

Balanced Assessment: A Conversation on Meaningful Assessment Use



This session will describe the best uses and biggest challenges of different types of assessment. When used well, assessment has great power to motivate and engage students. To capitalize on the power of various assessment forms, it means an intentional look at purpose, type, method and use. This session will explore the relationships between and among standardized testing, benchmark assessment, end of course assessment, common summative and formative assessment, and ongoing classroom assessment.

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Essential Questions:

What are the best uses and biggest challenges of various types of assessments in a balanced system?

How do we align our assessment types, purposes and practices?

What are key elements of quality classroom assessment?

Purpose & Types of Assessment

adapted from *Finding the Meaning in Numbers*, Vagle, 2009, in *Principal as Assessment Leader Anthology*, edited by Thomas Guskey

What % of your time do you spend focused on this type of assessment?	Assessment Format	Type of Data Dialogue: Who Uses the Information and How?	What is the best use of this data?	How Often Is the Assessment Given?	Timeframe for Analysis	Timeframe for Response
	Standardized Tests	<i>Policy Conversations, District, Whole School, Department, or Grade-Level Team Conversations</i>				
	Benchmark Assessments	<i>District/System, Whole School, Department, Grade-Level Team, or Individual Teacher Analysis</i>				
	End-of-Course Assessments	<i>Whole School, Department, Grade-Level Team, or Individual Teacher Analysis</i>				
	Summative Assessments (Common or Individual)	<i>Department, Grade-Level Team, or Individual Teacher Analysis</i>				
	Common Formative Assessments	Department, Grade-Level Team, Individual Teacher, and/or Student Analysis		Determined by how often teams meet		
	Formative Assessments	Individual Teacher and Student Analysis				

Pause & Ponder:

- ✓ What is the best use and biggest challenge of each type of assessment?
- ✓ How much time do educators (teachers, administrators) spend on each of these types of assessment?
- ✓ How much time do students spend engaged in each type of assessment?
- ✓ What are the implications? What should a balanced system of assessment look like and feel like?
- ✓ How balanced is our system? Where do we spend too much time? Just enough? What gives us the best information in supporting students learning? How do we know?

Standards-based Benchmark Assessment

What is a benchmark assessment?

Working definition: A standards-based benchmark assessment is a tool (usually in the form of a test or piece of writing) used to gather information about a current level of proficiency on a specified set of standards that are essential to student success (future coursework, standardized assessment, ongoing skills).

The purpose of gathering the information is for classroom teachers and students to analyze the results in order to plan next steps in their learning. School leadership teams analyze the data to examine the best ways to provide support for student learning and to reflect on the effectiveness of prior instruction and curriculum. District leadership use data to provide support to schools based on their needs.

Excerpts from Benchmark Assessments for Improved Learning An AACCC Policy Brief by Joan L. Herman, Ellen Osmundson, & Ronald Dietel (2010)

full policy brief online at http://www.cse.ucla.edu/products/policy/R1_benchmark_polbrief_Herman.pdf

“Between state and formative assessment is benchmark assessment¹, defined as follows: Benchmark assessments are assessments administered periodically throughout the school year, at specified times during a curriculum sequence, to evaluate students’ knowledge and skills relative to an explicit set of longer-term learning goals. The design and choice of benchmark assessments is driven by the purpose, intended users, and uses of the instruments. Benchmark assessment can inform policy, instructional planning, and decision-making at the classroom, school and/or district levels” (p. 1).

“Where do benchmark assessments fit in a balanced assessment system? While annual state assessments provide a general indicator of how students are doing relative to annual learning standards, and while formative assessment is embedded in ongoing classroom instruction to inform immediate teaching and learning goals, benchmark assessments occupy a middle position strategically located and administered outside daily classroom use but inside the school and/or district curriculum. Often uniform in timing and content across classrooms and schools, benchmark assessment results can be aggregated at the classroom, grade, school, and district levels to school and district decision-makers, as well as to teachers. This interim indication of how well students are learning can fuel action, where needed, and accelerate progress toward annual goals” (p. 2).

-----**Your Thoughts**-----

What's the purpose of standards-based benchmark assessment?

It is essential that prior to the development and use of benchmark assessment, a clear purpose is established and communicated to all stakeholders (parents, families, teachers, students, and others invested in the work).

Potential Purposes

- ❑ Assess essential learning objectives that have been taught to determine level of proficiency and plan for individual student interventions at certain points in the school year. This assessment might also be used to evaluate the effectiveness of the curriculum being used.
- ❑ Assess essential standards that are most often tested on a standardized assessment to understand how students might perform on the state test and to plan additional support for students who score below a certain threshold.
- ❑ Assess essential standards that signal what is expected and what is valued in terms of student work.

“Benchmark assessments often serve four interrelated but distinct purposes:

- (a) Communicate expectations for learning,
- (b) Plan curriculum and instruction,
- (c) Monitor and evaluate instructional and/or program effectiveness, and
- (d) Predict future performance. “

“Given the scarcity of time and resources in educational settings, it should come as no surprise that many organizations attempt to use one assessment for multiple purposes. However, the National Research Council warns: ‘...the more purposes a single assessment aims to serve, the more each purpose is compromised. (NRC, p. 53, 2001)’” (p. 4)

-----*Your Thoughts*-----

Key Implementation Questions to Consider in Standards-based Benchmark Assessment

1. What is the purpose of the assessment? How will the information be used?
2. What standards should be assessed? (Those already taught? Directly aligned to the standardized assessment? Focused on essential skills such as writing?)
3. How will it support current curriculum and assessment work?
4. Who will design it? What process will we use? What materials do we need to consider?
5. How will the results be recorded? How will the results be shared?
6. How will students and families makes sense of the information?
7. How often will a benchmark assessment be given? When will it be given?
8. What time and professional development will be allocated to ensure the most meaningful implementation and use? How will the use of the results be facilitated? **Craft a plan that outlines time for designing, administering, analyzing and responding to the data.
9. How will we communicate the standardized benchmark process to key stakeholders?

10th Grade Writing

Context

Is conspiracy ever justified? In the last few years, there have been multiple coups around the world. Individuals and groups for many reasons conspire against a power (government, an ideology, religion, money, etc.). Haide argues that evil and good are more complicated than bad people taking over a country.

Task

Consider the following text in making an argument for or against justifiable conspiracy. Use examples from Julius Caesar and at least two other outside texts that explain global coups to support your argument. (Students were provided two other texts).

Criteria

This essay will be scored using the Grades 9-12 Writing Rubric (Focus, Development, Organization, and Language Use)

Include the following in your essay (at least one paragraph):

- Introduction with a focused thesis
- Develops claims: Uses valid reasoning and relevant and sufficient support from the texts
- Addresses counter claims
- Appropriate and cohesive transitions
- Conclusion
- Uses clear language and accurate sentence structure (i.e. no fragments or run ons)

10th Grade Writing Assessment Data

Count of Students at Each Level				
	Focus	Development	Organization	Language
1	22	46	66	17
2	59	110	99	65
3	130	61	55	124
4	13	8	6	19
5	2	1	0	1
Total Students	335	335	335	335

% of Students at Each Level				
	Focus	Development	Organization	Language
1	6.6%	13.7%	19.7%	5.1%
2	17.6%	32.8%	29.6%	19.4%
3	38.8%	18.2%	16.4%	37.0%
4	3.9%	2.4%	1.8%	5.7%
5	0.6%	0.3%	0.0%	0.3%
Total Students	335	335	335	335

Data by Teacher

Count of Focus	Focus					
Teacher	1	2	3	4	5	Grand Total
Teacher A	3	13	24			40
Teacher B	7	20	44	3	1	75
Teacher C	12	24	57	10	1	104
Grand Total	22	57	125	13	2	219

Count of Development	Development					
Teacher	1	2	3	4	5	Grand Total
Teacher A	13	19	7	1		40
Teacher B	15	32	25	2	1	75
Teacher C	18	52	29	5		104
Grand Total	46	103	61	8	1	219

Data by Teacher and Student

Teacher	Students	Focus	Development	Organization	Language
Teacher A	Student 4	1	1	1	2
Teacher A	Student 34	1	1	2	2
Teacher A	Student 35	1	2	2	2
Teacher A	Student 2	2	1	1	3
Teacher A	Student 3	2	2	1	2
Teacher A	Student 11	2	1	3	3
Teacher A	Student 13	2	1	2	3
Teacher A	Student 14	2	1	3	3
Teacher A	Student 23	2	2	1	2
Teacher A	Student 28	2	1	2	3
Teacher A	Student 30	2	2	2	2
Teacher A	Student 43	2	1	1	3
Teacher A	Student 47	2	1	1	3
Teacher A	Student 50	2	1	1	2
Teacher A	Student 51	2	1	1	3
Teacher A	Student 53	2	1	1	3
Teacher A	Student 1	3	3	3	4
Teacher A	Student 5	3	3	1	3
Teacher A	Student 6	3	2	3	2

Grades 9-12 Informative Writing Rubric

Created by Spring Lake Park High School English Teachers and Nicole Vagle – based on the ACT writing rubric and the Common Core

	Focus	Development	Organization	Language Usage
1	Maintain a focus on the general topic through most of the essay.	Support is not related to the purpose Offer a little development, with one or two ideas: if examples are given, they are general and may not be clearly relevant; resort often to merely repeating ideas Informative/Explanatory: Little to no development of the topic.	Provide recognizable organization with some related grouping of ideas. Present a recognizable introduction and conclusion.	Show limited control of language: Grammar, usage, and mechanics detracts from ideas and errors significantly impede understanding; Use simple vocabulary ; Use simple sentence structure
2	Maintain a focus on the general topic throughout the essay.	Offer limited development of ideas using a few general examples; resort sometimes to merely repeating ideas. Informative/Explanatory: Develop the topic by selecting somewhat sufficient support.	Provide a basic organization with some grouping of ideas. Present a recognizable introduction and conclusion . Use simple and obvious transitions (e.g. First, then, next).	Show a basic control of language: Correct grammar, usage, and mechanics , with distracting errors that sometimes impede understanding; Use simple but appropriate vocabulary ; Use a little sentence variety , though most sentences are simple in structure
3 (9-10 Comm on Core)	Maintain a focus on a general topic and attempt a focus on specific issue. Present a thesis establishing a general focus on the topic.	Develop support: Informative/Explanatory: Develop the topic by selecting well-chosen, relevant, and sufficient support.	Provide organization and grouping of ideas. Present a discernible introduction and conclusion . Use appropriate and varied transitional words and phrases to create cohesion; show relationships among ideas and sections of the text.	Show adequate use of language to communicate: Correct grammar, usage, and mechanics, with some distracting errors that may occasionally impede understanding; Use appropriate vocabulary; Use some varied kinds of sentence structures to vary pace
4 (College Ready Comm on Core 11/12)	Maintain a focus on specific topic and issue. Present a thesis that clearly states position on the issue or topic.	Develop most ideas fully, using some specific and relevant reasons details and examples taking the audience into consideration. Informative/Explanatory: Develop the topic by selecting significant and relevant support.	Provide a unified organization with a logical progression of ideas. Present a well-composed introduction to the topic. Provides a conclusion that follows from and supports ideas presented. Use relevant and varied transitional words and phrases to create cohesion; show logical relationships among ideas and sections of the text.	Show competent use of language to communicate ideas: Correct grammar, usage, and mechanics , with a few distracting errors but none that impede understanding; Use some precise and varied vocabulary and syntax ; Use several kinds of sentence structures to vary pace and to support meaning
5 (AP)	Maintain a clear focus on discussion of the specific topic and issue in the prompt. Present a meaningful thesis that clearly states position and shows understanding of the complex issue or topic	Develop several ideas fully using specific and relevant reasons, details, and examples taking the audience into consideration. Informative/Explanatory: Develop the topic thoroughly by selecting the most significant and relevant support.	Provide unity and coherence throughout the essay, often with a logical progression of ideas. Present a well-composed introduction that engages the reader and introduces the topic. Provides a conclusion that follows from and supports ideas presented and makes judgments or provides broader context. Use relevant and varied transitional words and phrases to that are placed appropriately to create cohesion; show logical relationships among ideas among ideas and sections of the texts.	Show effective use of language to clearly communicate ideas: Correct grammar, usage, and mechanics , with just a few, if any, errors; Use precise and varied vocabulary and syntax ; Use a variety of sentence structures to vary pace and to support meaning

COMMON ASSESSMENT PRACTICE AT A GLANCE

A collaborative common assessment is any assessment, both formative and summative in design, that is *team created or team endorsed* by teachers who share standard expectations; it must be designed *in advance of instruction* and administered in close proximity by all instructors who share a role in administering that assessment; those who designed or endorsed the assessment must then *collaboratively examine the results* for consistent scoring and shared, *instructionally sensitive responses* that address the following:

- Error analysis and appropriate instructional planning for individual students
- Curriculum, instruction, and/or assessment modifications.

Erkens, part of unpublished manuscript.

Why common assessments?

Erkens, 2010

Assessment Literacy – teams build shared knowledge as they learn by doing in the design, implementation, interpretation, response, and scoring of assessments. (Erkens, 2007)

Increased Accuracy in Assessment Design:

- Alignment to standards
- Clear, uniform targets
- Accurate prompts and measurement tools
- Varied mediums
- Increased rigor / depth

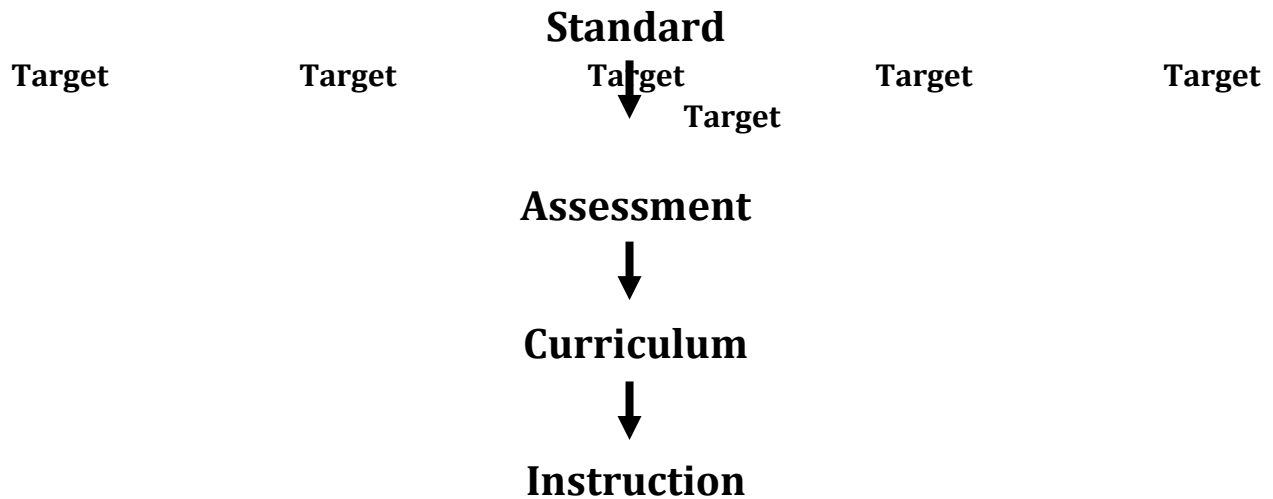
More Effective ‘Instructionally Sensitive’ Responses to Assessment Results:

- Identified error analysis
- Targeted instructional responses
- Effective feedback
- Dynamic student involvement
- Systemic Reflection

Improved Assessment Literacy and Organizational Capacity!

Backward Design

(Wiggins & McTighe, 2005)



Mapping an Assessment Plan (Erkens, 2013)

Common Core Standards, Reading Informational Texts

- RI.8.1. **Target 1:** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as **Target 2:** inferences drawn from the text.
- RI.8.2. **Target 3:** Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; and, **Target 4:** provide an objective summary of the text.
- RI.8.3. **Target 5:** Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

Assessments: homework, quizzes, projects, and tests

	H 1	H 2	Q 1	H 3	H 4	Q 2	H 5	Project	Final
Target 1	X	X	X					X	X
Target 2		X	X	X			X	X	X
Target 3				X	X	X		X	X
Target 4		X			X	X	X	X	X
Target 5				X	X	X	X	X	X

**Which ones will be common?
Will they be formative? Summative?**

Pause & Ponder:

- ✓ How do we understand common assessment practices? What is the main goal of common summative assessment?
- ✓ What is the main goal of common formative assessment?
- ✓ What do we have in place with regard to common assessment practice?
- ✓ In what ways does or could common assessment practice empower teachers and students?
- ✓ What are the biggest challenges with common assessment practice?
- ✓ How could we address these challenges?
- ✓ What could be our next step in moving this work forward?

Formative Assessment Definitions & Research

Research suggests that Formative Assessment has great potential to positively influence student learning:

- Black, P. & Wiliam, D. (1998). *Assessment and classroom learning*. *Assessment in Education*, 5(1), 7-74.
- Dunn, K.E. Mulvenon, S.W. (2009). *A critical review of research on formative assessment: The limited scientific evidence of the impact of formative assessment in education*. *Practical Assessment, Research & Evaluation*, Vol. 14, No. 7.
- Shepard, L.A. (2000). *The role of assessment in a learning culture*. *Educational Researcher*, 29(7), 4-14.
- Wiliam, D., Lee, C., Harrison, C., & Black, P. (2004). *Teachers developing assessment for learning: Impact on student achievement*. *Assessment in Education*, 11, 49-65.
- Wininger, R.S. (2005). *Using your tests to teach: Formative summative assessments*. *Teaching Psychology*, 32(2), 164-166.

Definitions to Consider:

“...Assessment functions formatively when it improves the instructional decisions that are made by teachers, learners, and peers. These decisions can be immediate, on-the-fly decisions or longer term (45).” Dylan Wiliam, *Embedded Formative Assessment*, (2011), p. 45-46.

“*Formative assessment* is defined as assessment carried out during the instructional process for the purpose of improving teaching or learning (Shepard, Hammerness, Darling-Hammond, & Rust, 2005).

Similarly, OECD authors (2005) said that ‘Formative assessment refers to frequent, interactive assessments of student progress and understanding to identify learning needs and adjust teaching appropriately’ (p. 21).”

Write a Definition of or Draw a Symbol for Formative Assessment:

Relationship Between Formative & Summative Assessment:

Characteristics of Formative Assessment

Characteristic	Examples	Resources to Support Implementation
<p>Accuracy</p>		
<p>Learning From Mistakes *What mistake is being made? *What does it say about the student's understanding? *What does the student need to work on next?</p>		
<p>Descriptive Feedback *Describes learning; it doesn't quantify or evaluate it. *Describes strengths in terms of the learning criteria. *Provides next steps for specific action. *Is focused and manageable. *Is timely.</p>		
<p>Student Investment *Where am I going? *Where am I now? *How can I close the gap? (Sadler, 1989)</p>		

Formative Assessment SAMPLE: Grade 1 Math

Used with permission from St. Simon's Elementary School, Georgia

array

○○○○○
○○○○○
○○○○○

Picture

⊙ ⊙ ⊙

I can use repeated addition, arrays, and skip counting to multiply 1 digit numbers.

Repeated Addition

$5+5+5=15$

Problem

$3 \times 5 = 15$

Formative Assessment: Grade 4

Learning Targets on this quiz:

- I know what each number in a fraction means. This means I can write a fraction with the correct numerator and denominator.
- I know how to problem solve. This means I can take information from a problem and figure out what the answer is.
- I know the value of different coins and can count money. This means I can figure out how many coins it takes to make a total amount of money.

1. In a group of 8 people, 5 are wearing hats. What fractional part of the group is wearing hats?

- A. $\frac{8}{5}$
- B. $\frac{5}{8}$
- C. $\frac{3}{5}$
- D. $\frac{2}{8}$

2. Oliver went fishing. He caught 2 pike, 1 muskie, and 3 bass. What fraction of Oliver's total catch was bass?

- A. $\frac{1}{6}$
- B. $\frac{2}{6}$
- C. $\frac{3}{6}$
- D. $\frac{5}{6}$

3. Last year a basketball player scored 513 points. This year he has scored 466 points. How many more points must he score to have the same score as last year?

- A. 47
- B. 57
- C. 153
- D. 157

Explain how you got your answer.

4. Maria gave a store clerk \$10.00 for a purchase that cost \$9.19.

Part A. What is the total amount of change Maria should have received from the clerk?

Part B. How would Maria receive her change using the least number of coins possible?

Part C. Show 1 way Maria could receive her change using only dimes, nickels, and pennies.

***Items taken directly from the Grade 4 MCA II Math sampler found at*
http://children.state.mn.us/MDE/Accountability_Programs/Assessment_and_Testing/Assessments/MCA_II/MCA_II_Item_Samplers/index.html

Learning from Our Mistakes: 4th Grade Math Assessment

Vagle (2009) in *Teacher as Assessment Leader*, Solution Tree

*I know what each number in a fraction means. This means I can write a fraction with the correct numerator and denominator.

*I know how to problem solve. This means I can take information from a problem and figure out what the answer is.

Directions: Read the problem, select an answer, and then explain how you got your answer (Students would have already responded to this question if they took the quiz.)

1. In a group of 8 people, 5 are wearing hats. What fractional part of the group is wearing hats?

- A. $2/8$
- B. $3/5$
- C. $5/8$
- D. $8/5$

Explain.

In pairs, discuss how you might get each possible answer:

Letter	Explain how someone may have arrived at each answer
A	
B	
C	
D	

3. Which is the right answer? _____

4. What two (2) tips would you offer your classmates in order to help them solve this problem correctly?

Science Formative Exit Slip

****ALL your Student work from a formative assessment**

On the day before our next session (April 15), take 10 minutes at the end of a class period and ask students to write out an exit slip. Ask them to respond to a question or solve a problem that reflects the learning that was to occur that day. You're trying to get a snapshot of what they understand (and don't).

EXAMPLE

Learning Target: I can use what I know about photosynthesis to make sense of real life problems.

EXIT SLIP:

A plant in a chamber is exposed to moonlight. The amount of CO₂ increases in the chamber. What can you conclude from this experiment?

- a) Plants use moonlight to do photosynthesis
- b) Plants cannot use moonlight to carry out photosynthesis
- c) Plants use moonlight to do photosynthesis and respiration

Choose an answer and then explain your response.

ANOTHER OPTION: If you are already collecting some type of student work on Thursday (or Wednesday), bring all the work with you and we will look at common mistakes students made to plan some instructional response.

Descriptive Feedback That Creates Student Investment, Vagle, 2013

Descriptive feedback is any comment, verbal or written, that provides information or observation on an activity, a product, a test, or performance. There are various purposes for feedback. In some cases, feedback is used to rationalize a score or proficiency level. That is different than when feedback is meant to inspire learning. Inspiring feedback involves action that leads to improvement and provides direction regarding improving quality. Providing feedback and having students respond, revise, or analyze the feedback is essential if students are going to benefit from the comments provided by teachers. Feedback is recommended as another area of study both to tie it to student self-assessment (so that the feedback begins to help students become even stronger in their self-assessment) and to help focus the comments (so teachers have the best hope of supporting learning). I used to get frustrated when students would make the same mistake over and over again. Reflecting back, I was expecting students to transfer those insightful comments I made on their work or in our conversation to the next time they encountered that type of work. If I wanted that comment to improve their learning, I needed to have students use those comments and revise that task or assignment. So, that leads to a couple of key ideas regarding feedback:

- ✓ **Be descriptive** – Avoid quantities or general comments like try again, add more. Use more descriptive language that tells students about the qualities of their work.
- ✓ **Be purposeful** – There is a time when comments are designed to rationalize or justify the score or grade. There is a time when comments are intended to promote learning. If it's the latter, then we must build in time and structures for students to take action on those comments.
- ✓ **Begin with a strength and then offer a next step.**
- ✓ **Less is More – Design fewer assignments and assessments** but build in opportunities and instructional activities that lead students to revise and develop their work.
- ✓ **Less is More – Focus comments on one or two areas**, learning goals, or criteria. Too many comments overwhelms students and they don't know where

to start. When teachers comment on everything, they are working much harder than students and often students don't see the connection between their work and how the teacher got there.

- ✓ **Prompt students to action, but don't fix it for them.** Students describe teachers who will write over their work or fix it for them and this often leads to confusion as they don't see where their misunderstanding occurred.

Student Investment (Vagle, 2013)

Good Reads: <http://ati.pearson.com/downloads/tip-pub.pdf>
<http://ideasandthoughts.org/2009/06/15/student-involved-assessment/>

Student Investment (Vagle, 2013): How do we create a culture in our classrooms and a mindset in our students that focuses on learning? In this type of culture, students are active partners in their moving their learning forward and understand how to keep getting better. Here are a few practices that promote this type of culture:

Students...

- Have language to describe their learning
- Have a clear idea of **quality** and not-so-quality work
- **Take action** on descriptive feedback
- **Revise** their work
- **Self-reflect** on what the assessment means in terms of their learning (strengths and next steps)
- **Set Goals** based on assessment information
- **Make an action plan** (in partnership with teachers) to achieve their goal and improve
- **Share** their work and plans to improve
- **See and experience** how the learning is relevant and challenging through the work teachers design (assessments, instructional activities, homework)

Types of Formative Assessment

Pedagogies for personalizing learning, GTCE seminar: January 29, 2008, By Dylan Wiliam at www.dylanwiliam.net

TIME FRAME	Teacher Practices	Student Investment Practices
<p>Long-cycle Span: across units, terms Length: four weeks to one year Impact: Student monitoring; curriculum alignment</p>		
<p>Medium-cycle Span: within and between teaching units Length: one to four weeks Impact: Improved, student-involved, assessment; teacher cognition about learning</p>		
<p>Short-cycle Span: within and between lessons Length: day-by-day: 24 to 48 hours minute-by-minute: 5 seconds to 2 hours Impact: classroom practice; student engagement</p>		

The Purpose & Types of Assessment

adapted from *Finding the Meaning in Numbers*, Vagle, 2009, in *Principal as Assessment Leader Anthology*, edited by Thomas Guskey

Assessment Format	Type of Data Dialogue: Who Uses the Information and How?	How Often Is the Assessment Given?	Timeframe for Analysis	Timeframe for Response	Questions to Consider During Analysis
Standardized Tests	<i>Policy Conversations</i> <i>Whole School, Department, or Grade-Level Team Conversations</i>	Usually once a year; sometimes twice a year (in fall and spring)	Four to six months after the assessment, as it takes a significant amount of time to receive data	Usually none—unless teachers are examining standardized assessment data of current students, data only reflects the effectiveness of past instruction and curriculum. Analyzing the previous year’s standardized data on current students, if available, may help focus instruction or assessment practice.	Consider these questions when examining whole school and subgroup data: <ul style="list-style-type: none"> • What strengths do the data reflect? • What are the patterns of learning that need improvement? • Why do you think these patterns emerged? • How will we address the area of improvement? • Given this data, what goals might we set as a school, team, or teacher? • How do our goals align to our curriculum and standards? • How do the goals inform any district benchmark data or school common assessment work?

<p>District Benchmark Assessments</p>	<p><i>Whole School, Department, Grade-Level Team, or Individual Teacher Analysis</i></p> <p>Districts and schools use this information to determine progress toward student achievement on the standardized test.</p> <p>Sometimes schools use these data to identify individual students who need additional time and support. In this case, data are used to appropriately place students in intervention programs.</p> <p>Teachers can use these data to determine progress and plan how to focus units of instruction in teams or individually if a team does not exist.</p>	<p>Two to four times a year</p>	<p>One to six weeks, depending on the district's process—the more immediate the results, the more impact the data can have on instruction and student learning.</p> <p>The more time passes before results are analyzed, the less accurate the data becomes—and the less able teachers are to use it to respond to student learning needs.</p>	<p>Within a week or two, if data are analyzed and results shared in time—if results take longer to receive, the analysis and response are more challenging. More school-focused data may be collected to assess if students' understanding has changed.</p>	<p>Consider these questions when examining whole school, subgroup, team, and classroom data:</p> <ul style="list-style-type: none"> • What strengths do the data reflect? • What are the patterns of learning that need improvement? • How could we instructionally respond to the learning needs of individual students as a school? As a team? As individual teachers?
<p>End-of-Course Assessments</p>	<p><i>Whole School, Department, Grade-Level Team, or Individual Teacher Analysis</i></p> <p>Districts use these assessments to ensure equity and alignment to standards.</p> <p>School leadership examines these data to determine the effectiveness of curriculum.</p> <p>Teachers analyze these data to</p>	<p>One to two times per year, depending on the length of the course</p>	<p>At the end of the course or at the beginning of the following year</p>	<p>The next time the course is taught—results inform revisions to the assessment and curriculum and impact instruction adjustments.</p> <p>Teachers may analyze student</p>	<p>Individual teachers, teams, departments, or grade levels may address the following questions for both end-of-course assessments and summative assessments (whether common or individual).</p> <p>For an item analysis of a more objective test, ask:</p> <ul style="list-style-type: none"> • What were the patterns of strengths in student performance?

	determine the effectiveness of the assessment and any curriculum changes that need to occur in the following year.			data from the previous year's course to identify focus areas and strengths on which to build.	<ul style="list-style-type: none"> • What were the patterns of learning that need improvement? • Were there items that a large number of students missed? Why? Was there a gap in the curriculum, a gap in understanding, a problematic question, or some other reason? • How might we revise our curriculum next year to meet the learning needs suggested by this data?
Summative Assessments (Common or Individual)	<p><i>Department, Grade-Level Team, or Individual Teacher Analysis</i></p> <p>Teachers use these data at a moment when they expect students to have already learned the intended content.</p> <p>Teachers may examine a sample of student work generated from the assessment to address any gaps in learning and to evaluate the assessment itself.</p>	As often as students are expected to have learned something and when that learning will be quantified in terms of a grade, rubric score, or proficiency level	Between one week and one month after the assessment	<p>If analysis happens immediately and teachers discover gaps in understanding that are essential for students to understand in order to be successful in the future, they may choose to spend a few extra days on the intended learning.</p> <p>Or, teachers may decide that the intended learning will</p>	<ul style="list-style-type: none"> • How might we revise the assessment to more accurately measure our intended learning? <p>When examining samples of student work from assessments:</p> <ul style="list-style-type: none"> • Interdisciplinary team members take turns bringing an assessment and six to ten pieces of student work to examine to plan for learning needs and improvements on the assessment. • Departments or grade levels take turns bringing in an assessment and the accompanying student work. • Teams each bring samples of work from their common assessment and examine it for gaps

				<p>occur again in a future unit.</p> <p>Or, teachers may decide it isn't essential and will modify curriculum and instruction to be more effective the following year.</p>	<p>in learning or to more accurately score the assessment. (See figure 7.3, page 162 in <i>The Principal as Assessment Leader</i>, for a protocol to guide this conversation.)</p> <p>Also visit the Looking at Student Work website (www.lasw.org) for numerous protocols that lead to rich discussion regarding student work.</p>
<p>Common Formative Assessments</p>	<p>Department, Grade-Level Team, Individual Teacher, and/or Student Analysis</p> <p>Teachers use these data to check in with students about their progress in achieving an essential learning outcome. Individual students in need of support or advancement are identified based on their strengths and areas of growth. Interventions and responses are planned in teams or by individual teachers to meet the immediate learning needs of students.</p> <p>Both students and teachers use this data to inform next steps in student learning. The teacher plans a response that addresses the gaps in learning or deepens the learning.</p> <p>Students reflect on what the assessment data tells them about</p>	<p>Determined by how often teams meet</p>	<p>If teams meet weekly, it is possible to administer, analyze, and respond every three to four weeks.</p> <p>If teams meets daily, analysis can occur perhaps every one to two weeks.</p> <p>If teams meet monthly, analysis can occur perhaps two to three times per year.</p>	<p>Within one to two weeks of administering the assessment—depending on the extent of student understanding and the number of students, interventions are planned at a classroom, team, or school level.</p> <p>Teams may decide to break students into flexible groups based on the results.</p> <p>Together, teachers plan</p>	

	their strengths, their intended learning, and their next steps in that learning (goal setting).			lessons that will address the varying needs of each group.	
Formative Assessments	<i>Individual Teacher and Student Analysis</i> Sometimes called <i>assessment for learning</i> .	Minute to minute Day to day	Minute to minute Day to day	Minute to minute Day to day	Students use this data to identify learning strengths and next steps. Teachers use this data to plan and guide instruction.