Assessment Inventory Scenarios

# Scenario 1: TWO ASSESSMENTS USED FOR SIMILAR PURPOSES

For the past five years, schools in Harbor County Public Schools have been administering two different vendor-developed reading assessments for all students in grades 3–5. Each assessment yields similar information on student performance. Harbor County Public Schools’ assessment leadership team has identified redundancy and is trying to determine which assessment should continue.

# Scenario 2: TEACHER-DEVELOPED, DIVISION-WIDE ASSESSMENTS NOT ALIGNED TO CURRENT STANDARDS

Ten years ago, City Public Schools developed division-wide common performance assessments in science and social studies for grades 3–8. These performance assessments are given three times a year to all students. Internal studies showed that they support best practices during classroom instruction and help to increase student achievement on ALL grade 5 and grade 8 statewide summative assessments.

Three years ago, the Board of Education approved new content standards and new statewide summative assessments. The previous performance assessments are no longer aligned to current standards.

# Scenario 3: VENDOR-DEVELOPED ASSESSMENTS NOT ALIGNED TO CURRENT STANDARDS AND USE FOR INSTRUCTION IS UNCLEAR

Western County Public Schools is at the end of a two-year contract with a testing vendor. In an effort to measure student growth, Western County Public Schools administers an assessment to all students twice a year in English and Mathematics.

However, initial feedback from teacher focus groups suggests that teachers may not be confident that the assessments have strong alignment to the content standards; they are unclear how to use the results to inform instruction and unaware of the intended use of the assessment. You learn that several neighboring districts are getting similar feedback from teachers.

# Scenario 4: NO ASSESSMENTS IDENTIFIED FOR ELIMINATION OR ADJUSTMENT

The East Forest Public Schools launched a process to analyze the array of assessments administered throughout the year for K-3. With the new initiatives approved by the local school board, the school division’s ability to eliminate assessments is very limited. The assessment leadership team’s initial feedback signals that there has been an outcry from parents about the volume of testing for K-3 students.