

Assessment Inventory Recommendations – Milford School District

| <i>Recommendations</i> | <i>Action Steps</i> |
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| <p>Continue to examine and revise elementary benchmark assessments as part of the existing three year plan to reduce time and redundancy in standards assessed. (Note that significant changes in assessments have been made in the past two years, and testing time has been reduced by 50%; i.e. sixteen topic assessments were reduced to four benchmark assessments)</p> | <ul style="list-style-type: none"> ● Continue quarterly and summer Elementary Task Force work with a major focus area being assessments: <ul style="list-style-type: none"> ○ Check and revise assessments for a balance of item types and standards assessed to ensure redundancy is eliminated ○ Ensure benchmark assessments contain enough items to measure learning but not more than necessary ○ Analyze ELA benchmark assessments with focus to utilize fewer rich text selections to reduce the number of passages students must read during an assessment ○ Evaluate relevance of performance tasks and requirements for completing performance tasks; incorporate performance tasks within instruction and not as stand alone ○ Develop clear testing instructions for teachers providing benchmark and performance task assessments; as well as pacing guidelines for student progress through assessments |
| <p>Identify a single assessment (or the minimum number of assessments) that best serves screener, diagnostic, component V and instructional purposes in grades where multiple screener/diagnostic assessments are provided to students</p> | <ul style="list-style-type: none"> ● Grades 1-2 – evaluate and determine whether to proceed with CBM or Star Math ● Grades K-5 – evaluate and determine whether to proceed with Dibels or Star Reading ● Grades 6-8 – evaluate and determine whether to proceed with iReady or STAR |

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| <p>Strengthen high school balanced assessment system within courses and appropriately spread out assessments throughout courses – develop common assessments for courses, including formative probes and mid-term/final exams</p> | <ul style="list-style-type: none"> • High school has low number of common assessment measures and aims to build more robust system of common assessments within courses • Develop and implement common mid-term and final exams for all courses • Develop and implement common formative assessments throughout courses • Support state work around revisions to DPAS II Component V pre-tests/post-tests • Support elimination of SMARTER as 11th grade assessment and use of PSAT/SAT for accountability |
| <p>Central Academy – reduce testing of students during beginning of school year (first 2-3 weeks)</p> | <ul style="list-style-type: none"> • Evaluate and make decision regarding use of either iReady reading/math or Star reading/math assessments as screener/diagnostic assessments for grades 6-8 • Strategically schedule diagnostic assessments and DPAS II Component V pre-tests to reduce overload of assessments during same timeframe at beginning of school year |