

**Figure 2.4: Leadership Guiding Questions for Examining Assessment Options for Literacy**

<b>Leadership: Guiding Questions for Examining Assessment Options for Literacy</b>	<b>Collaborative Team Notes and Next Steps</b>
<p>In building an assessment plan, how are you integrating both <i>assessing for learning</i> (formative) and <i>assessment of learning</i> (summative)? How are you considering both informal and formal formative assessments in this plan?</p>	
<p>Will you be using prepackaged assessments or creating your own? How are you ensuring both validity and reliability of the assessment? If you are creating your own, how have you applied the PREP process as prework?</p>	
<p>How are you planning to balance unobtrusive, obtrusive, and student-generated assessments in your everyday classroom practice? How will the information gathered through these formative practices assist you in understanding student learning?</p>	
<p>How will you determine if you will use selected-response, constructed-response, student-generated, or performance assessments? What steps will you take to ensure the questions and prompts are providing the information that you need about student learning (reliability)?</p>	