# Assessment Literacy: It's About Time!

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Assessment Literacy

To be assessment literate means that you understand quality assessments, how to gather accurate achievement information, and involve the students in the process of assessing and learning.

Based on the work of Rick Stiggins…
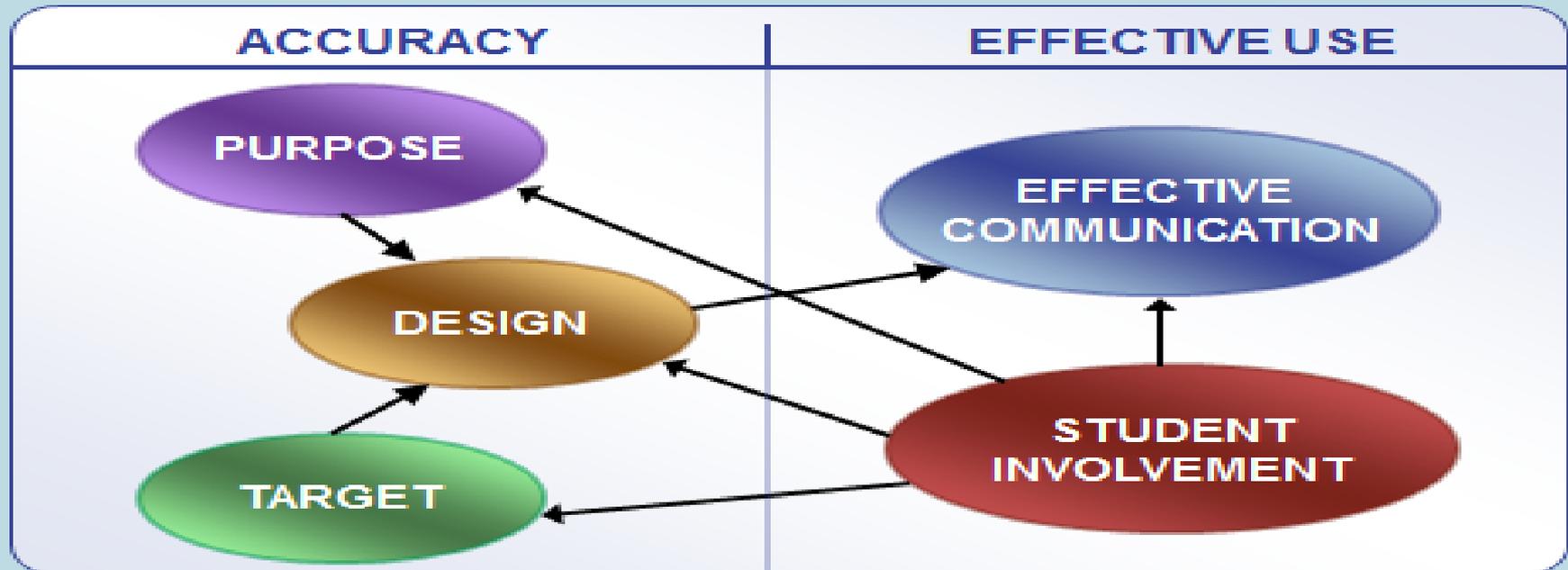
Assessment Literacy

Assessment Literacy...
- The link between curriculum, instruction, and assessment.
- It is not a prepackaged program
- A process for developing sound units of study with clear, student-friendly learning targets taken from complex content standards.
- Assessments are locally developed and match learning targets that reflect the learning taught within the unit
- Teachers develop instructional plans that include formative assessments and a process to scaffold student learning throughout the trajectory of learning
- Students are involved in the process and are provided feedback, opportunities to practice penalty-free, time to self-reflect and set learning goals

How Teachers Create Units

Learning Target	Lesson/Activity	How do you know students learned the target(s)? (FA)	What happens if students have not learned the target?	What happens if students partially learned the target?	What happens if students learned the target?	Summative Assessment
1	3	4	4	4	4	2

Why We Created the Assessment Literacy Network

- Gaps in grades in comparison to standardized testing scores
- Gaps between subgroups
- The need to link assessment and instruction
- Lack of student engagement and involvement in the learning process
- Review of research on the impact of assessment practices for low achieving students (Hattie, Stiggins, Chappuis, Black & Wiliam)

Black & Wiliam Research on Effects of Formative Assessment: 0.4 to 0.7 Gain

0.7 Standard Deviation Score Gain =

25 percentile points on typical standardized test (middle of score range)

70 SAT score points

4 ACT score points

Largest Gain for Low Achievers

Black, P. & Wiliam, D. (1998) Inside the Black Box: Raising Standards Through Classroom Assessment. In: *Phi Delta Kappan.* 80(2), 139-148.

Visible Learning: High or Low Impact

Hattie, John (2009). *Visible Learning.* New York, NY: Routledge.

1	Class size
2	Teacher/student relationship
3	Feedback
4	Homework
5	Ability grouping
6	Classroom discussion
7	Moving schools
8	Matching style of learning
9	Meta-cognitive strategies
10	Assessment-literate students
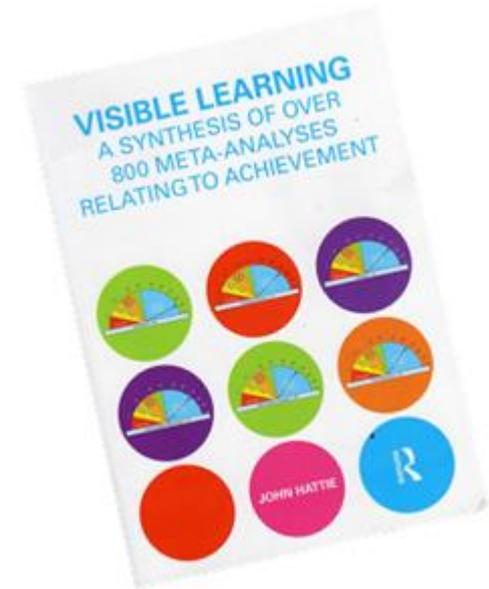
And the order is...

Assessment-literate students	1.44
Classroom discussion	.82
Teacher/student relationship	.75
Feedback	.72
Meta-cognitive strategies	.69
Homework	.29
Class size	.21
Matching style of learning	.17
Ability grouping	.12
Moving schools	-.34

How We Designed the Learning: Rationale

Training Method *How do we achieve it?*	Level of Impact	Evidence of Impact *What does this look like?*
Didactic presentation of theory & concepts	Awareness **KNOWING**	**Participant can articulate general concept & identify problems.**
Modeling/demonstration (i.e. live, video)	**Conceptual Understanding** **DOING**	**Participant can articulate concepts clearly & describe appropriate actions.**
Practice in simulated situations with feedback (i.e. role play, written	**Skill Acquisition**	**Participant can begin to use skills in structured or simulated situations.**

How We Designed the Learning: Rationale

LIFECYCLE OF A NETWORK

Instructional networks create space for reflective practice, peer learning, and/or problem solving. Networks may organize around a subject, grade level, or other professional learning community. They may form and dissolve or evolve into a formal structure.

5 years

Create Vision — Develop Framework, Culture — Engage/Impact Hundreds of Teachers

Research & Development → Forming → Scaling Up → Institutionalized

- Culture & Diversity Task Force
- Science Workgroup
- Everyday Math
- Teacher Evaluation
- Study of Early Literacy (SOEL)
- Adaptive Leadership
- Assessment Literacy
- Reading Apprenticeship
- Instructional Consultation
- Writing Collaborative

Our Network Model

- Not a "sit and get"
- Allows for collaborative, reflective learning

- Co-constructed with local districts organized around <u>three key ideas</u>:
1. Teacher Networks – core group that grows and connects with other teacher groups in school buildings and districts
2. Teacher Empowerment - empowering teachers to research, investigate, and create the instructional approach to which they will commit to enacting within their classroom
3. Teacher Leadership – develop a group of teachers to direct and shape the structure of this work and moves forward by creating a plan to roll out across buildings, districts, and the county

Structure of Network Meetings: Building Teacher Capacity Through Fostering Teacher-Leadership

Year One

- Teachers engage in a year of learning around assessment literate practices
- Supported to design and implement this process with two units, complete reflection journals, administer pre/post surveys to students, and collect their own data
- Teachers report their findings, challenges, and successes
- Teachers recruit two more teachers from their building to come to an overview training
- These new teachers will be lead by the teachers attending network meetings

Structure of Network Meetings: Building Teacher Capacity Through Fostering Teacher-Leadership

Year Three
- Teachers engage in a year of continued learning around assessment literate practices **AND** leadership skills
- Teachers have continued support to design and implement this process with two **more** units, complete reflection journals, and collect their own data of the process to report to the network during meetings
- Teachers continue to hone and learn facilitation skills as they experience different protocols during network meetings
- Teachers begin leading protocols during network meetings
- Blended-learning option to continue network support
- Teachers continue to facilitate learning with the new teachers that attended the overview training
- To grow the group within the building, the new teachers invite two more teachers to the overview training

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Structure of Network Meetings: Building Teacher Capacity Through Fostering Teacher-Leadership

Year One
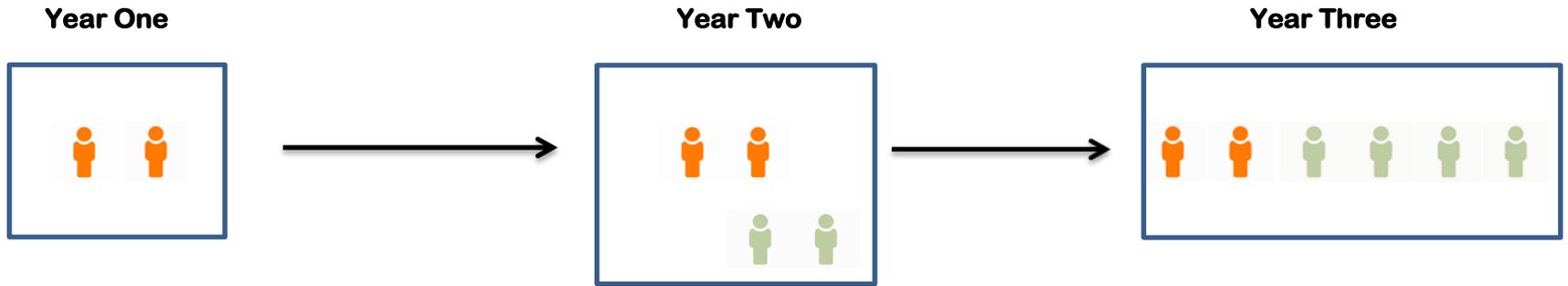
Year Two

Year Three

Year One: - Teacher leaders attend ISD network meetings

Year Two: Teacher-Leaders recruit two teachers from their building to facilitate learning around assessment literacy

Year Three: Teacher-Leaders recruit two MORE teachers from their building to facilitate learning around assessment literacy

Teacher-Leader

New Teacher

Structure of Network Meetings: Building Teacher Capacity Through Fostering Teacher-Leadership

County — Provide training and support county wide. Advocacy work

Support District — Provide training and support for district

Facilitate Small Group — Develop Agendas, support colleagues, provide feedback

Application of Content — Implement, action research, show results
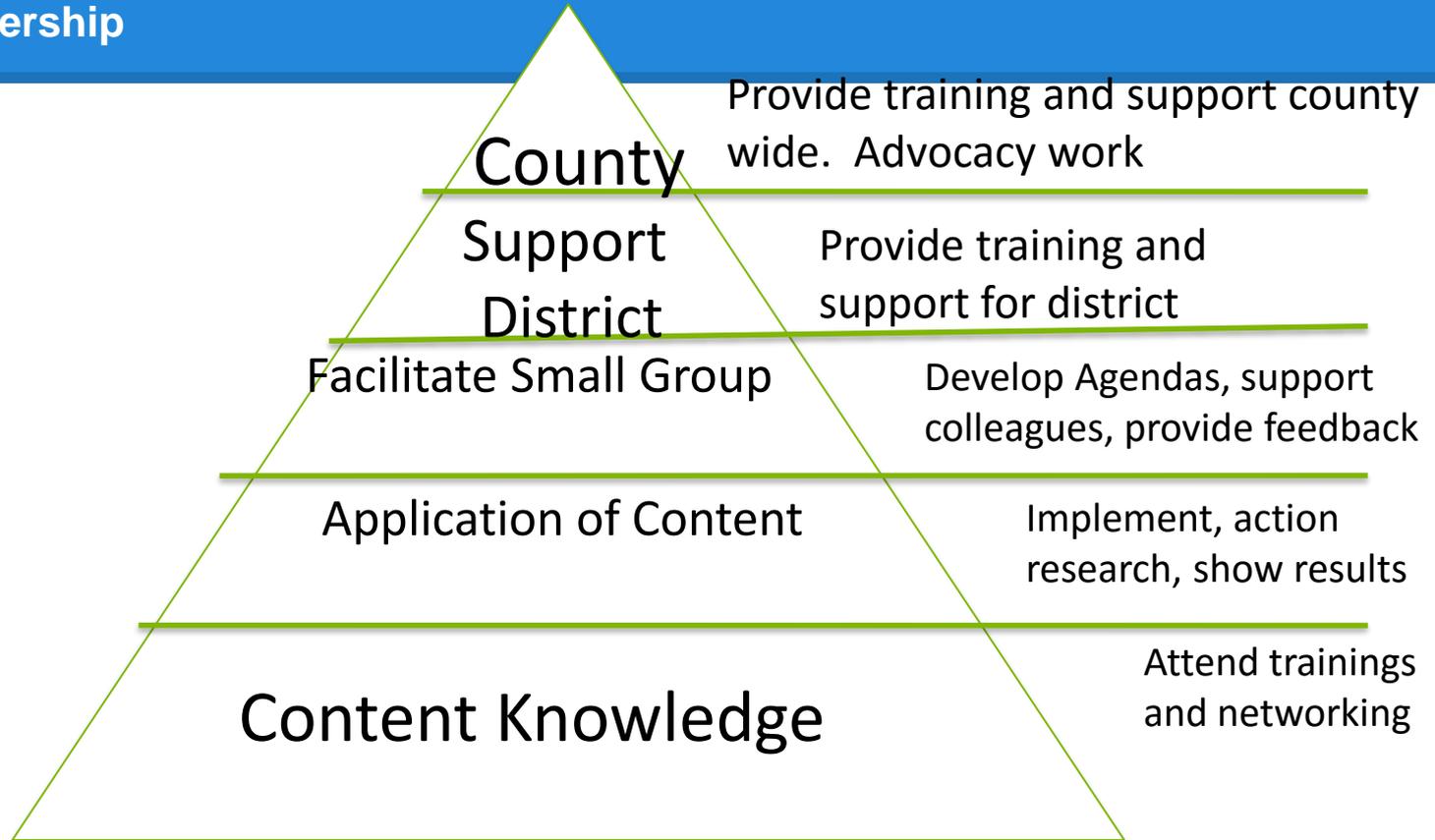
Content Knowledge — Attend trainings and networking
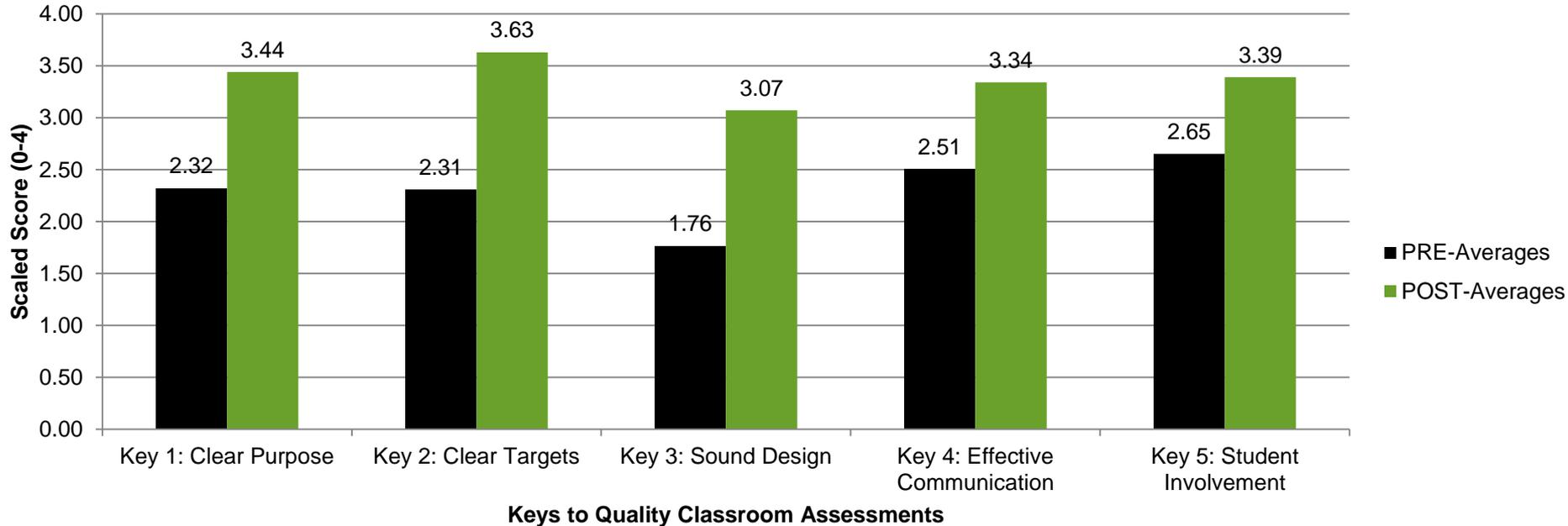
Data to Support the Work: Our Findings
Student Surveys

- Answer choices for each question…
  - Always
  - Usually
  - Sometimes
  - Rarely
- Question 7 (felt) answer choices…
  - confident.
  - neutral.
  - nervous.
  - anxious.

Data to Support the Work: Our Findings

Student Surveys

1. **Before** my teacher presented the lesson in this class, I knew specifically what I needed to learn.

2. **After** my teacher presented the lesson in this class, I knew specifically what I needed to learn.

3. If I didn't learn something the first time my teacher presented in this class, I knew my teacher was going to give me more chances to learn it.

4. **Feedback** on practice activities/assignments during this lesson in this class helped me understand what I knew and what I still needed to learn or practice.
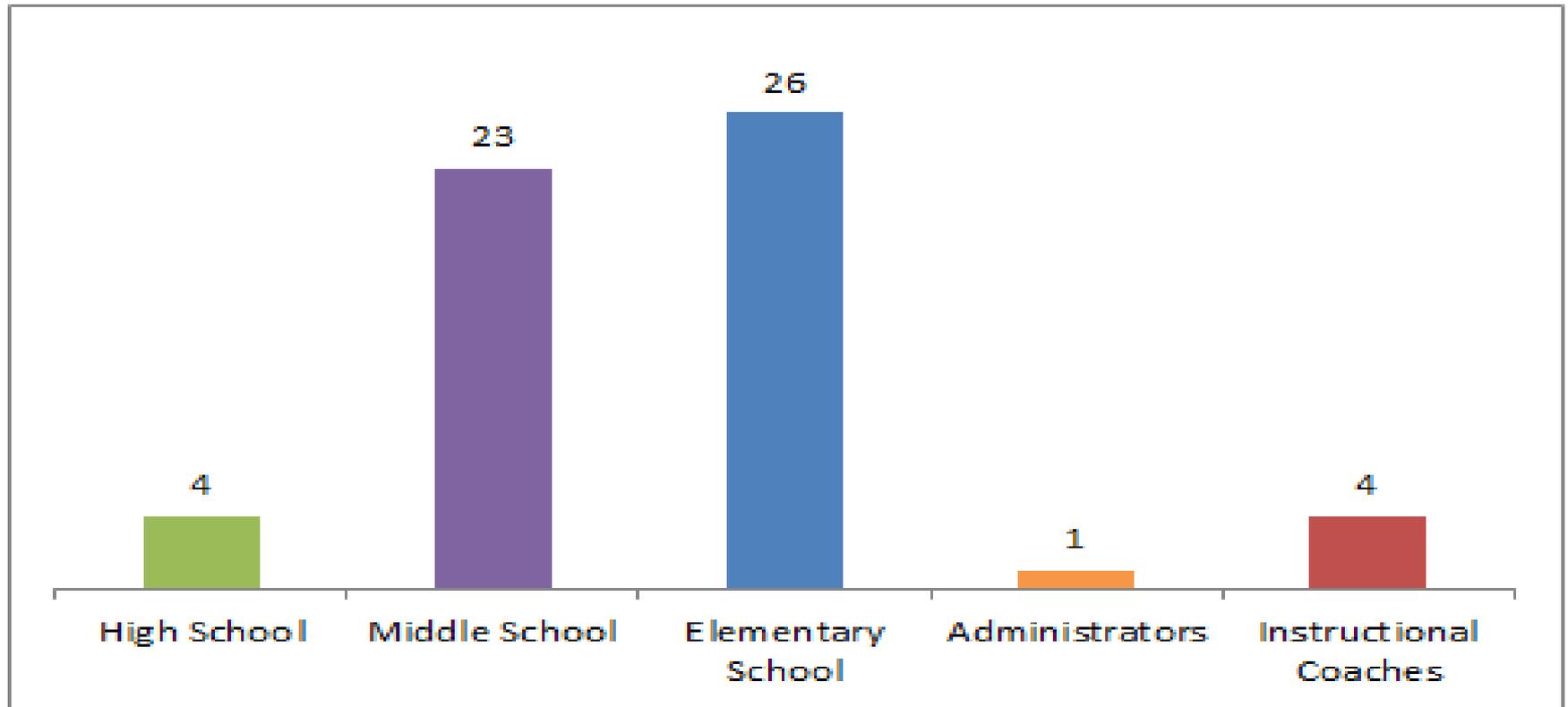
District A: Elementary - Math
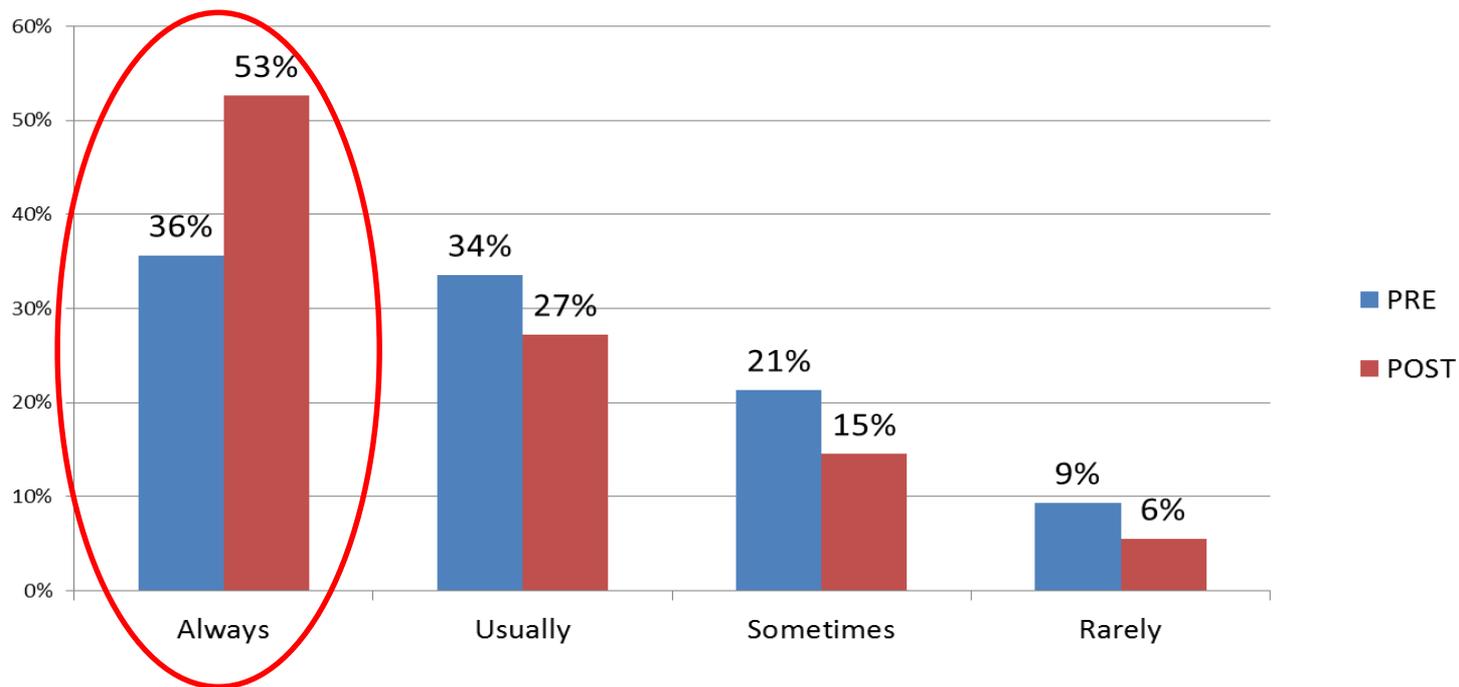
District B: Middle School - SS
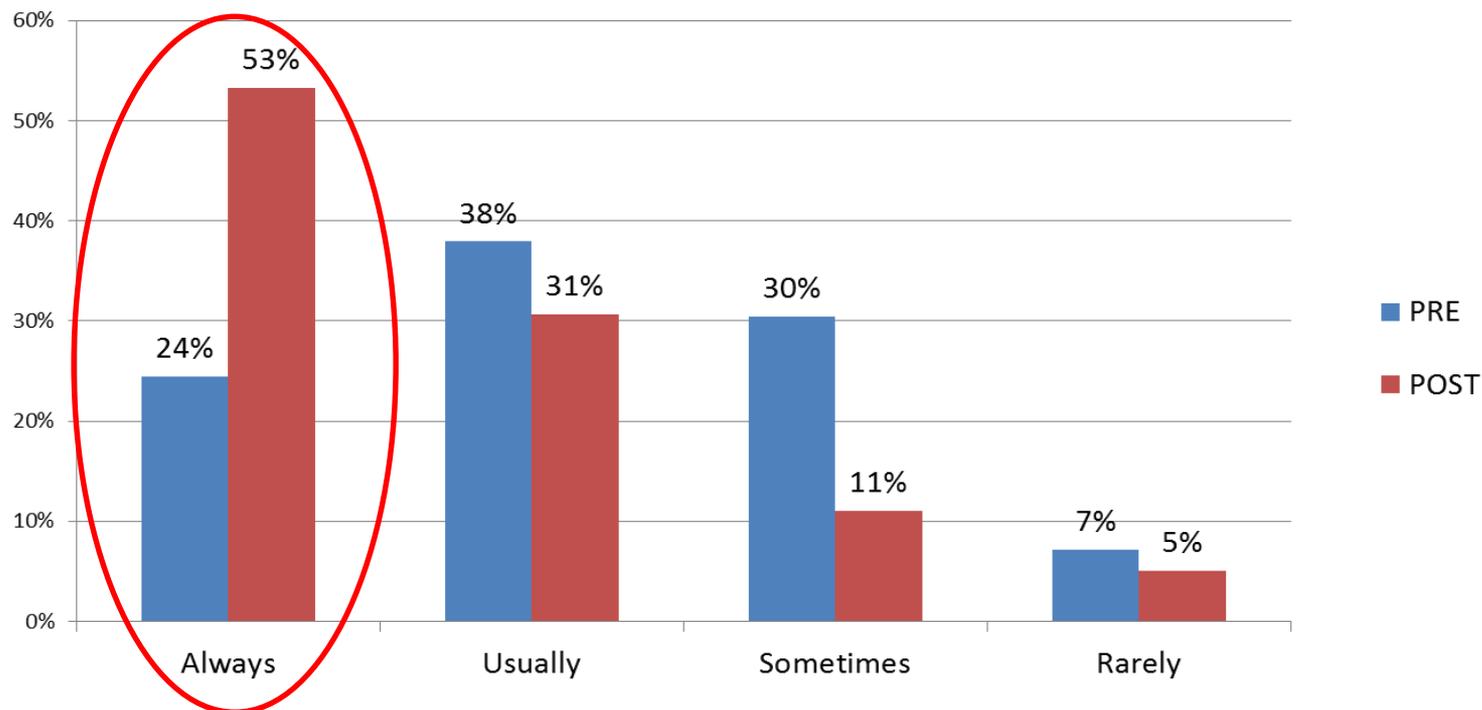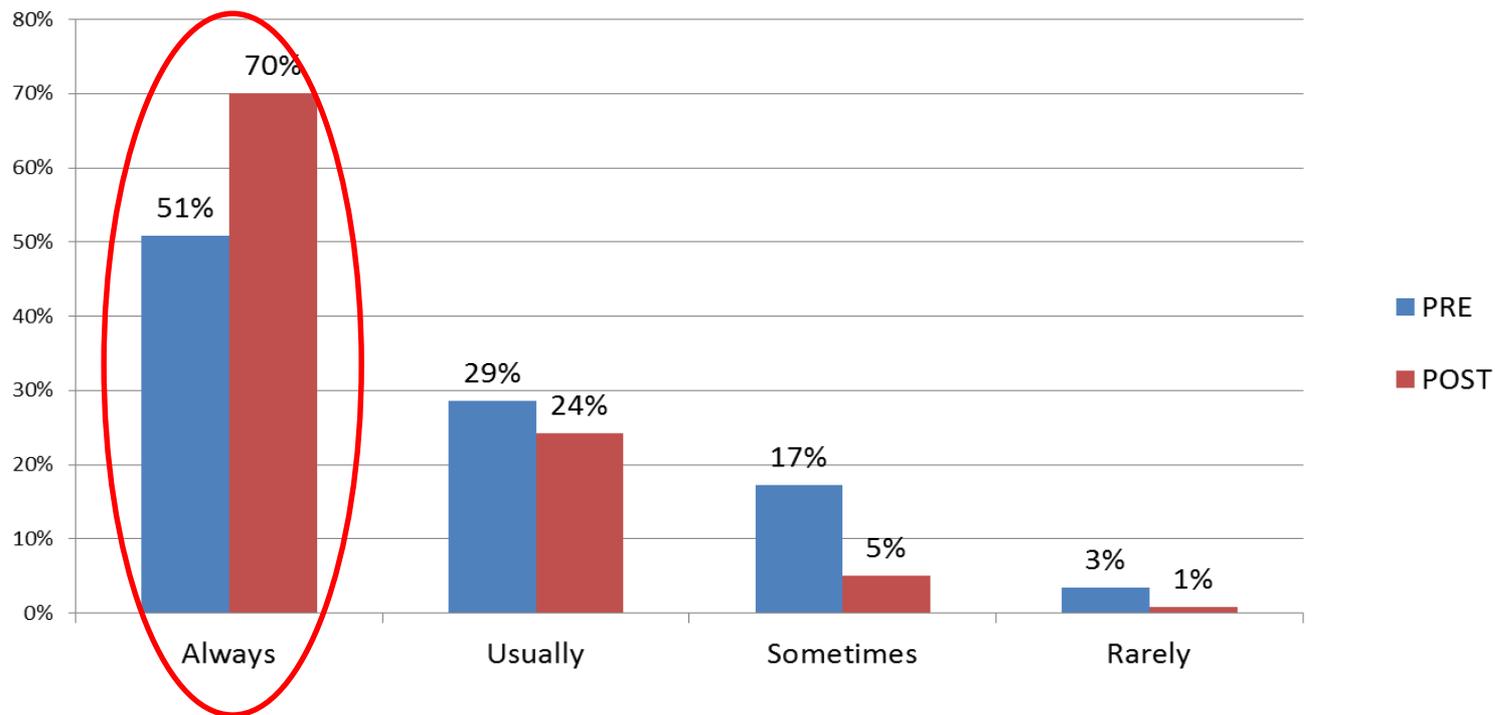
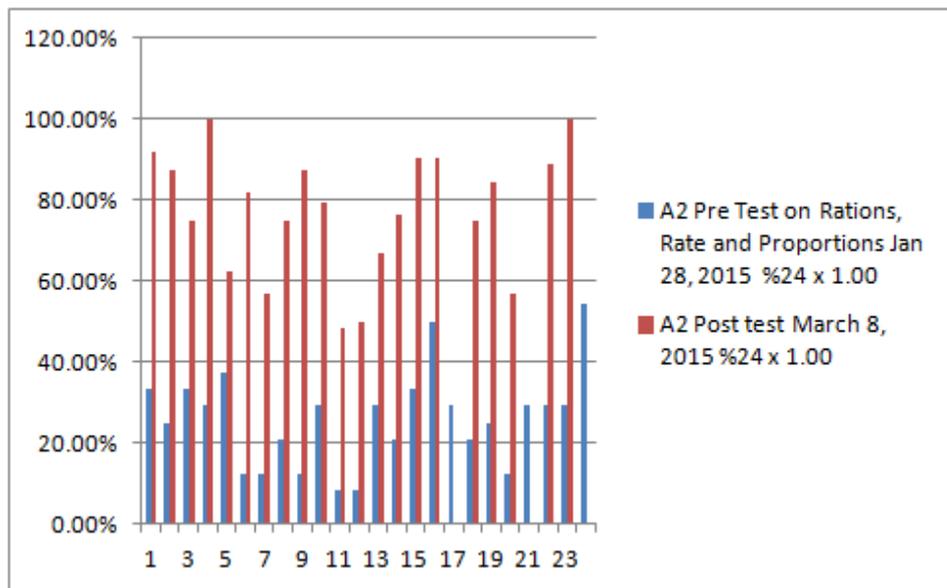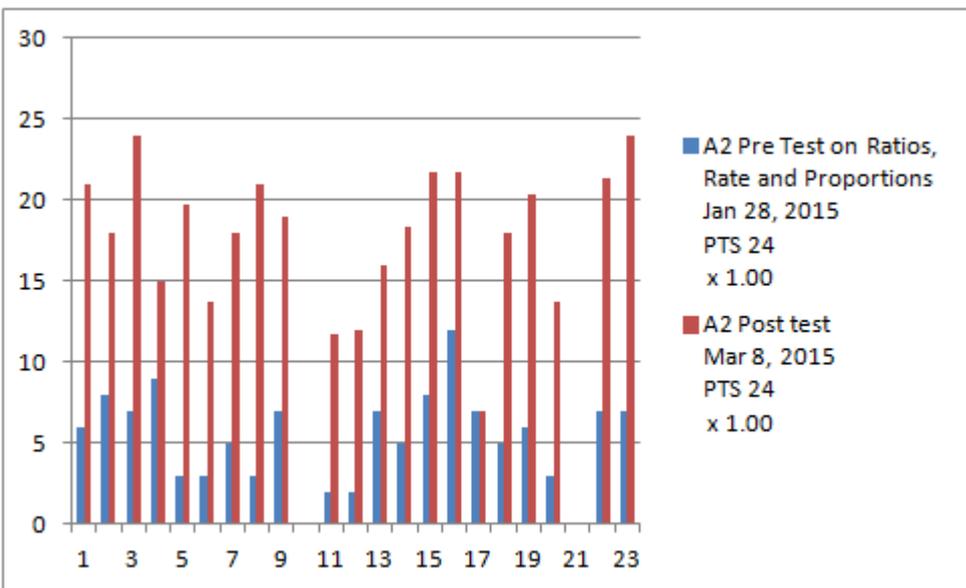# Cohort I Participants: Teachers, Administrators, Instructional Coaches
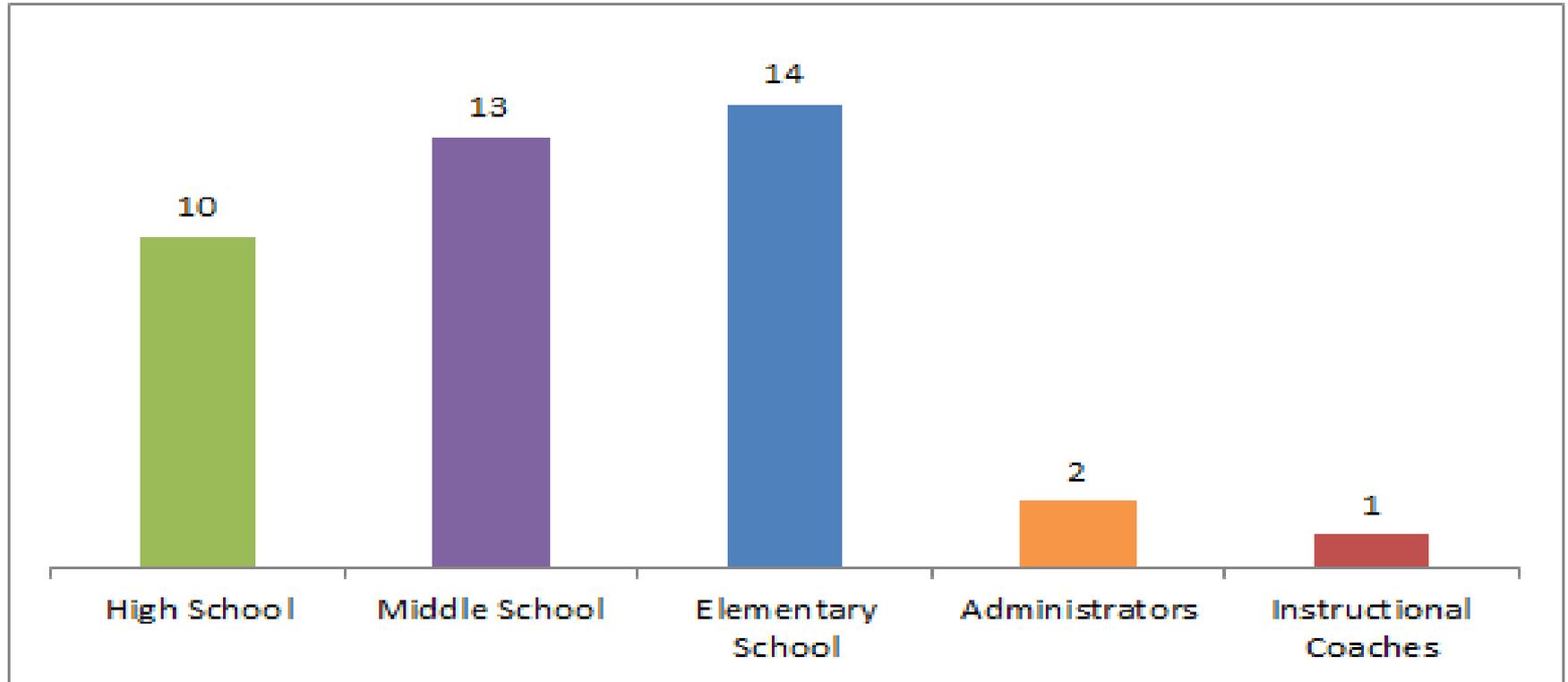
Cohort II: Teachers, Administrators, Instructional Coaches

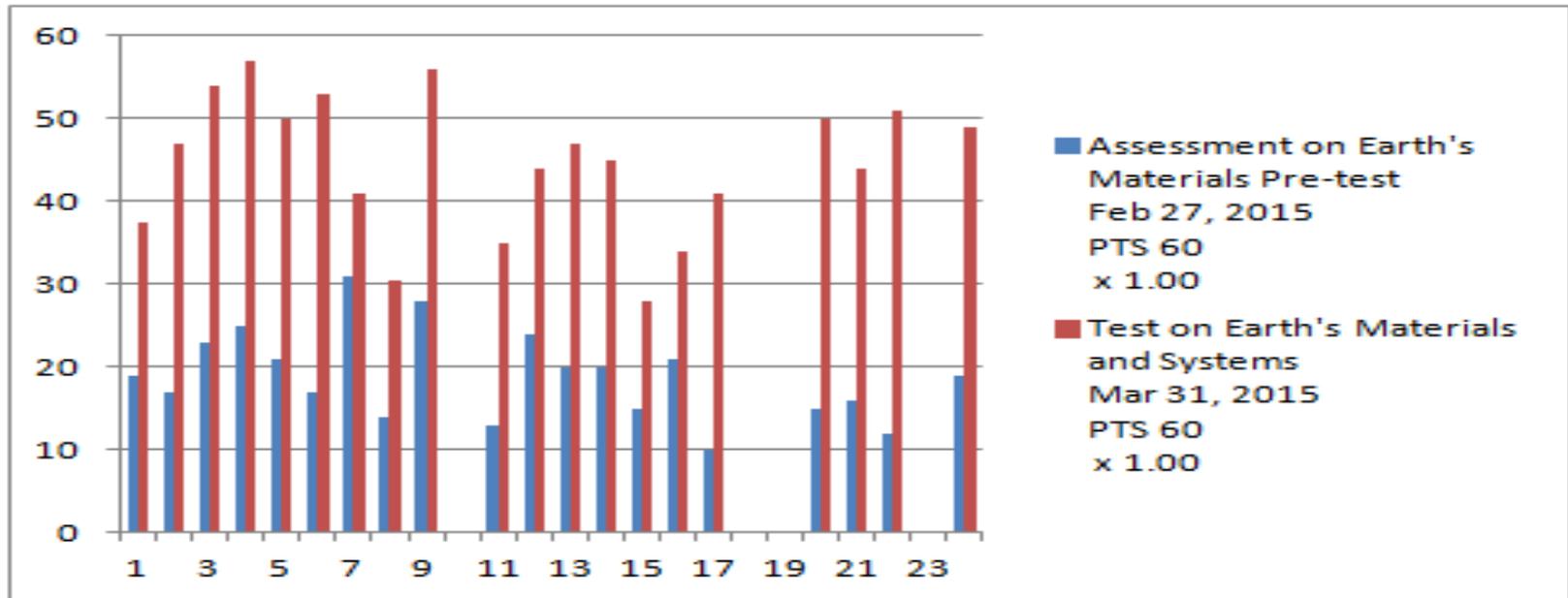# Data to Support the Work: Our Findings Classroom-Level Student Achievement Data

Data from a pre and post Mathematical assessment after using I can… statements to understand target goals. This class had a 24.4% on their pretest and a 74.4% on their post test. That is a 50% difference in scores and a knowledge base that has tripled in student growth!

Data from pre- and post-testing on Earth's Materials and Natural Disasters

Middle School Astronomy Unit Test
Pre- and Post- Comparison

Average of 55% growth
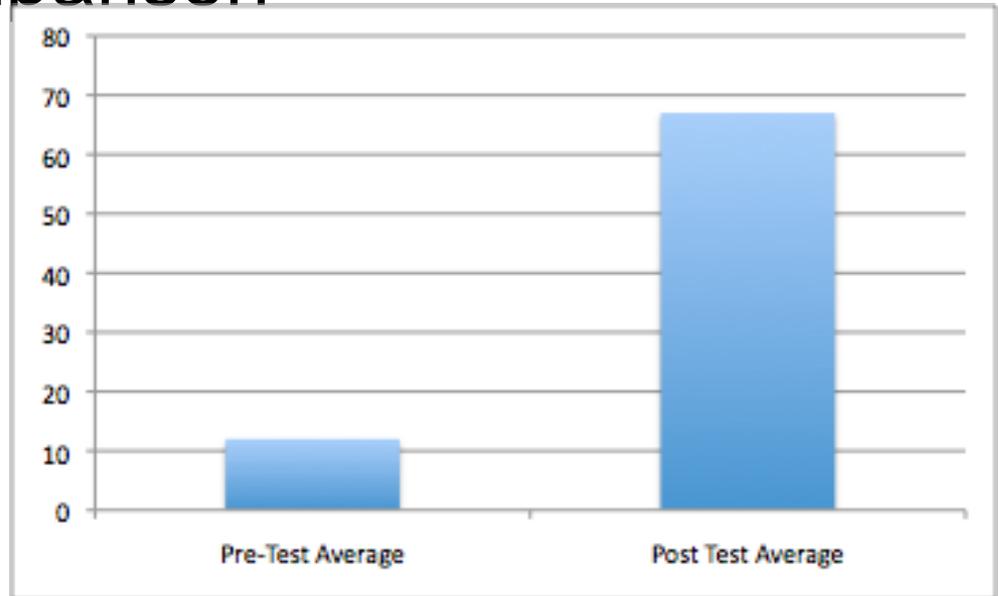
Pre- to Post-test data sample for Physics Unit - Overall 52% average growth for all students.
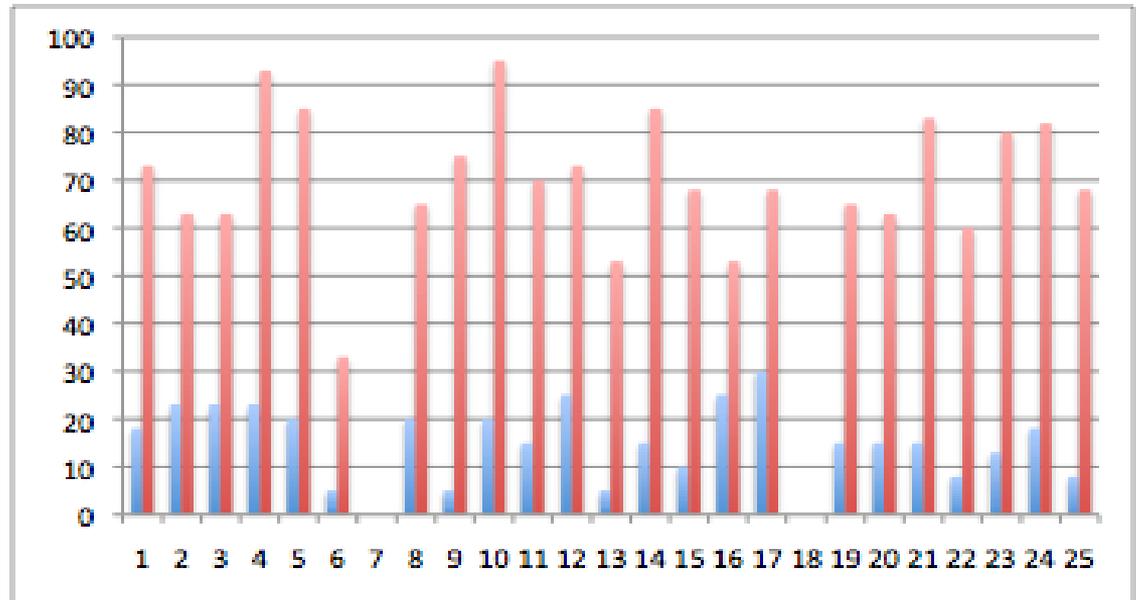
Data to Support the Work: Our Findings Classroom-Level Student Achievement Data

Period	Mean Pre-Test	Mean Post-Test	Percent Increase
1	15	68	53
3	20	77	57
5	16	70	54
6	19	66	47

Middle School
Seventh Grade Science Astronomy Unit

Data to Support the Work: Our Findings Classroom-Level Student Achievement Data
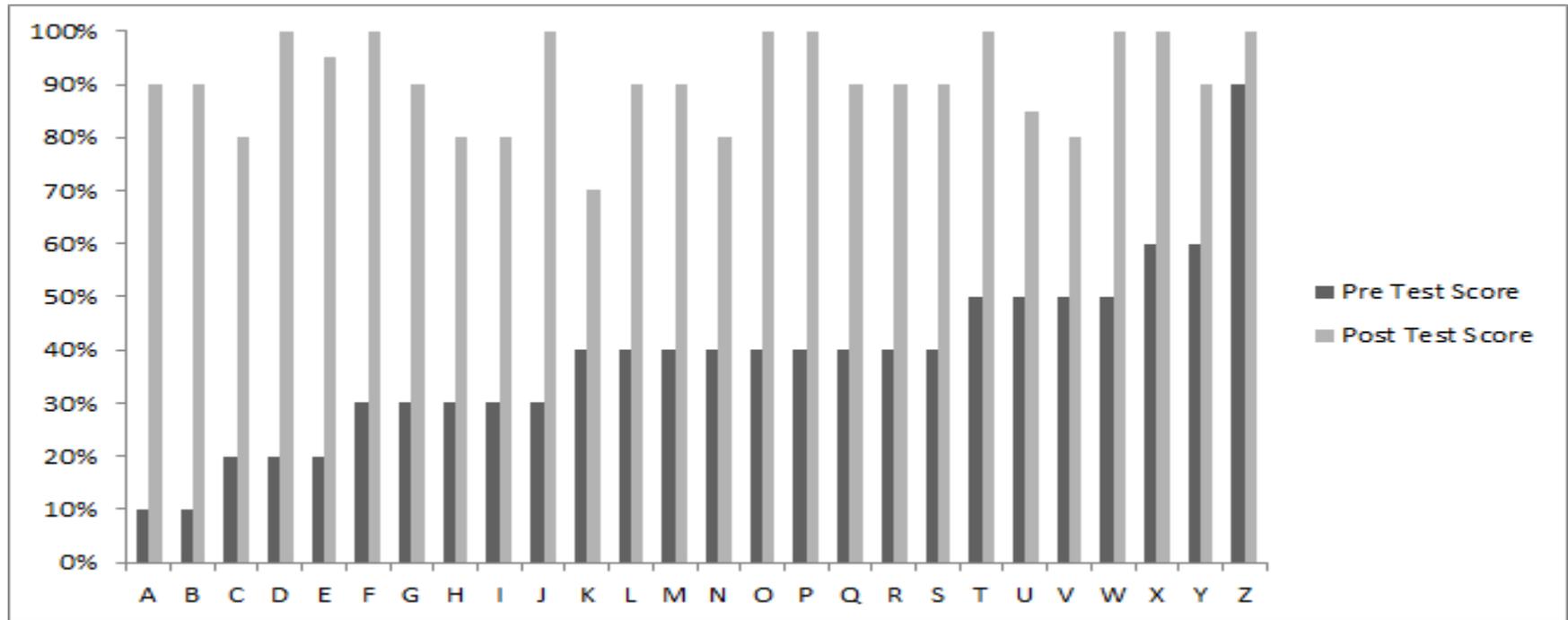
Elementary School
Third Grade Measurement Math Unit

Data to Support the Work: Our Findings Classroom-Level Student Achievement Data

Description of Group	Teacher A (trained in Assessment Literacy)	Teacher B	Teacher C
Students at or above proficient	4%	0%	7%
Students close to proficient	0%	0%	0%
Students far from proficient	96%	100%	93%

Data to Support the Work: Our Findings Classroom-Level Student Achievement Data

| Description of Group	Teacher A (trained in Assessment Literacy)	Teacher B	Teacher C
Students at or above proficient	96%	38%	50%
Students close to proficient	4%	12%	19%
Students far from proficient	0%	50%	31%

But, my students won't do the work if I don't grade it…
High School World Language: French

How did you enjoy this unit compared to others?

How difficult was this unit compared to others?

How much work did you complete in this unit compared to others?
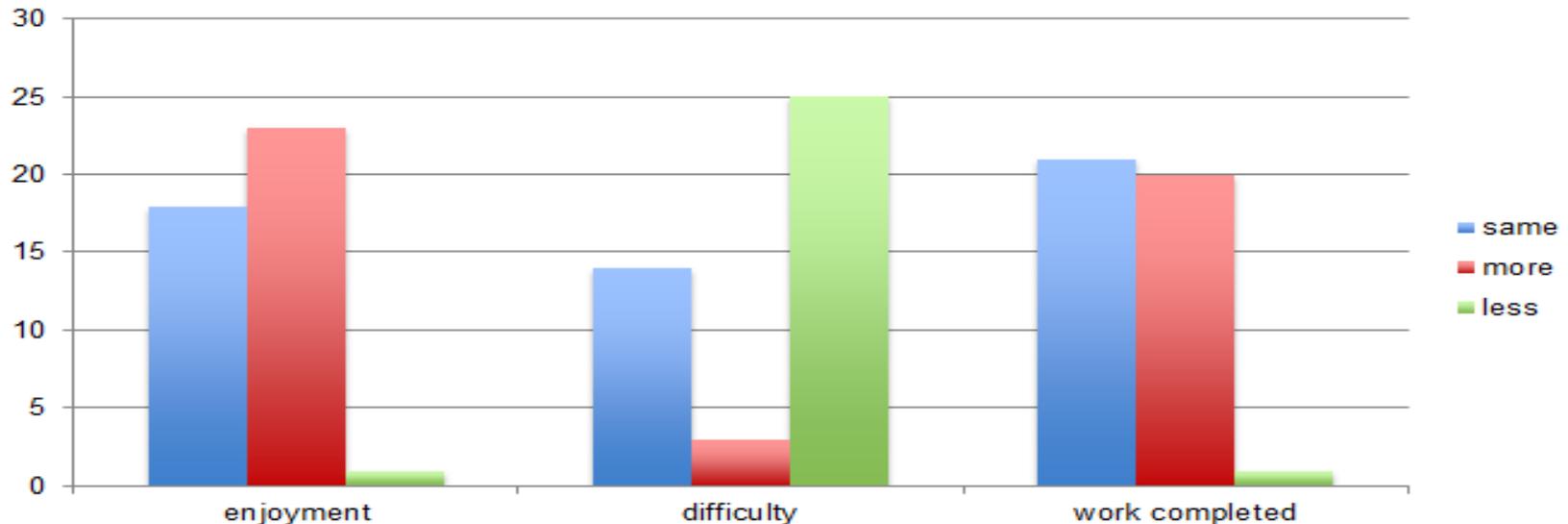
"I have noticed that my planning, teaching, assessing and feedback are all more focused and this clarity has been evident in my students as well. I feel much more fulfilled professionally because I have been able to clarify and truly understand the purpose for everything I do. While this has taken more work up front in preparing and planning for teaching, it has allowed me to be more focused in the feedback that I give, which has saved me time on grading while also providing more meaningful feedback to my students. The biggest difference I have seen is in a drastic improvement in student engagement, especially in my lowest performing students. They are now eager to learn and complete the assigned tasks because they see a clear purpose for all of the work that they do. Additionally, because they truly understand my expectations and how they can meet (and exceed) them they are able to accurately assess both their own work and their peers'- identifying strengths and weaknesses and understanding how to improve. **All** of my students now have the tools needed to truly be responsible for their own learning."

Teacher Voices

Middle School Science

"I just wanted to thank you and Sandy for all that we have been able to accomplish with the principles and the time that Assessment Literacy has offered us. We had the unique opportunity to be able to be part of Cohort II together. As the two 7th grade science teachers, Assessment Literacy has given us a chance to really collaborate on all aspect of our units. We have seen results already in the form of our district mandated Assessments, as Kathleen and I, using a common unit, lessons and assessment, represented the top growth in our school for our first or A1 assessment. We have accomplished this by having the time to collaborate and really target our goals, teaching and assessment. So thank you both for all you do, in the learning and the collaboration time we were given."

Teacher Voices

High School World Language

"Having the opportunity to complete this training has been of real benefit to me and the students in my classroom. I have been able to really spend time thinking about my standards and understand them better than ever. This has helped me to clarify the topics that I should focus my attention on as I design my assessments and implement my lessons. One surprise for me was how much my students appreciated the opportunity to get feedback on the formative assignments and the fact that they put so much effort into their speaking quizzes and class posters even when they knew they would receive no grade. Another unexpected benefit was that sitting down with my standards sparked a lot of creativity for me. I was able to create summative assessments that were more meaningful in terms of the subject matter and was able to find test formats that better allowed students to demonstrate their learning. My students were very vocal about how much more they liked the opportunity to take a different kind of test and felt it was more meaningful."

Example of Teacher-Created Units

Examples of Teacher-Created Units

Evidence of Change in Teaching Practices Cohort II

- Creating <u>and</u> teaching two full units
- Deconstructing standards
- Tracking and using formative assessment data to steer instruction
- Students aware and engaged with learning targets
- Giving effective feedback

Evidence of Change in Teaching Practices Cohort II

- Grades <u>only</u> reflecting student learning
- Explicit teaching of the standards because of the deconstructing process
- Teaching is more focused and refined
- Thinking about how to change the grade book system to reflect learning targets
- Students setting goals and self-assessing

Evidence of Change in Teaching Practices Cohort I

- Creating alternative assessments
- Better understanding of standards
- More comfortable writing learning targets
- Removing <u>unnecessary</u> units/lessons/assignments
- Beginning to train other staff members
- Giving more effective feedback
- Use of rubrics to assess learning targets
- Use of different formative assessment methods

Questions

Contact Information

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