Digital Module 22: Supporting Decisions with Assessment
Chad Gotch, Washington State University
Available in the ITEMS Portal at https: ncme.elevate.commpartners.com

Module Overview

In this digital ITEMS module, Dr. Chad Gotch walks through different forms of assessment, from everyday actions that are almost invisible, to high-profile, annual, large-scale tests with an eye towards educational decision-making. At each stage, he illustrates the form of assessment with real-life examples, pairs it with ideal types of instructional or programmatic decisions, and notes common mismatches between certain decisions and forms of assessment. Teachers, administrators, and policymakers who complete the module will build a foundation to use assessment appropriately and effectively for the benefit of student learning. By going through they module, they will appreciate how assessment, when done well, empowers students and educators and, when done poorly, undermines foundational educational goals and sows anxiety and discord. The module contains audio-narrated slides, interactive exercises with illustrative videos, and a curated set of resources.

Keywords: assessment literacy, classroom assessment, decision-making, formative assessment, large-scale assessment

Prerequisite Knowledge

In order to maximally benefit from this module, learners should have…

-   Experience with developing or using different forms of student assessment present in contemporary U.S. K-12 schooling (e.g., formative assessment strategies, unit tests, projects, standardized tests)
-   Awareness of key decisions made by teachers, educational administrators, and policymakers that can be informed by student assessment
-   Familiarity with norms, routines, and basic processes in U.S. K-12 classrooms, schools, and administrative offices that provide a context for educators' decision-making

Learning Objectives

Upon completion of this module, learners should be able to…

-   Identify different forms of assessment that intersect with the classroom space
-   Articulate defining features of different forms of assessment in terms of their timing, origin, and information provided
-   Align decisions (e.g., instructional, programmatic, grading) with appropriate forms of assessment
-   Develop a strategy for using different forms of assessment together in a systematic way

Module Structure

The digital module is divided into the following sections, which can be reviewed sequentially or independently [*approximate completion times in parentheses*].

- Module Introduction [*5 minutes*]
- Section 1: Foundations [*10 minutes*]
- Section 2: Assessment Classifications [*50 minutes*]
- Section 3: Exercises [*250 minutes*]

Module Components

This ITEMS module includes the following components, which are web-delivered within a unified design shell that is compatible across platforms (i.e., laptops, desktops, tablets, and cell phones) and was created with modern course development software (*Articulate 360*):

- Integrated content slides that provide a structured walk-through of the content with voice-over
- Exercise scenarios that place the participant in a decision-making situation, across an array of assessment contexts
- Resource library with annotations

Instructor

Chad Gotch, *Washington State University*

Chad Gotch is an Assistant Professor in the Educational Psychology program at Washington State University. His first experiences as a teacher came through environmental and informal science education for children during his undergraduate and Master's degrees. After working in program assessment within university administration, Chad moved into the world of educational measurement and student assessment. Currently, he works to maximize appropriate and effective use of educational assessment. To this end, he studies the development of assessment literacy among both pre-service and in-service teachers, the communication of assessment results (e.g., score reporting), and the construction of validity arguments from both technical and non-technical evidence. These complementary lines of research inform the life cycle of assessment, from development to use and policy.

Chad previously partnered with NCME on the development of the *Fundamentals of Classroom Assessment* video for NCME (https://vimeo.com/212410753). At the university level, he teaches courses in educational statistics, educational measurement, and classroom assessment. Chad has served in an

advisory role with the Washington Office of Superintendent of Public Instruction's consolidated plan submission for the *Every Student Succeeds Act* (ESSA) and as a consultant with the Oregon Department of Education in its teacher and administrator education efforts. He has worked with K-16 educators through both workshops and one-on-one consultation on various aspects of student assessment, and is the lead author of the chapter "Preparing Pre-Service Teachers for Assessment of, for, and as Learning" in the forthcoming book *Teaching on Assessment* from Information Age Publishing.

Instructional Design Team

Xi Lu, *Doctoral Candidate at Florida State University*

Xi is a doctoral candidate in the Instructional Systems and Learning Technologies program at Florida State University. Her current research interest focuses on designing and developing optimal learning supports to facilitate STEM learning in digital interactive environments. She also works as a research assistant with Dr. Val Shute on an NSF project targeted at designing various learning supports for a 2D physics game called *Physics Playground* to help middle school kids learn physics. Before coming to FSU, Xi taught Chinese for six years in Monterey Bay, California.

André A. Rupp, *Mindful Measurement*

André is the co-author and co-editor of two award-winning interdisciplinary books entitled *Diagnostic Measurement: Theory, Methods, and Applications* (2010) and *The Handbook of Cognition and Assessment: Frameworks, Methodologies, and Applications* (2016) and has just published the *Handbook of Automated Scoring: Theory into Practice* (2020). His research synthesis- and framework-oriented work has appeared in a wide variety of prestigious peer-reviewed journals. Among other things, he is passionate about improving processes for interdisciplinary collaborations during the development and implementation of scoring solutions for digitally-delivered assessments. Consequently, he is very excited to serve as the associate editor / lead instructional designer of the ITEMS portal for NCME whose mission is to provide free digital resources to support self-directed learning and professional development.

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