# District Assessment System

## District Assessment System Questions

### 1. Assessment System Overview

a. **Assessment Definition.** What is your district definition of assessment?

b. **Assessment System.** What is the purpose of the District Assessment System?

c. **Assessment Levels and Purpose.** At what level(s) are assessments administered for each content area (i.e. state, district, school, classroom)? What is the purpose of the assessments at each level?

d. **Alignment Process.** How does the district ensure curriculum, assessment, and instruction are aligned with Wyoming Content and Performance Standards in terms of content and cognitive complexity across content areas?

e. **Common Assessments.** Which, if any, school or cross-district grade level or content area teams develop and use common assessments?

   i. When do these teams meet?
   ii. How do these teams decide the essential learning for which to develo common assessments?
   iii. How are they administered?
   iv. How are the results used?

f. **Assessment Development Process.** What steps are followed in the uniform development of classroom-, school-, and district-level assessments?

g. **Assessment Technical Quality.** How are classroom, school, and district-level assessments reviewed for validity, reliability, and fairness?

h. **Classroom Formative Assessment.** What practices related to classroom formative assessment and feedback are encouraged by leadership? What training do instructional staff receive related to these formative instructional practices?

### 2. Student Performance

a. **Proficiency.** How is proficient performance determined?

b. **Multiple Opportunities.** Are students provided multiple opportunities to demonstrate proficiency? If so, what does that look like?

c. **Interventions.** What learning supports are in place to help students that have not demonstrated proficiency? Are students required or invited to participate?

d. **Extensions.** What supports are in place to extend the learning for students who are already proficient?

### 3. Reporting

a. **Data Collection and Use.** How does the district collect and use data related to level of student performance on the Wyoming Content and Performance Standards?

### 4. High School Graduation

a. **Course Requirements.** What is the district graduation policy? How is proficiency on the Wyoming Content and Performance Standards incorporated into the graduation requirements? Please provide a link to the policy or a copy of the policy.

### 5. Evaluation Process

a. **DAS Evaluation.** How does the district evaluate the effectiveness of the assessment system? What are the results of the evaluation?

### 6. Process for Updating DAS

a. **DAS Update.** Describe the process for updating the assessment system within three years after adoption of new standards by the State Board of Education?

# 1. Assessment System Overview

**1.a. Assessment Definition.** What is your district definition of assessment?

"Assessment is the process of gathering evidence of student learning to inform education-related decisions." (National Task Force on Assessment Education for Teachers)

**1.b. Assessment System.** What is the purpose of the District Assessment System?

The purpose of the Sweetwater County School District #2 assessment system is to monitor student and program progress in order to improve instruction and therefore improve student learning.

**1.c. Assessment Levels and Purpose.** At what level(s) are assessments administered for each content area (i.e. state, district, school, classroom)? What is the purpose of the assessments at each level?

## ASSESSMENT LEVELS

| CONTENT AREA | CLASSROOM | SCHOOL | DISTRICT | STATE |
|---|---|---|---|---|
| Science | X | X | X | X |
| Language Arts | X | X | X | X |
| Mathematics | X | X | X | X |
| Health | X | | X | |
| Foreign Language | X | X | | |
| Fine and Performing Arts | X | | X | |
| Social Studies | X | | X | |
| Physical Education | X | | X | |
| Career/Vocational Education | X | X | | X |

# ASSESSMENT PURPOSES

| ASSESSMENT LEVEL | |
| --- | --- |
| **CLASSROOM** | Formative (checks for understanding) and Summative (grading) |
| **SCHOOL** | Formative (diagnosing, screening, monitoring progress) |
| **DISTRICT** | Summative (evaluating school, program, and student progress and performance) |
| **STATE** | Summative (summarizing or evaluating school, program and student performance) |

**1.d. Alignment Process.** How does the district ensure curriculum, assessment, and instruction are aligned with Wyoming Content and Performance Standards in terms of content and cognitive complexity across content areas?

The district has adopted a district instructional model that first identifies standards as the initial piece of lesson alignment. Using a PLC model for planning, teachers collaboratively, when possible, design learning targets based on what they want students to know and be able to do. From that point the teachers develop success criteria and assessments which help determine whether students are able to meet or exceed that criteria.
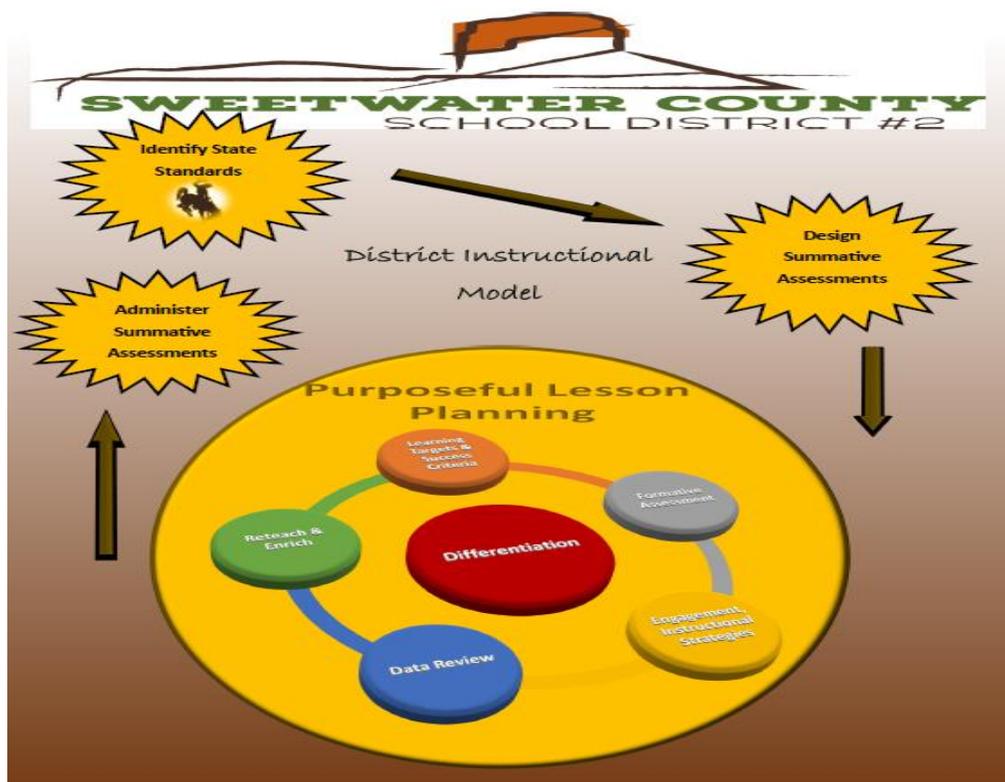
**Targets Types (TT)**
-   The types of learning targets are Knowledge (K), Reasoning (R), Skill (S) or Product (P)

**Assessment Method (AM)**
-   The assessment methods are selected response (SR), constructed response (CR), performance assessment (PA), and personal communication (PC)

**Representational Alignment (RA)**
-   The distribution of assessment items should reflect what is actually taught. (i.e. if 30% of the instructional time is spent on a single learning target, it should represent approximate 30% of the assessment). RA # means the number of assessment items or tasks and the RA% means the percent of the total assessment devoted to the learning target.

**Target-Method Match**
-   Using the table below, learning targets are matched to the assessment method to ensure that assessment tasks are aligned to the the cognitive demand of the learning target.

# TARGET - METHOD MATCH

| | | ASSESSMENT METHODS | | | |
|---|---|---|---|---|---|
| | | **Selected Response** | **Constructed Response** | **Performance Assessment** | **Personal Conversation** |
| | | - Multiple choice<br>- Fill in the blank<br>- Matching<br>- True/false | Scoring a brief or extended written response to a question. | Observing and judging the quality of a performance or product (i.e. using a rubric) | - Question/answer<br>- Conferences<br>- Interviews<br>- Oral examinations |
| **TARGET TYPES** | **Knowledge** | Good | Strong | Partial | Strong |
| | **Reasoning** | Good | Strong | Partial | Strong |
| | **Skill** | Partial | Poor | Strong | Partial |
| | **Product** | Poor | Poor | Strong | Poor |

| | |
|---|---|
| **Strong**: Works for **all** learning targets of this type | **Partial:** Works **in some instances** for learning targets of this type |
| **Good:** Works for **many** learning targets of this type | **Poor**: The method **never** works for learning targets of this type |

*Based on the work reflected in this unpublished document from Pearson Assessment Training Institute*

Cognitive demand or complexity is derived by analyzing the verb(s) in the learning targets:

- **Knowledge:** Define, recognize, describe, explain, recall, identify, relate, label, review, memorize, state, name, summarize, compute
- **Reasoning:** Apply, analyze, connect, examine, appraise, categorize, distinguish, compare, infer, classify, interpret, contrast, predict, recommend, differentiate, support, defend, formulate, judge, evaluate, criticize, synthesize, investigate
- **Skill:** Operate, make, calculate, match, compose, measure, construct, plan, demonstrate, practice, show, use
- **Product:** Produce, create, write, design, develop

(Modified from Design in Five, Nicole Dimich Vagle, Chapter 2, LOC 913).

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**1.e. Common Assessments.** Which, if any, school or cross-district grade level or content area teams develop and use common assessments?
  i. When do these teams meet?
  ii. How do these teams decide the essential learning for which to develop common assessments?
  iii. How are they administered?
  iv. How are the results used?

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All professional learning communities develop common assessments.

- Teams meet during scheduled professional development days. Common planning time is scheduled for grade level teams and content area teams when possible.

- The units are determined by reviewing state standards, state assessment blueprints, and commercial curriculum resources.

- Common assessments are administered in multiple formats including online as well as paper-pencil format and scored by the teacher.

- Results are used to verify current levels of performance and create learning for instructional efficiency.

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**1.f. Assessment Development Process.** What steps are followed in the uniform development of classroom, school-level, or district assessments?

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All teams and individual teachers answer these questions as they develop assessments:

1. What is the purpose of the assessment? The purpose of the assessment development is to ensure equity of opportunity and of learning between buildings that teach common grade level and subject matter. With the common assessments, the intent is to examine results to improve instruction and student learning.

2. What data must the assessment generate? The assessments must generate achievement data around priority learning in different content areas. In 2017, with the introduction of the optional interim WyTOPP assessments, the district began to utilize interim and modular WyTOPP assessments as Common District Assessments in the areas of

Language Arts, Mathematics and Science.

3.  What is the essential learning goal and standard(s)? The district has been through a process with a Marzano consultant (Jan Hoegh) in order to determine priority standards per content area and grade level. Priority standards for ELA, Math and Science are aligned with priorities on the WyTOPP Summative Blueprints.

4.  What are the learning targets? Daily lesson sized learning targets are determined by collaborative teams within content areas and grade levels when possible.

5.  What is the target type (cognitive task)? The type of target determines the type of assessment which best fits the required depth of knowledge.

6.  Do the assessment tasks match the learning targets? A process to continuously improve this alignment is in place, particularly in content areas other than ELA, Math, and Science.

7.  Does the number and weighting of tasks indicate representational alignment? Assessments are designed with the intent to aligning to priority grade/content area priority standards. When weighting is misaligned the assessment is adjusted. Teachers must remain cognizant of the type of instruction and opportunities provided to students as they develop and adjust assessments.

8.  Does the assessment meet the technical quality specifications? Teacher generated assessments follow a district process developed in consultation with Jan Hoegh and Marzano research. As teachers develop classroom assessments they do so using the Marzano training that the district teachers have had.

> **1.g. Assessment Technical Quality.** How are classroom, school-level, and district assessments reviewed for validity, reliability, and fairness?

## VALIDITY

| Type | Definition | Methods |
|---|---|---|
| **Content** | The content of the assessment matches the learning targets. | **TARGET-METHOD MATCH**<br>The learning targets are recognized as Knowledge, Reasoning, Skill, or Product. Learning targets are matched to the best assessment method to ensure that assessment tasks are aligned to the cognitive demand of the learning target. It is not possible to accurately assess all types of learning targets using the same method.<br><br>**HUMAN JUDGEMENT**<br>Individual assessment items are, on occasion, reviewed by peers with expertise in the content area to determine how well the assessment represents the content taught. |

| Criterion | Scores are in agreement with an external criterion. | Proficiency on classroom and school assessments of specific standards are compared to scores on the same standard from state assessments when possible. |
|---|---|---|
| **Construct** | The item produce the intended results. | If all or nearly all of the students get an assessment item wrong, the item is viewed as invalid and removed from the assessment or modified and administered as a replacement for the initial assessment task. |
| **Consequential** | The assessment results in improved learning outcomes. | Use of appropriate target-method match and development of quality classroom assessment tasks that increase student engagement is a district priority. |

# RELIABILITY

| Intended Outcome | Methods |
|---|---|
| **Low Measurement Error** | Teachers are encouraged to:<br>- Provide clear, written directions<br>- Write assessment tasks or items with unambiguous wording<br>- Obtain feedback from peers on assessment clarity |
| **Interrater Reliability** | Assessment results are reviewed and compared in order to calibrate on subjective or rubric based criteria |
| **Internal Reliability** | 2 or 3 assessment items are included that measure the same concept, and comparative results on these questions are used to review internal reliability. |

# FAIRNESS

| Intended Outcome | Methods |
|---|---|
| **Cultural Sensitivity** | Curriculum and assessment tasks are developed in a manner that is relevant to people from all different backgrounds. |
| **Bias-Free** | Bias is considered in the development of assessment tasks in an attempt to not disadvantage students that lack particular background knowledge or experience.   However, there are not enough students that participate in a single assessment to analyze response patterns of various populations. |

| | |
|---|---|
| **Accessible to Special Populations and English Learners** | Teachers work with specialists to ensure that appropriate accommodations are provided so these students can participate in the assessment with their peers or in an alternate assessment. |

**1.h. Classroom Formative Assessment.** What practices related to classroom formative assessment and feedback are encouraged by leadership? What training do instructional staff receive related to these formative instructional practices?

The following formative assessment practices are routinely addressed through instructional feedback.

- Creating and using clear learning targets, success criteria and learning progressions
- Using evidence and feedback to increase learning as evidenced in the district's Instructional framework.

- Teacher teams are working to produce common formative assessments in content areas and grade levels.
- Encouraging students to take ownership of learning through reflection and self-assessment



## SW2 Instructional Framework

| Should See and Hear Almost Daily | Might See and Hear but not Daily | Should Not See or Hear |
|---|---|---|
| • A positive and safe learning environment<br>• Evidence of purposeful planning aligned with state standards<br>• Effective use of Learning Targets<br>• Success Criteria<br>• Engaged Students<br>• Formative Assessment<br>• Differentiated Instruction<br>• Effective classroom management and procedures<br>• Feedback (Corrective, Specific, positive)<br>• High Expectations<br>• Engaged Teachers | • Kagan Structures/cooperative learning<br>• Technology Use<br>• Summative Assessments<br>• Whole Group lecture style instruction<br>• Review/Re-teaching | • Sarcasm<br>• Disrespectful Behavior (towards students or staff)<br>• Disengaged students<br>• Non-purposeful student work<br>• Disengaged Teacher/staff<br>• Lack of preparation |

# 2. Student Performance

**2.a. Success Criteria.** How is proficient and advanced performance determined?

The learning progressions for each unit are modeled after Marzano Proficiency Scales with four levels of performance - Below Basic, Basic, Proficient, and Advanced. Teacher teams work in developing proficiency scales whenever possible to create like pacing and priorities.

| Performance Level | Learning Targets |
|---|---|
| (Level 4) Advanced | - Student demonstrates mastery of content above the cognitive demand of the standard(s) |
| (Level 3) Proficient | - Student demonstrates mastery of content at the cognitive demand of the standard(s) |
| (Level 2) Basic | - Student mastery of the content is at a level below the cognitive demand of the standard(s) |
| (Level 1) Below Basic | - Student has a few facts and is approaching the basic level |

- Cognitive level is determined using Webb's depth of knowledge
- Level 3 or higher is the target on scaled assessments including those scored with a qualitative rubric.
- Behavior (i.e. tardiness, late work, student effort) is not considered in the success criteria

**2.b. Multiple Opportunities.** Are students provided multiple opportunities to demonstrate proficiency?  If so, what does that look like?

The combination of assessments and other classroom evidence is used to determine proficiency in the elementary schools. At the Secondary schools, classroom grades, which are impacted by aligned assessments, determine proficiency.  Students are typically not required to demonstrate proficiency on every learning target to be proficient for the unit unless there is a compelling reason to do so (i.e. a safety unit may require proficiency on every target).

Based on the process from Sweetwater County School District #2, measures of student learning may be retaken, and it is the obligation of the teacher to provide re-teaching and correctives prior to a re-take; furthermore, it is the obligation of the student to complete the reteach in order have an additional opportunity.

**2.c. Interventions.** What processes or supports are in place to support students that have not demonstrated proficiency? Are students required or invited to participate?

Elementary and middle school students that fail to achieve proficiency in literacy and math are assigned to additional learning opportunities that meet as part of the scheduled school day. Proficiency is not based on a single assessment or piece of evidence. Teachers and specialists provide learning supports necessary for all students to achieve proficiency.

High school students failing any course are required to attend interventions until they can reach basic or proficient with a passing grade. Time within a class period or week is devoted to interventions and extensions. Students with scores of incomplete or D's or F's on course work are may retake assessments, to achieve proficiency. Additional learning opportunities must be provided before retakes on assessments are permitted. Students that cannot achieve proficiency are provided learning supports by the teacher.

Non-proficient students are required retake a course until they achieve proficiency. Parents provide consent for student participation in the additional learning opportunities at the beginning of the school year. Parents are notified if students are required to participate in an additional time opportunity. Teachers are available before and after school to supervise students that need additional time beyond required intervention time already built into the school week.

Basic performance is ultimately accepted if the student simply can't achieve proficiency.

**2.d. Extensions.** What processes or supports are in place to extend the learning for students who are already proficient?

Elementary schools provide additional time and support during the school day and while non proficient students are receiving support, proficient students have opportunities beyond grade level.

Middle school. Students that are proficient receive instruction on standards beyond what are the "need to know" standards. In some content areas, "advanced" level courses are offered.

Proficient high school students use intervention and extension time to achieve advanced performance or select an area of personal interest to advance knowledge and skills. Advanced course offerings are also available to students at eh high school.

# 3. Reporting

**3.a. Data Collection and Use.**  How does the district collect and use data related to level of student performance on the Wyoming Content and Performance Standards?

A student performance score is determined for state assessment and entered into the student information system.  As assessments are completed and recorded, school grade level, district grade level and content area teams analyze the assessment data using a district approved protocol. The final step of the process is determining an action plan to 1) assist students not able to reach proficiency, 2) adjust instruction to improve efficiency in the following year.

# 4. High School Graduation

**4.a. Course Requirements.**  What is the district graduation policy? How is proficiency on the Wyoming Content and Performance Standards incorporated into the graduation requirements? Please provide a link to the policy or a copy of the policy.

## Graduation Requirements

Graduation is achieved through the accumulation of course credits.  Credits are acquired through demonstration of levels of proficiency as defined in the success criteria for all courses taken to meet the graduation requirements.

| CONTENT AREA | |
| --- | --- |
| Science | 3.0 |
| Language Arts | 4.0 |
| Mathematics | 3.0 |
| Health | .5 |
| Foreign Language | |
| Fine and Performing Arts | |
| Social Studies | 3.0 |
| Physical Education | 1.0 |
| Career/Vocational Education | |
| Elective Credits | 9.5 |

# 5. Evaluation Process

> **5.a. DAS Evaluation.** How does the district evaluate the effectiveness of the assessment system?

Course scores and grades are examined against externally developed assessment results where possible. These data are compared to the teacher-reported levels of proficient and advanced performance from the district assessment system.

The intended outcome is to close the gap between the graduation rate and levels of proficiency as measured by the district and state assessment system while increasing the graduation rate.

# 6. Update Process

> **6.a. DAS Update.** Describe the process for updating the assessment system within three years after adoption of new standards by the State Board of Education?

The release of new standards in different content areas requires an ongoing process in evaluating assessment and instructional alignment.

The mechanism for updating priorities, assessment, and instruction is the collaborative process. As the district progresses in the implementation of the Professional Learning Community model, the ongoing work surrounding alignment of what we want students to know and be able to do as well as how we will know when they have learned to a proficient level becomes an ongoing process and is not solely a process used when standards change.

In order to do this work educators and leaders must work consistently at shared understanding of state standards and examining assessment information for evidence of learning.

| Wyoming Standards Implementation Timeline | | | | | | |
|---|---|---|---|---|---|---|
| by the Start of the School Year | | | | | | |
| | 2015 - 16 | 2016 - 17 | 2017 - 18 | 2018 - 19 | 2019 - 20 | 2020 - 21 |
| **MATH** | District Aligned | | | | | |
| **Math Extended Standards** | | | District Aligned | | | |
| **ELA - LANGUAGE ARTS** | District Aligned | | | | | |
| **ELA Extended Standards** | | | District Aligned | | | |
| **HEALTH** | District Aligned | | | | | |
| **FOREIGN LANGUAGE** | | District Aligned | | | | |
| **FINE & PERFORMING ARTS** | | District Aligned | | | | |
| **CAREER/VOC. EDUCATION** | | | District Aligned | | | |
| **SOCIAL STUDIES** | | | District Aligned | | | |
| **PHYSICAL EDUCATION** | | | District Aligned | | | |
| **SCIENCE** | | | | | | District Aligned |

Districts need to align and fully implement the new standards into their curriculum, instruction, and assessment systems by the start of the school year listed above for each content area.