The district is committed to assessing progress in a consistent, accurate, and timely manner and will use the assessment results to identify needs, guide changes in instruction, and inform conversations about needs and goals of both students and staff.

## Components:

A. Define a district framework for assessment of student learning and develop an associated measurement tool.

B. Train staff in the creation and calibration of rubrics to ensure consistency.

C. Utilize data regularly and appropriately to enhance instructional practice.

D. Develop a stronger alignment between district goals and the teacher/administrator evaluation process.

## Component A:

***Define a district framework for assessment of student learning and develop an associated measurement tool.***

### Present State:

- A multitude of assessments are used regularly in the district, with no clearly defined district-wide framework of assessment.
- Rubrics exist for some skill and content areas, but may not be district-wide.

### Beginning:

- Consensus and understanding of a district-wide framework of assessment is emerging.
- Examine existing rubrics and identify gaps and assess district-wide alignment with our mission and academic expectations.

### Progressing:

- A district-wide framework has been developed and faculty is learning how to use the framework to guide classroom practice.
- Develop rubrics for all gap areas and scale them in age appropriate ways for use across the district.

### Accomplishing:

- There is a well-defined and clearly understood district-wide framework of assessment that guides classroom practice.
- There are rubrics in use that measure all academic expectations. These rubrics are scaled in age-appropriate ways for use across all grade levels.

*Component B:*

*Train staff in the creation and calibration of rubrics to ensure consistency.*

## Present State:

- Calibration of rubrics is done at some levels but is not consistent across the district.

## Beginning:

- Teachers are being trained in the use and calibration of rubrics and a timeline for that process is being developed.

## Progressing:

- Grades and departments are required to calibrate their rubric usage on an ongoing basis.

## Accomplishing:

- Teachers consistently use appropriate rubrics and participate in calibration activities with enough frequency to ensure consistent assessment of student work across the district.

## Component C:

*Utilize data regularly and appropriately to enhance instructional practice.*

### Present State:

- A variety of assessment tools are in use in different ways at different levels and departments.
- Assessment results are stored in a variety of locations that may or may not be transferred from level to level.

### Beginning:

- A clear plan is being developed to determine which assessment tools we want to use and how best to use them.
- Data is being compiled about where and how assessment results are stored. Research is being done on the most effective, user friendly options for data storage.

### Progressing:

- Teachers are trained in the use of assessment tools and there is a clear plan developed for their use.
- Assessment results are being stored in a central location and faculty are being trained in how to input and access information.

### Accomplishing:

- Faculty members adhere to a clear plan for the use of the results of various formative and summative assessments to guide instruction.
- There is a central, easily accessible, user friendly location which all stakeholders can access assessment results.

*Component D:*

*Develop a stronger alignment between district goals and the teacher/administrator evaluation process.*

## Present State:

- Consistent protocols or training in how to use data to improve practice or give student feedback does not currently exist.

## Beginning:

- Protocols for using data to improve practice and give student feedback are being developed.

## Progressing:

- Staff has been trained and understands how to use data to provide feedback and to improve practice.

## Accomplishing:

- Faculty members know how and why to use assessment data and consistently use it to guide instruction and to give feedback to students.