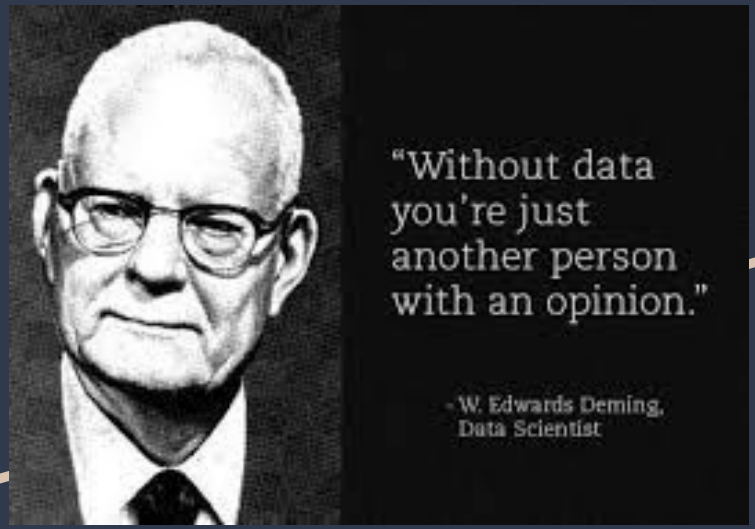
Worthington Schools Assessment Audit 2018

Report to Board of Education

Angie Adrean, Chief Academic Officer
Kelly Wegley, Coordinator of Academic Achievement and Professional Development

"To empower a community of learners who will change the world."

Why conduct an Assessment Audit?



We believe assessments are a vital component in a classroom. We also believe it is important to reflect on our assessment practices on a regular basis.

In concert and collaboration with WEA, based on our recent negotiated agreement, our district chose to conduct an Assessment Audit.

We believe these results will enhance our practices at the school and classroom levels.

We believe this audit is a supportive and thoughtful approach in supporting the work of our staff and students.

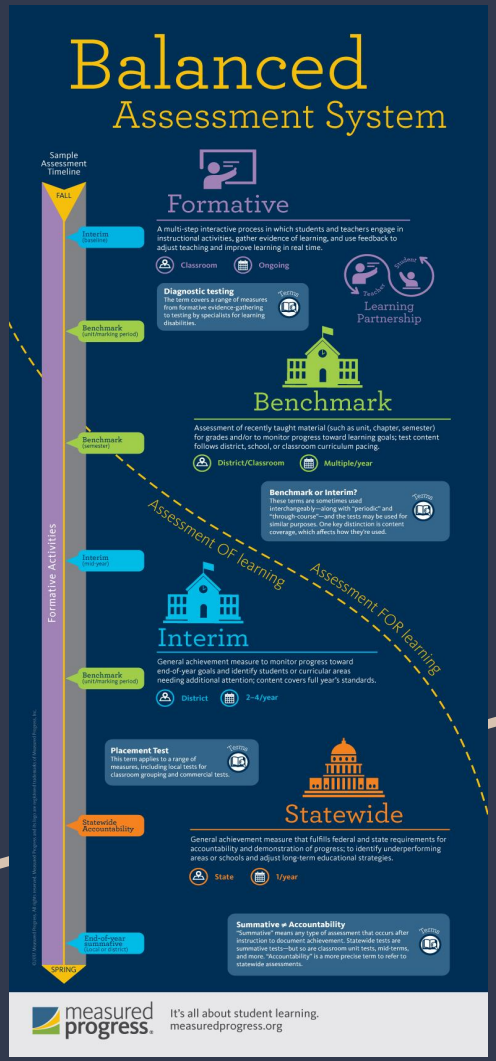
What is an Assessment Audit?

A purposeful and methodical examination of our assessment practices and tools, in order to reflect upon and review the alignment of assessments to our core purpose:

...PROVIDING INSTRUCTION ALIGNED TO ADOPTED CURRICULUM AND TIED TO THE NEEDS OF OUR STUDENTS.

What is an Assessment?

In education, the term *assessment* refers to the wide **variety** of methods that educators use to evaluate, measure, and document the academic readiness, learning progress, and skill acquisition of students.



4 Main Components of a Balanced Assessment System

1. Formative Assessment Practices

- Multi-step, interactive process (not a test)
- Variety of activities in a student-teacher learning partnership
- Clear, actionable feedback that guides student learning

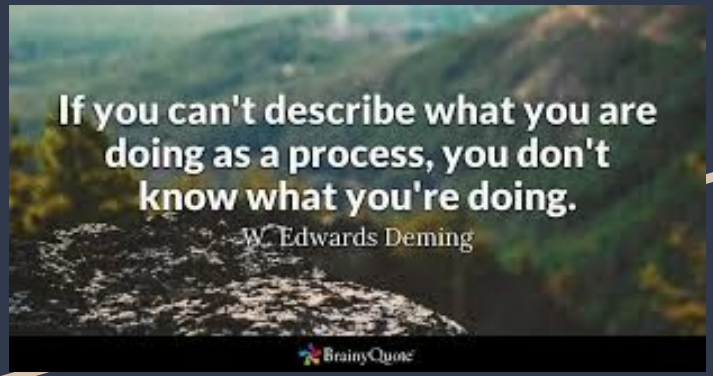
2. and 3. Benchmark, Diagnostic and/or Interim Assessments

- Test Publishers/Vendors - Used at certain points throughout the year to determine academic levels, growth and inform instruction
- Teachers - Administer between instruction to measure student achievement and growth, identify patterns in learning and target additional resources for students and teachers ie. placement into intervention or gifted programming

4. Statewide/Summative Assessments

- Refers to the individual state administration each year to fulfill the accountability/graduation requirements and demonstrate progress
- Unit, Semester and Final Exams, Portfolios, Research Reports, Presentations etc...

How did we conduct the Assessment Audit?



Process and Timeline

October - Leadership Team Meeting to explain purpose and process

October and November - District Survey

November and December - Collection of artifacts (curriculum maps, unit plans, formative and summative assessments), interviews, focus groups and observations of meetings and classrooms

January and February - Review and analyze data results

March and April - Recommendations for Action

3 Components

1. Curriculum
2. Student Assessment System
3. Assessment Sample Analysis

- **Areas of Strength**

  Evidence from the Audit - including direct quotes and graphs

- **Areas of Need**

  Evidence from the Audit - including direct quotes and graphs

- **Recommended Action Steps**

Component 1: Curriculum

Area 1 Curriculum cycle and development

Area 2 Curriculum Process

Area 3 Curriculum Alignment

Area 4 Curriculum Content

Areas of Strength:

- ***The process used for the adoption of College Prep Mathematics followed an effective protocol***
- ***Curriculum documents are aligned with state and national standards, as well as state assessments***
- ***Curriculum content is enhanced with multiple opportunities for CC+, AP, IB and STEM***

Areas of Need:

- ***An identified cycle of the development or renewal of curriculum must be established and communicated***

Recommended Action Steps:

- **Implement a uniform Design, Revise and Adopt Curriculum/Resource Cycle**
- **Develop Course Summary and Curriculum Map for all tested content areas**
- **Professional Development focused on differentiated instruction, effective feedback and student ownership**

Math II Course Summary "DRAFT" Example

Math II — Course Summary

Course Description:

Math II formalizes and extends the algebra and geometry that students have learned in previous courses. It does this by focusing on investigating a variety of functions, representing and solving quadratic functions, establishing triangle congruence criteria using rigid motions and formal constructions as well as building a formal understanding of similarity based on dilations and proportional reasoning. The course also helps students develop the concepts of formal proof, explore the properties of two- and three-dimensional objects, work within the rectangular coordinate system to verify geometric relationships and prove basic theorems about circles. Students also use the language of set theory to compute and interpret probabilities for compound events.

On a daily basis, students in Math II apply the Mathematical Practices by using problem-solving strategies, questioning, investigating, analyzing critically, gathering and constructing evidence, and communicating rigorous arguments justifying their thinking.

The course is well balanced between procedural fluency (algorithms and basic skills), deep conceptual understanding, strategic competence (problem solving), and adaptive reasoning (extension and transference).

Details:

Length: 2 semesters | **Credit**: 1.0 credits | **Graded**: Conventional
Graduation Requirement: Mathematics | **State Test**: Yes

Students will learn:

- Geometric transformations (reflection, rotation, translation, and dilation) and symmetry.
- Relationships between figures (such as similarity and congruence) in terms of rigid motions and similarity transformations.
- Properties of plane figures.
- Proofs of geometric theorems (investigate patterns to make conjectures, and formally prove them).
- Modeling with geometry.
- Measurements of plane figures (such as area, perimeter, and angle measure).
- Theorems about circles, including arc lengths and areas of sectors.
- Measurements of three-dimensional solids (such as volume and surface area).
- Tools for analyzing and measuring right triangles, general triangles, and complex shapes (such as the Pythagorean Theorem, and trigonometric ratios).
- Probability (independence and conditional probability, compound events, expected value, and permutations and combinations).
- Investigation of a variety of functions including square root, cube root, absolute value, piecewise-defined, step, and simple inverse functions.
- Representations of quadratic functions with a graphs, tables, equations, and contexts.
- Solve quadratic equations using a variety of methods such as the zero product property, completing the square, and the quadratic formula.
- Symbolic manipulation of expressions in order to solve problems, such as factoring, distributing, multiplying polynomials, expanding exponential expressions, etc.
- Using algebra to write and solve equations arising from geometric situations.

Resources: Core Connections Integrated I, College Preparatory Mathematics (CPM)

Standards: Ohio Learning Standards for Mathematics

Component 2:
Student Assessment System

Area 1 High School

Area 2 Middle School

Area 3 Elementary School

- Classroom, Vendor (MAP, PSAT, ACT, SAT and AP), State and Diagnostic Assessments

Areas of Strength

High, Middle and Elementary

- ***Classroom formative assessments (including technology based) are being used on a regular basis to create more personalized and immediate feedback to students***
- ***Vendor assessments are nationally normed and provide valuable benchmarking information***
- ***State assessments provide a snapshot for both achievement and progress and allow for student progress to be tracked longitudinally***

Middle and Elementary

- ***MAP results are objective and are being used to progress monitor student growth over time***
- ***A standard writing rubric has been implemented to provide a focused approach to learning***

Component 2:
Student Assessment System

Area 1 High School

Area 2 Middle School

Area 3 Elementary School

- Classroom, Vendor (MAP, PSAT, ACT, SAT and AP), State and Diagnostic Assessments

Areas of Strength

Elementary

- ***BAS, a diagnostic assessment, is being used to check reading fluency, determine instructional levels and monitor progress thus our teachers are strong in data collection and analysis***
- ***MAP is used consistently to monitor student progress and "it works"***

General

- ***TBT's are using data from MAP and common FA's during meetings***

Component 2:
Student Assessment System

Area 1 High School

Area 2 Middle School

Area 3 Elementary School

- Classroom, Vendor (MAP, PSAT, ACT, SAT and AP), State and Diagnostic Assessments

Areas of Need

High School

- ***Lack of clarity on purpose of Mid-Term and Final Exams and limited variety in classroom assessment types***
- ***Concern regarding loss of instructional time for vendor assessments in comparison to data usage***
- ***Inconsistent design and implementation of SLO assessments across all grade levels and all contents***

Middle School

- ***A review of types, timing and frequency of classroom assessments to prevent testing fatigue***
- ***Inconsistent use of MAP data in both MS and Elementary***

Component 2:
Student Assessment System

Area 1 High School

Area 2 Middle School

Area 3 Elementary School

- Classroom, Vendor (MAP, PSAT, ACT, SAT and AP), State and Diagnostic Assessments

Area of Need

Elementary

- ***Tension about the need and use of BAS vs. the time it takes to administer and score results***
- ***Confusion and frustration regarding SLO requirements and the alignment to content and instruction in the classroom***
- ***There is a need to compare the value of data provided from MAP against the frequency with which it is given as well as a uniform PD approach for the use of MAP data***

General

- ***Inclusion of professional development days or early/late release time in the district calendar***
- ***Lack of common assessments that align with Ohio Learning Standards and opportunities for vertical and horizontal collaboration among teachers***

Component 2:
Student Assessment System

Area 1 High School

Area 2 Middle School

Area 3 Elementary School

- Classroom, Vendor (MAP, PSAT, ACT, SAT and AP), State and Diagnostic Assessments

Action Steps

High School

- ***Begin a Midterm and Final Exam "purpose review" this Spring***
- ***Provide additional professional development on the use of PSAT data***

Middle and Elementary

- ***Develop and Implement an aligned approach and processes for administering, interpreting and using data to drive instruction***
- ***Provide time for additional dialogue regarding the administration of MAP in the Fall and Winter only***

MAP Administration

Sample for grades 2, 5, 8 and 11

		Grade 2	Grade 5	Grade 8	Grade 11
Measures of Academic Progress (MAP)	**Who**	All students	All students	All students	Identified students
	What	Reading and math	Reading, math and science	Reading, math and science	Reading, math, science
	When	Fall: Reading and math	Fall: Reading, math and science	Fall: Reading, math and science	Fall: Optional
		Winter: Reading and math	Winter: Reading and math	Winter: Reading and math	Winter: Optional
		Spring: Reading and math	Spring: Science required, reading and math optional	Spring: Science required, reading and math optional	Spring: Optional
	Why	MAP is a district-assigned diagnotic assessment used to determine current academic levels and to inform classroom instruction. (Gifted screener, reading/math TGRG OT/NOT, TGRG retention)	MAP is a district-assigned diagnostic assessment used to determine current academic levels and to inform classroom instruction.	MAP is a district-assigned diagnotic assessment used to determine current academic levels and to inform classroom instruction.	MAP is a district-assigned diagnotic assessment used to determine current academic levels and to inform classroom instruction.
	How	Online	Online	Online	Online
	Testing Time	Untimed, approx. 30-60 minutes per subject test	Untimed, approx. 30-60 minutes per subject test	Untimed, approx. 30-60 minutes per subject test	Untimed, approx. 30-60 minutes per subject test

Component 2:
Student Assessment System

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Action Steps

Elementary

- ***Review the process and implement an electronic system for collecting and reporting data in the Elementary Assessment Folder to address time issue***
- ***Dialogue with teachers regarding the request for support when administering the BAS***
- ***Because BAS has provided a focused approach, there is opportunity for additional PD on clear expectations and processes***

General

- ***Review types, timing and frequency of classroom assessments in order to create a process that prevents student testing fatigue***
- ***Provide assessment literacy training to support teachers in the design of high quality formative and summative assessments***

Component 2:
Student Assessment System

Area 1 High School

Area 2 Middle School

Area 3 Elementary School

- Classroom, Vendor (MAP, PSAT, ACT, SAT and AP), State and Diagnostic Assessments

Action Steps

Professional Development

"Assessment Grading Practices"

- ***Provide Assessment Literacy Training to support teachers in the design of high quality formative and summative assessments***
- ***Continued discussion regarding grading practices and gain clarity in the administration of the assessments and the use of rubrics/scoring for analysis***
- ***Develop common assessments in all contents that align with the Ohio Learning Standards. It is important to have balance of teacher created assessments and vendor assessments***
- ***Bring teachers together at the building and district level for curricular, instructional and assessment purposes***

Component 3:
Assessment Sample Analysis

Assessment type

Alignment to standards

Depth of knowledge

Critical abilities required of students

Assessment design

Area of Strength:

- ***Assessment items were focused on core disciplinary knowledge, concepts and skills***

Area of Need:

- ***Assessments were aligned to standards but not accessing the DOK as intended by the standards (66% of assessments collected were Recall, 16% Skills, 11% Strategic Thinking and 7% Extended Thinking)***

Component 3:
Assessment Sample Analysis

Assessment type

Alignment to standards

Depth of knowledge

Critical abilities required of students

Assessment design

Recommended Action Steps:

- ***Create assessments using essential questions that also allow for students to demonstrate their understanding in unique ways and to make connections to larger constructs to allow transfer across time and disciplines***
- ***Utilize technology integration to allow students to research, produce, publish, and/or increase responses and/or products (Only 6% of assessments collected demonstrated use of technology)***

Summary

Key Takeaways

- Establishing and communicating an identified curriculum development and renewal cycle leads to a guaranteed, viable curriculum in Worthington
- Having and communicating a clear purpose and guidelines for the use of data to inform instruction helps everyone to feel the value of assessment

Already Accomplished

- AAPD book study on ensuring high quality curriculum
- 75 high school course summaries
- 3 focused MAP data reports for use by Building Leadership Teams

Next Steps for 18-19

- Assessment literacy professional learning within the context of our 4 focus improvement strategies

WHY?

We believe assessments are a vital component in a classroom. We also believe it is important to reflect on our assessment practices on a regular basis.

...to GROW!