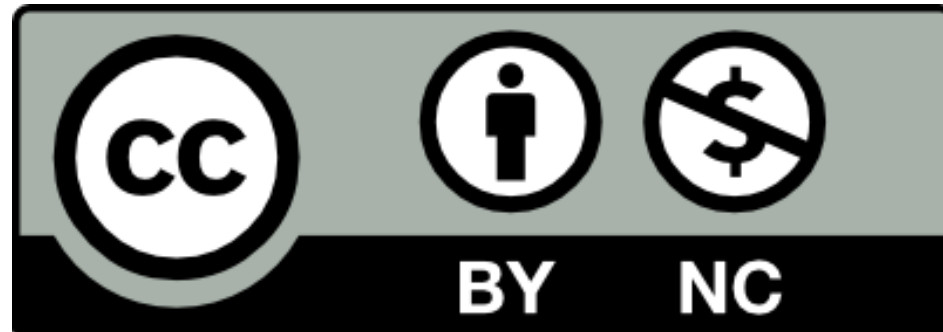# Creating a Comprehensive Assessment

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Acknowledgments

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

- Michigan Department of Education MTSS Practice Profile
- MiFamily: Michigan's Family Engagement Framework

Purpose

The purpose of this learning series 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

- **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

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Agenda

1.0 Review and Check-In

2.0 Organizing in the Assessment System

3.0 Assessment System and Family Partnerships

4.0 Wrap Up and Next Steps

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1.0 Review and Check-In

Review our learning and Check in your status

Look How Far We've Come

- 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**

Activity 1.1

1. What did you commit to trying before this time?
- Make a list of assessments
- A more detailed inventory
- Investigate system assessments
- Systematize selecting/removing process

2. How did that go?
- Successes
- Challenges

3. Share any steps / actions your organization has taken / plan to take to make the assessment system
- Purposeful
- Manageable

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Informal Inventory

Summative	Universal Screener	Benchmark / Interim	Progress Monitor	Diagnostic	System
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)	District Capacity SWPBIS Tiered Fidelity Inventory Reading Tiered Fidelity

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More Formal Assessment Inventory

District Assement 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.					

Activity 1.2

What's Missing?

Student Impact	Fidelity	Capacity	Reach /Scale Up
Summative	SWPBIS Tiered Fidelity	District Capacity Assessment	Training Evaluations
Benchmark/Interim	Reading Tiered Fidelity	Coaching Effectiveness	Installation Checklists
Universal Screening	Benchmarks of Quality	Communication Effectiveness	
Progress Monitoring	Fidelity Checklists		
Diagnostic			
Formative			

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2.0 Organizing the Assessment System

Logistics, Scheduling and Professional Learning

Activity 2.1

Districtwide Assessment Support

Reflect on the logistics and supports you already have in place.

- Assessment Calendar

- Data Coordinators

- Initial and on-going professional learning

- Defined data purpose(s) for assessment

- Data system for aggregation / disaggregation

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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

MDE Practice Profile page 30-31

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**

Beyond the Assessment Calendar

Assessment Calendar

- Assessment names
- Dates/window when assessment given
- Big picture of timing of all the assessments in a calendar year

Assessment System

- Assessment names
- Dates/window when assessment given
- Who will organize assessment
- What the data will be used for
- Who will use the data
- When the data will be used
- Professional learning to keep valid and reliable data collection
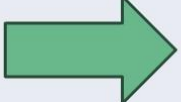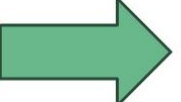
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Activity 2.2

Review the Sunny Valley Assessment System

1. Open the District Capacity Assessment review the 2 point criteria for items 13, 14, and 15.

   - If you were on the Sunny Valley Team, what your ratings be?

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Why a Whole Subcomponent on Professional Learning?

Professional Learning Topics	Intended Outcomes
• Purpose and intended use • Why this assessment	General understanding and background knowledge

How to correctly:
   • Administer
   • Score
   • Interpret results
   • Use data to plan/inform
	Data to support students is:
	   • Usable
	   • Reliable
	   • Valid

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Universal Screener Example

Name	Prep	Give	Who	Data Coordinator/ Team	Professional Learning	Data Use	Criterion Score
Acadience Reading	Aug Dec Apr	Sep Jan May	All: K-5	**Acadience Mentors:** Sally Cronkite Jack Benson **SWAT:** Interventionists and Paraprofessionals **Direct Data Entry** into ALO during assessment	**Mentors:** Acadience Essentials, Data Interpretation and Mentor Workshop **SWAT:** Acadience Essentials Workshop -**AND**- Refreshers	**Building:** • Access to intervention • Grade-level Decision Making • Classroom instruction **District:** • Tier 1 Curriculum Support • Advanced Tiers Support • Resource Effectiveness • Allocations	At or above benchmark on RCS and individual measures 80-100% of students at or above benchmark on the composite score

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Role of Refreshers

- Consider this the "rules" meeting

- Review with the team any tricky situations from the last screening window

  - Remember which reminders can only can be given once

  - Let's do a few practice assessments together for "QRS" probe together. This one was new for a few of us last time.

- The Assessment Lead/Data Coordinator creates agenda and gather the group. It could be 30 minutes to 1/2 day

Big Idea: Get the assessment team on the same page and answer questions prior to the assessment window

Shadow Scoring

- Everyone gets nervous

- Another way to make sure screeners are getting same or very similar scores

- Builds inter-rater reliability i.e., data confidence

- Important to avoid implementation drift

Big Idea: Valid, reliable, valued data to support student growth.

Activity 2.3

1. Pick a Districtwide Student Assessment
2. Who is the expert or the person in charge?
3. Who administers the test? Do we have enough people?
4. What is the training needed? Where does it come from?
5. When do we schedule the training or refresher?
6. When do the people/teams who use the data get trained?
7. What other organizational things need to occur to make the assessment window successful?

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Similar but different

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Activity 2.4

Capacity/EWIMS	Tiered Fidelity	Early Childhood
District Capacity Assessment Measures implementation capacity certification	Reading Tiered Fidelity Assessment (R-TFI) Measures K-12 level implementation certification	Benchmarks of Quality (BOQ) Measures PBIS implementation often used in Early Childhood
EWIMS Implementation Fidelity Rubric Measures 6-12 level implementation	Schoolwide PBIS Tiered Fidelity Assessment (SWPBIS TFI) Measures K-12 level implementation certification	Teaching Pyramid Observation Tool (TPOT) Measures implementation of Pyramid Practices EC behavior/PBIS

- **System Assessment Review**

1. **Choice board activity**

2. **Cruise the board to review and learn**

3. **After 10 minutes head to the Menti and share**

   - **System assessments will help us…**

   - **We need to plan for…**

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System Assessment Example

Name	Prep	Give	Who	Data Coordinator/ Team	Professional Learning	Data Use	Criterion Score
Reading Tiered Fidelity (Tier 1)	Oct	Nov	SLTs	**Reading TFI Facilitator** Sally Cronkite **Data Entry** into MiMTSS Data System by SLT Data Analyst	**Reading TFI Facilitator** Edupaths Course	**Building:** • Adjustments to Tier 1 Reading System • Requests for Curriculum Support, Professional learning, Coaching **District:** • Tier 1 Curriculum Support • Resource Effectiveness • Allocations	80% total, Tier 1

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Putting all the pieces together

Assessment System Design

- How will you organize the information?

- Does it all live in one document?

- Does it live in multiple documents linked to a master system document?

- How do you feel about spreadsheets?

Design Idea #1

Name	Prep	Give	Who	Data Coordinator/ Team	Professional Learning	Data Use	Criterion Score
Acadience Reading	Aug Dec Apr	Sep Jan May	All: K-5	**Acadience Mentors:** Sally Cronkite Jack Benson **SWAT:** Interventionists and Paraprofessionals **Direct Data Entry** into ALO during assessment	**Mentors:** Acadience Essentials, Data Interpretation and Mentor Workshop **SWAT:** Acadience Essentials Workshop -AND- Refreshers	**Building:** • Access to intervention • Grade-level Decision Making • Classroom instruction **District:** • Tier 1 Curriculum Support • Advanced Tiers Support • Resource Effectiveness • Allocations	At or above benchmark on RCS and individual measures 80-100% of students at or above benchmark on the composite score

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Design Idea # 2

Month	Assessment	Data Coordinator	Professional Learning	Data Use
Sep	Screener Behavior TFI (Tier 1)			
Oct	Reading TFI (Tier 1)			
Nov	Reading Advanced Tiers			
Dec	Behavior Advanced Tiers			
Jan	DCA Screener			
Feb				
Mar				
Apr	M-Step PSAT			
May	Screener TFIs			

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Design Idea #3

Student Impact	Fidelity	Capacity	Reach /Scale Up
Summative	SWPBIS Tiered Fidelity	District Capacity Assessment	Training Evaluations
Benchmark/Interim	Reading Tiered Fidelity		Coaching Effectiveness
Universal Screening	Benchmarks of Quality		Installation Checklists
Progress Monitoring	Fidelity Checklists		
Diagnostic			
Formative			

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Activity 2.5

Universal Assessment System

- Explore the Google Worksheet
  - Intro and Purpose
  - Guidelines for Use
  - District Data Coordinators
  - District Assessment Schedule
  - District Capacity
  - Outcome Assessment
  - Fidelity Assessments
  - Intervention Assessments

- **Make a copy**
- Consider one of the assessments in your system
- What would need to be "filled out"
- What purpose would a document like this serve in your district?
- What would you adapt or adjust to fit your organization's needs?

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3.0 Assessment System and Family Partnerships

Meaningful Communication to Support Student Growth

Families and the MTSS Practice Profile

Practice Profile

- Family involvement on District Team

- Families are notified when and why for assessments

- Results are provided in an audience-friendly format
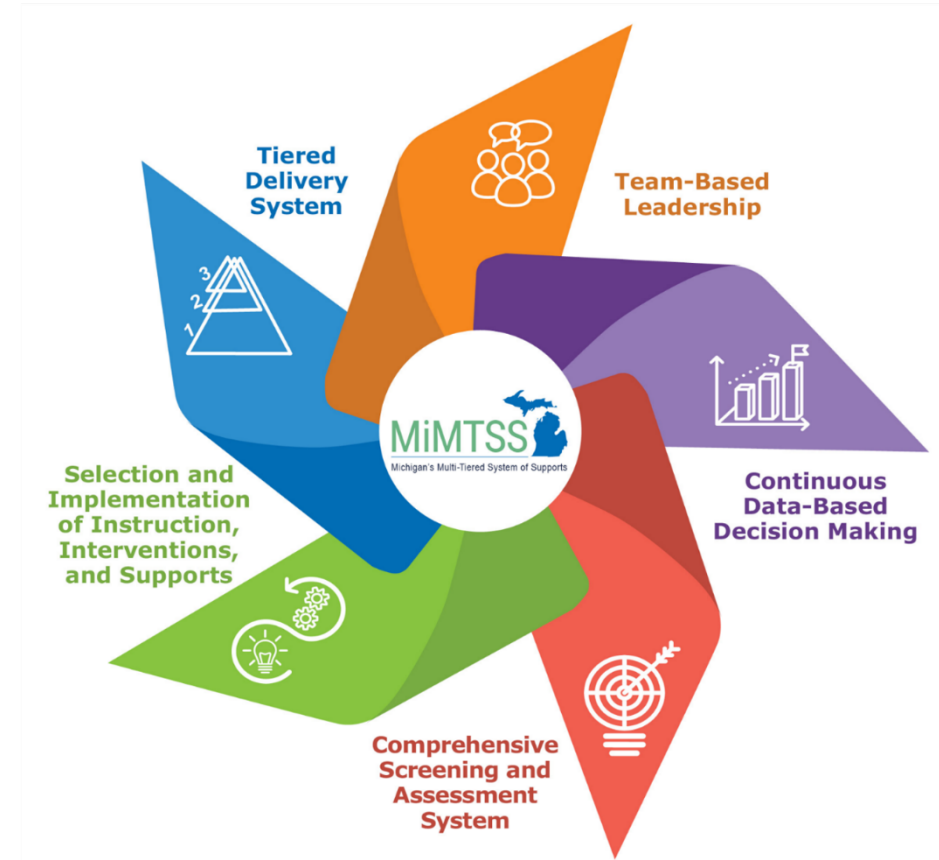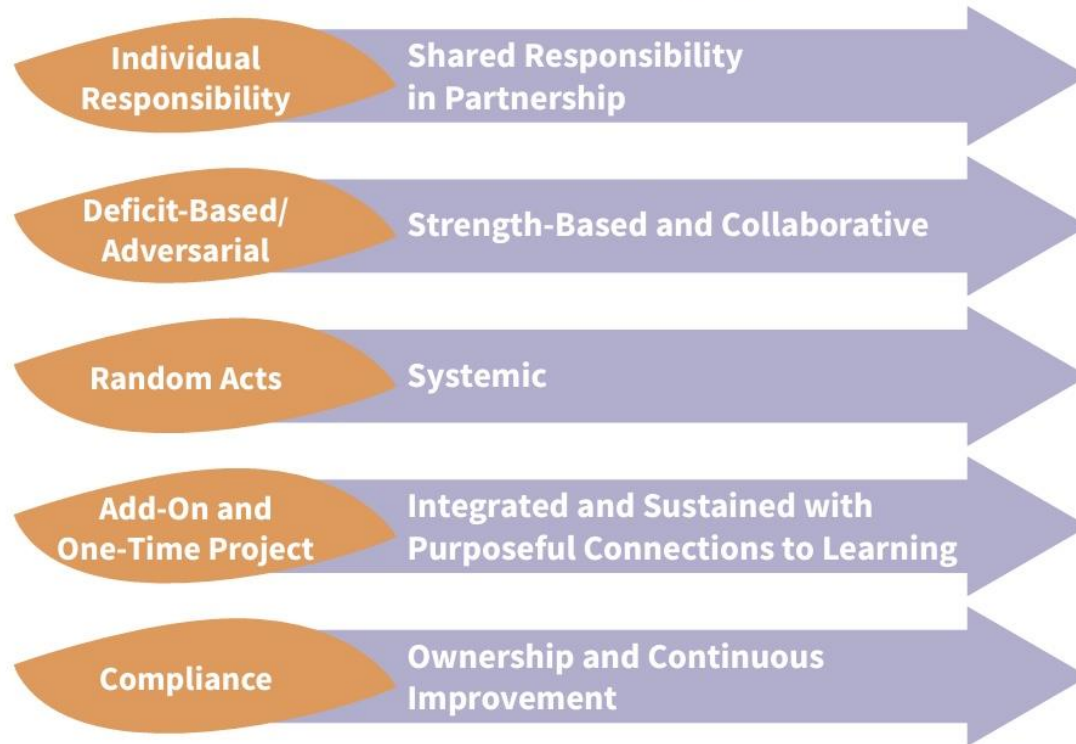
Families and Caregivers in an Assessment World

4.4 Families/Caregivers are notified about assessments

- When and why

- Audience-friendly and format

MDE Practice Profile page 31

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Assessment and Family Engagement

From Involvement to Engagement

Individual Responsibility	Shared Responsibility in Partnership
Deficit-Based/ Adversarial	Strength-Based and Collaborative
Random Acts	Systemic
Add-On and One-Time Project	Integrated and Sustained with Purposeful Connections to Learning
Compliance	Ownership and Continuous Improvement

Communicating when and why of assessment:

Is our communication strength-based?

"…excited to start measuring how much our Gladiators have grown in their reading and math skills. Reminder testing starts tomorrow. Let's get a good night sleep and remember we will have breakfast open 15 minutes early all week."

MiFamily: Michigan's Family Engagement Framework Feb 2020

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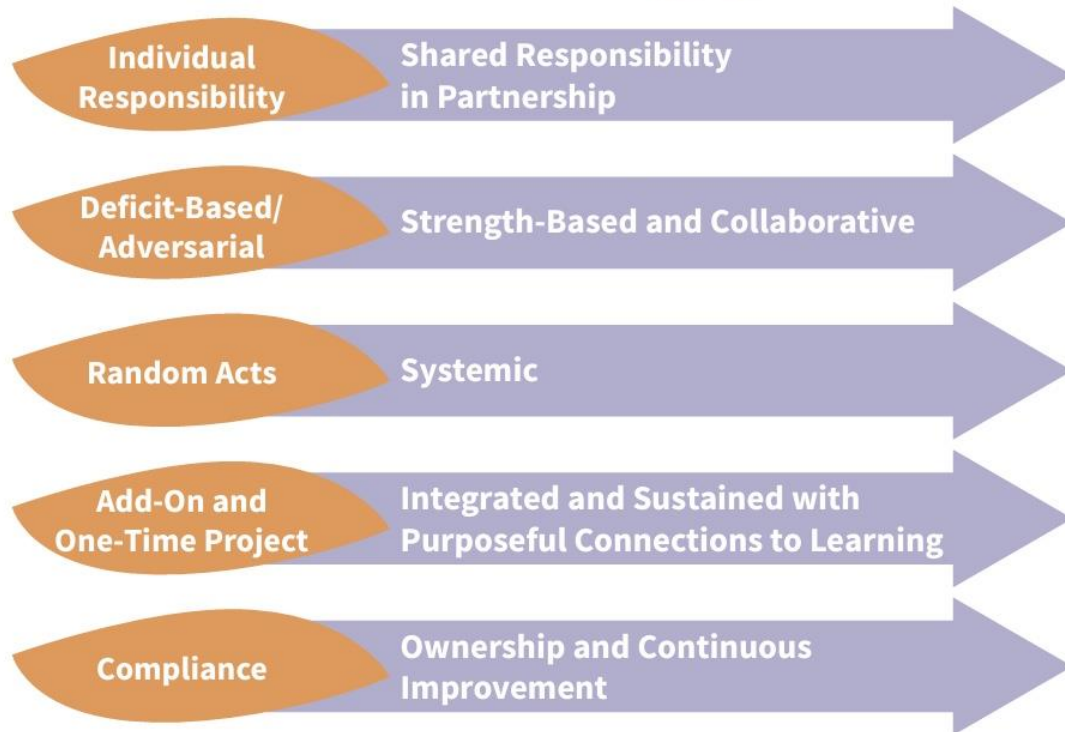# Meaningful Connections with Families/Caregivers

Outcome	Share benchmark results at conferences with families	Family Workshops to support skill growth
Action Step 3	School team reviews benchmark data, Grade level team review data to prepare for conferences	School staff and family members promote and facilitate the workshops
Action Step 2	Schools set PT conferences right after testing window complete	School teams recruit family members to co-plan the activities
Action Step 1	District sets assessment window and data analysis meeting schedules	District and school teams prioritizes skills to focus on based on data

Action Plan

1. Share results during conferences

2. Workshops to explain results and talk through home and school strategies

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Activity 3.1

From Involvement to Engagement

Individual Responsibility → Shared Responsibility in Partnership

Deficit-Based/Adversarial → Strength-Based and Collaborative

Random Acts → Systemic

Add-On and One-Time Project → Integrated and Sustained with Purposeful Connections to Learning

Compliance → Ownership and Continuous Improvement

MiFamily: Michigan's Family Engagement Framework Feb 2020

1. Reflect on your current practices within your assessment system related to families.

2. Consider the key features outlined in the Practice Profile

3. In the CHAT, 1-2 ways you can enhance your current district wide practices toward partnering with families.

4.0 Wrap Up and Next Steps

WE DID IT!

- **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 of a Comprehensive Assessment System

- A comprehensive system include both student and system assessments

- Validated system assessments are predictive of student outcomes

- Inventory and align assessments

- Process to both select and de-select assessments

- Organize the key information about each assessment

- Don't forget to engage families and caregivers

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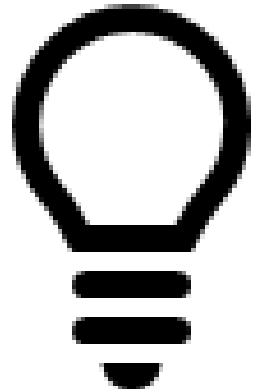
Predict the future

What will you have accomplished in:

- 1 month?

- 3 months?

- 6 months?

- By the start of next school year?

Pick two time periods and make a commitment to yourself.

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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](#)

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