



5 Ways Teachers Can Use Assessment Data in the Classroom

“If we solicit data from kids, we have a moral obligation to use that data to benefit kids.”
 -Trenton Goble, VP of K12 Strategy at Instructure

1

To Identify Student Learning Opportunities



77% of educators primarily use assessment to better understand students' individual needs and improvement areas

Understanding where students are in their learning is critical, and assessments for learning – like formative assessments – can deliver a snapshot of what students know, what students should know, and what students do not yet know.

Formative assessments like:

- Short quizzes
- Exit tickets
- Thumbs-up/thumbs-down
- Interviews

Give teachers:

- Real-time feedback on where students are in their learning
- The ability to make adjustments to their lesson in class so that no students are left behind.

2

To Adjust Instruction



67% of educators are comfortable using data to inform instruction

“Where are we in our learning today and what do we need to improve on tomorrow?”

This question can guide educators as they plan their instruction and serve as a reminder that lessons can and should evolve to the students' needs.

Feedback and insights from assessment data can help teachers adjust their instruction to meet individual student needs as well as group students based on their progress. Having this insight can facilitate remediation groups that may need intervention or acceleration groups that benefit from further learning.

3

To Self-Evaluate Their Practice



8% of educators use assessment data to evaluate their efficacy

Teachers are always learning. One of the most valuable lessons they can learn is how to continue improving their practice.

In our recent survey, 75% of educators said that their school provides training and support to help teachers improve assessment data literacy, and that's an essential first step. By gaining access to data at the student, classroom, and school levels, there's also a need for schools to create a positive data culture—one where teachers feel safe sharing strengths and growth areas, making thoughtful decisions, and improving together.

4

To Use as a Springboard for Collaboration

When educators come together to collaborate, share, and discuss assessment data in Professional Learning Communities (PLCs), they can ask two guiding questions while looking at assessment data:

- What do we want students to learn?
- How will we know if they have learned it?

Additionally, they can give honest feedback about how assessments are currently being delivered in their classroom. Both at the individual and collective level, teachers can ask leadership for support in their efforts. To promote consistency and eliminate uncertainty, teachers can also use this time together to strategize and create assessment and grading strategies.

5

To Connect with Students

Students need to understand that assessment doesn't always mean grades and test scores.

Teachers can communicate that assessment is a way for them to demonstrate:

- What they know
- What they might need more help with

Use assessment data as a conversation starter with students and help them set academic goals to take responsibility for their learning. This communicates that their teacher sees them where they are in their learning and is clear on how to support them as they continue on their learning journey.

Assessment data can empower teachers, inform instruction, provide insight into students' learning needs, and form the backbone of educator collaboration. The value of the data starts with an understanding of how to leverage it in the classroom.

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