



The purpose of this document is to clarify the two criteria that assessments used to define student growth must exhibit: rigor and comparability.

Definitions:

Rigor—means congruency to the standards. In other words, the sources of evidence for goal-setting are defensible in terms of their suitability to allow students to meet or exceed the true intent of the standard being assessed.

Comparability – means that data generated from similar classrooms (i.e., those addressing the same standards) would be interpreted in a comparable way (i.e., use of common success criteria/rubric/performance expectations/performance levels) with respect to the intent of the standard. For teacher-generated measures, one way to meet comparability would be for teachers to work collaboratively in teams to determine the enduring skills, concepts and processes to be measured, then develop appropriate assessment items for demonstrating mastery that are approved by the district. Assessments are comparable in terms of the criteria used to determine progress toward attainment of the standard.

Assessment – is a process of gathering and using information from multiple sources in order to develop a deep understanding of what students know, understand and can do with their knowledge as a result of their learning.

Data from multiple sources are considered to determine a baseline score for goal-setting and to measure student growth throughout the course. This may be in the form of a rubric or a compilation of data resulting in a single score. The method used for measuring student learning must be fair and objective; the clearer the scoring criteria, the more reliable the scores will be.

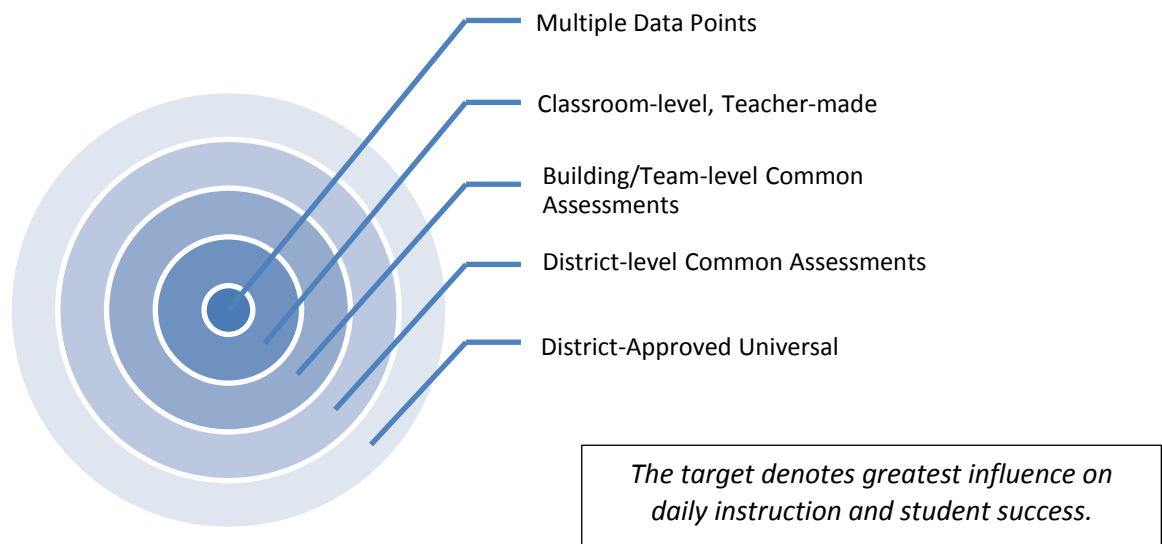
Districts determine processes for ensuring that sources of evidence used for goal-setting meet the following criteria.

Do the means for determining student growth

- *align with standards identified in the student growth goal?*
- *meet the expected rigor of the standards?*
- *elicit evidence of the degree to which a student can independently demonstrate the targeted enduring skill or concept?*
- *accurately measure the growth of individual students?*
- *measure what it says it measures and provide consistent results?*
- *allow high- and low-achieving students to adequately demonstrate their knowledge?*
- *provide access and opportunity for all students, including students with disabilities, ELLs, and gifted/talented students?*
- *provide sufficient data to inform future instruction?*

While a single source of evidence may not meet the above criteria, a collection of evidence should. In order to goal-set with fidelity, teachers must have a deep understanding of their content area standards and the enduring skills, concepts and processes students should master by the end of the course. Additionally, teachers should know what it looks like for students to demonstrate mastery of these skills, concepts and processes. During the first weeks of school, teachers learn about their students' abilities and needs regarding the standards they are responsible to teach over the course. Using a variety of data, teachers determine where students are in relationship to where they should be by the end of the course. Using data, teachers pinpoint areas of need in the skills, concepts and/or processes in order to focus the student growth goal.

The graphic below provides one way to view data sources available to teachers. The target denotes the greatest influence on daily instruction and student success. Teachers' use of multiple data points to understand what students know and are able to do provides the most opportunity for the teacher to consistently make decisions based on authentic assessments. The more closely the student growth goal is aligned with the daily instructional and assessment practices the more likely the growth goal will be attained.



Multiple Data

- Use of data from combinations of assessment types
- Districts develop common guidelines for combining multiple, valid assessments into a single performance rating for student growth goal-setting.

Classroom-Level Assessments and Rubrics

- Teacher-generated assessments/rubrics developed, or selected, at the classroom-level
- Process for developing and jurying is designed at district level
- Juried at building-level

Building/Team-Level Common Assessments and Rubrics

- Assessments/rubrics developed at building-level
- Process for developing and jurying is designed at district level

District Common Assessments and Rubrics

- Common assessments/rubrics designed at district level

District Approved Universal

- Assessments/rubrics used more broadly (state or national levels, i.e., Literacy Design Collaborative rubrics)

Resources:

- Innovation Configuration Map
- Illinois State Board of Education Guide Book on Student Learning Objectives for Type III Assessments (February 2013)
- Performance Counts: Assessment Systems That Support High-Quality Learning (Linda Darling-Hammond)