**Types of Assessment: Purpose/Users and Uses Reflection Sheet**

Review the following chart that reflects the purpose of assessment for and of learning for each user in an educational system. Rate how well your current school/district uses assessment evidence using• a 4-point scale. 4 = Excellent; 3 = Good; 2 = Tolerable; and 1 = Poorly

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| **ASSESSMENT USER** | **ASSESSMENT FOR LEARNING** | **Rating** | **ASSESSMENT OF LEARNING** | **Rating** |
| Students | • What am I supposed to learn?• Am I learning enough? • What should I do next? • What help do I need? |  | • Am I succeeding at the level that I need to be? • Am I capable of success? • Is learning worth the effort? |  |
| Teachers | • What does each student need? • What strengths can I build on? • How should I group my students? • Am I going too fast? Too slow? |  | • What grades do give each student? • What do I tell parents? • Do any students need to be referred for special services?• Will each student be ready for the next grade? |  |
| **ASSESSMENT USER** | **ASSESSMENT FOR LEARNING** | **Rating** | **ASSESSMENT OF LEARNING** | **Rating** |
| Parents | • Is my child keeping up?• What can we do at home to support learning? • How can I help my child if he/she is struggling? |  | • What grades did my child receive?• Is this teacher doing a good job? • Is this a good school and district? |  |
| Principal | • Are students being taught and learning what they should be?• Are teachers using formative feedback during instruction to guide their teaching? |  | • How are all students doing on the state tests?• How do I allocate building resources? • Are students ready for the next level or college/workplace?  |  |
| **ASSESSMENT USER** | **ASSESSMENT FOR LEARNING** | **Rating** | **ASSESSMENT OF LEARNING** | **Rating** |
| Curriculum Director | • Are teachers addressing the learning targets? • How actively are students engaged in learning? • Are the teachers using formative assessment evidence to make instructional decisions? |  | • How did our district do? • How did each school do? • On skills that students did poorly on, where should they have been taught? • How can we improve horizontal and vertical articulation?• What professional development opportunities to we need to provide to teachers? |  |
| Superintendent | • Does the district have policies promoting balanced assessment? |  | • Did our district do well? • How did each school do?• How do we compare? • How can we improve• Where do we allocate more funding?• What policy changes do we need to make? |  |
| **ASSESSMENT USER** | **ASSESSMENT FOR LEARNING** | **Rating** | **ASSESSMENT OF LEARNING** | **Rating** |
| Citizens |  |  | • Are our schools doing better/worse this year? • Are our students competitive with others?• Are taxpayer dollars being used well? |  |
| State Department of Education | • Will the use of the formative assessment processes help more students succeed?• Can more teachers be taught to use formative assessment? |  | • Which schools are doing well or not so well? • How can we help them? • What resources are needed? |  |
| Legislature |  |  | • What policies should be put in place to improve student achievement?• What funding is necessary to improve student achievement?• Are our schools providing a high return on investments  |  |