

ENTRY SIX: Reflective Conversation Guide

Connections to the Assessment Standard



1. Collect at least two sources of assessment data that are informative about the students you teach now. Consider using appropriate STAR data, CST (California Standards Test), CELDT (California English Language Development Test) data, other assessments pertinent to special education, district-mandated assessments, and/or teacher-generated assessments. Be sure to include the assessment data you collect with this entry.

What you have collected and included:

2. Using this data, identify strengths and weaknesses in your students' skills. Be as specific as you can. Do you see any overall trends that you can address with the whole class?

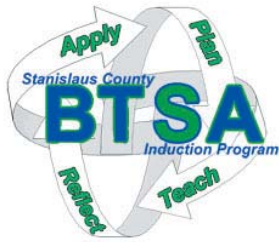
3. What subject matter areas or content standards need greater instructional time and focus? How will you ensure that you target appropriate skills in need of remediation? What strategies might prove most helpful given the composition of your class (EL, Gifted, Spec. Ed., struggling students, and challenge students, etc.)?

4. What will you do to share this information and goals with students and parents to better focus on student learning?

5. Complete the Student Profiles requested on the next page. Be sure to consider each individual's strengths as you collect data.

6. How can you better collect, use, or communicate assessment information?

7. Is there a possible topic for your Individual Induction Plan (IIP) within the Assessing Student Learning standard? Yes No Specific topics might be:



ENTRY SIX: Continuum of Practice (COP)

Participating Teacher's Name: _____

School: _____ District: _____

Support Provider's Name: _____

ENTRY SIX

Continuum of Practice: Assessing Student Learning

Continuum of Practice: Look at the attached Entry Six COP: Assessing Student Learning. Decide which phrases best describe your practice against this standard. Highlight or underline those phrases. Identify a cell that best describes your current practice for each key element. Add notes from your conversation with your Support Provider.

KEY ELEMENT:

- **Establishing and communicating learning goals for all students.**
- **Collecting and using multiple sources of information to assess student learning.**
- **Involving and guiding all students in assessing their own learning.**
- **Using the results of assessment to guide instruction.**
- **Communicating with students, families, and other audiences about student progress.**

Elements	Below Standard	Approaching Standard	Meets Standard	Exceeds Standard
<p>5.1 Establishing and communicating learning goals for all students.</p> <p>Next step:</p>	<ul style="list-style-type: none"> Does not use adopted curriculum materials to establish learning goals for students that reflect the key subject matter concepts, skills, and applications Students are unaware of learning goals Does not use grading system that reflects goals for student learning Does not work with other educators 	<ul style="list-style-type: none"> Inconsistently uses adopted materials to establish learning goals for students that reflect the key subject matter standards, concepts, skills and applications Some students are aware of learning goals May use grading system that may reflect goals for students' learning Minimally works with other educators to establish and revise learning goals and assessment tools 	<ul style="list-style-type: none"> Uses subject matter standards from district, state and other sources to guide establishment of learning goals for all students that reflect the key subject matter standards, concepts, skills and applications Reviews and revises learning goals with every student Ensures that grading system reflect goals for students' learning Works with other educators to establish and revise learning goals and assessment tools that promote student learning 	<ul style="list-style-type: none"> Integrates subject matter standards from multiple disciplines to guide the establishment of learning goals for all students that reflect multiple key subject matter and thinking standards, concepts, skills and applications Reviews, revises, extends and enriches learning goals with all students Augments the grading systems based on rubrics to reflect goals for student learning Develops assessment tools to inform instruction and promote student learning
<p>5.2 Collecting and using multiple sources of information to assess student learning.</p> <p>Next step:</p>	<ul style="list-style-type: none"> Rarely assesses student learning Bases student evaluation on inadequate sources of information 	<ul style="list-style-type: none"> Inconsistently assesses student learning using tools that match instructional goals Bases some student evaluation on multiple sources of information 	<ul style="list-style-type: none"> Assesses student learning using tools that match instructional goals Bases student evaluation on multiple sources of information 	<ul style="list-style-type: none"> Assesses and extends student learning using tools which augment instructional goals Supports all student evaluations with multiple sources of information
<p>5.3 Involving and guiding all students in assessing their own learning.</p> <p>Next step:</p>	<ul style="list-style-type: none"> Neglects to make assessment integral to the learning process Does not help students reflect upon, assess, and communicate with others about their learning Does not help students use assessment to monitor their own learning goals 	<ul style="list-style-type: none"> Inconsistently makes assessment integral to the learning process Minimally helps students reflect upon, assess, and communicate with others about their learning Inconsistently helps students to use assessment to monitor their own learning goals 	<ul style="list-style-type: none"> Makes assessment integral to the learning process Helps students reflect upon, assess and communicate with others about their learning Helps all students to use assessment to monitor their own learning goals 	<ul style="list-style-type: none"> Assessment consistently informs and extends teaching and learning Routinely uses student led conferences to help students reflect upon, assess and communicate with others about their learning Helps all students to use multiple assessment tools to monitor and extend their own learning goals

Elements	Below Standard	Approaching Standard	Meets Standard	Exceeds Standard
<p>5.4 Using the results of assessment to guide instruction.</p> <p>Next step:</p>	<ul style="list-style-type: none"> Does not use informal assessments of student learning to adjust instruction while teaching Does not use assessment data to plan, reteach or adjust to students' individual needs Does not revisit content Does not use assessment data to meet students' individual needs 	<ul style="list-style-type: none"> Minimally uses informal assessments of student learning to adjust instruction while teaching Occasionally uses assessment data to plan effective ways of teaching subject matter standards, concepts, and skills Occasionally uses assessment data to determine when and how to revisit content Occasionally uses assessment data to meet students' individual needs 	<ul style="list-style-type: none"> Uses informal assessments of student learning to adjust instruction while teaching Uses assessment data to plan more effective ways of teaching subject matter standards, concepts and skills Uses assessment information to determine when and how to revisit content Uses assessment data to meet students' individual needs 	<ul style="list-style-type: none"> Routinely uses multiple forms of informal assessment tools to inform and enrich instruction Uses data to differentiate and/or tier instruction of subject matter, concepts and skills Uses assessment information to differentiate student needs regarding the revisiting of content Uses multiple sources of data to meet students' individual learning needs
<p>5.5 Communicating with students, families, and other audiences about student progress.</p> <p>Next step:</p>	<ul style="list-style-type: none"> Does not provide students with feedback Does not communicate learning goals and information about student progress to students, families, and other audiences 	<ul style="list-style-type: none"> Inconsistently provides students with timely feedback Inconsistently communicates learning goals and information about student progress to students, families and other audiences 	<ul style="list-style-type: none"> Provides all students with timely feedback as they engage in learning activities Communicates learning goals and information about student progress to students, families and other audiences 	<ul style="list-style-type: none"> Provides all students with multiple sources of feedback as they engage in learning activities Communicates learning goals and information about student progress to students, families and other audiences in multiple formats