**[[1]](#footnote-1)Guiding Questions: LDC for Student Growth**

***Would LDC work for you?***

* What is your [Enduring Learning](http://education.ky.gov/teachers/PGES/TPGES/Documents/Enduring%20Skills%20-A%20Process%20for%20Identifying%20-Final.pptx) for your SGG?
* What is an appropriate assessment for your identified enduring learning ([target-method match](http://www-tc.pbs.org/teacherline/courses/inst325/docs/inst325_stiggins.pdf))?

Does your identified Enduring Learning support both reading and writing standards?

YES

NO

LDC is not an appropriate target-method match

YES

 LDC might work for you

**If YES, are you ready to use LDC for Student Growth?**

**PROFESSIONAL READINESS**

* Are you proficient in developing and/or implementing \*[LDC Classroom Assessments](http://ldc.org/sites/default/files/LDC-Template-Task-Collection-2.0.A.pdf)?
* Have you been trained to [score student work](https://drive.google.com/folderview?id=0B98jlslyhGoqbUNrcHdKQjNhUU0&usp=sharing) using the LDC rubrics?
* Do you plan to collaborate with others to score student work using the LDC rubrics?
* Do you have a plan for reflecting on data from student work with accuracy and specificity and to use data to impact instruction?
* Are you assessing the students’ ability to communicate using the same mode of writing throughout the year OR are you assessing the same students’ skills across modes of writing?

**RUBRIC READINESS**

* Have you selected the appropriate [LDC rubric](http://ldc.org/resources) that matches the intent of the LDC Classroom Assessment?
* Have you used [grade level/band standards](http://education.ky.gov/curriculum/docs/pages/kentucky-core-academic-standards---new.aspx) to inform the use of the rubric?
* Have you used district grade-level expectations (e.g., curriculum maps, scope and sequence) if available, to inform the use of the rubric?
* Does your rubric connect to the specific enduring skill for your intended discipline?
* Are the [LDC rubrics](http://ldc.org/resources)  and independent LDC [classroom assessments](http://ldc.org/sites/default/files/LDC-Template-Task-Collection-2.0.A.pdf)  good matches (i.e., you have chosen the Argumentative Writing Rubric for an Argumentative Writing Task ?
* Do you have a plan for rubric application (e.g., the department will meet to practice the application of the rubric to student work)?

**ASSESSMENT READINESS**

* Have you used the target-method match to ensure an appropriate assessment choice?
* Will the student product provide evidence of individual student ability regarding the identified enduring learning (i.e., the product is the result of independent student work using an LDC Classroom Assessment)

\*LDC classroom assessment tasks provide an option to use the template tasks to create assessments to measure student skills exhibited when asked to do a task independently. An LDC classroom assessment task is designed for students to complete in one or two sittings and can be used before or after a teaching task to gather evidence of what students can do on their own.

1. [↑](#footnote-ref-1)