

# ADE's Assessment Framework: Unleash the Power of Strategic Assessment Practices



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# At your table....

**What does it look like when assessment is done well in the classroom?**



**Does our system have common definitions for the types of assessment we use in the classroom and in our system?**

# Common definitions: Types of Assessment

**Why is it important that we have common understandings or common definitions?**

**Brainstorm a couple words that could be problematic if we, as a system have different definitions of the terms....**

**girth**



# Importance of Common Understandings



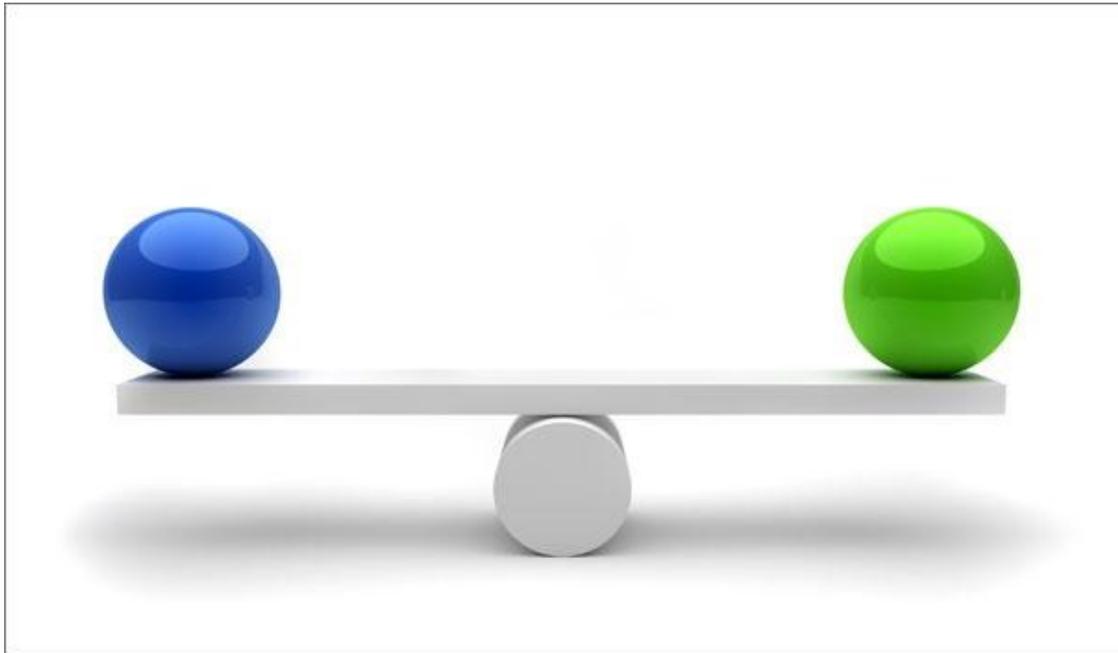
# ADE Assessment Framework

## **Purpose:**

**Utilizing the ADE Assessment Framework, educators will be able to learn how to utilize the appropriate assessment practice for each purpose as well as how to use the data obtained from each type of assessment to ultimately improve student achievement.**



# Balanced Assessment System



A balanced assessment system serves a variety of **purposes**, uses a **variety of measures**, and meets the information and decision-making needs of all assessment users at the classroom, building, and district levels.





MATCH  
GAME

# ADE Assessment Framework

DEFINITION					
DIAGNOSTIC/SCREENER	CLASSROOM FORMATIVE: IN PROCESS EVIDENCE	CLASSROOM FORMATIVE: FORMAL CHECKS	CLASSROOM SUMMATIVE	INTERIM/BENCHMARK	END-OF-YEAR/COURSE SUMMATIVE
Classroom, district, or state	Classroom feedback loop informs instruction; may include PLC/common assessments			PLC, district or state developed/common	
Diagnostic assessments are evidence-gathering procedures that provide a sufficiently clear indication regarding which targeted subskills a student does or does not possess; provides the information needed to guide decisions to appropriately design or modify instructional activities to meet an individual student's need. <sup>3</sup>	Formative assessment is a process used by teachers and students <b>during instruction</b> that provides feedback to adjust ongoing teaching and learning to improve students' achievement of intended instructional outcomes. <sup>1</sup>	Formal checks are instructional-focused assessment tasks that are tightly interwoven with curricular materials given at key points in instruction to determine student application of new learning or key understandings to be demonstrated by students. <sup>2</sup>	Classroom summative assessments are designed to provide information regarding the level of student success at an end point in time. Summative assessments are administered after the conclusion of instruction. The results are used to make inferences about a student's mastery of the learning goals and content standards. <sup>3</sup>	Interim assessments are typically administered periodically throughout the school year (e.g., every few months) to fulfill one or more of the following functions: <b>instructional</b> (to supply teachers with individual student data), <b>predictive</b> (identifying student readiness for success on a later high-stakes test), and/or <b>evaluative</b> (to appraise ongoing educational programs). <sup>3</sup>	End-Of-Year/Course summative assessments provide information regarding the level of student, school, or program success at an end point in time. Summative assessments are administered after the conclusion of instruction. The results are used to fulfill summative functions, such as student mastery of course goals, determine the effectiveness of a recently concluded educational program, and/or meet local, state, and federal accountability requirements. <sup>3</sup>



# Common Definitions

**How could your system use the ADE Assessment Framework to assist with building common definitions/common understandings of the types of assessments within your system?**



# ADE Assessment Framework

***It is suggested that Arizona educators use this framework in the following ways:***

- 1. To learn about different types of assessments and determine the appropriate uses for each type.**
- 2. To analyze their current assessment practices to determine areas of strengths and areas of deficiencies. Used in conjunction with the assessment inventory, districts and schools will be able to determine where gaps exist in current assessment practices and plan methods for filling those gaps.**
- 3. To embark upon a self-reflective journey – determining whether certain assessments might be over-utilized, under-utilized, or enhanced to provide teachers with data that can be used to make decisions that positively impact the success of students.**



# ADE Assessment Framework

## Purpose

The *purpose for the assessment must always be clear* to all involved.

We must know who will use the assessment results and how they will use them, whether to support student learning or to certify it.

*“Quality trumps quantity in classroom assessments when improving students learning is the primary value.”*



# ADE Assessment Framework

PURPOSE					
DIAGNOSTIC/SCREENER	CLASSROOM FORMATIVE: IN PROCESS EVIDENCE	CLASSROOM FORMATIVE: FORMAL CHECKS	CLASSROOM SUMMATIVE	INTERIM/BENCHMARK	END-OF-YEAR/COURSE SUMMATIVE
Classroom, district, or state	Classroom feedback loop informs instruction; may include PLC/common assessments			PLC, district or state developed/common	
<p>Determine readiness for learning</p> <p>Screen for special program placement or intervention</p> <p>Identify underlying causes of breakdown in learning</p>	<p>Assist teaching and learning</p> <p>Monitor learning relative to lesson goals</p>	<p>Assist/evaluate teaching and learning</p> <p>Monitor learning relative to lesson goals</p> <p>Monitor progress with respect to specifically targeted interventions</p>	<p>Inform instruction and improvement</p> <p>Evaluate attainment of important learning goals</p>	<p>Predict end-of-year/course proficiency</p> <p>Track student learning relative to expected learning goals</p> <p>Inform Improvement strategies for: Teachers, Schools, and Districts</p>	<p>Measure end-of-year/course proficiency</p> <p>Inform improvement strategies: teacher, school, district, and state</p> <p>Meet accountability requirements:</p> <ul style="list-style-type: none"> <li>Gauge student achievement of standards</li> <li>Establish benchmark or starting point for school/district</li> <li>Gauge school/district progress relative to student achievement and growth</li> </ul>

Does your system have common understandings of the purpose of each assessment type?



# ADE Assessment Framework

**Assessment Data- timely and understandable information about student achievement or programs.**

**What type of data is collected?**

**Who is going to use this information?**

**How will they use it?**

**Is there assessment data collected that is NOT used?**



# ADE Assessment Framework

## ASSESSMENT DATA

DIAGNOSTIC/SCREENER	CLASSROOM FORMATIVE: IN PROCESS EVIDENCE	CLASSROOM FORMATIVE: FORMAL CHECKS	CLASSROOM SUMMATIVE	INTERIM/BENCHMARK	END-OF-YEAR/COURSE SUMMATIVE
Classroom, district, or state	Classroom feedback loop informs instruction; may include PLC/common assessments			PLC, district or state developed/common	
<p>Identification of students in need of support and enrichment (e.g., English learners, special education, gifted)</p> <p>Baseline data on student status and program eligibility</p>	<p>Emerging or partially-formed ideas, full understanding</p> <p>Students' current learning status relative to lesson learning goals (have students met the goals; are they nearly there?)</p> <p>Difficulties and misunderstandings or misconceptions</p>	<p>Emerging or partially-formed ideas, full understanding</p> <p>Students' current learning status relative to lesson learning goals (have students met the goals; are they nearly there?)</p> <p>Difficulties and misunderstandings or misconceptions</p> <p>Student achievement of target learning goals for a specific intervention</p>	<p>Status of student learning relative to end of unit or learning module</p>	<p>Status of progress towards meeting standards</p> <p>Standardized test results aggregated and disaggregated:</p> <ul style="list-style-type: none"> <li>• By grade level, school and/or teacher</li> <li>• By student subgroup</li> <li>• By sub-skill</li> <li>• Trends/patterns in student performance</li> </ul>	<p>Status of student achievement with respect to standards</p> <p>May be able to provide relative growth information for students and schools</p> <p>Standardized test results aggregated and disaggregated:</p> <ul style="list-style-type: none"> <li>• Trends/patterns in student performance</li> <li>• Relative performances of cohorts, subgroups, grade levels, subject areas</li> <li>• Relative performance of teachers, schools, districts</li> </ul> <p>Progress in closing achievement gap</p>



# ADE Assessment Framework

## ACTIONS BASED ON DATA

S=Student, T=Teacher, SSP=Student Support Professional, A=Administrator (School/District), ST=State, F=Family

DIAGNOSTIC/SCREENER	CLASSROOM FORMATIVE: IN PROCESS EVIDENCE	CLASSROOM FORMATIVE: FORMAL CHECKS	CLASSROOM SUMMATIVE	INTERIM/BENCHMARK	END-OF-YEAR/COURSE SUMMATIVE
Classroom, district, or state	Classroom feedback loop informs instruction; may include PLC/common assessments			PLC, district or state developed/common	
<p>Provide targeted interventions, support and enrichment (e.g., English learners, special education, gifted) (T, SSP, A)</p> <p>Conclude intervention (T, SSP, A, F)</p> <p>Program placement (S, T, SSP, A, ST, F)</p> <p>Align instruction to specific areas of need (T, SSP)</p>	<p>Continue with planned instruction (S, T)</p> <p>Continue to collect more information during instruction (S, T)</p> <p>Provide specific feedback to class and/or individual students (oral or written) (S, T)</p> <p>Self-reflect on next steps (S)</p> <p>Adjust instructional moves in relation to student learning status (act on "teachable moments") in this or the next lesson (S, T)</p>	<p>Plan instruction for start of new learning module (T, SSP)</p> <p>Provide specific feedback to class and/or individual students (oral or written) (S, T)</p> <p>Reflect on effectiveness of planning and instruction (T, SSP)</p> <p>Self-reflect on next steps (S)</p> <p>Reflect on effectiveness of curriculum and instruction (T, SSP)</p> <p>Identify students in need of additional support, enrichment and/or supplemental interventions (T, SSP)</p>	<p>Reflect on subsequent next steps moving forward (S, T, SSP)</p> <p>Reflect on effectiveness of planning and instruction (T, SSP)</p> <p>Reflect on effectiveness of curriculum and instruction (T, SSP)</p> <p>Report to administrators and families (T, SSP, F)</p> <p>Discuss student progress as a basis for instructional planning of subsequent units during teacher grade level/ departmental meetings (T, SSP, A)</p> <p>Family involvement based on results (F)</p>	<p>Reports/communication (T, SSP, A, F)</p> <p>Reflect on and make within-year decisions and adjustments for instructional approaches, curriculum, and/or programs (T, SSP, A)</p> <p>Engage family support and assistance (F)</p> <p>Identify students in need of additional support, enrichment and/or supplemental interventions (T, SSP, A)</p> <p>Identify potential promising practices and readjust professional learning priorities and resource decisions to (T, SSP, A)</p> <p>Review student performance at individual, classroom, school, and/or district levels to support on-going improvement planning (T, SSP, A, ST)</p>	<p>Report on the status and progress of student achievement (T, SSP, A, ST)</p> <p>Gauge student, school, district, and state year- to-year progress (A, ST)</p> <p>Use for improvement planning (S, T, SSP, A, ST, F)</p> <p>Use for accreditation (A, ST)</p> <p>Use for student and school accountability (S, A, ST, F)</p> <p>Family or student action, based on results (S, F)</p>



# ADE Assessment Framework

**Definition**

**Purpose**

**Users**

**Frequency & Relationship to Instruction**

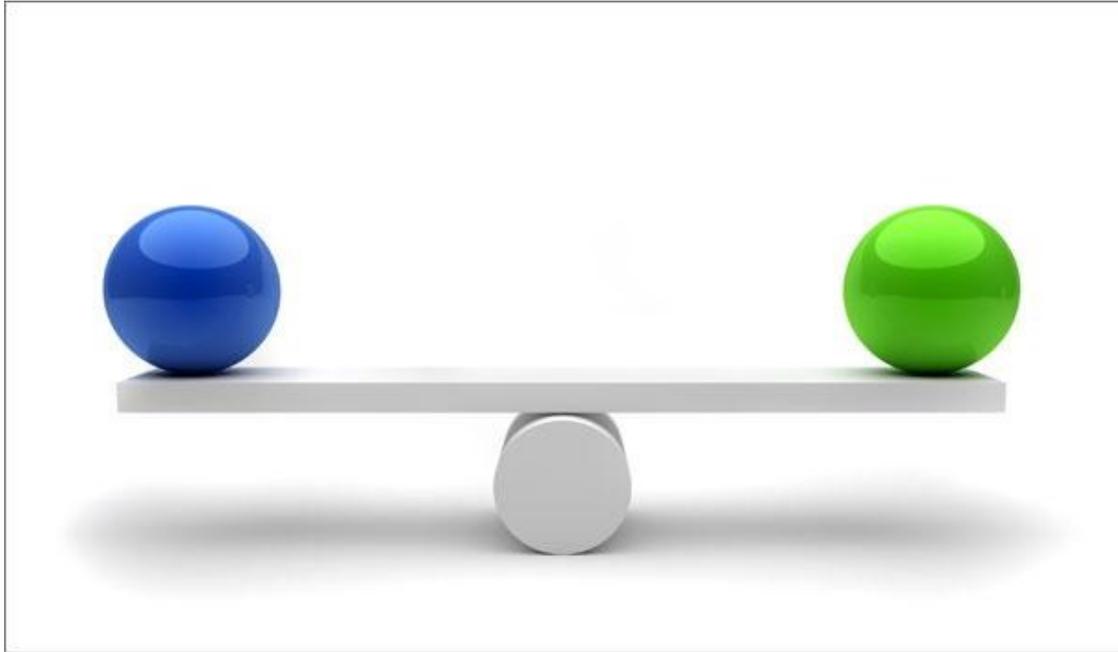
**Methods: Obtaining evidence of learning**

**Assessment Data**

**Actions Based on Data**



# Balanced Assessment



**A balanced local school district assessment system is an organizational approach to assessment, the same way a curriculum is an organizational construct for learning expectations.**

# Questions?

**ADE Assessment Framework will be available in Spring 2017.**

**If you and your system would like to provide feedback on the ADE Assessment Framework, please contact [ESSAinbox@azed.gov](mailto:ESSAinbox@azed.gov).**

**Subject line – ADE Assessment Framework**

