Standard Operating Procedures

Testing Programs Handbook

APPROVED: February 3, 2021

Testing Programs Handbook
Policy Cross Reference Sheet

This handbook is an administrative procedure of the District and subject to policies adopted by the Board of Trustees. In case of conflict between administrative procedures and Board policy, policy shall prevail.

Date of Superintendent Approval: 2-3-2021

Version Number: (i.e. "2018.1") _____

The contents of this handbook relate to the following Board policies:

Policy	Title	Page(s)
EK	**Testing Programs**	*
EH Local	**Curriculum Design**	*
EIA Local	**Academic Achievement; Grading/Progress Reports to Parents**	*
EIA Standard Operating Procedures	**Grading and Reporting Handbook**	*
CH Local	**Purchasing and Acquisition**	*

* The above listed policies relate to areas in which Testing Programs are necessary.

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INTRODUCTION

Philosophy

The Board believes the purpose of assessment is to empower and grow all learners by utilizing fluid feedback and reflective practice to determine where students and educators are and where they are going in the teaching and learning process.

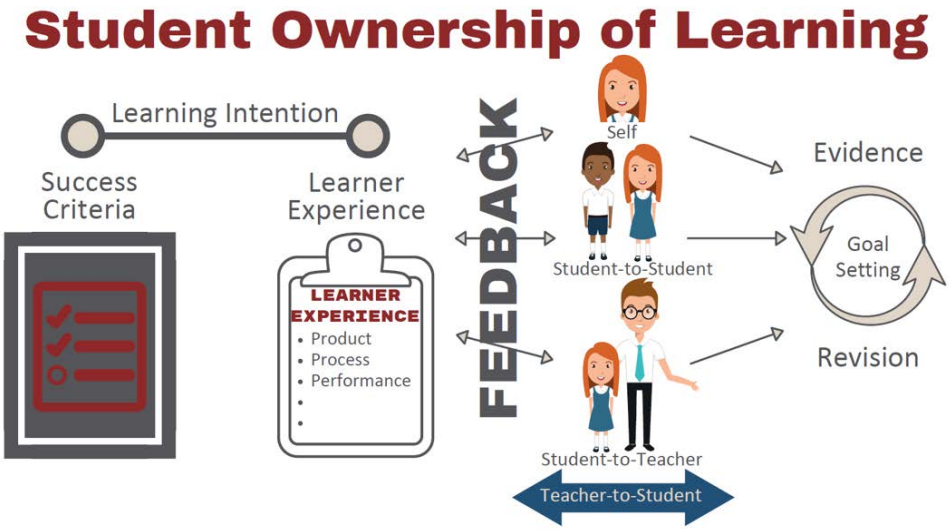
STUDENT CENTERED ASSESSMENT SYSTEM

Student Centered Assessment develops student ownership of learning by promoting self and peer assessment, goal setting, and feedback, including opportunities for revision.

Student Ownership
The purpose of a student-centered assessment system is to empower students to own and be responsible for their learning. Working within a Professional Learning Community (PLC), teachers shall utilize state standards, the written curriculum, and learning progressions within the curriculum to plan for and create learning experiences that articulate learning intentions and success criteria to engage students in the formative assessment cycle. These learning experiences shall be designed so that students can answer three questions:

- *Where am I (along the learning progression)?*
- *Where am I going (next) in my learning?*
- *What are the tools I can use to get there?*

The graphic below illustrates critical components that support student ownership of learning.



Components of Student Ownership of Learning

Instructional Planning (PLCs)
Working in PLCs, teachers shall design learning experiences aligned to the depth of knowledge (DOK) of the standards and to the learning progressions within the written curriculum. Teachers shall use success criteria aligned to products, performances, or processes to assist with determining a student's knowledge and skills regarding grade level learning intentions.

Formative Assessment Cycle
Teachers shall engage students in the formative assessment cycle to gain an understanding of student progress toward proficiency of the standards and guide the planning of future learning experiences.

Key components of formative assessment that support student ownership are:

- **Feedback**

Teachers shall provide opportunities for students to use authentic work with feedback protocols to determine areas of strength and improvement. Feedback protocols include:

- **self-assessment** using a micro-progression and/or success criteria,
- **peer assessment** using protocols such as TAG, Glow/Grow, Accountable Talk, etc. (**see Exhibit A**)
- **feedback cycles**: Teacher to student and student to teacher to give and receive specific and actionable feedback that allows students to identify where they are in their learning and where they need to go.

- **Evidence Collection**
  Teachers shall utilize products, processes, and performances that represent authentic student work to provide feedback on student progress and learning needs.

- **Goal Setting**
  Using defined learning progressions, teachers shall provide students the opportunity to identify where they are on the progression and set a goal for their next step in learning. Sample goal setting tools and examples are provided in **Exhibit B.**

- **Revision**
  As part of the formative cycle, teachers shall provide students with opportunities to revise work based on feedback.

Student Ownership Tools
Working in PLCs, teachers shall select and/or design student ownership tools that allow students to measure their progress towards proficiency. Student ownership tools shall align to the learner experience and support feedback, goal setting, and revision.

Learning Progressions
A Learning Progression is the purposeful sequencing of teaching and learning expectations across multiple developmental stages, ages, or grade levels. Learning progressions reference state standards - concise, clearly articulated descriptions of what students should know and be able to do at a specific stage. Learning progressions support the formative assessment cycle and allow teachers and students to set targeted goals for growth.

Learning Intentions
Learning Intentions specify what students are supposed to learn and should be aligned to the state standards. Learning intentions in the classroom should be clear and focused on the outcome of the learning.

Success Criteria
Success criteria defines what success looks like with regard to the learner experience and are aligned to the learning intention along with the learning progression. Success criteria describes the evidence students must produce to show they have achieved the learning intention.

Checklist(s)
Success Criteria may be presented in the form of a checklist. Checklist(s) align to the learning intention and define what success looks like at the level of proficiency. Checklists allow students to determine which success criteria they have successfully demonstrated and provide a tool to engage in feedback.

Accountable Talk
Intentionally planned talk structures that promote student engagement in purposeful discussions.

Instructional Planning – PLC
Student centered assessment is achieved through teacher facilitated professional learning communities (PLC).

Professional Learning Communities (PLCs) shall apply a cycle of continuous improvement to engage in inquiry, action research, data analysis, planning, implementation, reflection, and evaluation to support collective efficacy amongst the team.

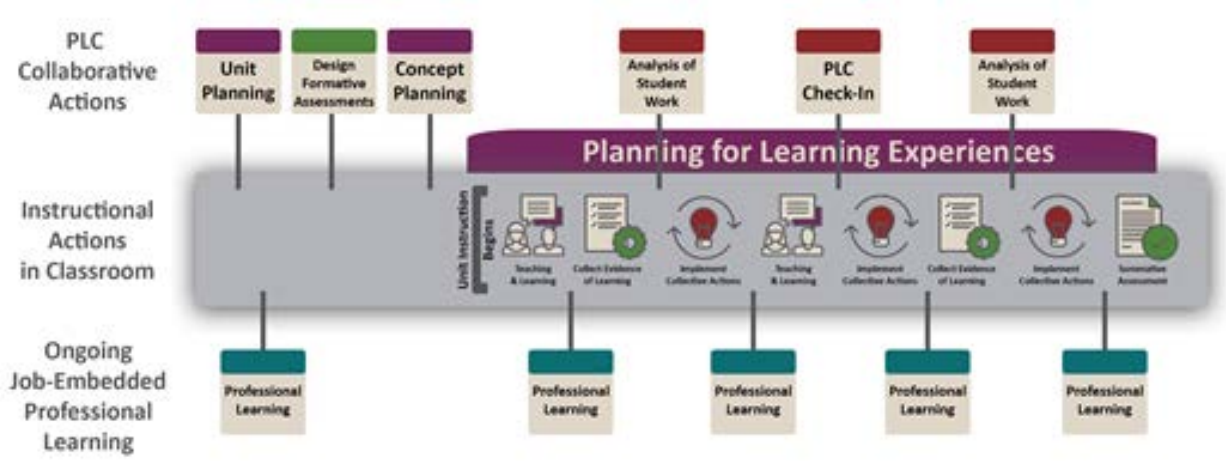
Teachers shall utilize the District's curriculum, planning protocols and authentic student work to collaboratively design targeted learning experiences and employ best practices associated with instructional delivery. The table below provides protocols that reinforce the intended outcomes of a PLC to support the student centered assessment system.

Protocol	Purpose	Assessment Implications
Unit Planning	Develop clarity for over-arching learning intentions and success criteria for a unit of instruction. Determine when formative assessments will be provided to measure student understanding within the unit.	Determine the knowledge and skills that will be measured using the formative assessment cycle within a unit and establish the frequency of assessment.
Concept Planning	Develop clarity and determine learning intentions and success criteria for specific concepts within a unit of instruction to support the development of aligned learning experiences.	Determine the method and modality of assessment. Collaboratively plan the evidence collection that will help to determine student understanding. Calibrate success criteria and expectations for student work analysis.
Evidence, Analysis, Action (EAA) Team Meeting	Analyze authentic student work according to the learning progressions to guide instructional planning decisions including intervention and enrichment.	Determine follow up formative assessment opportunities to determine student growth after implementing instructional supports.

The protocols described in the table above are provided in **Exhibit C.**

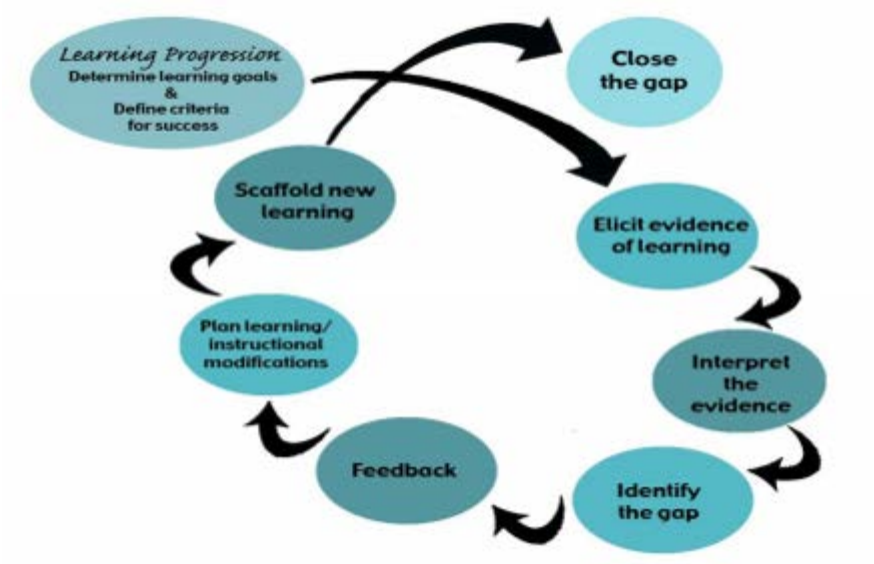
The graphic below represents the PLC collaborative actions and the resulting instructional actions that take place as a result of the PLC. Members of the PLC will utilize the formative assessment cycle to engage in the design of formative assessments that represent various assessment modalities aligned to success criteria and determine evidence collection techniques to support instructional decisions and to support students' understanding of where they are in their learning. Teachers shall design tiered instructional opportunities based on analysis of student work. The work of PLCs will assist teachers with identifying educator learning goals to support ongoing job embedded professional learning for teachers

within the PLC. The PLC collaborative actions support instructional decisions that promote the formative assessment cycle.



Formative Assessment Cycle

The teacher facilitated, **formative assessment cycle** outlines stages in the formative process that guides teacher instructional planning including intervention and enrichment to meet the needs of all students.



Margaret Heritage's "Formative Assessment Model" (2009a, 2009b, 2010).

Each phase of the formative assessment cycle is defined below. Teacher actions in the PLC, student actions within instruction, and leadership actions are defined for each phase within the formative assessment cycle.

Learning Progression

Teachers shall work collaboratively in PLCs to access the curriculum for each unit of instruction in order to identify priority-learning progressions in which they will engage students in the formative assessment cycle.

Leader, Teacher, and Student, actions that support the ***learning progression phase*** of the formative

assessment cycle are shown below.

Leadership Actions

- To support teachers using learning progressions, campus administrators shall:
  - Allocate or identify collaborative time for PLCs.
  - Set expectations for instructional planning PLC: unit and concept planning.
  - Access the curriculum (learning progressions, unpacked TEKS) to determine alignment of Learning Intentions and Success Criteria.
  - Reinforce the District's common language around formative assessment.

- PLC Look Fors:
  - PLC accesses curriculum to review learning progressions.
  - PLC develops agreed upon learning intentions and success criteria.

- Instructional Observations:
  - Learning intentions and success criteria are referenced/accessed by students and teachers throughout the lesson.
  - Every aspect of the lesson is connected to the success criteria and leads towards understanding the learning intention.
  - The success criteria clearly describes what success looks like in student work in regards to this learning intention.
  - Student work allows the teacher and student to identify where they are at on the learning progression.

Teacher Actions

- In PLC
  - Use learning progression and unpacked TEKS to collaboratively generate learning intentions and success criteria for the unit and identified concepts.
  - Determine student ownership tools to support students using the success criteria.
  - Consider end goals for student learning and determine appropriate steps to get there based on class data.

- During Instruction
  - Clearly articulate the learning intention and purpose for learning.
  - Clearly articulate the success criteria through explicit modeling or co-construction with exemplars.

Student Actions

- Understand and communicate what they are learning and how they will know they are successful.
- Use the success criteria to support engagement in a product, performance, or process.
- Students can answer these questions:
  - What am I learning?
  - Why am I learning it?
  - How will I know when I am successful?
  - What are my next steps in learning?

Evidence of Student Learning

Teachers shall work collaboratively in PLCs to access the curriculum for each unit of instruction in order to design and/or identify a formative task (product, performance, or process) that allows students to

demonstrate success.

Leader, Teacher, and Student actions that support the ***elicit evidence of learning phase*** of the formative assessment cycle are shown below.

Leadership Actions

- To support teachers in gathering evidence of student learning, campus administrators shall:
  - Emphasize the use of an effective formative assessment cycle.
  - Emphasize the importance of planning the intentional use of examples and non-examples of success with students.

- PLC Look Fors:
  - PLC accesses curriculum documents (i.e. Unit Assessment and Instructional Delivery tabs in OneNote) to plan formative tasks.
  - PLC chooses formative tasks aligned with the learning intention.
  - PLC discusses and agrees on how/what success will look like in student work.

- Instructional Observations:
  - Models of success are explicit and evident in the classroom.
  - There are multiple ways for students to demonstrate success.
  - Teachers are collecting evidence/tracking student progress.
  - Success criteria are used by students during the self- and peer- assessment processes.

Teacher Actions

- In PLC
  - Access the curriculum (i.e. Unit Assessment and Instructional Delivery tabs in OneNote).
  - Align formative task to the DOK of the standard(s) and the related learning progression(s).
  - Design examples and non-examples to create and refine success criteria.

- During Instruction
  - Provide opportunities for students to demonstrate understanding of the learning intentions.
  - Co-create success criteria with students.
  - Reference success criteria throughout the lesson.
  - Gather and track evidence of student learning.
  - Identify exemplars that evidence success.

Student Actions

- Use success criteria to self- and peer- assess student work.
- Students can answer these questions:
  - *Where am I in relation to the learning intention?*
  - *What am I learning?*
  - *What does success look like for this learning intention?*

Interpret the Evidence

Teachers shall work collaboratively in PLCs to review student work.

Leader, Teacher, and Student actions that support the ***Interpret the Evidence phase*** of the formative

assessment cycle are shown below.

Leadership Actions

- To support teachers in interpreting the evidence, campus administrators shall:
  - Encourage teachers to support their thinking with evidence.
  - Support teachers in learning from each other and monitoring their impact on student learning.
  - Utilize teacher exemplars to support teacher clarity in interpreting evidence.
  - Provide affirmation and celebration of staff effort.

- PLC Look Fors:
  - PLCs review student work collaboratively and look for evidence of learning tied to the success criteria.
  - PLCs identify students' strengths and weaknesses, supporting their thinking with evidence using authentic student work.

- Instructional Observations:
  - Teachers encourage and facilitate student analysis of work promoting the use of evidence to determine strengths and areas for growth.
  - Feedback is timely, specific, and aligned to success criteria.

Teacher Actions

- In PLC
  - Collaboratively review student work to identify student strengths and areas for growth.

- During Instruction
  - Examine the evidence in relation to success criteria to determine what the student understands and to identify misconceptions.
  - Facilitate student understanding of evidence in relation to the success criteria using authentic work (i.e. Annotation of Success Criteria, Exemplars).
  - Use student work to find trends to plan further instruction.

Student Actions

- Analyze authentic student work to identify strengths and areas for growth in relation to the learning intentions and success criteria.
- Students can answer these questions:
  - *What did I do well?*
  - *What do I need to work on?*

Identify the Gap

Teachers shall work collaboratively in PLCs to determine where students are on the learning progression and determine instructional implications to support students in mastery of the learning intention.

Leader, Teacher, and Student actions that support the ***Identify the Gap phase*** of the formative assessment cycle are shown below.

Leadership Actions

- To support teachers in identifying the gap, campus administrators shall:
  - Lead teachers in identifying areas in which students show specific weakness in mastering the learning intentions.
  - Identify problem areas to plan professional learning.

- PLC Look Fors:
  - PLC places students into groups based on their needs.
  - PLC discusses how practices may have impacted learning.

- Instructional Observations:
  - Students engage in goal setting.
  - Students revise their work based on feedback.
  - Students revise their goals based on evidence and experiences.

Teacher Actions

- In PLCs:
  - Collaboratively place students on the learning progression based on strengths and weaknesses noted in their work.

- During Instruction:
  - Interpret evidence of student learning to identify the gap and infer areas of focus to move students up on the learning progression.
  - Adjust instruction based on evidence of student learning.

Student Actions

- Identify where they are on the learning progression and identify next steps for learning.
- Set CLEAR goals.
- Students can answer these questions:
  - *What are my next steps in learning?*
  - *What do I need to do to achieve success?*

Feedback Cycles

Teachers and students shall engage in feedback cycles that promote student ownership. The feedback cycle represents a non-linear, reflective and recursive set of phases. These phases do not need to be in order and may be entered into and out to support learning and growth of students.

Phase	***Teacher and Student Actions***
Phase 1. Define Success Criteria	*Teachers shall use authentic student work or demonstrations to create clarity by explicitly defining success criteria through explicit modeling or co-construction.*
Through Explicit Modeling	*Teachers will engage students in a process of identifying success criteria through use of student exemplars, teacher exemplars to annotate and label specific criteria.*
Through Co-Construction	*Teachers will have students assist and check their understanding through co-construction of success criteria.* *Steps to Co-Construction:*

	1. *Brainstorm success criteria- Teacher facilitates a discussion on what students believe will make them successful in the specific learning, as well in the activity or modality of learning.* 2. *Sort and Categorize the brain stormed criterions for success/success criteria.* 3. *Revise, Refine, and Align the success criteria using teacher expertise to guide for accuracy and success. Additionally, teachers should align with their grade level, subject/content, PLC, or Impact Teams.* 4. *Design a rubric or checklist with students around the success criteria. Rubrics can be specific to an assignment, a learning disposition or to a learning activity for consistency across learning methods.*
Phase 2. Apply and Practice Using the Success Criteria	*Teachers shall facilitate learning experiences that allow students to identify success criteria in their work and/or the work of their peers.*
Phase 3. Teach and Model Peer-to-Peer Feedback	*PLCs shall identify and utilize defined peer-to-peer feedback models, such as, Glow and Grow, TAG, Building the Language of Feedback with Accountable Talk. See* **Exhibit A**
Phase 4. Provide Feedback on Feedback	*To ensure self and peer assessment is reliable teachers shall give feedback on the quality of the self and peer assessments. Teachers may co-construct a checklist with students about what makes for effective peer assessment.* *Processes for success:* • *Peer Power Conference – with eavesdropping for others learning.* • *Process Observer – have an observer to the conference to provide feedback and suggestions based on what was said in the conference.* • *Education/Tech Tools -* o *Google Docs/One Drive: provide feedback on the comments that students leave each other.* o *Orange Slice – a google docs add on allows the teacher to give feedback in a rubric within the student's electronic document related to the success criteria.* o *Flip Grid- a discussion platform for feedback.* o *Sown to Grow – Goal setting and goal tracking tools for kids.*
Phase 5. Leverage Strategic Revision	*Teachers shall intentionally plan learning experiences that incorporate opportunities for student revision.* *Strategic Revision is an ongoing process of rethinking learning: reconsidering your arguments, reviewing your evidence, refining your purpose, reorganizing your thinking and reestablishing your focus. To support student revision, teachers shall:* • *Cultivate a revision mindset – model this learning disposition for students,* • *Explain the revision process explicitly,* • *Model the revision strategy with think-aloud,*

	• *Provide guided practice with feedback, and* • *Gradually work toward independent mastery by students.*
*Phase 6. Set, Monitor, and Celebrate **CLEAR** Learning Goals*	*Individuals that create clearly defined goals are more likely to succeed than those who have vague goals. Teachers shall plan learning experiences that support student creation of clear goals. Setting and monitoring CLEAR Goals on a weekly and biweekly basis must be taught and model by the teacher.* *CLEAR Goals have the following attributes:* • ***C**ollaboratively developed with a peer* • ***L**imited in scope and duration* • ***E**motional component that explains why this goal is important to them* • ***A**ppreciable/attainable in the weekly or biweekly time frame* • ***R**efinable based on new evidence or experiences*

Adapted From Peer Power Feedback Framework, Peer Power; Unite, Learn, and Prosper. Activate an Assessment Revolution! Paul Bloomberg, Barb Pitchford, Kara Vandas. Mimi and Todd Press, San Diego, CA. 2019.

Plan Learning/Instructional Modifications

Teachers shall work collaboratively in PLCs to plan learning experiences and instructional modifications based on evidence of student learning and need.

Leader, Teacher, Student actions that support the ***Plan Learning/ Instructional Modifications phase*** of the formative assessment cycle are shown below.

<u>Leadership Actions:</u>

- To support teachers in planning learning/instructional modifications, campus administrators shall:
  - Define expectations for responsive instruction.
  - Create school-wide systems of intervention and responsive instruction.
  - Access the curriculum for ideas to support intervention and enrichment tied to identified needs and the learning progressions.

- PLC Look fors:
  - PLCs collaborate to plan learning experiences for various groups of students based on their gaps.

- Instructional Observations:
  - Students take responsibility for the pace of the lesson.
  - Students use academic language to talk and write about their learning.
  - Students continue to reference success criteria.
  - Students revise their work.
  - Teachers and students negotiate goals, learning plans, assessments, and collaboratively monitor progress.
  - Students connect effort and achievement.

<u>Teacher Actions:</u>

- In PLCs:

- Access the curriculum (i.e. Tiered Instruction in the Instructional Delivery and the Re-engagement tab in OneNote) for ideas to support intervention and enrichment tied to identified learning needs and the related learning progression.
- Determine differentiated learning experiences that will move all students forward on the learning progression.
- Plan for responsive instruction according to identified learning needs.

- During instruction, teachers will:
  - Reflect on best learning experiences/strategies to use to address student needs.
  - Collaborate with students to develop plans for improvement and progress monitoring.

Student Actions:

- Students take ownership of their learning by creating a plan for improvement and a plan for monitoring their own progress.
- Students revise their work.
- Students can answer these questions:
  - *What am I going to do to learn this?*
  - *When will I do this?*
  - *Who can help me?*
  - *What tools will help me?*
  - *Which strategies will help me?*
  - *What can I do to show that I have learned this?*

Scaffold New Learning

Teachers shall work collaboratively in PLCs to plan scaffolded learning experiences that move all students forward.

Leader, Teacher, and Student actions that support the ***Scaffold New Learning phase*** of the formative assessment cycle are shown below.

Leadership Actions

- To support teachers in scaffolding new learning, campus administrators shall:
  - Help teachers reflect on where they are at in the formative assessment process; what are their strengths; what do they need to work on; and how can they close the gap.

- PLC Look fors:
  - PLCs take responsibility for the success of all students by collaborating to plan for the success of all students.

- Instructional Observations:
  - Learning is aligned to the progression, but differentiated according to student needs.
  - Teacher prompt student learning with appropriately leveled questions.
  - Students monitor their learning. They ask questions and work independently on increasingly complex tasks.
  - Students enact their learning plans.

Teacher Actions:

- PLC actions:
  - Collaborate to plan differentiated, scaffolded learning experiences that move all students forward on the learning progression.

- During instruction, teachers will:
    - Scaffold instruction to move students along the progression.
    - Use responsive instruction to differentiate the learning experiences according to identified student needs.
    - Gradually release scaffolds to support independence as appropriate.

Student Actions

- Students use feedback and their own learning strategies in collaboration with the teacher's instruction.
- Students reflect on and select strategies and tools that support them in reaching their goals.
- Students enact their learning plan.
- Students communicate their readiness for the next learning experience by providing evidence of mastery.
- Students can answer these questions:
    - *Has what I have been doing to reach my goal been working?*
    - *Are there any changes I need to make that might help me reach my goal?*

Monitoring & Evaluation

The District shall monitor the implementation of the local assessment framework through observation and data review.

Observation and Data Collection

The District observation shall include a walk-through process, Campus Support Teams (CST), to monitoring the implementation of the student ownership of learning to support formative assessment. The CST process includes a partnership between campus and District administrators to collect evidence and design a support system for the campus to implement strategies and professional learning to sustain practices that promote student ownership. Academic Affairs shall conduct campus needs assessments to identify CST Focus Schools and develop District CST teams.

Components of the Campus Support Team Process:

Progression of Practice Priority

Each campus administrator shall select a priority progression of practice in which to focus continuous improvement and gather evidence of implementation during CST walk-throughs to develop an action plan for teacher and campus support.

Walk-through process

Each campus shall engage in a minimum of four walk-throughs with a team comprised of District and campus personnel. Each walk-through will consist of a welcome/pre-brief, classroom walkthroughs, debrief, and identification of next steps. During the walk-through process, all team members will complete the electronic tool, collective evidence related to the campus focus, and engage in calibration conversations. The electronic data collection tool can be found in **Exhibit D.**

- Identifying support and next steps – During the debrief portion of the process, the campus and District team shall identify suggestions to promote the implementation of student ownership and design an action plan for supporting further implementation. District level support determined during the debrief will follow the gradual release of responsibility model. It focuses on capacity building at the campus level along with the development of a long-term partnership to support campus goals. See **Exhibit E** for tiered support plan for CST Focus Schools.

The District shall collect and analyze data from the electronic tool quarterly to monitor implementation of self and peer assessment according to the milestones identified in the District Strategic plan.

Evaluation

The Academic Affairs division shall set up systems for evaluation to measure the implementation of the formative assessment framework and the impact to student achievement. Evaluation metrics will be compiled quarterly, bi-annually, and annually dependent on the purpose of the metric.

Professional Learning

Quarterly Evaluation measures will be used to inform ongoing job embedded professional learning to support teacher implementation and next steps for support. Data sources may include:

- CST Data – Student Centered Assessment
- Artifacts (i.e. Evidence of multiple assessment modalities)
- Implementation of the local assessment framework

Curriculum Development

Bi-annual Evaluation measures will be used to inform current implementation practices, develop support structures to promote progress toward fidelity of implementation, and inform curriculum improvements. Data sources may include:

- Learning Assessments
- Student Diagnostic Data
- Feedback Cycles as part of the Curriculum Management Plan
- Progressions of Practice self-assessment

Program Evaluation

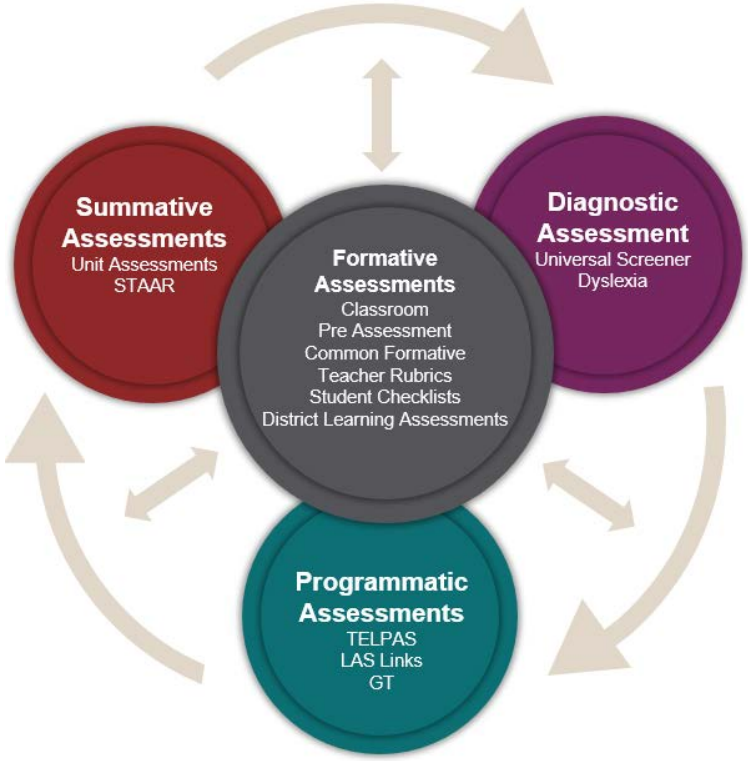
Annual Evaluation measures will be used to provide information on programmatic improvement. The Program Evaluation Department will utilize annual data to determine strengths and weakness in current programs and collaborative development action plans based on data for defined programs.
Data sources may include:

- Student Achievement Data
    - STAAR
    - TELPAS
- Intervention Program Fidelity Metrics
    - Leveled Literacy Intervention
    - Number Worlds
- Program evaluation milestone metrics and program rubrics
    - ESL Program Rubrics
    - Bilingual Program Rubrics
    - Literacy milestone metrics
    - Math milestone metrics

LOCAL ASSESSMENT FRAMEWORK

Implementation of the local assessment framework (using diagnostic, formative, summative, and programmatic assessments) shall tightly align tiered instructional practices such that it includes a cycle of performance review, student progress monitoring, and student goal setting. The District's student centered assessment system is grounded in the formative cycle for assessing, empowering, and growing students and teachers. The system supports **assessment for learning** instead of assessment of learning.

The local assessment framework is comprised of multiple assessments as shown below:



Types of Assessment

The District utilizes a variety of assessments to measure and monitor student progress through the District curriculum. These types are defined below and a sample list of assessments can be found in **Exhibit F**.

- **Diagnostic assessments** are a form of pre-assessment that allows a teacher to determine students' individual strengths, weaknesses, knowledge, and skills prior to instruction. It is primarily used to diagnose student difficulties and to guide lesson and curriculum planning, as well as identify the intervention needs of students.
- **Formative assessment** is a process used by teachers and students during instruction that provides feedback to adjust ongoing teaching and learning to improve students' achievement of intended instructional outcomes.

  A list of formative assessment practices is provided below. This list does not include all modalities of formative assessment. Regardless of the modality, the use of student evidence to immediately adjust instruction is the defining characteristic of formative assessment.

- Checks for Understanding
- Formative Product
- Formative Performance
- Formative Process
- Self & Peer Assessment
- Teacher/Student Conference

- **District Formative Assessments (Learning assessments)** are an integral part of a yearlong analysis of students' skills along an identified learning progression. The District Learning Assessments are a part of the formative assessment process that supports assessment for learning instead of assessment of learning. Assessment for learning involves analyzing student work in light of defined criteria and identifying what students know and what they do not understand in order to provide feedback to students about next steps.

- **Summative assessment, summative evaluation**, or **assessment of learning** refers to the assessment of students where the focus is on assessing the cumulative learning of a set of related knowledge and skill to determine overall learning. This contrasts with formative assessment, which summarizes the participants' development at a particular time.

  A list of summative assessment practices is provided below. This list does not include all modalities of summative assessment. Regardless of the modality, the use of the student evidence to determine student mastery of the cumulative learning of a set of standards is the defining characteristic of summative assessment:
  - Unit Assessment
  - Culminating Product
  - Culminating Performance
  - STAAR

- **Programmatic assessments** determine student eligibility for programming and evaluate their progress.

Regardless of the type of assessment, assessment creation and technology tools can support and reinforce academic integrity during assessment. Assessment guidelines and expectations that support academic integrity will be grouped into one of the following categories:

- **Instruction & Assessment Design:** *to support academic honesty and gather **authentic information** regarding student knowledge, assessment design in PLCs is a critical component.*
- **Assessment Logistics:** *considerations and logistics for assessment delivery in dual learning models will support student **access and equity** in assessment.*
- **Technology Tools:** *the appropriate use of **technology tools** will support academic integrity and gathering of authentic student work.*

The Assessment Guidelines can be referenced in Exhibit G.

Annual Assessment Calendar

The Annual Assessment Calendar is updated yearly by the Student Growth and Achievement Department and provides the dates for the following assessments:

- Universal Screener (Ren360/Circle: Pre-K)
- District Learning Assessments
- State Assessments (STAAR)

- ACT, SAT, PSAT
- GT Testing/Vistas
- Credit by Exams
- Semester/Final Exams
- TELPAS
- AP Tests

Assessments are appropriately distributed throughout the year.

Data Cycles to Measure Learning

The table below outlines the cycles to measure learning through a comprehensive examination of student assessment data and provides actions for campus leaders and teachers. The table includes frequency of data analysis and approximate date ranges to support the implementation of the local assessment framework. Each year a specific calendar with due dates and data cycles is provided to campuses. **Exhibit H** provides a detailed description of a sample report and a job aide for the reports listed in the table below.

Data Cycles		
Phase	**Campus Leaders**	**Teachers**
Ongoing	**Responsive Instruction** ☐ Analyze literacy and math data by grade level, teacher, and student to determine the performance level percentages and determine skills for instructional reinforcement and intervention ☐ Ensure student intervention is being provided with fidelity and determine adjustments needed based on progress monitoring data ☐ Conduct SST Meeting; upload supporting documentation to Schoology course ☐ Review progress monitoring data for Tier 3 students in Skyward (*RI Custom Form or other designated district approved form)* ☐ Determine additional students needing Tier 3 support and/or students who no longer need support using progress monitoring data **District Learning Assessment** ☐ Ensure data submitted for District Learning Assessments ☐ Facilitate conversations with teachers regarding instructional adjustments and feedback based on the EAA Protocol **Formative Assessment** ☐ Facilitate conversations with teachers regarding student progress and instructional adjustments based on the campus formative and summative assessments	**Responsive Instruction** ☐ Facilitate student intervention and enrichment ☐ Analyze progress monitoring data to determine fidelity of intervention and student growth **District Learning Assessments** ☐ Administer District Learning Assessments based on the Annual Assessment Calendar: o PLC calibrates prior to assessment o Administer assessment o Score assessments o Complete EAA Protocol and determine instructional adjustments **Formative Assessment** ☐ Utilize the Unit Planning Protocol to plan for formative and summative assessments o Scheduling o Development o Analysis

Summer/ August	**Responsive Instruction** ☐ Meet with campus administrative team to discuss and plan for Responsive Instruction(RI) implementation – *Universal Screener data and Student Support Team model* ☐ Designate an RI Liaison ☐ Establish members of the campus' Student Support Team (SST) ☐ Develop and begin to implement monthly meeting schedule for SST ☐ Schedule intervention for identified students using multiple data points including: o Summer School Data (Ren360) o STAAR Scores o Accelerated Instruction Plans (AIP) or Intensive Program of Instruction (IPI) – High School only ☐ Create a BOY testing schedule **District Learning Assessment** ☐ Provide teacher training on assessment calibration and the data analysis process ☐ Review Annual Assessment Calendars with Administrators and Campus Leaders (Dept. Heads, Grade Level Team Leaders, etc.) ☐ Ensure data submitted for District Learning Assessments ☐ Facilitate conversations with teachers regarding instructional adjustments and feedback based on the EAA Protocol **Formative Assessment** ☐ Establish PLC expectations for grade levels/content area teams to plan formative assessment opportunities using assessment blueprint process. ☐ Establish a system for PLC teams to analyze authentic student work from common formative assessments.	**Responsive Instruction** ☐ Test designated students with Universal Screener (*ELA and Math only*) ☐ Review Accelerated Instruction Plans (AIP) and Personal Graduation Plans (PGP) for students who are not successful on STAAR

BOY (August - September)	**Responsive Instruction** ☐ Identify Tier 2 and 3 intervention students using multiple data points: o Universal Screener (Ren360)- **Screening Report** o TELPAS Data o STAAR Scores o Report Card Grades o District Learning Assessments o Attendance/Referrals ☐ Utilize student scores and key universal screener reports to plan intervention groups (**Screening Report, Instructional Planning**, **Diagnostic Reports, etc.)** ☐ Campus will ensure student intervention goals are entered on the RI Custom Form (or other approved District approved form) in Skyward as needed	**Responsive Instruction** ☐ Continue to test designated students with universal screener (*ELA and Math only*) by the end of the testing window ☐ Teachers will utilize the Ren360 **Instructional Planning**, **Diagnostic Reports,** or other District designated reports to determine which skills Tier 2/3 intervention students are ready to learn *AND* to create intervention groups
October	**Responsive Instruction** ☐ Campuses notify parents of the universal screener Parent score report available in Skyward. ☐ Campuses should notify parents of Tier 2/3 intervention (Senate Bill 1153) ☐ Submit Intervention Strategy PEIMS Report	
MOY	**Responsive Instruction** ☐ Create MOY testing schedule ☐ Utilize student scores, key universal screener reports, and resources to plan for and adjust intervention groups following MOY testing - (**Screening Report, Instructional Planning**, **Diagnostic Reports, etc.)** ☐ Determine student growth using the Ren360 **Growth Report** or other District designated report	**Responsive Instruction** ☐ Test designated students with universal screener (*ELA and Math only*) ☐ Teachers will utilize the Ren360 **Instructional Planning** and **Diagnostic Reports** or other District designated reports to determine which skills Tier 2/3 intervention students are ready to learn *AND* to create intervention groups ☐ Utilize the Ren360 **Student Growth Report** or other district designated report to determine if students are making typical growth
February	**Responsive Instruction** ☐ Campuses should notify parents of the universal screener score report available in Skyward. ☐ Campuses should notify parents of Tier 2/3 intervention (Senate Bill 1153)	

	☐ Meet to determine master schedule options, intervention and enrichment planning for the upcoming school year	
EOY	**Responsive Instruction** ☐ Create EOY testing schedule ☐ Utilize student scores, key universal screener reports (**Instructional Planning**, **Screening**), and resources to plan for intervention ☐ Campuses should notify parents of the universal screener score report available in Skyward.	**Responsive Instruction** ☐ Test designated students with universal screener (*ELA and Math only*)

Reliability & Validity

Interrater reliability will be identified following each of the District Learning Assessments in the Fall and the Spring each year by a variety of teachers and/or teacher leaders to determine the degree of agreement between raters. The score will show the degree of consensus in ratings by various scorers.

Correlation

The District Learning Assessment will assess a content or process standard from the Texas Essential Knowledge and Skills that students have traditionally struggled with understanding as shown through a review of historical data (STAAR, Ren360, etc.). Students should have multiple opportunities to demonstrate mastery of this skill and as a result, the District Learning Assessment is a part of the formative assessment process. Teachers will be able to engage in feedback with students on this skill regularly.

The standard or skill assessed on District Learning Assessments will be reviewed annually to determine if students are progressing, to determine if curricular changes are necessary and to determine if the skill should continue to be assessed or if there is another standard that should be addressed.

Campus formative assessments should assess grade level skills defined in the Texas Essential Knowledge and Skills.

ASSESSMENT REVIEW

Controlling for Fairness, Bias and Cultural Responsiveness
The District shall make efforts to control for gender or demographic bias when selecting assessment instruments from outside vendors, developing assessment instruments within the District, and administering assessments to students.

Educational tests are considered biased if a test design, or the way results are interpreted and used, systematically disadvantages certain groups of students over others, such as students of color, students from lower-income backgrounds, students who are not proficient in the English language, or students who are not fluent in certain cultural customs and traditions.

In addition, when identifying test bias, it is important that developers review results of each assessment to determine whether the assessment accurately measure student learning. The process of this review allows the test developers to reflect on student group successes, disparities and gaps that may exist. All stakeholders are responsible for adhering to the highest level of professional ethics and controlling for assessment bias when developing District assessments. [See EG(LOCAL)]

Assessment Review Process
Teaching and Learning shall coordinate an Assessment Review Process that evaluates all District-developed assessments using the following criteria:

- Alignment to the Texas Essential Knowledge and Skills,
- Alignment to the scope and sequence of the curriculum,
- Alignment to the Depth of Knowledge of the Standards,
- Alignment to the Context of the standards,
- Supports evidence collection on the defined success criteria/ rubric, and
- Evaluation of Controlling for Bias and Cultural Responsiveness.

Assessment from Vendors
All vendors will adhere to the RFP process [See CH (Local)]. This process will include a vetting system in which vendors are analyzed according to the instructional resources rubric to ensure alignment to the state standards and instructional philosophy in the District. After initial analysis, vendors will be selected and the District will utilize the procurement process.

SPECIAL POPULATIONS

The District Learning Assessment framework supports the growth for all students, including those students with disabilities and with linguistic needs. Adaptations to these assessments shall be made based on each student's individual needs as outlined in their plans, and determined by ARD committee, 504 committee, and Language Proficiency Assessment Committee (LPAC) decisions.

Special Education

All decisions affecting student participation in assessments are made within the ARD meeting and are reflected in the Individualized Education Plan (IEP). If any assessment is given without the documented accommodations and/or modification provided, the student may still take the assessment, but will not receive a grade for it. The information gained from the assessment is utilized to plan instruction and as well as make appropriate IEP decisions.

Classroom Formative Assessment

Classroom assessments should mirror instruction. If a student's learning progressions have been modified, and therefore their instructional tasks are modified, then the assessment should be similarly prepared. The assessments should be prepared by the special education teacher in collaboration with the general education teacher to ensure fidelity to the curriculum.

Campus Formative Assessment

Campus assessments should also mirror instruction. As with the classroom assessment process explained above, the special education teacher, in collaboration with the general education teacher(s), will adapt the campus assessment based on the accommodations and/or modifications outlined in the student's IEP.

District Formative Assessment

The accommodated version of the District Learning Assessment will include allowable accommodations and designated supports. The student's ARD committee makes decisions regarding the level of accommodation needed based on individual student needs for District level assessments. Should the student require a level of accommodation and/or modification that is not allowable or is not a designated support, the student will still take the assessment, but will not receive a grade on it. This information may be used as data in making IEP decisions.

Diagnostic Assessments (REN360)

All students in grades K-10 receiving special education services (with the exception of students accessing the curriculum through pre-requisite skills/alternative curriculum) will take the Ren360 assessment three times per year unless the students ARD/IEP states otherwise. This information will be used within the ARD/IEP to determine services and supports for the student based on growth demonstrated by their performance on the assessment. Students will receive allowable accommodations that are provided within the Ren360 framework (extended time, allowable text read aloud), and as the system itself adjusts readability and level of difficulty based on the student's performance, modifications are not necessary. This information is used strictly for diagnostic use. The student's ARD/IEP will outline the accommodations needed on this assessment based on the ARD committee's decision. If the student's ARD committee determines that modifications must be made in order for the student to access the assessment, the committee may make the decision to utilize an alternative assessment for diagnostic use. Providing additional accommodations, such as the use of a calculator, math chart, etc., invalidates the test as it is normed and will not be allowed.

*Note: Extended time on the Ren360 assessment is a standard increase of time per question and is applied to each question on the test. The extension of time is not flexible.

Section 504
Students receiving services through Section 504, will take all required assessments with allowable accommodations. The 504 committee will discuss allowable accommodations and may make the decision to utilize an alternative assessment for diagnostic use.

Bilingual Program Education
Bilingual students receive linguistically accommodated instruction and assessment. Provided and utilized linguistic accommodations should be tracked and monitored throughout the year. In general, the language of assessment should mirror the language of instruction per the District Bilingual Framework. However, students may be assessed in English or Spanish to determine knowledge and/or skills for each content area. This decision should be determined on a student-by-student basis. The LPAC determines the assessment option for the state criterion-referenced test each year.

Classroom Formative Assessment
In general, the language of assessment should mirror the language of instruction per the District Bilingual Framework. However, students may be assessed in English or Spanish to determine knowledge and/or skills for each content area. When bilingual students are assessed in English, they should receive linguistic accommodations as needed.

Campus Formative Assessment
In general, the language of assessment should mirror the language of instruction per the District Bilingual Framework. However, students may be assessed in English or Spanish to determine knowledge and/or skills for each content area. When bilingual students are assessed in English, they should receive linguistic accommodations as needed.

District Formative Assessment
All English Learners (ELs) participate in Learning Assessments. Linguistic accommodations regularly provided during instruction should be provided during Learning Assessments as well. Bilingual program students take Learning Assessments in English or Spanish per the District Bilingual Framework. Bilingual students taking the Spanish Learning Assessments should not receive any linguistic accommodations. Bilingual students taking Learning Assessments in English may receive linguistic accommodations. Additionally, District-created linguistically accommodated Learning Assessments in English are available for Beginner and Intermediate level ELs.

Diagnostic Assessments (REN360)
All K-5 bilingual program students, unless exempt, complete the District approved Renaissance 360 math and reading universal screeners during the designated assessment windows as outlined in the District Assessment Calendar. Students may be assessed in English or Spanish per the District Bilingual Framework. Ren 360 Spanish provides campuses with a reliable way to discover what Spanish-speaking students already know in their native language. By allowing students to be assessed in their native language, campuses are able to determine if a Spanish-speaking student struggles due to a skills deficit or if he/she is simply still in the process of developing academic English language proficiency. Bilingual students assessed in English may receive some linguistic accommodations on Ren 360. Extended time limits may be provided to students to allow for processing time related to linguistic needs. Additionally, math assessments may be read aloud to ELs. These accommodations do not invalidate the assessment results.

English as a Second Language (ESL) Program Education

ESL students receive linguistically accommodated instruction and assessment. Provided and utilized linguistic accommodations should be tracked and monitored throughout the year. In general, the language of instruction and assessment is English. The LPAC determines the assessment option for the state criterion-referenced test each year.

Classroom Formative Assessment

ESL program students should participate in classroom assessments that have been linguistically accommodated commensurate to their level of English proficiency. Provided and utilized linguistic accommodations should be tracked and monitored throughout the year.

Campus Formative Assessment

ESL program students should participate in campus assessments that have been linguistically accommodated commensurate to their level of English proficiency. Provided and utilized linguistic accommodations should be tracked and monitored throughout the year.

District Formative Assessment

All ELs participate in Learning Assessments. ESL program students take Learning Assessments in English. Linguistic accommodations regularly provided during instruction should be provided during Learning Assessments as well. Additionally, District-created linguistically accommodated Learning Assessments are available for Beginner and Intermediate level ELs.

Diagnostic Assessments (REN360)

All K-10 ESL program students, unless exempt, complete the District approved Renaissance 360 math and reading universal screeners during the designated assessment windows as outlined in the District Assessment Calendar. Grade 6-10 ESL program students who are at a TELPAS Beginner level or who are new to the US and new to the English language should not take the Universal Screener. ESL students may receive some linguistic accommodations on Ren 360. Extended time limits may be provided to students to allow for processing time related to linguistic needs. Additionally, math assessments may be read aloud to ELs. These accommodations do not invalidate the assessment results.

*Note: In certain instances, it is possible that a Spanish-speaking ESL program student will be assessed in Spanish with Ren 360 Spanish to determine content knowledge.

ASSESSMENT RESULTS

Campus principals are responsible for ensuring that District-developed assessments and state assessments are analyzed and results are shared with teachers, parents, and students. The District will provide information management systems (i.e. Skyward, PowerSchools, Renaissance, etc.) to support leaders in running the necessary reports. At the District level, the Academic Affairs Division and the Department of School leadership are responsible for analyzing District level and state level results and reporting these results as appropriate.

The District provides an annual assessment calendar that includes all District and state mandated assessment testing windows. Following receipt of official results, campus principals will ensure that results are distributed to teachers, students and parents in accordance with state guidelines for STAAR and other state mandated assessments. Diagnostic REN360 and District Learning Assessment results will be distributed to parents and students in accordance with the established annual District calendar, with results distributed to parents approximately one month, or less, after the close of the District assessment windows.

Scoring and Reporting the District Learning Assessment Results
After the administration of the Learning Assessment, teachers will work in teams to calibrate the rubric to ensure reliability before scoring the Learning Assessments individually. The Learning Assessment Rubric, Rubric Calibration Guidelines, and a Teacher Calibration Tool are provided by the District to support this process. Each teacher will be responsible for scoring the Learning Assessments and entering the data within one week after the assessment window. This data will be entered via the Learning Assessment Reporting process designated annually.

Using Assessment Results
The scores of all students who take district and state mandate assessments will be included in the school and district results. **The actual assessment scores/results are NOT to be used as a grade**. It is recommended that teachers follow the Evidence, Analysis, Action PLC Protocol to discuss the results of Learning Assessments in PLCs and make a plan for addressing student needs.

STATE/DISTRICT ASSESSMENTS

A benchmark is an assessment designed to prepare students for a corresponding state-administered assessment, mandated by administration and may include items that have not been previously taught. **Beginning in 2021-22 school year, the District will no longer use Benchmark assessments as part of the Local Assessment Framework.**

To support a tiered assessment strategy in the District, interim assessments may be used at identified campuses to provide an additional data point. Interim assessments are assessments developed by the Texas Education Agency and may be administered to a small group of students, in a specific grade level and a specific content area, which has been identified based on formative data with the intent to collect additional assessment data. Under no circumstance should an entire grade level be assessed for a particular subject or content area using a benchmark or Interim Assessment.

Should a campus administer a TEA Interim Assessment to obtain an additional data point, the campus is expected to engage in the formative assessment framework and formative assessment cycle detailed previously in the standard operating procedures. Use of a TEA Interim Assessment is in addition to the framework and not in substitution of the established District framework. The use of Interim Assessments provided by TEA will be allowed, and may be required, under the following conditions:

- Campuses designated as D or F in state accountability system
- Campuses designated as Comprehensive Support in the state accountability system will be evaluated on a case-by-case basis to determine the use of TEA Interim Assessments

Other types of assessments used as universal screeners, diagnostics, intervention progress monitoring, and growth indicators shall be permissible throughout the year in alignment with the assessment philosophy and framework.

DEFINITIONS

Authentic Student Work	A student product that allows for students to make their thinking visible in order to show what is being learned, reflected on, and provides opportunity for feedback.
Feedback	The process for providing evidence of what a student knows, where they need to go in their learning, and a pathway to get there.
Learning Dispositions	A person's inherent qualities of mind and character.
Proficiency	Demonstrated mastery of grade level TEKS based on a given learning progression.
Progress Monitoring	Progress monitoring involves brief, formative assessments given to determine if students are making adequate progress toward the intended learning outcome.
Reliability	The degree to which the result of a measurement, calculation, or specification can be depended on to be accurate.
Success Criteria	"Success Criteria helps students gain a better idea of what desired learning (learning intention) looks like when it has been achieved" (Hattie, 2009, p. 47, Absolum, 2010, p.83).
Validity	An indication of how sound your research is, applies to both the design and the methods of your research. Validity in data collection means that your findings truly represent the phenomenon you are claiming to measure.

EXHIBIT A – Peer Assessment Protocols

TAG Feedback Strategy

T ***Tell them something you like about their work***	The best part of your work is… because… I really like this part of your work because … This is high quality work because … One thing you did really well is… because… You put a lot of thought and effort into … I'm really impressed with … because…
A ***Ask them a question related to their work***	One thing that is not clear to me is … What do you mean by … Why is … I am confused by … What do you mean in this part? I don't understand how… connects to … I need to know more about …
G ***Give a suggestion for improvement***	One thing to improve on is … You need more/less … because … I think your next step should be … Your work will be higher quality if you … Perhaps you should add/remove/replace … I would suggest… because…

Glow and Grow Feedback Strategy

GLOW ***What did the person do well?*** 	**GROW** ***What can the person do to improve the work?*** 
I like how you... You did a wonderful/excellent/great job... You succeeded in.... Terrific work on... This is quality work because... I like the way you included... I really enjoyed this because.... I think the best thing about your work is... The most outstanding aspect of your work is...	It might be helpful to... Perhaps you could... Would it be better if...? You may need more... You may need less... Your next steps might be... You might try... You could... One suggestion would be to... The task was to.... Be sure to...

Accountable Talk

Academic Discussion Sentence Starters	
Making a Comment: That is a good idea because… This is confusing because … I disagree with _____ because …	Asking a Question: **What did you mean when you said _____?** **Do you think that …?** **Why is that happening?** **What is happening?** **Why do you think that way?** **What led you to that conclusion?**
Expressing an Opinion: I think/believe that … It seems to me that …. In my opinion …	Soliciting a Response: What do you think? We haven't heard from_____yet. Do you agree? What answer did you get?
Making a Prediction: I think that _____ will happen because … I don't think that _____ will happen because … I wonder if … Since this happened, then what if … Based on ____, I infer that …	Making a Connection: This reminds me of ... This is like _____ when … This is like _____, but different because …
Clarifying Something: Now I understand _____ because … No, I think it means … I agree with _____ because … At first I thought _____, but now I think ____ because … What I hear you saying is … I don't understand _____, but I do understand ____ because …	Paraphrasing what someone else said: So you are saying that … In other words, you think … What I hear you saying is …
Acknowledging others ideas: My idea is similar to/related to_____'s idea that …. I agree with what_____is saying … My idea builds upon_____'s idea that …	

EXHIBIT B – Sample Goal Setting Tools

Date	Task	Success Criteria	Level DV, PG, PF, AD	
				 I did ___ well.  Now I need to work on ___.
				 I did ___ well.  Now I need to work on ___.

Name: _____ **Date:** _____
Assignment: _____ **Feedback focus:** _____

My thoughts

 What I did well _____
_____
_____

 What I need to work on:_____
_____
_____

Feedback

 What I did well _____
_____
_____

 What I need to work on:_____
_____
_____

My plan
What I will do to improve my learning: _____

_____
_____
_____
_____
_____

Month: _____
My goal for reading will be

_____
Because _____

Draw it!

Gr. 1 Reading

Name: _____

Developing	**Progressing (Expected for 1st Nine Weeks)**	**Proficient (Expected for 2nd Nine Weeks)**	**Advanced**
Student uses known words and word parts to make connections between words by letters.	Student uses known words and word parts to make connections between words by letters, sounds, and/or spelling patterns.	Student uses known words and word parts to make connections between words by letters, sounds, and spelling patterns.	Student demonstrates flexibility in solving words (taking apart, using meaning, etc.)

 Date: _____

I am good at

_____

 Date: _____

I am good at

_____

 Date: _____

I am good at

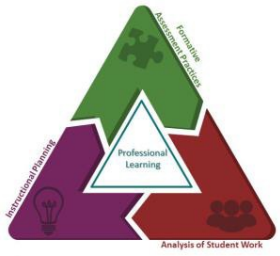
_____

 Date: _____

I am good at

_____

EXHIBIT C – Instructional Planning Protocols

	**Guiding Questions for Collaborative Conversations within a PLC**
	What do we expect our students to learn?
Deepening Our Understanding of the Concept	• How many total days are dedicated to this concept/skill? *(Scope & Sequence, Instructional Delivery)* • What is the purpose of this concept/lesson? *(Instructional Delivery)* • What are the big ideas and essential questions for this concept/lesson? *(Instructional Delivery)* • What student expectations (TEKS) support the big ideas for this concept/lesson? *(Instructional Delivery)*
Learning Intention(s)	• What should students learn by the end of this concept and/or lesson? *(Instructional Delivery)*
Success Criteria	• How will students know that they have mastered the intended learning for this concept and/or lesson? *(Instructional Delivery)* o What evidence would show you that students have achieved conceptual understanding? o What process might they need to follow to show their understanding? o What language will they need to use to share their evidence of learning?
	How will we know students are learning?
Assessment(s)	• Considering the pre-requisite knowledge and skills that were identified in unit planning, are there additional prior knowledge and skills that are needed? (*Unpacked TEKS/D.O.K*) • What information do we have on student's current level of knowledge and skills for this concept/skill? *(Refer to pre-assessment)* • What method will we use to show evidence of mastery by the end of this concept and/or lesson? (*Unit Assessment)* • What models of success will students have to reach expected learning outcomes? (*Collaboratively create or select exemplars/examples)* • How do the assessment(s) align to the rigor of the TEKS and the summative unit assessment? (*Unpacked TEKS)* o What verbs are included in the student expectation(s) and TEKS? o What important academic vocabulary is related to the

<table>
<tr><td></td><td>student expectation(s) and TEKS?
o How does the formative assessment(s) support the learning progression towards unit mastery?
Methods of Assessment<table><tr><td>Formative Assessment Opportunities
• Pre-Assessment
• Checks for Understanding
• Formative Product
• Formative Performance
• Formative Process
• Self & Peer Assessment
• Teacher-/Student Conference</td><td>Summative Assessments Opportunities
• Culminating Product
• Culminating Performance
• Open-Ended Response
• Multiple-Choice Assessment</td></tr></table></td></tr>
<tr><td>Designing Meaningful Learning Experiences</td><td>• What meaningful learning experiences should students engage in to meet the expectation of the standard that aligns with the content lesson cycle and/or instructional model? (Instructional Delivery)
• How do the learning experiences support the learning intention?
• What scaffolded instruction is needed to support student in achieving the learning intention(s)? (Learning Progressions, Unpacked TEKS D.O.K)
• At what point(s) in the concept/lesson will we collect evidence of students understanding of the learning intention(s) through informal formative assessment?
• What opportunities for self and peer assessment are available within the lesson(s)?
• What opportunities are available for students to engage in feedback within the lesson(s)?
• How can we incorporate the use of technology to enhance the learning experience(s)?
(Instructional Delivery, Integration Focus)
o What opportunities are available for blended learning?
• What differentiated experiences and advance supports should we consider to meet the needs of all learners within the learning experience(s)? (GT, SPED, EL, 504) (Instructional Delivery:Tiered Instruction, Re-engagement)</td></tr>
<tr><td>Resources</td><td>• What resources will we need to support the learning experience(s)?
• What setup and logistics do we need to consider when using technology devices and applications?</td></tr>
<tr><td colspan="2">How will we respond if students don’t learn it?</td></tr>
<tr><td>Intervention</td><td>• What additional learning experience(s), different than the initial experience(s), will students engage in if they are unsuccessful in reaching mastery? (Instructional Delivery-Tiered Instruction)
• What format for this additional instruction is most appropriate? (small group, 1 on 1, workstations)</td></tr>
<tr><td colspan="2">How will we respond if students already know it?</td></tr>
<tr><td>Enrichment</td><td>• What additional enriching learning experience(s), different than the initial experience(s), will students engage in if they are already proficient in meeting mastery? (Instructional Delivery- Tiered Instruction)
• What format for this additional instruction is most appropriate? (small group, 1 on 1, workstations)</td></tr>
</table>

Next Steps for Educators	
Next Steps	• What professional learning will we engage in, individually or collectively, to increase educator understanding of instructional practices to deliver or facilitate the learning experience(s)? (*Campus Instructional Leaders, Professional Learning Experiences, Job-embedded Professional Learning Practices)* • Develop daily lesson plans individually or collectively to target individual and classroom learning needs

EAA Team Meeting Protocol

Team/Grade Level	
Date	
Attendees	

NORMS				
				Within our Control

MEETING ROLES		
Peer Facilitator	**Recorder**	**Time Keeper**

ENDURING UNDERSTANDING
Why is this important for students to learn this?
Why is it important for students to use this process? (HOW students do their learning) •
Why is it important for students to know this content? (WHAT students are learning) •

STUDENT FORMATIVE ASSESSMENT DATA					
Teacher Name	**Total # of Students**	**Developing**	**Progressing**	**Proficient**	**Advanced**

EVIDENCE	ANALYSIS	ACTION
ADVANCED **Success Criteria**	**Why were students successful?**	**How can we accelerate learning?**
From the Success Criteria built for the Task - what were the Criteria elements that show success on the task? Think through PROCESS AND CONTENT	Think through what the students will do and the actions of the teachers.	Before we leave this group - select the top item above in both lists that we would like to begin to do, use or build? Highlight it. (teacher actions and student actions)
•	•	•
PROFICIENT **Success Criteria AND/OR** **1-2 Barriers from Advanced**	**Why was this challenging?**	**What actions can we take?**
From the Success Criteria built for the Task - WHAT were a few of the Criteria elements that were not quite Expert yet on the task?		Think through what the students will do and the actions of the teachers. Before we leave this group - select the top item above in both lists that we would like to begin to do, use or build? Highlight it.
•	•	+ Same as Above •
PROGRESSING **1-2 Barriers from Proficient**	**Why was this challenging?**	**What actions can we take?**
•	•	+ Same As Above •
DEVELOPING **1-2 Barriers from Proficient**	**Why was this challenging?**	**What actions can we take?**
•	•	+ Same As Above ❑ Surface Learning ❑ Vertical Learning Progression ❑ Small Group Instruction •

GOALS How many students can we move from one group up to the next group on the next task administration?			
Advanced	**Proficient**	**Progressing**	**Developing**

NORMS Revisit the norms during this meeting and reflect (i.e., Fist to Five)				
Be on time	**Stay on task**	**Everyone contributes**	**Every student belongs to every teacher**	**Within our Control**

MEETING SUMMARY & NEXT STEPS

Next Meeting:

- **Check In**
  - Check in on strategies on this date =
  - Bring this note tool to the check in meeting.
  - Send a calendar invite to everyone who should attend the check-in meeting.

- ❑ **Case Study**
- ❑ **Micro-Teaching (e.g.** math models vs. pictures**)**
- ❑ **Lesson Study**
- ❑ **Unpacking for Success**
- ❑ **Calibration**
- ❑ **Evidence Walk**

EXHIBIT D – Electronic Data Collection Tool

Focus on Standards					
Alignment to Scope & Sequence	☐ Aligned		☐ Not Aligned		
Alignment to Rigor of Standards	☐ Aligned		☐ Not Aligned		
Alignment to Instructional Model	☐ Aligned		☐ Not Aligned		
Student-Centered Assessment – *"not observed" will be an option for each component*					
Components	**Pre-Launch**	**Launching**	**Developing**	**Expanding**	**Empowered**
Learning Intentions (1.1; 2.2)	Teacher articulates or communicates an activity or topic.	Teacher articulates or communicates learning intentions.	Students can communicate the learning intentions.	Students can explain how the learning intentions is connected to activity/ learning.	Students can track their progress and mastery of the learning intentions.
Success Criteria (2.1)	Teacher uses a strategy or tool to measure student understanding.	Teacher defines or provides success criteria.	Students use teacher-created success criteria to analyze work.	Students co-construct success criteria with the teacher.	Students revise and refine success criteria based on the standards.
Self- and Peer-Assessment (1.2; 2.3, 3.3)	Teacher reflects on student or class work.	Teacher models the self- and peer- assessment process for students.	Teacher facilitates self and peer assessment process using authentic student work.	Students respectfully identify strengths and next steps using the success criteria.	Students initiate the self- and peer-assessment process or use feedback from the process independently.
Evidence-Based Feedback	Teacher provides general feedback.	Teacher provides explicit feedback tied to success criteria.	Students use teacher-feedback to improve their performance.	Peers provide and use feedback based on success criteria.	Feedback comes from many sources and is based on success criteria; feedback is valid and reliable.
Goal-Setting	The teacher articulates a task oriented goal.	The teacher sets a learning goal for the class that is aligned to the TEKS.	The student tracks progress on a goal established by teacher.	The teacher and students negotiate goals together based on feedback aligned to success criteria; includes evidence of progress monitoring	Students independently develop goals based on feedback aligned to success criteria; includes evidence of progress monitoring.
Revision	Teacher provides an opportunity for students to revise, without explicit direction.	Teacher identifies revision goals tied to specific feedback and provides an opportunity to revise.	The teacher provides feedback and facilitates student engagement in the revision process	Students support each other with revision based on feedback.	Students can independently revise their own work based on feedback from many sources.
Technology Integration (1.4)	The teacher utilizes technology to display instruction and/or tasks.	The teacher and students interact with technology during the lesson.	Students utilize technology as a tool for learning the content.	Students engage in blended learning tasks that balance face-to-face learning and online content.	Students utilize technology to personalize the learning experience (path, place, and pace).

EXHIBIT E – Tiered Support Plan for CST Focus Schools

Academic Affairs shall conduct campus needs assessments to identify CST Focus Schools to develop district CST teams. CST Focus Schools will received a differentiated process to ensure additional targeted support is provided. The information below provides the instructional support process for identified CST Focus Schools.

Instructional Support Needs Assessment Process

Prior to the needs assessment day:
Part I: *prior to the First Walk*
Campus Administrators will conduct a self – assessment on the following items:
Who: Principal, AP and Dean, and PLC Facilitator (Team Leader, Coach, Department Chair, CAC, etc.)
Campus Reflection:

- **Progression of Practice** - reflect on the current status of the campus on the identified focus. Leaders will prepare to share the expectations and plans for inspection and feedback that they have set with teachers.
- **Master Schedule** – review the master schedule to ensure there is adequate time for intervention. Prepare to share important facts about the master schedule with the Campus Support Team.
    - *Is there time allotted in the master schedule for intervention? When is this intervention taking place?*
    - *Who is responsible for providing interventions?*
    - *What is the process for identifying students for intervention?*
    - *What intervention are you using (resources, program, staff)?*
    - *What is the process for progress monitoring and exiting students from intervention?*
- **PLC Practices –** reflect on current PLC practices, identify focus teams for support, and prepare information on when the team meets, who facilitates the meeting, identify the campus leader responsible for building capacity in the PLC, etc.

Part II: *prior to the fist walk*
Principal meets with the CST Team Leaders to form the partnership agreement
In this meeting, the principal will share the information from the Campus Reflection.

Part III: Initial CST Needs Assessment – in collaboration with CST Team (First Walk – 3 hours):

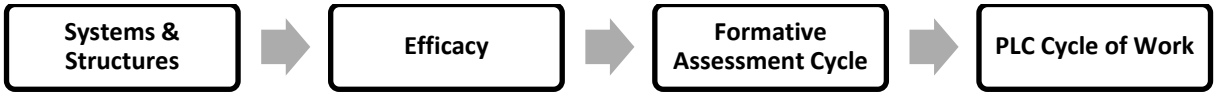
1. **Review the Identified information from the Campus Reflection**
2. **Reflective Conversation** - questions designed to promote reflect on instructional practices (use of curriculum, PLC, and formative assessment).
    - **Who:** Campus leadership team, Assistant Superintendent, CST leader and co-leader, and teacher(s)
    - Review Data and Identify an area or areas of need

3. **Overview of CST Walk-Through Process and Tool**
4. **Calibrate the Tool(s)**
5. **Initial Campus Walk** – the team will use the CST tool to collect data in all classrooms in the identified area of need
6. **Debrief and Support Planning**
7. **Review CST and Dates and PLC Visits**

Part IV: PLC Observation(s) – utilize the PLC planning protocol to identify evidence of critical components of a PLC

- Review/ meet with grade level PLC leader (prior to visit)
- Observe multiple grade level/content area PLCs as determined by the campus leadership team
- Provide feedback and establish support goals to grade level PLC leader/ campus admin

Feedback Meeting with Campus Leadership – *in the feedback meeting with campus leadership, focus discussions using these levels*



Consider: *What is the highest level of need to ensure the best possible student outcome?*

Action(s):

- Determine a Goal for work with each PLC
- Set a timeline to evaluate progress

Campus Support Model

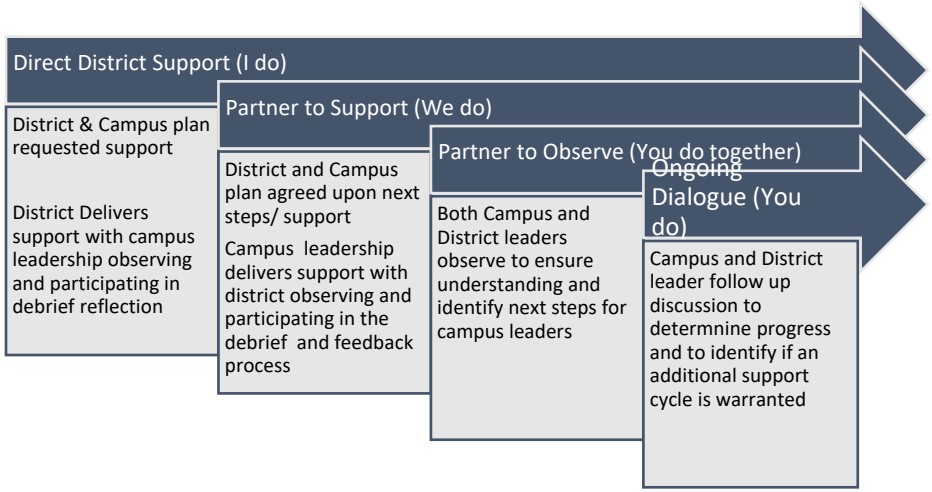
Each CST process ends with a Support Plan. This support plan can be next steps that the campus will take internally. Alternatively, it can be next steps that represent a partnership between the campus and district departments.

District Level Support usually falls into four areas:

1. Resource Identification
2. Thought Partner - Follow up discussion to provide insight, clarify a program, etc.
3. Job Embedded Supports: Professional learning / training
4. Job Embedded Supports: coaching or modeling

Job Embedded Support Model

The model below allows for district level support that follows the gradual release model. It focuses on capacity building at the campus level along with the development of a long-term partnership to support campus goals.



Establish Expectations & Timeline As we implement the support model, it will be important to consider expectations, inspection, feedback, and timeline (The Leading Improvement Framework (S. Borstel) will provide the foundation for support discussions.

- As a result of the Suggestions, what next steps might you consider?
- What campus leaders will you involve in the process?
    - What expectations the support will the leader define?
    - What inspect process will be used?
    - How will you engage in the feedback cycle?
    - What is the timeline?

Campus/Team PLC Cycle of Work

Developing	Progressing	Proficient	Advanced
• ***Instructional Planning*** • Engages in the **use of the Curriculum** to plan instruction and assessment aligned to the standards. • **Instructional model** is applied to support student acquisition of content. • **Teacher Clarity** evident in instructional practice. • **Professional Learning Communities** have dedicated time and protocols in place to support instructional decision making.	• ***Formative Assessment*** • **PLC** collaboratively plans formative assessments • **Self and Peer assessment** opportunities are planned and used to develop student ownership (rubrics checklists/student work aligned, goal setting & revision evident) • PLC reviews **student work** using student work protocols to determine strengths/weaknesses and adjust instruction.	• *All of Developing & progressing +* • ***Intervention & Enrichment*** • PLC accesses **multiple data points** to plan interventions or enrichments for identified students • PLC plans **tiered instruction** to support identified student needs • **Progress monitoring** promotes reflective practice and student growth.	• *All of Developing, progressing, and proficient* ***+ Specialized Learning Experiences*** • Designs/implements **Specialized learning supports**/ experiences for students based on identified need/area of interest aligned to the curriculum • (ie: project based learning, compacted curriculum, Blended Learning models, etc.)

EXHIBIT F – List of Assessments

Assessment	Definition	How is it Used?	Type	Level	Audience	Fee
ACT (American College Testing)	The ACT is a standardized test used for college admissions in the United States. It covers four academic skill areas: English, mathematics, reading, and science reasoning. It also offers an optional direct writing test.	Used by colleges to measure a high school student's readiness for college, and provide colleges with one common data point that can be used to compare all applicants.	Summative	National	11	Yes
AP (Advanced Placement)	A program in the United States and Canada created by the College Board which offers college-level curricula and examinations to high school students.	Used by students to earn college course credit. Students who take the exam prior to college course enrollment may use results to earn college course credit if the student scores a three or higher.	Summative	National	9-12 (following their completion of the course)	Yes
ASVAB (Armed Services Vocational Aptitude Battery)	The ASVAB is a timed test that measures basic skills in a number of different areas that are needed as a member of the U.S. military.	Results are used by the military to help determine a recruit's Military Occupational Specialty.	Summative	National	10, 11, or 12	No

Assessment	Definition	How is it Used?	Type	Level	Audience	Fee
Brigance III	Criterion-referenced assessment that measures a student's performance on a specified set of skills over time.	These assessments are used to document growth toward students' IEP goals and objectives.		National		
Classroom Formative Assessment	Products, performances, and processes used throughout a concept and aligned to standards to drive instructional decisions and promote student growth	Assessments are used for the purpose of evidence collection and immediate instructional decision making	Formative	Classroom	PK012	No
Campus Formative Assessments	Formative assessments, such as products, performances, and processes, designed by the grade level PLC to determine student progress toward mastery of a concept/TEKS	Assessments are used to analyze student thinking and make instructional decisions as a grade level/content team	Formative	Grade Level/ Content Area	PK-12	No
CLEP (College Level Examination Program)	A collection of standardized tests that measure your knowledge of certain subjects.	Students may earn college course credit in one of 33 subjects. If a student takes the exam prior to college course enrollment.	Summative	State	9-12	Yes DANTES funds CLEP exams for eligible military service members.
CogAT (Cognitive Abilities Test)	A multiple-choice assessment that measures abstract reasoning skills with different types of verbal, quantitative, and nonverbal questions.	Results are used to assist in determination of need for Gifted/Talented services.	Summative	National	K-12	No

Assessment	Definition	How is it Used?	Type	Level	Audience	Fee
Comprehensive Test of Phonological Processing	The CTOPP assesses phonological awareness, phonological memory, and rapid naming.	Results are used to check student phonemic awareness.	Formative	National	K-12	
Credit by Exam	Credit by Exam (CBE) provides opportunities for students enrolled in Fort Bend ISD to accelerate to the next grade level in elementary or at the secondary level to earn original credit for a course or to recover credit for a previously taken course.	For students taking the exam with prior instruction, results may be used to earn course credit by scoring 70% or higher. For students taking the exam without prior instruction, results may be used to accelerate a course or grade by earning a score of 80% or higher.	Summative	Local	K-12	No
District Assessment of Algebra I (DAA)		This exam is used to place students into Algebra I, allowing them to bypass Math 8.	Formative	Local	Students enrolled in grade 7 math.	No
District Learning Assessments	The District Learning Assessments are an analysis of students' skills along an identified learning progression.	Used to measure student understanding of taught content and to determine adjustments to instruction.	Formative	Local	K-12	No

Assessment	Definition	How is it Used?	Type	Level	Audience	Fee
DRA2 (Developmental Reading Assessment)	A formative reading assessment system that allows teachers to assess student reading level and observe, record, and evaluate changes in performance. This assessment provides an additional data point in partnership with REN360.	Results provide teacher's feedback on student's reading performance.		Campus	K-5	No
EDL (Evaluacion del desarrollo de la lectura)	A formative reading assessment system that allows teachers to assess student reading level and observe, record, and evaluate changes in performance.	Data from Spanish version of DRA2 is used to determine student reading level in Spanish.	Formative	Local	K-5 Bilingual Students	No
Fitness Gram	The FitnessGram® test battery assesses health-related fitness components: aerobic capacity, body composition, and muscular strength, endurance, and flexibility.	State-required annual assessment of physical fitness of students.	Summative	State	3-12	No
FBISD High School Academy Entry Exam		Results are used as part of the admissions process into the Mathematics and Science, the Medical, and the Engineering Academies.		Local		No

Assessment	Definition	How is it Used?	Type	Level	Audience	Fee
LAS Links	LAS Links™ is a system of assessment & instructional tools designed to promote English language proficiency.	Test is used to identify students for ESL/Bilingual programs.		State	PK-12	No
NAEP (National Assessment of Educational Progress)	The National Assessment of Educational Progress (NAEP) is the only assessment that measures what U.S. students know and can do in various subjects across the nation, states, and in some urban districts. Also known as The Nation's Report Card, NAEP has provided important information about how students are performing academically since 1969.	This exam is known as the National report card and results are used by the USDE to measure student progress. Districts do not receive results for these exams.		National	Campuses are selected by the Texas Education Agency to assess in grades 4, 8, & 12.	No
Neuhaus Mastery Checks		Results are used to monitor progress of students identified as dyslexic.	Formative			

Assessment	Definition	How is it Used?	Type	Level	Audience	Fee
PSAT (Preliminary Scholastic Aptitude Test)	The PSAT is an assessment consisting of questions in Evidence-Based Reading and Writing and Math.	Results can be used to measure college and career readiness and show areas of strengths and weaknesses. Scores from PSAT/NMSQT are used to determine eligibility and qualification for the National Merit Scholarship Program.		National	8-11	No
Renaissance 360 Diagnostic	Ren 360 Assessments are online computer-adaptive tests in the areas of math, reading, and early literacy. Instead of grade-level test forms, Ren 360 tailors items to a student's responses to quickly zero in on the student's achievement level and arrive at a grade level proficiency.	Information from these screeners helps teachers understand which students are gaining ground or falling behind, which students are on track for success on the Texas state STAAR/EOC, where to focus instruction, who may require intervention.	Diagnostic	National	K-5 Kindergarten – Early Literacy 1st Grade - Early Literacy & Ren360 Reading, Ren360 Math 2nd - 10th Grade - Ren 360 Reading, Ren360 Math Additional secondary students who have been unsuccessful at passing STAAR, STAAR EOC, or a campus designates in need	No

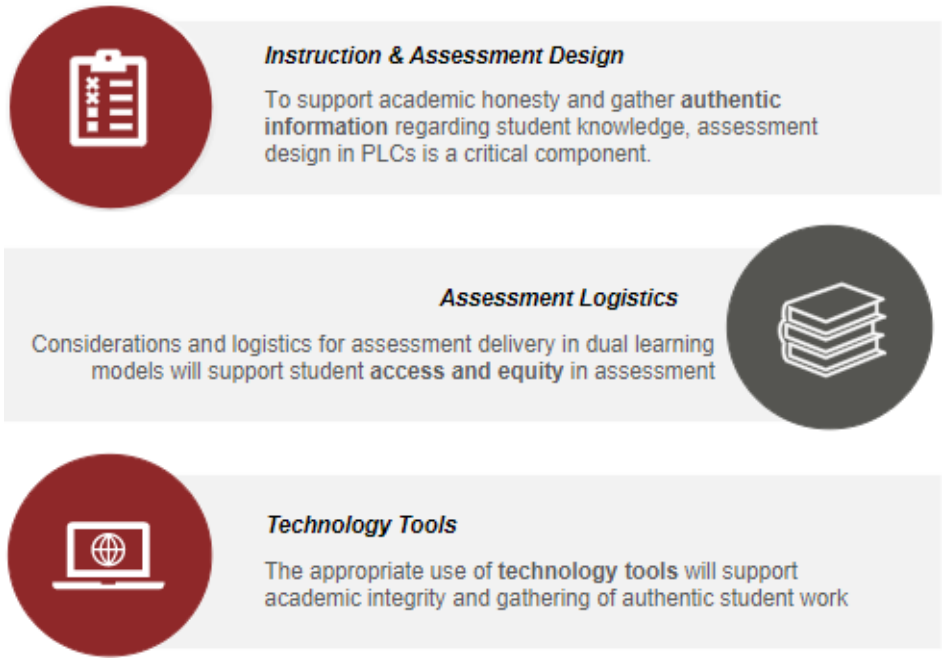
Assessment	Definition	How is it Used?	Type	Level	Audience	Fee
RIAS (Reynolds Intellectual Assessment Scales)	The RIAS measures verbal and nonverbal intelligence and memory.	Information from RIAS is used to identify students for gifted and talented services.			K-12	
SAT (Scholastic Aptitude Test)	The SAT measures the reading, writing, and math levels.	College admissions test. Results may also be used to meet TSI requirements.	Summative	National	11	Yes
STAAR (State of Texas Assessments of Academic Readiness)	A series of standardized tests used in Texas public primary and secondary schools to assess a student's achievements and knowledge learned in the grade level.	State mandatory assessment administered to 3-8 grade students	Summative	State	3-8	No
STAAR EOC (State of Texas Assessments of Academic Readiness End of Course)	A series of standardized tests used in Texas public primary and secondary schools to assess a student's achievements and knowledge learned in a course.	State mandatory assessment administered to students enrolled in Algebra I, Biology, English I, English II, and US History.	Summative	State	Required of all students enrolled in English I, English II, Algebra I, Biology, and U.S. History	No
TELPAS (Texas English Language Proficiency Assessment System)	TELPAS is an assessment for English learners (ELs) to test language proficiency of K-12 ELs in four language domains. The domains tested are listening, speaking, reading, and writing.	Results provide a measurement of student academic English language acquisition and provides data to guide planning of differentiated instruction and intervention.	Summative/ Formative	State	Required for all students classified as English Learners (K-12)	No

Assessment	Definition	How is it Used?	Type	Level	Audience	Fee
TMSFA (Texas Middle School Fluency Assessment)	The TMSFA consists of two subtests: The Passage Reading Fluency used to determine students' accuracy and fluency with connected text and the Word Reading Fluency subtest used to determine students' word-level abilities in the absence of context.	The results of this assessment will provide diagnostic information to target reading intervention based on specific needs of students.	Diagnostic	State	Grade 7 students who did not pass STAAR Reading in Grade 6	No
TLA (Technology Literacy Assessment)	TCEA will offer all Texas districts a technology literacy assessment.	Provide districts with the data they need to understand how well students grasp critical 21st century skills. It will be based on the Technology Application TEKS (TA-TEKS).	Formative	State	Grade 8 students	No
TSIA (Texas Success Initiative)	The TSIA assesses skills entering freshmen-level students should have if they are to perform effectively in undergraduate certificate or degree programs in Texas public colleges and universities.	The results of the TSIA are used to determine required developmental courses at the postsecondary education institution the student plans to attend.	Diagnostic	State	Students not scoring above a certain benchmark in any area of English, Writing, and/or Math on the SAT or ACT.	No
Woodcock-Johnson Mastery Reading Test	A battery of six individually administered tests to assess the development of readiness skills, basic reading skills, and reading comprehension.	The results of the test can be used to diagnose dyslexia.	Diagnostic	National		

EXHIBIT G – Assessment Guidelines

Assessment Guidelines to Support Academic Integrity

Academic integrity is an important topic that can be reinforced through intentional actions planned and implemented to reinforce best instructional practices that promote authentic student work, which displays student thinking. Assessment guidelines and expectations that support academic integrity will be grouped into one of the following categories:



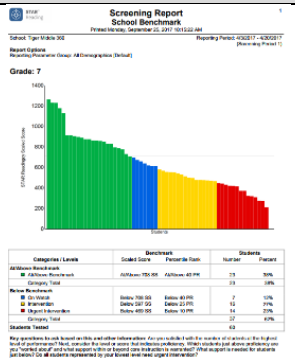
Expectations and Guidelines:

	Expectations & Guidelines	Supports & Resources
Instruction & Assessment Design	FBISD Teachers will... • Design assessments using a variety of modalities (products, processes, products) • Design assessments that require students to analyze and synthesize information instead of recall • Design assessments/assignments that require students to show their thinking processes and justify responses • Anticipate resources that students will have access to in the online environment and design assessments to discourage recall answers and solutions that can be looked up • Consider multiple versions of assessments	• Assessment Framework Setting Expectations Course from August PD week **(August 11)** • Progress Monitoring and Feedback Setting Expectations course from August PD Week **(August 12)** • Unit Planning protocol for PLCs • Curriculum OneNote: Learning Progressions, Unwrapped TEKS, Instructional Delivery (Success Criteria), Unit Assessment tabs

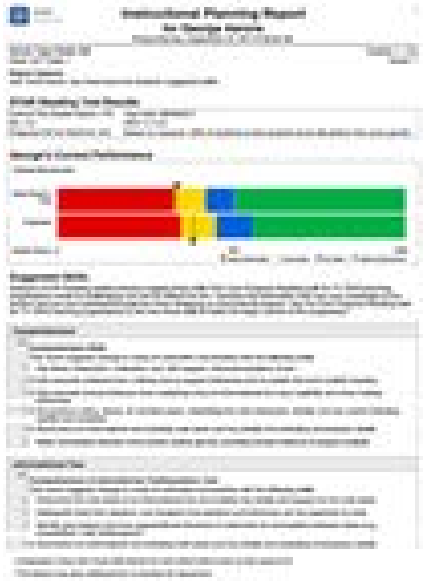
	Expectations & Guidelines	Supports & Resources
Assessment Logistics 	FBISD Teachers will... • Provide resources to students in the face-to-face environment that are available to students taking an assessment in the online environment • Establish and communicate time limits and due dates in the online environment that mirror the face-to-face limits and due dates	
Technology Tools 	FBISD Teachers will... • Use Respondus Lockdown Browser for assessments built within Schoology Assessment Tool (unless TI Nspire software is needed) • Use the recommended virtual tools for students to submit authentic work and student products and performances (ex. Flipgrid, WeVideo) • Use technology tools that support academic integrity (Savvas, Turnitin.com) Major Grade Summative Assessments will be monitored in real time: • If **synchronous time** is used for testing, the teacher will require student cameras to be on for proctoring purposes; teachers will supplement lost instruction using video content during asynchronous time • If **asynchronous time** is used for testing, teachers will schedule the assessment time with a weeks' notification to students/families and the test will be proctored by logging in during the designated time with cameras on for proctoring purposes. (This will require coordination at the campus level for assessment timing).	• Assessment Framework Setting Expectations Course from August PD week **(August 11)** • Online Learning Tools & Instructional Resourced **(August 11)** • Technical Skills Development: Management Tools **(August 11)**

During the 2020-21 school year, all courses in grades 9th – 12th will assess students using a cumulative semester exam at the end of the first and second semester. Semester exams should align to the curriculum and may include the use of multiple modalities to measure student proficiency. To support academic integrity, teachers should consider utilizing a student portfolio, cumulative assignments, constructed/short answer response assessment as opposed to a lengthy, multiple-choice assessment based on student recall.

EXHIBIT H – Renaissance 360 Reports and Job Aides

Screening Report					
Timeline for Review	**Summary**	**Audience**	**Purpose**	**Job Aid**	**Leader Lens**
BOY/MOY/ EOY	Provides summary data by class or grade to show the percentage of students who are exceeding benchmark and which students might need additional help or intervention.	Asst. Superintendent, Administrators, SST team, Specialists	It provides grade level student performance data which is valuable for Student Support Team (SST) discussions about how many and how best to support Tier 3 students.	 https://help2.renaissance.com/reports/25034	*Are percentages of tier 1/tier 2/ tier 3 students balanced? (80% tier 1, 15% tier 2, 5% tier 3?* *Consider the level or score that indicates proficiency. Which students just above proficiency are* *you "worried about" and what support within or beyond core instruction is warranted?* *What support is needed for students* *just below?* *Do all students represented by your lowest level need urgent intervention?*

Growth Report					
Timeline for Review	**Summary**	**Audience**	**Purpose**	**Job Aid**	**Leader Lens**
BOY/MOY/ EOY **<u>and</u>** As often as progress monitoring occurs with Ren 360.	Identifies which students' rate of improvement is on track for meeting their individual growth expectations. Student Growth Percentile (SGP) that falls within the 35-65 range represents adequate growth.	Administrators, Teachers, Specialists	It provides individual student growth data administrators can use to track which grade levels/classes have students making adequate growth; teachers use this data to adjust instruction and to set growth goals with students; if teachers use Ren 360 monthly as a progress monitoring tool, growth data can be monitored more closely and discussed in PLCs.	 https://help2.renaissance.com/reports/25020	*Student Growth Percentile (SGP) is the student's rate of improvement* *What percentage of students are on track for making adequate growth by grade level?* *What patterns do you notice across grade levels?* *How many below grade level students are on track for making adequate growth?* *How many at/above students are on track for making adequate growth?*

Instructional Planning – Student/Class				
Summary	**Audience**	**Purpose**	**Job Aid**	**Leader Lens**
Provides recommendations for skills students should work on next.	Teacher Specialists	Can be used to inform differentiated instruction on a class level or for individual students; this report allows teachers to group students who have similar skill needs.	 Student: https://help2.renaissance.com/reports/25034 Class: https://help2.renaissance.com/reports/25021	*During PLCs/grade level planning meetings…* *Are teachers accessing the instructional planning report for their students/class in order to drive instruction and intervention decision-making?* *Are teachers using the instructional planning report – class to form strategy groups of students with similar areas of need?* *Are teachers using the instructional planning report to engage students in goal-setting focused on specific TEKS/skills for tier 2 and tier 3?* *Are teachers using the instructional planning report to plan enrichment for high achieving/proficient students?*

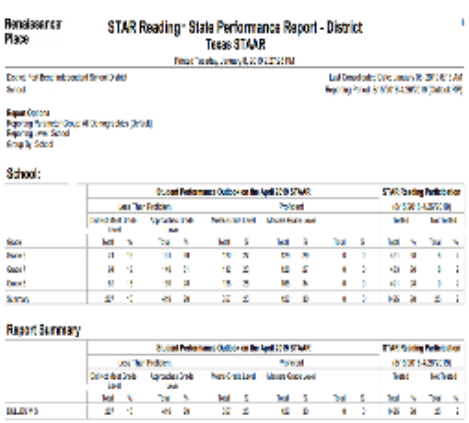
State Performance Report					
Timeline for Review	**Summary**	**Audience**	**Purpose**	**Job Aid**	**Leader Lens**
MOY	Identifies which students are at risk for not passing the STAAR.	Asst. Superintendents, Administrators, Teachers, Specialists	It provides a pathway to proficiency for each student so teachers can adjust instruction to meet individual needs; campus leaders can identify students at risk for failing STAAR.	 https://help2.renaissance.com/reports/25035	*How many students are on track for proficiency on STAAR?* *What specific trends in reading and math domains are surfacing (Ex. vocabulary development, nonfiction comprehension, poetry, measurement, etc)?* *What Tier 1 instructional practices are in place to address these needs through the curriculum?* *How can Tier 2 intervention systems support review and re-engagement with critical TEKS?* *Are there students whose reading levels are in need of Tier 3 intervention?*

EXHIBIT I – Fairness, Bias and Cultural Responsiveness Checklist

Fairness, Bias, and Cultural-Responsiveness Checklist

Assessment Reviewed: Discipline & Grade:
Name of Reviewer: Review Date:

What is Bias?
Bias is the presence of some characteristic of a performance task or assessment that results in differential performance for two individuals of the same skill and achievement level but from different racial, ethnic, culture, gender, sexual orientation, language, disability, religion, or regional backgrounds. No student should be disadvantaged by an assessment or performance task that is insensitive or disrespectful to the student's race, ethnicity, culture, gender, sexual orientation, language, disability, religion, or regional background.

EK (LOCAL) – The District shall make efforts to control for gender or demographic bias when selecting assessment instruments from outside vendors, developing assessment instruments within the District, and administering assessments to students.

Checklist for Bias

Overarching question: Might any element of the assessment content or language unfairly disadvantage a subgroup?	
Y/N	Criteria: Does the assessment contain….
	a. Content, situations, or scenarios that may be different or unfamiliar to some subgroups?
	b. Characteristics or features that might lead certain subgroups to complete the assessment correctly or incorrectly for the wrong reason?
	c. Words that may have different or unfamiliar meaning for different subgroups?
	d. Group-specific language, vocabulary, or reference pronouns? Specialized words that only certain subgroups might know?
	e. A format or structure (including student directions and rubric) that may present greater problems for students from some backgrounds than for others?
	f. Unnecessarily difficult language and vocabulary?
Comments:	

Checklist for Stereotyping

Overarching question: Are there any elements of the assessment that could be considered to reflect a stereotypical view of, or offensive to, a subgroup?

Y/N	Criteria: Does the assessment ….
	a. Contain material that might be considered inflammatory, controversial, demeaning, offensive or emotionally charged for particular subgroups?
	b. Depict members of particular subgroups in stereotypical portrayals, occupations, or situations?
	c. Portray any subgroup as uniformly having certain aptitudes, interests, occupations, or personality traits?
Comments:	

Checklist for Fairness

Overarching question: Is the task fair for all students regardless of subgroup?	
Y/N	Criteria: Does the assessment….
	a. Include material that is equally familiar to all subgroups?
	b. Portray each subgroup in a range of traditional and nontraditional roles?
	c. Represent subgroups in proportion to their incidence in the general population?
	d. Include topics of interest to all subgroups?
	e. Include a balance of gender-specific and ethnic names? Ethnic groups? Roles for each gender and ethnicity?
Comments:	

Checklist for Cultural-Responsiveness

Overarching question: Is adequate attention paid to cultural responsiveness of the performance task?	
Y/N	Criteria: Does the assessment ….
	a. Build students' cultural competence through learning about and developing pride in their own culture?
	b. Build students' cultural competence through learning about and developing pride in others' cultures?
	c. Assist students to engage in critique of systems of power?
	d. Develop bridges to connect students' cultural references to academic skills and concepts?
	e. Engage students in critical reflection about their own lives and societies?

Comments:

My Overall Recommendation

The assessment is fair, free of stereotypes and bias and culturally-responsive.

The assessment needs the following revisions in order to be fair, free of stereotypes, bias and culturally-responsive.

Recommended Revisions:

Signature of member:

_____

This document was adapted from the following resources:

Aronson, B. and Laughter, J. (2015). The theory and practice of culturally relevant education: a synthesis of research across content areas. Review of Educational Research, Vol. XX, No. X, pp. 1-44. DOI: 10.3102/0034654315582066. Downloaded from http://rer.aera.net.
Educational Testing Service, (2009). ETS Guidelines for Fairness Review of Assessments. New York.
Hambleton, R.K. & Rodgers, H.J., (1999) Developing an item bias review form. Clearinghouse on Assessment and Evaluation.
Measured Progress (undated). Bias and Sensitivity Review. Adapted from Developing an item bias review form by Hambleton and Rodgers.
Measured Progress, (2006). PowerPoint: Grades 3-8 & 11, Bias Sensitivity Review-Part 2, March 26 and 27, 2006. Quechee, VT.
Orr, M.T., Pecheone, R., Nayfeld, I., Shear, B., Hollingworth, L, Karatoprak, R., Beaudin, B., (2016) Technical Report of the Massachusetts Performance Assessment for Leaders: Summary of Validity and Reliability Studies for 2014-15 Field Trial, January 2016. Bank Street College of Education: New York.
Popham, James, (2012). Assessment bias: How to banish it. Pearson.
Smarter Balanced Assessment Consortium, (2015). SBAC 20

EXHIBIT J – Progressions of Practice

See below

FBISD
INSPIRE • EQUIP • IMAGINE

Student Ownership of Learning

		2016–17	2017–18	2018–19	2019–20	2020–21	2021–22	2022–23	2023–24
Student-Centered Curriculum Milestone	Implement Curriculum Framework	Implement							
	Continue TEA TEKS Revision Cycle		Revise						
				Science	ELA & Reading K–8	ELA & Reading 9–12	Health & PE	Science	Tech APPS
					Social Studies		Pre-K	CTE STEM & Health Science	CTE Arts/AV/Comm & IT
% Campus Curriculum Alignment (Pacing/Depth of Knowledge/Instructional Model)			37%	45%	66%	75%	85%	**100%**	
Professional Learning Communities Milestone	Establish PLC Impact Teams/DDI		Implement						
	Expand PLC Work			Expand					
	PLC Progression of Practice				Use Progression of Practice for Continuous Learning				
% Campuses Reporting EMPOWERED on PLC Progression					20%	37%	56%	74%	**100%**
Instructional Practices Milestone	Develop Schoology Infrastructure	Develop							
	Implement Curriculum Instruction Model & RtI		Implement						
	Implement Tiered Instructional Practice & Student Support Teams (SST)			Implement					
	Pilot Online RtI System				Pilot				
	Student Ownership of Learning (SOL) Progression				Use Progression of Practice for Continuous Learning				
% Students Meeting Student Growth Progress (SGP) on REN 360			37%	65% (BM)	70%	75%	≥80%	≥80%	≥80%
% Implementation Self & Peer Assessment			20%	35% (BM)	50%	55%	60%	70%	75%
% Campuses Reporting EMPOWERED on Student Ownership of Learning Progression					*				
Formative Assessment Milestone	Design and Implement Formative Assessment Framework (FAF) (LA/REN/3 P's)	Design	Implement						
	Develop Policy and Regulations [EK(LOCAL), EK-R, EIA-R, EIE, EIC(LOCAL)]			Develop	Implement				
	Discontinue Campus Level Benchmarking					Discontinue			
	FAF Progression of Practice				Use Progression of Practice for Continuous Learning				
	Standards-based Grading			Pilot	Expand	Scale			
% Campuses using Local Assessment Framework					85%	85%	**100%**		
% Campuses Reporting EMPOWERED on Formative Assessment Framework Progression					*				
Blended Learning Milestone	Develop Schoology Infrastructure	Develop							
	Pilot Campuses		Pilot						
	Launch EQUIP Cadre			Launch					
	Device Deployment				Phase 1	Phase 2			
	Implement Blended Learning Progression of Practice				Use Progression of Practice for Continuous Learning				
% Campuses ≥Developing on CST Data					(BM)				
% Campuses reporting EMPOWERED on Blended Learning Progression					*				

** Metric TBD after campus self-assessments.*

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Progression of Practice
Blended Learning

STEP 1	STEP 2	STEP 3
SELF ASSESS CAMPUS STATUS	**LEADERSHIP DECISIONS**	**LEADERSHIP PREPARES AND PLANS FOCUSED ACTIONS**
Determine the current level of student ownership on your campus.	Based on your current level of practice, initiate actions in the corresponding column below to continue to make progress toward the expectation.	Based on your current level of implementation, initiate actions in the corresponding column below to make progress toward the expectation.

STEP 1 Self Assess Campus Status

LAUNCHING
Directing Students

- **Technology integration** is aligned to the learning intention and limited to teacher selection of tool, pace, and frequency of use.
- **Students use technology** individually in conventional ways, to receive information, access teacher identified sources, or practice skills based on a teacher assigned task.
- **Technology resources** are limited to websites, prepared assignments, and/or videos.
- **The learning environment** is structured whole group, focused on task completion with management expectations evident.

EMERGING
Guiding Student Use

- **Technology integration** is aligned to the learning intention and planned by the teacher with flexibility in individual or collaborative use.
- **Students use technology** to construct knowledge, access online sources, or track progress in order to:
  - complete a task,
  - build understanding,and/or
  - make real world connections.
- **Technology resources expand** to include applications that allow for exploration, creation and demonstration of knowledge.
- **The learning environment** allows for individual and collaborative work time, focused on constructing knowledge with digital citizenship criteria evident.

PROGRESSING
Facilitating Student Choice

- **Technology integration** is self–directed, driven by the defined learning experience, and requires collaboration.
- **Students select technology tools** to demonstrate understanding of content, connect with others, and engage in feedback.
- **Technology resources** are varied and accessible in shared learning environments.
- **The learning environment** is student centered, focused on demonstration of knowledge and feedback with collaboration expectations evident.

EMPOWERED
Blended Learning

- **Blended Learning provides** students choice over time, place, pace, and/or path of learning.
- **Students select and use technology** tools in unconventional ways to demonstrate understanding of content, personalize learning, extend learning beyond the classroom, set goals, make connections, and think critically.
- **Technology resources are leveraged** to create a global learning environment and access knowledge/experiences virtually.
- **The learning environment** is flexible, focused on learning, creation, demonstration, and collaboration beyond the classroom with guidelines for communication in a global society evident.

STEP 2 Leadership Decisions

Directing Students

Prepare to Launch

- Identify campus learning needs connected to teacher mindset around technology, skills with technology, and technology integration.
- Establish campus expectations for management of technology and PLC planning for purposeful technology integration aligned to learning intentions.

Guiding Student Use

Prepare to Launch

- Identify campus learning needs connected to developing digital citizens and capacity to develop technology integration activities that promote knowledge construction.
- Establish campus expectations for development of digital citizenship and working collaboratively.

Facilitating Student Choice

Prepare to Launch

- Identify campus learning needs connected to designing learning experiences that require student choice and collaboration with technology to facilitate feedback.
- Establish campus expectations around collaboration and accessing shared learning environments.

Blended Learning

Prepare to Launch

- Identify campus learning needs connected to blended learning models and making global connections.
- Establish campus expectations for blended learning and communication in a global society.

STEP 3 Leadership Prepares and Plans Focused Actions

Focused Actions

- Facilitate an audit of technology resources to ensure alignment to TEKS and goals for purposeful technology integration.
- Design and implement professional learning to shift mindsets and build capacity in teachers to model appropriate use of technology.
- Create and implement a feedback cycle to promote reflection tied to purposeful integration of technology.

Focused Actions

- Design and implement professional learning to build capacity in teachers to develop digital citizenship in students as they engage in learning with technology.
- Establish a system to monitor digital citizenship and purposeful use of technology.
- Create and implement a feedback cycle with educators tied to learning experiences that allow students to construct knowledge using technology.
- Facilitate teacher leaders/PLCs sharing ideas on technology tools and collaborative structures for the use of technology.

Focused Actions

- Design and implement job embedded professional learning experiences that build teacher capacity to integrate technology such that it provides students the opportunity to interact in shared learning environments.
- Create and implement a monitoring system and feedback cycle with educators that facilitates the analysis of technology integration experiences through the lens of the TIMS matrix.
- Facilitate PLC planning that allows time for sharing ideas and tools to support purposeful technology integration.

Focused Actions

- Facilitate job embedded campus learning experiences that focus learning on sharing ideas, tools, and techniques for engaging in learning outside the doors of the school.
- Actively pursue collaboration opportunities with schools and experts outside of the school environment.
- Utilize the TIMS matrix to evaluate the implementation of technology integration/ Blended Learning experiences and provide ongoing, frequent feedback to teachers.

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Progression of Practice

Formative Assessment Framework

STEP 1	STEP 2	STEP 3
SELF ASSESS CAMPUS STATUS	**LEADERSHIP DECISIONS**	**LEADERSHIP PREPARES AND PLANS FOCUSED ACTIONS**
Determine the current level of practice related to Formative Assessment on your campus.	Based on your current level of practice, initiate actions in the corresponding column below to continue to make progress toward the expectation.	Based on your current level of practice, initiate actions in the corresponding column below to continue to make progress toward the expectation.

STEP 1 Self Assess Campus Status

LAUNCHING Implement Local Assessment Framework	EMERGING Foundations for Instructional Decision Making	PROGRESSING Student Centered Assessment	EMPOWERED Assessment Capable Visible Learners
• **Assessment modality** is primarily multiple choice or resource-based.	• **Assessment modality** is varied, includes multiple choice and open-ended.	• **Assessment modality** is varied and includes products, performances, and processes.	• **Assessment modality** is varied, includes products, performances, and processes through authentic experiences.
• **Assessment development** is resource driven: • **Instructional resources** (test banks, textbook, etc) are used to select assessment items that align to unit concept/ context of state assessment examples.	• **Assessment development** is created by individual teachers: • **Instructional resources and teacher developed open-ended questions** are used to create assessment tools aligned to concepts/TEKS.	• **Assessment development** is PLC (collaboratively) created: • **PLC co-develops assessment blueprints** to create tools using multiple resources to ensure DOK is aligned to expected student learning intentions/success criteria.	• **Assessment development** is learner driven: • **PLC Co-develops assessment blueprints using the Learning Progressions** to design authentic tasks that align DOK to learning intentions and success criteria (includes rubrics and checklists).
• **Implementation of the assessment framework** is limited to the delivery of assessments at predetermined times.	• **Implementation of the assessment framework** includes a combination of diagnostic, formative, summative, and programmatic (GT, Sped, PSAT) assessments to support instructional decision making.	• **Implementation of the assessment framework** includes a combination of diagnostic, formative, summative, and programmatic assessments to support individual student progress monitoring.	• **Implementation of the assessment framework** (using diagnostic, formative, summative, and programmatic assessments) tightly aligns tiered instructional practices such that it includes a cycle of performance review, student progress monitoring, and student goal setting.
• **Instructional adjustments** are limited. If addressed, are made using categories (low/ medium/high) of understanding with the intent to reteach the highest leverage focus concept.	• **Instructional adjustments** are determined by the PLC analyzing student performance groups to identify reteaching strategies for content/process.	• **Instructional adjustments** support the tiered instruction model; with multiple opportunities for reteach/ reassessment.	• **Instructional adjustments** are differentiated and focus students on the next level of the learning progression and include scaffolds to support student growth.
• **Exemplars** may be used by teachers to evaluate student understandings and misunderstandings on an assessment.	• **Exemplars** are utilized by teachers following an assessment to identify misconceptions.	• **Exemplars** (including student work) represent examples/ non-examples of success and are used by the teacher with students to model thinking and success.	• **Exemplars** (including student work) are used with students to define proficiency through co-creation of success criteria and/or to model success along the learning progression. Both examples and non-examples promote student understanding.
• **Evidence collection and review** is an event scheduled by the teacher/PLC usually following a common assessment.	• **Evidence collection and review** is reviewed by the teacher following any assessment (in a PLC or by individual teacher).	• **Evidence collection** involves the teacher, PLC, and students using learning intentions/ success criteria to evaluate student progress.	• **Evidence collection** involves a partnership, is ongoing and occurs naturally during the course of a unit using learning intentions/success criteria to provide feedback on student progress and learning needs.
• **Feedback** is primarily teacher centered, driven by correct/ incorrect answers and/or the grade.	• **Feedback** is process focused, the teacher communicates student errors or misconceptions.	• **Feedback** is teacher-driven using student work to identify strengths and misconceptions, which are addressed to improve understanding.	• **Feedback** involves teachers and students in analysis of student work to determine areas of strength and improvement.
• **Results in student** reliance on teacher feedback to determine what they got right or wrong.	• **Results in student** explaining what they got right or wrong, and how to approach similar tasks in the future.	• **Results in student** understanding their strengths and areas of focus and transferring learning across context.	• **Results in student** understanding of where they are in the learning process, where they need to go, and their articulation of the tools they will use to get there.

STEP 2 Leadership Decisions

Implement Local Assessment Framework	Foundations for Instructional Decision Making	Student Centered Assessment	Assessment Capable Visible Learners

Continues on back.

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Progression of Practice

Formative Assessment Framework

STEP 1	STEP 2	STEP 3
SELF ASSESS CAMPUS STATUS	**LEADERSHIP DECISIONS**	**LEADERSHIP PREPARES AND PLANS FOCUSED ACTIONS**
Determine the current level of practice related to Formative Assessment on your campus.	Based on your current level of practice, initiate actions in the corresponding column below to continue to make progress toward the expectation.	Based on your current level of practice, initiate actions in the corresponding column below to continue to make progress toward the expectation.

STEP 1 Self Assess Campus Status

LAUNCHING	EMERGING	PROGRESSING	EMPOWERED
Implement Local Assessment Framework	**Foundations for Instructional Decision Making**	**Student Centered Assessment**	**Assessment Capable Visible Learners**

STEP 2 Leadership Decisions

Implement Local Assessment Framework

Prepare to Launch

- Determine level of implementation of the Local Assessment Framework and identify implementation supports
- Identify campus learning needs related to teacher mindset and beliefs around assessment
- Establish campus expectations tied to the use of data to drive instructional planning

Foundations for Instructional Decision Making

Prepare to Launch

- Determine the degree to which data is impacting instructional decisions tied to reteaching
- Identify campus learning needs related to evidence collection and feedback
- Establish campus expectations tied to evidence collection and review

Student Centered Assessment

Prepare to Launch

- Determine the degree to which student work is used in PLCs and classroom learning experiences to drive evidence collection and student feedback
- Identify campus learning needs related to teacher mindset or skill around student ownership of learning, use of student work, or authentic assessment with rubrics/checklists
- Identify individual teachers who can be used to provide exemplars of practice to support increasing capacity
- Establish campus expectations tied to the use of student work to promote student progress

Assessment Capable Visible Learners

Prepare to Launch

- Evaluate the impact of job embedded learning from the previous year
- Brainstorm job embedded learning approaches to impact improved practices
- Establish campus exceptions tied to development of student ownership through goal setting and revision

STEP 3 Leadership Prepares and Plans Focused Actions

Focused Actions

- Develop campus assessment plan (if additional assessments are planned beyond the district testing calendar)
- Brainstorm, create, & implement action plan including training on assessment development, use of data, evidence collection, and feedback
- Create and implement a plan for monitoring the implementation of local assessment framework and data protocols
- Determine and schedule cycles of feedback with educators tied to the use of data to drive instructional decisions

Focused Actions

- Plan and implement professional learning and campus structures to support mindset shifts to understanding the purpose of each type of assessment (diagnostic, formative, summative, programmatic)
- Facilitate the analysis the format/ modality and alignment to TEKS of classroom assessments to promote teacher reflection on assessment practices
- Implement data protocols that ensure each assessment in the local assessment framework is used to make instructional decisions and provide feedback
- Create and implement a plan for monitoring teacher/PLC use of evidence
- Determine and schedule cycles of feedback with educators tied to assessment modality and evidence collection

Focused Actions

- Plan and implement job embedded professional learning for PLCs in the use of varied assessment modalities, progress monitoring, and tiered instruction
- Facilitate protocols to review student work in PLC
- Facilitate assessment review to ensure alignment to DOK & learning intentions/success criteria
- Implement processes for teachers to intentionally engage students in use of exemplars, learning intentions & success criteria
- Create and implement a plan for monitoring teacher use of exemplars tied to learning intentions and success criteria to assist students with progress monitoring
- Evaluate effectiveness of tiered instruction and reteach/ reassessment practices
- Determine and schedule cycles of feedback with educators tied to tiered instructional practices to support individual student progress monitoring

Focused Actions

- Plan and implement job embedded learning experiences to support development of assessment capable visible learners through instructional practices tied to use of student work and learning progressions in evidence collection and feedback protocols
- Facilitate PLC assessment development that includes authentic tasks and co-creation of success criteria aligned to DOK
- Plan professional learning on the use of instructional scaffolds to support student progress along the learning progression through goal setting and revision
- Create and implement a plan for monitoring the formative assessment cycle that focuses on student progress monitoring and goal setting and revision
- Determine and schedule a cycle of feedback with educators tied to instructional practices that develop assessment capable visible learners

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Progression of Practice

Professional Learning Communities (PLCs)

STEP 1	STEP 2	STEP 3
SELF ASSESS CAMPUS STATUS	**LEADERSHIP DECISIONS**	**LEADERSHIP PREPARES AND PLANS FOCUSED ACTIONS**
Determine the current level of practice related to PLCs on your campus.	Based on your current campus status, initiate actions in the corresponding column below to continue to make progress toward the expectation.	Based on your preparation, review the focused actions and plan learning, monitoring, and feedback protocols for the year.

STEP 1 Self Assess Campus Status

LAUNCHING
Establish Foundational Systems
DDI (Year 1/2)

- **Establish systems**, structures, and expectations for teams to meet & plan instruction
- **Implement PLC protocols** focused on planning of initial instruction with established exemplars for student responses. Protocols facilitated by leadership team member.
- **Results** in an instructional action plan based highest leverage student misconception (determined by student data including student responses) to impact reteach plans.

EMERGING
Strengthen PLC Systems
Prepare to Launch Impact Teams

- **Systems** in place on campus to support the use of all PLC purposes (planning instruction, student work analysis, adult learning, assessment design, etc.
- **Various PLC protocols** are utilized driven by the identified PLC purpose. Teachers use various protocols and may lack connection to overarching instructional purpose.
- **Results** in identifying strengths and weaknesses of students as a collective group and instructional action plan to address identified strengths and weaknesses within Tier 1 instruction.

PROGRESSING
Launch Impact Teams
Year 1

- **Systems** in place on campus to support the use of the various PLC purposes with teachers making connections between the purposes.
- **PLC protocols** focus on task development, intentional planning of formative assessment, calibration of success criteria, and following the task, a review of student work to determine student understandings/ misunderstandings.

  PLC plans tiered instruction for all students, including targeted intervention & enrichment groups, using universal screener data over time and real-time classroom formative assessments.

  PLC is viewed as an environment for adult learning
- **Results** in the development of a student driven action plan based on multiple types of evidence to address needs of individual students ensuring all student needs are met in Tier 1, 2, and 3.

EMPOWERED
Focus on Collective Capacity
Impact Teams Year 2 and beyond

- **Systems** exist on campus to support the cycle of continuous improvement via the PLC
- **PLC protocols** and multiple forms of student work are used to identify a problem of practice for the team. The team collectively agrees to engage in targeted learning and implementation of best practice and review the impact on student learning.

  Various job embedded learning opportunities exist on campus (ex, PLC, intervisitation, learning walks)
- **Results** in teachers and students engaging in a continuous cycle of improvement including: data review, creation of educator and student learning goals, implementation of best practice, collection of evidence of practice, review, reflection, and adaptation.

STEP 2 Leadership Decisions

Establish Foundational Systems

Prepare to Launch

- Identify leadership team members, schedule professional learning, and develop meeting structure
- Ensure all DDI Leadership team is trained
- Evaluate readiness for transition

Strengthen PLC Systems

Prepare to Launch

- Identify specific practices of the PLC cycle as a focus for feedback

Launch Impact Teams

Prepare to Launch

- Identify focus areas for PLC growth and
- Identify professional learning supports.

Focus on Collective Capacity

Prepare to Launch

- Define and train new staff in IMPACT Team protocols/process

STEP 3 Leadership Prepares and Plans Focused Actions

Focused Actions

- Set expectations and provide training for staff tied to DDI protocols
- Develop campus PLC and assessment calendar
- Implement DDI Protocols
- Develop student response exemplars (process)
- Determine metrics and evaluate student growth

Focused Actions

- Analyze Mindset & Beliefs related to Collective Capacity
- Implement Formative Assessment Cycle
- Establish cycles of PLC work based on PLC protocols
- Teacher Leaders trained to facilitate PLC work, expectations, and outcomes
- Evaluate readiness for IMPACT Teams

Focused Actions

- Define and train leaders and staff on the Four Sources of Efficacy
- Facilitate PLC implementation of IMPACT Team Protocols
- Identify and develop an inquiry cycle
- Monitor student progress and make instructional adjustments
- Engage in identified learning
- Evaluate readiness for IMPACT Team expansion

Focused Actions

- PLC's engage in a collective cycle of inquiry
- Evaluate student growth and determine improvement goals
- Engage in identified learning

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Progression of Practice

Instructional Practices that Develop Student Ownership of Learning

STEP 1	STEP 2	STEP 3
SELF ASSESS CAMPUS STATUS	**LEADERSHIP DECISIONS**	**LEADERSHIP PREPARES AND PLANS FOCUSED ACTIONS**
Determine the current level of student ownership on your campus.	Based on your current level of practice, initiate actions in the corresponding column below to continue to make progress toward the expectation.	Based on your current level of implementation, initiate actions in the corresponding column below to make progress toward the expectation.

STEP 1 Self Assess Campus Status

LAUNCHING
Curriculum Implementation

- The defined **instructional model** supports instruction aligned with pacing and DOK to facilitate student learning of content.
- **Established procedures** and routines define classroom culture and assist with **behavior management**.
- Classroom communication protocols provide students **structured opportunities** to discuss content.
- **Instruction includes a balance of whole group and small group** instructional arrangements to support content delivery.
- **Standardized resources** are utilized during whole and small group instruction.

EMERGING
Curriculum Access — Inclusive Practices

- The **defined instructional** model ensures that **learning experiences align to DOK, learning intentions and success criteria** in order to ensure students understand what they are learning.
- **Established procedures** and routines create a safe, organized **learning environment** that is **accessible for all students**.
- Classroom communication protocols **provide language supports** (visual, sentence stems, purposeful talk) that encourage **all** students to effectively engage in academic conversations.
- **Instruction is targeted** to meet identified needs of students through a **tiered instructional approach**.
- **Resources** include scaffolds and are adapted based on student need.

PROGRESSING
Student Centered Instruction

- The defined **instructional model** allows for students to participate in the learning experience through **co-construction of success criteria & feedback** protocols that monitor progress.
- **Students show** responsibility for adhering to and enforcing expectations resulting in a safe classroom environment.
- Classroom communication protocols promote a **cycle of ongoing feedback** (self – peer assessment).
- **Instruction is facilitated** to ensure students make **progress along the learning progression**.
- **Resources** include student ownership tools (learning progressions, rubrics and checklists) to promote clarity in where students are and where they need to go on the progression.

EMPOWERED
Student Ownership of Learning

- The defined **instructional model** and learning experience promotes the use of student metacognition, evidence gathering, **goal setting, and student – identified use of learner supports**.
- **Students take ownership** for classroom behavior standards that **promote** effort, achievement, and **encourage risk taking**.
- **Students initiate and lead academic conversations** in order to **elicit feedback** and determine the tools they need to continue their progress along the learning progression.
- **Instruction empowers** student goal setting that drives the focus for learning experiences.
- **Resources include student ownership tools** and allow for student choice in tool selection and demonstration of learning tied to the learning progression.

STEP 2 Leadership Decisions

Curriculum Implementation

Prepare to Launch

- Identify campus learning needs tied to PLC use of the curriculum and curriculum alignment (pacing, DOK, instructional model).
- Establish campus expectations for instructional practices (behavior (PBIS), classroom communication protocols & instructional arrangements)

Curriculum Access — Inclusive Practices

Prepare to Launch

- Identify campus learning needs connected to teacher mindset or skill around content knowledge, the instructional model, and inclusive practices
- Analyze PLC planning processes tied to the alignment of learning intentions, success criteria, and how they are used with students during learning experiences
- Establish campus expectations for PLC planning for and implementation of classroom communication protocols, language supports, and learning scaffolds.

Student Centered Instruction

Prepare to Launch

- Identify learning needs and mindset shifts tied to progress monitoring, feedback protocols, and development/use of student ownership tools (learning progressions, rubrics and checklists) with students.
- Establish campus expectations for use of student ownership tools and implementing a student centered cycle of feedback that includes self and peer assessment.
- Identify campus teachers who can be used to provide exemplars to support increasing capacity for instructional practices across the campus.

Student Ownership of Learning

Prepare to Launch

- Identify learning needs and mindset shifts tied to use of student ownership tools and student goal setting and revision.
- Establish campus expectations for the use of student ownership tools that support cycles of feedback, goal setting, revision, and student choice.
- Evaluate previous job embedded learning and expand teacher leaders to support capacity building

STEP 3 Leadership Prepares and Plans Focused Actions

Focused Actions

- Ensure PLC time is structured to support instructional planning protocols.
- Plan and implement professional learning tied to PBIS, communication protocols, and instructional arrangements.
- Plan for administrator participation and feedback in PLCs tied to curriculum implementation

Focused Actions

- Plan and implement professional learning tied to inclusive practices for behavior management, classroom conversations, and learning supports.
- Facilitate opportunities for teachers to review and reflect on classroom artifacts that support inclusive practices.
- Develop and implement feedback cycles with educators tied to inclusive practices that ensure curriculum access and alignment(LI,SC, LE).

Focused Actions

- Plan and implement job embedded professional learning for teachers to utilize co-created success criteria in order to engage in feedback cycles including self-peer assessment.
- Facilitate protocols for PLC development and use of rubrics and checklists aligned to a learning progression/success criteria in order to provide clarity for students in where they need to go along the progression.
- Develop and implement feedback cycles with educators tied to student use of student ownership tools (learning progressions, rubrics, checklists).

Focused Actions

- Plan and implement job embedded professional learning for teachers in student goal setting, revision, and use of learner supports aligned to the instructional model.
- Develop and implement feedback cycles with educators on classroom practice related to goal setting and choice in the selection of learning tools and how students demonstrate their learning.