District-Determined Measures

Short Explanation

Student Learning has always been at the heart of education. Questions such as. "What did my students learn? How much did they learn? And how do I know? These are questions teachers and administrators should be asking daily. District-Determined Measures (DDMs) ensure that all educators have meaningful, timely information to assess student learning.

Malden will Pilot DDMs in the 2013-2014 school year.

Districts will be required to pilot DDMs in five areas:

- Early grade literacy (K-3)
- Early grade math (K-3)
- Middle grade math (5-8)
- High School writing to text
- Traditionally non-test grades & subjects (art, music, PE etc..)

The Department of Education (DESE) will provide a series of resources and support.

Goal of measuring the impact on student learning DDMs will require the following.

- Clarify the important learning objectives for each grade and subject.
- Identify desired learning gains at each grade and subject.
- Identify methods of measuring student learning.
- Distinguish between high, moderate, and low learning gains.

It's no longer just about the teaching it's also about the learning (student and teacher learning opportunities)

It's not just about effort it's also about results (the difference between efforts and results become the discussion)

Building a DDM

Assessments which are valuable to educators measure which students have learned the most important content and skills taught and yield data that can be used to inform instruction.

Questions you ask while building a DDM.

- Is the measured aligned to the content?
- Does it assess what it is most important for the student to do?
- Does it assess what the educator intends to teach?
- Is the measure informative?
- Do results in form the educator about instruction, curriculum, and practice?
- Does it provide valuable information for schools and districts to use?

A good DDM will provide information where the student and help teachers and district see where the district is.

5 Considerations as you implement DDMs.

1. How effectively does the assessment measure growth?
   - DDMs are to determine how much progress did an educators students make relative to the districts expectations for learning for one year.
   - The focus on growth in the context of the DDMs does not require sophisticated statistical approached. For example and end-of-course exams judges learning in relation to course objectives.
2. Is there a common administration protocol?
   - There should be clear instructions and consistency with administration district wide.
3. Is there a common scoring procedure?
   - There should be a consistent method to scoring.
4. How do results correspond to low, moderate, or high growth impact?
   - It should be based on one year student growth.
   - A rating of moderate on a given measure would indicate that on average, the educator's students made one year of progress in one years' time.
   - More than average gains would be rated high, lower than average gains would be rated low.
5. Are DDMs comparable across schools, grades and subject matter district wide?
   - Comparable across schools would pertain to educators in the same role. DESE recommends that educators responsible for teaching the same grade/subject or course use the same DDM.
   - Comparable across grades and subject matter pertains whether DDMs permit educators in different roles to demonstrate a similar range of impact on student learning. School to school, grade by grade district wide comparisons.

Measuring Student Growth with DDMs

DDMs are designed to answer where the question, Where did my students start and where did they end up?

Methods to get that question answered.

- **Pre/Post Testing:** Straight forward approach to measure what the student knew before and after instruction.
  - To estimate growth you compute the difference between the scores.
- **Repeated Measures:** Short measures repeatedly used throughout the year can produce a pattern which can be looked at during the year.
  - To estimate growth you would use graphs to plot student achievement
- **Holistic Evaluation:** Combination of repeated measures and pre/post test to develop a portfolio of student work.
  - Scoring would require rubrics to evaluate student progress.
- **Post Test Only:** More often used with multifaceted performance assessments.
  - In the case where achievement can only be measured once (MCAS) it is critical to include additional information to support the result of the assessment.

Other assessment choices:

Portfolio: Student work collected over time that reflects how instruction has influenced the growth of the student.

Unit Assessments: If given regularly, analyzed and then used to influence instruction can be a valuable assess to student growth.

End of Course Exam: Have the advantage of being aligned to content and can be informative with regards to student achievement.

Capstone Projects: These are large scale student projects that represent a culmination of the work completed in a course.