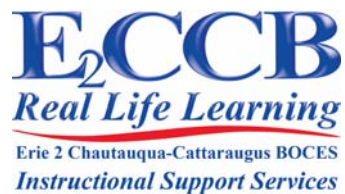


E2CCB Teaching is the Core Grant and Assessment Audit Overview



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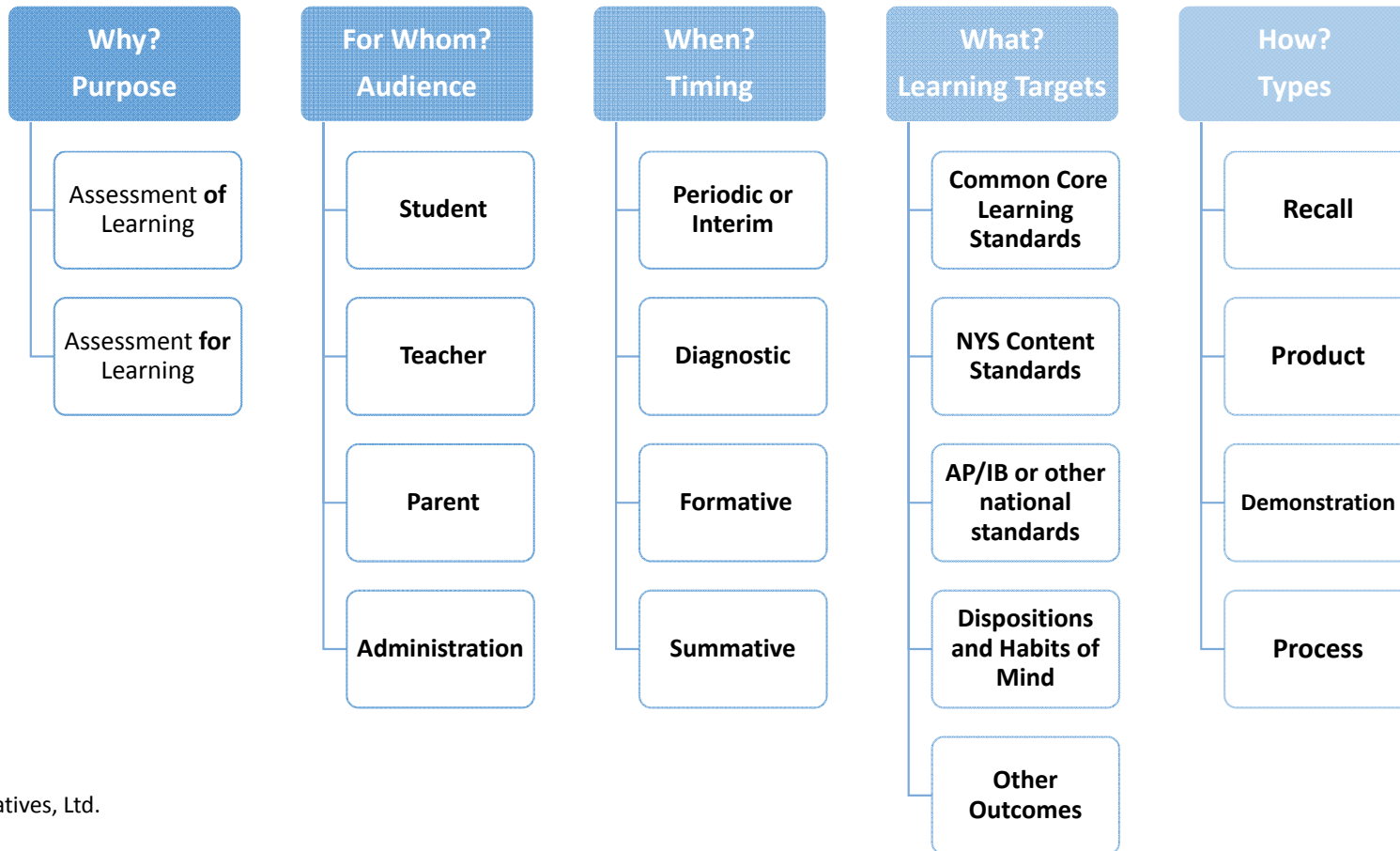


Overarching Question:

How do we know our assessments are any good?

- How can we ensure that our assessments are measuring outcomes that matter?
 - *Begin with APPR Assessments*
 - *Eventually move to district/classroom assessments*
- How can we improve the quality of assessments that are being used?
 - *Capacity building*
 - *Selection AND design considerations*

Framework for a Balanced Assessment System







Assessment
Review/Audit

REQUIRED COMPONENT OF TEACHING IS THE CORE GRANT
Results posted on district website by April 1, 2015

- Review led by district personnel with support of IES Team as needed/requested
- Review **must** include:
 - Rigor
 - Comparability
 - Informs Instruction
 - Supporting Learning Goals
 - Diverse Assessment Techniques

AND Recommendation:

- Keep
- Revise
- Eliminate

Assessment Review Entry Points and Guiding Questions

Entry Point	Illustrations of the Entry Point in Practice	Sample Guiding Questions for an Assessment Review (with possible data sources in parentheses)
<p>1. Alignment/Validity (required by TITC grant)</p> <p>This entry point refers to the degree to which assessments are congruent with intended outcomes. Outcomes are articulated through the standards used in the design of the assessment, the values communicated in the district's vision or mission, and in the trajectory of assessments within the assessment system.</p>	<ul style="list-style-type: none"> • At each grade level, there exists a capstone project that is aligned to the departmental goal of helping students to become engineers. Each capstone project is explicitly aligned to the STEM standards and a common process is used across all engineering projects. • All ELA faculty have rubrics that explicitly reference the CCSS for writing. The rubrics use the language of the standards and are aligned vertically to ensure that writing expectations increase as students move from grades 6 through 12. • For each math unit, 2-3 standards for mathematical practice are emphasized. Over the course of the year, each is revisited multiple times and all are taught to students (named, modeled, assessed). 	<ul style="list-style-type: none"> a) What standards and outcomes does our assessment repertoire measure? (<i>actual performance-based assessments (PBAs) or test documents, blueprints, test maps, PBA checklists and rubrics; gap analysis documents</i>) b) What standards and outcomes does our assessment repertoire emphasize or under-emphasize? (<i>gap analysis documents, actual performance-based assessments (PBAs) or test documents, blueprints, test maps, PBA checklists and rubrics; standard analysis reports</i>) c) To what extent is the alignment to the standards explicit in our assessments? (<i>actual performance-based assessments (PBAs) or test documents, blueprints, test maps, PBA checklists and rubrics; gap analysis documents</i>) d) To what degree are the assessments accurately aligned to the articulated standards and outcomes? (<i>actual performance-based assessments (PBAs) or test documents, blueprints, test maps, PBA checklists and rubrics; gap analysis documents</i>) e) How well are our assessments aligned vertically to allow for the measurement of growth? (<i>test maps or PBA blueprints from similar test/assessments from different levels or grades</i>) f) How well does the timing of our assessments align with the targeted instruction? (<i>curriculum units with articulated assessments</i>)

What connections do we see to our district anchor?	What questions do we have about this entry point?

Additional considerations for review....

- Alignment/Validity`
- Impact on Instruction
- Diversified and Balanced
- *Authenticity*
- *Thinking Demands*
- Reliability
- *Quantity*

What does this mean?

Grant Language	LCI Language
Rigor	Alignment/Validity AND Reliability
Comparability	Alignment/Validity
Informs Instruction	Impact on Instruction
Supporting Learning Goals	Alignment/Validity
Diverse Assessment Techniques	Diversified and Balanced
	Authenticity
	Thinking Demands
	Quantity

Goals at end of Day 1 of Assessment Review Workshop....

- Understand “entry points” for review
 - Alignment/Validity
 - Impact on Instruction
 - Diversified and Balanced
 - *Authenticity*
 - *Thinking Demands*
 - Reliability
 - *Quantity*
- Begin to plan for facilitating assessment review in district
 - Identifying district priorities/vision
 - Select guiding questions/rationale for review
 - Identify artifacts that might be used in a review

ASSESSMENT REVIEW PLANNER

District: Scenario 5 (Suburban middle sized district, moderate to high SES but with 10% of students with free and reduced lunch; the district is very committed to measuring what is most valued and has a strong interest in the audit and its implications for the district's work)

Team members: Assistant Superintendent, Principal, Special Education coordinator, Science coordinator K-12, 3rd grade teacher

Possible Entry Points

- *Alignment/Validity
 *Impact on Instruction
 *Diversified and Balanced
 Authenticity
 Thinking Demands
 *Reliability
 Quantity
** required by grant (one guiding question will satisfy grant requirement)*

Entry Point listed in order of priority	Guiding Questions(s) selected from entry point document	Rationale for this entry point and the guiding question(s)	Artifacts (types of data sources to be collected/reviewed)	Strategy for Selection (sampling)	Person(s) Responsible for collecting, with deadline
<i>Which are the most important to us, given our mission/vision?</i>	<i>What question(s) will guide the analysis?</i>	<i>Why have you selected this entry point and these particular questions?</i>	<i>What will you collect for review?</i>	<i>How many? From what classrooms?</i>	<i>Who will collect these artifacts? By when?</i>
*Impact on Instruction	<ul style="list-style-type: none"> To what extent do we use assessments results to inform instructional decisions and address student needs? To what extent are our assessments results shared and used by all stakeholders? 	We have a policy that states that all teachers need to administer an ELA and math pre-assessment in the first two weeks of the school year but we do not know if these assessments inform teachers' instructional decisions.	<ul style="list-style-type: none"> A pre-assessment from every grade level for ELA and math with accompanying rubrics or checklists (if they exist) Evidence of dissemination of data from pre-assessment (for common assessments) A narrative from teachers about their use of a pre-assessment to impact instruction Teacher action plans or revised lessons based on the pre-assessment (if they exist) 	<ul style="list-style-type: none"> We will look at up to 26 pre-assessments with accompanying checklists or rubrics (if they exist) Teacher action plans or logs or accompanying revised lessons (if they exist) 6 different narratives (two from elementary, one from middle and one from high school from two different schools) 	Teacher leaders and grade level coordinators Three teacher narratives

Consider first....

- *What is a current district initiative that would involve/impact assessment?*
- *What is an assessment that has been brought to the forefront in your district?*
- *Where are you curious about the use of assessment and the impact on student achievement?*

Next...

Using the planner format (Google Doc) and materials from Day 1

- *Consider some guiding questions and the rationale (WHY?)*
- *What might you review? Where will it come from? Who would collect? (WHAT?)*

Finally....

- Collect what you can....

- *The thinking and planning is the most important point (where will you start and why)*
- *Some artifacts are important – and they don't need to be perfect*
- *Day 2 will help you refine and better understand the learning in Day 1*

QUESTIONS?





ACTION PLAN
REQUIRED COMPONENT OF TEACHING IS THE CORE GRANT
Results posted on district website by June 1, 2015

Should include:

- Goal related to the recommendation (keep, revise, eliminate)
- Action steps to move toward each recommendation
- Person(s) responsible for leading/participating in action steps
- Timeline
- Measurement of Success

Complete the chart for EACH identified priority area.



Priority Area:

Priority Area:					
Goal	Major Tasks/Activities	Target Population	Timeline	Measure of Success	Person(s) Responsible



Potential Action Planning Areas



- Continuing work in the region
- Assessment Literacy 101 workshops (face to face and online)
- Embedded in all assessment design workshops and DDI work


Potential Action Planning Areas



K-2 Portfolio

- Regulation change regarding “standardized assessment”
- Pilot work has begun – additional opportunities to learn and participate


Potential Action Planning Areas



3-8 Local
Assessments

- Regional and Onsite DDI work
- Performance Assessments (2 day workshop)
- Formative Assessment Database Creation
 - Non-Secure
 - eDoctrina
- Test Prep without Corruption

Potential Action Planning Areas



9-12 Local
Assessments

- Onsite DDI work
- Performance Assessments (2 day workshop)
- Continued assessment design
 - JMT Database (eDoctrina)
 - LOTE Database
- Formative Assessment Database Creation
 - Non-Secure
 - eDoctrina
- Test Prep without Corruption

Potential Action Planning Areas



K-12 Non-
Core Content
Areas

- Performance Assessments (2 day workshop)
- Continued assessment design
 - JMT Database (eDoctrina)
 - LOTE Database
- Formative Assessment Database Creation
 - Non-Secure
 - eDoctrina

Potential Action Planning Areas



- Regional DDI opportunities
- Workshops on developing Inquiry Teams and use of data
- Onsite DDI facilitation

QUESTIONS?



Reporting expectations

- The deadline to post the announcement of the award and the proposed plan for the use of the funds on the district website is **December 1, 2014** *(new date)*
- Each participating district must post the results of their review on their website during the grant period, on or before **April 1, 2015** (page 11 and page 36 of the RFP)
- Each participating district must post their action plan on their website during the grant period, on or before **June 1, 2015** (page 11 and page 36 of the RFP)