

## Recognizing “Good” Assessment Data

Given your discussion of data, how would you know “good” classroom assessment data if you saw them? List below some of the characteristics of “good” classroom assessment data.

*Good classroom assessment data are...*

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

## Recognizing “Good” Assessment Data

*Good classroom assessment data are...*

1. useful for instructional decision-making;
2. an accurate reflection of student academic achievement;
3. related to instruction;
4. easily understood by students, parents, and the community;
5. compatible with standards-based instructional practice;
6. aligned with the accountability system;
7. valid;
8. reliable; and
9. unbiased.

## Using Data to Improve Student Achievement: Overcoming Obstacles

Given what you now know about using classroom assessment data to improve student achievement, what are the three most significant obstacles you can expect to encounter at your school?

1.

2.

3.

Of those three obstacles, which one should be addressed first?

Given what you now know about using data to improve student achievement, what might you do to overcome that obstacle?

1.

2.

3.

4.

## Using Data to Improve Student Achievement: Ten Tips for the Principal

To build the capacity of teachers to use classroom assessment data to improve student achievement, the principal must help teachers:

1. focus data analysis on improving student learning;
2. make the connection between data and standards;
3. focus attention on a critical question;
4. utilize a user-friendly model for data analysis;
5. make data meaningful and manageable;
6. organize data in an effective format;
7. use basic concepts and vocabulary in data analysis;
8. distinguish between descriptive data and interpretations;
9. formulate insightful questions about data; and
10. disaggregate data in a meaningful manner.

