

OPI Learning Module: Situating Local Assessment Review within the Accreditation Process



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Remixed by Drs. Nathan Dadey and Scott Marion from [Leader Module 9](#) and [Assessment System Review Learning Pathway](#), by Drs. Carla Evans & Jeri Thompson, [National Center for the Improvement of Educational Assessment](#)

Outline

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Unpacking what an “Assessment Plan” is

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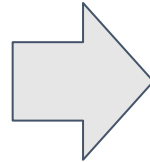
Situating the OPI Assessment System Review tool within The Accreditation Process

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Think Through Next Steps

1. Unpacking what an “Assessment Plan” Is

ACCREDITATION STATUS
 CRITERIA REFERENCE GUIDE
 FY2025




Standard: General Provisions – Proficiency-Based Learning Model				
N. Assessment Plan	Deficiency (1)	Advice (2)	Regular MD (3)	Regular (4)
<p><u>Guiding Question:</u> Does the district have a developed assessment plan that details progression, growth, and proficiency and uses multiple assessment measures and methods? (ARM 10.55.603(5))</p>	<input type="checkbox"/> District has no evidence that it is developing an assessment plan that will be in place within two years	<p>The district provided evidence of an assessment plan that:</p> <input type="checkbox"/> Is developed and will be implemented within two years	<p>The district provided evidence of an assessment plan that:</p> <input type="checkbox"/> Is developed and will be implemented within two years AND <input type="checkbox"/> Details progression, growth, and proficiency	<p>The district provided evidence of an assessment plan that:</p> <input type="checkbox"/> Is developed and will be implemented within two years AND <input type="checkbox"/> Details progression, growth, and proficiency AND <input type="checkbox"/> Uses more than 1 measure and method to assess student growth and proficiency in content standards and content-specific grade-level or grade-band learning progressions in all program areas

N. Assessment Plan

Standard: General Provisions – Proficiency-Based Learning Model

N. Assessment Plan	Deficiency (1)	Advice (2)	Regular MD (3)	Regular (4)
<u>Guiding Question:</u>	<input type="checkbox"/> District has no	The district	The district	The district provided evidence of

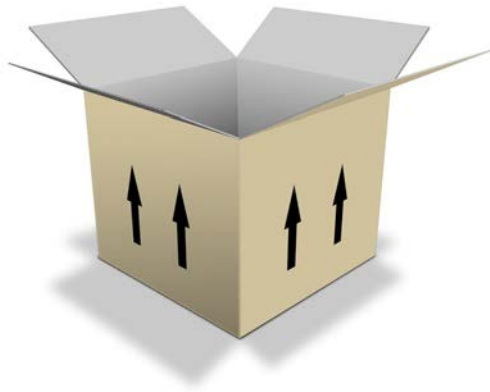


Does the district have a developed assessment plan that details progression, growth, and proficiency and uses multiple assessment measures and methods?

			proficiency	content standards and content-specific grade-level or grade-band learning progressions in all program areas
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So what is an assessment plan?

How is one created?



OPI has developed an [assessment system review tool](#) that can help, but first let's unpack what assessment is and its role in teaching and learning.



What is Assessment?

Assessment is a **process of gathering evidence** and **making inferences** about the learning and development of students.

Assessments are always given to inform **instructional decision making**.

Assessment involves the process of **selecting, designing, collecting, analyzing, interpreting and using** information to increase students' learning and development.



What is Assessment?

Assessment is a **process of gathering evidence and making inferences** about the learning and development of students.



Implication:

Assessment must **align with, and support, curriculum and instruction** (which is captured in other parts of the *Assurance Standards*).



What is Assessment?

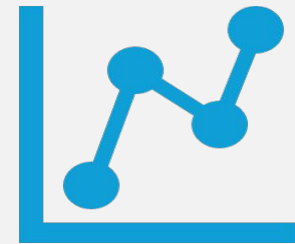
Assessments are always given to inform **instructional decision making**.



We never give assessments **just** to learn about what students know and can do.



We give assessments because we **want to do something** based on the results



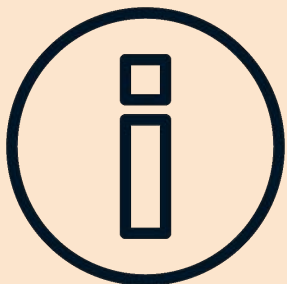
Figuring out (1) **how** the results are used, and (2) **who** is using the results is critical



What is Assessment?

Assessments are always given to inform **instructional decision making**.

Like before, understanding whether an assessment is being used, and used well, **requires understanding teaching and learning**.



If the results of an assessment are not being used, and used well, you **probably don't need it**.



What is Assessment?

Assessment involves the process of **selecting, designing, collecting, analyzing, interpreting and using** information to increase students' learning and development.



Implication:

Assessment involves carefully reasoning about student learning and development, and often multiple assessments can give different insights.

So, back to our original question, what is an **assessment plan**?

Without being prescriptive, an assessment plan should:

- ✓ Detail what assessments students are taking,
- ✓ How the results of those assessments are being used,
- ✓ How those uses support ongoing teaching and learning,
AND
- ✓ How the system of assessments can be improved over time.

But, we never start from a **blank slate**. Your district already has a number of assessments in place.

This is where the [assessment system review](#) tool comes in.

It is a systematic process for **understanding, evaluating and improving** the set of assessments students take in your district.

2. The Assessment System Review Tool

What is a Local Assessment System Review?

A way to systematically:

- Inventory all the assessments given to students during a school year
- Evaluate how all the assessments work together, or not.



A Step Tracker for Assessments?



- How many steps did you take this year?

- What are your goals for this year? Did you meet them?

- Are you on track to meet your long term health goals?







- How many assessments did your students take this year? Which ones?

- What are your goals for this year? Did you meet them?

- Are you on track to meet your long term learning goals?

How is an Assessment Review Conducted?

In four phases:

-  1 Create a Plan and Identify Assessment Needs
-  2 Conduct the Inventory
-  3 Describe and Analyze Assessments
-  4 Write Recommendations for Every Assessment

The Assessment Review Tools

The tool is made up of the following materials:

Center for Assessment
ASSESSMENT AUDITING TOOL
 Created by Dr. Carla Evans and remixed by Drs. Nathan Dadey and Scott Marion

What is a Local Assessment System?
 All of the assessments that are administered to students over the course of the year in a district or school. These include:

- State-required annual achievement assessments (e.g., MAST)
- School- and/or district-required assessments
- Classroom summative assessments used for grading purposes¹

What is the Purpose of an Assessment Audit?
 All of the assessments students take should work together. An audit is one way to:

- Understand what assessments students take during the year, and
- Evaluate how all the assessments work together, or not.

The local assessment system should provide the right information, to the right users, at the right time, at right level of specificity so that specific users to make better educational decisions. This is particularly important because the forthcoming MAST must work well with the other assessments to be successful. To help sure this is the case, we have to be clear on:

- What we want to do with the results of the current assessments in the system,
- What we want to do with the MAST results, and
- How this set of assessments are meant to work together.

How is a Local Assessment System Audit Conducted?

Phase 1: Create a Plan and Identify Assessment Needs
 Phase 2: Conduct the Inventory
 Phase 3: Describe and Analyze Assessments
 Phase 4: Write Recommendations for Every Assessment
 Phase 5: Evaluate Local Assessment System Quality

¹ This audit tool excludes classroom assessments. A separate audit can be conducted by teachers, drawing on this open-source learning module: [Teacher Module 23: How do you know if you have a high-quality classroom assessment system?](#)

1

Center for Assessment
ASSESSMENT AUDITING TOOL: K-5 ELA & Math Example
 Created by Dr. Carla Evans and remixed by Drs. Nathan Dadey and Scott Marion

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Grade(s)	Content area	Name of the assessment	...	Approximate testing time..
K-5	ELA	DIBELS Reading Fluency	...	10
K-8	Math	STAR Math 1	...	60
K-8	Math	STAR Math 2	...	60
K-8	Math	STAR Math 3	...	60
K-8	ELA	STAR Reading 1	...	60
K-8	ELA	STAR Reading 2	...	60
K-8	ELA	STAR Reading 3	...	60

[Inventory Spreadsheet](#)

[Assessment Review Tool](#)

[Completed K-8 ELA & Math Review Example](#)

How is an Assessment Review Conducted?

In four phases:

1 Create a Plan and Identify Assessment Needs

Standard: General Provisions – Proficiency-Based Learning Model				
N. Assessment Plan	Deficiency (1)	Advice (2)	Regular MD (3)	Regular (4)

The district provided evidence of an **assessment plan** that:

Is developed and will be implemented within two years

AND

Details progression, growth, and proficiency

AND

Uses more than 1 measure and method to assess student



Create a Plan and Identify Assessment Needs



A. Create A Plan

B. Identify Your “Why”

C. Consider Needs



A. Create A Plan

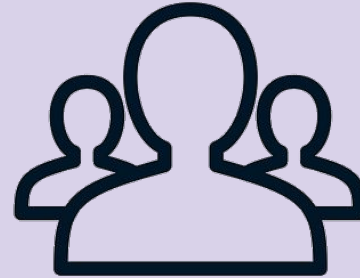
B. Identify Your “Why”

C. Consider Needs

1 Phase 1A: Create a Plan



Define the
Scope



Create Your
Team



Determine Your
Schedule

1 Phase 1A: Example Plan

Phase 1a: Create a plan for when and how the group will work together to accomplish the local assessment system review.

Example:

The River Cooperative School District will conduct a local assessment system review starting with grades K-8 in one school in the district-- River Way Elementary and Middle School. The review will be led by the Assistant Superintendent and the collaborative involvement of other key personnel, including:

- District Testing Coordinator
- Principal from the River Way Elementary and Middle School
- MTSS Coordinator from River Way Elementary and Middle School
- one teacher representative from each grade K-8

The team will start with the list of assessments based on the school calendar and then add in assessments until the list is comprehensive. After that, the team will divide up the assessment and collect relevant information about each. The team will meet monthly for 2 hours over the summer for 3 months.

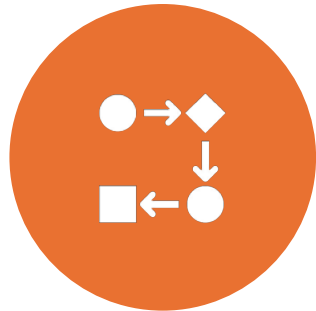


A. Create A Plan

B. Identify Your “Why”

C. Consider Needs

1 Phase 1B: Identify Your “Why”



Why are you doing the assessment system review?



What are the greatest needs regarding assessments?



What worries and concerns do you have?



What questions do you have?

1 Phase 1B: Example “Why”, PT I

Phase 1b: Think through why this review is important to your school and district, as well what MAST means for local assessment system.

Why are you doing the assessment system review?

With the upcoming implementation of the MAST assessment, we need to ensure that the current set of assessments is working well and that we understand whether any assessments should be replaced by MAST. If they are, we need to do so, and do so carefully. Also, we have heard concerns from parents, students, and teachers have expressed about over-testing and the amount of instructional time spent on district- and school-required assessments.

What are the school’s (or district’s) greatest needs regarding assessments?

The school’s greatest needs are to (1) ensure that only assessments that are well used and well understood are administered and that (2) the assessments fit well with the district’s current curricular reform efforts, as well as the forthcoming MAST assessments

1 Phase 1B: Exampl

Connections: The **why** and **what**..

- can be tied to the other Assurance Standards.
- related to proficiency and growth.

Phase 1b: Think through why this review of MAST means for local assessment systems

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1 Phase 1B: Example “Why”, PT II

Phase 1b: Think through why this review is important to your school and district, as well what MAST means for local assessment system.

What worries or concerns do you have about the collection of assessments that are experienced by a student in this grade level?

- Given feedback from the field, it seems like there is too much testing occurring over the course of the year. In particular, it seems like some district-required assessments duplicate school-required assessments. However, we want to make sure we understand how each assessment is used, and who is using it, before we make changes.

What questions does the team currently have about the collection of assessments administered to students in the selected grade and content area(s)?

- We want to know if some assessments can be replaced by MAST, and if so, how we can look at replacing those assessments successfully in 2024-25.
- There are the district-created reading and math program assessments, which are leftover from when we required all teachers to follow the same curriculum scope, sequence, and pacing guides. We want to know if they can be eliminated.



A. Create A Plan

B. Identify Your “Why”

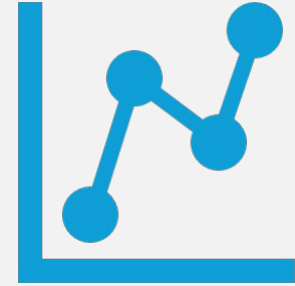
C. Consider Needs



We never give assessments **just** to learn about what students know and can do.



We give assessments because we **want to do something** based on the results



Figuring out (1) **how** the results are used, and (2) **who** is using the results is critical

Considering Uses

There are at least two common assessment uses in schools and each requires different types of assessment:

1. Instruction: Informing the teaching and learning process.

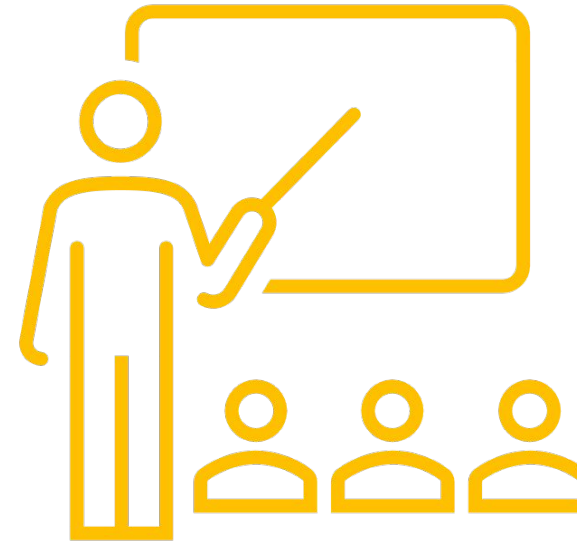
2. Evaluation: Making summative judgments about the value or merit of something

Considering Users



School/District Leaders

Classroom Teachers

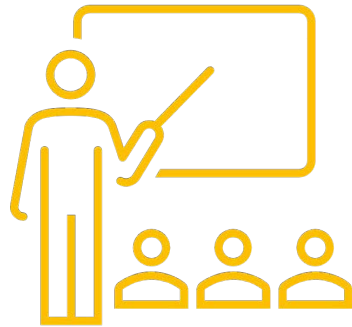


Assessment *Users*

School/District
Leaders





Classroom
Teachers



Assessment *Uses*

1. Instruction: Informing the teaching and learning process.

2. Evaluation: Making summative judgments about the value or merit of something

Intended User	Intended Use
<p data-bbox="104 291 550 601">School and district leaders</p> 	<p data-bbox="1319 287 2435 619">Evaluate whether programs, professional learning, curricula, and interventions are working and for whom</p>
<p data-bbox="104 791 524 982">Classroom Teachers</p> 	<p data-bbox="1319 786 2384 943">Evaluate whether and how well students learned what was taught</p> <p data-bbox="1319 1072 2397 1229">Inform instructional decisions and actions</p>

Phase 1: Create a Plan and Identify Assessment Needs

Phase 1A: Create a plan for when and how the group will work together to accomplish the local assessment system review. It will take time to do this work well!

- Identify **project champion** who has decision-making authority or influence.
- Select a **project leader** who will see this work through to completion.
- Conduct this work as a **team** made up of district/school leadership and classroom educators.
- Consider **starting small**. For example, begin in one grade span at one school (e.g., K-8 ELA & Math at River Way Elementary School).

Phase 1A Activity

Then, the team should **identify and document the district (or school's) needs and context** around assessment.

Phase 1b: Think through why this review is important to your school and district, as well what MAST means for your local assessment system.

Why are you doing the assessment system review?
What are the school's (or district's) greatest needs regarding assessments?
What worries/concerns do you have about the collection of assessments that are experienced by a student in this grade level?
What questions does the team currently have about the collection of assessments administered to students in the selected grade and content area(s)?

Phase 1c: Who needs what assessment information to make better educational decisions for students? Using the list of uses below, fill in the table of users and uses of assessment information.

Intended Use
1. Inform Allocation of Support and Resources
2. Monitor and Evaluate Programs
3. Identify Professional Development Needs
4. Inform Student Placement or Remediation
5. Identify Students in Need of Additional Supports
6. Diagnose a Specific Learning Need (e.g., Disability)
7. Progress Monitoring (i.e., within a MTSS)
8. Inform <i>Short Term</i> (e.g., Daily and Weekly) Teaching and Learning Decisions
9. Inform <i>Longer Term</i> (e.g., Monthly and Yearly) Teaching and Learning Decisions
10. Identify Improvements for Future Instruction

User of Assessment Information	Use for the Assessment Information

Completing Phase 1 of the assessment system review tool, with implementation following, should provide valuable evidence in for Rubric N, *with* additional emphasis on the ways in which assessment information on **growth** and **proficiency** are currently or meant to be used.

On Proficiency and Growth



- Proficiency and growth give us different insights about how students are learning and developing
 - And different assessments provide different pictures of both.
- Our focus shouldn't be on these metrics but instead on how we *use* this information to support learning and development.

“With Additional Emphasis”?

The current template:

User of Assessment Information	Use for the Assessment Information
District leadership (e.g., Superintendent)	1, 2, 3

Additional Emphasis:

User of Assessment Information	Use for the Assessment Information
District leadership (e.g., Superintendent)	<p>Needed Uses: 1. Inform Allocation of Support and Resources, 2. Monitor and Evaluate Programs</p> <p>Current uses: District leadership tracks year-to-year changes in proficiency on the statewide assessment to understand which subject areas, grades or schools may be in need of additional support. This tracking guides follow conversations and problem solving with school curricular experts around possible instructional adjustments.</p>





“With Additional Emphasis”?, Pt II

Additional Emphasis:

User of Assessment Information	Use for the Assessment Information
Curriculum, Instruction, and Assessment Director	<p style="text-align: center; color: red;"> Needed Uses: 2. Monitor and Evaluate Programs, 3. Identify Professional Development Needs, 10. Identify Improvements for Future Instruction </p> <p> Current uses: Instructional leads use results on local mathematics assessments (i.e., proficiency) to identify challenging areas for students and consider solutions during quarterly professional learning time, in which they analyse samples of student work. </p>

How is an Assessment Review Conducted?

In four phases:

-  1 Create a Plan and Identify Assessment Needs
-  2 Conduct the Inventory
-  3 Describe and Analyze Assessments
-  4 Write Recommendations for Every Assessment

Considerations for Meeting Rubric N

The development of an assessment plan...

- ✓ Should be a **formative process** connected to the district's goals for teaching and learning, strategic plan or other guiding visions
- ✓ Likely **involves change**, e.g., reducing assessment, emphasizing different aspects of the system or otherwise shifting student experiences of assessment.
- ✓ Will necessarily involve **collaboration**.

3. Think Through Next Steps

Next Steps



- Consider whether and how to implement an assessment system review
- Develop a plan for an assessment system review
 - Consider whether and how to structure your review around the MAST reporting windows
- Implement the review, with an eye towards shifting practice in the 2025-2026 school year and beyond.