

## Continuing the Conversation: More Assessment Streamlining Questions for State Presenters

Please find questions below that our RSN Streamlining Assessment presenters addressed as a follow-up to last week's webinar. The responses are color coded by state and presenter.

**Diana Zaleski, Illinois** = Blue responses

**Phyllis Lynch, Rhode Island** = Green responses

- Are any of the states or districts exploring alternative accountability systems, e.g. using local assessments instead of state assessments for school, district, or teacher accountability?
  - **Diana Zaleski, Illinois:** Illinois is committed to administering PARCC as one piece of a balanced assessment system that informs state and federal accountability requirements. We are encouraging districts to utilize authentic and performance-based assessments that are already embedded in curriculum at the local level to inform educator evaluation and instruction. We have begun the development of resources around classroom assessment and the selection and development of quality assessments. These resources may be found on our balanced assessment webpage: <http://www.isbe.state.il.us/assessment/htmls/balanced-asmt.htm>
  - **Phyllis Lynch, Rhode Island:** Rhode Island is looking into a small pilot with a couple of districts, but we have not finalized a timeline for this work.
- Have any states or districts used a cost/benefit analysis in conjunction with the assessment inventory?
  - **Diana Zaleski, Illinois:** Achieve's inventory tool includes questions that address this issue and encourage collaborative discussions around cost/benefit of assessments.
- Regarding the use of one assessment for multiple purposes, has anyone looked into potential validity concerns that may arise if an assessment aims to measure multiple elements (e.g. one assessment that provides information for student achievement, educator evaluation and RTI)?
  - **Diana Zaleski, Illinois:** Assessments should only be used for their intended purpose. One standardized assessment will not be able to serve and should not serve all purposes.
- Generally, how many assessments are districts/LEAs able to discard after these processes?
  - **Diana Zaleski, Illinois:** So far, in our experience, districts have decided to discard a variety of redundant benchmarking assessments that are not providing reliable information about student achievement. However, the specific number varies from district to district dependent on their current assessment systems.
- How are SEAs and districts sharing best practices, resources, and strategies with each other as they engage in streamlining pilot programs?
  - **Diana Zaleski, Illinois:** We have regular check-in calls and meetings for our pilot districts and have been emailing shared resources. At the conclusion of the pilot we will post case studies and resources, and provide regular webinars for interested districts to participate in to ask questions and share resources/strategies.

- **Phyllis Lynch, Rhode Island:** This past year we met regularly with district leadership to discuss various initiatives and would facilitate sharing of best practices. We may look to creating a virtual community of practice on our professional development platform next year.
- Assuming these streamlining efforts will become part of an ongoing process, how often will assessment inventory/investigation take place into the future? How do you envision the process changing as it becomes a repeated exercise?
  - **Diana Zaleski, Illinois:** I think that an assessment inventory should be an annual process. After the initial inventory, the process should become more streamlined and provide more opportunities for professional development and reflection as districts continue working to improve their use of assessment information.
- What are some lessons-learned thus far regarding ways to deliver technical assistance to LEAs/districts working on assessment streamlining?
  - **Phyllis Lynch, Rhode Island:** This is very challenging work and we often found that the conversations around assessments usually uncovered other challenges regarding assessment literacy and curriculum implementation. We found early on in our work that just providing the tools to our schools and districts was often insufficient. They often needed someone to facilitate the use of the tools.