Introduction to the Sensible Assessment Practices

Sensible Assessment Practices for 2020–21 and Beyond

Cristi Alberino
Deirdre Ducharme
Janet Stuck

Performance Office
CT State Department of Education
Overview of Sensible Assessment Practices for 2020-21 and Beyond

1. Summer 2020 – Prior to the Start of School
2. Start of the School Year
3. Rest of the School Year
4. End of the School Year
Sensible Assessment Practices in 2020–21 and Beyond

1. Summer 2020

★ Review Available Information
In lieu of a separate assessment, what can we already know about our students from existing data/information?*

Vertical Teams for Teachers, Interventionists, Instructional Specialists, and Related Service Providers
- What standards were taught in-person pre-COVID and during distance learning?
- How does the previous teacher describe the student’s strengths and weaknesses?
- How well did the student engage in distance learning?

Longitudinal Data (Non-Assessment)
- Early Indication Tool support level (Low-Medium-High) attendance, discipline, mobility, course failures, etc.

Longitudinal Data (Assessment)
- K-Inventory, Smarter Balanced, NGSS, Alt. Assessments, LAS Links, IAB, F-IAB, Fall/Winter Benchmark, IEP Progress Reports

★ Plan the First Unit and Support Professional Learning
The first unit should not only engage students but also ensure that students will have a high probability of success. Teachers will need professional learning on topics such as assessment/data literacy, formative assessment practices, differentiated instruction, learning progressions, blended learning approaches/tools.

*Students new to CT public schools will likely need a screening and/or overall assessment such as the ICA or a local benchmark assessment.

2. Start of the School Year

★ Build Community with New Class While Delivering the First Unit
Acknowledge and address social-emotional learning needs and family/health/trauma issues due to pandemic. Start with a unit that is engaging and has high probability of success. Review key prior grade content if necessary.

- Deliver differentiated instruction by starting with engaging on-grade unit with high probability of success; review if necessary.
- Use formative assessment practices to gauge impact and adjust instruction.
- Embed Tier 2 supports in the classroom based on review of available information in the summer.

3. Rest of the School Year

★ Shift Fully to On-Grade Instruction with Scaffolds and Supports
If the first unit incorporates review, then shift fully to on-grade instruction should occur within 2–3 weeks. Districts should identify pre-requisite content for each instructional unit and the corresponding diagnostic assessment.

- Use diagnostic assessments to identify strengths/weaknesses, especially in the pre-requisite skills for on-grade content
- Deliver differentiated instruction covering grade-level content and personalized to needs and interests of students
- Offer Tier 2 supports based on formative assessment info. that are either embedded in the classroom or provided separately
- Use formative assessment practices to gauge impact and adjust instruction

4. End

★ Administer End-of-Year Summative Assessment
Administer an on-grade summative assessment (which may be the state assessment for students in Grades 3–8 and 11) to evaluate overall achievement on state standards
Start of School Year: Analyzing qualitative and quantitative data to make informed decisions for ALL students.

Building Community: Building an effective community of learners while meeting the needs of ALL students (onsite, remote).

Beginning with Units Designed for Success: Modeling a unit of instruction and assessment - Grade 5 standards.

Instruction and Assessment Cycle: Building from the instructional plan established for the academic year.

Focusing on Sensible Assessment Practices Year Round.