RESOURCE 7.7 FOR TEACHERS AND OTHER SCHOOL LEADERS
Taking Action Based on Assessment Results

Ideally schools have digital platforms to store and use annual student, interim, and classroom data. Six Parts (I-VI) provide an overview of the kinds of information from various data sources that may be useful to input and store from year to year.

School Year: _____ Grade Level: _____

Part I. Annual English Language Proficiency Testing:

Results for _____ Overall Composite: _____

LANGUAGE DOMAIN(S)	SCALE SCORE	LANGUAGE PROFICIENCY LEVEL	ACTION STEP
Listening			
Speaking			
Reading			
Writing			
Oral Language			
Literacy			

Part II. Action Steps for Classroom Assessment *as*, *for*, and *of* Learning of Language Development in One or More Languages

ASSESSMENT *AS* LEARNING	ASSESSMENT *FOR* LEARNING	ASSESSMENT *OF* LEARNING
Activities:	Activities/ Tasks:	Projects:
Evidence and Next Steps:	Evidence and Next Steps:	Evidence and Next Steps:

Part III. Annual Achievement Testing in Grades 3–8 and Once in High School: Classroom Results

CONTENT AREA	SCALE SCORE	PROFICIENCY LEVEL	ACTION STEP
English Language Arts/Reading			
Mathematics			
Science			

Part IV. Interim or Annual Achievement Testing in Languages Other Than English

Date: _____ Language: _____

CONTENT AREA	RESULTS	ACTION STEP
Language Arts/ Reading		
Mathematics		
Science		

V. Action Steps for Classroom Assessment *as*, *for*, and *of* Learning of Conceptual Development in One or More Language

ASSESSMENT *AS* LEARNING	ASSESSMENT *FOR* LEARNING	ASSESSMENT *OF* LEARNING
Activities:	Activities/ Tasks:	Projects:
Evidence and Next Steps:	Evidence and Next Steps:	Evidence and Next Steps:

VI. Overall Summary of Data and Recommendations: