

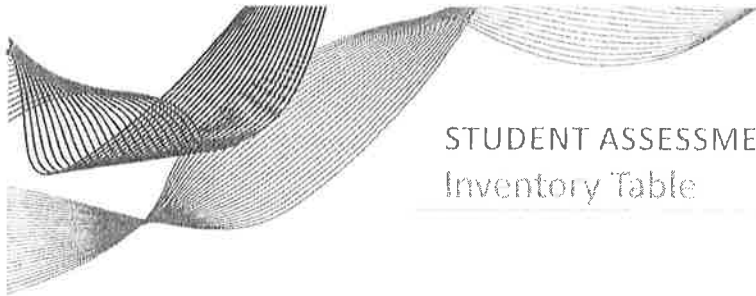
# STUDENT ASSESSMENT INVENTORY FOR SCHOOL DISTRICTS

## Inventory Table



Name of individual(s) completing the table Date				
Optional Category: English Language Arts (e.g., grade level, subject)				
<b>Name of assessment</b>	(Example) PLACE ELA			
<b>Entity requiring assessment</b> <i>state – SEA or other agency; district; or school</i>	District			
<b>Grade(s) tested</b>	5-8			
<b>Course(s) or subjects tested</b>	ELA			
<b>Which students are eligible or required to take assessment?</b>	All students in these grades who are also required to take regular state assessment			
<b>Type of assessment</b> <i>summative; interim/benchmark; formative; diagnostic</i>	Benchmark			
<b>Number of years assessment has been administered in the district</b>	5 years			
<b>To which content standards is the assessment aligned?</b> <i>(source of alignment verification)</i>	Common Core State Standards ( <i>Independent review by Dr. Anne Jones using Student Achievement Partners Assessment Eval. Tool</i> )			
<b>Intended purpose(s) of the assessment</b>	Measure student knowledge of ELA standards in reading comprehension			
<b>Intended use(s)<sup>1</sup> of the assessment</b>	Predict ELA performance on state assessment and inform instructional practice			
<b>Users of the assessment</b>	District assessment staff and teachers			
<b>Do users of the assessment use it for its intended use(s)?</b>	Yes ( <i>district</i> ) No ( <i>educators</i> )			

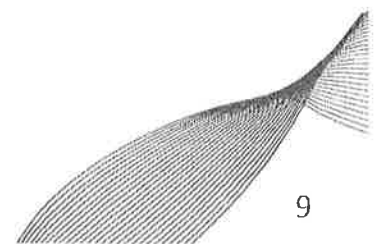
<sup>1</sup>Federal and/or state accountability, district accountability, predictive, diagnostic, instructional uses (e.g., grouping), high school graduation, student promotion/retention, factor into course grades, college admissions, teacher evaluation, Advanced Placement credit, International Baccalaureate, English language proficiency, international comparisons, other uses.



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Inventory Table



<b>To what degree do users of the assessment find it useful or not useful?</b> 1 – not useful 2 – somewhat useful 3 – useful 4 – very useful <b>Explain why.</b>	2 – <i>district staff find it accurately predicts performance on state assessment, but that the results are not useful for educators to inform instruction</i>			
<b>Type of administration</b>	Paper booklet/scantron			
<b>Item type(s)</b>	Selected response			
<b>Accommodations</b>	Braille edition of assessment			
<b>Test administration time</b>	150 minutes (includes 15 minutes of instructions read aloud by teacher)			
<b>Testing window</b>	10/1–10/15 and 3/1–3/15			
<b>Test frequency</b>	Given twice a year, in October and March			
<b>Time between test administration and results to users</b>	24 hours for raw data to district; 3 weeks for analysis			
<b>Vendor</b>	Tests4Schools			
<b>Contract expiration date</b>	4/1/2015			
<b>Entity that holds contract</b>	District			
<b>Annual cost (total and per student)</b>	\$38,000 total, \$19.00 per student (grades 5-8)			
<b>Funding source(s)</b>	Local funds			





## FREQUENTLY ASKED QUESTIONS

- 1. Can my district modify the inventory table? YES.**

The inventory table, as well as the entire student assessment inventory tool, is openly licensed, allowing for modifications to be made as needed to suit the district's goals and context. Districts are free to modify the tool to better meet their needs. Districts can translate the table into different electronic formats, including into online survey tools. They can transpose columns and rows, or create additional "snapshots" of the information — such as a calendar view.
- 2. My team does not agree on the type of assessment — formative, interim, etc. We all seem to have different ideas about what these terms mean. What do we do?**

There are various resources that have developed definitions of different assessment types. For instance, you can review pages 1–2 of the publication *The Role of Interim Assessments in a Comprehensive Assessment System* developed by Achieve, the Aspen Institute and the Center for Assessment. For more discussion on the research base on such assessments, please see *this framework* by the National Center for the Improvement of Educational Assessment. We would not encourage you to spend much time, however, sorting this out. If you do not agree, we would suggest that you document the various perspectives and move on.
- 3. What is the difference between the assessment's intended purposes and uses?**

The purpose of the assessment is what it was designed to measure, while the intended use of the assessment reflects the kinds of decisions that the assessment is designed to inform. For example, the purpose of an assessment may be to measure students' reading comprehension while the intended use is to identify students in need of extra support/intervention.
- 4. How do we know if users are using the assessment for its intended uses?**

After identifying the users of the assessment, you will need to ask them about what decisions they are making based on the information. If their responses align with the intended use, the answer is yes. If not, the answer is no. You can do this through a survey or through interviews/focus groups. If the answer is no, it will also be helpful to find out why.
- 5. How do we know to what degree users find the assessment useful and why?**

After identifying the users of the assessment, you will need to ask them about the degree to which they find the assessment useful. You can do this through a survey, asking them to rate the degree of usefulness as the table describes. You can also do this through interviews or focus groups. It will be very important to find out what attributes of the assessment, or context in which the assessment is being given, contribute to its usefulness or lack of usefulness.
- 6. What are some ways to tell if an assessment is aligned to the content standards?**

Many assessments, and other instructional resources, make claims about alignment to standards, but it is critical for your district to have confidence in these claims. Your district, individually or in partnership with others, may commission an independent analysis from an external expert or ask a team of master teachers to conduct an analysis. For assessments intended to align with the Common Core State Standards, there are tools such as Student Achievement Partners' Assessment Evaluation Tool that may be helpful for these analyses. The Council of Chief State School Officers' (CCSSO) Criteria for High-Quality Assessments Aligned to College and Career Readiness is also a helpful set of guidance in evaluating quality and alignment.



## B. Conduct the Inventory

The Inventory Table is designed to capture information the district collects about the assessments administered to students in the district. The Inventory Table begins on page 3. It is openly licensed, which allows for making adjustments needed to suit the district's goals and context. For instance, the district may opt to change the Inventory Table to capture multiple entries categorized by grade level, subject or time administered. The district could also translate the table into another electronic format or online tool. It could transpose the rows and columns, or add a calendar view based on when the assessments are administered. Please see FAQ on page 10 for additional guidance.

## C. Analyze the Inventory

The assessment inventory tool is intended to guide districts in looking across assessments to inform their recommendations and decisions, in addition to reviewing assessments independently. As such, districts (or teams) should answer the following questions to analyze the inventory, inform public dialogue, and begin to formulate recommendations based on this look across assessments and within assessments.

1. The most important way to first analyze the information collected through the inventory process is to develop a student-level perspective on the assessments students are taking. One way of doing this is to look at all of the assessments that a student takes while they are in a particular grade level, or grade band (e.g., grades K-5). You can then look at any additional assessments that students may be taking based on particular needs and characteristics. The district should also answer these questions for other select grade levels or grade bands depending on the district's goals (e.g., to address concerns throughout K-12, or to address testing in high school).

The set of questions you ask could look like this:

- a. How many required assessments (beyond teacher-developed classroom assessments)

do ALL 4th grade students (*for example*) typically take in a given year?

- b. How often are ALL 4th grade students typically taking required assessments? How many required assessments are many, but not all, 4th grade students taking in this district, based on their specific needs or characteristics?
- c. How frequently are these students taking required assessments, including retakes?
- d. Based on this analysis, are there particular grade levels, subject areas, or times in the school calendar where students are taking too many tests?

2. A next level of analysis is to identify the assessments that appear to be ones that the district will continue to administer, and clarify if any of these assessments do need any changes to ensure they are helpful for their intended uses.

- a. What assessments are essential for students to continue taking because of clear requirements in law or policy (and identify law/policy)?
- b. What assessments have real benefits to students, teachers, parents and the system as a whole?
- c. Which of these assessments are high quality and aligned to our state's standards?
- d. Of the assessments identified, what might strengthen the use of assessment results for their intended uses (e.g., assessment or report quality, professional development and school data teams, data management, test timing in relation to professional development cycles or curriculum pacing)?

3. The next step is to identify the assessments that seem to be on the table for elimination or significant changes.

- a. Are there assessments that are not being used for their intended uses?



- b. Are there assessments that users do not find useful? Of these, what might be the causes for lack of usefulness (e.g., assessment or report quality, alignment with full assessment system, professional development and school data teams, data management, test timing in relation to professional development cycles or curriculum pacing)?
- c. Are there assessments that are redundant?
4. The last step is more detailed analysis to help districts start building toward recommendations. **As districts reach this point, it will be crucial for them to reengage with teachers, parents, students or others who deeply informed the inventory process to review potential options and decision points.** Doing so will help ensure sound recommendations and solid base of support for them.
- a. For assessments that you identify as those you need to continue administering, are there certain assessments that need changes? Identify the assessments, potential changes that need to be made, and how those changes could occur.
- b. For assessments that you identify as not being used for their intended uses, are not useful, or are redundant, analyze the potential options and considerations:
- i. Stop administering the assessment
    - Are there any current contracts or other operational issues that you need to be aware of?
    - If an assessment of this kind is needed to comply with a law or policy, or has critical instructional uses, would you need to replace the assessment with another assessment? If so, what criteria would you use to select an assessment that better serves your district's needs?
  - ii. Continue administering the assessment but make significant changes in design and/or administration
    - What are the design and/or administration changes that are needed?
    - If the assessment was developed within the district, who will need to be involved in the redesign or restructuring process?
    - If the assessment is off-the-shelf, will the vendor be amenable to working with your district for changes? Can you work with other districts?
  - iii. Continue administering the assessment as is or with minor changes
    - If your process has identified problems with this assessment, why will you recommend continuing as is? What mitigating factors are involved?
    - What evidence will teachers, parents and district leaders need to see for assurance that this process has explored all options?

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*If the district is interested in evaluating alignment and quality of assessments, they can use resources such as Student Achievement Partners' Assessment Evaluation Tool individually or in partnership with other districts. If these are "off-the-shelf" assessments, districts may wish to work with other districts that use the same assessments to determine if alignment and quality evaluations have already been conducted, and to work with vendors in concert to demand improvements. It may also be helpful to utilize the Council of Chief State School Officers' (CCSSO) Criteria for High-Quality Assessments Aligned to College and Career Readiness.*

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