

## 2017-2018 JCPS District Assessment System Overview

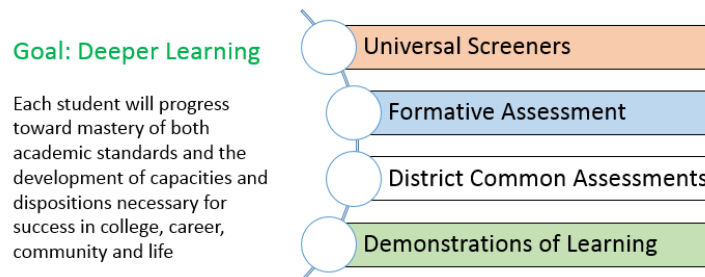
### Background

Over the past two years, an assessment working group comprised of teachers, principals, and central office administrators have been collaborating together to develop an assessment vision, design principles, and a balanced assessment system that supports the strategies and goal of deeper learning outlined in Vision 2020.

### Assessment Vision

Learners engaged in their own learning, growth and development through integrated assessments that inform meaningful teaching and learning processes

### Framework



### **Diagnostic Assessments (District Contact: Suzanne Wright)**

- To assess Reading and Math skill development and progression; MAP provides teachers with immediate results that show what students know and what they are ready to learn. The results can be used to help personalize lessons at the appropriate level for the students.
- Required for grades K-8 three times a year
- Optional at 9<sup>th</sup> grade - for high schools who choose to use MAP at 9th grade, the district Math and Reading common assessments are optional.
- BRIGANCE is administered in Kindergarten as part of state assessment system

### **Formative Assessment (District Contact: Area Asst. Sup)**

- To assess student learning by providing ongoing feedback that can be used by teachers to improve their teaching and by students to improve their learning.
- PLCs should regularly administer Common Assessments, analyze results and work together to determine next steps to maximize student learning
- Seamless with the teaching and learning process
- Developed at teacher, PLC, or school level (not submitted to district)

### **District Common Assessments (District Contact: Dena Dossett/Suzanne Wright)**

- To provide assessment models that reflect next-generation or deeper learning approaches.
- Optional in grades 3-8; school and teacher decision
- 1st window opens Nov 1st, 2nd window – March 1st, and 3rd window- April 30th; end dates are flexible - to be determined at the school level with discussion between principal and teachers
- Developed at district level with teacher input and feedback
- Continue alternative assessment pilot program at high school level

### **Demonstrations of Learning (District Contact: Tara Isaacs)**

- To assess student's capacities and dispositions and achievement of expected learning standards through a wide variety of projects, presentations, products or experiences
- Developed at student, teacher, school level
- Examples include exhibitions, portfolios, project based learning work, etc.
- Opportunities to share throughout the year

## JCPS District Assessment System Expectations – Standards-Based Approach to Teaching and Learning

Tight	Loose
<b>UNIVERSAL SCREENERS</b>	
<ul style="list-style-type: none"> <li>BRIGANCE will be administered once at the kindergarten level</li> <li>All schools will use MAP as a universal screener in grades K-8 three times a year in Reading and Math</li> <li>The MAP K-2 version will be used for testing 2<sup>nd</sup> graders</li> <li>Have a plan for how data will inform tiered instruction</li> <li>Use MAP to monitor student middle and high school readiness</li> </ul>	<ul style="list-style-type: none"> <li>Universal screener will be optional in grade 9</li> <li>For high schools who choose to use MAP at 9th grade, the district Math and Reading common assessments are optional.</li> <li>The MAP Language Usage test is optional.</li> </ul>
<b>FORMATIVE ASSESSMENT</b>	
<ul style="list-style-type: none"> <li>PLCs administer common formative assessments (CFA) regularly to measure standards attainment and effectiveness of instruction</li> <li>Ensure PLCs use CFA data to inform tiered instruction at the student level</li> <li>Individual teachers encouraged to continue to use formative assessment practices as needed</li> </ul>	<ul style="list-style-type: none"> <li>The format and content of formative assessments used by PLCs on a regular basis to measure standards attainment will vary across PLCs</li> </ul>
<b>DISTRICT COMMON ASSESSMENTS</b>	
<ul style="list-style-type: none"> <li>Three district common assessments will be administered in non-tested areas directly measuring standards attainment at the high school level</li> <li>Students completing courses at the middle school level for high school credit must complete the district proficiency assessments for the course, as available (i.e. Algebra I) reference: SPPG (page 11)</li> </ul>	<ul style="list-style-type: none"> <li>All standards are taught with flexibility in sequence and time</li> <li>Ending time with district common assessment windows is flexible and determined at school level with discussion between principal and teachers</li> <li>Teachers and schools can submit an alternative assessment plan at the high school level</li> <li>The district common assessments are optional at the elementary and middle level</li> <li>For high schools who choose to use MAP at 9th grade, the district Math and Reading common assessments are optional</li> <li>Two district common assessments will be available in every tested area directly measuring standards attainment</li> </ul>
<b>USE OF ASSESSMENT DATA</b>	
<ul style="list-style-type: none"> <li>All schools will have a school based plan to use data from universal screeners and/or district common assessments to provide interventions and enrichments</li> <li>There is an active intervention/enrichment plan based on standards at every school</li> </ul>	<ul style="list-style-type: none"> <li>How data from assessments is used for interventions and enrichments</li> </ul>
<b>DEMONSTRATIONS OF LEARNING</b>	
<ul style="list-style-type: none"> <li>All schools will increase access to deeper learning opportunities for all students</li> </ul>	<ul style="list-style-type: none"> <li>Products and experiences of deeper learning will be flexible and vary across schools and teachers</li> </ul>

*For more information, contact Dena Dossett or Area Asst. Superintendents*