



It's All About Balance



Understanding Roles of Different Types of
Assessment and Appropriate Uses of Data

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Maine DOE Assessment Team

Office of Federal Programs

Introductions

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Assessments



Goals for the Session

- What are the Maine Educational Assessments?
- Develop an understanding of the roles of the multiple levels of assessment data as well as the uses of these multiple layers of data
- Introduction to balanced assessment system
- What does a balanced assessment system look like in my own context?

General Educational Assessments



Assessment Name	Assessment Participants	Subject Area	Administration Window SY 22-23
NWEA	Students in grades 3-8 and 2 nd year of HS	ELA & Mathematics	Fall (required): October 3 – 28, 2022 Winter (optional): January 9 – February 3, 2023 Spring (required): May 1 – 26, 2023
Maine Science	Students in grades 5, 8, and 3 rd year of HS	Science	May 15 – 26, 2023

Alternate and English Language Proficiency Assessments

Assessment Name	Assessment Participants	Subject Area	Administration Window SY 22-23
MSAA	Students in grades 3-8 and 3 rd year of HS with the most significant cognitive disabilities	ELA & math	March 13 th – April 28 th , 2023
MSAA Science	Students in grades 5, 8, and 3 rd year of HS with the most significant cognitive disabilities	Science	March 13 th – April 28 th , 2023
ACCESS for ELLs	Multilingual learners	English language proficiency	January 9 th - March 3 rd , 2023
Alternate ACCESS for ELLs	Multilingual learners with the most significant cognitive disabilities	English language proficiency	January 9 th - March 3 rd , 2023

National & International Assessments

Assessment Name	Assessment Participants	Subject Area	Administration Window SY 22-23
NAEP (state)	Grade 4 & Grade 8	Mathematics & Reading	N/A
PISA	15-year-olds	Reading, Mathematics, Science, and Financial literacy	October 3 – November 25, 2022
TIMSS	Grade 4 & Grade 8	Mathematics & Science	March 1 – May 31, 2023

Federal Requirements

“Academic content standards define what students need to know and be able to do. States adopt academic content standards that are the focus of **assessments** used for accountability. Achievement standards define how well students must perform to be proficient. Standards are key aspects of systems used to hold schools, educators, and students responsible for achieving desired educational outcomes.”

-National Center on Educational Outcomes

Federal Requirements

Federal requirements under the Elementary and Secondary Education Act (ESEA) and the Every Student Succeeds Act of 2015 (ESSA) require Maine (and all states) to administer state assessments in grades 3-8 and one year of high school in ELA & math. Science is assessed in grades 5, 8 and one year of high school. All states are also required to assess multilingual learners annually an English language proficiency assessment.

Assessment and is one of many requirements that enable Maine to accept more than \$70 million in federal funding for Maine schools.

It's Not Just About the Requirement

Equity in assessment is a part of equity in education. This requires putting systems in place to ensure that every child has an equal chance for success.

Data collected through all aspects of a balanced assessment system helps to increase understanding of the unique challenges and barriers faced by individual students or by populations of students.

A balanced assessment system at various levels—international, national, state, district/school, and classroom—is a critical element in assisting educators with ensuring that every student has access to the necessary accommodations and supports to equitable opportunities for success.

Uses of Data – International Assessment

- Measurement of student performance and equity of outcomes overtime (trends)
- What factors are associated with educational achievement?
 - What can we learn from others about what works (and what doesn't)?
 - What could be adopted by or adapted?
- More than just comparing student performance between countries
 - Countries such as Germany and Brazil have used data from PISA to make their education systems more inclusive and improve student performance.
 - The PISA for Development initiative uses data to investigate the quality and equity of learning outcomes for children, young people and adults.
 - Indicators of student well-being, and how these are related to the school climate are examined.

Uses of Data – National Assessment

- Educators, legislators and the general public can use to gauge the effectiveness of education policies.
 - Enable policymakers to examine the relative emphasis of state standards.
 - Research scientists study education policy issues and the development of student skills and abilities.
- NAEP student-level data is restricted-use and use must be licensed.
 - NAEP data tools are available with state and national level data
- States use NAEP data to provide a high-level overview of phenomenon
 - Confirm trends and/or other phenomena discovered through examination of state assessment data

A Look At State Assessments

All students must have access to rigorous academic instruction and coursework in the appropriate grade level content. State summative assessments provide data around what students **know** and **can do** in relation to these standards for learning.

State summative assessments yield reports at the state, district, school and student levels to provide policymakers, administrators, educators and families information about student performance relative to end of year achievement level expectations.

Uses of Data – State Assessment

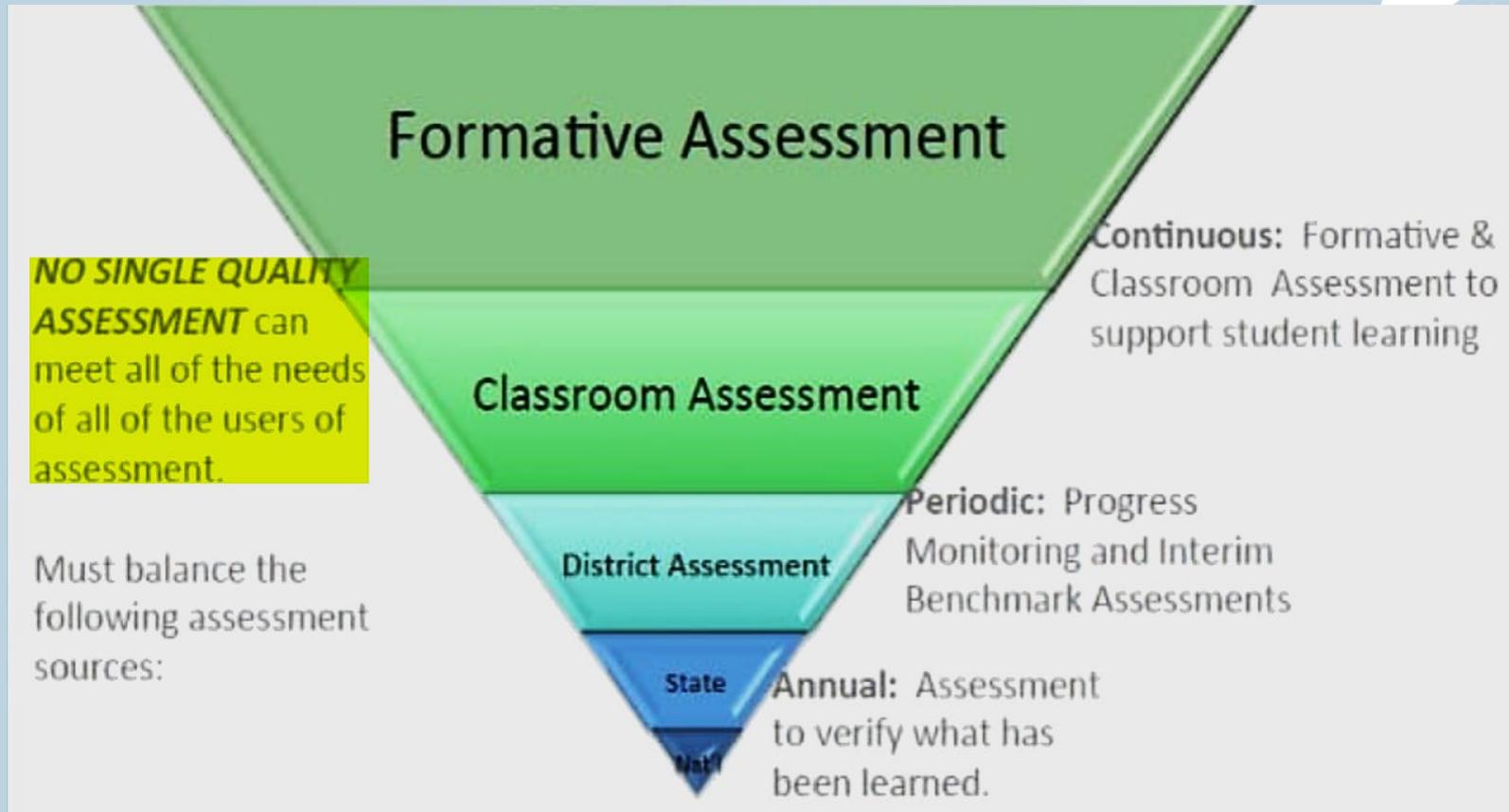
Within Schools and SAUs

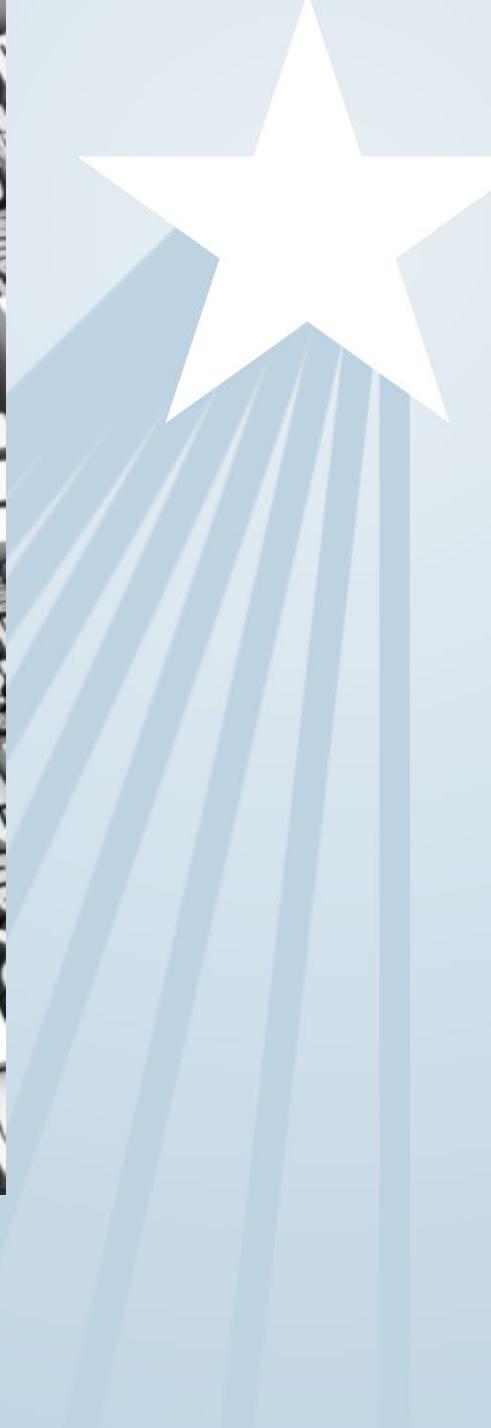
- Summarized evidence of learning in relation to grade level content
- Most useful to school and district leaders as one piece of data to evaluate curricula and programs

At the Department of Education

- Examine student and student group performance across state, SAUs, & Schools
 - Areas of excellence and areas of need
 - Identify inequities
 - Provide support to schools and SAUs
- Report data pertaining to accountability measures
 - Participation in assessment
 - Student attendance
 - Academic growth
 - Graduation rates

A Balanced Assessment System: Appropriate Balance to Promote Learning!





A look at assessment in SAUs and schools

- Large-scale assessment used annually
- Interim measures used periodically throughout the school year
- Classroom assessments,
 - especially formative-assessment practices used during instruction

A balance check

Examine what takes place in your district and school

What are our assessments?

Name of the Assessment	How often is it administered?	What is assessed?	Type of Assessment? **	Who is assessed? Why? How are the data used?

**Types of assessment may include: Formative, Screening, Diagnostic, Progress Monitoring, Interim, Summative etc.