

**Using Assessment Data to Inform Instruction:
Creating the Conditions to Promote and
Support Effective Data Use**

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Guiding Questions

- What is a *Balanced Assessment System*?
- What is the relationships among *formative*, *interim*, and *summative* assessments?
- What are the implications of each for *instruction*, and setting and monitoring *student performance targets* (differentiated roles)?

Balance

What are we balancing?

- Cost
- Constraints
- Risk
- Responsibilities (roles)

System

- Coherence
- Indicators need to justify their inclusion
- Incremental validity
- Different components
 - Formative, interim, and summative
 - On demand and classroom embedded
 - Multiple choice, constructed response, performance tasks
- Differentiated roles for different levels

Differentiated Roles

- Differentiated roles for federal, state, district, school, teacher, student—affected by purpose, technical requirements, stakes, capacity, ability to affect change
- *Federal*: targeted and minimal (reading, math, science (other?) proficiency—what is enough for all?
- *State*: school, student, (teacher?) targets and accountability based on history, conditions, initiatives, resources, values
- *Local*: focus on curriculum and instructional support
- *Consortia*: SMARTER/Balanced; PARCC???