

# Supporting Student Reflections of Learning

## *Incorporating Results from the Connecticut Sensible Assessment System*

### Introduction

Supporting students to reflect on their learning throughout the year can be a powerful driver of student growth. Connecticut’s Sensible Assessment System provides a diverse array of tools such as interim block assessments and teacher-created instructional resources that can assist teachers in engaging students in this ongoing reflective process throughout the year. Incorporating test results as part of student reflections can empower students to be active participants in their learning rather than passive recipients of scores. It can lead to greater student ownership of their learning. Teachers can also gain insight into students’ perceptions and needs, so together they can better support student learning.

Preliminary results from state summative tests can provide an important piece of information for an end-of-year reflection activity. The purpose of this document is to provide some suggestions and cautions when incorporating state summative test results as part of end-of-year reflections. Conducting end-of-year reflections and/or incorporating state test results into those reflections is optional and not required by the Connecticut State Department of Education (CSDE).

### Before the End-of-Year Reflection Conversation

1. Review the preliminary 2025-26 state summative test results, prior year results if any, and any Smarter Balanced or NGSS **interim** assessment results as appropriate. See [CRS User Guide](#) for assistance.
2. Recollect the students’ broader context, e.g., student work, course grades, attendance, and family situation.
3. Review the student’s IEP goals and accommodations if appropriate.
4. Come up with a plan to discuss the results in plain language.
5. Remember to discuss the results orally and show a report if necessary. Since the results are preliminary, do not provide the student with a copy of their results.
6. **Note:** These results are preliminary and are not to be shared with any members of the public, including local board members, community leaders, or members of the media.

### Suggestions for the Conversation

As the student’s teacher, you are uniquely positioned to support the student as they understand their strengths and areas needing growth. Encourage a growth mindset for all learners. Remember, all students, including those in Levels 3 and 4, have areas for growth.

#### Step 1: Connect

- Lead with student reflections on area(s) of strength before showing/discussing state test scores. Find out what the student already believes about their performance. This helps situate the test score in a broader context.
  - “What went well for you in class this year?”
  - “What’s something you’re proud of?”
  - “Where do you feel like you grew the most?”

- Ask about the testing experience itself.
  - “Do you remember taking this test? How did you feel while taking it?”
  - “Was it easy or hard? Did anything surprise you?”
- If the student was assigned any designated supports or accommodations, ask, “Did you find the [support/accommodation] helpful?” Their thoughts can help make changes if needed.

### Step 2: Discuss the Results

- Share the achievement level and the scale score.
  - “The [ELA/Math/Science] test is one tool that tells us how well you have learned the material for this year. Your score of [2XXX] falls within the [lower/middle/upper] part of the [Level 1/2/3/4].”
- Again, try to lead with area(s) of strength. This can be the overall score, achievement level, Claim Category, or growth from the prior year(s) if available.
- If the student took Smarter Balanced in the prior year(s), discuss changes in performance over time. Use the Claim Category Performance only if it adds value to the conversation.
- Applaud effort and persistence, in addition to the outcome.
  - “I see that you are trying your best. Working hard and sticking with it are important traits, not just in schoolwork but also at home or with your extracurriculars.”
- If a student tried their best but did not show growth, validate their feelings, and gently redirect to agency. Encourage reflection on what worked during the year, and what can be done differently. Instead of saying “It’s just a test,” reinforce that test scores are one piece of the puzzle. Use other data and information from your class such as classwork, participation and Smarter Balanced and NGSS interim assessment blocks as available to help them better understand themselves as a learner.
  - “It’s okay to feel frustrated. Are there some things we did in class that helped you learn more this year? What is one thing you can do differently in the future?”
- Encourage a growth mindset, even if the student has achieved well above proficiency.
  - “What’s still challenging for you? What do you want to learn that feels just out of reach?”

### Step 3: Wrap Up

- Conclude the conversation on an encouraging and forward-looking tone.
  - “If you could pick one thing to get better at next year in [subject], what would it be?”
  - “What kind of help would be most useful for you — more practice, a different explanation, a study partner?”
  - “What’s one thing you can do over the summer to work to be ready for next year?”

### Caveats

- Discuss state summative test results in context with other information, and not in isolation.
- Avoid building/grade-level celebrations. This is for individual/personal ownership and growth.