# A Summary of Assessment Users

## Why different users require distinct assessments at varying times

<table>
<thead>
<tr>
<th>Level of Assessment Use</th>
<th>Formative Applications of Assessment (to support learning) for Each User</th>
<th>Summative Applications of Assessment (to judge adequacy of learning) for Each User</th>
</tr>
</thead>
</table>
| Using Classroom Assessment Results | **Teachers:**  
• Where are students now in their learning?  
• What comes next for their learning and therefore my instruction?  
• Students:  
• Am I progressing up the scaffolding?  
• What is my hope of continuing to grow in this subject?  
• Where am I now?  
• What comes next for me?  
• What specific concerns need to be addressed?  
• Families:  
• Where and how can I help my child? | **Teachers:**  
• What standards have each student mastered?  
• What grade has each student earned on her or his report card?  
**Students/Families:**  
• Am I/Is my child progressing In a satisfactory manner?  
• Is the content culturally congruent?  
**Principals:**  
• Is the teacher able to use assessments to provide evidence of student growth?  
• What support can I offer to this teacher?  
• Is there any change or support we need to implement on a school-wide basis? |
| Using Interim/Benchmark Assessment Results | **Instructional Leaders and Educator Teams:**  
• Which standards do our students tend to struggle in mastering?  
• Which students seem to be struggling right now?  
• Where can we improve instruction immediately to increase student success?  
• What can we learn from peers? | **Instructional Leaders and Educator Teams:**  
• Is this adopted instructional program delivering learning as promised? Should we continue, refine, or end it? Is it culturally responsive?  
• Do teachers need professional development to enhance their instructional knowledge or their educational equity knowledge?  
• Do we have the systems in place to support teachers and students to maximize learning? |
| Using Annual Results            | **Instructional Leaders and Educator Teams:**  
• From year to year where do students show strengths and weaknesses?  
• How can we be more culturally responsive?  
• What supports can be offered to change the year to year trend?  
• How can we support students vertically?  
• What can we learn from other schools and districts? | **Instructional Leaders, Policy makers and the Community:**  
• Are our students meeting standards?  
• Are there certain segments of our student population who need more support?  
• Are there particular schools or school leaders who need more support?  
• Is the curriculum and delivery model meeting the needs of the students?  
• Are there system improvement needs and efforts that will improve student learning outcomes? |

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