




Assessment Workgroup Toolkit

Document	Tool Description	Possible Uses
<p>Resource: Glossary of Assessment Terms</p>	<p>A shared understanding of key terms is an essential component of ensuring success when working on assessment projects. This chart fleshes out fifteen key assessment terms by providing a list of characteristics, a definition, an example, and a non-example for each term.</p>	<p>As a stand-alone document, the glossary can serve as a reference point or resource for members of a community. This glossary can also be used in conjunction with the activity described below to help educators establish a common understanding of terms.</p>
<p>Activity: Developing a Deeper Understanding of Assessment Terms</p> 	<p>This activity, which uses the Frayer Model, is designed to help participants to deepen their shared understanding of key terms by exploring characteristics, definitions, examples and non-examples.</p>	<p>Education leaders and PD facilitators can use the first part of this activity to assess participants' understanding of terms and to determine who in the group can be asked to provide specific insights and examples to explain terms. They can then use the second part of the activity to help participants to explore ways to incorporate examples into their curriculum design process and classroom practice.</p>
<p>Resource: Taxonomy of Outcomes</p>	<p>These seven outcomes were developed by Learner-Centered Initiatives, Ltd. as a framing device to help educators to establish a vision for their graduates and to link that vision to various school/district or community programs.</p>	<p>Groups can work collectively on this chart to ascertain patterns in valued outcomes and to explore additional ways to meet the desired outcomes. Leaders can look for the presence of the outcomes in their school or district mission and vision. C</p>
		
<p>Intended Results, Unintended Consequences, and</p> 	<p>participants' systems thinking skills around what could or might happen as a result of a proposed action or recommendation.</p>	<p>Individuals or groups considering an action or change can find it helpful to identify what it is they want to happen and what might happen</p>



Exploring Intended Results, Unintended Consequences, and Influence on Stakeholders

Individuals or groups considering an action or change can find it helpful to identify what it is they want to happen as well as what might happen as a result of adopting the recommendation. Participants can review the examples before considering the implications of their recommendations and then use that work to revise their plans and recommendations.

Question that informed this activity: **Are we thinking ahead about how this would look in order to avoid unintended consequences?**

Part 1: Exploring Intended Results and Unintended Consequences

Recommendation: Teachers should evaluate their current classroom assessment system by completing an assessment inventory. Administrators should support this work by facilitating data collection, organization, and analysis.	
Intended result: What we expect will happen as a result of taking action based on this recommendation.	We expect teachers will be able to determine the quality, focus, and uses of the assessments in their classrooms. We expect school leaders to learn more about teacher assessment practices in each classroom, department, or grade level.
Unintended positive consequences: Positive outcomes which may occur and which we did not anticipate.	<ul style="list-style-type: none"> x Teachers will revisit the outcomes they value in student learning. x Teachers may be able to eliminate assessments that are not serving them well or may modify assessments to
(Empty cell)	(Empty cell)

Part 2: Influence on Stakeholders

<p>Recommendation: Teachers should evaluate their current classroom assessment system by completing an assessment inventory. Administrators should support this work by facilitating collaboration, organization and analysis</p>	
<p>How might students be impacted by this?</p>	<p>Students may end up with greater access to a more balanced assessment system.</p>
	<p>Students may take more or fewer assessments during the a process.</p>
<p>How might parents be impacted by this?</p>	<p>Parents may end up with greater clarity about the different assessments in the school and their purposes.</p>
	<p>Parents may feel discomfort as the assessment system begins to look less familiar.</p>
<p>How might support staff be impacted by this?</p>	<p>Support staff may develop a better understanding of why teachers use the assessments they use.</p>
	<p>Support staff may be burdened with some of the audit tasks</p>
<p>How might test publishers be impacted by this?</p>	