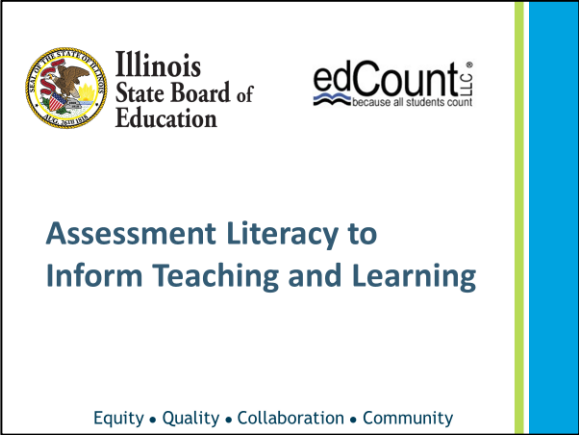




# Assessment Literacy Live Webinar – Educator Handout

Slide	Content	Notes
2	 <p>Illinois State Board of Education</p> <p>edCount<sup>LLC</sup> because all students count</p> <p><b>Assessment Literacy to Inform Teaching and Learning</b></p> <p>Equity • Quality • Collaboration • Community</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

Slide	Content	Notes
8	<div data-bbox="302 298 877 732"> <h3>Webinar Goals</h3> <ul style="list-style-type: none"> <li>▪ Define assessment literacy and describe the common practices of assessment literate educators</li> <li>▪ Communicate the value of using and evaluating a variety of assessment methodologies as a part of classroom instruction</li> <li>▪ Describe how to utilize assessment data intentionally to support student learning, refine instructional practices, and promote equitable student outcomes</li> <li>▪ Provide tools and strategies to support assessment literacy practices in the classroom</li> </ul>  </div>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
9	<div data-bbox="302 829 877 1263"> <h3>Webinar Topics</h3> <ol style="list-style-type: none"> <li>1. Assessment Literacy Overview <ul style="list-style-type: none"> <li>• Origins of Assessment Literacy</li> <li>• Definition and Key Competencies</li> <li>• Purposes and Uses</li> </ul> </li> <li>2. Assessment Evaluation Strategies to Support Instruction <ul style="list-style-type: none"> <li>• Attributes of Assessment Literate Educators</li> <li>• The C.A.R.S Approach</li> </ul> </li> <li>3. Tools and Resources</li> <li>4. Questions and Close Out</li> </ol>  </div>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

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## Content

## Notes

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## Assessment Mythbusters

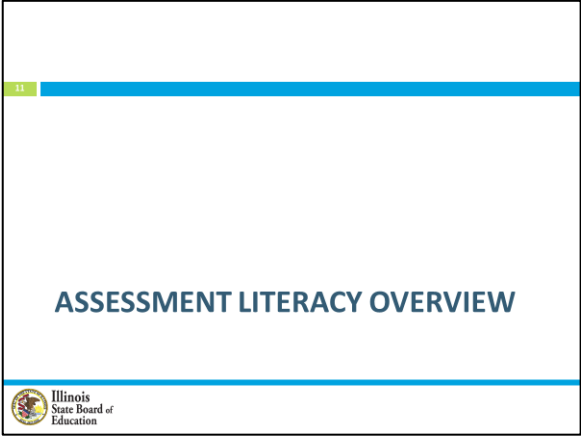
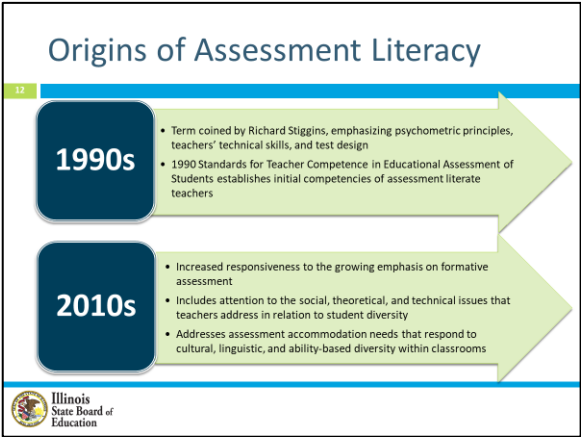
10


- ☐ Assessment Literacy is focused on an educator's ability to read and utilize state and district assessment data to improve practice.
- ☐ A teacher's approach to assessment in their classrooms impacts student motivation, engagement, and growth.
- ☐ A teacher's classroom assessment actions exposes their fundamental beliefs about teaching and learning.
- ☐ Most teachers report feeling prepared for the variety of assessment demands they encounter.
- ☐ Assessment is a force of external accountability, disconnected from the relationship between teacher and student within the classroom.
- ☐ What teachers need to know about assessment depends on grade level and content-areas taught, assessment systems being used within the district, and the requirements of both the district and state.
- ☐ Summative assessment data provides the clearest indicator of student achievement within a learning program.



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| 1. | TRUE | FALSE |
| 2. | TRUE | FALSE |
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11		<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
12		<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

Slide	Content	Notes
13	<div data-bbox="302 298 877 730"> <h3 data-bbox="344 329 779 363">Origins of Assessment Literacy</h3> <ul data-bbox="336 397 844 662" style="list-style-type: none"> <li data-bbox="336 397 844 516">In 2015, the <i>Classroom Assessment Standards for PreK-12 Teachers</i> updates assessment literacy standards <ul data-bbox="359 451 821 516" style="list-style-type: none"> <li data-bbox="359 451 821 475">Include additional guidance on leveraging of assessment results</li> <li data-bbox="359 475 821 516">Maintain support of student learning and include screening student achievement in relation to learning objectives</li> </ul> </li> <li data-bbox="336 524 844 662">Three categories competencies: <ol data-bbox="359 557 844 662" style="list-style-type: none"> <li data-bbox="359 557 844 597">1. <i>Foundations</i>: characterizes guidelines related to assessment purposes, designs, and preparation.</li> <li data-bbox="359 597 844 638">2. <i>Use</i>: encompasses guidelines in terms of examining student work, providing instructional feedback, and reporting</li> <li data-bbox="359 638 844 662">3. <i>Quality</i>: includes guidelines on fairness, diversity, bias, and reflection.</li> </ol> </li> </ul> <div data-bbox="310 683 415 724">  Illinois State Board of Education </div> <div data-bbox="831 704 844 714">13</div> </div>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

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## Key Assessment Literacy Competencies

14

### Foundations

1. Classroom assessment practices should have a clear purpose that supports teaching and learning.
2. Learning expectations should form the foundation for aligning classroom assessment practices with appropriate instruction and learning opportunities for each student.
3. The types and methods of classroom assessment used should clearly allow students to demonstrate their learning.
4. Students should be meaningfully engaged in the assessment process and use of the assessment evidence to enhance their learning.
5. Adequate teacher and student preparation in terms of resources, time, and learning opportunities should be a part of classroom practices.
6. Purposes and uses of classroom assessment should be communicated to students and, when appropriate, parents/guardians.



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## Key Assessment Literacy Competencies

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### Use

1. The methods for analyzing evidence of student learning should be appropriate for the assessment purpose and practice.
2. Classroom assessment practices should provide timely and useful feedback to improve student learning.
3. Analysis of student performance should inform instructional planning and next steps to support ongoing student learning.
4. Summative grades and comments should reflect student achievement of the learning expectations.
5. Assessment reports should be based on a sufficient body of evidence and provide a summary of a student's learning in a clear, timely, accurate, and useful manner.



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## Key Assessment Literacy Competencies

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### Quality

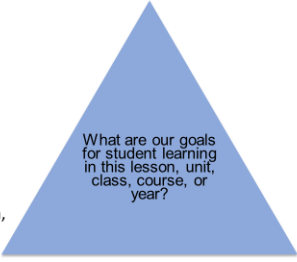


1. Classroom assessment practices should be responsive to and respectful of cultural and linguistic diversity of students and their communities.
2. Classroom assessment practices should be appropriately differentiated to meet the specific educational needs of all students.
3. Classroom assessment practices and subsequent decisions should be free from all factors unrelated to the intended purposes of the assessment.
4. Classroom assessment practices should provide consistent, dependable, and appropriate information that supports sound interpretations and decisions about each student's knowledge and skills.
5. Classroom assessment practices should be monitored and revised to improve their overall quality.





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Slide	Content	Notes
17	<div data-bbox="300 298 877 732"> <h3>Assessment Literacy Purposes and Uses</h3> <div>17</div> <h4>Purposes</h4> <ul style="list-style-type: none"> <li>Develop the skills necessary to evaluate assessment practices and systems for utility/validity</li> <li>Develop the technical skills needed to interpret assessment results in order to use them as a part of regular classroom practice</li> <li>Empower teachers to effectively use a diverse array of assessment practices in their classrooms</li> <li>Equip educators with the tools to make evidence-based decisions within an assessment system</li> </ul>  </div>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
18	<div data-bbox="300 829 877 1263"> <h3>Assessment Literacy Purposes and Uses</h3> <div>18</div> <h4>Uses</h4> <ul style="list-style-type: none"> <li>Discern appropriate assessment methods for various contexts and learning targets</li> <li>Understand, design, administer, and evaluate classroom-based assessments</li> <li>Determine students' progress in achieving the standards</li> <li>Inform the teaching and learning process</li> <li>Improve the instructional effectiveness of programs devoted to helping students learn</li> </ul>  </div>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

Slide	Content	Notes
19	<div data-bbox="302 298 877 732">  <ul style="list-style-type: none"> <li>Standards define expectations for student learning.</li> <li>Curricula and assessments are interpretations of the standards.</li> <li>Evaluation and accountability rely on the meaning of scores.</li> <li>Without clear alignment among standards, curricula, and assessment the model falls apart.</li> </ul> <p><b>Curriculum</b></p> <p><b>Assessment</b>      <b>Instruction</b></p> <p><small>Adapted from National Research Council. (2001). Knowing what students know: The science and design of educational assessment. Committee on the Foundations of Assessment. Pellegrino, J., Chudowsky, N., and Glaser, B., editors. Board on Testing and Assessment, Center for Education, Division of Behavioral and Social Sciences and Education. Washington DC: National Academy Press.</small></p> </div>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
20	<div data-bbox="302 829 877 1263">  <p><b>KNOWLEDGE, SKILLS, AND PRACTICES OF ASSESSMENT LITERATE EDUCATORS</b></p>  </div>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

Slide	Content	Notes
21	<div data-bbox="342 329 779 362">Assessment Literate Educators</div> <div data-bbox="310 380 327 391">21</div> <ul style="list-style-type: none"> <li>• Articulate             <ul style="list-style-type: none"> <li>▪ clear, attainable, and measurable learning targets that align with both the content and cognitive demand implied by standards and curriculum goals</li> <li>▪ their interpretations of assessment results</li> <li>▪ their reasoning about educational decisions made based on assessment results to affected stakeholders</li> </ul> </li> <li>• Distinguish             <ul style="list-style-type: none"> <li>▪ between assessment instruments of high quality and assessment instruments that lack relevance and value (i.e., validity and reliability)</li> </ul> </li> </ul> <div data-bbox="310 683 411 724">            Illinois State Board of Education         </div>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
22	<div data-bbox="342 860 779 893">Assessment Literacy Practice 1</div> <div data-bbox="342 935 394 946">Standard</div> <div data-bbox="422 935 856 1032"> <b>CCSS.Math.Content.5.OA.A.2</b>            Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. <i>For example, express the calculation “add 8 and 7, then multiply by 2” as <math>2 \times (8 + 7)</math>. Recognize that <math>3 \times (18932 + 921)</math> is three times as large as <math>18932 + 921</math>, without having to calculate the indicated sum or product.</i> </div> <div data-bbox="342 1040 394 1052">Learning Target</div> <div data-bbox="422 1040 821 1073">Students will be able to independently write 5 simple expressions by interpreting numerical expressions with a minimum of 75% accuracy.</div> <div data-bbox="342 1081 394 1092">Essential Question</div> <div data-bbox="422 1081 821 1105">How are simple expressions helpful in understanding word problems?</div> <ul style="list-style-type: none"> <li>• What makes the learning targets clear, attainable, and measurable?</li> <li>• How do they align with both the <i>content</i> and <i>cognitive demand</i> implied by standards?</li> </ul> <div data-bbox="310 1214 411 1255">            Illinois State Board of Education         </div>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

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## Assessment Literacy Practice 1


Learning Target		
Students will be able to independently write 5 simple expressions by interpreting numerical expressions with a minimum of 75% accuracy.		
Assessment 1	Assessment 2	Assessment 3
Compose a simple expression that would solve the word problem below.  Lisa lines up all her marbles and sees that she has the product of six and two. Then her friend gives her three more. How many marbles does she have now?	Choose the correct numerical expression for each written statement.  1. The product of eight and six a) $8 + 6$ b) $8 \times 6$ c) $8 - 6$ d) $8 \div 6$  2. The quotient of 20 and four a) $20 + 4$ b) $20 \times 4$ c) $20 - 4$ d) $20 \div 4$  3. Three times the difference between four and two a) $4 - 2 \times 3$ b) $3 \times 4 - 2$ c) $3 \times (4 - 2)$ d) $3 - (4 \times 2)$	Respond to the question using a complete sentence.  Why is it important to be able to write simple expressions?









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## Assessment Literate Educators

24
<ul style="list-style-type: none"><li>Have<ul style="list-style-type: none"><li>the skills to analyze classroom questions, test items, and performance assessment tasks to ascertain the specific knowledge and thinking skills required for students to do them</li><li>a repertoire of strategies for communicating to students what achievement of a learning target looks like</li></ul></li></ul>



Slide	Content	Notes
25	<div data-bbox="342 329 779 362">Assessment Literate Educators</div> <div data-bbox="310 380 331 391">25</div> <ul style="list-style-type: none"> <li>▪ Recognize           <ul style="list-style-type: none"> <li>▪ assessments that are biased and/or contain issues with sensitivity to marginalized groups</li> <li>▪ how valid assessment results can be attained from students with disabilities and English learners</li> <li>▪ appropriate accommodations for specific groups of students that do not result in different or lowered expectations</li> </ul> </li> </ul> <div data-bbox="310 683 411 724">            Illinois State Board of Education         </div>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
26	<div data-bbox="342 860 779 893">Assessment Literate Educators</div> <div data-bbox="310 911 331 922">26</div> <ul style="list-style-type: none"> <li>▪ Understand           <ul style="list-style-type: none"> <li>▪ the different forms of assessment               <ul style="list-style-type: none"> <li>▪ purposes for use</li> <li>▪ benefits and disadvantages</li> <li>▪ student learning outcomes related to standards and goals</li> </ul> </li> <li>▪ how assessments and their consequences have the potential to create both incentives and disincentives for all involved in teaching and learning</li> </ul> </li> </ul> <div data-bbox="310 1214 411 1255">            Illinois State Board of Education         </div>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

Slide	Content	Notes
27	<div data-bbox="302 298 877 732"> <h3>Assessment Literacy Practice 2</h3> <ul style="list-style-type: none"> <li>• Health and Physical Education Assessment</li> <li>• Purpose: diagnostic assessment of students' current physical and health practices</li> <li>• Advantages? Disadvantages?</li> </ul>   </div>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
28	<div data-bbox="302 829 877 1263"> <h3>Assessment Literacy Practice 2</h3> <ul style="list-style-type: none"> <li>• Where do you see potential issues with bias and/or sensitivity to marginalized groups?</li> <li>• How do you propose this teacher gain valid assessment results from students with English learners?</li> <li>• What appropriate accommodations can be made for students with disabilities that do not result in different or lowered expectations?</li> </ul>   </div>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

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## Notes

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### Purposes and Uses of Assessment

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	Purposes of Assessment Gather relevant information related to			
	Instruction (Class)		Accountability (State/District/School/Class)	
Uses	Make decisions about teaching strategies and how well students are learning. <ul style="list-style-type: none"><li>• Are my teaching strategies working?</li><li>• Which is the best way to teach this content?</li></ul>	Check for understanding and identify differentiation needs.  Monitor student learning, progress toward, and engagement in learning goals.	Provide an indication of overall learning at the state, district, school, and class levels.  Provide information about how well the district and/or school is going.	Identify where instructional program strengths and weaknesses occur and inform improvement efforts.  Inform what programs should be expanded, revised, or discontinued.
	Gather specific information about individual student learning. <ul style="list-style-type: none"><li>• What understanding/misunderstanding does this student have?</li></ul>	Develop students' reflective skills.  Inform adjustments or revisions to scope and sequence.	Provide summary impact for educators, policy makers, and stakeholders.  Inform revisions of academic content standards.  Assign student grades.	Identify needs for professional learning and/or local adjustments or changes to scope and sequence.

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### Stakes Related to Assessment Uses

High Stakes	Low Stakes
<ul style="list-style-type: none"><li>• Used for accountability to evaluate student achievement at state/district/school/class levels:<ul style="list-style-type: none"><li>• federal and state accountability</li><li>• districts and schools in need of additional support/improvement</li><li>• teacher effectiveness</li><li>• instructional programs or services</li></ul></li><li>• Used to understand what students know:<ul style="list-style-type: none"><li>• evaluate learning to assign grades</li><li>• determine eligibility for program entry or exit</li><li>• diagnose learning gaps and/or difficulties</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Used to inform instruction in real time:<ul style="list-style-type: none"><li>• guide instruction (i.e., next steps)</li><li>• evaluate instruction</li><li>• inform curriculum scope and sequence</li><li>• monitor student learning</li><li>• encourage student ownership of learning</li></ul></li></ul>




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Bottom line: What we assess, how we assess, and how we communicate the results send a clear message to students about what is worth learning, how it should be learned, what elements of quality are most important, and how well we expect them to perform.

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Slide	Content	Notes
31	<div data-bbox="302 298 877 732"> <p>Assessment Data Informs Instruction</p> <ul style="list-style-type: none"> <li>Assessment data works as a system which collectively comes together to present a full instructional picture</li> <li>THINK: jigsaw puzzle, not slot machine</li> </ul> <div data-bbox="373 521 525 675"> </div> <div data-bbox="613 521 764 675"> </div> <div data-bbox="310 683 415 724"> </div> <div data-bbox="831 704 842 716">31</div> </div>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
32	<div data-bbox="302 829 877 1263"> <p>ASSESSMENT EVALUATION PROCESS TO SUPPORT INSTRUCTION</p> <div data-bbox="310 1214 415 1255"> </div> </div>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>



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33	<p>The CARS Approach</p>  <p>COLLECT ➡ ANALYZE ➡ REFLECT ➡ STRATEGIZE</p> 	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
34	<p>C.A.R.S: Collect</p> <ul style="list-style-type: none"> <li>Focus on collecting information without including interpretation or conclusions</li> <li>Sources of data <ul style="list-style-type: none"> <li>Curriculum map: content, topics, and standards</li> <li>Lesson plans: instructional strategies used</li> <li>Student participation and performance reports</li> <li>Observations during instruction</li> </ul> </li> </ul> 	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

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### C.A.R.S: Collect

35

Guiding Questions for Collecting Data	
<b>Student Progress</b> <ul style="list-style-type: none"> <li>What are the student scores for this assessment?</li> <li>What was the goal or "target" for student performance?</li> </ul>	<b>Curriculum and Instruction</b> <ul style="list-style-type: none"> <li>What instructional strategies did I use?</li> <li>Which content standards were the focus of the lesson/unit?</li> <li>What learning targets have been designed based on these?</li> <li>Which content standards have been identified as "prioritized" by the district or state?</li> </ul>


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### C.A.R.S: Analyze

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- Read the data
  - Draw conclusions about student progress
  - Connect any dots from one assessment to another
- Individual student as well as whole class analysis
- Any external factors beyond the assessment?

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### C.A.R.S: Analyze

17

Guiding Questions for Analyzing Data	
Student Progress	Curriculum and Instruction
<ul style="list-style-type: none"> <li>Is there evidence of growth?</li> <li>Are there any additional contributing factors to consider?</li> <li>What connections do I see between the learning strategies I used and the student data?</li> <li>Where is the class trending toward the learning goal?</li> <li>How does my class compare to other classes?</li> </ul>	<ul style="list-style-type: none"> <li>Is there a concept in the curriculum that is ineffective in achieving success in the standard?</li> <li>Do previously established interventions for support show evidence of working?</li> </ul>


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### C.A.R.S: Reflect

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- Internal quality control tool
  - Student learning progress
  - Instructional impact
- Opportunity to incorporate student and parent feedback on learning progress
  - Any exciting digital tools?

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### C.A.R.S: Reflect

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Guiding Questions for Reflecting on Data	
<b>Student Progress</b> <ul style="list-style-type: none"> <li>What demographic, social, emotional, and/or cognitive considerations need to be made?</li> <li>Do previously established interventions for support show evidence of working?</li> <li>What have students said about their learning experience?</li> </ul>	<b>Curriculum and Instruction</b> <ul style="list-style-type: none"> <li>Are there any changes to instructional practices needed?</li> <li>Is there a concept in the curricular or instructional approach that is ineffective in achieving success in the standard?</li> <li>Is there an area of support I may need as an instructor?</li> </ul>


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### C.A.R.S: Strategize

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- Develop plans for change/adjustments to the curriculum or your own instruction, both proactive and retroactive
- Communication with Stakeholders
  - Students
  - Parents/legal guardian
  - Colleagues (administration, PLC, district leadership)

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**C.A.R.S: Strategize**


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Guiding Questions for Strategizing based on Data	
<b>Student Progress</b> <ul style="list-style-type: none"> <li>• How do I encourage students to take responsibility for their own learning?</li> <li>• What information should I share with parents/guardians?</li> <li>• Is there a way to get students involved in this lesson more?</li> </ul>	<b>Curriculum and Instruction</b> <ul style="list-style-type: none"> <li>• How can this instructional strategy be improved for desired effectiveness?</li> <li>• How can I reshape this lesson to acquire more desired results?</li> <li>• What are some ways my colleagues approach this standard?</li> <li>• Could data be improved if I collaborated with one of my peers?</li> </ul>



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**IN SUMMARY**




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Slide	Content	Notes
43	<div data-bbox="342 329 762 365">Defining Assessment Literacy</div> <div data-bbox="310 380 331 396">43</div> <ul style="list-style-type: none"> <li>Assessment literacy represents the knowledge, skills, and practices necessary to understand, design, administer, and make decisions from a variety of assessments, both formal and informal.</li> <li>Assessment literacy takes into consideration: <ul style="list-style-type: none"> <li>learning goals and targets</li> <li>student needs and current skill level</li> <li>stakeholder interests</li> <li>social and cultural principles and concepts, at both the macro (global) and micro (classroom) levels</li> </ul> </li> </ul> <div data-bbox="310 683 415 724">  Illinois State Board of Education </div>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
45	<div data-bbox="342 860 819 896">Assessment Literacy Understandings</div> <div data-bbox="310 911 331 927">45</div> <ul style="list-style-type: none"> <li>Assessment relates to both teaching and learning. <ul style="list-style-type: none"> <li>integrated, not separate</li> </ul> </li> <li>Students are the key assessment users. <ul style="list-style-type: none"> <li>They use tests to set expectations for themselves (how high to aim and what their likelihood of success is).</li> <li>They link assessments to their constantly emerging sense of academic and self-efficacy.</li> </ul> </li> <li>High-quality feedback from teachers has a direct impact on student learning, motivation, and progress.</li> <li>Unsound testing leads to misinformation for both the teacher and student, such as misdiagnosed learning needs.</li> </ul> <div data-bbox="310 1214 415 1255">  Illinois State Board of Education </div>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

Slide	Content	Notes
46	<div data-bbox="302 300 877 732"> <h3>Value of Assessment Literacy</h3> <p>Being an assessment literate educator empowers you to be able to</p> <ul style="list-style-type: none"> <li>• clearly articulate how you utilize and integrate your knowledge of assessment with your knowledge of pedagogy, content, and learning context</li> <li>• maximize your educational effectiveness and influence on students' learning experience and achievement</li> </ul>  </div>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
47	<div data-bbox="302 833 877 1265"> <h3>Resources</h3> <ul style="list-style-type: none"> <li>• Illinois Assessment of Readiness (IAR)   Reporting Resources (mypearsonsupport.com)</li> <li>• National Council on Measurement in Education. (2016). Glossary of important assessment and measurement terms</li> <li>• Strengthening Claims-based Interpretations and Uses of Local and Large-scale Science Assessment Scores (SCILLSS) Assessment Literacy Modules.  <a href="https://www.scillspartners.org/assessment-literacy-modules/">https://www.scillspartners.org/assessment-literacy-modules/</a> </li> </ul>  </div>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

Slide	Content	Notes										
48	<div><div>48</div><div><h2>CLOSE OUT AND Q&amp;A</h2></div></div>	<div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div>										
49	<div><div>49</div><div><h2>Additional Webinars</h2><table><thead><tr><th>Date Available</th><th>Webinar Title</th></tr></thead><tbody><tr><td>Sept. 28, 2021</td><td>Exercising Assessment Literacy in English Language Arts</td></tr><tr><td>Sept. 28, 2021</td><td>Exercising Assessment Literacy in Mathematics</td></tr><tr><td>Sept. 28, 2021</td><td>Exercising Assessment Literacy for Students with Significant Cognitive Disabilities</td></tr><tr><td>Dec. 7, 2021</td><td>Including Students in Assessment Literacy Practice</td></tr></tbody></table></div></div>	Date Available	Webinar Title	Sept. 28, 2021	Exercising Assessment Literacy in English Language Arts	Sept. 28, 2021	Exercising Assessment Literacy in Mathematics	Sept. 28, 2021	Exercising Assessment Literacy for Students with Significant Cognitive Disabilities	Dec. 7, 2021	Including Students in Assessment Literacy Practice	<div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div>
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50	<div data-bbox="302 298 877 732"> <h3>Contact Information</h3> <hr/> <p>Dr. Sean Clayton  <a href="mailto:sclayton@isbe.net">sclayton@isbe.net</a></p> <p>Daniel Brown  <a href="mailto:dabrown@isbe.net">dabrown@isbe.net</a></p> <hr/>  </div>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
51	<div data-bbox="302 829 877 1263"> <h3>Thank You!</h3> <hr/> <p>Please take a minute to complete our participant satisfaction feedback survey!</p>  <hr/>  <div data-bbox="716 1230 804 1255">51</div> </div>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

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