

Essential Components of a Balanced Local District Assessment System

Level of Assessment and Key Issues	Formative Applications	Summative Applications
<p><i>Classroom assessment</i></p> <ul style="list-style-type: none"> ○ <i>Key decision(s) to be informed?</i> ○ <i>Who is the decision maker?</i> ○ <i>What information do they need?</i> ○ <i>What are the essential assessment conditions?</i> 	<p>What comes next in the student’s learning?</p> <p>Students and teachers</p> <p>Evidence of where the student is now on learning progression leading to each standard?</p> <ul style="list-style-type: none"> • Clear curriculum maps per standard • Accurate assessment results • Descriptive feedback • Results point student and teacher clearly to next steps 	<p>What standards has each student mastered? What grade does each student receive?</p> <p>Teacher</p> <p>Evidence of each student’s mastery of each relevant standard</p> <ul style="list-style-type: none"> • Clear and appropriate standards • Accurate evidence • Focus on achievement only • Evidence well summarized • Grading symbols that carry clear and consistent meaning for all
<p><i>Interim/benchmark assessment</i></p> <ul style="list-style-type: none"> ○ <i>Key decision to be informed?</i> ○ <i>Who is the decision maker?</i> 	<p>Which standards are our students not mastering? Where can we improve instruction right away? Which students need specific help?</p> <p>Instructional leaders; Learning teams; Teachers</p>	<p>Did the program of instruction deliver as promised? Should we continue to use it?</p> <p>Instructional leaders</p>

<ul style="list-style-type: none"> ○ <i>What information do they need?</i> ○ <i>What are the essential conditions?</i> 	<p>Any standards students are struggling to master</p> <ul style="list-style-type: none"> • Clear and appropriate standards • Accurate assessment results • Results reveal how <i>each</i> student did in mastering <i>each</i> standard 	<p>Evidence of mastery of standard</p> <p>Accurate assessments of mastery of program standards aggregated over students</p>
<p><i>Annual testing</i></p> <ul style="list-style-type: none"> ○ <i>Key decision(s) to be informed?</i> ○ <i>Who is the decision maker?</i> ○ <i>What information do they need?</i> ○ <i>What are the essential assessment conditions?</i> 	<p>Which standards are our students mastering/not? Where and how can we improve instruction over the long term?</p> <p>Curriculum & instructional leaders</p> <p>Standards students are struggling to master</p> <p>Accurate evidence of how <i>each</i> student did in mastering <i>each</i> standard aggregated over students</p>	<p>Are enough students meeting standards?</p> <p>School and community leaders</p> <p>Percent of students meeting <i>each</i> standard</p> <p>Accurate evidence of how <i>each</i> student did in mastering <i>each</i> standard aggregated over students</p>

Rick Stiggins
 Assessment Consultant
 Lake Oswego OR