

MMSD Comprehensive Assessment System 2014-15

Presentation to the BOE
March 3, 2014



Overview

- Functions of an assessment system
- Current state of MMSD assessment system
- Desired state for MMSD assessment system
- Required state and local assessments
- Optional assessment tools
- Support



Functions of Comprehensive Assessment System

(Kellough & Kellough, 1999)

- Monitor *all* students' progress towards standards
- Identify *all* students' strengths and weaknesses
- Guide placement, promotion, and retention decisions
- Evaluate the effectiveness instruction/programs
- Provide data to assist in decision making
- Communication to key stakeholders (parents, community members, Board of Education, etc.)



Categories of Assessments*

- **Summative**- Assessment that occurs after instruction has occurred
 - Example: WKCE
- **Interim** – Periodic assessment, which includes screening and benchmark tests, to see if students are on track
 - Example: MAP
- **Formative** – day-to-day classroom based assessment strategies that inform daily instruction
 - Examples: student work

*assessments can be used for more than one purpose





A Starting Point: Looking back to look ahead

Convened a cross-functional team of over 65 educators from schools and central office

Outcomes of the Group:

- Understand the importance of a comprehensive assessment system
- Identified current and desired state
- Proposed recommendations for 2014-15 school year to Superintendent and Leadership Team

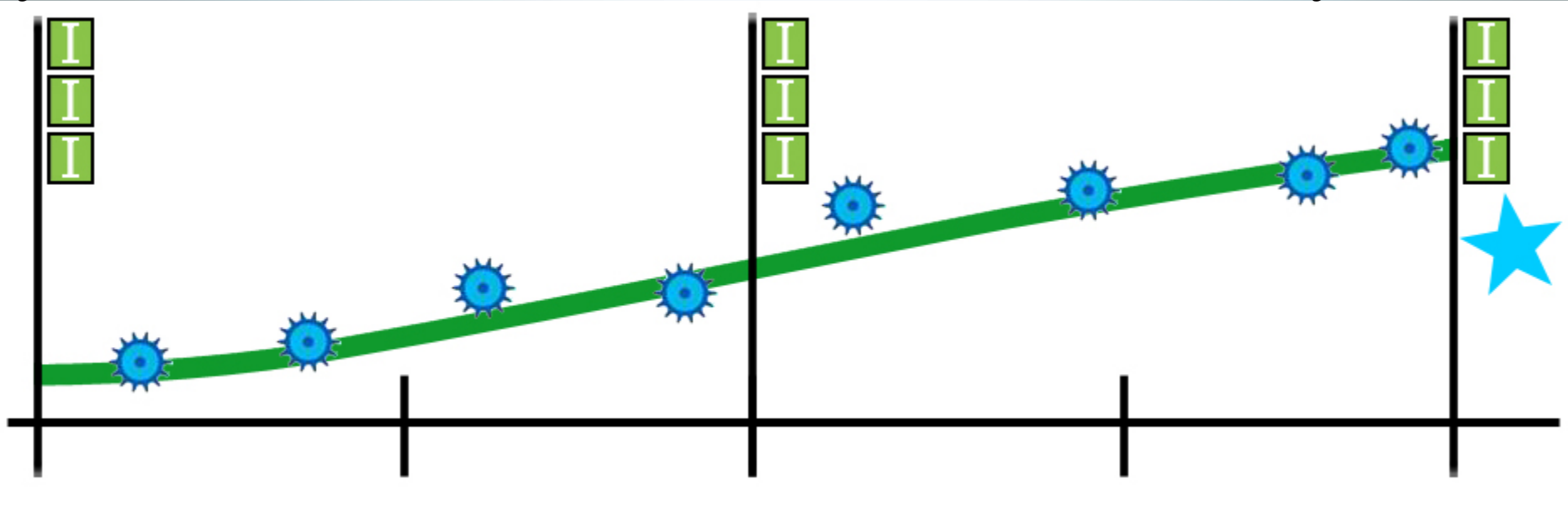


The Current State of Assessment

Beginning of Learning
Cycle Assessment

Mid Cycle Assessment

End of Learning
Cycle Assessment



= Interim Assessments



= Formative Assessments



= Summative Assessments

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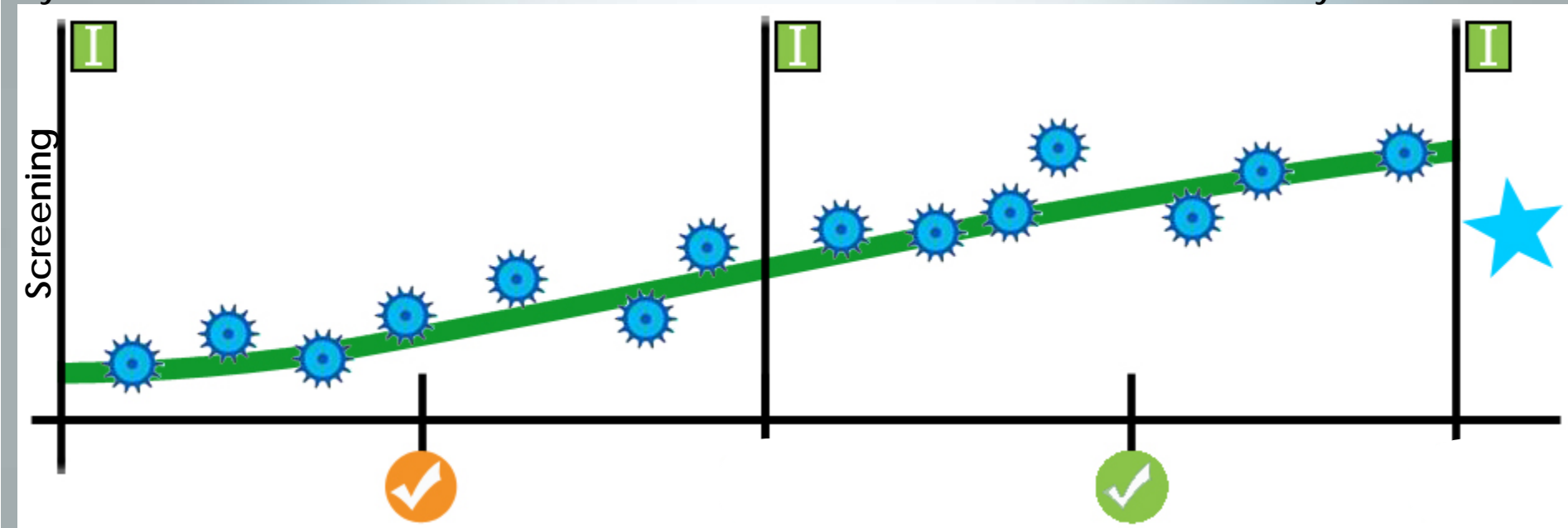


The Desired State of Assessment

Beginning of Learning
Cycle Assessment

Mid Cycle Assessment

End of Learning
Cycle Assessment



I



= Interim Assessments



= Formative Assessment



= Summative Assessments

For DBE/DLI programs, we use assessments that measure language development and growth as well as academic content area knowledge in two languages.

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Ultimate Goal: *A System of Assessments for Teachers*

- Teachers use common performance tasks (assessments) to inform instruction
- Collaborative planning in teacher teams to support their common understanding of the standards and what defines student mastery
- Teachers collect and analyze a “body of evidence” over the course of a grading period to create a well-rounded picture of student progress towards meeting grade level standards.



**How are we going to reach
our desired state?**



In alignment with the MMUSD
3 year CCSS plan, MMUSD will

- Implement state required assessments
- Streamline locally required assessments
- Provide optional assessment tools



State Required Assessments

Phase Out: WKCE, Explore, and Plan

Phase In: PALS 2, Smarter Balanced, Aspire, Work Keys

Required State Assessments

PALS (4K-2)

WKCE Science & Social Studies (3-8)

ACCESS for English Language Learners

Aspire (9, 10)

ACT + Writing (11)

Work Keys (12)



Locally Required Assessments

Literacy and Math

- Measures of Academic Progress (MAP) (3-8)*
 - Reading (3x/year)
 - Language Usage (2x/year)
 - Math (2x/year)

***Moving toward: CCSS Quarterly Interim Assessments**

Talented and Gifted

- Cognitive Abilities Screening Test (CogAT) (2, 5)

Social Emotional

CBITS (6); Depression Screening (9)



Optional Assessment Tools

- Local control of which additional assessment tools, if any, will help reach SIP goals.
 - Examples
 - Diagnostic Assessments
 - AIMSweb
 - Mondo Tools
 - Math Fact Fluency interviews
 - Formative assessments



Support to reach the vision

- Support to ease the assessment load with PALS and DBE/DLI assessments required in two languages
- Professional Development on assessment literacy and tools
- Periodic, systematic review of assessment system
- Frequent communication to key stakeholders



Communication Example

Measuring Your Student's Progress and Achievement

State and Local Assessments

Grade
1



Meet Sierra. She is a 1st grade student enrolled in a MMSD elementary school. The table below is the assessment path that Sierra can expect to take for the 2013-14 school year.

Any of Sierra's classmates who are English language learners will have additional assessments as shown. Individual school and classroom assessments are not represented.

School Year Assessment Calendar (testing windows)

Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	July
----PALS----							----PALS----			
---AIMSweb---			---AIMSweb---					---AIMSweb---		
			---ACCESS for ELLs---							

For All Students

		Administered	Results
PALS	<ul style="list-style-type: none"> Phonological Awareness Literacy Screening (PALS), State-required Identifies students with minimum competency in early literacy skills 25-35 minutes/student, administered by the teacher 2x/year 	Fall: 9/16 – 10/11 Spring: 4/28 – 5/23	To schools early December/June
AIMSweb	<ul style="list-style-type: none"> Universal screening for early literacy skills and reading fluency, district-required Identifies risk of poor long-term reading outcomes and informs instruction 3-5 minutes/student, administered by a benchmarking team 3x/year 	Fall: 9/9 – 10/11 Winter: 12/16 – 1/24 Spring: 5/5 – 6/6	Immediately to schools

For Some Students

ACCESS for English Language Learners	<ul style="list-style-type: none"> English Language assessment, state-required for ELLs only Identifies English proficiency level in reading, writing, speaking, listening 3-hour test, given once per year in the winter 	12/9 – 1/24	Via mail to parents/guardians early May
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Comparison of local school district time spent on assessment

Percent of instructional time spent on testing for the typical Grade 1 student:

MMSD	Verona Area Schools	Sun Prairie	Green Bay	Racine
0.2% * [0.5%]	0.4% * [0.7%]	0.3% * [0.6%]	0.6% * [0.9%]	1.2% * [1.5%]

* [English Language Learners]

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