

Assessment Data and Influence (Jonson 2014)

Table 1

Heuristic Model of Influence: Dimensions, Subtypes, and Definitions

Dimension	Subtype	Definition
Sources of Influence	Findings-based	Based on student learning evidence
	Process-based	Based on evidence about the process of assessment rather than on learning evidence including consideration of methodology or data (e.g., measurement issues, sample size).
Effects of Influence	Instrumental	Involves a direct action or a decision and commitment to take educational practice or policy actions.
	Conceptual/Cognitive	Involves new understandings, ways of thinking, or processing information that may lead to considering action but lacks the actual commitment to act.
	Affect	Involves participant's disposition, emotions, or tendency regarding assessment process or assessment evidence
	Affirmation	Involves a confirmation of the appropriateness or effectiveness of an existing practice, policy, or understanding.
Results of Influence	Improved student learning	Results in evidence of improved student learning.
	Personal transformation	Results in a personal transformation of stakeholders (e.g., feeling empowered and motivated, changes of beliefs).
	Communities of practice	Results in building new or strengthening existing communities of practice.
	Symbolic/Political	Results in generating or sustaining support for policies or practices.
Time of Influence	Immediate	Occurs concurrent with the assessment process.
	End of Cycle	Occurs surrounding the conclusion of an assessment cycle (e.g., end of term)
	Long-term	Occurs in the future or extends beyond the assessment cycle.