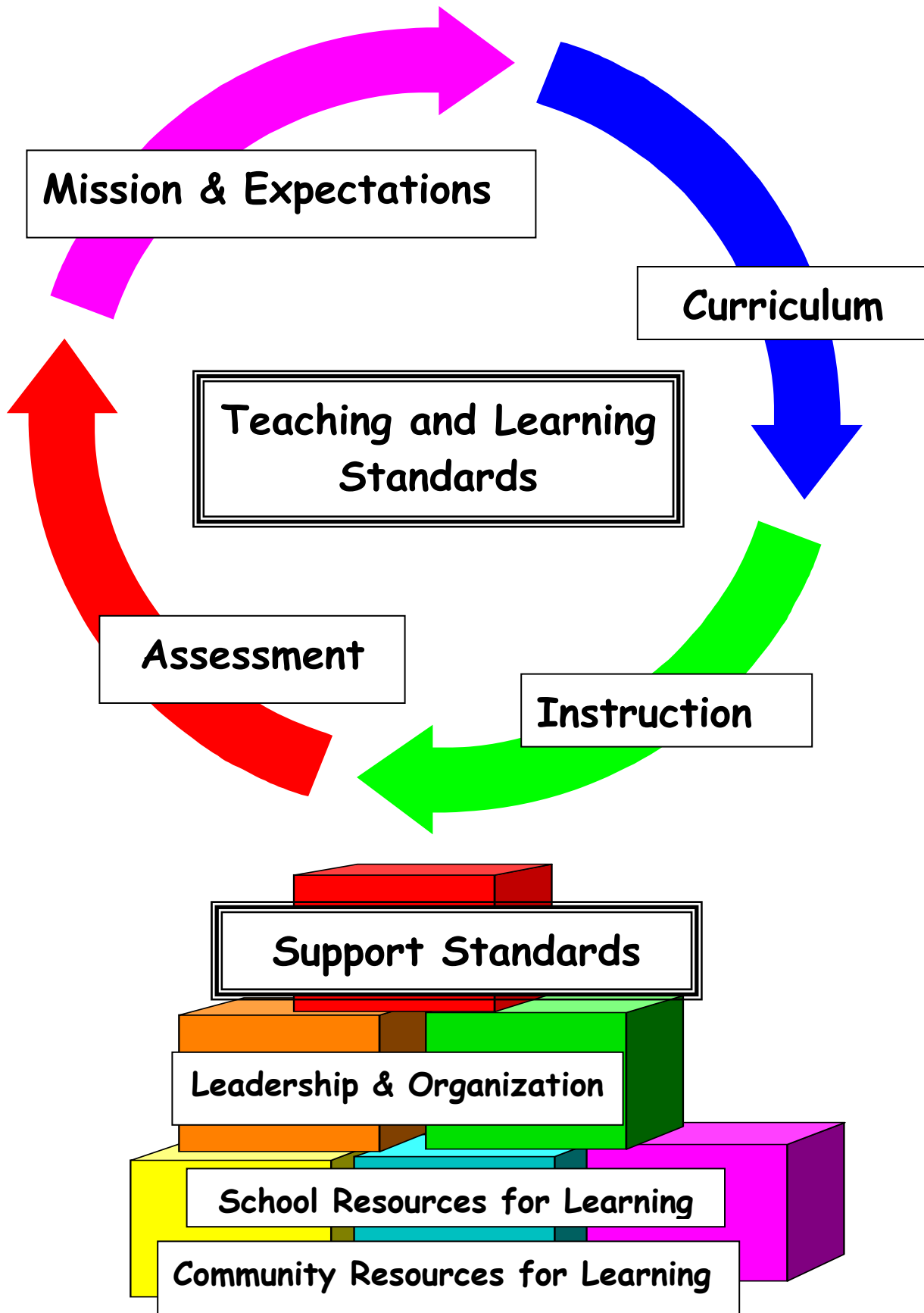


Introduction

Using the indicators and guiding prompts, this Standard Committee is charged with the responsibility of developing a document that demonstrates the extent to which the school is adhering to the Standard for Accreditation on Assessment of Student Learning. Committee members should keep in mind that the process of determining adherence to the Standard is a dynamic one. As evidence is gathered and discussed, the Committee's conclusions may change and evolve, be altered and refined.

Before You Begin

1. Make a copy of this Self-Study Guide for each member of the Standard Committee from the website: <http://cpss.neasc.org>.
2. Review the contents of the document, *Explanation of the Standards for Accreditation*, located at <http://cpss.neasc.org> under the "Getting Started" tab, which was developed to clearly explain and illustrate the meaning of the Standard. The website includes guiding questions and statements for each indicator (available through the links indicated by the question marks) as well as a glossary which defines key terms and concepts referred to in the Standard.



TEACHING AND LEARNING STANDARD

4

ASSESSMENT OF STUDENT LEARNING

Assessment is an integral part of the teaching and learning process. Its purpose is to inform students regarding their learning progress and teachers regarding ways to adjust the curriculum and instruction to respond effectively to the learning needs of students. Further, it communicates to the school community the progress of students in achieving the school's expectations for student learning and course-specific learning goals. Assessment results must be continually discussed to improve curriculum and instruction.

1. The school shall have a process to assess school-wide and individual student progress in achieving the academic expectations in the mission based on school-wide rubrics.
2. The school's professional staff shall use data to assess the success of the school in achieving its civic and social expectations.
3. For each learning activity teachers shall clarify to students the relevant school-wide academic expectations and course-specific learning goals that will be assessed.
4. Teachers shall base classroom assessment of student learning on school-wide and course-specific rubrics.
5. Teachers shall use varied assessment strategies to determine student knowledge, skills, and competencies and to assess student growth over time.
6. Teachers shall meet collaboratively to discuss and share student work and the results of student assessments for the purposes of revising the curriculum and improving instructional strategies.
7. The school's professional development program shall provide opportunities for teachers to collaborate in developing a broad range of assessment strategies.
8. The school's professional staff shall communicate:
 - individual student progress in achieving school-wide academic expectations to students and their families;
 - the school's progress achieving all school-wide expectations to the school community.

Instructions for Completing the Self-Study Report

1. Read and discuss the Standard for Assessment of 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, utilize the prompting questions and glossary from the document, *Explanation of the Standards for Accreditation*, located at <http://cpss.neasc.org> under the “Getting Started” tab.
2. Draw initial, working conclusions about the extent to which the school is achieving each of the indicators and the narrative portion of the Standard.¹ For example, a working conclusion related to Indicator #7 might read, “ In the last four years all faculty have participated in significant professional development in the area of assessment.” Then the committee would need to identify the evidence to support this conclusion. On the following pages you will find the text of the Standard in bold followed by prompts for each indicator. Use the prompts for each indicator to guide your discussion of evidence needed to support the committee’s working conclusions about the Standard.
3. Gather evidence and/or information from departments/teams or elsewhere to support the committee’s working conclusions. You may want to create an Information Request Form to help gather the evidence from various sources. (A sample is provided on page A1 in the Appendix of the *Accreditation Handbook*.) The committee should also review the results of the Opinion Questionnaires administered to parents, students, and teachers with regard to this Standard as they are a rich source of evidence, keeping in mind that salient findings should be incorporated into the narrative essays.
4. Identify all relevant data in the School and Community Profile and ensure its inclusion in the Standards essay.
5. Analyze and discuss all the gathered evidence and/or information related to your working conclusions about the school’s adherence to each of the indicators and to the narrative portion of the Standard. During the discussion/analysis of each indicator, it may be helpful to take notes and to record pertinent information using the text of this Self-Study Guide. The committee should agree to each final conclusion and to the fact that the evidence is accurate and appropriately supportive.
6. Write a report of 8-12 double-spaced pages presenting and discussing evidence that justifies the conclusions of the extent to which you meet the indicators in the Standard as well as the concepts in the introductory paragraph of the Standard. Your report should discuss each of the indicators in order and have a conclusion for each indicator. Bold, italicize, or underline each conclusion.

¹ Note: Conclusions are about what is happening now, not about what you should be doing or what action you plan to take in the future.

7. Attach all requested documentation/information indicated with an * in this Guide. Attachments are not included in the 8-12 page limit.
8. Prepare requested additional documentation/information indicated with a ⊗ to be available in the visiting committee workroom.
9. Prepare a School Portfolio of Student Work. Provide a sampling of student work from each curriculum area/team. Fifty to seventy samples should include work from all curricular areas, grades, and student grouping levels. For each piece of work, attach a cover sheet that identifies the assignment, course, grade level, and any relevant course or school-wide expectations and assessment criteria. (A sample cover sheet appears on page 12 of this guide.)
9. Write the Executive Summary of the conclusions and evidence. Consult the Guidelines for Review of Standards Essays and Executive Summaries in the *Accreditation Handbook* (page 38).

Content of the Executive Summary

- Use the rating guide provided on pages 6 and 7 to determine the school's level of adherence to the Standard on Assessment of Student Learning based on the conclusions and supportive evidence in the essay.
- Write a one-page summary of the evidence in the report that led to the committee's judgment of the school's level of adherence to the Standard on Assessment of Student Learning.
- Identify and list the school's strengths in adhering to specific indicators in the Standard on Assessment of Student Learning.
- Identify and list the school's needs for improvement in adhering to the specific indicators in the Standard on Assessment of Student Learning.
- Attach a list of the names, positions, and signatures of the committee members responsible for the preparation of this Essay and Executive Summary. Signatures of committee members attest to the thoroughness of the committee's work and to the veracity of the Essay and Executive Summary.

A sample essay and executive summary are available on the Association's website, at <http://cpss.nesc.org> under the "Self-Study" tab.

**RATING GUIDE FOR STANDARD ON ASSESSMENT OF STUDENT
LEARNING**

DEFICIENT:

- The teachers:
 - fail to base classroom assessment of student learning on school-wide and course-specific rubrics.

LIMITED:

- The teachers:
 - base classroom assessment of student learning on school-wide and course-specific rubrics; **and**
 - for each learning activity clarify to students the relevant school-wide academic expectations and course specific learning goals that will be assessed; **but**
 - do not use varied assessment strategies to determine student knowledge, skills and competencies and to assess student growth over time; **or**
- The school:
 - does not have or is not actively developing a process to assess school-wide and individual student progress in achieving the academic expectations in the mission based on school-wide rubrics.

ACCEPTABLE: The school has or is actively developing a process to assess school-wide and individual student progress in achieving the academic expectations in the mission based on school-wide rubrics and uses data to assess the success of the school in achieving its civic and social expectations; **and**

- The teachers:
 - base classroom assessment of student learning on school-wide and course-specific rubrics; **and**
 - for each learning activity clarify to students the relevant school-wide academic expectations and course specific learning goals that will be assessed; **and**
 - use varied assessment strategies to determine student knowledge, skills and competencies and to assess student growth over time; **and**
- The school provides professional development activities for teachers to collaborate in developing a broad range of assessment strategies.

EXEMPLARY: The school has a process to assess school-wide and individual student progress in achieving the academic expectations in the mission based on school-wide rubrics; **and**

- The teachers:

- base classroom assessment of student learning on school-wide and course-specific rubrics; **and**
- for each learning activity clarify to students the relevant school-wide academic expectations and course specific learning goals that will be assessed; **and**
- use varied assessment strategies to determine student knowledge, skills and competencies and to assess student growth over time; **and**

- The school provides:

- professional development opportunities for teachers to collaborate in developing a broad range of student assessment strategies; **and**

- The school's professional staff achieves the **majority** of the following:

- communicates individual student progress in achieving school-wide academic expectations to students and their families and the school's progress in achieving all of the school-wide expectations to the school community; **and**
- uses data to assess the success of the school in achieving its civic and social expectations; **and**
- meets collaboratively to discuss and share student work and the results of student assessments for the purpose of revising curriculum and improving instruction.

Assessment of Student Learning

Assessment is an integral part of the teaching and learning process. Its purpose is to inform students regarding their learning progress and teachers regarding ways to adjust the curriculum and instruction to respond effectively to the learning needs of students. Further, it communicates to the school community the progress of students in achieving the school's expectations for student learning and course specific learning goals. Assessment results must be continually discussed to improve curriculum and instruction.

- 1. The school shall have a process to assess school-wide and individual student progress in achieving the academic expectations in the mission based on school-wide rubrics.**
 - a. Briefly describe the school's process for determining school-wide and individual progress in achieving the academic expectations in the mission based on the use of school-wide rubrics.
 - b. Assess the adequacy of the process for assessing individual student and school-wide progress in achieving school-wide learning goals using school-wide rubrics.

- 2. The school's professional staff shall use data to assess school success in achieving its civic and social expectations.**
 - a. [⊗]Provide data on school success in achieving the civic and social expectations in the mission.
 - b. Briefly describe how the school assesses its achievement of each one of the civic and social expectations in the mission.
 - c. Assess how effectively assessment data has been used to determine student success in meeting the school's civic and social expectations as articulated in the mission.

- 3. For each learning activity teachers shall clarify to students the relevant school-wide academic expectations and course-specific learning goals that will be assessed.**
 - a. [⊗]Provide examples of ways that teachers clarify to students the relevant school-wide academic expectations as well as course-specific learning goals that will be assessed in their learning activities (e. g., course syllabi, unit outlines, rubrics for self-scoring by students, exemplars).
 - b. Assess how well students are informed of relevant school-wide academic expectations from the mission that are being used as the basis for assessment of student learning in their courses.

[⊗] Provide requested documentation/information in the visiting committee workroom.

- c. Assess how well students are informed of course-specific learning goals that are being used as the basis for assessment of student work.

4. Teachers shall base classroom assessment of student learning on school-wide and course-specific rubrics.

- a. ⊗ Provide representative examples by curriculum area of the use of school-wide rubrics to assess the quality of student work.
- b. ⊗ Provide representative examples by curriculum area of the use of course-specific rubrics to assess the quality of student work.
- c. Assess how well teachers use school-wide rubrics to assess student achievement of school-wide learning expectations from the mission statement that are relevant to their particular courses.
- d. Assess how well teachers use course-specific rubrics to assess student learning.

5. Teachers shall use varied assessment strategies to determine student knowledge, skills, and competencies and to assess student growth over time

- a. *Attach a list of the different types of assessment strategies used within each of the curriculum areas (e.g., alternative assessment, performance assessment, authentic assessment, portfolios, exhibitions, competency-based graduation, vocational licensure or certification assessments).
- b. Assess the extent to which teachers use different types of assessment strategies within each curriculum area.

6. Teachers shall meet collaboratively to discuss and share student work and the results of student assessments for the purposes of revising the curriculum and improving instructional strategies

- a. * Attach a list of representative curricular and instructional changes that resulted from teacher discussions of student work, standardized test results, and local school-wide assessment results (e.g. graduation performances, graduation portfolios, senior projects).
- b. Briefly describe the ways in which the school has used a range of data over time to change and improve teaching and learning.

* Attach requested documentation/information.

⊗ Provide requested documentation/information in the visiting committee workroom.

- c. Describe opportunities, formal and informal, where teachers discuss student work and the results of student assessment.
- d. Assess how well teacher discussion of student work, standardized test results and local assessment results has resulted in useful and appropriate curriculum revision and instructional improvement.
- e. Describe representative examples of teacher modification of the curriculum in the last three years by curriculum area in response to classroom assessments of student learning in individual classrooms.
- f. Assess how effectively teachers use the results of classroom assessments of student learning in their various courses to identify and make needed changes an instructional area's formal, written curriculum.
- g. Assess how effectively teachers use the results of classroom assessments to modify a course's curriculum as the course is being taught.
- h. For each curriculum area briefly describe ways that teachers have modified their instructional approaches in the last two years in response to classroom assessments of student learning.
- i. Assess how effectively teachers use the results of classroom assessments to modify their instructional approaches.

7. The school's professional development program shall provide opportunities for teachers to collaborate in developing a broad range of assessment strategies

- a. * Attach a listing of the professional development offerings in the last two years designed to increase the range of teachers' assessment strategies. Divide the list into two categories: ongoing professional development regarding particular assessment strategies and short-term professional development offerings.
- b. ⊗ Provide a representative sample of classroom assessment strategies developed by teachers based on professional development programs.
- c. Assess how effectively professional development programs have provided teachers with sufficient opportunities to develop a broad range of classroom assessment strategies.

7. The school's professional staff shall communicate:

- **individual student progress in achieving school-wide academic expectations to students and their families;**

* Attach requested documentation/information.

⊗ Provide requested documentation/information in the visiting committee workroom.

- **the school’s progress in achieving all school-wide expectations to the school community.**
 - a. ⊗ Provide examples of the school’s reporting of individual student progress in achieving the school-wide academic expectations in the mission to students and their families based on school-wide rubrics.
 - b. ⊗ Provide examples of the school’s reporting to the school community of the school’s progress in achieving all school-wide expectations articulated in the mission.
 - c. ⊗ Provide examples of the school’s reporting of the progress in reaching identified targets for improved student performance on state standardized tests.
 - d. ⊗ Provide examples of school’s reporting of student success in meeting the specific civic and social expectations articulated in the mission.
 - e. Describe other student and school performance data that have been reported to the public (e.g., survey results, student exhibitions, department-wide assessments).
 - f. Assess how effectively the school reports to students, their families, and the school community school-wide and individual student progress achieving:
 - the academic, social, and civic expectations articulated in the mission;
 - identified targets for improved student performance on state standardized tests

⊗ Provide requested documentation/information in the visiting committee workroom.

Sample Cover Sheet for Student Work

* **Course and Level** **Grade/Team** **Teacher**

Type of Assignment

_____ Homework

_____ Group work

_____ Paper

_____ Quiz

_____ Test

_____ Portfolio

_____ Project

_____ Exhibition

_____ Other (please specify)

Describe the Assignment and Assessment Criteria

List the learner outcomes* and/or any relevant course or school-wide expectations

- ☐
- ☐
- ☐
- ☐
- ☐

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