

Instructional Agility and the Other Assessment Tenets

Assessment Tenet	Brief Explanation	Contribution to Instructional Agility
Assessment Purpose	Understanding assessment purpose means having a clear picture of how to use emerging assessment results.	The assessment's purpose helps clarify what assessment results teachers should use as instruction occurs. Hesitation (or a mixed message) could interfere with the necessary instructional maneuvers and student engagement as students act on feedback they receive during instruction. If the teacher is unclear about the assessment's purpose, he or she could lead students to care more about completing work than learning from their efforts and improving over time.
Assessment Architecture	Assessment is most effective when those responsible for its delivery purposefully plan it and intentionally sequence it in advance of instruction.	Planning with precision allows for maximum agility in response to emerging assessment evidence. By anticipating the most probable errors in thinking, teachers can plan their responses should those errors emerge. Identifying the most essential learning informs teachers when to make instructional moves to help students go deeper and learn more and what to revisit or let go.
Accurate Interpretation	Interpreting assessment results must be accurate, accessible, and reliable.	Instructional maneuvers are most efficient and effective when teachers accurately interpret assessment results. Clear next steps for individual students and instruction hinge on a teacher's interpretation, which he or she has generated from students' actions, dialogue, and work. Recognizing these moments is essential to accurately interpreting and providing the foundation for communicating those next steps.
Communication of Results	Communicating assessment results must generate productive responses from students and all stakeholders who support them.	Communicating results and next steps is essential for students to take immediate action. Opaque communication could cause an unnecessary delay in growth and achievement. Instructionally agile teachers focus on providing and facilitating next steps in learning. They must communicate this type of feedback in a way that inspires students to act and doesn't shut them down or confuse them.
Student Investment	There is a symbiotic relationship between assessment and self-regulation.	The ultimate goal is for students to be instructionally agile on their own behalf. Through self- and peer assessment they can, at best, be a more readily available source of feedback and guidance for one another.