

## **D. Standards-based Student Learning: Assessment and Accountability**

### **D1 & D2. Assessment and Accountability Criterion with Indicators**

The school uses a professionally acceptable assessment process to collect, disaggregate, analyze and report student performance data to the parents and other shareholders of the community.

Teachers employ a variety of assessment strategies to evaluate student learning. Students and teachers use these findings to modify the teaching/learning process for the enhancement of the educational progress of every student.

#### **INDICATORS**

##### **Professionally Acceptable Assessment Process**

The school uses effective assessment processes to collect, disaggregate, analyze and report student performance data to the parents and other shareholders of the community.

##### **Basis for Determination of Performance Levels**

The school has determined the basis upon which students' grades and their growth and performance levels are determined and uses that information to strengthen high achievement of all students.

##### **Appropriate Assessment Strategies**

Teachers use appropriate assessment strategies to measure student progress toward acquiring a specific body of knowledge or skills such as essays, portfolios, individual or group projects, tests, etc.

##### **Demonstration of Student Achievement**

A range of examples of student work and other assessments demonstrate student achievement of the academic standards and the expected schoolwide learning results, including those with special needs.

##### **Curriculum Embedded Assessments**

The school regularly examines standards-based curriculum embedded assessments in English Language and math, including performance examination of students whose primary language is not English, and uses that information to modify the teaching/learning process.

##### **Student Feedback**

Student feedback is an important part of monitoring student progress over time based on the academic standards and the expected schoolwide learning results.

##### **Modification of the Teaching/Learning Process**

Assessment data is collected, analyzed, and used as the basis to make decisions and changes in the curricular and instructional approaches.

##### **Monitoring of Student Growth**

The school has an effective system to monitor all students' progress toward meeting the academic standards and expected schoolwide learning results.

##### **D1–2. Assessment/Accountability: Other Findings**

The visiting committee considers other information that impacts the degree to which the school is meeting this criterion.

## **D1 & D2. Assessment and Accountability Criterion Suggested Evidence to Examine**

### ❖ **Guide Questions: To what extent:**

- does the school use a professionally acceptable assessment process to collect, disaggregate, analyze and report student performance data to the parents and other shareholders of the community?
- do teachers employ a variety of assessment strategies to evaluate student learning?
- do students and teachers use these findings to modify the teaching/learning process for the enhancement of the educational progress of every student?

### ❖ **Suggested evidence to examine:**

- the nature and types of student assessment
- how growth is determined and how that information is used
- the basis upon which students' grades and performance levels are determined
- examples of standards-based curriculum assessments in English language arts and mathematics embedded in the curriculum, including examination of the performance of students whose primary language is not English
- how assessment results are used as the basis for re-evaluation of the curricular objectives and instructional approaches
- student work demonstrating the degree to which assessment allows students to apply knowledge and skills to complete real-life performance-based tasks
- the extent to which assessment is used to improve instruction for students
- examples of progress of all students toward accomplishing the academic standards and the expected schoolwide learning results is monitored
- notes from meetings during which discussions of student progress occur, including lists of participants
- analysis of student work to determine achievement of the academic standards and expected schoolwide learning results, including those students with special needs
- other evidence identified by the school

## **D1 & D2. Assessment and Accountability Sample Prompts**

To what extent does the school use a professionally acceptable assessment process to collect, disaggregate, analyze and report student performance data to the parents and other shareholders of the community? D2a. To what extent do teachers employ a variety of assessment strategies to evaluate student learning? D2b. To what extent do students and teachers use these findings to modify the teaching/learning process for the enhancement of the educational progress of every student?

### **SAMPLE PROMPTS**

#### **Professionally Acceptable Assessment Process**

Comment on the effectiveness of the assessment process to collect, disaggregate, analyze and report student performance data to the parents and other shareholders of the community.

#### **Basis for Determination of Performance Levels**

Upon what basis are students' grades, their growth and performance levels determined and how is that information used?

#### **Appropriate Assessment Strategies**

To what extent do teachers use appropriate assessment strategies to measure student progress toward acquiring a specific body of knowledge or skills? Examples of these strategies include essays, portfolios, individual or group projects, tests, etc.

#### **Demonstration of Student Achievement**

Provide a range of examples of how student work and other assessments demonstrate student achievement of the academic standards and the expected schoolwide learning results, including those with special needs.

#### **Curriculum Embedded Assessments**

Provide examples of standards-based curriculum embedded assessments in English Language and math, including performance examination of students whose primary language is not English.

#### **Student Feedback**

To what extent is student feedback an important part of monitoring student progress over time based on the academic standards and the expected schoolwide learning results?

#### **Modification of the Teaching/Learning Process**

Evaluate the effectiveness of how assessment data is collected, analyzed, and used as the basis to make decisions and changes in the curricular and instructional approaches.

#### **Monitoring of Student Growth**

Provide representative examples of how progress of all students toward meeting the academic standards and expected schoolwide learning results is monitored.

#### **D1-2. Assessment/Accountability: Other Findings**

What have you learned from examining additional evidence regarding this criterion?



**D3–D4. Assessment and Accountability Criterion Indicators**

The school with the support of the district and community has an assessment and monitoring system to determine student progress toward achievement of the academic standards and the expected schoolwide learning results.

The assessment of student achievement in relation to the academic standards and the expected schoolwide learning results drives the school’s program, its regular evaluation and improvement, and the allocation and usage of resources.

**INDICATORS****Assessment and Monitoring Process**

The following shareholders are involved in the assessment and monitoring process of student progress: district, board, staff, students and parents.

**Reporting Student Progress**

There are effective processes to keep district, board and parents informed about student progress toward achieving the academic standards and the expected schoolwide learning results.

**Modifications Based on Assessment Results**

The school uses assessment results to make changes in the school program, professional development activities and resource allocations, demonstrating a results-driven continuous process.

**D3–4. Assessment/Accountability: Other Findings**

The visiting committee considers other information that impacts the degree to which the school is meeting this criterion.

### **D3–D4. Assessment and Accountability Criterion Suggested Areas to Examine**

❖ **Guide Questions: To what extent:**

- does the school with the support of the district and community have an assessment and monitoring system to determine student progress toward achievement of the academic standards and the expected schoolwide learning results?
- does the assessment of student achievement in relation to the academic standards and the expected schoolwide learning results drive the school’s program, its regular evaluation and improvement and usage of resources?

❖ **Suggested evidence to examine:**

- the extent to which district and board are involved in the review process
- the extent to which school staff is involved in the review process
- the extent to which students and parents are involved in the ongoing review process about student performance
- the means by which student progress toward achieving the academic standards and the expected schoolwide learning results is reported to the community (e.g., forums, newsletters)
- the extent to which parents and district and school board members are kept informed about the assessment results
- examples of responses from community members
- examples of how assessment results have caused recent change in the school’s program
- examples of how professional development activities and topics have been determined by schoolwide assessment results
- examples of how all shareholder groups have been involved in a results-driven continuous planning process
- examples of how the site, district and board decisions on allocation of resources are influenced by schoolwide assessment results
- other evidence identified by the school

**D3–D4. Assessment and Accountability Criterion Sample Prompts**

To what extent does the school with the support of the district and community have an assessment and monitoring system to determine student progress toward achievement of the academic standards and the expected schoolwide learning results?

To what extent does the assessment of student achievement in relation to the academic standards and the expected schoolwide learning results drive the school's program, its regular evaluation and improvement and usage of resources?

**SAMPLE PROMPTS****Assessment and Monitoring Process**

To what extent are the following shareholders involved in the assessment and monitoring process of student progress: district, board, staff, students and parents?

**Reporting Student Progress**

How effective are the processes to keep district, board and parents informed about student progress toward achieving the academic standards and the expected schoolwide learning results?

**Modifications Based on Assessment Results**

Provide examples of how assessment results have caused changes in the school program, professional development activities and resource allocations, demonstrating a results-driven continuous process.

**D3-4. Assessment/Accountability: Other Findings**

What have you learned from examining additional evidence regarding this criterion?