

# Louisiana Believes

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**Ideal Assessment:**  
**Maximizing Curriculum-Embedded Assessments**  
February 2020 Collaborations

# Objectives and Agenda

## **Objectives:**

- Discuss the purposes of assessment for students, teachers, schools, and school systems
- Explore methods to reduce non-summative testing by maximizing the value of curriculum-embedded assessments

## **Agenda:**

- Successes and limitations of previous test reduction efforts
- Purposes of non-summative assessment
- Curriculum-embedded assessment opportunities
- Feedback and reflection

*Louisiana's*  
**ACADEMIC  
STRATEGY**



Every day, all **students** are in schools that treat them with dignity and respect and where they have the opportunity to...



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**build** knowledge  
of the world,

**read**  
meaningful texts,

**express** ideas through  
writing and speaking, and

**solve**  
complex problems.

# A Strong Academic Foundation

To accomplish this, schools and school systems must ensure high-quality instruction in every classroom, every day.

This requires that schools have a strong and cohesive academic foundation including a plan for **curriculum, assessment, and teacher professional development** across all grade levels and core content areas.



# Assessment System Goals

- Fewer, more purposeful assessments
- Aligned to standards and curriculum
- Used to inform instruction

# Collaborations 2018 Redux

## How many of you participated in the “Let’s Talk About Dates” calendar activity in 2018?

Step 1: ~~Draw a line through~~ the school days that are vacation days or “No Student” days.

Step 2: Mark a “D” on the school days during which you’d want to administer, score, and analyze diagnostic assessments.

Step 3: Mark an “I” on the school days during which you’d want to administer, score, and analyze interim assessments.

Step 4: Mark other assessment dates.

- What about dates for the LEAP 2025 summatives?
- What other “dates” need to be considered? - Weekly assessments? Major assessments? LEAP 2025 Practice tests? Exams? District benchmarks? Field trips? Homecoming? Pep rallies?

# Collaborations 2018 Redux

How many instructional days were left?

**Key message: These days add up.**

How did your school system shift practice as a result?



# Back to the Future: 2020 and Beyond

## Successes:

- Some school systems reduced unaligned, extraneous testing, freeing up additional instructional time.

## Limitations:

- Some school systems are still requiring unaligned, extraneous testing.
- Even in school systems that made reductions, assessments may still be consuming too much instructional time without yielding the desired results.

## Next Step:

- Based on this situation, how do we move closer toward the goal of **fewer, more purposeful assessments?**

# Purposes of Non-Summative Assessment

## Why do we administer assessments to students?

- Assign grades
- Monitor student progress
  - Identify students needing additional support or additional challenge
  - Identify content to reteach
- Monitor teacher/school progress and pacing
  - Target observations, coaching, and additional implementation support
- Set/measure SLTs

# Assessment *for Learning*

Read “[Five Essential Features of Assessment for Learning](#)” by Scott Marion, Center for Assessment.

**“Simply naming an assessment as being *for learning* does not make it so.”**

1. Coherence with the enacted curriculum
2. Items and tasks that support deeper thinking
3. Results that are at the right grain size to support useful feedback
4. Results that are timely
5. Results that inform instruction

# Hurdles to Test Reduction?

## Question: What are the hurdles to test reduction?

- Grades
  - Number of grades required in grading policies
  - Identifying which curriculum-based assessments to grade
  - Teacher mindsets/habits around quizzing

*How many of you have updated grading policies/guidance since adopting Tier 1 curriculum? In what ways?*



# Hurdles to Test Reduction?

**Question: What are the hurdles to test reduction?**

- Monitoring
  - Teacher/school progress
  - Pacing

*How well are extra assessments meeting these needs? Are there alternatives that do not require additional testing?*

# Revisiting the Purposes of Assessment

- Assign grades
- Monitor student progress
  - Identify students needing additional support or additional challenge
  - Identify content to reteach
- Monitor teacher/school progress and pacing
  - Target observations, coaching, and additional implementation support
- Set/measure SLTs

**Which of these objectives can be achieved with curriculum-embedded assessments?**

# Feedback

Question:

What tools should the Department provide at Summit to reduce testing and further the assessment *for learning* goals?

- Fewer, more purposeful assessments
- Aligned to standards and curriculum
- Used to inform instruction

# ELA Guidebooks Example

## **Common Assessment: Culminating Writing Tasks (CWTs)**

Uses - grading, student progress, teacher/school progress, SLTs

Assessment *for learning*:

- School/school system - track completion to monitor pacing and school progress
- Teacher - review individual student work to target additional supports

## **Additional Formative Assessments/Grading Opportunities:**

- Let's Express Our Understanding
- Extension tasks (ETs)
- Cold-read tasks (CRTs)

\*Keep a writing portfolio for each student to [measure SLT](#) growth (CWTs, CRTs, ETs)



# Eureka Math Example

## **Common Assessment: End-of-Module Assessment**

Uses - grading, student progress, teacher/school progress, SLTs

*Assessment for learning:*

- School/school system - track completion to monitor pacing and school progress
- Teacher - review individual student work to target additional supports

## **Additional Formative Assessments/Grading Opportunities:**

- Mid-module assessments
- Curriculum-based exit tickets

\*LEAP 360 interim assessments may also be used as an assessment tool to gauge student understanding of the standards.

# Reflection

1. Where is your district in relation to the assessment *for learning* goals:
  - Fewer, more purposeful assessments
  - Aligned to standards and curriculum
  - Used to inform instruction
2. What is your reaction to the recommendation to elevate curriculum-embedded assessments? Is this already occurring in your district?

# Closing

Thank you for your feedback!

We look forward to continuing this conversation at Summit.

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