# Louisiana Believes

**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

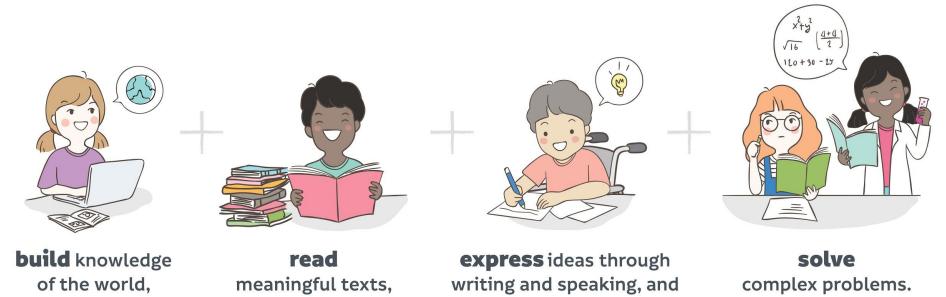
### Agenda:

- 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...



# 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 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 "<u>Five Essential Features of Assessment for Learning</u>" by Scott Marion, Center for Assessment.

### "Simply naming an assessment as being for learning does not make it so."

- 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)

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<sup>\*</sup>Keep a writing portfolio for each student to <a href="mailto:measure SLT">measure SLT</a> 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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