

RILS 2020: Implications of the COVID-19 Pandemic on Assessment and Accountability

Agenda

Strand	Topic	Schedule	Description
1	Assessment for Fall 2020	August 11 3:30-5:00pm	<p>Assessment for Fall 2020</p> <p>This webinar is based on a CCSSO-sponsored paper focused on assessment considerations for fall 2020. We challenge the use of terminology such as “diagnostic assessment” and focus instead on specific use-cases associated to help educators and leaders think about how best to support student learning during the 2020-2021 school year.</p> <p>Agenda</p> <p>3:30 Welcome, introductions, Zoom and webinar protocols</p> <p>3:35 Scott Marion, Brian Gong, and Will Lorie: Presentation of CCSSO paper as part of the larger CCSSO Reopening Project</p> <p>4:05 Shelly Loving-Ryder, Associate Commissioner, VA DOE— Assessment plans and guidance from Virginia</p> <p>4:15 Peter Leonard, Director of Assessment, Chicago Public Schools— Assessment plans and guidance from Chicago Public Schools</p> <p>4:25 Lorrie Shepard, Distinguished Professor, University of Colorado Boulder—Why teachers shouldn't give kids standardized tests when school starts</p> <p>4:40 Panelist and presenter interactions</p> <p>4:45 Questions from the chat</p> <p>4:57 Closing</p> <p>5:00 Adjourn</p>
1	Introduction to Professional Assessment Literacy Modules	August 18 3:30-5:00pm	<p>This webinar will introduce participants to the Center’s Classroom Assessment Learning Modules and how they can be used within schools, districts, and states to build educators’ assessment literacy. Selected panelists from districts and states will address how the modules could be used in their context and offer insights to improve the practice of classroom</p>

			assessment, especially in the context of disruptions due to COVID-19.
1	Classroom and district assessment in a remote or hybrid context	September 16 1:00-2:30pm	How does assessment need to change to generate meaningful evidence of student learning in remote or hybrid contexts? Providing students with low-level multiple-choice questions with answers easily found on Google will not serve students or teachers. We explore and discuss in this webinar approaches to move learning forward with assessment strategies to support deeper and more authentic learning for students whether they are being educated in schools or remotely.
2	Spring 2021 Summative Assessment	September 1 3:30-5:00pm	This session will focus on implications for administering statewide summative assessments in spring 2021. It will include discussion of issues such as: test design, administration, scoring, field testing, scaling, equating, standard setting, and reporting. The goal will be to provide practical guidance to develop or refine plans for summative assessments
3	Reporting in 2020-2021	August 20 1:00-2:30pm	In this session presenters and panelists will review the opportunities and challenges associated with reporting indicators to inform school improvement in light of disruptions related to the pandemic in the prior and current academic year.
3	Calculating Growth	August 21 1:00-2:30pm	Presenters and panelists will consider how changes in the administration of statewide assessments may affect the state's effort to measure student academic growth, both for the current academic year and those that follow. Session leaders will explore various scenarios confronting states and identify guidance to address these challenges.
3	Outlook for Accountability	September 2 3:00-4:30pm	During this session state leaders and subject matter experts will discuss the procedures and data considered to inform decisions about accountability system design and implementation in SY 2020-2021. Discussion will focus on short and long term issues impacting states' existing ESSA systems (e.g., missing data, ability to support comparable interpretations of results) and topics that extend beyond

			accountability identification, such as the potential role of low stakes data in supporting school improvement initiatives.
3	Entry/ Exit Identification Issues	August 25 1:00-2:30pm	During this session state leaders and subject matter experts will discuss the specific case of identifying and exiting schools for Comprehensive and Additional Targeted Support and Improvement in the face of COVID-related closures in school year 2020-2021. Discussion will focus on missing data and the ability to support comparable interpretations of results over time as it relates to sustained improvement and identifying the lowest performing schools and subgroups. Special attention will be paid to the impact of shortened and virtual school years on the impact of school improvement initiatives on improved practice.