



# *Assessment Considerations for Fall 2020*

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National Center for the Improvement of Educational Assessment

**The Reidy Interactive Lecture Series (RILS) 2020**

Webinar #1: August 11, 2020



# School Reopening Guidance

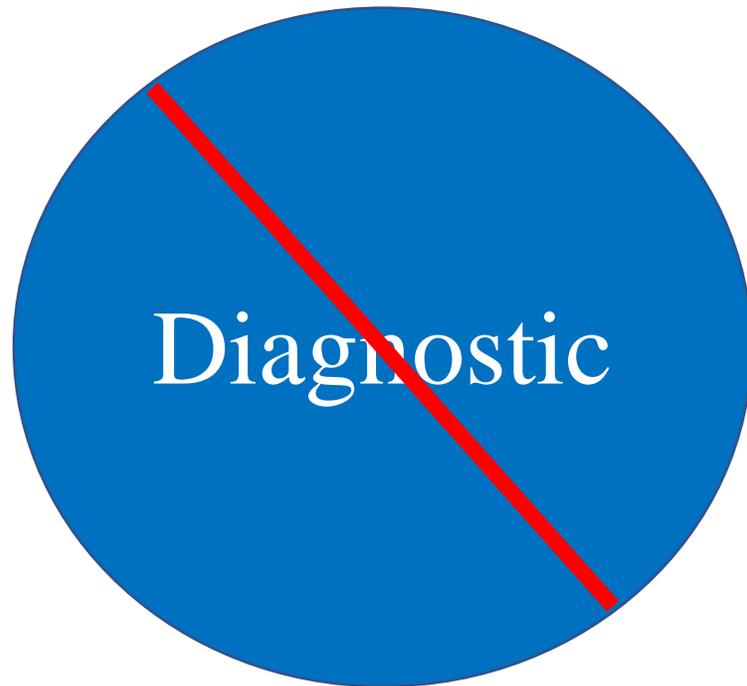
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- [Assessment Considerations for Fall 2020](#) is part of a larger project with multiple partners, which is part of an even larger [Restart and Recovery Framework](#)
- Three major R&R Framework strands:
  - I. Academic Preparation
    - Content and Standards
    - **Assessment**
    - Professional Learning
  - II. Social-Emotional Learning
  - III. Facilities and Operations



# Motivation and Orientation

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- Lots of talk about “diagnostic” needs for this fall.
  - Do you need to know where each student stands on all skills from the prior grade before starting on-grade learning?
  - Can you reasonably administer a sufficiently detailed assessment of these skills in fall 2020?
- We partnered with C&I experts
  - Place no barriers to grade-level content
  - Focus on what’s directly ahead – What’s needed to benefit from 1<sup>st</sup> and 2<sup>nd</sup> instructional units

# Multiple Reopening Scenarios

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- Fully in-place. School resumes normally in the fall, and the school year occurs normally.
- Hybrid, or partially in-place. Social distancing requires some sort of alternative scheduling.
- Remote. A final possibility is a return to remote schooling with school buildings closed.
- It is looking like remote is going to be the most common, but all plans must account for any of these or other scenarios

# Overarching and Cross-Cutting Considerations

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- Timing issues
- Organizational and resource issues
- Content areas and grade spans

...Then we turn to **use cases**

# Timing Issues

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- **We're already running out of time!**
- School improvement cycles...
- Adopting a **hypothesis-testing mindset**, relying on data we already have from records of
  - Attendance
  - Engagement
  - Grades



# Organizational and Resource Issues

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- Assessment must support instructional and organizational approaches—it can't lead!
- Decisions about assessment must be made with a focus on what is necessary and possible in the context of school organization and instructional systems.
  - For example, does the district and school have the resources and organizational capacity necessary to provide intensive student-level remediation?
  - If not, is it worth the time away from instruction to design and administer such assessments?

# Content Areas and Grade Spans

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- We can't act like all we have is a hammer!
- Precursor skills matter more in certain content areas and grade levels than others, e.g., **math**
- Assessments should be tailored and employed based on the instructional needs in the various content areas and grade spans



# Use Cases

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- Describing specific use cases for specific users more productive than relying on vague labels, such as “needing a diagnostic tool”

- **Users**

State education leaders District leaders School principals	Teachers Parents
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- Describing specific use cases is the beginning of a theory of action
  - For example: *State education leaders need to direct discretionary funding and resources to districts most in need*

# Use Cases

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- For each user and use case, we outline:
  - General assessment design requirements
  - Potential appropriate interpretations
  - Interpretations to avoid
- These use cases and assessment requirements are generic, and not context-specific
- They will need to be tailored to each local context

# State Use Case Examples

Users and Use Cases	General Assessment Requirements	Appropriate Interpretations	Interpretations to Avoid
<p><b>State and district leadership</b></p> <ul style="list-style-type: none"> <li>Monitoring and communicating quantifiable information regarding equity and access in the state.</li> <li>Directing discretionary funding and resources to schools and districts most in need.</li> </ul>	<p>The assessment must be quite short (e.g., 1 class period per subject area),</p> <p>Assessments can rely on some type of student and/or item sampling to minimize testing time while collecting rich, school-level information. However, it will be challenging to introduce sampling for the first time in fall 2020.</p> <p>Either norm-referencing (comparing to student performance to prior years) or criterion-referencing (tied to a defined expectation, such as state-defined proficiency) can document COVID-related achievement gaps.</p>	<p>School- but not student-level results should be made public and communicated transparently.</p> <p>Student performance can be compared with similar students in the past (e.g., entering 5<sup>th</sup> graders compared to entering 5<sup>th</sup> graders in prior years).</p> <p>The assessment results can be used to evaluate test score gaps among various student groups.</p>	<p>Discourage any comparisons not supported by existing linking characteristics of the test.</p> <p>Consider carefully when the test was administered when interpreting the results.</p> <p>Unexpected shifts in gaps should be approached carefully.</p> <p>Avoid making or relying upon long-term predictions of student performance.</p>

# School/District Use Case Example

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## Use Case:

Plan for optimal school organization strategies, including:

- **creating school schedules** to best meet learning needs
- **allocating resources** for individual / small group support

## Student Assessment Requirements:

- Granularity: Course-grained
- Reporting: Student level and student group level
- Referent: Norm- or criterion-referenced
- Timing: Spring/summer 2020 (planning); fall 2020 (adjustment)

## School/District Use Case Example, Encourage and Avoid

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### Encourage

Using existing information, such as teacher records of content covered in-place and remotely, student course grades, and attendance records

A hypothesis-testing approach

Cautious use of any spring 2020 assessment data that may have been collected

### Avoid

Relying on any *single* indicator

Decisions that keep any students from learning grade-level content

Inflexible planning

Firm decisions based on any spring 2020 test results

# Teacher Use Case Example

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## Use Cases:

Improve instruction and learning by:

- Informing within-cycle instruction and learning ←
- Informing next-cycle instruction and learning by teacher
- Informing instruction and learning by team, school, district
- Support other assessment uses, e.g., grading

## Student Assessment Requirements:

- Assessment System – before, during, and after instruction
    - Daily/micro formative assessment
    - Days formative assessment  
curricula to be “on-grade”
    - Days/weeks/months Interim formative assessment
    - Weeks/months summative assessment
    - Weeks/months program evaluation assessment
    - Annual summative state accountability assessment
- } inform within-cycle instruction – when working with

# Teacher Use Case Example: Inform within-cycle instruction

Users and Use Cases	General Assessment Requirements	Appropriate Interpretations	Interpretations to Avoid
<p><b>Teachers</b></p> <ul style="list-style-type: none"> <li>Assess to plan how to help all students engage in key on-grade content as quickly as possible</li> <li>Assess “just in time” to identify what is needed in the upcoming instructional block</li> <li>Combine all available assessment information to inform instructional decisions, relying more heavily on information that is relevant, current, and credible</li> </ul>	<p>Curriculum-referenced preassessments that focus on how to teach on-grade content, rather than identifying content to remediate for a long time before engaging in essential on-grade content</p> <p>Key precursor concepts and skills for each unit should be identified in the curriculum</p> <p>Formative and interim assessments should include open-response questions to help reveal students’ thinking</p> <p>Assessments should yield actionable information for teachers and students: timely, closely related to content/skills of instructional unit, credibly accurate enough to rely upon</p>	<p>Teacher should be able to make instructional decisions (e.g., what/how to teach, grouping, etc.) based on the examination of student work and other information gleaned from the assessments, combined with the curricular units and lessons.</p> <p>Teachers should use the results of the ongoing formative assessment practices to adjust instructional approaches and to target incorrect and partial understandings.</p> <p>Teachers should search for contradictory/confirmatory evidence across multiple assessments to inform their actions.</p>	<p>Do not grade formative assessments! Doing so may corrupt their usefulness to inform instruction.</p> <p>Teachers (and students) must avoid forming deterministic conclusions about student abilities based on assessment (e.g., “Scott should be placed in a lower track because he will never catch up”).</p> <p>It would be a mistake to assume the large-scale assessment is “true” and can be used to overrule the inferences drawn from the local assessments, or vice versa; differences should be investigated carefully.</p>

# Teacher Use Case Example of Within-cycle Instruction, Encourage and Avoid

## Encourage

Use Case 1: Use assessments to inform instruction within the context of a strong curriculum designed to move students through on-grade content from the beginning

- Should be strongly curriculum-referenced

Use Case 2: Use a system of formative and interim assessments before, during, and after instruction to provide “just in time” information to inform within-cycle instructional decisions

- Micro-instruction (daily) needs daily assessments interpretable at the level of the content being instructed; interim assessments that survey large swaths of the curriculum and/or report in generalities are of very limited value

## Avoid

Assessments that are designed to inform a remediation-heavy instructional strategy

Assessments that are not relevant, timely, accurate, specific, or credible

Assessments that do not provide a window into students’ thinking—reasons for their performance on specific content/skills

Relying on one assessment source of information rather than triangulating and combining

# Assessment Implications

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- Focus on first few units for instructional support use cases
- Formal assessment issues
  - Secure test materials
  - Need for proctoring
- Informal assessment issues
- Adapting to remote/hybrid scenarios
- Practical realities—time, resources...

Assessment literacy during COVID  
and beyond:  
[RILS 20, August 18](#)

Classroom/District assessment  
in remote/hybrid contexts:  
[RILS 20, September 16](#)

## Recommendations (1 of 2)

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1. Prioritize assessments to support instructional actions
2. Direct and prioritize resources to help teachers/schools create/use pre-assessments tied to instructional units
3. Do not administer the spring 2020 summative assessment in the fall of 2020
4. Short large-scale assessments should be employed parsimoniously to support an equity agenda
5. Do not administer large-scale assessments during the first couple of weeks of school

# Recommendations (2 of 2)

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6. Think through the use cases in as much detail as possible
7. Employ a hypothesis-testing mindset
8. Consider the implications for different grades and content areas
9. Nothing might be better than something
10. Do no harm

# Our Panelists

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- **Shelly Loving-Ryder**, Assistant Superintendent for Student Assessment, Accountability and ESEA Programs, Virginia Department of Education
- **Peter Leonard**, Director of Assessment, Chicago Public Schools
- **Lorrie Shepard**, Distinguished Professor, University of Colorado Boulder

# Virginia's "Just in Time" Assessments to Support New Learning in Mathematics

**Shelley Loving-Ryder**  
**Student\_Assessment@doe.Virginia.gov**  
**RILS Conference**  
**August 11, 2020**

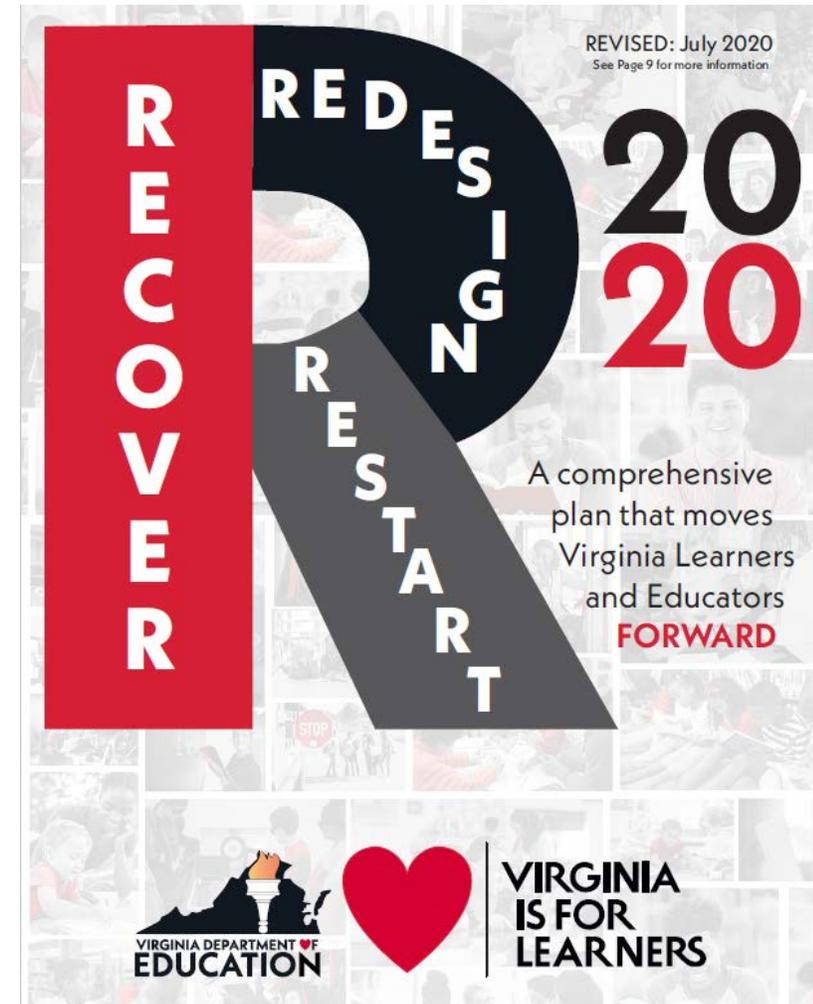


# Virginia' Plan for Reopening Schools

## Recover, Redesign, Restart 2020

*Assessment should not be interpreted to mean a “testing event” but rather, a process of data collection that is ongoing, formative and low or no-stakes.*

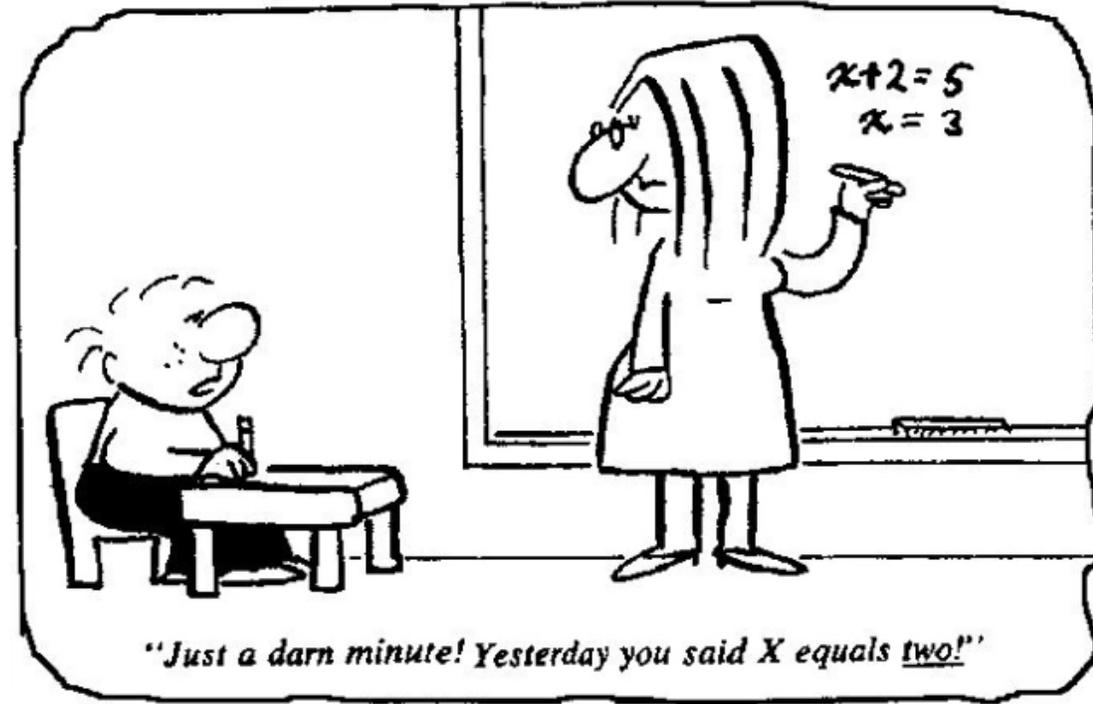
**Assessment should include “just-in-time” formative assessments that inform immediate instructional needs.**



# What Do the “Just in Time” Resources Include?

Developed for each mathematics standard from Kindergarten through Algebra I. Includes links to:

- prerequisite content
- questions to assess students' understanding
- teacher notes for each question addressing possible misconceptions
- supporting Resources



# Quick Check Example 6.2a

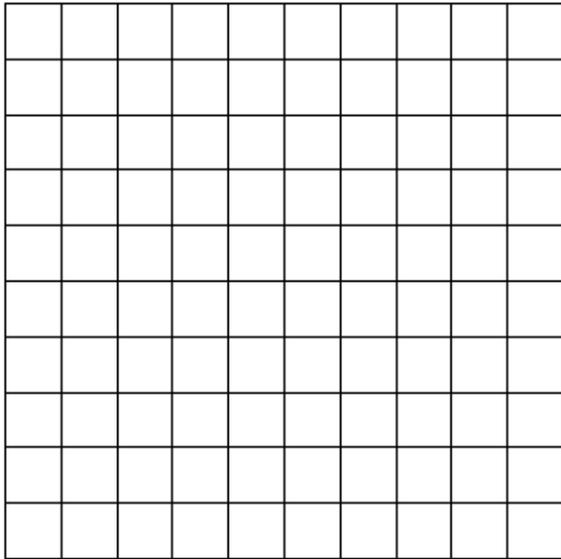
Each component offers a unique element of support to the content of the standard.

<b>Strand:</b> Number and Number Sense
<b>Standard of Learning (SOL) 6.2a</b> <i>The student will represent and determine equivalencies among fractions, mixed numbers, decimals, and percents.</i>
<b>Grade Level Skills:</b> <ul style="list-style-type: none"><li>• Represent ratios as fractions (proper or improper), mixed numbers, decimals, and/or percents.</li><li>• Determine the decimal and percent equivalents for numbers written in fraction form (proper or improper) or as a mixed number, including repeating decimals.</li><li>• Represent and determine equivalencies among decimals, percents, fractions (proper or improper), and mixed numbers that have denominators that are 12 or less or factors of 100.</li></ul>
<a href="#">Just in Time Quick Check</a>
<a href="#">Just in Time Quick Check Teacher Notes</a>
<b>Supporting Resources:</b> <ul style="list-style-type: none"><li>• VDOE Mathematics Instructional Plans (MIPS)<ul style="list-style-type: none"><li>◦ <a href="#">6.2a - Rational Speed Match</a> (Word) / <a href="#">PDF</a></li></ul></li><li>• VDOE Co-Teaching Mathematics Instruction Plans (MIPS)<ul style="list-style-type: none"><li>◦ <a href="#">6.2ab - Order Rational Numbers</a> (Word) / <a href="#">PDF</a></li></ul></li><li>• VDOE Algebra Readiness Formative Assessments<ul style="list-style-type: none"><li>◦ <a href="#">SOL 6.2a</a> (Word) / <a href="#">PDF</a></li></ul></li><li>• VDOE Algebra Readiness Remediation Plans<ul style="list-style-type: none"><li>◦ <a href="#">Fractions, Decimals, and Percents with Money</a> (Word) / <a href="#">PDF</a></li><li>◦ <a href="#">Fractions, Decimals, and Percents with Number Lines</a> (Word) / <a href="#">PDF</a></li><li>◦ <a href="#">Hundreds Grids</a> (Word) / <a href="#">PDF</a></li><li>◦ <a href="#">Working with Percents</a> (Word) / <a href="#">PDF</a></li></ul></li><li>• VDOE Word Wall Cards: Grade 6 (<a href="#">Word</a>)   (<a href="#">PDF</a>)<ul style="list-style-type: none"><li>◦ Ratio</li><li>◦ Equivalent Relationships</li><li>◦ Equivalent Relationships</li></ul></li><li>• Desmos Activity<ul style="list-style-type: none"><li>◦ <a href="#">Battery – Percents, Decimals, and Fractions</a></li></ul></li></ul>
<b>Supporting and Prerequisite SOL:</b> <a href="#">6.1</a> , <a href="#">5.2a</a> , <a href="#">4.2b</a> , <a href="#">4.2c</a> , <a href="#">4.3a</a> , <a href="#">4.3d</a>



# Formative Assessment of Prerequisite Knowledge (5.2a)

1. Shade in  $\frac{3}{4}$  on the hundreds chart below:



The teacher uses question 1 to determine whether students use the model correctly and can determine the equivalent decimal.

What decimal is equivalent to the fraction shaded in the model? \_\_\_\_\_



# Formative Assessment of Prerequisite Knowledge (5.2a)

2. Circle all of the decimals that are equivalent to  $\frac{2}{8}$ .

.28

.25

2.8

.250

.125

The teacher uses question 2 to determine whether students can identify equivalent fraction and decimals without a model.



# Teacher Notes Example



1. Circle all of the decimals that are equivalent to  $\frac{2}{8}$ .

.28

.25

2.8

.250

.125

*Some students may have the misconception that the numerator and denominator of a fraction are the same digits used in the decimal equivalent (i.e., .28 for  $\frac{2}{8}$ ). These students may lack the place value understanding (i.e., that .25 and .250 represent the same value). Place value understanding, recognizing the relationship between adjacent places in a numeral, is key to making sense of decimals. Decimal number sense should be the focus of instruction so that students can determine the reasonableness of their answers.*

*Students may benefit from using concrete models to build the understanding that a fraction is part of a whole and that a decimal is another way to represent a fraction. Concrete materials (i.e., fraction strips, hundreds grids, meter sticks, base ten blocks, etc.) can be used to model fractions and decimals and to make comparisons and find equivalencies. These materials can also be used to help students develop decimal place value understanding.*



# What's Next?

- Resources posted:  
[http://www.doe.virginia.gov/testing/sol/standards\\_docs/mathematics/2016/jit/index.shtml](http://www.doe.virginia.gov/testing/sol/standards_docs/mathematics/2016/jit/index.shtml)
- Professional Development Webinars
- Users' Groups

For more information contact [student\\_assessment@doe.Virginia.gov](mailto:student_assessment@doe.Virginia.gov)



# Assessment Considerations for Fall 2020

The Reidy Interactive Lecture Series (RILS) 2020  
August 11, 2020

**Peter Leonard**  
**Director of Student Assessment**



Chicago Public Schools



# Core Values



## Student-Centered

We place students at the center of everything we do.



## Whole Child

We support our students so they are healthy, safe, engaged, and academically challenged.



## Equity

We eliminate barriers to success and ensure equitable opportunities for all students.



## Academic Excellence

We provide diverse curriculum and programs with high academic standards to prepare students for future success.



## Community Partnership

We rely on families, communities, and partners in every neighborhood to shape and support our shared mission.



## Continuous Learning

We promote an environment of continuous learning throughout CPS for students, teachers, leaders, and district staff.

# Student Assessment

***Student Assessment*** is the process of reasoning from evidence of student learning. ***High quality assessment:***

1. Connects to curriculum and instruction
2. Informs good decision-making
3. Creates opportunities for students

# SY20-21 Instructional Priorities

#1	#2	#3	#4	#5	#6
<p><b>Prioritize social emotional skill development, relational trust, and building strong classroom communities as the foundations for learning.</b></p> <p>We must be attentive to the well being of students and staff by providing strength based comprehensive supports.</p>	<p><b>Provide all students grade-level, standards-aligned instruction, regardless of their starting points.</b></p> <p>All students are capable of progressing to the next grade level and mastering that content. Focus on below grade-level work only when necessary for a student to complete their grade-level work. In place of isolated remediation, learning should be accelerated through just-in-time supports embedded in prioritized, grade-level, standards-aligned content.</p>	<p><b>Ensure curriculum materials are high-quality and provide coherent academic experiences for all students.</b></p> <p>High-quality, coherent curricula that can be used in a digital or non-digital environment offer essential support to teachers as they design learning experiences that prioritize regular collaboration between students to make sense of multiple perspectives and deepen their understanding of content.</p> <p><i>Note: Curriculum Equity Initiative available resources will be shared in August.</i></p>	<p><b>Increase the relevance of instruction.</b></p> <p>Leveraging students' lived experiences and expertise facilitates motivation and deep engagement in content where students are doing most of the thinking. Similarly, curriculum choices prioritize authentic and meaningful content that is responsive to students, our current moment, and our world today.</p>	<p><b>Use assessments that meaningfully connect to the curriculum and provide teachers with the information needed to help students access priority grade-level work.</b></p> <p>Teachers and students need assessments that will support them in moving all students forward with grade level learning. Assessments should reflect the critical abilities of the subject and grade level standards and ask students to apply these abilities to situations that are authentic to the discipline and are relevant to students' lives.</p>	<p><b>Anchor instruction in equity: to meet the needs of all students, start with those most marginalized.</b></p> <p>Focusing on the most marginalized students provides a strong foundation for instruction for all students and will help to address the opportunity and achievement gaps that have widened during the pandemic.</p>

# Summer Learning Plan

**Module 1:**  
Setting The Vision  
& Path Forward

**Modules 2-3:**  
Planning for  
Coherent,  
Relevant, &  
Engaging  
Grade-Level  
Instruction in  
SY21

**Modules 4-5:**  
Facilitating  
Coherent,  
Relevant, &  
Engaging  
Grade-Level  
Instruction in  
SY21

**Modules 6-7:**  
Sustaining  
Coherent,  
Relevant, &  
Engaging  
Grade-Level  
Instruction in  
SY21

**Module 8:**  
School Team  
Reflection

**Ongoing Thread:** Deepening understanding of the CPS Instructional Core, with an emphasis on *Identity, Relationships, & Community*.

# Student Assessment Modules

## Module A

### Focus:

- Assessments that inform good decision making
- Use of assessments to diagnose unfinished learning

## Module B

### Focus:

- Assessments that are connected to curriculum and instruction
- Assessment design that values process and product

## Module C

### Focus:

- Assessments that create opportunities for all students
- Creating feedback structures to reinforce learning partnerships

**Lorrie Shepard**

***Why teachers shouldn't give kids standardized tests  
when school starts***

***Valerie Strauss's Answer Sheet, Washington Post***

“It makes no sense for districts to undertake separate social-emotional initiatives and separate diversity and racial-justice initiatives without upholding an approach to instruction and assessment that resonates with these goals — “

## CCSSO

### Restart & Recovery: Assessment Considerations

Marion, Gong, & Lorié

- Teaching up to grade level standards
- Assess to support the first 1 or 2 units
- Use data we already have
- Be clear: *Who* needs data to do *What*?

*A good rule: Don't collect data you can't respond to!*

Student 1	Red	Yellow	Yellow	Red	Yellow	Yellow	Red	Yellow	Yellow
Student 2	Yellow	Red	Yellow	Green	Yellow	Green	Green	Green	Red
Student 3	Yellow	Red	Green	Green	Green	Green	Green	Yellow	Yellow
Student 4	Red	Yellow	Red	Red	Red	Yellow	Red	Yellow	Red
Student 5	Yellow	Yellow	Red	Yellow	Yellow	Yellow	Yellow	Red	Yellow
Student 6	Yellow	Red	Yellow	Green	Green	Green	Green	Red	Yellow

Avoid exhaustive remediation of decontextualized skills.

2. Explain how you decided where to place  $\frac{2}{3}$  and  $\frac{2}{5}$  on the number line.

I made all the fractions to have the same denominator and I put the fractions either before  $\frac{1}{2}$  or beyond  $\frac{1}{2}$ . I got  $\frac{12}{30}$  for  $\frac{2}{5}$ ,  $\frac{20}{30}$  for  $\frac{2}{3}$ , and  $\frac{15}{30}$  for  $\frac{1}{2}$ . I compared those two numbers with  $\frac{1}{2}$  or  $\frac{15}{30}$ .

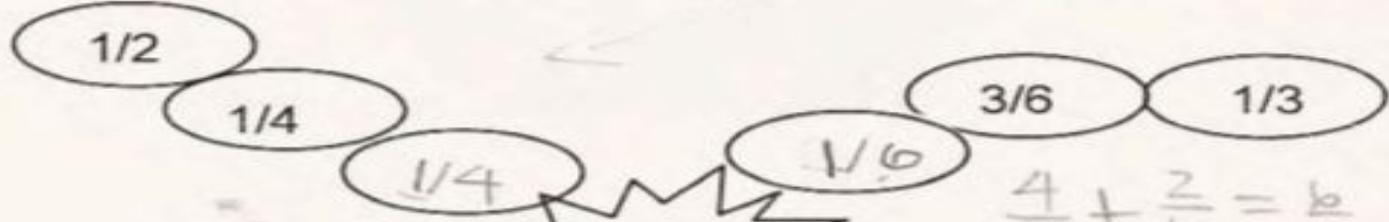
MARS task with student work from Charles A. Dana Center, UT Austin

1. Complete the lily pad fractions so that these five frogs can get to the island.  
Write your answers on the empty lily pads.

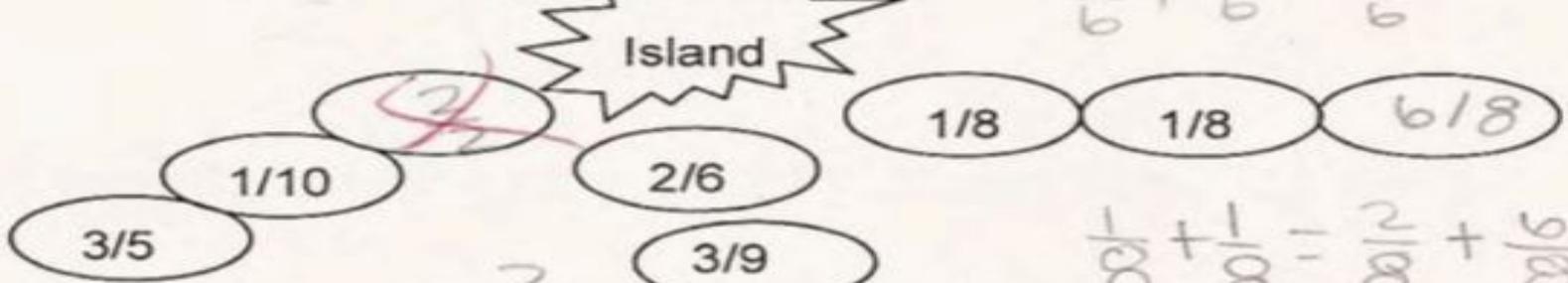


Frog 1  $\frac{1}{2} + \frac{1}{4} = \frac{2}{4} + \frac{1}{4} = \frac{3}{4}$

$\frac{1}{3} + \frac{2}{6} = \frac{2}{6} + \frac{2}{6} = \frac{4}{6}$   
 $3 \times 2 = 6$



Frog 2  $\frac{3}{6} + \frac{1}{6} = \frac{4}{6}$



Frog 4  $\frac{1}{8} + \frac{1}{8} = \frac{2}{8} + \frac{6}{8} = \frac{8}{8}$

Frog 3

$\frac{1}{10} + \frac{3}{5} = \frac{1}{10} + \frac{6}{10} = \frac{7}{10}$   
 $\frac{2}{4}$



Frog 5  $\frac{2}{6} + \frac{3}{9} = \frac{5}{18}$   
 $\frac{2}{6} \times \frac{3}{9} = \frac{6}{54}$   
 $\frac{3}{9} \times \frac{2}{6} = \frac{6}{54}$

# Leapfrog Fractions Instructional Insights

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- Uses models to make sense of combining fractions
- Uses algorithm to add fractions with unlike denominators
- Is able to reason about fractions in relation to whole
- Uses models to see equivalencies, but is unclear about combining fractions
- Understands common denominator, but doesn't know how to change numerator to maintain equivalency
- Understands adding fractions well, but misses the concept of trying to make one whole

# Upcoming RILS Webinars

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August 18	Assessment Literacy Modules
August 20	Reporting in 2020-2021
August 21	Calculating Growth
August 25	Entry/ Exit Identification Issues
September 1	Spring 2021 Summative Assessment
September 2	The Outlook for Accountability
September 16	Remote Classroom and District Assessment

More for more information and to register:

<https://www.nciea.org/events/rils-2020-implications-covid-19-pandemic-assessment-and-accountability>



## For more information:

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Brian Gong [bgong@nciea.org](mailto:bgong@nciea.org)

Will Lorié [wlorie@nciea.org](mailto:wlorie@nciea.org)



[www.nciea.org](http://www.nciea.org)

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