

SAMPLE LOGIC MODEL AND TEMPLATE

What inputs, activities, outputs and outcomes should we be working towards?



Logic Models outline the resources, inputs, and activities required to reach your desired outputs and outcomes.

Guidance:

This document contains an example of a completed logic model from a state that has piloted multiple through-year assessment models. It also includes blank logic model templates that your state can use to design your own logic model, as well as a sample list of potential inputs, activities/strategies, outputs and outcomes.

Sample completed logic model

Louisiana’s Logic Model for Testing What’s Taught: Equity in Test Design Project

Inputs

Foundation support for stakeholder engagement in designing math and ELA curriculum-relevant through-year assessment and score reports	Foundation support for prototyping math and ELA curriculum-relevant through-year assessments in 2022-23 SY	State experience with designing and piloting ELA curriculum-embedded through-year assessments (Guidebooks, Wit & Wisdom)	Catalog of reviewed and tiered high-quality curriculum along with incentives to encourage district adoption	Legislative and State Board support for a coherent, curriculum-aligned system and academics and accountability	First state to be granted an Innovative Assessment Demonstration Authority Waiver
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Strategies

Develop models of math and ELA curriculum-relevant through-year assessments, which both connect to each of the high-quality curriculum in the state while also flexibly working across the total set of high-quality curriculum (Absolute Priority 2).	Develop and implement an approach to scaling these through-year models up from initial prototyped grade(s) in a small number of schools to additional grades and schools that leads to recommendations on whether to scale statewide in grades 3–8 (Priority 2).	Develop reports of through-year assessment results with corresponding supports to drive stakeholders understanding of and response to results (Competitive Priority).
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Outputs

Expanded pilots of math and ELA curriculum-relevant through-year assessments from one elementary and one middle school grade to additional grades and districts in 2023-24 and 2024-25.	Research-informed recommendations on the viability of scaling math and ELA curriculum-relevant through-year assessments statewide for summative use.	Score reports designed with stakeholder engagement for math and ELA curriculum-relevant through-year assessments	Production of stakeholder-informed supports and tools that connect assessment results to curriculum and enable instructional modifications.
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Short-term Outcomes

Gap in scores between students who are economically disadvantaged and those who are not is reduced on the curriculum-relevant tests in comparison to traditional assessments.	Percentage of students who disengage with curriculum-relevant test models during pilots is reduced in comparison to the traditional summative assessment	Stakeholders report satisfaction with the level of engagement in designing assessments, score reports, and supports.	Teachers, administrators, and parents rate reports as useful and easy to understand in surveys and focus groups after pilots and field tests.	Teachers report increased skill and confidence in using assessment results to inform instruction in surveys and focus groups.
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Long-term outcomes

Demonstration that through-year assessments can be scaled statewide in core subjects with the potential to replace existing summative assessments while preserving comparability and ESEA requirements.	Results from parallel pilots of different through-year assessment approaches (curriculum-embedded vs. curriculum-relevant) informing future decision-making in Louisiana and the national landscape.	An assessment system that better balances <i>assessment of learning</i> with <i>assessment for learning</i> ; improving student achievement and increasing opportunities to learn by aligning assessment with instruction and thereby providing real-time meaningful and actionable data.
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U.S. Department of Education Office of Elementary & Secondary Education. *Competitive Grants for State Assessments Awards* (August, 2022). https://oese.ed.gov/files/2022/08/LouisianaCGSA2022application1_Redacted.pdf

Blank logic model template

We have provided two different versions of logic model templates, depending on your team's preference. The first is designed in the style of the example on the page prior and provides thinking questions for each phase of the logic model. The second is designed in a table format.

- + PowerPoint [here](#)
- + Table version [here](#)

List of sample inputs, activities, outputs, outcomes

INPUTS

- + Foundation support for testlet development and pilot testing
- + Political and legislative/state board support for innovative testing
- + State experience with designing and piloting innovative assessments
- + Necessary grants/ funding to support pilot testing

ACTIVITIES/STRATEGIES

- + Develop models of through-year assessments including test design, item creation, passage selection etc.
- + Develop and implement an approach to scaling through-year models in a small number of schools/districts
- + Recruit districts and schools as prototype sites and prepare for administration of prototype
- + Provide teacher support and professional learning on test design, methodology etc.
- + Educate parents and the public on the vision for through-year assessments and what it means for their child
- + Administer the prototype assessments
- + Analyze results from prototype including administering surveys and conducting focus groups with educators, students and parents to collect input on design of test models and scope reports
- + Increase SEA staff capacity to support innovative assessment

OUTPUTS

- + Pilot administration in X schools and districts, statewide administration of through-year assessments by X
- + X teachers participate in professional development by X date
- + X% of teachers, parents and administrators, students engaged through X surveys, focus groups etc.
- + Score reports designed with stakeholder engagement

OUTCOMES

- + Stakeholders report satisfaction with level of engagement in designing assessments, score reports, and support
- + Teachers, administrators and parents rate reports as easy to use and instructionally useful
- + Teachers report increased skill and confidence in using assessment results to inform instruction in survey and focus groups
- + Demonstration that through-year assessments can be scaled statewide with potential to replace existing summative assessments
- + An assessment system that better balances assessment of learning with assessment for learning; improving student achievement

Potential Timeline and other considerations

- + 1-2 years: Develop test design, conduct focus groups, revise test design
- + 2 years: Pilot test design in districts and revise
- + 2 years: Scale up implementation to full state