



# Assessment Leadership

## Facilitator Guide

*Leadership Module 1:  
Comprehensive, Balanced Systems of Assessment*



# Assessment Leadership Facilitator Guide

## Module 1: Comprehensive, Balanced Systems of Assessment

Through this module, participants will learn about the components of a comprehensive, balanced assessment system and how different assessments can work together to support student learning. The module will support participants to consider types and purposes of different assessments and appropriate use of assessment data. This module will position leaders to reflect on their role in establishing a comprehensive, balanced local system of assessment and in developing and sustaining a culture of assessment literacy.

### Module Materials and Resources

- Module 1 PowerPoint presentation
- This Facilitator Guide
- PSEL Standard 4 Handout (available at the end of this guide)
- Polling tool (e.g., Poll Everywhere, Mentimeter, meeting platform poll features, or analog in-person voting strategies)

Possible materials and resources for in-person facilitation:

- Chart paper
- Markers
- Post-its

Possible materials for remote facilitation:

- Online meeting platform with chat box and breakout room capability



## Module Learning Goals

Participants will understand:

1. The characteristics of a comprehensive, balanced assessment system,
2. The purpose and appropriate use of different types of assessment, and
3. The role of leaders in establishing comprehensive, balanced local systems of assessment and a culture of assessment literacy.

## Module Success Criteria

Participants will be able to:

1. Evaluate different types of assessment used in their school or district,
2. Identify appropriate uses for the data produced through local assessment tools and practices, and
3. Reflect on the current local culture of assessment literacy in their school or district.

## Role of the Facilitator

The facilitator's role in this module is to facilitate the professional learning module in a way that is responsive to the needs of the community of learners. All resources are intended to be relevant to local implementation and are not intended to be prescriptive.

- All materials have been prepared for facilitators and further details are available in this document.
- Facilitators should review all materials and make adjustments based on timing, group size, local priorities, local norms, presentation format (face-to-face or digital learning environments) and the facilitator's personal presentation style.
- Facilitator notes (available here and as slide notes for each slide) provide flexible options for content delivery and activities and are designed to support facilitator decisions.
- The facilitator for this module does not have to be an expert on assessment. While this facilitation guide is intended to provide the background knowledge and scaffolding necessary for facilitators to lead the sessions in this module, the priority for facilitators should be supporting participant sense-making. Therefore, facilitators should not feel pressure to be seen as "experts" on assessment.



- The estimated time for this module is 90 minutes. However, this is just an estimate, and the actual timing will depend on facilitation strategies and approach. When 90 concurrent minutes are not available, this can be divided over more than one session. Times for each section are provided below to support decision-making.

## Agenda

Section	Time	Slide Numbers
<b>Section 1: Introduction</b>	5 min	1–4
<b>Section 2: Assessment Leadership</b>	10 min	5–10
<b>Section 3: Types and Purposes of Assessment</b>	25 min	11–26
<b>Section 4: Articulating a Compelling Vision for Assessment</b>	15 min	27–30
<b>Section 5: Comprehensive, Balanced Systems of Assessment</b>	15 min	31–40
<b>Section 6: Culture of Assessment Literacy</b>	15 min	41–48
<b>Section 7: Reflection</b>	5 min	49–50



Section 1: Introduction

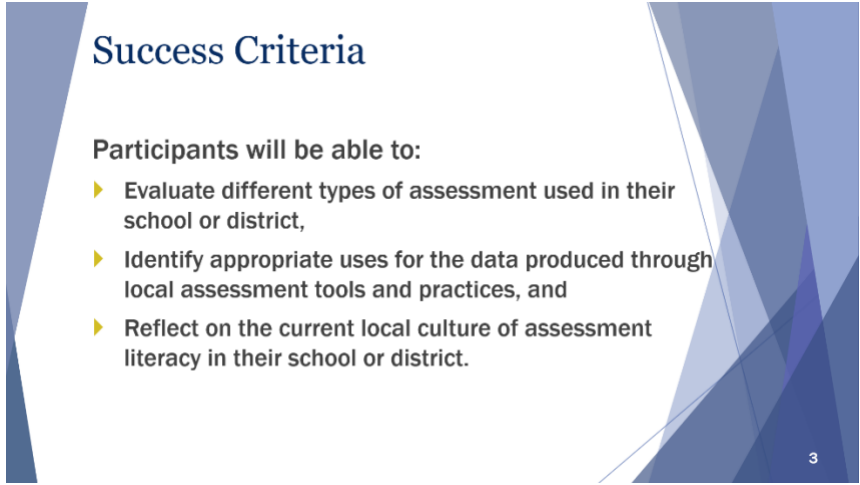
Slides: 1–4

Slide #	Guidance	Slide Image
1	Title slide for Section 1: Introduction	

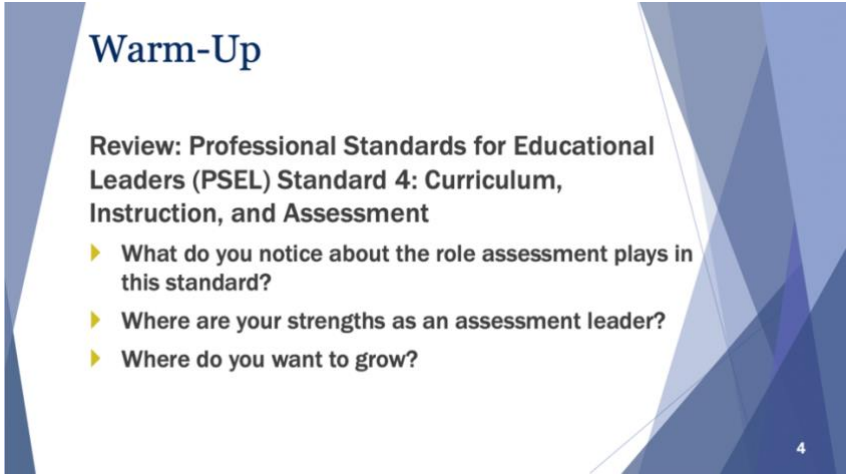


Slide #	Guidance	Slide Image
2	<p><b>Introduce the content on the slide by providing the following information.</b></p> <p>At the end of this session, you should understand</p> <ul style="list-style-type: none"> <li>• The characteristics of a comprehensive, balanced assessment system,</li> <li>• The purpose and appropriate use of different types of assessment, and</li> <li>• The role of leaders in establishing comprehensive, balanced local systems of assessment and a culture of assessment literacy.</li> </ul>	



Slide #	Guidance	Slide Image
3	<p><b>Introduce the content on the slide by providing the following information.</b></p> <p>At the end of this professional learning session, you should be able to</p> <ul style="list-style-type: none"> <li>• Evaluate different types of assessment used in your school or district,</li> <li>• Identify appropriate uses for the data produced through local assessment tools and practices, and</li> <li>• Reflect on the current local culture of assessment literacy in their school or district.</li> </ul> <p>In Module 3 of this series, you will find further information and tools to help you apply the learning from this session to your own school or district.</p>	



Slide #	Guidance	Slide Image
4	<p><b>Introduce the content on the slide by providing the following information.</b></p> <p>Let's ground ourselves by considering our standards as leaders. Specifically, let's review Professional Standards for Educational Leaders (PSEL) Standard 4: Curriculum, Instruction, and Assessment.</p> <p>Direct participants to locate the handout, PSEL Standard 4. This can be provided digitally or as a printed document.</p> <p>As you read through Standard 4, make note of where these professional standards demand leadership in the area of assessment and consider your areas of strength and opportunities to improve.</p> <p><b>Facilitation considerations:</b></p> <ul style="list-style-type: none"> <li>Facilitators may want to adjust this activity by adding more time and opportunity for closer reading of the standard if participants are not familiar with the PSEL standards.</li> <li>If participants do have familiarity with the PSEL standards, this activity can be conducted more quickly to activate prior knowledge, make authentic connections to participants responsibilities, and allow time for participants to set intentions for their engagement in the professional learning session.</li> </ul>	






Slide #	Guidance	Slide Image
	<ul style="list-style-type: none"> <li>For reference, the full standards can be accessed here:  <a href="https://education.ky.gov/teachers/PGES/Documents/Professional-Standards-for-Educational-Leaders.pdf">https://education.ky.gov/teachers/PGES/Documents/Professional-Standards-for-Educational-Leaders.pdf</a> </li> </ul>	

## Section 2: Assessment Leadership

Slides: 5–10

Slide #	Guidance	Slide Image
5	Title slide for Section 2: Assessment Leadership	



Slide #	Guidance	Slide Image
6	<p><b>Introduce the content on the slide by providing the following information.</b></p> <p>This module focuses on leading a comprehensive, balanced system of assessment, but assessment is not an end unto itself. At the classroom, school, district or event state level, assessment is only valuable to the extent it can inform decision making to meet the shared goals of all stakeholders in the system.</p> <p>So, let's take a moment to anchor our thinking about assessment in what matters most to us as leaders.</p> <p>Ask participants to reflect on their most important responsibilities and highest priorities as a leader. Give participants a few minutes and encourage them to jot down some notes.</p> <p><b>When participants are ready, ask them to share their thinking.</b></p> <p>As participants share their priorities, highlight some key themes that emerge from the shared priorities and plan to come back to them as the group discusses the role of assessment and what leaders can do to leverage assessment in effective educational systems.</p> <p>For example, participants may identify academic goals like mastering the standards and preparing students for college,</p>	

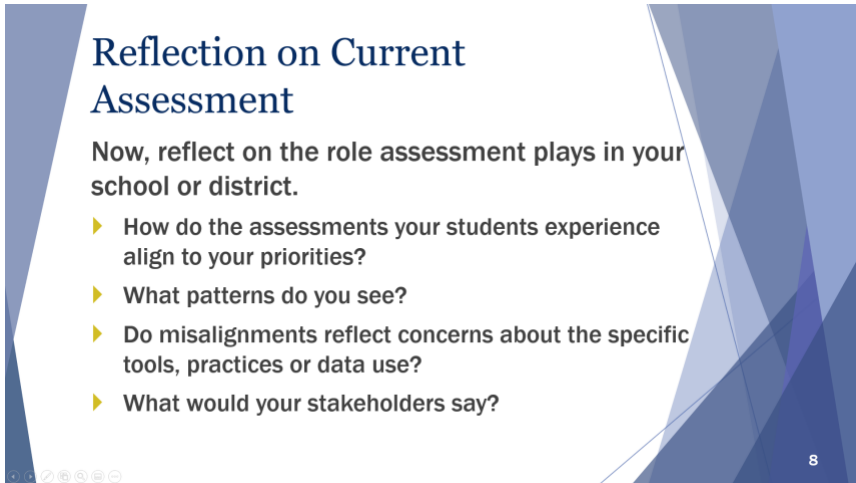


Slide #	Guidance	Slide Image
	<p>career and civic life as their priority. Others may focus on social emotional wellness for students or on addressing equity.</p> <p>Be prepared to prompt participants to return to these priorities when they think about how their systems of assessment can reflect their values and support their highest priorities.</p> <p><b>Facilitation considerations:</b></p> <ul style="list-style-type: none"><li>• In an in-person learning setting, this activity may be best structured as a think-pair-share, with responses captured on chart paper.</li><li>• In a virtual learning setting, participants could share their priorities in the chat box or a common digital space like Padlet, or the discussion on this slide and the following could be combined for a brief breakout discussion.</li></ul>	

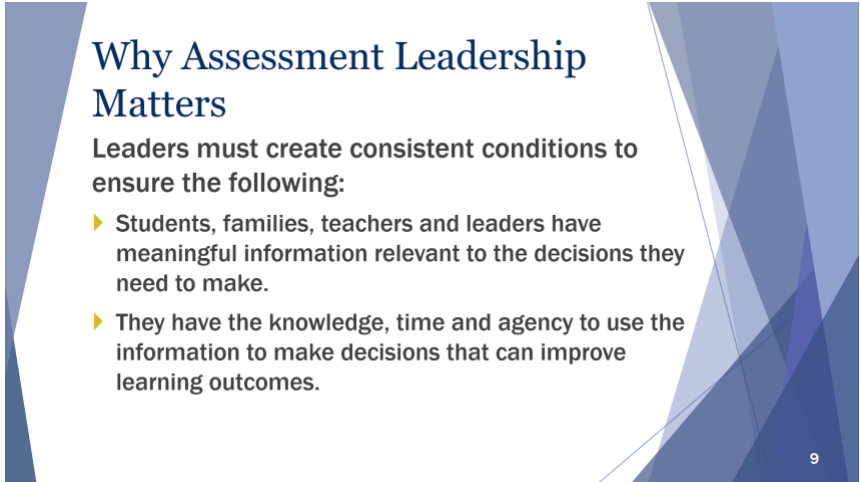


Slide #	Guidance	Slide Image
7	<p><b>Introduce the content on the slide by providing the following information.</b></p> <p>There are likely many different ways that assessment of student learning happens in your school or district. You may have commercial products, locally created tools and assessment in your curriculum that are administered to all students. There are also teacher created tools and strategies as well as formative assessment practices happening in classrooms every day.</p> <p><b>Ask participants to reflect on all the types of assessments that are currently happening in their school or district,</b> including common assessments like interim or benchmark assessments as well as classroom assessment tools and formative assessment practices. Participants may need prompting and guidance to consider their observations about formative assessment practice, not only formal assessment tools in this reflection.</p> <p><b>Facilitation note:</b></p> <p>This is intended to be a quick activity to activate prior knowledge. Depending on their familiarity with assessment tools and practices in their district, participants may need some support for the reflection. Consider prompts about different types of assessment, different products they may have or just give people time to write down all the assessment tools and practices they know about.</p>	<p><b>Local System of Assessment</b></p> <p>What types of assessment do students in your school or district experience?</p>

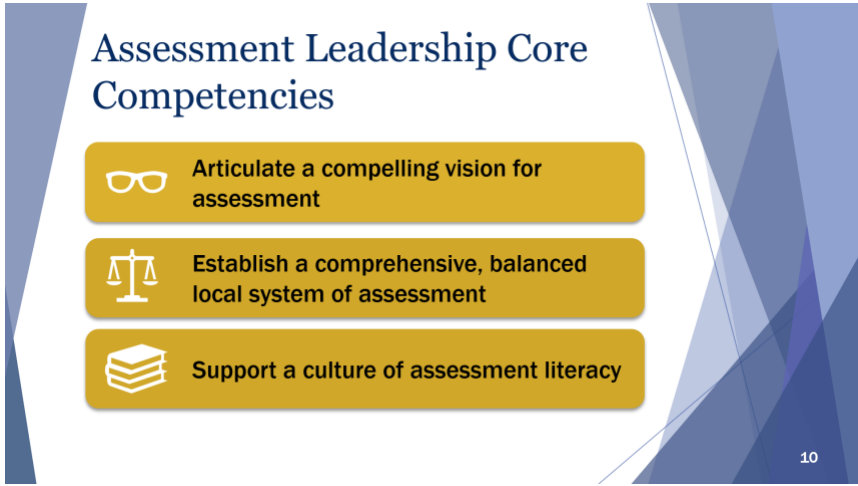


Slide #	Guidance	Slide Image
8	<p><b>Introduce the content on the slide by providing the following information.</b></p> <p>Throughout this presentation, we are going to focus on your local system of assessments, meaning the assessment tools and practices that are in place in your school or district. As you reflect on your local system throughout this presentation, focus on the assessment tools and practices that are in your control at the local level.</p> <p><b>Next, ask participants to reflect on the questions presented on the slide, considering the priorities they identified earlier.</b></p> <p><b>When participants are ready, ask them to share their thinking.</b> Be prepared to highlight key themes that emerge. Facilitators may want to consider some of the following questions to support the discussion:</p> <ul style="list-style-type: none"> <li>• Are there any patterns in terms of the types of assessments that are most in line with your priorities and those that are least in line?</li> <li>• When you consider assessments that do or do not align well to your priorities, are your concerns related to the tools, practices or data use?</li> <li>• How do you think other key stakeholders in your school or district might respond to these questions (teachers, students, families)?</li> </ul> <p><b>Set intention for learning.</b></p>	 <p><b>Reflection on Current Assessment</b></p> <p>Now, reflect on the role assessment plays in your school or district.</p> <ul style="list-style-type: none"> <li>▶ How do the assessments your students experience align to your priorities?</li> <li>▶ What patterns do you see?</li> <li>▶ Do misalignments reflect concerns about the specific tools, practices or data use?</li> <li>▶ What would your stakeholders say?</li> </ul>



Slide #	Guidance	Slide Image
	<p>Today, we are going to focus on how to create the conditions in your school or district in which assessment is both aligned to what matters most and supports stakeholders in achieving the most important shared goals.</p>	
9	<p><b>Introduce the content on the slide by providing the following information.</b></p> <ul style="list-style-type: none"> <li>• Generating meaningful data about student learning is essential for making the decisions about teaching and learning that will produce equitable learning outcomes.</li> <li>• But meaningful data requires             <ul style="list-style-type: none"> <li>- an intentional purpose for collecting the data,</li> <li>- sound tools and practices for eliciting evidence of student learning, and</li> <li>- appropriate practices for analyzing and responding to the evidence of student learning to improve teaching and learning.</li> </ul> </li> <li>• Effective systems of assessment have leaders that create conditions where evidence of student learning is used to improve outcomes at different levels of the system.             <ul style="list-style-type: none"> <li>- Leaders must invest in appropriate tools and support effective practices that elicit the right evidence for educational decision making.</li> <li>- But just having the right tools and practices and producing relevant data is not enough to ensure that assessment supports improved learning outcomes. Stakeholders need to understand assessment data, time to make sense of data and</li> </ul> </li> </ul>	 <p><b>Why Assessment Leadership Matters</b></p> <p>Leaders must create consistent conditions to ensure the following:</p> <ul style="list-style-type: none"> <li>▶ Students, families, teachers and leaders have meaningful information relevant to the decisions they need to make.</li> <li>▶ They have the knowledge, time and agency to use the information to make decisions that can improve learning outcomes.</li> </ul> <p>9</p>



Slide #	Guidance	Slide Image
	to hone their practices and agency to use data to make appropriate decisions.	
10	<p><b>Introduce the content on the slide by providing the following information.</b></p> <p>In this module, we will explore the following three core competencies for assessment leaders:</p> <ul style="list-style-type: none"> <li>• Articulate a compelling vision for assessment, linked directly to the shared goals for teaching and learning.</li> <li>• Establish a comprehensive, balanced local system of assessment.</li> <li>• Support a culture of assessment literacy.</li> </ul> <p>Before we focus on each of these core competencies in depth, we will spend some time establishing a common understanding of different types of assessment and their purpose. This will provide an important context for engaging with the core competencies.</p>	

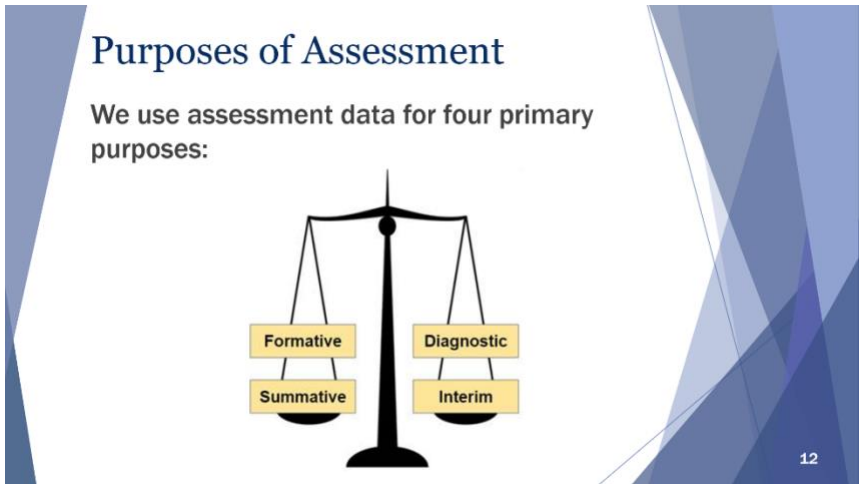


Section 3: Types and Purposes of Assessment

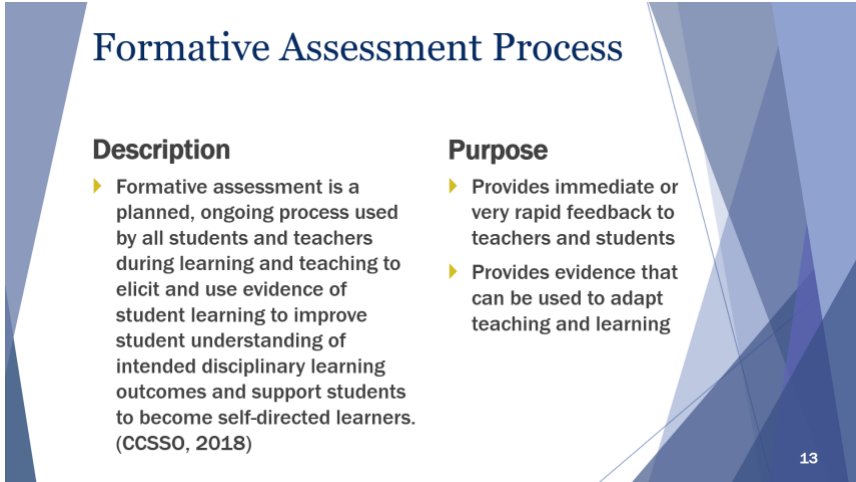
Slides: 11–26

Slide #	Guidance	Slide Image
11	Let’s build a common understanding of different types of assessment, their purposes and appropriate uses of the evidence of student learning they produce as a foundation for our focus on assessment leadership.	



Slide #	Guidance	Slide Image
12	<p><b>Introduce the content on the slide by providing the following information.</b></p> <p>There are four primary assessment purposes:</p> <ul style="list-style-type: none"> <li>• Formative</li> <li>• Diagnostic</li> <li>• Interim</li> <li>• Summative</li> </ul> <p>In the next few slides, we will consider each of these types of assessment.</p>	 <p><b>Purposes of Assessment</b></p> <p>We use assessment data for four primary purposes:</p> <p>Formative, Diagnostic, Summative, Interim</p> <p>12</p>



Slide #	Guidance	Slide Image
13	<p><b>Introduce the content on the slide by providing the following information.</b></p> <p>Formative assessment is first and foremost a <b>process</b> engaged in by students and teachers together. It happens during learning and is more than just eliciting evidence of student learning (like a quiz or an exit ticket); it requires noticing, recognizing and responding to the evidence of student learning in order to support progress toward learning standards or goals. The formative assessment process provides students and teachers with rapid feedback that can be used to adapt teaching and learning.</p> <p>Because formative assessment is embedded in instruction and designed to support teachers and students to determine next steps in learning, this type of assessment should make up the majority of assessments that students experience and should constitute the bulk of a teacher’s assessment practice.</p> <p>Formative assessment can take many different forms. For example: questioning, looking at student writing, observing student dialog, supporting students with self- and peer-assessment or may involve specific strategies like, “thumbs-up, thumbs-down.” The key is eliciting evidence of student learning, aligned to student learning goals and responding to that evidence to inform next steps in teaching and learning.</p>	 <p><b>Formative Assessment Process</b></p> <div> <p><b>Description</b></p> <ul style="list-style-type: none"> <li>▶ Formative assessment is a planned, ongoing process used by all students and teachers during learning and teaching to elicit and use evidence of student learning to improve student understanding of intended disciplinary learning outcomes and support students to become self-directed learners. (CCSSO, 2018)</li> </ul> </div> <div> <p><b>Purpose</b></p> <ul style="list-style-type: none"> <li>▶ Provides immediate or very rapid feedback to teachers and students</li> <li>▶ Provides evidence that can be used to adapt teaching and learning</li> </ul> </div> <p>13</p>



Slide #	Guidance	Slide Image
	<p><b>Encourage participant questions, and be prepared to ask questions to check for understanding. Possible questions include:</b></p> <ul style="list-style-type: none"> <li>• What is an example of the formative assessment process you observe in your school or district?</li> <li>• Does this description match your understanding of the formative assessment process?</li> <li>• What key words in the description on this slide jump out at you? Why?</li> </ul>	
14	<p><b>Introduce the content on the slide by providing the following information.</b></p> <p>Diagnostic assessment is a formal strategy or tool designed to measure specific student strengths and weaknesses in student learning relative to student learning standards or goals. Diagnostic assessments focus on individual students.</p> <p>Clarify the distinction between diagnostic assessment and the formative assessment process by noting that, while both the formative assessment process and diagnostic assessments are designed to help teachers more effectively support student learning, diagnostic assessments are not an ongoing process embedded in teaching and learning. Instead, they are specific measurement tools and strategies used when educators need more detailed information about individual students to inform next steps for instruction or intervention.</p>	<p><b>Diagnostic Assessment</b></p> <p><b>Description</b></p> <ul style="list-style-type: none"> <li>▶ Formal strategies and/or tools used to identify specific strengths and weaknesses in student learning relative to specific learning standards and/or goals</li> </ul> <p><b>Purpose</b></p> <ul style="list-style-type: none"> <li>▶ Identifies potential learning strengths and difficulties and/or areas that require further development</li> <li>▶ Provides teachers with information to inform next possible instructional steps</li> </ul> <p>14</p>



Slide #	Guidance	Slide Image
	<p>Diagnostic assessment can be commercially developed products, like commercial reading inventories, or it can be teacher-created tools and strategies, like an oral assessment of key grade level phonemic awareness skills.</p> <p>Diagnostic tools can be either informal, which are easy-to-use tools that can be administered with little training, or standardized, which must be delivered in a standard way by trained staff. They can be teacher developed or commercially available products. Common diagnostic data sources include oral assessment of key grade level phonemic awareness skills, intervention- or curricula-specific diagnostic tools, word list reading (e.g., curriculum sight word lists) and observation and anecdotal notes. Examples of published tools for diagnostic assessment include tools like the Informal Reading Inventory (Qualitative Reading Inventory), Elementary Spelling Inventory (ESI) and Primary Spelling Inventory (PSI).</p> <p><b>Encourage participant questions, and be prepared to ask questions to check for understanding. Possible questions include:</b></p> <ul style="list-style-type: none"><li>• Is this description consistent with how you talk about diagnostic assessment in your school or district?</li><li>• What tools are in use in your school or district for diagnostic assessment?</li><li>• How do you currently use diagnostic assessment in your school or district?</li></ul>	



Slide #	Guidance	Slide Image		
15	<p><b>Introduce the content on the slide by providing the following information.</b></p> <p>Interim or benchmark assessments are usually administered at specific intervals over the course of an academic year in order to compare student understanding or performance against a set of learning standards or objectives. Interim assessments are often common across classes or schools in a district.</p> <p>Interim assessments can give us information about progress toward the long-term learning expectations and can inform future instructional decisions and school improvement planning. When well aligned to common learning expectations, interim assessments can be predictive of end-of-year performance.</p> <p><b>Encourage participant questions, and be prepared to ask questions to check for understanding. Possible questions include:</b></p> <ul style="list-style-type: none"><li>• Is this description consistent with how you describe interim/benchmark assessment in your school or district?</li><li>• What tools are in use in your school or district for interim/benchmark assessment?</li><li>• Who makes use of interim/benchmark data in your school or district?</li><li>• What kinds of decisions do you make using interim/benchmark?</li></ul>	<p><b>Interim/Benchmark Assessment</b></p> <table><tr><td><p><b>Description</b></p><ul style="list-style-type: none"><li>▶ Tools designed to compare student understanding or performance against a set of learning standards or objectives</li><li>▶ Often administered at specific intervals through the year and may be common across classes or schools</li></ul></td><td><p><b>Purpose</b></p><ul style="list-style-type: none"><li>▶ Monitor students' academic progress toward long-term goals</li><li>▶ Assess curriculum, instructional strategies and pacing</li><li>▶ Inform school improvement planning</li><li>▶ May predict a student's end-of-year performance</li></ul></td></tr></table> <p>15</p>	<p><b>Description</b></p> <ul style="list-style-type: none"><li>▶ Tools designed to compare student understanding or performance against a set of learning standards or objectives</li><li>▶ Often administered at specific intervals through the year and may be common across classes or schools</li></ul>	<p><b>Purpose</b></p> <ul style="list-style-type: none"><li>▶ Monitor students' academic progress toward long-term goals</li><li>▶ Assess curriculum, instructional strategies and pacing</li><li>▶ Inform school improvement planning</li><li>▶ May predict a student's end-of-year performance</li></ul>
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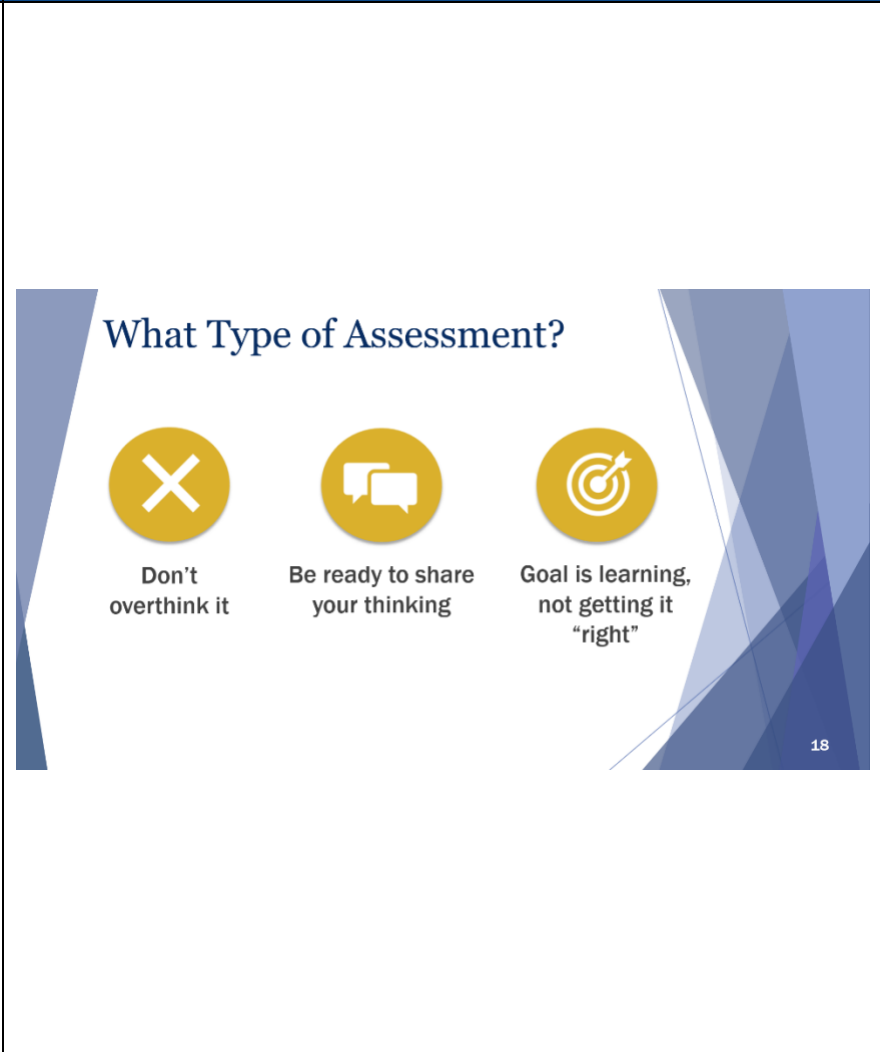
Slide #	Guidance	Slide Image
16	<p><b>Introduce the content on the slide by providing the following information.</b></p> <p>Summative assessment comes at the end of a period of learning. We often think of summative assessment as statewide end-of-year assessment, but it can also refer to classroom-level summative assessments. In either case, summative assessment provides information about students in relation to a set of learning expectations. Summative assessment is intended to monitor and evaluate student achievement at the group level and inform program-level and school improvement planning.</p> <p>Summative assessment is, by definition, given after a period of learning; therefore, it doesn't provide information that can inform ongoing teaching and learning of individual students. Instead, it provides an overall picture of how a system is preparing students to meet the learning expectations. State accountability assessment examples include K-Prep and Alternate K-Prep. But summative assessment also happens at the local level, including end-of-unit tests, a mid-term or final exam or a culminating performance assessment or portfolio.</p> <p><b>Encourage participant questions, and be prepared to ask questions to check for understanding. Possible questions include:</b></p> <ul style="list-style-type: none"> <li>Do you have any local summative assessments? If so, how do you use them?</li> </ul>	<p><b>Summative Assessment</b></p> <p><b>Description</b></p> <ul style="list-style-type: none"> <li>Provides an overall description of students' learning status</li> <li>Monitors and evaluates student achievement at the group level</li> <li>Informs program-level and school-improvement planning</li> </ul> <p><b>Purpose</b></p> <ul style="list-style-type: none"> <li>May be referred to as a "culminating assessment" or an "end-of-course" assessment</li> <li>Provides information on students' knowledge and skills relative to learning standards</li> </ul> <p>16</p>

Slide #	Guidance	Slide Image																				
	<ul style="list-style-type: none"><li>What kinds of decisions are informed by summative assessment data in your district?</li><li>What are some limitations of summative assessment data?</li></ul>																					
17	<p><b>Introduce the content on the slide by providing the following information.</b></p> <p>Assessment types can be differentiated by several different factors including grain size (meaning the volume of learning expectations measured by the assessment) and frequency and immediacy of actionable information (meaning how directly it can inform teaching and learning in the classroom). This table shows us a comparison of the four different types of assessment we just described across these factors.</p> <p>Diagnostic assessment and the formative assessment process are both small grain-size (this means they focus on a small group of learning expectations or standards) and provide information that can rapidly inform teaching and learning in the classroom. The key difference between them is that diagnostic assessment is a measurement tool designed to identify specific strengths and weaknesses in individual students. The formative assessment process is an ongoing process embedded in teaching and learning. As an example, diagnostic assessments may provide information about specific students who could benefit from intervention groups or additional instructional opportunities. During the process of teaching and learning, the formative assessment process may help surface a</p>	<div><h3>Assessment Cycles and Levels of Information</h3><table><thead><tr><th>Assessment Type</th><th>Grain-Size</th><th>Frequency</th><th>Immediacy of Actionable Information</th></tr></thead><tbody><tr><td>Formative</td><td>Small</td><td>Minute-by-minute, day-by-day</td><td>Immediately informs teaching and learning</td></tr><tr><td>Diagnostic</td><td>Small</td><td>As needed</td><td>Immediately informs teaching and learning</td></tr><tr><td>Interim</td><td>Medium</td><td>Intervals throughout the year</td><td>Supports future planning</td></tr><tr><td>Summative</td><td>Large</td><td>End-of-learning periods, often the end of the year</td><td>Informs decisions at the programmatic level</td></tr></tbody></table></div> <div>17</div>	Assessment Type	Grain-Size	Frequency	Immediacy of Actionable Information	Formative	Small	Minute-by-minute, day-by-day	Immediately informs teaching and learning	Diagnostic	Small	As needed	Immediately informs teaching and learning	Interim	Medium	Intervals throughout the year	Supports future planning	Summative	Large	End-of-learning periods, often the end of the year	Informs decisions at the programmatic level
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	<p>misconception that content needs to be clarified before moving on to the next step in learning.</p> <p>Interim assessment usually focuses on a broader group of learning expectations, takes place at designated intervals throughout the year and is designed to inform future instructional planning. This could mean informing a grade-level team about specific standards for which their students are still struggling and support planning to reteach or bring in different curricular resources for that content.</p> <p>Summative assessment usually focuses on a large swath of the learning standards for the period of instruction being covered and comes at the end of a learning period, often at the end of the year. Summative assessment isn't intended to provide evidence about teaching and learning in the classroom but broader program decisions.</p>	

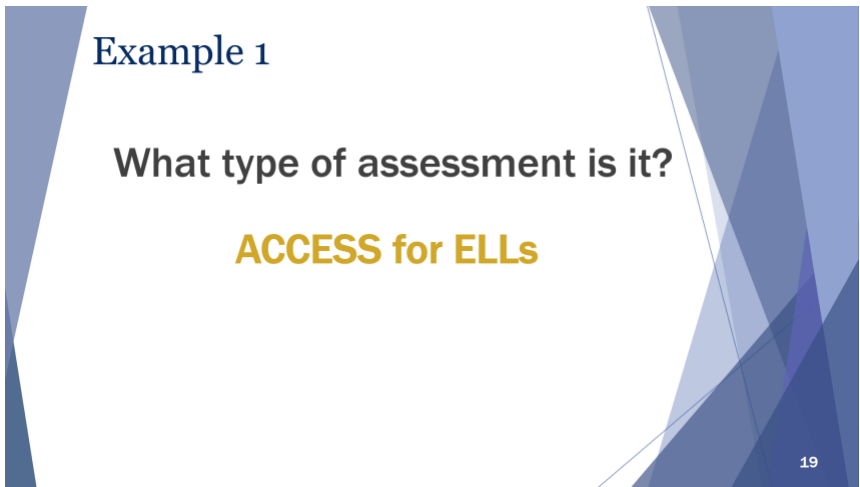


Slide #	Guidance	Slide Image
18	<p><b>Introduce the content on the slide by providing the following information.</b></p> <p>We are going to do an activity to help apply the descriptive information about different types of assessment to specific assessment tools and practices that you may be familiar with in your schools and classrooms. Our goal is to spark discussion that can help us clarify understanding of the different types of assessment, so don't feel pressure to get the "right" answer.</p> <p>Participants can use this document as a reference sheet to support decision-making: <a href="https://csaa.wested.org/wp-content/uploads/2019/11/2.1_CSAI_Assessment-Types_508-compliance_04.29.19.pdf">https://csaa.wested.org/wp-content/uploads/2019/11/2.1_CSAI_Assessment-Types_508-compliance_04.29.19.pdf</a></p> <p><b>Considerations for facilitating this activity:</b></p> <ul style="list-style-type: none"> <li>• Try to create an environment where participants will feel comfortable sharing their guesses and understand that this isn't an assessment of them but a chance to apply earlier learning.</li> <li>• Consider strategies that allow participants to share their guess about the assessment type in a "low-stakes" way. In a face-to-face setting, this could mean assigning each assessment type a number and asking participants to vote using their fingers, allowing table groups to discuss and come to a consensus decision or a polling application that allows participants to vote anonymously (a number of polling applications offer free versions). In</li> </ul>	

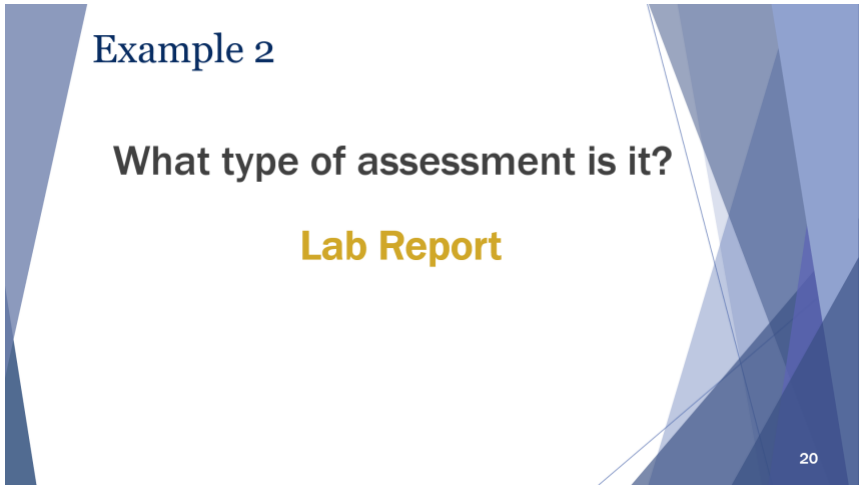


Slide #	Guidance	Slide Image
	<p>a digital delivery setting, many video conference platforms have embedded poll functions.</p> <ul style="list-style-type: none"><li>• Keep in mind that the type of assessment depends on the purpose and how the evidence is used—so, more than one answer could be right depending on how the assessment tool or strategy is used.</li><li>• Try to focus on the patterns in the responses instead of on individuals and use that to explore, clarify misconceptions, answer questions and build understanding.</li><li>• If any of the specific assessment tools or strategies are likely to be unfamiliar to participants, facilitators can edit the presentation to select tools and strategies that are familiar to the participants.</li><li>• You may want to provide this document as a reference sheet to support participant decision-making: <a href="https://csaa.wested.org/wp-content/uploads/2019/11/2.1_CSAI_Assessment-Types_508-compliance_04.29.19.pdf">https://csaa.wested.org/wp-content/uploads/2019/11/2.1_CSAI_Assessment-Types_508-compliance_04.29.19.pdf</a></li></ul>	

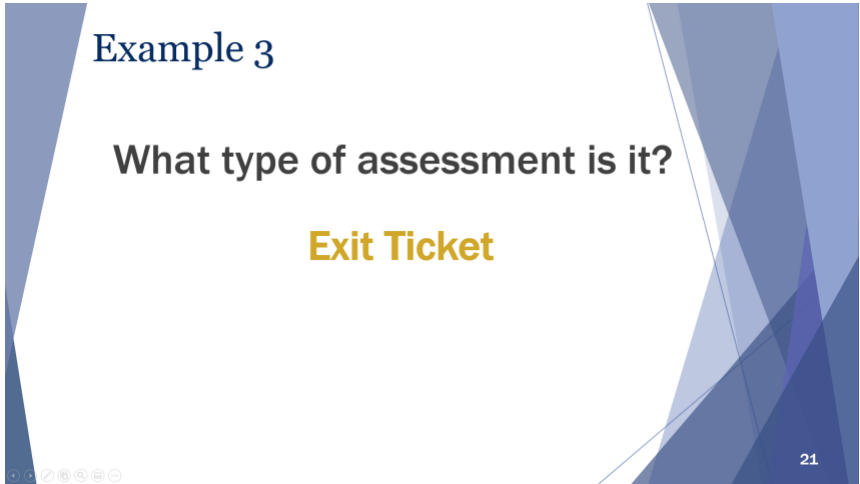


Slide #	Guidance	Slide Image
19	<p><b>Introduce the content on the slide by providing the following information.</b></p> <p>Which of the four types of assessment do you think ACCESS for ELLs is?</p> <p>Ask participants to reflect and vote using whatever voting method you selected for this activity (see previous slide).</p> <p><b>Guide a discussion that explores participant responses.</b></p> <p>Focus the discussion on why participants selected a specific type of assessment. This builds participants' capacity to identify the different types of assessment and their purposes.</p> <p>ACCESS for ELLs is aligned to Kentucky's language proficiency standards (WIDA) and measures annual gains in English language proficiency in accordance with ESSA accountability requirements. This assessment is administered at the end of the year, and the data produced can be used to provide data about how a school or district, as a system, is supporting English learners. The data are also used as a measure to inform decisions about exiting students from EL programs and classifying them as re-designated fully English proficient (RFEP). Because this assessment is administered at the end of a period of learning, this is a summative assessment.</p>	

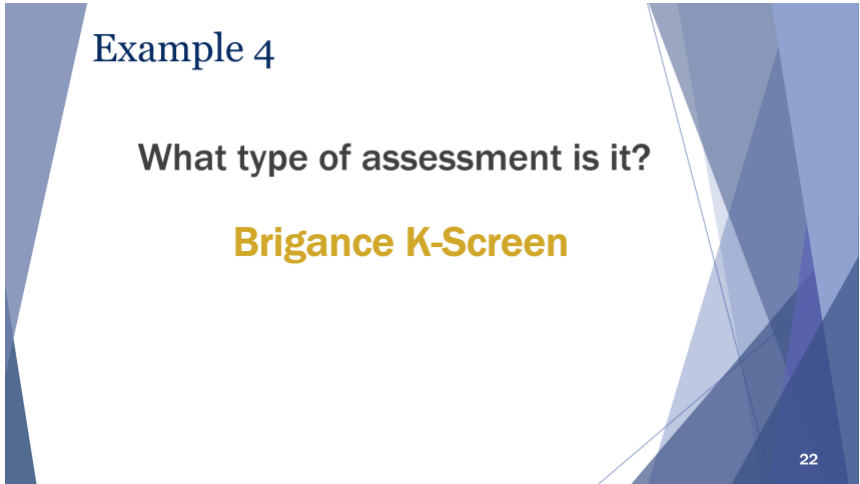


Slide #	Guidance	Slide Image
	<p>Ask participants to review the information provided in the handout.</p>	
20	<p><b>Introduce the content on the slide by providing the following information.</b></p> <p>Which of the four types of assessment do you think a lab report is?</p> <p>Ask participants to reflect and vote using whatever voting method you selected for this activity (see slide 18).</p> <p><b>Guide a discussion that explores participant responses.</b></p> <p>Focus the discussion on why participants selected a specific type of assessment. This builds participants' capacity to identify the different types of assessment and their purposes.</p> <p>A lab report is usually a written description of the process and findings for a scientific experiment. Often, a lab report is completed after students have finished a scientific experiment and, therefore, is usually a classroom-level summative assessment. This is because it comes at the end of a period of learning and provides evidence of student progress toward the learning expectations for that specific learning period. It isn't usually used by teachers and students to provide immediate feedback. Teachers and students likely have other formative assessment strategies they engage in during a lab experiment to provide immediate direction for teaching and learning.</p>	

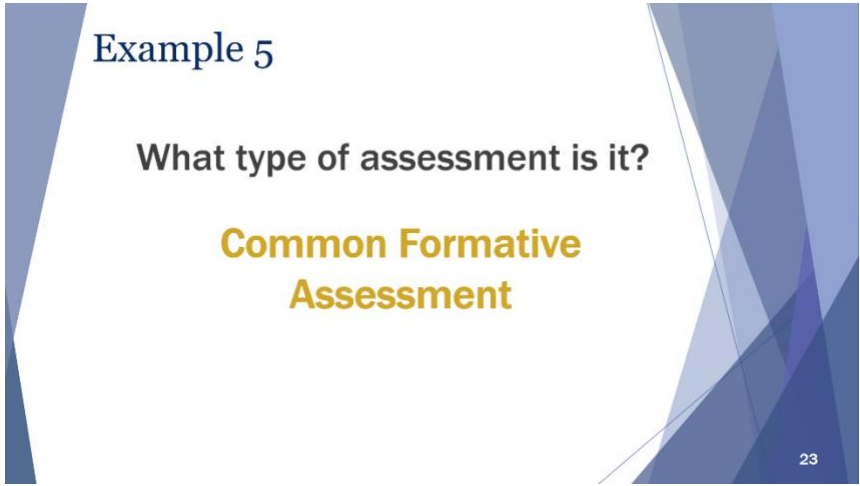


Slide #	Guidance	Slide Image
	<p>Ask participants to review the information provided in the handout. Is there a scenario in which a lab report could be considered a different type of assessment? What would a teacher do? What would students do?</p>	
21	<p><b>Introduce the content on the slide by providing the following information.</b></p> <p>Which of the four types of assessment do you think an exit ticket is?</p> <p>Ask participants to reflect and vote using whatever voting method you selected for this activity (see slide 18).</p> <p><b>Guide a discussion that explores participant responses.</b></p> <p>Focus the discussion on why participants selected a specific type of assessment. This builds participants' capacity to identify the different types of assessment and their purposes.</p> <p>An exit ticket, a strategy that asks students to complete a specific task and hand it in before they leave class, is one of the most frequently cited examples of formative assessment. However, it is important to remember that formative assessment is a process, not the specific tool or strategy. So, in and of itself, an exit ticket is not formative assessment. For an exit ticket to be a true example of formative assessment, it needs to involve analysis and feedback or a pedagogical response that engages students in their own learning. If a teacher asks students to complete an exit ticket as an</p>	

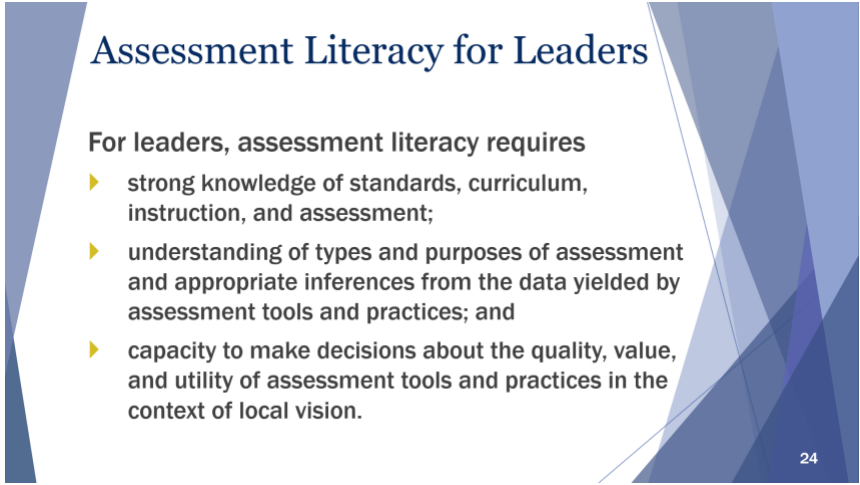


Slide #	Guidance	Slide Image
	<p>accountability mechanism but doesn't adjust teaching and learning based on the evidence of student learning provided in the exit tickets, it isn't formative assessment.</p>	
22	<p><b>Introduce the content on the slide by providing the following information.</b></p> <p>Which of the four types of assessment do you think the Brigance Kindergarten Screener is?</p> <p>Ask participants to reflect and vote using whatever voting method you selected for this activity (see slide 18).</p> <p><b>Guide a discussion that explores participant responses.</b></p> <p>Focus the discussion on why participants selected a specific type of assessment. This builds participants' capacity to identify the different types of assessment and their purposes.</p> <p>If the group isn't familiar with Brigance K-Screen, it may be helpful to tell them before they vote that it is Kentucky's common kindergarten entrance screener. This means that this assessment is administered to every entering kindergarten student in the state to assess development in five different areas: Academic/Cognitive, Language, Development, Physical Development, Self-Help and Social-Emotional Development.</p> <p>The Brigance K-Screen is designed as diagnostic assessment. It is a specific tool designed to provide specific information about where a student is in their development in a particular area, in</p>	



Slide #	Guidance	Slide Image
	<p>this case, the five areas described above. While this tool does provide information that can be actionable for teaching and learning (perhaps identifying students for intervention or providing guidance about student groupings), it is not generally an example of formative assessment. This is because of the purpose for which it was designed—as a tool, not a process embedded in teaching and learning.</p>	
23	<p><b>Introduce the content on the slide by providing the following information.</b></p> <p>Which of the four types of assessment do you think common formative assessment is?</p> <p>Ask participants to reflect and vote using whatever voting method you selected for this activity (see slide 18).</p> <p><b>Guide a discussion that explores participant responses.</b></p> <p>Focus the discussion on why participants selected a specific type of assessment. This builds participants’ capacity to identify the different types of assessment and their purposes.</p> <p>Common formative assessments are typically assessment tools created collaboratively by a team of teachers, like a grade-level assessment to be given to all students at a set time in the curriculum. Common formative assessments are often used to provide common data about implementation of the guaranteed curriculum and to provide information to support changes in instruction and professional learning, as well as to identify</p>	



Slide #	Guidance	Slide Image
	<p>specific students who may need additional support. When used in this way, despite the name, common formative assessment is an interim or benchmark assessment, not an example of formative assessment.</p> <p>In order to help participants navigate this discussion, you may want to ask them first to describe what they know about how common formative assessments are used, and then ask them to review the handout description of the formative assessment process before they vote.</p>	
24	<p><b>Introduce the content on the slide by providing the following information.</b></p> <p>As we discussed earlier, assessment leaders must ensure that stakeholders not only have access to quality assessment data and practices but have the knowledge, time and agency they need to make appropriate use of the data and practices.</p> <ul style="list-style-type: none"> <li>Assessment leaders are first and foremost instructional leaders who can connect curriculum and assessment with high-quality teaching and learning practices. Therefore, assessment leaders must have a deep knowledge of the academic content standards and the desired outcomes for students.</li> <li>They also must have a strong grounding in different types of assessments, their purposes and appropriate uses of the data they produce and how different assessments work together in an overall system of assessments.</li> </ul>	 <p><b>Assessment Literacy for Leaders</b></p> <p>For leaders, assessment literacy requires</p> <ul style="list-style-type: none"> <li>strong knowledge of standards, curriculum, instruction, and assessment;</li> <li>understanding of types and purposes of assessment and appropriate inferences from the data yielded by assessment tools and practices; and</li> <li>capacity to make decisions about the quality, value, and utility of assessment tools and practices in the context of local vision.</li> </ul> <p>24</p>





Slide #	Guidance	Slide Image												
	<ul style="list-style-type: none"><li>Finally, assessment leaders should be able to make decisions about the quality, value and usefulness of different assessment tools and practices and how they support the local vision for the role of assessment in the teaching and learning process.</li></ul>													
25	<p><b>Introduce the content on the slide by providing the following information.</b></p> <p>Assessment leaders play a key role in setting a vision for the purpose and role of assessments and creating conditions in which stakeholders at all levels of the system are able to act on evidence of learning. Appropriate action is contingent upon making appropriate inferences about student learning based on the evidence produced. This means that any action should be contingent upon the purpose of the assessment tool or strategy within the local system and reflect the learning expectations and progressions. Assessment leaders are knowledgeable about the data yielded by different assessment tools and practices, appropriate inferences about student learning that can be made based on what the assessment measures and appropriate actions that might be taken. Assessment leaders keep in mind the overall vision for the system of assessments in place and ensure that the evidence produced, the inferences made and the actions taken are supportive of that vision.</p> <p>In a summative assessment context, where the learning expectation includes most of the standards and comes at the end of a learning period, the evidence usually informs action</p>	<div><h3>Acting on Evidence</h3><table><tr><th>Expectations /Actions</th><th>Summative</th><th>Interim</th><th>Formative</th></tr><tr><td>Learning Expectations</td><td><ul style="list-style-type: none"><li>Most of the standards</li></ul></td><td><ul style="list-style-type: none"><li>Groups of standards</li></ul></td><td><ul style="list-style-type: none"><li>Components of individual standards</li></ul></td></tr><tr><td>Possible Actions</td><td><ul style="list-style-type: none"><li>District professional learning</li><li>Program evaluation</li><li>Curricular planning</li></ul></td><td><ul style="list-style-type: none"><li>Instructional planning</li><li>Interventions and additional support</li></ul></td><td><ul style="list-style-type: none"><li>Student feedback</li><li>Instructional modifications</li></ul></td></tr></table></div>	Expectations /Actions	Summative	Interim	Formative	Learning Expectations	<ul style="list-style-type: none"><li>Most of the standards</li></ul>	<ul style="list-style-type: none"><li>Groups of standards</li></ul>	<ul style="list-style-type: none"><li>Components of individual standards</li></ul>	Possible Actions	<ul style="list-style-type: none"><li>District professional learning</li><li>Program evaluation</li><li>Curricular planning</li></ul>	<ul style="list-style-type: none"><li>Instructional planning</li><li>Interventions and additional support</li></ul>	<ul style="list-style-type: none"><li>Student feedback</li><li>Instructional modifications</li></ul>
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Slide #	Guidance	Slide Image
	<p>related to policy and practice decisions, like investments in culturally responsive teacher professional development, design of a support strategy to ensure fidelity in implementation of a math intervention or making adjustments to the curriculum in upcoming years.</p> <p>Interim assessment, where the learning expectations include a smaller group of standards, evidence usually informs actions toward future instruction, perhaps revising upcoming instruction to address gaps or identifying students or teachers in need of additional support. In the formative assessment process, where the learning expectations are narrowly focused on a smaller grain size of the standards, evidence should inform action about the next moves that students and teachers make in the classroom to move students along in their learning progression.</p>	



Slide #	Guidance	Slide Image
26	<p><b>Introduce the content on the slide by providing the following information.</b></p> <p>This is a chance for you to reflect on learning about different types of assessment and their purposes in your own local context.</p> <p>We are going to build on this foundation in the rest of the session.</p> <p>Encourage participants to make connections to their own local context.</p> <p><b>Facilitation considerations:</b></p> <p>If participants asked questions and shared their thinking during the earlier slides or if you are short on time, this reflection could be brief or skipped altogether.</p>	

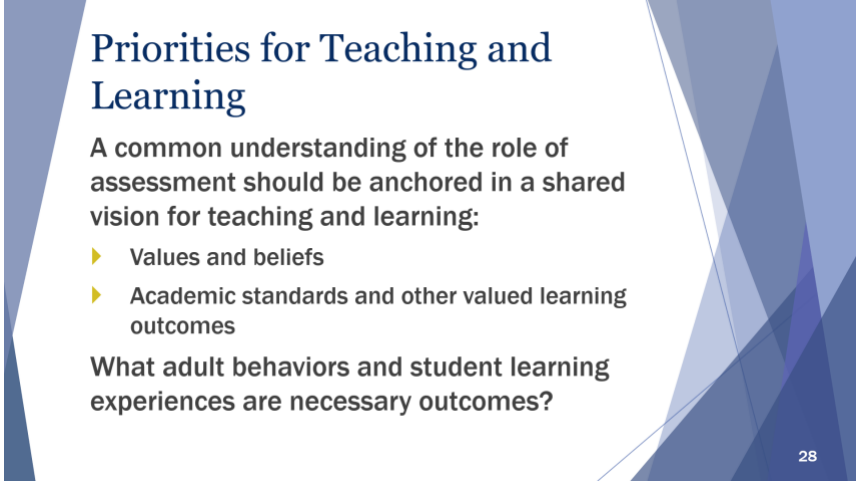


Section 4: Articulating a Compelling Vision for Assessment

Slides: 27–30

Slide #	Guidance	Slide Image
27	Title slide for Section 4: Articulating a Compelling Vision for Assessment	



Slide #	Guidance	Slide Image
28	<p><b>Introduce the content on the slide by providing the following information.</b></p> <p>As we mentioned earlier, assessment is only valuable to the extent it supports decision making that improves learning and other priority outcomes. Since assessment is the measurement of student learning, any vision for assessment that is developed should be directly aligned to a shared vision for teaching and learning.</p> <p>Most schools and districts have articulated mission statements, value and belief statements and/or publicly communicated goals. Take a moment to consider the explicit and implicit values, belief, practices and outcomes for your school or district.</p> <p><b>Ask participants to reflect for a moment and write down their responses to the last question.</b></p> <p>Facilitators can further focus the question by posing the following prompts that ask participants to think about what success “looks like.”</p> <ul style="list-style-type: none"> <li>• What are adults doing when they are supporting the explicit and implicit values, beliefs, practices and outcomes for your school or district?</li> <li>• What experiences will students engage in when the explicit and implicit values, beliefs, practices and outcomes for your school or district are being met?</li> </ul> <p><b>After participants have reflected, facilitate a discussion where participants share their responses.</b> Facilitators should highlight</p>	



Slide #	Guidance	Slide Image
	<p>any themes that emerge and note connections between the school or district vision and the personal priorities shared earlier in the presentation.</p> <p><b>Facilitation consideration:</b></p> <ul style="list-style-type: none"> <li>• In an in-person learning setting, this activity may be best structured as a think-pair-share, with responses captured on chart paper.</li> <li>• In a virtual learning setting, participants could share their priorities in the chat box or a common digital space like Padlet, or the discussion on this slide and the following could be combined for a brief breakout discussion.</li> </ul>	
29	<p><b>Introduce the content on the slide by providing the following information.</b></p> <p>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 base to articulate a clear, compelling vision for assessment in their system that is anchored in shared priorities for teaching and learning.</p> <p>This requires understanding of the priorities and roles different stakeholders play to support the shared vision for teaching and learning and subsequently the vision for assessment.</p> <p>Ask participants to brainstorm the specific roles each of the stakeholders play in supporting the vision for teaching and</p>	



Slide #	Guidance	Slide Image
	<p>learning and what information they may need to be successful in those roles.</p> <p>Facilitators may want to use the following prompts to support the discussion:</p> <ul style="list-style-type: none"> <li>• What are the priorities for each of these stakeholders as they relate to teaching and learning? How do you know?</li> <li>• What are one or more actions that each of these stakeholders typically takes to support the teaching and learning process?</li> <li>• What kinds of assessment information (i.e., formative, diagnostic, interim, and summative data) would best support the actions and priorities identified?</li> <li>• What other kinds of information or data, beyond traditional assessment information, would support the actions and priorities identified?</li> </ul> <p><b>Facilitation considerations:</b> This activity could be run as a whole group discussion with the facilitator capturing ideas on chart paper or a digital white board. It could also be a think-pair-share or breakout room discussion depending on group size, time and facilitator preferences.</p> <p><b>Extension notes:</b> Module 3 in this series contains an assessment visioning tool to support leaders in identifying and communicating effectively</p>	



Slide #	Guidance	Slide Image
	about the role of assessment in supporting the overall vision for teaching and learning.	
30	<p><b>Introduce the content on the slide by providing the following information.</b></p> <p>As we've discussed, shared priorities for teaching and learning should guide the development of a compelling vision for assessment that articulates how assessment will be used to support teaching and learning.</p> <p>This vision should be a north star for making decisions about assessment tools and practices. In the next section, we will consider these decisions and how they can support the development of a local system of assessment that is both comprehensive and balanced.</p>	<p>The slide image features a flowchart titled "North Star" set against a background of blue geometric shapes. The flowchart consists of three blue rounded rectangular boxes connected by light blue arrows pointing downwards and to the right. The first box is labeled "Priorities for teaching and learning", the second is "Vision for assessment", and the third is "Comprehensive, balanced assessment system". The number "30" is visible in the bottom right corner of the slide image.</p>



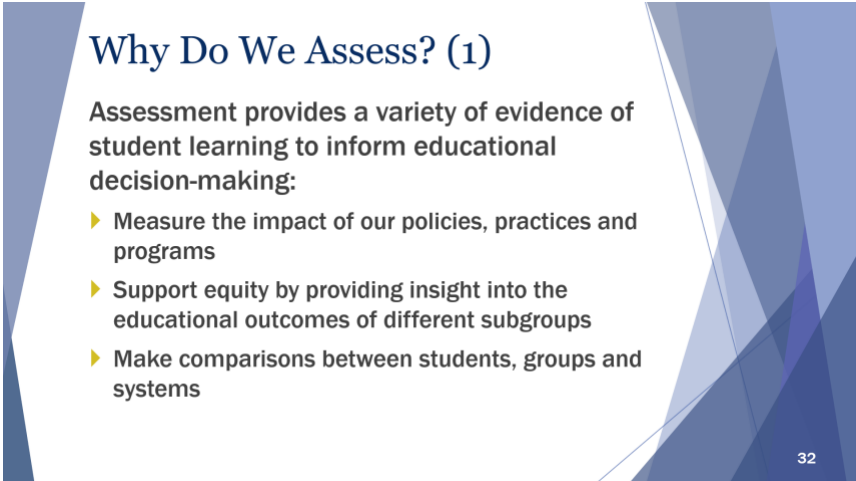


Section 5: Comprehensive, Balanced Systems of Assessment

Slides: 31–40

Slide #	Guidance	Slide Image
31	Title slide for Section 5: Comprehensive, Balanced Systems of Assessment	




Slide #	Guidance	Slide Image
32	<p><b>Introduce the content on the slide by providing the following information.</b></p> <p>Assessment should always provide evidence of student learning to inform decision-making related to teaching and learning.</p> <p>Without a clear picture of why students are engaged in any assessment and what the evidence of student learning produced will be used for, we risk wasting resources, contributing to over-testing and misusing and misinterpreting data about student learning. Some assessments 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.</p> <p>You can walk through the information on the slide, making note of the examples that represent the big picture decisions made by state education agency staff and by local administrators and the classroom-level decisions made by teachers.</p>	

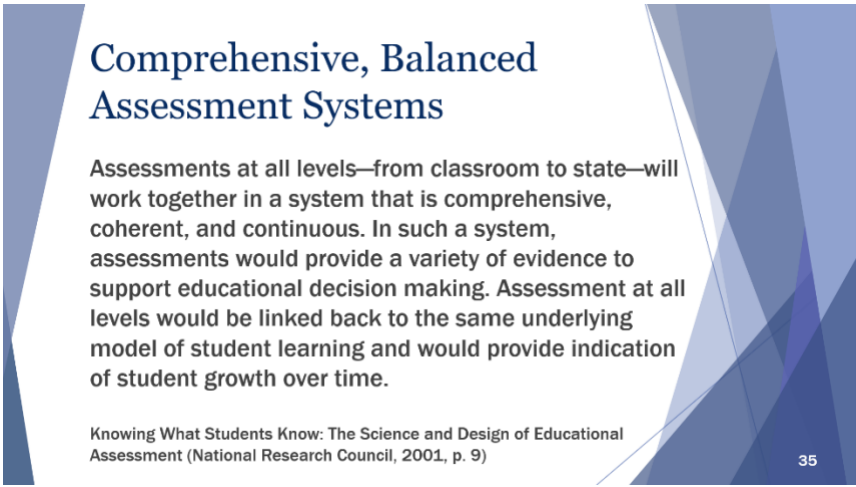


Slide #	Guidance	Slide Image
33	<p><b>Introduce the content on the slide by providing the following information.</b></p> <p>Continue walking through the information on the slide, making note of the examples that represent the big picture decisions made by state education agency staff and by local administrators and the classroom-level decisions made by teachers.</p>	<p><b>Why Do We Assess? (2)</b></p> <p>Assessment provides a variety of evidence of student learning to inform educational decision-making:</p> <ul style="list-style-type: none"><li>▶ Provide information to inform continuous improvement</li><li>▶ Support teaching and learning of the guaranteed curriculum</li><li>▶ Inform decisions about classroom practice, instructional support and intervention</li><li>▶ Provide guidance about next steps for teachers and students in a classroom</li></ul> <p>33</p>



Slide #	Guidance	Slide Image
34	<p><b>Introduce the content on the slide by providing the following information.</b></p> <p>As we identified in our previous activities, different stakeholders in our educational systems have different priorities, play different roles and need to make different kinds of educational decisions. Because we use evidence to make these different kinds of decisions, we need a variety of assessments that yield different types and levels of evidence. There is no one-size-fits-all when it comes to assessment.</p> <p><b>Facilitate a discussion that focuses on the kinds of decisions made by these stakeholder groups and what information they might need.</b></p> <p>Participants don't need to engage in a detailed discussion of each stakeholder; in the interest of time, a facilitator may decide to focus on school leaders, teachers or students. Use the most relevant stakeholder group in the context of this professional learning session.</p> <p>You may want to start the discussion by providing an example. You can share the following as an example:</p> <ul style="list-style-type: none"> <li>• "The Kentucky Department of Education, for example, needs information to make decisions about which school districts are not meeting performance expectations and need additional support and resources. So, they need evidence that shows how well schools and districts are supporting students to meet</li> </ul>	 <p><b>Informing Teaching and Learning</b></p> <p>Different stakeholders, different decisions:</p> <ul style="list-style-type: none"> <li>▶ District leaders</li> <li>▶ School leaders</li> <li>▶ Coaches</li> <li>▶ Classroom teachers</li> <li>▶ Students</li> <li>▶ Families</li> </ul> <p>34</p>

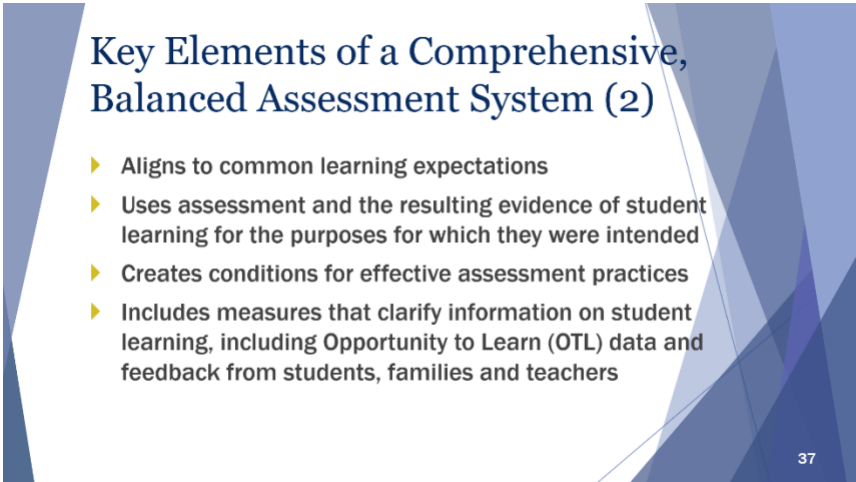


Slide #	Guidance	Slide Image
	<p>grade-level expectations reflected in the standards. But for this discussion, we are going to stay focused on your local context.”</p> <ul style="list-style-type: none"> <li>• Then, you can ask participants to turn to a partner or small group and share their ideas about what kinds of decisions educators make and what evidence they need to make those decisions. Ask participants to share out their ideas. If the training is given in a digital setting, participants can share ideas in the chat box.</li> </ul>	
35	<p><b>Introduce the content on the slide by providing the following information.</b></p> <p>A comprehensive and balanced assessment system is one that is designed to provide evidence that meets the needs of a variety of stakeholders, like those we just considered.</p> <p>Either read or ask participants to read to themselves this definition for a comprehensive, balanced assessment system.</p> <p><b>Ask participants to react to the definition by identifying key words that jump out.</b> Facilitators may want to have some key words and thoughts ready to prompt discussion. For example, “I like the combination of the terms comprehensive, coherent and continuous because they really illustrate what it looks like for assessment tools and strategies to work together as part of a system.”</p>	 <p><b>Comprehensive, Balanced Assessment Systems</b></p> <p>Assessments at all levels—from classroom to state—will work together in a system that is comprehensive, coherent, and continuous. In such a system, assessments would provide a variety of evidence to support educational decision making. Assessment at all levels would be linked back to the same underlying model of student learning and would provide indication of student growth over time.</p> <p>Knowing What Students Know: The Science and Design of Educational Assessment (National Research Council, 2001, p. 9)</p> <p>35</p>

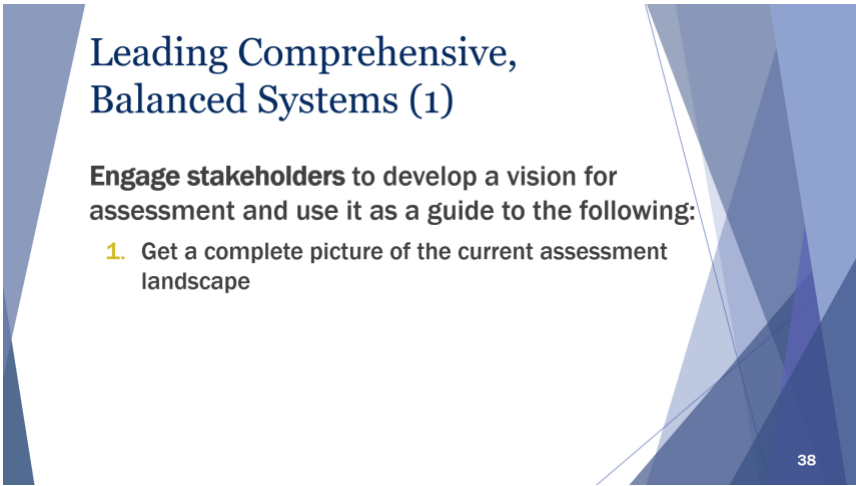


Slide #	Guidance	Slide Image
36	<p><b>Introduce the content on the slide by providing the following information.</b></p> <p>A comprehensive, balanced assessment system does the following:</p> <ul style="list-style-type: none"> <li>• It uses a full range of measurement approaches to provide evidence of student learning that can inform decision-making at all levels of the system—different types of assessment tools and processes provide the information needed to make good decisions in the classroom, at the district and across the state.</li> <li>• It provides evidence of student learning across all learning expectations—in a comprehensive, balanced assessment system, all learning expectations are measured. There aren't large gaps of learning expectations for which we don't get student evidence. It provides evidence to determine the effectiveness of the curriculum, instructional resources and classroom instruction for all students to meet grade level expectations.</li> <li>• It ensures that all students have equitable opportunities to show what they know and can do. A comprehensive, balanced assessment system provides evidence to determine the effectiveness of the curriculum, instructional resources and classroom instruction for <i>all</i> students to meet grade level expectations.</li> </ul>	<p><b>Key Elements of a Comprehensive, Balanced Assessment System (1)</b></p> <ul style="list-style-type: none"> <li>▶ Uses a full range of measurement approaches to provide evidence of student learning that can inform decision-making at all levels of the system</li> <li>▶ Provides evidence of student learning across all learning expectations</li> <li>▶ Creates equitable opportunities for all students to demonstrate what they know and can do</li> </ul> <p>36</p>



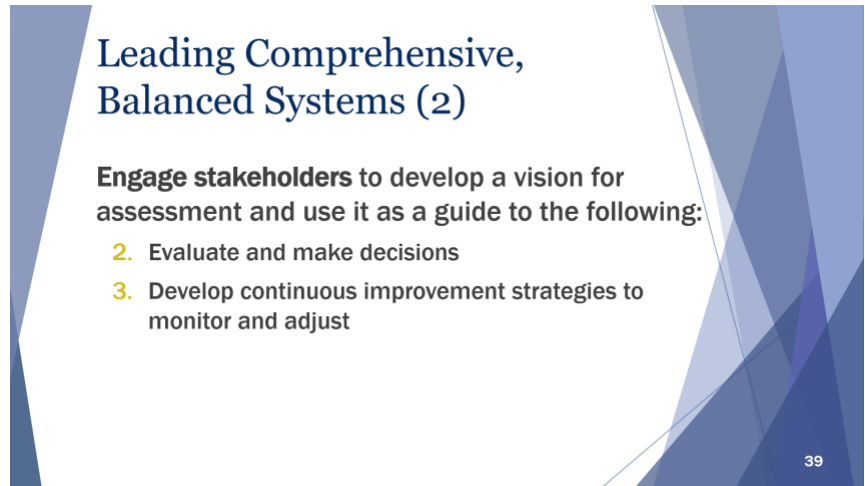
Slide #	Guidance	Slide Image
37	<p><b>Introduce the content on the slide by providing the following information.</b></p> <p>Continued from the last slide:</p> <ul style="list-style-type: none"> <li>• It aligns to common learning expectations—all assessments are pointing us in the same direction, shared learning expectations.</li> <li>• It uses assessment and the resulting evidence of student learning for the purposes for which they were intended.</li> <li>• It creates conditions for effective assessment practices—this may include ensuring that educators have the time and training they need to appropriately engage in assessment and interpret and act upon the evidence they produce.</li> <li>• Assessment tools and practices provide important evidence of student learning, but assessment data should be viewed in the context of other information about student learning. This should include information about students’ opportunities to learn and qualitative data about learning experiences provided by students, families and teachers.</li> </ul>	 <p><b>Key Elements of a Comprehensive, Balanced Assessment System (2)</b></p> <ul style="list-style-type: none"> <li>▶ Aligns to common learning expectations</li> <li>▶ Uses assessment and the resulting evidence of student learning for the purposes for which they were intended</li> <li>▶ Creates conditions for effective assessment practices</li> <li>▶ Includes measures that clarify information on student learning, including Opportunity to Learn (OTL) data and feedback from students, families and teachers</li> </ul> <p>37</p>



Slide #	Guidance	Slide Image
38	<p><b>Introduce the content on the slide by providing the following information.</b></p> <p>Establishing a comprehensive and balanced local system of assessment that supports the local vision for teaching and learning takes leadership.</p> <p>Leaders can take several steps to establish and sustain a comprehensive, balanced system:</p> <ol style="list-style-type: none"> <li>1. <b>Assessment Inventory:</b> The first step is conducting an assessment inventory to establish a full picture of the assessment tools and practices currently in place. This requires understanding not only which assessments are in use but how they are administered, what data are produced and how the data are used. It also requires an understanding of the current status of teacher assessment practices, including formative assessment practice. A complete picture is only possible through engaging stakeholders.</li> </ol> <p>(Additional steps are listed on the following slide.)</p>	





Slide #	Guidance	Slide Image
39	<p>Continued from previous slide:</p> <ol style="list-style-type: none"> <li>2. <b>Evaluate and Decide:</b> Assessment leaders work with stakeholders to evaluate the purposes, quality, value and appropriate use of individual assessment tools and make decisions regarding gaps and redundancies. They also observe and evaluate classroom formative assessment practices and identify supports needed to sustain and improve effective formative assessment. Based on collaborative evaluation, leaders make appropriate changes to ensure balance, alignment and usefulness in light of the shared vision for teaching and learning. This means addressing gaps and often eliminating assessments that are redundant or not useful.</li> <li>3. <b>Continuous Improvement:</b> A comprehensive, balanced assessment system isn't achieved through a one-time effort. Like a garden, it must be maintained and improved to ensure that assessment continues to support stakeholders in making decisions that support the vision for teaching and learning. This may include activities like establishing a standing committee, collecting stakeholder feedback on a regular basis, reviewing data use and reengaging in the assessment inventory process at regular intervals.</li> </ol>	



Slide #	Guidance	Slide Image
	<p><b>Extension notes:</b> Module 3 in this series contains an assessment inventory protocol to support leaders in understanding and evaluating their current system of assessments.</p>	
40	<p><b>Introduce the content on the slide by providing the following information.</b> This is a chance for you to reflect on learning about comprehensive, balanced systems of assessment and their purposes in your own local context. Encourage participants to make connections to their own local context.</p> <p><b>Facilitators may want to pose some of the following questions to support facilitation:</b></p> <ul style="list-style-type: none"> <li>• How clear are you on the current landscape?</li> <li>• How can you get a more complete picture, particularly of classroom practices?</li> <li>• Which stakeholders should you engage?</li> <li>• What do they need to know to fully participate?</li> <li>• What voices are not always at the table and should be?</li> </ul>	

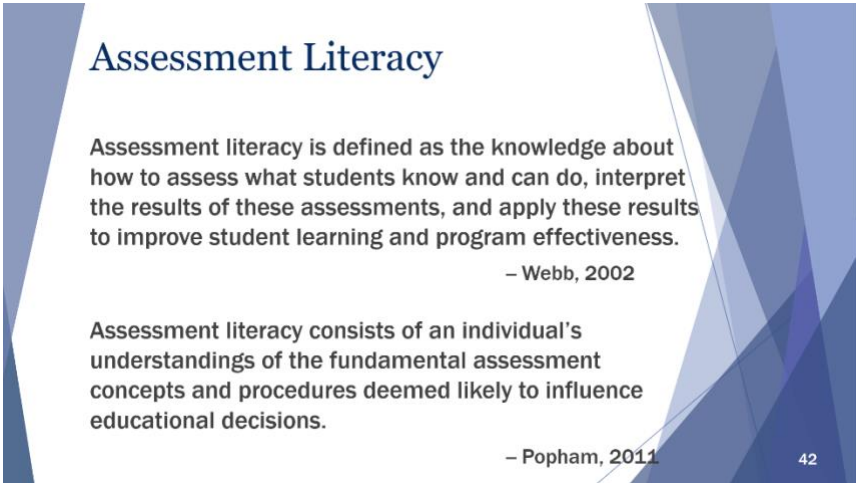


Section 6: Culture of Assessment Literacy


Slides: 41–48


Slide #	Guidance	Slide Image
41	Title slide for Section 6: Culture of Assessment Literacy	



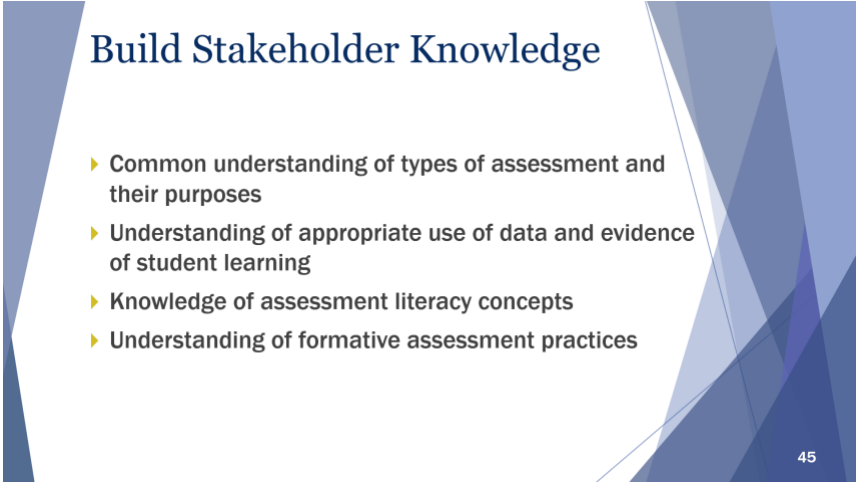
Slide #	Guidance	Slide Image
42	<p><b>Introduce the content on the slide by providing the following information.</b></p> <p>What does it mean to be “<i>assessment literate</i>” and why does it matter?</p> <p>There are many definitions of assessment literacy. Here are two that can help participants see different ways of describing assessment literacy. Ask participants to read and reflect on the two definitions.</p> <p><b>Next, facilitate a discussion in which participants can share their reactions to and ideas about the definitions.</b></p> <p>Consider using some of the following questions to support the discussion.</p> <ul style="list-style-type: none"> <li>• What key words jump out at you in either of these definitions?</li> <li>• Which definition resonates with you most and why?</li> <li>• What do the definitions have in common and what differences do you note?</li> </ul>	 <p><b>Assessment Literacy</b></p> <p>Assessment literacy is defined as the knowledge about how to assess what students know and can do, interpret the results of these assessments, and apply these results to improve student learning and program effectiveness.</p> <p>– Webb, 2002</p> <p>Assessment literacy consists of an individual's understandings of the fundamental assessment concepts and procedures deemed likely to influence educational decisions.</p> <p>– Popham, 2011</p> <p>42</p>



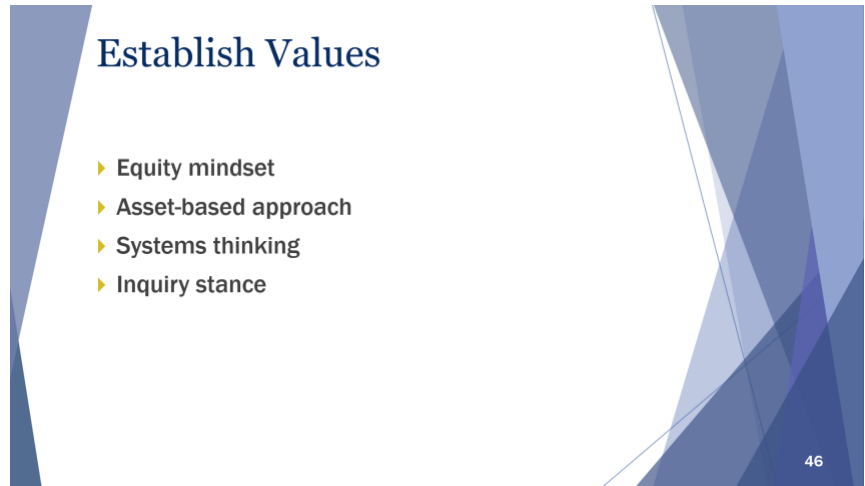
Slide #	Guidance	Slide Image
43	<p><b>Introduce the content on the slide by providing the following information.</b></p> <p>Climate and culture are often used interchangeably. However, they are not synonyms.</p> <p>Culture reflects the norms, values, beliefs and traditions that are transmitted historically over time. Climate is how members of a community experience that community. Climate is like the mood of the community. It is deeply influenced by culture, but it is more fluid.</p> <p><b>Facilitate a discussion that helps participants reflect on the role of culture and climate in their schools or districts and how their culture could support a comprehensive, balanced assessment system aligned to the vision for teaching and learning.</b></p> <p>Consider using some of the following prompts to support the discussion.</p> <ul style="list-style-type: none"> <li>• How do you gain an understanding of the culture and climate in your school or district?</li> <li>• In what ways have you shaped the culture and climate in your school and district?</li> <li>• How would you describe your current culture and climate?</li> </ul>	

Slide #	Guidance	Slide Image
	<ul style="list-style-type: none"> <li>How does your school climate currently support your vision for assessment that can support established goals for teaching and learning?</li> </ul>	
44	<p><b>Introduce the content on the slide by providing the following information.</b></p> <p>A comprehensive, balanced assessment system is an important lever to improve outcomes and support equity; however, levers only work if they are pulled. Assessment leaders build a culture of assessment literacy to ensure that a comprehensive and balanced system of assessment is used to impact student learning and meet the local vision for teaching and learning.</p> <p>Leaders build a culture of assessment literacy by doing the following:</p> <ul style="list-style-type: none"> <li>Build stakeholder knowledge</li> <li>Establish non-negotiable values by implementing aligned policies, practices and beliefs</li> <li>Invest in structural supports that ensures stakeholders can use assessment tools and practices to achieve the established vision for teaching and learning</li> </ul>	



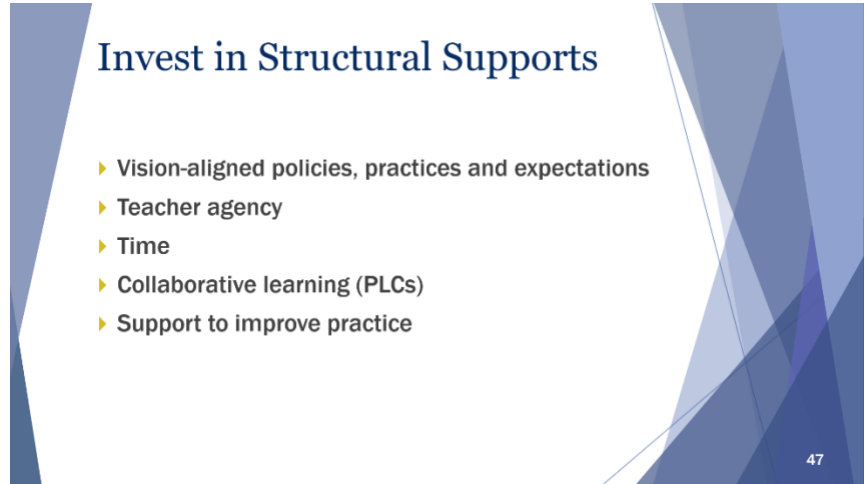
Slide #	Guidance	Slide Image
45	<p><b>Introduce the content on the slide by providing the following information.</b></p> <p>In a culture of assessment literacy, stakeholders have a shared vision for teaching and learning and the role assessment plays within that vision. Stakeholders hold a common, accurate understanding of the purposes of their assessments and appropriate use of the evidence they yield, have the information they need to be critical consumers of assessment tools and practices and have a strong understanding of the formative assessment process.</p> <p>The formative assessment process is called out explicitly on this slide because, while it is the most immediately actionable form of assessment and a powerful lever of student learning, it can sometimes be overlooked in discussions about assessment.</p> <p>The Balanced Assessment Professional Learning Modules series, produced by the Kentucky Department of Education, is a resource that can support knowledge building among educators in your school or district:</p> <p><a href="https://kystandards.org/standards-resources/pl-mods/balanced-assessment-plms/">https://kystandards.org/standards-resources/pl-mods/balanced-assessment-plms/</a></p>	 <p><b>Build Stakeholder Knowledge</b></p> <ul style="list-style-type: none"> <li>▶ Common understanding of types of assessment and their purposes</li> <li>▶ Understanding of appropriate use of data and evidence of student learning</li> <li>▶ Knowledge of assessment literacy concepts</li> <li>▶ Understanding of formative assessment practices</li> </ul> <p>45</p>



Slide #	Guidance	Slide Image
46	<p><b>Introduce the content on the slide by providing the following information.</b></p> <p>Assessment leaders foster values and beliefs that support equity, particularly in terms of making sense of student learning data. Below are some areas where assessment leaders can establish and reinforce these values through intentional focus on policies, practices and beliefs:</p> <ul style="list-style-type: none"> <li>• <b>Cultivate an equity mindset</b>, particularly in terms of assessment and data analysis. This means that educators unpack implicit bias in their own beliefs and in the data they review and interrogate ways that data can be used to reinforce stereotypes.</li> <li>• <b>Take an asset-based approach to understanding student learning outcomes</b>, which means taking a positive approach to each student and considering their strengths, interests and cultures. Explore and address implicit bias; consider and interrogate the way that data can exacerbate bias and reinforce stereotypes. This requires dismantling deficit mindsets that focus on student weaknesses.</li> <li>• <b>System thinking</b> means that educators focus on the systemic factors that produce results and understand the systemic factors that their students experience and that create unequal opportunities?</li> <li>• <b>Inquiry stance</b> means that educators take an open-minded, improvement oriented, learner approach to problem solving.</li> </ul>	





Slide #	Guidance	Slide Image
	<p><b>Extension notes:</b> Module 3 in this series contains a data beliefs survey to support leaders in understanding current beliefs about data use.</p>	
47	<p><b>Introduce the content on the slide by providing the following information.</b></p> <p>Building educator knowledge and reinforcing values about assessment and data are important, but leaders must invest in structural supports that allow educators to apply knowledge and beliefs into practice.</p> <p>Some key structural supports that leaders should consider include the following:</p> <ul style="list-style-type: none"> <li>• <b>Vision-aligned policies, practices and expectations:</b> As mentioned, the vision for assessment, which should align directly and clearly to shared priorities for teaching and learning, should be a north star for a comprehensive balanced assessment system. This requires structural supports like policies, practices and expectations that directly support the vision for assessment.</li> <li>• <b>Teacher agency:</b> When teachers don't have autonomy over teaching and learning, they can't engage in meaningful formative assessment practices and aren't able to respond authentically to what they learn from student assessment data. Teachers need to use their professional judgement to enact assessment practices</li> </ul>	



Slide #	Guidance	Slide Image
	<p>that support individual student learning. When teachers have agency, they can support students to develop their own agency and ownership of their learning.</p> <ul style="list-style-type: none"><li>• <b>Time:</b> Asking teachers to engage fully in a culture of assessment literacy requires time. Teachers need time for professional learning, planning and reflection.</li><li>• <b>Collaborative learning:</b> Teachers need formal structures, like PLCs, to support collaborative sense-making and cooperative reflection on practice. In PLCs, educators can engage in data analysis protocols, plan and reflect on formative assessment practices, examine evidence of student learning and analyze assessment tools.</li><li>• <b>Support to improve practice:</b> In a culture of assessment literacy, educators have consistent support to improve their assessment and data use practice. Educators need modeling, supportive norms and consistent feedback that supports reflection.</li></ul>	



Slide #	Guidance	Slide Image
48	<p><b>Introduce the content on the slide by providing the following information.</b></p> <p>Consider using the following questions to support the discussion.</p> <ul style="list-style-type: none"> <li>• How does your current assessment system support your vision for teaching and learning?</li> <li>• What is your current culture when it comes to assessment?</li> <li>• What would you like to change?</li> </ul>	<p><b>Local Culture Assessment Literacy</b></p> <p>What is the current culture of assessment?</p> <p>What would a culture of assessment literacy that supports your vision look like?</p> <p>48</p>



# Section 7: Reflection

Slides: 49–50

Slide #	Guidance	Slide Image
49	<p><b>Introduce the content on the slide by providing the following information.</b></p> <p>Let’s reflect on what we’ve covered in this presentation today and how it may impact your leadership in your school or district.</p> <p>Remind participants to look at the PSEL handout for reference.</p> <p><b>Be prepared to ask probing questions like the following:</b></p> <ul style="list-style-type: none"> <li>Looking at PSEL Standard 4, what more do you need to learn?</li> <li>Who do you need to engage to support you?</li> <li>What new ideas do you have to support your leadership in the areas identified in Standard 4?</li> </ul>	



Slide #	Guidance	Slide Image
50	<p>Final slide with the Kentucky Department of Education logo.</p> <p>Please have participants take a moment to fill out the short survey to provide feedback on the module. EILA credit is available upon completion of the survey.</p> <p><a href="https://forms.gle/6Y5wtZ9amDyrrQWYA">https://forms.gle/6Y5wtZ9amDyrrQWYA</a></p>	The slide image features the Kentucky Department of Education logo centered on a white background. The logo is a circular emblem with a blue outer ring containing the text "Kentucky Department of" at the top and "Education" at the bottom. Inside the ring, the words "Our Children," are written in a script font above a yellow silhouette of the state of Kentucky. Below the state outline, the words "Our Commonwealth" are written in a smaller script font. The logo is flanked by two blue geometric shapes: a triangle on the left and a larger, more complex polygon on the right.

# Professional Standards for Educational Leaders

National Policy Board for Educational Administration

## Standard 4: Curriculum, Instruction, and Assessment

Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being.

Effective leaders:

- a) Implement coherent systems of curriculum, instruction, and assessment that promote the mission, vision, and core values of the school, embody high expectations for student learning, align with academic standards, and are culturally responsive;
- b) Align and focus systems of curriculum, instruction, and assessment within and across grade levels to promote student academic success, love of learning, the identities and habits of learners, and a healthy sense of self;
- c) Promote instructional practice that is consistent with knowledge of child learning and development, effective pedagogy, and the needs of each student;
- d) Ensure instructional practice that is intellectually challenging, authentic to student experiences, recognizes student strengths, and is differentiated and personalized;
- e) Promote the effective use of technology in the service of teaching and learning;
- f) Employ valid assessments that are consistent with knowledge of child learning and development and technical standards of measurement; and
- g) Use assessment data appropriately and within technical limitations to monitor student progress and improve instruction.



National Policy Board for  
Educational Administration  
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