

Classroom Observation Protocol: Utilizing Assessment to Inform Instruction and Monitor Student Achievement

Teacher: _____ Grade Level/Subject: _____ Observer: _____ Date: _____

Elements and Indicators	Record of what was observed
<p>1. State and District Summative Assessment (Standards Based Assessment (SBA) , state and district summative standardized achievement tests)</p> <ul style="list-style-type: none"> • Data from state and district summative assessments are used as an essential component in the monitoring of student achievement • Standards Based Assessment (SBA) results are reviewed at the GLE strand-level to determine individual and class proficiency levels. • School level and classroom level SBA data reports are used to disaggregate data • Broad curricular focus and programmatic needs are identified from state and district summative assessments results 	
<p>2. Progress Monitoring, Interim, Common Assessments</p> <ul style="list-style-type: none"> • Results are used to measure and or track student progress toward meeting state or district content standards (broad domain or sub-domain coverage) • Can be used as an early warning of performance on large-scale summative assessments • Results raise programmatic questions that require further investigation (*formative for program – not current student) • Intended to be used to inform instructional decision-making 	
<p>3. Classroom Summative Assessment (Assessment of Learning)</p> <ul style="list-style-type: none"> • A variety of classroom summative assessments are used to measure levels of student learning • Aligned to GLE's when possible • The topics and skills emphasized in instruction are reflected on the classroom summative assessments • Results are used to determine the effectiveness of classroom instruction 	