



## Activity 3.2

### Auditing an Assessment for a Clear Purpose

#### Learning Target for the Activity

- Know how to help teachers plan intentionally for formative use when planning an assessment event or instrument.

#### Purpose

Educators sometimes confuse formative and summative uses of assessment information. This activity helps participants think through the conditions needed for effective formative use when planning an assessment.

#### Time

45–60 minutes

#### Materials Needed

- An assessment instrument or a description of an assessment protocol intended for formative use brought by each participant
- Electronic or paper copies of the form shown in Figure 3.7

#### Suggested Room Setup

Tables and chairs for small groups (content or grade-level teachers may prefer to work together)

#### Directions

Have participants use the form in Figure 3.7 to answer the following questions about their assessment:

- Who will use the information?
- How will they use it?
- Does the instrument or event meet the necessary conditions for effective formative use?

#### Closure

Ask participants to discuss the following questions:

- What new ideas came to you while you were doing this activity?
- What changes to current practice might you make?

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### FIGURE 3.7 Auditing an assessment intended for formative use

#### Name of Assessment

1. Who will use the information?

Teacher

Student

Other

2. How will the information be used?

To plan instruction

To differentiate instruction

To offer descriptive feedback to students

As the basis for student self-assessment and goal setting

Other

3. Does the instrument or event meet the following conditions for effective formative use?

The instrument or event provides information of sufficient detail to pinpoint specific problems, such as misunderstandings, so that the teacher, and students if appropriate, can make good decisions about what next steps to take.

The results are available in time to take action with the students who generated them.

# Appendix

## A Guide to Learning With the Book

We have written this book with the needs of school leaders in mind, whether you are reading it independently or working through the chapters in collaboration with others. We do recommend that, if possible, you study the text as an Assessment Leadership Learning Team. The learning team approach to developing assessment expertise we advocate is based on best practice as reflected in professional development literature and research: educators learn best when the experience is collaborative and provides active contextualized opportunities for application of the ideas studied.

### **The Assessment Leadership Learning Team Process**

In the learning team approach participants engage in a combination of independent study and ongoing small-group collaboration, with a commitment to helping all group members gain expertise. Team members read a portion of the text individually and then meet to share thoughts, questions, potential actions, and reflections. In addition, teams discuss the chapter study guide questions and carry out selected chapter activities.

#### **Time Frame**

Using the text as the basis for learning team study requires a long-term commitment of time. Developing assessment literacy is not an initiative; it is an essential and powerful component of the work we do as educators. We recommend that you plan a reading and meeting schedule that spans a year or more. We suggest that teams meet every two to three weeks, with assigned reading to be done between meetings.

### **Leading an Assessment Leadership Learning Team**

Effective learning teams don't all look alike, but they do have several things in common, one of which is a designated facilitator. Another is careful prior planning, either by the facilitator or by a small group of people who may rotate facilitatorship responsibilities. Any school leader can facilitate a learning team. For example, if you are a district or area superintendent, an assistant superintendent, or a director, you may wish to study the book with principals and assistant principals. If you are a building administrator, you may wish to form a group with other building administrators or a group of those in leadership positions within your building. If you are in charge of instructional coaches, you may wish to form groups with them.

#### **The Facilitator's Role**

As a learning team facilitator, you are acting for the good of the team to manage and organize the process. The text, materials, activities, and participants' expertise all come together to create the learning experience, without requiring instruction from a leader. So facilitators are not the team's content experts but rather "guides on the side."