



**Williams Valley School District (WVSD)**

**Assessment Plan**

**2020 - 2021**

**Board Approved May 27, 2021**

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## **The Williams Valley School District**

### **WVSD Mission Statement**

The mission of the Williams Valley School District is to provide a safe, cooperative, educational environment that will enable and motivate every learner to progress intellectually, socially, emotionally, and physically through a rigorous curriculum focused on real-world opportunities.

### **Vision Statement**

The vision of the Williams Valley School District is to constantly evolve in an effort to meet the needs of our ever changing society, incorporating technology and focusing on future societal needs as they change for student employment.

### **Shared Values**

We believe that all students can learn and become contributing members of society.

We believe that community is essential in uniting generations and ideas to benefit future residents.

We believe in the importance of providing all students with opportunities to develop the knowledge, skills, and attitudes needed for future success.

### **Philosophy of Assessment**

Educators in the Williams Valley School District believe assessment is a necessary component of effective teaching and learning. We believe assessments must be ongoing and systematic, following a plan determined by administrators in collaboration with faculty and staff, and approved by the Board of Directors. Information from assessments will provide direction for both teachers and students, leading to greater academic success for all students.

## Williams Valley School District Williams Valley School District Assessment Plan

### DESCRIPTION OF ASSESSMENT PLAN

The Williams Valley School District (WVSD) has developed an assessment plan designed to evaluate student progress toward PA academic standards, PA Common Core Standards, and state and national benchmarks. As the data informs and identifies strengths and areas for growth in teaching and learning, needs based on the data gathered from these assessments guide the WVSD development of curricula and instructional practices.

The curriculum review and planning process exists to determine the degree to which students are achieving academic standards. District teams including principals, department chairs, lead teachers, and teacher leaders work collaboratively to review student data to support student progress in meeting or achieving proficiency. In an effort to reach this goal, assessment results are reviewed throughout each school year to identify curricular and instructional needs within departments, as well as at the **district level**. In an effort to support and sustain individual **student** achievement, teachers, grade levels and departments, and principals review student learning and progress on a continual basis.

WVSD Curriculum Review Teams, via the 3-year review cycle, identify appropriate assessments to measure students' mastery of standards and related benchmarks. Teachers, administration, students and the community are actively involved in this process. In addition, the Administrative Team reviews data annually, sharing results and working with teachers to continually improve instructional strategies to meet the needs of students.

### ROLES AND RESPONSIBILITIES

The administrative team in conjunction with department chairs and staff addresses group assessment implementation and results. Responsibilities are as follows:

**The Williams Valley Board of Directors:** Establish policies to direct and support the ongoing assessment program and adopt a budget that provides for the development, implementation, training, and evaluation of assessment.

**Superintendent:** Implement board policies related to assessment; Annually report to the Board concerning curriculum, instruction, and assessment; Oversee the work of administration in accomplishing their responsibilities; Review and make recommendations regarding the implementation of assessments and data analysis.

**Superintendent or Federal Programs and Community Liaison:** Ensure that a master long-range plan is in place for student assessment; Report to the board and community assessment results; Review and make recommendations regarding the purchase and implementation of assessments and data analysis; Provide materials to ensure the assessment plan is implemented; Review and make recommendations regarding the implementation of assessments and data analysis; Recommend professional development on student assessment administration; Review the classroom formative and summative assessments; Serve as the district assessment coordinator; Provide support for analysis and interpretation of assessment data; Monitor sites to ensure assessment procedures are being followed; Work with teams to review and interpret assessment data, set goals, and plan for continuous improvement of achievement.

**Federal Programs and Community Liaison or Designee:** Develop a working knowledge of the master long-range plan in place for student assessment; Create reports for the board on assessment results; Provide data analysis to ensure the assessment plan is implemented; Recommend professional development on student assessment trainings based on educators' needs; Review the classroom formative and summative assessments; Review CDT assessments, the Pennsylvania State System Assessments (PSSAs) and Pennsylvania Alternate System Assessments (PASA) results and identify annual performance targets; Provide support for analysis and interpretation of assessment data to principals; Work with principals and/or teams as requested to review and interpret assessment data, set goals, and plan for continuous improvement of achievement. The Administrative Designee reviews data at a high level and develops reports to share with building administrators, who in turn share with the faculty to differentiate instruction and provide scaffolded supports so students have access to achieve standards at proficient and distinguished levels. To identify curriculum and instruction needs, group assessment results are reviewed annually by department teams. To assure individual student achievement, teachers, instructional support teachers and special service teams review student's learning on a continuous basis.

**Principals:** Develop a working knowledge of the assessment program; Monitor building to ensure assessment procedures are being followed; Work with teams to review and interpret assessment data, set goals, and plan for continuous improvement of achievement; Facilitate and participate in required PSSA assessment trainings.

**Counselors:** Facilitate state testing; Facilitate and participate in site assessment training; Monitor sites to ensure assessment procedures are being followed.

**Teachers:** Assess student learning with a variety of classroom and state assessments; Use assessment data to drive instructional decisions; Participate in selecting and developing classroom formative and summative assessments, as well as common assessments. Involve students in the learning and assessing process; Converse with students and parents/guardians regarding assessment results; Participate in required PSSA assessment training. The grade level, Multi-Tiered Systems of Support (MTSS), Title I and special education teams address the needs of individual students. At both the elementary and jr./sr. high school, educators and parents initially make referrals to the school counselors or Child Study Team (CST) Multi-Tiered Systems of Support (MTSS) and recommendations are made and implemented. Additionally, assessment information is reviewed and used to make educational decisions. After data is shared, team members will identify gaps/overlaps in the curriculum and also review the resources used in the corresponding classes. Finally, instructional practices will be analyzed to determine strategies to meet student needs.

**Students:** Be an active partner in the learning and assessment process; Set and strive to meet personal goals as defined in meetings with teachers (See [CDT Student Metacognition Templates](#)); Converse with parents/guardians regarding goals and results; Adhere to state testing regulations.

**Parents/Guardians:** Participate as active partners in understanding data and applying it to the learning process.

### Multiple Measures of Data for Review

1. **Demographic data** provide descriptive information on items such as enrollment, attendance, grade level, ethnicities, gender, home backgrounds, and language proficiency. Demographics are very important, because they describe the part of our educational system over which we have least control. Demographics help in the understanding of past trends, and help predict future trends. One year of demographic data can answer questions like:

- How many students are enrolled in the school this year? Over time, that same question can be rephrased as
- How has enrollment in the school changed?

2. **Perception data** helps us understand what students, parents, teachers and others think about the learning environment. Perceptions are

important since people act based on what they believe and perceive. It's important to know how students, teachers, and parents think about school, so we know what is real and what is possible. Perceptions data can be gathered in a variety of ways, such as questionnaires, interviews, and observations. One year of perception data could answer the questions:

- What are current parent, student, or teacher perceptions of the learning environment? Over time, the question we might want to answer is
- How have perceptions of the learning environment changed?

**3. Student learning data** describes an educational system in terms of standardized test results, grade point averages, standards assessments, and other formal assessments. Analyzing one year of student learning data, for example, schools can answer questions like:

- How did students at the school score on a particular standardized test?
- Over time, schools can answer questions such as: Are there differences in student scores on standardized tests over the years?

**4. School process data** defines programs, instructional strategies, and classroom practices. This is the measure that seems to be the hardest for teachers to describe, yet it is the one type of data that's most readily available to document. To collect school process data, educators must systematically examine their practice and student achievement, making sure both are aligned with specifically defined, desired student outcomes. One year of school process data can answer the question:

- What are we doing to teach reading?
- How have we been teaching reading for the past five years?

Educators can combine two, three, and four categories of data in ways that can provide new insight into student learning and how to improve it. This process can help:

- Replace hypotheses with facts;
- Identify the root causes of problems, not just the symptoms;
- Assess needs, and target resources to address them;
- Set goals and keep track of whether they are being accomplished;
- Track the impact of staff development efforts.

Information from summative assessments can be used formatively when students or faculty use it to guide their efforts and activities in subsequent courses.

**Assessment and Accountability** - Students in the Williams Valley School District participate in a comprehensive assessment program that provides important information to teachers, students and parents regarding the progress of all students toward their learning goals and targets.

### **Using Assessment Data to Make Decisions**

Effective use of student achievement data is critical to achieving the state standards. This type of data-driven instruction occurs when students are regularly assessed for mastery of the curriculum and the assessment data is used to guide instructional decisions at the student, site, and division levels. Strategies for using assessment data to make decisions include:

- Using pre-assessments to determine learning levels for diagnostic purposes;
- Focusing and narrowing instruction by teaching to objectives not mastered and differentiating curriculum to address individual needs;
- Using flexible grouping and regrouping of students within the classroom based upon student achievement data;
- Varying instructional time, setting, and/or presentation for reteaching and enrichment opportunities based on student achievement data;
- Communicating information about student achievement to parents in a timely, understandable fashion;
- Encouraging parents and students to work with teachers to establish learning targets for students in order to achieve mastery of the curriculum;
- Offering opportunities for students to accelerate through the curriculum requirements;
- Using tutorials and other special programs to provide needed help and assistance to students who have not demonstrated mastery;
- Using data to identify general achievement trends across the district for the purpose of curriculum and instructional improvements.

A **Comprehensive Assessment System** should include the following components:

- Ongoing classroom level assessment of student learning in a variety of formats;



- A variety of tools to assess students, resources, and curriculum;
- Adequate practice and assessment in the testing format (context) of required state assessments;
- Assessment Process that provides timely, efficient assessment feedback to students, teachers, and administrators;
- An assessment process that allows sites to modify and/or accelerate student learning;
- A program evaluation component that guides curriculum redesign, instructional planning, and programmatic decisions based on student achievement within each program area. A balanced approach to the assessment system focuses on serving the needs of students and teachers.

**METHODS OF ASSESSMENT**--Various assessment strategies provide information at differing intervals and for different purposes. Each one provides a different perspective, and one cannot take the place of another. Together, they provide a balanced approach to assessment that informs decisions at the classroom, school, district, state, and national levels. Assessments can be categorized as small-scale or large scale. Within each category reside various types of assessments.

**Large Scale (External) Assessments** -- occurs annually or less-frequently and can be either criterion referenced or normed. Information is used to show how students are performing against state standards or national norms, and to hold school districts accountable for student performance. Assessment instruments and procedures are standardized so that comparisons can be made across student groups. Examples of large-scale assessments include:

- **STATE ASSESSMENTS** - The Pennsylvania State Assessment System is composed *of assessments and the reporting associated with the results of those assessments.*
  - **Pennsylvania System of School Assessment (PSSA)** includes assessments in English Language Arts and Mathematics which are taken by students in grades 3, 4, 5, 6, 7 and 8. Students in grades 4 and 8 are administered the Science PSSA. Additional information is available at [Pennsylvania System of School Assessment \(PSSA\)](#).
  - **Pennsylvania Alternate System of Assessment (PASA)** is a statewide alternate assessment designed for students with the most significant cognitive disabilities. Additional information is available at [Pennsylvania Alternative System of Assessment \(PASA\)](#).

- **Keystone Exams** are the statewide assessments that Pennsylvania uses to comply with accountability requirements in the federal Every Student Succeeds Act (ESSA). They are designed to be end-of-course assessments in Algebra I, Biology, and Literature. Additional information is available at [Keystone Exams](#).
- **Pennsylvania Value-Added Assessment System (PVAAS)** is a statistical analysis of state assessment data, and provides Pennsylvania districts and schools with growth data to add to achievement data. Districts and schools use PVAAS (growth data), in conjunction with achievement data, to make sure students are on the path to proficiency. Additional information is available at [Pennsylvania Value-Added Assessment System \(PVAAS\)](#).
- **Future Ready PA Index (FRPal)** is a collection of school progress measures related to school and student success. The Index includes a range of assessment, on-track, and readiness indicators, to more accurately report student learning, growth, and success in the classroom and beyond. Additional information is available at [Future Ready PA Index](#).
- **NATIONAL ASSESSMENTS**
  - **National Assessment of Educational Progress (NAEP)** is the national assessment of what America's students know and can do in core subject areas. Teachers, administrators, parents, policymakers and researchers use NAEP results to assess progress and develop ways to improve education in America. Additional information is available at [The Nation's Report Card | NAEP](#)
- **SAT and ACT** Scores
- **UNIVERSAL SCREENING ASSESSMENTS**--Universal screening assessment can occur only once or it may occur multiple times annually, depending upon its purpose. Information is used for early identification of learning needs. Examples of universal screening assessments include: aimswebPLUS, DIBELS, STAR early literacy, FAST early reading, CBM reading. Some universal screenings take the form of curriculum-based measures (CBM) as is the case with Acadience.

- **Acadience Reading** is a set of curriculum-based measures for reading that assesses student development as a reader. Each assessment is designed for a specific grade level ranging from K-6 and measures critical skills for early readers. Additional information is available at [Acadience Learning](#).
  - **AIMSWEB/AIMSWEB-PLUS** is a benchmark and progress monitoring system based on direct, frequent, and continuous student assessment using brief, accurate measures of reading, math, spelling, and writing. Additional information is available at [aimswebPlus](#).
  - **BENCHMARK ASSESSMENTS**--Benchmark assessment occurs two to three times annually. Information is used to identify strengths and gaps in curriculum and instruction and to determine how student groups are progressing. Grade-level curriculum may be refined, and teachers may adjust instruction for student groups based on their progress. Locally developed benchmark assessments should be based upon Pennsylvania Academic Standards, K-12.
    - **Classroom Diagnostic Tools (CDTs)** are online assessments, divided by content area, designed to provide diagnostic information in order to guide instruction and remediation. It assists educators in supporting student academic strengths, and areas in need of improvement, by providing links to classroom resources. Additional information is available at [Classroom Diagnostic Tools \(CDT\)](#).
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**Small Scale (INTERNAL) Assessments** -- occurs *frequently* and should be standards-based. These assessments are considered “internal” assessments, as they are created by teachers for specific contexts and grounded in explicit curricula. Examples of small-scale assessments include:

- **CLASSROOM FORMATIVE ASSESSMENT** occurs continuously as students are learning; and is considered assessment *for* learning. Examples of formative assessment strategies include: observation and immediate feedback during learning experiences, quick checks for understanding, class discussion, strategic questioning techniques, rubrics (used by both teachers and students), *non-graded student work* samples, and student self-assessment.
  - The purposes of formative assessment are:
    - to help students identify their current level of achievement,

- to inform students about how they can improve their learning,
  - and to help teachers identify and respond to student learning needs by adjusting teaching strategies.
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- **CLASSROOM SUMMATIVE ASSESSMENT** occurs *after* student learning has taken place and is considered assessment of learning. Examples of summative assessment strategies include: *graded student work* or essays, tests and quizzes, and final projects or performance assessments.
    - The purpose of summative assessment is to document achievement or mastery of standards at a point in time.
    - Information is used to adjust instructional strategies or assessment tools that will be implemented in the future.
  
  - **DIAGNOSTIC ASSESSMENT** occurs only *as needed*. Such tests are used to identify a specific learning need, or to determine intervention techniques or strategies for targeted instruction. The information is commonly used during the Child Study Team (CST) and MTSS process; or during the referral process to determine exceptionalities.
  
  - **PROGRESS MONITORING ASSESSMENT** occurs *regularly over time* (e.g., weekly, every two weeks). Frequency depends upon the tier of instruction (within the Pyramid of Interventions), or as outlined in an individualized educational plan. Research has demonstrated that when educators use student **progress monitoring**, teacher decision making improves, and students become more aware of their performance.
    - Information is used to mark student progress over time at frequent intervals when strategic instruction or intensive intervention is necessary.
    - Data is commonly used within the context of a problem-solving situation when determining if, or to what extent, an intervention has been effective.
  
  - These assessments are evaluative measures that are common across a grade level and provide diagnostic information for both individual students and groups of students. These assessments allow administrators, teachers and specialists to plan appropriate district-wide measures to improve opportunities for all students to achieve acceptable performance academic standards. These district-based assessments include a variety of measures such as integrated language arts assessment, project read, pre- and post-assessment, final

exams, writing samples and performance tasks.

### **A Comprehensive Approach to Assessment**

“A highly developed assessment system includes a balanced approach to using formal and informal assessments, classroom-based evidence showing growth over time, and involving students in the evaluation of their own work. The adoption of a systemic approach enhances the use of assessment data to inform teaching and learning practices. This system should include assessment tools that are congruent with the district's goals and curriculum.

Identifying the assessments given in any school is easy; more difficult is determining why those assessments are administered and how the results are used. Therefore, it is beneficial to think about creating an assessment plan that considers the purpose for assessments, as well as a description of how the results are to be used.

Assessments and instruction have a dynamic reciprocity in both measuring progress and providing informative data to shape effective and responsive instruction (Valencia & Buly, 2004). Valencia and Buly cautioned educators from using the results of a single outcome measure to make instructional decisions about students. COVID-19's interruption of teaching and learning heightens the importance of using a sensitive approach to assessing students at the start of the 2020-21 school year. There is no "one-size-fits-all" assessment – whether screening or diagnostic or summative – that can meet the needs of all stakeholders and satisfy all purposes (Evans, 2020 and Lorie, 2020). A comprehensive assessment system includes a balanced approach to using formal and informal assessments, classroom-based evidence that shows growth over time, and more involvement of students in the evaluation of their own work.

Ample preparation time is needed for vertical teams of teachers to determine the gaps or limits from the previous year's teaching and learning. Teachers should use the feedback/data already available to them rather than administering a formal pre-assessment at the start of school. It is important to build positive relationships with students and establish a comfortable learning environment during the first 2-3 weeks of school.

## Assessment Resources

The [SAS Assessment Center](#)



[Access PDE's Assessment Data Protocol Process.](#) (Word document)

**Interpret:** The information gained from interpretation is used to inform instruction. Generally, this interpretation is made by teachers who can identify areas of strength and academic need. Teachers may also present other data (from classroom observations or informal measures) that can be used to validate current results and conclusions. They can make plans about how to use those results to plan instruction. They may also consider the need for additional assessments for specific students, including careful observations in the classroom or additional formative assessments. Interpretation generally occurs during a data team.

[Access the sample Remote Learning Rubrics for District leaders.](#) (Word document)

[Access an annotated guide to PDE Resources.](#)

**Instruct:** During this part of the cycle, teachers are to apply the results of the interpretation to their instruction. They may make changes in instructional strategies, materials, and so forth. Students may be reassigned to other teachers or groups. Regardless, what is important is for teachers to implement the plan that they decided on during the data team meeting.

[Access the high-level focus documents for English Language Arts.](#)

[Access the high-level focus documents for Mathematics.](#)

[Access the high-level focus documents for Science and Technology.](#)

[Access other high-level focus documents for Academic Standards.](#)

**Reflect and Monitor:** As teachers are instructing, they should be thinking about how the changes in instructional or grouping practices have affected students. Have they had a positive effect? No effect? Negative effect? In other words, they must monitor their own instructional practices and observe students' reactions and responses to them. During this period, they can take notes so that they can share their reflections at the next data team meeting. They can also think about what additional assessments may be necessary to help them plan and teach more effectively.

## [Continuity of Education - Resources for Instruction](#)

### [Text Dependent Analysis Learning Progressions](#)

**STEM Toolkit:** STEM (Science, Technology, Engineering, and Math) education is an integrated, interdisciplinary, and student-centered approach to learning that encourages curiosity, creativity, artistic expression, collaboration, computational thinking, communication, problem-solving,

critical thinking, and design thinking. The STEM toolkit includes resources for students from kindergarten through grade 12, and contains lessons, units, and projects created by Pennsylvania teachers that provide equity and access to all students.

**PAIU Open Education Resources (OER) Commons**: PAIU OER Commons is a collaboration of Pennsylvania's 29 Intermediate Units that work to meet the educational needs of students, schools, and communities in the commonwealth. This resource is a public digital library of free educational resources for educators to explore, create, and collaborate with other educators around the state to improve curriculum. The contents of PAIU OER Commons have been authored or created by an individual or organization that chooses to retain few, if any, ownership rights.

**Access the researched evidence briefs from the Annenberg Institute at Brown University.** Briefs currently available include:

- [School Practices to Address Student Learning Loss](#)
- [Academic Supports for Students with Disabilities](#)
- [Opens In A New Window](#)
- [Guidance and Support for Students Moving into Postsecondary](#)

**Access the PDE Staff and Student Wellness Guide.**



**DISTRICT ASSESSMENT PLAN AT A GLANCE**

**PURPOSE FOR ASSESSMENT:** Classroom, district and state assessments are given to students in an effort to evaluate and verify student proficiency as it pertains to the Pennsylvania academic standards, and other national assessment indicators.

Various assessment tools (progress monitoring, benchmark), results of observations, or other formative data can be used on a regular basis to make important decisions about classroom instruction, grouping, and materials. Recommendations may be made to administer additional assessments, perhaps to specific students (e.g., students who may be struggling). Other data may also be used during this cycle as a means of taking a broader look at why students may be successful or having difficulties. For example, as mentioned by Bernhardt (2014), data about student demographics, classroom processes, perceptions, as well as student outcome data can provide important information.

The Williams Valley School District utilizes a variety of assessment techniques to measure student progress towards state standards. These measures include internal and external assessments.

**INTERNAL ASSESSMENTS**

TYPE	Name of Assessment/Link to Test Site	Data Use (How data will be used)
<b> Screener/ Diagnostic</b>	<b>Acadience Small Group Automated Tool (SGAT) Speech &amp; Language Occupational Therapy Physical Therapy Social Work Psychological</b>	<u>Student</u> -- <u>Teacher</u> --Guide instruction <u>Parent</u> -- <u>District</u> -- <u>State</u> --

<p><b>Purpose (Why):</b></p> <ul style="list-style-type: none"> <li>• <u>Universal screener assessments</u> consist of brief tests focused on targeted skills that are highly predictive of the likelihood of success on meeting or exceeding curricular benchmarks.</li> <li>• <u>Diagnostic assessments</u> are evidence-gathering procedures that provide a sufficiently clear indication regarding which targeted subskills a student does or does not possess.</li> </ul>		
<p><b>Grade Levels:</b> K 1 2 3 4 5 6 7 8 9 10 11 12</p>		
<p> </p>		
<p><b>Progress Monitoring</b></p>	<p>AIMSweb</p>	<p><u>Student</u>-- <u>Teacher</u>--Guide instruction <u>Parent</u>-- <u>District</u>-- <u>State</u>--</p>
<p><b>Purpose (Why):</b> Progress Monitoring is a planned, regular weekly or biweekly process used to determine progress towards meeting targeted standards during learning to elicit and use evidence of student learning to improve student understanding of outcomes and support students to become more self-directed learners.</p>		
<p><b>Grade Levels:</b> K 1 2 3 4 5 6 7 8 9 10 11 12</p>		
<p> </p>		
<p><b>End of Course or Year Summative</b></p>	<p><b>Unit Tests</b></p>	<p><u>Student</u>-- <u>Teacher</u>--To guide instruction, remediation, and/or acceleration for upcoming year <u>Parent</u>-- <u>District</u>--</p>

		<u>State--</u>
<p><b>Purpose (Why):</b> End of Course/Year Summative assessments provide information regarding the level of student, school, or program success at an end point in time. Summative tests are administered after the conclusion of instruction. The results are used to fulfill summative functions, such as student mastery of course goals, determine the effectiveness of a recently concluded educational program, and/or meet local, state, and federal accountability requirements.</p>		
<p><b>Grade Levels:</b> K 1 2 3 4 5 6 7 8 9 10 11 12</p>		

Diagnostic		<p><b>Classroom Diagnostic Assessment</b></p> <p><b>TransMath</b></p>	<p><u>Student--</u>To set personal learning goals</p> <p><u>Teacher--</u>To guide instruction, remediation, and/or acceleration</p> <p><u>Parent--</u></p> <p><u>District--</u>To guide instruction, remediation, and/or acceleration</p> <p><u>State--</u></p>
<p><b>Purpose (Why):</b> <a href="#">Classroom Diagnostic Tools</a></p> <p>Pennsylvania Classroom Diagnostic Tools (CDT) is a set of online assessments, divided by content area, The CDT consists of multiple-choice questions, evidence-based selected-response questions, and technology enhanced items CDT reports are designed to provide a picture or snapshot of how students are performing relative to the Pennsylvania Assessment Anchors &amp; Eligible Content and Keystone Assessment Anchors &amp; Eligible Content.</p>			
<p><b>Grade Levels:</b> K 1 2 <u>3</u> <u>4</u> <u>5</u> <u>6</u> <u>7</u> <u>8</u> 9 10 11 12</p>			

<b>Formative assessments</b>			<u>Student--</u> <u>Teacher--</u> Identify learning gaps and differentiate instructional practices <u>Parent--</u> <u>District--</u> <u>State--</u>
<p><b>Purpose:</b> Formative assessment practices have been shown to significantly raise student achievement and student attitudes toward learning (Ozan &amp; Kincal, 2018). Embedded in the opening instructional unit will provide teachers with additional data to help identify learning gaps.</p>			
<p><b>Grade Levels:</b> K 1 2 3 4 5 6 7 8 9 10 11 12</p>			
<b>Benchmark</b>		<b>Study Island</b>	<u>Student--</u> <u>Teacher--</u> to identify strengths and areas of instructional need. <u>Parent--</u> <u>Grade Levels/Departments--</u> <u>Special Education--</u> <u>Principals--</u> <u>District--</u> to identify strengths and areas of instructional need.

			<u>State--</u>
<b>Purpose (Why):</b>			
<b>Grade Levels:</b> K 1 2 3 4 5 6 7 8 9 10 11 12			

**EXTERNAL ASSESSMENTS**

<b>TYPE</b>	<b>Name of Assessment/Link to Test Site</b>	<b>Data Use (How data will be used)</b>
<b>Screeners</b>		<u>Student--</u> <u>Teacher--</u> to identify strengths and areas of instructional need. <u>Parent--</u> <u>District--</u> to identify strengths and areas of instructional need. <u>State--</u>
<b>Purpose (Why):</b>		
<b>Grade Levels:</b> K 1 2 3 4 5 6 7 8 9 10 11 12		

<p><b>PSSA- Reading &amp; Math</b></p> <p><b>Science--grades 4 &amp; 8</b></p>	<p>Federal and State required test.</p> <p>Measure and evaluate student progress toward meeting the PA Standards</p>	<p><b>Student--</b></p> <p><b>Teacher--</b>Teachers will use to establish instructional priorities, and align instruction</p> <p><b>Grade/Department--</b>Faculty will study data, plan for Future Ready Index targets, plan instructional adjustments, identify specific student needs, and look at trends.</p> <p><b>Parent--</b>Results are available to parents. Communicate achievement strengths and weaknesses as compared to state and national averages. Criterion referenced (state level)</p> <p><b>Title 1--</b> Reading and math specialists use PSSA scores for individual students to identify students for services and to monitor student growth.</p> <p><b>District--</b>Results are used as component of district accountability plan. Allows identification of strengths and weaknesses. Student performance information may be used to check alignment of district learning goals with state frameworks and grade level expectations. Helps determine professional learning activities</p> <p><b>State--</b></p>
<p><b>Purpose (Why):</b></p>		
<p><b>Grade Levels:</b> K 1 2 3 4 5 6 7 8 9 10 11 12</p>		

<p><b>PASA</b></p>		<p><b>Student--</b>  <b>Teacher--</b>Results are reviewed from snapshots of student work to assess accuracy and independence and to monitor instructional practices  <b>Parent--</b>Results are available to parents.  <b>Special Education--</b>Results are reviewed from snapshots of student work to assess accuracy and independence and to monitor instructional practices.  <b>Grade levels/Departments--</b>To study data, look at trends, and plan for instructional adjustments.  <b>Principals--</b>To study growth and site data analysis.  <b>District--</b>Results are utilized as a component of district accountability plan. Allows identification of strengths and weaknesses. Student performance information may be used to check alignment of district learning goals with state frameworks, alternate grade-level expectations, and individualized education programs. Helps to determine professional learning opportunities.  <b>State--</b></p>
<p><b>Purpose (Why):</b></p>		
<p><b>Grade Levels:</b> K 1 2 3 4 5 6 7 8 9 10 11 12</p>		

<p><b>College Testing (optional): PSAT, SAT, ACT</b></p>		<p><b><u>Student/Parent</u></b>--results are used to evaluate student achievement, compare our district with others across the country, and determine curriculum changes if needed. Results may be used to recommend future coursework.</p> <p><b><u>Teacher</u></b>--Provide additional student achievement data for teachers teaching college preparatory courses.</p> <p><b><u>Department Level</u></b>--results are used to evaluate student achievement, compare our district with others across the state/country, and determine curriculum changes if needed. Results may be used to recommend future coursework.</p> <p><b><u>Principals</u></b>--results are used to evaluate student achievement, compare our district with others across the state/country, and determine curriculum changes if needed. Results may be used to recommend future coursework.</p> <p><b><u>District</u></b>--results are used to evaluate student achievement, compare our district with others across the state/country, and determine curriculum changes if needed. Results may be used to recommend future coursework.</p> <p><b><u>State</u></b>--results are used to evaluate student achievement, compare our district with others across the state/country, and determine curriculum changes if needed. Results may be used to recommend future coursework.</p>



<p><b>Purpose (Why):</b></p> <ul style="list-style-type: none"> <li>● <b>ACT</b>-- provides information to assist students in making decisions about their next level of learning and their career interests. The ACT test at the junior and senior level serves as a college entrance exam</li> <li>● <b>SAT</b> measures verbal and mathematical reasoning skills students; and skills they need to be successful academically.</li> <li>● <b>PSAT</b> is a standardized test that provides first hand practice for the <b>SAT</b>.</li> </ul>		
<p><b>Grade Levels:</b> K 1 2 3 4 5 6 7 8 9 10 11 12</p>		
<p><b>Armed Services Vocational Aptitude Battery ASVAB (optional)</b></p>		
		<p><b>Student</b>--Military uses the data. Counselor's reference results in career counseling.  <b>Teacher</b>--Military uses the data. Counselor's reference results in career counseling.  <b>Parent</b>--Military uses the data. Counselor's reference results in career counseling.  <b>Principals</b>--N/A  <b>District</b>--Military uses the data. Counselor's reference results in career counseling.  <b>State</b>- Military uses the data. Counselor's reference results in career counseling. District reports how many students enter the military following high school.</p>
<p><b>Purpose (Why):</b> This is a multi aptitude test battery, primarily used by military personnel, that is designed to measure student aptitudes for career and vocational purposes.</p>		
<p><b>Grade Levels:</b> K 1 2 3 4 5 6 7 8 9 10 11 12</p>		
<p></p>		

<p><b>Advanced Placement Tests (optional)</b></p> <p><a href="#"><u>Advanced Placement Program Toolkit</u></a></p>		<p><b><u>Student/Parent</u></b>--Predict student preparation for college level courses.</p> <p><b><u>Teacher</u></b>--Assists Advanced Placement course teachers in planning instructional strategies based on student performance on AP exams.</p> <p><b><u>Departments/Building</u></b>--Predict student preparation for college level courses and assist departments in planning instructional strategies based on student performance on AP exams. Predict student preparation for college level courses and assist departments in planning instructional strategies based on student performance on AP exams.</p> <p><b><u>Principals</u></b>--AP courses, course data, and enrollment are Included yearly in PIMS. Student achievement data is included in building SPP data</p> <p><b><u>District</u></b>--Predict student preparation for college level courses and assist curriculum departments with aligning advanced placement curriculum with national standards and in planning instructional strategies based on student performance on AP exams. Predict student preparation for college level courses and assist departments in planning instructional strategies based on student performance on the AP exams.</p> <p><b><u>State</u></b>--Data is included in the district's SPP profile.</p>
<p><b>Purpose (Why):</b> a variety of <b>Advanced Placement</b> courses are offered to challenge students and to allow students the opportunity to earn college credit. These exams are a measure of success for AP courses and the students who take them. Each student who</p>		

<p>enrolls in an advanced placement course is encouraged to take the exam for that course; depending on the score, students may be eligible to receive college credit for that subject.</p>		
<p><b>Grade Levels:</b> K 1 2 3 4 5 6 7 8 9 10 11 12</p>		
<p><b>ACCESS</b></p> <p><u><a href="#">Pennsylvania</a></u></p>		
<p><b>ACCESS</b></p> <p><u><a href="#">Pennsylvania</a></u></p>		<p><b>Student--</b></p> <p><b>Teacher--</b>Establishes an English proficiency level to help determine appropriate language support. Provides baseline data with which future assessments can be compared.</p> <p><b>Parent--</b>Gives parents' information about student's English language proficiency and data for making the decision about whether to accept ELL services.</p> <p><b>Departments/Buildings--</b>Gives administrators and teachers knowledge about English language needs of new students</p> <p><b>Principals--</b></p> <p><b>District--</b>Identifies students as eligible/not eligible for ESL services. This information is reported to the state and eligible students become part of the Title III program.</p> <p><b>State--</b></p>
<p><b>Purpose (Why): ACCESS</b> is the English language proficiency assessment that PDE has selected to meet the federal requirement for Every Student Succeeds Act (ESSA) for monitoring and reporting EL's progress toward English language proficiency. These results are used in combination with other data to determine the need for continuation of ELL services</p>		

<b>Grade Levels:</b> K 1 2 3 4 5 6 7 8 9 10 11 12		
<p><b>KEYSTONE EXAMS--</b> <b>Algebra I, Biology, Literature</b></p>		<p><b><u>Student--</u></b> <b><u>Teacher--</u></b>Teachers will use to establish instructional priorities, and align instruction <b><u>Grade/Department--</u></b>Faculty will study data, plan for Future Ready Index targets, plan instructional adjustments, identify specific student needs, and look at trends. <b><u>Parent--</u></b>Results are available to parents. Communicate achievement strengths and weaknesses as compared to state and national averages. Criterion referenced (state level). <b><u>Principals--</u></b>To study individual student growth and content-specific data analysis. Individual students are compared by subgroups/ classroom teachers/ Future Ready Index targets.. Data drives SIP plans. Principal communicates expectations to teachers and grade levels using this data. <b><u>District--</u></b>Results are used as component of district accountability plan. Allows identification of strengths and weaknesses. Student performance information may be used to check alignment of district learning goals with state</p>

		frameworks and grade level expectations. Helps determine professional learning activities <b>State--</b>
<b>Purpose (Why):</b> <a href="#">Pennsylvania Department of Education - Keystone Exams</a> End-of-Course Exams are statewide assessments for key required high school courses including Algebra I, Biology, and Literature. These assessments have been developed to assess the degree to which students are proficient in the knowledge, skills, and competencies represented by the PA State Standards.		
<b>Grade Levels:</b> K 1 2 3 4 5 6 7 8 9 10 11 12		

A thoughtful design of a balanced assessment approach will identify learning gaps and provide data to inform grade level instruction — as well as incorporating both remediation and acceleration along the way.

### 2021-2022 Assessment and Survey Schedule

Assessments/Survey	Grade Levels	Dates
Acadience	<u>K</u> <u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u> 7 8 9 10 11 12	4 times a year (Sept./Jan./Mar./May)
ACCESS for ELs	K 1 2 3 4 5 6 7 8 9 10 11 12	Annually, February and March
American College Testing (ACT)	K 1 2 3 4 5 6 7 8 9 10 <u>11</u> <u>12</u>	
Advanced Placement	K 1 2 3 4 5 6 7 8 9 10 <u>11</u> <u>12</u>	Annually April - June (per AP calendar)

AIMSweb	K 1 2 3 4 5 6 7 8 9 10 11 12	Bi-weekly
Armed Services Vocational Aptitude Battery (ASVABS)	K 1 2 3 4 5 6 7 8 9 <u>10</u> <u>11</u> <u>12</u>	Spring
Classroom Diagnostic Tools (CDTs)	K 1 2 3 4 5 6 7 8 9 10 11 12	September /January /May
Keystone Exam--Algebra I	K 1 2 3 4 5 6 7 <u>8</u> <u>9</u> 10 11 12	Annually May
Keystone Exam--Biology	K 1 2 3 4 5 6 7 8 <u>9</u> 10 11 12	Annually May
Keystone Exam--Literature	K 1 2 3 4 5 6 7 8 9 10 <u>11</u> 12	Annually May
Kindergarten Screening	<u>K</u> 1 2 3 4 5 6 7 8 9 10 11 12	
NOCTI	K 1 2 3 4 5 6 7 8 <u>9</u> <u>10</u> <u>11</u> <u>12</u>	
PSSA--Reading & Math	K 1 2 <u>3</u> <u>4</u> <u>5</u> <u>6</u> <u>7</u> <u>8</u> 9 10 11 12	Annually April/May
PSSA--Science	K 1 2 3 <u>4</u> 5 6 7 <u>8</u> 9 10 11 12	Annually April/May
PAYS Survey	K 1 2 3 4 5 6 7 8 9 10 11 12	Fall of every Odd Year
PSAT	K 1 2 3 4 5 6 7 8 <u>9</u> <u>10</u> 11 12	
Scholastic Aptitude Test (SAT)	K 1 2 3 4 5 6 7 8 9 10 <u>11</u> <u>12</u>	
PDE School Climate Survey	K 1 2 3 4 5 6 7 8 9 10 11 12	Spring of Each Year
Small Group Automation Tool (SGAT)	<u>K</u> <u>1</u> <u>2</u> 3 4 5 6 7 8 9 10 11 12	
Study Island	K 1 2 3 4 5 6 <u>7</u> <u>8</u> 9 10 11 12	

SuccessMaker	<u>K</u> <u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u> 7 8 9 10 11 12	
WVJSHS Midterm Exams	K 1 2 3 4 5 6 7 8 9 10 11 12	Starting 80th Day of School
WVJSHS Final Exams	K 1 2 3 4 5 6 7 8 9 10 11 12	Last week of School

**References**

**Focus on Effective Assessment, PDE Website, Retrieved April, 2021**

<https://www.education.pa.gov/Schools/safeschools/emergencyplanning/COVID-19/SchoolReopeningGuidance/ReopeningPreKto12/CreatingEquitableSchoolSystems/FocusEffectiveInstruction/Assessment/Pages/default.aspx>

**SAS Assessment Builder**

<https://www.education.pa.gov/Schools/safeschools/emergencyplanning/COVID-19/SchoolReopeningGuidance/ReopeningPreKto12/CreatingEquitableSchoolSystems/FocusEffectiveInstruction/Instruction/Pages/SAS-Assessment-Builder.aspx>