Data Literacy and Assessment Resources

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Session Logistics

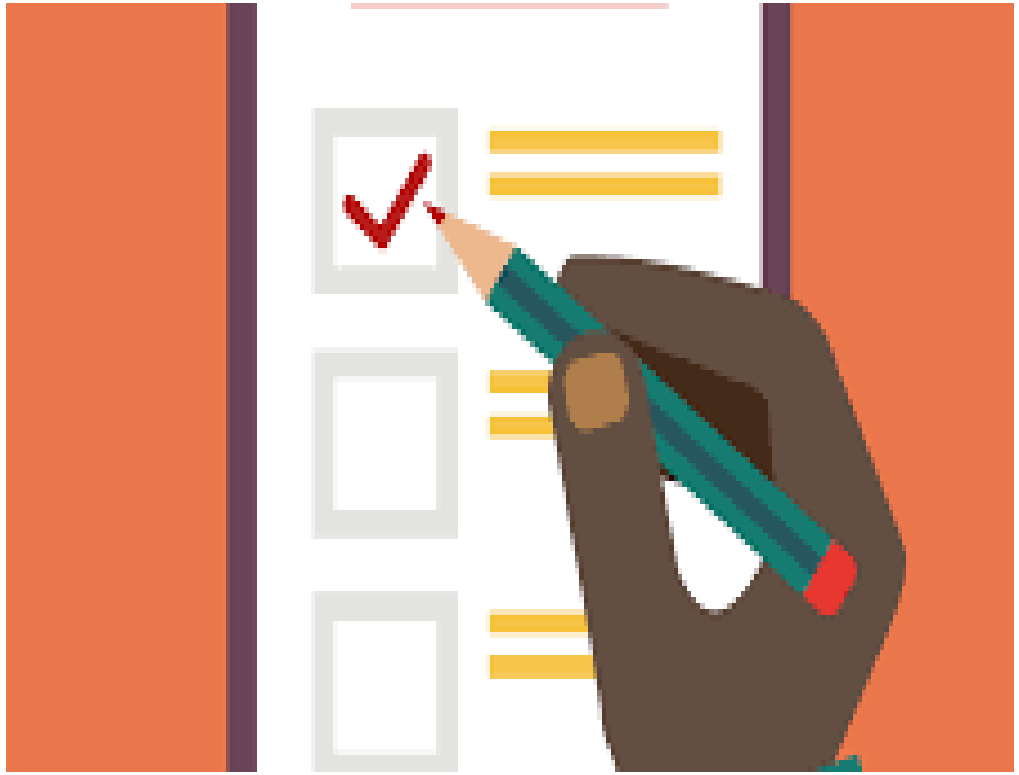
- **Handouts:** Session handouts are available for download in the handouts section on your screen and at www.gadoe.org/sdeevents
- **Questions:** Use the question box to type questions or comments throughout the presentation
- **Feedback:** We ask all participants complete the pop-up feedback survey after the close of the session
- **Recording:** A link to the session recording and certificate of attendance will be emailed in 24-hours
- **On Demand:** All sessions will be available on-demand following the conference on the SDE Events and Conference webpage

Session Goals
Our Purpose Today

To share best practices of effective data literacy

To share resources for virtual assessment

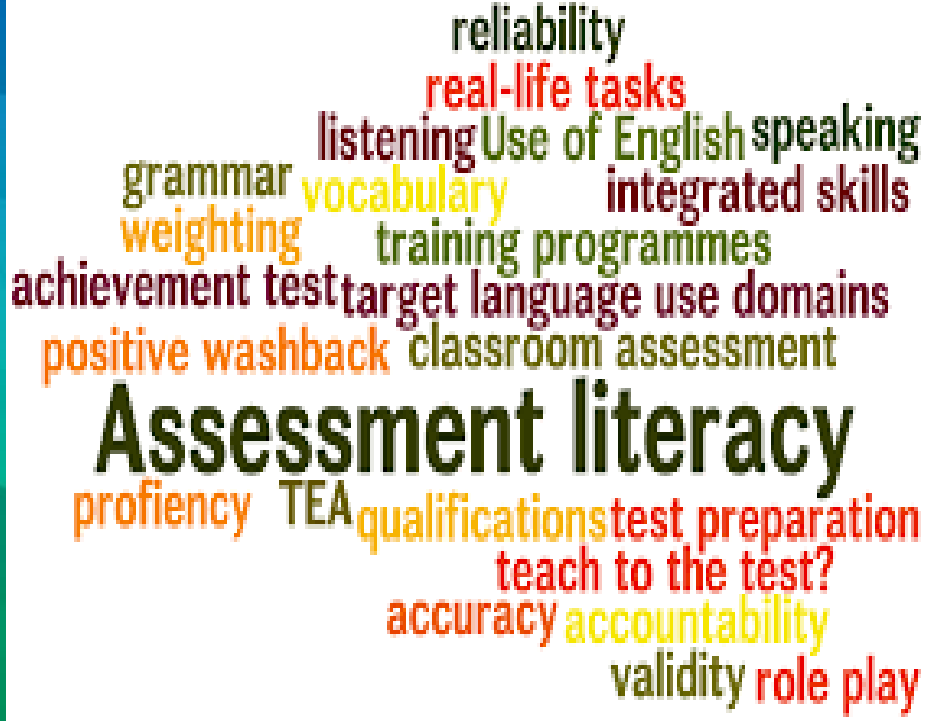
Agenda



1. Data and Assessment Literacy
2. Data Analysis Consideration
3. Virtual Assessment
4. GaDOE Virtual Assessment Resources
5. Virtual Assessment Resources

We have taken all reasonable care to ensure that the information contained within this presentation is accurate and up-to-date. We do not endorse any non-Georgia Department of Education websites or products contained within this presentation or through external hyperlinks. This presentation contains only a sampling of available resources and in no way should be considered an exhaustive list of available resources. It is at the discretion of individual districts and schools to determine appropriate resources to serve stakeholders.

Assessment Literacy vs. Data Literacy



What is Assessment Literacy?

- Assessment literacy is knowing how, when, and why to assess student learning.
- <u>Assessment literate educators:</u>
- Identify, select, and/or create the most appropriate, efficient, and precise assessments that engage students in demonstrating their knowledge and abilities relative to targeted learning goals;
- Skillfully use a variety of assessment tools and techniques to determine and document, when necessary, what students know and can do;
- Accurately analyze, interpret, and use resulting quantitative and qualitative data generated from assessments to help drive the teaching and learning process, thus advancing students' learning

What is Data Literacy?

- Data literacy is knowing how, when, and why to examine student data to drive continuous improvement.
- Data literate educators:
- Understand data;
- Are confident working with data both independently and collaboratively; and
- Embed data-driven decision-making into continuous improvement processes.

What's the difference between the two skills?

Data vs. Assessment Literacy

- Data literacy is much more than assessment literacy. In fact, assessment literacy is a component of data literacy.
- For teachers to form a comprehensive understanding of their students, they need more than just assessment data (a.k.a., test scores.)
- They need diverse sources of data, such as demographics, attendance, health, behavior, attitude, welfare, observations, classroom activities and even transportation data. These data points are in addition to all the traditional student performance and assessment data.

A more concise definition of Data Literacy:

- *Pedagogical data literacy or data literacy for teaching is the ability to transform information into actionable instructional knowledge and practices by collecting, analyzing, and interpreting all types of data (assessment, school climate, behavioral, snapshot, etc.) to help determine instructional steps. It combines an understanding of data with standards, disciplinary knowledge and practices, curricular knowledge, pedagogical content knowledge, and an understanding of how children learn.*

Why Data Literacy:

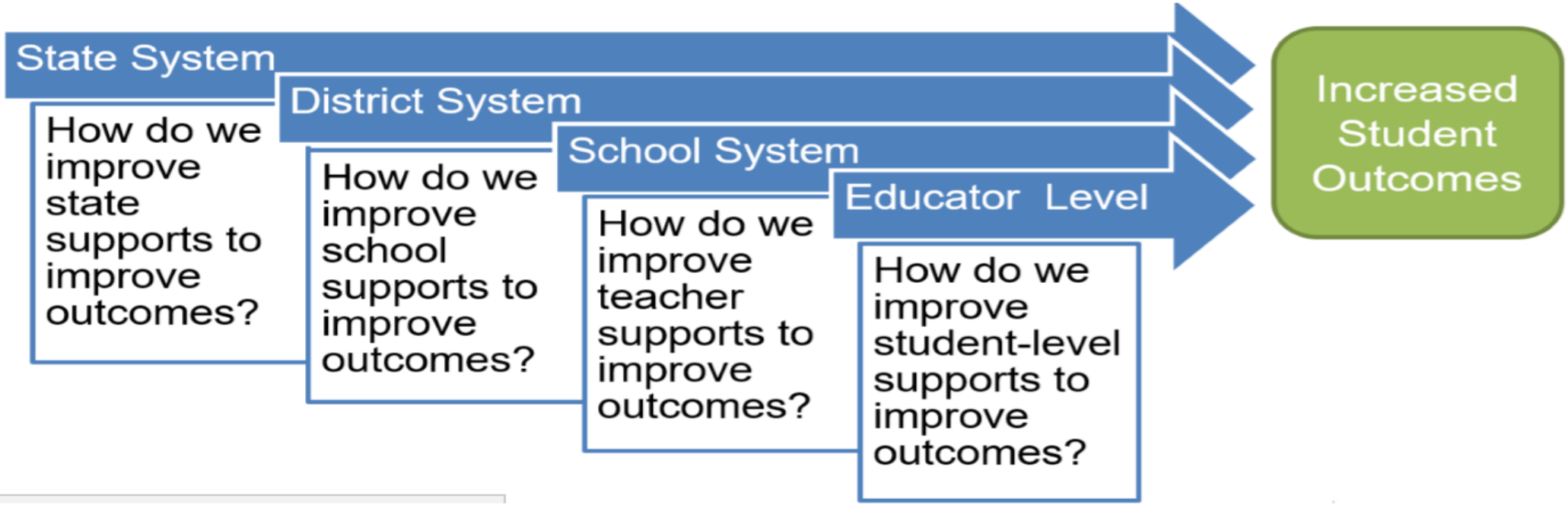
Without knowing, how can we respond?

How can we plan?

Building Data Literacy Helps us to…..

- Explore which data are needed to deeply understand the problems driving poor systemic results;
- Enable quick access to necessary data;
- Analyze, interpret, use, and report data to promote goal attainment; and
- Reflect on data access and analysis to improve infrastructure to enable better use.

Build Data Literacy at All Levels of the System



Key Components

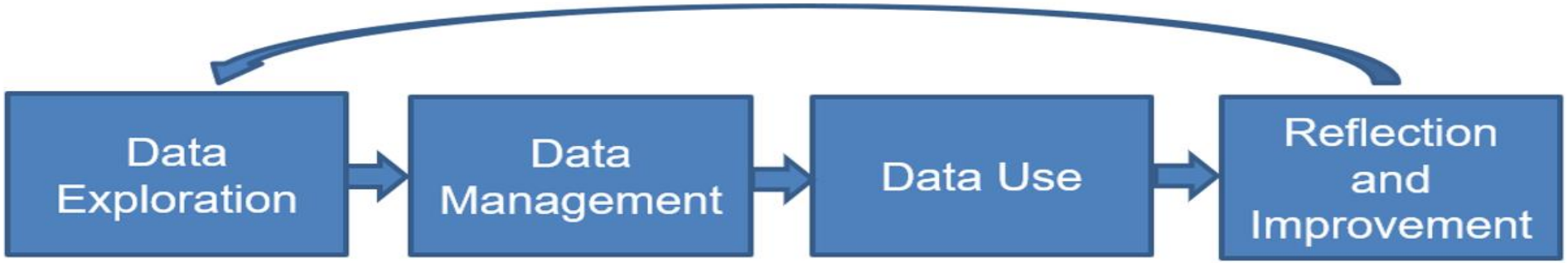
Ensure common understanding of data literacy.

Provide a continuum of professional learning opportunities.

Build infrastructure to support data literacy.

Engage stakeholders.

Data Literacy Continuum



Data Exploration

What?
- Purpose and vision (set the path)
- Research questions (what do we want/need to know)

Considerations
- Who are the impacted stakeholders?
- Establishing buy-in prior to moving forward

Data Management

What?
- Data definitions
- Data selection
- Data collection/ access
- Data submission
- Data fidelity
- Data management system/storage

Considerations
- Costs, time, feasibility, burden on stakeholders

Data Use

What?
- Data analysis
- Data use/data-based decision making
- Data sharing and reporting

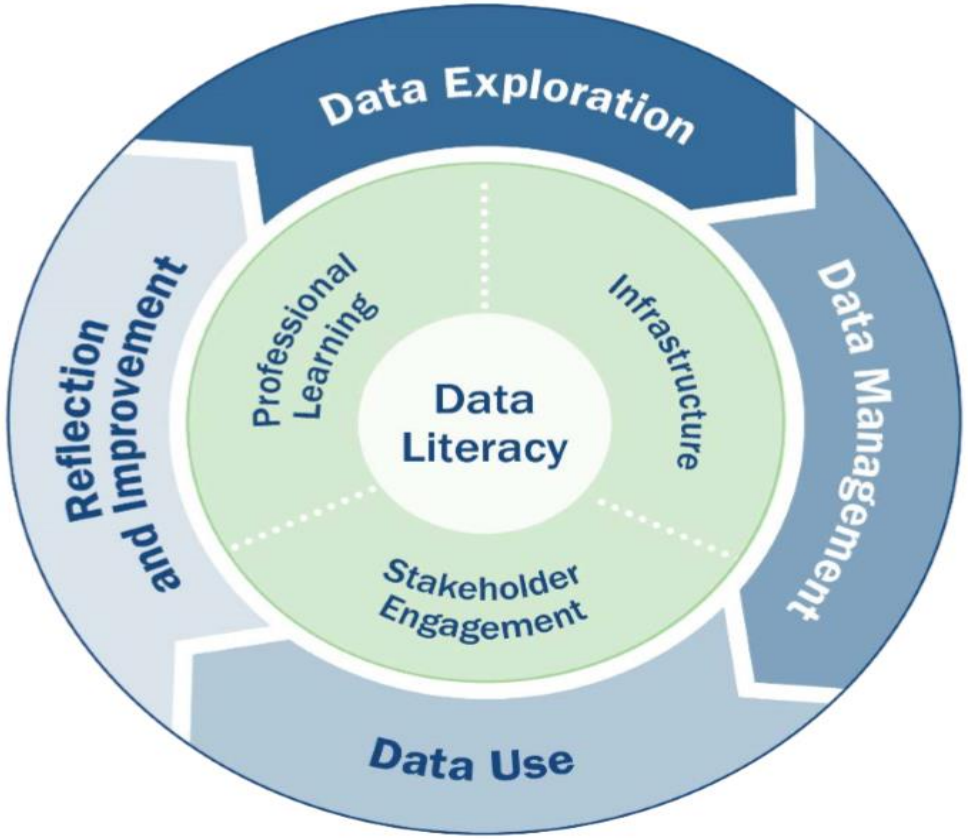
Considerations
- Balance of use…systems improvement, instructional decision making, reporting
- Use depends on role

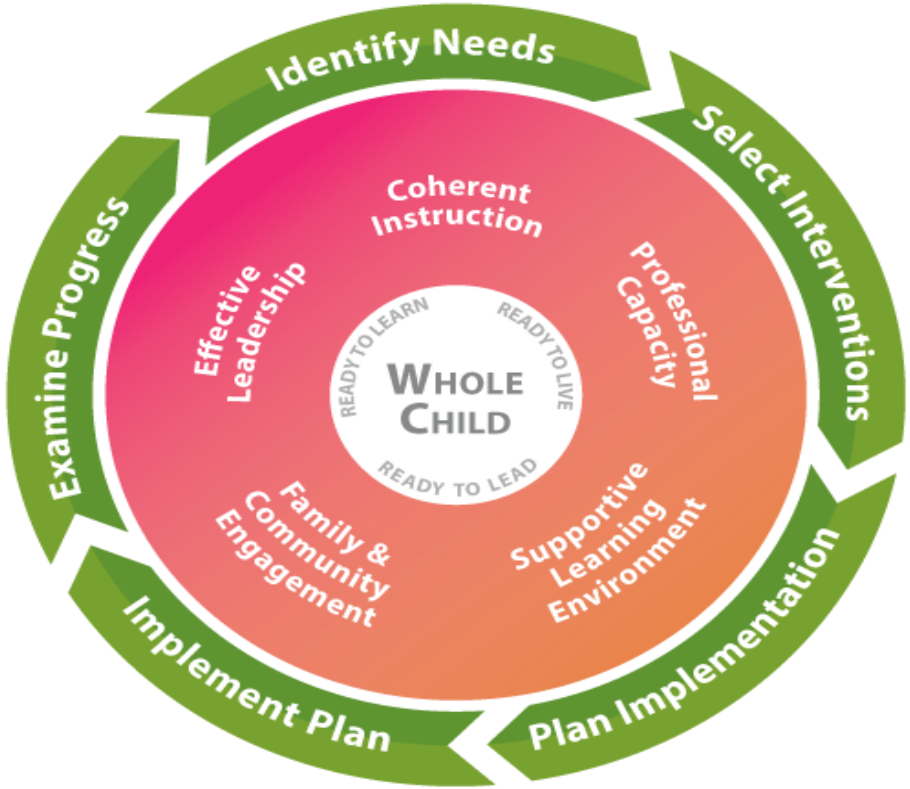
Reflection and Improvement

What?
- Efficiency and effectiveness data literacy
- Data integration
- Sustainability at data use/management
- Scaling processes
- Improving fidelity

Considerations
- How can we improve costs, time, feasibility, data system, burden on stakeholders for data use?
- Did we answer our questions?

Putting it all together



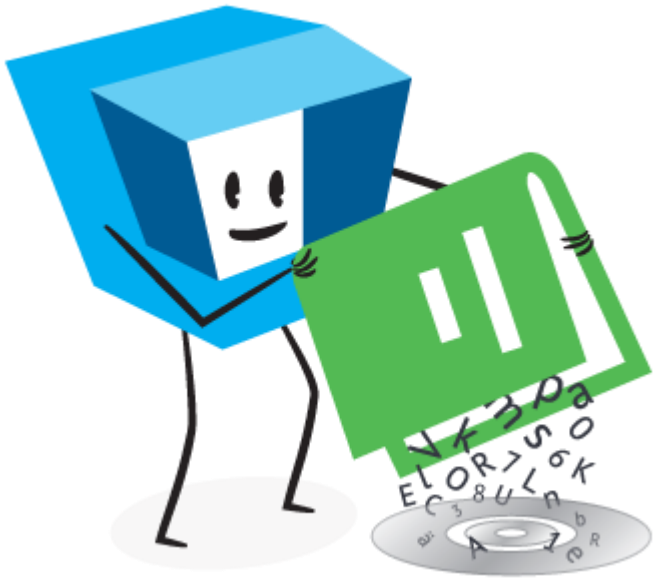


Data Analysis Considerations

Considerations for Data Exploration

- What data have been collected in the past?
- What do we need to know to provide instruction and services in the fall?
- What do we need to know to identify regression based upon change of instruction from spring and summer?
- What do our staff, families, and students need to know? What do they want to know?

Considerations for Data Management



Will the data be valid? Will the data be an accurate representation of what we want to know (e.g., student performance, fidelity)?

Will it be feasible? Can data be collected in this context? Can I still use my current data tools?

Will it be useful? Will it help me improve my services, planning, supports, or communication with parents and stakeholders?

Considerations for Data Use

How will we balance data use across systems improvement, instructional decision making, and reporting?

How will the data be used to measure the loss of learning or regression? How will data be compared to last progress of data from spring/end of year?

How will teams problem solve around data?

How will data be interpreted and communicated to stakeholders, including parents, to collaboratively implement educational programs?

Consideration for Reflection and Improvement

When and how will we engage in discussions about what worked and didn't work? What is the role of the leader?

How can we improve costs, time, feasibility, data system, burden on stakeholders for data use?

Did we answer our questions?

Sources of Data

MACRODATA

Student scores on:

- End-of-the-course/End of Grade assessments
- Common formative assessments
- Grades on projects
- District assessments
- PSAT, SAT, and ACT
- Advanced Placement (AP) exams
- DIBELS or other reading inventories
- Subject placement exams
- Computer-based modules
- Unit pre-tests

MICRODATA

Student performance:

- On quizzes and warm-up questions
- During guided practice
- During group work
- During independent practice
- On homework assignments
- On writing assignments

Student responses to:

- Teacher questions during lessons
- Checks for understanding
- Ticket-out-of-the-door responses

Student:

- Questions during lessons
- Explanations at the board
- Posters
- Notebooks
- Portfolios
- Reflections in journals

Assessment Types

Formative – informs student understanding and allows opportunity to adjust instruction

Summative – evaluates prior teaching/learning

Note: The way an assessment is used determines the type of assessment. An assessment may be both formative and summative.

Virtual Assessments

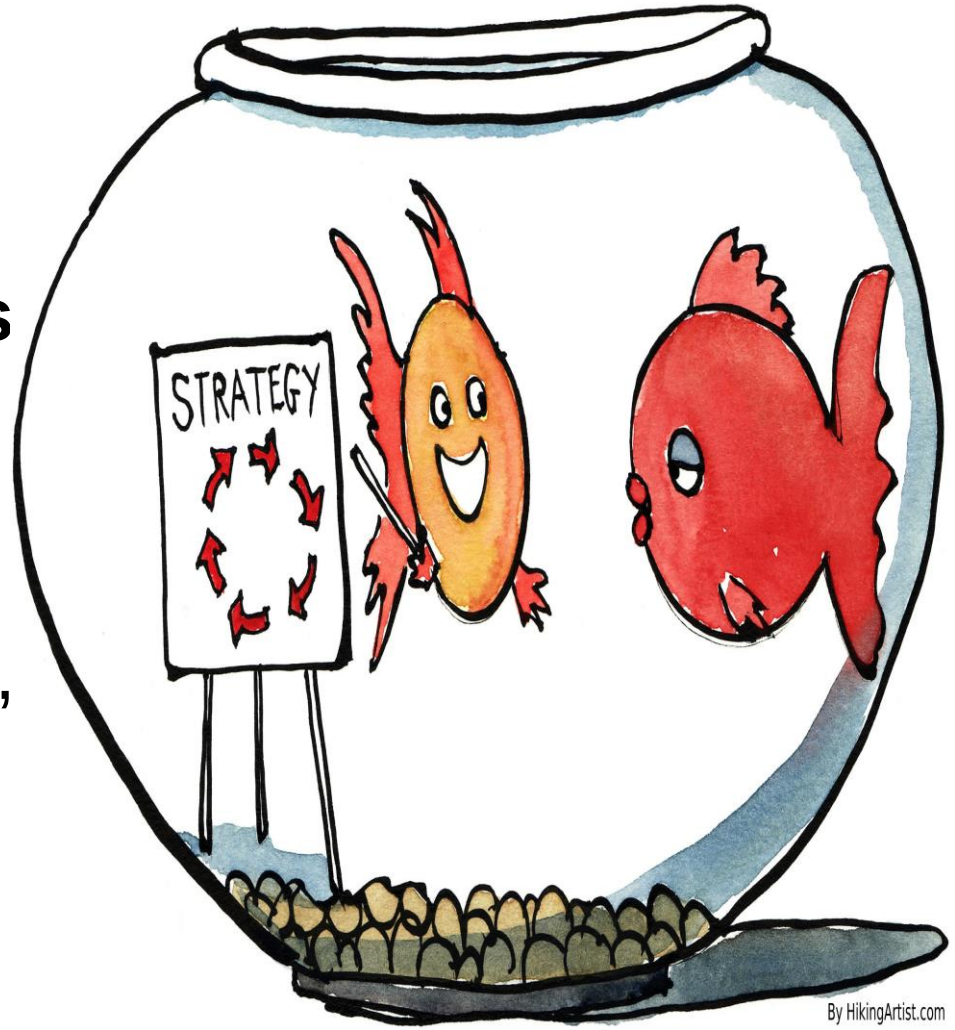
7 Assessment Challenges for online classes:

#1: Cheating is easier to do (and harder to detect) online.

While it's not clear whether online students do, in fact, cheat more than face-to-face students (Watson & Sottile, 2010), the truth is that it is more difficult to monitor who's taking a test and how they're taking it online than it is in a classroom.

Strategies for adapting assessments for online delivery include:

- **Timed/open book tests**
- **Shuffled/randomized test questions**
- **Plagiarism detection software**
- **Frequent low-stakes tests,** such as short quizzes or self-check activities worth no more than a few points each, help make cheating more trouble than it's worth.
- **Performance assessments**
- **Coordinated tests**
- **Proctoring**



#2 Online Courses need more student-to-student interactions “built in” than do face-to-face courses.

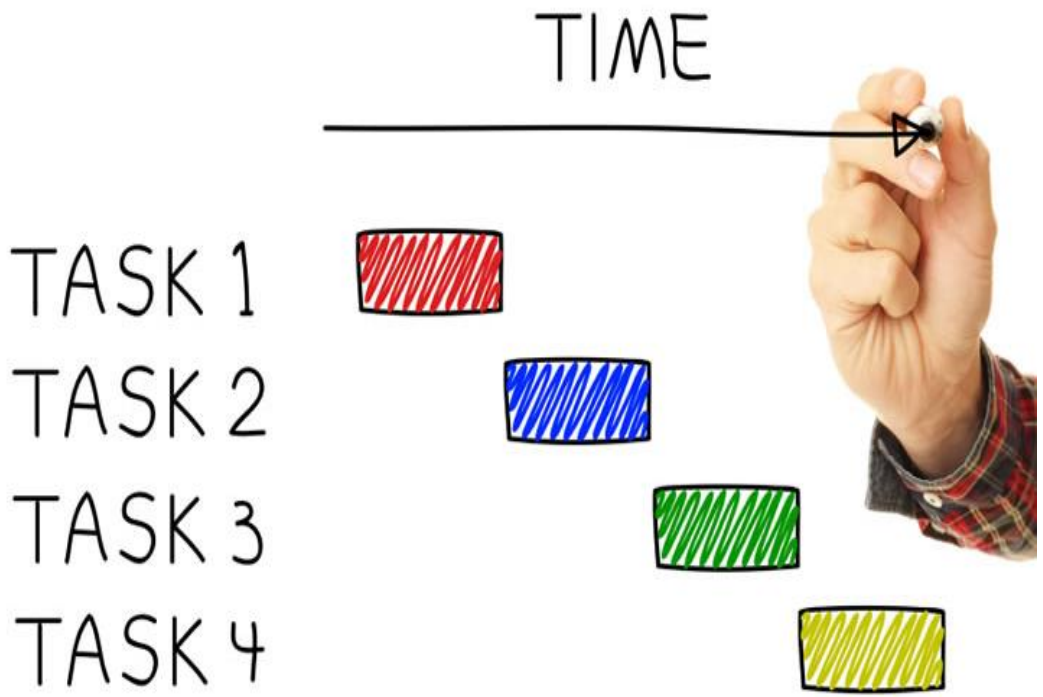
Peer-review. Asking students to review their classmates’ work (and grading them on their reviews) can help motivate best efforts as well as help students learn from each other.

Group projects. Well-designed group projects help students master both course content and team participation skills.

#3: Online students need more student-to-instructor interaction than their face-to-face counterparts.

- **Frequent, low-stakes testing ("self-check" quizzes and activities).** Options range from short selected response quizzes and watch-and-discuss questions to complex games and activities accessed through textbook publishers' add-on course cartridges.
- **Rich, detailed feedback.** Strategies for providing rich, detailed feedback vary based on the activities you've selected for your online course

#4: Online students need more planned structure—that is, more help in staying on time and on task—than their face-to-face counterparts.



- **Frequent, low-stakes tests (ungraded or low-point-value "self-checks")** help students gauge for themselves how well they're mastering the material.
- **Graded milestones.** Breaking up large projects into smaller graded milestones helps students (and you) identify problems areas early enough to address them.
- **Graded participation.** Using a rubric to grade discussion board participation is time-intensive, as is asking students to review each other's work

#5: Performance assessments (such as presentations and demonstrations) can be more challenging to administer online.

Accomplishing this requires:

- **Low-cost/free hardware and software**
- **Free Web conferencing services (optional).**

#6: Students expect more visually rich and interactive materials delivered via screen than they do from an in-class experience.

*****Face-to-face classes are inherently visual and interactive. In an online class, however, the amount and quality of visual and interactive materials can vary widely.**

- **Drag-and-drop activities:** Consider replacing one or two multiple-choice quizzes with a drag-and-drop quiz that requires students to order or categorize concepts visually.
- **Image-based activities**: For highly visual subjects such as art appreciation or biology, replace one or two multiple-choice quizzes with a series of images and require students to "click" their answers.
- **Audio-based activities:** Consider requiring students to take assessments by recording their answers in an audio-only mp3 file format.

#7: **Because an online course typically takes more time to teach than the same course taught face-to-face, containing instructor workload with regard to administering online assessments is important.**

Strategies for containing the time required to provide feedback on assessments include:

- **Group projects**
- **Peer-reviewed activities.**
- **Student-led discussions**
- **Representative submissions**

Best Practices for Any Virtual Assessment

- *Be clear and concise* in communicating expectations, directions and results
- *Practice, practice, practice* the use of the platform with staff and students before actual “for real” usage
- *Keep assessments short and sweet* for students in order to keep them engaged and for ease of technology use

Best Practices for Any Virtual Assessment

- *Provide facilitator hotline* for students and parents to work through technical issues (online chat or phone)
- *Be prepared for technological mishaps* by having alternate solutions already planned and approaching issues with calm pragmatism
- *Design virtual assessments for the end-user* with the idea of making the assessment as seamless and user-friendly as possible

Best Practices for Any Virtual Assessment Resources

[Virtual Assessment 5 Key Guidelines]

[11 Common Mistakes of Virtual Assessment]

[Center for Teaching Student Assessments] (does not specifically address virtual assessment but great resources for effectively assessing students no matter the format)

Types of Virtual Assessment

Standard Assessments	Presentations
Projects	Simulations
Essays	Games
Photos	Journals
Discussion Posts	Portfolios

Almost any assessment that can be done in a classroom can be done virtually with a little work and thought

For further information, visit: Virtual Assessment Methods

GaDOE Virtual Assessment Resources

GaDOE Virtual Assessment Resources

Formative Assessments and Resources

GKIDS
Keenville
DRC Beacon
TestPad
FIP
PL Resources

Richard Woods, Georgia's School Superintendent | Georgia Department of Education | *Educating Georgia's Future*

GKIDS 2.0

A progression-based formative assessment

- A **big idea** describes the integration of concepts and skills from the kindergarten standards that are most important for success in first grade.
- A **learning progression** shows where the student is in the learning continuum of content and reasoning development. Each progression
  - provides the big picture of what is to be learned across the year; and
  - provides teachers with one source of real-time information to adjust instruction by identifying what a student already knows, what the student needs next, and allowing teachers to monitor growth.

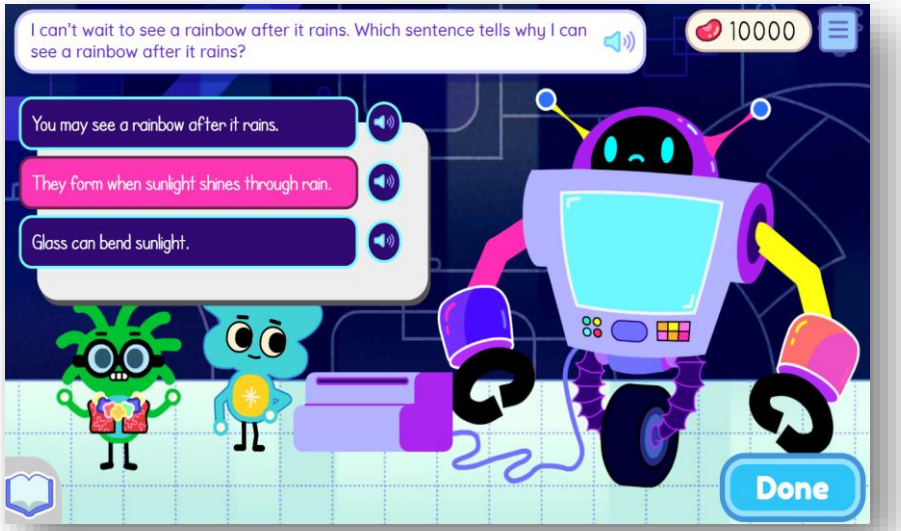
Big Idea: A kindergarten student will count using multiple strategies.
Progression: Counting – Number
(Note: Expectation is non-written communication in a form appropriate for the student, such as counting out loud or sign language.)

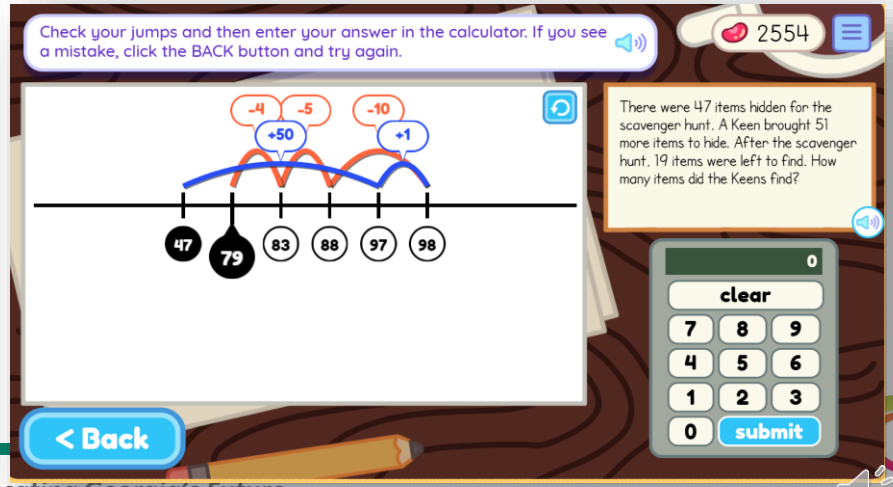
Beginning	Emerging	Developing	Demonstrating	Exceeding
Counts forward to 20. 	Counts forward to 30 by 1s. 	Counts forward to 50 by 1s and 10s.  Counts forward to 30 from a given number within 0-30.	Counts forward to 100 by 1s and 10s. Counts forward to 100 from a given numb within 0 - 100. 	Counts forward to 120 by 1s, 5s, and 10s. 
CD-MA1.4a	MGSEK.CC.1	MGSEK.CC.1 MGSEK.CC.2	MGSEK.CC.1 MGSEK.CC.2	MGSE1.NBT.1

https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/GKIDS-2.0.aspx

Keenville
A game-based formative assessment

- Assesses literacy and mathematics skills for first and second grade students.
- Accessible via the Statewide Longitudinal Data System (SLDS).





Gadoe Keenville

DRC BEACON

A through-year, computer adaptive formative assessment

Using DRC BEACON to Inform Teaching and Learning

Launching 2020-2021 School Year

Formatives for 3rd through 8th grade Mathematics & English Language Arts

Provided free to all Georgia schools as an optional formative tool

Not high-stakes or used for accountability purposes – a truly formative tool

Will provide information on state test performance (once data available)

Uses same platform as Georgia Milestones to decrease anxiety and increase familiarity

Formatives can be customized by educators to assess specific content or all content in a course

Educators can assess strategically, instead of every student having to take every test at every grade

Immediate and detailed results are provided to guide classroom instruction and enhance teaching

Computer adaptive to minimize testing time and pinpoint student learning quickly

As Georgia's standards change, items will stay updated and aligned

Districts are provided with a formative tool that saves them money, honors local control, and allows for assessing student needs more strategically.

https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/BEACON.aspx

TestPad

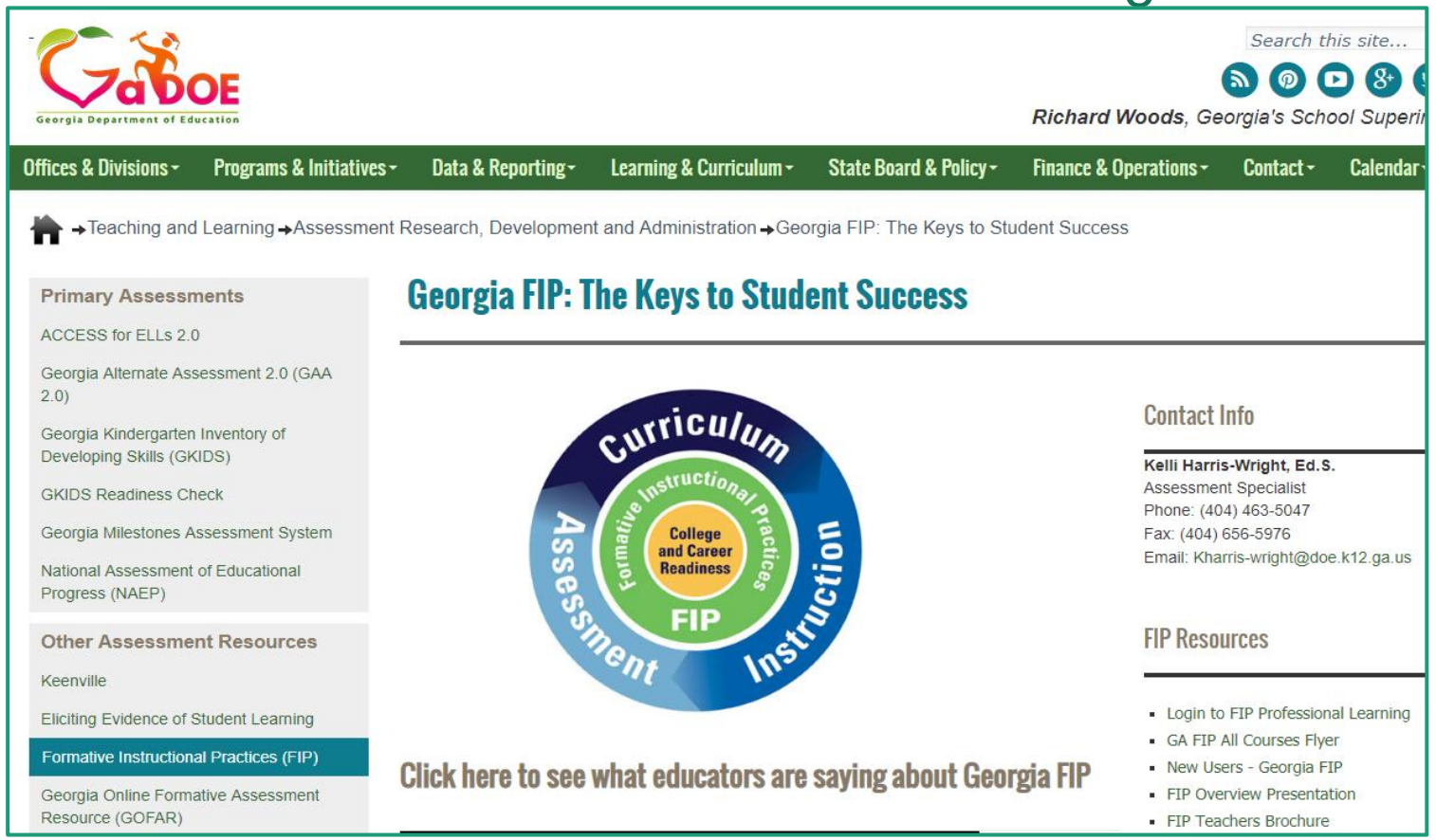
An online benchmark development tool

- Provides a bank of items aligned to Georgia State Standards
- Users can create their own test items and passages to supplement the bank
- Can be used for local classroom, school or district wide assessments
- Available for teachers and students through the SLDS
- Teachers, students and classes are already in the system

https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/TestPad.aspx

Formative Instructional Practices (FIP)

Online and Blended Professional Learning



Develop educators' knowledge and use of lesson-based formative assessment

https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/GeorgiaFIP.aspx

Evaluating & Improving Student Writing

Professional Learning Series

Georgia Milestones Assessment System: Evaluating and Improving Student Writing

- **Learning Expectations and Best Practices for Narrative Writing**
  - Identify student expectations related to narrative writing
  - Develop understanding around the practice of narrative writing
  - Explore best practices in teaching and assessing narrative writing
- **Examining the Georgia Milestones Extended Constructed-Response Item & Resources**
  - Explore characteristics of the narrative item on the Georgia Milestones ELA assessment
  - Review the scoring philosophy for narrative items on Georgia Milestones
  - Navigate Georgia Milestones narrative writing resources
- **Coming Soon! - Using Description to Develop Characters, Events, and Experiences**
  - Identify student expectations for using description in narrative writing
  - Explain why and how to effectively use description in narrative writing
  - Explore the use of description in authentic mentor texts and student exemplars

Grades 3-5 **Grades 6-8** **High School**

Narrative Writing Resources

- Assessment Guides
- Study Guides
  - Comprehensive Writing Unit inclusive of Narrative Writing
- Item & Scoring Samplers
  - Stand-alone Narrative Item & Scoring Sampler
- Writing Rubrics
- Writer's Checklists
  - Narrative Genre

https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/Professional_Learning.aspx

Virtually Preparing for Milestones Assessments

As schools and districts wait for clarity around if and how state testing will occur, it is best to prepare teachers , parents and students for virtual testing. GaDOE has several resources that provide a good place to start those preparations.

Best Practice Alert!

Develop a plan for communicating the following resources to students and parents that details **HOW** to use those resources to maximum effect.

Things to consider:

- Could the resources be incorporated into teachers' daily instruction?
- How can the school check for parent and student understanding of how to take Milestones online?
- How can the effective use of these resources be incorporated into test planning and preparation?

Virtually Preparing for Milestones Assessments

This site allows students and parents to practice taking the Milestones in a virtual environment:
http://gaexperienceonline.com/

EOG practice guides give students and parents practice questions and learning activities for each content area:
https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/EOG-Study-Resource-Guides.aspx

EOC practice guides give students and parents practice questions and learning activities for each content area:
https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/EOC-Study-Resource-Guides.aspx

Georgia School Assessment on Performance of Systems (GSAPS)

- The review process has been revised to be done virtually if needed.
- Majority of federally identified CSI schools have been completed prior to Covid-19 shutdowns. Those who have not will be contacted soon to develop plans with district and school leaders about how to best approach this process.
- Process is always available at school and district request.

Data Literacy Resources

Resources for Data Exploration

- Virtual IEP Tip Sheets

https://promotingprogress.org/resources/virtual-iep-meeting-tip-sheets

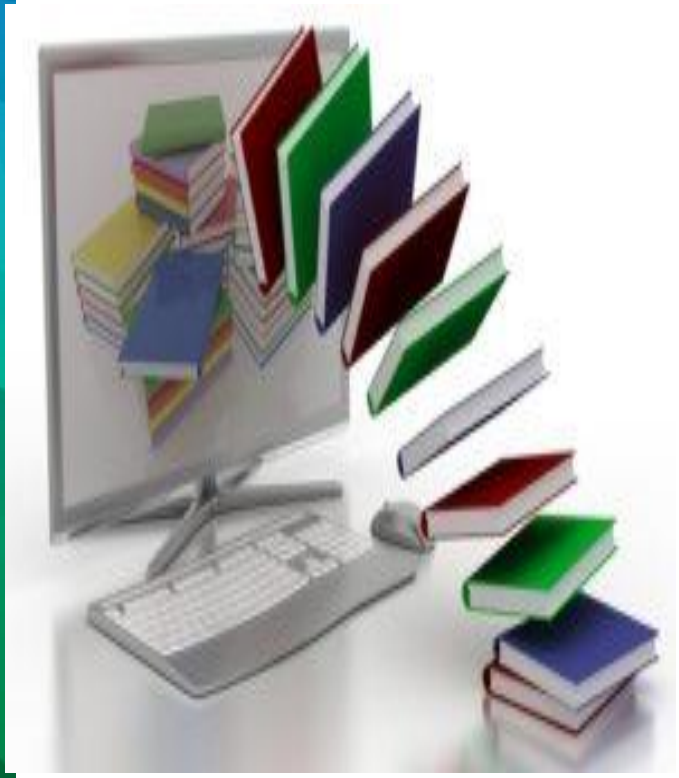
- Sample Agenda

https://promotingprogress.org/resources/virtual-iep-meeting-sample-agenda

- Leading by Convening

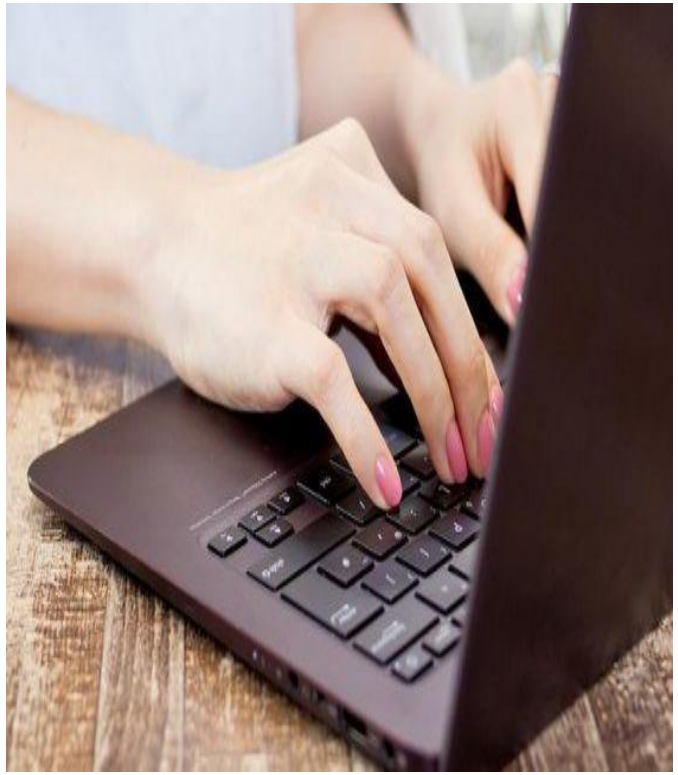
https://ncsi.wested.org/resources/leading-by-convening/

Resources for Data Management



- Frequently Asked Questions on Collecting Progress Monitoring Data Virtually https://intensiveintervention.org/resource/FAQ-collecting-progress-monitoring-data-virtually
- Academic https://charts.intensiveintervention.org/aprogressmonitoring
- Behavior https://charts.intensiveintervention.org/bprogressmonitoring
- Ensuring Fidelity of Assessment and Data Entry Procedures https://intensiveintervention.org/resource/ensuring-fidelity-assessment-and-data-entry-procedures (MTSS Center & NCII)
- Informal Diagnostic Tools https://intensiveintervention.org/intensive-intervention/diagnostic-data/example-diagnostic-tools

Resources for Data Use

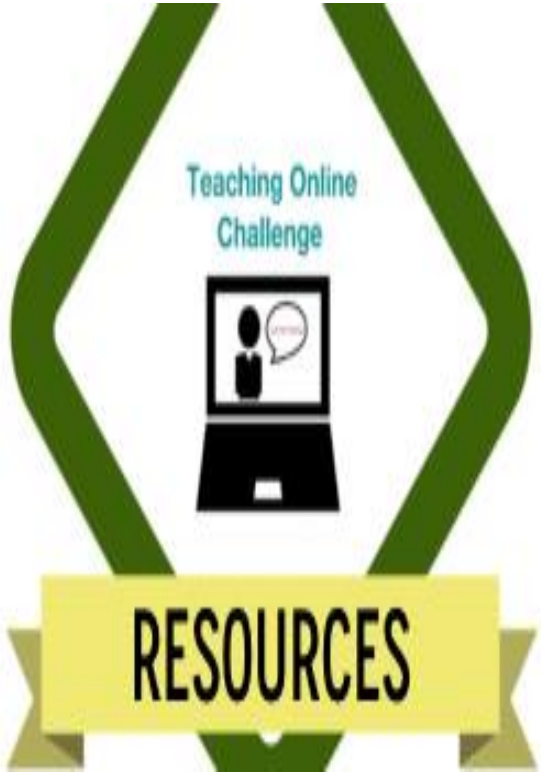


- Tools to Support Intensive Intervention Data Meetings https://intensiveintervention.org/implementation-support/tools-support-intensive-intervention-data-meetings
- Supporting Students with Disabilities at School and Home: https://intensiveintervention.org/resource/supporting-students-disabilities-school-and-home
- Data Visualization Toolkit: Tools & Tips for Presenting Data Effectively (NCSI) https://ncsi-library.wested.org/resources/56

Resources for Reflection and Improvement

- Wins and Hiccups: A Collaborative Implementation Problem-Solving Guide (NCSI) https://ncsi-library.wested.org/resources/191
- Implementation Strategies and Resource Grid: A Companion Tool to Wins and Hiccups (NCSI) https://ncsi-library.wested.org/resources/212
- Managing the Implementation Dip (NCSI) https://ncsi-library.wested.org/resources/222

Virtual Assessment Resources



- Georgia Center for Assessment (UGA) offers GA standards-aligned virtual assessments reflective of the Milestones https://gca.coe.uga.edu/
- Edsite offers testing platform with an item bank as well as capability to create personalized tests https://www.edcite.com/
- JotForm offers the ability to create tests and surveys for student to take digitally Jotform

These options are not free!

For a more extensive listing of virtual assessment tools, their descriptions, and user reviews, visit https://www.g2.com/categories/assessment

*We do not endorse any non-Georgia Department of Education websites or products contained within this presentation or through external **hyperlinks.***

Questions/Comments

References

- Data Literacy Slides: NCSI: National Center for Systematic Improvement
- Virtual Assessment Challenges: https://www.facultyfocus.com/articles/online-education/7-assessment-challenges-of-moving-your-course-online-solutions/
- GADOE Accountability Division for Assessment Resources

Session Feedback

The Georgia Department of Education believes in continuous improvement and would appreciate your feedback to ensure the presentations we provide are of the highest quality and meet the needs of the specific audience.

Please take a moment after the session ends to complete the pop-up feedback survey.

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