Assessment Workgroup

to Explore Current New York State Requirements and Best Practices for Teacher and Principal Evaluation

Kick-Off Webinar: November 20, 2018

Facilitated by
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What is this workgroup about and how will it work?

Objectives for November 20, 2018

Participants will operate as a learning community that will explore, analyze, and review the nature of quality assessments by:

- articulating the success criteria, key terms, and desired outcomes,
- considering a framework for identifying features of quality assessments,
- participating in a preliminary assessment analysis process, and
- planning for assessment data collection before the first session.

Agenda for November 20, 2018

Time	Guiding Questions	Activity
3:30	What is this workgroup about and how will it work?	Overview of key terms, activities, timeline
3:45	What are we trying to accomplish?	Expected deliverables
3:50	Who is involved in this work?	Introduction of NYSED, LCI, participants
3:55	What do we mean by "quality assessment"?	Review of Attributes of Quality Assessment
4:45	When we consider our assessment system, what do we want to ensure our system is attending to?	Overview of the template assignment to be completed by December 10

Articulating Mental Models: **As a workgroup, it's important we have a shared understanding of the terms we'll be using. Please consider the definition below and take stock of how aligned it is to your own understanding or internal definition.**

Task: Circle the phrase that best matches your sentiment. For statements were you strongly disagree/disagree, please capture your questions, wonderings, or proposed revisions. If you Agree/Strongly Agree, please capture why or how this statement works for you. We will ask you to respond to a survey poll sharing your thinking.

1. **Assessments that measure student learning are best served by being incorporated into a comprehensive system.**

Strongly Disagree	Disagree	No Opinion	Agree	Strongly Agree

Questions, wonderings, or proposed revisions: Why/how does this statement work for you?

2. **Assessment is the strategic collection of direct, observable evidence of student learning throughout the learning process in order to inform teaching and learning.**

Strongly Disagree	Disagree	No Opinion	Agree	Strongly Agree

Questions, wonderings, or proposed revisions: Why/how does this statement work for you?

3. **Wherever possible, assessment experiences should be curriculum-embedded and produce new learning.**

Strongly Disagree	Disagree	No Opinion	Agree	Strongly Agree

Questions, wonderings, or proposed revisions: Why/how does this statement work for you?

What are we trying to accomplish?

What are the workgroup's goals?

The four, in-person sessions will attend to learner-centered design that allows participants to:
- collaborate
- co-construct knowledge
- engage in reflective practice using use systems thinking tools and process,
- examine the ways in which the current assessment system impact multiple constituencies,
- deepen their understanding of what it takes to implement next generation assessments,
- make specific, credible, and viable recommendations to their school community and NYSED, and
- develop a toolkit which includes materials for Statewide use.

What is the specific context that will guide this work?

NYSED has expressed a commitment to continue to strengthen the teacher and principal evaluation system and its implementation. This workgroup will explore lessons learned, a desired state for future work, and ways to close those gaps.

Where is this work situated in the larger picture?

APPR has impacted the educational system in New York State in a variety of ways. Understanding the source, nature, and consequences of that impact can help mitigate unintended consequences and help the state moving forward. This work seeks to help participants negotiate challenges as well as provide examples, tools, and lessons for the field at large.

Program Sketch

Program Dates	Type	Primary Focus
November 20	*Webinar*	*Project overview, foundations in quality assessment*
December 20	In-person	Considering opportunities and challenges
January 8	Webinar	Using system tools to uncover patterns
February 7	In-person	Template design; draft recommendations
March 11	Webinar	Template usage
March 29	In-person	Recommendation and toolkit review

Who is involved in this work?

Questions for Reflection

Aligned: *Are we capturing the evidence of learning that we want and intend to?* To ensure that we are, we:
- ☐ routinely create documentation that allows us to consider the alignment between assessments and the identified learning targets, and
- ☐ compare assessment demands to our intended outcomes and standards, and confirm there is a strong connection to the intended targets

Connected: *How is the evidence of student learning used to provide all students with feedback on their learning, as well as inform teachers' instructional decisions?* To ensure there's a feedback loop, we confirm that:
- ☐ students have multiple opportunities to receive written feedback about their strengths, weaknesses, and recommendations for next steps, and
- ☐ teachers have multiple opportunities to get the evidence they need for instructional decision making.

Diversified: *Do we ask all students to show their learning in a variety of ways and at multiple moments?* To ensure this happens, we confirm that:
- ☐ students have multiple and ongoing opportunities to show what they know in a variety of ways throughout their day, week, month, semester, and year,
- ☐ students have multiple and ongoing opportunities to show what they know at a variety of moments throughout the learning cycle, including pre- and post-assessments so they can reflect upon their growth as a learner, and
- ☐ the diversity of students taking assessments regularly informs design. This diversity includes explicit learning differences such as disabilities or language development and implicit differences such as talents, interests, backgrounds, and needs.

Meaningful: *Are we routinely asking students to do things that are worthwhile and interesting?* To ensure that this happening, we confirm that:
- ☐ students are routinely involved in plausible or realistic problems, tasks, or questions with audiences and purposes beyond the classroom, and
- ☐ students routinely use their areas of interest, hobbies, and strengths to show what they know.

Reliable: *Are we routinely ensuring that data generated by assessments are accurate and trustworthy?* To do this, we confirm we:
- ☐ can consistently make claims about the reliability of our assessments through the use of statistics, design protocols, "final eyes" feedback, and anchored rubrics, and
- ☐ we systematically and routinely use protocols and structures to attend to measurement error.

Time-Limited: *Are we spending the "right" amount of time on assessment?* To confirm that we are, we ensure that:
- ☐ if students are asked to stop learning to provide evidence, the evidence is useful, meaningful, trustworthy, and helps us measure what matters, and
- ☐ the majority of assessments are indistinguishable from the learning that is occurring in our schools.

Attributes of Quality Assessments in a Balanced System

Assessments in a balanced system are:

ALIGNED
They provide accurate information on student progress toward intended outcomes such as national, state, or local standards.

CONNECTED
They support all students' goals and growth. At the same time, adults get useful information related to instructional goals that can inform feedback to students and next steps.

DIVERSIFIED
Recall, product, demonstration, and process assessments of varying complexity are used for diagnostic, formative, and summative purposes.

MEANINGFUL
Students regularly experience worthy tasks for authentic audiences and purposes.

RELIABLE
They are fair and the data they generate are trustworthy.

TIME-LIMITED
Students spend more time on curriculum-embedded assessments for learning than on isolated, on-demand assessments of learning.

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Telling the Story of Our Assessment System

Name and Brief Description Assessment from our system that helps tell the story of our assessment system	Rationale Why did you select this assessment? How does it help you tell the story of your assessment system?	Questions/Observations What questions or observations did this process raise for you about this assessment?

Options for Submission by December 10:
1. Download, print, and fill in by hand. Scan and email to JenniferB@lciltd.org or fax to 516-502-4233
2. Download, complete in Word. Save with district name and email to JenniferB@lciltd.org.