

Assessment Reviewer's Checklist

What to Look for in an Assessment

An interim assessment can be an invaluable tool to set high—but achievable—growth, inform instructional next steps, and connect high-quality, evidence-backed resources. It should provide the right information with understandable context and the actionable support teachers need to guide students in reaching grade-level proficiency.

Use this checklist to help evaluate if your assessment is giving you clear data, connected instruction, and committed service.

☐ **Does my assessment provide student data relative to grade-level expectations?**

- Understand how students' proficiency compares to grade-level standards.

☐ **Does my assessment provide domain-level placements for students relative to grade-level expectations?**

- Students receive targeted instruction based on what they are most ready to learn.

☐ **Does my assessment tell me how students are performing compared to their peers?**

- Understand the needs of various student groups to empower their learning.

☐ **Does my assessment provide a research-backed student recovery metric?**

- Support educators and students with an ambitious, attainable, and accelerated path to grade-level proficiency.

☐ **Does my assessment provide data and instructional resources that are immediate and actionable?**

- District leaders and teachers alike can access reports tailor-made for their data discovery, access point-of-use resources, and receive explicit next steps for instruction.

☐ **Does my assessment save teachers time?**

- Assessment results are directly linked to instructional resources that support small group and whole class instruction based on the skills students are most ready to learn.

☐ **Does my assessment come with a data partner to help me understand and use the data?**

- Communication materials are available to support parents' and caregivers' understanding of how their child is doing.
- An experienced support team is available to help you understand and make impactful use of the data.

i-Ready Diagnostic Checks All the Boxes!

- ✓ Criterion and norm referenced
- ✓ Valid and reliable
- ✓ Research-backed recovery metric
- ✓ High correlation with your state assessment
- ✓ Provides intuitive data to students, teachers, and families
- ✓ Clear instructional recommendations
- ✓ Support team to help you take action with your data

Prerequisites Report (Top)
Tools for Scaffolding Comprehension Report (Bottom)

Prerequisites

Subject: Math | Class/Report Group: Grade 4, Section 2 | Grade: Grade 4 | Topic: Number and Operations...

Overview
 Topic: Number and Operations in Base Ten
 Students build on their understanding of place value, rounding, addition and subtraction of three-digit numbers. They explore place value to the hundred-thousands place, rounding, comparing, adding, and subtracting multi-digit numbers.

Whole Class
 After familiarizing yourself with the needs of the students based on the data below, you may decide to address these prerequisite skills during whole class instruction.

Prerequisite Groups	Topic Group A 4 Students	Topic Group B 5 Students	Topic Group C 6 Students	Topic Group D 4 Students
Understand hundreds, tens, and ones	✓	✓	✓	Additional Support
Round to the nearest ten or hundred	✓	Additional Support	In-Depth Review	In-Depth Review
	Madera, Isabella Marcus, Joseph Nguyen, Eric Rodriguez, Jeremy	Foster, Claire López, Madeline Nasuti, Kevin O'Connor, Liam Petrov, Mariana	Chen, Nadia Dorsey, Justin Flores, Shandra Jones, Aisha Medeiros, Nick Nelson, Sean	Chamas, Brendan Drew, William Kovan, Valerie Williams, Gerald

Tools for Scaffolding Comprehension

Subject: Reading | Grade: 4

Comprehension Progression
 Determine which skills best support students as they work toward grade-level comprehension outcomes. Each skill has corresponding Tools for Scaffolding Comprehension resources, all available on this page.

Guide for Scaffolding Comprehension
 Get recommendations for addressing unfinished learning. Learn how to use data to plan scaffolded comprehension instruction and differentiate with Tools for Scaffolding Comprehension.

Grade Level Outcome	Title	Teacher	Student
Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	Make Inferences in Informational Texts		
Determine the main idea of a text and explain how it is supported by key details.	Connect Important Ideas in a Text		
Summarize the text.	Sequence Ideas to Summarize		
Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	Describe What Happened and Why		
Describe the overall structure of events, ideas, concepts, or information in a text or part of a text.	Describe Text Structures		
Compare and contrast a firsthand and secondhand account of the same event or topic; describe the difference in focus and the information provided.	Understand How Point of View Impacts Meaning		

The *i-Ready Diagnostic* Is Proven to Work—Where Can I See Evidence?

The *i-Ready Diagnostic* is backed by the industry's most practical and applicable research. To learn more about the extensive research base and continuous cycle of research, review, and improvement, visit CurriculumAssociates.com/Research-and-Efficacy.

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 Curriculum Associates educational consultant!*

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