NCSA 2025

June 23-25, 2025

Denver, Colorado

Maximizing Impact: Leveraging Assessment and Accountability to Drive Student Learning

National Conference on Student Assessment

Council of Chief State School Officers

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National Conference on Student Assessment

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Maximizing Impact: Leveraging Assessment and Accountability to Drive Student Learning

Designing Professional Learning to Support Teachers' Use of an Innovative Assessment System Intended to Inform Classroom Instruction

Wednesday, June 24, 2025 | 1:00–1:45 p.m.

SPEAKERS

Brooke Nash • Accessible Teaching, Learning, and Assessment Systems (ATLAS)

Mary Majerus• Missouri Department of Elementary and Secondary Education

TOPICS

- Introduction and study context
  - Session learning objectives
  - Overview of the PIE assessment model
- Professional learning: the design and development process
- Implementation and pilot study feedback
- Discussion

Introduction and Context

STUDY CONTEXT

- The Pathways for Instructionally Embedded Assessment (PIE) is a CGSA funded project aimed at developing a proof-of-concept innovative assessment, piloted in classrooms during the 2024-2025 school year.
- The overarching goal of the pilot study was to evaluate PIE assessment results for multiple potential purposes (i.e., as a proof of concept for statewide assessment), the *focus of this session is on supporting teachers in their understanding and use of the PIE instructionally embedded assessments in their classrooms for instructional purposes*.

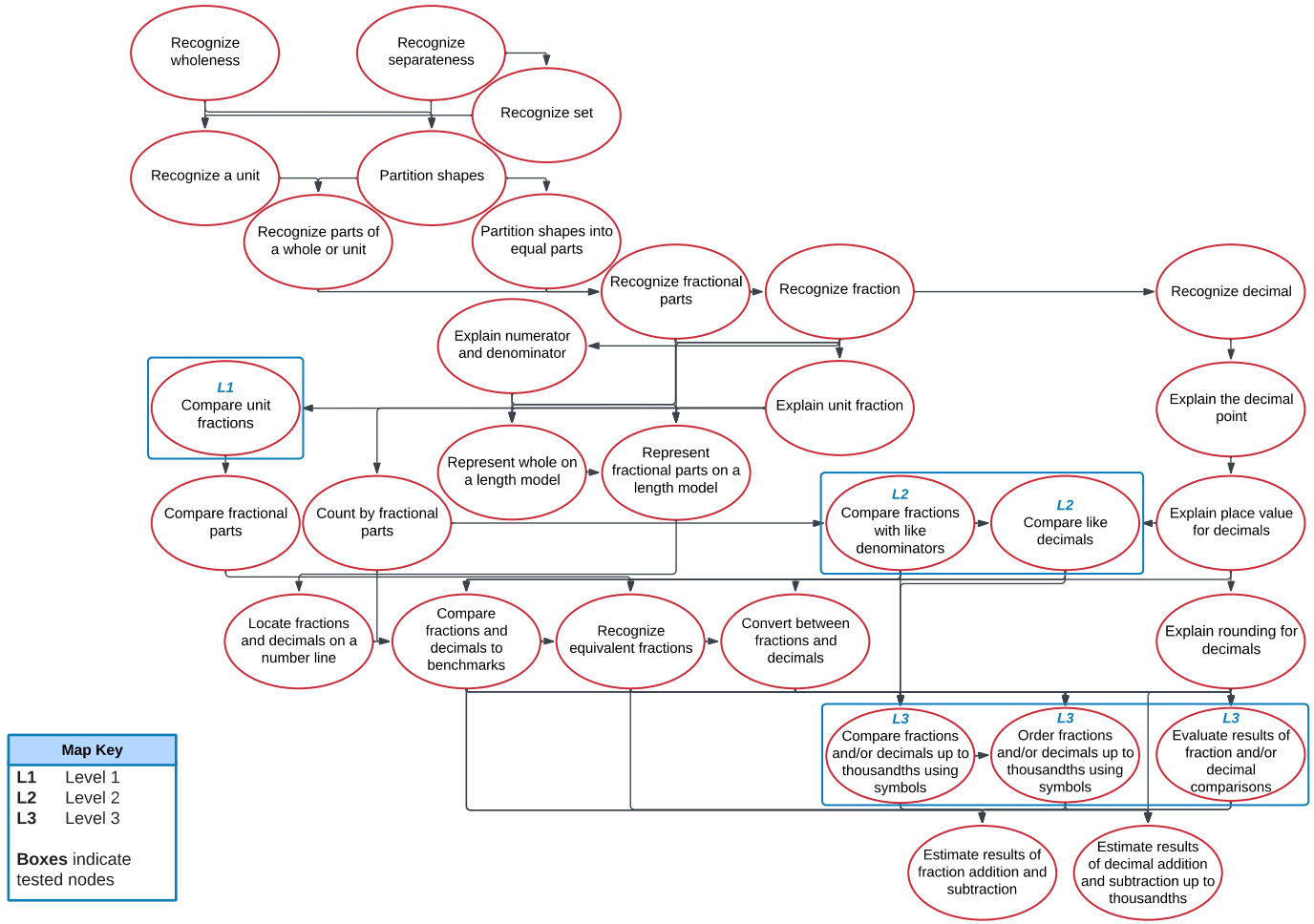
LEARNING OBJECTIVES

1. Describe key characteristics of a professional learning solution designed for teachers to develop proficiency in: Using learning pathways to create customized PIE assessments. Administering PIE assessments. Interpreting and using PIE assessment data to inform classroom teaching.
2. Describe how teacher feedback can be incorporated at different points in the iterative design/development process to promote the effectiveness of professional learning.
3. Identify ways this approach could be used in the design and development of professional learning that would support their own assessment rollout to districts/schools/teachers.

OVERVIEW: PIE ASSESSMENT MODEL

1. Learning Pathways
   - Aligned to standards
   - Research based
2. Instructionally Embedded Assessment Delivery
3. Actionable Results

PIE.5.NF.A.3 Learning Pathway Map View



Map Key	
L1	Level 1
L2	Level 2
L3	Level 3

Boxes indicate tested nodes

PIE.5.NF.A.3

Mathematics

Number Sense and Operations in Fractions (NF)

Grade 5

This document provides (a) the target grade-level content standard; (b) three levels of a learning pathway aligned with the learning target; (c) the knowledge, skills, and understandings associated with each level; and (d) a map view of the full learning pathway.

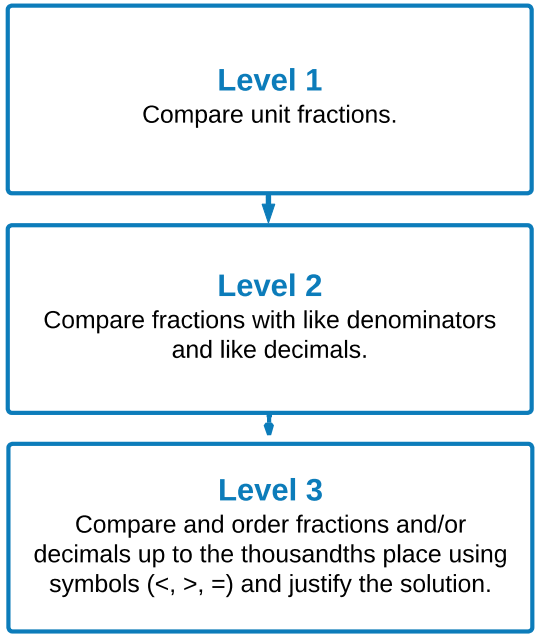
Learning Target

5.NF.A. Understand the relationship between fractions and decimals (denominators that are factors of 100).

3. Compare and order fractions and/or decimals to the thousandths place using the symbols >, = or <, and justify the solution.

Learning Pathway in Three Levels

The learning pathway presents three vertical levels that consist of knowledge, skills, and understandings that build toward and meet the learning target. **Level 1** represents emerging concepts and skills related to the learning target. **Level 2** represents concepts and skills approaching the learning target. **Level 3** represents the learning target and aligns with the grade-level content standard.



Learning Pathway Map

PIE.5.NF.A.3

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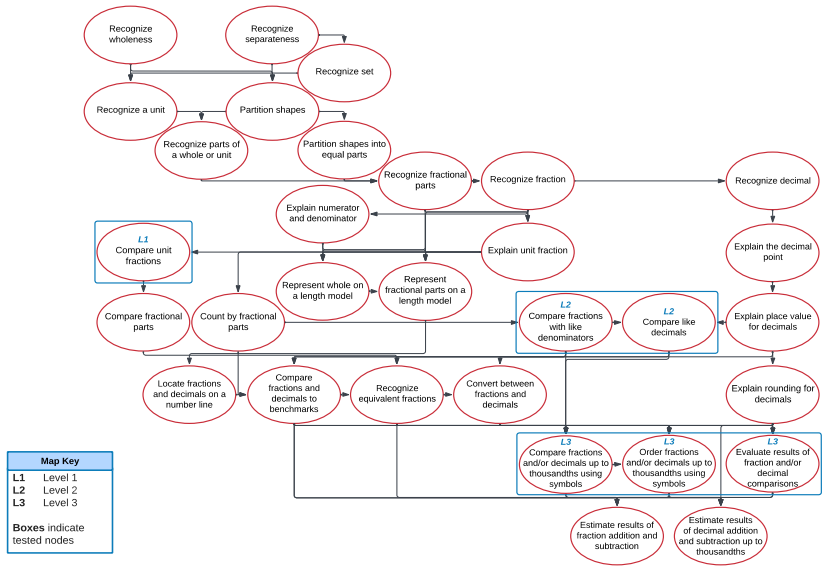
Level 1
Compare unit fractions.

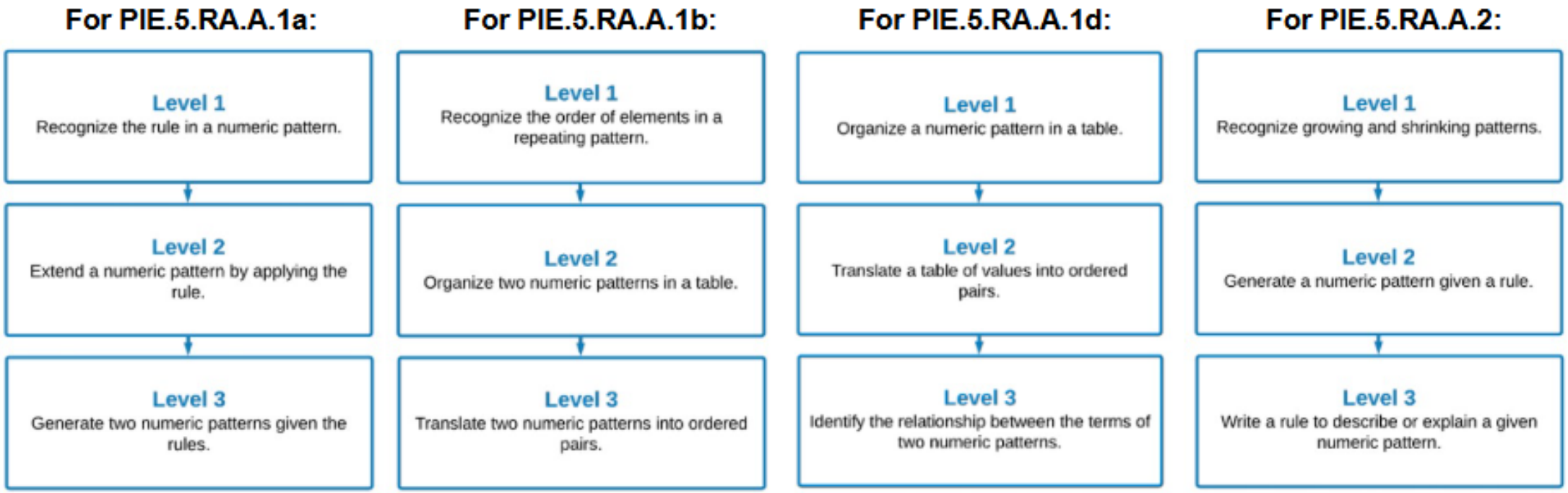
Level 2
Compare fractions with like denominators and like decimals.

Level 3
Compare and order fractions and/or decimals up to the thousandths place using symbols (<, >, =) and justify the solution.

PIE.5.NF.A.3 Learning Pathway Map View

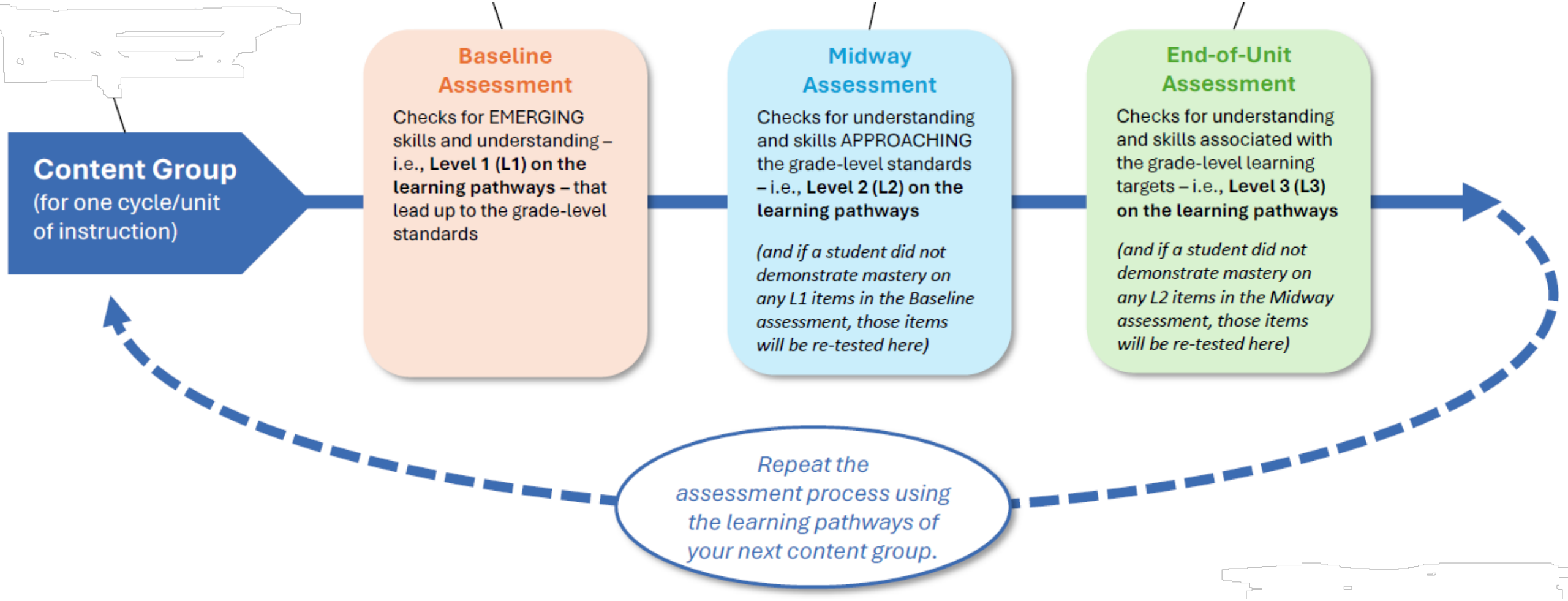


One Example Content Group with Pathway Levels



Four learning pathways in Ginnie's "*Number Patterns*" content group

Instructionally Embedded Assessment Cycle



CLASSROOM ASSESSMENT LITERACY

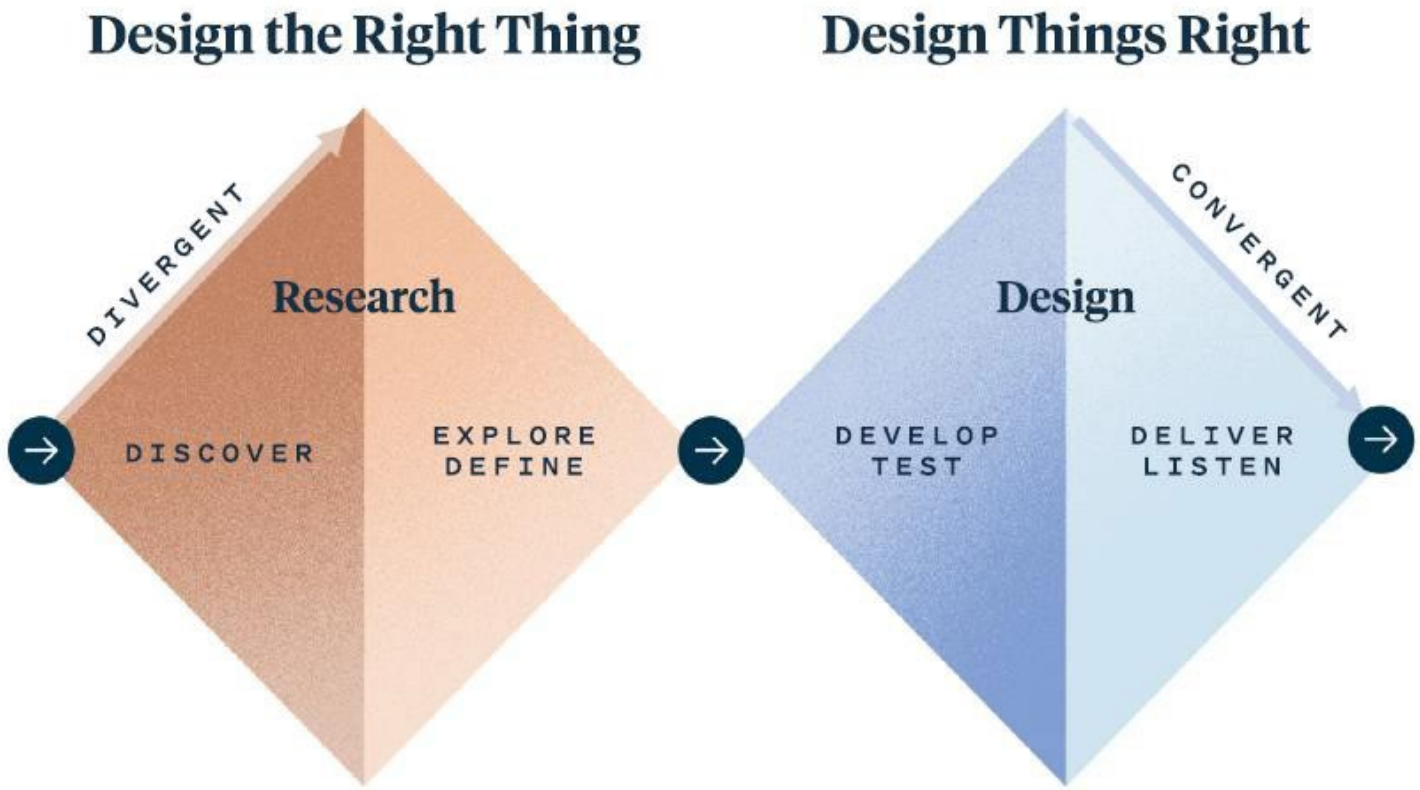
- An assessment system is useful only when educators understand how and when to use it, interpret its results, and apply results to their instruction.
- Given that the PIE approach is different from current practice, effective professional learning that covered the fundamental concepts necessary for administering instructionally embedded assessments and using the diagnostic results they produce, was critical to classroom utility.

Professional Learning:
The Design and Development Process

A Model for Design:

The “Double Diamond”

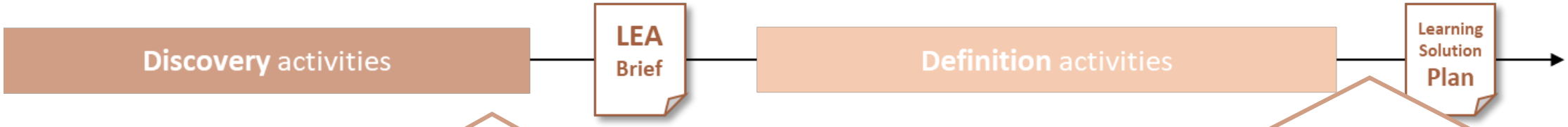
1. Discover
2. Define
3. Develop
4. Deliver (and listen)



Graphic adapted from Maestro. The Double Diamond Framework is a classic model developed by The Design Council.

The Research Diamond

Time is taken at the beginning of a project to **discover** how professional learning can contribute, **explore** options, and **define** an appropriate learning solution:



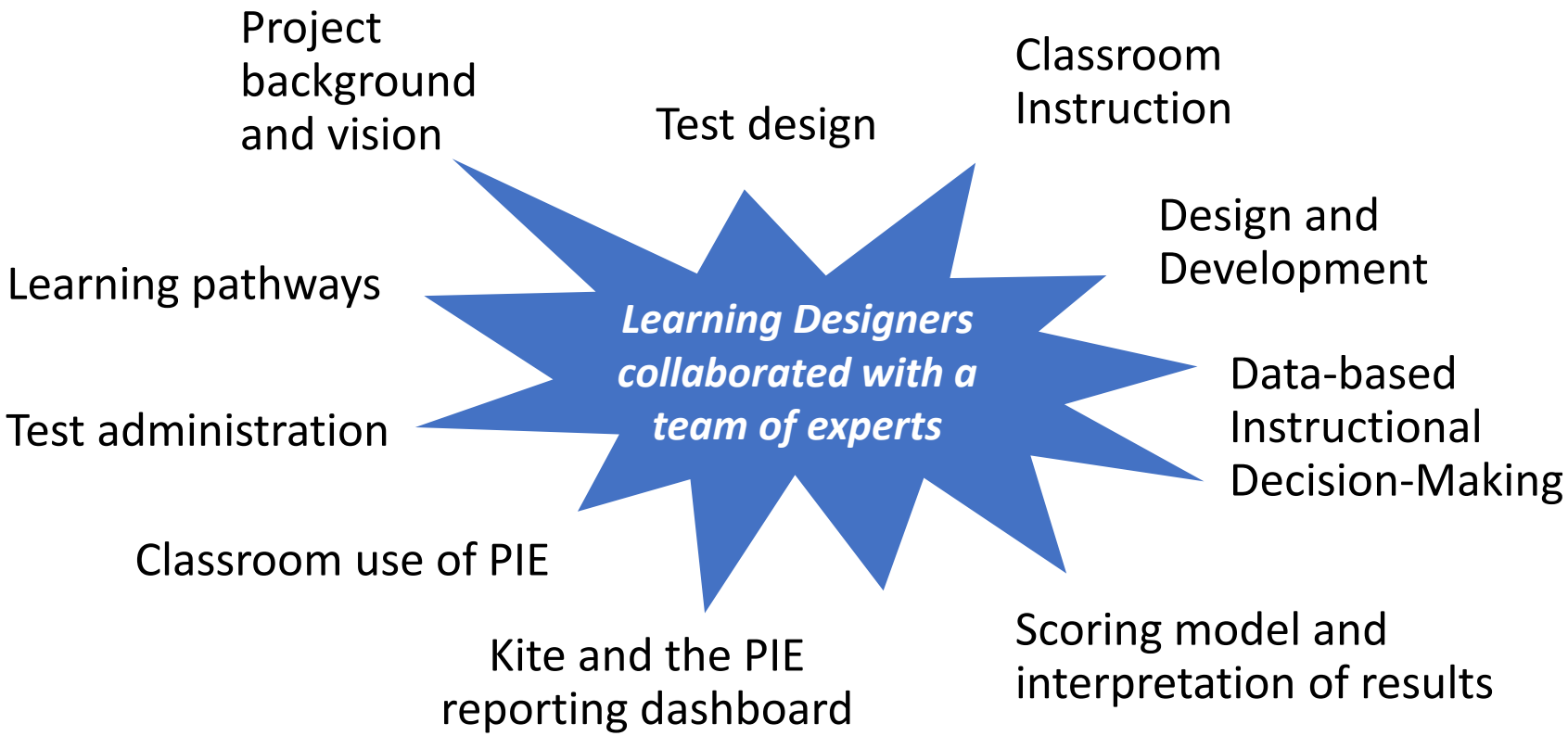
Learning Environment Analysis:

- The nature of the performance need/challenge
- The population of end-users (teachers)
- The context/constraints

Learning Solution Plan:

- Performance-based learning objectives
- The learning architecture
- A timeline for development
- Subject matter experts
- A plan for delivery

A Wide Array of Expertise Among Collaborators Define and Develop



Professional Learning:

Teacher Focus Groups – Step 3: Develop

We Asked About:

Content Clarity and Effectiveness

Learner Engagement

Module Functionality and Accessibility

Professional Learning:

Teacher Focus Groups Feedback

Supportive:

- ✓ Module has a good flow and a logical sequence.
- ✓ Module is streamlined; information is concise, and there's no extraneous material.
- ✓ Module is easy to navigate.

Constructive:

- ✓ Strengthen message to promote understanding
- ✓ Additional clarification on key concepts
- ✓ More interactive and practical elements
- ✓ Need implementation support

The modules featured all three elements of effective training:

✓ Presentation

1. The Grade-level Content Standards

You will use the set of 25 priority content standards for Grade 5 math included in the PIE project.

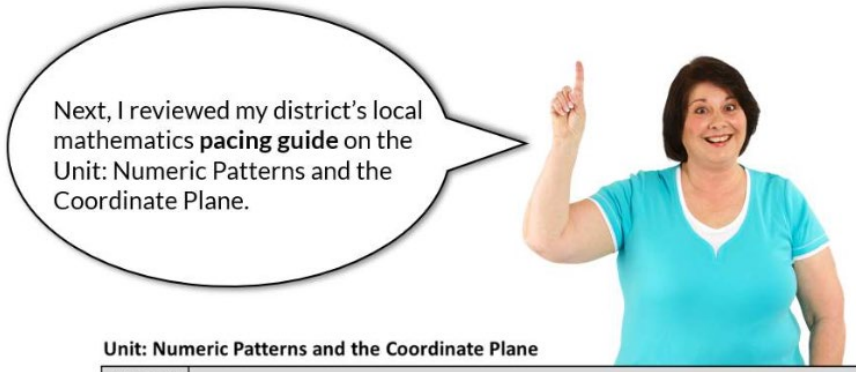
The domains for these standards are:

- Number sense and operations in fractions
- Relationships and algebraic thinking
- Geometry and measurement
- Data and statistics

Note that there are four priority standards not included in PIE:

5.GM.C.6b, 5.GM.C.6c, 5.GM.C.6d, and 5.GM.D.9

✓ Demonstration

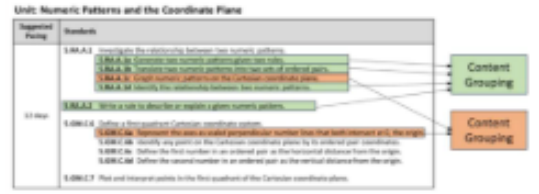


Unit: Numeric Patterns and the Coordinate Plane

Suggested Pacing	Standards
12 days	**5.RA.A.1** Investigate the relationship between two numeric patterns. **5.RA.A.1a** Generate two numeric patterns given two rules. **5.RA.A.1b** Translate two numeric patterns into two sets of ordered pairs. **5.RA.A.1c** Graph numeric patterns on the Cartesian coordinate plane. **5.RA.A.1d** Identify the relationship between two numeric patterns. **5.RA.A.2** Write a rule to describe or explain a given numeric pattern. **5.GM.C.6** Define a first quadrant Cartesian coordinate system. **5.GM.C.6a** Represent the axes as scaled perpendicular number lines that both intersect at 0, the origin. **5.GM.C.6b** Identify any point on the Cartesian coordinate plane by its ordered pair coordinates. **5.GM.C.6c** Define the first number in an ordered pair as the horizontal distance from the origin. **5.GM.C.6d** Define the second number in an ordered pair as the vertical distance from the origin. **5.GM.C.7** Plot and interpret points in the first quadrant of the Cartesian coordinate plane.

✓ Practice

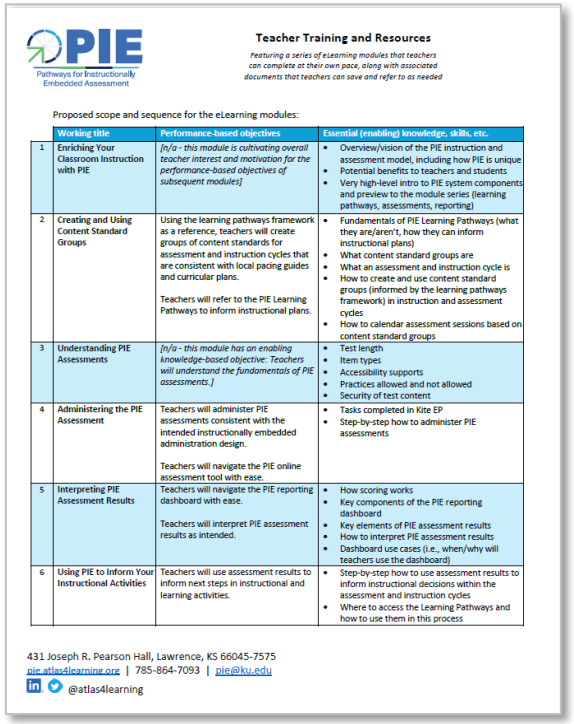
Draft your content groups.



As you relate the learning pathways to your local pacing guide, identify natural bundles of two to five standards that make sense to cluster or teach in conjunction with one another, or are instructionally integral to one another, or are linked together in meaningful ways for instructional purposes.

Continue doing this until you draft a full set of content groups that address all of the learning pathways. Then, check for consistency and make adjustments as needed to finalize your content groups.

The Learning Solution: **Scope & Sequence**



PIE
Pathways for Instructionally Embedded Assessment

Teacher Training and Resources

Featuring a series of eLearning modules that teachers can complete at their own pace, along with associated documents that teachers can save and refer to as needed

Proposed scope and sequence for the eLearning modules:

	Working title	Performance-based objectives	Essential (enabling) knowledge, skills, etc.
1	Enriching Your Classroom Instruction with PIE	*[n/a - this module is cultivating overall teacher interest and motivation for the performance-based objectives of subsequent modules]*	• Overview/vision of the PIE instruction and assessment model, including how PIE is unique • Potential benefits to teachers and students • Very high-level intro to PIE system components and preview to the module series (learning pathways, assessments, reporting)
2	Creating and Using Content Standard Groups	Using the learning pathways framework as a reference, teachers will create groups of content standards for assessment and instruction cycles that are consistent with local pacing guides and curricular plans. Teachers will refer to the PIE Learning Pathways to inform instructional plans.	• Fundamentals of PIE Learning Pathways (what they are/aren't, how they can inform instructional plans) • What content standard groups are • What an assessment and instruction cycle is • How to create and use content standard groups (informed by the learning pathways framework) in instruction and assessment cycles • How to calendar assessment sessions based on content standard groups
3	Understanding PIE Assessments	*[n/a - this module has an enabling knowledge-based objective: Teachers will understand the fundamentals of PIE assessments.]*	• Test length • Item types • Accessibility supports • Practices allowed and not allowed • Security of test content
4	Administering the PIE Assessment	Teachers will administer PIE assessments consistent with the intended instructionally embedded administration design. Teachers will navigate the PIE online assessment tool with ease.	• Tasks completed in Kite EP • Step-by-step how to administer PIE assessments
5	Interpreting PIE Assessment Results	Teachers will navigate the PIE reporting dashboard with ease. Teachers will interpret PIE assessment results as intended.	• How scoring works • Key components of the PIE reporting dashboard • Key elements of PIE assessment results • How to interpret PIE assessment results • Dashboard use cases (i.e., when/why will teachers use the dashboard)
6	Using PIE to Inform Your Instructional Activities	Teachers will use assessment results to inform next steps in instructional and learning activities.	• Step-by-step how to use assessment results to inform instructional decisions within the assessment and instruction cycles • Where to access the Learning Pathways and how to use them in this process

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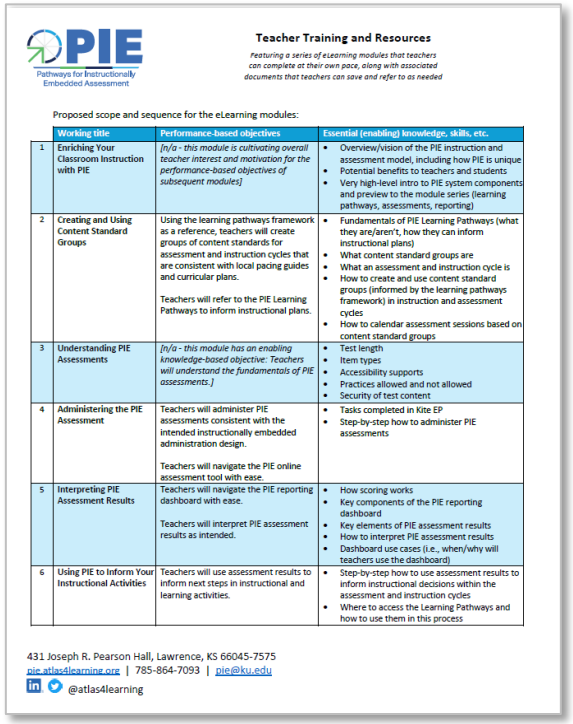
The Learning Solution: **Scope & Sequence (2)**



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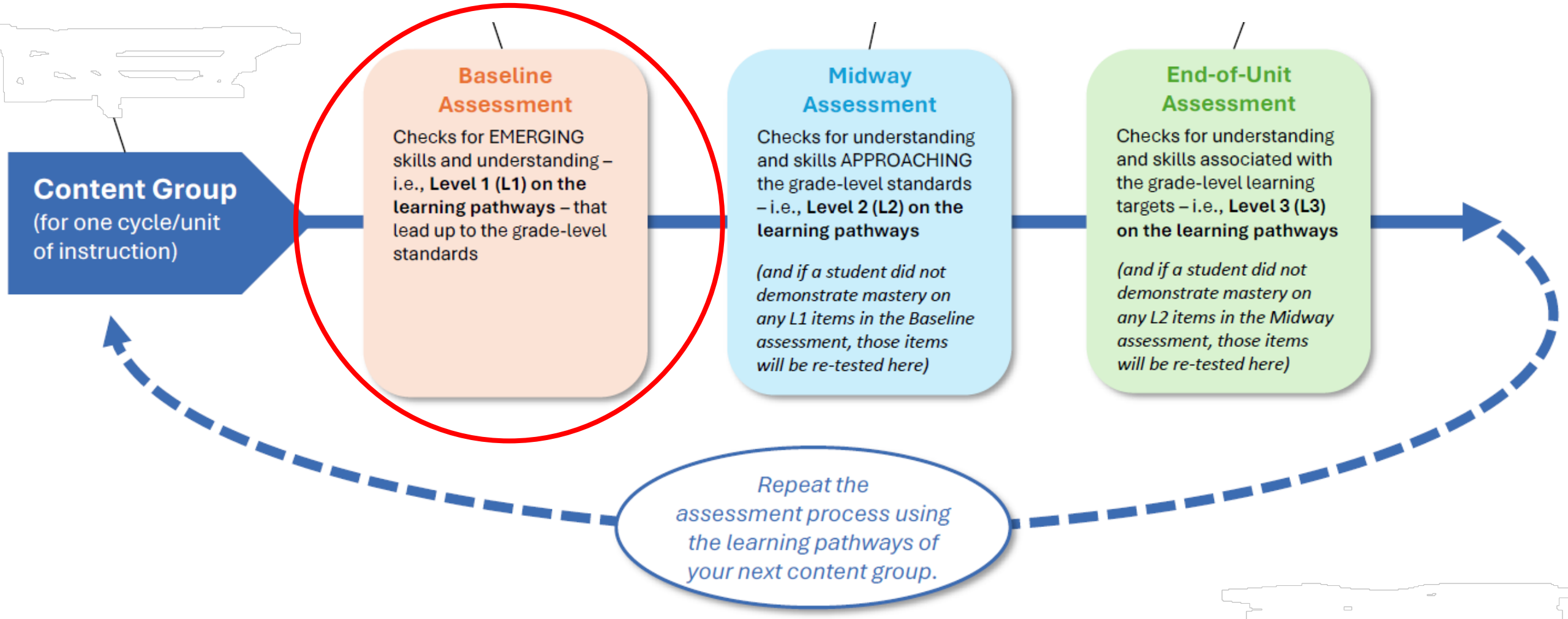
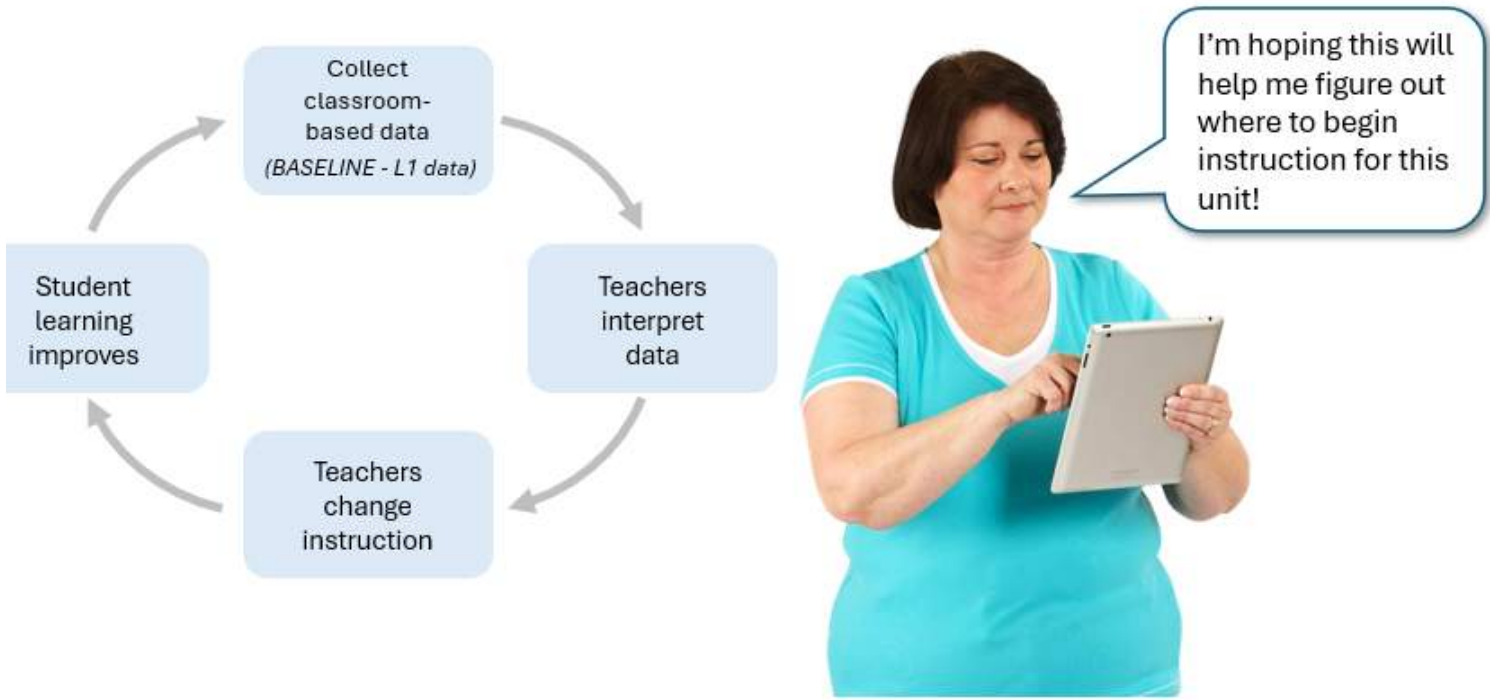


Ginnie administers the PIE Baseline assessment to see where her students are relative to the learning standards of her first content group, "*Number Patterns*."



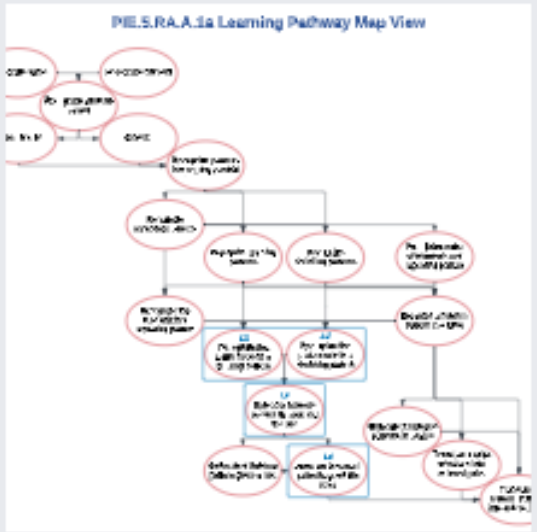
Legend

✓ Mastered | ⊘ Retested/Updated: Mastered | x Not Mastered | ⊗ Retested/Updated: Not Mastered | – Not Yet Assessed

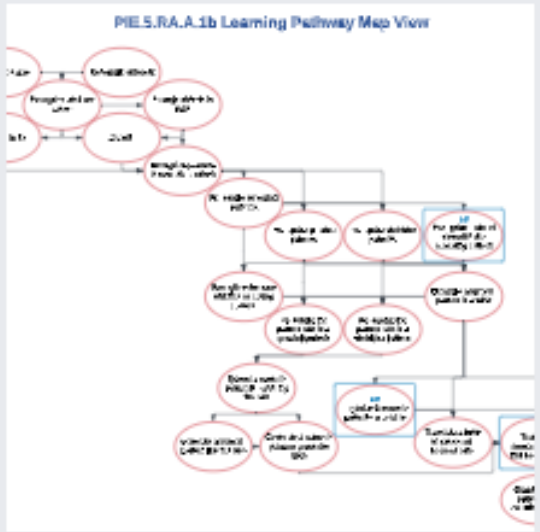
	PIE.5.RA.A.1a			PIE.5.RA.A.1b			PIE.5.RA.A.1d			PIE.5.RA.A.2		
Student	L1	L2	L3	L1	L2	L3	L1	L2	L3	L1	L2	L3
1	✓			x			x			x		
2	✓			x			x			x		
3	x			✓			✓			✓		
4	x			x			x			x		
5	✓			x			x			✓		
6	x			✓			✓			x		
7	x			x			x			x		
8	x			✓			x			x		
9	✓			x			✓			✓		
10	x			✓			x			x		
11	✓			x			✓			✓		
12	x			✓			x			x		
13	x			✓			x			x		
14	x			x			✓			x		
15	✓			x			x			x		
16	x			x			x			x		
17	✓			✓			✓			✓		
18	x			✓			x			x		
19	✓			x			✓			x		
20	x			x			x			✓		
21	x			x			x			✓		
22	✓			x			x			x		
% Mastered	41%			36%			32%			32%		

Time to refer to the PIE Learning Pathways!

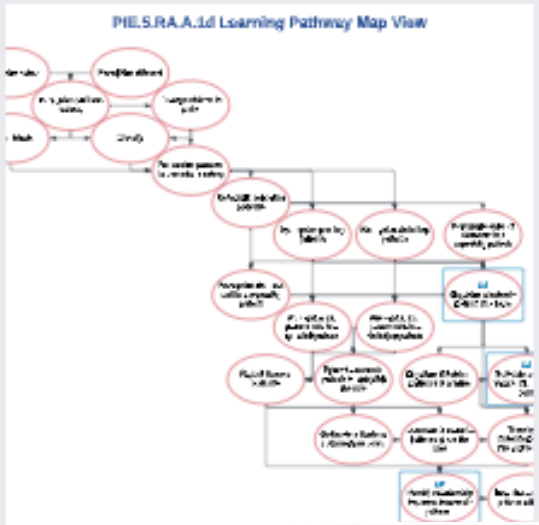
Given that so many of her students did not demonstrate mastery at Level 1, Ginnie reviews the KSUs leading up to and including Level 1 for all the learning pathways in the content group.



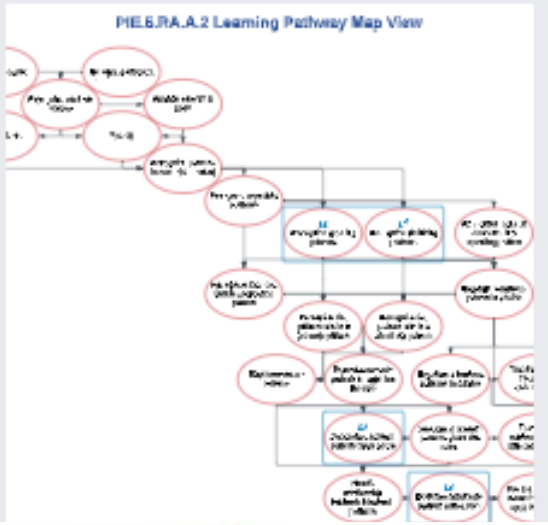
Map view for PIE.5.RA.A.1a



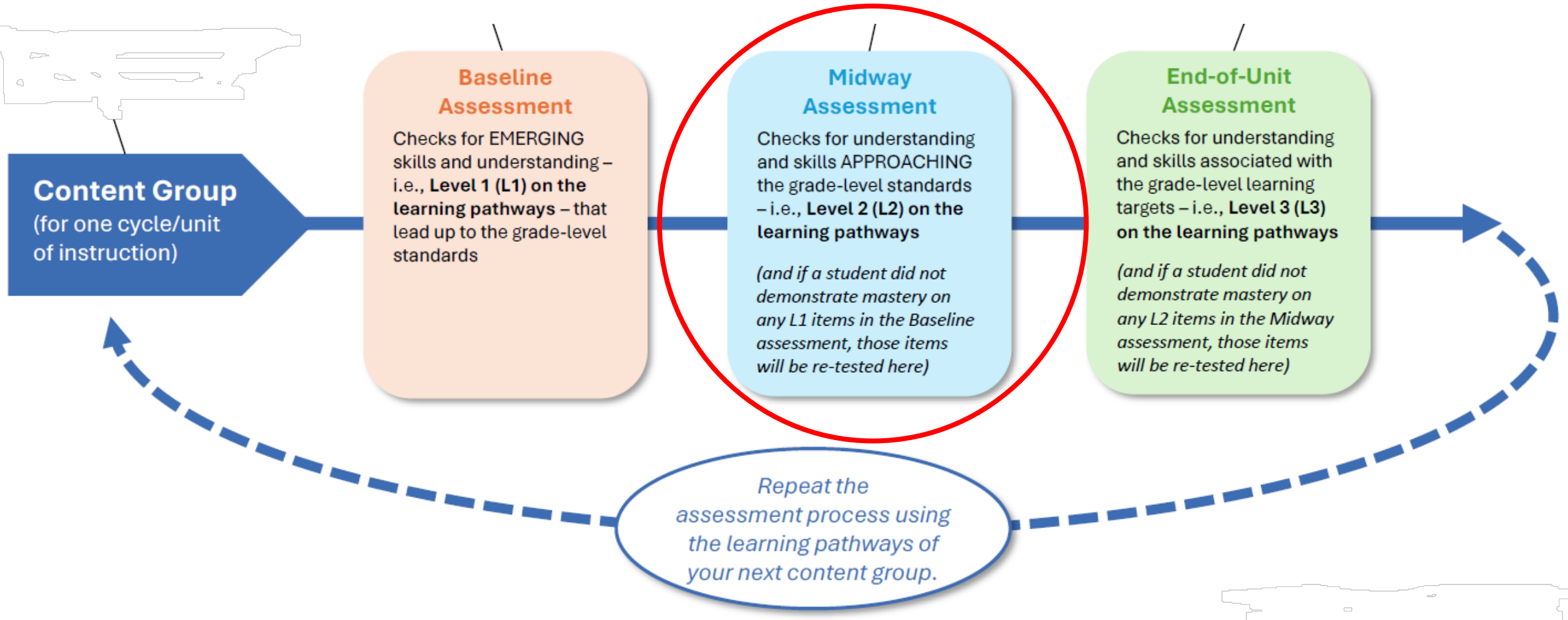
Map view for PIE.5.RA.A.1b



Map view for PIE.5.

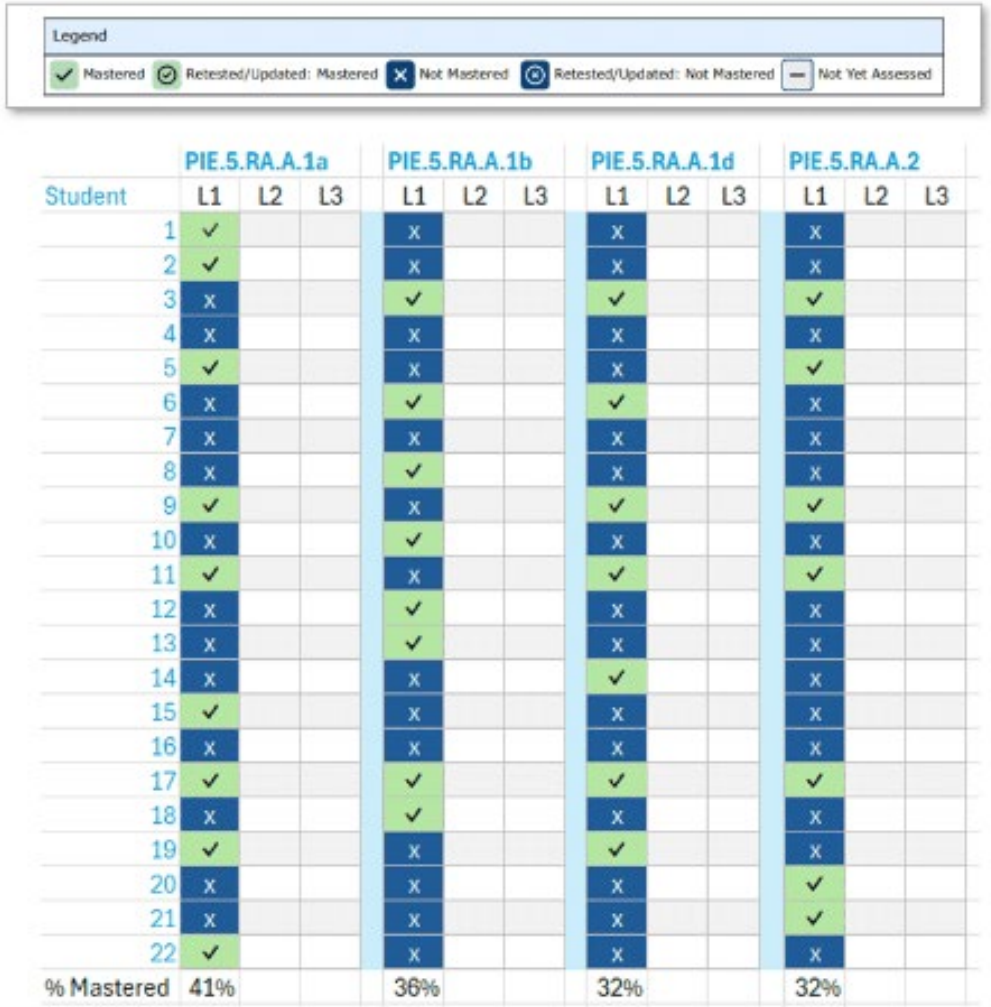


I need to engage my students in instructional activities that collectively target the foundational L1 KSUs in the learning pathways and also advance learning through the L2 KSUs.


Content Group
(for one cycle/unit of instruction)
Baseline Assessment
Checks for EMERGING skills and understanding – i.e., Level 1 (L1) on the learning pathways – that lead up to the grade-level standards
Midway Assessment
Checks for understanding and skills APPROACHING the grade-level standards – i.e., Level 2 (L2) on the learning pathways
(and if a student did not demonstrate mastery on any L1 items in the Baseline assessment, those items will be re-tested here)
End-of-Unit Assessment
Checks for understanding and skills associated with the grade-level learning targets – i.e., Level 3 (L3) on the learning pathways
(and if a student did not demonstrate mastery on any L2 items in the Midway assessment, those items will be re-tested here)
Repeat the assessment process using the learning pathways of your next content group.

Ginnie is wondering if the decisions she made based on the Baseline data worked to support student learning.

Let's compare the results from the Baseline and Midway assessments for Ginnie's class:



Legend: ✓ Mastered; ⊘ Retested/Updated: Mastered; x Not Mastered; ⊗ Retested/Updated: Not Mastered; – Not Yet Assessed

Student	PIE.5.RA.A.1a			PIE.5.RA.A.1b			PIE.5.RA.A.1d			PIE.5.RA.A.2		
	L1	L2	L3	L1	L2	L3	L1	L2	L3	L1	L2	L3
1	✓			x			x			x		
2	✓			x			x			x		
3	x			✓			✓			✓		
4	x			x			x			x		
5	✓			x			x			✓		
6	x			✓			✓			x		
7	x			x			x			x		
8	x			✓			x			x		
9	✓			x			✓			✓		
10	x			✓			x			x		
11	✓			x			✓			✓		
12	x			✓			x			x		
13	x			✓			x			x		
14	x			x			✓			x		
15	✓			x			x			x		
16	x			x			x			x		
17	✓			✓			✓			✓		
18	x			✓			x			x		
19	✓			x			✓			x		
20	x			x			x			✓		
21	x			x			x			✓		
22	✓			x			x			x		
% Mastered	41%			36%			32%			32%		

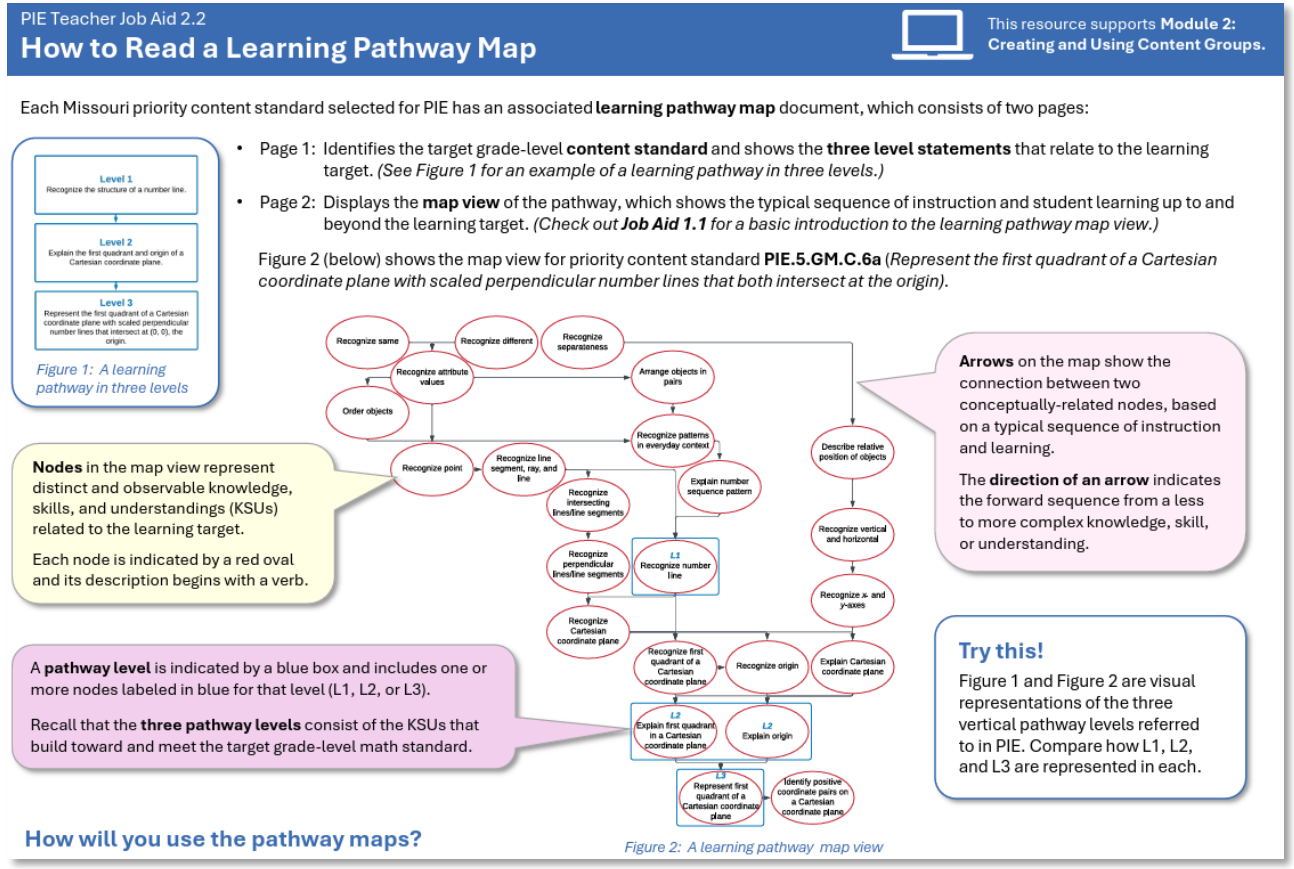
Baseline assessment results for the "*Number Patterns*" content group

Legend: ✓ Mastered; ⊘ Retested/Updated: Mastered; x Not Mastered; ⊗ Retested/Updated: Not Mastered; – Not Yet Assessed

Student	PIE.5.RA.A.1a			PIE.5.RA.A.1b			PIE.5.RA.A.1d			PIE.5.RA.A.2		
	L1	L2	L3	L1	L2	L3	L1	L2	L3	L1	L2	L3
1	✓	✓		⊘	✓		⊘	x		⊗	x	
2	✓	✓		⊘	x		⊘	x		⊘	✓	
3	⊗	x		✓	✓		✓	✓		✓	✓	
4	⊘	✓		⊗	x		⊗	x		⊗	x	
5	✓	✓		⊘	✓		⊘	x		✓	x	
6	⊘	✓		✓	✓		✓	x		⊘	✓	
7	⊗	x		⊘	x		⊘	✓		⊘	✓	
8	⊘	✓		✓	✓		⊗	x		⊗	x	
9	✓	x		⊗	x		✓	x		✓	x	
10	⊘	✓		✓	✓		⊘	✓		⊘	✓	
11	✓	✓		⊘	✓		✓	x		✓	✓	
12	⊘	x		✓	x		⊗	x		⊗	x	
13	⊗	x		✓	x		⊘	✓		⊘	✓	
14	⊘	x		⊘	✓		✓	✓		⊘	✓	
15	✓	✓		⊘	✓		⊘	✓		⊘	✓	
16	⊗	x		⊗	x		⊗	x		⊗	x	
17	✓	✓		✓	✓		✓	✓		✓	✓	
18	⊗	x		✓	x		⊘	x		⊘	x	
19	✓	✓		⊘	x		✓	✓		⊘	✓	
20	⊘	✓		⊘	✓		⊘	x		✓	✓	
21	⊘	✓		⊘	✓		⊘	x		✓	✓	
22	✓	✓		⊘	✓		⊘	✓		⊘	✓	
% Mastered	77%	64%		86%	59%		82%	41%		77%	64%	

Midway assessment results for the "*Number Patterns*" content group

Job Aids



PIE Teacher Job Aid 2.2

How to Read a Learning Pathway Map

This resource supports **Module 2: Creating and Using Content Groups.**

Each Missouri priority content standard selected for PIE has an associated **learning pathway map** document, which consists of two pages:

- Page 1: Identifies the target grade-level **content standard** and shows the **three level statements** that relate to the learning target. *(See Figure 1 for an example of a learning pathway in three levels.)*
- Page 2: Displays the **map view** of the pathway, which shows the typical sequence of instruction and student learning up to and beyond the learning target. *(Check out **Job Aid 1.1** for a basic introduction to the learning pathway map view.)*

Figure 2 (below) shows the map view for priority content standard **PIE.5.GM.C.6a** (*Represent the first quadrant of a Cartesian coordinate plane with scaled perpendicular number lines that both intersect at the origin).*

Figure 1: A learning pathway in three levels

Nodes in the map view represent distinct and observable knowledge, skills, and understandings (KSUs) related to the learning target.

Each node is indicated by a red oval and its description begins with a verb.

Arrows on the map show the connection between two conceptually-related nodes, based on a typical sequence of instruction and learning.

The **direction of an arrow** indicates the forward sequence from a less to more complex knowledge, skill, or understanding.

A **pathway level** is indicated by a blue box and includes one or more nodes labeled in blue for that level (L1, L2, or L3).

Recall that the **three pathway levels** consist of the KSUs that build toward and meet the target grade-level math standard.

Try this!

Figure 1 and Figure 2 are visual representations of the three vertical pathway levels referred to in PIE. Compare how L1, L2, and L3 are represented in each.

How will you use the pathway maps?

Figure 2: A learning pathway map view

1. PIE Learning Pathway Map View
2. PIE Assessment and Instruction Cycle
3. How to Read a Learning Pathway Map
4. How Test Length Relates to Your Content Groups
5. How to Read PIE Assessment Reports
6. Driving Your Instructional Decision-making with Data

VARIETY OF INTERACTIVE COMPONENTS

- Job Aids
- Active links to explore ways reports could be used to support instruction
- Quick quizzes at the end of the modules
  - Able to repeat quiz as needed
  - Prompts provided for each quiz response
- Opportunities to reflect at the end of module and ask questions regarding the content

Implementation and Feedback from Educators

Pilot Study Data

- Total pilot study sample = 55 teachers in 32 schools across 28 districts
  - 1,572 5th grade students

- Feedback about the eLearning course was collected via survey and interviews
  - Survey = 47 teachers
  - Interviews = 8 teachers

Supporting Learning Transfer

- User manuals
- Kite Service Desk
- Communications (project emails, monthly newsletter)
- DESE Office Hours
- On-site visits

Format of the Professional Learning Course

- The format (videos and aids) was helpful, especially for visual learners.
  - “I did not have any trouble transitioning between my training and understanding what to do, because there were enough activities embedded in the training that exactly matched what I was gonna be doing.”
- However, some teachers indicated they would have benefitted from more hands-on experience as part of the training.

Course Content - Creating PIE Content Groups

- Over 95% of teachers agreed or strongly agreed that overall, the PIE training modules and resources/job aids helped them know how to create content groups for assessment and instruction.
- However, some teachers noted that they would have benefited from more training and examples of how to create PIE content groups as this was a new concept for teachers.

Course Content - Implementing Assessment and Instruction Cycles

- Almost 85% of teachers agreed or strongly agreed that the training modules and resources/job aids provided them with the knowledge and skills to implement cycles of assessment and instruction.
- However, some teachers mentioned wanting more information and examples of aligned instructional activities.

Course Content - Using Assessment Data to Inform Instruction

- More than 75% of teachers agreed or strongly agreed that the PIE training modules and resources/job aids helped them understand how to interpret and use data to inform instruction.
- Some teachers indicated that while they had awareness of the concepts or even felt ready to start using results to inform instruction, they felt like they needed more practice or hands-on experience to feel fully prepared.
- A few teachers perceived a gap in content regarding the individual student learning pathway profile.

Learning Transfer

- Participants said they were able to troubleshoot and answer questions that arose by revisiting their training materials, the printed materials they received, or getting support from the PIE administration team. One participant said PIE staff and Service Desk provided good, responsive support.
- Some teachers benefited from working together in teams which they felt supported their shared understanding of the system and what to do.
- Several teachers noted that the technical assistance received from DESE staff was amazing!

Next Steps

- Balance between providing more information in the eLearning course (e.g., more hands-on activities) versus time spent on training activities
  - Additional content groups examples accessible via the course
- **Use teacher activity in the eLearning course to trigger communications about progress, next steps**
- **Community board responses inside the modules once teacher has responded to a prompt**
- **Establishing communities of practice**

Discussion

WHAT ARE YOUR THOUGHTS?

- How can the approach be used to refine or develop solutions that support PL for things like classroom assessment literacy in your district or schools?
- What in the design system gave you pause or made you think more deeply about engaging and learning in PL opportunities?

Don’t forget to log in the mobile app to complete the session survey!

Council of Chief State School Officers
NCSA
National Conference on Student Assessment

THANK YOU

Save the Date - #NCSA2026

Austin, Texas • June 22-24, 2026