



The Components of a Balanced Assessment System

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Webinar #3 of the Webinar Series: *Developing and Implementing Balanced Assessment Systems to Support School Improvement and Student Learning*
California Collaborative for Educational Excellence

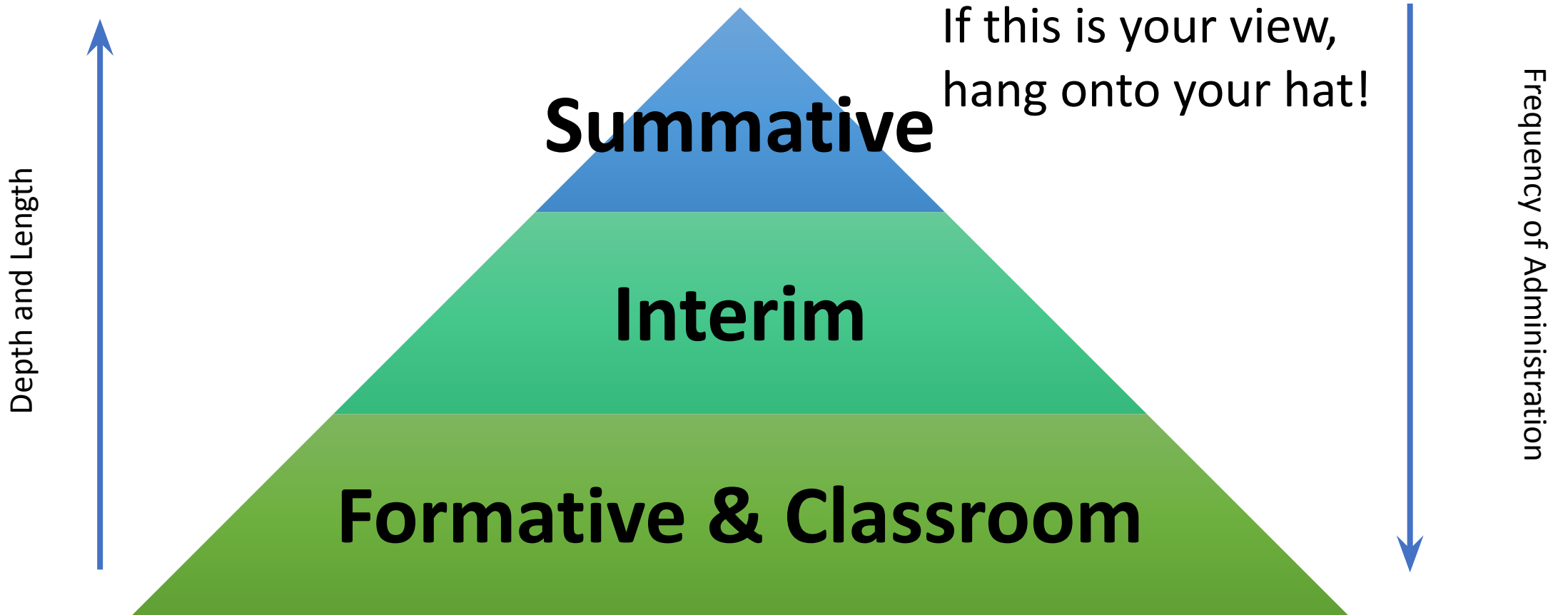
April 20, 2021



Introduction (This session is being recorded)

- This is the **third** of five webinars designed to support California district leaders and others in designing, developing, and implementing balanced assessment systems to support student learning and school improvement efforts
 - Potential assessment system components
 - Classroom activity system
 - Let's talk about interim assessments and high quality classroom systems
- We have written extensively about balanced assessment systems, including this paper that you can download at: <https://www.nciea.org/node/493>

An Increasingly Typical View of Balanced Assessment



Multiple Layers of Assessment Systems

Microcosm:
Classroom-Level Assessments



Macrocosm:
State System of Assessments



District
Assessment
Systems

Criteria for Evaluating Balanced Assessment Systems

A **balanced** assessment environment should exhibit three properties (NRC, 2001):

- 1. Comprehensiveness** – “a range of measurement approaches should be used to provide a variety of evidence to support educational decision-making”
- 2. Coherence** – “the conceptual base or models of student learning underlying the various external classroom assessments within a system should be compatible”
- 3. Continuity** – “assessments should measure student progress over time”

Balanced Assessment Systems to Serve Multiple Purposes

Assessment systems designed to serve multiple purposes require thoughtful planning about which data will be privileged at each level (Chattergoon & Marion, 2016). For example:



- standardized vs. dynamic/flexible
- uniform vs. variable dates
- independent vs. assisted (scaffolded) performance
- delayed vs. immediate feedback
- stringent requirements for technical accuracy vs. less stringent requirements

Comprehensiveness to better understand student learning

Assessment is process of reasoning from evidence. A rich set of evidence should help the reasoning process.

Performance-
based
assessment

Short-answer
quizzes and tests



Formative
observations

Oral
presentations

Comprehensiveness to address multiple users

Purposes/Uses

- Accountability
- Monitoring Equity
- Instruction/learning
- Grading
- Program/curricular evaluation

Context and users

- State policy leaders
- District leaders
- District CIA leaders
- Principals
- Teachers
- Students
- Parents

Assessments must be designed to support well-defined **purposes** and intended **uses**.

Components of District Assessment Systems

- Using the Poll Everywhere link below to indicate the types/names of assessments that you think should be in a high-quality district assessment system. Don't worry about "official names" (there aren't many anyhow). Just use the names you know.
- bit.ly/3xdVPFx

Uses of district assessment system results

- Now, without listing any names (e.g., diagnostic), please indicate—using the Poll Everywhere link below—the necessary **uses** for district assessment system results.
 - For example, our district uses fall and spring assessment results to calculate student growth scores for use in teacher evaluation systems.
- bit.ly/3xaTewc

Components of a Classroom Assessment Systems

- Using the Poll Everywhere link below to indicate the **types/names** of assessments that you think should be in a high-quality CLASSROOM assessment system. Again, don't worry about "official names."
- bit.ly/3aIQmmr

Uses of classroom assessment system results

- Now, without listing any names (e.g., diagnostic), please indicate—using the Poll Everywhere link below—the necessary **uses** for classroom assessment system results.
 - For example, our teachers use unit assessment results to support competency determinations.
- bit.ly/32sOd3U

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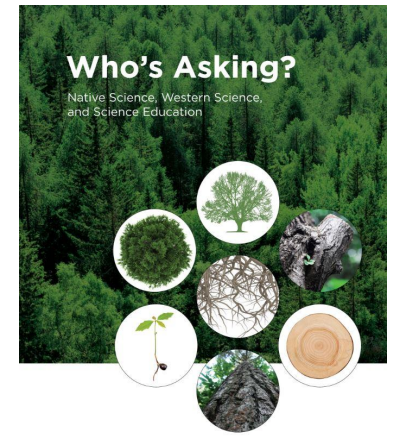
World leader in all things assessment but
especially classroom and formative assessment
and instruction.

Lorrie will lead us in a discussion of classroom
activity systems and ambitious teaching practices.



Sociocultural Theory & Ambitious Teaching

- Sociocultural learning theory has the strongest empirical and theoretical warrant because it best accounts for the social nature of learning and it more thoroughly integrates theories of motivation and identity development with cognitive aspects of learning.
- Sociocultural theory attends to equity because it focuses on ways of knowing, doing, and being specific to each discipline. It presumes that students bring with them important knowledge, interests, and experiences from their daily lives that teachers can then elicit and use to inform instruction.



Sociocultural Theory

Ambitious Instructional Practices

Formative Assessment Practices

Shared understanding of ambitious learning goals and features of quality work

Drawing connections to students' funds of knowledge

Rich and authentic instructional and assessment tasks

Eliciting student thinking

Disciplinary discourse practices

Improvement-focused feedback

Self & peer assessment

Developing norms of respect, responsibility, and improvement

Foster student agency and self-regulation

Provide supports to ensure equitable participation
including linguistic scaffolds

Avoid grading practices that undermine interest, demean
students, or distort learning goals

Sociocultural Teaching & Assessment

- Attend to the social nature of **learning and becoming** & focus on student participation in disciplinary ways. (Assessment practices are embedded)
- Sociocultural approaches more explicitly account for diversity and allow for differing entry points and pathways to shared mastery.
- Teachers help students reflect on how the school's ways of knowing relate to practices valued in their own families and communities.



Sociocultural Formative Assessment

- Formative assessment (questions, tasks, and practices) should provide qualitative insights rather than quantitative scores.
- Formative “assessments” in the midst of instruction should not be graded, but feedback should be linked to intended learning goals and criteria.
- A *productive assessment culture* keeps the focus on learning *instead of point systems* that grade in-progress learning as if it were finished.



Principled Framework for Culturally-Sustainable Classroom Assessment

- The [Classroom assessment principles to support teaching and learning](#) provide a research-based framework for designing high quality classroom assessments and assessment systems grounded in sociocultural theory
- Provides a conceptually-grounded basis for enacting culturally-sustainable assessment practices.



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Classroom Assessment Principles to Support Teaching and Learning

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Let's ask the pink elephant question

- Do commercial interim assessments have a role in district balanced assessment systems?
- First, let's review the two major types: mini-summative and modular

Feedback in classrooms undermines learning if it positions students as less than capable learners.

Results from interim tests do not provide the kind of feedback that helps students improve.

Student 1	Red	Yellow	Yellow	Red	Yellow	Yellow	Red	Yellow	Yellow
Student 2	Yellow	Red	Yellow	Green	Yellow	Green	Green	Green	Red
Student 3	Yellow	Red	Green	Green	Green	Green	Green	Yellow	Yellow
Student 4	Red	Yellow	Red	Red	Red	Yellow	Red	Yellow	Red
Student 5	Yellow	Yellow	Red	Yellow	Yellow	Yellow	Yellow	Red	Yellow
Student 6	Yellow	Red	Yellow	Green	Green	Green	Green	Red	Yellow

What should we do instead?

Curriculum-embedded assessments

- Contextualizes the performance assessment within a strong curriculum helps to provide:
 - The learning goals (design)
 - Criteria for developing rubrics (scoring)
 - A framework for interpreting the results (interpretation)
 - The “what’s next” (action)
- Helps to avoid the “drop-from-the sky” feel of many external assessments
- As with many other “solutions,” the devil is in the details
 - Purpose(s) and intended uses of assessment results?
 - Who controls the curriculum and assessments?

Questions and discussion...

What additional questions or comments do you have?

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