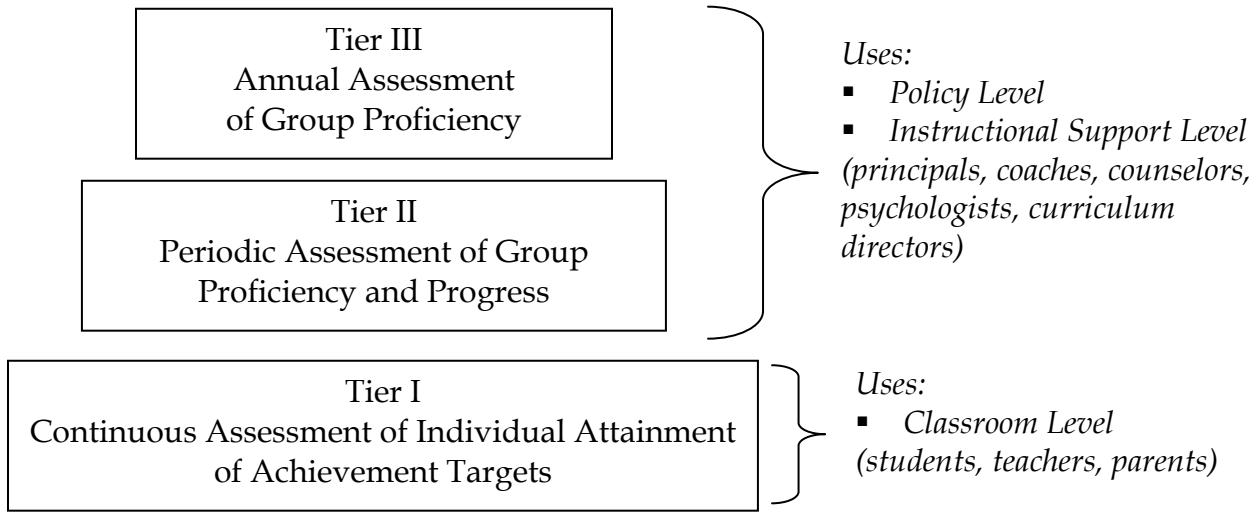


Users and Uses of Assessment Results

Users	Key Question	Information Needed
<i>Policy Level</i>		
Superintendent	Are programs producing student learning? Are principals producing needed results in their buildings? What resources are needed to improve results?	Annual (longitudinal) and periodic assessment of group proficiency of the district curriculum and standards. (Tier II and III)
School Board	Are students in the district achieving? Is the superintendent producing the results we want?	Annual (longitudinal) and periodic assessment of group proficiency (Tier II and III)
State Department of Education	Are programs, schools and districts across the state producing the results we expect?	Annual (longitudinal) assessment of group proficiency of the state standards (Tier III)
U.S. Department of Education	Are states producing the results in all of its public schools that we expect?	Annual (longitudinal) assessment of group proficiency according to annual measurable objectives (Tier III)
<i>Instructional Support Level</i>		
Principal/ Assistant Principal	Is instruction in particular areas producing the results we want? Is this teacher effective? What kinds of professional development are needed? How shall we spend resources to be effective?	Annual and periodic assessment of group proficiency (Tier II and III)
The Leadership Team	Is instruction in particular areas producing the results we want? What kinds of professional development are needed?	Annual and periodic assessment of group proficiency (Tier II and III)
Professional Coaches, Teacher Mentors, Instructional Support Staff	What does this teacher need to be effective?	Periodic assessment of group proficiency (Tier II and III)
School Counselor, School Psychologist	Who needs special support services? What students should be assigned to which teachers to optimize results?	Periodic assessment of individual achievement (Tier I)
Curriculum director	To what degree is our program of instruction effective?	Periodic assessment of group achievement (Tier II and III)
<i>Classroom Level</i>		
Student	Am I meeting the teacher's expectations and standards? What help do I need to succeed? Are the results worth my investment of energy?	Continuous information about individual student attainment of specific instructional requirements and the standards (Tier I)
Teacher	Which students need what help? Who among my students should work together? What grade should appear on the report card?	Continuous information about individual student achievement of the standards (Tier I)
Parent	Is my child succeeding in school? What does my child need to succeed? Is my child's teacher(s) doing a good job? Is this district doing a good job?	Continuous feedback on the student's proficiency toward the standards and of required material (Tier I)

Tiers of Assessment



Reading Assessment Examples

Assessment	Tier	Purpose	Targets	Users	Uses
WKCE-CRT-Reading Grade 3 (Group Administered)	III	State & Federal Accountability; Annual curriculum achievement	word meaning; understands text, analyzes text, evaluated & extends text	Federal gov't, DPI, superintendent, school board, curriculum director, district leadership team	Align curriculum, measure district proficiency by grade annually
NWEA Reading (Individually administered - computer adaptive)	II	Measure growth over time in academic targets; curriculum achievement	Word recognition & vocabulary, literal reading comprehension, inferential reading comprehension, evaluative reading comprehension, literary response & analysis	Principals, instructional support, teacher teams, leadership teams, guidance counselors	Align curriculum; determine which students need supports; determine which program and teachers need improvement strategies
Dominie Reading and Writing Assessment Portfolio (individually administered)	II, I	To assess and provide normative results on key reading skills, grades K-8	Comprehension of fiction and nonfiction, fluency, phonics, phonemic awareness, writing and spelling	Principals, instructional support, teacher teams, leadership teams, guidance counselors, classroom teachers	Reading achievement in of groups and individual students in key areas of balanced literacy
Scholastic Reading Inventory (individually administered)	II	To assess reading level	Reading comprehension, reading level	Principals, instructional support, teacher teams, leadership teams, guidance counselors	Provides Lexile levels of students to match reading level of students to text
DIBELS (Dynamic Indicators of Basic Early Literacy Skills) (individual)	II, I	To regularly monitor reading fluency	Reading fluency	Classroom teacher, intervention teacher	Provides reading fluency rates

District Assessment Worksheet

Name of Assessment	Tier	Purpose	Targets	Users	Uses (Key questions this assessment answers)