



Practical and Ethical Assessment During COVID-19: Guidance and Facilitated Conversation

SEE Meeting
November 2020

Welcome

- [Land acknowledgement map](#) ([more information](#) on why we do this)
 - State of Minnesota (using colonizer's English language)
 - Chippewa
 - Ojibwe
 - Sioux
 - Lakota/Dakota
- A bit about us and a disclaimer
 - Heidi Springborg heidispring@gmail.com
 - Annie Mitty ammitty@district287.org

Outcomes

- Attendees will:
 - Be invited to obtain and/or maintain an equity lens; we center anti-racist thinking and practice
 - Consider broad issues in data-based decision making during COVID-19 including special education eligibility/entitlement
 - Gain awareness of specific practical and ethical considerations related to school psychology and standardized assessment
 - Practical suggestions to advocate for students, address disproportionality, and maintain ethical assessment practices

Data-Driven Decision-Making in Schools

We collect data to answer various questions:

- Systems accountability
- Program evaluation
- Instructional decision-making (RtII)
- Eligibility/entitlement
- etc.

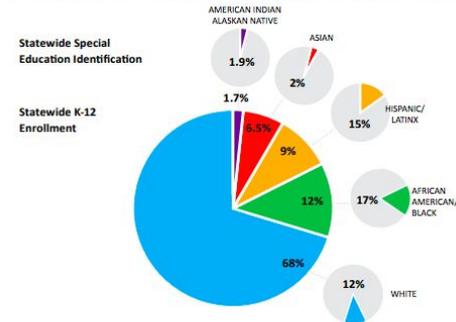
Consider the data collected in your districts:

- MCAs, Access, FastBridge, NWEA, discipline, etc.
- What decisions to those data support?

Disproportionality

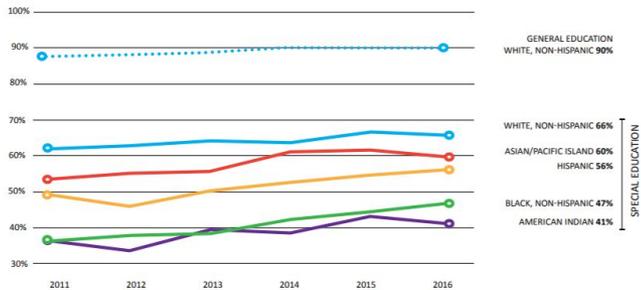
Minnesota Education Equity Partnership (MnEEP) [Policy Brief](#)
 MDE Special Ed Communities of Practice [Project Report](#)

COMPARISON OF STATEWIDE STUDENT POPULATION AND STATEWIDE SPECIAL EDUCATION IDENTIFIED STUDENTS BY RACE



Source: Dangerous Weapons and Disciplinary Incidents Report to the Minnesota Legislature, 2017
 Source: Mid-Minnesota Legal Aid, MN Disability Law Center (a request for data under the Minnesota Data Practices Act, Minn. Stat. §13, dated July 5, 2017)

FIGURE 5
 STATEWIDE FOUR YEAR SPECIAL EDUCATION GRADUATION RATES, 2011–2016



Source: This analysis is based on data that was obtained from the Minnesota Department of Education by the Mid-Minnesota Legal Aid, MN Disability Law Center under the Minnesota Data Practices Act, Minn. Stat. §13 through Minnesota Department of Education (MDE). The data was requested by the Minnesota Disability Law Center under the Minnesota Data Practices Act, Minn. Stat. §13.

Per SEE Membership Information

“...all public school children must have equal access to a high quality education regardless of where they live in Minnesota.”

“...The quality of a child's education must not depend on their zipcode.”

MN Rule 3525.2710 EVALUATIONS AND REEVALUATIONS.

- B. In conducting the evaluation, the district shall:
- (2) not use any single procedure as the sole criterion for determining whether a child is a pupil with a disability or determining an appropriate education program for the pupil; and
 - (3) use technically sound instruments that are designed to assess the relative contribution of cognitive and behavioral factors, in addition to physical or developmental factors.

MN Rule 3525.2710 EVALUATIONS AND REEVALUATIONS (con't)

- C. Each district shall ensure that:
- (1) tests and other evaluation materials used to evaluate a child under this part are selected and administered so as not to be discriminatory on a racial or cultural basis, and are provided and administered in the pupil's native language or other mode of communication, unless it is clearly not feasible to do so;
 - (2) ---
 - (3) any standardized tests that are given to the child have been validated for the specific purpose for which they are used, are administered by trained and knowledgeable personnel, and are administered in accordance with any instructions provided by the producer of such tests;

3525.2710 EVALUATIONS AND REEVALUATIONS.

- C. Each district shall ensure that:
- (6) if an evaluation is not conducted under standard conditions, a description of the extent to which it varied from standard conditions must be included in the evaluation report;
 - (7) tests and other evaluation materials include those tailored to evaluate specific areas of educational need and not merely those that are designed to provide a single general intelligence quotient;

MSPA Non-Regulatory Guidance, 2020: Grounded in NASP Professional Standards

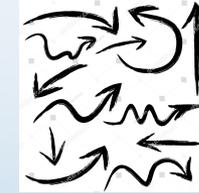
- MDE requested ideas from state orgs
- This was our state association's response for ethically-defensible practice

[Assessment in the Time of
COVID-19-Related School Disruptions](#)

Ethical Considerations (NASP 2020 Professional Standards and Principles for Professional Ethics)

1. Use only research-based practices in assessment (Standard II.3.2)
2. Select assessment procedures that are reliable and valid for the specific student AND the purpose of the assessment, adhering to the procedures for administration articulated by the author or publisher, (Standard II.3.3)
3. Choose assessment instruments with representative, recent, and appropriate norms (Standard II.3.4)
4. Choose only digitally-administered assessments or scoring/interpretation tools that meet professional standards for accuracy and validity (Standard II.3.5)
5. Use a variety of different types of information from different sources (Standard II.3.6)
6. Conduct valid and fair assessments by selecting, administering, and interpreting assessment procedures in light of a student's abilities and developmental, cultural, linguistic and experiential background (Standard II.3.8)
7. Use a representative sample of records when making recommendations based solely on a review of records (Standard II.3.10)
8. Adequately interpret and present findings in clear terms ensuring understanding by stakeholders (Standard II.3.11)

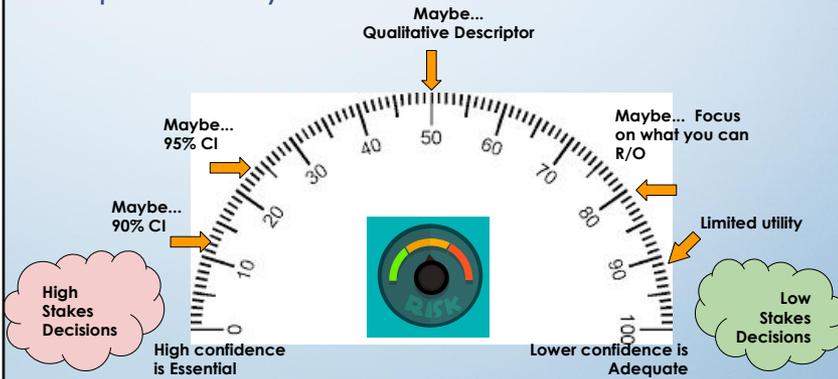
Norm-Referenced Testing



Threats to Validity and Reliability

- Norm sample
- Standardized admin procedures
- Environmental control

The Dial: Validity and Assessment Interpretability



How to Support Students

Encourage your school psychologists to follow the Professional Practices and Principles for Professional Ethics as advanced by NASP

Provide opportunities for your school psychologists to connect with colleagues from around the state

Question "mandates" that compel educators to engage in discriminatory practices

Support proactive solutions for legally and ethically defensible decisions about eligibility/entitlement

Conversation time



Resources

[Social Justice and C-19 \(NASP\)](#)

[Growth Norms and Equity](#)

[Virtual Service Delivery \(NASP\)](#)

[Telehealth Updates \(NASP\)](#)

[Fed Guidance FAQ \(NASP\)](#)

[SLD-Specific Info \(NASP\)](#)

[School Adjustment Risk Matrix \(NASP\)](#)



Additional Resources

California Association of School Psychologists [COVID resources](#), [assessment guidance](#), and [additional assessment resources during COVID-19](#). At the end of this email, I am including a list of tele-health resources listed on the CASP website.

Info from the Illinois School Psychologists Association about [Assessment Considerations during COVID-19](#)

NOTE that the [Tennessee State Department of Education passed emergency rules](#) for this period of school closures, one of which extends the evaluation timeline to 90 days.

The WA Association of School Psychologists provides EXCELLENT guidance [HERE](#) - I encourage you to review pages 12-14, which addresses standardized assessment and tele-assessment. Furthermore, their State Department of Public Instruction is fully supportive of the guidance AND goes further:

Here is [Washington State Department of Public Instruction's](#) guidance on evaluations and reevaluations