

Three Year Action Timeline for Schools and Districts

- A. All faculty and staff are aware of differences in assessment purpose across classroom, interim/benchmark, and annual levels.
- B. All faculty and staff know how to use each type of assessment (formative, summative, classroom, interim/benchmark, annual) to support and/or verify student learning.
- C. All faculty and staff understand the distinction between formative assessment and summative assessment.
- D. All faculty and staff understand what uses can and cannot be made with each type of assessment (formative, summative, classroom, interim/benchmark, annual).
- E. All faculty and staff understand and have practical strategies to help students develop the capacity to assess their own learning and to use assessment results to help promote learning.
- F. Our district has defined its philosophy of assessment, which includes the roles assessment can play (e.g., support or verify learning).
- G. Our district is meeting the information needs of all stakeholders concerning student progress toward meeting standards.
- H. Our district has a plan to support administrators and teachers in bringing assessment balance to all classrooms.
- I. All policies related to supporting a sound assessment system have been examined at the district and school level. A systemic approach has been put into place to develop and coordinate policies that support a sound assessment system in all schools and in the district.
- J. An information management system has been developed to collect, house and deliver achievement information to users at classroom, interim/benchmark, and annual assessment levels.
- K. Our school board and community understand the concept and need for a balanced assessment system and are supportive of this priority.

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- L. All assessments used in the district and each school have been categorized for the purpose of understanding the balance in our current assessment system.
- M. A plan is in place for reviewing the KCAS deconstruction samples resulting from the ELA and Math Networks with all teachers in our district.
- N. Assessment results for all uses are always linked back to the standards.
- O. We have transformed the grade- and course-level learning targets that guide classroom assessment and instruction into student- and family-friendly versions.
- P. We have verified that each teacher in each classroom is master of the content standards that their students are expected to master.
- Q. A professional development plan is in place for the district and each school to provide support in content areas to teachers when needed.
- R. All teachers in the district have received adequate training and ongoing support in developing their understanding of the written curricular documents.
- S. A plan is in place to provide teachers time to collaboratively plan lessons aimed at accomplishing grade-level/subject expectations.
- T. A curriculum implementation plan is in place to ensure consistency in achievement expectations across classrooms.
- U. A plan is in place to hold teachers accountable for teaching the written curriculum.
- V. Model/sample lessons and assessments, linked to the KCAS, are available and used for professional development and feedback to teachers.
- W. We have standards for assessment quality that all administrators and teachers can apply to judge the quality of our assessments, both *of* and *for*.
- X. All stakeholders understand that quality assessments form the foundation for accurate report card grades and for decisions made about students that rely on assessment data.

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- Y. At the classroom level, teachers can select the appropriate assessment method to match the type of target to be assessed in order to ensure quality results.
- Z. We conduct regular evaluations of the quality of all of the assessments used in every classroom, including interim/benchmark and common assessments. We provide descriptive feedback to teachers regarding the quality of the classroom assessments being used.
- AA. Faculty, staff, administrators, and community members have an image of what assessment *for* learning looks like in action and embrace the ideas that underpin assessment *for* learning – i.e., student-involved assessment to promote learning in all content areas.
- BB. Teachers use assessment information to focus instruction day to day in the classroom and communicate learning expectations to students in language they can understand.
- CC. Teachers design assessments to help students self-assess and to help them use assessment results as feedback to set goals.
- DD. We have taken systemic action to ensure that all teachers understand the value of and can provide descriptive feedback based on the standards to support learning and know that the best use of evaluative feedback is to judge the level of learning.
- EE. Teachers know how to offer descriptive feedback to students that will be effective, is delivered during the learning, and is directly linked to targets of instruction, helping to guide improvement of learning.
- FF. Teachers understand and apply the principles of sound grading practices, assigning report card grades that are accurate, fair, and representative of current achievement status.
- GG. We have developed standards-based report cards as a means to communicate student progress relative to the targets of instruction, and we provide teachers the support needed to make it work.

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- HH. Students are involved in communication about their own progress and achievement status. We hold student-led conferences.
- II. All stakeholders understand the motivational power student-involved assessment *for* learning has to help all students experience the kind of academic success needed to remain motivated, confident, and engaged.
- JJ. The classroom assessment practices we use rely on student involvement in assessment during their learning to maintain their confidence and motivation.
- KK. Resources have been allocated to achieve balance in our assessment systems, to have accurate assessments, and to employ assessment *for* learning practices.
- LL. Our school leaders have developed the assessment literacy they need to maintain the vision, to develop essential infrastructure, and support teacher development in assessment literacy.
- MM. The development of assessment literacy is offered in a professional development model that allows teachers to learn from each other in collaborative teams and practice in the classroom as they learn.
- NN. Professional development is having its desired impact as our program evaluation shows that we have achieved balance, a high degree of quality assessment, and an increase in student achievement.
- OO. Purchase *CASL* books for all teachers and leaders.
- PP. Ensure that all teachers and leaders have read and worked through the activities outlined in Ch. 1 *CASL* and understand the effect assessment can have on student motivation.
- QQ. Determine the mindset (growth vs. fixed) of all teachers and leaders and provide professional development on the concept of mindset.
- RR. Examine practices that are used to motivate students and determine the effectiveness of them. Implement practices that foster intrinsic motivation.
- SS. All ELA teachers, including special education are familiar with the layout of the KCAS and the supporting materials (e.g., Appendix A-C).

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- TT. All mathematics teachers are familiar with the layout of the KCAS and the supporting materials.
- UU. All science, social studies, history and technical subject teachers are familiar with the literacy standards in KCAS.
- VV. Teachers practice the process of deconstructing standards for their grade level or course in preparation for receiving the samples from the content networks.
- WW. Analyze the complexity of texts (Lexile levels) currently being used at each grade level course and in each content area.
- XX. Analyze student writing samples from each grade course and discipline in order to determine the status of the writing program with respect to the requirements of the KCAS (e.g., 3 types of writing-argument...).
- YY. All teachers and leaders understand how to develop and support argumentative thinking and writing in all content areas.
- ZZ. Ensure that all teachers and leaders have read and worked through activities as outlined in Ch. 2 *CASL* and understand the distinction between assessment *of* learning and assessment *for* learning.
- AAA. Key terms related to assessment literacy have been defined and operationalized.
- BBB. All stakeholders understand the implications of SB 1.
- CCC. All administrators and teachers have been taught the 5 Keys to Quality Assessment, understand the keys, and can apply them in their schools and/or classrooms.
- DDD. The District Leadership Team and all district leaders understand how to use the Learning Team Handbook in order to facilitate system wide development and implementation of assessment literacy practices.

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- EEE. Ensure that all teachers and leaders have read and worked through activities in Ch. 3 *CASL* and understand that the intended learning is critical to all planning and assessment.
- FFF. Pacing guides for ELA and Math have been revised to reflect KCAS.
- GGG. Teachers have developed or identified examples of strong and weak work for each grade level and course.
- HHH. ELA and Math Targets have been put into student friendly language that includes success criteria when necessary.
- III. Curriculum materials have been reviewed to identify gaps and extraneous topics.
- JJJ. Identify resource needs: shift materials, purchase.
- KKK. In all content areas readings have been identified that reflect the rigor of new standards.
- LLL. Ensure that all teachers and leaders have read and worked through activities outlined in Ch. 4 *CASL* and understand how to design assessments that cover our targets and serve our purposes.
- MMM. Ensure that all teachers and leaders have read and worked through activities outlined in Ch. 5 *CASL* and understand how to be good consumers and designer of selected response items.
- NNN. All teachers and leaders understand the connection between the standards, CHETL, and assessment literacy and view each document as integral to the other.
- OOO. Develop or revise units of study to reflect KCAS.
- PPP. Identify transitions needed in ELA and mathematics using the KCAS and crosswalk documents.
- QQQ. Data is being collected as to the degree to which the mathematical practices are evident in classroom instruction, curriculum materials, where teachers feel additional time to understand implications is needed.

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- RRR. All teachers and administrators have a working knowledge of the difference between knowledge and conceptual understanding.
- SSS. Develop an assessment item bank that aligns with the targets for ELA and mathematics.
- TTT. Establish learning progressions for all standards (logical sequencing).