

Voices from the Field

A New Path for Oregon: System of Assessment to Empower Meaningful Learning

Summary Report: Educator and Stakeholder Feedback



Collaborative Initiative

Oregon Education Association (OEA)

Oregon Education Investment Board (OEIB)

Oregon Department of Education (ODE)

May 2015

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A New Path for Oregon: System of Assessment to Empower Meaningful Learning **Summary Report: Educator and Stakeholder Feedback**

Introduction

The purpose of this report is to summarize educator and stakeholders' feedback on the proposal: ***A New Path for Oregon: System of Assessment to Empower Meaningful Student Learning***. The proposal was the result of a collaborative, year-long effort of a team of educators from across Oregon, along with staff from the Oregon Education Association (OEA), the Oregon Education Investment Board (OEIB), the Oregon Department of Education (ODE) and support from national assessment experts.

Process for Collecting Feedback

To gain perspectives and feedback from educators and stakeholders on the proposal, 19 forums were held across Oregon February through April of 2015. Two webinars provided additional opportunity for feedback and some stakeholders chose to provide individual feedback. Over 500 individuals participated in the review and discussion of the proposal. Teachers from a variety of grade levels and

content areas, administrators, parents, students, retired educators, substitute teachers, postsecondary educators, school board members, state agency staff, representatives from business, the Oregon Parent Teacher Association (PTA), and members of non-profit organizations engaged in facilitated discussions of the proposed system of assessment.

Location of Forums

Nineteen forums and two webinars were held to gain feedback from educators and stakeholders.

Astoria

Beaverton

Clackamas

Coos Bay

Eugene

Gresham

Hermiston

Hood River

Medford

Portland

Redmond

Salem

Tigard-Tualatin

Viticulture Center, Salem

Community College Mtg.

PCC Cascade Campus

Retired Educators

Substitute Teachers Mtg.

Sutherlin H.S. Students

Two Webinars



Themes of Stakeholder Feedback

The summarized assessment proposal feedback has been organized into eight themes including suggestions for proposal revisions. The feedback has informed refinements in the proposal that reflect educator and stakeholder voice and provide the foundation for taking the action necessary to shift to a system of assessment that supports meaningful learning.

Feedback Themes

- Equity
- Assessment Literacy
- Accountability
- Birth-Pre-kindergarten & Postsecondary
- Whole Child
- Smarter Balanced Assessment
- Technology
- Implementation

Ongoing Forum Participant Engagement

At the conclusion of each Assessment Forum, participants completed an "Exit Ticket" which included their thoughts and ideas on: "*My ideal professional development around assessment literacy*". The information provided offers education organizations and agencies insight into creating powerful professional learning for all partners interested in a deeper understanding of quality assessment practices. One participant's thoughts:

"Major effort needs to be put into assessment literacy ensuring educators receive what they need to grow, feel empowered to do their important work. This also needs to be done on a continual basis and followed up with classroom coaching to ensure the objective is being met and teachers continue to feel empowered and never burdened."



The following feedback reflects the voices of educators and education stakeholders who reviewed the assessment proposal, *A New Path for Oregon: System of Assessment to Empower Meaningful Student Learning*.

<p><u>Equity</u> Focus of Feedback</p>	<p><u>Equity Theme</u> Summary of Feedback</p>
<p>All students can learn</p>	<p>The feedback supported the assertion that “all students can learn,” emphasizing the Value and Belief as vital to move the work forward in Oregon, and the shift to a growth mindset will be foundational to support this work.</p>
<p>Students are diverse and have diverse needs</p>	<p>Oregon’s students are diverse, and thus their needs are diverse, and our system of assessment should accurately reflect this diversity – a “one-size-fits-all” approach has not and will not work for all students.</p>
<p>Variety of familial backgrounds</p>	<p>Oregon’s students come from a variety of familial backgrounds and languages. The assessment work should reflect this diversity and the core belief that all families are equal partners in supporting students’ learning and development.</p>
<p>Commitment to equity</p>	<p>A commitment to equity is crucial throughout this work – defining the areas of focus (e.g., racial, ethnic, socio-economic, language, disability) is equally important.</p>
<p>Hold the spotlight on the opportunity gap</p>	<p>Holding the spotlight on the opportunity gap is important to create a system of assessment that can actually move the dial toward all student groups demonstrating growth and achievement. Forum participants expressed hope that the biggest opportunity for students within the plan is that it would set students up for success and give educators, parents, and students the information they need to bridge the gap and change the outcomes for historically underserved student groups.</p>
<p>Language is important</p>	<p>The document and recommendations should intentionally use positive language that is asset- and strength-based and not deficit-focused.</p>
<p>Diverse language abilities</p>	<p>Honoring the diverse language abilities of our students and families will be imperative as we create a new system of assessment.</p>
<p>Developmental appropriateness, talented/gifted, and socio-economic status</p>	<p>Developmental appropriateness, talented/gifted, and socio-economic status were important considerations for most participants in the forums, and should be included in the equity lens applied to this work.</p>
<p>Minimize bias</p>	<p>Minimizing bias will be important to meet the goals of a system of assessment that can move all students’ learning forward. Assessments should be culturally responsive.</p>



Culturally responsive assessment literacy	Culturally responsive assessment literacy is the goal of the work, and the concepts need to be tightly woven in professional learning and growth for all users (students, educators, families, community, local and state policy makers).
Equitable access	As an education system, and as a state, it is imperative that students have equitable access to resources and opportunities as well as equitable outcomes – the quality of education a student receives should not be determined solely by their zip code.
A broad coalition and network of organizations	A broad coalition/network of organizations will be necessary to support diverse students. This starts with Colleges of Education, licensing agents/TSPC, school districts, ESDs, the state of Oregon, and many advocacy groups continuing to work collaboratively and in partnership. With students, educators, and families, these partnerships will be essential in moving student learning forward.

Equity Theme: Suggestions for Proposal Revisions and Future Action

- Oregon Department of Education (ODE) and Oregon Education Investment Board (OEIB) Equity Unit should review the revised draft of the proposal for both language and content considerations
- Language changes should be made throughout to reflect a more culturally and linguistically responsive lens to the work.
 - Family (vs. parent)
 - Student groups (vs. subgroups)
 - Cultural responsive (vs. sensitive)
 - Defining “equitably” (vs. “equally”)
 - Incurred educational debt and opportunity gap (vs. achievement gap)
 - “Good & poor performance” changed to more positive language
 - Unbiased changed to culturally and linguistically responsive/responsible
- Add a Value and Belief around the importance of an equity lens in this work and expand upon the original notion that “All students can learn.” This includes a working definition of education equity and equitable assessment practices.
- Clarify cultural responsiveness and developmental appropriateness as an essential element in the Guiding Principles and Student’s Bill of Assessment Rights.
- Emphasize the important points around qualities of good assessment practices
- Clarify the language around developmental appropriateness and cultural responsiveness for Recommendation #1 & #2
- Clarify the various questions that Rec #7 intends to answer and for all groups of students, including developmental appropriateness, designated supports (access) vs. IEP accommodations/modifications, additional testing/assessment burden, appropriate progression of assessment (level), etc.
- Include a review of the impact of additional testing/assessment burden for various student groups (e.g., ELL, Special Education,



etc.) to Recommendation #4 (i.e. audit).

- Clarify language around Recommendation #6 to ensure all students and teachers have access to technology for teaching and learning, and that access is not dependent upon a student’s zip code.
- Clarify the language of Recommendation #8 to gather data for all student groups to address state and district accountability
- Add culturally responsive language/equity lens to all recommendations, or as a recommendation preamble
- Create Glossary to clarify and enhance understanding.
 - Equity
 - Unbiased
 - Culturally responsive
 - Culturally and linguistically diverse
 - Accommodation
 - Modification
 - Designated supports
 - Developmental appropriateness
 - Growth mindset

<u>Assessment Literacy</u> Focus of Feedback	<u>Assessment Literacy Theme</u> Summary of Feedback
Guiding principles	The Guiding Principles are the foundation of assessment literacy and participants at the forums widely recognized their value in understanding, developing, and using quality assessment.
Common definition	A common definition of assessment literacy, including the Guiding Principles, is needed to help all stakeholders understand and begin the work of building systems that support student learning.
Student’s Bill of Assessment Rights	Student’s Bill of Assessment Rights is an important foundational concept of assessment literacy, and emphasizes that assessment is not what users “do” to students, but rather, students are actively engaged in the assessment process and are users of the assessment. The “ <i>Bill of Rights</i> ” concepts should be operationalized and be more student and parent friendly.
Culturally responsive practice	Culturally responsive practice in assessment literacy is an important foundational focus, and all professional development, standards of practice, and on-going supports should include the cultural responsive lens.
Assessment literacy needed by all users	Participants largely agreed that all users (e.g. students, administrators, teachers, education support professionals, parents, community members, local and state policy makers, etc.) of assessment information should meet minimum standards of assessment literacy to support student learning and success.



Misuse of assessment information	Assessment literacy for all users will help decrease the misuse of information derived from assessments at all levels, including an understanding of the need for a more balanced and aligned system of assessment that incorporates multiple sources of data/information and increases teaching and learning time.
Assessment literacy: One component of a system of assessment	Assessment literacy is just one of many components of a system of assessment and must be considered alongside other factors, including the balance between formative and summative, and levels of assessment (classroom, interim, long-term/annual); being student-focused; promoting a growth-mindset; having assessments given in authentic or real-life/real-class environments (or environments that mimic the learning environment); and have alignment to standards.
Partner with Students	Partner with more students as we plan for implementation of assessment literacy. Students need to be assessment literate.
Component of Instruction	Assessment is an important component of instruction, and must be partnered with learning standards, curriculum, instructional strategies, and feedback to be meaningful. Assessment alone cannot help students realize their full potential.
Communication of assessment results	Communication of assessment results, at all levels was supported as a key component to move the proposal forward, and a critical feedback element for learning. Many participants wondered how to systemically prepare for and support an ongoing communication effort that is efficient and reaches all assessment users.
Avoid mandates	Assessment literacy cannot be "one size fits all". Some participants vocalized a concern professional development might be mandated as "one more thing" on educators' already full plates, and that the imbalance of the current system, while not best for kids or teaching/learning, may seem easier. Implementation must honor workload concerns so assessment meets the needs of students.
Ongoing professional learning	Ongoing professional learning related to assessment literacy should be available as needed or optional, be educator-created and led; job-embedded; support collaboration with colleagues to learn, create, and use quality assessments; differentiated to reflect the range of abilities in all users, and alleviate workload so educators are allowed to work smarter and not harder using a more balanced system of assessment and thereby increasing teaching and learning time.
Partnerships: Pre-service and in-service	Partner with Colleges of Education and TSPC/licensing to help create partnerships of support for new educators and veteran educators around assessment literacy.



Assessment Literacy Theme: Suggestions for Proposal Revision and Future Action

- Add culturally responsive language to the Guiding Principles.
- Create a common definition of quality assessment
- Be explicit that the Guiding Principles *are* the foundational components of assessment literacy.
- Explicitly state the belief that educators do have many skills in the area of assessment literacy, and that the commitment is to continue to learn and grow in this area.
- Adopt “Learning Forward” standards of Professional Learning as a core-model of how assessment literacy can be enhanced and developed.
- Review the work of other states/organizations who have developed assessment literacy standards for all users to define a baseline of necessary understanding
- Make early elementary, elementary, secondary, and family-friendly versions of the Student’s Bill of Assessment Rights.
- Explicitly point out the connection of assessment to the other parts of educational practices (standards, curricula, instruction, and feedback).
- Add a value that recognizes the desire to not add more workload, but rather create a balance that supports the “right” work, and honors and requires teacher leadership, voice, and professionalism.
- Consider the following changes to the “*Student’s Bill Assessment Rights*” or operationalize the elements in practice to reflect the suggestions: (check with Dr. Stiggins)
 - Add #6 Student affect (from slides) to document Student’s Bill of Assessment Rights
 - Change “entitled” to ensure or commitment to – this enhances the partnership idea as well
 - Consider replacing “effective” with “constructive” in #5
 - Add alignment of assessments to standards/instruction and consistency of assessment use to #4
 - Add something about students setting own goals to incorporate self-directed concept
 - Ensure students evaluate and track their own progress and know what their progress means (vs. Good & Poor)
 - Look at creating a Family Assessment Bill of Rights that coordinates with the Student version
 - Report how student feedback was elicited in the research that foundationally supports the Bill of Rights
- Connect with Hillsboro future educators group (IGNITE) to gain more student voice/opinion for implementation planning.
- Partner with Oregon PTA and create a family and community Massive Open Online Course around assessment literacy.
- Create legislation or otherwise offer that all policy makers at the state level participate in professional learning around assessment literacy.
- Create teacher-teams in K-6, 5-9, 8-12 for ELA and math to identify a state-recommended progression of performance in these



standards.

- Create Glossary to clarify and enhance understanding. The list below represents initial thoughts from the field. A glossary is already being developed.
 - Assessment literacy – the ability for a user to Identify, select, or create assessments optimally designed for various purposes and analyze, evaluate, and use the quantitative and qualitative evidence generated by formative and summative classroom-, interim-, or annual-/grade-span-level assessments to make appropriate decisions to improve instruction and/or programs.
 - Balanced system of assessment
 - Users – users of assessment or information/data/evidence gathered by assessment
 - Growth
 - Valid
 - Reliable
 - Unbiased –multiple measures to reduce bias
 - Professional Development
 - Stakeholders

<u>Accountability</u> Focus of Feedback	<u>Accountability Theme</u> Summary of Feedback
How do we show accountability?	There were a lot of questions about “How do we show accountability?” in the new system of assessment, or “How will we maintain system-level (state, district, school) accountability for results if we de-emphasize summative assessment?”
Assessment for Learning vs. Accountability	Many forum participants voiced concern that the current system of accountability has <u>not</u> led to changes in outcomes for all student groups. Changing a system of assessment will require changing the notion that the purpose of assessment should be about student learning rather than about accountability and funding assessments that support student learning should be a priority.
All users are accountable	The Guiding Principles are the foundation of assessment literacy and if <u>all users</u> are well-versed in the concepts of assessment literacy, they will be better positioned to work together to support a system of assessment that results in better student outcomes. This means, the assessments created and used follow the guidelines of assessment quality.
Multiple measures	Accountability for the state, districts, and schools must be based off multiple measures of student learning and growth, along with other student measures, and not simply a statewide, summative assessment.



Operationalize shared responsibility	All users in the system share the responsibility for student learning/outcomes. This shared responsibility needs to be explicitly detailed and operationalized.
Local control	The concept of more local control (i.e. free state from the federal level, and district from the state level) largely generated optimistic support. The belief and desire in a shift in locus of control could affect positive change for students, but more definition around what local control would/could look like is needed.
Disaggregated data	Disaggregated data for all groups of students is a priority, as is level of comparability. There was positive support for researching the ability to target assessment (or having targeted, common standards assessed), sampling, and grade-span level assessment.
Learning happens because...	State standardized assessments can be important to inform the education system, but the results are not the most important aspect of learning – the students interacting with their educators in the classroom have the greatest impact on learning. There needs to continue to be a focus on respecting the professionalism of educators, the importance of teaching and learning conditions, and the quality of instruction and feedback to students to truly move the dial forward and impact student learning.
Remove high stakes	The removal of high stakes is important under the current assessment system, until Smarter Balanced, or other state standardized assessments have been validated as a measure of educator, school, district, and state-level accountability. This is especially important as the new system of assessment is created and transition occurs. For example, at the individual educator level, the results of one test required in the current system of educator-level accountability are being used regardless of whether the measure is valid. Other questions arose around utilizing local level assessment as part of an accountability system. Namely, if we use formative and interim assessment and apply “stakes,” won’t that cause stress as well for students and educators?
Comparing schools	There is concern about the school to school comparisons occurring in some districts by some, particularly where there is a vast difference in equity of resources. In contrast, some respondents did see a value in the attempt to compare like schools/programs.
ESEA Waiver and Reauthorization	There was considerable concern about getting our Elementary and Secondary Education Act (ESEA) Waiver (e.g. equal voices in not wanting to agree to federal requirements of the waiver and worrying that we need a waiver and thus need to agree to all waiver terms). There was also a desire to have ESEA reauthorized in a way that allowed more state control over a system of assessment.



Accountability Theme: Suggestions for Proposal Revision and Future Action

- Add to the Value and Belief of “All students can learn”, but the responsibility of adults is to ensure learning
- A variety of forms of accountability are already present in the proposal and should be pointed out as such:
 - Monitoring the state banks for quality assessments that are vetted via standards of assessment
 - Assessment literacy and standards for assessment literacy
- Research the notion of having common standards statewide that must be reported by districts in each grade (3-8 & once in HS) in ELA and math and become part of the comparability factor and also disaggregated.
 - Give more weight to local systems that have proficiency-based teaching and learning, as well as proficiency grading/reporting practices?
- Research similar efforts in New Hampshire (PACE), Vermont, Wisconsin and other states NEA mentioned
- Research questions Dr. Rick Stiggins identified:

Since the Smarter Balance Assessment (SB) is a new and untested product in Oregon, we administer it in 2015 solely for the purpose of conducting systematic evaluative research on its potential to contribute to the improvement of Oregon’s schools. Evaluative studies should at least answer the following questions:

 1. What specific instructional decisions and accountability functions are the results demonstrably capable of informing or serving?
 2. What proportion of the common core standards are used in the exercises in the SB assessment? What standards are included and which are left out? Why?
 3. Given the sample of standards covered, what inferences can be drawn about student achievement based on the scores?
 4. Are the specific exercises used in SB assessments at each grade level developmentally appropriate for students in those grades?
 5. What is the reliability of the evidence provided by SB for Oregon students?
 6. Do specific cases emerge in which local educators use results to revise instruction and are subsequently able to demonstrate that such revisions enhanced student learning?
 7. Are there grade level or student population sampling procedures that could be carried out to reduce testing costs with no loss in the quality of the results for the state overall or for specific groups of students?
 8. Does SB math and language arts coverage provide enough content coverage and sufficiently precise results to permit Oregon high school students to demonstrate mastery of Essential Skills for graduation?
 9. Are there alternative sources of the evidence of student achievement provided by SB, including other published assessments or locally-developed assessments that can provide better coverage of Oregon standards with cost savings?
 10. What is the emotional and learning impact on students and teachers of high levels of failure on SB?
- Opportunity dashboard – see NEA’s work: <https://www.nea.org/org/assets/docs/NEA-Opportunity-Dashboard.pdf>



PreK-Post Secondary Focus of Feedback	<u>Birth – Prekindergarten & Post-Secondary Theme</u> Summary of Feedback
Partnerships	Inclusion of birth-pre-kindergarten and post-secondary partners is vital as we move this work forward throughout Oregon.
Effect of K-12 decisions	High-stakes are felt throughout the Pre-K and post-secondary systems and the implications of K-12 decisions affect and impact the “before” and “after” realities of that education level. Must pay attention to those effects.
Definition of college, career, life readiness	A universally understood definition of college, career, and life readiness is still needed. It is imperative we have a definition that is reflective and culturally responsive to individual students. This should be established and well-understood by all stakeholders and also used to judge the efficacy/relevancy of assessment, particularly at the secondary level.
Rigor of Kindergarten	Birth to Pre-Kindergarten programs are more important than ever when you look at the increased expectations and depth of learning of Kindergarten standards.
Developmentally Appropriate	Developmental appropriateness particularly as it applies to kindergarten readiness and implications for early-childhood education was an important consideration for many participants. Appropriate assessment and the appropriate use of technology for assessment purposes was a high priority in transitioning to a different system of assessment.
More control by students and families	The majority of forum participants communicated they liked or strongly liked Recommendations #10 & 11, giving students and families more control and options over their demonstration of essential skills and college, career, or life readiness.
<p style="text-align: center;"> <u>Birth – Prekindergarten & Post-Secondary Theme</u> Suggestions for Proposal Revision and Future Action </p>	
<ul style="list-style-type: none"> • Expand the work around implementation of the recommendations to include early childhood education and post-secondary partners. • Clarify age and developmental appropriateness as an essential element in the Guiding Principles and <i>Student’s Bill of Assessment Rights</i>. 	

- Clarify language around age and developmental appropriateness in Recommendations #1, #2, & #6.
- Clarify the various questions that Recommendation #7 intends to answer and for all groups of students, including age and developmental appropriateness.
- College readiness assessments, such as the ACT and SAT, should be explored as an option for Recommendation #8. In order to ensure equity in this option, research and explore how some school districts, like Bend LaPine SD, Beaverton pay for this assessment for students, and see how/if that could be replicated elsewhere/statewide.
- Explore similar career readiness options for Recommendation #8 as well, including Armed Services Vocational Aptitude Battery (ASVAB) and other options.

<u>Whole Child</u> Focus of Feedback	<u>Whole Child Theme</u> Summary of Feedback
Student centered	A student-centered system of assessment must consider the whole child/student, including student strengths, multiple intelligences, and various learning styles, and not just academic achievement or growth. All students should be engaged in learning and connected to the school and broader community to reinforce the whole person approach to living.
Comprehensive curricula	All students can be motivated to learn and should be challenged with a comprehensive, relevant curricula and appropriate assessments.
Family and community involvement	This work must continue to bring families and community members to the table and continue to build relationships and partnerships with a broader coalition of stakeholders to achieve student success.
Broader competencies	It is important to have an education system, and thus a system of assessment as one component of the system, that values a broader spectrum of competencies and thus creates space for the myriad of other content and subject areas, citizenship and life skills (i.e. social, emotional, mental, and physical health) necessary for students to be ready for life.
Student health	Student health entering public schools and throughout is an important factor to consider in a whole child focus, and we must have an educational system that promotes and supports this approach.
Emotional impact	The emotional impact on students of our current system of assessment is not healthy, and a new system must prioritize student social-emotional-mental health.
Personalized learning	All students should have access to personalized learning and be supported by qualified, caring adults. Time to build these relationships between educators and students is important.
Embedded assessments	Creating a system of assessment that allows a more meaningful approach where students and educators no longer feel they are being "tested," but rather there are embedded opportunities to assess student learning and growth as an organic part of the teaching and learning process.



Whole Child Theme
Suggestions for Proposal Revision and Future Action

- Continue to advocate for a well-rounded education system, and thus a system of assessment, that values a broadened curricula, multiple intelligences, and a focus on the Whole Child (Healthy, Safe, Engaged, Supported, Challenged, Sustainable) – see ASCD’s Whole Child initiative: <http://www.ascd.org/whole-child.aspx>
- Opportunity dashboard – see NEA’s work: <https://www.nea.org/assets/docs/NEA-Opportunity-Dashboard.pdf>
- Broaden coalition of partnerships as the work begins and evolves for Oregon’s New Path.
- Create Glossary to clarify and enhance understanding of whole child

<u>Smarter Balanced</u> Focus of Feedback	<u>Smarter Balanced Assessment Theme</u> Summary of Feedback
Overall comment	There seems to be a range of opinion with regard to Smarter Balanced in the forum feedback and it is often conflicted with the issue of standards (in particular, the Common Core State Standards) and curricula (the instructional materials schools and districts adopt to teach to the standards). In addition, there is a tension between having any summative, standardized, statewide assessment, and having none; having the same assessment with “high stakes” (accountability measures for state, district, schools, or educators incorporating these assessments), or having no high stakes; and any combination of those. The range of perspectives are listed below.
Various points of view on Smarter Balanced	<ul style="list-style-type: none"> • No Standardized, Statewide Summative Assessment (SSSA). No high stakes • SSSA or Smarter Balanced less frequent and no high stakes • SSSA or Smarter Balanced less frequent, hold harmless and becomes high stakes if validated and uses multiple measures • SSSA or Smarter Balanced less frequent, high stakes are okay when used with multiple measures • SSSA or Smarter Balanced annual and no high stakes • Smarter Balanced annual, hold harmless and high stakes are okay when aligned with multiple measures
Recommendation 8-12	In general, the feedback around Recommendations #8-12, which specifically discuss the role and/or frequency of the statewide, standardized, summative assessment (SSSA), leaned more toward two themes:



	<ol style="list-style-type: none"> 1. Research the possibility of reducing the frequency (Recommendation #8) of the standardized assessment. Many forum participants believed this was a good idea. <ul style="list-style-type: none"> • Reducing the frequency of SSSA was mentioned more often than keeping an annual SSSA • The idea of targeting, sampling, grade-span testing, etc., was mentioned as positive possibilities. • Some people commented that regardless of frequency, they thought that researching options around Smarter Balanced and the SSSA was a good idea. 2. Suspend the use of Smarter Balanced results in district or school report cards for 2015 and educator evaluation for 2015-16 (Recommendation #12). Also supported by many forum participants as a good idea. <ul style="list-style-type: none"> • Multiple measures for any accountability purposes seem to be important; there was no feedback suggesting that high stakes were ok with anyone when attached to any SSSA (including Smarter Balanced) as the <i>only</i> accountability measure.
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Smarter Balanced Assessment Theme
Suggestions for Proposal Revision and Future Action

Continue to pursue research around Smarter Balanced, including research questions put forth by Dr. Stiggins. See accountability theme for the research questions.

<u>Technology</u> Focus of Feedback	<u>Technology Theme</u> Summary of Feedback
Technology for Teaching & Learning	Resources, including technology and staff support for technology should be prioritized for use in teaching and learning first, and should not be limited or controlled by assessment schedules.
Resource for learning	Technology is an aid and resource for learning, and can be used for assessment, but it is not a “catch-all” and the presence of technology cannot substitute for well-rounded curricula, quality educators, and a fully-funded system of education.
Developmentally appropriate	There is a concern the use of technology at some ages may not be developmentally appropriate, and that the need for “quick information” about students is taking precedent over the importance of developmentally appropriate.
Equitable access	Equitable access to technology, both amount and skills/knowledge of use is a value that should continue to guide this work. It is important to equitably invest in technology so all students have access and can use technology as is developmentally appropriate.



Ease of use	There is potential to use technology to make any system of assessment easier to use, but this must not be education technology's sole or primary purpose.
Technology literacy	Many current technology-based assessments are not just assessing the content knowledge of students but also assess technology literacy (i.e., computer skills). Thus, students who do not have access and opportunity to learn those skills are not proficient and do not do as well on the assessment even if they have content knowledge.
Audit resources	A priority identified by participants: Audit the resources (including technology) used for assessment to determine what is spent on assessment efforts. An additional priority is to audit equitable accessibility to technology and opportunity to learn to use and develop technological skills.
Confidentiality of data	Transparency and confidentiality of data must continue to be a priority. Students, families, and educators have a right to know what data is being stored and for what purposes, as well as how/for what decisions it will be used.
Technology-life ready skill	Incorporation of technology and instruction on how to use technology is an important skill for students to learn, and should be driven by a need to be "life ready" and not simply to learn how to take a computerized assessment.
New educators	Pre-service educators should be leaving Colleges of Education and licensing bodies/TSPC ready and able to use and integrate technology in curriculum, instruction and assessment.

Technology Theme
Suggestions for Proposal Revision and Future Action

- Explore whether students are developmentally ready to use technology.
- Include in the value addressing equity, explicitly connect resources, including technology, for teaching and learning, as well as assessment.
- Reword Recommendation #6 to highlight the intended notion that technology, and equitable access to technology and instruction is an imperative for teaching and learning, and thus college, career, and life readiness. This should be technology's primary purpose in education.
- Explicitly call out the example of assessment validity when there are concerns about technological literacy or developmental appropriateness in using technology in assessment. Including use of technology in the broader definition of assessment literacy.



<u>Implementation</u> Focus of Feedback	<u>Implementation Theme</u> Summary of Feedback
Build trust	There is a lot of distrust between users and the system that needs to be accounted for – how can we be sure to build trust so this work can be truly collaborative and effective?
Cost of assessment	How much does our current system of assessment cost, in terms of dollars, human resources, and time? How much does the proposed system of assessment cost, in terms of dollars, human resources, and time? What resources will we have to support this work?
Assessment literacy	How will we be able to train all Oregon educators, family members, policy makers, and students in assessment literacy? What happens if the classroom level assessment and annual assessment do not align? Who decides whether an assessment accurately assesses student learning? Who will do the actual training of all users?
Educator involvement	Will educators be at the table in all the decisions, from policy making to helping design the professional learning, to creating the assessments that will form the state assessment banks, to having professional discretion over what/how certain assessment(s) is used?
How much assessment?	Will the amount of actual assessment decrease, increase, or stay the same? How can we manage formative, interim, etc., without adding tons of data collection?
Fidelity of implementation	How do we maintain implementation fidelity? How can we build a common framework that allows for responsive and reflective local practice that is also held to a high standard?
State mandate or local control	<p>Will all of this be a state mandate or will there be local control? Will we use this work to find and recognize pockets of success and effective practices, then break down silos and support others (with resources) to replicate and implement what works? Will this be purely top-down? Will this be purely discretionary? How do we maximize the locus of control so we can affect change?</p> <ul style="list-style-type: none"> • There was a lot of positive feedback (107 comments in one section) that excited people about the proposal and possibilities with the question, “What are the three things that resonate with you and why?” <ul style="list-style-type: none"> ○ Respecting the profession and allowing teacher-driven and classroom-driven assessment for learning; ○ Re-balancing the system of assessment;



	<ul style="list-style-type: none"> ○ Focusing on the student as the most important user of assessment information and designing a system that is most relevant to students first.
Equitable support	How can we look at the assets larger organizational partners bring to the table and leverage those to equitably support and resource implementation of a more balanced system of assessment?

Implementation Theme
Suggestions for Proposal Revision and Future Action

- Add the following Principles of Implementation to the Proposal:
 - Educator-led
 - Teacher voice as a critical component
 - “Teachers at the table for all of these decisions and building the system ahead.”
 - Ground-up (not top-down) – local as priority
 - How do we help districts without resources to implement localized system?
 - On-going support and in stages – not just 1-2-3...GO!
 - Pilot
 - Scaffold support
 - Start with a baseline measure of where each district is through a readiness assessment
 - Include technology infrastructure in this assessment
 - Advocate for more resources, money, and time to make this happen
 - Need something to come off educators’ plates
- Refine and publish Timeline
- Collaboratively develop work plans for each of the 11 Recommendations:
 - Define purpose/intent of each Recommendation
 - Define key partners and their commitments for each Recommendation
 - How do we get students involved in each work plan?
 - How do we get parents involved in each work plan?
 - How do we get educators involved in each work plan?
 - Take each Recommendation back to the most important user, the student
 - For example: What does the “*Student’s Assessment Bill of Rights*” look like in the classroom? In the School? What happens if it is not met?
- Develop a glossary
 - Levels of Assessment



- Classroom
- Interim / periodic
- Annual / less frequent? / grade-span / large-scale?
- Uses/applications of Assessment
 - Formative – for learning
 - Summative – of learning

