USES OF STUDENT PERFORMANCE ASSESSMENT TOOLS

REVISED MAY 6, 2013 BY Joanne Blocker, Director of Academics, Jason Finnie, Jr.H./H.S. Principal, Megan Coburn, Elementary, Middle School Principal

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- >Screening- identify proficiency level for instructional grouping
- >Diagnosis- identify specific learning needs
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- ><u>Outcome-</u>overall evaluation to determine whether students have met benchmarks

		Assessment Category	Tool	When Given	Used for What?	Screening	Diagnostic	Progress Monitoring	Outcome
					Benchmark –				
					Fluency, Phoneme				
			DIBELS, Next		Awareness	All	Some	Some	All
			Running Records		Identify reading level	All	All	Some	All
					Comprehension		All		
		National Standards	Benchmark		Reading level	All	(Desired)	Some	All
		& Benchmarks							
	þΩ				Diagnose Cause of				
	ے ح		RTI Tier II & III assessments		Reading Program,				
	귱		based on student learning		Monitor Effectiveness				
	Reading		needs		of Intervention	No	Some	Some	No
	æ				Measure progress on		All		
a	_	State Standards	MCAS-ELA-Reading	Spring- Gr. 3-4	state standards	No	(Desired)	No	All
Ψ					Test/program		All		
$\overline{}$		District Curriculum Standards	Varied HM Assessments	Teacher decision	connected	No	(Desired)	No	All (Desired
\subseteq					Measure progress on				
(ס		MAP	MAP	3 times per year	common core	Can be	Yes	No	All
					Measure progress on				
/ D					district curriculum		All		
Grade	_	Selected by teacher	Tests, quizzes, projects	Ongoing	standards	Some	(Desired)	No	All
PK-4th		National Standards &							
		Benchmarks							
	ÞΩ	Delicilitates			Measure progress on		All		
V	Writing	State Standards	MCAS-ELA- Composition	Spring- Gr 4	state standards	No	(Desired)	No	All
ì	三	State Standards	IVICAG ELIX Composition	Spring Or 1	Topic/Idea	110	(Desireu)	110	7.11
	Ξ				Development,				
	>		ELA Open Response		Standard English		All		
\cap		District Curriculum Standards		K-3- Sept/Jan/May	Conventions	All	(Desired)	Some (Desired)	All
					Comparison of Math		, , , ,	,	
			Math Open Response	Randomly in Scott	Development for	All	All		
			Writing Prompt and Rubric	Foresman units	Specific Skills	(Desired)	(Desired)	Some (Desired)	All
					Measure district	•	All		
		Selected by teacher	Tests, quizzes, projects	Ongoing	curriculum standards	Some	(Desired)	No	All
					Measure district		All		
			Daily teacher assessment	Daily (Desired)	curriculum standards	Some	(Desired)	No	All

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		ASSESIVIENT TOOLS							
		Assessment Category	Tool	When Given	Used for What?	Screening	Diagnostic	Progress Monitoring	Outcome
		National Standards &			Measure progress				
		Benchmarks	MAP	3 times per year	on common core	Can be	Yes	No	All
					Measure progress		All		
		State Standards	MCAS-Math	Spring Gr. 4	on state standards	No	(Desired)	No	All
					Specific math		All		
			SF Math Readiness Test	September	skills	All	(Desired)	No	All
		District Curriculum					All		
		Standards	SF Math Cumulative test	June	Assess progress	All	(Desired)	No	All
	- I				Adjust				
	<u> </u>				instructional		All		
	Math		SF Math Unit Assessments	During each unit	strategies	All	(Desired)	No	All
					Measure progress				
(1)					on district				
-		Selected by Teacher			curriculum		All		
O			Tests, quizzes, projects	Ongoing	standards	Some	(Desired)	No	All
ത					Measure progress				
					on district				
(5					curriculum		All		
Grade			Daily teacher assessment	Daily (Desired)	standards	Some	(Desired)	No	All
_									
		National Standards &							
		Benchmarks		Ga	р				
PK-4th	Science	State Standards		Ga	p				
Ĺ		District Curriculum							
	<u></u>	Standards		Ga	p				
	Ö				Measure progress				
	σ,				on district				
					curriculum		All		
		Selected by Teacher	Tests, guizzes, projects	Ongoing	standards	Some	(Desired)	No	All
					Measure progress				
					on district				
					curriculum		All		
			Daily teacher assessment	Daily (Desired)	standards	Some	(Desired)	No	All

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		Assessment Category	Tool	When Given	Used for What?	Screening	Diagnostic	Progress Monitoring	Outcome
		Assessment Category	1001	When diven	Oral Reading	Screening	Diagnostic	IVIOIIILOIIIIg	Outcome
		National & State Standards &		3 times per year in	Fluency & Reading				
		Benchmarks	DIBELS, Next	beginning/middle/end	, ,	5th, 6th	Some	Some	All
		Jenemians	DIBELO, IVEX	beginning, middie, end	Group i luccinent	311, 0111	Some	301116	7
			MAP				(Desired)	No	All
	Reading		MCAS-ELA-Reading		Measure progress		All		1
	.≒		Comprehension	Spring Gr. 5-8	on state standards	No	(Desired)	No	All
	ַ סַ				Comprehension		All		
	Œ		Benchmark	Gr. 5-6	Reading level	5 th , 6th	(Desired)	Some	All
	*		Varied HM		Text/program		5th/6th All		5th/6th All
	_	District Curriculum Standards	Assessments	Teacher decision	connected	No	(Desired)	No	(Desired)
					Measure progress				
					on district				
			Daily teacher		curriculum		All		
		Selected by teacher	assessment	Ongoing	standards	Some	(Desired)	No	All
\Box					Measure progress				
7					on district				
$\overline{\mathbf{x}}$			Tests, quizzes,		curriculum		All		
(0			projects	Daily (desired)	standards	Some	(Desired)	No	All
5th-8th Grade									
		National & State Standards &	MCAS-ELA-		Measure progress		All		
		Benchmarks	Composition	Spring Gr. 7	on state standards	No	(Desired)	No	All
			·	, ,	Topic/Idea		, ,		
<u>ب</u>			ELA Open Response		Development,				
∞			Writing Prompt and	Sept/Jan/May	Standard English	All	All	Some	
	Writing	District Curriculum Standards	Rubric	(Desired)	Conventions	(Desired)	(Desired)	(Desired)	All (Desired)
	;=		Math Open Response		Comparison of				
4	'=		Writing Prompt and	Sept/Jan/May	Math Development	All	All	Some	
LO	>		Rubric	(Desired)	for Specific Skills	(Desired)	(Desired)	(Desired)	All (Desired)
					Measure district	•		•	
			Daily teacher		curriculum		All		
		Selected by teacher	assessment	Ongoing	standards	Some	(Desired)	No	All
		_			Measure district				
			Tests, quizzes,		curriculum		All		
			projects	Daily (Desired)	standards	Some	(Desired)	No	All

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		Assessment Category	Tool	When Given	Used for What?	Screening	Diagnostic	Progress Monitoring	Outcome
		National & State Standards &			Measure progress on				
		Benchmarks	MAP	3 times per year	common core	Can be	Yes	No	All
		Denemiarks	WA	5 times per year	Measure progress on	Carribe	All	INO	
			MCAS-Math	Spring Gr. 5-8	state standards	No	(Desired)	No	All
				Spring sire s	State Statistics		5th-6th All		
	_		SF Math Readiness Test	September	Specific math skills	5th/6th All	(Desired)	No	5th-6th All
	÷			·	•		5th-6th All		
	Math	District Curriculum Standards	SF Math Cumulative test	Tentatively in June	Assess progress	5th/6th All	(Desired)	No	5th-6th All
	Ë				Adjust instructional		5th-6th All		
a	_		SF Math Unit Assessments	During each unit	strategies	5th/6th All	(Desired)	No	5th-6th All
lacksquare					Measure progress on				
$\overline{}$					district curriculum		All		
Grade		Selected by Teacher	Tests, quizzes, projects	Ongoing	standards	Some	(Desired)	No	All
σ					Measure progress on				
				0 11 (0 1 1)	district curriculum		All		
/ [Daily teacher assessment	Daily (Desired)	standards	Some	(Desired)	No	All
		74h Aleshus Basdinasa	Orleans, Hanna Algebra			C			
		7th Algebra Readiness	Prognosis Test			Some			
	a)	National & State Standards &							
	Science	Benchmarks		Gap					
∞	Š		MCAS- Science &		Measure progress on		All		
	a	State Standards	Technology/Engineering	Spring Gr. 5-8	state standards	No	(Desired)	No	All
_	.2					-	,,	-	
5th-8th	Š	District Curriculum Standards		Gap					
-					Measure progress on				
\Box					district curriculum		All		
		Selected by Teacher	Tests, quizzes, projects	Ongoing	standards	Some	(Desired)	No	All
					Measure progress on				
				2 11 /2	district curriculum	6	All		
		-	Daily teacher assessment	Daily (Desired)	standards	Some	(Desired)	No	All
	ē			Beginning and End of					
	Other	National & State Standards &		Semester for every Phys	Measure change in				
	0	Benchmarks	Fitness Gram	Ed student	fitness level	No	No	No	All
			1		111100010101	***		1 114	

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		Assessment Category	Tool	When Given	Used for What?	Screening	Diagnostic	Progress Monitoring	Outcome
			PSAT	Oct. 10th/11th graders	Practice 11th Scholarship	No	No	No	Some 10th
വ			SAT	Fall- 12th, Spring- 11th	College Entrance	No	No	No	Some 11th, 12th
Ö		National Norms	АР	May at end of AP course	College credit	No	No	No	AP courses
פֿס			ACT	Fall- 12th, Spring- 11th	College Entrance	No	No	No	
Gr	Varied Subjects		Accuplacer	Spring	Check for preparation for college; course selection	No	No	No	All 11th, Some
ج	Sul		ASVAB						Some 11th, 12th
5t	eq		Writing		GAP- conside	r addressing	gap in 2011		, , ,
13	ari		Math		GAP- consider fil			0	
9th-12th Grade	>		Fitness Gram	Beginning and End of Semester for every Phys Ed student	Measure change in fitness level	No	No	No	All
6			МАР						9th, 10th
		National & State Standards & Benchmarks	MCAS-ELA Composition	Spring- Grade 10	Measure progress on state standards	No	All (Desired)	No	All
			MCAS- ELA Reading Comprehension	Spring- Grade 10	Measure progress on state standards	No	All (Desired)	No	All
			MCAS- Math	Spring- Grade 10	Measure progress on state standards	No	All (Desired)	No	All
			MCAS- Science & Tech		Measure progress on				
			Tech/Engineering	Spring- Grade 9, 10	state standards	No	All (Desired)	No	All
			MCAS- Algebra II (pending ESE funding)	Spring- Grade 10	Measure progress on state standards	No	All (Desired)	No	All
			Educational Proficiency Test	Per ESE schedule that's revised annualy	Measure Progress on Educational Proficiency Plan	No	No	No	11th, 12th on EEP
			Graduate Placement	End of Grade 12	Identify post high school plan (college, military, work, etc.)	No	No	No	All
		District Curriculum Standards	Developing	All subjects Mid-term and final	Consistancy in addressing curriculum standards	No	No	No	All
		Selected by Teacher	Tests, quizzes, projects	Ongoing	Measure progress on district curriculum standards	Some	All (Desired)	No	All
					Measure progress on district curriculum				
			Daily teacher assessment	Daily (Desired)	standards	Some	All (Desired)	No	All

Highlights of Discussion:

- 1. Overarching gap is the absence of a decision about whether to use a nationally available assessment versus a district designed assessment.
- **2.** When considering whether to use a nationally available assessment versus a district designed assessment.
 - * Be sure data can be used formatively
 - * Cost is reasonable and feasible
 - *Compare advantages and disadvantages of each option under consideration
- **3.** It is not reasonable or feasible ro address all gaps at once. In fact, it may not be desirable to fill in some of the gaps. A schedule for
- revisiting the menu of assessment options could be built into the District Improvement Plan, the Student Performance Assessment Action Plan, and/or the Assessment Management Blueprint
- 4. Solutions for gaps will be incorporated into the Student Performance Assessment Action Plan
- **5.** Most assessment at high school is course driven. There is no high-school-wide measure of college readiness. Accuplacer is a possible solution. Data collected from eleventh graders interested in taking Accuplacer in Fall 2008 showed a high percentage of students would need remedial courses if they enrolled at Holyoke Community College. Research shows shows there is no correlation between Accuplacer and MCAS Succes

