"Assessment should always have more to do with helping students demonstrate what they know, understand and can do rather than with cataloging their mistakes."

Carol Ann Tomlinson

EAST PROVIDENCE
SCHOOL DEPARTMENT

Our Comprehensive Assessment System

From the RI Basic Education Plan Chapter 13-3

"Each LEA shall develop a comprehensive assessment system that includes measures of student performance for the purposes of formative, interim, and summative evaluations of all students in each core content area. All measurements shall adhere, to the extent possible, to the principles of the National Council on Measurement in Education, while ensuring that assessments are free from bias and that universal design features are embedded in the assessments. All student assessment data shall conform to the provisions of the Family Educational Rights and Privacy Act (FERPA). "

"Each comprehensive assessment system shall include the specific strategies used for screening, diagnosing, and monitoring individual students in literacy and numeracy. Systems shall include assessments of sufficient frequency and relevance as needed to ensure that students have access to diverse pathways to support their Individual Learning Plans. These assessments must be coordinated with the evaluation process for determining student eligibility for an Individualized Education Program and for receiving English Language Learner services."

What is a CAS?

- A comprehensive assessment system is a coordinated plan for monitoring the academic achievement of students from Pre-Kindergarten through Grade 12.

The goal of the comprehensive assessment system is to:

- increase student learning by producing actionable data,

- evaluate the effectiveness of programs, and

- ensure that all students are making progress toward achieving learning goals.

The Purpose of Assessments

1. <u>Communication:</u> *The way for a student to communicate their learning to their teacher and for the teacher to communicate back to the student a commentary on their learning.*

2. <u>Valuing What We Teach:</u> *What we choose to evaluate, shows what we value as important to learn*

3. <u>Reporting Out:</u> *Gathering information for the intention of reporting a student's (or group of students') progress out to stakeholders other than the teacher and students*

4. <u>Provide Multiple Measures for Decision Making:</u> *Which presupposes that any single assessment instrument may not be objective and infallible enough to accurately represent a student's attainment of curricular goals*

Our CAS Mission Statement

Our well-developed Comprehensive Assessment System will:

☐ *lead all students to gain the knowledge, skills and concepts necessary to be proficient in school and successful beyond,*

☐ *moving all schools in East Providence to leading classifications,*

☐ *thus enhancing the prosperity of the City of East Providence*

The realization of this Comprehensive Assessment System will be accomplished with commitment from:

☐ *educators who use a balanced assessment approach to plan for learning, to support learning, to monitor and verify learning each and every day*

☐ *students who use assessment results and teacher feedback to continually improve their performance, setting high goals for themselves*

☐ *parents who support their children and educators in holding high expectations*

☐ *an educational community who embraces a level of excellence for all learners.*

Categories of Assessments

Federal	State	District	Classroom Designed	Screening/Diagnostic
NAEP	PARCC ELA/NCSC Alternate Assessment **(as mandated by NCLB)**	K-8 DIBELS (pilot in 6-8), K-5 EASY CBM	Teacher Designed Tests, Quizzes	Quick Phonics Screeners Spelling Inventories Project Read Unit Tests Fry Word Lists
	PARCC Math/ NCSC Alternate Assessment **(as mandated by NCLB)**	K-12: Common ELA Writing Tasks	Teacher Designed Projects	*MathADDvantage* tools
	NECAP Science/ RI Alternate Assessment	6-8: Common Content Area Assessments & Interim Tasks (Teacher Created)	6-8: Common Content Area Assessments & Interim Tasks (Teacher Created)	Special Education Evaluation Tools
	ACCESS for ELs **(as mandated by NCLB)**	K-12: WIDA MODEL for ELs	Homework Assignments	
	Technology/ Literacy Assessment	K-8 Eureka Math Module Assessments	Assessments from Computer Programs in Use (Lexia, TenMarks, Achieve 3000, Gradpoint)	
	9-12: PBGR Common Tasks/Assessments	9-12: PBGR Common Tasks/Assessments (In accordance with RIDE regulations)	9-12: PBGR Common Tasks/Assessments (Teacher created)	
	Teaching Strategies Gold (Pre-K)	AP Exams		

NAEP

The largest nationally representative and continuing assessment of what America's students know and can do in various subject areas (Grades 4,8 & sometimes 12)

- **Assessments are conducted periodically** in **mathematics**, **reading**, **science**, **writing**, **the arts**, **civics**, **economics**, **geography**, **U.S. history**, and beginning in 2014, in **Technology and Engineering Literacy** (TEL).

- **Considered A "Common Yardstick"** are administered uniformly using the same sets of test booklets across the nation, results serve as a common metric for all states and selected urban districts. The assessment stays essentially the same from year to year, with only carefully documented changes. This permits NAEP to provide a clear picture of student academic progress over time.

- **NAEP results** are based on representative **samples** of students at grades 4, 8, and 12 for the main assessments, or samples of students at ages 9, 13, or 17 years for the **long-term trend assessment**. These grades and ages were chosen because they represent critical junctures in academic achievement.

Who Takes the State Assessments?

- <u>PARCC ELA and Math*</u>
  - All students in Grades 3-11
- <u>NECAP Science</u>
  - All students in Grades 4, 8, 11
- <u>ACCESS for ELs*</u>
  - All English Learners in grades K-12
- <u>Proficiency-Based Graduation Requirements</u>
  - All students in Grades 9-12
- <u>Tech/Literacy- Grade 8 only</u>
- <u>Teaching Standards Gold- Pre-K only</u>

Mandated by the US Department of Education for Accountability Purposes associated with No Child Left Behind

What Information Do State Assessments Give Us?

➢ We use state assessment data to keep families informed about the progress their children are making in school, to help teachers make decisions about instruction and about support for students, to measure school performance and educator effectiveness, and to track the progress we are making toward meeting the goals in our strategic plan.

➢ The vast majority of state assessment data are used for one of three general purposes: *to inform and improve instruction, to screen/identify (for interventions), and to measure outcomes (as part of an accountability system, for school improvement planning, or for evaluation).*

➢ *Gives us "big picture" information, shows trends*

Local Assessments

- Whereas, state assessment data gives us the overall big picture of how our students, teachers, schools and programs are performing, local assessments drive everyday instruction.

- They give teachers the roadmap to meet students' needs <u>daily</u>, and give the district insight into how our curriculum and related instructional tools are working.

Local Assessments

Who Takes Assessments?	What Assessments Do They Take?	What Is the Rationale for the Assessment?
All Students	Benchmark Assessments 3-4X per year Chapter/Module/ Unit Assessments	Measures growth toward proficiency of standards Mastery of Content Taught
Some Students	Progress Monitoring Assessments	Measures growth in important foundational skills
Few Students	Diagnostic	To identify strengths and needs of students requiring additional supports to meet standards

DIBELS- Dynamic Indicator of Basic Early Literacy Skills

- Administered 3x per year- Fall, Winter, Spring & intermittently on specific skills as progress monitoring depending on the needs of the student

- Brief, standardized, repeatable indicators of Basic Early Literacy Skills

- Research-based

- Used for universal screening, benchmark assessment, progress monitoring, and systems evaluation

- A method of assessing and documenting students' development (growth) as readers over time

- Provides focus for targeted instruction in small group settings

- Gives information on Accuracy, Fluency (phrasing), Comprehension

- The goals for children's independence in each of the three areas change over time as the child grows as a reader.

ELA Common Tasks

▢ Quarterly Reading/Writing Tasks based on the CCSS

▢ Students read passages or have them read aloud to them (in early grades) and then they respond to prompts about the passages

▢ Scored with Common Rubrics, Calibrated

▢ Assess students' comprehension and developing writing skills

▢ Give teachers information about how their students are developing as readers and writers so that they can address strengths and needs in upcoming lessons.

EasyCBM

- Administered 3x per year- Fall, Winter, Spring & intermittently on specific skills as progress monitoring depending on the needs of the student
- Brief, standardized, repeatable indicators of Basic Math Skills
- Research-based
- Used for universal screening, benchmark assessment, progress monitoring, and systems evaluation
- A method of assessing and documenting students' development (growth) as mathematicians over time
- Provides focus for targeted instruction in small group settings
- Computer administered test
- Given in the child's homeroom
- Child attempts 36 math problems in the 4 areas: Number and Operations, Algebraic Thinking, Geometry, & Measurement
- Gives us information on Accuracy, Fluency & Skill Acquisition
- The goals for children's independence in each of the four areas change over time as the child grows as a mathematician.

Eureka Math Module Assessments

☐ Each module contains a mid-module and end-of-module assessment that allows students to show their teachers what skills and content they have mastered during the implementation of that module.

☐ The mid-module assessment informs the teacher on what skills/concepts may need re-teaching and which upcoming lessons may possibly be skipped if students have mastered them- accelerating instruction in some cases before the end-of-module unit is administered.

Middle School Common Content Tasks/Assessments

- Department chairs worked and continue to work with teachers who were/are teaching the same course to design interim and unit assessments and common writing tasks based on the course curriculum. These are administered to students throughout their middle school careers.

- These assessments are aligned to state content standards, scored collaboratively with common rubrics and calibrated to ensure that they are fairly and reliably scored.

High School PBGR Assessments/Tasks

When the secondary regulations were passed in 2003, and guidance followed in 2011, schools had the option to choose two of the three performance-based assessment tools to provide multiple measures of student proficiency in ELA, Math, Science, Social Studies, Art and Technology.

- Common course assessments
- Senior Exhibition
- Portfolios

We use Common Course Assessments/Tasks and Senior Exhibition. Students collected their CCAs in a "portfolio."

High School PBGR Assessments/Tasks

- Department chairs worked and continue to work with teachers who were/are teaching the same course to design mid and end of year exams and common writing tasks based on the course curriculum. These are administered to students throughout their high school careers.

- These assessments must be aligned to state content standards, scored collaboratively with common rubrics and calibrated to ensure that they are fairly and reliably scored.

- The Senior Exhibition or Senior Project is an extended performance-based task that is also aligned to standards, scored with a common rubric and judged by a panel to ensure that students are proficient and ready to graduate from high school. These projects are intended to be a culmination of each student's learning throughout their high school experience.

Specific Assessments for English Learners

- WIDA ACCESS Test
  - Administered annually in January-February each year
  - Measures English language acquisition in listening, speaking, reading and writing across all core content areas
  - Data is used to inform instruction, make program decisions, and for placement and exiting decisions

- WIDA MODEL
  - Progress monitoring tool in English language acquisition in the four domains of L, S, R, W that ESL teachers can use to assess progress 2x per year so that they have more up-to-date data than they get from ACCESS.

Additional Diagnostic Assessments that May Be Used

In reading…

- ☐ Quick Phonics Screener
- ☐ Spelling Inventories
- ☐ Fry Words
- ☐ Project Read Mastery Tests

In math…

- ☐ *MathADDvantage* screener or diagnostic tool

These assessments are administered to students who score below benchmark on DIBELS and EasyCBM so that teachers can provide more targeted, skill-based instruction on foundational skills.

There are many computer-based programs in use that are designed to move students toward meeting literacy and numeracy goals that have built in assessments that provide teachers with additional information to meet individual needs.

Special Education Testing

☐ Administered by specially trained educators, social workers and school psychologists when students have performed poorly on assessments, received interventions to assist them in being successful for extended periods and still have not show growth toward meeting standards

X	Evaluation*	Possible Testing Instruments
	Educational	WIAT III, Woodcock-Johnson III, Brigance, TWS, Key Math, Mullen Scales
	Intellectual	WAIS-IV, WISC-IV, WPPSI, Stanford-Binet
	Clinical Psychological	Rorschach, Sentence Completion, Interview, Human Figure Drawing, TAT, CAT, Clinical Interview
	Classroom Observation	ACTER'S Scale, Observation, Behavior Rating Scale
	Social Assessment	Parent Interview
	Behavioral Assessment	Functional Behavioral Assessment
	Oral Language Speech/Language	TOLD-4, PLS-4, CELF-5,EOWPVT-R, Developmental Language Observation, Test of Articulation, Oral Mechanism Exam, Language Sample
	Occupational Therapy	Gross Motor, Fine Motor, Eye-Hand Coordination
	Physical Therapy	Functional Mobility, Range of Motion, Strength, Postural Evaluations
	Adaptive Behavior	Vineland Adaptive Behavior Scale, Parent Interview
	Vocational	
	Other	
	RTI	Review RTI Documents/Data
	Review	Review and/or Core of Outside Documents or Evaluations