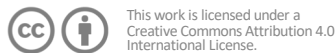




# A Balanced Approach to Using Assessment Data to Enhance Instruction

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# Introduction – Where we are today

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- *The parable of the three stonecutters*
- *The parable of the department of education receptionist*
- *The “fundamental truths” of assessment in 2019-2020*
  - *Assessment should provide timely, actionable information to inform instruction and improve student learning*
  - *There should be a balanced system of assessment that is both vertically coherent and horizontally coherent*
  - *Assessment should be high quality, efficient, and affordable.*

# Categories of Assessment

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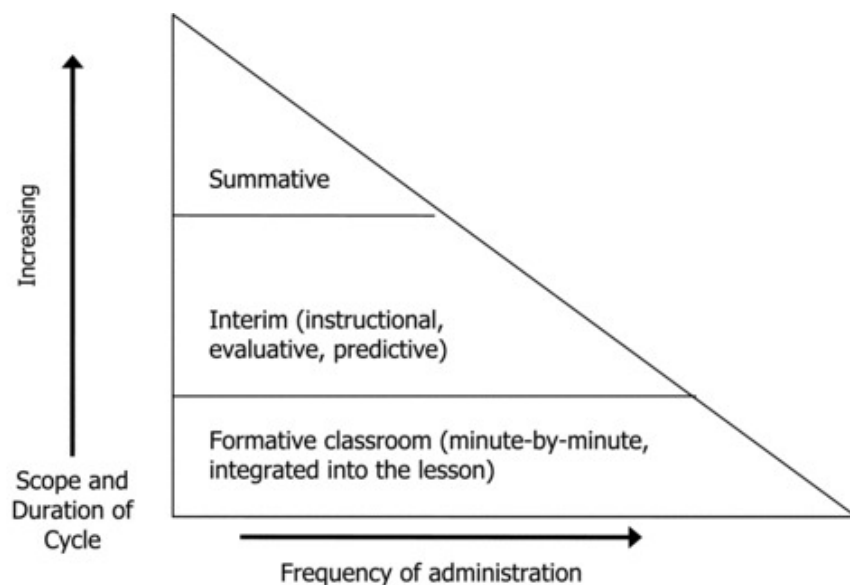
- Currently, assessments are classified into three broad classes of assessment: Summative, Interim, Formative
- To a large extent, each of the three terms is used to describe the purpose, process, and/or product associated with each type of assessment
- In an effort to enhance instruction through the use of assessment data and to meet the “fundamental truths” there is a trend to have every assessment serve multiple purposes

# Form Follows Function

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- Attempts to have a single assessment serve multiple, often divergent, purposes violates the design principle *Form Follows Function*
- To provide the most effective information to enhance instruction and learning, each assessment should provide no more and no less than the type of information that it is designed to provide to serve its primary purpose.

# Summative, Interim, Formative



Perie, Marion, & Gong (2009)

In the next sections of this presentation we will discuss each type of assessment in terms of

- Its purpose
- Its design
- The type of information it is best suited to provide to enhance instruction

# Summative Assessment

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- *... an accountability assessment that evaluates student learning at the end of the year. It provides a broad view of student and school educational performance and allows districts and states to measure how well learning and teaching is meeting required state standards. (ETS website)*

# Summative Assessment

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- Most narrowly and tightly defined of the three types of assessment
  - Predominant current instantiation – State assessments in English language arts, mathematics, and science administered once per year to meet federal assessment and accountability requirements.
- Subject to USED Peer Review for technical quality, alignment to state content standards, accessibility (i.e., validity, reliability, and fairness)
- Primary purpose is for use in school accountability systems

## Summative Assessment – other common uses

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- Current
  - Measure student progress (growth)
  - Inform parents and students
  - Model effective assessment practices
  - Incentivize appropriate classroom instruction
  - Teacher evaluation
  
- Historical
  - Provide information to support program and curriculum evaluation



# Effective Use of Information to Inform Instruction

## Summative - Aggregate Level

- Trends in proficiency over time
- Relationship of performance to critical factors
- Norm-referenced comparisons
- Program evaluation and planning

## Summative - Student Level

- High-level snapshot of current performance
- Model-based\* interpretations of student performance

# Interim Assessment

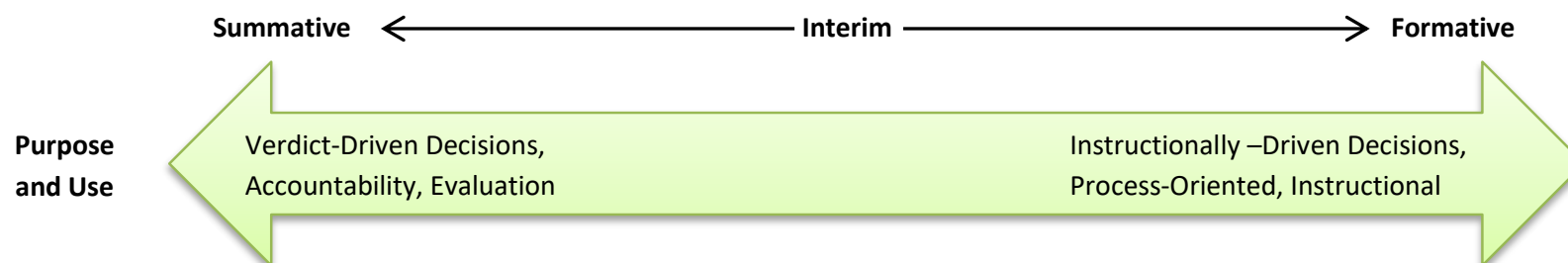
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- *Assessments administered during instruction to evaluate students' knowledge and skills relative to a specific set of academic goals in order to inform policymaker or educator decisions at the classroom, school, or district level. The specific interim assessment designs are driven by the purpose and intended uses, but the results of any interim assessment must be aggregable for reporting across students, occasions, or concepts (Perie, Marion, & Gong, p. 6).*

# Interim Assessment

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- Most loosely defined; characterized by when the assessments are administered more than by their purpose and use.



D'Brot & Landl, 2019

# Interim Assessment Uses

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- Predictive
  - Predicting performance on an end-of-year summative assessment
- Evaluative
  - Support the evaluation of a particular curricular program, instructional strategy or intervention. May be used primarily by school or district administrators
- Instructional
  - Intended to provide information to support instruction. Primary intended users are teachers and students.
  - Not yet very well-defined in the literature (Diggs, 2019)

# Effective Use of Information to Inform Instruction

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## Summative/Interim

- Model-based interpretations of student performance

## Interim

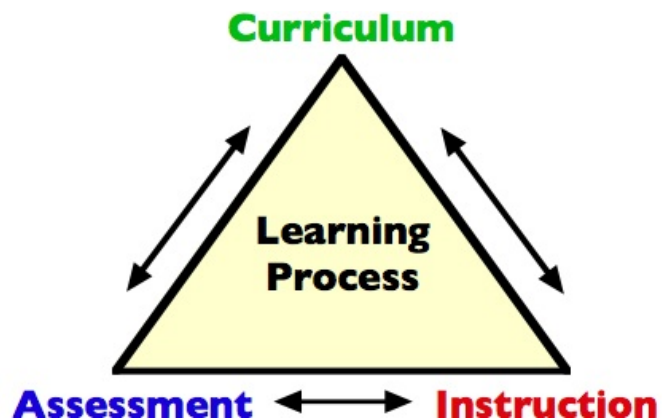
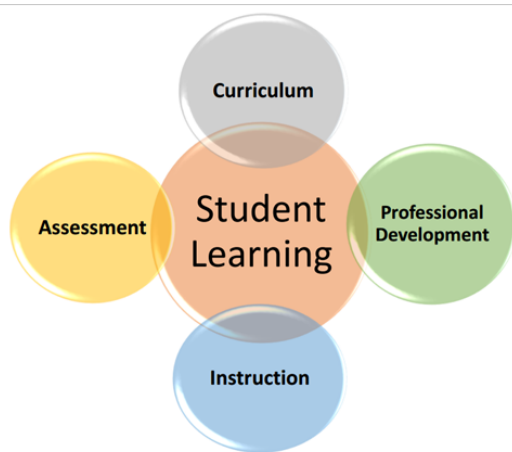
- Use of proficiency results to promote school- or grade-level collaboration and conversation.
- Use of guided review of standards-based results and student work to inform instructional planning and decision-making.
- Embedded as part of a curriculum and instructional program with specific supports for teachers and students

# Formative Assessment

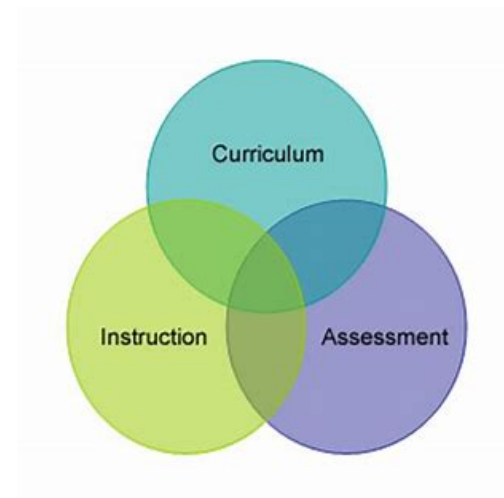
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- ... *formative assessment is carried out during the instructional process for the purpose of adapting instruction to improve learning* (Penuel and Shepard 2016, 788). It can be conceived of as a set of core practices that intersect with those intended to support deep learning and participation in disciplinary discourse practices. (Shepard, 2019)

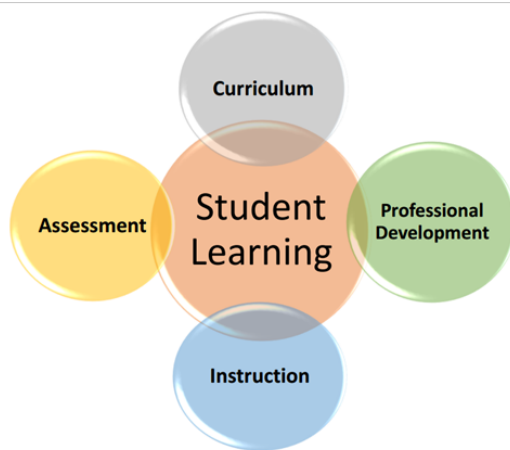
# Formative Assessment



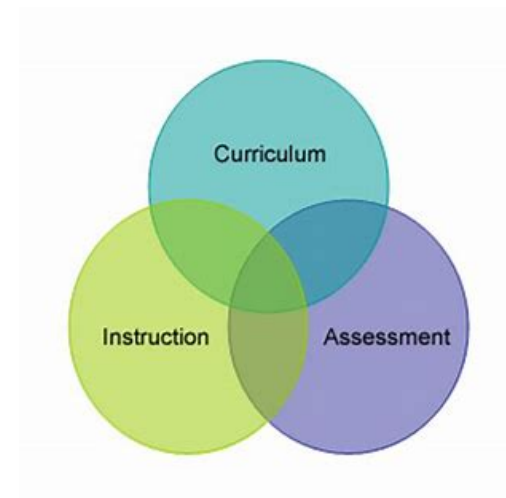
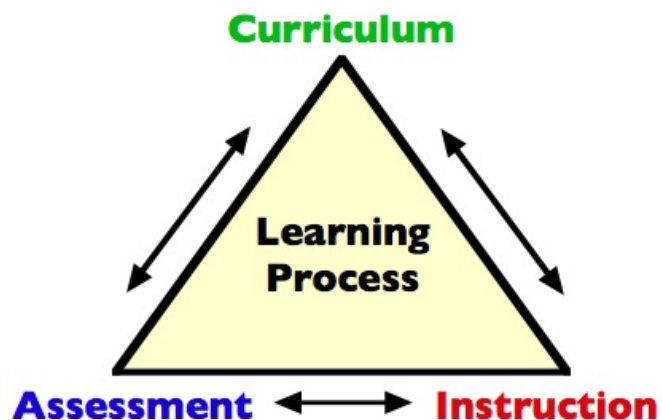
There have been many attempts to depict the relationship among assessment, instruction, and curriculum.



# Format ~~Assessment~~ Instruction

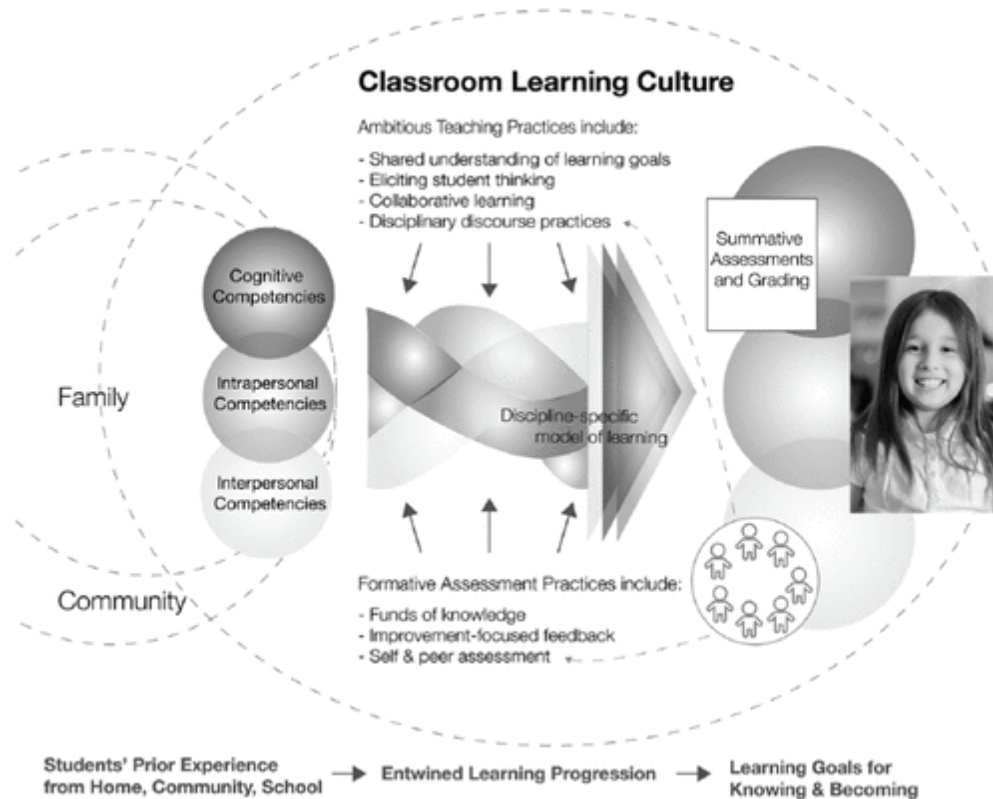


The result has been a false belief that you can separate assessment from instruction.





# Shepard, 2019 – Assessment/Instruction



## Effective use of Information to Inform Instruction

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- If we accept the view of formative assessment as a part of instruction, the effective use of assessment information to inform instruction depends on providing the appropriate information to the teacher (and students) at the time that it is needed.
- Understanding what that information is needed is as new as the conception of Shepard's recent work, but is also as old as our understanding of teaching.

# Lee Shulman (1986) – Those Who Understand

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## Pedagogical Content Knowledge

- Knowledge of the most useful forms of representation of those ideas, the most powerful analogies, illustrations, examples, and demonstrations – in a word, the ways of representing and formulating the subject that makes it comprehensible to others.
- The teacher must have at hand a veritable armamentarium of alternative forms of representation.

# Lee Shulman (1986) – Those Who Understand

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## Pedagogical Content Knowledge

- ...an understanding of what makes the learning of a specific topic easy or difficult; the conceptions and preconceptions that students of different ages bring with them...
- Knowledge of the strategies most likely to be useful in reorganizing the understanding of learners...

## Horace Mann (1840) – Aptness to Teach

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- The ability to acquire and the ability to impart are wholly different talents.
- Aptness to teach involves the power of perceiving how far a scholar understands the subject matter to be learned.
- It involves the power of discovering and of solving at the time the exact difficulty by which the learner is embarrassed.
- The removal of a slight impediment, the drawing aside of the thinnest veil which happens to divert his steps or obscure his vision

## Horace Mann – Aptness to Teach

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- How much does the pupil comprehend of the subject? What should his next step be? Is his mind looking toward a truth or an error? The answers to these questions must be intuitive in the person who is apt to teach.
- Aptness to teach includes the presentation of the different parts of a subject in a natural order.
- ...embraces a knowledge of methods and processes. These are indefinitely various.
- ...is acquainted, not only with common methods for common minds, but with peculiar methods for pupils of peculiar dispositions and temperaments

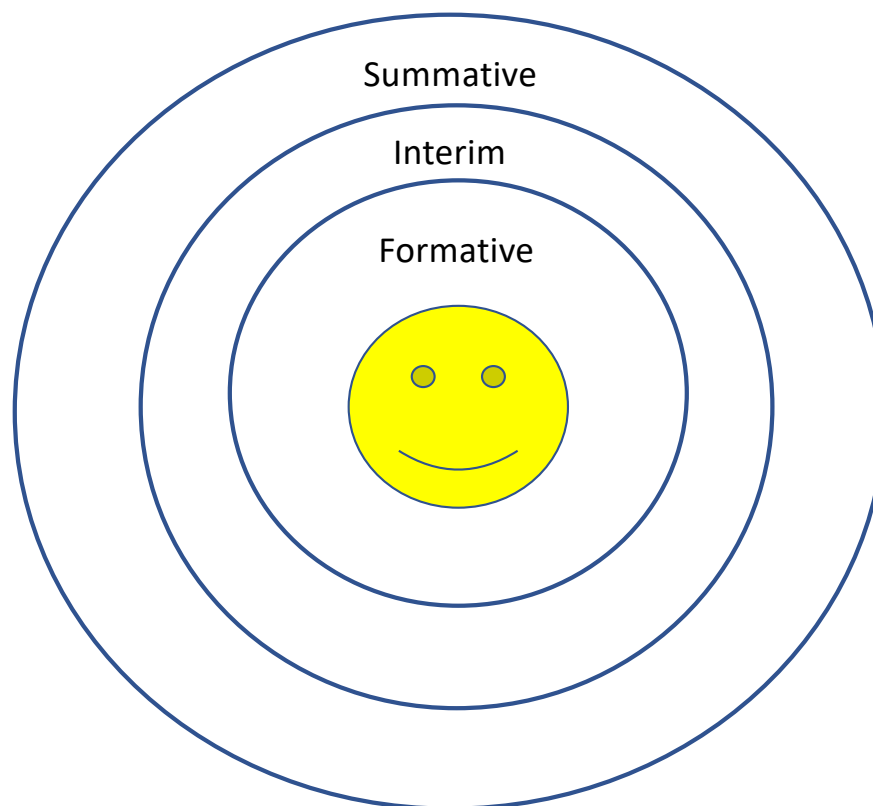
## Where do we go from here?

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- Determine what is needed to make the most effective use of the information that the assessment was designed to provide
- Focus on building better models of instruction and student learning – models that include information from assessments, but also other critical information
- Support emerging efforts to collect and process data directly from the classroom and to deliver information directly to teachers and students.

# Form Follows Function

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