

## Assessment Inventory Scenarios

### SCENARIO 1: TWO ASSESSMENTS USED FOR SIMILAR PURPOSES

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For the past five years, schools in Harbor School District have been administering two different vendor-developed reading assessments to all students in grades 3–5. Each assessment yields similar information on student performance. Harbor School District’s assessment inventory process leadership team has identified these as redundant and is trying to determine which assessment will be continued and which will be eliminated. *What criteria might you use to determine which assessment will be continued or eliminated?*

### SCENARIO 2: TEACHER-DEVELOPED, DISTRICT-WIDE ASSESSMENTS NOT ALIGNED TO CURRENT STANDARDS

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Ten years ago, teachers in City School District developed common districtwide benchmark assessments in English language arts and mathematics for grades 3–8. These assessments are given three times a year to all students, and internal studies showed that they helped predict later performance on statewide summative assessments. Three years ago the state adopted new content standards and a new statewide summative assessment, and the benchmark assessments are no longer aligned to current standards. *How would you approach the process of developing options to address this situation? Who would be involved, and what role(s) would they play?*

### SCENARIO 3: VENDOR-DEVELOPED ASSESSMENTS FOR TEACHER EVALUATION NOT ALIGNED TO CURRENT STANDARDS AND USE FOR INSTRUCTION IS UNCLEAR

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To measure student growth required for the state’s new teacher evaluation system, Western School District agreed to a two-year contract with a testing vendor. The assessment is given to all students twice a year in four subject areas. However, initial feedback in teacher focus groups through the assessment inventory process suggests that teachers may not be confident that the assessments have strong alignment to the content standards. In addition, teachers are unclear how to use the results to inform instruction or even if that is part of the intended use of the assessment. You learn that several neighboring districts are getting similar feedback from teachers. *What steps might your leadership team take to address this feedback?*

### SCENARIO 4: NO ASSESSMENTS IDENTIFIED FOR ELIMINATION OR ADJUSTMENT

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The Forest School District launched a process to analyze the array of assessments administered. The team’s initial feedback signals that despite the outcry from parents about the volume of testing, there aren’t any assessments they would recommend eliminating or changing. The group provides a rationale for each assessment. *What would you recommend the superintendent consider as a next step?*