



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

### Agenda

Date/ Time	Session
<b>August 11, 2020</b> <b>3:30-5:00pm EDT</b>	<b>Assessment for Fall 2020</b>  This webinar is based on a CCSSO-sponsored <a href="#">paper</a> 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. <b>Agenda</b> 3:30 Welcome, introductions, Zoom and webinar protocols 3:35 <b>Scott Marion, Brian Gong, and Will Lorie</b> : Presentation of CCSSO <a href="#">paper</a> as part of the larger <a href="#">CCSSO Reopening Project</a> 4:05 <b>Shelly Loving-Ryder</b> , Associate Commissioner, VA DOE— Assessment plans and guidance from Virginia 4:15 <b>Peter Leonard</b> , Director of Assessment, Chicago Public Schools— Assessment plans and guidance from Chicago Public Schools 4:25 <b>Lorrie Shepard</b> , Distinguished Professor, University of Colorado Boulder— <a href="#">Why teachers shouldn't give kids standardized tests when school starts</a> 4:40 Panelist and presenter interactions 4:45 Questions from the chat 4:57 Closing 5:00 Adjourn
<b>August 18, 2020</b> <b>3:30-5:00pm EDT</b>	<b>Introduction to Professional Assessment Literacy Modules</b>  This webinar will introduce participants to the Center’s <a href="#">Classroom Assessment Learning Modules</a> 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 assessment, especially in the context of disruptions due to COVID-19. <b>Agenda</b> 3:30 Welcome & Introductions 3:40 <b>Carla Evans</b> : Purpose of the Classroom Assessment Literacy <a href="#">Modules</a> 4:00 <b>Jeri Thompson</b> : Use of the Classroom Assessment Literacy <a href="#">Modules</a> 4:20 <b>Stephanie DiStasio</b> , Director of the Office of Personalized Learning, South Carolina Department of Education



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	<p>4:30 <b>Danielle Murray</b>, Supervisor of Elementary Curriculum and Instruction, Penn Delco School District, Pennsylvania</p> <p>4:40 <b>Kadie Wilson</b>, Assistant Superintendent, School Administrative Unit #9 (Conway, Jackson, &amp; Bartlett, New Hampshire)</p> <p>4:50 Questions from the chat</p> <p>5:00 Closing and adjourn</p>
<p><b>August 20, 2020</b> <b>1:00-2:30pm EDT</b></p>	<p><b>Reporting in 2020-2021</b></p> <p>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.</p> <p><b>Agenda</b></p> <p>1:00 Welcome, introductions, Zoom and webinar protocols</p> <p>1:10 Overview of CCSSO Paper “Accountability Interrupted: Guidance for Collecting, Evaluating, and Reporting Data” <b>Chris Domaleski, Michelle Boyer, and Carla Evans</b>, Center for Assessment</p> <p>1:40 Introduction of Panel</p> <p>1:45 <b>Lane Carr</b>, Director of Accountability, Nebraska Department of Education</p> <p>1:55 <b>A. Rae Clementz</b>, Accountability Director, Illinois State Board of Education</p> <p>2:0 <b>Donna Johnson</b>, Director of Accountability, District of Columbia, Office of the State Superintendent of Education</p> <p>2:15 Moderated Q&amp;A</p> <p>2:30 Adjourn</p>
<p><b>August 21, 2020</b> <b>1:00-2:30pm EDT</b></p>	<p><b>Calculating Growth</b></p> <p>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.</p> <p><b>Agenda</b></p> <p>3:30 Welcome, introductions, and warm-up</p> <p>3:40 An overview of the analytic issues</p> <p>3:50 Analytic solutions to calculating and using skip-year growth</p> <ul style="list-style-type: none"> <li>• Preliminary skip-year versus one-year growth comparisons.</li> <li>• Baseline skip-year growth rates for 2021 use: Evaluating overall impact as well as differential impact for different groups.</li> <li>• Growth approaches with non-representative data.</li> </ul> <p>4:20 Accountability Issues</p> <p>4:40 Questions from the chat</p> <p>5:00 Closing and adjourn</p>



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<p><b>August 25, 2020</b> <b>1:00-2:30pm EDT</b></p>	<p><b>Entry/ Exit Identification Issues</b></p> <p>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.</p> <p><b>Agenda</b></p> <p>1:00 Welcome, introductions, Zoom and webinar protocols</p> <p>1:10 Overview of CCSSO Paper “Entry and Exit Guidance for States in School Year 2020-2021” <b>Juan D’Brot, Chris Brandt, and Erika Landl, Center for Assessment</b></p> <p>1:30 Moderated Q&amp;A Related to Paper</p> <p>1:40 Introduction of Panel</p> <p>1:45 <b>Shelby Robertson</b>, Director of Accountability, Ohio Department of Education</p> <p>1:55 <b>Chantel Janiszewski</b>, Education Associate, Accountability and Performance Management, Delaware Department of Education</p> <p>2:05 <b>Julie Corbett</b>, Corbett Education Consulting LLC</p> <p>2:15 Moderated Q&amp;A</p> <p>2:30 Adjourn</p>
<p><b>September 1, 2020</b> <b>3:30-5:00pm EDT</b></p>	<p><b>Spring 2021 Summative Assessment</b></p> <p>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.</p>



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<b>September 2, 2020</b> <b>3:00-4:30pm, EDT</b>	<b>The Outlook for Accountability</b>  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. <b>Agenda</b> 3:00 Welcome, introductions, Zoom and webinar protocols 3:10 Overview of CCSSO Paper "Outlook for Accountability" <b>Juan D'Brot, Erika Landl, Chris Brandt and Chris Domaleski, Center for Assessment</b> 3:30 Moderated Q&A Related to Paper 3:40 Introduction of Panel 3:45 <b>Chris Janzer, Director of Accountability, Michigan Department of Education</b> 3:55 <b>Maria Harris, Assistant Superintendent of Assessment and Accountability, Oklahoma Department of Education</b> 4:05 <b>Chad Buckendahl, ACS Ventures</b> 4:15 Moderated Q&A 4:30 Adjourn
<b>September 16, 2020</b> <b>1:00-2:30pm, EDT</b>	<b>Classroom and District Assessment in a Remote or Hybrid Context</b>  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. <b>Agenda</b> <i>Each of the three major sections of the agenda will start with a five (5) minute presentation that will conclude with a set of questions to a moderated panel of national and international experts.</i> <b>1:00 Welcome, introductions, Zoom and webinar protocols</b>  <b>1:05 Overview of the <i>Classroom Assessment Principles to Support Teaching and Learning as a framework for considering classroom assessment in remote/hybrid settings</i></b> ✓ Scott Marion & Will Lorie, Center for Assessment <b>1:30 Assessment situated within high-quality curriculum and instructional models in support of deeper learning, adapted for remote/hybrid schooling</b>



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	<p>✓ Jeri Thompson, Center for Assessment</p> <p><b>1:50 Examples of key Classroom Assessment Principles applied to remote/hybrid learning</b></p> <p>✓ Brian Gong, Carla Evans, &amp; Nathan Dadey, Center for Assessment</p> <p><b>2:25 Closing comments</b></p> <p><b>2:30 Adjourn</b></p>
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