



Student Assessment Communication Example

This document provides ideas for districts to use as they communicate with staff and families about student assessments. Districts are encouraged to customize this communication to include all assessments beyond those used in the partnership with MIBLSI.

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[Insert district name] is committed to using data to make decisions about how to meet the needs of our students. We carefully choose assessments that will help give us the right information, at the right time, in the right format. It is important for our families to also know what information we are using and when that information is typically gathered. This will help our school staff and families partner in using data to drive growth for all students. Universal screening is when we gather information from all students in order to identify students who need more support and to tell us about how well our instruction is working for everyone. The district’s universal screening and perception measures are described in the table below. Our goal in collecting this information is always to provide support to students, teachers, and families. We never use this information to isolate, punish, or stigmatize. We are also careful to only collect information that will inform instruction, not interfere with instruction by taking too much time away from learning.

Table 1. Information Gathered for all Students

Assessment/Data Source	Areas Assessed	How gathering the information benefits students
Acadience Reading K-6 (https://miblsi.org/evaluation/student-assessments/acadience-reading) (elementary school students)	Early Literacy Skills: Phonemic Awareness, Alphabetic Principle and Basic Phonics, Fluency and Advanced	We gather this information at the beginning, middle and end of the school year to see how well our instruction is working, how much progress students are making, and to identify students who may need additional support in reading.



	Phonics, Comprehension	
Early Warning Indicators (https://miblsi.org/evaluation/student-assessments/early-warning-indicators) (middle and high school students)	Attendance rate, suspensions, grades, and grade point average	We review this information after the first 20 days of school and at the end of each term to see how well our instruction is working, how much progress students are making, and to identify students who may need additional support to remain engaged in school.
Student Risk Screening Scale-Internalizing and Externalizing (https://miblsi.org/evaluation/student-assessments/student-risk-screening-scale) (elementary, middle, and high school students)	Internalizing and externalizing behaviors	We gather this information in the Fall, Winter, and Spring to see how well our social-emotional-behavioral supports are working, how much progress students are making, and to identify students who may need additional support.
School Climate Survey (https://miblsi.org/evaluation/student-assessments/school-climate-survey) Students in grades 3-12; parents, school staff	Perceptions of school connectedness, safety, orderliness, peer and adult relations	We gather this information around fall conferences and sometimes again in the spring to understand student, parent, and staff perceptions of school.

Please contact [insert name and contact information] if you wish to further discuss how these assessments will be used.

[Insert information about how families can expect to get communication from the district about how their students scored on each of the assessments (e.g., at conferences, in report cards, within one week of results that indicate risk).]

Core Features of Communication

- Beyond listing all assessments always include the purpose of the assessment.

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- If you cannot clearly communicate the purpose and need for the assessment, consider whether it truly needs to be used in the district.
- Prior to communicating with families, ensure district and school staff have seen the communication and are prepared to respond to common questions, such as:
 - Why do you need to collect this data?
 - Why do you need to collect so much data?
 - How does it help my child?
 - Can it be used to harm my child or my family?
 - Do you spend too much time assessing and not teaching?
 - Will this lessen my child's excitement about school?
- Provide contact information for someone who will field questions.
- If you anticipate concerns or common questions, address them up front in the communication.
- Direct people to where they can learn more.
- Avoid acronyms or unnecessary technical language.

District Customization Ideas

- Add additional student assessments used within the district.
- Remove assessments you are not yet using.
- Translate to other languages.
- Add links and/or QR codes to webpages for additional information about measures, data collection and analysis schedule, and district results.
- Put into a different format (e.g., email, newsletter, webpage).
- Add graphics.
- After initial communication about all assessments, consider providing information about just specific assessments at relevant times during the school year.
- Customize the communication for each school based on other specific assessments being used and to avoid confusion regarding which district assessments are used at each grade level (e.g. no EWI at elementary, no School Climate Survey prior to third grade).
- Add stories or examples of how the data have benefitted the school and students.
- Use language/terms that are common in your district.
- Make connections to district priorities and major initiatives.
- Add additional types of assessment and data (e.g., fidelity, capacity, reach, intervention access) to illustrate how these are used in tandem with student assessments.



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