



# DEMONSTRATED SUCCESS

Improving student learning by  
helping teachers do what they love

## THE VALUE OF INTERIM ASSESSMENTS

Just because we teach it doesn't mean they are learning it!

We at Demonstrated Success believe that the Interim Assessments provide a unique opportunity for teachers to discover if what they are teaching is being learned.

The Student Assessment System (SAS) Interim Assessments can be given in blocks of questions. Among the various blocks for math, you can assess *Fractions* or *Place Value*, *Linear Function*

## No One Said It Would Be Easy

Teaching may be one of the most rewarding jobs in the world. You nurture a struggling student through academic challenges, help a young child develop coping skills, and guide a bright middle schooler through accelerated work.

or *Radical Functions*. For ELA some of the blocks are *Reading Informational Text* or *Brief Writes* or *Research*.

Teachers that have used these assessments have made changes to their instruction that aligns lessons more closely to the NH College and Career Ready Standards.

If you would like to know more about the value of Interim Assessments, please join us for a **FREE** webinar to learn how, when, and why to use these assessments.

Click [here](#) to register.

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Consortium for 21st Century Classrooms  
--Special Webcast--

Last month we featured our first webcast in the form of a live Q&A with guests David Williams, and Chris Tebo, Principal and Assistant Principal of Belmont High School, NH. Participants submitted questions in advance which allowed for a productive, focused discussion on Competency Based Education. Demonstrated Success' Director of PD, Karen Matso, says, "the key takeaway of

As rewarding as it is, it's certainly not for the faint of heart. A recent survey published in *EdWeek* cited that **teachers are more stressed than the general population.**"The survey points to several factors. While most educators report having control over classroom-level decisions, like teaching techniques and homework and grading policies, they have less influence over schoolwide decisions." The study reports that teachers feel they have little say on setting budget, determining professional development or establishing curriculum at their schools. This gives Administrators something to think

this conversation is that effective implementation of CBE does not -- and should not -- begin with grading. Rather, it must be grounded in student-centered classroom instruction.

If you would like to view a recording of this webcast, please click [here](#).



about as they strive for a happy work environment.

As teachers and administrators, your job is a tough one so remember to take some time for YOU this Thanksgiving break.

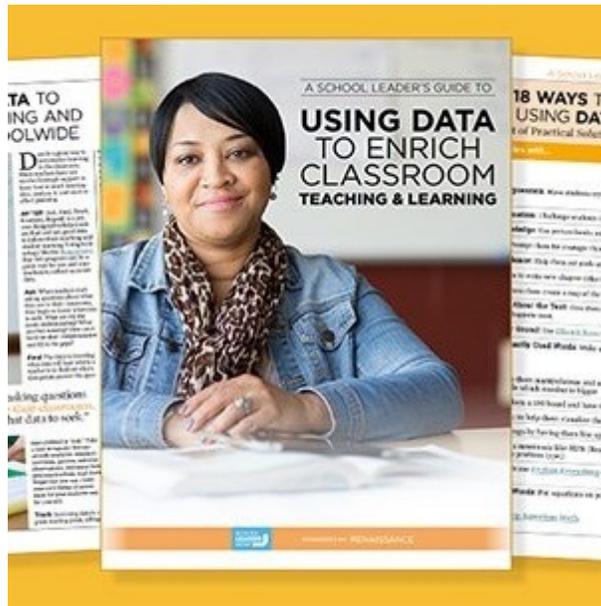
For *EdWeek's* full article, click [here](#).

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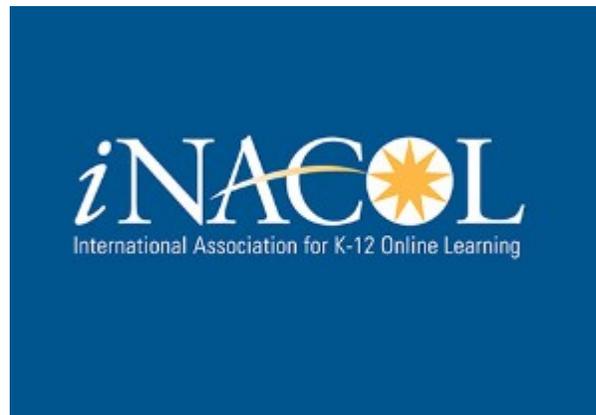
Want to know how we can help your district? Email us [here](#).

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What We're Reading



[Using Data to Enrich Classroom Teaching & Learning](#)



[In Search of Efficacy: Defining the Elements of Quality in a Competency-Based Education System](#)



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