Instructionally Embedded Assessment

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Model Comparison—Basics

Instructionally Embedded	Year-End
two required windows (fall and spring)	one required window (spring) and an optional instructionally embedded window (fall/winter)
teacher follows guidelines but chooses which skills to assess and when	teacher does not choose which skills to assess
assessment is ongoing and occurs shortly after instruction has been provided	assessment occurs near the end of the year to capture what students have learned
immediate feedback regarding student performance is available for the teacher; end-of-year score report produced following the spring window	no immediate feedback regarding student performance is available for the teacher; end-of-year score report produced following the spring window

Underpinnings of the Instructionally Embedded Model

- Assessments are embedded into instruction throughout each window, rather than bunched at the end.
- Assessment results from each testlet inform subsequent instructional decision-making.
- Assessments meet academic needs of students with the most significant cognitive disabilities.

Goals of the Instructionally Embedded Model

- provide more accurate representation of what students with the most significant cognitive disabilities know and can do by measuring their learning as instruction occurs throughout the year
- support connections to instructional practices by spanning full academic year
- support teacher flexibility and decision-making within blueprint requirements for coverage

Goals Continued

- integrate instruction and assessment to inform one another
- provide instruction and assessment that align to academic goals for students with the most significant cognitive disabilities

Key Benefits

- Instruction and assessment occur throughout both windows, spanning the full year.
- Assessment results can inform instructional decision-making rather than merely fulfilling legislative mandate.

Key Benefits Continued

- Precision of measurement is increased when students are assessed on the same Essential Elements in each window.
- Students are assessed on the full blueprint in each window, providing more opportunities for them to demonstrate what they know and can do.

Benefits Recap

Benefits of the Instructionally Embedded Model
more choice
more time
increased instructional relevance
Immediate feedback

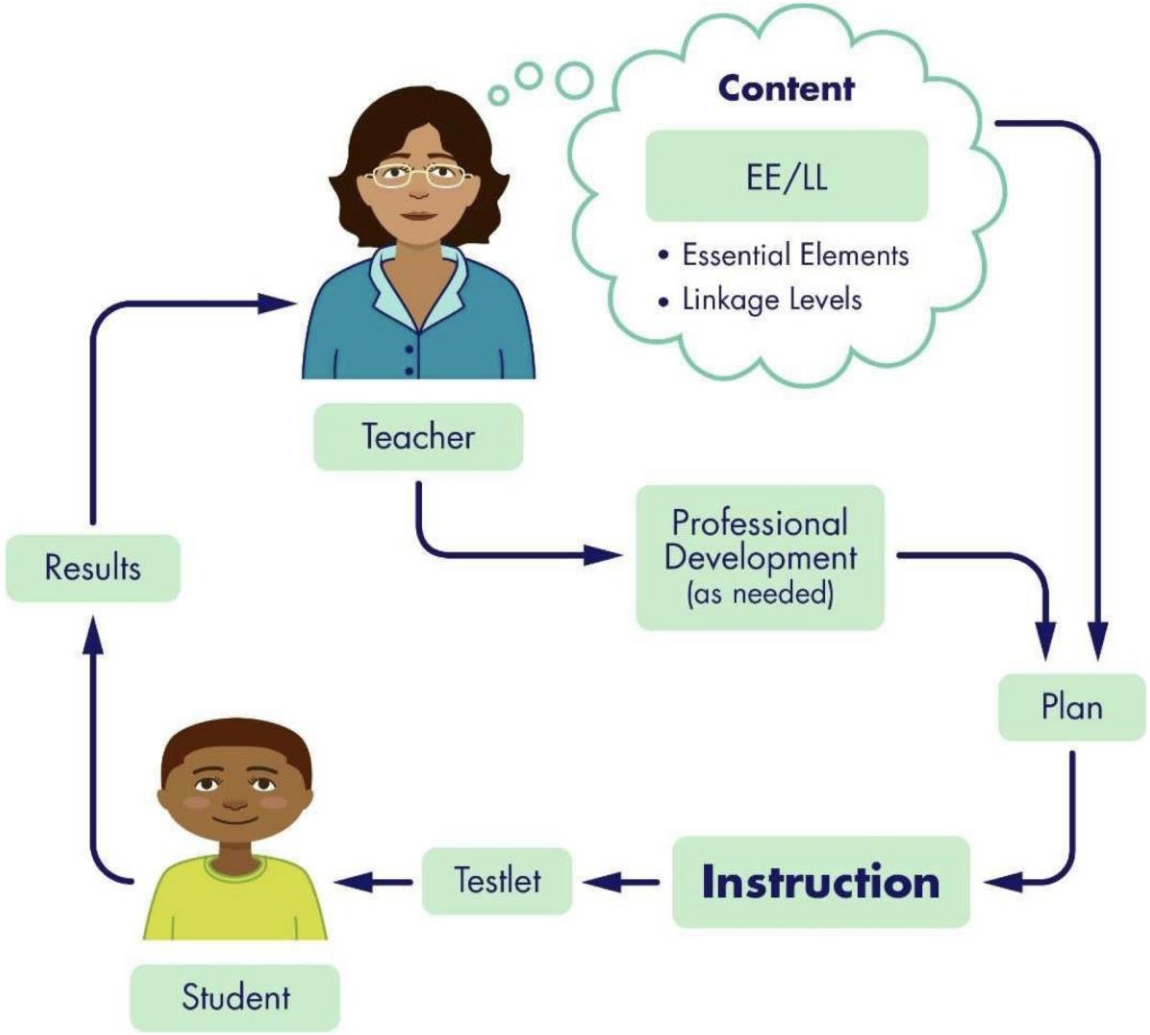
Why Are the Blueprint Requirements Important?

- They ensure students receive instruction and are assessed on a variety of skills so that assessment results better reflect what students have learned and can do.

IE Model Test Blueprints

- During each window, teachers will use the test blueprints to
  - choose Essential Elements and linkage levels
  - plan and provide instruction
  - assess students
  - use assessment results to determine further instruction/assessment needs

Instruction/Assessment Cycle



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Blueprint Requirements

- vary by grade and subject
- are divided into multiple sets of Essential Elements
  - by conceptual areas for ELA
  - by claims and conceptual areas for mathematics
- stipulate the number of Essential Elements to be chosen and assessed
  - and often the number of conceptual areas from which the Essential Elements must be chosen

Blueprint Requirements

- The same blueprint requirements apply to both the fall and spring windows.
- The blueprint requirements can be exceeded.
- The teacher may choose the same or different Essential Elements/linkage levels for both windows but should ensure the requirements are met.

Example—ELA Blueprint for Grade 3

Conceptual Area	Essential Element	Description
ELA.C1.1	**Requirement: Choose at least three Essential Elements, including at least one RL and one RI.**	
	ELA.EE.RL.3.1	Answer who and what questions to demonstrate understanding of details in a text.
	ELA.EE.RL.3.2	Associate details with events in stories from diverse cultures.
	ELA.EE.RL.3.3	Identify the feelings of characters in a story.
	ELA.EE.RL.3.5	Determine the beginning, middle, and end of a familiar story with a logical order.
	ELA.EE.RI.3.1	Answer who and what questions to demonstrate understanding of details in a text.
	ELA.EE.RI.3.2	Identify details in a text.
	ELA.EE.RI.3.3	Order two events from a text as "first" and "next."
	ELA.EE.RI.3.5	With guidance and support, use text features including headings and key words to locate information in a text.
ELA.C1.2	**Requirement: Choose two Essential Elements in C1.2 (L, RL or RI) – Essential Elements must be from different strands, i.e., RL and L, not RL and RL.**	
	ELA.EE.RL.3.4	Determine words and phrases that complete literal sentences in a text.
	ELA.EE.RI.3.4	Determine words and phrases that complete literal sentences in a text.
	ELA.EE.RI.3.8	Identify two related points the author makes in an informational text.
	ELA.EE.L.3.5.a	Determine the literal meaning of words and phrases in context.
	ELA.EE.L.3.5.c	Identify words that describe personal emotional states.
ELAC1.3	**Requirement: Choose at least one Essential Element (RL or RI).**	
	ELA.EE.RL.3.9	Identify common elements in two stories in a series.
	ELA.EE.RI.3.9	Identify similarities between two texts on the same topic.
ELA.C2.1	**Requirement: All students are assessed in these Essential Elements through the writing assessment. In the Instruction and Assessment Planner, choose one linkage level. See Writing Testlet FAQ for more detail.**	
	ELA.EE.W.3.2.a	Select a topic and write about it including one fact or detail.
	ELA.EE.W.3.4	With guidance and support, produce writing that expresses more than one idea.

Example—Mathematics Test Blueprint for Grade 3

Claim	Conceptual Area	Essential Element	Description
1	Students demonstrate increasingly complex understanding of number sense. Requirement: Choose two Essential Elements from Claim 1 in different conceptual areas, i.e., one Essential Element in C1.1 and one Essential Element in C1.3.		
	M.C1.1	M.EE.3.NBT.2	Demonstrate understanding of place value to tens
		M.EE.3.NBT.3	Count by tens using models such as objects, base ten blocks, or money.
		M.EE.3.NF.1-3	Differentiate a fractional part from a whole.
	M.C1.3	M.EE.3.OA.4	Solve addition and subtraction problems when result is unknown, limited to operands and results within 20.
2	**Students demonstrate increasingly complex spatial reasoning and understanding of geometric principles.** **Requirement: All students are assessed on the Essential Element in Claim 2.**		
	M.C2.2	M.EE.3.G.2	Recognize that shapes can be partitioned into equal areas.
3	**Students demonstrate increasing complex understanding of measurement, data, and analytic procedures.** **Requirement: Choose two Essential Elements from Claim 3.**		
	M.C3.1	M.EE.3.MD.1	Tell time to the hour on a digital clock.
		M.EE.3.MD.4	Measure length of objects using standard tools, such as rulers, yardsticks, and meter sticks.
	M.C3.2	M.EE.3.MD.3	Use picture or bar graph data to answer questions about data.
4	**Students solve increasingly complex mathematical problems, making productive use of algebra and functions.** **Requirement: Choose one Essential Element from Claim 4.**		
	M.C4.1	M.EE.3.OA.1-2	Use repeated addition to find the total number of objects and determine the sum.
		M.EE.3.OA.8	Solve one-step real-world problems using addition or subtraction within 20.
	M.C4.2	M.EE.3.OA.9	Identify arithmetic patterns.

REPORTS

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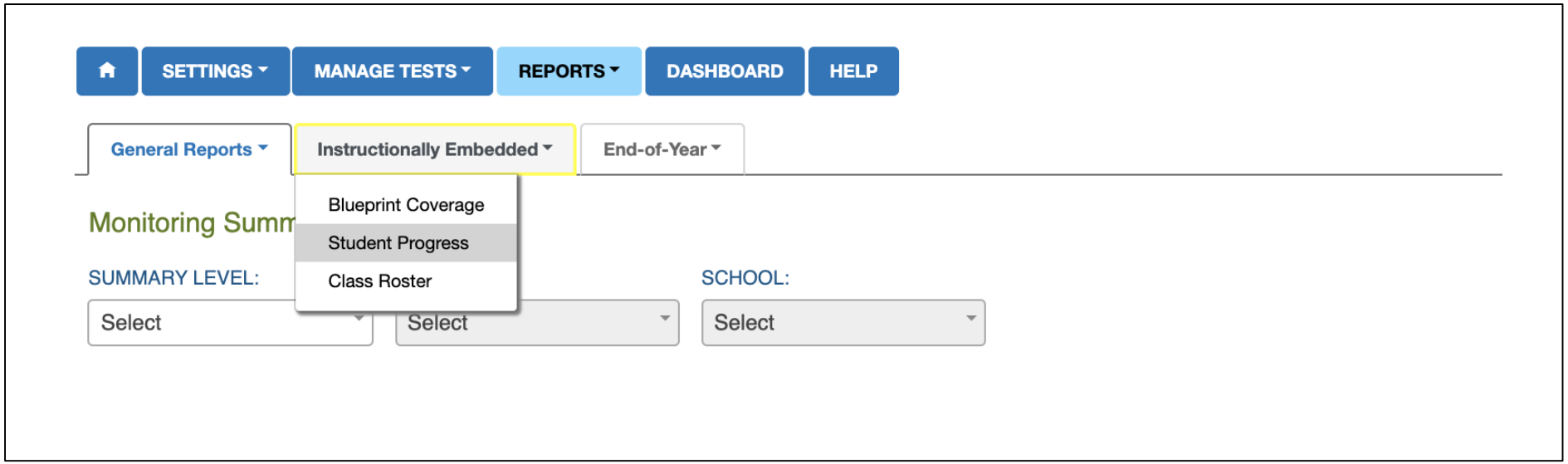
Reports

- Two on-demand reports are available for instructionally embedded assessments:
  - the Essential Elements Status report
  - Student Progress report
  - These reports are an important part of the instructionally embedded process because they help a teacher determine the next steps for a student.

Student Progress Reports in Educator Portal

- Go to **REPORTS**, select **Instructionally Embedded**, and then select **Student Progress**. Then use the filters to access the desired student data.



The Essential Elements Status Report

- The Essential Elements Status Report can be printed, but it must be printed for each student and by subject.
- Icons are used to indicate the results of instructionally embedded testlets taken.
  - A checkmark will appear on any linkage level for which the student completed a testlet.
  - If the student mastered the skills of the linkage level, a star will also appear.
  - If the student did not master the linkage level skills, an X will appear.
  - A minus symbol is used to indicate testlets for which results are not available. The minus symbol will appear for instructionally embedded writing testlets because writing testlets must be scored outside of the assessment system.
  - The minus sign might also appear if the Instruction and Assessment Planner is accessed while the student is taking a testlet

The Student Progress Report

- A Student Progress report is updated each time a student takes an instructionally embedded assessment.
- Student Progress reports show the Essential Elements and linkage levels on which a student has taken testlets and whether the student mastered the linkage level skills.
- The report is accessed in Educator Portal. Select the REPORTS tab, then ALTERNATE ASSESSMENT, then Instructionally Embedded, and finally Student Progress. Reports for the class roster are also available

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