

Theory of Action for Student/Teacher Surveys

Perceptions Regarding Components of an Equitable Assessment System (CEAS)

Equitable assessment systems are designed with a well-articulated theory of action that details how the components are intended to work together in service of larger systems goals. Figure 1 outlines a high-level theory of action for the Components of Equitable Assessment Systems Student/Teacher Surveys. The goals the surveys supports are described in the green field; MAC's actions to support the goals and assist districts engaged in the CEAS work are described in the blue fields; and the efforts undertaken by schools/districts throughout CEAS improvement process are indicated in purple.

Figure 1: Theory of Action for the Student/Teacher Surveys regarding Components of an Equitable Assessment System.

