



## ACTIVITY 2.1

### *Conducting an Assessment Audit*

#### **PURPOSE**

This activity helps schools and districts map the “big picture” regarding what assessments outside the classroom are currently at work in the school/district. The audit acts as an assessment inventory, assisting leaders by providing information on what learning expectations assessments measure, when assessments are given, how much time each one takes, and each assessment’s purpose, audience, type of data/report, and so on. Administrators then use it to manage their local assessment system, analyze its contents, and find testing gaps and redundancies relative to academic standards

The information collected through the audit is also useful when merging a local with a state assessment system and ensuring that they work together and don’t overlap. Assessment audit results also are valuable when communicating with parents about standardized test administration and results. Once each test’s audit data (time, purpose, standards assessed, methods used, scoring procedures, etc.) are catalogued, schools can use the information to create a letter to parents to provide them pertinent assessment information.

The activity has three parts. Each part contains a blank table grid for you to fill out with your relevant information. Note that this activity involves gathering information from a variety of sources.

*Important note:* You can create other grids suitable to your local program or expand the cells in the grids provided for a deeper picture of the total testing program in your school or district. As an example, perhaps the most important part of the audit is verifying that each assessment is directly aligned with the standards students are expected to meet. Once that has been done, you can check which specific standards are being assessed (and which are not) and create maps to help track which standards, the assessment method used, when during the year, how deeply, and so on.

#### **TIME**

Variable; multiple sessions over the course of a day or longer

#### **MATERIALS NEEDED**

School calendars or other documents that detail or list assessments being administered to students

#### **SUGGESTED ROOM SETUP**

No special room arrangements needed

## ***Part 1: A Model for Identifying Gaps in Your Assessment Plan***

### **DIRECTIONS**

1. Once you have gathered your assessment documentation, categorize the details according to the column headings in Figure 2.3.
2. Examine the data to determine if the assessments are meeting the needs of all users.
3. Determine if there are redundancies in measurement of the content standards.
4. Determine in the overall balance of standards/targets measured; times of year for the administration.

## ***Part 2: Record of Required State, District, and School Assessments\****

The prior organizer helped you focus on the overall picture of assessment within your system. This organizer assists you in focusing on the use of assessments across grade levels and content areas.

### **DIRECTIONS**

1. Using the same assessment documents as for Part 1, categorize the assessments by both the grade level administered and the content area being measured. Also, determine what level of the system requires their administration. See Figure 2.4.
2. Determine if there is balance in what is being measured across grade levels and content areas. Are some grade levels or content areas over-assessed or under-assessed? Is there balance in meeting informational needs—who is requiring the information and when?

\*Part 2 developed with Dr. Linda Elman, Central Kitsap School District, WA.

## ***Part 3: Assessments in Math (or Other Content Area)\****

This organizer allows you to narrow your analysis and determine balance across any single given content area. This example uses math, but any content area could be the focus.

### **DIRECTIONS**

1. Categorize the data according to the column headings in Figure 2.5.
2. Analyze the data for balance in purpose, users, and grade levels tested.
3. Do the assessments acknowledge all the users of the assessment information?
4. Does the assessment information meet all users' needs?
5. Are some grade levels under-assessed? Over-assessed?

\*Part 3 adapted from Office of Superintendent of Public Instruction (1996).





**Figure 2.5** Assessment Balance in Purpose, Users, and Grade Levels Tested

Test Name	Test Uses: Purpose	Test Users	School Level	District Level	Classroom Level	Time Needed	K	1	2	3	4	5	6	7	8	9	10	11	12	

Retrieved from the companion website for *Balanced Assessment Systems: Leadership, Quality, and the Role of Classroom Assessment* by Steve Chappuis, Carol Commadore, and Rick Stiggins. Thousand Oaks, CA: Corwin, www.corwin.com. Copyright © 2017 by Corwin. All rights reserved. Reproduction authorized only for the local school site or nonprofit organization that has purchased this book.