| **Category** | **Purpose** | **Use** | **Abbreviated** |
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| Signal | Maintain a feedback loop between teacher and student | to monitor learning and signal next steps. | Maintain feedback loop |
| Indicate valued knowledge, skills, and abilities | to motivate instruction and student work. | Signal valued knowledge, skills, & abilities |
| Triangulate | Triangulate formative assessment insights | to refine formative assessment practice. | Triangulate formative insights |
| Triangulate unit grades/test results | to refine unit grading and/or testing practice. | Triangulate unit grades/test results |
| Triangulate marking period grades/test results | to refine marking period grading and/or testing practice. | Triangulate marking-period grades/test results |
| Inform  instruction | Monitor instructional effectiveness | to support in-the-moment instructional adaptation and/or course correction. | Immediate instructional adaptation |
| Monitor student needs | to support effective tailoring & differentiation in next-lesson planning & instruction. | Next-lesson planning/instruction |
| Inform mid-  to long-term  instructional  programming | Evaluate achievement | to support effective tailoring of next-unit planning to student needs. | Next-unit planning |
| Evaluate achievement | to guide mid-marking-period instructional grouping. | Instructional grouping |
| Evaluate achievement | to guide instructional program placement (e.g., course, grade, track). | Instructional placement |
| Grades | Evaluate achievement | to support traditional grading. | Traditional grading |
| Evaluate achievement | to support standards-based grading. | Standards-based grading |
| Eligibility | Evaluate achievement | to determine eligibility for course credit by “testing out.” | Eligibility for course credit |
| Evaluate achievement | to determine eligibility for special program entrance and/or exit (e.g., special education, English learner services). | Eligibility for special program entrance/ exit |
| Evaluate achievement | to determine eligibility for graduation and/or diploma annotation. | Eligibility for graduation/ diploma annotation |
| Evaluate achievement | to determine eligibility for formal honors. | Eligibility for formal honors |
| Readiness | Evaluate achievement | to determine readiness for the next grade or course. | Next-grade/next-course readiness |
| Evaluate achievement | to determine academic readiness to begin college coursework. | College readiness |
| Evaluate achievement | to determine academic readiness to begin career training. | Career readiness |
| Evaluate achievement | to determine on-track/off-track status for an outcome 2+ years out. | On-track/off-track |
| Policies &  programs | Evaluate achievement | to identify areas of need to support effective policy & program development. | Program & policy development |
| Evaluate achievement | to evaluate the effectiveness of programs & policies in addressing identified needs. | Program & policy evaluation |
| Growth | Measure achievement growth | within a semester, trimester, or school year. | Measure within-year growth |
| Measure achievement growth | across semesters, trimesters, or school years. | Measure across-year growth |
| Isolate effects of educators/entities on within-year growth | for use in accountability/educator evaluation. | Isolate effects on within-year growth |
| Isolate the effect of an educator or entity on across-year growth | for use in accountability/educator evaluation. | Isolate effects on across-year growth |