

Classroom Evaluation of Kentucky Department of Education Key Core Work Processes for Novice Reduction

Design and Deliver Assessment Literacy

Key Elements of this Process: Classroom Assessment for Student Learning emphasizes assessment for learning strategies and: 1) Provides effective targeted, penalty free practice for students; 2) Enables students to take responsibility for their own learning; 3) Improves student motivation and enables students to be in control of their own learning; 4) Improves student achievement (The previous three result in improved student achievement); 5) Moves from a grading culture to a learning culture (Engaging students in activities automatically moves attention away from grading to learning).

Continuous Improvement Activities

Establish a **process** (work) to:

- Ensure that standardized assessment results are used appropriately to propel student achievement.
- Ensure that curricular delivery and assessment measures provide for all pertinent information needs for students.
- Create formative and summative assessments that are aligned to the standards.
- Develop a progress monitoring system to monitor standards mastery for each student.
- Implement formal and informal processes that teachers and students utilize to gather evidence to directly improve the learning of students assessed.
- Develop a tracking system for monitoring of student achievement progress by learning target and by standard.
- Ensure that all assessments evolve from high-quality content standards.
- Ensure that all assessments produce accurate evidence.
- Ensure that assessments are designed to best evaluate student learning (i.e. learning target/assessment match).

Establish a **practice** (worker) to:

- Construct student-friendly learning targets.
- Monitor and evaluate the validity of assessments, standards, and learning targets.
- Control bias in assessment creation and delivery.
- Evaluate student clarity of the vision of the intended learning.
- Identify learning target types.
- Create intentional opportunities for students to receive and offer effective feedback during learning.
- Implement student participation in self-assessment and goal setting.
- Use assessments to help students assess and adjust their own learning.
- Use classroom assessments to inform teacher's instructional decisions.
- Use assessment evidence to certify student competency or program effectiveness.
- Use summative evidence to inform what comes next for individual students and groups of students.
- Determine if learning targets are clear to teachers.
- Determine if learning targets are clear to students.
- Determine if assignments/activities/assessments reflect the learning targets students have had the opportunity to learn.
- Identify which assessment methods are the best match for each learning target.
- Evaluate the quality of test items, test tasks, and scoring rubrics.

Continuous Improvement Activities

- Ensure that formative assessment practices allow students to understand where they are going, where they currently are, and how they can close the gap.

Establish a **condition** (workplace) to:

- Increase collaboration in deconstructing standards and developing congruent learning targets.
- Ensure that grades effectively and accurately communicate student achievement.
- Ensure that all users of assessment data use information to benefit student learning.
- Ensure that effective communication regarding assessments and student performance are shared with appropriate stakeholders to guide instructional planning, student grouping, etc.
- Determine if formative assessment results function as effective feedback to students and teachers.