



#### Framework for Local Alternative Assessment Implementation

	1	2	3	4	5	6	7
	Readiness	Design	Develop	Administer	Use	Account	Institutionalize & Innovate
Operational Definitions of Stages	Ensuring readiness in the personnel, technical, and organizational domains of the division in order to undertake the initiative, namely with regard to the development and use of performance-based assessments (PBAs).	Similar to the work of an architect, making use of required guidelines and desirable qualities of alternative assessments to conceptualize Local Alternative Assessments (LAAs).	Similar to the work of an engineer, applying expert knowledge of the relevant academic disciplines, pedagogies, characteristics of child development, needs of special populations (e.g., ELL, SPED), and principles of assessment to create technically adequate (i.e., valid & reliable) LAAs.	Teachers administer and students complete LAAs; teachers and school leaders evaluate performance on LAAs.	LAA results are used to: <ul style="list-style-type: none"> <li>a. evaluate student learning (summative)</li> <li>b. demonstrate student progress relative to Intended Learning Outcomes (ILOs),</li> <li>c. make formative decisions about instruction, and</li> <li>d. critique and strengthen the validity and reliability of the LAAs.</li> </ul>	LAA results are reported to constituents (parents, students, teachers), as appropriate.	Alternative assessments are incorporated within a balanced assessment system at the classroom level by teachers and at the school / division level by educational leaders; alternative assessment practices prompt innovative instruction and deeper learning.

### 3 Questions

1. At which stage would you say your school division is **right now**?
2. In your judgment, which stage (whether you have experienced it or not) would be **particularly challenging** for your school division?
3. At what stage do you realistically expect your school division to be by **this time next year**?

Supplement 1: Essential Actions Relevant to the LAA Initiative

	Readiness	Design	Develop	Administer	Use	Account	Institutionalize & Innovate
Descriptions of Actions Considered Essential to Meeting the Intent of the LAA Initiative	a. Awareness of requirements of the initiative among key personnel in the division (e.g., teachers, school leaders, school board). b. Assessment literacy of LAA developers. c. Assessment literacy for administrators. d. Leaders / champions for initiative identified within the division. e. Determination of either school- or division-level implementation of the LAA initiative.	a. Create LAAs for removed SOL assessments. b. Align LAAs to SOL Strands or Reporting Categories. c. Create common language and template examples. d. Take a grass-roots process (i.e., teachers collaborating in designing PBAs).	a. Align LAAs to relevant SOLs. b. Identify authentic performance-based tasks. c. Create of valid and reliable prompts. d. Identify relevant and feasible student response formats. e. Create accurate and reasonably objective performance criteria (i.e., rubrics). f. Identify appropriate accommodations for the inclusion of special populations (e.g., ELL, special education).	a. Administer LAAs in designated grades / subjects. b. Score LAAs. c. Embed LAAs into curriculum maps and/or pacing guides.	a. Evaluate student performance. b. Use results on LAA to adjust instruction and revise/improve LAAs. c. Use results to demonstrate student growth / achievement.	a. Report results to teachers, students, and parents. b. "Substantiate" LAAs to VDOE.	Review and revise division curriculum to reflect 21 <sup>st</sup> century skills (i.e., critical thinking, creativity, communication, collaboration, and citizenship), subject-specific skills, and integrated skills.  Undertake initiatives through professional development and instructional supervision to align teachers' pedagogical practices to more authentic, engaging learning experiences.

**Supplement 2: Documents Relevant to Substantiating Compliance with the LAA Initiative**

	Readiness	Design	Develop	Administer	Use	Account	Institutionalize & Innovate
Examples of Documents and Artifacts	Professional development materials	LAA design template	Local alternative assessments Anchor responses Inter-rater reliability protocols	Written directions for administering LAAs	Student score report template Sample student score reports	Aggregate student score reports Multi-year LAA development plan	Division-level strategic plan that includes vision and action plan for LAA initiative and innovation  Balanced assessment plan

**Supplement 3: Illustrative Examples of Enacting the Vision of the LAA Initiative**

	Readiness	Design	Develop	Administer	Use	Account	Institutionalize & Innovate
Illustrative Examples	Ensure broad-based awareness of and support for initiative among key stakeholders (e.g., teachers, students, parents, school board).  Develop teacher and instructional leaders' capacity to create PBAs.	Align to broad educational aims, career and college readiness, 21 <sup>st</sup> century skills (i.e., critical thinking, creativity, communication, collaboration, and citizenship), and sophisticated learning goals (e.g., scientific inquiry, jurisprudential inquiry, writing for a variety of purposes and audiences).	Develop alternative assessments in non-tested grade levels to strengthen vertical alignment.  Develop alternative assessments in non-tested subject areas to strengthen interdisciplinary integration and alignment.	Engage students in metacognitive / self-assessment protocols.  Embed the use of alternative assessment practices throughout the year as a regular part of instructional units.	Provide public exhibitions / showcases of student performances and products.  Pilot, analyze, and revise LAAs to strengthen validity, reliability, and authenticity.	Enact capstone assessments (e.g., exiting elementary school, exiting middle school, and exiting high school) within division.  Utilize LAAs for school and teacher growth goals.	Expand use of performance assessments in non-tested grade-levels and subject areas.  Develop teacher and instructional leaders' capacity to create PBAs  Connect assessment and pedagogy to develop instructional methods and strategies  Promote teachers' collaborative analysis of student work to critique and strengthen curriculum, instruction, and assessment.

