

DISTRICT ASSESSMENT SYSTEM: (types, definitions and purposes/uses)

Type of Assessment	Definition	General Purpose/Use	Example(s)
A) Initial/Diagnostic	Assessments that identify students' strengths and weaknesses, what students already know about a topic and/or gaps or misconceptions.	<p>Check student progress toward meeting standards</p> <p>Determine what a student does and does not know about a topic or his/her understanding of fundamental concepts and skills</p> <p>Used to evaluate, adjust and strengthen (inform) instruction</p> <p>Determine whether further diagnosis is needed</p> <p>Identify students who may be at risk and in need of intervention</p> <p>Make up the initial phase of assessment for learning</p>	<p>Ohio Diagnostic Assessments: reading (K–2), writing K-3), mathematics (K-2) have four components:</p> <ul style="list-style-type: none"> ✓ screening measures ✓ observational measures ✓ diagnostic measures ✓ short screening measures <p>Kindergarten Readiness Assessment – Literacy (KRA-L)</p>
B) Formative/Interim	Assessments used by teachers and students during instruction that provide feedback to adjust ongoing teaching and learning to improve students' achievement of intended instructional outcomes.	<p>Adjust teaching and learning (inform instruction)</p> <p>Differentiate instruction or lesson level/concept level</p> <p>Determine students' knowledge and skills, including learning gaps as they progress through a unit of study</p> <p>Occur during the course of a unit of study</p>	<p>Pre-post assessments</p> <p>Progress monitoring assessments</p> <p>Observation</p> <p>Student conferences</p> <p>Performance Tasks</p> <p>Rubrics</p> <p>Student self-assessments</p>
Sub-set: Collaboratively Developed Formative Assessments	Teacher generated assessments that are collaboratively designed by grade level or department teams that are administered to students by each teacher periodically throughout the year.	<p>Adjust teaching and learning</p> <p>Differentiate instruction or lesson level/concept level</p>	<p>Rubrics</p> <p>Pre-/post-assessments</p>
C) Summative	Periodic assessments given to determine at a particular point in time what students know and do not know relative to content standards. Summative assessments are too far down the learning path to provide information at the classroom level and to make instructional adjustments and interventions during the learning process.	<p>Provide grades or marks against an expected standard</p> <p>Evaluate effectiveness of programs or alignment of curriculum</p> <p>Measure student achievement</p> <p>Demonstrate evidence of continuous improvement at the state and local level</p> <p>Provide data for Ohio's accountability system</p> <p>Occur at the end of a unit of study to determine the level of understanding students have achieved</p>	<p>State assessments, i.e., OAT/OGT</p> <p>District assessments, i.e. end-of-term or semester exams</p> <p>Grade level achievement tests</p> <p>End-of-course exams</p> <p>End-of-chapter quizzes</p>

DISTRICT ASSESSMENT SYSTEM INVENTORY TEMPLATE

Directions: List all the assessments administered to students during a school year. Content Area _____ (complete by content area)

Type and Name of Assessment	GRADE LEVEL												FREQUENCY OF ADMINISTRATION						PROTOCOL AND USE*			
	P	K	1	2	3	4	5	6	7	8	9	10	11	12	A	B	Q	M	W	O (Please specify)	R	O
INITIAL/ DIAGNOSTIC																						
FORMATIVE/ INTERIM																						
Subset: Collaboratively Developed Formative Assessments																						
SUMMATIVE																						

Codes for Frequency of Administration: A = annual, B = biannual (e.g., fall/spring), Q = quarterly, M = monthly, W = weekly, O = other (please specify)

Codes for Protocol and Use: R = required, O = optional (i.e., discretion of building or teacher). Describe protocol and use.

*Questions for Determining Use:

- What is the format of the results/data?
- Who is the audience for the data?
- How much time is used to administer the assessment?
- How important is the data to improving student achievement and changing classroom instruction?

Guidelines for Designing Collaboratively Developed Formative Assessments

1. Select a topic to assess with a common formative assessment considering those topics identified in the district/school plan.
2. Locate the standards that match the selected topic by grade level/course, defining the important concepts and focal skills/subskills.
3. Write questions/items that are matched to the important concepts and focal skills/sub-skills in order to focus instruction and assessment.
4. Design in collaborative teams the pre-and post-assessments, including selected (forced choice) and constructed response items.
5. Create the scoring instruments (e.g., rubrics, multiple choice) ensuring the questions/items will provide data specific to the student performance indicators.
6. Administer and score pre-assessments.
7. Analyze results in collaborative teams (see Resource 27).
8. Use results to differentiate classroom instruction and provide appropriate interventions.
9. Administer and score post-assessments.
10. Analyze results in collaborative teams (see Resource 27) and revise, if needed.