

STUDENT ASSESSMENT IN SASKATCHEWAN

2024 SSBA SPRING GENERAL ASSEMBLY

APRIL 12, 2024

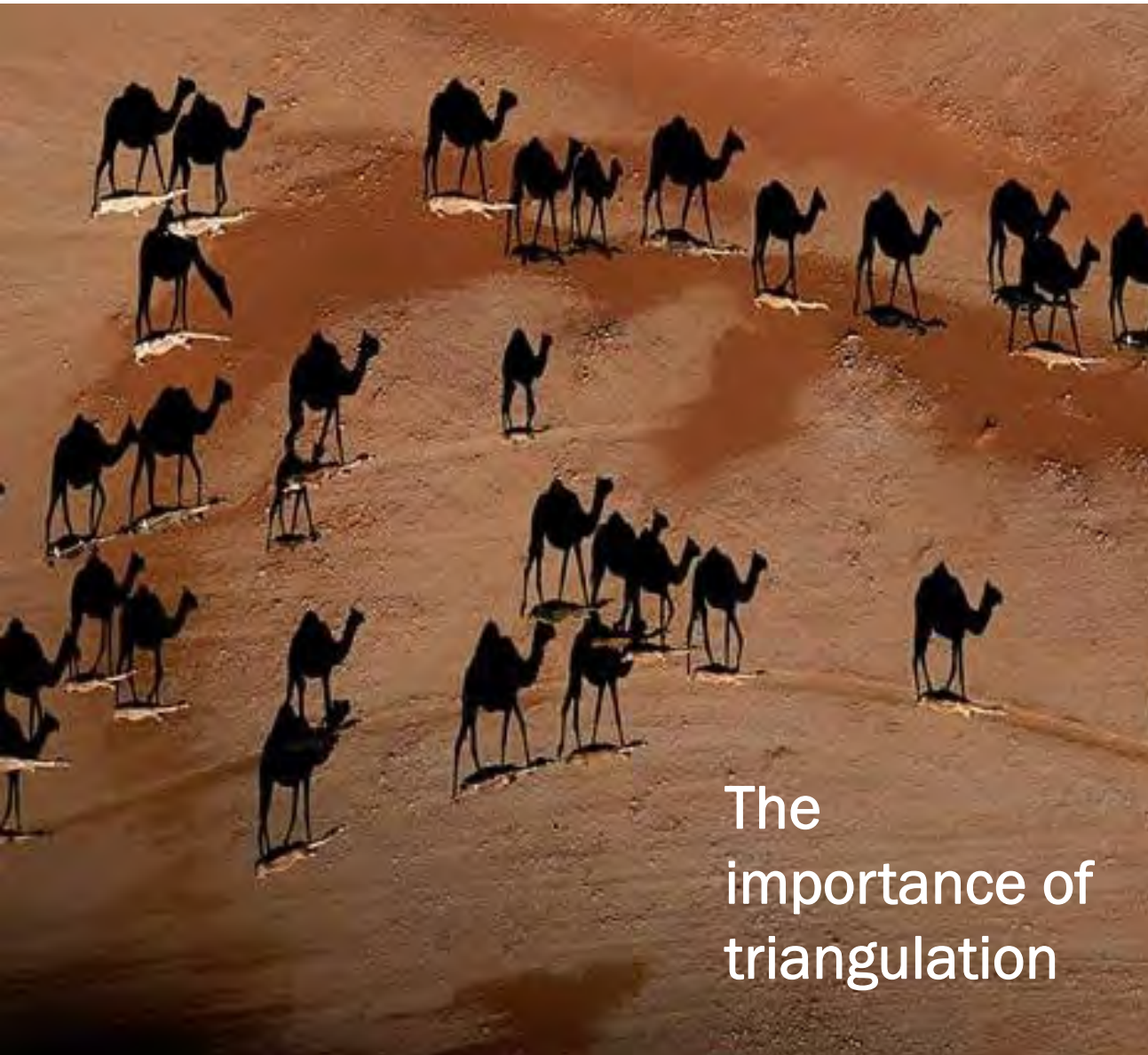
OVERVIEW OF TODAY'S PRESENTATION

- Project purpose, underlying assumptions, guiding principles
- Large-scale assessment in Saskatchewan
- Scoping review findings
- Implications for Trustees
- Questions



What do you
BUT
see?...





The importance of triangulation

A system-wide monitoring plan that includes large-scale assessments along with other sources of information is a powerful lever for growth and improvement.

A tight relationship between decisions and evidence about progress fuels progress toward three outcomes:

- improved student learning,
- increased equity, and
- stronger responsibility relationship among policymakers, school administrators, teachers, parents, and students.

Present policies in the US and many other countries treat the classroom as a black box. Certain inputs from the outside – pupils, teachers ... standards, tests with high stakes, and so on – are fed into the box. Some outputs are supposed to follow – pupils who are more knowledgeable and competent, better test results ... and so on. But what is happening inside the box? How can anyone be sure that a particular set of new inputs will produce better outputs if we don't at least study what happens inside the box? (Black & William, 2010)



PURPOSE OF THE PROJECT

Investigate

- Research-supported strategies and tools for assessing system and student progress,
- Metrics for student and system progress that are grounded in high-quality data and are relevant across the Saskatchewan prek-12 sector, and
- Opportunities and challenges associated with implementing system-wide measurement and tracking initiatives in the SK context.

GUIDING PRINCIPLES

Provincially-relevant: Assessment and reporting that also provides the province with the information it needs to assess and report student outcomes effectively.

System-relevant: Assessment and reporting that provides meaningful, relevant, and useful information to support school and school division leaders and policymakers in assessing the effectiveness of their efforts and reporting progress.

Family-centric: Assessment and reporting that is meaningful for and relevant to students and families.

Teacher Mediated: Assessment and reporting that (i) respects teacher autonomy and (ii) is informed by and mediated through teachers' professional knowledge, skills, and abilities in the design, delivery, and choice of methods and tools to support effective and efficient practice.

SSBA/SSTA – long history of advocating for:

- Province-wide consensus – nature, appropriateness, and utility of “educational standards” as the basis for determining system effectiveness
- Carefully crafted and locally-relevant means of assessing progress
- Well-defined criteria of success



1997 SSTA (SSBA) SPRING ASSEMBLY RESOLUTIONS

BIRT: the SSTA urge Saskatchewan Education to lead and support the development of well-defined evaluation criteria and carefully crafted assessments which will serve as the foundation for defining performance standards for each curriculum area.

BIRT: the SSTA establish processes to develop a provincial consensus among educational partners regarding the nature, appropriateness, and utility of educational standards in improving teaching and learning.

THE IMPACT OF SSTA ADVOCACY



2001

AfL exam developed
(Math Grades 5, 8, 11)

Field tested in Northwest
divisions



2003 & 2004

AfL implemented
province-wide

Math Grades 5, 8, 11
Educator survey



2005 to ~2013

AfL expanded further, OtL
added

Reading Grades 4, 7, 10
Math Grades 5, 8, 11
Science (2 grades)

LARGE-SCALE ASSESSMENT IN SK

National and International Assessments

- SAIP (historical), PISA, PCAP, PIRLS

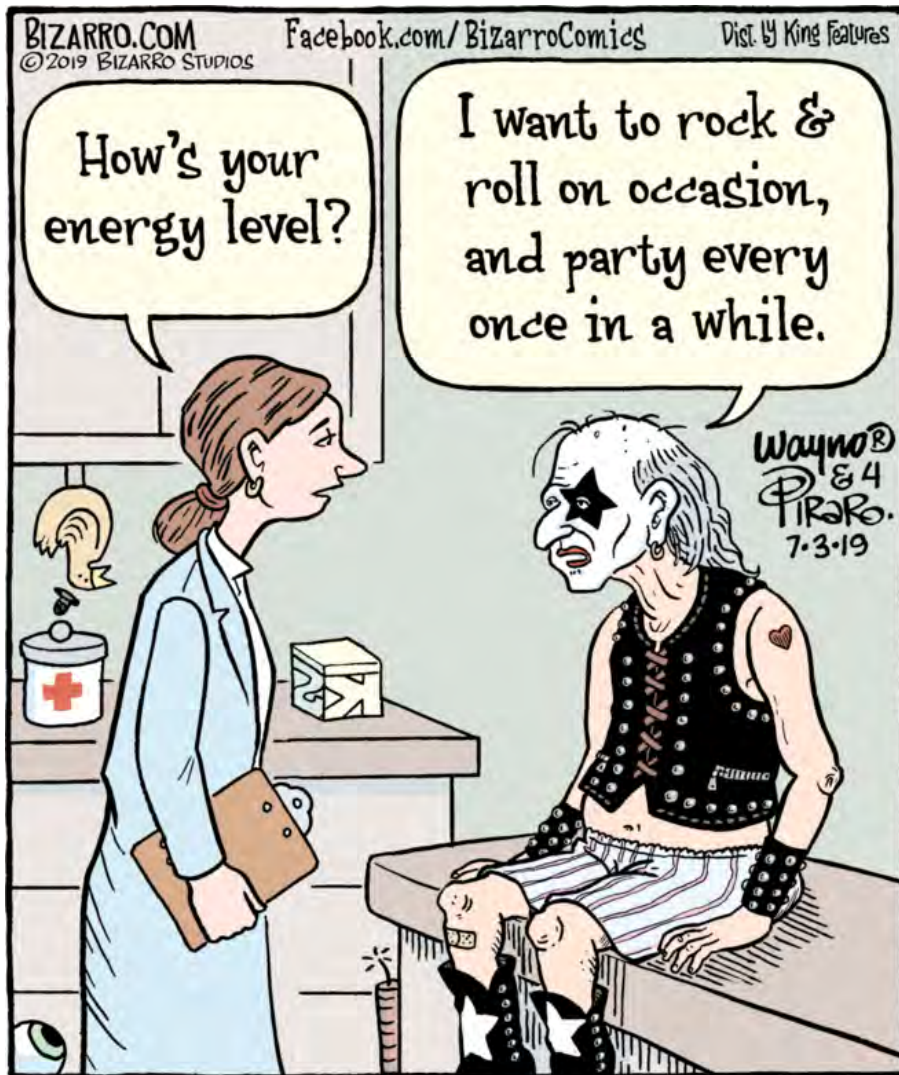
Provincial Assessments

- PLAP, AfL/OtL (historical)
- EYE, HMTMS/HMTAM, OurSCHOOL (current)

Division-driven Assessments


- Early literacy (assessments selected by division – aggregated provincially)
- CAT/Insight
- Pearson/Nelson





OBJECTIVES

WHAT DO WE
WANT TO FIND
OUT?



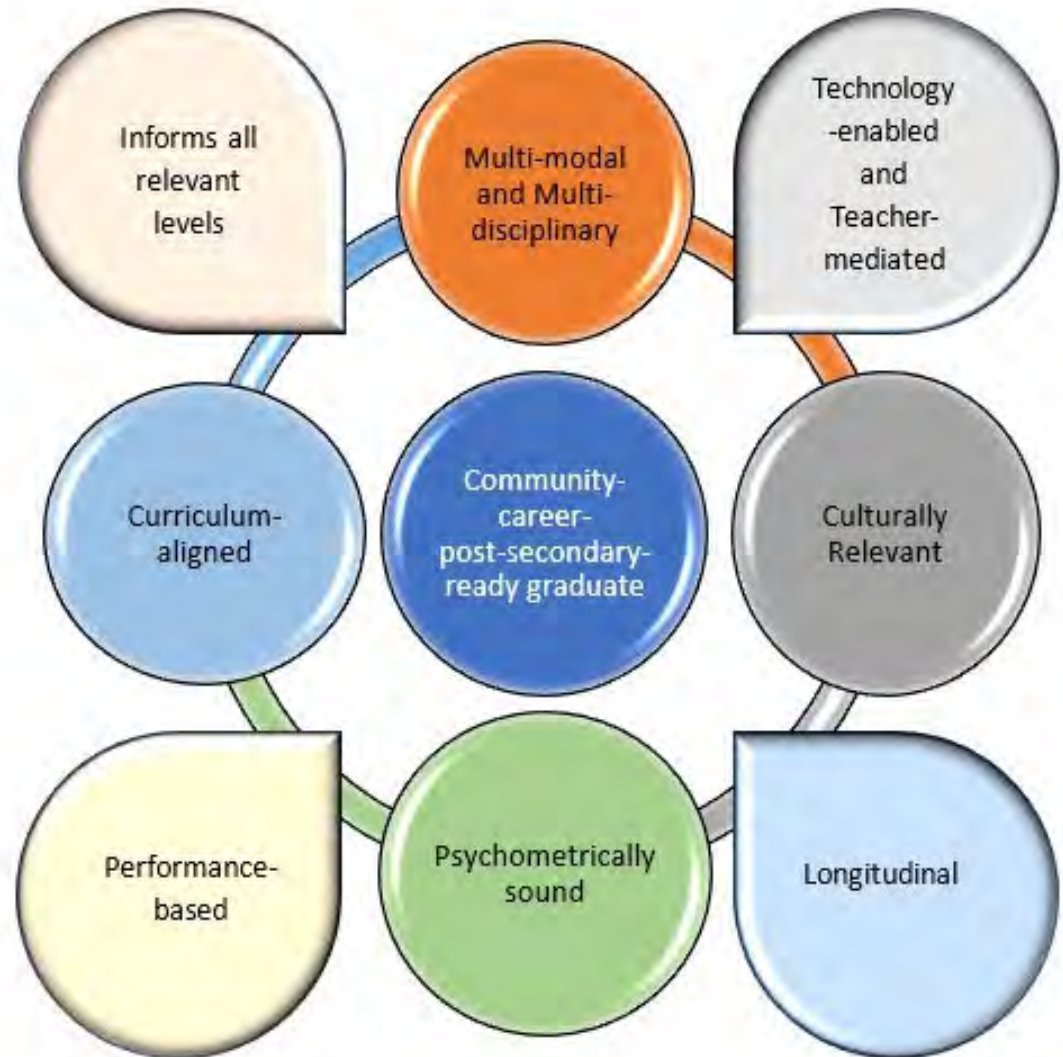
Community-
career-
post-secondary-
ready graduate

OBJECTIVE

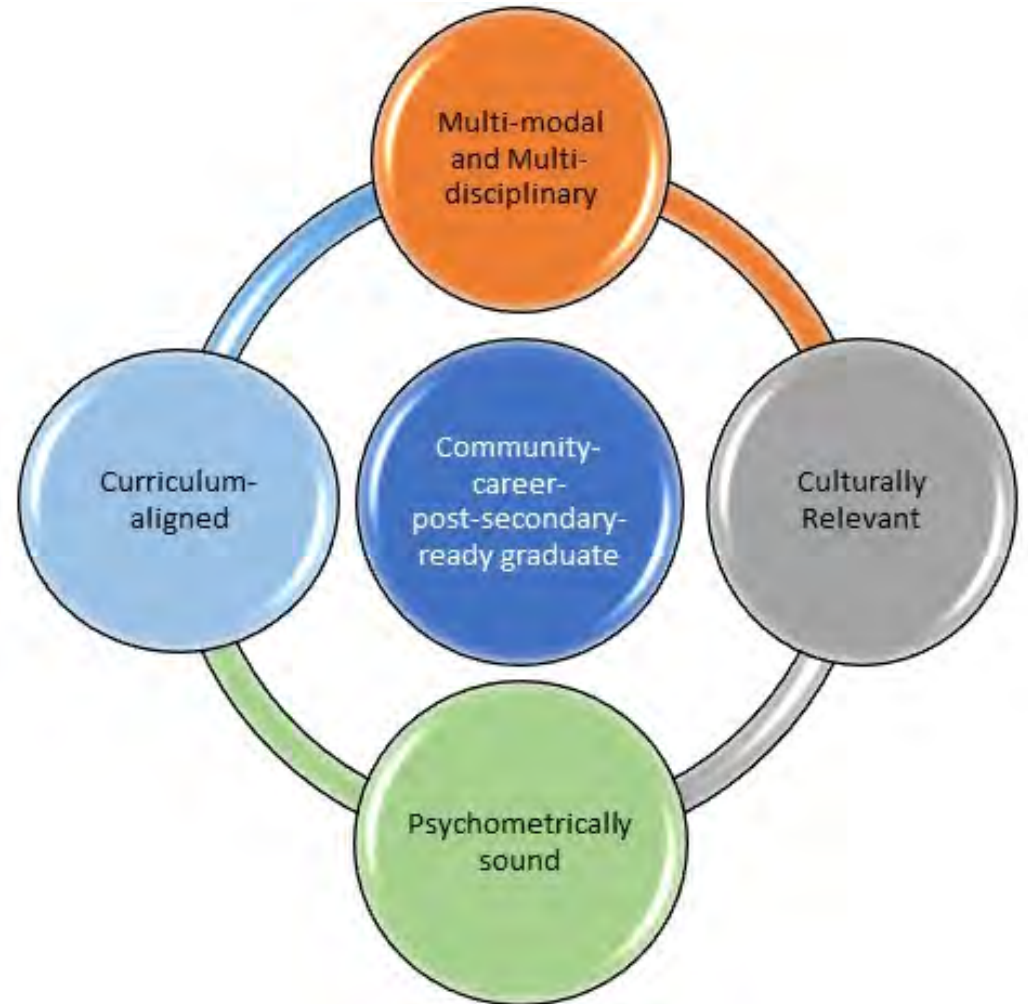
ENSURE THAT THE EFFORTS OF THE SECTOR ENABLE GRADUATES TO EMERGE FROM PREK-12 SCHOOLING THAT ARE *COMMUNITY-, CAREER, POST-SECONDARY-READY* .

EACH LEARNER HAS THE OPPORTUNITY TO DEVELOP THE SKILLS AND KNOWLEDGE FOR WHATEVER IS IN STORE FOR THEM ON THEIR LIFE JOURNEY.

FINDINGS: CONCEPTUAL FRAMEWORK



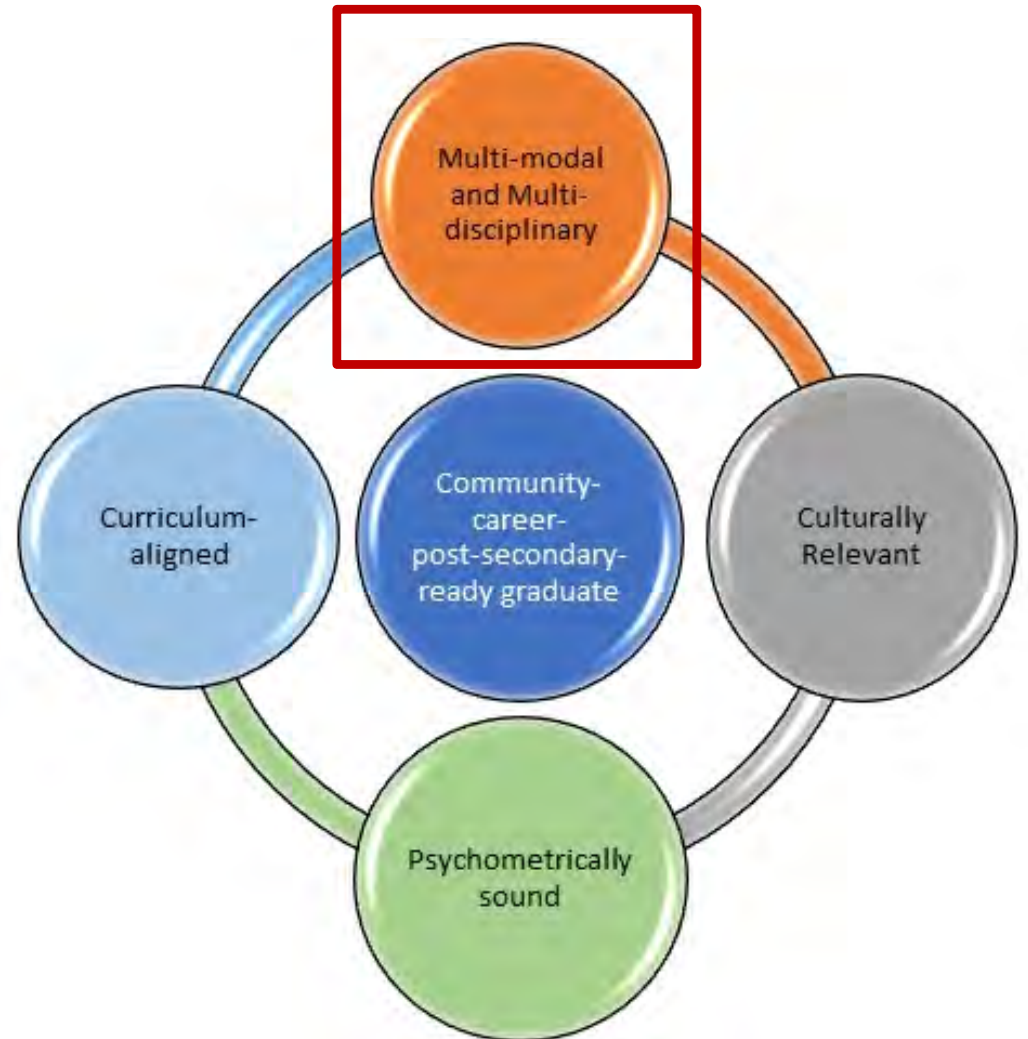
**THE INNER CIRCLE:
CHARACTERISTICS OF
EFFECTIVE AND
PROGRESSIVE LARGE-
SCALE ASSESSMENT
SYSTEMS**



MULTI-MODAL AND MULTI- DISCIPLINARY

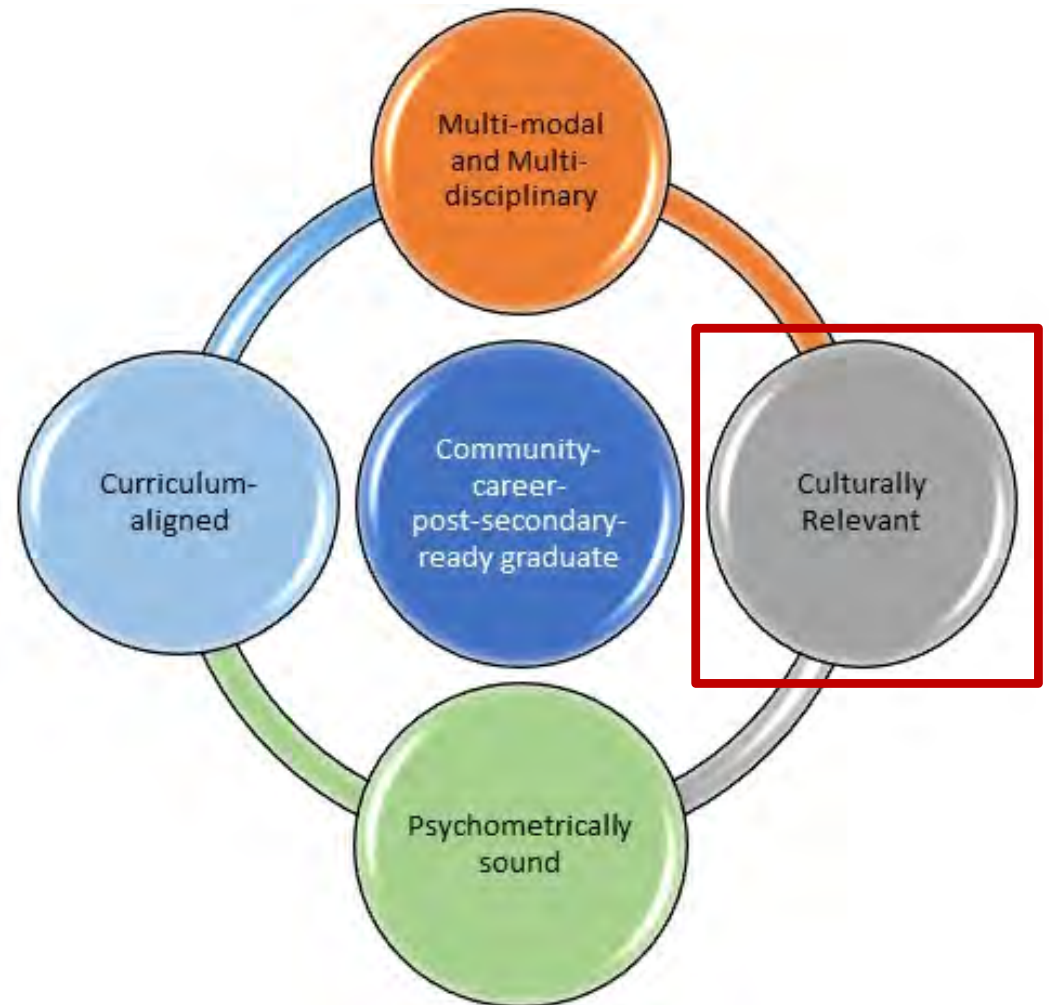
CURATED BY
STUDENTS – GUIDED
BY TEACHERS

COLLECTED OVER TIME

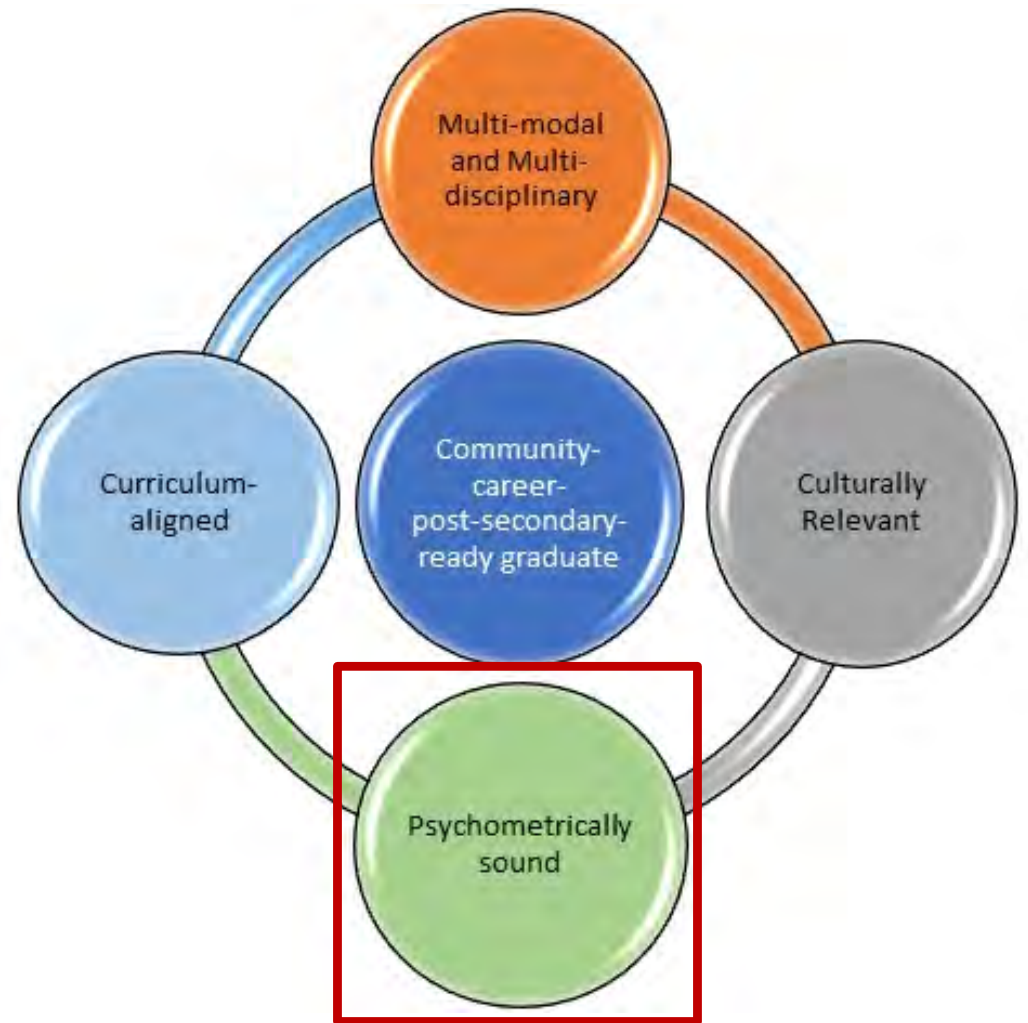


CRITERIA OF SUCCESS ARE
CONSISTENT BUT
**EVIDENCE OF PROGRESS
RELEVANT TO LOCAL
CONTEXT**

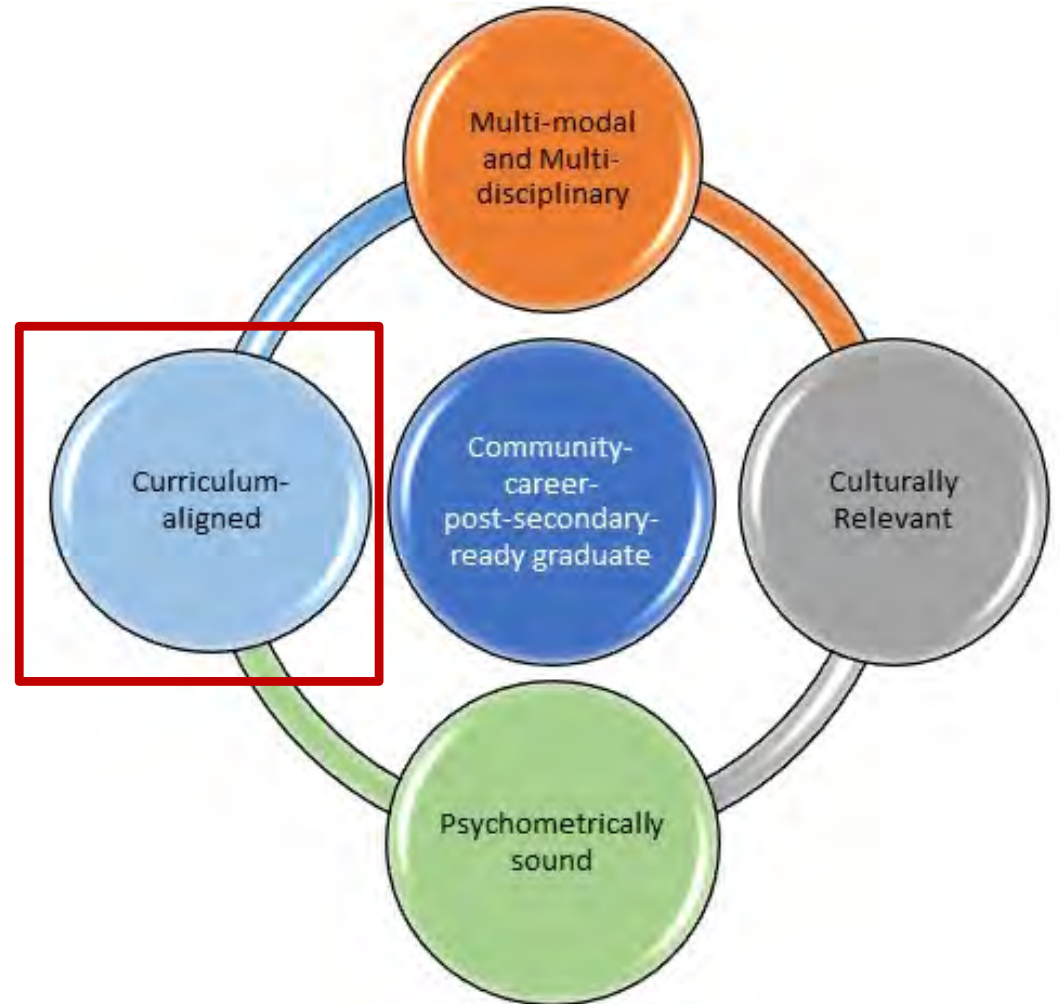
ENOUGH COMMONALITY
TO MEET THE NEEDS OF
THE SECTOR (AS DEFINED
BY THE TERMS OF
REFERENCE FOR THIS
PROJECT) BUT ENOUGH
FLEXIBILITY TO
ACCOMMODATE NEEDS OF
COMMUNITY



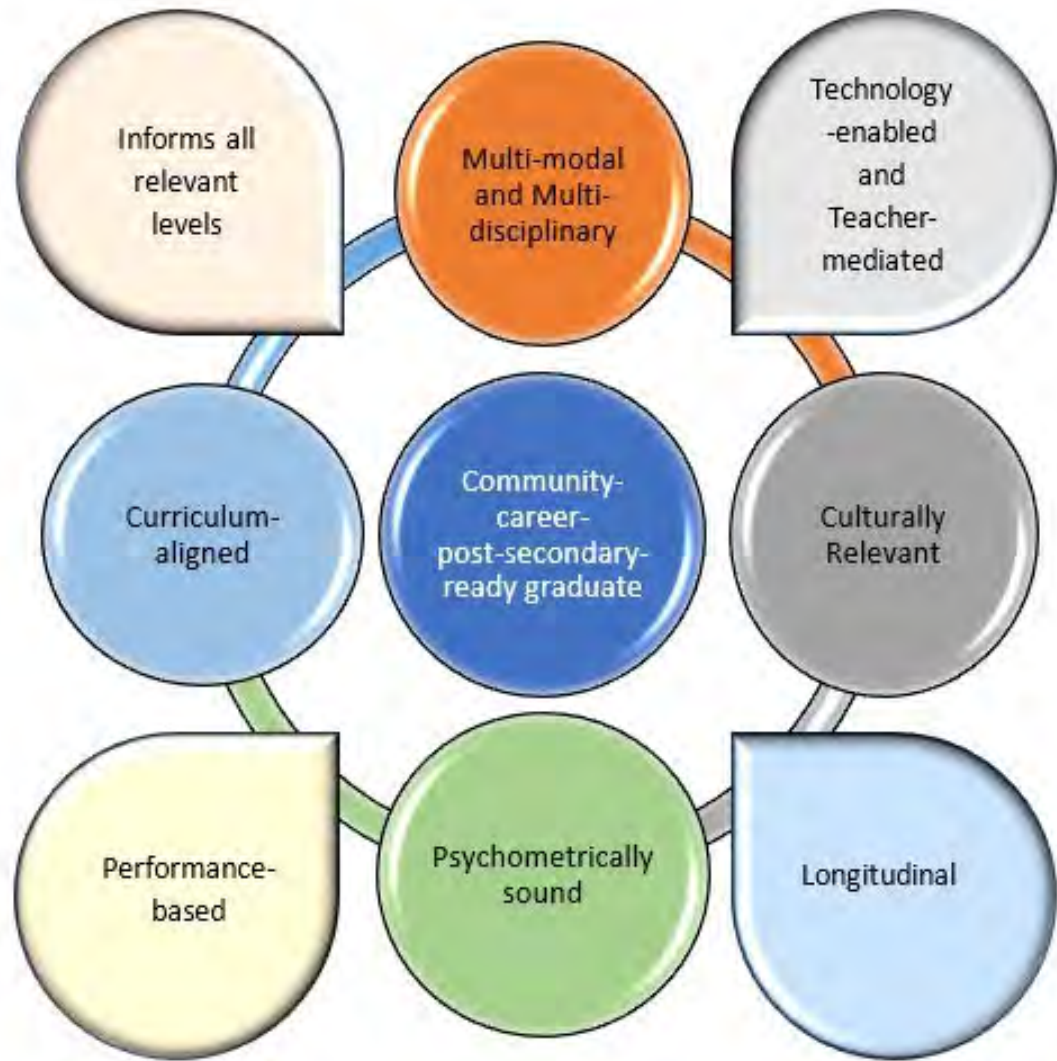
MULTI-TIERED, USER-FRIENDLY **BANK OF PSYCHOMETRICALLY-SOUND ASSESSMENT ITEMS** SELECTED BY TEACHERS AT APPROPRIATE TIMES (INFORMED BY INSTRUCTIONAL PROGRESS, STUDENT INTEREST, AND CURRICULAR DIRECTION) DURING THE YEAR AND ROLLED UP INTO AN OVERALL PICTURE AT THE END OF THE YEAR.



AVAILABLE FOR **ALL** (OR MOST) **CURRICULA AT ALL GRADE LEVELS**



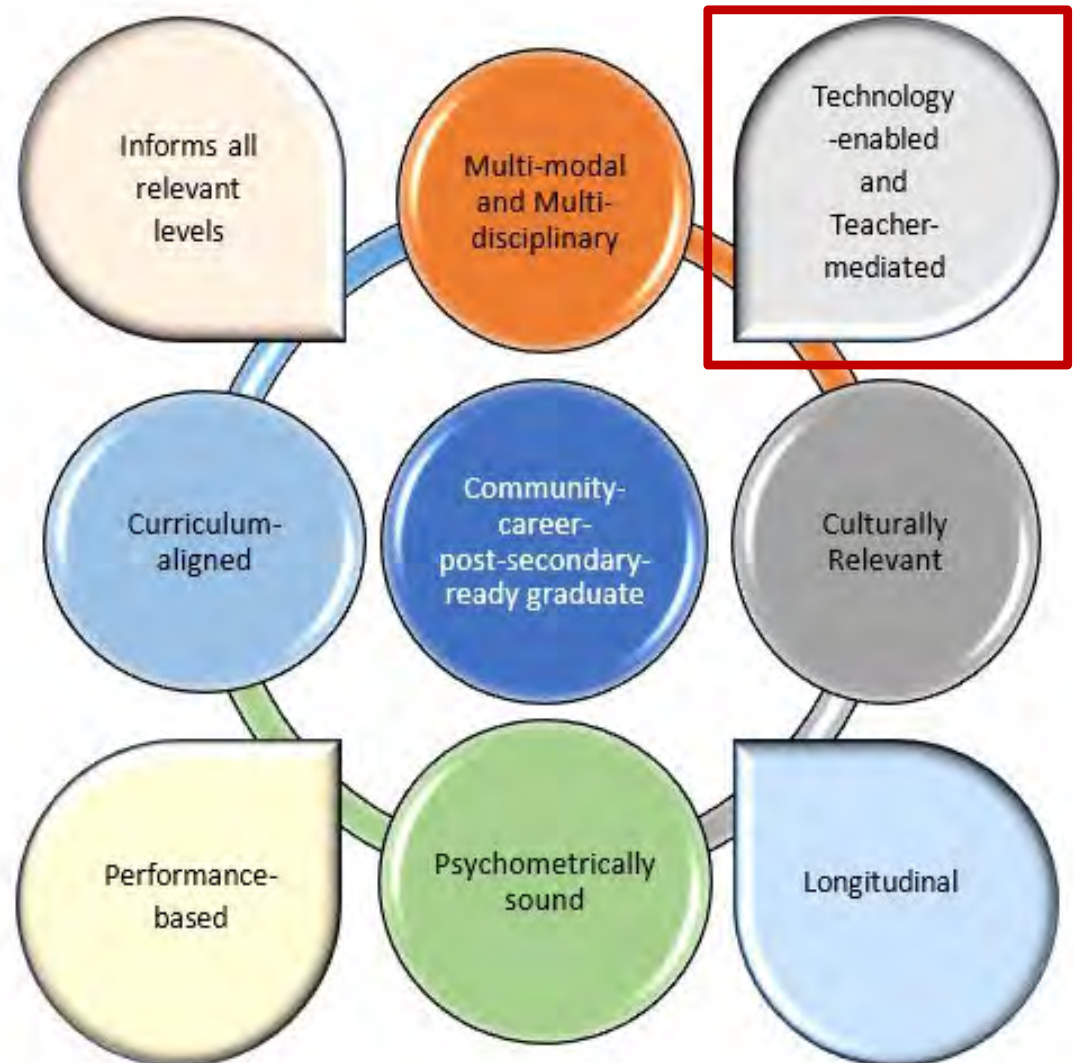
**THE OUTER RING:
ASSESSMENT
PROCESS AND
DESIGN FACTORS**



BASED ON CURRICULUM LEARNING OBJECTIVES, OUTCOMES AND INTENTIONS; TEACHERS ARE EMPOWERED TO DECIDE WHEN, WHO, AND WHAT WILL BE ASSESSED;

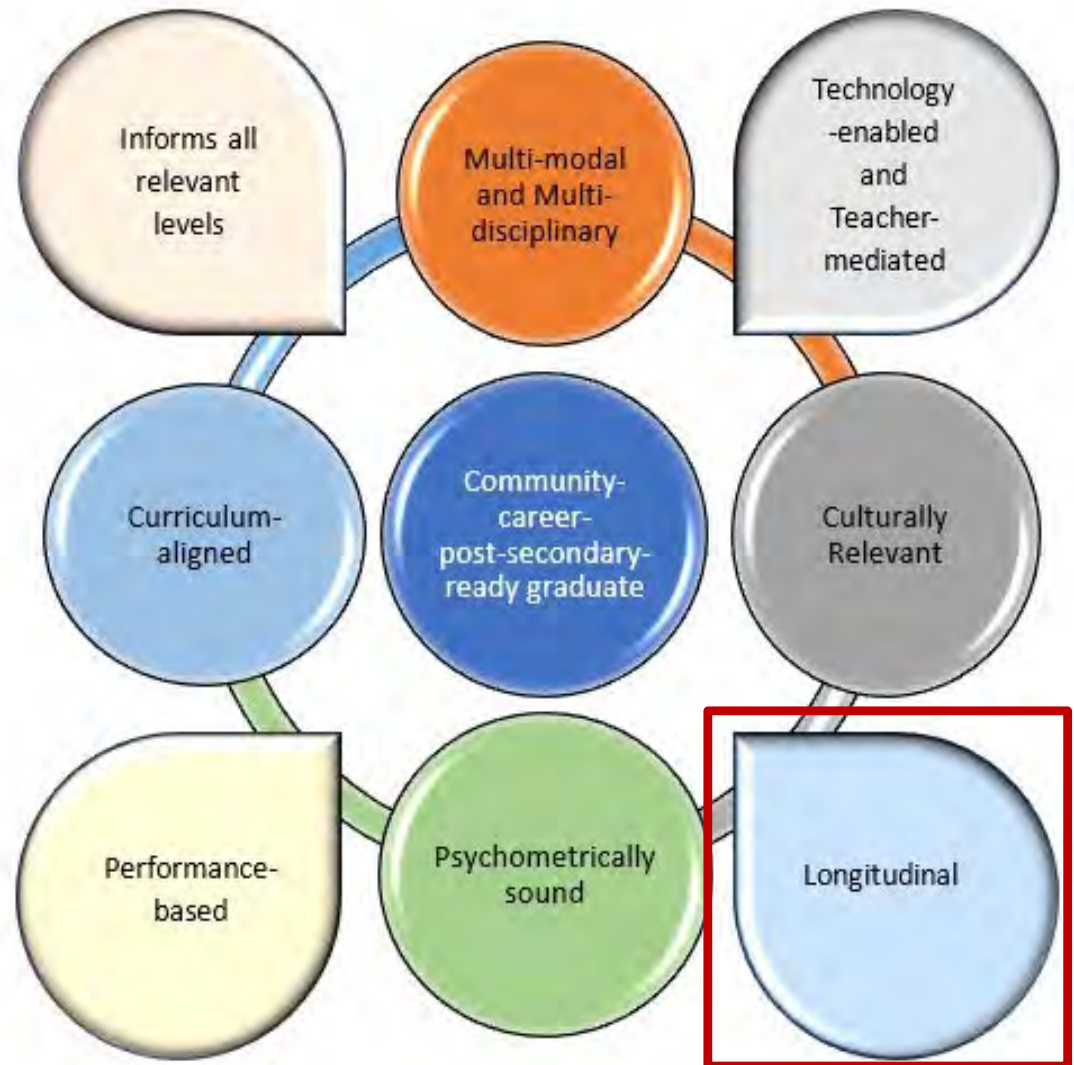
AGGREGATE AND SUB-GROUP RESULTS ARE PROVIDED AND ACHIEVEMENT STANDARDS ALIGNED WITH RECOMMENDED CURRICULUM SCOPE AND SEQUENCE PROGRESSIONS; AND

USES INNOVATIVE AND INFORMATIVE MEANS OF REPORTING RESULTS – INCLUDING DIAGNOSTIC INFORMATION TO SUPPORT NEXT STEPS FOR CLASSROOM INSTRUCTION



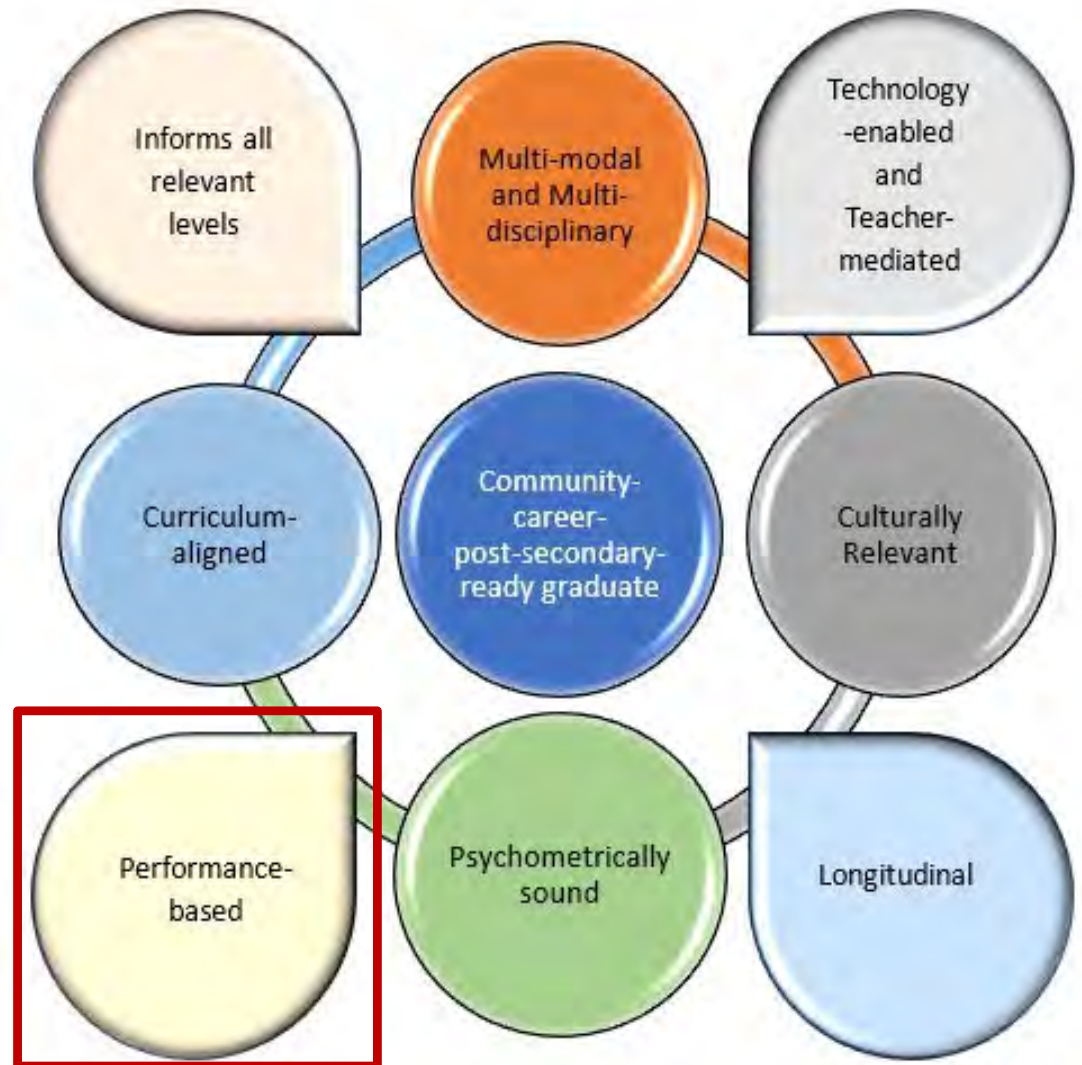
REFRAME THE NARRATIVE AWAY FROM STANDARDS AND ACCOUNTABILITY AND TO MOVE IT TOWARD PROGRESS/GROWTH ... HIGH ACHIEVEMENT AND HIGH STANDARDS ARE ESSENTIAL, BUT THE WAY TO GET THERE IS THROUGH A NARRATIVE FOCUSED ON PROGRESSION AND GROWTH.

UNDERSTAND GROWTH AND IMPROVEMENT AND PROVIDE TEACHERS WITH INFORMATION TO HELP THEM PINPOINT WHAT THEY OUGHT TO DO NEXT INSTRUCTIONALLY GIVEN WHERE STUDENTS ARE ON THEIR GROWTH CONTINUUM AT ANY POINT IN THE YEAR.



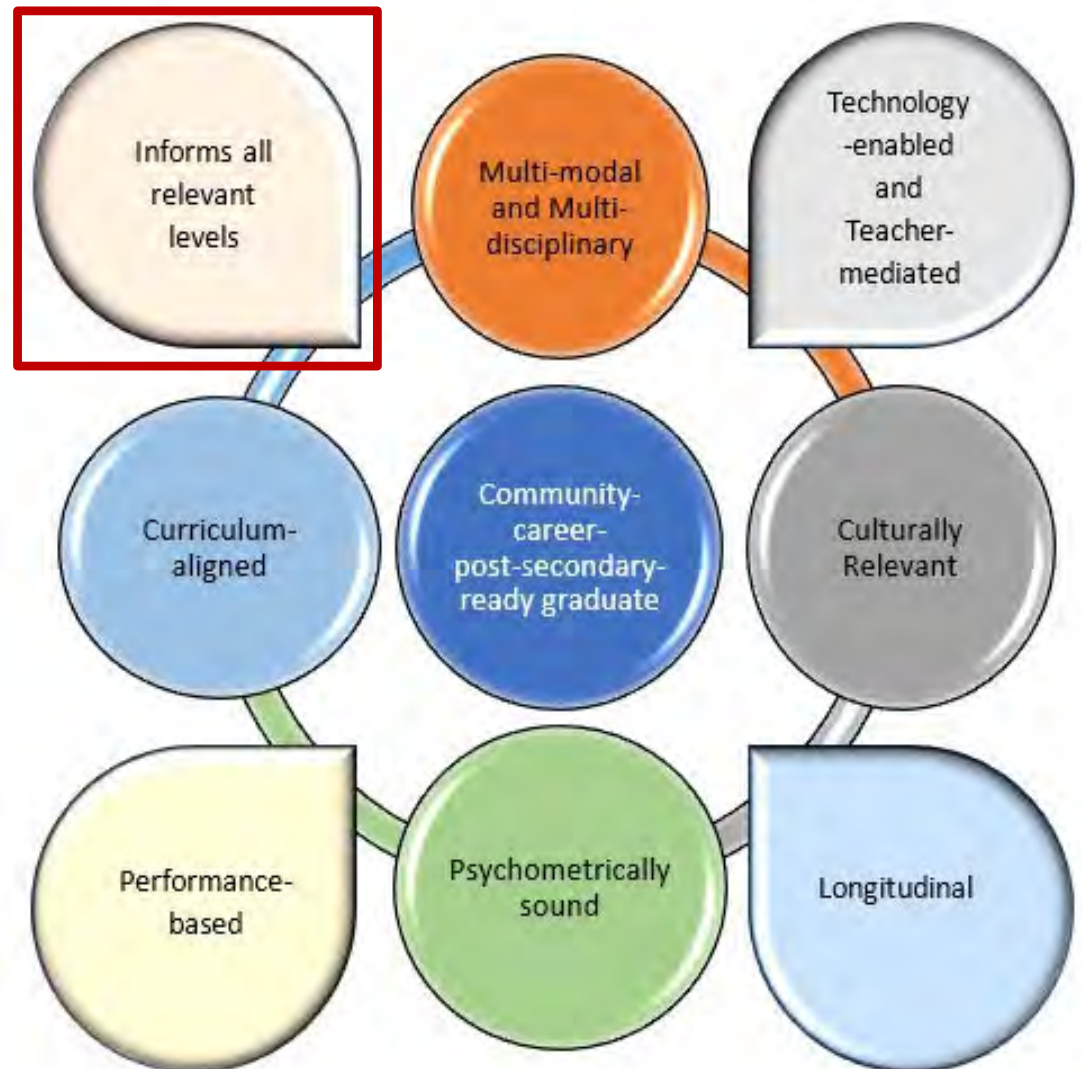
MEANINGFUL, HIGH-QUALITY ASSESSMENTS [THAT] ALLOW STUDENTS TO DEMONSTRATE THEIR MASTERY OF THE SKILLS AND CONCEPTS BEING TAUGHT WHEN THEY HAVE MASTERED THEM

AUTHENTIC, COMPLEX PROBLEMS THAT ARE MEANINGFUL LOCALLY AND ALLOW DEMONSTRATION OF THE WAYS SKILLS ARE INTEGRATED AND ALIGNED IN THE REAL WORLD



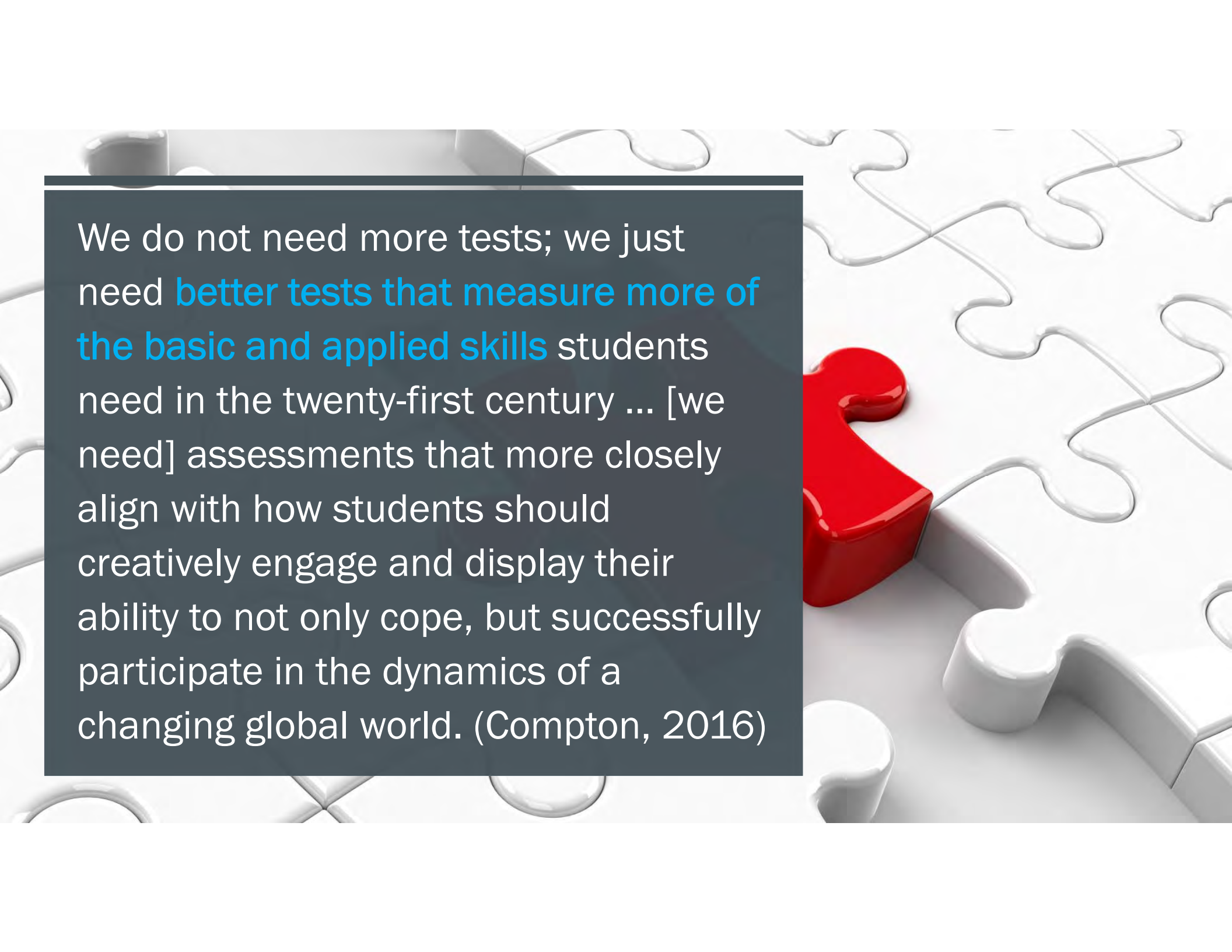
BALANCED ASSESSMENT APPROACH
THAT FULFILLS THE GUIDING
PRINCIPLES UNDERLYING THIS
PROJECT:

- PROVINCIALY RELEVANT
- DIVISION AND SCHOOL RELEVANT
- FAMILY CENTRIC
- TEACHER MEDIATED





Y mustu s# #
«us#k£ i μ#
~ ` |m#t#sfic» #

The background of the slide features a collection of white puzzle pieces scattered across a light surface. One puzzle piece, located in the lower right quadrant, is a vibrant red color and stands upright, contrasting with the other pieces that are lying flat. The lighting creates soft shadows, giving the pieces a three-dimensional appearance.

We do not need more tests; we just need **better tests that measure more of the basic and applied skills** students need in the twenty-first century ... [we need] assessments that more closely align with how students should creatively engage and display their ability to not only cope, but successfully participate in the dynamics of a changing global world. (Compton, 2016)

A 3D rendering of a puzzle with one red piece standing out among many white pieces. The puzzle pieces are arranged in a grid, and the red piece is positioned in the lower right quadrant. The background is a light gray color.

AND

We need to use what we learn from those “better tests” to help us **track our progress** toward achieving our objective (producing life-ready graduates) over time.

WHAT CAN TRUSTEES DO?

- Review Ministry's assessment plan and ask for explanations about how the plan aligns with the conceptual framework.
- Review current (and future) division assessment plans with administration, ensure the plan aligns (as much as possible within the "control" of the division) with the conceptual framework.
- Make sure that divisions are clear about what they are measuring through assessment, how those factors are represented in curriculum, and how plans to improve are both aligned with curriculum and the assessment plan and data gathered via assessments.

THANKS
