

**Strategic Level** Evaluation of Kentucky Department of Education Key Core Work Processes

**Design and Deliver Assessment Literacy**

(How will we know they have learned it?)

KEY ELEMENTS OF THIS PROCESS	GUIDING QUESTIONS FOR QUALITY PRACTICE	EVIDENCE OF PRACTICE BEING IN PLACE/ KEY PERSON RESPONSIBLE FOR THIS PROCESS
<p><i>Classroom Assessment for Student Learning emphasizes assessment <b>for</b> learning strategies and:</i></p> <ol style="list-style-type: none"> <li><i>1. Provides effective targeted, penalty free practice for students</i></li> <li><i>2. Enables students to take responsibility for their own learning</i></li> <li><i>3. Improves student motivation and enables students to be in control of their own learning</i></li> <li><i>4. Improves student achievement (The previous three result in improved student achievement)</i></li> <li><i>5. Moves from a grading culture to a learning culture (Engaging students in activities automatically moves attention away from grading to learning)</i></li> </ol>	<ul style="list-style-type: none"> <li>• How do school/district leadership ensure the creation of a balanced assessment system? (CASL work)</li> <li>• What is the expectation for teachers in regards to keeping the stakeholders informed of assessment results?</li> <li>• How do you monitor the validity of assessments (formative and summative) to ensure congruency to the standards/targets?</li> <li>• What processes are used by schools/district leadership to deconstruct standards to ensure learning targets are congruent to the standards and are the laser focus of instruction?</li> <li>• Describe the process teachers use to make learning targets clear for students?</li> <li>• How do school/district leadership ensure the appropriate assessment design is used that will best evaluate the level of student learning? (selected response, written response, performance assessment, personal communication)</li> <li>• What type of feedback is given to students on their progression of learning?</li> <li>• How do school/district leadership direct the next level of leaders in using the data for actionable next steps?</li> <li>• How do school/district leadership ensure teachers utilize formative and summative information to increase student achievement?</li> <li>• How do school/district leadership analyze the data in order to identify priorities and implement actionable steps that impact instruction/student learning?</li> <li>• How do school/district leadership monitor and evaluate achievement as related to the learning target and standards?</li> <li>• How does the grading system communicate student learning accurately?</li> <li>• What systems are in place so that students can communicate how they track and evaluate their progress and set goals?</li> </ul>	

**Greatest Impact**

Most **5 4 3 2 1** Least