

# Using Assessment for Instruction

**A**s schools struggle to find ways for students to complete a rigorous and relevant education, there is a critical need for information on how assessment can be used to raise student performance and improve instruction.

*Using Assessment for Instruction* is designed to demystify the process of assessment and related data-gathering strategies. It provides a clear direction in defining assessment and describes assessment tools and strategies for school and classroom use. Materials are provided for the district/school administrative team and its professional developers. The kit also includes numerous exercises devoted to instructional and leadership strategies for administrators and teachers.

In its work identifying and studying high-performing schools around the nation, the International Center for Leadership in Education finds repeatedly that the most successful schools have incorporated the use of data into daily school life. These schools have a deep appreciation for how assessment can assist students and teachers. The hope is that many more educators will develop this understanding after delving into this kit and participating in the numerous exercises provided.

Includes a CD with samples, tools, rubrics and exercises.

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## Contents

**Chapter 1: Understanding Assessment** gives a detailed explanation of assessment and the important role that formative (benchmark) assessments can play in instructional practices.

**Chapter 2: The Assessment Process in Districts and Schools** distinguishes between assessments of learning (snapshots of how much a student has learned as of the test date) and assessments for learning, which occur everyday in the classroom and produce limited but important data for improving learning and instruction.

**Chapter 3: Rubrics for Assessment and Evaluation** makes the case that all rubrics should have standards-based criteria and a series of outcome levels that show step by step how improvement evolves.

**Chapter 4: How Rubrics Are Used in Schoolwide Programs** provides exemplars that show how assessment rubrics are put into practice.

**Chapter 5: The Meaning of Data and Assessment** details the importance of the presentation and interpretation of data for

a variety of audiences. The chapter offers strategies, test question analysis, and other tools and activities to help focus discussions about data and assessments.

**Chapter 6: Collecting and Sharing Data** covers the rules of and exceptions to the process of reporting data and describes why the most effective way of making improvements in schools is by engaging in dialogue about improvement that leads to developing action plans.

**Chapter 7: Data Presentation and Communication** focuses on the importance of analyzing and reporting data to a variety of audiences. It details a three-step data analysis process and describes how to provide information in multiple formats to increase the likelihood of people understanding the intended message.

**Chapter 8: Developing Assessment for Instruction** ties many of the concepts and strategies together and presents a collection of exercises and templates for teachers to use as a workbook to develop their own assessments and test their ability to analyze data for feedback.

