



Military K-12 Partners
Evaluation Technical Assistance Center (ETAC)

DoDEA Grant Kick-off Conference
December 7-8, 2009 ❖ Scottsdale, AZ

Using Evaluation for School and Student Improvement

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Presentation Outline

- For us to understand how to use assessments to improve students and schools, we must understand:
 - Who is assessing?
 - Why they are assessing?
 - What they are assessing?



Who is Assessing?

- Nations (e.g. NCLB, PISA, TIMMS)
- States (e.g. Arkansas Benchmarks, AIMS, FCAT)
- Schools/Districts (e.g. DIBELS)
- Classrooms (teacher created)



Why Are they Assessing?

- Improve instructional design
- Improve instructional practices
- Engage students in learning

- Measure teacher impact (e.g. merit pay)
- Measure school impact (e.g. NCLB)
- Measure preparation impact (e.g. HEA)



What Are They Assessing?

- Formative assessments – Assessment FOR Instruction
 - Students may be aware of questions
 - Timing can be flexible
 - Tasks may be flexible
 - Feedback includes commentary with or without a score



How Do These Lead to Improvement?

- Three key considerations:
 1. What decisions are being made?
 2. Who is making them?
 3. What is needed to make them?
- Formative:
 1. What is the next step in learning?
 2. Teachers/Students
 3. Continuous reports of each individual's progress

Source: Stiggins, 2008



How Do These Lead to Improvement?

- 5 Steps - Assessment FOR Learning
 1. Understand each standard or learning goal
 2. Rephrase standard into learning targets
 3. Rephrase target into student-friendly language
 4. Create with student feedback
 5. Use to measure development along targets



How Do These Lead to Improvement?

- Standards:
 - Understand the use of terminology of literary criticism
- Learning Targets:
 - Write review of books, film, art, or music
 - Establish criteria to determine if works are “good”
 - Create rationale for criteria

Source: Benjamin, 2008



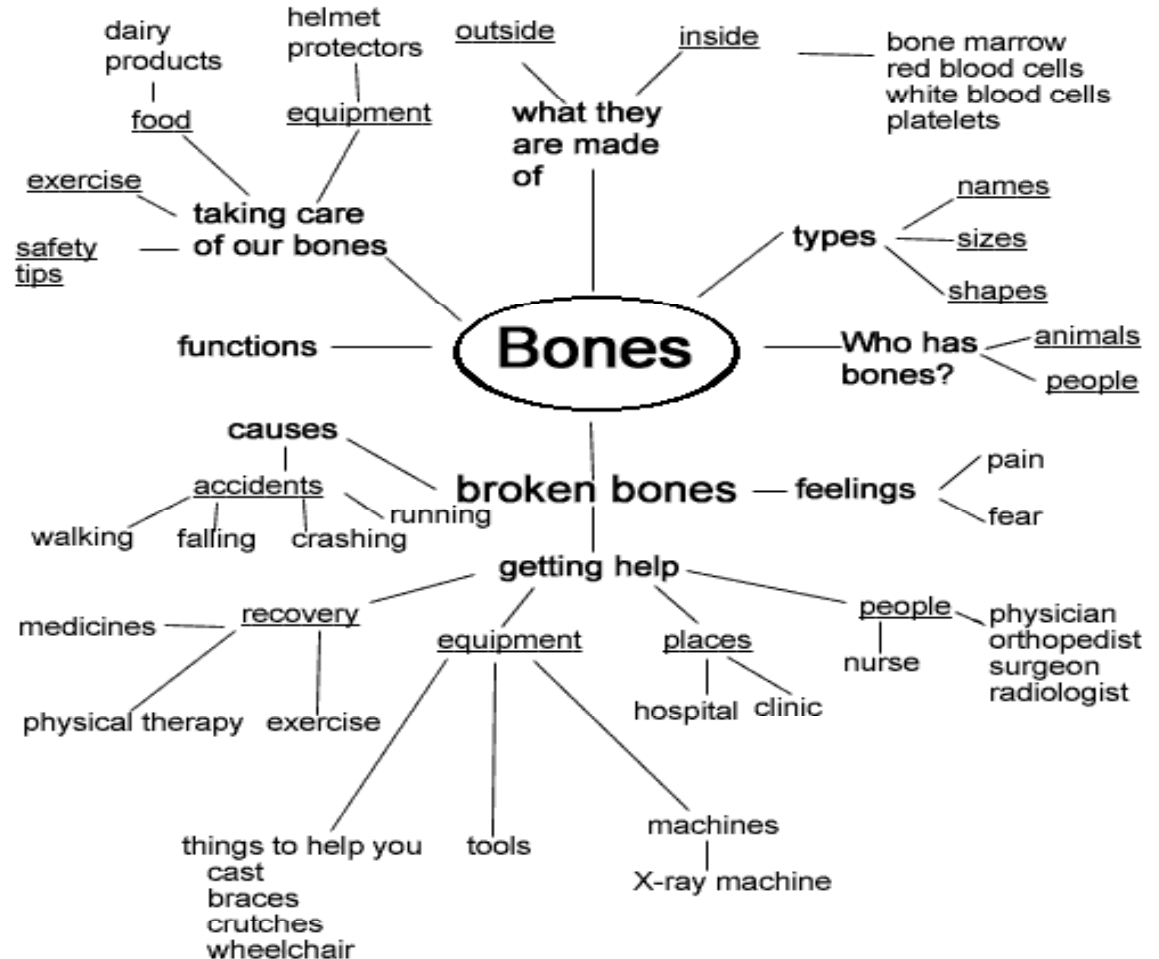
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Formative Assessment: Example 1 – Elementary School Bones/Body



- Learning targets
 - Understand what bones are
- Assessment
 - Created a word web

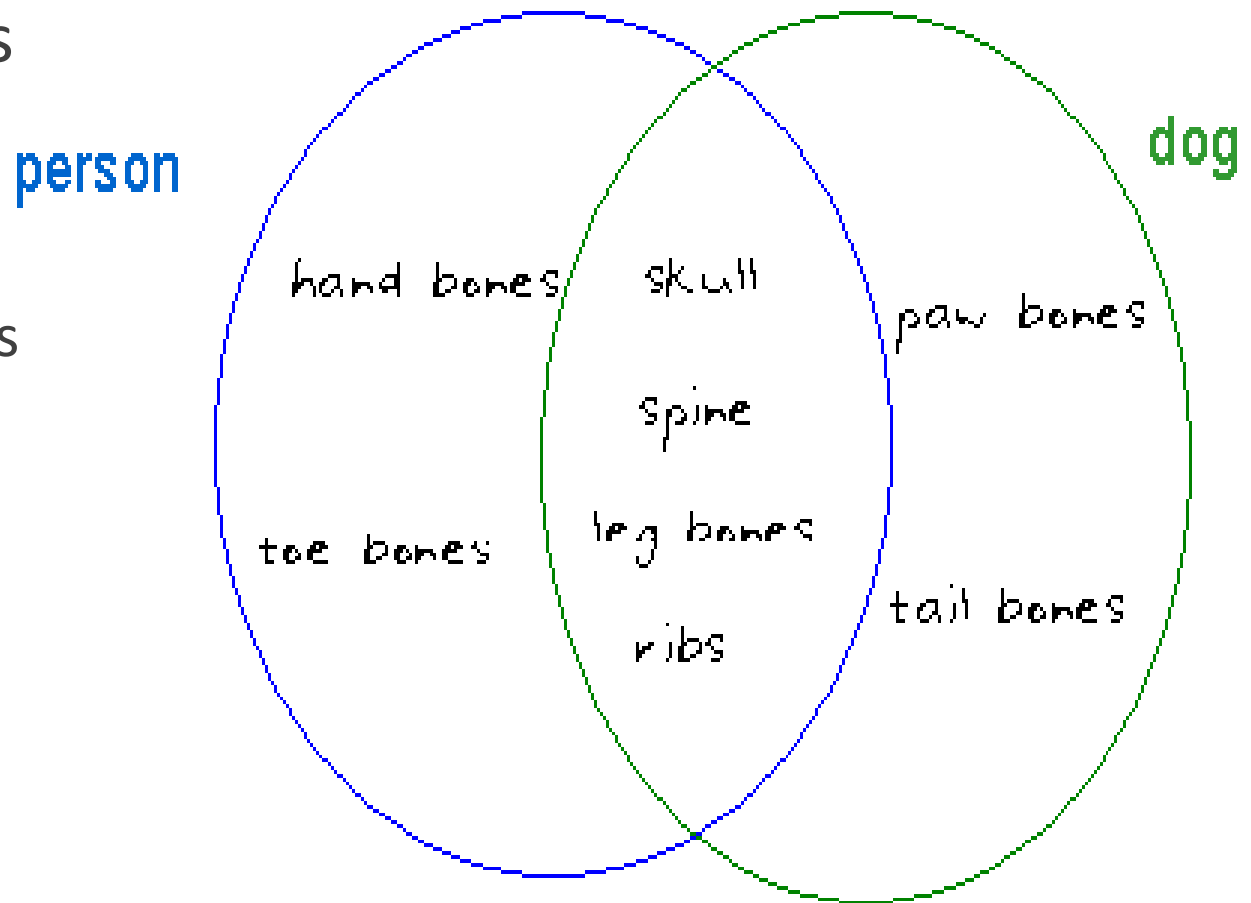


Source: Kogan, 2003



- Learning targets
 - Understand different animals have different bones

- Assessment
 - Create Venn diagrams



Source: Kogan, 2003





- Learning targets
 - Understand bones are different sizes
- Assessments
 - Measure bone lengths
 - Draw different bones

MEASURING MY BONES

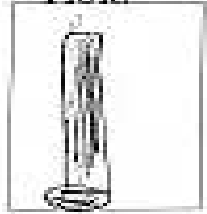

Name: ISABEL

Age: VIFOP

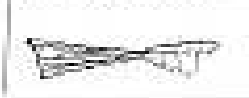

Humerus

 10 
18 cm.

Tibia

 9 
24 cm.

Phalanges

 1/2 
2 cm.

Source: Kogan, 2003



- Learning targets
 - Understand bones can break and heal
- Assessments
 - Survey students in school if they have broken bones
 - Look at bone x-rays
 - Visit a doctor office
 - Bring in a cast



Source: Kogan, 2003



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Formative Assessment: Example 2 – High School Romeo and Juliet



■ Learning Outcomes

1. Understand changing nature of language
2. Interpret metaphors
3. Map turning points
4. Understand influence of fate & destiny
5. Understand interactions between characters

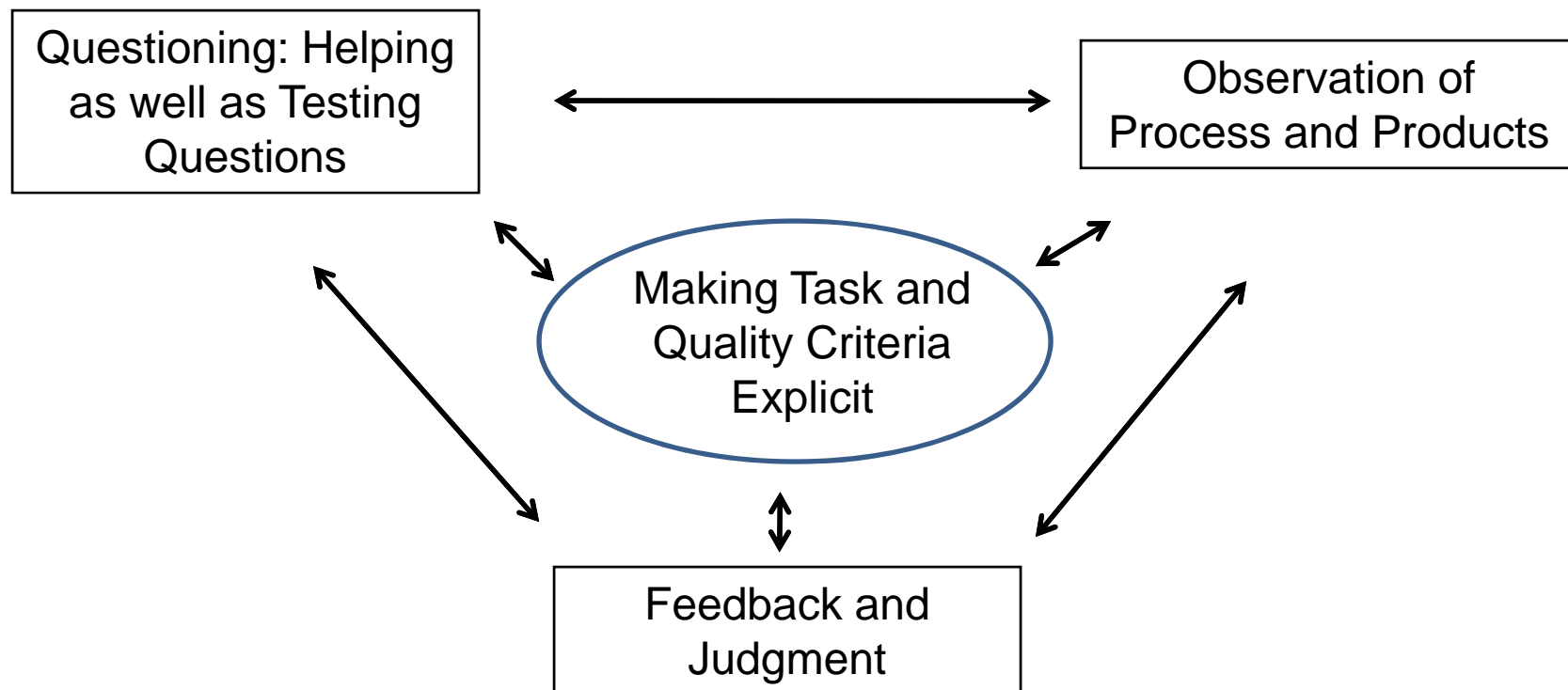
■ Assessments

1. Write a modern-day translation of a scene
2. Select a image motif (e.g. water) and explain examples
3. Create graphic organizer of story
4. Explain influence of decisions by R & J
5. Explain 5 key interactions

Source: Kogan, 2003



Concept Map: Formative Assessment



Source: Torrance & Pryor, 2009



What Are They Assessing?

- Summative assessments – Assessment OF Instruction
 - Students NOT aware of questions
 - Timing NOT flexible
 - Tasks NOT flexible
 - Feedback is a score



How Do These Lead to Improvement?

- Three key considerations:
 1. What decisions are being made?
 2. Who is making them?
 3. What is needed to make them?
- Summative:
 1. What objectives are being met?
 2. Administrators
 3. Periodic reports aggregated by groups (e.g. grades, schools)

Source: Stiggins, 2008



How Do These Lead to Improvement?

- Assessment OF Learning
 - Clearly articulated objectives
 - Created with teacher input (stakeholders)
 - Use to measure development against criteria
 - Use for comparisons



Mean Teacher Confidence Scores By Grade

Principles	Grade 6		Grade 7		Grade 8		Average
	N	Mean	N	Mean	N	Mean	Mean
1. Ability to Teach Content	25	4.15	36	4.95	65	3.99	4.36
2. Knowledge of Content Area	25	4.88	36	4.71	65	4.12	4.57
3. Ability to Manage Classroom	25	4.56	36	4.01	65	3.78	4.12
4. Reflection	25	3.45	36	3.84	65	3.41	3.57
5. Include all Students	25	4.68	36	4.24	65	3.46	4.13
	25	4.34	36	4.35	65	3.75	4.15



Mean NCE Values By Grade By Year

School	ITBS, 2004-05		ITBS, 2005-06		ITBS, 2006-07		ITBS, 2007-08		Averages
	n	NCE	n	NCE	n	NCE	n	NCE	
Grade 2	36	44.31	34	43.24	70	46.5	70	44.69	44.69
Grade 3	48	49.51	40	43.95	88	44.38	88	46.81	46.16
Grade 4	17	47.54	35	45.11	52	45.71	52	49.17	46.88
Grade 5	51	39.54	45	41.55	96	37.54	96	36.78	38.85
Grade 6	36	42.09	32	47.13	68	45.57	68	44.53	44.98
Average	37.60	44.72	37.20	44.20	74.80	43.94	74.80	44.40	44.31



Concept Maps: Summative Assessment





How Do These Lead to Improvement?

- **Formative:**
 - Intend to improve practices
 - Intend to engage students
- **Summative:**
 - Intend to measure against long-term objectives
 - Complete and compare

Key to Change— Systematic implementation and understanding between students, teachers, and administration.



Recommended Materials

1. Benjamin, A. (2008). Formative assessment for English language arts. Larchmont, NY: Eye on Education.
2. Fisher, D., & Frey, N. (2007). Checking for understanding: Formative assessment techniques for your classroom. Alexandria, VA: ASCD.
3. Kogan, Y. (2003). A study of bones. Early Childhood Research and Practice, 5(1). Retrieved on November 19, 2009 from <http://ecrp.uiuc.edu/v5n1/kogan.html>
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