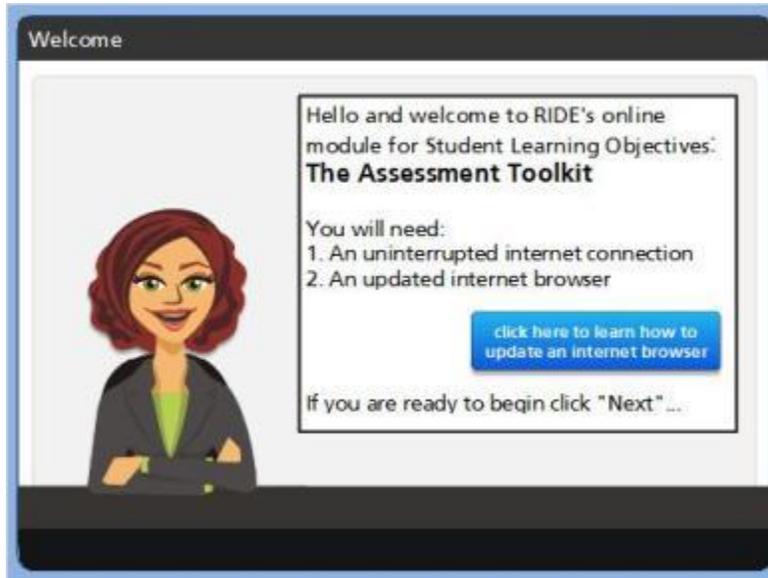




## Assessment Toolkit

### 1. Introduction

#### 1.1 Welcome



#### Notes:

Hello and welcome to RIDE's online module on the Assessment Toolkit. This toolkit was developed by RIDE, in collaboration with the The National Center for the Improvement of Educational Assessment, in response to district and educators requests for more support around assessment.

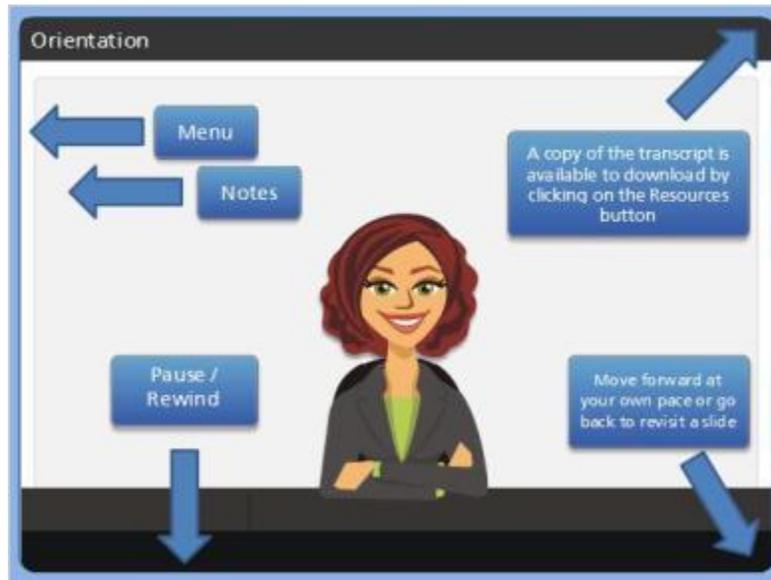
You will need:

- An uninterrupted internet connection
- An updated internet browser

If the module does not appear to be functioning for you, please make sure your browser is up to date. To learn how to update your browser you can click on the link on your screen to launch a youtube video demonstration.

If you are ready to begin click "Next"...

## 1.2 Orientation



### Notes:

Before we get started we want to orient you to a few important areas on the screen.

On the bottom you can pause or rewind any slide at any time.

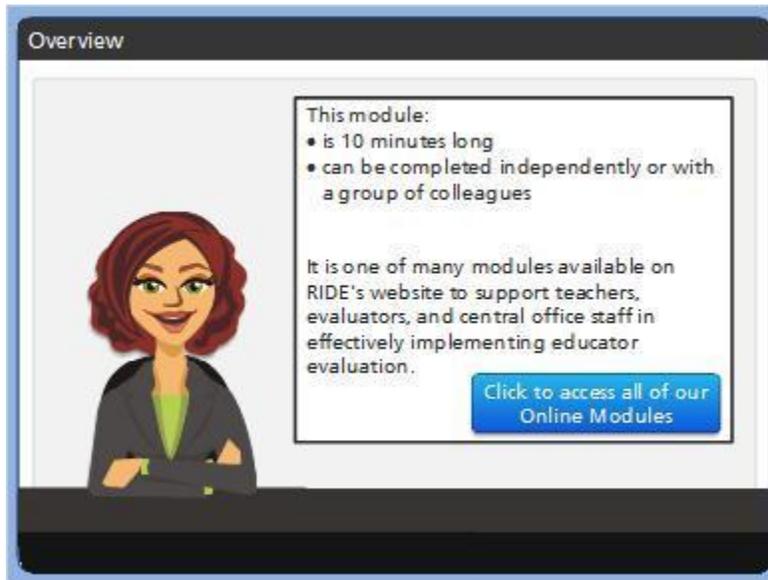
On the left-hand side, you'll see the menu, which shows you where you are in the module and allows you to quickly find any particular slide you may want to go back to. This is particularly helpful if you want to use this module as a reference later and have a specific slide you are looking for.

The second tab, next to the Menu displays the audio transcript for each slide.

The Resources button in the top right links to easy access of any attached materials. A complete transcript of this module with slide images is available to download by clicking on the Resources button.

To move forward, click on the Next Button in the bottom right hand corner.

## 1.3 Overview

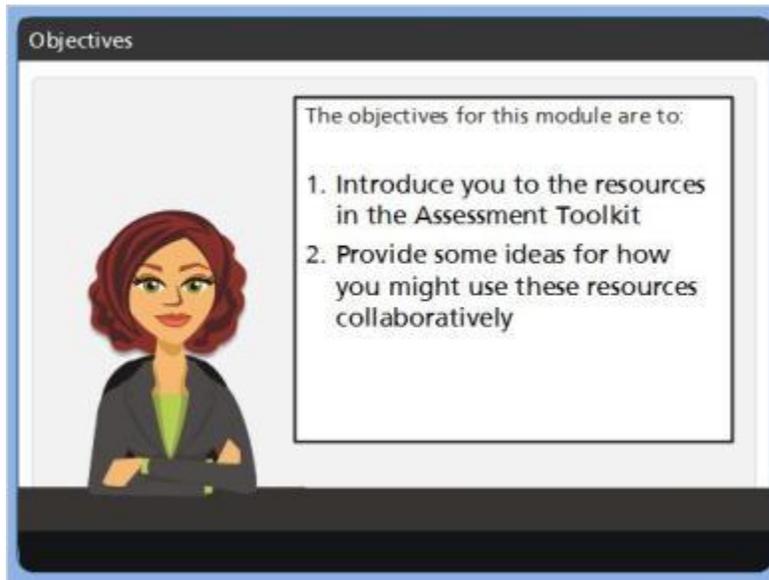


### Notes:

This module is ten minutes long and can be completed independently or with a group of colleagues. We strongly encourage grade-level teams and departments to view the module and engage in conversation as a group.

It is one of many modules available on RIDE's website to support teachers, evaluators, and central office staff in effectively implementing educator evaluation. Click on the blue box to open up the Resources page.

## 1.4 Objectives



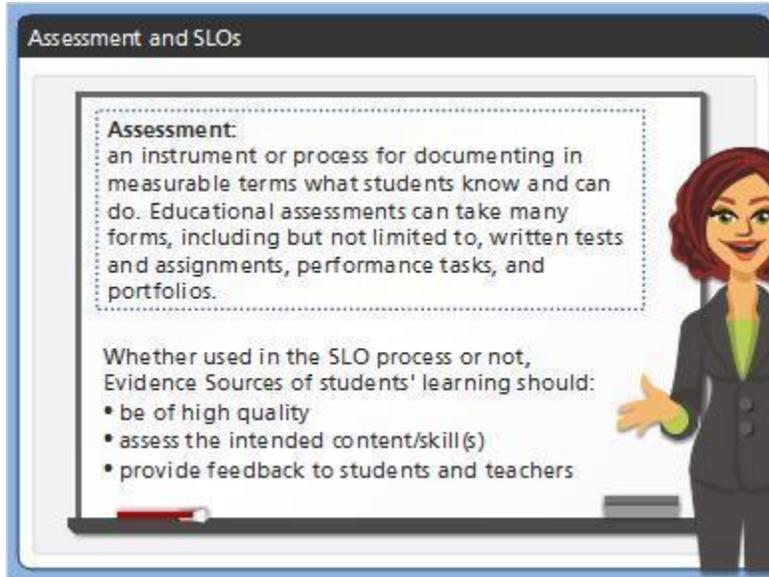
### Notes:

The objectives for this module are to:

1. Introduce you to the resources in the Assessment Toolkit
2. Provide some ideas for how you might use these resources collaboratively

## 2. SLOs and Assessment

### 2.1 Assessment and SLOs

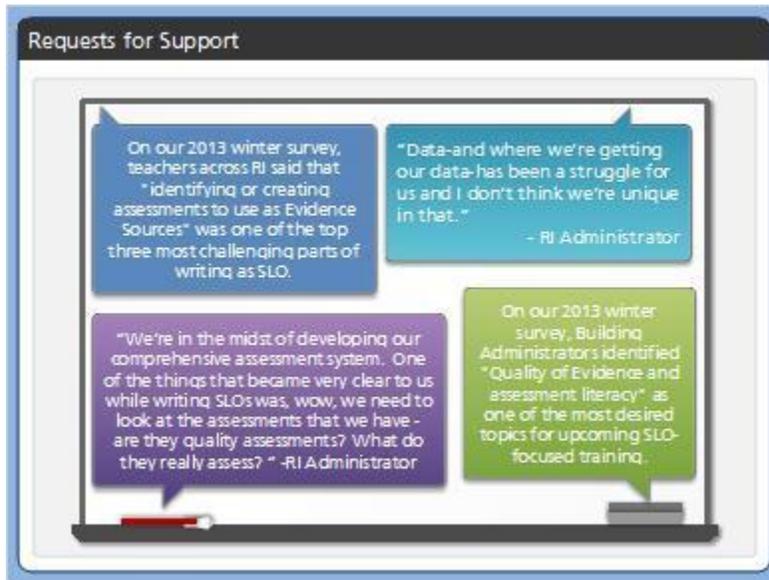


#### Notes:

As you know, the RI Model for Educator Evaluation and Support is based, in part, on Student Learning. Since teachers identify the most important skills or content their students need to learn in their class, then they should also select the best way for determining if students learned that content or skill. An assessment is an instrument or process for documenting in measurable terms what students know and can do. Educational assessments can take many forms, including, but not limited to, written tests and assignments, performance tasks, and portfolios.

It's important to clarify that when we say assessment, we do not only mean standardized tests. SLO evidence could include commercial assessments such as the DRA 2, district common assessments such as writing prompts scored on a district writing rubric, or teacher-created assessments such as unit tests, final exams, portfolios, or performance tasks. What's most important is that the evidence sources teachers use to determine if their students have learned the most important content and skills, whether they are used for SLOs or not, are of high-quality, that they fit the objective and measure what is intended, and that they provide feedback to students and teachers.

## 2.2 Requests for Support



### Notes:

We heard from teachers, building administrators, and superintendents that the process of setting and measuring SLOs has revealed a need in many districts for more high-quality curriculum-embedded local assessments, particularly in traditionally non-tested grades (like K-2) and subjects (such as physical education and the arts). Whether districts respond to this need by purchasing new assessments or developing them locally, a certain degree of "assessment literacy" is required.

As teachers, you may be involved in reviewing or writing assessments for use in your classroom that can also inform the SLO process. As evaluators, you may be called upon to organize teams of teachers to create or refine assessments and you may have to approve evidence sources for use in SLOs. This module is meant to build your knowledge-base by deepening your understanding of the purposes and types of educational assessment and some best practices for local assessment development.

## 3. The Toolkit

### 3.1 The Assessment Toolkit



#### Notes:

This toolkit contains four tools, which are numbered in the order in which we believe educators will find them most useful. However, they can be used individually and as needed. This module will introduce each tool and suggest ways to use them in different contexts.

### 3.2 Tool #1

The slide is titled "Tool #1" and features a blue header with the number "1" in a white circle. Below the header, the text "Guidance on Developing & Selecting Assessments" is displayed in a blue box. To the left, there is an illustration of three overlapping book covers. The top cover is titled "How-To Guide for Developing and Selecting Quality Assessments in the Elementary Classrooms" and includes the subtitle "A part of the Assessment Toolkit". The cover art depicts two children, a girl with red hair and a boy with dark hair, sitting at a desk and reading together. To the right of the book covers, a bulleted list provides details about the guide.

- General guidance on educational assessment
- Grade span-specific examples (Primary, Elementary, Secondary)
- Approximately 20 pages

#### Notes:

The first tool is the guidance on developing and selecting assessments, which is essentially a primer on Assessment Literacy for teachers of particular grade spans. There is dedicated guidance for Primary Grades, Upper Elementary, and Secondary teachers. Click the cover to learn more about what the guide contains.

In each guide, educators will find information about a Comprehensive Assessment System, including an explanation of different purposes for and types of assessment. The guide compares and contrasts formative, interim, and summative assessment and gives examples of each at that grade span. It outlines advantages and potential challenges of different types of assessments, and describes indicators of quality that educators can aim or look for when developing or selecting assessments for different purposes. Finally, each guide contains a sample Comprehensive Assessment System aligned to the grade span it addresses.

## Untitled Layer 1 (Slide Layer)

Tool #1

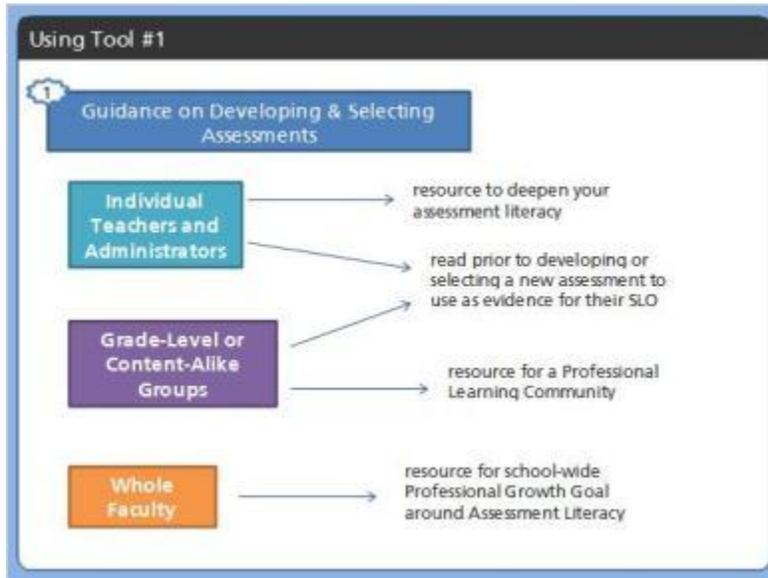
1 Guidance on Developing & Selecting

Table of Contents

	Page
A Comprehensive Assessment System	4
Distinguishing Assessments	5
Assessment in the Primary Classroom	7
Formative Assessment for Classroom Progress Monitoring	9
• Observation Checklist	9
• Anecdotal Records	13
• Work Samples and Student Portfolios	16
Interim Assessments	22
Summative Assessments	25
Assessments Inform Instruction	26
An Example of a First Grade Comprehensive Assessment System	27
References	29

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### 3.3 Using Tool #1



#### Notes:

This first tool can be used in several ways. If you're a teacher, you could consider using it as a resource for a Professional Growth Goal on deepening your assessment literacy. Or you could organize a group of colleagues to read the primer together and discuss it within a Professional Learning Community.

If you're an administrator, you might recommend it as a resource for teachers whose previous evaluation indicated that assessment literacy was an area for improvement. Or you might suggest that a small group of content-alike educators read the guidance prior to developing or selecting a new assessment to use to measure learning and inform SLOs. Or, if you believe that this is an area of need for your faculty as a whole, you might use it as one resource for a school-wide Professional Growth Goal around Assessment Literacy.

### 3.4 Tool #2

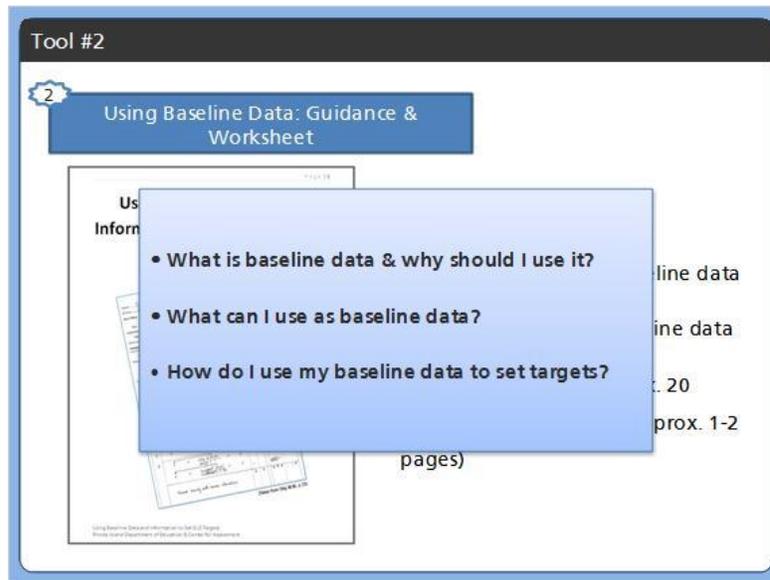
The slide is titled "Tool #2" and "Using Baseline Data: Guidance & Worksheet". It includes a thumbnail of a document cover with the title "Using Baseline Data and Information to Set SLO Targets" and a bulleted list of key topics:

- Defining baseline data
- Identifying sources of baseline data
- Setting targets using baseline data
- Includes Guidance (approx. 20 pages) and Worksheet (approx. 1-2 pages)

#### Notes:

Another need that educators expressed was support in using baseline data and information. This is the focus of the second tool in toolkit. It was designed to assist educators in understanding the purpose of baseline data, identifying sources of baseline data, and using baseline data to set targets for Student Learning Objectives. Click the cover to learn more about this resource.

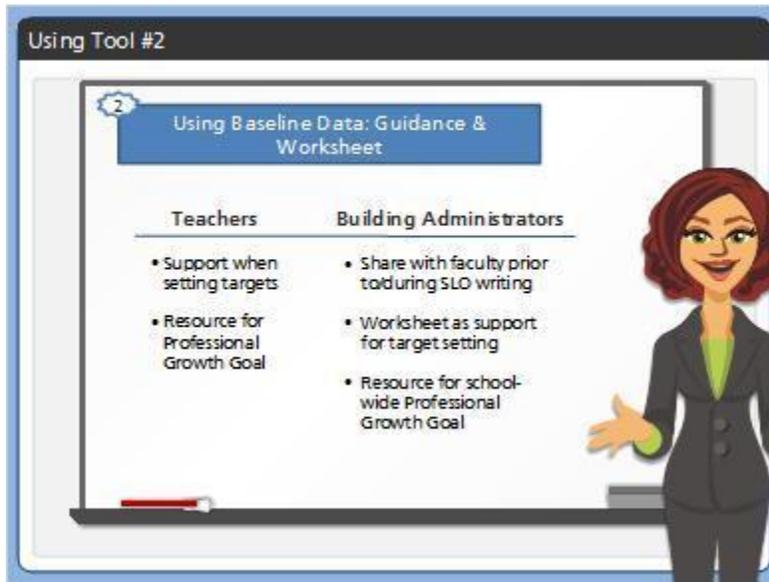
## Using Baseline Data: Guidance & Worksheet (Slide Layer)



### Notes:

The first part of the tool is guidance on baseline data and information. It explains what different types of baseline data are and why it's useful and provides a variety of potential sources of baseline information. It addresses some of the misconceptions people have about data in general and baseline data in particular, specifically the improper use of pre and post assessments. The second part is a worksheet that educators can use as they write their SLOs. It walks them through the process of identifying what baseline information they have or might want to collect, analyzing that data, and using it to inform whole class, tiered, or individual targets.

### 3.5 Using Tool #2

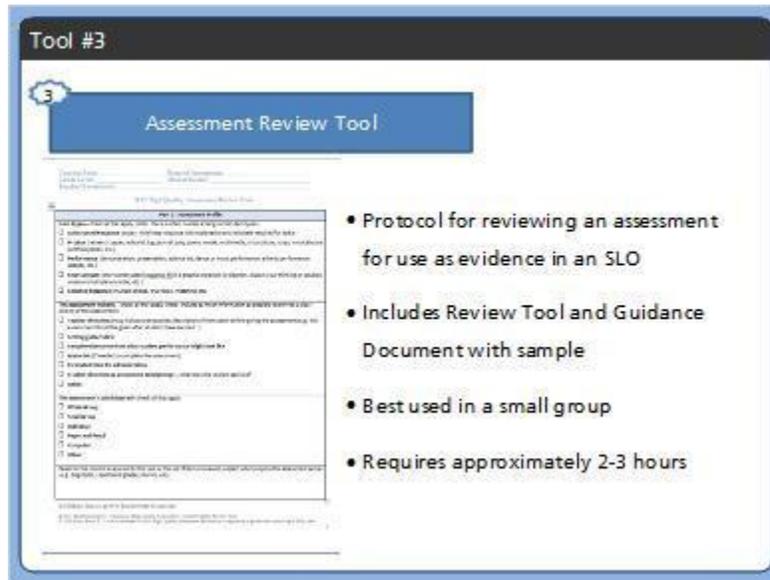


#### Notes:

Teachers who found setting targets based on data challenging last year would certainly benefit from reviewing this guidance and completing the accompanying worksheet. It could also be used as another resource in a Professional Growth Goal around deepening assessment literacy, as it includes general information and best practices around baseline data and data use.

As an administrator, you can use the guidance portion of this tool to norm your faculty on best practices for the use of baseline data prior to writing SLOs. The worksheet would be useful for any educator looking for a little more support as he or she sets targets for their SLOs. And, if you set a school-wide Professional Growth Goal around Assessment Literacy, this could certainly be included as a resource and a catalyst for discussion on data use in your building.

### 3.6 Tool #3



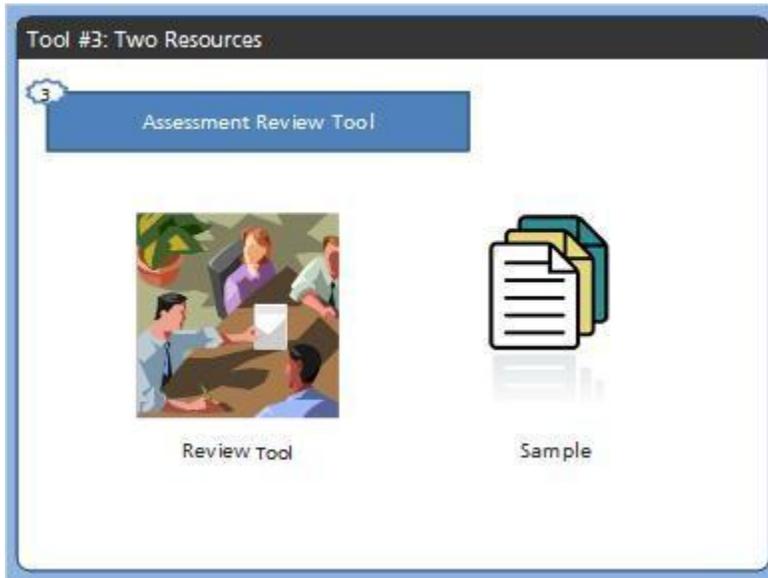
The image shows the cover page of the 'Assessment Review Tool' document. The title 'Assessment Review Tool' is prominently displayed in a blue box. Below the title, there are fields for 'Assessor Name' and 'Assessment Name'. The document is part of the 'WISD Quality Improvement Toolkit'. The cover lists several key features and uses of the tool, which are summarized in the adjacent list.

- Protocol for reviewing an assessment for use as evidence in an SLO
- Includes Review Tool and Guidance Document with sample
- Best used in a small group
- Requires approximately 2-3 hours

#### Notes:

The third resource in the Assessment Toolkit is the Assessment Review Tool. It was designed to be used by teams of educators who are considering the use of an existing assessment for a particular purpose. Using this protocol, teams can work together to determine if the assessment is indeed a good fit or if it needs to be modified to better suit their purpose. Click the cover to learn more about this tool.

### 3.7 Tool #3: Two Resources



#### Notes:

The Assessment Review Tool actually contains two resources. The first is a the Review Tool itself, which is a comprehensive checklist and series of prompts that will guide the review team through their analysis and help them agree on their recommendations. The second is a companion guidance document which includes a sample assessment and completed review tool, which can help the review team understand both the tool and their task. It also contains some more in-depth information about high quality assessment.

### 3.8 Using Tool #3

Using Tool #3

Assessment Review Tool

Teachers	Building Administrators
<ul style="list-style-type: none"><li>• Use in grade-level or content teams</li><li>• Review an existing evidence source</li><li>• Reference prior to developing new evidence source</li></ul>	<ul style="list-style-type: none"><li>• Encourage use by grade-level or content teams</li><li>• Reference when approving evidence source for SLO</li><li>• Resource for school-wide PGG</li></ul>

#### Notes:

This tool is best used collaboratively by a team of grade- or content-like teachers. It can be used at the beginning of the year to review an assessment that teachers are planning to use as evidence for an SLO. Or it can be used whenever a school or district is considering the adoption of a new assessment. The more often educators are involved in these kinds of reviews, the more comfortable they will become with discussing assessment quality and evaluating the appropriateness of an assessment for a given purpose. Evaluators might find it helpful to review the sample prior to reviewing assessments for use as evidence in an SLO, to ensure that they are considering the same indicators of quality as their faculty.

### 3.9 Tool #4



#### Notes:

The final tool in the toolkit, Best Practices for Collaborative Scoring, will be available in the fall of 2013. Many districts have encouraged the use of collaborative scoring practices when using locally-developed, administered, and scored assessments as evidence for SLOs. The resource will outline some best practices for collaborative scoring and provide a scoring exercise that teams of teachers can complete in small groups.

Though it is still in development, this resource will include information about rubric design, double-scoring, and norming and calibration, among other topics. In addition to best practices, it will include a set of sample student work and a protocol that educators can use to norm themselves. Taking the time to discuss scoring and practice norming will boost teachers' confidence in their abilities to score in line with their colleagues and will boost the evaluators' confidence in the data being reported for SLOs. This resource can be used at any point, but would be particularly helpful before teachers begin scoring student work being used as evidence for SLOs.

## 4. Using the Toolkit

### 4.1 Using the Toolkit (Next Steps)



**Notes:**

Now that you've learned a little bit about each resource, take a minute now to think about how you might use them. If you are a teacher, click the Teacher button to consider some possible next steps. If you are an evaluator, click the Evaluator button.

## Teachers (Slide Layer)

Using the Toolkit (Next Steps)

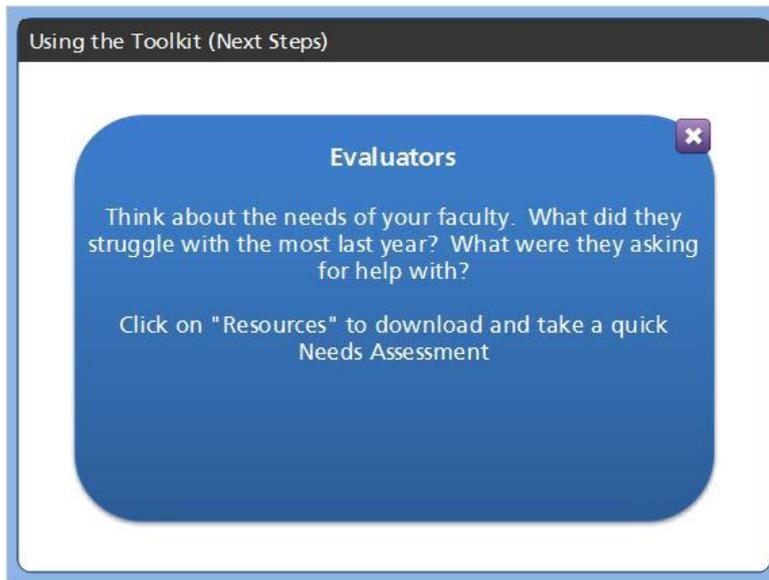
**Teachers**

Is deepening your assessment literacy an ongoing focus?	→	Use the <u>Toolkit</u> as the basis for a Professional Growth Goal.
Do you have an existing assessment that you want to use as evidence for your SLO?	→	Consider starting by using the <u>Assessment Review Tool</u> with your grade or content team.
Are you planning to create a new assessment?	→	Begin with the <u>High Quality Assessment Guidance</u> .
Do you want support setting targets based on data?	→	The <u>Using Baseline Data</u> tool would be a helpful place to start.

### Notes:

Teachers, if you would like to make deepening your assessment literacy an ongoing focus, you might consider using the resources in the Toolkit as the basis for a Professional Growth Goal. Or, you might use the tools a la carte, based on the work you will be doing this year. Do you have an existing assessment that you want to use as evidence for your SLO? If so, you might consider starting by using the Assessment Review Tool with your grade or content team. Are you planning to create a new assessment? In this case, begin with the High Quality Assessment Guidance. And, again, the Using Baseline Data tool would be helpful to anyone who needs a bit more support with setting targets based on data.

## Evaluators (Slide Layer)



### Notes:

Evaluators, think about the needs of your faculty. What did they struggle with most last year? What were they asking for help with? To jog your memory, complete the short Needs Assessment by clicking on the Resources button in the top right-hand corner. For each tool, rate your faculty's need for it as either Low, Moderate, or High and whether you would want to use it with individual teachers, small groups of teachers, or the faculty as a whole. This will help you think about how to prioritize and structure your use of these tools.

## ***4.2 Using the Toolkit as part of a Professional Growth Goal***

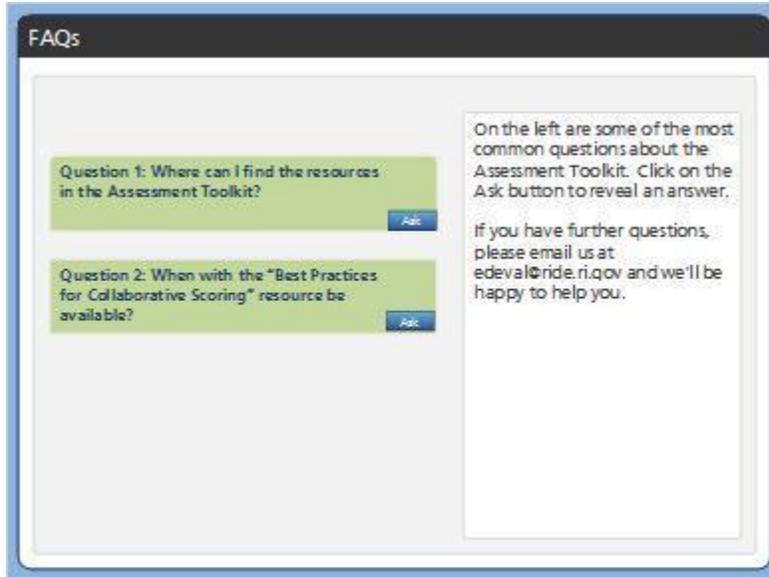


### **Notes:**

Whether you are a teacher or evaluator, if you find that there is a need for all four tools, click on "Resources" in the top right-hand corner to see a sample Professional Growth Goal that you or your school can adopt or adapt to suit your needs.

## 5. Closing and Resources

### 5.1 FAQs



#### Notes:

On the left are some of the most common questions about the Assessment Toolkit. Click on the ask button to reveal an answer.

If you have further questions, please email us at [edeval@ride.ri.gov](mailto:edeval@ride.ri.gov) and we'll be happy to help you.

## question 1 (Slide Layer)

The screenshot shows a slide titled "FAQs" with a dark header. On the left, two questions are listed in light green boxes, each with a blue "Ask" button. The first question is selected, and its content is displayed in a white box on the right. The question is: "Where can I find the resources in the Assessment Toolkit?". The answer text reads: "All of the resources profiled here can be found on the Online Modules and Resources page of the RIDE website. Click on the button below to launch the page in a new browser:". Below the text is a blue button labeled "The Assessment Toolkit". A small purple 'x' icon is in the top right corner of the answer box.

FAQs

Question 1: Where can I find the resources in the Assessment Toolkit? Ask

Question 2: When with the "Best Practices for Collaborative Scoring" resource be available? Ask

**Where can I find the resources in the Assessment Toolkit?**

All of the resources profiled here can be found on the Online Modules and Resources page of the RIDE website. Click on the button below to launch the page in a new browser:

**The Assessment Toolkit**

## question 2 (Slide Layer)

The screenshot shows the same "FAQs" slide, but now the second question is selected. The question text in the white box on the right is: "When with the 'Best Practices for Collaborative Scoring' resource be available?". The answer text reads: "The fourth tool, 'Best Practices for Collaborative Scoring' will be available in the fall of 2013. It will be posted on the RIDE webpage alongside the other tools." A small purple 'x' icon is in the top right corner of the answer box.

FAQs

Question 1: Where can I find the resources in the Assessment Toolkit? Ask

Question 2: When with the "Best Practices for Collaborative Scoring" resource be available? Ask

**When with the "Best Practices for Collaborative Scoring" resource be available?**

The fourth tool, "Best Practices for Collaborative Scoring" will be available in the fall of 2013. It will be posted on the RIDE webpage alongside the other tools.

## 5.2 Resources

Resources

Click on the sticky notes to find available resources →

We encourage you to visit our website to watch other modules in this series including:

1. Understanding SLOs
2. Writing an Objective Statement
3. Using Baseline Data/Information to Set SLO Targets
4. Deepening Assessment Literacy
5. The Assessment Literacy Toolkit ✓
6. Special Educators and SLOs/SOOs
7. Building Administrators and SLOs
8. Support Professionals
9. RI Growth Model

Click to access all of our Online Modules ...and more!

Professional Practice & Foundations

Student Learning & Outcome Objectives

Guidance, Admissions, and Forms

EPSS

Assessment and Data Use

FAQs & Email the Ed Eval Team

### Notes:

There are many resources available for educators. Click on the sticky notes to the right to reveal the resources available in that area so that you can find the ones that will be most helpful to you.

### FAQs & Email the Ed Eval Team (Slide Layer)

Resources

Click on the sticky notes to find available resources →

We encourage you to visit our website to watch other modules in this series including:

1. Und
2. Writ
3. Usin
4. Set S
4. Deep
5. The
6. Spec
7. Buil
8. Supp
9. RI Growth Model

Click to access all of our Online Modules ...and more!

Professional Practice & Foundations

Student Learning & Outcome Objectives

EPSS

Assessment and Data Use

FAQs & Email the Ed Eval Team

**Frequently Asked Questions & Email the Educator Evaluation Team**

If you have a question visit our FAQ page by clicking here: [FAQs](#)

If you don't see an answer to your question you can always reach us at: [edeval@ride.ri.gov](mailto:edeval@ride.ri.gov)

## Assessment and Data Use (Slide Layer)

The slide layer is titled "Instruction, Assessment, and Data Use" and features a cartoon woman in a white lab coat. The text on the slide reads: "Below are some links we hope are helpful!" followed by four blue buttons: "Instruction & Assessment Page", "Comprehensive Assessment System (CAS) Page", "Common Core - ELA", and "Data Use PD". The background shows a blurred "Resources" page with sticky notes and a list of items.

## Student Learning and Outcome Objectives (Slide Layer)

The slide layer is titled "Student Learning Objectives & Student Outcome Objectives" and features a cartoon woman in a white lab coat giving a thumbs up. The text on the slide reads: "There are a number of resources you can access, including various SLO and SOO samples, by clicking on the link below. We encourage you to look at the variety posted to help you generate ideas for your own." Below the text is a purple button labeled "SLOs and SOOs". The background shows a blurred "Resources" page with sticky notes and a list of items.

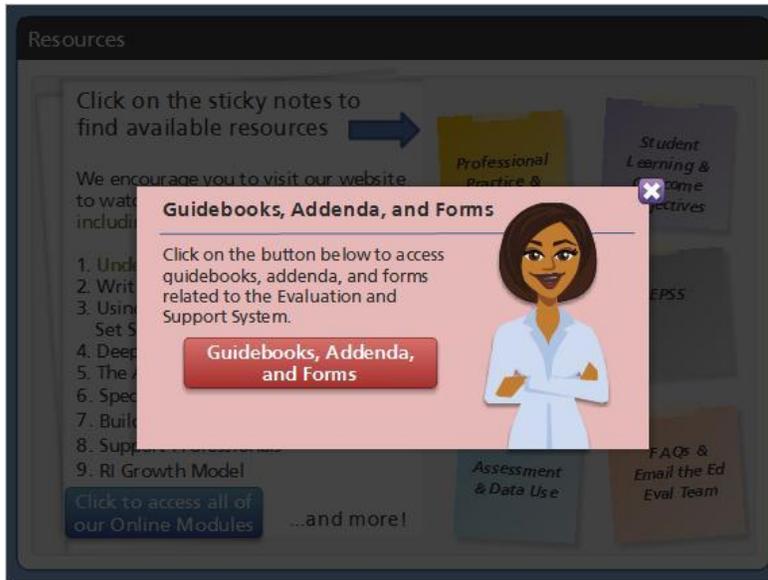
## Professional Practice & Professional Foundations (Slide Layer)

The screenshot shows a 'Resources' page with a slide layer overlay. The slide layer is yellow and features a cartoon woman in a white lab coat. The text on the slide reads: 'Professional Practice & Professional Foundations', 'Looking for resources around Professional Practice or Professional Foundations? Click on the link below!', and a button labeled 'PP & PF'. The background page is dimmed and contains text such as 'Click on the sticky notes to find available resources', 'We encourage you to visit our website', and a list of items including '1. Under', '2. Writ', '3. Usin', 'Set S', '4. Deep', '5. The', '6. Spec', '7. Buil', '8. Supp', '9. RI Growth Model', 'Assessment & Data Use', 'FAQs & Email the Ed Eval Team', and 'Click to access all of our Online Modules ...and more!'.

## EPSS (Slide Layer)

The screenshot shows the same 'Resources' page with a slide layer overlay. The slide layer is white and features the same cartoon woman in a white lab coat. The text on the slide reads: 'EPSS', 'Looking for information on EPSS?', 'Click on the link below to find information on the system, trainings, FAQs, tutorials and guides.', and a button labeled 'EPSS'. The background page is dimmed and contains the same text as the previous slide, including 'Click on the sticky notes to find available resources', 'We encourage you to visit our website', and a list of items including '1. Under', '2. Writ', '3. Usin', 'Set S', '4. Deep', '5. The', '6. Spec', '7. Buil', '8. Supp', '9. RI Growth Model', 'Assessment & Data Use', 'FAQs & Email the Ed Eval Team', and 'Click to access all of our Online Modules ...and more!'.

## Guidebooks, Addenda, and Forms (Slide Layer)



The image shows a screenshot of a website interface with a slide layer overlay. The slide layer is a pink rectangular box with a white border and a close button in the top right corner. It contains the following text:

**Guidebooks, Addenda, and Forms**

Click on the button below to access guidebooks, addenda, and forms related to the Evaluation and Support System.

**Guidebooks, Addenda, and Forms**

Below the text is a cartoon illustration of a woman with dark hair, wearing a white lab coat, with her arms crossed. The background of the slide is semi-transparent, showing a dark grey area with the word "Resources" at the top. The background content includes a blue arrow pointing right, a list of items (1. Under, 2. Writ, 3. Usin, Set S, 4. Deep, 5. The, 6. Spec, 7. Buil, 8. Supp, 9. RI Growth Model), and several sticky notes with titles like "Professional Practice &", "Student Learning &", "EPSS", "Assessment & Data Use", and "FAQs & Email the Ed Eval Team". A button at the bottom left of the background says "Click to access all of our Online Modules" and "...and more!".