Introduction to Classroom Assessment
Literacy Modules

Carla Evans & Jeri Thompson

Center for Assessment

Reidy Interactive Lecture Series
Leveraging Assessment to Support Teaching and Learning Strand
August 18, 2020
Zoom

• This meeting is being recorded and will be posted on the Center’s RILS webpage: https://www.nciea.org/events/rils-2020-implications-covid-19-pandemic-assessment-and-accountability

• Introduce yourself in the chat—your name and position

• Use the Q & A to ask questions

• Please stay muted during the session
Welcome & Introductions

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The National Center for the Improvement of Educational Assessment, Inc. (The Center for Assessment) is a Dover, NH based not-for-profit (501(c)(3)) corporation. Founded in September 1998, the Center’s mission is to improve the educational achievement of students by promoting improved practices in educational assessment and accountability.
The Center's COVID-19 Response Resources

State and district leaders are facing multiple concerns in response to widespread and potential long-term school closures due to the growing threat of COVID-19. The concerns are broad and consequential. Leaders are rightfully prioritizing the safety and welfare of students and the community. We have been inspired by the dedication and resourcefulness of leaders who are ensuring essential services, such as meals, are provided as well as facilitating innovative approaches to support remote learning.

Additionally, the school closures present substantial assessment and accountability implications and numerous challenges for state personnel. The Center for Assessment is poised to support our assessment and accountability colleagues around the country with technical, practical, and policy guidance and advice. We launched this page to help you efficiently find the resources you need during these uncertain times.

The resources are organized by the major categories of assessment and accountability and reflect the issues we anticipate state and district leaders will be dealing with over the next few weeks through next year. We hope you find these resources useful and if there is a question that you would like to see addressed, please email us or tweet at us. We continue to wish you all the best in these uncertain times.

Featured Resources
- Restart & Recovery: Assessment Considerations for Fall 2020
- Classroom Assessment Learning Modules to Support Re-Entry Fall 2020 & Beyond
- Meeting the Moment: A Novel Format for RILS to Address Implications of the COVID-19 Pandemic

Accountability
- School Disruption Due to COVID-19: High-Level Overview of Likely Implications and Options for Assessment and Accountability
- School Disruption Due to COVID-19: High-Level Overview of Likely Implications and Options for Assessment and Accountability
- Considering Equity Within Accountability Systems in Response to Intermittent School Closures: Making Accountability Systems Help
- The Outlook for ESSA School Accountability After COVID-19
- Dealing with Fallout from COVID-19 School Disruptions: What to do Next in Assessment and Accountability?
- Program Evaluations under COVID-19
- Rethinking School Accountability for the 2020-2021 School Year

Assessment
- We're All In This Together, Dealing Fairly with Assessment Contracts as Schools Cancel or Suspend Student Testing During the COVID-19 Crisis
- An Assessment Response to Anticipated Learning Gaps, Implications of School Closures on Assessment Needs
- In Search of Continuity of Student Learning After Extended School Closures
- Issues and Considerations that the COVID-19 Pandemic Presents for Measuring Student Growth
- Remote Learning Provides an Opportunity to Rethink Assessment (and Learning)
- Carpe Diem: Evolving Education After COVID-19
- Fall Educational Assessment: The Information You Need and How to Get It
- Summative State Assessments Can Wait
Overview of Today’s Webinar

3:30 Welcome & Introductions
3:40 Carla Evans: Purpose of the Classroom Assessment Literacy Modules
4:00 Jeri Thompson: Use of the Classroom Assessment Literacy Modules
4:20 Stephanie DiStasio, Director of the Office of Personalized Learning, South Carolina Department of Education
4:30 Danielle Murray, Supervisor of Elementary Curriculum and Instruction, Penn Delco School District, Pennsylvania
4:40 Kadie Wilson, Assistant Superintendent, School Administrative Unit #9 (Conway, Jackson, & Bartlett, New Hampshire
4:50 Questions from the chat
5:00 Closing and adjourn

Click Here to Download/View the Agenda
Purpose of the Classroom Assessment
Learning Modules
What do you see as the greatest need related to classroom assessment literacy right now? Rank order the following choices by moving the boxes up/down using the arrows that will appear when you select an option.

- Determining student learning loss
- Identifying where in the curriculum to begin instruction
- Selecting the appropriate test to give
- Determining student strengths and needs prior to a new unit of instruction
- Other (write response in the chat)
• **COVID-19** has changed the landscape of schooling across the world.

• We know that schools’ responses to the pandemic this spring did not cause **achievement gaps**—achievement gaps have been a pervasive aspect of American educational systems for as long as there has been public school.

• But achievement gaps will be **exacerbated** and **more widespread** given **students’ varied remote learning experiences and opportunity to learn**.
Searching for the Holy Grail

Since school closures and remote learning became the norm, we have received emails from school and district leaders with respect to COVID-19 achievement gaps asking some variation of this question:

What assessment do you recommend we administer when students return from remote learning in fall 2020? It has to be commercially available, quick and easy to give, identify student knowledge and skill gaps, provide instructionally useful information for teachers, and monitor student progress along the way. Oh, and it needs to be accessible for all students, all grade levels, and all content areas.

See blog: “Stop Searching for the Holy Grail”
Assessment Design

• **Assessments are designed** to collect evidence for generally one purpose and use:
  
  • **Evaluate** the outcomes of a particular program, curriculum, or policy (e.g., state summative assessment).
  
  • **Predict** the likelihood that a student or school will meet a particular predetermined goal (e.g., proficiency on the end-of-year state test; growth target).
  
  • **Diagnose** students’ academic, cognitive, or behavioral strengths and weaknesses (e.g., used to identify a student for SPED or EL services).
  
  • **Provide instructionally** useful information to modify and adapt instruction to meet students’ needs (formal to informal within classroom).

See blogs:  
“Fall Educational Assessment: The Information You Need and How to Get It”  
“You Say Tomato: Concerns about the Diagnostic Assessment Rhetoric”
Characteristics of Instructionally-Useful Assessment

- **Grain size of information**—at an appropriate level of granularity or specificity
- **Timeliness of the information**
- **Content-referenced information**—provides information in relation to the enacted curriculum

Useful for monitoring or adapting instruction
State Summative Assessments

- State tests are designed to survey the broad domain of grade and subject area state content standards once per year.
- Educators get back a converted score ("scaled score") and achievement level.
- But this is not instructionally useful information that a teacher can use to differentiate instruction for groups of students in the context of a unit of instruction.

See blog: “Summative State Assessment Can Wait!”
See opinion: “Why Teachers Shouldn’t Give Kids Standardized Tests When School Starts”

www.nceia.org
Interim Assessments

- In general, interim assessments are designed as either “mini-summatives” (survey the broad domain like the state test) or modular (focus on smaller set of related concepts).
- Interims are generally administered three times per year (fall, winter, spring) and the prevailing purpose is to predict performance on the state summative—which is why “mini-summatives” designs are more common.
- Interims assessments do not typically provide information to “inform instruction” (even if modular in design) because the interim is likely not aligned to a district's enacted curriculum so it cannot provide information about how well students learned a unit of instruction or identify learning gaps prior to a unit of instruction. Additionally, information supplied three times per year is out-of-date for most instructional units.

See paper: “Matching Instructional Uses with Assessment Designs”
Classroom Assessment Literacy

Now more than ever, what teachers need is guidance about how to use, select, design, and interpret classroom assessments to gather evidence of student knowledge, skills, and understandings to improve student learning; otherwise referred to as classroom assessment literacy.

One piece of a very complicated puzzle!
Use of the Classroom Assessment Learning Modules
Classroom Assessment Learning Modules:

Using Classroom Assessment to Identify Student Learning Gaps, Strengths and Needs for Instructional Purposes

Sign-Up Here to Get an Email when NEW Learning Modules are Available!

Click (or right-click) on a learning module below to access the module materials

Intended Audience: State, District, or School Leaders
- Overview & Expected Release Dates
- Introduction
- Balanced Assessment Systems

Intended Audience: Teachers
- Overview & Expected Release Dates
- Introduction
- Readiness Pre-Assessment
- Formative Assessment
- Data Informed Differentiated Instruction
- Summative Classroom Assessment
- Putting the Pieces Together
- Assessment in a Hybrid or Remote Learning Environment

www.nciea.org/classroom-assessment-learning-modules
Purpose & Use of Learning Modules

• Provide an introductory set of learning modules intended to **build the classroom assessment literacy capacity** of educators as they respond to COVID-19 **instructional implications** in their classroom in fall 2020 **and beyond**.

• **These learning modules are not specific to just COVID realities.** They can be used at any point as professional development around classroom assessment literacy.
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This module introduces the series of classroom assessment learning modules for state, district, and school leaders, including background, purpose and use, organization, and suggested models of rollout and implementation.

Pre-Recorded Materials
- Video Presentation: Introduction for State, District, and School Leaders

Module Materials
- Slides: Introduction for State, District, and School Leaders
- Handout: Overview of Learning Modules
- Survey: Introduction for State, District, and School Leaders

Additional Supporting Materials
- Blog: “Fall Educational Assessment: The Information You Need and How to Get It”
- Blog: “Summative State Assessment Can Wait!”
- Paper: “Matching Instructional Uses with Assessment Designs”
Rationale for Materials

• **Learning Modules**
  • **Pre-recording**: Reduces burden of expertise needed by state, district, or school leaders; their job is to help teachers apply the concepts in the practice exercises and facilitate discussion about content. Each recording is 30 minutes or less.
  • **Materials—Slide deck and handouts**: All materials are CC-BY-4.0 licensed which means that anyone can distribute, remix, tweak, and build upon this work, as long as you give credit/attribution. If you change the materials in any way, please re-title.
  • **Supports—Supplemental resources**: Links to other websites or online resources.

• **Practice Exercises**
  • Grade span specific and/or content area practice exercises are in many of the learning modules.
  • Potential responses to practice exercises found at the end of each slide deck, if applicable.

• **Module Surveys**
  • Each module ends with a quick survey to capture feedback on the module content. These surveys will allow us to refine these modules over time.
Classroom Assessment Learning Modules:

Using Classroom Assessment to Identify Student Learning Gaps, Strengths and Needs for Instructional Purposes

**Sign-Up Here** to Get an Email when NEW Learning Modules are Available!

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## Overview & Expected Release Dates Module

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<thead>
<tr>
<th>Intended Audience</th>
<th>Learning Module</th>
<th>Expected Release Date</th>
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<tbody>
<tr>
<td>State, District, and School Leaders</td>
<td><strong>Introduction for State, District, and School Leaders</strong></td>
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<tr>
<td></td>
<td><strong>Balanced Assessment Systems: High-Quality District Assessment Systems</strong></td>
<td>September 1, 2020</td>
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<tr>
<td>Teachers</td>
<td><strong>Introduction for Teachers</strong></td>
<td>Released!</td>
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<td><strong>Readiness Pre-Assessment</strong></td>
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<td><strong>Putting the Pieces Together: High-Quality Classroom Assessment Systems</strong></td>
<td>August 18, 2020</td>
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<td><strong>Assessment in a Hybrid or Remote Learning Environment</strong></td>
<td>September 15, 2020</td>
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Learning Objectives for Each Module

**Readiness Pre-Assessment**

At the end of this module, you should be able to:

- Describe what a readiness pre-assessment is and why it is important,
- Explain characteristics of high-quality readiness pre-assessments,
- Create a readiness pre-assessment for a unit of instruction using tools and resources provided, and
- Analyze readiness pre-assessment data as a starting point to differentiate instruction.

**Data Informed Differentiated Instruction**

At the end of this module, you should be able to:

- Explain key elements of data-informed differentiated instruction,
- Differentiate instruction based on students’ readiness level and learning needs (pre-assessment data), and
- Differentiate instruction for three main instructional components: content, process, and product.

**Formative Assessment**

At the end of this module, you should be able to:

- Describe formative assessment (what it is and what it is not),
- Explain features of high-quality formative assessment, and
- Complete formative assessment tool and create a formative assessment that is relevant to your particular context.

The overview document contains the objectives for each module, which can be used as a syllabus.
Models of Rollout & Implementation

• Let’s start with the elephant in the room—there is a lot going on in central offices right now and many different initiatives vying for the attention of district/school leaders and teachers.

• A real concern is leadership capacity to implement high-quality professional learning and teacher capacity to absorb and apply this information.

• Think about state-promoted or district-supported professional development and capacity building time cycles – Rome wasn’t built in a day!
Models of Rollout & Implementation

• How could implementation of the learning modules take place...
  • One-at-a-time (e.g., Fall 2020 *focus on pre-assessment module*)
  • Over the course of a school year
  • Over the course of multiple school years

• Target district/school leaders
  • There are four non-exhaustive models of rollout and implementation in the Introductory Module that can be mixed-and-matched (asynchronous, synchronous, flipped classroom, virtual/live, etc.)

• Target teachers directly
  • Incentivize by linking with PD/CEUs or graduate credit
  • Create state professional learning communities
Virtual Mostly Asynchronous Model

Teachers watch pre-recorded learning modules one at a time during a pre-specified window of time.

Teachers discuss content and complete practice exercises alone or ideally with colleagues.

School/district/state leadership hosts virtual Question & Answer sessions to discuss content questions, practice exercise, and implementation facilitators/barriers.

Self-Paced Learning Modules & Practice Exercises

General Q & A Sessions
Virtual Synchronous Model

- Teachers watch pre-recorded learning modules on a pre-specified day and time
- Teachers discuss content and complete practice exercises with colleagues
- School/district/state leadership hosts virtual Question & Answer sessions to discuss content questions, practice exercises, and implementation facilitators/barriers

**Steps:**
- **Learning Modules**
- **Practice Exercises & Discussion**
- **General Q & A Sessions**
Flipped Classroom Model

Teachers watch pre-recorded learning modules

Teachers complete practice exercises on their own

Teachers get together in-person or virtually with others to discuss content, practice exercises, and application to their own classroom
Delivered Live Model

PD leaders use slide decks to present materials to teachers during in-person sessions

Teachers discuss content and complete practice exercises with colleagues after each session

Grade level/span teams, content area teams, or PLCs discuss application of content throughout the year

Live Learning Modules
Practice Exercises & Discussion
On-Going Discussion & Application
Disclaimers about Learning Modules

We do not intend for these learning modules to be mistaken as a **one-size-fits-all solution** to a complex, multi-faceted problem.

Learning modules are intended to serve as **introductions** to each topic and not exhaustive treatments of all nuances or applications of concepts.

The learning modules are not a comprehensive set of every important instructional or assessment practice; they were specifically chosen based on what we consider **high-leverage classroom practices** that coherently link together.

We do not go into depth about special student populations such as **students with disabilities** and **English learners**, though the general principles apply.
Questions or comments about the Classroom Assessment Learning Modules
Panelist Introductions & Responses
Introduce Panelists

Stephanie DiStasio
Director of the Office of Personalized Learning, South Carolina Department of Education

Danielle Murray
Supervisor of Elementary Curriculum and Instruction, Penn Delco School District, PA

Kadie Wilson
Assistant Superintendent, School Administrative Unit #9 (Conway, Jackson, & Bartlett—New Hampshire)
Panelist Questions

1. How could the Classroom Assessment Learning Modules be used in your context?

2. What additional learning modules could be added that would be beneficial to address assessment literacy concerns in your state or district?

3. How do you see the lack of assessment literacy impacting your state or district pre- and/or post-COVID? Do you think the needs of teachers and leaders have changed with respect to assessment literacy, or are they more amplified as a result of the pandemic?
What questions do you have for the panelists? Please type them into the chat, if you have not already done so.
Questions from the Chat
Upcoming RILS Webinars Coming Up in Three Strands


1. Leveraging Assessment to Support Teaching and Learning

We will focus on the near-term priorities for assessment when schools reopen, presumably in the fall of 2020 that can carry educators through the year. We will discuss assessment approaches designed to help educators and school leaders help move learning forward in the 2020-2021 school year.

**Topic:** Assessment for Fall 2020  
**When:** Aug 11, 2020 03:30-05:00 PM Eastern Time

Register in advance for this webinar

**Topic:** Introduction to Professional Assessment Literacy Modules  
**When:** Aug 18, 2020 03:30-05:00 PM Eastern Time

Register in advance for this webinar

**Topic:** Classroom and district assessment in a remote or hybrid context  
**When:** Sep 16, 2020 01:00-02:30 PM Eastern Time

Register in advance for this webinar

www.nciea.org
2. Implications for Summative Assessment

This topic will focus on implications for administering statewide summative assessments in spring 2021. We will discuss technical considerations related to test design, administration, scoring, field testing, scaling, equating, standard setting, and reporting. The goal will be to provide states and their assessment providers with practical guidance to address a range of issues as they develop or refine their operational plans for summative assessments in 2021.

**Topic:** Spring 2021 Summative Assessment  
**When:** Sep 1, 2020 03:30-05:00 PM Eastern Time

Register in advance for this webinar.
3. The Road Ahead for School Accountability

We will explore strategies to help states address the impact of disruptions in 2020 on school accountability systems in 2021 and beyond. For example, how should states deal with technical challenges, such as computing academic growth? What opportunities for innovation and improvement do current circumstances introduce?

**Topic: Reporting in 2020-2021**
*When:* Aug 20, 2020 01:00-02:30 PM Eastern Time
*Register in advance for this webinar*

**Topic: Calculating Growth**
*When:* Aug 21, 2020 01:00-02:30 PM Eastern Time
*Register in advance for this webinar*

**Topic: Entry/ Exit Identification Issues**
*When:* Aug 25, 2020 01:00-02:30 PM Eastern Time
*Register in advance for this webinar*

**Topic: Outlook for Accountability**
*When:* Sep 2, 2020 03:00-04:30 PM Eastern Time
*Register in advance for this webinar*
Thank you!

Carla Evans (cevans@nciea.org)
Jeri Thompson (jthompson@nciea.org)

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