



*Does it quack like a duck? Would I know a balanced assessment system if I saw one?*

Scott Marion, Center for Assessment

Peter Leonard, Chicago Public Schools

Kadie Wilson, SAU #9 Schools, Conway, NH

Webinar #5 of the Webinar Series: *Developing and Implementing Balanced Assessment Systems to Support School Improvement and Student Learning*  
*California Collaborative for Educational Excellence*

May 27, 2021



# Introduction (This session is being recorded)

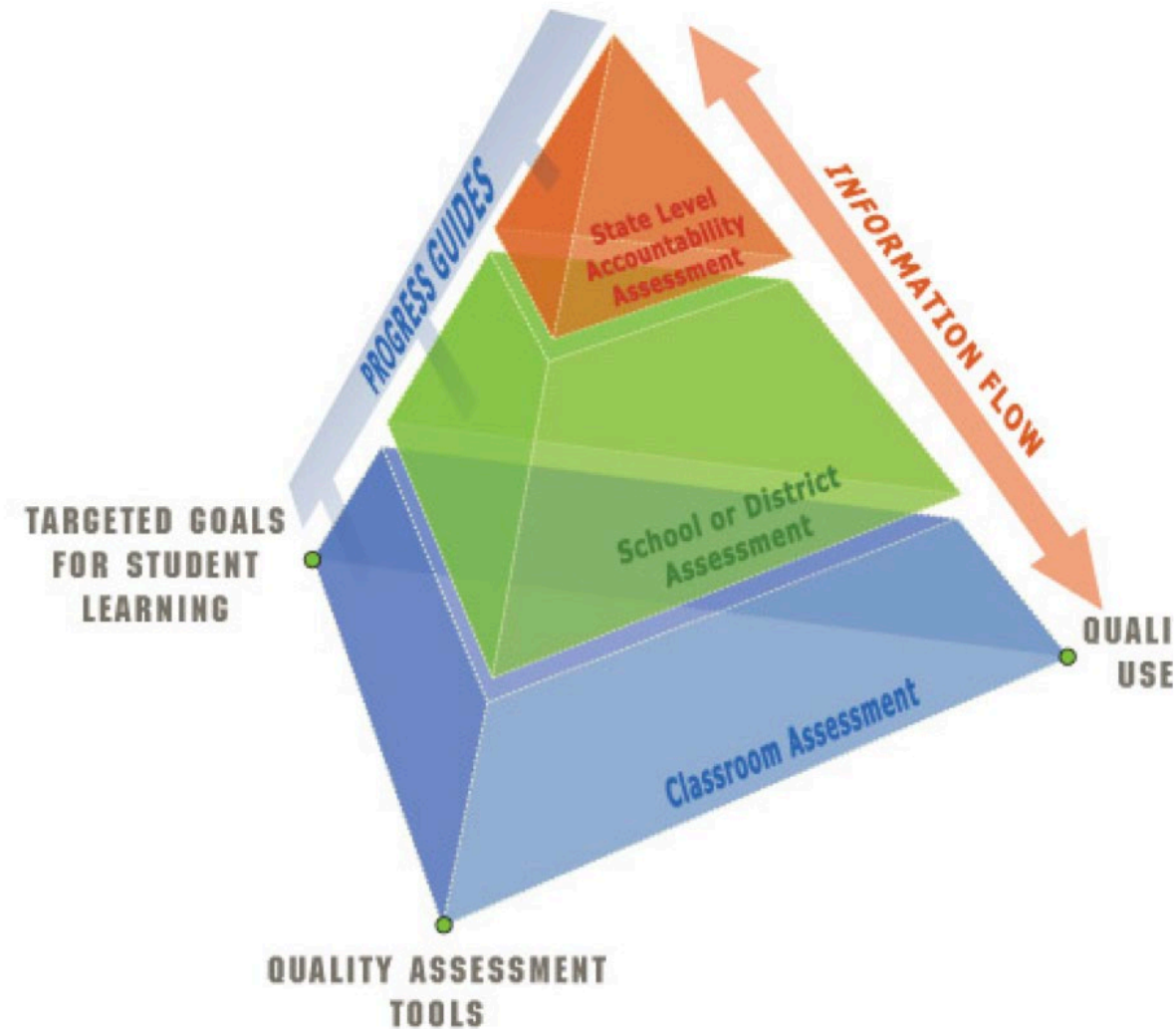
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- This is the last of our **five-webinar series** offered in conjunction with **CCEE** designed to support California district leaders and others in designing, developing, and implementing balanced assessment systems to support multiple purposes and uses.
- **Today:**
  - Some examples of promising practices from an extremely large and relatively small district

# A Call for Balanced Assessment Systems

*Assessments at all levels—from classroom to state—**will work together in a system that is comprehensive, coherent, and continuous.** In such a system, assessments would provide a variety of evidence to support educational decision making. **Assessment at all levels would be linked back to the same underlying model of student learning** and would provide indications of student growth over time (NRC, 2001, p. 9).*

5/27/2021



From Pellegrino, 2019

# Barriers to Balance

From:

<https://www.nciea.org/sites/default/files/publications/Assessment%20Systems%20Policy%20Brief.pdf>

Politics and  
Policy

Weak ties to  
curriculum &  
learning

Assessment  
literacy

Weak Design  
Thinking

Proliferation and  
commercialization

Many more, but we think these are the “big 5”

# Focus on Overcoming Two Major Barriers

- **Assessment Literacy**

- Kadie Wilson, Assistant Superintendent, SAU 9, Conway, NH

- **Connecting Curriculum & Assessment**

- Peter Leonard, Executive Director of Student Assessment, Chicago Public Schools



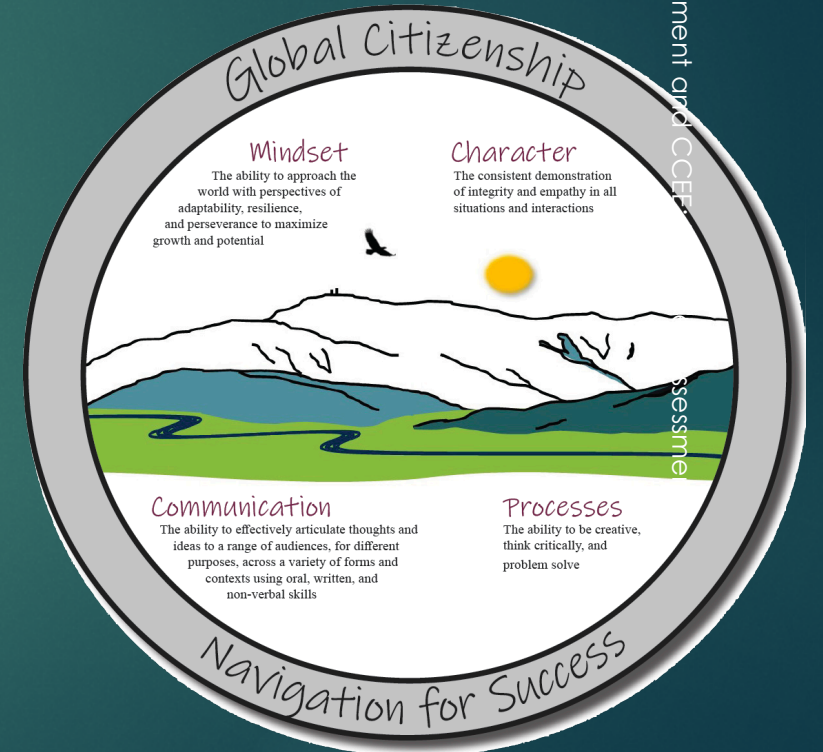


# Creating a Balanced, Local System of Assessment

KATHRYN WILSON

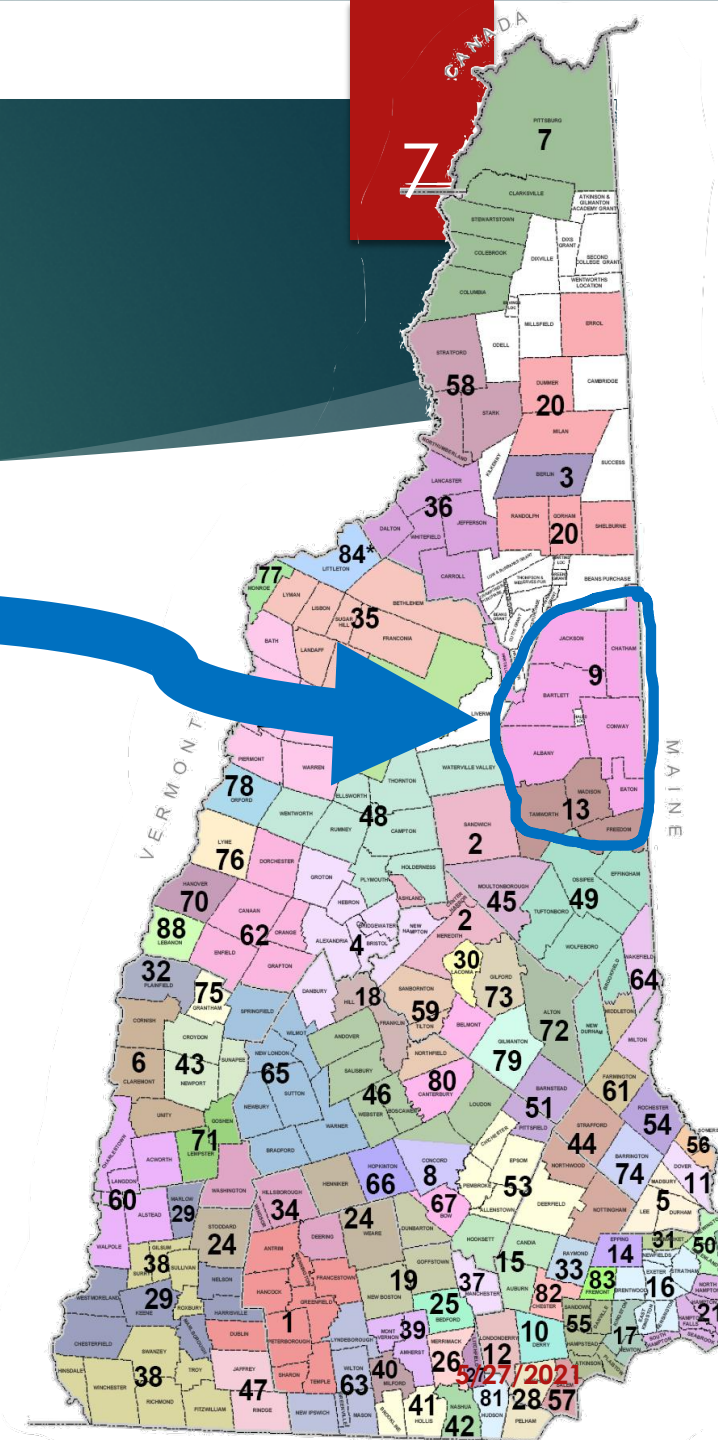
ASSISTANT SUPERINTENDENT OF SCHOOLS, SAU9

MAY 27, 2021



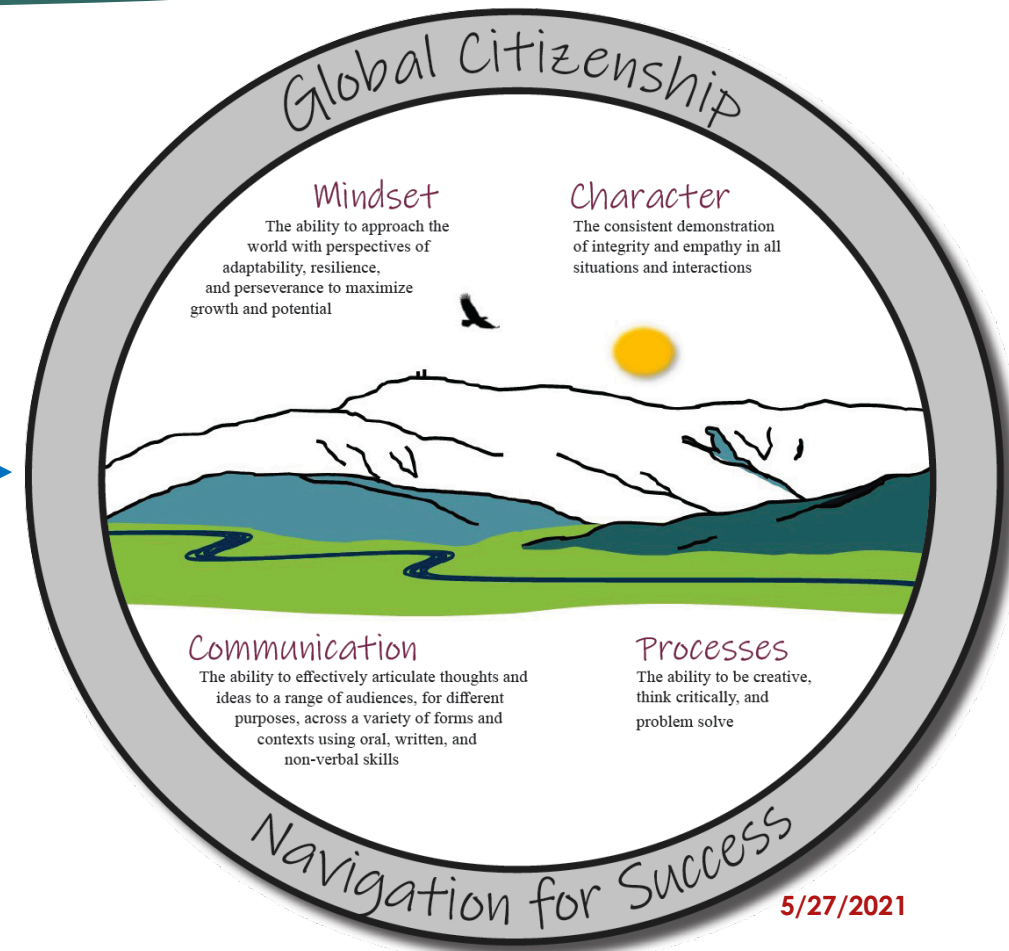
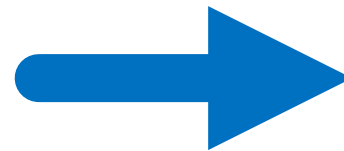
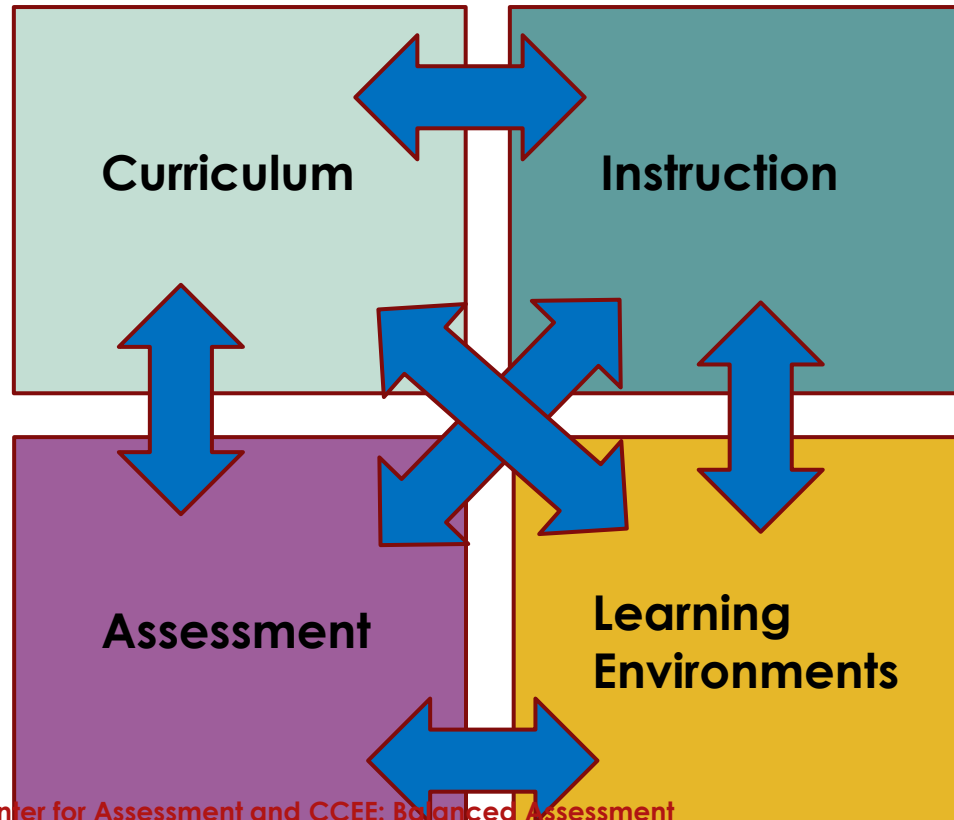
# Setting the Context

- Complex organization (7 distinct districts serving students from 10 towns)
- Community developed Strategic Plan & Portrait of a Learner articulating values & a vision not served by traditional models of education
- Lack of common data points beyond traditional, standardized measures



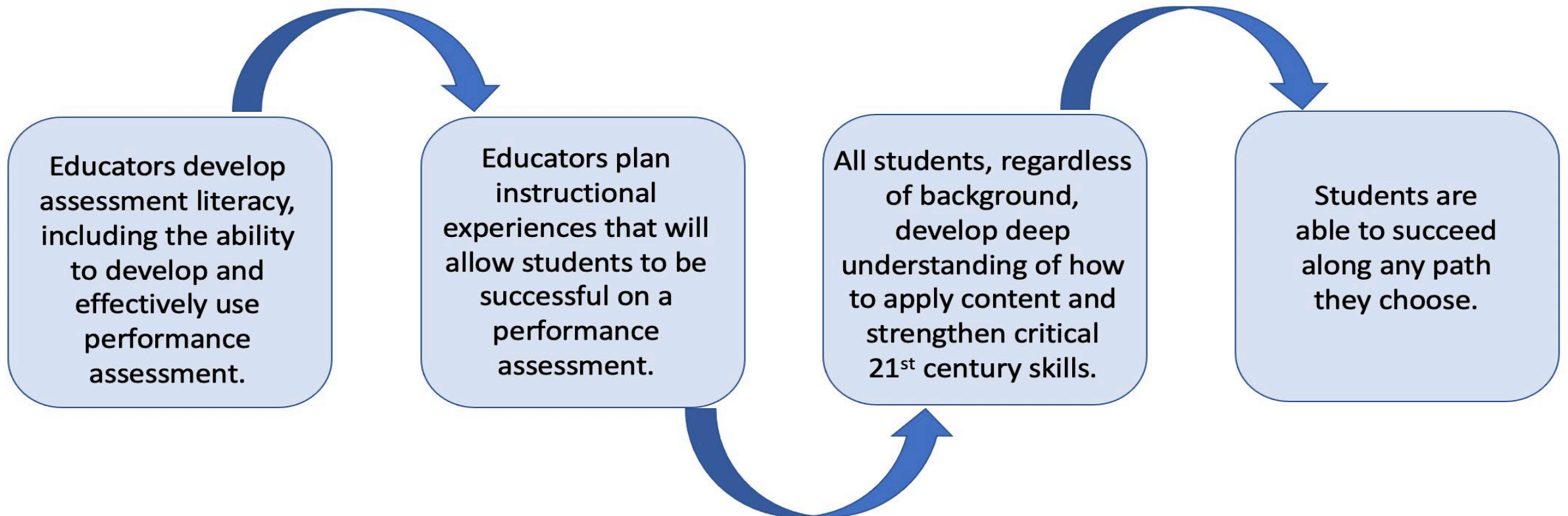


# Our Challenge





# Our Plan...Begin with Assessment



# Assessment Literacy

- Build a sense of urgency - Audit of local practice & systems
- Develop capacity within a team of local educational leaders to support the work
- Develop a bank of high quality performance assessments
- Develop a local process & tool for evaluating task quality

# Building Understanding & Urgency through Assessment Mapping

- Process of mapping out all of the SUMMATIVE assessment tools used to inform competency determinations in a particular content area over the course of a school year
- Allows educators to make determinations around comprehensiveness, efficiency, utility, & continuity
- District & school level analysis

# Building Understanding & Urgency through Assessment Mapping

12

<b>Writing</b> Students will write effectively for a variety of purposes and audiences.	CC.4.W.1 Text Types and Purposes: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	Trimester 1			Trimester 2			Trimester 3		
		NYA			NYA			Lucy Calkins Post Writing Prompt (Opinion)		
	CC.4.W.2 Text Types and Purposes: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	NYA			Informational: PACE - Amazing Animal Adaptations					
	CC.4.W.3 Text Types and Purposes: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	Lucy Calkins Post Prompt Writing (narrative)								
	CC.4.W.4 Production and Distribution of Writing: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)									
	CC.4.W.5 Production and Distribution of Writing: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4 on page 29.)	Lucy Calkins Post Prompt Interpreting Characters (fiction) "Slower Than the Rest"								
	CC.4.W.6 Production and Distribution of Writing: With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of Language standards to type a minimum of one page in a standard format.									
				Fountas & Pinnell Written Response			Fountas & Pinnell Written Response			Fountas & Pinnell Written Response
					Lucy Calkins Post Prompt Informational (Non-Fiction) "Extreme Insects! Killer Bees and Fire Ants"			Lucy Calkins Post Prompt Reading History (fiction and nonfiction) "Kid Power"		



# Using the Data at the Student Level

	Assessments	Fountas and Pinnell Benchmark Target: N		WTW Spelling Inventory	Building a Reading Life	Lucy Narrative		Children's Book Task		Fountas and Pinnell Written Response	NWEA Reading	NWEA Language
	Standards	CC.3.R.F.3, CC.3.R.F.4, CC.3.R.L.1, CC.3.R.L.2, CC.3.R.L.3, CC.3.R.L.4, CC.3.R.L.5, CC.3.R.L.6, CC.3.R.L.7, CC.3.R.L.8, CC.3.R.L.9, CC.3.R.L.10		CC.3.R.F.3	CC.3.R.L.1, CC.3.R.L.2, CC.3.R.L.3, CC.3.R.L.4, CC.3.R.L.5, CC.3.R.L.6, CC.3.R.L.7, CC.3.R.L.8, CC.3.R.L.9, CC.3.R.L.10	CC.3.W.3, CC.3.W.4, CC.3.W.5, CC.3.W.6, CC.3.W.10, CC.3.L.1, CC.3.L.2, CC.3.L.3		CC.3.W.3, CC.3.SL.4, CC.3.SL.5, CC.3.SL.6		CC.3.W.10	Target: 184	Target: 185
	Competency	Foundational Reading	Reading Lit and Informational Text	Foundational Reading	Reading Lit and Informational Text	Writing	Language	Writing	Speak ing and Listen ing	Writing Response	NWEA Reading	NWEA Language
1	Nicholas	Instructional O		Inflected Endings	3	3	3	3		3	174	182
1	Berkley	Instructional Q		Inflected Endings	3	3	3			3	195	187
2	Chase	Instructional J		Common Long Vowels	3	2	2	3		3	156	155
2	Grady	Frustrational J		Common Long Vowels	2	2	2			2	149	155
2	Emma	Frustrational K		Digraphs	2	2	2			2	149	166
2	Annabelle	Instructional M		Common Long Vowels	3	2	3	3		3	178	177
1	Eliza	Instructional N		Common Long Vowels	2	2	2			3	185	182
1	Gianna	Independent Q		Inflected Endings	3	3	3			-	206	206
1	Tylah	Instructional N		Blends	1	2	2			3	170	176
3	Wyatt	Instructional E		Digraphs	1	1	1			2	149	151
1	Yuvraj	Instructional P		Blends	2	2	2			2	185	184
1	Amaya	Instructional N		Common Long Vowels	3	3	2	3		2	179	184

# Leading the Work

- Professional learning for our administrative team
- Professional learning opportunities focused on performance assessment for all staff
- "Cadre of Experts"
  - Volunteer leaders representing diverse schools, grade levels, & content areas
  - Commitment to intensive, job-embedded professional development in assessment
  - Willingness to become share & support learning at the building level

# How's it going?

## Successes

- ▶ Commitment of administrative and leadership teams
- ▶ Co-designed set of materials & strategies for expanding
- ▶ Opportunities for on-going professional learning supported by assessment experts
- ▶ Community support

## Challenges

- ▶ Changing culture & embedded practices
- ▶ Structures that are misaligned to our vision
- ▶ Technology system to house tasks, facilitate collaborative task development, and document student growth/achievement
- ▶ COVID-19!

# How's it going?

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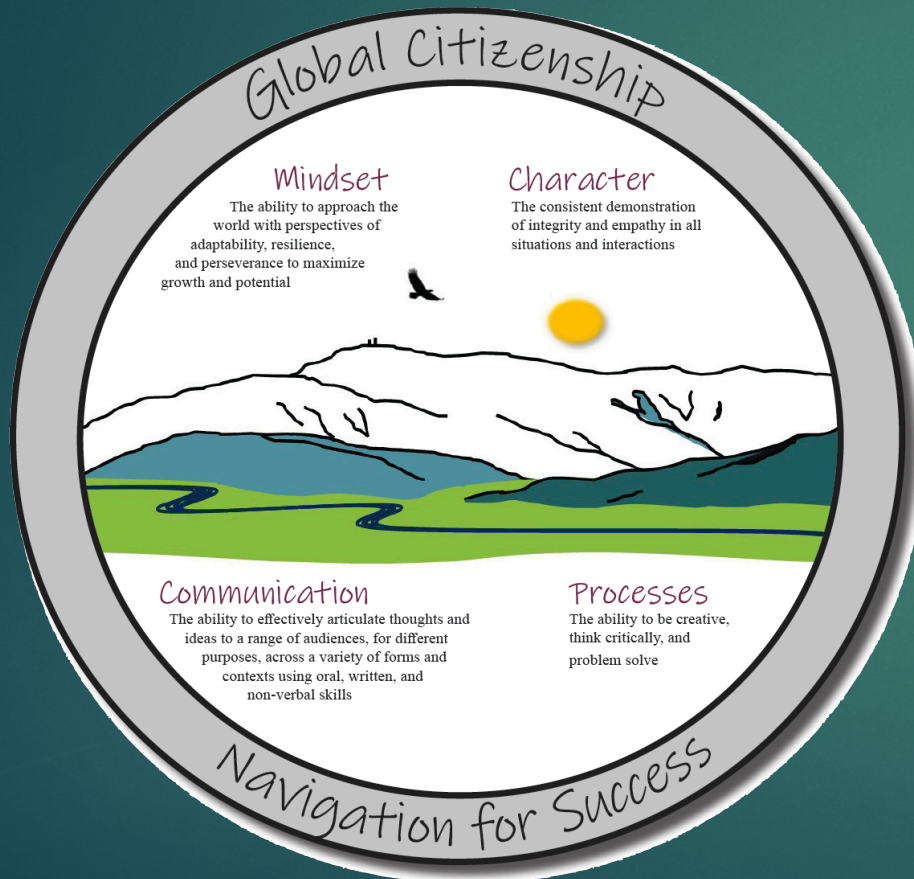
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- ▶ COVID-19!



# Next Steps on Our Journey...



- Ensuring competencies are consistent (K-12)
- Building learning progressions
- Evaluating/challenging structures & practices
- Technology tool to support the work
- Cognitive rigor in assessment & instruction

# Chicago Public Schools: Does it Quack like a Duck?

Peter Leonard  
Executive Director of Student Assessment  
May 27, 2021



# FIVE-YEAR VISION 2019-2024



## Our Vision

Success  
starts  
here.

## Our Mission

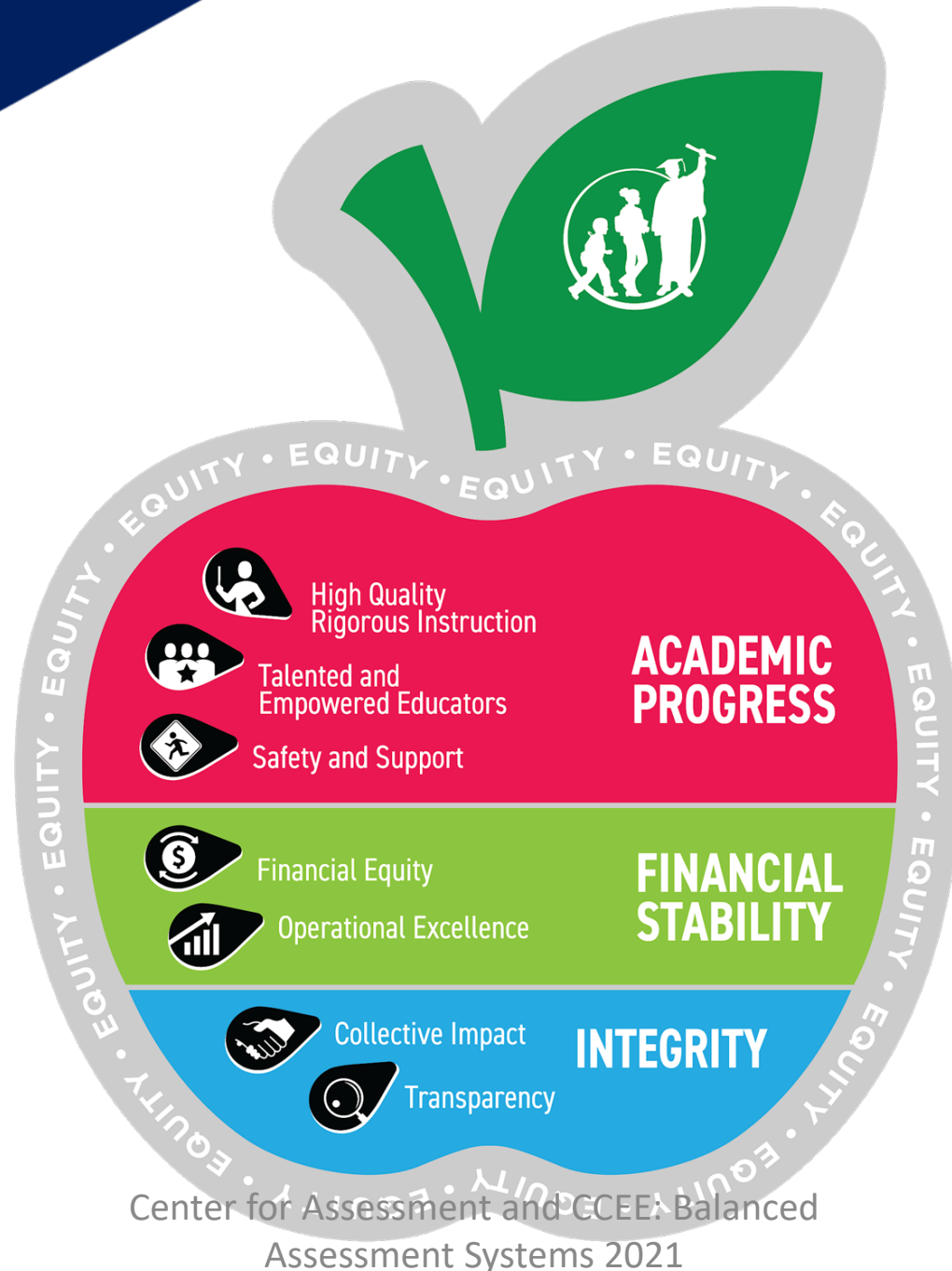
To provide a high-quality public education for every child, in every neighborhood, that prepares each for success in college, career and civic life.

# Commitments

## We fulfill our vision through these Commitments:

### Academic Progress

A high-quality education develops in young people not only strong academic skills, but a love of learning and the ability to work with others, take initiative, solve problems creatively, live healthy lives, and become active citizens in their communities. We will design instruction and learning environments that provide for individual needs and help prepare all of our students for a successful adulthood.



### Financial Stability

Fulfilling our promise to provide a high-quality education requires that we remain on sound financial footing and serve as good stewards of public and philanthropic funds. We must also advocate with the wider Chicago community for fair school funding from the state so all of Chicago's children receive the educational resources they need and deserve.

### Integrity

We respect our students and families, and the diverse communities in which they live, and honor them as partners in our shared mission. We will earn their trust by communicating openly and acting on community feedback.



# Core Values



## Student Centered

We place students at the center of everything we do.



## Whole Child

We support our students so they are healthy, safe, engaged, and academically challenged.



## Equity

We eliminate barriers to success and ensure equitable opportunities for all students.



## Academic Excellence

We provide diverse curriculum and programs with high academic standards to prepare students for future success.



## Community Partnership

We rely on families and communities in every neighborhood to support our shared mission.



## Continuous Learning

We promote an environment of continuous learning throughout CPS for students, teachers, leaders and district staff.

# CPS Vision Strategy: Create Student Assessment Systems to Guide Teaching

“Schools that make good use of student data get better results. Over the next five years, we will guide every CPS school to implement **an assessment plan that provides educators with greater insight into student performance throughout the school year to better respond to the needs of students.** The plan includes the use of authentic assessments that **measure what is truly important in student learning**, regular teacher meetings to analyze and respond to student work, and goal-setting conversations that allow each student to chart his/her own path to success in college, career, and civic life. Collecting, analyzing, and responding to high-quality information about student learning helps schools serve all students well.”



***Student Assessment*** is the process of reasoning from evidence of student learning. High quality assessment:

1. Connects to curriculum and instruction
2. Informs good decision-making
3. Creates opportunities for students



# Balanced Assessment System

A balanced assessment system effectively measures the depth and breadth of student learning and monitors student progress towards college and career readiness. It also produces actionable data to inform planning for instruction, academic supports, and resource allocation. To meet these goals, a balanced assessment system must include multiple measures and be responsive to the needs of all students, including diverse learners and English learners.





## SY21 CPS Instructional Priorities

PRIORITY #1	PRIORITY #2	PRIORITY #3	PRIORITY #4	PRIORITY #5	PRIORITY #6
Prioritize social emotional skill development, relational trust, and building strong classroom communities as the foundations for learning.	Provide all students grade-level, standards-aligned instruction, regardless of their starting points.	Ensure curriculum materials are high-quality and provide coherent academic experiences for all students.	Increase the relevance of instruction.	Use assessments that meaningfully connect to the curriculum and provide teachers with the information needed to help students access priority grade-level work.	Anchor instruction in equity to meet the needs of all students.





The **Curriculum Equity Initiative** is a comprehensive collection of resources, programs, policies, structures and technologies that are intentionally designed and aligned within a continuous improvement framework to facilitate the academic progress of every child, in every Chicago neighborhood.

The core of the system is a rigorous, standards-aligned and culturally-relevant digital curriculum.




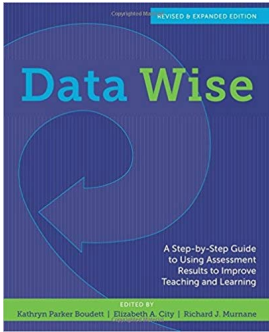
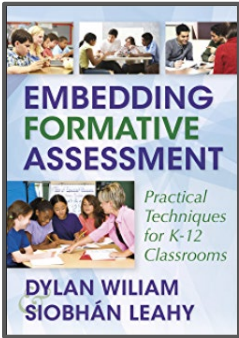

# Elements of the Curriculum

1. Scope and Sequence
2. Units of Study
3. Lessons
4. Curriculum Map
5. One-page Unit Overview
6. Annotated Unit Outline
7. Guidance Documents
8. Recommended Structures
9. Formative, Lesson-level Assessments
10. Formal Unit Assessments
11. Formal Interim Assessments
12. Assessment Items Banks
13. Supplemental Resources

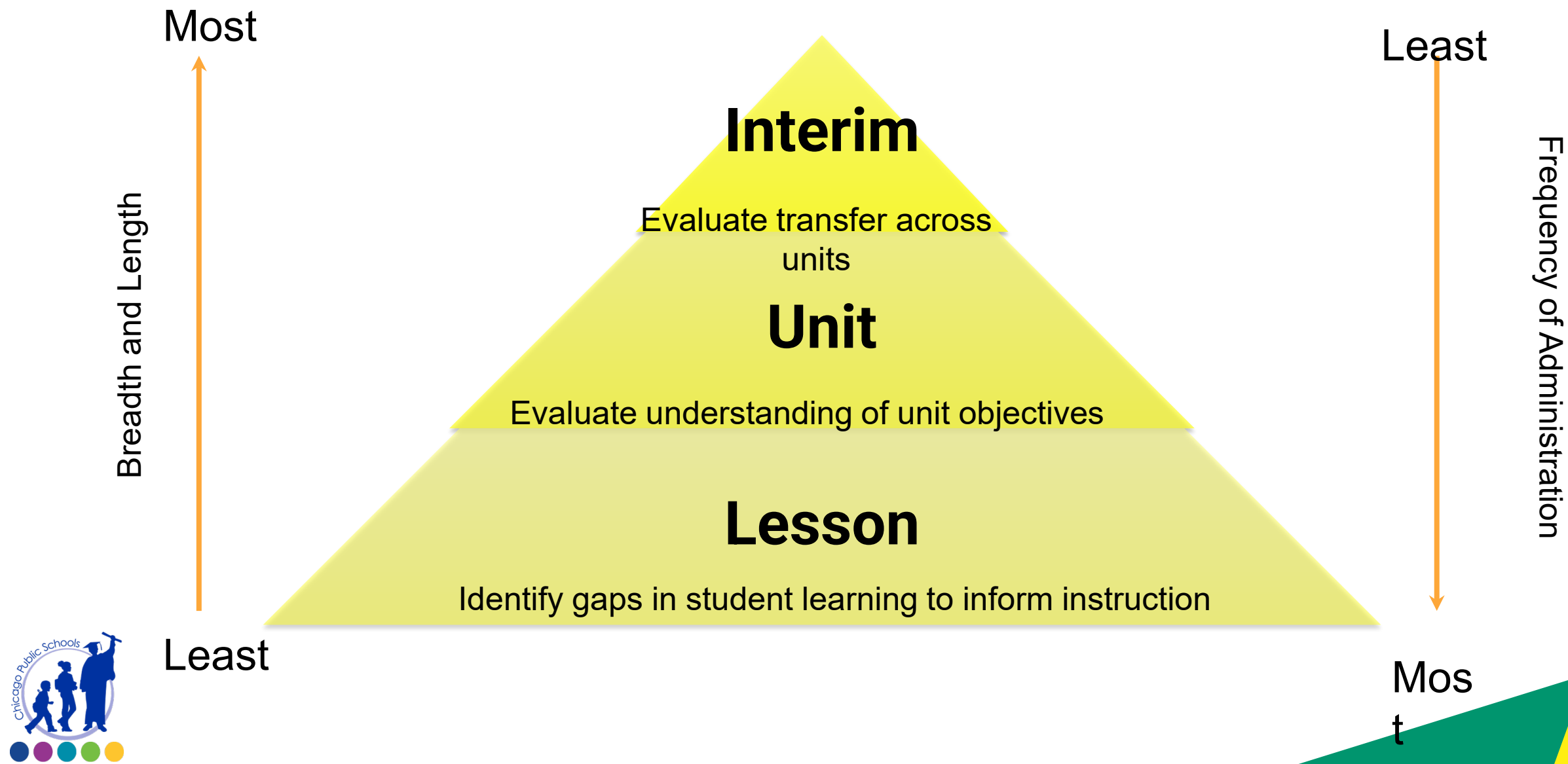
**Arts**  
**English/Language Arts**  
**Mathematics**  
**Science**  
**Social Science**  
**World Language**  
**(Spanish, French)**  
**Physical**  
**Education/Health**  
**Computer Science**



# Curriculum-Embedded Balanced Assessment System

Assessment Content Quality	Technical Ecosystem	Using Assessment for Learning
<div><p>DESIGN GUIDELINES FOR CHICAGO PUBLIC SCHOOLS' CURRICULUM-EMBEDDED BALANCED ASSESSMENT SYSTEM</p><p>Final: July 24, 2019</p><p>Purpose of this Document</p><p>Chicago Public School's (CPS) Curriculum Equity Initiative is designed to ensure all Chicago school children are provided with meaningful opportunities to learn critical knowledge and skills. Providing high-quality curricular materials is one leg of the stool. CPS leadership will support exceptional instruction and a balanced assessment system to help realize the goals of the Curriculum Equity Initiative.</p><p>This document provides curriculum and assessment vendors with information for guiding the development of a coherent curriculum-embedded assessment system in which assessments are used and interpreted as intended to provide a comprehensive, coherent profile of information about the performance of students, educators and schools. It clarifies the design characteristics associated with each type of assessment in a way that reflects CPS' vision and theory of action related to the role of the assessment system for student learning. Finally, this document, as well as the documents that follow, will help create a shared understanding within and across the various offices and departments in CPS.</p><p>This document was produced by the CPS assessment staff and the Center for Assessment, in conjunction with staff from multiple CPS departments. This ad-hoc task force met once in person on May 20, 2019, via webinar on May 30 and July 2, 2019, and had multiple opportunities to weigh in on the draft document.</p><p>Overview of the Vision for Learning in the Curriculum Equity Initiative</p><p>The Curriculum Equity Initiative is being developed to guarantee equitable access to a culturally-relevant library of resources that educators across all grade levels and subjects can use and customize to ensure the needs of all students are met, especially English learners and students receiving specialized services. This initiative is designed to allow educators to focus their time on teaching and learning rather than the development/identification of aligned curriculum materials.</p><p>CPS is designing its new curriculum to ensure all students have an opportunity to achieve their full potential, are well-prepared for postsecondary education options, ready to engage in</p><p>1</p></div>	<div></div>	<div><div></div><div></div><div></div></div>

# Components of CPS' Curriculum-embedded Assessment System





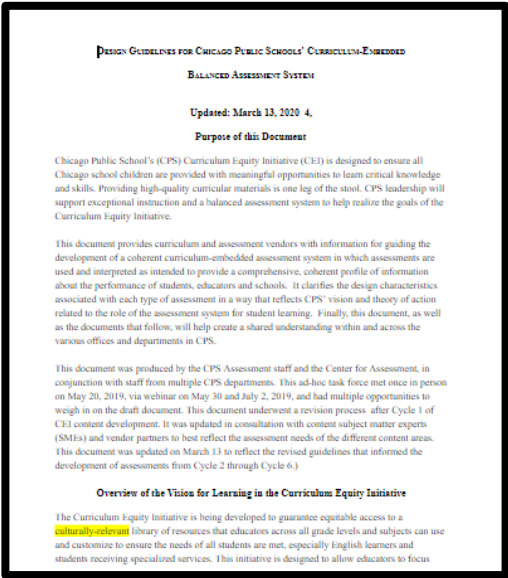
# Process Followed

## WHO?

**4 Content Vendor Partners**  
**+**  
**6 Curriculum Designers**  
**+**  
**5 Content Areas**  
**(ELA, Math, Sci, SS, WL)**  
**+**  
**5 Content SMEs**  
**+**  
**10+ Cross Content SMEs**  
**(EL,DL,SEL,Equity,Assessment)**  
**+**  
**400+ TeacherReviewers**



## WHAT?




high quality and rigorous texts. Reviewers also consider how texts and tasks are organized to grow literacy skills and advance vocabulary and knowledge building.	
Criterion 1	Materials include high quality texts of various types that are organized in service of building student literacy skills and knowledge.
Indicator 1a	Texts (incl. other stimuli) are of high quality, include a balance of text types and genre, and are appropriate level of rigor for the grade level.
Indicator 1a Descriptors	<ul style="list-style-type: none"><li>Anchor texts are of quality and worthy of especially careful reading and consider a range of student interests. Includes a substantial representation of texts that are culturally and linguistically relevant to our students and urban experiences to build identity.</li><li>Balance of genre/text type, including elements of media literacy</li><li>Text types are included at the appropriate grades and levels<ul style="list-style-type: none"><li>leveled readers</li><li>read-alouds (see Evidence Guides for grade level guidance)</li><li>Full book-length texts (used as a whole class novel, literature circle choice, or differentiated choice)</li></ul></li></ul>
Indicator 1b	Texts are appropriately complex for the grade level.
Indicator 1b Descriptors	<ul style="list-style-type: none"><li>Complexity: texts are of sufficient quantitative measure, quality, and scope for the stated purpose (e.g., presents vocabulary, syntax, text structures, levels of meaning/purpose, and other qualitative characteristics similar to CCSS grade-level exemplars.)</li></ul>

## HOW?

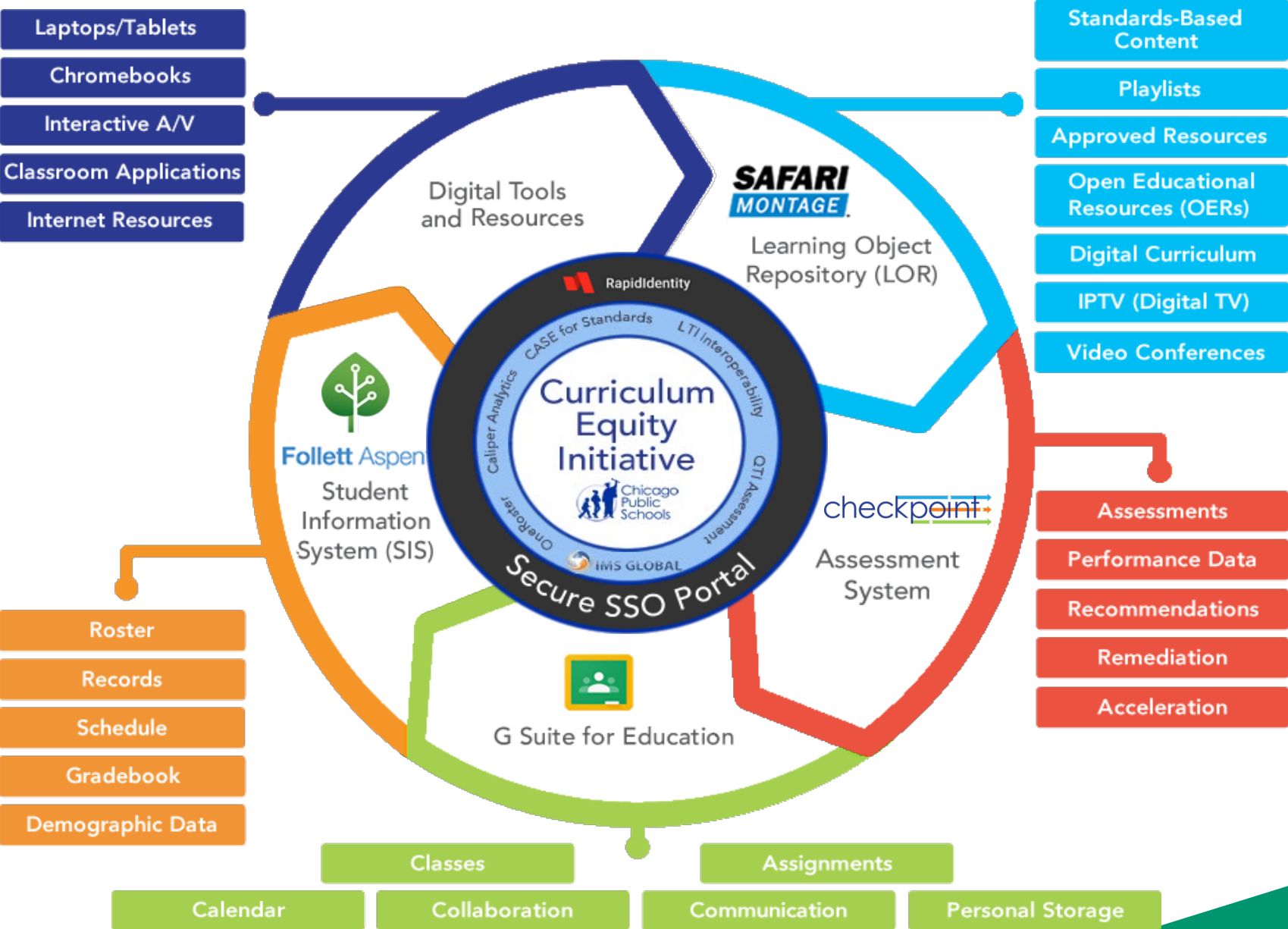
**6 Production cycles**  
  
**January 2020**  
**April 2020**  
**July 2020**  
**October 2020**  
**February 2021**  
**June 2021**



 is the CPS platform for delivering high quality, standards aligned assessments. Teachers can:

- Create and administer assessments
- Analyze assessment results to inform instructional decisions
- Promote student ownership of learning by helping students understand their standards mastery status

# Technical Ecosystem



# SY22 Assessment for Learning Core Practices

**Core Practice 1:** Teachers engage all students with high-quality, grade-level standards-aligned, tasks and curriculum-embedded assessments.

**Core Practice 2:** Teachers and teacher teams collect and analyze evidence of student learning to design responsive, relevant instruction.

**Core Practice 3:** School teams use screening, diagnostic and progress monitoring assessments as a part of an equitable MTSS framework implementation to provide supplementary Tier 2 and Tier 3 interventions, as needed.



# Lessons (to be) Learned

- Curriculum adoption processes and implementation support
- Governance - schools' individual assessment plans
- Assessment literacy and use
- Elevating school leader and teacher practices through Assessment Ambassador Program
- Continuous improvement of assessment content





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Баярлалаа  
спасибо  
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nandri  
kiitos  
dankie  
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## Questions, comments, thoughts?

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- Please feel free to ask any questions we haven't addressed yet
- While you're thinking of questions, please offer some thoughts in the chat regarding:
  1. What are a couple of the major "ah-ha" learnings you've picked up through the webinar series or just this webinar if this is your first?
  2. What is one thing that you are going to do in the short term to advance balanced assessment systems in your district, school, or other entity?

Scott Marion: [smarion@nciea.org](mailto:smarion@nciea.org) or via Twitter @ScottFMarion



[www.nciea.org](http://www.nciea.org)  
@NCIEA1