



Reimagining Assessment and Data Practices to Guide Learning for All Students

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Learning Outcomes

By the end of this session, you will be able to...

- Reflect on various strategies and plans shared for Fall 2020 about assessment and data use in distance, hybrid, and in-person settings, that are centered around students and equity.
- Understand the purpose of various types of assessment and data at multiple systems levels to increase awareness of what students know and can do.

Quote from *Reimagine Minnesota's COVID-19 Response*

“The Status Quo is not our desired outcome. We do not want to ‘return to normal’ if it means you can still predict a child’s education and life outcomes by knowing their race and zip code. Instead, our goal is to do as much in this moment as possible to advance new and promising approaches that could give us insight into how to disrupt the status quo in an inequitable education system.”

- R.T. Rybak and Patrice Relerford, The Minneapolis Foundation

Reopening Schools with a Focus on Equity- Dr. Pedro Noguera

- Ronald Heifetz' **Adaptive Work** demands we:
 - Constantly learn new things to wrestle with problems that do not have a clear solution
 - Focus on meaning and purpose
 - Are guided by a long-term vision
 - Are aware that the ground will keep shifting under our feet as we pursue our goals
- Adaptive work is “difficult, messy and will not happen quickly. But it’s where schools can make a real difference.”

What *can* school look like when we place equity at the center?

Can schools be places where:

- A child's race or economic status does not predict how well they will do in school?
- The culture and language of children are treated as assets and resources to be valued rather than negated by assimilation?
- Children are inspired, their curiosity is encouraged, and their dreams are fed?
- Teachers feel appreciated and are able to teach with joy, passion and inspiration?

-Reopening Schools with a Focus on Equity, Dr. Pedro Noguera

To get to the vision described by Dr. Noguera and in Reimagine Minnesota, we must shift our thinking.

From	To
measuring and sorting children	developing talent in all children
pressure and competition	collaboration, curiosity and encouragement of intrinsic motivation to learn
assessment to rank kids	assessment to guide learning
teaching as coverage of material	teaching as cultivating a love of learning
parents as consumers	parents as partners



Ten Minnesota Commitments to Equity

1. Prioritize equity.

2. Start from within.

3. Measure what matters.

4. Go local.

5. Follow the money.

6. Start early.

7. Monitor implementation of standards.

8. Value people.

9. Improve conditions for learning.

10. Give students options.

Definitions for a common understanding

Social and Emotional Learning

“Social emotional learning (SEL) is broadly understood as a process through which people build awareness and skills in managing emotions, setting goals, establishing relationships and making responsible decisions that supports their success in school and in life. SEL develops cognitive social competencies, such as self-awareness, self-management and social awareness. Developing such competencies in students fosters positive social skills, reduces conduct problems, diminishes emotional stress and improves academic performance.”

-Collaborative for Academic, Social,
and Emotional Learning (CASEL)

SEL Implementation

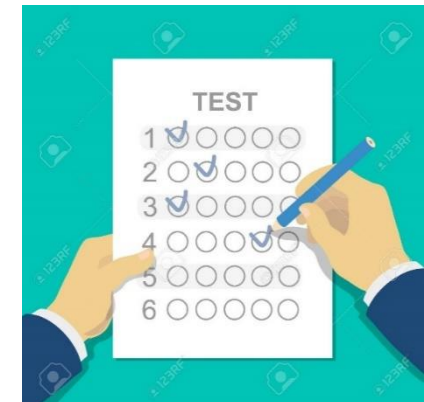
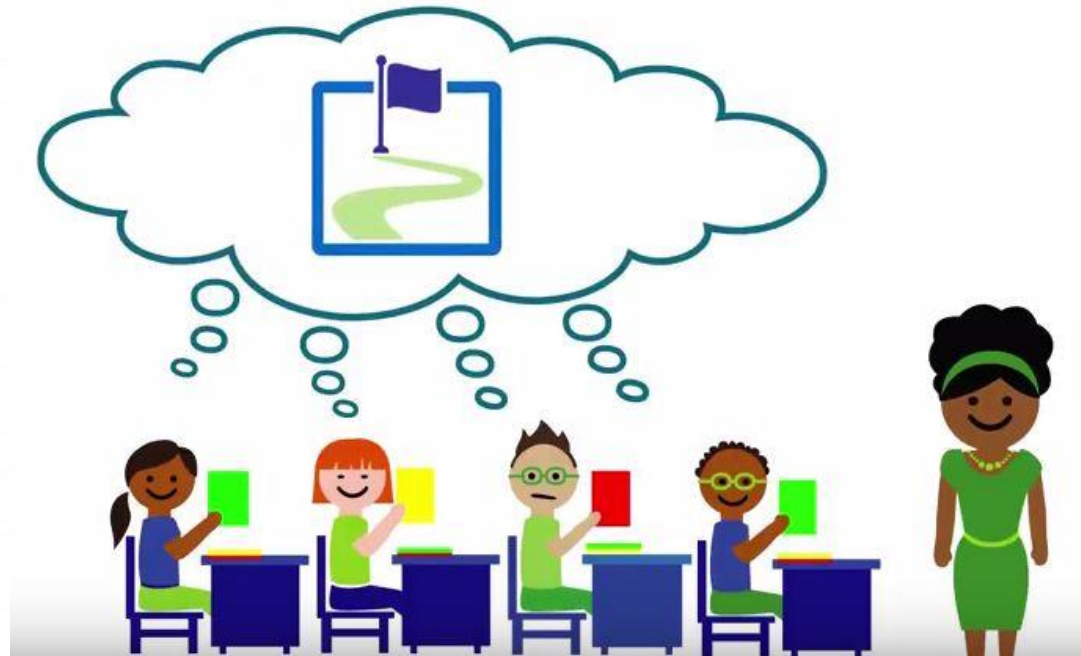
Educators often take four approaches to implement SEL within learning environments, including:

1. Direct instruction on social and emotional skills. (through an [evidenced-based program or curriculum](#))
2. Integration of SEL with academic content.
3. General teaching practices that support students' social and emotional competencies.
4. School wide systems to support SEL.

[MDE's SEL District Implementation Guidance](#)

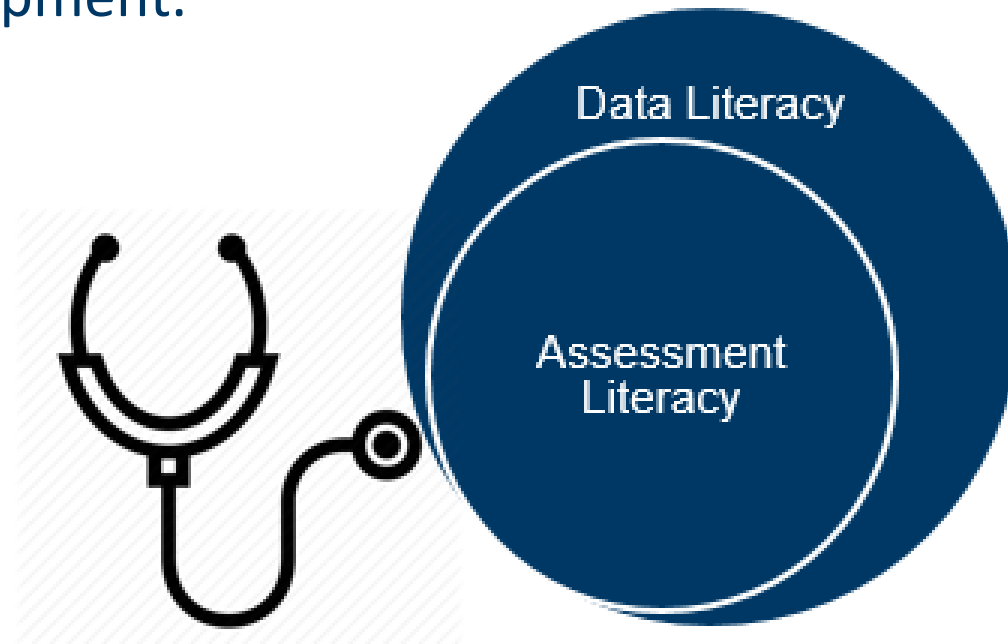
Assessment

Assessment is used to describe many different procedures and tools used to determine what students know and can do, to improve teaching and learning, and to report progress.



Assessment Literacy

- Assessment literate educators know **how**, **when**, and **why** to assess student learning.
(Stiggins, 2009; Stiggins, Arter & Chappuis, 2004, p. 12)
- Assessment literate educators design and use a variety of assessment types that are able to elicit evidence of student mastery of the Minnesota Academic Standards and WIDA Standards for English Language Development.



Recommendations for Assessment and Data for Fall 2020

Balanced and Comprehensive Assessment System

Type	Examples & Frequency	Evidence Produced	Level of System Impact	Used by
Formative <i>formal or informal</i>	<ul style="list-style-type: none"> Daily Checks for Understanding Weekly Quizzes Class polls Lab experiments Group Discussions 	<ul style="list-style-type: none"> Lesson sized learning targets Retained learning across lessons and achievement level 	Used to make immediate decisions about what individual students currently know, and where to go next	<ul style="list-style-type: none"> Students Teachers
Interim	<ul style="list-style-type: none"> Benchmark assessments 2-3 times per year 	Cumulative, longer-term learning retention	Evaluate curriculum effectiveness and used for macro-level planning	<ul style="list-style-type: none"> Groups of Teachers School Leaders
Summative <i>teacher designed or standardized</i>	<ul style="list-style-type: none"> Unit Tests or Performance Tasks State Tests (MCA) 	Proficiency of learning compared to the Minnesota Academic Standards and Achievement Level Descriptors	Used for reporting grades and for accountability and evaluation of curriculum in regards to the standards	<ul style="list-style-type: none"> Groups of Teachers School, District Leaders Families Policy Makers

Shift balance to focus more on formative assessment

- For educators, formative practices deepen the understanding of what students know and can do, and can individualize instructional decisions.
- For students, assessment and assignments focused on formative purposes support a clearer message about what is important to learn and know.
- These recommendations can help build relationships and support students to close achievement gaps that may have widened during distance learning.

Ensure the *right* balance for your district or school

Before administering an assessment or using its data, consider the following:

1. What is the purpose of the assessment? Is it aligned with a learning objective(s) and/or with the school's mission?
2. Does the assessment provide information about progress toward the standards, SEL competencies, the school's mission, and/or the Early Childhood Indicators of Progress (ECIPs)?
3. Is the resulting data transparent and useful for teachers, staff, students, and families?
4. In what ways and how often should we assess student mastery of the standards, living the school's mission, ECIPs, and SEL competencies to get the information we need?

SEL Assessment

- Ensure SEL Assessment is included within existing systems of assessment.
Ex: teachers may use SEL as part of formative instruction to improve the classroom experience.
- It is recommended that positive classroom cultures are created prior to instruction of content. SEL formative assessments can improve classroom experience for *all* students.
- A core purpose of the SEL competencies and benchmarks is to make these efforts intentional. School personnel can embed implementation and assessment of SEL competencies throughout their work and current efforts.

[MDE's Social and Emotional Learning Assessment Guidance](#)

[Making SEL Assessment Work: 10 Practitioner Beliefs](#)

Use multiple data points when making decisions about students (SEL, formative/summative standards-based assessments)

- A Leadership team may use results of the ACCESS in combination with data from class grades and performance tasks to make decisions on how to better support EL students
- A teacher may use a daily SEL check-in combined with evidence from standards based quizzes to help determine a student's capacity to focus and complete a project in their class

Use data from the corresponding system level when making decisions

- A group of teachers may use common summative assessments at the end of a unit to adjust their pacing calendar for their next units.
- A Leadership team may use results of the MCA in combination with district interim assessments and performance tasks to supplement their curriculum with more culturally relevant learning experiences

Assessment is an ongoing process as decisions are made continuously and data is collected informally and formally throughout the year.

- We must remain open to using assessment results to guide our learning

Including *more* and higher *quality* of data can improve decision-making cycles and have a greater impact on student learning.

- Assessment systems have both immediate purpose and are guided by long-term vision

Panel Discussion

Norms for Panel Discussion

- Be present – listen for ideas, for inspiration, and for action
- Mute yourself when not speaking to minimize background noise
- Pose questions by using the chat function

1. Introductions

- What is your name?
- What district, school, or organization are you from?
- What is your role?

Panel Discussion (2)

2. In comparison to previous years, how has your perspective changed for Fall 2020 in terms of how you are planning to use assessment and data to guide learning for all students?

Panel Discussion (3)

3. What strategies are you considering as you think about *how* to assess students when they return in the fall?

Panel Discussion (4)

4. What systems and structures are you considering to support staff in *using* data from assessments to guide teaching and learning?

What is one take away that you will help your planning for the fall?

Resources

- [Testing 1, 2, 3](#) - Assessment resources for the classroom from MDE
- [The Future of Assessment Practices: Comprehensive and Balanced Assessment Systems](#) – The National Panel on the Future of Assessment Practices
- [Social and Emotional Learning Assessment Guidance](#) – MDE
- [Reopening schools with a focus on equity](#) – Dr. Pedro Noguera, The Holdsworth Center
- [The Practice of Adaptive Leadership: Tools and Tactics for Changing Your Organization](#) – Ronald Heifetz, Harvard Kennedy School
- [Implementing Principles of Reimagine Minnesota in a Period of Remote Teaching and Learning](#) – The Minneapolis Foundation and the University of Minnesota
- [Making SEL Assessment Work: 10 Practitioner Beliefs](#) – CASEL Assessment Work Group

Thank you!

Questions?

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Mission

Princeton Public Schools is an innovative leader in instruction, developing in EVERY learner the ability to succeed in an ever-changing world.

PRINCETON

PUBLIC SCHOOLS

2020-21 Continuous Improvement Plan

Vision

Princeton Public Schools will equip every student to be career and college ready through personalized instruction, community partnerships, and collaboration.



Student Learning

High Student Achievement

- Move toward a guaranteed, coherent and viable curriculum.
- Deepen use of Princeton Paradigm as our model of instruction.
- Foster authentic literacy across content areas (reading, writing, thinking, speaking).



Climate and Culture

Optimal Teaching and Learning Environment

- Create continuity and alignment across sites to ensure common language and practices that promote a positive school climate.
- Embed, teach, and assess Social Emotional Learning CASEL standards in all content areas.
- Strategically establish and maintain meaningful relationships with ALL students and each other.
- Develop standards to ensure a high level of customer service throughout all settings.
- Enhance diversity-related educational opportunities and experiences to ensure that students acquire the knowledge and skills necessary for living and working effectively as members of a diverse, pluralistic and global society.



Multi-tiered System of Supports

(MTSS) Robust Response Programming to Meet the Needs of ALL Students in a Tiered System

- Provide continuity, transition, and alignment across sites to ensure common language and promote the effective use of MTSS practices.
- Ensure that there is a continuum of evidence based practices / interventions (for both academics and behaviors) that meet the needs of all students.
- Implement and refine the effective use of the Problem Solving Process at each site to ensure that interventions are targeted correctly to the root cause of the problem(s).



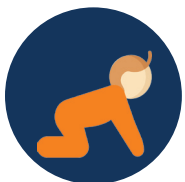
Operations

Efficient and Effective Operations

- Ensure facilities are safe, well maintained and promote a 21st century learning environment.
- Promote positive messaging to showcase points of pride in our district to increase school spirit and Tiger Pride.
- Utilize best practices in governance by building systems for two-way communication based on positivity, trust, respect, and transparency.
- Operate district in a fiscally responsible manner that supports student learning while maintaining an unassigned fund balance of at least 10%.
- Hire the best people, work as a team, provide quality training and support, and aim to achieve the highest level of employee engagement, satisfaction & pride.

World's Best Workforce

Improving educational outcomes from cradle to career.



All students are ready for kindergarten.

All students in third grade achieve grade level literacy

Close achievement gaps.

All students graduate from High School college & career ready

Our Core Values



Habits

OF A TIGER



CRITICAL THINKING

POSITIVE LEADERSHIP

EFFECTIVE
COMMUNICATION

SELF-AWARENESS

EMPATHETIC CITIZENSHIP

Our Tigers are...

CRITICAL THINKERS

Problem Solvers; Analyzers; Investigators;
Explorers; Experimenters; Innovators;
Knowledgeable; Creative; Curious

POSITIVE LEADERS

Relationship Builders; Responsible Decision Makers;
Advocates for Others; Encouragers; Contributors;
Collaborators; Initiators; People of Integrity; Flexible;
Considerate; Accepting of Mistakes

EFFECTIVE COMMUNICATORS

Readers; Writers; Thinkers; Speakers; Active Listeners;
Thoughtful; Present; Confident; Organized; Focused;
Assertive; Concise

SELF-AWARE

Owners of Their Learning; Self-Advocates; Self-Managed;
Resilient; Persistent; Mindful of Wellness; Open-Minded;
Intrinsically Motivated; Reflective; Accountable;
Continuously Evolving; Rooted in Growth Mindset

EMPATHETIC CITIZENS

Resources for Others; Socially Aware; Kind; Respectful;
Compassionate; Helpful; Considerate of Multiple
Perspectives; Pluralistic; Unthreatened by Differences;
Embracing Challenges of Being Human



PRINCETON PARADIGM

CORE INSTRUCTION

- Standards/Units of Standards
- Learning Goals
- Learning Progressions
- Taxonomy
- Success Criteria
(Desired Student Evidence)
- Task/Activity
(Formative Assessment)
- Actual Student Evidence
- Adaptations

CULTURE/CONDITIONS

- Live at Analysis
- Activate Students as Owners of their learning
- Activate Students as Learning Resources for one another
- Normalize Mistake Making as essential to learning (productive struggle)
- Infuse Tiger Pride: Social and Emotional Learning (SEL); the skills for quality of life

Core Values



