



Connecting Summative Assessment to Improving Teaching and Learning

Facilitator's Guide June 2016

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Introduction

This Facilitator's Guide is a companion to the Connecting Summative Assessment to Improving Teaching and Learning Workshop, which was delivered statewide in California in May and June of 2016. Both of these resources may be used in furthering the use of the Smarter Balanced Summative Assessments to improve teaching and learning.

The goal of this workshop and the accompanying materials is to help California's educators understand the rightful place and purpose of the summative assessments and to provide those educators with the tools they will need to effectively use the summative assessment results in the instructional cycle to improve teaching and learning.

An important component of the legislative intent underpinning California's current assessment system is the use of the results from that assessment system to improve teaching and learning.

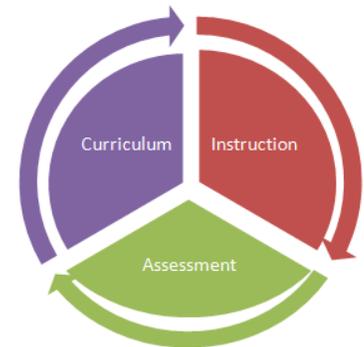


Figure 1. Curriculum, Instruction, and Assessment Feedback Loop

Figure 1 shows the desired continuous feedback loop between curriculum, instruction, and assessment. Teachers use curriculum to plan instruction and use evidence from a variety of assessments to determine next steps in the teaching and learning cycle. The workshop is designed to help participants learn how the Smarter Balanced assessment developers employed a deep understanding of the Common Core State Standards to build a fair and accurate assessment of the standards for twenty-first century learning. The workshop connects teacher use of the California Frameworks and the Smarter Balanced resources to the thoughtful and deliberate use of the summative assessment results, helping participants to embed the use of those results into an ongoing cycle of inquiry to improve teaching and learning.



In those cases, where only part of the workshop is delivered, we recommend that this first section be included to ground the participants in a common understanding.

Section 1

Purpose of Summative Assessment

The overarching purpose of this section is to introduce the workshop and to share the learning goals and outcomes with participants. This section sets the tone of the workshop, calling out the intent of California's new assessment system as a tool to improve teaching and learning.

Desired Outcomes: Participants understand that the Smarter Balanced Summative Assessments have a place and purpose in California's assessment landscape. They also understand that an important component of implementing California's new assessment system is learning how to use the summative assessment results as part of the instructional planning cycle, and that it will take time to make this common practice.

Estimated time: 20–30 minutes

Slides: 11 slides total; slides 1–11

Necessary materials: Handout #1



Connecting the test design to analysis of results will help ensure the appropriate use of the assessment.

Section 2

Evidence-Centered Design

This section provides participants with an orientation to the resources that explain and illustrate the evidence-centered design of the Smarter Balanced assessments, and the connection of that design to the California Common Core State Standards (CCSS). Understanding how the Smarter Balanced items are developed can be helpful in understanding how to make the best use of the assessment resources and results.

Desired Outcomes: Participants understand that the Smarter Balanced assessments for English Language Arts/Literacy and Mathematics are intentionally aligned to the CCSS. Participants understand that the knowledge gained from the California Frameworks and the Smarter Balanced resources will support educators in the implementation of the standards; in the interpretation of the summative assessment results; and in the increase of the intentional connection between curriculum, instruction, and assessment.

Estimated time: 15–30 minutes

Slides: 11 slides total; slides 12–22

Necessary materials: Handouts #2–#6

Section 3

Review of Available Summative Scores

This section reviews the scores available from the Smarter Balanced Summative Assessments, and includes an orientation to a tool to help educators think about comparing scale scores within achievement levels. It also briefly discusses the new assessment target reports.

Please note that this workshop was designed to be delivered following the Post-Test Workshop provided by Educational Testing Service, the California Assessment of Student Performance and Progress (CAASPP) test contractor. If your educators need more than a quick review of the scores, please refer to and use the 2015–16 CAASPP Post-Test Workshop archived Webcast (video) and PowerPoint presentation found on the CAASPP Web site at: http://www.caaspp.org/rsc/videos/archived-webcast_051916.html.

Desired Outcomes: Participants have a basic understanding of the purpose and use of the scale scores, achievement levels, claim scores, and target scores, and have an understanding of the purpose and use of the low/medium/high comparison tool. Participants also understand that the new assessments and their accompanying results afford us the opportunity to examine performance and progress, both within grades and across cohorts of students.

Estimated time: 30–40 minutes

Slides: 13 slides total; slides 23–35

Necessary materials: Handouts #7–#10



It is important to emphasize that the High, Medium, Low tool, while not based on any formal psychometric principles, can be helpful to educators as they begin to discern the results and performance of their students and classes from year to year.

Section 4

Tools for Analysis of the Smarter Balanced Summative Results

This section provides participants with information about the range and threshold achievement level descriptors used by the 500 educators who set the performance levels (i.e., cut scores) on the Smarter Balanced assessments. These descriptors help participants understand the value of studying and using the language in these documents as they connect curriculum, instruction, and assessment.

Desired Outcomes: Participants understand how the range and threshold achievement level descriptors complement each other; how they can be used to interpret student performance within the levels of Standard Not Met, Standard Nearly Met, Standard Met, and Standard Exceeded; and how understanding these resources can help us to describe student performance in meaningful ways to parents and other stakeholders.

Estimated time: 30–40 minutes

Slides: 13 slides total; slides 36–48

Necessary materials: Handout #11 and Handout #12



Performance levels are defined by achievement level descriptors—the specifications for what knowledge and skills students display at each level. Achievement levels should serve only as a starting point for discussion about the performance of students and groups of students.



Please make this explicit to your participants: The guiding questions and data analysis template are offered as ONE model that COULD be used. Each LEA may modify the model to support effective inquiry at the local level within their local context.

Section 5

Putting It All Together

The overarching purpose of this section is to share a model that uses the Smarter Balanced Summative Assessment results and resources to engage in a process of inquiry using the four *Rs*: **Research, Recall, Reflect, and Respond**.

Desired Outcomes: Participants understand that examining the results and reflecting on practice can elicit concerns and challenging emotions. Participants learn about one model that uses the summative results with the knowledge gained from the California Frameworks, the evidence-centered design, and the Smarter Balanced resources to thoughtfully consider the evidence and what might be done differently in the future to improve teaching and learning. Participants learn to focus on what is in their control—programs, practice, policies—as they facilitate these discussions.

Estimated time: 30–60 minutes

Slides: 24 slides total; slides 49–72

Necessary materials: Handouts #13–#16

Section 6

Telling the Story with the Data

The overarching purpose of this section is to share data displays of the summative assessment results that have been designed to meet the needs of different audiences, including an option to compare scale scores from year to year.

Desired Outcomes: Participants understand the importance of considering purpose and audience and how the data examination and reflection work aligns with the work of the Local Control Accountability Plan. Participants also have an opportunity to consider multiple charts and tables to support analysis of the summative assessment results.

Estimated time: 15–30 minutes

Slides: 14 slides total; slides 73–86

Optional materials: Data templates for the data displays are available at <https://tinyurl.com/h7d4hub> under the heading, “Data Display Models.”



Templates for the data displays can be found in the Post-Test Session Excel template and in the Comparing Scale Score Year-to-Year, both of which are in the Data Displays folder found at:

<https://tinyurl.com/h7d4hub>

Section 7

Applying the Learning

This section summarizes what the participants have learned from Section 1 through Section 6, and offers a planning template to think through using the California Frameworks, the Smarter Balanced resources, and the summative results to improve teaching and learning.

Desired Outcomes: Participants have an opportunity to reflect on what they have learned and have an understanding of how to use the planning template provided.

Estimated time: 15–45 minutes

Slides: 5 slides total; slides 87–91

Necessary materials: Handout #17

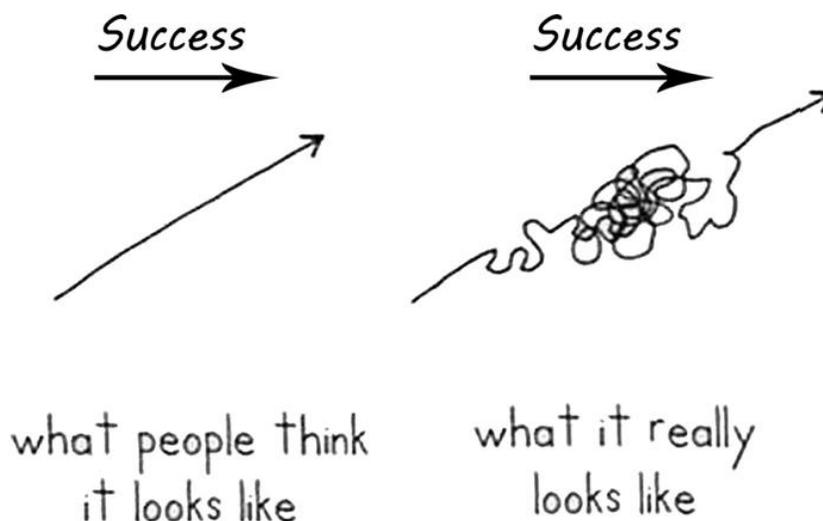


The planning template provided is one model that can facilitate deliberate and thoughtful planning as you consider ways to incorporate evidence gathering, data examination, and reflection into your instructional planning cycle and your professional learning opportunities.

Final Thoughts

Connecting instruction, curriculum, and assessment—particularly summative assessment—can be challenging. This Facilitator's Guide is meant to be a tool for you to use as you make meaning of the complicated process of examining assessment results. We recognize you will want to customize the materials in order to meet the needs of the context in which you will deliver the information, the prior knowledge of your audience, and the constraints of available time and resources. The time estimates given here are purely estimates and will vary depending on the variables mentioned above.

Remember:



Links to Resources

This workshop uses abbreviated versions of several resources. The links below are to the original documents and should be used by educators as they engage in the work of building knowledge and expertise around the California Common Core State Standards, the California Frameworks, the Smarter Balanced test design, and supplementary resources.

Achievement Level Descriptors:

<http://www.smarterbalanced.org/assessments/scores/>

Assessment Target Reports Frequently Asked Questions:

<http://www.caaspp.org/rsc/pdfs/CAASPP.target-report-FAQs.2016.pdf>

California English Language Arts/English Language Development Framework:

<http://www.cde.ca.gov/ci/rl/cf/>

Claim Achievement Level Descriptions for English Language Arts/Literacy and Mathematics:

<http://www.cde.ca.gov/ta/tg/ca/elaclaimdescript.asp>

Content Specifications, Item Specifications, and Blueprints:

<http://www.smarterbalanced.org/assessments/development/>

Overview of Major Assessment Types in Standards-Based Instruction:

http://www.csai-online.org/sites/default/files/resources/4666/CSAI_AssessmentTypes.pdf

Sample 2015–16 Student Score Report:

<http://www.cde.ca.gov/ta/tg/ca/caasppssrinfo.asp>

Smarter Balanced Scale Score Ranges:

<http://www.cde.ca.gov/ta/tg/ca/sbscalerange.asp>

Test Score Guide:

<http://www.testscoreguide.org/ca>

For further information, contact:

California Department of Education
California Assessment of Student Performance and Progress (CAASPP) Office

<http://www.cde.ca.gov/ta/tg/ca/>

caaspp@cde.ca.gov

916-445-8765

Educational Testing Service's CAASPP Portal

<http://www.caaspp.org/>

Help for local educational agency CAASPP coordinators:

caltac@ets.org

800-955-2954