



STATE OF NEW JERSEY
DEPARTMENT OF EDUCATION



SGO 2.1

On the Road to Ownership

Office of Evaluation: Summer 2015



Today's Session Objectives

Apply concepts from today's presentation to help plan concrete next steps towards:

1. Improving **assessments**.
2. Using more flexible, **innovative** approaches to increase the value of SGOs for teachers and students.
3. **Integrating** SGOs into the typical cycle of teaching and learning.
4. Utilizing **collaboration** to improve the SGO process.

[SGO 2.0 "From Compliance to Quality"](#)

Norms and Materials

Norms

- Be engaged, attentive, and respectful
- Focus on being solution-oriented
- Ask questions

Materials

- Keep the supporting materials handy during the presentation
- Electronic versions of all materials will be available on the AchieveNJ website

SGOs

SGOs are long-term academic goals for groups of students set by teachers in consultation with their supervisors.

When functioning at the highest level, SGOs promote:

- ***Reflective*** and ***collaborative*** teaching practices;
- ***Alignment*** among ***standards, instruction, and assessment***; and
- Improvements in ***student learning***.

SGO Implementation Challenges and Evolution of Guidance

Year One

Compliance

Meet regulatory requirements
Learn the process

Year Two

Quality

Improve assessments
Increase collaboration
Diversify starting point data
Differentiate targets

Year Three

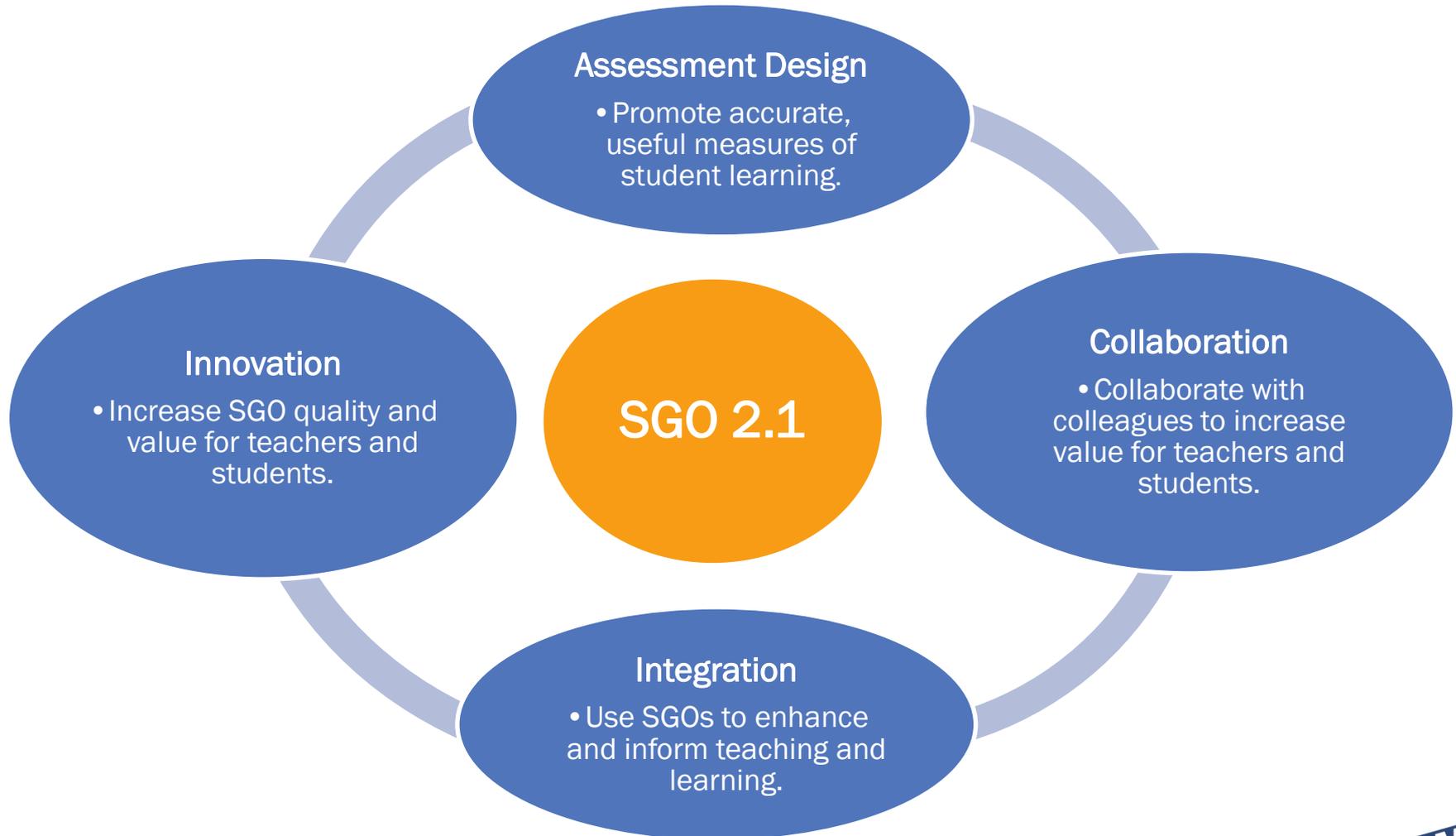
Ownership

Improve assessments
Increase collaboration
Increase integration
Increase innovation

- Using quality assessments
- Fostering true collaboration
- Setting appropriate targets using better data

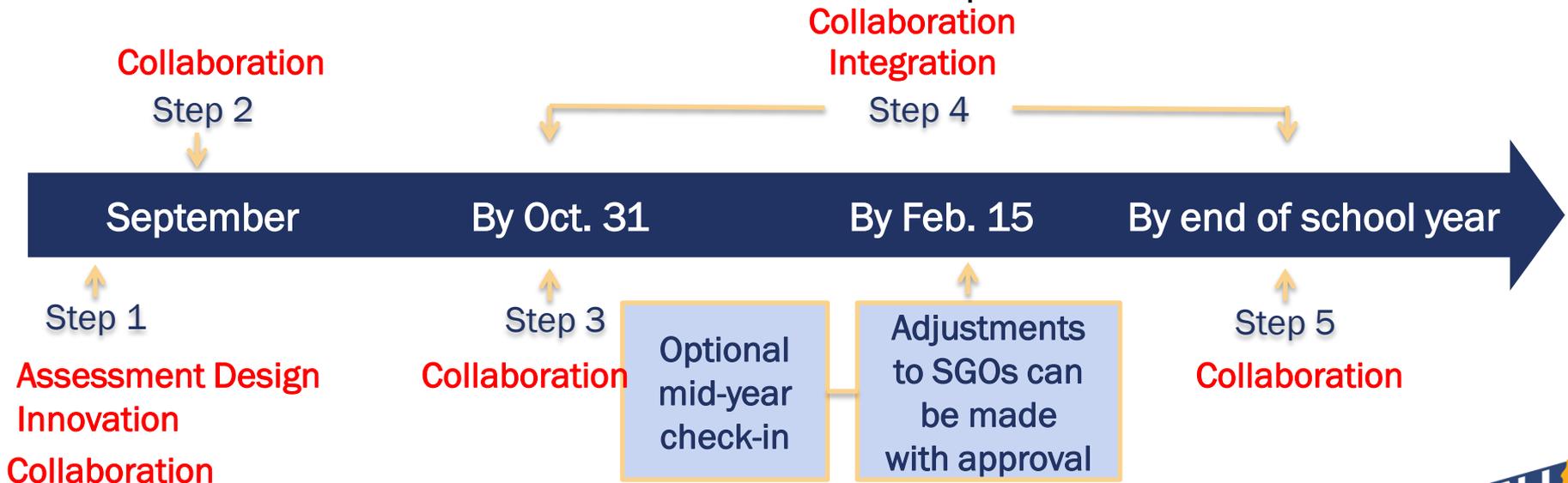
- Using quality assessments
- Enhancing collaborative opportunities
- Moving beyond compliance

SGO 2.1: On the Road to Ownership



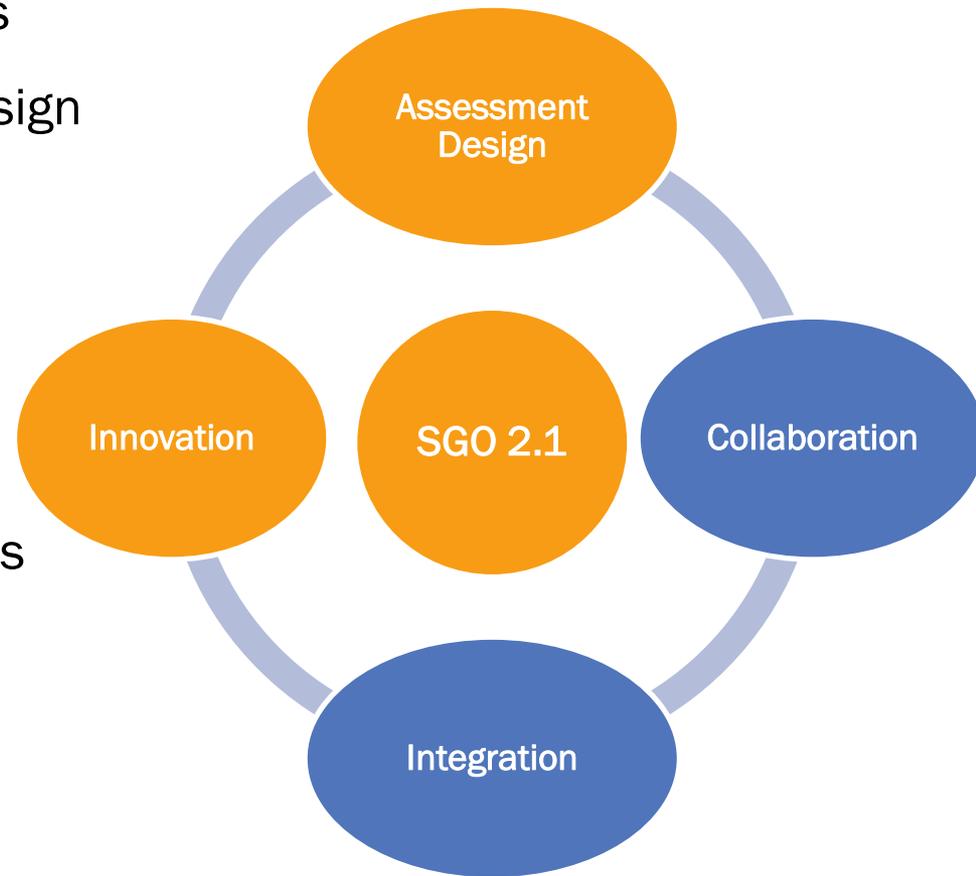
SGO Process

1. Choose or develop a quality assessment aligned to the standards.
2. Determine students' starting points.
3. With supervisor input and approval, set ambitious yet achievable student learning goals.
4. Track progress and refine instruction accordingly.
5. Review results and discuss score with supervisor.



Improving Assessments

1. The assessment design modules
2. The elements of assessment design
3. The importance of prioritizing standards
4. Innovations in assessment design:
 - Portfolios
 - Performance-based assessments



Improving Assessments

Activity: Turn and Talk

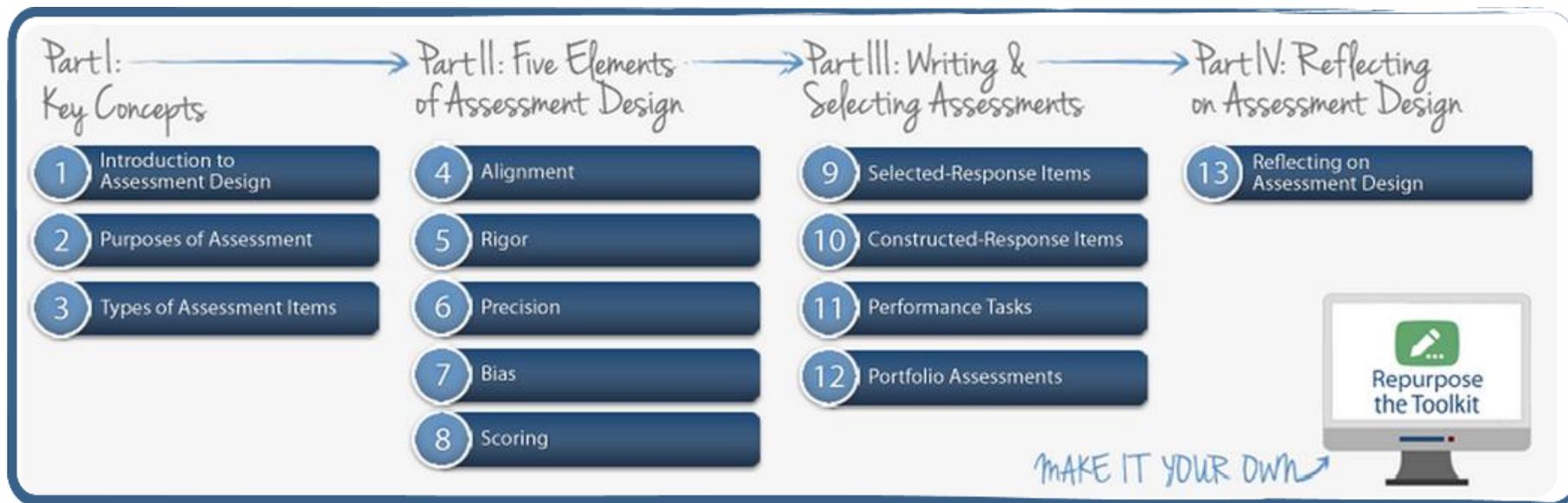
Why are quality assessments critical?

1. Discuss with a neighbor.
2. Write down two reasons why.

Quality assessments are critical because they:

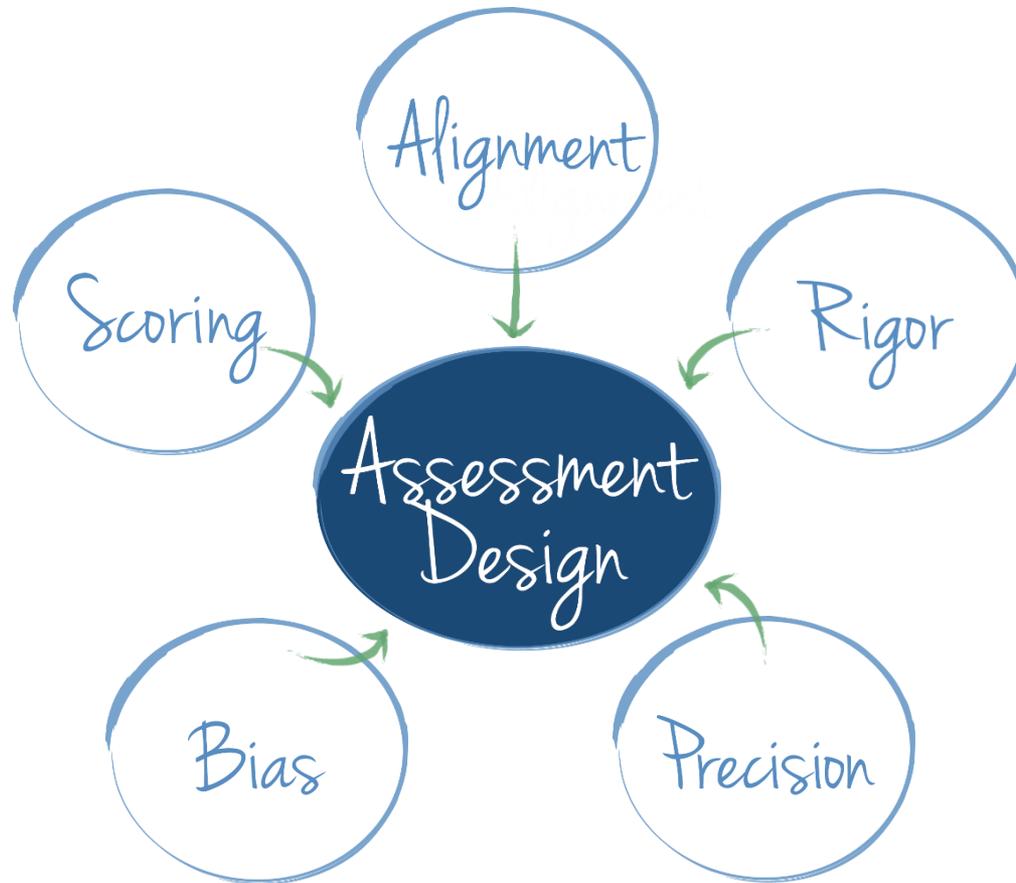
- Accurately measure student knowledge and learning.
- Yield accurate AND meaningful results.
- Promote good instruction and improve student learning.
- Assist schools in curriculum alignment and locating instructional gaps.
- Aid in evaluating programs in schools.

Assessment Design Modules

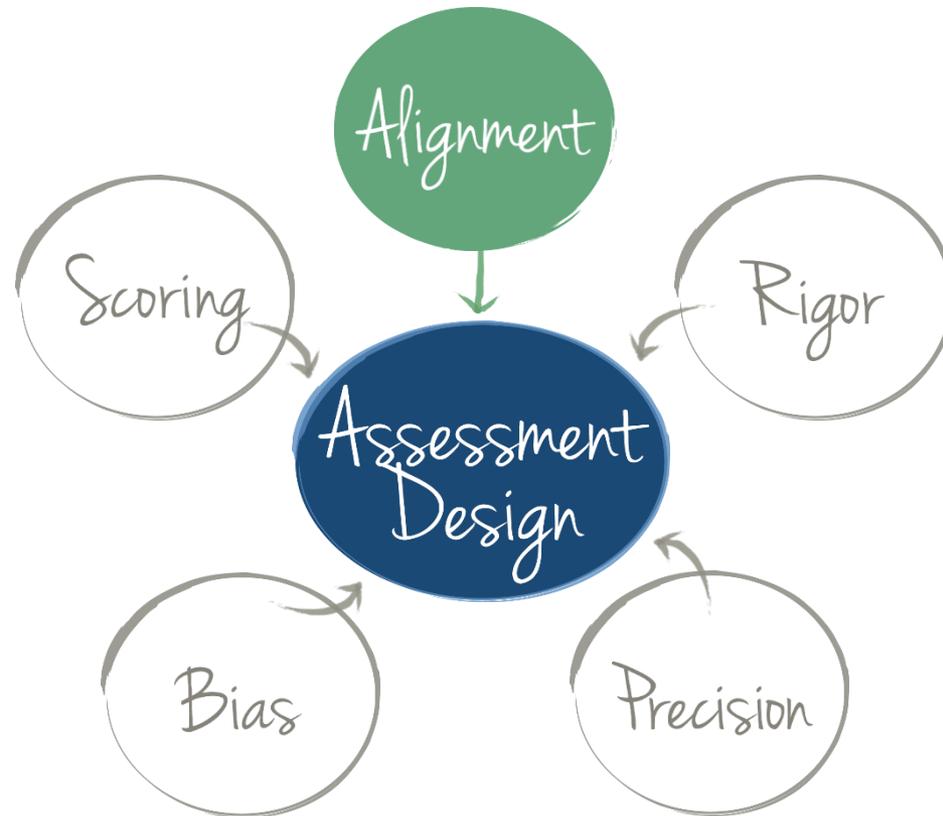


- 4 parts
 - Part I: Key Concepts
 - Part II: Five Elements of Assessment Design
 - Part III: Writing & Selecting Assessments
 - Part IV: Reflecting on Assessment Design
- 13 modules

Five Elements of Assessment Design

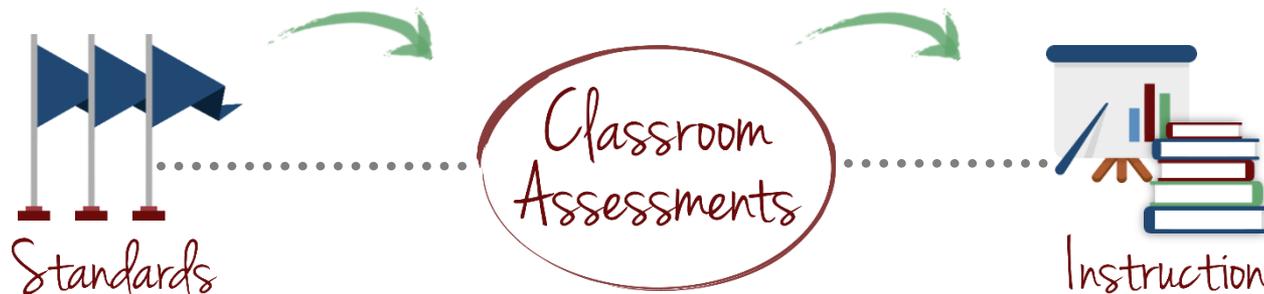


Assessment Design: Alignment



Assessment Design: Alignment

Alignment: The degree to which the content of an assessment is aligned with the content of the standards you intend to measure and what you plan to teach in the classroom.



Alignment: Unpacking the Standard

Does each assessment item align with the standard you intend to teach and measure?

1. Read the Standard.

RH.9-10.9: Compare and contrast treatments of the same topic in several primary and secondary sources.

2. Identify and clarify meanings of terminology used within the standard.

*RH.9-10.9: **Compare and contrast treatments of the same topic in several primary and secondary sources.***

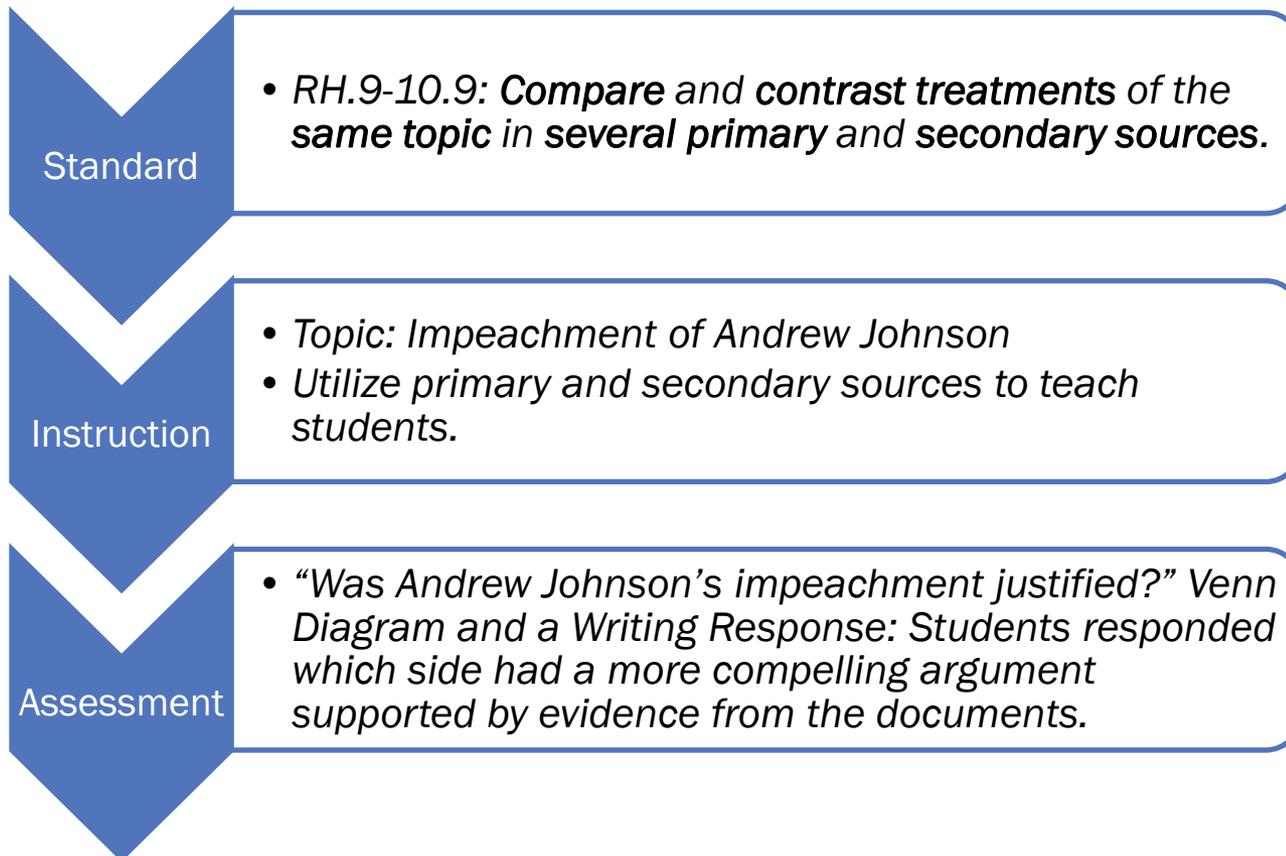
3. Nouns = content necessary, while verbs = what students need to do.

– Verbs = *compare, contrast*

– Nouns = ***treatments, “same topic,” “several sources” primary and “secondary”***

Alignment: Unpacking the Standard

Does each assessment item align with the standard you intend to teach and measure?



Alignment: Unpacking the Standard

Activity: Turn and Talk

Work with a neighbor to unpack the standard below keeping in mind the following question:

Does the assessment item align with the standard you intend to teach and measure?

Part One:

1. Read the Standard.

CCSS. ELA-LITERACY RI.2.1: Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.

2. Identify and clarify meanings of terminology used within the standard.

Nouns = content necessary

Verbs = what students need to do

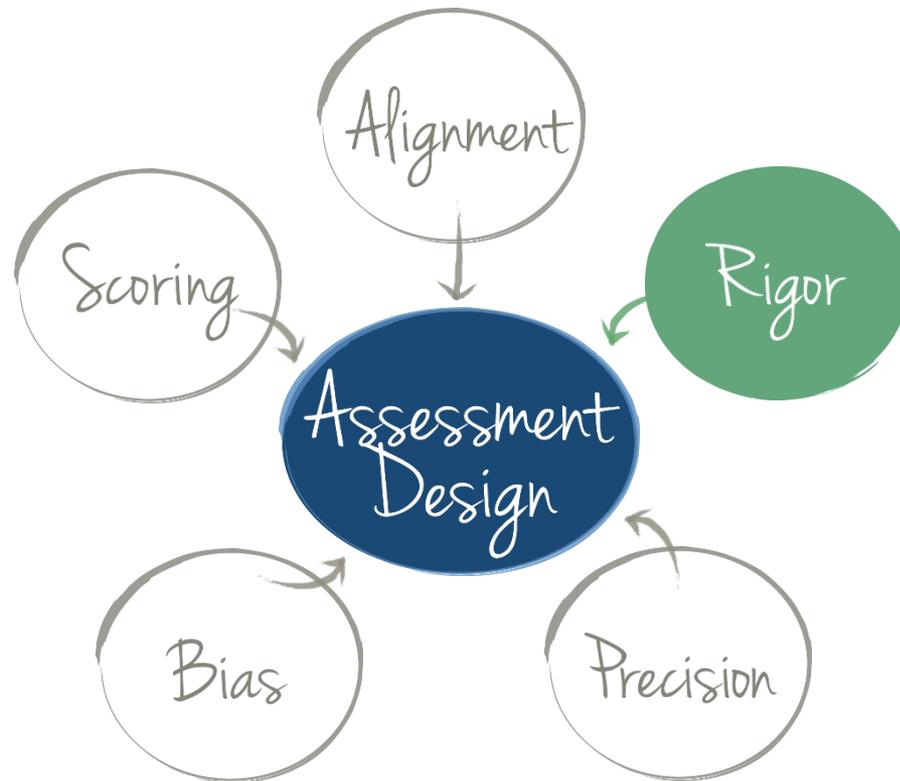
Part Two:

1. Suggest an accurate method of assessment for this standard.

Alignment: Unpacking the Standard

CCSS. ELA-LITERACY RI.2.1: Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.

Assessment Design: Rigor

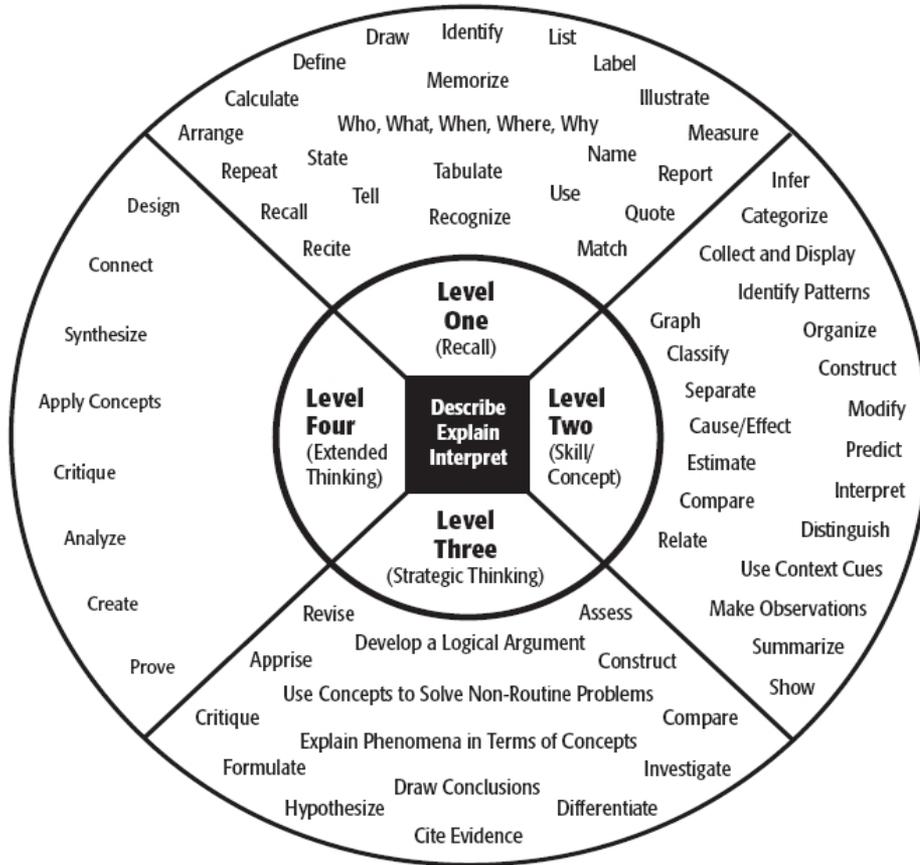


Assessment Design: Rigor

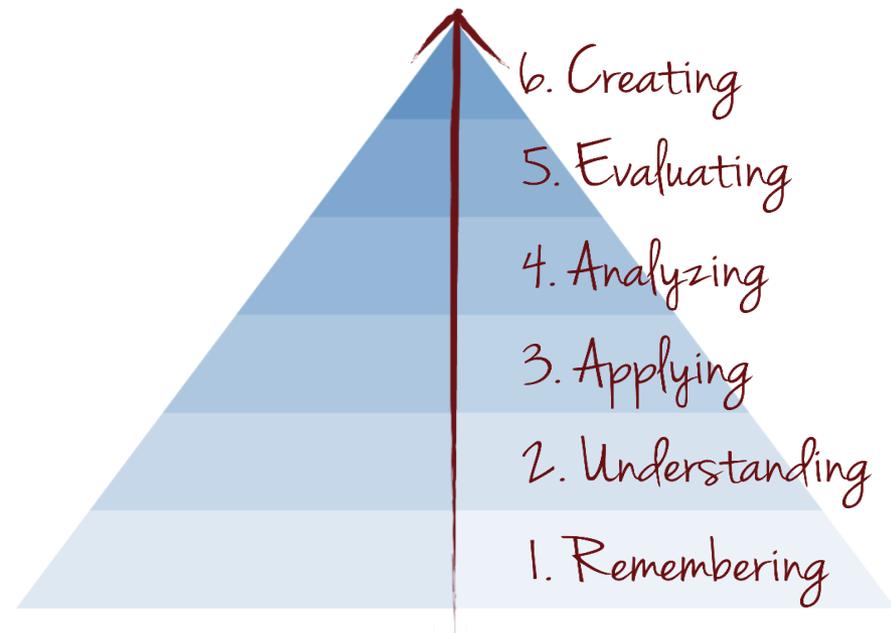
- **Rigor:** the cognitive complexity of a skill within a standard, assessment or assessment item.
- An assessment has “an appropriate level of rigor” if...
 - It includes items that match the level of rigor of the skill or skills you intend to measure.
 - It measures a range of student thinking and understanding so that it can determine what all students know and can do.

Understanding Rigor

Depth of Knowledge Wheel (DOK)



Bloom's Taxonomy



Understanding Rigor (cont'd)

Activity: Turn and Talk

Work with a neighbor to explain which level of the DOK wheel each activity represents and why it fits that level.

Choose two insects that you have observed and compare them.

Name a food group.

Create an in-depth character analysis, including textual and historical support for choices and perform said character.

Identify two examples when a fork would not be the right utensil to use and explain why.

Understanding Rigor (cont'd)

Which level of the DOK wheel each activity represents and why it fits that level.

Choose two insects that you have observed and compare them.

Level 2: Basic Skills and Concepts

Name a food group.

Level 1: Recall and Reproduction

Create an in-depth character analysis, including textual and historical support for choices and perform said character.

Level 4: Extend Thinking

Identify two examples when a fork would not be the right utensil to use and explain why.

Level 3: Strategic Thinking and Reasoning

Understanding Rigor (cont'd)

Activity: Turn and Talk

Work with a neighbor.

1. Determine the DOK level of rigor of these standards.

- *RH.9-10.9: Compare and contrast treatments of the same topic in several primary and secondary sources.*
- *RI.2.1: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.*

Prioritization of Standards

Determine the relative importance of the standard using the following criteria

1. How much time is spent teaching the standard?
2. Does the standard have value beyond the current course in:
 - i. the next level of the subject,
 - ii. other academic disciplines, or
 - iii. life/college/career?

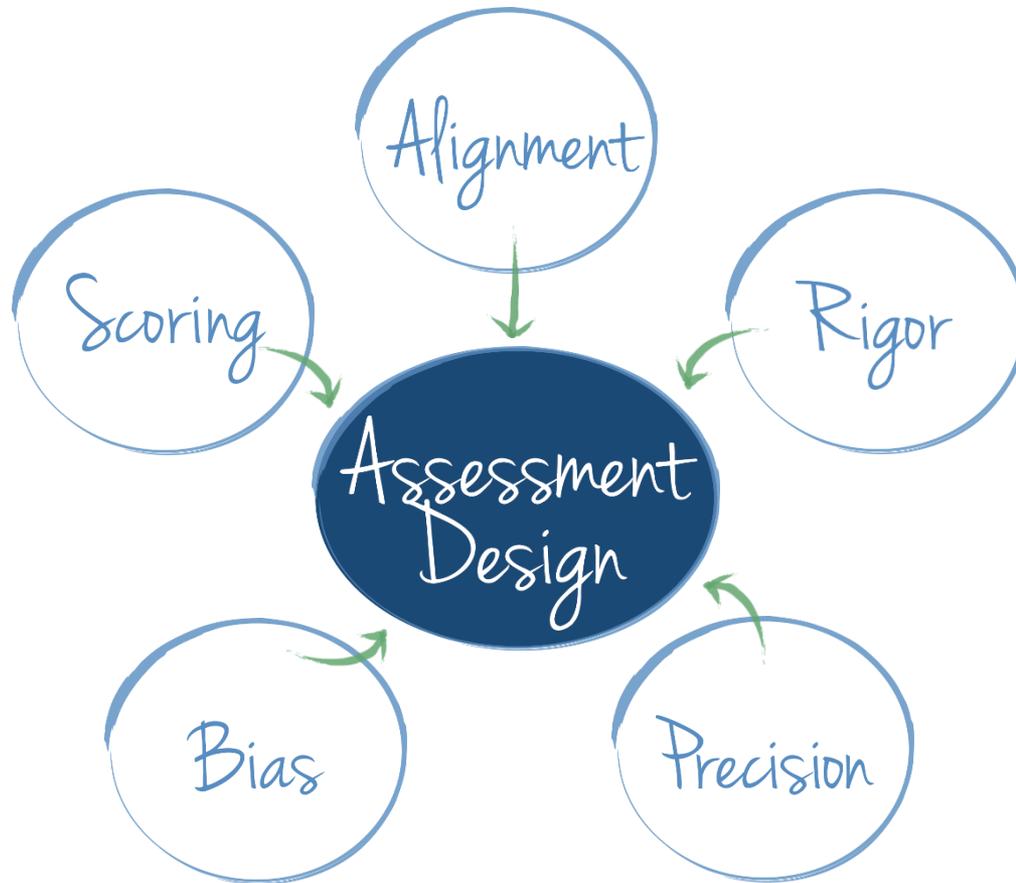
Determine Relative Importance of Standard for SGO Period*

Standard Name	Rank*
<u>CCSS.ELA-LITERACY.RL.5.4</u> <i>Determine the meaning of words and phrases as they are used in a text</i>	
<u>CCSS.ELA-LITERACY.RL.5.6</u> <i>Describe how a narrator's or speaker's point of view influences how events are described</i>	
<u>CCSS.ELA-LITERACY.RL.5.9</u> <i>Compare and contrast stories in the same genre</i>	
<u>CCSS.ELA-LITERACY.RL.5.2</u> <i>Determine a theme of a story, drama, or poem from details in the text</i>	

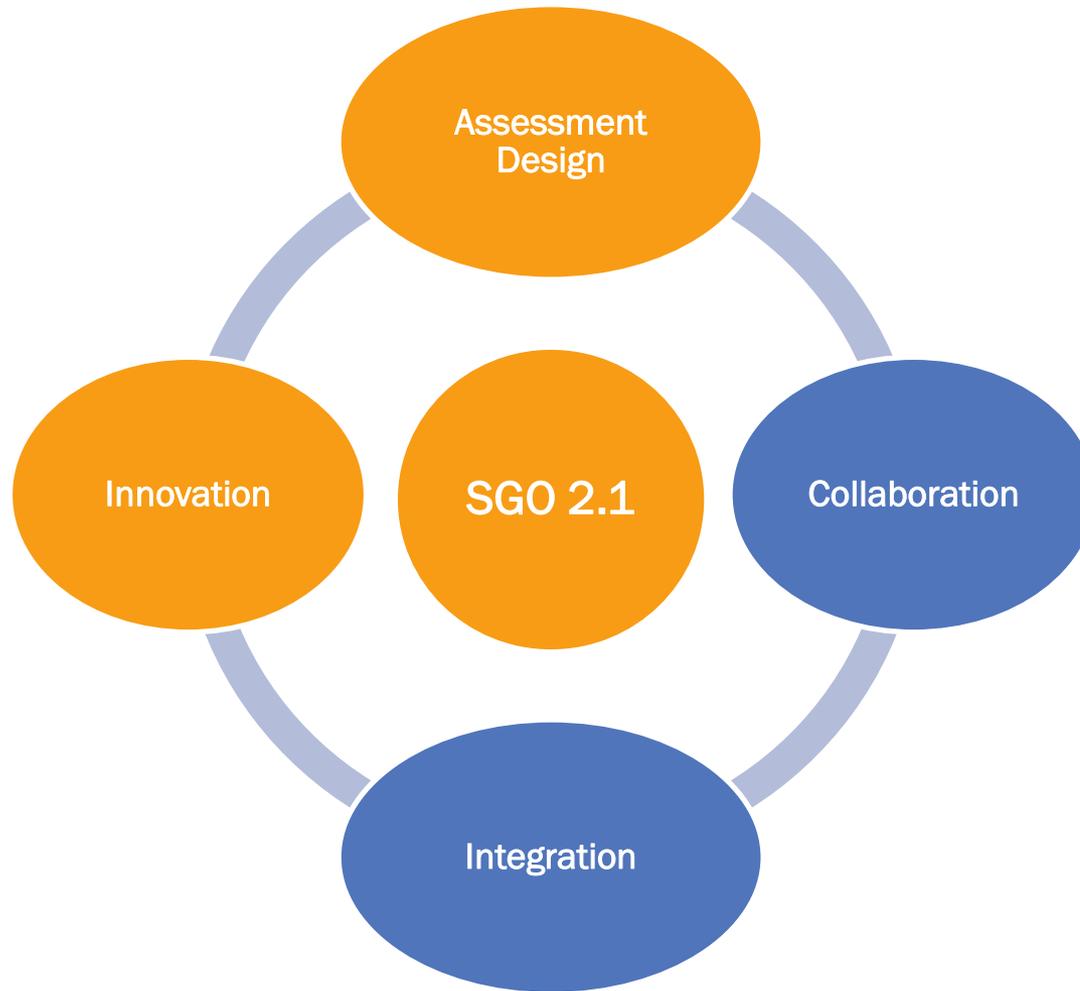
Rationale for Rank*

* Answers will vary based on many factors.

Assessment Checklist



Innovative Approaches that Increase the Value of SGOs



Use Assessment Approaches that Make Sense

Traditional Assessments	Portfolio Assessments	Performance Assessment
<ul style="list-style-type: none"> National/State tests (e.g., Advanced Placement, DIBELS, EOC Biology) District, school and departmental tests (e.g., final exams, modified as necessary) 	<ul style="list-style-type: none"> Teaching Strategies Gold® (pre-K, K) Writing and reflection samples (LAL) Laboratory research notebook (sciences) Portfolio of student work (visual and performing arts, etc.) Student project-based assessments (all subjects) 	<ul style="list-style-type: none"> Lab Practicum (sciences) Sight reading (music) Dramatic performance (drama) Skills demonstration (physical education) Persuasive speech (public speaking)

Performance Tasks and Portfolios

Performance tasks ask students to create products or perform tasks to show their mastery of particular skills.

Portfolios are a compilation of student work asking students or teachers to collect work products showing growth over a period of time.

Both use the “What-Who-How” Framework

- What is the task? (written, physical, verbal, etc.)
- Will students work individually or in groups?
- How will you prescribe parameters of the task?
- How will you time it?
- How will you communicate precise directions?

- What pieces will be included to demonstrate mastery of standards?
- Who makes decisions about the work going in the portfolio?
- How might you use things like project logs to stay organized?
- How will you score individual components of the portfolio?
- How will you score the portfolio as a whole?

Portfolio Assessments



Students or teachers collect student work products

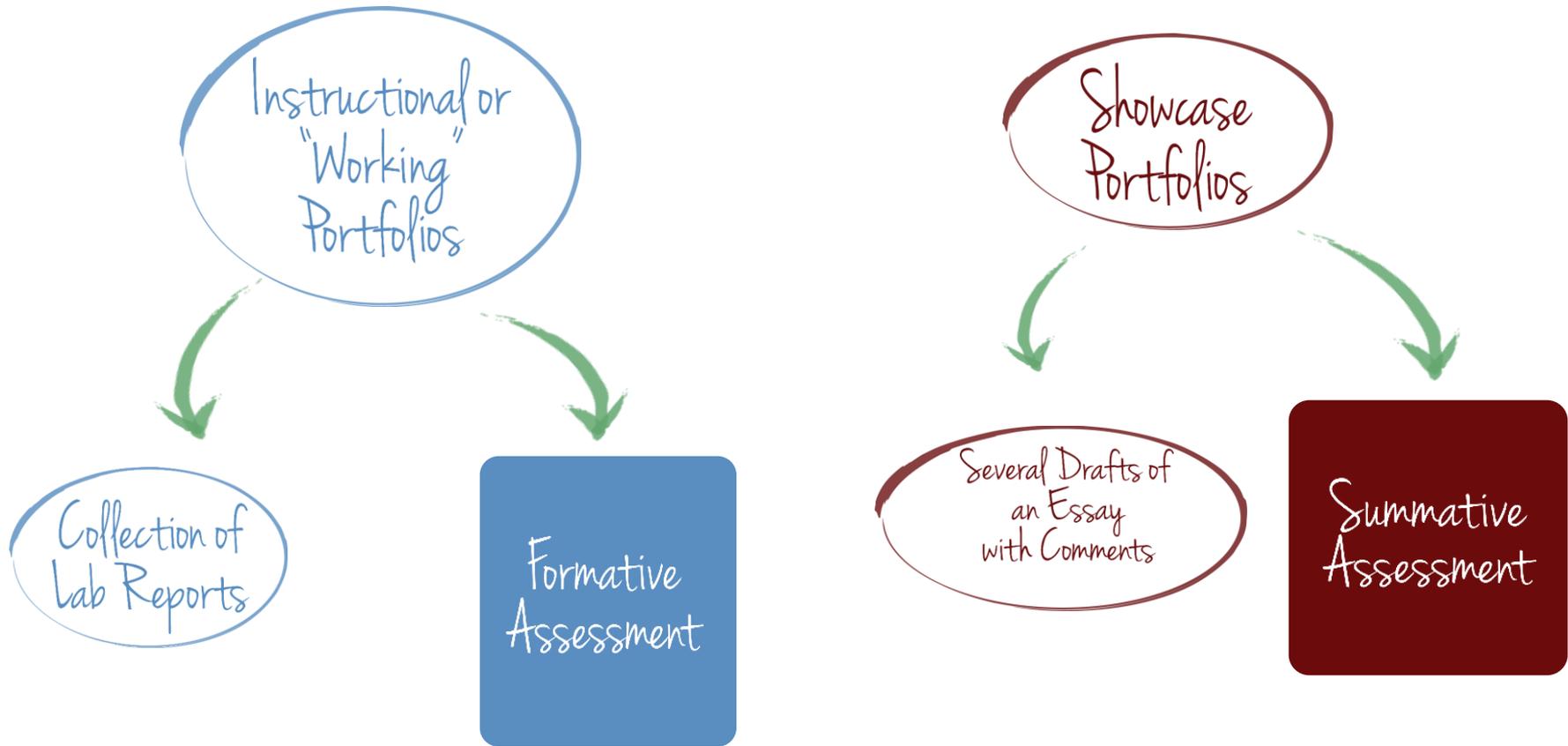
Essays

Artwork

Lab Reports

Reading logs

Types of Portfolio Assessments



Performance Tasks



Students create products or perform tasks to show their mastery of a particular skill

Extended Response

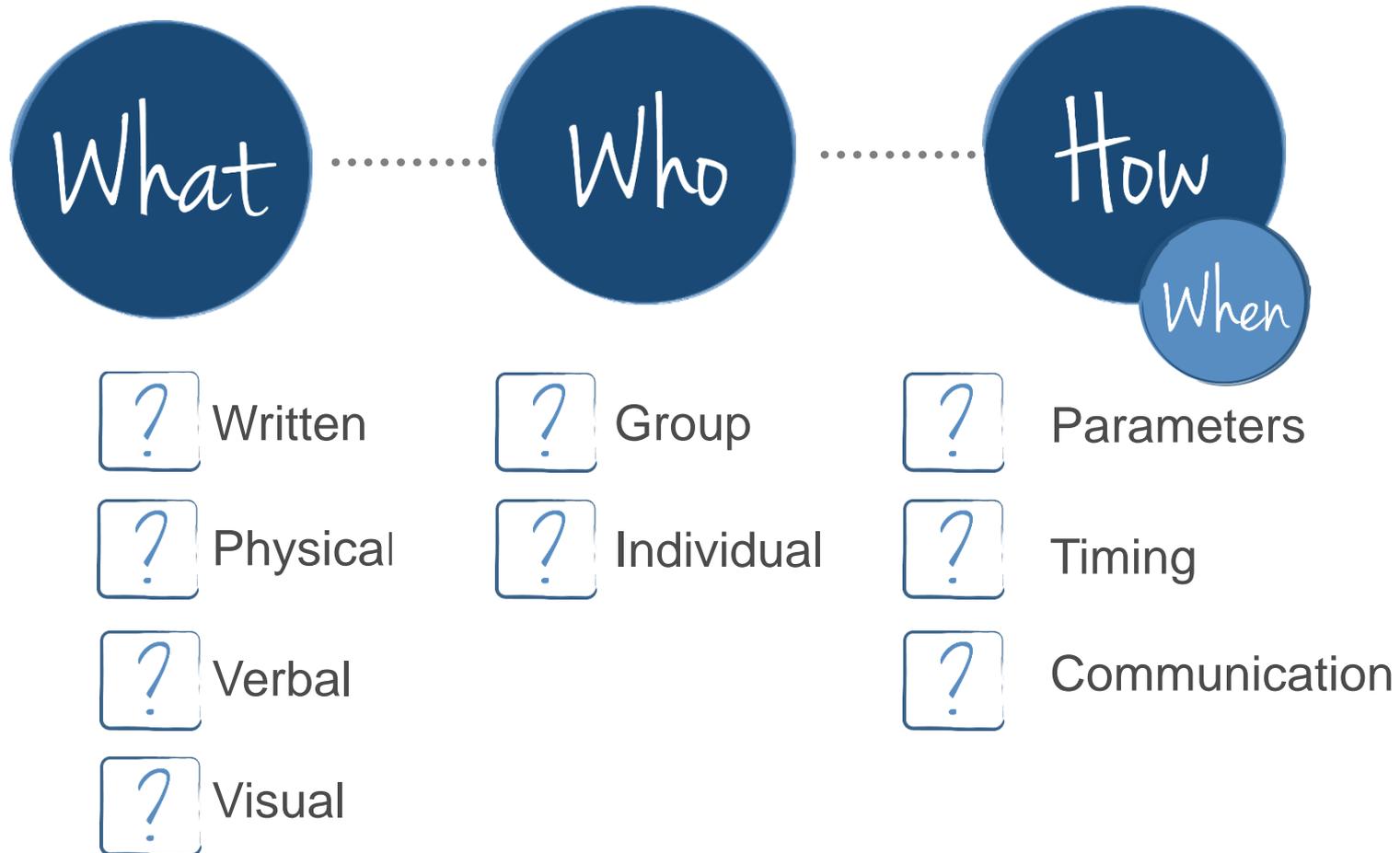
Essays

Experiment

Speech

Research Paper

Designing Performance Tasks



Collaborate to Improve Assessments

One or more educators (teachers and/or administrators) together can do the following:

- Unpack and prioritize standards
- Choose or develop an assessment (traditional, performance-based, or portfolio)
- Developed standards-aligned assessment items across disciplines



Suggested Next Steps and Self reflection in Assessment Design

1. Review the Assessment Design modules.
2. Use the assessment checklist for existing assessments.
3. Build time into teacher's schedule prior to 10/31 for assessment design.
4. Use a collaborative team structure to improve the process.
 - Keeping this in mind:
 - What immediate improvements could be made to your (or the teachers you supervise) SGO summative assessment?

One Teacher's SGO

Introducing Mr. Roosevelt



1. SGO:

- The **assessment** is a **performance task** in the form of a **research paper** analyzing the emergence of the modern welfare state and its influence on American society.
- Time period of the SGO takes the class from Reconstruction to the end of the Great Depression era.

2. We will follow Mr. Roosevelt through five steps of the SGO process.

Mr. Roosevelt's SGO: The First Three Steps

Step 1

- Choose or develop a standards-aligned assessment

Step 2

- Determine student starting points

Step 3

- Set ambitious and achievable goals

- Performance-based assessment
- Collaborated



Step 2: Determining Student Starting Points

- Teacher must determine what the most useful data is and how to use it for determining the starting points of his or her students.
 - This can be improved through collaboration.
- Choose appropriate sources of information to gauge student preparedness:
 - Current grades
 - Recent test performance
 - Previous year's scores
 - High quality diagnostic pre-assessment
 - Important markers of future success

Sample Rubric for Important Markers of Future Success

Criterion	Level 4	Level 3	Level 2	Level 1
Active Participant	<ul style="list-style-type: none"> • Always prepared • Engaged in all of the learning process 	<ul style="list-style-type: none"> • Mostly prepared • Engaged in most of the learning process 	<ul style="list-style-type: none"> • Sometimes prepared • Engaged in some of the learning process 	<ul style="list-style-type: none"> • Rarely prepared • Engaged in little or none of the learning process
Academic Independence	<ul style="list-style-type: none"> • Consistently demonstrates intellectual curiosity • Consistently self-motivated and independent 	<ul style="list-style-type: none"> • Frequently demonstrates intellectual curiosity • Usually self-motivated and independent 	<ul style="list-style-type: none"> • Sometimes demonstrates intellectual curiosity • Sometimes self-motivated and independent 	<ul style="list-style-type: none"> • Rarely demonstrates intellectual curiosity • Rarely or never self-motivated, frequently depends on prompting and/or teacher assistance
Class Attendance	<ul style="list-style-type: none"> • Never absent 	<ul style="list-style-type: none"> • Rarely absent 	<ul style="list-style-type: none"> • Sometimes absent 	<ul style="list-style-type: none"> • Frequently absent

Step 2: Determine Student Starting Points

Starting Points and Preparedness Groupings

State the type of information being used to determine starting points and summarize scores for each type by group. Modify the table as needed.

Starting points were determined by the following items: First, a diagnostic assessment in the form of two writing samples. The writing samples were assignments given early in the school year measuring skills they were to acquire during their ninth grade ELA class. Secondly, the markers of future success used are attendance and homework completion conducted through October 15th. Finally, student's freshmen year English grades were utilized.

Preparedness Group	Information #1	Information #2	Information #3
	Diagnostic Assessment in the form of their writing samples.	Markers of Future Success	Freshmen year's English grade
High	≥90%	6 points	≥90%
Middle	78-89%	4-5 points	78-89%
Low	≤77%	1-3 points	≤77%



Collaborate to Improve the Determining of Starting Points

One or more educators (teachers and/or administrators) together can do the following:

- Share information about students from previous year in determining starting points.
- Collect and compile relevant data points.
- Once set, discuss student starting points for feedback.



Step 3: Set Ambitious and Achievable SGOs

Best Practices:

- Collaborate with your peers and supervisor to enhance SGO value to teachers and students.
- Use knowledge of the students, standards, and SGO assessment to develop a vision for student mastery of the standards.
- When setting goals, differentiate targets for students based on their relative starting points.

Step 3: Mr. Roosevelt's Scoring Plan

Using knowledge of the students, standards, and SGO assessment, agree upon a vision for student mastery of the standards you have selected for your SGO.

Scoring Plan

State the projected scores for each group and what percentage/number of students will meet this target at each attainment level. Modify the table as needed.

Preparedness Group	Student Target Score	Teacher SGO Score Based on Percent of Students Achieving Target Score			
		Exceptional (4)	Full (3)	Partial (2)	Insufficient (1)
High	≥93	≥90%	80-89%	70-79%	≤70%
Middle	84-92	≥90%	80-89%	70-79%	≤70%
Low	78-83	≥90%	80-89%	70-79%	≤70%



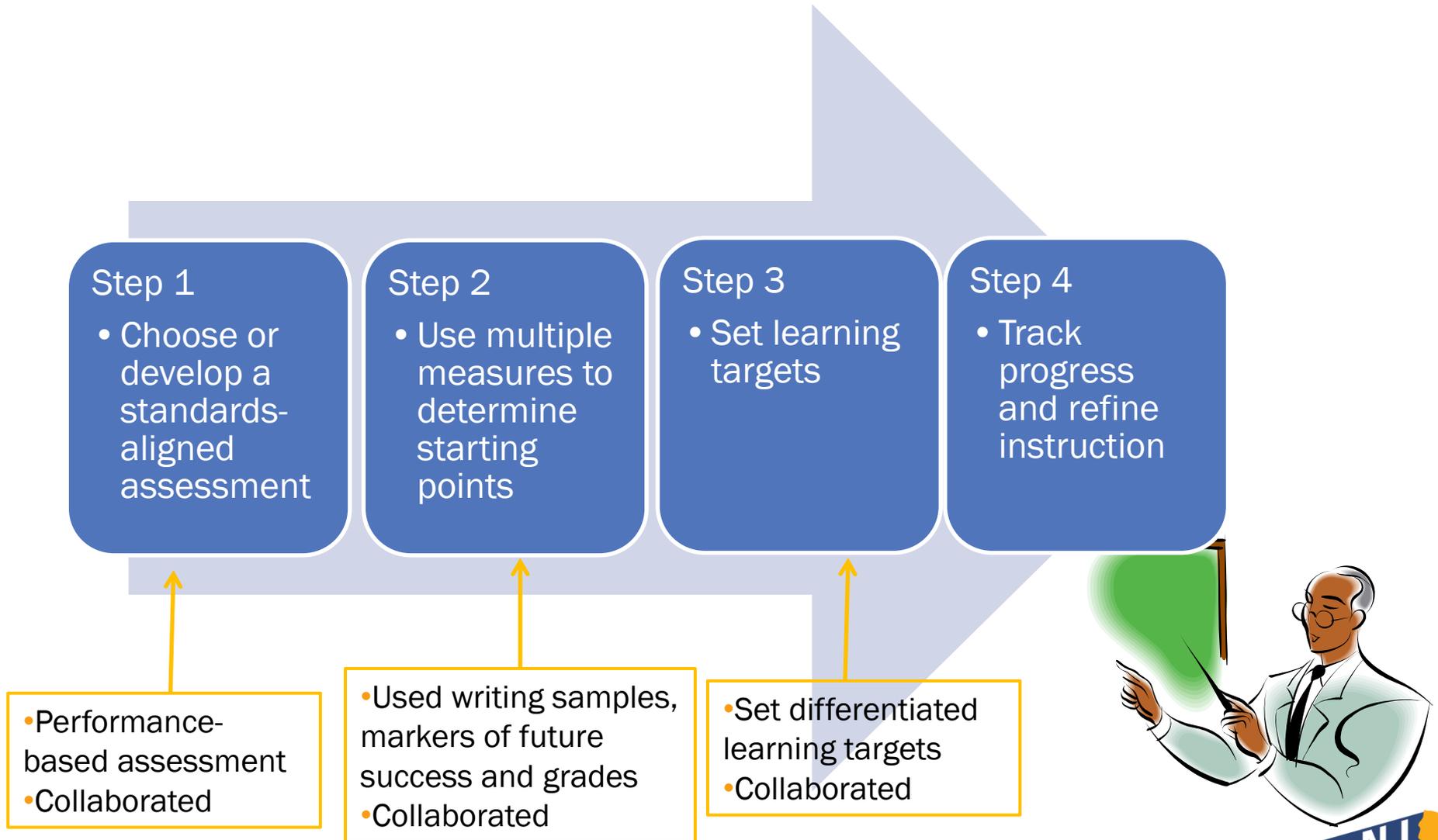
Collaborate to Set Improved Scoring Plans

One or more educators (teachers and/or administrators) together can do the following:

- Discuss goal setting (between teacher and co-teacher, mentor, instructional coaches, team members, or administrator).
- Share SGOs for feedback and review.



Mr. Roosevelt's SGO: Moving into Step Four



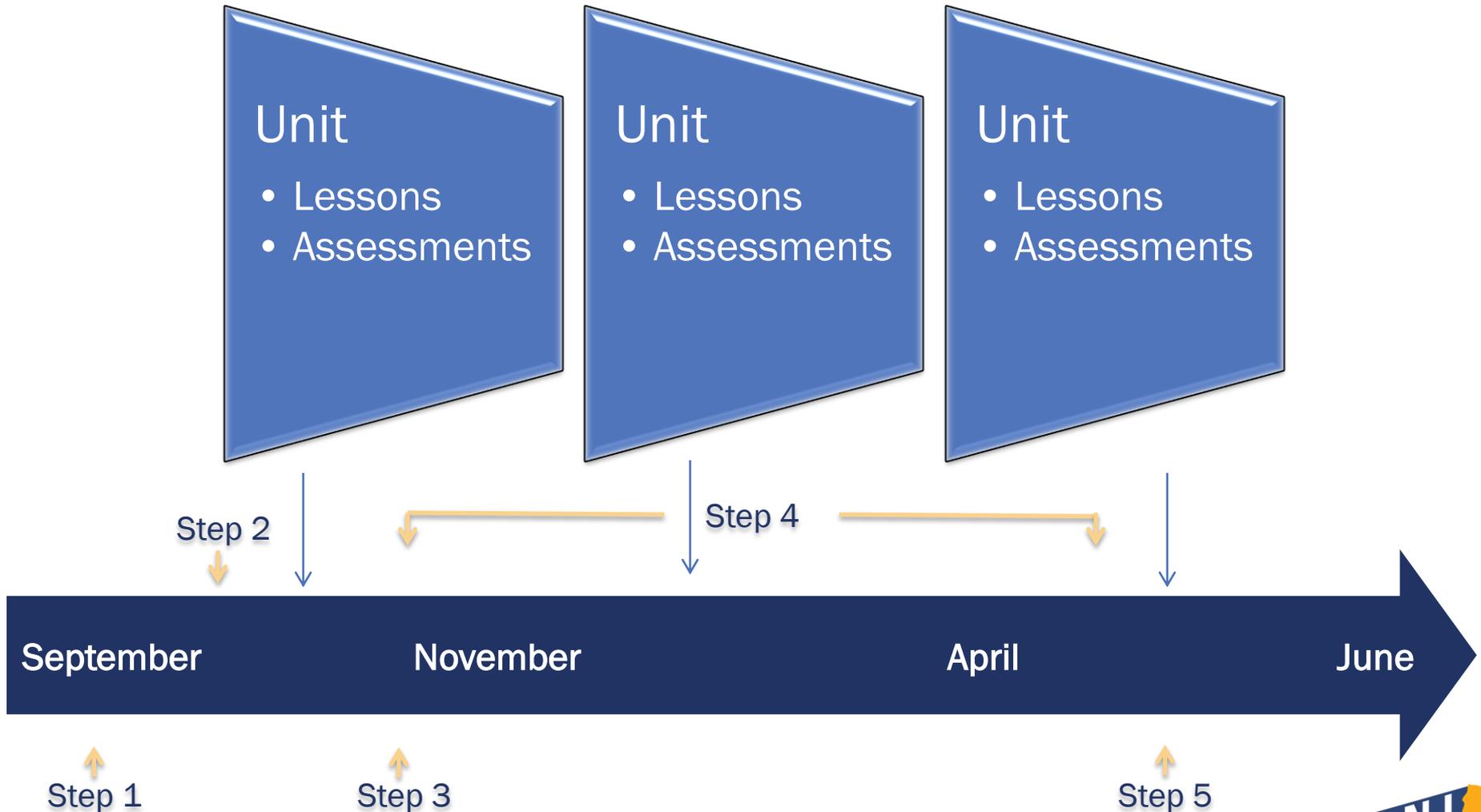
Integrating SGOs into the Typical Cycle of Teaching and Learning

In what ways can student learning be improved by using SGOs as a tool to enhance and inform teaching?

1. The importance of monitoring cycles
2. The four purposes of assessment
3. Using assessment data to inform instruction
4. The importance of step four



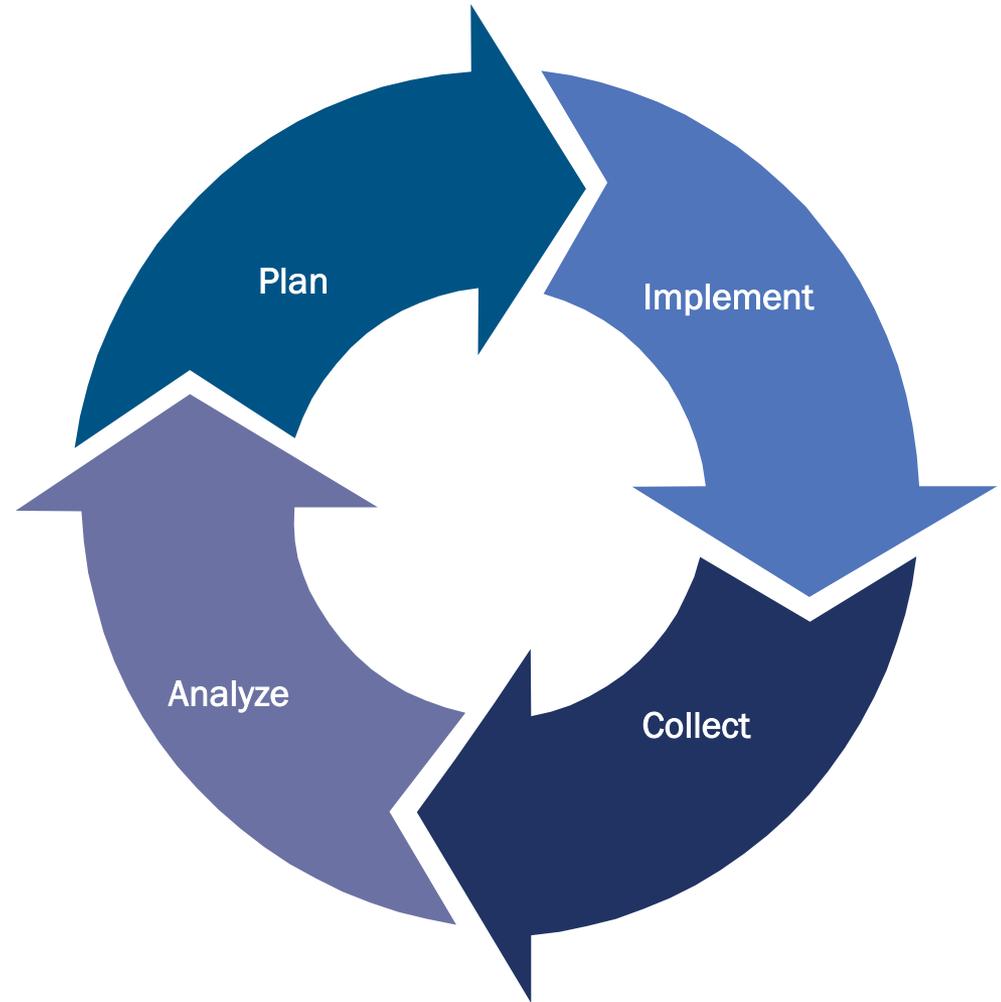
The Typical School Year



Monitoring Cycles

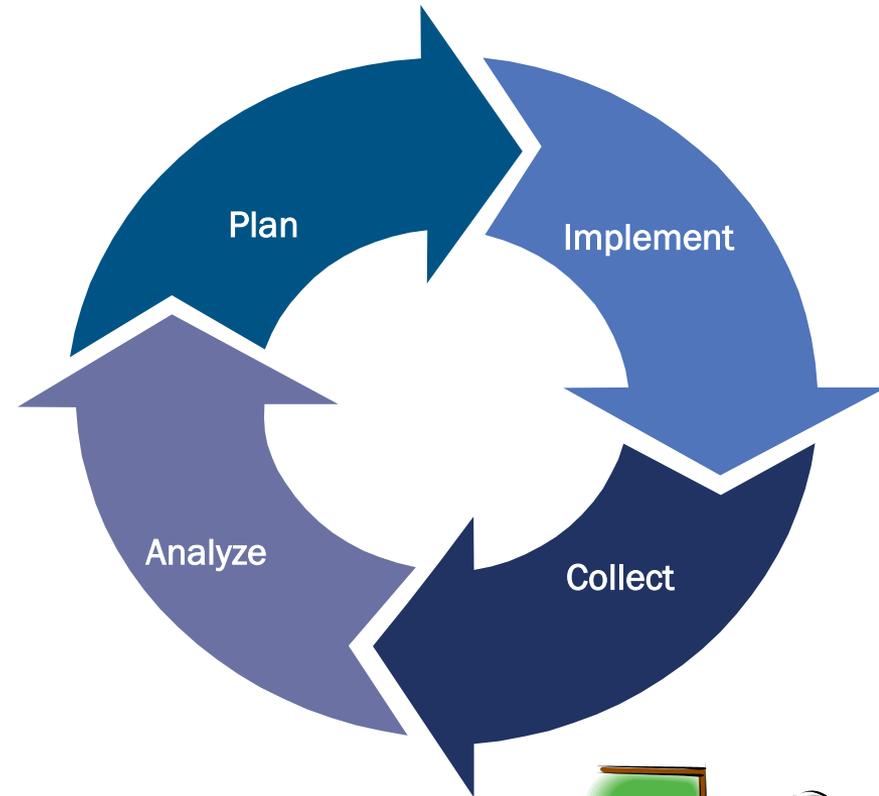
A process by which teachers...

- **Plan** – Develop curriculum, instruction, and assessments
- **Implement** – Teach
- **Collect** – Gather indicators of student progress
- **Analyze** – Identify trends, patterns, and misconceptions; decide what needs more reinforcement or re-teaching
- **Plan** – Refine the plan based on analysis of the data



What Do Monitoring Cycles Look Like?

- **Plan** – Develop curriculum, instruction, and assessments
Impeachment of Andrew Johnson
- **Implement** – Teach
Utilize primary and secondary sources
- **Collect** – Gather indicators of student progress
Venn Diagram and writing
- **Analyze** – Identify trends, patterns, and misconceptions; decide what needs more reinforcement or re-teaching
Students struggled to compare treatments of the same topic
- **Plan** – Incorporate into future lesson plans the revisiting of the skill where it makes sense
Provide more practice on comparing treatments of the same topic



Short-Cycle Monitoring

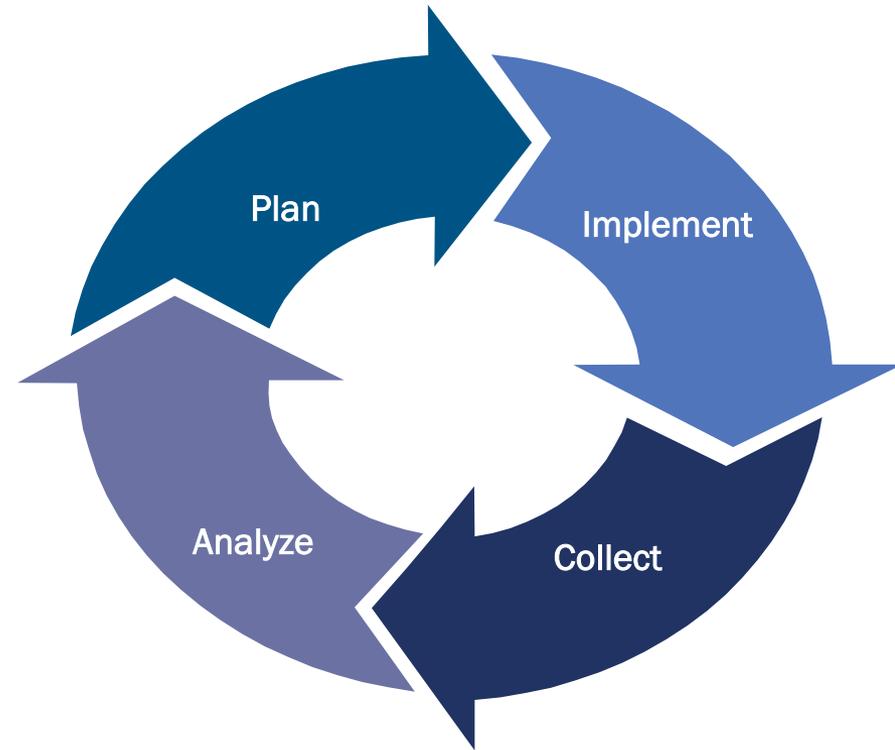
Plan - Align instruction and assessments into short-cycle assessments.

Implement - Use teaching strategies and assessments to monitor along the way.

Collect - Use a variety of techniques to frequently collect data.

Analyze - Analyze the data.

Plan - Adjust instruction based on the needs shown in the data.



Group work, class work and homework, question and answer sessions, weekly spelling quiz, science lab, etc.

Mr. Roosevelt's Short-Cycle Monitoring Example

Standard

- *RH.9-10.9: Compare and contrast treatments of the same topic in several primary and secondary sources.*

Instruction

- *Topic: Impeachment of Andrew Johnson*
- *Utilize primary and secondary sources to teach students.*

Assessment

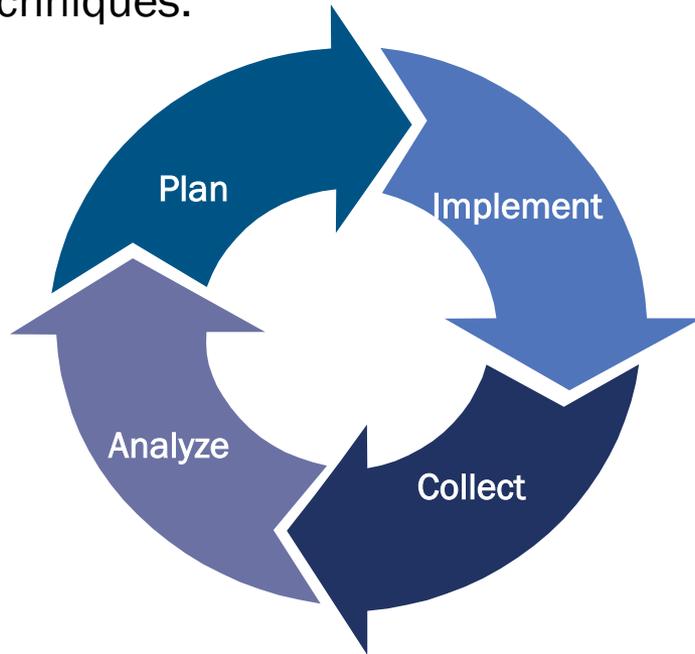
- *“Was Andrew Johnson’s impeachment justified?” Venn Diagram and a Writing Response: Students responded which side had a more compelling argument supported by evidence from the documents.*



Developing Monitoring Cycles

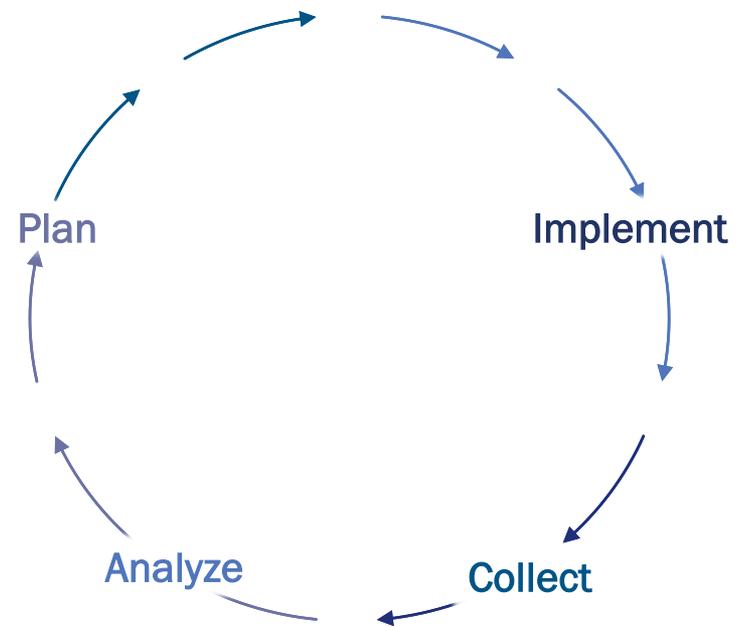
Short-Cycle Monitoring:

- Measure in smaller chunks of time how well students are progressing towards growth on the overall set of standards.
- Occur within longer cycles using a wider variety of formative assessment techniques.



Long-Cycle Monitoring

- Are longer periods of instruction covering larger sets of standards.



Long-Cycle Monitoring

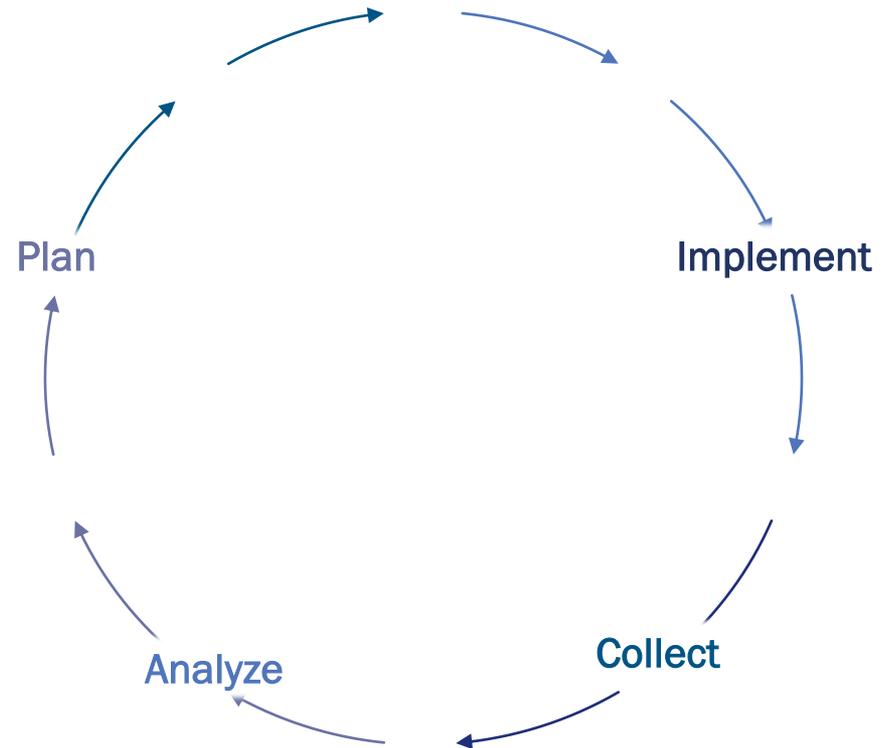
Plan - Identify groups of standards students need to learn. Develop an assessment.

Implement - Teach the standards.

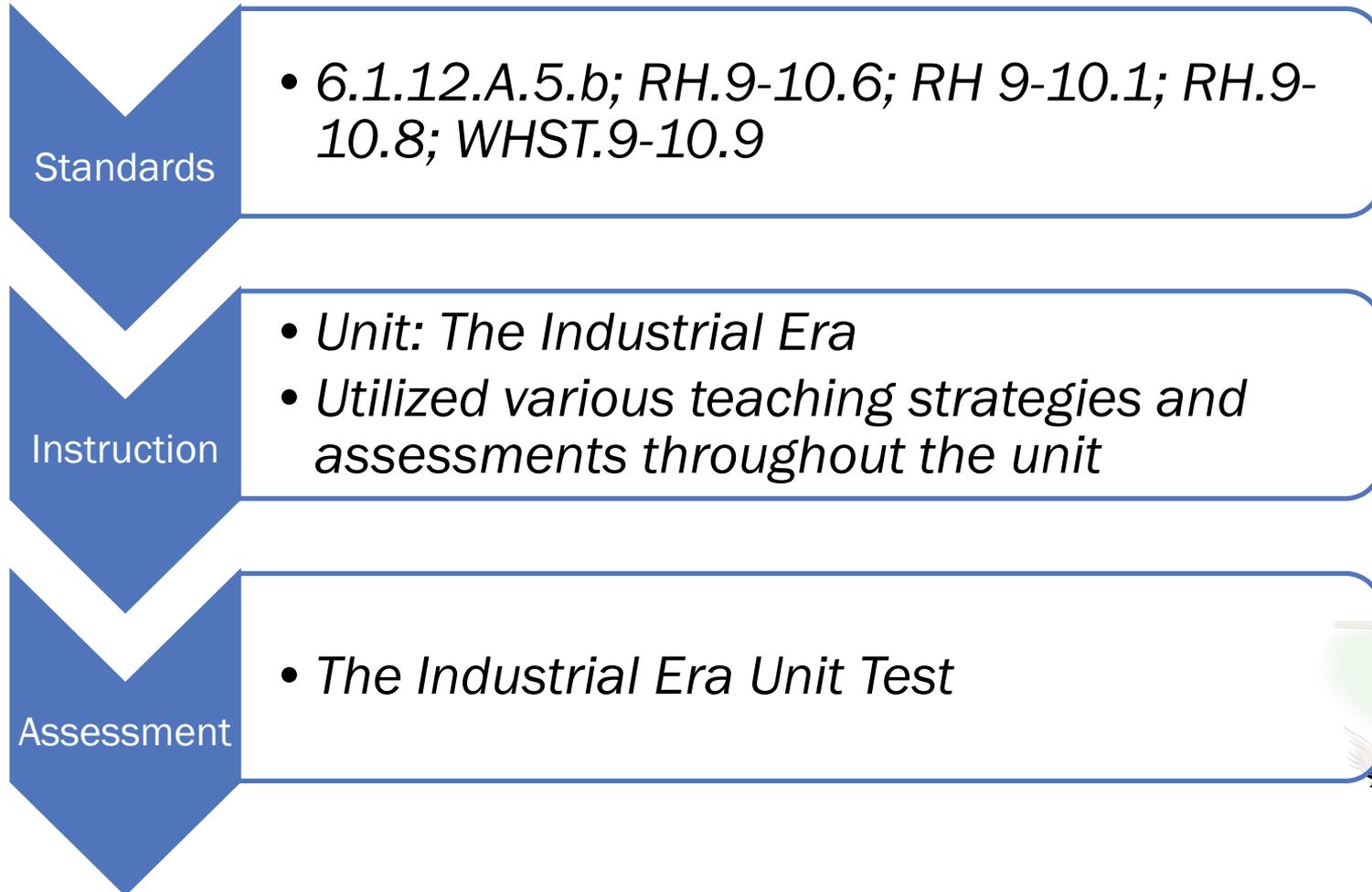
Collect - Administer the assessment to check understanding of these standards.

Analyze - Identify which standards are mastered and which may need more practice.

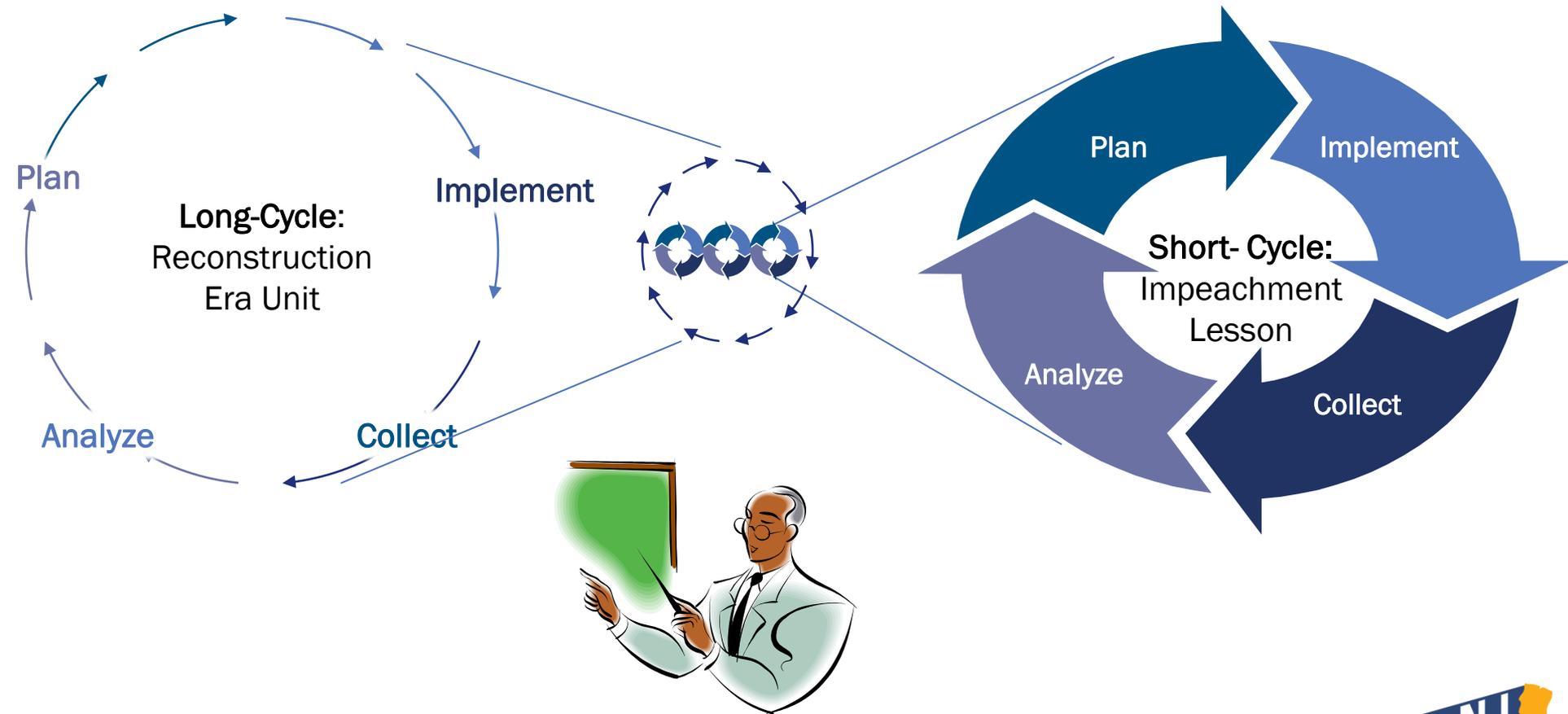
Plan - Incorporate into future lesson plans skills/content needing more practice where it makes sense.



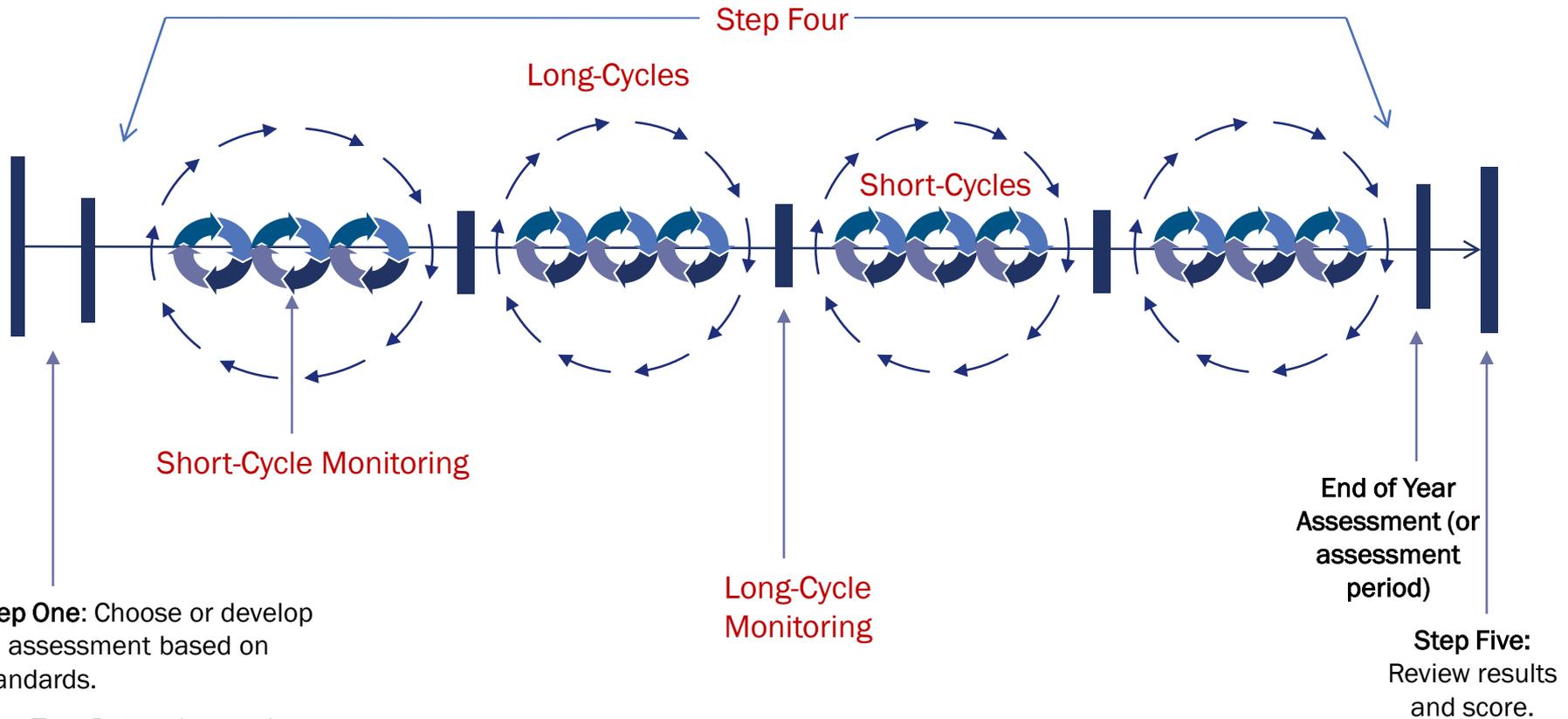
Mr. Roosevelt's Long-Cycle Monitoring Example



Long and Short Cycles



Step 4: Monitoring Performance and Adjusting Instruction

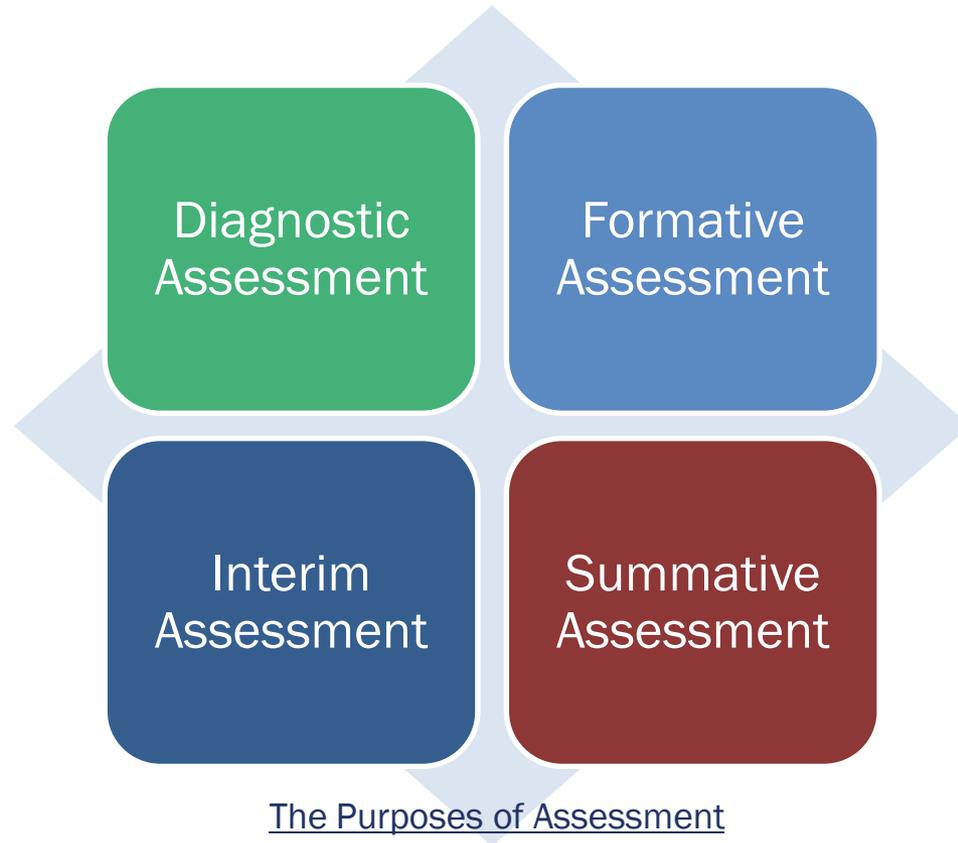


Step One: Choose or develop an assessment based on standards.

Step Two: Determine student starting points.

Step Three: Set an ambitious but achievable SGO.

The Purposes of Assessment



The Purposes of Assessment

Diagnostic Assessment: Used to determine students' knowledge and skills before a unit of instruction.

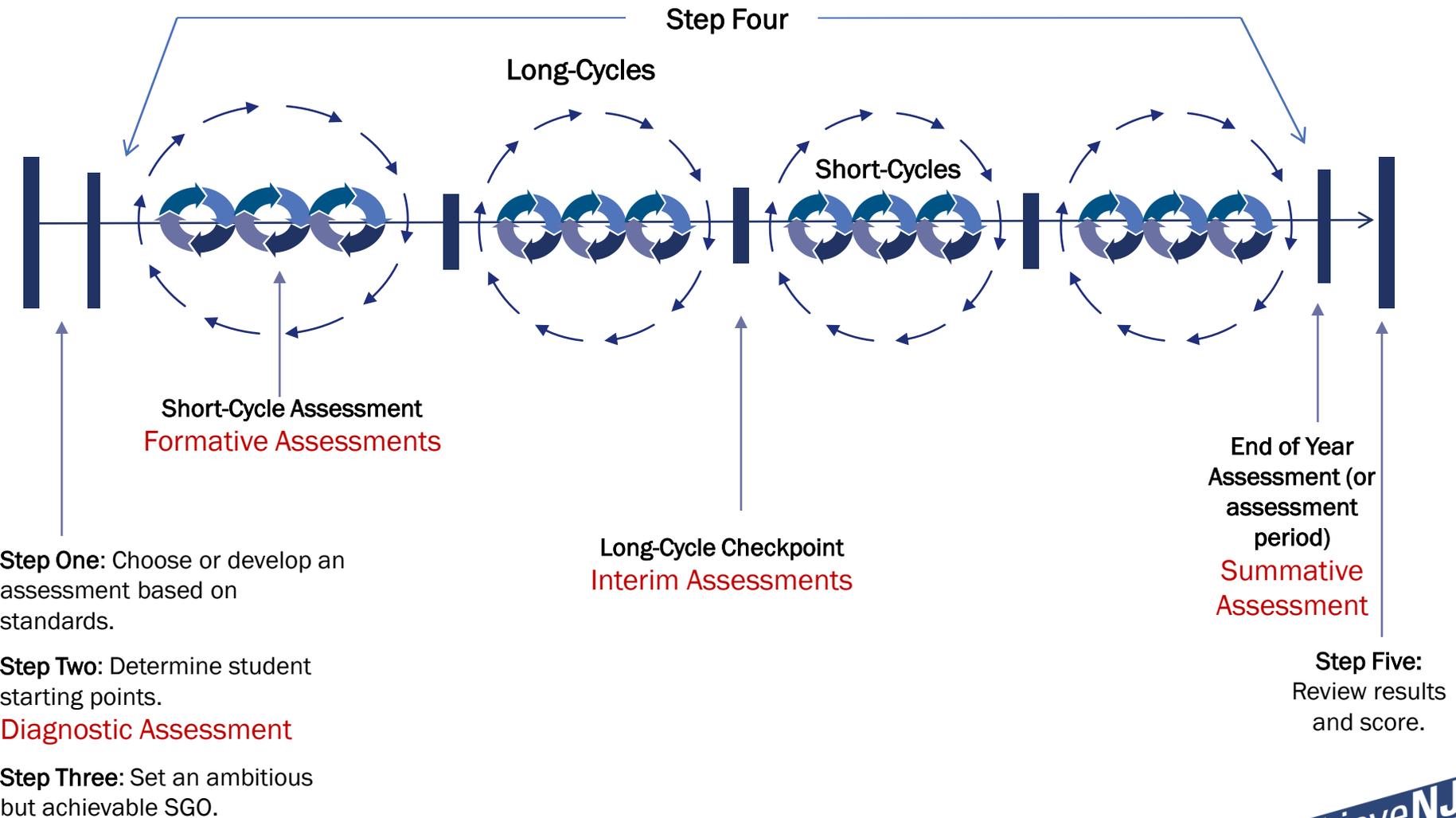
Formative Assessment: Used to monitor student learning and adjust ongoing instruction.

Interim Assessment: Measure students' knowledge and skills on a specific set of academic goals, typically within a particular time frame.

Summative Assessment: Measure student mastery of standards at the end of a unit of instruction.

What place might each purpose of assessment have in the SGO process?

Assessments in the SGO Process



A Selection of Assessments Mr. Roosevelt Used in Monitoring Student Growth During His SGO

Diagnostic

- Writing assignments to help determine starting points

Formative

- Exit tickets
- Writing samples
- Primary source analysis

Interim

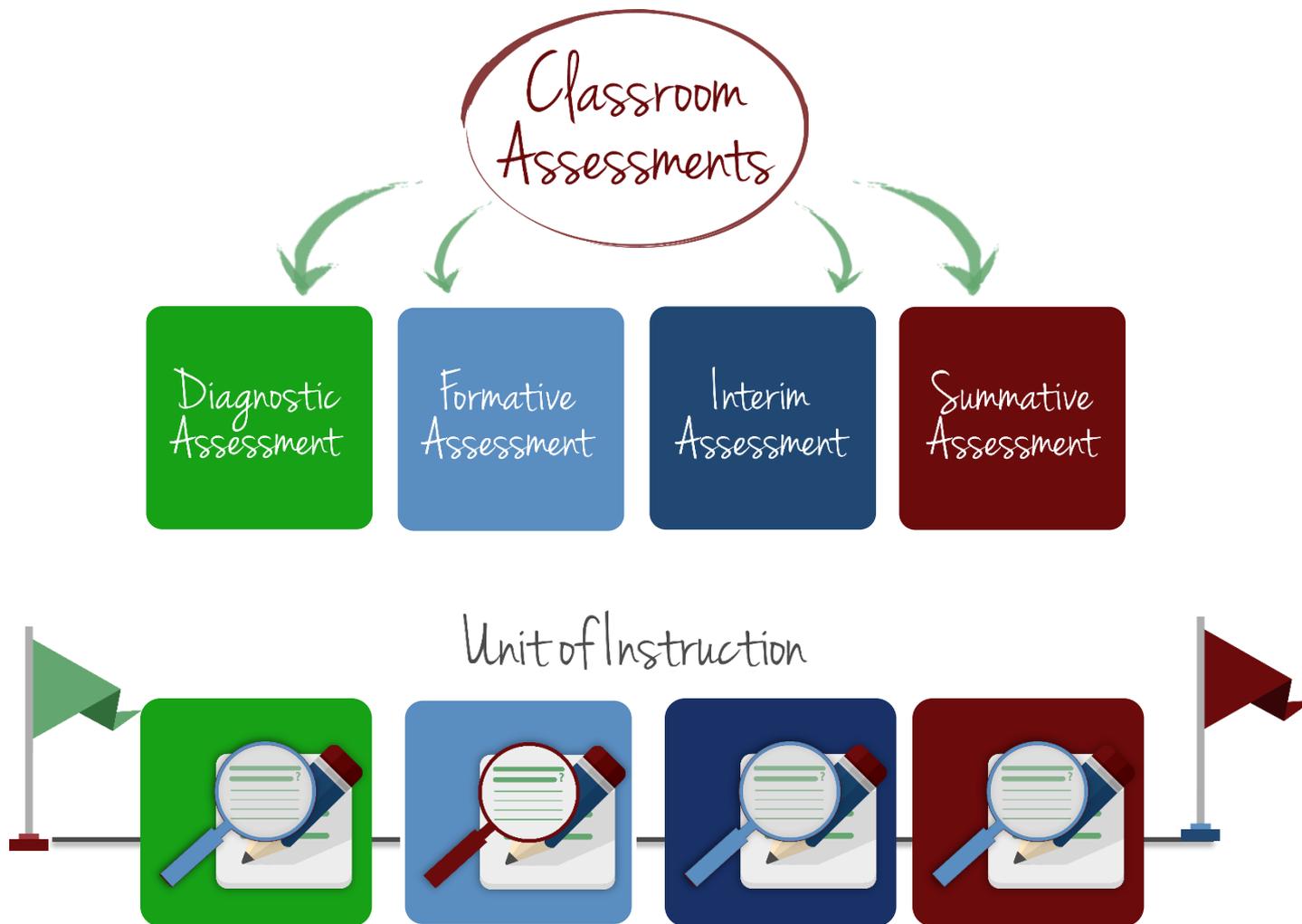
- Unit tests

Summative

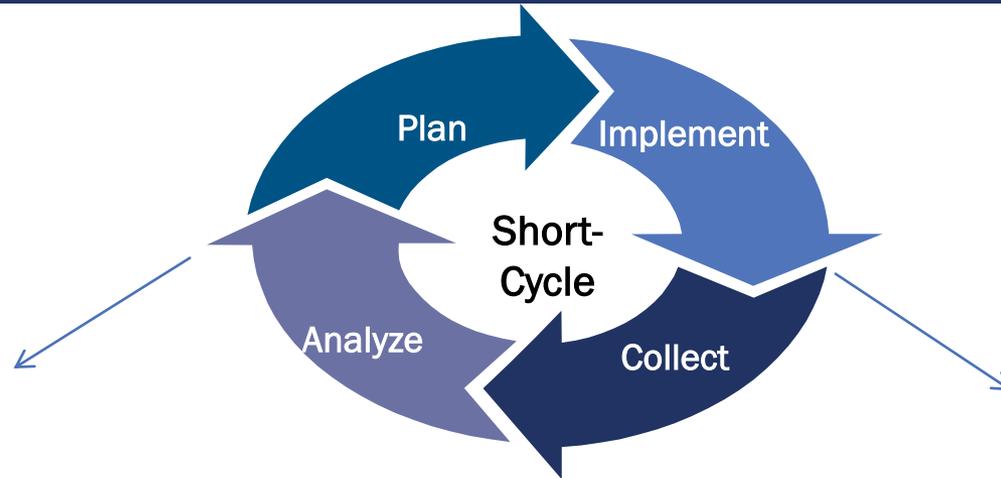
- Research paper



Using Assessment Data to Inform Instruction



Using Short-Cycle Data to Inform Instruction



Standards

- *RH.9-10.9: Compare and contrast treatments of the same topic in several primary and secondary sources.*

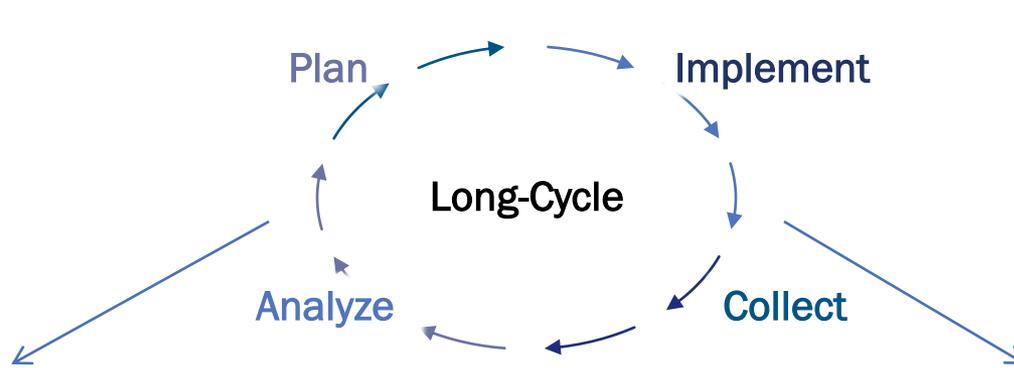
Assessment and Analysis

- *Venn Diagram and writing: “Was Andrew Johnson’s impeachment justified?”*
- *Upon analysis many students were not using relevant information from multiple sources to support their view.*

Plan and Implement

- *Mr. Roosevelt adjusted his planning moving forward implementing a greater focus on this standard towards the end of this unit and subsequent ones.*

Using Long-Cycle Data to Inform Instruction



Standards

- 6.1.12.A.5.b; RH.9-10.6; RH 9-10.1; RH.9-10.8; WHST.9-10.9

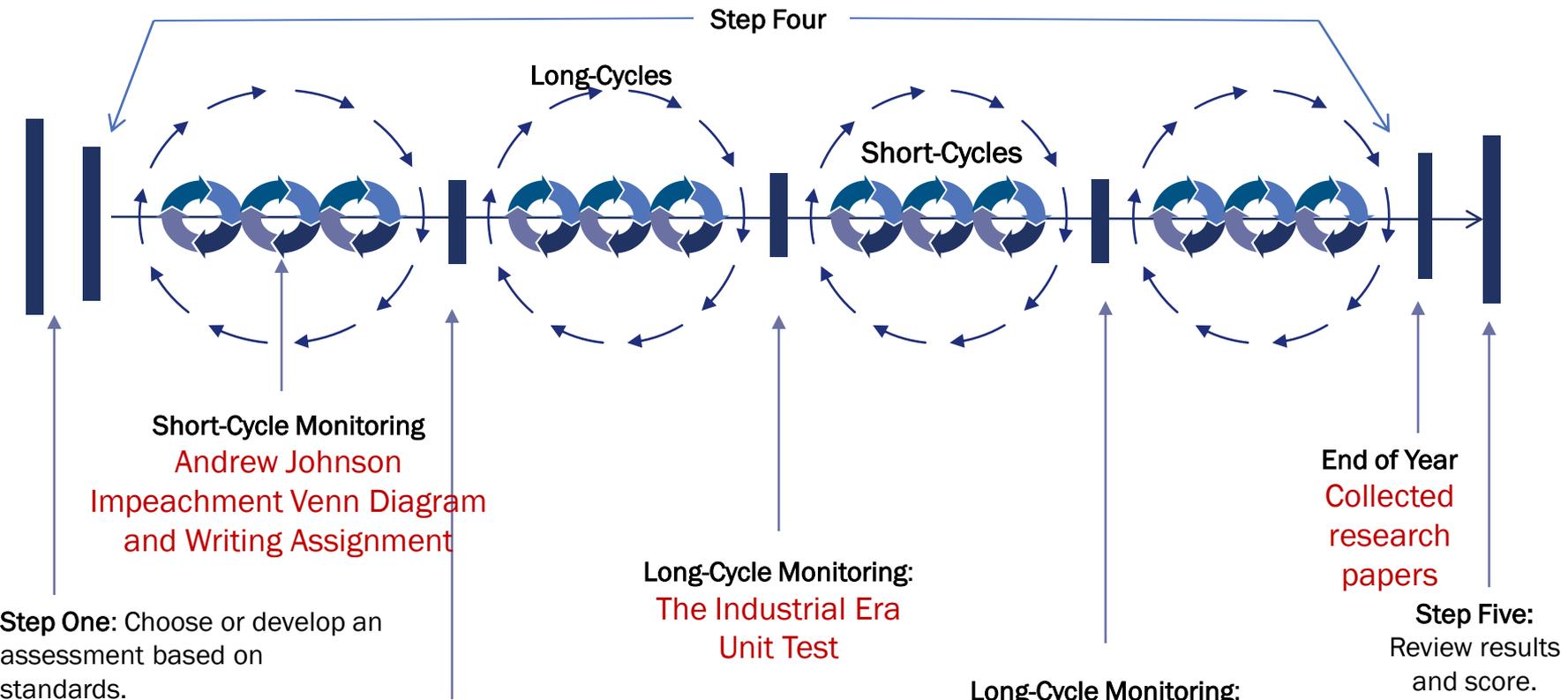
Assessment and Analysis

- *The Industrial Era Unit Test*
- *WHST.9-10.9 and RH 9-10.1 showed students of all ability levels needed more support in.*

Plan and Implement

- *Short-cycle assessments for the upcoming unit were refined to incorporate more practice on these key standards.*

Mr. Roosevelt's Assessments



Short-Cycle Monitoring
 Andrew Johnson
 Impeachment Venn Diagram
 and Writing Assignment

Long-Cycle Monitoring:
 The Industrial Era
 Unit Test

End of Year
 Collected
 research
 papers

Long-Cycle Monitoring:
 Progressivism Unit
 Test

Long-Cycle Monitoring:
 The Era of
 Reconstruction Unit
 Test



Collaborate to Improve SGO Integration

One or more educators (teachers and/or administrators) together can do the following:

- Weigh in on strategies to support SGO attainment
 - Include instruction, differentiation, assessment, and enrichment.
- Use team meetings to seek help with particular challenges and difficult cases, such as students performing way below grade level, or new strategies for teaching complex content.
- Analyze class assessment data, sharing refined instructional plans with teams for feedback.



Next Steps and Self Reflection on the Integration of Step 4

1. “Beginning with the end in mind” ask the following question:
 - *“What should my students learn by when?”*
 2. Choose or develop a quality assessment
 3. Develop a series of long-cycle checkpoints
 4. Develop a series of short-cycle assessments within those long-cycle checkpoints
 5. Use a collaborative team structure to help improve the process.
- **Keeping this in mind:**
 - **What immediate improvements could be made toward a greater integration of this step in the process?**

Mr. Roosevelt's SGO: the Final Step

Step 1

- Choose or develop a standards-aligned assessment

Step 2

- Use multiple measures to determine starting points

Step 3

- Set learning targets

Step 4

- Track progress and refine instruction

Step 5

- Review results and score the SGO

- Performance-based assessment
- Collaborated

- Used writing samples, markers of future success and grades
- Collaborated

- Set differentiated learning targets
- Collaborated

- Used monitoring cycle data to inform instruction
- Collaborated



Step 5: Review Results and Score

- Mr. Roosevelt collected information about student learning from the SGO assessment and calculate his SGO score according to the scoring plan.
- He consulted with his supervisor to share his information, discussing his final score.
- Together, they discussed lessons learned from the year and possible steps for setting SGOs moving forward.



Step 5: Review Results and Score (cont'd)

Review SGO at Annual Conference

Describe successes and challenges, lessons learned from SGO about teaching and student learning, and steps to improve SGOs for next year.

The greatest success from this year's SGO occurred while I was tracking progress. During the unit on Progressivism, assessment data showed many of my students having trouble grasping the concepts of laws and their relationship to the benefit of the social welfare of the people. In addition, from the first writing sample throughout much of the year this group struggled with the causal relationship of some laws and events to others ([CCSS.ELA-LITERACY.RH.9-10.3](#)). Because of the data revealing this, I was able to adjust my instruction and content analysis accordingly.



Step 5: Review Results and Score (cont'd)

Results of Student Growth Objective

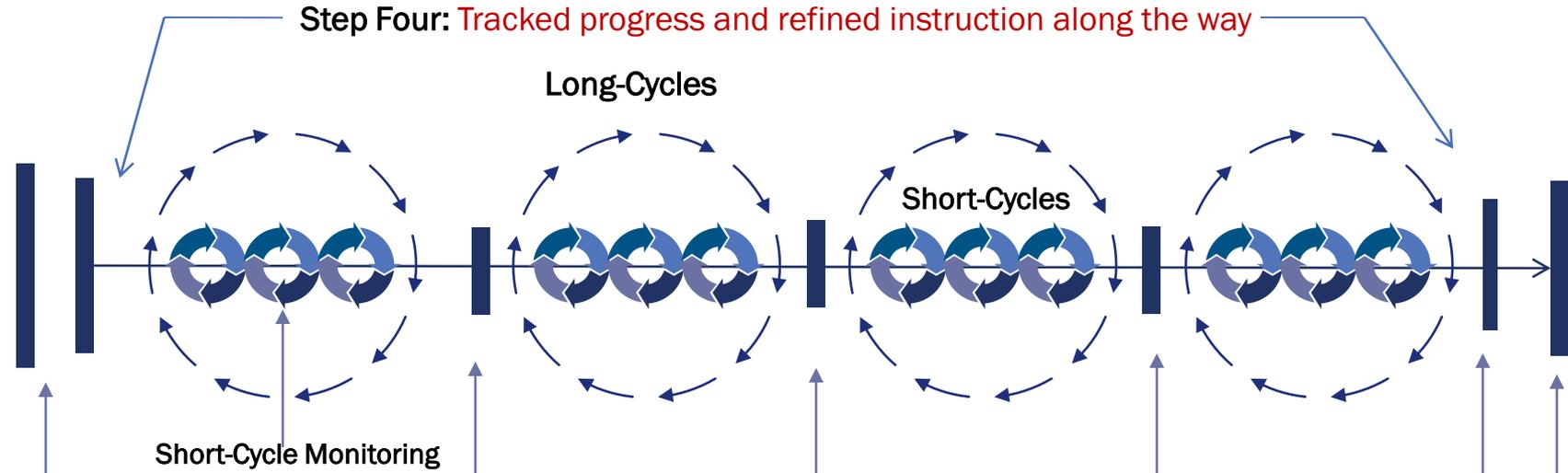
Summarize results using weighted average as appropriate. Delete and add columns and rows as needed.

Prepared-ness Group	Students at Target Score	Teacher SGO Score	Weight (based on students per group)	Weighted Score	Total Teacher SGO Score
High	6/7 →	3 →	.15 →	.45	3.13
Middle	20/22	4	.49	1.96	
Low	12/16	2	.36	.72	



Mr. Roosevelt's SGO

Step Four: Tracked progress and refined instruction along the way



Step One: With colleagues developed items and scoring rubric for research paper

Step Two: Gathered writing samples, previous year's ELA grades, etc. to determine starting points

Step Three: Collaborated in setting SGO goal

Long-Cycle Monitoring:
The Era of Reconstruction Unit Test

Long-Cycle Monitoring:
The Industrial Era Unit Test

Long-Cycle Monitoring:
Progressivism Unit Test

End of Year Collected research papers

Step Five: Review results and score

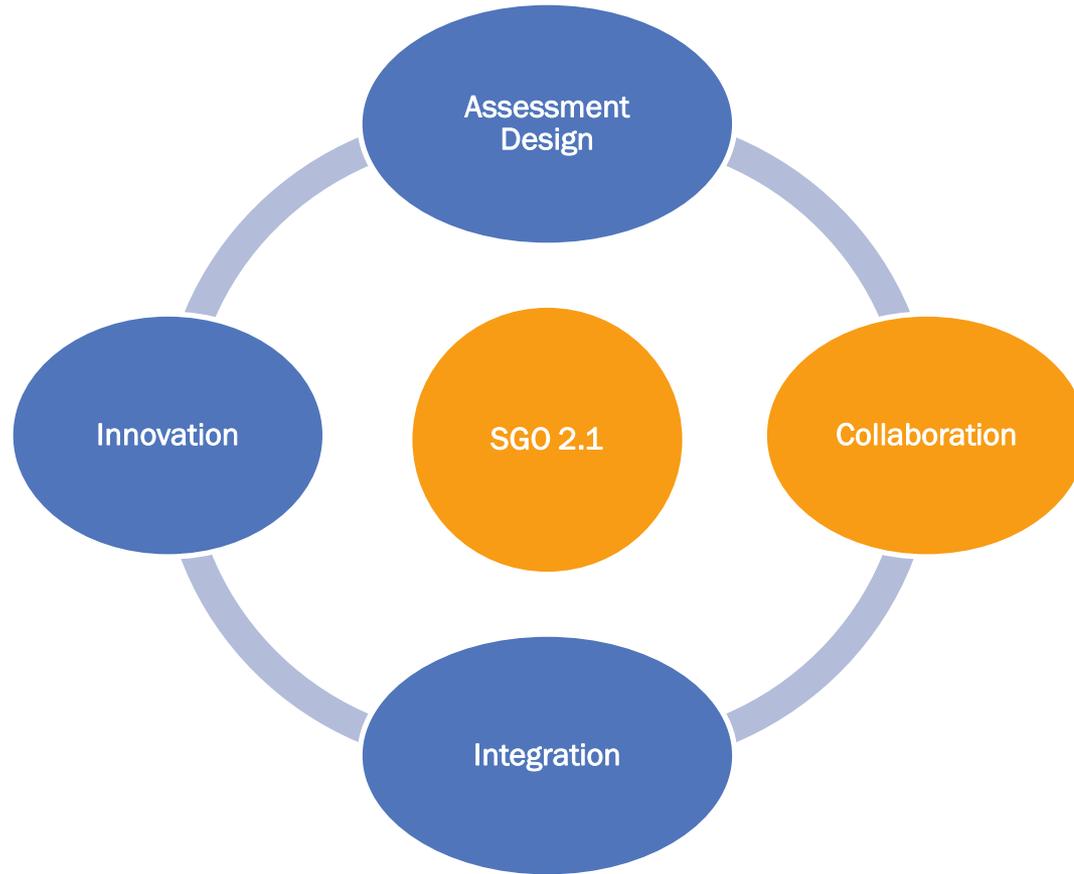


Collaboration and Student Achievement

*“The powerful **collaboration** that characterizes professional learning communities is a **systematic process** in which **teachers work together to analyze and improve their classroom practice**. Teachers work in **teams**, engaging in an **ongoing cycle of questions** that promote **deep team learning**. This process, in turn, leads to higher levels of student achievement.”*

Richard DuFour , 2004

Collaboration and Student Achievement



Professional Learning : *A comprehensive, sustained, intensive, and collaborative approach to improving teachers' and principals' effectiveness in raising student achievement.*

SGOs and Collaboration

Step One

- Unpack & prioritize standards
- Choose or develop an assessment
- Develop assessment items across disciplines

Step Two

- Share information vertically in determining starting points.
- Teachers and co-teachers can collect and compile data together.
- Once set, discuss student starting points with other team members.

Step Three

- Goal setting can be discussed between teacher and co-teacher, mentor, instructional coaches, team members, or administrator.
- SGOs, once developed, can be shared within teams for feedback and review.

Step Four

- Weigh in on strategies to support SGO attainment
- Use team meetings to seek help with challenges and difficult cases
- Analyze class assessment data, sharing refined instructional plans with teams for feedback.

Step Five

- Review results with supervisor
- Consider results in planning the SGO for next year with colleagues

Self-Reflection: Collaborative Teams

- Keeping in mind that collaboration with colleagues is a critical component in helping the SGO process, consider the following questions:
 - For you (or the teachers you supervise), which of the five steps of the SGO process has collaboration been a regular part of?
 - Which of the five steps could you immediately see embedding a collaborative structure right away?
 - Which of the five steps would embedding a collaborative structure be more difficult to accomplish?

Possible Next Steps

- ✓ Take your own self-evaluation back to your district, analyze it, and develop a plan of action based on where your district currently is and where you could feasibly be for the next year and beyond.
- ✓ Share information from this workshop with all members of your DEAC and develop a strategy for developing higher quality assessments and SGOs throughout the district.
- ✓ Review the materials from this workshop and plan the time and method for delivering to staff in a PD session.
- ✓ Watch the Assessment Design modules and plan the time to rollout to your staff to assist with assessment development.
- ✓ Build in time during collaborative team time for assessment development.

Thank You

Questions or Feedback?

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