*Choosing the Right*

*Assessments for Student Growth Setting*

Having the right assessment is key in identifying what skills and concepts students need to develop across the school year. Therefore, the assessment for goal setting is not a unit assessment. This pre-assessment is used to determine the needs of students in a teacher’s classroom and provide baseline data for goal setting for student growth.

**What kinds of assessments work for student growth goal setting?**

As Kentucky field tests and pilots the student growth measure, there are many assessment choices when goal setting for student growth (see list below). Assessments may be computer generated, teacher generated, developed as a district or teacher team, or generated by regional or national organizations. All should be aligned with content standards. Products, portfolios, projects, or performances should also have descriptive rubrics for scoring student work.

 Interim assessments Common assessments

 District assessments Teacher generated assessments

 Projects Performances

 Student portfolios LDC/MDC classroom assessments

 Products

**Assessments for student growth goal setting should . . .**

* Have high expectations for progress toward college and career readiness
* Provide data toward mastery of overarching skills/concepts based on standards
* Provide data between two points in time (pre-/post-assessment)
* Provide baseline data in the pre-assessment
* Be comparable across classrooms within or across districts to ensure validity

**What does comparable across classrooms/districts really mean?**

* Assessments used in non-tested grades and subjects are just as rigorous as those in tested grades and subjects (Example: The social studies assessment is as rigorous and challenging in meeting standards as the state assessments for math or reading.)
* Assessments used are collaboratively developed by teachers in the school, district, or region (Example: Art teachers across the region collaborate to develop an art performance assessment and rubric based on standards.)
* Assessments are scored with state or nationally designed rubrics (Example: A school uses a LDC rubric or the state writing rubric for scoring student writing assessments.)
* Assessments used are computer based assessments aligned with standards (Example: MAP, ThinkLink, DIBELS, Literacy First, and many others)