



# Phase 2: Identifying and Prioritizing Assessment Characteristics & Evidence of Assessment Quality

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*Portsmouth, NH*

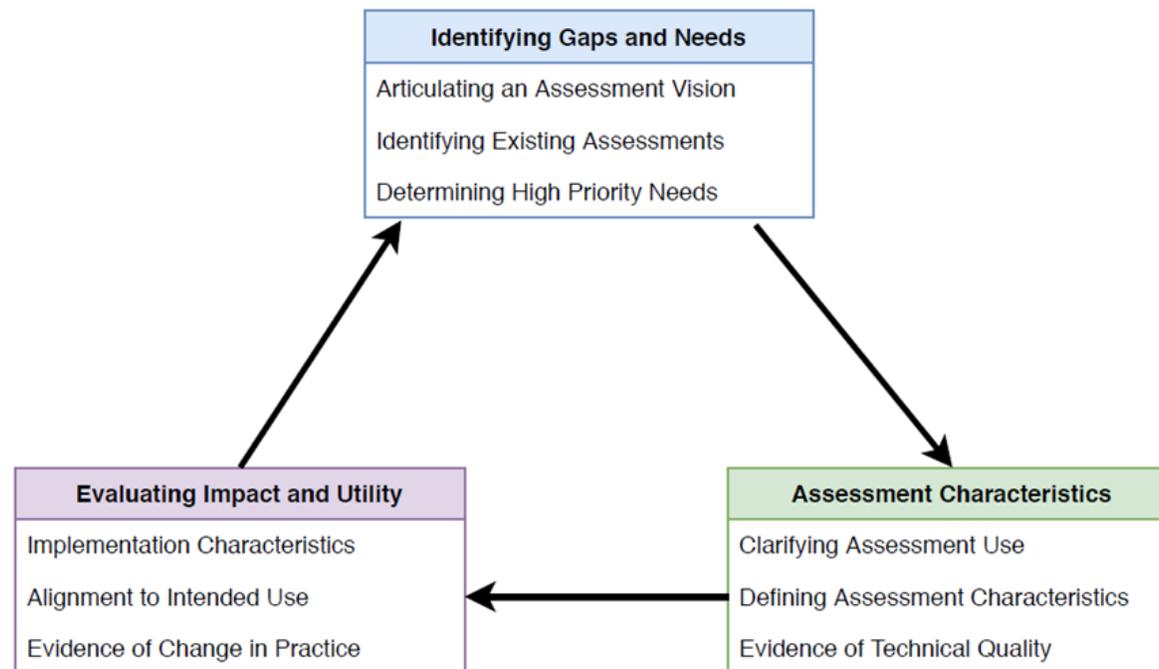
September 26-27, 2019



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# Toolkit Overview

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# Purpose of Phase 2

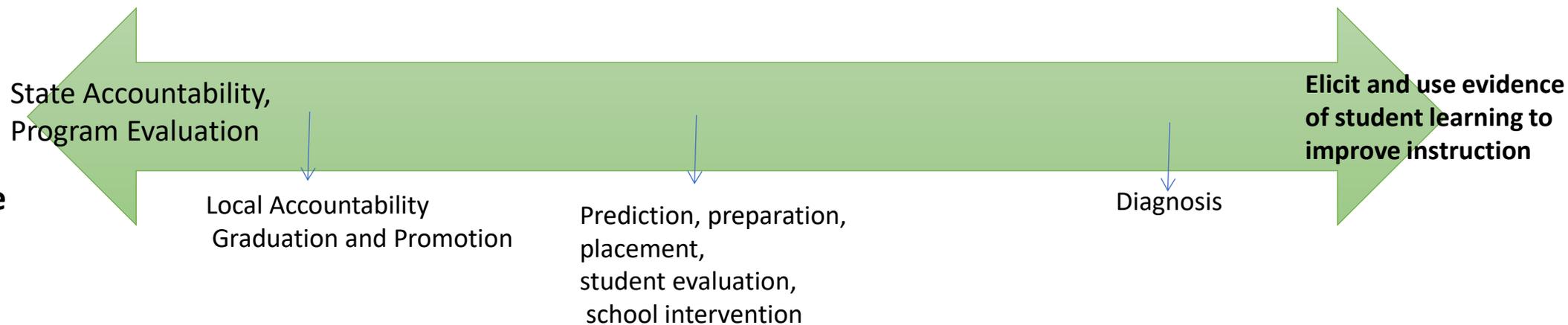
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The purpose of Phase 2 three-fold:

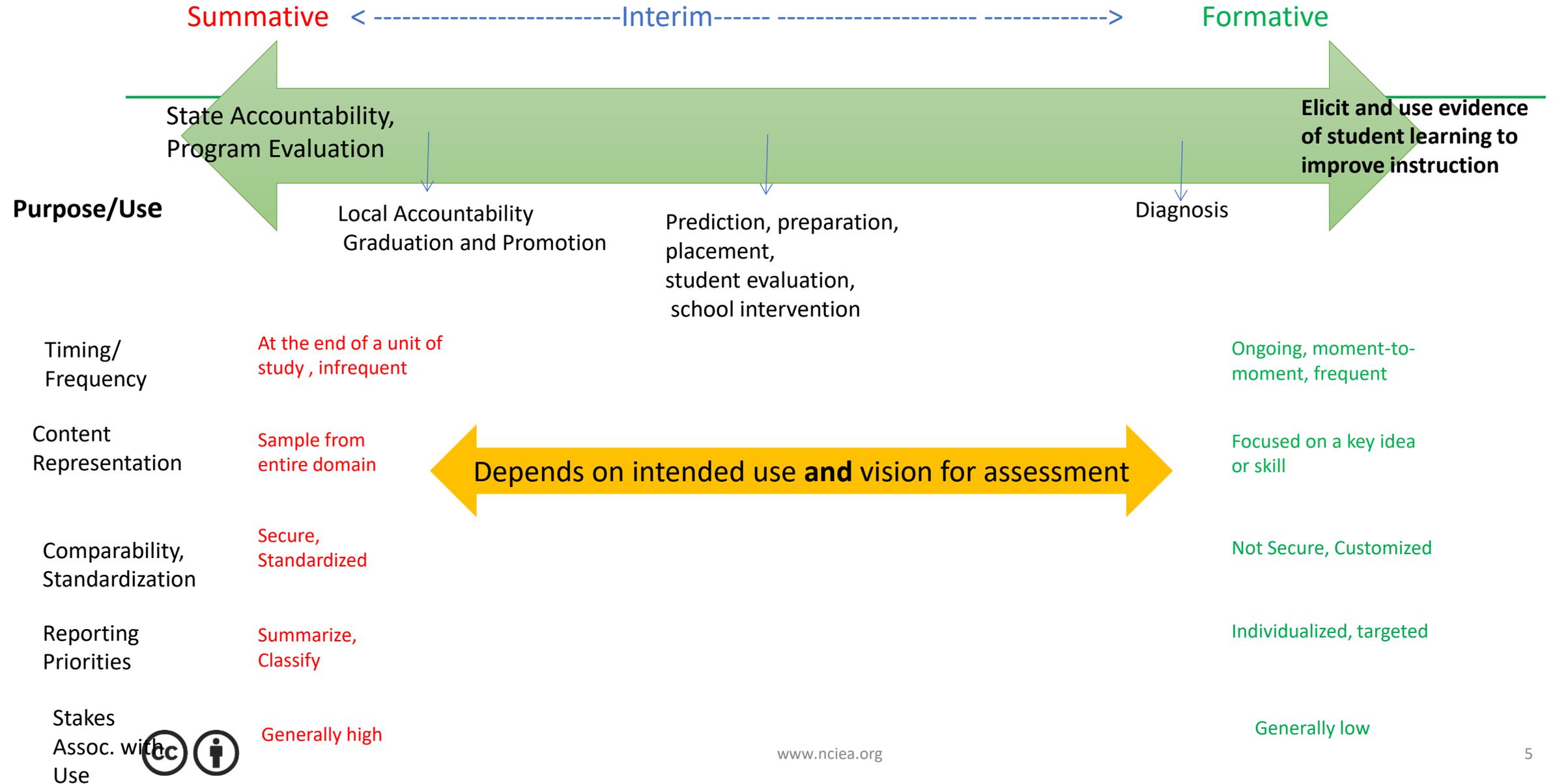
1. to help districts articulate the range of characteristics and features a formal interim assessment should demonstrate to provide for scores and information that will:
  - meet a district's high priority assessment information need
  - allow for results to be interpreted and used as intended; and
  - reflect the district's vision for teaching, learning and assessment
2. help users understand and identify the types of evidence necessary to support decisions about the appropriateness of an interim assessment given its intended interpretation and use
3. build assessment literacy

# Use Continuum

Summative <-----Interim-----> Formative



# Use Continuum

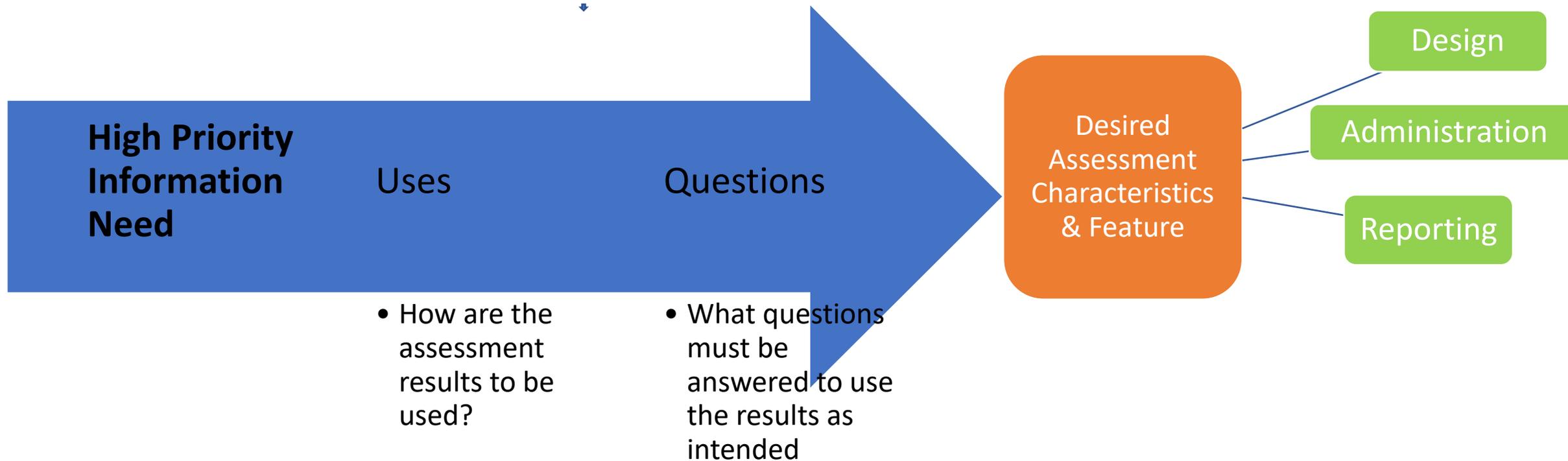


# Contribution of the Vision for Learning/Assessment

	Elements of Vision	Informs decisions about
Student	<ul style="list-style-type: none"> <li>• What does student success look like?</li> <li>• What kind of assessment information do students need?</li> <li>• How should students use and interact with assessment data to promote learning?</li> </ul>	<ul style="list-style-type: none"> <li>• Item types and tasks</li> <li>• Frequency of administration</li> <li>• Flexibility around who/when test are administered</li> <li>• Claims to be made with assessment results</li> <li>• Requirements for comparability</li> </ul>
Teacher	<ul style="list-style-type: none"> <li>• What is most important for students to learn?</li> <li>• How do students learn best?</li> <li>• What type and frequency of assessment information is necessary to facilitate learning?</li> </ul>	
School/ District	<ul style="list-style-type: none"> <li>• What type of assessment information do principals and district leaders need?</li> <li>• How should the information be used?</li> </ul>	

# Phase 2- Operationalizing the Need

## District's Vision for Teaching, Learning and Assessment



# Why Specify Questions?

Clarifies	Exemplar Questions
The level of granularity at which information is desired	<p>What is Charlie’s current reading comprehension level?</p> <p>Which content domains (e.g., reportable categories) are my students struggling with the most?</p>
The claims and interpretations to be supported with the assessment results.	<p>Which students “mastered” the content standards associated with this unit?</p> <p>How effective is the new curriculum at supporting student understanding of the standards?</p>
The level of comparability that will be required	Which schools in the district has the largest percentage of students that are on-track to be proficient on the summative assessment at the end of the year.
The number and frequency of administrations	How much has Billy’s understanding of fractions progressed since the beginning of the school year?

# Ultimate Goal of Phase 2

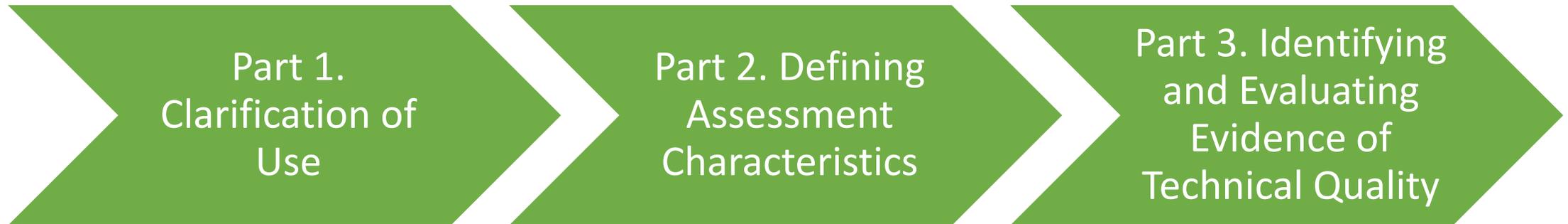
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Engaging in this purposeful analysis will help those charged with selecting/designing and implementing interim assessment solutions to:

- more effectively and efficiently engage in the review and evaluation of assessment options;
- facilitate discussion of assessment needs with stakeholders and vendors; and
- identify resources, supports and guidance that will be necessary to support implementation (vendor, state, or locally provided).

# Structure of Phase 2

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## Phase 2: Small Group Activity

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# Phase 2 Small Group Activity

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## Goal:

- Focus on Phase 2, Part 2
- Capture feedback that helps us think about how best to support districts engage with the tool in a meaningful way.

## Directions:

- You have each been provided with a document entitled “Assessment Characteristics: Examples for Activity 2”
- At your table we would like you to select one of these options to be the focus of your table discussion.
- Take 10-15 minutes to quickly read the questions and options (only the first column) provided in the Phase 2 tool. (Note: these start on page 7)
- Once you are done, respond to the questions that follow *as a large group*. Notes will be taken by the facilitator.

# Example: Question #1

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1. Should the assessment(s) measure only on-grade-level content, or is it appropriate/necessary to measure content addressed above or below a student's grade level? (Select one)

Options		Examples for when it might apply
a.	Test items must align to grade-level content standards.	The primary goal is to make inferences about a student's performance relative to the content expectations defined for that grade level.
b.	Test items may align to on and off grade-level content standards.	The primary goal is to: <ul style="list-style-type: none"> <li>• identify where a student falls along a learning progression that spans across multiple grade levels, or</li> <li>• identify the knowledge and skills a student has/has not mastered within a content area/domain regardless of the grade-level with which he/she is associated.</li> </ul>

*If you answered 'a' to Question #1, then go to question #2.*

*If you answered 'b' to Question #2, then go to question #3.*

# Phase 2 Small Group Activity – Key Questions

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1. What, if any, additional context or background information would need to be collected or considered in order to respond to these questions (e.g., intended test takers, desire to purchase existing or develop customized assessments)?
2. What additional information related to test use, score interpretation or the data/information desired is needed to respond to these questions?
3. The Phase II tool asks users to think a lot about the characteristics of an assessment aligned to a high priority need. Who would need to be at the table to respond to these kinds of questions targeting assessment design? What knowledge and experience would be helpful?
4. Based on your brief review, what resources or supports would be helpful to respond to these questions? How should a user be supported to meaningfully engage in this self-reflection process based on any challenges they might face in completing this tool?
5. What additional comments or recommendations do you have related to this Phase of the tool? (If there is time)