

Student Assessment System Work Group
Report of Recommendations



June 16, 2015

Student Assessment System Work Group

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Charge to the Work Group:

The Student Assessment System Work Group was tasked with developing recommendations to build an effective, streamlined and balanced student assessment system for the District. Toward that end, the work group:

- examined the essential components of an effective student assessment system;
- looked at a neighboring school district's local assessment system;
- reviewed and discussed a recent research article, *Framework for Building an Effective Student Assessment System*; and
- assessed our own system.

Emerging Themes and Strategies for Consideration:

What emerged from this process was the need to have a system-wide common understanding of and common language for assessments before building a streamlined, balanced and effective system. In addition, it was recognized that there is the need to gain a better understanding of the types of assessments (currently in place), purpose and frequency of use compared to the types of assessments that may be needed to achieve our aims.

To begin the process of building a common understanding and a common language, the work group recommends the following be adopted district-wide.

1. Guiding Principles
 - All professional staff share a common assessment vocabulary.
 - All professional staff understand and know the answers to the following questions:
 - Why is this assessment being administered (mandated – state/district or teacher choice)?
 - What purpose does the assessment serve?
 - Is this particular assessment optimal for meeting the purpose for which it was designed?
 - Assessment is a measure of accountability – meeting standards (students and teachers).
 - Assessment informs decisions about curriculum adjustments, instructional delivery, interventions (for all students) and professional development.
2. Purpose of a balanced assessment system: To provide a comprehensive picture of student learning and student progress towards achieving learning goals.
3. How do we achieve the stated purpose (#2)?
 - Use of multiple types of assessments – screening, diagnostic, formative, benchmark, summative and alternative (portfolios and project-based assessments) and triangulate data points to develop an accurate student learning profile.
 - Determine student learning profiles to determine the needs of ALL (at risk, average, high achieving and gifted) students.

Typology of Assessments:

Building on the typology of types of assessments noted below and discussions with the Superintendent we engaged in the process of sorting these multiple assessments into three broad categories. They are:

- Standardized (MAP, DIBELS, DRA)
- Criterion (State Keystone, PSSAs and CDTs)
- Localized criteria (CDTs, Benchmarks, Mid-terms, Finals, Chapter Tests, Quarterlies, and writing assessments)

The District has no control over the Criterion category of assessments as these are assessments mandated by the Commonwealth. However, the District does have control over the type(s) of standard and local assessments to administer. It is the local assessments that are most directly linked to curricular and instructional decision-making processes.

The scope of work is a significant undertaking and is best managed through the development of short and long term goals. Short term goals focused on those areas that could reasonably be adjusted or added to for the 2015-16 school year. Whereas, the long term goals focused on the essential design of a comprehensive, yet streamlined and balanced student assessment system. Below is a status update on both the short and long term goals.

The typology of assessment types can be found on page 4 of this report.

Recommendations:

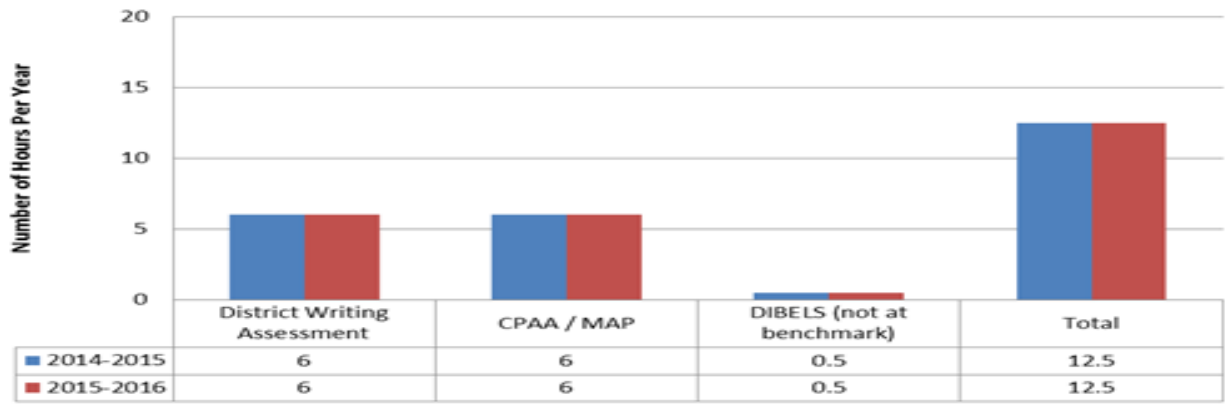
Short term goals (Implementation 2015-16 School Year):

- Elimination of the MAP Assessment in grades 3-12.
- Institute a minimum of three district writing assessments in grades K-12.
- Increase the frequency of Classroom Diagnostic Tools (CDTs) frequency from one to two times a year for PSSA and Keystone tested subject areas.
- Pilot the STAR Assessment in grades 5-8 to determine students' Lexile Reading Level.
- Implement the streamlined assessment schedule (attached).

Long term goals: Update from 2014-15 School Year

- Implement a midterm and a final exam for each grade level course offering for secondary level. This will require meetings with all department chairs and lead teachers in order to develop common assessments.
 - English Language Arts: Grades 9-12 have developed and are administering two benchmarks and a final exam.
 - Math: Grades 9-12 have developed and are administering a final exam. Several math courses have also developed a midterm.
 - Math: Grades 6-8 have developed and are administering a final exam.
 - Science: Grades 9-12 have developed and are administering a final exam. The development of a midterm is ongoing.
 - Science: Grades 6-8 have developed and are administering a final exam.
 - Social Studies: Grades 9-11 have developed and are administering a midterm and a final exam.
 - World Languages: Grade 9-12 have developed and are administering a midterm and a final exam.
- Develop written policies and procedures regarding assessments and implement district-wide. (Building principals received training on the policies and procedures for the administration of state assessments. These policies and procedures were then presented to faculty members.)
- Identify best practices assessment tools for high ability students and gifted students. (This is being addressed through AE PQR response)
- Implement a comprehensive, streamlined & balanced student assessment system. (Below is a series of charts and graphs that were presented to the Educational Development Committee on May 13, 2015. These graphs compare district and state assessments from the 2014-15 school year and the 2015-16 school year).

Assessments Grades K-2

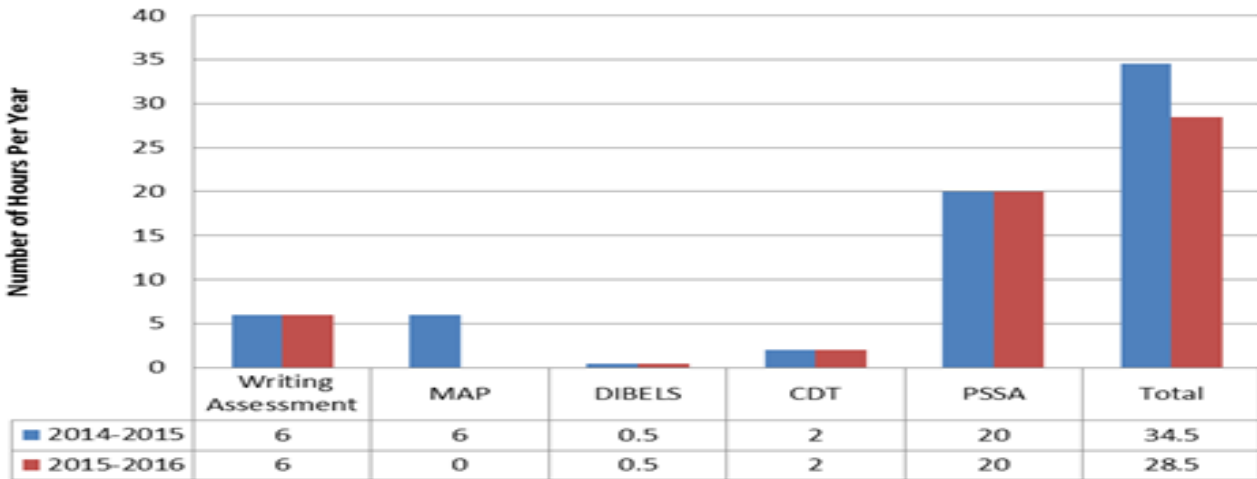


District Diagnostic

All Assessments are District Level

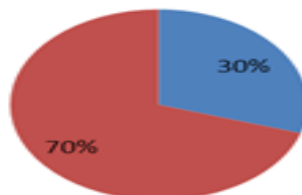


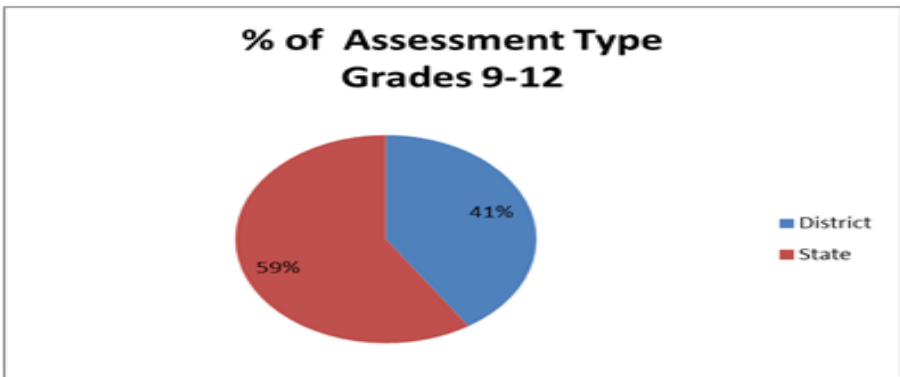
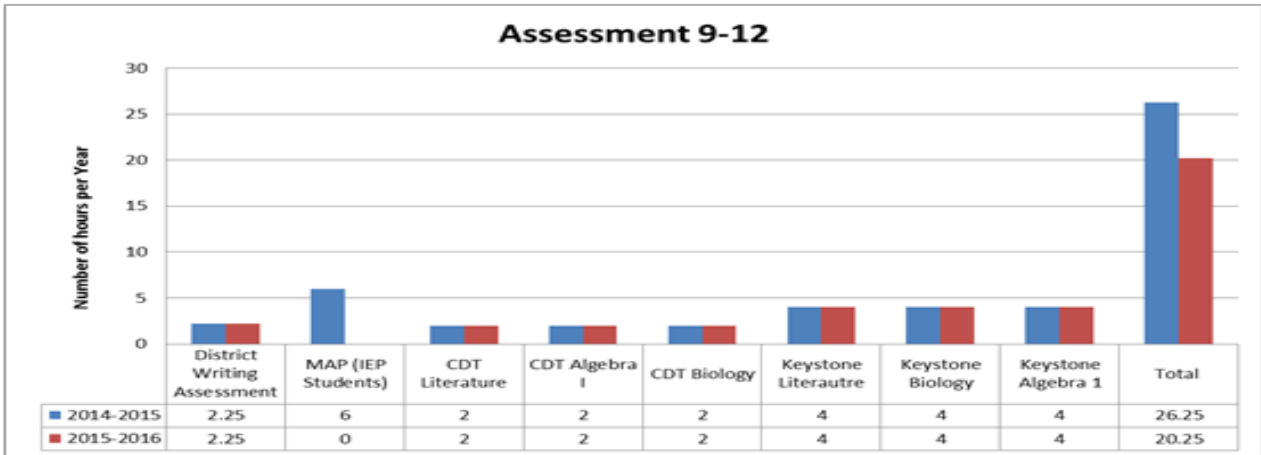
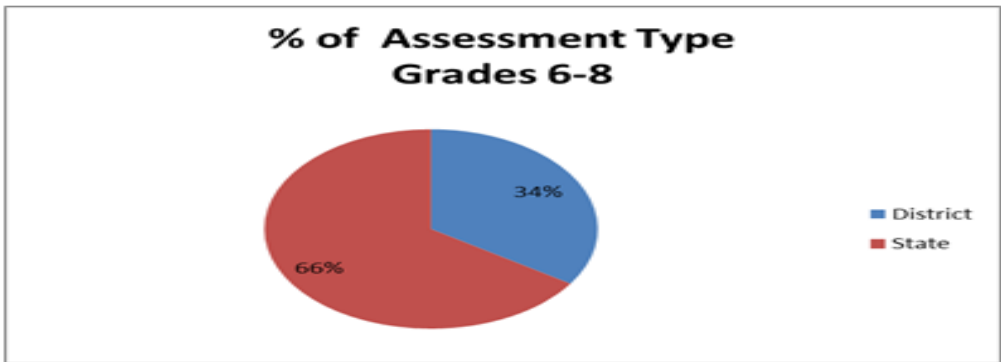
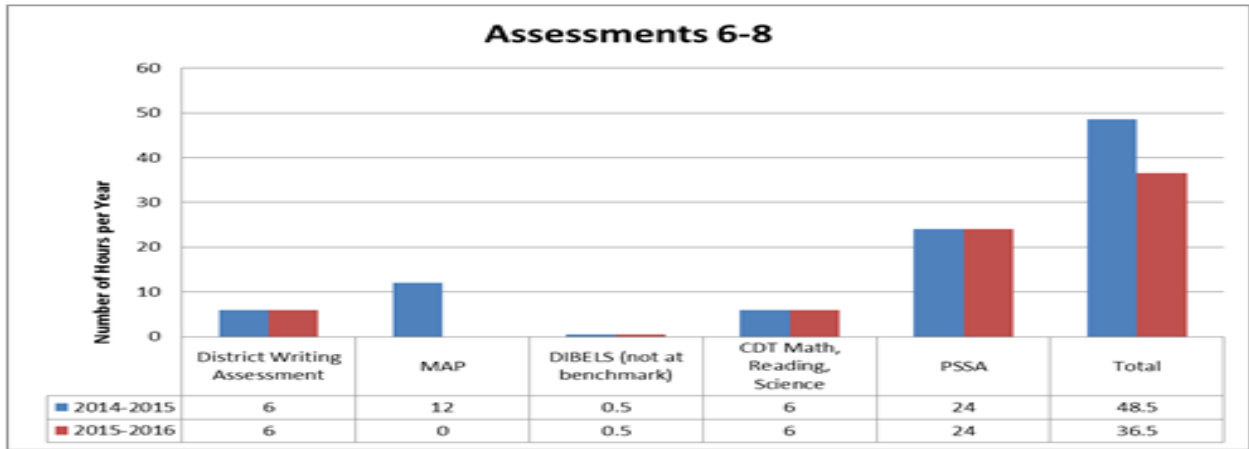
Assessments Grades 3-5



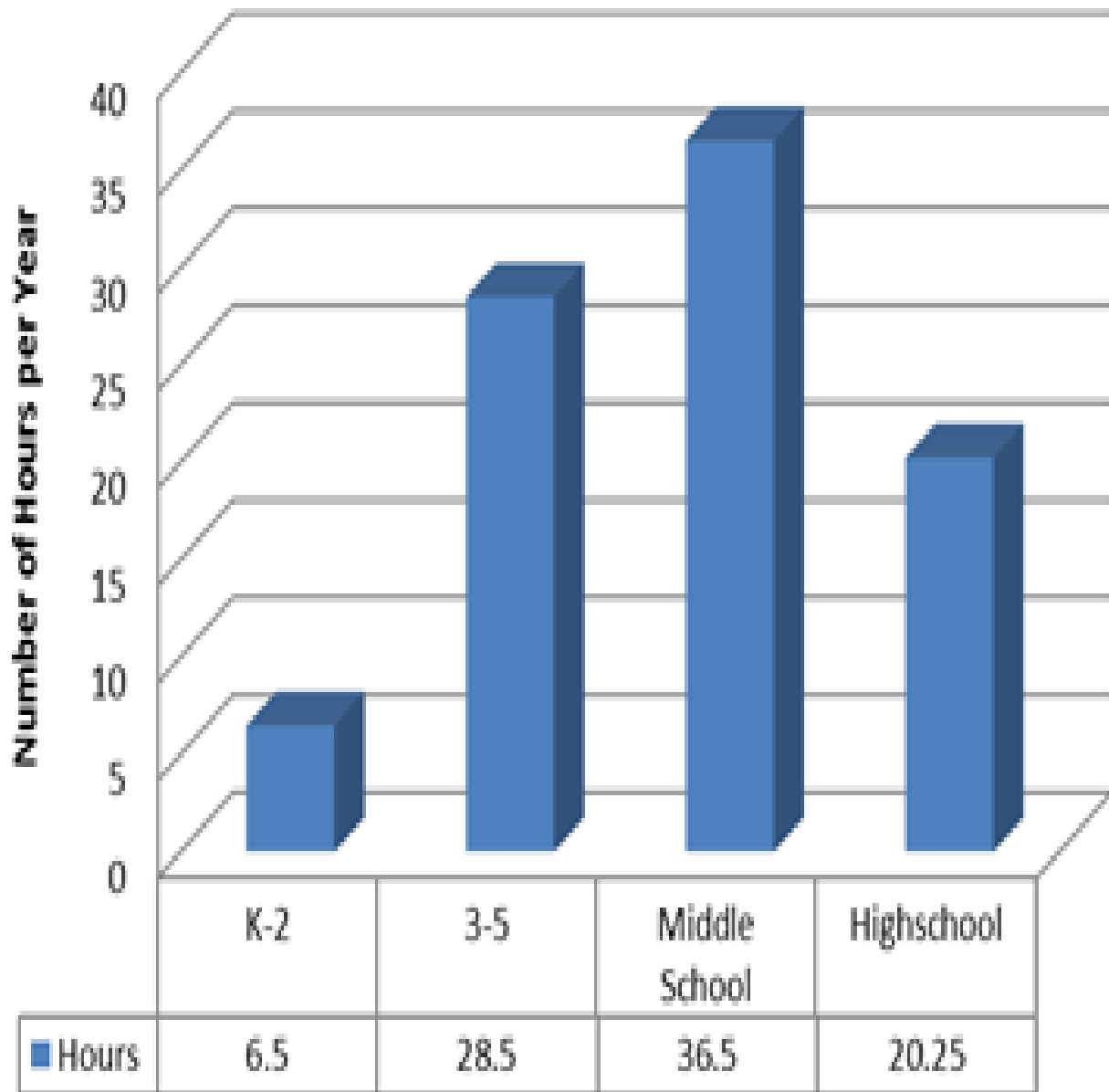
% of Assessment Type Grades 3-5

■ District ■ State





Hours of Testing 2015-2016



Proposed Assessment Schedule for 2015-16:

The proposed assessment schedule for the 2015-16 school year denotes the core types of assessment that must be administered. This schedule is supplemented with building specific classroom assessments that occur throughout the school year

Neshaminy School District Assessment Schedule 2015-2016

ELEMENTARY Grades K-4		
Writing Assessment Narrative	Grades 1-4	September 8-September 30
CPAA	Kindergarten	September 8-September 18
DIBELS	Grades K, , 1, and 2 (all students) (Gr. 3, 4 not at benchmark)	September 14 - October 2
M.A.P. Testing (Math and Reading)	Grades 1-2	September 14- October 2
CDT Reading, Math, Science	Grades 3-4	Sept 14-Oct 30
Writing Assessment Informational	Grades K-4	November 16 – December 4
DIBELS	Grades K, , 1, and 2 (See Appendix) (Gr. 3, 4 not at benchmark)	January 4- January 22
CDT Reading, Math, Science	Grades 3-5	January 19- January 29
M.A.P. Testing (Math and Reading)	Grades 1-2	January 19- January 29
CPAA	Kindergarten	January 19- January 29
Writing Assessment Opinion	Grades K-4	February 1- February 12
PSSA ELA	Grades 3-4	April 11- April 15
PSSA Math	Grades 3-4	April 18- April 22
PSSA Science	Grades 4	April 25 - April 29
PSSA Make Up	Grades 3-4	May 2 – May 6
DIBELS	Grades K, , 1, and 2 (See Appendix) (Gr. 3, 4 not at benchmark)	May 9- May 20

MIDDLE SCHOOL 5-8		
Writing Assessment Narrative	Grades 5-8	September 8-September 30
CDT Reading	Grades 5-8	September 14- September 25
CDT Science	Grade 8	September 14 - September 25
DIBELS	Grades 5-6 not at benchmark	September 14 - October 2
CDT Math	Grades 5-8	November 2 – November 13
Writing Assessment Informative	Grades 5-8	November 16- December 4
CDT Algebra 1	Algebra 1Students	November 30 – December 11
DIBELS	Grades 5-6 not at benchmark	January 4- January 22
CDT Science	Grade 8	January 10- January 21
CDT ELA	Grades 5-8	January 24 – February 6
Writing Assessment Argumentative	Grades 5-8	February 1 – February 12
CDT Math	Grades 5-8	February 8 – February 18
CDT Algebra 1	Algebra 1Students	March 22 – April 1
PSSA ELA	Grades 5-8	April 11- April 15
PSSA Math	Grades 5-8	April 18- April 22
PSSA Science	Grades 5-8	April 25 - April 29
PSSA Make Up	Grades 5-8	May 2 – May 6
DIBELS	Grades 5-6 not at benchmark	May 9- May 20
Algebra 1 Keystone Exam	Algebra 1Students	May 16- May 27
HIGH SCHOOL 9-12		
Literature, Biology, Algebra 1 Keystone Exams	End of Course	December 2- December 15 January 6- January 20 May 16- May 27
District Writing Assessment	Grades 9-12	Once per marking period
CDT Algebra 1		2 times per year
CDT Literature		2 times per year
CDT Biology		2 times per year

Quarterly, Benchmark, Mid-term and Final Exams

Quarterly, Benchmark Mid-term and Final Exams will be scheduled at each level and published at each elementary school and in middle and high school departments.

Appendix DIBELS

DIBELS Directions ***DIBELS Stop testing when students reach grade level/test specific benchmark***

Kindergarten: FSF- 52
LNF- 62
NWF-CLS- 44 (Predominant measure in terms of SAT 10 Prediction)
NWF-WWR- 7

First Grade: LNF_58
NWF-CLS- 96
NWF-WWR --30
ORF-WRC 69 (Predominant measure in terms of SAT 10 Prediction)
ORF- A 98%

Second Grade: NWF-CLS- 74
NWF-WWR 22
ORF-WRC 111 (Predominant measure in terms of SAT 10 Prediction)
ORF- A 99%

Third Grade: ORF-WRC 123 (Predominant measure in terms of SAT 10 Prediction)
ORF- A 99%

Fourth Grade: ORF-WRC 144 (Predominant measure in terms of SAT 10 Prediction)
ORF- A 99%

Fifth Grade: ORF-WRC 155 (Predominant measure in terms of SAT 10 Prediction)
ORF- A 99%

Sixth Grade: ORF-WRC 162 (Predominant measure in terms of SAT 10 Prediction)
ORF- A 99

Types of Assessments	Purpose	Measurement	Frequency	Assessment Instruments Currently in use in District
Screening	Determine the existence of a delay or disability, identify strengths & needs in all areas of development	Baseline	Once upon enrollment (Universal) Or if there are questions related to purpose.	DIBELS, MAP, CPAA,
Diagnostic	Determine the current state of a student's progress or ability in a particular area	Skill Proficiency	As needed	Developmental Reading Assessment CDT Reading Specialists' Assessments (QPS,QRI)
Formative	Monitor student learning to provide ongoing feedback	Growth/mastery	Beginning and during instruction	Classroom based-teacher made/publisher
Benchmark	Short tests that provide immediate feedback on how students are meeting academic standards	Growth	Monthly, Per marking period (Quarterly Or three times per year)	Writing Developmental Reading Assessment
Summative	Evaluate student learning at the end of an instructional unit by comparing it against some academic standard or benchmark	Mastery	Once or twice a year At end of quarter, semester, unit or chapter	Keystones, PSSAs, District quarterly, mid-term and final exams, End of unit/chapter tests

Types of Assessments

Category	Assessment Name
Standard	MAP, DIBELS, DRA
Criterion	Keystone, PSSA, CDT
Local Criteria	Benchmark, Mid-terms, Finals, Chapter Tests, Quarterlies, and District writing assessments

Summary of Assessment System Work Group:

The yearlong analysis and modifications have led to a more effective, streamlined and balanced student assessment system. The MAP Assessment will be eliminated in grades 3-12, while Classroom Diagnostic Tools (CDT) will be administered a minimum of two times per year, for grades 3-10. A minimum of three district writing assessments will administered in all grade levels. Common assessments will continue to be developed for all subjects and grade levels. The majority of the assessment schedule is dedicated to state required assessments, the PSSAs and Keystones Exams, which cannot be reduced at this time. Lastly, the District Assessment Calendar will be published on the district website.