

ABSTRACT

This paper has dual purposes. First, it describes a formative classroom assessment intervention, titled Proximal Assessment for Learner Diagnosis (PALD), and presents early empirical evidence on how well it worked with data from teachers in four schools in upstate New York. The data we present are from early field-tests of the PALD approach using selected mathematics domains. Second, it draws on the findings of the PALD implementation to discuss an alternate assessment policy rationale for schools and school systems. In doing so, it integrates the existing literature on high stakes testing reforms, formative classroom assessment, and building learning-centered assessment cultures in schools.