

Local Assessment Systems That
Improve Teaching and Satisfy State
Accountability Requirements:
Wyoming Consortium and *Body of
Evidence*

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Presentation at the
CCSSO Large-Scale Assessment Conference
Palm Desert, CA June 26, 2002



Goals for project

- Help districts meet state graduation requirement — how district may certify that student has met the state standards in various content areas
- Develop curriculum-embedded assessment activities that will provide credible, sound evidence
- Help districts develop technical expertise to use assessment information and put district plans in place



Wyoming Consortium of Districts

- 39 districts
- Steering Committee
- Development contractor – Center for Assessment (project directed by Marge Petit, Dick Tappan)
- Worked closely with Department, Kim Ferguson (Wyoming project consultant), teacher committees



Development process

- Ideas and topics generated with Wyoming teacher committees
- Edited and fleshed out by Center for Assessment
- Reviewed by teacher committees
- Piloted in state ('01-'02 school year)
- Benchmarked; annotated anchors produced by teacher committees
- Final version of activities, rubrics, annotations to be released fall 2002



Consortium assessment activities' characteristics...

- Supplement what was already available or being developed by districts
- Aligned with Wyoming standards and benchmarks
- Sound assessment information
- Instructionally rich and challenging (N. Webb Depth of Knowledge)
- Modular and optional
- “Sufficient” in number



Sample assessment activities

- Mathematics
- English language arts
- Science
- Social Studies

[samples shown in presentation]

- About 65 total activities (with anchors)



How used to fulfill *Body of Evidence*

■ Example:

- ◆ District aligns with curriculum, courses (e.g., selects four Consortium activities to be integrated into English 1 or Biology)
- ◆ Confirms mapping of evidence to standards
- ◆ Sets standards, distributional requirements, aggregation rules, etc.
- ◆ Establishes rules for best work replacement, etc.
- ◆ “Administers” assessment, scores, records



Benefits to teaching and teachers

- Focused on standards, alignment of opportunities to learn, assess, and perform
- Assessment development, including rubrics, of rich, extended, systematically developed performance tasks tied to instruction
- Immersed in assessing quality of student work in relation to standards
- Developing consensus about evidence, selecting anchors, writing justifications
- Leadership training in process to use in own districts and as resource to help others
- Provides students real opportunities to show proficiency on a range of very rich, engaging tasks



For more information

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Check website for information on 2002 RILS conference sponsored by the Center and WestEd

- ◆ What states are doing with *No Child Left Behind*
- ◆ Reliability and *NCLB*
- ◆ Alignment and *NCLB*

