



Rapid Response Assessment in Much of What We Do

By Nicole Adrian

When I first learned this issue of *Primary and Secondary Education Brief* would focus on rapid response assessment, I have to admit I didn't exactly know what that meant—until I read a description of the rapid response assessment track from the 2009 National Quality in Education Conference program:

“With so much riding on high-stakes testing, teachers, students and administrators need to gauge student progress in the moment and take corrective action before summative assessment. These sessions will focus on using in-process measures as formative assessment tools and applying the plan-do-study-act cycle as action research.”

Of course! Rapid response assessment is part of what so many schools and districts across the country engage in every day and the topic of many articles we've published over the years.

One of those topics is the plan-do-study-act (PDSA) cycle, which is being used extensively at Penn Elementary School in Prince William County, VA. There, teachers, students and teams use PDSAs as a rapid response to concerns, including those schoolwide and specific to students' academic or behavioral goals. Additionally, a standard PDSA seven-step model is used throughout the school to ensure reliability with problem solving.

In another article, in this issue, the author writes about the student response system teachers use throughout Ashtabula County Schools in Ohio. This quick-check way for teachers to assess students has allowed educators to reduce their assessment scoring time and make more informed decisions about their day-to-day planning.



Some ideas in the articles and presentations included in this issue are simple, while others are a bit more complicated or specific to the student body. Yet, each of them provides excellent takeaways and ideas for other teachers to try and implement in their classrooms and schools. How you can apply these ideas in your school?