

Oregon Statewide Assessment System: Interim Assessment System Facilitation Guide

Session 1 - Understanding A Balanced Assessment System

This optional facilitation guide was designed to assist in the presentation of **Session 1 - Understanding A Balanced Assessment System** of the Oregon Statewide Assessment System: Interim Assessment System Series and provide an opportunity to orient users to supplemental resources.

Session Slide Narrative and Animations	Supplemental Resources or Suggestions
<p>Slide 1: Title Slide</p> <p>The Oregon Department of Education has developed an Oregon Statewide Assessment System professional learning series to further support district efforts in building a balanced assessment system and their efforts in the implementation of the Oregon Statewide Assessment System: Interim Assessment System.</p> <p>Welcome to Session 1 of the Oregon Statewide Summative Assessment: Interim Assessment System. This is the first of six sessions in this webinar series, and will provide an introduction to Understanding a Balanced Assessment System inclusive to the different components, assessments, and purposes of each level.</p> <p>This presentation is available year-round on the Oregon Department of Education’s Interim Assessment webpage under the Interim Professional Development Materials expandable folder.</p>	<ul style="list-style-type: none"> • The Overview PPT presentation can be included with Session 1 Understanding a Balanced Assessment System. <ul style="list-style-type: none"> ○ Facilitation Guide, PowerPoint, • Additional Resource: <ul style="list-style-type: none"> ○ ODE Interim Assessment webpage
<p>Slide 2: Purpose</p> <p>The purpose of this series is to help district- and school-based teams improve their systems of teaching and learning using an approach inclusive to a balanced assessment system.</p>	
<p>Slide 3: Series Outcome</p> <p>All participants will build assessment literacy and connect formative assessment practices, Oregon’s Statewide Interim Assessment System, and the Oregon Statewide Summative Assessments to continually improve access and outcomes for each and every learner in their classroom, school, and district.</p>	<ul style="list-style-type: none"> • Oregon Balanced Assessment Graphic (PDF)

<p>Slide 4: Series and Session Overview</p> <p>As a reminder, this series will focus only on Session 1: Understanding a Balanced Assessment System of Oregon Statewide Assessment System: Interim Assessment System series.</p>	
<p>Slide 5: Session Outcome</p> <p>Specifically, by the end of the series, educators will be able to...</p> <p><i>[Click Animation]</i></p> <ul style="list-style-type: none"> Identify the different components of a balanced assessment system. <p><i>[Click Animation]</i></p> <ul style="list-style-type: none"> Differentiate the different use and purpose of each part of the balanced assessment system. <p><i>[Click Animation]</i></p> <ul style="list-style-type: none"> Make connections to local instructional practice implications. 	
<p>Slide 6: ODE Equity Position</p> <p>The Oregon Statewide Assessment System maintains ODE’s commitment to focusing on equity through both access and transparency.</p> <p>ODE is committed to providing students access to a high quality of learning experiences and providing educators access to resources and tools to improve instructional practices and student outcomes.</p> <p>Additionally, ODE is committed to providing all students the opportunity to demonstrate their knowledge and skills with appropriate supports as needed.</p>	
<p>Slide 7: “Why” a Balanced Assessment System</p> <p>In order to guarantee a high quality, balanced assessment system to serve all students well, it is important to understand “why” this series begins with reviewing a balanced assessment system.</p>	

<p>As a state, it is important to build a collective background addressing assessment literacy, which shares both common language and a common foundation.</p>	
<p>Slide 8: Assessment Literacy</p> <p><i>“Assessment literacy consists of an individual's understanding of the fundamental assessment concepts and procedures deemed likely to influence educational decisions.”</i></p>	<ul style="list-style-type: none"> • Assessment Literacy for Educators in a Hurry (W. James Popham)
<p>Slide 9: Pitfalls of Assessment</p> <p>James Popham, identifies multiple concerns surrounding assessment use. However, the following “bridges” can be referenced to avoid these pitfalls.</p> <ol style="list-style-type: none"> 1. Prior to administering an assessment, first identify what is the purpose of providing an assessment and what is the right assessment to measure the desired outcome or information. 2. When looking at the results of an assessment, has the educator accounted for the balance of using multiple data points to triangulate information. 3. An additional lens to assessment administration is accounting for the students’ opportunity to fully demonstrate their thinking which can be leveraged to support instructional practices. 	
<p>Slide 10: Oregon’s Balanced Assessment System</p> <p>The Oregon Statewide Assessment System has three components:</p> <ul style="list-style-type: none"> • summative assessments, designed for program evaluation and accountability; • interim assessments, designed to support teaching and learning throughout the year; and • formative assessment practices, which support students’ learning in day-to-day instruction. 	<ul style="list-style-type: none"> • Oregon Balanced Assessment Graphic (PDF)
<p>Slide 11: Moving Toward A Balanced Assessment System</p> <p>As described in the Right Assessment for the Right Purpose, a balanced assessment system is fundamental to our public education system.</p> <p>To date, Oregon’s statewide assessment system has been composed almost exclusively of annual summative</p>	<ul style="list-style-type: none"> • Right Assessment for the Right Purpose (PDF)

assessments, which are administered annually and intended to provide an estimate of learning primarily across schools, districts, and the state.

While this approach allows comparison of performance across grade levels and/or schools, etc., it does not fully meet the needs of educators in the classroom.

Classroom educators need evidence of learning that they can act on within an instructional cycle (best provided by interim assessments), as well as evidence on learning that is occurring in the moment throughout classroom instruction (best from formative assessment practices).

A balanced approach to assessment can provide evidence of learning that addresses questions at different points of time within the education process and across the educational system, from student, to classroom, to school, to district, to state level determinations.

Slide 12: Series Outcome

As we have shared, the largest part of a student-centered balanced assessment system is a well-designed formative assessment process.

In our “Right Assessment for the Right Purpose” guidance document, we use the metaphor of lenses to consider each type of assessment.

A microscope best represents formative assessment practices because, when done effectively, these practices pull student learning into focus in the moment. Formative assessment practices are used throughout instruction: from planning clear learning outcomes to selecting the right tasks to engage students to providing feedback, these practices span the arc of the teaching and learning experience.

In the following slides, we will take a closer look.

- [Oregon Balanced Assessment Graphic \(PDF\)](#)

Slide 13: Formative Assessment Introduction

Formative assessment is assessment for learning. Contrary to our common vernacular, formative assessment is not a “thing” nor is it accurate to talk about “formative assessments”. Rather, formative assessment is a planned, ongoing process used by all students and educators during

- [Understanding the Formative Assessment Process \(PDF\)](#)

learning and teaching to elicit and use evidence of student learning to improve student understanding of intended disciplinary learning outcomes and support students to become self-directed learners.

A high-quality formative assessment process is built on the foundation of a collaborative and respectful learning environment, and requires the ownership of both students and educators.

[Click Animation]

The clover image works well to illustrate the process:

First, learning goals and success criteria must be clarified;
Second, activities and instructional strategies must be designed or selected to elicit evidence of student thinking;
Third, this evidence is interpreted - often in the moment - to provide actionable feedback;

Finally, this feedback is acted upon and instruction is adjusted as needed.

Throughout the process, students must not only be engaged with their teacher, but also with peers and given the opportunity to self-reflect on their learning progress.

Slide 14: What Formative Assessment IS and IS NOT

Over the past three decades, researchers have continually found that quality formative assessment has the largest positive impact of any strategy on student learning and achievement that has been documented.

[Click Animation]

In addition to the researchers listed here, John Hattie has identified nearly every aspect of the formative assessment process as ways as having a positive impact on, or even accelerating student achievement.

[Click Animation]

It is critical that districts, schools, and educators develop formative assessment literacy in service of student learning. To reiterate, formative assessment is a process, not a thing.

- [Visible Learning: Hattie Ranking: 252 Influences And Effect Sizes Related To Student Achievement](#)

<p>This table summarizes some of what formative assessment is, and what it is not. We'll give you a brief moment to read for yourself.</p> <p><i><Pause on this screen to allow reading before moving on.></i></p>	
<p>Slide 15: Interim Assessment Introduction</p> <p>When looking at Interim Assessments, educators can make unique connections that can be used to bridge instructional practices between formative assessment practices and end of year summative assessments.</p> <p>The graphic of the binoculars provides educators to stand a little farther away from the student within a wider landscape of standards and learning progressions.</p> <p>However, binoculars allow educators to still zoom in and focus in on details and patterns for both a classes' performance or at the student level to still apply appropriate instruction as needed prior to end of year summative assessments.</p>	<ul style="list-style-type: none"> • Oregon Interim Assessment Website
<p>Slide 16: Interim Assessment Uses</p> <p>Interim assessments are periodic standards-based assessments that target specific units of content.</p> <p><i>[Click Animation]</i></p> <p>Districts can elect to have students across an entire grade take the same interim assessment in a standardized manner at the same time. This allows for a common, within-school or district view of how students are progressing toward understanding Oregon's content standards and provides an opportunity for education collaboration and training.</p> <p>Teachers also can also leverage interims in non-standardized ways to see what scaffolds or supports students might need to aid comprehension. Therefore, educators can choose to have a standardized "on-demand" administration or display items for the whole class to discuss and work through individually or in groups, print single items that are most relevant to current instructional pacing, or assign to students to be completed collectively in a group setting.</p>	<ul style="list-style-type: none"> • Assessment Resources Use Chart This document provides a side-by-side comparison of training tests, practice tests, and interim assessments to help teachers decide which tool best fits their needs.

Slide 17: Interim Assessment FOR and OF Learning

Interim assessment systems connect student performance to instruction, outlining not just where student learning is needed, but providing classroom educators with instructional examples of what to work on next. Additionally, interim assessments provide students an opportunity to engage in learning standards at multiple stages of rigor or cognitive demands, such as Depth of Knowledge or (DOK) levels.

[Click Animation]

Robust interim assessment systems provide teachers and students with access to the questions and data to support substantial evaluation of student performance. Data from interim assessments can help educators answer questions such as: Did my students understand that concept? and What aspects do I probably need to revisit and reframe to support their learning?

Slide 18: Summative Assessment Introduction

As we transition to understanding the Oregon Summative Assessment System, it is important to make connections to its intended design, purpose, and use.

Summative assessments, like a telescope, are useful for looking at large systems from afar and identifying patterns that might not be visible at a finer grain of observation.

They help us better understand the health of our system and are critical to increasing equity and excellence at the state, district, and school levels. It is important to remember that summative assessments cannot answer all educational questions at every level within our system and are not intended to provide data for minute-to-minute instructional decisions.

- [Oregon Statewide Assessment System Website](#)

Slide 19: Summative Assessment Uses

Summative assessments are standards-based assessments of proficiency administered after instruction has occurred, generally at the end of an academic school year.

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State level summative assessments are typically used for school accountability, program evaluation, and to estimate the achievement levels of groups of students.

Slide 20: Summative Assessment OF Learning

Summative assessments are reflective of the full depth, breadth, and complexity of grade level content standards to which they are aligned.

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Instruments used for statewide accountability must be administered in a standardized manner in order to be comparable. Comparability (apples- to- apples) is a strength of summative assessments.

[Click Animation]

Standardization is defined as “maintaining consistent testing environment and conducting tests according to detailed rules and specifications, so that testing conditions are the same for all test takers on the same and multiple occasions.

Standardized summative assessments must also reflect the full range of the student population that participates in each grade level assessment, called the full performance continuum. With regard to scoring, standardization ensures that student test responses are all scored in the same manner which is predetermined and consistently applied.

- [Oregon Standards and Instruction Website](#)

Slide 21: Standardized Tests

Standardizing tests makes it possible to compare scores in an apples to apples way. Standardization happens, to varying degrees, in class tests and state tests alike. Standardization in test development and delivery makes it so test results can be compared against the standards achievement level descriptors for all locations and students; this is important for evaluating investments and programs.

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It is important to note that standardization doesn't mean the exact same testing experience for every student— there are many features (other than the content) that can be adjusted to match the student's needs.

Slide 22: Understanding A Balanced Assessment System Summary

As stated previously, the purpose of this series is to help district- and school-based teams improve their systems of teaching and learning using an approach inclusive to a balanced assessment system.

As districts, schools, and educators continue throughout the following sessions our goal is to continue building a shared assessment literacy foundation and connecting formative assessment practices, Oregon’s Statewide Interim Assessment System, and the Oregon Statewide Summative Assessments.

Slide 23: Contact Information and Additional Resources

In addition to these professional development resources, the ODE Assessment team is available to support districts and schools with general or content specific assessment questions.

For contact information including email or telephone, please visit the ODE Assessment homepage and select the Assessment Contact button.

Information specific to the Interim Assessment System, including supporting resources and additional session presentations, are available on the ODE Interim Assessment webpage.

Once you have completed Session 1: Understanding a Balanced Assessment System, please navigate to Session 2: Overview of the OSAS Interim Assessment System.

- Additional Resource:
 - [ODE Assessment Contacts](#)