

Assessment Support – Standards for Creating SLO Assessments

The District Leadership Team / Appraisal Review Committee (ARC) convened a work group to develop a set of standards for the development of assessments that support SLOs. The impetus for this grew out of discussions at the end of the 2013-14 school year in which the implementation of the Jefferson Teacher Evaluation System was reviewed. It was decided that the SLO process and development of SLO pre-post assessments would benefit from a simple guide that standardized the process across the district while giving teachers the flexibility to meet their content area and grade level needs. This guide is the result of this process.

Page numbers referenced below refer to the district's revised SLO manual.

Assessment Development Guidance:

Teachers will submit a blueprint with each of their grade level/subject area pre-assessment. **(See pages 8-11)**

Pre-assessment and Post-assessment must follow same blueprint but are not to be exactly the same.

Assessment Design:

Length of Assessment:

Assessments should be no longer than 2 1/2 hours in length.

Assessments may be administered in 1-4 class periods over a 1-4 day period.

Number of Questions (see page 17)

The number of questions on an assessment is related to the purpose of the assessment. There is no one set recommendation for the number of questions or assessment tasks on an assessment provided by ODE.

Therefore, the study group has developed a range of suggested questions and tasks. Assessment length is related to the breadth and depth of content that the assessment is designed to measure. Number of questions or performance tasks must also be age and grade level appropriate.

Elementary:

Grades: K-2

Performance tasks combined with assessment items that reflect the standards for the grade level

Grades 3-6

30-40 questions

Jr. High:

40-50 questions

High School:

45-55 questions

Art/Music/PE/Computer:

Written paper/pencil type of assessment adhere to grade level protocol for length and Number of assessment items.

Performance Based Assessments: Performance tasks must have a scoring rubric that guides the grading of the tasks being used.

JALSD Guidance for Creating Assessments for SLOs

Distribution and Scoring of Assessment Items by Rigor

| | | | |
|--------------------------------|--|--|---|
| Rigor | <p>Assessment items that measure proficiency or skill attainment from previous year's standards or lower skill level. (example: assessment items with lower grade reading level or level of complexity dictated by previous grade level standards)</p> <p>Webb's DOK Level 1 Recall & Reproduction</p> <p>Bloom's: Remember</p> | <p>Assessment items that measure proficiency or skill attainment based on current year's standards. Items should be representative of all of the key standards and concepts taught in the course up until the time of the post-assessment (mid-March).</p> <p>Webb's DOK Level 2 Skills & Concepts</p> <p>Bloom's: Remember Understand Apply Analyze</p> | <p>Assessment items that measure proficiency or skill attainment at an advanced level or from higher grade level standards. These items are to challenge advanced students. They are assumed to be out of reach for most students at their current grade.</p> <p>Webb's DOK Level 3 Strategic Thinking/ Reasoning</p> <p>Webb's DOK Level 4 Extended Thinking</p> <p>Bloom's: Evaluate Create</p> |
| Scoring | 1 pt each | 2-4 pts each | 1 pt each |
| Distribution / Number of Items | 10% | 80% | 10% |

Quintiles with Guidance on Setting Growth Targets / What Constitutes Expected Growth?

| Score range on Assessment | Growth Target Calculations |
|---------------------------|--|
| 90-100% | Students scoring in this quintile on the pre-assessment will maintain their score on post-assessment. Post-assessments given to students within this quintile will be amended to remove lower level assessment items and increase assessment items at the advanced level from 10% to 40% |
| 71-89% | <p>$(100\% - \text{pre-assessment score}) / 4 = \% \text{ of growth to be shown}$</p> <p>Example: Student scores 75% on pre-assessment $100\% - 75\% = 25\%$ $25\% / 4 = 6.25\%$ $75\% + 6.25\% = 81.25\%$ Growth Target</p> |
| 26-70% | 15% increase in pre-assessment score |
| 11-25% | 20% increase in pre-assessment score |
| 0-10% | 25% increase in pre-assessment score |

Teachers in grades kindergarten through grade 2 may utilize different growth target calculations appropriate for the performance tasks and assessment items being used at these grade levels.

Scripts (See page 20)

All pre and post-assessments will be introduced to students using a script that gives standardized administration guidelines to students across testing sessions.

Procedures: Reviewing for Assessments (See Standards for the Ethical Use of Tests page 18)

Pre-assessment:

Assessment is given to students without review or preparation.

Post-Assessment:

Reviewing for post-assessments with students should point students to study or review what has been learned during the school- year. It is appropriate to review the standards and concepts that are to be assessed but not the questions or other material that appears on the test.

The following guidance taken from section C of the Standards for the Ethical Use of Tests provides an overview of activities that cannot be used in preparing students for an assessment.

In monitoring practices related to preparing students for an assessment, each participating school shall use, but not be limited to, the following standards that define the types of practices that are unethical and/or inappropriate:

- (1) Any preparation activity that undermines the reliability and/or validity of an inference made from any result of an assessment;
- (2) Any preparation practice that results solely in raising scores or performance levels on a specific assessment without simultaneously increasing a student's achievement level as measured by other tasks and/or assessments designed to assess the same content domain;
- (3) Any practice involving the reproduction of any secure assessment materials, through any medium, for use in preparing a student for an assessment;
- (4) Any preparation activity that includes a question, task, graph, chart, passage, or other material included in an assessment, and/or material that are a paraphrase or highly similar in content to what is in an assessment;
- (5) Preparation for an assessment that focuses primarily on the assessment, including its format, rather than on the objectives being assessed;
- (6) Any practice of excluding one or more students from an assessment solely because a student has not performed well, or may not perform well, on the assessment and/or because the aggregate performance of a group may be affected;
- (7) Any practice immediately preceding and/or during an assessment including, but not limited to, the use a gesture, facial expression, body language, language, or any other action and/or sound that may guide a students' response;