

*Principle 5: Communication among stakeholders is timely, appropriate to audience, and aligned to standards.*

*Principle*

Principle 5 indicates that communication about student learning should clearly depict student mastery of state standards. This communication system should also provide accurate information in a timely manner.

*Goals*

Guiding principle 5 states that communication should

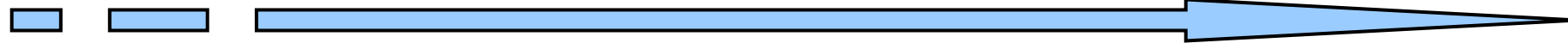
- provide feedback to stakeholders regarding achievement of standards through a variety of methods;
- provide assessment and evaluation information on student achievement that is clear, accurate, and timely; and
- ensure the confidentiality of individual student data subject to legal requirements.

*Guidelines*

- 5.1 Teachers provide ongoing communication about student achievement using a variety of methods, e.g., student-led parent conferencing, progress reports, portfolios, informal contacts, etc.
- 5.2 Teachers report student achievement in relation to state standards/benchmarks.
- 5.3 Teachers provide stakeholders with clear, accurate, and appropriate information that indicates achievement of standards.
- 5.4 Teachers provide students with prompt, age-appropriate feedback regarding their achievement on classroom assessments.
- 5.5 Teachers encourage students to become an active part of the assessment and communication process.

## *Assessment Literacy Continuum: Moving Toward Assessment for Learning*

***Principle 5: Communication among stakeholders is timely, appropriate to audience, and aligned to standards.***



<i>Awareness</i>	<i>Beginning</i>	<i>Practicing</i>	<i>Skilled</i>
<ul style="list-style-type: none"> <li>□ I am aware that I should provide ongoing communication about student achievement using a variety of methods. However, I currently rely only on the standard district reports.</li> <li>□ I am aware that I should provide clear, accurate, and appropriate information that indicates achievement of standards. However, all non-achievement and achievement variables are currently combined.</li> <li>□ I am aware that I should provide students with prompt, age-appropriate feedback regarding achievement of standards. Currently, feedback is only given upon completion of work.</li> <li>□ I am aware that I should encourage students to become an active part of the assessment and communication process. Currently, however, students are not active in these areas.</li> </ul>	<ul style="list-style-type: none"> <li>□ I am beginning to develop additional communication tools to supplement the standard district reports.</li> <li>□ I am beginning to remove non-achievement variables from achievement information so that communications indicate achievement of standards.</li> <li>□ I am beginning to develop strategies to provide feedback regarding achievement of standards. Feedback is still irregular or may be only given at grading times.</li> <li>□ I am beginning to encourage students to become active in the assessment and communication process. These opportunities, however, are still very limited.</li> </ul>	<ul style="list-style-type: none"> <li>□ I provide communication about student achievement of standards using a limited number of communication tools.</li> <li>□ I report achievement of standards to stakeholders. Some non-achievement variables are combined with achievement information.</li> <li>□ I frequently provide students with formative feedback. Some feedback may not provide students with specific information to improve achievement.</li> <li>□ I allow students to become active in the assessment and communication process. Students use teacher-developed assessment tools and take a more passive role in the communication process.</li> </ul>	<ul style="list-style-type: none"> <li>□ I provide ongoing communication about student achievement using a variety of methods including conferences, progress reports, portfolios, informal contacts, etc. (5.1)</li> <li>□ I report clear, accurate, and appropriate information that indicates achievement of standards. Non-achievement variables are reported separately from achievement information. (5.2, 5.3)</li> <li>□ I consistently provide students with prompt, age-appropriate feedback regarding achievement of standards. (5.4)</li> <li>□ I encourage students to become an active part of the assessment and communication process. Students help create assessment tools and criteria, and actively participate in the communication process. (5.5)</li> </ul>