

## Facilitator's Guide

Dear Trainer:

*Assessment 101: Supporting High Quality Assessment Systems* was developed to help strengthen school board leadership in supporting the adoption and use of high quality student assessments for essential instructional, diagnostic, and accountability purposes. Student assessment provides important information to teachers, parents, students, the school board, and the public about what students know and are able to do, and can be used to support policies to improve teaching and learning. *Assessment 101* addresses the student assessment environment, the responsibilities of school board members in supporting a streamlined system of high quality assessments, and a process and a tool, the Student Assessment Inventory for School Districts, for taking stock of the quality and number of assessments administered to students.

The *Assessment 101* training is intended to be delivered to school board members. We recommend including the superintendent and key central office staff as well. Involving the school leadership team helps them to develop a common understanding of the training being delivered and their implication for the school district.

This Facilitator's Guide gives you step-by-step instructions for providing Assessment 101 training. It provides guidance for presenting the content along with references to the corresponding PowerPoint slides and pages in the companion Participant's Handout. At various points, exercises and supporting materials are referenced as well.

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## Getting Started

Audio Visual, Room Set-up, Materials Information

### WHO SHOULD PARTICIPATE?

Assessment 101 was developed to be administered to school board members. District superintendents and key central office staff may also benefit from this training.

### A/V REQUIREMENTS:

- Laptop, projector and large screen OR adequate monitors to meet room size requirements

### MATERIALS:

- Assessment 101 Parts 1 & 2 Slide Deck, Why assessment and role of school boards
- Assessment 101 Part 3 Slide Deck, Student Assessment Inventory for School Districts process and guidance
- Stopwatch or Facilitator Clock (optional)
- Facilitator's Guide (this document)
- Participant materials (1 per participant):
  - Assessment 101 Parts 1 & 2 Participant Handout
  - Assessment 101 Part 3 Participant Handout
  - Formative, Interim, Summative (training activity)
  - Stakeholder Mapping (training activity)
  - Assessment Scenarios (training activity)
  - Key Questions for School Board Members
  - Glossary
  - References and Resources

- Student Assessment Inventory for School Districts
- Achieve's Student Assessment Inventory for School Districts: Guidance for School Districts
- Achieve's Addressing Overtesting: The Student Assessment Inventory in Action
- Talking about the Facts of Education Data with School Board Members
- NSBA Issues Student Data Privacy Guide in Cloud Computing Era

### ROOM SETUP:

- Large projection screen OR monitors and audio capability set for adequate viewing and hearing from all seats. (Note: The detail on some slides can be small but when participants are expected to use the data presented, the detail appears in the Participant Manual.)
- Facilitators' table located at the front of the room for supplies
- Local Workshop/Intact Board: Ideally, U-shaped table setup for the board and superintendent to enable discussion. Presenter/projector at front.
- Regional Workshop/Large Group: Ideally, room setup will be in rounds of 6 or 7 with a participant manual at each place.

Part 1 and Part 2 are designed to be presented in a single session. Part 1 lasts 30 minutes and Introduction and the Student Assessment Environment. Part 2 lasts 90 minutes and consists of the Role of School Boards in Supporting a System of High Quality Assessments.

Part 3 lasts 90 minutes and covers The Student Assessment Inventory for School Districts.

## FACILITATOR GUIDE:

- All facilitator notes and information are found in a 3-column layout:

FACILITATOR GUIDE:		
Slides & Time	Guide	Resources
A suggested time for each activity is provided along with relevant slide numbers.	This section sequentially lays out each activity and includes key teaching points, sample facilitator scripts, activity directions and Facilitator Notes suggesting training options and unique information.	A/V materials and tools needed to complete each activity are listed here including related participant manual pages.

- **Time:** Times listed are suggestions provided to ensure that all materials are covered during the workshop. Facilitators should feel free to adjust these according to participant interest and needs. It may also be helpful to write in actual start times for each activity to provide a guide to where you should be in the overall training so that you can make adjustments as needed.
- **Guide:** This section provides guidance for presenting each slide or related material. The “scripts” are not intended to be used verbatim. They contain the key teaching points and sample language, but facilitators should adapt this to their own style.
- **Participant Manual:** The Participant Manual should be printed in color as this is an important part of the learning.

## Session 1

### Welcome, Introductions, and Logistics

#### Part 1, The student assessment environment – 30 minutes

#### Part 2, Role of school boards in supporting a system of high-quality student assessments – 90 minutes

WELCOME, INTRODUCTIONS, AND LOGISTICS • Total Time – 10 minutes

FACILITATOR GUIDE: Session 1		
Slides & Time	Guide	Resources
#1 5 minutes	<p><b>Welcome and Introductions</b></p> <ul style="list-style-type: none"> <li>• Welcome participants &amp; commend them on their decision to attend the training</li> <li>• Introduce self and any other facilitators</li> <li>• Go over training logistics as applicable. Use this time to review general training information as is your custom such as:               <ul style="list-style-type: none"> <li>• Ground Rules</li> <li>• Restroom locations</li> <li>• Emergency locations</li> <li>• Refreshment and lunch locations</li> <li>• Etc.</li> </ul> </li> </ul>	<p>Assessment 101 Parts 1 &amp; 2 Participant Handout p. 1</p>
#2-4 5 minutes	<p><b>Slide 2</b>, Review Training Goals</p> <p><b>Slide 3</b>, Present Overview of the parts of the training</p> <ul style="list-style-type: none"> <li>• Inform participants that the handout follows and contains all the information provided in the slides.</li> </ul> <p><b>Slide 4</b>, Before we start</p> <ul style="list-style-type: none"> <li>• Some important points before we get into the the training materials.</li> <li>• Bullet 2: Show a copy of the Glossary to participants. The glossary may be something that you want to share or discuss with your board and district leadership to make sure everyone is clear on some of the key terms around these issues.</li> <li>• Bullet 3: Show a copy of the References and Resources.</li> <li>• Bullet 4: Staff evaluation and use of assessments for staff evaluation is an important topic. Addressing use of assessments in staff evaluation would have expanded the length of this training and taken away from our focus on student assessments and their impact on instructional time and the use of assessments to improve learning.</li> </ul>	<p>Participant Handout p. 1</p> <p>Glossary</p> <p>References and Resources</p>

<sup>3</sup> <http://www.centerforpubliceducation.org/Main-Menu/Public-education/Eight-characteristics-of-effective-school-boards/Eight-characteristics-of-effective-school-boards.html>

**PART 1, THE STUDENT ASSESSMENT ENVIRONMENT • Total Time – 20 minutes**

FACILITATOR GUIDE: Session 1		
Slides & Time	Guide	Resources
#5-6 5 minutes	<p><b>Slide 5</b>, Part 1 The Student Assessment Environment</p> <p><b>Slide 6</b>, Exercise: Why do we give assessments?</p> <p>These questions are posed to move participants in the direction of thinking about the PURPOSE of assessments. In a group training, have participants brainstorm silently for a minute. Then ask each participant to share a thought. If there is time and the size of the group is conducive, continue in round robin fashion to ask participants to share thoughts. Capture these thoughts on chart paper or on some other medium if possible. Participants responses should mention at least the purposes listed below. If not, bring these purposes to participants' attention.</p> <p>Some purposes of assessment:</p> <ul style="list-style-type: none"> <li>• Assess/measure student learning; “Find out what students know”</li> <li>• Provide feedback to teachers</li> <li>• Provide feedback to students</li> <li>• Measure student progress</li> <li>• Identify students in need of learning supports</li> <li>• Evaluate the effectiveness of curriculum/instructional programs</li> <li>• Accountability for student learning/progress</li> </ul>	Participant Handout p. 1
#7 2 minutes	<p><b>Slide 7</b>, Types of Assessment</p> <ul style="list-style-type: none"> <li>• <b>Bullet 1:</b> Here are several ways in which students might be assessed. The assessments listed here are probably more often used as NON-standardized assessments by individual teachers in their classrooms. However, any of these could be made into a standardized assessment if the two requirements listed in bullet 1 are met.</li> <li>• Definitions for a few of the forms of assessment with which participants may not be familiar:</li> </ul> <p>Portfolio – documenting learning by compiling a variety of evidence (e.g., performance on a test, using the skill in completing a science project, an essay to demonstrate skill or knowledge, etc.)</p> <p>Performance assessment – assessing a student in the process of producing a final project and the final product itself (e.g., a student in a career/technical education program in welding would be assessed on a student’s ability to complete all the steps necessary to weld something and the final product of the weld; a student conducting a science experiment might be assessed on the process of conducting the experiment as well as the final project, which is the lab report)</p>	Participant Handout p. 1

PART 1, THE STUDENT ASSESSMENT ENVIRONMENT • Total Time – 20 minutes

FACILITATOR GUIDE: Session 1		
Slides & Time	Guide	Resources
<p>#7</p> <p>2 minutes</p>	<p><b>Slide 7, Types of Assessment <i>continued</i></b></p> <p>Individual and group projects — Really a form of performance assessment, but over an extended time — usually several days or weeks (e.g., a science experiment that might days or weeks to conduct, a group project to research, prepare for, and participate in a debate on topic such as use of biofuels)</p> <p>Exit question — asking students to answer one key question or solve one problem and turn it in to the teacher in order to exit class; it is usually used to provide quick feedback to the teacher about where students are as a group with their learning</p> <p>Structured observation — observing students for behaviors using a well-defined list without interacting with the student</p> <p>Ask the question, “Can you think of other forms of student assessments or ways in which you have been assessed?” Give the participants an opportunity to think and respond to the question.</p>	<p>Participant Handout p. 1</p>
<p>#8</p> <p>3 minutes</p>	<p><b>Slide 8, Standardized Assessment</b></p> <ul style="list-style-type: none"> <li>• Bullet 1: Emphasize that answering in the same way means responding in the same way — for example, making a multiple-choice selection, filling in a blank, etc. For some types of assessment item, for example one which asks a student to solve a multi-step math problem, there may be more than one way that the correct response could be reached. There are a few other things required of high quality standardized assessment, which you will learn about shortly.</li> <li>• Bullet 2: Other examples of comparisons that might be made: one class of students to another class, a class compared to a school, the students in a school compared to students nationwide, etc.</li> <li>• Bullet 3: Most standardized assessments for many years have been multiple-choice tests. The primary reason for that is that they are less costly to develop and implement and allow for relatively quick scoring and results. Other forms of assessment have been part of some states’ standardized testing program. For example, a number of states have had or do have essay/writing assessments as a part of their standardized assessment program.</li> </ul> <p>Because of technology and the push for higher learning standards geared toward college and career preparation, many state standardized assessments are assessing students using a variety of test question formats in addition to multiple-choice. For more information about different types of test questions, also call test items, see _____ (TBD).</p>	<p>Participant Handout pp. 1-2</p>

PART 1, THE STUDENT ASSESSMENT ENVIRONMENT • Total Time – 20 minutes

FACILITATOR GUIDE: Session 1		
Slides & Time	Guide	Resources
#9-12 2 minutes	The purpose of these slides is to make participants that on one hand there are concerns about student assessment and on the other hand parents and the public also see value in student assessment.	Participant Handout pp. 2-4
#13-14 3 minutes	<p><b>Slide 13</b>, Exercise: Concerns about Student Assessment and Addressing Concerns</p> <p>Open these questions to the entire group. Try to allow a variety of participants to respond and include as many as possible to respond within the time available.</p> <p>Concerns that participants are likely to mention are listed below. You might use these concerns to prompt or draw out response from participants if needed. You want to draw out these concerns because this will reinforce the importance of and reason for this training module on the next slide.</p> <ul style="list-style-type: none"> <li>• Too much testing of students</li> <li>• Parents wanting to opt-out their children because of too much testing or not trusting the testing</li> <li>• Complaints about loss of instructional time</li> <li>• Teachers, parents, or students not knowing why the assessment is being given or how it is being used</li> </ul> <p>If needed to encourage group participation, you might ask these questions:</p> <ul style="list-style-type: none"> <li>• What is the level of concern about this issue [name the issue such as overtesting] in the community?</li> <li>• Who is expressing concern?</li> <li>• How are those individuals or groups expressing their concern to the rest of the community?</li> </ul> <p><b>Slide 14</b>, Use these points to emphasize how this training is designed to address common concerns about student assessment.</p>	Participant Handout p. 4
#15-17 5 minutes	<p><b>Slide 15</b>, Why is student assessment important?</p> <p>First bullet: Part of what is necessary is having an external, objective measurement to assure the community that standards in your local schools are of at least the same quality as all schools in the state.</p> <p>Second bullet: An important aspect of this for school boards is understanding there are appropriate uses at different levels. Of the 8 traits of effective boards, numbers 1, 3 and 5 directly involve the use of student achievement data. Fulfilling number 6 includes support for the student assessment inventory process, as well as the ongoing goal of procuring and sustaining a coherent assessment system.</p>	Participant Handout pp. 4-5



## PART 2, ROLE OF SCHOOL BOARDS IN SUPPORTING A SYSTEM OF HIGH-QUALITY STUDENT ASSESSMENTS

• Total Time – 90 minutes

FACILITATOR GUIDE: Session 1		
Slides & Time	Guide	Resources
#18-19 1 minute	Transition participants to Part 2 and introduce them to the five key roles of school board members in providing a system of student assessments.	Participant Handout p. 5
#20-21 2 minutes	Introduce participant to the first key role, “Ensure assessments are <b>high quality</b> .” Point out the key question (slide 21) that they can use to guide them when considering student assessments. Also take this opportunity to show them the <i>Key Questions for School Board Members</i> documents.	Participant Handout pp. 5-6 Key Questions for School Board Members
#22-26 15 minutes	<p><b>Slides 22-23</b>, Introduce validity as one component of a high quality assessment.</p> <p><b>Slide 24</b>, An everyday example of validity. The thermometer is not “valid” or “invalid” in and of itself. However, it may be valid or not for specific purposes. In general, the reason we read a thermometer or check the temperature is because we want to make a decision, or a term you might hear educators use — an inference, about how we should dress before going outside. Making a decision about how to dress based on the result we get from a thermometer (temperature) is a valid use. While it is fairly obvious that making a decision about whether to wear sunglasses or take an umbrella based on thermometer results is not appropriate, with educational assessments judging whether an assessment is valid for the intended purpose is more challenging because measuring knowledge and skills is much more complex. For example, we cannot directly know what math skills a student has mastered just by looking at the student. We can ask a question and see how the student performs. However, some ways of asking a question to assess a student may be more informative than others. For example, a student might answer a multiple-choice question correctly, but only because the student guessed correctly or because the student could plug each response into the question until he or she got the correct answer.</p> <p><b>Slide 25</b>, An education example of validity. Ask participants to answer the question. “Is the assessment valid for the intended purpose?” for each intended use of assessment results (row) before revealing the answer and providing the additional explanations below.</p> <p>In the first row, we answer the question Yes but we are assuming that there is evidence that the content of the test (i.e., the test items, reading passages, etc.) address the knowledge and skills 4th grade students are expected know and learn by the end of the school year. Your school district administrators should be able to verify that such evidence exists.</p> <p>In the second row, use of relative pronouns means (who, whose, whom, which, that). The answer to the validity question is No in the second row because generally end-of-year assessments do not measure all knowledge and skills and do not measure any individual knowledge or skill sufficiently for diagnostic purposes. In general, it would take 5-7 test items to provide diagnostic information on a specific knowledge or skill.</p>	Participant Handout pp. 6-8

PART 2, ROLE OF SCHOOL BOARDS IN SUPPORTING A SYSTEM OF HIGH-QUALITY STUDENT ASSESSMENTS

• Total Time – 90 minutes

FACILITATOR GUIDE: Session 1		
Slides & Time	Guide	Resources
#22-26 15 minutes	<p><b>Slide 25</b>, An education example of validity. <i>continued</i> In the third row, the answer to the validity question is Possibly because there are other pieces of information that would be needed to use the assessments results for the purpose of evaluating program effectiveness. For example, we would want to be able to compare results from the current year to the results on the same test in a prior year. We would also want to know other important information like did teacher implement the program and to what degree and how consistently.</p> <p><b>Slide 26</b>, The relationship between validity evidence required for low stakes and high stakes assessments. Note the first example in each row is an example of content validity evidence and the second example in each row is an example of criterion validity evidence. These concepts are beyond the scope of this training. This information is provided in the effect there is a participant who has knowledge of these different types of validity and inquires or comments on them</p> <p><b>Content validity</b> – The degree to which the content of an assessment matches the learning standards.</p> <p><b>Criterion validity</b> – The degree to which an assessment is related to an outcome (criterion) such as another assessment which has been demonstrated to be valid or a level of performance (e.g., grades in a course).</p>	Participant Handout pp. 6-8
#27-33 15 minutes	<p><b>Slides 27-28</b>, Introduce aligned to state standards as the second component of a high quality assessment.</p> <p><b>Slide 29</b>, This slide address breadth and depth and provides examples to illustrate depth.</p> <p><b>Slides 30-31</b>, These two assessment items are provided as examples of lower and higher depth/complexity assessment items. Allow participants to discover the features and differences in these items on their own in preparation for the questions on Slide 32.</p> <p><b>Slide 32</b>, Participant discovery of the similarities and differences in the example items. Participants should respond to the first question with one or more of the following.</p> <ul style="list-style-type: none"> <li>• Both are math items</li> <li>• Both are asking a student (you) to round</li> </ul> <p>Participants should respond to the second question with something like:</p> <ul style="list-style-type: none"> <li>• The first item is easier.</li> <li>• The first item provides several choices to choose from.</li> <li>• In the first item, a student might get the correct answer just by subtracting each choice from 26 and finding which number is closer. The student could answer without understanding rounding.</li> <li>• The second item is more challenging/complex.</li> <li>• The second item requires the ability to reason mathematically, critique the reasoning of others, and communicate their own reasoning.</li> </ul> <p>Emphasize how an item with greater depth/complexity, like the second item, typically will require a greater use and understanding of language and vocabulary.</p>	Participant Handout pp. 8-9

**PART 2, ROLE OF SCHOOL BOARDS IN SUPPORTING A SYSTEM OF HIGH-QUALITY STUDENT ASSESSMENTS**

• **Total Time – 90 minutes**

FACILITATOR GUIDE: Session 1		
Slides & Time	Guide	Resources
#34-36 5 minutes	<p>These slides address the third component of a high quality assessment, “Accessible to all students.”</p> <p><b>Slide 36</b></p> <p>In reviewing the definition of an accessible assessment: Emphasize “without changing what is being assessed.” Illustrate this point using the following example, “Reading a math problem to a student does not change what is being assessed because it is the math skill and knowledge that is being assessed, not reading skill. However, reading a reading selection to a student changes the assessment to a listening test and the student would not have to use the skill, reading, that is being assessed.”</p> <p>Assessment accommodations are generally grouped into the following categories: presentation, response, setting, and timing and scheduling</p>	Participant Handout pp. 9-10
#37 2 minutes	<p>Briefly review the questions aligned with these three components of a high quality assessment with the participants. Briefly make participants aware of the other sections and questions on the <i>Key Questions for School Board Members</i> document.</p>	Key Questions for School Board Members
#38-40 11 minutes	<p><b>Slide 39, Summative and formative assessment</b></p> <p>Sometimes people refer to summative assessments as assessment OF learning and formative assessment as assessment FOR learning.</p> <p>The focus of formative assessment or assessment FOR learning is providing feedback to help students learn and develop their skills and/or to help teachers know what to teach to students. Formative assessment is part of the teaching and learning process, therefore, it is generally very short and quick — immediate or within the same class period as the instruction or maybe the next class meeting on the particular topic. For example, if I am teaching a group of students how to divide simple fractions, then I might give a quick formative assessment by asking the students to solve a problem and show me their answers using white boards. By looking at the responses I could quickly determine whether 80% or more of the students solved the problem correctly. If so, then I may continue my instruction as planned. If less than 80% of students responded correctly, then that would be feedback to me as the teacher that I need to provide some additional instruction on the concepts and skills I just taught so that I can get more of my students to an acceptable level of performance.</p> <p>The focus of summative assessment or assessment OF learning is finding out what the level of student mastery is. While feedback, that is reports, are provided on summative assessments, they typically are not useful or are too delayed to aid in the specific skill steps a student needs to learn or what a teacher needs to teach.</p> <p><b>Slide 40, Interim assessment</b></p> <p>Interim assessments are generally more summative in nature because they are administered after a fairly long period of learning (e.g., end of a nine week grading period or end of a semester) and the results are not providing information to assist students or teachers in what they are learning or instructing right now.</p>	Participant Handout pp. 9-10

PART 2, ROLE OF SCHOOL BOARDS IN SUPPORTING A SYSTEM OF HIGH-QUALITY STUDENT ASSESSMENTS

• Total Time – 90 minutes

FACILITATOR GUIDE: Session 1		
Slides & Time	Guide	Resources
#38-40 11 minutes	<p><b>Slide 40</b>, Interim assessment <i>continued</i></p> <p>Interim assessments are generally more summative in nature because they are administered after a fairly long period of learning (e.g., end of a nine week grading period or end of a semester) and the results are not providing information to assist students or teachers in what they are learning or instructing right now.</p> <p>However, interim assessments may provide information that is also somewhat formative. For example, my students might be assessed on a skill that I taught six weeks ago. At the time, I conducted formative assessments and eventually a summative assessment on that skill and determined that most, that is more than 80% of my students, had achieve mastery. The interim assessment might provided me feedback to indicate that my students are not currently demonstrating that level of mastery. If not, I will try to use the information from the assessment and any other information that will be helpful to determine what I need to do. It may be as simple as making sure students have more practice in the skill or it may be that I misunderstood the intent of some part of the learning standard and I need to adjust by providing new instruction to my students.</p>	Participant Handout pp. 9-10
#41-46 15 minutes	<p>The purpose of these slides is to help participants understand that there are different assessments for different purposes (summative, formative, interim) and that the balance or proportion of each will and should vary in a coherent, comprehensive system of assessments.</p> <p><b>Slide 41</b></p> <p>Point out that in a coherent, comprehensive system of assessment, that the number of test administrations for a summative assessment will be few (hence it is low on the vertical axis) and the length of the assessment cycle for summative assessments is typically long (such as once a year) as is shown by its placement on the horizontal axis.</p> <p>Formative assessments are just the opposite. The number of formative assessments will be very high; they should be occurring once or more every class period. Consequently the length of time between formative assessments will be very short (i.e., as short as a few minutes or the next class session on the content).</p> <p><b>Slide 42</b></p> <p>Here is the same idea as the previously slide but thinking about the frequency of formative, interim, and summative assessment across the school year.</p> <p>Formative assessment should be happening every day in the classroom. That is why you see all the blocks representing a day with formative assessment forming one line from the beginning of the school year to the end of the school year. Remember, formative assessments are integrated into the lesson; they are quick and simple; and they occur frequently, even minute-by-minute.</p> <p>Interim assessment happens much less frequently – typically 2 or 3 times a year. The greater height of the interim assessment rectangles represent that these assessments address more knowledge and skills than a formative assessment.</p> <p>Summative assessment ideally happens even less frequently. From a district perspective, that might be just once year. The greater height of the summative assessment rectangles represent that these assessments address more knowledge and skills than an interim or formative assessment.</p>	Participant Handout pp. 11-13

PART 2, ROLE OF SCHOOL BOARDS IN SUPPORTING A SYSTEM OF HIGH-QUALITY STUDENT ASSESSMENTS

• Total Time – 90 minutes

FACILITATOR GUIDE: Session 1		
Slides & Time	Guide	Resources
#41-46 15 minutes	<p><b>Slide 42</b> <i>continued</i></p> <p>This graphic represents formative, interim, and summative assessment from a DISTRICT perspective. In a classroom, a teacher will likely administer summative assessments several times a year, such as at the end of a unit. A classroom teacher might also administer interim assessments in the course of working toward a summative assessment.</p> <p><b>Slide 43</b></p> <p>Different types of assessments: Summative, formative, interim</p> <p>Balanced to meet essential purposes: Because instruction is happening daily, then formative assessment should be happening daily. Assessments for accountability should be summative and therefore given much less frequently.</p> <p><b>Slide 44</b></p> <p>Participants may have to be reminded the focus for this training is student assessment. This training does not address assessment as it relates to staff (teacher and/or school leader) evaluation.</p> <p><b>Slide 45</b></p> <p>The point of the first bullet is very important. It is not unusual for people to become frustrated with an assessment because they want to be able to use one assessment for every possible purpose: whether a student has reached mastery, providing feedback to students on how to improve specific skills, informing teachers what to adjust in their instruction, determining if a school is failing, etc. For example, there are some things for which a summative assessment like a state end-of-year assessment such as evaluating the general level of mastery of students in the school on a particular subject. That same end-of-year assessment is not useful for informing teachers about which specific knowledge or skills students need additional instruction.</p> <p><b>Slide 46</b></p> <p>Looking back at this graph, it should be clear that in a balanced assessment system, the VAST MAJORITY of assessment experienced by students and teachers should be formative.</p> <p>Ask the participants to define formative assessment in their own words. Key words or phrases they should express are listed below. If any of these are not listed by the participants, be sure to add them to the list generated by participants.</p> <ul style="list-style-type: none"> <li>• They are given frequently: multiple times in a class period, minute-by-minute, “in the moment”</li> <li>• Imbedded or integrated into instruction</li> <li>• Designed to provide feedback to teachers or students about next steps in learning</li> </ul> <p>Then, address the importance but less frequent nature of interim assessments and summative assessments. Ask participants to describe the differences between interim and summative assessments.</p>	Participant Handout pp. 11-13

**PART 2, ROLE OF SCHOOL BOARDS IN SUPPORTING A SYSTEM OF HIGH-QUALITY STUDENT ASSESSMENTS**
**• Total Time – 90 minutes**

FACILITATOR GUIDE: Session 1		
Slides & Time	Guide	Resources
<b>#41-46</b>  <b>15 minutes</b>	<b>Slide 46 continued</b> Interim: <ul style="list-style-type: none"> <li>• Fall between formative and summative assessment;</li> <li>• Used to evaluate students' knowledge and skills relative to a specific set of academic goals, typically within a limited time frame (e.g., nine weeks; semester)</li> <li>• Designed to inform decisions at both the classroom and beyond the classroom level, such as the school or district level for instructional, evaluative, or predictive purposes</li> </ul> Summative: <ul style="list-style-type: none"> <li>• Given one time at the end of some unit of time (end of a course, end of school year)</li> <li>• Used to evaluate students' performance against a defined set of learning standards</li> </ul>	Participant Handout pp. 11-13
<b>#47</b>  <b>5 minutes</b>	Exercise: Formative, Interim, Summative This activity could be done individually (for individuals going through this training self-paced) or as small groups. If done in groups, the groups will be asked to report out on their discussion. <ul style="list-style-type: none"> <li>• Did all the group members agree on how an assessment should be categorized? If not, did you resolve it and how?</li> <li>• Did you find there are assessments currently administered in the district that people may have thought were in one category but really belong in another?</li> </ul>	Formative, Interim, Summative handout
<b>#48</b>  <b>2 minutes</b>	The purpose of this slide is to illustrate the relationship between stakes for an assessment and the frequency, stakeholder involvement, and validity evidence required.	Participant Handout p. 13
<b>#49-57</b>  <b>7 minutes</b>	These slides address the communication role of the school board as it relates to assessments.	Participant Handout pp. 14-15
<b>#58-59</b>  <b>3 minutes</b>	These slides address the board responsibility regarding confidentiality of information. Let participants know about the NASB and Data Quality Campaign resources	Participant Handout pp. 15-16  <i>Talking about the Facts of Education Data with School Board Members</i>  <i>NSBA issues student data privacy guide in cloud computing era</i>

**PART 2, ROLE OF SCHOOL BOARDS IN SUPPORTING A SYSTEM OF HIGH-QUALITY STUDENT ASSESSMENTS**

• **Total Time – 90 minutes**

FACILITATOR GUIDE: Session 1		
Slides & Time	Guide	Resources
#60-62 5 minutes	<p>These slides address the board responsibilities for effective procurement and allocation of resources for a high-quality, coherent, and comprehensive assessment system.</p> <p><b>Slide 61</b>            Bullet 2: Stress the greater evidence of validity required for a district-developed assessment that is used for higher-stakes purposes such as program evaluation, accountability, or predicting student success as compared to the less evidence of validity required for formative assessments.</p> <p>Off the shelf formative tests can be very efficient, especially for small districts. District leaders just need to be aware of the limits of any assessment, going back to the question of whether there is evidence of validity for an assessment for the intended purpose.</p>	Participant Handout pp. 16-17
#63-64 2 Minutes	<p><b>Slide 63</b>            Review five responsibilities again.</p> <p><b>Slide 64</b>            Link this session 1 (Parts 1 and 2 of the training) to session 2 (Part 3) on the Student Assessment Inventory for School Districts.</p>	Participant Handout p. 17

**Session 2**

Welcome, Introductions, and Logistics

**Part 3, A Process for Taking Stock of the Quality of Assessments for Students: The Student Assessment Inventory for School Districts — 90 minutes**

**WELCOME, INTRODUCTIONS, AND LOGISTICS • Total Time – 10 minutes**

**NOTE:** This opening is only necessary if Session 2 is being held on a separate day from Session 1 or if the group of participants changes from Session 1 to Session 2.

FACILITATOR GUIDE: Session 2		
Slides & Time	Guide	Resources
<b>#1</b>  <b>5 minutes</b>	<p><b>Welcome and Introductions</b></p> <ul style="list-style-type: none"> <li>• Welcome participants &amp; commend them on their decision to attend the training</li> <li>• Introduce self and any other facilitators</li> <li>• Go over training logistics as applicable. Use this time to review general training information as is your custom such as:               <ul style="list-style-type: none"> <li>• Ground Rules</li> <li>• Restroom locations</li> <li>• Emergency locations</li> <li>• Refreshment and lunch locations</li> <li>• Etc.</li> </ul> </li> </ul>	Assessment 101 Part 3 Participant Handout p. 1
<b>#2-4</b>  <b>5 minutes</b>	<p><b>Slide 2,</b> Review Training Goals</p> <p><b>Slide 3,</b> Present Overview of the parts of the training</p> <ul style="list-style-type: none"> <li>• Inform participants that the handout follows and contains all the information provided in the slides.</li> </ul> <p><b>Slide 4,</b> Before we start</p> <ul style="list-style-type: none"> <li>• Some important points before we get into the the training materials.</li> <li>• Bullet 2: Show a copy of the Glossary to participants. The glossary may be something that you want to share or discuss with your board and district leadership to make sure everyone is clear on some of the key terms around these issues.</li> <li>• Bullet 3: Show a copy of the References and Resources.</li> <li>• Bullet 4: Staff evaluation and use of assessments for staff evaluation is an important topic. Addressing use of assessments in staff evaluation would have expanded the length of this training and taken away from our focus on student assessments and their impact on instructional time and the use of assessments to improve learning.</li> </ul>	Participant Handout p. 1  Glossary  References and Resources



PART 3, A PROCESS FOR TAKING STOCK OF THE QUALITY OF ASSESSMENTS FOR STUDENTS:  
THE STUDENT ASSESSMENT INVENTORY FOR SCHOOL DISTRICTS • Total Time – 90 minutes

FACILITATOR GUIDE: Session 2		
Slides & Time	Guide	Resources
#5-9 4 minutes	<p>Activate thinking about why a Student Assessment Inventory is necessary and useful</p> <p><b>Slide 6</b></p> <ul style="list-style-type: none"> <li>• Bullet 1: We learned about the responsibilities of the board for providing a system of student assessment in Part 2 of this training. Now that you have enhanced your understanding of board responsibilities, it is a good time to act on that knowledge. We ought to know if our “assessment house” is in order rather than waiting for an issue to arise to let us know it is not.</li> <li>• Bullet 2: Parents and the public have expressed concerns about assessment. Certainly some of those concerns are justified. However, you as a board member are in a much more effective position to respond to such concerns if you know your district is providing a high quality system of student assessments that provides the minimum testing necessary to serve essential diagnostic, instructional and accountability purposes.</li> </ul>	<p>Assessment 101 Part 3 Participant Handout pp. 1-2</p>
#10-12 3 minutes	<p>Introduce the Student Assessment Inventory</p> <p><b>Slide 10</b></p> <ul style="list-style-type: none"> <li>• Emphasize the importance of an inventory process being conducted regularly. Also, mention that conducting the process regularly could be done in different ways and for different purposes. For example, one round of the inventory process might focus on the district level. Another round might focus on school level assessments. Or there may be a need to get additional feedback from teachers, principals, and others even though no assessments have changed.</li> </ul> <p><b>Slide 11</b></p> <ul style="list-style-type: none"> <li>• Emphasize the board role (supporting the process, holding the district leadership accountable) versus the district role (conducting the process and informing the board).</li> </ul> <p><b>Slide 12</b></p> <ul style="list-style-type: none"> <li>• The process starts with <b>reflecting and planning</b>. <b>Conducting the inventory</b> is the data gathering step. That data is <b>analyzed</b>, which leads to <b>recommendations</b> for keeping, modifying, or eliminating assessments.</li> </ul>	<p>Participant Handout pp. 2-3</p>

PART 3, A PROCESS FOR TAKING STOCK OF THE QUALITY OF ASSESSMENTS FOR STUDENTS:  
 THE STUDENT ASSESSMENT INVENTORY FOR SCHOOL DISTRICTS • Total Time – 90 minutes

FACILITATOR GUIDE: Session 2		
Slides & Time	Guide	Resources
#13-17 8 minutes	<p>These slides provide a series of questions, organized around key issues, to guide preparation for the inventory process.</p> <p><b>Slide 14</b></p> <ul style="list-style-type: none"> <li>Bullet 1: Examples of assessments that might be excluded from the inventory: state assessments, “classroom assessments that are not given across the same grade level or subject.</li> <li>Bullet 3: For example, there may be other districts that are using several of the same interim assessments in their schools and it could save all the districts involved time and money if they jointly review or delegate a review to each district.</li> </ul> <p><b>Slide 17</b></p> <ul style="list-style-type: none"> <li>A stakeholder representation table can be helpful for determining representation on a committee or taskforce OR determining how input from each group will be gathered.</li> <li>In the first case, using the representation table for determining composition of a task force or committee, the table can help ensure that all the key cells (e.g., elementary teacher, middle school parent, etc.), but also stakeholder that might represent more than one cell in the table (e.g., a parent of a high school student and an elementary student with disabilities).</li> <li>In the second case, how input will be gathered from each group could be written in the appropriate cell. For example, a survey might be conducted for all parent groups but elementary parents will also have a focus group because there seems to be an extra burden of assessment at that level OR parents might be surveyed while teachers will provide input via focus groups.</li> </ul>	Participant Handout pp. 3-4
#18-19 8 minutes	<p>Stakeholder mapping is another useful tool to use when thinking about stakeholder involvement and engagement.</p> <p><b>Slides 18-19</b></p> <ul style="list-style-type: none"> <li>Review the steps for the activity with the participants.</li> <li>Show the map (slide 19). Provide an example such as teachers. Say something like, “The importance of support from teachers would certainly be high (the vertical axis or dimension) but then you would have to decide if their current level of support is high, low, or somewhere in between.”</li> <li>Ask participants to work on this individually.</li> <li>If time allows, have participants compare their stakeholder maps and give participants (e.g., one from each group or table) to report out on their reflection/discussion.</li> </ul>	Participant Handout pp. 2-3

**PART 3, A PROCESS FOR TAKING STOCK OF THE QUALITY OF ASSESSMENTS FOR STUDENTS:  
THE STUDENT ASSESSMENT INVENTORY FOR SCHOOL DISTRICTS • Total Time – 90 minutes**

FACILITATOR GUIDE: Session 2		
Slides & Time	Guide	Resources
#20-23 4 minutes	<p>These slides address the remaining reflect and plan questions and two key points of emphasis in planning the inventory process.</p> <p><b>Slide 21</b></p> <ul style="list-style-type: none"> <li>• Having common terminology and understanding about assessments is important to the process and the making data gathered meaningful.</li> <li>• This slide is a good point to let them know about the assessment literacy resources listed on page 2 of the References and Resources document.</li> </ul> <p><b>Slides 22-23</b></p> <ul style="list-style-type: none"> <li>• Emphasize again that although a district may be planning to conduct an inventory for the first time, now is the time to be thinking and planning ahead to future reviews.</li> </ul>	<p>Participant Handout p. 5</p> <p>References and Resources</p>
#24-27 6 minutes	<p>These slides address conducting and analyzing the assessment inventory.</p> <p><b>Slide 27</b></p> <ul style="list-style-type: none"> <li>• Let participants know Achieve has provided resources regarding assessment of students with disabilities and English language learners. These are listed on page 2 of the References and Resources document.</li> </ul>	<p>Participant Handout p. 5</p> <p>References and Resources</p>
#28-32 5 minutes	<p>These slides address the assessment inventory table.</p> <ul style="list-style-type: none"> <li>• Point out that this table is only an example and that in a completed there will be many more columns because there will likely be more than three assessments.</li> <li>• Emphasize that while this table represents the good thought of many people it is only a guide and a district should add to or modify this table to fit their needs.</li> </ul>	<p>Participant Handout pp. 6-8</p> <p>Student Assessment Inventory for School Districts</p>
#33 1 minute	<p>The purpose of this slide is to emphasize the importance of gathering feedback from teachers.</p>	<p>Participant Handout p. 8</p>
#34-37 5 minutes	<p>These slides important points to keep in mind during the analysis phase of the inventory process.</p>	<p>Participant Handout pp. 8-9</p>
#38 2 minutes	<p>The analysis needs to lead to recommendations. Walk the participants through the example recommendation. The PLACE ELA and ELA Grow are just made up names of assessments for illustration purposes.</p>	<p>Participant Handout p. 10</p>

**PART 3, A PROCESS FOR TAKING STOCK OF THE QUALITY OF ASSESSMENTS FOR STUDENTS:  
THE STUDENT ASSESSMENT INVENTORY FOR SCHOOL DISTRICTS • Total Time – 90 minutes**

FACILITATOR GUIDE: Session 2		
Slides & Time	Guide	Resources
#39-43 12 minutes	<p>These slides support the Assessment Scenario activity.</p> <ul style="list-style-type: none"> <li>• The Assessment Scenarios handout provides four different scenarios (two per page).</li> <li>• Slide 39 provides the instructions.</li> <li>• Slides 40-43 correspond to the assessment scenarios and can be displayed as need to support the discussion following the activity as described below.</li> <li>• Distribute one of the scenarios to each table group (or group participants) for the purpose of the exercise.</li> <li>• Give the participants 3-5 minutes to complete the activity. Gauge the amount of time needed by walking around and observing and listening to each group to see where they are in the discussion. If a group seems stuck, you may need to prompt their thinking with additional questions or point them back to earlier material (e.g., consider the requirements of a high-quality assessment we discussed earlier today).</li> <li>• Debrief after the groups have had time to discuss the scenario. During the debrief, call on each group in order of the scenario (slides 39-43), and ask for a report out. Display the scenario for the entire group as they report out. Open the floor to the other participants for any comments or observations following each group report out.</li> <li>• If time allows, after all groups have reported out, ask: <ul style="list-style-type: none"> <li>• Was this exercise helpful in thinking through potential assessment scenarios that might arise in your district?</li> <li>• What other types of assessment scenarios might you have to address in your district?</li> </ul> </li> </ul>	<p>Participant Handout p. 5</p> <p>References and Resources</p>
#44-48 10 minutes	<p>These slides address key points regarding the responsibility of the district and school board to communicate to stakeholders.</p> <p>Emphasize that transparency is paramount for this process to be successful.</p>	<p>Participant Handout pp. 10-11</p>
#49 1 minutes	<p>Point out where to find resources to support the assessment inventory process and some of the specific resources. Also, point out the resources provided as a part of this training.</p>	<p>Participant Handout p. 11</p> <p>Student Assessment Inventory for School Districts</p> <p>Achieve's Student Assessment Inventory for School Districts: Guidance for School Districts</p> <p>Achieve's Addressing Overtesting: The Student Assessment Inventory in Action</p>

**PART 3, A PROCESS FOR TAKING STOCK OF THE QUALITY OF ASSESSMENTS FOR STUDENTS:  
 THE STUDENT ASSESSMENT INVENTORY FOR SCHOOL DISTRICTS • Total Time – 90 minutes**

FACILITATOR GUIDE: Session 2		
Slides & Time	Guide	Resources
<p><b>#50-51</b> <b>5 minutes</b></p>	<p>These slides address support in the Every Student Succeeds Act and guidance from the U.S. Department of Education related to the law to conduct an assessment inventory and hopefully reduce assessment.</p>	<p>Participant Handout pp. 11-12</p>
<p><b>#52</b> <b>6 minutes</b></p>	<p>The purpose of these slides is to get participants to think about taking action following the training. If school board members and district leaders attend the training together, then they can begin to work through these questions. If only school board members participate in the training then they might focus only the first one or two questions.</p> <p>Give participants a few minutes to think about and discuss their thoughts in groups/teams. Then have groups/teams report out on what their immediate next step will be. Finally, ask if there are any unanswered questions. Address those questions or capture them and commit to seeking assistance to an answer.</p>	<p>Participant Handout p. 13</p>