



PILLAR 4: EVIDENCE OF LEARNING

As opposed to compliance and/or busy work, student learning experiences are designed to demonstrate mastery of expected knowledge and skills. Evidence of learning prioritizes process over product, progress towards mastery, thinking and learning over grades

- Weekly formative assessments
- Assessments of Mastery: pre / post / unit (including NWEA assessment at 3 intervals)
- Student progress monitoring tools
- Metacognition: Thinking about thinking and learning

Teachers Will:

- Develop pre, formative & summative assessments that drive planning & align with learning targets
- Empower students to determine their own next steps through intentional opportunities such as conferencing & goal setting conversations, based on progress & needs as determined by data
- Use multiple sources of data to drive differentiated instructional practices including perception and anecdotal data
- Create and maintain visible data in classrooms i.e. data charts, goal-setting sheets, etc.
- Maintain high, realistic academic expectations for each student
- Plan assessments that gauge knowledge & skills at the cognitive rigor demanded by the TEKS

Students Will:

- Track progress and mastery of learning targets; set new learning goals as needed
- Access multiple sources of learning data
- Conference regularly with teachers to discuss progress
- Secondary students will successfully obtain applicable CTE certifications and/or advanced post-secondary readiness courses
- Demonstrate understanding/mastery of skills & knowledge through a variety of assessments