



Definition of terms

Type and User	Purpose	Frequency and Relationship to Instruction	Methods	Information	Uses/Actions
Category of assessment and who uses the assessment type and results	Function assessment serves within a comprehensive system of standards-based curriculum, instruction, and assessment	How often and when to assess students in relation to instructional goals	Strategies for obtaining evidence of learning	Types of evidence or information gained from assessment to inform uses and actions (see next column)	Actions that educators and students might take in relation to assessment information

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<p>Classroom Formative: Embedded in ongoing teaching and learning</p> <p>(Student, Teacher)</p>	<p>Assist teaching and learning</p> <p>Track learning relative to lesson goals</p> <p>Signal important learning goals</p>	<p>Minute-by-minute</p> <p>Daily</p> <p>Weekly</p> <p>During teaching and learning</p> <p>Short-term goals</p>	<p>Teacher placed strategically throughout the lesson:</p> <ul style="list-style-type: none"> • Observation of classroom discourse • Observation of students engaged in instructional tasks • Teacher and student interaction (e.g., teacher-student conferences) • Analysis of student work/representations • Student self-reflection (e.g., quick write, response to questions) • Student oral and written work products <p>(Opportunities to gather evidence of learning during ongoing instruction are intentionally planned by the teacher and may also occur spontaneously)</p>	<ul style="list-style-type: none"> • Emerging or partially-formed ideas, full understanding • Students' current learning status relative to lesson learning goals (e.g., have students met the goal(s); are they nearly there?) • Difficulties and misunderstandings/misconceptions 	<ul style="list-style-type: none"> • Continue with planned instruction (S, T) • Stop and find out more (S, T) • Provide specific feedback to class or individual students (oral or written) (S, T) • Reflect on next steps (student self-assessment) (S) • Adjust instructional moves in relation to student learning status (e.g., act on "teachable moments") in this or the next lesson (S, T) • Refine and improve assessment (S, T)

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Classroom Formative: Formal checkpoints on learning progress (Student, Teacher)	Assist/evaluate teaching and learning Signal important learning goals Monitor progress with respect to specifically targeted intervention goals	Weekly or as fits with instructional plan or schedule Short-term goals	Teacher planned and placed strategically in relationship to instructional plan: <ul style="list-style-type: none"> • Checklists (e.g., developmental, observational) • Curriculum-embedded assessments and/or completed student work products • Other external assessments, not developed by the teacher, that provide instructionally tractable information (i.e. READ ACT Assessments) 	<ul style="list-style-type: none"> • Emerging or partially-formed ideas, full understanding • Students' current learning status relative to lesson learning goals (e.g., have students met the goal(s); are they nearly there?) • Difficulties and misunderstandings/misconceptions 	<ul style="list-style-type: none"> • Plan instruction for start of new week (T, SSS) • Provide feedback to class or individual students (oral or written) (S, T) • Reflect on effectiveness of planning and instruction (T, SSS) • Reflect on next steps (student self-assessment) (S) • Reflect on effectiveness of curriculum and instruction in real-time (T, SSS) • Refine and improve assessment (T, SSS) • May be used as a portion of a comprehensive educator evaluation system (T, SSS)
	<i>Intervention Assessments</i> Progress monitoring with respect to specifically targeted intervention	Short- medium-term goals	<ul style="list-style-type: none"> • Progress monitoring measures (e.g., curriculum-based measurement; embedded Dynamic Learning Maps Alternate Assessment Program for qualified students) • Program (intervention)-based assessments 	Student achievement of target learning goal(s) for a specific intervention	Implement, continue, revise, or conclude intervention (T, SA, SSS)

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Classroom Summative (Student, Teacher, Student Support Staff, School Administrator, Family, District Administrator)	Signal important learning goals Evaluate attainment of important learning goals	After a more extended period of teaching and learning (e.g., after a unit is completed and before another unit begins) Medium-term goals	<ul style="list-style-type: none"> • Student work products and performances (e.g., portfolio), with associated rubric(s) • Student self-reflection (e.g., short survey) • Classroom summative assessments designed/selected by teacher(s) 	<ul style="list-style-type: none"> • Status of student learning relative to longer-term goals (e.g., unit learning goals) 	<ul style="list-style-type: none"> • Reflect on subsequent next steps moving forward (S, T, SSS) • Reflect on effectiveness of planning and instruction (T, SSS) • Report to administrators and families (T, SSS, F) • Discuss student progress as a basis for instructional planning of subsequent units during teacher grade level/departmental meetings (T, SSS, SA) • Family involvement based on results (F) • Refine and improve assessment (T, SSS, SA) • May be used as a portion of a comprehensive educator evaluation system (T, SSS)

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<p>Interim Summative</p> <p>(Student, Teacher, Student Support Staff, School Administrator, Family, District Administrator)</p>	<p>Signal important learning goals</p> <p>Track student achievement based on learning goals</p> <p>Inform Improvement strategies for:</p> <ul style="list-style-type: none"> • Teachers • Schools • Districts 	<p>At the end of a semester</p> <p>3x per year or more</p> <p>Across instructional units/calendar periods</p> <p>Medium-term goals</p>	<ul style="list-style-type: none"> • Teacher designed/selected curriculum-embedded measures • Student work products and performances (e.g., portfolio), with associated rubric(s) • School/district standardized standards-based, grade-level achievement tests 	<ul style="list-style-type: none"> • Status of achievement of intermediate goals toward meeting standards • Prediction of end-of-year proficiency • Standardized test results aggregated and disaggregated: <ul style="list-style-type: none"> - By grade level, school and/or teacher - By student subgroup - By sub-skill - Trends/patterns in student performance • Student data dashboard/graphic representation of understanding 	<ul style="list-style-type: none"> • Reflect on effectiveness of planning and instruction (T, SSS) • Reflect on effectiveness of school/district structures, programs, curricula (SSS, SA, D) • Make within-year decisions about instructional approaches or programs (T, SSS) • Make within-year adjustments to curriculum/programs (T, SSS, SA) • Reporting (including communication with families and district personnel) (T, SSS, SA, F, D) • Family involvement based on results (F) • Identify student for supplemental intervention (T, SSS, SA) • Readjust professional learning priorities and resource decisions (T, SSS, SA, D) • Continue or readjust improvement strategies (T, SSS, SA, D) • Identify students in need of additional support or interventions (T, SSS, SA, D) • Identify potential promising practices (SSS, SA, D) <p style="text-align: right;">continued...</p>

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<p>...continued</p> <p>Interim Summative</p> <p>(Student, Teacher, Student Support Staff, School Administrator, Family, District Administrator)</p>					<ul style="list-style-type: none"> • Refine and improve assessment (T, SSS, SA, D) • Understand student performance at the school/district level for monitoring and improvement planning, local accreditation or the Request to Reconsider process (SA, D, ST) • Supports improvement planning (e.g., UIP) (SA, D) • Educator evaluations (T, SSS, SA, D)
	Progress monitor with respect to specifically targeted intervention	Medium-term goals	<ul style="list-style-type: none"> • Progress monitoring measures (e.g., curriculum-based measurement; embedded Dynamic Learning Maps Alternate Assessment Program for qualified students) • Program (intervention)-based assessments • Observation inventories 	<ul style="list-style-type: none"> • Student achievement of target learning goal(s) for a specific intervention 	<ul style="list-style-type: none"> • Implement, continue, revise, or conclude intervention (T, SSS, SA)

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<p>Summative: State, district, school, other external mandated</p> <p>(Student, Teacher, Student Support Staff, School Administrator, Family, District Administrator, State)</p>	<p>Accountability:</p> <ul style="list-style-type: none"> Gauge student achievement of standards Establish benchmark or floor for school/district Gauge school/district progress relative to student achievement and growth <p>Inform improvement strategies:</p> <ul style="list-style-type: none"> Teacher School District State <p>Signal important learning goals</p> <p>Align curriculum</p>	<p>After a year's or a course worth of instruction and learning</p> <p>Long-term goals</p>	<ul style="list-style-type: none"> State End-of-Year Assessments <ul style="list-style-type: none"> Colorado Measures of Academic Success (CMAS): PARCC (English language arts, math), Science and Social Studies Colorado Alternate Assessment (CoAlt): Dynamic Learning Maps Year-End (English language arts, math); Science and Social Studies English language proficiency test (WIDA ACCESS for ELs) College readiness/entrance exam Large-scale End-of-Course Assessments: <ul style="list-style-type: none"> Advanced Placement International Baccalaureate District/school created/selected end-of-course/year assessments Teacher end-of-course or final assessments, including standardized and performance assessments and other curriculum-embedded measures 	<ul style="list-style-type: none"> Status of student achievement with respect to standards May be able to provide relative growth information for students and schools Standardized test results aggregated and disaggregated: <ul style="list-style-type: none"> Trends/patterns in student performance Relative performances of cohorts, subgroups, grade levels, subject areas Relative performance of teachers, schools, districts Progress in closing achievement gap 	<ul style="list-style-type: none"> Report on the status and progress of student achievement (T, SSS, SA, D, ST) Make judgments about student learning relative to standards (S, T, SSS, SA, F, D, ST) Gauge student, school, district, and state year-to-year progress (SA, D, ST) Improvement planning (e.g., UIP, prioritize professional learning and resource decisions, curriculum program realignment, reflect on effectiveness of school initiatives) (S, T, SSS, SA, F, D, ST) Educator evaluations (T, SA, D) Certification / Accreditation (S, D) Family or student action based on results (S, F) Refine and improve assessment (T, SSS, SA, D, ST) Describe student performance at the school/district level for state and federal accountability ratings (SA, D, ST)

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<p>Diagnostic & Screening</p> <p>(Teacher, Student Support Staff, School Administrator, Family, District Administrator)</p>	<p>Screening for special program placement or intervention</p> <p>Identifying underlying causes of breakdown in learning</p>	<p>According to school, district, or state testing calendars and/or referral policies and practices</p> <p>As needed, based on information from other types of assessment</p> <p>Short- medium- long-term goals</p>	<ul style="list-style-type: none"> • Norm-referenced standardized cognitive tests • Observation inventories • English language placement test (WIDA ACCESS for ELs) • Home language survey • State and interim assessment results • Demonstrated behavior and/or performance • Often one-on-one testing 	<p>Identification of students who are at-risk</p> <p>Identification of gifted students</p> <p>Identification of EL status</p> <p>Identification of additional areas of support for at-risk students</p>	<ul style="list-style-type: none"> • Provide targeted interventions for at-risk and gifted students (T, SSS, SA) • Conclude intervention (T, SSS, SA) • Program placement (S, T, SSS, SA, F, D, ST) • Align instruction to specific areas of need (T, SSS) • Provide targeted interventions for students (T, SSS, SA, D) • Refine and improve assessment (T, SSS, SA, D, ST) • Provide baseline information to assist educators in setting learning goals for students that inform their evaluation criteria (T, SSS)

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<p>National & International Assessments</p> <p>(State, Public)</p>	<p>Inform the public about the achievement of:</p> <ul style="list-style-type: none"> Elementary and secondary students and progress at the national and state level Elementary and/or secondary students' achievement in comparison with other countries 	<p>NAEP:</p> <ul style="list-style-type: none"> Administered every 2 years in reading and math Other subjects (writing, science, arts, geography, etc) are tested periodically, but with less frequency Test is based on NAEP framework and not Colorado standards, so no direct relationship to curriculum, no individual, school-, or district level results available <p>PISA: Administered every 3 years</p> <p>PIRLS/TIMSS:</p> <ul style="list-style-type: none"> Administered every 4 years, each based on its own framework No direct relationship to curriculum, no individual-school or district level results available <p>Long-term goals</p>	<ul style="list-style-type: none"> NAEP PISA PIRLS/TIMSS <p>(All three assessments above use matrix sampled test forms with representative samples of students at select grade levels — 4, 8, 12)</p>	<ul style="list-style-type: none"> How Colorado students compare nationally and internationally What percent of Colorado students are considered proficient based on NAEP versus a state assessment 	<ul style="list-style-type: none"> Get an independent indicator how Colorado students and major subgroups are doing and whether performance is improving (ST) Establish the validity of state proficiency standards by comparing to NAEP's national barometer (ST) Learn from promising practices and school and student characteristics that are related to higher performance (ST) Refine and improve assessment (ST)

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