

Northwestern University Center for Talent Development

**Assessment Culture and Data Conversations:
Ensuring Quality Data and Quality Outcomes**



At Center for Talent Development (CTD), we believe giftedness is not a trait, like your eye color or fingerprint, but rather a process—a journey—that involves developing potential into achievement.

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Center for Talent Development Mission

CTD exists to help young people with exceptional academic potential and demonstrated talent reach their full potential.

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Assessment Culture and Data Conversations: Ensuring Quality Data and Quality Outcomes

Texas Assessment Conference

November 5, 2022

2:45-3:45

- Introductions-Sharing Agenda and Outcomes
- What is Assessment Culture?
- Quality Data
- Data Conversations
- Q and A

Assessment Practice Culture

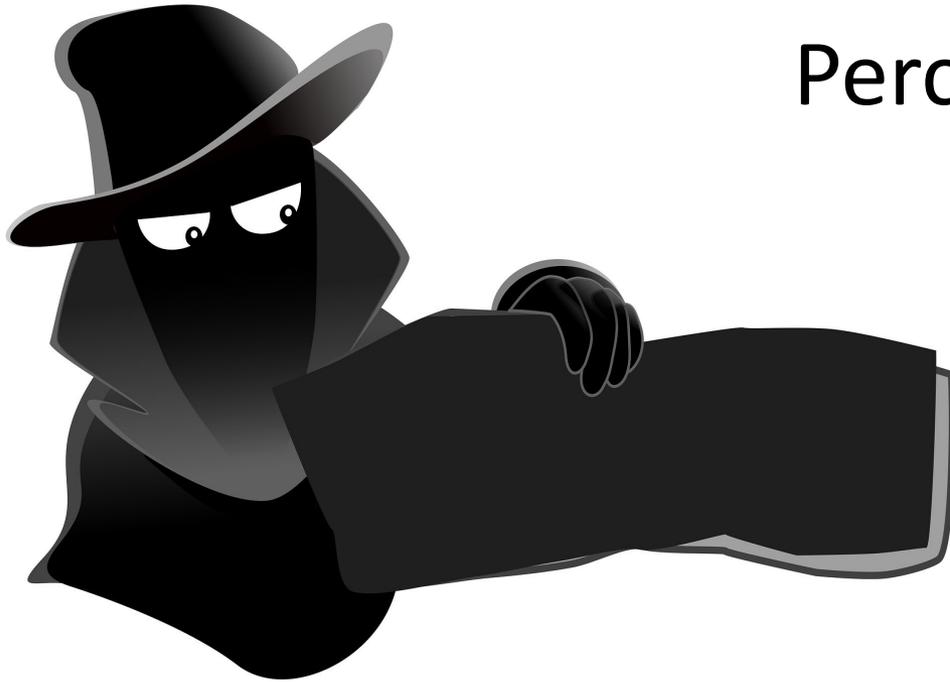
- Clarify Beliefs
- Establish Needs
- Refresh Assessment Mindset
- Identify Action Steps



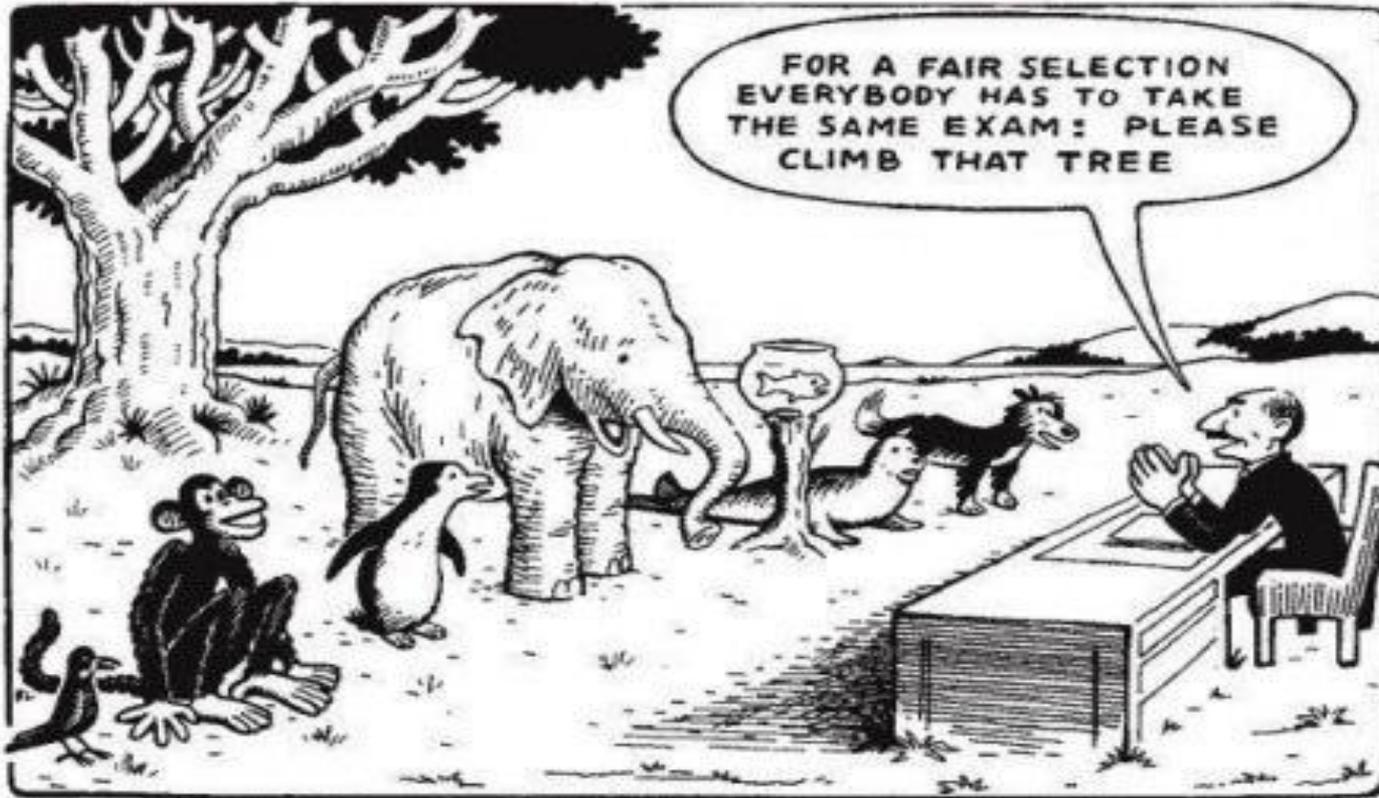
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Assessment

Perception vs Reality



Understanding Assessment in a Changing Environment



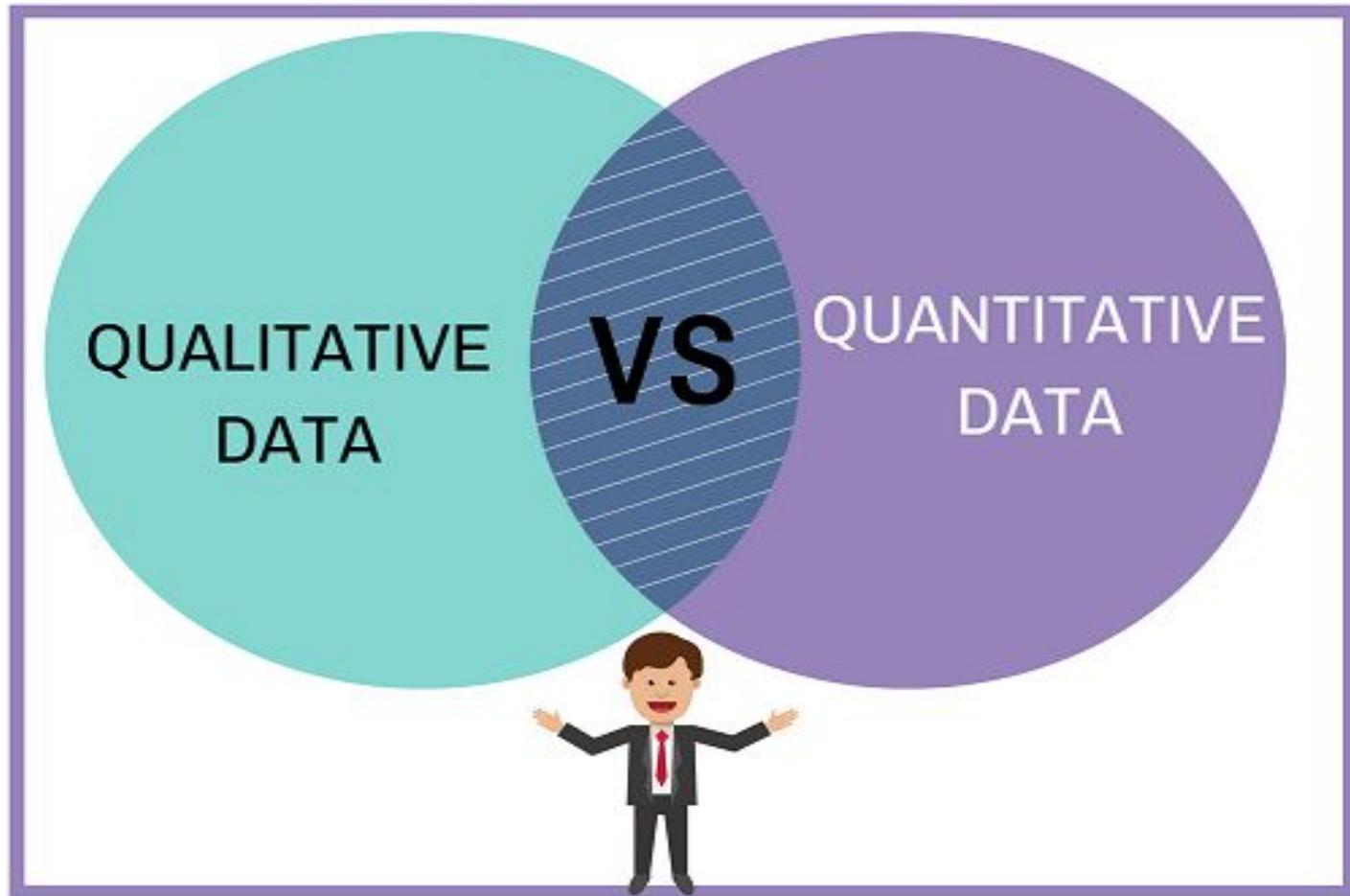
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Thinking About Assessment



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Is Your Data “Good”?



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What is Quality Data?

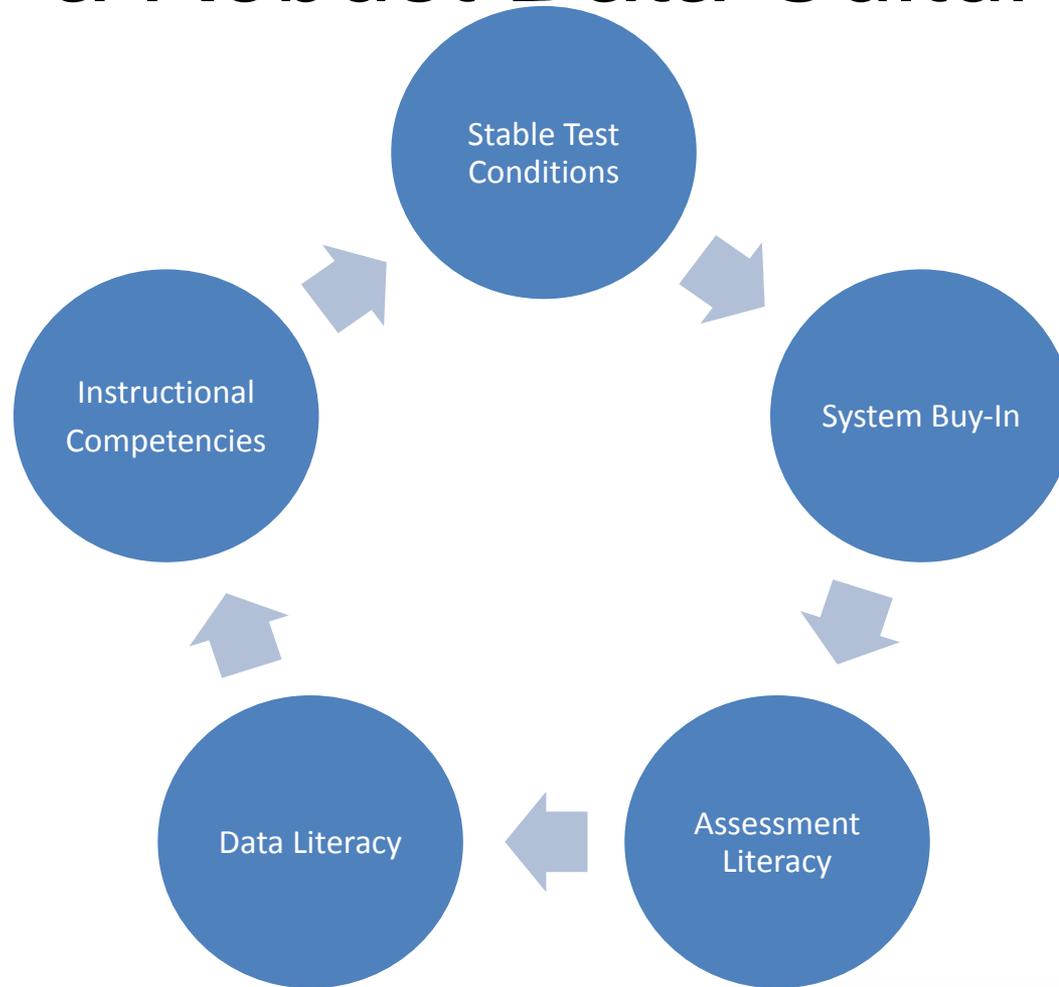
Measuring achievement and growth are only
as good as your data!



How do you ensure you have **QUALITY**
data for decision making?

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Ensuring Quality Data Through a Robust Data Culture



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Test Conditions Matter

- Testing environment
- Time of day
- Test Duration/Time on test
- Test practice/readiness/preparation
- Mode of delivery
- Device proficiency
- Network stability
- Proctor fidelity



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Test Conditions Matter

Testing Environment

- establish emphasis on a “**test experience**” even if it is in the regular classroom
- establish “**testing rules**” that may vary from regular classroom rules and routines
- establish behavior expectations for the duration of the test
- Empower proctors to make decisions during test sessions

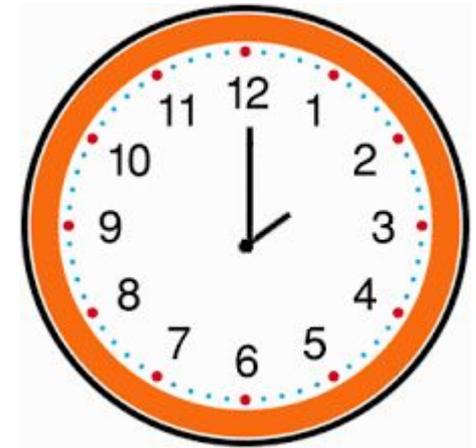


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Test Conditions Matter

Time of Day

- Test at a consistent time of day
- Test at a time best for students
- Be aware of activities around the test time
(lunch, recess, dismissal, announcements, special events)



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Test Conditions Matter

Test Duration

- Monitor student pace on a “timed test”
- Just because a test is “untimed”, does not mean students should have unlimited time!
- Establish an agreed upon time limit and coach the students about managing the time.
- Use past test durations to develop a best time limit for your students.
- Slow fast workers down (rapid clicking technology helps monitor this)
- Encourage slow workers to make a best guess if they are struggling to answer a question that is difficult
- Redirect those that are off task.



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Test Conditions Matter

Test practice/readiness/preparation

- Have deliberate conversations about the test, how it works and WHY students are taking it.
- Ensure students know adaptive tests get harder as they answer correctly.
- Empower students know they may need to guess on hard questions
- Provide practice opportunities



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Test Conditions Matter

Mode of Delivery-Device Proficiency-Network Stability

- Ensure students are proficient on devices
- Ensure devices are in working order and charged
- Ensure network is stable
- Ensure proctors know how to troubleshoot



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Test Conditions Matter

Proctor Fidelity



- Ensure proctors are moving around the test environment watching students and providing support.
- **Proximity** helps keep students on task and allows easy intervention when needed.

System Buy-In

- Administration expectations
- Administration messaging
- Administration support
- Teacher knowledge and proficiency using assessments
- Teacher attitude
- Student knowledge of assessments
- Student attitude
- Family knowledge
- Family attitude

Assessment Literacy

- General assessment knowledge
 - different types of tests
 - different purposes and uses
- Knowledge of a specific test
 - what it measures
 - why we administer it
 - uses in the system

- **Experience and Professional Development**

Assessment Literacy

Purpose of Assessment

OF Learning

- Mastery of Standards
- Grades
- Over-All Achievement
- Growth Rate
- Readiness FOR Learning

FOR Learning

- Inform Instruction
- Inform Differentiation
- Inform Intervention
- Inform Extension
- Inform Enrichment

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What Assessment is Typical in School

Achievement Tests are the most common type of group assessment given in schools. These tests can include:

- State Administered Proficiency (Mastery) Assessment
- District Adopted Benchmark or Adaptive Assessment
- Running Record/Skill Checklists (most common grade 2 and below)
- Classroom Unit/Chapter Summative Assessments
- Formative/ongoing assessments
- Student Performance Tasks—often project/outcome/artifact-based activities (graded on a rubric)

Data Literacy

- **See Assessment Literacy**
- Experience with assessments and data
- Training/Professional Learning
- **Data Conversations**

Data Literacy

Applying Data in Schools

Student Placement/Programming:

- Identification for Services
- Special Education
- Intervention

School Improvement Initiatives

- Curriculum/Programming Selection
- Instruction and delivery capacities
- Professional Learning

School System Accountability

- Proficiency and Growth
- Ranking or rating

Classroom Applications

- Guiding planning and instruction
- Grouping
- Compacting/accelerating
- Intervention

Data Literacy

Classroom Level Data Capacities

- Scale score
- Percentile
- Test duration
- Growth projections
- % growth met vs growth percentile
- Growth goals
- Informing instruction

Data Literacy

Grade Level Data Capacities

- Cohort achievement scale score
- Cohort percentile
- Cohort growth
- Growth “terms”
- Change in cohort numbers(mobility)
- Change in cohort achievement over time

Data Literacy

District/School Level Data Capacities

- Overall achievement profile
- Overall growth profile
- Cohort growth over time
- Effect of programming
- Sub-group achievement/growth
- Change in cohort numbers(mobility)
- Change in cohort achievement (trends) over time
- Alignment of assessment to curriculum and standards

Data Literacy

Data Conversations

Scheduled, organized and deliberate data conversations

- administration and teachers (data day)
- teachers and teachers (data day/common plan)
- teachers and students
- teachers and parents
- Students and parents

Setting Up Data Conversations

- Create a master schedule for these conversations
- Identify participants and their roles
- Use essential questions to guide the conversations
- Take careful notes
- Create action items from one session to the next
- Collect data along the way

Instructional Competencies

Professional Learning, Practice and Feedback on:

- differentiation
- informing instruction
- **responsive planning**
- intervention implementation
- student engagement
- depth of knowledge
- rigor

Data's Greatest Impact? Responsive Planning



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Questions?

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