EMPOWERING OUR STUDENTS TO REACH THEIR FULL POTENTIAL.

Objectives
- STUDENT ACHIEVEMENT
- SAFETY
- FISCAL RESPONSIBILITY
- COMMUNITY RELATIONS
- FACILITIES

Teton School District 401 provides a safe and exceptional learning environment where career and college readiness are the academic cornerstones of a relevant and progressive education.

TETON
SCHOOL DISTRICT 401
https://tsd401.org

2017-2018

Teton 401 Comprehensive Assessment Plan
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Teton 401 School District

District Comprehensive Assessment Strategic Plan

2017-18

Introduction:

Teton 401 School District vision is to empower our students to reach their full potential. Teton 401 School District provides a safe and exceptional learning environment where college and career are the academic cornerstones of a relevant and progressive education. Our priorities and goals are student safety, student achievement, fiscal responsibility, and community relations. These provide the foundation for the Comprehensive Assessment System along with the District Strategic plan and the Idaho Content Standards.

Background and Rationale:

In compiling this document, the district will have a comprehensive plan in regards to the various types of assessment. Using assessment thoughtfully can have a tremendous impact on student achievement. Teton 401 using Assessment to build curriculum, differentiate instruction and have a progress monitoring tool for all students. In order to coordinate all the efforts in the various areas of assessment, it is important to have an "at-hand" resource for all stakeholders to access that will describe the various assessments, the persons in charge and the ongoing professional development that allows teachers and administrators to use the information thoughtfully to transform the student achievement in the district.

- Aligns with Idaho State Standards and local standards;
- Supports our district mission, values, and philosophy of learning;
- Provides assessment information that is compatible with information from previous grades;
- Provides students, their parents and teachers, and administrators with information about student achievement;
- Supports the requirements of the Danielson Framework for Teacher Evaluation
- Utilizes an array of assessment methods to determine the understandings, knowledge, and skills that students have acquired.

Assessment Vision

Teton 401 Assessment is to provide all stakeholders valuable information on the progress of students in Teton 401 school district, providing transparent results and the ability to understand what the results show and how to use them to drive instruction and student achievement.

Assessment Mission:

Assessment in Teton 401 will assist in monitoring student's progress, inform parents of their child's academic standing, identify opportunities for teachers to differentiate instruction and meet the need for all learners, provide schools with an overall snapshot of achievement and drive programs and professional development, and create accountability to the community and all stakeholders.

Purpose of the District-Wide Assessment Program:

Teton 401 believes that standards/curriculum, instruction, and assessment are inextricably intertwined in the learning process—one component cannot function well without the other. Optimally, the three components work together to produce high levels of student achievement.

- Standards and curriculum answer the question, "What do we teach?" State standards and locally created curriculum define what we expect students to know, understand, and be able to do. The curriculum articulates a progression of learning goals that is aligned with state standards.
- Instruction answers the question, "How do we teach?" It includes the learning experiences, ways of engaging student interest, and means by which teachers differentiate those experiences to scaffold student learning. To be most effective, teachers employ powerful learning strategies (e.g., writing across the curriculum, Problem-Based Learning, inquiry, critical and creative thinking, integration of technology, interdisciplinary curriculum, use of real world data and experts).
- Assessment answers the question, "How well do we teach?" Assessment measures the attainment of learning and provides data that is used formatively, that is, to inform any needed changes in curriculum or instruction for individual students or collectively for grades or content areas. This includes data that is used to determine individual student's needs for intervention or enrichment/acceleration.

Why we use Assessment:

In order to answer the question, "How well do we teach?", assessment is best seen as "the process of observing learning" that entails "describing, collecting, recording, scoring, and interpreting information about a student's or one's own learning. At its most useful, assessment is an episode of learning that provides opportunities for reflecting on an individual's understanding of progress."[1] The aim of assessment is to improve performance, not merely to audit it. Therefore, data is used to make informed decisions and to provide a clear picture of student learning progress.

In summary, we assess in order to:
- Adjust instruction for students' needs,
- Inform students and teachers about learning,
- Determine the effectiveness of instruction and the curriculum, and
- Communicate individual and school-wide performance to students, parents, and the public

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[1] Stuart, Lynn. Assessment in Practice: a View from the School: Creating a School Culture of Learning and Assessment. Newton, MA: Teachers 21, 2003. Print.

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Roles and Responsibilities:

A balanced assessment system involves all professionals and the learner within a culture of inquiry, or professional learning community, that utilizes assessment data to make the best decisions for all learners. The following sums up the roles of each:

Administrator
- Provide continuous professional development in classroom assessment practices for faculty and staff;
- Implement NWEA Maps Implementation plan as agreed upon.
- Establish data teams to review and disseminate aggregated, district-wide and school-wide assessment and other data, and to serve as data coaches for the schools
- Accommodate time within the schedule for teachers to collaborate with colleagues and teaching partners ie.) NWEA Map resources, ISAT Interim Assessments/Learning resources

Educator/Team
- Ensure that all instructional units developed in the district's curriculum database employ a balanced system of assessment;
- Involve students in the assessment process through reflection and setting of personal learning goals;
- Clearly communicate district and individual learning goals to students;
- Identify criteria, set benchmarks, gather continua of exemplar/benchmark student work;
- Regularly interpret and discuss grade level, classroom, and individual student performance data;
- Problem-solve within the context of PLCs, departments/grade levels, etc. to determine best interventions for struggling learners or best enrichment strategies for students who have mastered learning goals.

Learner
- Assume ownership of learning;
- Use assessment information and reflection to set personal learning goals;
- Self-assess progress toward the attainment of personal learning goals.

Types 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 assessment

occurs annually or less-frequently and can be either criterion referenced or normed.

- State and national assessments typically occurs annually but may be as frequent as twice annually for certain student populations or may occur only once. 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 Idaho State Assessment Test (ISAT), and Advanced Placement (AP) exams.
- 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 Dynamic Indicators of Basic Early Literacy Skills (DIBELS). Some universal screenings take the form of curriculum-based measures (CBM) as is the case with DIBELS.
- Benchmark assessment occurs three times annually in the form of MAP testing for grades first through nine. 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.

Small-scale assessment

occurs frequently and should be standards-based or criterion-referenced.

- Classroom formative assessment occurs continuously as students are learning and is considered assessment for learning. The purposes of formative assessment are to provide students with insight about 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. Information is used to adjust teaching strategies. Students receive frequent and meaningful feedback on their performances. 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.
- Classroom summative assessment occurs after student learning has taken place and is considered assessment of learning. The purpose of summative assessment is to document achievement or mastery of standards at a point in time. It is used to inform others about students and used to certify competence or to sort students. Information is used to adjust unit instructional strategies or assessment tools that will be implemented in the future. Examples of summative assessment strategies include graded student work or essays, tests and quizzes, and final projects or performance assessments.

- Curriculum-embedded assessment also occurs continuously within the instructional process. As the name implies, these measures are naturally embedded in instruction. Often students are not aware that the activity is in fact an assessment. Information is used to monitor student learning, inform instruction, or identify students in need of intervention, remediation, or enrichment. Curriculum-embedded assessments may be formative (assessment for learning) or summative (assessment of learning) in nature, and may include performance tasks, oral or written response, presentations/exhibitions, or other examples of student work. Common curriculum- embedded assessments also provide basic program evaluation data essential for grade level Professional Learning Communities (PLC).
- 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 Response to Intervention Process or referrals for Special Education services.
- Progress monitoring assessment occurs regularly over time. Frequency depends upon the tier of instruction (within the Pyramid of Interventions). 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 (RTI) when determining if, or to what extent, an intervention has been effective. Progress monitoring data is best analyzed by plotting it on a time-series chart.

Assessment Map:

Grade Levels	Assessment Instrument and/or procedure	Purpose	Utilization of Results
K-3	IRI: Idaho Reading Indicator	Designed to ensure that all children in the State of Idaho will master the skills they need to become successful readers. Endless research-based studies show reading skills are directly related to a child's success in school. It is the Idaho Reading Indicator (IRI) program goal at SDE to work with schools, teachers, and administrators to promote students' reading success.	Results used to design our Local Literacy Plan with specific steps to support students who score a 2 (30 school hours) and 1 (60 school hours). We develop fall to winter growth goals, as well as, winter to spring goals as reported to the state along with the Local Literacy Plan.
	AR:	Engage students in reading practice with authentic books and nonfiction articles. Strengthen reading skills essential for learning in any subject by practicing with comprehension quizzes and close-reading activities.	Supports students reading and provides motivation for students to continue to read.
	STAR:	Star 360's suite of assessments provide daily insight and interim data so you can guide students to books at the right level to grow, set goals, screen for your benchmarks, and maximize growth.	Monitors students growth and comprehension. Compares student progress with various areas of CCSS and SBAC/ISAT
	CBM:	It is designed to give teachers insight into which of their students may need additional instructional supports as well as to provide a means by which they can measure the effectiveness of their teaching. System reports provide information that supports evidence-based decision making, and the Interventions interface streamlines the process of keeping track of student's' instructional program	Used to monitor student's fluency. Students who do not meet the fall benchmark (national norm) on the 3 minute comprehension screener are given a 1 minute fluency assessment. If students do not meet the fall benchmark on the 1 minute fluency, we complete a phonics assessment with the CORE Phonics survey, and the REWARDS multisyllabic phonics assessment.
	MAZE:	A reading task that measures how well students understand text they read silently	
	DIBELS:	Typically a SPED monitoring tool or assessment.	
1-9	NWEA MAPS:	Student Progress Monitoring Tool	
3-8, 10	ISAT:	Idaho Standards Achievement Tests	SAT/ACT required for college entrance as well as a graduation requirement from HS
5,7	ISAT: Science Exam	Given to 5th and 7th grade students.	
10-12	Biology/Chemistry End of Course	End of Course Assessment (Biology or Chemistry) all students are required to participate once during high school years	
7-12	Civics	District are required to assess all one hundred (100) questions of the US Citizenship Naturalization Test; however, districts have the ability to decide how the assessment is given, i.e. multiple choice, question and answer, orally, etc. Districts will also determine the passing percent a student will need in order to fulfill the graduation requirement. Students may take the assessment anytime between their 7th and 12th	A graduation requirement for students in the state of Idaho.

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		grade year.	
K-12	Access 2.0/WIDA	Idaho's annual English language proficiency assessment for English Language Learners	Determines student language proficiency levels. Allows students to be exited out of needing language services if they perform at a certain level. This also allows small groups to be created for the school day in order to give comprehensive instruction to students needing language supports.
10/11	PSAT	Comprehensive assessment that provides students with an array of data and resources and prepares students for SAT - Everyone in tenth and Juniors for National Merit.	Allows students to gain insight as to how they will perform on the SAT
11	SAT	College Entrance Exam – 11th grade requirement	SAT/ACT required for college entrance as well as a graduation requirement from HS

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Specific School Site Responsibilities For Testing:

Grade Levels	Assessment Instrument	School	Testing Coordinator	Testing Window	Actual Dates
K-3	IRI	DES	Mickie Newby	**FALL** **August 21 - September 29, 2017** **(ISEE upload in October)** **WINTER** **January 2 - February 28, 2018** **(Optional)** **SPRING** **April 16 - May 18, 2018** **(ISEE upload in May or June)**	
K-3	MAP	DES	Mickie Newby	**Fall: 9/12-9/22** **Winter: 1/22-2/6** **Spring: 4/9-4/19**	
3	ISAT	DES	Mickie Newby	**March 19, 2018 – May 18, 2018**	
K-3	IRI	TES	Dana Wilson	**FALL** **August 21 - September 29, 2017** **(ISEE upload in October)** **WINTER** **January 2 - February 28, 2018** **(Optional)** **SPRING** **April 16 - May 18, 2018** **(ISEE upload in May or June)**	
K-3	MAP	TES	Dana Wilson	**Fall: 9/12-9/22** **Winter: 1/22-2/6** **Spring: 4/9-4/19**	
3	ISAT	TES	Dana Wilson	**March 19, 2018 – May 18, 2018**	
K-3	IRI	VES	Dana Wilson	**FALL** **August 21 - September 29, 2017** **(ISEE upload in October)** **WINTER** **January 2 - February 28, 2018** **(Optional)** **SPRING** **April 16 - May 18, 2018** **(ISEE upload in May or June)**	
K-3	MAP	VES	Dana Wilson	**Fall: 9/12-9/22** **Winter: 1/22-2/6** **Spring: 4/9-4/19**	
3	ISAT	VES	Dana Wilson	**March 19, 2018 – May 18, 2018**	
4-5	MAP	RUES	Wendi Hale	**Fall: 9/12-9/22** **Winter: 1/22-2/6** **Spring: 4/9-4/19**	
4-5	ISAT	RUES	Wendi Hale	**March 19, 2018 – May 18, 2018**	
6-8	MAP	TMS	Jeff Reiley	**Fall: 9/12-9/22** **Winter: 1/22-2/6** **Spring: 4/9-4/19**	

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6-8	ISAT	TMS	Jeff Reiley	March 19, 2018 – May 18, 2018	
9-12	Civics	TMS/THS	Linda Hansen	Determined by District	
9	MAP	THS	Linda Hansen	Fall: 9/12-9/22 Winter: 1/22-2/6 Spring: 4/9-4/19	
10	ISAT	THS	Deb Woolstenhulme	March 19, 2018 – May 18, 2018	
10	PSAT	THS	Deb Woolstenhulme	October 25, 2017	
10	EOC Bio	THS	Deb Woolstenhulme		
11	SAT	THS	Deb Woolstenhulme	August 26, 2017 October 7, 2017 November 4, 2017 December 2, 2017 March 10, 2018 May 5, 2018 June 2, 2018	
11	ACT	THS	Deb Woolstenhulme	September 9, 2017 October 28, 2017 December 9, 2017 February 2, 2018 April 14, 2018 June 9, 2018 July 14, 2018	
K-12	WIDA/Access 2.0	ALL	Doug Tedford		

Testing Protocol and Security:

	DES	TES	VES	RUES	TMS	THS
Who and what date do administrators/proctors sign test security agreement	All people who are in a session will sign an agreement prior to testing starting	All people who are in a session will sign an agreement prior to testing starting	All people who are in a session will sign an agreement prior to testing starting	All people who are in a session will sign an agreement prior to testing starting	All people who are in a session will sign an agreement prior to testing starting	
Where are the testing materials kept?	Most tests are online. All test tickets are locked in a secure location.	Most tests are online. All test tickets are locked in a secure location.	Most tests are online. All test tickets are locked in a secure location.	Most tests are online. All test tickets are locked in a secure location.	Most tests are online. All test tickets are locked in a secure location.	
Who oversees the security of testing supplies?	The testing coordinator oversees testing supplies at their current schools.	The testing coordinator oversees testing supplies at their current schools.	The testing coordinator oversees testing supplies at their current schools.	The testing coordinator oversees testing supplies at their current schools.	The testing coordinator oversees testing supplies at their current schools.	
Who orders testing materials?	District Assessment Coordinator	District Assessment Coordinator	District Assessment Coordinator	District Assessment Coordinator	District Assessment Coordinator	
Who creates and modifies rosters as students are added or changed?	After the initial district roster is uploaded the school testing coordinator.	After the initial district roster is uploaded the school testing coordinator.	After the initial district roster is uploaded the school testing coordinator.	After the initial district roster is uploaded the school testing coordinator.	After the initial district roster is uploaded the school testing coordinator.	
What process ensures all students are assessed? (Make-ups)	A status report is completed daily students who have missed tests are pulled into current testing sessions or makeup sessions.	A status report is completed daily students who have missed tests are pulled into current testing sessions or makeup sessions.	A status report is completed daily students who have missed tests are pulled into current testing sessions or makeup sessions.	A status report is completed daily students who have missed tests are pulled into current testing sessions or makeup sessions.	A status report is completed daily students who have missed tests are pulled into current testing sessions or makeup sessions.	

Assessment of students with Disabilities and ELL Students:

Process for ensuring students needing accommodations and or supports on state or local assessments have been given those supports and are in compliance with IEPS.
IEP teams, which consist of special education and general education teacher(s), district representative, parent(s), student (as appropriate) and any necessary related service providers (SLP, OT, PT, counselor) meet annually to review student progress and IEP goals as well as review any necessary classroom and assessment accommodations and modifications. As part of this annual meeting and process, the required state/local assessments applicable to that student (IRI, ISAT, College Prep Exams, Civics Test, etc.) are reviewed and discussed and clearly identified how the student will complete these requirements as well as what necessary accommodations or modification need to be in place.

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