**2.7 Assessment**

Candidates model and facilitate the effective use of diagnostic, formative, and summative assessments to measure student learning and technology literacy, including the use of digital assessment tools and resources.

Reflection

The Data Inventory Project was completed to highlight my ability to provide a summary of the types of data my school currently has available including student information data. I was charge with including additional data and data that I would like to see my school collect. The Data Inventory Project demonstrates the International Society for Technology in Education’s (ISTE) Essential Condition of Assessment and Evaluation- “Continuous assessment, both of learning and for learning, and evaluation of use of technology and digital resources” (Williamson and Redish, 2009, p.13). I compiled a list of fifteen to twenty types of school-based data sources that we collect regularly from Kindergarten through fifth grade.

Standard 2.7 Assessment outlines the criteria for modeling and facilitating the effective use of diagnostic, formative, and summative assessments to measure student learning and technology literacy, including the use of digital assessment tools and resources. The artifact I chose, demonstrates my ability to complete a template that identifies current data sources that we have readily available in the building where I work that depicts the types of data we collect based on different types of academic performance indicators our students participate in throughout the academic year. The data sources on the list I compiled included data that is derived from students’ performance on content area data sources like the Georgia Kindergarten Inventory of Developing Skills (GKIDS), the Dynamic Indicators of Basic Early Literacy Skills (DIBELS), Document-Based Questions for Social Studies content standards, and AIMS Web Probes. Full disclosure- I always thought that Aims was an acronym, but I have not identified one as of the publication of this reflection. I did, however; find that “aimsweb is a universal screening, progress monitoring, and data management system that supports Response to Intervention (RTI) and tiered instruction” (YouTube, 2018).

Completing this artifact was a straight forward task that required knowledge of school initiatives related to diagnostic, formative, and summative assessments used to measure student learning and technology literacy, including the use of digital assessment tools and resources. The list is not exhaustive, but the data sources are either implemented based on specific grade levels, content areas, or are school-wide initiatives. I purposely omitted demographic data sources but focused on data sources my school values when engaged in conversations about data and student achievement. I included unit assessments, writing assessments, district benchmarks, Lexiles, Reading fluency, sight word fluency, and multiplication facts fluency for examples. If I were to update this inventory, I would also include i-Ready for Reading and Math, content area common assessments, Georgia Milestones, and the Assessing Comprehension and Communication in English State-to-State (ACCESS) test for English Language Learners (ELLs). Attendance and Behavior measures are also important to include in this type of inventory because both areas can and often does skew or mask students’ academic achievement data. Students cannot learn effectively if they are not in class due to behavior, let alone due to excessive absences in general.

Using the template to record the measurements we use to collect student data about student learning and technology use was interesting to put on paper. Most teachers are familiar with data that is collected at the grade level they teach, but sometimes teachers are unaware of other data sources outside of their grade or content area. Knowing this information is important because teachers in grades that collect fewer data measures may not realize that what they teach (or fail to teach) students in the lower grades will show up in the data in the upper grades as either strengths (may indicate a solid foundation) or weaknesses (may indicate gaps in the students’ learning). Using assessments effectively for diagnostic, formative, and summative purposes may affect a school’s overall College and Career Ready Performance Index (CCRPI) score. Faculty needs to understand how the play a role in a school’s data which impacts student achievement and school improvement. Professional development and informal data conversations during grade level and faculty meetings is the first place to make an impact in how a school can assess the importance of an artifact such as a school’s data inventory. The administrators in the building where I work are data-driven and are teaching us teachers how to use data effectively in planning and decision-making for student achievement as well.