



Symposia: Application of Needs-Based Models to Support Sociocultural Approaches to Improving Educators' Assessment Literacy

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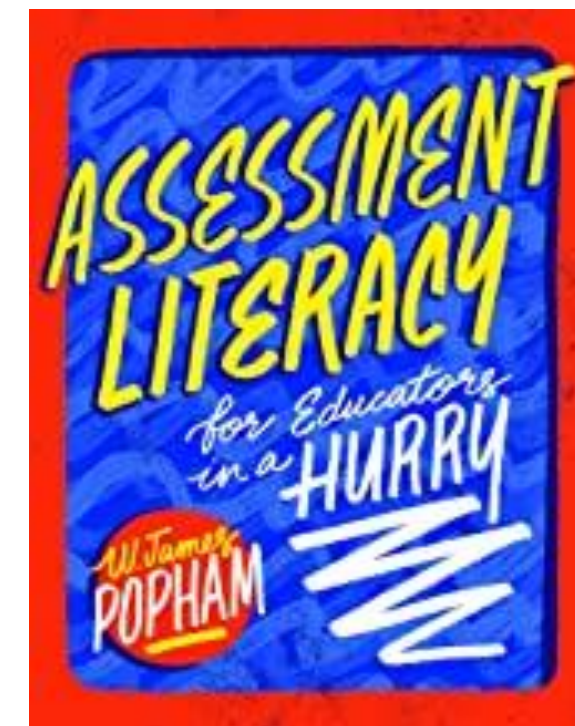
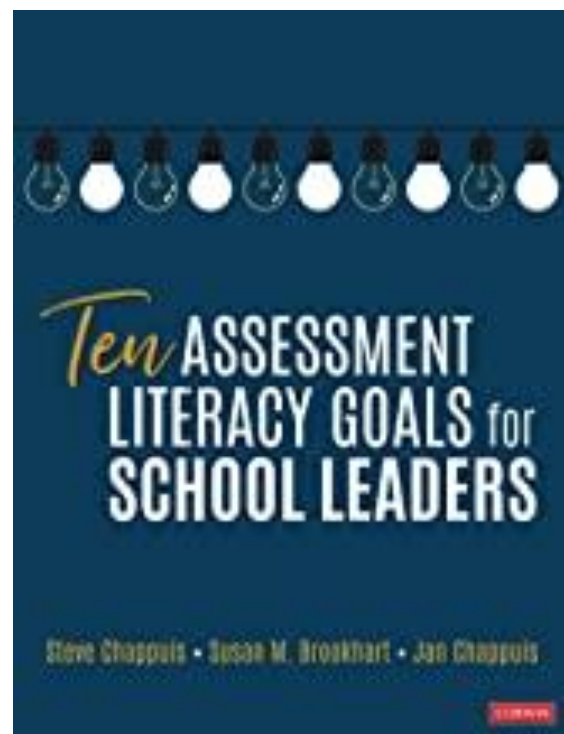
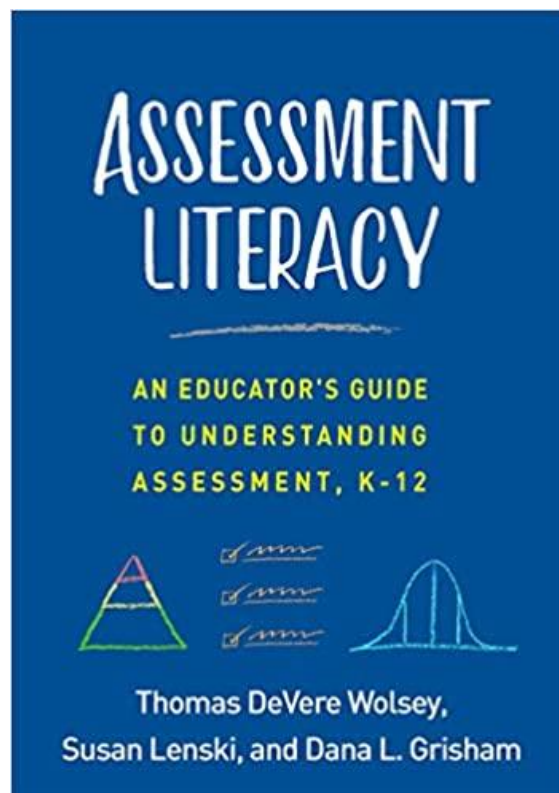
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NCME Classroom Assessment Conference 2021

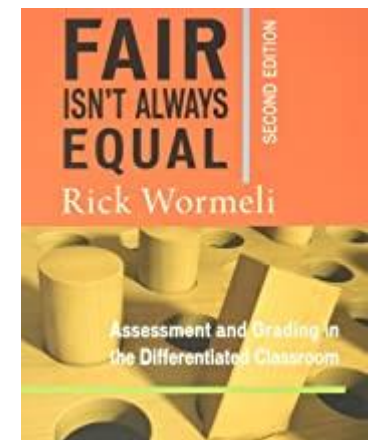
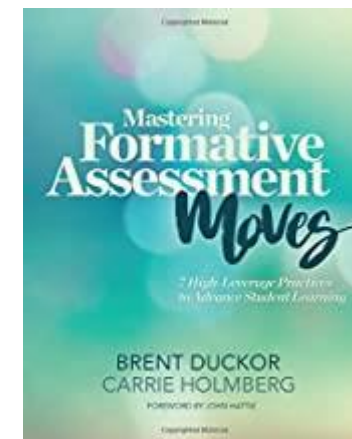
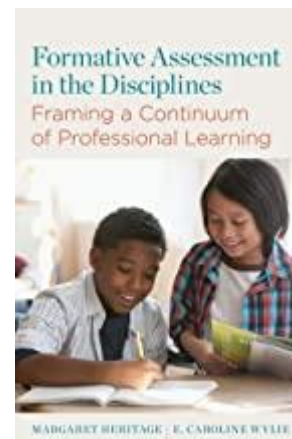
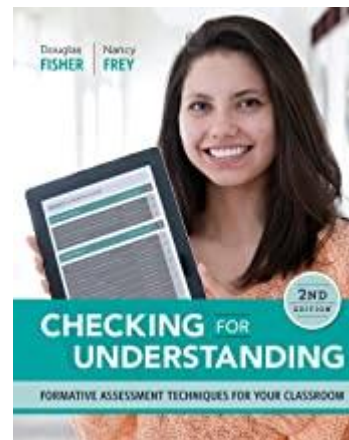
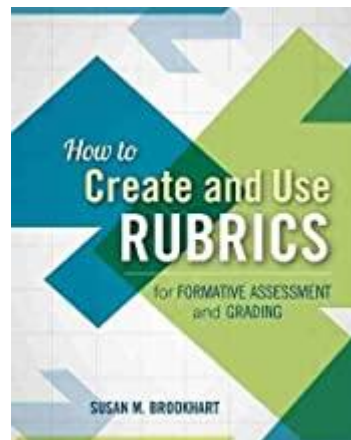
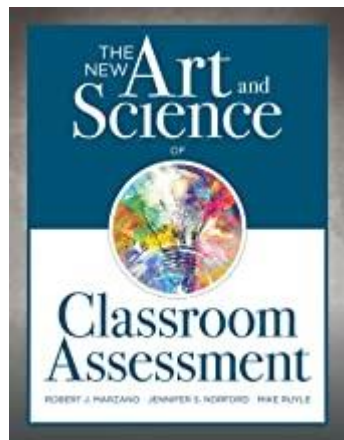
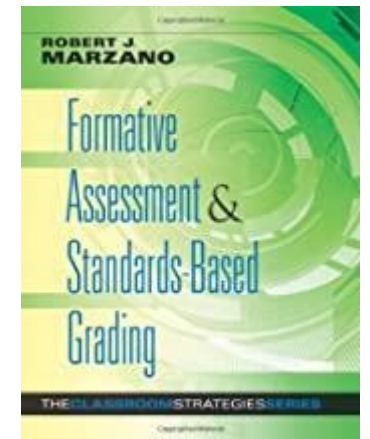
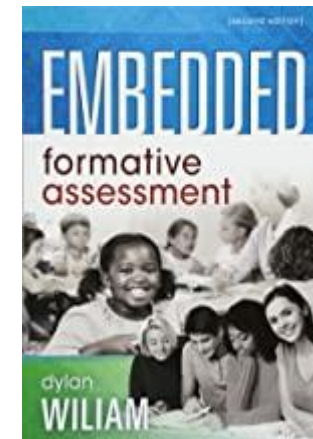
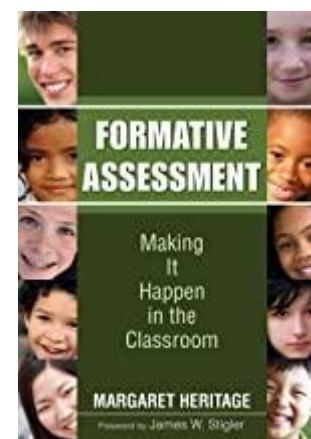
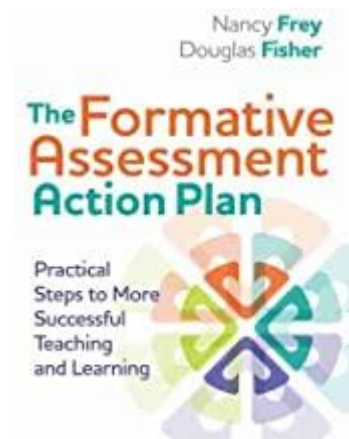
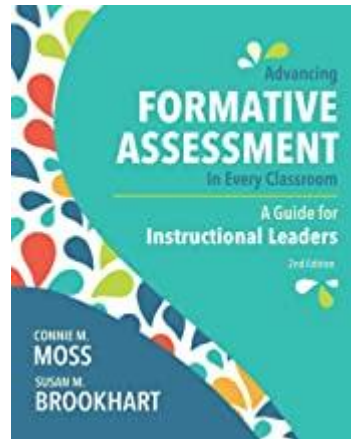


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Books with “Assessment Literacy” in the Title

With Plenty More on Formative Assessment and Classroom Assessment More Generally



Selected Examples of Online Assessment Literacy Professional Learning Modules

State Provided	Organizations	Discipline-Specific
<ul style="list-style-type: none">• California• Colorado• Michigan• Oregon• Wisconsin• Wyoming	<p>Free Resources:</p> <ul style="list-style-type: none">• Center for Assessment (NCIEA)• NCME ITEMS Modules• IES/REL Performance Assessments• WestEd Formative Assessment in Action <p>For Pay Resources:</p> <ul style="list-style-type: none">• NEA• Assessment Network• ETS	<p>SCILLSS (Science)</p> <p>Stanford NGSS Assessment Project</p> <p>Alabama Math, Science, and Technology Initiative: K-5, 6-8, HS</p> <p>Virginia Math Performance Assessment Institutes</p>

How many of you would agree that the problem of assessment literacy has been solved?



Session Overview

Assessment
Literacy:
Competing
Definitions,
Trends, &
Practices

Applying a needs-
based assessment
model

Assessment
Literacy
Approaches

Discussant
Remarks

Q & A



Assessment Literacy: Competing Definitions, Trends, and Practices

Dr. Carla Evans

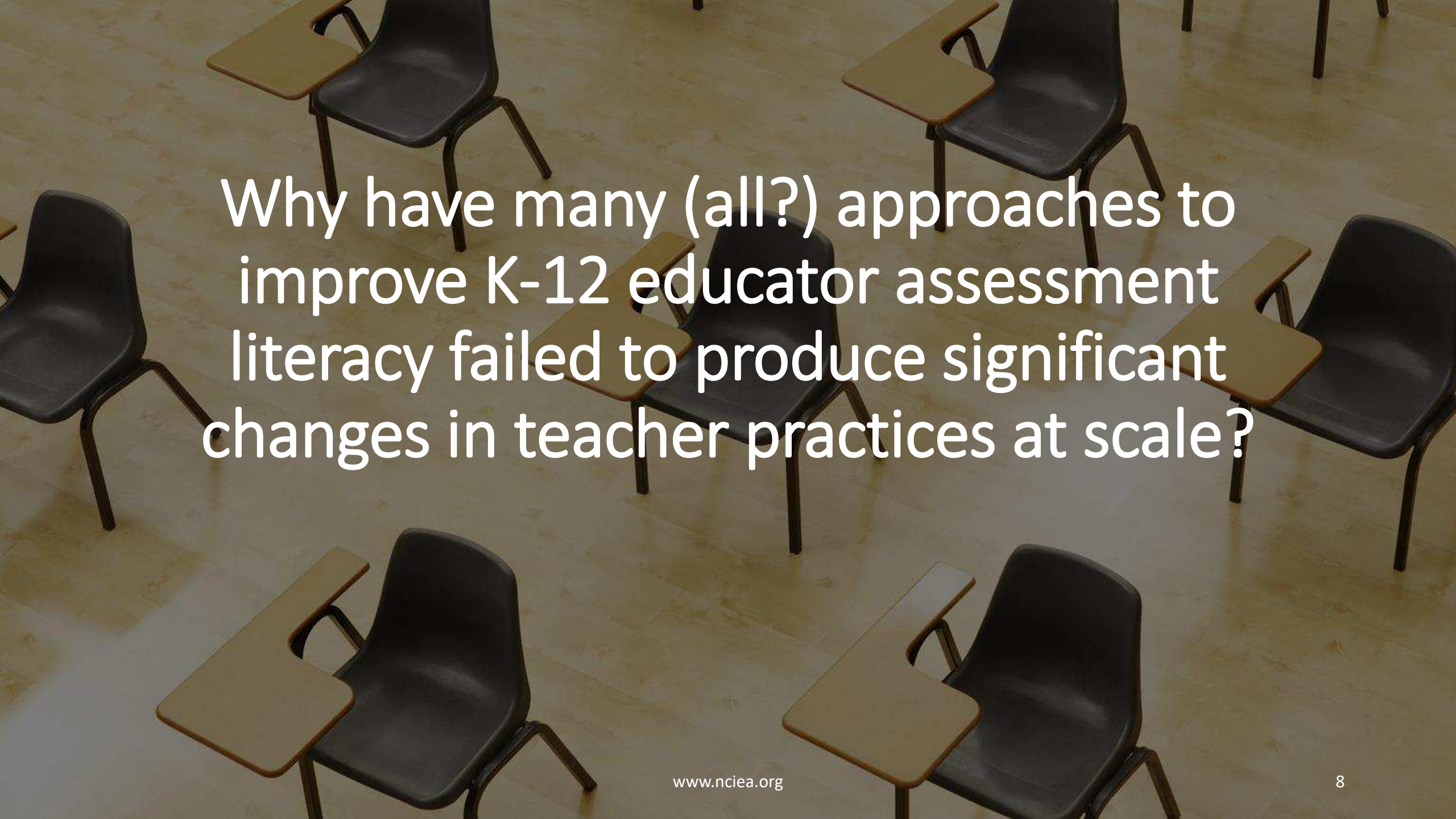
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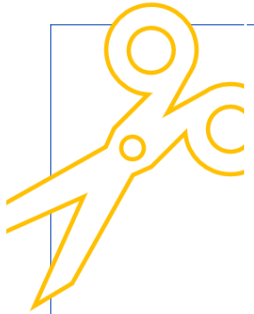
Why have many (all?) approaches to improve K-12 educator assessment literacy failed to produce significant changes in teacher practices at scale?

Success & Failure in Educational Reform: “Historical Lessons”

Educational Reform Example	Conditions	Success or Failure?
Horace Mann’s system of common schools at public expense that then expanded into secondary education	Favorable social, cultural, and political conditions supported this reform	It depends on how you look at it. We have compulsory education and free, public education K-12; however, whether secondary schools benefit all students is less clear (e.g., seeSizer’s book, Horace’s Compromise)
Progressive and child-centered education reforms aimed to reconfigure patterns of teaching and learning	Unfavorable control- and authority-centric learning environments	Many hybridized examples, but left many classrooms untouched in terms of any significant changes in authority relationships in the classroom or even the percentage of teacher talk as compared with student talk
Educational objectives movement	Relationship between social science research and educational practice	Often a pro forma activity. Fails to account for the supremely contextual nature of educational practice; not about specific guidelines, but set of intellectual tools

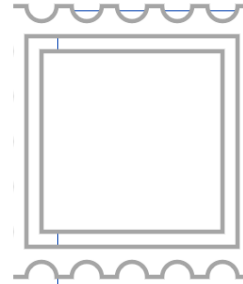
Kliebard, H. M. (2002). Success and failure in educational reform: Are there historical “lessons”? In *Changing course: American curriculum reform in the 20th century* (pp. 126–137). New York, NY: Teachers College Press.

What Does It Mean to ‘Scale’?



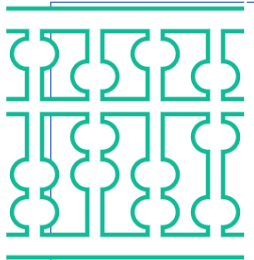
Adoption

- Widespread use of an innovation without explicitly conceptualizing the expected use of the innovation



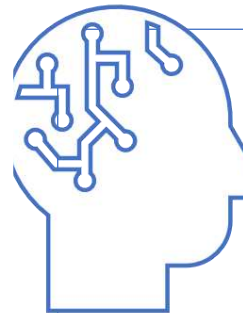
Replication

- Widespread implementation with fidelity, and produces expected outcomes



Adaptation

- Widespread use of an innovation that is modified according to the needs of local users



Reinvention

- Innovations serve as a catalyst for further innovation; local actors build from it—“remix” it, in the language of digital media scholars—creating something new

Morel, R. P., Coburn, C., Catterson, A. K., & Higgs, J. (2019). The multiple meanings of scale: Implications for researchers and practitioners. *Educational Researcher*, 48(6), 369–377.
<https://doi.org/https://doi.org/10.3102%2F0013189X19860531>

Scale as Adaptation

- While supporters of adaptation reject notions of strict fidelity to program designs, many argue that innovations should maintain a **core set of principles** that bound local modifications.
- Adaptation requires capacity-building because “users are expected to make modifications to enhance an innovation’s effectiveness. This task likely requires a thorough understanding of the **core principles** of the innovation as well as local conditions so that users can make informed modifications” (Morel, Coburn, Catterson, & Higgs, 2019).

Shifting Views of Assessment Literacy

**Assessment Literacy is
a Practical Professional
Skill and Technical
Process**

(AFT, NCME, & NEA, 1990)

**Assessment Literacy is
a Professional
Judgment Process**

(Joint Comm. Standards, 2015)

**Assessment Literacy is
Negotiated, Situated,
and Differential Across
Teachers, Scenarios,
and Contexts**

(DeLuca et al., 2019; Willis
2013; Xu & Brown, 2016)

+1

Defining Assessment Literacy

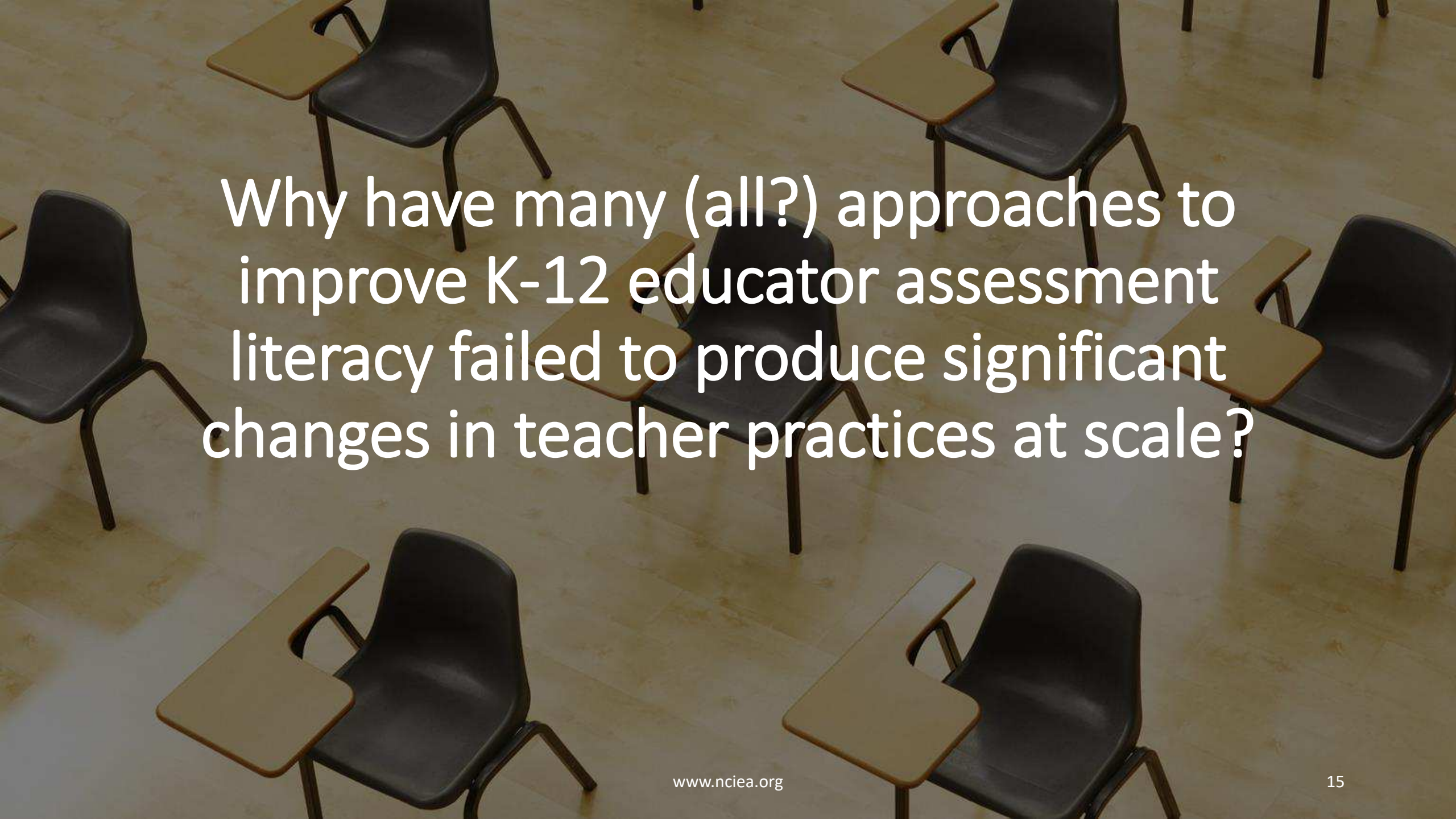
Assessment literacy is a **dynamic context-dependent social practice that involves teachers** articulating and negotiating classroom and cultural knowledges with one another and with learners, in the initiation, development and practice of assessment to achieve the learning goals of students (DeLuca et al., 2019, p. 3).

DeLuca, C., Coombs, A., MacGregor, S., & Rasooli, A. (2019). Toward a differential and situated view of assessment literacy: Studying teachers' responses to classroom assessment scenarios. *Frontiers in Education*, 4(September), 1–10. <https://doi.org/10.3389/feduc.2019.00094>

Also, It's Not Just About K-12 Teachers

Multiple Layers & System Interactions





Why have many (all?) approaches to improve K-12 educator assessment literacy failed to produce significant changes in teacher practices at scale?

Three Summary Considerations

1. Perhaps we've focused too much on assessment literacy as a **set of discrete knowledge and skills** rather than intellectual tools/capacity building via **assessment and assessment system core principles**.

2. Perhaps we've failed to recognize the “**supremely contextual**” nature of **teaching and learning** (teachers, students, and the content) and the ways teachers resist reforms that superimpose rules on the craft of teaching.

3. Perhaps we've focused on scaling in the sense of adoption and replication, rather than **scaling as adaptation** which is better suited to #1-2 above.



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CenterLine Blog

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Supporting Assessment Literacy Using Needs-Based Assessment Models

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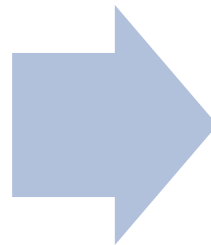
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Shift in Focus of Assessment Literacy Efforts

“**Assessment literacy** is a dynamic context-dependent **social practice** that involves teachers **articulating and negotiating classroom and cultural knowledges** with one another and with learners, **in the initiation, development and practice of assessment** to achieve the learning goals of students”. (De Luca, Coombs, MacGregor & Rasooli, 2019)

What specific knowledge and skills do teachers need to know and be able to do to be assessment literate?

- test design, development, reliability of scores, validity

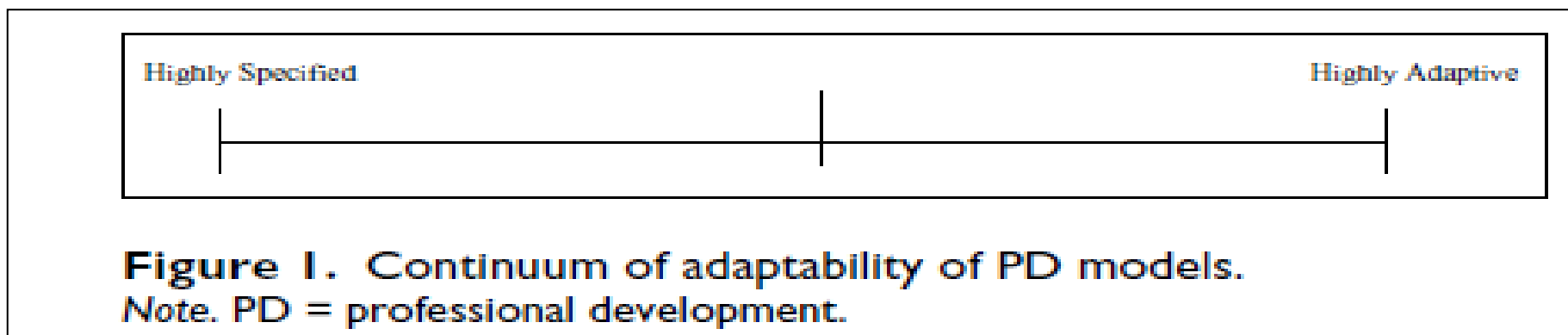


What strategies and understandings will help educators more effectively engage in assessment *given their unique teaching and learning context and experiences?*

Implications for Professional Development

goals, content resources, and facilitation materials are provided to ensure a particular, predetermined PD experience

designed to be readily responsive or adapted to goals, resources and circumstances of the local PD context



Reinvent

Koellner, K., & Jacobs, J, 2015

What's the Wicked Problem?

How do we develop and implement useful, generalizable professional development that supports improved assessment practices for all educators ?

How do we acknowledge the role and impact of context on educators understanding and use of assessment when designing PD?

Am I going to hit that squirrel?



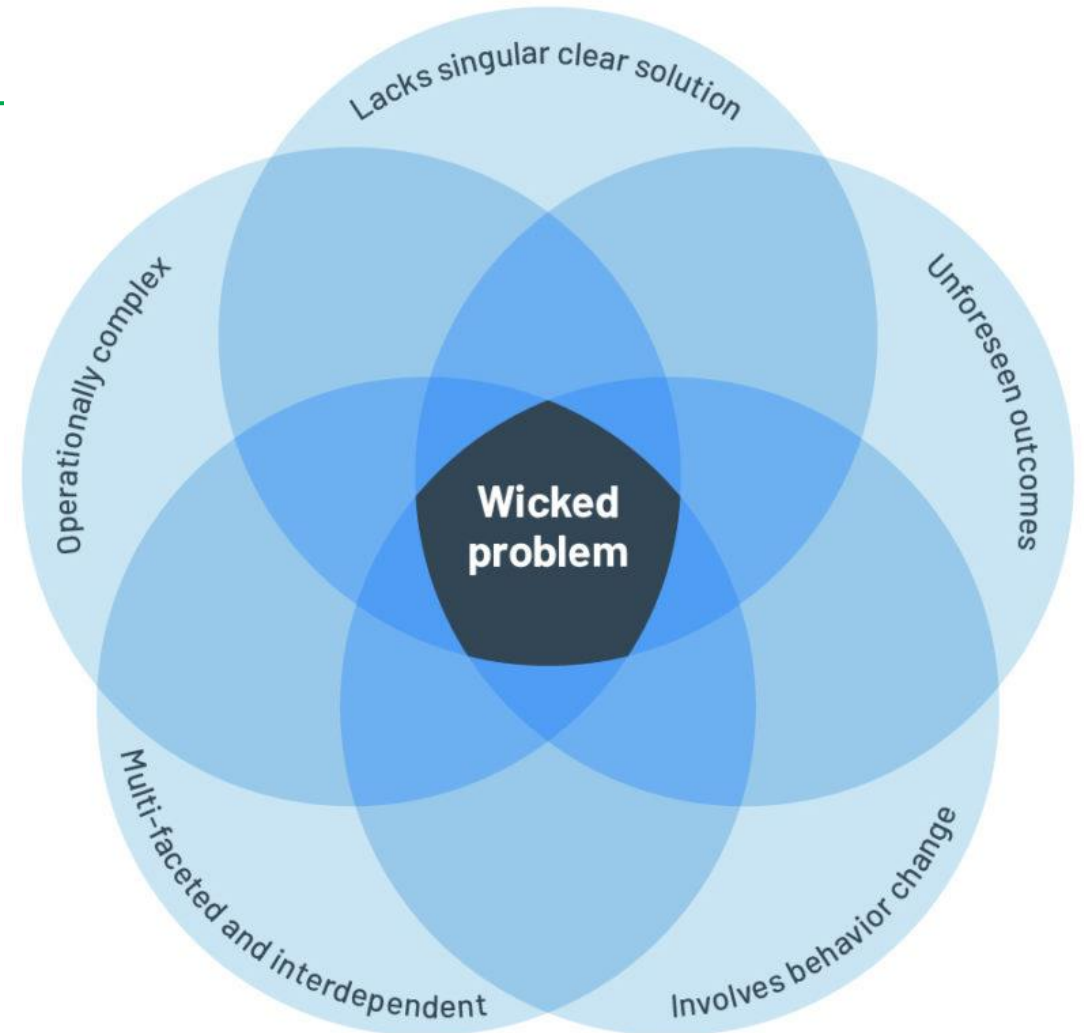
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How do we solve it?

It depends on a variety of factors:

- What we are trying to accomplish
- The target audience(s)
 - Who is expected to participate? (e.g., parents, teachers, leaders)
 - To what extent is the PD intended to generalize (e.g., across schools, districts, states)
- The conditions/requirements for evaluating the fidelity/utility and impact of the solution (e.g., Need quantifiable results and outcomes)



Needs Assessment

*“Needs assessment is the formal process of identifying **needs as gaps between current and desired results**, placing those needs in **priority** order based on the cost to meet each need versus the cost for ignoring it, and selecting the most important needs (problems or opportunities) for reduction or elimination [Kaufman 1992, 1998]”.*

Referenced from Leigh, et.al., 2000

Questions Driving our Planning for Professional Development

- What results are desired?
- What is the nature/degree of discrepancy between the current state and what you want to see?
- What factors are contributing to that discrepancy?
- What are the key conditions and elements that need to be in place in order to support the attainment of that result?
- Who is responsible for or will influence those results being met?
- What is the hypothesized role of assessment in supporting the achievement of that result?

Questions Driving our Planning for Professional Development

- What specific information/practices do educators (others?) need to have in order use assessment in service to achieving the intended result?
- To what extent are the information/practices likely to be influenced by contextual factors? (i.e., To what extent is an adaptive model necessary to facilitate understanding and implementation?)
- What contextual factors are likely to have an influence on the utility and generalizability of the information/practices provided?

Different Ways to Define Information Needs (i.e., What is missing?)

Foundational : General information that everyone needs to effectively communicate and engage with each other (e.g., language, definitions, processes).



Targeted: Information focused on filling a specific gap in knowledge/understanding that is necessary to achieving a well defined goal.



Situated: Information necessary to support the attainment of a specific goal that facilitates understanding and implementation of assessment in light of a number of highly relevant contextual factors.



Individualized: information needed at a given moment to address an immediate concern, question or misunderstanding.





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Approaches to Assessment Literacy Professional Development

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NCME Classroom Assessment Conference
October 2021



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Assessment Literacy

Assessment literacy is a dynamic context-dependent social practice that involves teachers articulating and negotiating classroom and cultural knowledge with one another and with learners, in the initiation, development, and practice of assessment to achieve the learning goals of students.

Negotiated professional aspect of teachers' identities where teachers integrate their knowledge of assessment with their knowledge of pedagogy, content, and learning context.

Professional Development

High-Quality Characteristics

- **Content:**
 - Focus on students' thinking and learning
 - Tied to specific content and standards
 - Modeling
 - Aligned with school/district/state goals, standards, assessments, and other professional learning activities (Archibald, Coggshall, Croft, & Goe, 2011; Darling-Hammond, Hyler, & Gardner, 2017; Labone & Long, 2016)
- **Process & Structure** – Active and collaborative in professional learning communities
 - Active learning
 - Job-embedded
 - Collaborative
 - Coaching
 - Sustained and continuous

Professional Development Approaches

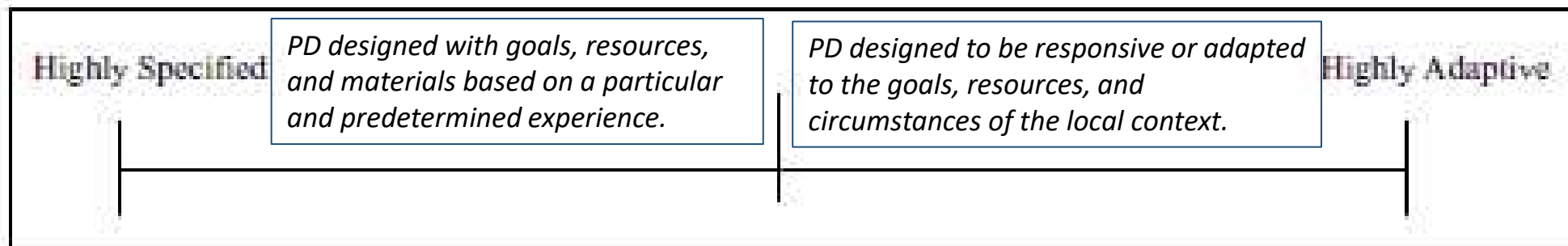
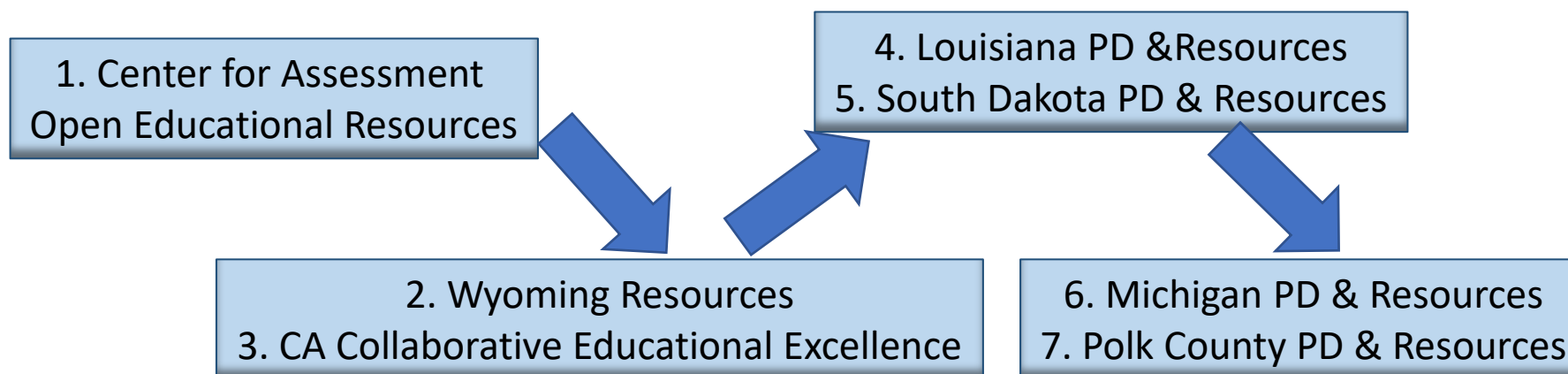


Figure 1. Continuum of adaptability of PD models.

Note. PD = professional development.



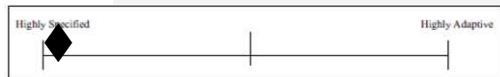
Assessment Literacy Initiative Approaches

Focus of Assessment Literacy Approaches

Use of assessment results improves
teaching and learning!

Approach 1: Open Educational Resources

Highly Specified (although open-source and able to be adapted with attribution) Assessment literacy professional learning modules for leaders and teachers to support **foundational** knowledge

[ABOUT US](#)[OUR WORK](#)[CURRENT INITIATIVES](#)[LIBRARY](#)[EVENTS](#)[CENTERLINE](#)[CONTACT](#)

Classroom Assessment Learning Modules

We created a [series of learning modules](#) that support the development of educators' classroom assessment literacy in areas critical to student academic success and reducing achievement gaps.

The modules provide educational leaders and teachers with the materials, resources, and tools they need to support re-entry with students in fall 2020 and beyond. The learning modules can be used as stand-alone professional learning or sequenced together over time--even when COVID-19 is a distant memory as the content is applicable beyond the current educational context.

All learning modules have pre-recorded video presentations, downloadable slide decks, and supplementary tools and handouts. Practice exercises are used throughout the learning modules to help educators apply the knowledge and skills in their context.

- To access modules: <https://www.nciea.org/classroom-assessment-learning-modules>

Intended Audience: State, District, or School Leaders

Overview &
Syllabus

Introduction

Balanced
Assessment
Systems

We are planning to revise these modules over the summer and add modules (e.g., culturally responsive pedagogy/assessment; performance assessments and associated rubrics; leadership modules)

Intended Audience: Teachers

Overview &
Syllabus

Introduction

Readiness Pre-
Assessment

Formative
Assessment

Data Informed
Differentiated
Instruction

Summative
Classroom
Assessment

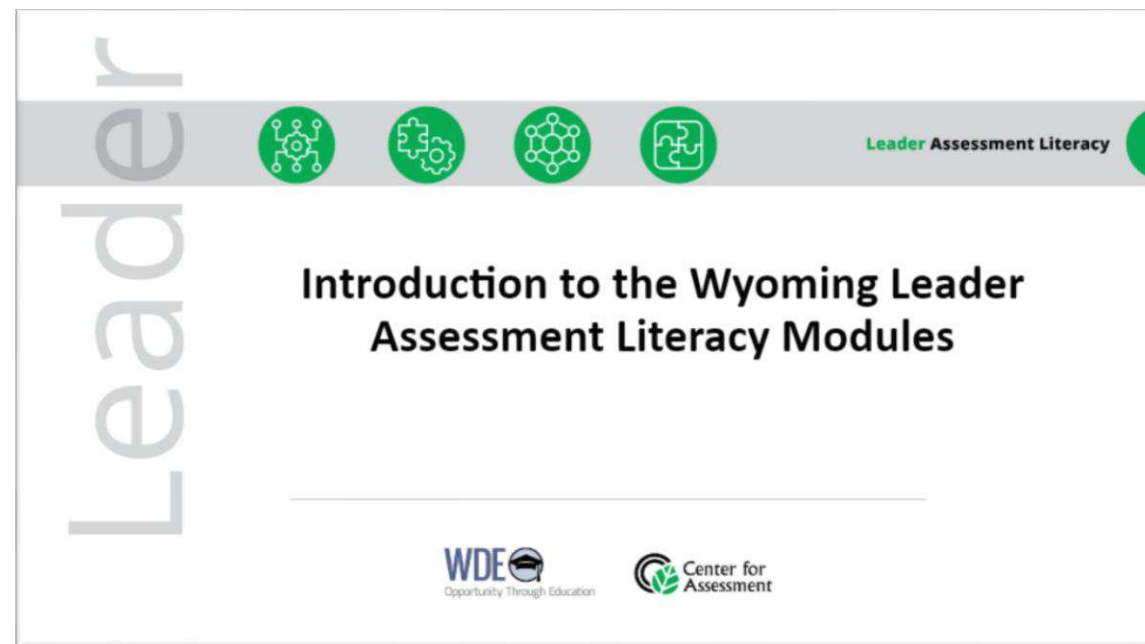
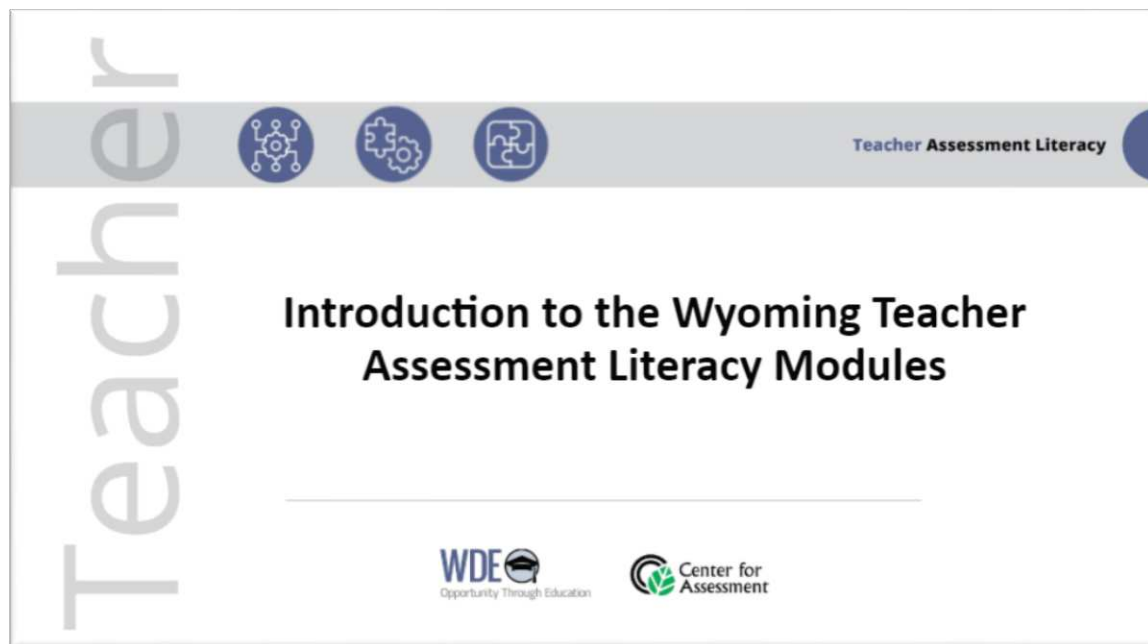
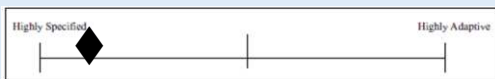
Putting the Pieces
Together

Classroom
Assessment in a
Remote Learning
Environment

<https://www.nciea.org/classroom-assessment-learning-modules>

Approach 2: State Supported Resources

Specified but Adapted for the State's need – Assessment literacy professional learning modules for teachers & leaders to support **foundational** knowledge and development of **balanced assessment systems**





ASSESSMENT LITERACY SCHOOL AND DISTRICT LEADERSHIP GUIDE

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SCHOOL/DISTRICT LEADER ASSESSMENT LITERACY OBJECTIVES

Systems Thinking

1. Explain the purposes of assessment and how assessment is a process of reasoning from evidence.
2. Explain the connections among curriculum, instruction, and assessment and how each element should align to state's content standards and district's model of learning.
3. Define assessment systems and describe the key features that signify balanced assessment systems (coherence, continuous, comprehensive, efficient, and useful).
4. Define the different types of assessments (formative, interim, summative) and typical uses of such assessments.
5. Explain the main uses for state standardized test results, district-selected assessment results, and classroom assessment results.
6. Evaluate the collection of classroom assessments to ensure a high-quality classroom assessment system using the features of balanced assessment systems (coherence, continuous, comprehensive, efficient, and useful).
7. Evaluate the collection of district-selected assessments to ensure they support the features of balanced assessment systems (coherence, continuous, comprehensive, efficient, and useful).
8. Create a local culture of assessment literacy in which all teachers and leaders understand the goals of the assessment system, their role in the system, and have appropriate and on-going training and time to collaborate.
9. Develop an action plan for a regular review cycle of the district-selected and classroom assessment systems.

Assessment Quality

10. Evaluate classroom assessments to ensure they demonstrate the essential characteristics of high-quality formative and classroom summative assessments.
11. Evaluate performance assessments and associated rubrics based on essential characteristics of high-quality performance assessments.
12. Evaluate district-selected interim assessments (commercial interim, common, and benchmark) to ensure they demonstrate the essential characteristics of high-quality interim assessments.

Leader Assessment Literacy ROAD MAP



Strand 1: Systems Thinking

TOPIC A: CREATING A VISION FOR A BALANCED ASSESSMENT SYSTEM

MODULES 1-5

Ensure an understanding of the purpose and use of assessments and their role in a school or district assessment system.

TOPIC B: SUPPORTING IMPLEMENTATION OF A BALANCED ASSESSMENT SYSTEM

MODULES 6-9

Understand how to create a culture of assessment literacy which includes on-going professional development, and a planned review cycle of the assessment system.



Strand 2: Formative Assessments

TOPIC A: ASSESSMENT QUALITY

MODULE 10

Understand how to evaluate formative assessments to ensure they demonstrate the essential characteristics of a high-quality assessment process.

TOPIC B: ASSESSMENT INTERPRETATION/USE

MODULE 11

Recognize how to use information from the formative assessment process for appropriate purposes and report results to different stakeholders.



Strand 3: Interim Assessments

TOPIC A: ASSESSMENT QUALITY

MODULES 12-13

Understand how to evaluate interim, common, and benchmark assessments to ensure they demonstrate the essential characteristics of high-quality assessments.

TOPIC B: ASSESSMENT DESIGN/ SELECTION

MODULES 14-15

Determine the best method to design or select high-quality interim, common, and benchmark assessments for use in a school or district assessment system.

TOPIC C: ASSESSMENT INTERPRETATION/USE

MODULES 16-17

Recognize how to use information from interim, common, and benchmark assessments along with state tests and report results to different stakeholders based on the type of assessment.



Strand 4: Summative Classroom Assessments

TOPIC A: ASSESSMENT QUALITY

MODULES 18

Understand how to evaluate summative classroom assessments to ensure they demonstrate the essential characteristics of high-quality assessments.

TOPIC B: ASSESSMENT DESIGN/ SELECTION

MODULES 19-21

Determine the best method to design or select high-quality summative classroom assessments for use in a school or district assessment system.

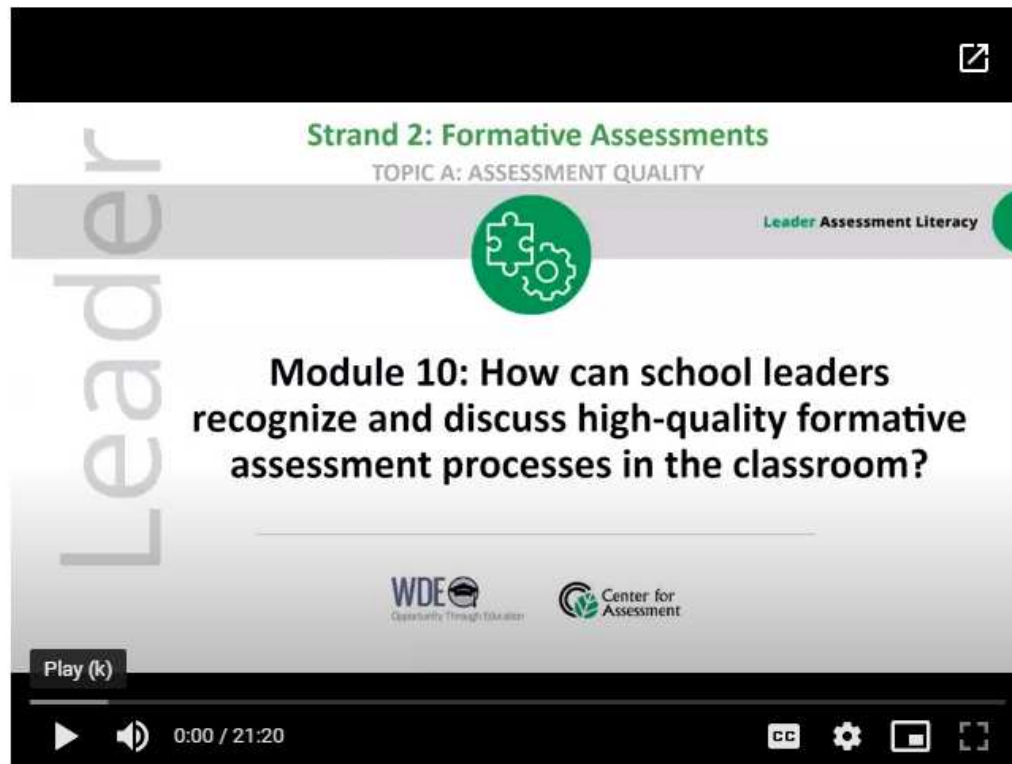
TOPIC C: ASSESSMENT INTERPRETATION/USE

MODULES 22-23

Recognize how to use information from summative classroom assessments for appropriate purposes and report results to different stakeholders.

The modules are provided as an open educational resource to all educators in Wyoming.

Leadership Module 10 Presentation



The video player shows a presentation slide with the following content:

- Strand 2: Formative Assessments**
- TOPIC A: ASSESSMENT QUALITY**
- Leader Assessment Literacy**
- Module 10: How can school leaders recognize and discuss high-quality formative assessment processes in the classroom?**

The video player controls at the bottom show a play button, a volume icon, a progress bar at 0:00 / 21:20, and icons for closed captions, settings, and full screen.

Module Materials

Resource 1 [Formative Assessment Process Discussion Tool for School Leaders](#)

Resource 2 [Using assessment for learning strategies on a daily basis](#) (see pages 54-55)

Resource 3 [Rubric for the implementation of formative assessment process](#) (see pages 37-71)

Resource 4 [Module Script](#), [Slide Deck Handouts](#), and [Additional Supporting Resources](#)



Wyoming Assessment Literacy for Teachers

This course will guide teachers through the components of a balanced assessment system by learning how to evaluate their classroom assessment system; recognize quality assessment practices; design...



Started Feb 8, 2021
FREE



Wyoming Assessment Literacy for Leadership

This course will guide district and school leaders through the components of a balanced assessment system by learning how to support the implementation of a balanced assessment system; recognize...



Started Feb 8, 2021
FREE



If teacher or leader completes the reflection questions at the end of each module in Canvas, a certificate of completion will be available to download after all modules are completed for CEUs.

Approach 3: State Agency Supported Professional Resources



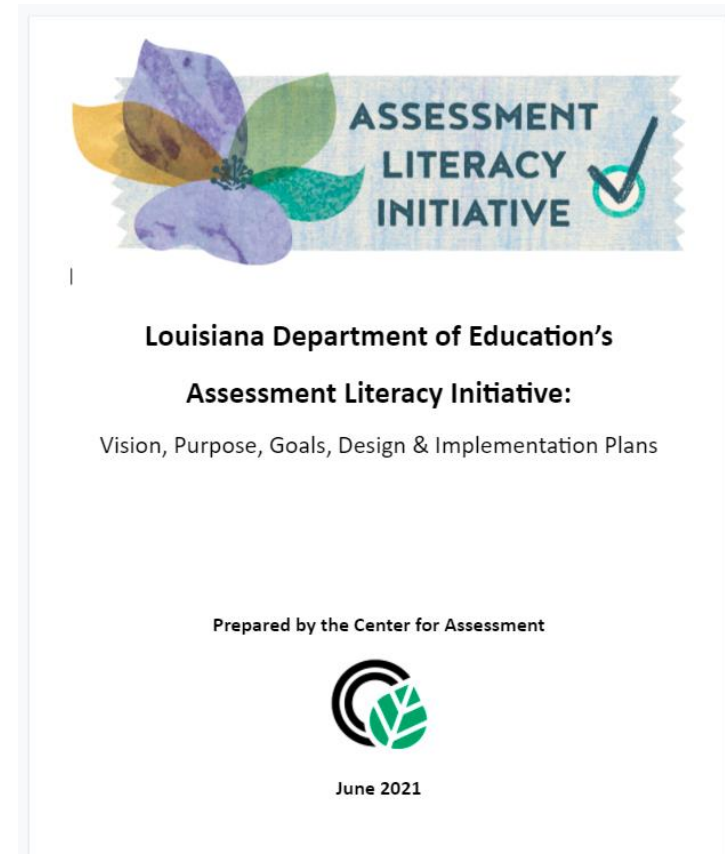
Specified but Adapted for the State's need – Assessment literacy professional learning modules for teachers in support **foundational** knowledge focused on **accelerated learning using formative assessment processes in the classroom**

Micro-Course 1 (New/Novice Teachers)	Micro-Course 2 (Advanced Teachers)	Micro-Course 3 (Leadership)
Formative assessment processes and learning acceleration: Introduction	Formative assessment processes and learning acceleration: Advanced	Supporting high-quality formative assessments in the classroom
Where the learner is now, Part 1: Using pre-assessments	Where the learner is going: Clarifying, sharing, and understanding learning intentions and success criteria	High-quality discussions between school leaders and teachers about formative assessment processes
Where the learner is now, Part 2: Using formative assessments during or after instruction	How to get there: Providing feedback that moves student learning forward	Supporting teachers as they create or select formative assessments during or after instruction
Closing the gap, Part 1: Using student work analysis to identify gaps and differentiate instruction	Closing the gap, Part 2: Involving students and their peers in the formative assessment process	Supporting teachers as they involve students and their peers in the formative assessment process

Approach 4: State Supported Professional Development and Resources



Specified but Adapted for the State's need – Assessment literacy professional development and learning modules for leaders and teachers in support of **foundational** knowledge aligned with **Tier 1 curriculum** and focused on **school/district improvement**





Balanced Assessment Systems

Understand the purpose and use of state, district, school, and classroom assessments and their role in creating a balanced system of assessments.

[Module 1: Part A](#)
[Modules 6-8](#)

Curriculum Connections

- Mathematics
- Science
- English language arts
- Social studies



Formative Assessment Processes

Understand how to design, implement, and use the information from high-quality formative assessment processes to inform teaching and learning.

[Module 1: Part C](#)
[Module 2](#)

Curriculum Connections

- Mathematics
- Science
- English language arts
- Social studies



Interim Assessments

Understand how to evaluate the quality of interim assessments and use aggregated information to make better educational decisions at the school and district level.

[Module 1: Part B](#)

Curriculum Connections

- Mathematics
- Science
- English language arts
- Social studies



Summative Classroom Assessments

Understand how to design, implement, and use the information from high-quality summative classroom assessments to broadly signal what students have learned as a result of instruction.

[Modules 3-5](#)

Curriculum Connections

- Mathematics
- Science
- English language arts
- Social studies



Implementation Plan Year 1 (2021-2022 School Year)

Beginning in May 2021 for the 2021-2022 school year, the LDOE will recruit the first cohort of school-based teams and will focus on math and science. The school-based teams will include a school system leader, school leader, as well as one math and one science teacher. School leaders will be asked to complete an interest survey that includes the names of the school system leader and teachers that will participate in the Assessment Literacy Initiative with them. Teachers should be selected because of their leadership potential and willingness to facilitate professional learning with their colleagues during Year 1 of the Initiative (the 2021-2022 school year).

The school should already have pre-established professional learning groups (PLCs or grade/content-based teams of teachers) that meet weekly in order to participate. Approximately 15-20 school-based teams will be recruited to participate in the professional training and support in Year 1. The goal is to recruit a representative sample of schools based on a matrix of different characteristics, including:

- school location (urban, suburban, rural)
- region in the state (northwest, northeast, southwest, southeast, central, etc.)
- grade levels (elementary, middle, and high)
- percentage of students at the school who are economically disadvantaged
- percentage of students in the school who are limited English proficient
- percentage of students in the school who are non-White

The professional development includes cohorts of **school-based teams** (school system leader, school leader, and teachers) and assessment examples are grounded in **specific content** (math and science – Y1; Ela and social studies – Y2).



Approach 5: State Supported Professional Development and Resources



Specified but Adapted for the State's need – Assessment and data literacy professional development and learning modules for district leaders, state coaches, and higher education leaders supporting pre-service teachers in support of **foundational** knowledge focused on **educator/school/district improvement**

The South Dakota Department of Education is recruiting regional coaches, school/district practitioners, and university/teacher preparation faculty to participate in a two-year Classroom Assessment and Data Literacy initiative. The first year of the initiative (2021-22 school year) is structured as follows: virtual 2-hour kickoff meeting in September followed by five whole group meetings spaced throughout the school year. The first and last whole group meeting will be full day meetings in-person. The other three whole group meetings will be virtual, 3-hour meetings. There will also be 1-hour coaching sessions/office hours set up in-between the whole group meetings.

Participants can earn **4 college credits** (if desired) and will receive a **\$2,700 stipend for the year** which includes travel and accommodations paid for by participants in Year 1. Participants continuing into Year 2 of this initiative can earn **2 college credits** (if desired) and an additional \$1,200 stipend for the year. The Year 1 stipend will be paid in two installments: 1) December 2021 and 2) June 2022 based upon completion of all the expectations listed below.

South Dakota Assessment & Data Literacy Initiative



Strand 1. Balanced Assessment Systems

Understand the purpose and use of state, district, school, and classroom assessments and their role in creating a balanced system of assessments.

Module 1: [Leader](#) | [Teacher](#)
 Module 2: [Leader](#) | [Teacher](#)
 Module 3: [Leader](#) | [Teacher](#)
 Module 4: [Leader](#) | [Teacher](#)

[2021-22 Meeting Dates & Overview](#)



Strand 2. Formative Assessment Processes

Understand how to design, implement, and use the information from high-quality formative assessment processes to inform teaching and learning.

Module 5: Leader | Teacher
 Module 6: Leader | Teacher
 Module 7: Leader | Teacher
 Module 8: Leader | Teacher

[2021-22 Participants List](#)



Strand 3. State & Interim Standardized Assessments

Understand the purpose and design of state and interim standardized assessments to appropriately use results to make better educational decisions at all levels of the system.

Module 9: Leader | Teacher
 Module 10: Leader | Teacher
 Module 11: Leader | Teacher

[Participant Materials](#)



Strand 4. Summative Classroom Assessments

Understand how to design, evaluate, implement, and use the information from high-quality summative classroom assessments to broadly signal what students have learned as a result of instruction.

Module 12: Leader | Teacher
 Module 13: Leader | Teacher
 Module 14: Leader | Teacher
 Module 15: Leader | Teacher
 Module 16: Teacher
 Module 17: Teacher
 Module 18: Teacher
 Module 19: Teacher



Strand 5. Data Literacy & School Improvement Planning

Understand how to use assessment and other school-based indicators to make appropriate school improvement plans to support student achievement and community success.

Module 16: Leader
 Module 17: Leader
 Module 18: Leader
 Module 19: Leader



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Approach 6: State Supported Professional Development and Resources



Specified but Adapted for the State's need – Assessment literacy professional development and learning modules for teachers in **targeted** to support the development of **performance assessments measuring state competencies**

Performance
Assessment
Development
Process

Assessment Design

Measuring Competencies Using Performance Assessments

Module 7: English Language Arts
Performance Assessment Design



Performance
Assessment
Development
Process

Assessment Design

Measuring Competencies Using Performance Assessments

Module 7: Mathematics
Performance Assessment Design



Measuring Competencies Using Performance Assessments

Click (or right-click) an image below to access the module materials.

Purpose and Use of Competencies

Module 1:
Introduction to the
Module Pathway

Module 2:
Introduction to
Competencies

Module 3:
Competencies in
Action

Measuring Competencies

Module 4:
Assessment Design
to Measure
Competencies

Module 5:
Characteristics of
Performance
Assessments

[Measuring Competencies Using Performance Assessments Roadmap](#)

- [Performance Assessment Development Process Landing Page](#)
- [Establishing an Instructional Pathway Landing Page](#)



Measuring Competencies Using Performance Assessments

Click (or right-click) an image below to access the module materials.

Assessment Design

Module 6:
Assessment Targets
and Evidence
[Template]

[ELA](#) | [Math](#)

Module 7:
Assessment Design
[Template]

[ELA](#) | [Math](#)

Module 8:
Rubrics
[Template]

[ELA](#) | [Math](#)

Module 9:
Directions
[Template]

[ELA](#) | [Math](#)

Assessment Evaluation

Module 10:
Task Quality Review
Protocol

Module 11:
Think-aloud
Protocol

Module 12:
Scoring Calibration
Protocol

[Measuring Competencies Using Performance Assessments Roadmap](#)

- [A Foundation for Competencies Landing Page](#)
- [Establishing an Instructional Pathway Landing Page](#)



Measuring Competencies Using Performance Assessments

Click (or right-click) an image below to access the module materials.

Aligning Assessment to Instruction

Module 13:
Student Work
Analysis

Module 14:
Designing
Instructional Tasks

Module 15:
Replacement
Units

[Measuring Competencies Using Performance Assessments Roadmap](#)

- [A Foundation for Competencies Landing Page](#)
- [Performance Assessment Development Process Landing Page](#)



Performance Assessment Cadre of Experts Development Opportunity

Are you interested in learning about, developing, and implementing Performance Assessments in your district or school while earning SCHECH hours? Join us as we work with the National Center for Assessment to develop Performance Assessments that are aligned to Michigan's Academic Standards and the Michigan model competencies. Competencies are groups of academic standards grouped according to relevance in instructional design. For more information about [Competency-based Education in Michigan](#).

Qualifications:

- Educators in each grade span: K-2, 3-5, 6-8, and 9-12
- Experience with Michigan Academic Standards
- Experience with, understanding of, or interest in working with Competency-based Education (CBE) systems

You will have opportunities to:

- learn about the state model competencies
- engage in a process for developing performance assessments and rubrics

- collaborate with peers from other districts
- practice using a rubric and calibrating the scoring of performance assessments
- take part in a research agenda focused on measuring competencies through performance assessments

Participants are expected to:

- attend all scheduled meetings: four (4) two-and-a-half-day (2.5) sessions in June, August, October, and December 2020 (final dates will be published in the Spotlight)
- collaborate with grade-span teachers in the development of a performance assessment and corresponding rubric aligned to the state model competencies, given guidance and resources
- administer and collect student responses for one performance assessment
- collaborate with grade-span teachers in the scoring of student work resulting from implementation of the performance assessment
- willing to be observed during implementation of performance assessment with a selected group of students
- be willing to engage in interviews relative to the impact of a performance assessment on curriculum, instruction, and student learning
- be willing to engage in a focus group to determine the impact of the professional development on instructional practice
- be willing to complete a survey at the end of the professional learning

If you are interested in participating, submit your resume to mde-oeaa@michigan.gov with the subject line: Performance Assessment Cadre of Experts.

The modules are used by the Michigan Assessment Consortium and Michigan Department of Education to develop a bank of performance assessments to measure state competencies in English language arts and math.

Approach 7: District Supported Professional Development and Resources



Specified but Adapted for the District's need – Assessment literacy professional development and learning modules for district leaders and teachers in support of **foundational** knowledge focused **educator evaluation** (Student Achievement Objectives)



Administrator Cadre: Creating a Vision for Assessment Literacy

Jeri Thompson, *The National Center for the Improvement of Educational Assessment*

Jennifer Rouse, *Polk County Public Schools*



Assessment Literacy and SAOs
Session 1 Module



Teacher Cadre: Vision for Assessment Literacy

Jeri Thompson, *The National Center for the Improvement of Educational Assessment*

Jennifer Rouse, *Polk County Public Schools*



Assessment Literacy and SAOs
Session 1 Module



Readiness Pre-Assessments and SAOs

TARGETS

Directions for Establishing Targets: Use the planning information to guide how you will use previous performance to set baseline data as well as to establish expected targets.

Targets: identify the expected outcomes by the end of the instructional period for the whole class as well as for different subgroups, as appropriate.	
Actual Performance from Baseline Data	
Identify the specific courses, assessments, and/or experiences (e.g., grades, test scores, surveys) used to establish baseline levels and expected outcomes for students' understanding of the learning goal.	<p>Response Guide:</p> <ul style="list-style-type: none"> Name the academic baseline data sources used to establish baseline levels Note: A pre-test on the current grade level or course standards is <u>not</u> an appropriate measure for a baseline level. Students wouldn't do well on a pre-test on content they haven't been taught yet. Should use at least 3 baseline data sources to establish each student's starting point and expected outcome or target level for the end of the year. Only use behavior data when necessary (it's only one data point in unique circumstances). Do not include your analysis of the baseline data here. <p>Discuss: how are readiness pre-assessments used with determining SAO student targets. In what ways are teachers using these formative assessments vs. interim assessments to make the necessary target decisions?</p>

The professional development and modules includes understanding foundational assessment literacy information and how the information supports Student Achievement Objectives.

Formative Assessments and SAOs

ASSESSMENTS AND SCORING

Directions for Documenting Assessments and Scoring: Use the planning information to refine and tailor the description and use of assessments you described.

Assessments and Scoring: Assessments should be of high quality and designed to best measure the knowledge and skills found in the learning goal of this SAO. The assessment should be accompanied by clear criteria or rubrics to describe what students have learned.	
Assessments for this SAO	
Describe the summative and formative assessments that measure students' understanding of the learning goal[1]. <u>Include a possible prompt or prompts that align to the learning goal and the identified depth of knowledge required by the standard(s).</u>	<p>Response Guide:</p> <ul style="list-style-type: none"> Ensure the assessments fully align with the expectations of the learning goal. The assessments are a "body of work" for each student, not about the score on one final assessment. The entire "body of work" is used to determine each student's target outcome at the end of the year. Formative assessments are for instructional decision-making, not for grades. They take place during instruction to inform teacher steps. Summative assessments come after instruction and practice. They are an evaluation of what a student can do <i>individually</i> and can be used for a grade. Summative assessments should be completed in class and should never include take home projects. Prompt = task; A prompt could be a description of a performance task. <p>Discuss: In what ways are teachers using these formative assessments to make necessary instructional decisions?</p>

Approaches For Spreading and Scaling Assessment Literacy

Strengths	Limitations
<ul style="list-style-type: none"> Flexibility in contextualizing the professional development (differential across scenarios and contexts) 	<ul style="list-style-type: none"> Modules (without PD) limit interactions and delving into specific contexts
<ul style="list-style-type: none"> Access to a broad range of participants 	<ul style="list-style-type: none"> Virtual professional development – difficulty in participant engagement
<ul style="list-style-type: none"> Participants are prepared to redeliver professional learning in a situated environment 	<ul style="list-style-type: none"> Unable to engage in situated professional development
<ul style="list-style-type: none"> Coaching opportunities provided 	<ul style="list-style-type: none"> Limited opportunities for follow-up or continuous engagement



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Discussant Remarks

Dr. Charlie DePascale

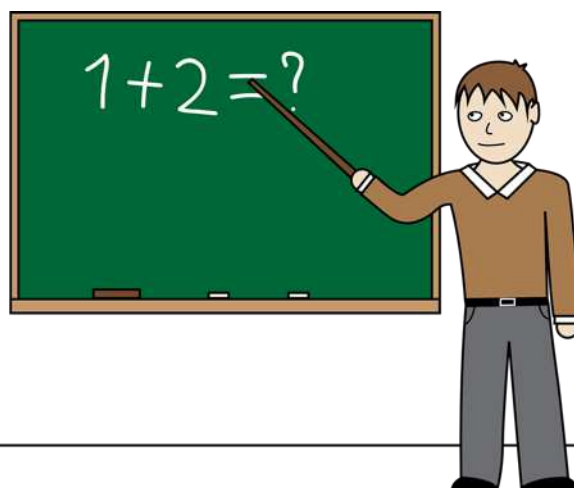
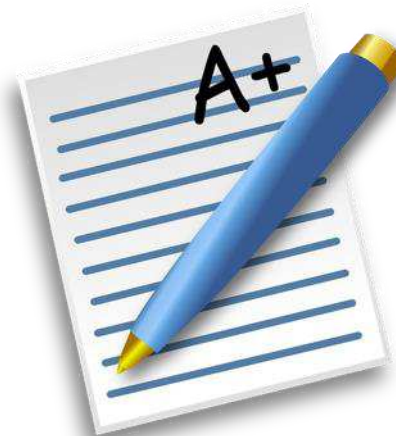
Psychometric Confections, LLC

NCME Classroom Assessment Conference Oct 2021

Assessment Improves Teaching and Learning !

- It is important for teachers to know how to use assessment to inform and improve instruction and student learning
- Assessment Literacy Is Important
- Teachers do not have an adequate *amount* of assessment literacy.
- ***Why have many (all?) approaches to improve K-12 educator assessment literacy failed to produce significant changes in teacher practices at scale?***

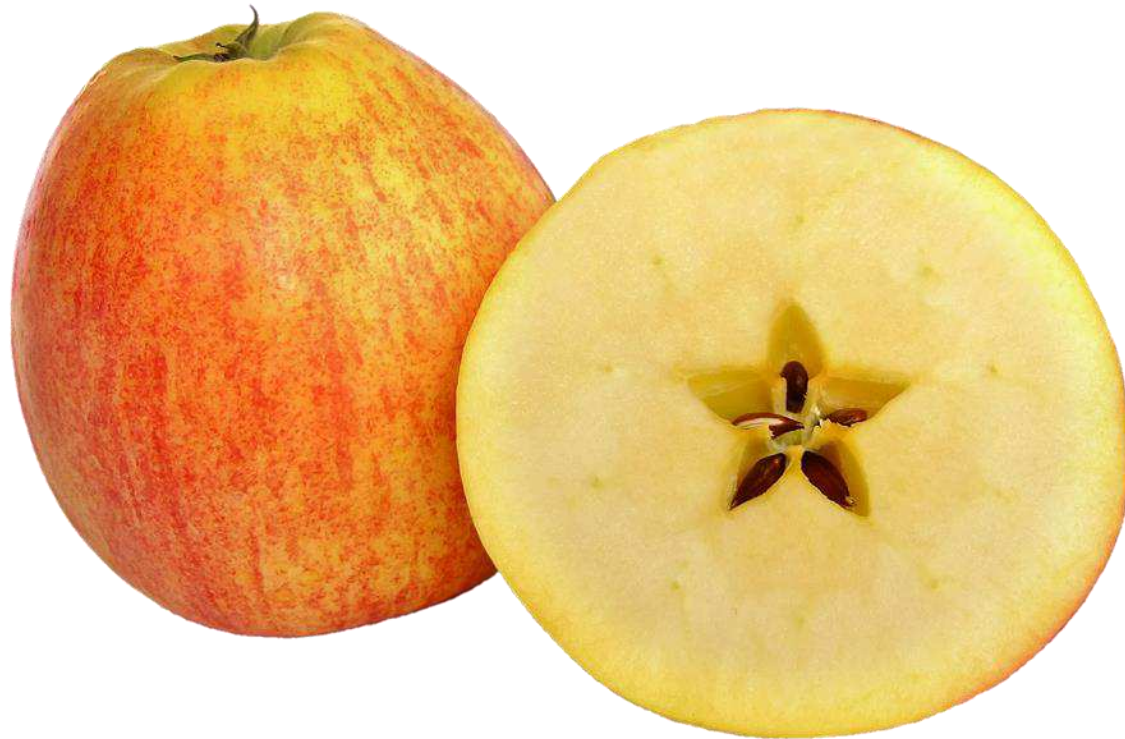
Why Assessment Literacy?



Historical Lessons

- Are we willing to say that anything has been successful?
- Where and how do we set the bar for success?
- Successful for whom and for what purposes?





Core Principles

- What are the core set of principles with respect to assessment and instruction?
- How do they apply across different types and levels of assessment?
- How do they apply across assessment uses and users?

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What's Your Problem?

- Professional Development
 - Assessment Literacy
 - Instruction
 - Student Learning
 - Opportunity, Equity, ...

What's Your Problem?

- Professional Development
- How do we keep the focus on solving the PD problem?
- How do we determine whether PD can solve the problem?
- It's a wicked problem!



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Blog

charliedepascale.blog

Teaching Literacy, April 2021

<https://charliedepascale.files.wordpress.com/2021/04/teaching-literacy-1.pdf>



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