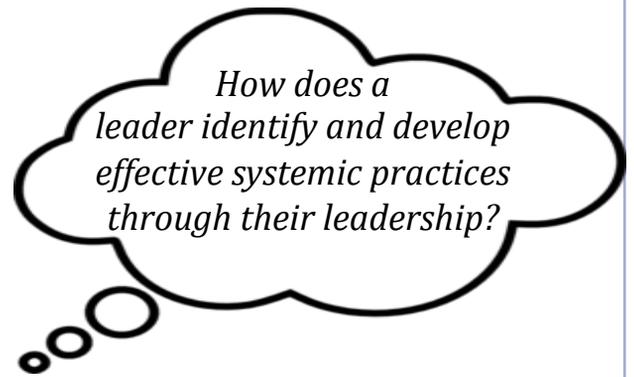


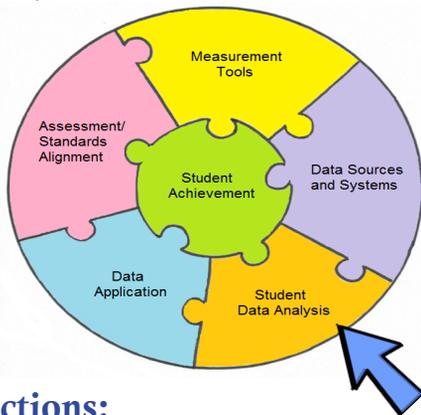
Critical Question #3

How do we know students are learning (Reflect)?



Fundamental Practice 4. School leaders, staffs, and individual teachers disaggregate and analyze multiple sources of data at the individual student level to identify specific student needs, skill levels, etc., in order to inform instruction or to design differentiation or intervention strategies.

In a standards-based framework, the analysis of individual student performance is a key to informing teachers and administrators about those students who may not be learning at mastery levels or are learning above expectations. In order to meet the needs of all students, individual student data *from multiple sources* provides the basis for teachers to ensure every child learns. This trait is consistently evident in effective schools when teachers work individually and collaboratively to ensure each student is afforded every opportunity possible to learn and perform at mastery levels. Administrators also regularly monitor individual student progress and data to ensure every student is afforded the best instruction to meet his/her individual needs. This implies that schools need functional, accessible data systems that allow data to be entered, organized, displayed, retrieved, and analyzed in a timely and user-friendly manner.

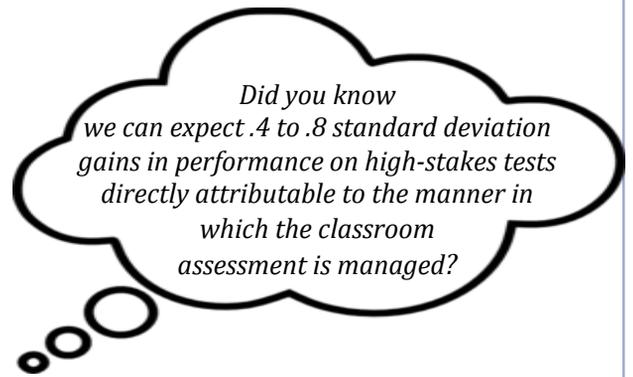
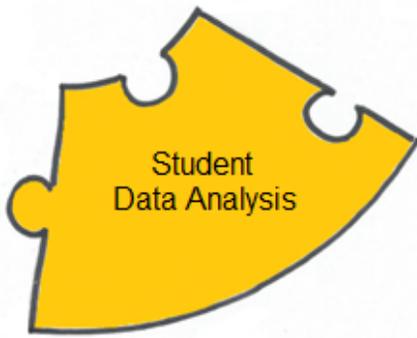


Guiding Questions:

- How is individual student progress monitored after instruction?
- How is individual student data being analyzed to inform teachers about individual student needs?
- How is individual student performance data used to guide instructional or intervention decisions including grouping, re-teaching, differentiating, etc.?

Reflections:

1. As a leader, what is my role in ensuring this fundamental practice is taking place in my district and schools?
2. What are current barriers that are getting in the way of successfully implementing this fundamental practice systemically in my district and schools?
3. When I return to my district/school, I will complete the following three action steps to begin enhancing our (my and my staff's) application of this fundamental practice:
 - a. _____
 - b. _____
 - c. _____



Essential Components of a Balanced District Assessment System

In *Classroom Assessment Competence: The Foundation of Good Teaching*, Stiggins reminds us that 99.9 percent of the assessments that happen in the student's learning life occur in the classroom on a day-to-day basis at the behest of their teachers, and that 100% of those that are likely to help students learn more happen in the classroom. Typically, a teacher spends a quarter to a third of professional time involved in assessment-related activities. District and building administrators need to be able to build a balanced local assessment system to support and certify learning, continue to refine achievement standards, ensure local assessment accuracy, balance local communication systems to support and certify learning, and ensure a foundation of assessment literacy among local faculty and staff. When practitioners are sufficiently educated in the basic principles of sound assessment, profound achievement score gains result for students. Which level of assessment are you exerting most of your assessment resources?

Level of Assessment and Key Issues	Classroom Assessment	
	Formative Applications	Summative Applications
Key decision(s) to be informed?	What comes next in the student's learning?	What standards has each student mastered? What grade does each student receive?
Who is the decision maker?	Student and teachers	Teacher
What information do they need?	Evidence of where the student is now on learning progression leading to each standard?	Evidence of each student's mastery of each relevant standard
What are the essential assessment conditions?	<ul style="list-style-type: none"> ✓ Clear curriculum maps per standard ✓ Accurate assessment results ✓ Descriptive feedback ✓ Results point student and teacher clearly to next steps 	<ul style="list-style-type: none"> ✓ Clear and appropriate standards ✓ Accurate evidence ✓ Focus on achievement only ✓ Evidence well summarized ✓ Grading symbols that carry clear and consistent meaning for all

5 Keys to Quality Classroom Assessments

Key 1: Clear Purpose

Key 2: Clear Targets

Key 3: Sound Design

Key 4: Effective Communication

Key 5: Student Involvement

High-Impact Practices to Increase:

- Quality of classroom assessment
- Reliance on descriptive feedback
- Opportunities for student self-assessment
- Opportunities for students to track their own achievement and communicate about changes in their own capabilities over time.

Connect to Resources

For additional resources incorporating benchmark and annual assessment key issues, visit the critical question 3, fundamental practice #4 section of the tool kit.