

**Claims, Designs, and Evidence  
Session 2**

00:15:57 Russell Keglovits: Hello All - Russ Keglovits, ACS Ventures

00:16:01 Terri Dunbar: Terri Dunbar, Pearson

00:16:04 TRAVIS JONES: Travis Jones, Eureka Math (Hollis, NH)

00:16:09 Jenni Norlin-Weaver: Jenni Norlin-Weaver - DRC

00:16:11 Jessica Allen: Jessica Allen, Seneca Consulting

00:16:18 Carla Evans: Hello, everyone: Carla Evans, Center for Assessment

00:16:20 Ye Tong: Ye Tong, Pearson

00:16:20 Brad Ungurait: Brad Ungurait - Pearson

00:16:22 Marc Julian: Marc Julian - DRC

00:16:23 Quintin Love: Quintin Love, WestEd

00:16:35 Amy Trauernicht: Amy Trauernicht - Nebraska

00:16:36 Meagan Karvonen: Meagan Karvonen, ATLAS @ University of Kansas

00:16:41 DesLey Plaisance: DesLey Plaisance (Great Minds/Eureka Math) Louisiana

00:16:45 Derek Briggs: Derek Briggs, University of Colorado

00:16:45 Dirk Mattson: Dirk Mattson, NWEA

00:16:49 Jami Breslin: Jami Breslin, NWEA

00:16:51 Brad McMillen: Brad McMillen - Wake County Public School System

00:16:51 Randy Bennett: Randy Bennett, ETS

00:16:53 Trudy Clark: Trudy Clark, Nebraska Dept of Educ

00:16:57 Katie Carroll: Katie Carroll, NWEA

00:16:58 Jamie Gonzales: Jamie Gonzales, New Meridian

00:16:59 Paul Burkander: Paul Burkander, McREL

00:17:02 Darice Keating: Darice Keating, Renaissance Learning

00:17:03 Eric Blackford: Eric Blackford, Joplin Schools

00:17:06 David Harrison: Hello all, David Harrison @Cognia

00:17:08 Jim Gullen: Jim Gullen: Michigan Assessment Consortium

00:17:09 Beth Fultz: Beth Fultz - Kansas

00:17:10 Amy Clark: Amy Clark, ATLAS @ University of Kansas

00:17:11 Christy Krenek: Christy Krenek, New Mexico

00:17:12 Joseph StGeorge: Joseph St.George, ETS

00:17:15 Kelly Bolton: Kelly Bolton, ETS

00:17:15 Susan Yesalonia: Susan Yesalonia, Vermont Agency of Education

00:17:17 Chris Meador: Chris Meador, NWEA

00:17:26 Amy Reilly: Amy Reilly, Pearson

00:17:27 Amy Alsop: Hello--Amy Alsop, Illinois Federation of Teachers

00:17:37 Leslie Mugan: Leslie Mugan, NWEA

00:17:39 Maxey Moore: Maxey Moore, NC DPI

00:17:52 Laura Pinsonneault: Laura Pinsonneault (PEN-sun-oh), she/hers, new to the Center for Assessment

00:17:54 Melinda Montgomery: Melinda Montgomery, Pearson

00:17:57 Julie Pointner: Julie Pointner DRC

00:18:09 Shu-Ren Chang: Shu-Ren Chang, ISBE

00:18:17 Kristine David: Kristine David, ATLAS @University of Kansas

00:18:17 Marjorie Wine: Marjorie Wine, ATLAS, University of Kansas

00:18:32 Andrew Bell: Andrew Bell, WestEd.

00:18:33 Steve Ferrara: Hi all-- Steve Ferrara, Cognia

00:18:42 Kristen Huff: Kristen Huff (she/her), Curriculum Associates

00:18:51 Wenhao Wang: Wenhao Wang, ATLAS, University of Kansas

00:18:55 Katie McClarty: Katie McClarty, Renaissance

00:19:07 Ellie Sanford-Moore: Ellie Sanford-Moore, MetaMetrics

00:19:15 DAVID SHIN: david shin, Pearson

00:19:15 Christine DonFrancesco: Chris DonFrancesco, National Education Association

00:19:18 Julie DiBona: Good afternoon! Julie DiBona, Cognia.

00:19:24 Elizabeth Blackmon: Elizabeth Blackmon, Gwinnett County Public Schools., Georgia

00:19:25 Elizabeth Carney: Beth Carney, Louisiana Department of Education

00:19:33 Dusty Shockley: Dusty Shockley, Delaware DOE

00:19:36 Scott Marion, NCIEA (he/him): So great to see so many great friends and colleagues!

00:19:36 Susan Lyons: Susan Lyons, Lyons Assessment Consulting

00:19:38 Shafiq Chaudhary: Shafiq Chaudhary, New Mexico

00:19:42 Qi Qin: Qi Qin, Gwinnett County Public schools

00:19:42 Kristine David: Are the slides available for this session?

00:19:43 Laura Hamilton: Laura Hamilton, ETS

00:19:47 Katia Foret: Katia Foret DE DOE

00:19:49 Mark Johnson: Mark Johnson, Cognia--Frenchville ME

00:20:05 Veronica Zonick: Veronica Zonick, WestEd

00:20:09 Neal Kingston: Hello all. Neal Kingston, Achievement and Assessment Institute at KU.

00:20:19 Laura Pinsonneault: Slides are available on this page:  
<https://www.nciea.org/events/claims-and-evidence-through-year-assessments-what-we-know-and-what-we-need-know>

00:20:36 Laura Pinsonneault: And here's the direct link:  
<https://www.nciea.org/sites/default/files/inline-files/Through%20Year%20Convening%20-%20Session%202%20Slides.pdf>

00:20:45 Terran Brown: Terran Brown, New Meridian

00:20:54 Debbie Smith: Debbie Smith, Curriculum Associates

00:23:03 Sarah Peyser: Sarah Peyser, NWEA

00:24:11 Shu-Kang Chen: Shu-Kang Chen, ETS

00:25:49 Tammy Mayer: Tammy Mayer-Accessible Teaching, Learning, & Assessment Systems (ATLAS)

00:26:27 Sheila Briggs: Sheila Briggs, Education First

00:28:40 Scott Marion, NCIEA (he/him): In case you came in late, all materials for this session and session 1 can be found here: <https://www.nciea.org/events/claims-and-evidence-through-year-assessments-what-we-know-and-what-we-need-know>

00:28:59 Scott Marion, NCIEA (he/him): Scroll down to the agenda part of the page to find the materials

00:33:16 Will Lorie, NCIEA: Also a good reference for validating instructional claims, courtesy of Jim Pellegrino, Session 1: <http://www.projectreadi.org/wp-content/uploads/2016/05/A-Framework-for-Conceptualizing-and-Evaluating-the-Validity-of-Instructionally-Relevant-Assessments.pdf>

00:49:35 Brenda Dixon: is teaching to the test a bad thing to do if the test is in perfect alignment to the learning standards?

00:50:58 Russell Keglovits: @ Brenda - if the expectations, the instruction and the assessment are aligned, it seems like a duty to teach to the test

00:52:06 Brenda Dixon: Russell I concur1

00:52:25 Jim Gullen: @Brenda, I think that's a good conversation to have. It might be OK to "teach TO the test" but we probably wouldn't want to "TEACH to THE TEST". Know what I mean? The line might be blurry at times.

00:52:53 Scott Marion, NCIEA (he/him): @Brenda. @Russ, it sounds good in theory. In fact Resnick and Resnick proposed that in 1992 in their conceptualization of the New Standards Project. Lauren backed away from that position because of the unintended negative consequences. We don't want drill and kill on a limited set of items, even if they are good items

00:52:59 Karen Barton: I think making sure folks understand the items are but a sample of the possible ways in which to evaluate the intent of the standards... if that makes sense

00:53:06 Amy Trauernicht: Teaching to the standards and content the test covers is the right way to teach to the test. Copying and teaching specific items from the test is not.

00:53:18 Leslie Nabors Olah | ETS: @Brenda I hope to address this a little later on, and I have a good way to think about the continuum of teaching to the test.

00:53:25 Karen Barton: @Amy - much better said! thank you

00:53:45 Scott Marion, NCIEA (he/him): @Amy +1

00:54:59 Brenda Dixon: I agree with Amy that we DO NOT want copying and teaching specific item but that we do want teaching to the standards and content that the test covers

00:56:53 Scott Marion, NCIEA (he/him): We want tests that embody the standards, e.g., rich tasks and deep thinking

00:58:41 Courtney Bell (she/her):@ Amy and @Brenda I agree. We can think of the standards and the content is like the state saying to teachers...."go this direction". Teachers also need to make decisions about HOW to go that direction -- When do they leave for the trip? What shoes will they need? Should they bring food? Stepping out of the metaphor....there are many many decisions between "teaching to the test" in the ways we are talking about and actually helping kids make progress on the learning goals.

00:59:09 Amy Trauernicht: @Courtney Yes!

00:59:47 Pat Fitzsimmons: Are we thinking about the terms tests and assessments as interchangeable?

01:00:13 Scott Marion, NCIEA (he/him): @Pat, yes for this discussion

01:00:49 Brenda Dixon: @Courtney YES!!

01:01:38 Steve Ferrara: What is DLM's aggregation method?

01:01:40 Paul Zavitkovsky: One role that actual item reportage (e.g. what the College Board does with PSAT results) can play is that it gives teacher and grade/departamental teams the opportunity to see the actual assessment context from which mastery claims are being made. In my own experience with school-level teams, this work can also help teachers better understand: a) the requirements for application, transfer and prior knowledge that standards actually call for; and, b) the degree to which items/passages are actually assessing multiple standards at the same time (regardless of how those items/passages may have been coded by the vendor). I'm wondering if Karen can comment on what NWEA may be doing in Nebraska or elsewhere that supports this sort of interpretive work on the part of individual teachers and grade level teams.

01:02:49 Scott Marion, NCIEA (he/him): @Steve, the paper by Meagan and Amy Clark referenced earlier describes the DLM model. Also, Meagan is presenting tomorrow afternoon

01:04:07 Steve Ferrara: Thanks Scott!

01:04:21 Laura Pinsonneault: Here's that paper again, for quick reference:  
<https://www.frontiersin.org/articles/10.3389/feduc.2021.724938/full>

01:08:19 Brenda Dixon: AMEN!

01:08:53 Brenda Dixon: AMEN!!!!!!!!!!

01:09:04 Brenda Dixon: I am dancing in my seat...sory

01:10:11 Scott Marion, NCIEA (he/him): @Karen, trust me, I've been fighting against the accountability claim for a long time, but the feds fight back:-(

01:10:34 Laura Slover: interesting point about "by the end of the year" vs "AT the end of the year."

01:11:05 Brenda Dixon: it would not be three summative assessments if there is a way on each administration for a student to demonstrate mastery on standards missed in the previous administrtion

01:11:32 Courtney Bell (she/her):@ Leslie and those test prep actions disproportionately impact students of color and lower income students.

01:11:56 Scott Marion, NCIEA (he/him): Exactly @Courtney!

01:12:12 Karen Barton: @ Paul Z. - NWEA works very closely with educators in NE - over 400 educators - to help us develop and review the NE items. And samplers and performance tasks, etc. definitely important!!

01:12:13 Meagan Karvonen: Hi all - the Clark & Karvonen article about validity is this one:  
<https://www.tandfonline.com/doi/full/10.1080/10627197.2019.1702463>  
(preprint available at <https://edarxiv.org/n6j7w/download?format=pdf>)

01:12:40 Laura Slover: @scott - are you going to be able to capture/share the chat as well as the recordings?

01:13:02 Scott Marion, NCIEA (he/him): I believe it is captured as long as we're recording

01:13:16 Scott Marion, NCIEA (he/him): I'll do my best

01:14:26 Amy Trauernicht: This is why I like Nebraska's model. Instruction and use of assessment data for students and teachers comes first! Summative scores are pulled from the data collected from the through-year tests being utilized during instruction.

01:15:43 Jeremy Heneger: Teacher attitudes are important and one of the of things I worry about the most. The first thing I said about our move was "If it feels like a summative assessment three times a year, then we will fail." States and vendors can only impact perceptions to a degree.

01:17:41 Scott Marion, NCIEA (he/him): Jeremy, I'd love for you to talk about this--I'll make sure there is time in Session 4. I worry that educators will see all testing events as accountability tests. We can collect evidence about this, but we have evidence this is the case from earlier efforts. Let's talk about what's happening in NE tomorrow. Thank you!

01:19:21 Jeremy Heneger: @Scott Sounds good.

01:20:09 Russell Keglovits: @Leslie - Your concerns are good to keep in mind. This feels like an exercise in evaluating opportunity costs and I'm skeptical that through-year assessment will result in less testing time.

01:20:45 Scott Marion, NCIEA (he/him): @Russ--"opportunity costs" is a key concept

01:21:04 James Pellegrino: what Leslie is talking about is information related to PCK — pedagogical content knowledge for teaching mathematics

01:22:11 Scott Marion, NCIEA (he/him): See Heather Hill for more on PCK for math. I'll dig up the reference

01:22:51 Jeremy Heneger: @Leslie Good points, we are designing professional learning to help teachers on ways to best use the data we are providing in the through-year model.

01:23:39 Pat Fitzsimmons: How do we collect evidence of deep learning and transferable skills without the use of performance assessments?

01:23:45 Amy Alsop: Leslie's framing of how teachers use diagnostic information is critical-- this is where day-to-day teaching and learning happens, where both teachers and students assess their work. Students engage in this type of meaningful work in ways teachers don't see when the focus is on administering tests and drill & kill test prep.

01:23:53 Paul Zavitkovsky: @Karen B.--Not doubting that NWEA is working closely with educators on this. I'm thinking mostly about the forms of REPORTAGE that's ostensibly designed to help support instructional decision-making. MAP Classroom Breakdown Reports are an example of what I would describe as de-contextualized reportage. Wondering what kind of experimenting you may be doing with more contextualized reportage that doesn't pre-filter the interpretive work on standards mastery in the ways that Classroom Breakdown Reports do.

01:24:08 Scott Marion, NCIEA (he/him): @Jeremy, are you also evaluating whether it is the right data?

01:24:16 Brenda Dixon: I think just about any through year model is better than having an assessment that does not provide any data until the next school year.

01:25:19 Jeremy Heneger: @Scott Great question...robust evaluation models are needed to gather this evidence

01:25:25 Amy Trauernicht: @Brenda Amen!

01:25:31 Russell Keglovits: @Brenda - I respectfully disagree. Three high stakes summative assessments would not be an improvement in my opinion

01:25:54 Karen Barton: @Paul - We aren't modeling the reports after MAP and aren't pre-filtering the results. would love a deeper conversation to make sure I'm understanding and learning from your perspective!

01:26:29 Scott Marion, NCIEA (he/him): Here's one of the Heather Hill articles--with Deborah Ball: <https://www.jstor.org/stable/40539304>

01:26:41 Neal Kingston: While small improvements over the current system would be nice, let's not settle!

01:26:44 Brenda Dixon: three high stakes summative assessments is not a through year assessment...so I would also agree with you that is not a model that would be better

01:28:48 Russell Keglovits: @Brenda - well said

01:29:32 Brenda Dixon: @Russell I think we agree more than we disagree

01:30:38 Amy Trauernicht: Yes. The through-year model is not three high stakes assessments. At least not the NE model. It is three useful balanced assessments(including formative data pieces)from which a summative score is created at year's end. As Jeremy mentioned above, if teachers see it as three high stakes summative assessments, we have failed.

01:31:25 Scott Marion, NCIEA (he/him): @Amy, how do you know that? Not trying to be mean, but those are strong claims?

01:34:41 Sally Shay: It doesn't even have to have the same name. If scores are available to be viewed by the building, district, and/or state administrators, it becomes high stakes.

01:35:17 Karen Barton: @Scott - for Amy, didn't you define Balanced Assessment as: Balanced assessment system has multiple types of assessments (e.g., summative, interim, formative) that serve distinct purposes – the interim and formative are not necessarily combined to yield a summative determination.

- A balanced assessment system may incorporate much more than just interim and summative assessments

01:36:01 James Pellegrino: old Annenberg results in Chicago — achievement outcomes from classrooms were well predicted by just looking at the scope and depth of the instructional assignments — not even the student work

01:36:33 Amy Trauernicht: @Scott. and @Karen

01:36:59 Amy Trauernicht: Thank you for better explaining my words. I would be happy to explain my thoughts later

01:37:15 Scott Marion, NCIEA (he/him): @Karen, I never included interim as part of a definition of balanced assessment. Jim P didn't either. We need stuff closer to the curriculum for a balanced system

01:37:35 Scott Marion, NCIEA (he/him): @Amy, yes, let's follow up

01:40:46 Paul Zavitkovsky: Here's the link to the work that Jim Pellegrino mentions above <https://consortium.uchicago.edu/publications/authentic-intellectual-work-and-standardized-tests-conflict-or-coexistence>

01:42:43 James Pellegrino: Thanks Paul for giving the link to the Chicago Consortium paper

01:42:58 Karen Barton: @scott - so sorry , just pulled those from your slides from today!

01:43:23 Scott Marion, NCIEA (he/him): Ah, not mine:-)

01:46:55 Scott Marion, NCIEA (he/him): @Karen, here's a recent post about this issue with a link to a more elaborate discussion of the role (or not) of interims in balanced systems: <https://www.nciea.org/blog/balanced-assessment/it-might-just-be-pile-bricks>

01:48:54 James Pellegrino: @Leslie — great point about changes in instructional practice — its not surface level manifestations of “practices” but proper use of those practices based on understanding more about the nature of student learning

01:49:52 Steve Ferrara: Experts close to classroom--right on! We're experts in large scale and formative assessment practices, not necessarily what's going on in classrooms...

01:50:14 Scott Marion, NCIEA (he/him): @Jim and @Steve, great points

01:50:30 James Pellegrino: hang in there Karen!

01:50:41 Karen Barton: Thank you, Jim!!! ;-)

01:50:59 Neal Kingston: As would I, @Scott!

01:51:00 Amy Alsop: Teachers need job-embedded professional learning based on their individual and school aggregate needs, and, especially time to be able to collaborate with each other around high-impact instructional practices as they apply to students' learning needs based on their use of diagnostic and formative assessment information.

01:51:24 April McCrae: I think the parameters for summative are valid--the expectations for ACCOUNTABILITY are a different story.

01:52:13 Scott Marion, NCIEA (he/him): @April, yes, accountability is a crushing weight on assessment reform

01:53:14 Steve Ferrara: Isn't accountability a social (in)justice/(in)equity indicator...?

01:54:18 Randy Bennett: @Steve, that's certainly the way civil rights groups tend to view it. <https://www.usnews.com/news/education-news/articles/2021-08-19/civil-rights-groups-ask-biden-administration-to-commit-to-k-12-testing>

01:55:22 Katie McClarty: @Courtney - I think we often lost that interpretation - of opportunity to TEACH (not just learn). When only 30% of grade 5 kids in TX passed the accountability test this year, I think it showed how little opportunity teachers had to teach science last year (among everything else in the pandemic).

01:55:35 Scott Marion, NCIEA (he/him): @Randy and @Steve, there's a fascinating split among groups all claiming to be champions of civil rights

01:55:38 Steve Ferrara: Yep, thanks, Randy. I'm reluctant to push back on the views these groups... seems vaguely paternalistic to me.

01:58:24 Russell Keglovits: Accountability is important. I read somewhere that global warming wasn't caused by the thermostat ...

01:58:58 Courtney Bell (she/her): Totally agree Katie. And teachers continue to face that problem. If students have not yet "mastered" last year's content, teachers face the question "how do i move them forward when they don't yet have the foundational knowledge they need to move forward?" One answer is you pause what you would usually do and teach what they need. But that means that there will be less time to teach the grade level standards you are accountable for. In other words, the opportunity to teach some standards has been decreased on the current grade level standards.

01:59:12 Randy Bennett: NASEM Equity Indicators would be a good example of broadening what's reported. <https://www.nationalacademies.org/our-work/developing-indicators-of-educational-equity>

01:59:39 Scott Marion, NCIEA (he/him): @Randy, yes, a great set of resources

02:00:54 Randy Bennett: How to interpret things better is the work of integrating-into the TOA-- the contextual information with achievement data

02:04:46 Jeremy Heneger: @Leslie Right! It has never just been about an assessment.

02:04:58 Carla Evans: +1 Courtney

02:05:10 Laura Slover: +1 Courtney. must be said

02:08:00 Paul Zavitkovsky: +100 Courtney For me the key measure of adequacy for assessment reportage is how well it actually supports those exploratory and interpretive conversations among people who are trying to learn their way through common problems of practice together.

02:08:44 Amy Trauernicht: Thank you, @Karen!

02:13:37 Karen Barton: +Paul!!

02:13:51 Chris Domaleski: Amazing panelists today! I learned a lot - really appreciate you all.

02:14:03 Jeremy Heneger: Thanks for the great conversations.

02:14:16 Brenda Dixon: Thank you everyone. This has been very helpful and informative.

02:14:16 Russell Keglovits: Thanks again. Great ideas here!

02:14:49 Steve Ferrara: Scott +1

02:14:54 Laura Slover: Wow - that was a rich discussion. Thank you to all panelists. I learned so much!

02:15:09 Steve Ferrara: Great session!

02:15:23 Traniessa R Wright: Great discussion!! Very informative, I learned a lot!

02:15:26 Laine Bradshaw: Thank you everyone!

02:15:31 Kristine David: Thank you!