**Activity 1: Effects of assessment data**

*Instructions:* In your group, identify examples of the effects of your continuous improvement process, and record them in the appropriate cell below. Indicate some idea of the *time* in the assessment process in which the example occurs.

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| **Effects of Influence** | **Findings based**  (student learning evidence) | **Process based**  (from process; e.g. measurement issues, sample size) |
| Instrumental (influence actions or decision making) |  |  |
| Conceptual (different understandings or enlightenment) |  |  |
| Affect (Disposition, emotion, or tendency) |  |  |
| Affirmation (confirm effectiveness) |  |  |

**Activity 2: How do the following factors influence the *Instrumental use* (decisions or actions) from assessment data**

*Instructions:* In your group, select some of your group’s examples of Instrumental effects from Activity 1 (other side of the page). Identify how some of the factors below impact decisions.

1. Factors about the data validity

* Reliability - consider multiple direct measures, plus indirect measures
* Significance of performance gap
* Known context about source of data

1. Factors about people

* What stakeholders are involved, and at what point in the process? People as data sources vs. Decision makers
* Who influences vs. makes decisions?

1. Factors about process

* Is work involved appropriate for the significance of the issue
* Timing - how often is evidence discussed, when
* Degree to which it supports long-term goal of improving student ability
* What is the official process (flowchart)
* How is data aggregated and reported at various points in the process

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| --- | --- |
| Examples of Instrumental effects | Factors that influence assessment data use |
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