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|  | **District Assessment System Design Toolkit**  *Workshop #1* |
| *Advance Look at Workshop #2* |

**Developed By**

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# Advance Look At Workshop #2

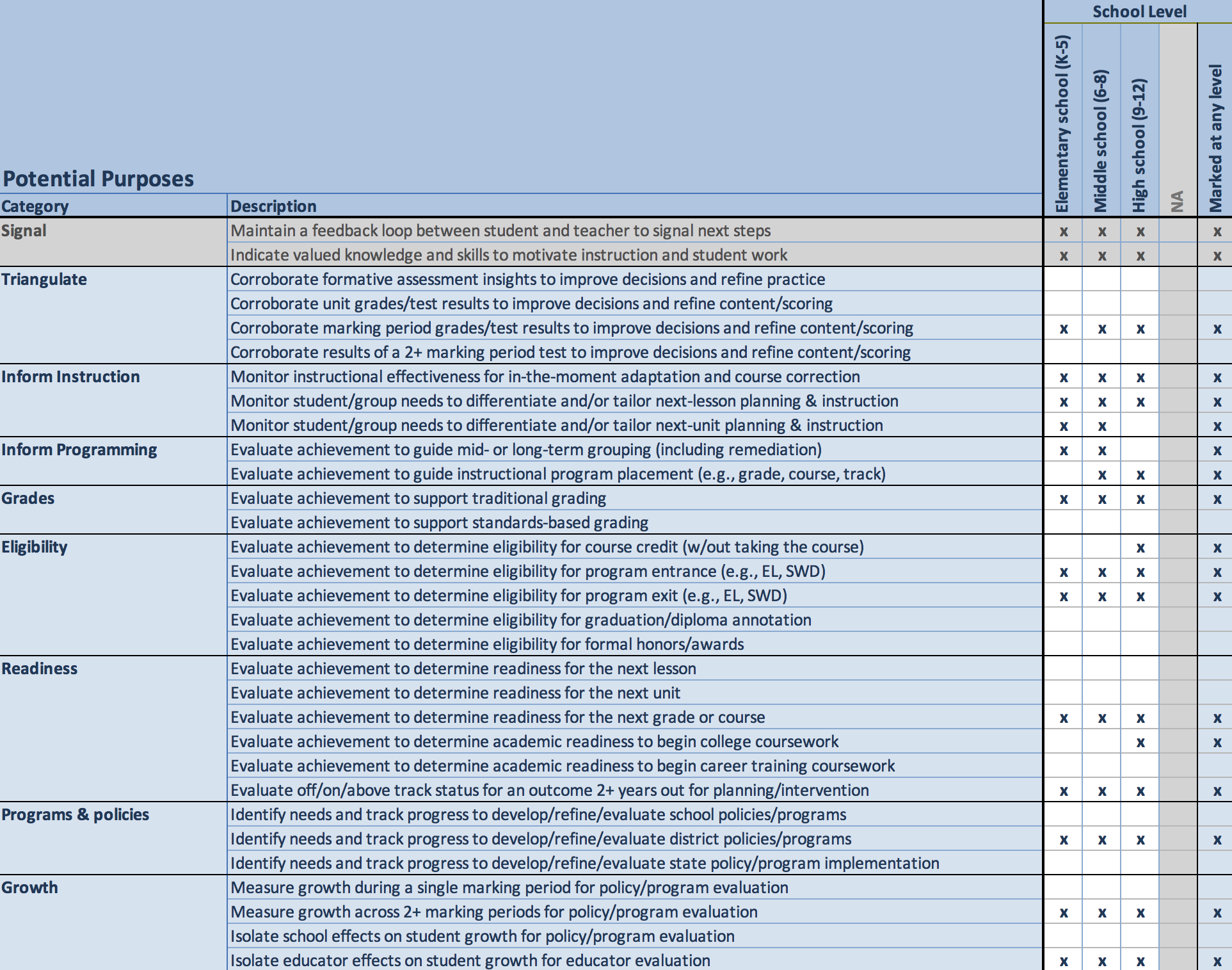
The major activity of workshop #2 is a disciplined design process illustrated (in figures on subsequent pages) with a hypothetical district’s Design Team’s choices.

Part 1 is selecting purposes for the district assessment system. The Project Workbook allows a Design Team to select up to 20 purposes but encourages selecting no more than 15. What a finished part 1 result looks like is shown in Figure 1.

Part 2 is prioritizing the selected purposes of the district assessment system. While each purpose selected is important because it was selected, it is important to prioritize which purposes are most and least important *compared to each other*. This allows for finding the best possible match of assessment type and characteristics to the highest priority purposes and allowing those assessments to be used for lower-priority purposes if there is a reasonable match to the lower-priority purposes. In this way, the system can be designed to be as parsimonious as possible. What a finished part 2 result looks like is shown in Figure 2.

Part 3 of the design activity is selecting what type of assessment with what characteristics will be used for each selected and prioritized purpose. What a finished part-3 result looks like is shown in Figure 3.

Figure 1. The result of selecting intended purposes.



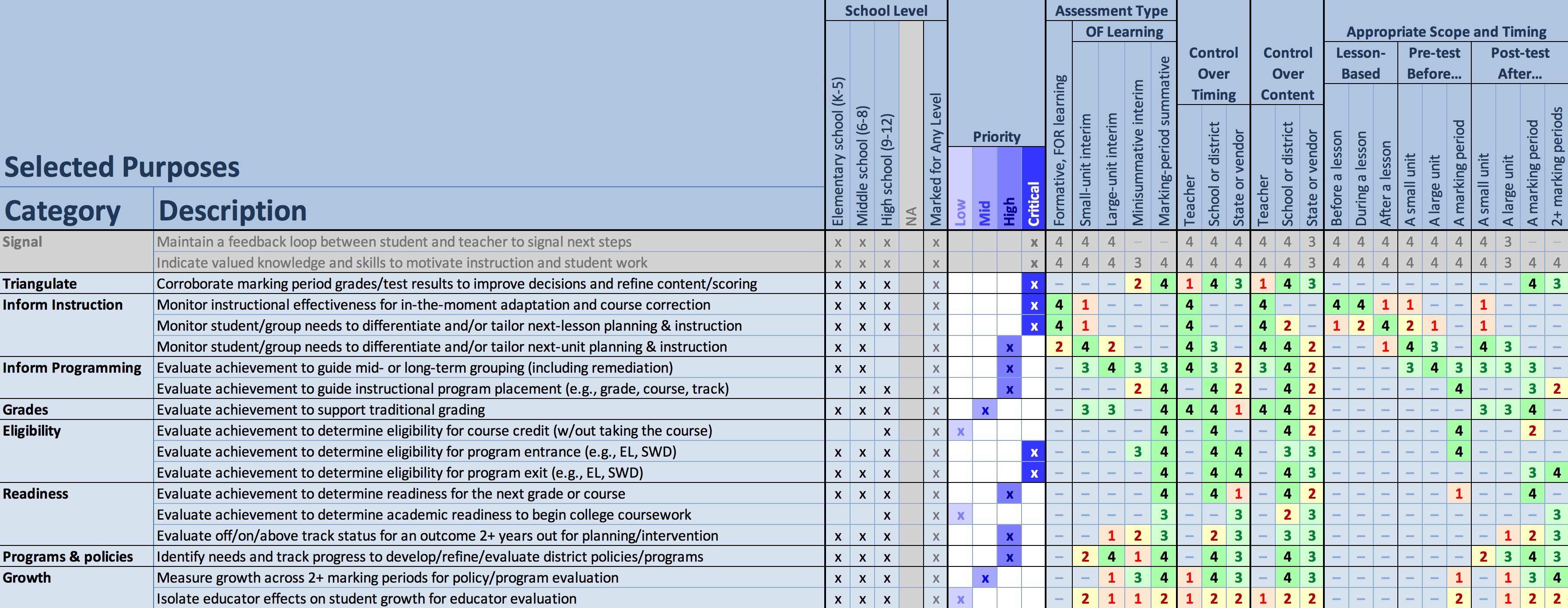
### Figure Notes

Design Team choices are marked with “X” in the white cells of the table.

The first two rows are for signaling purposes. *Indicating valued knowledge and skills…* is a purpose of every assessment. *Maintaining a feedback loop…* should be a purpose for any assessment that occurs before a final score is assigned (e.g., grades).

The last column is automatically filled based on entries in the white cells.

Figure 2. The result of prioritizing the selected purposes.



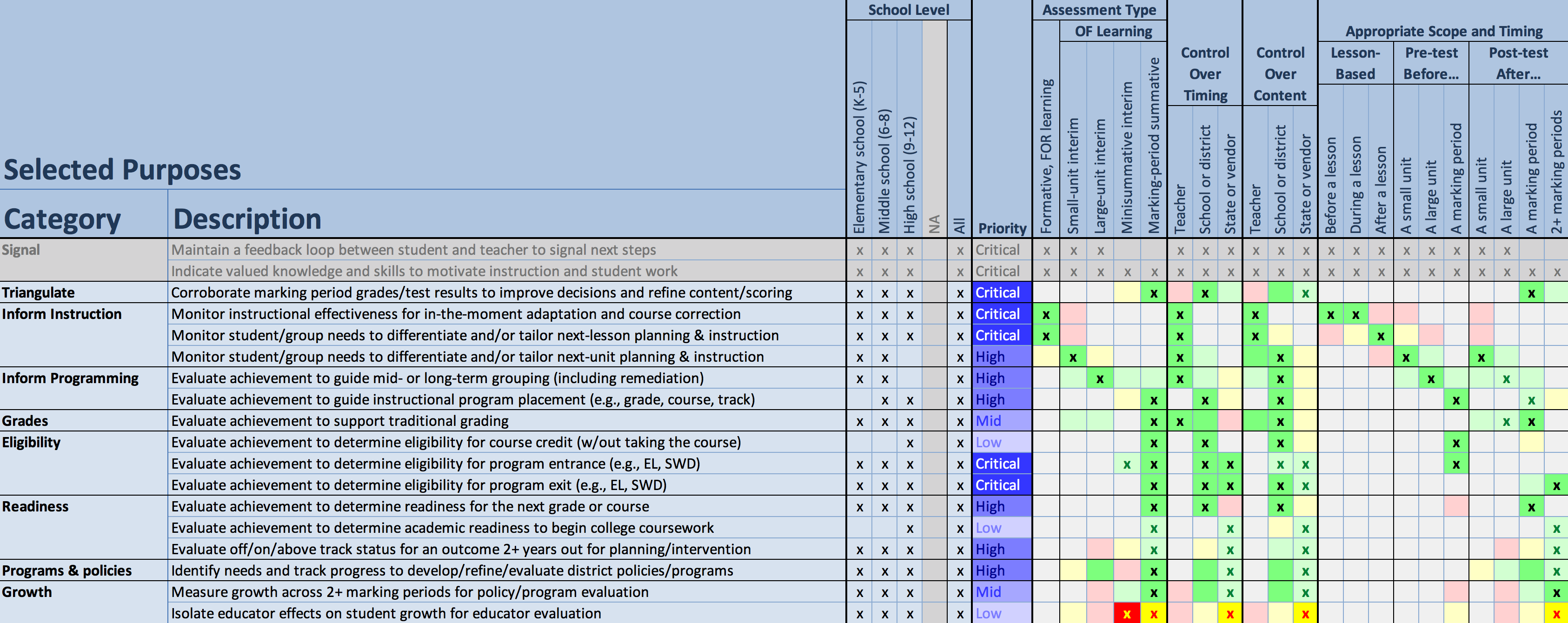
### Figure Notes

Part-1 choices are carried over into part 2. Part-2 choices are marked with “X” in the white cells of the table.

The columns with green, yellow, orange, and red cells contain ratings of how well a specific type of assessment or specific characteristics of assessment are matched to each purpose (“—” = no match at all, 1 = a weak match, 2 = a modest match, 3 = a strong match, and 4 = an optimal match).

The first two purposes shown in grey-colored rows are always the *signaling* purposes. Numbers in those cells have the same meaning as described above.

Figure 3. Result of selecting types and characteristics of assessment for each purpose.



### Figure Notes

Part-1 and part-2 choices are carried over into part 3. Part-3 choices are marked with “X” in columns that have green, yellow, orange, or red cells. The colors represent the degree of match between the specific type of assessment or characteristic of assessment (column) and the purpose (row).

The first two purposes shown in grey-colored rows are always the *signaling* purposes. They are automatically filled based on choices made in the rows below. If any cell in a column hold an “X,” there is always an “X” in the same column for the second purpose (*indicate valued knowledge and skills…*). If any cell for an assessment that occurs before a summative score is assigned, there is also an “X” in the same column for the first purpose (*maintain a feedback loop…*).