

In a Formative Assessment System ...

District and charter leaders show responsibility to *themselves* by setting goals and mile markers of progress for this work. They hold principals and other district and charter leaders accountable, setting high expectations for all levels to implement this work well. They share this work with school boards and the community, spending the time to make it happen.

District and charter leaders show responsibility to *schools* by providing clarity and helping formative assessment make sense to school leadership, teachers, and students. They provide the needed resources for this work. They share the purpose and vision and communicate clear expectations for formative assessment practices for entire school communities.

District and charter leaders show responsibility to *colleagues* by sharing the purpose and learning of formative assessment work happening within their district or charter system. They create space for collaboration among district or charter staff, using a common language to support collaboration and establish a true district or charter team.

District and charter leaders show responsibility to *SEA partners* by developing a global understanding of their district or charter system and how it relates to the larger community and the SEA. They develop a deep awareness of the formative assessment work occurring at their sites and can speak about it to the SEA. District and charter leaders clearly represent and communicate the goals and values of their district or charter system to the SEA so that the SEA has a clear conception of the culture and values of that district or charter system. They codify how formative assessment practices are positively impacting student achievement and communicate to the SEA how implementing formative assessment relates to metrics of success.

District and charter leaders show responsibility to *families and caregivers* by providing them with uniform messaging and intentions, consistent with communication from each school and each teacher so that everyone can understand the core formative assessment values. District and charter leaders create a climate where families and students feel like an integral part of the community and district or charter system. They also learn about the cultures that make up their system, including family values and culturally specific ideas about the roles of educators and caregivers. District and charter leaders create clear inquiry cycles to get to know their families in a meaningful way, including through surveys, family nights, social media, etc., and report on the families and cultures that make up the system. District and charter leaders also create opportunities for families to engage in a meaningful way with the educational system, using formative assessment practices as a way to gather feedback from families.