## Appendix D-1: Summary of the Stages and Steps in the DDM Development and Implementation Process

<table>
<thead>
<tr>
<th>Stage 1: Planning</th>
<th>Stage 2: Exploring</th>
<th>Stage 3: Evaluating</th>
<th>Stage 4: Testing and Revising</th>
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<tbody>
<tr>
<td><strong>Stage 1 involves building a DDM team, clarifying instructional priorities, constructing time lines, and planning for communication with stakeholders.</strong></td>
<td><strong>Stage 2 involves identifying and collecting a set of assessment options and considering the various approaches to measuring growth.</strong></td>
<td><strong>Stage 3 involves evaluating collected measures and selecting options that are most promising for further study.</strong></td>
<td><strong>Stage 4 involves conducting tryouts, modifying and/or adapting selected measures as needed, and engaging in the cycle of continuous improvement.</strong></td>
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### Step A. Build the DDM Team and Set Goals
**Anticipated outcomes:**
- Documentation showing contact with a wide variety of program stakeholders
- A list of individuals who have agreed to serve on the DDM team and their roles
- Action plan that describes next steps in the DDM development and implementation process
- A time line for completing steps A-I

### Step B. Reach Agreement on Instructional Priorities or Critical Content for Each Course
**Anticipated outcomes:**
- Documentation of the content to which a promising measure must align in order to be considered as a promising candidate for use as a DDM
- Documentation of the resources used to complete this step (e.g., relevant Massachusetts frameworks, pacing guides, curriculum materials, Model Curriculum Units, industry standards, licensing/certification requirements).

### Step C. Plan for Ongoing Communication with Stakeholders
**Anticipated outcomes:**
A set of strategies for communicating with educators, students, administrators, parents, etc., that:
- promotes discussion about what a program values in terms of critical content
- helps teachers consider how best to teach their content
- supports identification and/or development of program-specific measures that can be used to evaluate teacher impact on student learning
- builds local capacity in terms of assessment literacy
- fosters collaboration across programs, sharing of lessons learned, and leveraging resources.

### Step D. Brainstorm All Possible DDM Options
**Anticipated outcome:**
A brief report that documents all approaches considered and the potential strengths and limitations of each

### Step E. Collect Promising Existing Measures and/or Develop New Ones
**Anticipated outcome:**
A collection of assessments and supporting documentation that are deemed worthy of further consideration for use as a DDM

### Step F. Evaluate Collected Measures for Use as a DDM: Two Key Criteria:
- Alignment to critical content; and
- Results are informative and useful to teachers, students and administrators

**Anticipated outcome:**
A list of evaluated assessments and decisions made about each in terms of content alignment and usefulness

### Step G. Further Evaluate Those Measures that Meet the Two Key Criteria For Appropriateness as a Measure of Growth
**Anticipated outcome:**
A list of all assessments evaluated and decisions made about each in terms of capacity to measure growth and its feasibility

### Step H. Conduct Small-Scale Tryouts
**Anticipated outcome:**
- Data about the effectiveness of (a) particular assessment items or tasks, (b) overall alignment to instruction, (c) the current approach to measuring growth, and/or (d) administration or scoring guidelines

### Step I. Revise the DDMs Based on Findings and Feedback and Engage in the Cycle of Continuous Improvement
**Anticipated outcomes:**
- A recommended set of local measures for use as DDMs that have been revised using feedback from small-scale tryouts
- The ongoing collection of feedback and data through post-administration surveys of stakeholders that will inform continuous improvement plans and activities