

Bristol Warren Regional School District

Comprehensive Assessment System



INTRODUCTION

A comprehensive system of assessment includes various data sources to measure student achievement. It provides schools and teachers with multiple perspectives on student learning as opposed to an over-reliance on standardized tests. Varied types of assessments are included in a comprehensive assessment system because they provide different types of information for different purposes. The information in this document is intended to describe assessment practices used within the Bristol Warren Regional School District (BWRSD) as referenced in the district Comprehensive Assessment Policy, found at the end of this document (pending approval).

The district policy and this guidance document are informed by the following:

- *Rhode Island Department of Education (RIDE) Comprehensive Assessment System: Rhode Island Criteria & Guidance*
- *Rhode Island Board of Regents For Elementary and Secondary Education Basic Education Program Regulations,*
- *Rhode Island Board of Regents For Elementary and Secondary Education Secondary Regulations Guidance* document,
- *RIDE Personal Literacy Plan Guidelines.*

GOALS

The goals of this comprehensive assessment system are:

- To increase student learning by producing valid and actionable data that schools can use to monitor student progress and adjust instruction to best meet student learning needs.
- To evaluate the effectiveness of curriculum and instruction.
- To ensure that all students are making progress towards learning goals.

We use the general term assessment to refer to all those activities undertaken by teachers -- and by their students in assessing themselves -- that provide information to be used as feedback to modify teaching and learning activities. Such assessment becomes formative assessment when the evidence is actually used to adapt the teaching to meet student needs.

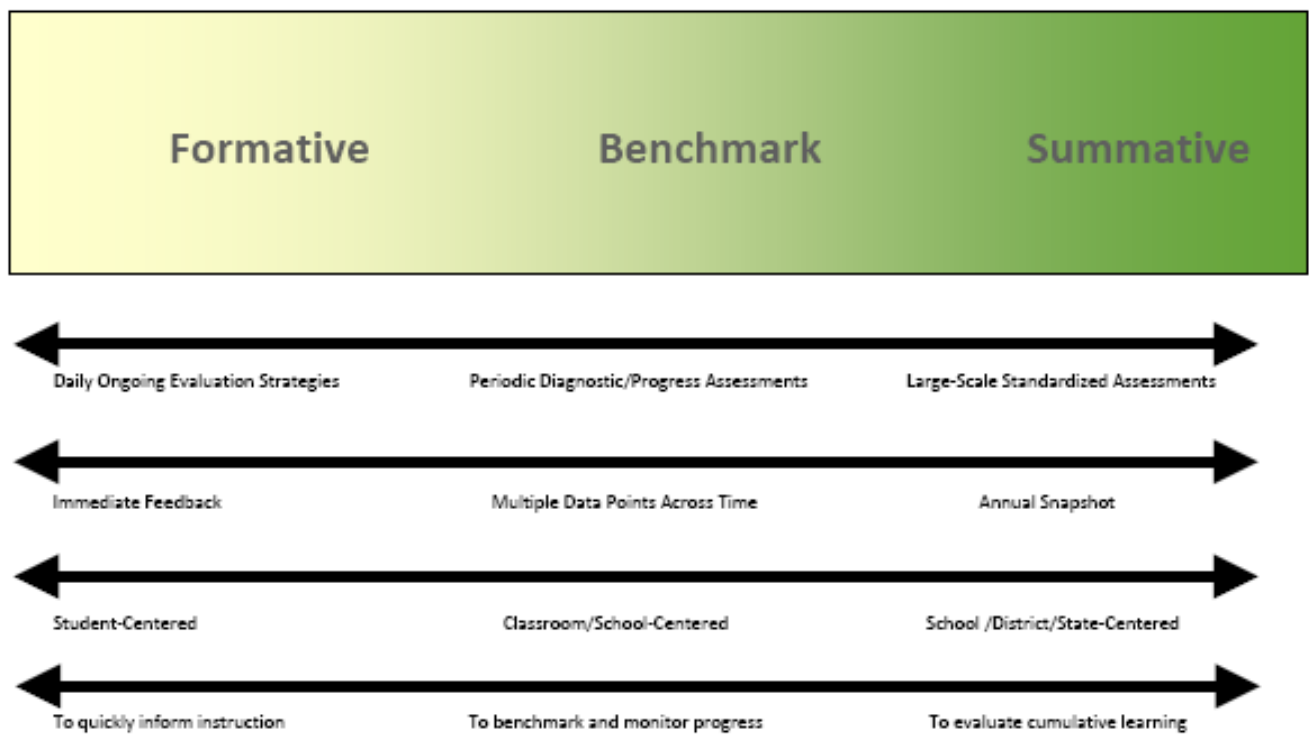
Black, P. & William, D. 1998. Inside the Black Box: Raising standards through classroom assessment, King's College, London

When properly designed and implemented a comprehensive assessment system provides multiple perspectives and sources of data to help educators understand the full range of student achievement. This information can be used to evaluate educational programs and practices and make informed decisions related to curriculum and instruction, professional development, and the allocation

of resources to better meet students' needs. The data inform educators and families regarding student performance on state, district, school, and classroom assessments and their relationship to ongoing instructional practice.

The following sections detail current assessments used within the BWRSD by grade level and content area. We have also described their purpose and use. Updates to this document will be made periodically based on changes to assessments and/or use. The most current version of this document will be maintained on the district webpage.

Assessment Types and Purposes



The following assessment classifications are typically used to inform instruction. Some assessments overlap into more than one category based on their intended use.

Assessment Types and Purposes
<p>Formative</p> <ul style="list-style-type: none"> • Primary purpose is to inform instruction • Generally not used to screen/identify students • Generally not used to measure long term outcomes; rather, it is used to measure whether students learned what was just taught before moving on to instructional “next steps”
<p>Interim</p> <ul style="list-style-type: none"> • May be used to inform instruction • May be used to screen/identify students • May be used to measure outcomes in a longer instructional sequence (e.g., end of a unit of study or quarter, semester).
<p>Summative</p> <ul style="list-style-type: none"> • Generally not used as the primary source of data to inform instruction. May be useful in examining program effectiveness • Generally not used as the primary source of data to screen/identify students. May be one of multiple sources used • Primary purpose is to measure outcomes (at classroom, school, LEA, or state level). Can be used for accountability, school improvement planning, evaluation, and research
<p>Benchmark</p> <ul style="list-style-type: none"> • A type of interim assessment • Used to chart growth in mathematics. • Administered to all students. • Determine if students are making adequate progress in overall performance towards standard(s). • Typically administered at predetermined time (examples: end of a unit/theme, quarterly, etc.).
<p>Screening</p> <ul style="list-style-type: none"> • A type of interim assessment • Used as a first alert or indication of being at risk for deficits in mathematics skills or concepts. • Administered to ALL students before instruction. • Quick and easy to administer to a large number of students. • Correlated with content and/or instructional objectives germane to grade level performance. • Rarely provide specific information needed to determine the most appropriate intervention or target for instruction
<p>Diagnostic</p> <ul style="list-style-type: none"> • A type of interim assessment • Used to gain an in-depth view of a student’s mathematics profile. • Administered to students who have been identified as at-risk of not achieving grade level mathematical proficiency during the screening process. • Often are individually administered so observations of behaviors may also be included. • Diagnostic assessments are used to determine gaps in student learning. • They provide evidence to make inferences with respect to instructional interventions.
<p>Progress Monitoring</p> <ul style="list-style-type: none"> • A type of formative or interim assessment • Used to chart growth towards benchmark/ goal/standard. • Used for students who have intervention services in mathematics.

The BWRSD Comprehensive Assessment System is comprised of a variety of classroom assessments including standardized and classroom-based teacher developed assessments. Standardized measures are used to validate the reliability of classroom based assessments and to monitor student achievement in comparison to local, state, and national norms. The effectiveness of our assessment program is reviewed at the end of each school year, with feedback from teachers and administrators to determine adjustments needed.

The following assessment calendars are projected for the 2015-16 school year.

Elementary Mathematics Assessment Calendar

Assessment	Timeline/Students	Purpose/Type	Data Use
iReady Benchmark (Standardized)	BOY- All students MOY- All students EOY-All students Grades 1-5	Identify and monitor proficiency and inform intervention and enrichment. <ul style="list-style-type: none"> Screening, Diagnostic, Formative, Summative 	<u>School Level:</u> <ul style="list-style-type: none"> To use in combination with state and other local assessments to monitor student progress. To inform intervention and enrichment programs
CBMA	BOY, MOY, EOY K- All students Grades 1-5 Tier 2 & 3	Identify and monitor proficiency and inform intervention and enrichment. <ul style="list-style-type: none"> Screening, Diagnostic, Progress monitoring, Formative, Summative 	<u>Classroom Teacher:</u> <ul style="list-style-type: none"> To plan for and monitor classroom intervention and enrichment <u>Student Support Specialists:</u> <ul style="list-style-type: none"> To monitor progress and inform instruction of students receiving Tier 2 & 3 interventions
Math Curriculum Unit Assessments	End of each instructional unit, approx. every 4-6 weeks. All Students Grades K-5	To measure progress towards end of year standards and inform curriculum changes <ul style="list-style-type: none"> Summative 	<u>District Level:</u> <ul style="list-style-type: none"> To use in combination with state and other local assessments to monitor student achievement To evaluate the effectiveness of intervention programs
PARCC Math (Standardized)	May- Grades 3-5 All students*	To measure progress towards end of year standards and inform curriculum changes <ul style="list-style-type: none"> Summative 	

Proposed changes for 2015-16: elimination of STAR Math grades 1-5 and changing CBMA from all students, grades 1-5 to only students receiving Tier 2 & 3 services.

*Does not include students who are participating in the alternate assessment

Elementary English Language Arts Assessment Calendar

Assessment	Timeline/Students	Purpose/Type	Data Use
mCLASS Benchmark	BOY- All K-2 students MOY- All K-2 students EOY- All K-2 students	Identify and monitor proficiency and inform intervention and enrichment. <ul style="list-style-type: none"> Screening, Diagnostic, Formative, Summative 	<u>School Level:</u> <ul style="list-style-type: none"> To use in combination with state and other local assessments to monitor student progress. To inform intervention and enrichment programs
STAR Reading Benchmark	BOY, MOY, EOY All students Grades 3-5	Identify and monitor proficiency and inform intervention and enrichment. <ul style="list-style-type: none"> Screening, Diagnostic, Progress monitoring, Formative, Summative 	<u>Classroom Teacher:</u> <ul style="list-style-type: none"> To plan for and monitor classroom intervention and enrichment <u>Student Support Specialists:</u> <ul style="list-style-type: none"> To monitor progress and inform instruction of students receiving Tier 2 & 3 interventions
ELA Curriculum Unit Assessments (Incorporates Exemplar Text and Writing Benchmark assessments)	End of each instructional unit, approx. every 4-6 weeks. All Students	To measure progress towards end of year standards and inform curriculum changes <ul style="list-style-type: none"> Summative 	<u>District Level:</u> <ul style="list-style-type: none"> To use in combination with state and other local assessments to monitor student achievement To evaluate the effectiveness of intervention programs
PARCC ELA	May- Grades 3-5 All students*	To measure progress towards end of year standards and inform curriculum changes <ul style="list-style-type: none"> Summative 	

Proposed changes for 2015-16 incorporate Exemplar Text and Writing Benchmark assessments into unit assessments.

**Does not include students who are participating in the alternate assessment*

Elementary Science Assessment Calendar

Assessment	Timeline/Students	Purpose/Type	Data Use
NECAP Science Assessment	May, Grade 4 All Students*	To measure progress towards end of year standards and inform curriculum changes.	Data reviewed during B/M/EOY data meetings <u>School Level:</u>
Science Curriculum Unit Assessments	End of each instructional unit, approx. every 4-6 weeks. All Students	Developed by teachers to measure progress towards end of year standards and inform curriculum changes <ul style="list-style-type: none"> Summative 	<ul style="list-style-type: none"> To use in combination with state and other local assessments to monitor student progress. To inform intervention and enrichment programs <u>Classroom Teacher:</u> <ul style="list-style-type: none"> To plan for and monitor classroom intervention and enrichment <u>Student Support Specialists:</u> <ul style="list-style-type: none"> To monitor progress and inform instruction of students receiving Tier 2 & 3 interventions <u>District Level:</u> <ul style="list-style-type: none"> To use in combination with state and other local assessments to monitor student achievement To evaluate the effectiveness of intervention programs

**Does not include students who are participating in the alternate assessment*

Elementary Alternate Assessment Calendar

Assessment	Timeline/Students	Purpose/Type	Data Use
NCSC National Center and State Collaborative ELA and Mathematics	March 20 – May 15 Grade 3-5 Students with significant cognitive disabilities not participating in PARCC	To measure progress towards standards and inform curriculum changes.	Data reviewed during B/M/EOY data meetings <u>School Level:</u> <ul style="list-style-type: none"> To use in combination with state and other local assessments to monitor student progress. To inform intervention and enrichment programs <u>Classroom Teacher:</u> <ul style="list-style-type: none"> To plan for and monitor classroom intervention and enrichment <u>Student Support Specialists:</u> <ul style="list-style-type: none"> To monitor progress and inform instruction of students receiving Tier 2 & 3 interventions <u>District Level:</u> <ul style="list-style-type: none"> To use in combination with state and other local assessments to monitor student achievement To evaluate the effectiveness of intervention programs
RIAA RI Alternate Assessment Science	Datafolio developed throughout the year Grade 4 Students with significant cognitive disabilities not participating in NECAP	To measure progress towards standards and inform curriculum changes	<ul style="list-style-type: none"> To monitor progress and inform instruction of students receiving Tier 2 & 3 interventions <u>District Level:</u> <ul style="list-style-type: none"> To use in combination with state and other local assessments to monitor student achievement To evaluate the effectiveness of intervention programs

Middle School Mathematics Assessment Calendar

Assessment	Timeline/Students	Purpose/Type	Data Use
STAR Benchmark	BOY- All students MOY- All students EOY- All students	Identify and monitor proficiency and inform intervention and enrichment. <ul style="list-style-type: none"> Screening, Diagnostic, Formative, Summative 	Data reviewed during B/M/EOY data meetings <u>School Level:</u> <ul style="list-style-type: none"> To use in combination with state and other local assessments to monitor student progress. To inform intervention and enrichment programs <u>Classroom Teacher:</u> <ul style="list-style-type: none"> To plan for and monitor classroom intervention and enrichment <u>Student Support Specialists:</u> <ul style="list-style-type: none"> To monitor progress and inform instruction of students receiving Tier 2 & 3 interventions <u>District Level:</u> <ul style="list-style-type: none"> To use in combination with state and other local assessments to monitor student achievement To evaluate the effectiveness of intervention programs
Math Curriculum Unit Assessments	End of each instructional unit, approx. every 4-6 weeks. All Students	To measure progress towards end of year standards and inform curriculum changes <ul style="list-style-type: none"> Summative 	
PARCC Math	May- Grades 6-8 All students*	To measure progress towards end of year standards and inform curriculum changes <ul style="list-style-type: none"> Summative 	

*Does not include students who are participating in the alternate assessment

Middle School English Language Arts Assessment Calendar

Assessment	Timeline/Students	Purpose/Type	Data Use
STAR Benchmark	BOY- All students MOY- All students EOY- All students	Identify and monitor proficiency and inform intervention and enrichment. <ul style="list-style-type: none"> Screening, Diagnostic, Formative, Summative 	Data reviewed during B/M/EOY data meetings <u>School Level:</u> <ul style="list-style-type: none"> To use in combination with state and other local assessments to monitor student progress. To inform intervention and enrichment programs <u>Classroom Teacher:</u> <ul style="list-style-type: none"> To plan for and monitor classroom intervention and enrichment <u>Student Support Specialists:</u> <ul style="list-style-type: none"> To monitor progress and inform instruction of students receiving Tier 2 & 3 interventions <u>District Level:</u> <ul style="list-style-type: none"> To use in combination with state and other local assessments to monitor student achievement To evaluate the effectiveness of intervention programs
ELA Curriculum Unit Assessments	End of each instructional unit, approx. every 4-6 weeks. All Students	To measure progress towards end of year standards and inform curriculum changes. <ul style="list-style-type: none"> Summative 	
PARCC ELA	May- Grades 6-8 All students*	To measure progress towards end of year standards and inform curriculum changes.	

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Middle School Science Assessment Calendar

Assessment	Timeline/Students	Purpose/Type	Data Use
NECAP Science	May Grade 8 All students*	To measure progress towards end of year standards and inform curriculum changes.	Data reviewed during B/M/EOY data meetings <u>School Level:</u> <ul style="list-style-type: none"> To use in combination with state and other local assessments to monitor student progress. To inform intervention and enrichment programs
Science Curriculum Unit Assessments	End of each instructional unit, approx. every 4-6 weeks. All Students	Developed by teachers to measure progress towards end of year standards and inform curriculum changes <ul style="list-style-type: none"> Summative 	<u>Classroom Teacher:</u> <ul style="list-style-type: none"> To plan for and monitor classroom intervention and enrichment <u>Student Support Specialists:</u> <ul style="list-style-type: none"> To monitor progress and inform instruction of students receiving Tier 2 & 3 interventions <u>District Level:</u> <ul style="list-style-type: none"> To use in combination with state and other local assessments to monitor student achievement To evaluate the effectiveness of intervention programs

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Middle School Alternate Assessment Calendar

Assessment	Timeline/Students	Purpose/Type	Data Use
NCSC National Center and State Collaborative ELA and Mathematics	March 20 – May 15 Grade 6-8 Students with significant cognitive disabilities not participating in PARCC	To measure progress towards standards and inform curriculum changes.	Data reviewed during B/M/EOY data meetings <u>School Level:</u> <ul style="list-style-type: none"> To use in combination with state and other local assessments to monitor student progress. To inform intervention and enrichment programs <u>Classroom Teacher:</u> <ul style="list-style-type: none"> To plan for and monitor classroom intervention and enrichment
RIAA RI Alternate Assessment Science	Datafolio developed throughout the year Grade 8 Students with significant cognitive disabilities not participating in NECAP	To measure progress towards standards and inform curriculum changes	<u>Student Support Specialists:</u> <ul style="list-style-type: none"> To monitor progress and inform instruction of students receiving Tier 2 & 3 interventions <u>District Level:</u> <ul style="list-style-type: none"> To use in combination with state and other local assessments to monitor student achievement To evaluate the effectiveness of intervention programs

High School Mathematics Assessment Calendar

Assessment	Timeline/Students	Purpose/Type	Data Use
STAR Benchmark	BOY- All students MOY- All students EOY- All students	Identify and monitor proficiency and inform intervention and enrichment. <ul style="list-style-type: none"> Screening, Diagnostic, Formative, Summative 	Data reviewed during B/M/EOY data meetings <u>School Level:</u> <ul style="list-style-type: none"> To use in combination with state and other local assessments to monitor student progress. To inform intervention/enrichment programs <u>Classroom Teacher:</u> <ul style="list-style-type: none"> To plan for and monitor classroom intervention and enrichment <u>Student Support Specialists:</u> <ul style="list-style-type: none"> To monitor progress and inform instruction of students receiving Tier 2 & 3 interventions <u>District Level:</u> <ul style="list-style-type: none"> To use in combination with state and other local assessments to monitor achievement To evaluate the effectiveness of intervention programs
Math Curriculum Unit Assessments	End of each instructional unit, approx. every 4-6 weeks. All Students	Developed by teachers to measure progress towards end of year standards and inform curriculum changes <ul style="list-style-type: none"> Summative 	
PARCC Math	May Algebra 1 All students* Geometry All students*	To measure progress towards end of year standards and inform curriculum changes <ul style="list-style-type: none"> Summative 	

High School English Language Arts Assessment Calendar

Assessment	Timeline/Students	Purpose/Type	Data Use
STAR Benchmark	BOY- All students MOY- All students EOY- All students	Identify and monitor proficiency and inform intervention and enrichment. <ul style="list-style-type: none"> Screening, Diagnostic, Formative, Summative 	Data reviewed during B/M/EOY data meetings <u>School Level:</u> <ul style="list-style-type: none"> To use in combination with state and other local assessments to monitor student progress. To inform intervention/enrichment programs <u>Classroom Teacher:</u> <ul style="list-style-type: none"> To plan for and monitor classroom intervention and enrichment <u>Student Support Specialists:</u> <ul style="list-style-type: none"> To monitor progress and inform instruction of students receiving Tier 2 & 3 interventions <u>District Level:</u> <ul style="list-style-type: none"> To use in combination with state and other local assessments to monitor achievement To evaluate the effectiveness of intervention programs
ELA Curriculum Unit Assessments	End of each instructional unit, approx. every 4-6 weeks. All Students	Developed by teachers to measure progress towards end of year standards and inform curriculum changes. <ul style="list-style-type: none"> Summative 	
PARCC ELA	May- Grades 9 & 10 All students*	To measure progress towards end of year standards and inform curriculum changes.	

*Does not include students who are participating in the alternate assessment

High School PSAT

Assessment	Timeline/Students	Purpose/Type	Data Use
PSAT Reading, Writing, Mathematics	October Grade 10 All students*	To give students personalized feedback, along with custom SAT study plans. PSAT scores are also used as an initial screen of entrants for many scholarship programs.	<u>School Level:</u> <ul style="list-style-type: none"> To evaluate effectiveness of curriculum in preparing students college entrance exams <u>Student Level:</u> <ul style="list-style-type: none"> To assess readiness for AP coursework and SAT exam in grade 11

*Does not include students who are participating in the alternate assessment

High School Science Assessment Calendar

Assessment	Timeline/Students	Purpose/Type	Data Use
NECAP Science	May Grade 11 All students*	To measure progress towards end of year standards and inform curriculum changes.	Data reviewed during B/M/EOY data meetings <u>School Level:</u> <ul style="list-style-type: none"> To use in combination with state and other local assessments to monitor student progress. To inform intervention and enrichment programs
Science Curriculum Unit Assessments	End of each instructional unit, approx. every 4-6 weeks. All Students	Developed by teachers to measure progress towards end of year standards and inform curriculum changes <ul style="list-style-type: none"> Summative 	<u>Classroom Teacher:</u> <ul style="list-style-type: none"> To plan for and monitor classroom intervention and enrichment <u>Student Support Specialists:</u> <ul style="list-style-type: none"> To monitor progress and inform instruction of students receiving Tier 2 & 3 interventions <u>District Level:</u> <ul style="list-style-type: none"> To use in combination with state and other local assessments to monitor student achievement To evaluate the effectiveness of intervention programs

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High School Alternate Assessment Calendar

Assessment	Timeline/Students	Purpose/Type	Data Use
NCSC National Center and State Collaborative ELA and Mathematics	March 20 – May 15 Grade 11 Students with significant cognitive disabilities not participating in PARCC	To measure progress towards standards and inform curriculum changes.	Data reviewed during B/M/EOY data meetings <u>School Level:</u> <ul style="list-style-type: none"> To use in combination with state and other local assessments to monitor student progress. To inform intervention and enrichment programs <u>Classroom Teacher:</u> <ul style="list-style-type: none"> To plan for and monitor classroom intervention and enrichment
RIAA RI Alternate Assessment Science	Datafolio developed throughout the year Grade 11 Students with significant cognitive disabilities not participating in NECAP		<u>Student Support Specialists:</u> <ul style="list-style-type: none"> To monitor progress and inform instruction of students receiving Tier 2 & 3 interventions <u>District Level:</u> <ul style="list-style-type: none"> To use in combination with state and other local assessments to monitor student achievement To evaluate the effectiveness of intervention programs