

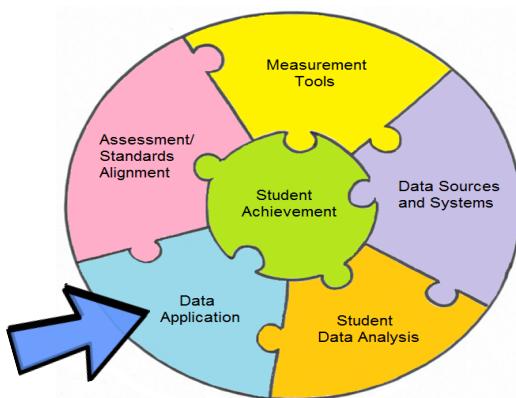
# Critical Question #3

## How do we know students are learning (Reflect)?

How does a leader identify and develop effective systemic practices through their leadership?

**Fundamental Practice 5.** All educators understand the multiple purposes of assessment, particularly the different purposes, construction, and application among formative assessments (assessment for learning to inform instruction), interim assessments (to determine progress), and summative assessments (assessment of learning to measure mastery).

As stated above, assessments in a standards-based framework can be classified in at least three ways—formative, interim, and summative. This might be best explained by Ainsworth and Viegut (2006) when they make this distinction: “If the results from an assessment can be used to monitor and adjust instruction in order to improve learning for current students, an assessment is formative, i.e., it is used to help students learn. If not, the assessment is summative, i.e., it provides summary information about what students have learned.” Interim and summative assessments can be used for both formative and summative purposes. All three types of assessments are important and provide different opportunities to measure and understand student learning. Appropriate use of *assessments for learning* should lead to positive results in a school or district’s *assessments of learning*. Again, it is important to understand that the purpose of any assessment (formative, interim, summative) *lies primarily in its use not its format*.

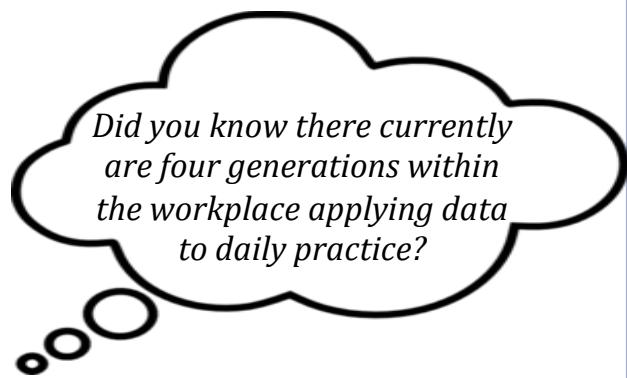
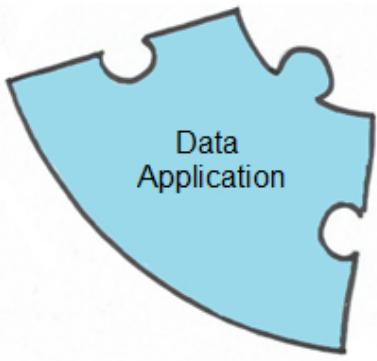


### Guiding Questions:

- How does the district ensure all educators understand the different purposes of student assessments?
- What types of formative assessments do schools and teachers employ to monitor and adjust instructional practices?
- How are districts ensuring teachers are utilizing formative, interim, and summative assessments for their intended purposes?

### Reflections:

1. As a leader, what is my role in ensuring this fundamental practice is taking place in my district and schools?
2. What are current barriers that are getting in the way of successfully implementing this fundamental practice systemically in my district and schools?
3. When I return to my district/school, I will complete the following three action steps to begin enhancing our (my and my staff's) application of this fundamental practice:
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
  - c. \_\_\_\_\_

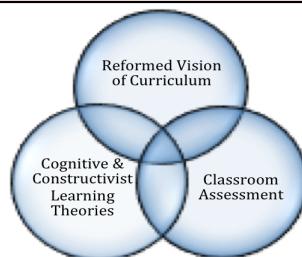
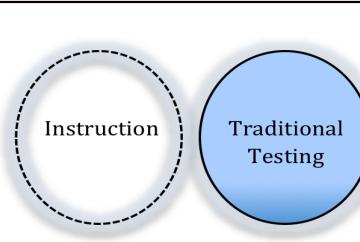
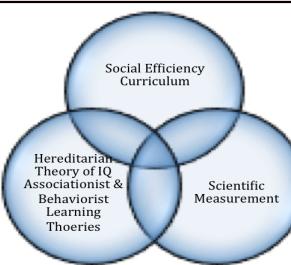


## Considering the Mindset of the Educator for Assessment Use

It is important to remind ourselves where our views of testing come from and to appreciate how tightly entwined our mindset of testing is with past models of curriculum and instruction. Given how dominant theories of the past continue to operate as the default framework affecting and driving current practices and perceptions, engaging in data application with an awareness of the how and why others choose to approach assessment in a certain way deepens collaboration.

	<b>Traditionalists (1922-1943) 52-62 million</b>	<b>Boomers (1944 - 1964) 80 million</b>	<b>Gen Xers (1965 - 1981) 50 million</b>	<b>Millennials (1982 - 2000) 70 million</b>
<b>Characteristics</b>	Patriotic, loyal, respectful of authority, formal ...	Optimistic, idealistic, educated, competitive ...	Skeptical, resourceful, independent, entrepreneurial ...	Technologically savvy, empowered, pragmatic, confident ...
<b>Need</b>	Respect, commitment, consistency, privacy	Privacy, validation	Flexibility, work-life balance	Fast rewards, instant feedback, sense of safety
<b>Notable Occurrences</b>	Experienced WWII in childhood, Civil Rights Movement	Space Exploration, First Modern "counterculture"	Experienced Vietnam War/ Cold War Rise of Mass Media	Rise of Information Age/Internet/.dot com bubble Digital Globalization  ←War on Terror/Iraq War Rising Gas and Food Prices →
<b>Historical Highlights of Testing Policy</b>	Proliferation of Achievement Tests Multiple-choice format Standardized silent-reading tests Darwinism	IQ Tests Equality of Educational Opportunity within Civil Rights Act	Inauguration of National Assessment of Educational Progress (NAEP) Title IX of the 1972 Education Amendments	Congress authorized release of NAEP scores by state A Nation at Risk Standards-based Reform (SBA) Performance Assessment

### Changing Conceptions of Assessment



### Still not Convinced?

In the 1980's employees knew  $\frac{3}{4}$  of what they need to in order to do a good job. Just over 25 years later, that number dropped to 10%.

### Connect to Resources

For additional resources on multigenerational workplace (Abrams) or the role of assessment in a learning culture (Shepard), visit the critical question 3, fundamental practice #5 section of the toolkit.