
Education Interim Committee

ASSESSMENT

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Assessment Related Objectives

- Assessment data to inform *accountability*
 - Provides summary measures of what students know and can do at particular points in their education careers.
 - Accountability at the state, district, school, teacher, and student level.
 - Growth Measures
 - *Assessment of Learning*
- Assessment data used to elucidate what and how students are *learning*
 - Directly supports instruction by generating information at multiple points about how students are learning and about what misunderstandings or misconceptions might be getting in their way.
 - *Assessment for Learning*

Assessment For Learning

- *Assessment FOR learning* turns the classroom assessment process and its results into an instructional intervention designed to increase, not merely monitor, student learning.
- Student achievement improves dramatically when *assessment FOR learning* practices become a matter of routine in classrooms.
- Empirical evidence gathered from across the globe consistently reveals effect sizes of a half to one and a half standard deviations with the largest gains being realized by low achievers and at risk students.



Harvard Education Letter, (2013) Volume 29, Number 3

State & Federally Mandated Assessments

- SAGE (ELA, Math, Science)
 - School Grades, PACE, SFAR, Teacher Evaluation, ESEA Waiver
- DIBELS
 - K-3 Funding, PACE
- ACT
 - State Accountability
- Civics Assessment
 - Graduation Requirement
- ACCESS
 - Federal Accountability, AMAO
- DLM/UAA
 - School Grades, PACE, SFAR
- NAEP
- General Financial Literacy
- ACT Explore & Plan
- AAPPL (Dual Immersion)

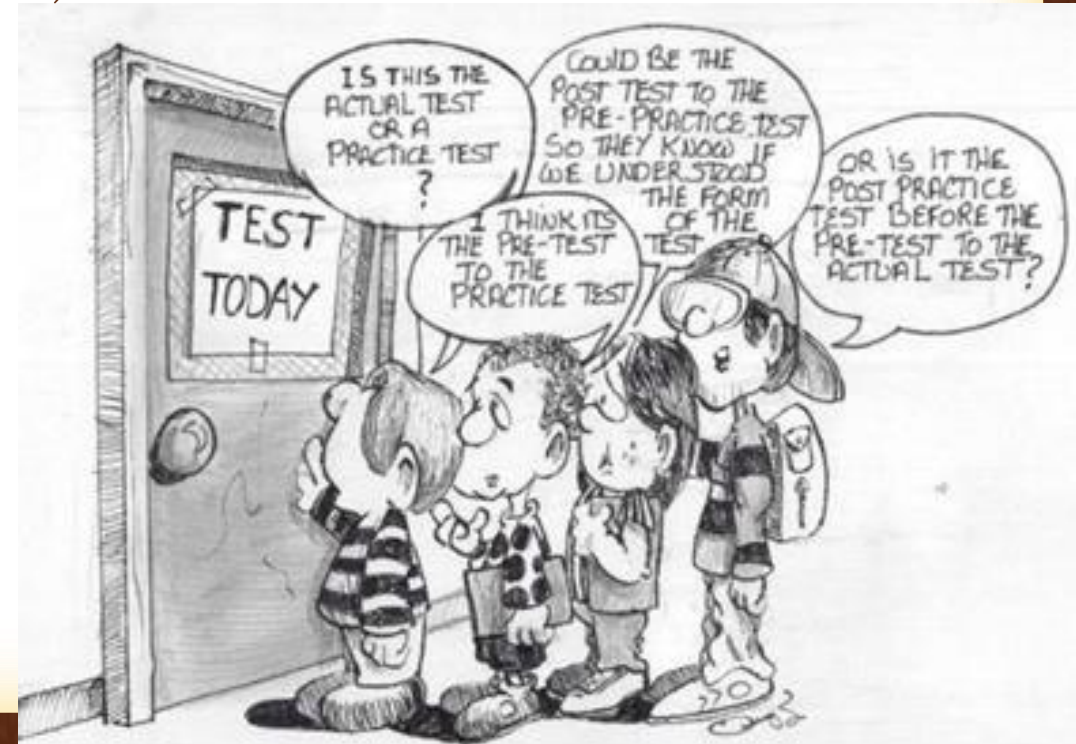
Time Spent Testing on State & Federally Required Assessments

- There are a minimum of 990 school hours during the academic year
 - Amount of instructional time devoted to mandated testing

Grade(s)	Assessment(s)	% of Instructional Time/year	% of Instructional Time April-May
1-2	DIBELS	0.03%	0.01%
3-7	DIBELS, SAGE	0.76%	2.09%
8-9	SAGE, ACT Explore	0.96%	3.41%
10	SAGE, ACT Plan	0.96%	3.41%
11	SAGE, ACT	0.96%	4.32%
K-11 ELL	SAGE, DIBELS, ACT, ACCESS	0.23% - 1.16%	0.24% - 5.23%
4, 8, 12	NAEP (additional)	.15%	.15%

Possible Local Education Agency (LEAs) Formative/Summative Assessments

- Kinder Readiness Assessments
- K-2 End of Levels
- Scholastic Reading/Math Inventory
- Interim Assessments (SAGE, AIMS, Illuminate, etc.)
- SAGE Formative
- Utah Compose (formative writing)
- Direct Reading Assessment (DRA)
- DIBELS grades 4-6
- CTE Skill Certificate Assessments
- Advanced Placement Testing (AP)
- International Baccalaureate Testing (IB)



H.C.R. 7 Concurrent Resolution Urging Development of Methods to Minimize Excessive Testing and its Negative Impacts on the Schoolchildren of Utah

- **SAGE Summative**
 - **Writing: Shorter prompts/stimuli, response length**
 - In 2015, only 13% of LEAs had an average writing time greater than 90 minutes for one or both of the essays. USOE is working directly with these LEAs to determine the cause of these extended testing times.
 - Testing window moved to the spring rather than winter.
 - **SAGE Testing Lengths**
 - On-Going LEA training to minimize the length of testing sessions
- **SAGE Interim (LEA Optional)**
 - Created option for 2015-16 of administering a “class period” interim rather than “full” interim

H.C.R. 7 Concurrent Resolution Urging Development of Methods to Minimize Excessive Testing and its Negative Impacts on the Schoolchildren of Utah

- **Formative Assessment (LEA Optional)**
 - SAGE formative
 - Additional reports created to provide standard/competency data by student
 - LEA formative
 - Assessment to Achievement professional development
 - Formative Committee
 - Members include assessment directors, teacher specialists, USOE staff
 - Objectives include discussions regarding the optimal use of assessment data and data literacy
 - ACT Plan & Explore discontinued after 2015.
 - USOE sponsored training focused on minimizing negative impacts (accommodations, test administration manual, etc.)

Potential Options for a Statewide Assessment System

- Emphasis on formative assessment systems
 - Interim assessments administered fall, winter, and spring
 - Core standards/competencies broken down into thirds and assessed
 - Growth measures between interim assessments with a few standards being reassessed, depending on prior interim performance (adaptive).
 - Reports that provide meaningful data to inform further instruction
- ACT assessments for secondary students, SAGE for elementary
 - Formative system optional to LEAs
- Reduce number of grades tested on Summative
 - 4th, 8th, 11th grades
 - Formative System available to all grades
- Continued use of SAGE with ongoing modifications: “If you want to measure change, don’t change the measure”
- Expectations for LEAs regarding use of optional assessments

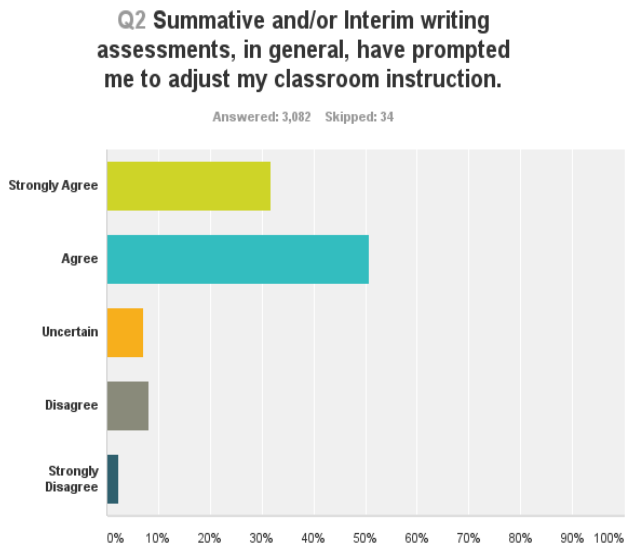
Teachers discuss SAGE

“Standards are meaningless until you define how they’ll be assessed”

-Paul Bambrick-Santoyo



2. Summative and/or Interim writing assessments, in general, have caused me to adjust my classroom instruction.



<i>Response Options</i>	<i>Percentage</i>	<i>Responses</i>
Strongly Agree	31.73%	978
Agree	50.78%	1,565
Uncertain	7.07%	218
Disagree	8.05%	248
Strongly Disagree	2.37%	73

Teacher Talk