

# 5 Changes That Need to Be Made In K-12 Assessment

Educational assessment has the potential to help everyone from state administrators to teachers to students fulfill their roles in the educational process — so that everybody wins. In order for everyone to meet this ambitious goal, however, certain changes in K-12 assessment need to be made.

1

**Provide administrators, teachers, parents and students with assessment results that have meaningful information and identifies potential next steps.**

Year-end summative assessment is important to evaluate students for accountability and resource allocation purposes. However, teachers, parents and students also need real-time insights on learning throughout the year, so they can continually take appropriate next steps.

2

**Make summative assessment reflect what is being taught in the classroom.**

Summative assessment should reflect the full range of standards, not just those that can easily be machine scored. Results should be provided to teachers and administrators in a timely fashion so data can be used to provide stakeholders with a clear view of learning and allocate resources appropriately.

3

**Support teachers as they tailor instruction.**

Interim and formative assessment tools should provide teachers with the support to meet the needs of individual students, based on ongoing evidence of learning. Classroom-based assessments should provide teachers with critical evidence and insights to determine how to tailor instruction, and guide students' progress. These assessments should be accompanied by ongoing professional learning opportunities to help teachers develop a wide range of instructional strategies, based on assessment data.

4

**Use technology to its fullest potential.**

Assessment can be more efficient and effective with technology enhanced items, audio and video stimuli, automated scoring of constructed-response items and improved reporting capabilities. Technology also supports a less burdensome test administration process.

5

**Improve outcomes for students with disabilities and English Language Learners.**

Students should be able to demonstrate what they know and can do without the test itself being a hindrance. For instance, English Language Proficiency information should be available in conjunction with other data sources describing student achievement, which would let teachers clearly and specifically see difficulties their students are having so they can adjust instruction appropriately.



Discover how a balanced assessment system makes these changes possible at [Winsight.org](https://www.winsight.org)

