



# Accelerated Learning

# Accelerated Learning Icon Set



**Worth it -**  
statements of value, purpose,  
advantage or impact



**Tools -**  
resources, links, handbooks or  
guides



**Key Actions -**  
"to do", actionable items



**Professional Learning  
Modules –**  
other training opportunities



# Accelerated Learning System

A component of the Roadmap for Equitable School Systems



# Systems for Accelerated Learning

- Focus on High Quality Academics
- Foster Supportive Learning Environments
- Establish Healthy System Conditions
- Design a System of Scaffolded Supports



# Focus on **High-Quality Academics**

*Define the instructional changes needed for the new school year and cultivate a thriving data culture to ensure every student has access to the instructional strategies, resources and supports necessary to successfully engage with and master grade-level content.*

# High Quality Academics



- **Assess:** How will we develop a balanced approach to using formal and informal assessments, classroom-based evidence showing growth over time, and involving students in the evaluation of their own work?
- **Analyze & Interpret:** How is the analysis and interpretation of data being used to accelerate student learning?
- **Instruction:** what instruction changes need to occur for the 2021-22 school year and beyond?
- **Reflect/Monitor/Share:** How do we create a data culture that focuses on effective use of data to inform instruction, support teacher collaboration, and engage parents and caregivers in their students' academic growth?

# Local Assessments



- **Assessment Literacy & Designing Local Assessments**
- **Creating a Local Assessment Plan**
- **Data Analysis & Communicating Student Progress**





# Assessment Literacy and Designing Local Assessments

August 4, 2021



# Learning Targets

- Participants will be provided resources to assure local assessments are valid and reliable.
- Participants will learn practices for immediate review of local assessments.



# Online Resources

*PDE SAS Assessment Literacy*

Click *here* or type:  
*tinyurl.com/5cx9nhkp*



# Four Types of Assessments

[Google Folder](#)

*“Fair Assessment Guide”*

	<b>Diagnostic</b>	<b>Formative</b>	<b>Benchmark</b>	<b>Summative</b>
<b>Purpose</b>	Guide instruction specifically targeted to meet students' needs, including students' strengths and areas of need	Inform ongoing classroom instruction so that adjustments to instruction can be made	Determine how well students are progressing toward demonstrating proficiency on a set of designated grade-level curriculum content standards	Determine the degree to which students have mastered a designated set of curriculum content standards
<b>Impact on Instruction</b>	Tools that provide alignment to units, lesson plans, and other resources based on students' needs	Classroom-based activities integrated into instruction and learning with teachers and students receiving frequent feedback	Low-stakes assessments used to predict how students will do on the high-stakes summative assessments	Assessments used for accountability
<b>Intended Users of the Results</b>	Students, parents, and educators	Students, parents, and educators	Students, parents, and educators	Educators, parents, public at large, and district personnel
<b>Examples</b>	Classroom Diagnostic Tools (CDT) Teacher-created diagnostics	Teacher-selected Classroom assessments Response cards Whiteboards Random selection	<b>STAR</b> <b>NWEA MAP</b> Acuity Assess2Know 4-Sight	PSSA Keystone Exams ACCESS for ELLs End of Unit/Chapter Tests District End of Course Exams
<b>Type of Information Provided</b>	Provides a more complete picture of a student's or group of students' strengths and areas of need so that instruction can be targeted directly at meeting student needs	Provides feedback related to a specific unit or lesson so that feedback can be used to inform classroom instruction and learning during the teaching/learning process	Provides information on the degree to which students have mastered a given concept or how students are progressing toward demonstrating proficiency on grade-level content standards	Provides information on students' mastery of a given set of content standards

# Why Assessing is “Worth It”



- A highly developed assessment system includes a balanced approach to using formal and informal assessments, classroom-based evidence showing growth over time, and involving students in the evaluation of their own work. The adoption of a systemic approach enhances the use of assessment data to inform teaching and learning practices. This system should include assessment tools that are congruent with the district’s values, goals, curriculum, teaching, and learning.

# Key Actions for Assessing

August 4, 2021



How does your assessment plan reflect the district's values for teaching and learning?

How do you know that all assessments are high quality, are rigorous, and are implemented with fidelity?

How do you know that all assessments are equitable, accessible, and inclusive?

# Quality Assurance Checklist

Task	Task Question
Targeted Content Standards	To what degree does this item match the targeted standards?
Cognitive Level	To what degree does this item match the DoK expressed in the standards?
Developmentally Appropriate	Are the readability and task requirements appropriate for the test-takers?
Sensitive Material	Is there sensitive content with references to social or emotional concerns?
Potential Bias	Are there contextual, gender, or cultural assumptions?
Fairness	Has the test-taker had the opportunity to learn the content within the item?
Editing	Have editorial correctness and Universal Design principles been applied?

# Components of a Selected-Response Question

- [Google Folder](#)
  - “Selected Response Guidelines” PDF



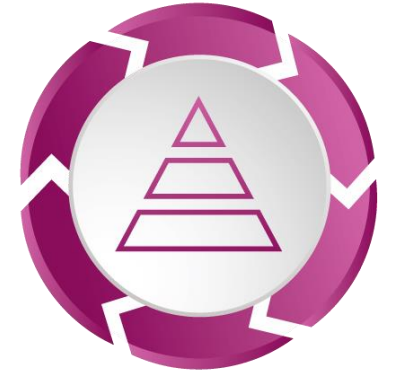


# Reduced ALS Packet

- “Test Savvy”
  - Page 2 of packet
- “Item Checklist”
  - Page 5 of packet
- “Reading DOK Levels”
  - Page 16 of packet



# Assessment Blueprinting



- [Google Folder](#) > Designing Assessments
  - “Pre-Assessment Design”
  - “Assessment Blueprinting”
    - [PDE SAS Standards](#)

# Additional Resources

- [PDE Assessment Center](#)
- [ELA PSSA Item Samplers](#)
- [Math PSSA Item Samplers](#)
- [Science PSSA Item Samplers](#)
- [Keystone Samplers](#)
- [Digging Deeper Guides](#)

## Contact Information

Nick Paolini

- [Nick\\_Paolini@iu5.org](mailto:Nick_Paolini@iu5.org)
- 814.490.2556

Dr. Andrew Coonradt

- [ACoonradt@Bucksiu.org](mailto:ACoonradt@Bucksiu.org)
- 215.348.2940 X1405

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## High-Quality Academics: Assessment Literacy and Designing Local Assessments

Submit your attendance for this session using this Google Form: [tinyurl.com/PDEaccelerate](https://forms.gle/PDEaccelerate)

If you are unable to open the tinyurl link, use: <https://forms.gle/KcwcPwgT5gXguaKSA> (case sensitive)

You may also access the attendance form by scanning this QR code with your smartphone.

Both links and the QR code direct you to the same form.

The exit code for this session is: 92501

