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|  | **District Assessment System Design Toolkit**  *Workshop #1* |
| *Assessment Purposes* |

**Developed By**

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# Workshop #1 Assessment Purposes Activity

This document provides the materials needed for the vocabulary activity of workshop 1. A copy of the remaining pages of this document should be printed out for each group of 4-5 participants. This document give a long version of each purposes, a shortened version, an elaboration on the purpose, and an example assessment used for that purpose.

Each group should go through all purposes of assessment, reviewing the information provided in the first column, and come up with two examples of the purpose in action to be written in the second column.

Encourage the participants to first identify that purpose in action within the school district (if applicable), and another hypothetical example of the purpose in action.

NOTE that the remaining pages are laid out for legal size paper (8.5” x 14”). The layout can be reconfigured as necessary.

| **Purpose** |
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| **Maintain a feedback loop between student and teacher to signal next steps**  Short version: Maintain feedback loop  Elaboration: A critical purpose for any assessment conducted before a final grade or score is assigned  Example: Any assessment conducted before a final grade or score is assigned |
| **Indicate valued knowledge and skills to motivate instruction and student work**  Short version: Indicate valued knowledge and skills  Elaboration: A critical purpose for all assessment, intentional or not  Example: Any assessment |
| **Corroborate formative assessment insights to improve decisions and refine practice**  Short version: Formative insights  Elaboration: Using end-of-lesson Formative Assessment FOR Learning or end-of-Small-Unit Interim Assessment OF Learning  Example: Critically examining formative assessment insights using quiz scores to validate/improve formative assessment practice |
| **Corroborate unit grades/test results to improve decisions and refine content/scoring**  Short version: Unit grades/test results  Elaboration: Using end-of-Large-Unit Interim or end-of-Marking-Period Summative Assessment OF Learning  Example: Critically examining small-unit grades based on large-unit test scores to validate/improve grading practice |
| **Corroborate marking period grades/test results to improve decisions and refine content/scoring**  Short version: Marking-period grades/test results  Elaboration: Using Course-of-Study Summative or alternate Marking-Period Summative Assessment OF Learning  Example: Critically examining marking period exams based on comparing content to the annual state summative assessment |
| **Monitor instructional effectiveness for in-the-moment adaptation and rapid course correction**  Short version: In-the-moment adaptation  Elaboration: Using mid-lesson Formative Assessment FOR Learning  Example: Asking students to give thumbs up (I understand), down (I'm lost), or to the side (I'm not sure) to check for understanding |
| **Monitor student/group needs to differentiate and/or tailor next-lesson planning & instruction**  Short version: Next-lesson planning & instruction  Elaboration: Using end-of-lesson Formative Assessment FOR Learning or post-Unit Interim Assessment OF Learning  Example: Students turn in an exit ticket to communicate their level of understanding, which is used to modify the next day's lesson |
| **Monitor student/group needs to differentiate and/or tailor next-unit planning & instruction**  Short version: Next-unit planning & instruction  Elaboration: Using end-of-Unit Interim Assessment OF Learning  Example: Using approximately weekly unit quizzes to modify the next week's unit planning |
| **Evaluate achievement to guide mid-marking-period instructional grouping (including remediation)**  Short version: Instructional grouping  Elaboration: Using pre- or end-of-Unit Interim Assessment OF Learning  Example: Using approximately monthly unit assessments to assign students to instructional groups for the next month |
| **Evaluate achievement to guide instructional program placement (e.g., grade, course, track)**  Short version: Instructional program placement  Elaboration: Using pre- or post-Marking-Period or post-Course-of-Study Summative Assessment OF Learning  Example: Using a shortened assessment of a three-course sequence to place students new to the district into the sequence |
| **Evaluate achievement to support traditional grading**  Short version: Support traditional grading  Elaboration: Using end-of-Small- or Large-Unit Interim or end-of-Marking-Period Summative Assessment OF Learning  Example: Grading homework, weekly writing assignments, mid-term exams, final projects, and final exams for an overall course grade |
| **Evaluate achievement to support standards-based grading**  Short version: Support standards-based grading  Elaboration: Using end-of-Marking-Period Summative Assessment OF Learning for priority learning targets  Example: Providing feedback on homework, weekly writing assignments, and unit assessments; grading priority standards on final exam |
| **Evaluate achievement to determine eligibility for course credit (w/out taking the course)**  Short version: For course credit  Elaboration: Using Marking-Period Summative Assessment OF Learning  Example: Using a final exam, project, and presentation together to award course credit to a student who has not taken the course |
| **Evaluate achievement to determine eligibility for program entrance (e.g., EL, SWD)**  Short version: For program entrance/services  Elaboration: Using Minisummative Interim, Marking-Period Summative, or Course-of-Study Summative Assessment OF Learning  Example: Using a screener assessment to evaluate a student's degree of English proficiency to establish eligibility for English learner services |
| **Evaluate achievement to determine eligibility for program exit (e.g., EL, SWD)**  Short version: For program exit  Elaboration: Using Marking-Period or Course-of-Study Summative Assessment OF Learning  Example: Using a full-length English proficiency examination to identify eligibility to continue schooling without English learner services |
| **Evaluate achievement to determine eligibility for graduation/diploma annotation**  Short version: For graduation/diploma annotation  Elaboration: Using Marking-Period or Course-of-Study Summative Assessment OF Learning  Example: Using a suite of end-of-course exams to quality for different tiers of state-endorsement on a graduation diploma |
| **Evaluate achievement to determine eligibility for formal honors/awards**  Short version: For honors/awards  Elaboration: Using Marking-Period or Course-of-Study Summative Assessment OF Learning  Example: Using course grades and scores from a college-admission assessment as part of identifying a district valedictorian |
| **Evaluate achievement to determine readiness for the next grade or course**  Short version: For next grade/course  Elaboration: Using Marking-Period Summative Assessment OF Learning  Example: Using an end-of-third grade reading assessment as part of a grade-retention/promotion decision |
| **Evaluate achievement to determine academic readiness to begin college coursework**  Short version: For college coursework  Elaboration: Using Course-of-Study Summative Assessment OF Learning  Example: Using a college-admission assessment to estimate the likelihood of success in credit-bearing freshman college courses |
| **Evaluate achievement to determine academic readiness to begin career training coursework**  Short version: For career training coursework  Elaboration: Using Course-of-Study Summative Assessment OF Learning  Example: Using a career and technical education certification test to demonstrate readiness for post-secondary job training |
| **Evaluate off/on/above track status for an outcome 2+ years out for planning/intervention**  Short version: On track for an outcome 2+ years out  Elaboration: Using Minisummative Interim, Marking-Period Summative, or Course-of-Study Summative Assessment OF Learning  Example: Using three past years of state scores to identify whether students are keeping pace with increasing grade-level expectations |
| **Identify needs or track progress to develop, refine, and/or evaluate policies and/or programs**  Short version: Develop, refine, and evaluate  Elaboration: Using Unit/Minisummative Interim, or Marking-Period/Course-of-Study Summative Assessment OF Learning  Example: Identifying district-wide areas of weakness and putting into place policies and programs to target the areas of weakness |
| **Measure growth during a single marking period for accountability or policy/program evaluation**  Short version: During a single making period  Elaboration: Using Unit or Minisummative Interim Assessment OF Learning  Example: Giving a shortened end-of-year assessment at the beginning, middle, and end of the school year |
| **Measure growth across multiple marking periods for accountability or policy/program evaluation**  Short version: Across multiple marking periods  Elaboration: Using Marking-Period or Course-of-Study Summative Assessment OF Learning  Example: Comparing K-3 reading gains for students who were in grades 1-3 before versus after an early literacy program was adopted |
| **Isolate school effects on student growth for educator evaluation**  Short version: Isolate school effects on student growth  Elaboration: Using Unit/Minisummative Interim, or Marking-Period/Course-of-Study Summative Assessment OF Learning  Example: A value-added model of grade-11 scores covering all of high school as a function of 8th grade scores and schools students attended |
| **Isolate educator effects on student growth for educator evaluation**  Short version: Isolate educator effects on student growth  Elaboration: Using Unit/Minisummative Interim, or Marking-Period/Course-of-Study Summative Assessment OF Learning  Example: A value-added model of end-of-course scores as a function of all previous scores and which teachers students had for the course |