

### Testing Period Readiness – Teacher Self-Assessment

Test Prep – Classrooms	Class Prepared?	Priority
All students understand non-cognitive factors that can reduce their performance and have a personal plan (e.g., an attendance plan) for remediating those factors.		
All “at-risk” or “must move” students have been assigned to cohort groups and have adult mentors with whom they discuss their progress regularly.		
All students have practiced and mastered the formats and venues of the state test.		
All students can develop rubrics for test questions and check answers against those rubrics.		
Students have been assigned to teachers that can address identified non-cognitive barriers (e.g., teacher dependence, attention deficit, or test anxiety for testing).		
Trial run experiences were provided for students to test their readiness and make personal plans.		
Students have established collective goals for the Testing Period and specific goals for each individual test.		
Data profiles and collections of student work from the Calibrating Period are used to monitor student growth and provide targeted assessment support.		
Ineffective teacher and student work were eliminated in the Calibrating Period.		
All students understand the test preparation plan and are motivated to give their best effort.		
All students understand the need for perfect attendance and timeliness and have practiced test week entry and exit protocols and schedules.		