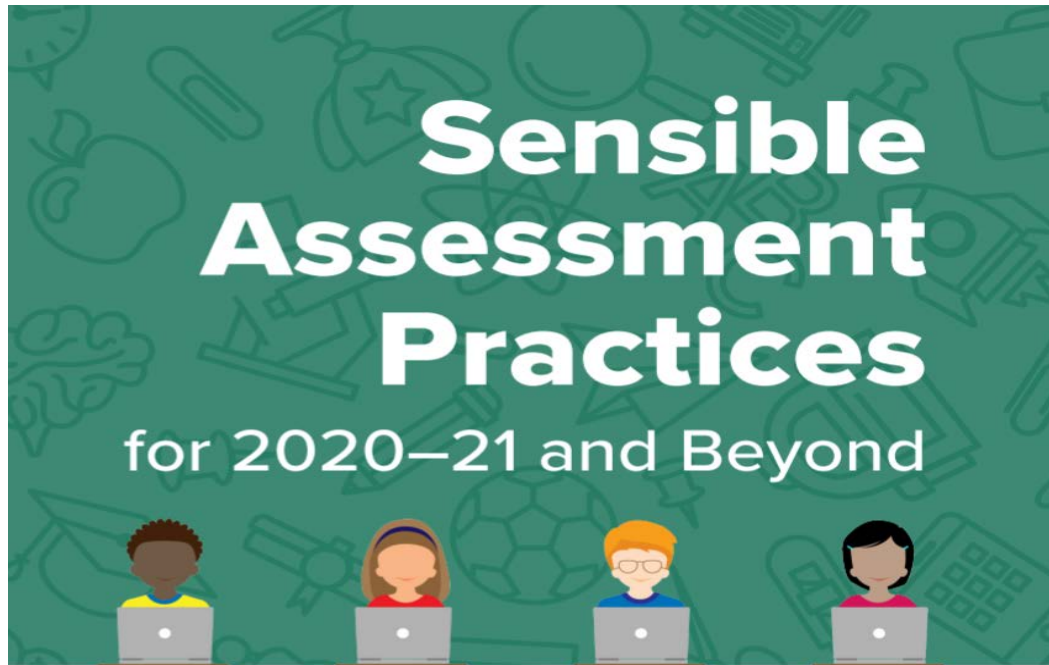





Instruction and Assessment Cycle



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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

Education
is all a
matter of
building
bridges.



~ Ralph Ellison



The Goal

To administer assessments that provide information without over testing students or narrowing curriculum.



Effective Use of Student Assessments



Summative

Interim

Formative



Formative Assessment Practices

Process

Used During Instruction

Feedback

Non-Standard

Classroom-Level Data

Formative



Interim Assessments

Aligned

Domain-Level Performance

Periodic

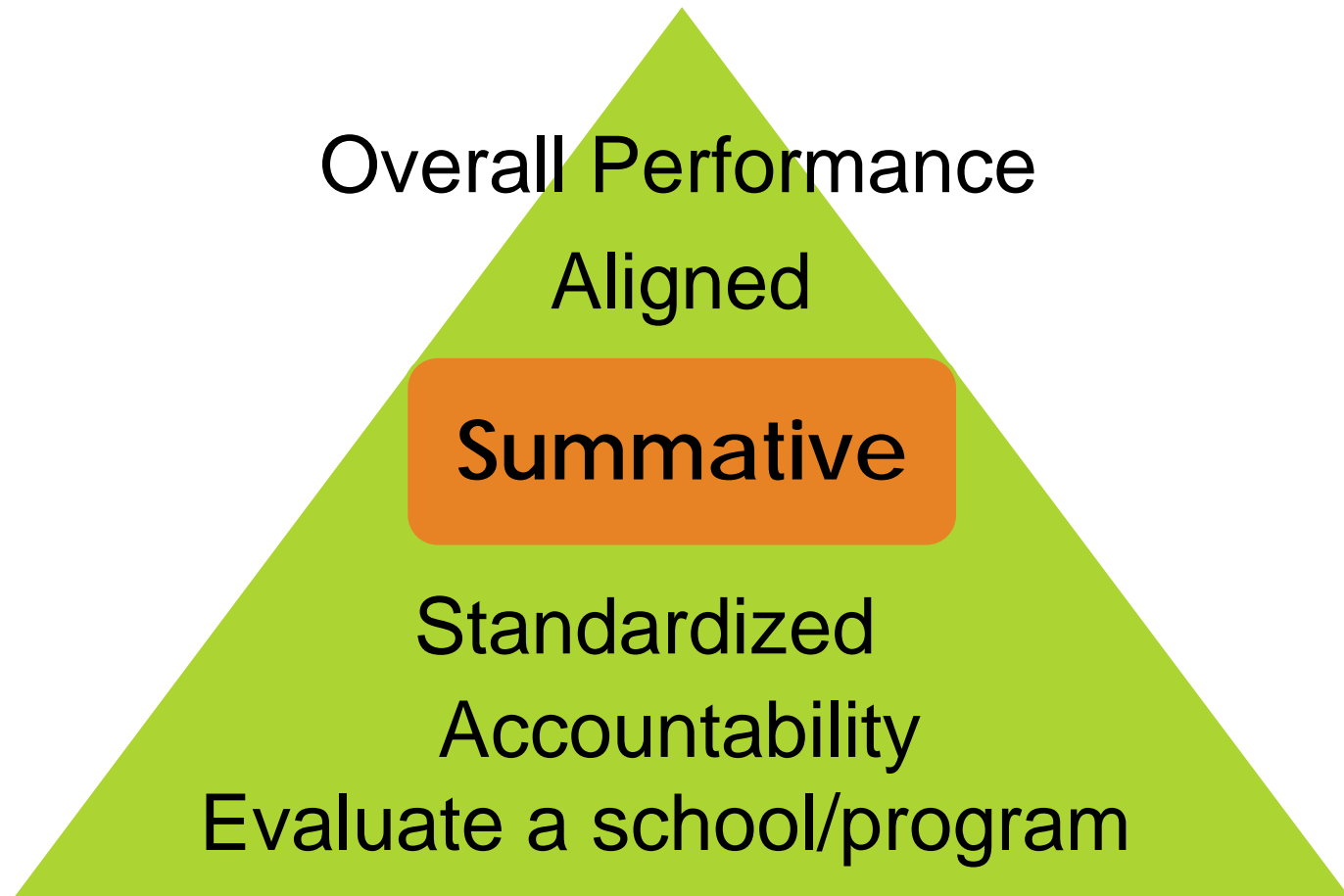
Non-Secure

Interim

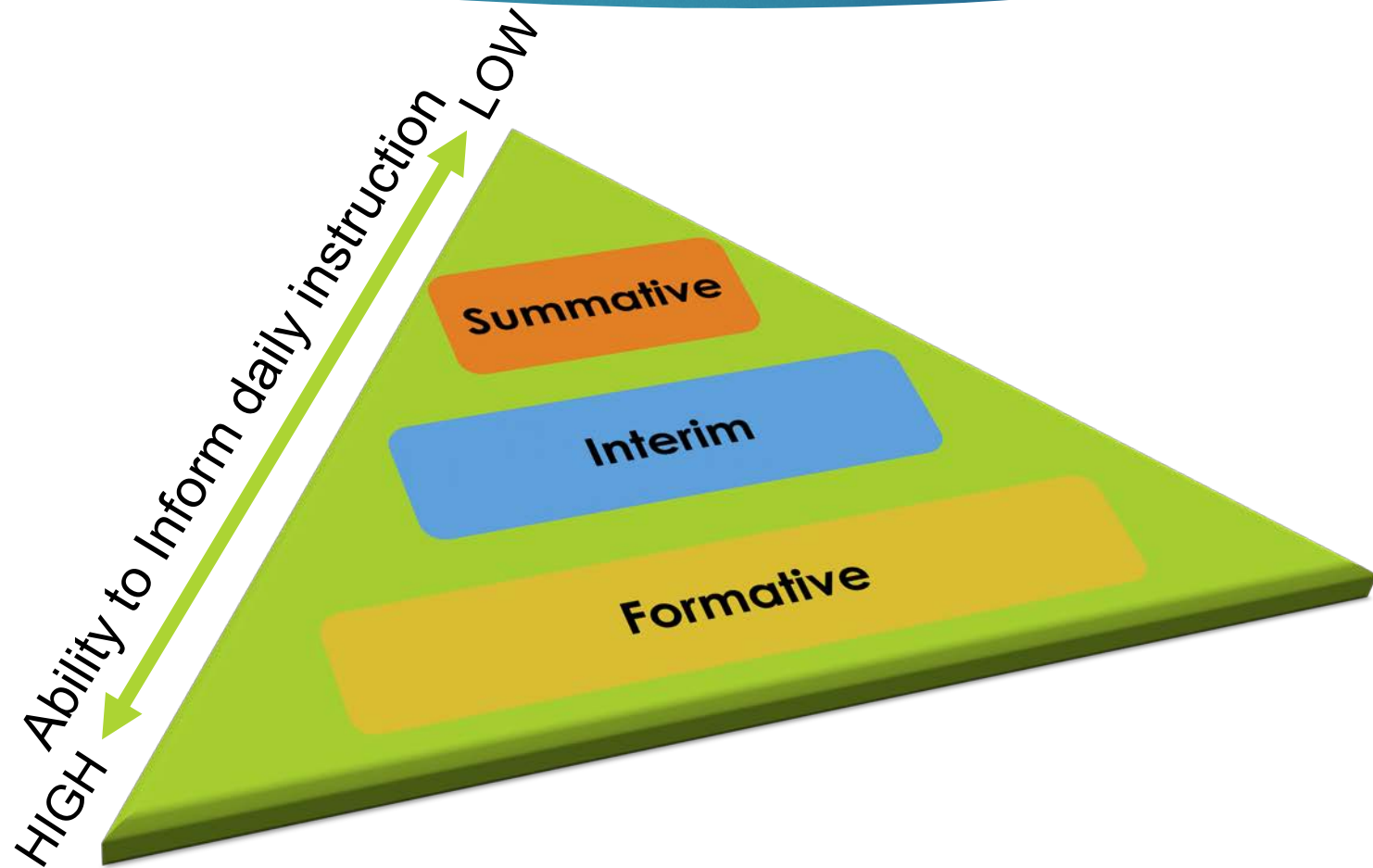
Evaluate a Class/Grade



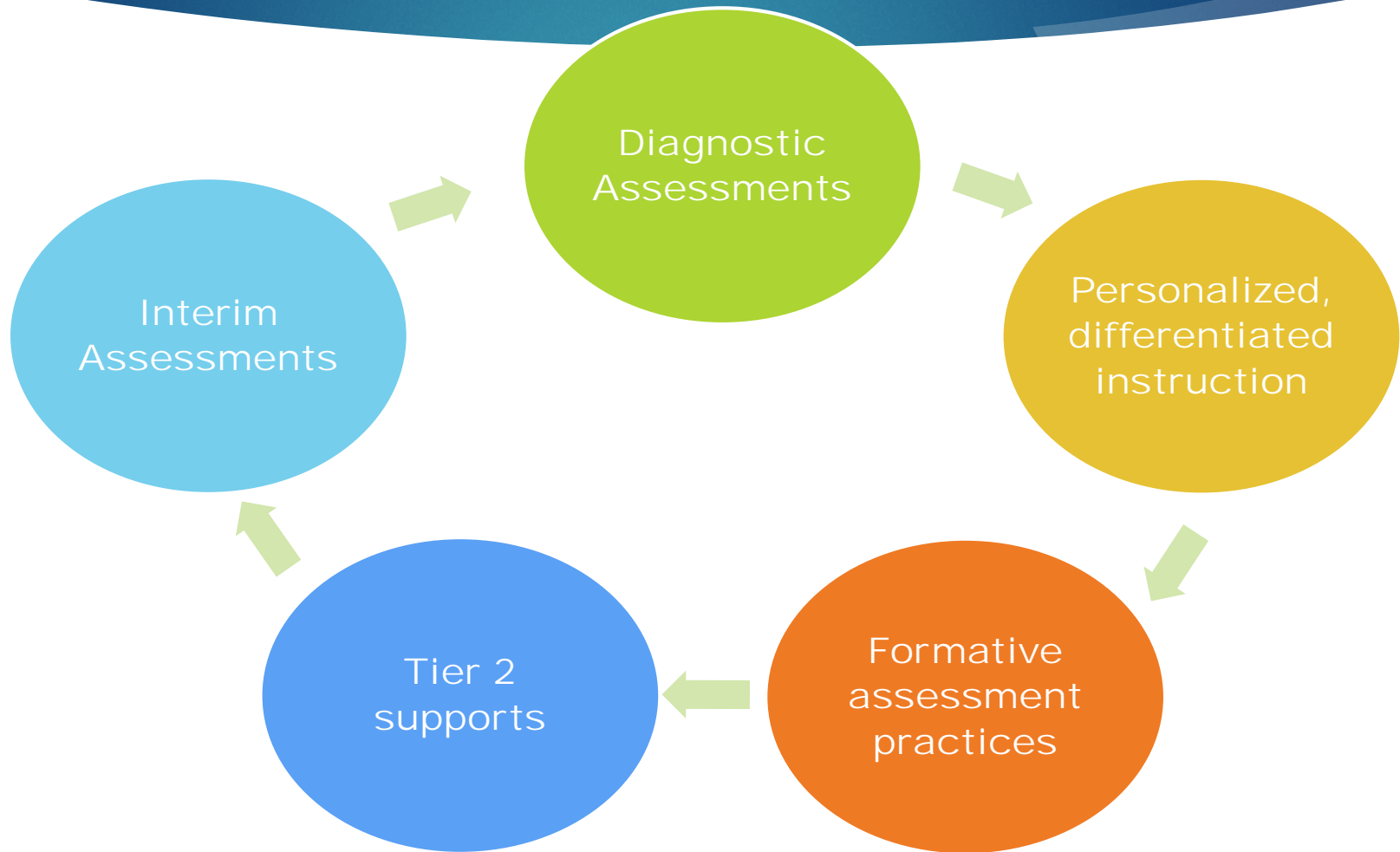
Summative Assessments



Assessment Informs Instruction



Assessment Processes Inform Instruction and Enhance Learning





Diagnostic Assessments

- ▶ Identify students' strengths/weaknesses, especially in the prerequisite skills for on-grade content
- ▶ Show what a student/class knows about an upcoming topic


Results are:

- ✓ used to inform planning, development of goals and objectives
- ✓ identify areas that need more/less focus
- ✓ identify areas of misunderstanding
- ✓ low stakes
- ✓ not used for grading



Examples of Diagnostic Assessments

- ▶ **Formal Diagnostics**
 - ▶ Smarter Balanced/NGSS Interim Assessments
 - ▶ Developmental Reading Assessment
 - ▶ DIBELS
 - ▶ easyCBM
- ▶ **Informal Diagnostics**
 - ▶ Surveys/questionnaires
 - ▶ Text book pre-course tests
 - ▶ Teacher-designed assessments
 - ▶ Analysis of student work samples
 - ▶ Teacher/student conferencing
 - ▶ Error of analysis of math problems/computation



Differentiated Instruction

- ▶ Start with understanding the individual student
- ▶ Plan for variation of tasks using principles of Universal Design for Learning to meet individual needs for engagement, representation, action and expression
- ▶ Provide a variety of supports to allow for student-constructed meaning
- ▶ Incorporate student choice and voice
- ▶ Use flexible grouping



Tier 1 Instruction for In-Person and Remote Learning

- ▶ Align learning standards
- ▶ Connect to topics previously taught
- ▶ Chunk content into manageable bits
- ▶ Use multi-dimensional formats
- ▶ Encourage student discourse and reflection
- ▶ Implement formative assessment practices
- ▶ Provide regular feedback
- ▶ Collaborate Supplement instruction with “packaged” content videos (e.g., Khan Academy, Learn Zillion)



Tier 2 Instruction for In-Person and Remote Learning

- ▶ Collaborate with general and SPED teachers, academic interventionists, behavioral support specialists, and parents or guardians
- ▶ Maintain or modify current intervention programs to work during remote learning
- ▶ Use “breakout” rooms for small group instruction with assistance from non-instructional staff
- ▶ Provide “packaged” video content
- ▶ Schedule distance learning with interventionists
- ▶ Monitor student progress through formative assessment practices
- ▶ Connect with families regularly
- ▶ Explore and use supports for student access, language, and communication



Tier 3 Instruction for In-Person and Remote Learning

- ▶ Maintain or modify current intervention programs to work in a remote learning environment
- ▶ Structure distance learning so time spent on intervention is proportional to the grade-level content instruction that occurred prior to remote learning
- ▶ Conduct one-to-one virtual meetings with students to provide targeted support
- ▶ Collect data using various platforms (e.g., Kahoot, Google Forms, Interim Assessments)
- ▶ Adjust interventions based on data analysis Connect with families regularly to communicate progress



Key Concepts of Formative Assessment Practices



- ▶ Establish and communicate clear learning targets and criteria for success
- ▶ Build in opportunities for students to self-assess or ask questions, based on criteria
- ▶ Give brief, clear, actionable feedback based on the criteria
- ▶ Give students opportunities to revise assignments or re-do assignments



Formative Practices

What is formative assessment?

- ▶ the ongoing process students and teachers engage in when they
 - ▶ focus on learning goals.
 - ▶ take stock of where current work is in relation to the goal.
 - ▶ take action to move closer to the goal.
- ▶ used before instruction to find out where students are, and during instruction to find out how they are progressing
- ▶ when students and teachers routinely share information about the quality of student work relative to the learning targets, learning improves



“When teachers use formative assessment to drive differentiation, student engagement inevitably increases.”

~ Andrew Miller



Use of Interim Assessments

Interims are:

- ▶ quick, short, diagnostic precursors to the on-grade unit.
- ▶ selected to measure the prerequisite skills for each on-grade unit.

Interims can:

- ▶ be used as a diagnostic assessment.
- ▶ tell teachers the strengths/and weaknesses of students.

Smarter Balanced Tools for Teachers

**Tools for
Teachers**

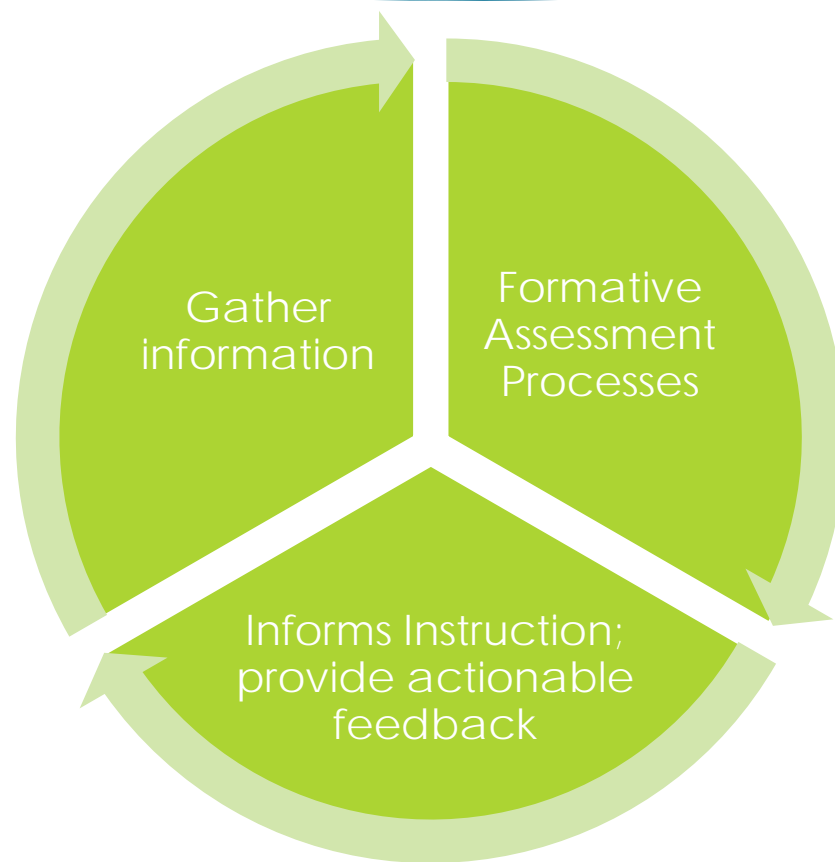
SMARTER BALANCED



Smarter Balanced Tools for Teachers Features:

- ▶ Instructional resources aligned to learning standards
- ▶ Interactive Connections Playlists that link interim assessments to differentiated instructional resources
- ▶ Formative assessment strategies embedded in every instructional resource
- ▶ Accessibility strategies included in each lesson

Integrate this process in every facet of instruction...





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.





Resources

- ▶ [The Types and Purposes of Student Assessment in Education: An FAQ:](#) The CSDE published this resource to clarify the different assessment types and purposes.
- ▶ [Volume 3: Resources to Support Student Learning:](#) The CSDE published four volumes of resources to support lesson development and learning activities in response to COVID-19. Volume 3 offers a variety of resources that focus on assessment and instruction.
- ▶ [Volume 4: Resources to Support Student Learning:](#) The CSDE published four volumes of resources to support lesson development and learning activities in response to COVID-19. Volume 4 offers a variety of resources that focus on Tiered instruction, SRBI, and MTSS Behavioral Resources.



Resources

- ▶ [Fundamental Insights about Formative Assessment](#): This document developed by FAST SCASS describes key components of formative assessments and identifies ways in which in a coherent and balanced assessment system, the formative assessment process positively impacts teaching and learning while promoting equitable learning for all students.
- ▶ [NCEO Five Formative Assessment Strategies to Improve Distance Learning Outcomes for Students with Disabilities](#): This brief describes the use of formative assessment processes with students with disabilities during distance learning and presents five formative assessment strategies that can be used to support student understanding of their own learning. This has the potential to be a powerful antidote to the “check-box” approach some students may bring to online learning where they focus on compliance with following directions and completing a list of assignments.
- ▶ Learn More About the Formative Process [video](#).





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