



# Designing a Comprehensive Assessment System

California Educational Research Association

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Anaheim, CA

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# Presenters

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- Director, Assessment, Data & Grants

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# Presentation Overview

- **Attributes of and practical steps for developing a comprehensive assessment system.**
- **Implementation of a balanced and comprehensive assessment.**
- **Making it work in districts - implementation of audit results.**
- **Demonstration of the Assessment System Visualizer Tool developed by Center on Standards and Assessment Implementation**

# Current Assessment Context



# Current Assessment Context



# Why Develop a Comprehensive Assessment System...

- **To ensure that state and local assessment systems are drawing data from multiple sources for informed decision-making**
- **To reduce the amount of burden assessments place on school staff and instructional time**
- **To ensure coherence in assessments across different levels (state, district, school)**
- **To ensure that assessment purposes are aligned to the same standards and objectives**

# Principles of a Comprehensive Assessment System

- **Includes multiple assessments that work in unison.**
- **Ensures that each assessment serves a specific purpose or addresses a specific need.**
- **Ensures that each assessment is fair and accessible to all students.**
- **Draws from high standards of technical quality.**

# Principles of a Comprehensive Assessment System

- **Makes use of existing and emerging technology that effectively and accurately assesses students.**
- **Provides clear guidelines for appropriate test administration.**
- **Ensures that assessment system is designed to minimize burden on staff capacity, instructional time, and cost.**

# Considerations for a Comprehensive Assessment System

## Purpose

- What is the purpose of each assessment?
- How will assessment data be used?

## Balance

- Benefit/value vs. cost/burden

## Alignment (within and across system)

- How do assessments align with stated learning goals and content standards?
- How do assessments align across learning continuum?
- How do assessments align with different parts of system (state, district, school)?



- **Assessments generally developed for primary purpose**
- **Purpose lays the foundation for the numbers and types of assessment**
- **Agreement about purpose and use imperative**
- **Avoid unintended consequences with transparency of purpose**

# Alignment



- **Within and across the learning continuum**
  - Vertically within the learning continuum
  - Horizontally across the different parts of the system (state, district, school)
- **All work in support of the learning goals or standards**
- **Levels of the system have particular roles to play to support the alignment**

# Balance



**A balanced assessment system identifies trade-offs for each assessment in a system, seeking balance between benefits/values and costs/burdens.**

Examples of benefits/values:

- Information
- Meeting stakeholder needs
- Meeting program and policy needs

Examples of costs/burdens:

- Funding
- Time
- Stakeholders' perceived benefits

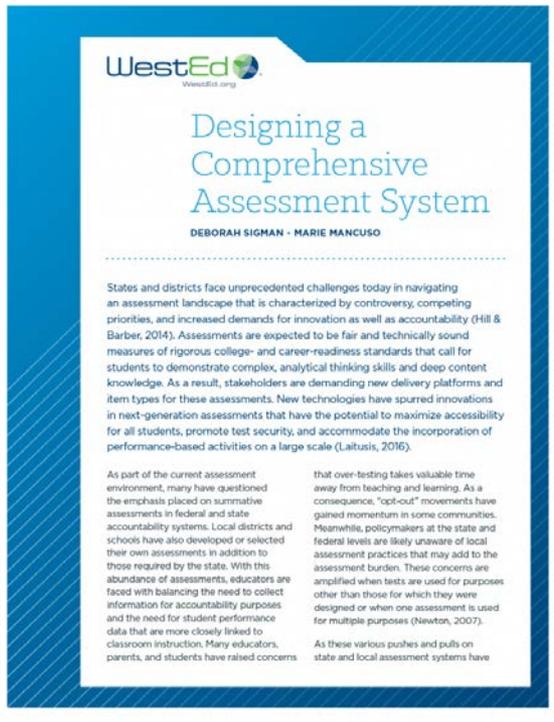
# Recommendations for Designing a Comprehensive Assessment System

- **Develop a framework that can be used to build common understanding of comprehensive assessment system.**
- **Engage stakeholders in establishing principles that guide the redesign process.**
- **Identify and weigh the information needs of a wide range of stakeholders.**

# Recommendations for Designing a Comprehensive Assessment System

- **Keep policymakers and stakeholders informed about the assessment system design.**
- **Consider contextual information and remember – one size does not fit all.**
- **Take stock – conduct an inventory of all measures in current assessment system – what are the benefits/values of each, compared to the burdens/costs?**

# Designing a Comprehensive Assessment System



- Details the purposes and characteristics of a comprehensive assessment system
- Outlines concrete steps that policymakers and stakeholders might consider in developing a comprehensive assessment system
- Provides examples from three state education agencies engaged in creating a comprehensive assessment system

[Link to "Designing a Comprehensive Assessment System" WestEd Brief](#)



# Phase I: Looking at Assessments USED

Fresno County's Balanced Assessment Training Day 1



# Setting the Stage for a Balanced Assessment System

.Know what's in place:

- Identify and eliminate gaps and redundancies.  
(overall and for specific populations of students)
- Identify high quality assessments that maximize instructional goals.
- Think about how each assessment contributes to the balance of the whole assessment system.
- Highlight assessments that provide results useful to teachers, students, and the Local Control Accountability Plan (LCAP).



# Teacher Engagement

.Enabling teachers to make sense of the local assessment system can build a shared understanding of what purposes the assessments serve and how the results are used.





# Options to Conduct an Assessment Inventory

- . Two of several that are available:
  - Student Assessment Inventory for School Districts (Achieve)  
(adopt/adapt)
    - . <http://www.achieve.org/assessmentinventory>
  - Assessment Inventory Resource
    - . Center on Standards and Assessment Implementation (CSAI)  
(build inventory)
      - . <http://www.csai-online.org/sites/default/files/Assessment%20Inventory%20Resource%20and%20TAP%20Handout.pdf>



# Assessment Charting Activity

- Pull up your Assessment Audit data
- Label Post-It notes with each assessment using the color scheme below
  - Diagnostic
  - Common
  - State
  - Benchmark/Interim
  - Grades
- If you missed some in your audit add them now
- Place them on your chart using the following axes



# Assessment Chart





# Guiding Questions

- What trends or patterns do you see?
  - By grade?
  - By assessment type?
- What were the reasons assessments were added to the system?
- Why are there certain types of assessments missing?
- What is the current reality that requires/strongly encourages certain assessments?
- How are the assessment used in the district/site?
- What would be the political fallout for adding or taking away assessments?
- Identify high quality assessments that maximize instructional goals.
- Think about how each assessment contributes to the balance of the whole assessment system.
- Highlight assessments that provide results useful to teachers, students, and the Local Control Accountability Plan (LCAP).





Fresno County Board  
of Education Presidents







# Practice

- Now it is your turn...
- Use the templates at your tables to identify your DISTRICT assessments within each grade span.
- Use a color scheme of your choice to identify the different types of assessments you are giving.
  - Diagnostic, formative
  - Length of time
  - Classroom, grades, accountability



# Phase II: Looking at Assessment USE

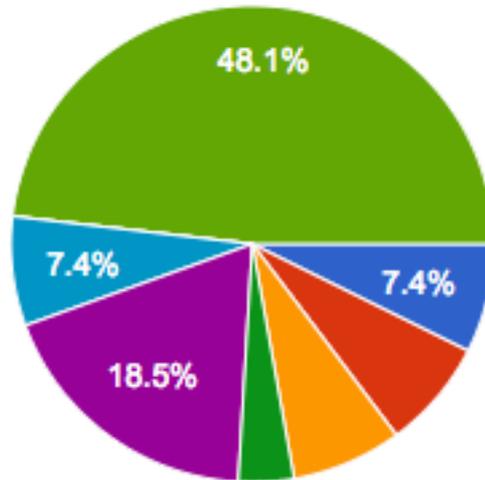
Fresno County's Balanced Assessment Training Day 2



# First Choice

## 1st Choice

27 responses



- Assessment Quality Training (e.g., item & test statistics, reliability)
- Assessment Data Analysis Process
- Data Visualization
- Assessment Development
- Curriculum Mapping
- Nothing, we are good. :)
- Other
- Assessment Use (e.g., who is using and how are they using the assess...





# Data Use Process

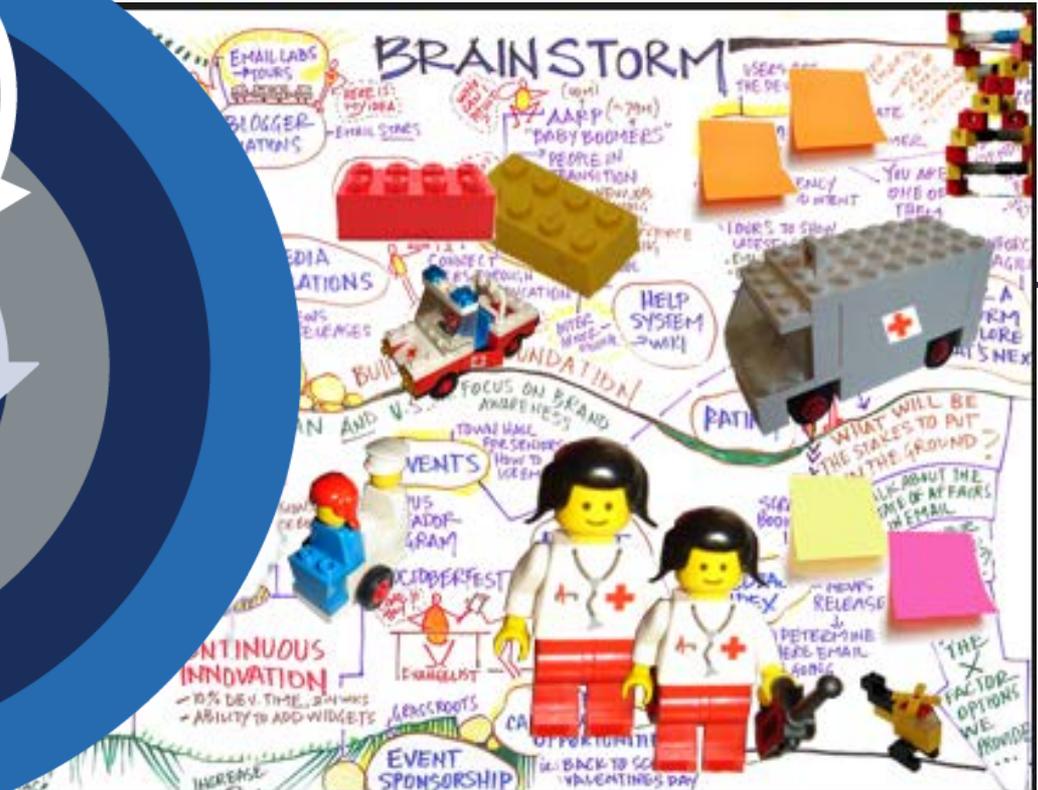
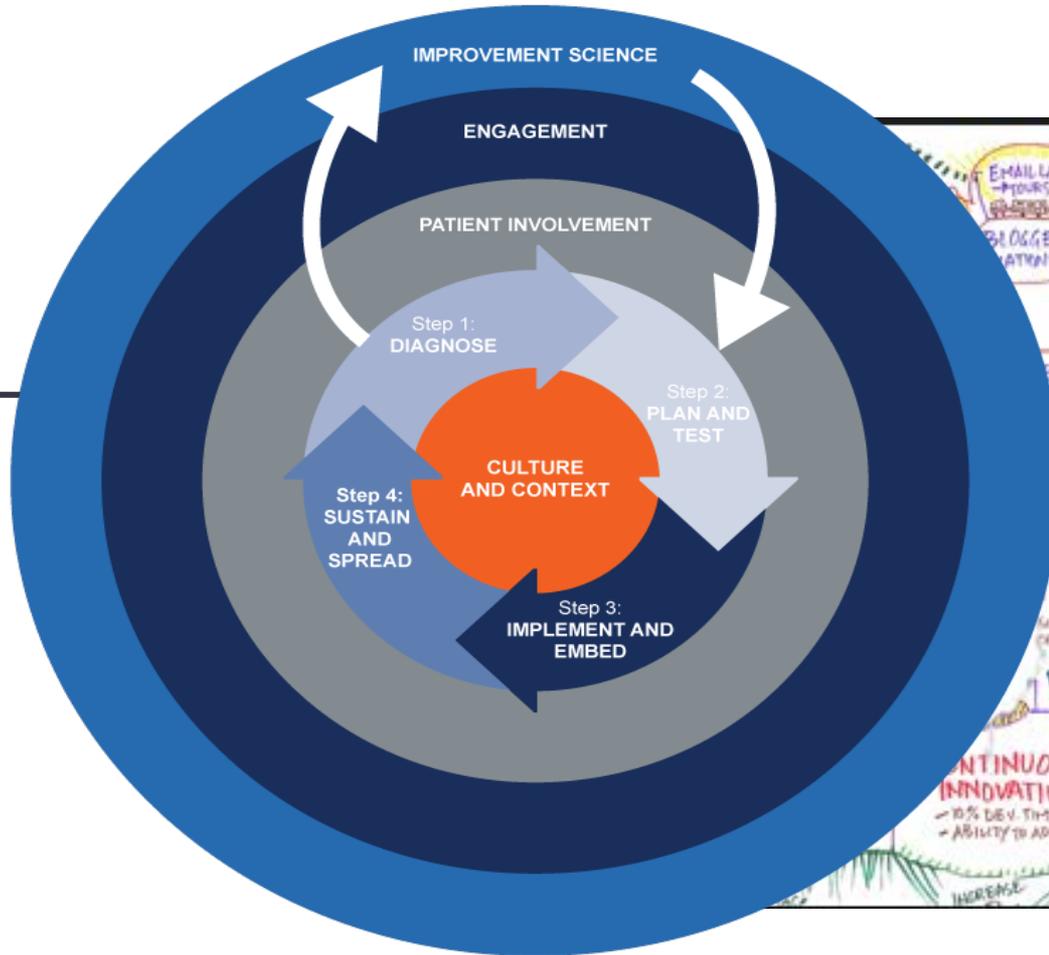




Table group

What does your SYSTEM of data use look like?

Think about a time where you engaged in data analysis over the past year (e.g., SBAC, Benchmark, RTI, Common Assessments, MTSS, LCAP)

What process did you use?

- a. Tools
- b. Flow of information
- c. Where? Who? How?
- d. What were the steps?

Draw out what this looks like on chart paper and share with your group





## Know Thy Purpose

### Questions to reflect upon:

- What is the **purpose** of each assessment?
- Do leaders, teachers and students **understand** purpose?
- **Who** should be looking at what assessments - SBAC, Benchmark, Unit Tests, Formative, Diagnostic
- And **why** should they be looking at that assessment?

# Using One Test for Multiple Purposes



## Mathematics Interim Assessment Blocks

IAB Name	Grade		
	3	4	5
Operations and Algebraic Thinking	✓	✓	✓
Numbers and Operations in Base 10	*	✓	✓
Fractions	✓	✓	✓
Geometry		*	*
Measurement and Data	✓	*	*
Mathematics Performance Task	✓	✓	✓

### Grade 1 Pacing Calendar

Unit Title	Pacing	Standards
1. Addition and Subtraction within 10	5 weeks	1.OA.1 1.OA.4 1.OA.6 1.OA.2 1.OA.5 1.OA.8 1.OA.3 1.OA.5 1.OA.7
2. Defining Attributes of 2-D and 3-D Shapes	2 weeks	1.G.1
3. Partitioning Circles and Rectangles	2 weeks	1.G.2
4. Addition & Subtraction within 20	3 weeks	1.OA.1 1.OA.4 1.OA.6 1.OA.2 1.OA.5 1.OA.8 1.OA.3 1.OA.5 1.OA.7 1.OA.4 1.OA.7
5. Counting and Place Value	3 weeks	1.NBT.1 1.NBT.2 1.ND.4 1.NBT.2 1.NBT.5
6. Addition and Subtraction within 100	3 weeks	1.OA.2 1.NBT.1 1.NBT.4 1.OA.5 1.NBT.2 1.NBT.6 1.OA.7
7. Measuring length with Non-Standard Units	3 weeks	1.MD.1 1.MD.2 1.MD.3
8. Time	2 weeks	1.G.2





## Structures - Process, Analysis, Resources



### Reflective Questions:

Do district and site leaders help to -  
Clarify data points to be reviewed and  
purpose?

Set expectations of analysis/reflection?

1. District Level
2. School Level
3. Teacher/Student Level

Set times for analysis?

Expectations of support? What will  
happen because of this data?

Set expectations of goal setting/planning?  
(timeline)



## Math Targets and Achievement Level Descriptors – Grade 6

Geometry							
Target	DOK	Standards	Level 1 – Standard Not Met	Level 2 – Standard Nearly Met	Level 3 – Standard Met	Level 4 – Standard Exceeded	Item Types
<b>Target H:</b> Solve real-world and mathematical problems involving area, surface area, and volume.	1, 2	<b>6.G.1:</b> Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems.	<ul style="list-style-type: none"> <li>Find areas of right triangles; draw polygons with positive coordinates on a grid with a scale in one-unit increments, given nonnegative integer-valued coordinates for the vertices; and find the volume of right rectangular prisms with one side expressed as a fraction or a mixed number in halves or fourths.</li> </ul>	<ul style="list-style-type: none"> <li>Find areas of special quadrilaterals and triangles; draw polygons in the four-quadrant coordinate plane with scales in one-unit increments, given integer-valued coordinates for the vertices; and find the volume of right rectangular prisms with one side expressed as a fraction or a mixed number.</li> </ul>	<ul style="list-style-type: none"> <li>Solve problems that involve finding areas of polygons and special quadrilaterals and triangles and find the volume of right rectangular prisms with all sides expressed as a fraction or a mixed number. They should be able to solve problems by drawing polygons in the four-quadrant coordinate plane with scales in various integer increments, given integer-valued coordinates for the vertices or coordinates containing a mix of integers and half, quarter, or tenth units.</li> </ul>	<ul style="list-style-type: none"> <li>Solve problems by finding surface areas of three-dimensional shapes composed of rectangles and triangles. They should be able to find the volume of a compound figure composed of right rectangular prisms to solve problems.</li> </ul>	EQ, G
		<b>6.G.2:</b> Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formulas $V = lwh$ and $V = bh$ to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems.					
		<b>6.G.3:</b> Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate. Apply these techniques in the context of solving real-world and mathematical problems.					
		<b>6.G.4:</b> Represent three-dimensional figures using nets made up of rectangles					



# Student/Teacher Structure

## IDENTIFYING MY STRENGTHS AND AREAS FOR IMPROVEMENT

**Name:** George

**Assignment:** Math Test #7

**Date:** December 1, 2009

Please look at your corrected test and mark whether each problem is right or wrong. Then look at the problems you got wrong and decide if you made a simple mistake. If you did, mark the "Simple mistake" column. For all the remaining problems you got wrong, mark the "Don't get it" column.

Problem	Learning Target	Right?	Wrong?	Simple mistake?	Don't get it?
1	Place Value: Write numerals in expanded form to 10 thousands place				
2	Place Value: Write numerals in expanded form to 10 thousands place				
3	Place Value: Write numerals in expanded form to 10 thousands place				
4	Place Value: Identify place value to the thousands place				
5	Place Value: Put numbers in order through the thousands				
6	Place Value: Put numbers in order through the				





“Would you tell me, please, which way I ought to go from here?”

“That depends a good deal on where you want to get to,” said the Cat.

“I don’t much care where—” said Alice.

“Then it doesn’t matter which way you go,” said the Cat.



# IS MY GOAL S.M.A.R.T.?

Goal:

*Specific:* What EXACTLY do you want to achieve?

*Measurable:* How will you know when you've achieved it?

*Attainable:* Is it something you have control over?

*Relevant:* Why is this applicable to your life?

*Time-Based:* When do you want to achieve your goal?

samanthamcclure.com

## Reflective Questions

- What is your goal setting process?
- How do you determine common goals?
  - As a school? Grade levels?
- What do data chats look like at your schools or district?
- How do you identify the most important area of concern in your school or district?
- How do goals drive action?



Name \_\_\_\_\_

Grade \_\_\_\_\_

## Student Goals

# My Goals

Circle one: Fall  
Winter  
Spring

Academic goal \_\_\_\_\_

Things I can do to achieve this goal \_\_\_\_\_

How I did \_\_\_\_\_

Behavioral or Social goal \_\_\_\_\_

Things I can do to achieve this goal \_\_\_\_\_

How I did \_\_\_\_\_

Personal goal \_\_\_\_\_

Things I can do to achieve this goal \_\_\_\_\_

How I did \_\_\_\_\_

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## LCAP Goals

**Goal 1:** Students will demonstrate academic growth and proficiencies needed to ensure they leave the TK-12 system ready for college and career.

**Goal 2:** Provide interventions and support for academically, behaviorally, and social/emotionally at-risk students.

### CSIP/SMART Goals Worksheet

School: SOMS Team Name: Arts and Humanities Lead Teacher: Beth Watkins, Bob Parker

Team Members: 6

Goal(s): As evidenced by the 2009 CATS assessment, student learning will increase in areas of the arts and humanities (Music, Art, Drama, Dance,) that include the elements and principles of the various disciplines. An emphasis will be placed on the importance of culture and analysis in the arts and humanities which will increase the number of students scoring proficient & distinguished in Arts & Humanities from 82% to 90%.

Team SMART Goals	Strategies and Action Steps	Responsibility	Timeline	Evidence of Effectiveness
MUSIC 80% OF STUDENTS WILL DEMONSTRATE MASTERY OF THE CRITICAL VOCABULARY AS EVIDENCED THROUGH FORMATIVE AND SUMMATIVE ASSESSMENTS	Continue writing strategies to help students understand how the elements and principles of the arts work together.  Continue to develop a critical vocabulary and use formative assessment as a frequent check for understanding	Working with other Arts teachers in the district as well as our own colleagues to ensure student success.	On going. Unit is taught each trimester (12 wk period); year long for music performing classes.	Student proficiency will increase 10%  Review of written reflections and ass writ sco  Dis: Soc performing ensembles.
ART 80% OF STUDENTS WILL DEMONSTRATE MASTERY OF THE ELEMENTS OF ART AND THE PRINCIPLES OF DESIGN THROUGH FORMATIVE AND SUMMATIVE ASSESSMENTS	Having a visiting artist teach students and expose students to different cultures.  Continue the development of a chamber music program  Continue to expose students to professional artists to model excellence.  Post assessment involving			Rubric completion and scoring reflecting the curriculum. Effort of at risk students measured with rubric and proficiency increasing at a level of 10 % per year

ency and decrease the

school w/

## District Goals

include representation of

althy, and appropriate to  
f technological devices

## Teacher Goals

4



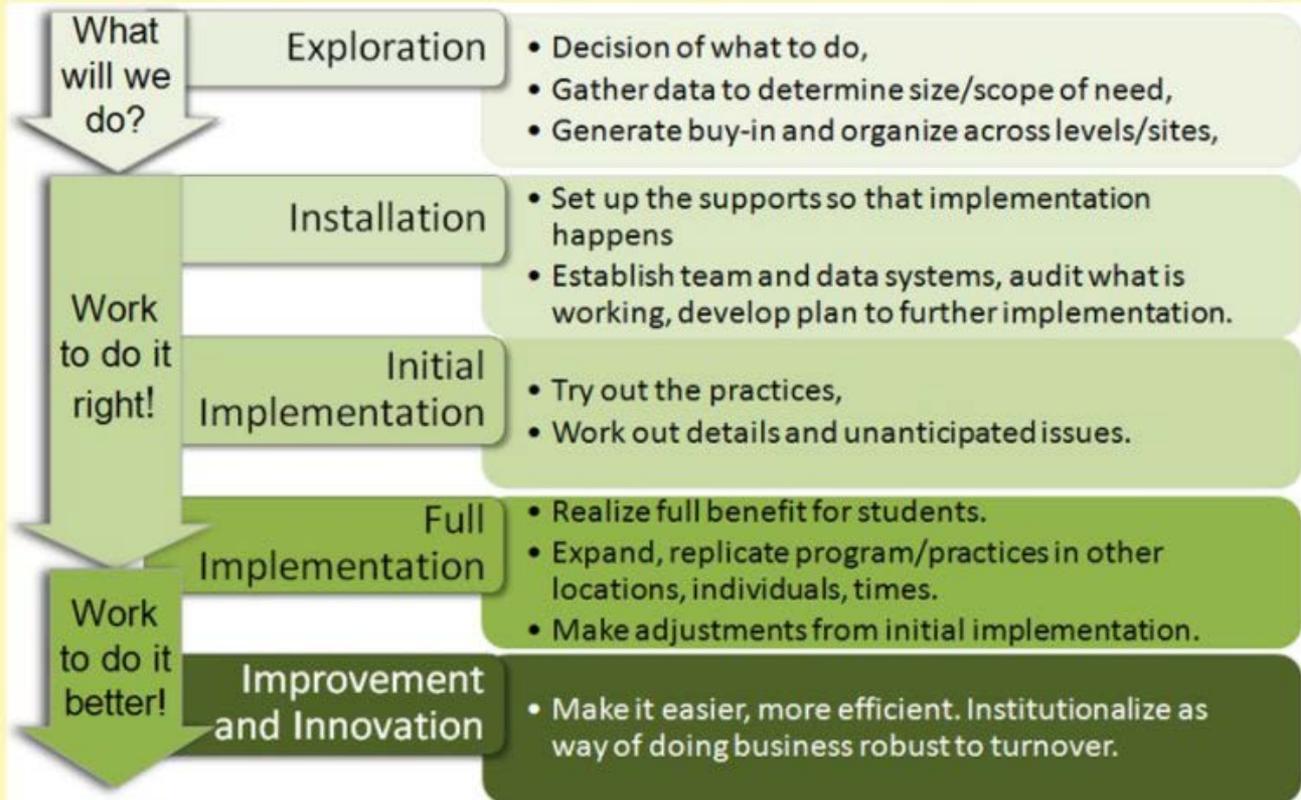
### Reflective Questions:

How do we use our assessment data to monitor progress and make adjustments quickly to better meet the needs of our students?

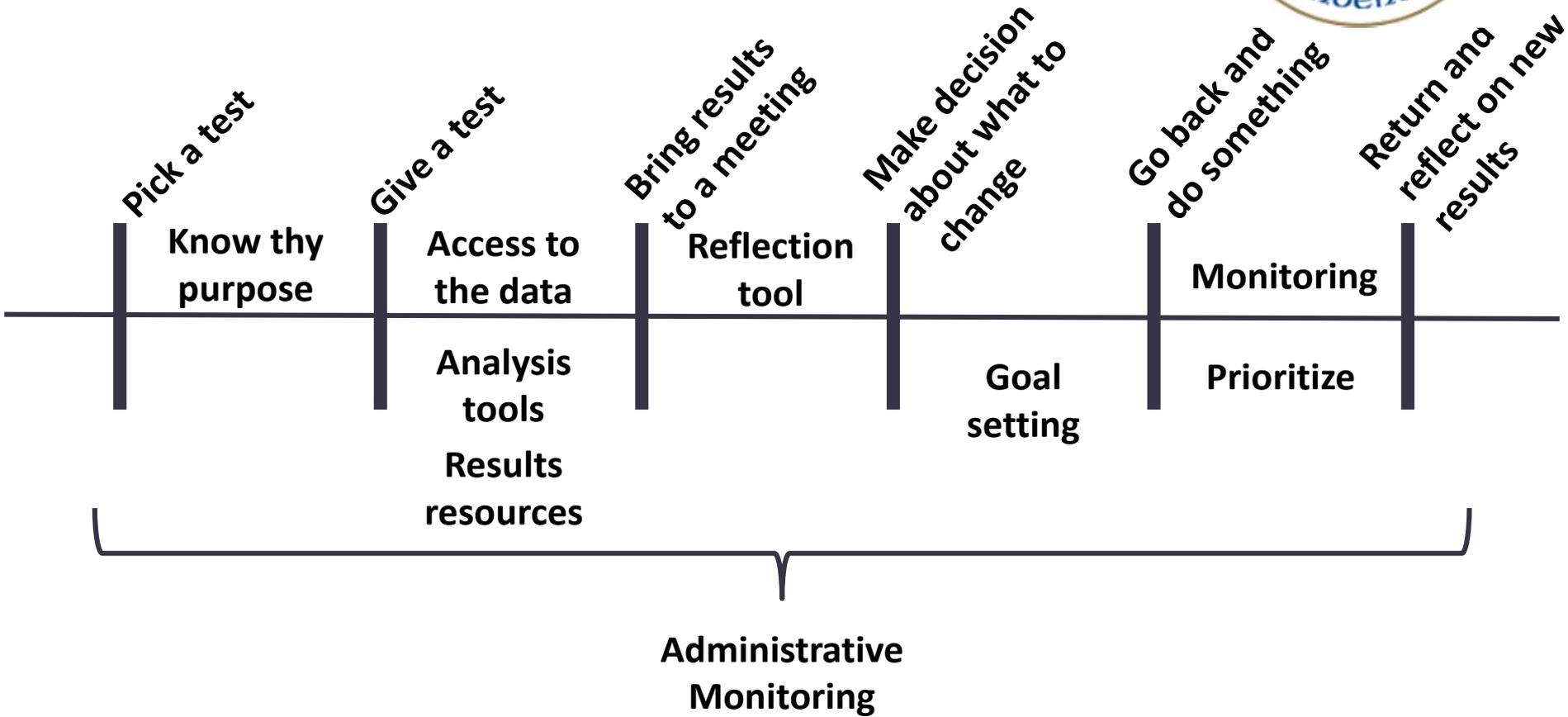
- Once you set your goals for the year, how do you monitor implementation and short-term outcomes?
- How do we ensure that adjustments are made quickly and resources are allocated appropriately?
- What systems, processes, tools do we have in place for this?
- What structures do we have in place to ensure flow of information?



## Implementation Stages



# Data Use Process



# Center on Standards and Assessment Implementation (CSAI)

# Assessment System Visualizer



THE CENTER ON  
STANDARDS &  
ASSESSMENT  
IMPLEMENTATION

WestEd  CRESST

# What is the Assessment System Visualizer?

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- The Assessment System Visualizer (ASV) is an online, interactive tool intended to build the capacity of individuals seeking to analyze the components of their state, district, school, and/or classroom assessment systems.
- Build capacity? The ASV can:
  - help answer questions about the characteristics of individual assessments and assessment systems.
  - help decision-making about how to improve assessment systems.
  - present data regarding individual assessments and assessment systems in engaging and intuitive formats.

# What is the Assessment System Visualizer?

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- The ASV allows users to group assessments by different variables to provide information on how assessments are distributed (e.g. the number of assessments administered in each grade, in each content area, etc.).
- It lets you privately input data you collect about the assessments administered in your state, district, school, or classroom, and then immediately creates data visualizations around key variables and/or questions, to illuminate patterns in how balanced, comprehensive, or broadly/narrowly focused the assessment system as a whole is.
- The ASV is intended to be a tool for anyone looking to organize, display, question, and share information about their assessment system, whether it is a state- or classroom-level assessment system.



# What's the Catch?

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- The utility of the ASV relies upon users having already collected relevant data regarding assessments and assessment systems prior to accessing the tool.
- The combination of collecting an inventory of your assessments, coupled with the built-in graphics of the ASV applied to your data is empowering for anyone wanting to make good decisions to improve assessment systems.

# Getting Started: Collect Data

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## Step 1: Collect Assessment Data

- The Assessment System Visualizer works on your data!
- So first, collect the information about each assessment in your state, district, school, or classroom assessment system.
- Need help? See CSAI's Assessment Inventory Resource (<http://www.csai-online.org/sites/default/files/Assessment%20Inventory%20Resource%20and%20TAP%20Handout.pdf>) for guidance collecting and organizing assessment information. This inventory document corresponds to the Visualizer.

# Getting Started: Create an Account

**Explore and visualize assessment system data**  
COMMUNICATE COMPLEX SYSTEMS SIMPLY AND BUILD UNDERSTANDING

Sign In  
*Welcome back.*

EMAIL

PASSWORD

[Forgot Password](#)

Create Account

*With a registered account, you can enter details about assessments you are working with and use our flexible and powerful visualizer to look for patterns and gaps.*

*\* all fields are required*

\* FIRST NAME

\* LAST NAME

\* EMAIL

\* PASSWORD

\* PASSWORD CONFIRMATION

## Step 2: Create an Account

- Using the Visualizer requires creating an account.
- Go to <https://csai-visualizer.wested.org>.
- Under Create Account, enter:
  - Name, Email, Password
- Click “Create Account.”

# Getting Started: Create an Account

**Explore and visualize assessment system data**  
COMMUNICATE COMPLEX SYSTEMS SIMPLY AND BUILD UNDERSTANDING

### Sign In

Welcome back.

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*\* all fields are required*

\* FIRST NAME

\* LAST NAME

\* EMAIL

\* PASSWORD

\* PASSWORD CONFIRMATION

- Next time you come back, Sign in with your email and password.
- Click Forgot Password as needed, and enter the email address you signed up with, to get help resetting your password.
- After signing up you will land on the “My Assessments” page

# Getting Started: Assessments

My Assessments | Visualizer | Sample Questions | Saved Visualizations

ASSESSMENT SYSTEM

Search Create New

An Assessment System is any collection of assessments that you want to compare and review for patterns. Enter details about all your assessments, then look for patterns in the Visualizer. To add individual assessments to your assessment system, select "Create New".

NAME OF ASSESSMENT

No Entries

0 Found

## Step 3: Enter Assessments

- Select “My Assessments”
- Name your Assessment System
- Add assessments by selecting “Create New”

# Getting Started: Assessments

## Step 3: Enter Assessments (cont.)

- Enter data regarding the assessment
- Note that:
  - Only the name of the assessment is required to save a record
  - Fill in what you'd like, but keep in mind that a graph cannot be created for fields without data
  - Hover over the “/” icon for clarification on any field
  - Most fields are single select or multi-select from a list of options. Click or type to view choices

The screenshot shows a 'Create Assessment' form with the following fields and options:

- NAME OF ASSESSMENT \***: Text input field containing 'National Assessment of Educational Progress (NAEP)'. A tooltip icon is visible.
- ALIGNMENT TO STATE/LOCAL INITIATIVES**: Dropdown menu.
- TYPE OF ASSESSMENT**: Multi-select dropdown menu with a tooltip icon.
- TEST FREQUENCY**: Dropdown menu with a tooltip icon.
- CONTENT AREA(S) OR SUBJECT(S) TESTED**: Multi-select dropdown menu with a tooltip icon.
- INSTRUCTIONAL TIME**: Dropdown menu with a tooltip icon.
- GRADES TESTED**: Multi-select dropdown menu with a tooltip icon.
- TESTING WINDOW**: Dropdown menu with a tooltip icon.
- PURPOSE**: Multi-select dropdown menu with a tooltip icon.
- NUMBER OF STUDENTS TESTING**: Multi-select dropdown menu with a tooltip icon.
- STUDENT POPULATION(S)**: Multi-select dropdown menu with a tooltip icon.
- PRIMARY AUDIENCE FOR RESULTS**: Multi-select dropdown menu with a tooltip icon.
- DELIVERY MODE(S)**: Multi-select dropdown menu with a tooltip icon.
- FISCAL AGENCY**: Multi-select dropdown menu with a tooltip icon.
- REQUIRED BY**: Multi-select dropdown menu with a tooltip icon.
- TOTAL ASSESSMENT COST**: Text input field with a tooltip icon.
- ITEM TYPE(S)**: Multi-select dropdown menu with a tooltip icon.
- PER STUDENT ASSESSMENT COST**: Text input field with a tooltip icon.
- STANDARDS ASSESSMENT IS ALIGNED TO**: Text input field containing 'Next Generation Science Standards'. A tooltip icon is visible.

Buttons: 'Create' (green), 'Cancel' (red).

# Getting Started: Assessments

**Create Assessment** ✕

NAME OF ASSESSMENT \*

TYPE OF ASSESSMENT

CONTENT AREA(S) OR SUBJECT(S) TESTED

GRADE(S) TESTED

PURPOSE

STUDENT POPULATION(S)

DELIVERY MODE(S)

REQUIRED BY

ITEM TYPE(S)

STANDARDS ASSESSMENT IS ALIGNED TO

ALIGNMENT TO STATE/LOCAL INITIATIVES

TEST FREQUENCY

INSTRUCTIONAL TIME

TESTING WINDOW

NUMBER OF STUDENTS TESTING

PRIMARY AUDIENCE FOR RESULTS

FISCAL AGENT

TOTAL ASSESSMENT COST

PER STUDENT ASSESSMENT COST

**Create** **Cancel**

## Step 3: Enter Assessments (cont.)

- Once data is entered select “Create”
- The assessment is ready for visualization options.

# Getting Started: Assessments

## Step 3: Enter Assessments (cont.)

ASSESSMENT SYSTEM 

Search  Create New

An Assessment System is any collection of assessments that you want to compare and review for patterns. Enter details about all your assessments, then look for patterns in the Visualizer. To add manual assessments to your assessment system, select "Create New".

NAME OF ASSESSMENT - 
Summative   
XXX   

2 Found

- To continue adding assessments to your system, select “Create New” on the “My Assessments” page
- To modify or delete an assessment at any time, select the pencil or X icon, respectively

# Getting Started: Get Visual

## Step 4: Visualize your data

- Select “Visualizer”
- Select variables from the pull-down menus to create graphs of 1, 2, 3, or 4 variables at a time.
- Apply filters to graph specific subsets of the assessments in your whole assessment system.

SYSTEM VISUALIZER  
WestEd® CRESST

My Assessments **Visualizer**

ASSESSMENT SYSTEM

WHAT DO YOU WANT TO KNOW ABOUT YOUR ASSESSMENTS?

I want to see my assessments by  grouped by

with added information about  and

filtered by | **Content Area** | Grade | Purpose | Required by | Type of Assessment |

# Getting Started: Get Visual

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## Step 4: Visualize your data (cont.)

- Depending on the type of question or analysis you are interested in, you can select either a single variable or a mix of variables
- Choose what variable to see your assessments by. This creates a bar graph for that variable based on your data.
- If you would like to look at more data points, select a variable to group by. The page will update with additional data bars on your existing graph.
- If you would like to look at other data points alongside your bar chart, select the option(s) for added information. This will add corresponding pie charts to your screen.

# Getting Started: Get Visual

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## Step 4: Visualize your data (cont.)

- For example, if you are interested in displaying the number of assessments administered by content area and grade, the accompanying graphs (on the next slide) will appear after selecting those variables.
- Up to four variables can be selected at the same time. To remove a variable, click on the “X” next the variable name.
- If you are interested in further understanding how your assessments are delineated by assessment type, you can enter an additional variable to create a pie chart.
- The pie chart will display the total number of assessments that each variable applies to, but not the names of included assessments.

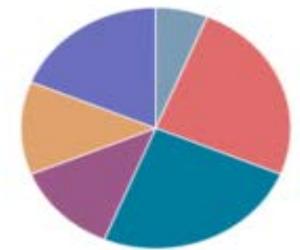
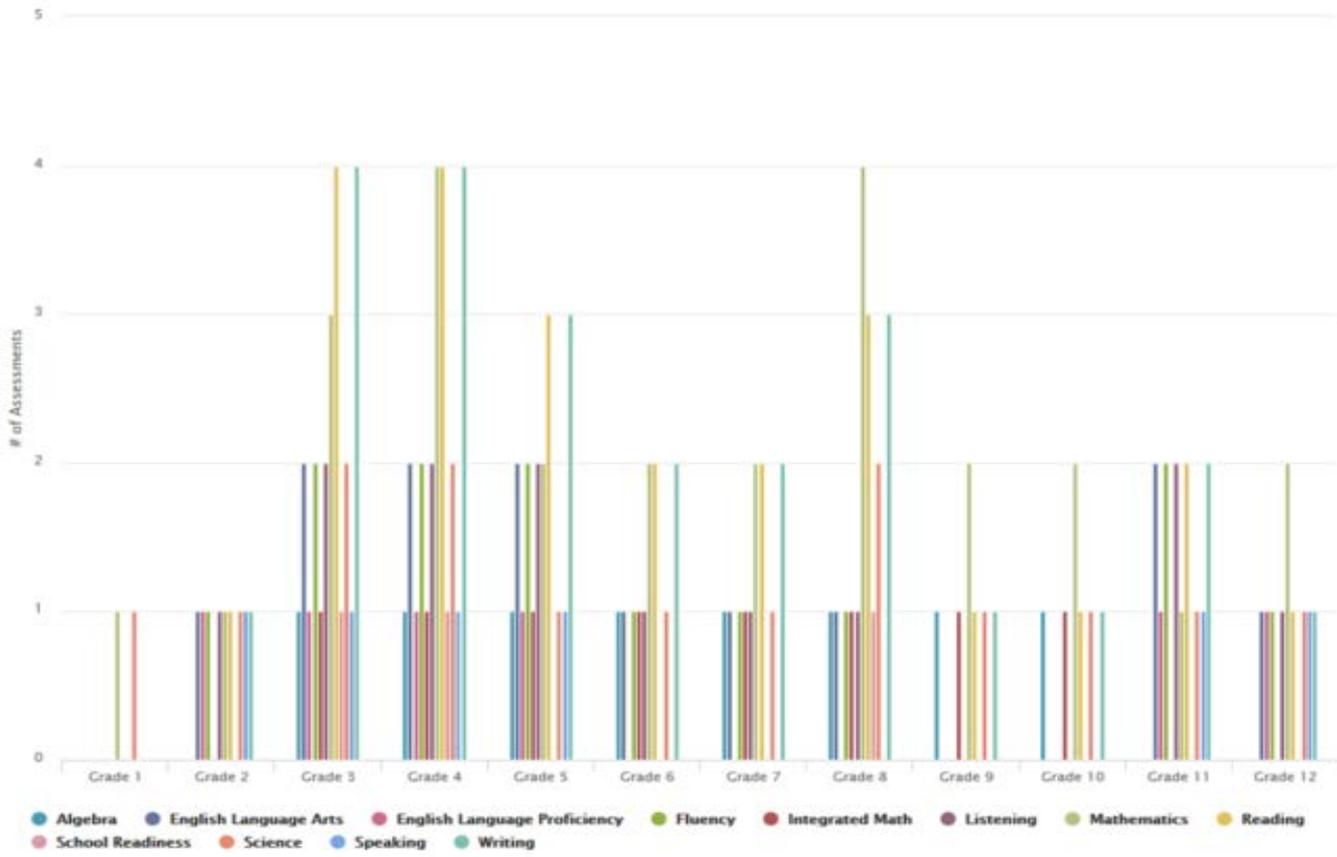
I want to see my assessments by  grouped by  with added information about  and  filtered by **Content Area** | **Grade** | **Purpose** | **Required by** | **Type of Assessment**

VISUALIZATIONS *Have a blank chart?*

[Download](#) [Print](#) [Save](#) [Share](#)

Assessments by Content Area(s) or Subject(s) Tested and Grade(s) Tested

Type of Assessment



- Curriculum Embedded: 1, 6%
- Diagnostic: 4, 25%
- Formative: 4, 25%
- Interim or Benchmark: 2, 13%
- Placement: 2, 13%
- Screener: 3, 19%

# Getting Started: Get Visual

## Step 4: Visualize your data (cont.)

- Details on each assessment included in the visualization can be found in “View the Data”, located at the bottom of the page.
- The information presented in “View the Data” adjusts based on the variables selected.

### VIEW THE DATA

NAME	CONTENT AREA OR SUBJECT TESTED	GRADE TESTED	TYPE OF ASSESSMENT
General Education Assessments	English Language Arts	Grade 3	Diagnostic, Formative
NGSS	Mathematics, Science	Grade 1, Grade 2, Grade 3, Grade 4, Grade 5, Grade 6, Grade 7, Grade 8, Grade 9, Grade 10, Grade 11, Grade 12	Diagnostic, Formative, Screener
Texas ELA and ELP	English Language Arts, English Language Proficiency, Fluency, Listening, Reading, Speaking, Writing	Grade 2, Grade 3, Grade 4, Grade 5, Grade 11, Grade 12	Diagnostic, Formative, Interim or Benchmark, Placement, Screener
Texas MATH	Algebra, Integrated Math, Mathematics, Reading, Writing	Grade 3, Grade 4, Grade 5, Grade 6, Grade 7, Grade 8, Grade 9, Grade 10	Curriculum Embedded, Diagnostic, Formative, Interim or Benchmark, Placement, Screener
Texas for Science	Mathematics, Reading, School Readiness, Science, Writing	Grade 3, Grade 4, Grade 8	

# Getting Started: Get Visual

## Step 4: Visualize your data (cont.)

- Filters can be used to narrow down the data being displayed.
- When you select and add a filter to your graph, your graph will only display the filtered data.
- Filter categories are located beneath the variable selection options.

I want to see my assessments by  grouped by

with added information about  and

filtered by | **Content Area** | **Grade** | **Purpose** | **Required by** | **Type of Assessment** |

# Getting Started: Get Visual

## Step 4: Visualize your data (cont.)

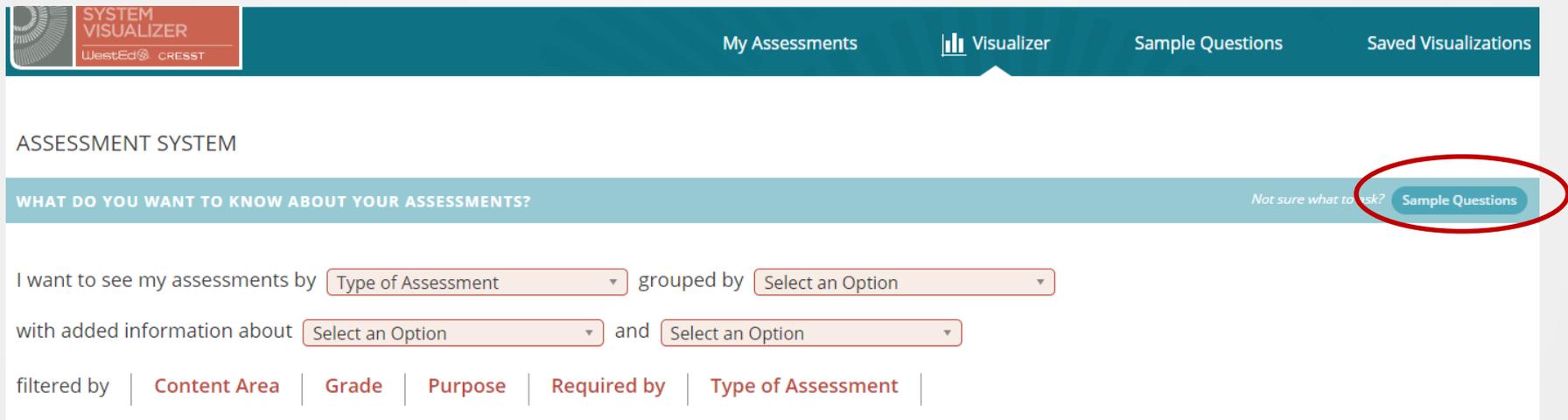
- Selecting a filter category will present options that can be applied to graphs.
- For example, selecting Content Area presents you with the different content areas that assessment data graph can be further filtered by.
- Applying filters to the visualization can be helpful for creating graphs that are more specific to your particular question.

filtered by	Content Area	Grade	Purpose	Required by	Type of Assessment
<input type="checkbox"/> Algebra (0)	<input type="checkbox"/> Foreign Language (0)	<input type="checkbox"/> Physical Education (0)	<input type="checkbox"/> Technology (0)		
<input type="checkbox"/> Biology (0)	<input type="checkbox"/> Geography (0)	<input type="checkbox"/> Reading (5)	<input type="checkbox"/> U.S. History (0)		
<input type="checkbox"/> Civics (0)	<input type="checkbox"/> Health (0)	<input type="checkbox"/> School Readiness (0)	<input type="checkbox"/> Visual Arts (0)		
<input type="checkbox"/> Economics (0)	<input type="checkbox"/> Integrated Math (0)	<input type="checkbox"/> Science (5)	<input type="checkbox"/> World History (0)		
<input type="checkbox"/> English Language Arts (6)	<input type="checkbox"/> Listening (1)	<input type="checkbox"/> Social Studies (2)	<input type="checkbox"/> Writing (1)		
<input type="checkbox"/> English Language Proficiency (0)	<input type="checkbox"/> Mathematics (8)	<input type="checkbox"/> Speaking (1)	<input type="checkbox"/> Other (0)		
<input type="checkbox"/> Fluency (0)	<input type="checkbox"/> Performance Arts (0)				

# Getting Started: Get Visual

## Step 4: Visualize your data (cont.)

- Optional: review the Sample Questions provided to help you analyze and discover strengths, weaknesses, or patterns in your assessment system.



The screenshot displays the 'SYSTEM VISUALIZER' interface. At the top, there is a dark teal navigation bar with the following tabs: 'My Assessments', 'Visualizer' (which is the active tab and has a white underline), 'Sample Questions', and 'Saved Visualizations'. On the far left of this bar is a logo for 'SYSTEM VISUALIZER' by WestEd and CRESST. Below the navigation bar, the main content area is white. It starts with the heading 'ASSESSMENT SYSTEM'. Below that is a light blue horizontal bar with the text 'WHAT DO YOU WANT TO KNOW ABOUT YOUR ASSESSMENTS?' on the left and 'Not sure what to ask?' on the right. A red circle highlights a button labeled 'Sample Questions' located to the right of the 'Not sure what to ask?' text. Below this bar, there are several filter options: 'I want to see my assessments by' followed by a dropdown menu showing 'Type of Assessment'; 'grouped by' followed by a dropdown menu showing 'Select an Option'; 'with added information about' followed by two dropdown menus, both showing 'Select an Option'; and 'filtered by' followed by a row of five filter categories: 'Content Area', 'Grade', 'Purpose', 'Required by', and 'Type of Assessment', each separated by a vertical line.

# Getting Started: Get Visual



My Assessments

 Visualizer

Sample Questions

Saved Visualizations

## What do you want to know about?

Select a question to start graphs with those variables.

> Time to Administer

∨ Content Area

 What **TYPES OF ASSESSMENTS** are students taking in **CONTENT AREA** that are **ALIGNED TO** standards ?

 What **DELIVERY MODE** **CONTENT AREA** assessments are students taking in **GRADE(S)** ?

 What **CONTENT AREA** assessments include **ITEM TYPES** ?

 What **CONTENT AREA** assessments are for **PURPOSE** in **GRADE(S)** ?

 What **TYPES OF ASSESSMENTS** for **CONTENT AREA** are funded by **FISCAL AGENT** for the purpose of informing **PRIMARY AUDIENCE** ?

> Type of Assessment

> Delivery Mode

> Purpose of Assessment

> Grade(s)

# Getting Started: Share Your Work

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## Step 5: Sharing

The ASV allows you to:

- Download all charts on a page together or individually, in PNG image or PDF formats.
- Print the whole page or an individual chart.
- Save a specific configuration of charts on the Visualizer, bookmarked to access again in your “Saved Visualizations”.

# Getting Started: Share Your Work

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## Step 5: Sharing (cont.)

The ASV allows you to:

- Share the URL of a specific visualization page of your data with others so that you can collaborate, without requiring everyone to create an account.
  - An account is not required to view, download, print, or share a shared chart.
  - If a non-account holder is interested in saving the visualization online in the Assessment System Visualizer, he or she will be required to create an account, then return to the chart page and click Save.

# Creating Meaningful Visualizations

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- Meaningful visualizations tell the story of what patterns, trends, or relationships exist within your data.
- They can help you identify areas that need attention or improvement, such as imbalances in the system, or grapple with the complexity of an entire assessment system as a whole.
- Gather and enter as much information as possible about your assessment system, so you have the most data to explore.
- Adding more assessments and more details about them increases the number of questions you can answer about your assessment system.
- Use the Sample Questions below to identify and understand what kinds of questions the Assessment System Visualizer can help you answer, and adapt those questions to your own situation.

# Need Help?

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- If you have any questions about the Assessment System Visualizer, please contact the Center on Standards and Assessment Implementation at [csai@wested.org](mailto:csai@wested.org).

