

Helping Policymakers Prioritize Purposes and Uses of Assessment to Develop a Feasible and Coherent District Assessment System

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- As Ellen Vorenkamp discussed, there are many issues to address when working to develop a balanced assessment system
- Focusing on two issues here:
 - Assessment literacy
 - Appropriate data use
- It will be necessary to help policymakers and educators at all levels to understand...
 - Different purposes require different assessments
 - Developing a useful and feasible assessment system will require prioritizing desired purposes

A Big, Ugly Table (Helpful Even So)



Intended Purposes and Uses of the District Assessment System		Broad Focus			Type			Owner			Developer			Timing																																
		Develop/Evaluate Programs/Policies	Student, Educator, Entity Accountability	Inform Classroom Instructional Practice	Formative	Interim								Summative	Teacher	District	State	Teacher	District	State	Lesson			Minor Unit			Major Unit			Marking Period			School Year													
						Mini-Summative	Modular	Before	During	After	Before	During	After								Before	During	After	Before	During	After	Before	During	After	Before	During	After														
Number	Description																																													
1	Corroborate District Assessment Results	●	●	-	-	-	-	●	-	-	●	-	-	●	-	-	●	-	-	●	-	-	●	-	-	●	-	-	●	-	-	●	-	-	●	-	-	●	-	-	●					
2	Corroborate Teacher-Assigned Marking Period Grades	○	●	-	-	-	-	●	-	●	-	-	●	○	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	●	-	○	○				
3	Corroborate Formative Assessment Insights	●	-	-	-	-	-	●	-	-	-	-	●	○	-	-	-	-	-	○	-	-	○	-	-	○	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-				
4	Diagnose Post-Lesson Remediation Needs	-	-	●	○	-	-	-	●	-	-	●	-	-	-	-	-	●	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-				
5	Diagnose Post-Unit Remediation Needs	●	○	●	-	-	●	-	●	○	-	●	●	○	-	-	-	-	-	●	-	-	○	-	-	○	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-			
6	Diagnose Strengths and Weaknesses	●	○	●	●	-	○	-	●	○	-	●	●	○	-	-	-	●	●	○	●	●	○	●	●	○	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-			
7	Differentiate Instruction	-	-	●	●	-	○	-	●	-	-	●	○	-	-	-	●	●	●	●	○	○	○	○	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-			
8	Evaluate Achievement of Lesson-Level Content	-	-	●	●	-	-	-	●	-	-	●	-	-	-	-	○	●	●	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-			
9	Evaluate Achievement of Unit-Level Content	○	-	○	-	-	●	○	●	●	-	○	●	○	-	-	-	○	○	●	○	○	●	○	○	●	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-			
10	Evaluate Achievement of Grade-Level Content	●	●	-	-	○	-	●	○	○	●	○	○	●	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	○	○	●	-				
11	Evaluate Achievement for Standards-Based Grading	-	●	○	-	-	●	-	●	○	-	●	●	○	-	-	-	-	-	●	-	-	○	-	-	○	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-			
12	Evaluate Achievement for Traditional Grading	-	●	-	-	-	○	●	●	○	-	●	●	○	-	-	-	-	-	○	-	-	○	-	-	●	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
13	Evaluate Readiness for Next Unit	-	-	●	-	-	●	○	●	○	-	●	●	○	-	-	-	-	-	●	-	-	●	-	-	●	-	-	●	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
14	Evaluate Readiness for Next Grade	●	●	-	-	○	○	●	-	○	●	-	○	●	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
15	Evaluate Readiness for Next Course/Course Placement	-	○	-	-	○	○	●	○	●	-	-	●	○	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
16	Evaluate Readiness for College	●	●	-	-	○	○	●	-	-	●	-	-	●	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
17	Evaluate Readiness for Career	●	●	-	-	○	○	●	-	○	●	-	○	●	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
18	Evaluate Below/On/Above Track for Next Step	○	●	-	-	●	●	●	●	●	●	●	●	●	-	-	-	○	●	●	○	●	●	○	●	●	○	●	●	○	●	●	○	●	●	○	●	●	○	●	●	○	●	●		
19	Evaluate School Programs & Policies	●	○	-	-	○	●	○	○	●	-	○	●	○	-	-	-	○	○	○	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	
20	Evaluate District Programs & Policies	●	○	-	-	○	●	●	-	●	-	-	●	●	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
21	Evaluate State Programs & Policies	●	○	-	-	○	○	●	-	○	●	-	○	●	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
22	Instructional Course Correction (daily, mid-lesson)	-	-	●	●	-	-	-	●	-	-	●	-	-	-	-	-	●	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
23	Instructional Course Correction (mid-unit)	-	-	●	-	-	●	-	●	○	-	●	○	-	-	-	-	-	○	-	●	○	-	●	○	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
24	Instructional Lesson Planning	-	-	●	○	-	●	-	●	-	-	●	○	○	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
25	Instructional Unit Planning	-	-	●	-	-	●	-	●	○	-	●	○	○	-	-	-	●	-	●	●	-	●	-	●	-	●	-	●	-	●	-	●	-	●	-	●	-	●	-	●	-	●	-	●	
26	Measure Growth Within Instructional Units	-	○	-	-	-	○	-	●	○	-	●	○	○	-	-	-	●	○	●	●	○	●	○	●	○	●	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
27	Measure Growth Across Instructional Units	●	●	-	-	○	●	-	●	○	-	○	●	○	-	-	-	-	-	○	-	-	○	-	-	●	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
28	Measure Growth Within Years/Courses	●	●	-	-	○	●	-	-	●	○	-	●	○	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
29	Measure Growth Across Years/Courses	●	●	-	-	-	-	●	-	○	●	-	○	●	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
30	Measure Educator/Institution Effect on Student Growth	○	●	-	-	○	●	○	-	○	●	-	○	●	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	

Broad Focus of Assessment Use



Intended Purposes and Uses of the District Assessment System		Broad Focus				Type				Owner			Developer			Timing																				
		Develop/Evaluate Programs/Policies	Student, Educator, Entity Accountability	Inform Classroom Instructional Practice	Formative	Interim		Summative	Teacher							District	State	Teacher	District	State	Lesson			Minor Unit			Major Unit			Marking Period			School Year			
						Mini-Summative	Modular			Before	During	After	Before	During	After						Before	During	After	Before	During	After	Before	During	After	Before	During	After				
Number	Description																																			
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2	Corroborate Teacher-Assigned Marking Period Grades	○	•	-	-	-	-	•	-	•	-	-	•	○	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	•	-	○	○		
3	Corroborate Formative Assessment Insights	•	-	-	-	-	•	-	•	-	-	-	•	○	-	-	•	-	-	○	-	-	○	-	-	-	-	-	-	-	-	-	-	-	-	
4	Diagnose Post-Lesson Remediation Needs	-	-	•	○	-	-	-	•	-	-	•	-	-	-	-	-	•	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
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7	Differentiate Instruction	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
8	Evaluate Achievement of Lesson-Level Content	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
9	Evaluate Achievement of Unit-Level Content	○	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
10	Evaluate Achievement of Grade-Level Content	•	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
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14	Evaluate Readiness for Next Grade	•	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	•	
15	Evaluate Readiness for Next Course/Course Placement	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	•
16	Evaluate Readiness for College	•	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	•
17	Evaluate Readiness for Career	•	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	•
18	Evaluate Below/On/Above Track for Next Step	○	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
19	Evaluate School Programs & Policies	•	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	•	
20	Evaluate District Programs & Policies	•	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	•	
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22	Instructional Course Correction (daily, mid-lesson)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
23	Instructional Course Correction (mid-unit)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
24	Instructional Lesson Planning	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
25	Instructional Unit Planning	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
26	Measure Growth Within Instructional Units	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
27	Measure Growth Across Instructional Units	•	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	•
28	Measure Growth Within Years/Courses	•	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	•
29	Measure Growth Across Years/Courses	•	•	-	-	-	-	•	-	○	•	-	○	•	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	○
30	Measure Educator/Institution Effect on Student Growth	○	•	-	-	○	•	○	-	○	•	-	○	•	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	•	-	•	•	•

- Develop and/or evaluate programs and/or policies
- Student, educator, school, and/or district accountability
- Inform classroom instructional planning and practice

Type of Assessment



Intended Purposes and Uses of the District Assessment System		Broad Focus				Type				Owner			Developer			Timing																								
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2	Corroborate Teacher-Assigned Marking Period Grades	○	●	-	-	-	-	●	-	●	-	-	●	○	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	○	○	
3	Corroborate Formative Assessment Insights	●	-	-	-	-	●	-	●	-	-	●	○	-	-	●	-	-	○	-	-	○	-	-	○	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
4	Diagnose Post-Lesson Remediation Needs	-	-	●	○	-	-	-	●	-	-	●	-	-	-	-	-	●	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
5	Diagnose Post-Unit Remediation Needs	●	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
6	Diagnose Strengths and Weaknesses	●	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
7	Differentiate Instruction	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
8	Evaluate Achievement of Lesson-Level Content	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
9	Evaluate Achievement of Unit-Level Content	○	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
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12	Evaluate Achievement for Traditional Grading	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	●	
13	Evaluate Readiness for Next Unit	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
14	Evaluate Readiness for Next Grade	●	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
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20	Evaluate District Programs & Policies	●	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
21	Evaluate State Programs & Policies	●	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
22	Instructional Course Correction (daily, mid-lesson)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
23	Instructional Course Correction (mid-unit)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
24	Instructional Lesson Planning	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
25	Instructional Unit Planning	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
26	Measure Growth Within Instructional Units	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
27	Measure Growth Across Instructional Units	●	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
28	Measure Growth Within Years/Courses	●	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
29	Measure Growth Across Years/Courses	●	●	-	-	-	-	●	-	○	●	-	○	●	-	○	●	-	○	●	-	○	●	-	○	●	-	○	●	-	○	●	-	○	●	-	○	●	-	○
30	Measure Educator/Institution Effect on Student Growth	○	●	-	-	○	●	○	-	○	●	-	○	●	-	○	●	-	○	●	-	○	●	-	○	●	-	○	●	-	○	●	-	○	●	-	○	●	-	○

- Formative
- Summative
- Mini-summative Interim
 - Miniature version of summative assessment
- Modular Interim
 - Based on a curriculum unit
- *See multi-page primer on formative assessment*
- *See one-page primer on types of assessment*

Assessment Owners & Developers



Intended Purposes and Uses of the District Assessment System		Broad Focus				Type			Owner			Developer			Timing																					
		Develop/Evaluate Programs/Policies	Student, Educator, Entity Accountability	Inform Classroom	Instructional Practice	Formative	Interim		Summative	Teacher	District	State	Teacher	District	State	Lesson			Minor Unit			Major Unit			Marking Period			School Year								
							Mini-Summative	Modular								Before	During	After	Before	During	After	Before	During	After	Before	During	After	Before	During	After						
Number	Description																																			
1	Corroborate District Assessment Results	●	●	-	-	-	-	●	-	-	●	-	-	●	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	●	
2	Corroborate Teacher-Assigned Marking Period Grades	○	●	-	-	-	-	●	-	●	-	-	●	○	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	●	-	○	○
3	Corroborate Formative Assessment Insights	●	-	-	-	-	●	-	●	-	-	-	●	○	-	-	●	-	-	○	-	-	○	-	-	○	-	-	-	-	-	-	-	-	-	-
4	Diagnose Post-Lesson Remediation Needs	-	-	●	○	-	-	-	●	-	-	●	-	-	-	-	-	●	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5	Diagnose Post-Unit Remediation Needs	●	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
6	Diagnose Strengths and Weaknesses	●	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
7	Differentiate Instruction	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8	Evaluate Achievement of Lesson-Level Content	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
9	Evaluate Achievement of Unit-Level Content	○	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
10	Evaluate Achievement of Grade-Level Content	●	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
11	Evaluate Achievement for Standards-Based Grading	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
12	Evaluate Achievement for Traditional Grading	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
13	Evaluate Readiness for Next Unit	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
14	Evaluate Readiness for Next Grade	●	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
15	Evaluate Readiness for Next Course/Course Placement	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
16	Evaluate Readiness for College	●	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
17	Evaluate Readiness for Career	●	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
18	Evaluate Below/On/Above Track for Next Step	○	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
19	Evaluate School Programs & Policies	●	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
20	Evaluate District Programs & Policies	●	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
21	Evaluate State Programs & Policies	●	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
22	Instructional Course Correction (daily, mid-lesson)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
23	Instructional Course Correction (mid-unit)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
24	Instructional Lesson Planning	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
25	Instructional Unit Planning	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
26	Measure Growth Within Instructional Units	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
27	Measure Growth Across Instructional Units	●	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
28	Measure Growth Within Years/Courses	●	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
29	Measure Growth Across Years/Courses	●	●	-	-	-	-	●	-	○	●	-	○	●	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
30	Measure Educator/Institution Effect on Student Growth	○	●	-	-	○	●	○	-	○	●	-	○	●	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

- **Owner**
 - Decides when to administer an assessment
- **Developer**
 - Decides what an assessment is to measure and creates the assessment
- **Actors**
 - Teacher
 - District (or Department, School)
 - State
- **Owner and Developer may be different**
 - For example, the teacher may decide when to administer modular interims developed by the district to match the pace in his/her class.

Assessment Timing



Intended Purposes and Uses of the District Assessment System		Broad Focus				Type				Owner			Developer			Timing																					
		Develop/Evaluate Programs/Policies	Student, Educator, Entity Accountability	Inform Classroom	Instructional Practice	Formative	Interim		Summative							Teacher	District	State	Teacher	District	State	Lesson			Minor Unit			Major Unit			Marking Period			School Year			
							Mini-Summative	Modular		Before	During	After	Before	During	After							Before	During	After	Before	During	After	Before	During	After	Before	During	After				
Number	Description	•	•	-	-	-	-	•	-	-	•	-	-	•	-	-	•	-	-	○	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	•
2	Corroborate Teacher-Assigned Marking Period Grades	○	•	-	-	-	-	•	-	•	-	-	•	○	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	○	○	
3	Corroborate Formative Assessment Insights	•	-	-	-	-	•	-	•	-	-	•	○	-	-	•	-	○	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
4	Diagnose Post-Lesson Remediation Needs	-	-	•	○	-	-	-	•	-	-	•	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
5	Diagnose Post-Unit Remediation Needs	•	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
6	Diagnose Strengths and Weaknesses	•	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
7	Differentiate Instruction	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
8	Evaluate Achievement of Lesson-Level Content	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
9	Evaluate Achievement of Unit-Level Content	○	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
10	Evaluate Achievement of Grade-Level Content	•	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
11	Evaluate Achievement for Standards-Based Grading	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
12	Evaluate Achievement for Traditional Grading	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	•	
13	Evaluate Readiness for Next Unit	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
14	Evaluate Readiness for Next Grade	•	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	•	
15	Evaluate Readiness for Next Course/Course Placement	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	•	
16	Evaluate Readiness for College	•	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	•	
17	Evaluate Readiness for Career	•	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	•	
18	Evaluate Below/On/Above Track for Next Step	○	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	•	
19	Evaluate School Programs & Policies	•	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	•	
20	Evaluate District Programs & Policies	•	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	•	
21	Evaluate State Programs & Policies	•	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	•	
22	Instructional Course Correction (daily, mid-lesson)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
23	Instructional Course Correction (mid-unit)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
24	Instructional Lesson Planning	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
25	Instructional Unit Planning	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
26	Measure Growth Within Instructional Units	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
27	Measure Growth Across Instructional Units	•	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
28	Measure Growth Within Years/Courses	•	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
29	Measure Growth Across Years/Courses	•	•	-	-	-	-	•	-	○	•	-	○	•	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	○
30	Measure Educator/Institution Effect on Student Growth	○	•	-	-	○	•	○	-	○	•	-	○	•	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	○

Before, During, or After any of the following school-year divisions

- Lesson
- Minor unit
- Major unit
- Marking period
- School year

Ratings



- = Ideal Match
- = Potential Match
- = No Match

Int Of Number		Broad Focus			Type				Owner			Developer			Timing																								
		Develop/Evaluate Programs/Policies	Student, Educator, Entity Accountability	Inform Classroom Instructional Practice	Formative	Interim			Teacher	District	State	Teacher	District	State	Lesson			Minor Unit			Major Unit			Marking Period			School Year												
						Mini-Summative	Modular	Summative							Before	During	After	Before	During	After	Before	During	After	Before	During	After	Before	During	After	Before	During	After							
1		●	●	-	-	-	-	●	-	-	●	-	-	●	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	●	
2		○	●	-	-	-	-	●	-	●	-	-	●	○	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	○	○		
3	Corroborate Formative Assessment Insights	●	-	-	-	-	●	-	●	-	-	-	●	○	-	-	●	-	○	-	-	○	-	-	○	-	-	-	-	-	-	-	-	-	-	-	-		
4	Diagnose Post-Lesson Remediation Needs	-	-	●	○	-	-	-	●	-	-	●	-	-	-	-	-	●	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
5	Diagnose Post-Unit Remediation Needs	●	○	●	-	-	●	-	●	○	-	●	●	○	-	-	-	-	-	●	-	-	○	-	-	○	-	-	-	-	-	-	-	-	-	-	-	-	
6	Diagnose Strengths and Weaknesses	●	○	●	●	-	○	-	●	○	-	●	●	○	-	-	●	●	○	●	●	○	●	●	○	-	-	-	-	-	-	-	-	-	-	-	-	-	
7	Differentiate Instruction	-	-	●	●	-	○	-	●	-	-	●	○	-	-	●	●	●	●	○	○	○	○	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
8	Evaluate Achievement of Lesson-Level Content	-	-	●	●	-	-	-	●	-	-	●	-	-	-	○	●	●	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
9	Evaluate Achievement of Unit-Level Content	○	-	○	-	-	●	○	●	●	-	○	●	○	-	-	-	○	○	●	○	○	●	○	○	●	-	-	-	-	-	-	-	-	-	-	-	-	
10	Evaluate Achievement of Grade-Level Content	●	●	-	-	○	-	●	○	○	●	○	○	●	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	○	○	●	-		
11	Evaluate Achievement for Standards-Based Grading	-	●	○	-	-	●	-	●	○	-	●	●	○	-	-	-	-	●	-	-	○	-	-	○	-	-	-	-	-	-	-	-	-	-	-	-	-	
12	Evaluate Achievement for Traditional Grading	-	●	-	-	-	○	●	●	○	-	●	●	○	-	-	-	-	○	-	-	○	-	-	●	-	-	●	-	-	-	-	-	-	-	-	-	-	
13	Evaluate Readiness for Next Unit	-	-	●	-	-	●	○	●	○	-	●	●	○	-	-	-	-	-	●	-	-	●	-	-	●	-	-	-	-	-	-	-	-	-	-	-	-	
14	Evaluate Readiness for Next Grade	●	●	-	-	○	○	●	-	○	●	-	○	●	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	●	
15	Evaluate Readiness for Next Course/Course Placement	-	○	-	-	○	○	●	○	●	-	-	●	○	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	●	
16	Evaluate Readiness for College	●	●	-	-	○	○	●	-	-	●	-	-	●	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	●	
17	Evaluate Readiness for Career	●	●	-	-	○	○	●	-	○	●	-	○	●	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	●	
18	Evaluate Below/On/Above Track for Next Step	○	●	-	-	●	●	●	●	●	●	●	●	●	-	-	●	●	●	○	●	●	●	○	●	●	○	●	●	○	●	●	●	○	●	●	○	●	●
19	Evaluate School Programs & Policies	●	○	-	-	○	●	○	○	●	-	○	●	○	-	-	-	○	○	○	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
20	Evaluate District Programs & Policies	●	○	-	-	○	●	●	-	●	-	-	●	●	-	-	-	-	-	-	○	○	○	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
21	Evaluate State Programs & Policies	●	○	-	-	○	○	●	-	○	●	-	○	●	-	-	-	-	-	○	○	○	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	●	
22	Instructional Course Correction (daily, mid-lesson)	-	-	●	●	-	-	-	●	-	-	●	-	-	-	-	●	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
23	Instructional Course Correction (mid-unit)	-	-	●	-	-	●	-	●	○	-	●	○	-	-	-	○	-	●	○	-	●	○	-	●	○	-	-	-	-	-	-	-	-	-	-	-	-	
24	Instructional Lesson Planning	-	-	●	○	-	●	-	●	-	-	●	○	○	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
25	Instructional Unit Planning	-	-	●	-	-	●	-	●	○	-	●	○	○	-	-	-	●	-	●	●	●	-	●	-	●	-	-	-	-	-	-	-	-	-	-	-	-	
26	Measure Growth Within Instructional Units	-	○	-	-	-	○	-	●	○	-	●	○	○	-	-	-	●	○	●	●	○	●	○	●	-	-	-	-	-	-	-	-	-	-	-	-	-	
27	Measure Growth Across Instructional Units	●	●	-	-	○	●	-	●	○	-	○	●	○	-	-	-	-	-	○	-	-	○	-	-	●	-	-	-	-	-	-	-	-	-	-	-	-	
28	Measure Growth Within Years/Courses	●	●	-	-	○	●	-	-	●	○	-	●	○	-	-	-	-	-	-	-	-	-	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
29	Measure Growth Across Years/Courses	●	●	-	-	-	-	●	-	○	●	-	○	●	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	○	
30	Measure Educator/Institution Effect on Student Growth	○	●	-	-	○	●	○	-	○	●	-	○	●	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	●	

Prioritizing Intended Purposes



- Whatever uses the policymakers choose, they should be reasonably represented by one of the 30 purposes in the big, ugly table
- The next few slides demonstrate how a tool I created can help policymakers prioritize the intended purpose of a district assessment system

1	Corroborate District Assessment Results
2	Corroborate Teacher-Assigned Marking Period Grades
3	Corroborate Formative Assessment Insights
4	Diagnose Post-Lesson Remediation Needs
5	Diagnose Post-Unit Remediation Needs
6	Diagnose Strengths and Weaknesses
7	Differentiate Instruction
8	Evaluate Achievement of Lesson-Level Content
9	Evaluate Achievement of Unit-Level Content
10	Evaluate Achievement of Grade-Level Content
11	Evaluate Achievement for Standards-Based Grading
12	Evaluate Achievement for Traditional Grading
13	Evaluate Readiness for Next Unit
14	Evaluate Readiness for Next Grade
15	Evaluate Readiness for Next Course/Course Placement
16	Evaluate Readiness for College
17	Evaluate Readiness for Career
18	Evaluate Below/On/Above Track for Next Step
19	Evaluate School Programs & Policies
20	Evaluate District Programs & Policies
21	Evaluate State Programs & Policies
22	Instructional Course Correction (daily, mid-lesson)
23	Instructional Course Correction (mid-unit)
24	Instructional Lesson Planning
25	Instructional Unit Planning
26	Measure Growth Within Instructional Units
27	Measure Growth Across Instructional Units
28	Measure Growth Within Years/Courses
29	Measure Growth Across Years/Courses
30	Measure Educator/Institution Effect on Student Growth

Prioritization Tool



- Allows up to ten purposes to be selected and assigned low (L), mid (M), or high (H) priority
- Limited to 10 to ensure that the system is feasible

Intended Purposes and Uses of the District Assessment System	
Priority	Description
-	< select >
-	< select >
-	< select >
-	< select >
-	< select >
-	< select >
-	< select >
-	< select >
-	< select >
-	< select >
Column Total Score	

Example of Prioritized Uses



- Result of a hypothetical retreat with central office staff, principals, department heads, and select teachers
- What was prioritized in this hypothetical retreat would likely be different in another district, so we won't spend time looking specifically at the prioritized purposes.

Intended Purposes and Uses of the District Assessment System	
Priority	Description
M	Corroborate District Assessment Results
M	Corroborate Teacher-Assigned Marking Period Grades
H	Differentiate Instruction
M	Evaluate Achievement for Traditional Grading
H	Evaluate District Programs & Policies
H	Evaluate Achievement of Lesson-Level Content
H	Instructional Course Correction (daily, mid-lesson)
H	Instructional Course Correction (mid-unit)
M	Instructional Unit Planning
L	Measure Educator/Institution Effect on Student Growth
Column Total Score	

Full Results (using only ideal matches)



Scoresheet using only ideal matches

Intended Purposes and Uses of the District Assessment System		Broad Focus			Type			Owner			Developer			Timing																			
		Develop/Evaluate Programs/Policies	Student, Educator, Entity Accountability	Inform Classroom Instructional Practice	Formative	Interim								Summative	Teacher	District	State	Teacher	District	State	Lesson			Minor Unit			Major Unit			Marking Period			School Year
						Mini-Summative	Modular	Before	During	After	Before	During	After								Before	During	After	Before	During	After	Before	During	After				
						Priority	Description	Score	Score	Score	Score	Score	Score								Score	Score	Score	Score	Score	Score	Score	Score	Score	Score	Score	Score	Score
M	Corroborate District Assessment Results	2	2	0	0	0	2	0	0	2	0	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	
M	Corroborate Teacher-Assigned Marking Period Grades	0	2	0	0	0	2	0	2	0	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	0	0	0	
H	Differentiate Instruction	0	0	3	3	0	0	3	0	0	3	0	0	3	3	3	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
M	Evaluate Achievement for Traditional Grading	0	2	0	0	0	2	2	0	0	2	2	0	0	0	0	0	0	0	0	0	0	2	0	0	2	0	0	2	0	0	2	
H	Evaluate District Programs & Policies	3	0	0	0	0	3	3	0	3	0	3	3	0	0	0	0	0	0	0	0	0	0	3	3	3	3	3	3	3	3	3	
H	Evaluate Achievement of Lesson-Level Content	0	0	3	3	0	0	3	0	0	3	0	0	3	3	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
H	Instructional Course Correction (daily, mid-lesson)	0	0	3	3	0	0	3	0	0	3	0	0	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
H	Instructional Course Correction (mid-unit)	0	0	3	0	0	3	0	0	3	0	0	3	0	0	0	3	0	0	3	0	0	0	0	0	0	0	0	0	0	0	0	0
M	Instructional Unit Planning	0	0	2	0	0	2	0	0	2	0	0	2	0	0	0	2	0	2	2	0	2	0	0	0	0	0	0	0	0	0	0	0
L	Measure Educator/Institution Effect on Student Growth	0	1	0	0	0	1	0	0	1	0	0	1	0	0	0	0	0	0	0	0	1	0	1	1	0	1	1	0	1	1	1	
Column Total Score		5	7	14	9	0	9	9	16	5	3	16	7	6	3	9	6	5	3	2	2	3	5	3	4	8	3	4	8	3	4	8	
Timing Group Total Score													18	10	10	15	15																

Note: Scores in green are calculated as the usefulness rating from the "All Uses" worksheet (-/o/● scored as 0/0/1) times the priority rating from this worksheet (L/M/H scored as 1/2/3)

- Uses priorities and match ratings to score each prioritized use/purpose in terms of broad focus, type, owner, developer, and timing of tests appropriate to each intended use.
- Total scores give a sense of the overall emphases the prioritized uses represent and a general idea of what the resulting assessment system will look like
- This tool can be used formatively (iteratively) in a retreat to evaluate whether the prioritized purposes truly match the district's mission and vision

What is Our Broad Focus?



Intended Purposes and Uses of the District Assessment System		Broad Focus		
		Develop/Evaluate Programs/Policies	Student, Educator, Entity Accountability	Inform Classroom Instructional Practice
Priority	Description			
M	Corroborate District Assessment Results	2	2	0
M	Corroborate Teacher-Assigned Marking Period Grades	0	2	0
H	Differentiate Instruction	0	0	3
M	Evaluate Achievement for Traditional Grading	0	2	0
H	Evaluate District Programs & Policies	3	0	0
H	Evaluate Achievement of Lesson-Level Content	0	0	3
H	Instructional Course Correction (daily, mid-lesson)	0	0	3
H	Instructional Course Correction (mid-unit)	0	0	3
M	Instructional Unit Planning	0	0	2
L	Measure Educator/Institution Effect on Student Growth	0	1	0
Column Total Score		5	7	14

In this hypothetical scenario, the broad foci of the district assessment system are to inform, in order...

- Classroom instructional practice
- Student, educator, school, and/or district accountability
- Development and/or evaluation of programs and/or policies

What Types of Assessment are Needed?



Intended Purposes and Uses of the District Assessment System		Type			
		Formative	Interim		Summative
			Mini-Summative	Modular	
Priority	Description				
M	Corroborate District Assessment Results	0	0	0	2
M	Corroborate Teacher-Assigned Marking Period Grades	0	0	0	2
H	Differentiate Instruction	3	0	0	0
M	Evaluate Achievement for Traditional Grading	0	0	0	2
H	Evaluate District Programs & Policies	0	0	3	3
H	Evaluate Achievement of Lesson-Level Content	3	0	0	0
H	Instructional Course Correction (daily, mid-lesson)	3	0	0	0
H	Instructional Course Correction (mid-unit)	0	0	3	0
M	Instructional Unit Planning	0	0	2	0
L	Measure Educator/Institution Effect on Student Growth	0	0	1	0
Column Total Score		9	0	9	9

In this hypothetical scenario, the types of assessment needed are *modular interim*, *summative*, and *formative*

Who Owns and Develops the Assessments?



Intended Purposes and Uses of the District Assessment System		Owner			Developer		
		Teacher	District	State	Teacher	District	State
Priority	Description						
M	Corroborate District Assessment Results	0	0	2	0	0	2
M	Corroborate Teacher-Assigned Marking Period Grades	0	2	0	0	2	0
H	Differentiate Instruction	3	0	0	3	0	0
M	Evaluate Achievement for Traditional Grading	2	0	0	2	2	0
H	Evaluate District Programs & Policies	0	3	0	0	3	3
H	Evaluate Achievement of Lesson-Level Content	3	0	0	3	0	0
H	Instructional Course Correction (daily, mid-lesson)	3	0	0	3	0	0
H	Instructional Course Correction (mid-unit)	3	0	0	3	0	0
M	Instructional Unit Planning	2	0	0	2	0	0
L	Measure Educator/Institution Effect on Student Growth	0	0	1	0	0	1
Column Total Score		16	5	3	16	7	6

- Teachers are primary owners and developers of formative practices and modular interims
- District builds (or selects) modular interims over time
- State as owner of annual summative test
- State as developer of modular interim assessments for use as teachers/districts see fit (?)

Who Owns and Develops the Assessments? (ideal + potential matches)



Intended Purposes and Uses of the District Assessment System		Owner			Developer		
		Teacher	District	State	Teacher	District	State
Priority	Description						
M	Corroborate District Assessment Results	0	0	4	0	0	4
M	Corroborate Teacher-Assigned Marking Period Grades	0	4	0	0	4	2
H	Differentiate Instruction	6	0	0	6	3	0
M	Evaluate Achievement for Traditional Grading	4	2	0	4	4	2
H	Evaluate District Programs & Policies	0	6	0	0	6	6
H	Evaluate Achievement of Lesson-Level Content	6	0	0	6	0	0
H	Instructional Course Correction (daily, mid-lesson)	6	0	0	6	0	0
H	Instructional Course Correction (mid-unit)	6	3	0	6	3	0
M	Instructional Unit Planning	4	2	0	4	2	2
L	Measure Educator/Institution Effect on Student Growth	0	1	2	0	1	2
Column Total Score		32	18	6	32	23	18

- Teachers are owners and developers of formative practices and modular interims
- District builds (or selects) modular interims over time
- State as owner of annual summative test
- State as developer of modular interim assessments for use as teachers/districts see fit (?)

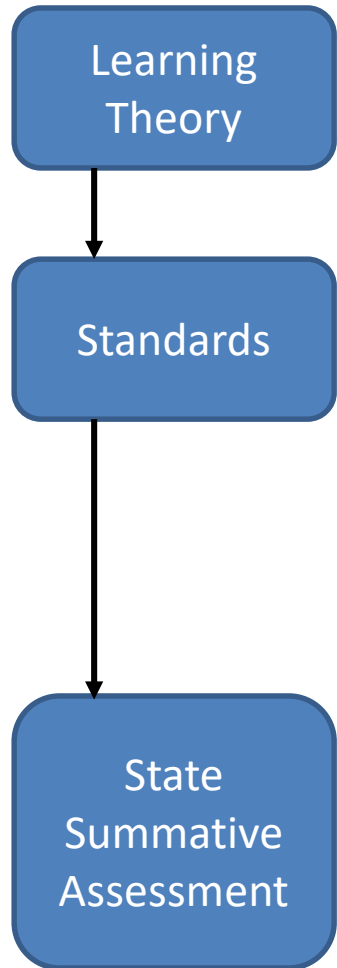
What Level of Granularity/Timing?



Intended Purposes and Uses of the District Assessment System		Timing														
		Lesson			Minor Unit			Major Unit			Marking Period			School Year		
Priority	Description	Before	During	After	Before	During	After	Before	During	After	Before	During	After	Before	During	After
M	Corroborate District Assessment Results	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2
M	Corroborate Teacher-Assigned Marking Period Grades	0	0	0	0	0	0	0	0	0	0	0	2	0	0	0
H	Differentiate Instruction	3	3	3	3	0	0	0	0	0	0	0	0	0	0	0
M	Evaluate Achievement for Traditional Grading	0	0	0	0	0	0	0	0	2	0	0	2	0	0	2
H	Evaluate District Programs & Policies	0	0	0	0	0	0	0	0	0	3	3	3	3	3	3
H	Evaluate Achievement of Lesson-Level Content	0	3	3	0	0	0	0	0	0	0	0	0	0	0	0
H	Instructional Course Correction (daily, mid-lesson)	0	3	0	0	0	0	0	0	0	0	0	0	0	0	0
H	Instructional Course Correction (mid-unit)	0	0	0	0	3	0	0	3	0	0	0	0	0	0	0
M	Instructional Unit Planning	0	0	0	2	0	2	2	0	2	0	0	0	0	0	0
L	Measure Educator/Institution Effect on Student Growth	0	0	0	0	0	0	0	0	1	0	1	1	0	1	1
Column Total Score		3	9	6	5	3	2	2	3	5	3	4	8	3	4	8
Timing Group Total Score		18			10			10			15			15		

- In order of priority: (1) lesson, (2) marking period and school year, (3) minor and major curriculum units

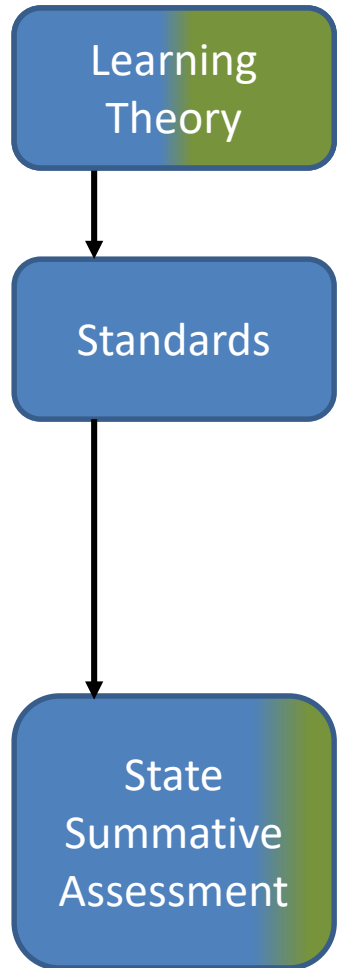
What Does the System Look Like?



Locus of control

State

What Does the System Look Like?



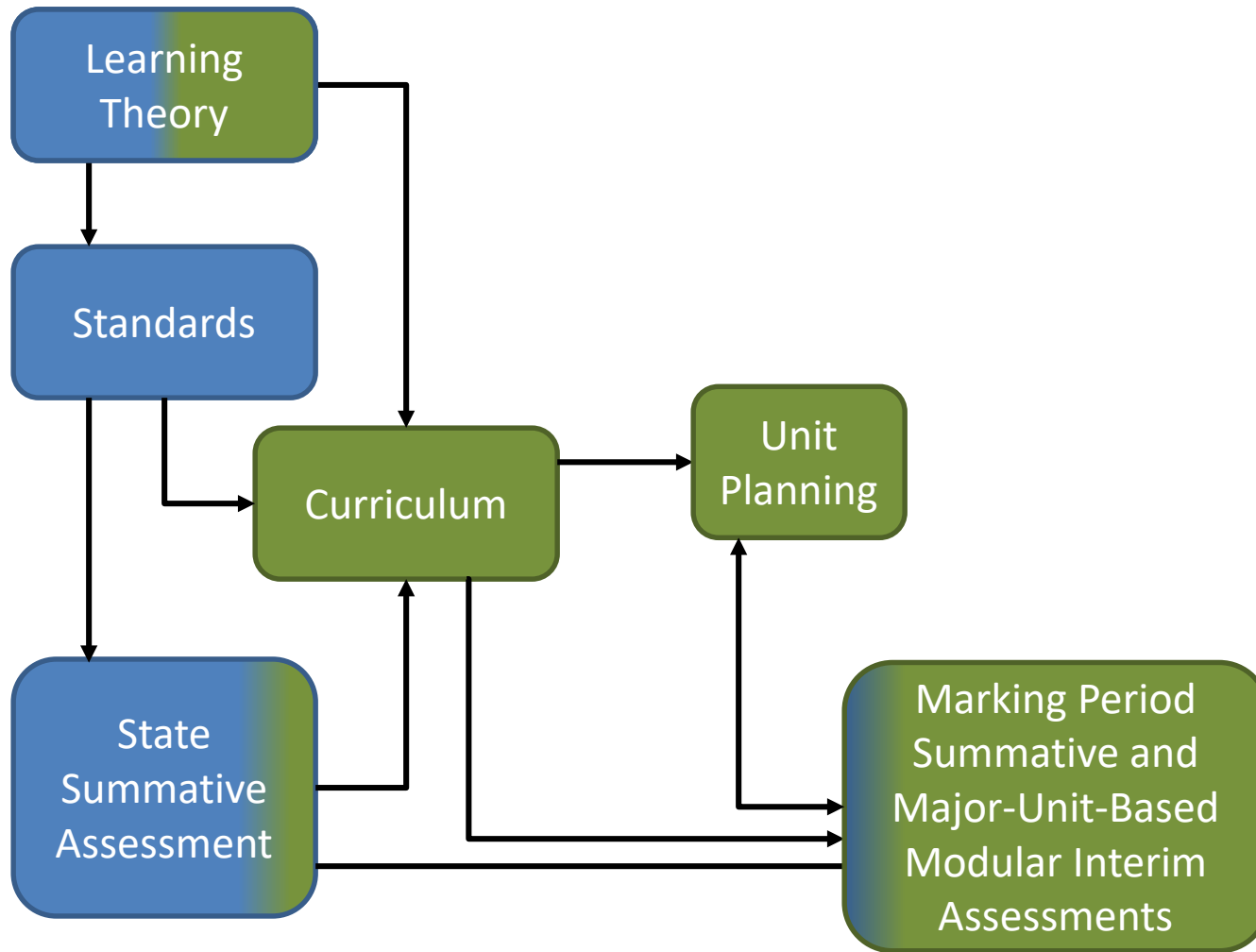
- The district needs to evaluate the alignment of its learning theory with that underpinning the state standards
- The state summative assessment (if of high quality and strong alignment), should be used by the district as a model.

Locus of control

State

District

What Does the System Look Like?

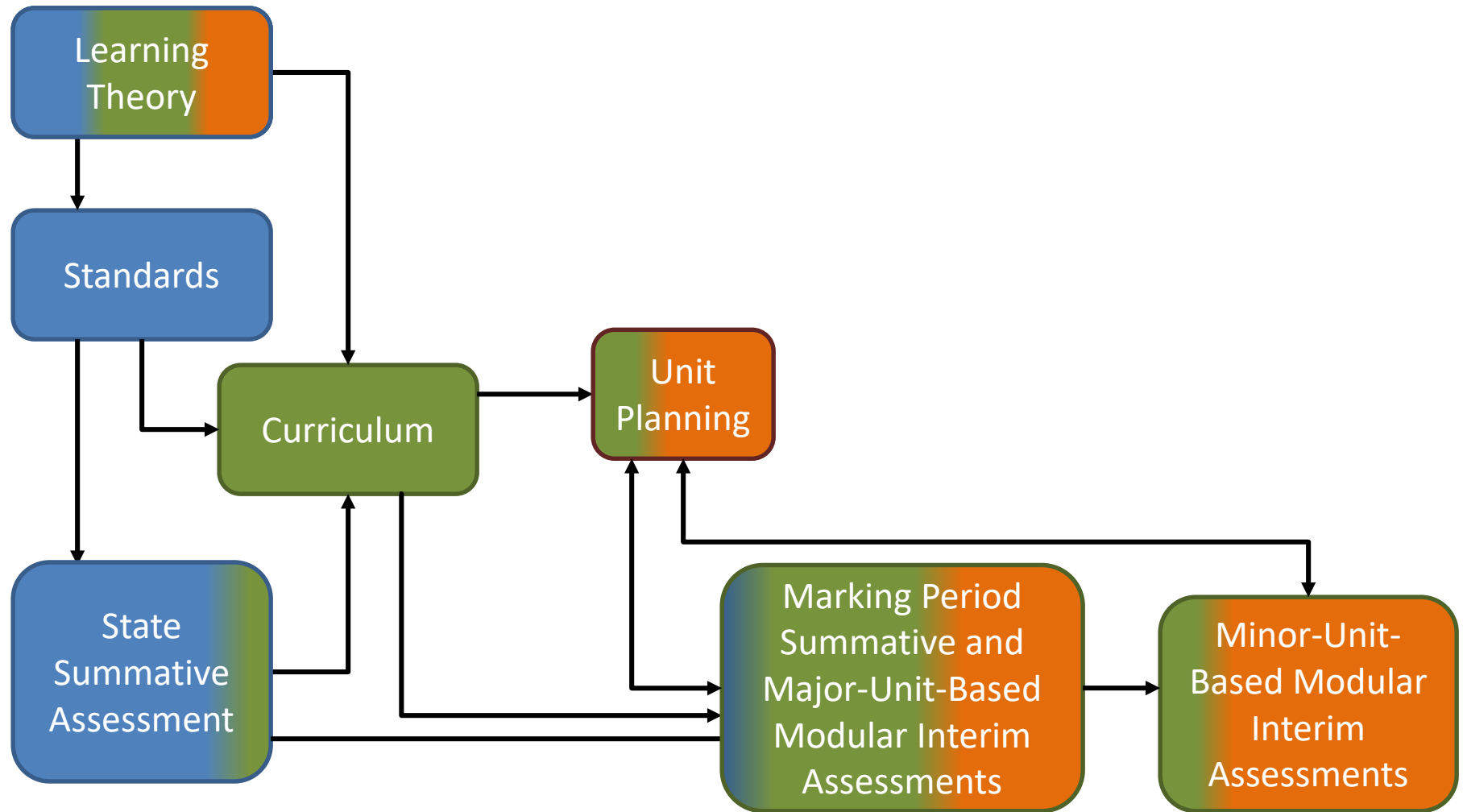


Locus of control

State

District

What Does the System Look Like?



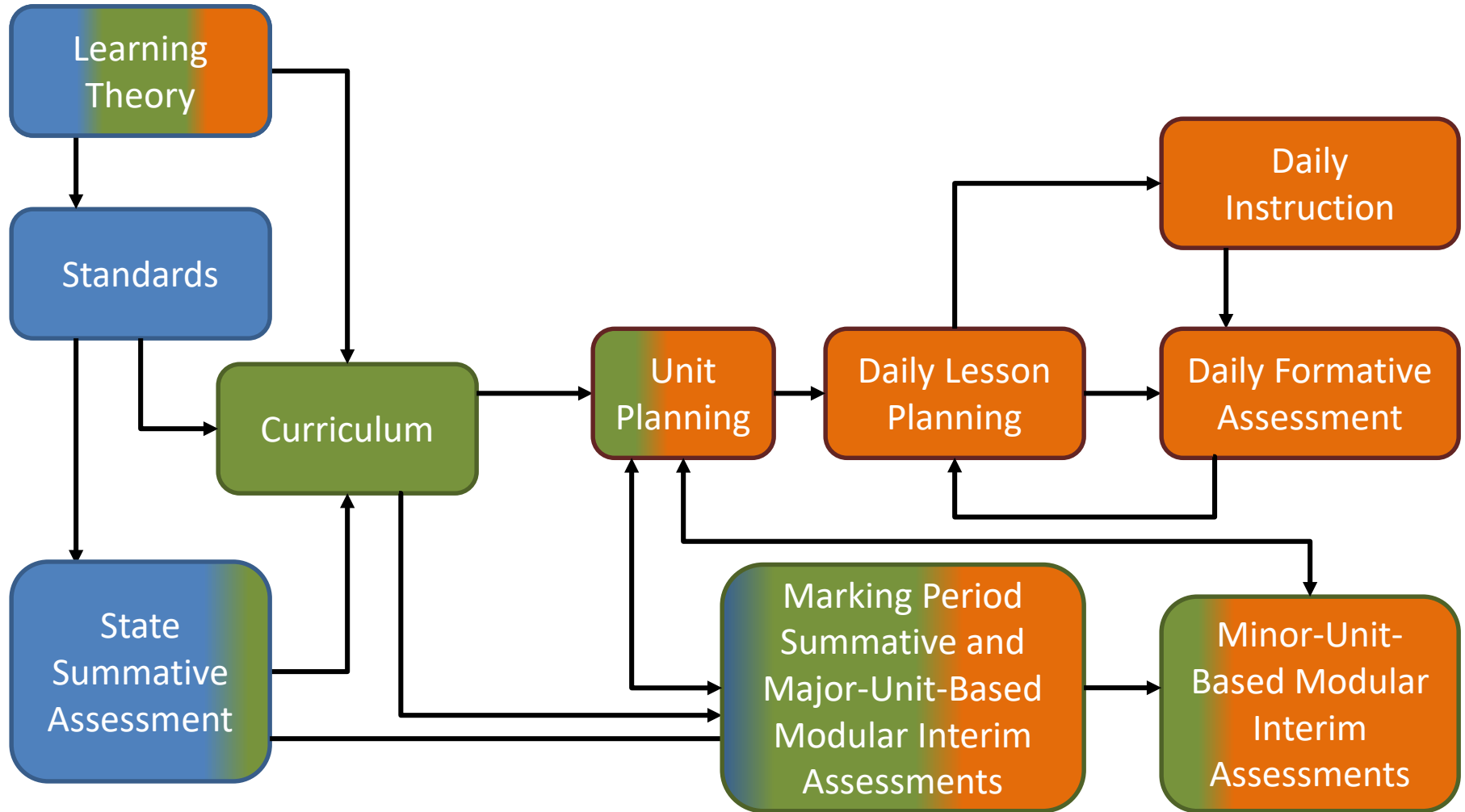
Locus of control

State

District

Teacher

What Does the System Look Like?



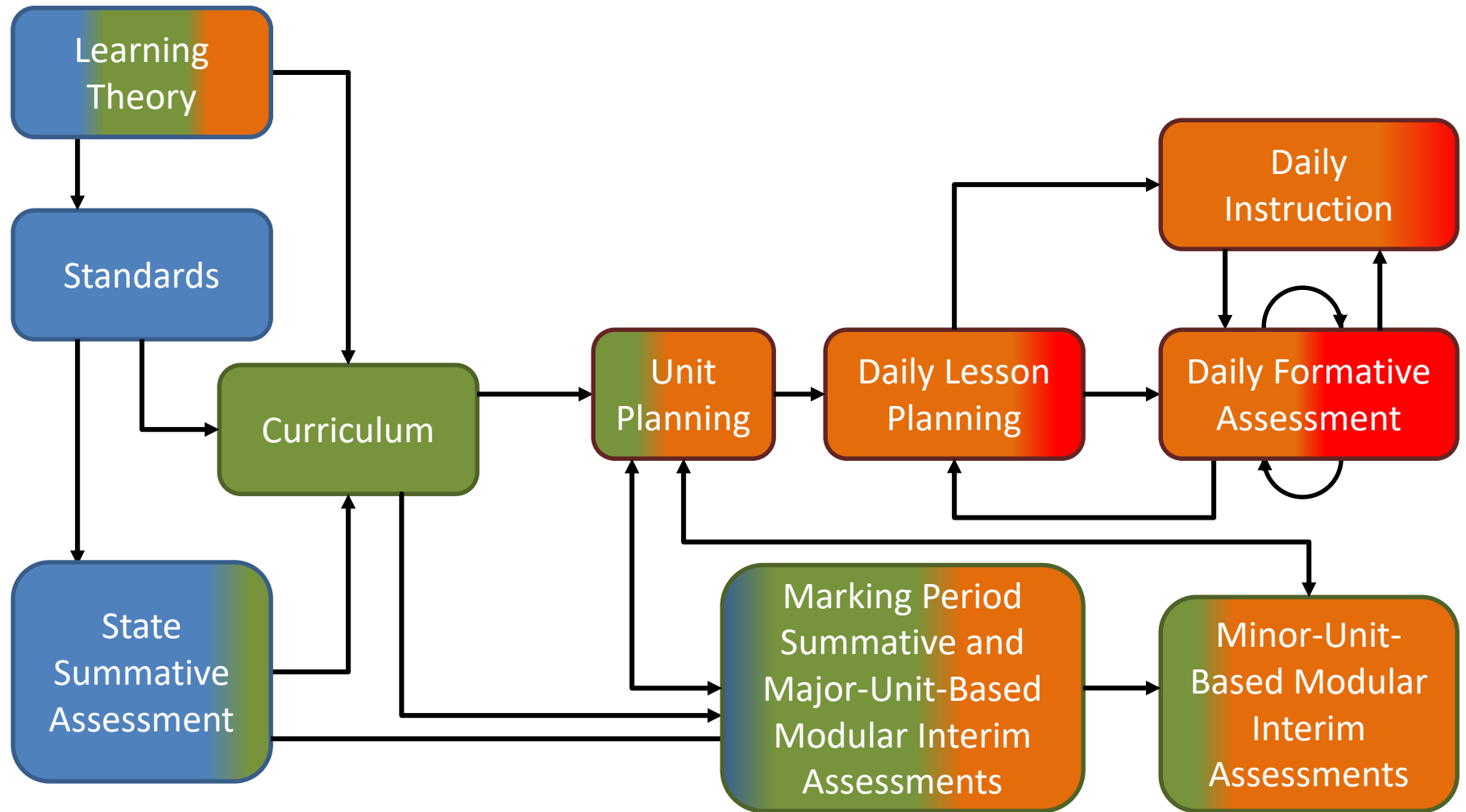
Locus of control

State

District

Teacher

What Does the System Look Like?



Locus of control

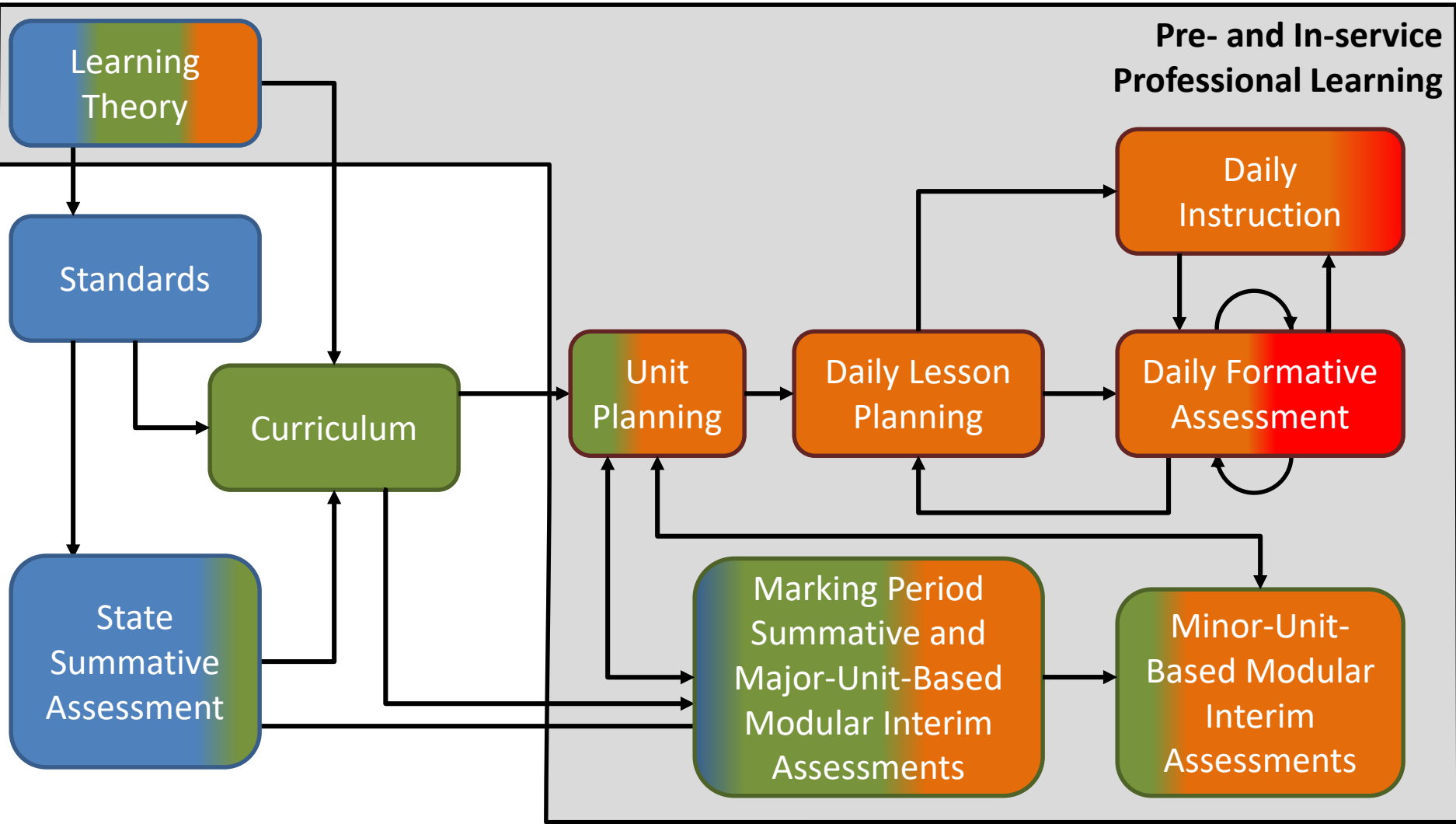
State

District

Teacher

Student

What Does the System Look Like?



Locus of control

State	District	Teacher	Student	State and Local Policymakers
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- Teachers

- Practice formative assessment
- Develop, administer, and use modular minor unit-based assessments
- Administer and use results of major unit-based assessments
- Determine timing of unit-based assessments
- Administer and use results of marking period assessments

- District

- **Develop/select marking period summative assessments.**
- **Develop/select modular major-unit interim assessments.**
- **Develop/select professional learning on formative assessment practice and interim/summative data use**
- **Provide coaches to improve formative assessment practice and interim/summative data use**

Bold = reducing burden on teachers

What Are the Roles?



- State
 - Develop/select annual summative assessment
 - **Offer major-unit modular interim assessments**
 - **Offer high-quality professional learning to districts on formative assessment practice and interim/summative data use**
 - **Offer coach training to help districts improve formative assessment practice and interim/summative data use**

Bold = reducing burden on districts for voluntary adoption

Thank You!

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