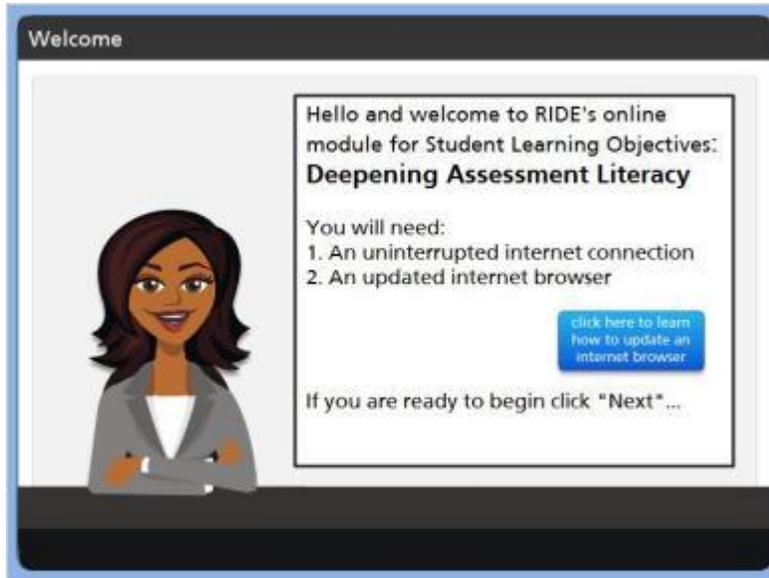




Deepening Assessment Literacy

1. Introduction

1.1 Welcome



Notes:

Hello and welcome to RIDE's online module for Student Learning Objectives: Deepening Assessment Literacy.

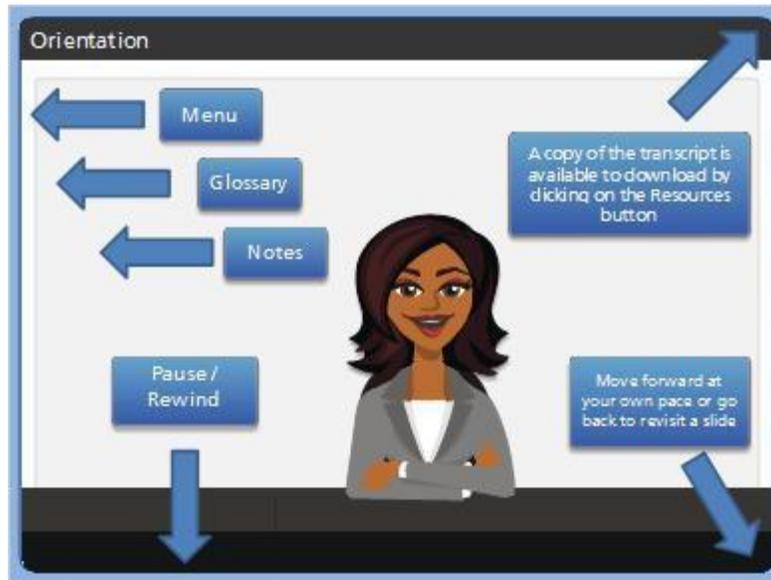
You will need:

- 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.

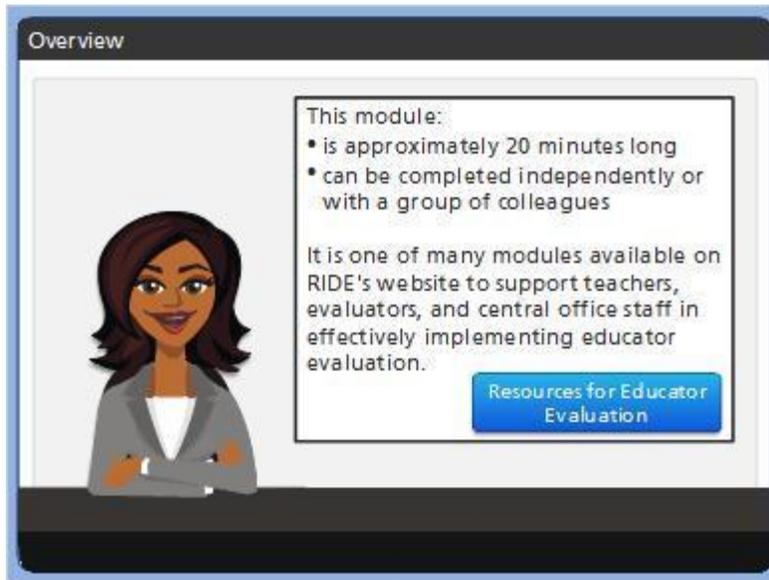
On the left-hand side, you'll see the menu, which shows you where you are in the module and allows you to quickly find any particular slide you may want to go back to. This is particularly helpful if you want to use this module as a reference later and have a specific slide you are looking for.

The second tab, next to the Menu is a glossary, to quickly show you definitions of terms used throughout the module. Next to that is the Notes tab, which 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 approximately 20 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 Requests for Support

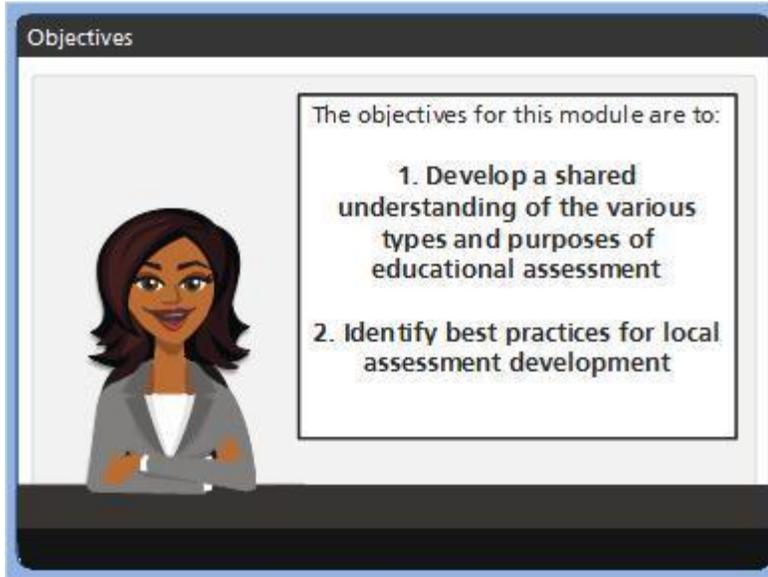


Notes:

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.

1.5 Objectives

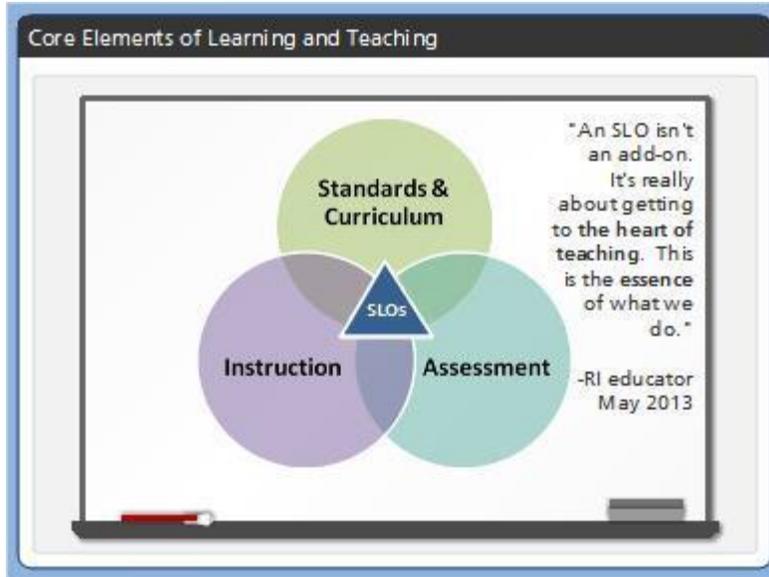


Notes:

The objectives for this module are to: 1. Develop a shared understanding of the various types and purposes of educational assessment and 2. Identify best practices for local assessment development. Deepening your understanding of assessment will strengthen your ability to use data to inform your instruction and monitor student progress toward the standards. And *that* is what it's all about.

2. SLOs and Assessing Student Learning

2.1 Core Elements of Learning and Teaching



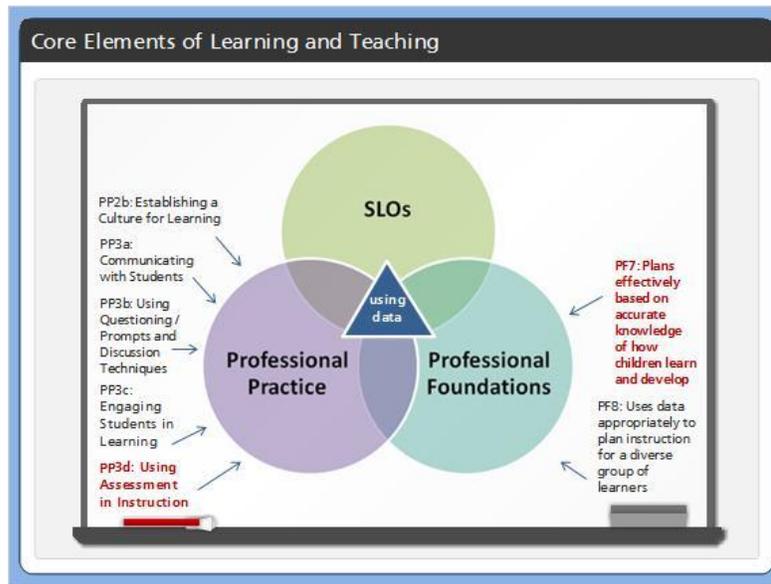
Notes:

SLOs can be a meaningful approach to measuring student learning because they enable teachers, those who know their students best, to determine the focus of their teaching and how student learning will be measured. As one RI educator said, "An SLO isn't an add-on. It's really about getting to the heart of teaching. This is the essence of what we do."

As a goal-setting process, SLOs incorporate the core elements of teaching: they are based on Standards & Curriculum, their use and results help inform Instruction, and they are monitored and measured using Assessment.

At the intersection of these core elements is strategic data use, which takes many forms in schools today. Whether it's RTI, PLPs, or SLOs, we engage in the cycle of inquiry-examining data, setting goals, and monitoring progress-to determine if our instruction is successful.

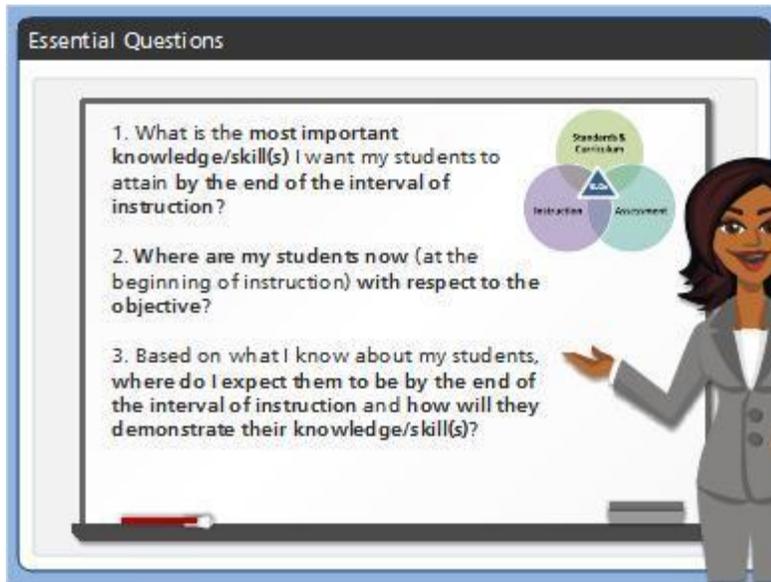
Untitled Layer 1 (Slide Layer)



Notes:

Just as SLOs are connected to established best practices for data use, they are also connected to the other criteria of the educator evaluation system. The point is that these are not just tools for determining how a teacher is effective. They are part of the instructional practice that *makes* a teacher effective.

2.2 Essential Questions



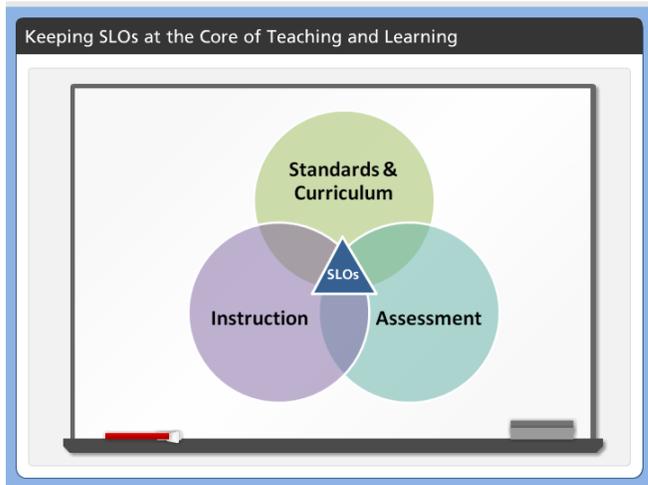
Notes:

An SLO asks educators to answer three essential questions:

1. What is the **most important knowledge/skill(s)** I want my students to attain **by the end of the interval of instruction**?
2. **Where are my students now** (at the beginning of instruction) **with respect to the objective**?
3. Based on what I know about my students, **where do I expect them to be by the end of the interval of instruction** and **how will they demonstrate their knowledge/skill(s)**?

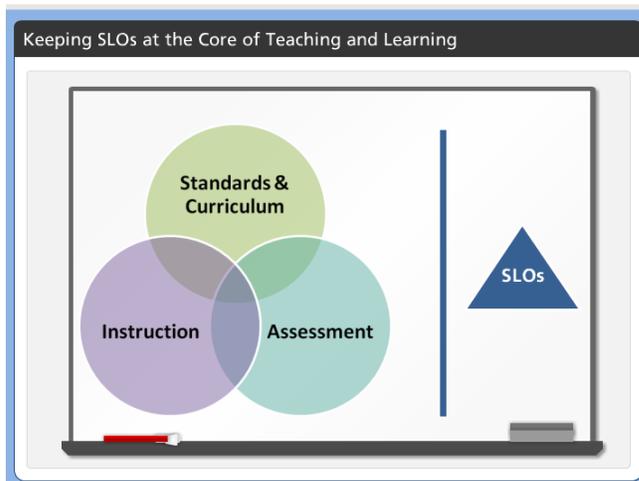
This module will focus on the end of the third question, though educators use assessment all the time, whether they are writing SLOs or not. Additional modules that center around questions 1 and 2 are available on RIDE's website.

2.3 Keeping SLOs at the Core of Teaching and Learning



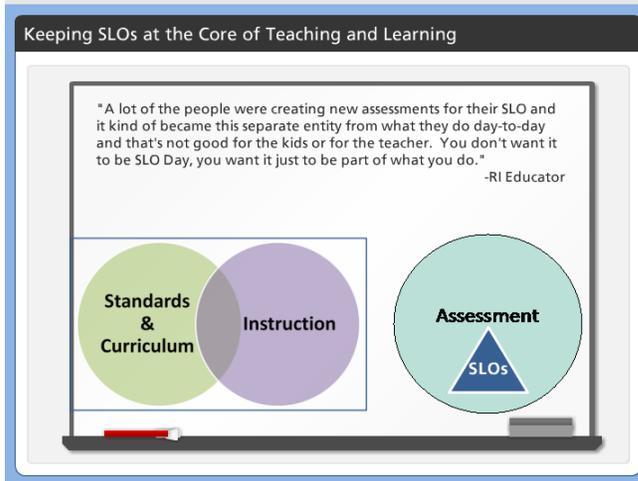
Notes:

Over the past year of full implementation, districts and schools learned which SLO practices and policies helped support the process in their local contexts and identified others that might have made it seem like a separate initiative.



Notes:

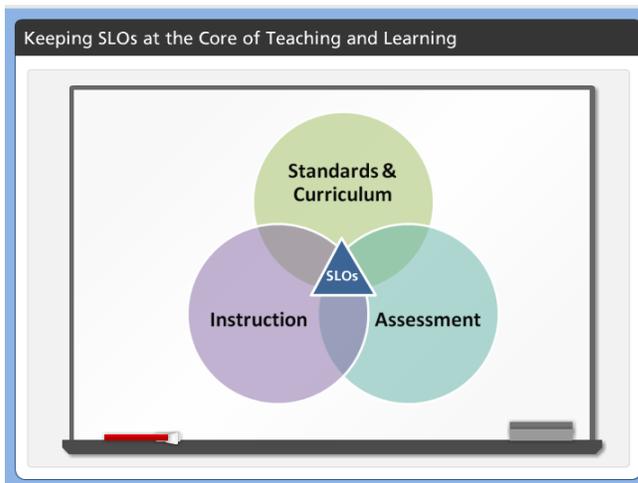
If teachers have to adopt SLOs that do not align with their standards, curriculum, or instruction then SLOs may no longer feel authentic to them and may become separate from their daily work.



Notes:

If the evidence sources are not integrated with the standards, curriculum, and instruction and are not ones that are important to the class or would not already be used but rather are added on simply for the sake of the SLO, then the SLO becomes detached from the learning and teaching of that classroom. If teachers must all utilize the same targets, rather than create ones that accurately reflect the expected outcomes for the students they teach, then there is also a disconnect.

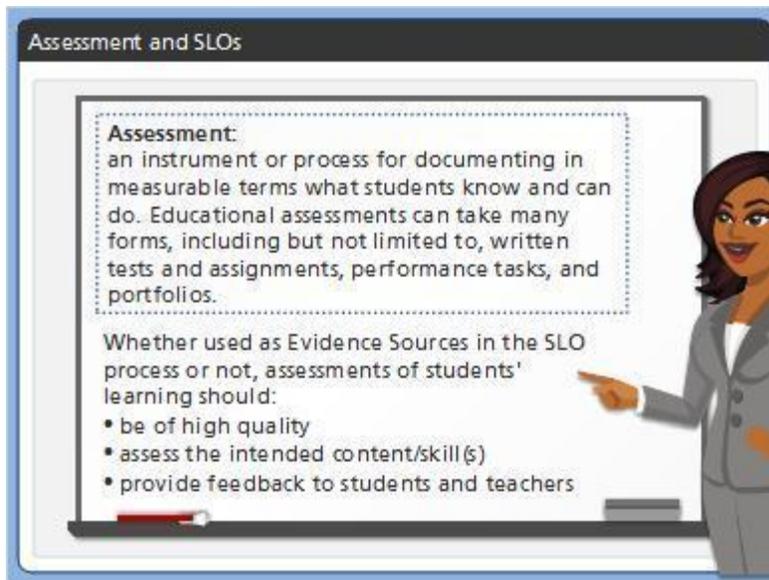
As one RI educator said, "A lot of the people were creating new assessments for their SLO and it kind of became this separate entity from what they do day-to-day and that's not good for the kids or for the teacher. You don't want it to be SLO Day, you want it just to be part of what you do."



Notes:

Ultimately, many leaders told us that SLO implementation worked best for them when teachers were involved in setting their own SLOs.

2.4 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.

3. Purpose of Assessment

3.1 Step 1: Identify your Purpose



Notes:

When developing or selecting an assessment, the first step is to identify your purpose. Having a clear understanding of what you are trying to measure and the data you are trying to collect will help you make good choices about the tool you use.

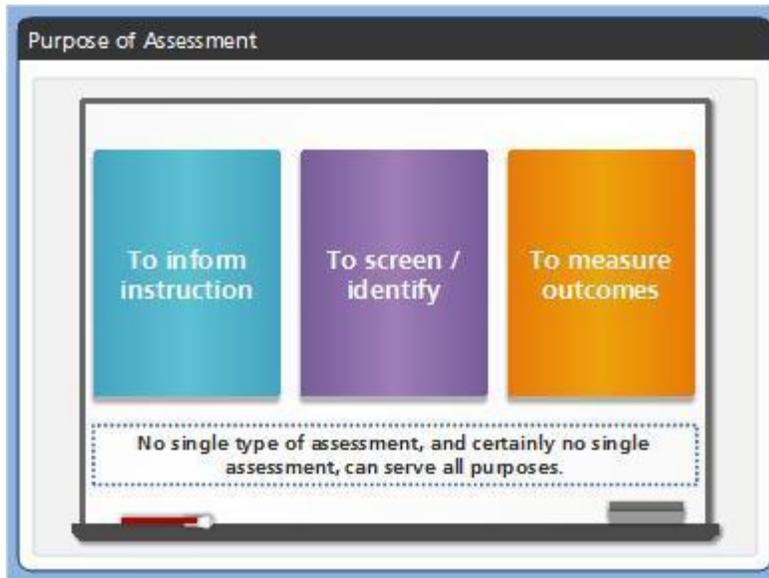
For example, you wouldn't pick up a hammer, and then look for something to hang up.

Rather, you would first have the need or desire to hang something up, and then you would select the appropriate tool to complete the task.

With regard to assessment, you should not select an assessment you have or want to use, and then write an SLO based on what it measures.

Rather, you should first decide what it is your students need to learn and then select an assessment that allows you to measure whether or not they've learned it.

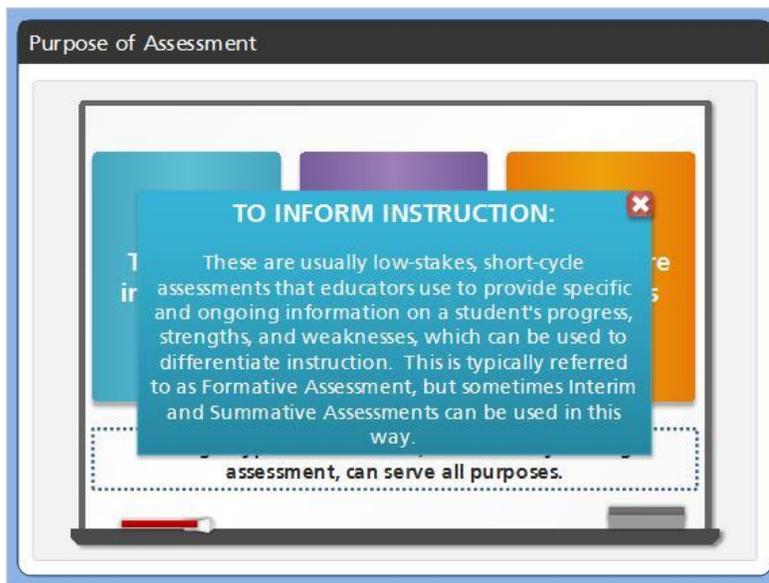
3.2 Purpose of Assessment



Notes:

Though there is limitless content that educators can assess, there are three general purposes for which we assess. In all cases, the particular type of assessment that is used is dependent on the claims that will be made about student learning, how the data will be used, and with whom it will be shared. No single type of assessment, and certainly no single assessment, can serve all purposes. Click each purpose to learn more.

To Inform Instruction (Slide Layer)



To Screen/Identify (Slide Layer)

Purpose of Assessment

TO SCREEN / IDENTIFY:

These assessments are often administered to the total population of students within a school or district and assess key skills that are indicators of a larger skill set. Therefore, they should be relatively quick to administer and easy to score. They can be used to inform decisions about placement of students within a program or individual students' needs for academic interventions or special programs. If necessary, screeners are followed by diagnostics assessments to determine if more targeted intervention is needed or if a student has a disability.

assessment, can serve all purposes.

This slide is presented on a whiteboard background with a blue border. The title 'Purpose of Assessment' is in a black header. The main content is in a purple box with a white 'X' in the top right corner. The text describes the characteristics and uses of screening assessments. At the bottom, a line of text is partially visible, indicating that such an assessment can serve all purposes.

To Measure Outcomes (Slide Layer)

Purpose of Assessment

TO MEASURE OUTCOMES:

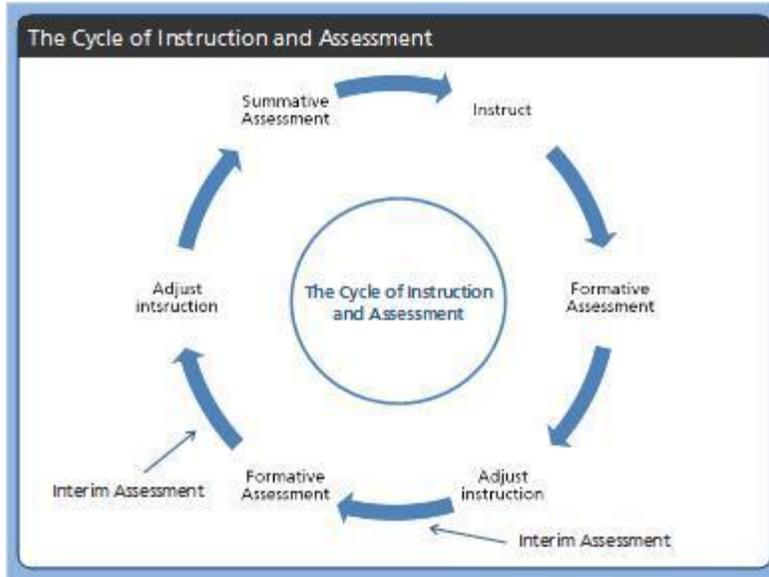
Assessments used to *measure outcomes* are administered after instruction has taken place and the data are communicated to parties external to the classroom. Whether it is a performance task that is entered into a grade book and communicated to parents or a standardized test that is reported to the state, these assessments measure what has been learned so that it can be quantified and reported. Given this definition, assessments measuring outcomes lend themselves best for use with SLOs as Evidence Sources. Some assessments that are used to measure outcomes may also be used to serve accountability requirements. These requirements are determined by state or federal regulations and corresponding state policy.

assessment, can serve all purposes.

This slide is presented on a whiteboard background with a blue border. The title 'Purpose of Assessment' is in a black header. The main content is in an orange box with a white 'X' in the top right corner. The text describes the characteristics and uses of outcome measurement assessments. At the bottom, a line of text is partially visible, indicating that such an assessment can serve all purposes.

4. Types of Assessment

4.1 The Cycle of Instruction and Assessment



Notes:

Whether they take the form of oral questioning or standardized exams, educators have always used assessments to determine what students know and can do. Teachers use assessment every day to check students' understanding of material. In Social Studies class they ask students questions about an event they've just learned and in math class they have students show their work on the board. Students write short stories in the style of other authors in English, participate in science labs, translate poems in French class, and do nightly homework. Through all of these assessments, they show their teachers their strengths and challenges, which gives the teacher a sense of who needs more or different assistance or who is ready for a challenge, which then informs the teacher's next steps for the class.

As the diagram illustrates, teachers assess students all the time and those assessments are intricately connected to their curriculum and instruction and are a natural part of teaching and learning. The instructional cycle generally follows a pattern of determining where students are with respect to the standards being taught before instruction begins, monitoring their progress as the instruction unfolds, and then determining what knowledge and skills are learned as a result of instruction. While an SLO might be measured using a final exam or a portfolio assessment, teachers can and should use formative and interim assessments throughout the interval of instruction to gauge students' progress toward their targets.

4.2 Types of Assessment



Notes:

Assessments, therefore, based on when they are administered relative to instruction and their purpose, can be categorized as formative, summative, or interim. Though each of these types of assessment has its place in a Comprehensive Assessment System, the assessments you select or develop for the Evidence Source for SLOs should be summative assessments. However, you can and should use formative and/or interim assessments to monitor students' progress toward their targets.

To understand the difference, imagine that you want to lose ten pounds. That is your target and you will determine whether or not you have reached your target by weighing yourself in 60 days. That final weigh in would be your summative assessment to tell you whether or not you "got there". However, you are likely going to be monitoring your progress by weighing yourself every few days, monitoring how you look and feel, and paying attention to whether your clothes feel tight or loose. These are formative assessments and can tell you whether you're on track to meet your goal or whether you need to do something differently.

Click each box to learn more about these types of assessment.

Formative Assessment (Slide Layer)

Types of Assessment

FORMATIVE ASSESSMENT:

Formative assessment is more accurately thought of as a process and/or a set of strategies that teachers use to gather information during (as opposed to after) the learning process and to make adjustments accordingly. It is low-stakes, short cycle, and the data the formative assessments produce are used to inform instruction—meaning that the teacher and/or the student respond to the data by continuing as planned, increasing or decreasing pace, re-teaching, re-grouping students, or offering feedback. You can learn more about the formative assessment process in RIDE’s online PD course “Linking Learning and Assessment in Rhode Island” by clicking here:

[Formative Assessment Page](#)

Summative Assessment (Slide Layer)

Types of Assessment

SUMMATIVE ASSESSMENT:

Summative assessments are formal opportunities to measure student learning at the end of a unit, term, course, or academic year. They are designed to judge the extent of student learning for the purpose of grading, advancement or certification, or evaluating the effectiveness of a curriculum. Summative assessments typically have the most robust technical merit, allowing for more comparison and analysis of data, particularly on developing trends. These are the assessments most appropriately used to answer big questions such as “How are a group of students performing with respect to a body of standards or to their peers?” and “How well is the school/LEA/state serving its students?” A final exam is an example of a summative assessment.

Interim Assessment (Slide Layer)

Types of Assessment

INTERIM ASSESSMENT:

As the name suggests, interim assessments fall between formative and summative assessments. They are typically administered every 6 to 8 weeks at the school or district level. Their purposes may include predicting a student's ability to succeed on a summative assessment, evaluating a particular educational program or pedagogy, or diagnosing gaps in students' learning. RIDE has developed a series of interim assessments that can be used in mathematics and ELA in grades 3-11. You can learn more by clicking here:

[Interim Assessment Page](#)

4.3 Quantitative and Qualitative Data

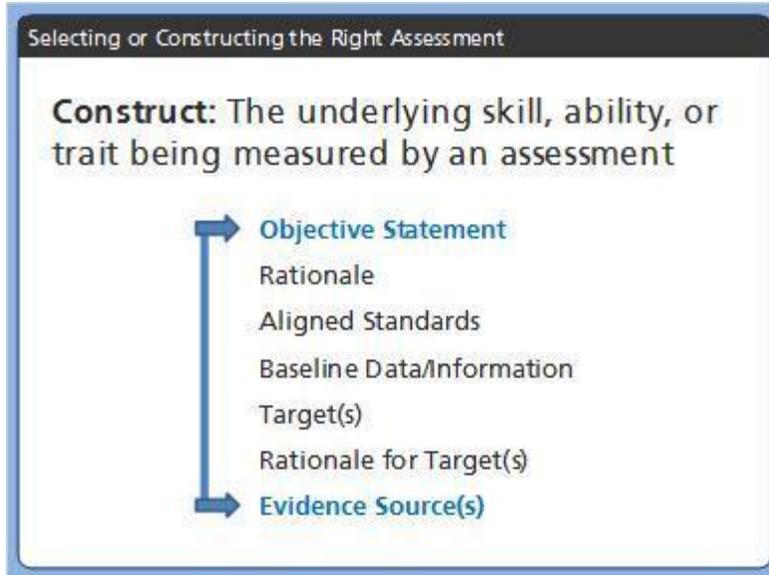
Quantitative and Qualitative Data	
Quantitative	Qualitative
(expresses quantities, usually consists of numbers, can be measured)	(expresses qualities, usually consists of descriptions, can be observed)
<ul style="list-style-type: none">• State assessment results• Report card grades• Attendance• Scores on formative or summative assessments• Individual Education Plans	<ul style="list-style-type: none">• Report card comments• Observations of student behavior, work habits, interactions with other students and teachers, etc.• Individual Education Plans

Notes:

Different assessments will yield different types of data, some quantitative and some qualitative. Quantitative data express *quantities* and usually consist of numbers that can be measured, such as scores on standardized assessments or grades on unit tests. Qualitative data express *qualities* and usually consist of descriptions that can be observed, such as comments about pieces of student work or observations of student behavior. Neither is inherently better than the other, they are just two different types of information.

5. Selecting or Constructing the Right Assessment

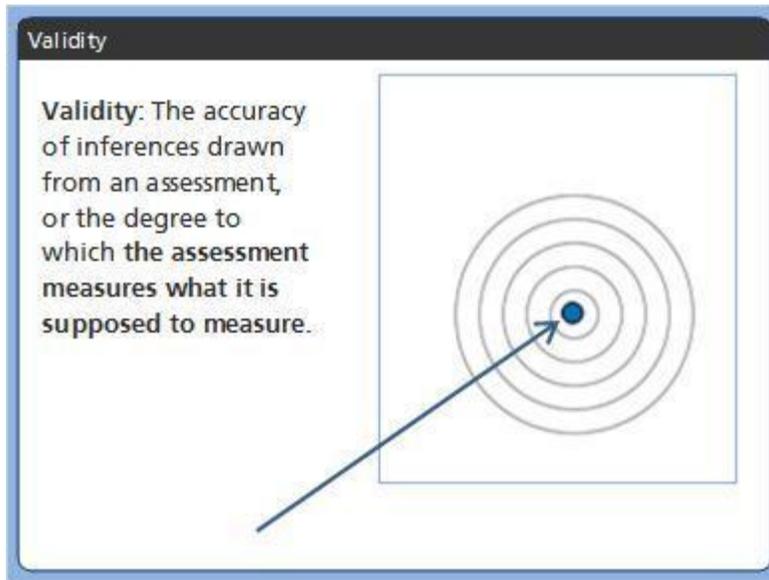
5.1 Selecting or Constructing the Right Assessment



Notes:

Once you have decided on the purpose for and type of your assessment, you must have a clear idea of the **CONSTRUCT**. This is an assessment term for the underlying skill, ability, or trait being measured. Typically this is defined in the Objective Statement of the SLO. If a teacher's Objective Statement focuses on writing in response to literature, the construct would be writing in response to literature. If the Objective Statement focuses on developing Inquiry Skills, the construct would be Inquiry Skills. It may seem obvious, but having clarity about the standards and content that you are trying to measure will help you to ensure that your Evidence Source or assessment does in fact measure those standards and that content-and doesn't measure other standards and content that are not part of the Construct.

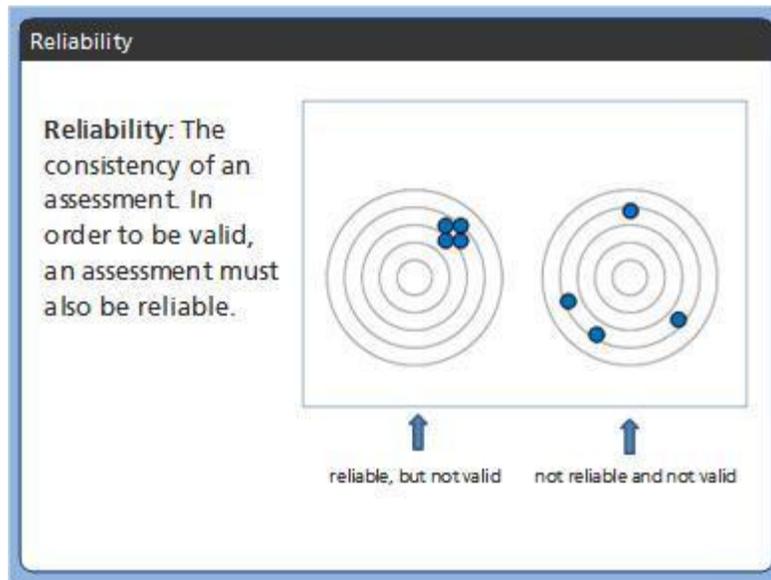
5.2 Validity



Notes:

Another important consideration in selecting or developing an assessment is the validity of the instrument for your purpose. Validity is the degree to which an assessment measures what you intend it to measure. If you think of your construct as the center of the bull's-eye and the dart as the assessment, a valid assessment is one that will hit the bull's-eye every time.

5.3 Reliability



Notes:

Of course, the fact that a dart (or assessment in this case) hits the bull's-eye every time implies that a valid assessment is also reliable. Reliability is a term that is often used in tandem with validity, and it refers to the consistency of the measure, or in this case, the assessment. Notice that in the image on the left, the assessments are fairly reliable (all landing in about the same area), but they are not valid because they have not hit the bull's-eye. The figure on the right depicts an assessment that is neither valid nor reliable. It "lands" somewhere different each time and never hits the mark. Applying this scenario to a test example, you can think of a test as having reliability if students were expected to score at about the same level if they were re-tested, provided that no further instruction was provided and the testing conditions were the same.

Obviously, when selecting or creating assessments, you want an assessment that is both valid and reliable. But how do you achieve that?

6. Considerations for Quality Assessments

6.1 Considerations for Quality Assessments



Notes:

Let's begin to think about how to get a measure that's valid and reliable by considering an example from outside of education. Have you ever spoken to a customer service representative and wondered, "How on earth did they get this job?" You might have even *wished* there had been a more rigorous assessment for them to pass. Now let's imagine that we were going to design that assessment. Where do we begin? Well, we'd first want to identify the knowledge and skills that they would need:

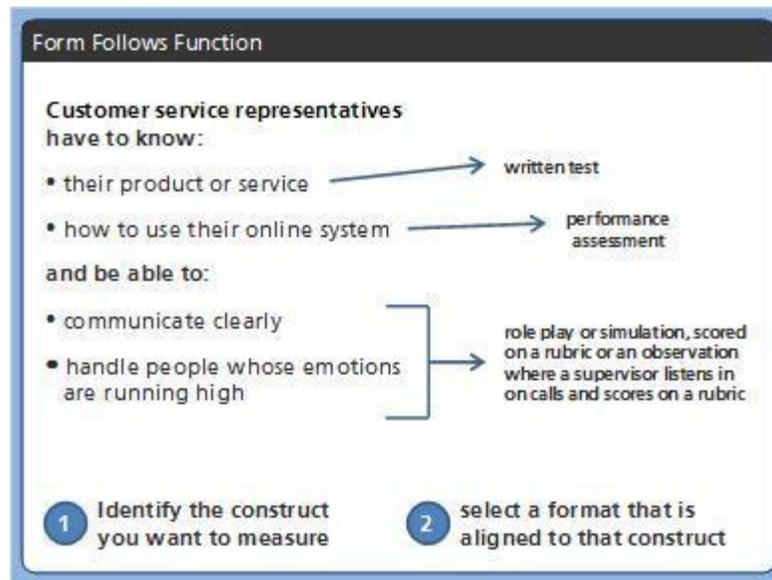
Customer service representatives have to know:

- their product or service
- how to use their online system

and be able to:

- communicate clearly
- handle people whose emotions are running high

6.2 Form Follows Function



Notes:

Then we would design an assessment that would measure that knowledge and those skills. Perhaps there would be a written test on content, and a performance assessment on the computer system. It might include a role play or simulation, scored on a rubric, or an observation where a supervisor or manager would listen in on calls. So in thinking back to how to have an assessment that is both valid and reliable, there are two important steps; First, identify the construct that you want to measure and *then* select a format that is aligned to that construct. Although these are not the only steps to take in ensuring validity and reliability of an assessment, they are a good starting point. Other important considerations include topics such as alignment, format, item type, administration, and scoring-which we turn to next.

6.3 Alignment

Alignment: In education, alignment refers to the degree to which standards, curricula, assessment, and instruction work together to advance student achievement. In educational assessment, alignment describes a tight connection between what is intended to be measured and what the assessment actually measures, with regard to content, coverage, and complexity.

The Three C's of Alignment

- Content
- Coverage
- Complexity

Notes:

One of the most important considerations for an assessment, especially as it relates to SLOs, is that the assessment aligns to the purpose, meaning that there is a tight connection between what you are trying to measure and what the assessment actually measures. This is the concept of validity, which we discussed previously. Although it may seem obvious, there are several ways to think of and achieve alignment that can make it tricky.

The Three C's of Alignment

- Content
- Coverage
- Complexity

Objective Statement about fractions → Assessment measuring knowledge of fractions

Notes:

First, consider the content alignment. Clearly, the topic of the construct and the assessment should be the same. For example, if your objective statement is about fractions your assessment should measure

knowledge of fractions.

Alignment

Alignment Format Item Type Administration Scoring

The Three C's of Alignment

- Content
- Coverage
- Complexity

Objective	addition	subtraction	multiplication	division
Assessment	addition	subtraction	multiplication	

Notes:

In addition, there should be alignment in terms of breadth of coverage or scope. If you want to measure students' ability to add, subtract, multiply, and divide fractions, you must make sure your assessment requires them to demonstrate each of these skills.

Alignment

Alignment Format Item Type Administration Scoring

The Three C's of Alignment

- Content
- Coverage
- Complexity

- [CCSS.ELA-Literacy.RI.8.5](#)
Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.

Notes:

Lastly, another important consideration is to look at the complexity of the standards you are trying to measure. Let's take a look at an 8th grade Common Core Standard for Reading Literature. To meet the standard, the student must compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style. In order to truly measure students' proficiency on this standard, the assessment must ask them to both compare and contrast the structure of two or more texts AND analyze how the structure of each influences its meaning and style. If it only asks for the comparison and not the analysis, it would not be aligned to the construct in

terms of complexity.

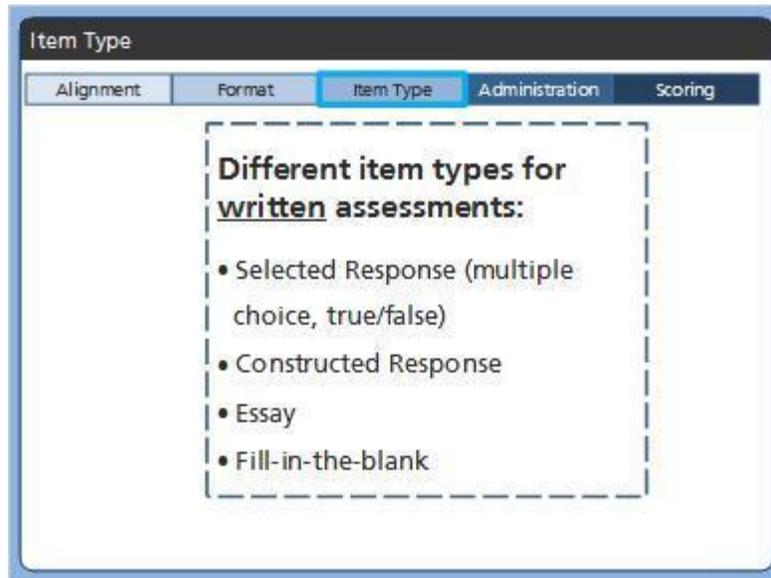
6.4 Format



Notes:

The standards and content that make up your construct will also influence the format of your assessment. Assessments can take the form of a written essay, a lab experiment, a pencil and paper test, a dance recital, or a portfolio of artwork, among others. The important consideration is that the format is the best format for measuring the construct. If you want to know whether students can read music and play the violin, your assessment should require them to read music and play the violin, which is a performance task. If you want to know whether students can write a persuasive argument, your assessment should require them to write. No format is unequivocally better than another—it depends upon your purpose and logistical constraints such as the time it takes to administer and score.

6.5 Item Type

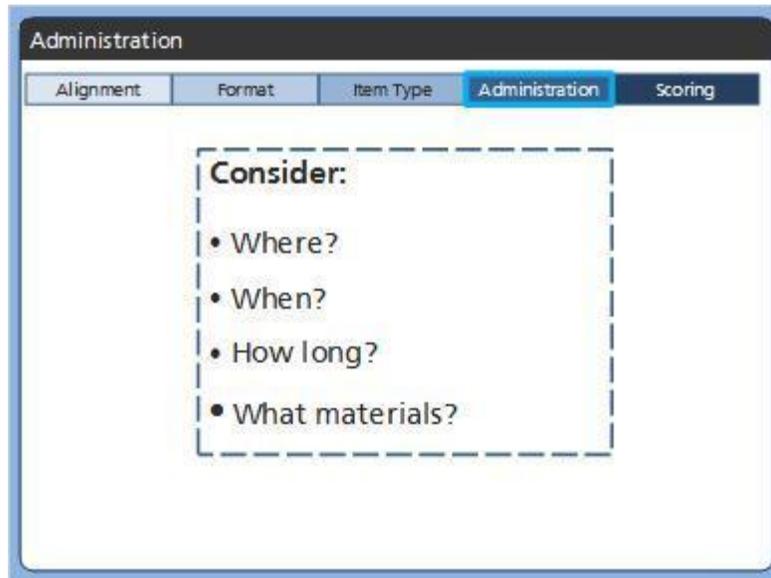


Notes:

This same consideration applies for the items that make up a written assessment. Common item types for written assessments include selected response/multiple choice, constructed response, and essay. Each has its own advantages and disadvantages, though they may not be as obvious as you think!

When an assessment is going to be used for a high-stakes purpose, it is advisable to include several items that measure a given standard, as well as a range of item types. This will improve the task's reliability. However, all assessments have to work within the constraints of time for administration and time for scoring. Generally, selected response items are quick to administer and score, but can be difficult to create because of the need for having multiple plausible, but incorrect answers. Other item types, such as constructed response items requiring students to write a few sentences or paragraphs, may be less challenging to create, but can be more time consuming to score. Items such as fill-in-the-blank or short-answer constructed response can be a good alternative as they eliminate guessing and are efficient to administer and score.

6.6 Administration

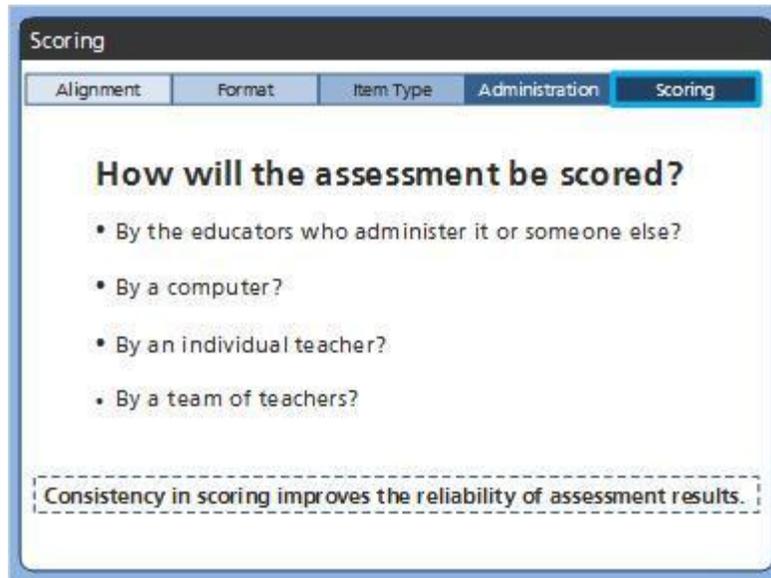


Notes:

In developing or selecting high quality assessments, another important consideration is the test administration. Administration refers to the format or structure of how an assessment or test is delivered and taken. Assessments can be administered in a standardized format, which means that every student participates with similar testing conditions—for example, AP Exams are standardized—every student has the same amount of time, same materials, etc., or they can be administered in other types of formats other than paper-and-pencil depending on the assessment. For example, a performance task in science may require a teacher to observe how a student performs on an inquiry task and score the student work using a rubric. The administration of an assessment should be the most appropriate format for measuring the construct. In the science example just mentioned it was more appropriate for students to be observed doing an inquiry task rather than taking a paper-and-pencil test on scientific inquiry.

In addition to the administration format, it's important to consider other administration constraints such as the location for the assessment (such as a computer lab or desk setting), the timing during the day or during the interval of instruction, the length of the assessment, and what materials are needed. If you are reviewing assessments that are already developed, a good resource to turn to is what's called an Administration Guide (sometimes called an Administration or Test Manual). These guides typically provide important information about how a test should be administered. Or if you are developing your own assessment, you can refer to existing assessment administration guides to get an idea of what additional topics you need to consider, in addition to these mentioned here.

6.7 Scoring

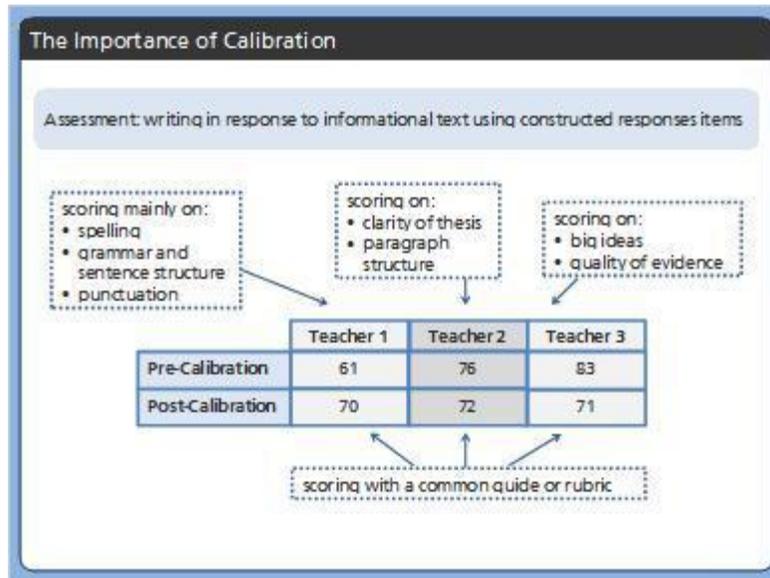


Notes:

A final consideration for developing or selecting high quality assessments is the assessment scoring process. In order to ensure that the results of any assessment are meaningful, the scoring process needs to be clear and scoring needs to be objective. Some questions to consider about an assessment's scoring process are: Will it be scored by the educators who administer it or someone else? By a computer, an individual teacher, or a team of teachers? Additional considerations include whether there is a scoring rubric, example student work, or if these types of materials need to be created.

Collaborative scoring is a best practice that is recommended when it is possible, but it's an especially attractive option for SLOs because teams of teachers are likely already collaborating around writing Objective Statements and using the same sources of evidence. However, this will require a scoring rubric, and group norming or calibration exercises in order for student work to be scored reliably. Ultimately these best scoring practices are worthwhile since consistency in scoring and having appropriate scoring criteria, will improve the reliability and validity of assessment results. Now let's look at an example to illustrate this point.

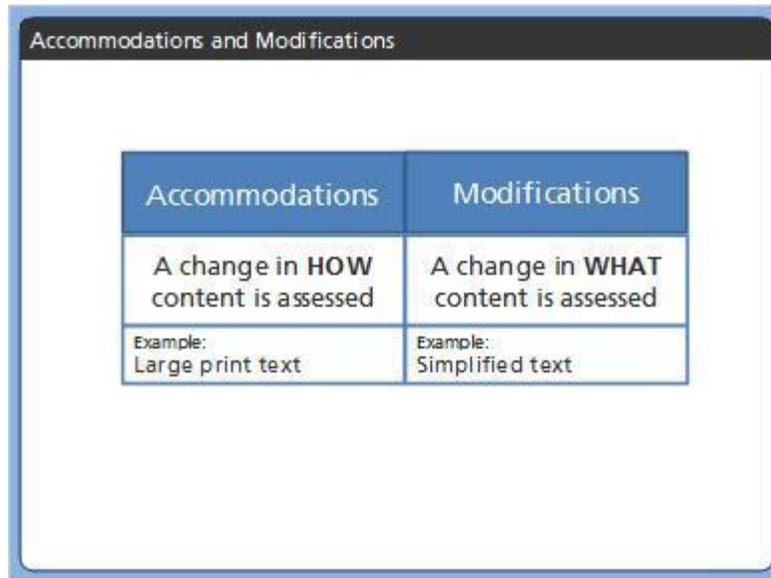
6.8 The Importance of Calibration



Notes:

Imagine you were trying to measure student's writing in response to informational text using constructed responses items. If you did not have a clearly-defined scoring rubric, Teacher 1 might take off points for every spelling error and Teacher 3 might only consider ideas in her scoring criteria. This could lead to great differences in the scores, meaning the data is not reliable or valid because the same student's work would be scored differently depending on who scores it. However, if the teachers calibrate themselves and all agree to score for spelling errors and content the reliability and validity would improve. This is why it's important for teams of teachers who are scoring collaboratively to have a common guide or rubric and to norm themselves using a few pieces of student work.

6.9 Accommodations and Modifications



Accommodations	Modifications
A change in HOW content is assessed	A change in WHAT content is assessed
Example: Large print text	Example: Simplified text

Notes:

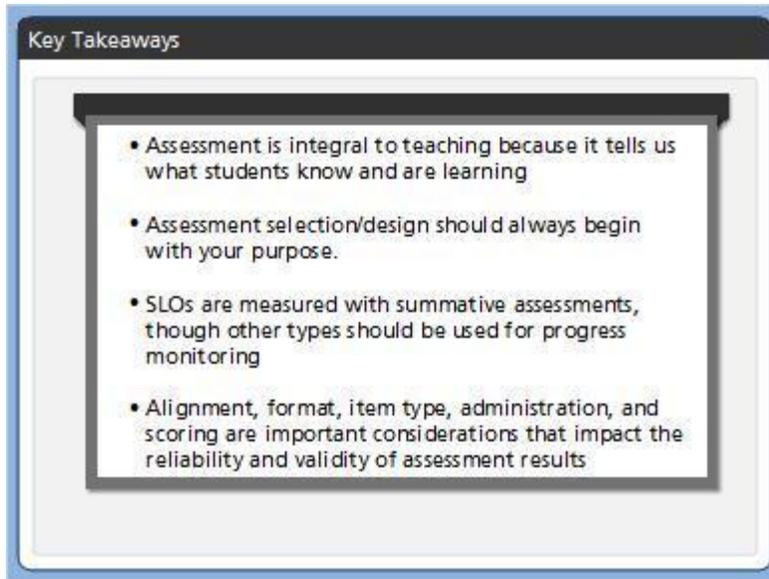
Of course, when thinking about how an assessment will be administered, it is important to also think about what accommodations and or modifications will be available to students. As you may know, *accommodations* are usually a change in how the assessment is administered or presented that does not fundamentally alter or lower the standards or expectations. Extended time, frequent breaks, small group settings, and the use of a scribe, calculator, or word processor are all examples of accommodations, as long as they are appropriate for the student and don't provide an advantage in regard to the construct being measured.

Modifications, on the other hand, are a change in the material covered on the assessment or what the student is asked to do on the assessment that *does* fundamentally alter or lower the standards or expectations. This may involve simplifying materials, such as the complexity of a text, or grading the assessment on a different scale.

Modifications are appropriate in some instances, particularly for gathering information about what students know and can do, though they are used far less frequently than accommodations. In most cases modifications should not be used for summative purposes. Having clear policies and procedures in place for accommodations and modifications will help to ensure that assessments, particularly those used by multiple educators in different classrooms, are administered equitably so that results can be compared.

7. Additional Resources

7.1 Key Takeaways

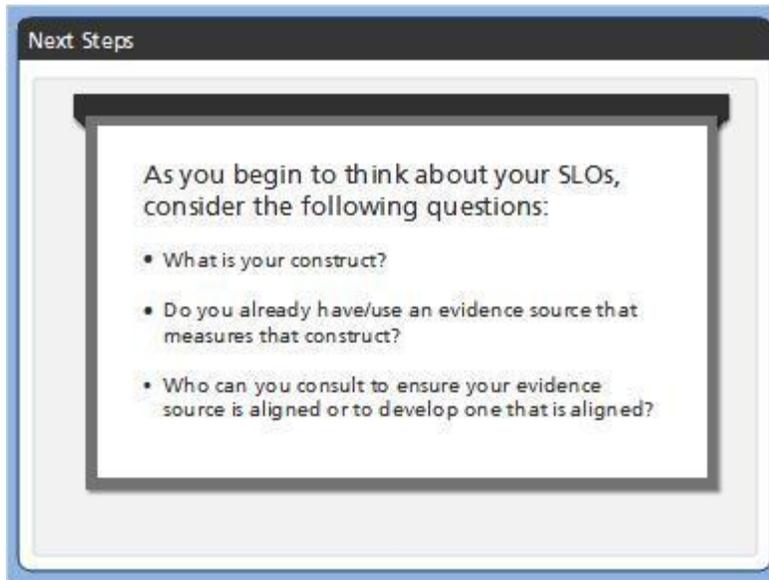


Notes:

The four key takeaways from this module are that:

- Assessment is integral to teaching because it tells us what students know and are learning
- Assessment selection/design should always begin with your purpose.
- SLOs are measured with summative assessments, though other types should be used for progress monitoring
- Alignment, format, item type, administration, and scoring are important considerations that impact the reliability and validity of assessment results

7.2 Next Steps



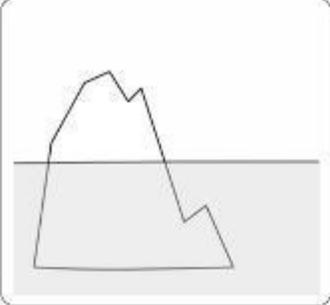
Notes:

As you begin to think about your SLOs, consider the following questions:

- What is your construct?
- Do you already have/use an evidence source that measures that construct?
- Who can you consult to ensure your evidence source is aligned or to develop one that is aligned?

7.3 Additional Assessment Resources

Additional Assessment Resources



We encourage you to:

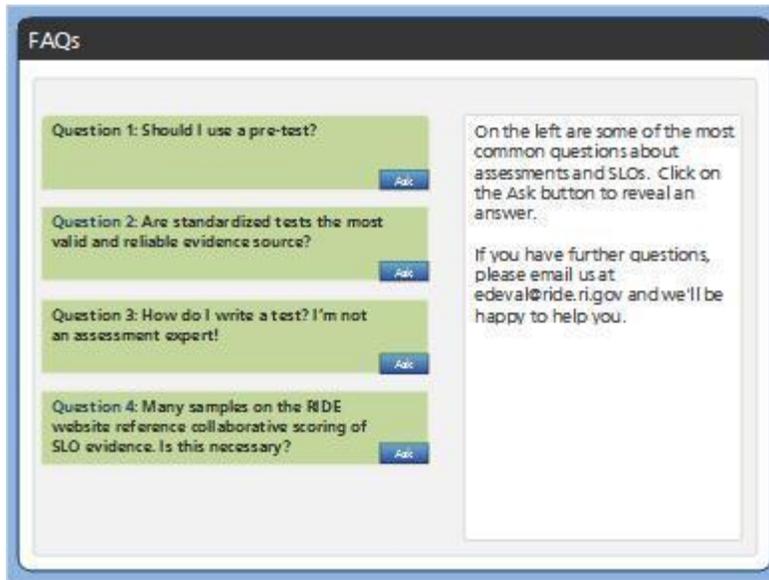
1. Watch the next module "The Assessment Toolkit"
2. Download the Assessment Toolkit
3. Download the Comprehensive Assessment System Criteria & Guidance
4. Visit the CAS webpage at RIDE to learn more about Interim, Formative, and Performance Assessments, as well as Data Use PD and resources.

****Quick links to all of the above resources are on the last page of this module!****

Notes:

Of course, there is much, much more that could be said about selecting and developing educational assessments than we can include here. If this module has whetted your appetite for more or left you with some remaining questions, we encourage you to continue on to the next module in our series called The Assessment Toolkit. This walks you through the four main resources in the Assessment Toolkit, which was developed by RIDE in collaboration with the Center for Assessment. In addition, the information presented here is just a portion of what you'll find in the Comprehensive Assessment System Criteria & Guidance document, which is available for download on our website. Quick links to all of the resources are available on the last page of this module.

7.4 FAQs



Notes:

On the left are some of the most common questions about using assessments in the SLO process. Click on the ask button to reveal an answer.

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

question 1 (Slide Layer)

FAQs

Question 1: Should I use a pre-test?

Question 2: Are standardized tests the most valid and reliable evidence source?

Question 3: How do I write a test? I'm not an assessment expert!

Question 4: Many samples on the RIDE website reference collaborative scoring of SLO evidence. Is this necessary?

On the left are some of the most common questions about...

Should I use a pre-test?

Maybe. Pre-tests are one source of baseline data, but they are only appropriate in certain circumstances. See our Using Baseline Data & Information module for more guidance on the creation and use of pre-tests.

question 2 (Slide Layer)

FAQs

Question 1: Should I use a pre-test?

Question 2: Are standardized tests the most valid and reliable evidence source?

Question 3: How do I write a test? I'm not an assessment expert!

Question 4: Many samples on the RIDE website reference collaborative scoring of SLO evidence. Is this necessary?

On the left are some of the most common questions about...

Are standardized tests the most valid and reliable evidence source?

Not necessarily. Most standardized tests are carefully designed to have a high degree of validity and reliability *for a given purpose*. If that purpose aligns with the focus of your SLO, the standardized assessment might be a good choice. However, it may not align with your purpose or it may not provide as much information as another, more authentic type of assessment such as a performance task or portfolio. Therefore, there is no type of assessment that is always the best choice.

question 3 (Slide Layer)

FAQs

Question 1: Should I use a pre-test?

Question 2: Are standardized tests the most valid and reliable evidence source?

Question 3: How do I write a test? I'm not an assessment expert!

Question 4: Many samples on the RIDE website reference collaborative scoring of SLO evidence. Is this necessary?

On the left are some of the most common questions about...

How do I write a test? I'm not an assessment expert!

You don't have to be an expert to write a strong assessment. A good place to begin is by identifying a group of grade and/or content-alike colleague with whom you can collaborate. As a group, discuss and clearly define what it is you want to measure. Then decide what format best suits your purpose, select or write items that are aligned to the standards, and agree to standardized procedures for administering and scoring. The more experience you gain with this process, the more confident you'll become in your assessment-writing skills.

question 4 (Slide Layer)

FAQs

Question 1: Should I use a pre-test?

Question 2: Are standardized tests the most valid and reliable evidence source?

Question 3: How do I write a test? I'm not an assessment expert!

Question 4: Many samples on the RIDE website reference collaborative scoring of SLO evidence. Is this necessary?

On the left are some of the most common questions about...

Many samples on the RIDE website reference collaborative scoring of SLO evidence. Is this necessary?

Collaborative or double scoring of SLO evidence is not required, but it is recommended as a best practice. There are two main reasons for this. First, the process of collaborating with colleagues to develop scoring procedures and norm the group is likely to deepen everyone's understanding of the construct and lead to more thoughtful scoring and feedback for students. Secondly, collaborative and double scoring leads to more reliability in assessment results, which increases educator, evaluator, and student confidence in the validity of the SLO evidence.

7.5 Resources

The screenshot shows a 'Resources' page with a list of numbered items and several sticky notes. The sticky notes are: 'Professional Practice & Foundations' (yellow), 'Student Learning & Outcome Objectives' (purple), 'Guidabooks, Addenda, and Forms' (pink), 'EPSS' (grey), 'Assessment and Data Use' (light blue), and 'FAQs & Email the Ed Eval Team' (orange). A blue arrow points from the text 'Click on the sticky notes to find available resources' to the yellow sticky note. A green checkmark is next to item 4, 'Deepening Assessment Literacy'.

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

Guidabooks, Addenda, 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.

Orange (Slide Layer)

The screenshot shows the same 'Resources' page as above, but with an orange slide layer overlay. The slide layer contains the text: 'Frequently Asked Questions & Email the Educator Evaluation Team', 'If you have a question visit our FAQ page by clicking here: FAQ:', 'If you don't see an answer to your question you can always reach us at: edeval@ride.ri.gov', and an illustration of a woman in a blue shirt. A blue arrow points from the text 'Click on the sticky notes to find available resources' to the yellow sticky note. A green checkmark is next to item 4, 'Deepening Assessment Literacy'.

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. Unde
2. Writ
3. Usin
4. Dee
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

Guidabooks, Addenda, and Forms

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: **FAQ:**

If you don't see an answer to your question you can always reach us at: **edeval@ride.ri.gov**

Blue (Slide Layer)

The screenshot shows a 'Resources' page with a blue slide layer overlay. The slide layer has a title 'Instruction, Assessment, and Data Use' and a cartoon woman character. It contains the following text and buttons:

Resources

Click on the sticky notes to find available resources →

We encourage you to visit our website to watch videos including:

Below are some links we hope are helpful!

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

Buttons: Instruction & Assessment Page, Comprehensive Assessment System (CAS) Page, Common Core - ELA, Data Use PD, Common Core - Math

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

Background sticky notes: Professional Practice & Performance, Student Learning & Customized Objectives, EPSS, Assessment and Data Use, FAQs & Email the Ed Eval Team

Purple (Slide Layer)

The screenshot shows the same 'Resources' page with a purple slide layer overlay. The slide layer has a title 'Student Learning Objectives & Student Outcome Objectives' and a cartoon woman character. It contains the following text and button:

Resources

Click on the sticky notes to find available resources →

We encourage you to visit our website to watch videos including:

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.

Button: SLOs and SOOs

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

Background sticky notes: Professional Practice & Performance, Student Learning & Customized Objectives, EPSS, Assessment and Data Use, FAQs & Email the Ed Eval Team

Yellow (Slide Layer)

The screenshot shows a 'Resources' page with a yellow slide layer overlay. The slide layer has a white background and a blue border. It features a cartoon woman with dark hair and a blue lab coat on the right side. The text on the slide is as follows:

Professional Practice & Professional Foundations

Looking for resources around Professional Practice or Professional Foundations? Click on the link below!

PP & PF

The background page is dimmed and contains the following text:

Resources

Click on the sticky notes to find available resources →

We encourage you to visit our website to watch videos including:

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

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

Sticky notes visible in the background include: Professional Practice & Foundations, Student Learning & Customized Objectives, EPSS, Assessment and Data Use, and FAQs & Email the Ed Eval Team.

Silver (Slide Layer)

The screenshot shows the same 'Resources' page with a silver slide layer overlay. The slide layer has a white background and a blue border. It features the same cartoon woman in a blue lab coat on the right side. The text on the slide is as follows:

EPSS

Looking for information on EPSS?

Click on the link below to find information on the system, trainings, FAQs, tutorials and guides.

EPSS

The background page is dimmed and contains the same text as in the previous image.

Red (Slide Layer)

The image shows a screenshot of a website interface with a red slide layer overlay. The background is a dark grey area titled "Resources" containing text and a list of items. The red slide layer is a semi-transparent pink rectangle with a white border and a close button in the top right corner. It features a cartoon illustration of a woman with dark hair, wearing a white lab coat, standing with her arms crossed. The text on the slide reads: "Guidebooks, Addenda, and Forms", "Click on the button below to access guidebooks, addenda, and forms related to the Evaluation and Support System.", and a red button with the text "Guidebooks, Addenda, and Forms".

Resources

Click on the sticky notes to find available resources →

We encourage you to visit our website to watch videos including:

- 1. Understanding the System
- 2. Writing the Plan
- 3. Using the System
- 4. Deepening Understanding
- 5. The System in Action
- 6. Specialized Support
- 7. Building a Support System
- 8. Support for the System
- 9. RI Growth Model

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

Professional Practice & Performance

Student Learning & Assessment Objectives

EPSS

Assessment and Data Use

FAQs & Email the Ed Eval Team

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