

Continuous Improvement Activities for Kentucky Department of Education Key Core Work Processes

Design and Deliver Assessment Literacy

<p>KEY ELEMENTS OF THIS PROCESS</p> <p><i>Classroom Assessment for Student Learning emphasizes assessment for learning strategies and:</i></p> <ol style="list-style-type: none"> <i>1. Provides effective targeted, penalty free practice for students</i> 	<p>PROCESS</p>	<p><u>Establish a process (work) to:</u></p> <ul style="list-style-type: none"> • 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 <u>mastery</u> 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 <u>progress</u> 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).
<ol style="list-style-type: none"> <i>2. Enables students to take responsibility for their own learning</i> <i>3. Improves student motivation and enables students to be in control of their own learning</i> <i>4. Improves student achievement (The previous three result in improved student achievement)</i> 	<p>PRACTICE</p>	<p><u>Establish a practice (worker) to:</u></p> <ul style="list-style-type: none"> • 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. • Ensure that formative assessment practices allow students to understand where they are going, where they currently are, and how they can close the gap.

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5. *Moves from a grading culture to a learning culture (Engaging students in activities automatically moves attention away from grading to learning)*

CONDITION

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.