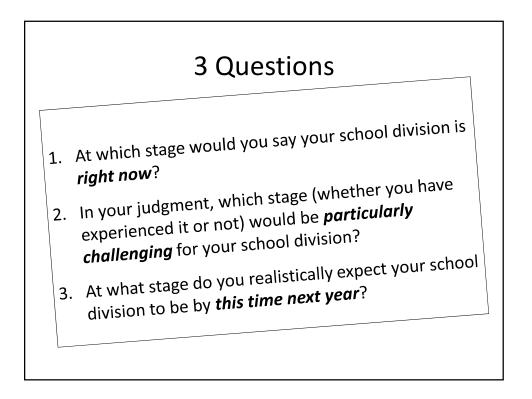
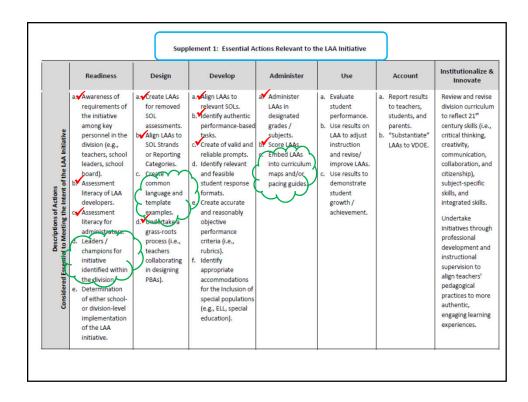


Readiness	Design	Develop	Administer	Use	Account	'nstitutiona Innovat
Ensuring readiness in the personnel, technical, and organizational domains of the division in order to undertake the initiative, namely with regard the development and use of performance- based assessments (PBAs).	Similar to the work of an architect, making use of required guidelines and desirable qualities of alternative assessments to conceptualize Local Alternative Assessments (LAAs).	Similar to the work of an engineer, Pplying expen- knowledge of the relevant academic disciplines, pedagogies, characteristics of child development, needs of special populations (e.g., ELL, SPED), and principles of assessment to create technically adequate (i.e., valid & reliable) LAAs.	Teachers administer and students complete LAAs; teachers and school leaders evaluate performance on LAAs.	LAA results are used to: a. evaluate student learning (summative) b. demonstrat student progress relative to Intended Learning Outcomes (ILOS), c. make formative decisions about instruction, and c. critique and strengthen the validity and reliability of the LAAs.	LAA results are reported to constituents (parents, students, teachers), as anoronal s.	A simultive a essments in orporated balanced assessment s at the classro level by teach and at the sci division level educational leaders; alter assessment practices pro innovative instruction ar deeper learn





	Readiness	Design	Develop	Administer	Use	Account	Institutionalize & Innovate
Examples of Documents and Artifacts	Professional development materials	LAA design template	Local alternative assessments Anchor responses Inter-rater reliability protocols	Written directions for administering LAAs	Student score report template Sample student score reports	Aggregate student soore reports Multi-year LAA development plan	Division-level strategic plan that includes vision and action plan for LAA initiative and innovation Balanced assessment plan

Readiness	Design	Develop	Administer	Use	Account	Institutionalize 8 Innovate
Ensure broad- based awarene of and support initiative amor key stakeholde (e.g., teachers, students, pare school board). Develop teach and instruction leaders' capaci to create PBAs	for career and g college readiness, rs 21 <sup>st</sup> century skills (i.e., critical thinking, creativity, communication, collaboration, and citizenshio), ty and sophisticated	Develop alternative assessments in non-tested grade levels to strengthen vertical alignment. Develop alternative assessments in non-tested subject areas to strengthen interdisciplinary integration and alignment.	Engage students in metacognitive / self-assessment protocols. Embed the use of alternative assessment practices throughout the year as a regular part of instructional units.	Provide public exhibitions / showcases of student performances and products. Pilot, analyze, and revise LAAs to strengthen validity, reliability, and authenticity.	Enact capstone assessments (e.g., exiting elementary school, exiting middle school, and exiting high school) within division. Utilize LAAs for school and teacher growth goals.	Expand use of performance assessments in noi- tested grade-level and subject areas. Develop teacher and instructional leaders' capacity to create PBAs Connect assessmen and pedagogy to develop instructional methods and strategies Promote teachers' collaborative analysis of student work to critique and strengthen curriculum, instruction, and assessment.

