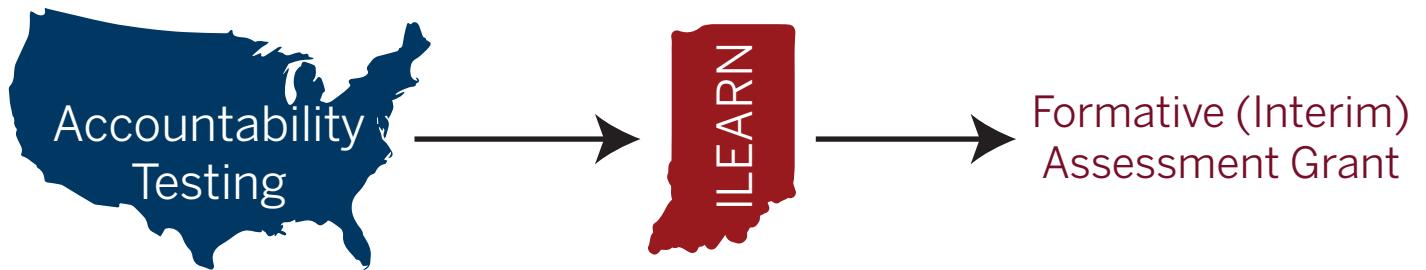


# Assessment Literacy Leaders in Indiana (ALL IN)

Christopher D. Andrews, David Rutkowski, Leslie Rutkowski, and Yusuf Canbolat - Indiana University

NCME Special Conference on Classroom Assessment - Sept. 18, 2019

## Context



“I know two things about being a teacher. First, I have to like coffee. And second, I have to hate standardized assessment.”



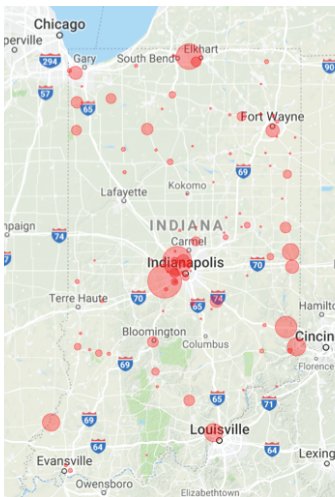
“Standardized tests are dumb.”  
We want to give teachers a voice.

## Development

Standards - - - - - →

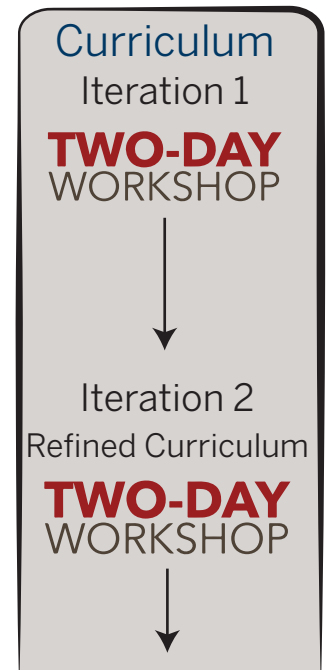
- 10 standards, 54 substandards.
- Based on standards from Michigan Assessment Consortium, Measured Progress, and ALL IN.

Survey (1071 responses since March 2019) - - - - - →



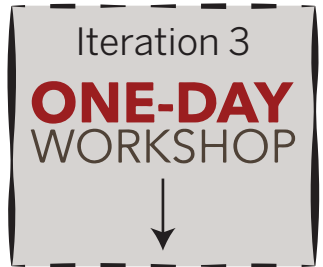
How well do you believe you can...

- Explain the difference between reliability and validity when referring to standardized tests.
- Understand reliability information presented in a test manual.
- Understand validity information presented in a test manual.
- Explain the concept of measurement error.
- Explain how computer adaptive tests work.
- Interpret a test blueprint from a standardized test.



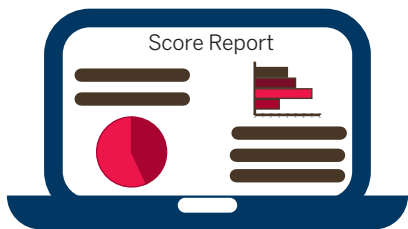
# Assessment Literacy Leaders in Indiana

Field Notes and Interviews - - - - - →



- Technical details were confusing and unnecessary.
- Develop key takeaways for the teachers.
- Shift from state-level (ILEARN) to interim assessments.

## Moving Forward



### Contextualizing

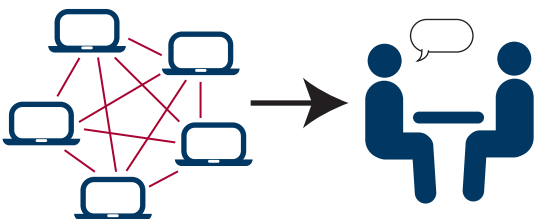
- Engage more with their own score reports.
- Ground technical concepts in their own contexts and responsibilities.

### Expanding Online

- Moving from face-to-face workshop to an online 6-9 week course.
- Keep workload to about one hour per week.
- Course design:
  - 1) engage with the content through the lens of their own context
  - 2) local activity
  - 3) online activity/reflection
- Offer continuing education credits towards relicensure.



### Local Communities



- Enroll as cohorts from the same school or district for local collaboration.
- Retain and/or build up local PLCs.
- Strengthen the context to content connection.

