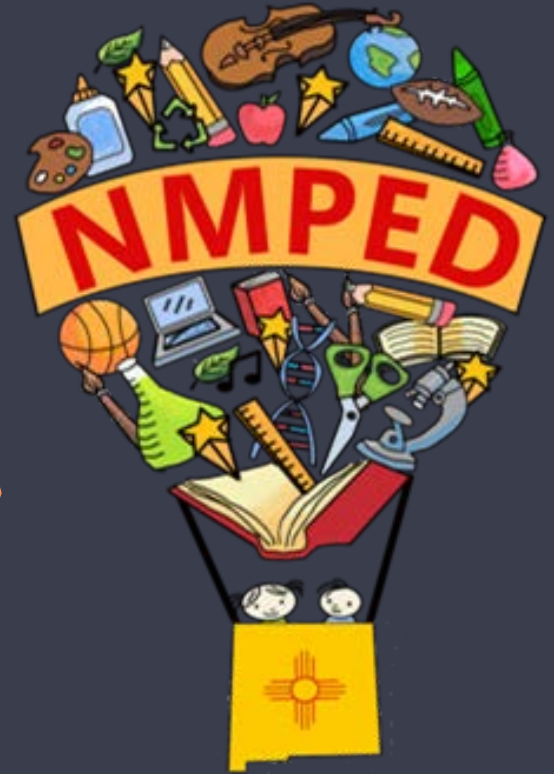


Measuring Student Achievement: 2020-Current

July 28, 2022
LESC

Lynn Vásquez
Division Director
Assessment and Learning Management Systems
New Mexico Public Education Department

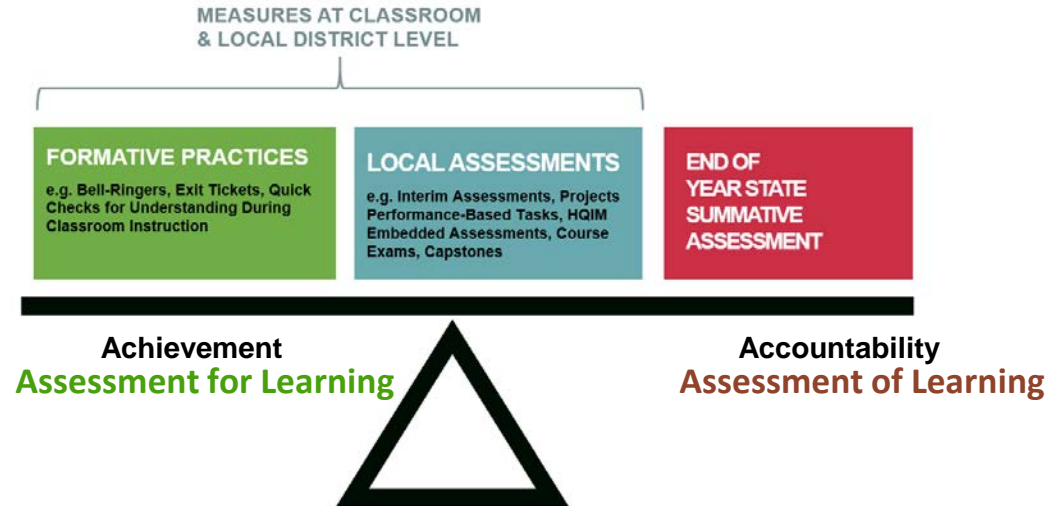
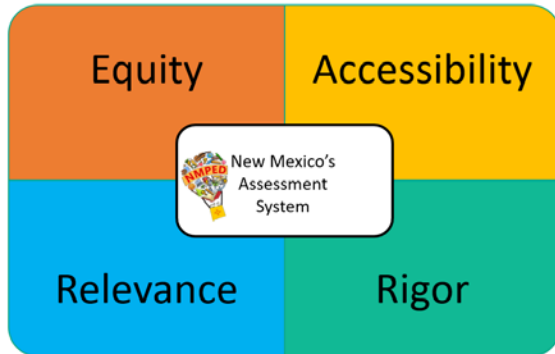
Investing for tomorrow, delivering today.



Scope of the Presentation

- ❑ What is different about the new assessments?
 - When will spring 2022 results be available?
 - Are results comparable to 2019 students performance?
- ❑ How were assessments handled during the pandemic?
- ❑ What level of assessment information do schools receive?
- ❑ How will the PED use assessment data to inform programs?
- ❑ What is meant by “culturally responsive assessments”?
- ❑ What promising practices will continue as a results of the pandemic?

Vision for a Balanced Assessment System





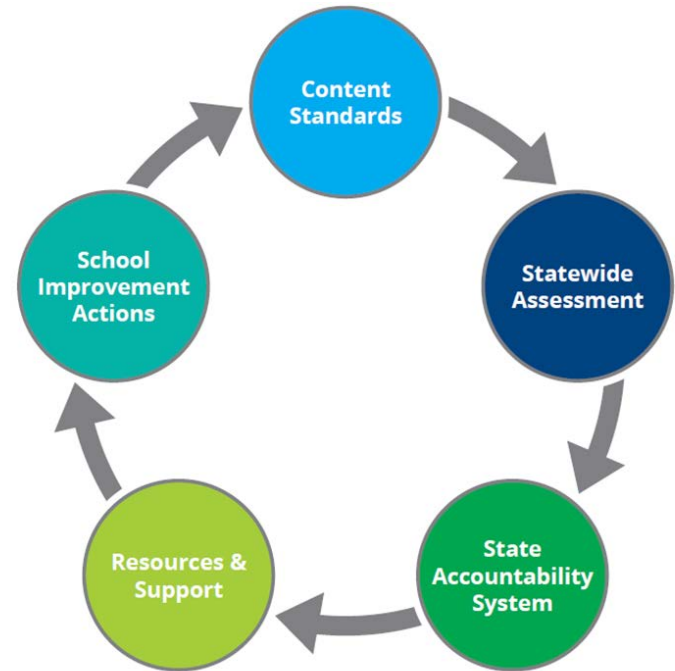
Summative Assessments



Purpose of Summative State Assessment

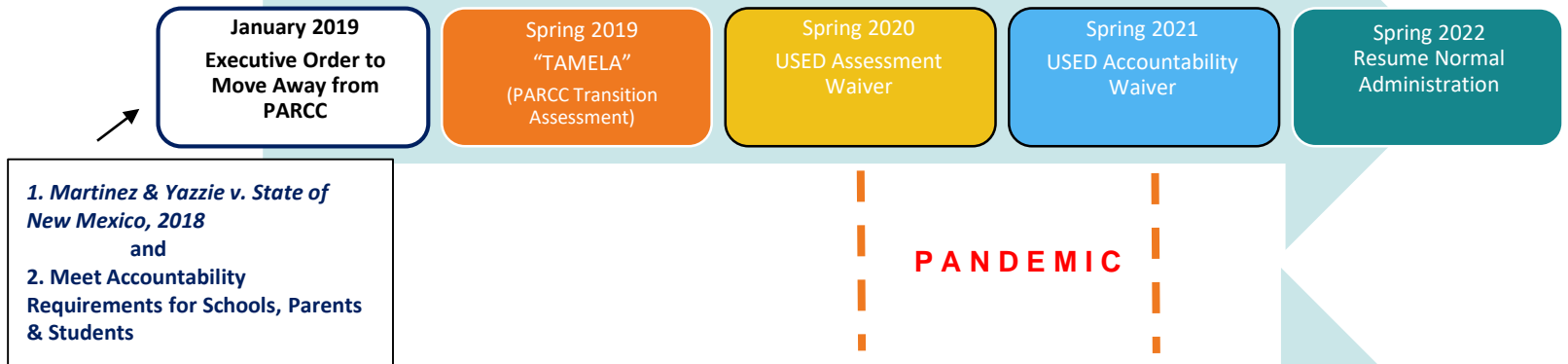
Summative state assessments are designed to support **policy makers, district, state-level decisions**, and inform:

- overall proficiency toward grade level standards;
- the identification and monitoring of educational performance; and
- accountability system as required by Title I, ESSA.

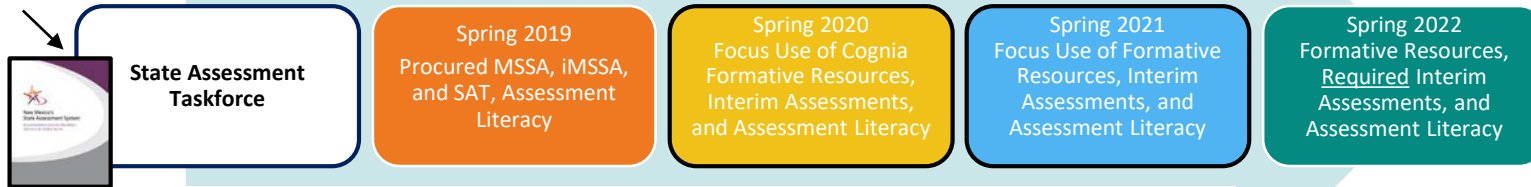


Unexpected Events and Opportunities

Title I ESSA Assessment Policy Timeline



1. *Martinez & Yazzie v. State of New Mexico, 2018*
and
2. Meet Accountability Requirements for Schools, Parents & Students



New Resources and Opportunity Timeline

New Mexico's ESSA (Title 1) Summative Assessments*

Only ELs in General Education,
Including Students w/Disabilities

ACCESS for ELLs

ELP K-12

ELP = English Language Proficiency

General Education, Including ELs
and Students w/Disabilities

Measures of Student Success
and Achievement (MSSA)

Math 3-8

ELA 3-8

SAT School Day

Math 11

Reading 11

Assessment of Science
Readiness (ASR)

Science 5, 8, 11

Only Those w/the Most
Significant Cognitive Disabilities,
Including ELs

Dynamic Learning Maps
(DLM)

Math 3-8, and 11

Science 5, 8, and 11

ELA 3-8, and 11

Only ELs w/the Most Significant
Cognitive Disabilities

Alternate ACCESS for ELLs

ELP* 1-12



Spring 2022 Assessments Results in New Baselines

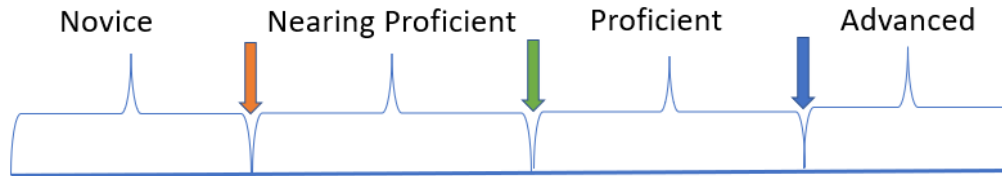
Why we can't compare 2022 math, ELA, and science* proficiency to pre-pandemic proficiency.

	ESSA Requirements		2019 Task Force Recommendations Met				
	Measure of Math and ELA Proficiency	Aligned to State Standards	Fewer Grades Tested	Reduced Testing Times	Item Types That Decrease Testing Time and Allow Faster Results	New Mexico Educators	Stakeholder Defined Achievement Levels
Assessments Now	MSSA (3-8)	CCSS	Six Grades	4-5 Hours Untimed Tests	Mostly Multiple Choice with Limited Open-ended Questions	New Mexico Educators	Four
	SAT (11)	CCSS	One Grade; CCR	3.25 Hours Timed Test			
Assessments Pre-pandemic	PARCC/TAMELA (3-11) Alg I, Alg II, Geo Math I, II & III ELA I, II, & III	CCSS	Nine Grades	8-11 Hours Timed Test per Grade	Extensive Use of Complex Open-response Tasks	Educators Across Multiple States	Five

*Science: New standards resulted in new tests and assessed grade levels now 5, 8, and 11

Standards Setting for Math, ELA, and Science Assessments

- Standard Setting is a formal process where New Mexico educators determine the knowledge, skills, and abilities student must demonstrate at each of the four performance levels of the state assessments.

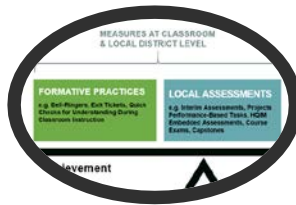


- Eighty-nine educators from 41 districts participated in this process for MSSA, ASR, and SAT over the past two weeks.
- Interim MSSA (iMSSA) and Spanish Language Arts standards validation is scheduled in early August.

Watching, Listening, and Staying the Course

- Our state context
- Our educators
- Our commitments





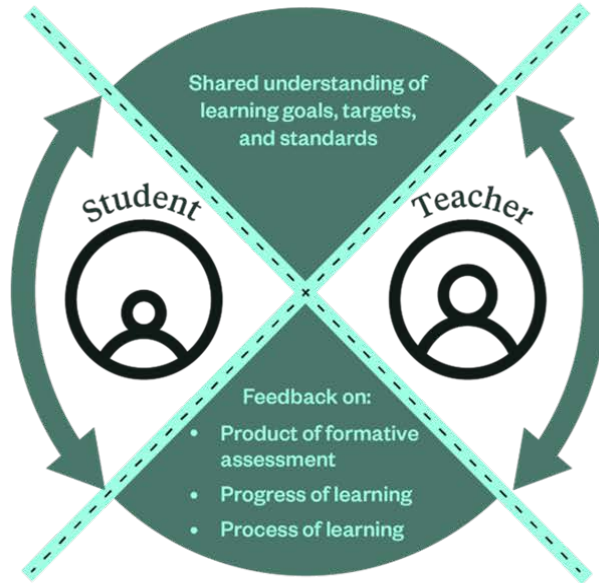
Within-year Assessments

Purpose of Local Formative and Interim Assessments

Self-monitoring strengths and areas to work on

Reflecting on the learning process

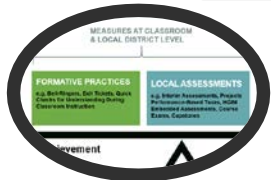
Analyzing evidence of thinking and understanding



Adjusting instructional strategy based on evidence

Collecting and analyzing evidence of student understandings

Analyzing evidence of thinking and understanding

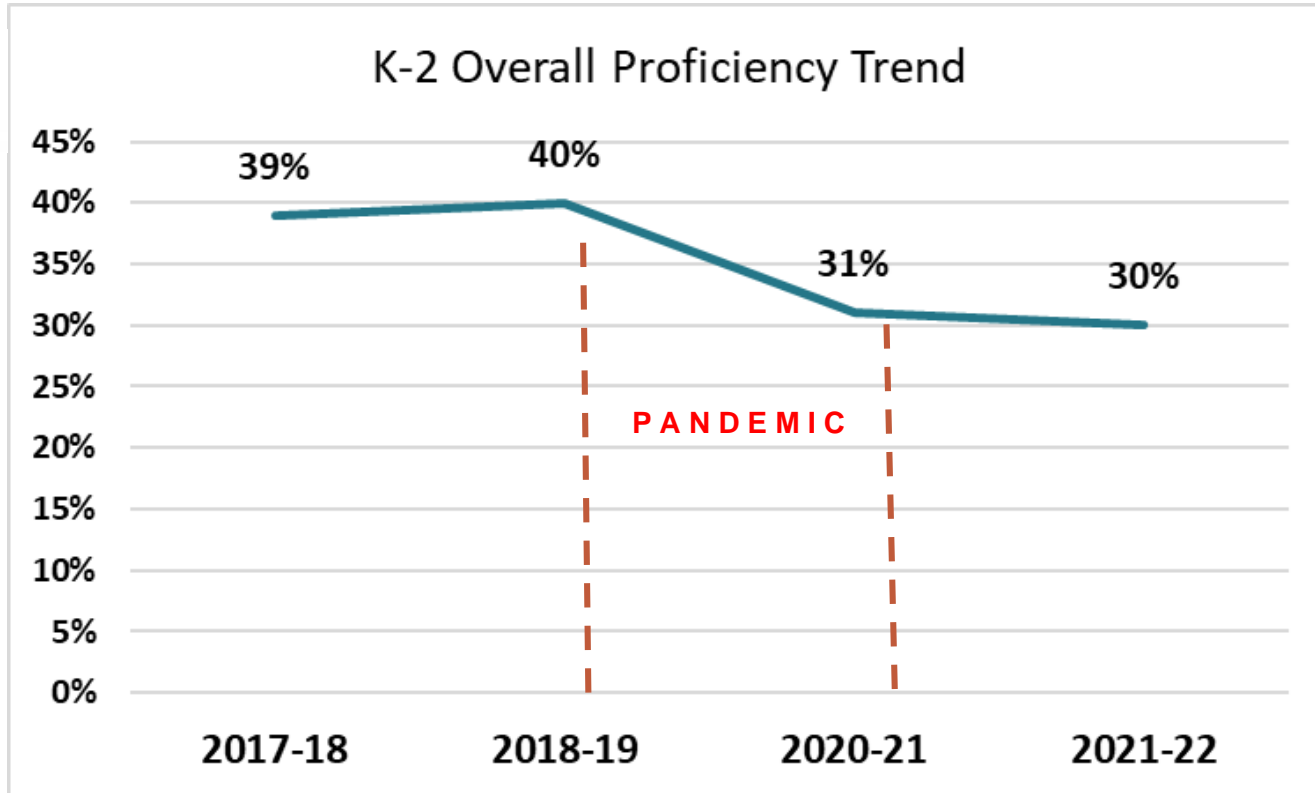


Within-year Assessment Resources Available to LEAs

Grade K-2 Progress Monitoring Tools for Early Literacy and Numeracy	Grades 3-8 Math, ELA, and Science Formative Exemplars and Interim Assessment	Grades 9-12 Math, ELA, and Science	Alternate SWD Populations (3-12) Math, ELA, and Science
<ul style="list-style-type: none"> • K-3 ELA and SLA • K-2 math • K-2 early literacy monthly progress monitoring required statewide 	<ul style="list-style-type: none"> • 3-8 Formative Item Sets math, ELA, and science • 3-8 Interim Assessments; 45 LEAs • NAEP Item sets 	<ul style="list-style-type: none"> • Khan Academy • 3,500 Teacher Item Bank (PSAT 8/9, PSAT 10, SAT) • AP Released Items 	<ul style="list-style-type: none"> • Instructionally Embedded Formative Assessments <i>for students with significant cognitive disabilities</i>

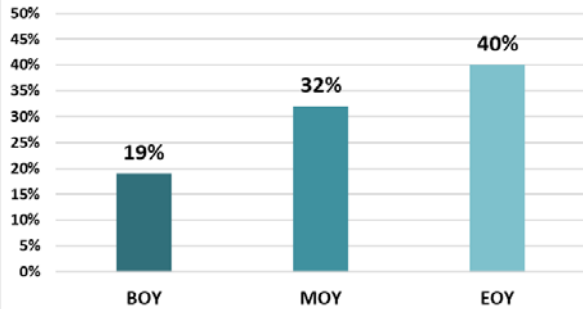


Early Literacy Across Years (K-2)

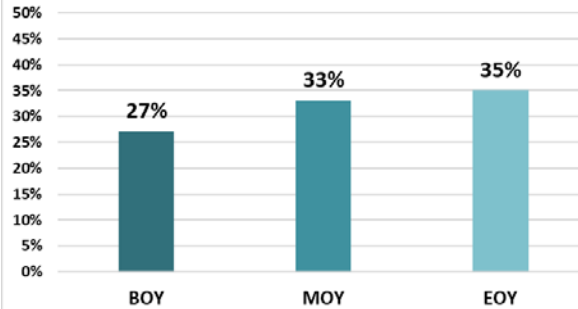


How Large Is the “Pandemic Gap” in K-2 Early Literacy?

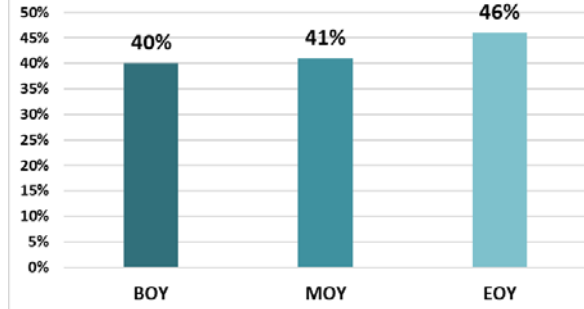
KINDER SY 18-19



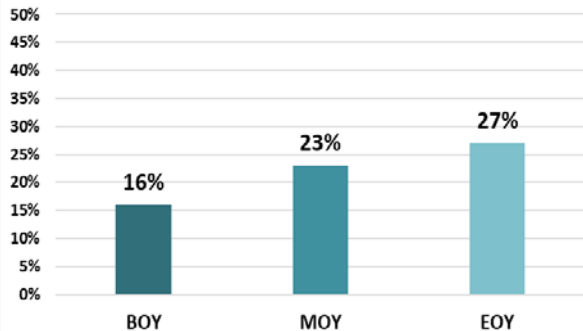
FIRST GRADE SY 18-19



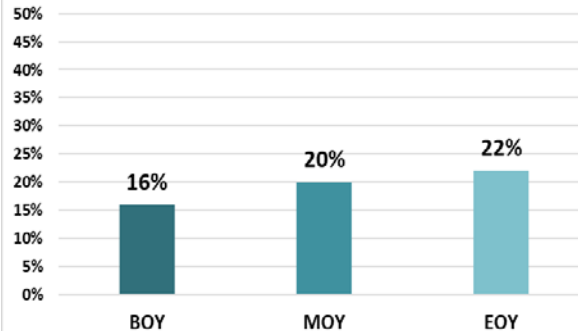
SECOND GRADE SY 18-19



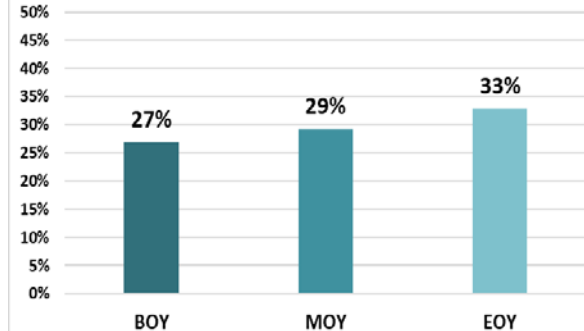
KINDER SY 21-22



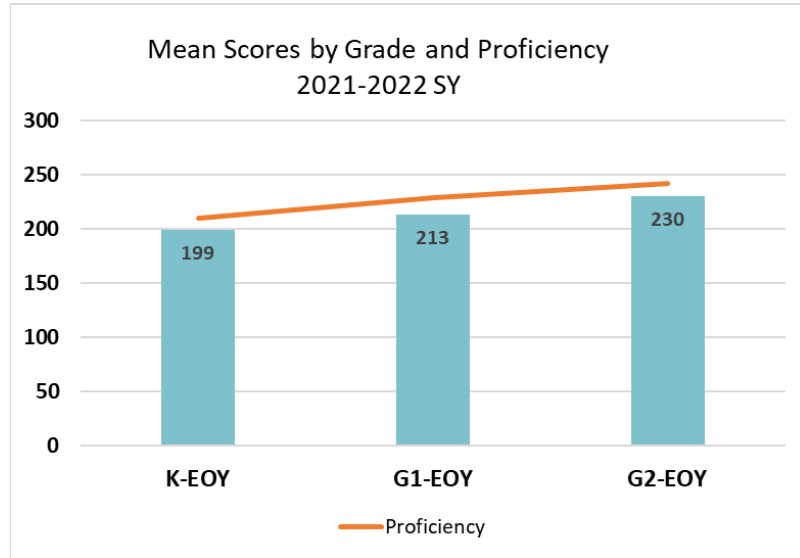
FIRST GRADE SY 21-22



SECOND GRADE SY 21-22



How Are K-2 Students Progressing Relative to Performance Expectations?



Our Statewide Early Literacy Initiatives Are Encouraging!

- The 11-point scale score gap in **kindergarten** represents about five months behind in growth.
 - consider the the lack of access to Pre-K programs during the pandemic
- **First grade** is about three months behind in growth relative to pre-pandemic students.
- **Second grade** is about 3.5 months behind in growth relative to pre-pandemic students.

	KINDER EOY (K)	GRADE 1 EOY (G1)	GRADE 2 EOY (G2)
Mean	199	213	230
Proficiency	210	229	242

Level of Interim Data Available to LEAs and the PED

Elementary School: Grade 4 Mathematics Item Analysis (downloaded from Cognia Platform iMSSA EOY Report)

Reporting Category	School Mean Score	District Mean Score	State Mean Score	Item Description
Geometry, Modeling, Geometry, Modeling	0.80	0.73	0.71	Identify a polygon with a given number of lines of symmetry.
Geometry, Structure and Repeated Reasoning	0.32	0.42	0.44	Identify a type of polygon based on its side and angle properties.
Geometry, Structure and Repeated Reasoning	0.37	0.37	0.41	Identify a pair of perpendicular lines.
Geometry, Structure and Repeated Reasoning	0.44	0.51	0.50	Identify a polygon that does not have any lines of symmetry.
Geometry, Structure and Repeated Reasoning	0.73	0.76	0.74	Identify the name of a shape that is shown.
Modeling, Operations and Algebraic Thinking, Modeling	0.66	0.4	0.39	Solve a problem involving weights of objects on a balance scale.
Operations and Algebraic Thinking, Problem Solving	0.54	0.51	0.52	Identify a multiplication equation that can be used to check to solution to a division equation.
Operations and Algebraic Thinking, Reasoning and Argument	0.76	0.56	0.57	Identify the multiplication equation with an unknown factor that represents a verbal statement of multiplicative comparison.
Operations and Algebraic Thinking, Reasoning and Argument	0.80	0.69	0.66	Solve a two-step word problem using multiplication and subtraction of whole numbers.
Operations and Algebraic Thinking, Structure and Repeated Reasoning	0.15	0.26	0.24	Select two numbers that are composite numbers.
Operations and Algebraic Thinking, Structure and Repeated Reasoning	0.29	0.42	0.35	Identify all the factors of a composite number.
Operations and Algebraic Thinking, Structure and Repeated Reasoning	0.37	0.41	0.40	Given the first four shapes in a growing shape pattern, identify the fifth shape in the pattern.
Operations and Algebraic Thinking, Structure and Repeated Reasoning	0.51	0.45	0.45	Given a starting number and a rule, identify the first five numbers in a pattern.



PED Program Initiatives Planned for SY 2022-23

Mathematics

School team professional learning series:

- Math Foundations (Grades 4–5)
 - Early numeracy with focus on Base Ten and Operations and Algebraic Thinking
- Focus on Algebra (Grades 6–9)
 - Algebraic content development with focus on Ratios Proportions and Expressions/Equations
- Fostering Positive Math Identities (Grades 6–12)

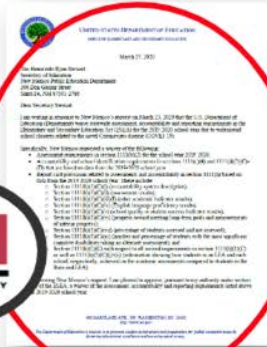


Language Arts

Provide monthly community of practice sessions focused on:

- Analyzing Benchmark Data to Drive Instruction within the MLSS Structure (K-12)
- How to Schedule and Provide Quality Reading Intervention to Secondary Students (Grades 6-12)
- Equity Based Instruction (Grades K-12)
- Structured Literacy implementation strategies (K-12)

Pandemic Year 1: Early Cancellation of ESSA Testing



Pandemic Year 2: Limited ESSA Testing



Spring 2022 : ESSA Testing Resumes



Spring 2020
USED Assessment and
Accountability Waivers for States

Spring 2021
USED Released Accountability
Waivers for All States; Safety
Considerations Acknowledged

Spring 2022

2019-20 Assessment Administration

Initial pandemic disruption in March

Spring 2020 Summative Testing Interrupted in March

Assessment	% Administered	Test Counts	Comments
ACCESS for ELLs	100%	51,778	1,803 exited (3.48%)
ASR Field Test*	70%	44,262	Pandemic Interrupted Testing Window
MSSA*	7%	10,251	
SAT*	0%	0	
DLM*	0%	0	


*New assessments, initial year



Supporting Schools Through the End of the Year

CONTINUOUS LEARNING PLAN IMPLEMENTATION GUIDE

Implementation Guide for Your Continuous Learning Plan



Superintendents and Charter School Leaders

This guide is designed to support you through the extraordinary circumstances that are impacting schools and districts. It will assist you develop a Continuous Learning Plan and complete a subsequent assurances document and application that will be approved by the New Mexico Public Education Department (PED).

Two documents support your planning process: 1) The Implementation Guide; 2) A packet that includes the Assurances Document and Continuous Learning Application. The New Mexico Public Education Department is indebted to the Kansas State Department of Education for their support and sharing of resources, including the thoughtful work of the Kansas Continuous Learning Task Force.

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3) Essential Questions for Administration	Pg. 3
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5) Professional Learning Guidelines to Prepare for Continuous Learning Plan	Pg. 8
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i) Special Education Guidance	Pg. 20
e) Technology Support	Pg. 23
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8) Tips for Learning Online	Pg. 30



NEW MEXICO
Public Education Department

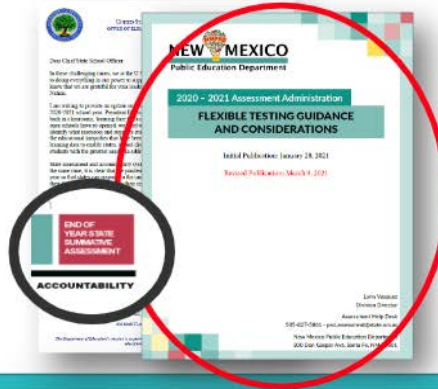
4th GRADE LITERATURE STANDARDS BREAKDOWN: CRAFT AND STRUCTURE

<p>Anchor Standard/ Domain Name: <u>Reading: Literature</u> <i>Craft and Structure B.4:</i> Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p>	
<p>Standard Text: RL 4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).</p>	<p>Students Who Demonstrate Understanding Can:</p> <ul style="list-style-type: none"> determine the meaning of unfamiliar words and phrases. recognize and comprehend references and allusions to characters found in mythology. be able to apply knowledge of characters of mythology to determine meaning and tone.
<p>Vertical Alignment to Previous Grades: RL K.4, 1.4, 2.4, 3.4</p>	<p>Clarification Statement:</p> <ul style="list-style-type: none"> Students examine the text to understand the meaning of words or phrases, using the context to inform their thinking. They examine specific words or phrases that impact the meaning or tone of the text.
<p>Vertical Alignment to Future Grades: RL 5.4, 6.4, 7.4</p>	<p>Vocabulary for Teacher Development:</p> <ul style="list-style-type: none"> phrase(s) – a small group of words representing a conceptual unit, containing either a subject or a verb, but not both. Both a subject and a verb would constitute a clause (e.g., “Running through the forest, she breathed in the fresh, crisp air.”) tone – the attitude an author takes toward the subject or topic of a text, generally revealed through word choice, perspective, or point of view connotation – an idea or feeling that a word invokes in addition to its literal or primary meaning
<p>Anchor Standard/ Domain Name: <u>Reading: Literature</u> <i>Craft and Structure B.5:</i> Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p>	
<p>Standard Text: RL 4.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.</p>	<p>Students Who Demonstrate Understanding Can:</p> <ul style="list-style-type: none"> use details to identify structural elements in a poem such as verse, rhythm, meter. use details to identify structural elements of drama such as casts, settings, descriptions, dialogue, and stage directions. compare genres such as poems, drama, and prose.

Pandemic Year 1: Early Cancellation of ESSA Testing



Pandemic Year 2: Limited ESSA Testing



Spring 2022 : ESSA Testing Resumes



Spring 2020
USED Assessment and
Accountability Waivers for States

Spring 2021
USED Released Accountability
Waivers for All States; Safety
Considerations Acknowledged

Spring 2022

2020-21 Assessment Administration

Gauging student achievement during a pandemic utilizing interim assessments

Learning Conditions in Fall 2020

❑ FALL OF SCHOOL YEAR

Grades 3-5

- 8% at school
- 33% at school and at home (hybrid)
- 59% fully remote

Middle and High School

- 3% at school
- 13% at school and at home
- 85% fully remote

❑ MID OF SCHOOL YEAR

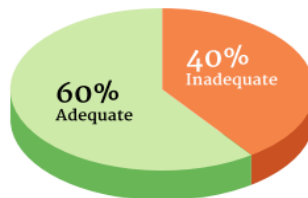
All schools, hybrid allowance;
Over 25% remain fully remote

❑ IN-PERSON, APRIL 5

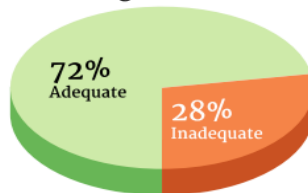
Some elected to remain remote

FALL 2020

New Mexico Student Internet Access



New Mexico Student Distance Learning Device Access



TODAY

New Mexico Student Internet Access



New Mexico Student Device Access



Leveraging Within-year Assessment Tools

Using Multiple Measures & Formative Practice to Identify Learning Needs

REENTRY GUIDANCE

Relationships First

School leaders and educators will be faced with many, immediate priorities as students start the academic year. Among those will be understanding new safety protocols, adjusting to new schedules, routines, and norms, incorporating technology more robustly as a day-to-day tool for instruction, and establishing academic baseline using formative assessments and multiple measures of student performance. However, it is our belief that none of the above priorities can be accomplished without first attending to the social and emotional wellbeing of students. Strong, established, positive relationships with adults and peers allow for deep connections, critical thinking, and accelerated learning to occur. In this way, our students' emotional and physical safety is paramount.

Administering a test should not be a day one, week one, or even week two activity. New Mexico Public Education Department (NMPEd) believes that local school leaders can best determine when to deploy the formative assessment tools that will assist with identifying their students' needs. When appropriate, this guidance document will assist schools in better understanding how to identify learning needs and the resources available for formative practices.

– Dr. Owen Peres Warnimont,
Deputy Cabinet Secretary
Teaching, Learning & Assessment

Identifying and Learning Needs

Many assessment products are diagnostic and made. However, NMPEd uses assessment practices and uses. As such, in identifying and add New Mexico has engaged balanced assessment assessment to demonstrate learning. Comprising formative, assessments, each will use, this system of assessment to students a feedback to students a the need for broader district and state levels. As schools begin to pilot, NMPEd is dedicate learning through form available to all NM public no cost to the school or aligned to state adopts aligned with the state's allowing for consistent on student progress. Available in multiple online) and with flexible items, time) to be administered, hybrid, or in-person. Together, of high-quality formats and practices illuminate highlight targeted area school year.

Reentry Support Guidan
FOR MORE INFORMATION CONTACT

Formative Tools Available to All New Mexico Schools at No Cost		
SUBJECT AREA	RESOURCE/PURPOSE	PARTNER PROVIDER
K-Grade 2	English (ELA) & Spanish Language Arts (SLA) - Computer adaptive ongoing progress monitoring tool - Identify needed intervention areas and determine within year summary growth	Edmentum iStation's End of Progress
K-Grade 2	Mathematics - Computer adaptive ongoing progress monitoring tool - Identify needed intervention areas and determine within year summary growth	Edmentum iStation's End of Progress
Grades 3-8	Math, ELA, & STEM (Science) - Comprehensive 6-10 question formative item sets available in PDF and online - Intended to be used as part of a lesson or instructional unit	Measuring Up Cognia
Grades 3-8	Math & ELA - BOY, MOY, and EOY interim assessments to determine progress toward grade-level proficiency	Measuring Up Cognia
High School	Math & ELA - Khan Academy for specific skill building and practice test (formerly operational exams), which can be used as BOY, MOY, and EOY interims	College Board College Board
Grades 3-High School	Math, ELA, & Science - Instructionally embedded formative assessments to be used to during the academic year to determine student progress toward IEP defined academic goals	Measuring Up Dynamic Learning (DLM)

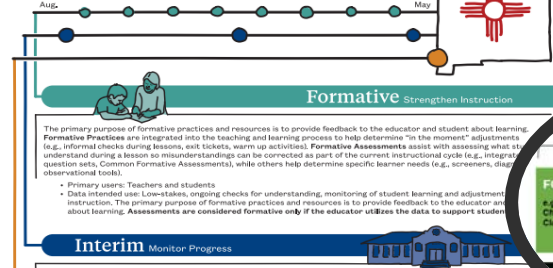
*Can be translated into other languages
†Spanish math in development

Here are some additional resources to support formative practices in the classroom.

- [Formative Assessment Resources for Parents](#), Wisconsin Department of Public Instruction
- [Formative Assessment Practices for Distance Learning](#), Wisconsin Department of Public Instruction
- [Six Resources to Support Remote Instruction](#), Wisconsin Digital Learning Collaborative
- [Classroom Assessment Learning Modules](#), Center for Assessment

New Mexico's Balanced Assessment System

School Year Assessment Timeline



The primary purpose of formative practices and resources is to provide feedback to the educator and student about learning. Formative Practices are integrated into the teaching and learning process to help determine "in the moment" adjustments (e.g., informal checks during lessons, exit tickets, warm up activities). Formative Assessments assist with assessing what is understood during a lesson so misunderstandings can be corrected as part of the current instructional cycle (e.g., integrated question sets, Common Formative Assessments), while others help determine specific learner needs (e.g., screeners, diagnostic observational tools).

- Primary users: Teachers and students
- Data intended use: Low-stakes, ongoing checks for understanding, monitoring of student learning and adjustment of instruction. The primary purpose of formative practices and resources is to provide feedback to the educator and student about learning. Assessments are considered formative only if the educator utilizes the data to support student learning.

Interim assessments provide information at three points during the school year (i.e., fall, winter, and spring) on student progress toward achieving the learning goals for a grade level. A common interim assessment design is one that can be used to anticipate performance on the state's summative assessment. For example, New Mexico's ISSA is used to determine how students might perform on the NM-MSSA at the end of the school year. This information may indicate whether students' current achievement path (a) is likely to lead to a desired outcome (e.g., reaching Proficient at the end of the year) or (b) indicates that additional instructional attention and resources are needed to alter the current achievement path.

- Primary users: Parents, students, teachers, and school and district leaders
- Data intended use: To help determine what additional instructional attention and resources may be needed.

Summative assessment refers to testing that determines levels of proficiency on grade-level knowledge and skills for all students. States typically administer an end-of-year summative assessment every spring. Interim assessments and the summative assessment work together to give information on students' progress and overall achievement each year. In addition to statewide end-of-year testing, LEA determined assessments (e.g., end-of-course exams, chapter tests, end-of-unit exams, capstones) can be considered summative and can be used for local decision making.

- Primary users: State policy makers, district leadership, school leadership, and community stakeholders
- Data intended use: Evaluate programs, plan resource allocation, plan professional learning, select curriculum materials.

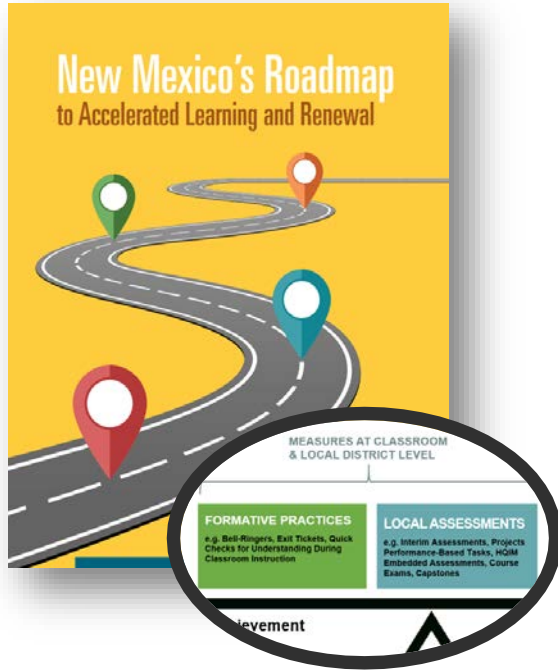
The NM PEEd is providing resources to all districts and schools in support of each component of the balanced assessment system that will meet the needs of all students.

For more information contact us at:
<https://web.nm.gov/state-nm-us/bureau/assessment/>

Investing for tomorrow, delivering today.



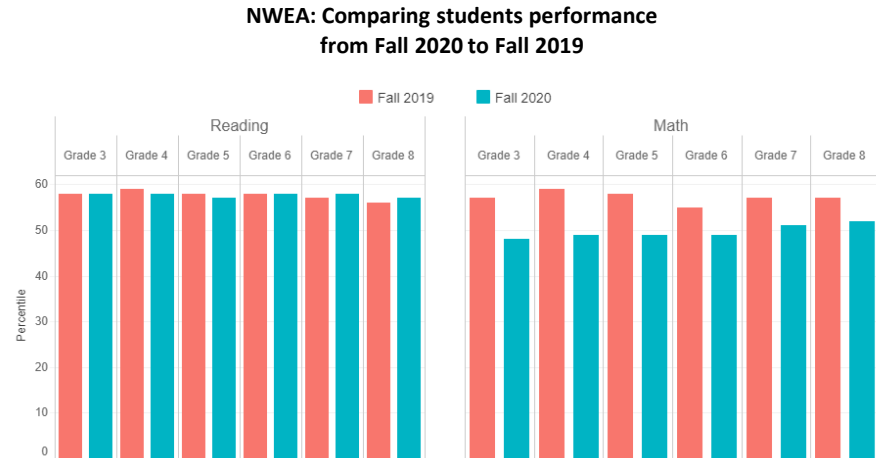
Reentry Guidance: Acceleration & Assessments



- ❑ **Early Grades / Foundational Skills: Not a Guessing Game**
 - ✓ Administer **diagnostic assessment** to identify missed learning.
 - ✓ **Screening** to identify students **at risk**.
 - ✓ **Progress monitor** to determine if student are **on track**.
- ❑ **ALL GRADES / Design Classroom Formative Assessments**
Make strategic instructional choices on what content or skills to prioritize.
- ❑ **Leverage Local/State Interim Assessment and Progress Monitoring Tools**
- ❑ Empower districts to **identify their local instructional priorities** and local assets.
- ❑ Ensure assessments are not used as “**gatekeepers**” for specific subgroups or to withhold grade level content.

Scope of the Problem Across the Country

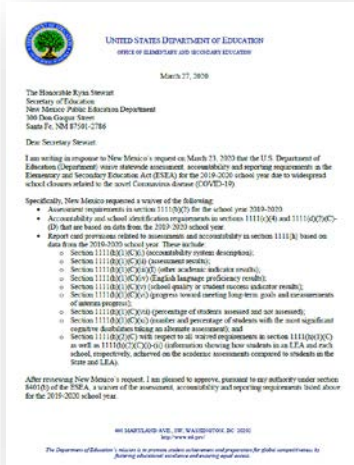
- Reports ([Renaissance Learning](#) and [NWEA](#)) provide results from the few empirical studies on the *pandemic learning effect*
- “On average”
 - Reading performance dropped
 - Math performance dropped dramatically
- **Significant losses in both reading and math for students of color and economically-disadvantaged students**
- Estimates suggest **one to three MONTHS** of additional instruction needed



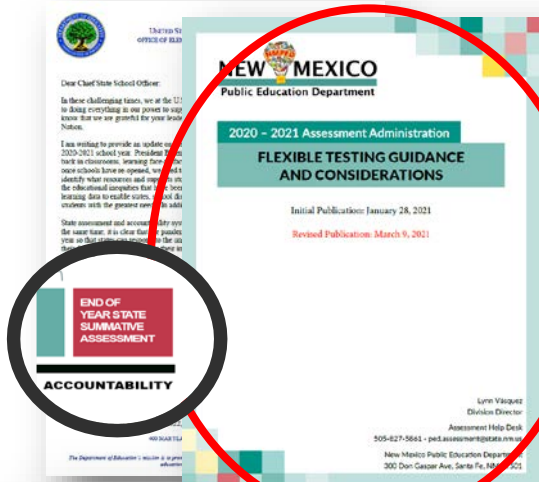
[Learning during COVID-19: Initial findings on students' reading and math achievement and growth - NWEA](#)

States Provided Testing Flexibility in Spring 2021

Pandemic Year 1: Early Cancellation of ESSA Testing



Pandemic Year 2: Limited ESSA Testing



Spring 2022 : ESSA Testing Resumes

Assessment Schedule 2021-22

ASSESSMENT	TESTING WINDOW	ASSESSMENT	TESTING WINDOW
BEHAVIORAL ASSESSMENT	September 14 - October 1, 2021	NEW MEXICO STATEWIDE ASSESSMENT (NMSA)	September 14 - October 1, 2021
... (rows omitted for brevity) (rows omitted for brevity)

Spring 2020
USED Assessment and
Accountability Waivers for States

Spring 2021
USED Released Accountability
Waivers for All States; Safety
Considerations Acknowledged

Spring 2022

Summative Assessment Participation: Spring 2021

- Participation in the statewide summative assessment declined significantly in 2021 compared to 2019.
- Approximately 1 out of every 10 third through eighth graders took the summative assessment in 2021.

In regular years, at least 95 percent of all students take the summative assessment.

- **Because of the severely depressed participation rates, caution must be taken when drawing conclusions from the data.**



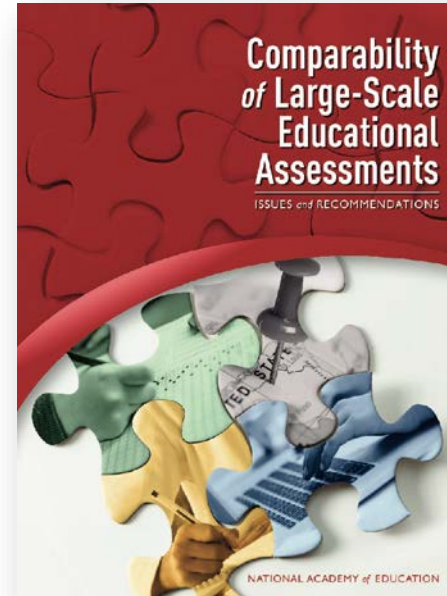
Source: PED

Threats to Valid Interpretation of Spring 2021 State Results

Valid interpretations of test scores is challenging in the best of conditions.

For the limited spring 2021 assessment results, these additional factors must be considered:

- Content of instruction (reduced standards)
- Instructional mode (remote/in-person)
- Length of instruction (time on task)
- Contexts and conditions of test administration
- Test participation rates, especially by subgroup
- Social and emotional well-being
- Opportunity-to-Learn (OTL)



New Mexico Interim Assessment Study 2020-21



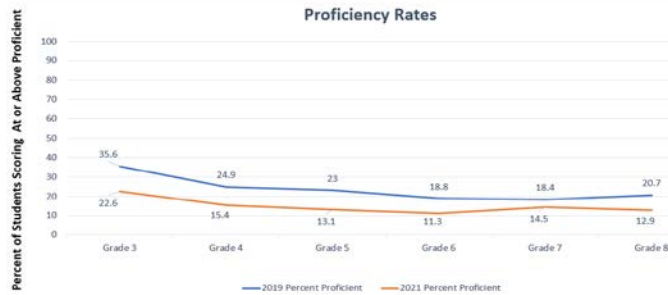
The PED conducted a small-scale study of **4,819** students across 18 LEAs to determine how students were faring during the pandemic.

- This study is not representative of the entire state.
- Results mirrored national studies.

Provider	Interim Assessment	Number of LEAs
Curriculum Associates	iReady	7
NWEA	MAPS	9
Renaissance	STAR	2

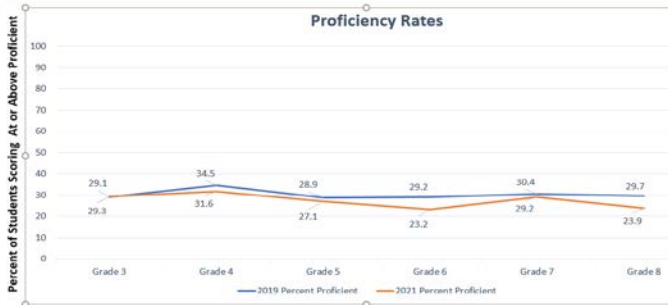
2021 New Mexico Interim Data Study

Mathematics



- In **math**, the percentage of proficient students in participating schools declined by 8.41% from 2019 to 2021.

Reading



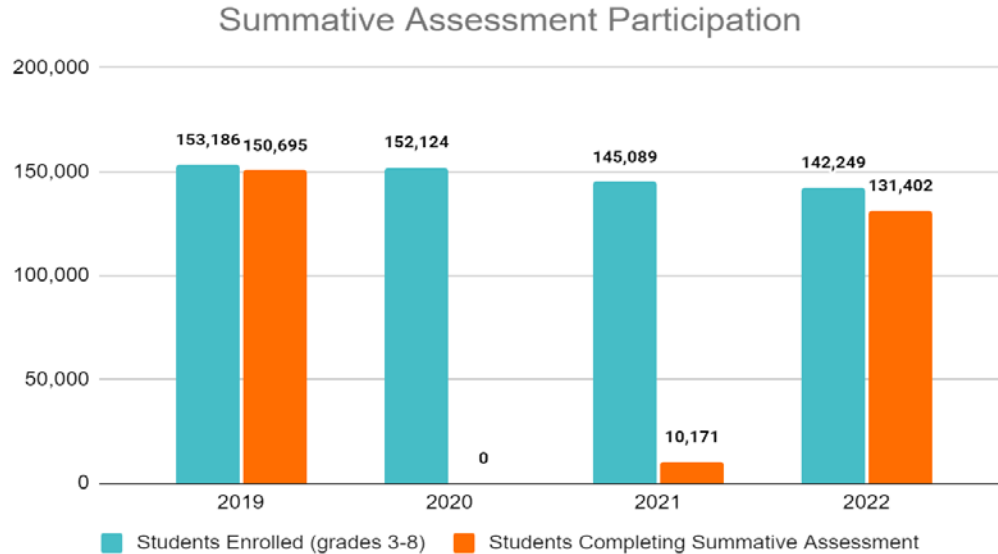
- In **reading**, the percentage of proficient students in participating schools declined by 2.96% from 2019 to 2021.

2021-22 Assessment Administration

Resuming normalcy



Spring 2022 Participation Estimates



- 90-99% Test Participation
 - Truancy and Absenteeism challenges
- Just under half of DTCs had been in on the job for two years or less
- 737 total irregularities reported across programs



Spring 2022 Summative Assessment Reporting Timeline

Title I Assessment	Preliminary Online Student Reports Available*	Paper Reports Shipped to LEAs
ACCESS/Alt-ACCESS	8/1	8/11
DLM	6/17	Online Only
NM-ASR	New Mexico educators will be brought together in July to determine proficiency levels. Results will be made available online in late August or early September , and student reports will be shipped to schools shortly after. The PED is working closely with Cognia (assessment vendor) to produce reports as quickly as possible.	
NM-MSSA		
Spanish SBA	8/15	8/31
SAT School Day	6/6	Online Only

*PED Embargoed Data Memo, June 2, 2022



Designing Culturally Responsive Assessments



The Why: Funds of Knowledge

In the early 1860's A _____ issued the Emancipation _____. This order freed millions of s _____. The C _____ had the authority to enforce this order. Emancipation alone did not give the former s _____ a new life. Decades of economic hardship and unequal right continued. A _____ plan was supported by many.

The Why: Funds of Knowledge

In the early 1860's Alexander II issued the Emancipation Edict. This order freed millions of serfs. The Czar had the authority to enforce this order. Emancipation alone did not give the former serfs a new life. Decades of economic hardship and unequal right continued. Alexander's plan was supported by many.

Engaging Communities: Culturally Responsive Assessments

Working in conjunction with Western New Mexico University (WNMU), the PED's vendor (Cognia), is conducting a research study that:

- explores new methods for partnering with community stakeholders to develop assessment items that are reflective of students' cultures and lived experiences.
- aims to modify existing Grade 6 math interim assessment content to reflect students' lived experiences and the contexts of their daily lives and culture.



Engaging Communities: Culturally Responsive Assessment

The following example demonstrates the results expected from these engagements:

Original Item ³	Adaptation #1	Adaptation #2																														
<p>The ratio table shows the number of waffles that can be made from different amounts of mix.</p> <p style="text-align: center;">Waffles</p> <table border="1" data-bbox="208 574 676 650"> <tr> <td>Cups of Mix</td> <td>3</td> <td>4</td> <td>5</td> <td>6</td> </tr> <tr> <td>Number of Waffles</td> <td>9</td> <td></td> <td>15</td> <td>18</td> </tr> </table> <p>How many waffles can be made from 4 cups of mix?</p> <p>A 10 B 11 C 12 D 16</p>	Cups of Mix	3	4	5	6	Number of Waffles	9		15	18	<p>Luisa is making caldo. The table shows the number of cups of water needed for the number of servings.</p> <p style="text-align: center;">Caldo</p> <table border="1" data-bbox="703 574 1170 650"> <tr> <td>Cups of Water</td> <td>3</td> <td>4</td> <td>5</td> <td>6</td> </tr> <tr> <td>Number of Servings</td> <td>9</td> <td></td> <td>15</td> <td>18</td> </tr> </table> <p>How many servings of caldo can be made using 4 cups of water?</p> <p>A 10 B 11 C 12 D 16</p>	Cups of Water	3	4	5	6	Number of Servings	9		15	18	<p>Miguel and his siblings are going to visit their abuela on the other side of town. The table shows how much it costs to ride the bus for different numbers of children.</p> <p style="text-align: center;">Children's Bus Fare</p> <table border="1" data-bbox="1207 634 1649 732"> <tr> <td>Number of Children</td> <td>3</td> <td>4</td> <td>5</td> <td>6</td> </tr> <tr> <td>Cost (\$)</td> <td>1.50</td> <td></td> <td>2.50</td> <td>3.00</td> </tr> </table> <p>There are 4 children in Miguel's family. How much money will it cost for the children in Miguel's family to ride the bus?</p> <p>A \$1.25 B \$1.75 C \$2.00 D \$2.75</p>	Number of Children	3	4	5	6	Cost (\$)	1.50		2.50	3.00
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Self-paced Assessment Training

FREE Assessment Literacy Training

The purpose of this assessment training is to provide K-12 classroom educators with the foundation and skills necessary to design, interpret and use assessment...

Self-paced
FREE

FREE ELA - SAT Suite Bank Resource

Welcome to the English Language Arts (ELA) SAT Suite Question Bank Course!

Self-paced
FREE

FREE Self-Paced Training

Dynamic Learning Maps (DLM) - Instructionally Embedded Assessments

This course focuses on understanding the purpose of the advantages and uses of the DLM Instructionally Embedded assessments and the administration process. This course is geared toward...

Self-paced
FREE

- The PED offers several assessment-related courses through the Canvas Learning Management System.
- The PED will be developing an educator micro-credential for assessment literacy to be launched in the 2023-24 school year.

Culturally Responsive Assessments: Capstones

The PED Strategic Plan, Pillar II: Whole Child

II-F-1. Develop a robust assessment system that provides students and educators rich and meaningful feedback on learning and that aligns with culturally relevant graduate profiles.

- “How To” resources for school leaders and educators
- Capstones as a more culturally relevant demonstration of knowing and competency.

Portrait of a Graduate



Assessment Related Practices That Should Continue Beyond the Pandemic



Practices to Continue Beyond the Pandemic

Continue an internal agency infrastructure to intentionally use assessment data to inform program and policy decisions

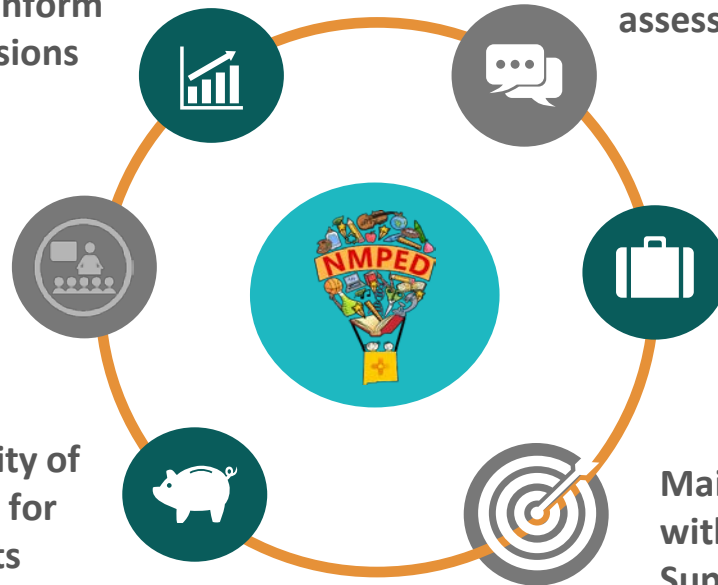
Expand the role of families and communities in learning and assessment

Leverage the power of statewide interim assessments and partnerships

Ensure assessments are not barriers to access and opportunity

Investigate the feasibility of remote testing options for summative assessments

Maintain “acceleration” as a focus within Multi-Layered Systems of Supports (MLSS)



Thank you & Questions

