Transforming Effective Instructional Practices into Effective Assessment Practices for At-Risk Students

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The North Carolina ABCs of Public Education Program

- Yearly End-of-Grade (EOG) tests are administered in grades 3 through 8.
- Expected growth is calculated each year at each grade level.
- High stakes are attached to demonstrated growth.

North Carolina's Growth Prediction Model

Expected Growth =

$$b_0 + (b_1 \times ITP) + (b_2 \times IRM)$$

Purpose of My Primary Study

To investigate possible predictive relationships between socioeconomic, financial, and demographic factors (i.e. extraneous variables) and North Carolina EOG growth scores.

Two Approaches Taken in My Primary Study

- Updating the State Formula
- Expanding the State Formula

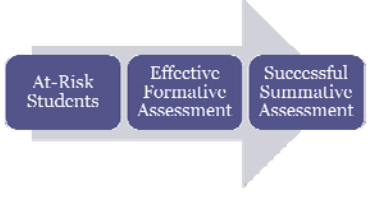
Definitions of Extraneous Variables Used in My Primary Study

- Socioeconomic
  - Percent of Students Who Received Free or Reduced Lunch
- Financial
  - Per Pupil Expenditures
  - Per Capita Income
  - County Appropriations
- Demographic
  - Gender
  - Race
  - Parents as College Graduates

Conclusions from My Primary Study

- My updated model analysis: Provided noteworthy, albeit unexpected, results concerning the predictive power of the state's formula
- My expanded model analysis: Provided results indicating that consideration of extraneous variables is valid
- My residual analysis: Provided results indicating that extraneous variables contribute to prediction of growth

From My Primary to My Secondary Study



Responsibility for Learning (Pearson & Gallagher, 1983)

Best Classroom Practices	Formative Assessment Techniques
• Self-Regulation • Metacognition • Cooperative Learning	• Supply students with copies of pacing guides/curriculum maps to provide them with direction and focus, a clear picture of their progress, and purpose for assessment • Students should physically chart their progress with regard to actual Standard Course of Study objectives and goals upon being assessed

Meaningful and Authentic Tasks (Van Merriënboer, Kester, & Paas, 2006)

Best Classroom Practices	Formative Assessment Techniques
• Engaged Learning • Authentic Learning	• Performance based tasks should be central to assessment activities • Feedback on assessment tasks must be immediate so as to encourage further learning through assessment and enduring skills

Intensified Instruction (Newmann, Bryk, & Nagaoka, 2001)

Best Classroom Practices	Formative Assessment Techniques
• Rich Curriculum • Rigorous Standards	• Assessments should focus on higher order skills • Assessment and instruction should be inseparable

Curricular Integration (Kovalik & Olsen, 1994)

Best Classroom Practices	Formative Assessment Techniques
• Constructivist Teaching • Problem Based Learning	• Use formative assessments to evaluate both content and process • Make the processes inherent in assessments just as appropriate as content knowledge being evaluated

References

Kovalik, S., & Olsen, K. (1994). *Integrated thematic instruction: The model (3rd Ed.).* Kent, WA: Susan Kovalik and Associates.

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Pearson, P. D., & Gallagher, M. (1983). The instruction of reading comprehension. *Contemporary Educational Psychology, 8*, 317-344.

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Participant Questions, Comments, Examples