

Educational Success Task Force Sub-Committee Meeting Compiled by Tamara Durbin - March 8, 2012

Questions related to Assessment: How is formative assessment being used/considered as a part of Colorado's assessment system/upcoming assessment opportunities/decisions? How are assessments being brought to bear within the context of competency-based learning?

Formative vs. Summative Assessments

Formative assessments are on-going assessments, reviews, and observations in a classroom. Teachers use formative assessment to improve instructional methods and student feedback throughout the teaching and learning process. For example, if a teacher observes that some students do not grasp a concept, she or he can design a review activity or use a different instructional strategy. Likewise, students can monitor their progress with periodic quizzes and performance tasks. The results of formative assessments are used to modify and validate instruction.

Summative assessments are typically used to evaluate the effectiveness of instructional programs and services at the end of an academic year or at a pre-determined time. The goal of summative assessments is to make a judgment of student competency after an instructional phase is complete. For example, in Colorado, the CSAP/TCAP is administered once a year -- it is a summative assessment to determine each student's ability at a pre-determined point in time. Summative evaluations are used to determine if students have mastered specific competencies and to identify instructional areas that need additional attention.

The following table lists formative and summative assessments that are common in schools.

Formative Assessments	Summative Assessments
Anecdotal records	Final exams
Quizzes and essays	Statewide tests (CSAP/TCAP)
Diagnostic tests	National tests
Lab reports	Entrance exams (SAT and ACT)

The State of Colorado administers the CSAP/TCAP to meet federal requirements. The delay in getting the results does little to inform teacher's instruction. The use of formative assessments in the State of Colorado would allow teachers and administrators to regularly monitor students' progress toward proficiency of the state standards. Formative assessments:

- Brief and administered frequently
- Provide immediate results
- Predict student performance
- Allow teachers to regularly monitor students' progress toward proficiency

Review the following example: www.edisonlearning.com



EVALUATE™

Online, formative assessments from EdisonLearning

Assess, Analyze, Improve

eValuate is EdisonLearning's online formative assessment system that combines monthly benchmark assessments aligned to individual state standards with comprehensive and easy-to-use reporting and analysis tools. Superior professional development and on-site support in data analysis make eValuate an invaluable tool to driving instruction that increases student achievement.

Powerful Reporting Options

Monthly benchmark assessments in math and reading are administered online with automatic scoring. Assessments are aligned to state standards and reflect the focus of each state's high stakes test. Reports are made instantaneously available through eValuate, including

- Reports at the school, grade, class, section or student levels, with breakdowns by subject, strand, skill and question
- Monthly and longitudinal year-to-date reports
- Reporting by groupings such as gender, ethnicity and socio-economic factors, such as Free and Reduced Lunch students
- Custom group reporting such as school-specific groups, afterschool programs, reading groups, etc.

Professional Development

In addition to formative assessments and comprehensive reporting, eValuate is accompanied by professional development, training and support, including

- Online videos, available on-demand, for on-going support in using eValuate

- effectively
- On-site EdisonLearning teams that help to ensure successful implementation
- Job-embedded learning that occurs as educators engage in daily analysis of *eValueate* data
- EdisonLearning's research and assessment teams available to provide support in understanding the data and making it actionable

“They focused to such an extreme extent on the data, and what the data shows. When you make those analyses it really directs you to where the problems are, and that way you know what you need to fix.”

Randall Malachi, Public Information Officer, Marlboro County, SC

How does *eValueate* work? -[Learn More.](#)



Teachers can view their students' progress by subject, strand or skill. They can also monitor customized groups of students.



EVALUATE: HOW IT WORKS

Data-driven Feedback that Benefits Students, Teachers, and Administrators

All members of a school community can benefit from utilizing *eValuate*. The data-driven feedback *eValuate* generates helps students, teachers, principals, and other administrators understand where more focus is needed.

Student View

eValuate is designed to encourage students to actively engage in their own learning. Students in and above second grade can log into the system to take assessments online each month in reading and math. After each assessment, students can access the previous month's results, view their progress, and set goals for themselves.

The screenshot displays the student interface for Amanda Doe at John Smith Elementary, with Mrs. Davis as the teacher. The 'My Assessments' section shows two options: 'Math - APR' (Score: 84%) with a 'Review' button, and 'Reading - APR' (Status: You have questions to finish) with a 'Finish' button. A 'Last Month's Results' bar chart compares Math (80%) and Reading (85%). A 'Change Over Time' section shows a +4% increase in Math and a decrease in Reading. Below, a reading passage titled 'What's In a Name?' is shown with a question: 'This story takes place -'. The question has five radio button options: 'at Tulip's school and home', 'on the school playground', 'in the school library', 'at Tulip's home and at the store', and 'at Tulip's school and home'. A navigation bar at the bottom of the passage shows page numbers 1 through 19.

Students can view the assessments from the previous month to find out correct answers, identify areas for further study and take ownership of their learning. Teachers can control which types of feedback students view (marked answer, correct answer, etc.) to guide learning and use past assessments as teaching tools.



Student Name: Doe, Amanda School Name: John Smith Elementary School Teacher Name: Mrs. Davis

Performance by Question: FEB (Grade 4 Reading) Student: Amanda Doe
 This report lets you see how you've been doing on specific questions in the benchmark assessments

Student Report

Year-to-date-progress

Performance by Question

Year-to-date-Progress-by Strand and Skill

Performance by Strand and Skill

Question	Performance (%)
1	10%
2	35%
3	55%
4	50%
5	75%
6	70%
7	85%
8	80%
9	90%
10	95%
11	98%
12	99%
13	100%

Reading Answer Choices - FEB

100% (16/20) questions

6 7 8 9 10 11 12 13

19 20

test details

FEB Reading Assessment Results

Question 10

The First Blue Jeans

The 1850s were exciting years in California. A gold rush was on. Thousands of gold prospectors were pouring into California. They hoped to strike it rich. There were shortages of many goods. Including shovels, pickaxes, eggs, and clothing. A gold pan due in the 1850s had cost 20 cents, now sold for \$4, \$8, or even \$16! One man, Levi Strauss, decided California would be a good place to open a store.

On the first day of school, the teacher took attendance. When she got to my name, she called out, "Telpy Kellers?"

The kids in class giggled, and I wanted to crawl under my desk. I slowly raised my hand, and the kids laughed even louder. The teacher was smiling too. I sank down in my chair, wishing that I could fall through the floor.

That night at supper, Mom and Dad asked me about my first day at the new school. I cried, "The whole day was a nightmare! I kept thinking that I'd wake up any minute, and everything would be fine again." My voice was shaking. I asked, "Why did you name me Telpy? It's a silly name! Everyone laughs at it and makes me feel bad."

My mom sighed and said, "Come here, Telpy." I went to my mother's side and she put an arm around me. She began, "We thought the best name to tell you the story of your name was when you asked."

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 >

How did using serge de Nimes fabric allow Strauss to improve his pants?

- The new pants were a prettier color.
- The new pants looked more stylish.
- The new pants felt softer.
- The new pants were stronger.

Teacher View

Teachers get a quick, reliable report on how their class is progressing toward mastery of state standards. A wide variety of reports inform teachers of how students are performing at each strand, skill, and subject, providing crucial insight into whether the class is on track, and where more instruction is needed.



Teachers can view individual students' performance each month by question, and look at overall class data. They can perform distracter analysis to understand which concepts are clear to students and which need further instruction. Teachers can also create groups to track their progress, such as to test the effectiveness of an intervention or afterschool program, or to monitor students who have previously needed additional support.

Student Name: Doe, Amanda School Name: John Smith Elementary School Teacher Name: Mrs. Davis

Class Performance by Question: SEP (Grade 3 Reading)

The report below provides a detailed breakdown of your school's progress on benchmarks at the question level, allowing you to perform item analyses to diagnose issues.

School Reports

- Year-to-date-progress by class
- Performance by Question
- Year-to-Date-Progress-by Strand and Skill
- Performance by Strand & Skill

Class Reports

- Year-to-Date-progress by Student
- Performance by Question
- Year-to-date-Progress-by Strand and Skill
- Performance by Strand & Skill

Student Report

- Year-to-Date-progress
- Performance by Question
- Year-to-date-Progress-by Strand and Skill
- Performance by Strand & Skill

Student	Library Elements & Techniques				Reading Comprehension				Reading Strategies				Percent Correct
Kim Bryant													
Dante Burgess	1	0	1	1	1	0	1	1	1	0	0		65%
Jenny Ellis													
Jessica Farmer	1	1	1	1	1	1	1	1	1	1	1	1	70%
Kathy Garrett	0	1	1	1	0	1	1	1	0	1	1		85%
Joan Gregor													45%
Minnie Hay													40%
Yamara Hoff													70%
Ernestine H													95%
Judy Lyons													90%
Metallic M													65%

Student Name: Doe, Amanda School Name: John Smith Elementary School Teacher Name: Mrs. Davis

IL v2-Reading-Grade 3, APR 2009-2010

Question 4

The Secret of the World's Most Delicious (and Healthy) Spaghetti Sauce

"Dinner's ready!" Mr. Lucca called from the hallway.

A few minutes later, Rich Lucca and his friend Will Rice sat down at the dinner table. Mr. and Mrs. Lucca and the twins were already seated. Mr. Lucca passed Will a huge plate of spaghetti with tomato sauce.

Will grinned.

"You look like you just won a prize," Mr. Lucca joked.

"This is my favorite meal," Will said.

The table was quiet for several minutes while everybody ate.

"That was the best spaghetti sauce I ever tasted. How do you make it?" Will asked.

"I have a secret ingredient that makes my sauce delicious and healthy," Mrs. Lucca said.

"I'm good at keeping secrets," Will said.

"Next time I make sauce, I'll call your name. If you help me with it, you'll learn my secret," Mrs. Lucca promised.

Where does the passage take place?

at Will Rice's house 0.7%

at Rich Lucca's house 96.95%

at a restaurant 4.35%

at a food store 0.00%

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 >

Principal & Administrator View

Data from eValuate inform principals and administrators of whether schools and classes are meeting standards. The longitudinal view of benchmark results by grade and by class, with reports on both participation and improvement rates, help administrators understand where resources are most needed.

Student Name: Doe, Amanda School Name: John Smith Elementary School Teacher Name: Mrs. Davis

School Year-to Date Progress by Class: Grade 4 Reading
 This report provides a snapshot of your schools monthly progress on benchmarks for the year. At a glance you can track progress by individual classroom

CLASS	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR
Mr. Day - 404 - 41	88% (100%)	88% (92%)	82% (100%)	70% (100%)	64% (100%)	64% (100%)	64% (100%)	68% (96%)
Ms. Simpson - 404 - 42	0% (0%)							
Mrs. Benson - 404 - 43	84% (88%)	88% (96%)	84% (88%)	88% (100%)	84% (100%)	84% (92%)	88% (100%)	88% (100%)
Mrs. Taylor - 404 - 44	88% (100%)	84% (100%)	84% (100%)	72% (100%)	76% (100%)	82% (100%)	76% (100%)	82% (100%)

District Reports

- Year-to-Date-Progress by School
- Performance by Question
- Year-to-date-Progress-by Strand and Skill
- Performance by Strand and Skill

School Reports

- Year-to-Date Progress by Class
- Year-to-Date-Progress-by

eValuate data is organized by question, as well as summarized by strand and skill, allowing principals and administrators to analyze not only which grades or classes need interventions, but also in which areas of focus. This level of specificity enables administrators to focus resources in precisely the right places, so adjustments address the greatest needs in the most cost-effective way.

Student Name: Doe, Amanda

School Name: John Smith Elementary

School Teacher Name: Mrs. Davis

School Performance by Question: APR (Grade 3 Reading)

The report below provides a detailed breakdown of your school's progress on benchmarks at the question level, allowing you to perform item analyses to diagnose issues.

District Reports

Year-to-Date-Progress by School

Performance by Question

Year-to-date-Progress-by Strand and Skill

Performance by Strand and Skill

School Reports

Year-to-Date Progress by Class

Year-to-Date-Progress-by Strand and Skill

Performance by Strand & Skill

Class Reports

Year-to-Date-progress by Student

Performance by Question

Year-to-date-Progress-by Strand and Skill

Performance by Strand & Skill

Student Report

Year-to-Date-progress

Performance by Question

Year-to-date-Progress-by Strand and Skill

Performance by Strand & Skill

	Strand	Skill	Total Correct	Percent Correct
1	Reading Strategies	Predictions	16/23	69%
2	Reading Comprehension	Sequencing	11/23	47%
3	Literary Elements & Techniques	Plot	12/22	78%
4	Literary Elements & Techniques	Setting	20/23	86%
5	Literary Elements & Techniques	Theme	21/23	91%
6	Literary Elements & Techniques	Analyzing Character	20/23	86%
7	Reading Strategies	Analyzing Character	16/23	69%
8	Reading Comprehension	Roots / Affixes	11/23	47%
9	Literary Elements & Techniques	Synonyms / Antonyms	12/22	78%
10	Reading Comprehension	Literal Comprehension	20/23	86%
11	Reading Comprehension	Main Idea/Supporting Details	21/23	91%
12	Reading Comprehension	Inferences/Conclusions	20/23	86%
13	Reading Comprehension	Visual Aids	16/23	69%
14	Variety of Literary Works	Genre Characteristics	16/23	69%
15	Reading Strategies	Graphic Organizers	16/23	100%
16	Vocabulary Development	Context Clues	22/23	95%
17	Reading Comprehension	Literal Comprehension	22/23	95%
18	Reading Comprehension	Directions/Instructions	18/23	78%
19	Reading Comprehension	Directions/Instructions	21/23	91%
20	Reading Comprehension	Author's Purpose	19/23	82%