

<b>Assessment cycle</b>	<b>type(s)</b>	<b>Assessment tools</b>	<b>Expectations for student use of data</b>	<b>Primary expectations for teacher use of data</b>	<b>Expectations for school or district level use of data</b>	<b>Emphasis area for professional development</b>
<b>Continuous or Daily</b>	Formative classroom, instructionally based	<ul style="list-style-type: none"> <li>▪ Questioning techniques</li> <li>▪ Planned interactions</li> <li>▪ Spontaneous assessments</li> <li>▪ FA practices, like white boards, choral response, exit tickets, bellwork, whip around</li> </ul>	To self-monitor understanding of the learning goals	<ul style="list-style-type: none"> <li>▪ To check for level of student understanding of learning goals and revise instruction based on data</li> <li>▪ Decide what comes next in learning</li> </ul>		<ul style="list-style-type: none"> <li>• Support coaches to train teachers to use short-cycle formative assessment to better understand student learning needs</li> <li>• Align classroom formative assessment to learning goals and success criteria</li> </ul>
<b>Weekly or Monthly</b>	Formative classroom assessment	<p>Weekly or monthly assessments used formatively including:</p> <ul style="list-style-type: none"> <li>▪ Student work samples</li> <li>▪ Journals</li> <li>▪ Essential questions</li> <li>▪ Common formatives</li> <li>▪ Performance tasks</li> </ul>	<p>To check progress against learning goals</p> <p>To clarify what has been learned and what learning will take place next</p>	<ul style="list-style-type: none"> <li>▪ To check for class and individual level of understanding and revise upcoming instruction based on data</li> <li>▪ To identify students for targeted interventions</li> </ul>	<ul style="list-style-type: none"> <li>• To provide early identification of students who require targeted student interventions</li> </ul>	<ul style="list-style-type: none"> <li>• Support coaches to define and develop appropriate medium-cycle assessments that can be used to inform instruction</li> <li>• Support leadership team to identify and implement structures to support interventions</li> </ul>
<b>Unit</b>	Summative/unit testing	<ul style="list-style-type: none"> <li>▪ End of unit tests</li> </ul>	To gauge progress towards meeting grade-level goals or benchmarks	<ul style="list-style-type: none"> <li>▪ To determine grades and promotion</li> <li>▪ To measure student competency</li> </ul>	<ul style="list-style-type: none"> <li>• Grade level and building level analysis of mastery on end of unit tests</li> <li>• Analysis between end of unit tests and benchmark tests</li> </ul>	<ul style="list-style-type: none"> <li>• Support development of data practices that create opportunities to align end of unit testing with other student assessment results</li> </ul>
<b>Quarterly</b>	<ul style="list-style-type: none"> <li>▪ Quarterly assessments</li> <li>▪ Benchmark testing</li> <li>▪ Interim testing</li> </ul>	<ul style="list-style-type: none"> <li>▪ Purchased benchmark assessment system</li> </ul>	To gauge progress towards mastering the standards	<ul style="list-style-type: none"> <li>▪ Analysis of which students need additional interventions or targeted services, and which can benefit from advanced work</li> </ul>	<ul style="list-style-type: none"> <li>• Analysis of trends in student performance across grades, buildings</li> <li>• Identify which students are meeting the standards and which are not</li> </ul>	<ul style="list-style-type: none"> <li>• Provide and train coaches and school leaders to use common protocols for effective analysis and use of long-cycle data</li> </ul>
<b>Annual</b>	External state testing	<ul style="list-style-type: none"> <li>▪ State assessment</li> </ul>		<ul style="list-style-type: none"> <li>▪ Analysis of which students need additional interventions or targeted services, and which can benefit from advanced work</li> </ul>	<ul style="list-style-type: none"> <li>• Identify areas of strength and weakness</li> <li>• Determine which standards have been met, which of these standards students are (or are not) making appropriate progress towards</li> </ul>	<ul style="list-style-type: none"> <li>• Provide and train leadership to use common protocols for effective analysis and use of annual state assessment (long-cycle) data</li> </ul>

