

Pocatello/Chubbuck School District #25 District Comprehensive Assessment Strategic Plan

The Pocatello/Chubbuck School District vision statement, mission statement, belief statements and learning goals provide the foundation for the Comprehensive Assessment System along with the District Strategic Plan and Idaho Core Standards.

Assessment Vision: Advance excellence in teaching and learning using assessment strategies that yield dependable and actionable information about student achievement through a comprehensive, balanced assessment system.

Assessment Mission: The District's Comprehensive Assessment System supports effective decision making and meets all key user needs by ensuring:

- Assessment literacy throughout the system.
- Assessment quality in all contexts.
- Learners become assessors of their own learning.
- Communication systems support and report student learning.

Assessment Definitions: A balanced assessment system includes:

- **Formative Assessment:** Formative assessment is a process that provides timely, actionable information used by teachers and learners during daily instruction.
- **Curriculum-Embedded Assessment:** Curriculum-embedded assessments are those that have been deliberately incorporated in the instructional material being used by learners or in the instructional activities routinely taking place. Examples include: Quizzes, End of Chapter Tests, and Common Assessments.
- **Interim Tests:** Interim tests are typically administered periodically throughout the school year to fulfill one or more of the following functions: Provide teachers with individual student achievement data; Predict readiness for success on summative assessments; Evaluate instructional programs/strategies. Examples include Unit Performance Tasks, Learning Target Assessments, and Datawise Idaho Core-Aligned Testlets.
- **Summative Assessment:** Summative assessments provide information regarding the level of student, program, or school success at an endpoint in time. Results are used to evaluate student achievement toward grade level standards, determine program effectiveness, and meet accountability requirements. Examples include: End of Course Assessments, Idaho Reading Indicator, College Entrance Exams, Smarter Balanced Assessment.
- **Universal Screening:** Universal Screeners are administered one to two times per year to identify learners who may be at risk of not meeting grade level standards. Examples include: CORE MAZE, CORE Vocabulary, Developmental Spelling Inventory, Elementary Math Fluency Screeners, Math Navigator Screener, ICS-Aligned PLATO Test Packs (MS), and Grades/Transcripts (HS).

- **Diagnostic Assessment:** Diagnostic assessments are evidence-gathering procedures that provide information needed by teachers to address skill deficits and to design or modify instructional interventions. Examples include: CORE Phonics, Elementary Math Fluency Diagnostic Measures, Primary Math Assessment, Math Navigator Module Pretest, ICS-Aligned PLATO Test Packs (MS), Scholastic Reading Inventory, and PSAT.
- **Progress Monitoring:** Progress monitoring probes are administered weekly or biweekly to gauge student growth toward mastery of a targeted skill. Examples include: fluency probes, QRI (SPED), program embedded checkpoints, and assignments (HS).
- **Assessment for-, as-, of- Learning:** See Appendix A

Goal #1: *Provide the professional development needed to ensure assessment literacy throughout the system. (Action Seven)*

Goal #2: *Ensure assessment quality in all contexts through the continuous improvement of district curriculum and learning goals aligned to Idaho Core Standards. (Action Two/Three)*

Goal #3: *Ensure learners become assessors by using assessment as learning strategies in the classroom and motivate students with learning success. (Action Four/Six)*

Goal #4: *Build communication systems to support and report student learning. (Action Five)*

The following resource was used to assess and develop the district's Comprehensive Assessment System:

Assessment Balance and Quality: An Action Guide for School Leaders (3rd Edition) by Chappuis, Commodore, Stiggins, 2010

Goals Objectives and Strategies:

Goal 1: Provide the professional development needed to ensure assessment literacy throughout the system. (Action Seven)

Objective 1.1: Build general assessment literacy through professional development

	Strategies	Timeline	Person Responsible	Benchmarking Evidence
1.1.1	Identify best assessment practices: formative, interim, curriculum-based, summative assessment	Implement 2014-2015; ongoing	Instructional Directors	3-16-15: In process: rolled out assessment plan with K-12 administrators. The District Assessment Committee met and made recommendations regarding the use of the SBAC Interim Assessments.
1.1.2	Provide professional development in formative assessment processes via Idaho Formative Assessment Project	2013-2015 2014-2016	Kathy Luras	Getting started Cohort 1 2013-2014: Indian Hills, Jefferson, Alameda Cohort 2 2014-2015: Greenacres, Washington, Franklin, Hawthorne, Irving, Pocatello High School 3-16-15: Completed Cohort I IFAPP training; Cohort II completed modules I-IV.
1.1.3	Determine a vehicle for assessment literacy professional development, i.e., develop a course, Assessment Learning Teams, or differentiate based on need. Professional development reflective of assessment as a motivational power-consistency throughout the system; rates may vary.	2015-2016	Assessment Committee	Not started
1.1.4	Reflect assessment literacy through school improvement planning; identify plan to advance assessment literacy within the classroom	2015-2016	Instructional Directors, Principals	Not started

Objective 1.2: Provide discipline-specific formative assessment literacy through professional development

	Strategies	Timeline	Person Responsible	Benchmarking Evidence
1.2.1	Provide professional development to deepen content knowledge of K-12 mathematics teachers	2014-2015	Kathy Luras, Instructional Directors	In process 3-16-15: Trained all K-2 teachers in place

				value/algebraic thinking; 3-5 teachers in fraction progressions; 6-Alg I teachers in ratios and proportional reasoning, including relevant special education teachers.
1.2.2	Provide professional development related to discipline-specific learning progressions, i.e., math, science, writing	2015-2016	Kathy Luras, Instructional Directors	Not started 3-16-15: Provided overview of math learning progressions through the Professional Noticing Course for Math Coaches. Introduced learning progressions to IFAPP participants.
1.2.3	Determine a vehicle for discipline-specific formative assessment literacy professional development, i.e., develop a course, Assessment Learning Teams, or differentiate based on need. Professional development reflective of assessment as a motivational power-consistency throughout the system; rates may vary.	2015-2016	Kathy Luras, Instructional Directors	Not started

Objective 1.3: Utilize technology tools to enhance efficiency in the assessment process through professional development

	Strategies	Timeline	Person Responsible	Benchmarking Evidence
1.3.1	Determine which technology tools will be utilized to administer assessments and analyze data to improve instruction and enhance learning, i.e., Datawise, Mileposts (Edify), SBAC Interim Assessments, SBAC Digital Library of Formative Assessment Resources	2014-2015	Kathy Luras, Instructional Directors	Not started 3-16-15: Reviewed with District Assessment Committee subgroup SBAC Interim Assessments, Datawise, and Edify in preparation of making a decision for use in 2015-2016.
1.3.2	Provide professional development in the use of technology tools to enhance efficiency and communication in the assessment process	2015-2016	Kathy Luras, Instructional Technology Specialists	In process: Mileposts and Infinite Campus training
1.3.3	Utilize technology tools to administer assessments and analyze data to improve instruction and enhance learning, i.e., Datawise, Mileposts, SBAC Interim Assessments, SBAC Digital Library of Formative Assessment Resources	2015-2016	Kathy Luras, Instructional Technology Specialists, Principals, Teachers	Not started

Goal #2: *Ensure assessment quality in all contexts through the continuous improvement of district curriculum and learning goals aligned to Idaho Core Standards. (Action Two/Three)*

Objective 2.1: Ensure alignment of the K-12 curriculum to the Idaho Core Standards using district curriculum processes

	Strategies	Timeline	Person Responsible	Benchmarking Evidence
2.1.1	Develop and refine through ongoing processes ICS-aligned UbD units for core content areas	Summer 2015, ongoing	Chuck Orr, Kathy Luras	In process
2.1.2	Ensure consistency in the development and delivery of the ICS-aligned UbD high school math courses	2014-2015, ongoing	Jan Harwood, Chuck Orr, Kathy Luras, High School Principals, Math Dept. Chairs	In process: PHS piloting MVP materials through a traditional sequence of math courses (Alg I, Geom, Alg II); high school math teachers implementing mathematical tasks to develop deep understanding of mathematical concepts/real life problem solving 3-16-15: PHS is using modules from MVP and is reporting some success; there is some evidence of inconsistent use of the ICS-aligned units in the high schools.

Objective 2.2: Create quality assessments aligned to the Idaho Core Standards using district curriculum processes

	Strategies	Timeline	Person Responsible	Benchmarking Evidence
2.2.1	Align Stage 2 of ICS units to SBAC claims and depth of knowledge, i.e., GRASPS	Summer 2014	Chuck Orr, Kathy Luras	In process 3-16-15: Administered Performance Tasks and required collaborative discussion in PLCs. Investigating the use of the SBAC Interim Assessment Blocks as part of the ICS units.
2.2.2	Develop Stage 3 Learning Plans with Learning Goals and Success Criteria informed by learning progressions	Summer 2014; 2014-2015 School Year	Chuck Orr, Kathy Luras	Getting started
2.2.3	Develop/identify common rubrics that reflect quality assessment criteria	2015-2016	Chuck Orr, Kathy Luras	In process

Objective 2.3: Create and utilize common assessments reflecting quality assessment criteria

2.3.1	Determine if high quality Learning Target Assessments and End of Course Assessments aligned to the shifts in ICS/SBAC/Science ISAT-EOC are necessary; if applicable, develop accordingly	2015-2016	Assessment Committee	3-16-15: In Process – AMS has been developing common assessments through Datawise; no decisions have been made to date.
2.3.2	Utilize technology tools to develop and/or deliver quality assessments, i.e., SBAC Interim Assessments, Datawise, Mileposts, etc.	2015-2016	Kathy Luras, Instructional Technology Specialists	Not started

Goal #3: Ensure learners become assessors by using assessment as learning strategies in the classroom and motivate students with learning success. (Action Four/Six)

Objective 3.1: Engage students through the implementation of formative assessment processes in all classrooms

	Strategies	Timeline	Person Responsible	Benchmarking Evidence
3.1.1	Ensure student self-reflection in relation to learning goals/success criteria is included in all lessons	2015-2016	Kathy Luras, Instructional Directors	3-16-15: Introduced to IFAPP Cohort I participants.
3.1.2	Ensure teachers engage students in gathering quality evidence of learning using a variety of methods	2015-2016	Lori Craney, Jan Harwood, Principals	Getting started

Objective 3.2: Engage students in use of rubric-based assessments

	Strategies	Timeline	Person Responsible	Benchmarking Evidence
3.2.1	Use rubrics throughout the instructional process	2015-2016	Lori Craney, Jan Harwood, Principals	Getting started
3.2.2	Assist students in self-assessing their learning using rubrics	2015-2016	Lori Craney, Jan Harwood, Principals	Getting started

Goal #4: Build communication systems to support and report student learning. (Action Five)

Objective 4.1: Refine and standardize the elementary reporting system for parents

	Strategies	Timeline	Person Responsible	Benchmarking Evidence
4.1.2	Inform and engage parents through conferences, data binders	2014-2015	Lori Craney, Elementary Principals	3-16-15: In process; nearly every elementary school conducted conferences, generally after the contract day.

Objective 4.2: Use technology to communicate about student learning to all stakeholders

	Strategies	Timeline	Person Responsible	Benchmarking Evidence
4.2.2	Maximize the use of Infinite Campus capabilities to communicate regarding student learning, i.e., assignment completion, grades, assessment results, attendance, etc.	2014-2015, ongoing	Lori Craney, Jan Harwood, Instructional Technology Specialists, Principals	3-16-15: Provided multiple trainings related to the use of Infinite Campus; experimented with the use of IC for communication with parents.
4.2.3	Maximize the use of Mileposts to communicate to internal stakeholders data regarding student interventions, progress monitoring, and student achievement results	2014-2015, ongoing	Lori Craney, Jan Harwood, Principals	3-16-15: In progress – Elementary; Getting started – Secondary

Appendix A: Assessment for-, as-, of- Learning:

	Assessment <i>for</i> Learning	Assessment <i>as</i> Learning	Assessment <i>of</i> Learning
Why Assess?	to enable teachers to determine next steps in advancing student learning	to guide and provide opportunities for each student to monitor and critically reflect on his or her learning and identify next steps	to certify or inform parents or others of student's proficiency in relation to curriculum learning outcomes
Assess What?	each student's progress and learning needs in relation to the curricular outcomes	each student's thinking about his or her learning, what strategies he or she uses to support or challenge that learning, and the mechanisms he or she uses to adjust and advance his or her learning	the extent to which students can apply the key concepts, knowledge, skills, and attitudes related to the curriculum outcomes
What Methods?	a range of methods in different modes that make students' skills and understanding visible	a range of methods in different modes that elicit students' learning and metacognitive processes	a range of methods in different modes that assess both product and process
Ensuring Quality	<ul style="list-style-type: none"> accuracy and consistency of observations and interpretations of student learning clear, detailed learning expectations accurate, detailed notes for descriptive feedback to each student 	<ul style="list-style-type: none"> accuracy and consistency of student's self-reflection, self-monitoring, and self-adjustment engagement of the student in considering and challenging his or her thinking students record their own learning 	<ul style="list-style-type: none"> accuracy, consistency, and fairness of judgements based on high-quality information clear, detailed learning expectations fair and accurate summative reporting
Using the Information	<ul style="list-style-type: none"> provide each student with accurate descriptive feedback to further his or her learning differentiate instruction by continually checking where each student is in relation to the curricular outcomes provide parents or guardians with descriptive feedback about student learning and ideas for support 	<ul style="list-style-type: none"> provide each student with accurate, descriptive feedback that will help him or her develop independent learning habits have each student focus on the task and his or her learning (not on getting the right answer) provide each student with ideas for adjusting, rethinking, and articulating his or her learning provide the conditions for the teacher and student to discuss alternatives students report about their learning 	<ul style="list-style-type: none"> indicate each student's level of learning provide the foundation for discussions on placement or promotion report fair, accurate, and detailed information that can be used to decide the next steps in a student's learning

Figure 3.1 Traditional Assessment Pyramid

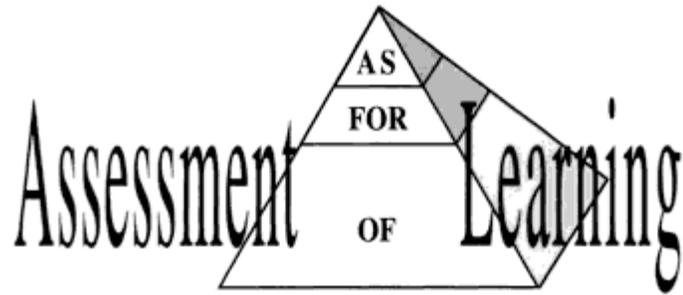
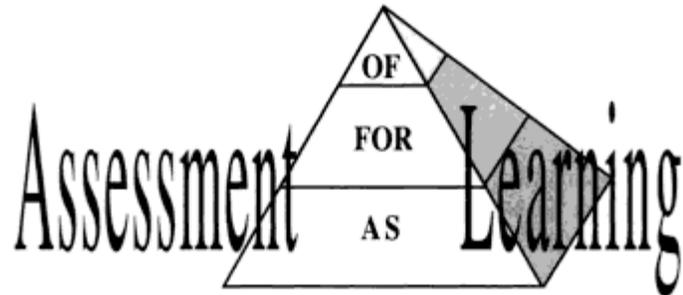


Figure 3.2 Reconfigured Assessment Pyramid



<http://etec.cilt.ubc.ca/510wiki/File:Picture 4.png>

<http://etec.cilt.ubc.ca/510wiki/images/6/66/Assessment As Learning.png>

Appendix B: Assessment Matrix: *Under development*