

# POWAY UNIFIED SCHOOL DISTRICT

## DISTRICT ASSESSMENT PLAN

2000-2001

### I. INTRODUCTION

The assessment of student progress is essential to our mission of “All Students Learning”. A *Comprehensive Assessment Plan* aligned to our established academic standards and Core Values is imperative to maintain our focus and guide our work. The objective of this plan is to provide a framework and guiding principles that will allow us to develop each level of the organization while building upon our shared belief that the work of our students and their teachers is the heart of our organization.

Assessment is an integral component of the learning process. Students require clearly defined standards against which they can self-assess and feedback from others regarding their performance. Assessment, both formal and informal, is an essential piece of the teaching/learning process. It may involve formalized testing, but more often employs less formal, more frequent forms of feedback related to specific learning objectives and tailored to the needs of the individual student. Teachers need timely, specific information about student progress to guide their instructional decisions. To be actively involved as partners, parents require information so that they may support the efforts of their children. Our community expects to receive valid and reliable information about the quality of the educational programs that we provide and the school system requires information regarding program effectiveness.

This plan expresses our fundamental beliefs about assessment, outlines an organizational structure and provides focus for the continued improvement of every level of the organization.

#### **Elements of the Plan:**

No single assessment can provide all the information needed to make informed decisions about every student’s learning. *Only a collection of measures* that is focused on the District’s academic standards

and used consistently over time can provide meaningful insights about the effectiveness of our programs, policies and practices. A *Comprehensive Assessment Plan* should include systems for the collection and analysis of data regarding:

- Student performance related to specific academic standards.
- Demographics to assist us in understanding the impact of our educational system on all the members it serves.
- Attitudes and perceptions to inform our thinking and understanding about how students, teachers, and parents feel about their educational experiences.
- Programs and processes to determine their effect on student learning.

Together, these measures provide a complete picture of the entire learning organization and can give students, teachers and school the information they need to continuously improve.

**Student performance** information derived through teacher observations, learning projects and day-to-day performance on a variety of tasks, provides a body of evidence that informs and guides the work of teachers, students and parents. The purposeful use of classroom performance indicators along with standardized assessments and criterion-referenced tests provides a complete learning profile for every student. Much of the data collected for individual students can be aggregated into group reports for schools, classes, departments and teams and used for program evaluations.

**Demographics** data provide descriptive information about such things as attendance, ethnicity, language proficiency, gender, grade level and more. Demographics are factors that our educational system does not control, but through which we can observe trends. The collection and analysis of demographic data can assist us in understanding the impact of our educational system on all the members it serves.

**Attitudes and perceptions** data help us understand what students, parents, teachers and the community think about the learning environment. Perceptions can be gathered using questionnaires, interviews and recorded observations. Perceptions or attitudes are important since people act in accordance with what they believe, perceive or think about different topics. Collecting and analyzing

these data can inform our thinking and understanding about how students, teachers, and parents feel about their educational experiences.

**School processes** data define what we do to get the results we are getting. These include specific programs, instructional strategies and classroom practices. For instance, what differences do our remedial programs have on student learning? Which strategies or materials yield the best achievement? To improve the results we are getting, the organization must define its school processes and determine their effect on student learning and attitudes.

## II. GUIDING PRINCIPLES

The guiding principles listed below provide the basis for the Poway Unified School District’s policies and practices regarding assessment and evaluation. These guiding principles provide a focus for decision making around assessment instruments, practices, and the use of results.

### GUIDING PRINCIPLE #1

**The essential purpose of assessment is the improvement of student learning.**

The primary purpose of assessment is to inform and influence the work of teachers, students, parents and the community. The District places a premium on information that informs the day-to-day decisions of students, teachers and parents and lead to improved student learning. “All Students Learning” is achieved when teachers gather and respond appropriately to dependable information about student learning, day-to-day, week-to-week, and year-to-year. The assessments we use are tools to help create a complete picture of performance and achievement for each student.

**Corollaries:** If the essential purpose of assessment is the *improvement of student learning*, then it must be...

- Aligned to standards
- Fair
- Meaningful to students, teachers and parents
- Timely

### GUIDING PRINCIPLE #2

**Assessment must provide a comprehensive picture of student achievement**

A *Comprehensive Assessment Plan* must employ a variety of assessments and assessment strategies to provide evidence of student growth and achievement over time.

**Corollaries:** If assessments are to provide a *comprehensive* picture of student achievement, then they must...

- Provide students multiple opportunities
- Assess standards
- Employ multiple formats
- Employ multiple types

### **GUIDING PRINCIPLE #3**

#### **Assessment must measure student growth over time**

By focusing on student growth and gain over time, we can measure and report the impact of curriculum and instruction on student performance regardless of individual differences in starting points or levels of prior knowledge. A basic component of our evaluation system is the educational “value added” to individuals and student groups over time.

**Corollaries:** If assessments are to measure student *growth over time*, they must be...

- Consistent
- Constant
- Incremental
- Aligned to standards
- Reportable on a common scale

### **GUIDING PRINCIPLE #4**

#### **Assessment must be valid and reliable**

Assessments are useful only when they yield quality information. Teachers require valid and reliable district assessments against which they can compare the results of classroom assessments. Therefore, standards of quality must guide the selection of tests, scoring guides and the development of standardized District assessments. Alignment of district, site, and classroom assessments with local academic standards is necessary to maximize student learning.

**Corollaries:** If assessments are to be valid and reliable, they must...

- Provide replicable results
- Address the academic standards
- Be administered appropriately
- Be validated over many administrations
- Be culturally unbiased

## **GUIDING PRINCIPLE #5**

### **Assessment data must be responsibly and efficiently collected and managed**

We are committed to the ethical management, storage and use of data. Data collected concerning individual students, the community, and our schools and programs must only be used to advance our mission of “All Students Learning”.

**Corollaries:** If assessment data are to be responsibly and efficiently managed, they must...

- Be responded to (not ignored)
- Be shared confidentially.
- Have clearly defined purposes that are communicated in advance.
- Be integrated into classroom instruction

### III. MEASURING ORGANIZATIONAL PERFORMANCE

Excellence is achieved when individuals, teams, departments and organizations carefully design and actively employ feedback systems that measure the effectiveness of the organization. Performance measures represent our organization's efforts to quantify the effects of programs, processes, services and materials (input) on the overall outcomes of the organization. In the Poway Unified School District, outcome is measured via student learning relative to District, state and national standards; organizational goals, and past results

The District is a complex organization that delivers a diverse variety of services to many stakeholders. Each level of the organization assumes unique roles in achieving our overall purpose by contributing specific information and services that address the needs of our stakeholders. The District's effectiveness is determined by how well it aligns these activities with the achievement of its overall purpose. The *Comprehensive Assessment Plan* is designed to provide systematic feedback that is valued by our stakeholders and useful to align the work that occurs at the classroom, school and District levels.

*Note: (Sections A and B provide a rationale and an outline for the future development of site-based assessment plans at every school site.)*

#### **A. The Classroom:**

Student learning occurs primarily in the classrooms our organization. A classroom teacher, working directly with a learner and his/her family, can most effectively and efficiently influence student achievement. Therefore, the focus of our assessment plan is to support the work that occurs at the classroom level.

The assessments teachers elect to use must closely align with the individual needs of each student, his/her unique learning objectives, the instructional strategies employed, and the materials to be used. Therefore, it makes sense that the people who best know the learner and select the instructional strategies and materials to be used for that learner, are best equipped to

## THE ASSESSMENTS WE USE

### I. Classroom Assessments (The following are examples, only. Each teacher would develop a plan.)

| ASSESSMENT NAME               | TYPE  | PURPOSE  | WHO                 | WHEN   | USES  |
|-------------------------------|---|--|---------------------|--|---|
| Running Record                | Individual performance assessment                                     | Diagnostic   | Classroom Teacher   | monthly  | Diagnose student skills. Plan subsequent instruction. Monitor progress.   |
| Everyday Math                 | unit/chapter tests  | Diagnostic   | Classroom teacher   | End of each chapter                                      | Inform the teacher and student regarding the mastery of specific skills. Plan remedial work as needed. These test serve as the basis for report card grade. |
| Formal presentation           | teacher observations  | Diagnose and provide feedback to student regarding speaking/listening              | Classroom teacher   | monthly  |   |
| Progress Report (Report Card) | cumulative compilation of classroom performance                       | provide timely feedback to student/parent regarding progress on academic standards | Classroom teacher   | October, Feb, June (elementary reporting schedule)       |   |
| Student self assessment       | 1. personal goals review<br>2. portfolio self-evaluation "reflection" | 1. To check progress on written goals.<br>2. Student reflection on portfolio       | students            | October, Feb, April, June (secondary reporting schedule) |   |
| Writing Portfolio             | Collection of student writing   | To assess growth against standards. Set goals.                                     | Student and teacher | Reporting period   |   |
| Accelerated Reader            | Reading comprehension   | To provide student and teacher feedback on books read independently                | student             | monthly  |   |
| IRI (Specify by name)         |   |  |                     |  |   |
|                               |   |  |                     |  |   |
|                               |   |  |                     |  |   |
|                               |   |  |                     |  |   |

determine the assessment tools to monitor and manage that learner’s growth. In the classroom, assessment...

- Provides information the teacher needs to direct instructional planning.
- Provides feedback that the learner requires in the learning process.
- Clarifies the skills and knowledge to be measured.
- Provides information that parents and other teachers require to collaborate as partners.

## **B. The School**

For student progress to be monitored effectively over several years, it is important to have systems in place that permit the correlation of data from one year to the next. The coordination of assessments requires professional dialog and collaboration that are most effective at the school site level.

Therefore, the District believes that a *Comprehensive School Assessment Plan* is an essential component of a school’s instructional program. A school assessment plan provides information specific to the programs, goals and needs that are unique to each school. At the school level, assessment helps...

- Monitor student progress over several years using a common reporting index as student progress from grade to grade, teacher to teacher.
- Facilitate the evaluation of discreet instructional programs within each school.
- Measure progress toward the accomplishment of school goals.
- Evaluate key indicators of school-wide effectiveness such as discipline, attendance, parent participation and student satisfaction.

A school-wide assessment plan should provide information in three general areas:

- 1) *Student performance*: Student performance is the “coin of the realm”. The measure of our system’s effectiveness is defined in terms of student performance. Every school should have a systematic program that diagnoses students’ learning needs and strengths and monitors individual student achievement over time. Student progress should be reported to parents, students and to the community from year to year in ways that relate progress to District academic standards.
- 2) *School-wide program effectiveness*: Research on effective schools indicates that effective leadership, academic focus, parent participation and protection of academic learning time are a

**II. School Assessments:** *(This represents a plan for the future development of site-based assessment plan designed by staff, parents and students. Each plan would address student performance indicators, school-wide effectiveness and attitudes and perceptions of students, parents and staff. Show here ways/tools to collect school-wide data that are aggregated by school, grade level, age, ethnicity, program, etc.*

**A. Student Performance Indicators:** *(The following are examples, only; not meant to be exhaustive. Each school would develop school-wide strategies.*

| ASSESSMENT NAME         | TYPE                              | PURPOSE  | WHO                              | WHEN  | USES  |
|-------------------------|-----------------------------------|--|----------------------------------|---|---|
| Running Records         | Individual performance assessment | Diagnostic   | All Classroom Teachers<br>K-3    | Trimesterly or more frequently if indicated | Diagnose student skills. Plan subsequent instruction. Monitor progress.   |
| Everyday Math           | unit/chapter tests                | Achievement<br>&<br>Diagnosis                            | Classroom Teachers<br>Grades 4-5 | End of each chapter                         | Inform the teacher and student regarding the mastery of specific skills. Plan remediation as needed. These test serve as the basis for report card grade. |
| Scholastic Reading Test | Diagnostic                        | Diagnose reading skills                                  | Classroom Teachers<br>Grades 4-5 | Sept. Jan. June                             | Diagnose student achievement/skills in reading. Inform instruction  |
| Write to prompt         | Performance assessment            | Diagnose and plan instruction for individuals and groups | Classroom teacher                | reporting period                            |   |
| Writing Portfolio       | Student work collect over time.   | To assess growth holistically                            | student                          | Reporting period                            |   |
| Progress Reports        |                                   |  |                                  |   |   |
|                         |                                   |  |                                  |   |   |
|                         |                                   |  |                                  |   |   |
|                         |                                   |  |                                  |   |   |
|                         |                                   |  |                                  |   |   |

**B. School-wide Effectiveness:** The following are examples only. Each school would develop its own matrix/plan.

| ASSESSMENT NAME   | TYPE            | PURPOSE   | WHO                       | WHEN                | USES   |
|---|-----------------|---|---------------------------|---------------------|--|
| (Examples Only)<br>Discipline Records   | Audit           | to determine the number and nature of disruptions to the learning environment | Principal/staff           | monthly/annually    | <b><u>systematic auditing of school behavior</u></b>   |
| Graduation/promotion/<br>retention rates<br>Consider programs such as RSP, SOAR/OASIS, Reading Recovery, and etc. | audit           | assess the effectiveness of specific programs                                 | staff                     | annually/semesterly | Students are often placed in remedial programs, summer school, tutorials and accelerated programs. On-going analysis of each program's effect on students.   |
| Instructional strategies  | action research | to identify most effective learning environments                              | staff                     | annually            | Sites can disaggregate student performance data to answer action research questions. I.e. do students in multi-age classes perform as well as traditional? Do classes that use direct instruction materials perform as well as others? |
| Attendance  | audit           | determine attendance patterns   | students                  |                     | Is there a relationship between hours of professional development and student performance?   |
| Student self assessment   | goals review    | to check progress on stated goals   | students reporting period |                     |  |
| PQR/WASC  | Self study      | audit/evaluate  |                           |                     |  |
|   |                 |   |                           |                     |  |
|   |                 |   |                           |                     |  |
|   |                 |   |                           |                     |  |
|   |                 |   |                           |                     |  |

**C. Attitudes and perceptions:** (The following are examples only. Each school would develop its own plan.)

| <b>ASSESSMENT NAME</b> | <b>TYPE</b>                      | <b>PURPOSE</b>                           | <b>WHO</b>                    | <b>WHEN</b>              | <b>USES</b>                         |
|------------------------|----------------------------------|--|-------------------------------|--------------------------|-------------------------------------|
| Annual PTA survey      | random sample                    | get feedback on PTA events               | parents                       | annually                 |                                     |
| Graduate exit survey   | opinionnaire                     | gather opinions of graduates             | graduates at grade 5, 8 or 12 | annually                 |                                     |
| Event feedback forms   | feedback at end of program event | get immediate feedback from participants | parents<br>students<br>staff  | after each event/program | routinely collect on-going feedback |
| Teacher survey         | site-developed                   |  |                               |                          |                                     |
| SIP/SSC survey         |                                  |  |                               |                          |                                     |
|                        |                                  |  |                               |                          |                                     |
|                        |                                  |  |                               |                          |                                     |
|                        |                                  |  |                               |                          |                                     |
|                        |                                  |  |                               |                          |                                     |
|                        |                                  |  |                               |                          |                                     |

few of the factors that impact student learning. It is incumbent upon schools to evaluate the effectiveness of the programs, strategies and materials they employ. Are the programs positively impacting student learning? Are certain teaching techniques or organizational methods more effective than others are? Each school must have in place measures and methods to collect and evaluate components of school-wide program effectiveness.

- 3) *Attitudes and Perceptions*: It is necessary to understand what students, parents and teachers think about the learning environment. Perceptions and attitudes are important because people act in accordance with what they believe, perceive or think. Every school should have strategies in place to collect and evaluate information about how people feel about their educational experiences.

**C. The District:**

The District is a complex composite of schools, programs and departments, each with its own unique activities that contribute to the organization's overall purpose. Student learning, our organization's reason for being, is affected by how effectively and efficiently the organization coordinates and aligns the activities of its schools and departments with its overall purpose. At the District level, assessment systems...

- Maintain system-wide alignment with the adopted academic standards.
- Help monitor the effectiveness of district-wide programs, curricula and materials.
- Provide a common reporting index for reporting student achievement.
- Compare student performance to other districts/states/nations.
- Assure equity for all students

At the District level, the *Comprehensive School Assessment Plan* includes the following measures:

- District Writing Performance Assessments: Writing assessments, in the form of standardized writing tasks, measure student performances in the area of writing and language arts. These standardized assessments are administered annually in grades K-10. Teachers score writing

samples with the help of detailed scoring guides that relate the writing task to District standards. These assessments require more resources to administer and score than objective tests, but the information the Quality Writing Performance Assessments are used...

- To evaluate the writing skill development of students in context.
  - To determine program effectiveness at the classroom, school and District levels.
  - As benchmarks for student proficiency in writing and language arts at grades 4 and 7
- 
- District Math Performance Assessments: Standardized assessments in the area of mathematics are administered in grades K-3 and grade 5 and above, as students complete pre-Algebra and Algebra courses. Each assessment includes separate computation and problem solving components. Teachers score the problem-solving portion of the test using detailed scoring guides that relate to the academic standards for mathematics. The results of the Quality Math Performance Assessments are used to...
    - Provide diagnostic pre-test information on each student at grades K, 1, 2, 3 and 9.
    - Provide annual growth comparisons for students in grades K, 1, 2, 3 and 9.
    - Serve as an achievement benchmark at the conclusion of grades 5 and 8 and to determine student placement in subsequent mathematics classes.
    - Measure overall program effectiveness at the classroom, school and District levels.
- 
- K-3 Literacy Assessment: This battery of standardized diagnostic tests assesses a variety of pre-reading, emergent reading and early reading and writing skills. Administered as pre and posttests in September and May, these assessments...
    - Provide annual growth comparisons on every student.
    - Provide diagnostic information for teachers/parents.
    - Measure overall program effectiveness in reading and language art
    - Serve as a reading benchmark in grade 3.
- 
- Measures of Academic Performance (MAPs): MAPs is a series of objective assessments administered in the Fall and Spring of each year to students in grades 3-9. These criterion-referenced assessments measure each student's mastery of PUSD's Academic Standards in

**III. District Assessments** *(Current Status. Does not include benchmarks at selected grade levels.)*

| ASSESSMENT NAME  | TYPE  | PURPOSE   | WHO   | WHEN   | USES   |
|--|---|---|---|--|--|
| PUSD District Writing Assessments                                | criterion-referenced performance assessment | To assess individual student performance using local academic standards.  | K<br>Gr. 1-3<br>Gr. 4-8<br>Gr. 9<br>Gr. 10-12   | February<br>Sept. & May<br>May<br>Sept. Feb. & May<br>February   | This performance assessment yields information on style, organization, mechanics and thinking processes in the Language Arts. Useful for assessing individual student performance, program effectiveness and to inform instructional decisions at the classroom, school and district levels.   |
| PUSD District Math Assessments<br><br>• Pre-Algebra<br>• Algebra | criterion-reference performance assessment  | to assess individual student performance using local academic standards   | K-3<br>Gr. 5<br><br>Gr. 6-above<br>Gr. 6-above  | Sept. and May<br>March - May<br><br>March - June<br>March - June | This series of performance assessments yields computation and concept understanding information in basic math and problem solving. In grades K-3 it is used annually as a pre and post assessment to diagnose individual needs, plan instruction and measure gains. In grades 5, results are used to determine program effectiveness and inform student placement in middle school. The Algebra and Pre-Algebra assessments are used for student and program evaluation. |
| K-3 Literacy Assessment  | criterion-reference                         | to assess individual student performance using local standards  | K-3   | Sept. and May  | This battery of diagnostic tests assesses the foundational skills for early reading success. Results are used to develop individual learning plans for each student, plan instruction and measure student growth, annually.  |
| STAR Reading   | criterion reference                         | To assess reading comprehension skills  | Grade 9   | On-going,<br>September-May                                       | A diagnostic screening tool gives feedback to students and teachers. Used to measure annual growth.  |
| Algebra-Pre-Algebra Exit Exam                                    | criterion reference Performance Assessment  | to assess individual student performance using local academic standards   | all students enrolled in algebra or pre-algebra | May  | This authentic, rigorous form of assessment addresses computation and application skills directly related to the course of study. Results are used to determine student placement and program effectiveness.   |
| GATE Test<br>• SAT-9<br>• Otis-Lennon<br>• Teacher rec.          | norm reference<br><br>criterion-reference   | To assess higher order thinking abilities and academic achievement  | Optional for all students<br>Gr. 2-7            | February   | This battery of assessments is used to determine student eligibility in the Gifted and Talented Education Program.   |
| Measures of Academic Progress (MAPs)                             | Criterion-reference                         | To assess individual student performance in Reading, Language Arts and Math using local standards. Measures annual growth | Grades 3-9                                      | September<br>And<br>May  | This battery of three subject area tests is used to diagnose each student's areas of strength and weakness in Reading, Language Arts and Math. Results are used to plan instruction for individuals and groups, measure annual gains and communicate student achievement in terms of local standards.  |

the areas of reading, language arts and mathematics and provide individual and group summaries that help teachers and parents with instructional planning.

- GATE: The GATE test is a combination of norm referenced indicators including the SAT-9 and the Otis-Lennon Test of Mental Abilities and performance indicators collected via a teacher observation rating scale. Factors for ethnicity and economic hardship are also considered. The portions of the test are administered in February. Results from the SAT-9 are added upon receipt in June. The results form the basis for placement in GATE classes in grades 3-8. Parental permission is required for this optional assessment.

**D. State and National Assessments** (The information below represents the current status)

- STAR (California's Standardized Testing and Reporting Program)
  - SAT-9: This norm referenced test battery is administered to all students in grades 2-11, annually. It provides the District with comparative data that...
    - Compares the District with a national sampling taking the same test at about the same time of year.
    - Compares individual schools with a national sampling of schools taking the same test at about the same time of year.
    - Compares subgroups such as grade levels, ethnic groups, and socio-economic groups with a national sampling of schools taking the same test at about the same time of year.
    - Identifies general program strengths, weaknesses and trends based upon a national sampling.
  - California Standards (Augmented). This criteria-referenced assessment augments the SAT-9 by measuring key state standards that the SAT-9 does not measure thoroughly enough. It provides the District with comparative data that. . . .
    - Compares the District with a state sampling taking the same test at about the same time of year.
    - Compares individual schools with a state sampling of schools taking the same test at about the same time of year.
    - Compares subgroups such as grade levels, ethnic groups, and socio-economic groups with a state sampling of schools taking the same test at about the same time of year.
    - Identifies general program strengths, weaknesses and trends based upon a national sampling.

- High School Exit Exam – (write a narrative)
- The ACT/SAT: The American College Test (ACT) and the Stanford Aptitude Test (SAT) are optional tests. They assess overall achievement and are considered by many colleges and universities to be good predictors of college performance. Not all Poway Unified School District students elect to take one or both of these exams. Therefore, the results do not describe the achievement for an entire school. They provide comparative data for how the Poway Unified School District’s students bound for four-year colleges and universities compare with their counterparts across the state and nation and provide comparative data on our advanced placement classes.
- Golden State Exams and Advanced Placement Exams (GSE/AP): These state assessments focus primarily on students in the upper performance ranges of the 11<sup>th</sup> and 12<sup>th</sup> grades. Students may earn recognition or college credit by demonstrating competency on one or both of these tests. The GSE/AP provide comparative data on how honor students and students enrolled in advance placement classes perform from year to year. The results do not describe the achievement of a school or a grade level.
- Language Assessment Survey: All students entering the school district with limited English skills are assessed with the Language Assessment Survey (LAS). The assessment includes oral language, reading and writing skills. In grades K-2, only the oral language portion is given.

**IV. State and National Assessments** *(Current Status)*

| <b>ASSESSMENT NAME</b>                     | <b>TYPE</b>                         | <b>PURPOSE</b>   | <b>WHO</b>   | <b>WHEN</b>   | <b>USES</b>  |
|--|-------------------------------------|--|--|---|--|
| SAT-9                                      | norm-reference                      | state/national comparisons   | all students grades 2-11   | annually, at or about the 85 <sup>th</sup> % of instructional days                                      | State mandated. This test provides broad comparisons useful for highlighting trends, general program strengths/weaknesses, against a national sample. Used by the state to compare schools/districts.  |
| ACT/SAT                                    | norm-reference                      | predict college performance  | high school students wanting to enter 4-year colleges/universities | on-going throughout the year  | Compares PUSD's college-bound students with counterparts in state/nation. Provides general information regarding college prep course rigor.  |
| Golden State and Advance Placement Exams   | criterion-reference                 | academic recognition<br>College credit   | students enrolled in Honors and AP classes                         | January, May  | Benchmark the rigor of AP and Honors classes against a statewide sample. Provides students with recognition and college credit.  |
| High School Exit Exam                      | criterion reference                 | demonstrate minimum graduate proficiency skills  | Grade 10 and if necessary, Gr. 11,12                               | April   | To be implemented in 2002 beginning with 10 <sup>th</sup> grade. Students may retake in 11 <sup>th</sup> and 12 <sup>th</sup> grades. Content of the test tied to State Academic Standards   |
| Test of English Language Development (ELD) | standardized performance assessment | To assess language proficiency and communication skills in English, including reading and writing skills | K-12   | Administered 30 days from initial enrollment and annually to redesignate students as English Proficient | Used to determine student eligibility for English Language Learner services and to redesignate/reclassify students as fluent speakers of English. When available, an assessment in the student's primary language is administered as part of initial identification procedures. Will allow District comparisons to performance state-wide. |
| State Writing Test                         | Criterion-referenced Performance    | To compare student/school/District performance against a state-wide sample                               | All Grade 4 and 7  | Annually, March   | Provides comparison data on students, groups or sub-groups or the District. Allows for District evaluation and alignment of standards compared to state.   |

## MULTIPLE MEASURES REFERENCE

|                  | On-Demand Performance |                  |                             | On-Going Performance |                     |                     | Criterion Reference Test |         |                         |
|------------------|-----------------------|------------------|-----------------------------|----------------------|---------------------|---------------------|--------------------------|---------|-------------------------|
|                  | Reading               | Writing          | Math                        | Reading              | Writing             | Math                | Reading                  | Writing | Math                    |
| K                | IRI/RR<br>(CSR)       | QW-<br>(CSR)     | QM<br>(CSR)                 | EOY Progress Report  | NA                  | NA                  | CAP<br>Letter Recog.     | CSR     | NA                      |
| 1 <sup>st</sup>  | IRI/RR<br>(CSR)       | QW<br>(CSR)      | QM<br>(CSR problem solving) | EOY Progress Report  | EOY Progress Report | EOY Progress Report |                          |         | QM<br>(CSR Computation) |
| 2 <sup>nd</sup>  | IRI/RR<br>(CSR)       | QW<br>(CSR)      | QM<br>(CSR) prob. Solving   | EOY Progress Report  | EOY Progress Report | EOY Progress Report |                          |         | QM<br>(CSR Computation) |
| 3 <sup>rd</sup>  | IRI<br>(CSR)          | QW<br>(CSR)      | QM                          | EOY Progress Report  | EOY Progress Report | EOY Progress Report |                          |         |                         |
| 4 <sup>th</sup>  | IRI                   | QW               | QM                          | EOY Progress Report  | EOY Progress Report | EOY Progress Report | MAPs                     | MAPs    | MAPs                    |
| 5 <sup>th</sup>  | IRI                   | QW               | QM                          | EOY Progress Report  | EOY Progress Report | EOY Progress Report | MAPs                     | MAPs    | MAPs                    |
| 6 <sup>th</sup>  | IRI ??                | QW               | QM                          | EOY Progress Report  | EOY Progress Report | EOY Progress Report | MAPs                     | MAPs    | MAPs                    |
| 7 <sup>th</sup>  |                       | QW               | QM                          | EOY Progress Report  | EOY Progress Report | EOY Progress Report | MAPs                     | MAPs    | MAPs                    |
| 8 <sup>th</sup>  |                       | QW               | QM                          | EOY Progress Report  | EOY Progress Report | EOY Progress Report | MAPs                     | MAPs    | MAPs                    |
| 9 <sup>th</sup>  | STAR Reading          | QW               | QM                          | EOY Progress Report  | EOY Progress Report | EOY Progress Report | MAPs                     | MAPs    | MAPs                    |
| 10 <sup>th</sup> | HSEE                  | HSEE             | HSEE                        | EOY Progress Report  | EOY Progress Report | EOY Progress Report |                          |         |                         |
| 11 <sup>th</sup> | Course Exit Exam      | Course Exit Exam | Course Exit Exam            |                      |                     |                     |                          |         |                         |
| 12 <sup>th</sup> | Senior Exhibition     |                  |                             |                      |                     |                     |                          |         |                         |
|                  | Course Exit Exam      | Course Exit Exam | Course Exit Exam            |                      |                     |                     |                          |         |                         |

Shaded area shows benchmark year results reported to District

