



Chandler Unified School District

Balanced Assessment Framework



Reference:
Arizona Department of Education - Balanced Assessment Framework



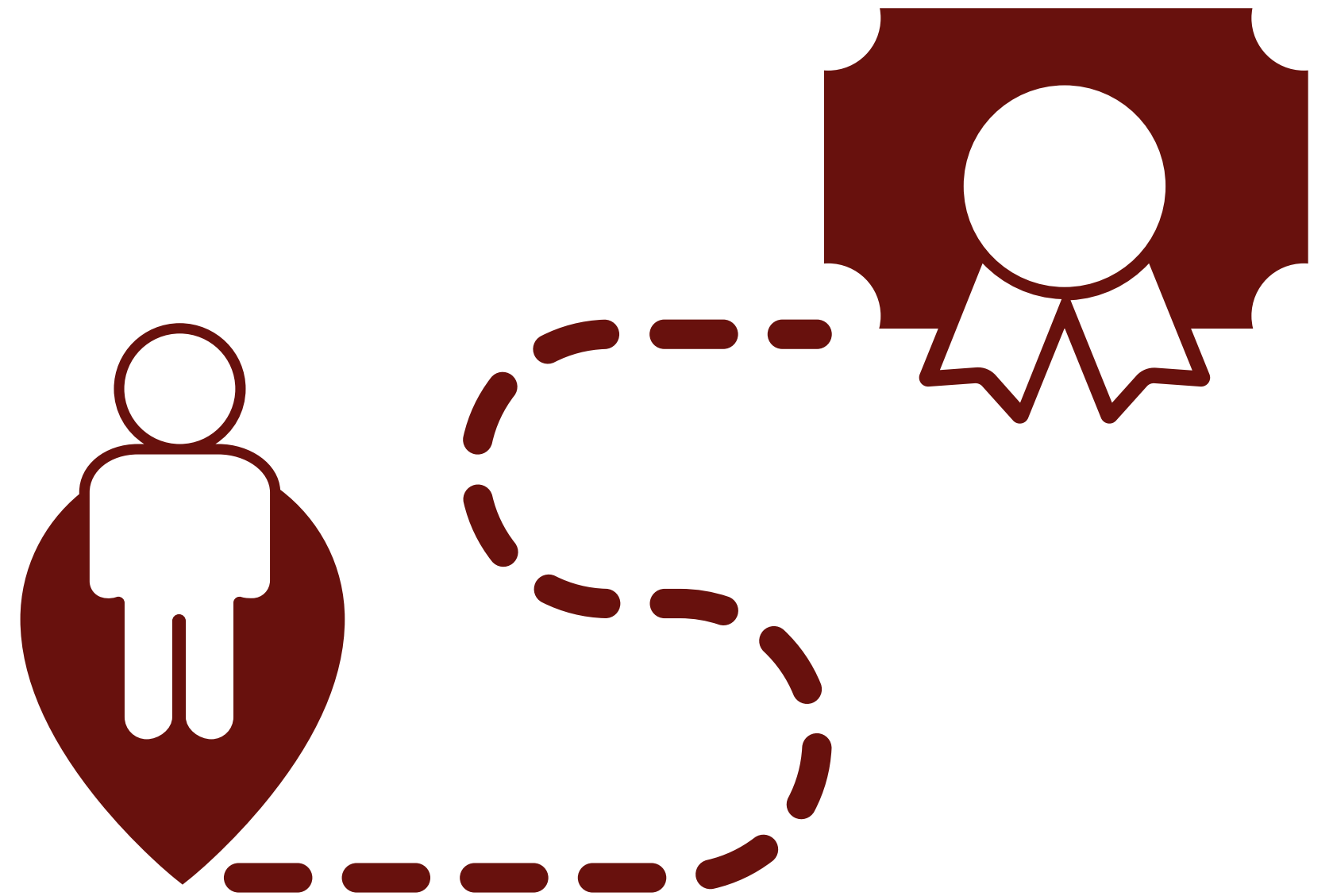


What is Assessment?

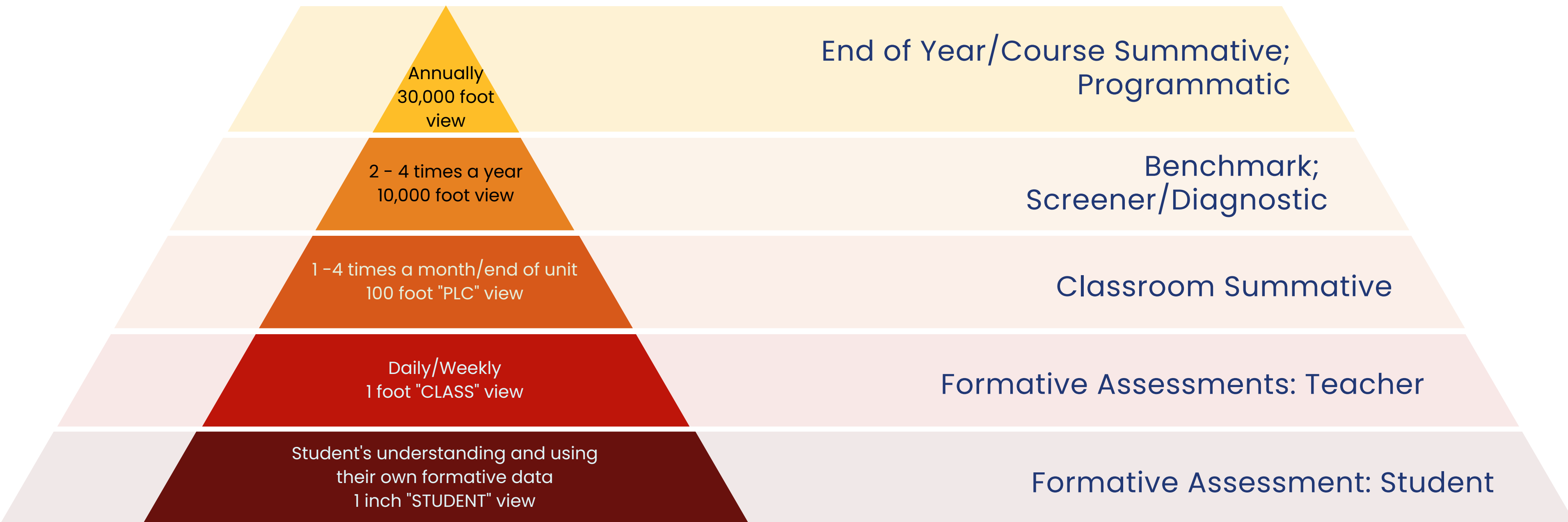
“Assessment measures and supports students’ attainment of the Arizona Standards by providing data to inform improvement at all levels of the educational system. Educators and other stakeholders need multiple types of assessment to serve their decision-making needs. Educators need a range of assessment methods and practices to monitor their students’ progress toward grade level learning goals” (Arizona Department of Education, 2018, para. 1). Assessments are also administered for programmatic purposes, including but not limited to gifted, English Learner, and Dual Language testing.

What is CUSD's balanced assessment framework?

This CUSD assessment framework is intended to inform and guide CUSD educators as they work to improve and enhance their continuum of assessment practices. Additionally, CUSD families can utilize this framework to understand the assessments that may be administered to their child(ren) throughout their CUSD educational journey.

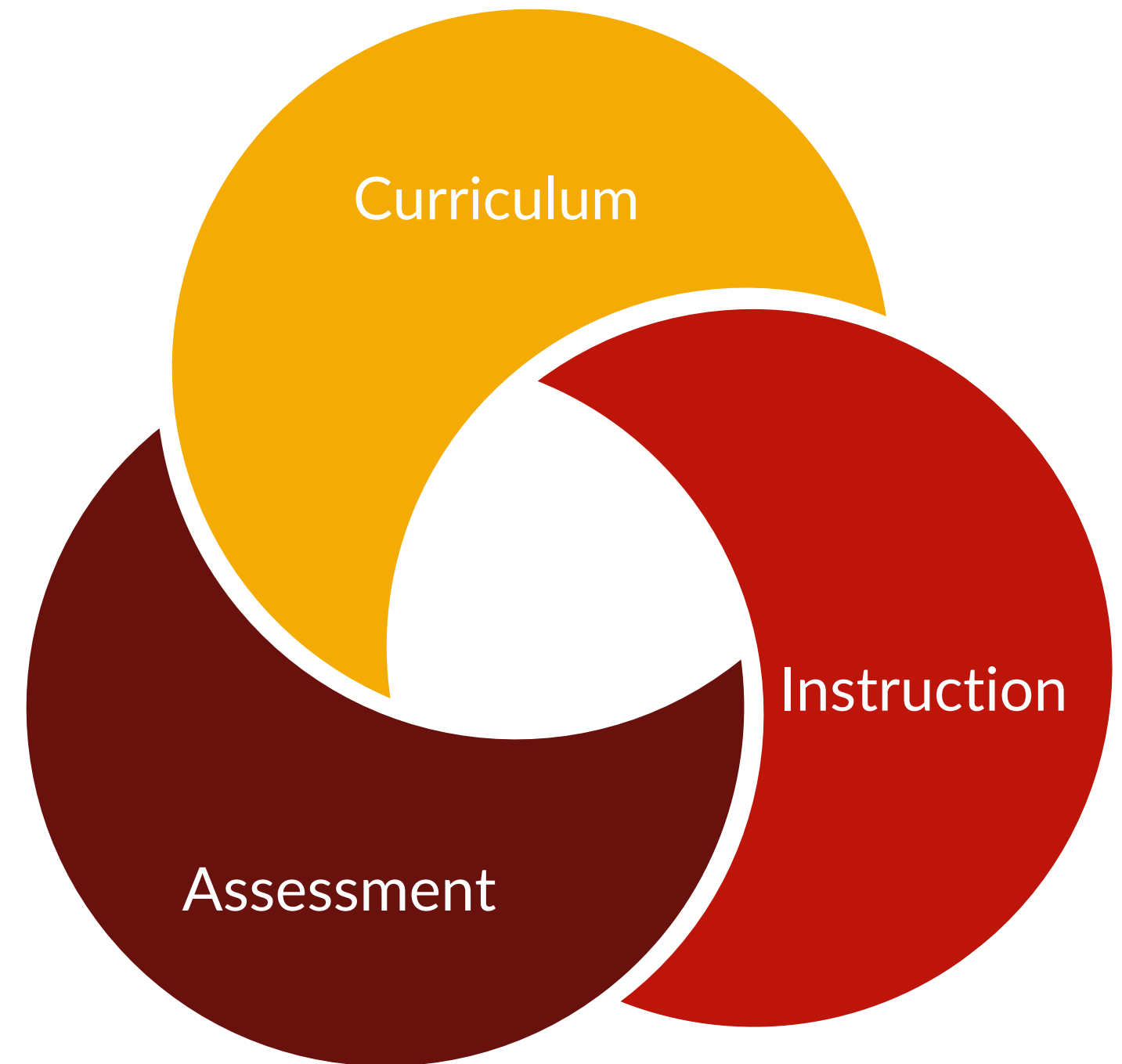


There are seven assessment types offered in CUSD: screener/diagnostic, student formative assessment, teacher formative assessment, classroom summative, benchmark, end-of-year/course summative, and programmatic. The following pages detail the assessments that are administered in CUSD and details regarding each assessment.



The goal of assessment is to improve student learning.

In a balanced assessment framework, each assessment has a clear, specific educational purpose, clear targets or goals, and sound design (ADE, 2018). *Assessment data results are shared with stakeholders and the learning process is enhanced because curriculum, instruction, and assessment work on a continuous feedback loop (WestEd, 2017).*



What Assessments does CUSD Administer?

	Screener/ Diagnostic	Assessment <i>for</i> learning		Assessment <i>of</i> learning			Programmatic
		Formative Assessment: Student	Formative Assessment: Teacher	Classroom Summative	Benchmark	End-of-Year/ Course Summative	
E L E M E N T A R Y	Screener: DIBELS (K-3, optional 4-6) Diagnostic: CORE (K-2), StarPhonics (1-3, 4- 6 select sites)	Teacher/PLC- created (K-6)	Teacher/PLC- created (K-6)	Teacher/PLC- created (K-6)	Renaissance (K-6)	End-of-Year: AASA/MSAA (3-8), AzSCI (5)	Gifted testing: NNAT (K select sites), CogAT (2) English Learner testing: AZELLA/ Alt-ELPA (K-12) Dual Language Immersion/Seal of Biliteracy (K-12)
S E C O N D A R Y		Teacher/PLC- created (7-12)	Teacher/PLC- created (7-12)	Teacher/PLC- created (7-12)	Teacher/PLC- created (7-12)	End-of-Year: AASA/MSAA (3-8), AzSCI (8, 11), ACT Aspire (9), ACT/MSAA (11) End-of-Course: Common Finals (7-12; ELA, Math, World Language, Science, Social Sciences) Civics (10-12)*	English Learner testing: AZELLA, Alt-ELPA (K-12) Dual Language Immersion/Seal of Biliteracy (K-12) AP, IB, CTE (9-12)

State required assessments

*Required by [ARS 15.701](#) for graduation.

Screener

WHAT DO I DO WITH THE ASSESSMENT DATA?

WHAT IS THE DEFINITION AND PURPOSE?

Universal screener assessments consist of brief tests focused on targeted skills that are predictive of the likelihood of success on meeting or exceeding curricular benchmarks. The purpose of a screener is to:

1. Identify students who may be at risk.
2. Monitor student progress over time.
3. Screen for program placement or intervention.

WHEN IS THIS ASSESSMENT ADMINISTERED?

Periodically conducted with all students, usually two or three times during a school year. According to school, district, state and/or referral policies and practices. Diagnostic assessment is typically administered immediately following the screener. See Diagnostic section for more details on that assessment.

WHAT DATA DO THESE ASSESSMENTS PROVIDE?

Qualitative and quantitative data that identifies student growth over time and student status changes over the course of the school year.

WHAT SCREENER DOES CUSD UTILIZE?

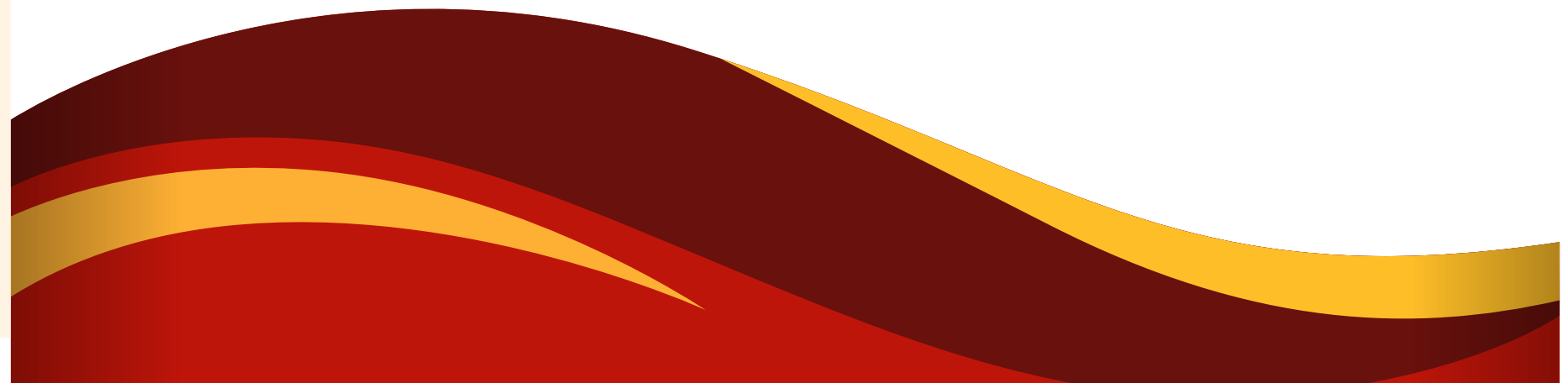
CUSD administers [DIBELS 8th edition](#) as the universal literacy and dyslexia screener because it is on the State approved list. By state law, [ARS 15-704](#), CUSD is required to administer the literacy screener and diagnostic to students in K-3. Teachers who want to review [CUSD's process regarding administration of the screener/diagnostic](#). More details regarding the state mandate can be found on the [Arizona Department of Education's website](#).

Who	Action	How
Student	Learn about individual performance	<ul style="list-style-type: none"> • Am I on track or at risk?
Family	Receive information regarding student performance	<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	Provides evidence for determining next assessment (e.g., specific diagnostic assessments)	<ul style="list-style-type: none"> • Review screener data results to determine if student is at risk or not. • If student is at risk, administer diagnostic.
	Engage parents/guardians regarding student performance relative to expectations	<ul style="list-style-type: none"> • Elementary: generate letter to discuss with parents at fall and spring parent-teacher conferences. <ul style="list-style-type: none"> ◦ Optional middle of the year: generate letter to send home to parents with student. • Secondary: send home descriptive information to parents as needed • What students need additional supports? • When in the day can I create small groups to provide these interventions? • How can my reading or math specialist offer additional support?
	Use data to identify students that need Tier 2 and Tier 3 interventions	<ul style="list-style-type: none"> • What students need additional supports? • When in the day can I create small groups to provide these interventions? • How can my reading or math specialist offer additional support?

WHAT DO I DO WITH THE ASSESSMENT DATA?

Who	Action	How
Site Student Support Professionals (e.g., reading/math specialist)	Understand how many students are at risk by grade level	<ul style="list-style-type: none"> • What percentage of students at grade X are at benchmark or above? • What percentage of students at grade X are at risk? Of those, what percentage is partially proficient compared to what percentage is minimally proficient? • What supports can I offer classroom teachers to increase the percentage of students who are at benchmark? • Can I offer additional supports for students needing Tier 3 interventions and how/when?
PLC (Professional Learning Community)	Understand how many students are at risk by grade level	<ul style="list-style-type: none"> • What percentage of students at grade X are at benchmark or above? • What percentage of students at grade X are at risk? Of those, what percentage is partially proficient compared to what percentage is minimally proficient? • How as a grade level can we support our minimally and partially proficient students' needs?
Site Administration	Understand how many students are at risk by grade level	<ul style="list-style-type: none"> • What percentage of students at grade X are at benchmark or above? • What percentage of students at grade X are at risk? Of those, what percentage is partially proficient compared to what percentage is minimally proficient? • Given these results, do I need to consider additional supports or resources to meet the needs of my students?

Who	Action	How
District Student Support Professionals (e.g., coaches/specialists)	Review school- and district-level data aggregated and disaggregated	<ul style="list-style-type: none"> • What district trends are evident in the data? • What school trends are evident in the data? • Which sites may need additional supports and/or resources to meet the needs of their students? • How can I support schools and staff?
	Create district-level report to share with schools	<ul style="list-style-type: none"> • What district trends are evident in the data? • What school trends are evident in the data?
District Administration	Review school- and district-level data aggregated and disaggregated	<ul style="list-style-type: none"> • What district trends are evident in the data? • What school trends are evident in the data? • Which sites may need additional supports and/or resources to meet the needs of their students? • How can we support schools and staff to improve achievement?



Diagnostic

WHAT IS THE DEFINITION AND PURPOSE?

Diagnostic assessments are evidence-gathering procedures that provide a sufficiently clear indication regarding which targeted subskills a student does or does not possess. The purpose of a diagnostic is to:

1. Identify students who may be at risk.
2. Monitor student progress over time.
3. Screen for program placement or intervention.

WHEN IS THIS ASSESSMENT ADMINISTERED?

Only used for the subset of students identified as not making sufficient progress or at risk on the screener. Can also be administered to students on an as needed basis based on information from other types of assessments.

WHAT DATA DO THESE ASSESSMENTS PROVIDE?

Only used for the subset of students identified as not making sufficient progress or at risk on the screener. Can also be administered to students on an as needed basis based on information from other types of assessments.

Qualitative and quantitative data that provides baseline data on student status and program eligibility, as well as identifies students in need of support and enrichment (e.g., English learners, special education, gifted).

WHAT DIAGNOSTIC DOES CUSD UTILIZE?

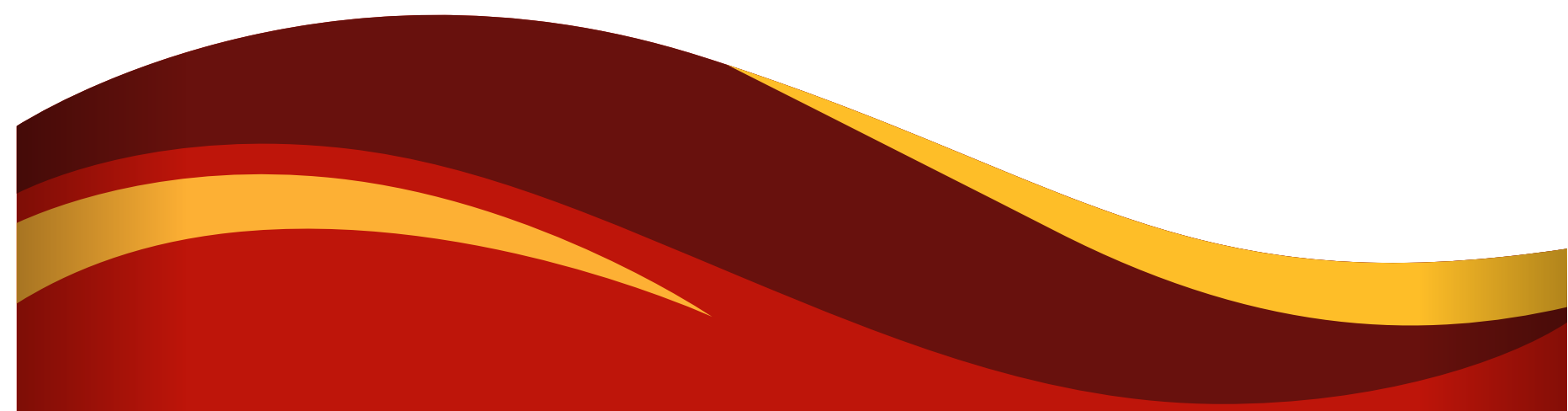
CUSD administers [CORE and StarPhonics](#) as the literacy diagnostic assessment. By state law, [ARS 15-704](#), CUSD is required to administer the literacy screener and diagnostic to students in K-3. More details regarding the state mandate can be found on the [Arizona Department of Education's website](#).

WHAT DO I DO WITH THE ASSESSMENT DATA?

Who	Action	How
Student	Learn about individual performance	<ul style="list-style-type: none"> • How did I do on the diagnostic? • What were my strengths? • Where can I do better?
	Set a goal	<ul style="list-style-type: none"> • Set a target goal for improvement
Family	Receive information regarding student performance and areas of strength and needs	<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	Develop plan for appropriate intervention for students who need it	<ul style="list-style-type: none"> • What are the student's strengths and needs? • What is the specific intervention I will use to address this student's needs? What skill will I focus on? What's the method of instruction? What is the frequency and duration of intervention? • How will I know when the student has mastered the skill?
	Provide targeted interventions, support, and enrichment (e.g., English learners, special education, gifted)	<ul style="list-style-type: none"> • As I work with this student, determine if the intervention is successful. If yes, continue; if no, reevaluate.
	Engage parents/guardians regarding student performance relative to expectations	<ul style="list-style-type: none"> • Elementary: generate letter to discuss with parents at fall and spring parent-teacher conferences. <ul style="list-style-type: none"> ◦ Optional middle of the year: generate letter to send home to parents with student. • Secondary: send home descriptive information to parents as needed.

WHAT DO I DO WITH THE ASSESSMENT DATA?

Who	Action	How	Who	Action	How
Site Student Support Professionals (e.g., reading/math specialist)	Develop plan or support teachers in developing plan for appropriate intervention for students who need it	<ul style="list-style-type: none"> What is the student's strengths and needs? What is the specific intervention I will use to address this student's needs? What skill will I focus on? What's the method of instruction? What is the frequency and duration of intervention? How will I know when the student has mastered the skill? How can I best support the teachers to ensure students are mastering the skills? 	District Student Support Professionals (e.g., coaches/specialists)	Review school- and district-level data aggregated and disaggregated	<ul style="list-style-type: none"> What district trends are evident in the data? What school trends are evident in the data? Which sites may need additional supports and/or resources to meet the needs of their students? How can I support schools and staff?
	Provide targeted interventions, support, and enrichment (e.g., English learners, special education, gifted) or support teachers in providing targeted intervention	<ul style="list-style-type: none"> As I work with this student, determine if the intervention or enrichment is successful. If yes, continue; if no, reevaluate and ask how can I change my instruction to reteach this skill? How can I best support the teachers to ensure students are mastering the skills? 		Create district-level report to share with schools	<ul style="list-style-type: none"> What district trends are evident in the data? What school trends are evident in the data?
			District Administration	Review school- and district-level data aggregated and disaggregated	<ul style="list-style-type: none"> What district trends are evident in the data? What school trends are evident in the data? Which sites may need additional supports and/or resources to meet the needs of their students? How can we support schools and staff to improve achievement?
PLC (Professional Learning Community)	Understand how many students are at risk by grade level	<ul style="list-style-type: none"> Are we ensuring the students have explicit practice in the skills they need? 			
Site Administration	Review and reflect on diagnostic data	<ul style="list-style-type: none"> What are the trends by grade level in this data? Do I need to consider additional supports and/or resources to meet the needs of my students? 			



Formative Assessment: Student

WHAT IS THE DEFINITION AND PURPOSE?

Formative assessment is an ongoing process used by **all students** and teachers **during teaching and learning** to elicit and use evidence of student learning to improve student understanding of intended disciplinary learning outcomes and support students to become more self-directed learners. The purpose of a formative student assessment is to:

1. Clarify learning goals and success criteria within a broader progression of learning.
2. Engage in self-assessment and peer feedback.
3. Monitor learning relative to learning goals.
4. Use evidence and actionable feedback to move learning forward.

WHEN IS THIS ASSESSMENT ADMINISTERED?

This assessment is real time and actionable, meaning it can be minute-by-minute, daily, integrated, and/or embedded and ongoing during learning and teaching. It can be planned or unplanned.

WHAT DATA DO THESE ASSESSMENTS PROVIDE?

Qualitative data—evidence of student thinking.

WHAT ARE EXAMPLES OF THESE ASSESSMENTS?

Student-led formative assessment can occur when:

- Students self-reflect on the learning target and set goals for future learning
- Students develop and refine success criteria for the lesson (success criteria checklist)
- Students review and provide feedback on the work of others (peer critique)
- Students share with a classmate (shoulder share)

WHAT DO I DO WITH THE ASSESSMENT DATA?

Who	Action	How
Student	Assess progress towards learning goals and success criteria and develop plan	<ul style="list-style-type: none"> • What comes next in my learning? • What is my learning objective? • What gaps in my understanding do I have? • Am I ready to move on? • How can I extend my learning? • How does this learning fit with other ideas I have? • How does this relate to my life?
	Provide actionable feedback to peers	<ul style="list-style-type: none"> • What did my peer do well? • How can my peer improve?
Teacher	Provide actionable feedback to students	<ul style="list-style-type: none"> • Are my students aware of their learning goals and needs? • Are students able to set meaningful goals for themselves?

Formative Assessment: Teacher

WHAT IS THE DEFINITION AND PURPOSE?

Formative assessment is an ongoing process used by all students and **teachers** during **learning and teaching** to elicit and use evidence of student learning to improve student understanding of intended disciplinary learning outcomes and support students to become more self-directed learners. The purpose of a formative student assessment is to:

1. Clarify learning goals and success criteria within a broader progression of learning.
2. Elicit and analyze evidence of student thinking.
3. Provide actionable feedback.
4. Use evidence and actionable feedback to move student learning forward by adjusting learning strategies, goals or next instructional steps.
5. Monitor student learning relative to learning goals.
6. Monitor progress with respect to specifically targeted interventions.

WHEN IS THIS ASSESSMENT ADMINISTERED?

This assessment is real time and actionable, meaning it can be minute-by-minute, daily, integrated, and/or embedded and ongoing during learning and teaching. It can be planned or unplanned.

WHAT DATA DO THESE ASSESSMENTS PROVIDE?

Qualitative and/or quantitative data-evidence of student thinking that identifies students' current learning status relative to learning goals.

WHAT ARE EXAMPLES OF THESE ASSESSMENTS?

Examples of teacher-led formative assessment include, but are not limited to, the following:

- Exit Ticket
- Written/Computer-based quiz
- Whiteboard Check
- Write a Summary/Journal Entry
- 3-2-1
- Signaling (e.g., thumbs up/down for a true/false question)
- Student-to-Student discussion
- Teacher feedback specific to success criteria
- MathSpace
- Albert I.O.
- Read180
- System 44

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"> • What comes next in my learning? • Is the learning goal clear? • What gaps in my understanding do I have? • Am I ready to move on? • How can I extend my learning? • How does this learning fit with other ideas I have?
	Provide actionable feedback to peers	<ul style="list-style-type: none"> • What did my peer do well? • How can my peer improve?
Family	Receive information regarding student performance	<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	Create formative assessments	<ul style="list-style-type: none"> • What do we want all students to know? <ul style="list-style-type: none"> ◦ Identify standards aligned to my curriculum map that need to be assessed. ◦ Identify learning targets within the standard. • How will we know if they learn it? <ul style="list-style-type: none"> ◦ Develop items aligned to learning targets and rigors of standard. ◦ Establish criteria for success.
	Assess progress towards learning goals	<ul style="list-style-type: none"> • Where is the student on a learning progression? (social/emotional, literacy, math) • What comes next in student learning? (individual/class)
	Adjust planning and instruction based on student need (reteach/enrichment)	<ul style="list-style-type: none"> • Are the learning goals and success criteria clear and complete? • Are the students aware of the learning goals and success criteria? • What misconceptions are present? • What needs reteaching or differentiation (gaps/extend)? What do my students need? • What strengths can I build on? • Did my pacing allow sufficient time for students to master content? • Does my future instruction need refinement/adjustments? • How should I group my students?

WHAT DO I DO WITH THE ASSESSMENT DATA?

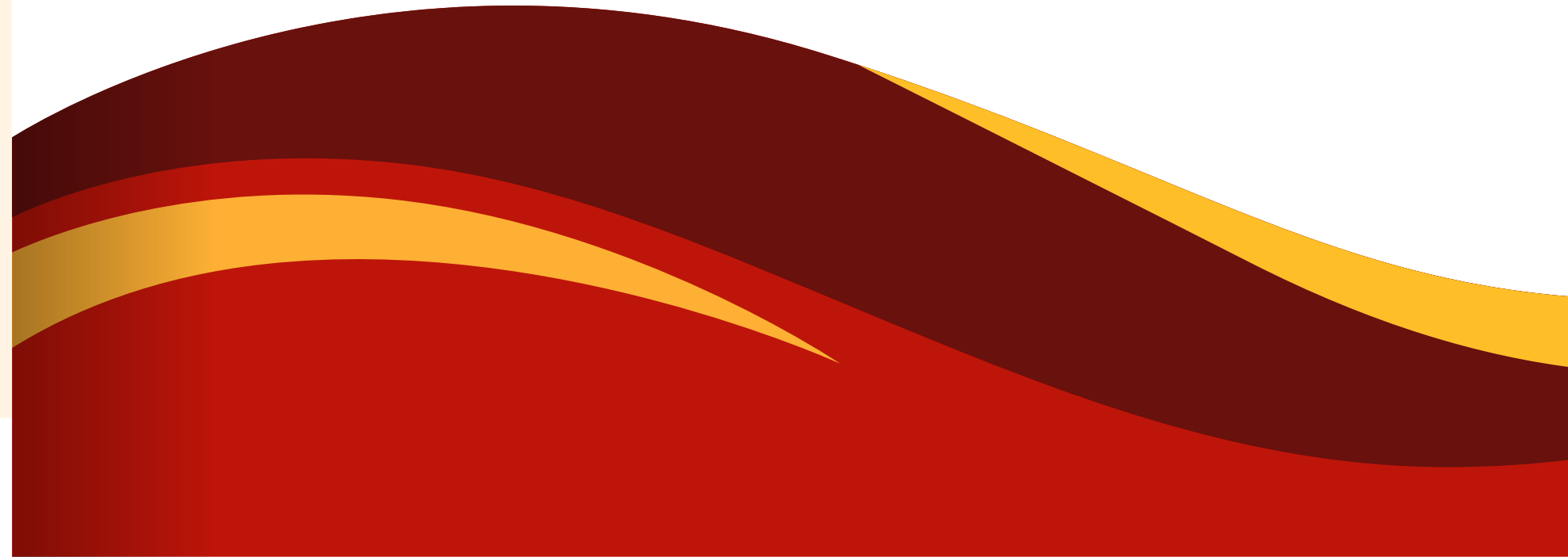
Who	Action	How
Teacher	Provide actionable feedback to class	<ul style="list-style-type: none"> • Determine steps for the students to improve their work. • Provide students with at least one strength and one area to improve.
	Embed additional formative assessments in the content, if needed	<ul style="list-style-type: none"> • What did the formative assessments reveal about my teaching? • Should I make any adjustments?
Site Student Support Professionals (e.g., reading/math specialist)	Support and monitor intervention or enrichment goals	<ul style="list-style-type: none"> • As I work with this student, determine if the intervention or enrichment is successful. If yes, continue; if no, reevaluate. • How can I best support the teachers to ensure students are mastering the skills?
PLC (Professional Learning Community)	Work together to create formative assessments	<ul style="list-style-type: none"> • What do we want all students to know? <ul style="list-style-type: none"> ◦ Identify standards aligned to my curriculum map that need to be assessed. ◦ Identify learning targets within the standard. • How will we know if they learn it? <ul style="list-style-type: none"> ◦ Develop items aligned to learning targets and rigors of standard. ◦ Establish criteria for success.

Who	Action	How
PLC (Professional Learning Community)	Use formative 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 successful was our Tier 1 instruction? • Do any modifications to our Tier 1 instruction need to be made? • How will we respond when some students do not learn? <ul style="list-style-type: none"> ◦ Which students need reteaching and how and when will I do it? • How will we extend the learning for students who are already proficient? • Which students need enrichment and how and when will I do it?
Site Administration	Use formative 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? • How successful is Tier 1 instruction in each grade level? • Do any modifications to our Tier 1 instruction need to be made? • Should we focus our resources on continued Tier 1 instruction or Tier 2? • Do I have teachers who need additional supports?

WHAT DO I DO WITH THE ASSESSMENT DATA?

Who	Action	How
	Work with teachers to create formative assessments	<ul style="list-style-type: none"> • What do we want all students to know? <ul style="list-style-type: none"> ◦ Identify standards aligned to my curriculum map that need to be assessed. ◦ Identify learning targets within the standard. • How will we know if they learn it? <ul style="list-style-type: none"> ◦ Develop items aligned to learning targets and rigors of standard. ◦ Establish criteria for success.
District Student Support Professionals (e.g., coaches/specialists)	Work with teachers to analyze formative assessments and data	<ul style="list-style-type: none"> • What are the strengths and needs of our students? • How successful was our Tier 1 instruction? • Do any modifications to our Tier 1 instruction need to be made? • How will we respond when some students do not learn? <ul style="list-style-type: none"> ◦ Which students need reteaching and how and when will I do it? • How will we extend the learning for students who are already proficient? <ul style="list-style-type: none"> ◦ Which students need enrichment and how and when will I do it? • How can I support schools and staff?

Who	Action	How
District Administration	Review school- and district-level data aggregated and disaggregated	<ul style="list-style-type: none"> • What district trends are evident in the data? • What school trends are evident in the data? • Which sites may need additional supports and/or resources to meet the needs of their students? • How can we support schools and staff to improve achievement?



Classroom Summative

WHAT IS THE DEFINITION AND PURPOSE?

Classroom summative assessments are designed to provide information regarding the level of student success at an end point in time. Summative tests are administered after the conclusion of instruction. The results are used to make inferences about a student’s mastery of the learning goals and content standards.¹ The purpose of a classroom summative assessment is to:

1. Inform instruction and improvement.
2. Evaluate attainment of learning goals.

WHEN IS THIS ASSESSMENT ADMINISTERED?

After an extended period of teaching and learning (quizzes, end of unit or learning module).

WHAT DATA DO THESE ASSESSMENTS PROVIDE?

Qualitative or quantitative data—evidence of student thinking that helps understand student learning relative to mastery of standards. This data can be used to adjust instructional strategies, timelines, and goals for the course or unit.

WHAT ARE EXAMPLES OF THESE ASSESSMENTS?

- Test/Exam
- Project
- Paper
- Portfolio
- Recital/Performance

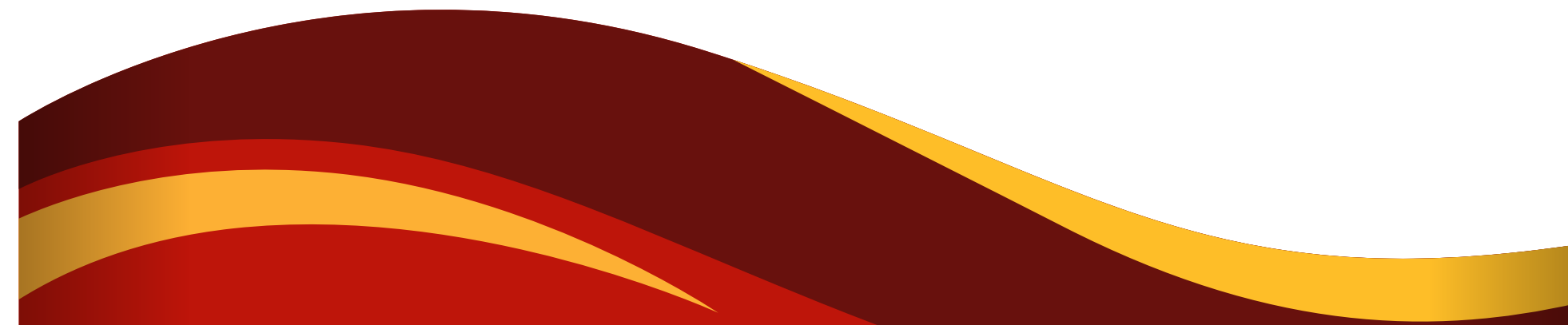
WHAT DO I DO WITH THE ASSESSMENT DATA?

Who	Action	How
Student	Assess progress towards learning goals and success criteria	<ul style="list-style-type: none"> • What comes next in my learning? • Is the learning goal clear? • What gaps in my understanding do I have? • Am I ready to move on? • How can I extend my learning? • How does this learning fit with other ideas I have?
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	Create summative assessments	<ul style="list-style-type: none"> • What do we want all students to know? <ul style="list-style-type: none"> ◦ Identify standards aligned to my curriculum map that need to be assessed. ◦ Identify learning targets within the standard. • How will we know if they learn it? <ul style="list-style-type: none"> ◦ Develop items aligned to learning targets and rigors of standard. • Establish criteria for success.
	Plan instruction for start of new learning goals including practice/review of prior mastery	<ul style="list-style-type: none"> • Did students master the learning goals/success criteria? • Are students ready to move on or is reteaching necessary? (Use summative data formatively to guide instruction.) • Will my students be ready for the next unit/grade-level?

WHAT DO I DO WITH THE ASSESSMENT DATA?

Who	Action	How
Teacher	Analyze and correct any gaps in instruction and/or assessment	<ul style="list-style-type: none"> • Have misconceptions been addressed? • Did the student perform as expected based on prior formative assessments? • Did students show appropriate growth? • When I teach this content again, what might I do differently? • What instructional strategies might I repeat and what might I change? • With whom should I collaborate at my site to better support student(s)?
	Provide actionable feedback to class and/or individual students	<ul style="list-style-type: none"> • Determine steps for the class and/or students to improve their work. • Provide students with at least one strength and one area to improve.
	Engage parents/guardians regarding student performance relative to expectations	<ul style="list-style-type: none"> • Options include: <ul style="list-style-type: none"> ◦ Entering grades into Student Information System. ◦ Printout of student feedback card in SchoolCity or provide descriptive feedback for student to take home. ◦ Engage in conversations if needed.
Site Student Support Professionals (e.g., reading/math specialist)	Review summative assessment data and assist in relearning of curriculum as needed	<ul style="list-style-type: none"> • Review summative assessment data: <ul style="list-style-type: none"> ◦ What does this data reveal about the strengths and areas of improvement of our students? ◦ What does this data reveal about our instructional practices? • How can I best support students and colleagues?

Who	Action	How
PLC (Professional Learning Community)	Work together to create summative assessments	<ul style="list-style-type: none"> • What do we want all students to know? <ul style="list-style-type: none"> ◦ Identify standards aligned to my curriculum map that need to be assessed. ◦ Identify learning targets within the standard. • How will we know if they learn it? <ul style="list-style-type: none"> ◦ Develop items aligned to learning targets and rigors of standard. ◦ Establish criteria for success.
	Use summative assessment data to identify targeted 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 successful was our Tier 1 instruction? • Do any modifications to our Tier 1 instruction need to be made? • How will we respond when some students do not learn? <ul style="list-style-type: none"> ◦ Which students need reteaching and how and when will I do it? • How will we extend the learning for students who are already proficient? • Which students need enrichment and how and when will I do it?



WHAT DO I DO WITH THE ASSESSMENT DATA?

Who	Action	How
Site Administration	Use 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? • How successful is Tier 1 instruction in each grade level? • Do any modifications to our Tier 1 instruction need to be made? • Should we focus our resources on continued Tier 1 instruction or Tier 2? • Do I have teachers who need additional supports?
District Student Support Professionals (e.g., coaches/specialists)	Work with teachers to analyze summative assessments and data	<ul style="list-style-type: none"> • What do we want all students to know? <ul style="list-style-type: none"> ◦ Identify standards aligned to my curriculum map that need to be assessed. ◦ Identify learning targets within the standard. • How will we know if they learn it? <ul style="list-style-type: none"> ◦ Develop items aligned to learning targets and rigors of standard. ◦ Establish criteria for success.

Who	Action	How
District Student Support Professionals (e.g., coaches/specialists)	Work with teachers to analyze summative assessments and data	<ul style="list-style-type: none"> • What are the strengths and needs of our students? • How successful was our Tier 1 instruction? • Do any modifications to our Tier 1 instruction need to be made? • How will we respond when some students do not learn? <ul style="list-style-type: none"> ◦ Which students need reteaching and how and when will I do it? • How will we extend the learning for students who are already proficient? <ul style="list-style-type: none"> ◦ Which students need enrichment and how and when will I do it? • How can I support schools and staff?
District Administration	Review school- and district-level data aggregated and disaggregated	<ul style="list-style-type: none"> • What district trends are evident in the data? • What school trends are evident in the data? • Which sites may need additional supports and/or resources to meet the needs of their students? • How can we support schools and staff to improve achievement?

WHAT IS THE DEFINITION AND PURPOSE?

Benchmark tests are typically administered periodically throughout the school year (e.g., every few months) to fulfill one or more of the following functions: instructional (to supply teachers with individual student data), predictive (identifying student readiness for success on a later high-stakes test), and/or evaluative (to appraise ongoing educational programs).¹

The purpose of a benchmark assessment is to:

1. Track student growth relative to expected learning goals.
2. Supply information to design or modify instructional activities (intervention/enrichment).
3. Predict end- of-year/course proficiency.
4. Inform system improvement decisions regarding curriculum intervention, and instruction.

WHEN IS THIS ASSESSMENT ADMINISTERED?

Across instructional units/calendar periods (quarter, trimester, semester).

WHAT DATA DO THESE ASSESSMENTS PROVIDE?

Qualitative and quantitative data to assess student risk levels.

WHAT ARE EXAMPLES OF THESE ASSESSMENTS?

Elementary:

- Renaissance is the current district-mandated Benchmark administered in grades K-6.

Secondary:

- There is no district-mandated benchmark administered in grades 7-12. Teachers/PLCs can create their own if so desired.

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 throughout the year?
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? ◦ Does my child have areas to 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 and/or what percentage of students are on track to reach proficiency? • Did my pacing allow sufficient time for students to master content? • Does my future instruction need refinement/adjustments?
	Plan instruction for start of new learning goals including practice/review of prior mastery	<ul style="list-style-type: none"> • Did students master the learning goals/success criteria? • Are students ready to move on or is reteaching necessary?

WHAT DO I DO WITH THE ASSESSMENT DATA?

Who	Action	How
Teacher	Provide actionable feedback to class and/or individual students	<ul style="list-style-type: none"> • Determine steps for the class and/or students to improve their work. • Provide students with at least one strength and one area to improve.
	Engage parents/guardians regarding student performance relative to expectations	<ul style="list-style-type: none"> • Options include: <ul style="list-style-type: none"> ◦ Print feedback card in assessment platform or provide descriptive feedback for students to take home. ◦ Engage in conversations if needed.
Site Student Support Professionals (e.g., reading/math specialist)	Review benchmark assessment data	<ul style="list-style-type: none"> • Review benchmark assessment data: <ul style="list-style-type: none"> ◦ What does this data reveal about the strengths and areas of improvement of our students? ◦ What does this data reveal about our instructional practices? ◦ How can I best support students and colleagues? • Identify which students would benefit from additional supports.

Who	Action	How
PLC (Professional Learning Community)	Use benchmark 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 successful was our Tier 1 instruction? • Do any modifications to our Tier 1 instruction need to be made? • How will we respond when some students do not learn? <ul style="list-style-type: none"> ◦ Which students need reteaching and how and when will I do it? • How will we extend the learning for students who are already proficient? • Which students need enrichment and how and when will I do it?
Site Administration	Use benchmark 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? • How successful is Tier 1 instruction in each grade level? • Do any modifications to Tier 1 instruction need to be made? • Should we focus our resources on continued Tier 1 instruction or Tier 2? • Do I have teachers who need additional supports?

WHAT DO I DO WITH THE ASSESSMENT DATA?

Who	Action	How
<p>District Student Support Professionals (e.g., coaches/specialists)</p>	<p>Work with teachers to analyze benchmark data</p>	<ul style="list-style-type: none"> • What are the strengths and needs of our students? • How successful was Tier 1 instruction? • Do any modifications to Tier 1 instruction need to be made? • How will we respond when some students do not learn? <ul style="list-style-type: none"> ◦ Which students need reteaching and how and when will I do it? ◦ What Tier 2 and/or Tier 3 supports are needed? • How will we extend the learning for students who are already proficient? <ul style="list-style-type: none"> ◦ Which students need enrichment and how and when will I do it? • How can I support schools and staff to improve achievement?
<p>District Administration</p>	<p>Review school- and district-level data aggregated and disaggregated</p>	<ul style="list-style-type: none"> • What district trends are evident in the data? • What school trends are evident in the data? • Which sites may need additional supports and/or resources to meet the needs of their students? • How can we support schools and staff to improve achievement?

End-of-Year/Course Summative

WHAT IS THE DEFINITION AND PURPOSE?

End-of-Year/Course summative assessments provide information regarding the level of student, school, or program mastery at an end point in time. Summative tests are administered after the conclusion of instruction. The results are used to fulfill summative functions, such as student mastery of course goals, determine the effectiveness of a recently concluded educational program, and/or meet local, state, and federal accountability requirements.¹ The purpose of an end-of-year/course summative assessment is to:

1. Measure end-of-year/course proficiency.
2. Inform improvement strategies: students, teacher, program, school, district, and state.
3. Incorporated into a student's course grade.
4. Measure equitable outcomes for students.
5. Meet state and federal accountability requirements:
 - a. Gauge student achievement of standards.
 - b. Gauge school/district progress relative to student achievement and growth.

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 learning goals/mastery of standards 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.

 Grades: 3-8 & 11	 Grade: 9	 Grades: 5, 8 & 11	 Grades: 7 & 8	 Grade: 11
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WHAT ARE EXAMPLES OF THESE ASSESSMENTS?

Course Summative Assessments:

- CUSD administers [course summative assessments](#) in our CORE courses.

End-of-Year Assessments:

- By law, [ARS 15-741](#), CUSD is required to administer the following assessments:
 - AASA (Arizona State Standards Assessment) in grades 3-8
 - ACT Aspire (American College Testing) in grade 9
 - ACT (American College Testing) in grade 11
 - AzSCI (Arizona Science Assessment) in grades 5, 8, and 11
 - MSAA (Multi-State Alternate Assessment) in grades 3-8 and 11 for select students.
- More details can be found on the [Arizona Department of Education's website](#).

End-of-Year Civics Test:

- Students are required by law to pass the civics test to grade. For more details on these requirements, see [ARS 15.701](#).

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 throughout the 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 and/or what percentage of students are on track to reach proficiency? • 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"> ◦ Print feedback card in SchoolCity or provide descriptive feedback for students and parents. ◦ Engage in data conversations if needed.

WHAT DO I DO WITH THE ASSESSMENT DATA?

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?
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?
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?

Who	Action	How
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?
District Administration	Review school- and district-level data aggregated and disaggregated	<ul style="list-style-type: none"> • What district trends are evident in the data? • What school trends are evident in the data? • Which sites may need additional supports and/or resources to meet the needs of their students? • How can we support schools and staff to improve achievement?



**Grades:
3-8 & 11**



**Grade:
9**



**Grades:
5, 8 & 11**



**Grades:
7 & 8**



**Grade:
11**

Programmatic: Gifted Testing

WHAT IS THE DEFINITION AND PURPOSE?

Gifted testing is utilized to ensure fairness and equity in identifying students who are gifted. The purpose of gifted testing is to:

1. Identify which students are eligible to receive gifted services.

WHEN IS THIS ASSESSMENT ADMINISTERED?

Testing is scheduled periodically throughout the school year. CogAT testing is offered once a month, 9 months out of the school year for incoming Kindergarten students through 7th grade students. In January all 2nd grade students are tested at their school sites. During this testing period we also offer testing at school sites for students in 3rd through 6th grade. NNAT testing will be administered at the kindergarten level at selected sites based on data.

WHAT DATA DO THESE ASSESSMENTS PROVIDE?

Quantitative data in three different reasoning tasks which are verbal, quantitative, and nonverbal. Students who receive a score of 97th percentile or above in one or more of the three areas assessed or a composite score of 95th percentile or above are eligible for gifted services.

WHAT GIFTED TEST DOES CUSD UTILIZE?

CUSD administers the state-approved [Cognitive Abilities Test \(CogAT\)](#) to all second-grade students. In an effort to develop equitable identification protocols, administer culturally sensitive assessments and offer early access to gifted services, as recommended by the National Association for Gifted Children, CUSD also administers the Naglieri Nonverbal Ability Test (NNAT) to kindergarten students at selected schools based on data. More details can be found on the [Arizona Department of Education's website](#).

WHAT DO I DO WITH THE ASSESSMENT DATA?

Who	Action	How
Family	Family involvement based on results brought home by the student or provided by the teacher	<ul style="list-style-type: none"> • What are some ways we can personalize learning for my child? • Is my child eligible to receive gifted services in CUSD? • What gifted programming options are available? • Where can I learn more about what giftedness means? • What areas of reasoning does my child rely on when solving-problems?
Teacher	Use data to identify cognitive abilities	<ul style="list-style-type: none"> • What are the cognitive abilities of the students in my classroom? • Understand that students with high cognitive abilities often exhibit asynchrony. Do I have any students that exhibit asynchrony?
	Differentiate curriculum and instruction	<ul style="list-style-type: none"> • How can I differentiate in the classroom to capitalize on a child's cognitive strengths? • What are some strategies that help students capitalize on their high cognitive abilities? • How can I incorporate more opportunities for problem-solving and higher-level thinking? • How do I meet the needs of students exhibiting asynchrony in the classroom?
Site Student Support Professionals (e.g., reading/math specialist)	Differentiate curriculum and instruction and/or support teachers in differentiation	<ul style="list-style-type: none"> • How can I differentiate in the classroom to capitalize on a child's cognitive strengths? • What are some strategies that help students capitalize on their high cognitive abilities? • How can I incorporate more opportunities for problem-solving and higher-level thinking? • How do I meet the needs of students exhibiting asynchrony in the classroom?



Programmatic: Gifted Testing

WHAT DO I DO WITH THE ASSESSMENT DATA?

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?
Site Administration	Identify resources and strategies to support students with high cognitive abilities	<ul style="list-style-type: none"> • What are some ways we can cluster students with like abilities to encourage collaboration and higher-level thinking? • How can I find ways to help equip my teachers with the information and tools necessary to meet the needs of high-ability learners?
District Student Support Professionals (e.g., coaches/specialists)	Support teachers in meeting the needs of students with high cognitive abilities	<ul style="list-style-type: none"> • What instructional strategies, curriculum and resources are beneficial to meet the needs of high-ability learners? • What professional development do teachers need to support students with high cognitive abilities? • What professional development do teachers need to obtain their gifted endorsement?
	Support parents in meeting the needs of students with high cognitive abilities	<ul style="list-style-type: none"> • Oversee various curricular options to meet the needs of students with high cognitive abilities.

Who	Action	How
District Administration	Review school- and district-level data aggregated and disaggregated	<ul style="list-style-type: none"> • What district trends are evident in the data? • What school trends are evident in the data? • Which sites may need additional supports and/or resources to meet the needs of their students? • How can we support schools and staff to improve achievement?

Programmatic: English Language Learning Testing



WHAT IS THE DEFINITION AND PURPOSE?

Standards-based testing is used to determine if a student meets the requirements for English Language Proficiency. Students who are identified as second language learners based on the Home Language Survey completed by parent(s)/guardian(s) upon enrollment, take the English Language Learner assessment. Students who test proficient are no longer considered English Language Learners. The purpose of the English Language Learner test is:

1. To identify if the student is proficient in the English Language.
2. Determine eligibility for English language services.
3. Determine appropriate placement for instruction.

WHEN IS THIS ASSESSMENT ADMINISTERED?

This assessment may be administered one to two times per year depending on the situation. Kindergarten students who enroll as second language learners or students new to the district who have not yet been identified as an English Language Learner in the state will take a placement test within the first ten days of enrollment. All students who are second language learners will take a reassessment in the spring of each year to determine their level of proficiency.

WHAT DATA DO THESE ASSESSMENTS PROVIDE?

Quantitative data on a student's English language proficiency in the following areas: speaking, writing, listening, and reading.

WHAT ENGLISH LANGUAGE LEARNER TEST DOES CUSD UTILIZE?

CUSD is required to administer the Arizona English Language Learner Assessment (AZELLA) and the Alt-ELPA, which meets both state and federal mandates. Details regarding the [AZELLA from the Arizona Department of Education](#). Details regarding the [Alt-ELPA from the Arizona Department of Education](#). Details specific to CUSD and [English Learner testing](#).

WHAT DO I DO WITH THE ASSESSMENT DATA?

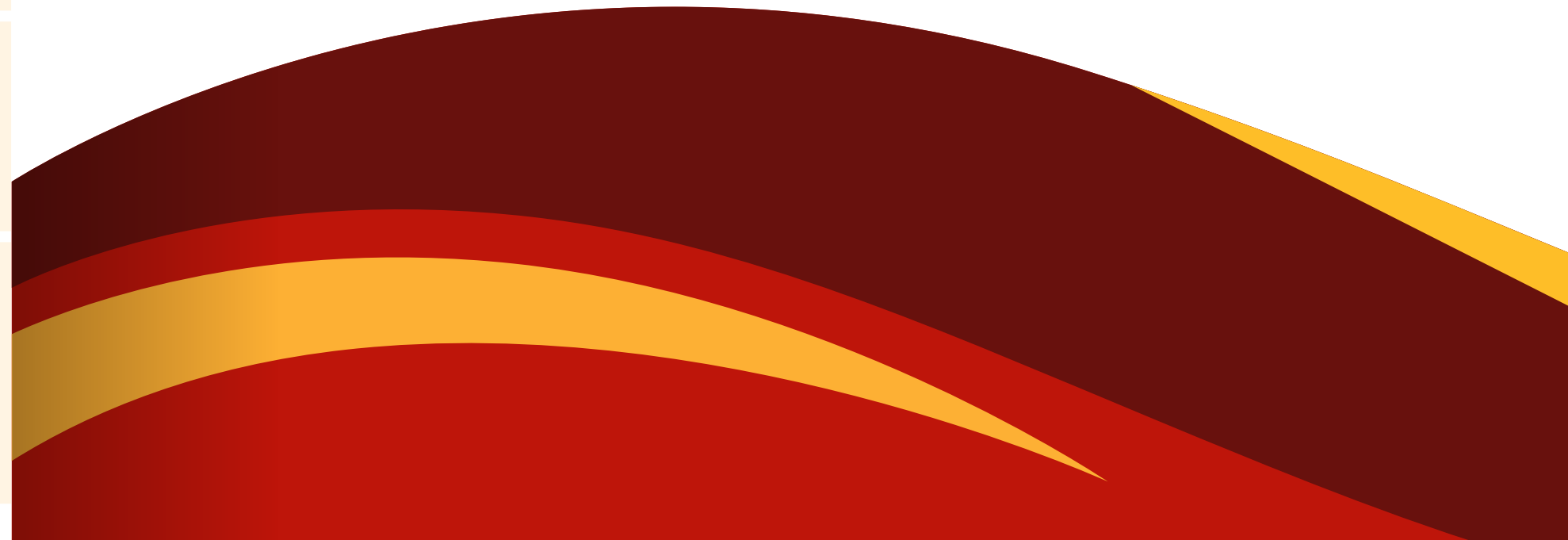
Who	Action	How
Student	Set a goal for English language proficiency	<ul style="list-style-type: none"> • What is my overall proficiency level? • What are my strengths in English? • What areas do I need to improve in English?
Family	Receive score report	<ul style="list-style-type: none"> • What is my student's overall proficiency level? • Is my student eligible for English Language services? • What are my student's strengths in English? • What areas does my student to improve in English?
	If eligible, determine participation in English Language program	<ul style="list-style-type: none"> • What is the English Language program? • How will the English Language program benefit my student? • How will participation in the program affect my student's schedule?
Teacher	Review English Language score report	<ul style="list-style-type: none"> • What are my students' overall proficiency levels? • What are my students' strengths in English? • What areas do my students need to improve in English?
	Use data to guide planning	<ul style="list-style-type: none"> • How will this student's strengths/areas of need be addressed in integrated instruction? • How will this student's strengths/areas of need be addressed in targeted instruction?



Programmatic: English Language Learning Testing

Who	Action	How
Site Student Support Professionals (e.g., reading/math specialist)	Review English Language score report	<ul style="list-style-type: none"> Review data: <ul style="list-style-type: none"> What does this data reveal about the strengths and areas of improvement of our students? What does this data reveal about our instructional practices? How can I best support students and colleagues? Identify which students would benefit from additional supports.
Site Administration	Know who your English Learner students are on campus	<ul style="list-style-type: none"> Review school-level data to know which students on your site are in an English Learner program and which are parent withdrawn.
	Analyze reassessment data	<ul style="list-style-type: none"> How many students reclassified? How many students showed growth? Compare differences between students in an English Learner program to those who are parent withdrawn.
District Student Support Professionals (e.g., coaches/specialists)	Analyze student-level data with teachers	<ul style="list-style-type: none"> Identify eligible students. Support sites in analyzing student-level data.
	Communicate test results to sites	<ul style="list-style-type: none"> Upload data to Tableau. Send score reports to schools.

Who	Action	How
District Student Support Professionals (e.g., coaches/specialists)	Support teachers to increase English Learner proficiency.	<ul style="list-style-type: none"> How are you addressing the student's strengths/areas of need be addressed in integrated instruction? How are you addressing the student's strengths/areas of need be addressed in targeted instruction?
	Review school- and district-level data aggregated and disaggregated	<ul style="list-style-type: none"> What district trends are evident in the data? What school trends are evident in the data? Which sites may need additional supports and/or resources to meet the needs of their students?
District Administration	Review school- and district-level data aggregated and disaggregated	<ul style="list-style-type: none"> What district trends are evident in the data? What school trends are evident in the data? Which sites may need additional supports and/or resources to meet the needs of their students?



Programmatic: Dual Language Immersion

WHAT IS THE DEFINITION AND PURPOSE?

Students learning languages other than English are administered a language proficiency assessment. Students participating in CUSD's dual language immersion program will be administered the assessment. High school students who would like to qualify for the Seal of Biliteracy may take the assessment. The purpose of the test is to:

1. Determine the overall language proficiency in reading, writing, listening and speaking skills in the target language.
2. Determine the effectiveness of the language program.

WHEN IS THIS ASSESSMENT ADMINISTERED?

Dual language immersion program students are administered the assessment annually in May, with the exception of grade 3 students who will also take a pre-test at the beginning of the year. High school students who would like to qualify for the Seal of Biliteracy have the opportunity to test in the spring.

WHAT DATA DO THESE ASSESSMENTS PROVIDE?

Quantitative data on a student's language proficiency.

WHAT DUAL LANGUAGE IMMERSION TEST DOES CUSD UTILIZE?

CUSD administers the STAMP (STAndards-based Measurement of Proficiency). More details regarding the [Dual Language Immersion program](#). Additionally, the STAMP is administered for students interested in receiving the [Seal of Biliteracy](#).

WHAT DO I DO WITH THE ASSESSMENT DATA?

Who	Action	How
Student	Set a goal for language proficiency	<ul style="list-style-type: none"> • What is my overall proficiency level? • What are my strengths in the language I'm learning? • What areas do I need to improve in the language I'm learning?
Family	Receive score report	<ul style="list-style-type: none"> • What is my student's overall proficiency level? • What are my student's strengths in the language s/he is learning? • What areas does my student need to improve in the language s/he is learning?
Teacher	Use data to guide instructional decisions	<ul style="list-style-type: none"> • At the beginning of the year, review prior year assessments for: <ul style="list-style-type: none"> ◦ What are my students' overall proficiency levels? ◦ What are my students' strengths in the language they are learning? ◦ What areas do my students need to improve in the language they are learning? ◦ Are there any language domains that need additional support? • At the end of the year, review post-test assessment for: <ul style="list-style-type: none"> ◦ How did my students grow compared to prior year? ◦ What percentage of my students are proficient and/or reaching their proficiency goal? • Did my students approach, meet, exceed or far exceed the district's recommended proficiency targets? • Did my pacing allow sufficient time for students to master content? • Does my future instruction need refinement/adjustments?



Programmatic: Dual Language Immersion

Who	Action	How
Site Student Support Professionals (e.g., reading/math specialist)	Review score report	<ul style="list-style-type: none"> Review data: <ul style="list-style-type: none"> What does this data reveal about the strengths and areas of improvement of our students? What does this data reveal about our instructional practices? How can I best support students and colleagues? Identify which students would benefit from additional supports.
	Analyze assessment data	<ul style="list-style-type: none"> Did the students approach, meet, exceed or far exceed the district's recommended proficiency targets? Which teachers may need additional supports and/or resources to meet the needs of their students?
	Support teachers to increase proficiency	<ul style="list-style-type: none"> Identify eligible students. Support sites in analyzing student-level data.
	Review school- and district-level data aggregated and disaggregated	<ul style="list-style-type: none"> What district trends are evident in the data? What school trends are evident in the data? Which sites may need additional supports and/or resources to meet the needs of their students?

Who	Action	How
District Administration	Review school- and district-level data aggregated and disaggregated	<ul style="list-style-type: none"> What district trends are evident in the data? What school trends are evident in the data? Which sites may need additional supports and/or resources to meet the needs of their students?

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.

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

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? 			

