



## **Local and State Assessment Guide for Parents: 2018-2019**

Throughout the 2017-2018 school year, students at Aurora Charter School will participate in regular assessment of student learning. Multiple assessments will be given to help determine proficiency, monitor progress, and measure growth over the course of the school year. The information gathered from these assessments will be used to guide teacher instruction and ensure all students are progressing towards meeting standards. Listed below is a brief description of each assessment.

### **Local Assessments**

#### **Daily Formative Assessment:**

Daily formative assessment refers to quick assessments (checks) that are used daily in the classroom to monitor student understanding of a predetermined concept, skill or strategy. It's easy to gather, yet powerful data allows for teaching and learning to be adjusted while it is happening. Furthermore, the data also helps teachers by guiding the decision-making process when planning for future instruction. Examples of daily formative assessments are student observations, written responses, graphic organizers, student-teacher interviews, exit tickets, etc.

#### **Common Formative Assessment:**

Common formative assessment refers to assessments that are used in the classroom to regularly monitor student progress towards mastering essential standards. These assessments are developed in a collaborative teaching team of grade-level or content area teachers. The data gathered from the assessments are reviewed by the same collaborative team and decisions are made about future instruction such as how to plan for differentiation, intervention, and enrichment. Furthermore, common formative assessments give students timely, valuable feedback that can be used to help them reach essential learning targets. Examples of classroom formative assessments are student collage or poster, essay responses, constructed response questions, metacognition table, multiple choice quizzes, journal response, etc.

#### **Common Summative Assessment:**

Common summative assessment refers to assessments that are used in the classroom at the end of a unit to determine if a student has mastered essential learning targets or an essential standard. These assessments are developed in a collaborative teaching team of grade-level or content area teachers. The data from the assessments are reviewed by the same collaborative team. The information gathered from the data is used to identify students who did not master

the essential learning target(s) or an essential standard and provide them with extra support through Tier 2 intervention. Furthermore, the information is used to evaluate effectiveness of instruction. If a high percentage of students did not reach mastery, then instruction may need to be adjusted and the learning target or standard retaught. Overall, these assessments are essential in making sure all students are learning at high levels and moving towards being college and career ready. Examples of classroom summative assessments are student portfolios, projects, presentations, formal written assessments, etc.

### **Fountas and Pinnell Benchmark Reading Assessment (FPBRA):**

All students in grades K-8 will take the Fountas and Pinnell Benchmark Reading Assessment (FPBRA) 3 times during the year (fall, winter, spring). This comprehensive, one-on-one reading assessment measures a student's proficiency in decoding, fluency, vocabulary, and comprehension; as well as documents the student's progress of these skills throughout the year. The assessment takes between 10-25 minutes to complete depending on the reading ability of the student. The data collected from the FPBRA is reliable and easily identifies a student's independent, instructional, and hard reading levels. It can help teachers plan effective instruction, group students accordingly, select appropriate texts, and communicate student progress with families. Furthermore, it helps teams of educators determine which students need extra support or enrichment. Plans for differentiated instruction, intervention, and enrichment can then be used to ensure that all students are learning at high levels and meeting academic targets and standards.

### **NWEA Measure of Academic Progress (MAP) Assessments**

All students in grades 3-8 will take the Measures of Academic Progress (MAP) Growth Assessment. Students in grades 3-8 take the math and reading assessments 3 times during the year (fall, winter, spring). The MAP is different from the FPBRA because it is based on individual growth, not if a student reaches the same benchmark (level) as their peers. This is possible because the MAP is an adaptive assessment. This means that the assessment adjusts to find a student's learning level, allowing for a student's individual growth and progress to be accurately measured from assessment-to-assessment and year-to-year. In the classroom, teachers use MAP data in many ways: (1) to inform their everyday instruction, (2) to improve and elevate their teaching, (3) to set learning goals with students, (4) to predict student growth and achievement, (5) to identify students in need of support or enrichment, and (6) communicate growth and progress with families. New to MAP this year, are projected proficiency and interactive student profile reports. Projected proficiency reports predict student proficiency on future state and college readiness assessments. This way classroom instruction and school wide support systems can be continually refined to make sure that all students are college and career ready by the time they graduate high school. The interactive student profile report looks at the student as a whole. It brings together the data teachers need to advise each student and support his or her growth, including learning paths and growth goals.

In addition to the the MAP Growth Assessments, students in grades 4-8 will also take the MAP Spanish Screener in the winter. This assessment is different from the MAP Growth Assessment because it is solely measures proficiency in relation to national norms. It does not adapt to find a student's unique learning level; therefore, it is not an effective tool for measuring student growth. Instead, Aurora uses the information gathered from this assessment to measure a student's Spanish reading proficiency in order to determine the progress he or she has made in becoming biliterate. In addition, Aurora also uses this assessment to evaluate the Spanish reading program schoolwide and inform Spanish literacy instruction in grades 4-8.

### **Children's Progress Academic Assessment (CPAA)**

See CPAA Fact sheet on the assessment page at [auroracharterschool.org](http://auroracharterschool.org).

## **State Assessments**

### **Minnesota Comprehensive Assessment (MCA) of Academic Skills**

In the spring, all students in grades 3-8 will take the math and reading MCA assessments. Students in grades 5 and 8 will also take the science assessment. The MCA is a state standardized test designed to meet state and federal legislative requirements. The assessment measures student performance in relation to the Minnesota Academic Standards (what a student should know and be able to do at a particular grade level).

At the state level, the MCA is used to determine how well schools have aligned their curriculum and instruction to the Minnesota Academic Standards. The Federal Government also uses the results as a way to hold schools, districts and states accountable for student achievement in the areas of reading, math, and science.

At Aurora, MCA data is used to improve teaching and learning. In combination with data from the MAP, FPBRA, and WIDA ACCESS, MCA data can help find and support students who are struggling or require enrichment through a multi-tiered system of support (MTSS). The data is also used to identify school-wide systems that need improvement.

### **WIDA ACCESS for English Language Learners**

In the winter, all students identified as English Language Learners (ELL's) in grades K-8 will take the WIDA ACCESS for ELL's. This is a language proficiency assessment aligned to the nationally recognized WIDA English Language Development (ELD) standards. Students are tested in 4 language domains (areas): listening, speaking, reading, and writing. Furthermore, each item and task presented on the assessment will target at least one of the 5 WIDA ELD

Standards: Social and Instructional Language, Language of Language Arts, Language of Mathematics, Language of Science, and Language of Social Studies.

At Aurora, data from the ACCESS assessment is used to identify students who are English proficient and can exit the school's ELL program. Also, it is used by ELL and classroom teachers to differentiate instruction and enhance instruction for ELL students. Last, it is used to evaluate and improve the ELL program school-wide.