

B-1: Set big goals

Decide what end-of-course assessment you will use

Type	<p>Growth Assessments are often the best tool to use because they allow you to set a goal that would move each of your students significantly forward, even if they're starting from different places. They allow us to determine whether students have mastered the sequenced learning goals that lead to growth.</p>	<p>Mastery Assessments are the best option if a good growth assessment is not available for your course. They allow us to determine whether students have mastered the learning goals of the course curriculum, and set gap-reduction or mastery goals.</p>
Best for which content areas?	<ul style="list-style-type: none"> • Growth assessments are most common to assess grade-level reading growth for elementary and lower middle school, although there are assessments – such as NWEA – that will allow you to measure growth in other subjects. • They are widely used to assess grade level reading growth for elementary and lower middle school 	<ul style="list-style-type: none"> • Mastery assessments are used as the measure for almost all content-area subjects. • We can see why growth is not an appropriate measure for content area subjects by considering an example like Algebra I. In this subject, students are not expected to have had Algebra before; all of the skills they are learning are new skills for that specific content area. Because of this, a growth measure does not make sense since students don't have an algebra base on which to demonstrate growth.
Recommended Assessments	<ul style="list-style-type: none"> • DRA • NWEA <p>Learn about qualities of excellent assessments.</p>	<ul style="list-style-type: none"> • State assessments from your state • Nationally-recognized assessments • Regionally-recognized assessments from another state <p>Learn about qualities of excellent assessments</p>
Assessments to Avoid	<ul style="list-style-type: none"> • Accelerated Reader • Running Records • San Diego Quick • Six Minute Solution • Woodcock-Johnson (for math growth) <p><i>The above assessments, while potentially useful for instructional activities like creating reading groups, are too superficial or inaccurate to reliably determine student gains at the end of your course</i></p>	<ul style="list-style-type: none"> • Teacher-created assessments <p><i>Developing a high-quality assessment is extremely difficult and time consuming to do. You are strongly encouraged to use an assessment that has been externally-validated. That means it contains items vetted by experts in assessment creation and has national benchmarks for the assessment. Externally validated assessments provide a destination that is not only the measuring stick used to evaluate students beyond the walls of your own classroom, but it is an assessment that students (and your school community) will already see as important.</i></p>



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