Make Assessment Matter

Students and Educators Want Tests that Support Learning

Students recognize that testing plays a vital role in education. Educators and district administrators should seek student input about what is fair, district, and classroom-levels.

Testing Should Inform Teaching and Learning

Percentage of educators who matched assessment types with the correct definition and purpose

Educators and teachers need help understanding different types of assessment to interpret and use assessment data more effectively to drive student learning.

Major Gaps Persist in Student and Educator Assessment Literacy

Educators' Understanding of Assessment Types

Students recognize that testing plays a valid role in education. Educators and district administrators should seek student input about what is fair, district, and classroom-levels.

Educator Collaboration Makes a Difference

Teachers who collaborate on assessment results are more confident than teachers who don’t that they are prepared to interpret and use these results by a significant margin.

Focus Professional Development on Understanding Assessment

Focus professional development on understanding assessment.

96% of students say they try hard on most tests

Of students who say they’re “very” or “somewhat” confident in knowing what tests mean, only about 1 in 3 teachers (29%) can correctly identify the definition of formative assessment practice.

89% of students say it is “very” or “somewhat” important to know about changes at school that impact their learning.

37% of students say they do not receive their results on state accountability tests.

85% of district administrators who say that traditional teacher preparation programs did not adequately prepare new teachers to integrate assessment into their instructional practice.

89% of parents say they want to be more involved in their child’s education and learning.

80% of students say their teachers talk about test scores and grades.

86% of district administrators say they are “very” or “somewhat” confident in knowing what tests mean.

89% of teachers say they want to receive test scores and grades.

77% of district administrators say they want to help develop accurate and fair assessments.

76% of district administrators say their test scores and grades are fair and accurate.

70% of teachers say they believe that test scores should be used as a measure of student learning.

70% of district administrators say their test scores and grades are fair and accurate.

70% of parents say they are “very” or “somewhat” confident in knowing what tests mean.

66% of teachers say they believe that test scores should be used as a measure of student learning.

64% of district administrators say their test scores and grades are fair and accurate.

61% of teachers say they believe that test scores should be used as a measure of student learning.

59% of district administrators say their test scores and grades are fair and accurate.

51% of parents say they are “very” or “somewhat” confident in knowing what tests mean.

47% of teachers say they believe that test scores should be used as a measure of student learning.

43% of district administrators say their test scores and grades are fair and accurate.

42% of parents say they are “very” or “somewhat” confident in knowing what tests mean.

40% of teachers say they believe that test scores should be used as a measure of student learning.

30% of district administrators say their test scores and grades are fair and accurate.

29% of parents say they are “very” or “somewhat” confident in knowing what tests mean.

22% of teachers say they believe that test scores should be used as a measure of student learning.

20% of district administrators say their test scores and grades are fair and accurate.

19% of parents say they are “very” or “somewhat” confident in knowing what tests mean.

17% of teachers say they believe that test scores should be used as a measure of student learning.

14% of district administrators say their test scores and grades are fair and accurate.

13% of parents say they are “very” or “somewhat” confident in knowing what tests mean.

12% of teachers say they believe that test scores should be used as a measure of student learning.

10% of district administrators say their test scores and grades are fair and accurate.

9% of parents say they are “very” or “somewhat” confident in knowing what tests mean.

8% of teachers say they believe that test scores should be used as a measure of student learning.

7% of district administrators say their test scores and grades are fair and accurate.

6% of parents say they are “very” or “somewhat” confident in knowing what tests mean.

5% of teachers say they believe that test scores should be used as a measure of student learning.

4% of district administrators say their test scores and grades are fair and accurate.

3% of parents say they are “very” or “somewhat” confident in knowing what tests mean.

2% of teachers say they believe that test scores should be used as a measure of student learning.

1% of district administrators say their test scores and grades are fair and accurate.

0% of parents say they are “very” or “somewhat” confident in knowing what tests mean.

0% of teachers say they believe that test scores should be used as a measure of student learning.