

## **Comprehensive Assessment Map: Elementary**

**ASSESSMENT PHILOSOPHY:** We believe that the primary goal of assessment is to support and enhance teaching and learning. In order to achieve this goal, we will establish performance measures that yield reliable, valid, and bias-free information. We will develop a comprehensive system for assessing student progress, and use assessment data to evaluate instructional and organizational effectiveness, make adjustments to improve the teaching and learning processes, and improve overall student performance. Furthermore, we will communicate the results of student performance and school effectiveness to all stakeholders while maintaining a secure, accurate, and complete student record system.

### **Assessment-Related Terms and Information**

**Assessment** – Gathering of data about student knowledge and/or skills, either through informal methods (e.g., observation) or more formal methods (e.g., testing). The primary purpose of assessment is to promote, support, and enhance teaching and learning – NOT to simply give a score or grade.

***Assessment results can be evaluated from two points of reference...***

**Norm-Referenced Assessment** – An assessment designed to yield results which allow for comparison of a student's individual performance or test results to those of an appropriate peer group (i.e., *norm group*) at the classroom, local, or national level.

**Criterion-Referenced Assessment** – An assessment that measures student knowledge and understanding in relation to specific standards or performance objectives (i.e., *criteria*).

## ***Assessments serve two general instructional purposes...***

**Formative Assessment** – (a.k.a. **progress-monitoring**) Involves *on-going* evaluation of the progress of student learning during instruction. Measures that serve this purpose provide continuous feedback to both student and teacher concerning learning successes and failures. Information gathered from such assessments is used primarily to adjust and improve upon current instructional practices for individual students or larger groups; however, students may also use feedback to more efficiently prepare for summative assessments.

*\*\* It should be noted that most forms of progress monitoring (particularly curriculum-based measurements and daily/weekly behavior charts) are appropriate to be graphed and analyzed for Response to Intervention (RTI) purposes.*

**Summative Assessment** – Involves evaluation of a student's knowledge and proficiency relevant to certain pre-determined targets/benchmarks and takes place *at the end* of a significant period of learning (e.g., academic year, class unit, etc.).

## ***Specific types of formative assessment include...***

**Screeners** – Brief measures of specific skills given early in the instructional period to determine a student's current level of knowledge.

**Benchmark Assessments** – A formative assessment used as a checkpoint to measure progress toward meeting pre-set standards (i.e., *benchmarks*). Benchmark assessments are not used for grades but rather to inform instruction, differentiate groups, and provide feedback to students, parents, and teachers concerning progress.

**Curriculum-Based Measurement** – A commonly-used approach to progress monitoring in which students are assessed using brief, timed exercises drawn directly from a student's academic program.

**Diagnostic Assessments** – Includes a variety of assessment tasks and processes used to determine a student's level of knowledge, skill, and understanding. Can be used to identify students' strength and weaknesses, determine starting points for instruction, and/or determine effective intervention strategies.

**Common Assessments** – The result of teachers collaborating and coming to a consensus about what students should know, understand, and be able to do, common assessments contain mostly identical questions and are designed to evaluate student performance and provide teachers with information about strengths and weaknesses across groups of students.

**Performance Task** – A performance task checks for student understanding, misunderstanding, and/or progress toward standards/learning goals at different points during a unit of instruction. Performance tasks involve the connection and application of knowledge and skills, resulting in meaningful products or observable performances that are evaluated based on a predetermined rubric.

**Exemplars** – Examples of student work (e.g., anchor papers, projects, and work samples, etc.), decided on by teacher collaboration, that demonstrate mastery of standards/specific elements and provide evidence of a student’s readiness to proceed further through an instructional curriculum.

### ***Specific types of summative assessment include...***

**State/District Assessments** – Assessments given at the end of an academic year designed to measure how well students have acquired the academic skills and knowledge set forth as standards by the student’s state or district. Information from these assessments is used to diagnose individual student strengths and weaknesses and to gauge the overall quality of education programs.

**Unit Tests** – Assessments given at the end of a particular unit of instruction to evaluate a student’s knowledge of material taught within that unit.

### ***Additional relevant terms...***

**Disaggregated Data** – Data that has been sorted in various ways, such as by gender, ethnicity, students with disabilities status, teacher, content area, school, etc.

**Growth** – Measure of the increase in student learning that has occurred over time toward a specified standard or skill as compared to baseline data.

**Trend Line** – Performance growth can be plotted using a trend line, which is a linear, visual representation of the average growth rate over a specified period of time.

**Tukey Method-** Commonly used statistical method of determining the level of response to the intervention. Trend lines are often calculated using a Tukey Method. The school psychologist typically makes these calculations when reviewing a student's response to intervention data.

**Valid and Reliable Measures** – A measure is determined to be *valid* if it indeed measures what it purports to measure. A measure is determined to be *reliable* if it yields consistent results across multiple administrations and administrators/observers.

### ***Relevant Acronyms...***

**BSC-III** – Behavior Screening Checklist III

**CBM** – Curriculum-Based Measurement/Curriculum-Based Measures

**CICO** – Check-In/Check-Out

**EOG** – End of Grade

**FAST** – Formative Assessment System for Teachers

**FBA** – Functional Behavioral Analysis

**GAA** – Georgia Alternate Assessment

**GKIDS** – Georgia Kindergarten Inventory of Developing Skills

**GMAS** – Georgia Milestones Assessment System

**MAS** – Motivation Assessment Scale

**MBSP** – Monitoring Basic Skills Progress

**MTSS** – Multi-Tiered System of Supports

**ODR** – Office Discipline Referral

**RTI** – Response to Intervention

**SAEBRS** – Social, Academic, and Emotional Behavior Risk Screener

**SLO** – Student Learning Objective

**SWIS** – School-Wide Information System

## Madison County School District: Elementary Assessment Map

Content Area	Assessment	Point of Reference	Date(s)	Administration Time/ Method	Grades	Given/ Scored By	General Instructional Purpose	Specific Instructional Purpose
Language Arts (Reading, Writing, Grammar)	FAST (earlyReading, CBMReading)  See screening schedule for a list of measures by grade level.	CR/NR	3x's per year (Fall, Winter, and Spring)  Progress Monitoring: <u>Strategic</u> - 1x/month <u>Intensive</u> - 2x/month (UNLESS changed by the RTI team) <u>Tier 3 students</u> - (receiving reading intervention) weekly basis	CBM measures take approx. 3 min. per student;  earlyReading— varies by assessment  PM assessments take approx. 2-4 min. per student/ Individual Admin.	K-1— Early Reading (see schedule)  1 <sup>st</sup> -5 <sup>th</sup> — CBM Reading	Assessment Team (includes teachers, coaches, APs, paraprofessionals, counselors)	Formative	Screening CBM Progress Monitoring
	iStation ISIP Assessment	CR/NR	Monthly  See iStation Implementation Plan for procedures when students are not at Tier I on ISIP.	ISIP takes approximately 30 minutes and automatically loads for the student the first time they login to iStation each month.	K-5	Computer-Adaptive Measure	Formative	Screening Diagnostic
	Madison County Benchmark Assessments, including Mock Writing Assessments	CR	End of 1 <sup>st</sup> 9 weeks (narrative); November, January/February (mock writing), March	Class-Wide Administration	2-5 (narrative) 1-5 (all others)	Teachers	Formative	Diagnostic Benchmark
	Common Formative	CR	At least 3x's per year	Approx. 45	K-5 <sup>th</sup>	Teachers	Formative	Diagnostic

	Assessments <b><i>with open-ended performance tasks requiring constructed, written responses</i></b>		via data teams; may be given as a pre/post assessment for data team cycles or as a benchmark assessment	minutes (time varies by grade level)/ Class-Wide Administration				Benchmark
	Georgia Milestones End of Grade Assessments (GMAS EOG)	CR	1x per year	Time varies by grade level/ Class-Wide Administration	3 <sup>rd</sup> -5 <sup>th</sup>	State	Summative	Evaluative State Reporting
	Richardson and Walter Next Steps Guided Reading Assessment—Scholastic “Red Box”	CR	For reading level placement	Approximately 5 minutes per student; Individual administration	1 <sup>st</sup> -2 <sup>nd</sup> ; other grades as needed	Teacher/ Parapro	Formative	Diagnostic Progress Monitoring
	County Sight Word List	CR	Weekly probes/Quarterly Word List	Individual Admin.	K-2 <sup>nd</sup> ; as needed in 3-5 for RTI purposes	Teachers	Formative	CBM Progress Monitoring
	Word Work Assessment	CR	Weekly probes	Whole Class	K-5	Teachers	Formative	Formative Progress Monitoring (off-grade level)
	Houghton-Mifflin Leveled Reading Passages Assessment Kit (“Yellow Box”)	CR	Word list if needed for reading level placement	Approx. 5 min. per student/Individual Administration	K-2 <sup>nd</sup> as needed	Assessment Team	Formative	Diagnostic
	Emerging Literacy Survey (Houghton Mifflin - phonemic awareness assessment)	CR	As needed for diagnostic purposes/RTI	Time varies/ Individual Admin.	As needed	Teachers	Formative	Diagnostic
	Phonics Decoding Screening Test (Houghton Mifflin -	CR	As needed for diagnostic purposes/RTI	Time varies/ Individual Admin.	As needed	Teachers	Formative	Diagnostic

	phonics assessment)							
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Content Area	Assessment	Point of Reference	Date(s)	Administration Time/ Method	Grades	Given/ Scored By	General Instructional Purpose	Specific Instructional Purpose
Math	Common Formative Assessments <i>with open-ended tasks.</i>	CR	At least 3x's per year via data teams; may be given as a pre/post assessment for data team cycles or as a benchmark assessment	Approx. 45 minutes (time varies by grade level)/ Class-Wide Administration	K-5 <sup>th</sup>	Teachers	Formative	Diagnostic Benchmark
	Georgia Milestones End of Grade Assessments (GMAS EOG)	CR	1x per year	Time varies by grade level/ Class-Wide Administration	3 <sup>rd</sup> -5 <sup>th</sup>	Teachers	Summative	Evaluative State Reporting
	Madison County Benchmark Assessments	CR	After Thanksgiving Break March	Class-Wide Administration	1 <sup>st</sup> -5 <sup>th</sup>	Teachers	Formative	Diagnostic Benchmark
	easyCBM Math Probes	CR	Tier 2 – 1x/month for students receiving intervention Tier 3 – 1x/week (for students receiving intervention) Tier 4 – as needed based on IEP goals	Time Varies by Grade Level	2 <sup>nd</sup> -5 <sup>th</sup> as needed for progress monitoring purposes	Teachers	Formative Progress Monitoring	CBM Progress Monitoring
	FAST Early Numeracy Screeners	CR	As needed for diagnostic purposes/RTI	Time varies/ Individual Admin.	As needed	FAST Team	Formative	Diagnostic

Content Area	Assessment	Point of Reference	Date(s)	Administration Time/	Grades	Given/ Scored By	General Instructional	Specific Instructional
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				Method			Purpose	Purpose
Other Content Areas	Georgia Milestones End of Grade Assessments (GMAS EOG)	CR	1x per year	Time varies by grade level/ Class-Wide Administration	5 <sup>th</sup> Science 5 <sup>th</sup> Social Studies	State	Summative	Evaluative State Reporting
	Madison County Benchmark Assessments	CR	Under Development	Under Development	3rd-5 <sup>th</sup> Science and Social Studies	Teachers	Formative	Benchmark
	GKIDS	CR	On-going throughout the year	(There are over 100 standards assessed.) Administered whole group, small group, and individual.	K	Teachers	Formative throughout the year/ Summative at final assessment.	Benchmarking & State Reporting
	GAA	CR	On-going throughout the year for eligible students, based on IEP	Individual Administration	K, 3-5	State	Formative throughout the year/ Summative at final assessment.	Benchmarking & State Reporting
	ACCESS	CR	1x per year	4 hours, Can be administered across several days	All ELs	WIDA	Diagnostic/Summative	Diagnostic, Summative, State Reporting

\*Normative Data Available (although assessment not originally intended to be Norm-Referenced)

Content Area	Assessment	Point of Reference	Date(s)	Administration Time/ Method	Grades	Given/ Scored By	General Instructional Purpose	Specific Instructional Purpose
<b>Behavior (Behavior Data Management Instruments Included)</b>	Social, Academic, and Emotional Behavior Risk Screener (SAEBRS) (FAST)	Universal Screener	December	Approx. 1 min. per student/ Completed in FAST	PreK-5 <sup>th</sup>	Computer generated reports	Summative	- Student placement in Tiers/ intervention supports -RTI planning
	School-Wide Information System (SWIS) (affiliated with Positive Behavior Interventions and Supports)	PM data-collection tool providing detailed info for ODRs	On-Going	Approx. 1 min. per ODR	K-5 <sup>th</sup>	Computer generated reports	Formative/ Summative	- Student placement in Tiers/ intervention supports -RTI Planning
	Check-In/Check-Out Data (CICO) (affiliated with Positive Behavior Interventions and Supports)	PM data-collection tool providing detailed info for behavior goals	On-going	Approx. 1 min. per day per child (small # of children participating)	Selected K-5 <sup>th</sup> Tier 2 students	Computer generated reports	Formative	- Student placement in Tiers/ intervention supports -RTI Planning -Progress Monitoring
	Motivation Assessment Scale (MAS) (developed by Dr. Mark Durand and Dr. Daniel Crimmins)	FBA	As needed for RTI	Approx. 3-5 min. per child (teacher completes)	Selected Tier 3 students	Psychologists	Summative	-Intervention planning
	Brief Behavior Questionnaire and Intervention Plan (BBQulP)	Info-gathering/ Anecdotal info	As needed for RTI	Approx. 20 min. per child (teacher completes)	Selected Tier 3 students	Psychologists	Formative	-Intervention planning

	(developed by Dr. Daniel Crimmins)							
	Grade Level Behavior Records	Discipline book	On-going	Varies	Teachers	Teachers	Formative	-Report Card Conduct Grades -RTI data

**Important to note:** All assessments listed as Progress Monitoring/CBM yield data that are *appropriate* to chart and present in RTI meetings.