Coherent Assessment Systems
Supporting College and Career Ready Success

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OVERVIEW

- Contextual challenges
- Coherent systems that can support learning
- Critical ingredient: quality assessment, smart use
- Getting there
Contextual Conundrum

- Enduring Belief: Assessment/accountability can benefit learning

- But:
  - ✔ Assessment historically has narrowed learning
  - ✔ Too little assessment literacy
  - ✔ Too much time in testing
  - ✔ Calls for testing audits/action plans
The time is now:

From too much of the wrong kinds of testing

To coherent systems of assessment that support CCRS
One Size Does Not Fit All
Different Levels of Detail

Quarterly

Minute-by-minute, Daily, Weekly

Annual

End-of-Unit
Guiding Premise: Coherent Focus, Variation in Grain Size to Support Use
How Framework Helps

• Lays out common vision of how various types/levels of assessment are supposed to work
  • *Conflicting definitions hamper effective communication and action*

• Help districts and schools assess their needs and move to better, more efficient systems

• Too much testing? Get rid of duplicates or what’s not working; devise more effective/efficient alternatives

• Associated PD modules
Coherent Assessment Systems: On-going Data for Improvement
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## Description of Each Assessment Type

<table>
<thead>
<tr>
<th><strong>Type and User</strong></th>
<th><strong>Purpose</strong></th>
<th><strong>Frequency and Relationship to Instruction</strong></th>
<th><strong>Methods</strong></th>
<th><strong>Information</strong></th>
<th><strong>Uses/Actions</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Category of assessment and who uses the assessment type and results</td>
<td>Function assessment serves within a comprehensive system of standards-based curriculum, instruction, and assessment</td>
<td>How often and when to assess students in relation to instructional goals</td>
<td>Strategies for obtaining evidence of learning</td>
<td>Types of evidence or information gained from assessment to inform uses and actions (see next column)</td>
<td>Actions that educators and students might take in relation to assessment information</td>
</tr>
</tbody>
</table>
A Common Process of Assessment for Improvement: Key Attributes

- Clear, *significant* learning goals and success criteria/performance standards relative to an expected learning progression
- Appropriate Methods/Strategies for eliciting evidence student learning relative to *significant* goals
- Appropriate methods/strategies for interpreting/reporting student learning/results
- Use results to take action to improve
- Stakeholders involved in the process
ASSESSMENT QUALITY: VALIDITY

the extent to which an assessment provides accurate inferences and well serves intended purpose(s)
General Guidance on Quality Criteria

- Alignment
- Reliability
- Fairness
- Evidence of relationship to purpose
- Utility/usability
- Feasibility
- Coherence
Getting Alignment Right in ELA

- Reading *and* writing
- Appropriate text complexity
- Balance of literary and information texts
- Require close reading and analysis of texts, consistent with standards
- Range of cognitive demand, item/task types
- Emphasize vocabulary and language use
- Research and inquiry, speaking and listening
Getting Alignment Right in Math

- Emphasize content most needed for later success
- Balance of concepts, procedures and *application*
- Connect content to practice
- Require a range of cognitive demand
- Range of item and task types
Traditional Alignment Study: Webb

- Item by item review by content experts
- Each item rated for content (standard/target) and depth of knowledge (DOK)
- Results summarized to yield content concurrence, range, balance, depth of knowledge consistency, etc.
- Assuring higher levels of DOK key to deeper learning goals
Alignment:

Good match in content and cognitive demand
Getting to coherent systems that actually benefit learning
Bringing the Vision to Reality

• System of quality assessments, seriously aligned with meaningful learning goals

• Assessment literacy supporting evidence-based practice: intelligent selection/creation, analysis and use; reflective practice

• Which comes first? How to get there?
IN THE FINAL ANALYSIS

Data don’t solve teaching and learning problems, educators do
Coherence and Accountability:
Let’s work together: herman@cse.ucla.edu

CSAI resources can help: csai-online.org
You’ve read 3 texts describing Amelia Earhart. All three include the claim that she was a brave, courageous person. The three texts are......

Consider the argument each author uses to demonstrate Earhart’s bravery.

Write an essay that analyzes the strength of the arguments about Earhart’s bravery in at least two of the texts. Remember to use textual evidence to support your ideas.
Read this sentence from the passage (after reading a passage on space diamonds).

“Besides being beautiful to contemplate, space diamonds teach us important lessons about natural processes going on in the universe, and suggest new ways that diamonds can be created here on Earth.”

Explain how information learned from space diamonds can help scientists make diamonds on Earth. Use evidence from the passage to support your answer.

Type your answer in the space provided.
Recent Views on Assessment Quality

- **Criteria for High Quality Assessment** (Darling Hammond et al, 2013)

- **CCSSO Criteria for Procuring and Evaluating High-Quality Assessments**

- **Standards for Psychological and Educational Testing**
  (AERA, APA, NCME, 2014)
Webb’s DOK Framework

- **DOK 1**: Basic knowledge/procedures, recall
- **DOK 2**: Simple application (some mental processing)
- **DOK 3**: Analysis, reasoning, inference, abstract thinking
- **DOK 4**: Extended planning, synthesis/investigation of multiple sources, non-routine problem