Assessment Planning Checklist

Earlier this summer ANet released guidance on how we think schools should approach assessment planning for the 20-21 school year. In summary, it begins with important reflection about what data you want to collect and then determining what assessments are best at collecting that data. We also recommended that schools take a tiered approach considering what data is needed for ALL students, SOME students and FEW students.

Given that there are now many different guidelines and principles being published about how to set up your assessment system for instructional recovery in 20-21, we created this checklist to synthesize those recommendations in one place.

The good news is that there is strong alignment between the recommendations and assertions being made. However, some of the language being used varies slightly and may result in confusion. As you plan for 20-21 use this simple checklist to evaluate your assessment strategy informed by recommendations made by the Council of Great City Schools (CGCS), the Council of Chief State School Officers (CCSSO) and ANet. We have noted where these actions apply to ALL students, SOME students and FEW students.
Make a copy for each subject area and evaluate them separately.

	Completed Yes/No?	Next Steps/Owners
Identify survey or inventory for all students on conditions for learning, sources of resilience, and/or overall well-being (ALL students)		
Identify and calendar out "critical screeners". Make sure they don't occur within the first few weeks of schools. (ALL students)		
Identify and calendar out **required** large scale assessments. Consider how this data will be used alongside screener data for specific subgroups, to inform resource allocation and to communicate with families. (ALL students)		
Determine if you will administer a baseline assessment that helps you determine students academic needs (i.e. a short		

diagnostic aligned to key prereqs for grade level). Note an assessment that provides a scaled score or is computer adaptive is not designed for this purpose *(see indicator 2.C.p.1 in CCSSO guidance)* (ALL students)

Identify curriculum embedded assessments or instructional assessments that will support teaching and learning. Align their administration to your adjusted pacing for 20-21. Note - this process will vary depending on whether HQIM is in place and the resources being provided by the publisher. (ALL students)

Make sure you are clear on how to administer assessments in person, hybrid or in virtual scenarios. If there are technical challenges that prevent equitable administration then revisit calendar and guidance. (ALL students)

Create a communication and professional learning plan to ensure that teachers are clear on **how to** and **how not to** use data from specific assessments. They will need support determining how to use data to indicate the scaffolding that is needed. Define use with ALL, SOME and FEW students.
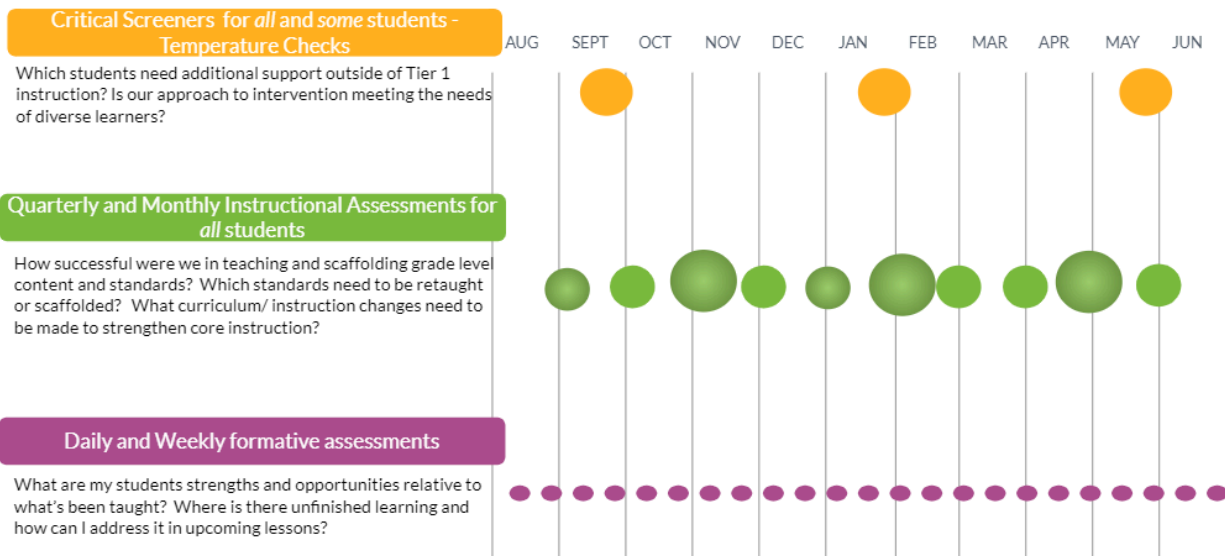
Create guidance for district and school leaders about the **intended use** of each assessment as well as **how this data** will be used to inform families and communities. For example these assessments could be used to determine resource allocation or to communicate about equity with families). Define use with ALL, SOME and FEW students.

Examining the User of Assessments

In order to support leaders in understanding how to create an assessment system that satisfies the criteria outlined in the checklist above, we are also providing the table below that outlines the specific types of assessments, the users of those assessments, and when and how to use them. This may be a helpful resource in addition to the table provided on page 8 of the Center for Assessment's considerations for 2020.

| | AUG | SEPT | OCT | NOV | DEC | JAN | FEB | MAR | APR | MAY | JUN |

Critical Screeners for *all* and *some* students - Temperature Checks
Which students need additional support outside of Tier 1 instruction? Is our approach to intervention meeting the needs of diverse learners?

Quarterly and Monthly Instructional Assessments for *all* students
How successful were we in teaching and scaffolding grade level content and standards? Which standards need to be retaught or scaffolded? What curriculum/ instruction changes need to be made to strengthen core instruction?

Daily and Weekly formative assessments
What are my students strengths and opportunities relative to what's been taught? Where is there unfinished learning and how can I address it in upcoming lessons?

	User	When to Use	How to Use
Baseline assessments: A survey or inventory on conditions for learning, sources of resilience, and/or overall well-being A short diagnostic that determines the instructional needs of the grade band and content area *Administered to ALL*	System and school leaders Teachers	District or school leadership data reviews Teacher data meeting	To identify SEL needs and presence of conditions that enable students to learn To forecast types of scaffolds that will be needed for students to be successful with grade level content and potential adjustments to unit plan or year long scope and sequence.

students a few weeks in to school			
Large scale system wide assessments (If required) Benchmarks or Growth Assessments *Administered to ALL students*	District leaders Parent	District leadership huddles/ meetings	Determine resource allocation, training needs, and student supports in areas where major gaps or concerns are identified. Used to identify trends in student performance as well as to understand student growth over time. This data may be published to transparently share equity access and concerns across a system with families and the public.
Critical screeners As specified for ELLs based on setting and in compliance with district special education policies *Administered to ALL students* *May require additional progress monitoring on an ongoing basis for SOME student*s	School leaders, teachers, counselors and support staff	Used as part of district MTSS and/or RTI process to identify children for special education and for English Language Learner status.	To answer the following questions: ● Which students need additional support outside of Tier 1 instruction? ● Is our approach to intervention meeting the needs of diverse learners?
Instructional formatives Embedded within the curriculum or external	Students and teachers	Used in monthly department meetings to identify and respond to needs of SOME students	To provide students with feedback on their strengths and opportunities To answer the following

and aligned to curriculum (exit tickets, discussion prompts, tasks, quizzes, unit tests) **_Administered to ALL students_**		Used in weekly grade level PLCs to identify and respond to needs of FEW students _May be used alongside other sources of data such as attendance, engagement/participation, family and SEL surveys, etc._	questions: - How successful were we in teaching and scaffolding grade level content and standards? - Which standards need to be retaught or scaffolded? - What curriculum/ instruction changes need to be made to strengthen core instruction?