

Mendon Middle High School

Framework for Assessment Balance and Quality

Table of Contents

Introduction..... 3
Rationale
District Mission, Values, and Belief Statements

Ensuring Quality Assessment..... 4
Balancing Assessments At-a-Glance: Critical Components of a Balanced System of Assessment

District Assessments.....4

Roles and Responsibilities..... 5
Level 1: Classroom Assessment Users
Level 2: Instructional Support Users

Keys to Quality Assessment Classroom Design.....6

Framework for a Balanced Assessment System8

Introduction

Rationale

Mendon Middle High School has developed a plan for assessment balance and quality. The plan implements a balanced system of assessment that:

Aligns assessments with the written curriculum which includes the Michigan Common Core State Standards, the Next Generation Science Standards, Social Studies C3 Curriculum, as well as a local standards;

Supports our district and school mission, values, and beliefs;

Provides students, parents, administrators, and community members with information about student achievement;

Provides formative and summative data to be used by Professional Learning Communities for timely instructional decisions and program adjustments;

Utilizes a wide variety of assessment methods to determine the level of knowledge, skills, and understanding students have acquired.

Vision

It is the vision of Mendon Middle High School to instill in our students a desire to learn; a sense of self-awareness of their needs and abilities; respect and understanding of themselves and others; responsibility for decisions and actions; competence in problem solving and the development of essential skills and talents to become contributing members of our changing society.

Mission

The Mission of the Mendon Middle High School staff is to provide the human and physical resources which assure a comprehensive curriculum and positive learning environment for all students to learn.

Belief Statement

Mendon's students will value learning and be motivated to continue learning.

Mendon's students will successfully interact with a wide variety of educational materials.

Mendon's students will exhibit the ability to solve problems by employing higher order thinking skills.

Mendon Middle High School has high expectations for students in all classes and activities.

Mendon's students will begin to recognize their strengths and realize the unique talents within themselves.

Mendon's students will display the ability to work cooperatively towards common goals with others.

Ensuring Quality Assessment

A balanced system encompasses several layers

1. At the school or grade level, balance requires the use of multiple measures to gain a big picture view of student performance. It includes standardized tests, typical classroom assessments, as well as informal observation. Often the data is used to inform whole group instruction or curriculum adjustments. In other words, the data is used to monitor the progress of a class or cohort of students.
2. Balanced assessments at the individual level are used to form instructional groupings, identify interventions, monitor progress, determine a student's specific learning needs, and provide opportunities for students to self- assess and reflect on their learning. Again, multiple measures (formal and informal) are used to guide decision- making.

At-a-Glance: Critical Components of a Balanced System of Assessment

1. Variety of assessments – both types and purposes – provide multiple opportunities for students to demonstrate learning;
2. Constructive and specific feedback is regularly provided for all students;
3. All components of assessment fit together to provide a performance profile for each learner;
4. Data collection occurs regularly within the classroom; progress of at-risk learners is closely and frequently monitored;
5. Individual and aggregated assessment data is made accessible to both teachers and administrators;
6. Analysis or interpretation of data is performed regularly through a process of inquiry;
7. Data is used to guide daily instruction, make changes to curriculum, and guide program development; and
8. Students have an integral role in the assessment process as they reflect on their progress and set personal learning goals.

Building Assessment Schedule

Assessment	Dates	Grades/Student Groups	Information/Notes
SAT,Work-Keys,MSTEP	April	11 th Grade	
PSAT	April	9 th and 10 th Grade	
MStep (6-8)	April-May	6,7,8	
NWEA	September, May	6,7,8,9	
Delta Math	September, May	6,7,8	Benchmark Screening
Accelerated Reader	Throughout the Year	6,7,8	
Exams	January, June	6,7,8,9,10,11,12	
School Developed Common Assessments (Benchmark)	Throughout the Year	All Core Areas	
Formative Assessments	Throughout the Year	All Classes	

Roles and Responsibilities

A balanced assessment system involves all professionals and the learner within a culture of inquiry, or professional learning community that utilizes assessment data to make the best decisions for all learners. The following sums up the roles of each:

Administrator

1. Provide continuous professional development in classroom assessment practices for faculty and staff;
2. Identify and agree on school-wide standardized and locally developed benchmark assessments, and how to score and disseminate results in a timely manner;
3. Monitor student assessment data and provide access to the state Data Warehouse (or similar data center) for teachers to monitor student assessments and learning;
4. Establish data teams to review and disseminate aggregated, district-wide and school-wide assessment and other data, and to serve as data coaches for the schools
5. Accommodate time within the schedule for teachers to collaborate with colleagues and teaching partners

Teacher

When students become involved in the assessment process during their learning and have the opportunity to watch themselves improve over time, their confidence, motivation, and achievement also improve.

1. Clearly communicate to students an understandable vision of the learning target (Where am I going);
2. Use examples and models of strong and weak work (Where am I going?)
3. Offer regular descriptive feedback (Where am I now?);
4. Teach students to self-assess and set goals (Where am I now?);
5. Design lessons to focus on one learning target or aspect of quality at a time (How can I close the gap?);
6. Teach students focused revision (How can I close the gap?).
7. Involve students in the assessment process through reflection, setting of personal learning goals, and let them keep track of and share their learning (How can I close the gap?);
8. Develop and support assessments from multiple levels (Formative and Summative) that support and verify student learning;
9. Help students build a strong sense of academic self-efficacy by helping them understand what success looks like and then showing them how to use information from each assessment to get closer and closer to the target.

Educator Teams (Professional Learning Communities)

1. Ensure that all instructional units developed in the school's curriculum database employ a balanced system of assessment(Both Formative and Summative);
2. Identify criteria, set benchmarks, gather continua of exemplar/benchmark student work and develop common assessments;
3. Regularly interpret and discuss grade level, classroom, and individual student performance data;

4. Problem-solve within the context of grade and/or content levels to determine best interventions for struggling learners or best enrichment strategies for students who have mastered learning goals.

Student

1. Assume ownership of learning;
2. Use assessment information and reflection to set personal learning goals;
3. Self-assess progress toward the attainment of personal learning goals.

Keys to Quality Classroom Assessment Design

1. **Clear Purpose** -The assessor must begin with a clear picture of why he or she is conducting the assessment. Who will use the results to inform what decisions? The assessor might use the assessment formatively—as practice or to inform students about their own progress—or summatively—to feed results into the grade practice or to inform students about their own progress—or summatively—to feed results into the grade book. In the case of summative tests, the reason for assessing is to document individual or group achievement or mastery of standards and measure achievement status at a point in time. The purpose is to inform others—policymakers, program planners, supervisors, teachers, parents, and the students themselves—about the overall level of students' performance.
2. **Clear Learning Targets** The assessor needs to have a clear picture of what achievement he or she intends to measure. If we don't begin with clear statements of the intended learning—clear and understandable to everyone, including students—we won't end up with sound assessments. For this key to quality, it's important to know the learning targets represented in the written curriculum. The four categories of learning targets are Knowledge targets, which are the facts and concepts we want students to know. In math, a knowledge target might be to recognize and describe patterns. Reasoning targets, which require students to use their knowledge to reason and problem solve. A reasoning target in math might be to use statistical methods to describe, analyze, and evaluate data. Performance skill targets, which ask students to use knowledge to perform or demonstrate a specific skill, such as reading aloud with fluency. Product targets, which specify that students will create something, such as a personal health-related fitness plan. For each assessment, regardless of purpose, the assessor should organize the learning targets represented in the assessment into a written test plan that matches the learning targets represented in the curriculum.
3. **Sound Assessment Design**- This key ensures that the assessor has translated the learning targets into assessments that will yield accurate results. It calls attention to the proper assessment method and to the importance of minimizing any bias that might distort estimates of student learning. Teachers have choices in the assessment methods they use, including selected-response formats, extended written response, performance assessment, and personal communication. Selecting an assessment method that is incapable of reflecting the intended learning will compromise the accuracy of the results. For example, if the teacher wants to assess knowledge mastery of a certain item, both selected-response and extended written response methods are good matches, whereas performance assessment or personal communication may be less effective and too time-consuming. Bias can also creep into assessments and erode

accurate results. Examples of bias include poorly printed test forms, noise distractions, vague directions, and cultural insensitivity. Teachers can minimize bias in a number of ways. For example, to ensure accuracy in selected-response assessment formats, they should keep wording simple and focused, aim for the lowest possible reading level, avoid providing clues or making the correct answer obvious, and highlight crucial words (for instance, most, least, except, not).

4. **Effective Communication of Results** -The assessor must plan to manage information from the assessment appropriately and report it in ways that will meet the needs of the intended users, keeping in mind the following: Are results communicated in time to inform the intended decisions? Will the users of the results understand them and see the connection to learning? Do the results provide clear direction for what to do next? This key relates directly back to the purpose of the assessment. For instance, if students will be the users of the results because the assessment is formative, then teachers must provide the results in a way that helps students move forward. Specific, descriptive feedback linked to the targets of instruction and arising from the assessment items or rubrics communicates to students in ways that enable them to immediately take action, thereby promoting further learning. For example, let's say the content standard you're teaching to is "Understands how to plan and conduct scientific investigations," and your assessment rubric states that a strong hypothesis includes a prediction with a cause-and-effect reason. Feedback to students can use the language of the rubric: "What you have written is a hypothesis because it is a prediction about what will happen. You can improve it by explaining why you think that will happen." Or, you can highlight the phrases on the rubric that describe the hypothesis's strengths and areas for improvement and return the rubric with the work. A grade of D+, on the other hand, may be sufficient to inform a decision about a student's athletic eligibility, but it is not capable of informing the student about the next steps in learning.
5. **Student Involvement in the Assessment Process** -Students learn best when they monitor and take responsibility for their own learning. This means that teachers need to write learning targets in terms that students will understand. For example, suppose we are preparing to teach 7th graders how to make inferences. After defining inference as "a conclusion drawn from the information available," we might put the learning target in student-friendly language: "I can make good inferences. This means I can use information from what I read to draw a reasonable conclusion." If we were working with 2nd graders, the student-friendly language might look like this: "I can make good inferences. This means I can make a guess that is based on clues." Teachers should design the assessment so students can use the results to self-assess and set goals. A mechanism should be in place for students to track their own progress on learning targets and communicate their status to others. For example, a student might assess how strong his or her thesis statement is by using phrases from a rubric, such as "Focuses on one specific aspect of the subject" or "Makes an assertion that can be argued."

The charts on the following two pages reflect the importance of balancing classroom level assessment with program and policy level assessments. Each summarizes important decisions to be made, by whom, and using what information.

Framework for a Balanced Assessment System

Decision Maker	Question to be Answered	Information Needed	Essential Assessment Conditions
Student	What am I supposed to learn?	Learning targets described in student-friendly language at the beginning of learning	Accurate assessments must reflect the learning targets students are given
Student and Teachers	What comes next in each student's learning?	Evidence of where the student is now on learning continuum,	Appropriate Standards in learning progression; Accurate Assessment Results; Results leading to next steps; Results as descriptive feedback
Student	What have I learned already, and what do I still need to work on?	Evidence must allow student to track progress and understand where they are now in relation to expectations at any point in time	Continuous sequence of accurate classroom assessments must provide descriptive feedback in student-friendly terms during learning
Student	Have I met or am I progressing toward the important achievement standards?	Status regarding mastery of each standard in student-friendly language	Assessments must provide evidence of standards mastered periodically throughout the year
Student	Have I met the state achievement expectations?	Status regarding meeting state standards in student-friendly language	Annual state assessments reporting standards mastered and not yet mastered

Decision Maker	Question to be Answered	Information Needed	Essential Assessment Conditions
Teacher	What are my students supposed to learn?	Standards deconstructed into classroom targets leading, overtime, up to each standard; district curriculum maps of learning progression	All assessments must reflect these targets; it must be clear which target any assessment reflects
Teacher	What have they learned already, and what do they still need to learn?	Continuous evidence revealing of each student's current place in the learning progressions leading up to each standard	Continuous sequence of accurate classroom assessments used during the learning to provide a picture of progress toward mastery of standards
Teacher	Which students need learning supports or special services?	Evidence of how students are doing in relation to grade - or age -level expectations	Assessments must provide evidence of students' relative status or progress to determine eligibility
Teacher	Have my students met or are they progressing on the important achievement standards?	Status of each student's mastery of each state standard	Periodic, interim, benchmark assessments reflecting student mastery of standards throughout the year
Teacher	Did they meet state achievement expectations?	Status regarding each student's mastery of each state standard	Annual assessment of each student's mastery of each state standard

Decision Maker	Question to be Answered	Information Needed	Essential Assessment Conditions
Parents	What is my child supposed to learn?	Learning targets in family -friendly language provided from the beginning of learning	Assessments must accurately reflect these targets
Parents	What has my child learned already, and what does he or she still need to learn?	Assessments providing information on current place in the progression toward each learning target at any point in time	Continuous sequence of accurate classroom assessments used during the learning need to provide a picture of progress
Parents	Is my child progressing satisfactorily in	Information gained from my child through	Periodic summative classroom assessments

	meeting the teacher's classroom learning expectations?	self-assessment, indications from the teacher or from my child	must feed into report card grade or summary of classroom standards met
Parents	Does my child need additional learning supports or the services of a specialized program?	Student's learning in relation to grade - or age -level expectations	Assessment evidence needs interpretation in terms of expected achievement levels

Decision Maker	Questions to be Answered	Information Needed	Essential Assessment Conditions
Principals, Curriculum Directors, Teacher Teams	What standards are students expected to master by subject across our range of grade levels and classrooms?	Learning targets in the form of achievement standards organized by grade and subject as they unfold within and across grade levels	Assessments must accurately reflect these standards and their associated classroom-level learning targets
Principals, Curriculum Directors, Teacher Teams	Which of these standards are students mastering or progressing appropriately toward? Are there problem areas?	Information revealing patterns over time within the school year of achievement within and across teachers, grades, and subjects	Comparable evidence of student learning status collected periodically during the year
Principals, Curriculum Directors, Teacher Teams	Did enough of our students meet standards this year?	Proportion of students meeting and not meeting each standard	Annual assessments reveal how students did on each standard
Principals, Curriculum Directors, Teacher Teams	What standards are students expected to master across our classrooms, grades, and schools?	Standards mastered by grade and subject mapped within and across grade levels across schools	Assessments must accurately reflect these standards

Depth of Knowledge (DOK) Overview Chart

Level of Complexity (measures a student's Depth of Knowledge)	Key Verbs That May Clue Level	Evidence of Depth of Knowledge	
<p>Level 1 Recall/Reproduction Recall a fact, information, or procedure. Process information on a low level.</p> <p><u>Bloom</u> <i>Know/Remember</i> "The recall of specifics and universals, involving little more than bringing to mind the appropriate material."</p> <p><i>Comprehend/Understand</i> "Ability to process knowledge on a low level such that the knowledge can be reproduced or communicated without a verbatim repetition."</p>	<p>Arrange <u>Calculate</u> Cite Define <u>Describe</u> Draw <u>Explain</u> Give examples Identify Illustrate Label Locate List Match</p>	<p>Measure Name Perform Quote Recall Recite Record Repeat Report Select State Summarize Tabulate</p>	<ul style="list-style-type: none"> • Explain simple concepts or routine procedures • Recall elements and details • Recall a fact, term or property • Conduct basic calculations • Order rational numbers • Identify a standard scientific representation for simple phenomenon • Label locations • Describe the features of a place or people • Identify figurative language in a reading passage
<p>Level 2 Skill/Concept Use information or conceptual knowledge, two or more steps</p> <p><u>Bloom</u> <i>Apply</i> "Uses information in another familiar situation." (Executes - Carries out a procedure in a familiar task) (Implements - Uses a procedure in an unfamiliar task)</p>	<p>Apply <u>Calculate</u> Categorize Classify <u>Compare</u> Compute Construct Convert <u>Describe</u> Determine <u>Distinguish</u> Estimate <u>Explain</u> Extend Extrapolate Find Formulate</p>	<p>Generalize Graph Identify patterns Infer Interpolate Interpret Modify Observe Organize Predict Relate Represent Show Simplify <u>Solve</u> Sort Use</p>	<ul style="list-style-type: none"> • Solve routine multiple-step problems • Describe non-trivial patterns • Interpret information from a simple graph • Formulate a routine problem, given data and conditions • Sort objects • Show relationships • Apply a concept • Organize, represent and interpret data • Use context clues to identify the meaning of unfamiliar words • Describe the cause/effect of a particular event. • Predict a logical outcome • Identify patterns in events or behavior

Level of Complexity (measures a student's Depth of Knowledge)	Key Verbs That May Clue Level	Evidence of Depth of Knowledge
<p>Level 3</p> <p>Strategic Thinking</p> <p>Requires reasoning, developing a plan or a sequence of steps, some complexity</p> <p><u>Bloom</u></p> <p><i>Analyze</i></p> <p>"Breaking information into parts to explore understanding and relationship."</p> <p><i>Evaluate</i></p> <p>"Checks/Critiques – makes judgments based on criteria and standards."</p>	<p><u>Appraise</u></p> <p>Assess</p> <p>Cite evidence</p> <p>Check</p> <p><u>Compare</u></p> <p>Compile</p> <p>Conclude</p> <p>Contrast</p> <p>Critique</p> <p>Decide</p> <p>Defend</p> <p><u>Describe</u></p> <p>Develop</p> <p>Differentiate</p> <p><u>Distinguish</u></p>	<p><u>Examine</u></p> <p><u>Explain how</u></p> <p><u>Formulate</u></p> <p>Hypothesize</p> <p>Identify</p> <p><u>Infer</u></p> <p><u>Interpret</u></p> <p>Investigate</p> <p><u>Judge</u></p> <p>Justify</p> <p>Reorganize</p> <p><u>Solve</u></p> <p>Support</p> <ul style="list-style-type: none"> • Solve non-routine problems • Interpret information from a complex graph • Explain phenomena in terms of concepts • Support ideas with details and examples • Develop a scientific model for a complex situation • Formulate conclusions from experimental data • Compile information from multiple sources to address a specific topic • Develop a logical argument • Identify and then justify a solution • Identify the author's purpose and explain how it affects the interpretation of a reading selection
<p>Level 4</p> <p>Extended Thinking</p> <p>Requires an investigation, time to think and process multiple conditions of the problem. Most on-demand assessments will not include Level 4 activities.</p> <p><u>Bloom</u></p> <p><i>Synthesize</i></p> <p>"Putting together elements and parts to form a whole</p> <p><i>Evaluate</i></p> <p>Making value judgments about the method."</p>	<p><u>Appraise</u></p> <p>Connect</p> <p>Create</p> <p>Critique</p> <p>Design</p> <p><u>Judge</u></p> <p>Justify</p> <p>Prove</p> <p>Report</p> <p>Synthesize</p>	<ul style="list-style-type: none"> • Design and conduct an experiment that requires specifying a problem; report results/solutions • Synthesize ideas into new concepts • Critique experimental designs • Design a mathematical model to inform and solve a practical or abstract situation. • Connect common themes across texts from different cultures • Synthesize information from multiple sources

Levels of Complexity

- Recall/Reproduction – Recall a fact, information, or procedure; process information on a low level
- Skill/Concept – Use information or conceptual knowledge, two or more steps
- Strategic Thinking – Requires reasoning, developing a plan or a sequence of steps, more than one reasonable approach
- Extended Thinking – Requires connections and extensions, high cognitive demands and complex reasoning

Matching Assessment Methods to Learning Targets

		Assessment Method			
Target to be Assessed	Selected Response/ Fill-In: Multiple-choice, True/False, Matching, Fill-In	Written Response	Performance Assessment	Personal Communication	
Knowledge	<i>Good</i> —can assess isolated elements of knowledge and some relationships among them	<i>Strong</i> —can assess elements of knowledge and relationships among them	<i>Partial</i> —can assess elements of knowledge and relationships among them in the context of certain tasks	<i>Strong</i> —can assess elements of knowledge and relationships among them	
Reasoning	<i>Good</i> —can assess many, but not all, reasoning targets	<i>Strong</i> —can assess all reasoning targets	<i>Good</i> —can assess reasoning targets in the context of certain tasks	<i>Strong</i> —can assess all reasoning targets	
Performance Skill	<i>Poor</i> —cannot assess prerequisite knowledge and reasoning targets	<i>Partial</i> —strong match for some written learning targets; not a good match otherwise	<i>Strong</i> —can observe and assess skills as they are being performed	<i>Partial</i> —strong match for some oral communication proficiencies; not a good match otherwise	
Product	<i>Poor</i> —cannot assess skill level; can only assess prerequisite knowledge and reasoning targets	<i>Partial</i> —strong match for some written learning targets; not a good match otherwise	<i>Strong</i> —can directly assess the attributes of quality products	<i>Poor</i> —cannot assess the quality of the product; can only assess prerequisite knowledge and reasoning targets	

Description of Assessment Method

	Selected Response	Extended/Written Response	Performance Assessment	Personal Communication
Characteristics	<ul style="list-style-type: none"> • On demand • Right or wrong answer • Objective • Students respond to specific, narrow prompts 	<ul style="list-style-type: none"> • On demand • Students respond to a broad or complex question or prompt • More than several sentences • Requires judgment from the evaluator 	<ul style="list-style-type: none"> • Culmination of a learning experience • Complex. Addresses multiple learning targets, maybe across outcome areas • Requires judgment from evaluator 	<ul style="list-style-type: none"> • Intentional listening and watching students, 1-on-1, in groups • Verbal or written • Interviewing, conferencing with students • Oral exams • Journals, logs
Examples	<ul style="list-style-type: none"> • Multiple choice • Fill in the blank • Matching • True/false 	<ul style="list-style-type: none"> • Short answer • Extended written response items/short essay • Drawn conceptual model • Mathematical solution & explanation 	<ul style="list-style-type: none"> • A performance • Completion of a complex product • Term paper • Lab report • Work of art • Playing a musical instrument • Speaking a foreign language • Working productively in a group 	<ul style="list-style-type: none"> • Questions during instruction • Response journal, log • Being interviewed, Conferences • Recording form exit ticket • Oral exams

