



Introducing and Reviewing OPI's Local Assessment Review Tool

Nathan Dadey

The National Center for the Improvement of Educational Assessment

September 5, 2024

MAST Kick Off Summit



This work is licensed under a
Creative Commons Attribution 4.0
International License.

Agenda

- 1. Introduction
 - Context
 - Overview of the Module
 - Self Reflection
-

1. High Level Walk Through of the Review Process

1. Next Steps and Possible Supports

1. Introducing the Assessment Review Module

- Context
- Introduction & Overview
- Self Reflection

1. Introducing the Assessment Review Module

- **Context**
- Introduction & Overview
- Self Reflection

Context

1

Local assessment reviews are a **powerful way to understand the landscape of assessment** and determine what changes, if any, need to be made.

2

With the operational administration of MAST, **assessment will be in the spotlight more than ever.**

3

The training is meant to help us think through:

- How the **all of assessment students take work together**, as well as how that *system* can be improved, &
- Whether and how MAST fits into that system

This module first introduces two foundational concepts: what a local assessment system is and what a local assessment system review is. After introducing these concepts, the module walks through the process of conducting a local assessment system review, which is organized into four steps. This module acts as an orientation to the much longer review process, which generally takes place over the course of multiple months.

A red square icon with a white circular background containing a book icon. The word 'MATERIALS' is written in white capital letters across the center.

MATERIALS

Module Materials

- [Slides with Facilitator Notes](#)
- Materials
 - [Assessment Review Template](#)
 - [Completed Example Assessment Review Template](#)
 - [Assessment Inventory Spreadsheet](#)

A yellow square icon with a white circular background containing a magnifying glass icon. The word 'SUPPORTS' is written in white capital letters across the center.

SUPPORTS

Supporting Materials

- [OPI Guidance on Scheduling](#)
- Draft MAST Student and Classroom Testlet Score Reports (Pending)
- Interpretive Guide (Pending)
- [Glossary of Assessment Terms](#)

A blue square icon with a white circular background containing a speech bubble icon. The word 'FACILITATION' is written in white capital letters across the center.

FACILITATION

Facilitation Materials

- [Video Presentation](#)



Local Assessment

OPI Learning Module | Understanding

This module first introduces assessment system review, conducting a local assessment, and orientation to the much lo



OPI Learning Module: Local Assessment Review: Understanding your local assessment system and MAST's place in it.

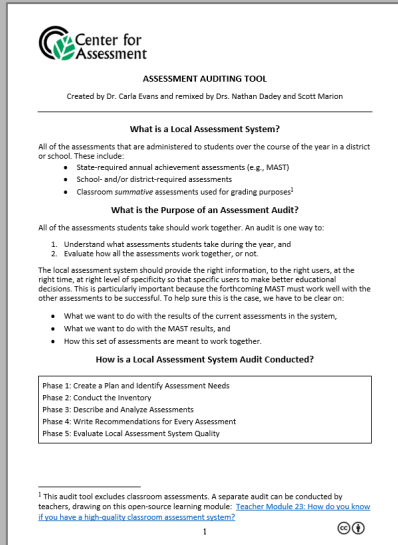
This work is licensed under a [Creative Commons Attribution 4.0 International License](#). Educators and others may use or adapt. If modified, please attribute and re-title.

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](#)

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

Slides with Facilitator Notes

Inventory Spreadsheet



Review Handout



This module first introduces assessment system review, conducting a local assessment, and provides orientation to the much longer

MATERIALS

SUPPORTS

FACILITATION



OPI Learning Module: Local Assessment Review: Understanding your local assessment system and MAST's place in it.



This work is licensed under a [Creative Commons Attribution 4.0 International License](#). Educators and others may use or adapt. If modified, please attribute and re-title.

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](#)

0:00 / 29:56



1. Introducing the Assessment Review Module

- Context
- **Introduction & Overview**
- Self Reflection

Module Structure

0

Introduction

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

You will need access to the following materials (e.g., make copies within your Google drive):

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](#)

During the year, students take a **lot of assessments**. For example:

- The state summative assessment
- District required interim assessments
- Screeners
- School created assessments

And we often hear that there is **too much assessment and too little information**. Have you ever heard the words:

- Over testing or
- Assessment burden?

How do we know:

1. If there is too much testing, and
2. If the assessments are working together as a **whole**?

➔ **Assessment System Review** ←

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?

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 System of Assessments

The set of assessments students take should **work together as a system.**



“A collection of assessments does not entail a system any more than a pile of bricks constitutes a house.”

~Ted Coladarci

Why Review Now?

For assessment to work well in the upcoming school year, we need to be clear about:

The Current Local Assessment System

1. What assessments are currently being given, AND
2. How are the results are used?

MAST

1. When are the testlets are being given, AND
2. How are the results are used?

How will this full set of assessments works together?

- Right now, your answer may be “I don’t know” to the prior questions.
- Making space for uncertainty is important.
- E.g., using PLC time to consider how to triangulate across MAST results and classroom assessments.



Module Structure

0

Introduction

1

Create a Plan and Identify Assessment Needs

2

Conduct the Inventory

3

Describe and Analyze Assessments

4

Write Recommendations for Every Assessment

1. Introducing the Assessment Review Module

- Context
- Introduction & Overview
- **Self Reflection**

Self Reflection

- Is an assessment system review right for your school or district for the upcoming school year?
- If so,
 - When?
 - Who will be involved?
 - Why?
- If not, consider
 - What questions about assessment generally, and MAST specifically, do you think will come up this year?

2. High Level Walk Through of the Review Process

An Overview of the Four Review Steps

Module Structure

0

Introduction

1

Create a Plan and Identify Assessment Needs

2

Conduct the Inventory

3

Describe and Analyze Assessments

4

Write Recommendations for Every Assessment



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.

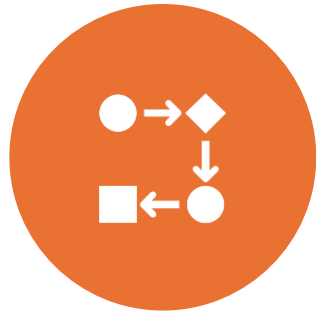


A. Create A Plan

B. Identify Your “Why”

C. Consider Needs

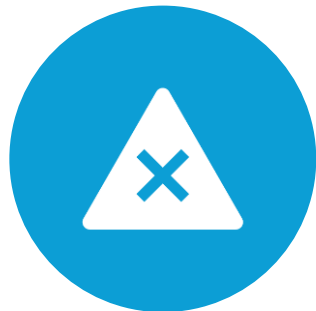
1 Phase 1B: Identify Your “Why”



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?



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.

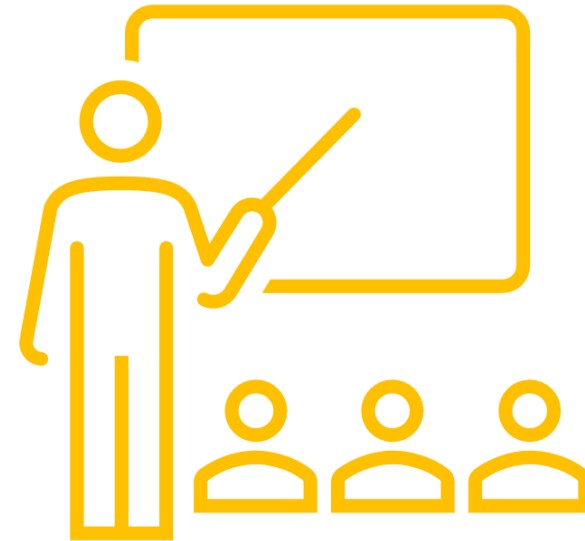
2. Evaluation: Making summative judgments about the value or merit of something

Considering Users



School/District Leaders

Classroom Teachers

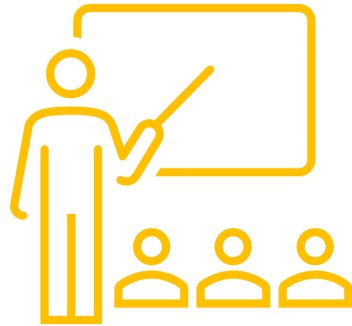


Assessment *Users*

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 2440 619">Evaluate whether programs, professional learning, curricula, and interventions are working and for whom</p>
<p data-bbox="104 791 529 982">Classroom Teachers</p> 	<p data-bbox="1319 786 2390 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>

User	Intended Use
Leaders 	1. Inform Allocation of Support and Resources
	2. Monitor and Evaluate Programs
	3. Identify Professional Development Needs
Teachers 	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. Identity Improvements for Future Instruction	



Conduct the Inventory

Information to Enter for Each Assessment

- Grade
- Content Area*
- Name of Assessment
- Month Administered*
- Type of Assessment
- Item Types (Optional)*
- Intended Uses
- Intended Users
- Testing Time*

Make a copy of the [inventory spreadsheet](#) to conduct your inventory.

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 ▼

*Indicates drop down options

Phase 2 Example

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 ▼ **K-8 Example ▼** Codebook ▼

- Create separate entries for **EACH test administration** (e.g., notice the 1, 2, and 3). Also, don't forget to include the MAST administrations.
- The inventory spreadsheet also contains a worked example for grades K-8. Look for the "K-8 Example" tab at the bottom.




Add in Anticipated MAST Assessments

- Drawing on your administration schedule also add in the MAST assessments.
- In doing so, think carefully about the users and uses of the MAST results.

Grade(s)	Content area	Name of the assessment	...	Approximate testing time..
3-8	ELA ▼	MAST Math 1	...	▼
3-8	ELA ▼	MAST Math 2	...	▼
3-8	ELA ▼	MAST Math 3	...	▼
K-8	ELA ▼	MAST ELA 1	...	▼
K-8	ELA ▼	MAST ELA 2	...	▼
K-8	ELA ▼	MAST ELA 3		▼

Considering MAST

MAST, like all assessments supports some uses, better than others. The list to the right color codes potential MAST uses:

-  Stop - don't use MAST in this way
-  Caution - be careful, critically examine MAST alongside other evidence
-  Go - MAST is meant to be used in this way, use MAST alongside other evidence

It is up to you and your colleagues to **determine how to best use the MAST results**. The results should fit into, and support, teaching and learning in your schools and district.

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 *Short Term* (e.g., Daily and Weekly) Teaching and Learning Decisions

A worked example: MAST in Grade 5 Math


1

Inform Allocation of Support and Resources

Leaders in the River Valley School District have noticed that fifth grade students who are unable to divide whole numbers and also lack an understanding of place value early on in the year often often struggle with more complex concepts later on in the year (e.g., using fractions).



The district has decided to adjust their curriculum to focus on these skills more at the beginning of the year and administer the corresponding testlets in window 1 (Numerical Expressions, Multiply and Divide Whole Numbers, and Represent and Compare Decimals testlets).



Information from these testlets will be used to:

1. Provide additional supports and interventions to students, as well as acceleration
2. Engage with schools who have lower scores, and
3. Provide PD as needed to improve practice for the upcoming and future years



Describe and Analyze Assessments

Phase 3 Example

Grade(s)	Content area	Name of the assessment <i>List each assessment on its own row even if it is administered three times</i>	Approximate month of the year administered	Who requires it?	Type of assessment	Item Types (Optional)	Intended Users	Intended Use(s)	Approximate testing time per student, on average,
Grade(s)	Content area	Name of the assessment <i>List each assessment on its own row even if it is administered three times a year (e.g., STAR1; STAR2; STAR3)</i>	Approximate month of the year administered	Who requires it?	Type of assessment				
K-8	Math	STAR Math 1	02. September	District	Commercial interim				
K-5	ELA	DIBELS Reading Fluency (part of DIBLES 8th Edition)	02. September	District	Universal screener				
K-5	Math	District-Created Numeracy Screener	02. September	District	Universal screener				
K-8	ELA	District-Created Reading Program Q1	02. September	District	Common assessment				
K-5	ELA	aimswebPlus	02. September	District	Universal screener				
K-8	ELA	Fountas and Pinnell Benchmark 1	02. September	School	Benchmark				
K-8	ELA	School-Created Writing Prompt 1	02. September	School	Common assessment				
K-8	ELA	STAR Reading 1	02. September	District	Commercial interim				
3-8	Math	Smarter Balanced ELA	08. March	State	State test		District leadership; SP	2, 4, 5, 9	160

Filtering the inventory by month helps us make sense of what students are experiencing.

Now use the team's observations (black font) and previous work with Phase 1b-1c Activities to analyze the assessments listed on the Inventory (blue font).

Month 1 Observations:

- There are five ELA and 2 math assessments administered in September of each year.
 - Given the total amount of testing time, this seems like too many assessments.
- be important ways.
- The two commercial interim assessments measure all grade/content standards; all other assessments administered in September focus on a cluster of standards.
 - It seems odd that students are assessed on all grade/content standards without having the opportunity to learn yet. Standards are end-of-the-year expectations, why then would this information be different from the end-of-year state test taken just a few months prior?
- District leadership and SPED director are not currently using STAR Reading and STAR Math 1 Interim assessment information.
- Some classroom teachers are using STAR Math 1 to track students into different levels of math (above grade, on grade, below grade).
 - Tracking students into different levels of math is not a practice our school/district supports from a philosophical and research perspective.
- Many assessments are being used to identify students in needs of supports and interventions: STAR Reading & Math Interims; DIBELS Reading Fluency; aimswebPlus; District-Created Numeracy Screener
 - MTSS coordinator could use state test results for the same purpose of identifying students in need of supports and interventions; unclear what a fall test adds
 - aimswebPlus universal screener could be used by teachers to get additional information about why students are struggling to comprehend
 - District-Created Numeracy Screener might be best administered in K-2 only before there is state test data available to identify students below proficient in fluency domain
- The total amount of testing time for a student in September to take all of these assessments is a loss of 280 minutes (or almost 5 hours) of instructional time.

Repeat the Process for the Entire Year

Repeat the process by walking through the year chronologically. You can find our notes here in the completed [K-8 example](#), which has all of our descriptions and analysis.

Also consider sorting the Spreadsheet Inventory in other ways that may provide new insights. For example, you can sort by content area to see if there are too many assessments in one area.

Summarize Description & Analysis

Example of Overall Summary:

- There are too many district-required assessments that are redundant with assessment information gained from benchmarks, universal screeners, and previous year's state test results across K-8.
- ~~Legacy assessments from when district held to a strict curriculum pacing guide can be eliminated. This eliminates all district-created reading and math~~
 - Legacy assessments from when district held to a strict curriculum pacing guide can be eliminated.
- District should consider adding one math common performance-based assessment to signal deeper learning goals. There is currently no math assessments that the team suggests stay within the local assessment system except for the district-created numeracy universal screener for K-5 students. The math common performance-based assessments should be curriculum-relevant and not administered in the same month as an ELA benchmark so teachers could be involved in collaborative calibration, scoring, and discussion about instructional implications without feeling pressed for time.
- Commercial interim assessments that sample all grade/content area standards three times per year, including one time after the state test is administered, can be eliminated because the information provided by commercial interims duplicate information provided by universal screeners, benchmark assessments, and state test results.
- Some universal screener assessments can be differentiated between K-3 and Gr 4-5. For example, there is no need to test Gr 4-5 students with a universal screener if they are proficient or above on the state test. It is redundant information.
- One universal screener used for pre- and post- reading comprehension can be eliminated and not replaced because the information is redundant with Fountas and Pinnell Benchmark assessments that classroom teachers find useful and MTSS coordinator can use to identify students in need of tiered supports/interventions and also monitor student progress.



Write Recommendations for Every Assessment

Write Recommendations for Every Assessment

Think about each assessment and whether you ***need it***. Ask yourself what evidence you need to justify keeping each assessment.

Then write recommendations for each and every assessment:

- Keep as is, or
- Keep with modifications
- Eliminate and do not replace
- Eliminate and replace
- Add

- AND -

Along with a rationale and any additional information.

Recommendation	Rationale (Optional)	Action Steps
<input type="text"/>		
Keep as is		
Keep but modify		
Eliminate and do not replace		
Eliminate and replace		
Add		
<input type="text"/>		
<input type="text"/>		
<input type="text"/>		
<input type="text"/>		
<input type="text"/>		
<input type="text"/>		
<input type="text"/>		
<input type="text"/>		

3. Next Steps & Possible Supports

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.



In the chat, feel free to ask questions. We'll do our best to respond before the end of the session.



Take 3-5 minutes to complete the survey.

Do you plan to conduct an assessment system review?

- No
- Yes - During the 2024-25 School Year
- Yes - After the 2024-25 School Year

If you are planning on conducting an assessment system review, is there anything else that would help support your work (e.g., materials, office hours, etc.)?

Your answer

Do you have any additional feedback on MAST for OPI?

Your answer

<https://forms.gle/4kwVUyrEcbAYHC5h7>