



Introduction to Classroom Assessment Literacy Modules

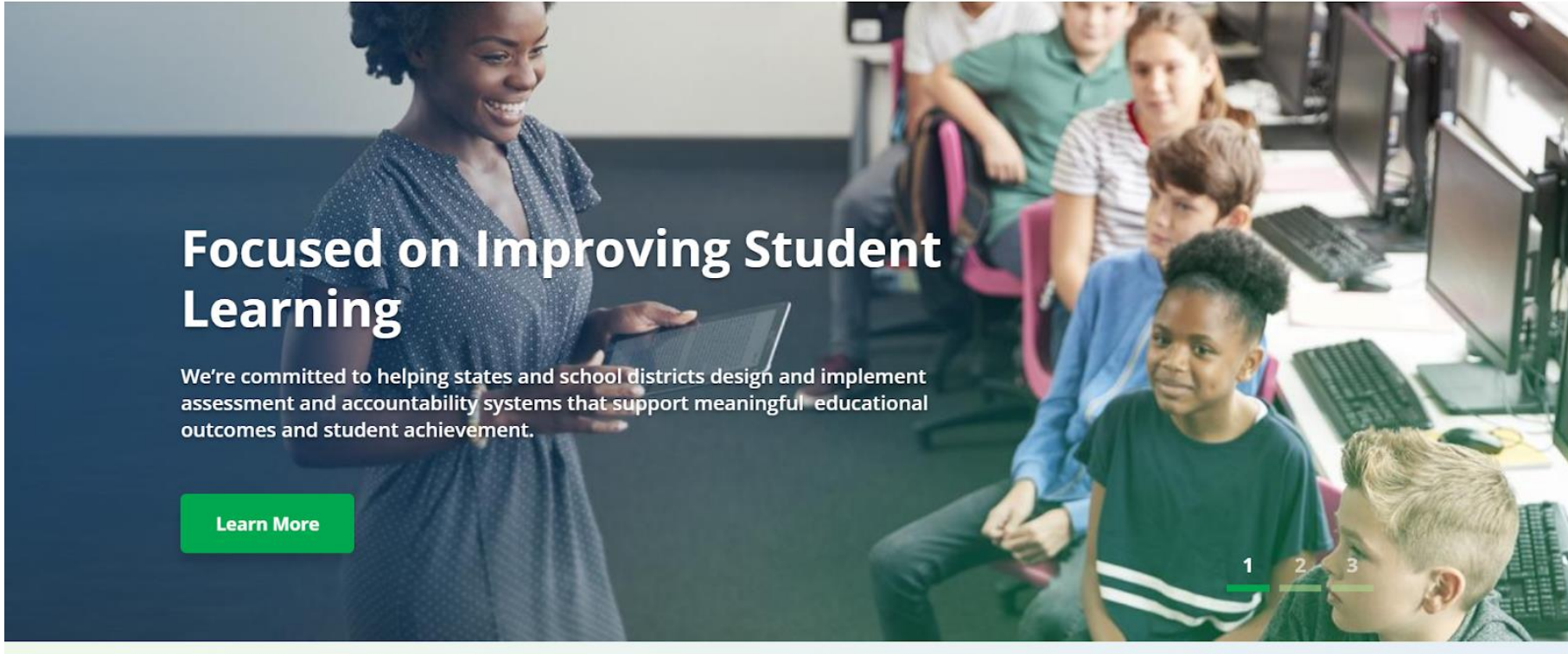
Carla Evans & Jeri Thompson

Center for Assessment

Reidy Interactive Lecture Series

Leveraging Assessment to Support Teaching and Learning Strand

August 18, 2020



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

General Information & Zoom Protocols

- This webinar 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>
- You can download this slide deck on the RILS webpage above
- **Introduce yourself in the chat**—your name and position
- Use the Q & A to ask questions at any time
- Please stay muted until the formal Q & A sections at which time you can use the raise hand feature to be recognized

Welcome & Introductions



Carla M. Evans

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@CarlaMEvans



Jeri Thompson

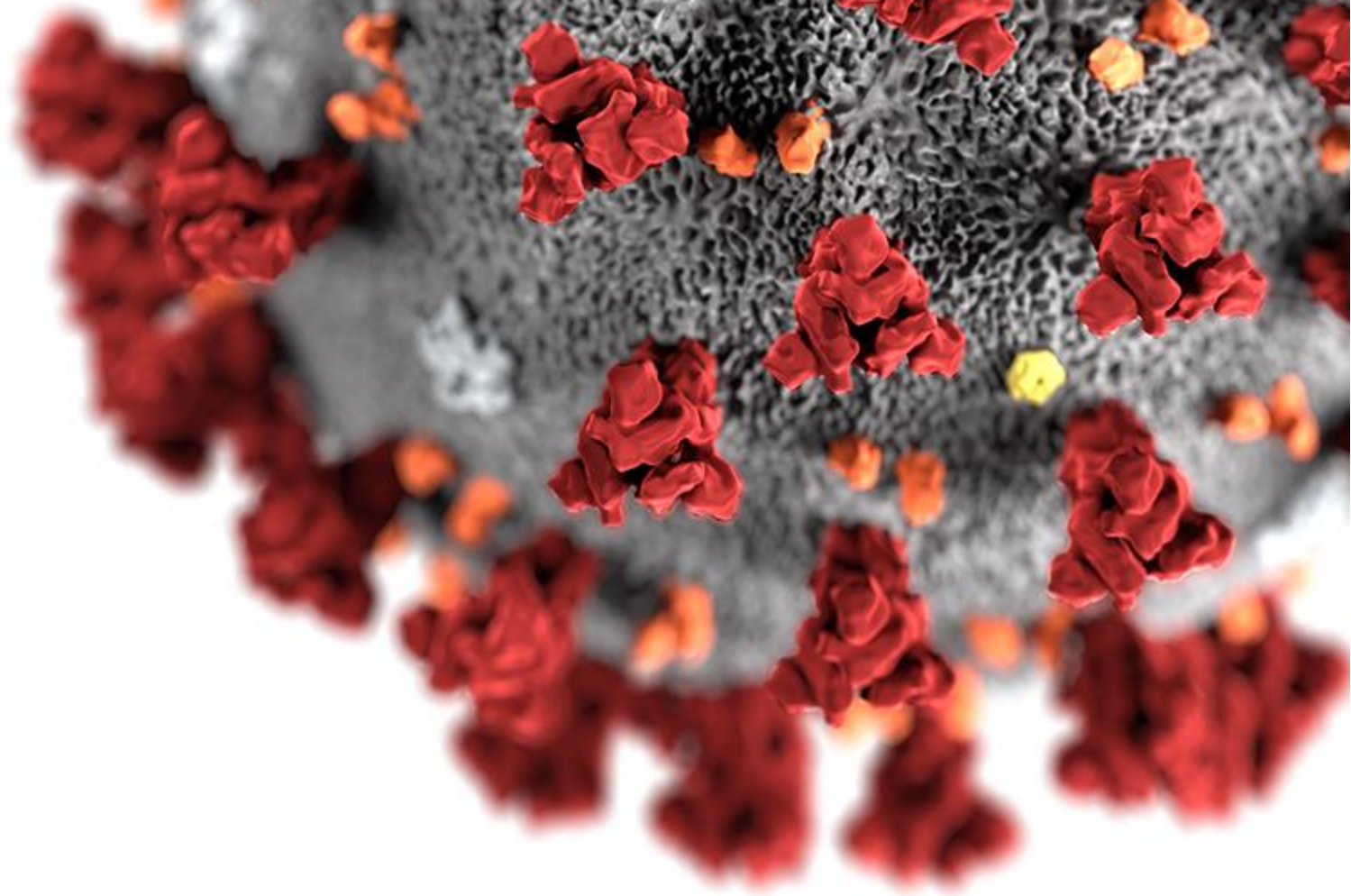
jthompson@nciea.org

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 Q & A or live questions
- 5:00 Closing and adjourn

Purpose of the Classroom Assessment Learning Modules

- **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”](#)

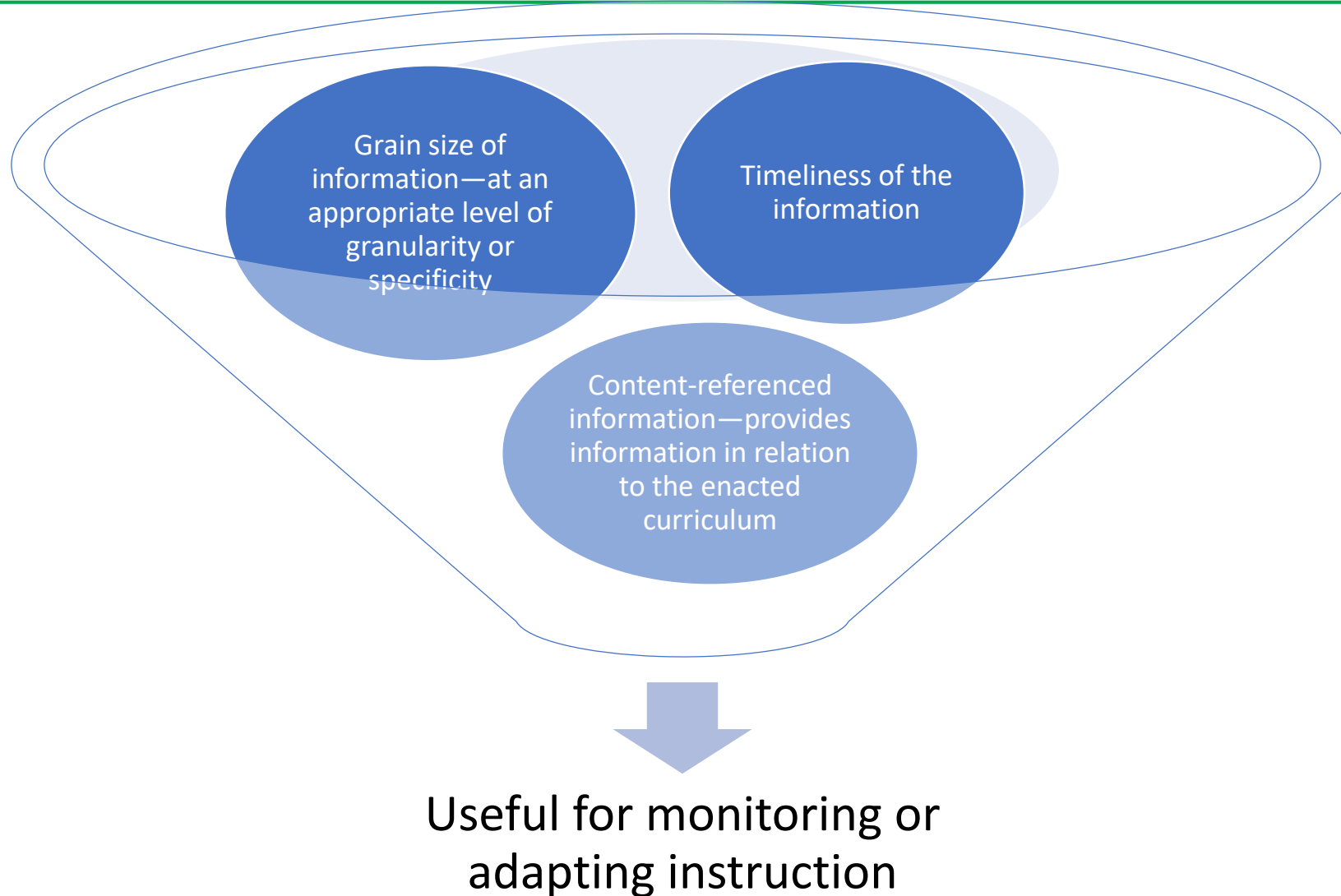
Assessment Design

- **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)

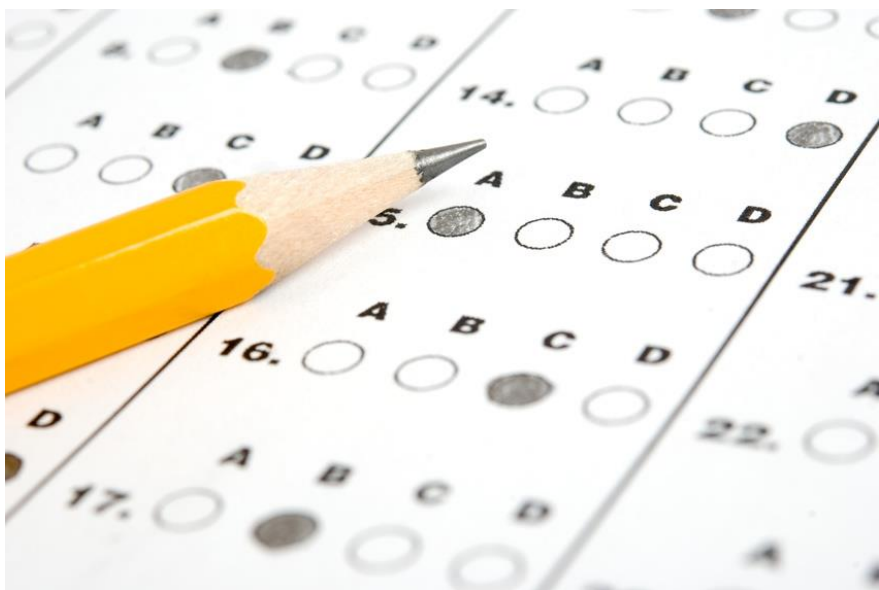


See blogs: [“Fall Educational Assessment: The Information You Need and How to Get It”](#)
[“You Say Tomato: Concerns about the Diagnostic Assessment Rhetoric”](#)

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!



See paper: [“Classroom Assessment Principles to Support Teaching and Learning”](#)

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:

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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-Recorded Materials

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



Module Materials

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



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

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Intended Audience: State, District, or School Leaders



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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

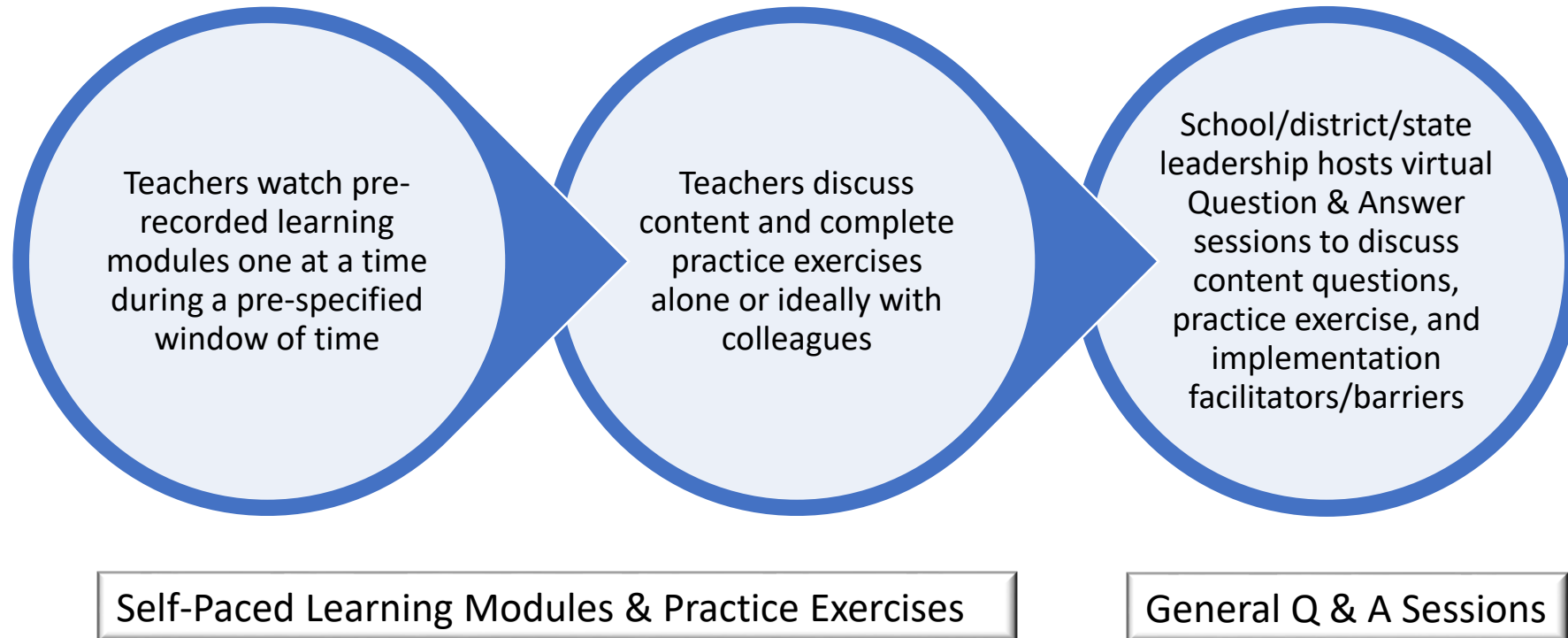
- Let's start with the elephant in the room—there is a lot going on in central offices right now and many different initiatives vying for the attention of district/school leaders and teachers.
- A real concern is **leadership capacity to implement high-quality professional learning and teacher capacity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



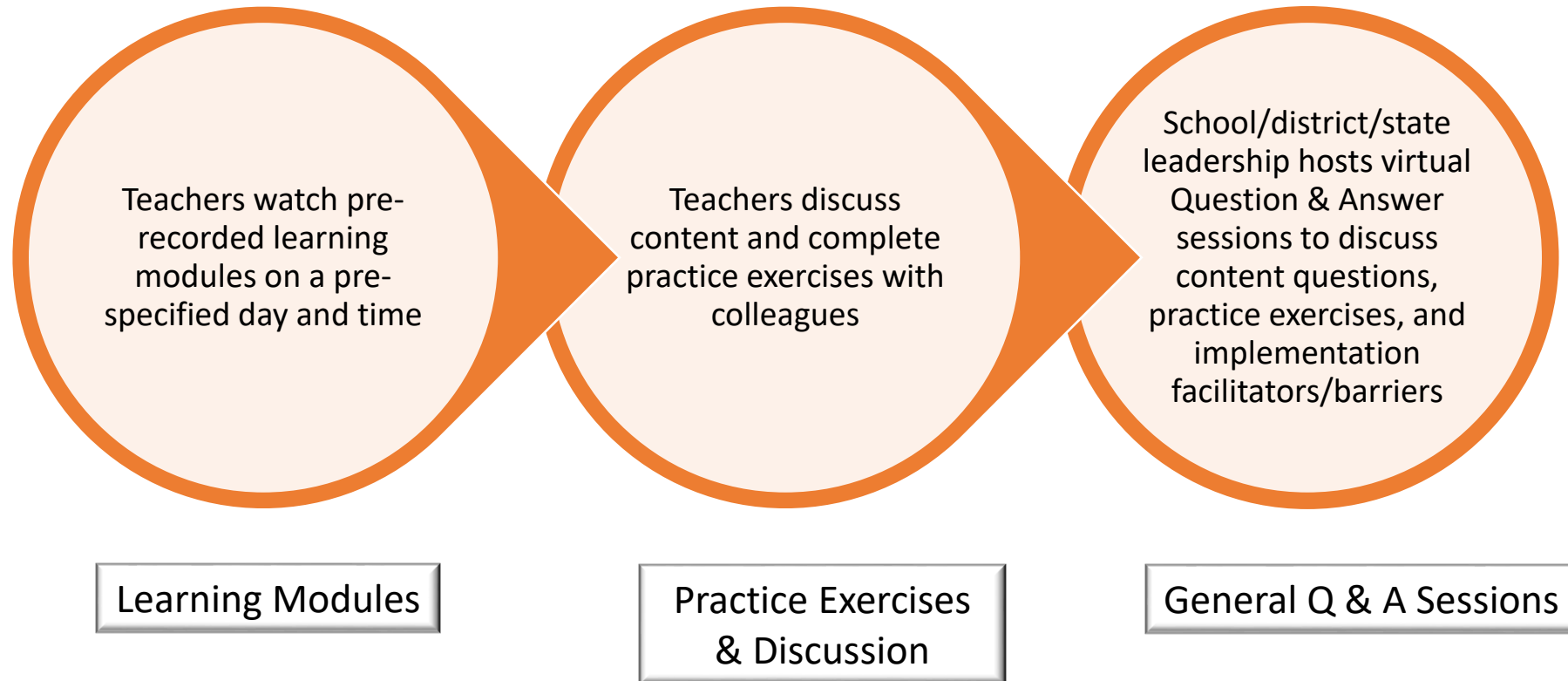
Models of Rollout & Implementation

- 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

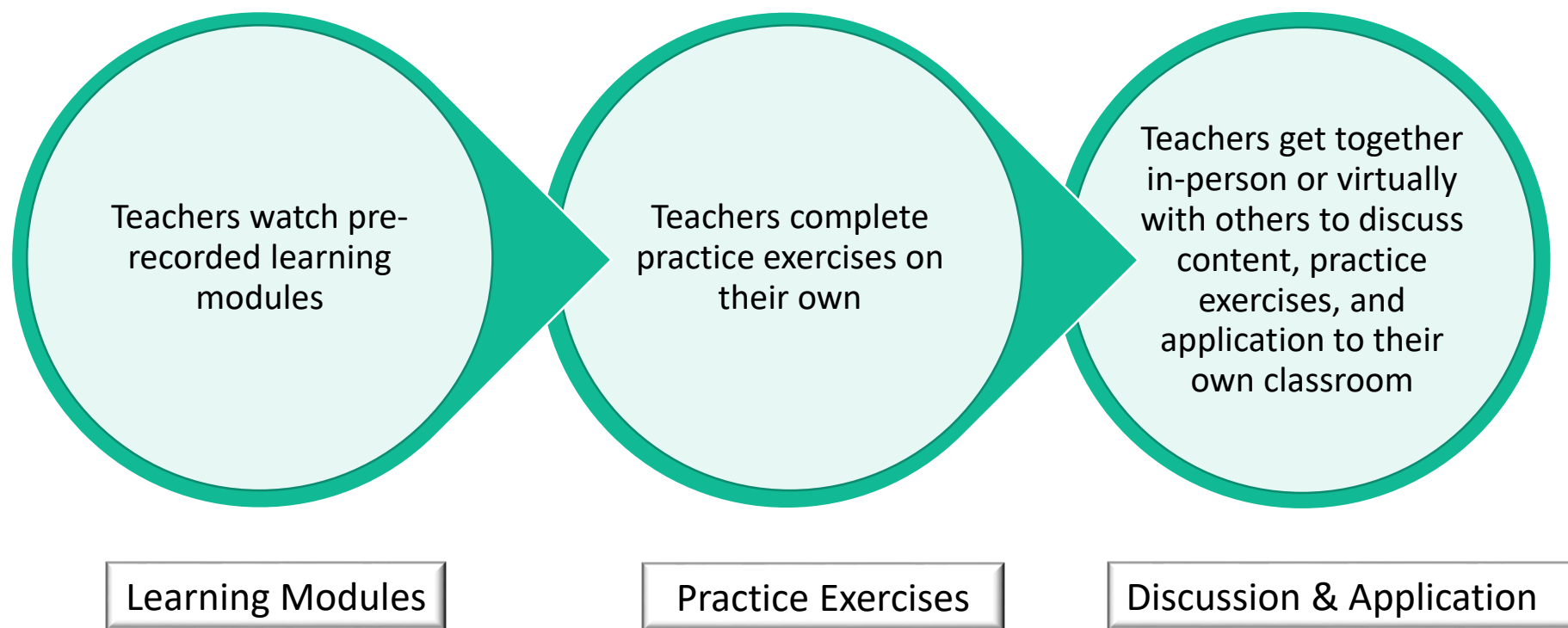
Virtual Mostly Asynchronous Model



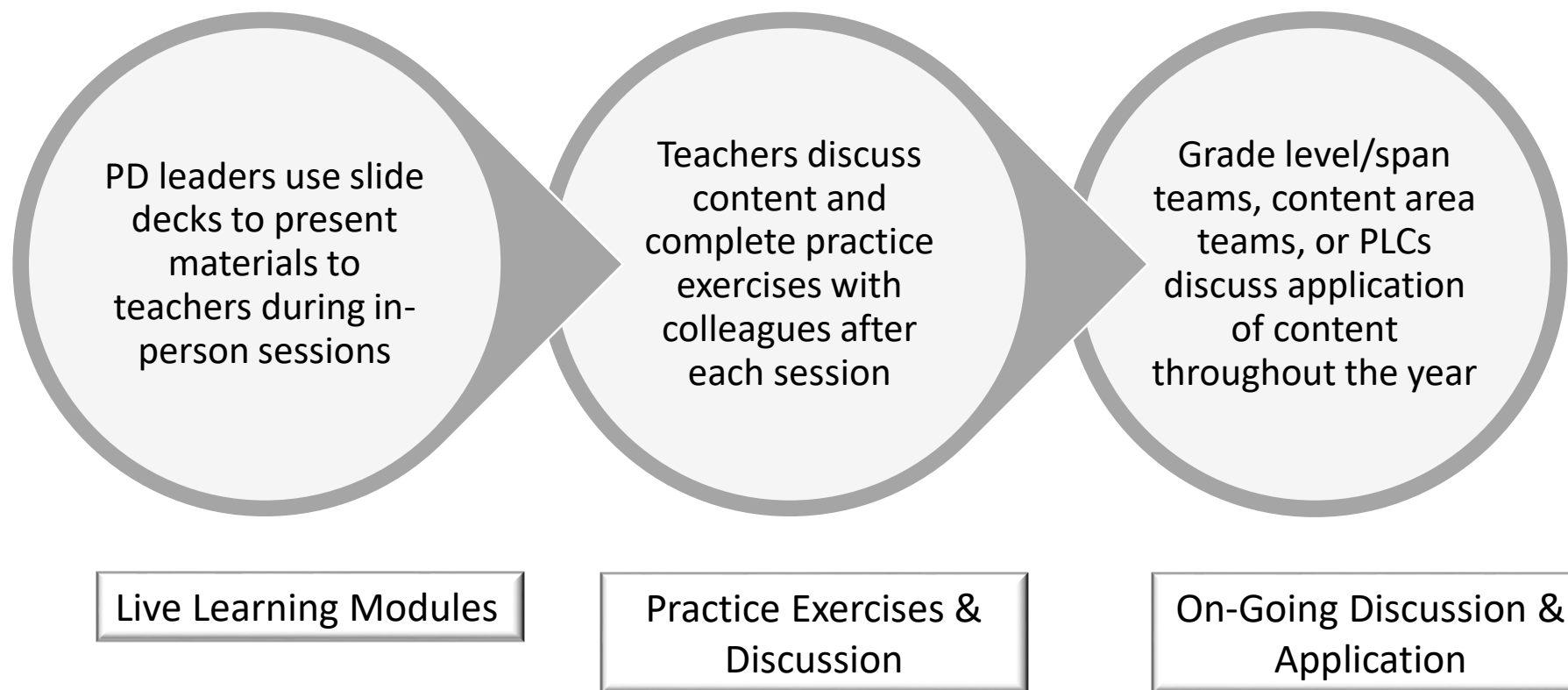
Virtual Synchronous Model



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.

What questions do you have? Please type them into the Q & A, if you have not already done so.



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 Q & A, if you have not
already done so.



Questions from the Chat

Other Classroom Assessment Learning Modules

- We wanted to mention another set of classroom assessment literacy modules that were created by our colleagues (Nathan Dadey, Leslie Keng, Mary Norris, and Carla Evans) around K-12 three dimensional science assessment in partnership with Alabama.
- Alabama Math, Science, Technology Initiative ([AMSTI](#))
 - [AMSTI 3D Science Task Development – Online Learning Syllabus](#)
 - [AMSTI 3D Science Assessment: K-5 Landing Page](#)
 - [AMSTI 3D Science Assessment: Middle School Landing Page](#)
 - [AMSTI 3D Science Assessment: High School Landing Page](#)

Upcoming RILS Webinars

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

Day/Time	Topic	Strand
Aug 20 – 1:00-2:30pm	Reporting in 2020-21	Accountability
Aug 21 – 1:00-2:30pm	Calculating Growth	Accountability
Aug 25 – 1:00-2:30pm	Entry/Exit Identification Issues	Accountability
Sept 1 – 3:30-5:00pm	Spring 2021 Summative Assessment	Implications for State Summative Assessment
Sept 2 – 3:00-4:30pm	Outlook for Accountability	Accountability
Sept 16 – 1:00-2:30pm	Considerations for classroom assessment in a remote or hybrid context	Assessment in Support of Teaching & Learning

Thank you!

Carla Evans (cevens@nciea.org)

Jeri Thompson (jthompson@nciea.org)



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