CSTP 5: Assessing Students for Learning

Element	Emerging	Exploring	Applying	Integrating	Innovating
5.1 Applying knowledge of the purposes, characteristics, and uses of different types of assessments	Is aware of the purposes and characteristics of formative and summative assessments.	Explores the use of different types of pre-assessment, formative and summative assessments. Begins to identify specific characteristics of assessments that yield different types of information about student preparedness, progress, and proficiency.	Decides on the purpose for assessment and skills to be assessed to select appropriately matches pre-, formative and summative assessments. Selects assessments based on clear understanding of the purposes and characteristics of assessments to support student learning. 9/26/2017	Develops and adapts the range of appropriate assessments to address questions about students' learning needs and progress. Integrates a variety of characteristics into assessments to allow students with a range of learning needs to demonstrate what they know.	Demonstrates purposeful use of a wide range of assessments to support differentiated student learning needs and reflect progress. Draws flexibility from a repertoire of appropriate assessment options and characteristics to maximize student demonstration of knowledge.
			I have a system for my objective, multiple choice tests in that students are not tested on any material they have not learned or seen yet. Each question is taken directly from their notes. I do not include questions that are in the textbook, but not in the notes. I also create a variety of tests for different purposes such as objective content and processes or skills. My skills based tests are much more flexible and are generally artistic or performance based.		

CSTP 5: Assessing Students for Learning

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5.2 Collecting and analyzing assessment data from a variety of sources to inform instruction.	Use data from required assessments to assess student learning. Follows required processes for data analysis and draws conclusions about student learning	Explores collecting additional data using supplemental assessments. Make adjustments in planning for single lessons or sequence of lessons based on analysis of assessment data.	Collects a variety of formal and informal assessment data on student learning. Uses analysis of a variety of data to inform planning and differentiation of instruction. 9/26/2017	Designs and integrates an assessment plan that provides formal and informal assessment data on student learning. Uses data analysis of a broad range of assessments to provide comprehensive information to guide planning and differentiation of instruction.	Infuses assessments strategically and systematically throughout instruction to collect ongoing assessment data appropriate for the range of learner needs. Uses results of ongoing data analysis to plan and differentiate instruction for maximum academic success.
			Students complete formative assessments regularly in class, which are in a variety of formats. The grading system at my school does not include classwork, but rather formatives are anything students earn a grade on. I have to be strategic as to not inflate the grades, making smaller assignments meaningless. For this reason, class notes that I deliver in lecture are a check in or check out (do not count as a grade). Formatives include anything from station notes or scavenger hunts to informal quizzes. At the 5 week mark in each quarter we give out a Performance Task, which is a project based around		

CSTP 5: Assessing Students for Learning

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			the content and skill we are working on in class. I also create unit tests that are multiple choice objective assessments of content and processes.		
5.3 Reviewing data, both individually and with colleagues, to monitor student learning	Reviews and monitors available assessment data as required by site and district processes.	Reviews and monitors additional assessment data individually and with colleagues and identifies learning needs of individual students.	Reviews and monitors a variety of data on student learning individually and with colleagues to identify trends and patterns among groups of students.	Reviews and monitors a broad range of data individually and with colleagues to analyze student thinking and identify underlying causes for trends. 9/26/2017	Facilitates collaborative work and fosters colleagues ability to identify and address causes for achievement patterns and trends.

CSTP 5: Assessing Students for Learning

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				We submit weekly data to the administration at the end of each week, based on a formative assessment. We also fill out a reflection form in which we track trends and target 3 focus students to reflect the needs of the average student in our class. This reflection also allows for plans to reteach material and a place to brainstorm new ways in which I can reteach. We work on this data together during our PLC sessions.	

CSTP 5: Assessing Students for Learning

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5.4 Using assessment data to establish learning goals and to plan, differentiate, and modify instruction	Uses data from assessments provided by site and district to set learning goals for the class. Plans instruction using available curriculum guidelines.	Uses data from available assessments to establish content-based learning goals for class and individual students in single lessons or sequences of lessons. Plans adjustments in instruction to address learning needs of individual students.	Uses a variety of assessment data to set student learning goals for content and academic language. Plans differentiated lessons and modifications to instruction to meet students' diverse learning needs. 9/26/2017	Uses a broad range of data to set learning goals for content and academic language that are integrated across content standards for individuals and groups. Plans differentiated instruction targeted to meet individual and group learning needs. Modifies lessons during instruction based on informal assessments.	Reflects on data continuously to make ongoing refinements to learning goals for content and academic language for the fill range of students. Uses data systematically to refine planning, differentiate instruction, and make ongoing adjustments to match the evolving learning needs of individuals and groups.
			The data I submit weekly to the administration is not only quizzes, but at times is a scavenger hunt, or skills-based art project, reflecting the variety of skills my students have mastered or are working to master. I share some of this data with the students, but generally use it to set new goals in the class, such as content, vocabulary, evidence use, and work habits. Though I like most of my classes to stay around the same , I do reorganize time for each class's specific needs. For example, one period might need more time to understand content, while another might need		

CSTP 5: Assessing Students for Learning

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			extra help with image analysis or critical thinking.		
5.5 Involving all students in self-assessment, goal-setting, and progress monitoring	Informs students about learning objectives, outcomes, and summative assessment results. Recognizes the need for individual learning goals. Monitors progress using available tools for recording.	Begins to encourage students to establish learning goals through single lessons or sequence of lessons that include goal setting exercises. Provides students with opportunities in single lessons or sequence of lessons to monitor their own progress toward class or individual goals.	Models and scaffolds student self-assessment and goal setting processes for learning content and academic language development. Guides students to monitor and reflect on progress on a regular basis. 9/26/2017	Implements structures for students to self-assess and set learning goals related to content, academic language, and individual skills. Integrates student self-assessment, goal setting, and progress monitoring across the curriculum.	Provides systematic opportunities for student self-assessment, goal setting, and progress monitoring. Develops students' meta-cognitive skills for analyzing progress and refining goals towards high levels of academic achievement.

CSTP 5: Assessing Students for Learning

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			Goal setting is a significant portion of my last class of the day. I meet with students individually to track where they need help and identify the problem. We do this as a team, the student and I, so they can see what is happening and start to fix it. I also set goals during mini-councils at the beginning of each month during my history classes. We informally pass a ball around and set 1 measurable goal that they can achieve by the end of the month. Measurable, meaning they have to be specific enough to track. I do this process around bigger assessments or at the quarter mark to help students set study goals or habits they are going to work on.		
5.6 Using available technologies to assist in assessment, analysis, and communication of student learning	Uses available technologies to record assessments, determine proficiency levels, and make required communications about student learning.	Explores use of additional technologies to implement individual assessments, record results, and communicate with administration, colleagues, and families about student learning. 9/26/2017	Uses technology to design and implement assessments, record and analyze results, and communicate about student learning with administration, colleagues, families, and students. Ensure that communications are received by those who lack access to technology.	Integrates a variety of technologies into the development, implementation, analysis of assessments, and communication of student learning to all audiences.	Use a wide range of technologies to design, implement, and analyze assessments and provides for an in depth and ongoing communication regarding student learning to all audiences.

CSTP 5: Assessing Students for Learning

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		Though each student has their own personal Chromebook, I am still exploring ways to integrate technology more fully in my classroom. Right now, students have a physical interactive notebook which they add to daily depending on the activity in class. Everything is glued into the notebook. Our text is online and I integrate technologies such as Nearpod, Google Maps, Google Classroom, and Google docs. Though I use technology frequently, I feel like I can improve in this area, especially by creating an online, interactive notebook. I do not, however, feel that paper and pencils should be eliminated from the classroom as many students still need the kinesthetic act of holding a pencil or notebook.			

CSTP 5: Assessing Students for Learning

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5.7 Using assessment information to share timely and comprehensible feedback with students and their families	Provides students with feedback through assessed work and required summative assessments. Notifies families of student proficiencies, challenges, and behavior issues through school mandated procedures.	Provides students with additional feedback based on formative assessments from single lessons or sequence of lessons. Seeks to provide feedback in ways that students understand. Communicates with families about student progress, strengths, and needs at reporting periods. Contacts families as needs arise regarding struggling students or behavior issues. 9/26/2017	Provides students with clear and timely information about strengths, needs, and strategies for improving academic achievement. Provides opportunities for comprehensible and timely two-way communications with families to share student assessments, progress, raise issues and/or concerns, and guide family support.	Integrates the ongoing sharing of comprehensible feedback to students from formal and informal assessments in ways that support increased learning. Communicates regularly with families to share a range of assessment information that is comprehensible and responsive to individual student and family needs.	Facilitates students' leadership in seeking and using ongoing comprehensible communications about individual student progress and ways to provide and monitor support.
		Students see their work scores in the school system, Powerschool, generally by the end of the day they turn it in. I have a system in which I check their work during independent work time and enter it into the computer during my prep. This system allows me to individually check in with each student, in addition to giving them feedback right away and later that day in the form on the assignment's impact on their grade. I frequently message student using Hapara during class or record behavior problems into			

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		the school server and communicate on Google Classroom, but our PowerSchool system does not allow for east email communication between teacher and student or teacher and parent. If we need to contact a student home, we have to call and generally use a translator so it is rare that I have personal communication with parents. We schedule parent-teacher meetings when needed, but must have a translator present, which allows for personal interaction.			