Waiting Room

★ Today’s webinar will begin shortly.

REMINDERS:

• Dial 800-503-2899 and enter the passcode 6496612# to hear the audio portion of the presentation

• Download today’s materials from the sign-in page:
  • Webinar Series Part 4 PowerPoint slides
  • Assessment Quality Checklist and Tracking Tool
Determining the Best Approach to District-Determined Measures

Webinar Series Part 4
Logistics

★ Q&A
★ Type your questions into the chat box in the lower right corner of the screen

★ Recording
★ Recordings will be archived on our webpage: http://www.doe.mass.edu/edeval/ddm/webinar.html

★ Supplemental materials
★ All materials needed to participate in each session will be posted on the sign-in page and archived on our webpage.
# Webinar Series

<table>
<thead>
<tr>
<th>Title</th>
<th>Date</th>
<th>Length</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Introduction: District-Determined Measures and Assessment Literacy</td>
<td>3/14</td>
<td>60 minutes</td>
<td>4-5pm</td>
</tr>
<tr>
<td>2. Basics of Assessment</td>
<td>4/4</td>
<td>90 minutes</td>
<td>4-5:30pm</td>
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<tr>
<td>3. Assessment Options</td>
<td>4/25</td>
<td>60 minutes</td>
<td>4-5pm</td>
</tr>
<tr>
<td>TA and Networking Session I</td>
<td>7/11</td>
<td>3 hours</td>
<td>9am-12pm</td>
</tr>
<tr>
<td>4. Determining the Best Approach to District-Determined Measures</td>
<td>7/18</td>
<td>60 minutes</td>
<td>4-5pm</td>
</tr>
<tr>
<td>5. Integrating Assessments into Educator Evaluation: Considerations</td>
<td>8/15</td>
<td>60 minutes</td>
<td>4-5pm</td>
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<tr>
<td>for Measuring Student Growth</td>
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<tr>
<td>TA and Networking Session II</td>
<td>9/19</td>
<td>3 hours</td>
<td>9am-12pm</td>
</tr>
<tr>
<td>6. Integrating Assessments into Educator Evaluation: Developing</td>
<td>10/24</td>
<td>60 minutes</td>
<td>4-5pm</td>
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<tr>
<td>Business Rules and Engaging Staff</td>
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<tr>
<td>7. Communicating Results</td>
<td>12/5</td>
<td>60 minutes</td>
<td>4-5pm</td>
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<tr>
<td>TA and Networking Session III</td>
<td>12/12</td>
<td>3 hours</td>
<td>9am-12pm</td>
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<tr>
<td>8. Sustainability</td>
<td>1/23</td>
<td>60 minutes</td>
<td>4-5pm</td>
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Audience & Purpose

★ Target audience
★ District teams that will be engaged in the work of identifying and selecting District-Determined Measures

★ Purpose
★ Participants will:
★ Learn about various approaches to filling gaps in District-Determined Measures
★ Learn about the benefits and challenges of the various approaches
Agenda

★ Debrief of TA & Networking Sessions
★ Approaches to Filling Gaps in DDMs
★ Selecting an Approach
★ Cataloguing Potential DDMs
★ Pilot Testing
★ Q&A and Next Steps
Debrief of TA & Networking Sessions

- July 11, 2013, 9:00am – 12:00pm
  - East: Norwell
  - Central: Fitchburg
  - West: Holyoke
- Opportunities to discuss DDM pilot plans and network with colleagues

DDM Stakeholder Engagement

| I am the team. | We have a district-level team in place. | We have engaged school-level educators. | We have engaged educators from the school and district representing numerous roles, grades, and content areas. | We have engaged representatives from most/all school and district roles as well as colleagues in other districts. |
Debrief of TA & Networking Sessions

**DDM Pilot and Implementation Planning**

<table>
<thead>
<tr>
<th>DDWhat?</th>
<th>We have a planning team in place.</th>
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<tbody>
<tr>
<td></td>
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</tr>
<tr>
<td></td>
<td>We’ve started to inventory current assessments and identify gaps.</td>
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<td>We have identified DDMs to pilot in at least the 5 min. areas.</td>
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<td>We have already piloted some DDMs.</td>
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<tr>
<td></td>
<td>We are ready to implement (at least some) DDMs!</td>
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</tbody>
</table>
Agenda

★ Debrief of TA & Networking Sessions
★ Approaches to Filling Gaps in DDMs
★ Selecting an Approach
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★ Q&A and Next Steps
Approaches to Filling Gaps

★ Build: developing all components of the assessment (e.g., test specifications (blueprint), instrument, scoring method) “from scratch”

★ Borrow: acquiring an existing assessment from another district, state, or other organization for use “as is”

★ Buy: purchasing a commercially available assessment for use “as is”
Build, Borrow, or Buy Overview

🌟 Each approach has benefits and challenges
  ★ One approach may not be the right choice for all grades/subjects or courses
  ★ Choice should be based on local needs and context

🌟 Most districts will use a hybrid approach
  ★ Building an assessment from scratch and borrowing or buying the ‘perfect, ready-made’ assessment represent opposite ends on a continuum
  ★ There are a many, varied hybrid approaches that fall between these opposite ends of the continuum
Build, Borrow, Buy...or a Hybrid Approach

**Build**
- From Scratch: Building a completely new assessment from the ground up

**Hybrid Approach:**
- Some combination of building from scratch and borrowing/buying
  - May include building components from scratch, using components as is, and/or modifying components to meet your needs

**Borrow or Buy**
- From Elsewhere: acquiring at no cost or purchasing an existing assessment from another source for use as is
Agenda

★ Debrief of TA & Networking Sessions
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Discussion Points

- Engage Educators
- Identify Content
- Defining the Assessment
- Evaluate Utility and Technical Quality
- Communicate Results
- Monitor DDM’s Use
Engage Educators

The district team needs to engage educators in DDM process:

★ **Build:** engage educators to build components
★ **Borrow/Buy:** engage educators to evaluate components
★ **Hybrid:** the amount of educator engagement depends on where your district team is positioned on the continuum
Identify Content

The district team needs to identify content to be captured in an assessment:

- **Build**: use curriculum framework to build detailed test specifications
- **Borrow/Buy**: evaluate alignment of existing content to curriculum framework
- **Hybrid**: the content to be identified depends on where your district is positioned on the continuum
Defining the Assessment

The district team typically needs to define the same components for each assessment (e.g., instrument, administration protocol, scoring method--See Technical Guide A):

- **Build**: build all components from scratch
- **Borrow/Buy**: some or most components likely already exist but still need to be evaluated
- **Hybrid**: Some components may be needed depending on where your district is positioned on the continuum
Evaluate Utility and Technical Quality

The district team needs to evaluate utility and technical quality of an assessment:

- **Build**: must establish evidence of quality over time
- **Borrow/Buy**: information about quality may already exist, but still need to evaluate
- **Hybrid**: evaluating utility and technical quality will vary depending on where your district is positioned on the continuum
Communicate Results

The district team needs to communicate the results of an assessment:

★ Build: must determine audiences and create reporting methods audiences

★ Borrow/Buy: reporting methods may already exist (for some/all audiences), but may need to create and/or evaluate

★ Hybrid: what and how much is communicated depends on where your district is positioned on the continuum
Monitor DDM’s Use

The district team needs to monitor (evaluate data) and maintain (revise and improve) an assessment:

★ **Build**: needs to include gathering data to assess quality from scratch

★ **Borrow/Buy**: monitoring will still be required but likely there is a starting point

★ **Hybrid**: monitoring an assessment depends on where your district is positioned on the continuum
Agenda

- Debrief of TA & Networking Sessions
- Approaches to Filling Gaps in DDMs
- Selecting an Approach
- Cataloguing Potential DDMs
- Pilot Testing
- Q&A and Next Steps
Cataloguing Potential DDMs

- Use the Assessment Quality Checklist and Tracking Tool to document your district team's initial evaluation of Potential DDMs: http://www.doe.mass.edu/edeval/ddm/webinar/Quality-Tracking-Tool.xlsm

- Depending on the approach taken, the team may not be able to complete all fields of the checklist right away... that's ok.
Agenda

- Debrief of TA & Networking Sessions
- Approaches to Filling Gaps in DDMs
- Selecting an Approach
- Cataloguing Potential DDMs
- **Pilot Testing**
- Q&A and Next Steps
Pilot Testing Benefits

- Test of the administration method and process
  - Can identify problems with administration protocol wording, accommodations
- Test the scoring method and process
  - Can identify problems with rubrics, scoring software
- Test of the reporting method and process
  - Can identify problems with delivery of the reports and in understanding the results
- Test of items on instrument
  - Can identify items that do not perform as expected
Agenda

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Register for Webinar Series Part 5

★ Considerations for Measuring Student Growth

★ In Part 5, participants will learn about different ways of measuring student growth, including examples from MA districts.

★ Date: August 15, 2013
   Time: 4-5pm EST (60 minutes)
   Register:  https://air-event500.webex.com/air-event500/onstage/g.php?d=599889848&t=a

★ Note: Webinar 6 has been rescheduled for 10/24.
Questions

Contact Ron Noble at r noble@doe.mass.edu

Feedback

Tell us how we did: