

Get Going on Chapter 3: Assess and Monitor Student Reading Achievement With Ongoing Assessment

- » How is your team developing common formative assessments that align with instruction and give specific data on learning targets to improve reading achievement on the identified essential standards?

- » As your team shifts its thinking about assessment and you develop assessments for learning, are you using a variety of assessment techniques (observation, conference, selected response, and constructed response)? How do you arrive at team consensus for which assessment technique to use and why?

- » Rather than just collecting data, are you using a protocol to analyze student assessment data and monitor each student’s progress toward reading proficiency?

- » Are you using data to create goal-directed learners who know what their reading goals are and can self-assess their progress toward meeting those goals?

Getting Started?	Getting Better?
<p>Many teachers feel they already spend too much time assessing students and it takes precious time away from instruction. Sometimes you need to consider next <i>stops</i> rather than next <i>steps</i> (DeLong, 2011). If the assessments you are currently giving do not give you specific information about where each student is on the path to proficiency on your essential standards, then first consider omitting or revising assessments you’ve used in the past to make room for more purposeful data collection.</p>	<p>Be sure your team develops or revises common formative assessments <i>before</i> starting a unit so everyone on the team has a common understanding of the complexity level of text, task, or thinking expected at proficiency. As you refine assessments, be sure they do not just tell you which students are proficient and which are not; the assessments should give you specific data about which rung of the ladder each student is on toward proficiency. Many teams find it useful to include the <i>I can</i> statement above each question or task on an assessment so both teachers and students are clear on which learning target students are demonstrating.</p>

Reference

DeLong, T. J. (2011, August 4). Three questions for effective feedback. *Harvard Business Review*. Accessed at <https://hbr.org/2011/08/three-questions-for-effective-feedback> on January 11, 2023.