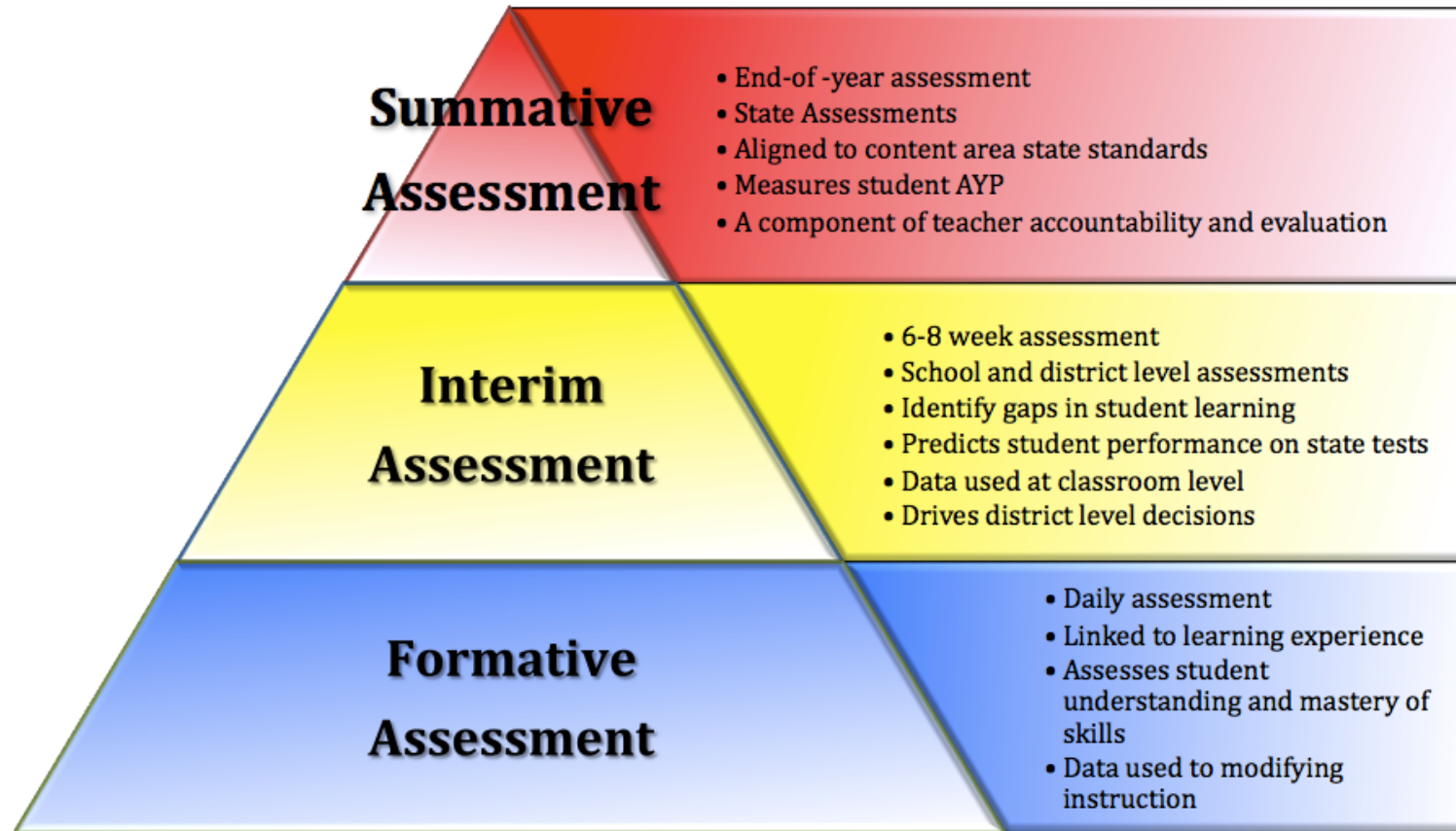

Joint Education Conference

ASSESSMENT & DATA

SEPTEMBER 2-3, 2015

Rich K. Nye, PhD
Associate Superintendent | Data, Assessment & Accountability
Utah State Office of Education

Types of Assessments



Assessment Related Objectives

- Assessment data to inform accountability (Summative)
 - 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.
- Assessment data used to elucidate what and how students are learning (Formative, Interim, Summative)
 - 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.

State & Federal Assessments

- Student Assessment of Growth & Excellence (SAGE)
 - English Language Arts, Math, Science
- Dynamic Indicators of Basic Early Literacy Skills (DIBELS)
 - Required in grades 1-3.
 - Fall, Winter, Spring Administration (5 minutes per student)
- ACT Explore & Plan
 - Late fall administration
 - Explore required of 8th or 9th grade students
 - Plan required of 10th grade students
- ACT
 - Spring administration
 - 11th grade students
- Civics Assessment
 - Required of all students in order to graduate
 - Test may be given as early as 6th grade

Additional State & Federal Assessments

- Assessing Comprehension and Communication in English State-to-State (ACCESS)
 - For English Language Learners
- Dynamic Learning Maps (DLM)
 - Alternate assessment for students with significant cognitive disabilities
- National Assessment of Educational Progress (NAEP)
 - 4th, 8th, 12th grades
 - Approximately 200-300 schools

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
K-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 Assessments

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

Threats to Assessment Data for use in Accountability & Learning

- Data illiteracy (professional development, teacher training)
 - Analysis paralysis
 - Validity (content, criterion, construct)
- Student Opt-out/Parental exclusion
 - Teacher Evaluation/performance
 - School Grades, PACE, School Federal Report of Accountability (SFAR)
- Reliability
 - Stability
 - Alternate-Form
 - Internal consistency



Little Red Riding Hood & Cognitive Rigor

- Do your questions assess only basic comprehension?
- Can you pose questions that require a range of depth of knowledge?

Revised Bloom's Taxonomy	Webb's DOK Level 1 Recall & Reproduction	Webb's DOK Level 2 Skills & Concepts	Webb's DOK Level 3 Strategic Thinking/ Reasoning	Webb's DOK Level 4 Extended Thinking
Remember	What color was Red's cape? Where was Little Red Riding Hood going? What did the wolf do to trick Little Red Riding Hood? How did the story end?			
Understand	Who was the main character? What was the story's setting?	Retell or summarize the story in your own words.		
Apply		Identify transitional words and phrases that helped you to know the sequence of events in the story.		
Analyze		What are some examples of personification used in the story? What is the same and different about your grandmother's house and the house in the story?		Are all wolves (in literature) like the wolf in this story? Support your response using evidence from other texts.
Evaluate			What is your opinion about the intelligence of the wolf? Justify using details/evidence from the story.	
Create		Write a telephone conversation between Little Red Riding Hood and her mother that explains the wolf incident.		