Moving Learning Forward: Student Voice

February 10, 2022
TeleEDGE: Department of Education Line
Moving Learning Forward Using a System of Assessment
Connecting Learning through a System of Assessment
Questions to Consider

How can learning be connected through a system of assessment?

What are scale scores and how can they be used to measure learning and monitor progress from year to year?

How can we use student surveys to move learning forward?
How learning is connected through a system of assessment

Oklahoma recognizes that a robust assessment system is tied closely to students’ learning and teachers’ instructional practices by valuing and promoting local, classroom-based formative assessment that help make student learning visible.
Elements of an assessment system

- There are multiple layers of an assessment system.
- The purposes and uses of assessment information differ at each layer.
- It is important to guard against practices that might have a negative impact on classroom instruction (e.g., teaching to the test, over-testing, narrowing of the curriculum, etc.).
Considerations for connecting assessments in a system to move learning forward

See paper: “Not as Easy as It Sounds: Designing Balanced Assessment Systems”

Comprehensive
- The assessment system allows students to demonstrate their understanding in a variety of ways and reflects the breadth and depth of the state content standards.

Coherent
- The assessment system reflects a systemic educational approach to promote deeper and more meaningful learning for students. Assessments in the system are compatible with the underlying model of learning.

Continuous
- The assessment system continuously documents student progress over time.

Efficient
- Each assessment within the system is non-redundant and used to make educational decisions.

Useful
- The assessment system provides the necessary information to make better decisions in a timely fashion and at the right level of specificity to support intended uses.

www.nchiea.org
Comprehensive

Assessments within the system reflects the breadth and depth of the knowledge, skills, and abilities outlined in the standards and allows students to demonstrate their understanding in a variety of ways.
Coherent

The assessment system reflects a systemic educational approach to promote deeper and more meaningful learning for students. Assessments in the system are compatible with the underlying model of learning.
Assessments and instruction are aligned to the standards that outline grade-level expectations for what students should know and be able to do.
Continuous

Assessments measure student progress on an ongoing basis to provide timely evidence of learning.
Efficient

Each assessment within the system is non-redundant and provides timely information and evidence of student learning to make educational decisions.

Key questions to consider when thinking about efficiency of the assessment system:

- Which assessments are you giving now?
- Why are you giving this assessment? How is it intended to be used?
- Is it fulfilling this purpose? How do you know?
- How does the assessment embody learning goals and what evidence of learning does it provide?
- To what extent does the information and uses from this assessment overlap with another assessment?

Source: Thompson & Lyons (2017)
Useful

Assessments within the system provide timely information and evidence of what students know and are able to do to inform teaching and learning.
Role of State Assessments and Considerations for Scores
State assessments in the system

State, district, and classroom assessments can work together in a coherent system of assessment. Doing so provides educators with timely information on students’ progress and overall achievement each year.

- **State assessments**: As indicators of college and career readiness, these assessments are used for state accountability and to inform districts about changes that may be necessary to their programs.
- **Summative**: As valuable indicators of progress, these assessments can occur at the end of a unit and act as checkpoints to make certain all classes are on track for success across a school or district.
- **Interim**: As checkpoints designed to inform instruction, these assessments are extremely useful for teachers and schools.
- **Formative**: As checkpoints designed to inform instruction, these assessments are extremely useful for teachers and schools.
State Summative Assessments in a Typical Year

Grade-Level Expectations

- Is about proficiency on grade-level knowledge
- Is a single snapshot and does not tell the whole story
- Should be used in conjunction with district and classroom assessments to monitor progress and overall achievement

How far am I from end-of-year expectations?
State Summative Assessments from SY 2020-2021

Grade-Level Expectations

• Is still a sound comparison to grade-level expectations
• Tells us the what about student performance
• Does not tell us the “why” about student performance
• Helps us understand system-level supports that are necessary to help teachers and students

How much further am I from end-of-year expectations?
Data from state summative assessments

- Relates level of readiness for the next grade, course or level by connecting student test scores to the OAS as described in the Performance Level Descriptors (PLDs).
- Four Levels: Below Basic, Basic, Proficient or Advanced

- Provides a more specific measure of readiness to be on track by relating where a score is relative to a performance level.
- Comparable scale across all tests from 200-399 wherein 300 is always Proficient

- Relates confidence level to which students are likely to demonstrate the Proficient level knowledge, skills and abilities (KSAs) with respect to the content represented in the STANDARD and performance on related questions on the state test.
- Three Levels: Below Standard, At/Near and Above Standard
- Students scoring At/Near or Above are likely to demonstrate the Proficient level KSAs
OPIs pinpoint performance within a level and help us measure progress from one year to the next.

### Grade 5 ELA

<table>
<thead>
<tr>
<th>Spring</th>
<th>200 – 270</th>
<th>Below Basic</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>271 – 299</td>
<td>Basic</td>
</tr>
<tr>
<td></td>
<td>300 – 322</td>
<td>Proficient</td>
</tr>
<tr>
<td></td>
<td>323 – 399</td>
<td>Advanced</td>
</tr>
</tbody>
</table>

### Grade 5 Math

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<th>Below Basic</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>266 – 299</td>
<td>Basic</td>
</tr>
<tr>
<td></td>
<td>300 – 320</td>
<td>Proficient</td>
</tr>
<tr>
<td></td>
<td>321 – 399</td>
<td>Advanced</td>
</tr>
</tbody>
</table>

### Grade 5 Science

<table>
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<th>Below Basic</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>272 – 299</td>
<td>Basic</td>
</tr>
<tr>
<td></td>
<td>300 – 329</td>
<td>Proficient</td>
</tr>
<tr>
<td></td>
<td>330 – 399</td>
<td>Advanced</td>
</tr>
</tbody>
</table>

Mean OPI scale scores pinpoint overall performance within a performance level.

Grade 11 OPI scale scores for ELA and Math are displayed in the Accountability Reporting application in the Assessment Performance Report.

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**Grade 3-8 OSTP Performance Level Lookup Table**  
**Grade 11: ACT/SAT OPI Conversion**
OPIs are scale scores

OPI scores are obtained by converting raw scores onto a common scale to account for differences in question difficulty on different assessment forms. Doing so allows for consistency in score interpretation across forms.
Why scale scores? Which student showed more mastery?

(1). 1 + 1 =
(2). 9 + 5 =
(3). 8.2 + 3.3 =
(4). ½ + 1/3 =
(5). 6 2/3 + 7 3/4 =
(6). \[\sum_{n=1}^{100} (n - (n - 1))^n\]

Student A: 4/6 correct
Student B: 4/6 correct
It's not about the number correct

Easier

1 + 1 = ___
9 + 5 = ___
8.2 + 3.3 = ___

Harder

1/2 + 1/3 = ___
6 2/3 + 7 3/4 = ___

\[ \sum (n - (n - 1)) \]
It's about the difficulty and complexity of what the student is being asked to do.

- **Difficulty** refers to the likelihood that the student will respond correctly.
  - How much effort is needed? (easy or hard)
  - How many people can answer the question correctly?

- **Cognitive complexity** refers to the mental processes required to meet the task.
  - What kind of thinking, action, or knowledge must be demonstrated? (simple or complex)
  - How many different ways can a question be answered, a problem addressed, or a task accomplished?

Source: Sousa: How the Brain Learns
Complexity is tied to motivation

Motivation is a condition that activates and sustains behavior toward a goal.

- “Learners tend to persist in learning when they face a manageable challenge (neither too easy nor too frustrating) and when they see the value and utility of what they are learning” (p.110-111).

- “Motivation to learn is fostered for learners of all ages when they perceive the school or learning environment is a place where they “belong” and when the environment promotes their sense of agency and purpose” (p.133).

Source: How People Learn II
Excel Team Case Study
STUDENT

MINUTE BY MINUTE

As checkpoints designed to inform instruction, these assessments are extremely useful for teachers and schools.

DAILY

WEEKLY

UNIT

QUARTERLY

ANNUALLY

STANDARDS

FORMATIVE:

INTERIM:

As valuable indicators of progress, these assessments can occur at the end of a unit and act as checkpoints to make certain all classes are on track for success across a school or district.

SUMMATIVE:

As indicators of college and career readiness, these assessments are used for state accountability and to inform districts about changes that may be necessary to their programs.

STATE

(Annual state summative tests)

DISTRICT

(Interim/Benchmark Assessments)

CLASSROOM

(Formative and Summative Classroom Assessments)
Oklahoma Excel Networked Improvement Community- ELA

2021-22 Driver Diagram v. 03

Measurable Improvement Aim
- Students will improve reading outcomes using inferences by x% by the end of the year.

Primary Drivers
- Student mindsets and beliefs
- Student knowledge and skills
- Teacher mindsets and beliefs
- Teacher knowledge and skills

Change Ideas
- Select high-quality, complex texts
- Script Read alouds with places to stop and notice/discuss:
  - signposts with post-its
  - anchor charts with matching Graphic Organizers
McAlester Student Survey Goal:
By the end of the 2021-2022 school year, 75% of students will report they feel interested or focused when reading a book that the teacher assigns.
Improve Reading Outcomes Using Inferences
Student Practical Measures (version 0.1)

Introduction
During the Plan-Do-Study-Act cycles, the following set of questions will be used to understand if and how the change ideas impact students. Please do your best to administer the following items and submit data to OSDE by the dates specified. A student version of the questions can be downloaded at https://bit.ly/ELApaperpencil2122 and a Google Form version can be accessed at https://bit.ly/SSPDsa1.

1. How often do you stop to make sure you understood what you just read before you keep going? (never, sometimes, a lot)

2. Listening to my teacher explain their thinking when they read aloud helps me understand the text better (Strongly agree, Agree, Disagree, Strongly Disagree)

3. Which of these best describes how you feel when you are reading a book the teacher assigns? (focused, interested, bored, frustrated)

4. My teacher thinks I am a good reader. (Strongly agree, Agree, Disagree, Strongly Disagree)

5. When you are reading a book, what do you think is the most important thing? (I can sound out each word, I understand what I am reading, I know the meaning of each word, I finish my book quickly)
Improve Reading Outcomes Using Inferences
Student Practical Measures (version 0.2)

Introduction
During the Plan-Do-Study-Act cycles, the following set of questions will be used to understand if and how the change ideas impact students. Please do your best to administer the following items and submit data to OSDE by the dates specified. A student version of the questions can be downloaded at https://bit.ly/paperpencillPDSA2 and a Google Form version can be accessed at https://bit.ly/PDSAtwo

1. How often do you stop to make sure you understood what you just read before you keep going? (never, sometimes, a lot)
2. I choose to read on my own: (every day or almost every day, once or twice a week, once or twice a month, never or almost never)
3. Which of these best describes how you feel when you are reading a book the teacher assigns? (focused, interested, bored, frustrated)
4. Think about the last time you and a classmate discussed a book you both had read. Did that discussion help your understanding of the book or topic (yes, somewhat, no)
5. Do your classmates listen to one another during a reading class discussion? (yes, sometimes, no)
Q3. Which of these best describes how you feel when you are reading a book the teacher assigns?
Q3. Which of these best describes how you feel when you are reading a book the teacher assigns?
Q4. Think about the last time you and a classmate discussed a book you both had read. Did that discussion help your understanding of the book or topic?
Questions for McAlester

• Can you describe how you use these student surveys in your classrooms with students?

• Describe your experience before Oklahoma Excel in using student surveys.

• What impact has using student surveys in this way had on teaching and learning in your classroom?

• What challenges, or limitations, have you encountered with using student surveys?

• What advice would you give to other teachers who are interested in using student surveys?
Oklahoma Excel- applications launch each spring!

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- March 10, 2022
- Time: 3:30-4:30
- **Topic**: Moving Learning Forward: Academic Measures