

Measuring Student Progress Committee

Formative assessments prepare teachers to improve and optimize their instruction based on the detailed knowledge and understanding of individual student performance.

The Measuring Student Progress Committee is developing a bank of formative assessments that align to the Alaska State Grade Level Expectations in math, reading, and writing grades 3-10. These formative assessments are being developed with consistent and sound measurement practices (content validity, construct validity, reliability, and assessment bias), and are intended for use by all teachers in Alaska.

We believe it is critical that teachers coach for individual growth with the goal of moving each student as far and as fast as possible toward a level of proficiency with regard to Alaska's Content and Performance Standards, and ultimately, the Alaska State Benchmark and High School Qualifying Examinations.

We want teachers across the state to use these assessments (and develop similar assessments) to guide and adjust their instruction during the learning process to differentiate instruction, so that the needs of each student will be met.

We do not want to see these assessments used as a checklist or summative evaluation; rather, the GLEs and formative assessments need to be embedded in high-quality standards and performance-based instruction.

It is the further belief of this committee that teachers receive explicit training to ensure that the assessments are used as they were intended. Anything we do to gather and interpret information about kids' learning should provide accurate and helpful input for nurturing children's further growth.