



ACTIVITY 3.10

Assessment Leadership Success Indicators

PURPOSE

This activity helps leaders focus on the Individual Leadership Actions in assessment in light of current knowledge and experience. Working with this activity in teams may then extend to in collaborative learning and practice in commonly identified areas targeted for improvement.

TIME

15–30 minutes

MATERIALS NEEDED

Copies of the Assessment Leadership Success Indicators along with the self-reflection sheets

SUGGESTED ROOM SETUP

This activity can be done within a group attending a meeting, as part of an administrative in-service or the activity can be completed on your own time and the information passed on to the central office for later discussion or aggregation of results

DIRECTIONS

Read through the list of Assessment Leadership Success Indicators. They are aligned to the Seven Individual Leadership Actions for School Leaders. If anything is unclear, seek clarification from Part 3 readings or from your colleagues. Then consider the following questions:

1. Based on your current experience, what do you see as your areas of greatest strength on the list of indicators?
2. Given that, how can your experience and strengths contribute to the district/school achieving a balanced, quality assessment system?
3. What areas as defined in the indicators do you think need strengthening?
4. What support or resources do you need to do so?
5. How will the strengthening of these areas assist you as a leader in the district's or the school's establishment of a balanced assessment system?

Individual Leadership Action: Deepen Understanding of a Balanced Assessment System and the Conditions to Achieve It

The leader

- can articulate a model of a local assessment system that calls for balance, quality assessment, and student involvement.

- knows the differences among and the appropriate uses of classroom, common, interim/benchmark, and annual assessment, including the key decisions to be made, the decision makers, and the kinds of information needed to inform those decisions.

Individual Leadership Action: Promote Clear Achievement Standards and Their Use

The leader

- knows why clear achievement targets underpin a quality assessment system, can outline the attributes of quality standards, and knows how to ensure quality in local assessments.
- can communicate the roles of both summative and formative assessment in standards-based schools.
- values the transformation of learning targets into student- and family-friendly versions and can describe a process to transform them.

Individual Leadership Action: Promote and Communicate Standards for Assessment Quality in All Levels of Assessment and Promote Assessment Literacy Across All Classrooms

The leader

- describes the five keys to quality assessment, how they relate to one another, and why they should underpin assessments at all levels.
- asks questions about all school data sources to help determine if issues of quality were addressed.
- knows how to select or develop assessments that meet standards of assessment quality

Individual Leadership Action: Deepen Knowledge of Formative Assessment Practices That Involve Students

The leader

- can provide examples of what formative assessment *for* learning looks like in the classroom, including how students might be involved.

Individual Leadership Action: Create the Conditions Necessary for the Appropriate Use and Reporting of Student Achievement Information

The leader

- differentiates between evaluative and descriptive feedback and can explain why it is important to balance them in the classroom.
- understands the meaning of the various test scores and other forms of evidence of learning available to them and can interpret those scores correctly regarding the inferences about student achievement each permits.

- understands the differences between sound and unsound classroom grading practices.
- sees the connection between standards-based reporting processes and standards-based assessments and works to develop such a communication system.
- knows how to administer assessments in a manner that ensures all students an equal opportunity to demonstrate competence.
- understands the conditions for effective adult learning in schools that improves instruction and student learning.
- knows that professional development that works calls for a long-term *process* that teaches new ideas and strategies through hands-on practice, coaching, and collaboration.
- provides leadership support for professional development by ensuring sufficient resources (time and materials) for adult learning and promoting support for ongoing improvement.
- understands the meaning of the results of all tests used in the school and how to interpret them correctly.
- knows how to turn assessment results into useful information and how to link them directly to instructional decision making at classroom, interim/benchmark, and annual levels of assessment use.

Individual Leadership Action: Form or Participate in Peer Learning Groups to Practice Observing and Evaluating Teacher Classroom Assessment Competencies

The leader

- explains standards of sound classroom assessment practice that evaluations of teacher performance can or should be based on.
- develops interview questions that relate to the classroom assessment literacy of candidates for teaching positions. Knows what questions to ask about assessment quality and the effective use of assessment to promote learning and is prepared to interpret candidates' answers regarding their qualifications.
- creates ways to observe, analyze, evaluate, and provide feedback on classroom assessment process and artifacts (assessment instruments).

Individual Leadership Action: Review and Examine Current School/District Assessment-Related Policies for Alignment to Sound Assessment Practice, and Encourage Revision as Needed

The leader

- knows the policies that contribute to assessment balance and quality and effective use and is able to draft those statements for review, evaluation, and adoption.
- knows how to translate policies into procedures and guidelines that honor the intent of the policy.