

Webinar: What Does It Take to Implement Balanced Assessment Systems?

February 12, 2026, from 2-3 pm ET



Webinar Overview

3 min	Welcome
10 min	Overview of the Practical Guidebook
25 min	District Vignettes
7 min	Panelist Reaction
15 min	Audience Q & A (add your questions to the Q & A as we go along)

Welcome

National Academy of Education

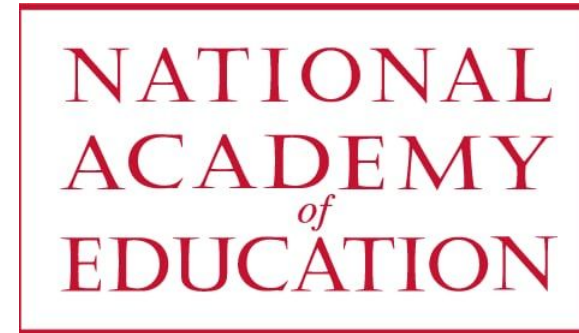
- Amy Berman, Deputy Director, National Academy of Education

Center for Assessment

- Dr. Carla Evans, Associate Director, Center for Assessment
- Dr. Caroline Wylie, Senior Associate, Center for Assessment
- Dr. Erika Landl, Senior Associate, Center for Assessment

District Presenters & Panelist

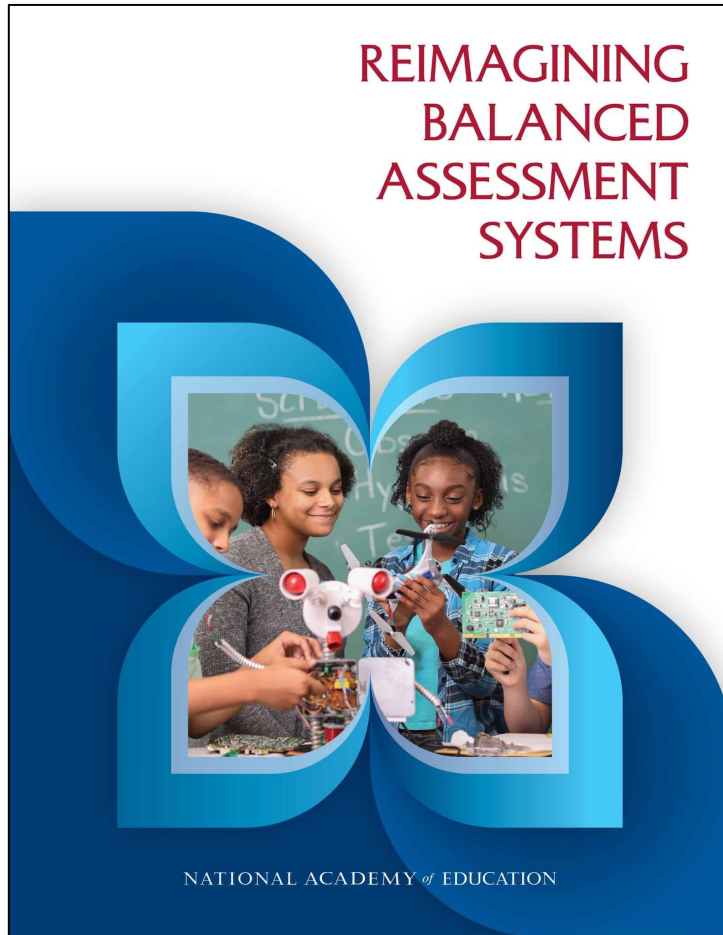
- Dr. Sanée Bell, Assistant Superintendent of Teaching and Learning, Katy Independent School District (Texas)
- Dr. Sasha Klyachkina, District Assessment Manager, Chicago Public Schools (Illinois)
- Dr. Steven Snead, Supervisor of Curriculum & Assessment, Oakland Schools (Michigan)



The National Center for the Improvement of Educational Assessment, Inc. (the Center for Assessment) is a New Hampshire based not-for-profit (501(c)(3)) corporation. Founded in September 1998, the Center's mission is to improve student learning by partnering with educational leaders to advance effective practices and policies in support of high-quality assessment and accountability systems. The Center for Assessment does this by providing services directly to states, school districts, and partner organizations to support state and district assessment and accountability systems. For more on the Center for Assessment, visit www.nciea.org.

The National Academy of Education (NAEd) advances high-quality research to improve education policy and practice. Founded in 1965, the NAEd consists of U.S. members and international associates who are elected on the basis of scholarship related to education. The Academy undertakes research studies to address pressing educational issues and administers professional development fellowship programs to enhance the preparation of the next generation of education scholars. For more on the NAEd, visit www.naeducation.org.

Reimagining Balanced Assessment Systems



Steering Committee

Scott Marion (co-chair), The National Center for the Improvement of Educational Assessment

James Pellegrino (co-chair), University of Illinois at Chicago

Linda Darling-Hammond, Learning Policy Institute

Edward Haertel, Stanford University

Jennifer Randall, University of Massachusetts Amherst

Lorrie Shepard, University of Colorado

James Spillane, Northwestern University

Guillermo Solano-Flores, Stanford University

Jonathan Supovitz, University of Pennsylvania

NAEd staff: *Amy Berman*, Deputy Director

IMPLEMENTING BALANCED ASSESSMENT SYSTEMS:

A Practical Guidebook
for Districts & Schools



Translates the research on balanced assessment systems into practical support and guidance for district and school leaders.

This Guidebook is a companion to the 2024 volume, *Reimagining Balanced Assessment Systems*.

<https://naeducation.org/publication/implementing-balanced-assessment-systems-a-practical-guidebook-for-districts-schools/>

Overview of the Practical Guidebook

Presenters



Dr. Carla Evans
Associate Director
Center for Assessment
cvans@nciea.org



Dr. Caroline Wylie
Senior Associate
Center for Assessment
ecwylie@nciea.org

Co-Authors



Dr. Erika Landl
Senior Associate
Center for Assessment
elandl@nciea.org



Dr. Scott Marion
Principal Learning Associate
Center for Assessment
smarion@nciea.org

IMPLEMENTING BALANCED ASSESSMENT SYSTEMS:

A Practical Guidebook
for Districts & Schools



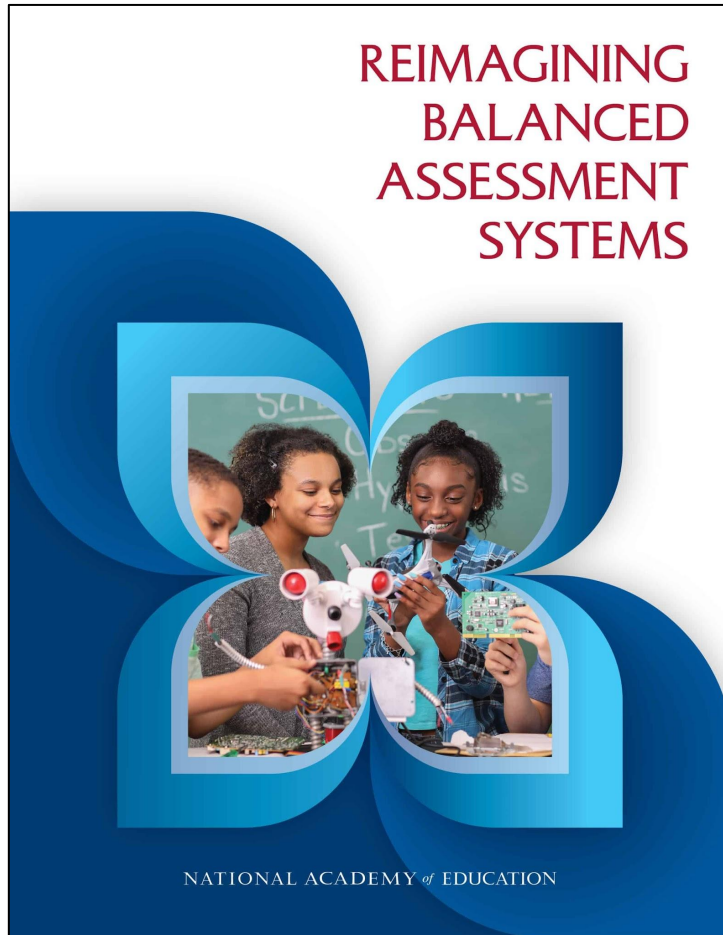
 Center for
Assessment

NATIONAL
ACADEMY
of
EDUCATION

This practical guide was written to help **district and school education leaders** implement the teachings from *Reimagining Balanced Assessment Systems*.

We also intend for **state leaders** to use this guide to best support local education systems move towards more balanced assessment systems.

Definition of Balanced Assessment Systems



“Balanced assessment systems and practices are intentionally designed to provide feedback to students and information for teachers to support rich instructional and learning opportunities... Assessments outside of the classroom, at the district and state level, provide aggregate data to policymakers and education leaders, allowing for the monitoring of educational opportunities and support for high-quality instruction indirectly through the provision of appropriate curricular resources and professional development opportunities.”

Marion, Pellegrino, & Berman (Eds.)(2024), pp. 2-3.

<https://naeducation.org/reimagining-balanced-assessment-systems-project/>

We hope this Practical Guidebook helps translate the research into practical support for leaders and teachers as they engage in this vital work.

It should help practitioners ask and answer the following types of questions...

- ✓ Why do we give the assessments that we do?
- ✓ Are leaders and teachers using the assessment information we are collecting? If so, how? If not, why not?
- ✓ How would we know our assessment system is working as intended and supplying the right information, at the right time, to the right users?
- ✓ How could we improve our assessment system? What practical tools, resources, and guidance are freely available for use?



Table of Contents

Section 1: Why and how to read this practical guidebook

Section 2: Background

Section 3: Threats to balance and practical next steps

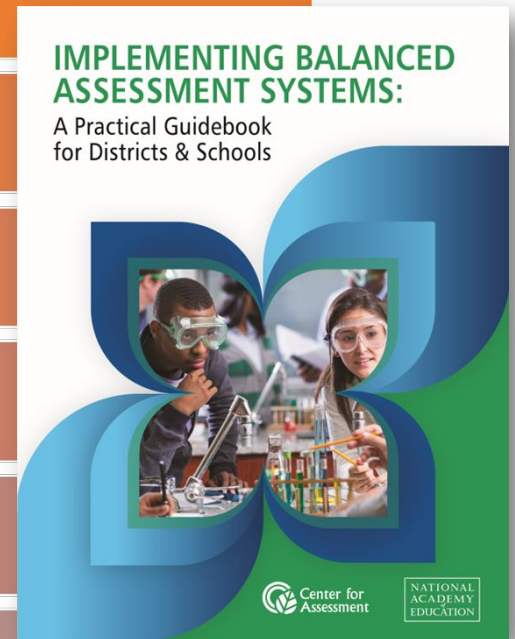
Section 4: District and state vignettes

Section 5: Managing the change process

Appendix A: The role of assessment culture

Appendix B: The importance of an instructional vision

Appendix C: Examining coherence



Nine Threats to Balanced Assessment Systems

Common Threats to Efficiency:

Threat 1: Too much testing overall, particularly early or later in the year

Threat 2: Redundant assessments

Threat 3: Unused assessment results

Common Threats to Usefulness:

Threat 4: No clear match between the assessment purpose, design, and use

Threat 5: Assuming all tests can inform instruction

Common Threats to Coherence:

Threat 6: Inconsistency between assessments and instructional vision

Threat 7: Policies and politics that distort practice

Threat 8: Over-emphasizing the role of summative assessment

Threat 9: Under-emphasizing the role of formative assessment

FIGURE 3-1 Nine threats to balanced assessment systems.

Common Threats to Efficiency

Threat 1

Too much testing overall, particularly early or later in the year

Explanation

No matter how useful assessment is, there is only so much data that leaders and teachers can use. While there is no hard and fast rule about how much testing time is too much, the U.S. Department of Education suggested in non-regulatory guidance that no more than 2% of instructional time should be spent on state testing.¹⁷ It is hard to imagine that many leaders would want to intentionally layer on district- and school-required tests well beyond that threshold. This means that if there is 1 hour of math instruction per day over 180 days of school, then 2% of instructional time is no more than 3.6 hours of state- and district-administered math testing per year.

Beyond the overall amount of testing, when that testing occurs can also be problematic. For example, the amount of testing early or later in the year can become excessive if not carefully monitored. Decisions can be made in silos without considering the totality of assessments already in place. Early elementary students are often bombarded with universal screeners early in the year and prep for the state test later in the year. Elementary and middle school students may take multiple interim assessments early in the year. For multilingual learners or students with disabilities, there are likely additional tests which can result in less instructional time. Similarly, for students in Tier 2 or 3 interventions, the frequency of progress monitoring is an additional layer of testing.

Look-Fors

- Count up the number of instructional minutes the general education student spends taking teacher-, school- or district-required assessments across the four core content areas in each grade. Count everything except day-to-day formative assessment practices. There is no correct answer for the amount of time spent, but interest holders with various perspectives should discuss whether they believe it to be too much or about right.
 - Consider how much time is lost to instruction for assessment. In a school year of about 180 days and a 1 hour math block each day, 18 hours of math testing would mean that a student spent 10% of their possible math instructional time being assessed, and likely more considering time lost to assemblies, field trips, or other school events.
- Look specifically at the number of instructional minutes students in each grade spend taking tests in the first two months of the school year and the last few months across the core content areas. Do interest holders consider this a reasonable trade-off?
 - As part of this, consider the amount of testing from the student perspective. How many assessments are they taking per week, per month—does that seem reasonable? Remember that English language learners, students with disabilities, and students receiving services within multi-tiered systems of support are likely taking more tests in addition to the ones taken by the “general education” student.

Section 4 vignettes that address this threat:

- [Cupertino Union SD](#) recognized that it was time to reevaluate the need for some additional assessments it had adopted during COVID so it could understand what was needed and used.
- [Katy ISD](#) was concerned about the testing burden on students, so it used an assessment system audit to explore those concerns.
- [Connecticut DOE](#) was concerned about the amount of testing taking place in districts. It released a report with strategies for districts to explore.
- [Oregon DOE](#) recognized the burden of excessive testing in the first weeks of kindergarten, so it replaced the state’s kindergarten readiness assessment with a qualitative tool focused on family-teacher dialogue.
- [Pennsylvania DOE](#) was concerned about the amount of testing taking place in districts, so it created an assessment mapping process to help districts examine their system.
- [Wisconsin DPI](#) was concerned about the amount of testing taking place in districts. It worked with state intermediary units to provide district support for assessment audits.

For more information related to this threat, see *Reimagining Balanced Assessment Systems*:

- [Chapter 2](#) (p. 29, Efficiency)
- [Chapter 7](#) (p. 208-209, Local Control; p. 228-230, Local Assessment System Auditing Tools)

Practical Next Steps:

What can a district or school do to investigate and evaluate threats to efficiency?

TABLE 3-1 Possible Strategies, Tools and Resources to Further Explore Common Threats to Efficiency

Threats & Indicators	Strategies	Selected Tools and Resources
<p>Threat 1: Too much testing overall, particularly early or later in the year</p> <p>Threat 2: Redundant assessments</p>	<ul style="list-style-type: none"> ● Information-gathering (e.g., surveys or focus groups with students, teachers or leaders) to explore perspectives on the amount or type of testing, and use or non-use of results 	<p>Open-access tools that support an assessment system auditing process:</p> <ul style="list-style-type: none"> ● Assessment System Review Online Learning Path (2.0 Version) by the Center for Assessment & California Collaborative for Educational Excellence (online modules, videos, and tools) ● Fewer and Better Local Assessments: A Toolkit for Educators (Playbook) by Education First (online toolkit with rubrics and other tools; accompanies Achieve's inventory) ● Student Assessment Inventory for School Districts by Achieve (online inventory tool and guidance document)
<p>Threat 3: Unused assessment results</p>	<ul style="list-style-type: none"> ● Assessment system auditing tools (see the column to the right) 	<ul style="list-style-type: none"> ● Assessment Inventory Project by the Georgia Partnership for Excellence in Education (online inventory tool, facilitation guide, and other resources) ● Assessment Inventory Resource by The Center on Standards & Assessment Implementation (online inventory tool and evaluation criteria with questions)

This pattern repeats through all nine threats to balanced assessment systems organized under the broad categories of efficiency, coherence, and usefulness. Section 3 ends with...

At the end of the day, local education agency leaders may simply ask:

- ***What should we do first?***
- ***How should we start or continue on this journey?***

To answer these questions, we looked back to the *Practical Next Steps* we identified under each Threat to Balance Category and pulled out a few high-leverage actions in Table 3-4.

TABLE 3-4 High-Leverage Actions to Explore Threats to Balance

<p><i>IF</i> you are concerned about the efficiency of your local assessment system because of over-testing or unused or redundant assessment data ...</p>	<p>... <i>THEN</i> we recommend you start with a local assessment system review or audit (see Table 3-1).</p>
<p><i>IF</i> you are concerned about the usefulness of your local assessment system because of a mismatch between assessment design, purpose, and use, and confusion about why all tests don't directly inform instruction ...</p>	<p>... <i>THEN</i> we recommend you start with building the knowledge and skills of your leadership team so they better understand how assessments are designed and how that impacts the intended versus actual use of different types of assessments (see Table 3-2). Leaders are then able to work with teams of teachers and others to critique specific locally used assessments and their design in light of intended purpose and use.</p>
<p><i>IF</i> you are concerned about the coherence of your local assessment system because of inconsistency between the assessments given to students and your district's mission or instructional vision ...</p>	<p>... <i>THEN</i> we recommend you start with either creating or reviewing your district's instructional vision and evaluating the alignment among the curriculum materials, instructional practices, and assessments administered (see Table 3-3 as well as Appendix B and Appendix C).</p>
<p><i>IF</i> you are concerned about the coherence of your local assessment system because policies seem to be shaping practices in ways you don't think are right, or there is an outsized focus on summative assessments ...</p>	<p>... <i>THEN</i> we recommend you learn more about assessment culture and evaluate whether systemic shifts are needed to support the implementation of best practices (see Table 3-3 and Appendix A).</p>

Table of Contents

Section 1: Why and how to read this practical guidebook

Section 2: Background

Section 3: Threats to balance and practical next steps

Section 4: District and state vignettes

Section 5: Managing the change process

Appendix A: The role of assessment culture

Appendix B: The importance of an instructional vision

Appendix C: Examining coherence

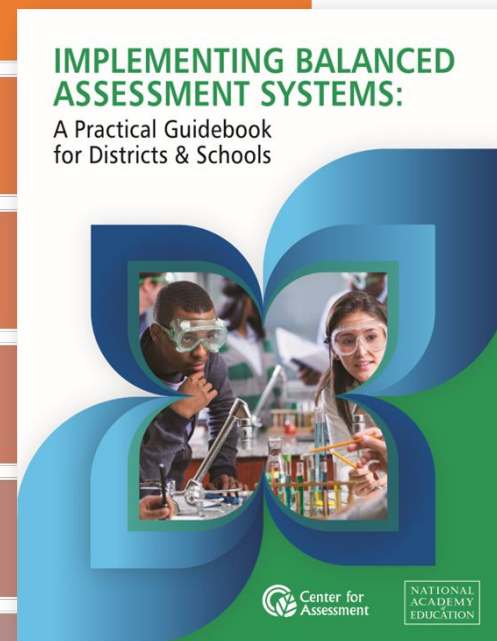


Table of Contents

Section 1: Why and how to read this practical guidebook

Section 2: Background

Section 3: Threats to balance and practical next steps

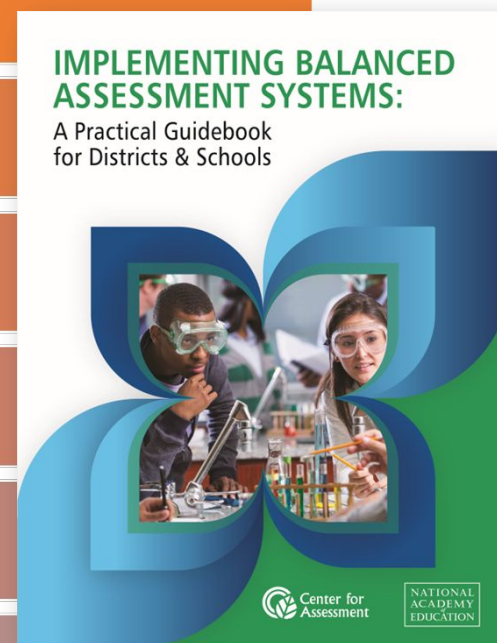
Section 4: District and state vignettes

Section 5: Managing the change process

Appendix A: The role of assessment culture

Appendix B: The importance of an instructional vision

Appendix C: Examining coherence



Background on Vignettes

- After creating the shortlist of the most common threats to balance, **we wanted to check our understanding** against others who we know are working in this area.
- We selected a **purposive sample of district and state education agency leaders** and **interviewed** them for about one hour to get their perspectives on two key questions:
 - Do you agree with these common threats to balance? What do you think is missing, erroneous, or needs to be revised?
 - What have you done as a district or state leader (or worked with others to do) to address one or more of these threats to balance? How did you do that, and what was the result?





The goal of these interviews was to **capture real-life experiences and stories**, infusing what is often a more conceptual or theoretical conversation about balanced assessment systems with **practical examples written as vignettes**.



We don't expect any example to show a perfectly balanced system—**balance exists along a continuum** after all—it is not an on/off switch.



We also do not expect any one example to be comprehensive and cover all threats, but we hope with a **wide range of examples**, districts or schools can identify areas they could tackle to improve balance in their assessment system.

TABLE 4-1 Crosswalk Between Vignettes and Common Threats to Balance

	CCS	CPS	CUSD	HSSD	Katy ISD	CT	OR	PA	WI
Efficiency									
Threat 1: Too much testing overall, particularly early or later in the year			✓		✓	✓	✓	✓	✓
Threat 2: Redundant assessments					✓	✓	✓	✓	✓
Threat 3: Unused assessment results				✓	✓	✓		✓	✓
Usefulness									
Threat 4: No clear match between the assessment purpose, design, and use		✓			✓		✓	✓	✓
Threat 5: Assuming all tests can inform instruction					✓		✓		
Coherence									
Threat 6: Inconsistency between assessments and instructional vision	✓	✓		✓			✓		
Threat 7: Policies and politics that distort practice		✓				✓	✓		
Threat 8: Over-emphasizing the role of summative assessment	✓		✓				✓		✓
Threat 9: Under-emphasizing the role of formative assessment	✓				✓		✓		✓

Notes: CCS=Cañon City Schools; CPS=Chicago Public Schools; CUSD=Cupertino Union School District; HSSD=Howard-Suamico School District; Katy ISD=Katy Independent School District; CT=Connecticut State Department of Education; OR=Oregon Department of Education; PA=Pennsylvania Department of Education; WI=Wisconsin Department of Public Instruction.

We have a table that crosswalks the threats with the district and state vignettes.

Today, you are going to hear from two of these districts:

- Katy ISD (Texas)
- Chicago Public Schools (Illinois)

District Vignettes

District Presenters



Dr. Sane Bell
Assistant Superintendent,
Teaching and Learning
Katy Independent School
District, Texas



Dr. Sasha Klyachkina
Skyline Assessment Manager,
Teaching and Learning
Chicago Public Schools, Illinois

Katy ISD

Texas

Katy ISD

97,000 Students

48 Elementary Schools

28 Secondary Schools

Strategic Design

Katy ISD will support best practices for **utilizing effective assessments** that inspire and **inform purposeful instruction** towards continuous improvement.

Threats

Too much testing overall, particularly early or later in the year.

Not having a clear match between the assessment purpose and design.

Katy ISD

The Assessment Council



Teachers & Leaders

Time in minutes (originally)	Days of instructional time (originally)
2,970	8.25
9,260	25.72
7,190	19.97
8,700	25.16

Assessment Inventory



Common Agreement

Katy ISD

The Assessment Council

Threat

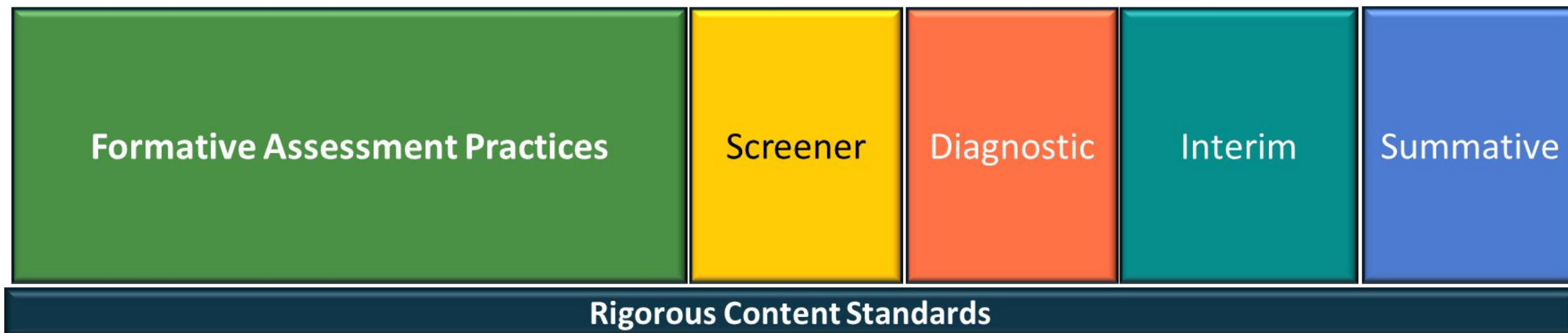
Too much testing overall, particularly early or later in the year.

**In some months, there are
more assessments than
there are days in the month.**

Katy ISD's Balanced Assessment System

Assessment **FOR** Learning

Assessment **OF** Learning



Katy ISD

Identify Purpose

Threat

Not having a clear match between assessment purpose and design.

Summative

<u>TEKS 4.1</u>	<u>TEKS 4.3</u>	<u>TEKS 4.7</u>
DOK 3	DOK 3	DOK 3
<u>TEKS 4.1A</u>	<u>TEKS 4.4</u>	<u>TEKS 4.7B</u>
DOK 2	DOK 2	DOK 2
DOK 3		
<u>TEKS 4.2</u>	<u>TEKS 4.5</u>	<u>TEKS 4.8</u>
DOK 3	DOK 3	DOK 3
<u>TEKS 4.2B</u>	<u>TEKS 4.6</u>	<u>TEKS 4.9</u>
DOK 3	DOK 2	DOK 2

Formative

<u>TEKS 4.3</u>	<u>TEKS 4.4</u>
DOK 1	DOK 1
DOK 2	DOK 1
DOK 2	DOK 2
DOK 3	DOK 3
<u>TEKS 4.5</u>	
DOK 1	DOK 1
DOK 2	DOK 3

Katy ISD

Making Change!

Practical Next Steps

- Support leaders in understanding the purpose of each assessment.
- Teach into the role of formative assessment to drive instructional adjustments.
- Take a collaborative approach to teaching the balanced assessment system and the use of data that comes from it.

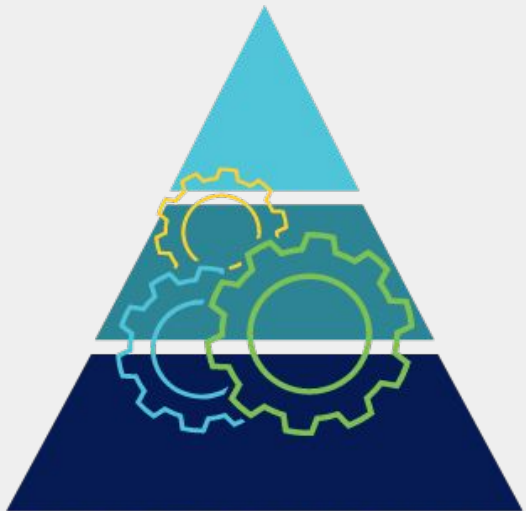
Coherence Through Curriculum-Embedded Assessment

Sasha Klyachkina

aklyachkina@cps.edu

Skyline Assessment Manager

Chicago Public Schools



STUDENT ASSESSMENT & MTSS



CPS Context

325,305

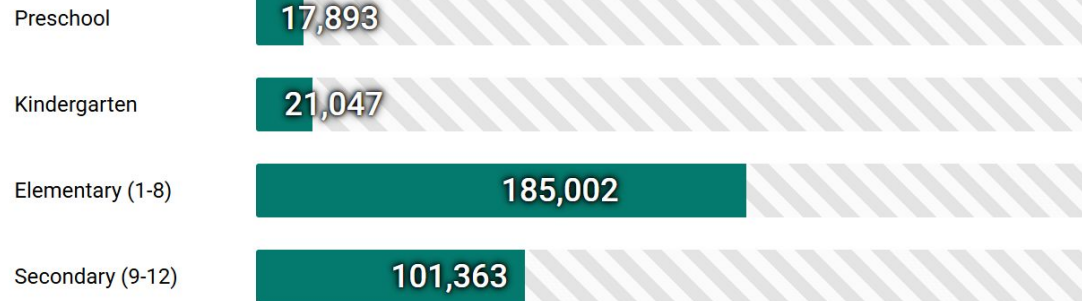
Number of students enrolled at start of school year 2024-2025.

634

Number of schools, including district-run, charter, contract, and SAFE schools.



Student Enrollment

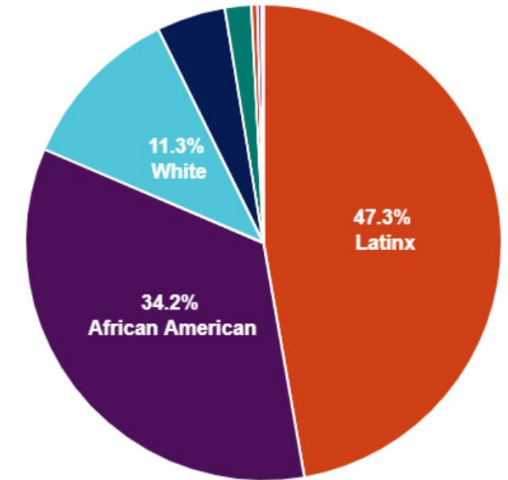


Additional Student Information

Economically Disadvantaged Students	71.6%
English Learners (EL)	27.3%
Students with Disabilities	16.4%

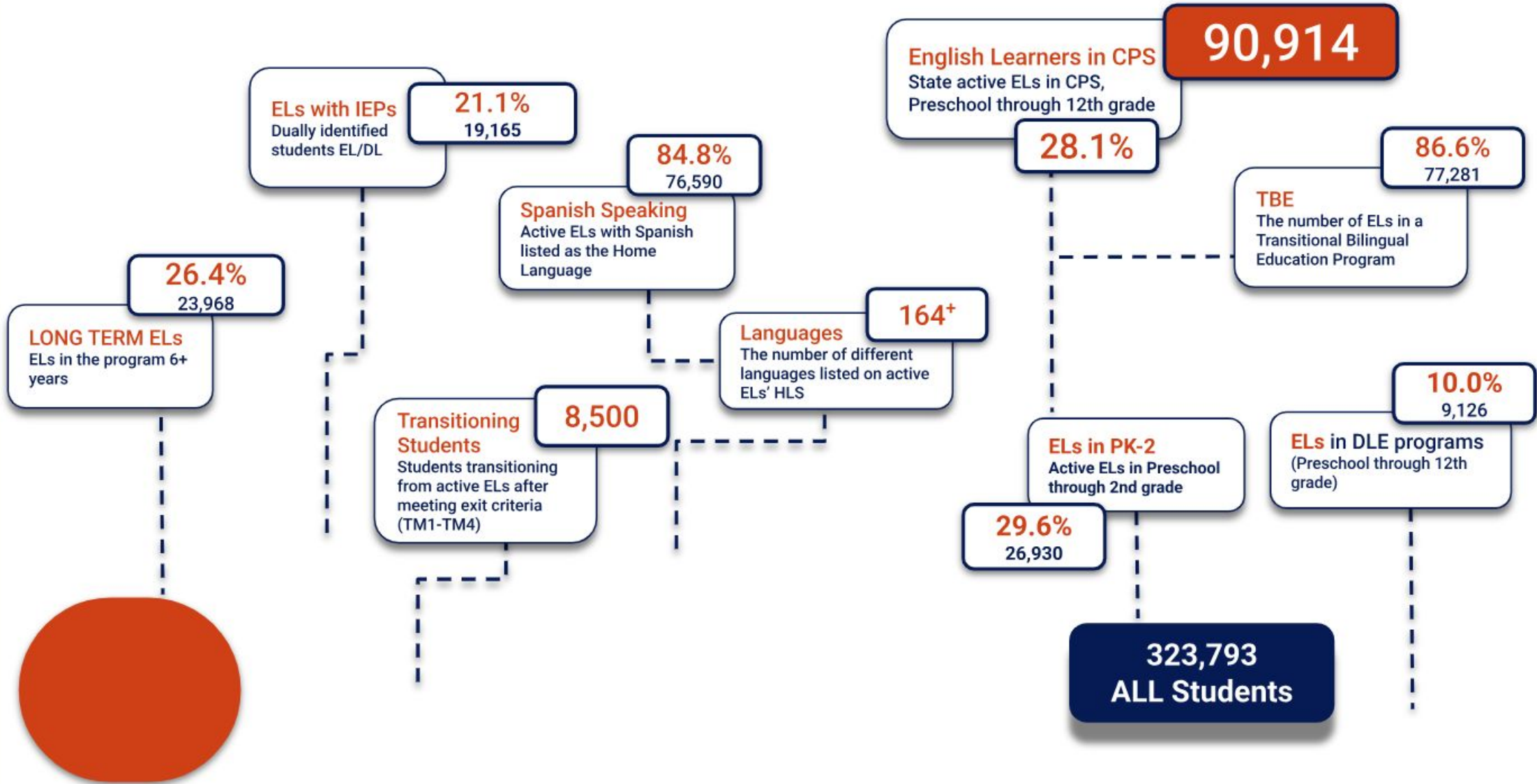
Student Racial Makeup

Latinx	47.3%
Black/African American	34.2%
White	11.3%
Asian	4.7%
Multi-Racial	1.8%
Not Available	0.4%
Native American/Alaskan	0.3%
Hawaiian/Pacific Islander	0.1%
Middle Eastern/Northern African	0.0%
Asian/Pacific Islander (retired)	0.0%

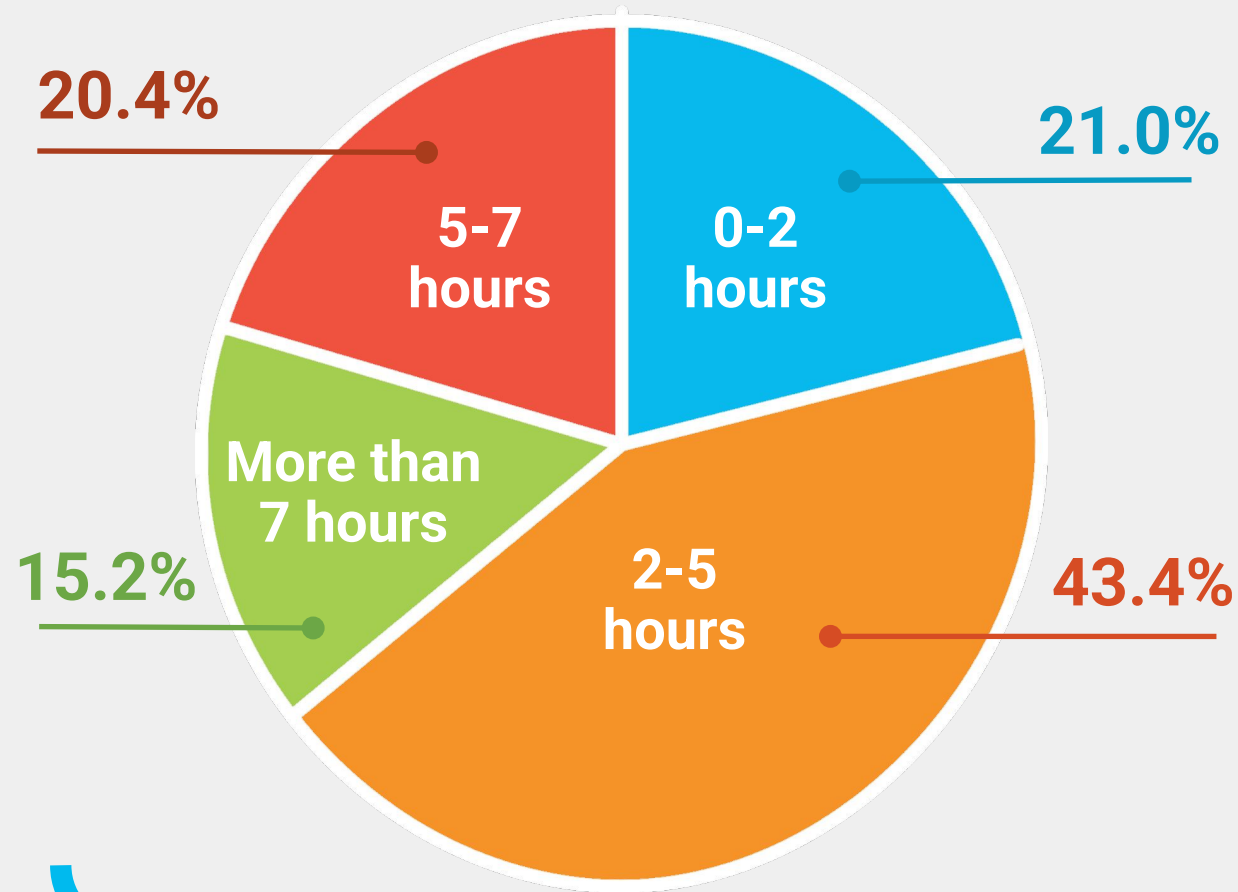


Last updated October 2024.





In 2019, 500 CPS teachers were asked if their school provided curriculum in the area that they teach. **Almost 50% responded that their schools did not provide these resources.**



Respondents spent the following time, each week, searching for instructional resources.

Over 85 percent agreed or strongly agreed that it is very important that CPS provide unit plans, lesson plans, and resources for teachers.

Skyline Universal Digital Curriculum

Digital Curriculum Development

Skyline is currently available in English language arts, artes del lenguaje del español, mathematics, science, social science, world language (Spanish, French), and college and career readiness to provide schools with an optional high-quality curriculum that meets the district's six-part definition:



Standards-aligned



Horizontally-aligned across instructional and assessment materials



Vertically-aligned across grade bands (PK-2, 3-5, 6-8, HS)



Accessible for all learners as aligned to Universal Design for Learning, and supportive of differentiation for students, including English learners and diverse learners

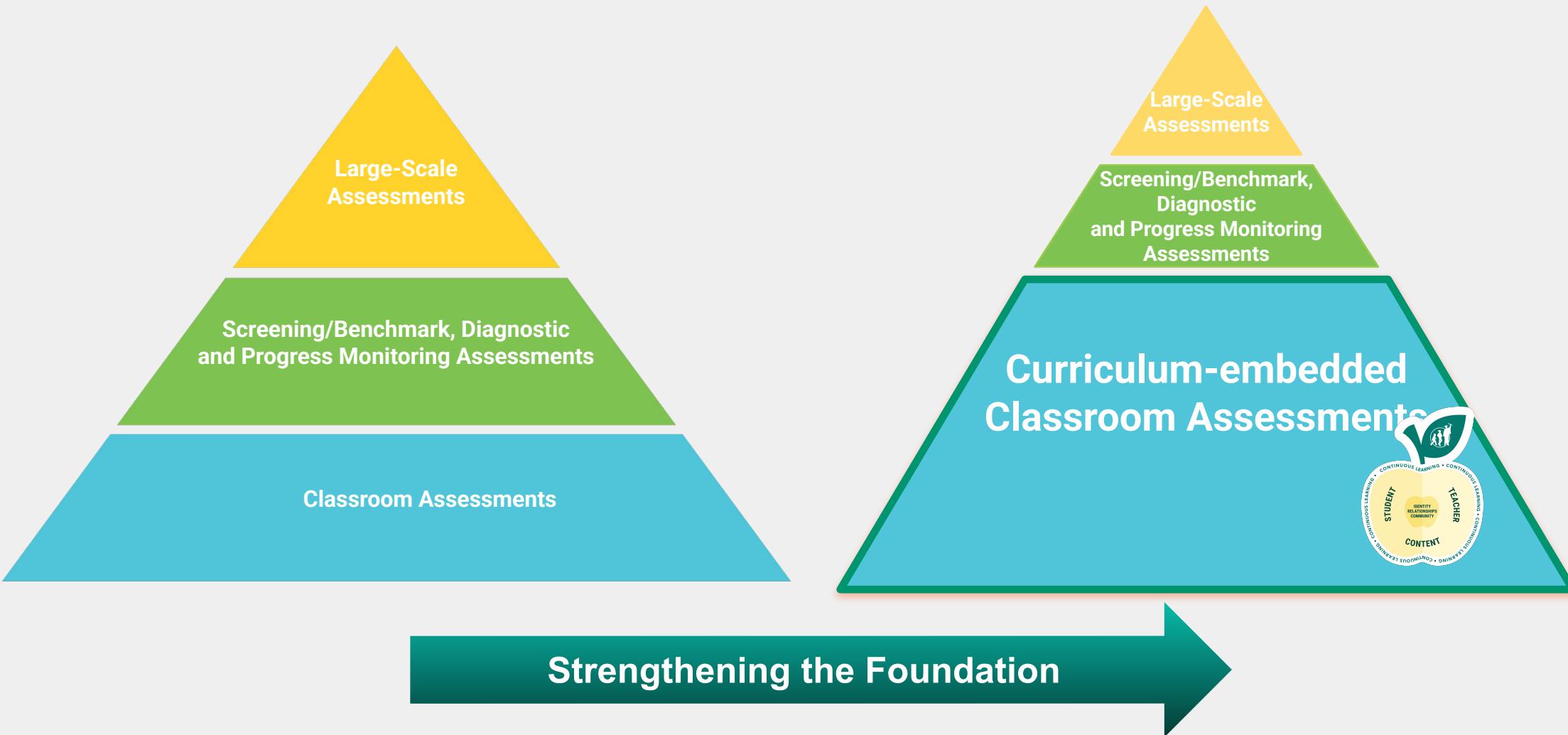


Supportive of students' social-emotional learning

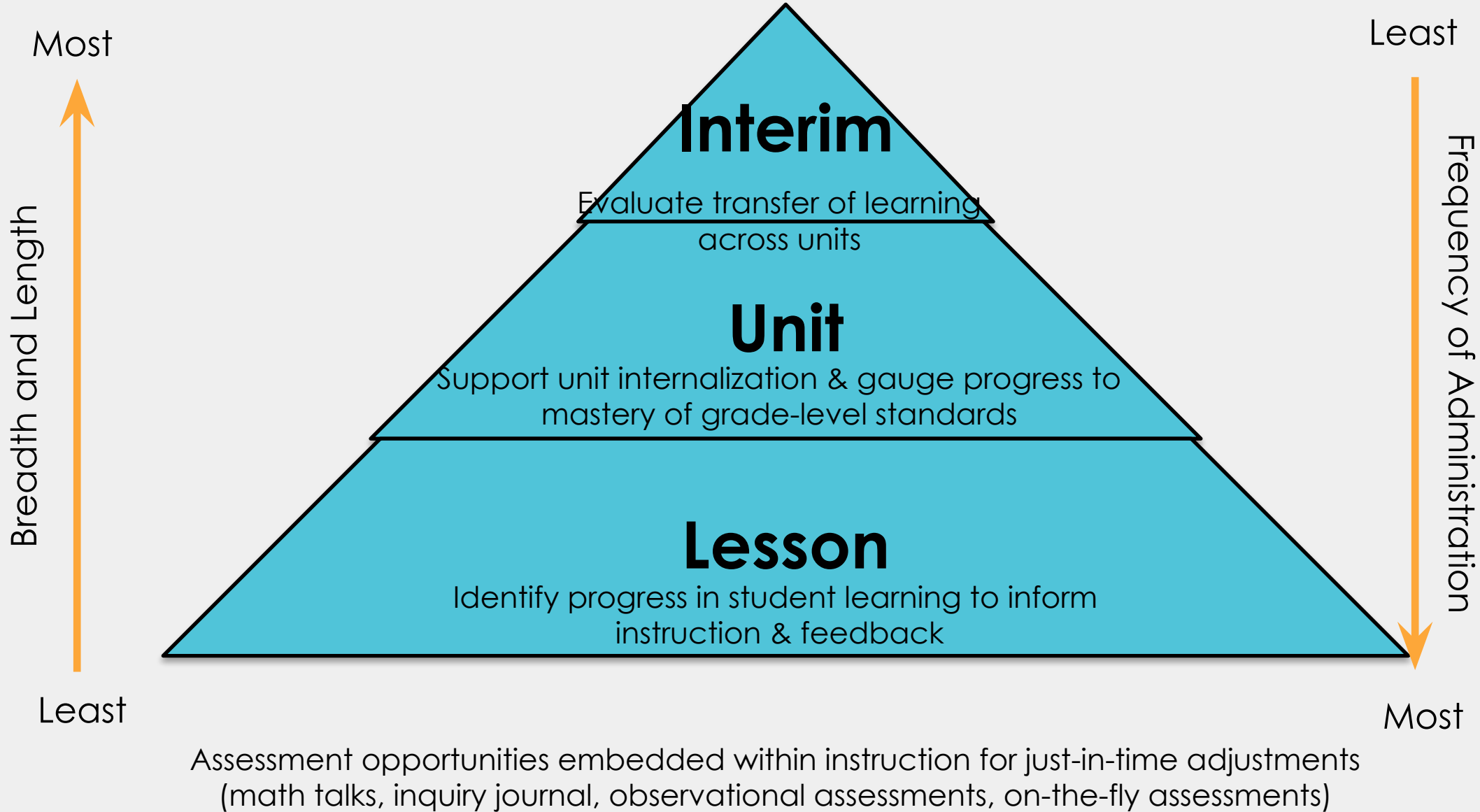


Culturally responsive

Rebalancing the Assessment Pyramid



Skyline Assessment System



Assessment Opportunities Embedded in Instruction

Teacher Facilitation Guide

Grade 3 **Mathematics**
Unit 2 Lesson 8

Annotated TFG Formative Assessment Plan

Existing Plan

Monitoring Chart

Discourse questions

Pre-planned questioning

Student Individual and Group work products

Exit ticket

Expanding the Plan

- Discuss connections of how learning intentions are built upon during this lesson
- Refer back to Learning intentions and Success Criteria throughout the lesson
- Student self reflection/voice on progress tied to learning goal
- Teacher in the moment feedback
- Equitable participation in strategy Discussion

Coherence Within A Curriculum-Embedded Assessment System

What Has to be Shared Across Curriculum & Assessments, and Across Assessment Levels?

- Shared vision for teaching & learning
- Shared scope and sequence and learning goals
- Shared unpacking of the standards, including alignment across units & grade-levels
- Shared vision & goals for cultural responsiveness
- Shared vision for how to move student learning forward (acceleration, just-in-time scaffolds etc)

What May Vary Across Assessment Levels?

- Assessment purpose & use
- How students make their thinking visible across assessment levels (language needs, format, item types)
- The degree of transfer to contexts & phenomenon covered in the curriculum across assessment levels
- Scaffolds available across assessment levels
- Expected performance across assessments
- Degree of administration flexibility

How Are We Working Toward Coherence?

Design Facing	Implementation & Use Facing
<p><u>Assessment Criteria</u> & <u>Design Guidance</u> with step-by-step design protocols, review tools, and annotated examples</p>	<p><u>Content-specific professional learning</u> that leverages assessments as a part of the curriculum</p>
<p><u>Assessment Design Learning Series</u> (five-part with application between sessions & artifacts)</p>	<p><u>HQC implementation framework</u> that organizes district professional learning & support</p>
<p>Review & feedback processes & calibrations within curriculum development and review</p>	<p><u>Unit internalization</u> & <u>data analysis protocols</u> to support school-based teams in assessment practices</p>

Coherence in Design

Criterion 1: Cohesive and comprehensive curriculum-embedded assessment system

The curriculum-embedded assessment system comprehensively measures the breadth and depth of student learning with each assessment level designed for its [instructional use](#). This criteria is measured at the unit & course level.

INDICATOR 1A

The assessment system measures the breadth and depth of student learning of the grade-level standards aligned to the scope & sequence, with embedded assessment opportunities offering the narrowest but deepest measures of parts and wholes while interim assessments provide the broadest measures of a wider set of prior and individual knowledge & skill.

INDICATOR 1B

Assessments appropriately scaffold student learning within a unit, following a cohesive interpretation of standards and opportunities leading up to the next level for success.

INDICATOR 1C

Assessments vary in diversity of content, format, and difficulty to demonstrate what students know & can do.

Together, how do Coates's and Douglass's texts speak to the historical impact of slavery in American society today? Write your response in about four to six sentences and be sure to cite textual evidence from both texts. You may also draw from previous parts of "Letter to My Son" as needed.

Cultural responsiveness: Task asks students to engage in perspective-taking while leveraging text evidence to support their responses while also extending the responses to consider impact for contemporary society, also connecting to (C1), issues that are contemporary to students' lives. The tasks do not assume any contextual information is truly universally understood or that there is any historical knowledge outside of what is provided in the texts themselves (A4)

Additionally this question directly asks students to reflect on how the texts speak to the essential questions of the unit, asking them to generalize from these texts and authors perspectives speak to how someone's experiences speak to life experiences shape their interactions and how they relate to people.

Summary of Assessment Writing Process & Tools

Step	Design Unit Learning Goals <i>(prerequisite for assessment writing)</i>	Determine Evidence of Unit Learning <i>(End of Unit Assessment)</i>	Plan & Design Lesson Assessment Opportunities	Goals
Questions	What are the learning goals for the unit? Establish & clarify priorities for the unit by designing enduring understandings, EQs and unpacking the standards to establish shared interpretations.	What evidence will students & teachers need to measure the learning goals for the unit ? Design the end of unit assessment to elicit that evidence.	How will the unit be chunked into lesson learning goals & where will teachers need to check-in on student learning at key points to provide feedback for growth to EofU & adjust instruction ?	Design tasks, activities, & self & peer assessment opportunities embedded within each lesson to gather meaningful evidence of student thinking & provide ongoing feedback for growth
Tools	Standard Unpacking Tool	End of unit assessment design tool Review Tool	Lesson assessment design tool Review tool	Please see examples & guidance within embedded assessment section

Coherence in Implementation

Part 1: Unit Internalization August 21-22, 2025

Thurs, 8/21 9am
Culturally Responsive & Affirming

Course Code: 75646
Class: 137465

Thurs, 8/21 1pm
Grade-Level Aligned

Course Code: 75645
Class: 137464

Fri, 8/22 9 am
Linguistically Sustaining & Enriching

Course Code 75635
Class 137448

Fri 8/22 1pm
Rightful Presence and Belonging

Course Code: 75639
Class: 137456



Part 2: Lesson Preparation October 27 and November 4, 2025

Monday, 10/27 9am
Culturally Responsive & Affirming

Course Code: 76598
Class: 138990

Monday, 10/27 1pm
Grade-Level Aligned

Session 3
Linguistically Sustaining and Enriching

Course Code: 76598
Class: 138990

Part 3: Student Work Analysis Jan 9, 16, 23, 30, Feb 6, 2026

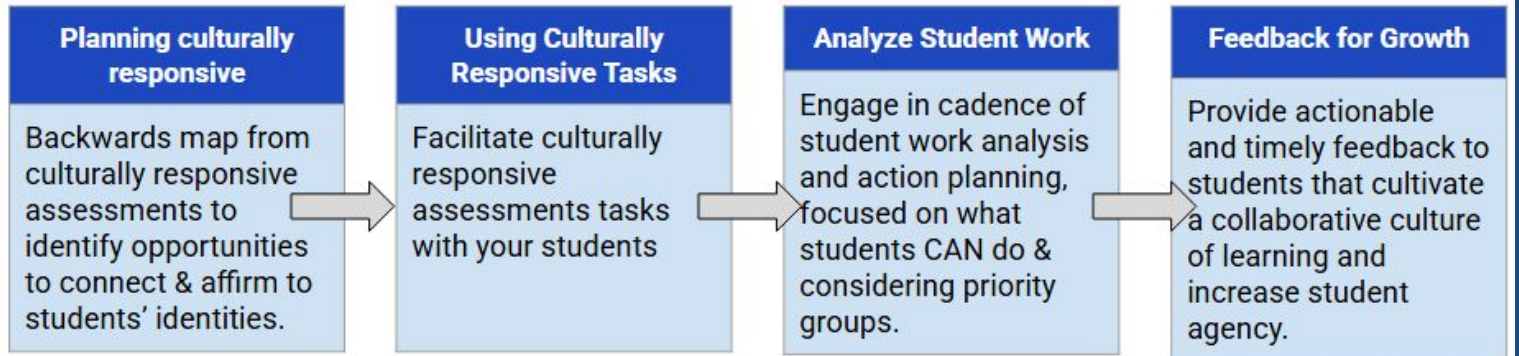
Intro Session, Fri, 1/9 9am

Session 1, 2/6
Culturally Responsive & Affirming

Session 2, 1/30
Grade-Level Aligned

How Does Culturally Responsive Assessment Show Up in HQC Implementation?

Item	Item	Item	Guiding Questions	Connections to The 10 Core Cultural Competencies
1. What needs do you have as a teacher?	2. What needs do you have as a student?	3. What needs do you have as a community member?	4. How do you know what you need?	5. How do you know what your students need?



Panelist Reactions

Panelist Reactions



Dr. Steven Snead
*Supervisor, Curriculum
& Assessment Unit*
Oakland Schools,
Michigan

Looking ahead: How could this practical guidebook be useful to districts and schools who are interested in examining their assessment systems?

Q & A

Starter Questions

1. What would you hope to report about your district assessment system two years from now?
2. Is there anything specific from the guide or the work you have done so far that makes you confident you will get there?

Thank you for attending today!

The **slides** and **webinar recording** will be emailed to you as well as posted on the Center for Assessment website (www.nciea.org).

The best of the **Center**, all in one place.

Sign up for regular email updates.

