



# Power of Assessment: Screeners to Summative, Use and Purpose

Assessment & Accountability  
Idaho State Department of Education



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DEBBIE CRITCHFIELD, SUPERINTENDENT OF PUBLIC INSTRUCTION

# What are the purposes of all these tests?



## Types of assessments

In competency-based education

### Assessment **of** learning (summative)

Often high-stakes, usually at the end of an instructional unit. Only given with sufficient evidence of readiness from other types of assessment.

### Assessment **for** learning (formative)

Low-stakes; a lightweight way for teachers to collect information while learning is underway in order to inform future strategies.

### Assessment **as** learning (student-driven)

Students generate their own ideas on how to demonstrate learning; students reflect on their learning based on self and peer assessments.

# Why do we have so many tests?



- Everyone would like to have a 10 item test that measures 10 different things that takes 10 minutes.
- Unfortunately, "An assessment purporting to serve multiple purposes serves no purpose well." - Marianne Perie, PhD, Center for Educational Testing & Evaluation, University of Kansas.



# Different test purposes:



- Screener or diagnostic
- Formative
- Classroom summative
- Interim or benchmark
- End-of-year or course summative



# Screeners or diagnostic



- **Screeners**

- Identify students who may be at risk
- Monitor student progress
- Screen for special program placement or intervention

- **Diagnostic**

- Supply the information to design or modify instructional activities
- Determine readiness for learning
- Identify underlying causes of breakdown in learning

# Screenener or diagnostic 2



- English learners in Idaho take WIDA Screener
  - Identification of students as English learners
- [Cultivating Readers – MTSS Training Video](#)



# Formative assessment

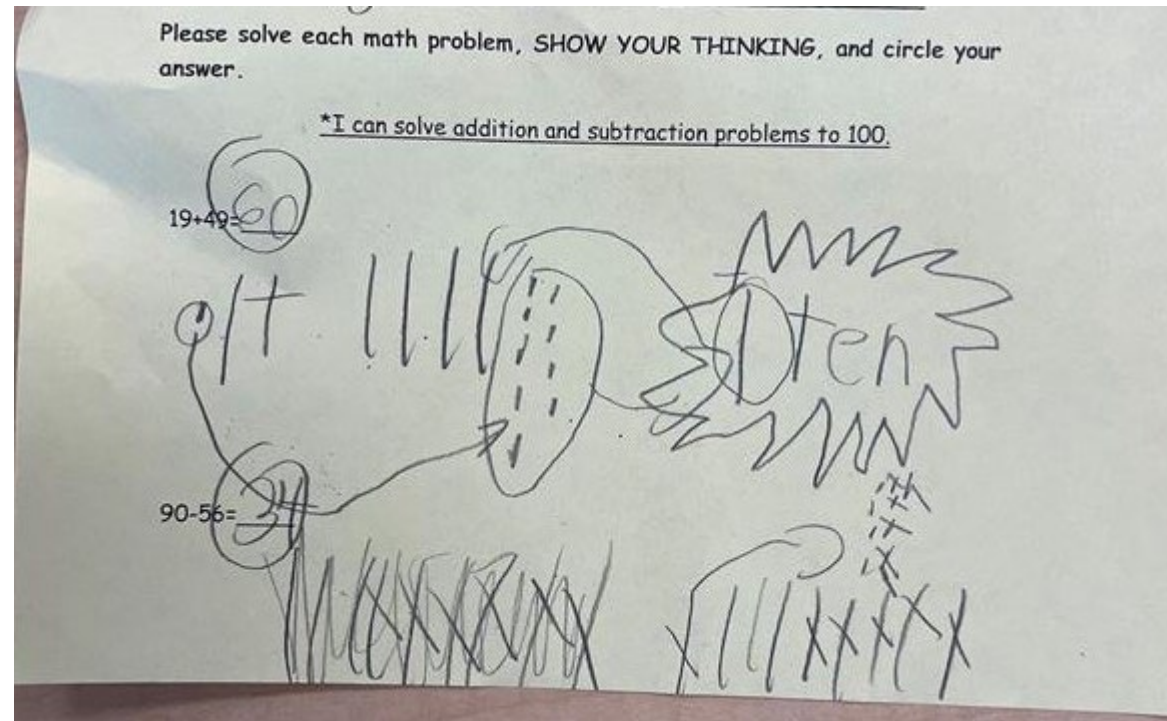


- Formative assessment is a planned, ongoing process used by all students and teachers during learning and teaching to elicit and use evidence of student learning to improve student understanding of intended disciplinary learning outcomes and support students to become more self-directed learners.

- In-classroom quizzes



# Formative Assessment Example 1





# Formative Assessment Example 2



Please solve each math problem, SHOW YOUR THINKING, and circle your answer.

\*I can solve addition and subtraction problems to 100.

$19 + 49 = 28$

$10 + 40 = 20$

$9 + 9 = 18$

$20 + 18 = 28$

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$90 - 56 = 42$

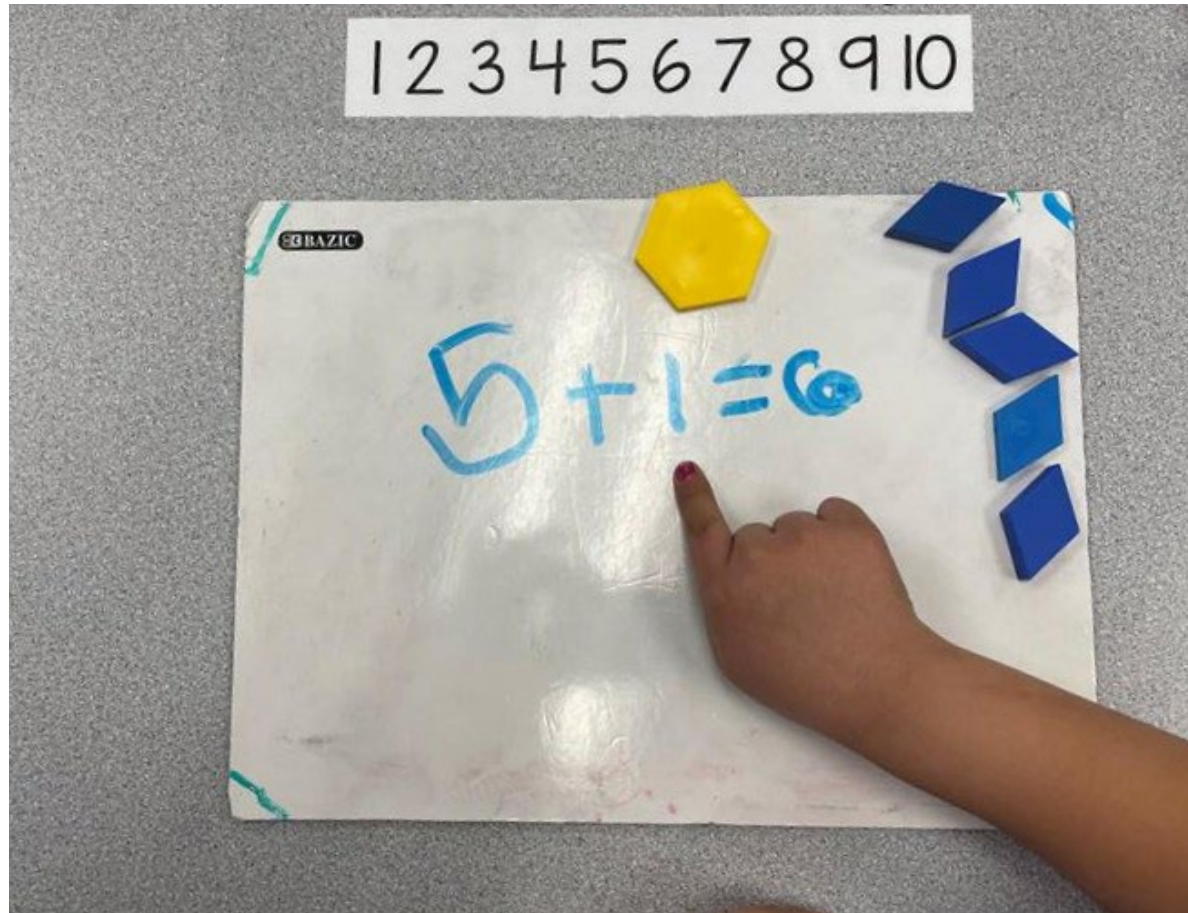
$90 - 20 = 40$

$90$

$40 + 0 = 40$

$6 + 0 = 2$

# Formative Assessment Example 3



# Classroom summative



- Classroom summative assessments are designed to provide information regarding the level of student success at an end point in time. Summative tests are administered after the conclusion of instruction. The results are used to make inferences about a student's mastery of the learning goals and content standards.
- In-classroom tests



# Interim/benchmark assessments



- Track student learning relative to expected learning goals
- Predict end-of-year/course proficiency
- Inform system improvement decisions regarding curriculum intervention, and instruction

ISAT interims

IRI

PSAT



See Brianna Lynch talk  
about ISAT Interims



## Check

Interim assessments support teachers by helping them check where students are in their learning and determine where they need additional instruction or if they can move onto more challenging work.



## Reflect

Teachers can use the results from interim assessments to help them learn and reflect on what's working and what needs improving in their classroom.



## Connect

Educators can connect with their colleagues to discuss and plan next steps for instruction and find resources in the teacher-created and approved Digital Library to enhance their professional learning and improve student performance.

Measure end-of-year, end of grade, or end-of-course proficiency

Inform improvement strategies: teacher, program, school, district, and state

Meet accountability requirements:

- Gauge student achievement of standards
- Establish benchmark or starting point for school/district
- Gauge school/ district progress relative to student achievement and growth



# EOC/Summative 2



- ACCESS for ELLs
- ISAT ELA, Math, Science
- Idaho Alternate Assessment (IDAA)
- SAT



# Norm vs. Criterion Referenced



- Norm-referenced assessments
  - Compares a student to other students, or a group of students who have previously taken the test
  - SAT, ACT, IRI
- Criterion-referenced assessments
  - Compares student performance to established standards
  - ISAT, NAEP, ELPA

# Standardized vs. Non-standardized



- Standardized administration
  - Results are comparable, ONLY IF
    - Followed the administration manual
- Non-standardized administration
  - Results are NOT comparable
  - Formative assessment processes
  - Encourages flexible use of items



- ESSA Title I (ISAT, ELPA, IRI, NAEP, Accountability)
- ESRA Title III, Section 301 (NAEP)  
National Assessment of Educational Progress  
Authorization Act
- IDEA (IDAA)

## Idaho Code 08.02.03.111

“03. Content. The comprehensive assessment program will consist of multiple assessments, including, the Idaho Reading Indicator (IRI), the National Assessment of Educational Progress (NAEP), the Idaho English Language Assessment, the Idaho Standards Achievement Tests (ISAT), the Idaho Alternate Assessment (IDAA), and a college entrance exam.

04. Testing Population. All students in Idaho public schools, grades kindergarten through twelve (K- 12), are required to participate in the comprehensive assessment program approved by the State Board of Education and funded.”

# Other A&A Presentations



- See Andrew Bennett talk about Accommodations
- See Valerie Steffen talk about Accountability





# Questions?





# Please Provide Your Feedback



[Session Feedback Survey Link](#)

# Contact Information



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