

## *Principle 1: The primary purpose of assessment is to improve learning for all students.*

### *Principle*

Principle 1 indicates that assessment information should be used as an instructional tool to improve, not merely check on, student learning. This requires a continuous flow of assessment information utilized to make key educational decisions, inform instructional practice, and provide feedback to help students understand how to improve.

### *Goals*

Guiding principle 1 states that classroom assessment should

- provide information to teachers, schools, and the district for planning, implementing, and improving instruction, curriculum, and educational programs;
- provide feedback that helps each student understand how to improve;
- guide decisions regarding grading, student placement, and student certification;
- prepare students to be successful on district and state assessments; and
- prepare students to be life-long learners and self-evaluators.

### *Guidelines*

- 1.1 Teachers systematically collect and record information about student achievement and progress.
- 1.2 Teachers interpret and analyze assessment information to
  - 1.2.1 improve instruction and assessment; and
  - 1.2.2 plan and modify instruction to meet individual student needs.
- 1.3 Teachers provide opportunities for students to set and meet individual improvement goals through
  - 1.3.1 self-assessment and self-adjustment; and
  - 1.3.2 appropriate peer assessment experiences.
- 1.4 Schools and teachers interpret assessment information in terms of the state standards/benchmarks to form the basis for grading, placement, and certification.
- 1.5 Schools and teachers use results from classroom, district, and state assessments to determine school improvement goals and to decide on program changes to improve achievement on classroom, district, and state assessments.

## *Assessment Literacy Continuum: Moving Toward Assessment for Learning*

*Principle 1: The primary purpose of assessment is to improve learning for all students.*



<i>Awareness</i>	<i>Beginning</i>	<i>Practicing</i>	<i>Skilled</i>
<ul style="list-style-type: none"> <li>□ I am aware that I should collect information on student achievement and progress. However, my current data fails to provide accurate or valid information about student achievement of standards.</li> <li>□ I am aware that I should interpret and analyze assessment information to improve and modify my instruction and assessment, and to meet individual student needs. My current instruction is based on textbook sequence with little or no adjustment.</li> <li>□ I am aware that I should provide opportunities for students to set and meet individual improvement goals. My current assessment program relies solely on teacher-assessment data.</li> <li>□ I am aware that I should use the standards to interpret assessment data and make decisions regarding grading and placement. I currently do not consider the standards when making these decisions.</li> <li>□ I am aware that I should use assessment data to set improvement goals and make program implementation decisions. However, I do not currently use this information.</li> </ul>	<ul style="list-style-type: none"> <li>□ I collect and record limited information about student achievement and progress that provides an incomplete picture of student performance in relation to standards.</li> <li>□ I occasionally interpret and analyze assessment data to improve and modify my instruction and assessment. Adjustment of my instructional practices happens only at the end of a term, unit, or project and is based on whole class progress.</li> <li>□ I rarely provide opportunities for students to set and meet individual improvement goals. Self-assessment / adjustment and peer-assessments are only considered to help corroborate teacher-assessment data.</li> <li>□ I am beginning to consider standards when I interpret assessment information. Achievement and non-achievement variables are still considered when making decisions about grading and placement.</li> <li>□ I am beginning to learn how to use assessment information to set improvement goals and make program implementation decisions. Most decisions are still not based on assessment data.</li> </ul>	<ul style="list-style-type: none"> <li>□ I collect and record <i>adequate</i> information about student achievement and progress toward standards that relies on single sources of assessment data.</li> <li>□ I frequently interpret and analyze assessment information to improve and modify my instruction and assessment. Adjustment of my instructional practices is based on whole class progress.</li> <li>□ I provide opportunities for students to set and meet individual improvement goals on a frequent basis. Self-assessment / adjustment and peer-assessment data constitute only a small part of the overall assessment program.</li> <li>□ I consider the standards when I interpret assessment information. Some other non-achievement factors may be considered when making decisions about grading and placement.</li> <li>□ I sometimes consider assessment information when setting improvement goals and making decisions regarding program implementation.</li> </ul>	<ul style="list-style-type: none"> <li>□ I collect and record a comprehensive <i>body of evidence</i> about each student that demonstrates progress toward and mastery of standards through multiple assessment sources. (1.1)</li> <li>□ I consistently interpret and analyze assessment information to plan, modify, and take action to improve my instruction and assessment. My instructional practices are routinely differentiated to meet individual student needs. (1.2)</li> <li>□ I provide opportunities for students to set and meet individual improvement goals as a routine part of my assessment practice. A balance of self-assessment / adjustment, peer-assessment, and teacher-assessment are used. (1.3)</li> <li>□ I use the standards to interpret assessment information and form the basis for grading and placement. Non-achievement factors are not considered when making these decisions. (1.4)</li> <li>□ I use assessment information to set improvement goals and make decisions regarding program implementation. (1.5)</li> </ul>