



Slide 1. This presentation focuses on the premise and process of administering instructionally embedded assessments.

Slide 2. First, be sure to follow state guidance regarding assessment window dates. States using the Instructionally Embedded model of the assessment have required windows for both fall and spring. However, states using the Year-End model have an optional instructionally embedded window during the fall and winter months, and expectations regarding the use of instructionally embedded assessments may vary.

Slide 3. Before a student can be assessed, the student must be enrolled and rostered in the DLM[®] assessment system, and the student's First Contact Survey must be completed and submitted. The student's Personal Needs and Preferences Profile, or PNP Profile, should also be completed to ensure any accessibility supports the student may need are in place.

Slide 4. The purpose of instructionally embedded assessments is to integrate instruction with assessment seamlessly. Decisions about instruction and assessment should be based on the student's individual academic goals. Instructionally embedded assessments are administered on a rolling basis throughout an assessment window as instruction is provided. They give a teacher multiple opportunities to evaluate what a student learned from instruction, determine if the student needs further instruction on those skills, and decide what skills the student should be taught next.

Slide 5. The process for using instructionally embedded assessments always begins with instruction. Without instruction, assessment is groundless. Once the teacher determines adequate instruction has been provided, the student is assessed on the skills taught. Then, the teacher accesses a progress report that provides the assessment results, which the teacher uses to evaluate and determine the next steps for instruction and assessment. This process repeats throughout the assessment window.

Slide 6. Again, the premise of instructionally embedded assessments is to focus on instruction first. Only assess a student after providing adequate instruction. The assessments are used to better understand what a student has learned and can do, then make additional instructional plans accordingly using the instructionally embedded assessments process. Instructionally embedded assessments are not to be used to establish a baseline.

Slide 23. Also, for teachers in states using the Instructionally Embedded model of the assessment, the ELA and mathematics blueprints have sets of requirements that need to be met for both assessment windows. Different Essential Elements can be chosen for the spring than were chosen for the fall, if desired, but continue to follow the blueprint coverage criteria in the blueprints. The criteria is also included in the Instruction and Assessment Planner.

Slide 24. As a reminder for states using the Year-End Model of the assessment, use of instructionally embedded assessments is completely optional, is only used during the Year-End model's instructionally embedded window, does not affect a student's end-of-year score report, and does not replace any assessments delivered and required during the Year-End spring assessment window.

Slide 25. Again, be sure to watch the video "Using the Instruction and Assessment Planner" and read the Educator Portal User Guide for detailed information about instructionally embedded assessments.

This concludes the presentation.