

# *Extending Grade Level Expectations*



Approaches Linking Local Assessments  
with District and State-Mandated  
Accountability Systems

Karin K. Hess, Center for Assessment

# *Extending Grade Level Expectations...*

- Karin K. Hess, Center for Assessment – Overview of how some states are supporting local assessment systems
- Ray Bieber, Park 1 School Dist, WY – A look at Wyoming from the inside
- Martin McKeon, Sanford HS, ME - A look at Maine from the inside
- Brian Gong, Center for Assessment - Discussant

*Why use a “system” instead of individual assessments to set goals and make decisions?*

- Differing roles of classroom, district, and state assessment: Combined information is more useful and more meaningful
- In combination, assessments serve multiple purposes: Monitor achievement of standards and effectiveness of instruction, improve school performance, ensure accountability
- Focus attention on learning: Influence decisions related to local school policies, curriculum, organization, and funding support

# *Sampling Standards versus Sampling GLEs...*

## Standards

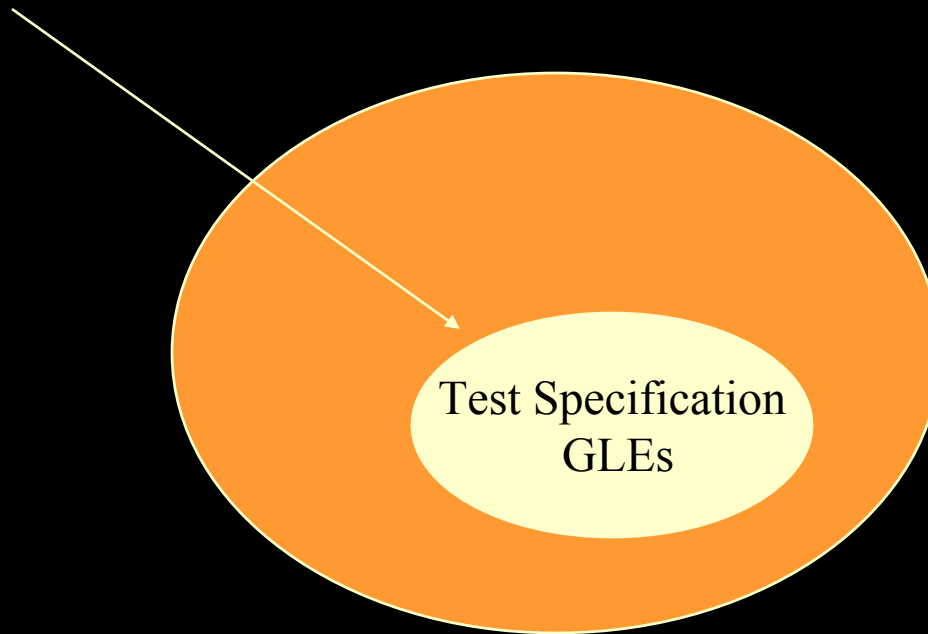
- Tend to be broad in scope
- Lack clarity in terms of how content interacts with cognitive demand
- Have inconsistent grain size
- Lack grade level specificity

## GLEs

- Break standards into meaningful parts for *prioritizing* instruction and assessment
- Can add greater clarity for assessment purposes
- Are likely to be more specific, by grade level

# *Two Types of Grade Level Expectations*

Test Specification  
GLEs for the large-  
scale assessment



GLEs for  
local  
curriculum,  
instruction,  
and  
assessment

# Characteristics of two types of GLEs

## Test Specification GLE

- Must be assessable in an on-demand large-scale setting
- Should be a prioritized set

## Local Curriculum and Assessment GLE

- Include *valued* concepts and skills not easily assessable in an on-demand setting
- Fill gaps between grades as a result of prioritization for test specification
- Include foundational skills
- Offer varied formats

LAS builds system coherence

## *Assessments in the system complement each other*

- Provide related information using multiple assessment formats
- Provide differing levels of specificity
- Provide varied applications of content knowledge and skills
- Provide information at different points in the student's schooling

# *Assessing progress towards achieving standards...*

State Level	Benchmark student performance at specified points related to achievement of standards
School Level/ Grade Level	Specific to content and skills that students are required to master by that grade
Classroom Level	More specific to content and skills; May measure prerequisite skills, skills from earlier or later grade levels, or mastery



# *What are some approaches to designing Local Assessment Systems?*



- Maine
- Wyoming
- Vermont
- Rhode Island
- Others

# *Maine's Local Assessment System*

- **The assessments collectively are relevant to announced learning targets.**
- **The assessments are conducted at multiple levels: classroom, school, district, and state.**
- **The assessments are conducted at multiple grades.**
- **The assessments draw on multiple methods – “traditional” and “alternative” alike.**
- **The assessment system allows for multiple opportunities to demonstrate knowledge, understanding, and skill development.**
- **The assessments have an announced rationale.**

*Measured Measures: Technical Considerations for Developing a Local Assessment System 2000*

# *Maine's LAS Guide: Three Principles*

- **Coherence:** Aligned with content standards of *ME Learning Results* (depth, breadth, progress)
- **Sufficiency:** Evidence supports valid and reliable inferences about achievement of *ME Learning Results* (sample content clusters)
- **Fairness:** To all students, schools, and school administrative units (opportunity)

# *Some Components of Maine's LAS: A System for Certification*

- Definition of “Assessment Types” by Discipline
- Adaptation Protocol for creating/adapting local assessments to assess ME content standards
- Professional Development - developing, piloting, field testing, and scoring assessments
- Bank of Common Assessments – LAD & MAP
- Case Studies (used with LAS Guide ) – How different schools might approach decisions for adoption of LAS “Criteria” (types, comparability, replacement, performance standards, reporting)

# *Maine's Exhibition Assessment Project (2002-2004)*

- Exhibitions Advisory Committee
- Development of Technical Criteria for Including Exhibition Assessments in LAS
- Development of Adaptation Protocol for creating or adapting local exhibitions
- Reviewing models/exemplars, piloting works in progress, sharing experiences and materials, providing critical feedback to colleagues

*Maine -*

# *A School Insider's Perspective...*

- Developing the LAS – policy, organizational, and curricular decisions
- Role of Exhibition Assessments
- Professional Development – Advisory Committee, peer and expert feedback
- Implementation – impact on teaching and student learning

# *Vermont's Comprehensive Assessment System*

*– Schools shall adopt a plan outlining...*

- Rigorous standards– not minimum competencies
- Assessments based on/aligned with *Vermont's Standards and Learning Opportunities*
- Performance standards that define quality to demonstrate proficiency
- Fair, valid, reliable assessments and assessment system
- Includes ALL students
- Results reported to the public

*Handbook for Professional Development in Assessment Literacy,*  
Vermont Version, 2003 and Vermont School Quality Standards

*In addition, Vermont Schools'  
LAS should...*



- Link state and local assessments
- Provide information valued at the local level
- Support teaching and learning



# *Some Components of Vermont's Approach to LAS*

- Local Assessment Validation Process - peer review of locally developed assessments (fairness, reliability, validity, cognitive complexity, content match, meaningfulness, cost, and efficiency)
- Professional Development – Regional Networks
- Support Materials - Action Planning Tool, Juried S-B Units of Study, Scoring Tools, Resource Bank
- New links with emerging grade level expectations and grade cluster expectations
  - Professional development survey
  - Action-research projects: improved performance

# *Some Components of Wyoming's Local Assessment System*

- Body of Evidence linked to graduation decisions
- Local assessment system to support learning and achievement of WY Content Standards
- Consortium of high schools - development of common assessment tasks, with scoring guides and anchor papers, across 4 disciplines
- S-B Schools Institute Modules
- Peer Review Process (alignment, consistency, fairness, standard-setting, comparability)

# *Wyoming - A School Insider's Perspective...*



- Developing the LAS – policy, organizational, and curricular decisions
- Role of Common Assessments
- Professional Development – content expertise of cadre, teachers teaching teachers about assessment
- Peer Review Process of LAS
- Implementation – impact on teaching and student learning

# *Rhode Island – Implementing a New Legislative Mandate...*

## *Proficiency-Based Graduation by 2008*

- Revise existing graduation requirements to meet/exceed minimum units required
- Identify which proficiency-based measures (portfolio, senior/capstone projects, exhibitions) will be requirements for student accountability

# *Three broad categories should guide development of PBGR...*

- **Proficiency** – Establish criteria and process to develop local assessments for sufficient depth and complexity to validly ascertain student level of proficiency (multiple measures)
- **Rigor** – Content, Concepts, Habits of Thinking (mapped back to curricula/instruction)
- **Opportunities to Learn** – Time, Support, Access, Equity, and Resources

*Guidance for Regents Regulations on High Schools and Ensuring Literacy for Students Entering High School, RIDE 2004*

# *Some questions to be answered- How Tight? How Loose?*

- Proficient in how many content areas?
- How to determine a proficiency range – minimum/acceptable to peak?
- Links to GLEs?
- How much evidence is enough?
- Role of high school large-scale assessment?
- Peer Review versus Expert Review?
- What have other states done/learned?

## *Some Strengths to Draw Upon Implementing a LAS*

- State & Local Administrative Support
- Teacher Content Expertise
- Creating a Learning Community Environment within and across Schools – professional learning
- Student Involvement
- Collaboratively Reviewing Student Work Samples
- High Quality Models & Exemplars
- Good Food at Meetings!

# *Some Challenges to Implementing Assessments in LAS*

- Assessment Literacy – Implementing Technical Considerations to Ensure Reliability; Rubric Development; Content Expertise of Assessors; Aggregation; Sampling
- Changing School Policy – Graduation Requirements, Course Offerings, Teachers' Roles, & Students' Roles
- Involving All Staff & the Greater Learning Community
- Time...



# *Greatest Insights & Learning*

- Validates What is Valued Locally
- Brings Greater Coherence between Local and State Assessment
- Creates Higher Quality of Assessments
- Improves Technical Rigor of Scoring – Reliability & Validity
- Leads to More Focused Instruction and Greater Clarity of Expectations across Stakeholders
- Needs to be an Evolving and Iterative Process