Assessment Issues and Strategies

COMPONENT #: 2-401-001   **POINTS TO BE EARNED:** 120 MPP

DESCRIPTION: Write a brief description of content and intent of component.

This component is designed to enable the participant to develop and apply an understanding of current trends, theories, and practices in educational assessment and measurement, as well as an understanding of essential issues in the development, evaluation, application, interpretation of assessments and of essential topics in measurement. the development, application, and interpretation of multiple forms of formal and informal assessment strategies to provide feedback on learner needs and progress, foundational principles of test design and analysis and apply them to develop and/or review test blueprints, develop and/or review test items, apply relevant metrics and standards to the evaluation of test items and test forms, and communicate effectively about relevant issues in testing and measurement with stakeholders.

Upon successful completion of this professional development activity, the participant will be able to implement formal and informal assessment strategies, apply assessment strategies to inform instructional and programmatic planning and improvement, and effectively participate in professional meetings and conversations about assessment with stakeholders.

STANDARDS/FOCUS AREAS ADDRESSED BY COMPONENT: Identify the standards, national/state/district imperatives, initiatives or key focus areas this component supports.

Standards for Professional Learning (choose one)

☐ Learning Communities   ☐ Learning Designs
☐ Leadership   ☐ Implementation
☐ Resources   ☐ Outcomes
X Data

Florida Educator Accomplished Practices (check all that apply)

X Instructional Design and Lesson Planning   X Assessment
☐ The Learning Environment   ☐ Continuous Professional Improvement
☐ Instructional Delivery and Facilitation   ☐ Professional Responsibility and Ethical Conduct

Florida Leadership Standards (check all that apply)

X Student Learning Results   X Decision Making
☐ Student Learning as a Priority   ☐ Leadership Development
☐ Instructional Plan Implementation ☐ School Management
X Faculty Development   X Communication
☐ Learning Environment   ☐ Professional and Ethical Behaviors

IPEGS Standards (check all that apply)

☐ PS 2 – Knowledge of Learners   X PS 6 – Communication
X PS 3 – Instructional Planning   X PS 7 – Professionalism

Assessment Issues and Strategies
COMPONENT #: 2-401-001

☐ PS 4 – Instructional Delivery and Engagement   ☐ PS 8 – Learning Environment
X PS 5 – Assessment

IMPACT FOCUS AREA(S): select the intended impact focus area(s) from the choices below. Note that Impact Evaluation procedures should reflect this level of impact.

☐ Educator knowledge/skill (content)   X Student learning
X Educator (professional growth)   X Organizational support and change

SPECIFIC LEARNER OUTCOMES: Identify the intended learner outcomes (number and content of learner outcomes should be reflective of the total points participants will earn as a result of completing this learning).

1. Identify various strategies for formal and informal assessment and collect and analyze resultant data.
2. Understand how to implement various assessment strategies, including formal and informal classroom assessments, and standardized assessments, and how these can be applied in professional practice.
3. Develop skills to interpret and analyze data obtained through various assessment strategies.
4. Understand and become familiar with fundamental concepts in measurement including, but not limited to: measures of central tendency and dispersion; reliability; validity; comparability of data; trends; sources of measurement error; test item discrimination, item difficulty, confidence bands/intervals; scales and ranking; cut scores; and reporting formats (such as percentages, percentiles, raw scores, scale scores, performance bands, stanines, quartiles, etc.)
5. Understand and apply foundational principles of test design applicable to the development and review of test blueprints, development and review of test items and/or test forms,
6. Understand and apply appropriate strategies for scoring and reporting of assessment results.
7. Be able to communicate with other professionals and stakeholders about formal and informal assessment implementation and results.
8. Understand and apply applicable standards of professional responsibility in the assessment process, including, but not limited to, confidentiality, test administration guidelines and procedures, test security, and interpretation and communication of assessment results.

PART II – LEARNING

LEARNING PROCEDURES: Describe the experiences (the "what") and formats/methods (the "how") that will be used to provide participants with the knowledge and skills sufficient to master the intended learner outcome of this component.

1. 1, Participate in guided discussion (Whole-class, small group, and/or think-pair-share) to identify and discuss strategies for formal and informal assessment (SLO 1).
2. Work independently and in small groups to identify how each of the formal and informal assessment strategies can be implemented in professional practice and to what settings and situations they are applicable (SLO 1 & 2).

3. Generate and discuss hypotheses regarding the integration and application of data obtained through various assessment strategies (SLO 3).
4. Through guided discussion, whole-group, and small group activities, acquire an understanding of fundamental concepts in measurement and how these affect the design and review of test items, test forms, decisions about formal and informal assessments, and the interpretation of results (SLO 2, 3, 4, 5, 6, &7).
5. Work independently and in small groups to apply relevant guidelines (such as test blueprints) to the development and review of test items and test forms (SLO 4, 5, 6, & 7).
6. Work independently and in small groups to apply relevant metrics to test items and test forms to inform decision-making and refinement of the assessment design (SLO 4, 5, 6, & 7).
7. Through guided discussion and individual and small-group activities, acquire and express and understanding of the relevant professional responsibilities, standards, and limitations   applicable to the development, implementation, interpretation, and dissemination of assessment content, assessment procedures, and assessment results (SLO 8).
8. Provide a product related to the training (e.g. lesson plans, written reflection, audio/video tape, case study) verifying that the professional development impacted their professional behavior.
9. Provide evidence (e.g. pre and post assessments, surveys, or other assessment artifacts) verifying that the content impacted their assessment practices.
10. Monitor and adjust programs, as needed, as a result of the implementation feedback and findings.
11. Develop an action research study related to the training and provide evidence of implementation.
12. Provide evidence of collaborative planning or product development related to the training.
13. Engage in mentor/coaching activities which may include but not be limited to direct observation, conferencing, oral reflection, lesson demonstration and/or follow up session(s).

PART III – IMPLEMENTATION

IMPLEMENTATION PROCEDURES: Method(s) and resource(s) that will be provided to support implementation of new learning for participants (check all that apply).

X Apply newly acquired professional knowledge, skills, dispositions, and behaviors to improve practice.

X Provide sufficient classroom- and school-focused support and assistance by skillful coaches, mentors, or others to the educator to ensure high-fidelity implementation of professional learning.

X Provide educators with web-based resources and assistance to support implementation of professional learning.

PART IV – EVALUATION

IMPACT EVALUATION PROCEDURES: Describe the processes that will be used to determine the impact (as identified in previous section titled "Impact Focus Areas"). Description should

reflect methods for determining at least ONE of those areas, and will include a specific section for each impact focus area identified for this component.

1. Educator (professional growth): Will consist of review of evidence provided by participants regarding the application of the knowledge learned into identification of learner needs, instructional planning, and monitoring of learner progress.
2. Student learning: Will consist of evidence of implementation through documented impact on one or more measures of student achievement.
3. Organizational support and change: Will consist of evidence of implementation through documented impact on team, grade-level, school, or program instructional, action, or improvement plans. Will also consist of evidence of implementation and evaluation, review, or modification of those plans in response to data.

COMPONENT EVALUATION PROCEDURES: Describe the process(es) that will be used to determine the effectiveness of this component to include design, implementation and impact (check all that apply).

X Evaluate the impact of all professional learning on educator's practice through reflection, assessment, collaborative protocols for examining educator practice and work samples, peer visits, and/or professional portfolios.

X Determine the degree to which educator's professional learning contributed to student performance gains as measured by classroom assessment data.

X Use summative and formative data from state or national standardized student achievement measures, when available, or other measures of student learning and behavior such as district achievement tests, progress monitoring, educator-constructed tests, action research results, discipline referrals, and/or portfolios of student work to assess the impact of professional learning.

Date Approved: 5/19/2014
Department: Office of Professional Development and Evaluation
Name of Author/Position: Ada Fernandez/Vicaria - Director