North River Collaborative
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Focus Area
- Identifying New Assessment Approaches
- Systems and Structures to Support Educator Collaboration
- Acting on Information from Common Assessments
- Continuous Improvement and Next Steps

Goals and Approach: Identifying New Assessment Approaches
- Multiple school districts with a variety of roles came together to create a cohort of singletons to develop Common Assessments
- Educators focused on assessment literacy and various ways to measure growth

Common Assessment: Supporting Student Social Emotional Learning
- Educators used behavioral and mental health data from the districts, national standards and curriculum frameworks for social/emotional learning to develop assessments
- Each district identified the essential growth to be measured: What are the measurable objectives for students related to the profession? The educator’s role?
- Developed a Repeated Measure - Conducting interviews with students K-12 to understand emotional growth and strategies. Students respond verbally, with a drawing, or through play to demonstrate strategies.

Common Assessment: School Psychologists
- School Psychologists developed a checklist to follow up with teachers after the report has been created: How are the psychological assessments of students used by teachers? How are the strategies being implemented in the classroom? What will be the outcomes for students?

Common Assessment: Elementary PE and Art Teachers
- Physical Educators identified a way to assess student’s ability to learn dance in PE: students will demonstrate the dance and then write the steps as additional evidence that they learned a dance
- Art Educators identified a way to assess student’s ability to analyze a piece of their own art work relative to assignment goals, strengths and weaknesses, elements of art and use of materials

Common Assessment: Performance and Writing Tasks
Teachers created a structure for the assessment: a writing prompt and activity. This format will provide an opportunity to individualize the assessments:
- Elementary Science Teachers used standards for their grade level to create performance tasks: setting up a stream table, drawing the water cycle and describing a process
- Music Teachers created a repeated measures assessment for Grades 5-8: the task for a given piece of music is, to interpret the style/mood of the music and reference identified musical elements

Next Steps
- Educators will look at the data from the assessment pilots and make any modifications or adjustments
- Focus question: How will the results inform practice?