog: http://ofthat.com
- Twitter: @BrandtRedd