

Wisconsin's Strategic Assessment Systems

FOUNDATIONAL CHARTS

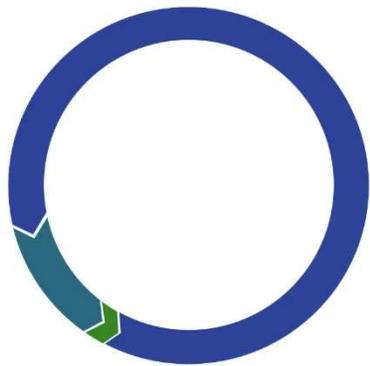
This resource contains:

- Strategic Assessment Systems definition and emphasis
- Types of assessment
- Purposes of assessment
- Stakeholders use of assessment data to drive decisions

Using data
Promoting reflection
Improving outcomes



Strategic Assessment Systems Defined:



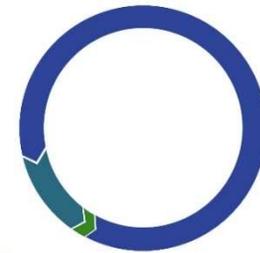
Strategic Assessment Systems measure progress towards college and career readiness, including academic preparedness and social-emotional competence across schools, districts, and the state.

When implemented strategically and systematically, assessment systems lead to improved student outcomes.



Strategic Assessment Systems Emphasize:

- The purposeful alignment of assessments and their use in the data inquiry process
- The critical and primary role that formative assessment plays in driving the teaching and learning process
- The importance of identifying high quality assessments to produce effective and efficient information about students' readiness for college and career with the least amount of testing



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What are the different TYPES of assessment?

FORMATIVE

INTERIM

SUMMATIVE

...assessments are designed to...

Quickly inform instruction

Benchmark and monitor student progress

Evaluate learning

...by providing...

Specific, actionable, immediate feedback

Multiple data points across time

Cumulative snapshots

...through...

Teacher techniques embedded into daily, ongoing instructional strategies

Periodic/diagnostic common assessments

Chapter tests, portfolios, projects, EOY grades, standardized assessments

...that are...

Student-/classroom-centered

Grade-level/School-centered

School-/District-/State-centered

...and that answer academic/social/emotional questions...

What comes next for student learning?
What adjustments should be made to the instruction/program?

What progress are our students making?
Is the instruction/program working?

Are ALL students meeting the standards/expectations?
How successful was the instruction/program?

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What *purposes* do the various TYPES of data serve?

	Formative <i>Quickly informs instruction by providing specific, actionable, immediate feedback</i>	Interim <i>Benchmarks and monitors progress by providing multiple data points across time</i>	Summative <i>Evaluates learning by providing a cumulative snapshot</i>
To PLAN learning <i>PRIOR to instruction</i>	Specific feedback that identifies students' strengths, areas for growth, and gaps in learning	Data points that show educators the starting point to inform instructional plans, pacing, groupings, enrichment and interventions	Snapshot that aids in planning future instruction, reflecting on general trends/patterns, or establishing the big picture within a class, school, district, or state
To SUPPORT learning <i>DURING instruction</i>	Immediate feedback that informs both student and educator in order to make real-time adjustments and strategic decisions to advance student learning	Data points that show what academic and social-emotional learning objectives have been mastered, what needs to be addressed next, and what requires more attention	Snapshot that informs classroom, grade level, or department decisions such as groupings or alterations to curriculum maps
To MONITOR learning <i>BETWEEN instruction</i>	Feedback that allows the educator and student to monitor the learning progress that has been made by the student since last check-in	Data points that track student progress over time, providing periodic and multiple data points against benchmarks throughout the year for program improvement and instructional change	Snapshot that provides information about what students know and can do in order to promote continuous program improvement, curricular changes, or PD needs
To VERIFY learning <i>AFTER instruction</i>	Feedback that confirms what learning standards the student knows and can do	Data points that are used, along with other information, to reveal trends, identify patterns, and monitor student progress/performance at various levels including grade, subgroup, school, district	Snapshot that contributes to decision-making, typically on an annual basis, at macro levels, about subgroups, schools, districts, and states
Data Examples*	<i>Student conferences; Exit slips; Questioning; Anecdotal notes; Thumbs up/thumbs down</i>	<i>Common benchmark assessments; District-wide assessments (e.g., MAP, STAR)</i>	<i>Chapter Tests/Projects/Portfolios; Classroom Grades; Graduation and Discipline Rates; Statewide assessments (e.g., Forward, ACT, DLM)</i>

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Who is using the data, and *driving* which DECISIONS?

VARIOUS STAKEHOLDERS	DECISIONS
<p>STUDENTS understand what is needed to meet their own learning goals, track their own progress, and increase ownership of their own learning.</p>	<p>Do I understand this? Can I explain it to a friend? What is my learning target? What am I aiming for? Where did I make a mistake? What do I need to improve?</p>
<p>PARENTS understand what is next within their child's learning, track their child's progress, and deepen their partnership with their school.</p>	<p>What comes next in my child's learning? What are my child's strengths and areas in need of improvement? What are the goals for my child's learning this week/month/year?</p>
<p>EDUCATORS plan and adjust instruction, and monitor and verify student learning. It also informs classroom decisions such as groupings, pacing, and alterations to curriculum maps, etc.</p>	<p>What comes next for student learning? What are the trends or patterns within student progress/performance? Is the program working? Are the supports working? Are ALL our students meeting the academic, social, and emotional standards and expectations?</p>
<p>PRINCIPALS, Improvement Teams, and PLCs monitor and verify student learning, program effectiveness, and continuous school improvement efforts. Data is used to promote program improvement, curricular changes, and professional learning needs.</p>	<p>What comes next for cohorts of students' learning? What are the trends or patterns within student progress/performance? Is the program working? Are the supports working? Are ALL our students meeting the academic, social, and emotional standards and expectations?</p>
<p>COMMUNITIES make decisions that support the educational process, educational outcomes, and resource alignment for community programs and services.</p>	<p>What gaps exist that community programming can target? Are ALL our students on track for their next step in education? career? community? Are children coming into school with quality learning opportunities? Are there differences in the cohorts that may have been impacted by community factors? Are there community resources that could support gaps in student achievement?</p>
<p>DISTRICTS make decisions about curriculum and instruction as well as program adjustments.</p>	<p>What are the trends or patterns within student progress/performance? Is the program working? Are the supports working? Are ALL our students meeting the academic, social, and emotional standards and expectations? What does the data disaggregated by subgroup tell us?</p>
<p>STATES make decisions on a statewide basis, report to the public, and fulfill required reporting to the US Department of Education.</p>	<p>Are ALL our students meeting the academic, social, and emotional standards expectations? Where are gaps in student achievement? Where are they persistent?</p>

