

Making PreK–3rd Grade Assessments Matter

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Road Map

- ▶ The PreK–3rd Assessment Landscape
- ▶ 3 Challenges in Using Assessments to Guide Growth in Student Learning
- ▶ How Principals Can Lead
- ▶ How a PreK–3rd Effort Can Help

PreK–3rd Assessment Landscape

	PreK	K-3rd
Child Assessments	<ul style="list-style-type: none"> -State PreK assessments -OSEP assessment -Head Start assessments -Assessments for Teacher Evaluations* -Local district assessments 	<ul style="list-style-type: none"> -Kindergarten Entry Assessments* -Grade Level Reading Assessments * -Assessments for Teacher Evaluation* -Local district assessments
Classroom/ Teaching Assessments	<ul style="list-style-type: none"> -Assessments for Teacher Evaluations* -Head Start CLASS assessments* -Quality Rating and Improvement Systems * 	<ul style="list-style-type: none"> -Assessments for Teacher Evaluation*
<p>← PreK-12 Longitudinal Data Systems →</p>		

Challenge I: Managing Multiple Assessments

- ▶ Good news is we have much more data on young children and how teachers are teaching.
- ▶ New opportunities to understand children's progress over time and relationships between teaching practices/quality and child outcomes.
- ▶ BUT: concerns about over testing and using assessments for high stakes decisions.

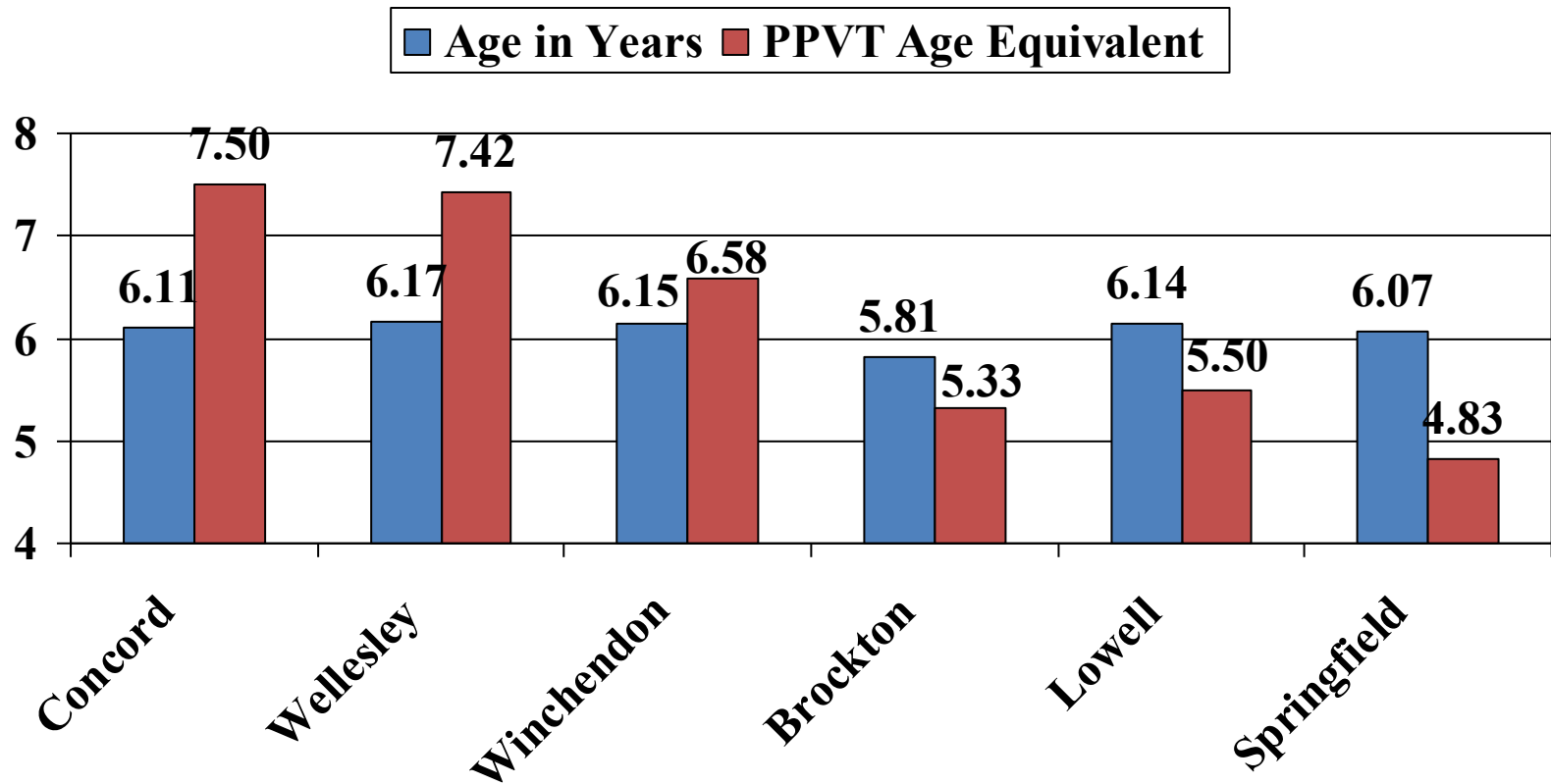
Challenge I: Managing Multiple Assessments

- Adding new KEA, GLR & teacher eval. assessments means teachers are assessing children multiple times.
- ▶ Can teachers do multiple assessments, study & use assessment data, implement new standards, engage with families & in PD and still have time to...teach? (And for principals..?)
- ▶ Children benefit the most from formative assessment, but Grade Level Reading & teacher evaluation assessments have high stakes for children and teachers.

Challenge II: When Assessment Data Isn't Good News

- ▶ 30 million word vocabulary gap by age 3
- ▶ At school entry, low-income children are 12–14 months below national norms in language development.
- ▶ Only 34% of all 4th grade were proficient readers on 2013 NAEP assessments.

Age and Age Equivalent PPVT Kg. Scores by School District



Challenge II: When Assessment Data Aren't Good News

- ▶ Temptation to avoid the data
- ▶ Risks of blaming children, blaming parents, blaming ourselves
- ▶ Risks of being overwhelmed: Is it feasible to overcome such huge gaps, especially in 1 year?

Challenge III: Assessment Data Show Individual Differences

- ▶ Young children in the same class/grade level are at different places on learning trajectories
- ▶ Huge benefits for learning when teachers can tailor materials/opportunities to the next step for individual children/groups of children.
- ▶ But do teachers know how to “differentiate” or “individualize” instruction for 20–35 children?

How Principals Can Lead

- ▶ On multiple assessments:
 - ▶ Do a PreK–3rd assessment audit to eliminate redundant assessments.
- ▶ When assessments show achievement gaps:
 - ▶ Focus on improvement over time
 - ▶ Opportunities to target chronic absenteeism, summer learning loss, family engagement
- ▶ When assessments show individual differences:
 - ▶ Move away from whole group instruction
 - ▶ Target this priority in curricula & professional development

How PreK–3rd Efforts Can Help

▶ **On multiple assessments:**

- ▶ Spotlight the assessment experience for PreK–3rd children
- ▶ Build opportunities to share & discuss data on children's progress and teaching/learning opportunities, PreK–3rd.

▶ **When assessments show achievement gaps:**

- ▶ PreK–3rd teams build shared responsibility for improving outcomes: every year matters/every year contributes.

▶ **When assessments show individual differences:**

- ▶ PreK–3rd teams can study/share best practices from early childhood, special education, RTI, technology, curricula, professional development.