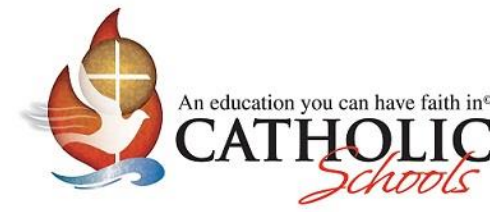





# Questions Guiding Assessment

Aligned with Standard 8 of the *National Standards and Benchmarks for Effective Catholic Elementary and Secondary Schools*



<b>Standard 8</b> <i>The National Standards and Benchmarks for Effective Catholic Elementary and Secondary Schools</i>	Standard 8 – An excellent Catholic school uses school-wide assessment methods and practices to document student learning and program effectiveness, to make student performances transparent, and to inform the continuous review of curriculum and the improvement of instruction practices.					
	8.1 School-wide and student data generated by a variety of tools are used to monitor, review, and evaluate the curriculum and co-curricular programs; to plan for continued and sustained student growth; and to monitor and assess faculty performance.	8.2 School-wide and aggregated student data are normed to appropriate populations and are shared with all stakeholders.	8.3 Faculty use a variety of curriculum-based assessments aligned with learning outcomes and instructional practices to assess student learning, including formative, summative, authentic performance, and student self-assessment.	8.4 Criteria used to evaluate student work and the reporting mechanisms are valid, consistent, transparent, and justly administered.	8.5 Faculty collaborate in professional learning communities to monitor individual and class-wide student learning through methods such as common assessments and rubrics.	
<b>Archdiocese of Milwaukee - Guiding Principles of Quality Assessment Programs</b>	 <b>Mission Driven</b>	<u>Drive</u> Faculty use assessment to drive quality instruction.	<u>Inform</u> Faculty use data to inform all stakeholders.	<u>Align</u> Faculty align assessment with Archdiocesan exit expectations.	<u>Verify</u> Faculty utilize assessment to verify learning.	<u>Promote</u> Faculty utilize data to promote responsive instruction.
	 <b>Systematic</b>	<u>Plan</u> Faculty plan the schedule of assessment to monitor student growth.	<u>Utilize</u> Faculty utilize data to validate instruction.	<u>Review</u> Faculty review schedules and tools for alignment with outcomes and instruction.	<u>Integrate</u> Faculty integrate both formative and summative assessment to provide information about the development and attainment of learning.	<u>Shape</u> Faculty shape staff development to respond to needs targeted by assessment.
	 <b>Efficient</b>	<u>Gather</u> Faculty utilize assessment to gather useful data.	<u>Communicate</u> Faculty use data to communicate in a clear and timely manner.	<u>Respond</u> Faculty respond to data to design targeted instruction.	<u>Balance</u> Faculty design a meaningful balance of instruction and assessment.	<u>Guide</u> Faculty practice good stewardship of time and financial resources to guide choices for selection of assessment tools.
<b>Archdiocese of Milwaukee Faculty Reflection on Current Assessment Practices</b>	<ul style="list-style-type: none"> <li>What assessment tools are we currently using?</li> <li>What do we learn from these assessments?</li> <li>What is the schedule of assessment?</li> <li>What do we already know? Is there an overlap or duplication of effort?</li> <li>How would assessment of faculty performance be conducted using student performance assessment? Would it be an appropriate use of student performance assessments? Would it be a valid measure of faculty performance?</li> </ul>	<ul style="list-style-type: none"> <li>Who are our stakeholders and what do they need to know?</li> <li>How often do we share assessment data?</li> <li>What is the mode/format for sharing assessment data?</li> <li>What do stakeholders do with the information?</li> </ul>	<ul style="list-style-type: none"> <li>How often is each type of assessment used?</li> <li>Does differentiated assessment align with differentiated instruction?</li> <li>Do we know that our curriculum assessments are aligned with both content and exit expectations?</li> </ul>	<ul style="list-style-type: none"> <li>Do faculty have an agreed upon definition of what constitutes proficiency?</li> <li>Is the assessment free from bias?</li> <li>Does the assessment measure learning at all levels of student performance?</li> <li>Is assessment aligned with learning outcomes?</li> <li>Are consistent criteria applied across settings?</li> <li>Are learning expectations clearly understood by students and parents?</li> </ul>	<ul style="list-style-type: none"> <li>How do we know that our professional learning communities are effectively monitoring student progress?</li> <li>How do we know that our professional learning communities are using performance data to inform instruction?</li> <li>Are structures in place to support faculty in understanding how class-wide assessments relate to and complement standardized test data?</li> </ul>	