HPS District Assessment Calendar

2014-15

The District Assessment Calendar includes a guiding document and a K-12 year-at-a-glance calendar. The guiding document is meant to define assessment and outline the various assessments given K-12 in Holt Public Schools. The K-12 year-at-a-glance calendar communicates which assessments must be given throughout the school year for the purpose of informing the instructional process using an evidence-based, systems approach.

HPS K-12 Evidence-based Systems Approach: We will intentionally gather and analyze evidence using sustainable, consistent methods to improve learning. Evidence must inform classroom practice, professional learning, and organizational decisions across the K-12 system. We will be transparent about our purpose and collaborative in our use of evidence.

Educational researcher Robert Stake used the following analogy to explain the difference between formative and summative assessment: **"**When the cook tastes the soup, that's formative. When the guests taste the soup, that's summative.**"**

Three types of assessments can be used collaboratively to inform the instructional process; formative, diagnostic, and summative. Each assessment type has a unique purpose within the instructional process. The table below contrasts the major characteristics of formative, diagnostic and summative assessment.

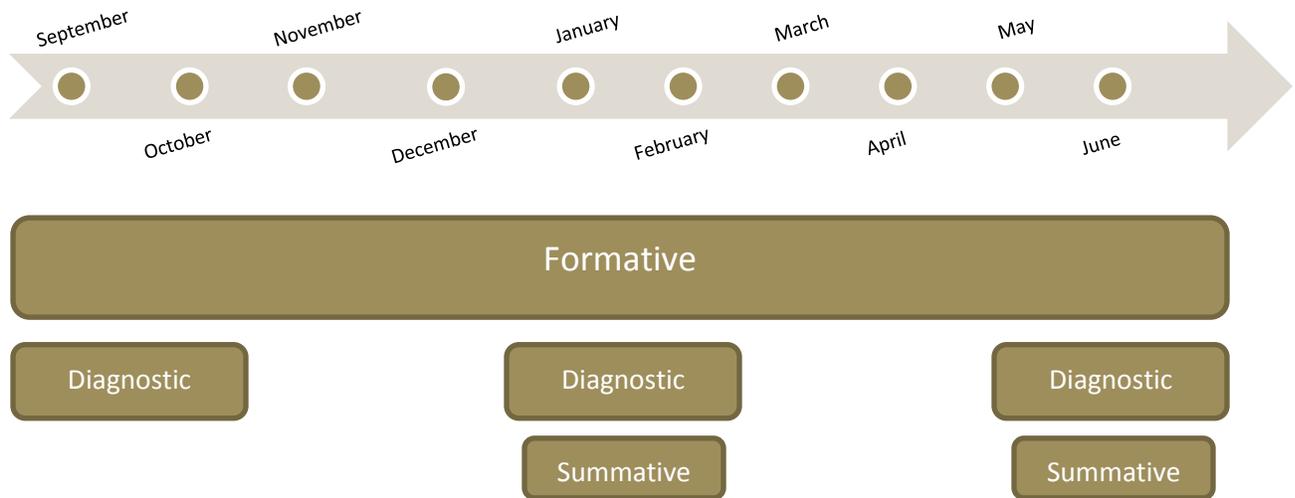| Summary of Summative, Diagnostic and Formative Assessment			
Characteristics	**Formative**	**Diagnostic**	**Summative**
Why	❍ Tells how well students are responding to instruction ❍ Used to determine current understanding and help predict success on summative assessments ❍ Used to inform instruction	❍ Measures a student's current skill level to identify skill deficits and/or strengths ❍ Used to determine what to teach and select interventions	❍ Tells what students have learned over a period of time ❍ Used to determine level of mastery of skill/content
When	❍ Given during instruction ❍ Can be formal or informal ❍ Can provide immediate feedback/results	❍ Given before instruction or before placement in intervention ❍ Typically more time consuming to administer	❍ Given after instruction ❍ Infrequently (end of a course or large unit)
Who	❍ Given to all or some students ❍ Given by teachers as needed before, during and after instruction	❍ Given to some students ❍ Given by individual teachers or interventionists to "dig deeper"	❍ Given to all students ❍ Given by all teachers of a subject at the same time period
What (Examples)	❍ Unit assessments/ Projects ❍ Screeners/benchmark assessments ❍ Progress monitoring ❍ Classwork ❍ Exit slips ❍ Student self-assessments	❍ CORE phonics ❍ DRA 2 ❍ Norm-referenced achievement tests ❍ Error analysis	❍ MEAP, ACT ❍ Growth Assessments/ Common exams ❍ Unit assessments

Formative Assessment: This type of assessment is used to measure students' current understanding of content and how well students are responding to instruction. Formative assessment can also help to predict performance on summative assessments. Formative assessments can be given informally or formally and can be adapted in many ways to inform the instructional process. When administered formally, formative assessments can be used to identify students who are not responsive to instruction or intervention (screening) and to help understand rates of student improvement for small groups of students or individual students (progress monitoring). Informal formative assessments include observations, learning checks or other teacher-created assessments. When used effectively in the classroom, formative assessment is on-going throughout the instructional process and results are used to make changes to instruction based on current student needs. Formative assessment can help teachers explain how they have adjusted instruction to meet the needs of their students and provide effective and timely feedback to students throughout the instructional process.

Diagnostic Assessment: This type of assessment typically occurs after a student is identified as needing more differentiated instruction based on initial screening results. Diagnostic assessment information is used to measure a student's current skill level for the purpose of identifying skill deficit(s) and/or strength(s) and selecting appropriate intervention instruction to meet identified skill deficit(s) and/or strength(s). When used effectively, diagnostic assessments can help teachers and/or interventionists identify skill strengths and weaknesses and help explain how instruction matches student needs.

Summative Assessment: This type of assessment is used to measure what students have learned over time. By evaluating student outcomes, summative assessment information identifies which students did or did not master content. This information can be used to help identify patterns for specific students or groups of students, determine instructional priorities for school and district improvement plans and establish performance targets for aligning curriculum within and across grade-levels. When used effectively, common summative assessments can help teachers articulate grade-level and classroom learning targets, and identify which students are meeting or exceeding targets and which students need additional instruction.

Guiding Document: Assessment Defined

The timeline below displays the academic school year and outlines the types of assessments given in Holt Public Schools. Formative assessment allows educators to adapt instruction to the needs of current students and is therefore on-going throughout the instructional process. Diagnostic and summative assessments occur at designated times to help plan intervention instruction (diagnostic) and measure content mastery (summative).

September		November		January		March		May	
●	●	●	●	●	●	●	●	●	●
	October		December		February		April		June

Formative

Diagnostic		Diagnostic		Diagnostic
		Summative		Summative

Guiding Document: Assessment Defined

The table below lists each assessment given in Holt Public Schools by category of assessment type and includes a brief description of the purpose of each particular assessment.

	Assessment	Purpose
Summative	ACT/ College Entrance Exam	Required by the state of Michigan to assess student achievement outcomes toward achieving CCSS.
	ASPIRE/EXPLORE/PLAN	District assessment used to predict future student performance on the ACT. Assessment results can also be used at the diagnostic level when analyzed in greater depth.
	Common Exams	District assessments used to assess student outcomes on 7-12 courses.
	EOY/Growth assessments (RS, EDM, Study Island)	District assessments used to assess student outcomes by grade-level standards (CCSS) in reading and math K-6.
	Everyday Math Unit Tests	District assessments given K-4 used to assess achievement of CCSS aligned core standards in math.
	Smarter Balanced/ MEAP	Required by the state of Michigan to assess student achievement outcomes toward achieving CCSS.
	RS Unit Tests	District assessments given K-4 used to assess achievement of CCSS aligned core standards in reading.
	WIDA	State mandated assessment given to all ELL students to assess attainment of English Language Proficiency.
	Process Surveys (BSA, SAS, BoQ, PET-R, PET-M, SWEPT)	Facilitated by IISD, survey results are used to assess progress toward attaining goals and objectives that align with MTSS, PBIS, Literacy or Math initiatives.
Formative	AIMSweb MAZE	Universal screening assessment of reading that is used 3- to identify students at-risk for reading failure.
	AIMSweb M-CAP	Universal screening assessment of math that can be used 3-8 to identify students at-risk for math failure. Can be diagnostic when analyzed in greater depth.
	AIMSweb M-COMP	Universal screening assessment of math that is used 1-6 to identify students at-risk for math failure. Can be diagnostic for math computation when analyzed in greater depth.
	AIMSweb R-CBM	Universal screening assessment of oral reading fluency used 1-4 to assess current rate and accuracy of oral reading and predict future student success in overall reading. Can also be used to predict future success on state standardized assessments (Default setting cut score). Can also be used as a diagnostic tool at higher grade-levels when given to students identified as at-risk for reading failure by the MAZE assessment.
	AIMSweb Tests of Early Literacy	Universal screening assessment used K-1 to predict future student success in math.
	Common writing assessments (e.g., quick writes, journaling)	Classroom assessment tool used to examine current writing skill levels and/or measure understanding and application of skills/knowledge taught.
	Exit Slips	Classroom assessment tool that can be used to monitor student understanding of content.
	Learning checks	Classroom assessment tool that can be used to monitor student understanding of content tied to specific learning objectives.
	RS Baseline test	Administered K-4 to all students to identify instructional groupings for students and help identify existing skill deficits.
	RS Weekly tests	Administered K-4 to monitor mastery of content within each unit.
	STAR Reading/ Math	Online adaptive assessment that helps both identify current skill levels and can be used to monitor student progress over time.

Guiding Document: Assessment Defined

Diagnostic	AIMSweb M-CAP	Error analysis can be conducted to help identify specific skill deficits in math.
	AIMSweb M-COMP	Error analysis can be conducted to help identify specific skill deficits in math.
	AIMSweb tools (NWF, R-CBM, M-COMP, M-CAP, MAZE)	Error analysis can be conducted to help identify specific skill deficits in reading.
	CORE Phonics Survey	Used to help identify specific skill strengths/weaknesses for phonics that can be used to target instruction.
	DRA-2	Used to help identify specific skill strengths/weaknesses in reading that can be used to target instruction.
	My Sidewalks assessments	Used to determine the level of intervention instruction that matches a student's instructional need(s).
	Norm-referenced assessments (WIAT-III, TOWL, PAL-2, Key Math-3, WJ-III)	Administered by trained staff (school psychologist) for the purpose of identifying specific skill strengths/weaknesses that may affect the educational environment and process for an individual learner.
	Running records	Error analysis can be conducted to help identify specific skill deficits in reading.
	STAR Reading/ Math	Online adaptive assessment that helps both identify current skill levels and can be used to monitor student progress over time.
	Words Their Way spelling inventory	Quick assessment and error analysis tools to help identify specific skill deficits in spelling.
	Writing Sample	Error analysis can be conducted to help identify specific skill deficits in writing.