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ABSTRACT

This exploration of educational improvement through student assessment focuses on the Schoolyear 2000 (SY2000) program developed by the Center for Educational Technology at Florida State University in conjunction with the Florida Department of Education Planning Resources Committee. SY2000 consists of 10 functional subsystems that will operate in a complete redesign of the school system. These subsystems include: (1) research and development; (2) mission; (3) curriculum; (4) instruction; (5) student and family services; (6) logistics; (7) management operations; (8) human resource development; (9) assessment and information management; and (10) evaluation. SY2000 follows a design approach called concurrent design that includes people at all levels of the organization and all stakeholders simultaneously in a process of continuous improvement. With this document are attachments that discuss the process of assessment, definitions of terms used in assessment discussions, and the contrast between teacher-based education and a knowledge-based technology system. A comparative data screening instrument list is attached, with a checklist for the use of assessment instruments. (Contains nine figures and seven references.) (SLD)

Meeting the Needs of the School Community through the Use of Appropriate Normed Instruments, Observation Checklists, Work Samples, Portfolios, and Authentic Assessments

A Presentation by

Jim Powell, Ed. D.
Chapel Hill Training Outreach Project
Kaplan Companies

Kaplan COMPANIES

Association for Supervision and Curriculum Development
51st Annual Conference
New Orleans, March 16-19, 1996

What Is Assessment?
A Definition of the Process

Assessment is a comprehensive process that covers several elements:

- Anecdotal Records
- The Work Sampling System
- The Snapshot Screen
- In-Depth Assessment
- Ongoing Assessment
- Authentic Assessment
- Pre- and Post-Evaluation
- The IEP and IFSP
- DAP Curriculum
- Observational Records
- Portfolios

Training is the key to a successful assessment and evaluation program:

- Pre Service Training
- In Service Training
- On going Training

Child-centered learning will last a lifetime:

- How Children Learn
- Parent involvement in the learning process
- The partnership of child, parent and teacher

DEFINITIONS

ASSESSMENT – The process of observing, recording, and otherwise documenting the work which children do and how they do it, as a basis for educational decisions which affect those children. Assessment can draw upon a variety of instruments and measurement strategies (NAEYC, 1991; Northwest Regional Educational Laboratory, 1991).

EVALUATION – The systematic collection and analysis of program-related data that can be used to understand how a program delivers services or what the consequences of its services are for the participants (Northwest Regional Educational Laboratory, 1991).

ASSESSMENT PORTFOLIO – A collection of a child's work which demonstrates the child's efforts, progress and achievements over time. Accumulation of a portfolio involves the child and the teacher as they compile the materials, discuss them, and make instructional decisions (Meisels and Steele, 1991). It is a means of assessment that provides a complex and comprehensive view of student performance in context (Paulson, et al., 1991).

READINESS TEST – Assessment of a child's degree of preparedness for a specific academic or preacademic program (NAEYC, 1988). This is not considered an appropriate form of assessment of young children.

STANDARDIZED TEST – An instrument composed of empirically selected items that have definite instructions for use, adequately determined norms, and data of reliability and validity (NAEYC, 1988). This is not considered an appropriate form of assessment of young children.

ACHIEVEMENT TEST – A test that measures the extent to which a person has mastery over a certain body of information or possesses a certain skill after instruction has taken place (NAEYC, 1988). This is not considered an appropriate form of assessment of young children.

SCREENING TEST – A test used to identify children who may need special services. It focuses on the child's ability to acquire skills (NAEYC, 1988).

ANECDOTAL RECORDS – Brief narrative accounts of a child's behavior which are significant to the writer. Anecdotes describe incidents factually and objectively, recording how, when, and where they happened. Teachers often write such accounts soon after the incidents occur (Beaty, 1990).

RATING SCALE – Tools that indicate the degree to which a person exhibits a certain trait or behavior (Beaty, 1990).

WORK SAMPLES – Examples of a child's work which have been saved as records of the child's progress (Carini, 1978).

CHECKLISTS – Lists of specific traits or behaviors arranged in logical order. As they observe children, teachers and parents can use checklists to note the presence or absence of those behaviors (Beaty, 1990).

SYSTEMATIC OBSERVATION – Regular, deliberate, and thoughtful listening, watching and recording of a child's behavior.

SOURCE: Grace, C. and Shores, E. (1992). The Portfolio and Its Use: Developmentally Appropriate Assessment of Young Children. Little Rock: Southern Association On Children Under Six.

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The Old Versus the New

To demonstrate and dramatize the differences between the current teacher-based practice of education (Paradigm B) and the contemplated practice of the knowledge-based technology system (Paradigm C), a contrast of the two systems is presented. The two systems are compared as follows:

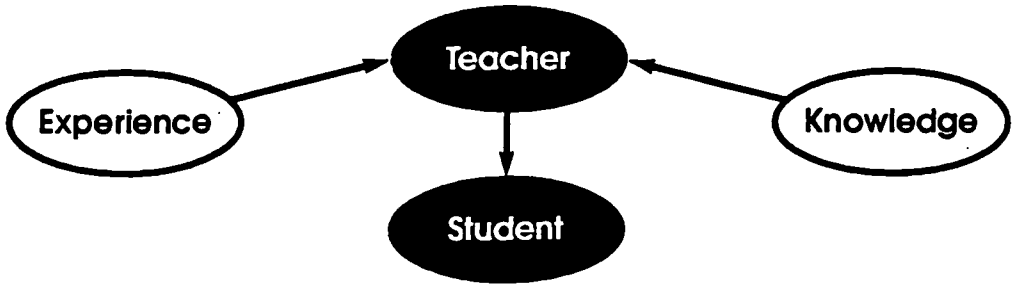
Focus on Instruction:	**Focus on Learning:**
The Old Story (Paradigm B)	*The New Story (Paradigm C)*
Curriculum goals are established which guide the performance of the instructional staff.	A statement of learning outcomes tells what the learner will be able to do and know. This statement serves as a guide to the learner and to those assisting the learner.
A class of students is given assignments for completion either in school or at home.	Learners are involved in directing their own learning and evaluating their own progress. They participate in the selection of their learning tasks.
The student's age, time spent in school, and course and school grade completed are bases to determine progress and promotion.	The mastery of prerequisite capabilities is the only requirement for starting to work on a new learning task.
Students use textbooks as sources of information and instruction.	Alternative resources, including on-line databases, tutorial lessons, simulations and expert systems are available. Selection is made based on the progress of the learners, and their needs, interests, and learning styles.
Subject matter is presented in a single model through instruction. The teacher presents information to the class, and holds students responsible for completing the assigned work.	Different learning situations and different types of learning arrangements are available, including self-directed learning, peer tutoring, computer-assisted instruction, self-tutorials, and other uses of technology.

A group of students sits in a class, listens and responds to the instructional program; the teacher is the actor on the instructional scene.	Learners are involved directly and intensively as actors on the learning stage. The teacher is involved in care-giving and managing the learning environments.
Members of the class undergo the same experience both qualitatively (same kind of instruction) and quantitatively (same amount of time).	Learners are provided a variety of learning experiences from which to select. Time spent on a learning task may vary with individual students.
Students spend most of their time with 20 to 30 other students under the supervision of a teacher.	Learners work in settings best suited for the attainment of the specific learning task: on their own, in a learning laboratory, at times in small groups, and at times in larger groups.
The progress of the class is evaluated by the teacher.	The progress of learners is determined mainly by self- and group-evaluation and the guidance of the manager of learning. Learners assume increasingly more responsibility for their own learning.
The teacher rewards and admonishes students.	Instructional materials and on-line technology-based resources are designed to be highly motivational, interesting, and engaging. The total work environment is motivating and engaging for students.
The achievement of students is measured by a prearranged schedule of tests.	The achievement of learners is measured at any time when they have acquired all the relevant capabilities needed for the mastery of learning tasks.

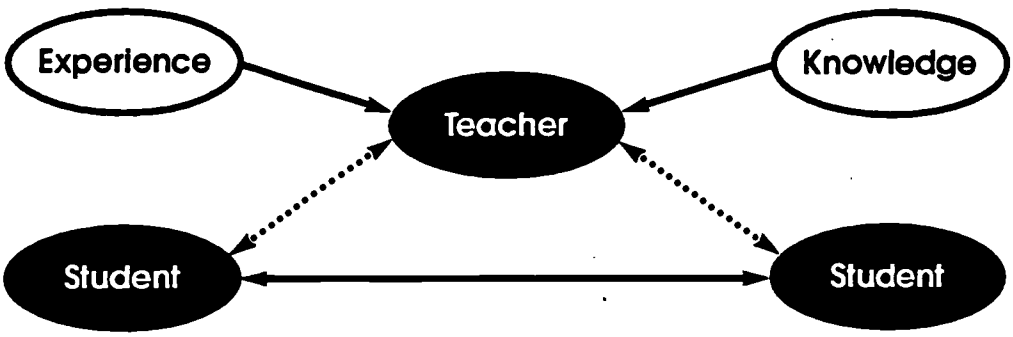
The two stories can be summed up as follows:

When instruction is the focus, the teacher is the actor on the instructional scene, and the students, as a class, are the audience.	When learning is the focus, the learner is the actor, and the teacher becomes the coach, manager, consultant of learning resources, and constant caregiver.

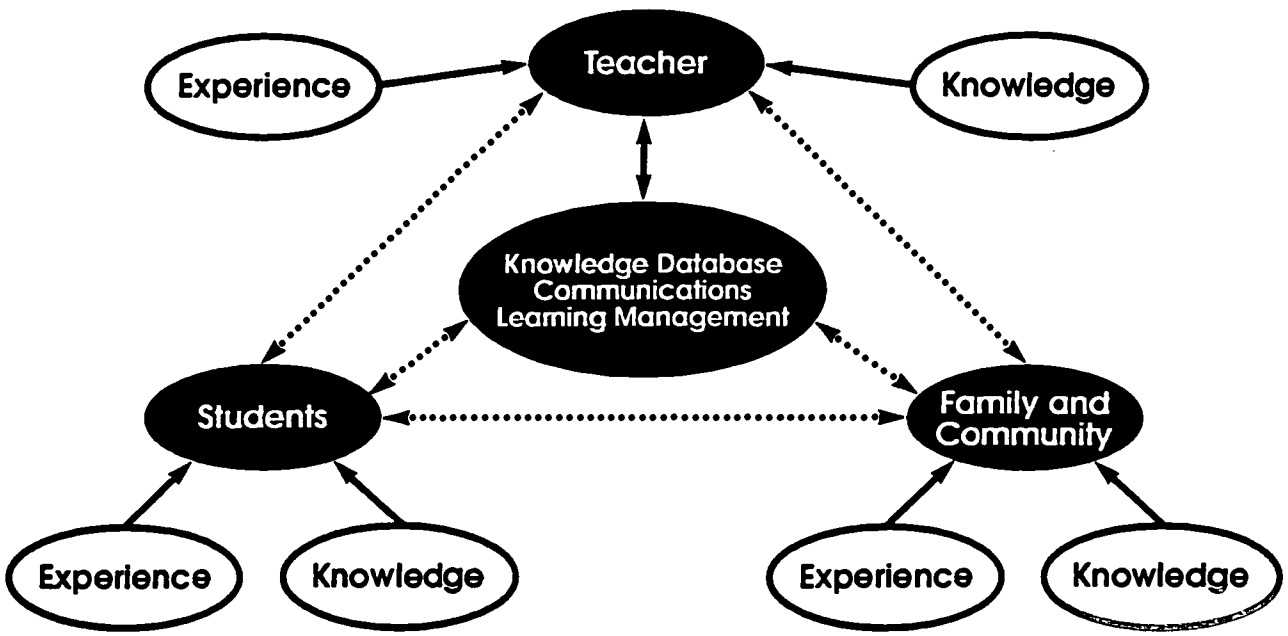
From Banathy (1991)



A. Oral Tradition Paradigm



B. Current Paradigm



C. Technology-Based Paradigm

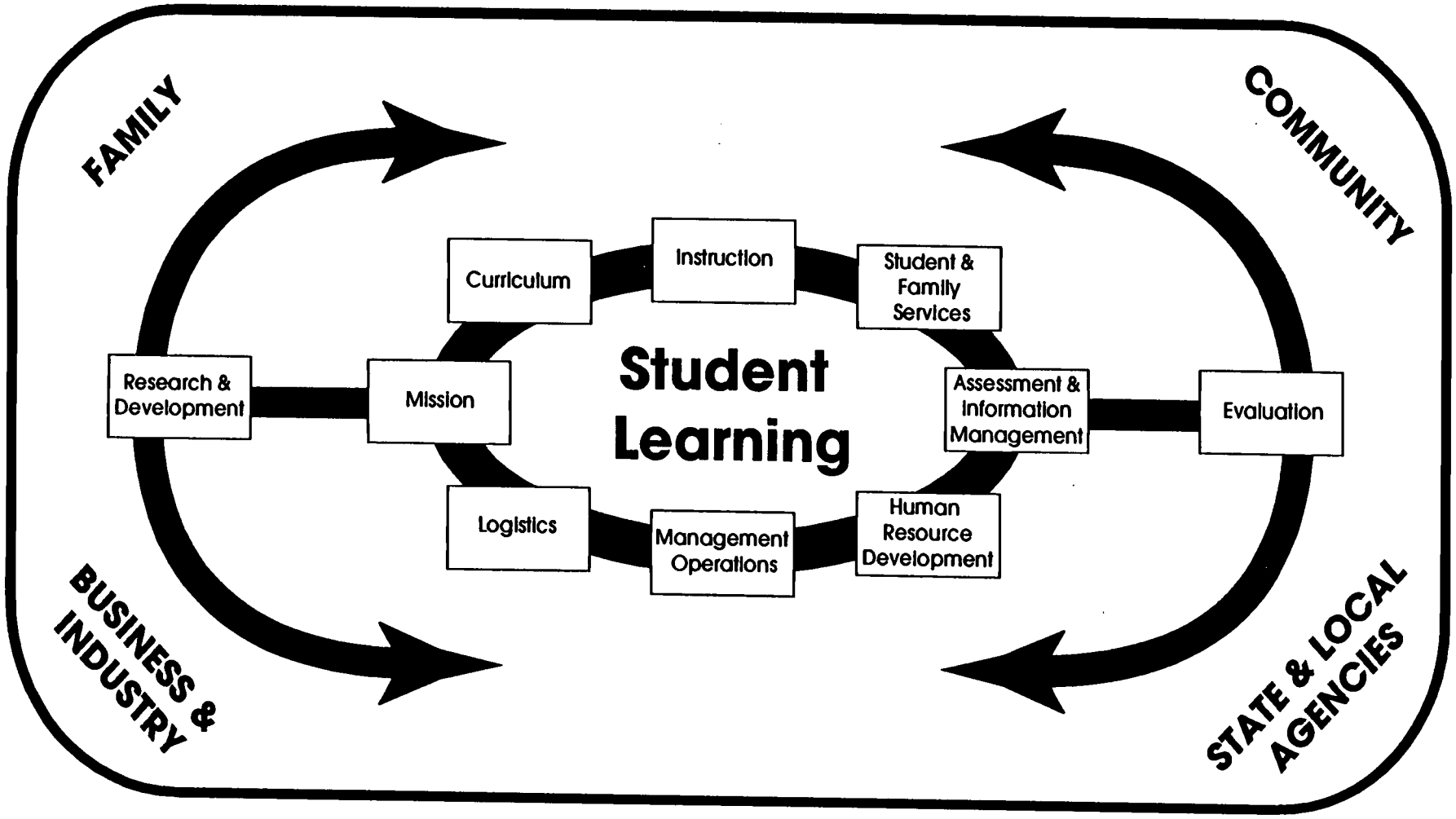
Figure 2

A System of Schooling

In 1992 CET, in collaboration with the Florida DOE Planning Resource Committee, Policy Advisory Council, and Public Schools Council incorporated elements of effective schooling systems into a conceptual framework to guide future development of Schoolyear 2000 (SY2000).

Figure 3 illustrates the ten functional subsystems of this framework. Although the diagram may go through many revisions before it is complete, the current diagram illustrates that SY2000 is a redesign of the total schooling system and is not a program that focuses on any one component of the schooling process. SY2000 recognizes that the schooling process is composed of a number of interrelated processes that cannot be influenced independently. SY2000 will design each of these subsystems and the coordination and linkages that must occur among them.

These subsystems include mission, research and development, curriculum, instruction, student and family services, management operations, logistical services, human resource development, assessment and information management, and evaluation. Together, these subsystems comprise the necessary model of schooling. This model not only addresses the mission and values of schooling, but also the efficiency of the learning process, the effectiveness of the curriculum, and the appropriate role of technology and personnel-all within the context of the total organization. Each of these subsystems must be interrelated to insure that the system continues to meet society's demands and priorities. The model incorporates change and improvement on an ongoing basis. All processes are based on the principle of concurrent design.



Schoolyear 2000 Operations Model

Figure 3

Produced by the Center for Educational Technology at FSU

Brief Descriptions of Each Subsystem

- **Research and development (R & D)** is essential if the new model of schooling is to continuously adapt to new advances in knowledge and technology. The function of the research and development subsystem is to acquire new knowledge related to all educational and administrative practices and programs within SY2000 and to assure that this new knowledge is continuously put into practice. Programmatic R & D will also be conducted as a means to improve subsystem operations.

- The **mission** subsystem is concerned with the application of processes to develop consensus on a district mission and mission objectives, and to build community support. The outcome of the mission subsystem is a set of vision and mission statements that reflect desirable societal outcomes translated into measurable mission objectives consistent with state requirements and local needs. The mission subsystem is responsible for obtaining input on mission and goals, developing consensus, maintaining stability, and continuous evaluation and renewal of mission statements and mission objectives.

- The **curriculum** subsystem specifies instructional goals and objectives and the curriculum scope and sequence. These goals and objectives are derived from the goals and outcomes reached by the mission definition process described above. The output of the curriculum design function is a master plan and framework stated as students competencies and capabilities.

- The function of the **instruction** subsystem is to design, produce, or select appropriate instructional programs and materials using the best known scientific techniques. The outputs of the instructional design function are instructional materials, instructional programs, expert systems, and intelligent tutors.

- The function of **student and family services** is to provide an array of services that will help learners achieve curricular requirements. Student and family services include registration, orientation, academic and career advisement, placement services, maintenance and transfer of student records, and coordination and collaboration with state and local social and health service providers.

- The **logistics** subsystem encompasses those functions and activities which need to be provided to support the day-to-day "life" of the SY2000 model. These may be materials, goods, or services such as transportation, food services, and purchasing.

- **Management operations** deals with management and quality of the schooling system at all levels–mission definition through evaluation. The outputs of the management operations function are resource allocation plans, facilities management, and operating procedures and policies.

- The function of the **human resource development** subsystem is to provide the training and education for local, district, and school staff to perform effectively their role in the SY2000 model.

- The **assessment and information management** subsystem's function is the combination of management information and student assessment. These two activities are combined in this single subsystem to insure integration and provide a full view of system operations and efficiency. The output of the assessment subsystem is data and test results for evaluation purposes.

- The **evaluation** subsystem monitors internal programs as well as external conditions to make necessary revisions in the total system. Ongoing results produced by the new system are constantly monitored, and revisions are suggested to assure that the goals are reached. This type of model assumes that if students are not learning, one or more of the components of the system is not working. Appropriate revisions are then made in the system to fix the problem. The evaluation subsystem recommends revision priorities based on operations data.

Design Process

SY2000 employs a design process. Design is different from fixing, restructuring, or reforming. While these latter terms involve beginning with what now exists, design involves coming up with ways to achieve desired results irrespective of how things are currently done. Design is building something new based on needs and available resources. Design requires that we are not constrained in our thinking by current practice or by limitations which may not be relevant in a redesigned system. Rather than finding fault with the past, design is intended to be an active, creative, disciplined, and decision-oriented process. It is characterized by participative and shared decision-making coupled with interactive development cycles for continual design improvement.

Concurrent Design

SY2000 follows a design approach called concurrent design. The concurrent design approach has many advantages. First, concurrent design avoids top-down decision-making by including people in all levels of the organization and all stakeholders to participate in the design process at the same time. Second, concurrent design provides a way to incorporate the results of research and development into SY2000 design and practices. The five major principles of concurrent design are described below:

1. **Address all levels of the organization simultaneously.** All those involved in the process will be systematically consulted and will form the consensus group from which decisions

will be derived. Each major organization and stakeholder group (parents, students, teachers, administrators, state, and professional specialists and associations) will be involved and consulted throughout the process.

2. **Obtain design requirements from all stakeholders.** Deliberate efforts will be made to obtain design requirements from all stakeholders including students, parents, teachers, administrators, business and industry, postsecondary education, government, and others. Each of these groups has an interest in the future of education in Florida.

3. **Reconcile differences in design requirements.** The process will use a consensus strategy that provides for a fair hearing of all points of view and a mechanism for developing agreement among these groups. This process also establishes priorities for design.

4. **Provide iterative design review for consensus.** Iterative design review systematically reconsiders all design requirements to insure that these requirements are not in conflict with each other. Since many groups will provide requirements, trade-offs must be made to accommodate mutually exclusive features.

5. **Establish the practice of continuous improvement.** Modern change management approaches and quality system processes will be applied to the process of installing a new system that enables continuing change to occur without major disruption of the organization. The SY2000 system is never completed. We will plan for systematic and continuous improvement of the model using the best approaches.

Teacher Centered

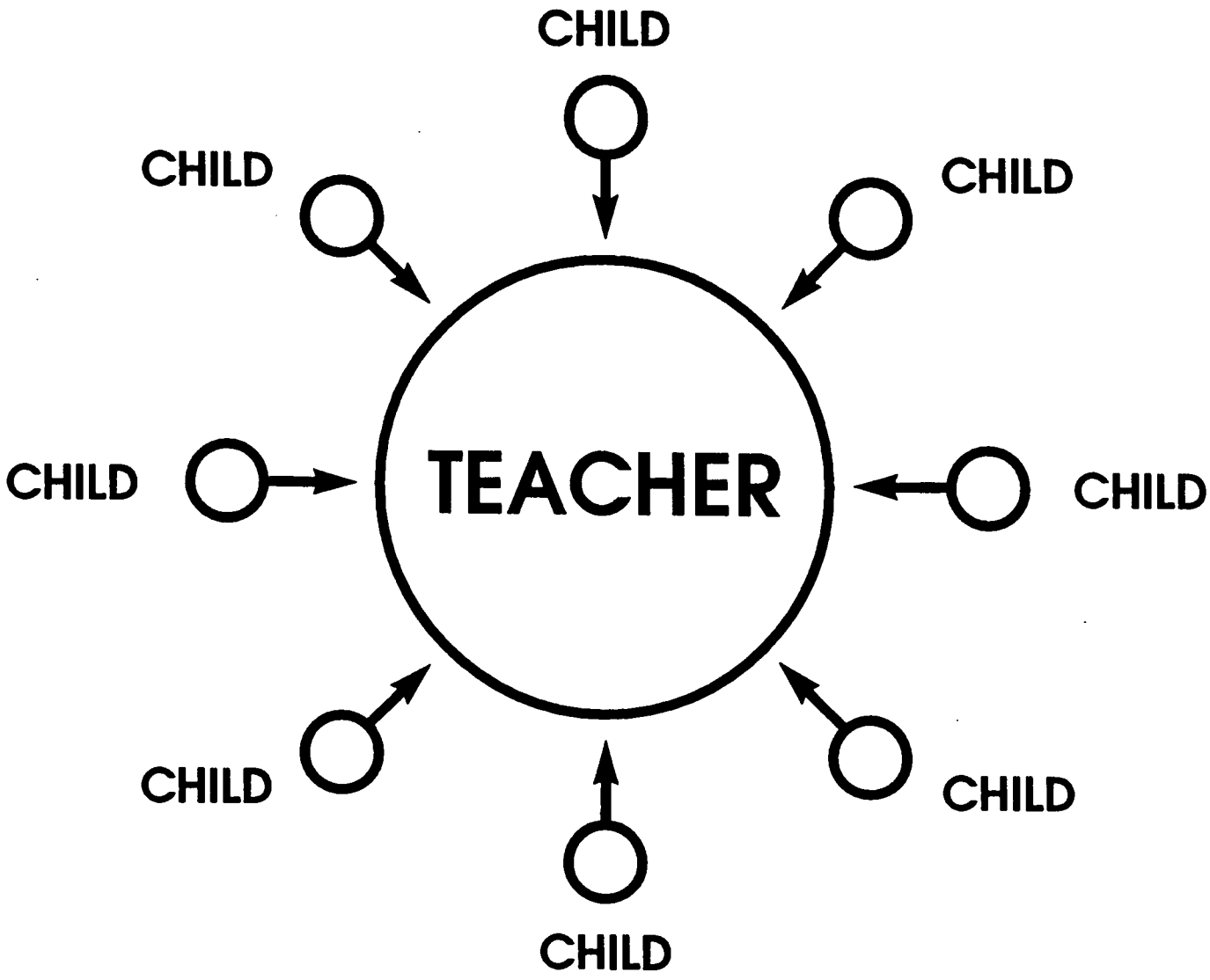


Figure 4

Child Centered

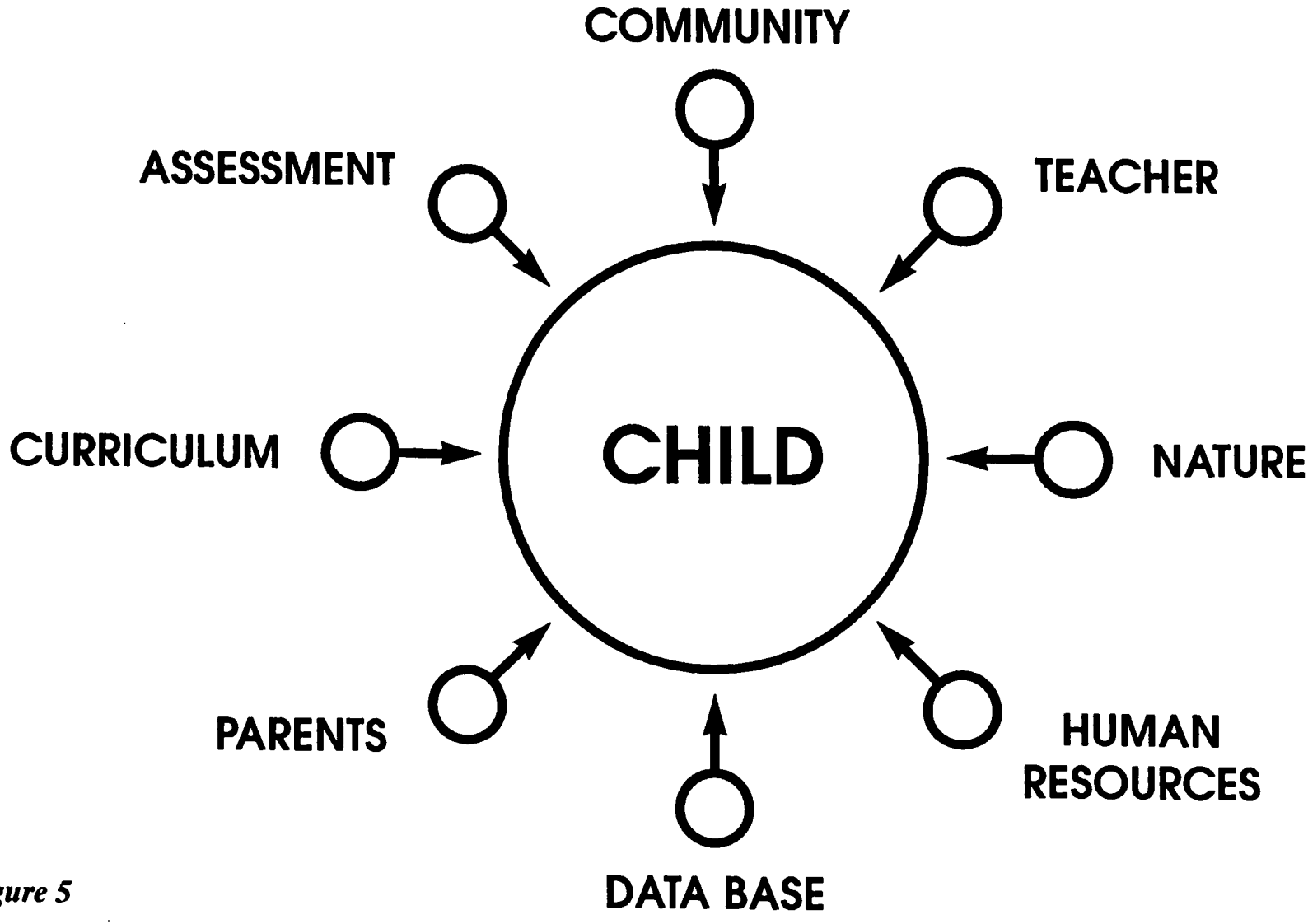
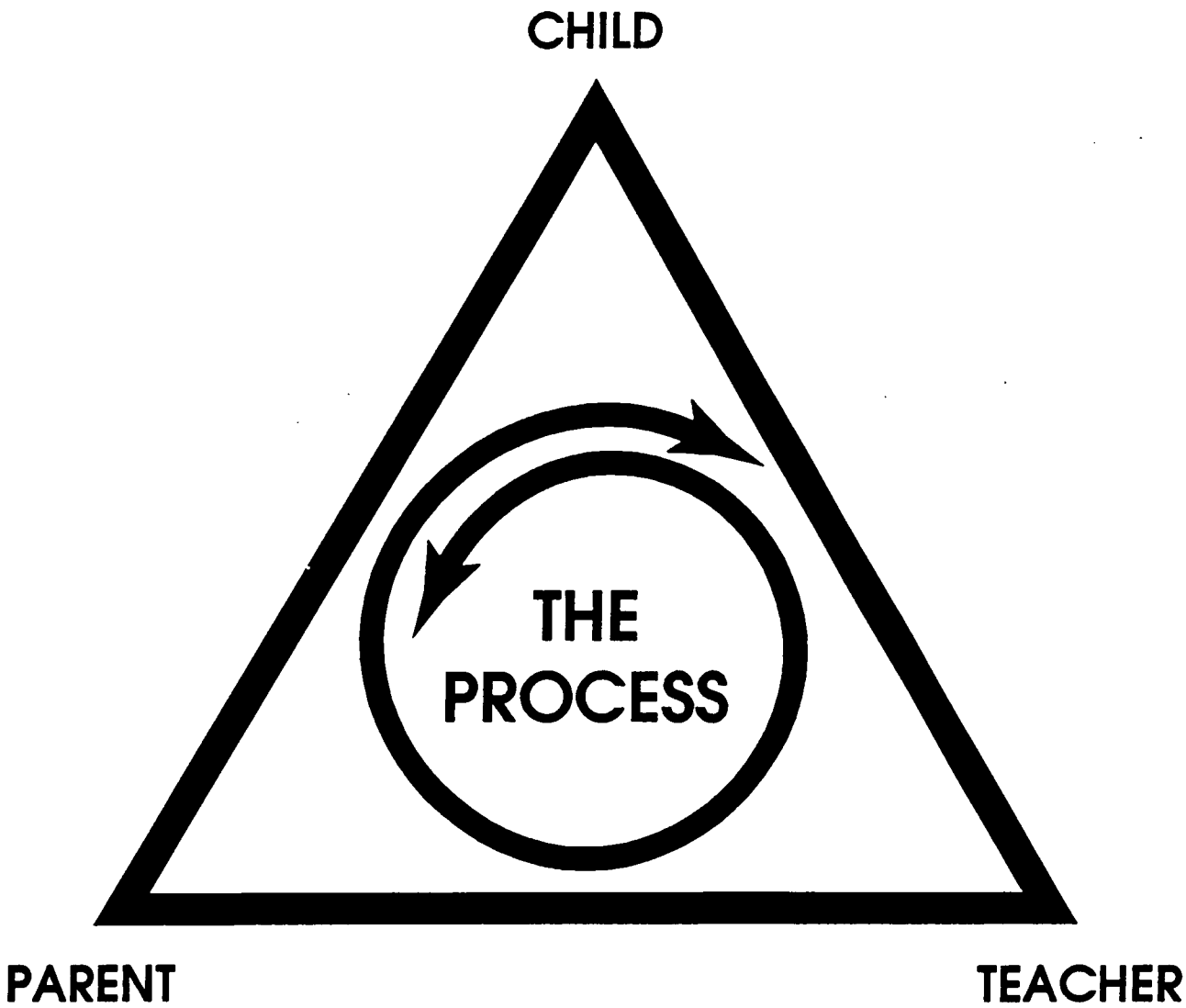


Figure 5



The Tenuous Triad:

A Developmentally Appropriate Child-Centered Process

Figure 6

Traditional Curriculum

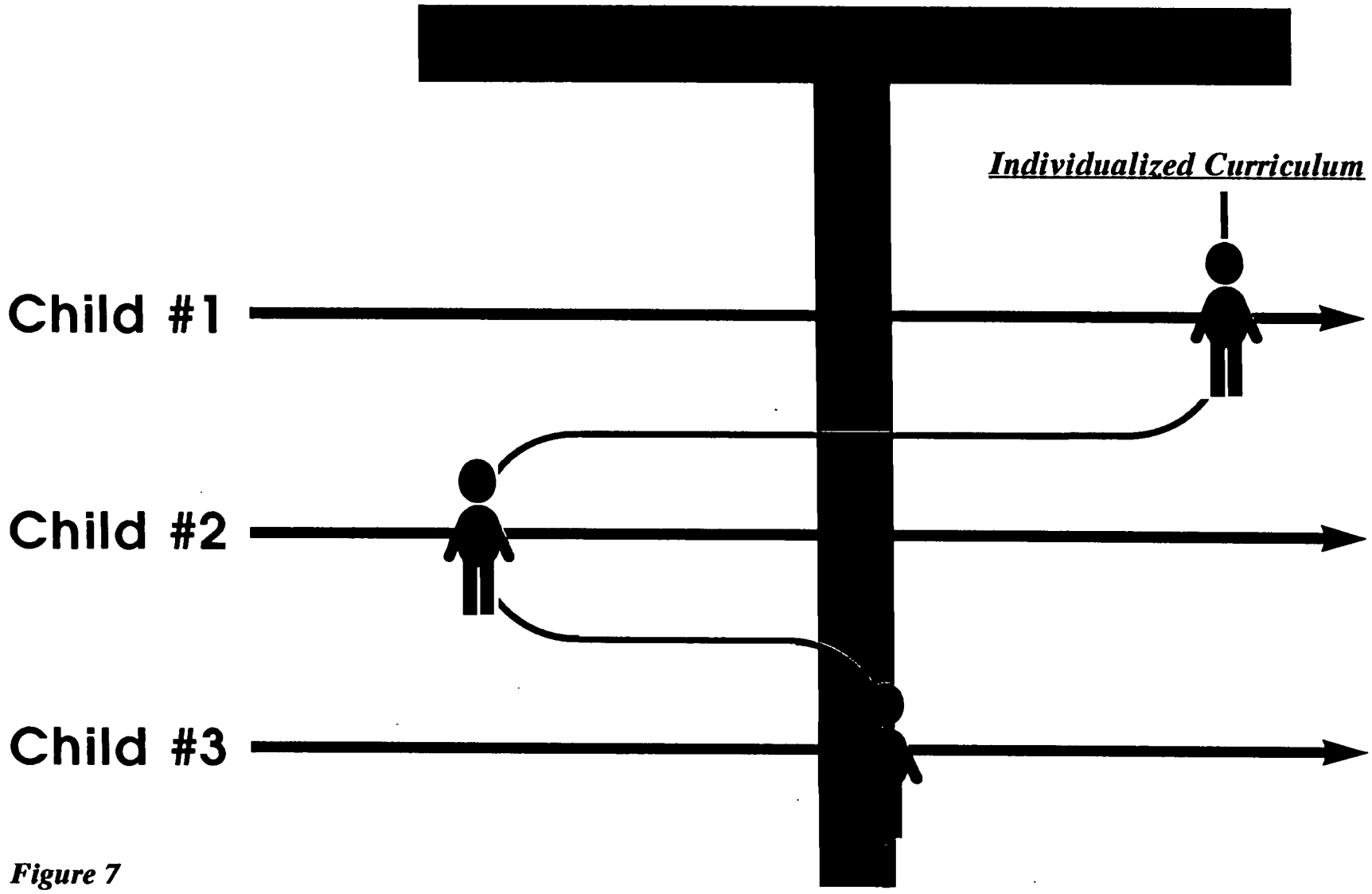


Figure 7

The Screening and Assessment Process

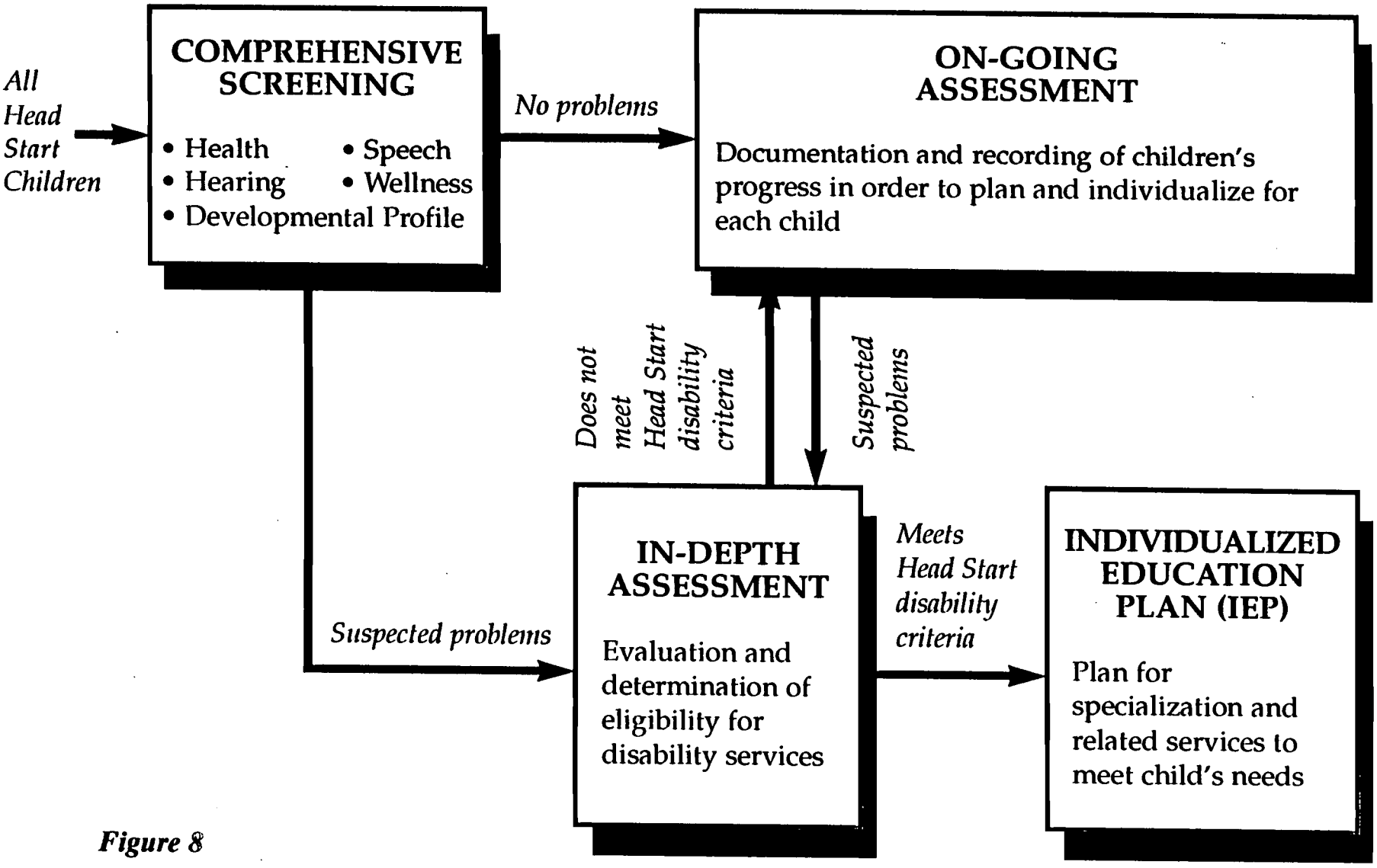
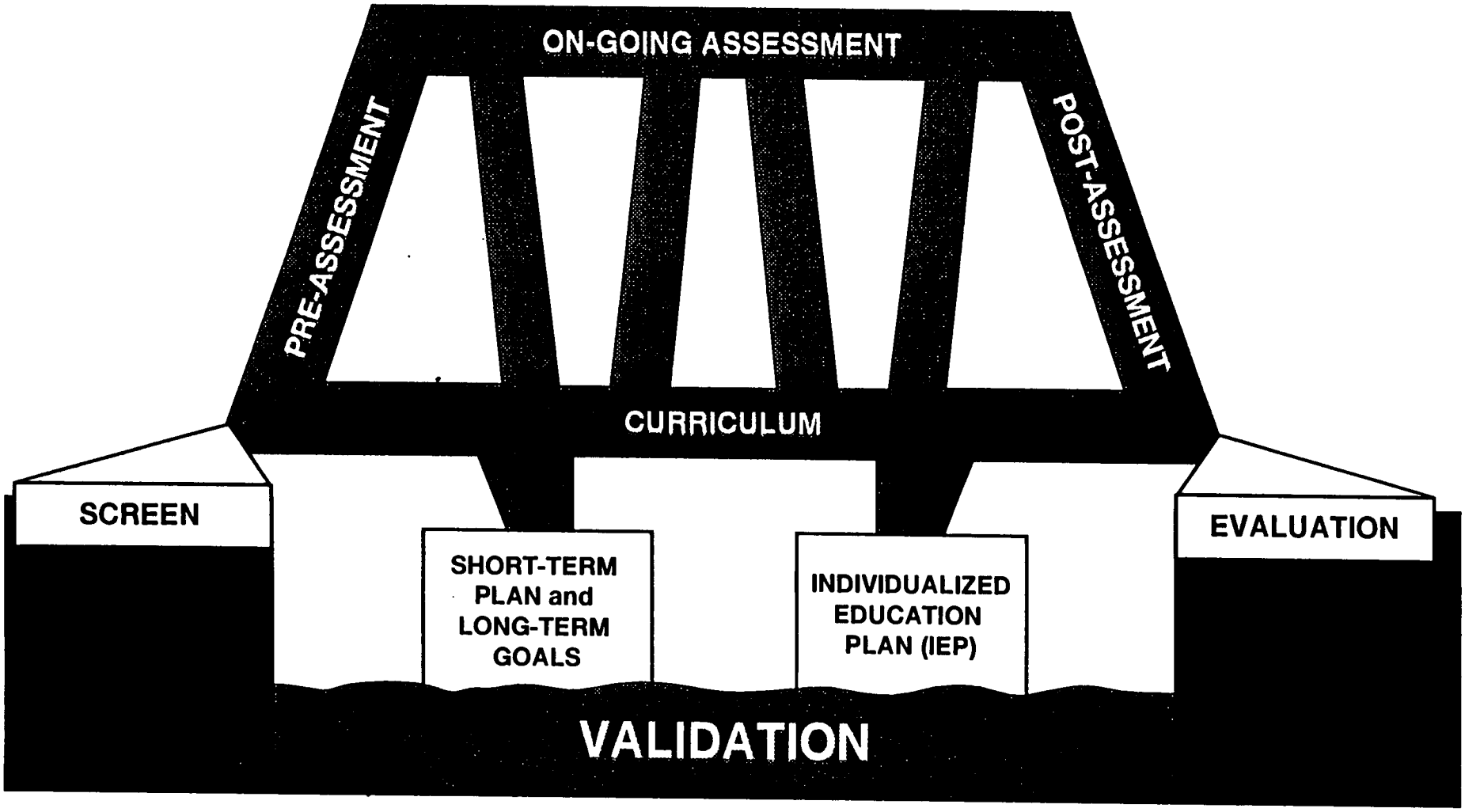


Figure 8



Design by Jim Powell

SCREEN: Kaplan 3, 4, and 5 Year Old Screen
PRE-ASSESSMENT: Learning Accomplishment Profile-Diagnostic (LAP-D)
POST-ASSESSMENT: Learning Accomplishment Profile-Diagnostic (LAP-D)
ON-GOING ASSESSMENT: Learning Accomplishment Profile-Revised (LAP-R)
CURRICULUM: A New Planning Guide to the Preschool Curriculum
IEP: A Guide for Developing an IEP

Figure 9

COMPARATIVE DATA SCREENING INSTRUMENTS

Source: Northwest Regional Educational Laboratory
Assessment in Early Education: A Consumer's Guide

Title: Battelle Developmental Inventory Screening Test

Focus:	Broad
Norms:	Poor
Reliability:	None
Validity:	Fair, Limited

Bracken Basic Concepts Scale

Focus:	Relational Concepts
Norms:	Fair
Reliability:	Fair
Validity:	Poor, Limited

Brigance Screening Test

Focus:	Broad
Norms:	None
Reliability:	None
Validity:	Content Fair, Screening Poor

Denver II Screening Test

Focus:	Broad
Norms:	Poor
Reliability:	Fair, Limited
Validity:	Fair

Developmental Indicators for the Assessment of Learning–Revised Dial–R

Focus:	Broad
Norms:	Fair
Reliability:	Fair, Limited
Validity:	Fair

Early Screening Inventory

Focus:	Broad
Norms:	Fair
Reliability:	Good, Limited
Validity:	Good

Search

Publication Date 1981
Focus: Perception
Norms: Fair, Dated 1973
Reliability: Fair, Limited
Validity: Fair, Limited

Caution: Publication Year is important in Assessments and Screens

A publication date prior to 1990 may not be suitable unless revisions have been made.

LAP NORMATIVE DATA:

Norming Data: 792 Children normed
Spanish speaking
White
African American
Asian

Percentages based on 1991
US Census
Single family homes
Urban and rural
Equal number male and female

Reviews show:
Focus: Broad
Norms: Good
Reliability: Good
Validity: Good
Strong in Expressive and Receptive Language and Cognition
Easy to Administer

Publication Date: 1994–95

Test-Retest, Interrater Reliability 1995–96

Prepared by: Jim Powell
Director of Assessment
1-800-334-2014, ext. 510

Before You Choose an Assessment or Screen, Ask These Questions! (A Checklist for Assessment Instruments)

_____ Has it been tested for reliability? (Will it perform consistently in a variety of settings?)

_____ Has it been tested for validity? (Does it do what your program wants it to do? Does it measure what it is supposed to measure?)

_____ Can you use the results?

_____ Is it child-centered?

_____ Is it developmentally appropriate?

_____ Can it be used in a child's environment? (Does it have to have an antiseptic environment for administration to be valid?)

_____ Does the teacher feel comfortable with the purpose of the assessment?

_____ Does the teacher consider the information obtained useful in the child's development?

_____ Does it follow a task analysis model? (Is it a screen, an achievement test, or an assessment instrument? Does it test the child, the environment, or something else?)

_____ Does it have a pre- and post-evaluation with a program validation component?

_____ Is it curriculum-driven?

_____ Does the instrument fit your program and your long- and short-term goals?

_____ Does the assessment instrument involve parents?

_____ Is the instrument a screen or an assessment of the child's accomplishments?

_____ Can it be combined with other evaluation instruments?

If you can answer these questions, you should proceed with a review of the instrument and a pilot of its administration before you commit your program to a particular assessment.

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Date: 3/16/96

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July, 1, 1996

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