

Achieving More with An Assessment Inventory

Ohio Department of Education
Superintendent's Advisory Committee
on Assessments
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educational service center
of Central Ohio



Purpose of the Presentation

- To provide an overview of the **Student Assessment Inventory** process conducted last year.
- To share our insights on our **K-12, comprehensive assessment systems** designed to collect student knowledge and understanding **for** learning.
- To explain our **multiple methods of communication** to parents and staff regarding our assessments.



What We Believe...

- *“If you don’t know where you are headed, you’ll probably end up someplace else.” - Douglas J. Eder, Ph.D*
- *“Assessment of student learning demonstrates that the institution’s students have knowledge, skills, and competencies consistent with institutional and program goals and that graduates meet appropriate higher education goals.”*
- *“The most important thing about assessment is that it promotes dialogue among faculty.” -Mary Senter*
- *"We plan. We develop. We deliver. We assess and evaluate the results of the assessment. We revise, deliver the revised material, and assess and evaluate again. Perfection is always just out of reach; but continually striving for perfection contributes to keeping both our instruction fresh and our interest in teaching piqued."*
-E.S. Grassian
- *“The important question is not how assessment is defined but whether assessment information is used... -Palomba & Banta*



Purpose of the Student Assessment Inventory

- The **purpose** of the Student Assessment Inventory is to **review all** locally-administered **assessments**, such as diagnostic, instructional (formative), and accountability (summative) assessments that are administered in grades K-12, to **identify their intended purposes, and to determine if these assessments** are still being used in a manner that **align with original intentions**.
- At the end of the process, districts will have **actionable recommendations** to share with their local Boards of Education that have the potential to **increase instructional time, decrease assessment time and cost, and create a coherent and aligned district assessment system** that serves students.



Grant to Pilot Consortia

- Achieve released the [Student Assessment Inventory](#) free to districts beginning last spring. Districts or other educational organizations may use the tools as they are presented or they may modify them to suit their purposes locally. It is an open source tool. There are sample surveys and focus group questions for staff members, students, and parents that can also be used.
- The inventory process does not presuppose that tests will be necessarily eliminated. A district may review their assessment program and decide to keep or modify assessments administered.



Grant to Pilot Consortiums

- **The Educational Service Center of Central Ohio (ESCCO)** was one of four sites in the nation (others are in Connecticut, Illinois, and Tennessee) that engaged with [Achieve](#) to collaborate on and review the use of the Student Assessment Inventory process.
- Through the project, the pilot districts consulted with and provided feedback to Achieve representatives on the process districts used for future planning and guidance.



ESC of Central Ohio Pilot Districts

- Leaders from the following districts joined the ESCCO to plan for the implementation of the Student Assessment Inventory in their districts Spring 2015:
 - Buckeye Valley Local Schools
 - Olentangy Local Schools
 - Westerville City Schools
 - Worthington City Schools
- Neil Gupta and Cathy Heidelberg co-led the pilot for the ESCCO.



Phase 1: Reflection and Planning

- Begin with the End in Mind
 - What are the intended outcomes?
 - Who needs to be involved?
 - What will be our process?
 - How will we communicate our findings?
- Focus - cognizant of time testing
 - [2014-2015 District Assessment Calendar](#)
- Development of Grade Level Assessment Audit Tool
 - [Grade 1 example](#)

Phase 2: Conducting the Inventory

- **Surveys**

- [Parent](#) - Survey

- [Parent](#) - Results

- [Collaborative 10 question Survey Creation](#)

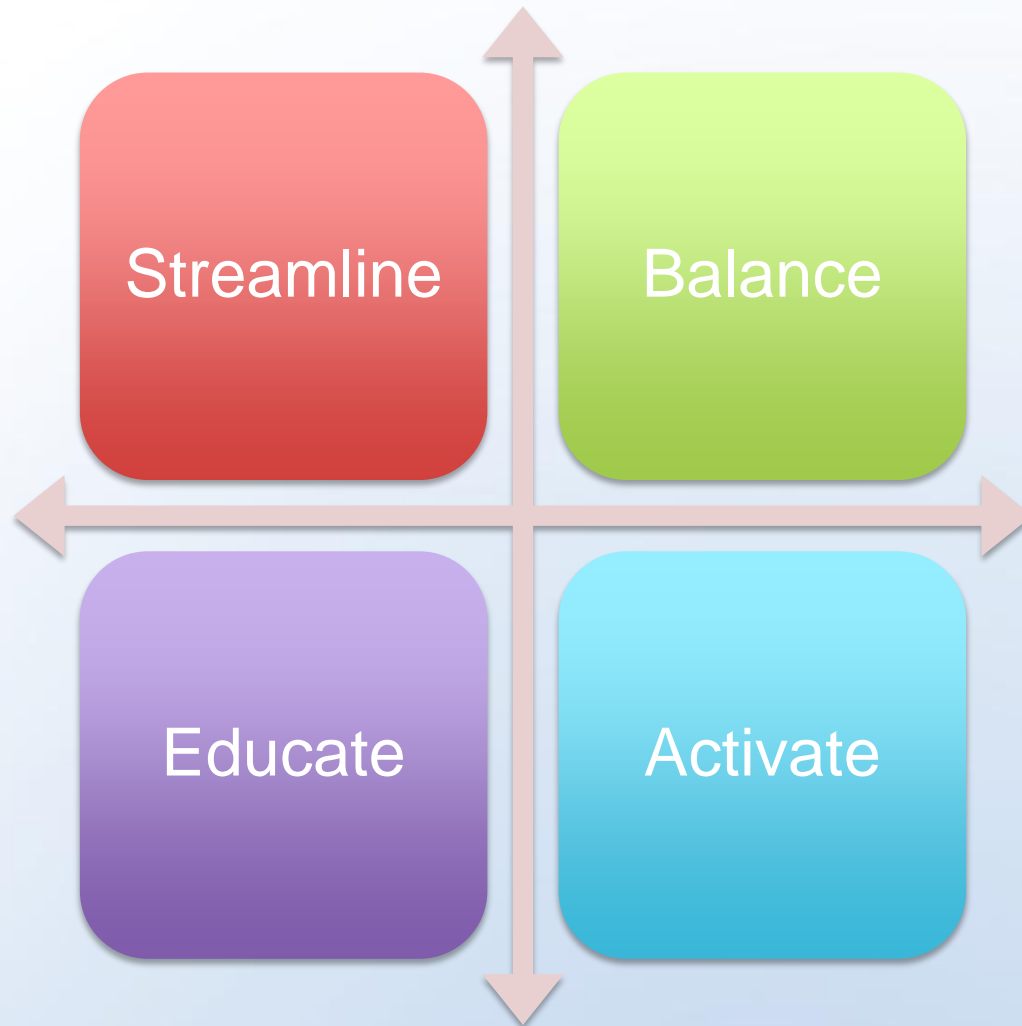
- **Focus Groups**

- Parents, Teachers, PTOs

**We were cognizant of state testing issues last spring, so did not create widespread surveys, focus groups*



Phase 3: Analyzing the Inventory



Phase 4: Making Recommendations

- **Assessment Outcomes**

- Reduced frequency of tests in certain grade levels;
- Reduced redundancy of testing similar outcomes;
- Replaced assessments in order to garner more productivity.

Lessons Learned

- **The need to:**

- Provide consistency in test administrative practices across the district;
- Enhance focused professional development on assessment administration and analysis
- Conduct more parent education (documents, website, parent meetings) and staff education (purpose of assessment)



Phase 4: Making Recommendations

Communicate, Educate, and Communicate

- [Monthly updates](#) to parents regarding assessment – issues/changes
 - District website
 - Building websites
 - Email blast
- [Monthly updates](#) to teachers regarding assessment – issues/changes
- Parent Assessment Letters;
- District Assessment Inventory;
- Digital Staff Professional Development;
- Work with District Parent Group – gather feedback
- Utilize the District Leadership Team to develop job-embedded PB
- Board Meeting Presentation.



Lessons Learned

- **Most parents and teachers value the information** they get from our local assessments;
- **There is inconsistent levels of understanding** about the assessments on the part of both teachers and parents;
- **More professional development** is needed for teachers to ensure best practices;
- **Parents need more information** and opportunities to learn about the what, why and use of assessments;
- **There were some assessments highly respected** by many parents; also, some parents were not as familiar with some assessments as we would have liked.



Lessons Learned

- **Students need to be more engaged** in the assessment process, receiving and using of feedback from the assessments;
- **Everyone recognizes the need for increased use of technology**; however, the glitches we experienced this year were frustrating;
- **The collaboration between districts was beneficial** in sharing best practices;
- **The auditing of assessment practices should be ongoing**;



Thank you! Questions?

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