Interpreting and Responding to Summative Scores for the Classroom Teacher
Welcome & Introductions
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Interpreting and Responding to Summative Scores for the Classroom Teacher

@EducateIN

Indiana Department of Education
We’d like to hear more about you!

In a moment, you will see a poll box appear on your screen.

Please tell us your name, where you are from, and the position you hold.
Presentation: Interpreting and Responding to Summative Scores for the Classroom Teacher
Review of the webinar objectives
Webinar Objectives

• Indiana educators will
  • understand the purposes and appropriate uses of summative data at the classroom level.
  • learn about the structure and components of the ILEARN Individual Student Report (ISR) and class-level reports, and they will be able to make interpretations about the data within the ILEARN reports.
  • gain strategies for communicating with parents, students, and colleagues about the results.
Webinar Topics

• Overview of Research
• Overview of ILEARN ISR and Class-level Reports
• Analytical and Evaluative Approaches for Reviewing ILEARN Data
• Structures and Strategies for the Practical Use of ILEARN Data
• Key Takeaways and Resources
Purpose and uses of summative data
“Traditionally, summative assessment refers to the assessment of learning, which is typically gathered at the end of the unit of study …. Assessment data provides a basis for evidence-based monitoring of student learning progress and may help guide students and teachers as they strive to achieve learning goals…”

- Louis Nadelson, “Are They Using the Data? Teacher Perceptions of, Practices with, and Preparation to Use Assessment Data” (52 – 54)
Purposes of Summative Assessment Scores

- Create policy changes
- Accountability
- Measure learning progress according to standards
- Monitor performance and progress of students or groups
- Distribute resources
- Determine access
- Educator effectiveness
- Assessment of student learning

Summative Test Scores Purposes
Uses of Summative Assessment Scores

- Inform and adjust lesson planning
- Improve student outcomes
- Evaluate and adapt curricula
- Differentiate instruction
- Evaluate pace of instruction
- Guide next steps in instruction
- Support school improvement plans
- Evaluate school and programs
- Identify PD needs
- Provide feedback to students

Summative Test Scores Uses
The research tells us that summative data:

- Is useful at many levels, from the state to the corporation, to the school
- Can support evaluation and validation of curriculum and instructional practices
- Fulfills federal requirements
- Provides evidence of student learning and progress
- In combination with other sources of data (e.g., formative) leads to informed instructional decisions to impact student learning and progress.
- Can be evaluated in the context of professional learning groups to guide practice
The Power and Limitations of the Data
Common Uses of Assessment

Scores

What are our goals for student learning in this lesson, unit, class, course, or year?

Curriculum

Standards define expectations for student learning.

Curricula and assessments are interpretations of the standards.

Evaluation and accountability rely on the meaning of scores.

Without clear alignment among standards, curricula, and assessment the model falls apart.

Stakes Related to Assessment Scores

High Stakes for Educators

Uses for evaluating individuals or groups and accountability:
- evaluate teachers
- evaluate schools or corporations
- evaluate programs or services

High Stakes for Individual Students

Uses for understanding what students know:
- evaluate learning for calculating grades
- determine eligibility for program entry or exit
- diagnose learning difficulties

Low Stakes for Students and Educators

Uses for informing instruction now or for next time:
- guide next steps in instruction
- evaluate instruction
- evaluate curriculum

(Forte, 2018)
Common Misconceptions about Summative Data

A summative assessment for students with significant cognitive disabilities does not provide relevant information.

I can use my ILEARN scores to determine whether or not to place students in accelerated coursework.

Reaching “proficiency” means we are done. (i.e., we no longer need to work on growth)

My summative data doesn’t match what my interim data is telling me, so summative data is irrelevant. (What standards is your interim assessment measuring? What are its parameters of measurement – proficiency or growth?)

We can turn a scale score into a letter grade to go in the gradebook.

An assessment literate individual:
- Understands the types and purposes of assessment;
- Believes that assessment is an essential part of teaching and learning;
- Utilizes data to drive informed decision-making for the success of every child.
What are some of the more common uses of summative assessment data in your school or corporation?
Overview of the ILEARN ISR and class-level reports
Purpose of ILEARN

• Measures student growth and achievement according to Indiana Academic Standards.
• ILEARN is online, computer-adaptive, and aligned to the Indiana Academic Standards.
• Serves as a summative accountability assessment for Indiana students and assesses:
  o English/Language Arts (Grades 3-8)
  o Mathematics (Grades 3-8)
  o Science (Grades 4 and 6)
  o Social Studies (Grade 5)
  o Biology (High School)
  o U.S. Government – Optional (High School)
• Provides valuable data that school and teachers can use to inform teaching practice.
Five Guiding Principles

1. Transparent
2. Student-centered and accessible
3. Technically sound
4. Indiana-aligned
5. Evidence-based
Overview of the ILEARN ISR
The ILEARN Individual Student Report (ISR) provides useful information about students’ growth and proficiency, including:

- Scores,
- Proficiency levels, and
- Comparison groups
Understanding the Components of the ILEARN ISR

- Basic Information and Overall Performance
- Student's Scale Score and Performance Level
- Average Scale Score and Comparison Groups
- Reporting Category
- Content Specific Information
Basic Information and Overall Performance

- **Basic Information**
- **Standardize student score**
  - Determined by the student’s scale score
- **Content-specific measure**
  - Indicates if the student is meeting college and career ready standards

Individual Student Report

How did my student perform on the test?

Test: ILEARN English/Language Arts Grade 6
Date: Spring 2019
Name: Demo, Student A.

Overall Performance on the ILEARN English/Language Arts Grade 6 Test: Demo, Student A., Spring 2019

- Name: Demo, Student A.
- Scale Score: 2710
- Proficiency Level: Above Proficiency
- Reported Lexile® Measure: 700L
- College and Career Readiness Indicator: Yes

Lexile®Information

The Lexile® Framework for Reading is a scientific approach to reading and text measurement. A Lexile® Measure represents a person’s reading ability on the Lexile scale.
Test Scores

- How is information from students’ responses to each item combined with information gained from other items?
- How are these combinations determined and do they represent the measurement target in a comprehensive and balanced manner?

Total score = 2?

(Forte, 2018)
Types of Test Scores

- **Raw Score**: the number of items correctly answered
- **Scale Score**: derived from raw score and equating process
- **Percent Correct Score**: the percent of total possible score points a test taker obtained
- **Performance Level**
- **Percentile Rank**

(National Council on Measurement in Education, 2016)
Items may have different values.

A **raw score** is the sum of the individual item scores.
Common Uses of Assessment Scores

Test equating traditionally refers to the statistical process of determining comparable scores on different forms of an exam. Equating models are used to create a score scale, which accounts for differences in difficulty and reliability across items on the test. Score scales help to address variations in item characteristics and yield scores that can be interpreted in comparable ways across students, sites, test forms, formats, and time. The scale scores that result allow for comparison of one examinee to others and can hold their meaning over time.

(Forte, 2018) (Brennan, 2006)
“Scale scores may aid interpretation by indicating how a given score compares with those of other test takers, by enhancing the comparability of scores obtained through different forms of a test, and by helping to prevent confusion with other scores.”

(AERA, NCME, APA, 2014, p. 95)
For ILEARN, a scale score is used where students’ raw scores are placed on an alternative scale to account for any slight variations in difficulty between test forms.
Student's Scale Score and Proficiency Level

A scale score that falls in the yellow area is approaching proficiency.

A scale score that falls in the blue area is above proficiency.

A scale score that falls in the red area is below proficiency.

A scale score that falls in the green area is at proficiency.

ILEARN Range PLDs

ILEARN Policy PLDs

A detailed description of a student’s proficiency.
### Average Scale Scores on the ILEARN English/Language Arts Grade 5 Test: Demo School 9991 and Comparison Groups, Spring 2019

<table>
<thead>
<tr>
<th>Name</th>
<th>Average Scale Score</th>
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<tbody>
<tr>
<td>Indiana</td>
<td>2427</td>
</tr>
<tr>
<td>Demo Corporation 9999 (9999)</td>
<td>2466</td>
</tr>
<tr>
<td>Demo School 9991 (9999_9991)</td>
<td>2484</td>
</tr>
</tbody>
</table>
How do you use scale scores?

In a few words, describe how you have used scale scores with other assessment reports. How might you use scale scores with ILEARN?
Test Performance Reported in Performance Levels

- Highest Level (e.g., “Advanced”) Performance level description for this level
- Next Highest Level (e.g., “Proficient”) Performance level description for this level
- Next Lowest Level (e.g., “Basic”) Performance level description for this level
- Lowest Level (e.g., “Below Basic”) Performance level description for this level

Higher test scores
More sophisticated performance

Performance Levels

Lower test scores
Less sophisticated performance

Cut scores

The cut scores that differentiate between levels are determined using research-based methodologies that must be documented and described in reports or the technical manual for the test.

(Forte, 2018)
The table and the graph below indicate student performance on individual reporting categories. The black line indicates the student's score on each reporting category. The green rectangle shows the range of likely scores your student would receive if he or she took the test multiple times.

<table>
<thead>
<tr>
<th>Reporting Category</th>
<th>Reporting Category Performance</th>
<th>Reporting Category Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Key Ideas and Textual Support/Vocabulary</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Above</td>
<td><strong>What These Results Mean</strong></td>
<td>Your student can almost always independently interact with literary, informational, historical, and scientific texts. He or she makes complex inferences, analyzes central ideas and how plots unfold and characters change, cites evidence, and interprets the impact of words.</td>
</tr>
<tr>
<td><strong>Next Steps</strong></td>
<td><strong>Ask your student to read a story or nonfiction text and explain how the author develops central ideas, events, and characters. Ask your student to determine the meaning of unfamiliar words and discuss how specific words and phrases shape the text.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Structural Elements and Organization/Connection of Ideas/Media Literacy</strong></td>
<td>At/Near</td>
<td><strong>What These Results Mean</strong></td>
</tr>
<tr>
<td><strong>Next Steps</strong></td>
<td><strong>Ask your student to read two literary forms (e.g., a story and a poem) or two nonfiction texts. Discuss similarities and differences between ideas in the texts. Ask your student to select media in multiple formats (such as text and audio) and to explain the main idea.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td>Below</td>
<td><strong>What These Results Mean</strong></td>
</tr>
<tr>
<td><strong>Next Steps</strong></td>
<td><strong>Ask your student to examine a text of his or her choice and to look closely at how the author organizes the text. Discuss how the author supports main ideas with details. Ask your student to identify words and phrases that show rather than tell.</strong></td>
<td></td>
</tr>
</tbody>
</table>
The table and the graph below indicate student performance on individual reporting categories. The black line indicates the student’s score on each reporting category. The green rectangle shows the range of likely scores you would receive if he or she took the test multiple times.

**Performance on the ILEARN English/Language Arts Grade 6 Test, by Reporting Category: Demo, Student A, Spring 2019**

<table>
<thead>
<tr>
<th>Reporting Category</th>
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<tr>
<td>Writing</td>
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</table>

The domains for a content area are separated into reporting categories shown on the left.
**Reporting Category - Performance**

The table and the graph below indicate student performance on individual reporting categories. The black line indicates the student's score on each reporting category. The green rectangle shows the range of likely scores your student would receive if he or she took the test multiple times.

### Reporting Category Performance

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**What These Results Mean**

- Your student can almost always independently interact with literacy, informational, historical, and scientific texts. He or she makes complex inferences, analyzes central ideas and how plots unfold and characters change, cites evidence, and interprets the impact of words.

**Next Steps**

- Ask your student to read a story or nonfiction text and explain how the author develops central ideas, events, and characters. Ask your student to determine the meaning of unfamiliar words and discuss how specific words and phrases shape the text.

**What These Results Mean**

- Your student can often independently explain how authors structure information, develop points of view, and support ideas with details. He or she can compare how literary and nonfiction texts from different sources, genres, or media approach similar themes and topics.

**Next Steps**

- Ask your student to read two literary forms (e.g., a story and a poem) or two nonfiction texts. Discuss similarities and differences between ideas in the texts. Ask your student to select media in multiple formats (such as text and audio) and to explain the main idea.

**What These Results Mean**

- Your student may need support organizing and fully developing writing for argumentative, informative, and narrative purposes. He or she may need help supporting ideas with facts and details, choosing appropriate words, and using correct punctuation.

**Next Steps**

- Ask your student to examine a text of his or her choice and to look closely at how the author organizes the text. Discuss how the author supports main ideas with details. Ask your student to identify words and phrases that show rather than tell.

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Student’s performance
The white bar within the graphic shows the performance expectation by domain.

The green rectangle reflects the error of measure.

The black bar shows the student's score on each reporting category.

The blue delta/triangle indicates the student is performing above expectations for the particular domain.

The light green partially filled box indicates the student is performing at or near expectations for a particular domain.

The orange stop sign means the student is performing below expectations for a particular domain.
The reporting category descriptions give an interpretation of results and suggested next steps to support the student in that domain.
The content area specific information is information which is unique to the particular subject of the test.
How do you use reporting categories?

How might you use the reporting categories in talking with parents about their child’s performance?
Overview of the ILEARN Class Level Report
Overall Performance of My Students

![Performance on the ILEARN English/Language Arts Test: Demo, Classroom, 2018-2019](image)

Based on data from the ILEARN Spring 2019 administration.

Report Generated: 04/05/2019 4:10:23 PM EST

Indiana Assessment Help Desk

1-800-226-1225
Email: aimeindiahelpdesk@ed.gov
Overall Performance of My Students

The Name column, names each level of review from state to classroom.

Additional class sections can be found here for comparison.
The middle section shows the numerical values for overall student performance at each level, including the number of students tested, the average scale score, and the percent of proficient students at each level.
Overall Performance of My Students

- The right side shows two proficiency level graphics.

The far right graphic shows the number of students at each proficiency level.

The inner graphic shows student proficiency by percent.
This is the class level reporting category report. The reporting category demonstrates how students performed across domains within a content area.

The Name column names each level of review from state to classroom.

Additional class sections can be found here for comparison.

The colored graphic to the far right indicates students’ performance level for each domain. Blue indicates students performing above expectations for a domain; green indicates students that are performing at or near expectations; and orange indicates students that are performing below expectations.

The domains for a content area are separated into reporting categories shown here.
The Name column names each level of review from state to classroom.

Each individual standard.

The legend for interpreting student performance by standard.

Average scale score at each level.

Student performance for each standard.
Overall Performance of My Students

This section shows the basic information and overall performance of each individual student.
How can you use the ILEARN ISR and class level reports?

Share a thought or two about ways the ILEARN ISR and class-level reports can support your teaching practice?
Analytical and evaluative approaches for reviewing ILEARN data
The CARS Approach

COLLECT ➔ ASSESS ➔ REFLECT ➔ STRATEGIZE
Collect

Students

- Sources: ILEARN ISR, classroom-level reports
- Focus on the facts: What do the numbers say?
- How will the data will need to be aggregated and disaggregated?

Curriculum and Instruction

- Sources: lesson plans, planning calendar, curriculum map
- How many standards appear in the report? In what percentage?
- How much time was spent addressing these standards/topics?
- What documented instructional strategies did you use?
Assess

**Students**
- Areas of growth?
- Gaps to be considered?
- Comparison to classroom data?
- Identification of contributing factors?

**Curriculum and Instruction**
- What stands out?
- Any ineffective concepts?
- Effectiveness of interventions?
Reflect

Students

• What student supports can be provided?
• What demographic, social, emotional, and/or cognitive considerations need to be made?
• How will I analyze strengths and obstacles?

Curriculum and Instruction

• What other information needs to be gathered?
• What changes in instruction and/or curriculum have occurred since the previous assessment results?
Strategize

**Growth plan**
- ILEARN ISR, diagnostic assessments, formative assessments
- Critical areas for growth and achievement goals
- Who will monitor the students’ performances? When and how often?

**Communication with parents**
- How will information be provided?
- What opportunities are there for collaboration?

**Action Plan**
- What instruction needs to change?
- Researched-based instructional strategies?
- Student learning connection with specific strategies?
- Who will be responsible? Will they need training?
Structures and strategies for the practical use of ILEARN data
How Can Teachers Use the New ILEARN Student Reports?

- Report Cards
- Formative Assessment
- Classwork
- State Assessment
- Homework
- Attendance

STUDENT PROGRESS
Common Uses of Assessment

Scores
• What worked?
• Target student support
• Educator support

Planning
• Revisions vs. recreating
• Share the wealth
• Celebrate success

Practice
UNDERSTANDING THE ILEARN ASSESSMENT

Individual Student Report

How did my student perform on the test?
Test: ILEARN English Language Arts, Grade 5
Year: Spring 2019
Name: Demo, Student A.

Overall Performance on the ILEARN English Language Arts Grade 5 Test, Demo, Student A, Spring 2019

<table>
<thead>
<tr>
<th>Name</th>
<th>STN</th>
<th>Scale Score</th>
<th>Proficiency Level</th>
<th>Reported Lexile® Measure</th>
<th>College and Career Readiness Indicator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demo, Student A</td>
<td>999999001</td>
<td>2710</td>
<td>Above Proficiency</td>
<td>70QL</td>
<td>Yes</td>
</tr>
</tbody>
</table>

Basic test information

Scale Score: Represents your child’s overall numerical score placed on an alternative scale rather than just using percent correct or a raw score.

Proficiency Level: Indicates which proficiency level your child is placed into based on the overall scale scores.

Reported Lexile® Measure (English/Language Arts only): Represents your child’s reading ability, and serves as a guide in selecting books for your child.

Reported Quantile® Measure (Mathematics only): Represents your child’s mathematical skills, and helps you identify activities to support your child in gaining mathematical skills and understanding.

College and Career Readiness Indicator: Indicates whether your child meets the college-and-career readiness standards.

Based on your child’s ILEARN scale score, he/she is placed into one of the four proficiency levels: Below Proficiency, Approaching Proficiency, At Proficiency, or Above Proficiency. Students performing At or Above Proficiency are on track for college and career readiness.

Your child’s test score can vary if the test is taken several times. His/her knowledge and skills likely fall within a score range and not just at a precise number. Scores are an estimation of your child’s ability.

We encourage you to review these results with your child and his/her teacher. If you have questions about the contents of this report, contact your local school or...
**CARS Action Plan**

<table>
<thead>
<tr>
<th>School:</th>
<th>Department:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher:</td>
<td>Class/Section:</td>
</tr>
<tr>
<td>Assessment:</td>
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</tbody>
</table>

**Reflection Sheet**

<table>
<thead>
<tr>
<th>COLLECT</th>
<th></th>
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<tbody>
<tr>
<td>• What data/results need to be improved?</td>
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</table>

<table>
<thead>
<tr>
<th>ASSESS</th>
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<tbody>
<tr>
<td>• What conclusions can be drawn from this data?</td>
<td></td>
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<tr>
<td>• What contributing factors can you identify as a reason for the results in data?</td>
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<tr>
<th>REFLECT</th>
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<tbody>
<tr>
<td>• What instructional strategies were used?</td>
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<tr>
<td>• Why were these strategies selected?</td>
<td></td>
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<tr>
<td>• What changes/adjustments do you think might be effective?</td>
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</tbody>
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<table>
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<tr>
<th>STRATEGIZE</th>
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</thead>
<tbody>
<tr>
<td>• What actions need to be taken to address learning needs?</td>
<td></td>
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<tr>
<td>• What instructional strategies need to be changed/revised?</td>
<td></td>
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</tbody>
</table>

Based on the entry above, complete the information below.

**SMART Goal:**

________________________________________________________________________________________

________________________________________________________________________________________

**Overall Timeline:**

________________________________________________________________________________________

Interpreting and Responding to Summative Scores for the Classroom Teacher, 2019
<table>
<thead>
<tr>
<th>Action</th>
<th>Timeline</th>
<th>Person/People Responsible</th>
<th>Resources Needed</th>
<th>Assessment Type and Date</th>
<th>Data Collected (Results)</th>
<th>Reflection on results</th>
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Interpreting and Responding to Summative Scores for the Classroom Teacher, 2019

edCount
Key takeaways
Key Takeaways

What are your key takeaways from today’s presentation?

As a result of today’s webinar, what action steps do you plan to take?
Key Takeaways

ILEARN ISR
- Communication with parents and students
- Assessment of teaching practice and student growth

Intentional Approach
- Supported by CARS process
- Facilitate effective data interpretation and action planning

Collegial discussion

....= RESULTS
Question and Answer Session
Webinar Wrap-Up
Resources and References
See supplemental documents.
Additional ILEARN Materials

For access to the materials from this webinar, please visit IDOE's "ILEARN Sample Items and Scoring" page:
https://www.doe.in.gov/assessment/ilearn-sample-items-and-scoring

For access to additional materials related to ILEARN, please visit the Indiana Assessment Portal "Educator Resources" page:
https://ilearn.portal.airast.org/resources/educator-resources/

For access to the online training module for the Online Reporting System, please visit:
https://s3.amazonaws.com/air-org/indiana/Media/Online+Reporting+System+FINAL_Audio_Compressed_SUBT_compress.mp4
Upcoming Webinars

Interpreting and Responding to Summative Scores for the Classroom Teacher
- May 23, 2019 1:00 pm – 2:30 pm
- June 5, 2019 10:00 am – 11:30 am
- July 10, 2019 2:00 pm – 3:30 pm
- July 30, 2019 1:00 pm – 2:30 pm
- August 19, 2019 3:00 pm – 4:30 pm

Interpreting and Responding to Summative Scores for Teachers of Students with Significant Needs
- June 11, 2019 11:00 am – 12:30 pm
- June 18, 2019 10:30 am – 12:00 pm
- July 11, 2019 10:30 am – 12:00 pm
- August 5, 2019 3:00 pm – 4:30 pm
- August 22, 2019 2:30 pm – 4:00 pm

Interpreting and Responding to Summative Scores for School/Corporation Administrators
- June 7, 2019 2:00 pm – 3:30 pm
- June 26, 2019 9:30 am – 11:00 am
- July 22, 2019 10:00 am – 11:30 am
- August 13, 2019 3:00 pm – 4:30 pm
- August 28, 2019 9:00 am – 10:30 am
Contact Information

Kelly Connelly
kconnelly@doe.in.gov

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Thank You!

Please take a minute to complete our participant satisfaction feedback survey!