

SMYRNA SCHOOL DISTRICT, ASSESSMENT INVENTORY

The Smyrna School District inventoried all district-level assessments in an effort to provide a balanced system of assessment incorporating a minimum amount of high quality testing, while meeting accountability needs and the needs of the educators supporting student growth and maximizing time for instruction.

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GRADES K - 6 DISTRICT ASSESSMENT CALENDAR

	August	September	October	November	December	January	February	March	April	May	June
ELA	STAR					STAR, DIBELS				STAR	
	DIBELS									DIBELS	
	Component 5 Pre-test									Component 5 Post-test	
	SRI/SPI Spec. Ed.	SRI/SPI Spec. Ed.	SRI/SPI Spec. Ed.	SRI/SPI Spec. Ed.	SRI/SPI Spec. Ed.	SRI/SPI Spec. Ed. Gr.	SRI/SPI Spec. Ed.	SRI/SPI Spec. Ed.	SRI/SPI Spec. Ed.	SRI/SPI Spec. Ed.	
	Bi-Weekly Reading CBA	Bi-Weekly Reading CBA	Bi-Weekly Reading CBA	Bi-Weekly Reading CBA	Bi-Weekly Reading CBA	Bi-Weekly Reading CBA	Bi-Weekly Reading CBA	Bi-Weekly Reading CBA	Bi-Weekly Reading CBA	Bi-Weekly Reading CBA	
Math	STAR					STAR				STAR	
	Component 5 Pre-test									Component 5 Post-test	
	SMI Spec. Ed.	SMI Spec. Ed.	SMI Spec. Ed.	SMI Spec. Ed.	SMI Spec. Ed.	SMI Spec. Ed.	SMI Spec. Ed.	SMI Spec. Ed.	SMI Spec. Ed.	SMI Spec. Ed.	
		Bi-weekly Math CBA	Bi-weekly Math CBA	Bi-weekly Math CBA	Bi-weekly Math CBA	Bi-weekly Math CBA	Bi-weekly Math CBA	Bi-weekly Math CBA	Bi-weekly Math CBA	Bi-weekly Math CBA	Bi-weekly Math CBA
		Math Benchmark #1	Math Benchmark #1		Math Benchmark #2			Math Benchmark #3			

*RTI weekly progress monitoring

**Bi-weekly assessments - frequency adjusted as needed

SRI - Scholastic Reading Inventory
SPI - Scholastic Phonics Inventory

SMI - Scholastic Math Inventory
CBA - Curriculum Based Assessment

GRADES 7 – 8 DISTRICT ASSESSMENT CALENDAR

	August	September	October	November	December	January	February	March	April	May	June
ELA	SRI Spec. Ed. Component 5 Pre-test	STAR 1 st Quarterly Assessment SRI Spec. Ed.	1 st Quarterly Assessment SRI Spec. Ed.			STAR 2 nd Quarterly Assessment SRI Spec. Ed.			3 rd Quarterly Assessment SRI Spec. Ed.	STAR Component 5 Post-test	SRI Spec. Ed. 4 th Quarterly Assessment
Math	SMI Spec. Ed. Component 5 Pre-test	STAR 1 st Quarterly Assessment SMI Spec. Ed.	1 st Quarterly Assessment SMI Spec. Ed.			STAR 2 nd Quarterly Assessment SMI Spec. Ed.			3 rd Quarterly Assessment SMI Spec. Ed.	STAR Component 5 Post-test	SMI Spec. Ed. 4 th Quarterly Assessment
Science	Component 5 Pre-test		1 st Quarterly Assessment			2 nd Quarterly Assessment			3 rd Quarterly Assessment	Component 5 Post-test	4 th Quarterly Assessment
Social Studies	Component 5 Pre-test		1 st Quarterly Assessment			2 nd Quarterly Assessment			3 rd Quarterly Assessment	Component 5 Post-test	4 th Quarterly Assessment

GRADES 9 – 12 DISTRICT ASSESSMENT CALENDAR

	August	September	October	November	December	January	February	March	April	May	June
ELA	STAR Component 5 Pre-test		1 st Quarterly Exam			Midterm Exam		3 rd Quarterly Exam	Component 5 Post-test	STAR	Final Exams
Math	STAR Component 5 Pre-test		1 st Quarterly Exam			Midterm Exam		3 rd Quarterly Exam	Component 5 Post-test	STAR	Final Exams
Science	Component 5 Pre-test		1 st Quarterly Exam			Midterm Exam		3 rd Quarterly Exam	Component 5 Post-test		Final Exams
Social Studies	Component 5 Pre-test		1 st Quarterly Exam			Midterm Exam		3 rd Quarterly Exam	Component 5 Post-test		Final Exams
Other Curricular Areas	Component 5 Pre-test		1 st Quarterly Exam			Midterm Exam		3 rd Quarterly Exam	Component 5 Post-test		Final Exams

*RtI is tested at the beginning and end of the year, and weekly.

SMYRNA SCHOOL DISTRICT ASSESSMENT INVENTORY IMPACT SUMMARY FORM

Testing Time (Hours)

Grade Level	BEFORE INVENTORY					AFTER INVENTORY				
	RTI	District/Charter Content Summative	Other (Component 5)	TOTAL BEFORE Recommendations	RTI	District/Charter Content Summative	Other (Component 5)	TOTAL AFTER Recommendations	TIME changes	
K	13.9	80.5		94.4	13.9	46.25		60.15	Decrease of 34.25 hours	
1	13.9	80.5		94.4	13.9	46.25		60.15	Decrease of 34.25 hours	
2	13.9	80.5		94.4	13.9	46.25		60.15	Decrease of 34.25 hours	
3	13.9	80.5		94.4	13.9	46.25		60.15	Decrease of 34.25 hours	
4	13.9	80.5		94.4	13.9	46.25		60.15	Decrease of 34.25 hours	
5	13.9	80.5		94.4	13.9	46.25		60.15	Decrease of 34.25 hours	
6	13.9	80.5		94.4	13.9	46.25		60.15	Decrease of 34.25 hours	
7	7.5	12	8	27.5	7.5	24	8	39.5	Increase of 12 hours due to comprehensive, balanced quarterly assessment system	
8	7.5	12	8	27.5	7.5	24	8	39.5	Increase of 12 hours due to comprehensive, balanced quarterly assessment system	
9	3	24	9	36	3	24	9	36	No change	
10	3	24	9	36	3	24	9	36	No change	
11	3	24	9	36	3	24	9	36	No change	
12	3	24	9	36	3	24	9	36	No change	
TOTAL	116.8	683.5	52	859.8	116.8	467.75	52	644.05	Decrease of 215.75	
AVERAGE	8.98	52.5	8.7	66.1	8.98	36	8.7	49.5	Average decrease of 16.6	

ELEMENTARY (GRADES K – 6) ASSESSMENT RECOMMENDATIONS

Number	Recommendation	Rationale	Timing of Recommendation	Action Steps
1	<ul style="list-style-type: none"> Combine weekly Reading assessment to test every other week 	<ul style="list-style-type: none"> Reduce number of tests 	<ul style="list-style-type: none"> Revisions made during 2015-16 Implementation for 2016-17 school year 	<ul style="list-style-type: none"> Disseminate information so all teachers are aware
2	<ul style="list-style-type: none"> Remove Reading Unit test, replace with Performance Task 	<ul style="list-style-type: none"> Students need more practice with Performance Tasks 	<ul style="list-style-type: none"> Effective 2015-16 school year 	<ul style="list-style-type: none"> Disseminate information
3	<ul style="list-style-type: none"> Remove Math Placement test at the beginning of the year and the end of year Post-Test in grades 2 – 6 	<ul style="list-style-type: none"> Teachers do not find data useful and can get same data from STAR and End of Year 	<ul style="list-style-type: none"> Effective 2016-17 school year 	<ul style="list-style-type: none"> Come to consensus and disseminate information
4	<ul style="list-style-type: none"> To analyze data from SRI and STAR Reading and DIBELS to determine if any can be eliminated. 	<ul style="list-style-type: none"> SRI and STAR Reading and DIBELS give similar data 	<ul style="list-style-type: none"> Decision will be made prior to beginning of 2016 -17 school year 	<ul style="list-style-type: none"> Decide which <u>one</u> test is best for each grade level
5	<ul style="list-style-type: none"> Revise Math benchmark tests 	<ul style="list-style-type: none"> Some items need to be added to make data more comprehensive 	<ul style="list-style-type: none"> Revisions made during 2015-16 Implementation for 2016-17 school year 	<ul style="list-style-type: none"> Revise benchmarks prior to giving them. Figure out how to disseminate updated assessments
6	<ul style="list-style-type: none"> Merge Envision Math topic tests/performance tasks where possible 	<ul style="list-style-type: none"> Reduce the number of assessments 	<ul style="list-style-type: none"> Throughout school year, organize teachers' ideas/thoughts, make final decision/revisions at end of school year 	<ul style="list-style-type: none"> Create system to organize teacher input
7	<ul style="list-style-type: none"> Utilize benchmark data to drive instruction 	<ul style="list-style-type: none"> Making better use of benchmark data 	<ul style="list-style-type: none"> Continue to utilize PLC time 	<ul style="list-style-type: none"> Communicate to teachers/PLCs

ELEMENTARY SCHOOL (GRADES K - 4) ASSESSMENT INVENTORY TABLE

Grade-level/Subject: Grade K -4 ELA

Name of the Assessment	STAR Reading <i>Required by State and Federal Regulation</i>	Bi-Weekly Reading CBA	Dibels Next <i>Required by State and Federal Regulation</i>
Actions Taken as a result of this Inventory		<i>*Flexibility given to for teachers to adjust frequency as needed</i>	
Entity Requiring Assessment	District	District/School	District/School *Flexible
Grade(s) Tested	K - 4	K - 4	K - 4
Course(s) or Subject Tested	ELA	ELA	ELA
Which students are required to take assessment?	All students	All students	All students
Type of Assessment	Benchmark	Summative	Formative
Number of years assessment has been administered in the district	17 years	2 years	3 - 4 years
To what content is the assessment aligned? (source of alignment verification)	CCSS	CCSS	Foundational Skills - CCSS
Intended purpose(s) of the assessment	<ul style="list-style-type: none"> • Percentile Rank • Ability Grouping • ZPD • Lexile 	<ul style="list-style-type: none"> • Grades • Assessments of Learning • Skills Assessment 	<ul style="list-style-type: none"> • Phonics • Fluency • Retell • Daze (3 - 4)

*CBA - Curriculum Based Assessment

Intended uses(s) of the assessment ¹	<ul style="list-style-type: none"> Percentile Rank Ability Grouping ZPD Lexile 	<ul style="list-style-type: none"> Student mastery Prediction of state assessment 	Progress monitor
Users of the assessment	Staff, Admin., Teachers	Teachers	Specialists
Do the users of the assessment use it for its intended use(s)?	Yes	No	Yes – Specialists No – Teachers
To what degree do users of the assessment find it useful or not useful? 1 = not useful. 2 = somewhat useful 3 = useful 4 = very useful Explain why.	4 <ul style="list-style-type: none"> Component 5 growth goals Universal screener AR Levels 	2 <ul style="list-style-type: none"> Given too often, data not analyzed Should be used to drive instruction 	2 <ul style="list-style-type: none"> Effective for K – 2 teachers, not very effective for 3 – 4 Depends on need 3 – 4 specialists: data used for groupings (RtI) Would be more useful if overall testing burden was lightened.
Test Administration Time	30 – 45 minutes	45- 60 minutes	1 – 5 minutes per student depending on grade
Testing Window	BOY, MOY, EOY	All year	BOY, MOY, EOY
Testing Frequency	3 times: Fall, Winter, Spring	Weekly (6 – 7 days)	2 – 3 times (Benchmarks) Weekly (Progress Monitoring)

¹ Federal and/or state accountability, district accountability, predictive, diagnostic, instructional uses (e.g. placement), high school graduation, student promotion/retention, factor into course grades, college admission, teacher evaluation, Advanced Placement credit, International Baccalaureate, English language proficiency, international comparisons, other uses.

Name of the Assessment	Benchmarks	Unit Test
Actions Taken as a result of this Inventory	<i>*Eliminated as a result of this inventory</i>	<i>*Eliminated as a result of this inventory</i>
Entity Requiring Assessment	Not given, not required as of yet	District/School <i>*Flexible between schools</i>
Grade(s) Tested	K - 4	K - 4
Course(s) or Subject Tested	ELA	ELA
Which students are required to take assessment?	Not required	All students
Type of Assessment	Benchmark	Benchmark
Number of years assessment has been administered in the district	2 years	2
To what content is the assessment aligned? (source of alignment verification)	CCSS	CCSS
Intended purpose(s) of the assessment	Measurement of knowledge of standards	Measure of ELA standards

Intended uses(s) of the assessment ² :	Inform Instruction	Inform instruction
Users of the assessment	N/A	Teachers
Do the users of the assessment use it for its intended use(s)?	N/A	No
To what degree do users of the assessment find it useful or not useful? 1 = not useful, 2 = somewhat useful 3 = useful 4 = very useful Explain why.	1 <ul style="list-style-type: none"> • Not useful • IBAs would be more useful • Too many benchmark tests 	1 <ul style="list-style-type: none"> • Not used for data or driving instruction • Should be used to modify instruction *could be useful if used for data purposes.
Test Administration Time	N/A	45 – 60 minutes
Testing Window	N/A	All year
Testing Frequency	N/A	Every 6 – 7 weeks

² Federal and/or state accountability, district accountability, predictive, diagnostic, instructional uses (e.g. placement), high school graduation, student promotion/retention, factor into course grades, college admission, teacher evaluation, Advanced Placement credit, International Baccalaureate, English language proficiency, international comparisons, other uses.

Grade-level/Subject: Grade K -4 Math

Name of the Assessment	Bi-weekly Math CBA	District Created Benchmarks	MBSP Required by State and Federal Regulation	STAR Math Required by State and Federal Regulation
Actions Taken as a result of this Inventory	<i>*Flexibility given to for teachers to adjust frequency as needed</i>	<i>*Benchmarks will be analyzed and revised</i>		
Entity Requiring Assessment	District	District	District	District
Grade(s) Tested	K - 4	K - 4	1 - 4	1 - 4
Course(s) or Subject Tested	Math	Math	Math	Math
Which students are required to take assessment?	All students in grades K - 4	All students in grades K - 4	Rtl students in Tier 2 & Tier 3	All students 1 - 4
Type of Assessment	Summative	Benchmark	Progress Monitoring	Universal Screener
Number of years assessment has been administered in the district	6 years	6 years	6 years	17 years
To what content is the assessment aligned? (source of alignment verification)	CCSS	CCSS	Math	CCSS
Intended purpose(s) of the assessment	Measure student knowledge of topic-level content	Measure student knowledge of CCSS – domain level cluster	Progress Monitoring	Identify and predict students who may be at risk for poor learning outcomes

*CBA – Curriculum Based Assessment

Intended uses(s) of the assessment ³	<ul style="list-style-type: none"> Measure mastery of topic content Determine need for further instruction 	Measure mastery of skills with CCSS Domains	Progress monitoring	First step in determining who is likely to need additional assistance to reach grade level performance expectations
Users of the assessment	Classroom Teachers	Classroom teachers	Math Specialists, Special Ed. Teachers, Tier 2 Teachers	Classroom teachers
Do the users of the assessment use it for its intended use(s)?	Most teachers	Few teachers	Yes	Yes
To what degree do users of the assessment find it useful or not useful? 1 = not useful, 2 = somewhat useful 3 = useful 4 = very useful Explain why.	4 <ul style="list-style-type: none"> According to the teacher survey, 58% say "useful" or "very useful." 	2 <ul style="list-style-type: none"> According to the teacher survey, 42% say "useful" or "very useful." 	2 <ul style="list-style-type: none"> Those who administer can find it useful over time. Some teachers feel that testing on material that has not been covered in the classroom yet, is not useful 	2 <ul style="list-style-type: none"> Teachers like to see the growth over time at the end of the year. They also like to identify the students who may need additional assistance at the beginning of the year.
Test Administration Time	Approx. 90 minutes or less	Approx. 90 minutes or less	<u>Computation:</u> 1st: 2 min. 2nd: 2 min., 3rd: 3 min., 4th: 3 min. <u>Applications:</u> 1st: N/A, 2nd: 8 min, 3rd: 6 min, 4th: 6 min	30 minutes
Testing Window	All school year	Throughout the school year (3 times)	Weekly	Fall, Winter, Spring
Testing Frequency	Approx. every 2 – 3 months	After each domain has been taught	Weekly	Sept., Jan., May

³ Federal and/or state accountability, district accountability, predictive, diagnostic, instructional uses (e.g. placement), high school graduation, student promotion/retention, factor into course grades, college admission, teacher evaluation, Advanced Placement credit, International Baccalaureate, English language proficiency, international comparisons, other uses.

Name of the Assessment	Envisions Placement Tests	Envision EOY Test
Actions Taken as a result of this inventory	<i>*Eliminated for grades 3 – 6 as a result of this inventory</i>	<i>*Eliminated as a result of this inventory</i>
Entity Requiring Assessment	District	District
Grade(s) Tested	K –2 only	K – 4
Course(s) or Subject Tested	Math	Math
Which students are required to take assessment?	All students K – 4	All students K – 4
Type of Assessment	Placement	End of Year
Number of years assessment has been administered in the district	4 years	4 years
To what content is the assessment aligned? (source of alignment verification)	CCSS	CCSS
Intended purpose(s) of the assessment	To measure student readiness	To measure student knowledge of each grade levels' CCSS

Intended uses(s) of the assessment ⁴	To gauge student readiness for what will be taught	<ul style="list-style-type: none"> Gives teachers information on how successful students were with the grade level standards Grade level trends <p>*teachers can also look at data at the beginning of next year.</p>
Users of the assessment	K – 2 teachers	K – 4 teachers
Do the users of the assessment use it for its intended use(s)?	Some teachers do	Some teachers do
To what degree do users of the assessment find it useful or not useful? 1 = not useful, 2 = somewhat useful 3 = useful 4 = very useful Explain why.	3 <ul style="list-style-type: none"> Most teachers seem to look at this data to predict what students will do but teaching starts in the same place no matter what 	2 <ul style="list-style-type: none"> Many teachers feel like this test is given so late in the year that the data is not really used. Teachers could use the data at the beginning of the year more.
Test Administration Time	1 ½ hours or less	1 ½ hours or less
Testing Window	Beginning of the year, before instruction begins	At the end of the year once all topics have been covered
Testing Frequency	Once a year, BOY	Once, at the end of the year (End of May or beg. of June)

⁴ Federal and/or state accountability, district accountability, predictive, diagnostic, instructional uses (e.g. placement), high school graduation, student promotion/retention, factor into course grades, college admission, teacher evaluation, Advanced Placement credit, International Baccalaureate, English language proficiency, international comparisons, other uses.

INTERMEDIATE SCHOOL (GRADES 5 - 6) ASSESSMENT INVENTORY TABLE

Grade-level/Subject: Grade 5 -6 ELA

Name of the Assessment	Bi-Weekly Reading CBA	Dibels Next (DAZE) <i>Required by State and Federal Regulation</i>	STAR Reading <i>Required by State and Federal Regulation</i>
Actions Taken as a result of this Inventory	<i>*Flexibility given to for teachers to adjust frequency as needed</i>		
Entity Requiring Assessment	District	District/School	District
Grade(s) Tested	5 - 6	5 - 6	5-6
Course(s) or Subject Tested	ELA	ELA	ELA
Which students are required to take assessment?	All Students	Tiered students	All students
Type of Assessment	Benchmark	Formative	Benchmark
Number of years assessment has been administered in the district	2 years	2 years	17 years
To what content is the assessment aligned? (source of alignment verification)	CCSS	Foundational Skills	CCSS
Intended purpose(s) of the assessment	Skills assessment	Reading Comprehension	ELA standards measurement

*CBA – Curriculum Based Assessment

Intended uses(s) of the assessment ⁵	Assessment of skill mastery and CCSS mastery	Rtl Progress Monitoring	Teachers: AR level/ZPD Specialists: Percentile Rank for intervention
Users of the assessment	Teachers	Specialists	Teachers and Specialists
Do the users of the assessment use it for its intended use(s)?	No	Yes	Yes
To what degree do users of the assessment find it useful or not useful? 1 = not useful, 2 = somewhat useful 3 = useful 4 = very useful Explain why.	1 <ul style="list-style-type: none"> given too often, * Will be useful when data is analyzed and given every other week.	2 <ul style="list-style-type: none"> we rely on STAR and use DAZE as a secondary measure 	4 <ul style="list-style-type: none"> Rtl placement, AR levels, Component 5 growth goals, Universal Screening
Test Administration Time	45 – 60 minutes	3 minutes	30 – 45 minutes
Testing Window	All year	All year	BOY, MOY, EOY
Testing Frequency	Weekly	Weekly	3 times: BOY, MOY, EOY

⁵ Federal and/or state accountability, district accountability, predictive, diagnostic, instructional uses (e.g. placement), high school graduation, student promotion/retention, factor into course grades, college admission, teacher evaluation, Advanced Placement credit, International Baccalaureate, English language proficiency, international comparisons, other uses.

Name of the Assessment	Reading Wonders Benchmarks	Pearson Benchmarks	Unit Benchmarks	ELA Unit Tests
Actions Taken as a result of this Inventory	<i>*Eliminated as a result of this inventory</i>	<i>*Eliminated as a result of this inventory</i>	<i>*Eliminated as a result of this inventory</i>	<i>*Eliminated as a result of this inventory</i>
Entity Requiring Assessment	Not required, not given	Not Required	District/School	District/School (flexible)
Grade(s) Tested	5	6	6	5
Course(s) or Subject Tested	ELA	ELA	ELA	ELA
Which students are required to take assessment?	Not Required	None	All	All students
Type of Assessment	Benchmark	Benchmark	Benchmark	Benchmark
Number of years assessment has been administered in the district	None	N/A	1	2 years
To what content is the assessment aligned? (source of alignment verification)	CCSS	CCSS	CCSS	CCSS
Intended purpose(s) of the assessment	ELA standards measurement	Measure standards and skills	Measure skills and standards	ELA Standards

Intended uses(s) of the assessment ⁶	Measure knowledge of standards	Measurement of standards and skills	Measurement of standards and skills	Measurement of standards and skills	Measure knowledge of ELA Standards
Users of the assessment	No one yet	Teachers	Teachers	Teachers	Teachers
Do the users of the assessment use it for its intended use(s)?	n/a	Not used yet	No	No	No
To what degree do users of the assessment find it useful or not useful? 1 = not useful, 2 = somewhat useful 3 = useful 4 = very useful Explain why.	1 <ul style="list-style-type: none"> not useful too long use too many benchmarks as it is 	3 <ul style="list-style-type: none"> can be useful Pearson provides data analysis of each question when given on the computer 	2 <ul style="list-style-type: none"> Need to analyze data for instructional purposes 	1 <ul style="list-style-type: none"> do not analyze data 	*Could be useful if data is analyzed and used for instructional guides.
Test Administration Time	Too long	45 - 60 minutes	45 - 60 minutes	45 - 60 minutes	45 - 60 minutes
Testing Window	January and EOY	BOY, MOY, EOY	BOY, MOY, EOY	2 per unit (6 units)	All year (every 6 weeks)
Testing Frequency	Twice a year	3 times: BOY, MOY, EOY	3 times: BOY, MOY, EOY	Approx. every 3 - 4 weeks	Every 6 weeks

⁶ Federal and/or state accountability, district accountability, predictive, diagnostic, instructional uses (e.g. placement), high school graduation, student promotion/retention, factor into course grades, college admission, teacher evaluation, Advanced Placement credit, International Baccalaureate, English language proficiency, international comparisons, other uses.

Name of the Assessment	Math Benchmarks	BI-Weekly Math CBA	STAR Math <i>Required by State and Federal Regulation</i>	Pre and Post Test Math CBA
Actions Taken as a result of this Inventory				<i>*Eliminated as a result of this inventory</i>
Entry Requiring Assessment	District	District	District/State	District
Grade(s) Tested	5 - 6	5 - 6	5 - 6	5 - 6
Course(s) or Subject Tested	Math	Math	Math	Math
Which students are required to take assessment?	All students	All Students	<ul style="list-style-type: none"> • All students • Rtl students 	All Students
Type of Assessment	Benchmark	Summative	Progress Monitoring/Universal Screening	BOY and EOY
Number of years assessment has been administered in the district	6 years	6 years	10+ years	4 years
To what content is the assessment aligned? (source of alignment verification)	Each question is aligned to a standard	Common Core Standards	<ul style="list-style-type: none"> • Provides GLE and scaled score of ability • Provides student weaknesses and strengths 	Common Core standards in that grade level
Intended purpose(s) of the assessment	Cumulative assessment	Measure student knowledge of clustered/specific skills prescribed at the grade level.	Possible interventions	Grade level readiness

*CBA – Curriculum Based Assessment

Intended uses(s) of the assessment ⁷	Inform instruction	Predict Math performance • Make RtI decisions	Predict Math performance • Make RtI decisions	Inform instructional practice (Pre) • Measure success of grade level knowledge (Post)
Users of the assessment	Teachers	Teachers and Specialists	Teachers and Specialists	All Teachers
Do the users of the assessment use it for its intended use(s)?	Teachers use to place students in groups	Specialists do, teachers – not sure	Specialists do, teachers – not sure	Yes – District Yes – Specialists Varied – Teachers
To what degree do users of the assessment find it useful or not useful? 1 = not useful, 2 = somewhat useful 3 = useful 4 = very useful Explain why.	<ul style="list-style-type: none"> • Specialists – 3 • Teachers – 3 	<ul style="list-style-type: none"> • Specialists – 4 • Teachers – 3 	<ul style="list-style-type: none"> • Specialists – 4 • Teachers – 3 	<ul style="list-style-type: none"> • Specialists – 4 • Teachers – 2
Test Administration Time	Less than 1 hour	Approx.. 20 – 30 minutes	Approx.. 20 – 30 minutes	Less than 1 hour
Testing Window	End of MP1 – roughly	Aug/Sept, Jan., and May	Aug/Sept, Jan., and May	BOY and EOY
Testing Frequency	Benchmarks – 1, 2, 3 – 3 times a year.	3 times a year and every 6 weeks for RtI students	3 times a year and every 6 weeks for RtI students	2 times per year.

⁷ Federal and/or state accountability, district accountability, predictive, diagnostic, instructional uses (e.g. placement), high school graduation, student promotion/retention, factor into course grades, college admission, teacher evaluation, Advanced Placement credit, International Baccalaureate, English language proficiency, international comparisons, other uses.

MIDDLE SCHOOL ASSESSMENT RECOMMENDATIONS

Number	Recommendation	Rationale	Timing of Recommendation	Action Steps
1	<ul style="list-style-type: none"> Revise Quarterly Assessments 	<ul style="list-style-type: none"> Need common quarterly/benchmark assessments to drive instructional decision-making Need to become more rigorous questions with deeper knowledge questions. 	<ul style="list-style-type: none"> Year-long Task Force and PLC Work Plans 	<ul style="list-style-type: none"> Middle School Quarterly Assessment Task Force Integrate PLC Work with Assessment Task Force Work
2	<ul style="list-style-type: none"> Deconstruct Common Core and NextGen Standards to align quarterly assessments 	<ul style="list-style-type: none"> Foster a better understanding of the standards Align quarterly assessments to Common Core and NextGen Standards 	<ul style="list-style-type: none"> Year-long Task Force and PLC Work Plans 	<ul style="list-style-type: none"> Middle School Quarterly Assessment Task Force Integrate PLC Work with Assessment Task Force Work
3	<ul style="list-style-type: none"> Integrate Math benchmarks into the quarterly assessments 	<ul style="list-style-type: none"> Condense Math assessments Streamline data analysis 	<ul style="list-style-type: none"> Year-long Task Force and PLC Work Plans 	<ul style="list-style-type: none"> Middle School Quarterly Assessment Task Force Integrate PLC Work with Assessment Task Force Work
4	<ul style="list-style-type: none"> Continue assessment writing professional development 	<ul style="list-style-type: none"> Additional PD is needed on assessment writing in order to deepen level of questions. 	<ul style="list-style-type: none"> Year-long Task Force and PLC Work Plans 	<ul style="list-style-type: none"> Develop a plan with the Curriculum Office

MIDDLE SCHOOL (GRADES 7 – 8) ASSESSMENT INVENTORY TABLE

Name of the Assessment	STAR Reading and Math <i>Required by State and Federal Regulation</i>	Quarterly Assessments	Math Benchmarks
Actions Taken as a result of this Inventory		<i>*Implemented to improve data-based instructional decisions and to improve and balanced common assessment system</i>	<i>*Eliminated as a result of this inventory, replaced by quarterly assessments.</i>
Entity Requiring Assessment	District	District	District
Grade(s) Tested	7 – 8	7 – 8	7 – 8
Course(s) or Subject Tested	ELA and Math	ELA, Math, Science, and Social Studies	Math
Which students are required to take assessment?	All students	All students	All students
Type of Assessment	Benchmark	Benchmark	Benchmark
Number of years assessment has been administered in the district	17 years	New for 2015 – 2016 school year	6 years
To what content is the assessment aligned? (source of alignment verification)	<ul style="list-style-type: none"> • Reading Comprehension • Common Core – alignment to CCSS for Math is questionable 	<ul style="list-style-type: none"> • Common Core State Standards for Math and ELA • Delaware Social Studies Standards • NextGen Science Standards 	Common Core
Intended purpose(s) of the assessment	Component 5 measure Reading Comprehension	<ul style="list-style-type: none"> • Measure student understanding of standards identified above • Drive data-based instructional decisions 	Measure student understanding of Math standards for each quarter

Intended uses(s) of the assessment ⁸	Only look at data for Component 5	Check for understanding of the standards	Inform teachers if students comprehend standards taught
Users of the assessment	District Specialists and Teachers	Teachers	Math teachers grade 7-8
Do the users of the assessment use it for its intended use(s)?	Yes	No (not yet)	No
To what degree do users of the assessment find it useful or not useful? 1 = not useful, 2 = somewhat useful 3 = useful 4 = very useful Explain why.	2 <ul style="list-style-type: none"> This assessment is used by teachers for Lexile purposes. It is used by administration for Component 5 purposes. RtI Placement 	3 <ul style="list-style-type: none"> It will become useful when they are done properly 	2 <ul style="list-style-type: none"> Could be useful, but due to lack of time, we don't analyze data to revisit Only gave 1 benchmark last year.
Test Administration Time	3, 45 minute class periods	90 minutes	4, 90 minute class periods (plus more time given to absent students, students who do not finish)
Testing Window	Sept., Jan., May	All year	MP1, MP2, MP3, MP4 (supposed to last year, but we only did one in December)
Testing Frequency	3 times during testing window	End of each MP	Supposed to be 4 times, but only did 1 last year.

⁸ Federal and/or state accountability, district accountability, predictive, diagnostic, instructional uses (e.g. placement), high school graduation, student promotion/retention, factor into course grades, college admission, teacher evaluation, Advanced Placement credit, International Baccalaureate, English language proficiency, international comparisons, other uses.

Grade-level/Subject: Middle School (Gr. 7 – 8)

Name of the Assessment	STAR Reading	CBA Pre/Post Test
Actions Taken as a result of this Inventory		<i>*Eliminated as a result of this inventory</i>
Entity Requiring Assessment	District	District
Grade(s) Tested	7 – 8	7 – 8
Course(s) or Subject Tested	ELA	ELA
Which students are required to take assessment?	All students in these grades	All students in these grades
Type of Assessment	Summative	Summative
Number of years assessment has been administered in the district	?	1
To what content is the assessment aligned? (source of alignment verification)	Reading Comprehension	CCSS in writing
Intended purpose(s) of the assessment	Measure student comprehension in reading.	Measure student growth in CCSS for writing.

Intended uses(S) of the assessment*	Component 5	Predict performance on state assessments.
Users of the assessment	District Assessment administration and teachers	Teachers
Do the users of the assessment use it for its intended use(s)?	Yes (District) No (Teachers)	Somewhat
To what degree do users of the assessment find it useful or not useful? 1 = not useful, 2 = somewhat useful 3 = useful 4 = very useful Explain why.	2 <ul style="list-style-type: none"> This assessment is used by teachers for Lexile purposes. It is used by administration for Component 5 purposes. 	2 <ul style="list-style-type: none"> Somewhat useful because the assessment can be used to gauge where the students are in writing.
Test Administration Time	45 minutes – 3 times per year	180 minutes (2 days)
Testing Window	September, January, and May	September and May
Testing Frequency	3 times per year	2 times per year

* Federal and/or state accountability, district accountability, predictive, diagnostic, instructional uses (e.g. placement), high school graduation, student promotion/retention, factor into course grades, college admission, teacher evaluation, Advanced Placement credit, International Baccalaureate, English language proficiency, international comparisons, other uses.

HIGH SCHOOL ASSESSMENT RECOMMENDATIONS

Number	Recommendation	Rationale	Timing of Recommendation	Action Steps
1	<ul style="list-style-type: none"> • Clarify expectations for quarterly, mid-term, and final exams • Monitor the fidelity of exam implementation and data analysis 	<ul style="list-style-type: none"> • To improve the content and quality of exams • Ensure exams align to the grade-level content standards, learning targets and intended pacing 	<ul style="list-style-type: none"> • Beginning of 15-16 school year • Beginning of 15-16 school year 	<ul style="list-style-type: none"> • Work in department chair meeting to clarify building-wide exam expectations. • Review alignment documents to ensure strong tests • Analyze student data to determine strengths & weaknesses • A calendar with monthly assessment goals • Continue to dedicate PLC work to assessment • Use Performance Plus as tool to manage our exams and analyze data
2				
3	<ul style="list-style-type: none"> • Continue professional development on assessment writing 	<ul style="list-style-type: none"> • Additional PD is needed on assessment writing in order to deepen level of questions. 	<ul style="list-style-type: none"> • Throughout the 15-16 school year 	<ul style="list-style-type: none"> • Develop a plan with the Curriculum Office

HIGH SCHOOL (GRADES 9 – 12) ASSESSMENT INVENTORY TABLE

Name of the Assessment	Quarterly Exam	Midterm/Final Exam
Entry Requiring Assessment	District (High School expectation)	District (High School expectation)
Grade(s) Tested	9 – 12	9 – 12
Course(s) or Subject Tested	Everyone except electives	Everyone
Which students are required to take assessment?	All students enrolled in the class	All students
Type of Assessment	Summative	Summative
Number of years assessment has been administered in the district	Since approx. 2006	Forever
To what content is the assessment aligned? (source of alignment verification)	CCSS: ELA, Math, Literacy, DE Social Studies, NextGen Science Standards	CCSS: ELA, Math, Literacy, DE Social Studies, NextGen Science Standards
Intended purpose(s) of the assessment	<ul style="list-style-type: none"> • Science, Soc. St., and ELA tests the 1st and 3rd marking period. • Math gives unit tests for the topic they are working on at the time of the quarterly. 	<ul style="list-style-type: none"> • Science, Soc. St., and ELA tests the 2nd and 4th marking period. • Math gives a cumulative test for midterm (1st & 2nd mp) and final (3rd & 4th mp).

Intended uses(s) of the assessment ¹⁰	Summative evaluation of learning	Summative evaluation of learning
Users of the assessment	Teachers and Administrators	Teachers and Administrators
Do the users of the assessment use it for its intended use(s)?	Not consistently	Not consistently
To what degree do users of the assessment find it useful or not useful? 1 = not useful, 2 = somewhat useful 3 = useful 4 = very useful Explain why.	3 • Seemingly the staff finds it useful (based on teacher survey data).	3 Seemingly the staff finds it useful (based on teacher survey data).
Test Administration Time	One class period	One Exam period
Testing Window	Last week of the marking period.	Midterm & Final Exam days
Testing Frequency	End of 1 st and 3 rd Marking period.	End of each semester

¹⁰ Federal and/or state accountability, district accountability, predictive, diagnostic, instructional uses (e.g. placement), high school graduation, student promotion/retention, factor into course grades, college admission, teacher evaluation, Advanced Placement credit, International Baccalaureate, English language proficiency, international comparisons, other uses.