

2019-2020 District Assessment System

The purpose of the ACSD #1 District Assessment System is to measure and monitor students' knowledge of the Wyoming Content and Performance Standards within grades K-12 for all 9 content areas. The process of using assessments to collect information about student learning is derived from the following assessment types within ACSD #1

Interim Tests: Indicates progress toward the acquisition of a set of learning outcomes that will be summatively assessed on a subsequent standardized assessment, also known as Benchmark assessments.

District Common Assessments: Assessments that are administered to *all* students in ACSD #1 in the same grade/course. These assess student learning using the same instrument or process and are scored in a consistent way. Common district assessments may be formative or summative and are used to define what students should know and be able to do at key points throughout the year.

Summative Assessments: is an assessment at the end of a period of instruction (e.g. unit, semester, year) which measures and reports whether a student has learned a prescribed set of content.

Formative Assessments: is a process or activity planned to obtain information to be used to adjust instruction or learning activities, and provide oral or written feedback to a student. Formative assessment can take many forms including, but not limited to, classroom assessments, teacher questioning, response cards, and exit passes.

Assessment Levels-

Content	Classroom	School	District	State	
ELA	X	X	X	X	
Math	X	X	X	X	
Science	X	X	X	X	
Social Studies	X	X			
PE	X	X	X	X	
Health	X	X			
Fine and Performing Arts	X	X			
Career/Voc	X	X			
Foreign Language	X	X			

Assessment Purposes-

Classroom: Formative to obtain information to be used to provide feedback to students and adjust instruction to enrich or remediate learning and to be used as a data point toward essential outcomes on a day to day basis.

School: Formative to obtain information to be used to provide feedback to students and adjust instruction to enrich or remediate learning at a system level, and to be used as a data point toward essential outcomes within a PLC short cycle.

District: Summative to ensure equitable access to course/content outcomes in service of a guaranteed and viable curriculum.

State: Summative tool that evaluates school and district performance.

Curriculum Template:

The district ensures alignment with the Wyoming Content and Performance Standards within units documented within ACSD #1's Atlas Curriculum Mapping Program. The curriculum template has documented information in the following district sections of the template:

- Wyoming Content and Performance Standards and Benchmarks
- Essential learning outcomes from the identified Wyoming Content and Performance Standards (Are a subset of critical skills, knowledge, and dispositions that educators have determined to be the highest priority for students to learn)
- Common District Assessments
- District Adopted Programs and Materials

The curriculum template has the documented information in the following school sections of the template:

- What do we want students to know and do? (SMART Goal)
- How will we know they've learned it?
- What if students don't learn or already know?

Cognitive Demand and Assessment Rubrics:

The district works to achieve appropriate cognitive demand and common scoring through a variety of means as appropriate for the assessment purpose. Both the lens of Depth of Knowledge and Blooms are used in cooperation to evaluate the cognitive demand of a given item.

- School Assessments: Grade level or department teams within buildings work together to develop assessments through facilitated work to ensure the items are valid by anchoring them back to essentials. The increased reliability and validity associated with collaboratively developed assessments ensures that students are assessed through tools that are more productive than those developed by individual teachers at the classroom level. The district short cycle¹ process, when facilitated, ensures that assessments are built through a process in which the scoring is defined in the PLAN phase, and calibrated in the STUDY phase. Calibrated scoring is further guided through the use of shared Looking at Student Work² protocols that guide teams through the work of analyzing student work for the purpose of improving instruction and ultimately student outcomes.

- District Assessments: The district is in the process of developing a portfolio of common district assessments using a blueprinting³ template. This process includes a critical review of the verbs embedded in the statement, mapped to the Blooms level. The text, “Teacher Created Assessments” has been used as a reference in choosing appropriate item types once the cognitive demand of a given essential has been defined. Common district assessments are currently being built in the Edify⁴ digital assessment system. Within this system, the scoring of each item is determined based on the item type and requirements of the standard/essential learning, and may be scored with variant point assignments or by rubric. The achievement levels are determined as the assessment is developed, and are set to ensure that the indication of proficiency mirrors that of a given standard/essential. For example, in kindergarten, “knows all consonant sounds” requires that student knows 100% of the material to be proficient, whereas, “asks and answers questions” may not require the same level of accuracy and precision to indicate proficiency.

Examples of tools used in development processes:

1. District Short Cycle
2. Looking at student work protocol
3. Assessment blueprints
4. Edify scoring screen

From Atlas:

Building level assessments: HS Chemistry – any unit, MS 7th grade ELA Unit – Informational reading/writing, Linford (2nd grade Q3 math),

District level assessments: Spanish 1 (NM, Audio), Elementary ELA & Math (available in September), Elementary PE District assessment