

VINELAND SCHOOL DISTRICT

Protocol for Collecting, Analyzing, and Reporting Student Achievement Data

Summative Assessment
Interim Comprehensive Assessment (ICA)
Interim Assessment Block (IAB)

Content Area: English Language Arts and Literacy Grade Level: _____ Date of Assessment: _____

Assessment Title: _____

What do we want students to learn?

How will we know when they have learned it?

What will we do when they haven't learned it?

What will we do when they have learned it?

Data Analysis

	Previous Assessment	Current Assessment	Change
Average Scale Score			

Overall Proficiency	Previous Assessment				Current Assessment				Change			
	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
#												
%												

Key Area / Claim Proficiency	Previous Assessment			Current Assessment			Change		
	Below Standard	Near Standard	Above Standard	Below Standard	Near Standard	Above Standard	Below Standard	Near Standard	Above Standard
Reading									
#									
%									
Writing									
#									
%									
Listening / Speaking									
#									
%									
Research									
#									
%									

Item #	Claim	Target	Standard	Item Difficulty	Full Credit

Areas of Higher Proficiency		
Standard(s)	Claim(s)	Target(s)

Areas of Lower Proficiency		
Standard(s)	Claim(s)	Target(s)

<u>Patterns/Trends</u> <i>Pattern</i> - a combination of qualities, acts, tendencies, etc., forming a consistent or characteristic arrangement <i>Trend</i> - the general course or prevailing tendency	<u>Anomalies/Outliers</u> <i>Anomaly</i> - incongruity or inconsistency <i>Outlier</i> - an observation that is well outside of the expected range of values, and which is often discarded from the data set

Outcome Analysis

Factors Contributing to Students Meeting the Academic Performance Targets

Factors Contributing to Students Not Meeting the Academic Performance Targets

For those students not meeting the academic performance standards, what strategies, techniques, and/or tasks will be implemented to support those students, as well as maintaining the proficiency level for those students who did meet the academic performance targets? How and when will these be implemented?

Practice Analysis

For those students who did not meet the previous academic performance targets, what interventions (whole class, cohort, or individual) were implemented to support them? Provide a brief summary of the effectiveness of those interventions.

For those students whose performance increased (or at least were maintained) from the previous assessment, what strategies, actions, and/or services were implemented and/or provided? Provide a brief summary of the effectiveness of those interventions.

What else do students need next to deepen their level of thinking and the quality of their learning?

What do we, as teachers and administrators, need next to deepen our thinking and the quality of our instruction and support?

In what areas do we need to conduct a deeper discussion? What questions need further exploration?