

Teaching Comes First: Developing a Better Assessment Strategy

Participant Handout

Inventory of ELA Assessments

EVALUATIVE

Determines the effectiveness of a course of program, strategy, or teacher

PREDICTIVE

Assesses each student's likelihood of meeting some criterion score on the end-of-year test

INSTRUCTIONAL

Determines students' strengths and weaknesses in a particular domain or standard

Assessment	Intended purpose? <i>Evaluative, Predictive, or Instructional</i>	Actual purpose/use? Does vision match reality?	Frequency	Required by
DRA/Screener	Evaluative, as a growth measure, checkpoint	Teachers use this assessment to determine reading levels, and to track/progress monitor; could be used to create intervention groups, but this is rarely the case because teachers use SRI instead Stops short of an instructional use because administration of assessment focuses more on a student grade level reading equivalent as opposed to data about students' individual strengths and weaknesses in reading foundational skills and comprehension.	Up to 10x/year in some schools	<input type="checkbox"/> State <input type="checkbox"/> System <input checked="" type="checkbox"/> School
DIBELS Retell and Fluency Subtests	Instructional and Evaluative, as a growth measure, checkpoint	Teachers use this assessment to measure accuracy and fluency, and to track/progress monitor; could be used to create intervention groups, but this is rarely the case because teachers use SRI instead	3x/year	<input checked="" type="checkbox"/> State <input checked="" type="checkbox"/> System <input type="checkbox"/> School
SRI/Screener	Instructional and Evaluative, as a diagnostic and growth measure, checkpoint	Teachers use this assessment to assess students' ability to read literature and informational texts of varying difficulties, and to track/progress monitor; some teachers use this to create intervention groups	3x/year	<input type="checkbox"/> State <input checked="" type="checkbox"/> System <input type="checkbox"/> School

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Cold Read Assessments	Evaluative, for grading purposes and as practice for summative	The primary use of this assessment is to give students a dress rehearsal for the summative; it's also used to fulfill grading requirements; system leaders and principals study data to identify "hot spots" and teachers who need support	4x/year	<input type="checkbox"/> State <input checked="" type="checkbox"/> System <input type="checkbox"/> School
Culminating Writing Tasks	Instructional and Evaluative, for grading purposes	Even though this is a curriculum-embedded assessment, the primary use of this assessment has become to fulfill grading requirements; teachers do not actively use data from these writing tasks to reflect on or adjust instruction	4-5x/year	<input type="checkbox"/> State <input checked="" type="checkbox"/> System <input type="checkbox"/> School
District-Created Unit Assessments	Instructional and Evaluative, for grading purposes	We want this assessment to be used instructionally, but the primary use of this assessment has become to fulfill grading requirements; there is some evidence that some, but not all teachers use the mid-unit assessment to shape future instruction	Every 4 weeks, at the middle and end of every unit	<input type="checkbox"/> State <input checked="" type="checkbox"/> System <input checked="" type="checkbox"/> School
Friday Assessments, teacher-created or pulled from online sources	Evaluative, for grading purposes	Teachers seem to be in the habit of administering "Friday tests"--it's become a rhythm district-wide in most all classes; these assessments fulfill grading requirements; teachers typically pull assessments from online resources	Weekly, on Fridays	<input type="checkbox"/> State <input type="checkbox"/> System <input type="checkbox"/> School
Exit slips from Guidebooks, their high-quality curriculum	Instructional	These short assessments are meant to be instructional, but they have become evaluative; some teachers are using these instructionally, to understand student learning from the lesson(s), but most use them to fulfill grading requirements	Almost every other day	<input type="checkbox"/> State <input type="checkbox"/> System <input checked="" type="checkbox"/> School

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Quality Assessment Findings for ELA



Excellent Alignment







Strong Alignment



Weak Alignment



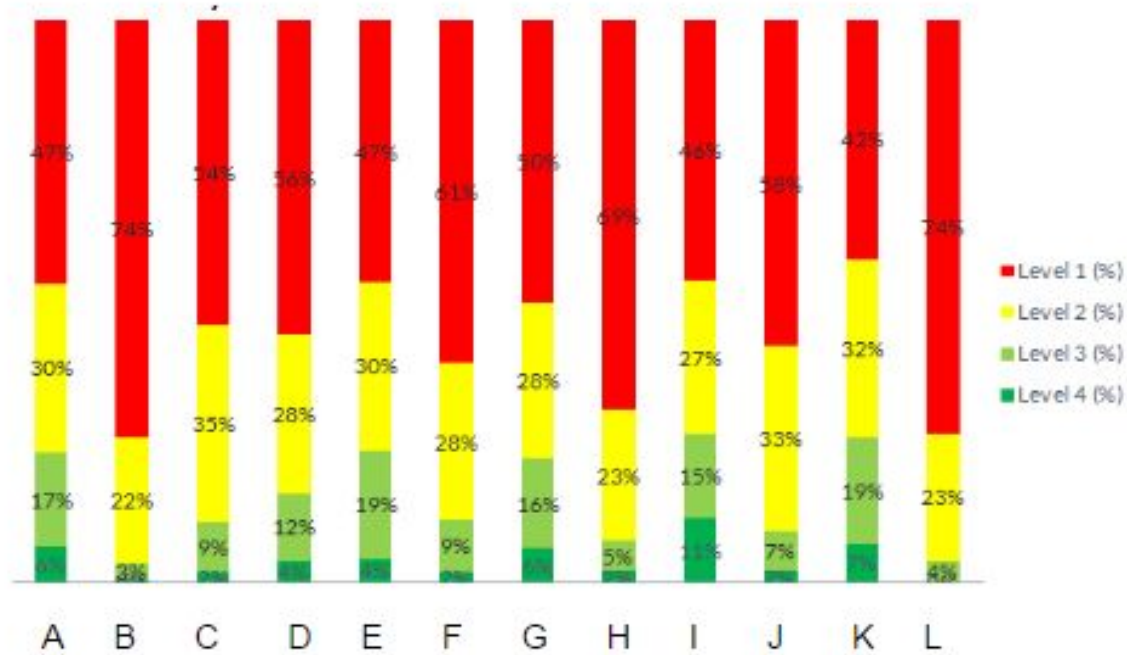
No Alignment

Assessment/ alignment rating	Notes about quality of texts	Notes about quality of items
ES teacher-created weekly quizzes/tests 	No author and text is not pre-published, authentic, and does not meet the bar of being a text that’s “worth reading”; Lexile unknown; qualitative complexity is low across all four features of complexity	Vocabulary is assessed independent of the text; some of the items are very low-level and not rigorous; many items were aligned to the language of below-grade level standards; items were surface-level, explicit recall and failed to include Part A/B evidence-based items
CKLA 1st grade assessment 	No text	Only assessed spelling and grammar
HS teacher-created unit tests 	Qualitative and quantitative text complexity is appropriate and aligned to CCR Lexile expectations; Texts are authentic, pre-published and definitely worth reading	Items are very low-level and surface-level (e.g. Who is speaking?); some of the items are aligned to 3rd grade (instead of 12th grade) standards
Cold Read Task (from LDOE Guidebooks 2.0) 	Qualitative and quantitative text complexity is appropriate and aligned to CCR Lexile expectations; qualitative features were mid-high in terms of complexity	Vocabulary was assessed in the context of the text; Part A and B questions; items were aligned to grade-level standard

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Assessment Data Report #1



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Assessment Data Report #2

Which of the following has the same value as 907?

A	Nine tens + seven ones
B	Nine hundreds + seven tens
C	Nine hundreds + seven ones

Distractor Rationale and Percentage by Answer

26% **A** Nine tens + seven ones

Rationale: Student ignored the zero placeholder in the tens place, OR confused the value of the hundreds place with the value of the tens place.

41% **B** Nine hundreds + seven tens

Rationale: Student confused the value of the ones place with the value of the tens place.

32% **C** **Correct Answer**
Nine hundreds + seven ones

Rationale: Correct.

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Assessment Sample

RL.5.6: Describe how a narrator's or speaker's point of view influences how events are described.

15. How does the narrator's point of view influence how events are described in the passage?

- A.** By focusing on both Kee-sup and Young-sup, the narrator compares and contrasts the brothers' kite flying attempts.
- B.** By focusing on Young-sup's inner thoughts, the narrator shows why Young-sup repeats Kee-sup's mistakes.
- C.** By focusing on Kee-sup's inner thoughts, the narrator reveals why all of Kee-sup's attempts to fly the kite fail.
- D.** By focusing on all characters equally, the narrator highlights why kite flying is important in this community.

6. How can Samantha's tone throughout the passage best be described?

- A.** formal
- B.** conversational
- C.** disinterested
- D.** mysterious