

A person is standing on a tall, dark ladder that extends from the bottom left towards the top left of the page. The person is seen from behind, wearing a light-colored t-shirt and shorts, with their right arm raised towards the sky. The background is a vast blue sky filled with soft, white clouds. The overall mood is one of aspiration and reaching for goals.

**Madison Local Schools'
Assessment Strategy:
Redesigning Assessment to Inform
Students, Teachers,
Parents, Schools, and Communities**

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CHAPTER 1: DEFINING A BALANCED ASSESSMENT SYSTEM

Educators and students need assessment information to measure the effectiveness of teaching methods and inform the steps to continuous improvement. Having research-based assessments helps to prevent decisions based on incomplete or obsolete information (Balow, 2016).

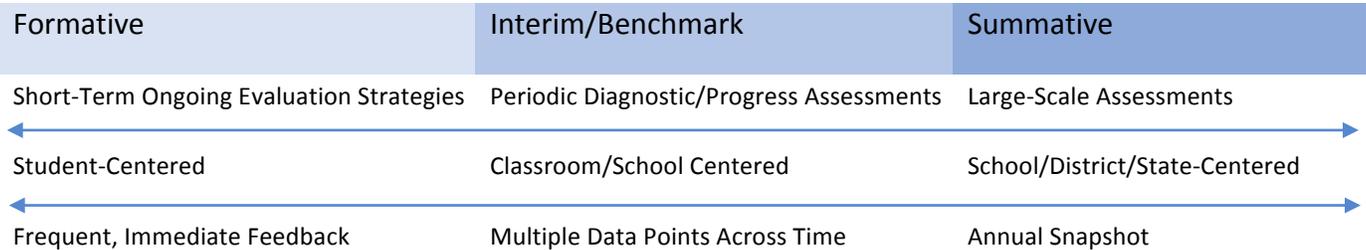
That’s where a balanced assessment system comes into the picture. The district needs a system of assessment tools, methodologies, and data systems that provide data to inform key decision-makers on learning decisions.

A high-quality balanced assessment system should exhibit, but is not limited to, the following characteristics:

- Conceptual fit with the district strategic plan, mission, vision, and goals
- Multiple levels of assessment data designed to provide data at each stage of the teaching and learning process
- Provides relevant and actionable student performance data
- Designed to meet the needs of key educational decision-makers such as teachers, administrators, parents, business, and community
- Maximizes the ability of the educational system to adjust and adapt to meet learning needs through collaboration and intervention implementation

A balanced assessment system includes formative, summative, and interim/benchmark assessments that occur throughout the year. These measures provide information across the district, school, classroom, and individual student levels of the educational system.

The following graphic shows the basic framework of a basic balanced assessment system, and how various assessments might be administered during the school year:



Interim assessments are often used as assessments that measure progress on larger units of a district’s curriculum (i.e., “quarterly benchmarks”), and they are typically administered several times per year (e.g., fall, winter, spring; quarterly; or at the end of instructional units).

Interim assessments have limitations as a “fixed-form” assessment, so it’s difficult to match the assessment to student level. As a fairly brief, economical assessment, interim assessments can serve as a sort of diagnostic, but should allow schools to identify students in need of further diagnostic assessments and/or intervention. (Note, the information could become “dated” rather quickly due to on-going instruction.)

Formative assessments, also known as “short-cycle assessments,” are used to inform instruction and indicate to the teacher “what learning comes next” for the student. They overcome some of the fixed-form limitations and can yield rich diagnostic information while targeting specific areas of learning deficits (e.g., specific skills, knowledge, standards).

Common examples of formative assessments include classroom assessments, observations, quizzes, unit exams, class specific standards-based assessments, comprehension checks, and exit tickets.

Summative assessments are administered well after the material is taught and doesn’t generally affect the current, on-going instruction for students. It can often be used for grading students and to measure growth of students, while providing feedback as to how to improve future classroom instruction.

This type of data may suggest specific program treatment effect, effectiveness of instruction, or changes in areas like curriculum or instructional strategies. Examples of summative tests include the Ohio State Test, end-of-course/term tests, industry certification tests, ACT, SAT, etc.

Be very careful not to assume a single assessment can serve multiple purposes. Each assessment may serve a different need or inform a specific decision, depending on the level of the educational system. However, diagnostic, short-cycle formatives, progress monitoring, computer-adaptive, and universal screening assessments can overlap and could serve multiple purposes in an assessment system.

In turn, educators and decision makers can use all the aggregate data to decide on educational outcomes for students at each stage of the learning process, but it is essential that assessments designed to inform instruction do not become evaluative for teachers.

CHAPTER 2: KEY IDEAS TO INFORM THE ASSESSMENT STRATEGY

Feelings of frustration and confusion have been developing through the decades-long focus on accountability, the emergence of new technologies, and political battles over learning standards and state testing. In trying to navigate these forces and others, districts have enacted policies that many now recognize as bad practice. They try to make assessments serve purposes beyond those for which they were designed; they give redundant exams across grades and subjects; and they adopt assessments that aren't well aligned to one another or to grade-level standards.

Despite widespread dissatisfaction, district leaders often feel powerless to change their situation. Fortunately, there are actions which can be taken to correct the current assessment situation.

Madison Local Schools can be a leader in turning the tide on assessment as leaders at all levels of the school system come together to develop an assessment system that helps refocus the district on what matters most: great instruction and student preparedness.

As the district prepares to develop and implement a new assessment strategy, it will examine four key ideas to guide the work, create an assessment working group, generate a shared understanding of assessment vocabulary and purposes, create a shared vision for assessment, and follow a proven process developed by the Achievement Network (ANet) to develop a coherent, instructionally-focused assessment system.

Key Idea 1: *Make this work about instruction, not assessment.*

Districts that develop a truly effective assessment system do not go into this process solely focused on creating or cutting assessments. Instead, they begin by building a vision of how they want their assessments to support good teaching and learning. In particular, they use this process to illuminate what it looks like for instruction to meet content standards.

It may be counterintuitive, but the goal of reducing assessment volume does not drive the assessment audit process. Rather, this goal becomes possible only after the team builds a shared understanding of the connection between standards, curriculum, instruction, and assessment—and a vision for the way they want assessments to serve educators and students in their district.

Key Idea 2: *Work collaboratively to take control of assessments.*

District leaders can be quick to point the finger at state and federal mandates for causing their problems with assessment. School-based educators often point the finger at district leaders. In fact, many districts have problems at all levels—state, district, and classroom.

These problems arise from logical choices: One department doesn't have its need met by another department's test, so it develops a different one; classroom-level educators don't understand the relevance of district-mandated tests, so they create their own. Without a clear, coherent strategy that is understood by district leaders, school leaders, and teachers alike, districts end up with confusing and inconsistent assessment systems.

To get the most out of this work, it is recommended that a group of educators that span functions within the central office and roles from district leader to classroom teacher be brought together to form the district's assessment working group. In order to ensure coherent decision-making, provide the group space to build a shared understanding of assessment quality and purpose, and charge the group with seeing the world through their colleagues' eyes.

Key Idea 3: *Take a granular view of assessment quality.*

Nearly all district and school leaders agree that high-quality ELA assessments should feature texts that are worth reading — authentic, complex texts that students might encounter in the real world. Yet, when they look at the assessments they are using in their classrooms, they find texts written exclusively for testing purposes.

In the hectic, complex environment that so many district leaders face, it can be easy to make assessment decisions based on psychometric data and very limited samples of assessment items. When done right, the assessment audit process affords district and school leaders, as well as teachers, the opportunity to slow down and actually look together at a meaningful sample of the assessment content appearing in their classrooms. The group should carefully compare this content to a basic set of quality criteria and candidly discuss whether or not that content truly supports standards-aligned instruction.

Key Idea 4: *Get clear about assessment purpose.*

Assessments of content knowledge have three purposes: predicting student performance, evaluating achievement or impact, and informing instruction. There is not a single best way to balance these three purposes. Rather, the districts that get the most out of their assessment system are clear-eyed and honest about the purpose for which each assessment is being used in practice.

For example, many districts support exit tickets or interim assessments for “instructional” purposes, yet they rely on the red/yellow/green reports from these assessments to rank students and make decisions about instructional interventions. As a result of this, both students and teachers feel evaluative pressure from assessments that are meant to be instructional in purpose, and district leaders make decisions based on the misapplication of data.

Only a frank discussion of the way assessments are actually being experienced in the classroom can ensure a system that uses each assessment for its appropriate purpose.

Assessments shape the way teachers and students spend time in their classrooms. They shape the expectations we have for our students, and they shape the adult culture in a school. Teachers deserve assessments that provide them with information they can use to help their students excel, that illuminate what standards-aligned content looks like, and that foster a healthy culture.

The goal of the following processes is to help district leaders— including superintendents, assessment directors, and academic directors—put in place an assessment system that meets those needs.

CHAPTER 3: PLAN & CREATE THE DISTRICT ASSESSMENT SYSTEM

1. Build your team

To start, the district needs to convene an assessment working group that includes district-level assessment and curriculum specialists, school leaders, and teachers or coaches. The working group builds their assessment knowledge, audits current assessments, comes together around a new vision for assessment and instruction, and develops a plan to create a new assessment system with the supports to ensure its successful implementation.

The interdepartmental working group provides a valuable opportunity for collaboration and connections between people who usually find themselves in different silos. In many systems, staff on different central office teams — for example, in curriculum, data, or assessments— rarely have the chance to align decision-making around their ultimate shared goal: supporting excellent teaching and learning. In the end, the assessment system will be stronger and easier to implement if a diverse set of stakeholders, including senior leaders, engages in the process.

The working group should have one or two dedicated project leaders. District project leaders select working group members, shepherd the development of a shared vision, oversee the completion of each of the assessment exercises, keep top leaders informed at key decision points, and craft implementation plans after the working group makes its recommendations.

The assessment working group can accomplish its work, explained in detail below, in a fairly short period of time. The working group meetings can take three to five intensive days of group time over the course of a few months. Project leaders should plan to work more intensively on developing the full assessment system, over a longer period of time.

2. Get on the same page

Before the assessment working group can create and champion a new assessment system, members have to ensure that they are speaking the same language around assessments. Ask each member of the working group to share how they define terms like “interim” and “formative” assessment and identify the purpose and frequency of each of the assessments they administer. It is likely that the working group members will find that they define key terms differently or have different purposes in mind for the same test.

Too often, district leaders make decisions about assessments without realizing that they hold different assumptions about the same test, which can contribute to redundancy and mixed messages. If district leaders are going to make coherent decisions about their assessment system, they must develop a shared vocabulary about two central concepts across the working group at the outset: frequency and purpose.

Another term often used is “formative” assessment. Some people use this term to cover anything besides an evaluative, annual assessment, which can be a source of confusion. The word “formative” shares the same root as “inform.” Any truly formative assessment should inform the teaching and learning process by providing the teacher feedback about students’ strengths and gaps in a specific area. To most people, formative and instructional mean the same thing, but the term “instructional” is more accurate and descriptive.

FREQUENCY: How often is an assessment administered?	
<p>ANNUAL TESTS: Tests given once a year, also called summative tests. <i>Examples:</i> State tests (The Ohio Test); end-of-course tests (like AP and IB tests); ACT or SAT; teacher-designed final exams</p> <p>INTERIM TESTS: Tests given in cycles throughout the year, usually every six to eight weeks, which produce data that can be aggregated.</p>	<p><i>Examples:</i> MindPlay Universal Reading Screener Benchmarks, NWEA MAP, iReady, PIVOT INSPECT assessments, some unit assessments and other benchmark tests</p> <p>SHORT-CYCLE ASSESSMENTS: More frequent than interim tests, these tests are usually less lengthy—they might only consist of one or two tasks—and relate to a topic taught just recently. <i>Examples:</i> Reading running records, reading goal progress monitoring, exit slips, weekly quizzes</p>
PURPOSE: What kind of information is the assessment designed to provide?	
<p>EVALUATIVE: Evaluative assessments provide information to inform the actions of school or district leaders, and/or policymakers. These tests tend to measure student learning across a wide swath of standards, to monitor and track student performance as a group. Districts or states might use evaluative assessments for accountability, to measure the effectiveness of a strategy, or to measure learning outcomes for different student groups. <i>Examples:</i> State test scores used by a principal to evaluate the success of a new curriculum; SAT scores used by colleges to evaluate college readiness</p> <p>INSTRUCTIONAL: Instructional assessments help educators adapt instruction to meet students’ needs by identifying strengths and weaknesses in an area of learning, giving students rapid feedback, and engaging students in complex learning tasks.</p>	<p><i>Examples:</i> An end-of-unit module used by a teacher to check student understanding; a daily exit ticket used by a teacher to guide the next day’s lesson</p> <p>PREDICTIVE: Predictive assessments indicate whether an individual student is likely to meet a certain bar on end-of-year tests. Predictive assessment scores can be aggregated in various ways and used as a screener to identify which students are on track with expectations. Many interim tests are intended to serve a predictive purpose and act as learning benchmarks. To truly qualify as predictive, a test must quantifiably show how results align with end-of-year tests. <i>Examples:</i> An ACT practice test used to identify students for extra support; PIVOT INSPECT interim assessments used by a principal to check which students are on track for the end-of-year test</p>

3. Create shared definitions of key terms

Clarifying the distinctions between the three types of assessments is a critical first step in determining the appropriate role assessments will have in your assessment system.

Summative assessments are generally given one time at the end of some unit of time such as the semester or school year to evaluate students' performance against a defined set of content standards. These assessments typically are given statewide (but can be national or district) and these tests are usually used as part of an accountability program. They are the least flexible of the assessments.

Interim assessment is the term that should be used for the assessments that fall between formative and summative assessment, including the medium-scale, medium-cycle assessments currently in wide use. Interim assessments (1) evaluate students' knowledge and skills relative to a specific set of academic goals, typically within a limited time frame, and (2) are designed to inform decisions at both the classroom and beyond the classroom level, such as the school or district level. Thus, they may be given at the classroom level to provide information for the teacher, but unlike true formative assessments, the results of interim assessments can be meaningfully aggregated and reported at a broader level. As such, the timing of the administration is likely to be controlled by the school or district rather than by the teacher, which therefore makes these assessments less instructionally relevant than formative assessments. These assessments may serve a variety of purposes, including predicting a student's ability to succeed on a large-scale summative assessment, evaluating a particular educational program or pedagogy, or diagnosing gaps in a student's learning.

Formative assessment is a process used by teachers and students during instruction that provides feedback to adjust ongoing teaching and learning to improve students' achievement of intended instructional outcomes. Thus, it is done by the teacher in the classroom for the explicit purpose of diagnosing where students are in their learning, where gaps in knowledge and understanding exist, and how to help teachers and students improve student learning. The assessment is embedded within the learning activity and linked directly to the current unit of instruction. The assessments are small-scale (a few seconds, a few minutes, certainly less than a class period) and short-cycle (they are often called "minute-by-minute" assessment or formative instruction). Furthermore, the tasks presented may vary from one student to another depending on the teacher's judgment about the need for specific information about a student at a given point in time. Providing corrective feedback, modifying instruction to improve the student's understanding, or indicating areas of further instruction are essential aspects of a classroom formative assessment. There is little interest or sense in trying to aggregate formative assessment information beyond the specific classroom.

Formative assessment is a vital tool for the learner as well as the teacher; done right, it encourages the ownership of one's learning. Accordingly, a crucial innovation area for next generation educators is tying formative assessment to learning progressions and rubrics for

hard-to-recognize, hard-to measure competencies such as creativity, social skills, wayfinding, and agency.

Examples of this type of measurement:

- Teacher-initiated formative feedback, including gathering rich evidence of student progress toward transparent learning goals through a variety of means (observation, checks for understanding, questions); providing feedback that is rapid, descriptive, and focused at the task, process, and self-regulation levels; and using feedback to adjust learning and instructional activities.
- Student self-assessment and self-reflection, where students are deeply involved in gauging their own progress toward learning goals and reflecting on their own learning processes. Includes student-run conferences.
- Peer-assessment, including gallery walks, feature critiques, pair-and-shares using rubrics, or even group discussions where students give each other feedback on ideas that are then further developed.
- Digital forms of formative feedback and adaptation of instruction through adaptive software and adaptive learning games or simulations that are set up to respond to performance as it happens.

Assessment is often thought of as an event or an instrument, rather than a process. As a result, many define formative assessment by when it occurs, instead of how it occurs. A small quiz given at the end of class — an exit ticket — can show whether students understood what was taught, but it does not shed much light on the more important question: how will students learn the concepts that come next? This is the job of formative assessment, and it requires teachers to engage deeply with the material to be learned and the students who are grappling with it. Quality formative assessment, then, is less about the tool and more about the educator expertise in understanding how students progress. Here are a few examples of how educators can develop this expertise and incorporate formative assessment into their instructional practice:

Learning progressions. In order to give good feedback, teachers need to know how students develop increasingly complex understanding of the material they're learning, at a very incremental level. One very powerful way to accomplish this is for teachers to dig deeply into student work, deconstructing what it shows about how different students are making sense of the material. The Colorado Education Initiative is helping a multi-district collaborative of teachers map out these developmental progressions, working side by side with researchers from the University of Colorado Boulder [Center for Assessment Design, Research, and Evaluation](#) (CADRE)'s Learning Progressions Project. Teachers then use the learning progressions in their classrooms, testing whether the documents actually capture the developmental progression for the students in their class, revising as needed, and discovering

what is generalizable and what is unique to each student. This is a rigorous process of shared inquiry into student learning. It creates not only a tool, but a deep expertise in how the understanding of complex concepts emerges in developing minds. For an excellent overview to this project and other uses of learning progressions, see this [EdWeek](#) article.

Quality feedback (or, feed-forward). Formative assessment has the greatest impact when there is a culture of feedback among young people as well as adults in classrooms and schools. Henry County Schools in Georgia is building this culture by inviting students to give “feedback on feedback.” Henry County is training teachers in formative assessment using a [Feedback Loop](#) protocol. As part of the process, after students receive feedback from teachers, they are prompted to give reciprocal feedback on how helpful the teacher’s feedback was. The system is designed to provide real-time information to improve the quality of feedback, while at the same time deepening the culture of learning.

Self-assessment and peer feedback. Formative assessment works when it prompts students to better understand criteria for success, and to think deeply about their own learning as it relates to these criteria. Self-assessment and peer feedback are powerful tools to accomplish this.

4. Set a new vision for assessment

Once the assessment working group is on the same page about the language they are using to describe assessments, they can look at their current assessment system with clear eyes and set a vision for what they want it to look like.

Like the step of aligning around terminology, this step is often overlooked in the daily pressure to make decisions and move on. But, building an assessment “vision” is well worth the time. The process requires district teams to focus on how they want assessments to support good teaching and learning — districts’ ultimate goal. That vision can then serve as a compass to guide tough choices, not only about what to keep and what to cut, but also how assessment data is used.

The benefits of articulating an assessment vision extend beyond testing. A strong assessment vision can also prompt district leaders to reflect on how assessment aligns with other teaching and learning choices, like their curriculum

The vision should commit to assessments that are:



Meaningful: Each assessment should serve a clearly defined and appropriate purpose.



High quality: Each individual assessment should meet quality standards (discussed below).



Coherent: Assessments as a whole should work together to paint a complete picture of students’ skills, knowledge, and understanding, with balance between types of assessments, and respect for students’ and teachers’ time.

strategy. As district leaders deepen their understanding of assessments, they recognize that teachers are more effective in using a high-quality curriculum when their assessments provide substantive and accurate feedback on students' understanding of the standards.

Example Assessment Visions

“In Humboldt County School District, we are committed to providing assessments that are high quality by design, produce meaningful data for all stakeholders, and serve as part of a coherent system of teaching and learning. Our goal is to improve instructional practice and increase student learning.” Humboldt County School District, Nevada

In Assumption Parish, we strive to leverage assessments as an instructional tool to increase the impact of teaching and learning and make instruction more equitable for all students. At the foundation of the teaching and learning cycle are assessments, which can be as short as an exit slip or as long as a benchmark and should be connected to day-to-day instruction. In order for assessments to enable better teaching and learning, they should be purposeful, high quality, and aligned to grade-level expectations, and part of a coherent plan that empowers students and teachers.” Assumption Parish Schools, Louisiana

Before completing the first exercise, the Assessment Audit, the assessment working group needs to craft the district's assessment vision.

5. Conduct an assessment audit

Once everyone in the assessment working group is speaking the same language and shares a common vision, the next step is to figure out which tests students currently take and why. The working group should collect examples of all the different assessments being used in their schools.

The assessment working group should put everything on the table, including tests that have been purchased and those created at the district or school level. The audit should include samples of teacher-created tests from a cross-section of grades and subjects. How much time is spent on each test and the intended purpose of each assessment should be included in the audit as well as how the data is used, how much time each assessment takes to administer, alignment to standards/intended learning, validity and reliability of the assessment, and the level to which the test is being used by the intended audience. A survey of the staff may be necessary to collect this data. This process helps elevate the perspectives across the district, from the classroom to the central office.

To accurately identify the purpose for which a test was designed, look to data reports, technical specifications, and item design. For example, a predictive test should have data explicitly linking it to an end-of-year test and might label students “on track” or “off track” of learning expectations. An evaluative test might include labels such as “proficient” or “on grade level.” And an instructional assessment should provide more detailed information about students’

understanding of just one or two learning standards, so teachers can adjust their approach in the next class.

After the working group has gathered a broad sample of current assessments, the group should take a critical look at the purpose of each type of assessment in their portfolio and examine whether their mix of tests aligns with their vision. As described earlier, districts are most successful in making meaningful changes when they take a critical look at how the assessments are being used in practice.

Common problems districts find when they take stock of assessments include:



- Many tests with evaluative purposes** and very few tests that are only for teachers to use instructionally
- Out-of-date and/or redundant assessments** that don't support student learning or serve a clear strategic purpose
- Mislabeled assessments** used for purposes that the test design doesn't support
- Teachers, principals, and district leaders** with very different beliefs about the purpose(s) of each assessment

Source: ANet: Teaching Comes First • Revising Your Assessment Strategy • Reviewing Assessments

If the assessment audit uncovers out-of-date or redundant assessments, in which educators unintentionally administer multiple tests to the same students for the same purpose, these should be eliminated from the district's requirements immediately.

Although conventional wisdom holds that federal and state mandates are the cause of over-testing, a surprising amount of excess testing originates at the school level. That's good news. It means that district leaders, school leaders, and teachers have more power to cut down the number of assessments and restore balance than they might think. After completing the content assessment audit, it is expected that the district will be able to cut down on these tests across all schools.

6. Put instructional purpose first

A common — though usually unrecognized — source of testing frustration stems from a lack of truly instructional assessments. Often, districts layer evaluative purposes on top of instructionally designed tests. For example, leaders may describe short-cycle tests in both instructional terms (“we use this quiz to help teachers determine which students are struggling with certain material and why”) and evaluative terms (“we ask teachers to input every student's score, and we track each classroom's results using this dashboard”).

Layering evaluative purposes on instructional assessments can have unintended consequences for teaching and learning. If teachers and students know that the results of a test will be used to summarize and “grade” their performance, they will be less likely to use it for honest reflection, and more likely to “teach to the test.” Use of instructional assessments for evaluative purposes also undermines the culture of a school. If the district wants assessments to genuinely support better instruction, it is critical that teachers trust that some assessments will only be used to inform instruction, not evaluation.

When a district’s assessment system is weighted heavily toward evaluative testing, teachers tend to supplement with assessments of their own in order to gain information that can be used for purely instructional purposes. Not only can this increase testing time, the quality of teacher created assessments varies widely if teachers have no guidance or support to create them.

Once the assessment working group understands the value of ensuring that the assessment system includes assessments with a purely instructional purpose, it needs to recommend measures to rebalance the content assessments. Taking the time to make room for instruction is a game changer for districts struggling to clear a crowded assessment landscape.

7. Evaluate assessment quality

The next step is to conduct a thorough quality review process grounded in learning standards. The assessment working group needs to look at its assessments, question by question, and delve into how well each test measures college- and career-ready standards and demonstrates the appropriate level of instructional rigor.

Understanding quality requires working group members to consider the meaning and intention of each learning standard. By working collaboratively through the process, working group members deepen their collective understanding of the standards and how they relate to assessment and instruction.

Quality markers will look different depending on the purpose of the assessment. For example, predictive assessments tend to measure a wide array of standards, with less depth, whereas instructional assessments usually focus on a few standards in a more targeted way, directly addressing what the teacher has just covered. The assessment working group needs to evaluate each assessment’s quality in the context of its intended purpose.

In the quality review process, there are a few key quality criteria the assessment working group members should look for in ELA and math assessments, explained in the table below. These criteria are based on keystone quality metrics developed by the Council of Chief State School Officers, the Louisiana Department of Education, EQUIP, and others, and adapted by ANet for easy use for those without specialized assessment expertise. The relative weight of each

criterion might shift depending on the purpose of a particular assessment, but each is an important reminder of the complexities of high-quality assessment design.

ANet criteria for high-quality assessments
 tied to college- and career-ready standards



MATH 	ELA 
Items elicit direct evidence of the degree to which a student can demonstrate the targeted standards. The set of items is consistent with the most critical content of the identified standard.	Items elicit direct evidence of the degree to which a student can independently demonstrate understanding of the text relative to the demands of the standard.
The rigor of items is tied to the language of the standard.	The assessment contains a variety of item types, including writing tasks in response to high-quality texts.
The assessment contains a variety of item types purposefully selected to align to the standard.	Texts in assessments should be worth reading, including high-quality texts at an appropriate level of complexity for the grade level.
The assessment demonstrates authentic connections between content and practice standards.	Texts in assessments should balance genres, including literary and informational texts.
The assessment focuses on grade-level standards and the majority of items should come from the major work of the grade.	Interim and short-cycle assessments should include purposefully linked passages.

Sources: CCSSO, IMAP, LDOE, AET, EQUIP tool

Although many district leaders feel they have a good working knowledge of what makes for a high-quality assessment, the key is taking the time to critically assess a sample of actual assessments from their classrooms. When the assessment working group evaluates their assessments against college- and career-ready learning standards and quality criteria, they may be surprised to find that their assessments do not sufficiently measure what they want students to know and be able to do.

It is essential that students are being asked to do work that reflects the expectations of the content standards, teachers' expectations for their students, and the expectations students need to meet on end-of-year state tests.

On the positive side, the assessment working group may also find high-quality pieces of its current system they didn't know existed or are underutilized. Once educators understand what makes these assessments useful and high quality, they can put the resources at their disposal to better use (and stop using lower-quality or redundant resources).

The quality review process is an opportunity to bring the strengths and weaknesses of each of the district's current assessments to light and to talk in depth about what kinds of skills and knowledge students should be able to demonstrate throughout their school career. It is a window into how curricula and standards should translate into students' skills and knowledge. It is also an opportunity to reflect on the different kinds of information various tests should provide in order to improve instruction and inform district decision-making.

Comparing assessment content to content standards can result in a seismic shift in the quality of curriculum and assessment materials.

8. Decide what to cut, keep, or modify

In the first phase of work, the district will uncover the current state of its assessment system while simultaneously building capacity to recognize purpose and quality. Next, district leaders and assessment working group members look toward the future and work collaboratively to decide on changes and create an action plan aligned to their vision.

Keeping in mind the shared vision and the goal of elevating instructional assessments, the assessment working group needs to identify gaps and redundancies in the current assessment portfolio. Based on this analysis, the group discusses which assessments to keep, cut, add, or modify. Every test should have a defined purpose and meet the high-quality criteria outlined above — and be clearly linked to teaching and learning.

In many cases, "cutting" low-quality assessments really means providing guidance and training about how to use existing assessments and instructional materials. By enriching educators' understanding of assessment quality, purpose, and connection to content standards, district leaders can help reduce the creation of redundant assessments. They can also help educators get the most out of their curricular materials because they ensure that assessments and curriculum are setting the same expectations for students.

As a result of the new, shared understanding of assessment purpose and quality, district leaders can make substantial changes that set their schools on course toward high-quality, meaningful assessment. In addition to providing guidance and training to teachers and school leaders where needed, the district can set a new course by cutting redundant assessments. The district should replace low-quality assessments or curriculum with higher-quality materials. It should also clarify and streamline assessment purposes to ensure that assessments designed for instructional purposes are not being inappropriately used for evaluative purposes. These kinds of changes add up to a much more effective assessment system.

Exercise 1: Assessment Audit

Now that you have explored the key concepts, it's time to start applying them. The assessment working group should complete the [Assessment Audit](#). This worksheet template allows the working group to inventory and analyze the uses of and time spent on current assessments. The working group can use the template as it is, or it can adapt the worksheet when completing the audit. When the assessment working group opens the worksheet, it will find a deeper description of its purpose and simple instructions for use along with the analysis tool itself.

CHAPTER 4: SPECIFIC ASSESSMENT RECOMMENDATIONS

The district assessment system should have measures of reading, English language arts, mathematics, social studies, and science, as well as processes in place to measure learning in performing arts and CTE courses.

Today's graduates must be able to read at a college- and career-readiness level. It is a critical skill for accessing and succeeding in post-secondary endeavors, and schools should ensure that all students are on track for grade level reading each year and intervene if they are not. A reading assessment should measure all five components of reading and be able to be used as an annual, benchmark, and progress monitoring assessment.

A reading assessment should be administered at least annually to all students in grades K-12. Students in grades K-5 should be assessed in reading at least three times per year, and students receiving reading intervention in grades K-12 should be progress monitored every two weeks.

To easily allow for shared understanding and use of the data, an assessment that spans from kindergarten phonemic awareness and phonics through 12th grade college-readiness reading comprehension and fluency should be sought. A tool such as MindPlay's Universal Reading Screener should be strongly considered.

To assess ELA, math, science, and social studies, interim assessments should be implemented at the end of each instructional cycle. Interim assessments could be administered every six weeks in elementary to correspond with reading unit lengths, for example, but interims should be administered at least quarterly at all levels.

The general characteristics of any interim assessment that is to be used for instructional purposes include the following (Perie, M., Marion, S., Gong, B., and Wurtzel, J., 2007):

- Not *all* multiple-choice—item types should mirror the item types of high stakes assessments
- Provision for qualitative insights about understandings and misconceptions and not just a numeric score
- Distractor rationales explaining misconceptions for incorrect responses should be available allowing for immediate instructional implications for what to do besides re-teaching every missed item
- Rich representation of the content standards students are expected to master
- High quality test items that are directly linked to the content standards and specific teaching units
- A good fit within the curriculum so that the test is an extension of the learning rather than a time-out from learning
- A good fit with curriculum pacing so that students are not tested on content not yet taught
- Clear reporting that provides actionable guidance on how to use the results
- Validation of the uses of and information provided by the assessment

- Administration features (speed, availability of normative information, customization, timing flexibility; adaptive) that match the assessment purposes

Ideally, a robust, standards-aligned item bank providing the interim assessments could also be used to allow teachers to create their own classroom, formative, or summative assessments. To improve formative assessment practices the district should design their interim assessment system with explicit attention to increasing teachers' ability to do formative classroom assessment. The choice of item types, the format of reports and data analysis, and the structure and content of professional development can be carried out in ways that help teachers learn how to embed assessment within a learning activity, provide immediate corrective feedback, and modify instruction to meet students' needs. Over the long term, the focus of assessment effort in a district can move from interim assessment to the formative assessment practices that have the most pay off for student learning.

While each item on this list above could be discussed in-depth, five merit particular attention: reporting, item type, scoring, item quality, and professional development.

Reporting Results

One strategy for defining the desired characteristics is to focus on reporting. What do we want the tests to tell us? Score reports serve to make the results actionable. The working group should visualize and design the intended reporting system as a way of clarifying all the information desired from the assessment. Assessments serving an instructional purpose will have different features in their reports than those serving predictive or evaluative purposes.

A score report should go beyond indicating which questions were answered incorrectly; it should inform a plan for action to further student learning. Technology has helped make it possible to "slice and dice" assessment data in myriad ways, and unfortunately it has become easy and tempting to provide voluminous reports to teachers, administrators, parents and students. However, most people can only absorb and act on small amounts of data at a time. Reporting systems should be built so that initial reports provide only the most important actionable data – with provisions for easy access to additional data on an "as wanted" basis. Over time, as users become more comfortable using reports and demand for more data builds, reports might be redesigned to provide additional data. Further, to judge a reporting system's effectiveness, it must be vetted with those who need to use the information: teachers in most cases but also school leaders.

A particularly important issue in the reporting of interim assessment data is whether and how to make the data public and whether and how to incorporate the data into formal or informal accountability systems. While there is no hard evidence on the best approach, our sense is that the results of interim assessments should be made public within the district (among teachers, administrators, and parents) but should not be used for accountability purposes. This is particularly true if assessments are to be used for instructional purposes and the goal is for teachers to use assessment results as the basis for conversations among themselves and with their students about the nature of students' work and the changes in their own practice that

are needed to improve this work. For such conversations and analyses to take place, teachers must believe in – and not fear – the assessment results.

Item Type

Only after the purpose and desired form of results are clear, can the working group begin to think about the types of items that would be appropriate for the interim assessments. Performance tasks with quality rubrics, particularly extended tasks, can serve instructional purposes more readily than other interim assessment item types. They enrich the curriculum, provide opportunities for more in-depth focus on the content area, and provide opportunities for teachers to learn about student thinking as they observe students working on the tasks. These tasks can be relatively short, such as graphing the results shown in a table, or more complex, such as designing, carrying out, and analyzing a science experiment. Again, as long as the results can be aggregated and used at a level beyond the classroom (which can be done through systematic observations, rubrics, and other scoring methods), an assessment with these types of tasks falls under our definition of interim.

Extended performance tasks such as a research paper, science laboratory, or historical debate, have the advantage of helping to erase the familiar boundaries between assessment and instruction. When students are engaged in such tasks, an observer struggles to determine whether there is an assessment underway or simply an interesting instructional unit. Perhaps most importantly, these types of performance tasks, when well designed, increase student motivation by engaging them in meaningful interactions with rich subject matter.

Item Quality

An assessment can be only as good as the quality of the items, no matter how much thought and good intentions were part of the design. Good assessment items represent in-depth coverage of the specific content standards and curricular goals to be assessed, provide information about students' depth of understanding, and identify students' learning gaps and misconceptions. To accomplish these goals, items must provide opportunities for students to demonstrate their thinking and they must be built on research related to how students' learning progresses — that is how they develop proficiency in a particular domain.

Potential users of commercial systems should conduct structured, expert-led reviews of the quality of items that will be used on their tests. It sounds overly obvious to say that the quality of the interim assessment system is dependent upon the quality of the items included in such systems, but this point often gets overlooked.

Scoring

Scoring is also an important consideration. While electronic scoring allows results to be produced quickly and aggregated easily across classrooms and schools, students self-scoring or teachers scoring student work is a learning opportunity in itself. This is particularly true for open-ended items where examination of the raw student work may enable teachers to observe and interpret patterns in student responses that may be lost in a scoring guide. Scores can then be recorded and uploaded for aggregation across classrooms or schools.

Professional Development

To serve instructional purposes, an assessment system must go beyond simply providing data. It must include strong supporting materials for interpreting and using the data to effectively modify classroom instruction. Specifically, it should include guidance on the types of errors to look for, how to detect errors, possible interpretations for each incorrect answer, and what corrective steps can be taken once a problem is identified. The effectiveness of the test is dependent on how the teacher uses the information to give feedback to the students. The district must provide professional development for teachers on adapting instruction based on information from an assessment thus turning results into actions.

It is worth noting a tension between the need for professional development to accompany these assessment systems and the ownership of that responsibility. An assessment system purchased for instructional purposes must include professional development to ensure that educators have the tools to use the assessments and the results appropriately. This should be a shared responsibility among the assessment vendor and the district.

Criteria to Consider Regarding Available Assessment Systems

The best current commercially-available systems can:

- Provide an item bank linked to state content standards,
- Assess students on a flexible time schedule wherever a computer and internet connection are available,
- Provide immediate or very rapid results,
- Highlight content standards in which more items were answered incorrectly, and
- Link scores on these assessments to the scores on end-of-year assessments to predict results on high stakes tests.

An interim assessment product should also answer questions such as:

- Is this student on track to score Proficient on the end-of-year state tests?
- Is the student improving over time?
- What proportion of students is at risk of scoring below Proficient on the end-of-year state tests?
- On which content standards are the students performing relatively well (or poorly) (for a student, classroom, school, district)?
- How does this student's performance compare to the performance of other students in the class?

It is recommended that the Inspect item bank be considered for the district's use as part of the assessment system.

It is also recommended that an additional assessment also be used for mathematics. An adaptive assessment is needed to identify students' math grade level equivalency and to further diagnose specific gaps students have in their learning so that appropriate intervention and instruction can be provided to ensure students fill in gaps so they can become successful

with grade level content. Ascend Math is an example of an assessment that can provide this information. Ascend Math also prescribes the instructional lessons students need based on further diagnostic assessments.

CHAPTER 5: CREATE & IMPLEMENT AN ACTION PLAN

Decision-making and rollout processes will depend on goals, vision, capacity, and current state. The district may decide to release optional guidance and phase in changes gradually. Or, it may decide to make broader, faster overhauls in the assessment system.

The assessment working group might decide to prioritize action related to curriculum and standards-based instruction before making assessment changes so that the district builds foundational systems and structures for more effective teaching and learning. By working collaboratively, the working group can be intentional about where, when, and how to implement changes.

Regardless of the approach the district takes, there are four key aspects of implementation that the action plan should address.

Action plan should address:

1. *Professional learning:* Educators will need extra support and training to put the new assessment vision to work in their classrooms. This element of implementation takes the most careful planning and long-term effort to execute well but, without it, the best-laid plans can fail.
2. *Communications:* District leaders, working group members, and school leaders should communicate changes early and often, and include meaningful opportunities for feedback, questions, and input from educators, families, and staff.
3. *Logistics and operations:* From calendars to technology to bell schedules, strong implementation should reflect a firm grasp on how school-building logistics will interact with assessment system changes. District leaders should also consider how to sequence or roll out changes appropriately.
4. *Progress monitoring:* A strong implementation plan should include progress checks at regular intervals and a commitment to making adjustments as needed. Learning does not end when the working group concludes.

Professional learning and communications are the two most important aspects of implementation planning. Many teachers have experienced years of frequent assessment changes and uncertainty in important areas, such as performance evaluation. Understandably, teachers might be wary of changes that seem to come from the top down or arrive without explanation or clear intent.

A successful implementation plan will not only address what the changes are; it will explain why the working group came to these decisions and how changes will better support great teaching and learning.

Explicitly linking communication (like a guidance document) with professional learning opportunities is often a good way to make changes tangible for teachers. For example, if assessment guidance encourages teachers to use certain kinds of instructional assessments more often, a paired professional learning opportunity might focus on differentiating between high-quality and low-quality formative tasks.

CHAPTER 6: MEASURE EFFECTIVENESS OF THE ASSESSMENT SYSTEM

Once the implementation plan has been completed and rolled out, the district leadership team needs to ensure the assessment system is being implemented as designed and that the vision for assessment is being achieved for all stakeholders. There are two recommended metrics for monitoring the effectiveness of the assessment system: assessment participation rate and implementation survey.

It is important for the district to know the level to which the assessments in the district's assessment system are being implemented. This can be measured by simply tracking the percent of students who are participating in each assessment. If the desired implementation level is not being met, the implementation and action plan should be revisited to determine where the break-down is occurring so that adjustments can be made. It is recommended that the participation percentage be monitored at regular intervals such as the beginning-, middle-, and end-of-year. The frequency and process for monitoring participation should be determined as part of the progress monitoring implementation plan.

There should also be a qualitative measure of the assessment system to ensure it is accomplishing the goals of the system for all stakeholders according to the vision. A survey regarding implementation for each level of user in the system should be administered at least annually. The survey could address topics such as:

1. Engaging students in learning ownership
2. Providing data needed to guide instruction
3. Data actually used to make instructional decisions
4. Measuring and providing feedback on curriculum/standards
5. Providing data needed to monitor student progress toward desired goals over time
6. Ease of use
7. Value of the amount of time dedicated to assessing learning
8. Assessment data free from evaluation/consequences

CHAPTER 7: LOOKING AHEAD – AN ASSESSMENT VISION FOR FUTURE READY GRADUATES

“Today’s youth face an increasingly complex and rapidly changing world. Adolescent youth face a number of developmental tasks as ‘apprentice-adults’ as the job market transforms and the opportunity gap widens, challenging the nation’s ideal of equity and economic mobility. This age of accelerations offers extraordinary opportunity—for young people who are prepared to embrace it. To succeed in this world, students need a broader and deeper set of skills, knowledge, and habits of success than those they develop through K–12 schools’ traditional focus on academic content knowledge” (EDUCAUSE, 2017).

Once the district has fully implemented an assessment system of content knowledge and is working to implement the district’s vision for future ready graduates, there is more to address in the area of assessment. This chapter is designed to help educators expand their thinking regarding their approaches to assessment so that they actively support the kind of learning that can lead to genuine readiness for the challenges of 21st-century life. Schools can assess for holistic learning through greater authenticity—enhancing and predicting student performance in the outside world—and by using multiple, varied measures, just as a driver’s license involves a written test, classroom instruction, student driving practice, a road test, and more.

According to NGLC MyWays, the ability to “measure what we value” in a world that has shifted is a mission-critical challenge to next generation educators. Just as the district will forge its own unique path in implementing its vision for future ready graduates, it must also create its own path for next generation assessment to gauge the progress of the whole learner.

Assessments need to integrate learning and measurement, with a variety of strategies to better develop and gauge progress on the broader, deeper future ready competencies. A note of caution: Schools should use care when assessing for the full range of future ready competencies. Students develop Habits of Success, for example, in varied ways that are often difficult to measure. These assessments are more useful, at this early stage in their development, for learning and not for evaluation or accountability.

To develop the desired comprehensive assessment system, the district must first dig into how well its designed assessment activities support and gauge student progress on the broader competencies the district is focused on. The concepts, ideas, and exercises included in this chapter will help the assessment working group (and, ultimately, the students as participants themselves) answer these crucial questions:

1. How do we, as next generation educators and students alike, gauge student progress in developing the broader and deeper future ready competencies?
2. How do we measure our performance in fostering this development as teachers, schools, and communities?

As the assessment group comes back together to expand/revise the district’s assessment system, there are some important concepts about next generation assessment to dig into. Reading the [NGLC MyWays Assessment Design for Broader, Deeper Competencies](#) report will be most beneficial to deepen the learning and understanding of the assessment working group even if the NGLC MyWays framework is not the framework being used by the district to define the competencies of their future ready graduates. Further, understanding the following concepts will allow the assessment working group to complete the exercises herein and analyze the results to expand/revise the district’s assessment system.

Concept 1 - Why Assessment of Content Knowledge Just Isn’t Sufficient

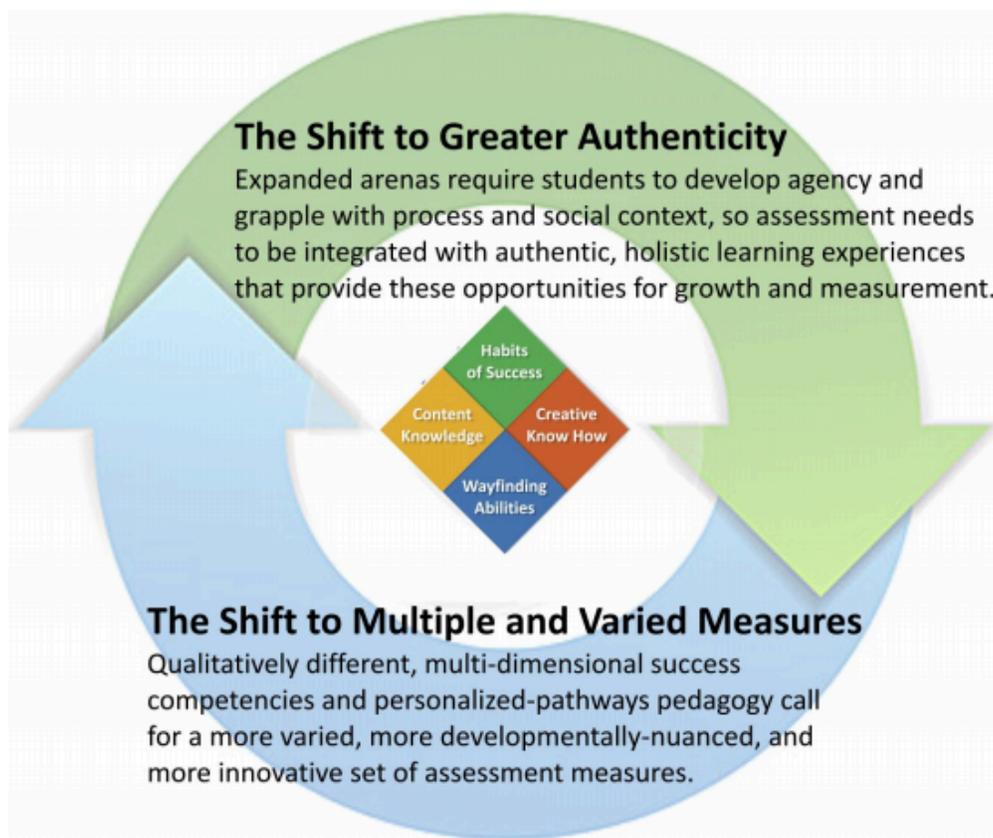
The state of assessment today across the broader competency range is fragmented, uneven, and fails to support the goals of next generation learning. Some of the shortcomings in current assessment practices have to do with the narrow range of what is measured, but much of the challenge arises from the nature of the assessments commonly carried out, even for traditional competencies, due to the ongoing preoccupation with accountability. The graphic below illustrates how one sample set of future ready competencies is typically assessed, if measured at all.



Expanded competencies require students to develop agency within all the competencies included in the district’s vision for future ready graduates and grapple with process and social context, so assessment needs to be integrated with authentic, whole learning experiences that provide opportunities for growth and measurement across multiple competencies at once.

Concept 2 - Greater Authenticity & Multiple, Varied Measures

Measuring broader and deeper competencies comprised of both capability and agency requires new approaches to assessment. Not only must the district begin to assess hard-to measure competencies like creativity, social skills, and wayfinding abilities; the assessment system must also gauge how well students “own” these competencies and apply them in real-life settings. To do this, the crucial first step for the assessment working group is to adopt the two paradigm shifts in assessment practice, highlighted in the visual below:



The shift to greater authenticity requires that the learning design be holistic and authentic as do the ways learning is measured. Assessment needs to measure competencies in the big, real world in which our students live and spend their time. Currently this is not how assessment typically looks. Traditional assessments focus on performance on non-authentic measures like

multiple choice questions. Better assessments include essays that enable students to construct responses at higher orders of thinking, but do not incorporate more complex, authentic contexts or settings, nor do they generally ask students to apply skills and knowledge across domains — as they’ll certainly have to in the real world. Assessment of broader and deeper competencies is only fully possible through measurement embedded in Whole Learning approaches involving rich simulation, extended projects, or immersion in real world settings — contexts that increase the development of student agency, capability, and adaptability.

The second paradigm shift is moving to **multiple and varied measures**, and away from single, narrow assessments. A quiz or test might be able to confirm basic mastery of multiplication tables, but what about competencies like building relationships or practical life skills, like managing personal finances? These broader competencies require multiple forms of measurement that are more varied, more developmentally-nuanced, and better integrated.

For example, consider the multiple measures given to new drivers. At first glance, one might associate the road test as the qualifier for getting one’s license, but that’s not the case. Over the past century, states have evolved their systems of mandatory requirements to ensure the safety of drivers (and everyone else on the road!). The act of getting a license is now an assessment-embedded learning experience with multiple forms of measurement, addressing content knowledge, application, and creative know how, through authentic performance. This is how you should be thinking as you design your own assessments. Check out the table below for the driving requirements in Massachusetts as an example of this.

Assessment elements for MA driver’s license

MA requirements	Assessment involved
Written test of road rules — to get permit	Multiple choice, fact-based; summative gateway to learner’s permit
30 hours of classroom instruction, with test at end	Formative feedback; scenarios for understanding of skills, consequences; summative knowledge test
Computer simulations	Incorporating application of knowledge and skills
6 hours of official driving observation	Introduction to the authentic learning environment; group/peer learning
12 hours of official driving practice	Practice loops in authentic environment with instant instructor feedback
40 hours additional practice, usually with parents	Practice loops in varying circumstances (different adult, different car), confirming transfer
2-hour parent education class	No assessment. Requirement is “programmatic”/seat time
The road test	Performance-based assessment in complex, authentic environment

Concept 3 - Five Assessment Strategies

As the assessment working group contemplates and designs these authentic assessments, there are five key strategies the group should focus on. Here's a brief summary of each one:

Formative assessment

Frequent iterations of measurement; verbal, written, and peer feedback; and, perhaps most importantly, reflection — aligned and integrated with learning design — have proven to be some of the most powerful strategies in enhancing achievement. Formative assessment is a vital tool for the learner as well as teacher. Done right, it encourages the ownership of one's learning. Accordingly, a crucial area of innovation for next generation educators is tying formative (as well as performance) assessment to learning progressions and rubrics for hard-to-recognize, hard-to-measure future ready competency arenas such as creative know how, habits of success, and wayfinding abilities competencies such as creativity, social skills, and finding needed resources.

Performance assessment

Although they are not commonly found in traditional school models, performance assessments have been used for decades. Authentic performance assessments allow students to demonstrate the broader range of knowledge and skills by performing real-world tasks that require those skills.

Curriculum-embedded performance assessments, within quality project-based or Wider Learning Ecosystem experiences, provide the greatest opportunity for assessing broader and deeper competencies.

Multiple measures

Like the driver's license example, any complex competency requires more than one assessment type. This is certainly true of hard-to-measure future ready competencies such as creative know how, habits of success, or wayfinding like entrepreneurship, self-direction, and navigating personal journeys. In addition, multiple measures will likely be needed to gauge both the capability and agency aspects of any competency. Multiple measures should include formative and performance assessments; they might also usefully include diagnostics, pre- and post-tests, adaptive testing, and summative tests for the purposes of end-of-topic, end-of-course, and progression-to next-level evaluations. In today's world, most educators will also need to continue to include tests for the purposes of accountability. Accordingly, next generation educators need the ability to identify, administer, evaluate, and integrate multiple and varied assessment elements, tailoring the mix with both the learner and the competency's purpose and nature in mind.

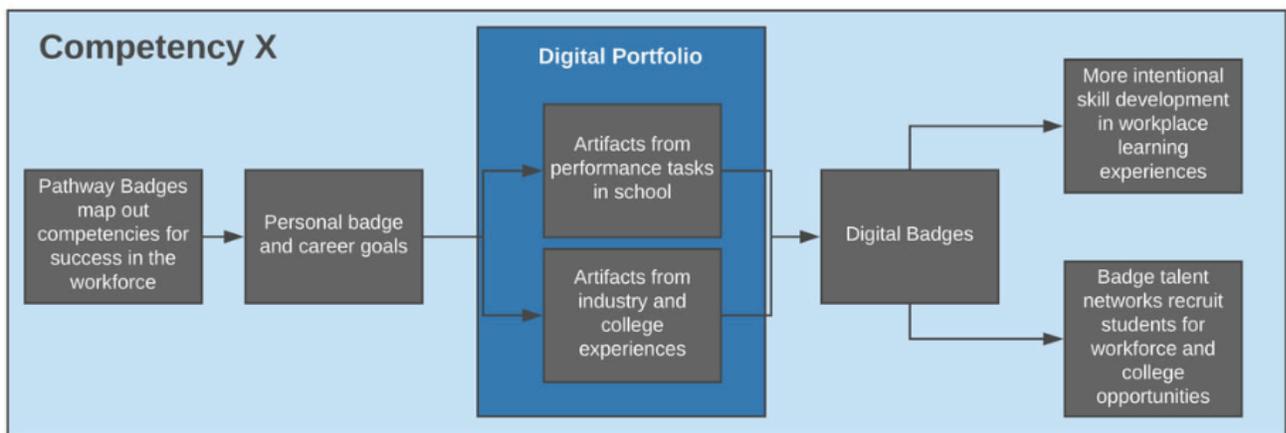
Badges and micro-credentials

Any system of assessment should make learning visible, transparent, and portable. Badges and micro-credentials help accomplish these goals for the aspiring learner, for teachers and student

advocates, and (as screening/signaling devices) for subsequent academic institutions and employers. Badge systems range from those requiring micro-performance assessments to those verifying participation in a quality experience likely to promote competencies. For a competency such as wayfinding abilities, for example, a badge related to exploring college options would require not just “visiting three colleges,” but “creating a list of four characteristics most important to my college experience, visiting three colleges, and providing reflections on how each matched up to [or altered] the four characteristics I chose to look for in a college.” Schools (especially high schools) across the country are experimenting with badging and micro-credentialing in creative ways.

Del Lago Academy, a public high school near San Diego, developed the Competency X internship badging program. Competency X is an assessment approach for workforce informed performance tasks developed to broaden access to college and career opportunities. The “X” is how learners choose to curate evidence of their learning and reflect on how it represents success with competencies. The idea was developed to help students access the life science workforce.

The Idea



Pathway Badges are built through industry and college partnerships to increase coherency and transparency about how to access college and career opportunities. The pathways are dynamic maps of badges that allow students to set personal learning goals and plot out flexible paths that connect to those opportunities. Students curate evidence of their learning in a digital portfolio and reflect on how they represent success with competencies. Digital badges are assigned when students meet specific criteria that is validated by industry and college partners in their digital portfolio. Students use digital badges to earn internships and do more intentional skill development work within internships. Most important, the badges help shape talent networks that recruit students for workforce and college opportunities. Visit [CompetencyX](#) for information on how they create currency for these badges to be used as portable competencies and to learn more.

Quality reviews

For some competencies, there is little consensus on valid, reliable, context-sensitive measures of student outcomes. For these hard-to-measure competencies, educators can still evaluate the learning experience itself to ensure quality and maximize the potential for student development. A quality review involves evaluating qualitative and quantitative data on the experience design and implementation against defined learning objectives and a logic model of how those objectives can best be met. In many cases, quality reviews can be informed by excellent, established quality standards based on longstanding real-world practice such as those for internships in places like [Big Picture Learning](#) and career exploration at [Linked Learning](#). Reviews can focus on user experience and learning design, the school climate and culture likely to support competency development, and educator expertise in human development and brain science. While essential for hard-to-measure competencies, quality reviews can also complement assessment of any student competency and foster program improvement.

The next two exercises delve more deeply into the five assessment strategies – formative assessment, performance assessment, multiple measures, badges and micro-credentials, and quality reviews – as well as explore how these strategies can be used in authentic assessment experiences to measure your district’s future ready competencies. It is expected that the Assessment Strategy Analysis will generate additional findings and recommendations from the assessment working group that should be incorporated into the new DRAFT action plan as part of the revised assessment system.

- [Assessment Strategy Analysis Worksheet](#) - This tool helps you map assessment of individual projects to the five assessment strategies: Formative Assessment, Performance Assessment, Multiple Measures, Badges and Micro-credentials, and Quality Reviews.
- [Assessment Competency Correlation Worksheet](#) - This tool asks you to map your use of the five assessment strategies to the district’s future ready competencies, which helps you see the big picture of your assessments. The worksheet template includes the future ready graduate competencies based on the NGLC MyWays competencies for illustrative purposes. The district’s adopted future ready graduate competencies should replace the MyWays sample competencies in this document before it is shared with the assessment working group.

Exercise 2: Assessment Strategy Analysis

The assessment working group should complete Exercise 2, [Assessment Strategy Analysis](#). After completing the Assessment Strategy Analysis, the working group should discuss its findings and aspirations and make revisions to the DRAFT action plan.

Exercise 3: Assessment Competency Correlation

The assessment working group should then complete Exercise 3, [Assessment Competency Correlation Worksheet](#). After completing the Assessment Competency Correlation Worksheet, the working group should discuss its findings and aspirations and make further revisions to the DRAFT action plan.

The working group's next step is to discuss how aspirational ideas revealed through these exercises could support or enhance the district's vision for assessment and make specific recommendations for next steps related to assessment vision, content, and processes. Updates to the vision should be reviewed by district and building leaders to guide the assessment working group with district-wide understanding of what the group is striving to accomplish. Once the final vision for assessment has been agreed upon, the working group should create and implement a revised assessment action plan following the processes described in Chapters 5 and 6 of this document.

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