

Planning Your Approach to Diagnosing Student Learning

September 2020

Tools for Diagnosing Unfinished Learning (Slide 10)

 <p>All assessment tools should help teachers support every student to move to grade-level content as quickly as possible.</p>	 <p>Assessments should be connected to high-quality curricula, tailored to the unique considerations of each content area.</p>	 <p>Large-scale assessments are less able to provide teachers with the instructional information they need to support students.</p>	
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Effective Diagnostics Connected to Curricula Reflection Questions (Slide 12)

What is the relevance of using these types of assessments this year?
Do they still serve the same purpose or a new purpose?

When should we consider using them? What do they not provide that is crucial to know right now?




The Role of Assessments (Slide 14)

Should	Should NOT
Look ahead to provide just-in-time information to help teachers identify how to help each student access grade level learning.	Look behind at the complete set of lost learning, with the intention of remediating all prior content before allowing the student to begin learning at the current grade level.
Take an approach specific to each content area and grade band and provide information that is instructionally relevant.	For instructional purposes, assess every standard from the previous grade to provide an overarching assessment score or report.
Embed within the local curriculum, to the maximum extent possible, to assess specific skill, language, and knowledge that should have been learned from the unit and to understand students' assets to support the upcoming learning.	Be disconnected from the specific grade-level curriculum, and lead a teacher to break the coherence of what they are teaching in order to remediate unnecessarily.
Provide teachers with an understanding of what students know so teachers will understand the assets students will bring to the upcoming unit.	Use assessments to generate a list of the concepts and skill students do not yet know, which leads to a remediation mindset.
Use assessment to identify and build on students' assets.	Use assessments to simply map students' deficits.
	Act as a gatekeeper to grade-level instruction.

Principles for Diagnosing Unfinished Learning (Slide 15-16, 19)



Use diagnostics from high-quality adopted materials as often as possible.

 Plan to diagnose <u>only</u> your prioritized knowledge and skills.	
 Plan to spend no more than a few hours administering diagnostics to an individual student.	
 Think through diagnosis data that you can collect on an ongoing basis.	

Reflection Questions (Slide 17)

<p>How will assessment tools be used similarly to previous years? How will they be used differently?</p>
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<p>How would you discuss the similarities and differences of how you are using diagnostic assessments with teachers? With families?</p>
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How to Diagnose and Address Unfinished Learning (Slide 20-24)

<p>Identify Just-in-Time Assessments</p>	
<p>Set up and Communicate Assessment Process</p>	

Administer Assessments and Analyze Results	
Model How to Address Unfinished Learning	

Breakout Groups: Evaluating Your Current Tools and Approach (Slide 27)

What does this look like in your district now?
What are the specific leader levers you need to pull in your district to engage in this work?

Breakout Groups: District-Level Planning (Slide 34)

With your network, synthesize your learnings from the past three sessions focused on academics.

Guiding Questions

- How does prioritizing content, adapting your scope and sequence and diagnosing unfinished learning maximize student learning? How does it help ensure accelerated instruction?
- How is this approach similar or different from previous years?

Share your thinking about the process you went through today and begin planning for next steps.

Guiding Questions

- How will the key headlines and knowledge from today's session be messaged & shared with key stakeholders?

- How will you discuss the similarities, differences, and approach to acceleration with teachers? With families?
- What are the specific leader levers you need to pull in your district to engage in this work? What resources or support might be needed?

Individual Reflection (Slide 36)

What is your current touchpoint to assessments in your district?
What messages do you want convey to those who are making decisions about what assessments are used?

Feedback Survey (Slide 39)

Please provide you feedback through the [Session 5 Survey](#).