



LAS Indicator 1: Do we include these key components in our local assessment system? How comprehensive is our system?

To what degree does our system . . .

- include technically sound assessments of academic achievement and explicit or shared district-based goals for learning (e.g., proficiencies/competencies, transferable skills, community service);
- illustrate how assessments and assessment data interact;
- provide adequate protocols, professional development, and leadership regarding implementation of assessment principles and practices; and
- establish explicit and well-coordinated mechanisms (feedback loops) for managing use of assessments, assessment data or results, and using data to address individual student needs?

Aces (what's useful and relevant right now):

Spaces (where do we need work; what are the gaps):

LAS Indicator 2: Is our (proficiency-based) assessment philosophy supported by coherent policy and practices?

Do we have a clear statement of purpose? What is the focus (e.g., "common" learning targets, learning environments and pathways, student-centered or personalized learning)?

Does the (proficiency-based) assessment system . . .

- establish a common language and perspective about assessing content, skills, and deeper understanding and the interpretation and use of data?
- improve curriculum, instruction, and student engagement?
- elevate expectations and learning opportunities for all students?
- strengthen communication about student performance with students, their families, and within the educational community?
- Other?

Aces (what's useful and relevant right now):

Spaces (where do we need work; what are the gaps):

LAS Indicator 3: Do we communicate how learning expectations for all students relate to assessment types, purposes, and uses?

Start by ranking these components as follows: *Fully* in place, *Partly* in place, or *Limited*, needing updating or revision or replacement. Then, decide what's working well and potential gaps.

How comprehensive is our assessment system? Does it include . . .

- A range of assessment types and formats—observation, short answer, constructed response, unit assessments, performance tasks, or extended projects, for example?
- Guidelines for assessment purposes and users (audience)—Formative, Interim, Summative?
- Alignment with opportunity to learn or curriculum and instruction (e.g., use of common or interim assessments with administration guidelines and student work samples; progress monitoring)?
- Considerations for assessing young children, special populations?
- A **communication plan**—communicating expectations and results to students, parents, and the community?

Discussion Questions Examining Our Local Assessment System (LAS)

Aces (what's useful and relevant right now):

Spaces (where do we need work; what are the gaps):

LAS Indicator 4: Do our assessment processes ensure that assessments and bodies of evidence are of high quality?

Are there common protocols and structures in place for . . .

- providing clear, agreed-upon learning expectations (proficiencies/competencies) and performance scales that guide assessment development, evidence-based grading, and interpreting and reporting results?
- establishing validity: content + performance or cognitive rigor alignment (standards, proficiencies)?
- checking reliability: consistency of scoring and interpretations?
- ensuring fairness and engagement: all students are able to access and demonstrate authentic learning?
- combining multiple measures: a process for combining results from different assessments, comparability?
- developing and using common tools: assessment system is articulated by content area and assessment blueprints (alignment), useful in determining proficiency (e.g., standard setting, student work analysis, body of evidence), validation protocols (e.g., cognitive labs, performance task review), classroom observations?
- creating verification methods for evaluating a student's "body of assessment evidence" (body of evidence = each student's assessment evidence collected over time, such in a portfolio)?

Aces (what's useful and relevant right now):

Spaces (where do we need work; what are the gaps):

Identify tools, protocols, and activities that will help you accomplish these:

LAS Indicator 5: Do we have a comprehensive district implementation plan?

Does the district assessment plan . . .

- lay out multiyear implementation for each content area K–12: developing, piloting, refining assessments and curriculum that are proficiency based and responsive to established learning progressions?
- describe and provide for feedback loops and leadership (e.g., to document and support implementation)?
- identify supports to teachers: professional development, curriculum, PLCs, student work analysis?
- systematically collect accreditation evidence?

Aces (what's useful and relevant right now):

Spaces (where do we need work; what are the gaps):

Possible Action Steps

Steps to be taken	Why is it important to us?	Supports or resources needed	Lead people?	Start by when?



Available for download at <http://resources.corwin.com/DeeperCompetencyBasedLearning>.

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