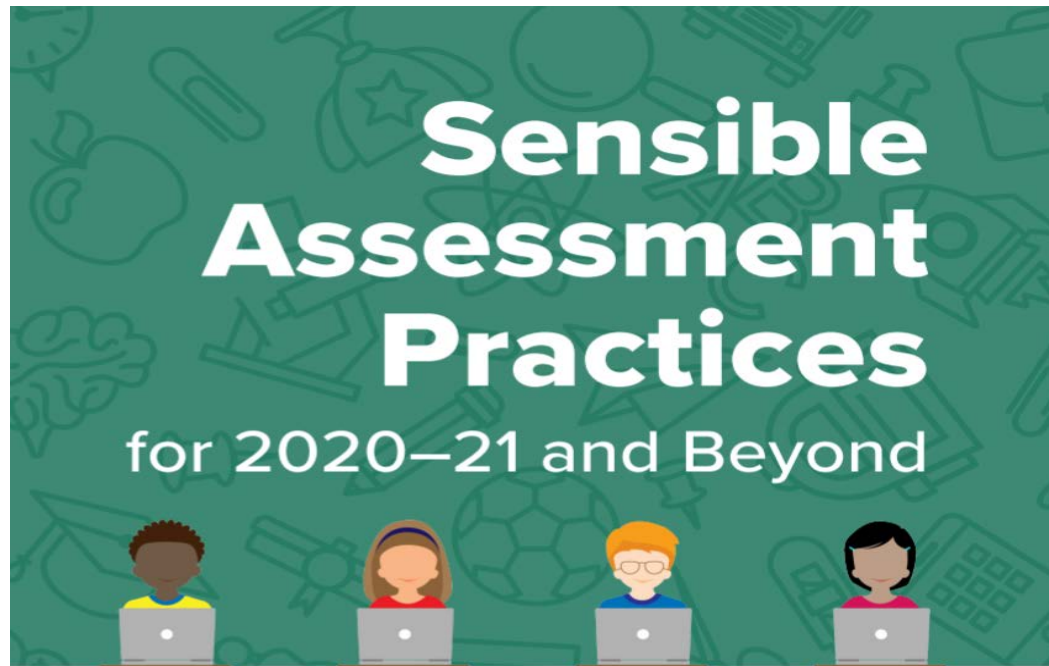



# Start of the School Year



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CT State Department of Education



# Sensible Assessment Practices Webinar Overview



**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**



Knowledge will  
bring you the  
opportunity to  
make a  
difference.

~Claire Fagin



# Key Concepts



Support  
Vertical and  
Horizontal  
Teams



Obtain  
Student-  
Specific Data



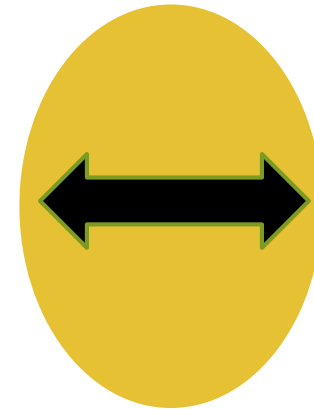
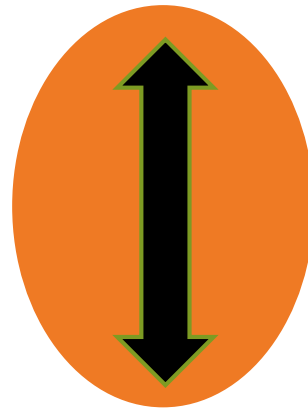
Integrate Individual  
Assessment and Non-  
assessment Data with  
LEA and Student  
Factors



Parent/Guardian  
Communication



# Supporting Vertical and Horizontal Teams




## Vertical

Create an opportunity to communicate about each student with those who worked with the student last school year and over the summer.

## Horizontal

Create an opportunity to communicate about each student with those individuals who will or may work with the student during the current school year.



# Tasks for the Vertical and Horizontal Teams



Clearly communicate reentry, short-term recovery, and long-term recovery plans with parents, families, and stakeholders



Engage in resource mapping to identify available resources and needs



Map common goals and streamlining efforts to avoid duplication



Analyze available data to create student-specific action plans



# Gathering Data to Inform Teams

- ▶ Obtain and share student-specific data with team members
  - ▶ Assessment data (state and local)
    - ▶ Smarter Balanced, NGSS, Alternate Assessment System, LAS links
    - ▶ Interim Assessments (IABs including Focused IAB, ICAs)
    - ▶ Local Assessments (STAR math and reading, NWEA)





# Gathering Data to Inform Teams

- ▶ Obtain and share student-specific data with team members
  - ▶ Non-assessment data
    - ▶ Early Indication Tool support level (e.g., Low-Medium-High)
    - ▶ English learner, special education, section 504 status
    - ▶ Engagement history pre-COVID closure and during summer
    - ▶ Progress reports and anecdotal records from phone or web conversations



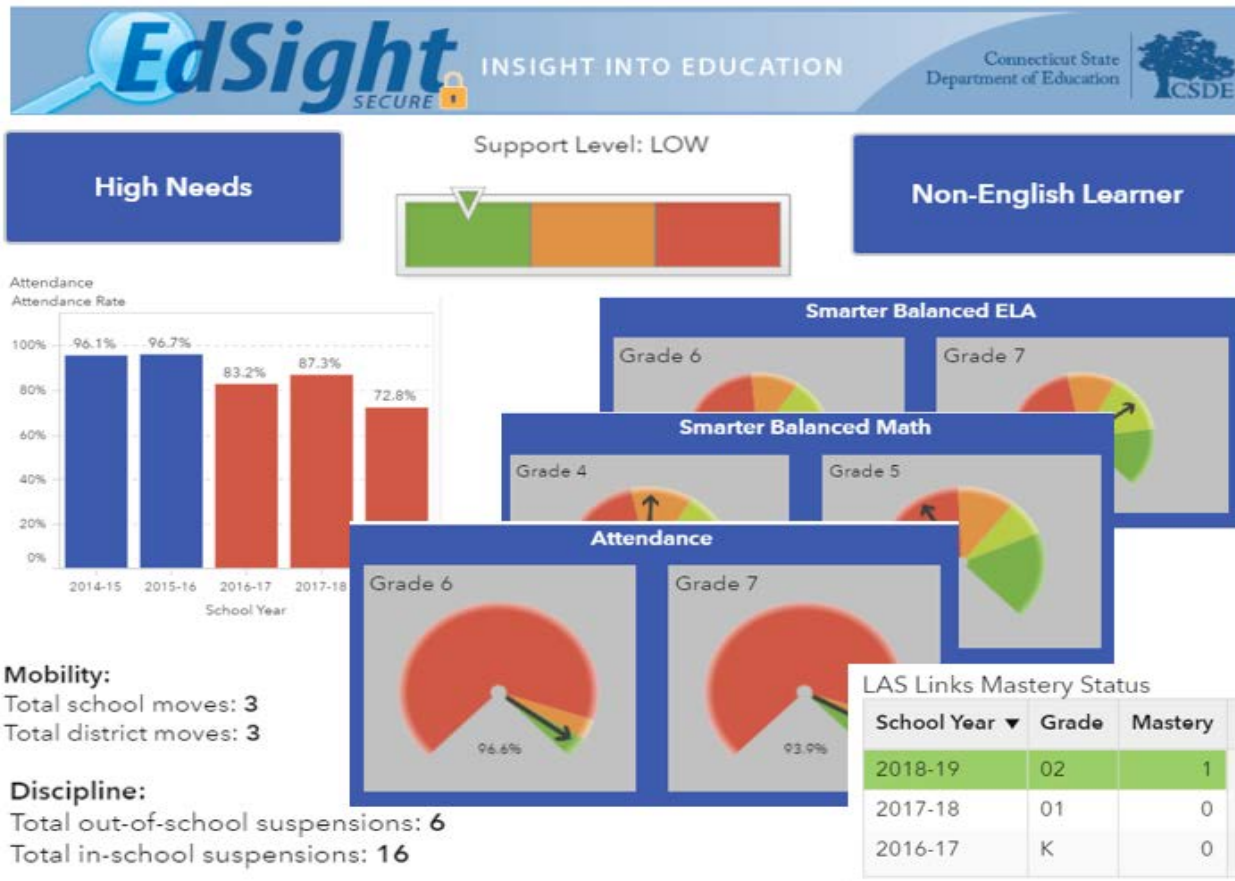


# Gathering Data to Inform Teams

- ▶ Identify student-specific goals (short term and longer term)
  - ▶ Use data regarding student areas of strength and areas of concern to develop goals
  - ▶ Reference methods, accommodations, and access to personnel with appropriate expertise
- ▶ Starting with an assessment can work against community building while providing questionable information; choose carefully



# CSDE Early Indication Tool (EIT)





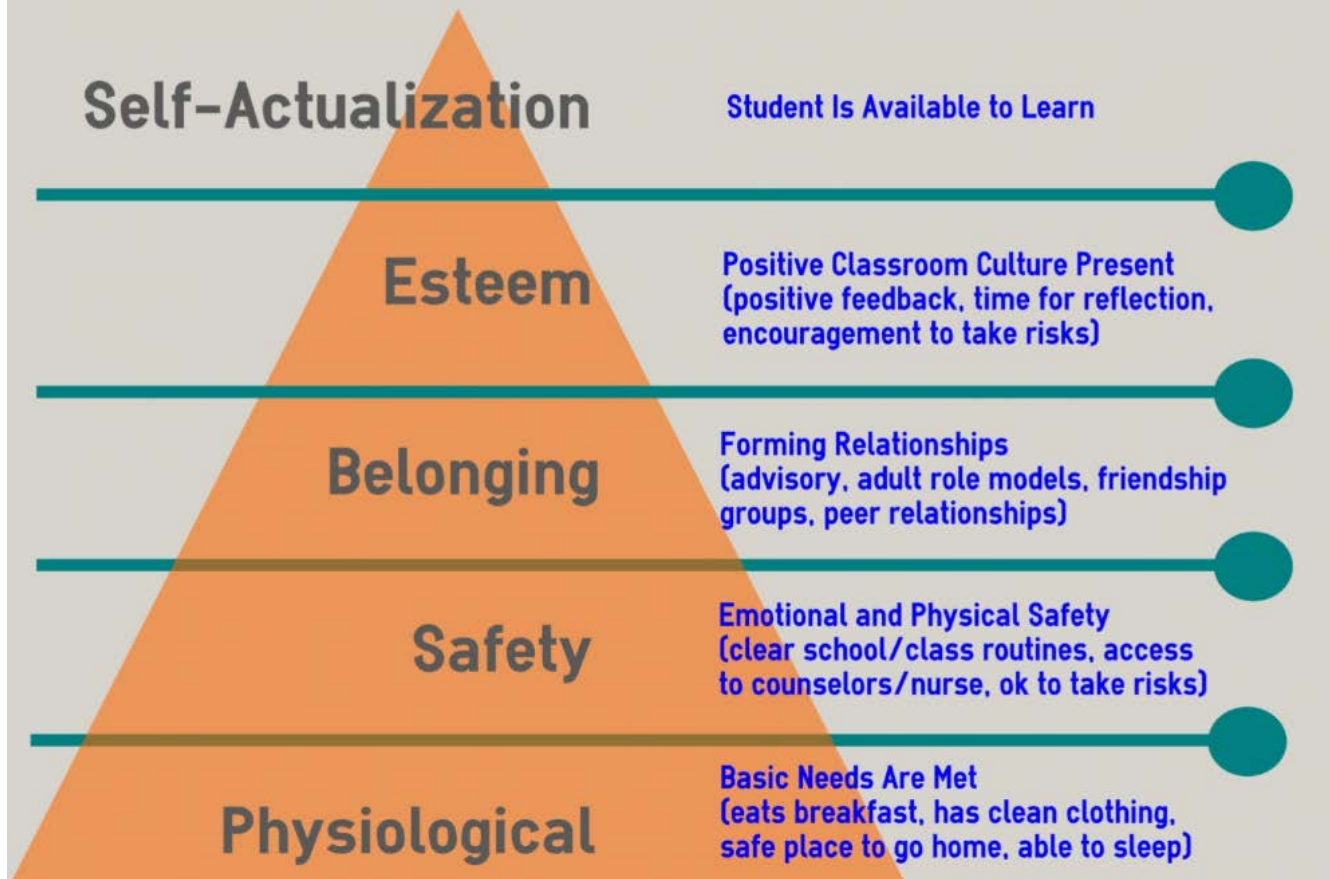
# Considerations When Reviewing Data

- ▶ Use data to find out what happened in the past and to plan for the future
- ▶ Understand what data cannot tell you and when it may not be suitable
- ▶ Use a variety of tools and multiple sources to gather quantitative and qualitative data
- ▶ Discover how to use data to improve student performance
- ▶ Prepare graphic representations based on data and look for unexpected trends

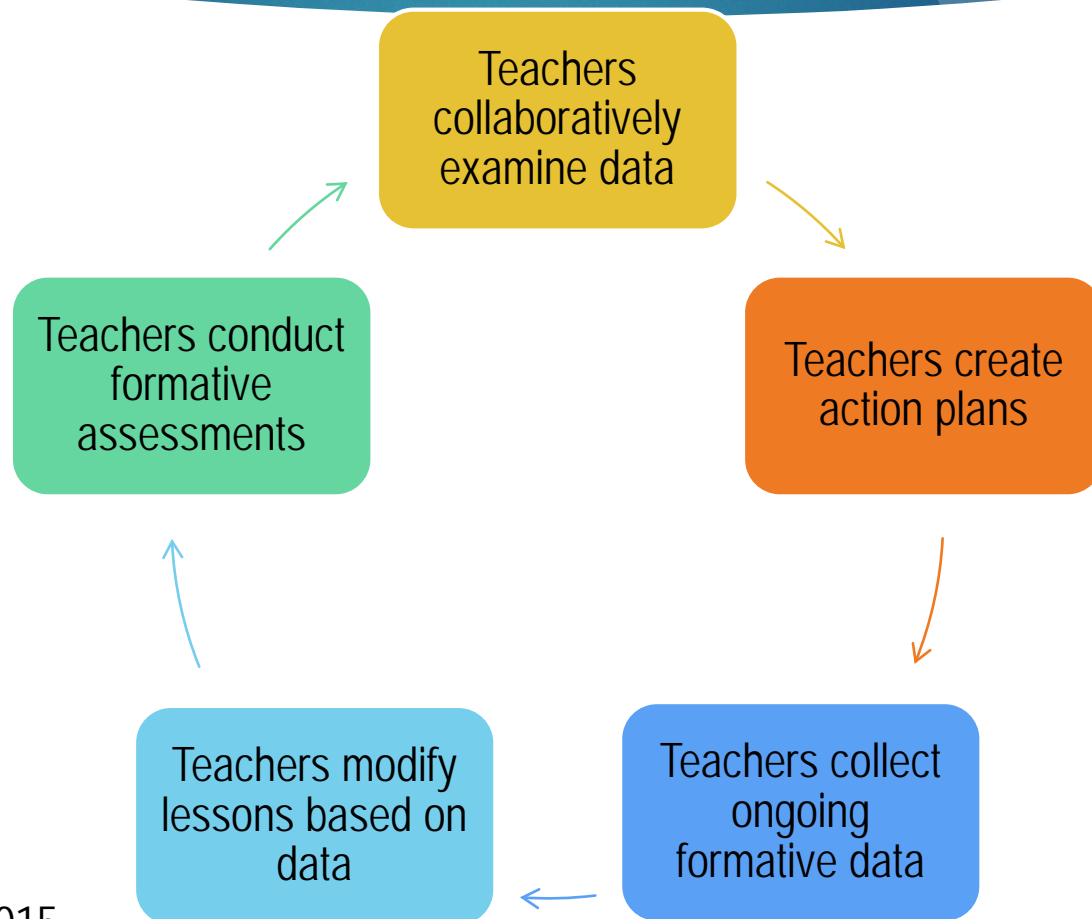


# Prioritizing Student Supports

## Maslow's Hierarchy of School Needs



# Integrating Student Information Into Action





# Parent/Guardian Communication

- ▶ Get to know your parent/guardian audience
- ▶ Determine the best way to contact parents/guardians
- ▶ Look for translation methods for non-English speakers
- ▶ Create a consistent schedule for regular communication



# Summary and Next Steps

- ▶ Gather student-specific information
- ▶ Create vertical and horizontal teams
- ▶ Discuss anticipated support needs
- ▶ Create an action plan to meet needs of each student
- ▶ Communicate and engage parents/guardians
- ▶ Meet the students where they are
- ▶ Focus initially on areas of strength rather than deficit areas
- ▶ Focus on social-emotional needs by building a community



# Foundational Resources

- ▶ [Sensible Assessment Practices](#) This document offers guidance to educators on how they can “assess” their incoming students when schools re-open without necessarily having to “test” them. The assessment and instructional practices in this document are intended to apply to all students, including students with disabilities and English learners.
- ▶ [Plan for Reimagining CT Classrooms for Continuous Learning](#) The purpose of this document is to provide a framework for developing local Continuous Learning Plans to support the reopening of all schools that will provide continuity of learning.
- ▶ [Adapt, Advance, Achieve: Connecticut’s Plan to Learn and Grow Together](#) This document is intended to be a fluid document that will evolve based on the public health data trends as well as the understanding of the best way to mitigate spread. To close the digital divide in Connecticut and empower students across the state to learn from home, Governor Lamont recently announced this initiative [Everybody Learns Initiative](#) to fill any device and/or connectivity gaps that may still remain.







# Webinar Specific Resources

- ▶ [Maslow's Hierarchy of School Needs](#) This is a graphic representation of student's educational needs.
- ▶ [Using Data Inquiry Cycles](#) This resource describes the cyclical process for analyzing and acting on data.
- ▶ [Data-Driven Decision Making in Education: 11 Tips for Teachers & Administration](#) This article recommends 11 tips to incorporate when making decisions based on data.
- ▶ [EdSight](#) and [EdSight Introductory Video](#) Information on the EdSight portal providing access to public Connecticut State Education data.
- ▶ [Student Assessment Main Web Page](#) Topics include Smarter Balanced Assessments, Next Generation Science Standards assessment, the Connecticut SAT School Day, the Alternate Assessment System, the English Language Proficiency assessment, the Connecticut Physical Fitness assessment, and the Kindergarten Entrance Inventory.



# Webinar Specific Resources

- ▶ [COVID-19 Resources for Families and Educators](#) CSDE resources including a Professional Support Series, guidance documents, Partners in Education, federal information, self-care and mental health supports, and more.
- ▶ [Special Education Resources For Educators](#) CSDE guidance and resources that focus on the needs of special education students.
- ▶ [English Learners](#) This web page offers CSDE guidance and support for English Learners.
- ▶ [Parent and Family Resources](#) This CSDE web page is a collection of learning resources that offer guidance for parents and families.
- ▶ [Power Up Your Parent Communication](#) This is a PDF from Commonsense.org with considerations for parent communication and platforms.



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