

Assessment System: Implementation Level 1

Facilitation Guide



Iowa Department of Education
8/1/2015

8/1/2015

TABLE OF CONTENTS

TABLE OF CONTENTS	1
INTRODUCTION	3
COLLABORATIVE INQUIRY	3
COMPREHENSIVE ASSESSMENT SYSTEM	4
COLLABORATIVE INQUIRY QUESTIONS: ASSESSMENT SYSTEM AND DATA-BASED DECISION MAKING	5
ASSESSMENT SYSTEM CHECKLIST	6
STEP 1: EXAMINE EACH ASSESSMENT SYSTEM COMPONENT	7
OVERVIEW	8
ACTIONS	8
ACTION A: SUMMARIZE CURRENT PRACTICE	8
ACTION B: IDENTIFY POTENTIAL BARRIERS	8
ACTION C: PRIORITIZE BARRIERS	9
ACTION D: VERIFY PRIORITIZED BARRIERS	9
ACTION E: MAKE DECISIONS	9
STEP 2: DEVELOP ACTION PLAN FOR IMPROVING ASSESSMENT SYSTEM AND DATA-BASED DECISION- MAKING	11
OVERVIEW	11
ACTIONS	11
ACTION A: PRIORITIZE ASSESSMENT SYSTEM COMPONENTS TO ADDRESS	11
ACTION B: DEVELOP ACTION PLAN	12
ACTION C: IMPLEMENT ACTION PLAN	12
ACTION D: MONITOR IMPLEMENTATION AND OUTCOMES OF THE PLAN	13
<u>ASSESSMENT SYSTEM ACTION PLAN</u>	14
APPENDIX A:	15
UNIVERSAL SCREENING WORKSHEET	15
UNIVERSAL SCREENING	16
OVERVIEW	16
ACTIONS	16
UNIVERSAL SCREENING	17
APPENDIX B:	18
ASSESSMENT FOR LEARNING WORKSHEET	18
ASSESSMENT FOR LEARNING	19

PRE-SCHOOL	19
KINDERGARTEN – 6 TH GRADE	20
OVERVIEW	20
ACTIONS	20
ASSESSMENT FOR LEARNING	21
APPENDIX C:	22
PROGRESS MONITORING WORKSHEET	22
PROGRESS MONITORING	23
OVERVIEW	23
ACTIONS	23
PROGRESS MONITORING	24
APPENDIX D:	25
DIAGNOSTIC ASSESSMENT WORKSHEET	25
DIAGNOSTIC ASSESSMENT	26
OVERVIEW	26
ACTIONS	26
DIAGNOSTIC ASSESSMENT	27
APPENDIX E:	28
SUMMATIVE ASSESSMENT WORKSHEET	28
SUMMATIVE ASSESSMENT	29
OVERVIEW	29
ACTIONS	29
SUMMATIVE ASSESSMENT	30

INTRODUCTION

A comprehensive assessment system, combined with data-informed decision-making, is critical to ensure that instructional needs are identified early, targeted instruction provided is accurate, and interventions are effective. A strong assessment system is critical to meeting the goal of all learners being successful readers.

This system is predicated on the belief that all children can learn to read and that children can be successful readers at a young age. Additionally, the belief that our instruction is able to ensure success in reading is critical. In Iowa, it is expected that all children be successful readers by the end of third grade, and it is the focus of the educational system to deliver that promise.

COLLABORATIVE INQUIRY

The school improvement model is based upon a collaborative inquiry system, steeped in the Iowa Professional Development Model (IPDM). Because each district has differing resources and needs, schools are each empowered to identify priorities and set action plans to address their unique systems. The Statewide School Improvement Team (SSIT) will support districts through this work by providing district and building teams with collaborative inquiry questions and protocols designed to support their use of data to improve student learning. This facilitation guide was designed to lead teams through this collaborative inquiry process.

COMPREHENSIVE ASSESSMENT SYSTEM

An effective assessment system contains several different, but related, types of information. Each of these are valuable in making data-informed decisions. Each purpose of assessment is outlined in the table below.

Type/Purpose	System Use	Student Use
Screening	Identify level of resources needed to meet all students' need.	Identify specific learners and groups of learners in need of additional support.
Diagnostic	Identify the infrastructure needs of a classroom, grade level, building, or district.	Identify specific instructional need(s) of a learner or a group of learners.
Formative Assessment: 1. Assessment for Learning 2. Progress Monitoring	Designed to monitor the impact of system instructional changes.	1. Ongoing, instructionally-embedded evidence of the progression of learner's acquisition, retention, and generalization of taught skills. 2. A process, often standardized, that gauges growth towards well-established goals.
Summative	Designed to identify the result of ongoing instruction.	

COLLABORATIVE INQUIRY QUESTIONS: ASSESSMENT SYSTEM AND DATA-BASED DECISION MAKING

	Universal Screening	Assessment for Learning	Progress Monitoring	Diagnostic	Summative
Infrastructure	Are infrastructure supports in place to allow for timely and accurate data collection and use?				
Implementation Level 1	Are all students universally screened at least three times a year?	Are teachers using classroom information to determine instructional needs for all students?	Are all students identified as at-risk monitored frequently and regularly?	Are teachers collecting diagnostic information for appropriate learners?	Are all learners participating in appropriate district-wide summative assessments?
Implementation Level 2	Are data used to inform instruction for individual learners?				
Implementation Level 3	Are data used to inform system improvement?				
Sustainability	Are practices in place to support sustainable data collection and use?				

ASSESSMENT SYSTEM CHECKLIST

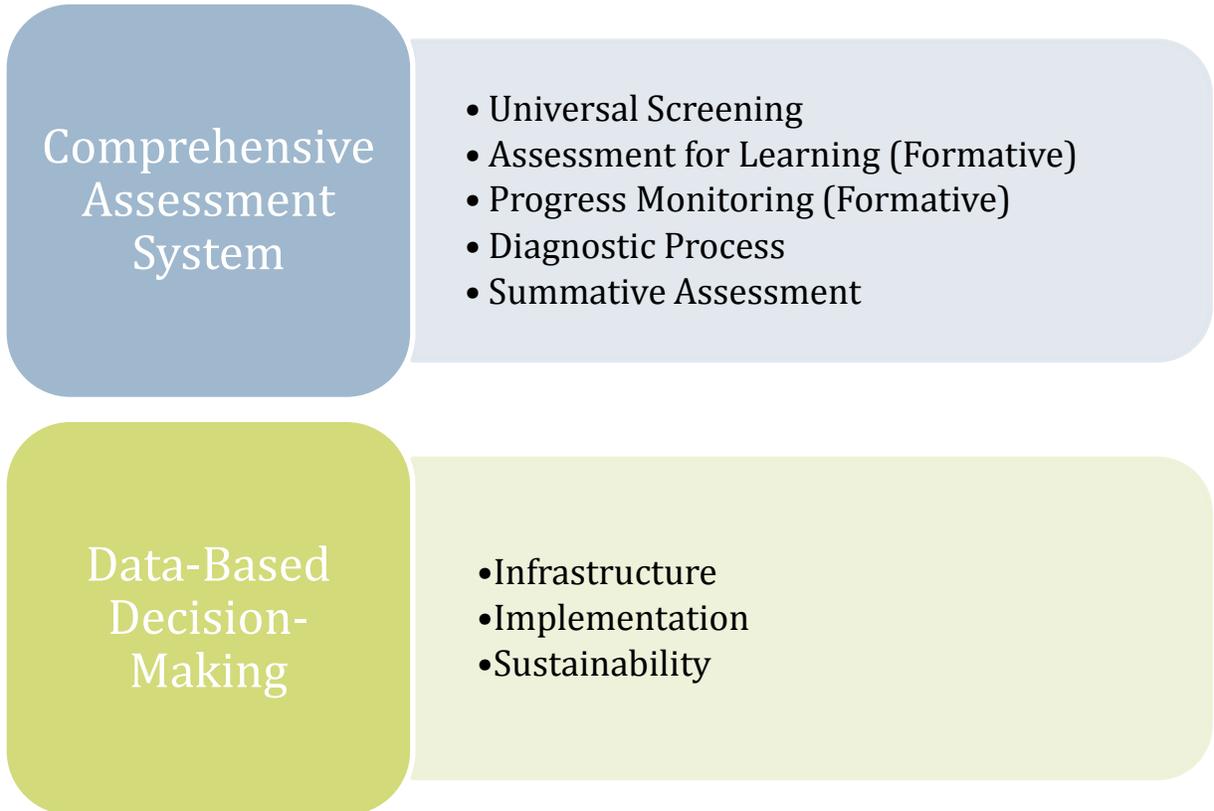
The following checklist is designed to support the building leadership team through the collaborative inquiry process. Use the checklist to summarize progress and decisions.

Note: This checklist may be used to report priorities and progress to the Department of Education.

Implementation Level 1 Checklist					
Most Recent Update:					
Leadership Team Members:					
Examination Completed	Action	Worksheet Title	Were needs identified?		Actions Developed
<input type="checkbox"/>	Appendix A	Universal Screening	Yes	No	<input type="checkbox"/>
<input type="checkbox"/>	Appendix B	Assessment for Learning	Yes	No	<input type="checkbox"/>
<input type="checkbox"/>	Appendix C	Progress Monitoring	Yes	No	<input type="checkbox"/>
<input type="checkbox"/>	Appendix D	Diagnostic Assessment	Yes	No	<input type="checkbox"/>
<input type="checkbox"/>	Appendix E	Summative Assessment	Yes	No	<input type="checkbox"/>

STEP 1: EXAMINE EACH ASSESSMENT SYSTEM COMPONENT

This step supports the examination of the current assessment system, with a specific focus on implementation at a basic level. This is organized by the components of a comprehensive assessment system. Another critical component of an assessment system is how the data are used to make decisions for both the system and individual students. Data-based decision-making specifically addresses the system in which the assessment system is operating.



In regards to data-based decision-making, this guide will specifically address Implementation Level 1 questions. For those practices not in place, barriers will be examined and action plans developed.

OVERVIEW

A process to examine current practices and design an action plan will be used. Data from various sources, including conversations during staff meetings, review of previously collected data through this facilitation guide, and potentially other information may be used to identify barriers.

Each assessment component will be examined using the actions below and findings documented on a table included in this facilitation guide. Appendix A through Appendix E will be used for this examination.

ACTIONS

- A. Summarize current practice.
- B. Identify potential barriers.
- C. Prioritize barriers.
- D. Verify prioritized barriers.
- E. Make decisions.

ACTION A: SUMMARIZE CURRENT PRACTICE

Question: What is our current practice?

Examine the collaborative inquiry question related to each assessment component and then briefly summarize the current reality of implementation of that assessment type.

For screening and progress monitoring, the team will also ensure that the current tools used are approved for these purposes.

ACTION B: IDENTIFY POTENTIAL BARRIERS

Question: What might be keeping us from implementing desired practices?

The barriers impeding full implementation of effective practice will next be examined. This process assumes that teachers and leaders are talented,

hardworking, and motivated professionals. Improvement occurs by carefully identifying the system barriers that are prohibiting implementation of best practices. Engaging in this process avoids premature action planning that may react to symptoms of the problem, as opposed to the actual barriers.

With appropriate stakeholders, brainstorm possible barriers that meet the following criteria:

- ✓ the school can take action on the barrier (i.e., it is alterable)
- ✓ the barrier directly impacts the implementation of the assessment type
- ✓ removal of the barrier has the potential to make the greatest impact on implementation of successful assessment practices.

After brainstorming, quickly sort the identified barriers, using a method of your choosing. For example, you may sort by one or all of the following:

- ✓ Immediate vs long-term
- ✓ Simple vs complex
- ✓ Low cost vs high cost

ACTION C: PRIORITIZE BARRIERS

Question: What are the prioritized barriers (pick 2 to 3)?

Select two to three barriers that will be the focus for verification and removal.

ACTION D: VERIFY PRIORITIZED BARRIERS

Question: What is the evidence for our prioritized barriers? How do we know that they are or are not the main barriers to successful implementation?

List the evidence you have that these are indeed barriers. Choose those barriers to remove initially that have the most information to support their need for removal, including those that the school has the best ability to remove.

ACTION E: MAKE DECISIONS

Question: What are some possible actions we can engage in to remove the verified barriers?

Brainstorm potential short and long-term action steps to remove the verified barriers. These will be used to support the action planning process.

Continue to [Appendix A](#) to begin this work.
Complete these actions for each component of the assessment system BEFORE proceeding to Step 3.

STEP 2: DEVELOP ACTION PLAN FOR IMPROVING ASSESSMENT SYSTEM AND DATA-BASED DECISION-MAKING

This step is about the building team developing an action plan to remove barriers. This action plan will also include the plan to monitor the impact of the actions taken.

OVERVIEW

An action plan will be developed utilizing all previous information gathered. This plan will include both short and long term actions as well as monitoring plans.

ACTIONS

- A. Prioritize assessment system components to address.
- B. Develop action plan.
- C. Implement action plan.
- D. Monitor implementation and outcomes of the plan.

ACTION A: PRIORITIZE ASSESSMENT SYSTEM COMPONENTS TO ADDRESS

Before developing a detailed action plan, areas for further study will first be prioritized. Examining too many areas at once will result in a watering-down of the quality implementation of changes.

Prioritize one to three components of the assessment system for further study.

Assessment Type	Needs Identified Y/N	Area Prioritized Y/N	Explanation
Universal Screening			
[Formative] Assessment for Learning			
[Formative] Progress Monitoring			
Diagnostic			
Summative			

ACTION B: DEVELOP ACTION PLAN

As a building team, develop an action plan with both short- and long-term actions to complete that will result in implementation of desired assessment system practices. A sample [action plan](#) can be found after a description of all actions.

ACTION C: IMPLEMENT ACTION PLAN

As a building team, implement the action plan and report on implementation at each team meeting. This regular reporting serves multiple purposes. First, it allows the team to problem-solve areas that are not able to be implemented on the timeline intended. Second, it keeps the priority of improving the assessment system on each agenda, resulting in a higher likelihood of it being addressed and not forgotten.

ACTION D: MONITOR IMPLEMENTATION AND OUTCOMES OF THE PLAN

As a building team, determine when and how implementation and outcomes will be monitored. By having reporting at each team meeting, implementation on the timeline determined by the team can be monitored. The outcome of the action plan can be monitored by using the assessment system protocol.

ASSESSMENT SYSTEM ACTION PLAN

Assessment Type	Action	Person Responsible	Completion Date	How and when will action be monitored?	Notes

APPENDIX A:
UNIVERSAL SCREENING WORKSHEET

UNIVERSAL SCREENING

Universal screening for all learners in grades K through 3 is required three times a year per Chapter 62 of IAC. It is well-established that early intervention is essential to achieving our goals of all learners being successful readers at the end of third grade. Because of this, it is recommended that preschool programs also universally screen three times a year using a valid and reliable tool. Also, because ensuring that readers stay on track for the purposes of intervening early if concerns should arise at any point in time, it is also recommended that schools continue to universally screen all learners through sixth grade.

OVERVIEW

The team will use information from Appendix A steps 1 and 2 to determine analyze current practices. When practices do not match the desired state, potential system barriers to successful implementation will be examined and then prioritized. An action plan will then be developed to address prioritized barriers.

Implementation Level 1 CIQ: Are all students universally screened at least three times a year?

ACTIONS

A review of directions and considerations for each step can be found by the links included here. Utilize the table to document the team's decisions at each step.

- A. [Summarize current practice.](#)
- B. [Identify potential barriers.](#)
- C. [Prioritize barriers.](#)
- D. [Verify prioritized barriers.](#)
- E. [Make decisions.](#)

APPENDIX B:
ASSESSMENT FOR LEARNING WORKSHEET

ASSESSMENT FOR LEARNING

Assessment for Learning (AfL) in the Assessment System Facilitation Guide addresses the presence or absence of AfL practices. The quality components of AfL are addressed in the D2 Facilitation Guide and are described below.

PRE-SCHOOL

CIQ: *Do teaching staff collect daily evidence to determine progressions of children's growth and development based on curriculum goals grounded in the Iowa Early Learning Standards area of Communication, Language, and Literacy?*

This question is about teachers collecting evidence of child learning using formative assessment practices. So much of early childhood education is about exposure and experiences related to a variety of topics and skill areas, so assessment in this area is focused on determining how children are developing and how that development matches typical age expectations. Since most goals are not a single achievement but a continuum of development, measuring growth is essential and serves as an indicator of success. Effective literacy instruction is shaped by data about what children are learning. The data measures children's progression of skills based on the Iowa Early Learning Standards (IELS) Communication, Language and Literacy Area. These data should be collected on a daily basis. It is a way to assess each and every child's strengths, interests, and needs. Measuring a child's growth and development is the way we know how they are progressing relative to curriculum goals. Sources of daily assessment information could include written observations, video or audio recordings, work samples, photos, anecdotal records, family information, universal screening and other assessment data. The collection of daily information is not bound to a single test or tool, but rather a planned and ongoing process.

KINDERGARTEN – 6TH GRADE

CIQ: *Are teachers collecting daily evidence of student learning based on the Learning Goal & Success Criteria?*

This question is about whether or not teachers are using high-quality formative assessment practices to collect evidence of student learning. At this level, formative assessment includes providing students with clear learning targets, examples of strong and weak work, and performance criteria to clarify what meaning those learning goals looks like. This is not bound to a single test or tool, but rather a thoughtful, ongoing, process used on a daily basis. Teachers are also to collect evidence of student learning using this framework.

OVERVIEW

Using the quality description above of Assessment for Learning at the Pre-K and K-6 level, the team will examine the presence or absence of Assessment for Learning practices at each grade level. If evidence suggests that Assessment for Learning is not present, the team will follow the Assessment for Learning process in the D2 Facilitation Guide for Universal Tier.

Implementation Level 1 CIQ: Are teachers using classroom information to determine instructional needs for all students?

ACTIONS

A review of directions and considerations for each step can be found by the links included here. Utilize the table to document the team’s decisions at each step.

- A. [Summarize current practice.](#)
- B. [Identify potential barriers.](#)
- C. [Prioritize barriers.](#)
- D. [Verify prioritized barriers.](#)
- E. [Make decisions.](#)

APPENDIX C:
PROGRESS MONITORING WORKSHEET

PROGRESS MONITORING

Weekly progress monitoring is a required component of Chapter 62 of IAC for those learners in grades K-3 who are below benchmark on universal screening assessments. We currently do not have an early childhood progress monitoring tool for statewide use. This is done to ensure that current instruction is meeting individual learner's needs. Because regular monitoring is the only way to ensure that a student is making intended progress with intervention, it is recommended that all learners in grades 4 through 6 who receive intervention are also monitored weekly.

OVERVIEW

The team will use information from Appendix A steps 3 and 4 to determine analyze current practices. When practices do not match the desired state, potential system barriers to successful implementation will be examined and then prioritized. An action plan will then be developed to address prioritized barriers.

Implementation Level 1 CIQ: Are all students identified as at-risk monitored frequently and regularly?

ACTIONS

A review of directions and considerations for each step can be found by the links included here. Utilize the table to document the team's decisions at each step.

- A. [Summarize current practice.](#)
- B. [Identify potential barriers.](#)
- C. [Prioritize barriers.](#)
- D. [Verify prioritized barriers.](#)
- E. [Make decisions.](#)

APPENDIX D:
DIAGNOSTIC ASSESSMENT WORKSHEET

DIAGNOSTIC ASSESSMENT

Diagnostic assessment is the process of gathering additional information to better target intervention planning. Because it can be resource-intensive to collect this information, it is typically only collected after a learner has shown need despite targeted instruction. Diagnostic assessment may include information reviews, interviews, observations of the student(s) during instruction, and/or the administration of individual or group tests. Diagnostic assessment also considers the setting, curricular needs, and instructional needs, in addition to the students' knowledge and skills.

OVERVIEW

In reviewing current practices in diagnostic assessment, the building level team will interview grade level team members to examine current practices to answer the question:

Implementation Level 1 CIQ: Are teachers collecting diagnostic information for appropriate learners?

ACTIONS

A review of directions and considerations for each step can be found by the links included here. Utilize the table to document the team's decisions at each step.

- A. [Summarize current practice.](#)
- B. [Identify potential barriers.](#)
- C. [Prioritize barriers.](#)
- D. [Verify prioritized barriers.](#)
- E. [Make decisions.](#)

APPENDIX E:
SUMMATIVE ASSESSMENT WORKSHEET

SUMMATIVE ASSESSMENT

Summative assessments are a point-in-time measure of instructional outcomes. They are typically high in rigor and technical adequacy and therefore are also often used for accountability measures. For example, Iowa Assessments are required to be administered to all students in grades 3-8, 10 and 11 in 2015-2016.

OVERVIEW

The team will use information from district-wide assessments to analyze current practices. When practices do not match the desired state, potential system barriers to successful implementation will be examined and then prioritized. An action plan will then be developed to address prioritized barriers.

Implementation Level 1 CIQ: Are all learners participating in appropriate district-wide summative assessments?

ACTIONS

A review of directions and considerations for each step can be found by the links included here. Utilize the table to document the team's decisions at each step.

- A. [Summarize current practice.](#)
- B. [Identify potential barriers.](#)
- C. [Prioritize barriers.](#)
- D. [Verify prioritized barriers.](#)
- E. [Make decisions.](#)

SUMMATIVE ASSESSMENT

A. Summarize Current Practice	B. Identify Potential Barriers	C. Prioritize Barriers	D. Verify Prioritized Barriers <i>Highlight Verified Barriers</i>	E. Make Decisions
<p><i>CIQ: Are all learners participating in appropriate district-wide summative assessments?</i></p> <p>Current Practice:</p>		<p>Potential Barrier 1:</p> <p>Potential Barrier 2:</p> <p>Potential Barrier 3:</p>	<p>Evidence 1:</p> <p>Evidence 2:</p> <p>Evidence 3:</p>	<p>Potential Short-term Actions:</p> <p>Potential Long-term Actions:</p>