



Assessment Board Workshop

**April 19th, 2018
District Office**

AGENDA

- Introduction: Jodi Smith Payne, Assistant Superintendent of Learning & Teaching
- Overview: Bill Eagle, Director of Special Programs
- Illuminate, Our Data Tool: Sarah Hanchey, Director of Curriculum and Instruction
- Formative versus Summative Assessments: Amber Birks, Middle School PLC Facilitator
- Auditing an Assessment System: Kenneth Tam, Executive Director at Curriculum & Associates, Personalized Learning and Assessment
- Closing and Questions



The Need



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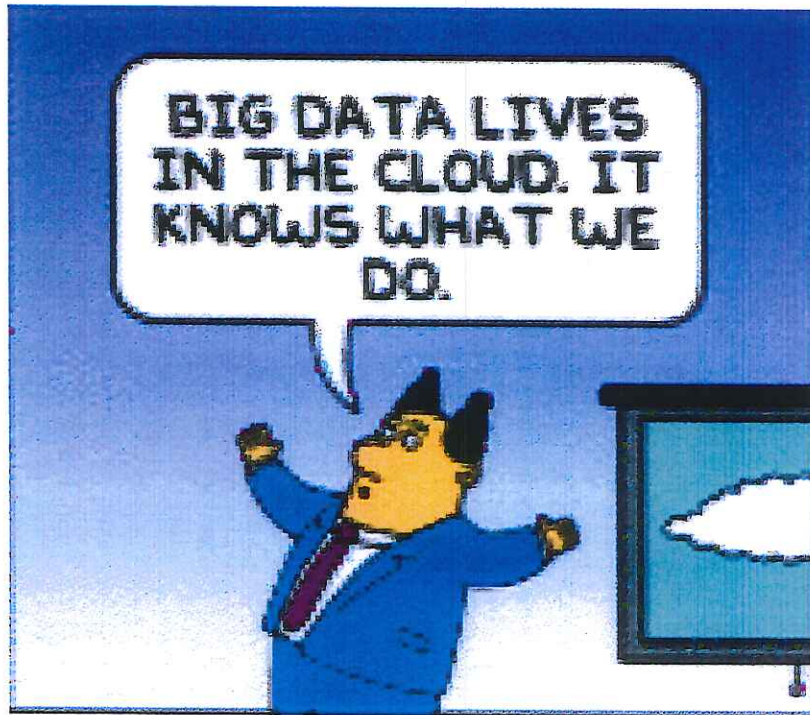
- Increases in state/federal assessment **requirements**
- **Accountability** at the district, school, classroom level
- **Concerns** expressed by parents, teachers, and community:
 - The **number** of assessments given
 - The **time spent** completing assessments

Assessment Committee Purposes

Invite teachers, parents, instructional coaches administrators and instructional technology to:

- ***Review the district assessment system***
- ***Identify the must-haves, gaps, overlaps, and redundancies***
- ***Gather information and make recommendations for improvements***
- ***Communicate with our stakeholders***

An Overview of the WSD Assessment System



*Why do we
assess
students?*

We Use Assessments to ...

- ***Ensure students are learning***
- ***Measure individual and collective **student growth*****
- ***Make decisions about **student placement*****
- ***Monitor effectiveness of instructional strategies and curricular materials***
- ***Guide and inform **instructional decisions*****
- ***Predict success on state assessments***
- ***Plan professional development***
- ***Set **goals for schools, teams, & classrooms*****
- ***Meet state & federal **accountability** requirements!***

	Student Growth	Student placement	Monitor Effectiveness	Predict Success	Inform instruction
SBA (3-8,10)	★		★		
ELPA21 (K-12)		★			
WaKIDS				★	★
Dibels / IDEL (K-5)	★	★	★		
MI / RI (6-8, Hs)	★	★			★
Classroom assessments (K-12)			★		★
NWEA (2-5)	★	★		★	

Assessment Summary

2017-2018 Required Assessment Schedule

		State Required		District
		<i>ELL students only</i>	<i>All students</i>	
Kindergarten	ELA	ELPA21 (Feb.)	WaKIDS (F)	*DN / IDEL (F, W, S)
	Math		WaKIDS (F)	
	Science			
	Ed Tech CBA (state)			
Grade 1	ELA	ELPA21 (Feb.)		*DN / IDEL (F, W, S)
	Math			
	Science			
	Ed Tech CBA (state)			
Grade 2	ELA	ELPA21 (Feb.)		*DN / IDEL (F, W, S)
	Math			
	Science			
	Ed Tech CBA (state)			
Grade 3	ELA	ELPA21 (Feb.)	SBA (S)	*DN / IDEL (F, W, S), MAP (W)
	Math		SBA (S)	MAP (W)

The New Accountability Framework

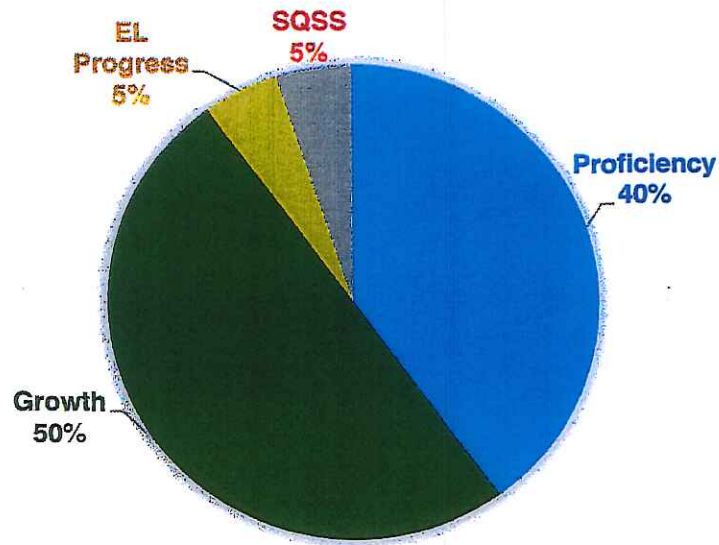


ESSA Indicators

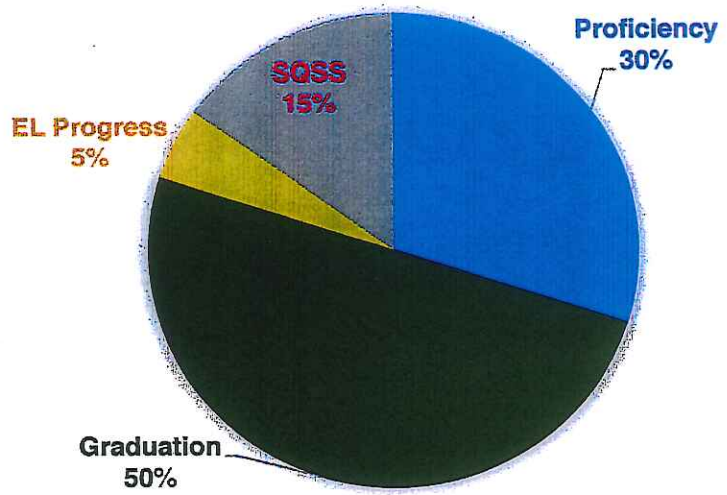
	1	2	3	4	5		
	Proficiency ELA & Math	Student Growth	English Learner Progress	Graduation	SQSS: Attendance	SQSS: 9th graders on track	SQSS: dual credit
Elem & Middle	✓	✓	✓		✓		
High School	✓		✓	✓	✓	✓	✓

ESSA Index Weights

ELEMENTARY AND MIDDLE



HIGH SCHOOLS



Illuminate Assessment Data

SBA ELA Cohort:

- Grade 3 [2016](#) Grade 4 [2017](#)
- Grade 6 [2016](#) Grade 7 [2017](#)

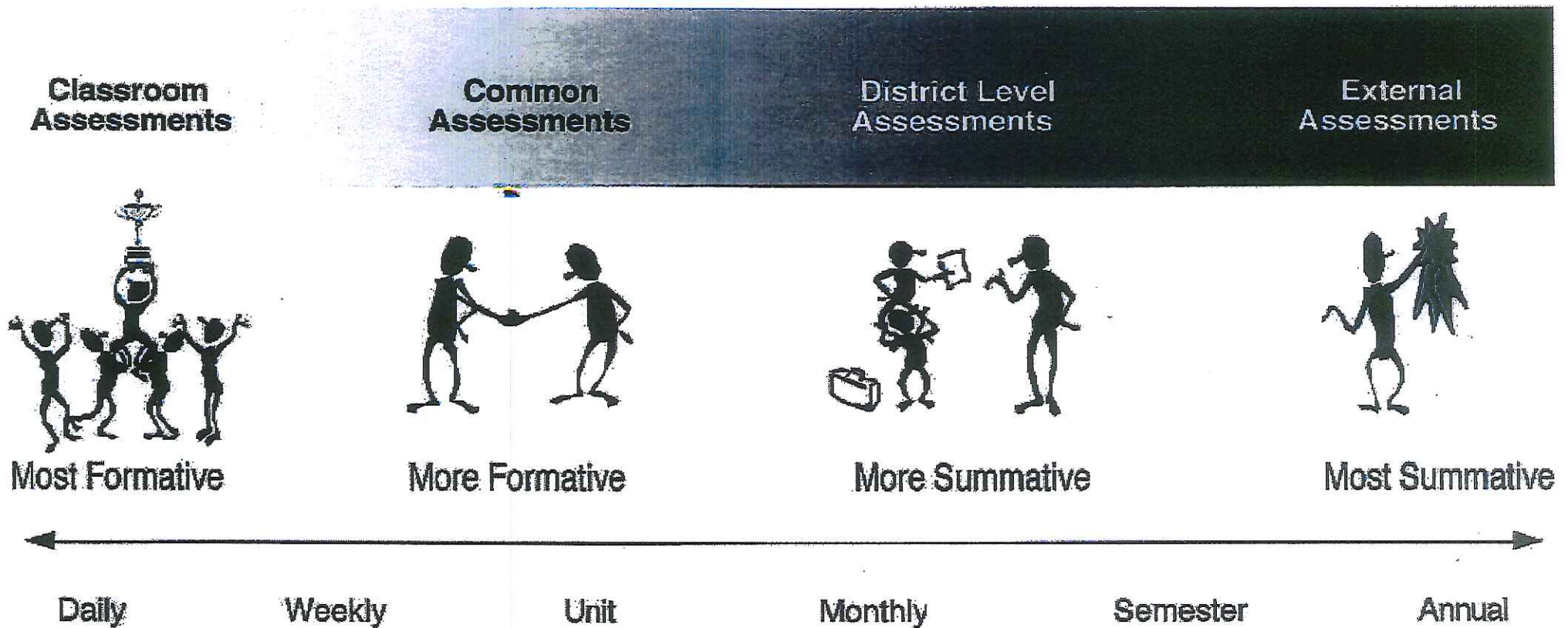
SBA Math Cohort:

- Grade 6 [2016](#) Grade 7 [2017](#)

Reading Wonders

- Grade K [2018](#)
- Grade 3 [2018](#)

A Balanced & Coherent System of Assessment



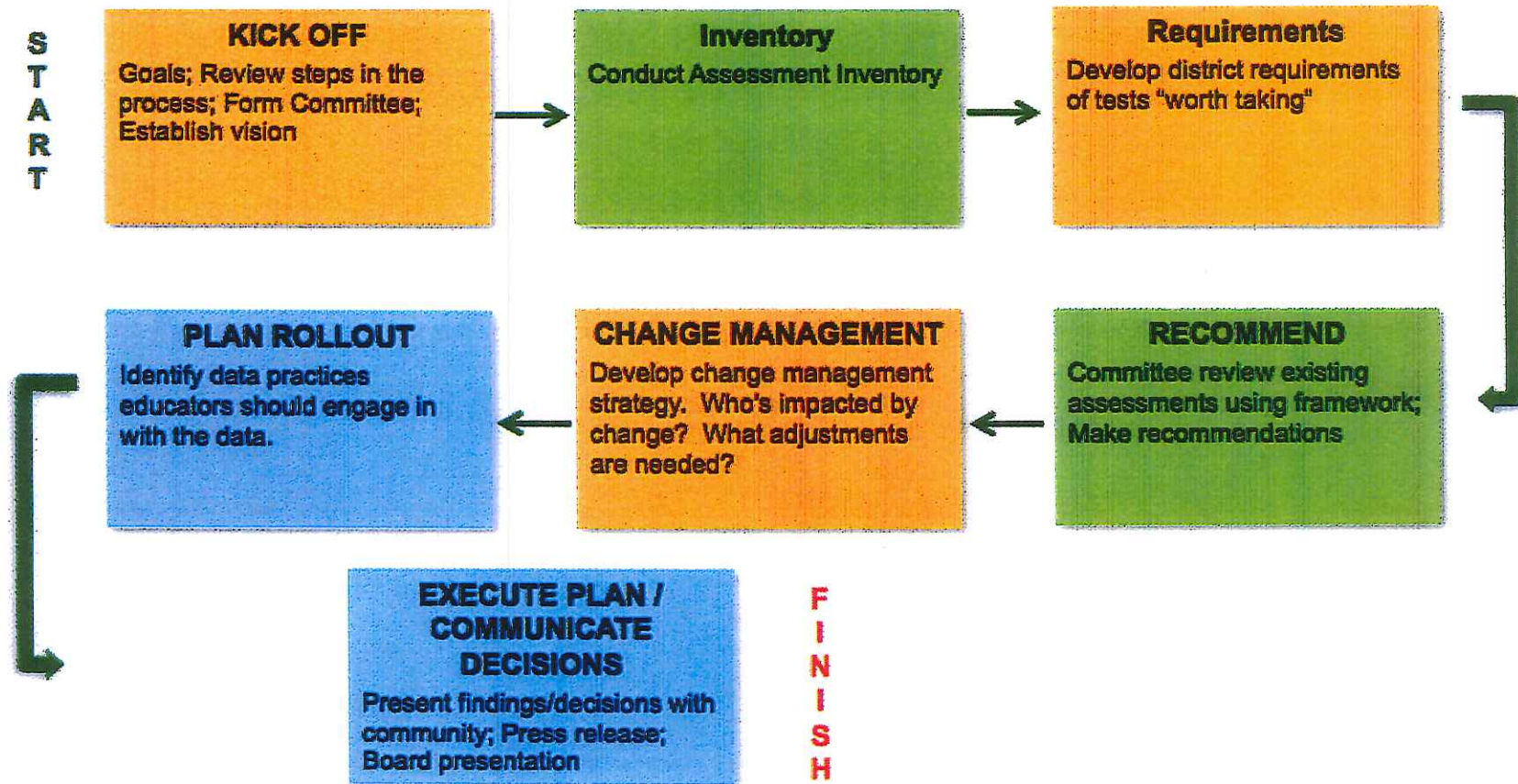
Gaps, Overlaps, Redundancies

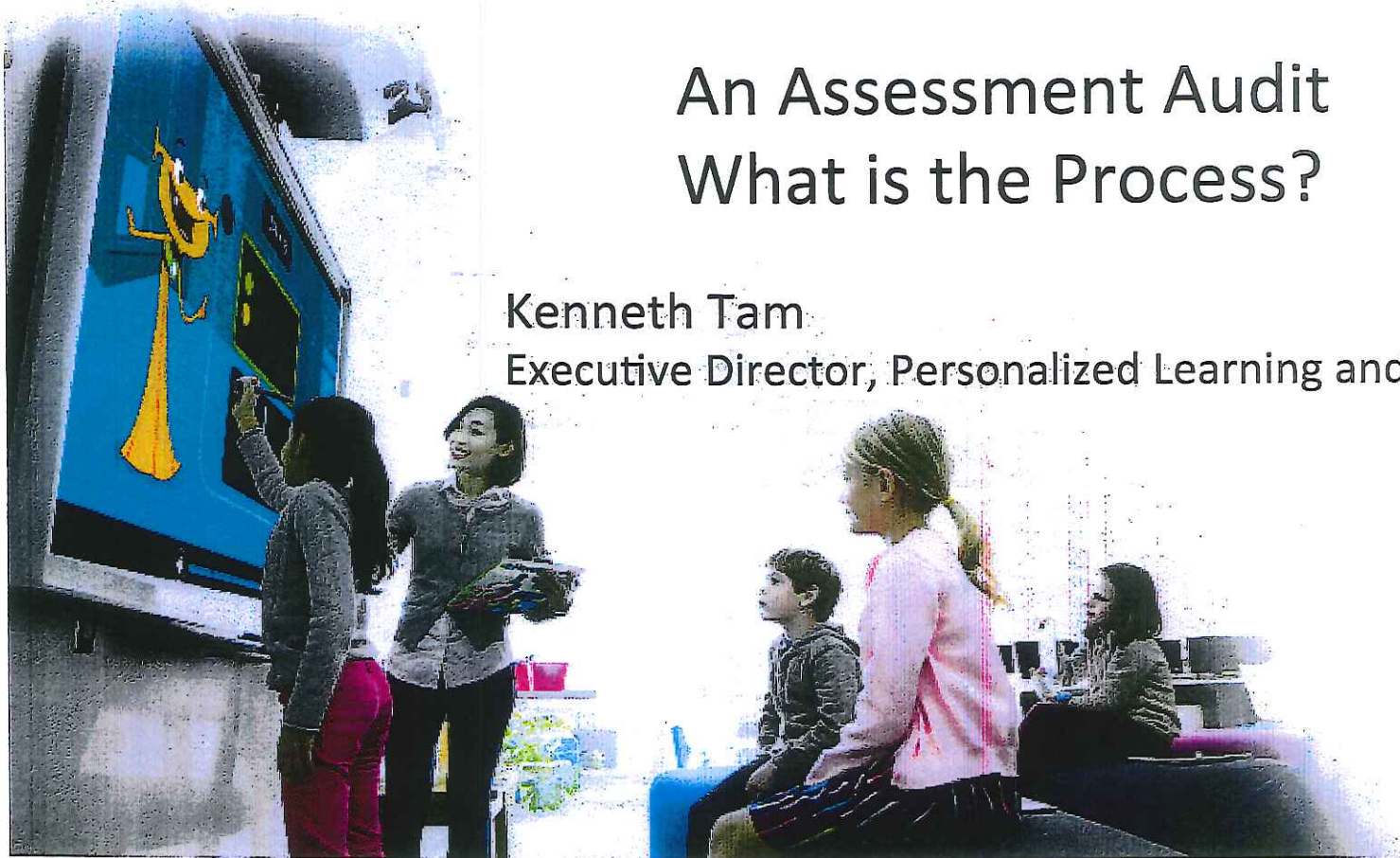
***Where do we go from
here?***



Assessment Audit - Ken Tam

Timeline





An Assessment Audit What is the Process?

Kenneth Tam
Executive Director, Personalized Learning and Assessment

Outcomes of an Assessment Audit

1. Identify the qualities of a test “worth taking”
2. Establish consistent testing across schools
3. Reduce duplicative assessments
4. Gain back instructional time
5. Improve assessment literacy

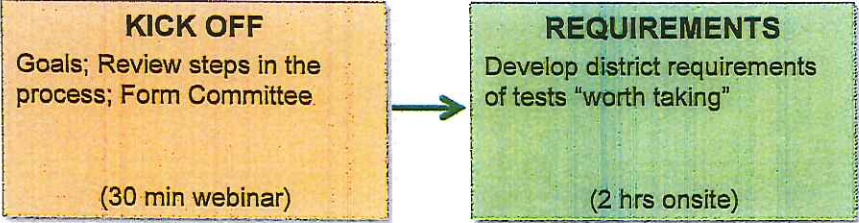
Defining Assessment Literacy

Teachers and administrators will be able to:

- Explain the purpose and use of student assessments
- Match assessments to specific uses
- Make appropriate inferences using assessment data
- Improve assessment practices
- Effectively communicate results to all stakeholders

Timeline

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Determining District Assessment Quality Requirements

1. Review CCSSO and WestEd (Center on Standards and Assessment) frameworks
2. Identify which criteria are important to you
3. Vote on top 3
4. Determine required evidence

Examples

Ability to ^{grow} growth + performance

1. Assessment informs instruction

* Align w/ standards, complexity

* Item quality, elicit skills and strategies

Instruction meets rigor of assessment

Change frequency of assessing standard(s)

PD for teachers

Predict performance on State tests

Alignment between items of

Change frequency of assessing st

PD for teachers

Predict performance on State

Alignment between items of
test and standard

Cost and time

Timeliness of getting back teacher
Suggestions/feedback

Student + Parent Reports - timely

Uniformity

Example: Assessment Qualities for "Test Worth Taking"

1. Measures Achievement and Growth

- Achievement – grade level placements, on/off grade level
- Growth – within and across years

2. Assessment informs instruction and aligned to standards

- Provides detailed next steps
- Shows sub-scores
- Connects to resources
- Provides PD/information to teachers
- Meets test specs on state tests (similar items)
- Report on Standards

Curriculum Associates Ready i-Ready

Example: Assessment Qualities for "Test Worth Taking"

3. Timely

- Results are immediate
- Limited teacher time required to administer test & score results

4. Predict Performance on State Tests

- Evidence of correlations
- Demonstrated Predicted accuracy

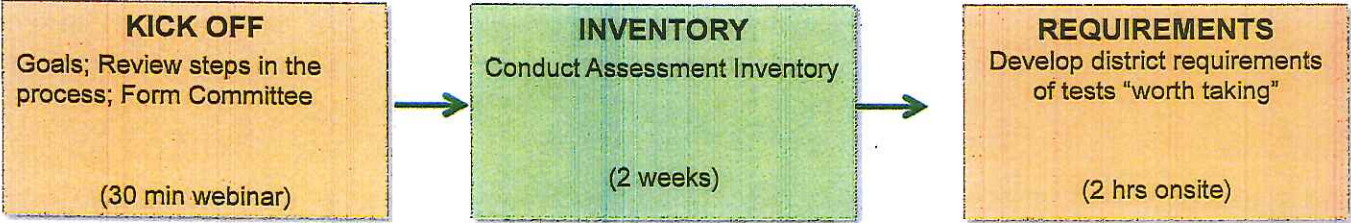
5. Inform Parents & Students

- Report/explanation for parents
- Easy for students to understand performance & areas for improvement

Curriculum Associates Ready i-Ready

Timeline

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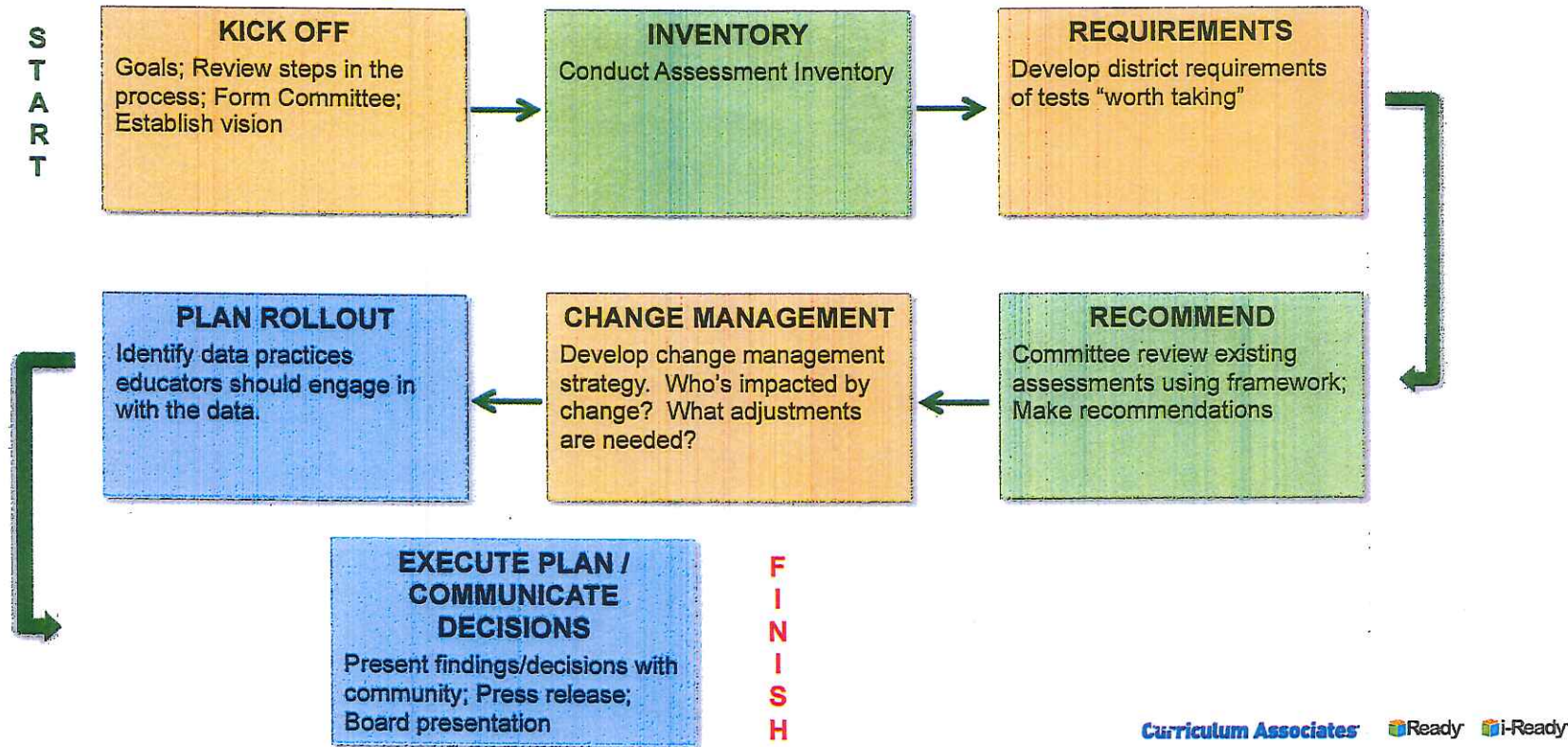


Assessment Inventory Worksheet

A useful first step in incorporating *i-Ready* into your district's broader assessment plan is to create an inventory of all current assessments in your district. By looking at all of the assessments at a glance, this exercise can help you identify opportunities to make your assessment program more efficient and better coordinated.

Assessment name and type <i>(e.g. screener, diagnostic, benchmark)</i>	Purpose/ Intended use of data	Is it mandated? If so, by whom?	Target student groups <i>(e.g. grade levels, special population)</i>	Subject(s) covered	Frequency	Month:												
						A	S	O	N	D	J	F	M	A	M	J		
Example: Universal Screener	Identify students who may be at risk for poor learning outcomes	No	All students	Math, ELA	Yearly	✓	✓											
Example: Unit Tests	Determine progress on grade-level content	No	All students	Math, ELA	Biweekly/ Monthly	✓	✓	✓	✓		✓	✓	✓					
Example: Benchmarks	Evaluate student performance at regular intervals to predict performance on end of year assessments	No	All students	Math, ELA	Quarterly			✓				✓						✓

Timeline





**making
classrooms
better places**
for teachers
and students

Curriculum Associates®

 Ready  i-Ready  BRIGANCE

Curriculum Associates®  Ready  i-Ready

2017-2018 Assessments with Required Data Entry					Updated 9/26/2017
District required assessments for all students by grade-level unless otherwise noted.					
2017-2018 Required Assessment Schedule					
Grade	Subject	State Required		District Required	
		ELL students only	All students	District	Curriculum
Kindergarten	ELA	ELPA21 (Feb)	VA/005 (F)	DN / IDEL (F, W, S)	Wonders / Marzano Units 2, 4, 6, 8
	Math		VA/005 (F)		
	Science				
Grade 1	Ed Tech CBA (state)				
	ELA	ELPA21 (Feb)		DN / IDEL (F, W, S)	Wonders/Marzano Units 1 & 3; Unit 4 Writing only
	Math				Math Modules 1 & 4
Grade 2	Ed Tech CBA (state)				
	ELA	ELPA21 (Feb)		DN / IDEL (F, W, S)	Wonders/Marzano Units 2 & 4 Reading & Writing; Unit 3 Writing only
	Math				Math Modules 3 & 5
Grade 3	Ed Tech CBA (state)				
	ELA	ELPA21 (Feb)	SBA (S)	DN / IDEL (F, W, S), MAP (W)	Wonders Units 1 & 3 Reading & Writing; Unit 2 Writing only
	Math		SBA (S)	MAP (W)	Math Modules 1 & 3
Grade 4	Ed Tech CBA (state)				
	ELA	ELPA21 (Feb)	SBA (S)	DN / IDEL (F, W, S), MAP (W)	Wonders Units 1 & 3 Reading & Writing; Unit 2 Writing only
	Math		SBA (S)	MAP (W)	Math Modules 1 & 3
Grade 5	Ed Tech CBA (state)				
	ELA	ELPA21 (Feb)	SBA (S)	DN / IDEL (F, W, S), MAP (W)	Wonders Units 1 & 3 Reading & Writing; Unit 2 Writing only
	Math		SBA (S)	MAP (W)	Math Modules 1 & 4
Grade 6	Ed Tech CBA (state)				
	ELA	ELPA21 (Feb)	SBA (S)	RI (F, W, S)	Writing Performance Tasks 1 & 2 - ALL STUDENTS
	Math		SBA (S)	MI (F, W, S)	Fast Start: Ch3 & Ch5 (Orange pathway); Ch14 Advanced 1 & Ch1 Advanced 2 (Orange Advanced pathway)
Grade 7	Ed Tech CBA (state)				
	ELA	ELPA21 (Feb)	SBA (S)	RI (F, W, S)	Writing Performance Tasks 1 & 2 - ALL STUDENTS
	Math		SBA (S)	MI (F, W, S)	Fast Start: Ch3 & Ch5 (Red pathway); Ch12 (Accelerated pathway); Ch4 & Ch5 (Algebra 1)
Grade 8	Ed Tech CBA (state)				
	ELA	ELPA21 (Feb)	SBA (S)	RI (F, W, S)	Writing Performance Tasks 1 & 2 - ALL STUDENTS
	Math		SBA (S)	MI (F, W, S)	Big Ideas Student: Ch3 & Ch5 (Blue pathway); Ch4 & Ch5 (Algebra 1); Ch5 & Ch9 (Geometry)
Grade 9	Ed Tech CBA (state)				
	ELA	ELPA21 (Feb)	SBA (S)	RI	DBA Pre/Post
	Math		SBA (S)	MI Pre-Algebra & Algebra 1 pathways	Big Ideas Student: Post Ch1 (Pre/Post); Ch4 & Ch5 (Algebra 1); Ch5 & Ch9 (Geometry); Ch5 & Ch9 (Algebra 2)
Grade 10	Ed Tech CBA (state)				
	ELA	ELPA21 (Feb)	SBA ELA	RI	DBA Pre/Post
	Math		SBA Math / Math EOC	MI	Big Ideas Student: Ch3 & Ch5 (Pre-Algebra); Ch4 & Ch5 (Algebra 1); Ch5 & Ch9 (Geometry); Ch5 & Ch9 (Algebra 2)
Grade 11	Ed Tech CBA (state)				
	ELA	ELPA21 (Feb)			
	Math				
Grade 12	Ed Tech CBA (state)				
	ELA	ELPA21 (Feb)			
	Math				

Key to Acronyms on District Assessment Summary

ELA: English Language Arts

ELPA21: English Language Proficiency Assessment for the 21st Century

WaKIDS: Washington Kindergarten Inventory of Developing Skills

DN: (DIBELS Next) Dynamic Measures of Basic Early Literacy Skills

IDEL: Indicadores Dinámicos del Éxito en la Lectura (Spanish version of DIBELS)

SBA: Smarter Balanced Assessment

MAP: Measures of Academic Progress

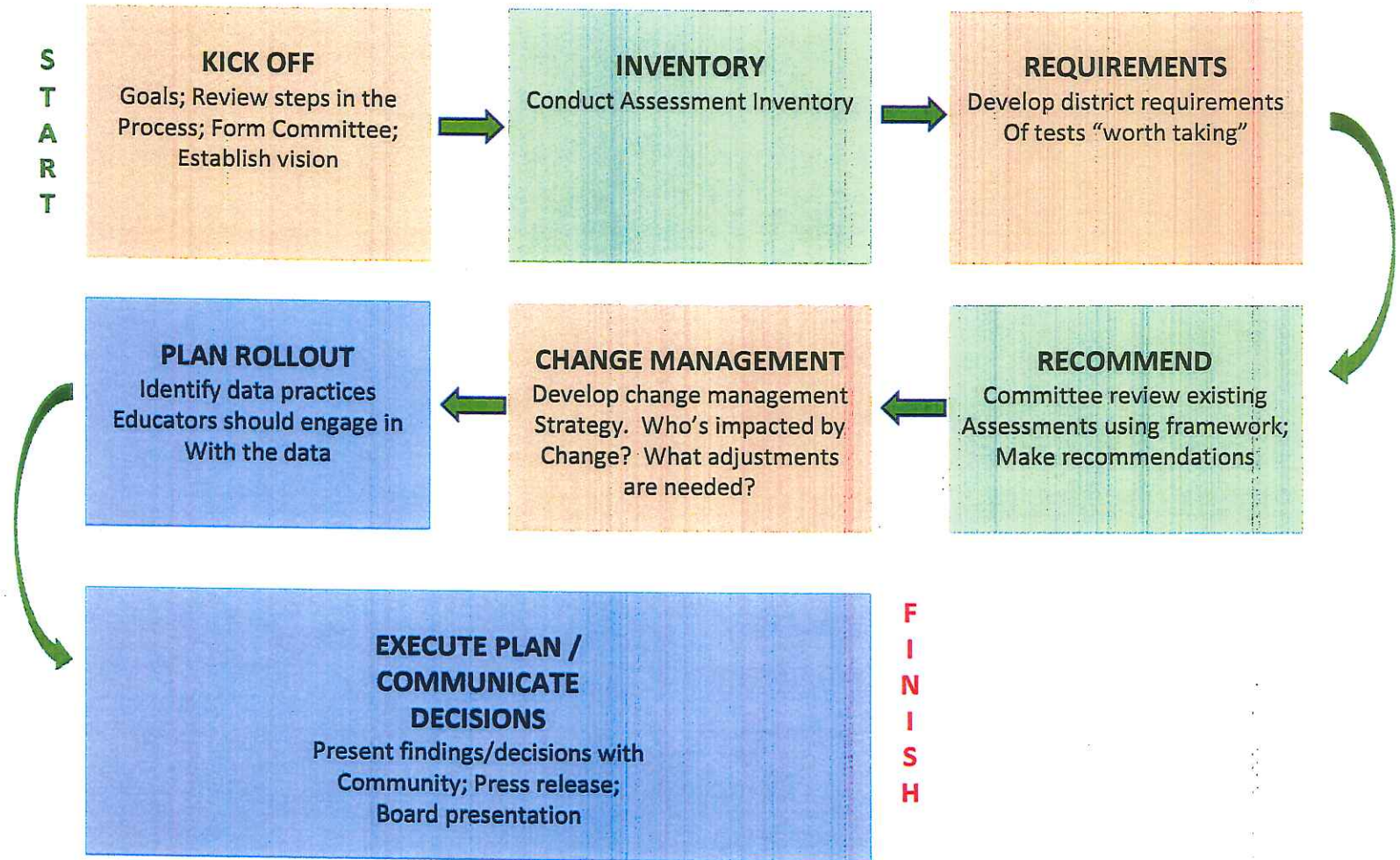
RI: Reading Inventory

MI: Math Inventory

CBA: Classroom-based Assessment

DBA: District Benchmark Assessment

Timeline



Ak-3/8/18-word

Assessment and Testing Questions:

1. What are all of the tests that each grade level is required to take?

- a. Refer to [17-18 Assessment with Required Data Entry](#) or the [2017-2018 Required Assessment Schedule](#)
- b. [OSPI state assessments](#)

2. What State Tests are legally required?

- a. It is a Federal requirement to test ELA and Math once each spring at grades 3-8, ELA & Math once each spring at grade 10. Science is required once each spring in each of the following grade levels: 5, 8, 11.
- b. The spring administration is the Accountability administration for ELA, Math and Science.
- c. Special Education students may utilize a different test if supported by their IEP i.e. WA-AIM.
- d. Students in grades 11 and 12 have additional option to test during the Fall test administration.
- e. For state summative tests, the state tells us In these grade level/content areas, all of these students falls under one of the following four: test with the on-grade level state assessment, the approved alternate (SpEd), Refuse or receive a Medical Exemption.
- f. ELPA21 assessment is required K-12 for all Transitional Bilingual Instruction Program (EL) students once annually.
- g. ELPA21 Screener is required for all students upon enrollment if English is not home language.
- h. For Kindergarten, Washington Kindergarten Inventory of Developing Skills (WaKIDS) is administered at the beginning of the school year. This is not a summative assessment, but an inventory of their skills as they start their school career.

3. What happens if students don't take certain tests?

- a. For state summative tests, the state tells us the student must fall into one of the four areas and the testing window is wide, absenteeism is not a viable reason not to test. The state does provide an avenue to exempt a student who experiences sudden, acute illness, students who have chronic, acute illness, but does not exempt students who are served by the district via Home Health services.
- b. **Schools/District** are dinged for not meeting 95% participation. Please see ESSA guidance.
- c. **For grades 3-8**, if a student does not take the Smarter Balanced test, there is no negative outcome for the student.

- d. **High school students** must meet standard for graduation.
 - i. If a student missed the spring grade 10 ELA and Math administration, they are encouraged to test during all subsequent administrations.
 - 1. We do see HS students avoid all of their required on-grade test events; however, the test event falls into a wide window on a specific date. After the specific test event, makeup sessions are available to the student through the end of the school year.
 - 2. The next administration is Fall Makeup administration
 - ii. Currently, high school students must pass ELA and Math state assessment or an Alternative Option for graduation.
 - 1. Alternate Options become available to the student only after the student attempted the on-grade test.

4. What does Refusal look like for parents, teachers, and the district?

- a. **Parents** (and students) may choose to Refuse state testing.
 - i. [WSD process](#) attempts to inform parents of the benefits of testing, testing to meet graduation requirements, and includes information about potential impact to their school and district.
 - ii. We often experience parents as wanting to refuse testing before they understand how it may or not impact the student.
- b. **Teachers** may not feel direct impact.
- c. **Schools** and **districts** are tasked to reach 95% participation.
 - i. The numbers of Refusals are not controlled by either schools or districts.
 - ii. The WSD process in place attempts to support parents' decision and promote testing.
 - iii. The Every Student Succeeds Act slightly changes the participation rate calculation. OSPI will distribute communications in the coming weeks about 2018 calculations. Remember: In Spring 2018, all 10th graders will be expected to participate in the math and ELA tests. 10th grade is the census testing cohort. 11th graders may take the tests if they need to meet the high school graduation assessment requirement. REMINDER: 11th grade students who did not test as 10th graders in spring 2017 in ELA, math, or both will still need to attempt the Smarter Balanced tests in ELA and math (or both), as applicable, to be eligible to pursue any of the state's approved assessment graduation alternatives.

- iv. [READYWA](#) is a coalition of state and local education agencies, associations and advocacy organizations that support college- and career-ready learning standards and assessments and has a webpage supporting [Opt In](#).

5. How much time on average are kids spending on testing whether they are formalized tests, unit tests, spelling tests- any kind of quiz or test?

- a. ELPA21 tests 4 "Domains" Entire test is about .5 - 1.5 hours depending on student's grade level and English proficiency.
- b. OSPI has suggested the following as Estimated Time for testing. This does not reflect values for the Alternate Option tests, as depending upon the student, the test itself may not be fully completed or it may take the student longer.
- c. The Assessment Committee is working to collect data regarding the time spent on district tests.

Grade Levels	Test	Content	Estimated Total Working Time in Hours
3-5	Smarter Balanced Assessment (SBA)	ELA	3.5
3-5	Smarter Balanced Assessment (SBA)	Math	2.5
5	Washington Comprehensive Assessment of Science (WCAS)	Science	1.5
6-8	Smarter Balanced Assessment (SBA)	ELA	3.5
6-8	Smarter Balanced Assessment (SBA)	Math	3.0
8	Washington Comprehensive Assessment of Science (WCAS)	Science	1.75
10	Smarter Balanced Assessment (SBA)	ELA	4.0
10	Smarter Balanced Assessment (SBA)	Math	3.5
11	Washington Comprehensive Assessment of Science (WCAS)	Science	2.0

6. How is the data from these tests being analyzed and implemented?

- a. Each building uses data from the state and local assessments to design and monitor a building level school improvement plan. These plans are submitted to the school board, and in many cases the state as well, in the Fall each year. District staff meet with building principals during the year to discuss implementation of the plans. Teams at each building meet multiple times during the year to review screening data to inform decisions about intervention services for

**Answers provided by Karen Allen
Assessment Coordinator**

students and monitor progress. District staff review plans and progress mid-year with all building LIT teams for a Continuous Improvement Planning Process review.

7. Are there any tests that we can remove?

- a. The District Assessment Committee is currently conducting an audit of assessments across the district in order to identify gaps, overlaps, and redundancies in our assessment system. We will look carefully at those local level assessments which are within our control to determine if there are areas we can work to eliminate overlaps and redundancies in testing.
- b. Districts must give state assessments as they are federally required.

8. What happens if we fail tests?

- a. District tests offer option to further support students' current understanding of content.
- b. Summative assessments capture endpoint data. Preliminary summative state assessment scores populate within 3.5 weeks of the end of the test event. Final score files arrive as late as September.