



Introduction to the Interim Assessment Identification and Evaluation Process: Establishing a Vision for Assessment

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Reidy Interactive Lecture Series

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The Need for Clarity

- Assessment systems should be built under the premise of a theory of action

Typically, a Theory of Action describes how a project or a program is designed and set up. It articulates the mechanisms through which the activities are being delivered, e.g. through which actors (for example, NGOs, government or markets) and following which processes (for example, grants to NGOs disbursed from a challenge fund, provision of technical assistance, advocacy activities, or the establishment of partnerships).

-Coffey (2018)

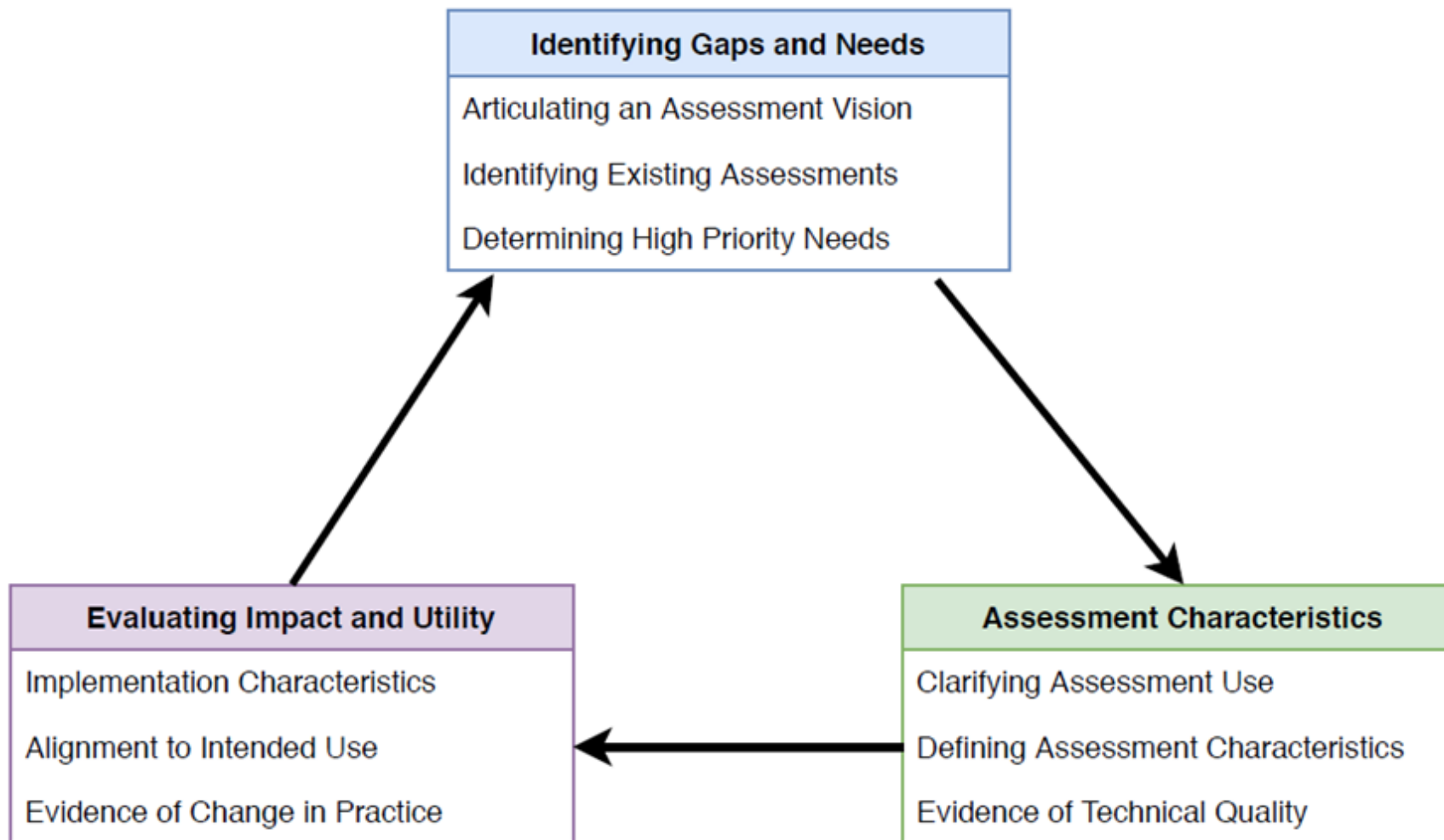
A theory of action outlines the components of the system, while clearly specifying the connections among these components. Most importantly, a theory of action must specify the hypothesized mechanisms or processes for bringing about intended goals...the theory of action should describe how the particular clear goals will be achieved as a result the proposed...system(s).

-Marion, Lyons, D'Brot (2016)

Implicit Theories of Action?

- People bring with them assumptions and mental models for how assessment should be used
- The availability of assessments may impose constraints that contradict mental models, and could shift an implicit theory of action
- Overtly specifying and documenting a theory of action can help ground how to best use available assessments (or develop them)

Recall: Summary of the Toolkit



Toolkit Purpose

The toolkit is intended to systematize what thoughtful design thinking already does

1. Determining a vision and the role assessment plays in carrying out that vision
2. Identifying the assessment characteristics that serve that vision
3. Evaluating whether the use of an assessment aligns to a vision, is implemented as intended, results in the expected impact, and yields expected changes in behaviors

Up Next: Our Guided Interview

- We will be hearing from Carla Evans (Center for Assessment) Kadie Wilson (School Administrative Unit 9, New Hampshire) shortly addressing
 - Their vision for teaching and learning
 - How they use assessment information
 - Who uses the assessment information
 - Potential future uses
 - How interims fit in the larger system of assessment

After the Interview

- We will be asking you to dive into the first steps of that process
 - Establishing a vision for teaching and learning
 - Articulating an assessment vision
 - Understanding the assessments that are available and how they should be used
 - Identifying the highest priority needs and what assessments should kept, revised, eliminated, or acquired

Group Work and Focus

- Grounding discussion in experiences from the interview
- Reviewing a scenario that depicts results from the Phase I of the toolkit focusing on a vision for assessment
- Engaging in self-reflection and discussion about the scenario
- Reflecting on how users might interact with the toolkit

Guided Interview: Establishing a Vision for Assessment

Kadie Wilson, SAU 9, New Hampshire

Carla Evans, Center for Assessment



Introduction to the Interim Assessment Identification and Evaluation Process: Phase 1 – Identifying Gaps and Needs

Juan D'Brot

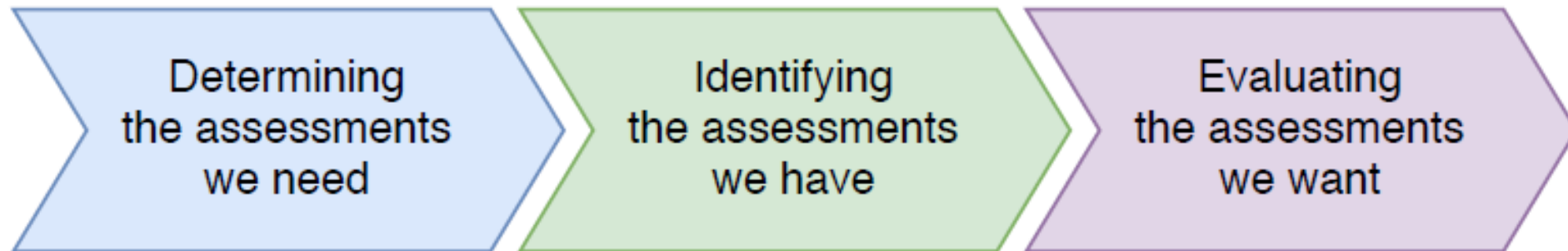
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Defining a Starting Point

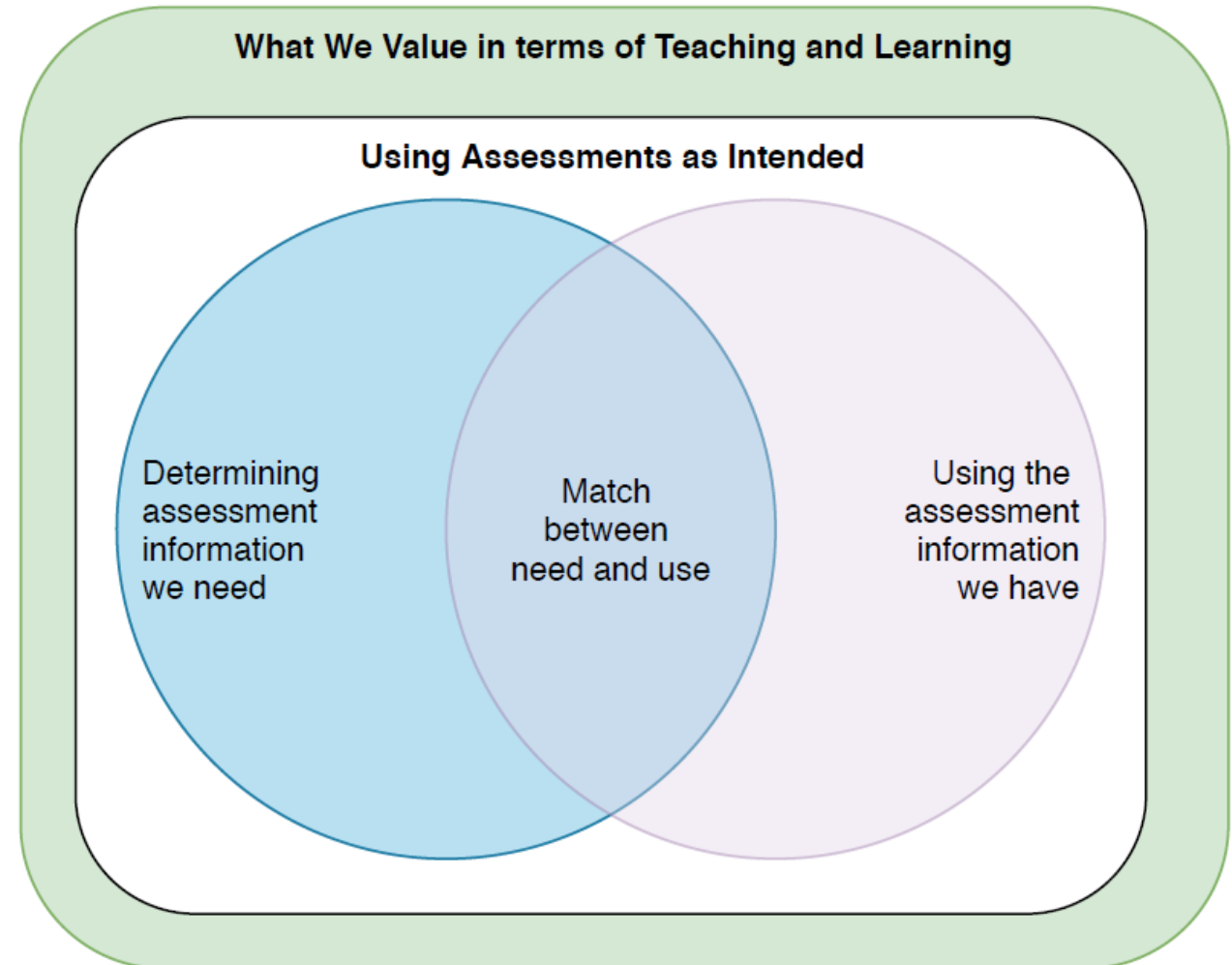
- A starting point for assessment selection must be driven by a sound theory of action
- This becomes an anchor point of comparison for all future decisions

Interim Assessment Identification and Evaluation Process



Purpose: Aligning to a Theory of Action

- The interim assessment toolkit is intended to
 - Systematize interim selection and use that aligns to a theory of action.
 - Build (some) assessment literacy capacity and understanding
 - Help users think about a need, use, and interpretation as the starting point
- The Phase I portion of the toolkit is intended to
 - Help think about how we *should* use assessments
 - Compare what we have and what we need
 - Determine the level of alignment between our use and intended use



Phase 1: Identifying Gaps and Needs

The Toolkit Includes 4 Sections

1. Establishing your overall vision for teaching and learning
2. Articulating your vision for assessments
3. Understanding the assessment lay of the land and how they **should** be used
4. Identifying the highest priority needs and what assessments should kept, revised, eliminated, or acquired

Overall Vision

Activity for Part 1: In each row of the table, briefly respond to each question about students, teachers, and principals. This will help you think about how assessment information can support those behaviors and needs in part 2. Please note that this is intentionally high level to help prompt your thinking around assessment needs.

	If our vision for teaching and learning were actualized:	
Student	Generally, what does student success look like with regard to the knowledge and skills they should demonstrate?	<i>For example:</i> Specific content knowledge in math; Critical thinking that can be transferred across content areas; The ability to engage collaborative problem solving; or Demonstrating independent ability to engage in research to solve a novel problem.
	What are your overarching goals for them by the end of the year?	
Teacher	How do you think a teacher best facilitates student learning? In practice, what does this look like?	
	What do you think is most important for students to learn and teachers to teach? For example, what specific aspects of the curriculum are critical to helping students learn foundational concepts? More advanced concepts?	
Principal	What should principals do to support high quality instruction?	
Local Educational Leaders	What should district leaders do to support schools efforts to support teachers and students?	
Others	Please add as many rows as necessary.	

Vision for Assessments

Activity for Part 2: In each row of the table, briefly respond to each question about what information from an assessment could help benefit them. The responses to the questions should be related to the response from Part 1. Please note that assessment information does not have to be the results of a test, but can include a process of gathering evidence.

What assessment information would be most helpful for each question?	
Student	<i>Consider your description of student success and how students learn.</i>
	Which kind of assessment information do students need given your vision for teaching and learning and why? How should students use assessment information given your vision for teaching and learning?
Teacher	<i>Consider your beliefs regarding how a teacher best facilitates student learning</i>
	What type(s) of assessment information do teachers need to facilitate student learning and why? How should teachers use each type of assessment information? (scores, student work, comparisons, informal observation) (remediation, regrouping)
Principal	<i>Consider what you believe principals should do to support high quality instruction.</i>
	What assessment information do principals need and why (e.g., support teachers)? How should principals use each type of assessment information?
Local Education Leaders	<i>Consider the behaviors you believe district leaders should engage in to facilitate teachers and students.</i>
	What assessment information do district leaders need and why? How should district leaders use each type of assessment information?
Others' needs and uses (please add as many rows as necessary)	
Others	

Assessment Lay of the Land

What assessment information is available to us?				Primary Purpose	Alignment with Intent	
Assessment Type	Description	Available		What is the assessment, tool, or resource?	How am I using the information from this assessment?	Refer to the table of assessment types above. How <i>should</i> we use this?
State summative assessment	The state summative assessment used for accountability.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	For example, the ACT, SAT, or state developed test		
Other state provided summative assessments	This could include other summative assessments like English Language Proficiency, end-of-course tests not used for accountability, graduation tests, semester exams, college entrance exams, or college entrance prep tests.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	For example WIDA 2.0 or ELPA 21		
State provided interim assessments	This could include state provided item banks, interim assessments.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	For example, an off-the-shelf assessment or state developed interim (e.g., mini-summative assessment)		
State provided assessment supports	This could include state provided resources on assessment literacy, using assessment information, reporting templates, improvement planning guides, etc.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	For example, interpretive guides or rubrics		
District provided: Common assessments across schools	These include any assessments that the district provides to schools, which could include off-the-shelf assessments, district	Yes <input type="checkbox"/>	No <input type="checkbox"/>	For example, an off-the-shelf assessment or district developed interim (e.g., aligned		

Highest Priority Need

Name of Assessment: State Summative Assessment (<i>Completed Example</i>)						
<p>We use the results of the summative to (for each group) :</p> <ol style="list-style-type: none"> 1. Student: target standards for individual student-level remediation; 2. Teacher: group incoming students based on summative assessment performance using scores on reporting categories (i.e., subscores); identify possible areas of emphasis on standards and create first 2 weeks of lesson plans 3. Principal: Identify the percentage of students in each performance level by grade and student group to determine if specific interventions should be implemented schoolwide 4. District: Identify areas for professional development based on feedback from School Leadership Teams in schools with high percentages of students in the lowest performance level. 						
Consider your responses for current use and intended use in activity 3 (i.e., last two columns). How well does your current use in activity 3 align with your intended use ?	Group	Level of Alignment				
		Strong Match	Some Match	Weak Match	No Match	N/A
	Student	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Teacher	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Principal	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Education Leaders	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

When should this Occur?

- The value of establishing an assessment vision and need goes beyond the scope of interim assessments
- Interim assessments offer an opportunity to leverage design thinking
 - Need and intended use should drive design and characteristics
 - Articulating need and use can help districts (and states) consider where an interim falls along this continuum



What are we contributing here?

	Elements of Vision	Informs Decisions About
Student	<ul style="list-style-type: none"> • What does student success look like? • What kind of assessment information do students need? • How should students use and interact with assessment data to promote learning? 	Phase 2 focus
Teacher	<ul style="list-style-type: none"> • What is most important for students to learn? • How do students learn best? • What type and frequency of assessment information is necessary to facilitate learning? 	
School/ District	<ul style="list-style-type: none"> • What type of assessment information do principals and district leaders need? • How should the information be used? 	

Phase 1 Session Activity: Part 1

You were provided with a scenario that represents the types of information that would be gleaned from completing Phase I of the toolkit (to a point)

For the Activity (30 minutes)

1. Individually, review the scenario provided to you
2. If you'd like, please refer to the toolkit on the RILS website (<https://www.nciea.org/annual-conference/past-events/2019-reidy-interactive-lecture-series>)
3. Answer the questions posed in the scenario and discuss them in your small groups

Phase 1 Session Activity: Part 2

Please respond to the following questions (We will capture notes):

1. The scenario provides a significant amount of context about (a) a vision of teaching and learning, (b) desired assessment uses, (c) available assessments, how they are being used, and (d) how they should be used. Who would need to be at the table to provide this type of information to complete the Phase I tool? What knowledge and experience would be helpful?
2. The toolkit is intended to systematize the kinds of introspection that districts and schools engage in when thoughtfully selecting assessments. In what ways does this differ from how needs and gaps are **typically identified**? What benefits would this process provide to a district or school?
3. What resources or supports would be helpful to respond to these questions? How should a user be supported to meaningfully engage in this self-reflection process based on any challenges they might face in completing this tool?

Break

3:00 p.m. – 3:15 p.m.