Aligned Assessment

Assessments that are connected directly to learning outcomes and gradations of learning. These assessments usually contain questions that are categorized by a learning gradations (4,3,2,1) and may even contain direct reference to learning gradations and the corresponding levels.

Teachers in this stage realize that assessments aligned to targets produce data that allows for healthy collaboration, accurate feedback, timely intervention, and instructional change.
Assessments that possess the qualities from the preparation stage but not ask students to identify their thinking, confidence, or other metacognitive processes that the student used to arrive at the answer or outcome.

Teachers in this stage realize that what a student thinks about their answers is as important as their answers. Teachers realize there is much more to assessment than just arriving at an answer. There is a story to be told...the answer is just the tip of the iceberg.
Insight - Reflective Assessment

Assessments that involve the learner in an assessment through segments of reflection. This reflection process is evaluated as much as the answer or outcome.

Teachers in this phase realize a student's reflective interaction and self-engagement through a variety task or activities is assessment, both for self-monitoring and teacher evaluation. Teachers realize the manner in which a student interacts with an assessment provides useful information to evaluation their level of understanding.
Assessments that act together in a system. This system is developed and employed to capture and demonstrate how a student is growing over time both in content knowledge, skill but also in thinking and problem solving. These assessments create a portfolio of evidence that shows growth or non-growth. These type of assessments can be identified by a growth goal and their pre and post test structure.

Teachers in this stage are realizing that assessments are not separate events but interconnected holistic experience that create a story of growing.
Elaboration - Process Assessment

Assessments that are both intrusive and non-intrusive process of co-constructing learning, collaborative gathering of evidence, conversational monitoring. This process includes reflective engagement with self, peers, and teacher.

Teachers in this stage realize timely and systematic reflective experiences provide all the evidence one needs.