

**NEW ENGLAND ASSOCIATION OF  
SCHOOLS AND COLLEGES, INC.**



***SELF-STUDY GUIDE***

**4**

***ASSESSMENT OF AND FOR  
STUDENT LEARNING***

**FOR 2017 SCHOOLS  
COMMITTEE ON TECHNICAL & CAREER INSTITUTIONS**



## Assessment of and for Student Learning

*Assessment informs students and stakeholders of progress and growth toward meeting the school/center's learning expectations. Assessment results are shared and discussed on a regular basis to improve student learning. Assessment results inform teachers about student achievement in order to adjust curriculum and instruction.*

1. The professional staff continuously assesses whole-school/center and individual student progress in achieving the school/center's learning expectations.
2. The school/center's professional staff communicate:
  - individual student progress in achieving the school/center's learning expectations to students and their families.
  - the school/center's progress in achieving the school/center's learning expectations to the school/center community and stakeholders.
3. Teachers communicate to students the learning expectations and the unit-specific learning goals to be assessed.
4. Teachers, individually and collectively, employ a range of assessment strategies, including formative and summative assessments.
5. Teachers provide specific and timely feedback to ensure students revise and improve their work.
6. Teachers regularly use formative assessment to inform and adapt their instruction for the purpose of improving student learning.
7. Teachers and administrators, individually and collaboratively, examine a range of evidence of student learning for the purpose of improving instructional practice.
8. A systematic program review is conducted periodically to guarantee effective program design.

## Directions for the Committee on Assessment of and for Student Learning

This Standard Committee is charged with the responsibility of developing a document that demonstrates the extent to which the school/center is adhering to the Standard for Accreditation on Assessment of and for Student Learning. Committee members should remember that the process of determining adherence to the Standard is a reflective one. As evidence is gathered and discussed, the Committee's conclusions may change and evolve, be altered and refined. Once the evidence has been fully discussed and conclusions have been finalized, the Committee will begin the writing of the Narrative. The final step in the process is for the Committee to write an Executive Summary and to assess the extent to which the school/center is adhering to the Standard using the Rating Guide. This rating, and the Committee's list of strengths and needs for the Standard, will become part of the Executive Summary.

### I. Gaining an Understanding of the Standard and Preparing to Begin

- A. Make a copy of this Self-Study Guide for each member of the Standard Committee from the website: <http://ctci.neasc.org>.
- B. Read and discuss the Standard for Accreditation on Assessment of and for Student Learning so that all members of the Standard Committee develop a common understanding of the effective practices in the Standard. The Standard is comprised of both the narrative portion and the numbered indicators. The concepts in the narrative portion are manifested through the indicators. As part of your discussion, use the guiding questions from the document, *Explanation of the Standards for Accreditation* which can be found on our website under the "getting started" tab. Also, establish common definitions for terms in the standards so that discussions among school staff are based on a shared understanding of the terminology.

### II. Collecting Data Related to the Standard on Assessment of and for Student Learning

#### A. Data Already Gathered:

1. State Report
2. The results of opinion surveys administered to parents, students, and teachers with regard to this Standard.

#### B. Data to be Gathered by Committee:

Gather the following information as evidence you will need for each indicator in the Standard. You will be organizing this evidence to make it available in the workroom at the school/center for your use and use by the visiting committee.

#### Indicator 1

*The professional staff continuously assesses whole-school and individual student progress in achieving the school/center's learning expectations.*

- ✓ Evidence of the school/center's use of formative and summative assessment to measure *individual student and whole school* progress in achieving the school's learning expectations (4.1)

#### Indicator 2

*The school/center's professional staff communicates:*

- *individual student progress in achieving the school/center's learning expectations to students and their families*
  - *the school/center's progress in achieving the school/center's learning expectations to the school/center's community and stakeholders.*
- ✓ Sample reports provided to an individual student and family identifying progress made in achieving the learning expectations based upon the outcomes of formative and summative assessments (4.2)

- ✓ Sample report(s) provided to the community identifying the school/center's progress in achieving the school/center's learning expectations (4.2)

### **Indicator 3**

*Teachers communicate to students the learning expectations and the unit-specific learning goals to be assessed*

- ✓ Provide representative examples which demonstrates that teachers communicate learning expectations and unit specific learning goals when introducing units of study (4.3)

### **Indicator 4**

*Teachers, individually and collectively, employ a range of assessment strategies, including formative and summative assessments.*

- ✓ Provide representative examples from a variety of courses of both formative and summative assessments used by teachers (4.4)
- ✓ Demonstrate that teachers provide corresponding expectations of learning outcomes (for example: analytic rubrics) to students in advance of using formative and summative assessments (4.4)

### **Indicator 5**

*Teachers provide specific and timely feedback to ensure students revise and improve their work.*

- ✓ Provide examples of the types of *specific, timely, and corrective feedback* teachers use which provide students with opportunities to revise/improve their work (4.5)
- ✓ Evidence of improved student work resulting from teacher feedback (4.5)

### **Indicator 6**

*Teachers regularly use formative assessment to inform and adapt their instruction for the purpose of improving student learning.*

- ✓ Provide examples from a variety of courses of formative assessments used by teachers (4.6)
- ✓ Evidence of the *frequency* with which formative assessments are employed by teachers in each department/curriculum area (4.6)
- ✓ Provide examples of teachers' *regular* use of formative assessments and how the formative assessment has been used to inform and adapt their instructional practices (4.6)

### **Indicator 7**

*Teachers and administrators, individually and collaboratively, examine a range of evidence of student learning for the purpose of improving instructional practice.*

- ✓ Provide examples of the time and types of regularly scheduled activities during which teachers *formally collaborate* on the creation, analysis, and revisions of formative, summative, and common assessments (4.7)
- ✓ Provide examples of how *teachers and administrators, individually and collaboratively, examine student work, common assessments, individual and school-wide achievement results of learning expectations, standardized assessments, data from sending or receiving schools and post-secondary institutions, as well as survey data from current students or alumni for the purpose of revising curriculum and improving instructional practice* (4.7)
- ✓ Provide examples of *changes* in curriculum based on *the examination of student work, common course and common grade-level assessments, individual student and school progress in achieving the learning expectations, standardized assessments, data from sending and receiving schools, and post-secondary institutions, and survey data from current students and alumni* (4.7)
- ✓ Provide examples of *changes* in instructional practices based on *the examination of student work, common course and common grade-level assessments, individual student and school progress in achieving the learning expectations, standardized assessments, data from sending and receiving schools, and post-secondary institutions, and survey data from current students and alumni* (4.7)

### **Indicator 8**

*A systematic program review is conducted periodically to guarantee effective program design.*

- ✓ Evidence of reflective practice utilized by teachers and administrators resulting from insights provided by students, colleagues, parents, advisory committees, and other stakeholders (4.8)
- ✓ Provide examples of the time and types of scheduled meetings conducted to guarantee effective program design (4.8)
- ✓ Provide examples of how stakeholders, individually and collaboratively, conducted the program review to guarantee effective program design (4.8)
- ✓ Provide examples of *changes in program design resulting from the program review process* (4.8)

## **III. Analyzing the Evidence, Drawing Conclusions, and Providing Supporting Details**

Once you have gathered the data requested, use the directions that follow to guide your analysis and discussion on the gathered evidence and information as it relates to the various indicators in the Standard on Assessment of and for Student Learning. **Only after these steps have been completed should the Committee begin the process of writing the Narrative.** The narrative writing will be entered into the appropriate sections of the school/center's self-study web portal. Supporting documentation can also be linked to the narrative through the portal.

### **Indicator 1**

*The professional staff continuously assesses whole-school and individual student progress in achieving the school/center's learning expectations.*

#### **Analysis:**

Using the examples in Section II and survey results to form your discussion, what does the evidence show about how the professional staff continuously assesses whole-school and individual student progress in achieving the school/center's learning expectations?

Based on the analysis of your information, state the **extent or degree (see continuum of terms)** to which the professional staff continuously assesses whole-school and individual student progress in achieving the school/center's learning expectations.

#### **Writing a Conclusion Sentence(s):**

Write one or two sentences which identifies the extent or degree to which the professional staff continuously assesses whole-school and individual student progress in achieving the school/center's learning expectations.

Example:

The school has begun to implement school-wide rubrics on individual assignments in a very limited way; however, as yet, there is no formal process based on school-wide analytic rubrics to assess individual student progress as well as whole-school achievement of the school's learning expectations.

#### **Writing the narrative for the Indicator(s):**

Take your conclusion sentence that includes the **extent** to which the school is meeting the indicator or each component of the indicator; place it at the beginning of your paragraph and underline it.

Now, following the underlined conclusion sentence and based on your discussion and analysis, write sentences to complete your paragraph that justify or support your underlined conclusion. Your evidence in these sentences comes from your examples in Section II and your discussions regarding those examples that have just occurred in Section III. This information forms the details that justify or support your underlined conclusion.

This writing will form one part of your Narrative Essay. It should be double-spaced and it should be written in the third person. We recommend that fonts be consistent across the Indicators and prefer Times New Roman/12.

## **Indicator 2**

*The school/center's professional staff communicates:*

- *individual student progress in achieving the school/center's learning expectations to students and their families*
- *the school/center's progress in achieving the school/center's learning expectations to the school/center's community and stakeholders.*

### **Analysis:**

- a. Using the examples in Section II and survey results to form your discussion, what does the evidence show about how individual achievement reports are issued to students and families?

Based on the analysis of your information, state the **extent or degree (see continuum of terms)** to which individual achievement reports are issued to students and families.

- b. Using the examples in Section II and survey results to form your discussion, what does the evidence show about how whole-school/center achievement is reported to the school/center community?

Based on the analysis of your information, state the **extent or degree (see continuum of terms)** to which whole-school/center achievement is reported to the school/center community.

### **Writing a Conclusion Sentence(s):**

Write one or two sentences which identifies the extent or degree to which individual achievement reports are issued to students and families and whole-school/center achievement is reported to the school community.

Example:

The school/center has entered standards into the (name) program to track student progress in achieving the school/center's learning expectations. The school/center reports individual achievement to students and families two times monthly and whole-school/center achievement to the school/center community in quarterly report formats via (mode of delivery).

### **Writing the narrative for the Indicator(s):**

Follow the directions as detailed under this heading in Indicator 1.

## **Indicator 3**

*Teachers communicate to students the learning expectations and the unit specific learning goals to be assessed*

### **Analysis:**

Using the examples in Section II and survey results to form your discussion, what does the evidence show about how teachers communicate to students the unit-specific learning goals to be assessed.

Based on the analysis of your information, state the **extent or degree (see continuum of terms)** to which the teachers communicate to students the unit-specific learning goals to be assessed.

### **Writing a Conclusion Sentence(s):**

Write one or two sentences which identify the extent or degree to which teachers communicate to students the unit-specific learning goals to be assessed.

See examples for Indicator 1 and 2.

### **Writing the narrative for the Indicator(s):**

Follow the directions as detailed under this heading in Indicator 1.

#### **Indicator 4**

*Teachers, individually and collectively, employ a range of assessment strategies, including formative and summative assessments.*

#### **Analysis:**

Using the examples in Section II and survey results to form your discussion, what does the evidence show about how teachers *individually and collectively, employ a range of assessment strategies, including formative and summative assessments?*

Based on the analysis of your information, state the **extent or degree (see continuum of terms)** to which teachers *individually and collectively, employ a range of assessment strategies, including formative and summative assessments.*

#### **Writing a Conclusion Sentence(s):**

Write one or two sentences which identify the extent or degree to which teachers *individually and collectively, employ a range of assessment strategies, including formative and summative assessments.*

See example for Indicator 1 and 2.

#### **Writing the narrative for the Indicator(s):**

Follow the directions as detailed under this heading in Indicator 1.

#### **Indicator 5**

*Teachers provide specific and timely feedback to ensure students revise and improve their work.*

#### **Analysis:**

Using the examples in Section II and survey results to form your discussion, what does the evidence show about how teachers provide specific and timely feedback to ensure students revise and improve their work?

Based on the analysis of your information, state the **extent or degrees (see continuum of terms) to which teachers provide** *specific and timely feedback to ensure students revise and improve their work.*

#### **Writing a Conclusion Sentence(s):**

Write one or two sentences which identify the extent or degree to which teachers provide *specific and timely feedback to ensure students revise and improve their work.*

See example for Indicator 1 and 2.

#### **Writing the narrative for the Indicator(s):**

Follow the directions as detailed under this heading in Indicator 1.

#### **Indicator 6**

*Teachers regularly use formative assessment to inform and adapt their instruction for the purpose of improving student learning.*

#### **Analysis:**

Using the examples in Section II and survey results to form your discussion, what does the evidence show about how teachers regularly use formative assessment to inform and adapt their instruction for the purpose of improving student learning?

Based on the analysis of your information, state the **extent or degree (see continuum of terms)** to which teachers regularly use formative assessment to inform and adapt their instruction for the purpose of improving student learning.

**Writing a Conclusion Sentence(s):**

Write one or two sentences which identify the extent or degree to which teachers regularly use *formative assessment to inform and adapt their instruction for the purpose of improving student learning.*

See example for Indicator 1 and 2.

**Writing the narrative for the Indicator(s):**

Follow the directions as detailed under this heading in Indicator 1.

**Indicator 7**

*Teachers and administrators, individually and collaboratively, examine a range of evidence of student learning for the purpose of improving instructional practice.*

**Analysis:**

Using the examples in Section II and survey results to form your discussion, what does the evidence show about *how teachers and administrators, individually and collaboratively, examine a range of evidence of student learning for the purpose of improving instructional practice?*

Based on the analysis of your information, state the **extent or degree (see continuum of terms)** to which *teachers and administrators, individually and collaboratively, examine a range of evidence of student learning for the purpose of improving instructional practice.*

**Writing a Conclusion Sentence(s):**

Write one or two sentences which identifies the extent or degree to which *teachers and administrators, individually and collaboratively, examine a range of evidence of student learning for the purpose of improving instructional practice?*

See example for Indicator 1 and 2.

**Writing the narrative for the Indicator(s):**

Follow the directions as detailed under this heading in Indicator 1.

**Indicator 8**

*A systematic program review is conducted periodically to guarantee effective program design.*

**Analysis:**

Using the examples in Section II and survey results to form your discussion, what does the evidence show about *how a systematic program review is conducted periodically to guarantee effective program design?*

Based on the analysis of your information, state the **extent or degree (see continuum of terms)** to which *a systematic program review is conducted periodically to guarantee effective program design.*

**Writing a Conclusion Sentence(s):**

Write one or two sentences which identify the extent or degree to which *a systematic program review is conducted periodically to guarantee effective program design?*

See example for Indicator 1 and 2.

**Writing the narrative for the Indicator(s):**

Follow the directions as detailed under this heading in Indicator 1.

#### IV. Writing the Standard Narrative

When you have finished the writing for all of your individual indicators in a Standard they should be combined into one longer narrative for the entire Standard. This process will occur through the portal when the school enters the “print self-study report” command.

#### V. Writing the Executive Summary/Standard Rating/Strengths/Needs

- a. Write a one-page summary of the evidence in the Standard’s narrative essay which will be used to support the Committee’s judgment of the school/center’s level of adherence to the Standard on Assessment of and for Student Learning. The basis for this summary can be derived from the conclusion sentences at the beginning of each indicator; some additional information may be added to clarify these conclusions.
- b. Use the rating guide provided to determine the center/school’s level of adherence to the Standard on Assessment of and for Student Learning, based on the conclusions and supportive evidence in the Narrative Essay and write a sentence that follows the summary.

Example:

Based on the CTCI Rating Guide for the Standard on Assessment of and for Student Learning, Sample High School/Career Center judges its adherence to the Standard as Acceptable.

- c. Identify and list the center/school’s strengths in adhering to the *specific indicators* in the Standard on Assessment of and for Student Learning.
- d. Identify and list the center/school’s needs in adhering to the *specific indicators* in the Standard on Assessment of and for Student Learning.
- e. Attach a list of the names, positions, and signatures of the Committee members responsible for the preparation of this Narrative Essay and Executive Summary. Signatures of Committee members attest to the thoroughness of the Committee’s work and to the veracity of the Narrative Essay and Executive Summary.

Please consult the Self-Study Seminar Handbook, page 43, for a sample Executive Summary.

# Sample Cover Sheet for Student Work

|                |
|----------------|
| <b>Teacher</b> |
|----------------|

|                     |
|---------------------|
| <b>Course/Level</b> |
|---------------------|

|                   |
|-------------------|
| <b>Grade/Team</b> |
|-------------------|

|   |
|---|
| <b>Type of Assignment</b>                       |
| <input type="checkbox"/> Homework               |
| <input type="checkbox"/> Group work             |
| <input type="checkbox"/> Paper                  |
| <input type="checkbox"/> Quiz/Test              |
| <input type="checkbox"/> Reflection             |
| <input type="checkbox"/> Portfolio              |
| <input type="checkbox"/> Project                |
| <input type="checkbox"/> Exhibition             |
| <input type="checkbox"/> Other (please specify) |

|                                  |
|----------------------------------|
| <b>Explanation of Assignment</b> |
|----------------------------------|

**Date of Assignment:**

|  |
|--|
| <p><b>List the learner outcomes* or school-wide expectations and/or any relevant course expectations</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/></li><li><input type="checkbox"/></li><li><input type="checkbox"/></li><li><input type="checkbox"/></li></ul> |
|--|

\* A clear statement of what a student is expected to know and be able to do as a result of curriculum and instruction

**Sample Continuum of Terms for Writing Conclusion Statements**

ALWAYS

all

across the school

pervasive

often

the vast majority

most

by design

collectively

extensively

frequently

in some areas

consciously

deliberately

formally

informally

not by design

occasionally

sometimes

scattered

sporadically

infrequently

rarely

NEVER

# RATING GUIDE

## ASSESSMENT OF AND FOR STUDENT LEARNING

A rating of **NOT YET MEETING THE STANDARD** is appropriate if any of the following exist:

- The school does not have a formal process, based on school-wide assessments, to assess whole-school and individual student progress in achieving the school's learning expectations
- Teachers do not regularly provide specific, timely, and corrective feedback to ensure students revise and improve their work
- Teachers do not regularly use formative assessments, including school-wide assessments

A rating of **LIMITED** is appropriate if the school has a formal process, based on school-wide assessments, to assess whole-school and individual student progress in achieving the school's learning expectations; teachers regularly provide specific, timely, and corrective feedback to ensure students revise and improve their work; and teachers regularly use formative assessments, including school-wide assessments, but does not yet regularly:

- Communicate to students the school's applicable learning expectations and related unit-specific learning goals to be assessed prior to each unit of study
- Provide students with the corresponding expectations prior to summative assessments
- Use formative assessments to inform and adapt their instruction for the purpose of improving student learning
- Review and revise grading and reporting practices to ensure alignment with the school's core values and beliefs about learning

A rating of **ACCEPTABLE** is appropriate if the school has a formal process, based on school-wide assessments, to assess whole-school and individual student progress in achieving the school's learning expectations, and teachers regularly provide: specific, timely, and corrective feedback to ensure students revise and improve their work, formative assessments, including school-wide assessments, formative assessments to inform and adapt their instruction for the purpose of improving student learning, communication to students, prior to each unit of study, the school's applicable learning expectations and related unit-specific learning goals to be assessed, corresponding expectations to students prior to summative assessments, and:

- Grading and reporting practices are regularly reviewed and revised to ensure alignment with the school's core values and beliefs about learning
- Professional staff collects, disaggregates, and analyzes data to identify and respond to inequities in student achievement
- Teachers and administrators, individually and collaboratively, examine a range of evidence of student learning for the purpose of revising curriculum and improving instructional practice, including most of the following:
  - student work
  - common course and common grade-level assessments
  - individual and school-wide progress in achieving the school's learning expectations
  - standardized assessments
  - data from sending schools, receiving schools, and post-secondary institutions
  - survey data from current students and alumni
- The school's professional staff communicates:
  - individual student progress in achieving the school's learning expectations to students and their families
  - the school's progress in achieving the school's learning expectations to the school community

A rating of **EXEMPLARY** is appropriate if all the descriptors in the ACCEPTABLE rating are met and:

- Teachers collaborate regularly in formal ways on the creation, analysis, and revision of formative and summative assessments, including common assessments
- In each unit of study, teachers employ a range of assessment strategies, including formative and summative assessments