**Assess with Purpose: Student Focused Assessments for the Synchronous and Asynchronous Learner**



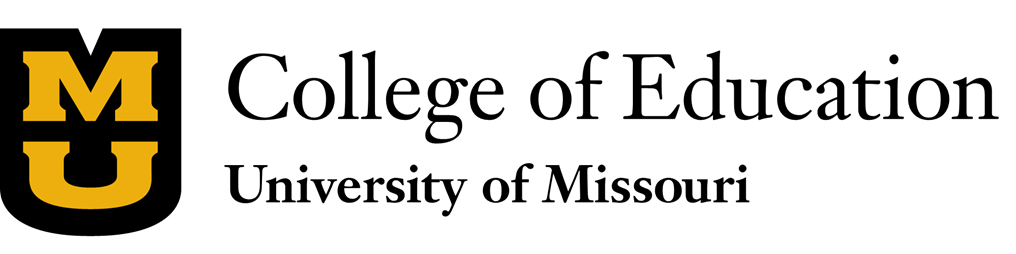
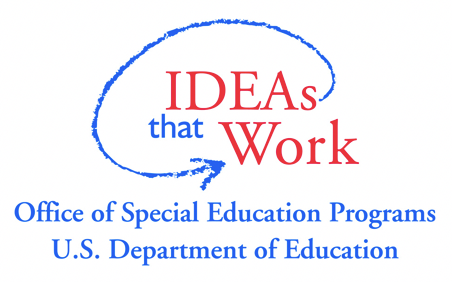
**Project STAIR**

**Assessments for DBI Webinar:**

**Facilitator’s Guide**

October 2020

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Data Based Individualization Webinar: Facilitator’s Guide

A: Overarching Goal

This session is designed to provide participants with an understanding of universal screeners, progress monitoring, and diagnostic assessments when used within a data-based individualization (DBI) framework to support algebra readiness in the middle school classroom.

B: Key Understandings

Participants will have a working understanding of how to use synchronous and asynchronous assessments in the virtual environment.

C: Session Objectives

* Understand assessments within the DBI framework and their relevance to algebraic readiness.
* Understand key components of universal screeners, progress monitoring, and diagnostic assessments.
* Understand key components of assessing in the virtual environment.

Session at a glance

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| TIMING | ACTIVITY | DESCRIPTION |
| :00 | Introduction and Overview, DBI Refresher | Dr. Leanne Ketterlin-Geller (Southern Methodist University) will give an overview of the project describing the goals of project STAIR and the use of DBI and assessments. |
| :15 | Evidence Supporting Assessment and Assessment Overview | Jiyung Hwang (University of Missouri) will give an in-depth description of the evidence supporting the use of formative assessments with DBI. |
| :20 | Universal Screening, Progress Monitoring, and Diagnostic Assessments | Elizabeth Thomas (University of Missouri) will focus on the use of universal screeners, progress monitoring, and diagnostic assessments in the DBI process. |
| :40 | Strategies for Assessing the Virtual Learner | Tessa Arsenault (The University of Texas at Austin) will discuss some tips for conducting effective assessments in the virtual classroom. |
| :50 | Questions and Wrap-up | Dr. Leanne Ketterlin-Geller (Southern Methodist University) will address any last questions and direct participants to additional resources. |

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| Introduction, Overview, and DBI Refresher  15 min | \*prior to session disseminate infographic to participants  Attendees will be welcomed to the session. The purpose of the session will be stated. There will be a recap of the specifics of the project.  There will be a review of the Data Based Individualization (DBI) framework: the key pillars of the professional development will provide teachers with tools to enhance students’ algebraic readiness. The instructional tools include explicit instruction, utilizing problem solving structures, visual representation, and fluency building on math. Assessment resources include universal screeners, progress monitoring, and diagnostic assessments.    The use of assessments as a part of the DBI process will be discussed during this session. |
| Evidence Supporting Assessment and Assessment Overview  5 min | There will be a specific description of the role of formative assessments as a part of DBI.    There will be a description of the evidence supporting the use of formative assessments in mathematics classrooms. There will also be a description of how universal screeners, progress monitoring, and diagnostic assessments fit into the DBI process. |
| Universal Screeners, Progress Monitoring, and Diagnostic Assessments  20 min | Specifics about the purpose of and when to use universal screeners, progress monitoring, and diagnostic assessments will be discussed.  First, resources will be provided on how to choose assessments. Then, there will be sections for universal screeners, progress monitoring, and diagnostic assessments. Each section contains the same information for the three types of assessment. A description of the assessment will be provided. Information will be presented on interpreting the results and making decisions with the data. Last, information will be provided on how the assessment fits into DBI. |
| The Virtual Environment  10 min | There will be four main points discussed that address assessing in the virtual environment: know your students’ IEP accommodations, awareness of inequities, know your purpose for assessing, and preparedness and communication are key. |
| Questions and Wrap-up  10 min | The session will end by opening the floor to questions and sharing information on additional resources. |

