**Assessment of Student Performance Guide**

***Guiding Principles***

1. Assessment devices used by the institution to determine students’ performances are aligned with the curriculum and specific standards and learning objectives.
2. Assessments used by the institution are accompanied by evidence demonstrating that they satisfy accepted technical requirements such as validity, reliability, and absence of bias and instructional sensitivity.
3. Assessments used by the institution to determine students’ performances, whether externally acquired (e.g. standardized achievement tests) or internally developed, (e.g. teacher-developed) have been administered with fidelity to the administrative procedures appropriate for each assessment.
4. Students to whom assessments are administered are accurately representative of the students served by the institution.
5. Appropriate accommodations for students have been provided for all assessments.
6. Evidence of student learning promoted by the institution is analyzed and presented with clarity.
7. In comparison to institutions functioning in a similar educational context, students’ statuses, and improvement and/or growth evidence indicates that the level of student learning is at or above what would otherwise be expected.
8. Evidence of student learning indicates no significant achievement gaps among subpopulations of students, or the achievement gaps have noticeably declined.

***Simplified Student Performance Diagnostic Narrative***

***(of Analysis of Student Performance Data)***

**1. Areas of Notable Achievement**

a. Which area(s) are above the expected levels of performance?

b. Describe the area(s) that show a positive trend in performance.

c. Which area(s) indicate the overall highest performance?

d. Which subgroup(s) show a trend toward increasing performance?

e. Between which subgroup is the achievement gap closing?

f. Which of the above reported findings are consistent with findings from other data sources?

**2. Areas in Need of Improvement**

1. Which area(s) are below the expected levels of performance?
2. Describe the area(s) that show a negative trend in performance.
3. Which area(s) indicate the overall lowest performance?
4. Which subgroup(s) show a trend toward decreasing performance?
5. Between which subgroup is the achievement gap becoming greater?
6. Which of the above reported findings are consistent with findings from other data sources?