

# LOCAL ASSESSMENT STRATEGY FOR GRADES 9-12

## DPS Local Assessment Strategy Overview for Grades 9-12

*Formative assessments* provide valuable information for students, parents, and educators on whether or not students are progressing towards mastery of grade level content standards. They are intended to monitor student learning, provide teachers with insights to diagnose student learning in order to take instructional action in their classroom, and reinforce a culture of continuous learning. DPS uses the following assessments in grades 9-12 to gain formative data:

- Common formative assessments are collaboratively designed or endorsed by grade or course level teams of teachers and administered to all students in a grade or course at about the same time during the instructional cycle. Samples include, but are not limited to, an exit ticket, a quiz, a performance task, or an interim.

*Summative assessments* measure student mastery of standards at the end of a unit of instruction. For example, end-of-unit or course tests usually serve a summative purpose or are used for grades. Another example of summative assessments, beyond local summative assessments, are the state's CMAS tests. DPS uses the following local assessments in grades 9-12 for a summative purpose:

- High school course tests are designed to assess how well students are progressing toward proficiency on the *Big Ideas* taught in the course throughout the school year, and serve as midterms and finals. The test results will also provide detailed information to assist school staff in meeting the instructional needs of their students. All of the tests are created and reviewed by DPS teachers, facilitators, and central office staff.
- High school unit assessments were developed and written by teachers for the units in the DPS Scope and Sequence. They are meant to be used as a summative assessment for each unit. The unit assessments have a dual purpose of measuring students' achievement of standards and informing instruction by sampling important learning goals throughout a unit AND assisting in the understanding of the necessary level of rigor students should attain within the standards.

In DPS, schools have the option of using any or all of the following: common formative assessments, course tests, or unit assessments. Schools have one opt-in option in 2017-18 to support the implementation of this assessment strategy. Schools that do not select this opt-in option **will not have access to DPS-created high school course tests or unit assessments in 2017-18**, as these resources will only be available in Illuminate.

### Option 1: Illuminate DnA - Utilize High School Course and Unit Assessments and/or Create Your Own Formative Assessments

DPS has partnered with Illuminate Data and Assessment (DnA) for the platform, as well as Key Data Systems and Certica for English and Spanish item banks. Therefore, the data platform and item banks will be available to all DPS schools, regardless of assessment choice. Using item banks to create your own formative assessments, is a great way to diagnose where your students are at a given point in time and progress monitor throughout the school year. Using item banks in Illuminate, teachers are able to pull standards-aligned items to create quizzes, classroom assessments, common formative assessments and interims that are aligned to the

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content and standards taught. Schools that select Option 1 will have access to not only Key Data Systems and Certica item banks, but also DPS-specific item banks.

By selecting to opt-in to Option 1, schools will also receive access to high school course tests and unit assessments. **By opting-in, schools are committing to participate in trainings on the Illuminate platform, facilitated by the Assessment Resource and Support team in ARE.** Schools that decline to opt-in will not receive access to these pre-built assessments. Utilizing DPS-created high school course and unit assessments is optional in 2017-18. Per pupil funds will be dispersed to schools that decline to opt-in to Illuminate and course/unit assessments. This does not apply to Pathways schools, since they utilize district-funded MAP Assessments.