**Tool 2.9 Gathering and Using Information about Students’ Learning Needs and Progress (TQS 3i)**

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| **Essential Question:** In what ways do I gather information about what students know and can do, and how do I use that information to plan for future instruction?1. Do I assist students, parents/guardians, and other educators to interpret and understand the results of diagnostic data, as well as the purposes, meanings, outcomes and implications of assessments?
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1. Do I use a variety of diagnostic methods that include observing students’ activities; analyzing students’ learning difficulties and strengths; using the results of [assessments](http://www.aac.ab.ca/projects-grants/communicating-about-student-learning/definitions-2/)to deepen understanding of students’ learning;  developing remediation programs and interpreting the results of assessments and information provided by students, their parents, colleagues and other professionals?
2. Do I select and develop a variety of classroom assessment strategies and instruments to assess the full range of learning outcomes?
3. Do I follow [The Principles for Fair Student Assessment Practices for Education in Canada](http://www.aac.ab.ca/hot-topics/fair-assessment/) in evaluating students?
4. Do I monitor, on an ongoing basis, students’ actions, learning, and assignments; and promptly give useful formative feedback to students?
5. Do I help students develop the ability to advocate for their own learning needs and to assess their progress toward learning goals?
6. Do I am able to provide clear evidence of student learning from a variety of formative and summative sources?
7. Do I regularly communicate and report student growth?
8. Do I record, interpret and use the results of my student assessments to inform my teaching practices and students’ learning activities?
9. Do I differentiate between classroom and large-scale assessments and use the information for the ultimate benefit of students?
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