



Communicating Assessment Results to Families

CCSSO ICCS Topical Meeting | December 8, 2014



Achieve's CCR Data Visualization Project



◆ Goal

Advance knowledge and capacity across states about how to report student-level assessment results in ways that **maximize understanding and use** by teachers, school leaders and families.



Achieve's CCR Data Visualization Project



◆ Strategy

Produce sample student-level reports that have been tested and validated by families, and sample student-level reports for educators that have been tested and validated by teachers and school leaders.



Achieve's CCR Data Visualization Project



◆ Process

We are working with Tembo, Inc. to develop sample ELA and mathematics reports for elementary, middle and high school, along with communication materials/guides.

We are working with several partners to glean several rounds of feedback from families, teachers and school leaders.



Findings: Overall



- ◆ **Information overload is a very real problem**
 - Families prefer reports to be short with guidance on how to dig deeper
 - Our strategy is to emphasize only the most important information on page 1 and use subsequent pages to go into greater detail
- ◆ **Families are looking for clear, actionable guidance**
- ◆ **Families need support in interpreting and acting on information in reports**
 - Legends in close proximity
 - Explanatory materials, numbers to call
 - Alignment with the information that teachers have



EARLY DRAFT sample ELA family report (version 1.1!)



2017 SAMPLE ASSESSMENT ENGLISH LANGUAGE ARTS FAMILY REPORT

DAVID CARTWRIGHT
Tembo Elementary School

GRADE 5
Tembo School District

WHY THIS ASSESSMENT

David completed the Sample Assessment in English Language Arts in Spring 2017. The assessment has three goals:

1. Measure how well David's knowledge and skills meet what is expected in Grade 5 English Language Arts by Tembo State.
2. Evaluate if David is ready for the next grade level.
3. Provide information to families, educators, and schools so that everyone can help prepare students to graduate from high school ready for college, careers, and citizenship.

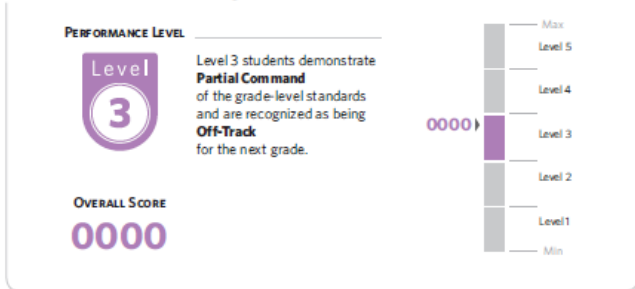
WHAT THE RESULTS MEAN

This report will help you answer many questions about David's knowledge and skills.

- What is David's Overall Score?
- How did David perform compared to other students in Grade 5?
- How well did David learn specific knowledge and skills in Grade 5 English Language Arts?
- Is David well prepared for Grade 6?
- What are David's strengths?
- What are the areas that David should focus on?

For more information about this report, please do not hesitate to contact your child's teacher or principal, or contact Tembo School District's family outreach specialist at (800) 555-4234.

DAVID'S PERFORMANCE ON THE 5TH GRADE ENGLISH LANGUAGE ARTS ASSESSMENT



NEXT STEPS

Review the second page of this report to see the categories that make up their overall score and to see how David performed compared to other students at the same grade level in their school, district, and state.

ENGLISH LANGUAGE ARTS DETAILS

PERFORMANCE LEVEL **Level 3** OVERALL SCORE **0000**

LEVEL 3 STUDENTS:

- Address the prompts and provide effective development of ideas, including when drawing evidence from multiple sources, in the majority of instances demonstrating purposeful and controlled organization.
- Develops topic and/or narrative elements in a manner that is largely appropriate to the task, purpose, and audience.
- Provides effective development of the topic and/or narrative elements, using reasoning, details, and/or description.
- Demonstrates coherence, clarity, and cohesion and includes an introduction and/or conclusion.

ENGLISH LANGUAGE ARTS SCORING CATEGORIES

The English Language Arts Overall Score is made up of four scoring categories — Reading, Writing, Listening, and Research & Inquiry. The scores are based on David's answers to questions in each of these categories. They range from scores of 0 to 80. Scores of 60 and higher are considered At or Above Mastery. Scores of below Mastery indicate areas of improvement.

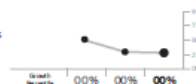
READING	WRITING	LISTENING	RESEARCH & INQUIRY
Students can read closely and analytically to comprehend a range of increasingly complex literary texts.	Students can produce effective and well-grounded writing for a range of purposes and audiences.	Students can employ effective speaking and listening skills for a range of purposes and audiences.	Students can engage in research and inquiry to investigate topics and to analyze, integrate, and present information.
At/Above Mastery 0000	Below Mastery 0000	Below Mastery 0000	At/Above Mastery 0000

DAVID'S ELA PERFORMANCE LEVEL OVER THE PAST 3 YEARS



DAVID'S ELA GROWTH OVER THE PAST 3 YEARS

In 2017, David showed growth that was the same or better than 00% of David's academic peers across Tembo State.



DAVID'S PERFORMANCE COMPARED

Percent of students in each Performance Level.

	Tembo Elementary	Tembo District	Tembo State	Comparison
Level 5	00%	00%	00%	00%
Level 4	00%	00%	00%	00%
Level 3	00%	00%	00%	00%
Level 2	00%	00%	00%	00%
Level 1	00%	00%	00%	00%

DAVID'S STRENGTHS

Provides effective development of the topic and/or narrative elements, using reasoning, details, and/or description.

Demonstrates the ability to be minimally accurate when quoting or referencing, showing minimal understanding of the text when referring to explicit details and examples in the text.

AREA FOR IMPROVEMENT

David has room for improvement in Listening & Speaking.

David also has room for improvement in Writing for a range of purposes and audiences.



Findings: Information Priorities



- ◆ How is my child performing according to standards/expectations?
- ◆ How well is my child performing relative to school, district, state, etc.?
- ◆ What can we do now?
- ◆ What can we expect for next year's assessment?



Findings: Language & Text



◆ Language

- Avoid **jargon** and complex language
- Use clear, **simple** language
- Use **positive**, action-oriented language
- Personalize where possible

◆ Text

- Avoid **dense blocks** of text...use short phrases, bullets, **bold** the most important words
- Avoid **small text size**
- Use different font treatments

PERFORMANCE LEVEL



Level 3 students demonstrate **Partial Command** of the grade-level standards and are recognized as being **Off-Track** for the next grade.

OVERALL SCORE

0000

WHY THIS ASSESSMENT

David completed the Sample Assessment in English Language Arts in Spring 2017. The Sample Assessment is designed to provide accurate information to students, families, and educators to help know whether students are ready for the standards of the next grade. Tests like this are just one indicator of student readiness, along with other information provided to students during the school year. When students take the Sample Assessment, they answer challenging questions designed to measure the knowledge and skills expected in Tembo State's standards for English Language Arts/literacy. These standards address reading, writing, language, and speaking and listening and build from kindergarten through high school. The Sample Assessment is an important part of Tembo State's efforts to help all students graduate from high school ready for postsecondary education, careers and citizenship.

WHAT THE RESULTS MEAN

This report provides a picture of David's knowledge and skills according to Tembo State's English standards for the 5th grade. The report provides an overall score that indicates David's level of knowledge and skills for this grade, and indicates, based on the assessment, whether your child is well-prepared for the expectations of the next grade. The information in this report provides a tool for you to talk with David's teachers about the progress David is making and to discuss any questions or concerns you may have. To help these conversations focus on more specific, individual student strengths and needs, the report provides detailed information about how well David has learned specific knowledge and skills within the English standards. If you have questions while reading this report, please do not hesitate to contact your child's teacher or principal, or contact Tembo School District's family outreach specialist at (800) 555-1234.



Findings: Visual

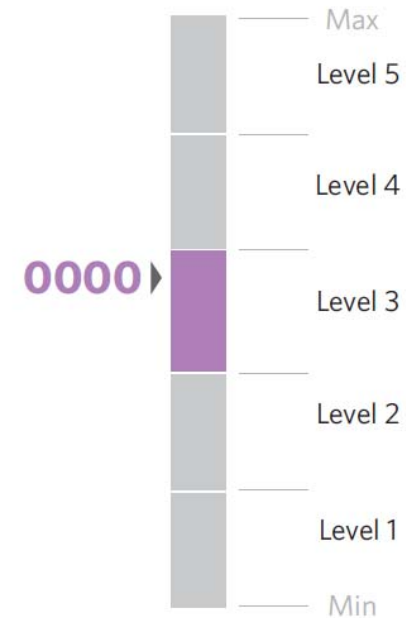


◆ Graphics

- Families like well-organized, simple graphs but will have challenges interpreting graphs with a lot of information
- **Test all graphics well!**

◆ Color

- Families respond well to **multiple, bright colors**
- Families are also easily confused if the same color is used across different graphics for different things



DAVID'S ELA PERFORMANCE LEVEL OVER THE PAST 3 YEARS



Findings: Access and Timing



◆ Access

- Families want to be able to access the reports in multiple ways – some prefer being able to access online and others to see (and archive!) hard copies (also supported by May & Robinson 2007)

◆ Timing

- By the time many families have access to reports, they are already well into the next school year - what are the implications of this for the theory of action behind the reports?





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