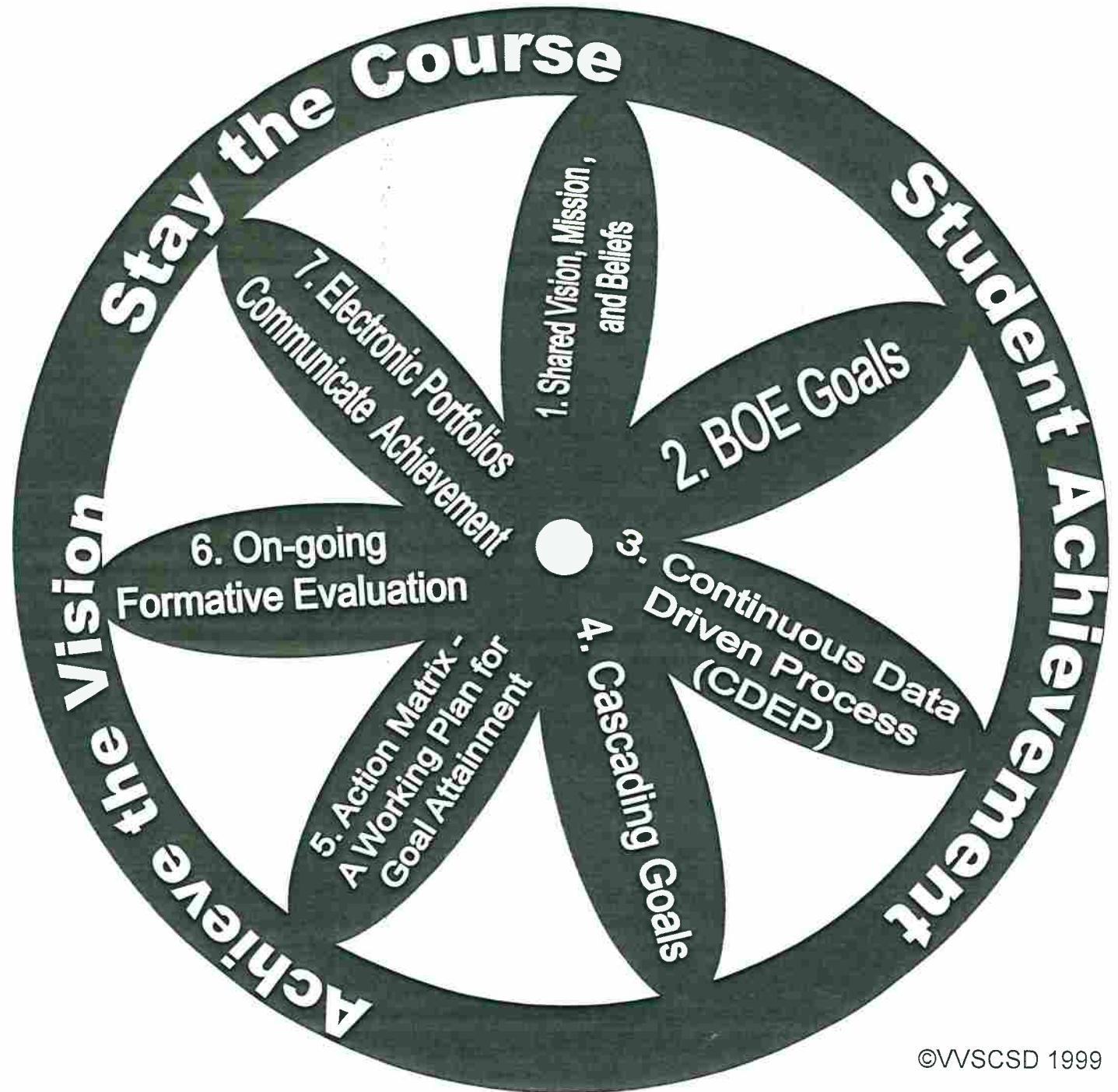
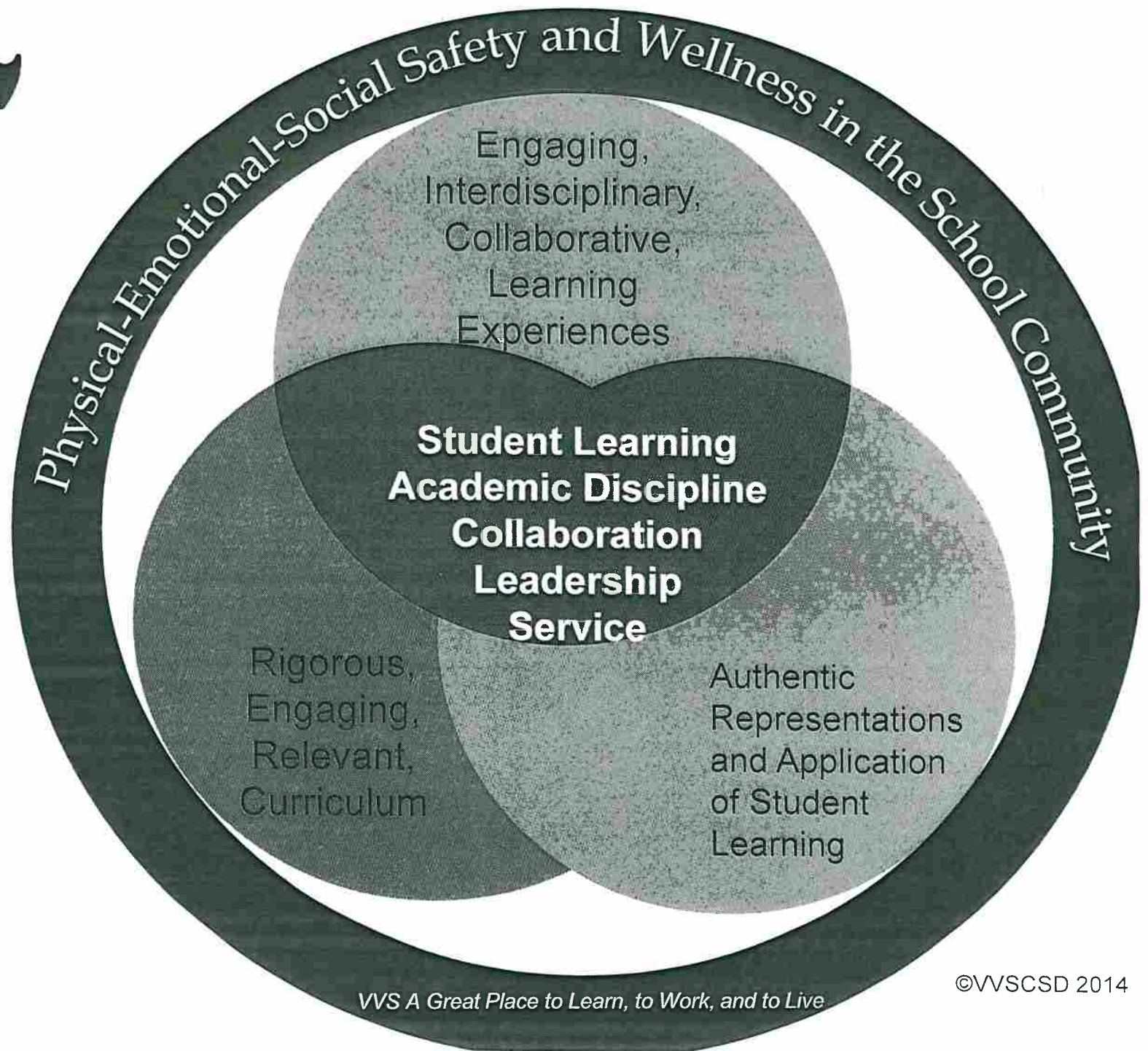


“A viable system of continuous growth adapts to the ever present forces of change.”

-Martha K. Group





1. What do we say we value?
2. What do we show we value?
3. Where and how do we invest our resources?

Vernon-Verona-Sherrill Central School District

STUDENT ASSESSMENT ANALYSIS

1. Is there a relationship between the reported student performance data and the teacher's philosophy of education/grading? What are the specific corollaries?
2. What types of student assessments are represented in each of the marking period grades?
3. How are marking period grades calculated? What are the weightings for specific types of student assessments?
4. What specific content, concepts and units of instruction are taught during each marking period?
5. What are the predominant instructional strategies utilized throughout each lesson and unit in the marking period?
6. Is there an identifiable correlation between the curricular scope and sequence, the instructional strategies implemented, and the student performance demonstrated on standardized assessments?
7. What criteria have been set to measure the validity and reliability of teacher generated marking period grades versus student performance on standardized test?
8. Is the current student performance data consistent with previous years? (Reflection on why/why not?)
9. Does this data support the overall goals for student achievement in the PreK-12 Comprehensive District Education Plan?
10. What are the implications for the current PreK-12 program including curriculum, instruction, and assessment design to ensure smooth transitions and effective articulation PreK-12?