

## District Improvement Framework – Assessment Literacy Standards Crosswalk

| Strand                          | Standard               | District Indicator                          | District Characteristic  | Audience  | Assessment Literacy Standard  |
|---------------------------------|------------------------|---|--|---|---|
| Strand I: Teaching for Learning | Standard 1: Curriculum | Establish and Ensure Support for Curriculum | <i>The district has documentation that all schools' written curriculum are aligned with Michigan's standards as adopted by the State Board of Education</i>        |   |   |
|                                 |                        |   | <i>The district ensures that the curriculum is aligned both horizontally and vertically</i>  | <i>Building-Level Administrators III. Performance D</i> | <i>Assuring horizontally and vertically aligned curriculum, instruction and assessment in the building</i>                          |
|                                 |                        |   | <i>The district ensures that instructional staff has access to guidelines for student accommodations and modifications to the curriculum</i>                       |   |   |
|                                 |                        |   | <i>The district utilizes a systematic and documented process, cycle and timeline to collaboratively review alignment of district curriculum to state standards</i> |   |   |
|                                 |                        |   | <i>The district clearly communicates the expectations and outcomes for curriculum to stakeholders</i>  | <i>Building-Level Administrators I. Disposition G</i>   | <i>Clear targets that are understood by students are necessary for learning</i>   |
|                                 |                        |   |  | <i>Building-Level Administrators III. Performance L</i> | <i>Clearly communicating results to various constituents through a coherent communication system that uses a variety of methods</i> |
|                                 |                        |   | <i>The district monitors for alignment of curriculum an fidelity of implementation at all levels</i>   |   |   |

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| Strand I: Teaching for Learning                     | Standard 2: Instruction  | Establish and Ensure Support for Instruction | The district provides direction on effective instructional practices and school/district process and monitors their impact on student achievement and educator effectiveness | Building-Level Administrators<br>I. Disposition K   | Users of assessments require time to learn to select, develop, and administer assessments, as well as use the results appropriately, and resources are needed to carry out these activities |
|   |  |  |  | Building-Level Administrators<br>III. Performance J | Using assessment data to reflect on effectiveness of teachers instructional strategies  |
|   |  |  | The district supports effective instructional design at every school through district systems and resource allocations   | Building-Level Administrators<br>I. Disposition B   | An effective assessment system must balance different purposes for different users and use appropriate assessment methods to measure a variety of learning targets and standards            |
|   |  |  | The district provides instructional materials and resources that are research-based and aligned to state standards and district curriculum                                   |   |   |
|   |  |  | The district provides technology access and support that enhances instruction and serves as a resource tool for planning and effective instructional delivery                |   |   |
|   |  |  | The district clearly communicates the expectations and outcomes for quality instruction to stakeholders  | Building-Level Administrators<br>I. Disposition G   | Clear targets that are understood by students are necessary for learning  |
| Building-Level Administrators<br>III. Performance L | Clearly communicating results to various constituents through a coherent communication system that uses a variety of methods |  |  |   |   |

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| Strand I: Teaching for Learning | Standard 3: Assessment | Establish and Ensure Support for Assessment | The district coordinates the implementation of state assessments and accountability  | Building-Level Administrators<br>I. Disposition B   | An effective assessment system must balance different purposes for different users and use appropriate assessment methods to measure a variety of learning targets and standards  |
|                                 |                        |   |  | Building-Level Administrators<br>III. Performance A | Promoting assessment literacy for self and staff through: <ol style="list-style-type: none"> <li>Professional learning communities</li> <li>Targeted and differentiated professional development</li> <li>Walk-throughs (data collection –goal setting)</li> <li>Educator evaluation practices</li> </ol>   |
|                                 |                        |   | The district creates, documents, implements and monitors a balanced assessment system aligned to state standards and the district curriculum | Building-Level Administrators<br>I. Disposition E   | Quality assessments are a critical attribute of effective teaching and learning   |
|                                 |                        |   |  | Building-Level Administrators<br>II. Knowledge A    | What constitutes a "balance" in an assessment system: <ol style="list-style-type: none"> <li>Different users have different assessment purposes</li> <li>Different assessment purposes may require different assessment methods</li> </ol>  |
|                                 |                        |   |  | Building-Level Administrators<br>II. Knowledge B    | There are different purposes for student assessment: <ol style="list-style-type: none"> <li>Student improvement</li> <li>Instructional program improvement</li> <li>Student, teacher or system accountability</li> <li>Program evaluation</li> <li>Predication of future performance/achievement</li> </ol> |
|                                 |                        |   |  |   |   |

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| Strand I: Teaching for Learning | Standard 3: Assessment | Establish and Ensure Support for Assessment | The district creates, documents, implements and monitors a balanced assessment system aligned to state standards and the district curriculum                   | Building-Level Administrators<br>II. Knowledge C   | The definitions and uses for different types of assessments:<br>1. Summative assessment<br>2. Interim benchmark assessment<br>3. Formative assessment practices<br>4. Criterion vs. norm-referenced assessment interpretations   |
|                                 |                        |   |  | Building-Level Administrators<br>III. Performance B                                      | Providing time and support for staff to implement a balanced assessment system by providing opportunities to develop skills in:<br>1. Using instructionally embedded formative assessment<br>2. Administering assessments<br>3. Scoring/Analyzing results<br>4. Developing instructional plans based on results<br>5. Developing school improvement plans based on results |
|                                 |                        |   | The district ensures that multiple sources of data are available and used to identify gaps between student groups and/or within the curriculum in every school | Building-Level Administrators<br>I. Disposition D  | Multiple measures can provide a more balanced picture of a student or a school   |
|                                 |                        |   |  | Building-Level Administrators<br>I. Disposition A  | All educators must be proficient in their understanding and use of assessment  |
|                                 |                        |   |  | Building-Level Administrators<br>III. Performance I                                      | Using multiple sources of data over time to identify trends in learning  |
|                                 |                        |   |  | The district ensures that administrators and instructional staff are assessment literate | Building-Level Administrators<br>I. Disposition A  |
|                                 |                        |   | Building-Level Administrators<br>II. Knowledge D   |  | The difference between the types of assessment tools:<br>1. Achievement<br>2. Aptitude<br>3. Diagnostic<br>4. Screening<br>5. Placement and Selection  |

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| Strand I: Teaching for Learning | Standard 3: Assessment | Establish and Ensure Support for Assessment | <p><i>The district ensures that administrators and instructional staff are assessment literate</i></p> | <p><i>Building-Level Administrators II. Knowledge E</i></p>    | <p><i>The different types of assessment methods and when teachers should use each:</i></p> <ol style="list-style-type: none"> <li><i>Selected-response</i></li> <li><i>Constructed response</i></li> <li><i>Performance</i></li> <li><i>Personal communication</i></li> </ol>   |   |   |
|                                 |                        |   |  | <p><i>Building-Level Administrators II. Knowledge F</i></p>    | <p><i>A non-technical understanding of statistical concepts associated with assessment:</i></p> <ol style="list-style-type: none"> <li><i>Measures of central tendency</i></li> <li><i>Measures of variability</i></li> <li><i>Reliability</i></li> <li><i>Validity, a characteristic of the use of the assessment not the assessment itself</i></li> <li><i>Bias/sensitivity</i></li> <li><i>Correlation vs. causation</i></li> </ol>  |   |   |
|                                 |                        |   |  | <p><i>Building-Level Administrators III. Performance B</i></p> | <p><i>Providing time and support for staff to implement a balanced assessment system by providing opportunities to develop skills in:</i></p> <ol style="list-style-type: none"> <li><i>Using instructionally embedded formative assessment</i></li> <li><i>Administering assessments</i></li> <li><i>Scoring/Analyzing results</i></li> <li><i>Developing instructional plans based on results</i></li> </ol> <p><i>Developing school improvement plans based on results</i></p> |   |   |
|                                 |                        |   |  |  | <p><i>The district systematically analyzes district and school level assessment results, patterns, and trends, and provides feedback and support to school educators that impact instructional decision-making and the alignment of school and district improvement planning</i></p>  | <p><i>Building-Level Administrators I. Disposition C</i></p>  | <p><i>When assessment is done correctly, the resulting data can be used to make sound educational decisions</i></p> |
|                                 |                        |   |  | <p><i>Building-Level Administrators I. Disposition F</i></p>   |   | <p><i>Assessment results should be used to make instructional decisions</i></p>                                   |   |
|                                 |                        |   |  | <p><i>Building-Level Administrators III. Performance E</i></p> |   | <p><i>Leading dialogues with staff in interpreting results and creating goals for improvement</i></p>             |   |
|                                 |                        |   |  | <p><i>Building-Level Administrators III. Performance G</i></p> |   | <p><i>Assisting teachers in collaboratively analyzing and using data in a professional learning community</i></p> |   |

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| Strand I: Teaching for Learning | Standard 3: Assessment | Establish and Ensure Support for Assessment | <i>The district systematically analyzes district and school level assessment results, patterns, and trends, and provides feedback and support to school educators that impact instructional decision-making and the alignment of school and district improvement planning</i> | <i>Building-Level Administrators III. Performance H</i> | <i>Using assessment results, including subgroup performance, to influence the school's curriculum and instructional program</i>  |
|                                 |                        |   | <i>The district clearly communicates the expectations and outcomes for assessments to stakeholders</i>  | <i>Building-Level Administrators I. Disposition G</i>   | <i>Clear targets that are understood by students are necessary for learning</i>  |
|                                 |                        |   |   | <i>Building-Level Administrators I. Disposition H</i>   | <i>Effective feedback is critical to support learning</i>  |
|                                 |                        |   |   | <i>Building-Level Administrators III. Performance L</i> | <i>Clearly communicating results to various constituents through a coherent communication system that uses a variety of methods</i>  |
|                                 |                        |   | <i>The district provides technology access and support that serves as a resource tool for a balanced assessment system, monitoring of student progress and communicating information about students</i>   | <i>Building-Level Administrators III. Performance M</i> | <i>Using data management systems to access and analyze data</i>  |
|                                 |                        |   | <i>The district supports a structure for instructional staff to collaboratively analyze student data in order to make placement decisions for interventions</i>   | <i>Building-Level Administrators I. Disposition F</i>   | <i>Assessment results should be used to make instructional decisions</i>   |
|                                 |                        |   |   | <i>Building-Level Administrators I. Disposition K</i>   | <i>Users of assessments require time to learn to select, develop, and administer assessments, as well as use the results appropriately, and resources are needed to carry out these activities</i> |
|                                 |                        |   |   | <i>Building-Level Administrators III. Performance G</i> | <i>Assisting teachers in collaboratively analyzing and using data in a professional learning community</i>   |

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| Strand II: Leadership for Learning | Standard 4: Instructional Leadership | Establish and Ensure Support for Instructional Leadership | <i>The district collaboratively creates, communicates and sustains a shared vision that is embedded into policies and practices</i>   |   |  |
|                                    |                                      |   | <i>The district communicates through words and actions to stakeholders that its primary focus is success for all students</i>   |   |  |
|                                    |                                      |   | <i>The district ensures that instructional leaders have the skills, support and resources needed to provide direction and guidance for effective curriculum, instruction and assessment practices aimed at increasing student achievement</i> | <i>Building-Level Administrators<br/>I. Disposition A</i> | <i>All educators must be proficient in their understanding and use of assessment</i>                         |
|                                    |                                      |   | <i>The district strategically and intentionally develops instructional leadership capacity within the system</i>  |   |  |
|                                    |                                      |   | <i>District leadership works with school leaders to align the district improvement plan with the school improvement plan</i>  |   |  |
|                                    |                                      |   | <i>District leaders use data to hold themselves and school leaders accountable for progress at all levels</i>   | <i>Building-Level Administrators<br/>I. Disposition C</i> | <i>When assessment is done correctly, the resulting data can be used to make sound educational decisions</i> |

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| Strand II: Leadership for Learning | Standard 5: A Culture for Learning | Establish and Ensure Support for a Culture of Learning | <i>The district intentionally models and focuses on creating a culture of mutual respect, collaboration and high expectations for all</i>   |          |                              |
|                                    |                                    |  | <i>Systems and structures are in place to meet the varied needs of students who require specific types of assistance; this assistance is monitored for timeliness and effectiveness</i> |          |                              |
|                                    |                                    |  | <i>The district provides organizational policies and procedures for effective, supportive, emotionally and physically safe learning environments</i>                                    |          |                              |
|                                    |                                    |  | <i>The district creates structures and processes that support continuous, collaborative learning for the adults in the system</i>   |          |                              |
|                                    |                                    |  | <i>The district supports the growth of leaders in stakeholder groups through a variety of methods</i>   |          |                              |



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| Strand II: Leadership for Learning | Standard 6: Organizational Management  | Establish and Ensure Support for Organizational Management | <i>The district ensures communication systems at all levels address diversity in language and culture</i>                                    |   |  |
|                                    |  |  | <i>The district aligns its improvement plan to the goals and plans of its schools</i>  |   |  |
|                                    |  |  | <i>The district has systems in place to actively attract recruit, select and retain high quality staff</i>                                   |   |  |
|                                    |  |  | <i>The district ensures that fiscal, academic and human resources are allocated to support increased student success</i>                     | Building-Level Administrators<br>I. Disposition K   | <i>Users of assessments require time to learn to select, develop, and administer assessments, as well as use the results appropriately, and resources are needed to carry out these activities</i>   |
|                                    |  |  | <i>There is a district-wide electronic data system used to collect and share data across the schools</i>                                     | Building-Level Administrators<br>III. Performance M | <i>Using data management systems to access and analyze data</i>  |
|                                    |  |  | <i>The district has processes in place for use of multiple sources and types of data to strategically guide district and school planning</i> | Building-Level Administrators<br>I. Disposition D   | <i>Multiple measures can provide a more balanced picture of a student or a school</i>  |
|                                    |  |  |  | Building-Level Administrators<br>II. Knowledge B    | <i>There are different purposes for student assessment:</i><br>1. Student improvement<br>2. Instructional program improvement<br>3. Student, teacher or system accountability<br>4. Program evaluation<br>5. Predication of future performance/achievement |
|                                    |  |  |  | Building-Level Administrators<br>II. Knowledge D    | <i>The difference between the types of assessment tools:</i><br>1. Achievement<br>2. Aptitude<br>3. Diagnostic<br>4. Screening<br>6. Placement and Selection   |
|                                    |  |  |  | Building-Level Administrators<br>III. Performance I | <i>Using multiple sources of data over time to identify trends in learning</i>   |
|                                    | <i>The district has a system in place to plan, monitor and evaluate programs, initiatives and strategies</i> |  |  |   |  |

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| Strand III: Professional Learning | Standard 7: Professional Learning Culture | Establish and Ensure Support for a Professional Learning Culture | <i>The district ensures that there is a system in place for collaborative learning at all levels</i>  |   |  |
|                                   |   |  | <i>The district supports effective professional learning at every school that meets the needs of all learners through district systems and resource allocations</i>                                   | <i>Building-Level Administrators<br/>I. Disposition K</i> | <i>Users of assessments require time to learn to select, develop, and administer assessments, as well as use the results appropriately, and resources are needed to carry out these activities</i> |
|                                   |   |  | <i>A collaborative culture exist within all schools in the district in which staff support one other through feedback and instructional coaching to implement new learning</i>                        |   |  |
|                                   |   |  | <i>District personnel engage in new learning and ensure its effective implementation through ongoing monitoring and evaluation</i>  |   |  |
|                                   |   |  | <i>District personnel build their own skills and abilities in how to effectively manage their systems and resources in support of teaching and learning through appropriate professional learning</i> |   |  |

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| Strand III: Professional Learning | Standard 8: Professional Learning System | Establish and Ensure Support for a Professional Learning System | <i>The district develops a three to five year improvement plan that identifies priority for professional learning abased on a comprehensive assessment of student and educator learning needs to ensure educator effectiveness</i>      |          |                              |
|                                   |  |   | <i>The district ensures that professional learning is ongoing, job-embedded, data-driving and collaboratively designed</i>  |          |                              |
|                                   |  |   | <i>The district creates structures, processes and procedures to support school and classroom level implementation of effective professional learning</i>  |          |                              |
|                                   |  |   | <i>The district ensures that school leaders evaluate the effectiveness of professional learning in improving teacher practice by collecting evidence of the change in instructional practices and the impact on student achievement</i> |          |                              |
|                                   |  |   | <i>The district supports effective professional learning that meets the differentiated needs of all learners through district system and resource allocations</i>   |          |                              |

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| Strand IV:<br>School, Family and Community<br>Relations | Standard 9: Communication | Establish and Ensure Support for<br>Communication | <i>The district communication plan ensures that district and school communications are responsive to diversity in language, cultural traditions and belief systems</i>                  |          |                              |
|   |                           |   | <i>The district monitors its communication plan on an ongoing basis and devaluates its effectiveness at least annually</i>  |          |                              |
|   |                           |   | <i>The district provides families and the community with information such as policies, procedures, events, assessment results, curriculum, instruction and assessment practices</i>     |          |                              |
|   |                           |   | <i>The district gathers data from family and community members on regular and systematic bases to measure the effectiveness of programs and processes that support student learning</i> |          |                              |
|   |                           |   | <i>The district communicates how the information gathered from stakeholders is used to improve services and programs</i>  |          |                              |

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| Strand IV:<br>School, Family and<br>Community Relations | Standard 10: Engagement | Establish and Ensure Support<br>for Engagement | <i>The district provides opportunities for family and community members to participate in district-wide improvement and decision-making processes</i>                               |          |                              |
|   |                         |  | <i>The district supports school-level volunteer efforts through training and appropriate screening</i>  |          |                              |
|   |                         |  | <i>The district ensures that individual schools provide both academic and non-academic volunteer opportunities at varying times</i>   |          |                              |
|   |                         |  | <i>In collaboration with schools, families and the community, the district provides both academic and non-academic programs that support the learning of stakeholders</i>           |          |                              |
|   |                         |  | <i>The district establishes, monitors, and evaluates strategic partnerships with community organizations to maximize resources to support the identified needs of stakeholders.</i> |          |                              |