



KENTUCKY DEPARTMENT OF EDUCATION ASSESSMENT LEADERSHIP MODULE TOOLKIT



Kentucky Department of Education Assessment Leadership Module Toolkit

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Introduction

Welcome to the Kentucky Department of Education (KDE) Assessment Leadership Module Toolkit. This toolkit is designed to be used after completing the three KDE Leadership Modules:

- **Leadership Module 1: Comprehensive, Balanced Systems of Assessment**
- **Leadership Module 2: Leading for Formative Assessment**
- **Leadership Module 3: Leveraging Tools for Assessment Leadership**

This toolkit, in combination with the three modules, is intended to help guide leaders as they work to develop and implement a comprehensive, balanced system of assessment and formative assessment at the local level.

Organization

This toolkit is organized into two sections, based on the process each section is designed to support.

- **Section 1** is designed to support leaders as they engage with the process of building a comprehensive, balanced system of assessment. It is closely connected to **Leadership Module 1**.
- **Section 2** is designed to support leaders as they work to implement and support the formative assessment process at their school or in their district. It is closely connected to **Leadership Module 2**.

This entire toolkit is supported by **Leadership Module 3**, which explores and explains the tools, how they can work together, and how they can help support local implementation of each process.

This toolkit is designed for maximum flexibility to support leaders as they work to implement both processes. Leaders may choose to engage in one process at a time, or they may choose to engage with both processes together in parallel. The relevant tools for each process may be adapted as needed for local use to support your site-appropriate action plan.

Foundational Resources and Key Considerations

The *Kentucky Model Curriculum Framework* (Framework) is a key foundational resource to support leaders as they plan for implementation of both processes in this toolkit. Where



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possible, specific sections of the Framework have been identified to support various steps within each process.

To ensure success in implementing each process, leaders need to attend to four key areas as they engage with building a comprehensive, balanced assessment system that includes formative assessment. *Figure 1—Four Key Areas for Success* provides a high-level overview of the way these two processes can work together, showing the major activities that fall into each key area.

Figure 1—Four Key Areas for Success



Please refer to **Leadership Module 3** for more information about these four key areas.



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Section 1—Building a Comprehensive, Balanced Local System of Assessment

Section 1 Overview

The tools in this section are designed to support districts as they engage with the process of building a comprehensive, balanced local system of assessment. There are many approaches that districts may use to go about the process of building this system. One such process is presented in *Figure 2—A Process for Building a Comprehensive, Balanced Local System of Assessment*.

The first step in this process is to develop a draft statement describing a Common Vision for Assessment (Vision). The Vision may be refined or revised as often as needed throughout this entire process. Next, data are gathered from different sources, and the results are analyzed and interpreted. The resulting findings are used to help inform multiple decisions about implementation, including

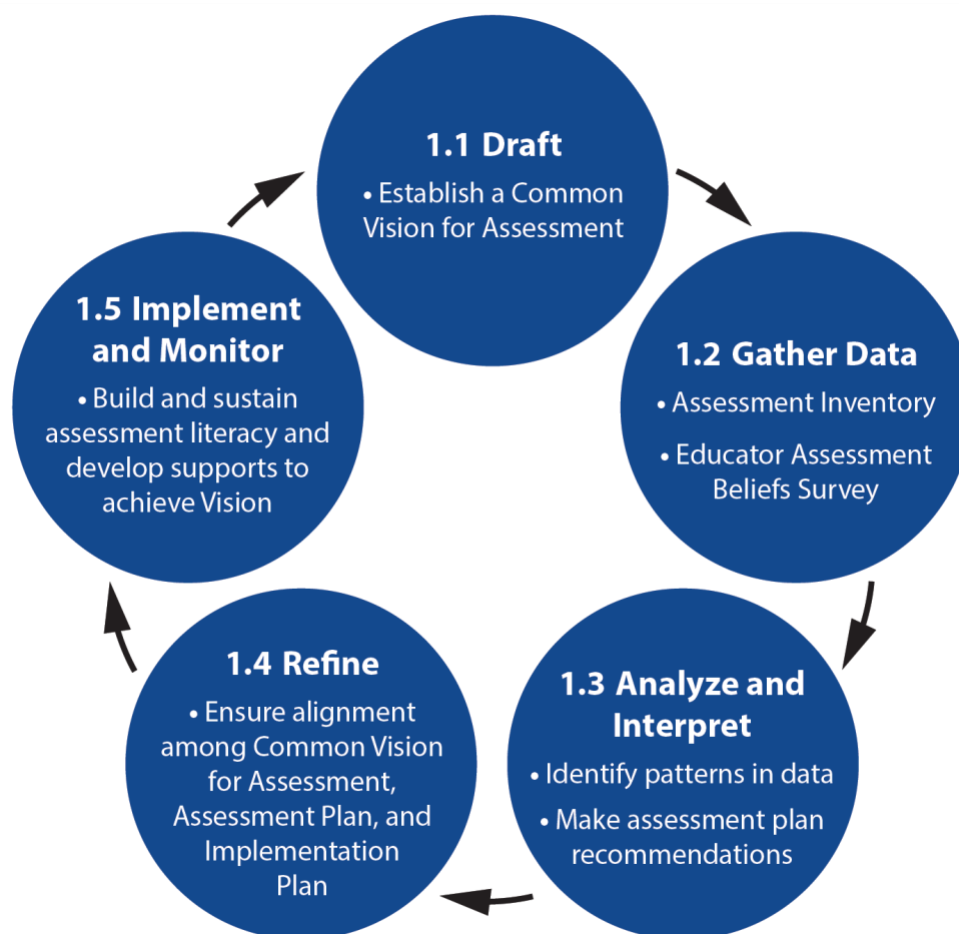
- the Vision and how it will be shared,
- what collective agreements should be made to ensure that the Vision is put into practice,
- what shifts are necessary among current assessments, and
- what additional strategies and supports may be necessary to implement and sustain a successful comprehensive, balanced local system of assessment.

Each step is defined in *Figure 2*. As shown in this figure, these steps are cyclical in nature, with overlaps and dependencies among them.



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Figure 2—A Process for Building a Comprehensive, Balanced Local System of Assessment



Regardless of the approach taken to build a comprehensive, balanced local system of assessment, it is imperative that district leaders ensure that they have the necessary staff and that they engage stakeholders at the appropriate times.

Tables 1.1–1.3 correspond to the steps of the process shown in *Figure 2*. Each table identifies the step in the process, its purposes, its intended audience, its use, and the tools and resources designed to help complete it. **Table 1A** contains additional tools and resources that may be useful to the needs of your school or district at any point as you work to build a comprehensive, balanced local system of assessment.



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The steps in each table (**1.1–1.3**) are hyperlinked to the corresponding sections of this toolkit that detail specific information, considerations, guidelines, and the tools and resources to complete each step. Each section includes

- a hyperlinked *Tools and Resources* table listing the materials designed to help you complete each step, and
- a *Getting Started* subsection that gives an overview of the process, guidelines, and considerations, as well as an explanation of each tool.

Table 1.1—Draft a Common Vision

Step	Purpose	Intended Audience	Use	Tools and Resources
Establishing a Common Vision for Assessment	This section includes guidance and considerations for establishing a common vision for assessment at the local level, including the importance of establishing a Vision, who should be involved, and steps to consider when drafting the Vision statement.	Building-level leaders	General guidelines to help identify which stakeholders to involve, questions to consider, and considerations for establishing the Vision	Tool 1.1a—A Process for Establishing a Common Vision for Assessment <i>A Family's Guide to Understanding Student Assessment</i> <i>KDE Leadership Module 1: Comprehensive, Balanced Systems of Assessment</i> <i>KDE Educator Module 1: Comprehensive, Balanced Systems of Assessment</i> <i>Kentucky Model Curriculum Framework</i>



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Table 1.2—Gather Data

Step	Purpose	Intended Audience	Use	Tools and Resources
Assessment Inventory Survey	This section identifies the data needed to understand the complete picture of assessments in your local context and inform decisions about the assessments in your comprehensive, balanced local system of assessment.	Building-level leaders (e.g., principals, building assessment coordinators [BACs], district test coordinators)	Elicit information about each assessment currently being used, including its purpose and use	Tool 1.2a —Assessment Inventory Survey—Tier 1 Tool 1.2b —Assessment Inventory Survey—Tier 2 Tool 1.2c —Assessment Inventory Survey—Tier 3 Tool 1.2d —Excel Assessment Inventory Survey <i>KDE Leadership Module 1: Comprehensive, Balanced Systems of Assessment</i>
Educator Assessment Beliefs Survey	This section focuses on gathering information on educator attitudes toward assessments currently in use and the usefulness of different assessments to educators (e.g., how the resulting data are used) to determine whether current attitudes are in line with the Vision and inform next steps.	Classroom teachers, teachers on special assignments, teacher leaders, long-term substitutes, coaches	Elicit information about assessment beliefs (e.g., which assessments teachers value most, how teachers use assessment data, and teachers' general beliefs with regard to assessments) that are currently available for use at a school or district	Tool 1.2e —Educator Assessment Beliefs Survey <i>KDE Leadership Module 1: Comprehensive, Balanced Systems of Assessment</i>



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Table 1.3—Analyze and Interpret Data

Step	Purpose	Intended Audience	Use	Tools and Resources
Data Analysis Guide	This section outlines the guiding questions to consider during data analysis from the <i>Assessment Inventory Survey</i> and the <i>Educator Assessment Beliefs Survey</i> to help inform recommendations for an Assessment Plan.	Building-level leaders	Analyze data and identify patterns to help inform decisions about current assessments in order to build a comprehensive, balanced assessment system that meets the needs of different stakeholders and aligns to the Vision.	Tool 1.3a —Data Analysis for Assessment Inventory Survey Tool 1.3b —Data Analysis for Educator Assessment Beliefs Survey Tool 1.3c —Assessment Plan Recommendations <i>KDE Leadership Module 1: Comprehensive, Balanced Systems of Assessment</i>

Table 1A—Additional Tools and Resources for Building a Comprehensive, Balanced System of Assessment

Tool or Resource	Purpose	Intended Audience	Use
Tool: Data Visualizer (optional)	This free tool allows for easy creation of visual data displays for presentations, materials, and reports.	Building-level leaders	Once assessment data are manually entered into the online tool, different types of data displays can be produced quickly to highlight findings from the Assessment Inventory Survey.



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Tool or Resource	Purpose	Intended Audience	Use
Resource: KDE Educator Module 1: Comprehensive, Balanced Systems of Assessment	Module 1, the first of the Balanced Assessment Professional Learning Modules, provides information on comprehensive, balanced assessment systems—how different assessments work together, the purposes of different assessments, and understanding the assessment cycle.	Building-level leaders, educators/ instructional coaches	This module is part of the educator professional learning series designed to build understanding of comprehensive, balanced assessment systems. This training should be completed by all educators involved in establishing and/or reviewing the Vision or providing input on the comprehensive, balanced local system of assessment.
Resource: Kentucky Model Curriculum Framework (Balanced Assessments Section)	This framework is a comprehensive document designed to provide guidance to schools and districts in implementing educational best practices around standards, curriculum, and assessment in a way that positively impacts student achievement.	Building-level leaders, educators/ instructional coaches	This resource explains research and best practices to inform a comprehensive, balanced local system of assessment, support a common vision for assessment, and build a compelling case for formative assessment.
Resource: Taking Pedagogical Action in the Formative Assessment Process	This one-page resource describes different pedagogical actions that are strategies to help strengthen the formative assessment process.	Building-level leaders, educators/ instructional coaches	This resource explains some of the pedagogical shifts that occur in the classroom as formative assessment is put into practice.
Resource: Characteristics of High-Quality Professional Learning	This document outlines the characteristics of high-quality professional development.	Building-level leaders	This resource includes characteristics to use when designing and/or selecting high-quality professional learning at the local level.



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1.1 Draft—Guidelines for Establishing a Common Vision for Assessment

Tools and Resources

The tool and resources in the following table may help you as you work to establish a Common Vision for Assessment (Vision). The tool is available in two formats: (1) an editable Word document and (2) a locked fillable form (Word). The tool and resources are hyperlinked in the table.

Tool	Resources
<ul style="list-style-type: none">▶ Tool 1.1a—A Process for Establishing a Common Vision for Assessment (1.1a Word, 1.1a fillable form)	<ul style="list-style-type: none">▶ A Family's Guide to Understanding Student Assessment▶ KDE Educator Module 1: Comprehensive, Balanced Systems of Assessment▶ KDE Leadership Module 1: Comprehensive, Balanced Systems of Assessment▶ Kentucky Model Curriculum Framework

Getting Started

Assessment should always provide evidence of student learning, to inform decision-making related to teaching and learning. Establishing a Vision forms a clear picture of why students are engaged in assessment, what evidence of student learning needs to be produced by various assessments, and how that evidence will be used and by whom. Some assessment tools are designed to provide evidence that focuses on the big picture in our educational system. Other assessment tools and practices are intended to provide guidance about where to go next in teaching and learning in the classroom.

For more detailed information, please see slides 30–48 of *KDE Leadership Module 1*, and “Step 3: Articulate a K-12 Program Philosophy” in the *Kentucky Model Curriculum Framework*.



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This step is designed to offer maximum flexibility for establishing a Vision. For schools and districts that prefer to use their own processes, five steps to consider as part of the process to establish a Vision are described below. For schools and districts that prefer more guidance, **Tool 1.1a** is included to help provide additional guidance in establishing the Vision.

Five Steps to Consider When Establishing a Common Vision for Assessment

- Determine which stakeholders to include.
- Build stakeholder knowledge and assessment literacy prior to establishing the Vision.
- Develop a draft statement of the Vision and identify core values with stakeholder input.
- Reflect on assessment culture and climate in your district.
- Refine the Vision, establish core values, and develop a path ensuring alignment of culture and climate to the Vision.

Determine which stakeholders to include.

Different stakeholders have different priorities, have different roles, and need different data upon which to inform educational decisions. Different stakeholders should have a role in the development of the Vision. Consider the relevant stakeholders who should be part of this discussion:

- district leaders
- school leaders
- local board members/site-based decision-making members
- instructional coaches
- classroom teachers
- students
- families
- other stakeholders



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Build stakeholder knowledge and assessment literacy prior to establishing the Vision.

Assessment leaders must have a solid understanding of the fundamental concepts supporting assessment literacy and decision-making about assessments, and they must use that knowledge to articulate a clear, compelling Vision in their system, anchored in shared priorities for teaching and learning.

The following resources are designed to provide information for different groups of stakeholders that is needed prior to establishing the Vision:

- *A Family's Guide to Understanding Student Assessment* is aimed at providing a high-level overview of different assessments, their purposes, and the ways that data are used to inform decisions for students, their families, and their communities.
- *KDE Educator Module 1: Comprehensive, Balanced Systems of Assessment* is aimed at providing educators with an in-depth professional learning opportunity to build their knowledge of assessment literacy.
- *KDE Leadership Module 1: Comprehensive, Balanced Systems of Assessment* is aimed at enriching leaders' understanding of assessment literacy and helping leaders understand their own role in establishing a comprehensive, balanced local system of assessment and building and sustaining a culture of assessment literacy at their school or district.
- The *Kentucky Model Curriculum Framework* is a comprehensive document designed to provide guidance to schools and districts in implementing educational best practices around standards, curriculum, and assessment in a way that positively impacts student achievement.

Develop a draft statement of the Vision and identify core values with stakeholder input.

The Vision should be the standard to which every educator, staff, and member of the district is held accountable. This Vision serves as an outcome or framework to help guide the development of a comprehensive, balanced local system of assessment.

The Vision should align directly and clearly to shared priorities for teaching and learning.¹ Begin by identifying core values, build to incorporate and address different points of view, and work to draft a statement that captures a Vision statement, with input from all stakeholders.

¹ If your district does not have an established vision for teaching and learning, please see page 14 of the *Kentucky Model Curriculum Framework*.



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Reflect on assessment culture and climate in your district.

A common understanding of the role of assessment should be anchored in a shared vision for teaching and learning.² Begin by considering various stakeholders' current attitudes toward teaching and learning. What are the norms, values, and beliefs around teaching and learning, and how are they experienced by different members of the educational community? Consider how current values, beliefs, or norms around teaching and learning might change as a result of a new Vision.

Reflecting on culture and climate is a step you may choose to complete after gathering and analyzing data from the survey tools included in this toolkit, which will provide more information on the current culture and climate with respect to assessments within your school or across your district. The survey tools are listed below:

- **Tool 1.2e**—[Educator Assessment Beliefs Survey](#)
- **Tool 2.1b**—[Student Formative Assessment Climate Survey](#)
-or-
Tool 2.1c—[Classroom Formative Assessment Climate Survey](#)
- **Tool 2.1d**—[Teacher Formative Assessment Climate Survey](#)

*NOTE: **Tool 2.1b**, **Tool 2.1c**, and **Tool 2.1d** are found in **Section 2** and are designed to gather data to help inform the implementation of formative assessment. Any school or district engaging with both processes in parallel should consider administering these two climate surveys at the same time as the Educator Assessment Beliefs Survey.*

Refine the Vision, establish the core values, and reflect on ways to encourage shifts necessary to align to the Vision.

Once data from the surveys are gathered and analyzed and recommendations for an assessment plan are drafted, revisit the Vision statement to ensure that your recommendations are reflective of your true vision. Revise the Vision statement, with input from necessary stakeholders, as often as needed throughout this process.

² If your district does not have an established vision for teaching and learning, please see page 14 of the *Kentucky Model Curriculum Framework*.



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1.2 Data Gathering—Assessment Inventory Survey

Tools and Resources

The tools in the following table may help you to conduct the *Assessment Inventory Survey*. The first three tools (**Tools 1.2a–c**) are Word tables designed to gather inventory data by tier. The fourth tool (**Tool 1.2d**) combines the first three tools into a single Excel file, for those who prefer to use Excel to gather and analyze data. The tools and resource are hyperlinked in the table.

Tools	Resources
<ul style="list-style-type: none">▶ Tool 1.2a - Assessment Inventory Survey - Tier 1▶ Tool 1.2b - Assessment Inventory Survey - Tier 2▶ Tool 1.2c - Assessment Inventory Survey - Tier 3▶ Tool 1.2d - Excel Assessment Inventory Survey - All Tiers	<ul style="list-style-type: none">▶ KDE Leadership Module 1: Comprehensive, Balanced Systems of Assessment

Getting Started

The *Assessment Inventory Survey* is intended to gather information about all of the assessments that are given at your school or in your district. This information is vital to inform your plan for a comprehensive, balanced local system of assessment.

To be comprehensive, the *Assessment Inventory Survey* should account for all of the assessments across the multi-tiered systems of support (MTSS) at your school or in your district. However, schools and districts may find conducting inventories by tier level to be easier than attempting to inventory assessments in all tiers simultaneously. Different individuals are likely needed to provide and review the necessary information for the assessments in each tier.



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Two Steps to Consider for the *Assessment Inventory Survey*

- Conduct an assessment inventory of all Tier 1 assessments, followed by Tier 2 and 3.
- Form a small group to review and validate the gathered assessment information.

Conduct an assessment inventory of all Tier 1 assessments, followed by Tier 2 and Tier 3.

Consider beginning the inventory with Tier 1 assessments and then conducting inventories of assessments in each of the other two tiers. The inventory for each tier should be completed by the individual(s) who are most knowledgeable about the assessments in that tier. **Table 1B—Assessment Inventory Survey by Tier Level** suggests the types of staff who could complete the inventory for each tier, but the roles or titles of these staff may differ at your school or in your district.

Form a small group to review and validate the gathered assessment information.

Once data are gathered, consider forming a small committee to review and validate the information from the Tier 1 inventory. Some schools and districts may opt to gather three separate review committees, to review and validate the information from each Assessment Inventory Survey, while other schools and districts may choose to form one larger review committee to review and validate the inventory data from all three assessment tiers. However reviews are conducted, it is important that appropriate staff are included when the assessments from a given tier are reviewed. **Table 1B—Assessment Inventory Survey by Tier Level** suggests the types of staff to include when reviewing each inventory tier, but these roles or titles may differ at your school or in your district.

Some schools and districts may choose to conduct the assessment inventory data analysis and interpretation immediately after the data are reviewed and validated, while others may choose to conduct data analysis at a later time, with different groups of stakeholders.



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Table 1B—Assessment Inventory Survey by Tier Level

Assessment Tier	Tier 1	Tier 2	Tier 3	Other
Who should complete the survey?	<ul style="list-style-type: none"> Building Assessment Coordinator (BAC) 	<ul style="list-style-type: none"> BAC intervention specialists instructional coaches English learner specialists 	<ul style="list-style-type: none"> intervention specialists instructional coaches English learner specialists 	<ul style="list-style-type: none"> counselors behavioral health specialists
Who might review and validate?	<ul style="list-style-type: none"> grade-level and subject-specific educators 	<ul style="list-style-type: none"> educators intervention specialists counselors 	<ul style="list-style-type: none"> educators intervention specialists counselors 	<ul style="list-style-type: none"> educators intervention specialists counselors



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1.2 Data Gathering—Educator Assessment Beliefs Survey

Tools and Resources

The tool in the following table is designed to help you gather information to determine the current assessment beliefs among educators at your school or in your district. The tool is available in two formats: (1) an editable Word document and (2) a locked fillable form (Word). The tool and resource are hyperlinked in the table.

Tool	Resource
▶ Tool 1.2e —Educator Assessment Beliefs Survey (1.2e Word , 1.2e fillable form)	▶ Kentucky Model Curriculum Framework — Balanced Assessment Section

Getting Started

Data from the *Educator Assessment Beliefs Survey* can be gathered in different ways. Some schools or districts may wish to gather information through conversations or small focus groups, or as part of a Professional Learning Community (PLC). Other schools or districts may wish to gather data by distributing the survey to individual educators as hard copies or via an online platform, such as Google Forms, Qualtrics, or SurveyMonkey. Schools or districts will need to input the survey questions into their preferred online platform and ensure that the platform gathers and stores data correctly.

This survey should be given to all educators at your school or in your district, including instructional coaches, intervention specialists, and teachers on special assignment.

Consider giving the *Educator Assessment Beliefs Survey* after the *Assessment Inventory Survey* is complete. Regardless of when the survey is given, **prior to using Tool 1.2e, the box below Question 2 should be populated with a list of the assessments that educators should reference when responding to the survey.** You may wish to provide only a partial list of Tier 1 assessments that most educators are familiar with or give in their classrooms.



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1.3 Analyze and Interpret—Data Analysis Guide

Tools and Resources

The tools in the following table are designed to help you analyze data from the *Assessment Inventory* and *Educator Assessment Beliefs* surveys. **Tool 1.3c** is provided in two formats: (1) an editable Word document and (2) a locked fillable form (Word). The tools and resources are hyperlinked in the table.

Tools	Resources
<ul style="list-style-type: none">▶ Tool 1.3a - Data Analysis for Assessment Inventory Survey▶ Tool 1.3b - Data Analysis for Educator Assessment Beliefs Survey▶ Tool 1.3c - Assessment Plan Recommendations (1.3c Word, 1.3c fillable form)	<ul style="list-style-type: none">▶ Kentucky Model Curriculum Framework<ul style="list-style-type: none">— Eliciting Evidence of Student Learning— Phase 4: Implementing and Monitoring the Curriculum

Getting Started

The data analysis tools are intended to help facilitate discussions as data from the *Assessment Inventory Survey* and the *Educator Assessment Belief Survey* are analyzed, interpreted, and used to inform the *Assessment Plan Recommendations*. The questions in these tools are not comprehensive; they are meant to help identify patterns in data that are useful for informing decisions related to achieving the Vision and implementing a successful, comprehensive, balanced local system of assessment.

The data analysis tools are designed to offer maximum flexibility. For schools or districts that prefer to use their own process, four steps to consider as part of the analysis and interpretation of data are described in the following list. For schools or districts that prefer a little more guidance, the three data analysis tools (**Tools 1.3a–c**) are included to help provide more guidance during this process.



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Four Steps to Consider During Data Analysis and Interpretation

- Analyze the *Assessment Inventory Survey* and interpret results (**Tool 1.3a**).
- Analyze the *Educator Assessment Beliefs Survey* and interpret results (**Tool 1.3b**).
- Analyze and compare the patterns in data from both surveys to inform an assessment plan and identify strategies for success (**Tool 1.3c**—Word or fillable form).
- Reflect on and revise the Vision as needed (**Tool 1.1a** and **Tool 1.3c**).

Analyze the *Assessment Inventory Survey* and interpret results.

Analysis of the *Assessment Inventory Survey* data should look for general assessment trends, correlations, outliers, and other patterns within and across grades/grade bands and subjects/courses, to help inform the plan for a comprehensive, balanced local system of assessment.

Tool 1.3a is offered for schools or districts that prefer more guidance with data analysis. This tool includes space to capture responses to and thinking about existing questions, as well as space for your own questions and responses. For schools or districts that would like to use their own process, consider focusing the analysis on identifying trends to help inform the assessment plan, including

- grades/grade bands or subjects/courses with disproportionately high or low numbers of assessments;
- a balance of different types of assessments (formative, diagnostic, benchmark/interim, summative) within and across grades;
- appropriate timing of assessments (how often they are given and when they are given); and
- the presence of any gaps and redundancies within or across grades, subjects, courses, or assessment types.

Once trends or patterns are identified, reflect on the assessment landscape.

- Are assessment results used to inform teaching and learning on a regular basis?
 - Do any changes need to occur so that results can be used for this purpose?
- Do all stakeholders have the relevant and necessary data to inform educational decisions?
 - Do any changes need to occur so that necessary data are available to inform these decisions?
 - For which stakeholders are changes necessary?



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Analyze the *Educator Assessment Beliefs Survey* and interpret results.

Analysis of the *Educator Assessment Beliefs Survey* should focus on understanding any trends, correlations, outliers, and other patterns in assessment beliefs and how they relate to your Vision. Some types of questions to consider during data analysis are provided in the following list. **Tool 1.3b** is designed to help guide schools or districts through this step and includes space to capture thinking and responses. For schools and districts that wish to use their own process, consider the following:

- Are there any patterns among the assessments that educators identify as most and least useful?
 - Are there any patterns that help explain what makes assessments useful to educators?
 - Are there any patterns that help explain why other assessments are not as useful to educators?
- How do current educator beliefs toward assessment align with your Vision?
 - What beliefs are in alignment with the Vision, and what beliefs are not in alignment?
 - What shifts are necessary to help encourage alignment?
 - What supports can the district offer to encourage these shifts?

Analyze the patterns in data from both surveys to inform an assessment plan.

Some sample actions to analyze patterns in data from both surveys, to help inform recommendations for an assessment plan, are described in the following list. **Tool 1.3c** is designed to help guide schools and districts during this step and includes space to capture thinking and responses to questions and recommendations made during this step. Note that this tool is provided in two different formats. Please use the format that best suits your needs. For schools or districts that wish to use their own process, consider the following:

- Identify ways to shift beliefs or practices that serve as challenges to the Vision and encourage beliefs and practices that support the Vision.
- Identify assessments that should stay, move, change, or be eliminated.



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Reflect on and revise the Common Vision for Assessment as needed.

All schools and districts should use the results of the data analysis to reflect on and revise the Vision as needed.

- Engage with appropriate stakeholders.
- **Tool 1.3c** includes some guiding questions to help determine whether revisions to the Vision should be considered.
- Use **Tool 1.1a** to capture any needed revisions to the Vision.



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Section 2—Leading for Formative Assessment

Section 2 Overview

The tools in this section are designed to support school and district leaders as they implement formative assessment at the local level. Please ensure that you have completed KDE Leadership Module 2 prior to using this section of the toolkit. Reviewing Module 2 prior to working with formative assessment may be helpful to recap what formative assessment is and what it looks like in a classroom and to understand the steps needed to support the formative assessment process at the local level.

This section assumes familiarity with the “Formative Assessment Process” section of the *Kentucky Model Curriculum Framework*. Please refer to this section for an overview of the process, why formative assessments are needed, and the shifts that are necessary to support implementation.

Role of Leaders in Formative Assessment

When the formative assessment process is implemented in an intentional and purposeful way, it can greatly impact student achievement because ‘we (as school and district leaders) are improving teacher quality by improving teacher practice’ (William, 2018).”

(Kentucky Model Curriculum Framework, p. 81)

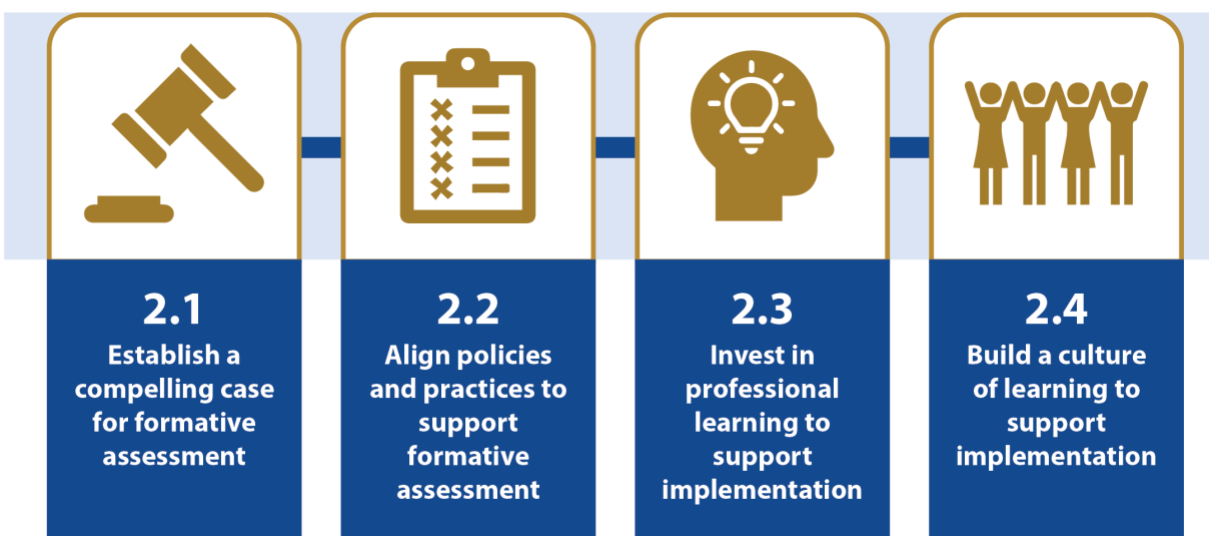
School and district leaders play essential roles in implementing the formative assessment process. Leaders need to understand and communicate what formative assessment is and what it is not, and they must understand the inherent shifts in teaching and in learning that must occur for successful implementation. Leaders should build an environment that is supportive of the formative assessment process, by removing barriers, aligning policies and expectations, and building a culture of learning that is supportive of the formative assessment process. School and district leaders should commit to ongoing high-quality professional learning opportunities for teachers to continuously strengthen their formative assessment practices.

To begin implementing this process, leaders should work to develop a formative assessment action plan. *Figure 3—Steps in Formative Assessment Action Plan* shows four steps that leaders should address as part of this plan.



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Figure 3—Steps in Formative Assessment Action Plan



It is important to note that while each activity in *Figure 3* is shown separately, these activities influence one another and may benefit from being addressed somewhat simultaneously. Activities may be addressed one at a time, but this will require circling back to previous activities to ensure that decisions made are reflected throughout to produce a coherent formative assessment action plan. For example, if policies and practices are aligned first, they may need to be adjusted once the focus shifts to investing in professional learning or building a culture of learning.

Tables 2.1–2.4 correspond to the four steps shown in *Figure 3*. Each table identifies the step in the process, its purposes, its intended audience, its use, and the tools and resources designed to help complete that step. **Table 2A** contains additional resources that may be of use at your school or district.

The steps in each table are hyperlinked to the corresponding sections of this toolkit that detail specific information, considerations, guidelines, and the tools and resources to complete each step. Each section includes

- a hyperlinked *Tools and Resources* table listing the materials designed to help you complete each step, and
- a *Getting Started* subsection that gives an overview of the process, guidelines, and considerations, as well as an explanation of each tool.



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At what point should leaders address formative assessment as part of their comprehensive, balanced local system of assessment?

Schools or districts may choose to address formative assessment during any stage as they work to build their comprehensive, balanced local system of assessment. Some schools or districts may wish to refine or implement their formal balanced assessment plan prior to focusing on formative assessment. Others may wish to align the activities of their formative assessment action plans to be parallel with the activities needed to build their balanced system of assessment.

Table 2.1—Establish a Compelling Case

Step	Purpose	Intended Audience	Use	Tools and Resources
Establish a Compelling Case for Formative Assessment	This section includes guidance on establishing a compelling case for formative assessment, including gathering and analyzing data to help support the case.	Building-level leaders	Elicit data from educators and students about the current classroom use of formative assessment, help to identify policies and procedures that may need to shift, and identify opportunities for professional learning	<p>Tool 2.1a—Establishing a Compelling Case for Formative Assessment</p> <p>Tool 2.1b—Student Formative Assessment Climate Survey</p> <p>Tool 2.1c—Classroom Formative Assessment Climate Survey</p> <p>Tool 2.1d—Teacher Formative Assessment Climate Survey</p> <p>Tool 2.1e—Climate Survey Data Analysis Guide</p> <p><i>Kentucky Model Curriculum Framework</i></p> <p><i>Revising the Definition of Formative Assessment</i></p> <p><i>KDE Leadership Module 2: Leading for Formative Assessment</i></p> <p><i>KDE Educator Module 2: Leading for Formative Assessment</i></p>



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Table 2.2—Align Policies and Practices

Step	Purpose	Intended Audience	Use	Tools and Resources
Align Policies and Practices	This section provides guidance to help identify any policies or practices that may need to shift to better support formative assessment.	Building-level leaders	Record decisions about policy and practice shifts to better support formative assessment	Tool 2.2a —Policy and Practice Decision Log <i>KDE Leadership Module 2: Leading for Formative Assessment</i> <i>KDE Educator Module 2: Leading for Formative Assessment</i> <i>Kentucky Model Curriculum Framework</i>

Table 2.3—Invest in Professional Learning

Step	Purpose	Intended Audience	Use	Tools and Resources
Invest in Professional Learning	This section provides guidance to support leaders as they reflect on and make decisions about how to support ongoing learning to improve formative assessment.	Building-level leaders	Make a plan for continuous, ongoing professional learning to support educators in their formative assessment practices	Tool 2.3a —Investing in Professional Learning Tool 2.3b —Kentucky Formative Assessment Observation & Self-Reflection Rubrics <i>KDE Leadership Module 2: Leading for Formative Assessment</i> <i>KDE Educator Module 2: Leading for Formative Assessment</i> <i>Kentucky Model Curriculum Framework</i>



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Table 2.4—Build a Culture of Learning

Step	Purpose	Intended Audience	Use	Tools and Resources
Build a Culture of Learning	This section provides guidance on building a culture of learning to support formative assessment.	Building-level leaders	Guidelines to help build a culture of learning at the local level	Tool 2.4a—Build a Culture of Learning <i>KDE Leadership Module 2: Leading for Formative Assessment</i> <i>KDE Educator Module 2: Leading for Formative Assessment</i> <i>Kentucky Formative Assessment Observation & Self-Reflection Rubrics: 10 Dimensions Summary</i>

Table 2A—Additional Resources for Formative Assessment

Resource	Purpose	Intended Audience	Use
Resource: Kentucky Model Curriculum Framework	This framework is a comprehensive document designed to provide guidance to schools and districts in implementing educational best practices around standards, curriculum, and assessment in a way that positively impacts student achievement.	Building-level leaders, educators/ instructional coaches	This resource explains research and best practices to inform a comprehensive, balanced local system of assessment, support a Common Vision for Assessment, and build a compelling case for formative assessment.
Resource: Balanced Assessment Professional Learning Modules	This six-part professional learning series is designed to improve educators' understanding of assessment literacy, balanced assessment systems, and formative assessment practice.	Educators, teachers, instructional coaches	This series provides information on assessment literacy, balanced systems of assessment, formative assessment, clarifying Learning Goals and Success Criteria, eliciting and interpreting evidence of student learning, and, finally, acting on evidence of student learning to inform teaching and learning.



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Resource	Purpose	Intended Audience	Use
Resource: <u>Lessons Learned About Leading the Implementation of Formative Assessment: A Framework for School Leaders and Leadership Teams</u> (Gerzon, N., & Jones, B., 2020)	This brief provides a framework for how leaders can go about creating the conditions needed to support implementation of formative assessment, including highlighting five leadership practices that appear to enhance the implementation.	Building-level leaders	Use this resource to understand conditions that help support and foster effective formative assessment at a local site.
Resource: <u>Case Reviews: Implementing the Spirit of Formative Assessment</u> (Formative Insights Assessment for Learning, 2019)	This resource provides vignettes about teachers who are attempting to implement formative assessment in their schools. The two vignettes are from a study by Earl and Timperley (2014) that showcase examples from a secondary school mathematics department. The first case shows an example of a teacher implementing the “letter” of formative assessment. In the second case, the teacher is working to apply the “spirit” of formative assessment, as she challenges her mental models about teaching and learning.	Educators, building-level leaders	Use this resource to build and deepen knowledge of different ways in which formative assessment can be practiced and some of the effects each practice has in the classroom.
Resource: <u>Video: Observation of Formative Assessment</u>	This KET video provides examples of formative assessment practice in the classroom and includes the thinking and reasoning behind the practices demonstrated from an educator point-of-view.	Educators	Use this video to help demonstrate some strategies to use in educators’ formative assessment practice and to understand the reasoning behind the strategies used.



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Resource	Purpose	Intended Audience	Use
Resource: <u>Meaningful Learning Goals and Success Criteria Checklist</u>	This checklist is designed to support educators in understanding what makes meaningful Learning Goals and Success Criteria to support their formative assessment practice.	Educators	Use this checklist to ensure that Learning Goals and Success criteria are meaningful, aligned, and achievable to support formative assessment in the classroom.
Resource: <u>KDE's Breaking Down a Standard Resource</u>	This protocol is designed to guide teachers through a process for utilizing the components within the KAS documents to gain greater clarity in what the standards are asking students to know and be able to do in order to meet grade-level expectations. This resource is available for reading and writing, mathematics, science, and social studies.	Educators	Use this resource to build knowledge in how to break down a KAS in reading and writing, mathematics, science, and social studies in order to clarify what students are expected to know and be able to do at the end of the year to meet grade-level expectations.
Resource: <u>Understanding the CCSSO's Definition of Formative Assessment</u>	This resource provides an overview of the FAST SCASS's revised definition on formative assessment, originally published in 2006. The revised definition includes an overview of the attributes of effective formative assessment and emphasizes new areas emerging from current research, theory, and practice.	Building-level leaders, educators	This resource explains some effective practices to support formative assessment and serve as the basis of the revised definition of formative assessment. This resource explains the research, thinking, and best practices to support formative assessment.
Resource: <u>Companion Professional Learning Module Series for Educators</u>	This companion, six-part professional learning series is aimed at building educator's knowledge of balanced, comprehensive assessment systems, assessment literacy, and formative assessment.	Educators	This module series is designed for local use to build educator's knowledge of what balanced, comprehensive systems of assessment are, what assessment literacy is, what formative assessment is, and what formative assessment practice looks like in the classroom.



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2.1 Establish a Compelling Case for Formative Assessment

Tools and Resources

The tools in the following table are designed to gather information that can be used to help establish a compelling case for formative assessment. **Tools 2.1a–d** are each provided in two formats: (1) an editable Word document and (2) a locked fillable form (Word). The tools and resources are hyperlinked in the table.

Tools	Resources
<ul style="list-style-type: none"> ▶ Tool 2.1a - Establishing a Compelling Case for Formative Assessment (2.1a Word, 2.1a fillable form) ▶ Tool 2.1b - Student Formative Assessment Climate Survey (2.1b Word, 2.1b fillable form) ▶ Tool 2.1c - Classroom Formative Assessment Climate Survey (2.1c Word, 2.1c fillable form) ▶ Tool 2.1d - Teacher Formative Assessment Climate Survey (2.1d Word, 2.1d fillable form) ▶ Tool 2.1e - Climate Survey Data Analysis Guide 	<ul style="list-style-type: none"> ▶ Kentucky Model Curriculum Framework <ul style="list-style-type: none"> – Balanced Assessment Section ▶ Revising the Definition of Formative Assessment ▶ KDE Leadership Module 2: Leading for Formative Assessment ▶ KDE Educator Module 2: Leading for Formative Assessment ▶ Chappuis, S., & Stiggins, R. (2017). <i>Balanced assessment systems: Leadership, quality, and the role of the classroom assessment</i>. Corwin. ▶ Popham, J. W. (2010). <i>Everything school leaders need to know about assessment</i>. Corwin. ▶ Wiliam, D. (2018). <i>Embedded formative assessment</i>. Solution Tree Press.



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Getting Started

For formative assessment to be successful, the entire community, particularly teachers, needs to understand what formative assessment is and why it matters. A compelling case for formative assessment should motivate educators about both the *why* and the *how* of formative assessment.

Leaders should craft and communicate a compelling case for formative assessment. This case should persuade educators to improve their formative assessment practices.

A compelling case should address

- how formative assessment will improve learning,
- how formative assessment aligns to shared goals for teaching and learning,
- a clear picture of what will look different when formative assessment is established, and
- the priority of formative assessment among educator expectations.

Tool 2.1a is designed to guide schools and districts through the process of establishing a compelling case for formative assessment. For schools or districts that prefer to use their own process, consider the following questions as you work to establish your compelling case:

- How can formative assessment improve learning?
- Why does formative assessment matter?
- What role does formative assessment have in a comprehensive, balanced assessment system?
- How can formative assessment support your teaching, Learning Goals, and values?
- What message about formative assessment will resonate with teachers at your school?

*NOTE: For schools or districts that are engaging in parallel activities to address formative assessment as they build a balanced system of assessment, this activity could be addressed during step **1.1 Draft**.*

In order to help inform activities in your formative assessment action plan, consider gathering data to better understand the current cultures of learning that exist at your school or in your district from student and teacher experiences and perspectives.



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Tool 2.1b is a student formative assessment survey designed for students in grade 5 and above to answer on their own. This survey may be given to all individual students in a class or to a representative sample of individuals within a school or district, and may be given via hard copy, electronic copy, or a preferred student-friendly online platform.³ The fillable form (Word) is designed to be distributed as an electronic copy.

Tool 2.1c is an adaptation of **Tool 2.1b** for use with a classroom (e.g., collecting data from multiple students simultaneously). This survey can be used to gather data from an entire class through a whole-group discussion or in smaller student work groups. The fillable form (Word) is designed to be distributed as an electronic copy.

*NOTE: Schools or districts should provide either **Tool 2.1b** or **Tool 2.1c** to the students in a class but not both.*

Tool 2.1d is intended to be given to all educators at your school or in your district, including coaches, intervention specialists, and teachers on special assignment. Some schools or districts may wish to gather information through conversations or small focus groups or as part of a PLC. Other schools or districts may wish to gather data by distributing a hard copy to individual educators, or via an online platform⁴ such as Google Forms, Qualtrics, or SurveyMonkey. The fillable form (Word) is designed to be distributed as an electronic copy.

*NOTE: For schools or districts that are addressing the comprehensive, balanced assessment system and formative assessment in parallel, these climate surveys may be given at the same time as the **Educator Assessment Beliefs Survey** in step **1.2 Gather Data**.*

Tool 2.1e is intended to help facilitate discussions around data from the *Student, Classroom, and Teacher Formative Assessment Climate Surveys (Tools 2.1b–d)*. The data are analyzed, interpreted, and used to inform the policies and practices, professional learning, and culture of learning activities. The questions in this tool are not comprehensive; they are meant to help identify patterns in data that are useful for informing decisions related to implementing formative assessment, such as identifying policies or practices that serve as challenges to successful implementation of formative assessment. Schools or districts that prefer to use their own data analysis methods should consider the trends and patterns, rather than individual responses. **Be sure to engage the appropriate stakeholders as you analyze this data and use it to help inform decisions.**

³ Schools or districts using online platforms will need to input the survey questions and ensure the platform gathers and stores data correctly.

⁴ See above note.



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2.2 Align Policies and Practices

Tools and Resources

The following tool and resources are provided to help you align policy and practice to support formative assessment. The tool and resources are hyperlinked in the table.

Tool	Resources
▶ Tool 2.2a - Policy and Practice Decision Log	<ul style="list-style-type: none">▶ Kentucky Model Curriculum Framework▶ Revising the Definition of Formative Assessment▶ KDE Leadership Module 2: Leading for Formative Assessment▶ KDE Educator Module 2: Leading for Formative Assessment

Getting Started

A compelling case for formative assessment means nothing if the conditions in which teachers work do not support formative assessment. Misalignment between stated goals for formative assessment and actual policies and practices not only sends a clear signal about the irrelevance of the case, but also serves as a roadblock to the actual work of engaging in and improving formative assessment practices.

It is important to work with stakeholders to identify and remove policies and/or practices that serve as barriers to formative assessment and implement policies and practices that will support the process.

Examples of the types of policies and practices that may be barriers or challenges to successful implementation of formative assessment are

- strict adherence to pacing guides and/or scope and sequence documents;



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- inexperience using data to inform teaching and learning, or a culture that values data from formal assessment tools over evidence of student learning gathered through formative assessment;
- valuing “getting the correct response” over learning;
- a misconception or misunderstanding of what the formative assessment process is; and
- a belief that teachers should not engage in risk-taking or be allowed to make mistakes to improve their own learning.

Other policies or practices may need to be developed further, or undergo shifts, to better support formative assessment. It is important to regularly reevaluate policies and practices as the formative assessment process evolves and matures at your school or in your district.

Finally, consider whether there are any new policies or practices that should be implemented now to help encourage the formative assessment process.

Tool 2.2a is designed to serve as a log to capture decisions about policies and practices to better support formative assessment.

*NOTE: Consider reviewing the responses to the Student and Teacher Formative Assessment Climate Surveys (**Tool 2.1b** or **Tool 2.1c** and **Tool 2.1d**) to help identify policies and practices that should be reevaluated to better support the formative assessment process.*



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2.3 Invest in Professional Learning

Tools and Resources

The tools and resources in the following table are provided to help you as you focus on investing in professional learning to support formative assessment. **Tool 2.3a** is presented in two formats: (1) an editable Word document and (2) a locked fillable form (Word). **Tool 2.3b** is presented in two formats: (1) an editable Word document and (2) a PDF. The tools and resources are hyperlinked in the table.

Tools	Resources
<ul style="list-style-type: none">▶ Tool 2.3a - Investing in Professional Learning (2.3a Word, 2.3a fillable form)▶ Tool 2.3b - Kentucky Formative Assessment Observation & Self-Reflection Rubrics (2.3b Word, 2.3b PDF)	<ul style="list-style-type: none">▶ Kentucky Model Curriculum Framework<ul style="list-style-type: none">– Professional Learning Communities Section▶ KDE Leadership Module 2: Leading for Formative Assessment▶ Characteristics of High-Quality Professional Learning

Getting Started

The formative assessment process requires a long-term commitment to adult learning. This means that there needs to be ongoing, dedicated time for teachers, leaders, and other key staff to

- build a common understanding of the key aspects of formative assessment;
- have opportunities to see the process modeled in other classrooms and/or to receive coaching in their own classroom;
- reflect on their own practices, beliefs, and values; and
- collaborate with and support their peers.



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Ample professional learning opportunities and supports should be available during the initial implementation phase, in which a common understanding of formative assessment is built, initial observations and self-reflections of formative assessment practice are made, and early coaching is received. It is equally important that these professional learning opportunities continue as teachers' own formative assessment practices strengthen and mature. Teachers need dedicated time to continue their observations of other classrooms, receive more advanced coaching and/or coach others, reflect on their own practice, and collaborate with their peers on a regular basis.

Professional Learning Communities (PLCs) are one resource that can help support this ongoing professional learning. Please refer to the "Professional Learning Communities" section of the *Kentucky Model Curriculum Framework* for more information on the role of PLCs in supporting ongoing professional learning.

To begin the process of investing in professional learning, leaders should first reflect on the current professional learning environment at their school or in their district and determine whether current policies and practices support ongoing adult learning. Next, leaders should draft a professional learning plan to support teachers and staff at various levels of knowledge and experience with formative assessment. Consider the following questions as you engage with this process:

1. What specific aspects of professional learning are needed in your school or district as supported by evidence from data analysis?
2. What is the plan for monitoring ongoing formative assessment implementation and making adjustments accordingly?

Tool 2.3a is designed to help guide schools or districts through a reflection on their current professional learning environment.

For schools or districts that want to follow their own processes as they invest in professional learning, consider the following reflection questions.

- How well does your current model for teacher professional learning support formative assessment?
- What changes to your professional learning might be enacted to support formative assessment?
- What challenges might you face in making those changes?
- What policies or actions might you adopt to improve your professional development supports for formative assessment?



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Tool 2.3b is designed to support self-reflection and peer observations of formative assessment with the goal of continually improving formative assessment practice in the classroom. These *Kentucky Formative Assessment Observation & Self-Reflection Rubrics* are adapted from *Using the Formative Assessment Rubrics, Reflection and Observation Tools to Support Professional Reflection on Practice (Revised)*, developed by the FAST SCASS of CCSO and authored by Wylie & Lyon, 2016.

This tool contains ten rubrics. Each rubric is designed to focus on one dimension of formative assessment and describes evidence associated with different levels of implementation for that dimension that may be observed in the classroom. It is important to note that a single lesson may not be reflective of the full range of formative assessment practice; therefore, it is recommended that these rubrics be used over a few lessons within a short amount of time to gather a more complete understanding of formative assessment implementation. These rubrics are not intended to be used as a teacher evaluation tool (Wylie & Lyon, 2016).

The ten dimensions represent a set of formative assessment practices that together represent a more robust implementation (Wylie & Lyon, 2016). The ten dimensions are as follows:

- Learning Goals
- Criteria for Success (Success Criteria)
- Tasks and Activities that Elicit Evidence of Student Learning
- Questioning Strategies that Elicit Evidence of Student Learning
- Extending Thinking During Discourse
- Descriptive Feedback
- Peer Feedback
- Self-Assessment
- Collaborative Culture of Learning
- Use of Evidence to Inform Instruction

Next Steps

Schools and districts should consider the following steps:

- Examine policies and procedures to ensure that they are supportive of ongoing professional learning around formative assessment for all staff.
- Draft a plan to ensure dedicated, ongoing professional learning for leaders, teachers, and other key staff throughout the year.
 - Reengage stakeholders as needed.
 - Adjust the plan as needed to support adult learning throughout the year.



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2.4 Build a Culture of Learning

Tools and Resources

The tool and resources in the following table are provided to help you as you develop a plan to build a culture of learning to support formative assessment. The tool and resources are hyperlinked in the table.

Tools	Resources
<p>▶ Tool 2.4a - Build a Culture of Learning</p>	<p>▶ Kentucky Model Curriculum Framework</p> <ul style="list-style-type: none">– Professional Learning Communities Section– Classroom Culture and Evidence– Taking Action in Professional Learning Communities <p>▶ KDE Leadership Module 2: Leading for Formative Assessment</p> <p>▶ <i>Kentucky Formative Assessment Observation & Self-Reflection Rubrics: 10 Dimensions Summary</i> (used for coaching and understanding areas of growth)</p>

Getting Started

A main outcome of formative assessment is that students learn how to take ownership over their own learning. That is, students take an active part in setting Learning Goals, recognizing evidence of their learning, and determining how to act on that evidence to move their learning forward so that they become better learners. For many students, this style of learning is a substantial shift from the way they have learned in the past, and teachers must work to create a classroom culture that is supportive of this type of learning.

Similarly, as teachers incorporate formative assessment practices into their own teaching, many may find that a certain level of risk-taking is required as they build their own learning. Teachers



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need to feel that risk-taking in their classrooms is allowed and need to feel supported to learn from challenges they face during this process.

Leaders need to help create this culture through modeling, being transparent about their own learning, offering concrete feedback on strengths and ways to improve, and building trust so that teachers feel supported as they engage with the necessary risk-taking and learning from missteps and challenges in a positive space without fear of negative consequences.

PLCs are one support that can help foster this culture of learning. Effective PLCs focus on learning and on collaborating in a positive manner and are solution- and results-oriented. Teachers and other participants in PLCs need to have opportunities to share and expand upon their current formative assessment practice. (See the *Kentucky Model Curriculum Framework* section on “Professional Learning Communities.”)

Tool 2.4a is provided to help guide schools and districts through the thinking and reflection process to build a culture of learning at their local site.

For schools or districts that prefer to use their own process, consider the following questions to examine your current culture and identify those aspects that stand as the biggest barriers or challenges to building a culture of learning:

- What aspects of your school culture *support* a culture of learning?
- What aspects of your school culture may *constrain* a culture of learning?
- What changes could you make to build a culture that better supports the formative assessment process?
- Does your school culture support risk-taking and learning from challenges without fear of negative consequences?
- Does your school culture support leaders in being transparent about their own learning?

The processes described in this toolkit may be repeated as often as necessary to ensure that your Vision and your balanced, comprehensive system of local assessment, which includes a robust formative assessment practice, are aligned and appropriate to support the needs at your local site.