

Programmatic: Advanced Placement (AP)/International Baccalaureate (IB)/Career and Technical Education (CTE)

WHAT IS THE DEFINITION AND PURPOSE?

AP, IB, CTE assessments are summative in nature and provide information regarding the level of content and skills mastery in a specific course at an end point in time. These assessments are administered after the conclusion of instruction. The results are used to fulfill summative functions, such as student mastery of course goals and/or determine the effectiveness of the course. The purpose of the AP, IB, and CTE assessment is to:

1. Measure end-of-year/course proficiency.
2. Inform improvement strategies: students, teacher, program, school, district, and state.
3. Provide college credit depending on test score.

WHEN IS THIS ASSESSMENT ADMINISTERED?

End-of-year, grade level, or course.

WHAT DATA DO THESE ASSESSMENTS PROVIDE?

Quantitative data of student achievement that teachers, school, and district administrators use to determine status and progress towards student content and skills mastery and to help identify or resolve gaps in student learning that may exist. This data can also be used for teachers to adjust their instructional strategies, timelines, and goals for the next time they teach this course/subject.

WHAT ARE EXAMPLES OF THESE ASSESSMENTS?

Details regarding [Advanced Placement](#) courses in CUSD. Details regarding the [International Baccalaureate program](#) at CUSD. Details regarding [Career and Technical Education program](#) at CUSD.

WHAT DO I DO WITH THE ASSESSMENT DATA?

Who	Action	How
Student	Assess progress towards learning goals and success criteria	<ul style="list-style-type: none"> • Am I growing or improving each year? • How can I use my results to set goals for growth?
Family	Family involvement based on results brought home by the student or provided by the teacher	<ul style="list-style-type: none"> • Review overall grade or assessment results to ask: <ul style="list-style-type: none"> ◦ Is my child on track? ◦ What are my child's strengths? ◦ Where can my child improve?
Teacher	Analyze Data	<ul style="list-style-type: none"> • What are the strengths and areas of need for my class as a whole? • What are the strengths and areas of need for subgroups and/or individual students? • Did students show appropriate growth? • Did my pacing allow sufficient time for students to master content? • Does my future instruction need refinement/adjustments?
	Engage parents/guardians regarding student performance relative to expectations	<ul style="list-style-type: none"> • Options include: <ul style="list-style-type: none"> ◦ Provide descriptive feedback for students and parents. ◦ Engage in data conversations if needed.

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Who	Action	How	Who	Action	How
Site Student Support Professionals (e.g., reading/math specialist)	Review end-of-year/course summative assessment data	<ul style="list-style-type: none"> • What training/support do teachers need to address learning needs of students? • What additional resources are needed to support our students? 	District Student Support Professionals (e.g., coaches/specialists)	Work with teachers to analyze end-of-year/course summative assessment data	<ul style="list-style-type: none"> • Do I see any patterns in each grade level? • Do I see any patterns across the grade levels? • Do I see any areas of concern? • What trends of student progress towards mastery of state standards? • How can I support schools and staff to improve achievement?
PLC (Professional Learning Community)	Use end-of-year/course summative assessment data to identify grade level trends of student progress toward mastery of state standards, including strengths and areas of refinement	<ul style="list-style-type: none"> • What are the strengths and needs of our students? • How are our subgroups performing compared to each other and/or the State results? • What instructional practices and/or curricular resources supported students to achieve grade level standards? • Are there other instructional practices and/or curricular resources that are needed? • What trends of student progress towards mastery of state standards? 			District Administration
Site Administration	Use end-of-year/course summative assessment data to identify grade level trends of student progress toward mastery of state standards, including strengths and areas of refinement	<ul style="list-style-type: none"> • Do I see any patterns in each grade level? • Do I see any patterns across the grade levels? • Do I see any areas of concern that need addressing? • What trends of student progress towards mastery of state standards did I see? 			

