

Richard Woods, Georgia's School Superintendent
"Educating Georgia's Future"

Leadership Guide to Georgia's School Performance Standards

Assessment Strand: The collecting and analyzing of student performance data to identify patterns of achievement and underachievement in order to design and implement appropriate instructional interventions

Assessment Strand

Assessment Standard 1: Uses a balanced system of assessment including diagnostic, formative, and summative to monitor learning and inform instruction

Assessment Standard 2: Aligns assessments with the required curriculum standards

Assessment Standard 3: Uses common assessments to monitor student progress, inform instruction, and improve teacher practices

Assessment Standard 4: Analyzes assessment results to provide feedback to students and to adjust instruction

Assessment Standard 5: Implements assessment practices that provide an accurate indication of student progress on the required standards



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What does this standard look like in practice?

When a balanced assessment system is in place, a variety of assessment types are used by teachers and leaders to make informed decisions regarding student needs, instruction, and long-term educational goals.

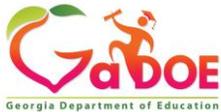
Curriculum-aligned diagnostic assessments are designed or selected and administered to evaluate students' prior knowledge and skills relative to a specific set of academic goals. Teachers use the data from these assessments to determine what students already know and don't know, skills that students may be lacking, as well as gaps in knowledge. These assessments inform decisions prior to instruction and guide teachers in designing instruction that meets each student's readiness for new learning.

Formative assessment is a process embedded within instruction to provide an immediate snapshot of student learning. The process allows teachers to adjust and modify their instructional practices and allows students to better understand their next steps. The assessing *for* learning process is separate from grading and is meant to provide students and teachers with evidence of student learning that can be recognized and responded to during instruction.

Interim assessments or progress checks, a type of formative assessment, provide a more formal measure of student mastery of learning outcomes. Unlike summative assessments, interim assessments take place in time for teachers to adjust instruction to address any identified student needs. These assessments are often designed collectively and used within a grade level or course. The interim assessments provide a platform for teachers to discuss student progress as well as the effective instructional strategies that have produced positive results.

Summative assessments determine student mastery of specific standards, skills, or concepts and are usually associated with a score or grade. These assessments *of* learning are used to make evaluative judgments about how well students learned what was taught. The results of these assessments may inform interventions, acceleration, or adjustments made to curriculum pacing, strategies, and resources.

Education leaders put in place the structures and processes to implement a schoolwide balanced assessment system that includes diagnostic, formative, and summative assessment practices. A well-planned approach to balanced assessment allows teachers, principals, and superintendents the information needed to make informed decisions.



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What do the experts tell us?

The fact is that assessments may be useful for one purpose but worthless for other important instructional purposes. Education leaders now understand that a variety of measures are needed to accommodate a variety of goals. The challenge for schools is designing a balanced assessment system using the strengths of summative, interim, and formative assessments to address instructional, accountability, and learning needs.

Tracy A. Huebner, Educational Leadership,
What Research Says About Balanced Assessment

A balanced assessment system takes advantage of assessment *of* learning and assessment *for* learning; each can make essential contributions. When both are present in the system, assessment becomes more than just an index of school success. It also serves as the cause of that success.

Jan Chappuis and Rick Stiggins, *Student-Involved Assessment FOR Learning*

The integration of both assessment for learning (formative) and assessment of learning (summative) is essential. If the teacher embeds the language of the standards (LOTS) in all his or her formative and summative assessments, students know the expectations for quality work on both teacher-made assessments and high-stakes standardized tests.

Kay Burke, *Balanced Assessment: From Formative to Summative*

Education leaders need to be knowledgeable and persuasive in advocating the use of a balanced assessment system. Before designing any new schoolwide or districtwide assessment, leaders must build commitment at all levels to a data-driven culture and to the new teacher practices this culture requires. A well-planned approach to balanced assessment will offer teachers, principals, and superintendents the different kinds of data they need to be well-informed decision makers.

Tracy A. Huebner, Educational Leadership,
What Research Says About Balanced Assessment

Assessment *of* learning occurs to sum up achievement at a particular point in time. It occurs after learning has happened. Assessment *for* learning occurs to regularly inform teachers and students about the progress of learning while that learning is taking place. Its purpose is to improve learning while there is still time to act – before the graded event.

Rick Stiggins, Judith Arter, Jan Chappuis, and Steve Chappuis,
Classroom Assessment for Learning: Doing it Right – Using it Well



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What actions may be taken by the leadership team to achieve this standard?

1. Discuss and define a balanced assessment system. Discuss the purpose of implementing a variety of assessment processes (e.g., diagnostic, formative, interim, summative, etc.). Establish a written description of the school's balanced assessment system.
2. Identify the current assessments for learning and the assessments of learning used with quality in each content area.
3. Identify gaps in the school's balanced assessment system.
4. Prioritize and schedule a plan of action to address the assessment gaps.
5. Establish written expectations for implementation of diagnostic, formative, interim, and summative assessment processes. Identify resources and professional learning needed to successfully support teachers with implementation.
6. Determine a systematic process for gathering diagnostic, formative, interim, and summative schoolwide data to identify student groups excelling, on track, or at risk of failure.
7. Establish a process for analyzing the data to monitor student progress, interventions, and the effectiveness of instructional practices.
8. Schedule a content area team(s) to present the assessments that make up the balanced assessment system for their content area. Teacher teams share examples of the balanced assessments used during a unit of study, the student results, how the results informed instruction, and how students used the results to improve learning.
9. Build a culture of making data-driven decisions by using the evidence found in the balanced assessment system and taking immediate action.



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<i>What are the look-fors that indicate effective implementation?</i>	<i>What evidence will tell us we are successful?</i>
<ul style="list-style-type: none"> • A variety of assessments (diagnostic, interim, formative, summative, etc.) make up the school's balanced assessment system. • Results from a variety of assessments are regularly analyzed to: <ul style="list-style-type: none"> ✓ Inform instruction, ✓ Inform schoolwide plans, and ✓ Provide feedback to students. • School leaders have written procedures and expectations for: <ul style="list-style-type: none"> ✓ Gathering assessment data, ✓ Vetting the assessments for quality, and ✓ Analyzing the assessment results. • Adjustments in teaching and collaborative planning take into account the results of assessments. • Teachers understand the purpose of various types of assessments and use them appropriately. 	<ul style="list-style-type: none"> • Students are aware of their progress toward meeting the standards and set goals for learning. • Students use formative assessment processes to help each other improve. • Teachers have a comprehensive plan over time for integrating assessment for and assessment of learning. • School leadership and teachers can explain how they strategically use a variety of assessments (diagnostic, formative, interim, summative, etc.) to inform curriculum planning and instruction, to address student learning needs, and to guide long-term planning. • Locally-developed assessments provide an indication of performance on state summative assessments.



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Georgia Department of Education Resources

School Performance Standards

Curriculum Planning Standard 1: Ensures that teachers have a shared understanding of expectations for standards, curriculum, assessment, and instruction

Curriculum Planning Standard 2: Builds curriculum documents and aligns resources with required standards

Instruction Standard 2: Creates an academically-challenging environment that cultivates higher-order thinking skills and processes

Leadership Standard 2: Guides the school's work in curriculum, assessment, instruction, and professional learning

Teacher Assessment on Performance Standards (Teacher Keys Effectiveness System)

Performance Standard 2 Instructional Planning: The teacher plans using state and local school district curricular and standards, effective strategies, resources, and data to address the differentiated needs of all students.

Performance Standard 5 Assessment Strategies: The teacher systematically chooses a variety of diagnostic, formative, and summative assessment strategies and instruments that are valid and appropriate for the content and student population.

Performance Standard 6 Assessment Uses: The teacher systematically gathers, analyzes, and uses relevant data to measure student progress, to inform instructional content and delivery methods, and to provide timely and constructive feedback to both students and parents.

Leader Assessment on Performance Standards (Leader Keys Effectiveness System)

Performance Standard 3 Planning and Assessment: The leader effectively gathers, analyzes, and uses a variety of data to inform planning and decision-making consistent with established guidelines, policies, and procedures.



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External Professional Resources

Professional Texts

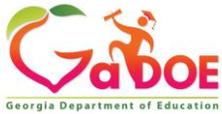
Burke, K. (2010). *Balanced Assessment - From Formative to Summative*. Bloomington, Indiana: Solution Tree Press.

Davies, A. (2000). *Making Classroom Assessment Work*. Courtenay, British Columbia Canada: Connections Publishing.

Huebner, T. (2009). What Research Says About Balanced Assessment. *Educational Leadership*, November, Volume 67(3), pp. 85-86.

Stiggins, R. J., & Chappuis, J. (2012). *Student-Involved Assessment for Learning*. Boston, MA: Pearson Education, Inc.

Stiggins, R. J., Arter, J., Chappuis, J., & Chappuis, S. (2006). *Classroom Assessment for Student Learning: Doing It Right – Using It Well*. Princeton, NJ: Pearson Education, Inc.



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Assessment Standard 2

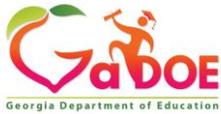
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Assessment Standard 2: Aligns assessments with the required curriculum standards

What does this standard look like in practice?

Aligning assessments should always begin with teachers deconstructing the standards as they build units of study. Deconstructing allows teachers to reach consensus on the skills and concepts required in the standards. Once teachers reach consensus on what students should know, understand, and be able to do, they collaboratively design assessments and tasks to gauge student progress. Pre-assessments, tasks, interim progress checks, and unit assessments aligned to a unit of study are developed prior to building units or designing lessons.

The criteria used by the Georgia Department of Education and Achieve for assessing the quality of assessments include the following requirements:

- Tasks and assessments determine whether students are mastering grade-level, standards-based content and skills.
- Items or tasks meet the rigor of the standards and use complex text(s).
- A variety of assessments types are unbiased and accessible to all students to ensure that there is an accurate measure of performance.
- Aligned rubrics or assessment criteria provide sufficient guidance for interpreting student performance.
- Units of study include a range of diagnostic, formative, interim progress checks, summative, and self-assessment measures which are aligned to the standards.

After key assessments are developed, there is a process to ensure that the assessments are aligned to the standards. This process may use external support, teachers from other grade levels within the content area, or district content specialists to review assessment items or tasks. Aligned assessments are an integral part of a guaranteed curriculum and reflect not only the content of the standard, but the rigor of the standard.



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What do the experts tell us?

Alignment is the degree to which expectations and assessments work together to improve and measure students learning. As such, alignment is a quality of the relationship between expectations and assessments and not a specific attribute of either of these system components. These parts of the education system must work together to help students achieve at higher levels of understanding.

Norman Webb, Wisconsin Center for Education Research

Addressing appropriate cognitive levels is just as important as addressing appropriate content. An item that addresses only one of these compromises the validity of the item and therefore the validity of the test.

Christopher Gareis and Leslie Grant, *Teacher Made Assessments: How to Connect Curriculum, Instruction, and Student Learning*

Classroom assessments that serve as meaningful sources of information don't surprise students. Instead, these assessments reflect the concepts and skills that the teacher emphasized in class, along with the teacher's clear criteria for judging students' performance. These concepts, skills, and criteria align with the teacher's instructional activities and, ideally, with state or district standards.

Thomas Guskey, *How Classroom Assessments Improve Learning*



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Assessment Standard 2: Aligns assessments with the required curriculum standards

What actions may be taken by the leadership team to achieve this standard?

1. As a leadership team, discuss Assessment Standard 5 and the extent to which assessments in the school are aligned to the intent and the rigor of the standards. Carefully consider the evidence on which judgments are based.
2. Arrange for teacher teams to collect and review current classroom assessments. Engage teacher teams in a process, led by a department chair, academic coach, leadership team member, external expert, or district content specialist, to analyze assessment items:
 - To ensure alignment to the standards,
 - To ensure alignment to the rigor of the standards,
 - To ensure alignment to the curriculum map and pacing guides, and
 - To make necessary adjustments to the assessments.

Have teams identify strengths and areas of need. Compile and share the findings with the leadership team.

3. Based on identified strengths and areas of need, establish written criteria for assessment and task development. Meet with the staff to discuss the criteria and review models of aligned assessments.
Examples of criteria or expectations may include:
 - Tasks and assessments assess grade-level, standards-based content and skills.
 - Teachers should indicate the level of rigor and the aligned standard(s) for each item on the master copy of the assessment.
 - Teachers work collaboratively with colleagues to review the alignment of the assessments and make appropriate changes as needed.
 - Aligned rubrics or assessment guidelines for interpreting student performance are included with the assessments and/or tasks.
 - Units of study include a variety of assessments and tasks (e.g., diagnostic, formative, interim progress checks, summative, self-assessment measures, etc.).
 - Tasks are worked by teachers prior to including the tasks in units or lessons.
 - Curriculum maps and pacing guides are referenced during assessment development.
4. Regularly revisit established criteria. Develop a schedule and process or protocol to ensure collaborative teams dedicate time to collaboratively review assessments and ensure assessments are aligned to the standards.



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<i>What are the look-fors that indicate effective implementation?</i>	<i>What evidence will tell us we are successful?</i>
<ul style="list-style-type: none"> • Assessments are directly aligned to the intent and rigor of the standards. • Time is scheduled for teacher teams to analyze assessments and ensure that assessments are aligned to the standards. • Assessment criteria or expectations have been established. • Assessments have been collaboratively analyzed by teacher teams. • Protocols are used to analyze assessments. • Curriculum maps and pacing guides are provided in all subjects. 	<ul style="list-style-type: none"> • Students are able to perform to the rigor of the standards. • Students understand the connections between the assessment or task and the standards. • Teachers can describe the process used to collaboratively analyze assessments to ensure that formative assessments, tasks, interim progress checks, summative assessments etc., are aligned to the standards. • Teachers, students, and parents have an accurate picture of student performance. • Locally-developed assessments provide an indication of performance on state summative assessments.



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Assessment Standard 2: Aligns assessments with the required curriculum standards

Georgia Department of Education Resources

School Performance Standards

Curriculum Planning Standard 3: Monitors curriculum implementation and revises, as needed, based on data analysis

Instruction Standard 2: Creates an academically-challenging environment that cultivates higher-order thinking skills and processes

Instruction Standard 4: Enables students attain higher levels of learning through differentiated instruction

Instruction Standard 5: Engages students in setting learning targets aligned to curriculum standards

Leadership Standard 2: Guides the school's work in curriculum, assessment, instruction, and professional learning

Teacher Assessment on Performance Standards (Teacher Keys Effectiveness System)

Performance Standard 5 Assessment Strategies: The teacher systematically chooses a variety of diagnostic, formative, and summative assessment strategies and instruments that are valid and appropriate for the content and student population.

Leader Assessment on Performance Standards (Leader Keys Effectiveness System)

Performance Standard 3 Planning and Assessment: The leader effectively gathers, analyzes, and uses a variety of data to inform planning and decision-making consistent with established guidelines, policies, and procedures.

Georgia Formative Instructional Practices (FIP) Modules

Georgia FIP is a blended professional learning opportunity designed to assist educators in learning the formal and informal assessment processes that teachers and students use to gather evidence of student learning. Educators can obtain login access codes from their district assessment director or testing coordinator.

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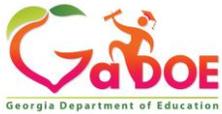
External Professional Resources

Professional Texts

Ainsworth, L. (2010). *Rigorous Curriculum Design: How to Create Curricular Units of Study that Align Standards, Instruction, and Assessment*. Englewood, Colorado: Lead + Learn Press.

Gareis, C. R., & Grant, L. W. (2008). *Teacher-Made Assessments: How to Connect Curriculum, Instruction, and Student Learning*. Larchmont, NY: Eye on Education.

Guskey, T. (2003). How Classroom Assessments Improve Learning. *Educational Leadership*, February, Volume 60 (5). pp. 6-11.



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Assessment Standard 3: Uses common assessments to monitor student progress, inform instruction, and improve teacher practices

What does this standard look like in practice?

Based on established district guidance, the leadership team determines the assessments that need to be common across grade levels and content areas. School leaders establish criteria and guide the collaborative process used by teacher teams to develop, implement, and use the results of common assessments.

The process guides how these assessments will be developed, administered, analyzed, and used to inform and improve instruction to meet student learning needs. During development, teachers insure the assessment items are aligned to the learning targets and adequately measure student mastery of the content at the same cognitive level required by the standards being assessed.

Once administered the process guides how the assessment results will be analyzed to identify student strengths and weaknesses. This analysis should also help teachers identify trends relating to overall performance on the assessed standards. The result of this analysis should lead teachers to subsequent planning for any necessary re-teaching, remediation, and enrichment. The process should also lead teachers toward collaboratively identifying and replicating effective teaching strategies.

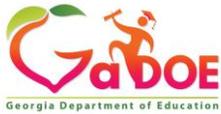
What do the experts tell us?

Reviews of accountability data from hundreds of schools revealed the schools with the greatest gains in achievement consistently employ common assessments, non-fiction writing, and collaborative scoring by faculty.

Douglas Reeves, *Making Standards Work: How to Implement Standards-Based Assessments in the Classroom, School, and District*

If all students are expected to demonstrate the same knowledge and skills, regardless of the teacher to which they are assigned, it only makes sense that teachers must work together in a collaborative effort to assess student learning.

Richard DuFour, Rebecca DuFour, & Robert Eaker
Revisiting Professional Learning Communities at Work: New Insights for Improving Schools



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Assessment Standard 3: Uses common assessments to monitor student progress, inform instruction, and improve teacher practices

What actions may be taken by the leadership team to achieve this standard?

1. Collaboratively review district guidance pertaining to common assessments and determine which common assessments are needed (interim, end-of-unit, performance tasks, etc.) for grade levels and content areas.
2. Create an agreed upon list of assessment terms including definitions and appropriate use within the school. Ensure teachers have a common understanding.
3. Collaboratively develop a process which specifies how common assessments will be developed, administered, and analyzed. Ensure the process includes professional learning support for teachers and scheduled time for teachers to meet.
4. Collaboratively decide how the common assessment process will influence and support the curricular and instructional decisions of the school.
5. Collaboratively analyze the results of common assessments to identify any possible teacher, department, or grade-level instructional needs.
6. Identify and develop any schoolwide intervention processes needed to address and support students with identified deficits based on the assessment results.
7. Determine and/or define the leadership team's monitoring role in order to refine and adjust schoolwide common assessment practices.



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<i>What are the look-fors that indicate effective implementation?</i>	<i>What evidence will tell us we are successful?</i>
<ul style="list-style-type: none"> • Schedules are established that allow time for teachers to develop and analyze common assessments collaboratively. • Assessments designed collaboratively measure the content mastery and rigor of the standards being taught. • Teachers use assessment results to develop targeted interventions to meet individual student learning needs. • Teachers collaboratively analyze assessment results to monitor student progress, identify effective teaching strategies, and to make adjustments in instruction. 	<ul style="list-style-type: none"> • Students demonstrate mastery of the content and rigor of the standards taught. • Within like grade levels and content areas, students in different classrooms are held to the same standards. • Teachers provide colleagues with targeted support to improve instruction. • The leadership team members: <ul style="list-style-type: none"> ✓ Are aware of the common assessments that have been developed for each content area, ✓ Are aware of the assessments that need revision for each content area, ✓ Are aware of the assessment results for each content area, and ✓ Have aligned professional learning to identified teacher needs.



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School Performance Standards

Curriculum Planning Standard 1: Ensures that teachers have a shared understanding of expectations for standards, curriculum, assessment, and instruction

Curriculum Planning Standard 2: Builds curriculum documents and aligns resources with required standards

Instruction Standard 2: Creates an academically-challenging environment that cultivates higher-order thinking skills and processes

Professional Learning 1: Aligns professional learning with identified needs through analysis of a variety of data.

Leadership Standard 2: Guides the school's work in curriculum, assessment, instruction, and professional learning

Teacher Assessment on Performance Standards (Teacher Keys Effectiveness System)

Performance Standard 4 Differentiated instruction : The teacher challenges and supports each student's learning by providing appropriate content and developing skills which address individual learning differences.

Performance Standard 5 Assessment Strategies: The teacher systematically chooses a variety of diagnostic, formative, and summative assessment strategies and instruments that are valid and appropriate for the content and student population.

Performance Standard 6 Assessment Uses: The teacher systematically gathers, analyzes, and uses relevant data to measure student progress, to inform instructional content and delivery methods, and to provide timely and constructive feedback to both students and parents.

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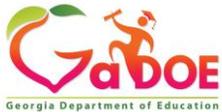
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Assessment Strand: The collecting and analyzing of student performance data to identify patterns of achievement and underachievement in order to design and implement appropriate instructional interventions

Assessment Standard 4

Assessment Standard 1: Uses a balanced system of assessment including diagnostic, formative, and summative to monitor learning and inform instruction

Assessment Standard 2: Aligns assessments with the required curriculum standards

Assessment Standard 3: Uses common assessments to monitor student progress, inform instruction, and improve teacher practices

Assessment Standard 4: Analyzes assessment results to provide feedback to students and to adjust instruction

Assessment Standard 5: Implements assessment practices that provide an accurate indication of student progress on the required standards



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What does this standard look like in practice?

During the instruction of a unit of study, teachers analyze assessments (pre-, formative, interim, summative, etc.) to inform and adjust instruction and to obtain the information needed to provide feedback to students. Teachers engage in the analysis of student work or assessments individually and collaboratively.

The type of analysis will vary depending on the assessment. There are a variety of techniques to collect data to inform instruction and monitor student mastery; likewise, there are a variety of techniques to analyze the data. Sometimes an analysis is done during instruction and feedback is provided quickly. Other times, assessment data may be analyzed collaboratively during a teacher meeting to make instructional decisions and to determine how to meet the needs of the students.

An analysis may take place as the teacher observes students engaged in tasks or as the teacher conferences with students during the work session. Sometimes an analysis involves the review of items to determine students who lack mastery of specific standards or learning targets for the purpose of re-teaching. Completed assessments, representing a range of student levels, are shared to reach consensus of misconceptions, expectations, and mastery. The analysis of tasks or written assessments should be shared and discussed in collaborative teacher meetings.

No matter what the assessment, the analysis always uses the targeted standards, learning goals, or pre-determined exemplars to determine if a student has met the expected outcomes or criteria. A guaranteed curriculum, one that ensures common expectations are consistent from classroom to classroom, is accomplished in part by the collaborative analysis of assessments.



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What do the experts tell us?

If assessments set the roadmap for learning, then data analysis lets you know if you're following the path.

Paul Bambrick-Santoyo, *Leverage Leadership*

Analyze the assessment results. Look for evidence of student learning, specific to your purpose, in the student responses. Conduct an item analysis, determining which questions individual students answered correctly and which ones they did not. Make an accurate inference. This will only be possible if the assessment questions that you selected or created are of quality and provide valid and reliable data. Adjust instructional decisions in a timely manner. Determine instructional "next steps" based on inferences you have made.

Larry Ainsworth, *Rigorous Curriculum Design*

The best classroom assessments also serve as meaningful sources of information for teachers. Assessments provide teachers with specific guidance in their efforts to improve the quality of their teaching by helping identify what they taught well and what needs work.

Thomas Guskey, *Using Assessments to Improve Teaching and Learning, Ahead of the Curve*

Powerful assessment is more than an isolated attempt to measure progress toward a goal; it is embedded in the practices used throughout the learning process. Effective assessment practices can inform instruction, provide guidance about quality and format to students, and create a synergistic relationship between assessment, curriculum, standards, and instruction. A purposeful, collaborative approach to data collection and analysis is a key piece of a holistic approach to teaching and learning.

Stephen White, *Data on Purpose: Due Diligence to Increase Student Achievement, Ahead of the Curve*

The one true purpose of educational assessment is to correctly determine student understanding of the standards in focus and then to use those assessment results to inform, modify, adjust, enrich, and differentiate instruction to meet the learning needs of all students.

Larry Ainsworth, *Rigorous Curriculum Design*



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<i>What actions may be taken by the leadership team to achieve this standard?</i>	<ol style="list-style-type: none"> 1. As a leadership team, research protocols or processes that engage teachers in the collaborative analysis of assessment results. 2. Develop or adopt a process and tools to guide teacher teams in the analysis and use of assessment results. Clearly define collaborative team expectations. 3. Identify leadership team members to lead teacher teams in the analysis of assessment results. Practice using the protocol and role play the analysis meeting prior to working with teacher teams. 4. Leadership team members facilitate data analysis meetings, modeling the process and expectations, throughout the school year. 5. Leadership team members collect and use data from the data analysis meetings to inform school improvement efforts. 6. Leadership team members monitor implementation of the data analysis process and adjust as needed.
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<i>What are the look-fors that indicate effective implementation?</i>	<i>What evidence will tell us we are successful?</i>
<ul style="list-style-type: none"> • Written processes, to analyze assessment data, are created. • Teacher teams collaboratively analyze assessments. • Instruction is adjusted based on the analysis of assessment results. • Feedback is provided to students based on the analysis of assessment results. 	<ul style="list-style-type: none"> • Students show how they have revised their work based on feedback. • Students have a clear understanding of their learning. • Student misconceptions are identified and instruction is adjusted to clarify misconceptions. • As teachers collaboratively address assessment results, they more accurately identify instructional strategies needed to improve student learning.



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Georgia Department of Education Resources

School Performance Standards

Curriculum Planning Standard 3: Monitors curriculum implementation and revises, as needed, based on data analysis

Instruction Standard 8: Provides feedback to students on their performance on the standards for learning

Instruction Standard 9: Provides timely, systematic, data-driven interventions

Professional Learning Standard 1: Aligns professional learning with needs identified through analysis of a variety of data

Leadership Standard 2: Guides the school's work in curriculum, assessment, instruction, and professional learning

Teacher Assessment on Performance Standards (Teacher Keys Effectiveness System)

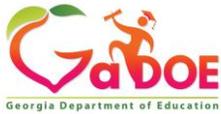
Performance Standard 2 Instructional Planning: The teacher plans using state and local school district curricular and standards, effective strategies, resources, and data to address the differentiated needs of all students.

Performance Standard 4 Differentiated Instruction: The teacher challenges and supports each student's learning by providing appropriate content and developing skills which address individual learning differences.

Performance Standard 6 Assessment Uses: The teacher systematically gathers, analyzes, and uses relevant data to measure student progress, to inform instructional content and delivery methods, and to provide timely and constructive feedback to both students and parents.

Leader Assessment on Performance Standards (Leader Keys Effectiveness System)

Performance Standard 3 Planning and Assessment: The leader effectively gathers, analyzes, and uses a variety of data to inform planning and decision-making consistent with established guidelines, policies, and procedures.



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External Professional Resources

Professional Texts

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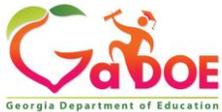
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Assessment Standard 5

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What does this standard look like in practice?

Student grades represent the current level of achievement in relation to mastery of the content standards at the level of cognitive demand required by the standards. Grades should also capture the progress students are making or are not making toward mastery of the standards.

Teacher grading systems are organized around a variety of assessments (summative, cumulative projects, etc.) that are directly aligned to the standards. Grades are not inflated and do not include extra credit for behavior, effort, or non-academic assignments. As teachers closely align grading with progress toward mastery of curriculum content standards, students and parents/guardians have a better sense of the current level of achievement. When teachers effectively implement this standard, student grades are a true indication of student performance and progress toward mastery of the standards.

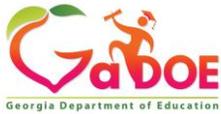
What do the experts tell us?

We can't get rid of grades – the whole American system of college selection relies on them – but what we can do is design smarter grading systems that provide accurate information about student achievement while supporting student learning.

Dylan William, *Embedded Formative Assessment*

Most would agree that we grade to communicate about student achievement, but in many classrooms, grades have been used as a tool to communicate about factors other than student achievement. Often attendance, effort, participation, and behavior have been folded into a report card grade... It's not uncommon to see grades used at the school level to sort and order students from highest to lowest for purposes of determining each student's rank in class... In this case, grades are assigned on a curve to spread students out on a long continuum of achievement. If some or all of these purposes factor into the determination of a single report card grade, who can possibly interpret the true meaning of that grade in terms of student achievement.

Rick Stiggins, *Classroom Assessment for Student Learning*



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What actions may be taken by the leadership team to achieve this standard?

1. Review district policy and professional research on grading practices to develop schoolwide grading expectations.
2. Collaboratively examine classroom grading practices to determine current status regarding grades.
Possible approaches to analyze:
 - how teachers administer grades
 - the number of grades given
 - types of assignments and assessments that are graded
 - grade distribution
 - the scoring of revisions or resubmissions of student work
 - issuing zeros
 - extra credit and bonus points
 - group grades
 - grading on a curve vs. mastery of standards
 - grading homework
3. Compare report card grades to standardized test results to determine the validity of grades.
4. Based on the results, engage in schoolwide study of effective grading practices.
5. Establish a representative task force to draft schoolwide grading guidelines and report back to the leadership team.
6. Solicit feedback from schoolwide faculty and make adjustments to grading guidelines.
7. Communicate written expectations regarding grading practices.
8. Monitor the implementation of the grading practices and revise guidelines as needed.



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<i>What are the look-fors that indicate effective implementation?</i>	<i>What evidence will tell us we are successful?</i>
<ul style="list-style-type: none"> • Effective grading guidelines, that provide consistency in schoolwide grading practices, are written and communicated. • Teachers demonstrate consistency in assigning grades. • Specific schoolwide grading practices have been analyzed and revised as needed. • Teachers engage in professional learning based on the results of the analysis (book study, action research, etc.). 	<ul style="list-style-type: none"> • Students become better prepared to demonstrate their achievement on high-stakes standardized tests. • Students and parents have an accurate indication of the students' achievement level. • Teachers assign grades as an accurate measure of mastery of content standards and student progress. • Teachers can show how grades reflect the cognitive demand and rigor of the standards being taught. • Statewide assessment results are reflective of report card grades.



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Georgia Department of Education Resources

School Performance Standards

Instruction Standard 6: Establishes high expectations with students playing an active role in monitoring their own progress

Instruction Standard 8: Provides feedback to students on their performance on the standards or learning targets

Professional Learning Standard 1: Aligns professional learning with needs identified through analysis of a variety of data

Teacher Assessment on Performance Standards (Teacher Keys Effectiveness System)

Performance Standard 5 Assessment Strategies: The teacher systematically chooses a variety of diagnostic, formative, and summative assessment strategies and instruments that are valid and appropriate for the content and student population.

Performance Standard 6 Assessment Uses: The teacher systematically gathers, analyzes, and uses relevant data to measure student progress, to inform instructional content and delivery methods, and to provide timely and constructive feedback to both students and parents.

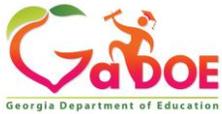
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