

Quality Check for Action

Action: Is there intentional purpose in responding when students need additional instruction? Is there a clear connection between the grade and the amount of learning demonstrated?

Action is all about intentional purpose. Use the following questions to plan and check in on the use of assessment for intentional purposes.

- Do students see their score explained by learning targets and not just an overall grade?
- If you are using standards-based scoring, are the qualities that describe each level clear? If a student receives a score of 2 on their assessment, do they see what qualities are present? And, when they look at level 3, do the qualities guide students and teachers to know what instruction is needed to move to the next level?
- How will you guide students to review their assessments for learning strengths and next steps?
- If formative, how and when will you plan to provide students with descriptive feedback, to require revision, or to fix and learn from mistakes?
- If summative, how will students reflect on the information from the assessment? Will they be able to identify their strengths and next steps based on the marks, grades, or rubric scores?
- If they do not show mastery on essential or priority standards or learning, when will they get additional instruction or intervention and reassess?
- Is there a plan to make sure the most recent evidence of proficiency is more heavily weighted into the grade?
- Is there a plan to separate work habits (such as timeliness) from academic achievement?

Strengths

Considerations for Revision