

Shaun Bates – MAP Program Manager
Debbie Jameson – English Language Arts
Lisa Sireno – Standards and Assessment Administrator



Assessment of Learning Loss Task Force Meeting

June 10, 2020



Meeting Norms & Expectations

- Everyone's voice is important. Actively participate by engaging in productive discussion sharing your expertise and opinion.
- Be respectful of others and their thoughts/opinions.
- If you are not talking, please mute yourself.



Task

This group will provide recommendations for assessing learning loss as a result of the extended school closures in spring 2020. This will include discussions of instructional progress, variances in local pacing, systemic sources of data and formative assessment tools.

Essential Questions



Assessing the loss

What do you need to know about your students' learning upon returning to school in the fall?

Time and assessment

When is an opportune time to evaluate students' unfinished learning? How much time should schools devote to measuring student progress?

Appropriate tools

What tools do you plan use in the 20-21 school year to provide information of student academic progress, success, achievement? What tools should be available to schools and districts?

Data and interpretation

What data elements will provide the most relevant picture of student progress? What information do we have and what do we need? What are the best uses for cohort data and student-level data? What data are needed to differentiate instruction and determine appropriate learning pathways?



- **Monday, June 15 Interim Meeting (12:00-1:30)**
 - Data and Interpretation Discussion
- **Wednesday, June 17 Task Force Meeting (11-12:15)**
 - Data and Interpretation Discussion
- **Monday, June 22 Interim Meeting (1-2:30)**
 - Discussion of final revisions on complete document
- **Wednesday, June 24 Task Force Meeting (11-12:15)**
 - Sharing of final recommendations



Task Force Group 1

Synthesis and Summary on Part A – Assessing the Loss

Essential Question	Recommendation	Rationale/Action Steps
A1: What do you need to know about your students' learning upon entering school in the fall?	1. Missouri educators need a bank of questions or formative assessments that are aligned to Missouri standards. The priority should be on understanding student performance on the essential standards in the core content areas of English language arts, mathematics, science, and social studies for the current grade level standards/expectations while also identifying gaps in learning as a result of loss of learning time in the spring of 2020 that can be measured over time.	<p>The core content areas of English language arts, mathematics, science, and social studies have been identified as the priority.</p> <p>The concept of "priority" or "essential" standards needs to be operationally defined. There is another subcommittee working on this and the definitions identified should be applied to this set of essential questions.</p> <p>A consistent resource such as a bank of items or formative assessments already built will promote efficiency for all users.</p>
	2. Missouri educators without an assessment system need access to tools, resources, and assessments.	All Missouri educators do not have the same needs as it relates to accessing assessments and resources for assessing student performance. Attention should be given to the districts that do not currently have an assessment system in place.



Thank you!

Shaun Bates

Shaun.Bates@dese.mo.gov

Debbie Jameson

Debbie.Jameson@dese.mo.gov

Lisa Sireno

Lisa.Sireno@dese.mo.gov