

**WHAT IS THE DEFINITION AND PURPOSE?**

Benchmark tests are typically administered periodically throughout the school year (e.g., every few months) to fulfill one or more of the following functions: instructional (to supply teachers with individual student data), predictive (identifying student readiness for success on a later high-stakes test), and/or evaluative (to appraise ongoing educational programs).<sup>1</sup>

The purpose of a benchmark assessment is to:

1. Track student growth relative to expected learning goals.
2. Supply information to design or modify instructional activities (intervention/enrichment).
3. Predict end- of-year/course proficiency.
4. Inform system improvement decisions regarding curriculum intervention, and instruction.

**WHEN IS THIS ASSESSMENT ADMINISTERED?**

Across instructional units/calendar periods (quarter, trimester, semester).

**WHAT DATA DO THESE ASSESSMENTS PROVIDE?**

Qualitative and quantitative data to assess student risk levels.

**WHAT ARE EXAMPLES OF THESE ASSESSMENTS?**

Elementary:

- Renaissance is the current district-mandated Benchmark administered in grades K-6.

Secondary:

- There is no district-mandated benchmark administered in grades 7-12. Teachers/PLCs can create their own if so desired.

**WHAT DO I DO WITH THE ASSESSMENT DATA?**

| Who     | Action  | How   |
|---------|---|---|
| Student | Assess progress towards learning goals and success criteria                                 | <ul style="list-style-type: none"> <li>• Am I growing or improving throughout the year?</li> </ul>  |
| Family  | Family involvement based on results brought home by the student or provided by the teacher  | <ul style="list-style-type: none"> <li>• Review overall grade or assessment results to ask:                             <ul style="list-style-type: none"> <li>◦ Is my child on track?</li> <li>◦ What are my child's strengths?</li> <li>◦ Does my child have areas to improve?</li> </ul> </li> </ul>   |
| Teacher | Analyze data  | <ul style="list-style-type: none"> <li>• What are the strengths and areas of need for my class as a whole?</li> <li>• What are the strengths and areas of need for subgroups and/or individual students?</li> <li>• Did students show appropriate growth and/or what percentage of students are on track to reach proficiency?</li> <li>• Did my pacing allow sufficient time for students to master content?</li> <li>• Does my future instruction need refinement/adjustments?</li> </ul> |
|         | Plan instruction for start of new learning goals including practice/review of prior mastery | <ul style="list-style-type: none"> <li>• Did students master the learning goals/success criteria?</li> <li>• Are students ready to move on or is reteaching necessary?</li> </ul>   |

WHAT DO I DO WITH THE ASSESSMENT DATA?

| Who  | Action  | How  |
|--|---|--|
| Teacher  | Provide actionable feedback to class and/or individual students                 | <ul style="list-style-type: none"> <li>• Determine steps for the class and/or students to improve their work.</li> <li>• Provide students with at least one strength and one area to improve.</li> </ul>   |
|  | Engage parents/guardians regarding student performance relative to expectations | <ul style="list-style-type: none"> <li>• Options include:                             <ul style="list-style-type: none"> <li>◦ Print feedback card in assessment platform or provide descriptive feedback for students to take home.</li> <li>◦ Engage in conversations if needed.</li> </ul> </li> </ul>  |
| Site Student Support Professionals (e.g., reading/math specialist) | Review benchmark assessment data  | <ul style="list-style-type: none"> <li>• Review benchmark assessment data:                             <ul style="list-style-type: none"> <li>◦ What does this data reveal about the strengths and areas of improvement of our students?</li> <li>◦ What does this data reveal about our instructional practices?</li> <li>◦ How can I best support students and colleagues?</li> </ul> </li> <li>• Identify which students would benefit from additional supports.</li> </ul> |

| Who                                   | Action  | How  |
|---------------------------------------|---|--|
| PLC (Professional Learning Community) | Use benchmark assessment data to identify grade level trends of student progress toward mastery of state standards, including strengths and areas of refinement | <ul style="list-style-type: none"> <li>• What are the strengths and needs of our students?</li> <li>• How successful was our Tier 1 instruction?</li> <li>• Do any modifications to our Tier 1 instruction need to be made?</li> <li>• How will we respond when some students do not learn?                             <ul style="list-style-type: none"> <li>◦ Which students need reteaching and how and when will I do it?</li> </ul> </li> <li>• How will we extend the learning for students who are already proficient?</li> <li>• Which students need enrichment and how and when will I do it?</li> </ul> |
| Site Administration                   | Use benchmark assessment data to identify grade level trends of student progress toward mastery of state standards, including strengths and areas of refinement | <ul style="list-style-type: none"> <li>• Do I see any patterns in each grade level?</li> <li>• Do I see any patterns across the grade levels?</li> <li>• Do I see any areas of concern?</li> <li>• How successful is Tier 1 instruction in each grade level?</li> <li>• Do any modifications to Tier 1 instruction need to be made?</li> <li>• Should we focus our resources on continued Tier 1 instruction or Tier 2?</li> <li>• Do I have teachers who need additional supports?</li> </ul>   |

**WHAT DO I DO WITH THE ASSESSMENT DATA?**

| Who   | Action   | How   |
|---|--|---|
| <p>District Student Support Professionals (e.g., coaches/specialists)</p> | <p>Work with teachers to analyze benchmark data</p>                        | <ul style="list-style-type: none"> <li>• What are the strengths and needs of our students?</li> <li>• How successful was Tier 1 instruction?</li> <li>• Do any modifications to Tier 1 instruction need to be made?</li> <li>• How will we respond when some students do not learn?                             <ul style="list-style-type: none"> <li>◦ Which students need reteaching and how and when will I do it?</li> <li>◦ What Tier 2 and/or Tier 3 supports are needed?</li> </ul> </li> <li>• How will we extend the learning for students who are already proficient?                             <ul style="list-style-type: none"> <li>◦ Which students need enrichment and how and when will I do it?</li> </ul> </li> <li>• How can I support schools and staff to improve achievement?</li> </ul> |
| <p>District Administration</p>  | <p>Review school- and district-level data aggregated and disaggregated</p> | <ul style="list-style-type: none"> <li>• What district trends are evident in the data?</li> <li>• What school trends are evident in the data?</li> <li>• Which sites may need additional supports and/or resources to meet the needs of their students?</li> <li>• How can we support schools and staff to improve achievement?</li> </ul>  |