

## Summary Key & Concepts

### Parent Learning Session

#### *What types of assessment does my child take and why?*

**Summary:** This session helps parents understand the different types of assessments used in Oregon—the intended purposes of each type, the kind of data and information each yield, and how these data and information are used to help all students learn and succeed in school.

#### **Key Concepts:**

1. **Different types of assessments are used to measure learning for specific reasons.** In general, assessment results are used in combination with other sources of information over the school year to accurately portray and effectively support student learning in ways that build on strengths and target areas for improvement. In order for parents to partner with teachers to support their children’s learning it is important to understand the different assessments and how they are used.
2. **The main types of standards-based assessment that are typically used within Oregon classrooms and with *all* (or most) students include the following:**
  - **Formative assessment** is a set of standards-based teaching and learning *practices* that take place *during* instruction and stretch over the year. Evidence of student learning is gathered and used to provide students with systematic feedback to build student ownership of their learning and to provide teachers with the support to choose, plan, and adjust their teaching strategies.
  - **Interim assessment** is used planfully and periodically over the school year after longer periods of instruction (e.g., a unit). Results detail student knowledge and skills based on what they are taught, show achievement growth over time, and predict proficiency on statewide summative assessments at the end of the year. Students and teachers use these results to reflect upon and improve their effort and engagement and the quality of their instruction, respectively.
  - **Statewide summative assessments**, and alternate statewide summative assessments for students identified with significant cognitive disabilities, are given near the end of the school year in Grades 3-8 and 11 (Language Arts and Mathematics) and in Grades 5, 8, and 11 (Science). Results tell us whether students show grade-level proficiency after nearly a full year of instruction, and help the state, districts, and schools develop continuing improvement plans.
  - **Fundamental skills assessments** (or benchmark screening and progress-monitoring) are used in *some* districts to indicate whether students have the *basic skills* (usually in reading and math) needed for more complex learning tasks required by grade-level academic standards.
3. **Assessments can be criterion-referenced and/or norm-referenced.**
  - **Criterion-referenced** assessments tell us how students performed compared to set criteria—like academic standards or skills-based milestones—and are reported in scale scores. Examples include (alternate) statewide and classroom summative assessments, English Language Proficiency Assessment (ELPA), formative practices, and interim assessments. Results indicate if students are meeting grade-level academic, language proficiency, and diagnostic standards.
  - **Norm-referenced** assessments tell us how students performed compared to national norms—a large, nationally-representative group of same-grade students who took the same assessment—and are reported in percentile ranks. Results indicate if students are meeting minimum performance expectations compared to other students across the nation.