Improving National Assessment Literacy through the Design and Distribution of Exemplar ESAs

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CAEP Conference Fall 2014

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Announcing A Special Invitation Only Forum:

DESIGNING EMBEDDED SIGNATURE ASSESSMENTS (ESAs) FOR EDUCATOR PREPARATION

This ESA Forum is Endorsed by AACTE and SCALE

**Purpose:** Designing ESAs as prototypes and exemplars for individual program and national educator preparation use. Teams will present ESAs prototypes at Fall 2014 CAEP Conference (September 29-October 1, in Washington, DC).

Embedded Signature Assessments (ESAs) are formative assessments developed by members of educator preparation programs or organizations with program values, outcomes and national standards in mind. They are embedded within programs across courses or experiences and evaluated with common rubrics.

**Structure:** Participate in a three day ESA Design Studio in teams of three or four working collaboratively to design ESAs. Teams should be formed prior to attending and can be formed within or across IHEs or organizations.

**Goals:** ESAs must align with InTASC and CAEP Standards.

**Benefits:** To develop and design innovative, formative assessment national prototypes. Attendees will be eligible for membership in a National Academy to provide support to Educator Preparation Programs in the design and development of ESAs.

**Hosted by:** SCALE Faculty
• **Embedded Signature Assessments** are performance assessments developed by EP (Educator Preparation) faculty with program missions, values, and outcomes in mind. They are embedded within programs across courses (common or different) or experiences and evaluated consistently by prepared faculty with **common rubrics** so that all candidates within a program/cohort complete common assessments.
• Design ESAs exemplars for individual program renewal and national educator preparation use
• Present ESA prototypes at National Conferences (AACTE, CAEP & AERA)
• Micro-credential participants as ESA trainers
• Foster EEP assessment literacy
Why Use ESAs?

- All candidates within a program experience common assessments
- Programs and faculty have coherence points
- Provide on-going data for checking candidate progress in relation to program values, goals and standards
- Provide evidence for program renewal and review (CAEP and State Accreditation)
The provider maintains a quality assurance system comprised of valid data from multiple measures, including evidence of candidates’ and completers’ positive impact on P-12 student learning and development. The provider supports continuous improvement that is sustained and evidence-based, and that evaluates the effectiveness of its completers. The provider uses the results of inquiry and data collection to establish priorities, enhance program elements and capacity, and test innovations to improve completers’ impact on P-12 student learning and development.
• Team 1: Oregon (6 members) - *Designing P-12 Student Summative Assessment*

• Team 2: Illinois (3 members) - *Mindset: Identifying Student-Centered Decision Making*

• Team 3: AACTE Sponsored (4 members across states) - *Understanding Student Communities for Teaching and Learning*

• Team 4: CAEP Sponsored (4 members, CAEP & SPA) - *Designing Critical Thinking Learning Experiences*
• Team 5: Bilingual Focus (4 members across states) - Analyzing Students’ Sociocultural and Linguistic Characteristics for Instructional Design
• Team 6: University N. Iowa (5 UNI members, 1 Illinois) - Analyzing Instruction to Engage Students through Questioning Strategies
• Team 7: East Carolina University (4 members) - Instructional Strategies
• **ESA Team Leader**: Facilitate design process and save and submit daily drafts to SCALE leads for feedback.
• **ESA Team Members**: Contribute to and support design process
• **SCALE Team**: Facilitate and support teams in design process
• Design educative ESA prototypes
• Align with InTASC Standards and national or professional standards (e.g., Common Core)
• Design ESAs that are creditable, defensible and trustworthy
• Develop **one ESA** that meets design standards established by SCALE

**Goals and Expectations of Design Studio**
PERFORMANCE ASSESSMENT

Asks teacher candidates to think and to produce—to demonstrate learning through work authentic to the profession and/or real world.
Quality Criteria for ESA Performance Assessment

GUIDING PRINCIPLES FOR OUR PERFORMANCE ASSESSMENT WORK
Six Quality Criteria

1. Clear and Worthwhile Performance Outcomes
2. Clear, Coherent and Focused
3. Relevant & Authentic
4. Choice & Decision-Making
5. Accessible
6. Curriculum Connected
1. Clear & Worthwhile Performance Outcomes

Require application and demonstration of content knowledge, depth of understanding, and higher order thinking skills

Are tightly aligned to target content and skill standards and other learning targets

Make connections to the big ideas and enduring understandings of the course and discipline

Are assessed using scoring criteria that focus on the essence of standards, or other performance outcomes
2. Focused, Clear & Coherent

- **Focused prompt**
  “Less is more”

- **Clear prompt**
  Unambiguous wording and directions

- **Coherent**
  Alignment of prompt, resources, and response formats with purpose
<table>
<thead>
<tr>
<th>Real-world Task or Scenario</th>
<th>Within Relevant and Meaningful Context</th>
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<tbody>
<tr>
<td>3. Relevant and Authentic</td>
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<tr>
<td>Authentic Purpose</td>
<td>Authentic Audience</td>
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</tbody>
</table>
1. Is open-ended and provides for diverse ways of responding to the task.
4. Choice and Decision-Making

1. Is open-ended and provides for diverse ways of responding to the task

2. Requires learner initiated planning and management of information and ideas
1. Is open-ended and provides for diverse ways of responding to the task

2. Requires student-initiated planning and management of information and ideas

3. Offers opportunities for learner choice

4. Choice and Decision-Making
4. Choice and Decision-Making

1. Is open-ended and provides for diverse ways of responding to the task

2. Requires learner-initiated planning and management of information and ideas

3. Offers opportunities for learner choice

4. Provides multiple opportunities for self-assessment, peer and instructor feedback, and revision
5. Accessible
Opportunity to Learn:

- Aligned to the taught curriculum
- Aligned to the skills that have been developed over time

6. Curriculum Connected
Structure of Design Studio

- Concentrated and focused time to design one ESA in teams
- ESA Design Tools and principles guide the process
- On-going support and explicit feedback provided:
  - Expert (SCALE staff)
  - Peer groups
Design Tools and Resources

- ESA Planning Form
- ESA Template (electronic)
- Quality Indicators Feedback Form
- ESA Samples
- InTASC Learning Progressions and SCALE Rubrics
1. Introduce ESA Quality Indicators Feedback Form
2. Jigsaw Activity – Assign Teams Indicators to Evaluate *Sample ESA*
3. Teams Share Results
4. Discussion of ESA and Indicators

**Sample Design Studio Activity**

– Evaluating a Sample ESA
• **Purpose:** This ESA is designed to support candidates in developing the skills and knowledge necessary to be able to analyze assessment data from different learners, and to effectively provide and use student feedback to impact learning.

• **Tasks:**
  - Analyze individual student understanding using work samples from three different types of learners
  - Provide quality feedback to three different learners (on work samples) based on analysis of performance and needs
  - Develop a plan to improve learning in relation to target concept/s based on analysis and feedback for one work sample

**ESA Sample: Analyzing Assessment Data and Providing Feedback**
Performance Outcome 1: Candidate can analyze individual student work to determine varying levels of learner understanding in relation to target concept(s):

- The candidate identifies common misconceptions in learning the discipline *(4k).
- The candidate examines performance data to understand each learner’s progress *(6c).
- The candidate analyzes assessment data to understand patterns and gaps in learning *(6l).

(*InTASC Standards)

Performance Outcomes and National Standard
Sharing a Team Example: University of Northern Iowa’s ESA’s
Why developed

• Meeting of faculty representation of teacher education to identify areas of need in following areas:
  • Planning – Student-focused lessons
  • Instruction* - Effective questioning
  • Assessment – Analysis of student work
Deepening Student Understanding Through Questioning Strategies

• Purpose – To develop candidates skills in effective questioning strategies to deepen student understanding.
Three Tasks – The Overview

• Task 1 – Build on candidates’ knowledge of questioning
• Task 2 – Candidates analyze their own questioning
• Task 3 – Reflect on their own questioning & propose improvements
• Faculty will select a content specific video segment of a teacher engaging in questioning in a classroom. (10 min.)
• Candidates will observe segment and through a series of prompts will identify effective questioning strategies.

Task 1 - Building on Knowledge of Questions
• Candidates submit a video of themselves in small group/whole class discussion. (10 minute)
• Candidates rate their video using previous developed effective questioning strategies.

Task 2 – Analysis of Candidate Video
• Through a series of prompts students use their video analysis to reflect on
  • Most effective questioning used
  • Quality of student responses
  • Identifying questions that helped students move forward in their learning
  • Identifying a place in video you would change your “?’s” and describe what your would ask instead or in addition.

**Task 3 – Reflection on Questions**
Why should you use/develop ESA’s

• Increases communication about what’s important in your program
• Development of collaborative group discussion on specific aspects of quality teaching across disciplines & level.
• Standardized formative assessment system to:
  • Internally improve your program
  • Serve as a check point for continuation in the teacher education program
Additional ESA’s developed

• Planning – Student-focused learning
• Assessment – Analyzing student work
• Identify **student-focused practices** within two video clips of instruction within two different classroom contexts.
• Explain how those practices are **representative of student-focused learning principles**.
• **Develop instructional plans** for one classroom context that apply student-focused learning principles.

**Planning ESA**
• Providing meaningful feedback for student work
  • Given three students’ responses to a content-specific question
  • Analyze the individual student understanding of three different types of learners based on samples of their work.
  • Provide quality feedback to each of the targeted learners
  • Select one of the targeted learners develop a plan designed to improve their learning.

Assessment ESA
• Virtual Sharings from the IL Team: ESA on Student-Centered Thinking
• Final Questions and Discussion