



Creating a Comprehensive Assessment

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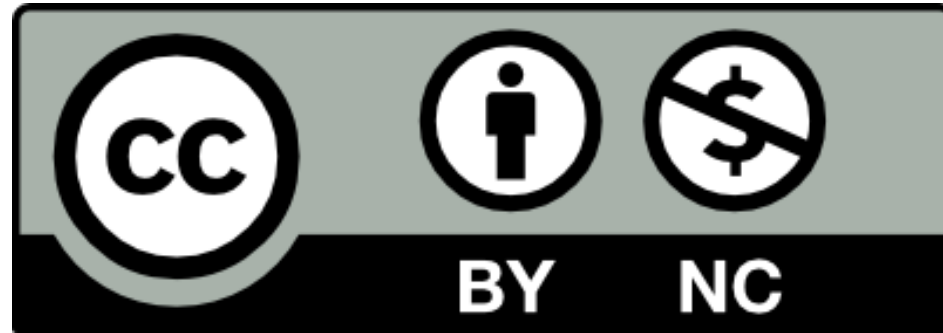


Acknowledgments

The content for this training day was developed based on the work of:

- MDE Multi-Tiered System of Support Practice Profile
- National Implementation Research Network
- Michigan Assessment Literacy Standards

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Purpose

The purpose of this learning series is to support district leadership to organize and align a district wide comprehensive assessment system to support the efficient collection of valid and reliable data for continuous data-based decision-making.

Learning Series Intended Outcomes

Session 1

1. Understand the role of student and system assessment
2. Create a shared understanding of a comprehensive assessment system
3. Explore tools and processes to inventory, align, and review assessments

Session 2

1. Explore district and schools' capacity to coordinate the assessment and data collection
2. Create a master assessment system with all student and system assessments

Agenda

- 1.0 Comprehensive Assessment System
- 2.0 Defining and Categorizing Assessments
- 3.0 Assessments in the System
- 4.0 Selecting or Deselecting Assessments
- 5.0 Wrap-up and Next Steps

1.0 Comprehensive Assessment System

Overview of Practice Profile Essential Component

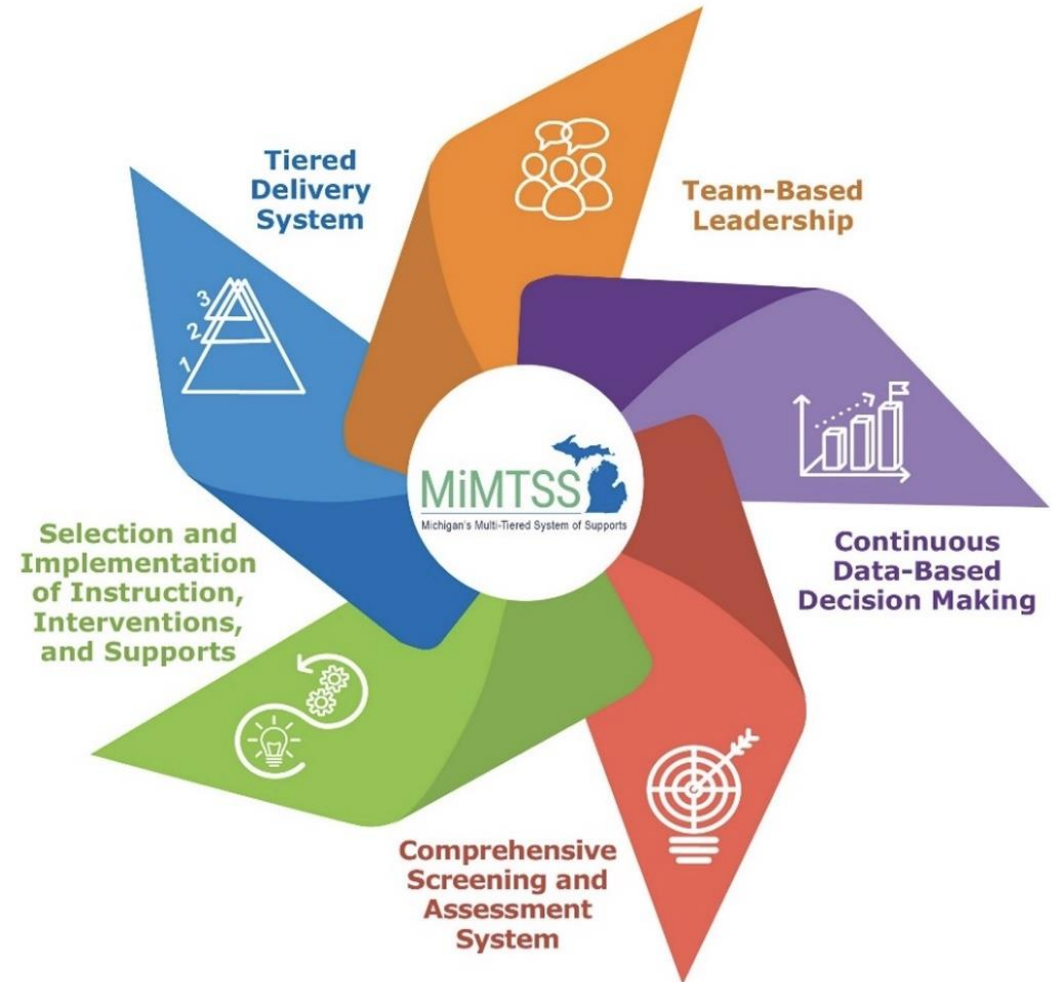
Comprehensive Screening and Assessment System

Definition

- Coordinated System
- Multiple Assessments
 - Valid and reliable for specified purpose and population
- Make both instructional and programmatic decisions
- Monitors and evaluates quality, equity, and efficiency
 - Instruction, effectiveness of intervention and responsive system to individual learner outcomes
- Student and System Assessments

Practice Profile Subcomponents

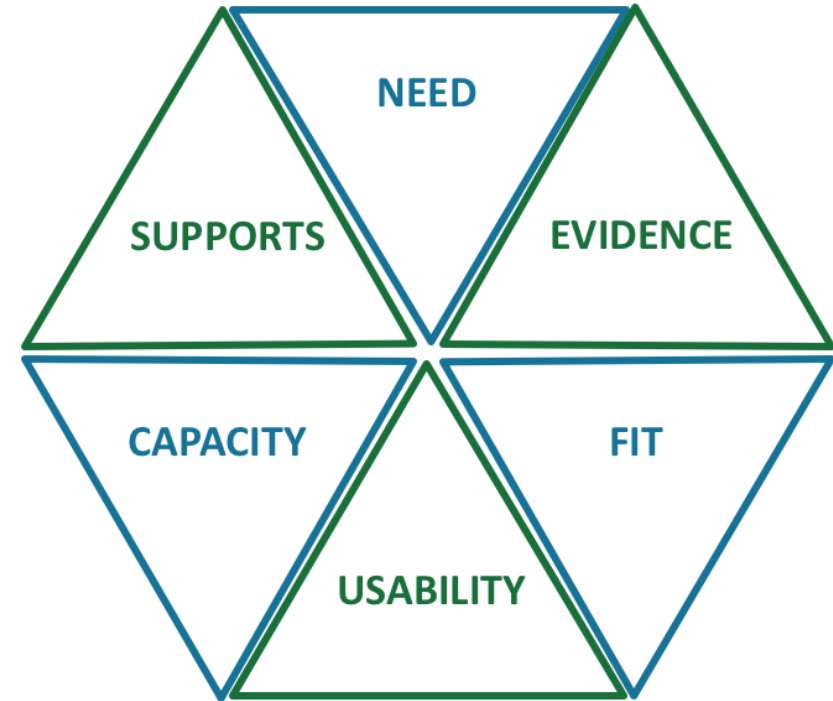
- 4.1 Process to select and deselect
- 4.2 Professional learning administration and data analysis
- 4.3 Logistics to support personnel and scheduling
- 4.4 Family engagement
- 4.5 District supporting Fidelity Assessments



Assessments in your Current System

4.1 Process to select and deselect

- District team employs a process
- Indicators are both internal and external
- FIT and alignment relies on an inventory being done



Subcomponents Supporting Administration

4.2 Professional learning

- Purpose and intended use
- Why this assessment
- How to correctly:
 - Administer
 - Score
 - Interpret results
 - Use data to plan/inform

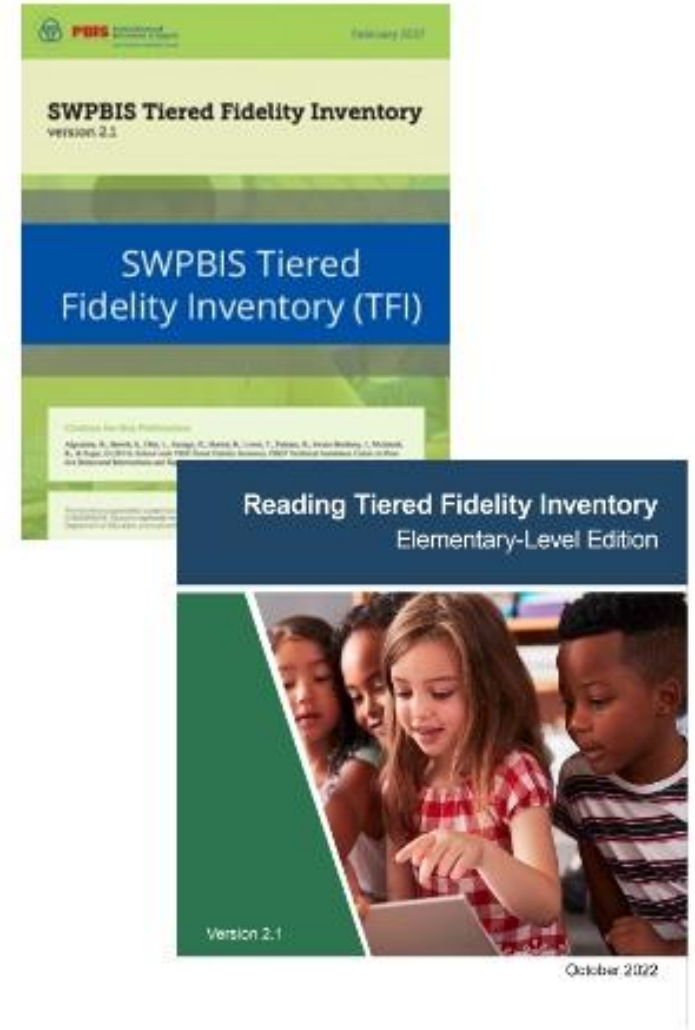
4.3 Logistics

- Data collection window
- Who administers
- Who enters data/scores
- Who uses the data
- When is the data used
- Who makes sure all of this happens: **Data Coordinator**

Support School use of Fidelity Measures

4.5 District monitors fidelity of implementation of MTSS at school level

- Identify fidelity measures
- Communicates what is being measured
- Schedule of when to administer and analyze
- How it will be collected
- Where data will be stored/visually displayed/aggregated
- Protocol for continuous improvement
 - School level
 - District level



Families and Caregivers in an Assessment World



4.4 Families/Caregivers are notified about assessments

- When and why
- Audience-friendly and format



Activity 1.1

Self-Reflect

Respond to the Menti

1. Interesting love to hear more
2. Not yet but it is in the works
3. Hey We DO That!

Comprehensive Screening and Assessment System

- 4.1 Process to select and deselect
- 4.2 Professional learning
- 4.3 Logistics
- 4.4 Family engagement
- 4.5 Fidelity assessments

2.0 Defining and Categorizing Assessments

Student and System

Two Broad Categories of Assessment



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Activity 2¹

Student Assessment Review Game



Activity 2.2

Time to scan our own system

1. Find this chart on the note catcher
2. Notice that there is a dotted line between screener and benchmark
3. What comes to mind right away

Summative	Universal Screener	Benchmark /Interim	Progress Monitor	Diagnostic
M-Step PSAT				

Need Some Help?



Other Common Assessment in Michigan



mCLASS®



Progress So Far

Summative	Universal Screener	Benchmark/ Interim	Progress Monitor	Diagnostic
M-Step PSAT Mastery Assessments	Acadience i-Ready Fastbridge mCLASS aimsweb+ CBM SWIS	NWEA map	Acadience i-Ready Fastbridge mCLASS aimsweb+ CBM probes Daily Progress Reports (DPR)	Standardized Achievement Testing Functional Behavioral Analysis (FBA)

How did you do?

Here are how some of the categories breakdown.

What do you notice?

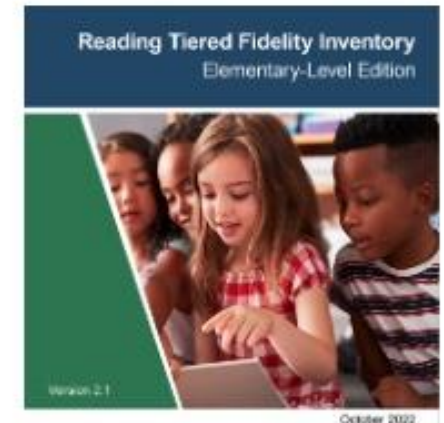
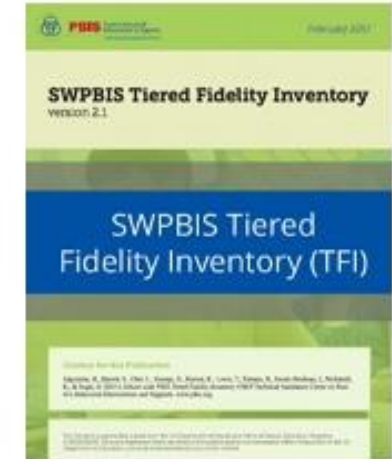
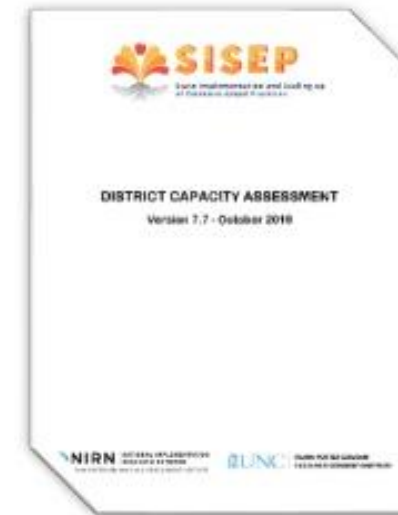
System Assessments

Systems

- A series of interdependent and aligned processes and people working together toward a common goal to bring desired results

System Assessments

- A measurement tool designed to evaluate the existence of the critical features and use of the critical features as designed
- Technically valid and reliable system assessments have predictive value



Validated System Assessments

- Technical adequacy work done
- Results replicated in multiple context
- Thresholds identified
 - District Capacity 80%
 - SWPBIS 70%
 - Reading 70%

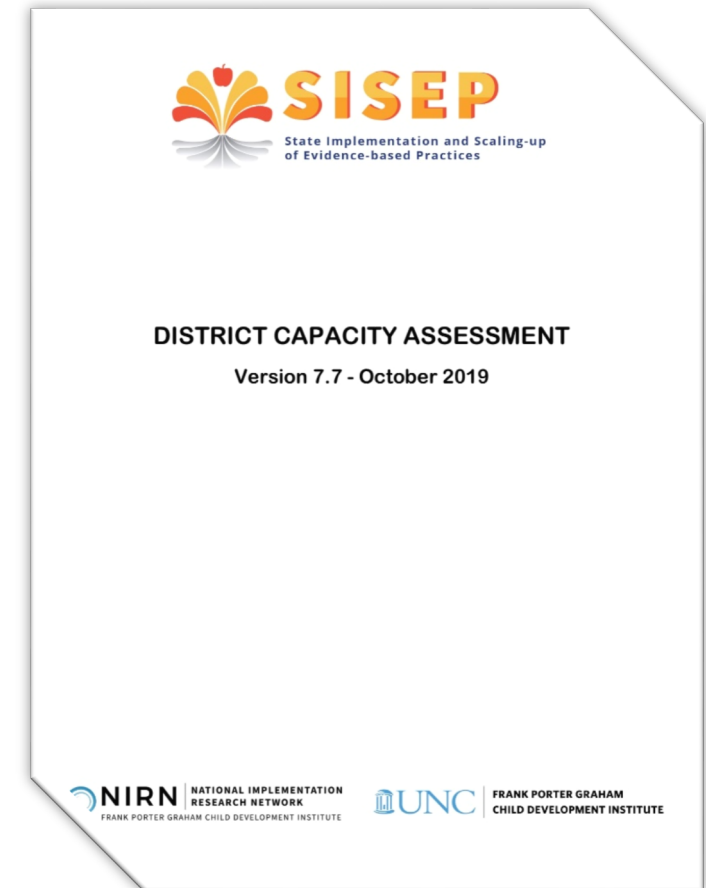
Reach or pass threshold expect to see improved student outcomes



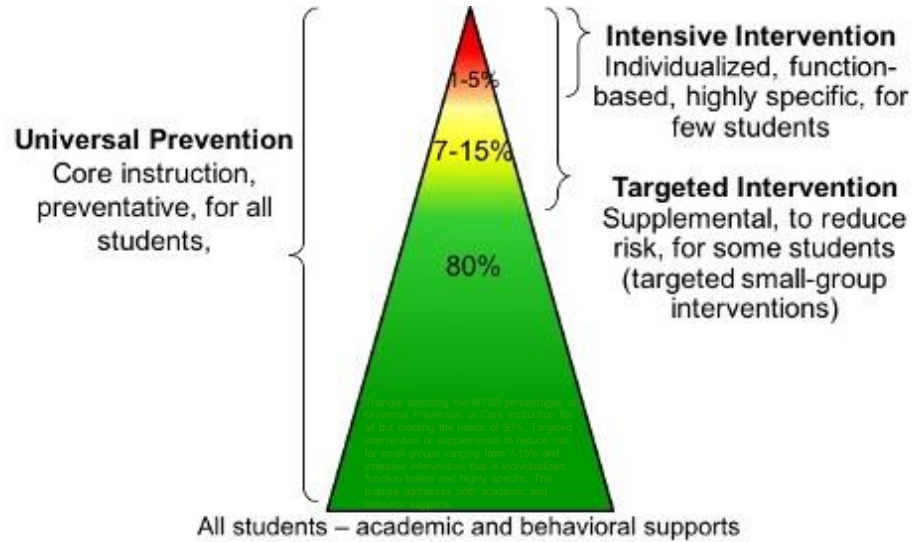
But I want to measure MTSS

District Level

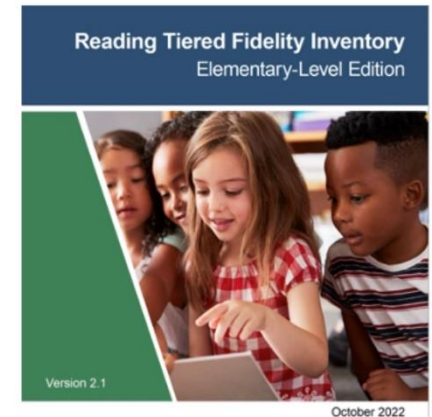
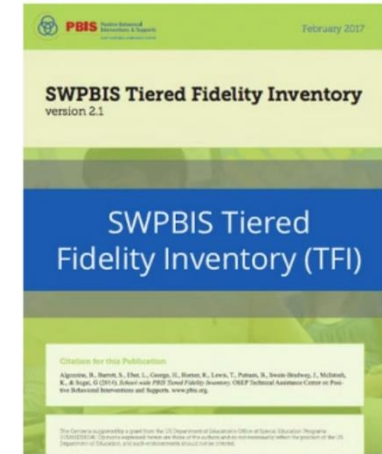
- Teams
- Communication
- Process to address implementation challenge
- Professional Learning
- Inventory/Alignment Process
- Selection/Deselection Process
- Data Collection and Use



School Level MTSS



- Focused on Academic and / or SEB
- More granular related to the domain and tier
 - Teams
 - Classroom
 - Implementation
 - Data Collection and Use



Voice from the field

Let's listen to how this district uses capacity and tiered fidelity inventories guided their implementation.





Activity 2.3

Pause and Process

1. How can system assessments add value to our continuous improvement process?
2. What advice do you have for someone reluctant to begin using fidelity assessments and/or a District Capacity Assessment?
3. A question I still have about system assessment is...

Which question resonates with you? Share your response.

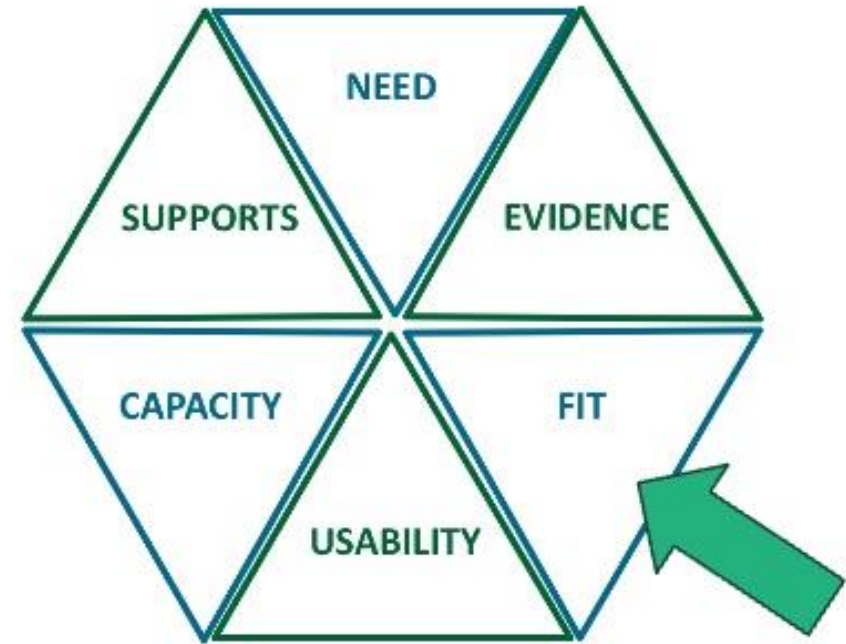
3.0 Assessments in the System

Inventory and Alignment

Where to Start

4.1 Process to select and deselect

- Initiative Inventory
 - Well organized
 - Good information
 - Leads to alignment discussion



Example Assessment Inventory

A	B	C	D	E	F	G	H	I	J	K	L
District Assessment Inventory											
Name of Assessment	M-Step	PSAT	SAT	MME	NWEA	Acadience	SABERS	PELI	SWPBIS TFI	Reading TFI	District Capacity Assessment
Type: Student or System	Student	Student	Student	Student		Student					
Data Type: Universal Screener, Progress Monitoring, Summative, Formative, Fidelity, Capacity	Summative	Summative	Summative	Summative		Universal Screener, Progress Monitoring					
Domain: Literacy/Reading, Math, Science, Social Studies, SEBMH, etc.	Math, ELA	Math, ELA	Math, ELA	Science, Social Studies		Reading					
Administration Window: Fall, Winter, Spring, or 2x a year, biweekly or daily, etc.	Spring	Spring	Spring	Spring		3x per year and based on PM guidelines for intervention groups					
Time Commitment: How much time does it take to give?						Varys most probes are 1 minute screeners					
Individuals or teams to administer: School Leadership Team, classroom teachers, special educators, aides	Classroom Teachers	Classroom Teachers	Classroom Teachers	Classroom Teachers		Schoolwide Assessment Team and Intervention Specialists					
Professional Learning / Coaching Commitment: To ensure assessment fidelity and validity of data						Acadience Essentials Workshop then Refresher trainings held prior to each benchmark screening					
Scale of Data Intended Use: student, teacher, classroom, grade level, department, schoolwide, district.	3-7	8,9,10	11	11		K-5					
Measurement Outcome: Is target clear? What is being measured?						Yes, student, class, and school to achieve at or above benchmark status					
Data leads to action: Are core components or "big ideas" of the assessment easily transferable to instructional or other action planning?						Probes are aligned to instructional focus areas.					
	ISD, District, Schools					Student-level.					

Information to consider including:

- Data type
- Time commitment
- Measurement outcome
- Evidence of outcome
- How and when data is used for continuous improvement?
- Financial commitment

Good Inventories Lead to Alignment

Alignment Questions

1. Multiple same purpose
2. Misalignment philosophy/skill
3. Time requirement vs. data purpose/usefulness
4. Professional learning commitment
5. Overall financial commitment

A	B	C	D	E	F	G	H	I	J	K	L
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Steps to Move an Assessment Inventory Forward

1. Identify who has the information
 - Assessments
 - Key information to support the use
2. How will the information be gathered?
 - Document, spreadsheet, etc.
3. What will the team do with the information?
 - Simple inventory
 - Align to see overlap and gaps
 - Make decisions for needs and removal from assessment system

Activity 3.1

Breakout Room

1. Explore the examples of Assessment Inventory and Alignment questions
 - Assessment Questions in workbook
 - Assessment Inventory Spreadsheet
2. Start with the assessments from your workbook

Questions to Consider:

- What information do you still need?
- Who has that information?
- Is this information useful to your organization? Who needs to know this?

Activity 3.2

One minute action plan

- Take one minute
- Write down a few actions that need to be taken to inventory student and system assessments



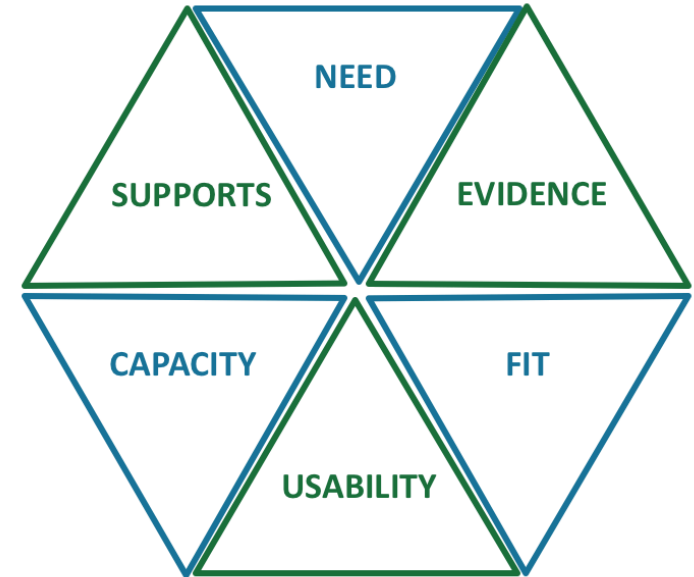
4.0 Selecting or De-Selecting Assessments

The Rest of the Hexagon Tool

Beyond the Inventory and FIT

4.1 Process to select and deselect

- **Evidence** of a valid and reliable tool
- **Usability**: ease of use and measures can be replicated easily
- **Supports** to use with fidelity; PL, data system and funds
- **Need** within the district: addresses a gap in the comprehensive system
- **Fit and alignment** with other assessment tools, instructional practices, based on inventory
- **Capacity** to implement successfully (staff, PL, data system, funds)



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Formal Process

Assessment Review Tool

Reflect

- Do you have a formal process to select and de-select assessments from your district?

Using the Tool

- Completed by a group
- Overview by point person or publisher
- Rubric guides discussion
- Decision to select/de-select lies with the group not the number

4.1 Activity

Response

1. Read through the tool
2. Process
3. Post

Questions to Consider:

- Who would be a part of the group to use this tool with?
- How much prep work needs to be done ahead of time?
- Which parts are the most valuable to the process?
- What feedback would you like to provide to make the process more accessible?

5.0 Wrap Up

Where We Have Been and Looking Forward

Outcomes So Far

Session 1

- **Understand the role of student and system assessment**
- **Create a shared understanding of a comprehensive assessment system**
- **Explore tools and processes to inventory, align, and review assessments**

Session 2

- Explore district and schools' capacity to coordinate the assessment and data collection
- Create a master assessment system with all student and system assessments

Practice Profile So Far

- **Definition of Assessment System**
 - Student Assessment
 - System Assessment
- **4.1 Process to select and deselect**
- **4.2 Professional learning administration and data analysis**
- **4.3 Logistics to support personnel and scheduling**
- **4.4 Family engagement**
- **4.5 District supporting Fidelity Assessments**



Big Ideas

Comprehensive Screening and Assessment System

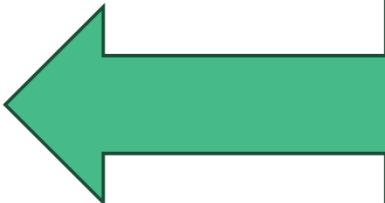
- Includes both student and system assessments
- Student assessment many forms and multiple data uses
- Validated system assessments are predictive of student outcomes
- Tools like inventory, alignment and Hexagon Tool will support efficiency, effectiveness, and equity



Activity 5.1

Self-Reflect

1. What is a celebration for your organization based on today's session?
2. What are you committed to trying before next time?
 - Make a list of assessments
 - A more detailed inventory
 - Investigate system assessments
 - Systematize selecting/removing process
3. What would you like to know more about?



Session 2 will rely on a list / inventory of assessments you are currently using in your district

Want to Learn More

- [NIRN District Capacity Assessment](#)
- [SWPBIS Tiered Fidelity Inventory](#)
- [Reading Tiered Fidelity Inventory](#)
- [MDE Assessment Literacy](#)
- [The IRIS Center](#)
 - Resource Locator
- [AIR Universal Screening](#)
- [AIR Progress Monitoring](#)



References

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