

Strategic Level Evaluation of Kentucky Department of Education Work Processes for Novice Reduction

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
<p>Classroom Assessment for Student Learning emphasizes assessment for learning strategies and:</p> <ol style="list-style-type: none"> 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) 	<ul style="list-style-type: none"> • How do school/district leadership ensure the creation of a balanced assessment system? (CASL work) • What is the expectation for teacher's in regards to keeping the stakeholders informed of assessment results? • How do you monitor the validity of assessments (formative and summative) to ensure congruency to the standards/targets? • 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? • Describe the process teachers use to make learning targets clear for students? • 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) • What type of feedback is given to students on their progression of learning? • How do you lead the next level of leaders in using the data for actionable next steps? • How do school/district leadership ensure teachers utilize formative and summative information to increase student achievement? • How do school/district leadership analyze the data in order to identify priorities and implement actionable steps that impact instruction/student learning? • How do school/district leadership monitor and evaluate achievement as related to the learning target and standards? • How does the grading system communicate student learning accurately? • What systems are in place so that students can communicate how they track and evaluate their progress and set goals? 	

___ Leverage ___ Concern

Greatest Impact on Novice Reduction

Most 5 4 3 2 1 Least