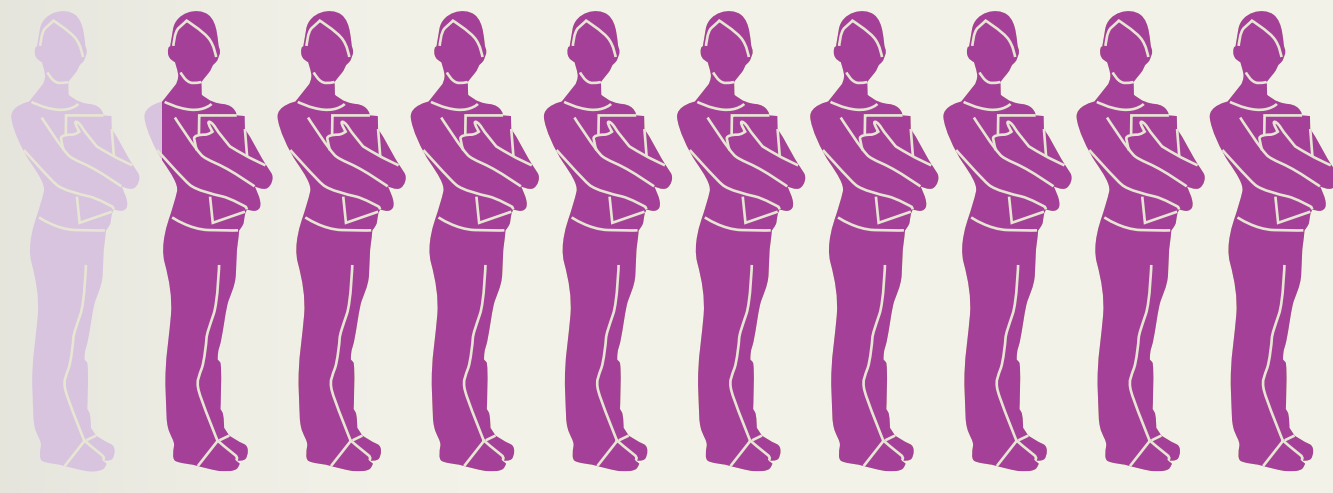


Make Assessment Matter

Students and Educators Want Tests that Support Learning

Students Want a Voice in Assessment Decisions

Students recognize that **testing plays a valid role in education**. Educators and district administrators should seek student input about tests at the state, district and classroom levels.



89% Of students say it is “very” or “somewhat” important to know about changes at school that impact their learning



96% Of students say they try hard on most tests



95% Of students say they care about doing well on tests



37% Of students say they do not receive their results on state accountability tests

Testing Should Inform Teaching and Learning

Formative assessment is shown to have the most positive impact on teaching and learning, yet it’s least understood and not widely practiced.

Assessments that Teachers Say Best Support Student Learning

- ✓ Classroom/teacher-developed assessments (31%)
- ✓ Performance tasks (28%)
- ✓ Formative assessment practice (22%)



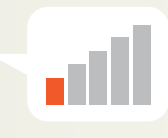
Only about 1 in 3 teachers (29%) can correctly identify the definition of formative assessment practice

Major Gaps Persist in Student and Educator Assessment Literacy

Students and teachers need help understanding different types of assessment to interpret and **use assessment data more effectively** to drive student learning.



Student
Least knowledgeable



Teachers
Some familiarity and knowledge



District Administrators
Most knowledgeable

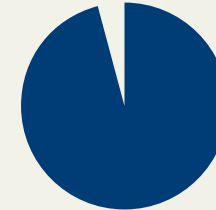


Perceived Understanding of the Role of Assessment

Percentage of educators who feel they understand the role of assessment in teaching and learning



89% Teachers



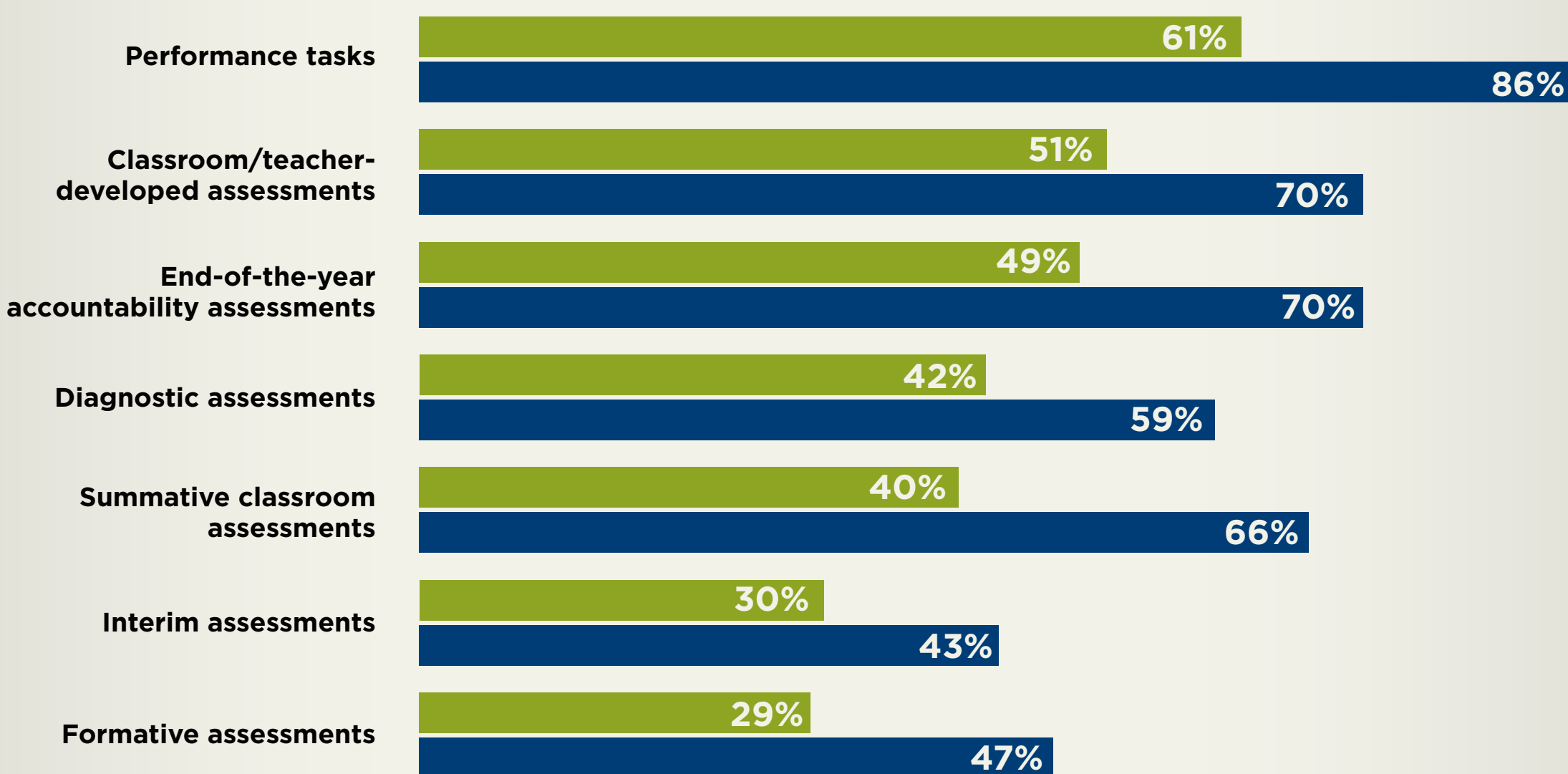
96% District Administrators

Educators’ Understanding of Assessment Types

Percentage of educators who matched assessment types with the correct definition and purpose

Teachers

District Administrators



Educator Collaboration Makes a Difference

Teachers and district administrators who collaborate on assessment are **more confident** about using assessment data to drive instruction and student learning.

Educators who collaborate with their peers to plan/adjust instruction based on assessment results



80% Teachers



91% District Administrators

Teachers who collaborate on assessment results are more convinced than teachers who don’t that they are prepared to interpret and use these results by a significant margin

Teachers reporting that they are “extremely” or “very” prepared to use assessment results



56% Teachers who collaborate



37% Teachers who do not collaborate

Focus Professional Development on Understanding Assessment

Teachers and district administrators who collaborate on assessment are more confident about using assessment data to **drive instruction and student learning**.

Educators who currently receive training/professional development on how to interpret and use assessment results



60% Teachers



77% District Administrators

More than 1 in 3 teachers (37%) do not currently receive assessment training.



85% District administrators who say that traditional teacher preparation programs did not adequately prepare new teachers to integrate assessment into their instructional practice