

Assessment Vision Statement

Wright City assessments are tightly aligned to MLS, are evidence based, and provide data of student learning to proficiency criteria. Teachers' instructional practices change based on what they've learned.

Assessment of Learning

Assessments provide evidence of achievement that becomes public and results in statements or symbols about how well students have learned. Data collected of learning is aligned to curriculum of MLS and the intended outcomes are credible and defensible.

Assessment for Learning

Assessments provide evidence of student understanding on a progression of learning a skill/standard. The evidence collected through multiple types of formative data will drive instructional lessons. Data collected for learning is aligned to curriculum standards and the progressions of learning and the intended outcomes are credible and defensible

In practice:

Wright City Building Administrators, in accordance with the Assistant Superintendent over Teaching and Learning, will evaluate assessments used in their buildings to determine validity and accuracy of data, will use only assessments that drive improvements to student performance, and will utilize the Impact Team structure to create actionable steps to improve student achievement based on quality data.

Term/Type of Assessment	Definition	Explanation/Details
Accountability	Required exams from DESE (MAP/EOC/ACCESS) used for accountability purposes and to provide us with autopsy data of student learning from the prior year.	
Summative	Longer exam over multiple standards used to measure student progress and current learning and retention level at a point in time. Data from this type of assessment is reportable and used to make evidence-based claims for student report cards/grades.	An assessment of learning. Students should be able to re-take the exam or portions of the exam when ready to show learning and to attain necessary score to demonstrate proficiency.
Benchmarks	Assessments given over a consistent set of standards (priority standards) at regular intervals to measure student progress toward standard mastery. Each assessment at each interval measures the exact same set of standards as the others in that interval. Data shows growth over and/or retention of material. The level of student expectation within the standard may also increase.	Can be both an assessment of and for learning. Primarily formative, but these can have the dual purpose of informing a grade claim.
Common Formative	Formative assessments given on the same intervals by teachers with the same courses. Data is used to have discussions about best practices among all teachers giving the common formative.	An assessment for learning. Data from these should not be reportable for any grading purposes but may be part of a greater claim of student learning.
Formative	Shorter, frequent assessments tied directly to a standard that generate data teachers can use to alter instructional practice.	An assessment for learning. Data from these should not be reportable for any grading purposes.
Content Assessment	Any assessment of DOK level 1 knowledge - often needed to ensure students have the information needed to use/process/master a standard. Should be part of practice and not part of a student's grade.	An assessment for learning. This should not be used/reported on.
College/Career Readiness	Assessments given to students to measure preparedness for a field (ASVAB, Workkeys), college preparedness (ACT/SAT), or for college credit (AP).	
Diagnostic/Screeners	Assessments given to determine basic levels of foundational understanding/proficiency.	
Pre-Test	An assessment of standards given prior to instruction to measure student understanding of the material/standard.	

Building	Platforms (tools used to give assessments)	Purpose
East Elementary		
	Edulastic (1st grade)	Edulastic is a tool that will house all Wright City standards aligned assessments, track student data on those standards, and generate ongoing performance reports.
	ESGI for Kindergarten	One on one assessment platform designed for Pre-K-2nd students to assist with progress monitoring/data tracking.
	Face-to-Face Assessments	Many screeners require face-to-face rather than paper/computer assessments.
West Elementary		
	Edulastic	Edulastic is a tool that will house all Wright City standards aligned assessments, track student data on those standards, and generate ongoing performance reports. All Impact Team data reports will be from Edulastic, Aimsweb Plus, or eValueate.
Middle School		
	Edulastic	Edulastic is a tool that will house all Wright City standards aligned assessments, track student data on those standards, and generate ongoing performance reports. All Impact Team data reports will be from Edulastic or eValueate.
High School		
	Edulastic	Edulastic is a tool that will house all Wright City standards aligned assessments, track student data on those standards, and generate ongoing performance reports. All Impact Team data reports will be from Edulastic or eValueate.
Note on Assessment Platforms		All buildings will use a variety of tools/methods/platforms (paper/pencil, GoFormative, Q&A, etc.) to give ongoing formative assessments to measure student learning as part of continuous classroom instruction. These are integral to quality teaching; however, these type of assessments are utilized for the primary purpose of improved instruction rather than for a formal grade claim.

Assessments Given	Explanation/Purpose of the Assessment	Data Derived from the Assessment	Interval of Assessment	
		State Accountability Assessments		
EOC Exams	State required assessments given in each core content area, created for accountability purposes.	Summative data on selected standards. Often, item benchmark results are released for analysis of student/school progress.	Late fall or late spring semester.	
Access/WIDA	ACCESS for ELLs (ACCESS) is the collective name for WIDA's suite of summative English language proficiency assessments. ACCESS is taken annually by English language learners in Kindergarten through Grade 12	EL Student Progress	Annual(Winter-Spring)	
		Summative Assessments		
Summative Unit Exams	Assessments given by teachers based on unit objectives and often, necessary content. The purpose of these is often to generate a grade.	Evidence that students meet content knowledge expectations and can do what standards expect (in some cases).	As needed to end units of study. Students allowed the opportunity to re-take to demonstrate proficiency.	
Summative Projects/Performance Assessments	Non-traditional summative assessments given by teachers. Examples may include skits, plays, projects, speeches, debates, essays	Evidence of student performance on grade level standards	As needed to end units of study. Students allowed the opportunity to re-take to demonstrate proficiency.	
		Benchmark Assessment (Normed)		
eValuate	Normed Math and ELA Benchmarks tied to MLS that measures student growth on standards over time.	Growth data on standards, measured at the grade, building, and student levels.	Monthly	
		Formative Assessments		
Standards-based formative assessments	3 question formative assessment given in each content area. Questions are at higher levels of rigor measuring student performance of high-leverage or priority standards. Used to drive future instruction.	Information on how well students understand and/or can perform key or priority standards. Explicit and objective measurements of where students are on standards at that point in time.	Every two weeks in every HS course.	
		College-Career Readiness Assessments		
ACT	Optional assessments taken by students who want to attend college. The purpose is to attain a score at a rate requisite for college admittance.	We receive no data, only scores.	Various intervals throughout each school year.	
ASVAB	Armed Services test to determine strengths and aptitude in areas of military training.	We receive no data, only scores.	Spring each year.	
Work Keys	Optional assessment taken by select students to measure their job readiness.	We receive no data, only scores.		

Assessments Given	Explanation/Purpose of the Assessment	Data Derived from the Assessment	Interval of Assessment	
Advanced Placement Exams	Optional assessments given to students who have taken an AP course. The purpose is for students to attain a score high enough that a college will grant college credit for a qualifying score.	We receive no data, only scores.	During AP windows each spring.	

Assessments Given	Explanation/Purpose of the Assessment	Data Derived from the Assessment	Interval of Assessment
		State Accountability Assessments	
MAP Tests	State required assessments given in each core content area, created for accountability purposes.	Summative data on selected standards. Often, item benchmark results are released for analysis of student/school progress.	Late fall or late spring semester.
Access/WIDA	ACCESS for ELLs (ACCESS) is the collective name for WIDA's suite of summative English language proficiency assessments. ACCESS is taken annually by English language learners in Kindergarten through Grade 12	EL Student Progress	Annual(Winter-Spring)
		Summative Assessments	
Summative Unit Exams	Assessments given by teachers based on unit objectives and often, necessary content.	Evidence that students meet content knowledge expectations and can do what standards expect (in some cases).	As needed to end units of study. Students allowed the opportunity to re-take to demonstrate proficiency.
Summative Projects/Performance Assessments	Non-traditional summative assessments given by teachers. Examples may include skits, plays, projects, speeches, debates, essays	Evidence of student performance on grade level standards	As needed to end units of study. Students allowed the opportunity to re-take to demonstrate proficiency.
		Normed Benchmark Assessments	
eValuate	Normed Math and ELA Benchmarks tied to MLS that measures student growth on standards over time.	Growth data on standards, measured at the grade, building, and student levels.	Monthly
		Locally Created Benchmark Exams	
Science Benchmarks	Locally generated benchmark assessments designed to measure student growth on district priority standards.	Student progress toward mastery of priority standards.	4 times per year - quarterly.
		Formative Assessments	
Standards-based formative assessments	Questions at higher levels of rigor measuring student performance of high-leverage or priority standards. Used to drive future instruction.	Information on how well students understand and/or can perform key or priority standards. Explicit and objective measurements of where students are on standards at that point in time.	Every two weeks in every MS course.
Savvas/Pearson Math Assessments	Questions on specific math standards at regular intervals to measure student learning and drive instruction	Information on how students are progressing toward mastery of the standard	Every week to two weeks

Assessments Given	Explanation/Purpose of the Assessment	Data Derived from the Assessment	Interval of Assessment
		State Accountability Assessments	
MAP Tests	State required standardized assessments given in 3rd/4th Grade Math and ELA and 5th Grade ELA, Math, and Science. DESE created these for accountability purposes.	Summative data on selected standards. Often, item benchmark results are released for analysis of student/school progress.	Late spring semester/end of year.
Access/WIDA	ACCESS for ELLs (ACCESS) is the collective name for WIDA's suite of summative English language proficiency assessments. ACCESS is taken annually by English language learners in Kindergarten through Grade 12	EL Student Progress	Annual(Winter-Spring)
Normed-Referenced Universal Screener			
AimsWeb Plus	Norm-referenced universal screener that measures math and reading foundational skills (not standards), given in grades 2-5 that provides information to teachers and administrators about which skills individual students have and/or are lacking. This assessment also serves as our universal dyslexia screener. Used to frame RTI work and interventions.	Specific and usable data on skills that students have/have not mastered in math/reading. Identifies students who are at-risk.	3 times per year - fall, winter, and spring benchmarks.
		Benchmark Assessments	
eValuate	Normed Math and ELA Benchmarks tied to MLS that measures student growth on standards over time.	Growth data on standards, measured at the grade, building, and student levels.	Monthly
Official MAP Practice Assessments	State standardized practice assessments given in 3rd/4th Grade Math and ELA and 5th Grade ELA, Math, and Science. DESE created these for to help prepare for the MAP test and gain predictable data on student mastery of standards.	Data on specific Missouri Learning Standards to measure student growth over years	Annually in January
Foundations Foundations Reading Skills	Grade-Level curriculum aligned and spiraling skill level assessments on foundational reading skills.	Data collected pinpoints reading foundational gaps and specific areas where students have and have not mastered reading basics.	Weekly
		Summative Assessments	

Teacher-generated Benchmark Exams	Summative exams given over priority standards based on formative work throughout each quarter.	Evidence of where students are in relation to identified standards on the standards-based report card. Summative evidence showing retention levels of students on information assessed through the weekly formatives.	End of each quarter
		Common Formative Assessments	
Common Formative Assessments	Short formative assessment given in each content area. Questions are at higher levels of rigor measuring student performance of high-leverage or priority standards spiraled throughout the year. Used to drive future instruction. In 2-4th grade Impact Teams, math are used and analyzed. In 5th grade Impact Team, non-fiction cross-curricular formatives are being used and analyzed.	Information on how well students understand and/or can perform key or priority standards. Explicit and objective measurements of where students are on standards at that point in time.	Weekly
AimsWeb Plus Progress Monitoring	At risk students who work with interventionists are given a weekly assessment.	Assessment provides data on student progress toward getting on grade level.	Weekly
Diagnostic Screeners for Reading/Math Intervention			
95% Phonics Group Screeners	Multiple diagnostic assessments to determine specific reading skill deficit and develop a targeted intervention plan.	Provides pinpointed, discreet data that shows the exact skills students need to work on/master.	Ongoing/As Needed
P.A.S.T. - Phonological Awareness Skills Test	An assessment given to students who scored at-risk for reading on AimsWeb+ screener.	Provides pinpointed, discreet data that shows the exact skills students need to work on/master.	Ongoing/As Needed
Number Worlds/Number Readiness Assessments	Math foundational knowledge assessment.	Provides math interventionists targeted data on students to specifically identify gap areas and target instructional intervention groups.	Ongoing/As Needed
Shaywitz DyslexiaScreen	Dyslexia Screener Grades K-3	Identify students at risk for dyslexia to provide targeted interventions	One time as needed

Assessments Given	Explanation/Purpose of the Assessment	Data Derived from the Assessment	Interval of Assessment
		State Accountability Assessments	
Access/WIDA	ACCESS for ELLs (ACCESS) is the collective name for WIDA's suite of summative English language proficiency assessments. ACCESS is taken annually by English language learners in Kindergarten through Grade 12	EL Student Progress	Annual(Winter-Spring)
Normed-Referenced Universal Screener			
AimsWeb Plus	Universal screener that measures math and reading foundational skills (not standards), given in grades K-1 that provides information to teachers and administrators about which skills individual students have and/or are lacking. This assessment also serves as our universal dyslexia screener. Used to frame RTI work and interventions.	Specific and usable data on skills that students have/have not mastered in math/reading. Identifies students who are at-risk.	3 times per year - fall, winter, and spring benchmarks.
		Benchmark Assessments	
Teacher Created Benchmark Assessments-Reading Comprehension,fluency, and Vocabulary	<p>ORF: 1st grade 2nd semester exam used to assess how fluently students are reading and incorporating foundational skills</p> <p>Assessments over multiple Reading Comprehension Standards around fiction and nonfiction text.</p>	<p>Pinpoints errors in reading fluency.</p> <p>Pinpoints comprehension deficits through listening and independent reading questions aligned to specific standards.</p>	2-3 times each quarter.
		Summative Assessments	
Teacher Created Assessments-Math	Pearson and Teacher created assessments aligned to standards. The purpose is to showcase student learning to standards so that instruction can be adapted.	Success rates on high priority math standards. This is shared with the BOE in CSIP reports.	Twice a month or as needed by Standards taught
Foundations Foundational Reading Skills Assessment: Phonics and Phonemic Awareness	Grade-Level curriculum aligned and spiraling skill level assessments on foundational reading skills.	<p>Data collected pinpoints reading foundational gaps and specific areas where students have and have not mastered reading basics.</p> <p>This is shared with the BOE in CSIP reports</p>	<p>K - every 6-9 weeks</p> <p>1st - every 2-3 weeks</p>
		Common Formative Assessments	

Teacher Created Common Formatives-Reading Comprehension, fluency, and Vocabulary	Quick checks for specific support standards to the power standards.	Used to guide classroom instructional practices ensuring the rigor and evidence of learning aligns with Summative expectations.	Weekly or as necessary to guide instruction
Teacher Created Common Formatives-Math	Quick checks for specific support standards to the power standards.	Used to guide classroom instructional practices ensuring the rigor and evidence of learning aligns with Summative expectations.	Weekly or as necessary to guide instruction
Diagnostic Screeners for Reading/Math Intervention			
Number Readiness Assessment (Number Worlds)	Growth assessment given to show learning progress for the bottom 5% of students. Math foundational knowledge assessment.	Provides math interventionists targeted data on students to specifically identify gap areas and target instructional intervention groups. Growth data	Weekly, or as needed. Ongoing Given to At Risk Students
Phonic Screener	An assessment given to students who scored at-risk for reading on Aimsweb+ screener	Provides pinpointed, discreet data that shows the exact skills students need to work on/master.	Ongoing as needed Given to At Risk Students
P.A.S.T. - Phonological Awareness Skills Test	An assessment given to students who scored at-risk for reading on AimsWeb+ screener.	Provides pinpointed, discreet data that shows the exact skills students need to work on/master.	Ongoing as needed Given to At Risk Students
Shaywitz Screener	Questionnaire survey filled out for individual students with possible dyslexia.		Ongoing as needed Given to At Risk Students

Assessments Given	Explanation/Purpose of the Assessment	Data Derived from the Assessment	Interval of Assessment	Notes/Considerations
		DIAGNOSTIC/SCREENER		
Developmental Indicators for Assessment of Learning 4 (DIAL-4)	Global screener used to assess students skills.	DIAL-4 provides standard deviation and percentile cutoff points by chronological age at two-month intervals for total and area scores—Motor, Concepts, Language, Self-Help, and Social Development. Percentile ranks and standard scores also are provided.	For children participating PAT ages 3-5, are screened yearly with the exception, if there is a very low score and a disability is not suspected by EC, then PAT will screen again in 6 months. All students entering Kindergarten are offered a DIAL 4 as well.	All students that are screened for Special Education must have a DIAL-4 prior to suspecting a disability.
Ages and Stages Questionnaire 3 (ASQ)	Ages & Stages Questionnaires® (ASQ®) provides reliable, accurate developmental and social-emotional screening for children between birth and age 6. Drawing on parents' expert knowledge, ASQ has been specifically designed to pinpoint developmental progress and catch delays in young children—paving the way for meaningful next steps in learning, intervention, or monitoring.	Standard scores are not presented with this assessment. This is a parent questionnaire and scores are based solely on how parents answer the questions.	Children participating in PAT are screened one to two times a year or as needed starting at 2 months to 3 years.	
Modified Checklist for Autism in Toddlers- Revised (M-CHAT)	2-stage parent-report screening tool to assess risk for Autism Spectrum Disorder	An overall score is given by answering yes and no questions. The score gives an indicator in regards to the risk of ASD.	The M-CHAT-R/F is valid for children 16-30 months old.	There is a high false positive rate, meaning that not all children who score at risk will be diagnosed with ASD.
Health Questionnaire	To gain current health information and health history on the child	To determine currently medical conditions	yearly	
Informal Vision	To gain current information on vision.	To determine if there are vision concerns or needs	yearly or as needed	
Otoacoustic Emissions (OAE) Hearing screening	To gain current information on hearing	To determine if there are hearing concerns or needs	yearly or as needed	
Preschool Foundational Screener	All Early Childhood students participate in the screener three times a year to assess where they are at on the Missouri Early Learning Standards. (September, January, May)	To assess students on their progression with the Missouri Early Learning Standards.	September, January and May	