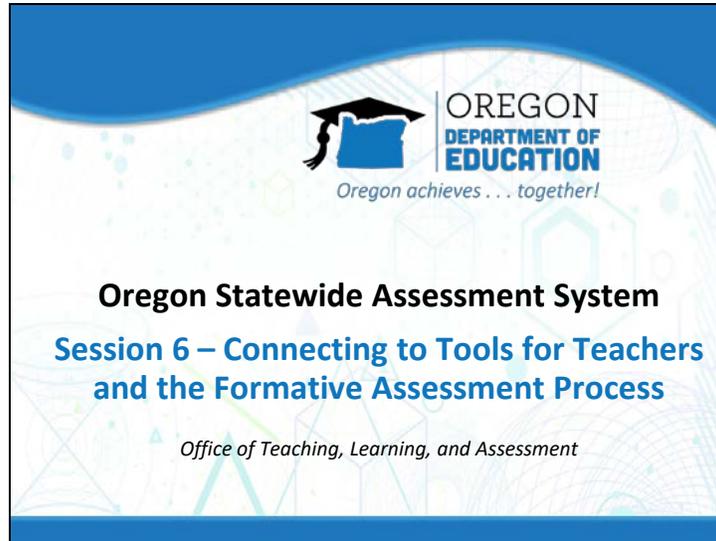


Slide 1



Welcome to the Oregon Department of Education’s Interim Assessment Professional Learning Series.

This is Session 6 of the series, and will focus specifically on using the Tools for Teachers platform and embedding formative assessment strategies into teaching and learning.

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Purpose

The Oregon Statewide Assessment webinar series is designed to help teams of educators and administrators improve their teaching and learning systems using the tools and resources provided in a **balanced assessment system**.



The diagram illustrates a balanced assessment system. It features four main components: STATE STANDARDS (top left), FORMATIVE ASSESSMENT PRACTICES (top right), SUMMATIVE ASSESSMENTS (bottom left), and INTERIM ASSESSMENTS (bottom right). These components are interconnected by arrows, forming a cycle. A central text box reads "Resources and data to support teaching and learning". An arrow points from the top right towards "COLLEGE AND CAREER READY" (top right), which is also connected to the bottom right component.

The purpose of this series is to help district- and school-based teams improve their systems of teaching and learning using a student-centered balanced assessment system and the many tools provided in Oregon’s Statewide Assessment System.

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Series Outcome

Participants will build assessment literacy and improve practice by **connecting formative assessment practices, interim assessments, and summative assessments** to continually improve access and outcomes for each and every learner in their care.

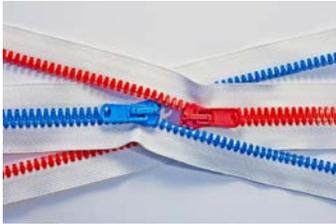


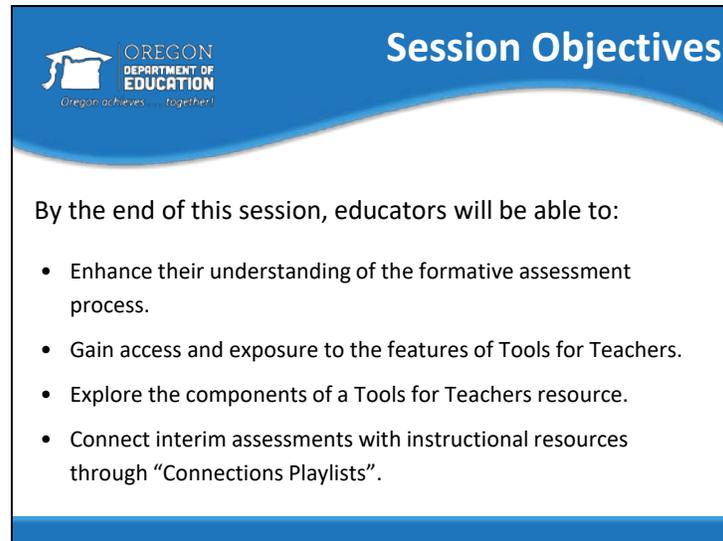
Photo by [Tomas Sobek](#) on [Unsplash](#)

By the end of the series, all participants will build assessment literacy and connect formative assessment practices, Oregon's Statewide Interim Assessment System, and the Oregon Statewide Summative Assessments to continually improve access and outcomes for each and every learner in their classroom, school, and district.

Slide 4

 OREGON DEPARTMENT OF EDUCATION <i>Oregon achieves... together!</i>		Session Guide
1	Understanding a Balanced Assessment System	
2	<i>Overview of the OSAS Interim Assessment System</i>	
3	<i>Using Interim Assessments in the Context of Instructional Practices</i>	
4	<i>Interim Assessment Administration: Guidance and Support</i>	
5	<i>Accessing Interim Assessment Data to Inform Instructional Practices</i>	
 6	<i>Exploring Tools for Teachers and Using Formative Assessment Practices</i>	

Here is a session guide for the series. Again, resources for each of these sessions are posted on ODE's Interim Assessments web page. The arc of the series begins in Session 1 by laying a common foundation of assessment literacy in a balanced assessment system; Sessions 2-5 move through each aspect of Oregon's Interim Assessment System, and Session 6 finishes the series with a connection to Tools for Teachers and the formative assessment process.



The slide features a blue header with the Oregon Department of Education logo on the left and the title "Session Objectives" on the right. The logo includes a graduation cap icon and the text "OREGON DEPARTMENT OF EDUCATION" with the tagline "Oregon achieves... together!" below it. The main content area is white with a blue border and contains the following text:

By the end of this session, educators will be able to:

- Enhance their understanding of the formative assessment process.
- Gain access and exposure to the features of Tools for Teachers.
- Explore the components of a Tools for Teachers resource.
- Connect interim assessments with instructional resources through “Connections Playlists”.

By the end of this session, educators will be able to:

- Enhance their understanding of the formative assessment process.
- Gain access and exposure to the features of Tools for Teachers.
- Explore the components of a Tools for Teachers resource.
- Connect interim assessments with instructional resources through “Connections Playlists”.

We'll put into the chat a Participant Guide that has links to each of the resources we talk about today. For those who may be facilitating this session in your district or school, you can find a Facilitator's Guide and this slide deck on ODE's Interim Assessment web page.

Links:

ODE Interim Assessment Web Page: https://www.oregon.gov/ode/educator-resources/assessment/Pages/Interim_Assessments.aspx

Session 6 Slides

Session 6 Facilitator Guide

[PASTE PARTICIPANT GUIDE INTO CHAT]

Slide 6

Category	15%	45%	45%
Percent	15%	45%	45%
Count	25	65	77

Category	15%	47%	38%
Percent	15%	47%	38%
Count	28	81	67

Category	17%	48%	47%
Percent	17%	48%	47%
Count	18	52	72

Before we dive into the specifics of today’s session, let’s quickly remind ourselves how we got here. In Session 1, we built some assessment literacy around why a balanced assessment system is so vital for equitable outcomes for learners. Session 2 provided an overview of the three types of interim assessments educators can use with students. Session 3 was broken out into content areas – 3A was facilitated by Tony Bertrand who showed participants how to connect ELA interim assessments with instruction; 3B was facilitated by Andy Byerley who did the same for math; and 3C was facilitated by Noelle Gorbett for districts that have purchased the science interim assessments. Session 4 walked through the details of administering interim assessments, both in a browser as well as within instruction, and we also discussed how to administer interims remotely. Session 5 will cover the Centralized Reporting System and how to access and use data from the interim assessment system. The arc of all of these sessions has brought us to integrating Tools for Teachers and formative assessment practices into instruction.

Each of the sessions in the series is available on ODE’s interim assessment web page – we’ve posted slides, the facilitator’s guide, slides with embedded audio of our lovely voices, and a video recording of the session. Please take full advantage of these resources with your professional learning teams.

Slide 7

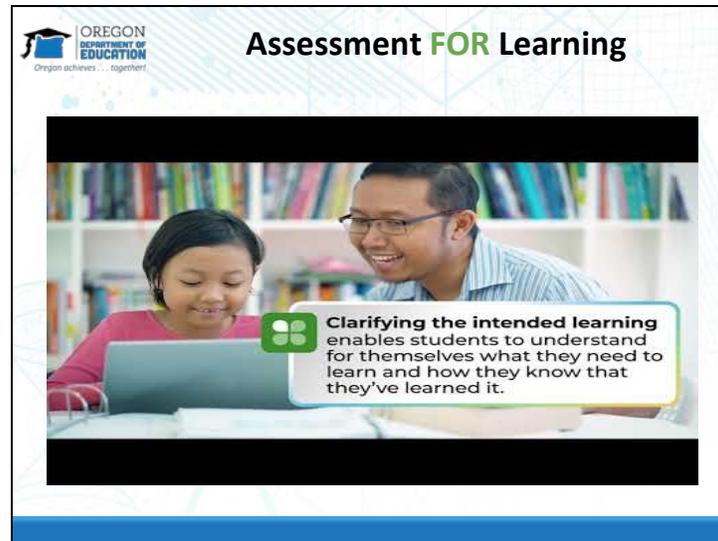


Learning Objective #1

Educators can enhance their understanding of the formative assessment process.

7

Learning Objective #1: Educators can enhance their understanding of the formative assessment process.



[[WATCH FIRST 2:00 OF VIDEO – BE SURE TO ENABLE SYSTEM AUDIO TO PLAY THROUGH VIRTUAL MEETING PLATFORM.]]

In Session 1, we talked at length about what makes an assessment system balanced, and the largest proportion of the “balance” is formative assessment, or assessment FOR learning. Because so much of the Smarter Balanced ecosystem is built around formative assessment and instructional supports, we thought it would be best to let them share their take on what formative assessment is.

Links:

Video on YouTube: <https://www.youtube.com/watch?v=wpwZCqvt70U>

Tools for Teachers playlist on YouTube:

<https://www.youtube.com/playlist?list=PLVed42c9y77aJs2dWCy9qRXXAITA5xh6x>

Smarter Balanced’s Formative Assessment Process:

<https://www.oregon.gov/ode/educator-resources/assessment/Documents/formative-assessment-process.pdf>

Assessment FOR Learning

Formative assessment is an active and intentional learning process that partners the teacher and the students to continuously and systematically gather evidence of learning with the express goal of improving student achievement. (Moss & Brookhart, 2018)

HIGH-QUALITY INSTRUCTIONAL PRACTICES

CLARIFY

ELICIT

ACT

INTERPRET

COLLABORATION

We really like Connie Moss and Sue Brookhart’s definition of formative assessment:

“Formative assessment is an active and intentional learning process that partners the teacher and the students to continuously and systematically gather evidence of learning with the express goal of improving student achievement”

Moss, C. M., & Brookhart, S. M. (2018). *Advancing formative assessment in every classroom: A guide for instructional leaders*. 2nd ed. Alexandria, VA: ASCD.

The four-leaf clover shows how Smarter Balanced frames this process.

- Clarify learning goals and success criteria.
- Elicit evidence from students in tasks, activities, discussions, and more.
- Interpret that evidence and provide feedback.
- Act on any changes to instruction.

Note that this process can really only happen effectively in a collaborative learning environment and when accompanied by high-quality instructional practices. You’ll see today how these four parts of the formative assessment process are highlighted in Tools for Teachers resources.



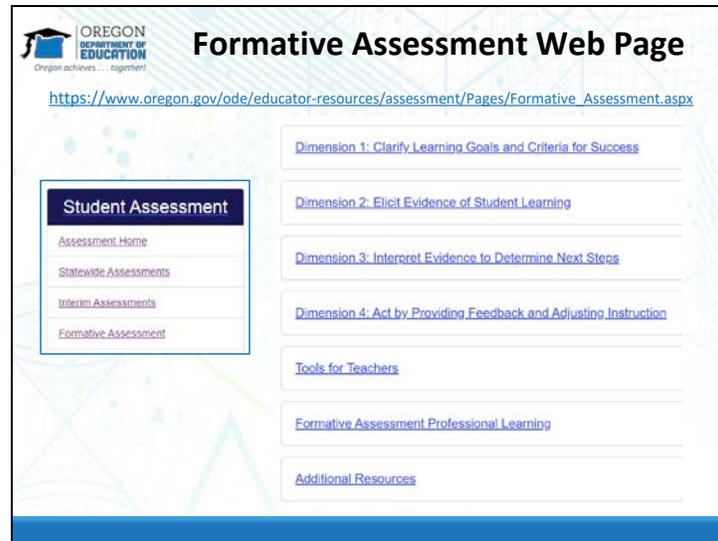
Assessment **FOR** Learning

Formative Assessment IS...	Formative Assessment is NOT...
A purposeful, intentional process	A “thing” or test
Student-centered	Teacher-centered
Full of descriptive feedback	Evaluative feedback
Dynamic and ongoing	Static and “one-and-done”
Built on clear criteria	The same test I use every year
Full of evidence from students	Quantity over quality
An activity, discussion, task...	A high-stakes quiz

Our team continually hears dialog where formative assessment is reduced to simply a “fist to five” or an “exit ticket” a quiz. Each of these can be part of the process, but none of them defines the process. Formative assessment isn’t a “thing” – it is student-centered, intentional, designed around providing feedback on evidence from students, and dynamic in terms of adjustments to the teaching and learning process.

[Click animation]

Formative assessment is NOT simply a one-and-done test, a means to generate a grade, or the same test we use every year. Clarity on formative assessment is critical for educators, and the good news is that you will see some excellent formative assessment strategies within the Tools for Teachers platform that work remotely and in-person.



Before we leave this topic, we want to introduce you to ODE’s Formative Assessment Web Page. Just as with our Interim Assessment page, this breaks down the tools and resources available in the Oregon Statewide Assessment Portal and houses professional learning resources. We encourage you to bookmark this page for future access!

Link:

ODE’s Formative Assessment Web Page: https://www.oregon.gov/ode/educator-resources/assessment/Pages/Formative_Assessment.aspx

Slide 12

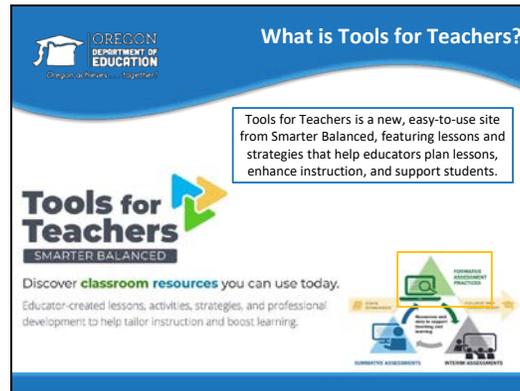


Learning Objective #2

Educators can gain access and exposure to the features of Tools for Teachers.

12

Learning Objective #2: Educators can gain access and exposure to the features of Tools for Teachers.



Alright, we're several slides into this session and haven't introduced the star of the show yet. What is Tools for Teachers?

(Core Statement) Tools for Teachers is a new, easy-to-use site from Smarter Balanced, featuring lessons and strategies that help educators plan lessons, enhance instruction, and prepare students to meet their postsecondary goals.

Smarter Balanced developed Tools for Teachers using the formative assessment process and a commitment to accessibility to support students.

Tools for Teachers was created in collaboration with hundreds of educators and is home to high-quality instructional supports. Each resource was created to meet rigorous quality criteria.

Tools for Teachers is at the center of the Smarter Balanced ecosystem, which supports educators, and links to additional Smarter Balanced websites and applications to facilitate seamless access to relevant content.

Tools for Teachers can be used for remote teaching and distance learning alongside other Smarter Balanced resources, such as interim assessments.

[Click animation]

Looking at our balanced assessment system, Tools for Teachers comprises one corner of the triangle, along with interim assessments and summative assessments.

Links:

Smarter Balanced Remote Teaching & Learning: remote.smartertoolsforteachers.org

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Who Can Access Tools for Teachers?

Anyone with an active user account in the OSAS Portal: *

- Test Administrators
- Instructional Coaches & TOSAs
- Interventionists
- Paraeducators
- Counselors & Graduation Coaches
- Preservice Educators
- District Leaders

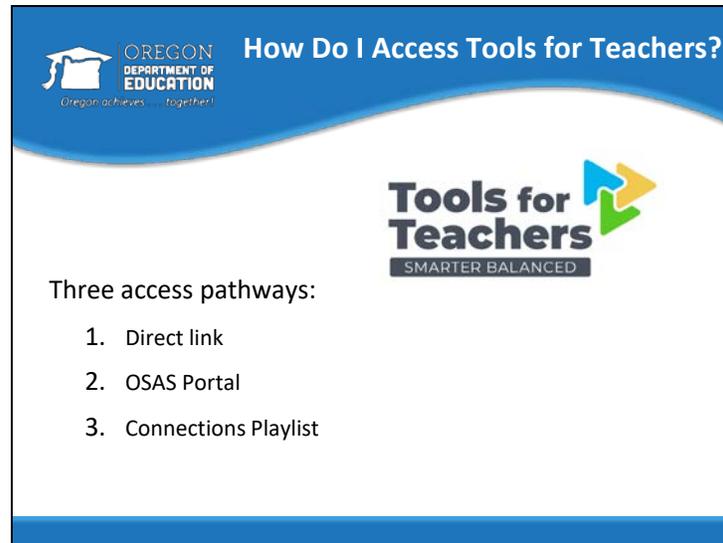


Photo by [Jen Theodore](#) on [Unsplash](#)

* DTCs: use the "TFT_SC" role for users who do not TAs

Before we get into HOW to access Tools for Teachers, let's talk about WHO can access. Anyone with an active user account in the OSAS Portal automatically has Tools for Teachers access. We want as many educators as can use these resources to have access to Tools for Teachers, so we have created a special user role in TIDE that allows access for educators who won't be administering summative or interim assessments of any kind. That means instructional coaches, TOSAs, interventionists and specialists, paraeducators who provide direct student support, counselors and grad coaches, preservice educators, and district leaders.

If you have any issues logging in, please contact your District Testing Coordinator. For DTCs who are participating today, you will need to use the "TFT_SC" role for users who will not be TAs.



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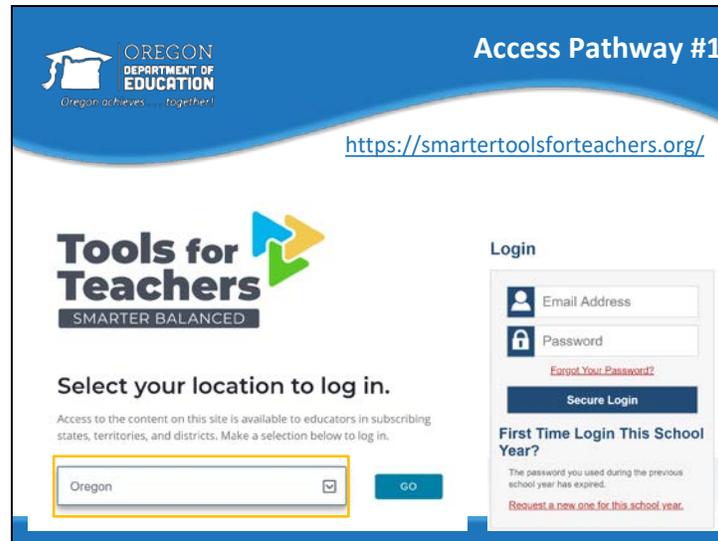
How Do I Access Tools for Teachers?

Tools for Teachers
SMARTER BALANCED

Three access pathways:

1. Direct link
2. OSAS Portal
3. Connections Playlist

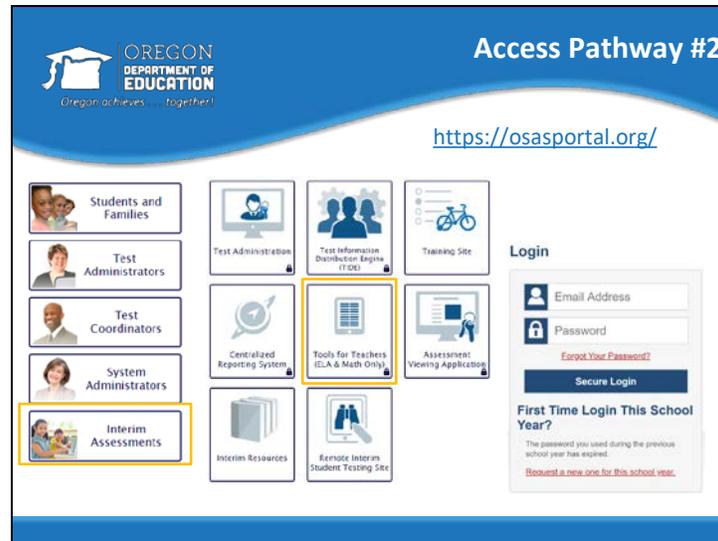
There are three primary ways to access Tools for Teachers. You can navigate directly through a URL, go through the OSAS Portal, or via a Connections Playlist. We'll look at Connection Playlists in more detail later in this session.



The first pathway is to navigate to smartertoolsforteachers.org in a supported web browser. You will need to select “Oregon” from the drop-down menu, and then you’ll see the familiar Cambium login. Smarter Balanced and Cambium now both support a single sign-on, so there’s no additional account information to remember.

Link:

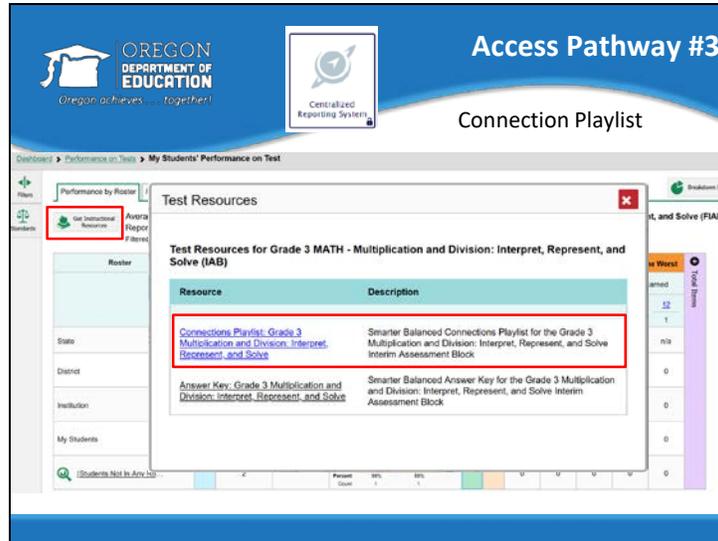
Smarter Tools for Teachers: <https://smartertoolsforteachers.org/>



The second pathway is through the OSAS Portal. You'll find Tools for Teachers in the center of the Interim Assessment Tiles, as well as in the right-hand shortcut menu on the portal homepage. Again, you'll be prompted for your email address and password, then be redirected to Tools for Teachers.

Link:

OSAS Portal: <https://osasportal.org/>



The third way to access Tools for Teachers is through a Connections Playlist in the Centralized Reporting System (or CRS). The Centralized Reporting System is where data from interim assessments can be displayed and analyzed. Each Interim Assessment Block or Focused Interim Assessment Block is connected to specific resources in Tools for Teachers via a Connections Playlist.

[Click animation]

At the top of the reporting screen, you will click the “Get Instructional Resources” button, then click the Connections Playlist that appears in the pop-up. We’ll take a look at a Connections Playlist in a few slides.

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Potential Entry Points

1. “Window Shopping”
Browse instructional activities
2. “Add to Your Toolbox”
Implement new formative assessment & accessibility strategies
3. “Match Maker”
Interpret student evidence to determine instructional next steps

Tools for Teachers
SMARTER BALANCED

It can be helpful to consider different entry points to Tools for Teachers.

[Click animation]

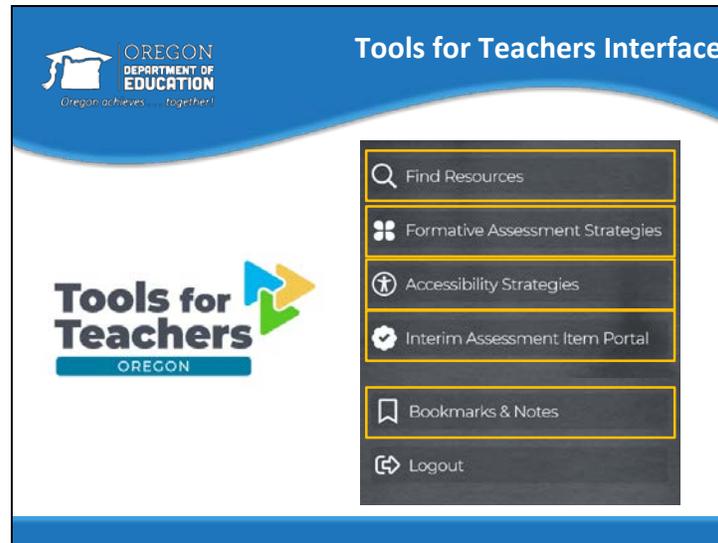
The first you might call “window shopping,” when you are simply browsing for instructional activities. There are hundreds of resources in Tools for Teachers, and we’ll look at how to filter these to hone in on what you need.

[Click animation]

The second would be to add some new formative assessment strategies or strategies to increase accessibility for students. You can browse for these, as well, and they can be embedded in your existing instructional materials pretty easily.

[Click animation]

A third entry point would be as a “Match Maker” when you are interpreting student evidence to determine instructional next steps. This is where the Connections Playlists are so handy to map directly to differentiated resources that can enhance instruction.



Once you've logged into Tools for Teachers, you'll see a navigation menu along the left-hand side of the screen.

[Click animation]

“Find Resources” leads to a search field that is oriented toward resources and Connections Playlists.

[Click animation]

“Formative Assessment Strategies” allows a quick search for embedded strategies.

[Click animation]

The same is true for Accessibility Strategies.

[Click animation]

The Interim Assessment Item Portal is another new part of the Smarter Balanced ecosystem that makes it easy to view and use interim assessment items in the teaching and learning process.

[Click animation]

Finally, Tools for Teachers allows users to capture notes and bookmark resources as they use them.

Coming up, we'll take a deeper dive into these features of Tools for Teachers.

Slide 21

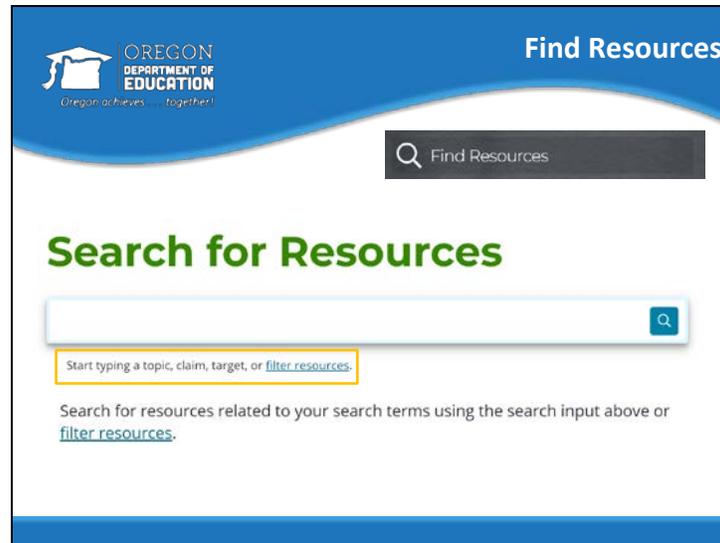
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Learning Objective #3

*Educators can explore the components of a
Tools for Teachers resource.*

6

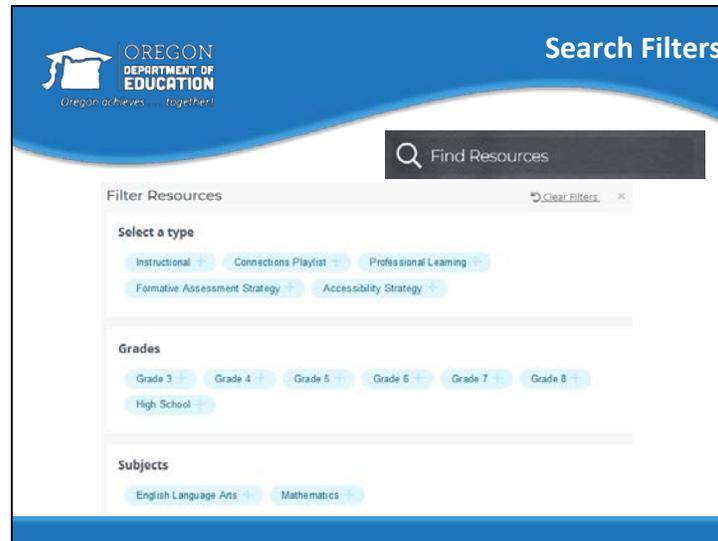
Learning Objective #3: Educators can explore the components of a Tools for Teachers resource.



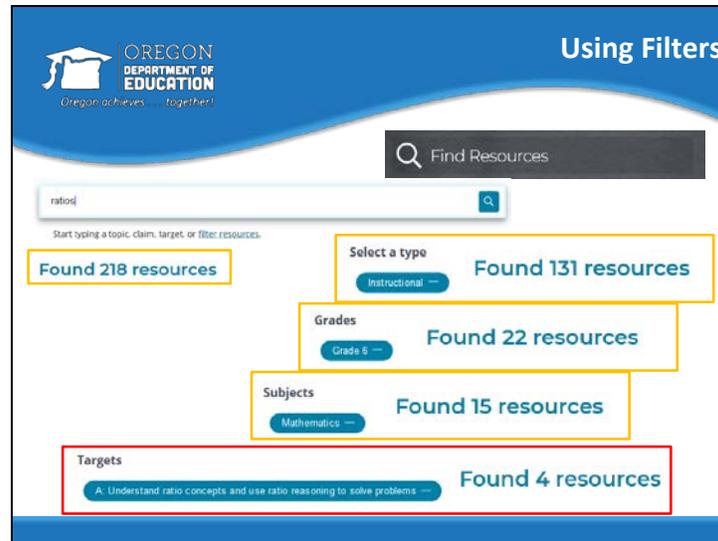
One of the greatest strengths of Tools for Teachers is its ability to search for resources using filters.

[Click animation twice]

Simply type a keyword for a topic, a claim, or a specific target, and the system will go to work. There's even a "smart text" feature that will attempt to autocorrect common misspellings.



When we expand the filters, we can see all the possible choices around resource types, grades, subjects, claims, targets, and even standards. Let's take a look at this in action.



In Session 3B on using math interim assessments, we profiled a 6th grade teacher working in a ratios and proportional relationships unit. Let's suppose I want to find some resources to support these concepts.

[Click animation]

Initially, I get 218 resources which is not at all efficient.

[Click animation]

When I select that I'm looking for "Instructional" resources, the search narrows to 131 resources.

[Click animation]

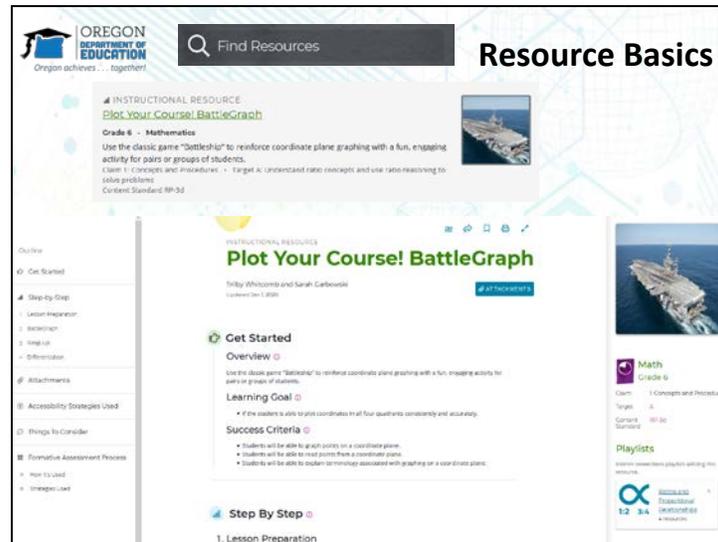
When I select Grade 6, we're down to 22, and...

[Click animation]

...when I specify Math, we're down to 15. (I'm very interested to know what the 7 ELA resources are that we've filtered out...) Because I used the Content Explorer in my unit planning and to select an interim assessment block, I know that Target A is the one I want.

[Click animation]

When I select Target A, the results narrow to a much more manageable 4.



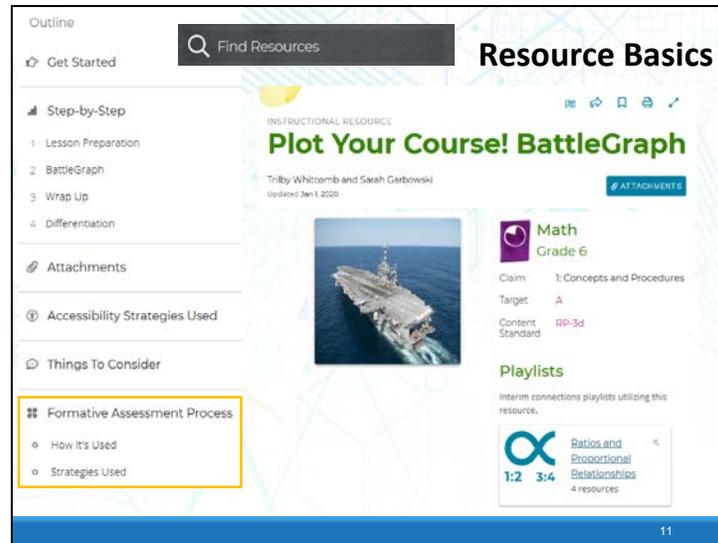
As I look through these four results, I see one that I think my students will enjoy and help support their learning of ratios. Plus, I loved playing Battleship as a kid, and I want to remember just how old I am when none of my students have heard of it.

[Click animation]

Here is what an Instructional Resource looks like in Tools for Teachers. There are three panes across the page: on the left is a navigation pane, the center pane contains the bulk of the resource's content, and the right-hand pane shows standards alignment and which playlist(s) contain that particular resource.

Link:

Plot Your Course! BattleGraph: <https://smartertoolsforteachers.org/resource/201>



Looking more closely at each pane, we can see some of the interactive features of Tools for Teachers. In the header for the resource, you'll find icons that allow you to take notes, share the resource, bookmark it, print it, and expand it on your screen. There's also a quick link to any attachments such as slide decks or student handouts.

[Click animation]

The navigation pane gives quick links to different parts of the lesson sequence, as well as file attachments, any accessibility strategies used, things to consider (such as clarifications on standards or opportunities to differentiate for diverse learners), and specific alignment to the four-leaf clover formative assessment process.

[Click animation]

The right-hand pane of the resource shows which claim, target, and standard the resource aligns to, and also shows which Connection Playlist may contain the resource.

[Click animation]

Let's take a closer look at how the formative assessment process is reflected in this resource.

Link:

Ratios and Proportional Relationships Playlist:

<https://smartertoolsforteachers.org/resource/229>

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Built on Formative Assessment

Find Resources

Formative Assessment Process

How It's Used

Clarify Intended Learning

- The teacher will ask students if they are familiar with the game Battleship.
- The teacher will let students know the points on a graph.
- The teacher may have students create ordered pairs that are in quadrant one.
- The teacher will place students with a partner.
- The teacher will encourage students to work together.

Elicit Evidence

- Ask Strategic Questions: What direct they ask? They ask? When labeling the axes?
- Ask for student strategies. Strategic Questions: What are you doing?
- Students will record their moves on a grid.
- Students will try to create equations that go along with the plotted points.
- Compare student hits and misses to the teacher's.

Interpret Evidence

- Students will record their moves on their VISIBLE and HIDDEN sheets and return them to the teacher.
- Students will try to create equations that go along with the plotted points.
- The teacher will evaluate the recorded student worksheets. (Do hits and misses correspond with listed ordered pairs? Are the grids labeled correctly?)
- The teacher will create interventions.

Act on Evidence

- Have students show **Fist to Five** to see how students are doing. If necessary, the teacher will stop the game and go over the rules and model briefly work with them to clear up any problems.
- If students are struggling with working in quadrant one, the teacher will have them start with the x-axis first, then up or down the y-axis. The teacher will be able to complete the task successfully on the grid.
- If students have not numbered and labeled their grid, they are to number the line not the space in between.

Formative Assessment Strategy

The purpose of this strategy is to capture the oral or written language that students produce in order for them to use it as a future reference.

Keep Reading →

Fist to Five: Collect and Display: The teacher will have noticed, and record their statement.

12

[Click animation]

Each instructional resource in Tools for Teachers is built around the formative assessment process.

[Click animation]

We can see specifically how the process is used within the resource. As you would assume, these points are not intended to be rigid and lock-step, but rather a guide that each individual educator will need to adapt to their style. We particularly like the “Elicit Evidence” section because there are helpful suggestions for questions to ask students to really focus their learning and, potentially, generate an engaging whole-class discussion.

[Click animation]

Looking at the final two “leaves” of the clover, you will notice the purple “Fist to Five” text in the “Act on Evidence” section. This indicates a callout that can be expanded on click to describe the specific formative strategy used. Accessibility resources are highlighted in the same manner. Remember, each of these formative assessment and accessibility strategies are searchable in Tools for Teachers, as well.

Formative Assessment Strategies

Formative Assessment Strategies

FORMATIVE STRATEGY
Write, Pass, Discuss

Students write down their answers to a question, pass it to another student in their group, the new student responds to the answer, and then discuss their answers in a group conversation.



FORMATIVE STRATEGY
Critique, Connect & Clarify

The teacher prompts student reflection by presenting a written argument or explanation that is either incorrect, incomplete, or ambiguous. Students revise the written work by correcting errors and clarifying meaning.



Speaking of searching for Formative Assessment Strategies, here are two that are designed to help students produce and use content-specific academic language. Searching for these strategies is a very helpful way to add tools to your toolbox.



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Accessibility Strategies

Accessibility Strategies

ⓘ ACCESSIBILITY STRATEGY

Color Overlays

- Designated Support

Color transparencies are placed over a paper-based assessment or a computer screen.



ⓘ ACCESSIBILITY STRATEGY

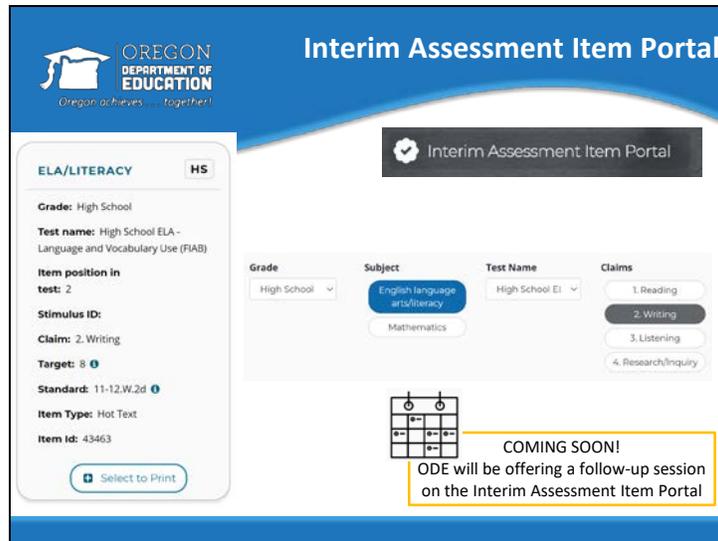
Magnification

- Designated Support

The size of specific areas of the screen (e.g., text, formulas, tables, graphics, and navigation buttons) may be adjusted by the student with an assistive technology device or software.



Accessibility Strategies are searchable in the same way, and can be very helpful to indicate the embedded supports available to students in their interim and summative testing experiences in addition to being embedded in instruction.



The next tool in the main menu of Tools for Teachers is one that we'll just tease you with today. The Interim Assessment Item Portal (or IAIP) is a new part of the Smarter Balanced ecosystem that helps educators find specific interim assessment tasks that align to a particular resource or Connections Playlist.

[Click animation]

Much like the Content Explorer and Sample Item database, filters allow you to search by grade, subject, test name, and claim to view items that can be used instructionally. The IAIP allows educators to use interim test items more flexibly than ever before to support the use of the formative assessment process. Educators can select and assemble questions to tailor content covered by an interim assessment so it better aligns with the sequence of their instruction. Items can be exported for use in both remote teaching and traditional classroom settings, and they can be printed for offline use when computers are not available.

[Click animation]

ODE will be offering a follow-up session soon on this platform, so stay tuned.

The screenshot shows the 'My Bookmarks' interface on the Oregon Department of Education website. At the top left is the logo for the Oregon Department of Education with the tagline 'Oregon achieves... together!'. The top right corner features the word 'Bookmarks' in white on a blue background. Below this is a dark grey button with a bookmark icon and the text 'Bookmarks & Notes'. The main heading 'My Bookmarks' is displayed in a large green font. Underneath, there is a section titled 'Interim Connections Playlists' with a small icon. A specific bookmark is shown with a green icon of a document and a checkmark, titled 'Revisions'. The text below the icon reads: 'Grade 3 • ELA • Claim 2 • Targets 1b, 3b, and 6b • Content Standards W-3a, W-3b, W-3c...'.

The final stop in our overview is saved bookmarks. Save yourself time by bookmarking resources you know you'll use from year-to-year, and remember to capture notes about specific instructional moves or revisions.

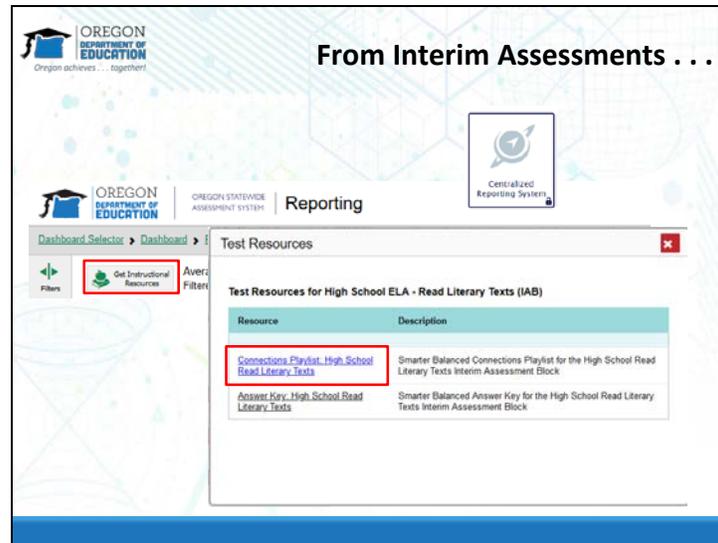


Learning Objective #4

Educators can connect interim assessments with instructional resources through “Connections Playlists”.

17

Learning Objective #4: Educators can connect interim assessments with instructional resources through “Connections Playlists”.



The final component of this session is a deeper dive into Connections Playlists. As their name implies, they serve as a connection between interim assessments and Tools for Teachers. Recall from earlier how we can call these up from inside the Centralized Reporting System.

[Click through animations]

For this particular high school ELA interim assessment block, I can jump straight into the Tools for Teachers resources that will give me what I need.

Link:

Connections Playlist: High School Read Literary Texts:
<https://smartertoolsforteachers.org/resource/395>

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... To Tools for Teachers

INTERIM CONNECTIONS PLAYLIST

Read Literary Texts

Senior High School Educators
Updated 10/14/18

Connect Student Performance to Instructional Resources

Topic	Below	At or Above	
Reading & Evidence LITERACY STANDARDS: READING	Make a simple reference or draw a simple conclusion about characters, events, or point of view in a story and support it with explicit connections to the text.	Make an inference of ideas & conclusions about the topic, events, or point of view in a text, using sufficient and relevant text evidence.	Make a complex reference or draw a complex conclusion about characters, events, or point of view in a text, using relevant text evidence and thoughtful supporting text evidence.
Language Use LITERACY STANDARDS: LANGUAGE USE	Determine and interpret the meaning of single familiar words and phrases used in context and analyze the rhetorical impact of word choice and phrases on meaning or tone.	Determine and interpret the meaning of figurative words and phrases (including alliteration, onomatopoeia, personification, as well as unusual meanings, used in context) and analyze their impact on meaning.	Evaluate the impact of figurative language, word choice and phrases on meaning or tone and the reader's interpretation of the text.

INTERIM CONNECTIONS PLAYLIST
Read Literary Texts
Grade HS - English Language Arts
Students can read closely and analytically to comprehend a range of increasingly complex literary texts.
Claim 1: Reading - Targets 1, 2, 3, 4, 5, 6, and 7
Content Standards RL-1, RL-2, L-4, L-4a, L-4b, L-4c, L-4d, L-5b, L-6, RL-4, RL-3, RL-6, RL-9, RL-5, and L-5a

Here is an example of a Connections Playlist. Notice that the layout is similar with the three reading panes. We'll look at each of these in more detail next, but...

[Click animation]

Educators don't have to go into the reporting system to find Connections Playlists. They are searchable within Tools for Teachers, just like individual resources.

The left-hand pane contains links for quick navigation, and this is where some magic happens. Take a look at these Performance Progressions. Those of you who joined us for Session 3A on using ELA interim assessments may recognize these as...

[Click animation]

assessment targets. Targets are how standards are “bundled” within the Smarter Balanced ecosystem, and we were able to use the Content Explorer to look at several details on these targets to help prepare the right interim assessment. It’s no coincidence that these targets show up here in Tools for Teachers.

[Click animation]

Even more amazing are that each of these targets is linked to a detailed progression across achievement levels. These are the Range Achievement Level Descriptors that we also looked at in the Content Explorer.

[Click animation]

The Performance Progressions highlight two of the main uses of Connections Playlists:

- These progressions can be used to better understand and interpret students’ interim assessment results; and
- The specific descriptors within the progression can be used to inform and plan instructional next steps.

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Instructional Resources & Supports

- Suggestions for Intervention
- Things To Consider
- IAB Background
- What are Interim Assessments?

Take Action
Use teacher-created instructional resources to support student success.

Dive Deeper

[SAMPLE ITEMS →](#) [CONTENT EXPLORER →](#)

Playlist Resources
Quick links to the referenced materials.

- [Sufficient and Relevant Evidence](#)
- [Inspiring Investigations: Interpreting & Analyzing Figurative Language](#)

Each Connections Playlist also contains suggestions and considerations on intervention and differentiation for a diverse range of learners.

[Click animation]

We talked a lot about the Content Explorer on the last slide – there actually is a link embedded within the Playlist to the specific target in the Content Explorer, as well as Sample Items that can also be used in instruction.

[Click animation]

Similarly to how Instructional Resources listed the Connections Playlists that contained them, each Connections Playlist has a list of resources that are embedded within the Playlist.

We recognize that we've just included a ton of new information in the past hour. Thank you for hanging in with us! While Tools for Teachers resources are specific to ELA and Math, the formative assessment process is not. Let's take a look at how this process shows up in a science context.

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- Student Assessment**
- Teacher Licensure
- Teaching Material and Content

Dan Farley: *Director of Assessment*

Tony Bertrand: *ELA & Social Sciences Assessment*

Andrew Byerley: *Mathematics Assessment*

Noelle Gorbett: *Science Assessment*

Ben Wolcott: *English Language Proficiency Assessment*

Photo by Volodymyr Hryshchenko on Unsplash

We cannot thank you enough for joining today. Please don't hesitate to reach out if our team can help in any way. Go to Oregon.gov/ode and navigate to Student Assessment. Dan Farley is our director, and any of us on the ODE Assessment Team can help you make sense of this vast system, answer questions, and support your implementation.

Link:

ODE Assessment Homepage: <https://www.oregon.gov/ode/educator-resources/assessment/Pages/default.aspx>