New York State's Educational Assessment Strategy

New York's Educational Assessment Strategy says that we must collect information from multiple sources to understand our students' learning. We can then use that information to make decisions about how to support their individual learning needs. We use multiple sources of evidence because each type of assessment has a unique **purpose** and **use**.

PURPOSE

The purpose of an assessment includes the type(s) of information we can gather and how often it is collected.

USE

Results from each type of assessment have a specific use, or interpretation, in terms of the questions that can be answered about students' learning.

Assessment Types

Type	Description & Purpose	Frequency	Questions That Assessment Results Can Help To Answer (Use)
 FORMATIVE & INFORMAL ASSESSMENTS	Regular teacher interactions and brief checks for student understanding happen multiple times every day in the classroom and provide feedback to both students and teachers. This also includes self and peer assessments.	**Daily**	• Are students grasping new concepts introduced in instruction? • Which students might need more support before moving to the next concept? • Should the teacher alter instructional techniques to ensure each student is accessing the lesson?
 CLASSROOM ASSESSMENTS	Classroom assessments such as quizzes and unit tests provide a summary of what students have learned at the end of a designated period.	**Weekly/ Monthly**	• How well did each student master the concepts of a specific unit or course? • Are there patterns that suggest that instruction for certain concepts was not effective for some or all students?
 INTERIM/ BENCHMARK/ DIAGNOSTIC ASSESSMENTS	Administered at specified times during an established sequence of instruction, these assessments evaluate students' knowledge and skills relative to a set of longer-term learning goals and provide updates as students make progress toward the goals. These can include project- and performance-based assessments.	**Several Times Per Year**	• How are students progressing toward grade-level skills? • Are students on track to meet the expectations of the grade/course? • What rate of progress is each student making in the subject area (i.e., how quickly are they growing their knowledge)?
 STATE ASSESSMENTS	States are required by the federal Every Student Succeeds Act (ESSA) to implement a set of high-quality academic assessments that can be used to measure student progress across the state in achieving the state learning standards. These assessments provide a critical picture of student opportunity across the state. The Education Department uses the results to identify areas that may benefit from additional resources or support, with the goal of fostering educational equity.	**Annually**	• How well has each student mastered the New York State learning standards for the grade/subject? • Which schools or districts would most benefit from targeted support to increase student achievement? • Where should resources be directed to bolster students' opportunity to learn and be successful?
 NATIONAL & INTERNATIONAL ASSESSMENTS	National and international assessments allow for tracking of long-term trends in student achievement across states or countries. Administered several years apart, results provide general information about patterns of collective student learning rather than specific information about strengths/weaknesses for subject areas or individual students.	**Every 2+ Years (given only to a sample of students)**	• What are the long-term trends of student achievement in a subject area? • How does student achievement in State X compare to State Y in the defined grade level and subject area? • How has math achievement changed in the United States compared to other countries over the past decade?