# Towards a balanced assessment system

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# Overview

I. International Trends in Assessment Systems
II. Components of the system
III. Future Challenges

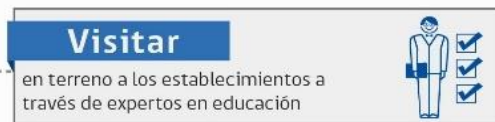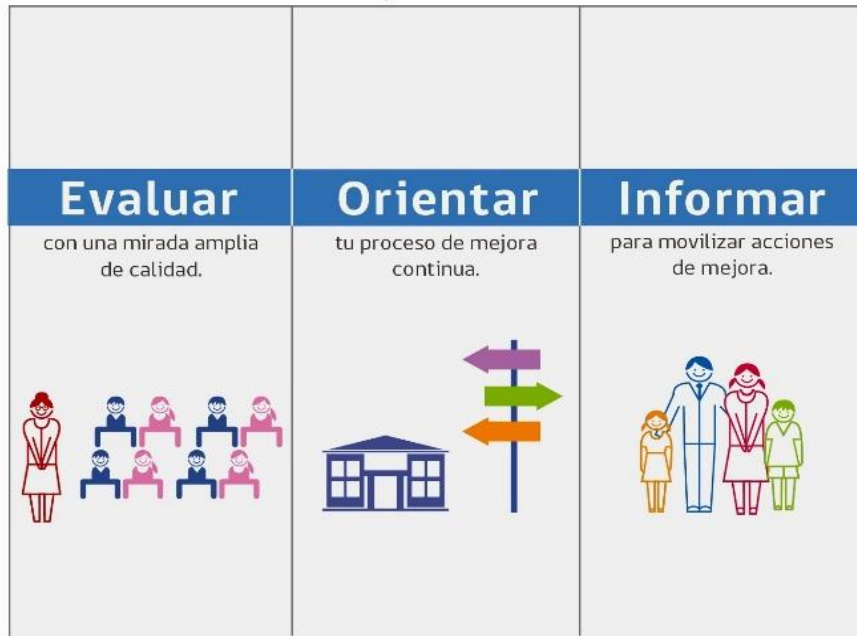# International Trends in Assessment Systems

- Every Student Succeeds Act (ESSA)

- Race to the Top: Smarter Balanced (USA)

- AfL (Assessment for Learning) (UK, New Zealand )

- OECD: Synergies for Better Learning

La Agencia de Calidad de la Educación es una institución cuyas funciones son:

**Evaluar** con una mirada amplia de calidad.

**Orientar** tu proceso de mejora continua.

**Informar** para movilizar acciones de mejora.

**Visitar** en terreno a los establecimientos a través de expertos en educación

La Agencia de Calidad de la Educación vela para que cada estudiante tenga acceso a una educación de calidad, que le permita alcanzar el máximo desarrollo de todas sus potencialidades.

The Agency aims to move forward to a balanced assessment system

# Assessment purposes

*Two Fundamental Purposes*:  Summative (assessment of learning)  and Formative (assessment for learning)

*Key Difference*: **How** the assessment information is used

*Either*: guide or advance learning (during learning)
*Or*: to obtain evidence of what students have learned (e.g., at the end of several weeks, semester or annually)

*(American Educational Research Association/American Psychological Association/National Council on Measurement in Education, 2014)*
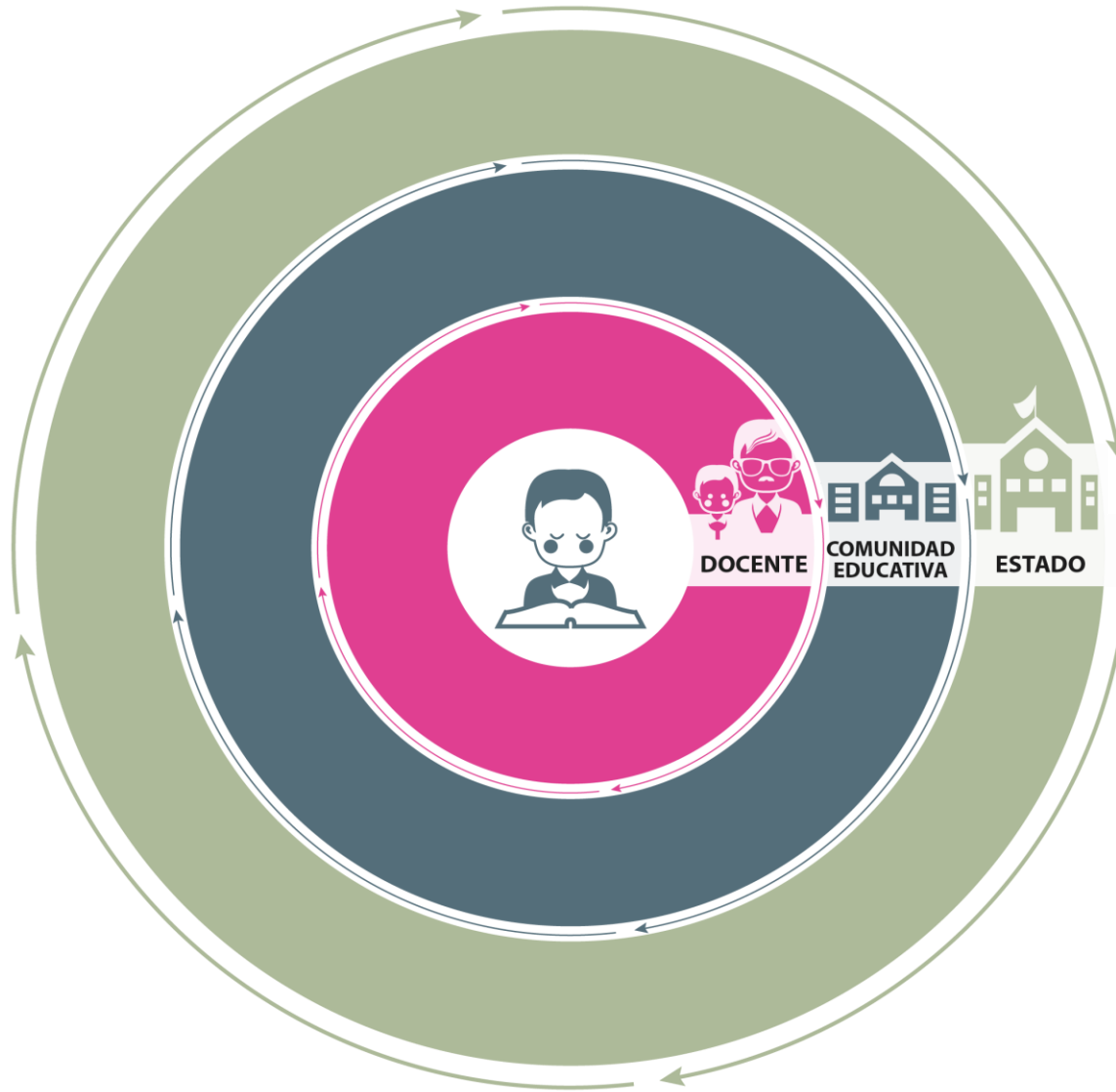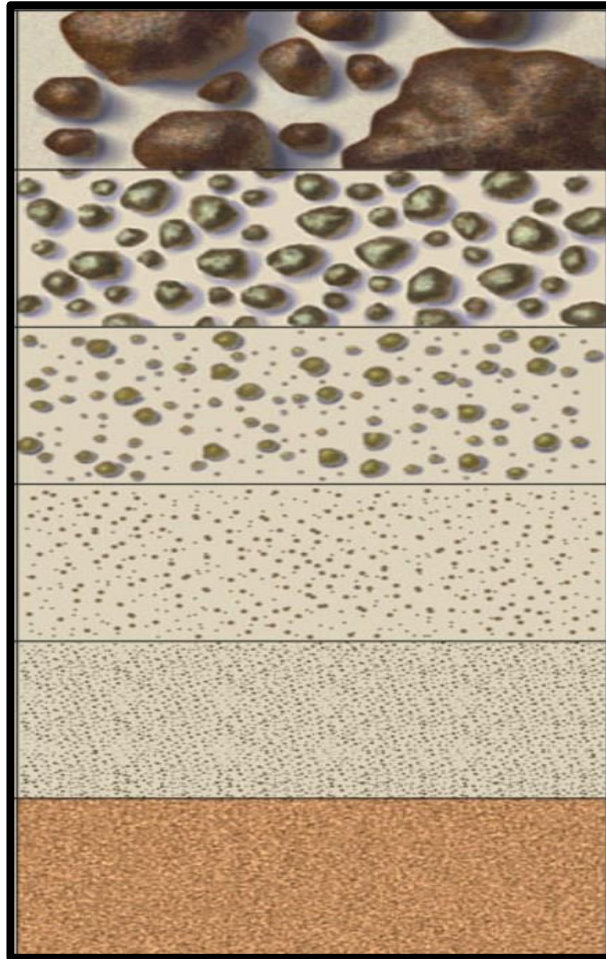
# One size doesn't fit all

# Different Decision Makers



- Teachers
- Students
- Administrators
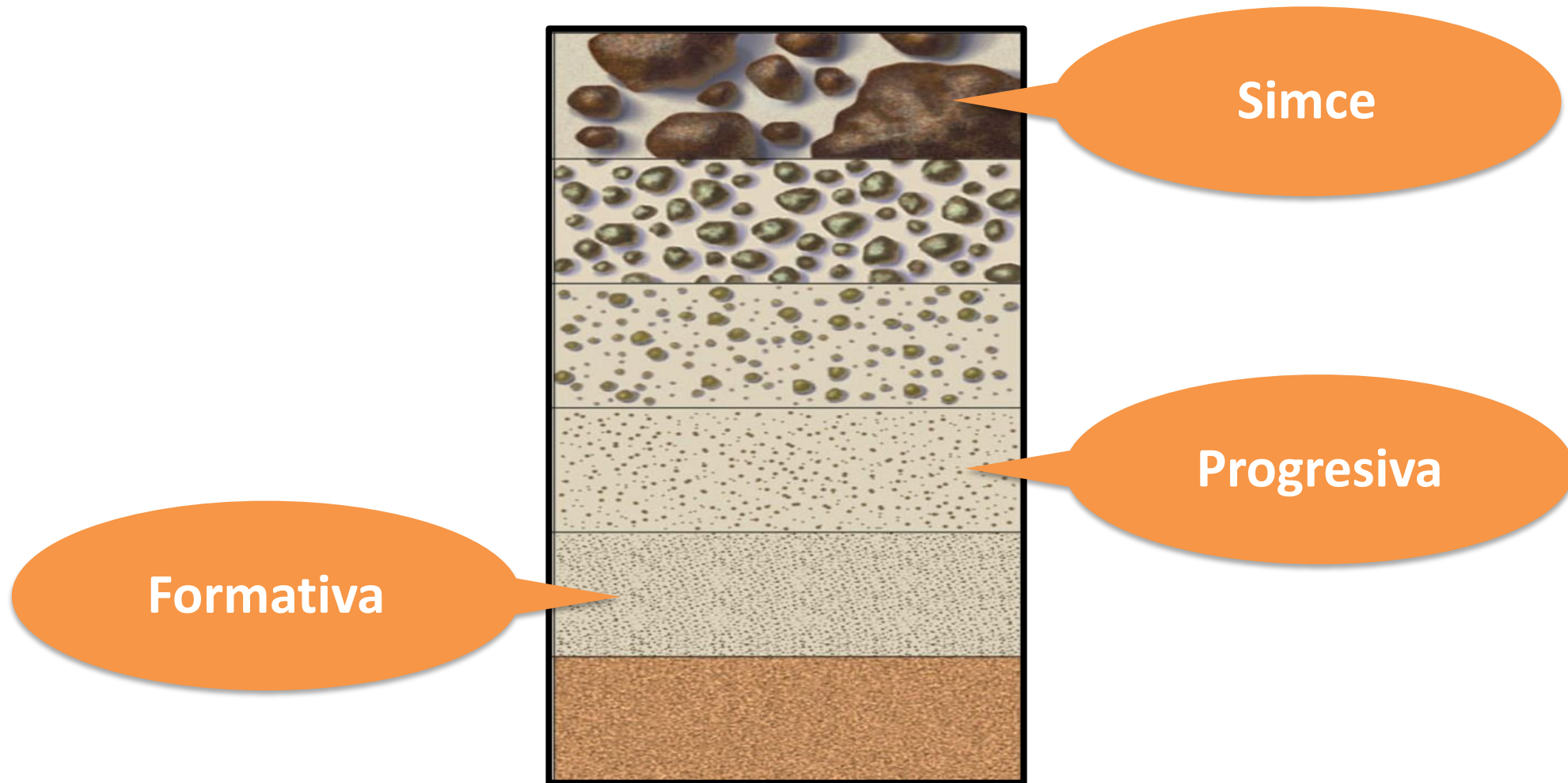- Parents/Guardians
- Policymakers
- Public

# Different Levels of Detail for Different Decision Makers



- Teachers
- Students
- Administrators
- Parents/Guardians
- Policymakers
- Public

# Different Levels of Detail for Different Decision Makers

# All assessment users should:

- Understand the intended purpose of each assessment in the system

- Understand the uses of, and actions that can be taken from, assessments in the system.

- Have the skills to draw appropriate inferences from assessment evidence (e.g., national, regional, aggregated reports; individual reports based on standards)
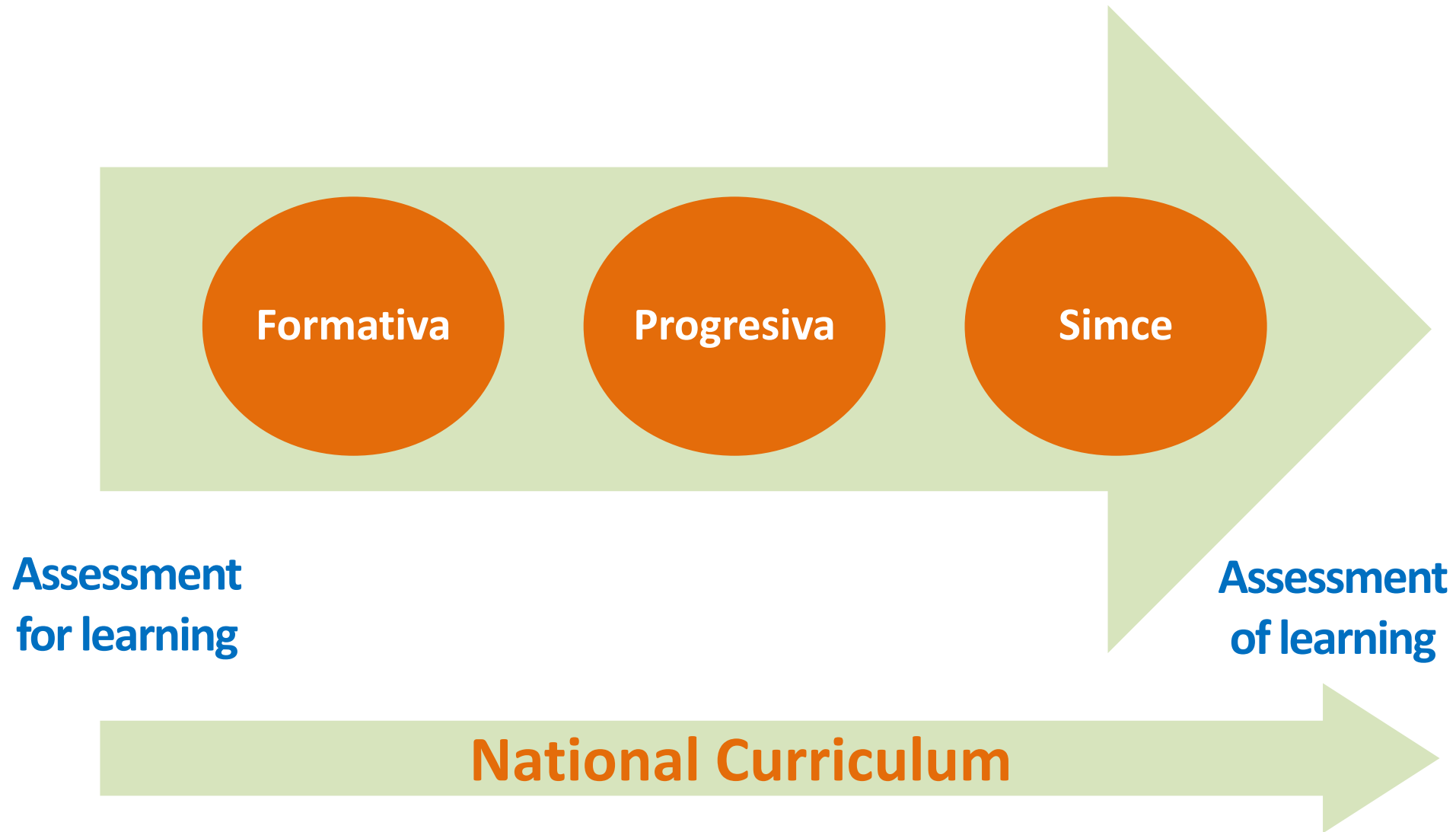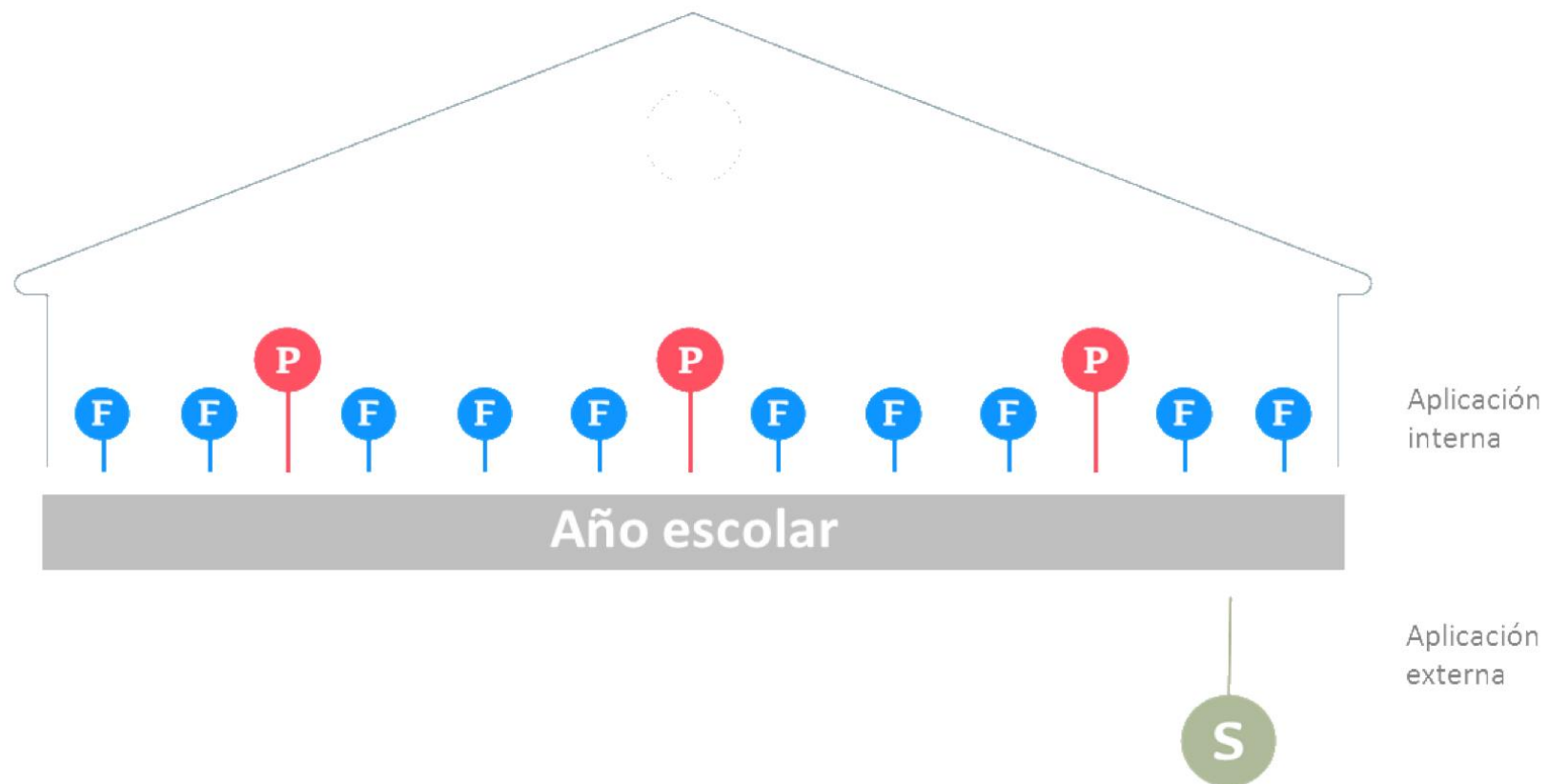
# Components
# of the Assessment System

Assessment System: 3 components

Formativa

Progresiva

Simce

Assessment for learning

Assessment of learning

National Curriculum

# National Assessment System

# Uses of National Summative Assessment (Simce)

- Use of Simce's data in educational policies (Focused on targeted intervention programs, the allocation of resources, etc.)

- Use of Simce's data by teachers and schools (based on the current national standards and content domain reports).

- Involves parents and informs their decisions (parent reports).

- Simce's data also used to foster accountability at the school level. (school classification system)

# Uses of Progresiva assessment

- Reflect on effectiveness.

- Make within-year decisions.

- Measure progress.

- Monitor improvement strategies.

- Identify students in need of additional support.

- Effective feedback for students.

- Readjust professional learning priorities and resource decisions.

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# Formative Assessment: True or False?

- Formative assessment is a good idea, but there is no research to say it works

- Formative assessment is integrated into instruction

- Formative assessment helps teachers keep students' learning on track to meet lesson goals

- In formative assessment teachers give oral and written feedback to their students

- Formative assessment is used to give grades

# Formative Assessment: True or False?

- Formative assessment is a specific type of test

- In formative assessment, students are involved in the assessment process

- Student self-assessment is part of formative assessment

- In formative assessment, students give feedback to peers

- Instructional tasks can be used as formative assessment

# Formative Assessment
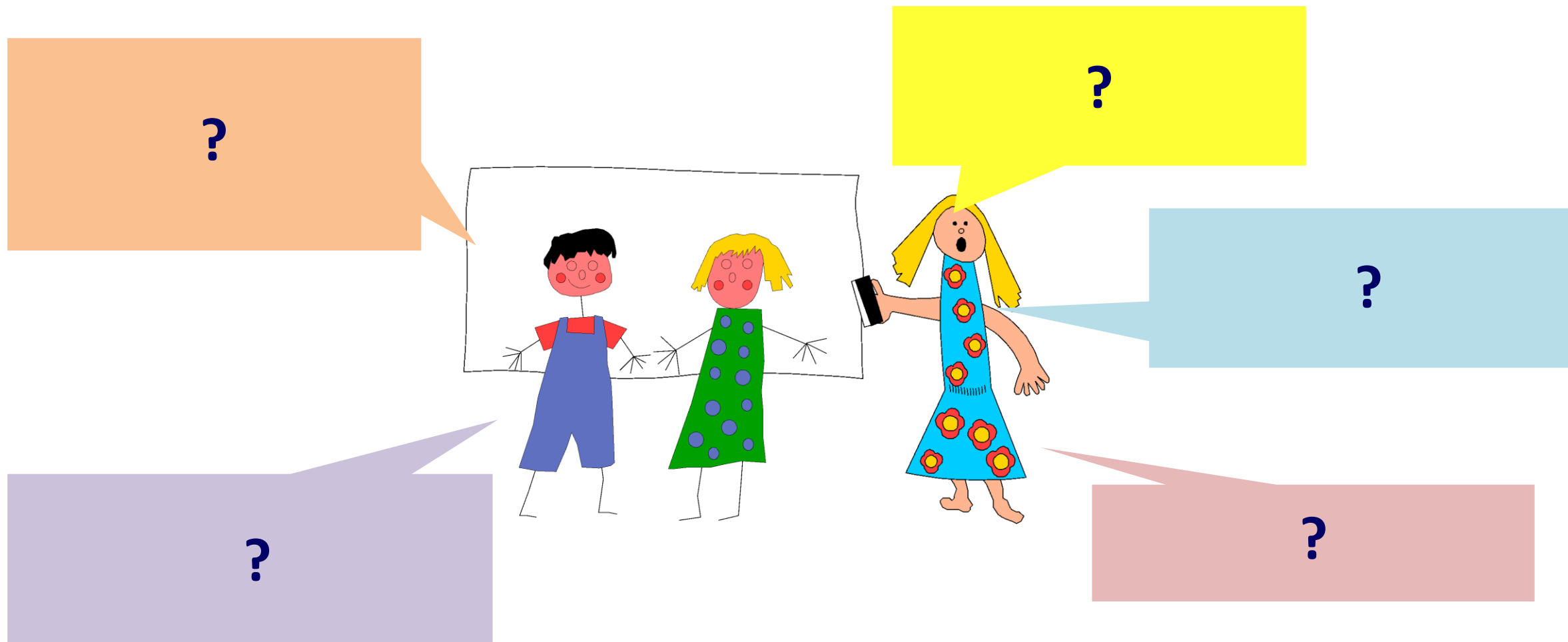


*Courtesy Christine Harrison, 2016*
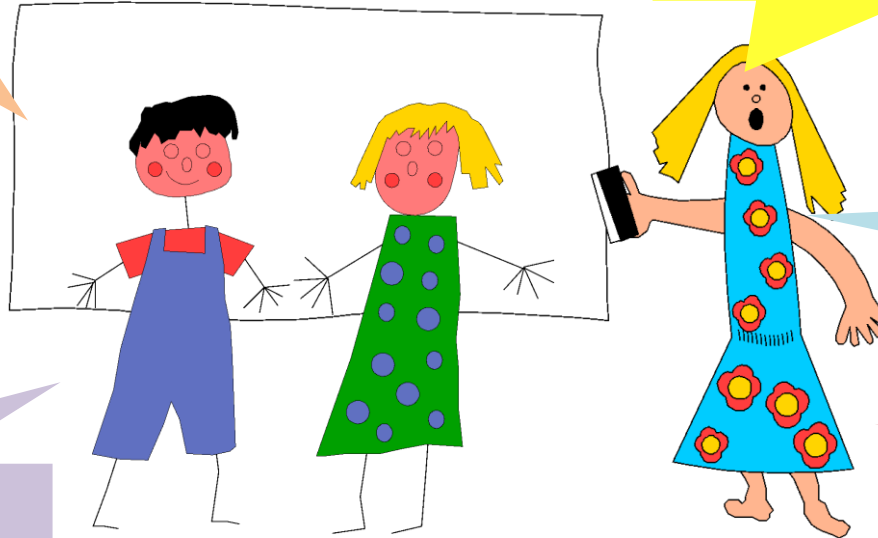
# Formative Assessment



Provide feedback to students for their self-monitoring and subsequent learning

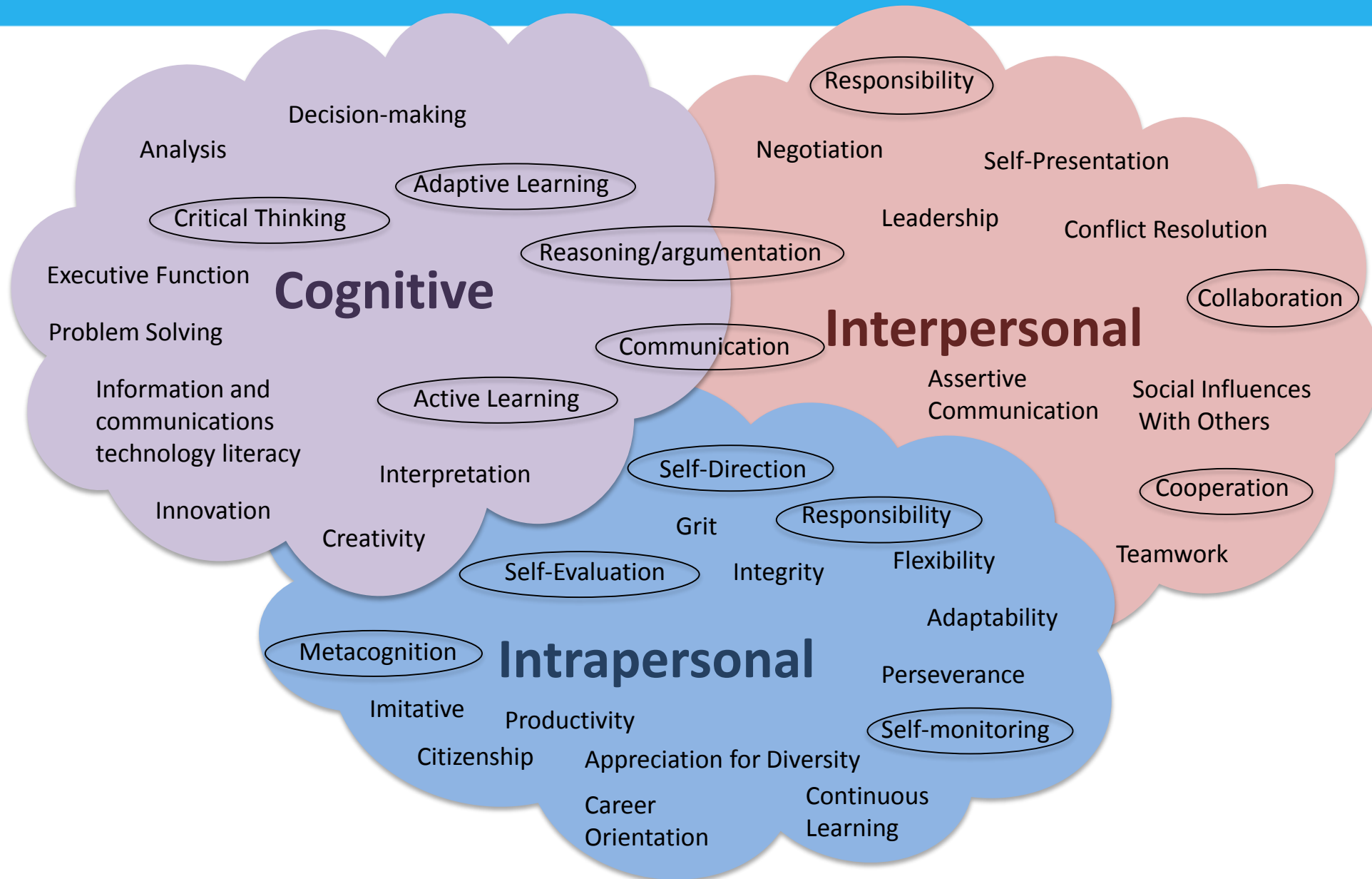Provide teachers with information about student thinking

Provide teachers with feedback to help them decide on next steps

Assessment is an integral part of learning how to learn

Provide opportunity for teachers to give feedback

*Courtesy Christine Harrison, 2016*

# Three Domain of Competence (NRC, 2012)

**Formative Assessment**

Self-Assessment

Peer Feedback

Using Feedback

Self-direction

Students actually **DO** the learning

# Formative assessment

*"…should be regarded as a key professional skill for teachers. Teachers require the professional knowledge and skills to:* **plan for assessment; observe learning; analyze and interpret evidence of learning; give feedback to learners and support learners in self-assessment. Teachers should be supported in developing these skills through initial and continuing professional development."**

(Assessment Reform Group, 2002)

# Challenges for a balanced assessment system

- **Professional Development**

- **Student ownership in the learning process**

- **Assessment Literacy: uses of assessment data**

- **Monitor learning progress**

- **Make immediate or near-immediate learning adjustments**

- **Provide feedback to students**

- **Plan for next lesson**

- **Reflect on effectiveness of instruction/learning**