

# Assessment Plan

2017-2018

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## Curriculum & Instruction

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## Motto

Mat’o T’vem Ab O Ju

“We will do this together”

Matwiik

## Mission

The purpose of Salt River Schools, in partnership with the community, is to provide EXEMPLARY EDUCATION in a safe learning environment IMMERSSED IN THE O’ODHAM and PIIPAASH CULTURES, for all students to secure a successful future.

## Vision

Community empowerment through culture, engagement, academic achievement and excellence.

All students can learn and are expected to learn. The education of our youth is a shared responsibility of the school, the family, and the community. All groups should be focused on the pursuit of excellence in education.

## Curriculum and Instruction Purpose

The purpose of the Curriculum & Instruction Team is to provide proactive and reflective leadership around curriculum and instruction for the betterment of every child we serve. We will create, maintain and improve the Division’s curriculum in all its forms, written and delivered. We will increase the effectiveness of instruction in every classroom. Our students will demonstrate high levels of literacy, skills and knowledge in academics, culture and ethic.

It is through clarity, teamwork, reflection, proactivity, and integrity that a well-defined, guaranteed and viable curriculum PK-12 will ensure mature teacher development processes and distributed instructional leadership.

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## 1. *Philosophical Framework for Assessment*

The assessment process begins with educational values. Educational values not only drive what is assessed but also how it is assessed. The ultimate purpose of the assessment process is to support and enhance student learning, and it is the responsibility of those conducting assessments that the practices be dynamic and intentional in order to best suit the needs of all learners.

Salt River schools will grow in its collective understanding and implementation of a robust assessment system. We must become skilled in the selection, timing, analysis and responsiveness to many types of assessment tools.

Student learning occurs continually and incrementally along a continuum. However, the pace of learning along the continuum is not fixed or constant; plateaus and even setbacks are normal as children learn at different rates at different times. Therefore, assessments only inform us where the student is at that moment on the continuum of learning for that subject.

Since learning happens within a context of emotions, beliefs and relationships, the assessment system will intentionally address these issues. The manner in which assessments are conducted will build positive attitudes and self-confidence in learners by making visible what has been achieved and what is still to learn. Students will celebrate progress and enjoy setting appropriate and challenging goals.

In alignment with the Division's Professional Learning Communities work, assessments help answer the following four critical questions of learning:

- What do we expect students to learn?
- How will we know when they have learned it?
- How will we respond when they don't learn?
- How will we respond when they already know it?

The essential question addressed by the Assessment Plan particularly targets the second question, *"How will we know when they have learned it?"*

The assessment approach is not limited to measuring academic achievement only. Balanced assessment systems include clarity of purpose, learning targets, sound design, effective communication, and student involvement. These assessments meet the informational needs of all instructional decision makers and stakeholders and their responsibilities, which include

- Education Board—Supporting policy,
- Administration—Evaluating program effectiveness,
- Instructional Staff—Guiding instruction,
- Students—Motivating personal learning, and
- Parents/Guardians—Partnering in learning process.

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## 2. Roles and Responsibilities

All Division staff members are responsible for ensuring that students learn the Division's curriculum and demonstrate achievement at high levels. As a function of responsibilities, certain roles can be specified, although responsibilities are not limited to those listed.

### Education Board

The Board will

- Adopt goals that provide a well-balanced curriculum resulting in high student achievement;
- Establish policies to direct and support the ongoing Division assessment program;
- Communicate to its constituents the Board's assessment expectations;
- Adopt a budget that provides for the development, implementation, training, and evaluation of assessment.

### Superintendents/Education Directors

The Superintendent will

- Implement board policies related to assessment;
- Annually report to the Board concerning Division assessments;
- Oversee the work of Division staff in accomplishing their responsibilities.

### Division Curriculum & Instruction Team

The Curriculum & Instruction team will

- Ensure that a master long-range plan is in place for student assessment;
- Report to the board assessment results;
- Provide materials to ensure the Division assessment plan is implemented;
- Provide professional development on student assessment administration;
- Provide professional development and quality control in selecting and developing classroom formative and summative assessments;
- Support sites in the assessment process;
- 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.

### Principals

Principals will

- Develop a working knowledge of the Division assessment program;
- 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;
- Update Site Improvement Plan to support the Division assessment goals;
- Facilitate and participate in site assessment training.

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## Coaches/Specialists/Facilitators/Coordinators/Counselors/ Psychologists

Coaches/Specialists/Facilitators/Coordinators/Counselors/Psychologists may

- Facilitate/oversee Division and state testing;
- Work with teams to review and interpret assessment data, set goals, and plan for continuous improvement of achievement;
- Facilitate and participate in site assessment training;
- Monitor sites to ensure assessment procedures are being followed.

## Teachers

Teachers will

- Assess student learning with a variety of classroom, Division, and state assessments;
- Use assessment data to drive instructional decisions;
- Participate in selecting and developing classroom formative and summative assessments.
- Involve students in the learning and assessing process;
- Converse with students and parents/guardians regarding assessment results;
- Participate in Division and site assessment training.

## Students

Students will

- Be an active partner in the learning and assessing process;
- Set and strive to meet personal goals;
- Converse with parents/guardians regarding goals and results;
- Adhere to Division and state testing regulations.

## Parents/Guardians

Parents/guardians will

- Be active partners in understanding data and applying it to the learning process.

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### 3. Types of Data

In order to gain a complete understanding of the data that we use to guide decisions and measure progress it is best to use multiple measures of data. The model used by Salt River Schools is Victoria Bernhardt's Multiple Measures of Data which includes four measures of data; Demographic, Perception, Student Learning, and School Processes. When student learning data is used alone it does not provide sufficient information to inform comprehensive improvement and any measure used on its own can be quite misleading. The following descriptions of each type of data are based on Bernhardt's articles *Multiple Measures* and *Intersections: New Routes Open When One Type of Data Crosses Another*.

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. **Perceptions data** help 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 question
  - *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** describe 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** define 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?*Looking over time, we can answer questions like

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- *How have we been teaching reading for the past five years?*

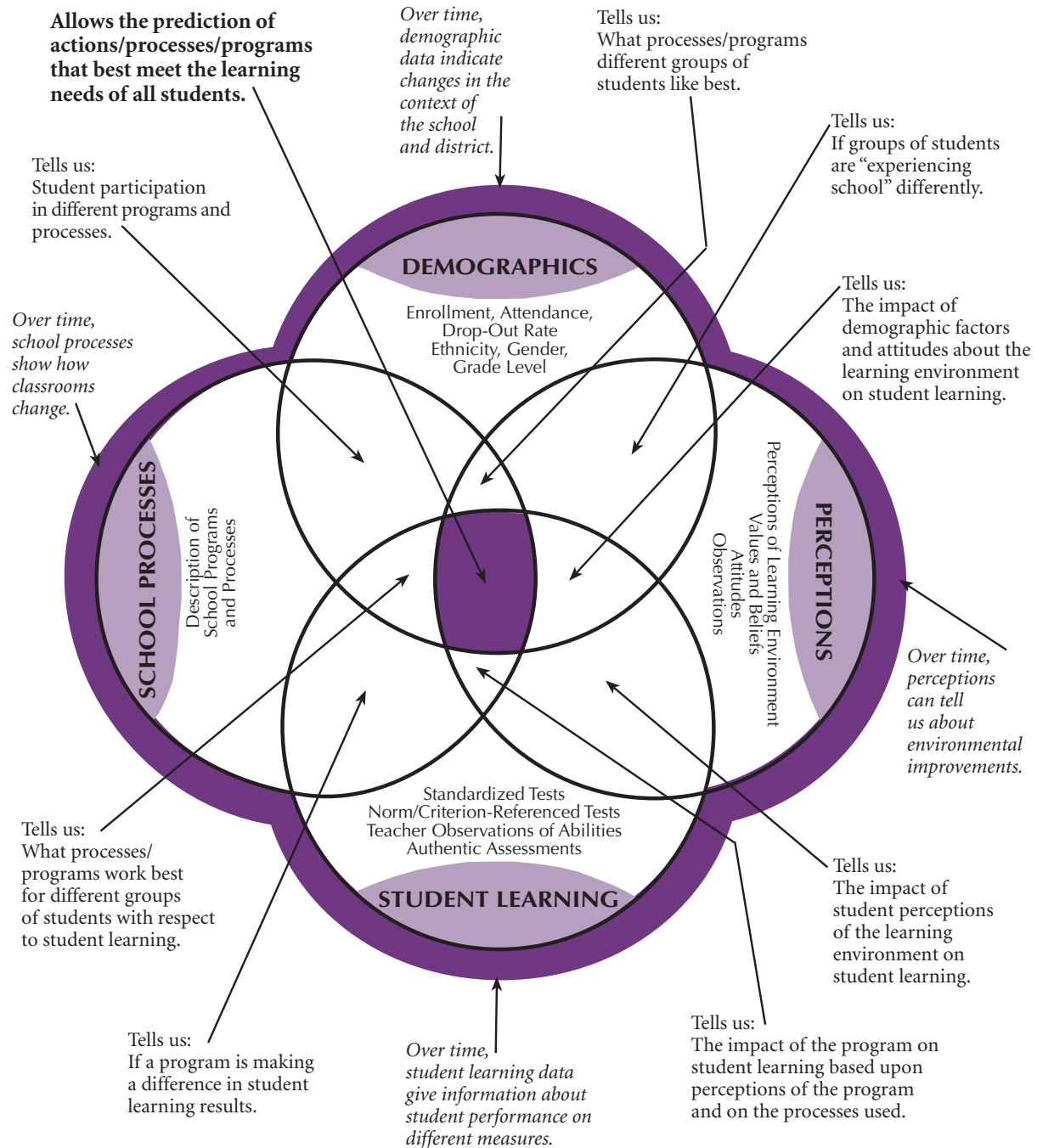
Educators can combine two, three, and four categories of data in ways that can provide new insight into student learning and how to improve it. This process can help

- Replace hunches and 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.

The following graphic illustrates the Multiple Measures model.



# Multiple Measures of Data



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## 4. Components of an Assessment System

*One essential part of educating students successfully is assessing their progress in learning to high standards. Done well and thoughtfully, assessments are tools for learning and promoting equity. They provide necessary information for educators, families, the public and students themselves to measure progress and improve outcomes for all learners. Done poorly, in excess or without clear purpose, they take valuable time away from teaching and learning, draining creative approaches from our classrooms. In the vital effort to ensure that tests are fair, are of high quality, take up the minimum necessary time, and reflect the expectations that students will be prepared for success in college and careers (USDOE Testing Action Plan Fact Sheet, Paragraph 1).*

Assessments must be rigorous, fair and yield unique information about what students know and can do in relation to academic standards. In short, assessments must be

1. Worth taking,
2. High quality,
3. Time-limited,
4. Fair-and supportive of fairness-in equity in educational opportunity,
5. Fully transparent to students and parents,
6. Just one of multiple measures, and
7. Tied to improved learning.

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;
- A Division-wide information management system 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. There are two major types of assessments, **formative** and **summative**. The goal of formative assessment is to *monitor student learning* to provide ongoing feedback that can be used by instructors to improve their teaching and by students to improve their learning. More specifically, formative assessments

- Help students identify their strengths and weaknesses and target areas that need work, and
- Help faculty recognize where students are struggling and address problems immediately

Formative assessments are generally *low stakes*, which means that they have low or no point value. Examples of formative assessments include asking students to

- Draw a concept map in class to represent their understanding of a topic,
- Submit one or two sentences identifying the main point of a lecture, and
- Turn in a research proposal for early feedback.

The goal of summative assessment is to *evaluate student learning* at the end of an instructional unit by comparing it against some standard or benchmark.

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Summative assessments are often *high stakes*, which means that they have a high point value. Examples of summative assessments include

- A midterm exam,
- A final project,
- A paper, and
- A senior recital.

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

A student learning assessment system includes the following components:

Type	Purpose	Source	Definition	Division Assessment Examples
SCREENER/ DIAGNOSTIC	<b>Placement</b>	Classroom, Division or State	<u> Screener </u> Universal screener assessments consist of brief tests focused on targeted skills that are highly predictive of the likelihood of success on meeting or exceeding curricular benchmarks.	ALEKS Phonics Screeners
			<u> Diagnostic </u> Diagnostic assessments are evidence-gathering procedures that provide a sufficiently clear indication regarding which targeted subskills a student does or does not possess.	Woodcock-Johnson Reading
CHECK FOR UNDERSTANDING	<b>Formative</b>	Classroom feedback loop informs Instruction; may include PLC/Common assessments	Check for Understanding is a planned daily process used during instruction to elicit and use evidence of student learning to improve student understanding of outcomes and support students to become more self-directed learners.	Exit Tickets Short Answer
PROGRESS MONITORING			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.	Teacher planned Question/Responses
CLASSROOM SUMMATIVE	<b>Summative</b>	Division Selected	Classroom summative assessments are designed to provide information regarding the level of student success at an end point in time. Summative tests are administered after the conclusion of instruction. The Results are used to make inferences about a student's mastery of the learning goals and content standards	End of Unit Tests, Culminating Assignments/ Performance Tasks
INTERIM			Interim tests are typically administered periodically throughout the school year (every few months) to fulfill one or more of the following functions: <ul style="list-style-type: none"> <li>• Instructional – to supply teachers with individual student data,</li> <li>• Predictive – identifying student readiness for success on a later high-stakes test) and/or</li> <li>• Evaluative – to appraise ongoing educational programs.</li> </ul>	NWEA
END-OF COURSE OR YEAR SUMMATIVE			State Developed	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.

## 5. Student Achievement Data

Salt River Schools currently uses data from norm-referenced tests, statewide criterion-referenced tests, and commercially and locally designed assessments in order to measure student learning. Formative and summative assessments are used to evaluate student progress toward mastery of the written curriculum and state assessment goals. Student assessment must provide for the acquisition, analysis, and communication of student achievement data to

- Guide teachers' instruction at appropriate levels of depth and challenge,
- Guide students' learning,
- Guide Division/site improvement of curriculum and instruction alignment as well as programmatic decisions, and
- Communicate progress to parents to support learning at home.

Data from formative and summative assessments will be monitored in order to evaluate overall effectiveness and student achievement results. This will be achieved through the development and use of assessment items that are aligned to the Division curriculum.

The Table below is an overview of the Division Assessment program.

Testing	FACE	ECEC	SRES	SRHS	ALA
NATIONALLY NORMED				PSAT SAT/ACT NAEP ASVAB	SAT/ACT
STATEWIDE			AzMERIT AIMS Science AZELLA	AzMERIT AIMS Science AZELLA Civics Test	AzMERIT AIMS Science Civics Test
DIVISION WIDE	CPAA	CPAA	NWEA	NWEA	NWEA
PROGRAM	ASQ/ASQ-SE CASA GED Subject Practice	Teaching Strategies GOLD CLASS TPOT/TPITOS	Gifted/Talented STAR	All-school Writing AccuPlacer	AccuPlacer TABE MyGED
CLASSROOM		CC Rubrics	Unit Lesson	Unit Lesson	SRI/SMI GradPoint Post Test

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## 6. *Using Data to Make Decisions*

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

Effective use of student achievement data is critical to achieving the Division's 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 Division for the purpose of curriculum and instructional improvements.

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## 7. *Grading and Reporting*

Salt River Schools is developing updated grading and reporting practices and procedures to accommodate recent research, changes in best practices and alignment with contemporary curriculum. The Division's Grading Committee is working on establishing common grading and reporting practices, including acceptable methods for assigning grades, strategies for grading that motivates learners, common progress reports and standards-based report cards.

Timely communication ensures that when a student is not meeting curriculum expectations, parents/guardians are notified of the situation and possible solutions are discussed. Sites and individual teachers are responsible for report cards, student progress reports, and disseminating state assessment results.

The purpose of grading is to describe how well students have achieved specific learning expectations based on evidence gathered from an assignment, assessment or other demonstration of learning. Grades are intended to inform parents, students, and others about learning successes and to guide improvements when needed (Guskey, T. R. & Jung, L. A. 2013. Answers to essential questions about standards assessments, grading and reporting). Guskey also explains purposes for grading can be classified into six broad categories.

1. To communicate information about students' achievement to parents and others.
2. To provide information to students for self-evaluation.
3. To select, identify or group students for certain educational paths or programs.
4. To provide incentives for students to learn.
5. To evaluate the effectiveness of instructional programs.
6. To provide evidence of students' lack of effort or inappropriate responsibility.

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## 8. *Assessment Training*

It is a priority for Salt River Schools to employ regular and systematic procedures for assessing the effectiveness of curriculum and instruction. The Division provides assessment training throughout the school year, which may include, but is not limited to topics such as the following:

- Assessment administration,
- End of Course/Year Summative assessments,
- Interim assessments,
- Culminating Assignments/Performance Tasks,
- Formative Assessment,
- Digging into Data,
- Using Data to Make Effective Decisions,
- Mapping Data Cycles,
- Engaging Students in Using Data,
- Measuring Implementation,
- Creating Innovation Configurations, and
- Using Data to Assess Program Success.



## 9. Assessment Calendar

The Division assessment calendar is a collaboration between Curriculum and Instruction unit and individual sites. Sites submit school-wide assessment schedules to curriculum and instruction unit for approval prior to implementation.

### **Salt River Schools 2017-2018 Assessment Calendar** (Internal Use, updated 8-18-17)

TESTING PERIOD	TESTING ACTIVITY	GRADE LEVEL
August 21 – September 1, 2017	1 <sup>st</sup> NWEA MAP benchmark assessment ( <i>Testing Window for Fall 2017 is August 28 – September 8, 2017</i> )	K-12
August 21 – September 8, 2017	1 <sup>st</sup> NWEA CPAA benchmark assessment ( <i>Testing Window for Fall 2017 is August 7 – October 6, 2017</i> ) FACE uses CPAA benchmark assessment, as well, three times per school year, as required by BIE.	FACE & ECEC 4YO
November 6 – November 17, 2017	Fall EOC Assessment (AzMERIT- B Level)	9-11
December 4 – December 15, 2017	2 <sup>nd</sup> NWEA MAP benchmark assessment ( <i>Testing Window for Winter 2017 is November 21, 2017 – February 3, 2018</i> )	K-12
December 4 – December 22, 2017	2 <sup>nd</sup> NWEA CPAA benchmark assessment ( <i>Testing Window for Winter 2017 is November 21, 2017 – February 3, 2018</i> )	FACE & ECEC 4YO
March 26 – April 20, 2018	AIMS Science	4, 8 and 9-10
March 26 – April 20, 2018	AIMS A Science	4, 8 and 10
April 2 – April 13, 2018	Spring EOC Assessment (AzMERIT – B Level)	9-11
April 2 – April 13, 2018	Spring AzMERIT Assessment – Writing	3-8
April 2 – April 27, 2018	Spring AzMERIT Assessment – Reading/Math	3-8
April 30 – May 18, 2018	3 <sup>rd</sup> NWEA CPAA benchmark assessment ( <i>Testing Window for Spring 2018 is March 26 – May 25, 2018</i> ) FACE uses CPAA benchmark assessment, as well, three times per school year, as required by BIE.	FACE & ECEC 4YO
May 7 – May 18, 2018	3 <sup>rd</sup> NWEA MAP benchmark assessment ( <i>Testing Window for Spring 2018 is March 26 – May 25, 2018</i> )	K-12