Richmond County School System

2024-2025

ASSESSMENT COMPANION GUIDE

Districtwide Assessments

Assessment	Grade Level	Dates	Platform
BOY Universal Screener	K-8	August 12th-30th	i-Ready
BOY Universal Screener	9th-12th	August 12th-30th	NWEA Map
i-Ready Growth Monitoring	For identified students in grades K-8	Sept. and March	i-Ready
Content Mastery Assessment #1	3rd-8th ELA and Math	Nov. 4th-15th	DRC Beacon
MOY Universal Screener	K-8th	December 9th-20th	i-Ready
MOY Universal Screener	9th-12th	December 9th-20th	NWEA Map
Additional Dyslexia Screening	K-3rd	January 6th-31st	i-Ready Literacy Tasks
Content Mastery Assessment #2	3rd-8th ELA and Math	February 3rd-21st	DRC Beacon
i-Ready Growth Monitoring	For identified students in grades K-8	Sept. and March	i-Ready
EOY Universal Screener	9th-11th	April 1st-May 2nd	NWEA Map
EOY Universal Screener	K-8th	April 21st-May 9th	i-Ready

Additional Instructional Assessments

Assessment	Grade Level	Content Areas	Platform
Pre and Post Tests	All 4 academic contents and grade levels	ELA, Math, Sci, SS	Canvas Courses
DRC Beacon	3rd-8th	ELA and Math	DRC Beacon
Textbook Assessment Resources	All grade-level textbook item banks	ELA, Math Sci, SS	Textbook digital platforms
Velocity	As rolled out from GADOE	Sci and SS	Can be integrated into Canvas from the state platform
Teacher Created Formative Assessments	All grade levels	All content areas	Teacher generated/Mastery platform

Table of Contents

Section 1: Districtwide Assessments

During the 2024-2025 school year, the required district assessments are designed to provide schools and teachers with data needed to support student growth and achievement. This section includes information to provide guidance and resources to support the effective implementation and use of the data provided by these assessments.

Assessment	Grade Level	Dates	Platform
BOY Universal Screener	K-8th	August 12th-30th	i-Ready
BOY Universal Screener	9th-12th	August 12th-30th	NWEA Map
i-Ready Growth Monitoring	For identified students in grades K-8th	Sept. and March	i-Ready
Content Mastery Assessment #1	3rd-8th ELA and Math	Nov. 4th-15th	DRC Beacon
MOY Universal Screener	K-8th	December 9th20th	i-Ready
MOY Universal Screener	9th-12th	December 9th20th	NWEA Map
Additional Dyslexia Screening	K-3rd	January 6th-31st	i-Ready Literacy Tasks
Content Mastery Assessment #2	3rd-8th ELA and Math	February 3rd21st	DRC Beacon
iReady Growth Monitoring	For identified students in grades K-8th	Sept. and March	i-Ready
EOY Universal Screener	9th-11th	April 1st-May 2nd	NWEA Map
EOY Universal Screener	K-8th	April 21st-May 9th	i-Ready

Universal Screeners:

- i-Ready: Students Grades K-8 ELA and Math
- NWEA Map: Students in Grades 9-12 in ELA and Math

Purpose:

Universal screening is conducted to measure student mastery of skills required for engaging in grade level content. The universal screening process is conducted three times per year to monitor student growth and to provide data needed for intervention and acceleration. The data produced from the universal screeners is designed to:

- Identify skills that the student has mastered.
- Provide data on the progression of skills needed to accelerate growth.

- Assist teachers with planning Tier I instruction, intervention, and acceleration.

Scheduling the Universal Screeners:

The Universal Screeners are untimed tests. It should take approximately 50 minutes in grades K1 and 90 minutes in grades 2-12. Research indicates that students who complete the diagnostic in segments have the most accurate data. Bear in mind that all students test at their own speed, so there may be some variation in these testing times. Best practices in scheduling the diagnostic include:

- Prior to the diagnostic, have conversations with students about the purpose of the test, how the data will be used, and the importance of the testing data.
- ***Administering the diagnostic in their classroom/class period rather than a special schoolwide testing schedule.***
- Allocating two 40- to 45-minute class periods per subject for students to take the diagnostic.
- Younger or special education students may need shorter testing segments spread throughout the testing window

NWEA MAP Growth Diagnostic (Grades 9-12):

The NWEA Map Growth Diagnostic is a nationally normed, standardized achievement test that measures what students know and informs what they are ready to learn through an adaptive test that adjusts based on ability and knowledge of the student.

MAP Growth uses the RIT (Rasch Unit) to help measure and compare both achievement and growth. It measures levels in academic difficulty and makes it possible to compare a student's score, not just grade level.

During the screener, the score represents the level where a student has a 50% chance of answering a question correctly. Through the process of testing, the student's level is consistently adjusted until they reach this median threshold.

NWEA MAP Projected Proficiency:

The NWEA MAP Growth provides schools with projected proficiency data on the following assessments: Algebra Concepts and Connections, ACT, and SAT based on the following:

Test	Grade levels used	Prediction Scale
Algebra Concepts and Connections	9th and 10th	Georgia Milestones proficiency (levels 1-4)
ACT ELA and Math	9th and 10th	Students on track for a 22 and a 24
SAT ELA and Math	9th	Students on track to score a 480 or higher in ELA and a 530 or higher in Math

These projections are updated upon completion of each diagnostic window.

NWEA MAP Diagnostic Reports:

The **RCSS Data Analysis Protocol** should be used to identify patterns and trends in data. The use of the protocol is to identify strengths and problems of practice to assist with instructional goals and assist teachers with addressing student learning needs. The following reports, while not an exhaustive list, will assist schools with the analysis of data after the diagnostic administrations:

BOY Diagnostic	MOY Diagnostic	EOY Diagnostic Grades 9-11
School Profile Report (Achievement)	School Profile Report (Achievement and Growth)	School Profile Report (Achievement and Growth)
Class Profile Report	Class Profile Report	Class Profile Report
Student Profile (accessed through Class Profile)	Student Profile (accessed through Class Profile)	
Learning Continuum	Projected Proficiency	
Projected Proficiency		

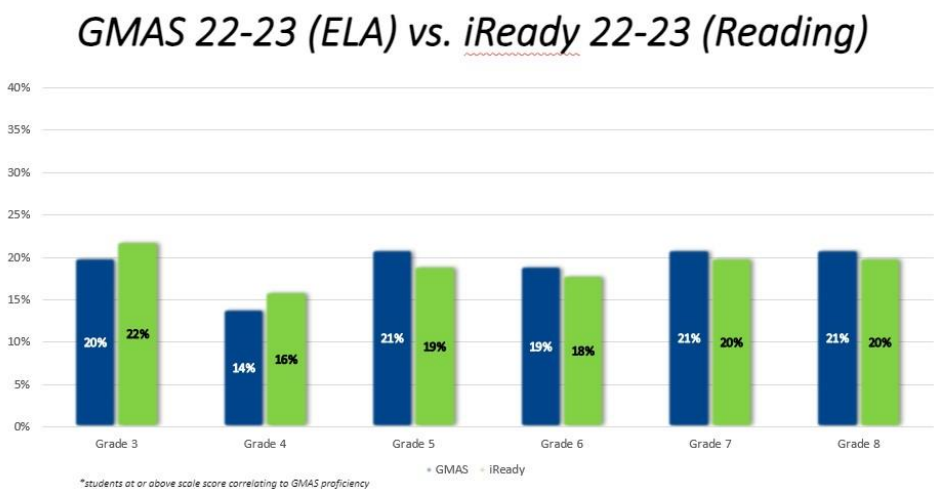
i-Ready Diagnostic (Grades K-8):

When a student begins the assessment, the program will first check if the student has previously taken a diagnostic. If the student has previously taken a Diagnostic, the assessment will begin at the student's proficiency level based on the previous assessment. ***This is why it is imperative for a student to do their best on each assessment so that the test starts at an appropriate point.*** If a student has not yet completed an i-Ready Diagnostic, the assessment starts from an initial score that is considered one grade level below the student's chronological grade. The assessment will then adjust as the student responds to items.

The diagnostic is designed such that students should answer roughly 50 percent of the questions correctly and 50 percent incorrectly. This helps enable a precise determination of student proficiency.

Correlation of i-Ready with Georgia Milestones:

Students who score at or above grade level on the i-Ready diagnostic show a strong correlation with their performance on the Georgia Milestones Assessment. The chart below shows the comparison of students scoring on grade level in Reading on the EOY i-Ready diagnostic and student performance (level 3 or 4) on the Georgia Milestones.



i-Ready Diagnostic Reports:

The **RCSS Data Analysis Protocol** should be used to identify patterns and trends in data. The use of the protocol is to identify strengths and problems of practice to assist teachers with instructional goals and addressing student learning needs. The following reports, while not an exhaustive list, will assist schools with the analysis of data after the diagnostic administrations:

BOY Diagnostic	MOY Diagnostic	EOY Diagnostic
Diagnostic Results	Diagnostic Results	Diagnostic Results
Projected Proficiency Report	Projected Proficiency Report	Diagnostic Growth Report
Prerequisite Report (Math)	Diagnostic Growth Report	
Grade Level Scaffolding (ELA)	GSE Report (ELA)	
	Georgia 2023 Standards (Math)	

i-Ready Personalized Pathway:

The personalized pathway generates personalized learning paths for each student based on their diagnostic performance. These paths include specific lessons and activities tailored to address areas where students need improvement, allowing teachers to provide targeted instruction. Teachers can track student progress through the platform and adjust their teaching strategies accordingly. This feature enhances the ability to differentiate instruction, ensuring that each student receives the support they need to succeed.

- ***The goal for students is to pass at least 2 personalized pathway lessons per week in iReady Reading AND Math.***
- Students should not spend entire instructional or intervention blocks completing i-Ready lessons on the computer.

Steps to Effectively Utilize the i-Ready Personalized Pathway:

Teachers can support their students in using the personalized pathways and maximizing the use of the platform to help students meet their stretch growth goals and close academic gaps. Teachers who see the most growth in students complete the following actions on a consistent basis**:**

1) **Review Diagnostic Data:** After every diagnostic, review student results to understand student strengths and weaknesses. This understanding can assist you in tailoring instruction for differentiation, remediation, and acceleration.
2) **Encourage Student Agency:** Conference with students to help them understand the purpose of the assessments and what the data says about their learning. Empower them by helping them to set personal goals, track their progress, and reflect on their growth. Empower them to advocate for themselves and seek help when needed.
3) **Monitor Progress:** Regularly monitor student progress through the personalized pathway. Examine time on task, lesson passing percentage, and provide remediation for any inactive domains.
4) **Provide Feedback:** Offer constructive feedback to students as they work through the personalized pathway. Encourage them to track their own progress, celebrate their success, and provide support to help them continue to move toward mastering skills.
5) **Celebrate Success:** Take time to celebrate growth, lessons passed, and skills mastered.

Personalized Pathway (My Path) vs. Teacher-Assigned Lessons:

It is recommended that students spend most of their Personalized Instruction time on My Path, as lessons are sequenced to provide targeted instruction based on Diagnostic results. There may be an occasion in which a teacher may utilize the teacher-assigned lesson feature. The chart below indicates the differences between My Path lessons and teacher-assigned lessons.

	My Path Lessons	Teacher-Assigned Lessons
Personalization	Personalized to each student's needs based on iReady assessment results.	Assigned by the teacher based on specific learning goals or needs. Should be on-grade level.
Targeted Instruction	Targets specific areas for improvement identified by the assessment.	Can serve various purposes such as extra practice, reinforcement, or enrichment based on a skill taught in class ***Used sparingly***
Primary Focus	The main focus of personalized instruction in iReady.	Offered as supplemental and should not replace My Path lessons
Flexibility	Pre-selected based on diagnostic results.	Based on specific, identified need by the teacher.
Purpose	Address individual learning needs and support growth in targeted areas.	Provide additional support, practice, or enrichment beyond the personalized pathway (Can also be used to gather data for MTSS process.)

Reminder: When a teacher assigns a lesson, the student's progress in their personalized pathway (My Path) is interrupted/delayed. Teachers should consider this carefully when assigning lessons

outside of the personalized pathway. While teacher-assigned lessons can provide valuable support, reinforcement, or enrichment, they should be used strategically to ensure they complement and support the student's overall learning goals.

Growth Monitoring:

Growth monitoring is designed to monitor student growth for identified students to help monitor progress toward meeting growth goals. Growth monitoring reports will be available after a student completes any combination of 3 assessments (diagnostic and growth monitoring) Growth monitoring:

- Includes Reading and Math assessments
- Are adaptive and include approximately 20 questions
- Starts at the level of where the student was on the last diagnostic
- Should be conducted on "below grade level" students 1 time during the months of September and March. November is optional due to changes in the testing calendar caused by hurricane Helene.

Types of Growth Goals:

***Typical Growth**:* The average annual growth a student is expected to make in a year based on a student with a similar level of proficiency. A student who meets his/her typical growth goal has grown the expected amount.

***Stretch Growth**:* The amount of growth a student needs to be on the path to grade-level proficiency. This goal represents the amount of growth needed for a student to close gaps in achievement.

Research indicates that a student that meets his/her stretch growth goal for two years has a significantly higher chance of being on grade level by the end of the 2nd year, even starting two or more grade levels below. This is why it is imperative for schools to ***focus on helping students meet their stretch growth goals,*** especially if they are beginning the year not on grade level.

What is the difference between growth monitoring and progress monitoring?

Growth monitoring differs from progress monitoring. After the BOY diagnostic, students who are below grade level should be identified for growth monitoring. This monitoring will be completed one time during the months of September, November, and March. Adjustments to the students being growth monitored should be made after the MOY diagnostic and should include students who have not shown significant growth.

Progress monitoring is the process of doing specific intervention with students involved in the MTSS process. Progress monitoring should involve a specific intervention and data collection based on the frequency outlined in the targeted intervention. Progress monitoring data can include, but is not limited to, lessons passed in the i-Ready platform, teacher assigned lessons, literacy task performance, and ELA and math comprehension checks. Progress monitoring can be scheduled in the i-Ready platform, but teachers will need to complete the intervention and input the results into the assigned progress monitoring.

Growth Monitoring Reports

When looking for resources to support and monitor student growth, schools can begin by using the following reports:

Report Title	Subject	Purpose
Diagnostic Growth	Reading and Math	See how much progress a school/class/group has made toward Typical Growth and Stretch Growth® after they complete two or three Diagnostics.
Growth Monitoring Status	Reading and/or Math for identified students	See student progress in completing a Growth Monitoring assessment in real time.
Growth Monitoring Results	Reading and/or Math for identified students	Monitor the likelihood that students in a class will meet their Typical Growth, Stretch Growth, and On Grade Level measures.

Content Mastery Assessments (CMA)/Online Interim Assessments:

The CMAs/Online Interim Assessments in grades 3-8 ELA and Math are administered two times per year. Administration of these assessments will be in **November and February**. The chart below outlines the grade levels and subjects that will complete the CMAs:

Subject Area	Grade Level(s)
ELA	3rd-8th
Math	3rd-8th

The Content Mastery Assessments will be completed in the DRC Beacon platform in the same format as the Georgia Milestones Assessment. These online interim assessments will be delivered as the full-length computer adaptive test found in the platform. This will be a milestones type assessment that will cover standards as they are assessed on the Georgia Milestones. At the conclusion of each administration, a Milestones predictor score will be generated for each student. As an adaptive test, students will be assessed on a variety of standards, not necessarily standards already taught. However, this will give schools and teachers the ability to determine the likelihood of a student earning a passing score on the Milestones and adjust instruction to help improve a student's learning outcome.

Specifically, DRC BEACON provides:

- Mastery through detailed descriptions of student performance.
- Growth targets and progress related to individual improvement.
- Learning progressions that help teachers differentiate instruction by identifying what students are ready to learn next and where to focus learning for maximum impact.

Testing Format for CMAs/Online Interim Assessments

- The test for each content area contains 32 to 52 items.
- The test is untimed but is designed for most students to complete in the following time frame: 70-90 minutes for ELA and 45-60 minutes for Math.
- The test may be completed in one setting or paused and continued.
- Ideally, students should complete each subject in one sitting, under Milestones testing conditions, to help students practice with the platform. However, the test can be paused and continued. ***Students should not take both subjects in the same day and the school should not cease instruction due to testing.***
- Since the test is adaptive based on student response, a student's test is individualized and may not have the same questions as someone else in the same class.

Dyslexia Screener (Students Grades K-3)

School districts are required to assess all students in grades K-3 for dyslexia. The goal is to identify and intervene with students who show indicators of dyslexia at an early age. Students in grades K-3 will be screened January 6th –31st. The following outlines the steps to completing the screening process:

- All K-3 students will be given the assigned Literacy Tasks in i-Ready one-on-one between Jan. 6th –31st.
- The teacher will score the assessments online in real-time as the student completes the tasks.

Grade	*i-Ready Literacy Tasks*		
	Fall	Winter	Spring
Grade K	Letter Naming Fluency of Mixed-Case Letters	Letter Naming Fluency of Mixed-Case Letters	Letter Naming Fluency of Mixed-Case Letters
	Rapid Automatized Naming of Objects	Rapid Automatized Naming of Objects	Rapid Automatized Naming of Objects
		Pseudoword Decoding—Fluency	Pseudoword Decoding—Fluency
Grade 1	Grade 1 Word Recognition Fluency	Grade 1 Passage Reading Fluency	Grade 1 Passage Reading Fluency
	Rapid Automatized Naming of Objects	Rapid Automatized Naming of Letters	Rapid Automatized Naming of Letters
	Pseudoword Decoding—Fluency Letter Naming Fluency*	Pseudoword Decoding—Fluency	Pseudoword Decoding—Fluency
Grade 2	Grade 2 Passage Reading Fluency	Grade 2 Passage Reading Fluency	Grade 2 Passage Reading Fluency
	Rapid Automatized Naming of Letters	Rapid Automatized Naming of Letters	Rapid Automatized Naming of Letters
	Pseudoword Decoding-Fluency	Pseudoword Decoding-Fluency	Pseudoword Decoding-Fluency
Grade 3	Grade 3 Passage Reading Fluency	Grade 3 Passage Reading Fluency	Grade 3 Passage Reading Fluency
	Rapid Automatized Naming of Letters	Rapid Automatized Naming of Letters	Rapid Automatized Naming of Letters
	Pseudoword Decoding—Fluency	Pseudoword Decoding—Fluency	Pseudoword Decoding—Fluency

- Results will be analyzed to determine if a student requires additional intervention.
- Review Dyslexia in the Classroom: What Every Teacher Needs to Know for guidance on how to provide support to students who exhibit characteristics of dyslexia.

For more detailed information concerning dyslexia legislation in Georgia, please consult the Dyslexia Information Handbook .

Section 2: Additional Instructional Assessments

Assessment	Grade Level	Content Areas	Platform
Pre and Post Tests	All 4 academic contents and grade levels	ELA, Math, Sci, SS	Canvas Courses
DRC Beacon Testlets	3rd-8th	ELA and Math	DRC Beacon
Textbook Assessment Resources	All grade level textbook item banks	ELA, Math Sci, SS	Textbook digital platforms
Velocity	As rolled out from GADOE	Sci and SS	Can be integrated into Canvas from state platform
Teacher-Created Formative Assessments	All grade levels	All content areas	Teacher generated/Mastery platform

Pre and Post Tests:

Pre and Post tests are achievement tests in ELA, Math, Science and Social Studies. These assessments provide teachers with data on the academic knowledge of each student prior to beginning a unit of instruction (pretest) and after the conclusion of instruction (posttest).

These assessments are designed to be given at the beginning and end of each unit based on the curriculum maps and pacing guides. The assessments are housed in the Canvas LMS platform for all grade levels *(Kindergarten students should complete math pre and post assessments in Ready Math for Mathematics).*

Best Practices on Administering Pre and Post Assessments:

Pre-Assessments

- Administer pre-assessments prior to beginning a unit of instruction as outlined in the RCSS Curriculum Maps and Pacing Guides
- Pre-assessments can be found inside the Canvas courses for the specific content.
- **Pre-assessments should not be used as a grade** however, they can provide insight on students' prior knowledge.
- Use pre-assessment data to plan student learning paths, determine intervention and acceleration opportunities, and implement purposeful standards-based groupings.

- Use the pre-assessment data to engage students in goal setting for the unit.
- Throughout instruction, conference with students to provide feedback on progress toward mastering unit standards and meeting their identified goals.

Post-Assessment

- Post-assessments can be found inside specific courses in Canvas.
- After completion of a unit of instruction, post-assessments can be administered to measure mastery of the standard(s).
- **Post-assessments can be used as grades.**
- After post-assessment administration, teachers and schools should utilize the RCSS Data Analysis Protocol to determine a plan for remediation and/or acceleration.
- Don't forget to take a moment to celebrate student success and growth.

DRC BEACON

The DRC BEACON is available for students in grades 3-8 in the areas of ELA and Math. These are formative assessments to gather additional data to understand student learning on grade level standards. These will be given twice, once in November and once in February to support teachers in determining the mastery of standards and next steps in instruction.

The chart below outlines the time needed for specific testlets:

English Language Arts	Estimated Time
Reading	45–55 minutes
Writing Research	10–14 minutes
Writing Text Types & Purpose	10–12 minutes
Writing Conventions of Standard English	10–12 minutes

Mathematics	Estimated Time
Algebra	15–20 minutes
Number & Quantity	15–20 minutes
Measurement & Data	15–20 minutes
Geometry	15–20 minutes

Textbook Assessments Resources

Teachers are encouraged to utilize assessment resources purchased as a part of the district adopted textbook resources. These resources provide teachers with assessment items that are directly related to content found in the textbook resources. Many of the resources have access to online assessment questions that can be integrated into the Canvas LMS.

Current textbook resources are available in Richmond Resources or on the Teaching and Learning website.

Velocity

Velocity is a new component of Inspire that provides interactive content for students to engage with the lesson or unit material. GaDOE began integrating Velocity activities in some of the Social Studies content in July of 2023. GaDOE will continue to expand on Velocity activities. These activities can be added for students in their Canvas courses. Available Velocity activities will be shown in the unit resources as purple boxes. A tutorial video on Velocity can be found here (www.youtube.com/watch?v=WR1OncKCxJE).

New Velocity activities will be added on a continual basis in Inspire. Teachers should check back frequently for new activities or can learn more about how to build their own.

Teacher-Created Formative Assessments:

Teachers have the flexibility to create formative assessments that are tailored to classroom needs. When creating formative assessments, teachers should ensure that the assessments reflect specific content, skills, and standards.

To assist in creating formative and common assessments, teachers will continue to have access to the Mastery Connect platform and item bank. This resource tool can be accessed through Canvas courses. For more information on how to use this resource, teachers can consult the Mastery Connect Teacher Resource course located in Canvas.

Section 3: Data Use and Analysis

The purpose of assessments is to provide schools, teachers, students, and parents/guardians with information concerning student progress and growth. The most essential component of any assessment is how the data will be used to impact instruction and address student learning needs. This section will provide resources for schools to support data analysis.

Learner Profiles:

At the beginning of the school year, teachers should take the opportunity to learn about their students through the completion of learning profiles. Taking time to understand the learning profile of the students will allow teachers to begin the year with an understanding of student learning needs. The steps to creating a learner profile include:

- Review historical student data in Infinite Campus, i-Ready or NWEA MAP, Panorama, and SLDS to identify academic strengths, areas of growth, and habits of learning.
- Create a **student interest inventory** to learn more about strengths, extra-curricular activities, and interests. ***Administer to students during the first week of school.***
- You may also have the parent/guardian complete an inventory about their student as a way to help begin establishing positive relationships.
- Involve students to co-create active learning goals and action steps.

- Establish weekly check-ins to provide students opportunities to reflect on progress toward their learning goals, identify areas needing more attention, and consider whether they need to revise the goal.
- Facilitate communication about student progress on a regular basis. Schedule student-led conferences to review work samples. Prepare, execute, and reflect on information with parents/families.

Data Analysis Protocol:

"Don't just check the box….use the data!"— Aletha Snowberger

When utilizing data from districtwide or supplemental instructional assessment, the goal is to ensure that the data informs instruction and is an integral part of the collaborative planning process. The use of a data analysis protocol provides a systematic way to examine data and to develop next steps to monitor and adjust instruction.

Teachers and schools should use the RCSS Data Analysis Protocol to gain actionable insights into student learning, inform instructional decisions, and drive continuous improvement in teaching practices. The RCSS Data Analysis Protocol was revised in 2024 to align with the instructional framework.

Using Data to Improve Instruction:

Teachers have a wealth of data resources that they can use to help inform their instruction. Each of these different data sets can be used by individual teachers, grade level teams, and schools to inform and improve student mastery.

Type of Assessment Data	Purpose	How to Use Data
Standardized Test Data	Measure student achievement against a predetermined standard	Analyze overall performance trends, identify areas of strength and weakness, inform curriculum planning and pacing
Individual Assessments	Assess individual student progress and mastery	Track individual student growth over time, identify specific learning needs, tailor instruction accordingly
Formative Assessments	Evaluate student understanding during instruction	Provide immediate feedback, adjust teaching strategies in real-time, inform instructional decisions

Summative Assessments	Evaluate student learning at the end of a unit or course	Measure overall student achievement, assess mastery of learning objectives, inform grading and reporting

Student Agency:

Student agency refers to the ability of students to take an active role in their own learning process, making choices and decisions that influence their educational journey. It involves fostering a sense of ownership, autonomy, and responsibility among students, empowering them to set goals, monitor their progress, and advocate for their needs. By promoting student agency, teachers encourage students to become self-directed learners who are motivated, engaged, and capable of driving their own academic success.

Strategies to Support Student Agency:

Teachers can support student agency by:

- Offering choices in learning tasks
- Encouraging goal setting and reflection
- Facilitating student-led discussions
- Promoting peer collaboration
- Providing feedback and self-assessment opportunities
- Allowing choice in assessment methods
- Encouraging risk taking
- Fostering critical-thinking skills

Student Goal Setting and Data Notebooks:

"*Setting goals is the turning the invisible to the visible*." – Tony Robbins

An important component in developing student agency and encouraging a growth mindset is to involve students in setting goals and being knowledgeable about what their data says about their current level of proficiency. Students in all grade levels have the ability to set goals and monitor their progress toward meeting them.

Some types of goals that students can set:

- **Mastery Goals:** Using a teacher's learning targets and success criteria, students can set goals on how they will master the success criteria for a lesson or unit.
- **Performance Goals**: Based on data conferencing, students can set grade and assessment goals to increase their academic achievement.
- **Personal**: Students can reflect on personal growth and set goals. For school, these may include goals to improve areas such as assignment completion, meeting deadlines, attendance and tardiness, and/or behavior

The article Guiding Students to Set Academic Goals is a great introduction on how to help teachers with student goal setting at various grade levels.

Data Notebooks:

"*Self-assessment by pupils, far from being a luxury, is in fact, an essential component of formative assessment."* —Black & William

Data Notebooks are a tool that can be used by teachers at all grade levels to promote student goal setting, to encourage growth mindset and student efficacy, and to provide tools for student-led conferencing. These notebooks are designed to help students document their growth and conference with their teachers and guardians on ways in which they can continue to improve.

Teachers who utilize data notebooks should:

- Clarify the purpose of the notebook as "learning in progress" so growth is the central component.
- Help students and parents understand that learning is not on a consistent upward trajectory and that learning from mistakes is a critical part of adopting a growth mindset.
- Foster a sense of safety with students as they generate goals and share their progress.
- Assist students in using these notebooks as preparation for student-led conferencing.

Student Led Conferencing:

The purpose of the traditional parent-teacher conference model is to ensure that a partnership is formed between the parent and teacher and to communicate a student's progress toward meeting learning goals. In this traditional model, most of the communication is between the parent and the teacher and there is little to no involvement of subject at hand – the student. Research indicates that students who participate in student-led conferencing have:

- Increased engagement
- The ability to voice concerns and express themselves to others
- Insight into their own learning needs
- A more positive relationship with teachers and parents
- The ability to give and receive feedback more readily

Roles in Student Led Conferencing:

Role of the Student	Role of the Parent	Role of the Teacher
Leaders of the Conference	Active listeners and Advocates	Assist in student preparation active listener and advocate
To Prepare for the conference: • Review data notebook/data • Collect samples and data to share • Practice with teacher to receive feedback and gain confidence	**To Prepare for the conference:** • Encourage student as they prepare for conference • Familiarize yourself with the process of student led conferencing • Prepare a list of questions to discuss	**To Prepare for the conference:** • Meet with student to help identify data. • Explain student-led conferencing to parent • Schedule the conference with the parent.
During the conference: • Introduce themselves and members present • Discuss the identified data with stakeholders • Discuss goals for continual growth • Celebrate success and identify next steps	**During the conference:** • Be an active listener and provide encouragement • Work with student and teacher to identify learning goals • Ask questions • Celebrate success	**During the conference:** • Act as a guide and offer feedback • Work with student and parent to identify learning goals and next steps for learning • Provide clarity for any needed • Celebrate success
After the conference: • Provide feedback to teacher • Reflect on conference and refine goals • Begin next steps from conference	**After the conference:** • Provide feedback on experience • Help student begin working on next step goals	**After the conference:** • Provide feedback on experience • Help student begin working on next step goals


Richmond
County School System