**Step H. Administer Selected Measures**

Once measures have been selected, the next step for the DDM team is to administer them. Initial administrations will help team members identify issues with technical quality or challenges with administration, scoring, or use of results. Schools or districts also can benefit from the opportunity to receive targeted feedback about how a DDM works in practice and how to improve the measure.

The anticipated outcome from Step H is data from initial administrations of the DDMs 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.

**Key ESE-Developed Resources to Support Step H**
- *Technical Guide A* (see especially p. 33)
- *Technical Guide B* (see especially pp. 6 and 21 and Appendices B and D)
- *Webinar Series #4* (slide 23) and *#5* (slide 29)

**Lessons from the Field: Small-Scale Tryouts Before Initial Administration**

Dr. Mike Ananis, Executive Director
Rindge School of Technical Art

During the 2014 school year, Dr. Ananis has been working with CVTE educators on the development of DDMs and helping them to shift from using measures of achievement to measures of student growth. He decided to have his CVTE educators develop pre-test/post-test assessments in each of their programs for grade 11 students. After they considered the most critical content to be measured, they were asked to look at an existing end-of-unit assessment and develop a corresponding pre-test that was to be viewed as a snapshot or survey of what students know and can do at the beginning of the school year, and that could be used to inform instructional decision-making. His faculty have completed two rounds of tryouts that included pre-test/post-test assessments as well as some repeated measures. In most programs, the educators have reviewed results from the pre-test/post-test assessments and shared findings with their colleagues.

Dr. Ananis’s faculty have also piloted a rubric on 21st-century life and career skills, which is useful in demonstrating growth and shows promise for use as a DDM. Educators ask students to use the rubric to conduct a self-assessment at the beginning of the course and to help themselves become self-reflective. The educator then uses the rubric, over the course of instruction, to provide feedback to the student.

Dr. Ananis is now encouraging CVTE educators to try out other approaches (e.g., repeated measures or holistic evaluations). In certain programs—such as health assisting, in which students must pass a certification to become a Certified Nursing Assistant—a post-test-only approach is appropriate for the program area.
Lessons from the Field: Small-Scale Tryouts Before Initial Administration

Susan Edmonds, Vocational/Technical Director
Attleboro High School

As the 2014 school year began, a team of three educators from Attleboro approached the district CVTE Director with their interest in piloting a proposed growth measure for use as a DDM. Ms. Edmonds took this as an opportunity to update her district professional development plans by incorporating elements of the DDM identification, selection, and evaluation process into the professional development (PD) days already planned for her vocational teams. By aligning and consolidating efforts, the professional learning activities for PD days in October and December 2013 were transformed into working sessions for teams of CVTE and academic educators to model their approach while enlisting and enrolling fellow educators in adopting a similar instrument within their classes.

From the end of November through the middle of December 2013, the three original educators and their teams piloted the instrument’s common administration protocols and common scoring rubrics, established cut scores, and discussed the test data results to evaluate how to transform measures of achievement into measures of growth, which are more suitable for a robust DDM. During the December PD session, educators convened to review the employability unit and to review data from the pilot trials in CVTE programs. They reviewed and analyzed the administration results as a group so that they could strategize how they could best use the information gathered to inform revision and refinement of their chosen employability measure.

As revised after the field test in December, the employability unit, *Communicating within the Career and Technical Field*, includes a pre-test and a post-test, each composed of 25 selected-response items covering three of the employability standards in Strand 4 of the CVTE Frameworks. (See Figure 3 in Section III for a preview of this unit.)