



## **NATIONAL LEADERSHIP INSTITUTE'S TOOLKIT 2005 EVALUATING STUDENT ACHIEVEMENT**

### **Core Beliefs About the Assessment of Student Achievement: The Integral Role of Technology**

“Assessment for Learning is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go, and how best to get there.” (Assessment Reform Group, 2002)

The primary role of technology in education is to facilitate learning. Effective assessment allows educational technology leaders to recognize whether and how technology is being used most effectively to improve student learning. Recognizing that assessment is an ongoing process rather than a static event, SETDA believes:

**Students are the most important stakeholders in education and should be directly involved in all facets of the assessment process.**

- Students should be encouraged to take a proactive role in their own learning;
- Schools should utilize an effective feedback process with subsequent adjustment of instruction;
- Students must be able to assess themselves and know concrete next steps for their own improvement; and
- Teacher and student reviews and reflections should be based on assessment data.

**All stakeholders should have a common understanding of the assessment for learning process.**

- Teachers and administrators should be educated in how to apply research on assessment for learning that improves student achievement;
- Teacher preparation programs should include specific information about the assessment for learning process;
- Professional development should focus on how to analyze and utilize student assessment data at the classroom, school, district, and state levels; and
- Families and communities should be educated about how assessment processes support student learning.

**Student achievement includes measuring both progress and performance, and should be focused on *learning* rather than testing.**

- Formative assessments should be primary tools used to gauge student growth; and
- Formative assessments should inform and be aligned with summative assessments.

**There should be an emphasis on innovating—not just automating—when using the powers of technology.**

- Assessments should be conducted in ways that are not possible with traditional paper-and-pencil methods;
- Assessments should provide students with an opportunity to demonstrate what they know; and
- Assessments should *enhance* analysis and reporting of test results for all stakeholders.

Incorporating the above core beliefs into teaching and learning at the classroom level will lead to more effective instructional practices that result in higher achievement for all students. Assessment practices that are integrated within the instructional process will engage both teachers and students through a continuous feedback loop that accelerates student learning.

## **Assessment for Learning Framework** (see next page)

