



# Dashboard

*A metaphor for: a rich, complex, and valid assessment system*



*The story you're telling:*  
Just as we need many different gauges, windows, and mirrors as drivers, education needs a dashboard approach to assessment to provide multiple ways of monitoring and improving.

Strategic way to redirect thinking away from patterns such as:

**Assessment = Standardized Tests; Assessment = Summative Assessment; Black Box of 'Validity'; Critics Are Soft or Self-Interested**



*Concepts and ideas included in this frame element:*

- **Dashboards provide multiple types of information:** helps to establish that a wide variety of data is necessary to make decisions.
- **Dashboards help us make a wide range of decisions:** we use data to decide whether to change something or to keep it just the same and to determine that things are fine or that we need to make repairs.
- **We use observations to make adjustments as we drive:** helps to build public understanding of formative assessment, using assessment to improve.
- **Windows and mirrors provide critical information:** helps to build public understanding of direct observation and qualitative data.

*(Continued on reverse)*



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*Concepts and ideas included in this frame element:*

- **Each gauge serves a specific, different purpose:** establishes concept of assessment validity, using each instrument to measure what it was built to measure.
- **Some data reveal the need for urgent change:** we might not have known that our oil was dangerously low, but we ignore that 'service engine now' light at our peril.

*Read the original research behind this recommendation at [FrameWorksInstitute.org](http://FrameWorksInstitute.org)*