**Development/Use of Assessment *Suggestions* to Drive Targeted Learning DRAFT**

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| **Indicator** | **+** | **-** | **?** | **Notes** |
| The assessment, learning targets, and instruction focus reflects unpacked standard(s) with a clear understanding of the essential knowledge, skills, and vocabulary. Assessment components include: |  |  |  |  |
| 1. reviewing SOL assessment resources (e.g., rubrics, PLDs, item specifications, sample test items, etc.) |  |  |  |  |
| 1. consulting district assessment resources (e.g., curriculum maps, item banks, etc.) |  |  |  |  |
| 1. referencing SOL Blueprints to determine areas of emphasis of specific strands |  |  |  |  |
| 1. selecting/designing tasks/questions that provide clearly defined information on the level of each student’s acquisition of essential knowledge, skills, processes, and vocabulary specified by the standard \*easier questions first to encourage each student to try. |  |  |  |  |
| 1. providing students with quick and specific feedback to include them in charting (celebrating) progress (e.g., *My Personal Goals* attached to each DFA) |  |  |  |  |
| 1. analyzing, as a PLC, DCFA/Unit student, class, school, state, district achievement data to determine next steps \*this includes discussing results of reassessments |  |  |  |  |
| 1. using assessment data to create guided groups, conduct individual S/T conferences, reassess, extension, repeat, etc. |  |  |  |  |
| 1. implementing a consistent grading system that recognizes growth of each student compared to standards |  |  |  |  |
| 1. discussion and submission of DCFA/Unit Feedback document to improve the DCFA process (*see improve, catalog, save our* *work*) |  |  |  |  |
| 1. celebrating with each student as they progress from ‘where they are’ to ‘where they need to be’ compared to standards |  |  |  |  |

NOTE: DCFAs are not diagnostic. DCFAs are designed to facilitate diagnostic analysis to improve each student’s mastery of essential knowledge and skills. Unit assessments are not formative. They are designed to facilitate targeted spiraling and guided groups.

What evidence will we accept that each student has learned the required content, skills, and processes?