Presenters

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Presentation Overview

- Attributes of and practical steps for developing a comprehensive assessment system.
- Implementation of a balanced and comprehensive assessment.
- Making it work in districts - implementation of audit results.
- Demonstration of the Assessment System Visualizer Tool developed by Center on Standards and Assessment Implementation
Current Assessment Context

• Testing has not gone away
• Requirements under ESEA remain
• All students tested grades 3-8, once in high school
• Reading/language arts, mathematics and science
Current Assessment Context

The Every Student Succeeds Act (ESSA) and Testing Action Plan provides opportunities for rethinking assessment systems and focusing on:

• Streamlining assessment systems, eliminate unnecessary or redundant assessments
• Reducing the amount of instructional time that is allocated to testing
• Using multiple measures for educational decision-making
• Strengthening link between assessments and student learning
Why Develop a Comprehensive Assessment System...

- To ensure that state and local assessment systems are drawing data from multiple sources for informed decision-making
- To reduce the amount of burden assessments place on school staff and instructional time
- To ensure coherence in assessments across different levels (state, district, school)
- To ensure that assessment purposes are aligned to the same standards and objectives
Principles of a Comprehensive Assessment System

• Includes multiple assessments that work in unison.
• Ensures that each assessment serves a specific purpose or addresses a specific need.
• Ensures that each assessment is fair and accessible to all students.
• Draws from high standards of technical quality.
Principles of a Comprehensive Assessment System

• Makes use of existing and emerging technology that effectively and accurately assesses students.

• Provides clear guidelines for appropriate test administration.

• Ensures that assessment system is designed to minimize burden on staff capacity, instructional time, and cost.
Considerations for a Comprehensive Assessment System

**Purpose**
- What is the purpose of each assessment?
- How will assessment data be used?

**Alignment (within and across system)**
- How do assessments align with stated learning goals and content standards?
- How do assessments align across learning continuum?
- How do assessments align with different parts of system (state, district, school)?

**Balance**
- Benefit/value vs. cost/burden
• Assessments generally developed for primary purpose
• Purpose lays the foundation for the numbers and types of assessment
• Agreement about purpose and use imperative
• Avoid unintended consequences with transparency of purpose
Alignment

- Within and across the learning continuum
  - Vertically within the learning continuum
  - Horizontally across the different parts of the system (state, district, school)
- All work in support of the learning goals or standards
- Levels of the system have particular roles to play to support the alignment
Balance

A balanced assessment system identifies trade-offs for each assessment in a system, seeking balance between benefits/values and costs/burdens.

**Examples of benefits/values:**
- Information
- Meeting stakeholder needs
- Meeting program and policy needs

**Examples of costs/burdens:**
- Funding
- Time
- Stakeholders’ perceived benefits
Recommendations for Designing a Comprehensive Assessment System

• Develop a framework that can be used to build common understanding of comprehensive assessment system.

• Engage stakeholders in establishing principles that guide the redesign process.

• Identify and weigh the information needs of a wide range of stakeholders.
Recommendations for Designing a Comprehensive Assessment System

- Keep policymakers and stakeholders informed about the assessment system design.

- Consider contextual information and remember – one size does not fit all.

- Take stock – conduct an inventory of all measures in current assessment system – what are the benefits/values of each, compared to the burdens/costs?
Designing a Comprehensive Assessment System

• Details the purposes and characteristics of a comprehensive assessment system
• Outlines concrete steps that policymakers and stakeholders might consider in developing a comprehensive assessment system
• Provides examples from three state education agencies engaged in creating a comprehensive assessment system

Link to "Designing a Comprehensive Assessment System" WestEd Brief
Phase I: Looking at Assessments USED

Fresno County’s Balanced Assessment Training Day 1
Setting the Stage for a Balanced Assessment System

Know what’s in place:

• Identify and eliminate gaps and redundancies. (overall and for specific populations of students)
• Identify high quality assessments that maximize instructional goals.
• Think about how each assessment contributes to the balance of the whole assessment system.
• Highlight assessments that provide results useful to teachers, students, and the Local Control Accountability Plan (LCAP).
Teacher Engagement

Enabling teachers to make sense of the local assessment system can build a shared understanding of what purposes the assessments serve and how the results are used.
Options to Conduct an Assessment Inventory

• Two of several that are available:
  • Student Assessment Inventory for School Districts (Achieve) (adopt/adapt)
    • http://www.achieve.org/assessmentinventory
  • Assessment Inventory Resource
    • Center on Standards and Assessment Implementation (CSAI) (build inventory)
    • http://www.csai-online.org/sites/default/files/Assessment%20Inventory%20Resource%20and%20TAP%20Handout.pdf
Assessment Charting Activity

• Pull up your Assessment Audit data

• Label Post-It notes with each assessment using the color scheme below
  • Diagnostic
  • Common
  • State
  • Benchmark/Interim
  • Grades

• If you missed some in your audit add them now

• Place them on your chart using the following axes
Assessment Chart

9th-12th

6th-8th

3rd-5th

PreK-2nd

July  | August | September | October | November | December | January | February | March | April | May | June

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21
Guiding Questions

- What trends or patterns do you see?
  - By grade?
  - By assessment type?
- What were the reasons assessments were added to the system?
- Why are there certain types of assessments missing?
- What is the current reality that requires/strongly encourages certain assessments?
- How are the assessment used in the district/site?
- What would be the political fallout for adding or taking away assessments?
- Identify high quality assessments that maximize instructional goals.
- Think about how each assessment contributes to the balance of the whole assessment system.
- Highlight assessments that provide results useful to teachers, students, and the Local Control Accountability Plan (LCAP).
Practice

• Now it is your turn...

• Use the templates at your tables to identify your DISTRICT assessments within each grade span.

• Use a color scheme of your choice to identify the different types of assessments you are giving.
  • Diagnostic, formative
  • Length of time
  • Classroom, grades, accountability
Phase II: Looking at Assessment USE

Fresno County’s Balanced Assessment Training Day 2
1st Choice

27 responses

- Assessment Quality Training (e.g., item & test statistics, reliability) 48.1%
- Assessment Data Analysis Process 7.4%
- Data Visualization 7.4%
- Assessment Development 7.4%
- Curriculum Mapping 18.5%
- Nothing, we are good. :) Other Assessment Use (e.g., who is using and how are they using the assess...
Data Use Process
Table group
What does your SYSTEM of data use look like?

Think about a time where you engaged in data analysis over the past year (e.g., SBAC, Benchmark, RTI, Common Assessments, MTSS, LCAP)

What process did you use?
   a. Tools
   b. Flow of information
   c. Where? Who? How?
   d. What were the steps?

Draw out what this looks like on chart paper and share with your group
Questions to reflect upon:

- What is the **purpose** of each assessment?
- Do leaders, teachers and students understand purpose?
- **Who** should be looking at what assessments - SBAC, Benchmark, Unit Tests, Formative, Diagnostic?
- And **why** should they be looking at that assessment?
Using One Test for Multiple Purposes
Reflective Questions:

Do district and site leaders help to -
Clarify data points to be reviewed and purpose?
Set expectations of analysis/reflection?
   1. District Level
   2. School Level
   3. Teacher/Student Level
Set times for analysis?
Expectations of support? What will happen because of this data?
Set expectations of goal setting/planning? (timeline)
# Math Targets and Achievement Level Descriptors — Grade 6

**Geometry**

<table>
<thead>
<tr>
<th>Target</th>
<th>DOK</th>
<th>Standards</th>
<th>Level 1 — Standard Not Met</th>
<th>Level 2 — Standard Nearly Met</th>
<th>Level 3 — Standard Met</th>
<th>Level 4 — Standard Exceeded</th>
<th>Item Types</th>
</tr>
</thead>
</table>
| **Target H:** Solve real-world and mathematical problems involving area, surface area, and volume. | 1, 2 | 6.G.1: Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems.  
6.G.2: Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formulas V = l w h and V = b h to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems.  
6.G.3: Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate. Apply these techniques in the context of solving real-world and mathematical problems.  
6.G.4: Represent three-dimensional figures using nets made up of rectangles | • Find areas of right triangles; draw polygons with positive coordinates on a grid with a scale in one-unit increments, given nonnegative integer-valued coordinates for the vertices; and find the volume of right rectangular prisms with one side expressed as a fraction or a mixed number in halves or fourths.  
• Find areas of special quadrilaterals and triangles; draw polygons in the four-quadrant coordinate plane with scales in one-unit increments, given integer-valued coordinates for the vertices; and find the volume of right rectangular prisms with one side expressed as a fraction or a mixed number.  
• Solve problems that involve finding areas of polygons and special quadrilaterals and triangles and find the volume of right rectangular prisms with all sides expressed as a fraction or a mixed number. They should be able to solve problems by drawing polygons in the four-quadrant coordinate plane with scales in various integer increments, given integer-valued coordinates for the vertices or coordinates containing a mix of integers and half, quarter, or tenth units. | • Solve problems by finding surface areas of three-dimensional shapes composed of rectangles and triangles. They should be able to find the volume of a compound figure composed of right rectangular prisms to solve problems. | EQ, G |
# Identifying My Strengths and Areas for Improvement

**Name:** George  
**Assignment:** Math Test #7  
**Date:** December 1, 2009

Please look at your corrected test and mark whether each problem is right or wrong. Then look at the problems you got wrong and decide if you made a simple mistake. If you did, mark the “Simple mistake” column. For all the remaining problems you got wrong, mark the “Don’t get it” column.

<table>
<thead>
<tr>
<th>Problem</th>
<th>Learning Target</th>
<th>Right?</th>
<th>Wrong?</th>
<th>Simple mistake?</th>
<th>Don’t get it?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Place Value: Write numerals in expanded form to 10 thousands place</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Place Value: Write numerals in expanded form to 10 thousands place</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Place Value: Write numerals in expanded form to 10 thousands place</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Place Value: Identify place value to the thousands place</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Place Value: Put numbers in order through the thousands</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>...</td>
<td>...</td>
<td>...</td>
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<td>...</td>
<td>...</td>
</tr>
</tbody>
</table>
“Would you tell me, please, which way I ought to go from here?”

“That depends a good deal on where you want to get to,” said the Cat.

“I don’t much care where—“ said Alice.

“Then it doesn’t matter which way you go,” said the Cat.
Reflective Questions

● What is your goal setting process?
● How do you determine common goals?
  ○ As a school? Grade levels?
● What do data chats look like at your schools or district?
● How do you identify the most important area of concern in your school or district?
● How do goals drive action?
Reflective Questions:

How do we use our assessment data to monitor progress and make adjustments quickly to better meet the needs of our students?

- Once you set your goals for the year, how do you monitor implementation and short-term outcomes?
- How do we ensure that adjustments are made quickly and resources are allocated appropriately?
- What systems, processes, tools do we have in place for this?
- What structures do we have in place to ensure flow of information?
# Implementation Stages

<table>
<thead>
<tr>
<th>What will we do?</th>
<th>Exploration</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- Decision of what to do,</td>
</tr>
<tr>
<td></td>
<td>- Gather data to determine size/scope of need,</td>
</tr>
<tr>
<td></td>
<td>- Generate buy-in and organize across levels/sites,</td>
</tr>
<tr>
<td>Work to do it right!</td>
<td>Installation</td>
</tr>
<tr>
<td></td>
<td>- Set up the supports so that implementation happens</td>
</tr>
<tr>
<td></td>
<td>- Establish team and data systems, audit what is working, develop plan to further implementation.</td>
</tr>
<tr>
<td>Initial Implementation</td>
<td>- Try out the practices,</td>
</tr>
<tr>
<td></td>
<td>- Work out details and unanticipated issues.</td>
</tr>
<tr>
<td>Work to do it better!</td>
<td>Full Implementation</td>
</tr>
<tr>
<td></td>
<td>- Realize full benefit for students.</td>
</tr>
<tr>
<td></td>
<td>- Expand, replicate program/practices in other locations, individuals, times.</td>
</tr>
<tr>
<td></td>
<td>- Make adjustments from initial implementation.</td>
</tr>
</tbody>
</table>

| Improvement and Innovation | |
|-----------------------------| | - Make it easier, more efficient. Institutionalize as way of doing business robust to turnover. |
Data Use Process

- Pick a test
  - Know thy purpose
- Give a test
  - Access to the data
  - Analysis tools
  - Results resources
- Bring results to a meeting
  - Reflection tool
- Make decision about what to
  - Goal setting
- Go back and do something
  - Prioritize
- Return and reflect on new results
  - Monitoring

Administrative Monitoring
Center on Standards and Assessment Implementation (CSAI)

Assessment System Visualizer
What is the Assessment System Visualizer?

• The Assessment System Visualizer (ASV) is an online, interactive tool intended to build the capacity of individuals seeking to analyze the components of their state, district, school, and/or classroom assessment systems.

• Build capacity? The ASV can:
  • help answer questions about the characteristics of individual assessments and assessment systems.
  • help decision-making about how to improve assessment systems.
  • present data regarding individual assessments and assessment systems in engaging and intuitive formats.
What is the Assessment System Visualizer?

• The ASV allows users to group assessments by different variables to provide information on how assessments are distributed (e.g. the number of assessments administered in each grade, in each content area, etc.).

• It lets you privately input data you collect about the assessments administered in your state, district, school, or classroom, and then immediately creates data visualizations around key variables and/or questions, to illuminate patterns in how balanced, comprehensive, or broadly/narrowly focused the assessment system as a whole is.

• The ASV is intended to be a tool for anyone looking to organize, display, question, and share information about their assessment system, whether it is a state- or classroom-level assessment system.
What’s the Catch?

• The utility of the ASV relies upon users having already collected relevant data regarding assessments and assessment systems prior to accessing the tool.

• The combination of collecting an inventory of your assessments, coupled with the built-in graphics of the ASV applied to your data is empowering for anyone wanting to make good decisions to improve assessment systems.
Step 1: Collect Assessment Data

- The Assessment System Visualizer works on your data!
- So first, collect the information about each assessment in your state, district, school, or classroom assessment system.
- Need help? See CSAI’s Assessment Inventory Resource ([http://www.csai-online.org/sites/default/files/Assessment%20Inventory%20Resource%20and%20TAP%20Handout.pdf](http://www.csai-online.org/sites/default/files/Assessment%20Inventory%20Resource%20and%20TAP%20Handout.pdf)) for guidance collecting and organizing assessment information. This inventory document corresponds to the Visualizer.
Getting Started: Create an Account

Step 2: Create an Account

- Using the Visualizer requires creating an account.
- Go to [https://csai-visualizer.wested.org](https://csai-visualizer.wested.org).
- Under Create Account, enter:
  - Name, Email, Password
- Click “Create Account.”
Getting Started: Create an Account

- Next time you come back, Sign in with your email and password.
- Click Forgot Password as needed, and enter the email address you signed up with, to get help resetting your password.
- After signing up you will land on the “My Assessments” page
Getting Started: Assessments

Step 3: Enter Assessments

- Select "My Assessments"
- Name your Assessment System
- Add assessments by selecting "Create New"
Step 3: Enter Assessments (cont.)

- Enter data regarding the assessment

- Note that:
  - Only the name of the assessment is required to save a record
  - Fill in what you’d like, but keep in mind that a graph cannot be created for fields without data
  - Hover over the”/” icon for clarification on any field
  - Most fields are single select or multi-select from a list of options. Click or type to view choices
Step 3: Enter Assessments (cont.)

- Once data is entered select “Create”
- The assessment is ready for visualization options.
Step 3: Enter Assessments (cont.)

- To continue adding assessments to your system, select “Create New” on the “My Assessments” page.
- To modify or delete an assessment at any time, select the pencil or X icon, respectively.
Step 4: Visualize your data

- Select “Visualizer”
- Select variables from the pull-down menus to create graphs of 1, 2, 3, or 4 variables at a time.
- Apply filters to graph specific subsets of the assessments in your whole assessment system.
Step 4: Visualize your data (cont.)

- Depending on the type of question or analysis you are interested in, you can select either a single variable or a mix of variables.
- Choose what variable to see your assessments by. This creates a bar graph for that variable based on your data.
- If you would like to look at more data points, select a variable to group by. The page will update with additional data bars on your existing graph.
- If you would like to look at other data points alongside your bar chart, select the option(s) for added information. This will add corresponding pie charts to your screen.
Getting Started: Get Visual

Step 4: Visualize your data (cont.)

- For example, if you are interested in displaying the number of assessments administered by content area and grade, the accompanying graphs (on the next slide) will appear after selecting those variables.

- Up to four variables can be selected at the same time. To remove a variable, click on the “X” next the variable name.

- If you are interested in further understanding how your assessments are delineated by assessment type, you can enter an additional variable to create a pie chart.

- The pie chart will display the total number of assessments that each variable applies to, but not the names of included assessments.
Step 4: Visualize your data (cont.)

- Details on each assessment included in the visualization can be found in “View the Data”, located at the bottom of the page.
- The information presented in “View the Data” adjusts based on the variables selected.
Step 4: Visualize your data (cont.)

- Filters can be used to narrow down the data being displayed.
- When you select and add a filter to your graph, your graph will only display the filtered data.
- Filter categories are located beneath the variable selection options.
Step 4: Visualize your data (cont.)

- Selecting a filter category will present options that can be applied to graphs.
- For example, selecting Content Area presents you with the different content areas that assessment data graph can be further filtered by.
- Applying filters to the visualization can be helpful for creating graphs that are more specific to your particular question.
Step 4: Visualize your data (cont.)

- Optional: review the Sample Questions provided to help you analyze and discover strengths, weaknesses, or patterns in your assessment system.
What do you want to know about?

Select a question to start graphs with those variables.

- Time to Administer
- Content Area
  - What TYPES OF ASSESSMENTS are students taking in CONTENT AREA that are ALIGNED TO standards?
  - What DELIVERY MODE CONTENT AREA assessments are students taking in GRADE(S)?
  - What CONTENT AREA assessments include ITEM TYPES?
  - What CONTENT AREA assessments are for PURPOSE in GRADE(S)?
  - What TYPES OF ASSESSMENTS for CONTENT AREA are funded by FISCAL AGENT for the purpose of informing PRIMARY AUDIENCE?
- Type of Assessment
- Delivery Mode
- Purpose of Assessment
- Grade(s)
Step 5: Sharing

The ASV allows you to:

- Download all charts on a page together or individually, in PNG image or PDF formats.
- Print the whole page or an individual chart.
- Save a specific configuration of charts on the Visualizer, bookmarked to access again in your “Saved Visualizations”.
Step 5: Sharing (cont.)

The ASV allows you to:

- Share the URL of a specific visualization page of your data with others so that you can collaborate, without requiring everyone to create an account.
  - An account is not required to view, download, print, or share a shared chart.
  - If a non-account holder is interested in saving the visualization online in the Assessment System Visualizer, he or she will be required to create an account, then return to the chart page and click Save.
Creating Meaningful Visualizations

- Meaningful visualizations **tell the story** of what patterns, trends, or relationships exist within your data.
- They can help you identify areas that need attention or improvement, such as imbalances in the system, or grapple with the complexity of an entire assessment system as a whole.
- Gather and enter as much information as possible about your assessment system, so you have the most data to explore.
- Adding more assessments and more details about them increases the number of questions you can answer about your assessment system.
- Use the Sample Questions below to identify and understand what kinds of questions the Assessment System Visualizer can help you answer, and adapt those questions to your own situation.
Need Help?

- If you have any questions about the Assessment System Visualizer, please contact the Center on Standards and Assessment Implementation at csai@wested.org.