



# Let's Not Wait Until Spring! Getting an Early Jump on Results through Formative Use of Data

CCSSO Conference – June 2014 – New Orleans, Louisiana



# Presenters

- Pat Roschewski, Data Recognition Corporation (DRC)
- Valorie Foy, Nebraska
- Andy Middlestead, Michigan
- Sarah McManus, North Carolina



# Data Use: Summative, Formative

- The use of data – very powerful:
  - Accountability – student, school, teacher
  - Program Decisions
  - Formative use – to get a “check along the way”
- States, districts, schools, teachers, parents do NOT want to wait until the end of the year to see how students are performing



# Use of Data in Formative Ways

- Been done informally in classrooms for years
- Now more frequently collected and used in states
- States differ in their approaches



# Varied State Approaches

- How does your state collect data for formative use?
- How are teachers prepared to understand and use these data?
- What have been the results or outcomes of your approach?



# Check for Learning Formative Assessment in Nebraska

Valorie Foy

Director of Statewide Assessment



# Check for Learning [C4L]

- Online System with over 7000 multiple choice items; over 2000 items currently in review stage to be added
- Written by Nebraska educators
- Independently reviewed by Nebraska educators
- Reviewed by content experts at Nebraska Department of Education



# Check for Learning Items

- Items matched to the state standards and Nebraska Tables of Specifications
- Items of varying degree of Depth of Knowledge and difficulty (matched to Table of Specifications)





# School Districts Sign

- A Memorandum of Understanding to
  - Write 30 items—Or
  - Review items—Or
  - Both

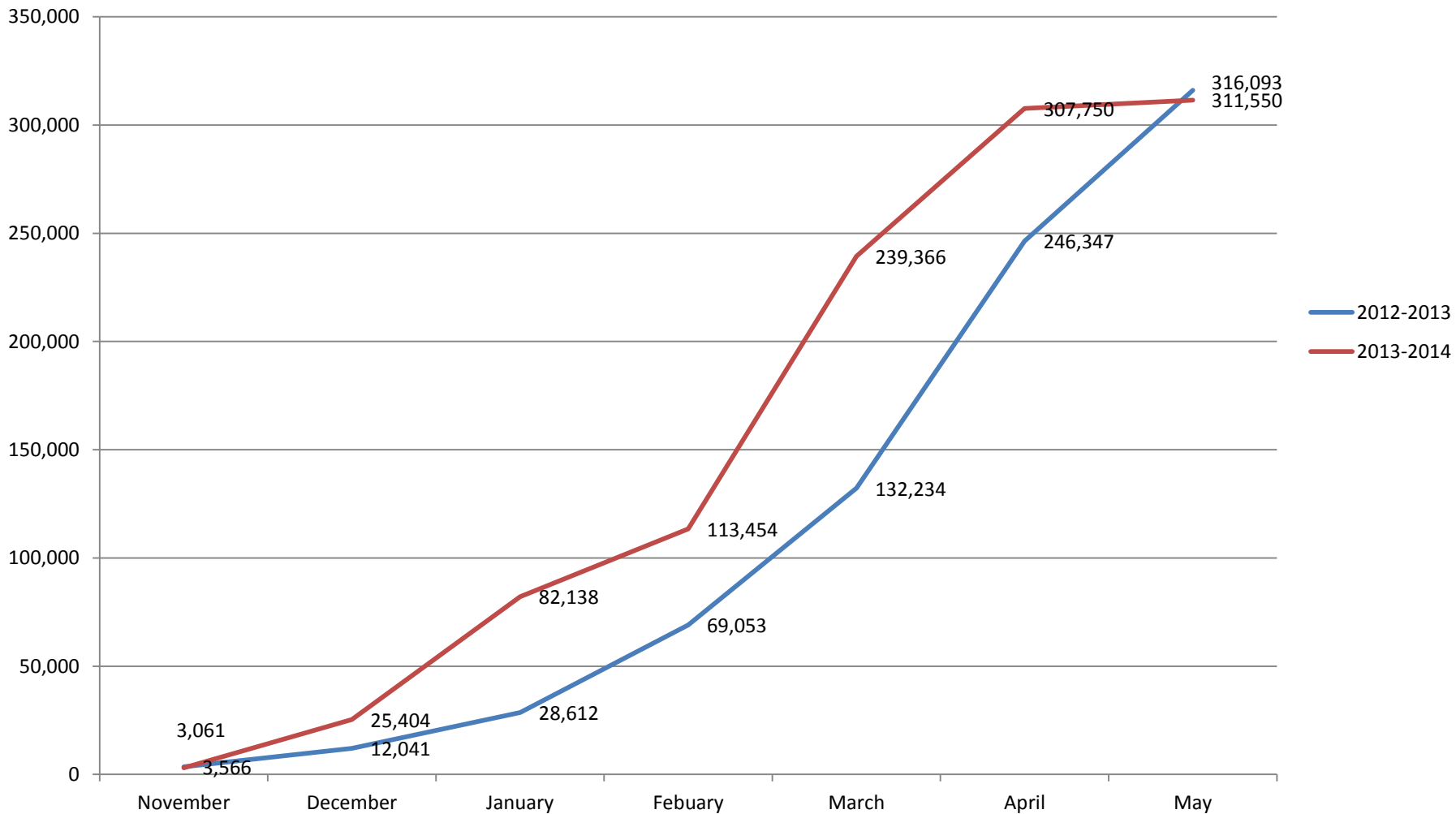


# Sources for Educators to Use C4L

- C4L instructional Video Series
  - [Segment 3: Navigating the System, Item Bank](#) (run time 6:17)
  - [Segment 5: Creating a Reading Test, Sharing Tests](#) (run time 13:41)
- WebExes



# Comparison of Online C4L tests given in 2012-2013 and 2013-2014 Cumulative Totals





Open Menu

Actions

# Grade 4 November Math - Item Performance Report

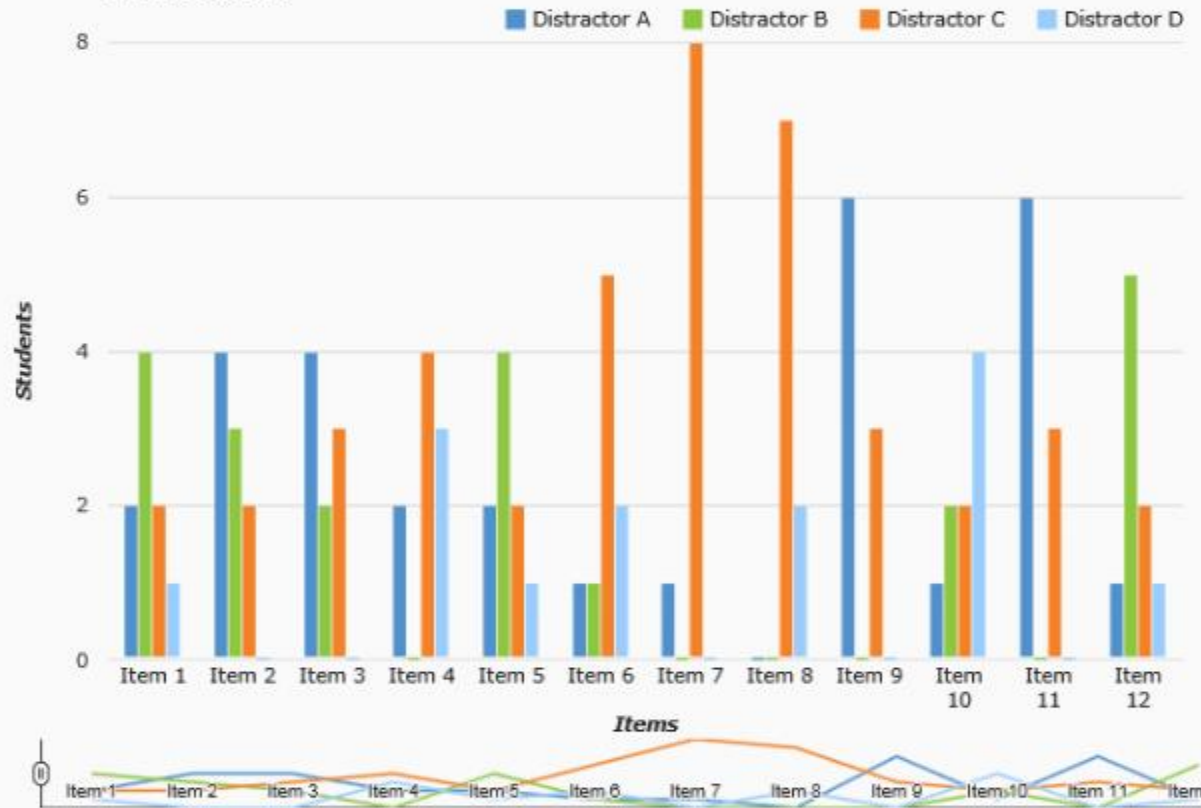
33%  
Hardest Item: #4

33%  
2nd Hardest Item: #9

89%  
Easiest Item: #7

78%  
2nd Easiest Item: #8

## Item Responses





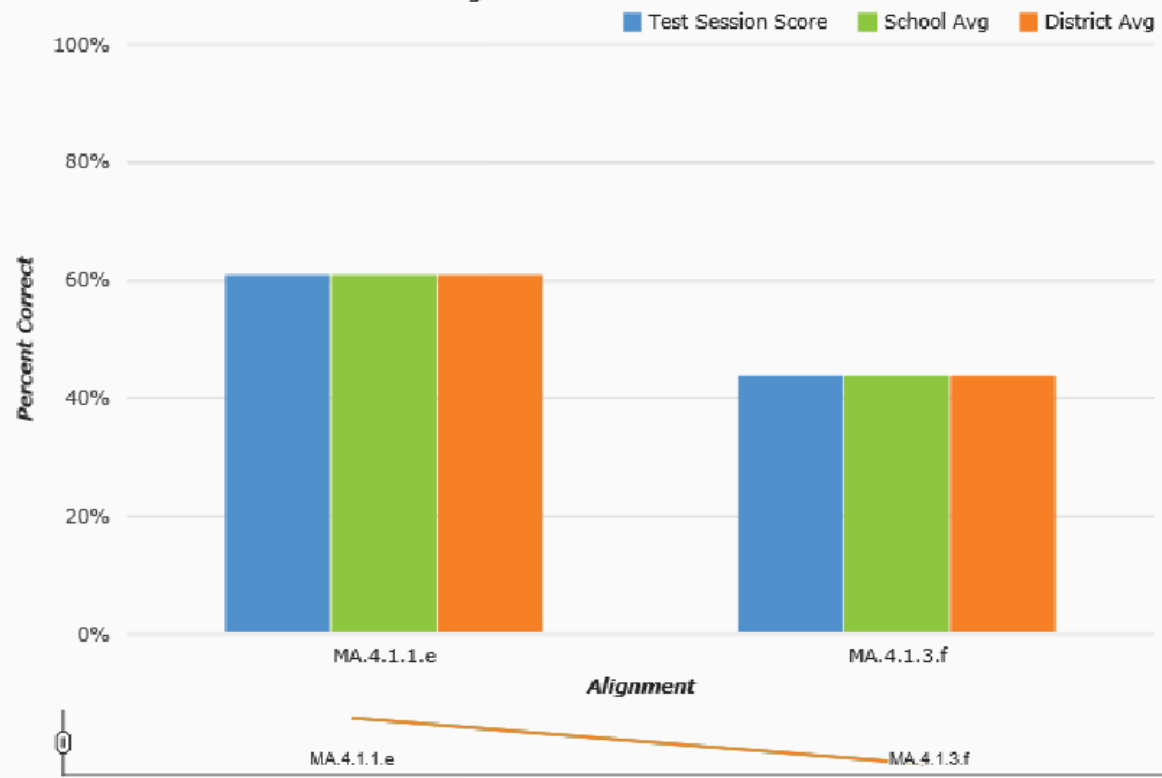
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# Grade 4 November Math - Alignment Performance Report

Actions

### Test Session Performance on Alignment



Alignment	# Items	%	School Avg	District Avg	Description
MA.4.1.1.e	6	61%	61%	61%	Parts of whole and set
MA.4.1.3.f	6	44%	44%	44%	Method of computation



# Michigan Department of Education

Andy Middlestead  
Director, Office of Standards & Assessment



# Career and College Ready

- ***Career- and College-Ready*** (CCR) means that a high school graduate has the core foundational knowledge and skills necessary to succeed in workforce training, certification programs, and entry-level, credit-bearing academic college courses that provide preparation for careers leading to a self-sustaining wage, pathways to advancement, and competitiveness in the global economy



# Career and College Ready

- Use **technology and tools** strategically in learning and communicating
- Use **argument and reasoning** to do research, construct arguments, and critique the reasoning of others
- **Communicate and collaborate** effectively with a variety of audiences
- **Solve problems**, construct explanations and design solutions





# Balanced Assessment with Interims

- Michigan is developing a suite of interim assessments, either through consortia or Michigan development efforts
- Michigan has a formative assessment project and hopes to fully implement a digital library of tools
- Michigan wants to create a system of assessment tools for all teachers



# This is What That Looks Like!

Subject	Grade												
	K	1	2	3	4	5	6	7	8	9	10	11	12
Mathematics	i	i	i	s	s	s	s	s	s	S	S	S	c
Reading	i	i	i	s	s	s	s	s	s	S	S	S	c
Writing	i	i	i	s	s	s	s	s	s	S	S	S	c
Science	*	*	*	i	mi	i	i	mi	c	c	c	Mc	c
Social Studies	*	*	*	i	i	mi	i	i	mi	c	c	Mc	c
Other (e.g., Art, Music, P.E.)	*	*	*	*	*	*	*	*	*	*	*	*	*

i Interim assessments

c Interim course content assessments based on Michigan Merit Curriculum

m MEAP end of year assessment

M MME end of year assessment





s Smarter Balanced (based on grade level common core). Includes interim grade level, and summative assessments.

S Smarter Balanced (based on high school common core). Includes interim course content, and summative assessments.

\* Model interim/course content assessments



# Interim Assessments in Michigan

	Grade Level	Subjects	Fall 2014 Test Window	Test Mode
<b>KEA</b>	K	Mathematics Literacy Language Approaches toward Learning/Cognitive Social & Emotional Development Physical & Motor Development	First 45 Days	Observation
<b>W-APT Screener</b>	K–12	English Language Development	Year Round	
<b>INTERIM</b>				
<b>Smarter Balanced</b>	3–8 & 11	English Language Arts Mathematics <i>(based on Common Core State Standards)</i>	Operational—fixed form Available in November	
<b>Michigan-Developed</b>	K–2	English Language Arts Mathematics <i>(based on Common Core State Standards)</i>	Fall 2014 Pilot/Field Test	
<b>Michigan-Developed</b>	HS	Biology Chemistry Earth Sciences Physics Civics Economics U.S. History & Geography World History & Geography <i>(based on Michigan Merit Curriculum and High School Content Expectations)</i>	Fall 2014 Pilot/Field Test	



# Interim Assessments in Michigan

## Michigan Merit Curriculum Specific Interim Assessments

Test Area	Year
<b>Mathematics</b> Algebra I, Algebra II, Geometry, Probability & Statistics	2016-17
<b>English language arts</b> English 9, English 10, English 11, English 12	2016-17
<b>Science</b> Biology, Chemistry, Physics, Earth Science	2015-16
<b>Social Studies</b> U.S. History + Geography, World History + Geography, Civics, Economics	2015-16



# North Carolina's Balanced Assessment System

Sarah McManus  
Director, Learning Systems



# North Carolina's Balanced Assessment System

## North Carolina's Balanced Assessment System

**Aligned to State Content Standards**



**Summative Assessments**

(Classroom, School, District, & State)

**Interim/Benchmark Assessments**

(Classroom, School, District, & State)

**Formative Assessment**

(Classroom)



# Integrating Assessment into Instruction

## Integrating Assessment into Instruction

### Teachers should ask:

- What do we want students to learn?
- How will we know if they have learned it?
- What will we do if they have learned it?
- What will we do if they haven't learned it?

### Students should ask:

- Where am I going?
- Where am I now?
- How do I close the gap?

■  
**North Carolina  
Standard Course of Study**

■  
**Universal Screening**  
a quick "temperature check"

Students **exceed, meet, or do not meet** expectations in content area.

**Daily Classroom Instruction/Formative Assessment**

■ ■ ■ ■ ■ ■ ■ ■  
Learning Targets & Criteria for Success  
Differentiation, Universal Design

**Enrichment & Acceleration/  
Formative Assessment**

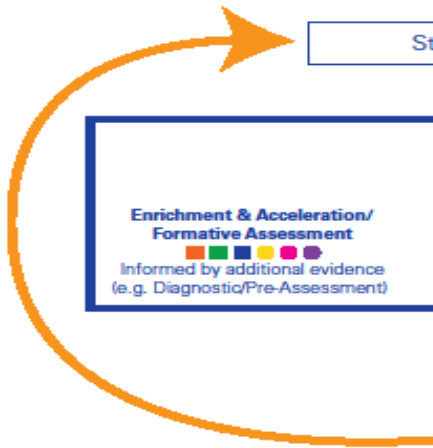
■ ■ ■ ■ ■ ■ ■ ■  
Informed by additional evidence  
(e.g. Diagnostic/Pre-Assessment)

**Intervention/  
Formative Assessment**

■ ■ ■ ■ ■ ■ ■ ■  
Informed by additional evidence  
(e.g. Diagnostic, Progress Monitoring)

■ ■  
**Benchmark/Summative Assessment**

Classroom/District/Statewide Examples: Unit Tests/District  
Benchmarks/EOG, EOC, CTE Post Assessment,  
Measures of Student Learning





# North Carolina Initiatives

- North Carolina's Formative Assessment Learning Community's Online Network (NC FALCON)
- State adopted Reading 3D formative, diagnostic assessments
- Response to Instruction
- ACT Plan
- Home Base
- Development of Kindergarten Entry Assessment and Grades 1 – 3 Formative Assessments





## Instruction



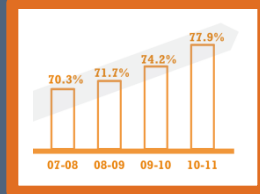
Student Information and Learner Profile



Instructional Design, Practice & Resources



Assessment



Data Analysis and Reporting



Educator Effectiveness: Evaluation and Professional Development

## Information

**PowerSchool**  
Student Information

a **student information system** to replace NC WISE

## Instructional Tools & Resources

**Schoolnet**  
Instruction and Assessment

**OpenClass**  
Collaboration

**TestNav**  
Summative Assessment

a **new standards-aligned** tool for instruction (e.g. lesson plans, unit plans), assessment, and data analysis

## Effectiveness

**Truenorthlogic**  
Evaluation and PD

an online **evaluation** system and **new professional development** system



# Lessons Learned

- Professional Development is important to success
- Teachers need support to do formative assessment well
- Consistent messaging is key
- Constant change makes implementation challenging



# Questions?

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