Accelerated Learning through an Integrated System of Support

Roadmap for Educational Leaders

Focus on Effective Assessment

Focus on Effective Instruction

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Focus on
High-Quality Academics

Assess
Analyze & Interpret
Instruct
Reflect/Monitor/Share

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Assessment System

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High-Quality Academics Series

Assess the skills of students using a variety of assessment types

Analyze assessment results

Interpret results and make instructional or programmatic decisions

Instruct — teach skills and focus/adjust practice

Reflect and Monitor the progress of individuals and groups

Share reports with students, parents, and administrators

1. What is included in your district / building / classroom assessment plan/calendar/map and is it accessible to all?
2. How do you know that all assessments are high quality, are rigorous, and are implemented with fidelity?
3. How do you know that all assessments are equitable and accessible?

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1. How will you begin or continue to engage school staff in analysis and interpretation of student data?
2. How are you implementing data analysis protocols to effectively inform instruction?
3. How are you ensuring educators collaborate in order to make curricular decisions based on data analysis?
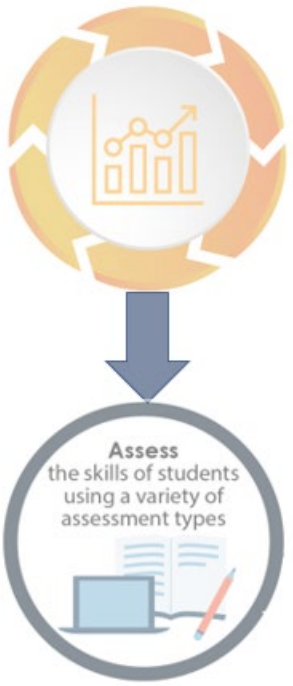
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1. How do you determine if allotted time for instruction of content / standards is appropriate, and how can the K-12 articulated curriculum be modified for efficiency?
2. How are you using a variety of instructional methods to maximize student learning while differentiating to meet all student needs?
3. How do you ensure alignment of performance expectations (standards), curricular emphasis, and instruction across all classrooms/grade levels?

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1. What formal and informal opportunities exist to promote teacher reflection and collaboration to ensure data-informed instructional practices?
2. Have you created a system/process that uses assessment data effectively to monitor student learning needs?
3. What practices are in place to communicate progress regularly to families and caregivers?

ASSESS - Guiding Questions

- 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?

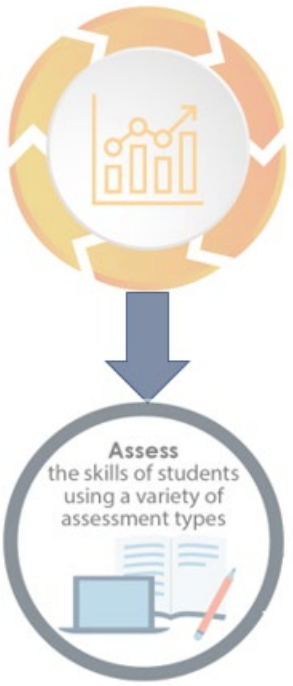- How do you know that all assessments are equitable, accessible, and inclusive?

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Guiding Question #1

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

- WHY?

- HOW?

- WHAT?

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Why is this important?

An effective assessment plan identifies both strengths and concerns and provides multiple sources of evidence to measure the influence of instruction to:

- identify both strengths and concerns of programs, curriculum, instruction, and students.

- provide multiple sources of evidence for instructional decision-making.

- measure the influence of instruction.

Assess
the skills of students using a variety of assessment types

LEA Assessment Plan 2021-2022						
Assessment	**Grade Level**	**Test Schedule (dates)**	**Purpose of Assessment**	**Reporting**	**Administration Mode**	**Test Source (vendor, district, teacher)**
CDT	6-8	September January May	Diagnostic	Student reports Parent reports	Online	PDE

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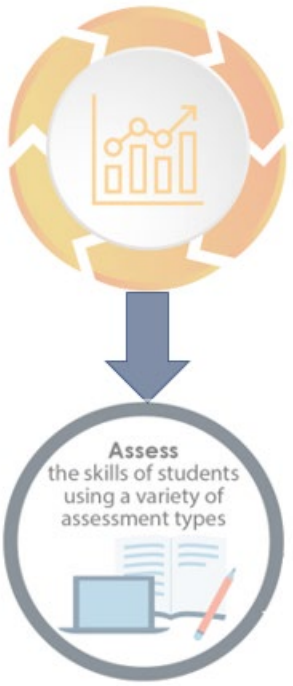
How will we achieve success?

An effective assessment plan includes various aspects such as:

- identify the purpose of each assessment

- include four assessment types

- align assessments with values, goals

- ensure no unnecessary redundancy/overlap or missing skill areas

- examine the assessment load for each grade level

- ensure feedback loop is maintained

- allow flexible scheduling

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Types of Assessment

Diagnostic	inform meaningful instruction
Benchmark	periodic checks on learning
Formative	in-process evaluation and feedback
Summative	evaluation at conclusion of learning

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What resources support this initiative?

- Assessment Center – SAS
- Classroom Diagnostic Tools (CDT) – SAS
- Doing What Works - Proven Methods
- Every Student Succeeds Act (ESSA) Consolidated State Plan
- IES: Connecting Research, Policy and Practice
- NWEA
- PaSLP Toolkit
- Pennsylvania Evidence Resource Center
- Using Student Achievement Data
- WWC | Find What Works!

Reflection

Do we have an effective assessment plan that reflects our values, identifies both strengths and concerns, and provides multiple sources of evidence to measure the influence of instruction?

Not Yet Evident	Emerging	Operational	Exemplary
There is little to no evidence of an assessment plan.	There is an assessment plan evidenced by some reflection of our values, some evidence of strengths and concerns, and provides minimal sources.	There is an assessment plan evidenced by reflection of our values, identification of strengths and concerns, and provides adequate sources.	There is an assessment plan evidenced by obvious reflection of our values, explicit identification of strengths and concerns, and provides multiple sources.

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Solutions

PENNSYLVANIA'S INTERMEDIATE UNITS

- ❑ Assessment Plan
- ❑ Assessment Types
  - ❑ Benchmark
  - ❑ Diagnostic
  - ❑ Formative
  - ❑ Summative
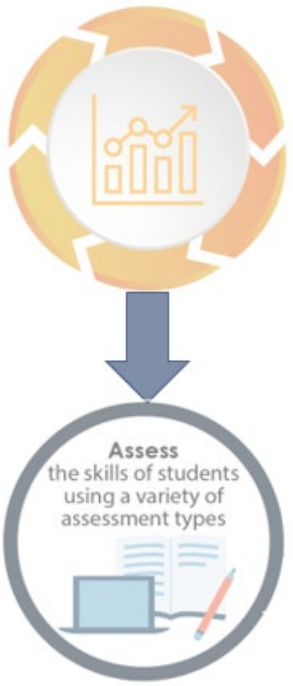- ❑ Assessment Cycles
- ❑ CDTs
- ❑ Effective Feedback

SAS Standards Aligned System

- ❑ Fundamentals of Assessment
- ❑ Instruction in Assessment
- ❑ Advanced Assessment Strategies
- ❑ Creating Meaningful Assessments

PIL Courses
- ❑ Foundations: Data to Action
- ❑ School Level: Data to Action
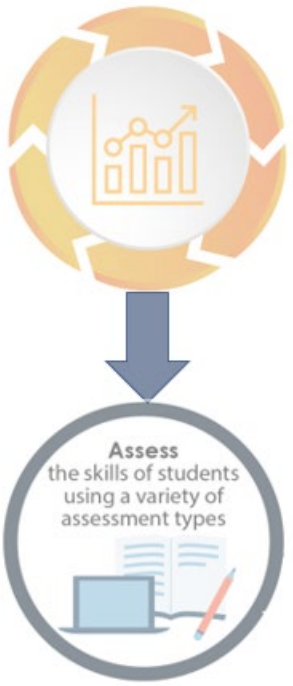- ❑ Classroom Level: Data to Action

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Guiding Question #2

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

- **WHY?**

- **HOW?**

- **WHAT?**
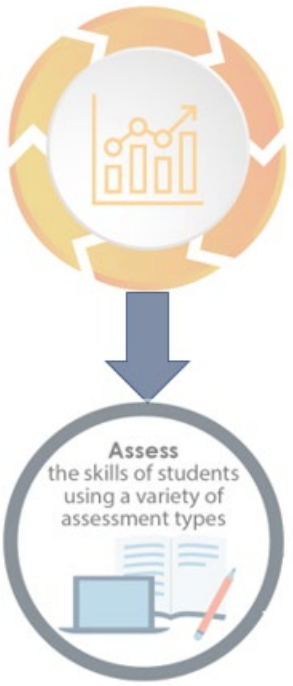
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Why is this important?

A quality assessment measures the intended learning of the standards and is administered in a replicable process. LEAs should consider the following when completing assessment quality checks:

- evaluate for high quality, bias, and clarity

- align to standards

- examine for appropriate rigor; measures intended learning

- administer with fidelity in a replicable process

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How will we achieve success?

The effective implementation of assessments includes comprehensive and pervasive communication of expectations including academic standards, meaningful learning goals, and analysis of outcomes. LEAs may consider the following when communicating expectations:

- convey meaningful learning goals to all stakeholders

- set assessment expectations for all stakeholders

- monitor implementation

- analyze outcomes of assessments

- adjust assessment plan as necessary

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Standard Deconstruction Process

Deconstruction process steps include:

- identify standard assessed

- explain what teachers need to know (that is not explicitly identified in the standard) for student success

- identify the instructional implications

  - teacher focus
  - student demonstration

Does each assessment item align with the standard you intend to teach and measure?
Does the assessment item reflect the appropriate level of rigor?

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Formative Assessment

Teacher	Student
Share learning goal	Engage with learning goal
Identify criteria	Develop criteria for success
Elicit classroom discussion	Engage, share and build upon peer ideas
Plan learning tasks	Articulate how learning tasks meet meaningful learning goals
Use evidence to provide feedback and adjust teaching plan	Use evidence/feedback to move learning forward

What resources support this initiative?

[Analyzing Root Cause - SAS](#)
[Assessment Center – SAS](#)
[Assessment Literacy – SAS](#)
[Digging Deeper Resources](#)
Formative Assessment - The Student Role
[Using Webb's Depth of Knowledge to Increase Rigor](#)

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Reflection

Do we have a process to evaluate assessments for quality, rigor, and implementation?

Not Yet Evident	Emerging	Operational	Exemplary
There is little to no evidence of an assessment evaluation process.	There is an assessment evaluation process for some assessments and minimal evidence for evaluation of quality, rigor, and implementation.	There is an assessment evaluation process for most assessments and adequate evidence for evaluation of quality, rigor, and implementation.	There is an assessment evaluation process for all assessments and extensive evidence for evaluation of quality, rigor, and implementation.

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Solutions

PENNSYLVANIA'S INTERMEDIATE UNITS

- ❏ Analyzing Root Cause
- ❏ Assessment Literacy
- ❏ Deconstructing Standards
- ❏ Item Writing
- ❏ Rigor & Webb's DOK
- ❏ Sharing Data
- ❏ The Student Role in Assessment

SAS Standards Aligned System

- ❏ Fundamentals of Assessment
- ❏ Instruction in Assessment
- ❏ Advanced Assessment Strategies
- ❏ Creating Meaningful Assessments
- ❏ Depth of Knowledge
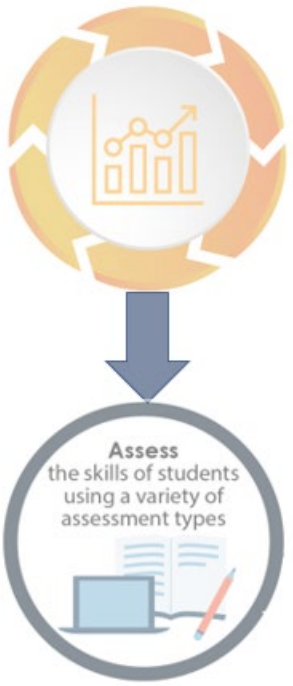
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Guiding Question #3

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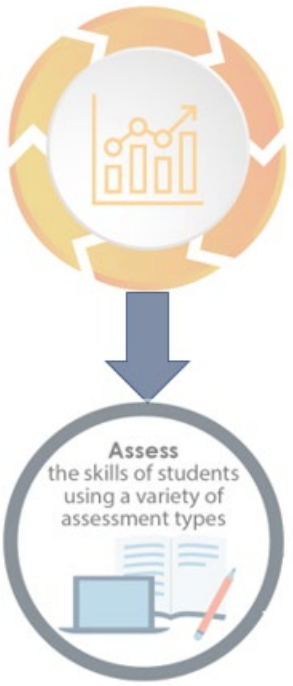
- **WHY?**

- **HOW?**

- **WHAT?**

Why is this important?

It is imperative that LEAs incorporate accessible, equitable, and inclusive lenses to implement plans for instruction and assessment which:

- apply Universal Design for Learning (UDL) principles
- develop equitable accommodations
- utilize inclusive practices

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How will we achieve success?

It is important for all students to be successful.
To achieve success LEAs should:

- address the learning needs and monitor progress of all students.

- administer additional assessments and implement individual accommodations.

- include a blend of qualitative and quantitative data.

- apply UDL principles.

- include data such as demographic, classroom processes, and perceptions.

- utilize multiple, varied methods of student performance (modes & modalities).

- include assessment before, during, and after learning.

- identify students in need of additional services and students ready for adjustments in instructional content.

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What resources support this initiative?

[PDE Accommodations Guidelines](#)

[Accommodations vs. Modifications](#)

[Essentialized Examples](#)

[Incorporating Essentialized Examples into Lessons and Unit Planning](#)

[PASA Eligibility Criteria](#)

[Family Resources for Complex Learners](#)

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Reflection

Do we have a process to evaluate assessments through equitable, accessible, and inclusive lenses?

Not Yet Evident	Emerging	Operational	Exemplary
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Solutions

PENNSYLVANIA'S INTERMEDIATE UNITS

❏ Accessible Assessment
❏ Accommodations
❏ Equitable Assessment
❏ Inclusive Assessment
❏ MTSS
❏ PASA
❏ UDL

SAS Standards Aligned System

❏ Fundamentals of Assessment
❏ Instruction in Assessment
❏ Advanced Assessment Strategies
❏ Creating Meaningful Assessments
❏ Self-Awareness & Reflective Practices for Equitable Classrooms

PIL Courses

❏ Equitable Leadership Practices in Education
❏ Equitable Education for All Students

Local Assessment Data
May 2021

System through which LEAs can voluntarily submit local assessment data and receive analytics.

- Provides reports and data tools in a format consistent with the analytics on State assessment scores.

- Offers LEAs a tool in measuring unfinished teaching and learning that may have resulted from pandemic mitigation efforts.

- Guides decision-making, resource allocation, and program design.

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Local Assessment Data
May 2021

LEAs may submit local assessment data through the PIMS Student Local Assessment Subtest Template.

- May submit any local assessment data.

- Opens for approximately 6 weeks from mid-May to late June.

- Voluntary for all LEAs.

- Not used in accountability or public reporting.

- Future resources and professional development around local assessment plans and data will be made available to all LEAs.

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Research

- [An Integrated Approach to Defining a System-Level Theory of Action for Formative Assessment](#)

- [CCSSO Revising the Definition of Formative Assessment](#)

- [Comprehensive and Balanced Assessment Systems](#)

- [Formative Assessment](#)

- [Inside the Black Box: Raising Standards Through Classroom Assessment](#)

- [Revolutionize Assessment Empower Students, Inspire Learning](#)

- [Self-Regulated Learning and Performance](#)

- [The Role of Classroom Assessment in Teaching and Learning](#)

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For more information on Accelerated Learning – Closing achievement gaps with integrated systems of support, please visit PDE's website at www.education.pa.gov

The mission of the Department of Education is to ensure that every learner has access to a world-class education system that academically prepares children and adults to succeed as productive citizens. Further, the Department seeks to establish a culture that is committed to improving opportunities throughout the commonwealth by ensuring that technical support, resources, and optimal learning environments are available for all students, whether children or adults.

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4/27/2021

Academics: Overview of Comprehensive Academic Processes and Assessment -- ASSESS

Submit your attendance for this session using this Google Form:
tinyurl.com/PDEaccelerate

If you are unable to open the tinyurl link, use:
https://forms.gle/KcwcPxgT5gXguaKSA (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: 7 8 1 6 5

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