10. District Assessment System Plan

(Working Draft)

Overview

District Definition and Purpose:

"Assessment is the process of gathering evidence of student learning to inform education-related decisions." (Wyoming Department of Education quoting National Task Force on Assessment Education for Teachers)

The purpose is to monitor student performance from the individual level to the district grade level to improve student learning, as well as for program evaluation. In addition, the assessment system helps unite the district in aligning curriculum, instruction, and assessment to Wyoming Content and Performance Standards.

CONTENT	CLASSROOM	SCHOOL	DISTRICT	STATE
Language Arts	X	X	X	X
Math	X	X	X	X
Science	X			X
Social Studies/History	X			
CTE/Voc Ed	X			X
Health	X			
Foreign Language	X			
Fine and Performing Arts	X			
Physical Education	X			
Computer Science	X			

ASSESSMENTS	
Teacher/Classroom/PLC	Formative(inform instruction) Summative PLC assessments (reporting)
School	Formative (diagnostic, screening, progress monitoring, intervention, enrichment)
District	Summative (benchmark grade level performance, program evaluation)
State	Summative (comparison across state, other states, evaluate school performance)

- Teacher/Classroom- formative, inform instruction
- Building- screening, help with intervention, Title I, gifted
- District- summative, benchmark reporting on grade level, reporting (3X a year)
- State- summative, benchmark reporting, growth from year to year, comparison to other states' performance
- See assessment matrix for more detail

Process:
- Curriculum, Instruction, *Assessment* Teams (district level and PLC level)
    - PLC teams meet weekly during the contract day and on professional development days
    - District teams meet every trimester/semester (elementary/secondary ELA) and on professional development days
- *Assessment Literacy Training*
    - *Including how to write items, DOK, appropriate distractors, etc.*
- *Unwrap Wyoming Content and Performance standards*
- *Prioritize standards by trimester using Ainsworth method (Rigorous Curriculum Design), state blueprints, and district blueprints*
    - *Secondary priority standards in ELA and science*
    - *Elementary priority standards in ELA and math and science*
- *Create/edit blueprints for district assessment*
- *Write items/pull items for district assessments aligned to standards*
    - *Items pulled from various resources or written by teachers*
    - *District and some PLC assessments given in Mastery Manager, Canvas, iXL, paper/pencil*
    - *Create PLC level common formatives aligned to essential skills and priority standards*

- *Evaluate data by trimester in PLC teams weekly*
    - *Data used to guide instruction, intervention, enrichment*
    - *District data evaluated for % correct, reliability, validity, fairness*
        - *Distractor with too many correct answers is edited and field tested again*
        - *Data compared each year for similar results as well as growth*
        - *Stems reviewed by students/teachers for fairness in vocabulary, culture, topic, age appropriateness, etc.*
    - *Common formative data evaluated in PLC teams for validity, reliability, and fairness*
- *Present benchmark scores to school board*
- *Edit items*
- Apply data to instructional planning
- Revise/add units/lessons using common unit plan template
- Ensure lessons/units are aligned to standards
- Review resources for alignment
- <u>Build/edit/revise curriculum binder</u>
    - <u>Review new resources using evaluation form, PLC vote, committee decision</u>
- <u>Training on resources </u>(WTW, Calkins, Go Math, Reading Mastery, 95% group, StemScopes, Pearson Common Core, etc.)

Assessment Literacy Training

- Datawise pd from Harvard University (A step-by-step guide to assessment results to improve teaching and learning)
- Including how to write items, DOK, appropriate distractors, etc.
- Standards-based presentations, teacher committee
- Ferriter feedback training Jan 2019
- Solution Tree Assessment and Grading conference October 2018

Student Performance

Success Criteria

- Behavior has its own scale and is not included in academic performance
- Proficiency is at 60% of each standard on district assessments in elementary
- DOK is included as is Webb's hierarchy

Performance Level	Learning Targets
4	Student demonstrates skills above proficient

	level
3	Mastery of content as stated by state standard
2	Student demonstrates understanding of key vocabulary, but does not demonstrate proficiency of the standard
1	Student is just learning the concepts and vocabulary in the standard

Application of Data

- Students are given opportunities to retake district assessments in the summer, or take an alternate assessment during the original course as a retake.
  - Interventions-see _____
  - Enrichment-see _____

Reporting

- Infinite Campus-reporting
  - All PLC common assessments recorded here
  - District assessments will be housed here
  - WYTOPP will be housed here
  - ACT housed here

Grading Scale Items Detail				
Name	Score	Min Percent	Sequence	Passing
Not Introduced	-	0	0	☐
Not Meeting Expectations	1	0	0	☐
Approaching Expectations	2	0	0	☐
Meets Expectations	3	0	0	☑
Exceeds Expectations	4	0	0	☑

Add Grading Scale Item

- Mastery Manager data (still on a 1, 2, 3, 4 scale like above)

Designation Group	Cut Score
Exceeds Standard	90%
Meets Standard	60%
Below Standard	50%
Academic Warning	49.9999%

High School Graduation

Content	Required Carnegie Units
Language Arts	
Math	
Science	
Social Studies/History	
CTE/Voc Ed	
Health	
Foreign Language	
Fine and Performing Arts	
Physical Education	
Computer Science	

https://www.boarddocs.com/wy/lcsd2/Board.nsf/files/AFRUVG7DE3BC/$file/IKF-%20Graduation%20Requirements.pdf

Evaluation Process of District Assessment System

- PLC chair meetings
- Data analysis with principals
- Committee meetings to monitor high quality education of students, specifically looking for achievement gaps for historically disadvantaged subgroups (summative, interim, formative assessments) using WYTOPP, AIMSweb, STAR, district assessments
- Committee meetings to review MTSS/RTI plan created in each building