



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



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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



Carla M. Evans

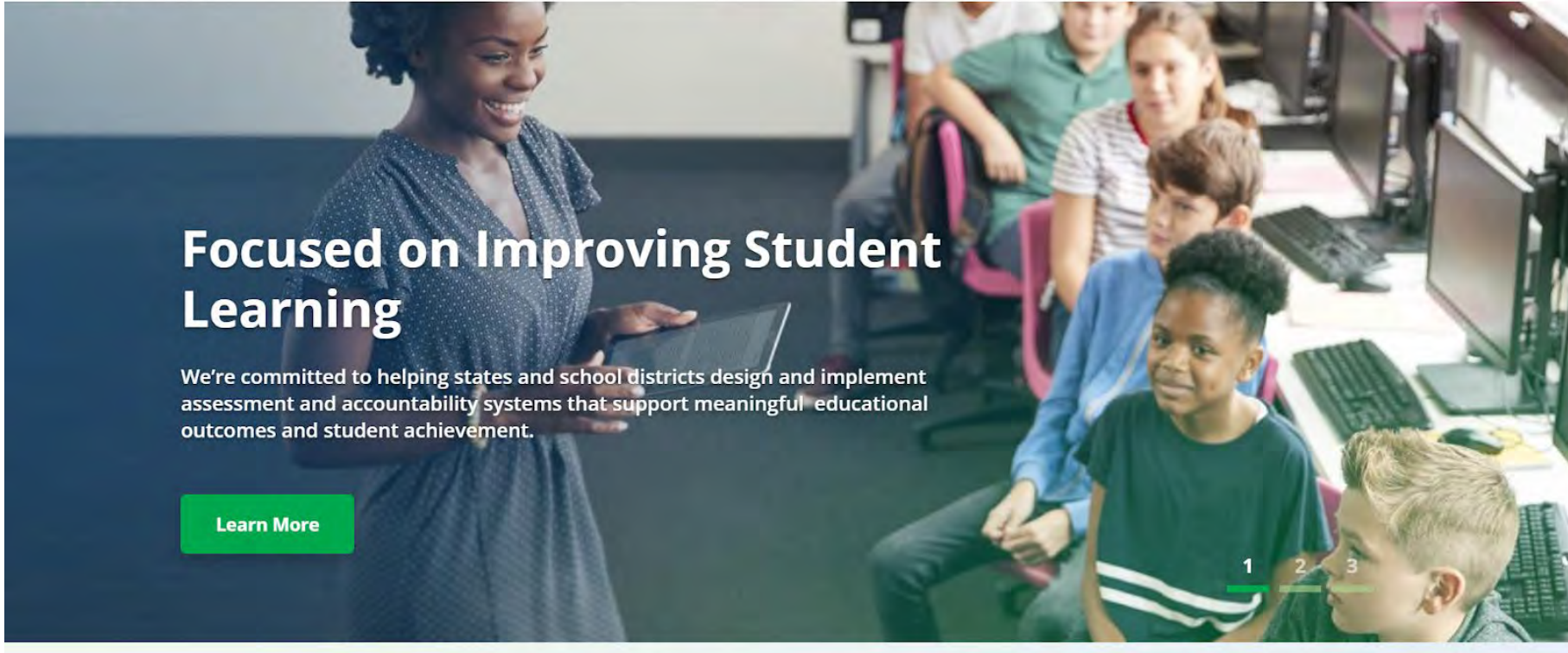
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Focused on Improving Student Learning

We're committed to helping states and school districts design and implement assessment and accountability systems that support meaningful educational outcomes and student achievement.

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The [National Center for the Improvement of Educational Assessment, Inc.](http://www.nciea.org) (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.

Overview

COVID-19 Response Resources

ESSA Accountability

Innovative Assessment and Accountability Systems

Comparability

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-19A High-Level Overview of Likely Implications and Options for Assessment and Accountability
- School Disruption Due to COVID-19A High-Level Overview of Likely Implications and Options for Assessment and Accountability
- Considering Equity Within Accountability Systems in Response to Interruptions in Schooling: 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!

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→ Current Initiatives

→ COVID-19 Response Resources

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

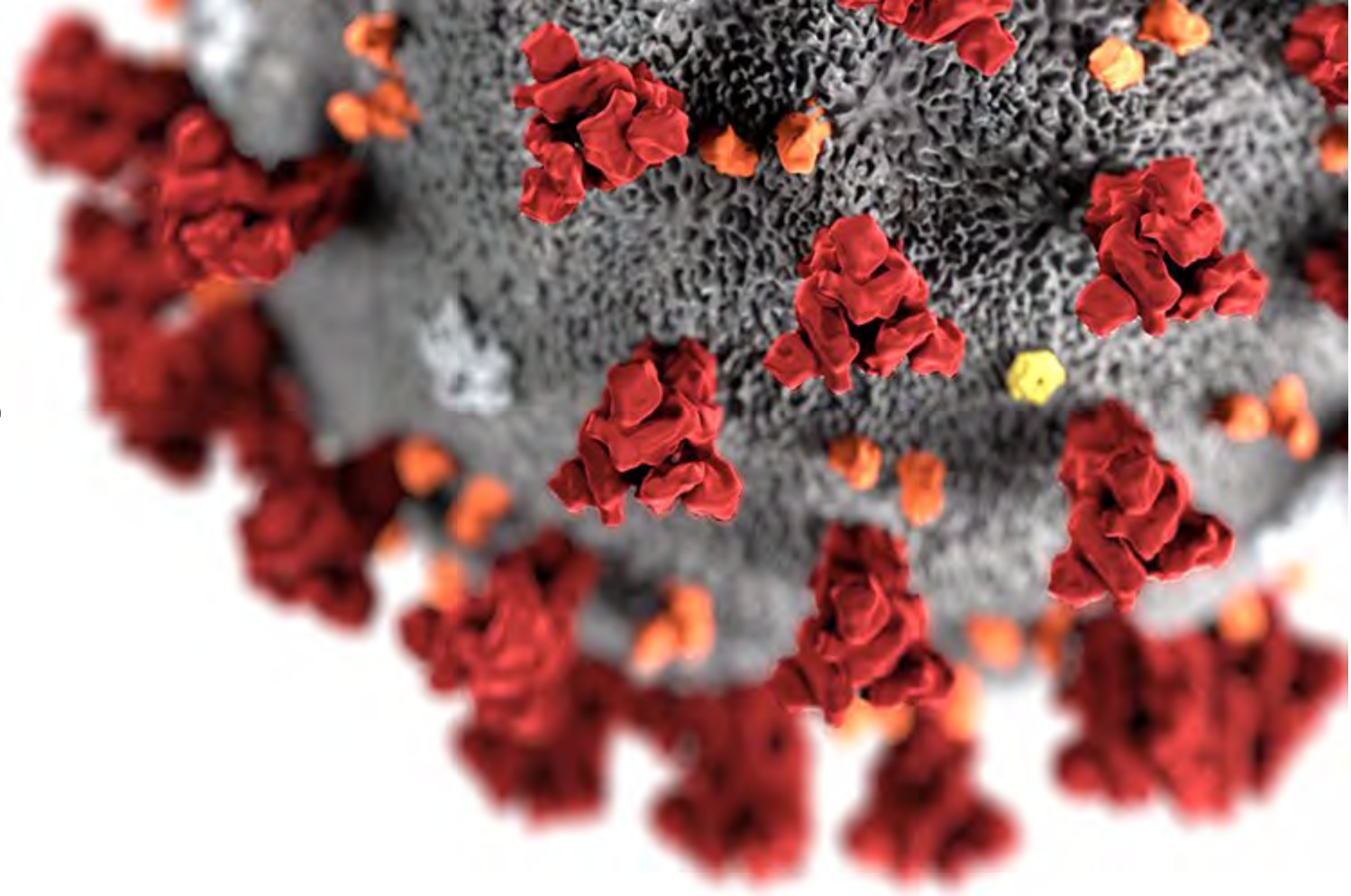
Identifying where in the curriculum to begin instruction

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”](#)

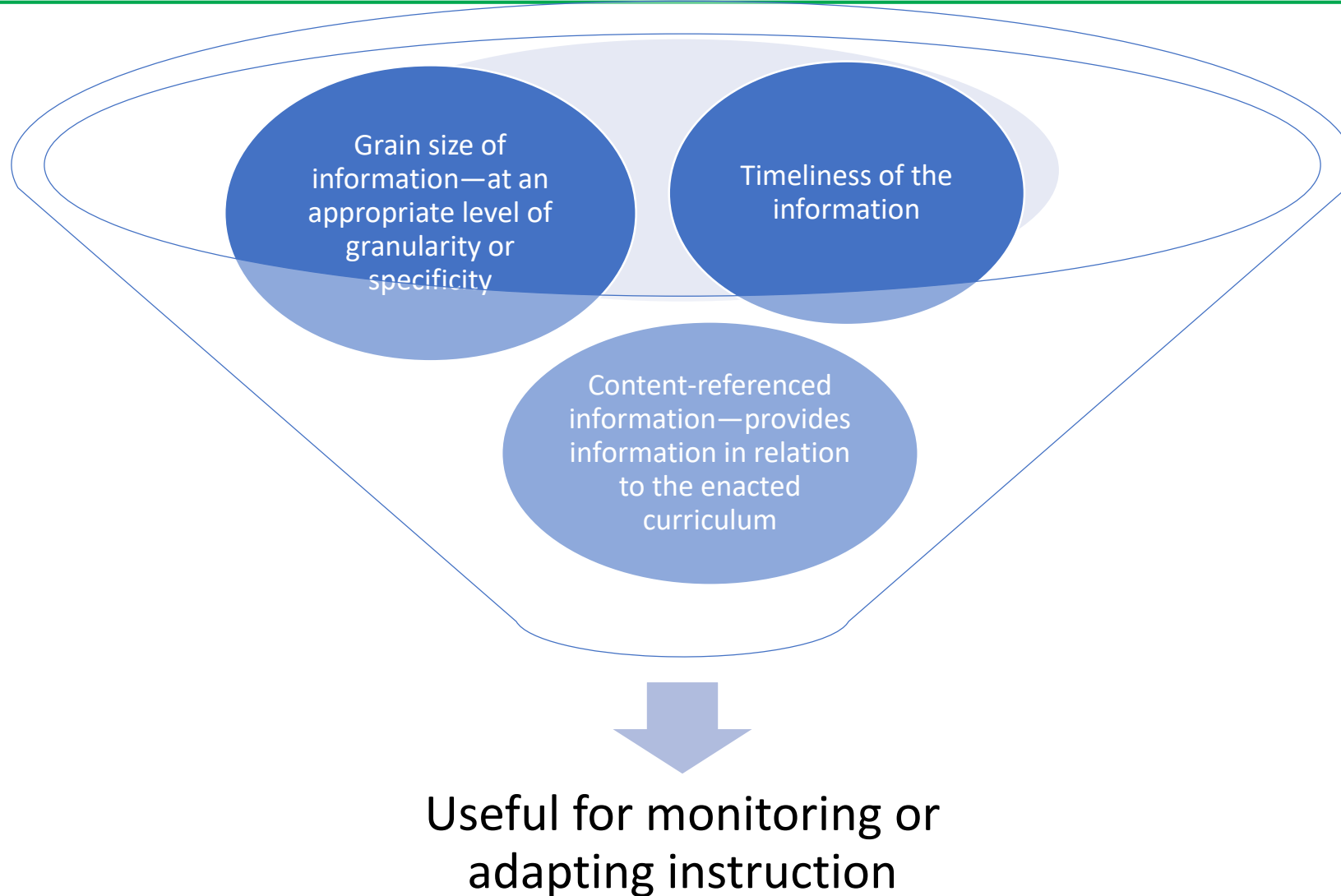
Assessment Design

- **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)

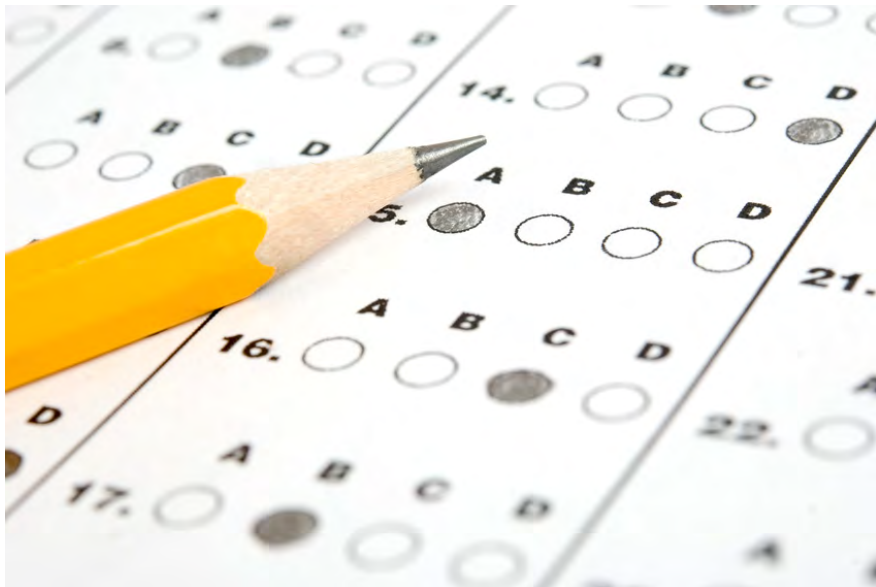


See blogs: [“Fall Educational Assessment: The Information You Need and How to Get It”](#)
[“You Say Tomato: Concerns about the Diagnostic Assessment Rhetoric”](#)

Characteristics of Instructionally-Useful Assessment



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”](#)

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.

Classroom Assessment Learning Modules:

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

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Intended Audience: Teachers



www.nciea.org/classroom-assessment-learning-modules

Classroom Assessment Learning Modules

Introduction for State, District, and School Leaders

[Back to Landing Page](#)

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-RECORDING

Pre-Recorded Materials

- [Video Presentation: Introduction for State, District, and School Leaders](#)

MATERIALS

Module Materials

- [Slides: Introduction for State, District, and School Leaders](#)
- [Handout: Overview of Learning Modules](#)
- [Survey: Introduction for State, District, and School Leaders](#)

SUPPORTS

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”](#)
- Blog: [“Stop Searching for the Holy Grail”](#)

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!

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
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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

Overview & Expected Release Dates Module

Intended Audience	Learning Module	Expected Release Date
State, District, and School Leaders	Introduction for State, District, and School Leaders	Released!
	Balanced Assessment Systems: High-Quality District Assessment Systems	September 1, 2020
Teachers	Introduction for Teachers	Released!
	Readiness Pre-Assessment	Released!
	Formative Assessment	Released!
	Data Informed Differentiated Instruction	Released!
	Summative Classroom Assessment	Released!
	Putting the Pieces Together: High-Quality Classroom Assessment Systems	August 18, 2020
	Assessment in a Hybrid or Remote Learning Environment	September 15, 2020

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

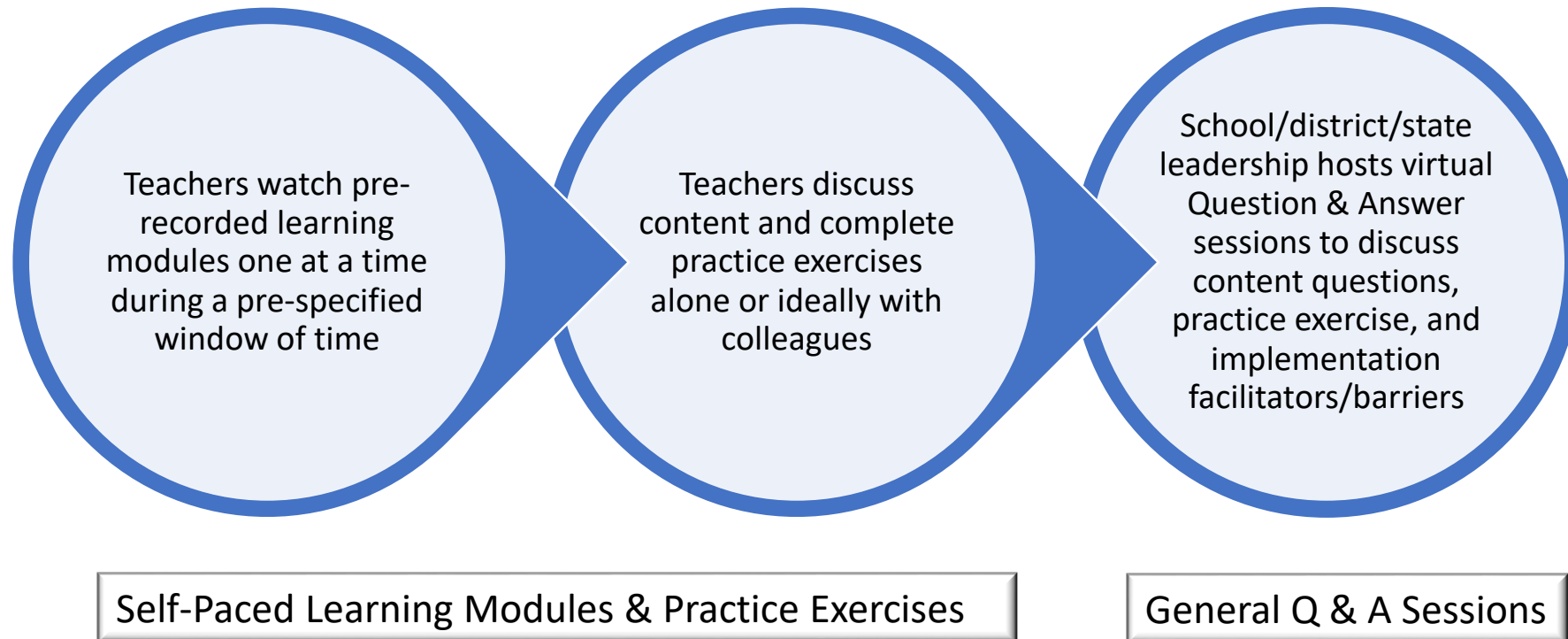
- Let's start with the elephant in the room—there is a lot going on in central offices right now and many different initiatives vying for the attention of district/school leaders and teachers.
- A real concern is **leadership capacity to implement high-quality professional learning and teacher capacity 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!



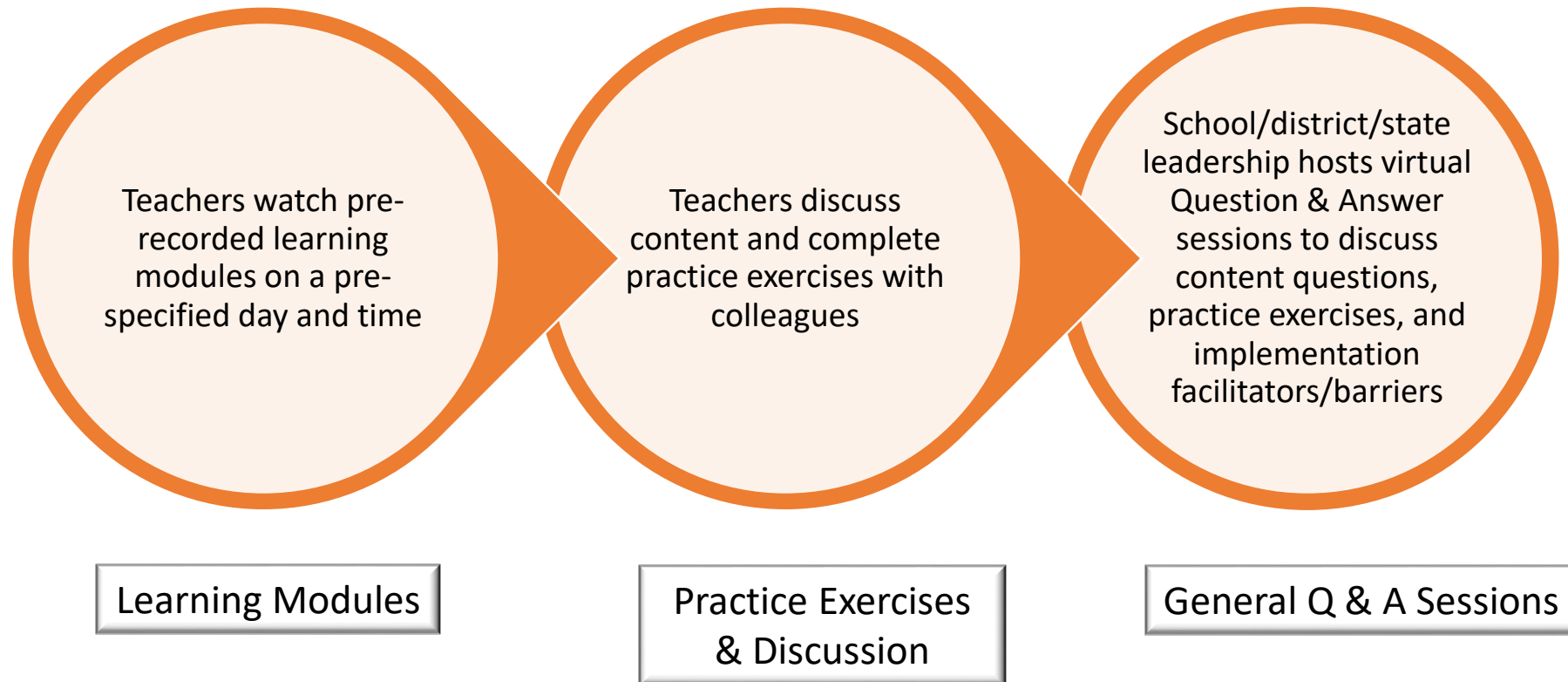
Models of Rollout & Implementation

- 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

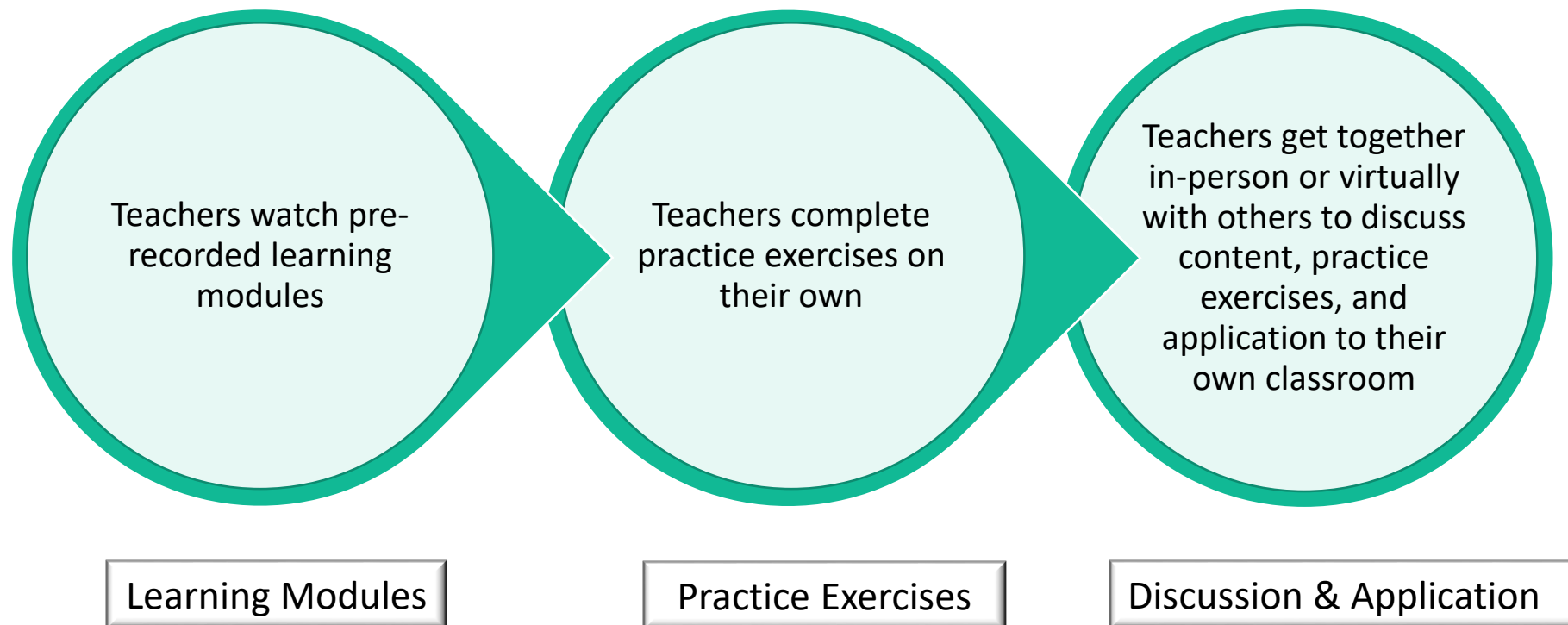
Virtual Mostly Asynchronous Model



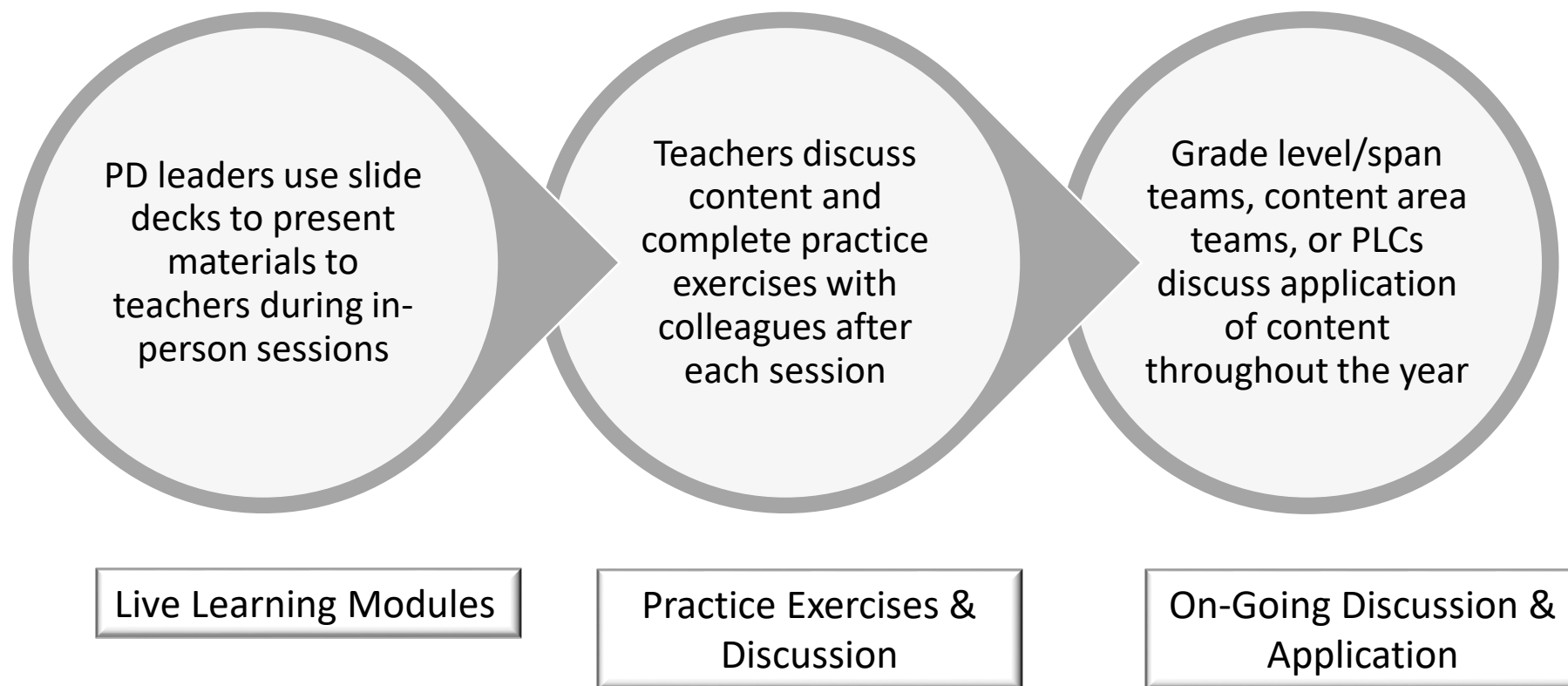
Virtual Synchronous Model



Flipped Classroom Model



Delivered Live Model



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

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

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](#)



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

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



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



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!

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Jeri Thompson (jthompson@nciea.org)



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