

Focus Area: Assessment – Alignment/Content Validity

Possible Evidence Sources:

1. Formative and summative assessments – extent of alignment with district curriculum and Missouri Learning Standards and the extent to which the assessment reflects the curriculum content covered
2. Committee meetings – description of the process used to adopt and analyze assessments
3. Written curriculum – match between assessment method and learning target

Possible Questions:

1. Do assessments appear to match (on a cognitive level) and appropriately measure the learning objectives?

Focus Area and Characteristics	Little or no Implementation	Partially Implemented	Implemented	Exemplary
Alignment/Content Validity - Assessments are aligned with the curriculum and instruction and match the appropriate measurement method to the type of learning targets.	There is little or no evidence that assessments are aligned with the curriculum and instruction and match the appropriate measurement method to the type of learning targets.	There is limited evidence that assessments are aligned with the curriculum and instruction and match the appropriate measurement method to the type of learning targets.	There is evidence that assessments are aligned with the curriculum and instruction and match the appropriate measurement method to the type of learning targets.	There is ample evidence that assessments are aligned with the curriculum and instruction and match the appropriate measurement method to the type of learning targets.

Comments:

Focus Area: Assessment – Consistency/Reliability

Possible Evidence Sources:

1. Formative, benchmarking, and summative assessments – extent to which the content of assessment is aligned with learning targets
2. Meeting minutes – discussion occurring and the decisions made at grade level and content area meetings reflecting analysis of assessments based upon student characteristics

Possible Questions:

1. Are the assessments closely aligned with the objectives/standards? (Teachers)
2. How do you know if the assessments are closely aligned with the objectives/standards? (Teachers and Administrators)
3. What is the general level of higher order thinking for students on assessments? (Teachers and Administrators)

Focus Area and Characteristics	Little or no Implementation	Partially Implemented	Implemented	Exemplary
Consistency/Reliability - Schools employ procedures to assure that assessments are administered consistently and reliably measure common learning targets.	There is little or no evidence that there are procedures in place to assure that assessments are administered consistently and are reliable measures of common learning targets.	There is limited evidence that there are procedures in place to assure that assessments are administered consistently and are reliable measures of common learning targets.	There is evidence that there are procedures in place to assure that assessments are administered consistently and are reliable measures of common learning targets.	There is ample evidence that there are procedures in place to assure that assessments are administered consistently and are reliable measures of common learning targets.

Comments:

Focus Area: Assessment – Multiple Measures

Possible Evidence Sources:

1. Formative and summative classroom assessments – listings of types of employed and frequently used assessments
2. Teacher/administrator/parent/student surveys

Possible Questions:

1. What kinds of student assessment data is collected on a regular basis at the building and district/charter school level? (Teachers and Admin)
2. Is there a district assessment plan that identifies what tests are given to what students and why?

Focus Area and Characteristics	Little or no Implementation	Partially Implemented	Implemented	Exemplary
Multiple Measures – All instructional staff consistently evaluate and monitor student learning through the systematic use of multiple types of formative and summative assessments aligned to the standards.	There is little or no evidence that instructional staff consistently evaluate and monitor student learning through the systematic use of multiple types of formative and summative assessments aligned to the standards.	There is limited evidence that instructional staff consistently evaluate and monitor student learning through the systematic use of multiple types of formative and summative assessments aligned to the standards.	There is evidence that instructional staff consistently evaluate and monitor student learning through the systematic use of multiple types of formative and summative assessments aligned to the standards.	There is ample evidence that instructional staff consistently evaluate and monitor student learning through the systematic use of multiple types of formative and summative assessments aligned to the standards.

Comments:

Focus Area: Assessment – Data Reporting and Use

Possible Evidence Sources:

1. Report cards and student progress reports – extent to which student achievement of listed benchmarks is documented
2. Parent/teacher conference records – description of types and extent of communication regarding student progress
3. School progress reporting system
4. Portfolios, learning logs, etc.

Possible Questions:

1. How do you use assessment data? (Teachers)
2. How is assessment data used within the school? (Teachers and Administrators)
3. Who is responsible for analyzing district student assessment data and what is done with the analysis once it is completed? (Teachers and Administrators)
4. Is the data used to drive decision making in the district? (Teachers and Administrators)
5. What recent curricular or instructional changes have occurred that are directly linked to student assessment data? (Teachers and Administrators)

Focus Area and Characteristics	Little or no Implementation	Partially Implemented	Implemented	Exemplary
Data Reporting and Use - Updated and easily interpreted results of a wide range of student assessments are provided to all teachers, students, and parents in a timely fashion on a regular basis.	There is little or no evidence that shows updated and easily interpreted results of a wide range of student assessments are provided to all teachers, students, and parents in a timely fashion on a regular basis.	There is limited evidence that shows updated and easily interpreted results of a wide range of student assessments are provided to all teachers, students, and parents in a timely fashion on a regular basis.	There is evidence that shows updated and easily interpreted results of a wide range of student assessments are provided to all teachers, students, and parents in a timely fashion on a regular basis.	There is ample evidence that shows updated and easily interpreted results of a wide range of student assessments are provided to all teachers, students, and parents in a timely fashion on a regular basis.

Comments:
