



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:** whether those decisions are to change something or keep it just the same; that things are fine or that we need to make repairs, we use data to decide.
- **Using observations to make adjustments as you 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.
- **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 reveals 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