

New Philadelphia City School District Assessment Handbook



"Assessment is an integral part of instruction, as it determines whether or not the goals of education are being met."

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Assessment Team Philosophy

Vision: The vision of NP schools is to use assessment as a tool to gather and communicate information about student learning. Assessment is meant to be an on-going process that should be used to target goals, guide instruction, improve student learning, and promote accountability.

Goals: By the 2013-2014 school year, all children will be at the proficient level on state testing.

The Nine Principles of Assessment

1. Teachers understand and can articulate in advance of teaching the achievement targets students are to hit.
2. Students are informed regularly about those targets in terms they can understand, in part through the study of the criteria by which their work will be evaluated and samples of high quality work.
3. Students can describe what targets they are to hit and what comes next in their learning.
4. Classroom teachers can transform those targets into dependable assessments that yield accurate information.
5. Classroom assessment information is used both by teacher and student to revise and guide teaching and learning.
6. Feedback given to students is descriptive, constructive, frequent, and immediate, helping students to know how to plan and improve.
7. Students are actively, consistently, and effectively involved in assessment, including learning to manage their own learning through the skills of self-assessment.
8. Students actively, consistently, and effectively communicate with others about their achievement status and improvement.
9. Teachers understand the relationship between assessment and student motivation and use assessment to build student success and confidence rather than failure and defeat.

Why are formative and summative assessments now a necessary part of our classrooms?

While the New Philadelphia City School District has a history of earning high excellent ratings on state assessments, it has become necessary to reevaluate the assessments tools used in our classrooms. Federal implementation of No Child Left Behind has raised the required percentage of students passing the Ohio Achievement Tests to 100% by the year 2014. In order to meet this new standard of all students passing these tests, our school district will use both formative and summative assessments to guide our instruction to better meet the needs of all learners.

OAT increases over time (*note scores for 2013-14*)

Math	2006-07	2007-08	2 yrs. same	2010-11	2011-12	2012-13	2013-14
3	60.6%	68.5%	68.5%	76.4%	84.2%	92.1%	100%
4	67.1%	73.7%	73.7%	80.3%	86.8%	93.4%	100%
5	49.6%	59.7%	59.7%	69.8%	79.8%	89.9%	100%
6	55.1%	64.1%	64.1%	73.1%	82.1%	91%	100%
7	47.3%	57.8%	57.8%	68.4%	78.9%	89.5%	100%
8	47.5%	58%	58%	68.5%	79%	89.5%	100%
OGT	60%	68%	68%	76%	84%	92%	100%
Reading	2006-07	2007-08	2 yrs. same	2010-11	2011-12	2012-13	2013-14
3	71.2%	77%	77%	82.7%	88.5%	94.2%	100%
4	68.3%	74.6%	74.6%	81%	87.3%	93.7%	100%
5	68.3%	74.6%	74.6%	81%	87.3%	93.7%	100%
6	75.8%	80.6%	80.6%	85.5%	90.3%	95.2%	100%
7	68.6%	74.9%	74.9%	81.2%	87.4%	93.7%	100%
8	73.8%	79%	79%	84.3%	89.5%	94.8%	100%
OGT	71.8%	77.4%	77.4%	83.1%	88.7%	94.4%	100%

In order to meet these new requirements, our district will be proactive in developing and implementing a consistent assessment program used throughout the district in grades K-12.

Robert Marzano has concluded that the frequency of assessments is positively correlated with higher academic achievement (Marzano OLAC 2007). His research has shown that assessments that are aligned with clear learning goals are best.

The use of formative assessments will help provide an ongoing evaluation of individual student progress towards meeting state standards. Using summative assessments will help measure mastery of content standards already taught. These assessments will help target and improve instruction, create goals for student achievement and provide data for accountability purposes.

Timeline for District Testing

Month	Assessment	Description	Due Dates	Benchmark
September	DIBELS K-5	DIBELS measures letter recognition through oral reading fluency dependant on the grade level benchmarks.	Last week of September	
	Practice OGT's (for appropriate students) 11-12	Review of areas that were not passes in previous attempts of the OGT.	Any data collected due before October OGT	
	1 st Reading CBM- Oral Reading Fluency 6-12	Measurement of Oral Reading Fluency based on grade level benchmarks	Last week of September	
	Math Probes K-12	Math Fact Assessment based on grade level benchmarks	Last week of September	
October	Quarterly Assessments 3-8	Assessment of the Curriculum for the quarter	One week after end of nine week period	
	Nine Weeks Test 9-12	Assessment of the Curriculum for the quarter	One week after end of nine week period	60% or above
	OGT 11 th and 12 th Grade	Assessment for students that have not previously passed different parts of the OGT	Reported by State	Chart?
November	Trimester Assessments K-2	Assessment of the Curriculum for the trimester	One week after trimester completion	
December	Semester Exams 9-12	Assessment of the Curriculum for the semester	Due at end of semester	
January	DIBELS K-5	DIBELS measures letter recognition through oral reading fluency dependant on the grade level benchmarks.	Last week of January	
	2 nd Reading-CBM Oral Reading Fluency 6-12	Measurement of Oral Reading Fluency based on grade level benchmarks	Last week of May	
	Math Probes-K-12	Math Fact Assessment based on grade level benchmarks	Last week of May	
	Quarterly	Assessment of the Curriculum for the	One week after end of	

Timeline for District Testing

	Assessments 3-8	quarter	nine week period	
February	Trimester Assessments K-2	Assessment of the Curriculum for the trimester	One week after trimester completion	
March	Nine Weeks Test 9-12	Assessment of the Curriculum for the quarter	One week after end of nine week period	
	OGT 10th-12th	Standardized tests assessing Reading, Math, Writing, Science and Social Studies for primarily 10 th graders and 11 th and 12 th graders who have not previously passed a particular area,	Reported by State	Chart?
April	OAT 3rd-8th	Standardized tests in the areas of Reading, Math, Writing, Science and Social Studies dependant on the grade level that students take during a one week time period,	Reported by State	Chart?
May	Trimester Assessments K-2	Assessment of the Curriculum for the trimester	One week after trimester completion	
	Final Exams 9-12	Assessment of the Curriculum for the School Year	Due at end of school year	
	DIBELS K-5	DIBELS measures letter recognition through oral reading fluency dependant on the grade level benchmarks.	Last week of May	
	Math Probes K-12	Math Fact Assessment based on grade level benchmarks	Last week of May	
	Quarterly Assessments 3-8	Assessment of the Curriculum for the quarter	One week after end of nine week period	
	3rd Reading Oral Reading Fluency-CBM 6-12	Measurement of Oral Reading Fluency based on grade level benchmarks	Last week of May	

**Elementary 2009-2010
Testing Dates**

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Math Screener	Jan. 29 May 21	Jan. 29 May 21	Jan. 29 May 21	Jan. 29 May 21	Jan. 29 May 21	Jan. 29 May 21
Reading Screener (Dibels Benchmark)	Jan. 20 May 12	Jan. 20 May 12	Jan. 20 May 12	Jan. 20 May 12	Jan. 20 May 12	Jan. 20 May 12
Summative Trimester #2 Reading	March 12	March 12	March 12			
Summative Trimester #2 Math	March 12	March 12	March 12			
Summative Trimester #3 Reading	May 21	May 21	May 21			
Summative Trimester #3 Math	May 21	May 21	May 21			
Summative 2 nd Nine Weeks Math				Jan. 29	Jan. 29	Jan. 29
Summative 2 nd Nine Weeks Reading						
Summative 3rd Nine Weeks Reading				April 16	April 16	April 16
Summative 3rd Nine Weeks Math				April 16	April 16	April 16

What is the difference between types of Assessments?

Classroom assessments can include a wide range of options – they can be either formal or informal. These assessments may include anything from recording notes on a student’s performance through observation to administering standardized tests. The options can be roughly divided into two categories -- formative assessments and summative assessments. Universal screeners can be in either category yet typically used for progress monitoring a particular student at particular times of the year for intervention.

Universal Screeners are formal quick mini-assessments which establish an academic and behavioral baseline and identify learners who need additional support. Instructional decisions can then be made based on the screening results to improve learner outcomes. Universal screening is the key to a prevention model, helping classroom teachers to differentiate their instruction and/or provide early intervening services so that students can be assisted before they fall too far behind.

Formative assessments are on-going assessments, reviews, and observations in a classroom. Teachers use formative assessment to improve instructional methods and student feedback throughout the teaching and learning process. For example, if a teacher observes that some students do not grasp a concept, she or he can design a review activity or use a different instructional strategy. Likewise, students can monitor their progress with periodic quizzes and performance tasks. The results of formative assessments are used to modify and validate instruction.

Summative assessments are typically used to evaluate the effectiveness of instructional programs and services at the end of an academic year or at a pre-determined time. The goal of summative assessments is to make a judgment of student competency after an instructional phase is complete. For example, in Ohio, the OAT/OGT is administered once a year -- it is a summative assessment to determine each student's ability at pre-determined points in time. Summative evaluations are used to determine if students have mastered specific competencies and to identify instructional areas that need additional attention. Summative assessments are designed to authenticate or provide evidence of student learning.

FORMATIVE ASSESSMENT	SUMMATIVE ASSESSMENT
DIBELS	Mid-Term and Final Exams
Curriculum Based Measure	Statewide Tests (OAT, OGT)
Quizzes and Tests	Entrance Exams (SAT, ACT)
Homework/Worksheets	Research Papers
Oral and Written Questions/Responses	Formal Observation
Self-Assessments (Student Portfolios)	Exhibitions

“Formative and summative assessment are interconnected. They seldom stand alone in construction or effect.”

Who developed district assessments?

The standards based, balanced assessments were created by the Assessment Team comprised of teachers and administrators of the New Philadelphia City School District. With implementation of NCLB and IDEA 2004, school districts were required to administer universal screeners three times a year in reading and math to monitor student progress. New Philadelphia City Schools chose CBM, curriculum-based measurement, to be used to monitor student progress in reading and math K-12. The purpose of universal screeners is to monitor student progress throughout the year.

Summative assessments, to be given at the end of each quarter or trimesters, were developed in the subjects of reading and math. Summative assessment means to “sum up” and thus occurs after learning has taken place assessing the curriculum and not necessarily the teacher. Summative assessments do not need to be placed in the grade book.

All assessment documents will be housed on the school web-site with scores being collected through an electronic method that is password protected for privacy.

How are teachers going to be supported in their assessment practices?

Rather than being directed from the top (i.e., the district) down, these needs should bubble up to the district level as school improvement plans are developed. District staff will work with the District Leadership Team (DLT) to identify and coordinate responses to common needs. The focus will always be on improving student performance through the mutual efforts of the schools and district. As Roland Barth (1990) wrote, When the central office runs a service agency for principals, then principals are able to set up service agency for teachers, then teachers are able to set up service agencies for children. The chain of command can then become a chain of support.”

Principals will support the practices through some of the following ways:

- Articulating the big ideas concerning assessments
- Helping to develop team time for assigned readings and discussions
- Identify a “concept” for the week or month and highlighting it at staff meetings
- Be quick to notice success through data and continue to monitor data
- Ask to be invited into a classroom to see student involvement in their own learning action
- Release teachers to watch other teachers
- By attending as many professional learning communities (team time) as possible

All assessment documents will be housed on the school web-site with scores being collected through an electronic method that is password protected for privacy. Assessment documents are for the purpose of improving student performance through a targeted instructional method. Although assessments may be used for grade cards, this is not the main purpose of the assessments.

Are there special considerations for exceptional students?

Current Board Policy 2623 covers compliance issues of exceptional students.

The assessment team also recognizes the following considerations in regards to assessment practices:

Because effective instruction depends on high-quality assessment, the New Philadelphia City Schools expects all assessments to provide accurate information about student achievement. Each assessment must arise from a clearly articulated set of achievement expectations, serve an instructionally relevant purpose, rely on a proper method of delivery, or fulfill a compliance mandate.

With respect to the former, several levels of decision making and decision makers are considered important to student academic well-being; classroom level (students, teachers, and parents), instructional support level (principals, curriculum specialists, support teachers, and guidance personnel) and policy level (superintendent, school board, citizens). The district will allocate resources and devise assessment, evaluation, and communication programs to meet the information needs of all these users.

With respect to the use of assessment in promoting high student achievement, the district acknowledges that assessment can serve as a powerful teaching tool. By involving students in the assessment and evaluation of their own achievement under direct supervision, teachers can use assessment to help students understand the meaning of academic success and meet the highest achievement expectations.

District staff will devise an articulated curriculum from kindergarten through high school designed to divide responsibility for helping students make continuous progress toward state standards. Further, the district will create an assessment and communication system that permits continuous and thorough tracking of student progress.

All staff members must know how to use each type of assessment appropriately and how to analyze and communicate results to continue to raise academic achievement.

Additional Resources

<u>Assessment For Learning</u>	Chappuis, Stiggins, & Arter
<u>Classroom Assessment for Student Learning</u>	Chappuis, Stiggins & Arter
<u>Data Analysis for Comprehensive Schoolwide Improvement</u>	Bernhardt
<u>Getting Excited About Data</u>	Holcomb
<u>Learning by Doing</u>	Dufour, Eaker, & Many
<u>The Results Field book</u>	Schmoker
<u>The School Portfolio</u>	Bernhardt

Internet Sites

www.ode.state.oh.us	Ohio Dept. of Education provides sample test questions & test data
http://portal.success-ode-state-oh-us.info/	Success website provides individual student results. (password required)
https://ohiova.sas.com/evaas/signin.faces	Value added site gives individual growth rates of student (password required)
http://www.mvesc.k12.oh.us/	Muskingham Educational Service Center provides trend line data
www.ohioleadership.org/	OLAC provides on-line training as well as data sites to explore for leaders