

**Georgia Department of Education
Teacher Keys Effectiveness System**

**TEACHER ASSESSMENT OF PERFORMANCE STANDARD 6:
ASSESSMENT USES
TKES QUICK GUIDE**

HOW DO EFFECTIVE TEACHERS USE ASSESSMENT DATA TO IMPROVE INSTRUCTION?

The practice of assessing and documenting student growth is essential for successful teaching and learning. All assessments should have a purpose in the learning process; in fact, giving assessments without using the data to make adjustments or informing practice is pointless. Assessments range from annual, high-stakes, standardized tests to daily formative assessments. However, the assessments best suited to guide improvements in student learning are the daily and weekly appraisals, such as questioning, observations, exit cards, writing assignments, and other assessments that teachers administer on a regular basis in their classrooms. Results are immediate and easy to analyze at the individual student level.

Effective teachers use the assessment results to measure student learning, continuously evaluate their teaching, and make informed instructional decisions.

Teachers who develop useful assessments and use the assessment data to provide corrective instruction along with giving students second chances to demonstrate success can improve their instruction and help students learn.

Guskey, 2003

Assessment data must be used to identify students needing alternative or corrective instruction, which involves extending and strengthening learning for struggling students and providing enrichment activities for students mastering the standards. Alternative or corrective instruction is not just re-teaching; it presents concepts in new ways, offers different learning experiences, and allows for deeper, more challenging, opportunities for application.

Along with using assessment data to identify opportunities for corrective teaching, effective teachers also use assessment data to provide feedback for growth and additional opportunities to demonstrate learning. Timely feedback—given as soon as possible after the assessment occurs—can influence the next steps in the learning process. Useful feedback reinforces what students were expected to learn, identifies what was learned well, and describes what needs to be learned better. Giving students feedback is beneficial only if you allow students to apply the feedback through revising their work. Effective teachers understand that students' revised work and corrective-learning experiences must be followed with a second chance or additional assessment to demonstrate mastery.

USING ASSESSMENT DATA TO IMPROVE STUDENT LEARNING: WHAT CAN DATA TELL US?

TEACHER BENEFITS:

- Leads to ongoing changes in instruction that increases student learning and satisfaction.
- Gives teachers evidence of student learning throughout the course; not just at the end of a grading period
- Helps identify what was taught well and what needs to be worked on.
- Provides baseline data about student knowledge and skills.
- Improves individual teaching.
- Provides positive re-enforcement.
- Improves courses and assessments overtime.
- Allows for item analysis of questions to determine "trouble spots" for re-teaching or ineffective test questions.
- Collecting evidence of students' learning provides teachers with the day-to-day data on student growth.
- Identifies flexible groups of students and students in need of additional or different forms of instruction.

STUDENT BENEFITS:

- Increases students' ability to self-assess.
- Creates a positive effect in the classroom, because students feel teachers really care about their learning.
- Saves time because students know what they have learned and still need to learn.
- Aligns the assessment with what is taught. No "surprises" on the test!
- Allows a student to see the value of a course, because they can see their own growth from the beginning to the end.
- Provides students with important feedback for improvement.