

Assessing Your Assessment Practices

Below is a list of various instructional planning practices related to using student learning data. Indicate how important you believe each practice to be as well as your assessment of the frequency with which you use this practice in planning.

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| Importance of the practice: | Frequency of practice: |
| 1 = Not Very Important | 1 = Rarely |
| 2 = Somewhat Important | 2 = Sometimes |
| 3 = Quite Important | 3 = Quite Often |
| 4 = Extremely Important | 4 = Very Often |

Importance of Practice				Practice	Frequency of Practice			
Not very ↔ Extremely					Rarely ↔ Very Often			
1	2	3	4	Use preassessment/diagnostic data to guide instructional planning	1	2	3	4
1	2	3	4	Use local and state (summative) assessment data to design instruction that meets students' needs	1	2	3	4
1	2	3	4	Use formative assessments to adjust instruction for reteaching, remediation, and enrichment	1	2	3	4
1	2	3	4	Use student learning data to make pedagogical decisions more responsive to student needs	1	2	3	4
1	2	3	4	Maintain sufficient assessment data to support accurate reporting of student progress	1	2	3	4
1	2	3	4	Align data-collection methods to learning goals and standards	1	2	3	4
1	2	3	4	Use student learning data to supervise the overall adequacy of student learning	1	2	3	4
1	2	3	4	Identify specific students in need of additional or different forms of instruction	1	2	3	4

Reflection Questions

1. What gaps did you notice?

2. Which skills are important to you but not used frequently in your classroom?
