

Needs Assessment

Directions: Circle the choice that best describes the frequency.

Hope and Efficacy:

I have evidence that my students feel more optimistic and hopeful about their potential success after I reveal their assessment results.

Scale: **Rarely** **Sometimes** **Usually** **Consistently**

Assessment Practices:

I make it clear to my students when they're being assessed to improve their learning (formative assessment) versus when they're being assessed to prove their learning (summative assessment).

Scale: **Rarely** **Sometimes** **Usually** **Consistently**

Assessment Architecture:

I always unpack standards to identify specific learning targets.

Scale: **Rarely** **Sometimes** **Usually** **Consistently**

Communication - Feedback:

My feedback to students is balanced between their strengths and areas which need strengthening.

Scale: **Rarely** **Sometimes** **Usually** **Consistently**

Communication - Grades:

Grades in my classroom are a clear reflection of what students know and can do.

Scale: **Rarely** **Sometimes** **Usually** **Consistently**

Instructional Agility- Mid Lesson Check:

I intentionally use assessment mid-lesson to determine whether I should speed up, slow down, or keep pace.

Scale: **Rarely** **Sometimes** **Usually** **Consistently**

Instructional Agility - Engaging Discussions:

I use questions to facilitate engaging dialogue in order to assess my students' learning in real time.

Scale: **Rarely** **Sometimes** **Usually** **Consistently**

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Interpretation of Results:

My interpretation of assessment results is aligned to that of my colleagues (who teach the same grade and subject).

Scale: **Rarely** **Sometimes** **Usually** **Consistently**

Student Investment:

I offer my students the opportunity to track their progress, set goals for themselves, and reflect on their strengths and weaknesses.

Scale: **Rarely** **Sometimes** **Usually** **Consistently**

Learning Culture:

My students see early mistakes as opportunities to keep learning and I rarely use those early results on final report card grades.

Scale: **Rarely** **Sometimes** **Usually** **Consistently**