

REIMAGINING BALANCED ASSESSMENT SYSTEMS

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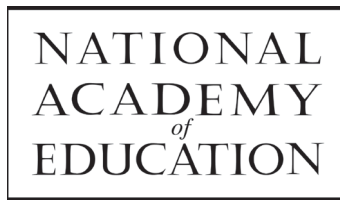
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**STUDY ON THE IMPLEMENTATION AND USE OF
BALANCED ASSESSMENT SYSTEMS**

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Acknowledgments

High-quality assessments are a critical component of the U.S. educational system. Educational assessment can provide information that can be used for making decisions about student learning; teachers, curricula, programs, and schools; resources and funding; and other aspects of educational policy. When used appropriately, educational assessment can serve as an integral tool for the improvement of teaching and learning. No one test, however, can address these multitude of uses and that is why it is critical to have in place *balanced assessment systems*.

This volume explores the history of balanced assessment systems and reimagines balanced assessment systems that center equitable classroom learning environments. In doing so, it provides guidance to state and local educational agencies, as well as schools and teachers, regarding how to (1) foster and maintain a culture of productive assessment use to improve ambitious and equitable teaching and learning at the classroom level; (2) design policy, professional learning, and other local systems necessary to implement balanced assessment systems; and (3) implement processes to use aggregate data to continually improve the assessment system itself to better serve all students, especially those most disenfranchised.

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We want to thank the chapter authors for their critical contributions to this volume. Each chapter stands on its own as an important contribution to the field. It was through the authors' willingness and effort to work across chapters, and with the steering committee and external reviewers, that this collection became a coherent and comprehensive volume.

This volume would not be what it is without the wise and generous support and feedback from our external reviewers:

Courtney Bell, *University of Wisconsin–Madison*
Kathryn Dewsbury-White, *Michigan Assessment Consortium*
Debbie Durrence, *Gwinnett County Public Schools*
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William R. Penuel, *University of Colorado Boulder*
Allison Timberlake, *Georgia Department of Education*

These reviewers gave tremendously of their time and insights. In addition to reviewing specific chapters numerous times, they, along with the steering committee and authors, participated in a two-day workshop to make this volume what it is. For more information about the reviewers, see their biographical sketches at the end of this volume along with the biographical sketches of the authors and steering committee.

This volume and all of its chapters were extensively reviewed and we want to thank Judith Warren Little, Chair of the Standing Review Committee, for overseeing this process.

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We hope this volume contributes to and informs the critical work of classroom and school educators, district and state personnel, federal and state policymakers, and assessment vendors.

Scott F. Marion, *Committee Co-Chair and Volume Co-Editor*
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