

## Assessment Practice Strengths and Next-Steps Reflection

Use the following rating scale and reflection questions to create a picture of current assessment practices in your classroom, school, or district. Individual teachers, teams, or administrators may use this assessment to identify strength and growth areas.

Use the following confidence rating images to score the statements in the following table.

- ★ I know what this is and do it regularly with intention.
- ✓ I know what this is but haven't done much of it yet.
- ? I have questions about what this is and what it means.

Descriptive Statements of Assessment Practices	Confidence Rating	Next Steps
Clearly defined learning goals drive instruction.		
Clearly defined learning goals drive activities.		
Clearly defined learning goals drive assessments.		
Clearly defined learning goals drive grades or reporting practices.		
Assessment practices are balanced. Formative and summative practices are aligned and used intentionally.		
Students receive descriptive feedback that tells them what they know and what they need to do next.		
Students are invested in their learning (act on comments, use the information from their assessments to make revisions, analyze their mistakes, and set goals for their next steps in their learning).		
Assessments are designed well (accurate, free from bias, clear directions, valid, and reliable).		
Assessment data (common or individual) are analyzed to determine students' learning strengths and needs.		
Assessment data (common or individual) are used to plan instructional responses at the classroom or team levels (assessment data drives instruction—students are working on concepts based on what the data say).		
Assessment data inform teachers' instruction, curriculum, and assessment.		

## REPRODUCIBLE

Identify strengths: Based on your confidence ratings, what are the strengths of your assessment practice?

Set a goal or focus area: What do you want to learn more about or work on?

Check progress: Determine a few dates and times to check on your progress. This may be team meetings, department or grade-level meetings, staff meetings, or just dates that make sense in the rhythm of your work.

<b>Date of Check-In</b>	<b>Progress</b> How's it going? What's working? How do you know? What's challenging? Generate potential solutions.	<b>Next Step</b>