Homework #3: Assessment Information Inventory:

Think about your context and identify whether the following assessment types are available to you (i.e., yes or no). Describe the assessment and identify what it is (e.g., ACT, SAT, state summative, off-the-shelf interim [e.g., NWEA, STAR, iReady], etc., locally developed item bank). Then indicate the primary information need that the assessment fulfills (information about…) and how you are using that information and the key characteristics of the assessment information that allow it to serve support that need. The responses to this activity will help you determine what existing assessments are available to you as part of a larger system and identify gaps and redundancies.

We do NOT expect for you to have all of these assessments. This is simply intended to help you understand the variety of information that is currently available to you

What assessment information Is available to us?				Primary Purpose	Alignment with Intent
Assessment Type	Description	Available	What is the assessment, tool, or resource?	What information does this assessment provide?	How am I using the information from this assessment?
State summative assessment	The state summative assessment used for accountability.	Yes ☐ No ☐	For example, the ACT, SAT, or state developed test		
Other state provided summative assessments	This could include other summative assessments like English Language Proficiency, end-of-course tests not used for accountability, graduation tests, semester exams, college entrance exams, or college entrance prep tests.	Yes ☐ No ☐	For example WIDA 2.0 or ELPA 21		
State provided interim assessments	This could include state provided item banks, interim assessments.	Yes ☐ No ☐	For example, an off-the-shelf assessment or state developed interim		

State provided assessment supports	This could include state provided resources on assessment literacy, using assessment information, reporting templates, improvement planning guides, etc.	Yes ☐	No ☐	For example, interpretive guides or rubrics		
District provided: Common assessments across schools	These include any assessments that the district provides to schools, which could include off-the-shelf assessments, district developed assessments, etc.	Yes ☐	No ☐	For example, an off-the-shelf assessment or district developed interim (e.g., aligned with common curriculum units)		
District provided: Optional (i.e., not common across schools)	These might include assessments that are developed or purchased by the district but available to a teacher on-demand. They may be locally scored.	Yes ☐	No ☐	For example, an off-the-shelf assessment or district developed interim (e.g., on-demand and aligned to curriculum)		
School provided: Common within school	These might include assessments that are developed or purchased by the school that are administered within classrooms and compared across classrooms.	Yes ☐	No ☐	For example, an off-the-shelf assessment or district developed interim (e.g., on-demand and aligned to units or lesson plans)		
School provided: Optional (i.e., not common within school)	These might include assessments that are developed or purchased by the school that are administered within classrooms but are administered on-demand by the teacher.	Yes ☐	No ☐	For example, an off-the-shelf assessment or district developed interim (e.g., on-demand and aligned to units or lesson plans)		

Classroom assessments used as part of student grades	These might include assessments that are developed by teachers (e.g., quizzes, end of unit tests, essays, research reports, performance tasks).	Yes ☐	No ☐	For example, student work or reports.		
Classroom assessments not used as a part of student grades	These might include informal assessments that are developed by teachers (e.g., observations, exit tickets, informal conversations, probing questions)	Yes ☐	No ☐	For example, one-on-one interactions with students.		