



Facilitator Guide

*Module 1:
Comprehensive, Balanced Systems of Assessment*



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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. Participants will also build an understanding of the assessment cycle.

This module includes materials for:

- An approximately one-hour professional learning session, including the [Comprehensive, Balanced Systems of Assessment PowerPoint presentation](#).
- An approximately one-hour teacher collaboration activity session. Information for this activity is available in this guide and the [Teacher Collaboration Activity PowerPoint presentation](#).

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
3. The elements of the cycle of assessment

Module Success Criteria:

Participants will be able to:

1. Evaluate different types of assessment in use in your classroom and school
2. Identify appropriate use of the student evidence they elicit
3. Describe the purpose of different assessment tools and strategies to parents and students

Role of the Facilitator:

The facilitator's role in this module is to 1) facilitate the professional learning module, and 2) facilitate the teacher collaboration activity.

- 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 facilitator's personal presentation style.
- Facilitator notes (available here and as slides 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.

Part 1: Professional Learning Session

Agenda:

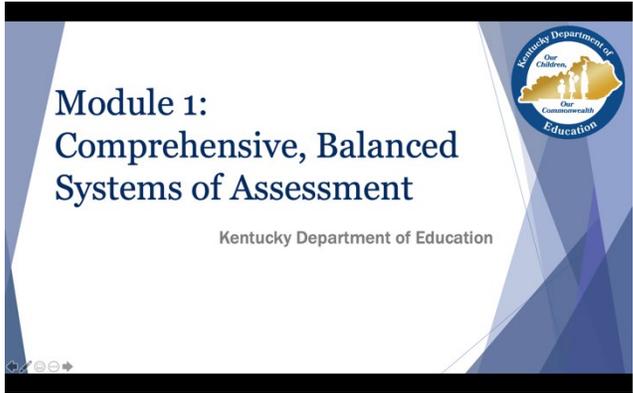
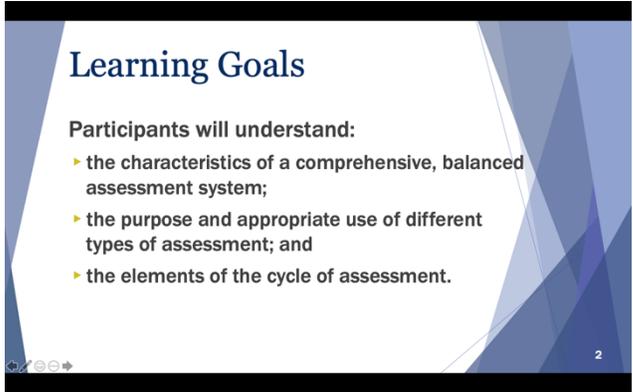
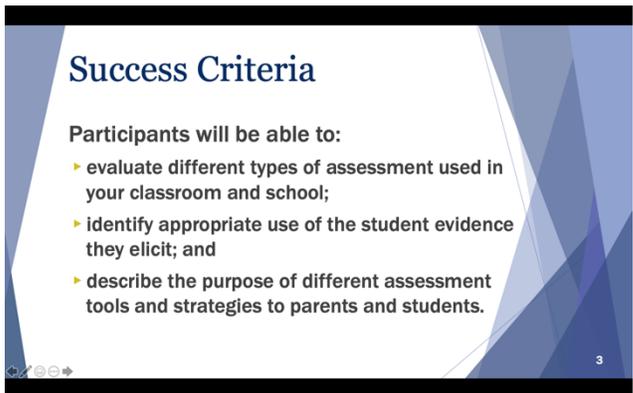
Section	Time
Section 1: Introduction	5 min
Section 2: What is a Comprehensive, Balanced Assessment System?	15 min
Section 3: Types and Purposes of Assessment	20 min
Section 4: Cycle of Assessment	20 min

What you will need:

- [Module 1 PowerPoint presentation](#)
- Handout: *Overview of Major Assessment Types in Standards-Based Instruction* (for reference): https://csaa.wested.org/wp-content/uploads/2019/11/2.1_CSAI_Assessment-Types_508-compliance_04.29.19.pdf

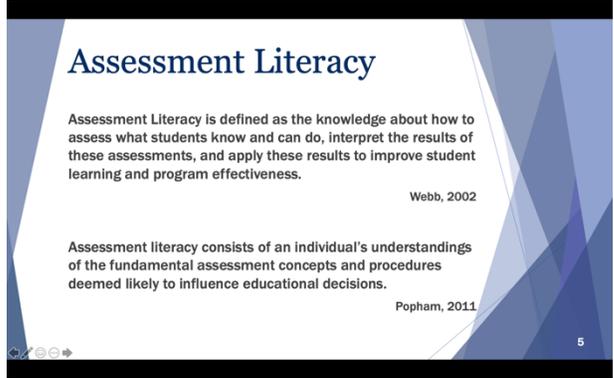
Section 1: Introduction

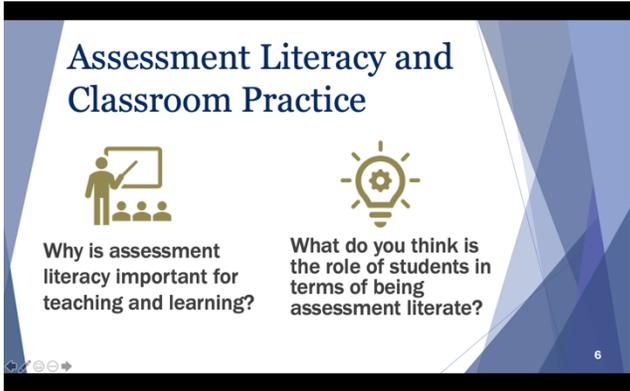
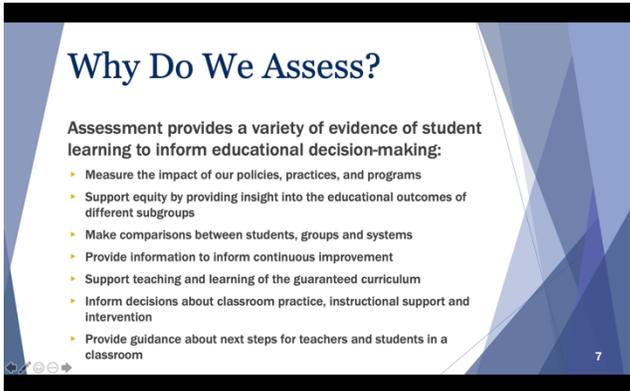
Slides: 1-3

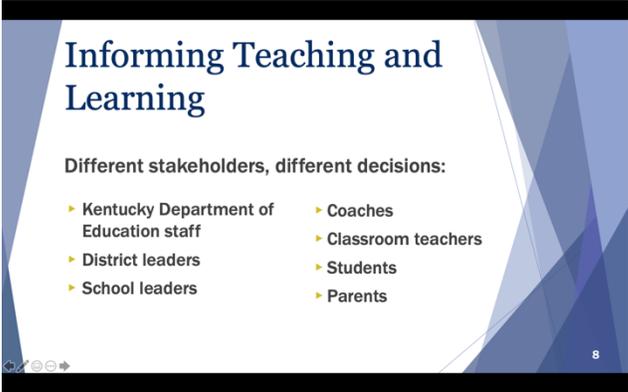
Slide #	Guidance	Slide Image
1	Title slide	
2	<p>Introduce the content on the slide by providing the following information.</p> <ul style="list-style-type: none"> As we will discuss throughout this module, understanding where we as learners are heading and how we will know if we are successful is essential for teaching and learning and a key aspect of quality assessment practices. 	
3	<p>Introduce the content on the slide by providing the following information.</p> <p>At the end of this learning sequence, you should be able to:</p> <ul style="list-style-type: none"> Evaluate different types of assessment in use in your classroom and school Identify appropriate use of the student evidence they elicit Describe the purpose of different assessment tools and strategies to parents and students 	

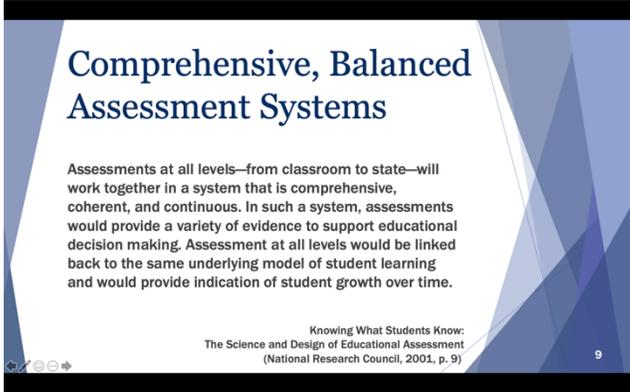
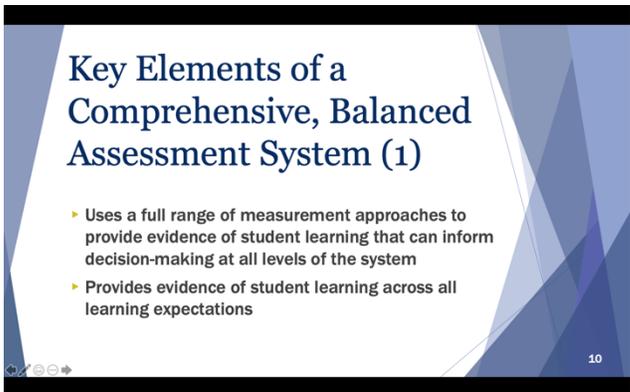
Section 2: What is a Comprehensive, Balanced Assessment System?

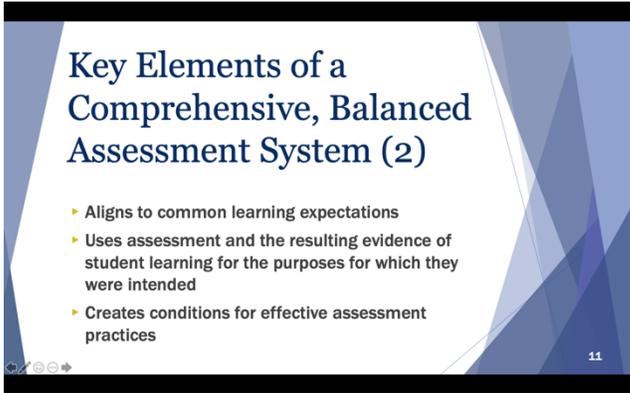
Slides: 4-12

Slide #	Guidance	Slide Image
4	Comprehensive, Balanced Systems of Assessment Section	 <p>The slide features a white background with a blue geometric pattern on the right side. The title "Comprehensive, Balanced Systems of Assessment" is centered in a blue serif font. A small number "4" is in the bottom right corner.</p>
5	<p>Introduce the content on the slide by providing the following information.</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.</p> <p>Ask participants to read and reflect on the two definitions.</p> <p>Next, facilitate a discussion in which participants can share their reactions to and ideas about the definitions. Consider using some of the following questions to support the discussion.</p> <ul style="list-style-type: none"> • What key words jump out at you in either of these definitions? • Which definition resonates with you most and why? • What do the definitions have in common and what differences do you note? 	 <p>The slide has a white background with a blue geometric pattern on the right. The title "Assessment Literacy" is at the top in a blue serif font. Below it are two definitions of assessment literacy, each with a citation. The first definition is by Webb (2002) and the second is by Popham (2011). A small number "5" is in the bottom right corner.</p>

Slide #	Guidance	Slide Image
6	<p>Introduce the content on the slide by providing the following information.</p> <p>Consider using the following questions to support the discussion.</p> <ul style="list-style-type: none"> • Why is assessment literacy important for teaching and learning? • What role do you think students play in terms of being assessment literate? <p>Be prepared to ask probing questions and support participants in exploring some of these ideas:</p> <ul style="list-style-type: none"> • The purpose of assessment is to improve outcomes for students • Educators need knowledge about ways to understand how students are learning and what to do with the information they get • Students need information to take ownership of their own learning 	
7	<p>Introduce the content on the slide by providing the following information.</p> <p>Assessment should always provide evidence of student learning to inform decision-making.</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. You can walk through the information on the slide, making note of the examples that represent the big picture</p>	

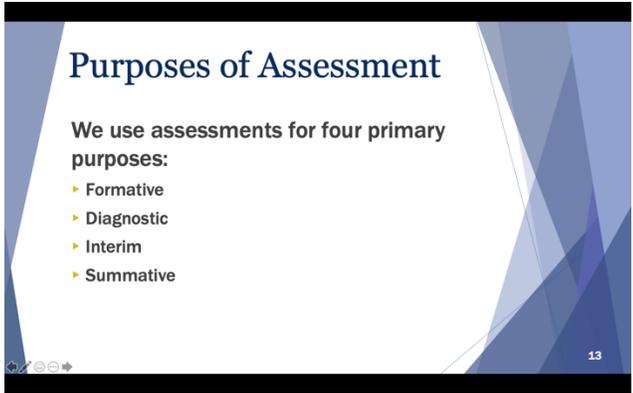
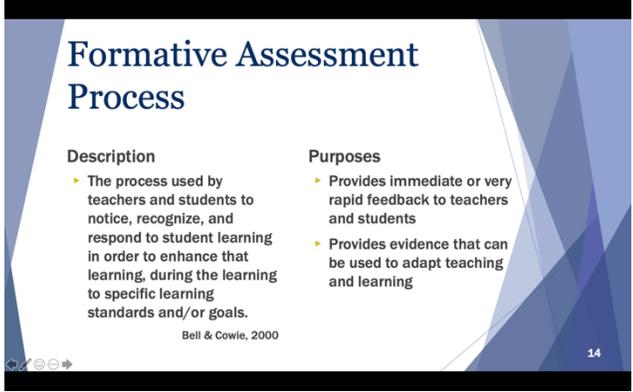
Slide #	Guidance	Slide Image
	<p>decisions made by state education agency staff and by local administrators, and the classroom-level decisions made by teachers.</p>	
8	<p>Introduce the content on the slide by providing the following information.</p> <p>Different stakeholders in our educational systems need to make different kinds of educational decisions. Because we use evidence to make 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>Facilitate a discussion that focuses on the kinds of decisions made by these stakeholder groups and what information they might need. 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, and students, the most relevant stakeholder groups in the context of this professional learning session.</p> <p>You may want to start the discussion by providing an example, like: "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 school and districts are supporting students to meet grade-level expectations reflected in the standards." Then you can ask participants to turn to a partner or small group and share their ideas about what kind of decisions educators make and what evidence they need to make those</p>	 <p>The slide image shows a presentation slide with the title "Informing Teaching and Learning" in a large, blue, serif font. Below the title, the text reads "Different stakeholders, different decisions:". This is followed by two columns of bulleted items, each with a yellow arrowhead. The first column lists: "Kentucky Department of Education staff", "District leaders", and "School leaders". The second column lists: "Coaches", "Classroom teachers", "Students", and "Parents". The slide has a blue and white geometric background with a small number "8" in the bottom right corner.</p>

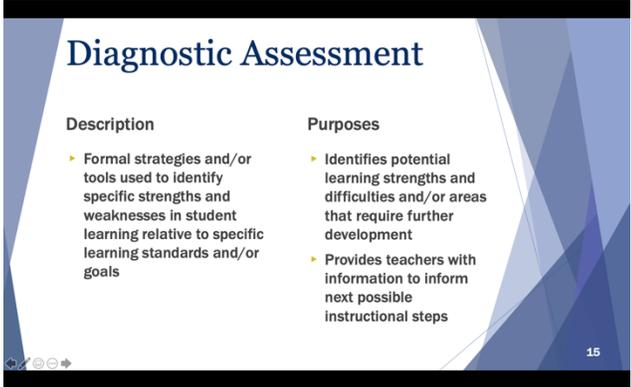
Slide #	Guidance	Slide Image
	<p>decisions. Ask participants to share out their ideas. If the training is given in a digital setting, participants can share ideas in the chat box.</p>	
<p>9</p>	<p>Introduce the content on the slide by providing the following information.</p> <p>A comprehensive and balanced assessment system is one that is designed to provide evidence that meets the needs of the 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>Ask participants to react to the definition by identifying key words that jump out. Presenters may want to have some key words and thoughts about them 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>The slide features a blue and white geometric background. The title 'Comprehensive, Balanced Assessment Systems' is in a large, dark blue font. Below it, a paragraph of text explains that assessments at all levels (classroom to state) should be comprehensive, coherent, and continuous, providing evidence to support educational decision-making. At the bottom right, it cites 'Knowing What Students Know: The Science and Design of Educational Assessment (National Research Council, 2001, p. 9)'. A small number '9' is in the bottom right corner.</p>
<p>10</p>	<p>Introduce the content on the slide by providing the following information.</p> <p>A comprehensive, balanced assessment system:</p> <ul style="list-style-type: none"> • 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 	 <p>The slide features a blue and white geometric background. The title 'Key Elements of a Comprehensive, Balanced Assessment System (1)' is in a large, dark blue font. Below it, two bullet points describe the system: 'Uses a full range of measurement approaches to provide evidence of student learning that can inform decision-making at all levels of the system' and 'Provides evidence of student learning across all learning expectations'. A small number '10' is in the bottom right corner.</p>

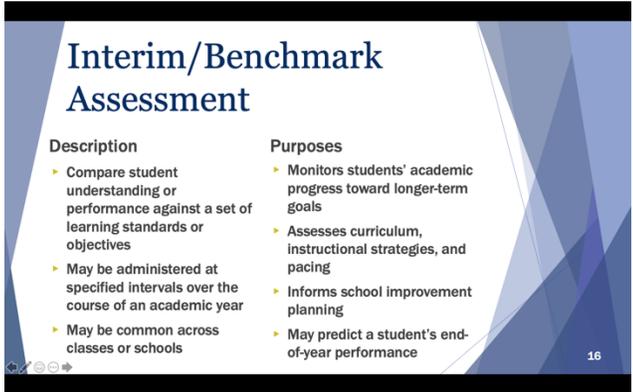
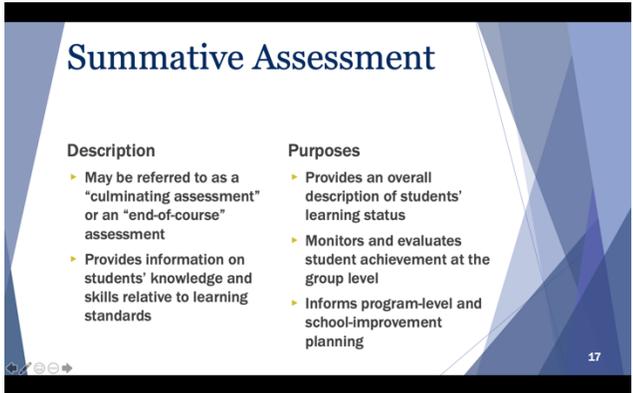
Slide #	Guidance	Slide Image
	<ul style="list-style-type: none"> Provides evidence of student learning across all learning expectations—in a comprehensive, balanced assessment system all learning expectations are measured. There aren't large gaps of learning expectations for which we don't get student evidence. 	
11	<p>Introduce the content on the slide by providing the following information.</p> <ul style="list-style-type: none"> Aligns to common learning expectations—all assessments are pointing us in the same direction, shared learning expectations Uses assessment and the resulting evidence of student learning for the purposes for which they were intended 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 	 <p>The slide image shows a presentation slide with a blue and white geometric background. The title is 'Key Elements of a Comprehensive, Balanced Assessment System (2)'. Below the title are three bullet points, each preceded by a yellow arrowhead. The slide number '11' is visible in the bottom right corner.</p>

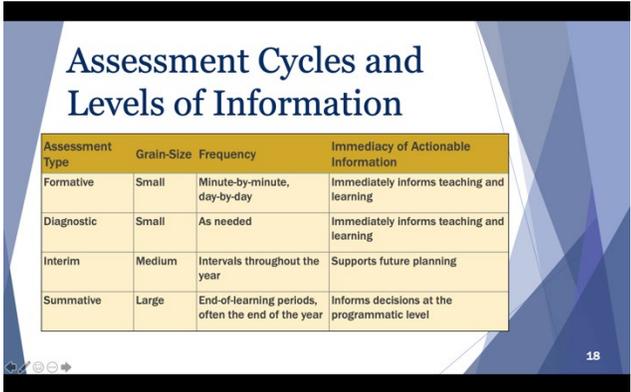
Facilitation Instructions Section 3: Types and Purposes of Assessment

Slides: 12-25

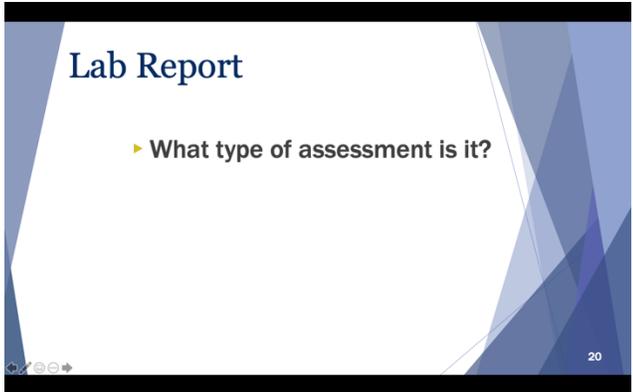
Slide #	Guidance	Slide
12	Types and Purposes of Assessment Section	 <p>Slide 12: Types and Purposes of Assessment</p>
13	<p>Introduce the content on the slide by providing the following information.</p> <p>There are four primary assessment purposes:</p> <ul style="list-style-type: none"> ● Formative ● Diagnostic ● Interim ● Summative <p>Let's build a common understanding of each of these types of assessment.</p>	 <p>Slide 13: Purposes of Assessment</p> <p>We use assessments for four primary purposes:</p> <ul style="list-style-type: none"> ▶ Formative ▶ Diagnostic ▶ Interim ▶ Summative
14	<p>Introduce the content on the slide by providing the following information.</p> <p>Formative assessment is first and foremost a process 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.</p> <p>The formative assessment process provides students and teachers with rapid feedback that can be used to adapt teaching and learning.</p>	 <p>Slide 14: Formative Assessment Process</p> <p>Description</p> <ul style="list-style-type: none"> ▶ The process used by teachers and students to notice, recognize, and respond to student learning in order to enhance that learning, during the learning to specific learning standards and/or goals. <p>Purposes</p> <ul style="list-style-type: none"> ▶ Provides immediate or very rapid feedback to teachers and students ▶ Provides evidence that can be used to adapt teaching and learning <p><small>Bell & Cowie, 2000</small></p>

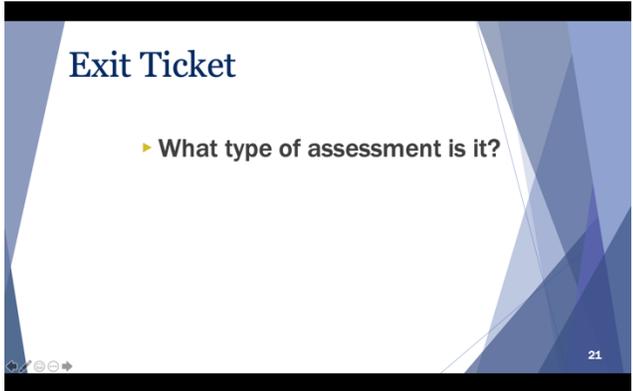
Slide #	Guidance	Slide
	<p>Encourage participant questions and be prepared to ask questions to check for understanding. Possible questions include:</p> <ul style="list-style-type: none"> • What is an example of the formative assessment process in your practice? • Does this description match your understanding of the formative assessment process? 	
15	<p>Introduce the content on the slide by providing the following information.</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>Diagnostic assessment can be commercially developed products or can be teacher created tools and strategies.</p>	 <p>The slide titled "Diagnostic Assessment" is divided into two columns. The left column, "Description", contains a bullet point: "Formal strategies and/or tools used to identify specific strengths and weaknesses in student learning relative to specific learning standards and/or goals". The right column, "Purposes", contains two bullet points: "Identifies potential learning strengths and difficulties and/or areas that require further development" and "Provides teachers with information to inform next possible instructional steps". The slide has a blue geometric background and a small number "15" in the bottom right corner.</p>

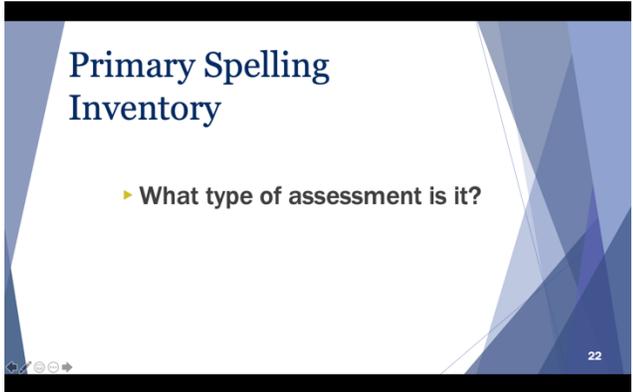
Slide #	Guidance	Slide
16	<p>Introduce the content on the slide by providing the following information.</p> <p>Interim or benchmark assessments are usually administered at specific intervals over the course of an academic year in order to compare student understanding or performance against a set of 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 longer-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>	
17	<p>Introduce the content on the slide by providing the following information.</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, and therefore 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.</p>	

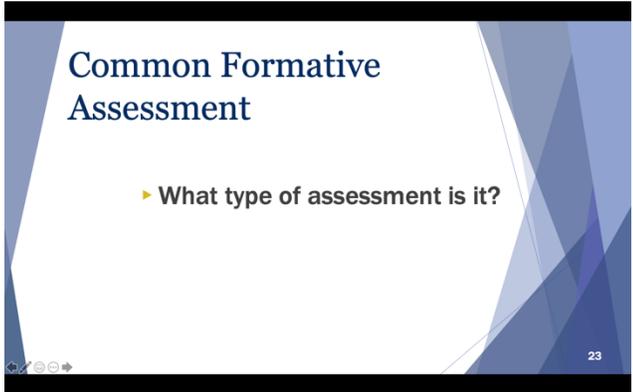
Slide #	Guidance	Slide																				
18	<p>Introduce the content on the slide by providing the following information.</p> <p>Assessment types can be differentiated by several different factors including grain size (meaning the volume of learning expectations measured by the assessment) frequency, and immediacy of actionable information (meaning how directly it can inform teaching and learning at 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 they both 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 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</p>	 <table border="1" data-bbox="966 430 1437 625"> <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>	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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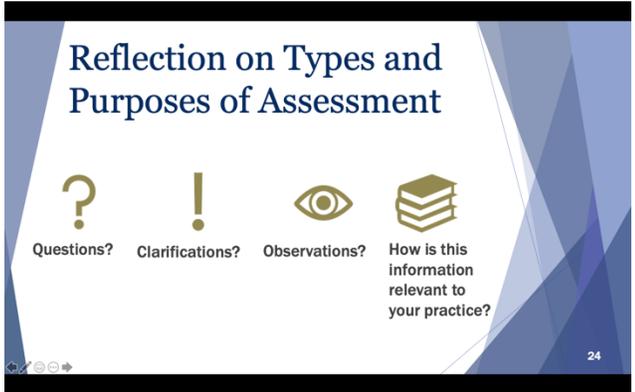
Slide #	Guidance	Slide
	evidence about teaching and learning in the classroom, but broader program decisions.	
19	<p>Introduce the content on the slide by providing the following information.</p> <p>We are going to do an activity to help apply the descriptive information about different types of assessment to 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 https://csaa.wested.org/wp-content/uploads/2019/11/2.1-CSAI-Assessment-Types-508-compliance-04.29.19.pdf.</p> <p>Considerations for facilitating this activity:</p> <ul style="list-style-type: none"> • 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. • 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, and a polling application that allows participants to vote anonymously (a number of polling applications offer free versions). In a digital delivery setting, many video conference platforms have embedded poll functions. • 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. 	 <p>The slide is titled "What Type of Assessment?". It features three main points, each with an icon: a large 'X' icon for "Don't overthink it", two speech bubbles for "Be ready to share your thinking", and a target icon for "Our goal is learning, not getting it 'right'". The slide has a blue and white geometric background and a small number '19' in the bottom right corner.</p>

Slide #	Guidance	Slide
	<ul style="list-style-type: none"> • 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. • 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 participants are likely to be familiar with. • You may want to provide this document as a reference sheet to support participant decision-making https://csaa.wested.org/wp-content/uploads/2019/11/2.1_CSAI_Assessment-Types_508-compliance_04.29.19.pdf. 	
20	<p>Introduce the content on the slide by providing the following information.</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 previous slide)</p> <p>Guide a discussion that explores participant responses.</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</p>	

Slide #	Guidance	Slide
	<p>provide immediate direction for teaching and learning.</p> <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>Introduce the content on the slide by providing the following information.</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 19).</p> <p>Guide a discussion that explores participant responses.</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 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>	

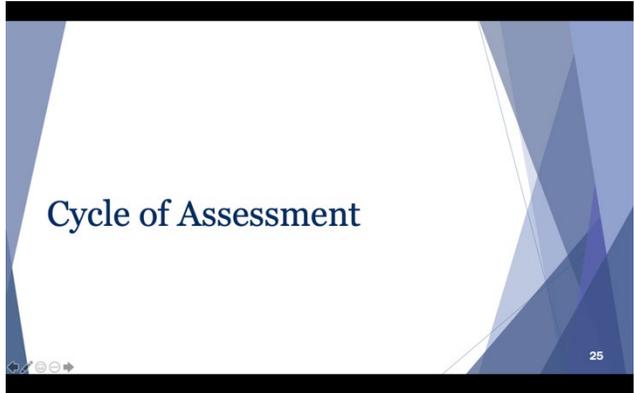
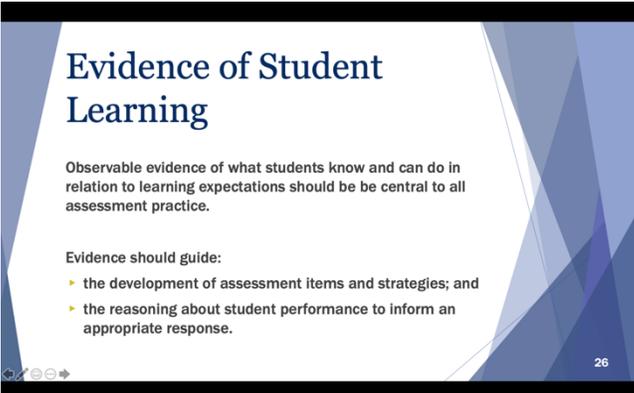
Slide #	Guidance	Slide
22	<p>Introduce the content on the slide by providing the following information.</p> <p>Which of the four types of assessment do you think primary spelling inventory is?</p> <p>Ask participants to reflect and vote using whatever voting method you selected for this activity (see slide 19).</p> <p>Guide a discussion that explores participant responses.</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 the primary spelling inventory, it may be helpful to tell them before they vote that it is a tool used in kindergarten through third grade. It contains lists of words that represent different spelling features and is designed to give information about stages of early grade spelling development. There are other types of spelling inventories and this is one example.</p> <p>The primary spelling inventory is designed as a diagnostic assessment. It is a specific tool designed to provide specific information about a where a student is in their development in a particular area, in this case, spelling. While this tool does provide information that is immediately 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>	

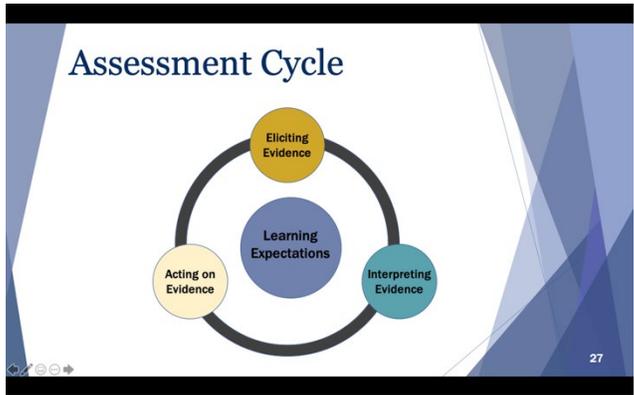
Slide #	Guidance	Slide
23	<p>Introduce the content on the slide by providing the following information.</p> <p>Which of the four types of assessment do you think common formative assessment is?</p> <p>Ask participants to reflect and vote using whatever voting method you selected for this activity (see slide 19).</p> <p>Guide a discussion that explores participant responses.</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.</p> <p>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 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>	

Slide #	Guidance	Slide
24	<p>Introduce the content on the slide by providing the following information.</p> <p>This is a chance for you to reflect on learning about different types of assessment and their purposes in a comprehensive, balanced assessment system.</p> <p>Considerations:</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>	

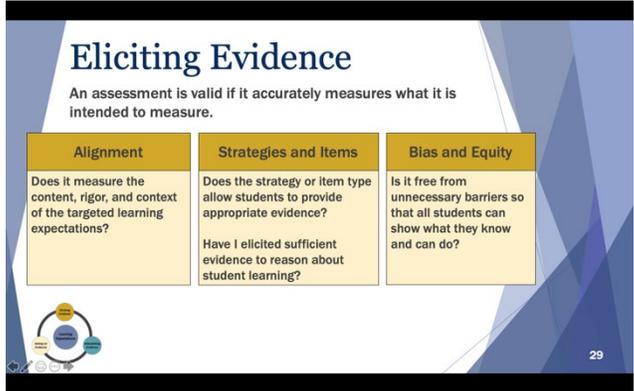
Facilitation Instructions Section 4: Cycle of Assessment

Slides: 25-33

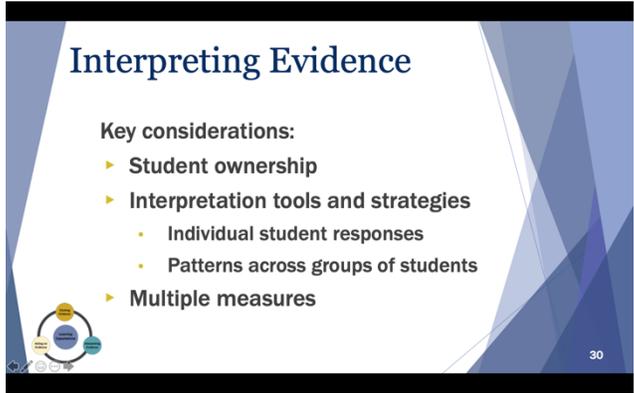
Slide #	Guidance	Slide
25	Cycle of Assessment Section	
26	<p>Introduce the content on the slide by providing the following information.</p> <p>No matter the type of assessment, observable evidence of what students know and can do in relation to the learning expectations are the basis for high quality assessment practice. Identifying appropriate evidence to demonstrate student progress toward learning expectations and interpreting that evidence appropriately to inform a response requires</p>	

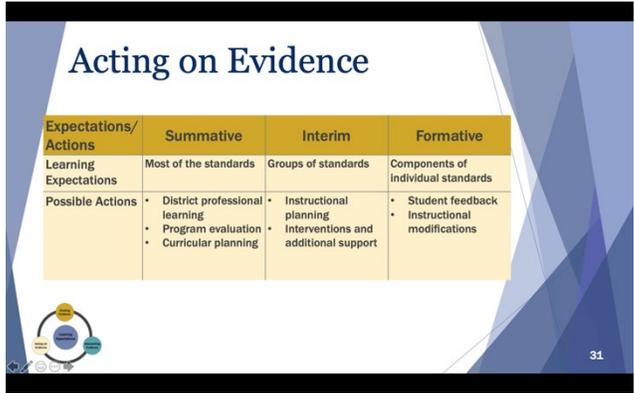
Slide #	Guidance	Slide
	<p>a deep knowledge of the standards or learning expectations being measured.</p>	
27	<p>Introduce the content on the slide by providing the following information.</p> <p>We introduced this section about the cycle of assessment by discussing evidence of student learning (see previous slide) because the assessment cycle, which applies to all types of assessment, is based on the understanding that assessment is about using evidence to reason about what students know and can do in order to make decisions about teaching and learning.</p> <p>At all stages of the assessment cycle, high-quality assessment relies on a solid understanding of learning expectations being assessed. This requires clarity about the standards and the learning progressions that students travel through to achieve the standards.</p> <p>With clearly articulated learning expectations as a guide, the cycle of assessment moves through the process of eliciting evidence of student learning, interpreting that evidence, and most importantly, taking action to improve teaching and learning based on the evidence.</p> <p>This is a cycle because this is an ongoing process.</p> <p>As we discussed previously in this presentation, there are a variety of types of assessment that provide different information to support different types of educational decision-making. But whether we focus on the formative assessment process, diagnostic, interim or summative assessment, each of these steps in the cycle are relevant to ensure stakeholders have</p>	 <p>The diagram, titled "Assessment Cycle", illustrates a continuous loop. At the center is a blue circle labeled "Learning Expectations". Surrounding this center are three colored circles connected by a thick grey circular arrow: a yellow circle at the top labeled "Eliciting Evidence", a teal circle on the right labeled "Interpreting Evidence", and a light yellow circle on the left labeled "Acting on Evidence". The entire diagram is set against a blue and white geometric background. A small number "27" is visible in the bottom right corner of the slide frame.</p>

Slide #	Guidance	Slide
	<p>meaningful information about student learning which is used to move student learning forward toward learning expectations.</p> <p>In the next few slides, we will dig into each of these components of the formative assessment cycle. However, the purpose is just to give a high-level overview to help you think about the elements of high-quality assessments of all types. In future modules, we will focus more on the formative assessment process and consider deeply the role of students and teachers.</p>	
28	<p>Introduce the content on the slide by providing the following information.</p> <p>For any kind of high-quality assessment, you must know what it is that you are measuring and identify what will constitute achievement.</p> <p>To start, it is crucial to have a very clear and deep understanding the specific expectations articulated in the standards, including clarity about the level of rigor or cognitive complexity within the skills in each of the standards.</p> <p>It also requires understanding the learning progressions that lead to the standards. A learning progression is the student learning pathway that leads toward the standards; it is not the same as the scope and sequence in curricular materials. It is about how students’ progress in their learning.</p> <p>It is also critical to identify what specifically you are measuring, which means identifying the specific, standards-aligned intended learning being measured, and how you will determine where students are in progress toward the intended learning. Sometimes the intended learning is the</p>	 <p>The slide content includes a title 'Learning Expectations' and a flowchart with five stages: 'Knowledge of the Standards' (represented by a cluster of colored dots), 'Understanding of Learning Progressions' (represented by a yellow arrow), 'Intended Learning' (represented by a teal arrow), 'Appropriate Evidence' (represented by a blue arrow), and 'Meaningful Assessment' (represented by a blue circle). A navigation bar with icons is visible at the bottom of the slide content area.</p>

Slide #	Guidance	Slide						
	<p>actual standard, it can also be a milestone on the learning progression toward the standard.</p> <p>In the formative assessment process, this involves establishing learning goals (what students should know at the end of the learning period) and success criteria (observable evidence that teachers and students will use to decide how students are progressing toward their learning goals).</p>							
29	<p>Introduce the content on the slide by providing the following information:</p> <p>Eliciting evidence is the gathering of <i>meaningful</i> information about student learning. For any assessment tool or strategy to provide meaningful information, it must be valid. Validity is the extent to which an assessment accurately measures what it is intended to measure. This is essential for all types of assessment, from the formative assessment process to summative assessment.</p> <p>A valid assessment tool or strategy must be well aligned to the learning expectations being measured. This means an item, task, or strategy must match not only the content of the standard or learning expectation, but the cognitive complexity or rigor outlined within the skills described in the standard.</p> <p>Eliciting meaningful evidence also requires thoughtful selection and design of assessment items or strategies. Different item types and formative assessment strategies should be matched both to the assessment content and context. This could include selected response items (also known as multiple choice), constructed</p>	 <p>Eliciting Evidence</p> <p>An assessment is valid if it accurately measures what it is intended to measure.</p> <table border="1"> <thead> <tr> <th data-bbox="898 919 1060 951">Alignment</th> <th data-bbox="1060 919 1252 951">Strategies and Items</th> <th data-bbox="1252 919 1406 951">Bias and Equity</th> </tr> </thead> <tbody> <tr> <td data-bbox="898 951 1060 1073">Does it measure the content, rigor, and context of the targeted learning expectations?</td> <td data-bbox="1060 951 1252 1073">Does the strategy or item type allow students to provide appropriate evidence? Have I elicited sufficient evidence to reason about student learning?</td> <td data-bbox="1252 951 1406 1073">Is it free from unnecessary barriers so that all students can show what they know and can do?</td> </tr> </tbody> </table> <p>29</p>	Alignment	Strategies and Items	Bias and Equity	Does it measure the content, rigor, and context of the targeted learning expectations?	Does the strategy or item type allow students to provide appropriate evidence? Have I elicited sufficient evidence to reason about student learning?	Is it free from unnecessary barriers so that all students can show what they know and can do?
Alignment	Strategies and Items	Bias and Equity						
Does it measure the content, rigor, and context of the targeted learning expectations?	Does the strategy or item type allow students to provide appropriate evidence? Have I elicited sufficient evidence to reason about student learning?	Is it free from unnecessary barriers so that all students can show what they know and can do?						

Slide #	Guidance	Slide
	<p>response items (which are structured open-ended questions), performance tasks (which ask students to produce products or perform tasks to demonstrate mastery of learning expectations), or questioning, and observation. Strategy selection should be aligned to the kind of evidence you have identified based on the intended learning. It is also important to consider if you have collected sufficient evidence of student learning with which to reason about what students know and can do. Offering students multiple and varied ways of demonstrating their learning supports meaningful understanding. Using an appropriate number of items or employing multiple assessment strategies are just a few ways to make sure you have offered students the opportunity to demonstrate their knowledge and skills.</p> <p>An assessment tool or strategy is not valid if it has unnecessary barriers that constrain students from demonstrating what they know and can do. Unnecessary barriers are those that are not related to the construct being measured. One type of unnecessary barrier is bias, which is when an assessment tool or strategy provides an advantage or disadvantage to groups of students because of their personal characteristics, such as race, gender, socioeconomic status or religion.</p> <p>Learning goals and success criteria can be an important guide for ensuring that an assessment tool or strategy is aligned and equitable because they require a clear understanding of both the construct being measured and the specific evidence that would allow students to demonstrate their progress toward a learning goal.</p>	

Slide #	Guidance	Slide
30	<p>Introduce the content on the slide by providing the following information.</p> <p>Once meaningful evidence is elicited, educators must interpret that evidence. This requires making sense of evidence in relation to the learning expectations and related learning progressions that can support taking action in the next step.</p> <p>Peer and self-evaluation and empowering students to make sense of data about their own learning produced in assessment, even summative and interim assessment, is an important part of interpreting evidence. Students need instructional support and modeling for effective peer- and self-evaluation and to make sense of assessment data.</p> <p>We need to be able to interpret the evidence provided by individual students, but also to look at patterns across groups of students. So whether in the formative assessment process or in summative assessment, we need interpretation tools and strategies like rubrics and informal analysis plans that allow us to understand where an individual student is in their progression toward the learning expectation. But we also need to look at data from groups of students to inform action as well.</p> <p>Interpreting evidence sometimes involves recognizing that you need more information. Summative assessment is only one measure of student learning and should be taken in the context of other measures. In the formative assessment process, you may realize that the evidence you have is only telling you that the student has not mastered the learning expectation, but you may need to engage in additional strategies to get the nuance you need to</p>	 <p>The slide is titled "Interpreting Evidence" and features a blue and white geometric background. It lists "Key considerations:" followed by three main points: "Student ownership", "Interpretation tools and strategies" (which includes sub-points for "Individual student responses" and "Patterns across groups of students"), and "Multiple measures". A small circular diagram with icons is located in the bottom left corner of the slide content area, and the number "30" is in the bottom right corner.</p>

Slide #	Guidance	Slide												
	understand where the student is in their learning.													
31	<p>Introduce the content on the slide by providing the following information.</p> <p>Acting on evidence of student learning is probably the most important, and all too frequently overlooked, element of the assessment cycle no matter the type or purpose of assessment. The action taken should be contingent upon the purpose of the assessment tool or strategy and reflect the learning expectations and progressions.</p> <p>In a summative assessment context, where the learning expectation includes most of the standards and comes at the end of learning period, the evidence usually informs action 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>	 <p>The slide titled "Acting on Evidence" features a table with the following content:</p> <table border="1"> <thead> <tr> <th>Expectations/ Actions</th> <th>Summative</th> <th>Interim</th> <th>Formative</th> </tr> </thead> <tbody> <tr> <td>Learning Expectations</td> <td>Most of the standards</td> <td>Groups of standards</td> <td>Components of individual standards</td> </tr> <tr> <td>Possible Actions</td> <td> <ul style="list-style-type: none"> District professional learning Program evaluation Curricular planning </td> <td> <ul style="list-style-type: none"> Instructional planning Interventions and additional support </td> <td> <ul style="list-style-type: none"> Student feedback Instructional modifications </td> </tr> </tbody> </table> <p>The slide also includes a small circular diagram in the bottom left corner and the number "31" in the bottom right corner.</p>	Expectations/ Actions	Summative	Interim	Formative	Learning Expectations	Most of the standards	Groups of standards	Components of individual standards	Possible Actions	<ul style="list-style-type: none"> District professional learning Program evaluation Curricular planning 	<ul style="list-style-type: none"> Instructional planning Interventions and additional support 	<ul style="list-style-type: none"> Student feedback Instructional modifications
Expectations/ Actions	Summative	Interim	Formative											
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Slide #	Guidance	Slide
32	<p>Facilitate a discussion that helps participants reflect on their learning and make connections to their own practice.</p> <p>Ask participants to reflect and share ideas in response to the following questions:</p> <ul style="list-style-type: none"> • How do students use evidence of their own learning? • What is one thing you are reflecting on for your own practice? <p>Facilitators may wish to pose different reflections questions.</p>	
33	Final Slide	

Part 2: Teacher Collaboration Activity

Materials:

- Module 1 Teacher Collaboration Activity PowerPoint presentation: [LINK](#)
- Assessment Landscape Template (This document is available at the end of this facilitator guide.)
- Parent Assessment Information Sheet: [Link](#)
- *Overview of Major Assessment Types in Standards-Based Instruction* (for reference only): https://csaa.wested.org/wp-content/uploads/2019/11/2.1_CSAI_Assessment-Types_508-compliance_04.29.19.pdf

Facilitation Considerations:

Facilitators should review this process agenda, the PowerPoint presentation, and all materials in preparation for the Module 1 Teacher Collaboration Activity meeting.

The Module 1 process agenda below serves as a resource for facilitators who prefer an agenda that is ready to implement. Facilitators should feel free to adjust the agenda to better meet the needs of their team. For example, facilitators may want to focus only on one of the activities (Assessment Landscape activity or the Communicating with Parents activity) based on local priorities. They may also need to make adjustments to accommodate available time or to accommodate larger groups to ensure ample time for discussion. The PowerPoint presentation is a resource that facilitators can choose to use as is, revise to suit local needs, or decide not to use.

Facilitators should make decisions ahead of time about strategies for grouping participants and structuring share outs.

Suggested Process Agenda

Assessment Landscape Activity

- This activity relies on the template provided at the end of this guide to structure the activity and discussion.
- The purpose of this activity is for participants to apply their learning from Module 1 to their own context. First, participants will identify and categorize the types of assessment tools and strategies their students experience in the classrooms and schools. Next, participants will reflect on the overall landscape of assessment in their schools and consider its strengths and how it could be more useful for teaching and learning.
- Facilitators may want to review a district assessment calendar and come prepared with a list of assessments offered district-wide, which should include local and state-mandated assessments. This will not capture all assessment tools and strategies employed in classrooms, but will help get the group started.
- Participants can refer to the *Overview of Major Types of Assessment in Standards-Based Instruction* handout for reference to support decision-making and reflection on identified assessment tools and

strategies. There are also assessment type and purpose refresher slides included in the teacher collaboration activity PowerPoint presentation.

- Participants may be unsure about the type of assessment for some of the assessment tools and strategies they identify—this is okay. Getting the activity “right” is not the point; it is more about applying learning about assessment to participants’ own context and reflecting on how assessment is currently being used. Encourage participants to make their best guesses. It is also okay for facilitators to say, “I’m not sure where this one falls either, let’s just put this on the side so that we include it in our discussion of the overall landscape.”
- In a group of 8 to 10 participants, facilitators may want to work with the whole group. With a larger group, facilitators may want to use multiple smaller groups allowing them to brainstorm together. In a digital setting, small groups could work together in breakout rooms and come back together to share their work.

Table: Process Agenda

Time	Agenda
5 min	<p>Welcome</p> <ul style="list-style-type: none"> • Review of collaboration activity success criteria <ul style="list-style-type: none"> ○ Evaluate different types of assessment in use in your classroom and school and identify appropriate use of the student evidence they elicit • Overview of agenda (a participant agenda is available in the Teacher Collaboration PowerPoint presentation) • If necessary, this may be a time to include a refresher about types of assessment and their purposes. Refresher slides are included in the Teacher Collaboration presentation and the <i>Overview of Major Assessment Types in Standards-Based Instruction</i> can also be a resource. This may add additional time to the welcome session.
25 min	<p>Part 1: Identify Assessment Tools and Strategies</p> <ul style="list-style-type: none"> • Part 1 of this activity involves generating a list of all the assessment tools and strategies that students experience over the course of the year and then categorizing those assessment tools and strategies into the four major assessment categories. <ul style="list-style-type: none"> ○ In a face-to-face setting, replicate the template on chart paper. In a digital setting, facilitators can populate the provided template on a shared screen or could use a collaborative tool like Google Docs to let participants work together to populate the template. ○ Facilitators may decide to generate a list beforehand and then have participants work together to categorize the assessment tools and strategies from the list as a second step. Alternatively, facilitators can work with participants to categorize them as they are shared. ○ While Part 1 of this activity could take longer than the allocated time, the priority in this activity should be the discussion. The facilitator may want to be prepared with strategies to move Part 1 along if it is taking too long. This could include prompts like, “let’s just

Time	Agenda
	<p>make our best guess about this assessment” or “let’s hear about two more ideas before we move on.”</p>
<p>25 min</p>	<p>Part 2 Reflect on Your Assessment Landscape</p> <ul style="list-style-type: none"> • Part 2 of this activity involves reflecting on and discussing the overall assessment landscape developed in Part I. <ul style="list-style-type: none"> ○ The guiding questions for this discussion can be found in the template. The questions in the template can be answered specifically for the different assessment tools and strategies identified. The questions beneath the template support more global discussion of the overall landscape of assessment. ○ This is another opportunity to remind participants that this is not about “right” answers, but about having a meaningful discussion about what assessment students experience and how evidence is currently being used. Participants should be encouraged to share their ideas. <p>Facilitators may wish to identify a smaller subset of questions from the template to focus on if they would like to give participants the option of a deeper conversation.</p>
<p>5 min</p>	<p>Activity Debrief and Reflection</p> <ul style="list-style-type: none"> • Give participants an opportunity to reflect on the activity and share their thoughts. Some possible prompts include: <ul style="list-style-type: none"> ○ What are your take-aways? ○ What questions do you still have and how can we find answers? ○ What do you want to learn more about? ○ What changes are you thinking about for your own assessment practice?

Total time: 60 minutes

Table: Operational Extension Activity Agenda

Time	Optional Extension Activity Agenda
5 min	Welcome <ul style="list-style-type: none">• Review of optional extension activity success criteria:<ul style="list-style-type: none">○ Describe the purpose of different assessment tools and strategies to parents and students
25 min	Communicating with Parents about Assessment: <ul style="list-style-type: none">• This activity relies on this Parent Assessment Information Sheet: LINK• The purpose of this activity is to support participants to translate their learning about assessment into their own words and to support them in thinking about conversations with parents about the role of assessment and evidence in their own students' learning.• For this activity:<ul style="list-style-type: none">○ Ask participants to read the Parent Assessment Information Sheet, marking the most important messages for parents (5 minutes).○ Next, ask participants to craft an imaginary tweet (no more than 280 characters) that conveys what parents and students need to know most about assessment of student learning. Facilitators may want to ask participants to work on their tweets in pairs or small groups, particularly for larger groups. In a digital environment, facilitators could use breakout rooms for small groups to work together.○ Then, ask participants to share out their tweets. Facilitators could ask participants to type their tweets into a shared collaborative document, like Google Docs, so that all tweets can be shared, even if time does not allow for each group to present verbally.○ Finally, ask participants to share any strategies they have for communicating with parents about assessment.

Total time: 60 minutes

Reflecting on the Kentucky Assessment Landscape

Consider classroom assessment practices and tools, locally controlled district assessments, and state-required assessments.

Table: Assessment Landscape

Answer each question for each category of assessment	Diagnostic	Formative	Interim	Summative
What tools and processes do you see in your classroom and school?	-	-	-	-
What is the connection between the evidence elicited and what happens in your classroom and school?	-	-	-	-
What role do students play in making sense of and responding to the evidence elicited?	-	-	-	-

Discussion Questions

Looking across the assessments and practices you identified:

- What do you think are the strengths of the overall landscape of assessment in your school?
- What new questions do you have about the assessment tools and strategies you identified and the evidence they produce?
- Of the assessment tools and strategies your group identified, which are intended to inform how students are progressing toward grade-level standards?
 - Do you feel that they are well aligned to the standards?
 - What is the purpose of those that are not aligned?
- What changes to your local assessment system could make it more balanced and comprehensive?